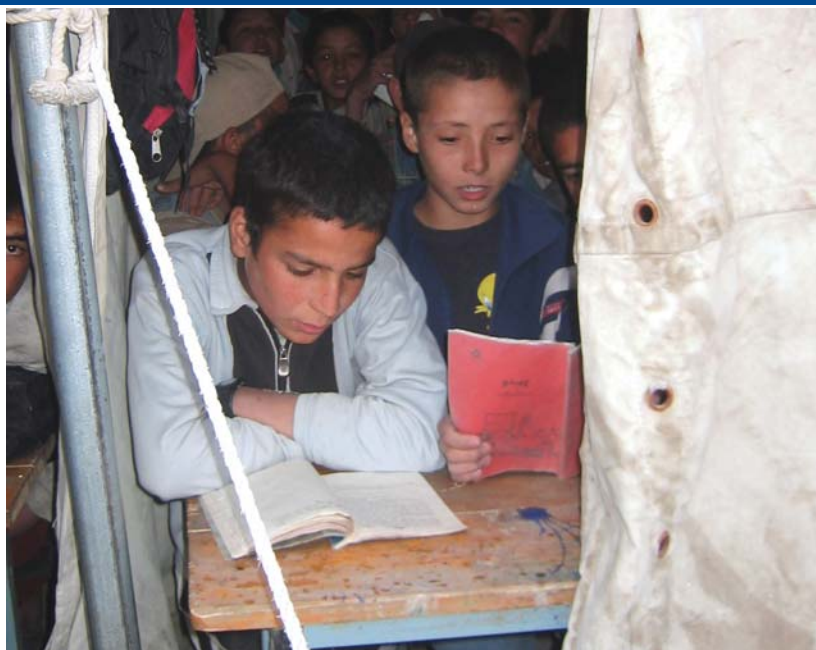
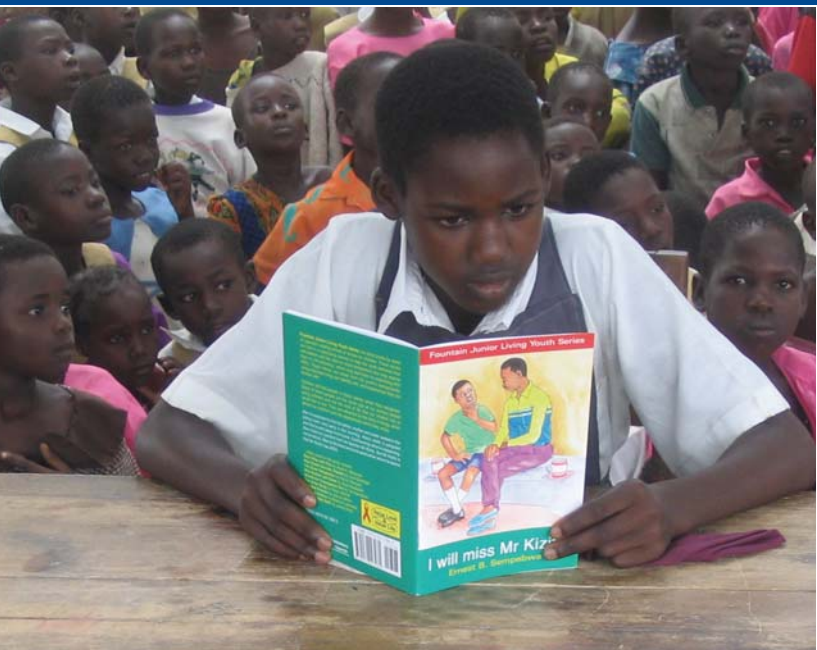




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BASIC EDUCATION AND POLICY SUPPORT (BEPS) ACTIVITY

FINAL REPORT



The Basic Education and Policy Support (BEPS) Activity

USAID Contract No. HNE-I-00-00-00038-00

Final Report

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Prepared for:

Office of Education
Bureau for Economic Growth, Agriculture, and Trade
US Agency for International Development

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EXECUTIVE SUMMARY

From February 3, 2000 through August 3, 2006, the Basic Education and Policy Support (BEPS) Activity served as a key, rapid response, technical assistance contracting mechanism to support and respond to, as requested, USAID education sector needs and priorities in basic education, education policy reform, prevention of abusive child labor, and education in crisis situations. BEPS was managed by Creative Associates International, Inc. in collaboration with BEPS sub-contractors CARE/USA, George Washington University, and GroundWork.. Specifically, the contract intended to:

- improve the quality, efficiency, access, and equity of education, particularly basic education;
- support educational policy dialogue and reform;
- carry out restorative and beneficially additive basic education, educational policy, and planning activities in crisis and non-presence countries; and
- carry out pilot projects, and provide technical assistance and information on child labor.

Beginning with a total contract ceiling award of \$35 million, the incremental increase in USAID investment in the education sector created demand that exceeded BEPS ability to respond. In January 2003, the BEPS ceiling was raised to \$65 million. At its close, BEPS had been awarded nearly \$61 million in contracts divided across 33 different task orders in 40 different countries representative of all four USAID-designated geographic regions (AFR, ANE, E&E, and LAC). BEPS operated with two core task orders that provided limited central management and technical assistance capacity to respond to incoming demand for services. BEPS core task orders were also used by some missions as a means to invest in BEPS incremental funding when the process leading to a task order was inconvenient or untimely. Every \$1 invested by USAID/EGAT/Ed in the BEPS Core task orders leveraged \$5.72 of investment by other USAID bureaus and missions.

As intended by the agency, BEPS was utilized to support the broadest range of possible education sector and sub-sector activities. Some illustrative examples of the ways in which BEPS was utilized are provided in the following list:

- planning and organizing global and regional sector and project workshops and meetings;
- conducting assessments which, in turn, would lead to new education investment portfolios and/or policies;
- evaluating projects and programs, and then extracting and disseminating lessons learned and promising practices;
- implementing a Presidential Initiative focused on improving reading instruction in Latin America;
- fostering and documenting innovative applied field research;
- piloting new strategies and techniques intended to be taken to scale;
- catalyzing change in national education policies;
- promoting decentralization, community mobilization, and involvement in local problem-solving;

- developing training curricula for teacher training;
- building the knowledge base and experience in secularizing madrassah education;
- expanding the USAID/EGAT/Education Office's support and collaboration with other USAID bureaus, offices, and missions;
- training teachers on classroom management techniques;
- promoting educational access, quality, and equity consistent with the US government's commitment to Education For All;
- conducting research on innovative methods and techniques to accelerate and magnify educational achievements;
- exploring education's role in combating abusive child labor practices across different regions and industries;
- developing monitoring and evaluation systems, methods, and tools for measuring educational system performance, including teachers, students, other key stakeholders;
- creating communications and media messages that socially market and promote education achievement;
- building educational management information databases and systems in order to improve education policy decision-making and practice;
- pioneering the development and implementation of national education accounts as a key national education planning tool;
- researching the rise of gangs in the LAC region and identifying possible alternative strategies that may help mitigate the problems and challenges caused by this phenomena; and
- providing USAID with expert technical assistance that the agency requires to accomplish its many goals, objectives, and results frameworks.

This final report provides the reader a summary of the activities, products, and achievements of BEPS from its inception in February 2000 through its final closing in August 2006. The information contained within these pages has been drawn from the technical reports and other documentation assembled, and organized and analyzed through the BEPS project life cycle. The reader is encouraged to delve further in his/her own exploration of BEPS achievements and the individual projects, products, and results that have helped the BEPS Team extend support to USAID. The accomplishments of BEPS speak for themselves.

Creative Associates is honored to have had the opportunity to successfully serve its partner, the U.S. Agency for International Development, in its broader quest to improve the conditions of women, children, and other marginalized populations who thirst for better lives. For any questions or concerns pertaining to BEPS, contact Larry Lai, Vice President of the Education, Mobilization and Communication Division, Creative Associates International, Inc. (LarryL@caii.com).

SECTION 1: INTRODUCTION AND OVERVIEW

Since February 2000, the Basic Education and Policy Support (BEPS) Activity has been rendering technical assistance to the U.S. Agency for International Development (USAID) in support of its educational goals and objectives in foreign assistance. This document is the final report for the BEPS Activity, which expired on August 3, 2006.

1.A. Background: Goals/Purpose of the BEPS Activity

The BEPS Activity is a technical assistance, indefinite quantity-type contract that was awarded by USAID to Creative Associates International, Inc. (Creative Associates) and its partners (CARE, GroundWork, and The George Washington University) on February 4, 2000. The initial award was made by USAID's former Global Bureau/Center for Human Capacity Development (G/HCD) which, as a result of the 2003 USAID internal reorganization, was folded into Bureau for Economic Growth, Agriculture, and Trade (EGAT) as the Education Office. The core mission and goals of BEPS are closely aligned with USAID's overall results framework of "human capacity built through education and training." Within this framework, EGAT seeks to support improved and expanded basic education, especially for girls, women, and other under-served populations, as well as an increased contribution by host-country institutions of higher education to sustainable development.

More specifically, BEPS has been a multi-year, worldwide, indefinite quantity-type contract by which USAID is working to achieve four objectives:

- improve the quality, efficiency, access, and equity of education, particularly basic education;
- support educational policy dialogue and reform;
- carry out restorative and beneficially additive basic education, educational policy, and planning activities in crisis and non-presence countries; and
- carry out pilot projects, and provide technical assistance and information on child labor.

1.B. Period of Performance

BEPS was awarded on February 4, 2000 as a five-year, sole source IQC-type contract that included a three-year base period and two one-year optional extensions, both of which were exercised in 2003 to extend the contract to February 3, 2005. On January 31, 2005, BEPS was extended for one additional year of service through February 3, 2006 at which time the contract expired. Prior to contract expiration, the BEPS CTO exercised the 180-day extension period to allow for completion of all technical activities within BEPS task orders by August 3, 2006.

1.C. Statement of Work (SOW)

The BEPS Scope of Work (SOW) as defined in Task Order #1 (Central Management Capacity) assigned BEPS responsibilities across three different subcategories of tasks:

1. *General Tasks* – those intended to be achieved by BEPS as a whole;
2. *Specific Tasks* – deliverables to be achieved by BEPS over the life of the activity; and
3. *Management and Administrative Tasks* – planning, monitoring, communications, and information dissemination tasks required to develop and achieve quality.

The responsibilities associated with each of those subcategories are presented below:

General Tasks

- Provide a mechanism for USAID to introduce innovative changes for improving education, particularly basic education;
- Serve as a principal provider of expertise for USAID on assessing and implementing education policy reforms;
- Establish capability and expertise for diagnosing and designing rehabilitative and reconstructive education activities in crisis countries;
- Act as a source of technical advice and information for USAID Missions, Regional Bureaus, the Human Capacity Development Center, and other USAID offices regarding education and assistance thereto, educational policy analysis, and reform.

Specific Tasks

- Undertake at least five (5) educational policy appraisals or assessments of either part or an entire national education system and to design, where appropriate, strategies that fortify educational policy dialogue and reform;
- Undertake at least five (5) short-term training events linked to policy dialogue, reform, basic education, and crisis country activities in the field;
- Carry out at least five (5) short-term training activities either country-specific, regional, or based in the United States or overseas;

**Specific Tasks
(continued)**

- Design and implement a minimum of five (5) pilot projects, feasibility studies and applied research efforts that test ideas and approaches on a small scale;
- Carry out diagnostic and programmatic activities in at least five (5) USAID crisis and/or non-presence countries that assist in restoration or reform of the educational system; also include, in cases of pre-crisis, efforts through formal and non-formal educational means to prevent undue strife and conflict; and
- Compile results and lessons learned from work on policy reform and basic education and develop dissemination plan.

**Management and
Administrative Tasks**

- Elaborate an overall program plan and implementation outline for planned field support activities highlighting the mechanisms for providing quality control and coordinating the work to be done through the other task orders under BEPS;
- Develop a workable plan to provide linkages between/among educators (individuals, organizations, institutions) in USAID-assisted countries, the education and development community in the United States, and selected other countries and organizations;
- Develop a preliminary framework with indicators and related benchmarks;
- Provide basic information on the objectives and capabilities of the BEPS activity to USAID technical staff through seminars and an activity publication;
- Establish a system of information collection, dissemination, and exchange, as indicated above, to allow continuous communication with host-country, USAID, and other donor institutions.

1.D. Contract Ceiling and Awards

BEPS was awarded on February 3, 2000 with a \$35,000,000 contract ceiling which, due to increased investment in the education sector and corresponding increase in the demand for technical assistance and support, was increased in January 2003 to \$65,000,000. By the close of BEPS on August 3, 2006, BEPS had received a total of \$60,798,781 in total task order awards, of which \$59,220,517 had been obligated.

1.E. Core Tasks Orders: Finances, Functions, and Leverage

The BEPS Activity was financed by means of core and mission buy-in task orders. The first task order, entitled Central Management Capacity, was awarded on March 6, 2000 by the USAID Global Bureau's Human Capacity Development Center (G/HCD), which currently is the Office of Education in the USAID Bureau of Economic Growth, Agriculture, and Trade (EGAT/ED). This task order, referred to as Core I, had a five-year budget of \$5,943,364 and provided Creative Associates and its partners the means by which to hire project staff who could, in turn, initiate and manage the technical assistance mandate assigned in the SOW.

As USAID investments in education increased, so did the demand for technical assistance and support from throughout USAID bureaus and missions. As a result, a second core task order, Central Response Capacity II, was funded by EGAT/ED on October 1, 2001 with a total budget of \$2,880,328. In the face of still additional need, the ceiling of this Core II task order was increased by \$1,500,000 on September 20, 2002 to reach a total Core II budget of \$4,300,328. Thus, combined total of both core task orders through the end of BEPS equaled \$10,243,692.

The two BEPS core task orders were utilized to provide essential administrative and technical management capacity essential to servicing and supporting bureau and mission technical needs and requests. Core funds were utilized to provide USAID strategic support in a variety of forms, some of which were:

- Provision of essential core staff management and technical expertise required to support bureau and mission buy-in task orders;
- Flexibility to channel support to innovative, leading edge technical initiatives for which no mission buy-in monies were available;
- A rapid response mechanism for responding to urgent, emerging agency needs; and
- A contracting instrument that missions or bureaus could utilize for capturing and/or obligating funds that might be "lost" due to limits imposed by internal agency planning and/or contracting systems and procedures.

With regard to the latter, for example, three countries invested in BEPS Core task orders as incremental funding: Guatemala (\$100,000); Yemen (\$300,000); and REDSO/Somaliland (\$800,000).

When Core is viewed as a means for attracting and leveraging mission and bureau buy-ins, the results are impressive. Every \$1 invested by EGAT in Core leveraged an additional \$5.72 in mission or bureau buy-ins (see following calculations):

| | | |
|---|---|--------------|
| Total BEPS Core Task Order Awards (Task orders #1 + #7) | = | \$10,243,692 |
| <u>Total BEPS Incremental Funding of Core by Missions</u> | = | - 1,200,000 |
| Total BEPS/EGAT Core Funds | = | \$ 9,043,692 |
| | | |
| Total BEPS Task Order Awards | = | \$60,798,781 |
| <u>Total BEPS/EGAT Core Funds</u> | = | - 9,043,692 |
| Total BEPS Mission + Bureau Investment in BEPS | = | \$51,755,089 |

Thus, in order to determine the leverage value of Core EGAT funds to Mission and Bureau investment funds:

$$\begin{aligned}
 \text{Total leverage} &= \text{Total EGATCore/ Total Mission \& Bureau Investment} \\
 &= \$9,043,692 / \$51,755,089 \\
 &= \$1/ \$5.72
 \end{aligned}$$

1.F. Management

Management of BEPS has been exercised by USAID working through an appointed CTO who, in turn, coordinated with Creative Associates and partner BEPS managers and staff. There have been two USAID Education Officers who have served as CTOs during BEPS’s life:

| Name | Service Bureau | Time Period |
|--------------|----------------|--------------------|
| John Swallow | G/HCD | 2/04/00 – 12/15/00 |
| Jim Hoxeng | EGAT/Ed | 12/15/00 – 8/3/06 |

For Creative Associates, Dr. Don Graybill has served as Project Director for the entire BEPS contract performance period. Staff funded by the BEPS core task orders formed the basis of the Core Management Team.

Further, at the outset of BEPS, a BEPS Corporate Monitor team was formed that was comprised of one senior appointed Corporate Monitor from each of the BEPS partners. This team met periodically during the first few years of BEPS’ life as systems and procedures were established to respond to emerging BEPS management needs. These meetings became less frequent as administrative and technical coordination systems were established and, largely, communication and coordination issues became increasingly focused on field-level activities which is where, after all, the most important activities take place.

At the beginning of BEPS, a separate BEPS Management Team that consisted only of senior technical managers across all task orders existed and convened in order to monitor BEPS progress and discuss problems. Gradually, this management team broadened to include all HO-based staff who had some established relationship to supporting a BEPS task order. This BEPS Team met with the CTO twice monthly to share new information, report progress, discuss and resolve problems, and develop plans or management systems as needed. One

centrally used “monitoring and management” (M&M) tool was developed and used to record and share progress with our CTO and across task order management teams.

Every buy-in task order had at least one HO-based staff support person who served as a key management liaison between HO, USAID/DC, and the field. Depending on necessity, larger buy-in task orders may have more than one person required to support its activities from HO.

Task Order management teams existed for all BEPS task orders. They met on an ad hoc, as-needed basis, to discuss, plan, and respond to task order needs and requests. As such, there were discrete teams for all BEPS task orders and, on occasion, teams formed within task orders to support specific technical activities and initiatives. For example, within the Core Task Orders, there were different teams that were formed at different times in order to support discrete activities such as the development of a Language of Instruction Data Base, planning and management of the “If No One Left Behind” Global Education conference, documentation and reporting on fragile states case studies, support for educational activities in Somaliland, and the production of media outreach materials for Guatemala.

1.G. Summary of Task Order Awards

The following table presents a summary overview of the 33 different buy-in task orders that BEPS has received and managed during the 6.5 year project history.

Table 1. BEPS Task Orders

| BEPS Contract and Task Order Number | Issuing USAID Mission or Regional Office | Official Task Order Title | Performance Period (including option years) | Task Order Amount |
|--|---|---|--|--------------------------|
| HNE-I-00-00-00038-00 Task Order 1 (Creative Task Order 1) | EGAT/ED (Worldwide) | Central Management Capacity (Core 1) | 2/29/00 – 8/3/06 | \$ 5,943,364 |
| HNE-I-00-00-00038-00 Task Order 800 (Creative Task Order 2) | Uganda | Support for Uganda Primary Education Reform (SUPER) | 3/27 - 4/30/00 | \$26,832 |
| HNE-I-00-00-00038-00 Task Order 2 (Creative Task Order 3) | Macedonia | Assistance to Higher, Minority, and Bi-Lingual Education in Macedonia | 4/19 – 7/31/00 | \$ 161,447 |
| HNE-I-00-00-00038-00 Task Order HNE-I-00-00-00038-00 (Creative Task Order 4) | Dominican Republic | Education Sector Assessment | 4/19 – 9/30/00 | \$62,298 |
| HNE-I-00-00-00038-00 Task Order 801 (Creative Task Order 5) | Uganda | Education Policy Advisor | 6/1/00 – 10/31/03 | \$ 1,090,937 |
| HNE-I-00-00-00038-00 | Zambia | Design of Improved | 7/03/ - 7/31/00 | \$ 69,315 |

| | | | | |
|---|------------------------|---|--------------------|--------------|
| Task Order 803 (Creative Task Order 6) | | Educational Program for School Health and Nutrition | | |
| HNE-I-00-00-00038-00 Task Order 802 (Creative Task Order 7) | South Africa | Equity in Primary Classrooms | 7/14 – 10/14/00 | \$ 37,910 |
| HNE-I-00-00-00038-00 Task Order 804 (Creative Task Order 8) | Zambia | Technical Assistance to the Zambian School Health and Nutrition Program | 9/05 – 12/1/00 | \$98,074 |
| HNE-I-00-00-00038-00 Task Order 03 (CAII Internal Task Order 9) | EGAT/ED (Worldwide) | Education to Combat Abusive Child Labor | 9/15/00 – 6/30/06 | \$4,000,000 |
| HNE-I-00-00-00038-00 Task Order 4 (CAII Internal Task Order 10) | LAC/EHR | Improved Human Resource Policies | 9/22/00 – 3/31/03 | \$ 1,404,497 |
| HNE-I-00-00-00038-00 Task Order 805 (CAII Internal Task Order 11) | Uganda | Basic Education Support Policy | 10/17 – 11/30/00 | \$ 31,663 |
| HNE-I-00-00-00038-00 Task Order 5 (CAII Internal Task Order 12) | Africa/RSD | Basic Education and Policy Support | 9/29/00 – 11/30/03 | \$ 554,311 |
| HNE-I-00-00-00038-00 Task Order 806 (CAII Internal Task Order 13) | Zambia | Technical Assistance for the BESSIP, SHN, and CP Activities | 3/05 – 4/20/01 | \$ 91,919 |
| HNE-I-00-00-00038-00 Task Order 808 (CAII Internal Task Order 14) | Uganda | Basic Education Policy Support | 3/22/01 – 4/22/01 | \$ 38,429 |
| HNE-I-00-00-00038-00 Task Order 807 (CAII Internal Task Order 15) | Zambia | Basic Education and Policy Support Activity (CHANGES) | 4/01/01-7/31/05 | \$ 10,200,00 |
| HNE-I-00-00-00038-00 Task Order 811 (CAII Internal Task Order 16) | Bangladesh | Bangladesh Education Sector Review | 9/07/01 – 7/15/02 | \$ 195,069 |
| HNE-I-00-00-00038-00 Task Order 812 (CAII Internal Task Order 17) | Dominican Republic | Follow-on to the Evaluation of the Falconbridge Foundation School Sponsorship Program | 9/17/01 – 10/31/01 | \$ 60,000 |
| HNE-I-00-00-00038-00 Task Order 6 (CAII Internal Task Order 18) | Europe & Eurasia | 2001 Rapid Appraisal of Youth in Transition Countries in Eastern Europe and Eurasia | 9/28/01 – 9/27/02 | \$ 22,267 |
| HNE-I-00-00-00038-00 Task Order 7 (CAII Internal Task Order 19) | EGAT/ED (Worldwide) | Central Response Capacity II (Core II) | 10/01/01 – 8/03/06 | \$ 4,300,328 |
| HNE-I-00-00-00038-00 Task Order 8 (CAII Internal Task Order 20) | LAC/EHR | Technical Assistance to the Latin America and Caribbean Bureau's Office of Regional Sustainable | 1/08/02 – 5/18/03 | \$ 3,578,268 |

| | | | | |
|--|--|--|---------------------|---------------|
| | | Development in Support of Education Policy Reform. | | |
| HNE-I-00-00-00038-00 Task Order 21 (CAII Internal Task Order 21) | India | Basic Education and Policy Support – India Education Activity | 9/20/02 – 8/03/06 | \$ 1,800,000 |
| HNE-I-00-00-00038-00 Task Order 813 (CAII Internal Task Order 22) | Uganda | Support for Uganda Primary Education Reform (SUPER) | 10/17/02 – 12/31/03 | \$ 1,345,265 |
| HNE-I-00-00-00038-00 Task Order 814 (CAII Internal Task Order 23) | Dominican Republic | Monitoring and Evaluation System for Educational Quality | 5/16 – 11/14/03 | \$ 99,991 |
| HNE-I-00-00-00038-00 Task Order 26 (CAII Internal Task Order 24) | LAC/EHR | Technical Assistance to the Latin America and Caribbean Bureau’s Office of Regional Sustainable Development in Support of Education Policy Reform. | 6/01/03 – 8/03/06 | \$ 1,700,000 |
| HNE-I-00-00-00038-00 Task Order 815 (CAII Internal Task Order 25) | Bangladesh | Three Education Studies in Bangladesh | 9/15/03-8/31/04 | \$ 499,964 |
| HNE-I-00-00-00038-00 Task Order 816 (CAII Internal Task Order 26) | Morocco | Technical Assistance to Collect Data and Design Training Modules for the Ministry of Education and Youth | 10/01/03-7/30/04 | \$ 289,996 |
| HNE-I-00-000-00038-00 Task Order 817 (CAII Internal Task Order 27) | Uganda | Uganda Education Project Assistance – Technical Support to the Ministry of Education and Sports (MOES) | 11/01/03-8/03/06 | \$ 14,155,216 |
| HNE-I-00-00-00038-00 Task Order 818 (CAII Internal Task Order 28) | Jamaica | New School Census Database Application | 1/02/04-8/31/04 | \$ 60,198 |
| HNE-I-00-00-00038-00 Task Order 820 (CAII Internal Task Order 29) | Philippines | Support to EQuALLS Project | 9/28/04-8/03/06 | \$ 7,888,383 |
| HNE-I-00-00-00038-00 Task Order 819 (CAII Internal Task Order 30) | Bangladesh | Assessment of Educational Needs of Disabled Children in Bangladesh | 8/30/04-4/30/05 | \$ 169,539 |
| HNE-I-00-00-00038-00 Task Order 29 (CAII Internal Task Order 31) | Office of Transition Initiatives (OTI) | Office of Transition Initiatives (OTI) Community-Focused Reintegration Programs Project | 11/01/04-7/31/05 | \$ 82,076 |
| HNE-I-00-00-00038-00 Task Order 821 (CAII Internal Task Order 32) | Morocco | National Education Accounts | 10/26/04-8/3/06 | \$ 630,208 |
| HNE-I-00-00-00038-00 | LAC/RSD | Current Programs, | 8/22/05 – 3/7/06 | \$ 107,129 |

| | | | | |
|-------------------------------|--|---|--|--|
| (CAII Internal Task Order 33) | | Existing Lessons Learned, and Analysis of Opportunities to Address the Youth at Risk and Youth Gang Issue: El Salvador, Guatemala, Honduras, Nicaragua, and southern Mexico | | |
|-------------------------------|--|---|--|--|

1.H Countries of BEPS Activities

Since February 2000 through August 3, 2006, BEPS has worked in 40 countries worldwide (see Table 2 and Figure 1).

Table 2: Countries of BEPS Activity

LAC Region

Bolivia
 Brazil
 Costa Rica
 Dominican Republic
 Ecuador
 El Salvador
 Guatemala
 Haiti
 Honduras
 Jamaica
 Mexico
 Nicaragua
 Peru

Africa Region

Angola
 Burundi
 Cote D'Ivoire
 DR Congo
 Ethiopia
 Ghana
 Guinea
 Kenya
 Liberia
 Sierra Leone
 Somaliland
 South Africa
 Sudan
 Swaziland
 Uganda
 Zambia

E&E Region

Bulgaria
 Macedonia
 Romania

ANE Region

Afghanistan
 Bangladesh
 India
 Morocco
 Nepal
 Pakistan
 Philippines
 Yemen

Figure 1: Countries of BEPS Activities



SECTION 2: SUMMARY OF BEPS ACHIEVEMENTS, 2000 – 2006

The ensuing pages and tables provide brief summaries of the full constellation of BEPS activities during its project life. Country activities are organized and reported out within regional sub-sections that are consistent with USAID regional organizations. Additional BEPS outputs such as workshop/conference management, policy dialogues, and publications are also summarized at the close of this subsection.

2.A. BEPS Core Activities

The BEPS SOW specified a minimum of 25 task order activities and deliverables to be achieved through the BEPS Core task orders. These activities were equally distributed over six different activity sub-categories:

- (1) Educational policy appraisals, assessments, and dialogues;
- (2) Short-term training events (in-country, US-based, or third country);
- (3) Short-term training activities;
- (4) Pilot projects, feasibility studies, or applied research;
- (5) Crisis and/or non-presence country interventions; and
- (6) Publication and dissemination of results, lessons learned, best practices, etc.

Appendix A provides a list of 73 different core-funded technical support services and activities provided to USAID through the BEPS Core Task Orders (No. 1 and No. 7).

2.B. Core and Buy-in Activities: Reported by Region and Country

BEPS conducted activities in each of USAID's designated regions of the world. An overview of BEPS activities in each region is provided below. Detailed descriptions of all of the BEPS activities, by region, are provided in Appendix B.

2.B.1 Africa Activities

More than 20 initiatives were conducted in Africa, the region that has seen the most extensive BEPS involvement and is therefore most demonstrative of the range of the BEPS team's capabilities. The Activity achieved success on multiple fronts, helping African states make progress in the realms of basic education, education policy reform, and combating child labor. A particularly distinguishing aspect of BEPS' work in the region has been its repeated assistance in response to crisis and post-conflict situations. In Burundi, Kenya/Sudan, Uganda, Somalia, the Democratic Republic of Congo, and the Mano River Union countries of Guinea, Liberia, and Sierra Leone, Creative Associates and its partners conducted assessments and provided recommendations that seek to enhance national and regional peace and stability. In Zambia and Uganda, BEPS completed two of its largest and most multi-faceted long-term projects, implementing innovative, integrated programs that utilize teacher training, community

mobilization, HIV/AIDS education, and other mechanisms to strengthen the quality of and access to basic education and to promote healthy lifestyles.

| African Country | Title of Activity | Period of Activity |
|---|--|---------------------------|
| Angola | Mid-term Evaluation of Alfalit Adult Literacy Program | 4/2004-5/2004 |
| Burundi | Assessing Options for Reintegration of Ex-Combatants | 2/2003-4/2003 |
| Burundi, Democratic Republic of Congo, and Liberia | OTI Community-focused Reintegration Programs Project | 9/2004 – 7/2005 |
| Congo, Democratic Republic of | Identifying Education and Policy Needs of Demobilized Child Soldiers | 6/2000 |
| | Planning Education Response Strategies for Demobilized Child Soldiers | 9/2001-10/2001 |
| Cote D'Ivoire | Planning Intervention Strategies for Child Laborers | 4/2002 |
| Ethiopia | USAID Africa Bureau Basic Education Exchange Workshop | 9/2002-12/2002 |
| Ghana | Youth Education and Skills (YES) Pilot Project to Combat Child Labor | 4/2002-11/2004 |
| Guinea, Liberia, and Sierra Leone | Mano River Union Conflict Assessment and Peace-Building Framework | 4/2003-6/2003 |
| Kenya and Sudan | Impact Assessment of Proposed Teacher Training Center in Kakuma, Kenya | 5/2002-8/2002 |
| Sierra Leone | Evaluation of USAID OTI Peace-building Programs | 2/2002-8/2002 |

| | | |
|---------------------|---|--|
| Somalia | Somaliland Education Sector Assessment | 4/2003-5/2003 |
| South Africa | School Rehabilitation to Improve Access to Education | 10/2003-8/2006 |
| | Supporting Equity in the Classroom | 7/2000-10/2000 |
| Uganda | Technical Assistance to Education Sector Investment Plan Review | 3/2000-4/2000 10/2000-11/2000 3/2001-4/2001 |
| | Long-term Education Policy and Institutional Advisor | 6/2000-9/2003 |
| | Assessment of Non-formal and Complementary Education | 7/2002-9/2002 |
| | Advancing Universal Primary Education, Teacher Effectiveness, and Reproductive Health | 10/2002-12/2003 |
| | Uganda Education Project Assistance, Phase II | 11/2003-8/2006 |
| | Uganda Interactive CD ROM-based Teacher Training Pilot | 7/2004 – 5/2006 |
| | International Network for Education in Emergencies (INEE) Toolkit Assessment | 2/2006 – 5/2006 |
| | | |
| Zambia | Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) | 7/2000 9/2000-12/2000 3/2001-4/2001 4/2001-7/2005 |

2B.2 Asia and the Near East Activities

The large and diverse Asia and Near East region represents a growing area of BEPS assistance. BEPS predominantly focused on enhancing basic education and education policy by assisting USAID in the development of its education strategies in eight countries. This took the form of assessments of needs, capacities, and national education sectors, as well as recommendations for possible USAID action. Other

activities included a pilot project to combat abusive child labor in Nepal, conference planning, and procurement.

| ANE Country | Title of Activity | Period of Activity |
|---------------------------------|--|---------------------------|
| Afghanistan and Pakistan | Food and Education in Reconstruction Workshop | 1/2002-3/2002 |
| Afghanistan | National Curriculum Development Workshop | 9/2002-1/2003 |
| Bangladesh | Education Sector Assessments | 9/2001-4/2005 |
| India | Education Sector Strategic Planning | 3/2002 |
| | Building Capacity to Improve Education Access for Vulnerable Children | 9/2002-6/2006 |
| | Integrating Formal Schools with Religious Educators - Community and Progress Foundation (CAP) | 5/2004-5/2006 |
| | Support to the QUEST Alliance | 1-7/2005 |
| | Chittoor Friendly Schools Initiative | 5/2005-7/2006 |
| | Life-Skill Training and Vocational Training for Difficult to Reach Adolescents and Youth - Community and Progress Foundation (CAP) | 10/2005-5/2006 |
| | National Conferences on Performance Management, and Policies & Norms | 4/2006 |
| | Development of Gender Toolkit - Community and Progress Foundation (CAP) | 5-6/2006 |
| | Madrasa Teacher Training - Community and Progress Foundation (CAP) | 6/2006 |
| | Technical Assistance to Develop Monitoring and Evaluation Plan for | 6/2006 |

| | | |
|--------------------|---|----------------|
| | QUEST Alliance | |
| | Computer Laboratories in Madrasas – Community and Progress Foundation (CAP) | 7/2006 |
| Morocco | Morocco Education for Girls (MEG) Case Study and Training Modules | 10/2003-7/2004 |
| | Development and Implementation of National Education Accounts (NEA) | 4/2004-8/2006 |
| Nepal | Preventing Abusive Child Labor, Trafficking, and Unsafe Migration of Conflict-affected Children | 1/2003-3/2004 |
| Philippines | Options for Increasing Access to Basic Education | 4/2004-5/2004 |
| | Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project | 10/2004-8/2006 |
| Yemen | Education Policy Decentralization Sector Study | 2/2004-4/2004 |
| | Infrastructural Improvement of MOE Offices | 5/2004-10/2004 |

2.B.3 Europe and Eurasia Activities

BEPS activities in Europe and Eurasia have not been as frequent as in other parts of the world, but are undoubtedly no less important. Assistance in the region has focused on child labor and policy support in response to issues that emerged in the aftermath of the collapse of communism and downfall of authoritarian governments in Eastern Europe. As states have endured economic upheaval during the challenging transition to market economies, many marginalized young women and girls have fallen prey to prostitution. Pilot projects in Bulgaria and Romania sought to educate the public of the dangers of child labor and trafficking and promote alternative paths for vulnerable youth. The break-up of communist Yugoslavia has also led to serious ethnic conflict between and within successor states. In response to rising ethnic tensions and occasional outbreaks of violence in recent years between majority and minority populations in Macedonia, BEPS has twice sent teams to assess the fragile situation and propose activities and recommendations in support of the peace.

| E & E Country | Title of Activity | Period of Activity |
|--------------------------|---|---------------------------|
| Bulgaria | Combating Prostitution and Trafficking of Economically-disadvantaged Children | 1/2003-6/2004 |
| Macedonia | Policy Recommendations to Promote Equal Access to Higher Education | 4/2000-5/2000 |
| | Mid-term Evaluation of OTI's Confidence-building Initiative | 12/2002-3/2003 |
| Romania | Reduction of Child Labor, Prostitution, and Trafficking in Rural Communities | 10/2003-9/2004 |

2.B.4 Latin America and Caribbean Activities

The Latin America and Caribbean (LAC) region has been a frequent focus of the BEPS team's energies, with a particular emphasis on basic education and education policy support. Several LAC initiatives approached issues from a region-wide perspective; the largest of these was the support to the Centers of Excellence for Teacher Training, a presidential initiative designed to improve primary reading instruction across Central America, the Caribbean, and the Andean countries of South America. BEPS also was active in providing research, experience, and technical expertise to assist USAID in the development of regional and national education strategies, and implemented a pilot project in Honduras to provide education opportunities to the children of agricultural workers. Overall, 11 Latin American and Caribbean countries received BEPS assistance.

| Latin and American Country/Region | Title of Activity | Period of Activity |
|---|--|---------------------------|
| Caribbean Region | Assessing Human Capacity Development | 10/2003-11/2003 |
| Latin America and Caribbean Region | Assessing Private Sector Involvement in Education Reform | 11/2000-12/2000 |
| | USAID/LAC Regional Education Sector Strategy Review | 11/2000-6/2001 |

| | | |
|---------------------------|---|---------------------------------|
| | Centers of Excellence for Teacher Training | 1/2001-8/2006 |
| | USAID/LAC Education Sector Mission Profiles | 11/2003-8/2006 |
| | Youth Gangs Assessment | 8/2005-3/2006 |
| | Technical Assistance to Help Strengthen Basic Education | 7/2006 |
| Bolivia | Mid-term Evaluation of Alfalit Adult Literacy Program | 5/2003-6/2003 |
| Brazil | Strategy Development Assistance to Reduce Abusive Child Labor | 6/2000 |
| | Summit of the America's Conference - <i>Transparency in Education Reporting: Hemispheric Practice</i> | 6/2005 |
| Costa Rica | Child Sex Tourism Assessment | 9/2005 – 4/2006 |
| Dominican Republic | Assessment of Stakeholders' Perceptions of Policy Issues | 4/2000-9/2000 |
| | Evaluating Private Sector Support of Public Education | 5/2001-6/2001 9/2001-10/2001 |
| | Design of Monitoring and Evaluation System for Educational Quality | 4/2002-9/2002 5/2003-11/2003 |
| | Global Food for Education Initiative Evaluation | 7/2004 – 8/2004 |
| El Salvador | USAID Education Strategy Development Assistance | 12/2000-5/2001 |
| | Post-Earthquake Planning Assistance | 4/2001-6/2001 |
| | Informed Policy Dialogue Study | 1/2005-3/2005 |
| | Assessment of Tests Used to Measure CETT Results in El Salvador | 7/2006 |

| | | |
|------------------|--|----------------|
| Guatemala | Documentation of First Hemispheric Conference on Indigenous Education | 7/2001-8/2001 |
| | Review of USAID Rural Education Activities | 7/2003-9/2003 |
| | Teachers' Union and Private Education Studies | 4/2004-5/2004 |
| | Mission Public Communications Materials Development for Health and Education | 1/2006-2/2006 |
| Haiti | Needs Assessment in Support of Public-Private Partnerships in Education | 4/2000 |
| Honduras | Planning Education Response Strategies for Working Children | 4/2002-8/2002 |
| | Providing Education to Agricultural Child Laborers and Families | 10/2002-7/2004 |
| Jamaica | Development of School Census Data-collection System | 1/2004-8/2004 |
| | CETT Regional Directors' Workshop | 5/2005 |
| Peru | Decentralization of Education Assessment | 11/2002 |
| | CETT Directors Workshop | 4/2004 |

2.C Core-funded Global/Worldwide Activities

As a separate category of achievements, BEPS has conducted a handful of diverse basic education and policy-related activities whose scope exceeds any regional classification. These have included training sessions, research endeavors, database construction, and strategy development for USAID. These include the following:

| | |
|--------|--|
| 3/2001 | Introduction to Social Mobilization Trainings at the Comparative International Education Society (CIES) Conferences |
|--------|--|

Creative Associates developed and tested an innovative social mobilization process in Malawi throughout the 1990s that employed community-oriented, participatory strategies to increase girls' access to basic education, improve educational quality, and enhance community awareness and involvement in combating HIV/AIDS. In 2001, Creative Associates synthesized the results of these campaigns and facilitated a training at the CIES annual conference, where Malawian NGO project participants introduced other education professionals to the social mobilization model.

5/2001

Participatory Research Workshop

BEPS sponsored a one-day workshop in Washington, D.C. for 25 public and private sector basic education experts to assess and discuss current global needs and trends in basic education.

6/2001-
2/2003

Language of Instruction Database

Seeking to address the need for a comprehensive body of knowledge on language of instruction that could serve to inform policy decisions, BEPS collaborated with the World Bank to develop a web-accessible database containing country-specific information on experiences from around the globe in language of instruction. This effort has resulted in better-informed project design, policy decisions, and collaboration surrounding language of instruction policy.

1/2002-
1/2003

Support of Education in Developing Countries

BEPS conducted a series of interviews to provide insight on how public and private sector policymakers think about international development priorities and make decisions related to support of basic education. The research led to analysis and recommendations laid out in the final report that will help enable education sector professionals to better communicate and collaborate with the policy and business communities and to form alliances for development.

1/2006-
4/2006

Delivery of Education Services in Fragile States: Four Case Studies

In order to help USAID policy makers and program designers reflect on experience in designing and delivering education services effectively in fragile states, BEPS completed four case studies for the EGAT Bureau and the Office of Conflict Mitigation and Management (CMM). The case studies analyzed the impact of education in Guinea, Afghanistan, Uganda, and the Philippines, providing lessons learned, strategic guidance, and practical recommendations for future fragile states programming.

2.D. Core/Buy-in Workshop Planning, Training, and Management Activities

Over the life of contract, BEPS was tasked by USAID with the development of short-term training activities both within the United States and out in the field, as the training of individuals and groups has consistently shown to be one of the most direct, cost-effective, and lasting avenues to strengthening development organizations. Country-specific, regional-level, and global USAID workshops have been organized by BEPS, congregating NGOs, the donor community, USAID staff, ministry officials, and other relevant education stakeholders to discuss strategies and exchange information. These workshops have served as fora for presenting, exploring, and facilitating exploratory dialogues and exchanges regarding a wide range of education sector issues, problems, successes, best practices, and lessons learned.

Core Activities

- 8/2001 **No One Left Behind: Increasing the Reach and Quality of Education** (Biannual EGAT/ED Global Education Workshop, Washington, DC)
BEPS provided management, logistical, and technical support for the four-day USAID/Human Capacity Development Workshop held August 20-23 in Bethesda, Maryland. The workshop, which was attended by over 400 participants, addressed traditionally underserved groups and the factors impeding their access to education. As a result of the information disseminated from the sessions, USAID senior management and education staff from around the world gained valuable insight into the most critical challenges to education and human capital development.
- 2/2002 **Food and Education in the Reconstruction of Afghanistan** (Islamabad, Pakistan) (see Appendix B, ANE section)
- 12/2002 **Sharing Perspectives on Curriculum Development in Afghanistan** (Kabul, Afghanistan) (see Appendix B, ANE section)
- 8/2003 **Building Bridges to Peace and Prosperity: Education for Action** (Biannual EGAT/Ed Global Education Workshop, Washington, DC)
BEPS provided management, logistical, and technical support for the biannual Worldwide EGAT/Ed Education Workshop, which was held August 11-14, 2003 in Washington, D.C. and built on the success of the 2001 “No One Left Behind” workshop. The “Building Bridges” workshop aimed to inform USAID staff about new and updated procedures and policies and to enable USAID staff, partners, and other development practitioners to exchange vital information about program successes and lessons learned, introduce new ideas and

technologies, strengthen professional relationships, and encourage multi-sector collaboration. Over 500 participants took part in the proceedings over the four-day workshop.

Buy-in Activities

- 9/2002-
10/2002 **Basic Education Exchange Workshop** (Addis Ababa, Ethiopia) (Task Order 5) (see Appendix B, Africa section)
- 4/2003-
5/2003 **CETT Networking Workshop** (Austin, TX) LAC Bureau/HER (Task Order 8)
BEPS convened teachers, trainers, technical personnel, and directors from the three Centers of Excellence in Teacher Training (CETT) subregions to exchange best practices and lessons learned in relation to the development of the five CETT components. The April 28-May 2 conference represented the first exchange and opportunity for sharing among the CETTs.
- 9/2003-
10/2003 **Partners in Education: Looking Back, Moving Forward, Together** (Mbabane, Swaziland) (Task Order 8) (see Appendix B, Africa subsection)
- 4/2004 **CETT Directors Workshop** (Lima, Peru) (Task Order 26) (see Appendix B, LAC subsection)
- 5/2005 **CETT Regional Directors' Workshop** (Kingston, Jamaica) (Task Order 26) (see Appendix B, LAC subsection)
- 6/2005 **Summit of the Americas Conference** (Salvador, Brazil) (Task Order 26) (see Appendix B, LAC subsection)
- 5/2006 **LAC/EHR and EGAT/ED Regional Education and Training Workshop** (LAC Bureau/EHR, Miami, Florida) (Task Order 26)
BEPS provided logistical and technical coordination support May 7-12, for the 2006 LAC Regional Education and Training Workshop. The event brought together CETT directors, technical specialists, and trainers from the three CETT subregions to reflect on program successes and explore ways to sustain CETT activities beyond USAID funding.

2.E. Core/Buy-in Policy Dialogues

During its 6.5 year history, BEPS sponsored various policy dialogues--issue-specific forums that brought together interested parties from government, the development community, and the academic world for purposes of participatory dialogue and exchange around issues, ideas, challenges, and proposals for action. These events favor

the involvement of a limited number of people in order to stimulate an active and participatory discussion.

Core Activities (Task Order 1)

- 3/2001 **Latin American Education Policy Reform Needs and Priorities**
BEPS sponsored a policy dialogue led by Dr. Fernando Reimers, professor of education at Harvard University, and author of a recent Latin American hemispheric analysis on education policy reform needs and priorities, “*Unequal Schools, Unequal Chances.*”
- 11/2002 **Educating Children with Disabilities in Developing Nations**
BEPS held a one-day roundtable to explore policies and strategies related to the challenges of meeting the needs of those with learning disabilities in developing nations. The session brought together and provided a forum for participants with broad experience and representing a range of development and education organizations. It focused on achieving practical outcomes, identifying specific problem areas, and examining proposed solutions.
- 1/2003 **Alternative Sector Assessment Strategies**
BEPS convened a policy dialogue session focused on alternative sector assessment approaches and strategies for Washington-based USAID regional education staff. The roundtable featured the cases of USAID/Bangladesh and USAID/El Salvador.

Buy-in Activities

- 6/2000 **Policy Dialogue to Advance the Process of Child Soldier Demobilization (Task Order 3)**
Within the Democratic Republic of Congo, BEPS organized a policy dialogue with USAID and other development stakeholders to explore the needs, problems and priorities associated with future planned efforts at child soldier demobilization.
- 11/2000 **Best Practices in Planning Education to Combat Abusive Labor—Towards a Policy Framework (Task Order 3)**
BEPS sponsored this policy dialogue for US government and other childhood labor prevention stakeholder was focused on presenting and exploring different frameworks and paradigms through which child labor is assessed, analyzed and intervention programs are designed. Dr. William Myers, an internationally recognized leader and authority in child labor prevention programs, led this session

- 11/2001 **Teacher Training Roundtable (Task Order 4)**
BEPS sponsored an interactive session on teacher training led by Dr. Ernesto Schiefelbein, a Fellow at the Center for Research and Development in Education in Chile and former Chilean Minister of Education. The discussion focused on the need to update techniques by moving beyond traditional models towards newer paradigms for teacher training.

2.F. BEPS Publications

An important component of BEPS' work has been to research, compose, and disseminate publications in order to better inform policymakers, development professionals, and other organizations and individuals on contemporary issues, promising practices, and solution-oriented approaches to challenges confronting basic education in developing countries. BEPS has developed and published a wide range of documents, ranging from research to technical notes, training manuals to informative brochures and communications materials. Some of these reports seek to share the specific successes, challenges, lessons learned, and other constructive information garnered from the experience of actual BEPS initiatives in the field.

A complete, comprehensive list of publications and reports produced by BEPS across all task orders is presented in Appendix C of this report.

The following list represents those publications and documents, presented by task order under which the publication was produced:

Task Order No. 1 (Central Response Capacity) Publications:

- *Accelerating Learning in Developing Countries: Joining Research and Practice. (2003)* A report that pulls together knowledge from educational and development literature on accelerated learning for the benefit of development and education practitioners.
- “Accelerating Learning for Children in Developing Countries: A Summary.” (2003). A six-page foldout that highlights key points from the parent document (see above). Includes a definition of accelerated learning, situations when accelerated learning should be considered, a framework for accelerating learning in developing countries, and resources.
- “Crossing Lines: ‘Magnets’ and Mobility among Southern Sudanese.” (2002). A final report of two assessment trips examining the impact and broader implications of a new teacher training center in the Kakuma refugee camps, Kenya. (Prepared by CARE).
- “Delivering Education Services in Fragile States: Four Case Studies.” (2006). A study designed to help USAID policy makers and program designers reflect

on experience in designing and delivering education services effectively in fragile states. Report includes case studies in Afghanistan, Guinea, The Philippines, and Uganda.

- *Education in Crisis Situations: Mapping the Field. (2005).* Surveys the field of education in crisis situations, articulates current debates, documents the program growth in recent years, and offers recommendations for further study.
- “Education in Emergencies: Critical Questions and Challenges” (prepared by CARE, 2005). A BEPS technical note that addresses some of the common issues and obstacles that are faced by education stakeholders during emergency situations.
- *Grandmothers: A Learning Institution (2005).* A report that examines the role of grandmothers in promoting child education, health, and development in developing countries.
- *If No One Will Be Left Behind: Facing the Policy Challenges of Increasing the Quality and Reach of Education in Developing Nations. (2005)* Pulls together, analyzes, and reflects on important challenges in education, as well as the potential approaches, strategies, and policies to address them.
- “Innovation in Reintegration: Youth Reintegration and Training for Peace Program.” (2002) A brief overview of OTI’s Youth Reintegration Training and Education for Peace Program in Sierra Leone and outline of how the model can be successfully adapted to other settings.
- *Making a World of Difference: BEPS Achievements, 2000-2004 (2004)* . A review of the initiatives conducted under the Basic Education and Policy Support (BEPS) Activity from 2000 to 2004. Includes descriptions of over 65 activities in 39 countries.
- *Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction: A Uganda Case Study (2006).* This research was undertaken to gain an understanding of how organizations in the conflict-affected districts of Uganda are using the minimum standards , including a focus on the crosscutting themes of gender and HIV/AIDS.
- “More Than Educating Girls: Bringing to Life the Concept of a Dynamic School System” (electronic) (2005). Highlights the key elements, successes, and lessons learned of the 1997-2003 Morocco Education for Girls Project, which was implemented by Creative Associates to support the Ministry of Education in its efforts to make Education for All a Reality in rural areas, particularly among girls.

- *Progress in Education, 2000-01 and Country and Regional Overviews.* A report and companion piece of education statistics for Congress and the interested public that summarize USAID's recent contributions to basic education and progress in the areas of education access, equity, quality, and literacy during 2000-01.
- *Progress in Education 2005: Meeting the Global Challenge.* A report that documents USAID's extensive education activities in the developing world, the impact of its interventions, and the trends addressing the challenges that educational development faces.
- "Urbanization, War, and Africa's Youth at Risk: Towards Understanding and Addressing Future Challenges." (2002 Prepared by CARE). Looks at the causes and consequences of the extraordinary explosion in urban youth populations in Africa, largely precipitated by war, and makes recommendations for programming in African cities that might transform how urban youth are perceived, engaged, and included in African societies.

Task Order No. 3 (Education to Combat Abusive Child Labor) Publications:

- *Country Profiles (2002-2002).* A database of briefs on child labor in 91 countries with USAID presence. Database made available on the Internet. Print copies of major publications were distributed at USAID Education Sector conferences and workshops, at meetings of the Comparative International Education Society, and in response to requests.
- "Planning Educational Response Strategies for Working Children in Honduras." (2004, Produced by CARE). One of a series of assessments of the relationship between child labor and education in Central American countries. Team assessed the viability of planning a pilot intervention to provide educational opportunities to working children in Honduras, especially those involved in abusive forms of child labor.
- "Planning Educational Response Strategies for Reintegration of Demobilized Child Soldiers in the Democratic Republic of Congo." (2002). A report of a rapid assessment to determine the educational needs, conditions, resources, and barriers faced by demobilized child soldiers in the DRC in an effort to understand how formal and nonformal education services could facilitate their reintegration into civil society.
- *Education to Combat Abusive Child Labor: An Introductory Guide to Policy and Practice (2001).* Provides an overview of the elements of a framework for mapping and considering key technical issues involved in planning USAID education programs to combat abusive child labor.
- *Education to Combat Abusive Child Labor: How Do We Build on What We*

Know?(2002). Summarizes notable education interventions in the international arena that target or affect the situation of child workers.

- *Education to Combat Abusive Child Labor: Using Economic and Education Incentives* (2003). Examines the impact of educational incentives on the supply of and demand for basic schooling for working children, looking at factors that influence the performance of global educational incentive programs.
- *Costa Rica Child Sex Tourism Assessment* (by Sylvia Ellison, Ed.M., Carola Mendelbaum, M.A.) A summary assessment report focused on root causes, current status, and future strategies to combat child sex tourism in Costa Rica. Research identifies gaps and possible interventions that might assist the Government of Costa Rica (GoCR) in its fight against this growing phenomenon in Latin America.

Task Order No. 807 (Zambia) Publications:

District Profiles:

- “Choma District Profile.” Publication summarizing the CSMC campaign in Choma District and the research results related to school performance and HIV/AIDS awareness.
- “Kalomo District Profile.” Publication summarizing the CSMC campaign in Kalomo District and the research results related to school enrollment, school completion, and HIV/AIDS awareness.
- “Kazungula District Profile.” Publication summarizing the CSMC campaign in Kazungula District and the research results related to school performance and HIV/AIDS awareness.
- “Livingstone District Profile.” Publication summarizing the CSMC campaign in Kazungula District and the research results related to school teachers, enrollment, school attendance, girls’ education, and HIV/AIDS awareness.
- “Monze District Profile.” Publication summarizing the CSMC campaign in Monze District and the research results related to school performance and HIV/AIDS awareness.
- “Siavonga District Profile.” Publication summarizing the CSMC campaign in Siavonga District and the research results related to school factors affecting children’s education, community factors affecting students, and HIV/AIDS awareness.
- “CHANGES Small Sub-grants Manual.” A manual explaining the CHANGES

sub-grant process for local organizations to obtain small grants to implement community-based, sustainable education interventions.

- “Handbook for Community-based Workers. HIV/AIDS Prevention Strategies.” Handbook produced in response to the growing need for reading materials for community-based workers and their supervisors. Provides community-based workers and their communities practical approaches and methods that they can use to help curb the transmission of HIV.
- “HIV/AIDS Guidelines for Educators.” A booklet to help prepare educators to introduce HIV/AIDS prevention to those children considered the “window of hope”: young people ages 5-14 years old, both in and out of school.
- “Life Skills Workshop Report.” A manual outlining a five-day life skills workshop for college lecturers who are teaching HIV/AIDS prevention.
- “Local Action Reference Guidelines for Developing Health – Promoting Schools at Local Level.” Practical guide adapted from an original World Health Organization document to inform Zambian personnel engaged in improving health at local schools and communities through health promotion in schools.
- “The CHANGES Program.” Locally-produced brochure that summarizes two components of the CHANGES program: School Health and Nutrition (SHN) and Community Sensitization and Mobilization Campaign (CSMC). Also introduces the Impact Assessment of HIV/AIDS on the Education Sector.
- “The Community Sensitization and Mobilization Campaign (CSMC) in Southern Province.” Locally-produced brochure introducing the CSMC in Southern Province. Presents CSMC objectives, rationale, principles, and stages of implementation.
- “A Healthy Child in a Health School Environment.” Basic information on the SHN Program.
- “Making a Difference: Communities Changing for the Better.” Locally-produced brochure highlighting CHANGES activities related to girls’ education and HIV/AIDS prevention in Zambia’s Southern Province.
- “Most Frequently Asked Questions on Free Education.” Locally-produced brochure providing answers to four frequently-asked questions about Zambia’s free education policy, designed to ensure that every child attends school.
- “The Small Grants Scheme of the CHANGES Program in the Ministry of Education.” Foldout explaining the small grants component to support

communities, community-based organizations, local NGOs, religious groups, and other non-profit organizations via technical assistance, capacity building, and other training.

- “Success Stories.” A booklet of success stories identified from the extension phase of the CHANGES Program implemented in Zambia’s Southern Province.
- “Voices from the South: Poems on HIV/AIDS.” Booklet of locally-written poems about HIV/AIDS.
- “Voices from Zambia Part I: Poems on HIV/AIDS.” Booklet of locally-written poems about HIV/AIDS.
- *CSMC Newsletter*. Quarterly newsletter to keep education officers, co-operating partners, Parents and Teachers Associations, and other stakeholders informed of the CSMC activities in Southern Province.
- *School Health and Nutrition News*. Official magazine of the Ministry of Education under the School Health and Nutrition Component of the Basic Education Sub-Sector Investment Program. Distributed in basic schools, community schools, education resource centers, libraries, universities, and colleges nationwide.
- *A Healthy Child in a Healthy School Environment: The CHANGES Program in Zambia*: A case study of the School Health and Nutrition component of the BEPS CHANGES Program in Zambia, which seeks to enhance cognitive ability and achievement in schools through improvement in the health of school-age children.

Task Order No. 20 (India) Publications

- *Improving Education in Madrasas: An India Case Study*. A case study of how a group of madrasas in the slums of Hyderabad, India is combining traditional madrasas curricula with government curricula to improve basic education.

Task Order No. 813 (Uganda) Publications

- *Reaching for the Sky: Uganda’s Quest for Universal Primary Education*
A case study that details Uganda’s efforts to achieve education reform through the BEPS Activity in support of its universal primary education policy from October 2002 to November 2003.
- *PIASCY: Helping Pupils to Stay Safe*. Locally-developed handbook to guide primary school teachers in actualizing the Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY). Includes 24 age-

appropriate messages for school assemblies and follow-up classroom activities.

- *PIASCY Teacher's Manual*. Locally-developed companion guide with age-appropriate assembly messages and activities for grades primary 3-4 and primary 5-7.
- “Regional Workshop. PIASCY Training.” Guide to be used by trainers to promote the President’s campaign for HIV/AIDS prevention among children, youth, and adolescents
- *Kids Time*. A newspaper for caregivers of children aged 0 to 8 years old. With words and visuals, individual issues highlight key strategies for advancing children’s learning.
- *Teacher Talk*. Newspaper for teachers to provide new strategies for improving instruction and learning in the primary-level classroom.
- *Parent Talk*. Newspaper for parents to inform them of the importance of their child’s education and encourage their support of sending young ones to school.
- *Young Talk*. Newspaper for primary-age students.

Task Order No. 26 (LAC) Publications:

Mission Profiles of USAID Education Development Efforts. Each profile highlights USAID education efforts in a country for the period 1999-2004. The content of each profile includes context analysis, strategies for targeting education investments, project descriptions and lessons learned. Profiles were prepared for:

- Jamaica: *Increased Literacy and Numeracy Skills of Targeted Jamaican Youth* (English only)
- Guatemala: *Increasing Education Access, Quality and Equity in Guatemala* (English and Spanish)
- Nicaragua: *Changing How Students Learn, Teach and Schools are Organized* (English and Spanish)
- El Salvador: *Increasing Learning Opportunities* (English and Spanish)
- Peru: *Promoting Local Management of Quality Basic Education Services* (English and Spanish)
- Honduras: *Quality, Efficiency and Equity of Basic Education*

2.G. BEPS Information Dissemination

The BEPS team disseminated information about the research, technical assistance, training, and other activities under the various task orders through several vehicles: the website; meetings and conferences; and electronic/hard copy mailouts. Major activities under each component are highlighted below.

Website

During the first year, BEPS developed and vetted a detailed site map, with nine key panel buttons: overview of the Basic Education and Policy Support Activity; BEPS Activities; How BEPS Works; BEPS Team; BEPS Resources; Links to the Education Development Community; Employment Opportunities; and several links for policymakers, in-country practitioners, and USAID offices. The BEPS website, www.BEPS.net, provided anyone throughout the world with internet access to key BEPS information, including its purpose, goals, descriptions of activities; descriptions of staff; contact numbers; down-loadable access to key publications and reports; and descriptions as to how to access and seek BEPS technical support. Summaries of contract activities, organized by technical area and by country, could be searched by key word. Electronic copies of the various reports and publications were uploaded. Over 80 reports and publications are available in PDF file format through the www.BEPS.net source.

The website was widely used. While usage data were not collected during the first years of the website's existence, data on frequency of visits in 2005 shows over 55,657 unique visits.

At the close of the BEPS Activity, an electronic copy of the entire website is being provided to USAID/EGAT/Education on a separate set of computer disks.

Workshops, Conferences, and Meetings

Over the six-year period, the BEPS team was an active participant, organizer, and, at times, convener in over 67 conferences, workshops, and gatherings of different types consistent with the core themes, mandates, and expectations of BEPS as expressed in the SOW, by the USAID BEPS CTO, and the broader international education and development community. For examples, these fora included USAID international and regional sector training workshops on best practices, working conferences and policy dialogues related to child labor prevention, multilateral donor conferences on state-of-the-art practices and thinking, donor policy workshops, and cross-sectoral meetings. BEPS team members played various roles—facilitator, presenter, trainer, distribution center, logistics coordinator, rapporteur, participant, and/or attendee—depending on the needs of USAID and the contract. Summaries of meetings, workshops, and/or conferences attended are contained in quarterly reports available through USAID/EGAT/Education.

Material Distribution

During the first months of BEPS, Creative Associates received a collection of materials from the Academy for Educational Development. These materials represented the publications remaining from the BEPS precursor, the Advancing Basic Education and Literacy 2 (ABEL 2) project. A list of those documents is provided in Appendix D. BEPS shared materials with other BEPS task order teams, Chiefs of Party and staff of other USAID-funded projects, ministry staff, and other stakeholders as deemed appropriate. In addition, Creative's BEPS core team mailed hard copies of those publications as requests were received.

As mentioned in previous sections of this report, BEPS staff and consultants developed and produced other publications related to basic education, policy support, child labor, and education in emergencies under the BEPS core activity and various task orders. BEPS uploaded electronic copies of completed publications onto its website, www.beps.net and sent electronic announcements, or e-announcements, of several of the publications to USAID missions worldwide, with links to the entire document embedded within the announcement and a contact person if a hard copy was desired. BEPS team members disseminated hard copies of these publications as requested.

In addition, BEPS disseminated the materials from ABEL 2 and those developed under BEPS at the various conferences, workshops, and meetings that were attended (A complete list is on file at Creative Associates).

In May 2006, the BEPS team mailed the last set of materials developed under BEPS to all country desk officers at USAID/Washington and to the education officers at the USAID missions. The packet included four documents produced under BEPS: "Accelerating Learning for Children in Developing Countries: Joining Research and Practice;" "Education in Crisis Situations: Mapping the Field;" "Grandmothers: A Learning Institution"; and "If No One Will be Left Behind." "How Educating a Girl Changes the Woman She Becomes," made available through ABEL 2, also was included in the packet.

SECTION 3: ILLUSTRATIVE BEPS HIGHLIGHTS

For the duration of its existence and consistent with its mandate, BEPS fostered and provided technical assistance, the cultivation of innovation, and the implementation of research across the four key target areas of basic education, policy reform, prevention of child labor, and education in crisis countries. Almost all of the 33 BEPS task orders had unique programmatic characteristics. For purposes of this report, the following examples constitute areas of innovation where the reader is encouraged to seek additional information to gain additional depth and understanding.

School Health and Nutrition Program for Improving Health Status and Educational Performance for School-age Children: The Zambia CHANGES task order (2001-2005) developed a workable and easy-to-administer model for linking education and health as a part of an aggressive campaign to improve the health and educational performance of school-age children. The CHANGES model was a demonstration pilot program implemented from 2001-2005 in Eastern and Southern provinces, which, because of its multiple levels of success, has been taken to scale, adopted as Zambian national policy, and funded for another 5-year term. The School Health and Nutrition (SHN) approach has drawn international attention for the practical, replicable, and effective model it has proven to be.

Establishment of Regional Teacher Training Centers for Excellence to Improve Reading Instruction (2000-2006): BEPS was utilized as the technical assistance mechanism through which President Bush's first basic education initiative, a commitment to the Summit of the Americas in Spring 2001, was implemented. This initiative was to establish three *Centers of Excellence for Teacher Training* (CETTs) in the LAC region for purposes of improving reading instruction skills and capabilities of public school teachers in Central America, the Caribbean, and the Andean countries of South America. These CETTs have been designed to be centers of innovation in pedagogical practice based on evidence-based research, parent-teacher-administrator collaboration and mutual accountability, and development of a teacher training curriculum that is more active, self-critical, and yielding of lessons learned to help inform future teacher training actions.

Framework for Measuring Total Public, Private, and Donor Expenditures for Purposes of Education Policy Reform: In Morocco (2004-2006), BEPS has pioneered the development of *the National Education Accounts* as an innovative, analytical tool and approach for mapping and analyzing all public and private sources of funding for education in a nation in order to provide accurate, analytical guidance for national education policy reform, development, financing, and investment.

Cross-sectoral Planning and Coordination (2001 – 2006): BEPS was utilized numerous times as a contract that provided technical assistance and research support across USAID regions, bureaus, and offices. BEPS helped evaluate an Office of Transition Initiatives (OTI) demobilization, reconstruction, and rehabilitation initiative and a DDDR program in Sierra Leone; conducted a comparative analysis of OTI programs in Burundi, Liberia, and the Congo; evaluated a peace-building initiative in Bosnia; conducted a conflict mitigation study

for the Mano River Region of Guinea, Liberia and Sierra Leone; and researched the delivery of educational services in four fragile states. BEPS fostered a positive, supportive, and collaborative relationship between the Office of Education and other USAID divisions and bureaus.

Reform and Decentralization of Public Sector Primary Education System (2000-2006): The BEPS Uganda Education Project Assistance provided technical assistance through an Education Policy and Institutional Advisor (EPIA) in the Ministry of Education and Sports (MOES). Working groups, established and headed by MOES, led the implementation of various activities. Key activity areas including supporting the Uganda President's HIV/AIDS prevention strategy, introducing and strengthening guidance and counseling in primary schools, introducing more participatory learning strategies to teachers, developing a thematic curriculum for the primary levels, and promoting use of local language as the language of instruction through a Reading Pilot Project. Emerging issues in the field led to the Revitalization of Education, Participation and Learning in Conflict Areas (REPLICA) program in the north, which focused on leadership and management, psychosocial support and guidance and counseling, community integration, performing arts, peace education, and support of girls' education.

Education Planning in a Post-conflict Environment: In Afghanistan (2002), the BEPS mechanism was utilized by USAID to extend solidarity and support to the first post-Taliban era national conference on curriculum planning and development for the newly liberated Afghanistan national government. This conference laid the groundwork for a complete revamping and updating of the Afghanistan national government curriculum in a manner that stressed national unity, identity, and solidarity.

Somaliland: Improving Education in a USAID Non-presence Country (2003-2006): In Somaliland (2003-2006), the BEPS Activity was utilized by USAID to extend and demonstrate support for community mobilization of women teachers, and development of a new, regional teacher training facility at Hargeisa. This activity was especially significant in that Somaliland is a non-USAID presence country.

Accelerated Learning: A Strategy for Reintegrating Learners Formerly Excluded from the Formal School System (2004): BEPS made a significant contribution of publishing and disseminating research on the background, and the theoretical and empirical research surrounding accelerated learning theory and practice. Accelerated learning pedagogy, successfully demonstrated through Creative Associates' Afghanistan Primary Education Project, has become a broadly accepted innovation for rapid reincorporation and advancement of populations excluded from educational services due to war, civil strife, or other restrictive policies.

Using Education to Combat Abusive Child Labor: The Education to Prevent Abusive Child Labor task order (2000-2006): was an experimental task order by USAID in the exploration of how educational strategies might help prevent the most abusive forms of child labor. Pilot projects in Ghana, Nepal, Bulgaria, Romania, and Honduras explored a wide range of educational strategies to reach out to exploited children and, combined with several

innovative research publications exploring the origins and alternative solutions to the child labor enigma, have contributed to the broader knowledge base upon which US policy and actions are based.

Alternative Learning Systems for Reintegrating Out-of-school Youth: Two highlights from the two-year EQuALLS Project in the Philippines task order (2004-2006) include the following:

(1) The EQuALLS Alternative Learning System reached over 13,000 out-of-school children and youth. This intensive program expanded upon an existing nonformal education program and modified it for implementation in Muslim Mindanao. At the end of the 8-month class, learners may take a high school equivalency exam that is recognized by the Department of Education and the private sector. Younger learners may take a placement test for reintegration into the formal school system.

(2) EQuALLS introduced flexible learning opportunities for elementary and secondary schools. The elementary level program, called IMPACT, combined traditional, teacher-based instruction with peer tutoring and self-paced learning using an innovative set of instructional modules. The secondary level program allowed for flexible attendance arrangements, teacher/student counseling, and the use of self-instructional modules. Both programs were designed to reduce the high level of dropouts and address problems related to classroom overcrowding and insufficient numbers of textbooks.

Preventative Strategies for Countering Youth Gang Activity in Latin America: BEPS was utilized by the LAC Office of Regional Sustainable Development (2005-2006) to conduct innovative research that involved identifying and describing current programs and existing lessons learned, and also analyzing opportunities to address youth at risk and youth gang issues in El Salvador, Guatemala, Honduras, Nicaragua, and Southern Mexico. This research required cooperation across multiple US law enforcement and justice agencies, their national counterparts in the aforementioned named Central American countries, and international government and non-government agencies. The results of this first-of-a-kind study were insightful and adopted by USAID as one of its research beacons for attracting attention to the cross-border gangs problems and issues.

Grandmothers: A Learning Institution: In 2005, BEPS researched and published a paper on prospects, strategies, and methods for utilizing senior women in communities and villages as health promoters and health practice change agents. This publication explores the role that senior women currently and potentially can play in influencing the development of positive child development attitudes, behaviors, and practices of children and in developing countries.

APPENDICES

APPENDIX A

BEPS Core Activities to Date

BEPS Core Task Order #1 (Central Management Capacity) and Core Task Order #2 (Central Response Capacity II) were designed with minimal target threshold of five (5) different activities to be carried out over the life of BEPS within each of six (6) different categories of technical activities. These technical categories, extracted and summarized from the BEPS Statement of Work's "Specific Activities" subsection (see BEPS Final Report pages 4-5) are:

- (1) Educational policy appraisals, assessments and dialogues;
- (2) Short-term training events (in-country, US-based, or third country);
- (3) Short-term training activities;
- (4) Pilot projects, feasibility studies, or applied research;
- (5) Crisis and/or non-presence country interventions'
- (6) Publication and dissemination of results, lessons learned, best practices, etc.

The table below provides a summary list of 73 discrete activities across the 6 activity subcategories above which both BEPS Core task orders supported and funded during BEPS. These results far exceed and surpass the original targets set by USAID for BEPS.

| Core Activity Type | Activity | Performance Dates |
|---|--|-------------------|
| Educational Policy Appraisals/Assessments (Appraisals, Assessments, and Policy Dialogues) | 2000 | |
| | 1. Haiti: Needs Assessment in Support of Public/Private Partnerships in Education (Policy Dialogue) | 4/2000 |
| | 2. Egypt: Initial Assessment of Education Policy Reform Needs (Assessment | 10/2000 |
| | 2001 | |
| | 3. Bangladesh: Pre-Assessment | 6/2001 – 7/2001 |
| 4. Dominican Republic: Comparative Baseline Assessment of Student Performance in MOE and Falconbridge Foundation-funded Schools (Assessment) | 5/2001 – 10/2001 | |
| 5. Global: Policy-focused Proceedings for "No One Left Behind: G/HCD Biennial Workshop (Policy Dialogue) | 8/2001 | |

| Core Activity Type | Activity | Performance Dates |
|--------------------|---|-------------------------|
| | <p>6. LAC: Management Support for Assessment and Design of Caribbean Center of Excellence in Teacher Training (Assessment), (BEPS Director trips to Jamaica 12/01 and Barbados 1/02)</p> | <p>12/01 & 1/02</p> |
| | <p>2002</p> | |
| | <p>7. Afghanistan/Pakistan: Development of Collaborative Education Strategy Between International PVOs Seeking to Respond to Post-conflict Development Needs in Afghanistan (Assessment)</p> | <p>1/2002 – 2/2002</p> |
| | <p>8. India: Progress in Education Partnership (Short-term Technical Assistance on Alternative Education Program Strategies) (Assessment)</p> | <p>2-4/2002</p> |
| | <p>9. Dominican Republic: Assessment of the Needs for Developing a Monitoring and Evaluation System (Assessment)</p> | <p>4/2002 – 9/2002</p> |
| | <p>10. Brazil: Situational Analysis and Needs Assessment for Development of USAID/Brazil Child Labor Strategy (Assessment)</p> | <p>6/2002</p> |
| | <p>11. Uganda: Assessment of Uganda Nonformal/Complementary Education (Assessment)</p> | <p>7-10/2002</p> |
| | <p>12. EGAT/ED: Supporting Basic Education in Developing Countries: Perspectives for the Private Sector and Policy Stakeholders (Assessment)</p> | <p>10/2002</p> |
| | <p>13. Macedonia: Mid-term evaluation of OTI Confidence Building Initiative (Assessment)</p> | <p>11-12/2002</p> |
| | <p>14. EGAT/ED: Round Table Dialogue: Educating Children with Disabilities in Developing Nations (Policy Dialogue)</p> | <p>11/14/2002</p> |
| | <p>2003</p> | |
| | <p>15. EGAT/ED Policy Dialogue on Alternative Sector Assessment Strategies (Policy Dialogue)</p> | <p>1/2003</p> |

| Core Activity Type | Activity | Performance Dates |
|---|---|--|
| | <p>16. Bolivia: Mid-term Assessment of Alfalit Program (Assessment)</p> <p>2004-2005</p> <p>17. Yemen: Policy Decentralization Sector Assessment (Assessment)</p> <p>18. Guatemala: Technical Assistance to Design New Program Activity and Research Teachers' Unions and Private Education (Assessment)</p> <p>19. Angola: Mid-term Assessment of Alfalit Program (Assessment)</p> <p>20. Philippines: Education Strategy Options Assessment (Assessment)</p> <p>21. Yemen: Needs Inventory and Procurement (Assessment)</p> <p>22. El Salvador: Private Sector Donor Coordination Study</p> | <p>5/2003</p> <p>2-4/2004</p> <p>3-6/2004</p> <p>4-5/2004</p> <p>4-5/2004</p> <p>5/2004 – 2/2005</p> <p>12/2004 – 2/2005</p> |
| <p>Short-term Training Events (In-country, US-based, or Third Country)</p> | <p>23. Global: Planning and Management of “No One Left Behind,” the four-day G/HCD Biennial Workshop in Basic Education and Training (US-based Training Event)</p> <p>24. Global: Planning and Management of EGAT/HCD Biennial “Building Bridges to Peace and Prosperity” Workshop held 8/11-15/2003 at GWU in DC</p> | <p>8/20-23/2001</p> <p>8/11-15/2003</p> |
| <p>Short-term Training Activities</p> | <p>25. Global: Introduction to Social Mobilization for Comparative and International Education Society 45th Annual Conference (US-based Training Activity)</p> <p>26. Global: State-of-the-art in Basic Education: Participatory Research Workshop (US-based Training Activity)</p> <p>27. Global: Delivery of separate training sessions on Basic Education, Child Labor, and Education in Crisis Countries as part of “No One Left Behind,” the four-day G/HCD Biennial Workshop in Basic Education and</p> | <p>3/2001</p> <p>5/2001</p> <p>8/2001</p> |

| Core Activity Type | Activity | Performance Dates |
|---|---|---|
| | <p>Training (US-based Training Event</p> <p>28. Global: Delivery of separate sessions focused on basic education, child labor , and Islamic education as part of EGAT/HCD Biennial “Building Bridges to Peace and Prosperity” Workshop held at GWU in Washington, DC, 8/11-15/2003</p> <p>29. Global: Presentations on “HIV/AIDS Prevention in Schools – Case Studies from Uganda and Zambia” and “A Healthy Child in a Healthy School Environment: The CHANGES Program in Zambia”, at the Comparative and International Education Society (CIES) Annual Conference</p> | <p>8/2003</p> <p>3/2005</p> |
| Pilot Projects, Feasibility Studies, or Applied Research | <p>30. Zambia: Feasibility Study for School, Health, and Nutrition task order (Feasibility Study)</p> <p>31. El Salvador: Feasibility Study for Early Childhood Social Mobilization Campaign</p> <p>32. Morocco: National Education Account (NEA) pilot activity to develop methods and tools for analytic overview of national education financing</p> <p>33. Somaliland School Improvement Program</p> <p>34. Uganda: Uganda Interactive CD ROM-based Teacher Training Pilot</p> | <p>7/2000</p> <p>4/2001</p> <p>3-10/2004</p> <p>2003-2006</p> |
| Crisis/Non-presence Country Intervention | <p>35. Congo: Situational Analysis of Educational and Policy Needs for Demobilized Child Soldiers (Diagnostic)</p> <p>36. Policy Dialogue to Advance the Process of Child Soldier Demobilization Final Report</p> <p>37. El Salvador: Assessment to Support Post-earthquake Assistance (Diagnostic)</p> <p>38. Sierra Leone: Final Evaluation of the Office of Transition Initiatives (OTI) Program, to include the Youth Reintegration and Education for Peace Program and the Diamond Management Program</p> <p>39. Afghanistan: Assessment of Needs for</p> | <p>6/2000 - 7/2000</p> <p>August 2000</p> <p>4/2001</p> <p>1-8/2002</p> <p>2/2002</p> |

| Core Activity Type | Activity | Performance Dates |
|---|---|---|
| | <p>Coordinating Afghanistan NGO and INGO Educational Interventions</p> <p>40. <u>Kenya/Sudan</u>: Field Assessment for Teacher Training Center for Teachers of Sudanese Refugees</p> <p>41. <u>Afghanistan</u>: Sharing Perspectives on Curriculum Development (National Curriculum Commission Workshop)</p> <p>42. <u>Burundi</u>: Assessment of educational needs for Burundi youth in demobilization and disarmament phase of post-war peace transition</p> <p>43. <u>Somaliland/Somalia</u>: Education Sector Assessment in Somaliland/Somalia</p> <p>44. <u>Guinea, Sierra Leone, and Liberia</u>: Mano River Union Conflict Assessment and Peace-building Program Design (English and French)</p> <p>45. <u>Africa Bureau</u>: “Urbanization, War, and Africa’s Youth at Risk”</p> <p>46. <u>Office of Transition Initiatives (OTI)</u>: “Youth Reintegration Training and Education for Peace (YRTEP)” Practice Note</p> <p>47. <u>EGAT/ED</u> “Education in Emergencies: Critical Questions and Challenges” (research and publication)</p> <p>48. <u>Office of Transition Initiatives (OTI)</u>: "Community Focused Reintegration: Comparative Case Study of Youth in <u>Burundi, Liberia, Congo</u>: Reintegration</p> <p>49. <u>Africa Bureau</u>: Urban Tool Kit (research for publication)</p> | <p></p> <p>5-12/2002</p> <p>12/2002</p> <p>2/2003</p> <p>5-6/2003</p> <p>5-6/2003</p> <p>7/2003</p> <p>8/2002</p> <p>2/2004</p> <p>4/2006</p> <p>4/2006</p> |
| Publications and Information Dissemination | <p>50. USAID Progress in Education Report</p> <p>51. Worldwide Development of Language of Instruction Policy Database with the World Bank (Information Dissemination)</p> | <p>2001</p> <p>6/2001-2/2003</p> |

| Core Activity Type | Activity | Performance Dates |
|--------------------|---|-------------------|
| | 52. EGAT/ED Technical Assistance to Support Development of USAID Education Sector Strategy Paper (Dissemination and Assessment) | 8-11/2003 |
| | 53. Building Bridges to Peace and Prosperity: Education and Training for Action | 8/2003 |
| | <i>Publications:</i> | |
| | 54. BEPS Brochure | n.d. |
| | 55. BEPS Tools and Publications | n.d. |
| | 56. "Education Reforms in Sub-Saharan Africa: Paradigms Lost?" (reprint) | 2003 |
| | 57. "Accelerating Learning for Children in Developing Countries: Joining Research and Practice." | 9/2005 |
| | 58. Accelerating Learning for Children in Developing Countries: A Summary | 9/2005 |
| | 59. "If No One Is Left Behind" | 9/2005 |
| | 60. "More Than Educating Girls: Morocco Education for Girls (MEG) Case Study | 11/2005 |
| | 61. "Progress in Education" Annual Report 2001-2003 | 8/2005 |
| | 62. "Reaching for the Sky: Uganda's Quest for Universal Primary Education" (Case Study) | 3/2005 |
| | 63. "Making A World of Difference: BEPS Achievements, 2000-2004" | 2/2005 |
| | 64. "Grandmothers: The Learning Institution" | 9/2005 |
| | 65. "Education in Emergencies: Mapping the Field" | 12/2005 |
| | 66. "Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction: A Uganda Case Study" | 6/2006 |
| | 67. "Delivering Education Services in Fragile States: Four Case Studies" | 7/2006 |
| | | 1/2006 – 7/2006 |

| Core Activity Type | Activity | Performance Dates |
|---------------------------|--|--------------------------|
| | 68. Guatemala Media Materials | |
| Other | 69. Dakar, Senegal: Education for All Forum 2000 | 4/2000 |
| | 70. Durban, South Africa: HIV/AIDS in Sector Conference 2000 | 4/2000 |
| | 71. Interagency Consultation on Education in Situations of Emergency and Crises | 11/2000 |
| | 72. UNESCO, Dakar | July 2001 |
| | 73. Changing Trends in Theory and Practice in Basic Education in the Wake of Education for All | 1/2002 |

Appendix B

BEPS Achievements: 2000 – 2006 Narrative Country Activity Descriptions, by Region

AFRICA REGION

Angola

4/2004-
5/2004

Mid-term Evaluation of Alfalit Adult Literacy Program
BEPS conducted a mid-term evaluation of an adult literacy program being implemented by Alfalit International, a faith-based NGO involved in grassroots literacy and community development. The literacy program (which was also employed in Bolivia) represents the first USAID project to be implemented by Alfalit. Following the evaluation, the consultant team provided recommendations for strengthening the program.

Burundi

2/2003-
4/2003

Assessing Options for Reintegration of Ex-Combatants
Seeking to build upon the fragile peace process in Burundi after a decade of war, USAID's Office of Transition Initiatives (OTI) asked BEPS to conduct an initial needs assessment to inform the design of a prospective "Reintegration and Education for Peace" program. The evaluation documented key social, political, and economic factors to be taken into account, proposed potential partners and collaborators, identified possible informal basic education and vocational training curricula sources, and provided recommendations for program planning and implementation.

Burundi, Democratic Republic of Congo, and Liberia

9/2004 –
7/2005

OTI Community-focused Reintegration Programs Project
From 1999 to 2002, OTI's Youth Reintegration Training and Education for Peace Program supported the enfranchisement and empowerment of ex-combatants and at-risk youth in Sierra Leone. BEPS carried out a study of OTI's more recent application of this community-focused reintegration (CFR) model in Burundi, the Democratic Republic of Congo, and Liberia. The project sought to gather, examine, and disseminate lessons that can be learned about designing effective CFR programs based on the experiences in these three countries.

Congo, Democratic Republic of

6/2000 Identifying Education and Policy Needs of Demobilized Child Soldiers

In support of the government's efforts to formulate a policy for the demobilization and reintegration of child soldiers, BEPS conducted an assessment of the educational needs of these and other war-affected children in the Democratic Republic of Congo. The assessment team identified barriers to child soldier demobilization and social reintegration, appraised existing institutional capacity to oversee the demobilization and rehabilitation process, and evaluated the monitoring of child soldier recruitment.

9/2001-10/2001 Planning Education Response Strategies for Demobilized Child Soldiers

BEPS fielded another team the following year to assess educational response strategies for child soldiers and other war-affected youth. The team visited three areas in the country, one in the government-controlled West (Kinshasa, Gombe Province) and two in the rebel-controlled East (Bukavu, South Province and Goma, North Kivu Province). The assessment determined the current educational needs, conditions, resources, and barriers faced by demobilized child soldiers provided recommendations for possible future implementation.

Cote D'Ivoire

4/2002 Planning Intervention Strategies for Child Laborers

BEPS conducted a planning analysis for the future development of educational and other intervention strategies for children working under abusive labor circumstances, particularly in the cocoa production industry. The analysis examined the extent of child labor in Cote D'Ivoire, explored the most serious impediments to children's participation in education programs, and identified the programs and activities in place to address the needs of working children. Follow-on activities were suspended due to civil conflict.

Ethiopia

9/2002-12/2002 USAID Africa Bureau Basic Education Exchange Workshop

BEPS coordinated the Africa Bureau's Basic Education Exchange Workshop, which focused on ideas and challenges shaping the future of African education. The five-day workshop, held in Addis Ababa Sept. 30 – Oct. 4, brought together over 140 participants, including USAID staff from Washington and Africa regional bureaus and missions, with other key regional and regional stakeholders. The BEPS team managed all conference logistics and worked closely with

USAID to develop the conference's organizational content.

Ghana

4/2002-
11/2004

Youth Education and Skills (YES) Pilot Project to Combat Child Labor

In 2002, BEPS conducted a planning analysis in order to examine child labor in Ghana, identify the factors that influence children's participation in education programs, and document the existing programs and activities in place to address the needs of working children. A pilot program was then designed to reduce children's hazardous work practices in cocoa production and increase awareness of children's rights, particularly as they relate to abusive child labor and access to education. Radio social messaging and the development of a life skills and worker safety curriculum were used to achieve the program's objectives.

Guinea, Liberia, and Sierra Leone

4/2003-
6/2003

Mano River Union Conflict Assessment and Peace-Building Framework

The Mano River Union (MRU) countries of Guinea, Sierra Leone, and Liberia have endured nearly two decades of civil and political strife, with an escalation of armed conflict in the 1990s. BEPS completed an assessment of the political stability and level of conflict in the MRU. Based on its findings, Creative Associates designed a comprehensive conflict prevention and peace-building framework for future USAID program activities in the region.

Kenya and Sudan

5/2002-
8/2002

Impact Assessment of Proposed Teacher Training Center in Kakuma, Kenya

BEPS completed an assessment addressing whether a proposed teacher training center in refugee camps in Kakuma, Kenya might potentially undermine teacher training investments in Southern Sudan by attracting Sudanese teachers and other refugees across the border. Recommendations were also provided for how USAID could modify teacher education activities in Sudan based on the effects of the Kakuma training center.

Sierra Leone

2/2002-
8/2002

Evaluation of USAID OTI Peacebuilding Programs
Following the signing of a peace agreement in Sierra Leone in 1999, OTI sought to support the reconciliation process by implementing the Diamond Management Program and the Youth Reintegration Training and Education for Peace Program. BEPS conducted an evaluation of both peacebuilding projects, assessed how they might be adjusted to a post-OTI phase, and judged how these programs might be adaptable to other transitional contexts and countries.

Somalia

4/2003-
5/2003

Somaliland Education Sector Assessment
BEPS conducted a comprehensive assessment of the education sector in Somalia, with particular attention to Somaliland in the northwest, and identified possible areas for USAID assistance. The assessment examined all levels of the education system and addressed potential improvements in the areas of access and retention, equity, quality, relevance, and internal efficiency.

10/2003-
8/2006

School Rehabilitation to Improve Access to Education
With the recommendations of the assessment in mind, BEPS worked with USAID to enhance access to basic education, especially for girls, by improving school infrastructure in targeted areas of Somaliland. School improvements included provision of latrines, boundary walls, classrooms, desks, chairs, and teaching and learning materials, and 20 scholarships were provided to girls from these communities to attend Somaliland Teacher Training College.

South Africa

7/2000-
10/2000

Supporting Equity in the Classroom
After an assessment of the obstacles to achieving educational equity in primary classrooms in two South African provinces, BEPS designed and conducted a workshop for preparing trainers to train teachers to create more gender-equitable, child-centered classrooms. The team also produced a one-hour videotape of teacher-student interactions in classrooms with an accompanying user's guide to be used for the national training workshop and subsequent use by education stakeholders.

Swaziland

2/2003-
10/2003

USAID Africa Bureau Education Workshop
BEPS coordinated the Africa Bureau Education Workshop entitled, "Partners in Education: Looking Back, Moving Forward, Together," in

Mbabane, Swaziland from September 28-October 2. The workshop was initiated by USAID's Africa Bureau to reflect upon the challenges and successes of education reform in Africa and to map future strategies for education on the continent. The event was attended by a total of 252 participants from 26 countries.

Uganda

- 3/2000-4/2000
10/2000-11/2000
3/2001-4/2001
- Technical Assistance to Education Sector Investment Plan Review**
BEPS began its sustained commitment to education in Uganda by providing recurrent assistance to the Education Sector Investment Plan (ESIP) teacher training workgroup. A technical advisor was sent to participate in reviews of the government's ESIP in order to gauge progress in basic education and help to develop strategies to meet Uganda's basic education reform goals. A post-ESIP review paper prepared for each meeting recommended future teacher training conditionalities required to institutionalize USAID's past investments in the area.
- 6/2000-9/2003
- Long-term Education Policy and Institutional Advisor**
USAID/Uganda also sought the continuation of technical assistance to the Ministry of Education and Sports as the successful Support to Ugandan Primary Education Reform (SUPER) concluded in May 2000. In response, BEPS provided a long-term Education Policy and Institutional Advisor to expand the Teacher Development and Management System (TDMS) into other districts and to preserve and increase the level of access to, and persistence of, basic education in the country.
- 7/2002-9/2002
- Assessment of Non-formal and Complementary Education**
During the summer of 2002, BEPS assisted Uganda in evaluating the cost of non-formal and complementary basic education programs. The assessment provided recommendations for whether those programs should be expanded and incorporated as part of Uganda's universal primary education policy.
- 10/2002-12/2003
- Advancing UPE, Teacher Effectiveness, and Reproductive Health**
BEPS soon deepened its efforts to assist Uganda in achieving universal primary education by developing pilot activities that focused on four priority areas: UPE advocacy, teacher effectiveness, reproductive health and responsible sexuality, and early childhood development. BEPS designed and implemented programs that provided participatory learning and action training for teacher trainers and mobilized communities in support of universal primary education. A new reproductive health and responsible sexuality education curriculum was also developed for primary and pre-school level

students, as were early childhood materials. These materials are being used today by teachers in Uganda's schools.

11/2003-
8/2006

Uganda Education Project Assistance, Phase II

BEPS' final task order in Uganda continued and expanded its previous activities in UPE advocacy, strengthening school management and community participation in education, improving teacher effectiveness, and increasing students' understanding of responsible sexuality and health (PIASCY). It also incorporated guidance and counseling, curriculum reform, and assistance to disadvantaged and vulnerable children (particularly in conflict areas) on top of these initial focus areas. The latter component entailed support for improvements in the quality and sustainability of non-formal education programs and education in regions experiencing conflict. In addition, psycho-social support, peace education, and performing arts have been incorporated into classrooms in the North where children have suffered from years of war in the region. The task order received \$2 million in PEPFAR (President's Emergency Plan for AIDS Relief) funds which further supported the PIASCY initiative and guidance and counseling activities.

7/2004 –
5/2006

Uganda Interactive CD ROM-based Teacher Training Pilot

At the request of USAID/Uganda, BEPS Core explored with Uganda MOE the possibilities of adapting the Creative Interactive Teacher Training tool (C-ITT), a CD ROM-based program, to MOE teacher training needs and contexts. Content included participatory learning strategies related to classroom resource management and mentorship. Through BEPS, MOE focus groups helped inform and improve upon the tool.

10/2005 –
3/2006

INEE Teacher Training Toolkit

The Inter-agency Network for Education in Emergencies (INEE) is an open network of donors, UN agencies, NGOs, practitioners, and others dedicated to ensuring the right to education in emergencies and post-conflict reconstruction. BEPS surveyed the membership of the Inter-agency Network for Education in Emergencies (INEE) with regards to the purposes, applications and recommendations for design of the INEE Teacher Training toolkit. Further,

2 – 5/2006

INEE Minimum Standards Assessment Case Study/Uganda

BEPS assessed the application and impact of the INEE-developed minimum standards toolkit for education in emergencies in Uganda.

Zambia

7/2000
9/2000-
12/2000
3/2001-
4/2001
4/2001-
7/2005

Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES)

BEPS developed an integrated strategy to strengthen educational access and the quality and relevance of basic education in Zambia by improving health and nutrition and increasing community participation. The resulting project, CHANGES, aimed to achieve targeted goals, including 1) improvement in the health of school-age children, leading to enhanced cognitive ability and achievement in school; 2) provision of targeted teacher training; and 3) increased enrollment and school retention rates for girls and other vulnerable children. A small grants mechanism and scholarship program were also integral aspects of the project. By the project's conclusion, over 40,000 Zambian schoolchildren had received de-worming drugs and micronutrient supplementation through CHANGES.

ASIA AND NEAR EAST REGION

Afghanistan and Pakistan

1/2002-3/2002

Food and Education in Reconstruction Workshop

BEPS joined with the World Food Program to conduct a three-day workshop entitled, "Food and Education in the Reconstruction of Afghanistan," held February 17-20 in Islamabad, Pakistan. The workshop brought together over 40 representatives from the donor community, the Afghan Interim Authority, international PVOs, and Afghan NGOs to focus on linking the emergency food response with steps to effectively rehabilitate education in Afghanistan. Participants sought to establish partnering models and implementation principles and goals for food aid-related and other education activities.

Afghanistan

9/2002-1/2003

National Curriculum Development Workshop

BEPS followed the successful February 2002 gathering by working with the Ministry of Education (MOE) and USAID/Afghanistan to conduct a December 10-15 workshop entitled, "Sharing Perspectives on Curriculum Development in Afghanistan." In attendance were over 120 participants from Afghan ministries, NGOs, international organizations, and other groups with a stake in the rebuilding of Afghanistan's education system. The workshop, which was the first of its kind in the post-Taliban era, provided a forum for discussion as well as an opportunity to build consensus and provide invaluable feedback and recommendations for the proposed new curriculum framework being developed by the MOE.

Bangladesh

9/2001-4/2005 Education Sector Assessments

Since 2001, BEPS has been assisting USAID/Bangladesh in understanding challenges to the country's basic education sector and has helped to identify and assess potential entry points for basic education assistance. BEPS planned and implemented a series of educational sector studies in order to provide a comprehensive assessment of basic education in Bangladesh. Studies were conducted in the following areas: overview of basic education; gender equity in education; NGOs as providers of basic education services; formal and non-formal teacher training; the role of government agencies in education; primary student and teacher use of time; early childhood education; madrasa schools; and educational needs of children with disabilities. A report detailing program options and recommendations for USAID regarding future education sector activities also was developed.

India

3/2002 Education Sector Strategic Planning

Short-term technical assistance was provided to USAID/India in order to evaluate and prioritize among education programming strategies. The BEPS team proposed start-up activities in which the mission could engage with key institutions in the education sector, long-term activities, and an implementation plan for further action.

9/2002-6/2006 Building Capacity to Improve Education Access for Vulnerable Children

Later in 2002, BEPS began a phased assessment and implementation analysis of the Indian education sector in order to identify areas of need regarding improving access to primary education for vulnerable children, particularly girls, and subsequently recommended actions to address these needs. A study assessing the feasibility of implementing these recommendations was later conducted. In 2003, BEPS continued its involvement by conducting a rapid assessment in two states of the UNICEF-supported Sanitation and Water at Schools Towards Hygiene and Health (SWASTHH) Program in order to inform future USAID assistance to the project.

2003-2005

Quality Education and Skills Training (QUEST)

As per the request of USAID-Delhi, BEPS hired the services of a consultant to assist the mission in developing the Quality Education and Skills Training (QUEST) alliance among local NGOs that are engaged in delivering education to the poor in India. QUEST is a private-public partnership established by USAID to bring selected

NGOs in the education sector together to share knowledge and to advocate to government to improve the quality of basic education provided to vulnerable children. Among them, the implementing partner NGOs work with both government primary schools and non-government skills training centers. QUEST was initiated in 2004. During its formation, the QUEST partners agreed to focus on using education technology (ET) as a means of reaching more children.

7/2004-6/2006 **Child and Police (CAP) Project**

BEPS partnered with an Indian NGO, named Dr. Reddy Foundation (DRF) which was implementing a highly successful Child and Police (CAP) in Hyderabad, to implement a pilot program to provide formal, full-time education opportunities to difficult-to-reach children of Muslim minority communities in Hyderabad, India. In particular, BEPS signed 5 contracts with DRF/CAP to help madrassas in Hyderabad's slums to introduce the government's education curricula into their programs; established remedial classes for those Muslim children who had dropped out of school due to poverty or academic difficulties; train Madrassa teachers in child-centered pedagogy skills; provide leadership skills to Madrassa operators; and established vocational centers to provide tangible economic benefits to Muslim adolescents. Encouraged by the promising results of the pilot, the Education Department of Andhra Pradesh state announced it would provide free registration and recognition to any madrassa that participates in the program. Currently 13 Madrassas are directly participating in the project and 212 are dialoguing with the MoE to expand their curriculum.

12/2004 **Dr. Reddy Foundation (DRF)**

BEPS signed a contract with DRF to organize a national conference which brought prominent businesses and education delivery organization to link education skills to what is required by the major industries in India. This conference was very successful in that it opened the room for dialogue between educators and employment sectors – a dialogue which barely existed before.

10/2005 **Madrassa Case Study (CAP):** BEPS provided in house expertise to USAID-Delhi to conduct a case-study of the success of Madrassa interventions in Hyderabad. This study was published and distributed to all concerned.

06/2006 **Migration and Trafficking Modules (CAP)** – BEPS signed a contract with Child and Police project once again to study various modules related to human trafficking and migration, HIV/AIDS prevention, gender and life skills, and prevention of sexual harassment. Modules produced by IOM, CARE and UNICEF were

studied and modified to make then relevant to CAP's work with poor communities in Hyderabad.

July 2006 **QUEST Evaluation** – BEPS provided in house expertise for the monitoring and evaluation of the QUEST activities in India

July 2006 **REACH Evaluation** – BEPS hired the services of two consultants to evaluate the progress under REACH – which is another project being implemented by USAID-Delhi in collaboration with a local NGO

June – August 2006 **Madrassa Project Expansion Strategy** – BEPS provided support to USAID-Delhi to review the Madrassa projects and develop a strategy whereby the project could be expanded to deliver improved education to Muslims and include more areas with maximum impact in poor Muslim communities.

Morocco

10/2003-7/2004 **Morocco Education for Girls Case Study and Training Modules**
Between 1997 and 2003, the USAID-funded Morocco Education for Girls (MEG) project helped increase girls' access to education in eight rural provinces. As a follow-up, BEPS designed and implemented for the Ministry of National Education and Youth three additional training modules for school directors. Through these modules, a core team of trainers from each of Morocco's 16 regional academies was trained in management of school projects, administrative pedagogical and financial management, and monitoring and evaluation in school management. In addition, BEPS collected data for the MEG 2003 annual report and developed a case study of the MEG project.

4/2004-8/2006 **Development and Implementation of National Education Accounts**
In partnership with Abt Associates and the Morocco MOE, BEPS adapted the experience of National Health Accounts in Morocco to develop National Education Accounts (NEA) as a transparent and user-friendly tool for collecting and analyzing data on actual allocations and expenditures of resources (public, private, and donor) and linking those expenditures and allocations to system reforms. The NEA provides a more detailed snapshot of resource usage, enables more evidence-based policymaking in the education sector, and presents an opportunity for greater harmonization of donor programs through the use of more standard sets of tables, reports, and indicators of performance. The project also succeeded in building the capacity of MOE officials to understand and utilize the system.

Nepal

1/2003-3/2004 Preventing Abusive Child Labor, Trafficking, and Unsafe Migration of Conflict-affected Children

The Maoist insurgency that began in 1996 has resulted in serious economic and infrastructural upheaval in Nepal, prompting many young Nepalese to migrate. BEPS responded by implementing a pilot project to use education to prevent abusive child labor, trafficking, and unsafe migration for children affected by conflict. The program provided basic education support and non-formal education for displaced and conflict-affected children, offered vocational training and links with non-abusive employment opportunities to affected youth, and promoted awareness of safe migration practices, abusive child labor/trafficking, and HIV/AIDS.

Philippines

4/2004-5/2004 Options for Increasing Access to Basic Education

The island of Mindanao, and particularly the Autonomous Region of Muslim Mindanao (ARMM), is home to the Philippines' highest poverty rates and lowest human development indicators. BEPS responded to a USAID request by fielding an expert team to the Philippines to consult with USAID/Philippines mission staff, conduct field research, and dialogue with key national experts, NGO representatives, and stakeholders. Based upon this research, BEPS produced an options paper for increasing access to quality basic education and livelihood skills for children and youth in the conflict-affected regions of Mindanao.

10/2004-8/2006 Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project

Muslim areas of the southern Philippines island of Mindanao have long been plagued by cycles of poverty, alienation, and violence. As part of the USAID response, BEPS provided technical assistance to EQuALLS, a new program to support basic education in underserved and conflict-affected areas of Mindanao. Through EQuALLS, BEPS has helped to increase access to basic education, expanding educational opportunities to nearly 13,000 Mindanaoan youth through the nonformal accreditation and equivalency program, and hundreds more through flexible learning programs for students at risk of dropping out. EQuALLS also developed a madrasah equivalency and bridging program to allow madrasah completers to continue their education in the formal school system. In addition, the project has improved the quality of instruction in both formal and nonformal classes, particularly in English, Math, and Science; facilitated policy

reform; and linked with private sector initiatives that provide livelihood skills for out-of-school youth.

Yemen

2/2004-4/2004 **Education Policy Decentralization Sector Study**
BEPS assessed the capacity of governorate and district education offices and other education stakeholders to plan, budget, and manage educational activities. The BEPS team then provided recommendations and an implementation plan for strengthening education policy, systems, and management at the governorate and district levels.

5/2004-10/2004 **Infrastructural Improvement of MOE Offices**
Among the recommendations made by the BEPS assessment team was to provide equipment and infrastructure in support of the Ministry of Education's efforts to decentralize and strengthen capacity at the governorate and district levels. At USAID's request, BEPS conducted an infrastructure needs inventory of the Ministry of Education offices in five targeted governorates and supervised the procurement of computer and office equipment and furniture.

EUROPE & EURASIA REGION

Bulgaria

1/2003-6/2004 **Combating Prostitution and Trafficking of Economically-disadvantaged Children**
The pilot project in Ruse, Bulgaria was designed to combat child prostitution and human trafficking along one of Eastern Europe's most heavily used trafficking routes. Program activities raised awareness of human trafficking among students, parents, teachers, and authorities, trained teachers of high-risk students, provided vocational training to vulnerable youth, improved child labor data collection, and reinforced and expanded changes in classroom management and improvements in teacher and parent-student interaction.

Macedonia

4/2000-5/2000 **Policy Recommendations to Promote Equal Access to Higher Education**
In response to social tensions stemming from the inability of ethnic Albanians to pursue university study in their own language, BEPS sent a team to Macedonia to investigate conditions in higher education. Activities were then proposed that USAID/Macedonia might employ to decrease social and political tensions between

Macedonians and native ethnic Albanians and assist all groups in implementing decisions reached for higher education reform.

12/2002-
3/2003

Mid-term Evaluation of OTI's Confidence Building Initiative

Similar issues were at the heart of BEPS' mid-term evaluation of OTI's Confidence Building Initiative (CBI), a program designed to cultivate public confidence and mitigate ethnic and political tensions in Macedonia. The evaluation assessed CBI's objectives and effectiveness and offered a number of recommendations, including strategies for a continued emphasis on women's participation, transparency, responsiveness, and accountability in local government.

Romania

10/2003-
9/2004

Reduction of Child Labor, Prostitution, and Trafficking in Rural Communities The BEPS pilot project in northeastern Romania worked to educate the general public, parents, educators, and youth about the risks of child prostitution and trafficking. The pilot project also provided youth in the target areas--especially high school students, institutionalized children, and trafficking victims--with the skills and knowledge necessary to find legitimate income-producing employment in their home region.

LATIN AMERICA AND CARIBBEAN REGION

**Caribbean
Region**

10/2003-
11/2003

Assessing Human Capacity Development

The assistance efforts of USAID's Caribbean Regional Program are challenged, as are those of the entire public and private sectors of the countries where the program operates, by the lack of adequately trained personnel to fill key positions. BEPS conducted an assessment that analyzed the constraints and gaps in human capacity development, and offered a series of general and specific recommendations for coping with this issue.

**Latin
America and
Caribbean**

11/2000-
12/2000

Assessing Private Sector Involvement in Education Reform

The Programa de Promoción de la Reforma Educativa en America Latina (PREAL) is a regional program working in 14 Latin American countries with a network of public and private organizations that share

a common interest in promoting educational reform in the region. As a five-year cooperative agreement in support of PREAL's activities came to an end, BEPS was invited by USAID to evaluate the program's achievements during the funding cycle and provide recommendations for future action. Data collection activities included extensive reviews of project materials, one-on-one interviews with project coordinators, and site visits in Chile, Peru, Nicaragua, and Honduras.

11/2000-
6/2001

USAID/LAC Education Strategy Review

BEPS conducted a thorough review of the performance and impact of the LAC Bureau's regional education strategy. It evaluated the state of education in the region, investigated best practices and lessons learned, and identified priorities and options for designing future programming. The review's findings were used as the basis for advising USAID on potential new directions for a regional education strategy and for recommending options for a new five-year results framework.

1/2001-
8/2006

Centers of Excellence for Teacher Training

At the Summit of the Americas in 2001, President Bush announced a White House initiative to improve reading instruction in the early primary grades. BEPS was asked to complete a series of assessments of education and training needs, including an evaluation of institutional capacity for participating in and providing leadership for these proposed training institutions, and then followed by providing technical assistance in the design and development of three regional Centers of Excellence for Teacher Training (CETTs). The CETTs consist of five components: teacher training, diagnostic tools, teaching and learning materials, action research, and information and communication technology. The three centers represent the Andean region of South America (Peru, Bolivia, and Ecuador), the Caribbean (Jamaica and other English-speaking islands), and Central America (Honduras, Nicaragua, Guatemala, El Salvador, and the Dominican Republic).

11/2003-
8/2006

USAID/LAC Education Sector Mission Profiles

At the request of the USAID/LAC/RSD/Education and Human Resources Office, BEPS researched and documented education needs and USAID's strategic response and programming in the eight countries in Latin American and the Caribbean (Peru, Guatemala, Dominican Republic, Honduras, Nicaragua, El Salvador, Jamaica, and Haiti) with strategic objectives in education. BEPS then produced a series of publications profiling the history, impact, goals, and current status of USAID education sector investments in each country and provided USAID with electronic templates so that the information could be continually updated and posted on USAID websites.

8/2005-
3/2006

Youth Gangs Assessment

Latin America has the dubious distinction of being one of the most violent regions in the world, with crime rates more than double the international average. The growing problem of gang violence in Latin America is particularly damaging since it affects the lifeblood of many countries in the region: their youth. The BEPS youth gangs assessment summarized the causes and impact of youth gangs on the economic, social and democratic development of four countries: El Salvador, Nicaragua, Guatemala, and Mexico. It also analyzed existing trends, characteristics, and successful programs being undertaken by multiple sectors, including USAID. The study recommended opportunities whereby USAID could best address youth gang issues in Central America and Mexico from both a programmatic and a policy standpoint.

Bolivia

5/2003-
6/2003

Mid-term Evaluation of Alfalit Adult Literacy Program

BEPS conducted a mid-term evaluation of an adult literacy program being implemented by Alfalit International, a faith-based NGO involved in grassroots literacy and community development. The literacy program, from which over 11,000 Bolivians are projected to graduate, represents the first USAID project to be implemented by Alfalit. Following the evaluation, the consultant team provided recommendations for strengthening the program.

Brazil

6/2000

Strategy Development Assistance to Reduce Abusive Child Labor

The BEPS team contributed technical assistance to USAID/Brazil in the development of a preliminary strategy for using basic education to reduce abusive child labor in the impoverished northeast of the country. The proposed strategy sought to strengthen basic education and complementary nonformal education activities by assisting existent family support structures, coordinating and integrating child labor policies, and better implementing these policies at the national, state, and local levels.

6/2005

Summit of the Americas Conference

BEPS provided logistical support for a one-day seminar of a week-long Summit of the Americas conference held in Brasilia, Brazil. BEPS also contracted six panelists to participate in the day's events.

Costa Rica

- 9/2005 – **Child Sex Tourism Assessment**
4/2006 Under the ECACL activity, BEPS conducted an assessment of the incidence and nature of child sex tourism in Costa Rica, a growing problem in one of Latin America’s most touristed countries. The study documented responses by the donor community, NGOs, and the Costa Rican government to the problem and identified gaps and possible interventions that might assist the Government in its effort to stop and reverse this disturbing phenomenon.

Dominican Republic

- 4/2000- **Assessment of Stakeholders’ Perceptions of Policy Issues**
9/2000 BEPS initiated its work in the Dominican Republic by conducted a comprehensive assessment of stakeholders’ perceptions of policy issues. Unmet needs were identified in order to develop a discussion paper on USAID’s potential role in helping to enhance the country’s education sector.

- 5/2001- **Evaluating Private Sector Support of Public Education**
6/2001 The following year, BEPS evaluated education-bolstering efforts made
9/2001- by the Falconbridge Foundation, a non-profit organization established
10/2001 by the Falconbridge Mining Company, to support public primary education through infrastructural improvements to school facilities, provision of materials and equipment, training of school personnel, and other assistance. A detailed analysis of the state of education in the Dominican Republic was provided, as well as recommendations on how the program could be improved. BEPS also collaborated with UNESCO’s Latin American and Caribbean Office of Education to comparatively test the math and language performance of students in Falconbridge-sponsored schools with that of students in non-sponsored schools. A follow-up assessment to the initial evaluation later provided recommendations for replicating the Falconbridge public-private partnership model in other Dominican provinces and detailed the organizational structure that such a program would possess.

- 4/2002- **Design of Monitoring and Evaluation System for Educational Quality**
9/2002
5/2003- The lack of valid and reliable educational data, indicators, and
11/2003 evaluation tools has hindered policy-making and management of educational initiatives in the Dominican Republic. In response, BEPS provided technical assistance to USAID, in conjunction with the Dominican Ministry of Education, in the development of a quality monitoring and evaluation system. The

system will significantly enhance the ability to document, collect, and analyze data on student achievement and testing in the Dominican Republic, ultimately leading to improved educational quality.

- 7/2004 – **Global Food for Education Initiative Evaluation**
8/2004
- The Global Food for Education Initiative is a US Department of Agriculture effort to stimulate improved school enrollment and participation in developing countries through the use of school feeding programs. BEPS conducted an evaluation of the Global Food for Education Initiative in the Dominican Republic, the only government-to-government GFEI program amongst the 48 currently being implemented. The evaluation reviewed the strengths and weaknesses of the GFEI program and provided input for the preliminary design of subsequent activities.

El Salvador

- 12/2000-
5/2001
- USAID Education Strategy Development Assistance**
- BEPS conducted an education sector assessment, the results of which were used to inform USAID's development of a national education strategy for 2003-2010. The assessment identified constraints to, and opportunities for, improvement in the access and quality of formal and informal basic education, as well as areas in which USAID's future educational investments could best mitigate rural poverty in the country.

- 4/2001-
6/2001
- Post-Earthquake Planning Assistance**
- In the aftermath of a devastating January 2001 earthquake, USAID sought to adjust its education strategy for El Salvador with a new "bridge plan" to carry the Education Office through the reconstruction period. BEPS provided USAID with strategic planning assistance by performing field research on the impact of the earthquake, the needs of the education sector, and the progress of education reform in El Salvador. In addition, BEPS conducted a feasibility study for a potential national early childhood development campaign.

- 1/2005-
3/2005
- Informed Policy Dialogue Study**
- USAID/El Salvador requested technical assistance to collect best practices and lessons learned from El Salvador's experience in education research and informed policy dialogue between 2003 and 2005. The report highlighted the strengths and weaknesses of research and participatory activities in affecting policy decision-making, and included recommendations on how to improve process of participatory research and informed dialogue to achieve greater impact in education change in El Salvador.

7/2006 **Assessment of Tests Used to Measure CETT results in El Salvador**
USAID/El Salvador requested technical assistance to identify validity issues in the student achievement tests in literacy administered nationally and used to measure CETT results and impact on student learning and teaching practice. The team made suggestions to improve how this is monitored and measured in El Salvador, and assisted USAID/El Salvador and the implementing partner to adapt or elaborate instruments to test teacher performance and student learning in grades 1-3 and to ensure valid results

Guatemala

7/2001-
8/2001 **Documentation of First Hemispheric Conference on Indigenous Education**
BEPS was responsible for the documentation of the First Hemispheric Conference on Indigenous Education held in Guatemala City. The team compiled and formatted the various formal papers and speeches presented to prepare a formal record of the conference, collaborated with the conference organizers to create a document that synthesized the major themes and highlights of the presentations and dialogues, and designed a strategy for the electronic dissemination of both documents to relevant parties.

7/2003-
9/2003 **Review of USAID Rural Education Activities**
BEPS conducted a review of current USAID/Guatemala rural education activities, focusing especially on first grade education. Field work included an evaluation of the Salvemos Primer Grado pilot program, a review of current Centers of Excellence for Teacher Training (CETT) program operations, and identification of linkages between the CETT program and USAID's current basic education programs in Guatemala. BEPS also outlined possible future areas of activity for USAID's education strategic initiative.

4/2004-
5/2004 **Teachers' Union and Private Education Studies**
Following a recent change in government, the Guatemalan Ministry of Education sought assistance in reviewing existing institutional structures and regulations related to teachers' unions and private sector involvement in education. In response, USAID asked BEPS to assess the current structure of the Guatemalan Teachers' Union, review existing teacher statutes and regulations, and update and elaborate a previous private education study conducted by the *Centro de Investigaciones Económicas Nacionales* (CIEN). Recommendations for possible action were then provided to the Ministry of Education.

1/2006-
2/2006 **Mission Public Communications Materials Development**
Many of the activities supported by USAID in Guatemala have

become state-of-the-art programs, recognized strategies, and national policy. To sustain replication and scale up of these successes, USAID/Guatemala requested BEPS assistance to design and prepare a portfolio of communication materials that highlight health and education programs and activities under the current Strategic Objective (2004-2009) as well as the most important accomplishments under the 1998-2005 education and health strategies in Guatemala. The materials included brochures, fact sheets, and success stories of USAID's health and education programs in the country.

Haiti

4/2000 Needs Assessment in Support of Public-Private Partnerships in Education

BEPS conducted a needs assessment to identify means by which USAID could assist Haiti's National Partnership Commission in increasing public-private collaboration in support of education. An action plan was designed to strengthen the capacity of the Ministry of Education, Youth, and Sports to improve access to quality primary education for all Haitian youth and to ensure equitable distribution of resources to rural and urban children.

Honduras

4/2002-8/2002 Planning Education Response Strategies for Working Children

BEPS conducted a planning analysis to examine the level and extent of child labor in Honduras, determine the factors influencing children's participation in education programs, identify the programs and activities in place that address the needs of working children, and develop feasible pilot project intervention strategies to provide educational opportunities to working children in Honduras, particularly those involved in abusive forms of child labor.

10/2002-7/2004 Providing Education to Agricultural Child Laborers and Families

Following the planning analysis that was conducted in 2002, BEPS launched a pilot program to reach the children of agricultural migrant worker populations through education facilitators who live and travel with the migrant families. These facilitators conducted afternoon interactive distance education classes using the EDUCATODOS program framework. BEPS also provided technical assistance in the development of supplemental work-related activity booklets, job activity risk assessments, and pesticide worker safety training.

Jamaica

1/2004-8/2004 Development of School Census Data-collection System

BEPS developed a new central census data-collection and reporting

platform for the Ministry of Education, Youth, and Culture's Planning Unit and built the capacity of Ministry officials to utilize and apply the system. The platform enables up-to-date, integrated data to be reported from throughout Jamaica, resulting in improved education policy decision-making. It also complements the New Horizons for Primary Schools project, which is designed to improve enrollment in, and the quality of, primary education in Jamaica.

5/2005

CETT Regional Directors' Workshop

Partners and participants congregated May 8-13, 2005 in Kingston, Jamaica for the CETT Hemispheric Workshop. BEPS provided logistical and technical support for the workshop, whose primary objective was to address gaps identified through a recent evaluation of the CETTs. The gathering also sought to improve specific techniques in securing public and private sector support for CETT activities.

Peru

11/2002

Decentralization of Education Assessment

BEPS examined the then-recently approved and pending decentralization legislation and assessed capacity at the regional, municipal, and school levels for managing education. Recommendations were then made for action by Peru's government and external donors to facilitate the appropriate design and implementation of education decentralization in the country and strengthen regional and municipal capacity.

4/2004

CETT Directors Workshop

BEPS coordinated the CETT Directors Workshop held April 21-23 in Lima, Peru. The workshop sought to share lessons learned and best practices from the three CETT experiences, focusing primarily on training, information communication technologies, and materials. This workshop provided a means for strengthening the communication and interchange of information among the CETTs.

APPENDIX C

COMPOSITE LIST OF BEPS PUBLICATIONS/REPORTS

USAID Contract No. HNE-I-00-00-00038-00

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|---------------------|--|----------------------------|---|----------------------------------|
| USAID TO No. 1 (Creative TO # 1) | Various | 4/1/2000 – 8/3/2006 | Central Management Capacity | Task order reports | <ul style="list-style-type: none"> ▪ <i>Quarterly Reports, Years 1-6</i> ▪ <i>Annual Reports, Years 1-5</i> | BEPS Staff |
| | Haiti | 4/2000 | Needs Assessment in Support of Public/Private Partnerships in Education | Assessment | <i>Trip Report: Partnership Needs Assessment in Haiti (4/10-14,00)</i> | Marylee Rambaud, Jeanne Moulton |
| | Dominican Republic | 4/2000 | Education Sector Assessment | Assessment | Reforming Education in the Dominican Republic; USAID/DR sector Assessment | Benjamin Alvarez |
| | Brazil | 6/2000 | Situational Analysis and Needs Assessment for Development of USAID/Brazil Child Labor Strategy | Assessment | <i>Strategy for USAID/Brazil's Child Labor/Education Initiative (June 23,</i> | Edward Graybill, Donald Graybill |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------------|----------------|--|----------------------------|--|---------------------------------------|
| | | | | | 2000) | |
| | Democratic Republic of Congo | 8/2000 | Policy Dialogue to Advance the Process of Child Soldier Demobilization | Assessment | <i>Policy Dialogue to Advance the Process of Child Soldier Demobilization</i> | Ozong Agborsangaya Marylee Rambaud |
| | Egypt | 10/2000 | Initial Assessment of Educational Policy Reform Needs | Trip Report/Assessment | <i>Accelerating Educational Reform Needs in Egypt</i> | Janet Robb |
| | Global | 2/2001 | Social Mobilization Training | Training Report | Social Mobilization Campaigns: An Affirmative Strategy for Involving Communities | Janet Robb |
| | El Salvador | 4/2001 | Post-Earthquake Technical Assistance to Revise USAID Education Strategy | Assessment | <i>Technical Assistance to USAID/El Salvador: Trip Report</i> | Antonieta Harwood, William Harwood |
| | Global | 8/2001 | Proceedings for the USAID Human Capacity Development Biannual Training Workshop- "No One Left Behind: Increasing the Reach and Quality of Education" | Proceedings (condensed) | <i>No One Left Behind: Increasing the Reach and Quality of Education</i> | Sean Tate |
| | Afghanistan | 2/2002 | Joint PVO Coordination in Afghanistan Education | Workshop Proceedings | <i>Food and Education in the Reconstruction of Afghanistan</i> | Bronwen Morrison |
| | Sierra Leone | 8/2002 | Evaluation of YRTEP | Evaluation | <i>Innovation in</i> | Art Hansen, |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|---|----------------------------|---|----------------------------|
| | | | Training Program | | <i>Reintegration: Youth Reintegration and Training for Peace Program</i> | Julie Nenon, Marc Sommers |
| | Sierra Leone | 8/2002 | Mid-term Evaluation of the USAID Office of Transition Initiative's Programs | Evaluation | <i>Final Evaluation of the Office of Transition Initiatives' Program in Sierra Leone: Final Report</i> | Marc Sommers (CARE) |
| | Global | 10/2002 | Documentation of USAID Progress in Basic Education, 2000-2001 | Report to Congress | <i>Progress in Education: USAID 2000-2001 Overview of USAID Basic Education Programs</i> | USAID |
| | Kenya/Sudan | 11/2002 | Field Assessment for Teachers and Teacher Training Center for Teachers of Sudanese Refugees | Assessment | <i>Crossing Lines: "Magnets" and Mobility among Southern Sudanese</i> | Marc Sommers (CARE) |
| | Global | 10/2002 | Basic Education: Analysis of Market Demand | Assessment | <i>Supporting Basic Education in Developing Countries: Perspectives from the Private Sector and Policy Stakeholders</i> | Rachel Fineberg, Katy Anis |
| | Global | 11/2002 | Basic Education for Children with Disabilities | Proceedings | Educating Children with Disabilities in | Julie Scofield Rachel |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|--|------------------------|--|---------------------------------------|
| | | | | | Developing Nations: A Roundtable Dialogue | Fineberg |
| | Bolivia | 6/2003 | Evaluation of Alfalit-Bolivia | | <i>Evaluation of the Alfalit Adult Literacy Program in Bolivia</i> | Danielle Roziewski, Enrique Tasiguano |
| | Burundi | 4/2003 | Assessment for OTI-financed Youth Reintegration Training and Education for Peace Program | Assessment | <i>OTI Community-Based Reintegration Program in Burundi: Initial Needs Assessment Report</i> | Elizabeth Adelski, Eileen St. George |
| | Global | 2/2003 | Development of a Language of Instruction Policy Database | Final Report | <i>Development of a Language of Instruction Policy Database: Final Report</i> | Katy Anis, Sean Tate |
| | Global | 2/2004 | <u>Publication:</u> Education in Emergencies | Informational brochure | <i>Education in Emergencies: Critical Questions and Challenges</i> | Marc Sommers (CARE) |
| | Global | 7/2003 | <u>Publication:</u> Basic Education and Youth at Risk in Urban Africa | Research Study | <i>Urbanization, War, and Africa's Youth at Risk</i> | Marc Sommers, (CARE) |
| | Guatemala | 9/2003 | Assistance to Guatemala Education Sector | Technical Assistance | <i>Education Development in Guatemala:</i> | Laurence Wolff |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | <i>Promoting a Strategy for National Change</i> | |
| | Guatemala | 6/2004 | Assistance to Guatemala Education Sector | Technical Assistance | <i>Guatemala USAID Strategic Direction and Activities Design: A Concept Paper</i> | Marcia Bernbaum |
| | Guatemala | 6/2004 | Assistance to Guatemala Education Sector | Technical Assistance | <i>Las organizaciones docentes en Guatemala – Informe Ejecutivo</i> | Facultad Latinoamericana de Ciencias Sociales – Sede Académica Guatemala (FLACSO) |
| | Guatemala | 6/2004 | Assistance to Guatemala Education Sector | Technical Assistance | <i>Educacion Privada: Rompiendo Paradigmas</i> | Centro de Investigaciones Económicas Nacionales (CIEN) |
| | Guinea, Liberia, and Sierra Leone | 6/2003 | Mano River Union Conflict Assessment and Peacebuilding Results Framework | Results Framework | <i>Mano River Union Conflict Assessment and Peacebuilding Results Framework”</i> | Sue Nelson, Mathias Bassene |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | <i>(English and French)</i> | |
| | Yemen | 4/2004 | Yemen Educational Assessment | Assessment | Yemen Educational Assessment - Support of Decentralization of Basic Education: Situation Analysis and Recommendations | Mouna Hashem, Karen Tietjen |
| | Global | 6/2004 | Central Management Capacity | Status report | <i>Making a World of Difference: BEPS Achievements, 2000-2004</i> | BEPS staff |
| | Global | 6/2005 | Documentation of USAID Progress in Basic Education, 2003-2004 | USAID Report to Congress | <i>Progress in Education 2005: Meeting the Global Challenge</i> | Edward B. Fiske Susan G. Foster |
| | Global | 6/2004 | <u>Publication</u> : Accelerating Learning | Research Study | <i>Accelerating Learning for Children in Developing Countries: Joining Research and Practice</i> | Judith A. Charlick |
| | Global | 8/2004 | <u>Publication</u> : Accelerating Learning | Summary of Research Study | “Accelerating Learning for Children in | Judy Charlick, Cynthia Prather, Eileen |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---|-------------------------------------|---|------------------------------------|
| | | | | | Developing Countries: A Summary” | St. George |
| | Global | 8/2005 | <u>Publication:</u> Research | Research study | <i>Education in Crisis Situations: Mapping the Field</i> | Dana Burde |
| | Global | 9/2005 | <u>Publication:</u> Research | Research Study | <i>Grandmothers: A Learning Institution</i> | Judi Aubel |
| | Global | 9/2005 | <u>Publication:</u> If No One Will be Left Behind | Research Study | <i>If No One Will Be Left Behind: Facing the Policy Challenges of Increasing the Quality and Reach of Education in Developing Nations</i> | Sean A. Tate |
| | Guatemala | 7/2006 | USAID/Guatemala Media Development | Media Materials for USAID/Guatemala | <ul style="list-style-type: none"> ▪ <i>5 Education Success Stories (English and Spanish)</i> ▪ <i>5 Education Fact Sheets (English and Spanish)</i> ▪ <i>6 Health Success Stories</i> | Carmen Velenzuela, Cynthia Prather |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|--|---------------------|---|--|
| | | | | | <p>(English and Spanish)</p> <ul style="list-style-type: none"> ▪ 5 Health Fact Sheets (English and Spanish) ▪ General Brochure (English and Spanish) ▪ Powerpoint (English and Spanish) | |
| | Somaliland | 5/2003 | Somaliland Education Sector Assessment | Assessment | "Somalia Education Sector Assessment: With Special Attention to Northwest Zone" | <p>William K. Cummings (GWU)</p> <p>Leslye Rost van Tonningen (CARE/Nairobi)</p> |
| | Somaliland | 8/2006 | Somaliland School Improvement Program | Final Report | Somaliland School Investment Program: Final Report | MaryFaith Mount-Cors |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|---|----------------------------|--|---|
| USAID TO No. 800 (Creative TO #2) | Uganda | 9/2000 | USAID/Uganda: Education Sector Investment Program Review | Activity Final Report | <i>USAID/Uganda: Support for Uganda Primary Education Reform Site Visit Final Report</i> | Ian Smith |
| USAID TO No. 2 (Creative TO #3) | Macedonia | 6/2000 | Assistance to Higher, Minority, and Bilingual Education in Macedonia | Assessment | <i>Macedonia: Assistance to Higher, Minority, and Bilingual Education Site Visit Final Report</i> | Dr. James Van Fleet, Mr. Sidney Chernenkoff, Lubov Fajfer, Joel Gomez (GWU) |
| USAID TO No. 801 (Creative TO #5) | Uganda | 7/2000 | Long-Term Educational Policy and Institutional Advisor | Task order reports | <ul style="list-style-type: none"> ▪ <i>Comprehensive Work-Plan, 31 July 2000</i> ▪ <i>Quarterly Reports</i> | Renuka Pillay |
| USAID TO No. 803 (Creative TO #6) | Zambia | 7/2000 | Concept Paper for a Program to Improve Learning Through School-Based Health and Nutrition Interventions | Assessment | <i>Concept Paper for a Program to Improve Learning Through School-based Health and Nutrition Intervention</i> | Don Graybill, Janet Robb, Leslie Drake, Paul Freund, Aben Ngay |
| | Zambia | 9/2000 | Technical Assistance to the Zambian School Health and Nutrition Program | Technical Assistance | <i>Technical Assistance to the Zambian School Health and Nutrition Program</i> | Paul Freund |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|----------------------------------|----------------|---|----------------------------|---|---|
| | | | | | <i>Trip Report</i> | |
| USAID TO No. 802 (Creative TO #7) | South Africa | 9/2000 | Support for Education Equity in Primary Education in South Africa | Technical Assistance | <i>Final Report: Equity in Education: A Window into the Classroom Experiences of Young Learners (video); Training of Trainers Design; Video Companion Viewing Guide</i> | Deborah Llewellyn |
| USAID TO No. 3 (Creative TO #9) | Cote D'Ivoire | 7/2001 | Education to Combat Abusive Child Labor | Assessment | <i>Planning Intervention Strategies for Child Laborers in Cote D'Ivoire</i> | Diane Mull, Kevin Elkins |
| | Democratic Republic of the Congo | 10/2001 | Education to Combat Abusive Child Labor | Assessment | <i>"Planning Intervention Strategies for the Reintegration of Demobilized Soldiers in the Democratic Republic of the Congo"</i> | Art Hansen, Francine , Ahouanmenou -Agueh, Andre Lokisso Lu'Epotu L. Diane Mull, Kevin Elkins |
| | Ghana | 8/2002 | Education to Combat Abusive | Assessment | <i>Planning</i> | William |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|---|----------------------------|--|---|
| | | | Child Labor | | <i>Intervention Strategies for Child Laborers in Ghana</i> | Harwood, Archer Heinzen |
| | Honduras | 10/2002 | Education to Combat Abusive Child Labor | Assessment | <i>Planning Educational Response Strategies for Working Children in Honduras</i> | William Harwood, Jeffrey Lansdale, Diane Mull |
| | Global | 2002 | Education to Combat Abusive Child Labor | Research | <i>ECACL: Guide to Policy and Practice</i> | William E. Myers |
| | Global | 11/2003 | Education to Combat Abusive Child Labor | Field Research Study | <i>Analysis of Job Tasks and Activities Performed by Children in Cocoa Production</i> | Diane Mull |
| | Global | 2003 | Education to Combat Abusive Child Labor | | <i>ECACL: An Introductory Guide to Policy and Practice</i> <i>ECACL: How Do We Build on What We Know?</i> | Susan Bissell Ernesto Schiefelbein |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | <i>ECACL: Using Economic Education and Incentives</i> | |
| | Global | 2004 | Education to Combat Abusive Child Labor | Reports | <i>Quarterly Reports</i> <i>Final Report</i> | Diane Mull, Archer Heinzen Archer Heinzen |
| | Romania | 5/2004 | Education to Combat Abusive Child Labor | Pilot Project Assessment Report | <i>Child Labor Education Pilot to Prevent Trafficking in Romania</i> | Christina Rawley |
| | Bulgaria | 3/2005 | Education to Combat Abusive Child Labor | Pilot Project Assessment Report | <i>Reducing Risk of Prostitution or Trafficking of Economically Disadvantaged Children in Target Areas of Ruse, Bulgaria</i> | Christina Rawley |
| | Nepal | 6/2005 | Education to Combat Abusive Child Labor | Pilot Project Assessment Report | <i>Basain-Sara: Using Education to Prevent Abusive Child Labor, Trafficking and</i> | Christina Rawley |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|--|---------------------------------|---|---|
| | | | | | <i>Unsafe Migration for Children Affected by Conflict in Nepal</i> | |
| | Honduras | 5/2005 | Education to Combat Abusive Child Labor | Pilot Project Assessment Report | <i>Education to Combat Abusive Child Labor in Department of Valle, Hondruas</i> | Christina Rawley |
| USAID TO No. 4 (Creative TO #10) | LAC Bureau | 2/2001 | Review of the Latin America and Caribbean Bureau, Education and Human Resources Team's Regional Education Strategy | Technical Assistance | <i>Regional Education Strategy Review: Framework Paper for Programming</i> | Daniel A. Morales-Gómez |
| | LAC Bureau | 6/2001 | Evaluation of the Partnership for Education Revitalization in the Americas (PREAL) Activity | Evaluation | <i>Evaluation of the Programa de Promocion de la Reforma Educativa en America Latina (PREAL).</i> | Donaldo Hart, Patricia Craig, and Daniel A. Morales-Gómez |
| | LAC/ Guatemala | 7/2001 | Proceedings of the First Hemispheric Conference on Indigenous Education | Conference Proceedings | Proceedings of the First Hemispheric Conference on Indigenous Education, July 25-27, 2001 | William Harwood, Katy Anis |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | | |
| | LAC/El Salvador | 8/2001 | Technical Assistance for the Development of an Education Strategy | Technical Assistance | <i>Towards the Development of an Education Strategy for El Salvador, 2003-2010</i> | Patsy P. Layne |
| | LAC/ Dominican Republic | 9/2001 | Outline for an Activity to Develop an Educational Evaluation System in the Dominican Republic | Assessment | <i>Outline for an Activity to Develop an Educational Evaluation System in the Dominican Republic</i> | Gilberto Valverde |
| USAID TO No. 4 (Creative TO #10) | LAC/ Dominican Republic | 10/2001 | Falconbridge Foundation Evaluation | Program Evaluation | <i>Evaluation of the Falconbridge Foundation School Sponsorship Program - Final Report</i> | Joel Gomez, Virginia Lambert, Leonel Valdivia |
| USAID TO No. 805 (Creative TO # 11) | Uganda | 11/2000 | Support for Uganda Primary Education Reform | Technical Assistance | <i>Support for Uganda Primary Education Reform – Final Report</i> | Jeanne Moulton |
| USAID TO No. 5 (Creative TO #12) | Africa | 4/2002 | Africa Bureau Regional Bureau Education Conference: Basic Education Exchange (BEE) Workshop in Addis | Technical Assistance | <i>Workshop Report and Lessons Learned</i> | Sean Tate, Katy Anis |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------------|---|----------------------------|---|--|
| | | | Ababa, Ethiopia | | | |
| | Africa | 11/2003 | Africa Bureau Regional Education Workshop: Building Bridges in (Mbabane, Swaziland) | Workshop Report | <i>Workshop Report</i> | Sean Tate, Joanne Murphy, Julie Scofield |
| USAID TO No. 806 (Creative TO #13) | Zambia | 2/2001 4/2003 | School Health and Nutrition Program Bridging Activity | Technical Assistance | <p><i>“Technical Assistance Provided to the SHN Program, Ministry of Education, BESSIP Final Report.”</i></p> <p><i>“Report of Technical Assistance Provided to Zambia MOE SHN Program: March 8 to April 13, 2001.”</i></p> | Paul Freund Paul Freund |
| USAID TO No. 808 (Creative TO #14) | Uganda | 6/2001 | Education Sector Investment Program Review | Technical Assistance | <i>Education Sector Investment Program Review – Final Report</i> | William Kromer |
| USAID TO No 807 | Zambia | Various, 2001 – | Communities Supporting Health, HIV/AIDS, Nutrition, | Technical Assistance | <u><i>Quarterly Reports & Final Report</i></u> | Edward Graybill |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| <p>(Creative TO #15)</p> <p>USAID TO No 807</p> <p>(Creative TO #15)</p> | <p>Zambia</p> | <p>2004</p> <p>Various, 2001 – 2004</p> | <p>Gender, and Equity Education in Schools (CHANGES)</p> <p>Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES)</p> | <p>Technical Assistance</p> | <p><u>Research</u></p> <ul style="list-style-type: none"> ▪ <i>Inception Report for the CHANGES Program, August 2001</i> ▪ <i>Baseline Survey Report September 2002</i> ▪ <i>Year 2 Survey Report (Eastern Province, September 2002), January 2004</i> <p><u>Manuals/Guides</u></p> <ul style="list-style-type: none"> ▪ <i>CHANGES Small Sub-grants Manual</i> ▪ <i>Handbook for</i> | <p>Various: 2001-2005</p> <p>Various: 2001-2005</p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|----------------------|---|----------------------|---|--------------------|
| | Zambia | Various, 2001 – 2004 | Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) | Technical Assistance | <p><i>Community-based Workers: HIV/AIDS Prevention Strategies</i></p> <ul style="list-style-type: none"> ▪ <i>HIV AIDS Guidelines for Educator</i> ▪ <i>Life Skills Workshop Report</i> ▪ <i>Life Skills Education Training Manual</i> ▪ <i>Local Action Reference Guidelines for Developing Health – Promoting Schools at Local Level</i> <p><u>Implementation Instruments:</u></p> <ul style="list-style-type: none"> ▪ <i>A Guide for</i> | Various: 2001-2005 |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|----------------------|---|----------------------|---|--------------------|
| | Zambia | Various, 2001 – 2004 | Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) | Technical Assistance | <p><i>Training Teachers and Health Workers on the School Health and Nutrition Programme and the Administration of SHN Drugs</i></p> <ul style="list-style-type: none"> ▪ <i>SHN tablet height pole</i> ▪ <i>SHN School Health Card</i> ▪ <i>SHN Health Questionnaire</i> ▪ <i>SHN Drug Administration (Teacher Training) Manual</i> ▪ <i>SHN Training Manual for Administrative and Managerial</i> | Various: 2001-2005 |

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|---|-----------------|----------------------|---|----------------------|---|--------------------|
| | Zambia | Various, 2001 – 2004 | Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) | Technical Assistance | <ul style="list-style-type: none"> ▪ <i>Staff Zambia Cognitive Assessment Instrument</i> ▪ <i>Zambia Cognitive Assessment Instrument Teacher Training Manual</i> ▪ <i>Instruction Manual for the Zambia Cognitive Assessment Instrument</i> <p><u>Promotional Materials:</u></p> <ul style="list-style-type: none"> ▪ <i>The CHANGES Programme 2003 Calendar</i> ▪ <i>A Healthy Child in a</i> | Various: 2001-2005 |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|----------------------|---|----------------------|---|--------------------|
| | Zambia | Various, 2001 - 2004 | Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools (CHANGES) | Technical Assistance | <p><i>Healthy School Environment</i>” (grey tee-shirt)</p> <ul style="list-style-type: none"> ▪ <i>School Health and Nutrition (SHN) Programme: A Healthy Child in a Healthy School Environment</i>” (SHN poster) ▪ <i>SHN Programme 2003 School Calendar</i> <p><u>Brochures:</u></p> <ul style="list-style-type: none"> ▪ <i>The CHANGES Programme</i> ▪ <i>The</i> | Various: 2001-2005 |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|--|-----------|
| | | | | | <p><i>Community Sensitisation and Mobilisation Campaign (CSMC) in Southern Province</i></p> <ul style="list-style-type: none"> ▪ <i>A Healthy Child in a Health School Environment. Basic Information on the SHN Programme</i> ▪ <i>Making a Difference: Communities Changing for the Better</i> ▪ <i>Most Frequently Asked Questions</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|--|-----------|
| | | | | | <p><i>on Free Education</i></p> <ul style="list-style-type: none"> ▪ <i>The Small Grants Scheme of The CHANGES Program in the Ministry of Education</i> ▪ <i>Success Stories</i> ▪ <i>Voices from the South: Poems on HIV/AIDS</i> ▪ <i>Voices from Zambia Part I: Poems on HIV/AIDS</i> <p><u><i>District Profiles:</i></u></p> <ul style="list-style-type: none"> ▪ <i>Choma District Profile</i> ▪ <i>Kalomo District</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <ul style="list-style-type: none"> <i>Profile</i> ▪ <i>Kazungula District Profile</i> ▪ <i>Livingstone District Profile</i> ▪ <i>Monze District Profile</i> ▪ <i>Siavonga District Profile</i> <u><i>Publications:</i></u> ▪ <i>CSMC Newsletter 1(1), Oct-Dec 2003</i> ▪ <i>CSMC Newsletter 2(2), December 2004</i> ▪ <i>A Healthy Child in a Healthy School</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <p><i>Environment: The CHANGES Program in Zambia SHN Magazine (volumes 1 and 2)</i></p> <ul style="list-style-type: none"> ▪ <i>SHN News , July-December 2002</i> ▪ <i>SHN TV and radio programmes</i> ▪ <i>Studies/reports of findings re cognitive achievement s related to health & nutrition interventions</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|--------------------------------------|-----------------------------|--|---|
| | | | | | <i>Other Materials:</i> <ul style="list-style-type: none"> ▪ <i>SHN program monitoring system</i> | |
| USAID TO No. 811 (Creative TO #16) | Bangladesh | 5/2002 | Bangladesh Education Sector Research | Education Sector Assessment | Overview of the Status of Gender Equity | Jeanne Moulton, Christina Rawley, Upali Sedere. |
| | Bangladesh | 6/2002 | Bangladesh Education Sector Review | Education Sector Assessment | Overview of the Basic Education Sector | Jeanne Moulton, Christina Rawley, Upali Sedere. |
| | Bangladesh | 6/2002 | Bangladesh Education Sector Review | Education Sector Assessment | NGOs as Deliverers of Basic Education | Jeanne Moulton, Christina Rawley, Upali Sedere. |
| | Bangladesh | 6/2002 | Bangladesh Education Sector Review | Education Sector Assessment | Teachers and Teacher Training (Formal and Non-formal) | Jeanne Moulton, Christina Rawley, Upali Sedere. |
| | Bangladesh | 6/2002 | Bangladesh Education Sector | Education Sector | Working with | Jeanne |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|-------------------------|----------------|---|-----------------------------|---|--|
| | | | Review | Assessment | Government Agencies in Education | Moulton, Christina Rawley, Upali Sedere. |
| USAID TO No. 811 (Creative TO #16) | Bangladesh | 7/2002 | Bangladesh Education Sector Review | Education Sector Assessment | Overview of the State of Basic Education in Bangladesh | |
| | Bangladesh | 7/2002 | Bangladesh Education Sector Review | Education Sector Assessment | Basic Education Program Options and Considerations | Jeanne Moulton, Christina Rawley, Upali Sedere |
| USAID TO No. 812 (Creative TO #17) | LAC/ Dominican Republic | 11/2001 | Follow-on to the Evaluation of the Falconbridge Foundation Public-Private Partnership | Field Research Report | <i>Expanding Public/Private Partnerships for Improving Basic Education through School Sponsorship in the Dominican Republic</i> | Patricia Craig, Michael Kane |
| USAID TO No. 7 (Creative TO #19) | India | 4/2002 | Progress in Education Partnership (PEP): Extending the Reach, Improving the Embrace: | Report | Proposals to USAID/India for India's Elementary Schools: Attracting and Retaining | Norman Rifkin, Cameron Bonner, Ranjana |

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| | | | | | Vulnerable Youth | Srivastava |
| | Dominican Republic | 7/2002 | Assistance to USAID/Dominican Republic in Design of Monitoring and Evaluation System Development Activity | Design of SOW for Technical Assistance | Design of an Technical Assistance Activity for Development of a Dominican Republic Monitoring and Evaluation System for Educational Quality: Activities, Timeline, and Cost Analysis | Gilberto Valverde |
| USAID Task Order No. 7 (Creative TO #19) | Uganda | 9/2002 | Uganda NFE Cost Analysis | Assessment | Cost Evaluation of Complementary Basic Education Programs in Uganda | Lynn Ilon, Robinah Kyeyune |
| | Global | 10/2002 | Research on Basic Education Support | Research Paper | <i>Supporting Basic Education in Development Countries: Perspectives from Private Sector and Policy Stakeholders</i> | Rachel Fineberg-Sylvan, Katy Anis |
| | Afghanistan | 1/2003 | Sharing Perspectives | Technical Assistance | <i>Sharing Perspectives on Curriculum</i> | Eileen St. George, MaryFaith |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | <i>Development in Afghanistan - Final Report: January 21, 2003</i> | Mount -Cors |
| | Macedonia | 1/2003 | Mid-term Evaluation | Evaluation Report | <i>Potentials for Peace: A Mid-term Evaluation of OTI's Program in Macedonia</i> | Julie Nemon, Biljana Bejkova, Petar Atanasov |
| | Angola | 8/2004 | Alfalit Angola Evaluation | Evaluation | External Evaluation of the Alfalit Adult Literacy Program in Angola | Donaldo Hart, Julie Thompson |
| | Morocco | 6/2005 | Morocco Education for Girls (MEG) Case Study and Training Modules | Case Study | "More Than Educating Girls: Bringing to Life the Concept of a Dynamic School System" | Marylee Rambaud, John Ryan, Margaret Mclaughlin, and Sarah Havekost |
| | Uganda | 3/2006 | International Network for Education in Emergencies (INEE) Toolkit Assessment | Case Study Field Rsearch | <i>Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction: A Uganda Case Study</i> | Joan Sullivan-Owomoyela |
| | Global | 6/2006 | Education in Fragile States | Case Studies | <i>Delivering</i> | Jeanne |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| | | | | | <i>Education Services in Fragile States: Lessons from Four Case Studies</i> | Moulton, Frank Dall |
| USAID TO No. 8 (Creative TO #20) | LAC/ Central America Region | 4/2002 | Centers of Excellence for Teacher Training in Latin America | Technical Assistance | Assessment of Teacher Training and Reading Instruction Needs and Capacities in Central America | Edmund Benner, Michael Hoffmann, Lillian Rose, Charles Tesar, Leonel Valdivia |
| | LAC/ Caribbean Region | 5/2002 | Centers of Excellence for Teacher Training in Latin America | Technical Assistance | Assessment of Teacher Training and Reading Instruction Needs and Capacities in the Caribbean | Lenor Ancilla Armstrong, Juanita Campos |
| | LAC/ Andean Region | 5/2002 | Centers of Excellence for Teacher Training in Latin America | Technical Assistance | Assessment of Institutional Capacity and Educational Needs in Bolivia, Peru, and Ecuador | Jennie Campos, Barbara Hunt Lillian Rose, Angel Saltos |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|-----------------|--------------|------------------------------------|---------------------|--|---|
| USAID Task Order No. 20 (Creative TO #21) | India | 4/2002 | Design of a New Education Activity | Assessment | “Progress in Education Partnership (PEP) <i>Extending the Reach, Improving the Embrace: Proposals to USAID/India for India’s Elementary Schools</i> Final report | Norman Rifkin, Cameron Bonner, Ranjana Srivastava |
| | | April 2004 | QUEST Alliance | A Concept Paper | | |
| | | October 2005 | Madrassa Success Story | Case Study | Quality Education and Skills Training (QUEST) – A US-India Public Private Alliance for Quality and Relevancy in Education | Cameron Bonner |
| | | July 2006 | REACH Evaluation | Mid-Term Evaluation | <i>Improving Education in Madrasas: An India Case Study</i> | Uzma Anzar and Lynn Carter |
| | | July 2006 | Madrassa Project | A Strategy Paper | Reaching and Educating At Risk Children in India – | Neelam Singh and Shesha Giri |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|--|--------------------------|
| | | | | | REACH MidTerm Review USAID-India Madrassa Program Expansion – A Strategy Paper | Uzma Anzar and Amir Khan |
| USAID Task Order No. 813 (Creative TO #22) | Uganda | 11/2003 | BEPS SUPER Project | Assessment | <i>Quarterly Reports, Final Report</i> <i>Manuals</i> PIASCY: Teachers Manual – Assembly Messages and Activities for Primary 3-4 and 5-7 PIASCY: Helping Pupils to Stay Safe – 24 Messages for School Assemblies. Handbook for Primary School Teachers <i>Report</i> Integrated Participatory | Renuka Pillay |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|--------------------|----------------------------|--|-----------------------|--|-------------------|
| | | | | | Approach for Quality Learning (IPAQUAL) – Pilot Initiative. Workshop Guide and CCT Participant Reports (in house – draft only) | |
| USAID Task Order No. 814 (Creative TO #23) | Dominican Republic | 11/2003 | Monitoring and Evaluation System for Education Quality | Technical Assistance | Final Report: Dominican Republic Monitoring and Evaluation Preliminary Project – Curriculum Analysis, Test Blueprints, and Evaluation Model | Gilberto Valverde |
| <i>USAID Task Order No. 26</i> (Creative TO #24) | <i>LAC</i> | <i>Various 2003 – 2006</i> | Technical Assistance to the Latin America and Caribbean's Office of Regional Sustainable Development in Support of Education Policy Reform | Multiple deliverables | <i>Technical Reports</i> <ul style="list-style-type: none"> ▪ <i>Andes Regional Overview</i> ▪ <i>Estructura Organizativa del CETT</i> ▪ <i>Five country profiles</i> ▪ <i>CETT Info</i> | <i>Various</i> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-------------------|---|---|------------------------------|--|-----------------------|
| <p><i>USAID Task Order No. 26</i> <i>(Creative TO #24)</i></p> | <p><i>LAC</i></p> | <p><i>Various</i> <i>2003 –</i> <i>2006</i></p> | <p>Technical Assistance to the Latin America and Caribbean's Office of Regional Sustainable Development in Support of Education Policy Reform</p> | <p>Multiple deliverables</p> | <p><i>Packet</i></p> <ul style="list-style-type: none"> ▪ <i>Evaluation Criteria for CETT</i> ▪ <i>Organizational Structure</i> <p><u><i>CETT Logistical & Support</i></u></p> <ul style="list-style-type: none"> ▪ <i>Central America Assessment List of Contacts</i> ▪ <i>CETT Central America and Dominican Republic (CETT/CADR) – Summary of Agreements and Resolutions</i> ▪ <i>CETT/CARD Education Meeting in San Pedro</i> | <p><i>Various</i></p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|----------------------------|--|-----------------------|---|----------------|
| <i>USAID Task Order</i> | <i>LAC</i> | <i>Various 2003 – 2006</i> | Technical Assistance to the Latin America and Caribbean's Office of Regional Sustainable Development in Support of Education Policy Reform | Multiple deliverables | <p><i>Sula, Honduras September 8-14, 2002</i></p> <ul style="list-style-type: none"> ▪ <i>Programa CETT /CARD</i> ▪ <i>Reunion Inicial Miami Florida 6-7 Diciembre 2002</i> ▪ <i>Costa Rica Country Profile</i> ▪ <i>CETT Advisory Group Meeting, June 26-27, 2003</i> ▪ <i>LAC CETT Networking Conference April 28-May 2, 2003-</i> ▪ <i>Summary of Regional</i> | <i>Various</i> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------------------------|--|-----------------------|--|-----------|
| No. 26 (Creative TO #24) | LAC | Various 2003 – 2006 | Technical Assistance to the Latin America and Caribbean's Office of Regional Sustainable Development in Support of Education Policy Reform | Multiple deliverables | <p><i>Institutions contacted to organize CETTs</i></p> <p><u>Technical Assistance for Regional Education Program</u></p> <ul style="list-style-type: none"> ▪ <i>Caribbean CETT Program Description</i> ▪ <i>CETT/CAR D Advisory Committee Management Assessment and Recommendations for Management Structure</i> ▪ <i>CETT/CAR D Conceptual Frameworks</i> ▪ <i>CETT/CAR D Cronogram a 2003 –</i> | Various |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
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| <p><i>USAID Task Order No. 26</i> <i>(Creative TO #24)</i></p> | <p><i>LAC</i></p> | <p><i>Various</i> <i>2003 –</i> <i>2006</i></p> | <p>Technical Assistance to the Latin America and Caribbean's Office of Regional Sustainable Development in Support of Education Policy Reform</p> | <p>Multiple deliverables</p> | <p><i>2005</i></p> <ul style="list-style-type: none"> ▪ <i>Debriefing of the Puebla Literacy Conference – October 31, 2002</i> ▪ <i>CETT/CAD R Marco Conceptua;</i> ▪ <i>CETT/CAD R -Pontifica Universidad Catolica Madre y Maestra – Propuesta de Marco Teorico;</i> ▪ <i>CETT/CAD R - Propuesta de Investigaci3n para la Formaci3n de Maestros Centroam3rica, Panama</i> | <p><i>Various</i></p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <p><i>y Republica Dominicana</i></p> <ul style="list-style-type: none"> ▪ <i>CETT/Andino - Technical Report – CETT Andino</i> ▪ <i>CETT/Andino – Logros de Aprendizaje ; Marco Teorico; Selección de Materiales</i> ▪ <i>USAID Parameters for the CETT programs in Central America</i> ▪ <i>Ayuda Memoria</i> <p><u><i>Assistance for Bilateral Education Strategies</i></u></p> <ul style="list-style-type: none"> ▪ <i>Dominican</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <p><i>Republic: Monitoring and Evaluation system for Education Equality – Activities, Timeline and Cost Analysis</i></p> <ul style="list-style-type: none"> ▪ <i>Education Decentralization in Peru Revisited – Final Report</i> <p><u>USAID Mission Education Sector Profiles:</u></p> <ul style="list-style-type: none"> ▪ <i>Guatemala, Honduras, El Salvador, Nicaragua, and Peru (in English and Spanish);</i> ▪ <i>Jamaica</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-------------------|---------------|--|------------------------------------|--|--|
| | | | | | <p><i>(English only)</i> <i>Jamaica</i></p> <p><u>Education Profile Templates:</u></p> <ul style="list-style-type: none"> ▪ <i>Haiti, Dominican Republic</i> <p><u>Reports:</u></p> <ul style="list-style-type: none"> ▪ <i>Year I - Q 1,2,3,4</i> ▪ <i>Year II - Q 1</i> ▪ <i>Annual Report – April 2002 – March 2003</i> | |
| <p>USAID Task Order No. 815 (Creative TO #25)</p> | <p>Bangladesh</p> | <p>5/2004</p> | <p>Three Education Studies in Bangladesh</p> | <p>Education Sector Assessment</p> | <p><i>Assessment of Early Childhood Education: Context and Resources in Bangladesh</i></p> | <p>Diane Lusk, Rubina Hashemi, Nazmul Haq</p> |
| | <p>Bangladesh</p> | <p>7/2004</p> | <p>Three Education Studies in Bangladesh</p> | <p>Education Sector Assessment</p> | <p><i>Pre-primary and Primary Madrassah Education in Bangladesh</i></p> | <p>Amr Abdalla, A.N.M. Raisuddin, Suleiman Hussein</p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|--|-----------------------------|--|--|
| | Bangladesh | 4/2005 | Three Education Studies in Bangladesh | Education Sector Assessment | <i>Time to Learn: Teachers' and Students' Use of Time in Government Primary Schools in Bangladesh</i> | Karen Tietjen, Arifur Rahman, Seth Spaulding |
| USAID Task Order No. 816 (Creative TO #26) | Morocco | 7/2004 | Technical Assistance to Collect Data and Design Training Modules for the Ministry of Education and Youth | Technical Assistance | <i>Three Modules for Morocco's National Training Program: October 2003 - September 2004</i> | Louise Filion, Marylee Rambaud |
| USAID Task Order No. 817 (Creative TO #27) | Uganda | 2003 – 2006 | Uganda Education Project Assistance – Technical Support to the Ministry of Education and Sports (MOES) | Technical Assistance | <i>Quarterly reports; Final report</i> <i>Reports</i> Education for All in Conflict Zones of Uganda: Opportunities, Challenges, and a Way Forward. <u>Manuals/Guides</u> ▪ <i>UPE: Universal</i> | Renuka Pillay Martha Bragin Multiple consultant/Ministry authors |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|--------------------|---|-----------------------------|---|------------------------------------|
| <p>USAID Task Order No. 817 (Creative TO #27)</p> | <p>Uganda</p> | <p>2003 - 2006</p> | <p>Uganda Education Project Assistance – Technical Support to the Ministry of Education and Sports (MOES)</p> | <p>Technical Assistance</p> | <p><i>Primary Education</i></p> <ul style="list-style-type: none"> ▪ <i>PIASCY : Helping Pupils to Stay Safe: A Handbook for Teachers (P3-P4)</i> ▪ <i>PIASCY: Helping Pupils to Stay Safe: A Handbook for Teachers (P5-P7)</i> ▪ <i>PIASCY Logbook</i> ▪ <i>Path to PIASCY Enhancement</i> ▪ <i>Teacher Effectiveness: Mentor’s Training Guidel</i> ▪ <i>PIASCY: PPET</i> ▪ <i>Guidance</i> | <p>Multiple consultant authors</p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|------------------|---|-----------------------------|---|------------------------------------|
| <p>USAID Task Order No. 817 (Creative TO #27)</p> | <p>Uganda</p> | <p>2003-2006</p> | <p>Uganda Education Project Assistance – Technical Support to the Ministry of Education and Sports (MOES)</p> | <p>Technical Assistance</p> | <p><i>and Counseling for Primary Schools: Teacher’s Handbook</i></p> <ul style="list-style-type: none"> ▪ <i>Guidance and Counseling for Primary Teacher Colleges: Tutor’s Guide</i> ▪ <i>Guidance and Counseling, Basic Training for School Service Providers: Facilitator’s Guide</i> ▪ <i>A Resource Book for Primary School Guidance and</i> | <p>Multiple consultant authors</p> |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|--|-----------|
| | | | | | <p><i>Counseling: Therapeutic Play</i></p> <ul style="list-style-type: none"> ▪ <i>School Management Committee Handbook</i> ▪ <i>Peace Education: Teacher's Guide Upper Primary; Learner's Book Upper Primary</i> ▪ <i>Framework for School Inspection</i> ▪ <i>Guidelines for Stakeholders: Monitoring and Supporting Policy</i> ▪ <i>Handbook for School Inspectors</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <ul style="list-style-type: none"> ▪ <i>Community Integration Program: Facilitator's Guide</i> ▪ <i>Community Integration Program Toolkit</i> ▪ <i>Community Integration Program: Facilitator's Guide (PPET)</i> ▪ <i>Community Integration Program Toolkit (PPET)</i> ▪ <i>Leadership and Governance : A Handbook for School Managers</i> ▪ <i>Psychosocial Trauma</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|---|-----------------|---------|---------------------------|---------------------|---|-----------|
| | | | | | <p><i>Management Skills</i></p> <p><u>Brochures/Posters:</u></p> <ul style="list-style-type: none"> ▪ <i>Early Childhood Development</i> ▪ <i>PIASCY</i> ▪ <i>REPLICA</i> ▪ <i>UPE</i> <p><u>Readers (procurement):</u></p> <ul style="list-style-type: none"> ▪ <i>HIV Readers (set of 12 readers)</i> <p><u>Promotional Materials:</u></p> <ul style="list-style-type: none"> ▪ <i>Tshirts/caps :PIASCY, REPLICA, Kids Time (STF), Guidance and</i> | |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|------------------------|----------------|--|----------------------------|---|----------------------|
| | | | | | <ul style="list-style-type: none"> ▪ Counseling t-shirts ▪ UPE (Striving for Quality Education) Video | |
| USAID Task Order No. 818 (Creative TO #28) | Jamaica | 8/2004 | New School Census Database Application | Technical Assistance | <i>Jamaica School Census Database System: Final Report</i> | Colin Israel |
| USAID Task Order No. 820 (Creative TO #29) | Philippines | 12/2004 | EQuALLS Project | Technical Assistance | <i>CAII Special Report on the Policy Environment</i> | Marcial Salvatierra |
| | Philippines | 1/2006 | Support to EQuALLS Project | Technical Assistance | <i>Review of Education Legislation and Policy Implementation in the Autonomous Region in Muslim Mindanao</i> | Miriam Pahn and team |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|--|----------------|---|-----------------------------|--|---|
| | Philippines | 1/2006 | EQuALLS Project | Needs Assessment | <i>Capacity-Building Needs Assessment of the Department of Education in the Autonomous Region in Muslim Mindanao</i> | Miriam Pahn and team |
| USAID Task Order No. 820 (Creative TO #29) | Philippines | 8/2006 | EQuALLS Project | Technical Assistance | <i>Assessment of Alternative Learning System Implementation by EQuALLS</i> | Miriam Pahn and team |
| | Philippines | 8/2006 | EQuALLS Project | Technical Assistance | <i>Assessment of Teacher Training System Implementation by EQuALLS</i> | Miriam Pahn and team |
| USAID Task Order No. 819 (Creative TO #30) | Bangladesh | 4/2005 | Assessment of Educational Needs of Disabled Children in Bangladesh | Education Sector Assessment | <i>Assessment of Educational Needs of Disabled Children in Bangladesh</i> | Paul Ackerman, Mary Thormann, Sharmin Huq |
| USAID Task Order No. 29 (Creative TO #31) | Office of Transition Initiatives (OTI) | 4/2006 | Office of Transition Initiatives (OTI) Community-Focused Reintegration Programs Project | Research | <i>Community Focused Reintegration</i> | Carlisle Levine and Alfred Nakatsuma, |

| USAID Task Order No. (Creative Task Order #.) | COUNTRY/ REGION | DATE(S) | TASK ORDER/ ACTIVITY NAME | TYPE OF PUBLICATION | PUBLICATION/ REPORT TITLE | AUTHOR(S) |
|--|--|----------------|--|----------------------------|--|---|
| | | | | | | (USAID), Marc Sommers |
| USAID Task Order No. 821 (Creative TO #32) | Morocco | 8/2006 | National Education Accounts | Technical Assistance | <i>Morocco National Education Accounts (NEA) Task Order Final Report</i> | Phyllis Forbes, Rida Baidas |
| USAID Task Order No. 30 (Creative TO #33) | LAC/El Salvador, Guatemala, Honduras, Nicaragua, Southern Mexico | 2/2006 | Current Programs, Existing Lessons Learned, and Analysis of Opportunities to Address the Youth at Risk and Youth Gang Issue: El Salvador, Guatemala, Honduras, Nicaragua, and Mexico | Research Study | <i>Central America and Mexico Gang Assessment, April 2006</i> | Harold Sibaja, Enrique Roig, Lynn Sheldon, David Evans, Lainie Resiman, Anu Rajaraman |

Appendix D

Products Received from ABEL 2 (April 2000) and Distributed by BEPS 2000 - 2006

Arco Iris de la Alfabetizacion.

By Enrique Tasiguano Muzo, Especialista en Educacion No Formal, 1999.
(Spanish)

Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms.

By Chloe O'Gara and Nancy Kendall, CAII, 1996.
(English and French)

The China Experience. Providing Teacher Training Through Educational Television.

By Yidan Wang, Asian Development Bank Institute, March 2000.
(English)

Early Intervention: HIV/AIDS Programs for School-aged Youth.

By Kim Siefert, CAII, 1997.
(English)

The Economic and Social Impacts of Girls' Primary Education in Developing Countries.

By Maria Floro and Joy Wolf, CAII, 1990.
(English and French)

Educating Girls: Strategies to Increase Access, Persistence, and Achievement.

By Karen Tietjen, CAII, 1991.
(English and French)

Education Policy Simulation (EPICS): A Decision-making Model to Improve Access to Schooling.

By Claire Brown, Haroona Jatoui, and Christina Rawley, CAII and HIID, revised 1998.
(English and French)

Education Reform Support: A Framework for Scaling Up School Reform.

By F. Henry Healey and Joseph DeStefano, AED and RTI, 1997.
(Vol 1, English and French)

"Escuelas Fe y Alegria en America Latina," Colombia.

ABEL Monologue Series
(English and Spanish)

Evaluation and Educational Reform: Policy Options

By Benjamin Alvarez H., and Monica Ruiz-Casares, AED 1998, 1997.
(English and French)

Exploring Incentives: Promising Strategies to Improve Girls' Participation in School.

By Cynthia Prather, with Islam Balouch, Carl Monde, Eugenia Monterroso, and
Taufiqur Rahman, CAII, 1996.
(English)

***How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study
in Northern Ghana.***

By Joy Wolf and Martina Odonkor, CAII, 1997
(English)

***Interactive Radio Instruction: What It Is, How It Works, and What Is Needed to Get It
On the Air.***

By Esta de Fossard, Joao Batista Ferreira-Pinto, Carleton Corrales, and Andrea
Bosch, EDC, 1993.
(English and Spanish)

Involving Communities: Participation in the Delivery of Education Programs.

By Andrea Rugh and Heather Bossert, CAII, 1998.
(English)

Involving Communities: A Companion Guide.

CAII, 1999.
(English)

Lessons from BRAC Non-Formal Primary Education Program.

By Anne T. Sweetser, AED, 1999.
(English)

Literacy's Rainbow: The Ecuador NFE Project, Twenty-Five Years Later.

By Enrique Tasiguano, EDC, 1999.
(Spanish)

***Making Interactive Radio Instruction Even Better for Girls: The Data, the Potential,
and the Scripts.***

By Andrea Bosch and Lisa Hartenberger, EDC, 1996.
(English)

Planning for Community Participation in Education.

By Joy Wolf, Eileen Kane, and Brad Strickland, AED and CAII, 1997.
(English and French)

Primary Education for All: Learning from the BRAC Experience- A Case Study.

By Colette Chabbott, Manzoor Ahmed, Rohini Pande, and Arun Joshi, AED,

CAII, Unicef, Rockefeller Foundation, 1993.
(English)

Siguiendo el Arco Iris.

By Ximena Aldaz, Ayme Quijia, Ana Lucia Tasiguano, Susana Zhagnay, 1999.
(Spanish)

Teacher Development: Making an Impact.

By Helen Craig, Richard J. Kraft, Joy du Plessis, AED and the World Bank, 1998.
(English; Summaries are in French and Spanish)

Testing to Learn...Learning to Test.

By Joan Capper, AED, 1996.
(English and French)

Toward School and Community Collaboration in Social Forestry: Lessons from the Thai Experience.

By Maureen H. McDonough and Christopher W. Wheeler, Michigan State University, 1998.
(English)

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia.

By Joy Wolf, Grace Lang, L.L. Bekett Mount, and Diane Prouty, CAII, AIR, and AED, 1999.
(English)