USAID Worldwide Education and Training Workshop

August 17-21, 2009

Arlington, Virginia

Thank you for your participation in the 2009 Worldwide Education and Training Workshop. The workshop brought together over 375 members of the international development community to share best practices in addressing the growing challenges in the field of education for social and economic development. It is our sincere hope that the discussions on the state of the art in education programming that took place over the four days will prove valuable to you as you continue your essential work around the world.

With best personal regards,

David J. Barth
USAID

To access materials from the workshop, please select one of the links below.

Daily Briefings- a brief synopsis of all sessions for each day

- **Monday, August 17, 2009**
- **Tuesday, August 18, 2009**
- **Wednesday, August 19, 2009**
- **Thursday, August 20, 2009**

The Full Agenda includes links to one page summaries and PowerPoint presentations from each session

2009 Worldwide Education and Training Workshop Program

EGAT/ED WORLDWIDE EDUCATION AND TRAINING WORKSHOP DAILY BRIEFING

MONDAY, AUGUST 17, 2009

MORNING SESSION

New Leadership and Priorities

Opening remarks were provided by David Barth, the new Director of the USAID Office of Education (EGAT/ED). Barth reaffirmed the importance of the Workshop in bringing together USAID staff and implementers from around the world to share their experiences in education programming and management. He expressed concern over the growing youth bulge and a need to integrate education into successful economic growth initiatives, supported by a generation of active and educated youth. Ambassador James Michel, Counselor to USAID, addressed the need to expand technical capacity and expertise through the Development Leadership Initiative, as well as a need to integrate education and training into local governance to ensure alignment with local contexts and country strategies.

John Sullivan and Steve Moseley, both members of the Advisory Committee on Voluntary Foreign Aid (ACVFA), stressed the need to build a strong relationship between education and local governance. Sullivan also noted the youth bulge's detrimental effects on economic and social stability and the need for USAID programming to focus on out-of-school and unemployed youth, especially in countries where rapid population growth affects educational access and quality. Moseley discussed the importance of integrating education across sectors, including health, economic growth, agriculture, workforce development, and post-conflict development, among others. Close partnerships with other USG agencies and the public sector will foster growth in all areas of human development.

EARLY AFTERNOON SESSIONS

Early Childhood Education

This session focused on recent early childhood education efforts in several USAID programs, including Jordan and Bangladesh. Sometimes USAID is the only donor working on Early Childhood Education and Development in a country, but more often there are many actors whose efforts need to be coordinated to be consistent and efficient across a national context, and participation of the private sector is especially important. Carrying out such efforts should be closely coordinated with and monitored by relevant government structures to enhance sustainability and ensure quality programming. Missions and implementers will have to decide the value of implementing more in-depth, holistic approaches toward child development and assessing that development with comprehensive tools, versus a basic skills approach that is perhaps less costly.

For the full session summary, please click here: Early Childhood Education Summary

Education and Crisis: Pakistan Case Study

This session discussed the relevance of education for both child and gender protection, and for democracy enhancement in emergency contexts. The OFDA-approach to education emphasizes the importance of psycho-social programs that allow the rehabilitation of child soldiers, among others, and stresses the importance of training staff to deal with this specific population. Challenges mentioned included sheltering of refugees in schools, which prevents children from attending classes. The OTI-approach to education focuses on political considerations, namely formulating rapid response to U.S. foreign policy interests by helping priority countries that are at risk or experiencing political instability.

For the full session summary, please click here: Education and Crisis Summary

Research on Learning and Implications for Programming

This session discussed the role of cognitive science and educational psychology as an empowering resource for education policymakers. Cognitive science identifies education strategies to help students achieve more effective learning, including holding students' attention in the classroom, turning short-term memory into concrete knowledge, and improved retrieval and utilization of knowledge. In addition, reading fluency and speed are critical elements in students' processing of information; the more information that students coherently process in the 12-second span of short term memory, the better and the faster the learning outcomes will be. To improve time use in the classroom, governments and donors could time school openings and closing better, strive to provide textbooks for each student, train teachers on time loss, and promote school-based teacher supervision and time-use monitoring in schools.

For the full session summary, please click here: Research on Learning and Implications for Programming Summary

Higher Education Challenges

This session presented a discussion of the current challenges facing higher education, including: shifting from single/multi-disciplinary thinking to transdisciplinary thinking, from passive to active learning, restructuring the student/teacher relationship to move from an individual focus in learning to group/team-based instruction, evaluating the quality and relevance of higher education instruction, the high costs of higher education and who should shoulder this burden, training academic staff in developing contexts, and increasing access to higher education for disadvantaged or disabled students. The session also discussed challenges of the knowledge economy and how the ICT revolution impacts both access and quality.

For the full session summary, please click here: Higher Education Challenges Summary

Taking Youth Development to Scale (Pts. 1 and 2)

These two highly participatory sessions focused on the challenges and opportunities of addressing the needs of the growing youth population and successful approaches to youth development programs. Youth development builds skills and competencies that require integrated, cross-sectoral, systemic approaches. AED's 7-element youth development infrastructure framework approaches youth development issues in an integrated manner, including: participatory strategic planning for public/private/nonprofit

sectors; increased amount of and access to public/private space for youth; identifying, redirecting and increasing financial commitment to youth development; and supporting and increasing the number of direct service and capacity building organizations at the local level, among others.

For the full session summary, please click here: Taking Youth Development to Scale Summary

Participant Training: Basics (Pt. 1 and 2)
This interactive session presented an update on regulations, strategies for stakeholder coordination, and student and other stakeholder orientation for participant training programs. Participants expressed special interest in the new ADS policy for training, and emphasis was given to design consideration at large and performance factors more specifically. An exhaustive list of performance factors was individually discussed and presenters stressed the importance of conducting training associated with skills and knowledge, which sparked an in-depth discussion about in-country training. Among the main topics regarding training intervention, emphasis was given to the selection of the participants and their eligibility, as well as an examination of cost-tracking categories, including instruction, participants' fees and travel expenses.

For the full session summary, please click here: Participant Training: Basics Summary

LATE AFTERNOON SESSIONS

Using ICTs for Youth Employment Creation

This session presented several successful USAID projects that utilized ICT programs to train disadvantaged youth in preparation for employment, including case studies in Brazil, Morocco and South Africa. These programs look at ICTs as a means to help young people build critical skills for employment, using authentic, practical projects to develop create thinking and technical skills and fostering professional networks through e-mentoring. Another successful program, Souktel, utilizes mobile phones to reach at-risk youth in places where internet access is not as prevalent.

For the full session summary, please click here: ICTs for Youth Employment Creation Summary

Learning Outcomes: National Systems

This session discussed the ongoing national assessment systems in Namibia, Honduras, Ghana, and Egypt, which have succeeded in large part due to the active support of the Ministries of Education. These national assessment systems have been successful in building national capacity, despite numerous challenges. Many Ministries of Education support these efforts because national tests provide some measure of accountability, and in some instances, also provide assessment of the USAID intervention. A key factor of the national assessments' success has been the existence of national standards for particular subjects and grades and the alignment of the tests to these standards. A major value of national assessments is their ability to highlight weaknesses in student performance, enabling countries to address these weaknesses in the teacher training content. Preferably this process should be iterative as standards become more rigorous and textbooks and tests reflect higher levels of performance.

For the full session summary, please click here: Learning Outcomes: National Systems Summary

Developing In-service Teacher Training Capacity

This session presented successful strategies for teacher training and strategies for scaling up successful teacher training programs. As 85% of USAID Missions support teacher training programs, presenters offered an overview of the teacher training programs in their countries which could be seen to be at different stages of development and success. Overall, the presentation demonstrated the importance of government involvement to the success of these programs. Teacher training cannot be implemented in isolation; rather it needs to be undertaken in a holistic approach that includes school leadership training, development of curricula, student assessment, and government capacity building. Programs needed to be evidence-based and student performance presented as evidence to the government of the value of teacher training to improve students' classroom learning.

For the full session summary, please click here: Developing In-Service Teacher Training Capacity Summary

The OIC Experience: 40 Years of Vocational Training in Sub-saharan Africa

The OIC (Opportunities Industrialization Centers International) presented an overview of their 40 years of experience in vocational training in Sub-Saharan Africa. This panel discussed how to develop sustainable vocational training centers by providing integrated skills training and organizational capacity building. The key to OIC's success is utilizing a holistic approach to skills building, including vocational training, counseling, reading and writing skills, English, basic computation, communication skills. Furthermore, centers have been particularly successful and sustainable because of the strong support and inclusion of the local communities in the process as well as highly detailed model plans that were set up before the programs were implemented.

For the full session summary, please click here: 40 Years of Vocational Training in Sub-Saharan Africa Summary

Early Childhood Education

August 17, 2009 – 1:30 p.m.

Presenters: Noor Abu Al-Ragheb, USAID Jordan
Carmen Henriquez, USAID El Salvador
Linda Ulqini, Aga Khan Foundation USA

Moderator: M. Shahidul Islam, USAID Bangladesh

This session profiled three Missions working on access and quality in early childhood education: Bangladesh, El Salvador and Jordan. Linda Ulqini of the Aga Khan Foundation (AKF) discussed a range of AKF projects in the arena of early childhood education. Access is still very low in some cases and early childhood has been a lower priority than basic education; the project in Jordan has worked to maintain quality by keeping class size low – which also means there has been a long waitlist for inclusion, though the project has expanded every year. In El Salvador the public school option for early childhood has also expanded enormously, partnering with the Ministry of Education, the private sector and NGOs.

Regarding quality, programs have trained teachers and others, and helped to build capacity in the national MoEs so that gains are sustainable. Aga Khan's interventions also include parents and community members in the development of materials, an important characteristic that garners community support for the program and ensures that teachers and students will relate to the materials. The program in Bangladesh has support circles for students just out of early childhood classes (first and second grades) and circles for older students (third through sixth grades) to provide an environment of academic support for students, not found elsewhere.

In Jordan, the program was found to have had a major impact on learning readiness. Research showed the benefits of early childhood education lasted through third grade. This research, part of USAID/Jordan's program, is rare, and especially challenging given the need to assess precursor skills. An important part of the evaluation was the comprehensive tool used, measuring not just cognitive development but also social physical (fine and gross motor) plus literacy and numeracy. This is more costly than simply testing basic skills (like reading and math), and training for observers must be very in-depth. This testing focused on the whole child's development. The discussion in this session noted that while ECD is more costly, the benefits are important. At the same time, the panelist from Bangladesh noted that a more academically-focused program he oversees actually had better results than another "holistic" program run by an NGO. Clearly this matter is open to debate.

Key take away points included a recommendation to maintain programs for more than eight years to reach a point of sustainability and impact. The participation of the private sector can also be important for leveraging funds and for political support. School feeding often makes programs more appealing in places where food shortages affect students' health. Moreover, team building activities are a key factor for success in large, complex projects in order to build trust and empowerment. Finally, presenters shared the necessity of balance between local capacity and international technical assistance in order to strengthen and introduce new practices.

Education and Crisis: Pakistan Case Study

August 17, 2009 – 1:30 p.m.

Presenters: Marion Pratt, USAID Democracy, Conflict, and Humanitarian Assistance Bureau, Office of U.S. Foreign Disaster Assistance

Stacia George, USAID Democracy, Conflict, and Humanitarian Assistance Bureau, Office of Transition Initiatives

Moderator: Grace Lang, USAID Afghanistan

This session discussed the relevance of education for both child and gender protection, and for democracy enhancement in emergency contexts, a wide rage or implementation models, and program previews. Challenges mentioned included sheltering of refugees in schools, preventing children from attending classes.

Marion Pratt shared the mission of the Office of U.S. Foreign Disaster Assistance (OFDA): “to save lives and reduce suffering.” She emphasized the need for greater budgetary resources due to unforeseen disasters and the importance of having funding at the ready. The OFDA approach to education stresses the importance of psychosocial programs for the rehabilitation of child soldiers, among others, and the importance of training staff to deal with trauma in child populations.

Stacia George emphasized the unique approach of the Office of Transition Initiatives (OTI) in responding quickly to U.S. foreign policy needs by helping priority countries to achieve quick stabilization. The OTI approach to education formulates rapid response to U.S. foreign policy interests by helping priority countries that are at risk or experiencing political instability. OTI acts in part based on political considerations. As a result, its activities are different in each country in which they operate, ranging from supporting peace in Uganda to supporting counter-insurgency in Colombia. The goal in Pakistan is to foster local government legitimacy in tribal areas.

Both presenters emphasized the short timeline for their activities – their programs are measured in weeks or months instead of years, as in many development projects. In the context of an emergency, it was noted, one is under “the tyranny of urgency.” Education activities that are provided in such environments included “School in a Box” – a materials kit serving 15 students for 6 months, and cross-sectoral opportunities like using Food for Work or Cash for Work to get underemployed locals to help rebuild schools.

Key take away points of the session included the idea that promoting education improves local communities’ perceptions of government capacity and utility. Education has a key role in stabilization in emergency contexts- educational components may be embedded in different initiatives, from protection to cross-sector partnerships. At the end of the session, participants noted the importance of building flexibility into a scope of work that is specific about the operational procedures and goal, but that gives space to modify components of the program, such as having a contingency plan in case the program needs to extend from one region to another.

Research on Learning and Implications for Programming

August 17, 2009 - 1:30 p.m.

Presenters: Helen Abadzi, World Bank

Moderator: Luis Crouch, RTI International. Joseph Carney, Independent Consultant

This session emphasized the vital role of cognitive science and educational psychology as empowering resources for education policymakers to direct programming toward quality education outcomes. The presentation identified education strategies based in cognitive science research to help students achieve more effective learning, including improved attention in the classroom; turning short-term memory into concrete knowledge; and improving retrieval and utilization of information. One of main challenges facing schools in developing countries is the lack of reading materials in classrooms and libraries.

Presenters explained that short-term memory, or working memory, has a span of 12 seconds to register information and process it to the long-term memory network so that it will turn into knowledge. Therefore, speed and fluency in reading and basic math are critical in the way students process information: the more information students coherently process in the 12-second span of short term memory, the better and faster the learning outcomes will be. The minimum reading speed needed for comprehension in initial primary grades is 45-60 words correct per minute; students' ability to read and comprehend at this rate from a young age has crucial impacts on success in secondary and higher education. There is therefore a strategic importance in early grade literacy skills for further education and workforce development.

Memory consolidation and knowledge are cumulative and require time, practice, linkages, and systematic accumulation – but these are not a given in rote-learning classrooms found in many countries. The complex and effective teaching methods that engage students effectively are more challenging to organize and apply. Teachers need to allow sufficient instructional time for memory and learning so the information can be processed, established into a cognitive network, and retrieved later. Instructional time is perhaps the most fundamental component to building knowledge; one expects that students spend much of their day in actual learning. However in reality governments and donors in the education sector see only a fraction of their investments converted into learning time due to poor curricula and rote teaching methods, insufficient learning materials, teacher and student absenteeism and other contingencies. To improve time use in the classroom, governments and donors could better time school openings and closings, strive to provide textbooks for each student, train teachers on time loss, and promote school-based teacher supervision and time-use monitoring in schools.

Key take away points from this session included specific recommendations for improving teaching and learning in the classroom. Suggestions included: incorporating frequent changes in activities and alternative presentation types (such as analogies, contrasts, and examples) which are proven teaching methods that effectively retain students' attention and enhance memory and knowledge; ensuring sufficient instructional time, as well as sufficient learning materials for students; providing quality teacher training on more interactive and 'memorable' methods; and setting short-term goals, and creating an ongoing feedback loop in education systems.

Higher Education Challenges

August 17, 2009 – 1:30 p.m.

Presenters: William Saint, Independent Consultant
Patrick Guilbaud, Virginia Tech
Lynn Roth, Eastern Menonite University

Moderator: Gary Bittner, USAID Office of Education

In this interactive learning session presenters offered insight on the changing role of higher education in development work. Main topics covered included new international collaborations among higher education institutions and developing countries, challenges faced in higher education development work public private partnership for higher education.

William Saint discussed what he referred to as the global higher education revolution and how world university systems are collaborating more than ever before. This revolution is due to several factors: the dynamics of massification; transnationalization through information technology and exportation of education as a commodity, high mobility of staff and student populations; and diversification of private and public sector higher education. Current challenges for higher education include rethinking what kind of education drives a knowledge economy; what we mean by teaching and learning with the shift from single/multi-disciplinary thinking to transdisciplinary thinking (problem solving); as well as the shift from passive to active learning. Educators also should place strong emphasis on process skills, knowledge management, conflict mediation, and problem solving in order to cultivate brain power. Another challenge is funding expanded access. Many governments cannot finance expansion and if the system is based on elite higher education, families may be less able to pay. The practical reality is that finance is strongest when there is collaboration between public and private joint investment, and that higher education needs funding from both sources.

Patrick Guilbard discussed higher education assistance in Haiti noting challenges such as high unemployment and underemployment; political turmoil; little regional cooperation; a rigid class structure that allows little social mobility; widespread corruption and cronyism. Guilbard mentioned several helpful factors to working in the realm of higher education: maintaining a focus on current program/project goals with baseline assessment data; securing a broad base of commitment and collaboration from day one; seeking out energetic local partners and obtaining buy-in; and looking for two or three quick and tangible wins (low-hanging fruit).

Finally, Lynn Roth of the Center for Justice and Peacebuilding (CJP) at Eastern Mennonite University discussed the Center's three-year partnership with the University of Hargeisa, Somaliland. Through this collaboration, a School of Conflict Resolution was established at the University of Hargeisa.

Key take away points from this discussion included the role of higher education in development work is evolving as are the topics and methods of education for developing countries. Additionally, collaborations between US higher education institutions and host countries are beneficial relationships that help develop higher education programs and grow the capacity of both the host country and the US institution.

Taking Youth Development to Scale (Policy, Practice and Program) Session A and B

August 17, 2009 – 1:30 p.m.

Presenters: Bonnie Politz, Academy for Educational Development (AED)
El Houcine Haichour, Academy for Educational Development (AED)
Andrew Munoz, Academy for Educational Development (AED)

In these two highly participatory sessions on taking youth development (YD) to scale, the growing youth population was discussed in light of the challenges and opportunities this population presents for both developed and developing countries. The panelists first shared statistics related to youth. Populations are growing and producing a significant "youth bulge" – more significant in some countries than others. Some 85 percent of these youth live in developing countries, which means that the workforce is coming from areas of the world least equipped to provide young people with the learning opportunities they need.

There are important challenges related to providing education and employment for this population. Youth development was said to be more than meeting needs: it is also building skills and competencies, calling for integrated, cross-sectoral, and systemic approaches. The need to focus on what works in the youth development field was tied to the need to track, measure, and take to scale what works.

The panelists stressed that AED's approach to addressing youth challenges includes more than prevention strategies. Research points to common themes in successful and proactive YD programs: these are programs that focus on skills building, financial resources, participation, membership, norms and expectations, adult-youth relationships, and information services. Rather than focusing on preventing problems from happening, the traditional approach, AED proposes a total paradigm shift that would involve focusing on the development of young people and what truly works for them. This in turn equips young people with what they need to make better decisions and to act preventatively and proactively on their own behalf.

AED shared a seven-element, integrated youth development infrastructure framework. Some of the elements of this model include: participatory strategic planning for the public, private and nonprofit sectors; increasing the amount of and access to public/private space for youth; identifying, redirecting and increasing financial commitment to youth development; and supporting and increasing the number of direct service and capacity building organizations at the local level. Presenters also discussed the challenges of measuring youth development outcomes. Some M&E strategies discussed include complementing qualitative data with quantitative government data.

Key take away points of this session were interactive ways to integrate a youth development framework in future USAID programming by focusing on the socio-economic effects of the youth bulge. A range of approaches within AED's youth development experiences was shared, with opportunities to discuss activities and outcomes. The focus should be on activities and policies that promote positive development, by identifying from the research those activities that show consistent and valid results. The result will be a reduction over time in the negative outcomes for young people as positive support structures and opportunities for youth increase.

Participant Training: Basics, Part 1 and 2

August 17, 2009 – 1:30 and 3:30 p.m.

Presenters: Ethel Brooks, USAID Office of Education
Jim Nindel, USAID Office of Education
Ron Raphael, USAID Office of Education
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Linda Walker, USAID Office of Education

This introductory session provided an overview of participant training policies and best practices, and provided an opportunity for participants from various regions around the world to discuss working conditions in their countries. Participants gave synopses of participant training in their Missions and stressed their desire to attain a greater understanding of the technicalities and terminologies within this sector. Presenters explained that each day the participant training group would focus on specific aspects of participant training regulations in order to ensure participants receive all the necessary information and have ample opportunity to have all of their questions answered.

Noting that participant training has faced many challenges, presenters discussed programs that have been widely commended, such as the Community Connections program. Efforts to replicate this program in other regions are currently under consideration. Fundamental to the success of any such program is participants' ability to form good working relationships with the participant training coordinator in their Mission, as well as the contracting officer as they review and endorse their training scopes of work. Presenters also reemphasized the importance of improving program monitoring and evaluation.

The second part of this session focused on the new ADS policy for training and various performance factors including: information, resources, incentives, skills and knowledge, capacity and motives. Among the performance factors, "skills and knowledge" was determined to be the factor that bridges performance gaps. Thus, when a problem stems from a lack of skills and knowledge, training should be used. Training plans were also discussed which revealed a consensus among participants that such plans are particularly important for the sponsoring unit, usually Washington, with marginal benefits for the implementers. The USAID Office of Education is working on creating a template for training plans. Training interventions were also discussed, focusing on in-country training. One of the main concerns regarding training interventions was the selection of participants and their eligibility. The cost-tracking categories—instruction, participant's fee and travel —were also extensively discussed.

Key take away points of these sessions included the importance of building positive relationships with key Mission staff, in addition to the new ADS policy on training and performance factors. By the end of the session, participants agreed that TraiNet must be used for any in-country training (ICT) that consists of two or more consecutive classes or that takes more than 16 contact hours. Participants also identified some remaining issues related to ICT which required further discussion: (i) counting people selected for multiple in-country training programs—currently, each person is counted multiple times thus causing the number of people trained to be misleading, and (ii) how to define biographical information—pros and cons of using sign in sheets, or other methods to collect biographical information.

Using ICTs for Youth Employment Creation

August 17, 2009 – 3:30 p.m.

Presenters: Nancy Taggart, International Youth Foundation (IYF)
Jacob Korenblum, Souktel
Mary Joy Pigozzi, Academy for Educational Development (AED)

Moderator: Anthony Bloome, USAID Office of Education

This session presented several successful USAID projects that utilized ICT programs to train disadvantaged youth in preparation for employment. The presentation included case studies in Brazil, Morocco and South Africa. Nancy Taggart shared IYF's experiences in positioning youth for employment through ICTs. The Foundation's Entra21 program in Latin America is currently in its first phase, emphasizing training in ICT skills like call centers, systems design, computer repair, web design, and basic IT skills, to build participants' capabilities to work in ICT positions. To track program outcomes, IYF tracks youth enrollment, program completion, and employment through an online M&E database. Program challenges include tracking youth after completion; stereotypes about female youth and ICT jobs; too few computers; poor internet connections; low government capacity; and limited access to contacts in the private sector.

Mary Joy Pigozzi discussed AED's one-year pilot program in Brazil to train participants for ICT employment. The program emphasizes project-based and active learning using ICTs. After one year, all 50 disadvantaged Brazilian youth participants had completed the program and 92 percent were still employed four years later. Other iterations of the program have taken place in Mozambique and South Africa. These programs focus on looking at ICTs as a means to help young people to build other critical skills, as well as using authentic, practical projects to develop creative thinking and technical skills while fostering professional networks. An important component of the projects is "e-Mentoring," which connects youth and professionals using ICT tools, weekly engagement through email and online chat, and activities aligned with employability curriculum.

Jacob Korenblum of Souktel discussed a program that utilizes mobile technology to help youth find jobs. Employers were proactively vetted to prevent both unsafe employment and political recruitment through the mobile tool. Participants asked what partnerships were necessary to make such a system successful; Korenblum cited Souktel partnerships with the private sector, such as HR firms in Palestine, as key alliances. Texting costs and how cost would affect access were other participant concerns. Korenblum in response described an agreement with cell phone companies to ensure the lowest possible rates.

Key take away points from this session were examples of ICT activities that allow disadvantaged youth to work directly with technology and see its potential, while simultaneously enabling young people to understand and utilize social networking in a professional context. Moving from urban to rural contexts was noted as a challenge, as was careful integration of ICTs into programming and the customization of ICT tools to fit local contexts, cultures, and languages (which helps youth better understand how such tools can be used).

Learning Outcomes: National Systems

August 17, 2009 – 3:30 p.m.

Presenters: Jeff Davis, American Institutes for Research
Mike Fast, American Institutes for Research
Robert Davidson, USAID Ghana
Robert Burch, USAID Egypt

Moderator: Patrick Collins, USAID Office of Education

This session discussed a range of assessment models used by USAID staff and project evaluators. Main topics included program overviews, success, and the challenges of testing and assessing education programs. Presenters discussed experiences with national testing systems in Namibia, Honduras, Ghana, and Egypt, demonstrating the range of processes that have been used to create and improve systems. One common theme throughout the discussion was the issue of testing "21st century skills," such as critical thinking and problem solving.

In 2005, AIR assessed part of AED's basic education program in a two-year linkage with Namibia's National Institute for Educational Development. AIR is now working with the Directorate of National Examinations and Assessment in a move from limited program assessment to national assessment for grades five and eight for all students. The Ministry of Education (MoE) plans to align curricula and tests with international standards. In Honduras, the emphasis has been on a standards-aligned assessment system. The Honduras Improving Student Achievement Project (MIDEH) focuses heavily on formative assessment with the use of monthly standards, pacing guides, and more frequent standardized tests, to help teachers keep students on track. An independent National Assessment Institute is working to ensure the sustainability of the systems being established by the project and the MoE.

In Ghana, the Basic Education Comprehensive Assessment System (BECAS), which the MoE administers with USAID support, has tested 1.5 million students in 16,000 schools and replaces a previous (unsuccessful) national assessment effort. The national testing has uncovered a number of weaknesses including a lack of adequate funding and documentation of learning gains, wide ranges of capacity in MOE personnel, and difficulties in developing, administering and interpreting the tests. These notwithstanding, USAID and other donors are working with the MoE to use the BECAS in conjunction with data from other sources to identify and target areas for improvement. Egypt has taken more extreme measures to ensure that results of national assessments relate to national standards: they release to the public one-third of the items in the Critical-thinking Achievement and Problem-Solving Skills (CAPS) test administered to a sample of students in grades 4, 8, and 10. Releasing the CAPS items openly allows teachers and administrators better opportunity to know what is expected.

Key take ways points from this discussion include the idea that national assessment efforts should reinforce the paradigm shift in education from rote learning toward the types of skills that today's markets demand and USAID should support national systems of assessment in an effort to ensure assessments and national curricula are closely aligned. It is possible to develop test that will achieve this end in collaboration with host country MoE and this work will also increase the capacity to the MoE to develop standardized tests for assessment of education.

Developing In-service Teacher Training Capacity

August 17, 2009 – 3:30 p.m.

Presenters: Garth Willis, USAID Central Asian Republics
Jana Wooden, USAID Dominican Republic
Hala El Serafy, USAID Egypt

Moderator: Barbara Knox-Seith, USAID Latin America and Caribbean Bureau

This presentation offered a perspective of three teacher training programs at different stages of development with a view to discerning an in-service TT model that USAID can use worldwide. As USAID supports teacher training (TT) programs in 85% of its missions worldwide, the agency is naturally concerned with issues of sustainability and 'value for money' of these programs. Questions that the audience was invited to keep in mind during the presentation were: Does Teacher Training work? How can a good model for Training of Trainers (ToT) be institutionalized?

Garth Willis from USAID Central Asia Region (CAR) outlined education programs in his region where countries face the challenge of re-building education delivery left-over from the Soviet days. Despite a few spots of remaining good programming, there was no systematic sustainability and the region suffers from many problems in education. The crisis is exacerbated by low capacity and motivation of the governments to reform, an extreme teacher shortage, large populations of children entering the systems, and progressively poor quality of education.

Jana Wooden, USAID Dominican Republic, discussed the impacts of having no previous system of national student assessment and no data on which to base education reform. After USAID-supported baseline assessment showed poor student achievement in math and reading, the Ministry of Education became actively involved in the reform including support for teacher training. Recent assessments have shown improvements in student learning achievements.

Hala El Serafy of USAID Egypt presented an overview of education reform in Egypt. Since 2005, reform has shifted from direct implementation of teacher training by donors to the establishment of sustainable professional development and direct service delivery by the Ministry of Education to improve quality. Current emphasis of education programming includes school-based reform, decentralization of resources and decision-making, restructuring of education personnel, effective incentives for professional development, school accreditation, and measurement of student achievement.

Key take away points from the session included the importance of host government involvement to the success and sustainability of programs. Student achievement and improved teacher qualifications must both be considered when assessing the impact of teacher training programs. Teacher training programs need to be included in a holistic program of activities which address education reform at all levels and insertion points. Finally, programs needed to be evidence-based, i.e., pre- and post- student performance evaluations should be presented to governments as proof of the value of teacher training to improve students' classroom learning.

The OIC Experience: 40 Years of Vocational Training in Sub-Saharan Africa

August 17, 2009 – 3:30 p.m.

Presenters: Molly Roth, OIC International
Adolf Lyonga, OIC International
Jocelyn Rowe, Management & Training Corporation

Moderator: Michael Carson, OIC International

This session presented a successful model of vocational training in Sub-Saharan Africa, with members of the OIC (Opportunities Industrialization Centers International) discussing in detail their experiences and work developing sustainable vocational training centers to provide integrated skills training and organizational capacity building. Presenters noted the key to their success: a holistic approach to skills building, including vocational training, counseling, reading and writing skills, English, basic computation, and communication skills. The OIC centers have also been particularly successful because of the strong support of local communities.

The panel outlined why they believe their centers have been both successful and sustainable. Presenters explained that the model for their affiliate centers was piloted and elaborated in great detail before it was implemented in Ghana, Nigeria, or Cameroon. The OIC spent many years refining the model in distressed communities in the United States. They felt the challenges in these communities were in some ways similar to those of the more industrialized cities in Africa. Their model was very detailed including training regiments for staff and volunteers, mandatory training equipment, and long term technical assistance. In the initial phases, up to five experts from OIC headquarters worked on-site training new staff for up to two years to fully set up a center before turning it over to the local community. By limiting the numbers of trainees, they were able to give each trainee better individual attention and increase their likelihood for success.

Building on the success of these vocational centers, OIC has used them as a jumping off point to springboard into other sectors. They have created innovative models that apply their core work in vocational training and skills development to other sectors such as agricultural, micro-enterprise, health and HIV/AIDS, and IT. Examples of their expansion include reproductive health centers in Ethiopia and Ghana which have been supported by USAID's Food for Peace program.

Key take away points of this session included best practices in workforce development, as well as and other important aspects when working in these contexts: i) people learn differently in different cultures (verbal, reading, etc), ii) the importance of using a holistic approach to get the full picture, and iii) the value in teaching both life and work skills. Ensuring students have realistic expectations as to what they will gain from the program and its relevance to the real world was one cited best practice. Creating country specific approaches that validate the skill sets of those in the program is key just as it's also important to look at the local assets to build on what is already there. Furthermore, labor market assessments and gap assessments are essential for supporting students and guiding them effectively.

EGAT/ED WORLDWIDE EDUCATION AND TRAINING WORKSHOP DAILY BRIEFING

TUESDAY, AUGUST 18, 2009

MORNING SESSION

Shaping the Youth Bulge: Responding to Challenges of Economic Growth, Security and Health

The opening plenary session featured an engaging presentation by Emmanuel Jimenez from the World Bank. Jimenez presented the purpose and findings of the World Development Report (WDR), which emphasizes the policy effects of the youth bulge on education and human capacity development. Demographic trends worldwide are producing a bulge among youth age 10-24, which is becoming a relevant issue for labor productivity and human development as youth move into the labor force. Country programs and strategies concerning youth have a window of opportunity to take advantage of the opportunities this youth bulge presents for building a generation of educated and engaging youth. The WDR focused on assessing government policies through three youth lenses: 1) opportunities; 2) capabilities; and 3) second chances. Under the heading of opportunities, the WDR assessed how youth can be included in the labor force; international donors and country governments need to focus on the linkages between education and the labor force. In terms of youth capabilities, the education sector needs to shape the level of information and knowledge that youth possess in making key decisions. Youth are risk-takers; this youth lens must assist youth to become more capable decision makers. Second-chance programs are sustainable if they are designed to attract young people who may have made mistakes. More importantly, second-change programs need to help youth re-enter mainstream society, whether through job training or education equivalency programs. The largest challenges in addressing education programs for youth are: coordination of government ministries to include youth, providing a united voice for youth, and creating effective evaluation mechanisms to provide evidence that integrated youth programs work.

For the full session summary, please click here: Shaping the Youth Bulge Summary

EARLY AFTERNOON SESSIONS

Education, Fragility and Conflict: Challenges and Opportunities

Research shows that education can mitigate fragility, and that programming must be carried out with attention to the root causes of fragility: corruption, discrimination and exclusion, organized violence, and other causes. Panelists discussed experiences in Uganda, Liberia, South Sudan and Afghanistan in unique country contexts with varying root causes. Participants noted the importance of dealing with impacts and threats at the grassroots level, such as psychosocial services for students and teachers. Former combatants and others may have little faith in institutions and government, and reconstructing that faith and viability is a long-term process. If root causes are not addressed, there is potential to slide back into conflict – old dividing lines may continue to exist, while new ones are sometimes created. At the national and policy level, extreme corruption is a threat that must be addressed in order to avoid the perception of unequal benefits. Reintegrating a large segment of the population back into education systems, society and the economy will require sequenced interventions, including immediate and private sector-linked workforce development efforts.

For the full session summary, please click here: Education, Fragility, and Conflict: Challenges and Opportunities Summary

Early Grade Reading and Mathematics Assessments

The session presented a quick overview of the objective, development and methodology, pilot testing, and impact of the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) instruments, designed by RTI under the USAID EdData II Project. The universal applicability of reading and math fluency, as well as their importance for further learning, are well established. Early grade reading and math assessments and interventions are crucial because if fluency is not above a certain level by the end of first grade, students fall behind and this gap is often exacerbated in subsequent grades. Oral reading tests applied by trained evaluators or teachers are a particularly good assessment indicator and predictor of future achievement. In addition to policy awareness and motivation on a macro and community level, perhaps the most important contribution of tools like EGRA and EGMA are that they provide a baseline that can be used to identify gaps and needs. This is essential to begin making systematic changes to instruction and content in the early grades, where a fundamental knowledge base is being established, and where gaps could still be bridged, thus increasing the chance of future success. Based on that concept, the presenters highlighted findings and best practices for effective early literacy and numeracy skills, as well as strategies to improve instruction and teaching practices.

For the full session summary, please click here: Early Grade Reading and Mathematics Summary

Working with the Private Sector

This session discussed higher education development partnerships with the private sector. The intersection between the business sector, USAID and universities was investigated and it was agreed that usually there is a disconnection between the training provided by the universities and the skills demanded by the market. During the session, strategies for achieving a win-win outcome were explored and successful stories were shared. Intel stressed its contribution to the development of technology curriculum, research and entrepreneurship, as in the case of incubators. It also stressed the importance of partnerships for generating a qualified labor force in-country that reduces operating costs, and for developing the market in emerging economies. Finally, a partnership between University of Lagos, Nigeria and Kansas State was presented. Among the most important lessons from this partnership is that it is crucial to engage the host university faculty. A creative solution presented was the engagement of an advisory council of successful alumni in the market that may revise the curriculum being developed in conjunction between USAID and the host university.

For the full session summary, please click here: Working with the Private Sector Summary

Conducting Youth Assessments for Cross-sectoral Programming

This EDC-led session focused on conducting cross-sectoral youth assessments. The panel encouraged the group to draw on their own experiences in youth assessments both to ask EDC what they see as important questions to be discussed, as well as offer their own personal insights into how to improve youth assessments. Ongoing engagement and involvement with the Mission was seen as critical to the assessment. Other suggestions included ensuring that a team includes generalist as well as specialist in youth, economic development, workforce development and a local expert.

For the full session summary, please click here: Conducting Youth Assessments for Cross-Sectoral Programming Summary

Regional Platforms

This session focused on regional platforms as illustrations of technical assistance provision and gap-filling programming. Presenters emphasized that regional platforms have a propensity to serve both as effective regional training centers and to build relationships with stakeholders in the region. However, participants in this session questioned the need for a corporate model to govern the structure of USAID regional platforms; in response, many participants voiced the need for regional platforms to be able to adapt to their region's needs. Regional platforms, furthermore, serve to bolster and support new areas of programming or recent staff additions. More importantly, regional advisors function as "hands-on mentors" who provide assistance with programming. Participants pointed out one argument in favor of a corporate model for regional platforms, the fact that the existence of a standard structural model serves to institutionalize the model, thereby providing staticity. However, the consensus was that flexibility is more important than standardization, as this leeway allows regional platforms to be more effective.

For the full session summary, please click here: Regional Platforms Summary

Participant Training: Technical Aspects

This session discussed the three systems and four roles that explain how TraiNET/VCS/SEVIS works. The qualification and roles of the verifier, approver and submitter within the VCS system were presented. The policies underlying the roles and systems were discussed using case studies suggested by the audience, and it was agreed that there are often communication gaps between Washington and the Missions. Types of visa issues were covered and the importance of the J visa was detailed. Examples of fraud committed against USAID were analyzed and methods to avoid such pitfalls were discussed.

For the full session summary, please click here: Participant Training: Technical Aspects Summary

LATE AFTERNOON SESSIONS

Radio for Hard-to-Reach Populations

Using Zambia, Somalia, and Sudan as case studies, presenters discussed the benefits of Interactive Radio Instruction (IRI) to improve both student learning and teacher competence both in general and particularly as a means of reaching hard-to-reach children. IRI is no longer an experimental technology; in numerous settings it has proven to be quite a successful aid to student learning, especially in language arts, mathematics, and social studies for the lower grades. Daily lessons, typically lasting 30 minutes per subject, seem to provide the greatest learning. As teachers are provided with well-defined guides as to what they should be doing and how they should be interacting with their students during the broadcasts, effective in-service training, even for instructors who may be barely literate themselves, can be imparted along with student progress along the subject curriculum. Recurrent costs and costs per student can be quite low, frequently under 12 cents per subject per learner; however, program implementers should be aware that start-up costs can be high and programming cannot start instantaneously. Because IRI is still unfamiliar to many Ministries of Education, implementation typically needs champions at the Mission and at the MOE, as well as an awareness that significant support infrastructure is often needed in terms of providing guidance and materials to classes, who may be hard to reach.

For the full session summary, please click here: Radio for Hard to Reach Populations Summary

Not Your Same Old Literacy Programs

This session discussed PACT's WORTH program combines literacy with loan groups for women in Asia and Africa and highlighted their successful work with women in Nepal. Despite the program formally ending after being disrupted due to Maoist activities, a recent evaluation found main of the literacy and loan groups still running. This session was highly interactive, with the group being led in lending activity that demonstrated how these programs generate profit from their loans and interest rates for the women involved in the program.

For the full session summary, please click here: Not Your Same Old Literacy Programs Summary

Supporting In-service Teacher Training

This session focused on the design and program strategies for implementing in-service teacher training programs. Interactive presentations from Nigeria, Mali, and the Philippines highlighted the importance of designing programs in areas where teacher quality is low and teachers lack in both content and methodology knowledge. In Nigeria and Mali, significant challenges were also presented in the education context, where student literacy and access to education are also dire. In Mali, Interactive Radio Programs (IRI) were used to increase teacher and student competency in reading and writing. The Mali mission worked very closely with the government to promote training of the whole Malian teaching core, especially in a country where teacher training and curricula vary greatly across school types. In Nigeria, basic education is still a strong focus, both in access and quality. Teacher training universities are often overcrowded and facilities are inadequate. The USAID mission has made great strides in introducing teacher training using IRI programs and face-to-face trainings. However, challenges are still in measuring progress and success over time. Finally, in Philippines the USAID mission has made great strides in focus on content training of teachers. The largest issue is that teachers cannot be taught interactive methodologies if they are not confident in the content they teach. Tom Crehan emphasized the need for public/private partnerships with other donor agencies and the need to integrate different partners at the technical and regional level to ensure successful teacher quality. Challenges among all of the programs was in integrating with the government education policy, collaborating with other donors, and measuring progress in teacher training over time, whether through student assessment or teacher observation.

For the full session summary, please click here: Supporting In-Service Teacher Training Summary

Applying the Community College Model

The applicability and relevance of the US Community College Model to developing country contexts was discussed in this engaging session. Speakers from three leading US community colleges shared their respective colleges' experience working internationally, from short-term programs that train international students in US colleges, to adapting the US model to developing country contexts, to assisting developing countries in creating similar programs in their countries. In the US, community colleges are "the main engine of economic growth." These institutions create programs that address the needs of communities and the labor market. Some conclusions of the session: there is a need for these types of institutions in developing countries; as the examples shared in this session illustrate, some components of the model are transportable and can be successfully applied in other country settings.

For the full session summary, please click here: Applying the Community College Model Summary

Research on the Demographics of Drop-outs in Education and Policy Implications

This presentation reported the preliminary findings of a study on the demographics of drop-outs in education done by EDC. The study proposed that the adequacy of knowledge and data on out-of-school youth be examined in order to support generation of a framework for policy development on the issue. Driven by the recent emphasis of EFA on increasing primary enrollments and attention to the Youth Bulge phenomenon which is occurring world-wide, researchers analyzed DHS data in order to generate a profile of out-of-school youths. Sub-Saharan Africa was studied initially with the surprising results that about half of the youth, 3 out of 4 10-14 year olds, were classified as out-of-school. The researchers clarified that these youths had had no education at all and were not just drop-outs from a formal education program. The study then focused on the country of Ethiopia to ascertain results on a more local basis. The issue of being out-of-school had implications of geographic location, poverty, and gender.

For the full session summary, please click here: Research on the Demographics of Drop-outs in Education and Policy Implications Summary

Private Sector Perspective on Public-Private Partnerships in Challenging Contexts for Workforce Development

This session discussed the Konbit Ak Tet Ansanm (KATA) Program, funded by USAID and implemented by CHF International. The program is comprised of job creation efforts in three sectors: construction (training Haitians to operate heavy machinery), textiles (the creation of the Haitian Apparel Institute), and agriculture (the export of Haitian peppers and pepper products to the United States). Though this program is relatively new, lessons learned were discussed, among them: work with international aid programs so that managers understand that the overall goal is worth the effort; understand the local power structure as it relates to the project so that the program's effects fit in with the local environment; geographical decentralization will allow even rural participants a chance to improve their economic situation; and ensure that the jobs for which participants are trained are extant, available jobs, rather than ideal jobs that are nonexistent in the local market.

For the full session summary, please click here: A Private Sector Perspective on Public-Private Partnerships in Challenging Contexts for Workforce Development Summary

Shaping the Youth Bulge: Responding to Challenges of Economic Growth, Security and Health

August 18, 2009 – 10:30 a.m.

Presenter: Emmanuel Jimenez, World Bank

Moderators: Clare Ignatowski, USAID Office of Education
Alexandria Panehal, USAID Bureau of Economic Growth and Trade

The opening plenary session on Tuesday featured an engaging presentation by Emmanuel Jimenez from the World Bank. Jimenez presented the purpose and findings of the World Development Report 2007 (WDR), which emphasized the policy effects of the youth bulge on education and human capacity development. Demographic trends worldwide are producing a bulge among youth ages 10-24, which is becoming a relevant issue for labor productivity and human development as youth move into the labor force.

Jimenez emphasized five transition points at which youth make key decisions about their future:

1. *Schooling*: Completion of primary education is the first seminal point of youth transition. Continuation on to secondary school or job placement is important when determining success. Children that drop out have a very hard time re-entering or finishing school.
2. *Working*: The job that youth get first in their working life can affect the rest of their working career. Youth unemployment is a serious issue.
3. *Health Risks*: Youth are risk-takers and this can lead to enormous challenges. Taking health risks will tend to peak around the teenage years.
4. *Forming Families*: When youth become heads of households (have children): the age at which this happens significantly affects youth development.
5. *Participating in Civil Life*: Behaviors in terms of disengagement can be shown in youth voting patterns.

The WDR focused on youth transition policies through three lenses: i) opportunities; ii) capabilities; and iii) second chances. Under the heading of opportunities, the WDR assessed how youth can be included in the labor force; international donors and country governments need to focus on the linkages between education and the labor force. In terms of youth capabilities, the education sector needs to shape the level of information and knowledge that youth possess in making key decisions. Second-chance programs are sustainable if they are designed to attract young people who may have made mistakes. These programs need to help youth re-enter mainstream society, whether through job training or education equivalency programs. The largest challenges in addressing education programs for youth are: coordination of government ministries to include youth, providing a united youth voice, and creating evaluation mechanisms to provide evidence that integrated youth programs work.

During the discussion section, it was noted that several USAID programs have been able to successfully address youth multisectorally, by integrating issues of health, economic growth and others with education and training. USAID has been working on a cross-sector platform for youth, both in designing programs and providing funding from several sectors or agencies.

Key take away points of this session included understanding the effects of the youth bulge and being aware of the shifts in demographics among the youth when implementing USAID programs. Country programs and strategies have a window of opportunity in taking advantage of the youth bulge and its opportunities in building a generation of educated and engaged youth.

Education, Fragility and Conflict: Challenges and Opportunities

August 18, 2009 – 1:30 p.m.

Presenters: Yolande Miller-Grandvaux, USAID Office of Education
Sharon Mangin-Nwankwo, USAID Africa Bureau
Thomas LeBlanc, USAID Uganda
Grace Lang, USAID Afghanistan
Rebecca Winthrop, The Brookings Institution

This session shared insights on education and fragility in developing countries with the additional complication of conflict and instability. Main topics included research on the affects of education in conflict areas, the value of a functional education system for a developing country, and program overviews. Panelists discussed experiences in Uganda, Liberia, South Sudan and Afghanistan with varying root causes. Research shows that education can mitigate fragility but programming must attend to root causes of that violence. Reintegrating a large segment of the population into the education system requires sequenced interventions, including private-sector-linked workforce development efforts. Education services should be used to mitigate the root causes of fragility, such as corruption, exclusion based on identity, lack of capacity and organized violence.

In Liberia, there is a class of young people who lack faith in institutions, preferring to take their chances with militia groups. For education programming, primary education is not enough - interventions have to be sequenced, including livelihood training connected to markets, and some way to address the huge urban migration looking for work. Accelerated learning programs have been seen as valuable.

After Uganda's 20 years of conflict, 40 northern districts held an education summit to build a blueprint for pre-primary to university education. The president and prime minister were in the attendance. The result is an expensive plan, though parts of the country are even poorer than before. However all of the groups now have a seat at the table.

Afghanistan has achieved amazing gains in enrollment but much remains to be done with some five million school-age children who are not in school. A USAID plan from 2004/5 qualified Afghanistan as "post-conflict," resulting in a different approach than what is needed for the country's deteriorating situation. Workforce development should to be combined with new agricultural and economic growth strategies.

The program in Sudan was said to get back to some of the reasons USAID works in fragile states: helping create viable government and gain legitimacy, helping citizens appreciate the government and realize the dividends of peace and security and, someday, democracy. USAID is a lead donor and pushed to get teachers into the system, an effort thwarted by the fact that teachers themselves are often uneducated. Coming out of years of war, potentially a new state altogether, the focus now is on building institutions.

Key take away points from this discussion include the understanding that education programs contribute to the stabilization of societies, mitigate fragility and foster a workforce ready population. Additionally, USAID education programs can be adapted to succeed in conflict countries and if implemented properly with the appropriated modifications the programs can lead to the same success one might expect from an education program in a post-conflict or non-conflict developing country.

Early Grade Reading and Mathematics Assessments (EGRA and EGMA)

August 18, 2009 – 1:30 p.m.

Presenters: Amber Gove, RTI International
Andrea Reubens, RTI International
Sylvia Linan-Thompson, University of Texas-Austin

Moderator: Sarah Wright, USAID

This session discussed the Early Grade Reading and Mathematics Assessments (EGRA and EGMA). Main topics discussed included program overview, program assessment, important of accurate assessment tools for students, and use of assessment tools and applications in for teachers in the classroom, for researchers and as a tool for adapting curriculum.

Amber Gove presented data from the U.S. oral assessments to demonstrate that gaps in reading and comprehension tend to increase over time, which makes early intervention especially important. Time series data show that students who cannot read at least 40 words per minute at the end of first grade tend to read at a slower rate for the rest their academic careers. Gove also presented data that show reading fluency is a good predictor for later outcomes;

Andrea Reubens described the benefits of using the Early Grade Math Assessment (EGMA). The 2003 TIMSS data for 4th graders shows that developed countries have much higher outcome averages than test-takers in developing countries. EGMA is important because it allows performance tests at earlier grades, allowing teachers to identify performance problems at younger ages. It can measure knowledge on number/operations, measurement, geometry, data analysis/handling and algebra. It also provides guidelines for which skills children should have acquired by grade, starting at kindergarten.

Sylvia Linan-Thompson discussed the instructional implications of EGMA and EGRA, emphasizing that assessments must use coherent instruments. At the school level, it must connect and support implementation of national mandates, while at the classroom level, it must implicate teacher preparation, and at the student level it must provide evidence of whether the children have opportunities to learn. A common reality in developing countries is that children drop out of school because they are not performing as well as expected. EGRA and EGMA measure performance on foundation skills that are good predictors of high performance later on in reading and math ability.

Key take away points include how accurate early grade reading and math assessments and interventions are crucial to success in higher grades. Oral reading tests applied by trained evaluators or teachers in particular are a very good assessment indicators and good predictors. In addition to policy awareness and motivation on a macro and community level, perhaps the most important contribution of tools like EGRA and EGMA are that they provide a baseline that can be used to identify gaps and needs. Then changing can begin being made systematically, modifying instruction and content, in the early grades where a fundamental knowledge base is being established, and where gaps could still be bridged, thus increasing the chance of future success of students.

Working with the Private Sector

August 18, 2009 – 1:30 p.m.

Presenters: Jerry O'Brien, USAID
JoZell Johnson, Intel Inc.
Myra Gordon and Ike Ehie, Kansas State University

Moderator: Gary Bittner, USAID Office of Education

This session discussed higher education development partnerships with the private sector. The intersection between the business sector, USAID, and universities was investigated. Participants agreed that there is usually a disconnect between the training provided by universities and the skills demanded by the market.

Jerry O'Brien described the intersection between businesses, higher education and development. He stressed how partnerships with the private sector can generate a win-win arrangement for all those involved—businesses, universities and USAID. O'Brien summarized the corporate motivation as: (i) having the opportunity to reach out to the next generation of consumers; (ii) institutionalizing the in-country activities by working closely with universities; and (iii) decreasing operational costs by training and hiring locals to fill high responsibility positions. O'Brien also observed the advantages for higher education institutions, as corporations engage people in research, training program staff, specialized skills and market relevance of the skills of graduates.

JoZell Johnson highlighted Intel's implementation of higher education programs since 1986 in diverse areas such as technology curriculum, entrepreneurship and research. Technology curriculum is offered free of charge to universities in order to foster market innovation. Entrepreneurship looks at helping the universities to start teamwork by creating interdisciplinary programs. In several emerging markets, families have been willing to invest in their children's education but not in entrepreneurial activities; thus Intel designed a way to provide the former without detriment to the latter. Johnson also emphasized that Intel partners with local governments and universities in order to foster the next generation of research. By partnering and acting locally, Intel gains acceptance.

Myra Gordon and Ike Ehie presented a two-year partnership between University of Lagos, Nigeria and Kansas State that was dubbed a model of private sector improving business management education in Africa. The partnership tackled a main weakness of the University of Lagos education: the students were being trained in skills not demanded by the market. This partnership was also crucial for updating the faculty's capacity, and an Advisory Council was created in Lagos for reviewing and revising the curriculum. Local teachers were also deeply involved in the process of redesigning courses. The eventual goal is for Kansas State to pass the whole project to University of Lagos as college leadership is critical.

Key take away points from this session included strategies for achieving a win-win outcome in working with the private sector in higher education development programs. From a development perspective, public/private partnerships have the potential to increase human and institutional capacity, new technologies, and competitiveness. Further, these partnerships, especially with local businesses, can explore ways of strengthening in-country demand and building sustainability.

Conducting Youth Assessments for Cross-sectoral Programming

August 18, 2009 – 1:30 p.m.

Presenters: Brenda Bell, Education Development Center
David Rosen, Education Development Center
Anita Campion, AZMJ
Moderator: Ron Israel, Education Development Center

In this interactive learning session, presenters offered insights into conducting cross-sectoral youth assessments based on EDC's experience in Rwanda, Bangladesh, Democratic Republic of Congo, India, and Morocco. Main topics discussed included identifying the best implementers, optimal team composition, and implementation strategies for cross-sectoral projects.

In regard to the selecting the best implementers, the panel felt that an organization with a cross-sectoral commitment to youth was most important. They noted that while some groups or NGOs may have capacity for reaching youth, they may not have the full capability to handle a major contract with USAID; in such an instance, coordinating across sectors may be beneficial to building local capacity. One example focused on an enterprise development program in the DRC that was housed in an office focusing on health issues, working with a nonprofit to build youth contacts and the local department of commerce to find mentors from the private sector.

Regarding team composition, the panel viewed working as a team with USAID as key, but also stressed the importance of an autonomous assessment team. The panel suggested that each team member bring specific technical experience: a generalist team leader, a team member with USAID experience, local expertise, as well as specialists in youth, economic development, and workforce development.

Regarding program implementation, the panel suggested conducting a needs assessment and designing a pilot program to meet those needs. They also recommended a mid-term evaluation with stakeholders such as local government officials, private sector partners, and youth members to capture best practices and lessons learned. Presenters also discussed partnering with NGOs which they see as beneficial because NGOs often have more flexibility to manage this type of program.

Recommendations included focusing on program design and find synergies with private local industry and employment for youth, to provide the necessary training and education. Meta-analysis be also be conducted using the cross-sectoral approach, adding further value to the assessment.

Key take away points of this session included the benefits of coordinating USAID programs across sectors, with NGOs and the private sector, and with foreign ministries. Ongoing engagement and involvement with the Mission is critical to the success of an assessment. It was noted that effective assessments and program examples given by EDC appear to be from less restrained funding, for example not from one Mission, but rather from DG or PEPFAR.

Regional Platforms

August 18, 2009 – 1:30 p.m.

Presenters: David Barth, USAID Office of Education
Mitch Kirby, USAID Pakistan
Seema Agarwal-Harding, USAID Regional Development Missions for Asia
Global Development Alliance

This session focused on regional platforms as illustrations of technical assistance provision and gap-filling programming. Presenters emphasized that regional platforms have the propensity to both serve as effective regional training centers and build relationships with stakeholders in the region. However, participants in this session questioned the need of a corporate model to govern the structure of USAID regional platforms. Many participants voiced their concern for regional platforms to be able to adapt to their region's needs. Regional platforms serve to bolster and support new areas of programming or recent staff additions. More importantly, regional advisors function as "hands-on mentors" providing assistance with programming. Participants pointed out one argument in favor of a corporate model for regional platforms, the fact that the existence of a standard structural model serves to institutionalize the model, thereby providing stability, however also limiting flexibility.

Using a regional platform in Cairo as an example, presenters discussed the fact that there is no corporate model at USAID governing how a platform should be constructed or what the goal of a region should be. The regional platform in Cairo was created in 2005 to provide technical assistance and fill gaps in current programming. Functioning as regional clearinghouses, regional platforms make very effective training centers—especially at Missions that have healthy programming. Participants discussed the fact that there is a correlation between demand and need for such platform programming. Furthermore, the preparation of officers in a regional studies context is necessary (akin to U.S. Department of State training). Regional platforms also offer the ability to be on the ground, build relationships, and create accurate programs.

Participants agreed that the "how" of building a regional platform is more complicated. Although it is easy to know what needs to be done, the logistics of how to make things happen can be problematic: even when there are initiatives that are intended, which are regional in nature, roles as to who will do them and who will fill what roles. Oftentimes, there can be confusion between the views of regional advisors at Missions, regional advisors in Washington, D.C and staff in the platform office. Regional advisors can also function as hands-on mentors, helping to prevent burnout while providing assistance to staff in the field. Nonetheless, according to participants, regional institutions have been one of the most positive additions in the Africa region.

Key take away points included how regional platforms have supported knowledge sharing among regions/countries. This cross-fertilization of ideas allows regional advisors to function as "orchestra leaders" promoting cooperation and collaboration among Missions. Session attendees and participants questioned the need for a regional platform corporate model and emphasized that regional platforms should adapt to regional needs. Participants felt flexibility was more important than standardization, allowing regional platforms to be more effective.

Participant Training: Technical Aspects Part 1 and 2

August 18, 2009 – 1:30 and 3:30 p.m.

Presenters: Ethel Brooks, USAID Office of Education
Jim Nindel, USAID Office of Education
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Mamiki Sibanyoni, USAID South Africa
Linda Walker, USAID Office of Education

This session provided an overview of the ADS Handbook chapter 253, including per diem rates for trainees, visa compliance, travel approval methods, accompanying dependents, language proficiency testing, tax withholdings, Health and Accident Coverage (HAC) and pre-departure orientation. Additional topics of discussion included the Fly America Act, Executive Orders, and funding requirements. Countries which have been declared ineligible to receive USAID participant training funding were also discussed. Participants were encouraged to visit the U.S. State Department's website for further details on this issue.

Presenters discussed the Executive Order related to HBCUs and MSIs, as well as the Fly America Act mandating the purchase of airline tickets from a U.S. carrier for all USAID-funded participant training activities. The importance of the pre-orientation departure and Stakeholder Compact were also discussed in relation to avoiding violation of J-1 visas provisions.

The second part of this session focused on the systems and roles that explain how TraiNET/VCS/SEVIS works. The qualifications and roles of the verifier, approver and submitter within the VCS system were presented. The policies underneath the roles and systems were then discussed using cases suggested by participants and it was agreed that there were sometimes issues of communication between Washington and the Missions. Presenters reminded participants that they are responsible for protecting the government against fraud, and provided specific examples of trainees who misrepresented information about employment and having family either back home or abroad.

The final part of the session shifted towards issues related to funding details, such as the new rule that both invitation and training travel will come from the same source. Differences between employees under grants and contractors were introduced and presenters stressed that Missions can select employees under a grant to have them come as J visa holders, but contractors do not require training so they should never be admitted that way. Cooperative Agreements (CA) are the gray area. If competitively awarded, then the CA should work like contractor, otherwise the CA works as it does with a trainee. Presidents, Congressmen and Diplomats from other countries do not use J status, so the Missions should not submit the request to VCS.

Key take away points from this session included understanding the TraiNET system and its roles, visa requirements, and other travel related regulations. Missions were encouraged to do background checks on potential participants to prevent problems, and reminded that the J-1 visa is conditional to participants returning to their home countries for a total of 24 months before they can apply for resident status in the U.S. Presenters also reminded participants that speaking English is a requirement for the J visa, not for entering the country. Understanding the requirements for this visa is crucial as it is the only visa USAID uses.

Radio for Hard to Reach Populations

August 18, 2009 – 3:30 p.m.

Presenters: Mike Laflin, Education Development Center
Inez Andrews, USAID Sudan
Steven Anzalone, Education Development Center
Cornelius Chipoma, USAID Zambia
Mitch Kirby, USAID Pakistan

Moderator: Anthony Bloome, USAID Office of Education

Using Zambia, Somalia, and Sudan as case studies, presenters discussed the benefits of Interactive Radio Instruction (IRI) to improve student learning and teacher competence both in general and particularly as a means of reaching hard-to-reach children. Children are hard to reach in Zambia because they are out of school, in Somalia due to conflict, and in Sudan as a result of conflict combined with a lack of government oversight and stability.

IRI is no longer an experimental technology; in numerous settings it has proven to be quite a successful aid to student learning, especially in language arts, mathematics, and social studies for the lower grades. In India, it is now being used to reach 31 million students in seven states. Originally seen as a means of making the curriculum “teacher-proof,” IRI has evolved over time into a delivery system that sees the teacher as an essential partner.

Daily lessons, typically lasting 30 minutes per subject, seem to provide greater learning than intermittent classroom exposure. However, expansion of IRI to more grades and/or more subjects is hampered by the need for adequate access to airtime (although alternatives to the “radio” part of IRI, e.g., use of MP3 players, are being explored). As teachers are provided with well-defined guides describing what they should be doing and how they should be interacting with their students during the broadcasts, effective in-service training, even for instructors who may be barely literate themselves, can be highly successful. This information can be taught along with student progress along the subject curriculum, as these guides pace the instruction to ensure that the whole content of the curriculum is covered. This makes it particularly useful in contexts such as Sudan, where there are very few potential teachers available in the first place and where schools may have to close down for extended periods of time due to conflict. Teachers often become very highly motivated, and the structure assures significant “time-on-task” and learning outcomes in IRI schools are often better than in control schools.

Recurrent costs and costs per student can be quite low; however, program implementers should be aware that start-up costs can be high and programming cannot start instantaneously. Because IRI is still unfamiliar to many Ministries of Education (MoE), implementation typically needs champions at the Mission and at the central level of a MoE, which is often hesitant. Also, presenters shared that significant support infrastructure is often needed in terms of providing guidance and materials to classes that may be hard to reach.

Key take away points for this session included introduction of increasingly strong evidence that IRI is both effective and cost-effective, although investments in textbooks and other materials and in teacher training are still needed. Participants noted that programming needs to be more closely aligned with the national curriculum, and texts and programs more clearly linked to one another.

Not Your Same Old Literacy Programs

August 18, 2009 – 3:30 p.m.

Presenter: Erica Tubbs, Pact/WORTH Program

Moderator: Jim Hoxeng, USAID Office of Education

This session discussed Pact's WORTH program which combines a literacy program with loan groups for women in Asia and Africa. The main focus was on highlighting their successful work with women in Nepal. Despite the Nepalese program formally ending several years ago, a recent evaluation found many of the literacy and loan groups still running. This session was highly interactive, with the group being led in lending activities that demonstrated how these programs work and generate profit from their loans and interest rates for the women involved in the program.

The session began by discussing the elusive concept of sustainability. The USAID-funded program began in Nepal in the late 1990s but was stopped after being chased out by the Maoists. However, Pact was persistent and in 2007 hired a local Nepali team to do a follow-up on the women in the program, revealing the heartening result that the program had continued functioning without aid in their literacy program and loan groups. Furthermore, they had passed on the materials to others and new groups had been formed.

The program is based on a simple concept: groups are self-led. They are guided by literacy volunteers. The leaders are not teachers, they are facilitators. The women teach themselves.
Cohesion and clear vision in the groups are integral to the success of the programs. Most groups had very strict rules, like fees for being late or for misbehavior. Examples of why loan groups were unsuccessful included character problems, leadership problems, and migration.

The program established a micro-finance lending group of 20-25 women that saved weekly and repaid loans weekly. After being approved by the group, loans were given out to its members. Many groups set up programs that mostly limited loans to income generating activities but they may also have a social fund for non-generating income needs such as uniforms. The interest rates were usually set at around 2% per month (24% annually). It was recognized in the beginning that this was not a social group, but a business transaction and must be conducted in a professional manner. However, in addition to the financial benefits, other social impacts have been noted by the women. For example, contrary to the idea of backlash against women gaining economic independence, women self-reported a decrease in domestic violence in their communities.

The key take away point in this session can be summarized through the four key assumptions set in Pact's WORTH program framework:

1. Women can teach themselves how to read and write.
2. If women have the right financial tools, they can become good borrowers and bankers.
3. If women have the right business tools, they can become successful business leaders.
4. If women have the right organizational and empowerment tools they can create social change.

Supporting In-service Teacher Training

August 18, 2009 – 3:30 p.m.

Presenters: Natasha DeMarcken, USAID Mali
Sandy Olesky-Ojikutu, USAID Nigeria
Thomas Crehan, USAID Philippines

Moderator: Cynthia Taha, USAID Benin

This session focused on the design and program strategies for implementing in-service teacher training programs. Interactive presentations from USAID staff from Nigeria, Mali, and the Philippines highlighted the importance of designing programs in areas where teacher quality is low and teachers lack knowledge in both content and methodology. In Nigeria and Mali, significant challenges were also presented in the education context, where student literacy and access to education are still very low.

In Mali, Interactive Radio Programs (IRI) were used to increase teacher and student competency in reading and writing. Improving education quality has been done through teacher training programs, interactive radio and curriculum development, among other interventions. Teacher training has been mainly done at the community level; the national teacher strategy has given teachers more leadership in training and professional growth at the school/community level. The greatest challenges to success in Mali have been: political turnovers in the ministries which lead to a lack of stability in policies, focus on access rather than on education quality, disaggregated national curricula that don't feed into one central system, and no systematized central broadcast system for the IRI programs.

USAID Nigeria has made great strides in introducing teacher training using IRI programs and face-to-face trainings. However, the Mission has also faced challenges in implementing its programs. For example, the quality and knowledge of teachers varies greatly in the country, with some of the direst circumstances in the north, where for religious reasons USAID was not initially allowed to go. Over time, the Mission has successfully implemented programs nationwide and has also been successful in working with the Ministry to reflect program techniques in school inspections. In the Philippines, the USAID mission has made great strides in content training of teachers. The largest issue has been that teachers could not be taught interactive methodologies if they lacked confidence in the content they were to teach. Tom Crehan emphasized the need for public/private partnerships with other donor agencies and the need to integrate different partners at the technical and regional level to ensure success.

A very active discussion followed the USAID presentations. The group discussed the challenges of effectively measuring change in teacher quality. For example, how does a program measure success if student data takes time to change? One suggestion was to increase the use of quality observations of teachers. Other session members also addressed literacy programs directed toward adults, pre-service teacher training, and specialized programs for disabled students.

Key take away points of this session were the various successes and challenges of implementing programs to increase teacher quality. Successful programs were ones where the Mission worked closely with the Ministry, had clear objectives, and was able to build successful partnerships with other donor agencies at the technical and regional level. Challenges associated with teacher training programs included frequent Ministry turnovers, inconsistencies in national curricula and difficulties in measuring teacher progress over time.

Applying the Community College Model

August 18, 2009 – 1:30 p.m.

Presenters: Mary Spangler, Houston Community College
John Halder, Community Colleges for International Development Inc.
Jose Millan, California Community Colleges

Moderator: Gary Bittner, USAID, Office of Education

This session discussed the applicability and relevance of the US Community College Model to developing country contexts. Main topics discussed role of community colleges in the U.S., the potential value for a similar type of institutions in developing countries and ways in which community colleges can be adapted to help communities meet the workforce readiness needs in emerging economies.

Presenters provided an introduction to each of the colleges they represent and focused on sharing their respective colleges' experience working internationally. Experiences varied from short-term exchange programs training international students in US colleges, to partnerships where the US model is adapted to developing country contexts, or providing technical assistance to help developing countries create similar programs.

A number of common themes emerged from the presentations and discussion. In the U.S., community colleges were identified as "the main engine of economic growth." These institutions help drive the American economy by creating programs that address the needs of communities and the labor market. That is, community college programs integrate core academic knowledge to provide students with the skills they need to enter the workforce. These institutions at times are the first option for a number of young people, and can provide not only a second but also a third and forth chance for those who return to receive more vocational/technical training.

There is a great need for these types of institutions in developing countries. Although in some developing countries there is a stigma attached to anything less than a four-year degree, two-year institutions are gaining credibility. Examples of current assistance and partnerships with developing countries shared by the different presenters during this session illustrated how some components of the model are transportable and can be successfully applied in developing countries.

Key take away points of this session included: community college programs can be adapted to aid in meeting the needs of communities and the growing youth population (the challenges of the youth bulge), and in driving economic growth in developing countries. The community college model can be a useful tool in workforce development programs. Collaborations between US community colleges in developing similar programs in emerging countries strengthens the capacity of both institutions U.S. and host countries.

Research on the Demographics of Drop-outs in Education and Policy Implications

August 18, 2009 - 3:30 p.m.

Presenters: Caroline Fawcett, Education Development Center
Ron Israel, Education Development Center

The objectives of this session were a) to present initial findings and recommendations of an EQUIP 3 study that analyzed Demographics and Health Survey (DHS) data on trends and characteristics of the out-of-school (OOS) youth population in developing countries, and b) generate discussion on the utility of study findings and recommendations and their policy implications.

Presenters argued that examination of the adequacy of knowledge and data of OOS youths in developing countries is needed to provide comparative data and analysis of the demographics of OOS youths, and provide a framework to support policy for livelihood skills, workforce development and other youth-centered programming. During the discussion, presenters defended the use of only DHS data for the study, stating that DHS data would be more standard than locally-generated data and was also easy to use, widely collected, and collects useful demographic information and education indicators

Ron Israel, of the Education Development Center, presented an introduction to the worldwide phenomenon of the youth bulge as a driving factor in the need to focus on youth-related research and analysis. The youth bulge, large numbers of young people aged roughly 15-24 in the population, is linked to unemployment globally, and represents a window of opportunity for economic growth and social development in many developing countries. However, more information is needed on this population in order to inform effective policy development.

Caroline Fawcett, Education Development Center, presented the results of an initial data study done in Sub-Saharan Africa that looked at out-of-school rates. Preliminary results found that many youths are out of school but that they are not drop-outs, rather have never been to school. About half of the population of the sub-continent, three out of four 10-14 year olds in the region, have no education at all. Ethiopia was then researched by employment, education and health issues, to further refine analysis and look for country-specific results. Some of the results found were: of OOS youths, 85% of young men report being engaged in work but only 33% of female, a high proportion of over-aged children are in school, and more male than female 15-24 year olds were out of school.

Key take away points of the session noted that younger children's access to formal schooling remains a critical issue in Sub-Saharan Africa. Youth programming will vary depending on the age-range of the children. For example, for younger children access is an issue, while quality issues, i.e., work skills, TVET, and job placement, are more appropriate for programming for older students. Additionally, equity issues (gender, income, poverty, geographic locations) need to be addressed in the design of youth policies. Researchers concluded that existing data sets do not adequately describe the status of youths in developing countries.

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A Private Sector Perspective on Public-Private Partnerships in Challenging Contexts for Workforce Development

August 18, 2009 – 3:30 p.m.

Presenters: Margaret Bishop, CHF International/Haiti
Will Duncan, Industry Services [TC]^2
Patrick Bonnefil, Haytian Tractor and Equipment Co., S.A.
Brian Hays, Bèl Soley, Inc.

This session discussed the Konbit Ak Tet Ansanm (KATA) Program, funded by USAID and implemented by CHF International. The program is comprised of job creation efforts in three sectors: construction (training Haitians to operate heavy machinery), textiles (the creation of the Haitian Apparel Institute), and agriculture (the export of Haitian peppers and pepper products to the United States). Main topics discussed included program overview, ways to improve workforce development programs, and lessons learned.

Though the program described is relatively new, lessons learned were discussed. Business managers felt that working with international aid programs produced progress toward an overall goal that was worth the effort in the end. Presenters agreed that understanding local power structures as they relate to the project is also key so program effects match with the needs of the local environment. Decentralizing projects to rural areas was seen as a positive for rural participants, allowing them a chance to improve their economic situations.

Margaret Bishop of CHF International described KATA's targets: over 7,000 people trained and the creation of over 4,000 jobs lasting six months or longer. All components focus on building opportunities for both short- and long-term jobs, as well as construction of buildings and soil conversation.

Patrick Bonnefil of HayTrac (Haitian Tractor) presented information regarding the construction services and heavy equipment sector in Haiti. With over 5,000 applicants in the program's database, about 60 have matriculated into a job-readiness program with 40 having finished the program. Duncan discussed the operator training school, which trains sewing operators, as well as mechanics training, middle management and supervisor development, an executive seminar series, lean manufacturing demonstration, and a full package center. Additionally, Brian Hays of Bèl Soley described the program's focus the value chain process and where for-profits business fit with regard to training for workforce development.

Key take away points from this session included the importance of training program participants for existing, available jobs, rather than for ideal jobs that do not yet exist, the importance of engaging the public sector and host country governments. Additionally, building relationships is absolutely critical to workforce development program and increasing the buy-in of USAID can help develop and engage the end market ultimately improving the success of a workforce development program. Lastly, understanding the environment is also necessary, as is dialogue between international agencies, business and government actors.

EGAT/ED WORLDWIDE EDUCATION AND TRAINING WORKSHOP DAILY BRIEFING

WEDNESDAY, AUGUST 19, 2009

MORNING SESSION

USAID and Other USG Agencies: Sector Support and Coordination

The opening plenary discussed USAID's involvement with other USG agencies, featuring speakers from the Department of State (DOS), National Security Council (NSC), Department of Defense (DOD) and Peace Corps. The session focused on innovative ways in which USG agencies can work together towards common goals in international education initiatives. The challenge to this cooperative relationship often stems from the fact that many USG agencies work in parallel, with little opportunity to build partnerships across sectors and regions. For example, there is a campaign to develop more funding at the NSC for global education and foreign assistance; some of the key issues being looked at by President Obama include at-risk youth, education in transitioning and post-conflict states, and innovations in science and technology. The DOD also has various offices working on education sector initiatives, but any education projects implemented by the DOD are required by policy directives to coordinate with USAID. Peace Corps has a strong partnership with USAID as well; their philosophy is that youth are assets to be developed, and education programs sponsored by Peace Corps have focused on integrating youth into decision making.

Department of State representatives also spoke about the close linkages between State and USAID programs. For example, the PEPFAR program has partnered with USAID to support education initiatives in spreading knowledge about HIV/AIDS. Additionally, the Foreign Assistance office at the State Department develops and integrates foreign assistance budgets for the Secretary of State. Currently, just under $1.2 billion is appropriated to programs in basic and higher education. FACTS is the indicator-reporting system supported by F, and FACTS Info is an internet-based system to produce data reports. Missions worldwide will gain access to FACTS Info soon, so that they may see budget information and access timely indicator data.

For the full session summary, please click here: USAID and other USG agencies: Sector Support and Coordination Summary

EARLY AFTERNOON SESSIONS

School Management Effectiveness

Education effectiveness studies indicate that school management influence performance. This session brought together a number of distinguished presenters to discuss tools that are being used to assess school management. Data were presented from the application of these tools, and the implications of the findings were discussed. This was enriched by the presentation of country case studies of management improvement projects in Jamaica and Macedonia. These initiatives illustrate that there are tools being used to assess and improve school management, feeding crucial data that can inform decision making and improvement plans at the school level. While the tools presented would need to be adapted in order to be used in other country contexts, it is important to make sure that these types of tools are used to help teachers and schools improve their decision-making abilities.

For the full session summary, please click here: School Management Effectiveness Summary

Public-Private Partnerships in Basic Education

Public-private partnerships in basic education take advantage of synergies among the interests of different actors, but after that common fact, they differ greatly. The simplest models involve straightforward donations from a business to a school; more complex activities include multiple actors and longer-term relationships and more comprehensive support. Missions can reach out to different resources at their disposal – the GDA office in Washington and also regional actors – to learn about and enact types of partnerships that best match their country context. The process involves significant negotiation and attention to donors' motivations and interests, to ensure that these stakeholders' needs are also met. Networking and pairing up these synergies is more often than not serendipitous – ideas or needs come across the desk of an Education Officer and s/he starts looking for ways to meet that need or take advantage of that idea. Missions can also plan and encourage partnerships based on particular identified needs, drawing in partners whose resources and interests correspond. The public and private sectors have some difficulties to overcome in order to work together – such as some mutual distrust – but awareness and education of how PPPs can make a difference is in order. Success stories like Nicaragua's and Uganda's, presented in this session, provide some examples to share.

Higher Education as an Asset to Other Sectors and Vice Versa

This session focused on the role that higher education institutions play in the educational spectrum, and how strengthening universities can benefit overall development goals. For USAID and other implementers, higher education institutions are often seen as impartial and as having community support and resources at the local level that can be invaluable to program implementers. Universities also provide valuable technical support for USAID/Washington and the field. Both in-country institutions and those in the United States view participation in development projects as something prestigious and an asset to their capacity and qualifications. This has been especially true for smaller higher education institutions, who have been fierce competitors of the larger, more established institutions. Higher education institutions provide a space to test programs and their applicability before being implemented on a larger scale. Especially the smaller institutions can do small scale implementation with a smaller amount of funding that can provide valuable context for later, larger applications. Finally, higher education in-country institutions provide a wealth of contacts, context and local know-how that is essential for partnerships with U.S. institutions and implementers.

For the full session summary, please click here: Higher Education as an Asset to Other Sectors and Vice Versa Summary

Engaging Youth Globally Through the Internet

This session focused on harnessing the global power of the internet to bring together youth from around the world in leadership roles. The propensity of youth-to-youth and youth-to-mentor dialogue to enhance development, communication, and action translates into a widely untapped resource for international development goals. Representatives from Mercy Corps described the Global Citizen Corps (GCC), a program that brings together youth from around the world to dispel conflict, promote empathy, prepare a global workforce, and foster positive psychosocial development among youth. Thomas Johnson discussed the Palestinian Youth Portal, a forum through which Palestinian youth leaders are able to access educational, news, ESL, and other information, as well as directories of educational institutions and other youth groups in their area to develop activities. Ed Gragert of iEarn described the organization's YouthCan programs, which provide tools and human networks to young people so that they can engage in collaborative online projects, develop professional skills and promote the use of ICTs in the classroom, and work on various MDGs like health, hunger, and human rights. Presenters emphasized that building local capacity is critical, and that such endeavors need to be as local as possible.

For the full session summary, please click here: Engaging Youth Globally through the Internet Summary

LATE AFTERNOON SESSIONS

Numer@cy and Liter@cy: Using Technology for Basic Education

This session discussed the challenge of preparing a digitally-fluent generation of learners through the use of multimedia platforms. Presenters focused on the need for a crisp definition of learning expectations and targets to ensure that a given project has a shared vision; the necessity of using available tools and assessing local need; and accessing virtual (human) networks to interact with professionals (e.g., special interest groups). Presenter Lucy Kithome (USAID/Kenya) described the Takafari Project, which provides training and resources related to ICT to teachers and students. Charlotte Cole discussed how Sesame Street has implemented multimedia learning projects around the wide, utilizing local methods, culture, and references, while Don Knezek of ISTE described the overarching challenge of developing internationally-appropriate technology-based programming that brings together related international organizations and stakeholders.

For the full session summary, please click here: Numer@cy and Liter@cy: Using Technology for Basic Education Summary

Leveraging Private Financing for Education

Private financing for education is a developing initiative to provide school and student loans for private schools. The focus of private financing is private education, which has often been a point of contention among international donors. However, in many countries throughout the world, large quantities of schools are private (in Haiti, for example, 75 percent of primary schools are private). Programs financed by USAID, the IFC and the Gray Ghost Venture were described in Ghana, Haiti and India. Program successes in private financing have led to loan initiatives for more students and expanded access to education, and schools and families are responsible and react with a high loan repayment rate. However, many challenges inhibit the growth of loan financing, especially if banks and loan credit bureaus are not developed in-country or are unwilling to share in the loan financing or risk-sharing.

For the full session summary, please click here: Leveraging Private Financing for Education Summary

Building Capacity for Teacher Training

During this session several case studies of capacity building for teacher training were covered. The first partnership presented was between University at Buffalo-SUNY and KwaZulu-Natal in South Africa. This partnership focused in teacher training for mathematics and pedagogy for 10-12 graders. Among the tools and strategies mentioned were the use of low-cost technology and the development of new materials that facilitate the visualization of the course content. The partnership between Virginia Tech and Domasi College in Malawi focused on the professionalization of primary teacher training after the government institutionalized universal primary education, skyrocketing school enrollment. Among the mechanisms to guarantee the quality of the teachers being trained was the creation of a framework of self-study that recognizes and empowers the skills of teacher educators. Post-graduate students were sent to Virginia Tech to complete their education and return to Malawi to disseminate good practices. The last partnership presented was between Utah University and universities—public and private—in Jordan. These partnerships focused on preparing undergraduates to teach in kindergarten. In order to bypass the disconnection between theory and practice, constant classroom observations were introduced in their education. Dynamic teaching was seen as the key to ensure student engagement and fostering student inquiry argued to be a teaching tool more effective then memorization. Across all the partnerships, it was stressed the need to introduce hands-on activities on teacher training curricula.

For the full session summary, please click here: Building Capacity for Teacher Training Summary

Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development

More than half of the countries with a youth bulge are in critical condition or in danger of failing, and 12 of the 15 countries with the largest bulges have been home to conflict. Three-quarters of the "youth bulge" countries at risk are in sub-Saharan Africa. Lila Stern from the International Rescue Committee described what is believed to be solidly known about youth and violence, Sylvia Ellison from Creative Associates discussed "Lessons Learned" from efforts to restore youth to rejoining civil society in post-conflict Liberia as productive members of society, and Keri Lowry described Africa Bureau efforts to identify drivers of violent extremism among youth and a range of possible programmatic approaches to prevent or mitigate these drivers. Among presenters and discussants, there seemed to be a consensus that it is necessary to help disaffected youth move from the margins to become resource providers who are given a sense of responsibility. However, it is necessary to address issues on a systemic basis, rather than simply an individualized one: experience has shown that comprehensive approaches are far more successful than are ones that address only particular pieces of a problem and that in addition to addressing immediate issues, it is vital to implement approaches that will address the issues for a permanent basis. It is important to keep in mind, also, that over-targeting some groups, such as ex-combatants, while leaving others neglected, can easily become counter-productive as can youth empowerment programs in inappropriate settings. While typologies as to the drivers of youth violence are being developed, as well as an indication of some approaches that can be effective, it is essential to ensure that in practice, issues and potential solutions are addressed on a case-by-case basis.

For the full session summary, please click here: Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development Summary

Monitoring and Evaluation for Workforce Development: Pakistan Case Study

Presenters gave an overview of the M&E process being developed for the Workforce Development project in Pakistan. Presenters made it clear that there is no standard

M&E mechanism used for developing countries especially with fragile environments; therefore they were basing this process on practices and extensive experiences in standard use with M&E projects in the US, Canada, and Europe. The M&E is also not a stand-along project in Pakistan rather is closely interlinked with all the other USAID-supported Economic Growth projects including entrepreneurship, agri-energy, job creation, increased competitiveness and training to develop a monitoring and evaluation process for system-wide use. The Economic Growth portfolio is demand-driven by the private sector in Pakistan and the M&E process will be one component is this network for improved economic development.

For the full session summary, please click here: Monitoring and Evaluation for Workforce Development: Pakistan Case Study Summary

USAID and Other USG Agencies: Sector Support and Coordination

August 19, 2009 – 10:30 a.m.

Presenters: Dana DeRuiter, National Security Council
John Trigilio, U.S. Department of Defense, Defense Security Agency
Diane Halvorsen, U.S. Department of Defense, Defense Security Agency
Michelle Moloney-Kitts, U.S. Department of State, PEPFAR
Tanya Gibson-Nahman, Peace Corps
Carol Dabbs, U.S. Department of State, Office of the Director for Foreign Assistance

Moderator: David Barth, Director, USAID Office of Education

The opening plenary on Wednesday discussed USAID's involvement with other USG agencies, featuring speakers from the U.S. Department of State (DOS), National Security Council (NSC), U.S. Department of Defense (DOD) and Peace Corps. The session focused on innovative ways in which USG agencies can work together toward common goals in international education initiatives.

The NCS is campaigning to develop more funding for global education and foreign assistance, and is working with USAID and the Office of Education to collaborate on a comprehensive plan. President Obama has also identified some key issues on which he will focus including at-risk youth, education in transitioning and post-conflict states, and innovations in science and technology. The U.S. Department of Defense has various offices working on education sector initiatives, but any education projects implemented by the DOD are required by policy directives to coordinate with USAID. Some successful programs that DOD has implemented have provided roads, latrines and dining facilities for schools, school supplies, vocational education facilities and fencing/security for school grounds. Peace Corps, with a staff of over 7,000 worldwide, has a strong partnership with USAID as well; their philosophy is that youth are assets to be developed, and education programs sponsored by Peace Corps have focused on integrating youth into decision making. One of the newest Peace Corps programs is the Volunteer Initiative, which engages youth in volunteering opportunities.

Presenters from the U.S. Department of State discussed the close linkages between DOS and USAID programs. The PEPFAR program has partnered with USAID to support education initiatives in spreading knowledge about HIV/AIDS; $70 million of PEPFAR funds were attributed to education programs. PEPFAR and USAID have designed innovative ways in which donors and organizations can work across sectors and agencies. The importance of cross-sectoral approaches in areas where education and health have parallel initiatives was also stressed. The Office of the Director for U.S. Foreign Assistance at DOS develops and integrates foreign assistance budgets for Secretary of State Clinton. Currently, just under $1.2 billion is appropriated to programs in basic and higher education. The internet-based Foreign Assistance Coordination and Tracking System (FACTS) is the indicator-reporting system supported by F. Missions worldwide will gain access to FACTS info soon, so that they may see budget information and access timely indicator data.

Key take away points from this session included the ways in which USG agencies can work together and communicate better in implementing international education programs. The challenge to this cooperative relationship often stems from the fact that many USG agencies work in parallel, with little opportunity to build partnerships. Moving forward, USAID needs to lead this effort as an expert in international education and encourage close cooperation with other sectors as well, including health, agriculture, and economic growth.

School Management Effectiveness

August 19, 2009 - 1:30 p.m.

Presenters: Patrick Collins, USAID Office of Education
Luis Crouch, RTI International
Amy Mulcahy Dunn, RTI International
Audrey Schuh Moore, Academy for Educational Development (AED)
Lela Jakolevska, USAID Macedonia
Ivica Vasev, USAID Macedonia
Claire Spence, USAID Jamaica

Education effectiveness studies indicate that school management influences performance. This session discussed the current tools being used to assess school management. Data from the application of these tools were presented, and the implications of the findings were discussed. This was enriched by the presentation of country case studies of management improvement projects in Jamaica and Macedonia.

Patrick Collins of USAID Office of Education provided an introduction to the topic. He noted that while there are inefficiencies in school management, a number of tools are being used to make improvements in this area. Luis Crouch, from RTI International, provided a motivational vision for why school management matters. He presented data that suggest that the poor suffer the most from the lack of effective school management, which affects performance. Crouch also presented USAID's Snapshot of School Management Effectiveness (SSME) tool, developed under contract by RTI, which was designed to assess school management. The tool was piloted in Peru and Jamaica. Crouch emphasized that these types of tools can help flag issues that need immediate attention at the school level. They are also useful in identifying effective behaviors and practices that can be reinforced.

Audrey Schuh Moore of AED discussed the results of a study focused on opportunities to learn in school. Conducted in Guatemala, Ethiopia and Nepal, it used another management measurement tool, the Stallings Observation Instrument. Early Grade Reading Assessment (EGRA) and CAP were used to evaluate student learning in reading. The study found that time available in class and what is done with this time influence student learning.

Country-level management improvement projects were then presented by Ivica Vasev and Lela Jakolevska of USAID Macedonia. They discussed three interventions the Mission is supporting to improve school management in the country: the School Directors' Certification Program; the School Boards Strengthening Program; and the Human and Institutional Capacity Development (HICD) for the State Education Inspectorate. Claire Spence of USAID Jamaica discussed the results of USAID's SSME school management pilot study in Jamaica.

Key take away points included how the initiatives the presenters described illustrate there are tools being used to assess and improve school management, feeding crucial data that can inform decision making and improvement plans at the school level. While the tools presented would require adaptation in order to be used in other country contexts, it is important to make sure that these types of tools are used to help teachers and schools.

Higher Education as an Asset to Other Sectors and Vice Versa

August 19, 2009 – 1:30 p.m.

Presenters: Dale Gibb, USAID Global Health Bureau
Ashley Gelman, USAID Global Health Bureau
Shally Prasad, USAID Democracy, Governance and Humanitarian Assistance
Teshome Alemneh, Higher Education for Development
David Hansen, Association of Public & Land Grant Universities
Francisco Rodríguez, Universidad Veracruzana
Rosalina Valencia, Universidad Veracruzana

Moderator: Tully Cornick, Higher Education for Development

This session emphasized the role of higher education as a tool for development that can build in-country institutional capacity and implement more effective and non-political programs. It also highlighted the role of higher education institutions bringing together a wide variety of stakeholders and taking the lead on a complex project. Projects presented in this session included the Leadership Initiative for Public Health in East Africa (LiPHEA), a program aimed at strengthening leadership through teaching and educational programs and promoting public health networks between ministries, practitioners and regional organizations.

Shally Prasad of the Democracy, Governance and Humanitarian Assistance (DCHA) Bureau highlighted advantages of using an academic institution to gather evaluation data on program implementation. Higher education institutions may be more willing to work with NGO partners than some contractors, and they also bring academic credibility to the evaluation. Thus, USAID created the Leader with Associates award, which allows USAID more streamlined control of projects. This has allowed the DCHA Bureau to be engaged with academic institutions and work towards more effective political party development assistance.

Francisco Rodríguez of the Universidad Veracruzana in Mexico discussed the role universities play in helping to develop small businesses. In many cases, universities have community offices or development centers that are well-equipped to provide technical assistance to small and medium business. By partnering with U.S. universities, the program expanded opportunities for training and development and provided a network of centers to help people start or increase their small and medium businesses.

Finally, David Hansen and Teshome Alemneh of HED presented on their organization's goals and objectives, as well as worldwide examples of partnership projects. The presentation also discussed the process through which these partnerships were formed and the process through which HED links grants with planning and stakeholders to make these partnerships more effective.

The key take away point of this session was that higher education institutions in developing countries have the local contacts, buy-in and capacity to accommodate and carry out development projects, while U.S. institutions are eager to branch out into the area of development. Smaller colleges and universities are actually some of the fiercest competitors for these partnerships, as it builds their own assistance capabilities and reputation in the field.

Engaging Youth Globally through the Internet

August 19, 2009 – 1:30 p.m.

Presenters: Thomas Johnson, USAID West Bank and Gaza
Annie Bertrand, Mercy Corps
Robert Sherman, Mercy Corps
Edwin Gragert, iEarn

Moderator: Robert Schware, Academy for Educational Development (AED)

This session focused on harnessing the global power of the internet to bring together youth from around the world in leadership roles. The propensity of youth-to-youth and youth-to-mentor dialogue to enhance development, communication, and action translates into a widely untapped resource for international development goals. Annie Bertrand and Robert Sherman of Mercy Corps described the Global Citizen Corps (GCC), a leadership program that brings together youth from around the world to dispel conflict, promote empathy, prepare a global workforce, and foster positive psychosocial development among youth. This program allows disaffected youth to address grievances, provides them with alternatives to violence, and prepares the future workforce. Through in-person and computer-based trainings, GCC joins youth from Iraq, Lebanon, Jordan, Scotland, and the United States in a joint effort to learn market-driven skills, build a foundation of experience for a knowledge-based transformation in the Middle East, and foster positive youth development through psychosocial support that imparts a life-long commitment to civic and social responsibilities.

Thomas Johnson then discussed the Palestinian Youth Portal, a forum through which Palestinian youth leaders are able to access educational, news, ESL, and other information, as well as directories of educational institutions and other youth groups in their area to develop activities. Through participation in the Palestinian Youth Corps, young leaders can create their own communities (YDRCs) and access information provided by other communities via the portal. The Palestinian Youth Portal is still being developed, but will be available to an estimated 6,000 members, to be eventually utilized by many more.

Lastly, Ed Gragert of iEarn USA described his organization's YouthCan programs, which provide tools and human networks to young people so that they can engage in collaborative online projects, develop professional skills and promote the use of ICTs in the classroom, and work on various MDGs like health, hunger, and human rights. YouthCan's Collaboration Centre allows student-to-student interaction in text, photos, graphics, etc., and multiple interconnected technologies are used in order to ensure inclusivity and avoid marginalization.

Key take away points included an emphasis on building local capacity and that workshop and teacher development endeavors need to be as local as possible. Session attendees questioned how these projects developed their evaluation indicators. Methods to meet this need included interviewing participants directly, teachers, or quantifying actions undertaken by youth themselves (fundraising, publications, petitions, etc.). Another attendee questioned oversight of youth postings and how to keep online communities empowering, not obscene. Johnson emphasized cooperation with advising partners and using the Boys and Girls Club code of ethics to govern the forum.

Numeracy and Literacy: Using Technology for Basic Education

August 19, 2009 – 3:30 p.m.

Presenters: Lucy Kithome, USAID Kenya
Charlotte Cole, Joan Ganz Cooney Center - Sesame Workshop
Don Knezek, International Society for Technology in Education (ISTE)

This session discussed the challenges of educating a generation of learners and promoting their "digital fluency" through the use of multimedia platforms. Presenters focused on the need for a shared and precise definition of learning objectives and targets; the necessity of using available tools and assessing local needs; and the importance of Ministry of Education (MoE) buy-in. Cultural relevance was cited as an important factor in making multimedia efforts effective.

Charlotte Cole of the Joan Ganz Cooney Center discussed how Sesame Street implements multimedia learning projects around the world, utilizing local methods, cultures, and references. The Sesame Street model stresses working with local partners to develop programs for basic skills, literacy and reading readiness, math, girls' education, problem solving, critical thinking and HIV/AIDS education. Sesame often uses the television platform, but other vehicles used include internet, radio, and methods such as mobile rickshaws that bring television monitors to groups of students in multiple sites. When the groups of children and community members view the programs together, interactions can promote literacy and numeracy through reading and counting together.

Lucy Kithome (USAID Kenya) described the Takafari Project, which provides teacher training and resources related to ICT. A major education challenge in developing countries is how to prepare for, and capitalize on, the technological revolution and integrate ICTs into the curriculum. Kenya is making significant strides toward utilizing ICTs in education. When math and science students performed poorly and needed support; USAID responded by collaborating with the MoE to integrate ICTs into math and science curricula. The project began in 2007 and with Mindset Network as the implementer. Kithome noted that the content developers and trainers had very limited knowledge of ICTs themselves, so Mindset experts had to start with the basics. It required fitting capacity building efforts into normal working hours, requiring negotiation and creative planning. Top-level buy-in was essential to drive and prioritize the project, as MoE ownership of the project was crucial to success and sustainability.

Don Knezek of ISTE described an activity that involved developing internationally appropriate, technology-based programming that would bring together related international organizations and stakeholders. He noted the need for a crisp definition of learning objectives and targets to ensure that there is a shared vision in the activity; citing specifically literacy and numeracy objectives and expectations as an important set of goals to establish, along with goals for ICT specifically and digital-age learning skills. The importance of using available tools, accessing virtual networks, and interacting with other professionals in the field was also emphasized.

Key take away points on ICT programming include recognizing that learning gains are heightened when the subjects are familiar and engaging for children. MoE buy-in was also emphasized as critical to successful projects. Furthermore, the current challenge is to prepare a digital generation of learners through targeted, well-planned collaborations in which stakeholders have a shared vision.

Leveraging Private Financing for Education

August 19, 2009 – 3:30 p.m.

Presenters: Timothy Ryan, International Finance Corporation (IFC)
Grace Lang, USAID Afghanistan
Eugenia Topple, Rockdale and Gray Matters Capital Foundation/Grey Ghost Ventures

Moderator: Suezan Lee, USAID Office of Education

This session covered the issue of private financing of education in developing countries. The main topics of discussion included public vs. private education funding for schools, international private donor funding, as well as overviews of a number of case studies of privately funded education programs, with particular insight from program experiences in Haiti and India.

Private financing for education is a developing initiative to provide school and student loans for private schools. The focus of this type of financing is private education, a point of contention among international donors. However, in many countries large quantities of schools are private, such as in Haiti where 75 percent of primary schools are private. Most development funds come from private donors to the developing world. However, compared to developed countries, the credit extended to the developing world is very low.

Timothy Ryan from the IFC described the education finance programs that they have been able to implement worldwide. In 2005/2006 the corporation began to finance student loans; however, most student financing programs have not been overly successful. Many are run by governments and very few are sustainable. IFC believes that working with private sector donors can lead to successful programs that are sustainable. Ryan also stressed the importance of providing support to the students rather than just funding. IFC has developed financial literacy curricula so that students are educated about the borrowing process.

Haiti has one of the highest rates of private schooling in the world, making private financing in education a focus for USAID Haiti. Tuition rates were high and many parents could not afford to pay until the end of the harvest season, which was halfway through the school year. USAID Haiti started an initiative in which they loaned tuition money to the families, which they could then pay back after the harvest. Parents who wanted to participate in the program became part of the credit union. The pilot was a success and there has been a high repayment rate.

Grey Ghost Ventures is a private firm with an education financing program in India. Affordable private schools have opened across India because public education quality is so low. The venture funds these schools; they are locally managed and staffed. The schools are formed as trusts, and are supported by a finance corporation that was started by Grey Ghost which provides loans.

Key take away points from this discussion included acknowledging that order for a private financing program to work, a strong relationship with the government ministries and the mix of public/private schools is crucial. However, many challenges inhibit the growth of loan financing, especially if banks and loan credit bureaus are not developed in-country or are unwilling to share in the loan financing or risk-sharing. Private funding for education is a potential area for grown and a way to improve the education situation for marginalized populations in countries were public school quality is very low and private school is beyond the means of the majority of the population. Additionally, private financing for education could be more successful if paired with a financial literacy component in order to increase the prospect of sustainability.

Building Capacity for Teacher Training

August 19, 2009 - 3:30 p.m.

Presenters: Thomas Schroeder, University at Buffalo SUNY Department of Learning & Instruction
Josiah Tlou, School of Education, Virginia Tech
Vonda Jump Norman, Utah State University

Moderator: Gary Bittner, USAID Office of Education

In this session, several partnerships between U.S. higher education institutions and local counterparts were presented. Thomas Schroeder presented on the partnership between the University at Buffalo-SUNY and University of KwaZulu-Natal in South Africa, Josiah Tlou presented a partnership between Domasi College in Malawi, and Virginia Tech, and Vonda Jump Norman presented two partnership between public and a private universities in Jordan and Utah State University. Topics discussed included program overviews of different implementation models for teacher training partnerships between host countries and US universities.

The University at Buffalo-SUNY and University of KwaZulu-Natal collaboration aims to provide training to female teachers who teach mathematics without proper qualifications—mainly from rural high schools. A model program was created for teachers and is offered through flexible delivery and low-cost technology to accommodate their studies, while not disrupting their teaching careers. The training is focused on strengthening teachers' mathematical knowledge and pedagogical skills using reproducible, affordable manipulative materials and calculators.

The Virginia Tech and Domasi College partnership aims to improve the professionalization of primary teacher training in Malawi. This partnership was developed as a response to changes in Malawi's primary education system, especially meeting the need for additional qualified teachers to meet new levels of demand. Local Ph.D. and Master's students were recruited and sent to Virginia Tech and, although the presenter mentioned the skepticism of many during the initial phase, all returned to Malawi. The partnership also helped in the design of teacher training centers to train primary teachers and in the development of a Bachelors degree in Education at Domasi College.

The Utah State University partnered with a public and a private higher education institution in Jordan with the objective of training undergraduates to be ready to teach kindergarten. As the early childhood education is very new in Jordan, the partnership has been helping local institutions to developed teaching best practices. The activities developed through this partnership focused on increasing the link between theory and practice through the use of classroom observations, and the use of dynamic teaching techniques to ensure student engagement. The advantages of using small group activities to promote learning were also stresses as well as the benefits of using inquiry as a teaching tool.

Key take away points included examples of a variety of different implementation models for partnerships with US universities and developing countries for Teacher Training programs and Programs can be tailored to meet the specific needs of a country's education system.

Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development

August 19, 2009 – 3:30 p.m.

Presenters: Lily Stern, International Rescue Committee
Sylvia Ellison, Creative Associates Inc.
Keri Lowry, USAID Africa Bureau

Discussant: John Grayzel, University of Maryland College Park

Moderator: Yolande Miller-Grandvaux, USAID Office of Education

In this session presenters offered their insights on the core question of whether youth programming can deter or mitigate conflict. The three presentations complemented one another thematically; describing what is believed to be solidly known about youth and violence, sharing lessons learned from efforts to help youth rejoin civil society and become productive members of society in post-conflict Liberia, and USAID Africa Bureau's efforts to identify drivers of violent extremism among youth as well as a range of possible programmatic approaches to prevent or mitigate these drivers.

To date, there have been few rigorous evaluations of youth programs, especially longitudinal ones. This is particularly relevant because more than half of all the countries with a youth bulge are either in critical condition or in danger of failing, and 12 of the 15 countries with the largest bulges have been home to conflict. In most crisis countries, youth make up more than 20 percent of the population, and three quarters of all youth bulge countries at risk are located in sub-Saharan Africa. Although terrorism is unlikely to disappear, improving youth employment should help reduce some of the risks. Considering the many impacts disaffected youth can have on their societies, the Africa Bureau has seen youth as a major missing theme.

The combination of being young, uneducated, without dependents, and being and/or feeling marginalized makes people more likely to engage in violence and join extremist groups which give youth a sense of security. To counteract these potentials, it is necessary to help disaffected youth move from the margins to becoming resource providers with a sense of responsibility. However this should be done on a systemic basis rather than simply an individualized one, especially for countries with large youth bulges. Experience has shown that comprehensive approaches are far more successful than those which address only particular pieces of a problem. In Liberia, 70 percent of youth plan to move from their communities within three years. While motivations are not always clear, data does show that large numbers of children – boys and girls – have been the victims of rape. In an attempt to repair the damage, accelerated learning programs that separate youth from children (groups that have different perspectives and needs) combined with service learning to actively involve girls and women has improved community dialogue and inter-generational collaboration, keys to reintegration and gaining a sense of responsibility.

Key take away points from this session included the importance of providing multi-faceted support to at-risk youth to truly reintegrate them into their societies. Furthermore, it is critical to implement broad-based approaches that address both immediate *and* long-term issues. While the typologies of youth violence are still being developed and effective approaches revealed, it's essential to keep in mind that in practice, issues and potential solutions must be addressed on a case-by-case basis.

Monitoring and Evaluation for Workforce Development: Pakistan Case Study

August 19, 2009 - 3:30 p.m.

Presenters: Tessie San Martin, Abt Associates
JoAnn Jastrzab, Abt Associates
John Glover, Abt Associates
David Long, Abt Associates

This session discussed Abt Associates' preliminary report on the monitoring and evaluation tool and process for the *Empowering Pakistan: Jobs (EPJ)* project they are currently developing. This tool is part of the $80 million allocated for workforce development activities supported by USAID in 26 provinces in Pakistan.

While such evaluations have a long history of trial and usage in the US, Canada, and Europe, no standard M&E mechanisms for developing countries exists, especially those with fragile environments. Therefore, implementers are basing the design of this process on practices and extensive experience in M&E projects in developed countries. The presenters reiterated the logistical and methodological challenges they have encountered, highlighting how security concerns and vulnerable geographic areas make the design and implementation of such an undertaking difficult.

Questions from the audience generally sought more detailed implementation information from a local level such as: promoting job information and availability, involvement of community and local businesses, baseline assessments completed in each of the participating provinces, number of Technical and Vocational Education and Training (TVET) students currently in training versus number of jobs available, and applicant selection and retention criteria.

The presenters, Tessie San Martin, JoAnn Jastrzab, John Glover, and David Long, all from Abt Associates, gave an overview of the EPJ project which is demand-driven by the needs of the private sector, targeting youths ages 15-24 with a very distinct gender component (focusing both on older women already out of the labor force and younger women who have never worked before). The project is closely interlinked with other USAID-supported projects in-country: agri-energy, entrepreneurship, job creation, small business, increased competitiveness, training, and M&E. This new M&E mechanism will be used across all components in order to standardize assessment of targets and processes. A standardized tool will allow roll up of larger impacts, as all components are related in their focus on increasing private sector economic growth. A list of possible outcomes from the M&E was presented (e.g. education and skills attainment, employment outcomes, earnings and wages, job retention and advancement).

Key take away points included the emphasis on the sound practices this new M&E mechanism is based on from monitoring and evaluation experiences with domestic workforce development programs (e.g. national service programs based on a combination of work experiences such as AmeriCorps), the rigorous process used to develop this M&E tool, and its possible use on a larger scale for other developing countries after its trial in Pakistan.

EGAT/ED WORLDWIDE EDUCATION AND TRAINING WORKSHOP DAILY BRIEFING

THURSDAY, AUGUST 20, 2009

MORNING SESSION

Priorities and Budget Decision Making

Congressman Gerald E. Connoly from Virginia's 11th District was the primary speaker at Thursday's plenary session. Congressman Connoly serves on the House Committee on Foreign Affairs, and he spoke about the need to address education issues with sustainable policies and effective change. In his support for USAID, Congressman Connoly stressed that the Agency needs proper funding and staffing in order to implement its programs and strategies, and pledged his support for building human capacity to support USAID development. Other speakers during the plenary session included Ann Vaughan from Congresswoman Nita Lowey's office, who conveyed the Representative's message in support of basic education initiatives and communities of learning in schools. Pat Sommers from the Department of State outlined the budget appropriations process and the relationship between the State Department, USAID and Congress. In the case of basic education, the State Department and USAID have actually received more funding from Congress than originally requested, illustrating the importance that Congress is placing on education initiatives and their commitment to education development worldwide. Ms. Sommers stressed that the two bureaus make their case stronger when they combine resources to justify their budgets. Finally, Jason Folley from USAID's Chief Operating Office (COO) discussed the purpose of the COO Office in shaping the corporate policy of USAID and integrating USAID with the State Department on issues of foreign policy and development.

For the full session summary, please click here: Priorities and Budget Decision Making Summary

EARLY AFTERNOON SESSIONS

Cross-sectoral Approaches

Cross-sectoral approaches to programming can be very timely in countries where the issues to be addressed are more responsive to a comprehensive intervention model. An example of this is health-seeking behaviors, which can be taught in a school environment and efficiently integrated into existing health curricula. Combining causes in an intervention makes good sense; it also requires working closely throughout the life of project with various agencies in the Embassy as well as those in the MoE. With wider program impact, cross-sectoral activities require buy-in and coordination with various stakeholders. Programs must address locally-identified needs and have an enabling policy environment. As funding and reporting might be dual or multiple, it is important to understand fully the reporting and funding requirements in order to comply across sectors and to collaborate with the relevant partners inside and outside the Mission.

For the full session summary, please click here: Cross-Sectoral Approaches Summary

Measuring Learning Outcomes

There is a growing consensus among donors regarding the importance of measuring learning outcomes. Presenters in this session, from the World Bank's Fast Track Initiative, USAID, AIR and RTI, shared recent experiences and trends across donors on measuring learning outcomes, which indicators are being used, and ways in which these indicators are being measured. While there is a convergence of ideas on which indicators most accurately and efficiently track learning outcomes, there is also a realization that defining a consistent and effective method of assessing outcomes and tracking progress over time with rigor is as important as defining meaningful indicators. The most important step is to develop assessment tools that can be easily used by teachers and other administrators at the local level. Donor agencies are providing invaluable assistance to developing countries to assess student learning outcomes; however, it will be crucial for donors to coordinate efforts in order to avoid "assessment overload."

For the full session summary, please click here: Measuring Learning Outcomes Summary

Working in the Ministry, or Not?

This session presented benefits and challenges of close collaboration between a USAID Mission office and the local Ministry of Education. These types of collaborative relationships can be useful because they provide USAID access to key policy makers within the country. Where USAID has shared office space within the Ministry building, this proximity streamlines scheduling, informal communication and collaboration between USAID and Ministry staff. However, working with the Ministry often adds a layer of bureaucracy and approval systems that can bog down aid effectiveness. At the national level, staff turnover or policy changes can challenge USAID to work with shifting priorities. Also, tensions can exist between building institutional capacity, which is a longer-term goal, and the short- and medium-term goals that the U.S. Congress demands. However, this type of close collaboration is crucial to keep informed of the Ministry's priorities and how USAID programming can best support those priorities without duplicating or contradicting on-going local efforts.

For the full session summary, please click here: Working in the Ministry, or Not? Summary

Quality Assurance

The Quality Assurance session provided an overview of the accreditation process for higher education institutions in the United States, and standard-setting institutions and processes for accreditation worldwide. The assessment process was explored by which school inputs and outcomes are assessed in order to determine whether an institution is meeting its mission and the standards of the higher education community. Participants discussed the range of accrediting bodies worldwide, the role of accreditation in building partnerships between U.S. universities and overseas institutions, and the difficulty of global standard setting and ensuring transparency in institutional self-assessment.

For the full session summary, please click here: Quality Assurance Summary

Life Skills: Readiness for Life and Work

This session discussed how to address gaps in life skills and work readiness in education programming. Presenters from World Vision and IYF discussed their framework and focus on life skills program for youth; whereas World Vision focuses on building relationship skills from early childhood, IYF focuses on a rights and assets based approach (relationships, respect, reciprocity and responsibility). The group discussed the importance of integrating these life skills into teacher training so that children can learn life skills in the classroom in an educational setting. Additionally, life skills were seen as a key cross-sectoral issue, necessary for development in democracy and governance, health and vocational training skills.

For the full session summary, please click here: Life Skills and Work Readiness Summary

Replicating and Scaling Up Workforce Development Models

The presentation addressed best practices for scaling and replicating workforce development (WFD) programs with a particular focus on youth empowerment. Effective programs were presented from the Middle East, India, and Vietnam that demonstrate best practices in scalability, sustainability, cost effectiveness, and education and employment outcomes. Leveraging the private sector resources and support of local business leaders are essential elements in creating the networks to drive WFD scaling, shape curricula, and even influence government policies. Once these networks are created, the opportunities for scaling are significant; for example, a Junior Achievement initiative expanded from one country (Jordan) to 12, driven entirely by private sector partnerships and without the need for ministry support. Increased employment rates as a result also suggest that private sector investments are reciprocated. Additional elements of successful WFD scaling efforts are: links with education institutions and state vocational education centers; lower cost per student; and flexibility in adopting the model to regional differences. In terms of challenges, large class sizes due to high interest, as well as low pay for trainers and teachers present a particular consideration.

For the full session summary, please click here: Replicating and Scaling Up Workforce Development Models Summary

Participant Training: Working Smart-Action Planning

The last session of this interactive participant training seminar detailed the requirements for participant training and debated the differences between regional training vis-à-vis ICT, third-country training and U.S.-based training. Regional activities in Southern Africa were presented and experiences were shared. An explanation of employers' role in employees' pre-departure orientation sparked a discussion about the participant selection process, design of the activity and the importance of having a pre-departure orientation in order to prepare participants with a program overview, highlights of cultural aspects and explanation of the administrative and policy lines.

For the full session summary, please click here: Participant Training: Working Smart-Action Planning Summary

LATE AFTERNOON SESSIONS

Computers in the Classroom: A Lively Debate

Research on the impacts of ICT solutions on student achievement in the classroom is almost non-existent. There is a lot of discussion of the "changing paradigm of 21st-century education" that is linked in and technologically enabled, but thus far, there is not a lot of evidence that it impacts academic outcomes. New projects should focus on measuring these outcomes carefully and scientifically to add to this body of research and to demonstrate best practices and lessons learned for successful programming. Current successful practices in classroom ICT include: using mobile computer labs and school-based telecenters, as well as peer education models. However, experience has highlighted a few key lessons learned: first, the total cost of ownership is often underestimated, and second, if school leadership is not engaged, ICT projects are not sustainable. The "guiding intelligence" behind an intervention – the pedagogical rationale or foundation, the software, training and support – is essential to the intervention's utility. Each country's context demands different types of interventions, and it may well be that a given country has more urgent needs to attend to first; like in Maslow's hierarchy of needs, an education system truly benefits from ICT interventions when other foundational tools and systems are in place.

For the full session summary, please click here: Computers in the Classroom: A Lively Debate Summary

Policy Dialogue: National Plans and Harmonization

This session outlined the evolving nature of policy dialogue and long-term educational planning by national ministries of education vis-à-vis internal and external stakeholders, including USAID and other donors, as exemplified in Kenya, Peru, El Salvador, and Indonesia. For example, in Kenya there have been significant, long-term efforts to engage civil society in the planning process. NGOs have been involved at every step, with frequent reviews of both budget and other plans. Activities proposed by USAID and other donors have to be aligned with the objectives of the Ministry of Education, both in order to advance USAID's education agenda and because USAID's efforts, while not minor, nonetheless represent only a small part of the overall education sector spending. USAID has generally been quite influential in terms of providing the necessary training and tools for the development of national policies and helping to build donor consensus. Assistance with activities such as school mapping, educational and financial management, policy analysis, etc., is especially useful in helping MOEs benefit from lessons learned elsewhere. However, an issue that both governments and USAID often encounter is transition – either in Ministry staff turnover or with major donors entering and departing the education sector in a rapid fashion – which impacts program continuity.

For the full session summary, please click here: Policy Dialogue: National Plans and Harmonization Summary

Programming for the Underserved

Three government agencies presented their strategy for providing education programming for underserved children. Initial definitions were given to provide an understanding of the target population – orphans and vulnerable children (OVCs) – and the link between underserved children and organizational mandates. Although each agency had different objectives to assist children who are considered vulnerable, each offered similar programs of policy support and provision of education, particularly vocational-type training, building awareness and supporting communities. Key points emphasized by the agencies when serving vulnerable children were: integration of activities with all partners across all sectors to provide comprehensive coverage and best use of resources, focusing on the root cause of vulnerability rather than just on the children themselves, and the principle of "doing no harm" (i.e., ensuring that attention to vulnerable children did not exacerbate their problems in the longer run).

For the full session summary, please click here: Programming for the Underserved Summary

Priorities and Opportunities

Participants in this higher education session on opportunities and priorities spoke openly in a town hall format. Education officers from three regional bureaus, LAC, AFR, and E&E, spoke first about the HED programs implemented in their regions, and then the group discussed the opportunities and challenges of promoting higher education

further. Barbara Knox-Seith stressed the need to increase the capacity of higher institutions in the Latin America and Caribbean region, rather than funding outside scholarships. She also discussed building higher education sustainability in the LAC region through partnerships and capacities. Aleta Williams from the Africa Bureau noted that the timing is right to think more broadly about higher education. There are many donors and other stakeholders who pay more attention to this component of education capacity building than does USAID. However, the new vision to improve development by improving human capacity is important. Luba Fajfer from the Europe & Eurasia Bureau focused on the challenges of transparency and accountability in education, especially in school management and finance. The group as a whole discussed higher education development and long-term sustainability. Positive higher education systems can help create a more viable middle class and this can lead to more economic and social growth.

For the full session summary, please click here: Priorities and Opportunities Summary

Youth Education, Employment and Livelihood Development in Rural Areas

This session presented key ingredients for success in rural areas, what existing programs would do differently and what have they learned from their experiences. Winrock International presented their program “Nepal: Education for Income Generation,” which aims to increase access to education and training for youth ages 16-30, focusing especially on ethnic, linguistic and religious minorities. The program focuses on building literacy and life skills, as well as providing agriculture productivity and enterprise training. The group Agriculture for Children’s Empowerment (ACE) presented a program in Liberia that works to foster economic growth in rural areas through value chain activities, as well as to facilitate increased investment in education and nutrition for rural children. The World Cocoa Foundation examined the genesis of the knowledge packaging education model and how it impacts education programs targeting youth in rural settings.

For the full session summary, please click here: Youth Education, Employment and Livelihood Development in Rural Areas Summary

Priorities and Budget Decision Making

August 20, 2009 – 10:30 a.m.

Presenter: Congressman Gerald Connolly, House of Representatives
Ambassador James Michel, Counselor to USAID
Ann Vaughan, Office of Congresswoman Nita Lowey, House of Representatives
Patricia Sommers, U.S. Department of State, Office of the Director for Foreign Assistance
Jason Foley, USAID Office of the Chief Operating Officer

Moderator: David Barth, Director, USAID Office of Education

Congressman Gerald E. Connolly from Virginia's 11th District was the primary speaker at Thursday's plenary session. Congressman Connolly serves on the House Committee on Foreign Affairs, and he spoke about the need to address education issues with sustainable policies and effective change. In his support for USAID, Congressman Connolly stressed that the Agency needs proper funding and staffing in order to implement its programs and strategies, and pledged his support for building human capacity to support USAID development. In a question about the future of the USAID/DOS relationship, Congressman Connolly gave his opinion that USAID should be a separate agency that will maintain close connections to State. The agency should not be subsumed in a bureaucracy; there is a lot of funding given to agencies that are not developmental experts. USAID has the technical expertise and ensures that investments are sustained.

Additional speakers during the plenary session included Ann Vaughan from Congresswoman Nita Lowey's office, who conveyed the Representative's message in support of basic education initiatives and communities of learning in schools. She also stressed the importance of USAID reports and evaluations which help Representative Lowey push for more USAID funding in Congress. Jason Foley from USAID's Office of the Chief Operating Officer (COO) discussed the purpose of the office in shaping the corporate policy of USAID and integrating USAID with the U.S. State Department on issues of foreign policy and development.

Pat Sommers from the U.S. Department of State (F) outlined the budget appropriations process and the relationship between the U.S. State Department, USAID and Congress. One of the efforts of Secretary of State Condolleeza Rice was to bring together the resources of bureaus at USAID and DOS, to make sure that budgets are aligned and so that we know best how to appropriate money. In the case of basic education, the U.S. State Department and USAID have received *more* funding from Congress than requested, illustrating the importance of education initiatives in Congress and their commitment to education development. Ms. Sommers stressed that the two bureaus make their case stronger when they combine resources to justify their budgets.

Key take away points of this session were the continued support of U.S. Congress and the U.S. Department of State for USAID programs, the budget appropriations process in relation to USAID, and the future of the relationship between the U.S. Department of State, USAID and Congress. It was recognized that USAID has been successful in getting more program funds from Congress. However, the U.S. budget deficit is high and this may not continue forever. Historically USAID has been the place to go for effective development; the agency should maintain its technical expertise to ensure that funding is sustained.

Cross-Sectoral Approaches

August 20, 2009 – 1:30 p.m.

Presenters: Mimy Santika, USAID Indonesia
Francis Gitonga, USAID Kenya
James MacNiel, World Education

Moderator: Robert Davidson, USAID Ghana

This session presented examples of successful cross-sectoral programming, integrating education activities with governance, health and agriculture projects. Case studies included an educational governance activity in Indonesia, a health education wraparound program in Kenya. Challenges included reporting and close coordination with Ministries and other stakeholders.

Mimy Santika from USAID Indonesia presented an education activity focused on building governance capacity. The program was developed in response to recent reform that included decentralization of basic education as local governments worked to decentralize. The program works on school management – training principals to govern schools well – in ten of Indonesia's 33 provinces. The government is involved in the program, along with pre-service institutions, district officials, local master teachers, and private sector parties.

Francis Gitonga discussed how PEPFAR funds are used for education wraparound programs in Kenya. HIV/AIDS affects educational access and quality, curriculum development, mainstreaming issues into the curriculum such as life skills and other issues facing out-of-school youth. Life skills education covers these topics as part of the official Kenyan curriculum at all ages. PEPFAR strategies are aligned with the Ministry of Education and other stakeholders. Working in the Mission and with the MoE means participating in inter-agency groups to discuss how these issues affect one another and they carry out joint monitoring and portfolio review.

James McNiel presented the Student Farm School (SFS) program. In this program, students carry out experimental activities to learn about farming and the environment, along with other academic topics as an integrated curriculum. The project works in areas that are 80 percent rural, where families of the students as well as some of the teachers farm. An NGO that works on education is training teachers on the method, and the Ministries of Education and Agriculture have been supportive. Quality monitoring is very important, as well as community involvement. This can be challenging but there is also a lot of local expertise to tap into.

The group discussed results reporting, which varies on cross-sectoral projects, which makes attribution trickier. The group also discussed cross-sectoral interaction, where Mission team members from varied sectors work together on joint programming.

Key take away points included how cross-sectoral approaches to programming can be very timely in countries where issues are more responsive to comprehensive intervention. It requires close work with the MoE and other stakeholders for broad buy-in and coordination. Funding and reporting might be dual or multiple; therefore it is important to understand the reporting and funding requirements to be able to comply across the sectors, and to collaborate with the relevant partners inside and outside the Mission.

Measuring Learning Outcomes

August 20, 2009 - 1:30 p.m.

Presenters: Jeff Davis, American Institutes for Research (AIR)
Marguerite Clark, World Bank, Fast Track Initiative
Alcyone Vasconcelos, World Bank, Fast Track Initiative

Moderators: Luis Crouch, RTI International
Patrick Collins, USAID Office of Education

There is a growing consensus among donors regarding the importance of going beyond measuring outputs to measure student learning outcomes. Presenters in this highly informative session shared recent experiences and trends across donors on measuring learning outcomes, discussed indicators being used, and shared ways in which these are being measured.

Jeff Davis, from the American Institutes for Research, discussed the basics of outcome measurement. He stressed that there is no "perfect" indicator and that what matters is not so much finding a perfect indicator, but rather establishing a consistent and rigorous method to assess outcomes and to track progress over time at the output and outcome level. Davis praised USAID's growing emphasis on results and accountability, and discussed in detail the recommendations of the Basic Education Coalition (BEC) on measuring learning outcomes.

Marguerite Clarke, from the World Bank's Fast Track Initiative (FTI), discussed the Bank's initiatives to support developing countries in assessing learning outcomes. She referred to a report by Hanushek and Woessmann entitled *Education Quality and Economic Growth* (2007), which found that improvements in student learning directly correlate with increases in GDP. She also noted that there is a movement among agencies to focus on what children are learning. She presented the activities the Bank is promoting to support low-income countries in this area, which include do-it-yourself toolkits, country level projects, regional workshops, and global programs. On toolkits, she discussed the *National Assessment of Educational Achievement,* a five-volume series which provides countries with a step-by-step guide to planning, designing, implementing, and using the results of national assessments. Alcyone Vasconcelos provided an overview of FTI and its components, and discussed indicators they are encouraging countries to use to assess learning outcomes. Vasconcelos stressed that while supporting countries in assessing learning outcomes is important, much coordination is needed among donors to avoid duplication and overlap.

Key take away points included insights from the moderators, Luis Crouch and Patrick Collins. Crouch noted that the focus on measuring learning outcomes is an emerging trend in the donor community. While there is a convergence of ideas on the types of indicators that can be used to track learning outcomes, there is also a realization that defining a consistent and effective method of assessing outcomes and tracking progress over time with rigor is as important as defining meaningful indicators. Developing assessment tools that can be easily used by teachers and other administrators at the local level is essential. Donor agencies are providing invaluable assistance to developing countries in assessing student learning outcomes, and it will be crucial for donors to coordinate efforts and avoid "assessment overload."

Working with the Ministry or Not?

August 20, 2009 - 1:30 p.m.

Presenters: Cristina Olive, USAID Peru
Brian Levey, USAID Cambodia

Moderator: Yolande Miller-Grandvaux, USAID Office of Education

This session discussed the advantages and disadvantages of having USAID work closely with, or even embedded within, the Ministry of Education to implement its programs. While there are definite advantages to working closely with the Ministry, there are countries in which political instability, bureaucracy, or a lack of technical expertise can be a hindrance to effective program delivery.

Brian Levey of USAID Cambodia suggested that the USAID's mission is to build in-country capacity, and one way to accomplish that is to work with the Ministry on a day-to-day basis and interact with officials both from a technical and management standpoint. Working within the Ministry is an opportunity to know what other donors are doing to avoid duplication of efforts, and ensures USAID efforts are in line with host country goals. On the flip-side, working with the Ministry can reduce accountability, especially if the government is implementing the activity and USAID is simply providing the funding. Also, donors with a larger budget will get the attention of the government and Ministry more easily, which can be a problem for smaller USAID education programs.

Cristina Olive of USAID Peru noted that working within the Ministry makes it easier to interact regularly with key decision-makers; it is a useful reminder to country officials of USAID's presence and assistance. One can also learn the intricacies and workings of the Ministry itself; where fragmentation is evident, understanding country politics is very important. A disadvantage, however, is the extra layer of bureaucracy and approvals that can slow down implementation; USAID's independence can also be lessened in the process.

Other points brought up in the discussion were that in some cases Ministers change frequently and entire Ministries are re-structured, or the goals change. Marisol Pérez of USAID Malawi and Inez Andrews of USAID Sudan mentioned how they often work with lower-level officials who may not have as much decision-making power, but who are less likely to be replaced and thus provide some continuity to the programs. Also, differences in salaries paid by the Ministry and salaries paid by USAID can create conflicts locally and make implementation more difficult. Finally, some implementers are doing the technical and managerial work themselves, instead of training Ministry officials. While this ensures the work is done, it does not achieve the goal of building capacity and technical know-how.

Key take away points from this session included the pros and cons of USAID Missions working with, or within, the Ministry of Education. Both presenters and the audience agreed that while it is important to know the country's priorities for education and ensure there are common goals, each Mission should assess how closely to work with the Ministry and strike a balance between collaboration and independence.

Quality Assurance

August 20, 2009 – 1:30 p.m.

Presenter: Barbara Brittingham, Commission on Institutions of Higher Education, New England Association of Schools and Colleges

This presentation provided an overview of the accreditation process for higher education institutions in the United States and standard-setting institutions and processes for accreditation worldwide. It explored the process by which school inputs, processes and outcomes are assessed in order to determine whether an institution is meeting its mission and the standards of the higher education community. Participants discussed the range of accrediting bodies worldwide, the role of accreditation in building partnerships between U.S. universities and overseas institutions, and the difficulty of global standard setting and ensuring transparency in institutional self-assessment.

Barbara Brittingham first reviewed the historical roots of accreditation in New England. She then provided an overview of elements of quality assurance (standards, institutional self-study, team visits, and commission decisions). Standards for accreditation include: i) an articulation by the higher education community of what a college or university must do in order to deserve the public trust (quality assurance), and ii) a framework for institutional development and self-evaluation (quality improvement). In many countries the second element has been a challenge as schools are reticent to identify areas that need improvement.

U.S. Institutions with branch campuses or instructional locations abroad (campuses, vs. locations vs. contracts) have different accreditation processes. Generally, these are regionally accredited American-style institutions with English-language instruction and they can be similarly assessed. However there are selected specialized accreditation processes abroad for programs, such as engineering, teacher education, pharmacy, theology, and business. U.S. accreditors are professionally involved in the U.S. Department of State programs such as Fulbright scholarships and individual visits abroad.

Quality assurance work on an international scale is undertaken by a number of organizations including the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), GIQAC, a partnership of the World Bank & UNESCO, and the UNESCO World Conference on Higher Education. European, Arab, African, Asia-Pacific, and Eurasian regional networks also serve as standard setting bodies. Challenges to quality assurance extend beyond money, as university structures and processes must be assessed, peer review and professional associations need to be established, and government support must be delicately managed. Quality assurance systems can thus serve many purposes (assuring vs. promoting quality, for example). Recently increased international interest in quality assurance comes at a time when higher education participation rates in growing economies are increasing (and challenging governments to maintain their support), and private higher education and distance are experiencing rapid growth.

Key take away points of this session included discussion of the US accreditation model's evolution and the need for expanded higher education quality assurance worldwide.

Life Skills and Work Readiness

August 20, 2009 – 1:30 p.m.

Presenters: Alisa Phillips, World Vision
Patricia Hartasanchez, World Vision
Kate Raftery, International Youth Foundation
Jane Casewit, Creative Associates International

Moderator: Seema Agarwal-Harding, USAID Regional Development Mission for Asia

For this session World Vision and the International Youth Foundation presented on their life skills and work readiness programs for youth globally. The main topic of discussion was how to address the gap in what's taught in school from the skills necessary to join the workforce.

World Vision emphasizes a life cycle approach that starts as early as pre-natal care and carries through young adulthood. Their approach utilizes the community as a base, building safety nets, mobilizing communities, and strengthening economic standing with parents to improve income on the family level. Their curriculum for life skills includes critical thinking, managing emotions, assertive communications, building affirmative mutual relationships, and assuming responsibility for the collective good.

The World Vision focused the majority of its presentation on their rights and assets-based approach which emphasizes the four R's- Relationships, Respect, Reciprocity, and Responsibility. Successful programs were discussed such as in Laos where World Vision focused on children's opinions, utilizing children as facilitators and asking them what they wanted from their communities. World Vision's program in Mexico was also viewed as a success, focusing on developing health leaders and promoters, motivational education guides, as well as human rights leaders and promoters. Other focuses of their programs include labor capacities, entrepreneurship, micro finance support, and job training centers.

Jane Casewit, a former member of USAID Morocco's education team, discussed her experience with life skills programming while working at the Morocco Mission. She noted how employers of graduates from USAID's life skills program were very pleased with graduates' attitudes and sense of responsibility. But what struck Casewit was the necessity of programming to teach these life skills, that children were not learning these skills at home or at school. Participants agreed that the lack of life skills in these communities was an area requiring further attention.

Key take away points from this session included the importance of utilizing teacher training as a means of disseminating life skills to youth and improving workforce development. If teachers are trained to be communicative, respectful, and innovative, they are more likely to transfer these skills to their students. Additionally, integrating life skills standards, private sector engagement, and monitoring and evaluation into life skills training programs is critical. Recommendations included additional research on the topic to guide future programming and a survey of all workforce development projects and evaluations worldwide. Finally, a type of "masters' life skills program" bringing together best practices and follow up trainings could become a vital tool in the development of new life skills programs.

Replicating and Scaling Up Workforce Development Models

August 20, 2009 – 1:30 p.m.

Presenters: Soraya Salti, JA Worldwide/INJAZ Middle East
Pamela Young, Plan USA
Sourav Banerjee, USAID India
Nalini Gangadharan, CAP Foundation

Moderator: Caroline Fawcett, Education Development Center (EDC)

As workforce development programs (WFD) have been scaling up significantly over the last decade, this session addressed best practices for replicating and scaling up WFD programs with a particular focus on empowering youth. Case studies from India, the Middle East, and Vietnam were presented as successful examples in terms of scaling up, sustainability, cost effectiveness, and education and employment outcomes. Presenters shared several key dimensions that must be considered in these complex efforts: fiscal, political (on national, local, and community levels), economic, cultural, and partnerships.

Regarding the Indian case study, Nalini Gangadharan reported on the CAP Foundation and the importance of certain preconditions for scaling up and sustainability- including that the project "owner" must recognize opportunities for growth, share ownership, and open the project to the public domain. Following this model, the CAP program grew from 8 training centers in three Indian states in 2006, to 105 training centers in 14 states, linking livelihood training to employment opportunities for youth and disadvantaged populations. Sharing ownership also means forging multiple "stakeholderships" (rather than partnerships) between government agencies, implementers, NGOs, and the corporate sector where benefits, interests, and responsibilities for all actors are clearly communicated.

Leveraging private sector resources and support from local businesses plays a vital role in partnerships, as highlighted by Soraya Salti's discussion of Junior Achievement (JA) activities in the Middle East. Driven entirely by the private sector, the program managed to expand from one to twelve countries in Middle East and North Africa, engaging 10,000 volunteers from the corporate sector. Strong networks of partnerships and alliances with the private sector were able to drive WFD scaling up, shape curricula, and even influence government policies.

Recognizing the driving power of the private sector in scaling up workforce development, Plan USA has been expanding its outreach partnership efforts in the second phase of their Vietnam project, aimed at increased scaling up and developing training centers in various provinces. Plan will also pilot integration with state-run vocational schools in Vietnam as a way of expanding the program.

Key take away points from this session included linking scaling up efforts with education centers, including vocational centers, can help lower costs per student and offer more flexibility in adapting the model. This has been a successful practice for some WFD scaling up efforts; however it has also brought additional challenges such as large class sizes due to high interest and low pay for trainers and teachers. Panelists suggested that donor programming should tie their activities to a framework of sufficient length – five years or more – so that programming can be appropriately tested and measured before scaling up.

Participant Training: Working Smart-Action Planning Part 1 & 2

August 20, 2009 – 1:30 and 3:30 p.m.

Presenters: Ethel Brooks, USAID Office of Education
Jim Nindel, USAID Office of Education
Ron Raphael, USAID Office of Education
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Linda Walker, USAID Office of Education

This session focused on the theme "three generations of capacity building," incorporating materials on traditional participant training and international travel, training for results, and Human and Institutional Capacity Development (HICD). Presenters discussed how the paradigm is shifting in participant training from focusing on the number of participants trained to a needs-based model, and participants shared how HICD programs have been working in their countries.

Presenters reiterated the importance of forming alliances with technical officers as they can offer the technical expertise needed to sponsor units and implementing partners. Participants were also reminded that policy changes recommended by the previous administrator are still in effect. Additional topics discussed included: stakeholder coordination, training and retention, pre-departure orientation and evaluating participant training. The differences were clarified between regional trainings, where participants use regional funds, U.S. trainings, and third-country training/in-country trainings, where participants use bilateral funds.

Actives based in Southern Africa were then showcased as specific examples of regional programming. These regional activities spanned 14 member states and provided support to CTOs, financial management and contracts assistance, monitoring and evaluation, and training implementing partners in TraiNet. Related to TraiNet, participants noted that Missions do not always collect appropriate indicators, and that indicators should to be created and tracked to monitor activities better. Participants shared their experiences in running two TraiNet systems concurrently, one regional and one at the national level with in-country and third country programs. This led to a debate about the usefulness of changing the system so that, rather than entering information for participants individually for nationals and foreigners, the system could be set so that data are not entered separately. It was also noted that USAID Missions should recognize borders according to the guidelines established by the U.S. Department of State.

Following the presentation of regional activities, the session ended in a roundtable discussion of the importance of ensuring that all those involved in the pre-departure process communicate appropriately and that pre-departure orientation provides participants with a complete program overview, highlighting the cultural aspects and explaining administrative and policy lines. Participants' experiences with centrally funded activities were also shared.

Key take away points from these sessions included the evolution of participant training models and the new focus of providing needs-based training. When travel is required for training, sufficient preparatory materials should be provided to help travelers maximize the benefits of their in-country training experience. Funding sources for training sessions were also clarified: regional trainings are financed through regional funds, while U.S. and third country trainings are bilaterally financed. The final take away from this session included the intricacies of the TraiNet system and the need for improved indicator data collection.

Computers in the Classroom: A Lively Debate

August 20, 2009 – 3:30 p.m.

Presenters: Roy Zimmermann, American Institute for Research (AIR)
Patricia Flanagan, USAID Bureau of Economic Growth, Agriculture and Trade

This session debated the concept of using computers in classrooms as a means of providing students in developing countries with 21st century technological skills. However, there are many challenges when putting such interventions into practice, including little empirical research on genuine student academic outcomes as a result of Information and Communications Technology (ICT) programs. Teacher attitudes have been studied, along with student attendance and other measures – but not learning outcomes.

The group was given an interactive activity in which they were charged with debating computer use in the classroom - discussing the challenges, risks, and benefits. Participants generally agreed that computers are essential to the success of today's learners and teachers especially in developing countries where access to and quality of education are a constant struggle. However, there are caveats: the software behind the intervention, and the training, maintenance and follow-up are absolutely essential – one participant called it the "guiding intelligence" behind the intervention. A negative experience was recounted from a project in an Eastern European country in which the government insisted on providing a computer for each child, but without adequate planning. Since USAID and educators' voices were not heeded about this need for planning, the country has moved forward with the program. USAID has decided to make the best of the situation by filling the computers with good content, and facing the issues of power needs, maintenance, and security.

Overall, it is key for implementers to assess and meet local needs – for example, should the programming focus on academic or concrete job skills? Both can be valid, but should be planned based on needs. Training teachers and laying an appropriate pedagogical model/foundation are essential. Research should be planned to show baseline and program outcomes. This is the only way to know if the ICT intervention is the best value for the resources allotted.

New projects should focus on measuring these outcomes carefully and scientifically to add to this body of research and show best practices and lessons learned for successful programming. The results found in an extensive literature review and interview study suggest the importance of individualizing ICT interventions. If school leadership is not engaged, an ICT project will not last. There must also be a scope for teacher innovation. The total cost of ownership is often underestimated. Peer education is also found to be valuable.

Key take away points from this session included: each country's context demands different types of interventions, and it may well be that a given country has more urgent needs to attend to first: infrastructure, teacher training, materials development. Much like in Maslow's hierarchy of needs, an education system will receive the greatest benefit from ICT interventions when other foundational tools and systems are in place; students, schools and communities need to have basic needs met before ICT interventions are considered. It was asserted that the "stages" of the types of interventions would be different for each country. If teacher recruitment and training are poor, for example, technology solutions will not be successful for the students either.

Policy Dialogue: National Plans and Harmonization

August 20, 2009 – 3:30 p.m.

Presenters: Sarah Wright, USAID Kenya
Cristina Olive, USAID Peru
Carmen Henriquez, USAID El Salvador
Arturo Acosta, USAID Indonesia

Discussant: John Gillies, Academy for Educational Development (AED)

Moderator: Patrick Collins, USAID Office of Education

This session outlined the evolving nature of policy dialogue and long-term educational planning by national ministries of education vis-à-vis internal and external stakeholders, including USAID and other donors. Presenters from USAID Missions in Kenya, Peru, El Salvador, and Indonesia discussed the policy dialogue process in light of their own country contexts.

The overall policy dialogue process in various countries has become increasingly complex, as some MoEs have been making significant long-term efforts to get civil society and other internal and external stakeholders involved. Having more actors at the table makes discussions on education strategy and planning more nuanced and more challenging to ratify among partners. In addition, major donors, which may have different sets of priorities, enter and depart the education sector in a particular country. However, USAID's efforts and funding, while not minor, nonetheless represent only a small part of a country's overall education sector spending. USAID provides $3 million annually of Peru's $3 billion education budget; USAID's programs address 1% of Indonesia's teachers and 1.3% of Indonesia's students.

USAID's discussions on Kenya's current plans which began in 2003 are still "ongoing." NGOs, other donors, and the relevant MoE offices have been involved in the discourse at every step, with an active NGO coalition that attends monthly roundtables and is engaged in annual reviews. USAID Kenya provides technical assistance on policy development through a local firm to strengthen implementation of a substantial plan. The Mission chairs the education donors' group and is the lead agency for the Fast Track Initiative (FTI), providing critical support for analytic work, such as nationwide school mapping.

Key take away points from this session included the conclusion that USAID and other donors must be aligned with Ministry of Education objectives to be effective. USAID Missions have generally been quite influential in terms of providing the training and tools needed for the development of national policies and also in helping to build donor consensus, often taking the lead in donor roundtables. Assistance is especially useful in helping MoEs benefit from lessons learned elsewhere; for example, sharing USAID's efforts to support Guatemala's MoE to strengthen its information management systems greatly eased similar tasks for El Salvador. Not infrequently, however, the transitions in government and internal frictions within the MoEs can mean the need to start again with new players, sometimes quite unexpectedly.

Programming for the Underserved

August 20, 2009 - 3:30 p.m.

Presenters: Kevin Willcutts, U.S. Department of Labor, Office of Child Labor
Tanya Gipson-Nahman, Peace Corps
Lynne Schaberg, USAID Bureau of Democracy, Conflict, and Humanitarian Assistance (DCHA)

Moderator: Yolande Miller-Grandvaux, USAID Office of Education

The underserved, including orphans, child soldiers, forced laborers, trafficked, and disabled children are frequently overlooked in programming. While the victims of trauma are increasing in most countries, their learning needs are not being addressed. Presenters gave perspectives of how their agencies provide effective programming for underserved children.

Kevin Willcutts, of the U.S. Department of Labor (DOL), presented the program, 'Combating the Worst Forms of Child Labor' which mandates a focus on child work issues by attempting to keep children out of unfavorable work circumstances. Education is used as a prevention method and non-formal education programs to bridge the gap between work and education environments. Targets are girls, street, migrant , at-risk and heads-of-household children.

Tanya Gipson-Nahman of the Peace Corps (PC) presented their mandate to work with the hardest to reach and the poorest of the poor, including disabled children. PC programs do not focus exclusively on vulnerable populations unless that need is specifically identified by the host government and local assessments. Peace Corps' programs focus on vocational training, workforce development, training service providers, building awareness, and supporting communities.

Lynne Schaberg, of the USAID Bureau of Democracy, Conflict, and Humanitarian Assistance (DCHA), Office of Displaced Children and Orphans Fund discussed how their program originally focused on HIV/AIDS children in Africa but broadened its mandate to work with all at-risk children, including orphans, displaced and disabled children, those affected by armed conflict, natural disasters, etc. They work with host governments to strengthen support systems (social services and networks), national police training, economic strengthening of families and communities, and social reintegration programs including education.

Key take away points emphasized the integration of activities with partners across all sectors to provide comprehensive coverage and the best use of resources, focusing on the cause of vulnerability rather than just on the children themselves, and the principle of 'doing no harm' to ensure that attention to vulnerable children does not exacerbate their situation in the long run. Presenters were firm on the opinion that programs using a large amount of resources in a short time to provide every service available for vulnerable children were harmful; rather programming in a holistic manner to build capacity, strengthen communities, and encouraging a supportive environment was more sustainable, valuable, and 'normal'. The session encouraged insertion of programming efforts for vulnerable populations into regular programming.

Priorities and Opportunities

August 20, 2009 – 3:30 p.m.

Presenter: Lubov Fajfer, USAID Europe and Eurasia Bureau (E&E)
Barbara Knox-Seith, USAID Latin America and the Caribbean Bureau (LAC)
Aleta Williams, USAID Africa Bureau (AFR)

Moderator: Gary Bittner, USAID Office of Education

Participants in this higher education session on opportunities and priorities spoke openly in a town hall format. Education officers from three regional bureaus, LAC, AFR, and E&E, spoke first about the HED programs implemented in their regions, and then the group discussed the opportunities and challenges of promoting higher education further. Barbara Knox-Seith stressed gaps seen in higher education in the LAC region: there is little education access to disadvantaged populations, higher education institutions in the region do not participate in education development, and rising unemployment among young people is seen as a problem. USAID is moving forward to increase the capacity of higher institutions in Latin America and Caribbean, rather than funding outside scholarships.

Aleta Williams from the Africa Bureau noted that the timing is right to think more broadly about higher education. Capacity, access, quality and relevancy are all challenges. The problems are similar in Africa as in the LAC region. We already know that there is a high desire for better higher education, there is demand. Tertiary education goals are advanced throughout the Agency, from the Office of Education. Also, this new vision to improve development by improving human capacity is important. PEPFAR, for example, specifies an increase in the number of medical professionals in the region; but in order to do this the professional need to be properly educated. One of the outcomes USAID AFR hopes to achieve is to mobilize the private sector more and include them in public/private partnerships to develop higher education.

Luba Fajfer from the Europe and Eurasia Bureau focused on the challenges of transparency and accountability in education, especially in school management and finance. The E&E region has a rich history of universities and higher institutions; some go back to the 14th century. Tertiary education was high during the Communist regime, but the problem has arisen in transitioning from a centralized economy to a market economy. Transparency and accountability in education are challenges in teacher training or school management. Any conversations in financing are also related to accountability in school finance.

A lively discussion followed in which the group discussed partnerships between U.S. universities and host country universities. While some members of the group cautioned against U.S. Universities that are just protecting their interests, some members from the universities defended the close relationships they have been able to establish and sustain with local institutions. The group agreed that it is very important to have the commitment of the school/university board from the U.S. and the host universities.

Key take away points of this session included suggestions to help promote higher education programs and potential challenges that can arise. There was a suggestion to look at higher education more as a sector and to discuss measurement mechanisms and long-term sustainability of the sector as a whole. Positive higher education systems can help create a more viable middle class and this can lead to economic growth and sustainable development. Higher education sustainability can also be achieved through partnerships and capacities.

Youth Education, Employment and Livelihood

Development in Rural Areas
August 20, 2009 – 3:30 p.m.

Presenters: Carol Michaels O'Laughlin, Winrock International
Charlie Feezel, World Cocoa Foundation
Alex Pavlovic, ACDI/VOCA

Moderator: Margie Brand, Eco-Ventures International

This session focused on the key ingredients for success in rural education and employment programs, sharing successes and lessons learned from existing program experiences. Carol Michaels O'Laughlin presented the Education for Income Generation (EIG) Program based in Nepal and its four key components: functional literacy, enterprise training, scholarship distribution, and employment training. Targeting youth ages 16 to 30, the EIG program works with ethnic and linguistic minorities and vulnerable groups such as women and citizens from conflict-affected and remote areas. Several aspects of the program have helped make EIG in Nepal a success: a) a set of very clear outcomes enumerated in the numbers of jobs secured; b) an emphasis on cooperation with advisory bodies such as employers, investors, the government, and NGOs; and c) matching labor market needs with appropriate skills. EIG in Nepal is demand-driven, rather than supply driven, and seeks the engagement of both families and communities. Providing post-training (ongoing counseling, follow-up) has also been an influential part of the EIG program.

Alex Pavlovic described the Agriculture for Children Empowerment (ACE) program in Liberia, which has three-interrelated objectives: to foster economic growth in rural areas through value chain activities, facilitate increased investment in education and nutrition for rural children, and facilitate immediate and long-term economic opportunity. The focus on value chain system change and input channels is a building block of all project activities. Centered on increasing Liberian youth's interest in education, the program helps students develop career paths in agriculture, while improving dietary diversity and reducing the prevalence of illness in order to bolster productivity. Pavlovic indicated that program implementers face extraordinary challenges, especially regarding value chain activities. Focusing strictly on local markets, providing practical hands-on programming (simulation games, etc.), and emphasizing transparency in dealings with local communities helped to meet these challenges.

Charlie Feezel of the World Cocoa Foundation discussed the Empowering Cocoa Households with Opportunities and Education Solutions (ECHOES) Alliance, which aims to expand opportunities for youth living in cocoa-growing communities through pre- and in-service teacher training, the establishment of resource centers, functional literacy training, and vocational, agricultural, and business training.

Key take away points of this session included innovative techniques to implement educational and training programs for rural populations to improve youth employment and livelihoods. Programs that provide strategic on-the-job training instead of only classroom-centered learning and begin with sector and value chain analyses that help identify subsectors and most-needed interventions are of strategic importance.

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USAID/EGAT/ED Worldwide Education and Training Workshop
August 17-21, 2009

	Monday	Tuesday	Wednesday	Thursday
10:30-12:15	**Plenary: New Leadership and Priorities**	**Plenary: "Shaping the Youth Bulge: Responding to Challenges of Economic Growth, Security, and Health"**	**Plenary: USAID and other USG agencies: Sector Support and Coordination**	**Plenary: Priorities and Budget Decision Making**
12:15–1:30	*Lunch*	*Awards Luncheon*	*Lunch*	*Lunch*
	BEd = Basic Education HEd = Higher Education Y/WFD = Youth/Workforce Development PT = Participant Training			
1:30-3:00	• **Early Childhood Education (BEd)** *Lincoln* • **Education and Crisis: Case Study (BEd)** *Roosevelt* • **Research on Learning and Implications for Programming (BEd)** *Kennedy* • **Higher Education Challenges (HEd)** *Jefferson* • **Taking Youth Development to Scale (Policy, Practice, Program) (Session A) (Y/WFD)** *Prince William* • **Participant Training: Basics, Part 1 (PT)** *Capital*	• **Education, Fragility, and Conflict: Challenges and Opportunities (BEd)** *Lincoln* • **Early Grade Reading and Mathematics EGRA and EGMA (BEd)** *Kennedy* • **Working with the Private Sector (HEd)** *Roosevelt* • **Conducting Youth Assessments for Cross-Sectoral Programming (Y/WFD)** *Fairfax* • **Regional Platforms (BEd, HEd, Y/WFD)** *Jefferson* • **Participant Training: Technical Aspects, Part 1 (PT)** *Capital*	• **School Management Effectiveness (BEd)** *Kennedy* • **Public Private Partnerships in Education (BEd)** *Lincoln* • **Higher Education as an Asset to Other Sectors and Vice Versa (HEd)** *Roosevelt* • **Engaging Youth Globally through the Internet (Y/WFD)** *Jefferson* • **Participant Training: TraiNet Operation Hands-ton Training, Part 1 (PT)** *Reagan Building* • **Poster Presentations (BEd, HEd, Y/WFD)** *Fairfax & Prince William*	• **Cross-Sectoral Approaches (BEd)** *Lincoln* • **Measuring Learning Outcomes (BEd)** *Kennedy* • **Working in the Ministry, or Not? (BEd)** *Roosevelt* • **Quality Assurance (HEd)** *Prince William* • **Life Skills and Work Readiness (Y/WFD)** *Fairfax* • **Replicating and Scaling Up Workforce Development Models (Y/WFD)** *Jefferson* • **Participant Training: Working Smart-Action Planning, Part 1 (PT)** *Capital*
3:00–3:30	*Afternoon Coffee Break*			
3:30-5:00	• **ICTs for Youth Employment Creation (BEd),** *Roosevelt* • **Learning Outcomes: National Systems (BEd),** *Jefferson* • **Developing In-Service Teacher Training Capacity (BEd, HEd)** *Kennedy* • **The OIC experience: 40 Years of Vocational Training in Sub-Saharan Africa (Y/WFD)** *Fairfax* • **Taking Youth Development to Scale (Policy, Practice, Program) (Session B) (Y/WFD)** *Prince William* • **Participant Training: Basics, Part 2 (PT)** *Capital*	• **Radio for Hard to Reach Populations (BEd)** *Kennedy* • **Not Your Same Old Literacy Programs (BEd)** *Jefferson* • **Supporting In-Service Teacher Training (BEd)** *Lincoln* • **Applying the Community College Model (HEd)** *Prince William* • **Research on the Demographics of Drop-outs in Education and Policy Implications (Y/WFD)** *Fairfax* • **A Private Sector Perspective on Public-Private Partnerships in Challenging Contexts for Workforce Development (Y/WFD)** *Roosevelt* • **Participant Training: Technical Aspects, Part 2 (PT)** *Capital*	• **Numer@cy and Liter@cy: Using Technology for Basic Education (BEd)** *Roosevelt* • **Leveraging Private Financing for Education (BEd, HEd)** *Lincoln* • **Building Capacity for Teacher Training (BEd, HEd)** *Regency Ballroom* • **Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development (Y/WFD)** *Jefferson* • **Monitoring and Evaluation for Workforce Development: Pakistan Case Study (Y/WFD)** *Kennedy* • **Participant Training: TraiNet Operations Hands-on Training, Part 2 (PT)** *Reagan Building* • **Poster Presentations (BEd, HEd, Y/WFD)** *Fairfax & Prince William*	• **Computers in the Classroom: A Lively Debate (BEd)** *Roosevelt* • **Policy Dialogue: National Plans and Harmonization (BEd)** *Prince William* • **Programming for the Underserved (BEd)** *Lincoln* • **Priorities and Opportunities (HEd)** *Fairfax* • **Youth Education, Employment and Livelihood Development in Rural Areas (Y/WFD)** *Jefferson* • **Participant Training: Working Smart-Action Planning, Part 2 (PT)** *Capital*
5:00-5:15	Plenary: Wrap-up from the Regions	Plenary: Wrap-up from the Regions	Plenary: Wrap-up from the Regions	Plenary: Closing
8:15-5:15	ICT Petting Zoo: Education Technology and Software Demonstrations For further information, please contact Anthony Bloome, Education Technology Specialist at abloome@usaid.gov			
	Friday, August 21 will be devoted to **USAID only** regional bureau programs and meetings for field staff in the **Ronald Reagan Building**.			

USAID
FROM THE AMERICAN PEOPLE

Worldwide Education and Training Workshop

Arlington, Virginia
August 17-21, 2009

Welcome to the 2009 USAID Worldwide Education and Training Workshop

CONTENTS

GENERAL INFORMATION 2

LOCATION OF THE WORKSHOP 2

GETTING TO THE WORKSHOP 2

REGISTRATION 3

NAME BADGES 3

LOST AND FOUND 3

DAILY AGENDA 4

MONDAY, AUGUST 17 4

TUESDAY, AUGUST 18 10

WEDNESDAY, AUGUST 19 16

THURSDAY, AUGUST 20 22

REGIONAL MEETINGS AND ACTIVITIES FOR USAID STAFF 28

REGISTERED PARTICIPANTS 29

GENERAL INFORMATION

Location of the Workshop

The USAID Education Workshop is located at the Hyatt Regency in Crystal City, VA. The Hyatt Regency is located only 1.5 miles from the heart of Washington, DC, and within minutes of the Pentagon City Fashion Center. The address is:

Hyatt Regency Crystal City
at Washington National Airport
2799 Jefferson Davis Highway
Arlington, VA 22202

Getting to the Workshop

By Plane
If you are traveling by plane and flying directly into Ronald Reagan National Airport, you can reach the hotel via courtesy shuttle provided by the Hyatt Regency. The shuttle picks up every 20 minutes: at the top of the hour and 20 minutes and 40 minutes past the hour.

If you are flying into Dulles International Airport, you can take 5A Metrobus to downtown Washington and then the metro to the hotel. The bus runs approximately every 30 minutes. The fee for the bus is $3.10 one-way (exact change only). The bus will stop at the L'Enfant Plaza Metro station. A taxi from Dulles airport costs approximately $40-$45. The Washington Flyer Taxi Service is approximately $45.00 to $50.00.

By Train
If you are traveling by train, you will arrive at Union Station. You can take the Red line Union Station Metro towards Shady Grove and transfer at Gallery Place/Chinatown Metro station to the Yellow line. Then take the Yellow Line towards Huntington to the Crystal City Metro. Cab fare from Union Station to hotel is approx $13.00.

By Metro
If you are traveling by Metro, the closest station is Crystal City Metro on the Yellow and Blue lines. If you are taking metro from Downtown, take the Yellow Line (heading in the direction of Huntington) or the Metro Blue (heading in the direction of Franconia-Springfield). Exit at the stop marked Crystal City. The hotel provides a shuttle to and from the Crystal City Metro station which runs every 15-20 minutes, or by foot is about a 10 minute walk. Walking directions from the Metro are as follows: Take the escalators from the station up to the street. Once you are at the top of the escalators, turn to the left toward the brown Metro sign. Head West on the 18th Street. At the corner of South Bell Street, turn left. Walk 1 block until you reach 20th Street. Turn right on 20th Street, and then left on South Clarke Street. Walk approximately 3 blocks. The Hyatt Regency will be on your left.

Registration

Hyatt Regency Crystal City
Ballroom Level (Regency Ballroom E)

Registration Hours

Monday, August 17 (USAID Staff only from 8:00 – 10:00 am)
8:00 a.m. – 5:00 p.m.

Tuesday, August 18 (USAID Staff only from 8:00 – 10:00 am)
8:00 a.m. – 5:00 p.m.

Wednesday, August 19 (USAID Staff only from 8:00 – 10:00 am)
8:00 a.m. – 5:00 p.m.

Thursday, August 20 (USAID Staff only from 8:00 – 10:00 am)
8:00 a.m. – 5:00 p.m.

Name Badges

Your name badge serves as proof of your registration and is required for entry to all sessions and events for the day(s) you are registered.

Lost and Found

If you find an item that has been left behind, please bring it to the Registration Desk.

Please refer to the Registration Desk with any additional questions you may have about the Workshop.

DAILY AGENDA

MONDAY, AUGUST 17

10:30 a.m. – 12:15 p.m.

"NEW LEADERSHIP AND PRIORITIES"

Regency Ballroom E

Moderator: David Barth, Director, Office of Education

1:30 p.m. – 3:00 p.m. Concurrent Sessions

Lincoln Room **"Early Childhood Education"**

Effective early childhood education can improve success rates for primary schooling. While curriculum is important, other factors also need to be addressed such as culture and experiences of the parents, teacher socialization and support, home environments and community support, and support for the transition to primary school for primary teachers, the students and their parents. The session will share the results from recent evaluations of USAID-funded programs and other indicators of program success, discuss unique issues addressed by the programs and how they were approached, and engender discussion by the audience on more effective early childhood education programming.

Presenters: Nour Abu Al-Ragheb, USAID Jordan
Linda Ulqini, Aga Khan Foundation/USA
Carmen Henriquez, USAID El Salvador
M. Shahidul Islam, USAID Bangladesh

Roosevelt Room **"Education and Crisis: Pakistan Case Study"**

USAID's Education responses to crisis traditionally go through a variety of steps—OFDA, OTI, Mission—that often have different objectives, approaches, and forces both in and outside of USG. Pakistan and USAID in Pakistan are in the throes of responding to differing kinds of crisis—earthquake, political unease, warfare, economic—with different kinds of education

programming. How were these responses developed? Where were the major considerations? How do they work together? The session will be an exploration of the factors USAID faces, the options available, and the range of opportunities available in responding with education programming to crises around the world, using Pakistan as a case study. It provides a framework for a later session on Education and Fragility.

Presenters: Stacia George, USAID Democracy, Conflict, and Humanitarian Assistance Bureau/Office of Transition Initiatives
Nitin Madhav, USAID/Asia/South and Central Asian Affairs
Marion Pratt, USAID/Democracy, Conflict, and Humanitarian Assistance Bureau/Office of U.S. Foreign Disaster Assistance
Moderator: Grace Lang, USAID/Afghanistan

Kennedy Room **"Research on Learning and Implications for Programming"**

Review of cognitive neuroscience findings based on Helen Abadzi's book Efficient Learning for the Poor, Insights from the Frontier of Cognitive Neuroscience. Discussion of the implications of these research findings related to fluency and automaticity of reading and the relationship to comprehension. Research will inform priorities for basic education programming, including measurement of results and improved attention to learning outcomes.

Presenters: Helen Abadzi, World Bank
Luis Crouch, RTI International
Moderator: Joeseph Carney, Independent Consultant

Jefferson Room **"Higher Education Challenges"**

Session will a) discuss various existing and emerging challenges that face the higher education sector in developing countries; and b) raise questions regarding the implications such challenges might have for higher education assistance. Session will include a brief discussion of higher education programs conducted in situations characterized by conflict or fragility. In an effort to provide the field with the opportunity to convey their insights, questions and experiences, there will be an extensive Q&A period.

Presenters: William Saint, Independent Consultant
Patrick Guilbaud, Virginia Tech
Lynn Roth, Eastern Mennonite University
Moderator: Gary Bittner, USAID Office of Education

Prince William Room **"Taking Youth Development to Scale (Policy, Practice, Program) (Session A)**

Is it possible to advance authentic and innovative solutions for youth success when it's clear that one leader, one established system, and one innovative strategy, in isolation, will not result

in sustainable and systemic reform? In the first of two, results-oriented workshops, AED will explore the elements of a "Youth Development Infrastructure®" along with the current status of youth development strategies against a backdrop of global trends

Presenters: Bonnie Politz, AED
Eric Rusten, AED
El Houcine Haichour, AED

Capitol Room **"Participant Training: Basics, Part I"**

ADS Chapters 252 and 253 have undergone substantial revisions. New policy requirements and best practices have been added, including training concept designs, training that supports regional objectives, standardized pre-departure preparation and orientation, and development of training implementation plan. This session will cover these and other policy guidance in details sufficient to update the knowledge base of seasoned training specialists, as well as impart knowledge to staff who are recently assigned training management responsibilities in their missions. This session, and others that follow during the week will be highly interactive and participatory.

Presenters: Linda Walker, USAID Office of Education
Ethel Brooks, USAID Office of Education
Jeffrey Shahan, Sayres and Associates/USAID Office of Education
Jim Nindel, USAID Office of Education
Ron Raphael, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

3:30 p.m. – 5:00 p.m. Concurrent Sessions

Roosevelt Room **"Using ICTs for Youth Employment Creation"**

Capitalizing on the power and reach of today's technology revolution, the development community has begun integrating ICTs into youth employment programs. ICTs serve as a platform for youth to access resources and training or as part of a critical skill set. Young people possess the necessary creativity and adaptability for such initiatives, yet more programs are needed to equip youth with the knowledge and skills to take advantage of opportunities in the labor market that integrate new technologies. Greater investment in such programs,

including evaluating the methodology, will better position youth for the workforce and ultimately help narrow the growing youth unemployment rate. Panelists will discuss their institutional experiences in this regard, including providing case study illustration of ICT skills training for promoting youth employment and entrepreneurship and the use of mobile phones for linking youth with job opportunities

Presenters: Jacob Korenblum, Souktel
Nancy Taggart, International Youth Foundation
Mike Fast, American Institutes for Research
Moderator: Anthony Bloome, USAID Office of Education

Jefferson Room **"Learning Outcomes: National Systems"**

An examination of USAID-funded national learning outcomes assessments in Ghana, Honduras and Namibia and how they became what they are, what they had to overcome to get where they are, how they did it, and how the assessments are used to improve learning outcomes. These will provide a foundation for a discussion of issues and approaches that USAID might consider in developing both nationally specific and across-USAID assessment of basic education learning indicators. In addition, the roundtable will engage the audience in discussing how these indicators can be most effectively used and/or developed for improving both teaching and learning in basic education.

Presenters: Jeff Davis, American Institutes for Research
Robert Davidson, USAID Ghana
Mike Fast, American Institutes for Research
Robert Burch, USAID Egypt
Moderator: Patrick Collins, USAID Office of Education

Kennedy Room **"Developing In-service Teacher Training Capacity"**

While most approaches of USAID programming of in-service teacher education usually start with what the teachers need, program developers quickly realize that the training-of-trainers (T-o-T) delivering the training is of equal importance, and perhaps difficulty. Often it is only when into delivering the programs that the sustainability of T-o-T efforts by higher education institutions is faced. This session will provide an opportunity to discuss the development of the capacity for in-service T-o-T in Egypt, the efforts in Dominican Republic to take a pilot nationwide, and the obstacles addressed in programming in Kyrgyzstan and Tajikistan. The audience will be expected to share their experiences in addressing the issue with the objective of developing principles for programming in-service T-o-T training.

Presenters: Garth Willis, USAID Central Asian Republics (Kazakhstan)
Jana Wooden, USAID Dominican Republic
Hala El Serafy, USAID Egypt
Moderator: Barbara Knox-Seith, USAID Latin America and the Caribbean Bureau

Fairfax Room **"The OIC Experience: 40 Years of Vocational Training in Sub-Saharan Africa"**

OIC International will explore lessons learned from forty years of successful vocational skills training and institutionalization of OIC training centers in 18 countries, and will present the results from a recent, independent impact assessment of Ghana OIC. The panel audience will gain a detailed understanding of the needs and challenges facing vocational skills training in a variety of African settings, as well as effective programming models with relatively long track records.

Presenters: Molly Roth, OIC International
Adolf Lyonga, OIC International
Handy Williamson, OIC International
Michael Carson, OIC International

Prince William Room **"Taking Youth Development to Scale (Policy, Practice, Program) (Session B)**

Is it possible to advance authentic and innovative solutions for youth success when it's clear that one leader, one established system, and one innovative strategy, in isolation, will not result in sustainable and systemic reform? In the second of two results-oriented workshops, the Academy for Educational Development (AED) will a) review elements of a "Youth Development Infrastructure ®"; and, b) focus on cross-sectoral strategies for youth success.

Presenters: Bonnie Politz, AED
Eric Rusten, AED
El Houcine Haichour, AED

Capitol Room **"Participant Training: Basics, Part II"**

ADS Chapter 252, and more specifically ADS Chapter 253 have undergone substantial revisions. New policy requirements and best practices have been added, including training concept designs, training that supports regional objectives, standardized pre-departure preparation and orientation, and development of training implementation plan. This session will cover these and other policy guidance in details sufficient to update the knowledge base of seasoned training specialists, as well as impart knowledge to staff who are recently assigned training management responsibilities in their missions. This session, and others that follow during the week will be highly interactive and participatory.

Presenters: Linda Walker, USAID Office of Education
Ethel Brooks, USAID Office of Education
Jeffrey Shahan, Sayres Associates/USAID Office of Education
Ron Raphael, USAID Office of Education
Jim Nindel, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

5:00 p.m. – 5:15 p.m.

CLOSING PLENARY – Wrap-up from the Regions

DAILY AGENDA

TUESDAY, AUGUST 18

10:30 a.m. – 12:15 p.m.

"SHAPING THE YOUTH BULGE: RESPONDING TO CHALLENGES OF ECONOMIC GROWTH, SECURITY AND HEATLH"

Regency Ballroom E

Keynote Speaker: Emmanuel Jimenez, World Bank
Moderators: Clare Ignatowski, USAID Office of Education
George Laudato, Assistant Administrator, USAID Bureau for the Middle East

12:15 p.m. – 1:30 p.m.

Regency Ballroom E **AWARDS LUNCHEON**

1:30 p.m. – 3:00 p.m. Concurrent Sessions

Lincoln Room **"Education, Fragility, and Conflict: Challenges and Opportunities"**

This interactive session provides an overview of the role that education plays in contributing to and mitigating fragility and conflict and discussion of the implications for programming in fragile states or countries affected by conflict. There will be a special focus on the role and needs of teachers.

Presenters: Sharon Mangin-Nwankwo, USAID Africa Bureau/Office of Sustainable Development
Yolande Miller-Grandvaux, USAID Office of Education
Rebecca Winthrop, The Brookings Institute
Thomas LeBlanc, USAID Uganda
Grace Lang, USAID Afghanistan

Kennedy Room **"Early Grade Reading and Mathematics Assessments (EGRA and EGMA)"**

Learn about the foundation skills in reading and mathematics and how to support teaching and learning in the critical early grades. Presenters will review the purpose, uses and components of the Early Reading and Mathematics Assessments as well as instructional implications for improving student learning. Results of country level assessments and interventions, together with the implications for designing programs to support student learning, will be discussed.

Presenters: Sarah Wright, USAID Office of Education
Amber Gove, RTI International
Andrea Reubens, RTI International
Sylvia Linan-Thompson, University of Texas-Austin

Roosevelt Room **"Working with the Private Sector"**

In many developing countries, the working relationship between businesses and higher education institutions is limited. In addition, businesses often express concerns about the quality and relevance of the education and research being provided by local universities and colleges. This session will discuss ways in which USAID Missions and USAID partners can foster improved collaboration between business and higher education in an effort to support economic growth and improve the quality and relevance of higher education.

Presenters: Jerry O'Brien, USAID
JoZell Johnson, Intel Inc.
Myra Gordon, Kansas State University
Moderator: Gary Bittner, USAID Office of Education

Fairfax Room **"Conducting Youth Assessments for Cross-Sectoral Programming"**

Education Development Center, Inc. (EDC) has implemented in-depth youth assessments in twelve countries under the USAID EQUIP/3 Project. This session will enable participants to a) learn from EDC's experience on how assessments are conducted and used to inform cross-sectoral youth policies and programs; and b) engage in an interactive discussion with panelists on issues that either facilitate or constrain the development of effective cross-sectoral youth programs. Assessments and cross-sectoral projects in Rwanda, Bangladesh, Democratic Republic of Congo, India, and Morocco will be used to illustrate the conceptual framework that has developed from these experiences.

Presenters: Brenda Bell, Education Development Center
Nancy Devine, Education Development Center
David Rosen, Education Development Center
Moderator: Ron Israel, Education Development Center

Jefferson Room **"Regional Platforms"**

What does a regional platform do? What can't it do? How might they be most effectively used by a mission's Education Office for technical support? Regional programming? FSN and/or DLI training? Surge capacity? Etc. What have been the experiences of regional officers in supporting missions? These and other questions will be explored in this roundtable session, taking note of how the regional office and mission Education Offices might make better use of each other's capacities.

Presenters: David Barth, USAID Office of Education
Mitch Kirby, USAID Pakistan
Seema Agarwal-Harding, USAID Regional Development Mission for Asia/Global Development Alliance

Capitol Room **"Participant Training: Technical Aspects, Part I"**

This session will: a) focus on key technical components of training management, including preparation and orientation for training; b) cover program monitoring and reporting issues; c) include a discussion of regional training by field practitioners; and d) set the stage for TraiNet operations / hands-on training that will be conducted in the next session.

Presenters: Jim Nindel, USAID Office of Education
Mamiki Sibanyoni, USAID South Africa
Ethel Brooks, USAID Office of Education
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Linda Walker, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

3:30 p.m. – 5:00 p.m. Concurrent Sessions

Kennedy Room "Radio for Hard to Reach Populations"

How to educate thousands of out-of-school learners in Zambia and provide daily instruction to children in Sudan and Somalia? How to teach English to 30 million children in India? How to provide early childhood development to children in Zanzibar and Honduras? How to improve classroom quality in all Malawi schools? Interactive radio instruction does all of that, but to what effect? Do children really learn? Data and answers from your colleagues in the field will be presented in this session.

Presenters: Stephen Anzalone, Education Development Center
Inez Andrews, USAID Sudan
Cornelius Chipoma, USAID Zambia

Jefferson Room "Not Your Same Old Literacy Programs"

Presentation and discussion of two new programs on literacy for (mainly) women combined with new approaches to microfinance. The discussion will look at the content of literacy programs, how they are delivered, sustained, materials developed, and the training involved, as well as how cross-sectoral programming contributes to both the sustainability of the programs and the levels of literacy gained.

Presenter: Shari Bush, Pact/Worth Program
Moderator: Jim Hoxeng, USAID Office of Education

Lincoln Room "Supporting In-service Teacher Training"

This session will provide an opportunity to discuss aspects of in-service teacher education not usually highlighted in programming. The use of regular classroom assessments in Honduras; The Philippine's co-operative work with another donor and security for both in-service providers and teachers; the intersection of the use of 10 years of both face to face and interactive radio instruction in Nigeria; and Mali's work with teachers in community schools will be presented as a basis for discussing aspects of in-service teacher education programming and examining other unique approaches that the audience might raise.

Presenters: Natasha DeMarcken, USAID Mali
Sandy Olesky-Ojikutu, USAID Nigeria
Thomas Crehan, USAID Philippines
Moderator: Cynthia Taha, USAID Benin

Prince William Room **"Applying the Community College Model"**

This session will provide participants with insights and guidance regarding how elements of the community college model can be used to address critical education and workforce development needs. Participants will gain an understanding of the community model and its relevance to and application in developing countries. Participants will also explore how higher education assistance modalities (partnerships, exchange programs, technical assistance) can support the development of community college style institutions.

Presenters: John Halder, Community Colleges for International Development Inc.
Jose Millan, California Community Colleges
Mary Spangler, Houston Community College
Moderator: Gary Bittner, USAID Office of Education

Fairfax Room **"Research on the Demographics of Drop-outs in Education and Policy Implications"**

The objectives of this session are to: a) present initial findings and recommendations of an EQUIP3 study that analyzed DHS data on trends and characteristics of the out-of-school youth population in developing countries; and b) generate discussion on the utility of study findings and recommendations and their policy implications. The session will focus on how the study's findings can be used to assist policy makers and program planners.

Presenters: Caroline Fawcett, Education Development Center
Ron Israel, Education Development Center

Roosevelt Room **"A Private Sector Perspective on Public-Private Partnerships in Challenging Contexts for Workforce Development"**

What are the key elements to facilitating successful public-private partnerships (PPPs) that result in job creation? How can private sector models sustain job-creating PPP initiatives over time? What special considerations are there for conflict-affected environments? This panel will present a basic global framework for effective PPPs, and will examine a case study from Haiti to illustrate applications across three sectors in a fragile environment. Private sector panelists will provide practical insights on building sustained, win-win relationships.

Presenters: Margaret Bishop, CHF International/Haiti
Will Duncan, Industry Services, [TC]²
Patrick Bonnefil, Haytian Tractor and Equipment Co., S.A.
Brian Hays, Bel Soley Inc.

Capitol Room **"Participant Training: Technical Aspects, Part II"**

This session will: a) focus on key technical components of training management, including preparation and orientation for training; b) cover program monitoring and reporting issues; c) include a discussion of regional training by field practitioners, and d) set the stage for TraiNet operations/hands-on training that will be conducted in the next session.

Presenters: Jim Nindel, USAID Office of Education
Mamiki Sibanyoni, USAID South Africa
Ethel Brooks, USAID Office of Education
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Linda Walker, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

5:00 p.m. – 5:15 p.m.

CLOSING PLENARY – Wrap-up from the Regions

DAILY AGENDA

WEDNESDAY, AUGUST 19

10:30 a.m. – 12:15 p.m.

USAID AND OTHER USG AGENCIES: SECTOR SUPPORT AND COORDINATION

Regency Ballroom E

Panelists: Gayle Smith, National Security Council
Tanya Gipson-Nahman, Peace Corps
Department of Defense (invited)
PEPFAR (invited)
Moderator: Joseph Carney, Independent Consultant

1:30 p.m. – 3:00 p.m. Concurrent Sessions

Kennedy Room **"School Management Effectiveness"**

This session will cover school management effectiveness issues that condition whether teacher training and other classroom interventions have a sustainable effect on children. When does teacher training lead to classroom improvements? What is the role of principals and supervisors? What about time usage? Data from current assessments of school management will be presented, instruments will be shared, and projects aimed to improve teaching management and accountability will be discussed.

Presenters: Patrick Collins, USAID Office of Education
Luis Crouch, RTI International
Amy Mulcahy Dunn, RTI International
Audry Schuh Moore, AED
Lela Jakolerska, USAID Macedonia
Ivica Vasev, USAID Macedonia
Claire Spence, USAID Jamaica

Lincoln Room **"Public-Private Partnerships in Basic Education"**

Public-private partnerships have brought much needed private resources and core competencies to assist governments with their basic education programs. An Office of Education study on public-private partnerships in Latin America has identified different models of partnerships and the trade-offs for each model. This session will discuss the different typologies of partnerships and the actual challenges, costs and benefits of developing, implementing and sustaining these partnerships. Two PPP programs in basic education will be showcased, one from Uganda and the other from Nicaragua.

Presenters: Thomas LeBlanc, USAID Tanzania
Alicia Slate, USAID Nicaragua
Kirsten Galisson, AED
Moderator: Suezan Lee, USAID Office of Education

Roosevelt Room **"Higher Education as an Asset to Other Sectors and Vice Versa"**

This session will address how higher education institutions have successfully engaged in international development activities including technical assistance, professional development, research, partnerships, national and regional development. In particular, the session will address what higher education institutions have accomplished in this arena and how such activity has helped build sustainable human and institutional capacity. The session will also cover what lessons may be learned from past engagement by higher education in this arena and what more can be done to foster productive engagement in the future.

Presenters: Tully Cornick, Higher Education for Development
Dale Gibb, USAID Global Health Bureau
Ashley Gelman, USAID Global Health Bureau
Shally Prasad, USAID Democracy, Governance and Humanitarian Assistance Bureau
David Hansen, Association of Public & Land-Grant Universities
Teshome Alemneh, Higher Education for Development

Jefferson Room **"Engaging Youth Globally Through the Internet"**

The purpose of this panel is to explore how the internet can serve as a tool for building social networks within national borders and globally, facilitate exchange of ideas, and foster cross-cultural understanding. Panelists from USAID/West Bank & Gaza, Mercy Corps, and iEarn, will discuss challenges, opportunities, and outcomes associated with engaging youth through the internet. Youth voices via video clips will share how youth perceive the relevance and value of the internet to their daily lives.

Presenters: Annie Bertrand, Mercy Corps
Thomas Johnson, USAID West Bank/Gaza
Edwin Gragert, iEarn
Moderator: Robert Schware, Global Learning Portal

Ronald Reagan Building **"TraiNet Operations and Hands-on Training I"**
Kathmandu Room

This session: a) reviews the roles of, and relationships between R1 (data entry function), R2 (verifiers) and R3 (approvers) as they apply to the implementation of participant training and exchange visitor programs; b) focuses on program and participant data requirements for the various types and locations of USAID funded education and skills development interventions; and c) allows for the actual practice of data entry in TraiNet.

Presenters: Allison Kennett, Systems Research Applications
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Louise Jordan, USAID Office of Education

Fairfax Room and
Prince William Room **"Poster Presentations"**

The poster sessions will provide an opportunity to showcase some of the innovative programming USAID has developed with its partners. Participants will be able to visit various table displays for brief presentations on the following:

Fairfax Room

- Project WET: Impacts and Implementation Strategies of Hands-on Water Education Materials for African Teachers and Students
- AIR: The Use of Handheld Devices for Data Collection
- AEF: School Gardens

Prince William Room

- Creative Associates: Videos and Youth Gangs
- The Women's Refugee Commission: Market Assessment Toolkit for Vocational Training Providers
- Mercy Corps: Youth Transformation Framework

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

3:30 p.m. – 5:00 p.m. Concurrent Sessions

Roosevelt Room — "Numer@cy and Liter@cy: Using Technology for Basic Education"

Panelists will provide their insights into the use of electronic media (e.g., video, radio, computer-based) for supporting subject instruction and teacher training in basic education topics, such as mathematics, reading/literacy and science. We will discuss sources of this material, the selection and localization process, and measuring impact Audience participants will also be invited to share their experiences in these areas.

Presenters: Lucy Kithome, USAID Kenya/Education Technology
Charlotte Cole, Sesame Workshop
Don Knezek, International Society for Technology in Education (ISTE)

Lincoln Room — "Leveraging Private Financing for Education"

There has been an exponential growth in private higher education and in some countries even in basic education. Yet this growth has not met the increasing demand for quality basic and higher education. Donors, foundations and NGOs are exploring the use of innovative financial tools to leverage local private sector funds to expand and improve the private education market. This session will showcase some innovative financial tools and approaches donors and foundations have used in Asia and Africa to both expand access and improve the quality of education as well as to implement a financially sustainable program.

Presenters: Timothy Ryan, International Finance Corporation,
Abi Fasosin, The Mitchell Group
Eugenia Topple (Invited), Rockdale and Gray Matters Capital Foundation
Grace Lang, USAID Afghanistan
Moderator: Suezan Lee, USAID Office of Education

Regency Ballroom — "Building Capacity for Teacher Training"

This session will explore strategies and modalities for strengthening the teacher training capacity at teacher training colleges and institutes. Special emphasis will be placed on institutional partnership approaches that a) develop and sustain the human and institutional capacity of the teacher training institution; and b) ensure that prospective teachers develop both subject matter and pedagogical expertise. Discussion will seek to identify key needs and opportunities in this area.

Presenters: Thomas L. Schroeder, University at Buffalo – SUNY Department of Learning & Instruction
Josiah Tlou, Center for Research and Development in International Education, School of Education, Virginia Tech

Jefferson Room **"Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development"**

This session will focus on the following question: How does youth programming mitigate extremism and how do we know? Panelists from USAID/AFR, International Rescue Committee, IRD, and Creative Associates will discuss a) lessons learned, b) how to design youth programs that can evolve from a conflict and early recovery context to a sustainable development context, and c) how to evaluate a project's success or effectiveness at mitigating conflict/extremism.

Presenters: Yolande Miller-Grandvaux, USAID Office of Education
Lili Stern, International Rescue Committee
Sylvia Ellison, Creative Associates
Barzan K. Ismaeel, International Relief & Development
Keri Lowry, USAID Africa Bureau
John Grayzel, University of Maryland

Kennedy Room **"Monitoring and Evaluation for Workforce Development: Pakistan Case Study"**

This session will discuss the challenges of developing effective monitoring and evaluation tools for workforce development through the lens of *Empowering Pakistan: Jobs* (EPJ). It will explore the logistical and methodological challenges involved in designing and implementing M&E in this project, highlighting how security conditions and the Mission's focus on 26 conflicted-affected and vulnerable districts affect design and implementation choices. It will consider whether and how lessons learned from Pakistan are relevant in other environments.

Presenters: Tessie San Martin, Abt Associates
JoAnn Jastrzab, Abt Associates
John Glover, Abt Associates
David Long, Abt Associates

Ronald Reagan Building Kathmandu Room **"TraiNet Operations and Hands-on Training 2"**

This session: a) reviews the roles of, and relationships between R1 (data entry function), R2 (verifiers) and R3 (approvers) as they apply to the implementation of participant training and exchange visitor programs; b) focuses on program and participant data requirements for the various types and locations of USAID funded education and skills development interventions; and c) allows for the actual practice of data entry in TraiNet.

Presenter: Allison Kennett, SRA (Systems Research Applications)
Jeffrey Shahan, Sayres & Associates/USAID Office of Education
Louise Jordan, USAID Office of Education

USAID
FROM THE AMERICAN PEOPLE

Worldwide Education and Training Workshop

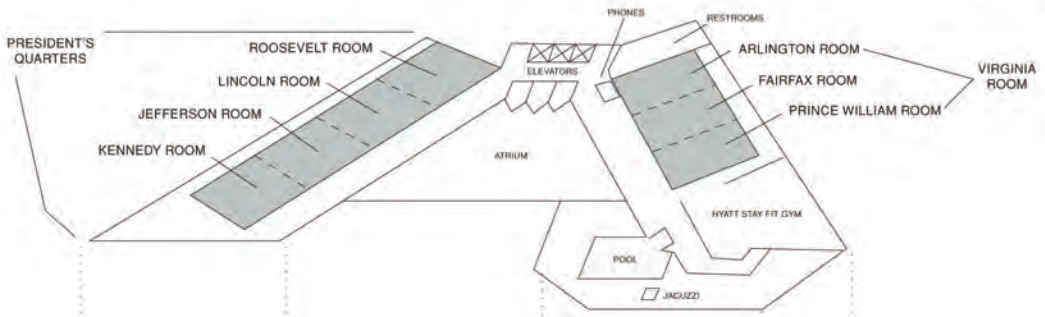
Arlington, Virginia
August 17-21, 2009

AGENDA BY DAY

USAID/EGAT/ED Worldwide Education a		
10:30-12:15	Plenary: New Leadership and Priorities	Plenary: "Shaping the Youth Bulge: Resp Challenges of Economic Growth, Secu Health"
12:15–1:30	***Lunch***	***Awards Luncheon***
	BEd = Basic Education	**HEd = Higher Education**
1:30-3:00	**. Early Childhood Education (BEd)** ***Lincoln*** **. Education and Crisis: Case Study (BEd)** ***Roosevelt*** **. Research on Learning and Implications for Programming (BEd)** ***Kennedy*** **. Higher Education Challenges (HEd)** ***Jefferson*** **. Taking Youth Development to Scale (Policy, Practice, Program) (Session A) (Y/WFD)** ***Prince William*** **. Participant Training: Basics, Part 1 (PT)** ***Capital***	**. Education, Fragility, and Conflict: Cha and Opportunities (BEd)** ***Lincoln*** **. Early Grade Reading and Mathematic and EGMA (BEd)** ***Kennedy*** **. Working with the Private Sector (HEd)** ***Roosevelt*** **. Conducting Youth Assessments for C Sectoral Programming (Y/WFD)** ***Fairfax*** **. Regional Platforms (BEd, HEd, Y/WFD** ***Jefferson*** **. Participant Training: Technical Aspec (PT)** ***Capital***
3:00–3:30		***Aft***
3:30-5:00	**. ICTs for Youth Employment Creation (BEd),** ***Roosevelt*** **. Learning Outcomes: National Systems (BEd),** ***Jefferson*** **. Developing In-Service Teacher Training Capacity (BEd, HEd)** ***Kennedy*** **. The OIC experience: 40 Years of Vocational Training in Sub-Saharan Africa (Y/WFD)** ***Fairfax*** **. Taking Youth Development to Scale (Policy, Practice, Program) (Session B) (Y/WFD)** ***Prince William*** **. Participant Training: Basics, Part 2 (PT)** ***Capital***	**. Radio for Hard to Reach Populations** ***Kennedy*** **. Not Your Same Old Literacy Programs** ***Jefferson*** **. Supporting In-Service Teacher Trainin** ***Lincoln*** **. Applying the Community College Mod** ***Prince William*** **. Research on the Demographics of Dr Education and Policy Implications (Y/W** ***Fairfax*** **. A Private Sector Perspective on Pub Partnerships in Challenging Con Workforce Development (Y/WFD)** ***Roos*** **. Participant Training: Technical Aspec (PT)** ***Capital***
5:00-5:15	Plenary: Wrap-up from the Regions	Plenary: Wrap-up from the Regio
8:15-5:15		ICT Petting Zoo: Educat
	Friday, August 21 will BEd devoted to **USAID only** region	

nd Training Workshop August 17-21, 2009		
ponding to rity, and	Plenary: USAID and other USG agencies: Sector Support and Coordination	Plenary: Priorities and Budget Decision Making
	Lunch	***Lunch***
Y/WFD = Youth/Workforce Development		**PT = Participant Training**
allenges **s EGRA** **)** **Cross-** ***x*** **D)** **cts, Part 1**	**. School Management Effectiveness (BEd) *Kennedy*** **. Public Private Partnerships in Education (BEd) *Lincoln*** **. Higher Education as an Asset to Other Sectors and Vice Versa (HEd) *Roosevelt*** **. Engaging Youth Globally through the Internet (Y/WFD) *Jefferson*** **. Participant Training: TraiNet Operation Hands-on Training, Part 1 (PT) *Reagan Building*** **. Poster Presentations (BEd, HEd, Y/WFD) *Fairfax & Prince William***	**. Cross-Sectoral Approaches (BEd) *Lincoln*** **. Measuring Learning Outcomes (BEd) *Kennedy*** **. Working in the Ministry, or Not? (BEd) *Roosevelt*** **. Quality Assurance (HEd) *Prince William*** **. Life Skills and Work Readiness (Y/WFD) *Fairfax*** **. Replicating and Scaling Up Workforce Development Models (Y/WFD) *Jefferson*** **. Participant Training: Working Smart-Action Planning, Part 1 (PT) *Capital***
ternoon Coffee Break		
(BEd) **s (BEd)** **ng (BEd)** **del (HEd)** **op-outs in** **WFD)** **blic-Private** **texts for** ***sevelt*** **cts, Part 2**	**. Numer@cy and Liter@cy: Using Technology for Basic Education (BEd) *Roosevelt*** **. Leveraging Private Financing for Education (BEd, HEd) *Lincoln*** **. Building Capacity for Teacher Training (BEd, HEd) *Regency Ballroom*** **. Youth, Conflict, and Extremism: Moving from Humanitarian Assistance to Sustainable Development (Y/WFD) *Jefferson*** **. Monitoring and Evaluation for Workforce Development: Pakistan Case Study (Y/WFD) *Kennedy*** **. Participant Training: TraiNet Operations Hands-on Training, Part 2 (PT) *Reagan Building*** **. Poster Presentations (BEd, HEd, Y/WFD) *Fairfax & Prince William***	**. Computers in the Classroom: A Lively Debate (BEd) *Roosevelt*** **. Policy Dialogue: National Plans and Harmonization (BEd) *Prince William*** **. Programming for the Underserved (BEd) *Lincoln*** **. Priorities and Opportunities (HEd) *Fairfax*** **. Youth Education, Employment and Livelihood Development in Rural Areas (Y/WFD) *Jefferson*** **. Participant Training: Working Smart-Action Planning, Part 2 (PT) *Capital***
ns	Plenary: Wrap-up from the Regions	Plenary: Closing
tion Technology and Software Demonstrations		
nal bureau programs and meetings for field staff in the **Ronald Reagan Building**.		

THIRD FLOOR



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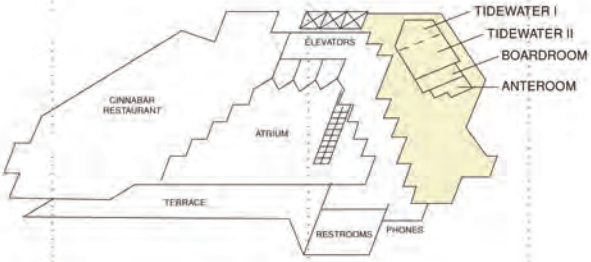
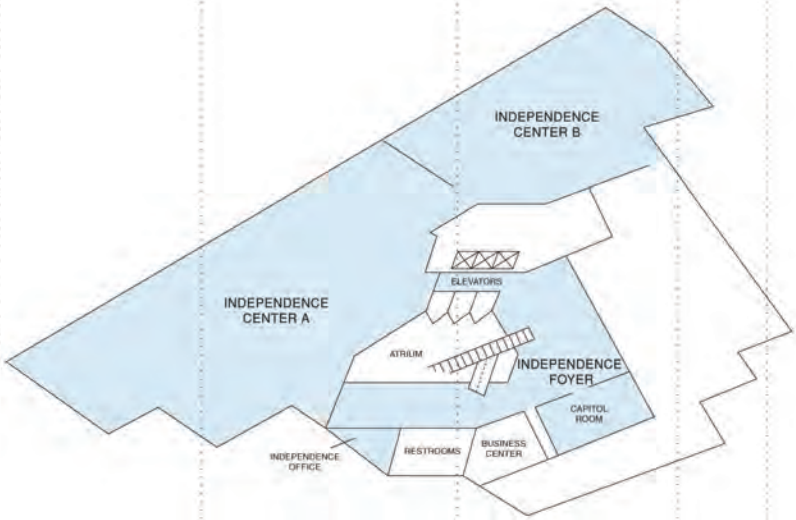
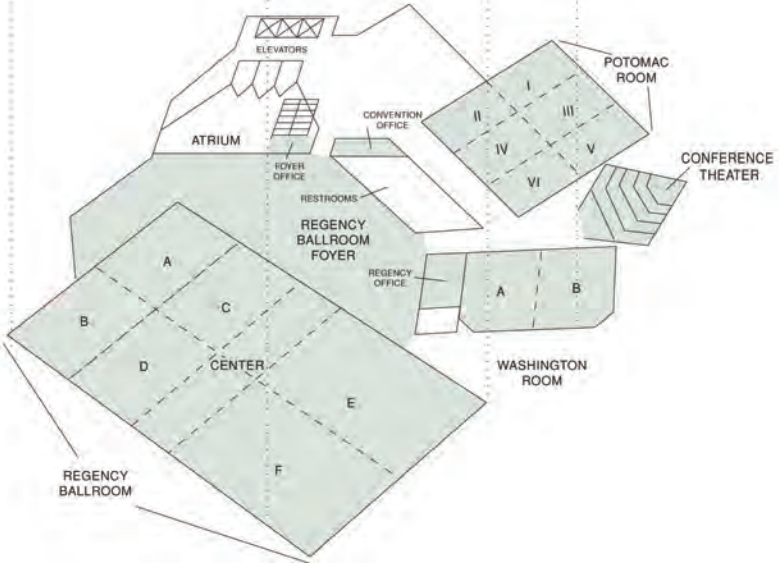


INDEPENDENCE LEVEL



BALLROOM LEVEL



Fairfax Room and Prince William Room **"Poster Presentations"**

The poster sessions will provide an opportunity to showcase some of the innovative programming USAID has developed with its partners. Participants will be able to visit various table displays for brief presentations on the following:

Fairfax Room

- Project WET: Impacts and Implementation Strategies of Hands-on Water Education Materials for African Teachers and Students
- AIR: The Use of Handheld Devices for Data Collection
- AEF: School Gardens

Prince William Room

- Creative Associates: Videos and Youth Gangs
- The Women's Refugee Commission: Market Assessment Toolkit for Vocational Training Providers
- Mercy Corps: Youth Transformation Framework

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

5:00 p.m. – 5:15 p.m.

CLOSING PLENARY – Wrap-up from the Regions

DAILY AGENDA

THURSDAY, AUGUST 20

10:30 a.m. – 12:15 p.m.

PRIORITIES AND BUDGET DECISION MAKING

Regency Ballroom E

Speakers: Congressman Gerald Connolly (D-VA)
Christa Capozzola, Office of Management and Budget
Jason Foley, USAID/COO
Pat Summers, Department of State Office of the Director of Foreign Assistance
House Appropriations Committee/Foreign Operations (HACFO) (invited)
Senate Appropriations Committee/Foreign Operations (SACFO) (invited)

1:30 p.m. – 3:00 p.m. Concurrent Sessions

Lincoln Room **"Cross-Sectoral Approaches"**

Successful USAID basic education programming experiences with Agriculture (Integrated Pest Management), Democracy and Governance, and Health/AIDS will be shared. The focus will be on why the programs were initiated, a brief description of the programs, issues of coordination and implementation, results against objectives, and evaluation findings when available. The audience will be invited to share their experiences with similar cross-sectoral programming.

Presenters: James MacNeil, World Education
Francis Gitonga, USAID Kenya
Mimy Santika, USAID Indonesia
Moderator: Robert Davidson, USAID Ghana

Kennedy Room **"Measuring Learning Outcomes"**

The session will discuss timely topics such as: How to measure and track learning outcomes? What are countries and international bodies doing? What are valid and reliable ways to measure learning outcomes that USAID can support? What indicators could USAID use? How to use learning outcomes as impact measure even without baseline? What are interesting recent experiences of projects aimed at learning outcomes? Recent experiences and trends across more than one donor agency will be explored.

Presenters: Patrick Collins, USAID Office of Education
Luis Crouch, RTI International
Jeff Davis, American Institutes for Research
Marguerite Clarke, World Bank/Fast Track Initiative
Alcyone Vasconcelos, World Bank/Fast Track Initiative

Roosevelt Room **"Working in the Ministry, or Not?"**

The pros and cons of whether to "embed" an education program in a Ministry of Education, and of how most effectively to do that are usually determined in a particular country, if discussed at all. Why do it? What can be gained? What problems are encountered? Why might USAID or a Ministry not want to do so? This session will provide some pros and cons on the issue, with examples why/why not, and some lessons learned in the process of embedding, including from the implementing project director's point of view. It will be a working session with the objective of developing an initial list of "questions to be asked" regarding placing program management in ministries when designing programs .

Presenters: Thomas LeBlanc, USAID Tanzania
Brian Levey, USAID Cambodia
Cristina Olive, USAID Peru
Moderator: Yolande Miller-Grandvaux, USAID Office of Education

Prince William Room **"Quality Assurance"**

The high proportion of Americans benefiting from higher education, the reputation of universities in the United States for both fundamental and applied research, and the wide-spread availability of professional services in the United States all testify to postsecondary education of high quality, and to the success of the accreditation system which the institutions and professions of the United States have devised to promote that quality. This session will introduce the topic of higher education accreditation and how one of the seven regional quality accreditation associations in the U.S. has worked with higher education institutions in other countries, including Bulgaria and Lebanon.

Presenter: Barbara Brittingham, Commission on Institutions of Higher Education, New England Association of Schools and Colleges

Fairfax Room — "Life Skills: Readiness for Life and Work"

Globally youth face challenges in an increasingly complex, competitive, and often threatening world. Data indicate a high probability that young people will be un- or under-employed, have low self-esteem, and be at high risk of problematic social behavior. To take their place in the global marketplace and prepare for positive healthy futures, these young people need tools and support to become self-motivated, reliable, productive, and confident. International Youth Foundation and World Vision have both been engaged in this work over several years and in different regions and countries, and will present and discuss their experience.

Presenters: Alisa Phillips, World Vision
Patricia Hartasanchez, World Vision
Kate Raftery, International Youth Foundation
Moderator: Seema Agarwal-Harding, USAID Regional Development Mission for Asia

Jefferson Room — "Replicating and Scaling Up Workforce Development Models"

The purpose of this session is to learn about the processes of scaling-up and replicating models of effective workforce development programs. Panelists from USAID India, Plan International, and Junior Achievement will address the following questions: a) What factors contribute to a project going to scale or being replicated? b) How can workforce development programs effectively collaborate with public and private partners on scaling up or replicating their projects? c) How can effective public and private collaboration influence national workforce development policy? d) What are the lessons learned from replicating a successfully scaled-up workforce development model across countries?

Presenters: Soraya Salti, JA Worldwide/INJAZ Middle East
Pamela Young, Plan USA
Sourav Banerjee, USAID India
Nalini Gangadharan, CAP Foundation
Moderator: Caroline Fawcett, Education Development Center

Capitol Room — "Participant Training: Working Smart–Action Planning I"

This session focuses on the transition from knowledge to application. It is both instructive in content and in methodologies for transferring learning to mission and partner organization colleagues.

Presenters: Ethel Brooks, USAID Office of Education
Jim Nindel, USAID Office of Education
Ron Raphael, USAID Office of Education
Jeffrey Shahan, Sayres Associates/USAID Office of Education
Linda Walker, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

ICT Petting Zoo: Come see and touch, learn and discuss how technological innovations help meet education program goals, address access challenges, and advance learning. Technology experts will be on hand throughout the workshop to demonstrate a variety of educational hardware, software, and other types of media, to conduct scheduled mini-presentations, and to draw up informal discussions around the tables.

3:30 p.m. – 5:00 p.m. Concurrent Sessions

Roosevelt Room **"Computers in the Classroom: A Lively Debate"**

The session will begin with an orientation to technology in education developing country contexts followed by a brief overview of research recently conducted analyzing data related to computers in classrooms in developing country contexts. Participants will be engaged in a lively debate around the advantages and challenges of integrating computers to help students learn in countries around the world.

Presenters: Nitika Tolani-Brown, American Institutes for Research
Anthony Bloome, USAID Office of Education

Prince William Room **"Policy Dialogue: National Plans and Harmonization"**

USAID provides assistance in the context of international agreements (EFA/FTI), G-8 commitments, major donor programs (World Bank, EU, and Japan), USG commitments, earmarks, and initiatives, and program structures (country development plans, SWAps). These factors influence, and are subject to, national strategies and priorities. How do USAID programs both shape and respond to these influences? This moderated discussion will explore the experiences of four Education Officers in managing mission programming in the context of these influences.

Presenters: John Gillies, Academy for Educational Development
Sarah Wright, USAID Office of Education
Cristina Olive, USAID Peru
Arturo Acosta, USAID Indonesia
Carmen Henriquez, USAID El Salvador
Moderator: Patrick Collins, USAID Office of Education

Lincoln Room "Programming for the Underserved"

The underserved, including orphans, child laborers, the hearing and physically handicapped, are frequently overlooked in programming. The victims of trauma are increasing in most countries and their learning needs are not being addressed. The presentations on effective programs for traditionally underserved orphans, children involved in child labor, and those hearing impaired will be building blocks for audience participation in discussions of not only the needs of the underserved, but also ways that they might be imaginatively and effectively included in basic education programming. A part of the session will seek to describe the trauma of those who have been affected by strife and crisis, and to identify possible approaches to addressing those needs.

Presenters: Kevin Willcutts, Office of Child Labor, Forced Labor and Human Trafficking Program, Department of Labor
Tanya Gipson-Nahman, Peace Corps
Lynne Schaberg, USAID Democracy, Conflict, and Humanitarian Assistance
Moderator: Yolande Miller-Grandvaux, USAID Office of Education

Fairfax Room "Priorities and Opportunities"

This "town hall" session will explore higher education assistance priorities and opportunities. The session will highlight key needs and concerns noted in prior HE-related sessions, identify promising programs and programming opportunities in various regions, and enable field personnel to share ideas and perspectives regarding prospective Agency priorities in higher education assistance. EGAT/ED will also use the session to inform analytical and technical leadership agendas for the coming years.

Presenters: Lubov Fajfer, USAID Europe and Eurasia Bureau
Nora Pinzon, USAID Latin American and the Caribbean Bureau
Christine Janes, USAID Latin American and the Caribbean Bureau
Moderator: David Barth, USAID Office of Education

Jefferson Room **"Youth Education, Employment and Livelihood Development in Rural Areas"**

The purpose of this panel is to discuss how market driven, value chain approaches can best be applied to work with youth in rural settings, and benefits to leveraging public sector services such as education. Panelists from ACDI/VOCA, Winrock International and World Cocoa Foundation will share insights from their projects in Liberia, Ghana, Cote d'Ivoire, Nepal, Tanzania and Moldova. Innovative approaches for promoting entrepreneurship amongst rural youth will be discussed, as well as challenges value chain facilitators confront in such environments.

Presenters: Carol Michaels O'Laughlin, Winrock International
Charlie Feezel, World Cocoa Foundation
Alex Pavlovic, ACDI/VOCA
Moderator: Margie Brand, Eco-Ventures International

Capitol Room **"Participant Training: Working Smart–Action Planning 2"**

This session focuses on the transition from knowledge to application. It is both instructive in content and in methodologies for transferring learning to mission and partner organization colleagues.

Presenters: Ethel Brooks, USAID Office of Education
Jim Nindel, USAID Office of Education
Ron Raphael, USAID Office of Education
Jeffrey Shahan, Sayres Associates/ USAID Office of Education
Linda Walker, USAID Office of Education

Arlington Room **"ICT Petting Zoo"**

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5:00 p.m. – 5:15 p.m.

CLOSING PLENARY – Closing

DAILY AGENDA

REGIONAL MEETINGS AND ACTIVITIES FOR USAID STAFF

FRIDAY, AUGUST 21

USAID/AFR Regional Bureau Meeting Ronald Reagan Building

USAID/AME Regional Bureau Meeting Ronald Reagan Building

USAID/LAC Regional Bureau Meeting Ronald Reagan Building

REGISTERED PARTICIPANTS

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Bruns	David	USAID	dbruns1@usaid.gov
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