Making a World of Difference
BEPS Achievements, 2000 - 2004

United States Agency for International Development
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In collaboration with
CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK
CREATIVE ASSOCIATES INTERNATIONAL®

BEPS Activity
Basic Education and Policy Support (BEPS) Activity
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Introduction

The Basic Education and Policy Support (BEPS) Activity is a five-year, worldwide, indefinite quantity-type contract intended to support the United States Agency for International Development (USAID)/Bureau for Economic Growth, Agriculture, and Trade/Office of Education (EGAT/ED). The overall purpose of this activity is to strengthen the quality, vitality, and effectiveness of educational systems by assisting USAID missions, regional bureaus, and developing, newly independent, and crisis countries to examine their educational systems and programs and to implement more relevant policies and activities.

Under BEPS, Creative Associates International, Inc. and its partners—CARE, The George Washington University, and GroundWork—are working to achieve four objectives:

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

To date, BEPS has provided assistance through over 65 activities in no fewer than 39 countries around the world. The four partner organizations have collaborated to provide managerial expertise and technical support across the BEPS program areas. These activities have ranged from assistance in education strategy development to the planning of large international conferences; from the completion of rapid short-term assessments to the design and implementation of multi-year pilot programs affecting the lives of thousands of youth.

This document is a review of the initiatives carried out under the purview of BEPS since its inception in 2000. They are organized by region and listed by country, where possible, and are otherwise grouped by theme. Taken together, they display the flexibility of BEPS and the impressive breadth of its numerous achievements. They are also a testament to the hard work and dedication of hundreds of individuals, united in their steadfast commitment to improving the lives of children and families throughout the world.
Africa

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

ANGOLA

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

BURUNDI

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

BURUNDI, DEMOCRATIC REPUBLIC OF CONGO, AND LIBERIA

OTI Community-Focused Reintegration Programs Project
9/2004-7/2005
From 1999 to 2002, OTI’s Youth Reintegration Training and Education for Peace Program supported the enfranchisement and empowerment of ex-combatants and at-risk youth in Sierra Leone. BEPS has begun a study of OTI’s more recent application of this community-focused reintegration (CFR) model in Burundi, the Democratic Republic of Congo, and Liberia. The project seeks to gather, examine, and disseminate lessons that can be learned about designing effective CFR programs based on the experiences in these three countries.

CONGO, DEMOCRATIC REPUBLIC OF

Identifying Education and Policy Needs of Demobilized Child Soldiers
6/2000
In support of the government’s efforts to formulate a policy for the demobilization and reintegration of child soldiers, BEPS conducted an assessment of the educational needs of these and other war-affected children in the Democratic Republic of Congo. The assessment team identified barriers to child soldier demobilization and social reintegration, appraised existing institutional capacity to oversee the demobilization and rehabilitation process, and evaluated the monitoring of child soldier recruitment.
Planning Education Response Strategies for Demobilized Child Soldiers
9/2001 - 10/2001
BEPS fielded another team the following year to assess educational response strategies for child soldiers and other war-affected youth. The team visited three areas in the country—one in the government-controlled West (Kinshasa, Gombe Province) and two in the rebel-controlled East (Bukavu, South Province and Goma, North Kivu Province). The assessment sought to determine the current educational needs, conditions, resources, and barriers faced by demobilized child soldiers and to provide recommendations for possible future implementation.

COTE D’IVOIRE
Planning Intervention Strategies for Child Laborers
4/2002
BEPS conducted a planning analysis for the future development of educational and other intervention strategies for children working under abusive labor circumstances, particularly in the cocoa production industry. The analysis examined the extent of child labor in Cote D’Ivoire, explored the most serious impediments to children’s participation in education programs, and identified the programs and activities in place to address the needs of working children. Follow-on activities were suspended due to civil conflict.

ETHIOPIA
USAID Africa Bureau Basic Education Exchange Workshop
9/2002 - 12/2002
BEPS coordinated the Africa Bureau’s Basic Education Exchange Workshop, which focused on ideas and challenges shaping the future of African education. The five-day workshop, held in Addis Ababa September 30-October 4, brought together over 140 participants, including USAID staff from Washington and across Africa and other national stakeholders. The BEPS team managed all conference logistics and worked with USAID staff to develop the conference’s organizational content.

GHANA
Youth Education and Skills (YES) Pilot Project to Combat Child Labor
4/2002 - 9/2004
In 2002, BEPS conducted a planning analysis in order to examine child labor in Ghana, identify the factors that influence children’s participation in education programs, and document the existing programs and activities in place to address the needs of working children. A pilot program was then designed to reduce children’s hazardous work practices in cocoa production and increase awareness of children’s rights, particularly as they relate to abusive child labor and access to education. Radio social messaging and the development of a life skills and worker safety curriculum are among the tools being used to achieve the program’s objectives.

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

Impact Assessment of Proposed Teacher Training Center in Kakuma, Kenya
5/2002 - 8/2002
BEPS completed an assessment addressing whether a proposed teacher training center in refugee camps in Kakuma, Kenya might potentially undermine teacher training investments in southern Sudan by attracting Sudanese teachers and other refugees across the border. Recommendations were also provided for how USAID could modify teacher education activities in southern Sudan based on the effects of the Kakuma training center.

MOROCCO

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

Development of National Education Accounts
4/2004 - 7/2005
In partnership with Abt Associates, BEPS has adapted the experience of National Health Accounts in Morocco to develop National Education Accounts (NEA) as a transparent and user-friendly tool for collecting and analyzing data on actual allocations and expenditures of resources (public, private, and donor) and linking those expenditures and allocations to system reforms. The NEA will provide a more detailed snapshot of resource usage, enable more evidence-based policymaking in the education sector, and present an opportunity for greater harmonization of donor programs through the use of more standard sets of tables, reports, and indicators of performance. The project also aims to institutionalize the NEA in Morocco by building the capacity of Ministry of Education officials to understand and utilize the system. If the project proves successful, the NEA model may be expanded for use in other countries.

SIERRA LEONE

Evaluation of USAID OTI Peacebuilding Programs
2/2002 - 8/2002
Following the signing of a peace agreement in Sierra Leone in 1999, OTI sought to support the reconciliation process by implementing the Diamond Management Program and the Youth Reintegration Training and Education for Peace Program. BEPS conducted an evaluation of both peacebuilding projects, assessed how they might be adjusted to a post-OTI phase, and judged how these programs might be adaptable to other transitional contexts and countries.
**Somalia**

*Education Sector Assessment*


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

*School Rehabilitation to Improve Access to Education*

10/2003 - 7/2005

With the recommendations of the assessment in mind, BEPS is currently working with USAID to enhance access to basic education, especially for girls, by improving school infrastructure in targeted areas of Somaliland. School improvements will include provision of latrines, boundary walls, classrooms, desks, chairs, and/or teaching and learning materials. In addition, 15-20 scholarships will be provided to girls from these communities to attend Somaliland Teacher Training College.

**South Africa**

*Supporting Equity in the Classroom*

7/2000 - 10/2000

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

**Swaziland**

*USAID Africa Bureau Education Workshop*

2/2003 - 10/2003

BEPS coordinated the Africa Bureau Education Workshop entitled, “Partners in Education: Looking Back, Moving Forward, Together,” in Mbabane, Swaziland from September 28-October 2. The workshop was initiated by USAID’s Africa Bureau to reflect upon the challenges and successes of education reform in Africa and to map future strategies for education on the continent. The event was attended by a total of 252 participants from 26 countries.

**Uganda**

*Technical Assistance to Education Sector Investment Plan Review*


BEPS began its sustained commitment to education in Uganda by providing recurrent assistance to the Education Sector Investment Plan (ESIP) implementation process. A technical advisor was sent to participate in reviews of the government’s ESIP in order to gauge progress in basic education and help to develop strategies to meet Uganda’s basic education reform goals. A post-ESIP review paper prepared after each meeting recommended future conditionalities required to institutionalize USAID’s past investments in the area.
**Long-term Education Policy and Institutional Advisor**


USAID/Uganda also sought the continuation of technical assistance to the Ministry of Education and Sports as the successful Support to Ugandan Primary Education Reform (SUPER) Project concluded in May 2000. In response, BEPS provided a long-term Education Policy and Institutional Advisor to build on the successes of SUPER, expand the Teacher Development and Management System (TDMS) into other districts, and preserve and increase the level of access to, and persistence of, basic education in the country.

**Assessment of Non-formal and Complementary Education**

7/2002 - 9/2002

During the summer of 2002, BEPS assisted Uganda in evaluating the cost of nonformal and complementary basic education programs. The assessment provided recommendations for whether and how those programs should be expanded and incorporated as part of Uganda’s universal primary education (UPE) policy.

**Advancing UPE, Teacher Effectiveness, and Reproductive Health**

10/2002 - 12/2003

BEPS soon deepened its efforts to assist Uganda in achieving UPE by developing pilot activities that focused on four priority areas: UPE advocacy, teacher effectiveness, reproductive health and responsible sexuality, and early childhood development. BEPS designed and implemented programs that provided participatory learning and action training for teacher trainers and mobilized communities in support of UPE. A new reproductive health and responsible sexuality education manual was also developed for primary-level students, as were early childhood materials. These materials are being used today by teachers in Uganda’s schools.

**Uganda Education Project Assistance, Phase II**

11/2003 - 7/2005

BEPS’ most recent task order in Uganda has continued and expanded its previous activities in UPE advocacy, strengthening school management and community participation in education, improving teacher effectiveness, and increasing students’ understanding of responsible sexuality and health (PIASCY). It has also incorporated guidance and counseling and assistance to disadvantaged and vulnerable children (particularly in conflict areas) on top of these initial focus areas. The latter component entails support for improvements in the quality and sustainability of non-formal education programs and education in regions experiencing conflict. The task order has received $2 million in PEPFAR (President’s Emergency Plan for AIDS Relief) funds which further support the PIASCY initiative and guidance and counseling activities.

**ZAMBIA**

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

7/2000


4/2001 - 7/2005

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

The large and diverse Asia and Near East region represents a growing area of BEPS assistance. BEPS has predominantly focused on enhancing basic education and education policy by assisting USAID in identifying needs and potential solutions in the region. This has taken the form of assessments of needs, capacities, and national education sectors, as well as recommendations for possible USAID action. Other activities have included a pilot project to combat abusive child labor in Nepal, conference planning, and procurement.

Afghanistan and Pakistan

Food and Education in Reconstruction Workshop
1/2002 - 3/2002
BEPS joined with the World Food Program to conduct a three-day workshop entitled, “Food and Education in the Reconstruction of Afghanistan,” held February 17-20 in Islamabad, Pakistan. The workshop brought together over 40 representatives from the donor community, the Afghan Interim Authority, international PVOs, and Afghan NGOs to focus on linking the emergency food response with steps to effectively rehabilitate education in Afghanistan. Participants sought to establish partnering models and implementation principles and goals for food aid-related and other education activities.

Curriculum Development Workshop
9/2002 - 1/2003
BEPS followed the successful February 2002 gathering by working with the Ministry of Education (MOE) and USAID/Afghanistan to conduct a December 10-15 workshop entitled, “Sharing Perspectives on Curriculum Development in Afghanistan.” In attendance were over 120 participants from Afghan ministries, NGOs, international organizations, and other groups with a stake in the rebuilding of Afghanistan’s education system. The workshop, which was the first of its kind in the post-Taliban era, provided a forum for discussion as well as an opportunity to build consensus and provide invaluable feedback and recommendations for the proposed new curriculum framework being developed by the MOE.

Bangladesh

Education Sector Assessments
9/2001 - 2/2005
Since 2001, BEPS has been assisting USAID/Bangladesh in understanding challenges to the country’s basic education sector and has helped to identify and assess potential entry points for basic education assistance. BEPS planned and implemented a series of educational sector studies in order to provide a comprehensive assessment of basic education in Bangladesh. Studies were conducted in the following areas: overview of basic education; gender equity in education; NGOs as providers of basic education services; formal and non-formal teacher training; the role of government agencies in education; primary student and teacher use of time; early childhood education; madrasah schools; and educational needs of children with disabilities (forthcoming). A report detailing program options and recommendations for USAID regarding future education sector activities also was provided.
INDIA

Education Sector Strategic Planning
3/2002
Short-term technical assistance was provided to USAID/India in order to evaluate and prioritize among education programming strategies. The BEPS team proposed start-up activities in which the mission could engage with key institutions in the education sector, long-term activities, and an implementation plan for further action.

Building Capacity to Improve Education Access for Vulnerable Children
9/2002 - 2/2005
Later in 2002, BEPS began a phased assessment and implementation analysis of the Indian education sector in order to identify areas of need regarding improving access to primary education for vulnerable children, particularly girls, and subsequently recommended actions to address these needs. A study assessing the feasibility of implementing these recommendations was later conducted. In 2003, BEPS continued its involvement by conducting a rapid assessment in two states of the UNICEF-supported Sanitation and Water at Schools Towards Hygiene and Health (SWASTHH) Program in order to inform future USAID assistance to the project. In addition, BEPS is currently implementing the Child and Police Project, a pilot program that provides formal, full-time education opportunities to difficult-to-reach children of Muslim minority communities in Hyderabad, India. BEPS is also working to help build the QUEST Alliance—a national consortium of public and private education stakeholders dedicated to improving access and quality in the primary education system—and will provide up to $1 million in grants to various NGOs in India that are working to address these issues.

NEPAL

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

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

Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project
10/2004-8/2005
BEPS has begun work on the first year of a five-year USAID project to support basic education in underserved regions of the Philippines. Through EQuALLS, BEPS is increasing access to formal and nonformal basic education; improving the quality of instruction, particularly in English, Math, and Science; facilitating policy reforms; and linking with private sector initiatives that provide livelihood skills for out-of-school youth. The USAID initiative ultimately seeks to improve the quality of life and support peace and stability in conflict-affected areas of Mindanao.

YEMEN

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

Infrastructural Improvement of MOE Offices
Among the recommendations made by the BEPS assessment team was to provide equipment and infrastructure in support of the Ministry of Education’s efforts to decentralize and strengthen capacity at the governorate and district levels. At USAID’s request, BEPS conducted an infrastructure needs inventory of the Ministry of Education offices in five targeted governorates and will supervise the procurement of computer and office equipment and furniture.
Europe and Eurasia

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

BULGARIA

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

MACEDONIA

Policy Recommendations to Promote Equal Access to Higher Education
In response to social tensions stemming from the inability of ethnic Albanians to pursue university study in their own language, BEPS sent a team to Macedonia to investigate conditions in higher education. Activities were then proposed that USAID/Macedonia might employ to decrease social and political tensions between Macedonians and native ethnic Albanians and assist all groups in implementing decisions reached for higher education reform.

Mid-term Evaluation of OTI’s Confidence Building Initiative
12/2002 - 3/2003
Similar issues were at the heart of BEPS’ mid-term evaluation of OTI’s Confidence Building Initiative (CBI), a program designed to cultivate public confidence and mitigate ethnic and political tensions in Macedonia. The evaluation assessed CBI’s objectives and effectiveness and offered a number of recommendations, including strategies for a continued emphasis on women’s participation, transparency, responsiveness, and accountability in local government.

ROMANIA

Reduction of Child Labor, Prostitution, and Trafficking in Rural Communities
10/2003 - 9/2004
BEPS is working to educate the general public, parents, educators, and youth in northeastern Romania about the risks of child prostitution and trafficking. The pilot project also provides youth in the target areas—especially high school students, institutionalized children, and trafficking victims—with the skills and knowledge necessary to find legitimate income-producing employment in their home region.
La isla del tesoro
Había una vez dos personas que buscaban un tesoro. Llegaron a una isla y buscaron el tesoro. Pero encontraron el tesoro que buscaban.
Latin America and Caribbean

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

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

Latin America and Caribbean
Assessing Private Sector Involvement in Education Reform
The Programa de Promoción de la Reforma Educativa en America Latina (PREAL) is a regional program working in 14 Latin American countries with a network of public and private organizations that share a common interest in promoting educational reform in the region. As a five-year cooperative agreement in support of PREAL’s activities came to an end, BEPS was invited by USAID to evaluate the program’s achievements during the funding cycle and provide recommendations for future action. Data collection activities included extensive reviews of project materials, one-on-one interviews with project coordinators, and site visits in Chile, Peru, Nicaragua, and Honduras.

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

Centers of Excellence for Teacher Training
1/2001 - 12/2005
At the Summit of the Americas in 2001, President Bush announced a White House initiative to improve reading instruction in the early primary grades. BEPS was asked to complete a series of assessments of education and training needs, including an evaluation of institutional capacity for participating in and providing leadership for these proposed training institutions, and then followed by providing technical assistance in the design and development of three regional Centers of Excellence for Teacher Training (CETTs). The CETTs consist of five components: teacher training, diagnostic tools, teaching and learning materials, action research, and information and communication technology. The three centers represent the Andean region of South America (Peru, Bolivia, and Ecuador), the Caribbean (Jamaica and other English-speaking islands), and Central America (Honduras, Nicaragua, Guatemala, El Salvador, and the Dominican Republic).
USAID Mission Country Profiles
11/2003 - 12/2004
At the request of the USAID/LAC/RSD/Education and Human Resources Office, BEPS is researching and documenting education needs and USAID’s strategic response and programming in the eight countries in Latin American and the Caribbean (Peru, Guatemala, Dominican Republic, Honduras, Nicaragua, El Salvador, Jamaica, and Haiti) with strategic objectives in education. BEPS will produce a series of publications that will profile the history, impact, goals, and current status of USAID education sector investments in each country and provide USAID with electronic templates so that the information may be continually updated and posted on USAID websites.

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

BRAZIL
Strategy Development Assistance to Reduce Abusive Child Labor
6/2000
The BEPS team contributed technical assistance to USAID/Brazil in the development of a preliminary strategy for using basic education to reduce abusive child labor in the impoverished northeast of the country. The proposed strategy sought to strengthen basic education and complementary nonformal education activities by assisting existent family support structures, coordinating and integrating child labor policies, and better implementing these policies at the national, state, and local levels.

DOMINICAN REPUBLIC
Assessment of Stakeholders’ Perceptions of Policy Issues
BEPS initiated its work in the Dominican Republic by conducting a comprehensive assessment of stakeholders’ perceptions of policy issues. Unmet needs were identified in order to develop a discussion paper on USAID’s potential role in helping to enhance the country’s education sector.
Evaluating Private Sector Support of Public Education
5/2001 - 6/2001
9/2001 - 10/2001
The following year, BEPS evaluated education-bolstering efforts made by the Falconbridge Foundation, a non-profit organization established by the Falconbridge Mining Company, to support public primary education through infrastructural improvements to school facilities, provision of materials and equipment, training of school personnel, and other assistance. A detailed analysis of the state of education in the Dominican Republic was provided, as well as recommendations on how the program could be improved. BEPS also collaborated with UNESCO’s Latin American and Caribbean Office of Education to comparatively test the math and language performance of students in Falconbridge-sponsored schools with that of students in non-sponsored schools. A follow-up assessment to the initial evaluation later provided recommendations for replicating the Falconbridge public-private partnership model in other Dominican provinces and detailed the organizational structure that such a program would possess.

Design of Monitoring and Evaluation System for Educational Quality
The lack of valid and reliable educational data, indicators, and evaluation tools has hindered policy-making and management of educational initiatives in the Dominican Republic. In response, BEPS provided technical assistance to USAID, in conjunction with the Dominican Ministry of Education, in the development of a quality monitoring and evaluation system. The system will significantly enhance the ability to document, collect, and analyze data on student achievement and testing in the Dominican Republic, ultimately leading to improved educational quality.

EL SALVADOR

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

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

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

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

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

HAITI

Needs Assessment in Support of Public-Private Partnerships in Education
4/2000
BEPS conducted a needs assessment to identify means by which USAID could assist Haiti’s National Partnership Commission in increasing public-private collaboration in support of education. An action plan was designed to strengthen the capacity of the Ministry of Education, Youth, and Sports to improve access to quality primary education for all Haitian youth and to ensure equitable distribution of resources to rural and urban children.

HONDURAS

Planning Education Response Strategies for Working Children
BEPS conducted a planning analysis to examine the level and extent of child labor in Honduras, determine the factors influencing children’s participation in education programs, and identify the programs and activities in place that addressed the needs of working children. The analysis then proposed feasible pilot project intervention strategies to provide educational opportunities to working children in Honduras, particularly those involved in abusive forms of child labor.

Providing Education to Agricultural Child Laborers and Families
10/2002 - 7/2004
Following the planning analysis that was conducted in 2002, BEPS launched a pilot program to reach the children of agricultural migrant worker populations through education facilitators who live and travel with the migrant families. These facilitators conducted afternoon interactive distance education classes using the EDUCATODOS program framework. BEPS also provided technical assistance in the development of supplemental work-related activity booklets, job activity risk assessments, and pesticide worker safety training.
JAMAICA

Development of School Census Data-collection System
BEPS developed a new central census data-collection and reporting platform for the Ministry of Education, Youth, and Culture’s Planning Unit and built the capacity of Ministry officials to utilize and apply the system. The platform will enable up-to-date, integrated data to be reported from throughout Jamaica, resulting in improved education policy decision-making. It will also complement the New Horizons for Primary Schools Project, which is designed to improve enrollment in, and the quality of, primary education in Jamaica.

PERU

Decentralization of Education Assessment
11/2002
BEPS examined the then-recently approved and pending decentralization legislation and assessed capacity at the regional, municipal, and school levels for managing education. Recommendations were then made for action by Peru’s government and external donors to facilitate the appropriate design and implementation of education decentralization in the country and strengthen regional and municipal capacity.

CETT Directors Workshop
4/2004
BEPS coordinated the CETT Directors Workshop held April 21-23 in Lima, Peru. The workshop sought to share lessons learned and best practices from the three regional CETT development experiences, focusing primarily on training, information communication technologies, and materials. This workshop provided a means for strengthening the communication and interchange of information among the CETTs.
Global

BEPS has conducted a handful of diverse basic education and policy-related activities whose scopes exceed any regional classification. These have included training sessions, research endeavors, and database construction.

Introduction to Social Mobilization Trainings at CIES
3/2001
Creative Associates developed and tested an innovative social mobilization process in Malawi throughout the 1990s that employed community-oriented, participatory strategies to increase girls’ access to basic education, improve educational quality, and enhance community awareness and involvement in combating HIV/AIDS. In 2001, Creative Associates synthesized the results of these campaigns and facilitated a training at the Comparative and International Education Society (CIES) conference, where Malawian NGO project participants introduced other education professionals to the social mobilization model.

Participatory Research Workshop
5/2001
BEPS sponsored a one-day workshop in Washington, DC for 25 public and private sector basic education experts to assess and discuss current global needs and trends in basic education.

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

Support of Education in Developing Countries
1/2002 - 1/2003
BEPS conducted a series of interviews to provide insight on how public and private sector policymakers think about international development priorities and make decisions related to support of basic education. The research led to analysis and recommendations laid out in the final report that will help enable education sector professionals to better communicate and collaborate with the policy and business communities and to form alliances for development.
Conference Planning and Management

An important aspect of BEPS’s work has been to organize conferences and workshops to facilitate training and information-sharing. Country-specific, regional-level, and global conferences have been managed by BEPS, congregating NGOs, the donor community, USAID staff, ministry officials, and other relevant education stakeholders to discuss strategies and exchange experiences.

No One Left Behind: Increasing the Reach and Quality of Education (EGAT/ED Global, Washington, DC)
8/2001
BEPS provided management, logistical, and technical support for the four-day Human Capacity Development Workshop held August 20-23 in Bethesda, Maryland. The workshop, which was attended by over 400 participants, addressed traditionally underserved groups and the factors impeding their access to education. As a result of the information disseminated from the sessions, USAID staff based around the globe gained valuable insight into the most critical challenges to education and human capital development.

Food and Education in the Reconstruction of Afghanistan (EGAT/ED, Islamabad, Pakistan)
2/2002
BEPS joined with the World Food Program to conduct a February 17-20 workshop in Islamabad, Pakistan focused on linking the emergency food response with steps to effectively rehabilitate education in Afghanistan (see page 9).

Basic Education Exchange Workshop (Africa Bureau/SD, Addis Ababa, Ethiopia)
9/2002 - 10/2002
BEPS coordinated and managed the September 30-October 4 workshop in Addis Ababa, which congregated over 140 participants to focus on ideas and challenges shaping the future of African education (see page 4).

Sharing Perspectives on Curriculum Development in Afghanistan (EGAT/ED, Kabul, Afghanistan)
12/2002
In collaboration with the Afghan Ministry of Education and USAID/Kabul, BEPS conducted a December 10-15 workshop to promote discussion, feedback, and recommendations for the Ministry’s proposed new curriculum framework (see page 9).

CETT Networking Conference (LAC Bureau/EHR, Austin, TX)
BEPS convened teachers, trainers, technical personnel, and directors from the three CETT subregions to exchange best practices and lessons learned in relation to the development of the five CETT components. The April 28-May 2 conference represented the first exchange and opportunity for sharing among the CETTs.
**Building Bridges to Peace and Prosperity: Education for Action (EAG/Ed Global, Washington, DC)**
8/2003
BEPS provided management, logistical, and technical support for the biannual Worldwide Education Workshop, which was held August 11-14 in Washington, DC. The “Building Bridges” workshop aimed to inform USAID staff about new and updated procedures and policies and to enable USAID staff, partners, and other development practitioners to exchange vital information about program successes and lessons learned, introduce new ideas and technologies, strengthen professional relationships, and encourage multi-sector collaboration. Over 500 participants took part in the proceedings over the week.

**Partners in Education: Looking Back, Moving Forward, Together (Africa Bureau/SD, Mbabane, Swaziland)**
9/2003 - 10/2003
BEPS coordinated the September 28-October 2 Africa Bureau Education Workshop, which offered 252 participants a forum to reflect on the challenges and successes of education reform in Africa and to map future strategies (see page 6).

**CETT Directors Workshop (LAC Bureau/EHR, Lima, Peru)**
4/2004
BEPS coordinated the CETT Directors Workshop held April 21-23, which sought to share lessons learned and best practices from the three CETT experiences (see page 19).
Policy Dialogues

To date, BEPS has sponsored three policy dialogues: issue-specific forums that bring together interested parties from government, the development community, and the academic world to exchange ideas and proposals for action. These events favor the involvement of a limited number of people in order to stimulate an active and participatory discussion.

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

Educating Children with Disabilities in Developing Nations
11/2002
BEPS held a one-day roundtable to explore policies and strategies related to the challenges of meeting the needs of those with learning disabilities in developing nations. The session brought together and provided a forum for participants who had broad experience and represented a range of development and education organizations. It focused on achieving practical outcomes, identifying specific problem areas, and examining proposed solutions.

Alternative Sector Assessment Strategies
1/2003
BEPS convened a policy dialogue session focused on alternative sector assessment approaches and strategies for Washington-based USAID regional education staff. The roundtable featured the cases of USAID/Bangladesh and USAID/EI Salvador.
Publications

An important component of BEPS’ work is to research, produce, and disseminate publications in order to better inform policymakers, development professionals, and other organizations and individuals with an interest in basic education. These publications have been produced since the second year of the BEPS Activity and with increasing frequency in the years since. Some of these reports seek to share the specific successes, challenges, lessons learned, and other constructive information garnered from the experience of actual BEPS initiatives in the field. Others represent research efforts focused on youth and education issues that are independent of any of the particular BEPS program activities described on the preceding pages.

2001

Education to Combat Abusive Child Labor: An Introductory Guide to Policy and Practice
Provides an overview of the elements of a framework for mapping and considering key technical issues involved in planning USAID education programs to combat abusive child labor.

2002

Education to Combat Abusive Child Labor: How Do We Build on What We Know?
Summarizes notable education interventions in the international arena that target or affect the situation of child workers.

Progress in Education, 2000-01 and Country and Regional Overviews
A report and companion piece of education statistics for Congress and the interested public that summarize USAID’s recent contributions to basic education and progress in the areas of education access, equity, quality, and literacy during 2000-01.

2003

Education to Combat Abusive Child Labor: Using Economic and Education Incentives
Examines the impact of educational incentives on the supply of and demand for basic schooling for working children, looking at factors that influence the performance of global educational incentive programs.

Innovation in Reintegration: Youth Reintegration and Training for Peace Program
A brief overview of OTI’s Youth Reintegration Training and Education for Peace Program in Sierra Leone and outline of how the model can be successfully adapted to other settings (see page 5).

Urbanization, War, and Africa’s Youth at Risk
Looks at the causes and consequences of the extraordinary explosion in urban youth populations in Africa, largely precipitated by war, and makes recommendations for programming in African cities that might transform how urban youth are perceived, engaged, and included in African societies and economies.
2004

**Accelerated Learning for Children in Developing Countries (forthcoming)**
A report that pulls together knowledge from educational and development literature on accelerated learning for the benefit of development and education practitioners.

**Education in Emergencies: Critical Questions and Challenges**
A BEPS technical note that addresses some of the common issues and obstacles that are faced by education stakeholders during emergency situations.

**Grandmothers: The Learning Institution (forthcoming)**
A report that examines the role of grandmothers in promoting child education, health, and development in developing countries.

**A Healthy Child in a Healthy School Environment: The CHANGES Program in Zambia**
A case study of the School Health and Nutrition component of the BEPS CHANGES Program in Zambia, which seeks to enhance cognitive ability and achievement in schools through improvement in the health of school-age children (see page 7).

**MEG Case Study (forthcoming)**
Highlights the key elements, successes, and lessons learned of the 1997-2003 Morocco Education for Girls Project, which was implemented by Creative Associates to support the Ministry of Education in its efforts to make Education for All a reality in rural areas, particularly among girls.

**Progress in Education, 2002-03 (forthcoming)**
A report that documents USAID’s extensive education activities in the developing world, the impact of its interventions, and the trends addressing the challenges that educational development faces.

**Reaching for the Sky: Uganda’s Quest for Universal Primary Education**
A case study that details Uganda’s efforts to achieve education reform through the BEPS Activity in support of its universal primary education policy from October 2002 to November 2003 (see page 7).

**Urban Youth Toolkit (forthcoming)**
A collection of reference sheets being completed for USAID/Africa Bureau that discuss relevant issues involving urban youth in Africa.
ABOUT CREATIVE ASSOCIATES INTERNATIONAL, INC.

Creative Associates International, Inc. is a private, professional services firm headquartered in Washington, DC. Since its inception in 1977, CAII has assisted governments, communities, non-governmental organizations, and private companies worldwide to lead and manage change. Projects are implemented through two divisions: Communities in Transition; and Education, Mobilization, and Communication. BEPS is a contract within the Education, Mobilization, and Communication Division. For more information on Creative Associates, visit the website at www.caii.com.

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