



USAID | WEST BANK/GAZA

Solicitation No.: RFA-294-17-000002
Title: Education for the Future Activity
Amendment No.: Two (2)
Amendment Issuance Date: May 1, 2017

Subject: Education for the Future, Request for Applications (RFA), Amendment No. Two (2)

Dear Prospective Applicants:

The purpose of this amendment is to:

- 1) Extend the due date for submission of applications;
- 2) Clarify the number of pages to be submitted for Annexes under the RFA;
- 3) Insert target indicators in sections of the Program Description.

Please see continuation pages.

All other terms and conditions of this RFA remain unchanged.

Sincerely,

Jason Gilpin
Agreement Officer
USAID/West Bank and Gaza

1) On page one of the RFA, cover letter, under “Closing Date”, delete and replace with “Friday, May 19, 2017”. Under “Closing Time”, delete and replace with “12:00 PM Jerusalem Time”.

2) Page 47, Section D.4, insert the following:

“The number of pages for each of the following Appendices is hereby limited to FIVE pages:

Appendix A- Relevant Past Performance Information

Appendix B- Resumes for Key Personnel

Appendix C- An illustrative Monitoring and Evaluation Plan (M&E)

Appendix D- Staffing Plan

Appendix E- Illustrative First Year Implementation Plan

Pages of Appendices exceeding 5 pages will not be reviewed.”

3) Section A., Program Description, delete pages 20-27 in their entirety and replace with the following sections to insert target indicators:

To facilitate classroom teaching and learning, and realize well-defined educational objectives, the Recipient will promote the utilization of IT in education. The Recipient will train teachers on using educational resources including materials available on the internet, and provide schools with equipment such as laptops, LCD projectors, interactive boards, and wireless internet routers. Teachers will be supported to digitally prepare lessons, use available educational portals, videos, and animations to facilitate deep learning and boost classroom interaction between teacher and students and among students.

To enhance a culture of collaborative leadership and advance strategic planning at the school level, the Recipient will support the development, and partial funding, of School Improvement Plans (SIPs), for all targeted schools. School Improvement Teams (principals, teachers, school administrative staff, and supervisors) and district leadership teams need to cooperate to develop multi-year SIPs and annual operational plans. The recipient will provide in-kind assistance in support of the approved SIPs.

To complement all other school-level activities, the Recipient should plan on conducting minor renovation activities to targeted schools facilities. The renovations might include works that will necessitate adherence to the International Building Code (IBC) and would need an Environmental Mitigation Plan and Climate Change Analysis. Applicants need to adhere to instructions on environmental matters as stipulated in the Instructions to Applicants section in the RFA. Minor renovations could include replacing electricity wirings and fixtures in the computer lab, installation of stair rails for safety purposes, ramps for disabled students (if needed), shading in the playground, replacement of water fountains or maintenance of sanitary units, etc. Some of these activities are usually included in the School Improvement Plans, but in some cases, such activities need to take place to complement other activities planned in the school (e.g. wirings to enable the use of laptops and LCD projectors in classrooms).

Each school participating in the Education for the Future activity will have a parents' council. The Recipient will provide orientation sessions to parents' councils to clarify roles, duties and authorities²⁸. Parents' councils can help in fundraising for school activities, enhance community relations, participate in strategic planning, and facilitate implementation of SIPs.

Activity Indicators and Targets

The following are the required indicators. The Recipient ~~should~~may propose additional indicators in its application. Where targets are not specified, Applicants should propose a target:

IR.1 Improved teaching and learning practices in schools

- Percentage increase in students' academic performance attributable to new teaching and learning practices. Expected improvement in scores of students in core subjects is at least 5% compared to baseline data for a statistically representative sample of students.

²⁸ See the study on Reality of Community Participation and its Role in the Educational Reform process; MOEHE, Sept. 2016

Other means for measuring improvement in academic performance may be proposed by applicants with clear targets for measuring progress.

- **Percentage improvement in students' utilization of 21st²⁹ century skills⁺⁺³⁰**
- 3.2.1-14: Number of learners in primary schools and/or equivalent non-school based settings reached with USG education assistance
- 3.2.1-14a Number of males
- 3.2.1-14b Number of females
- New Number of males age 10-14
- New Number of females age 10-14
- New Number of males age 15-19
- New Number of females age 15-19
- New Number of learners with disabilities

IR.1.1 Improved training of in-service teachers, principals and supervisors

- 3.2.1-3: Number of education administrators/officials who complete professional development activities with USG support (male and female)
- Number of primary school educators who complete professional development USG supported activities.
- Percentage of basic cycle teachers enrolled in professional development activities

IR.1.2 Increased application of effective teaching and learning methods applying student-centered approaches

- **Percentage of trained teachers using effective teaching and learning practices in the classroom. At least 60% of trained teachers are using effective teaching methods.**
- **Degree of students' active involvement during lessons³¹. At least 50% of students are actively involved in lessons. Targets for further progress should be set.**
- **Percentage distribution of questions posed by teachers in classrooms: memory, application and knowledge utilization, higher order thinking skills, affective questions, meta-cognitive questions³². Questions that depend on memorization should not be more than 50% of all questions posed by teachers in classroom settings or in tests. Targets for further progress should be set.**

29 For reference: 21st-Century Competencies and Their Impact: An Interdisciplinary Literature Review; David Finegold and Alexis Spencer Notabartolo

30 (Applicants should check on literature on means of measurement of 21st century skills, including indices that have been tried in other parts of the world, provided that clear targets are set to measure progress)

31 Indicator used by MOEHE. See Annual Report 2015 pp. 34;56 for details.

32 Indicator used by MOEHE. See Annual Report 2015 pp.35

● ~~Degree of utilizing diversified educational techniques in teaching and learning~~

IR.1.3 Enhanced availability of educational resources and utilization of IT in schools

- \$ value of IT equipment provided to schools
- Number of laptops provided to schools for utilization in classrooms
- Percentage of teachers who utilize IT in classroom teaching at least once a day. At least 60% of teachers utilize IT in classroom teaching at least once a day.
- ~~Degree of utilizing teaching aids and tools in teaching and learning~~³³

IR.1.4 Empowered parents' councils engage in implementation of school improvement plans

- 3.2.1-18: Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance
- ~~Degree of local community participation in school activities and events~~³⁴ At least 70% participation in school activities and events is expected. The Recipient shall discuss data collection methodologies and annual targets with MOEHE after award.

IR.3 Increased engagement of students in non-formal and supplementary education opportunities

Currently, teaching methods in Palestinian schools are heavily dependent on textbooks. These textbooks are overcrowded with content³⁵. Teachers are required to complete a discrete number of chapters per semester and supervisors ensure that teachers adhere to this rigid annual teaching schedule. Testing and assessment is also textbook-based which only serves to check on memorization of content, not mastery of the subject. There is little room for teachers to diverge from textbook teaching, to utilize other relevant sources of information, or use enriching materials to affect deep learning. The MOEHE, through the Curriculum Center, is currently working on introducing new textbooks for grades 1-12 that have less, but more relevant, content and offer room for more classroom interaction. Also, new guidance has been issued by the Minister of Education for the school year 2016/2017 on classroom assessment³⁶ that encourages assessment of students' learning rather than their capacity for memorization. There is, however, a long way to go before this new guidance is implemented and its impact is assessed.

The absence of active learning, coupled with limited co-curricular and extracurricular activities have deprived students the ability to develop certain cognitive, interpersonal, and intrapersonal skills. A growing body of evidence recognizes the importance of soft skills in predicting long-

³³ Ditto pp.60

³⁴ Per MOEHE Annual Report 2015 (PP.89) Community Participation is defined as the participatory relationship that exists between the school and surrounding institutions and societal forces, to achieve common goals aimed at strengthening the educational process, as well as the development of society and the external environment, all at the same time.

³⁵ Reference Framework for Preparation of National Curricula Prepared by: Curriculum Reform Task Force, Final Draft/ May 2016; pp. 8 - 9

³⁶ Instruction by the Minister of Education on new principles for classroom assessment (Arabic); November 1, 2016.

term life outcomes, including labor market outcomes as well as social and health behaviors (Heckman et al, 2006; Kautz et al., 2014). Soft skills refer to a broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals³⁷. These skills are applicable across sectors and complement the acquisition of other skills such as technical and academic skills. A report published by USAID in November 2016, found that the soft skills most likely to increase odds of youth success across all key workforce outcomes include: self-control, positive self-concept, social skills, communication, and higher order thinking skills.³⁸

Not surprisingly, these skills are the ones sought after by employers and are considered crucial for success in the 21st century but are not offered by the Palestinian education system³⁹. Most education systems in the world are struggling to enhance students' employability, competitiveness and good citizenry. Attainment of these skills is optimal when it takes place within the formal education system, however, when that is not happening, non-formal and supplementary education could be useful to partially fill in the gaps.

USAID worked closely with the MOEHE and a number of other partners (including Save the Children and International Youth Foundation) to introduce career guidance and counselling in a number of public schools in the West Bank. Teachers and counsellors were trained, manuals were developed and special psychometric tests were introduced to help students identify their strengths and weaknesses and their preferable career path. Students demonstrated great interest in this activity, and the MOEHE expressed intent to scale-up the activity to all public schools. The Recipient must find ways to implement career counselling and labor market awareness in all participating schools.

Introduction of computational thinking methods and coding in schools is another area that the MOEHE and USAID are keen on implementing in participating schools. The aim of this activity is to train students on problem solving using, in this case, IT tools (coding languages), and enhance analytical thinking, teamwork, and exposure to the IT world. A pilot coding program was recently launched under the LTD activity in 150 schools in the West Bank, in collaboration with university faculty and IT students. The teaching of coding takes place after-hours for students in grades 7–9. The Recipient should consider lessons learned from that pilot and plan for implementation of a coding activity in all participating schools.

Incorporation of other ideas into this activity for teaching IT to school students with the intention of realizing educational objectives is encouraged. The Recipient will create opportunities for non-formal education to fill some of the gaps in the formal education system, such as soft skills⁴⁰ and critical thinking, and the development of positive values, attitudes and behaviors. The Recipient will lead/foster a shift in pedagogy as needed to enable students to acquire the

³⁷ The Economist Intelligence Unit - Driving the skills agenda: Preparing students for the future; 2015

³⁸ Key Soft Skills for Cross-Sectoral Youth Outcomes, Youth Power Report, USAID, November 2016:

³⁹ Skill gaps and Development in the Occupied Palestinian Territories (January 2015); AWRAD and Care Intl. and funded by DFID; PP 7 - Executive Summary

⁴⁰ Soft skills refer to a broad set of skills, behaviors, and personal qualities that enable people to navigate their environment, relate well with others, perform well, and achieve their goals. (Heckman et al., 2006; Kautz et al., 2014)

fundamental competencies of the 21st century⁴¹ and to upgrade these competencies over time through self-learning and continuing education efforts. Learning to learn becomes a vital requirement in a fast-changing world. Modern economies are learning economies, and industries in developing countries need workforces that are well trained and capable of constantly upgrading and learning new skills. The knowledge society and modern work life require knowledge, attitudes, and skills different from those of the past. There is a growing need for creativity, imagination, complex communication skills, integrative thinking and adaptability. The improvement in quality of education needs a shift in what is taught and how it is taught. Non-formal education, through after-hour and out-of-school activities, is an important complement to efforts undertaken to reform formal education. Investing in education pays off in terms of human development and democratic institution building. An educated citizenry that is capable of making informed decisions, voicing opinions, and holding elected officials responsible is essential for democracy to survive and flourish. Educating a country's population promotes a more responsible government. This role of education in creating good citizens is often overlooked. Activities that promote voluntary community work, service learning, and social entrepreneurship should be encouraged at an early age. The Recipient will undertake interventions that contribute to realizing this objective of promoting good citizenry in formal and non-formal settings.

Activity Indicators:

The following are the required indicators. The Recipient should propose additional indicators in its application. Where targets are not specified, Applicants should propose a target:

IR.3 Increased engagement of students in non-formal and supplementary education opportunities

- Percentage of students' participating in supportive extra-curricular activities (annually)⁴². At least 70% of students are participating in extracurricular activities.
- Percentage of students in targeted grades who express improvement in their awareness of the careers and labor market. At least 30% of students express improvement in their awareness of the labor market.

IR 3.1 Expanded and well developed non formal education programs implemented and sustained

- Number of students who received career counselling
- Number of teachers and counselors trained on the new/modified manuals (e.g. careers counseling)

⁴¹ Creativity/innovation; Critical thinking; Information literacy; Problem solving; Decision making; Flexibility and adaptability; learning to learn Research and inquiry; Communication; Initiative and self-direction; Productivity; Leadership and responsibility; Collaboration; ICT operations and concepts; Digital Citizenship; Media literacy; See footnote # 28 for more details.

⁴² Used by MOEHE. See Annual Report 2015 pp.62

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- Number of public and private civil society institutions engaged in and supported non formal education programs.
- Number of non-formal education programs supported by private civil society organizations (financial and/or in-kind) disaggregated.
- Number of civil society partnerships in support of non-formal education programs.

IR.3.2 Expanded opportunities for student participation in after-hour activities, especially those that focus on technology learning and life skills

- Number of students who participated in after-hour activities focused on technology
- Number of students who participated in after-hour activities focused on life skills

IR.3.3 Enhanced engagement of students in voluntary work, social entrepreneurship and activities that foster good citizenry

- Number of students who participated in voluntary work and social entrepreneurship and activities that foster good citizenry

IR.3.4 Enhance students' accessibility to supplementary educational opportunities, especially to improve learning of English, mathematics and sciences

- Number of students who benefited from supplementary English education activities
- Number of students who benefited from supplementary mathematics activities
- Number of students who benefited from supplementary science activities
- Number of teachers/educators trained on the newly/modified supplementary education manuals and tools.
- Percentage improvement of the students' performance in English, mathematics and sciences as reflected in class exam scores. At least 20% improvement is expected over the life of the activity. Annual targets should be set following a baseline assessment of current students' performance.

Component 2: Strengthen the management capacity of the MOEHE to enhance school-based reform efforts

This component will achieve one Intermediate Result:

IR.2 Improved Educational Leadership and Management Capacity of MOEHE

Improving the management of the education system has been a pillar in all education development strategies issued by the MOEHE. Recurring issues in this area include: MOEHE organizational structure and job descriptions, government spending on education, degree of

employee satisfaction with physical infrastructure at work, employing technology in administrative work, and community participation in school life.⁴³

A Functional Audit was conducted in 2014 by the USAID LTD activity and a team of specialists from the MOEHE to assess areas for improvement in management systems at three levels: the central ministry, district, and school levels. The thematic group on Governance and Administration adopted the findings and recommendations of the Functional Audit as a document of reference for future interventions in the area of management and systems development. For the focus of the Education for the Future activity, the areas of particular interest in the Functional Audit Report are those that have direct impact on the daily functions of schools, districts and MOEHE directorates.

In general, the areas that USAID seeks to develop under the Education for the Future activity are the following: decentralization of the decision making power from the central level to districts and schools (especially in areas that complement ongoing development work at the school level); use of electronic administrative systems for improved efficiency; expanding the technical responsibilities of district leadership teams in support of school development; changing classroom assessment to better gauge students learning; and changing the roles of the Supervision and Field Follow Up Departments from inspection and summative evaluation of teachers and principals to a more supportive supervision and mentoring role. USAID, through its activities, has made advancements in these areas; however, they require further development in close collaboration with MOEHE. The Recipient will assess previous work in the area of management and capacity building and develop a plan for building on what has been achieved to continue the development effort in selected areas that relate most to supporting school-based reform. The Recipient will consult with the thematic group on Governance and Administration on progress made in planning for decentralization and actual decisions made thus far.

Activity Indicators and Targets

The following are the required indicators. The Recipient should propose additional indicators in its application. **Where targets are not specified, Applicants should propose a target:**

IR.2 Improved educational leadership and management capacity of MOEHE

- Percentage of actual achievement compared with the planned annual milestones for improving the management capacity of MOEHE. **At least a 75% achievement rate is obtained for each approved annual benchmark.**
- **Percentage-Percentage increase of the stakeholders' positive perception** of improvement of the daily functions at the central ministry, district and school levels
- Percentage increase of the stakeholders' positive perception about MOEHE **overall leadership and management capacity**

⁴³ Education Strategy 2014-19: A Learning Nation pp. 85 - 93

IR.2.1 Improved planning and implementation for gradual decentralization of decision making to the district and school levels

- Percentage of actual achievement of annual targets for decentralization (MOEHE Annual Report). At least a 75% of annual targets (as presented in the Recipient Implementation Plans and M&E Plans) are achieved.
- % improvement in satisfaction of district staff regarding degree of actual decentralization of decision making to the district level
- % improvement in satisfaction of school principals regarding degree of actual decentralization of decision making from the ministry and district levels to school level

IR.2.2 Strengthened capacity of selected MOEHE departments including Supervision and Qualification and Field Follow-Up

- Number of new / improved systems developed and adopted
- Number of new guidelines issued and disseminated to districts and schools

IR.2.3 Enhanced capacity of the MOEHE to implement the guidance on classroom testing and assessment

- Number of participating schools implementing new guidance on classroom assessment

IR.2.4 Empowered District Leadership Teams

- Percentage improvement in satisfaction of members of District Leadership Teams regarding their empowerment (roles, responsibilities and authorities). At least a 5% annual improvement is achieved.

A.6 Monitoring and Evaluation

A.6.1 Monitoring

In close coordination with USAID, the Recipient will develop a rigorous Monitoring and Evaluation (M&E) Plan that aligns with ADS 201.3.5. The plan will include a comprehensive strategy for monitoring and reporting progress made towards the project goal and results. The Recipient will also establish appropriate methods and tools for collecting, analyzing and reporting performance data throughout the life of project. In accordance with the results framework and the associated indicators per result, the M&E plan will include appropriate indicators and targets, indicator definitions, means of verification and analysis of indicator data to determine project performance and results. The Mission and the Recipient will ensure that all

Below is the clean version for target indicators under the RFA:

To facilitate classroom teaching and learning, and realize well-defined educational objectives, the Recipient will promote the utilization of IT in education. The Recipient will train teachers on using educational resources including materials available on the internet, and provide schools with equipment such as laptops, LCD projectors, interactive boards, and wireless internet routers. Teachers will be supported to digitally prepare lessons, use available educational portals, videos, and animations to facilitate deep learning and boost classroom interaction between teacher and students and among students.

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To complement all other school-level activities, the Recipient should plan on conducting minor renovation activities to targeted schools facilities. The renovations might include works that will necessitate adherence to the International Building Code (IBC) and would need an Environmental Mitigation Plan and Climate Change Analysis. Applicants need to adhere to instructions on environmental matters as stipulated in the Instructions to Applicants section in the RFA. Minor renovations could include replacing electricity wirings and fixtures in the computer lab, installation of stair rails for safety purposes, ramps for disabled students (if needed), shading in the playground, replacement of water fountains or maintenance of sanitary units, etc. Some of these activities are usually included in the School Improvement Plans, but in some cases, such activities need to take place to complement other activities planned in the school (e.g. wirings to enable the use of laptops and LCD projectors in classrooms).

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Other means for measuring improvement in academic performance may be proposed by applicants with clear targets for measuring progress.

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- 3.2.1-3: Number of education administrators/officials who complete professional development activities with USG support (male and female)
- Number of primary school educators who complete professional development USG supported activities.
- Percentage of basic cycle teachers enrolled in professional development activities

IR.1.2 Increased application of effective teaching and learning methods applying student-centered approaches

- Percentage of trained teachers using effective teaching and learning practices in the classroom. At least 60% of trained teachers are using effective teaching methods.
- Degree of students' active involvement during lessons³¹. At least 50% of students are actively involved in lessons. Targets for further progress should be set.
- Percentage distribution of questions posed by teachers in classrooms: memory, application and knowledge utilization, higher order thinking skills, affective questions, meta-cognitive questions³². Questions that depend on memorization should not be more than 50% of all questions posed by teachers in classroom settings or in tests. Targets for further progress should be set.

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Degree of local community participation in school activities and events³³ At least 70% participation in school activities and events is expected. The Recipient shall discuss data collection methodologies and annual targets with MOEHE after award.

IR.3 Increased engagement of students in non-formal and supplementary education opportunities

Currently, teaching methods in Palestinian schools are heavily dependent on textbooks. These textbooks are overcrowded with content³⁴. Teachers are required to complete a discrete number of chapters per semester and supervisors ensure that teachers adhere to this rigid annual teaching schedule. Testing and assessment is also textbook-based which only serves to check on memorization of content, not mastery of the subject. There is little room for teachers to diverge from textbook teaching, to utilize other relevant sources of information, or use enriching materials to affect deep learning. The MOEHE, through the Curriculum Center, is currently working on introducing new textbooks for grades 1-12 that have less, but more relevant, content and offer room for more classroom interaction. Also, new guidance has been issued by the Minister of Education for the school year 2016/2017 on classroom assessment³⁵ that encourages assessment of students' learning rather than their capacity for memorization. There is, however, a long way to go before this new guidance is implemented and its impact is assessed.

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requirement in a fast-changing world. Modern economies are learning economies, and industries in developing countries need workforces that are well trained and capable of constantly upgrading and learning new skills. The knowledge society and modern work life require knowledge, attitudes, and skills different from those of the past. There is a growing need for creativity, imagination, complex communication skills, integrative thinking and adaptability. The improvement in quality of education needs a shift in what is taught and how it is taught. Non-formal education, through after-hour and out-of-school activities, is an important complement to efforts undertaken to reform formal education. Investing in education pays off in terms of human development and democratic institution building. An educated citizenry that is capable of making informed decisions, voicing opinions, and holding elected officials responsible is essential for democracy to survive and flourish. Educating a country's population promotes a more responsible government. This role of education in creating good citizens is often overlooked. Activities that promote voluntary community work, service learning, and social entrepreneurship should be encouraged at an early age. The Recipient will undertake interventions that contribute to realizing this objective of promoting good citizenry in formal and non-formal settings.

Activity Indicators:

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- Number of public and private civil society institutions engaged in and supported non formal education programs.
- Number of non-formal education programs supported by private civil society organizations (financial and/or in-kind) disaggregated.
- Number of civil society partnerships in support of non-formal education programs.

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- Number of students who benefited from supplementary mathematics activities
- Number of students who benefited from supplementary science activities
- Number of teachers/educators trained on the newly/modified supplementary education manuals and tools.
- Percentage improvement of the students' performance in English, mathematics and sciences as reflected in class exam scores. At least 20% improvement is expected over the life of the activity. Annual targets should be set following a baseline assessment of current students' performance.

Component 2: Strengthen the management capacity of the MOEHE to enhance school-based reform efforts

This component will achieve one Intermediate Result:

IR.2 Improved Educational Leadership and Management Capacity of MOEHE

Improving the management of the education system has been a pillar in all education development strategies issued by the MOEHE. Recurring issues in this area include: MOEHE organizational structure and job descriptions, government spending on education, degree of employee satisfaction with physical infrastructure at work, employing technology in administrative work, and community participation in school life.⁴²

A Functional Audit was conducted in 2014 by the USAID LTD activity and a team of specialists from the MOEHE to assess areas for improvement in management systems at three levels: the central ministry, district, and school levels. The thematic group on Governance and

⁴² Education Strategy 2014-19: A Learning Nation pp. 85 - 93

Administration adopted the findings and recommendations of the Functional Audit as a document of reference for future interventions in the area of management and systems development. For the focus of the Education for the Future activity, the areas of particular interest in the Functional Audit Report are those that have direct impact on the daily functions of schools, districts and MOEHE directorates.

In general, the areas that USAID seeks to develop under the Education for the Future activity are the following: decentralization of the decision making power from the central level to districts and schools (especially in areas that complement ongoing development work at the school level); use of electronic administrative systems for improved efficiency; expanding the technical responsibilities of district leadership teams in support of school development; changing classroom assessment to better gauge students learning; and changing the roles of the Supervision and Field Follow Up Departments from inspection and summative evaluation of teachers and principals to a more supportive supervision and mentoring role. USAID, through its activities, has made advancements in these areas; however, they require further development in close collaboration with MOEHE. The Recipient will assess previous work in the area of management and capacity building and develop a plan for building on what has been achieved to continue the development effort in selected areas that relate most to supporting school-based reform. The Recipient will consult with the thematic group on Governance and Administration on progress made in planning for decentralization and actual decisions made thus far.

Activity Indicators and Targets

The following are the required indicators. The Recipient should propose additional indicators in its application. Where targets are not specified, Applicants should propose a target:

IR.2 Improved educational leadership and management capacity of MOEHE

- Percentage of actual achievement compared with the planned annual milestones for improving the management capacity of MOEHE. At least a 75% achievement rate is obtained for each approved annual benchmark.
- Percentage increase of the stakeholders' positive perception of improvement of the daily functions at the central ministry, district and school levels
- Percentage increase of the stakeholders' positive perception about MOEHE overall leadership and management capacity

IR.2.1 Improved planning and implementation for gradual decentralization of decision making to the district and school levels

- Percentage of actual achievement of annual targets for decentralization (MOEHE Annual Report). At least a 75% of annual targets (as presented in the Recipient Implementation Plans and M&E Plans) are achieved.

- % improvement in satisfaction of district staff regarding degree of actual decentralization of decision making to the district level
- % improvement in satisfaction of school principals regarding degree of actual decentralization of decision making from the ministry and district levels to school level

IR.2.2 Strengthened capacity of selected MOEHE departments including Supervision and Qualification and Field Follow-Up

- Number of new / improved systems developed and adopted
- Number of new guidelines issued and disseminated to districts and schools

IR.2.3 Enhanced capacity of the MOEHE to implement the guidance on classroom testing and assessment

- Number of participating schools implementing new guidance on classroom assessment

IR.2.4 Empowered District Leadership Teams

- Percentage improvement in satisfaction of members of District Leadership Teams regarding their empowerment (roles, responsibilities and authorities). At least a 5% annual improvement is achieved.

A.6 Monitoring and Evaluation

A.6.1 Monitoring

In close coordination with USAID, the Recipient will develop a rigorous Monitoring and Evaluation (M&E) Plan that aligns with ADS 201.3.5. The plan will include a comprehensive strategy for monitoring and reporting progress made towards the project goal and results. The Recipient will also establish appropriate methods and tools for collecting, analyzing and reporting performance data throughout the life of project. In accordance with the results framework and the associated indicators per result, the M&E plan will include appropriate indicators and targets, indicator definitions, means of verification and analysis of indicator data to determine project performance and results. The Mission and the Recipient will ensure that all data collected and reported comply with data quality standards that include validity, reliability, timeliness, precision and integrity.

Based on prior experience, the Recipient should coordinate closely with MOEHE on the design and implementation of the M&E Plan to ensure future cooperation in data collection. The MOEHE Assessment and Evaluation Department can provide data to use in M&E reporting, and participate in analysis of collected information to assess the impact of the project.