

PRODEGE, the First Five Years Final Program Report

September 2012

Para una educación de calidad generalizada,
Renunciamos al empirismo pedagógico,
Orientándonos de las nuevas enseñanzas
Del proyecto de desarrollo educativo, para
El fomento de la "escuela activa" en
Guinea Ecuatorial, y en Evinayo



Submitted by

fhi360
THE SCIENCE OF IMPROVING LIVES



República de Guinea Ecuatorial
Ministerio de Educación y Ciencia



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INTRODUCTION

Amidst a climate of rapid economic growth, the Republic of Equatorial Guinea has taken a positive step forward in social development through a unique partnership to improve and modernize its education system. In 2004, his Excellency President Obiang Nguema Mbasogo and Mr. John Hess, Chairman of the Board and Chief Executive Officer of the Hess Corporation, made a historic agreement to invest in a national quality education program for Equatoguinean children and youth. The result of their leadership is one of the largest public-private partnerships in education worldwide. The Program for Education Development of Equatorial Guinea (PRODEGE) has a 10 year vision to improve the quality of education at a national scale in hopes of improving the lives of future generations in Equatorial Guinea.

The following report highlights the major activities and achievements of the first five years of PRODEGE. While the beginning of the report describes initial vision and completed objectives during the first five years, the second part of the report describes the major achievements and results of the program.

BACKGROUND

History in the making: A unique partnership

Following the agreement of his Excellency President Obiang Nguema Mbasogo and Mr. John Hess, Chairman of the Board and Chief Executive Officer of Hess Corporation, in April of 2006 a Memorandum of Understanding was signed by the Ministry of Mines, Industry, and Energy (MMIE¹), the Ministry of Education and Science (MEC), and the Hess Corporation to found PRODEGE. In July 2006, the Action Plan for Educational Development of Equatorial Guinea was approved under PRODEGE and the Academy for Educational Development (AED) became signatory of the MOU.

The program was managed by AED, since its official start date on October 1, 2006, and after July 2011 by FHI 360.² AED and FHI 360 have worked in close partnership with Equatoguinean partners and authorities in the MEC and the National University of Equatorial Guinea (UNGE) to make lasting improvements in the education sector.

Since its inception, PRODEGE has stimulated many positive changes in the Equatoguinean education sector.

- ✓ Equatoguineans now have a concept of education *quality* and believe it can be achieved.
- ✓ There has been a shift to focus on the core aspect of education - student learning.
- ✓ A demand now exists to expand active learning nationally.
- ✓ A Faculty of Education Sciences has been established providing an institutional home for PRODEGE's work in teacher development.
- ✓ Local ownership and capacity development have been at the heart of PRODEGE's work. The program has built the capacity of 77 staff, and led MEC and university authorities, local educators and staff on study visits in other countries.

The first five years of PRODEGE were implemented by a dedicated team with the active participation of committed national partners. Thanks to their efforts, PRODEGE has come to be

¹ Acronyms for Equatoguinean institutions refer to their names in Spanish.

² AED was added as a signatory to the agreement in as of July 2006. In 2011, FHI acquired the programs, expertise, and assets of AED.

valued by teachers, inspectors, and the population at large, and has become a hub of strategic development for the education sector.

10 Year Vision

Recognizing that profound and lasting changes in an education reform take time, PRODEGE was set to span a period of a decade. The 10 year vision for PRODEGE included an initial focus on quality of primary education, where children learn through active learning and with teachers who have been trained in new approaches, as well as institutional strengthening of the MEC. During the next five years, PRODEGE 2012 – 2017 will focus on escalating the achievements of the first five years to a national level, and expanding quality of learning to students in post-primary education.³

The vision focuses on the following two pillars of educational development:

Teacher and Active School Development – Teacher qualifications were found to be the main constraint to quality primary education. Recognizing the pivotal role of the teacher to facilitate student learning, all teacher and school principles would apply practical active learning approaches in the classrooms. An emphasis would be placed on preparing teachers for the challenges of first grade, a critical year in laying the foundation for a child's education. Intensive in-service teacher training would complement what future teachers know in theory through effective classroom practice programs. At the classroom level, teachers would act as facilitators of children's learning, and students would learn from a variety of resources, locally produced learning materials, or from each other while working in small groups. Having access to new learning material and school libraries, children in early grades read with comprehension and write creatively. Parents are involved in school activities and contribute to the quality of their children's education.

Institutional Development- The vision recognizes that changes to the education system are sustainable only to the degree that national institutions have ownership of these interventions, commit to their sustainability, allocate the required resources to continue the programs, and have the organizational capacity to do so. PRODEGE would assist in the development of key institutional functions required to establish and sustain the quality improvement programs as well as spark and sustain a policy dialogue focused on learning. Education managers at all levels in the system understand the classroom practices, that student learning is the main target of the education sector, and how their decision-making affects these practices. Basic information systems and tools are used actively for monitoring improvements in education and supporting decision-making regarding educational policies and at school level. The MEC shares, disseminates, and uses accurate information on education indicators on a regular basis.

Finally, the vision recognizes the MEC as the agent responsible for educational leadership, promotion, and coordination of learning and education in the country. It also acknowledges

³ The *Action Plan for PRODEGE 2012-2017* is based on the original 10 year vision.

that the knowledge and creativity of Equatoguineans will build and sustain educational improvement in the country.

PRODEGE'S STRATEGY - THE FIRST FIVE YEARS

Using the 10 year vision as a guiding framework, PRODEGE developed a strategy made up of three primary components:

- Teacher Development
- Active Schools
- Institutional Strengthening

Teacher Development Strategy

The teacher development strategy focused on the development of a basic set of competencies for all teachers of primary education to enable them to create quality classrooms where children learn. Teachers enter the education system through different channels, with different levels of formal training. Thus, PRODEGE worked with both the National Teacher Colleges (EUPF) and MEC to develop strategies for pre-service and in-service teacher development focusing on the establishment of active learning in primary education.⁴ These teacher education initiatives have led to the training and accreditation of in-service teachers and upgrading of certified teachers, and the enhanced development of future teachers at the EUPF. At the conclusion of the first five years, PRODEGE had trained over 64% of all teachers, 98% of all school principals, and 100% of all inspectors of primary education in training and professional development courses related mainly to active learning methodology, evaluation, use of educational information, and educational quality processes.

During the first five years, PRODEGE carried out the following teacher development activities:

- A two-year *Diplomado*, or Diploma Course, certified 992 in-service teachers who previously had no formal training as teachers, and trained 45 tutors to carry out the training throughout the country;
- Developed a set of five competency-based modules and supplemental materials for the accreditation of in-service teachers, recognized as equivalent to the regular *Diplomado* curriculum program for primary school teachers of the EUPF;
- Established teaching quality labs at the EUPF, developed the Practicum curriculum, and conducted a 16-month training of new Practicum monitors.
- Supported the first year of the updated Practicum, which will develop practical teacher competencies of all future students studying to become teachers and link their university training to real schools; and
- Supported the establishment of a Faculty of Education Sciences (FCCE) at the EUPF for sustainability of teacher development activities.

⁴ Escuela Universitaria de Formación del Profesorado (EUPF).

- Assisted the FCCE in drafting study plans for the *licenciatura* in education.

Active Schools Strategy

PRODEGE utilized an active schools approach as one of the main strategies for achieving quality in primary schools. Active schools is a comprehensive pedagogical approach that develops strong bonds between schools and communities, using personalized instruction to ensure that children learn the skills they need for succeeding in school.⁵ The approach encourages the use of classroom activities focused on children's active engagement in their own learning, rather than the more passive role as recipient of knowledge. The approach involved a variety of interventions from teacher training and support, developing learning materials, to encouraging community participation in education.

Working with a team of facilitators, authors, and teachers throughout the country, PRODEGE carried out the following activities through the active school component:

- Established active classrooms in all districts of the country with a total of 54 model schools;
- Trained teachers in active learning methodologies and practical tools focused on the development of competencies and attitudes for improving children's learning.
- Developed locally 48 student learning guides and three teacher manuals for first through sixth grades that promote active learning and achieving basic competencies.
- Distributed supplemental educational materials to support individualized and group-based learning activities, such as math and literacy games;
- Provided basic school supplies for students and teachers;
- Organized Teacher Circles to provide follow-up and peer support to teachers of active schools;
- Rehabilitated and furnished 40 schools to create learning-enabling environments; and
- Organized communities to encourage parental involvement in schools and in their children's learning.

Upon visiting a primary school in Equatorial Guinea supported by PRODEGE interventions, one can encounter the following signs of change:

- ✓ First graders reading short stories and participating actively in their own learning.
- ✓ Children learning from one another.
- ✓ Teachers facilitating learning in a classroom of students of different grade and learning levels.
- ✓ Teachers using locally-developed tools to teach and evaluate their students' learning.
- ✓ First grade teachers monitoring and providing feedback to children's reading and math.
- ✓ Inspectors working side by side with teachers to ensure that students learn.
- ✓ School directors completing a census form with school information to contribute national Education Management System.
- ✓ Parents and community members participating in school improvement projects.

Institutional Strengthening Strategy

Throughout the five years, PRODEGE built the capacity of the MEC in the collection, processing and use of information for decision-making, monitoring progress in the education sector, and

⁵ Mogollón, O., M. Solano and A. Flórez. (2001). *Active Schools: Our Convictions for Improving the Quality of Education*. FHI 360. Washington, DC.

developing policies to support the quality of education. PRODEGE implemented the following activities under the institutional strengthening component:

- Established and built the capacity of the Statistics and Research Unit in the MEC to manage and provide reliable and up-to-date information on all primary and secondary schools of the country;
- Developed the MEC's Education Management Information System (EMIS), including an annual school census, a modern information system, and a school map, which have complete information on all primary and secondary schools in the country;
- Trained MEC authorities, inspectors, and teachers in the use of data to inform decision-making, improvement of data analysis, reporting, and use of education statistics;
- Organized and fostered ongoing policy dialogue and national forums that focus on how to improve student learning at all levels of the education system; and
- Strengthened MEC management centered on learning and quality education.

Integrating Strategies to Produce Change – First Grade Initiative

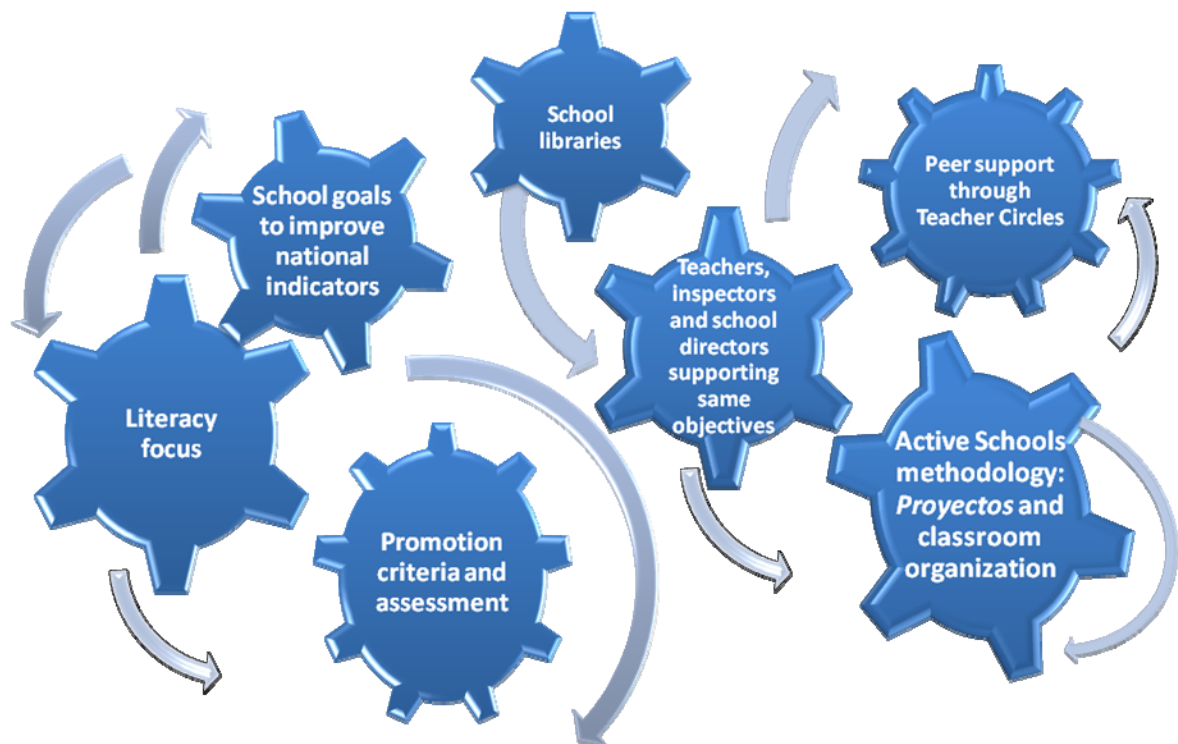
Recognizing that addressing education needs requires integrated solutions, PRODEGE connected activities of different work groups using a systems approach to achieve positive results for students and teachers. As a result of analyzing data produced by the school census, a teacher profile study, as well as extensive classroom observation, the MEC and PRODEGE identified success in first grade as a priority. The challenges of first grade were evident in high repetition rates, unsatisfactory reading skills, and late entry of children to school. In order to have a significant impact on improving these factors in first grade, PRODEGE designed an integrated strategy which involved training all first grade teachers of the country, school directors, and inspectors to assist their application of the following package of successful methods and resources from the three components:

- A first grade pedagogical approach for learning basic skills in literacy and math, known as the *Proyectos*;
- The active learning techniques used in active schools including classroom organization and group and individualized learning;
- Continuous assessment in which teachers monitor students' progress in literacy and math competencies, as well as provide students with feedback and support to enhance and correct learning;
- A clear guide for teachers to manage the process of learning in first grade, based on the teaching guides and the continuous assessment tools;
- A precise set of promotion criteria to assist teachers to know what children should learn and when they are ready to move to second grade;
- School libraries provided to all schools nationwide with over 180,000 books for early grade reading. This is a valuable resource where children can exercise their newly acquired reading skills;
- The initiative of *alliances for teacher quality* as a mechanism for supporting teachers throughout the country by means of teacher circles and peer support visits. These

activities assist in reaching teachers in all schools to sustain and reinforce the new practices and tackle challenges faced by teachers as a mechanism of teacher-to-teacher support, analysis of their experience, and provision of feedback to improve their performance.

- Analysis of school report cards and national statistics related to first grade. School communities set their own school goals as simple first grade benchmarks, enabling the local school community to work together towards improving their schools and national indicators.

Graphic 1: First Grade Initiative Approach



Strengthening Support Structures for Improving School Quality

As one of the elements of the first grade initiative and systems approach, PRODEGE strived to improve the teacher support structures in order to create an enabling environment for improvements at the classroom level. Since 2010, the Program put a stronger emphasis on the systematic training of school inspectors and directors in the key areas of improvement proposed by the PRODEGE: (a) active learning methodology and (b) evaluation of student learning. PRODEGE recognized that strengthening the knowledge and capacity for encouraging a change in teachers' behavior is essential for the full adoption and sustainability of the new methodologies. Although the inspectors and school directors had already participated in various PRODEGE training and events since the onset of the Program, in 2010, PRODEGE began working more intensively with this cohort. The Program encouraged them to shift their role

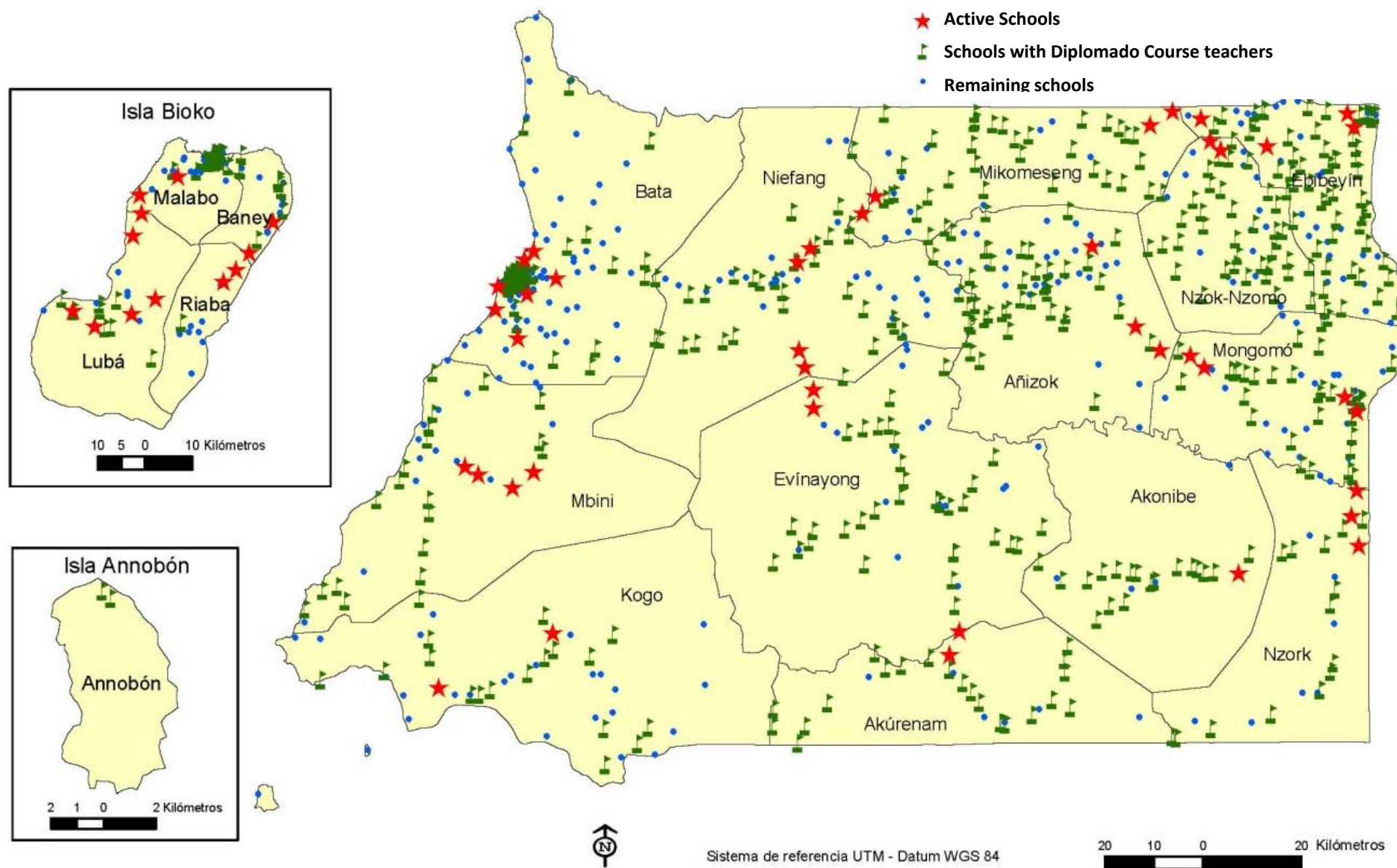
from administrator or disciplinarian to pedagogical advisers who support teachers in using the active learning teaching techniques. This shift in roles has also been suggested by the law that regulates inspectors. PRODEGE carried out the following activities to create support structures for teachers throughout the education system:

- Trained inspectors and school directors in active learning and teaching techniques.
- Trained inspectors and school directors on how to promote an environment for active learning and the basic elements of active schools.
- Trained all inspectors and school directors in evaluation of student learning and promotion criteria for first grade.
- Trained all inspectors on how to organize Teacher Circles and peer visits.
- Trained inspectors and school directors on the use of the Statistical Yearbook at the local level.
- Developed a manual for pedagogical advisors supporting active schools.
- Trained half of all inspectors as tutors during two years for supporting the professional and practical development of teachers in the *Diplomado* course.

Reaching a National Coverage

PRODEGE reached a national scope in many of its activities. The EMIS developed by the Statistics and Research Unit of the MEC included the first school map showing the geographic location of each primary and secondary school in the country, linking the education data to each school. The map also allows one to visualize the coverage and reach of PRODEGE throughout the country. The following school map includes all primary schools of the country, and highlights which schools have teachers of the *Diplomado* and active schools.

Graphic 2: Coverage of PRODEGE in Equatorial Guinea – School Map



Over the course of five years, PRODEGE has worked with more than 64% of the teachers, with all school directors and inspectors in the entire country, whether through the active schools network, *Diplomado*, or first grade initiative. The following chart summarizes the program's reach⁶.

Table 1: Snapshot of PRODEGE's Coverage

	Total in country ⁷	Total participating in PRODEGE activities
Schools	838	820 (98% of schools)
Primary teachers	3,311	2,114 (64% of primary teachers)
Inspectors	126	126 (100% of inspectors)
School principals	838	820 (98% of principals)
Head teachers	838	580 (69% of head teachers)
Students	86,821	43,730 (50% of students)

Fostering Strong Partnerships with Local Counterparts

All activities of PRODEGE were conducted in the name of the Ministry of Education and Science, and in partnership with national education institutions such as the Teacher Training College and the National University of Equatorial Guinea. This partnership was fostered in the following actions:

- Joint planning of the annual work plan with government counterparts.
- Counterpart meetings and workshops held four times a year for monitoring, reporting or addressing specific needs of the Program.
- All field training and other activities were undertaken involving school inspectors, and when possible, a MEC representative.
- Reporting of all technical assistance planned for each quarter to the MEC, based on Program needs.

Program Evaluation and Communications Strategies

PRODEGE's evaluation plan focused on the evaluation of learning, which was developed as a mechanism to enhance student learning processes and encourage children's progress through primary education. PRODEGE included this type of evaluation in the following ways:

⁶ The total participating in PRODEGE initiatives is an approximation based on the program participant records and data from the school census.

⁷ According to latest school data from the *Anuario Estadístico de la Educación Primaria Principio de Curso 2010-2011*.

- Evaluation was embedded in all learning materials, including *Diplomado* and Practicum modules, and active school student and teacher guides.
- The evaluation process developed for first grade centered on the competencies children need to learn based on the active learning approach outlined in the first grade *Proyectos*. This evaluation of learning includes promotion criteria, student evaluation activities, student progress monitoring charts, and the student report card, which are all documented in a publication used for training all first grade teachers, school directors and inspectors on the new process.

In addition to the evaluation of learning, the Program assessed the results of key areas of development through two intensive longitudinal studies:

- Student learning of basic reading and writing skills
- Teacher performance

A series of publications entitled “Studies on Quality Education” present the results of the evaluation studies. The results are highlighted later in the “Evidence of Results” section of this report, and a full list of the publications can be found in the Compendium of PRODEGE Knowledge and Resources (see Annex 1).

In addition to the evaluation plan, PRODEGE developed a communications plan for reaching different audiences with information on the Program. The mechanisms of communications included the following:

- “Quality Education” newsletters - a series of one-page Spanish and English reports on specific activities or achievements of the Program. Hundreds of copies were distributed to educators at PRODEGE activities and visitors.
- Communications on specific activities, such as the technical report of the *Diplomado*.
- Achievements summary documents.
- Billboards placed in different sites, informing the general public about MEC achievements.
- A bilingual website with general information on PRODEGE and publications.
- A video highlighting the impact of PRODEGE in Equatorial Guinea.
- A compendium of all knowledge resources and learning materials from the Program, for distribution in Spanish and English (Annex 1).

The compendium of PRODEGE Knowledge and Resources includes learning materials, tools, publications, and other forms of communication in both Spanish and English. The total number of resources in the compendium is 296. The number of resources and publications by category is summarized in the following table.

Table 2: Summary of Publications in PRODEGE Compendium

Type of Publication	Total
Learning resources: Student learning materials	49
Learning resources: Teacher learning materials	71
Learning resources: Materials and instruments for schools	17
Education policy, data and evaluation resources	65
Communication resources	47
Program and management resources	53
Total	302

SUMMARY OF COMPLETED OBJECTIVES

The Action Plan proposed results to be reached after five years. Several of the objectives are in progress and will be part of a continued effort in PRODEGE 2012 -2017. The following table analyzes the results listed in the action plan vis a vis the related milestones achieved by PRODEGE and their stage of completion.

Table 3: Summary of PRODEGE Proposed Results and Milestones

Proposed Results for End of Year Five	Status	Project Milestones
At least half of all primary school teachers have received in-service teacher training focused on active learning approaches.	<i>Result exceeded</i>	<ul style="list-style-type: none"> • All first grade teachers nationally received training on active learning approach. • Approximately 64% or 2,114 teachers received in-service training through PRODEGE. • 992 teachers graduated and certified as teachers through a two-year <i>Diplomado</i> course organized with the EUFP using modules focused on classroom practice. • Five modules with supplementary materials developed for <i>Diplomado</i>. • 156 active school teachers received in-service training and support. • All inspectors and school directors been trained in active learning methodology, teaching practice, education data collection and use. • Five UNGE authorities and professors participated in two study tours to visit and establish relationships with teacher development universities.
All new student teachers undergo significant practical training focused on active learning.	<i>Result reached</i>	<ul style="list-style-type: none"> • Updated pre-service teacher Practicum training program in place at EUFP with emphasis on teaching practice.

		<ul style="list-style-type: none"> • A set of eight modules produced for Practicum pre-service monitors, and three manuals (one per course year) produced for student teachers. • 18 monitors trained to lead Practicum teacher training. • First year of Practicum study at EUFP underway. • Five monitors participated in a study tour to Venezuela to enhance learning of practical classroom approaches.
Active learning schools are seen as exemplars of good practice and serve as opportunities for teacher pre- and in-service professional development.	Result reached	<ul style="list-style-type: none"> • Active schools serve as model for quality primary education, and demand exists to expand nationally. • 156 teachers received in-service training and support in 54 active schools. • Parents and communities participate in active schools and value the education their children are receiving. • The Practicum curriculum of the FCCE developed and implemented in its first year including plans for practice teaching in active schools.
Teachers are being trained in continuous assessment and materials have been developed for teachers and students	Result reached	<ul style="list-style-type: none"> • Continuous assessment approach for first grade teachers developed, pilot tested and implemented in all first grade classrooms in the country. • Tools developed for the continuous assessment guide teachers in their teaching and in promoting children to second grade. • Development of competencies and continuous assessment for second and third grade underway.
Active learning manuals and guides for students and teachers in primary education have been completed.	Result reached	<ul style="list-style-type: none"> • 48 student learning guides for grades two through six completed. • Three teacher manuals for first grade developed and revised. • Three manuals on teaching practice and teacher support completed.
Initiatives have begun to ensure maximization of time on task in the classroom.	Result reached	<ul style="list-style-type: none"> • Active schools teachers trained how to manage class time with the learning guides and to develop a regular schedule that optimizes time on task. • All first grade teachers have <i>Proyectos</i> and instruments for guiding and monitoring learning and are utilizing

		them for optimum utilization of time focused on children's learning.
Some schools have been renovated following guidelines on school layout and classroom space.	<i>Result reached</i>	<ul style="list-style-type: none"> • Architectural guidelines based on active learning methodology developed. • 40 active school renovated by local firms.
Parents have become involved in their children's education in at least half of all schools.	<i>Result reached</i>	<ul style="list-style-type: none"> • Parent Commissions established in 54 active schools. • Parents encouraged to review school goals and monitor school achievement through first grade initiative.
Schools have implemented self-assessment through School Report Cards.	<i>Result reached</i>	<ul style="list-style-type: none"> • Individual school reports, district and municipal reports produced by EMIS provided data at school level. • School report cards produced and disseminated to all schools for use in first grade initiative. • Reports analyzed by teachers, school directors, inspectors and communities to set goals and make decisions. These reports had three simple indicators: reading/writing of short stories, promotion to second grade, and on age enrolment in first grade.
All schools receive active pedagogical orientation and support through school inspectors and other technical support staff.	<i>Result reached</i>	<ul style="list-style-type: none"> • Half of inspectors trained during two years as tutors for implementation of the <i>Diplomado</i>, acquiring active learning approaches and practical training on classroom improvement. • A strategy for developing and enhancing capacity of inspectors developed by the program, with intensive training scheduled throughout the year. • Inspectors, school directors, and heads teachers of all primary and secondary schools trained during three years in completing and analyzing the quality of the school census. • All first grade teachers received training and pedagogical support through Teacher Circles organized by inspectors. • All inspectors trained in first grade methodology, student assessment, and follow up. • A network of Teacher Circles established across country led by inspectors.
Primary school children in active schools are reading with comprehension, as seen in	<i>Result met, scope expanded</i>	<ul style="list-style-type: none"> • The longitudinal basic skills study demonstrated that active schools had an

national reading tests.		<p>impact on the basic literacy skills of first grade students of regular age.</p> <ul style="list-style-type: none"> • Longitudinal study showed that more students in active schools finish first grade with basic literacy skills than students who have had no PRODEGE intervention. • Reading comprehension skills still considered low in general for the majority of students in study. • All schools in the country established reading targets for children in first grade. • Reading prioritized as a national goal for first grade.
Primary school children in active schools are engaging in creative writing and mathematics in real-life situations.	Result met, scope expanded	<ul style="list-style-type: none"> • Students in active schools utilize learning guides which emphasize creative writing and real-life math problem-solving. • All first grade teachers trained in and utilizing the first two manuals for first grade (<i>Proyectos</i>) which emphasize creative writing and real-life math problem-solving. • Equatorial Guinea set this as a goal for first grade in all schools in country.
First grade repetition is reduced in active schools.	Result exceeded	<ul style="list-style-type: none"> • Repetition decreased by 7% over the five years of PRODEGE, or 1,800 less children repeat first grade every year.
Plans have been made and funds are identified to take the active learning model to all schools in the country.	Result reached	<ul style="list-style-type: none"> • An active school expansion proposal developed and socialized within a National Sustainability Commission. • Active learning methodology expanded to all first grade classrooms in country through first grade initiative activities. • Active learning methodology using teacher and student guides will be expanded nationally during PRODEGE 2012 – 2017
Plans are in place for an expansion of quality secondary education and youth programs.	Result reached	<ul style="list-style-type: none"> • Plans in place to pilot and expand quality junior secondary education models during PRODEGE 2012 – 2017.
The MECD has an explicit policy concerning gender equity.	Result partially reached	<ul style="list-style-type: none"> • PRODEGE assisted First Lady to develop a policy paper on girl's education.
Policies designed by the Permanent Planning and Strategy Forum have been implemented and used at different levels of the sector.	Result reached	<ul style="list-style-type: none"> • Two national policy forums implemented. • National policy commissions formed to discuss priority areas and sustainability. • Strategy for development of educational

		<p>policies developed.</p> <ul style="list-style-type: none"> • Five Equatorial Guineans participated in intensive training on educational policy development in IPE Argentina⁸. • Policy dialogue about the severity of problem with overage students in primary sparked a project proposal for additional government funds.
All MECD senior technical and management staff has taken part in management development processes.	Result reached	<ul style="list-style-type: none"> • All MEC authorities and inspectors trained in different aspects of education management. • Five study tours conducted to observe and analyze projects of active learning in Latin America with the participation of 13 local authorities and educators. • Four MEC authorities participated in study tour to Guatemala to observe the use of EMIS in management processes of Ministries. • Built capacity of 169 local staff and consultants in areas of administrative and technical program management.
Up-to-date basic information exists for all primary schools in the country and is used.	Result exceeded	<ul style="list-style-type: none"> • Modern EMIS system in place for primary education. • Secondary school EMIS and school map completed. • Staff from Statistics and Research unit trained to manage EMIS. • Four consecutive years of school level data collected, processed, analyzed and reported. • Four annual Statistical Yearbooks produced and disseminated. • Primary school map produced. • National education data shared with UNESCO. • Data used for analysis in policy forums. • Four members of Statistics and Research Unit participated in two study tours to international workshops and conferences.
Information about change indicators is being collected and analyzed by senior management of the MECD.	Result exceeded	<ul style="list-style-type: none"> • Workshops on how to use data for decision-making undertaken during first five years with MEC inspectors and at

⁸ IPE is the *Instituto Internacional de Planeamiento de la Educación* of UNESCO.

		school level with teachers and school principals. <ul style="list-style-type: none"> Data used at all levels of education system.
A results report for the 5-year action plan is produced.	Result reached	<ul style="list-style-type: none"> Final report produced at end of five years.

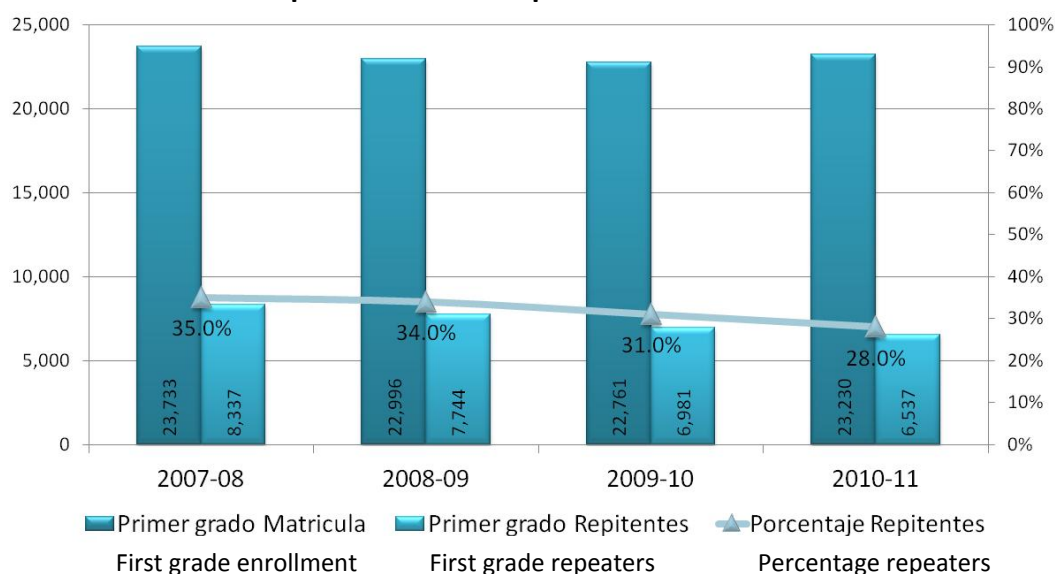
EVIDENCE OF RESULTS

In addition to the completed objectives, PRODEGE's efforts have begun to show national results in various aspects of the education sector.

Improvements in Student Performance Indicators

Changes in education, particularly the processes of education quality, require time and persistent actions to confront the obstacles facing the sector. The development of a functioning EMIS and school map has permitted the program to monitor progress in education indicators over the five years. It has also highlighted the need to address one of the major challenges facing the efficiency of the system – the high number of students repeating first grade, which reached 35% in the 2007-2008 school year. In comparison, UNESCO reported that the median repetition rate of 37 countries in Sub-Saharan Africa was 12%. The combined efforts of active schools, the *Diplomado* course, and the first grade initiative have helped accelerate the reduction of the national repetition rate by seven percentage points. This implies that 1,800 less students now repeat first grade every year since the 2010 -2011 school year.

Graphic 3: Student Repetition in First Grade



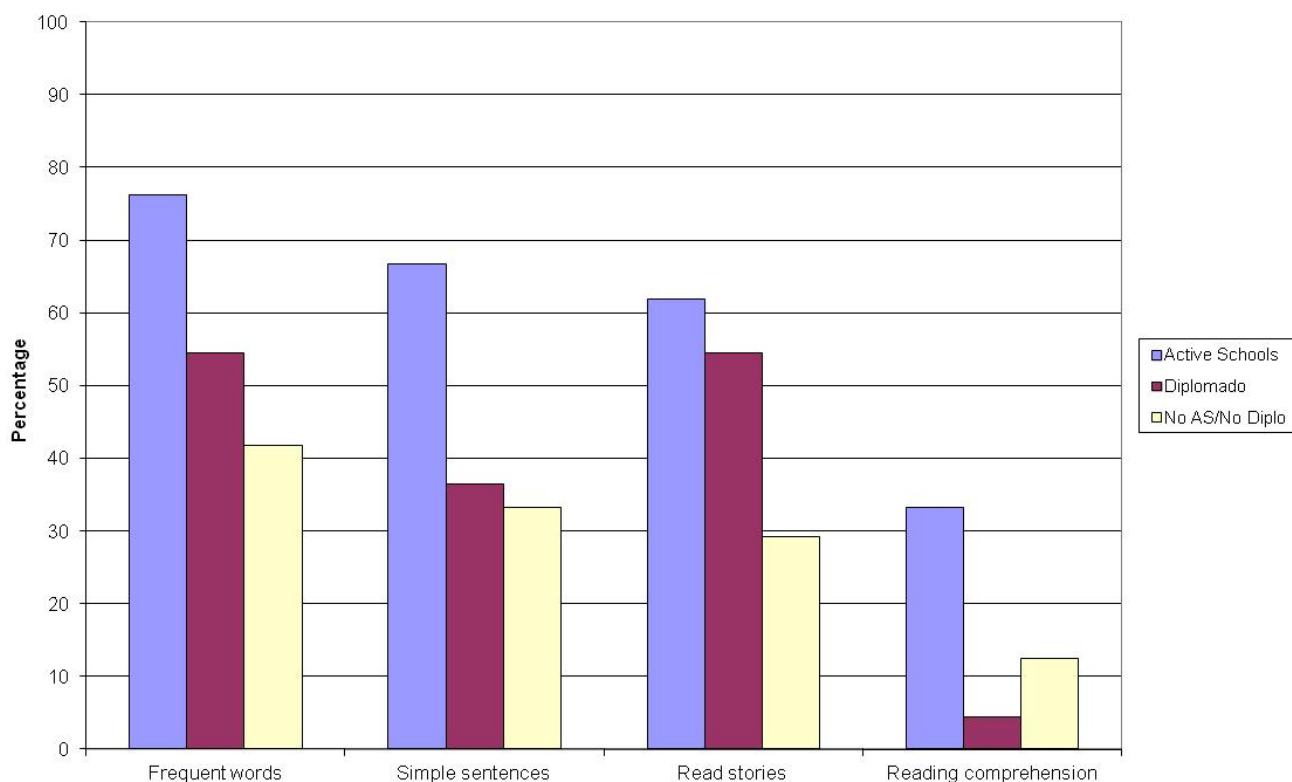
There is also evidence that students basic skills are improving. Accompanying the classroom interventions, PRODEGE conducted a longitudinal investigation of the basic skills in reading and

mathematics of students in grades 1-3. Results were intended to guide the development of interventions and to monitor the effectiveness of the interventions in improving student learning. Stage 1 of the investigation occurred at the beginning of the 2008-2009 school year, when teams of evaluators visited a sample of schools across the country to evaluate over 500 students in 1st and 2nd grade. This initial data collection established the baseline for the investigation, in order to understand which skills children have when they enter school. Stage 2 occurred at the end of that academic year when the same students were evaluated again to assess their academic progress. Stage 3 evaluated the same students for a third time in June 2010 to analyze the short-range impact on student learning of having a teacher who participated in the *Diplomado* and/or a teacher in one of the active schools.

The final results of the longitudinal study in 2010 showed that students of active schools performed better in the areas of identifying capital letters, auditory discrimination, reading frequently used words (e.g., mama, sun, hand), and writing their names, all important foundational skills for becoming competent readers. They also performed better in reading simple sentences and stories and reading comprehension (see Graphic 4 below). Students in classes with teachers in the *Diplomado* demonstrated significantly better performance in auditory discrimination and writing their names.

Graphic 4: Results of Longitudinal Study: Reading Skills, June 2010

Reading-Students of Regular Age: High Mastery, Junio 2010

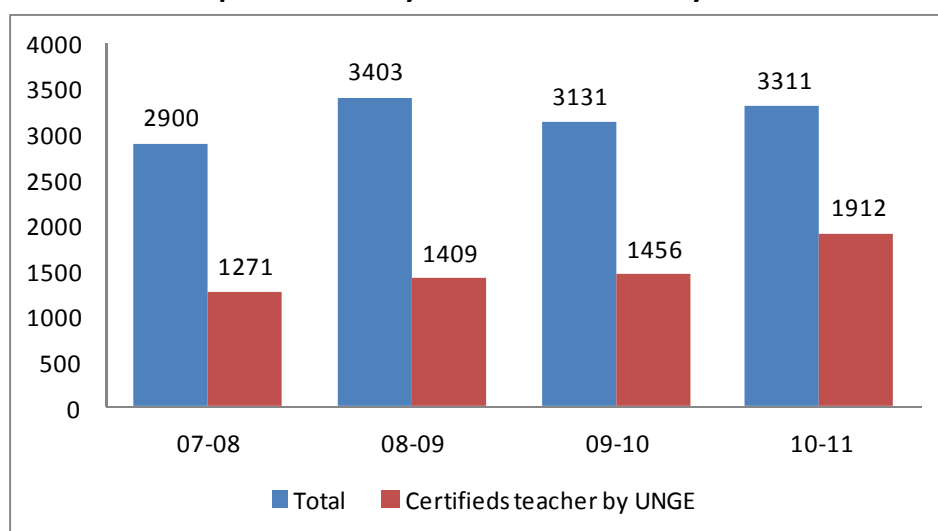


Overall, the longitudinal study demonstrated that the active school intervention has had an impact on the basic literacy skills of students in first grade of regular age, and that more students in active schools finish first grade with basic literacy skills than students who have had no PRODEGE intervention. There were no significant differences in math skills among the groups studied, which may have been due to the heavy emphasis on reading in *Proyecto Uno*, the first teacher manual that had the most years of intervention during the time of the study.

Changes in Teacher Performance

Another notable result of PRODEGE efforts has been the change in professionalization of the national teacher corp. After the graduation of 992 teachers in the *Diplomado*, in 2011 1,912 of 3,311 primary teachers who are currently teaching now hold a certification from the UNGE compared with only 1,217 in 2007.⁹

Graphic 5: Primary Teachers Certified by UNGE

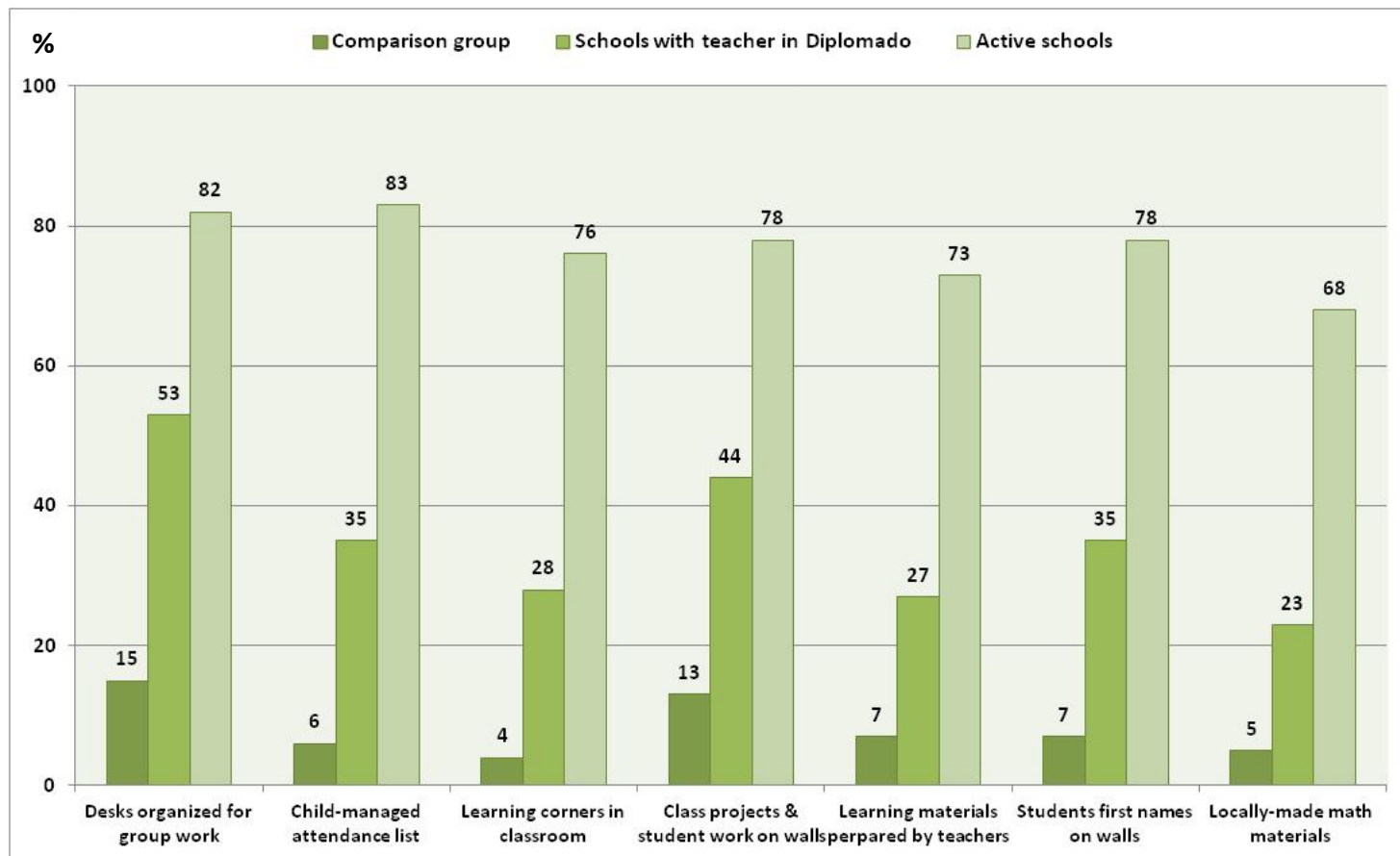


In February 2009, PRODEGE collected data from classroom observation in all schools of the country. The results showed that there were observable indicators of change in classrooms that had a teacher from an active school or who was participating in the *Diplomado*. At the time of the observation, the active schools teachers had received two years of training and support while the *Diplomado* teachers were one year into the two-year training course. Specifically, the observers looked at various aspects of the active learning approach which had also been emphasized in the training of the *Diplomado*. For example, a higher percentage of classrooms with teachers trained in active learning and in classrooms with *Diplomado* teachers evidenced that teachers had made changes in their classroom based on what was learnt. Thus, the observation in schools revealed a very high number of classrooms in which student tables or desks were organized by teachers to enable group work in comparison to classrooms of

⁹ While the *Diplomado* graduated a total of 992 teachers in 2010, the census data from 2011 shows that some of the graduates are not currently teaching in the primary school system. Some of the graduates are inspectors while others may be teaching at the secondary level.

teachers who had not participated in PRODEGE training. In addition, classrooms with teachers trained by PRODEGE displayed materials made by students and teachers, including the use of locally made mathematics learning materials. The widespread evidence of teachers trained by PRODEGE that had started changing their classroom practice half-way through the project can be seen in the following graph.

Graphic 6: Changes in practice in PRODEGE and non-PRODEGE trained teachers
785 schools visited



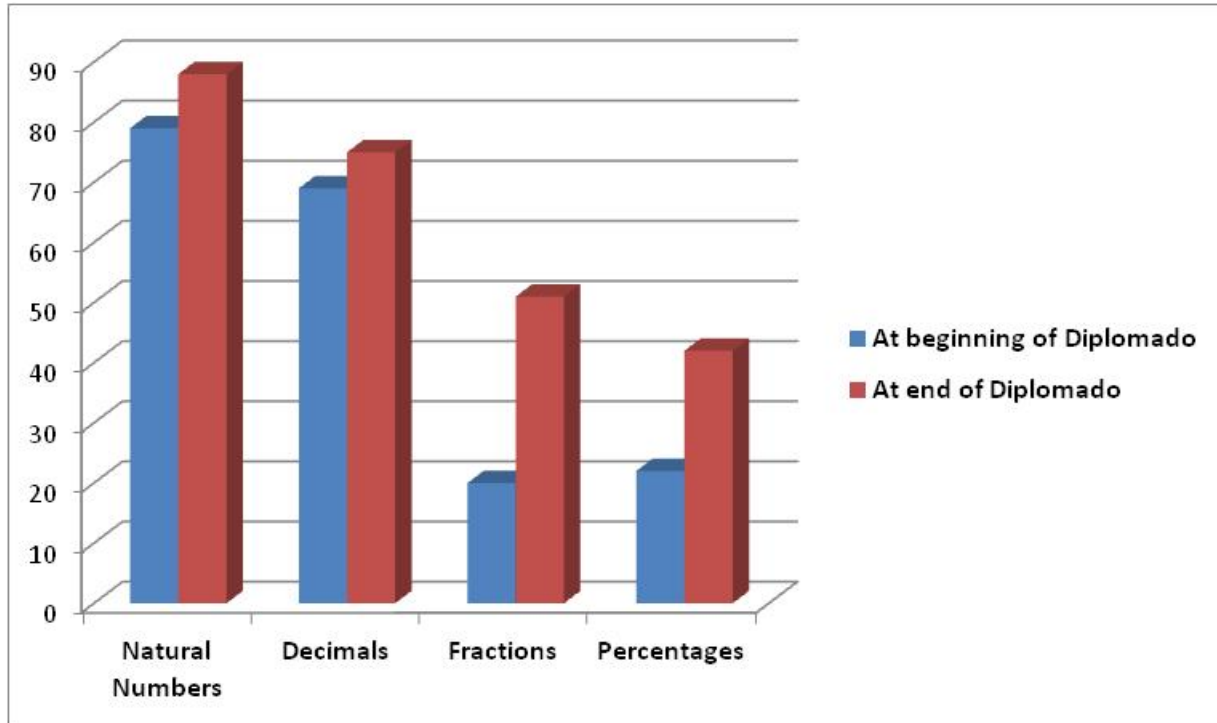
In November 2009, at the end of the *Diplomado* course, PRODEGE applied a test to a sample of 180 student teachers, who took a similar test at the beginning of the course, to gauge their improvement in mathematics skills after participating in the course. The results showed that the teachers improved in all the areas evaluated. There was a significant difference in their knowledge of fractions and percentages. There was also an improvement in teachers' skills and abilities in problem solving using numbers and operations.

The following table and graph show the comparison of the two tests.

Table 4: *Diplomado* course teachers' test scores

Content Area	At the beginning of the <i>Diplomado</i> course	At the end of the <i>Diplomado</i> course
Numbers	82%	91%
Decimals	72%	79%
Fractions	26%	56%
Percentages	27%	47%

Graphic 7: Results of mathematics module: *Diplomado* Course for Primary Education



Later in 2010 and 2011, a study was undertaken to assess to what extent teachers were changing their performance based on PRODEGE interventions. A study team observed teaching practices and conducted interviews with 185 primary school teachers who had participated in PRODEGE-led trainings and a control group of teachers who had not received training from PRODEGE. The study found that active schools teachers made the following changes to their teaching practice when compared to non-PRODEGE supported teachers:

- Teachers have learning corners, libraries and materials on the walls in their classrooms.
- Aspects of classroom communication reflect active participation of students.
- Aspects of the content taught in class are relevant to students' daily lives.

The study also found that those teachers who had graduated from the *Diplomado* and also taught in active schools were those who were most likely to exhibit these changes in their teaching. Also, all teachers with PRODEGE influence showed a higher use of group work in the

classroom, which is one of the more significant changes from the traditional classroom to active learning classroom.

Creation of an Active Learning Environment

In order to improve the learning experience of Equatoguinean students, PRODEGE used active learning methodology throughout the program. Active learning is described as making learners responsible for the construction of their own understanding of the world. Teachers in active learning classrooms encourage students to think, question, discuss, demonstrate, and evaluate rather than passively receive new information delivered by their teacher. The traditional classroom is teacher-centric and typically involves lectures and copying in notebooks with little interaction between teacher and student, nor among students. The Ministry of Education through PRODEGE sought to change the traditional paradigm by introducing active learning and a constructivist approach in teacher and inspector training activities, and most importantly with children in the classroom. In order to fully embrace this change, the entire program used active learning in all activities, from workshops, meetings with the MEC, to the classroom.

As a result of PRODEGE's interventions, the active "model" schools transformed their classrooms in the following ways. These elements of an active school environment are also summarized in Graphic 7:

- Students learn through using different mechanisms, from working together, and through facilitation and individual orientation from teachers.
- Students learn through the use of a set of students learning guides based on national curriculum, that encourage the use of national textbooks as resources.
- Students use diverse resources from learning corners to acquire and practice new knowledge, such as math games.
- Students participate in school governments that encourage leadership and project-based learning.
- Teachers support each other and provide feedback and encouragement in the process of changing their practice in the classroom through Teacher Circles.
- Teachers and students use a basic kit of school supplies for classroom activities, such as chalk, pencils, construction paper and markers.
- Students read books individually and to each other from school libraries.
- Communities participate in the education of their children and organize working commissions for academic achievement, safety and well-being, sports and recreation, security and maintenance, painting, and community journalists.
- School communities celebrate quarterly "Achievement Days" to recognize students' progress and celebrate local culture with parents, teachers, students, inspectors and MEC

... [PRODEGE's activities] have introduced the idea of community participation, and so we now have the teachers, the students and the community members as agents in the education process. This has been an impressive aspect that has to be consolidated. Education should not be something that is only the responsibility of the teachers and students, as it is something that affects an entire community."

-Joaquin Mbana Nchama, ex-Minister of Education and Science

representatives.

- Remodeled schools help ensure that students have light, ventilation and adequate space for learning, equipped with furniture and learning materials that can be organized for group-work and active learning.
- Facilitators regularly visit assigned schools and coach teachers to improve classroom practice and children's learning.
- Teachers, directors, and inspectors of the 54 model schools participate in training on aspects of classroom and community organization, active learning, use of learning guides and student assessment, and monitoring of school indicators.

Graphic 8: Elements of a Model Active School Environment



Development of an Education Management Information System

The Education For All (EFA) Plan for Equatorial Guinea highlighted the lack of timely and reliable information for decision-making and the management of the education system. In addition, the initial sector study carried out in 2005 in coordination with the MEC concluded that the Ministry needed a robust and reliable system for education statistics to inform the education development of the country. Addressing this need, PRODEGE initiated activities to strengthen the Statistics and Research Unit of the MEC by developing an annual process of data collection, processing, and dissemination of information. The Program worked closely with stakeholders at all levels of the education systems:

1. the Planning Directorate of the MEC in order to ensure the establishment of essential capabilities
2. Inspectors so they could assist in the collection school data as well as utilize the school report information with school directors, teachers, and community members in order to analyze school level data for decision-making,
3. MEC and UNGE authorities, to respond to information needs and train in the use of information for policy decisions.

Directly linked the EMIS activities, PRODEGE also encouraged the active participation of different sectors and stakeholders in supporting educational changes. The MEC and PRODEGE jointly developed a strategy for education policy forums that seeks to systematically empower key national actors in the search, generation and use of education information in order to improve decision-making and establish a sustained dialogue on education policy.

The following framework was used by PRODEGE to guide its activities in development and implementation of the EMIS:

Graphic 9: Framework for EMIS of Equatorial Guinea



The following list highlights the main achievements of PRODEGE's efforts of institutional strengthening and policy dialogue in Equatorial Guinea:

- Creation and capacity building of the Statistics and Research Unit within the MEC in order to provide reliable and up-to-date information.
- Development of an EMIS that included the design and implementation of a new annual school census and the first school map of all primary and secondary schools, linking specific geographic coordinates of each school to the information system.
- Development of a national technical team within the MEC through ongoing capacity building activities in the areas of information technology, information systems, calculation of indicators, analysis of school and internal efficiency flows, digital mapping, tools for data management, among others.
- Training of MEC authorities and inspectors on the use of statistics and education indicators for management and decision-making.
- Technical assistance for MEC authorities on concrete actions for organizational strengthening and modernization of the Ministry.
- Strengthening the management of education policy forums and commissions centered on student learning, quality education and the sustainability of PRODEGE efforts. Working with the MEC, PRODEGE led two national policy forums and initiated three national commissions for policy dialogue.
- Diverse publications analyzing educational data and information, such as studies and reports, a series of Education Policy and Data Analysis bulletins, and a series of working papers on topics of concern and needed educational development.

Preparing Future Teachers for Equatorial Guinea

Another important area of achievement for PRODEGE is the work in pre-service teacher development in response to the EUFP's request to update and improve the Practicum for student teachers. The Practicum is a university requirement in which future teachers learn practical teaching skills and practice them in actual classrooms. The goal was to develop the curriculum of the Practicum to ensure that teachers emerging from the EUFP have the same practical competencies for classroom management and have experience in working with the active learning methodology. The updated Practicum is part of the overall PRODEGE strategy for transforming Equatorial Guinea's classroom into a site for learning, as it allows teachers to turn knowledge acquired through training into visible classroom practices and behaviors focused on children's learning.

Summary of pre-service training achievements with EUFP

- Developed curriculum of the Practicum through eight training modules, focused on active learning and the skills and attitudes needed for effective school practice.
- Trained 18 monitors to facilitate the Practicum training of future teachers.
- Worked closely with EUFP professors to ensure sustainability of updated Practicum.
- Established *Quality Labs*, designed to simulate real-life classrooms for everyday practice of new methodology through microteaching.
- Assisted in the implementation of the first year of Practicum training for future teachers.
- Assisted in the design of the first three years of the *licenciatura* curriculum plans and implementation of the first year of the *licenciatura*.

PRODEGE began by training a group of 18 monitors, or pre-service trainers, in September 2009. Over the course of 16 months and 930 hours, the training prepared participants to facilitate the Practicum's debut with first-year students in both tracks of the EUFP Teachers College: the Diploma for Teachers of Primary Education and the University Diploma. In 2011, the updated Practicum was initiated in the first-year classrooms of the Teacher Training Colleges of Malabo and Bata.

LOOKING AHEAD - THE NEXT FIVE YEARS

Building on the achievements documented in this report, the next five years of PRODEGE will strengthen the work completed in improving the quality of primary education and move into improving the quality of post-primary education. PRODEGE 2012 - 2017 will work towards achieving three key goals based on the lessons learned from the first five years and the 10 year vision:

- Goal 1: Consolidate and expand gains in primary school through targeted technical assistance;
- Goal 2: Strengthen basic secondary education or *Educación Secundaria Básica* (ESBA) through improved academic and work-related competencies for students; and
- Goal 3: Strengthen the capacity of the education sector to manage and sustain a quality education system.

By following the 10 year vision, Equatorial Guinea is committed through PRODEGE to achieving improvements in education quality on a national scale with an overarching goal to sustain the improvements in the future. The PRODEGE 2012 – 2017 goals are aligned with the tenets of the country's *2020 Plan* to achieve universal primary school enrollment and better quality education. This means addressing the systemic challenges of all children; strengthening basic secondary education with relevant curricular programs and competencies for work; and consolidating institutional and individual capacities to sustain PRODEGE's investments into the next decade ultimately contributing to the overall development of the country.

ANNEXES

Annex 1: Compendium of Resources and Knowledge of PRODEGE

Materials for students	
Student learning guides	
1	Globalizado 2, Booklet 1
2	Globalizado 2, Booklet 2
3	Globalizado 2, Booklet 3
4	Mathematics 2, Booklet 1
5	Mathematics 2, Booklet 2
6	Mathematics 2, Booklet 3
7	Globalizado 3, Booklet 1
8	Globalizado 3, Booklet 2
9	Globalizado 3, Booklet 3
10	Mathematics 3, Booklet 1
11	Mathematics 3, Booklet 2
12	Mathematics 3, Booklet 3
13	Mathematics 4, Booklet 1
14	Mathematics 4, Booklet 2
15	Mathematics 4, Booklet 3
16	Natural Sciences 4, Booklet 1
17	Natural Sciences 4, Booklet 2
18	Natural Sciences 4, Booklet 3
19	Language and Literature 4, Booklet 1
20	Language and Literature 4, Booklet 2
21	Language and Literature 4, Booklet 3
22	Social Sciences 4, Booklet 1
23	Social Sciences 4, Booklet 2
24	Social Sciences 4, Booklet 3
25	Mathematics 5, Booklet 1
26	Mathematics 5, Booklet 2
27	Mathematics 5, Booklet 3
28	Natural Sciences 5, Booklet 1
29	Natural Sciences5, Booklet 2
30	Natural Sciences 5, Booklet 3
31	Language and Literature 5, Booklet 1
32	Language and Literature 5, Booklet 2
33	Language and Literature 5, Booklet 3
34	Social Sciences 5, Booklet 1
35	Social Sciences 5, Booklet 2
36	Social Sciences 5, Booklet 3

37	Mathematics 6, Booklet 1
38	Mathematics 6, Booklet 2
39	Mathematics 6, Booklet 3
40	Natural Sciences 6, Booklet 1
41	Natural Sciences 6, Booklet 2
42	Natural Sciences 6, Booklet 3
43	Language and Literature 6, Booklet 1
44	Language and Literature 6, Booklet 2
45	Language and Literature 6, Booklet 3
46	Social Sciences 6, Booklet 1
47	Social Sciences 6, Booklet 2
48	Social Sciences 6, Booklet 3
49	Preparation workbook: Come, let's learn

Materials for teachers	
Active Schools Manuals	
50	Learning Guides: Training Module
51	Pedagogical Accompaniment in the Classroom
52	Organization for Participation Manual
First grade approach	
53	Project one: My name
54	Project two: The general store
55	Project three: Equatorial Guinea, my country
56	My school's goals for first grade (poster)
57	Learning evaluation and promotion criteria - first grade
58	Student report card for first grade
59	Integrated system for first grade approach (diagram)
60	Report on alliances consultancy
61	Follow up questionnaire for alliances
62	Guide for school library organization and reading campaign
63	Alliances initiative for quality teachers and the role of the technical commission - first meeting
64	Alliances for quality teachers 2011 (presentation)
65	Peer visit questionnaire
Diplomado Modules	
66	Module 1: The Art of Fostering Learning in the Classroom
67	Tutors Guide: Module 1
68	Complementary Readings: Module 1
69	Module 2: Child-centered classrooms
70	Tutors Guide: Module 2
71	Complementary Readings: Module 2

72	Module 3: Reading and communications for life
73	Tutors Guide: Module 3
74	Complementary Readings: Module 3
75	Module 4: Mathematics for life, part 1
76	Module 4: Mathematics for life, part 2
77	Tutors Guide: Module 4, part 1
78	Tutors Guide: Module 4, part 2
79	Complementary Readings: Module 4 - part I
80	Complementary Readings: Module 4 - part II
81	Module 5: Sciences for life
82	Tutors Guide: Module 5
83	Complementary Readings: Module 5
Practicum Modules	
84	Module 1: Introduction to teacher development. Opening the door (facilitator)
85	Module 1: Introduction to teacher development. Opening the door (participant)
86	Module 2: Communication with others. Managing my interpersonal communication in the Practicum (facilitator)
87	Module 2: Communication with others. Managing my interpersonal communication in the Practicum (participant)
88	Module 3: System of beliefs and emotional intelligence: Two key tools in teaching practice and the process of learning - teaching (facilitator)
89	Module 3: System of beliefs and emotional intelligence: Two key tools in teaching practice and the process of learning - teaching (participant)
90	Follow up session: How am I doing with my personal development? (facilitator)
91	Follow up session: How am I doing with my personal development? (participant)
92	Module 4: The Updated Practicum in the EUFP Part A: Making the quality lab work (facilitator)
93	Module 4: The Updated Practicum in the EUFP Part A: Making the quality lab work (participant)
94	Module 5: Structuring an effective and entertaining class (facilitator)
95	Module 5: Structuring an effective and entertaining class (participant)
96	Module 6: Facilitating learning. Facilitating so that my students learn and take off (facilitator)
97	Module 6: Facilitating learning. Facilitating so that my students learn and take off (participant)
98	Module 7: Affective and conducive processes in the classroom (facilitator)
99	Module 7: Affective and conducive processes in the classroom (participant)
100	Module 8: Seven categories of interaction in the process of classroom learning: How do I manage each category (facilitator)
101	Module 8: Seven categories of interaction in the process of classroom learning: How do I manage each category (participant)
102	Closing workshop of the program (facilitator)
103	Integrated guide for the closing workshop
104	First year Practicum manual (facilitator)

105	First year Practicum manual (student)
106	Second year Practicum manual (facilitator)
107	Second year Practicum manual (student)
108	Third year Practicum manual (facilitator)
109	Third year Practicum manual (student)
110	Third year Practicum manual - Tools for Quality Teaching (student and facilitator)
Support to Faculty of Education Sciences	
111	Analytical descriptions of pedagogical areas by specialization from the FCCE - Biology (second year)
112	Analytical descriptions of pedagogical areas by specialization from the FCCE - Physics (second year)
113	Analytical descriptions of pedagogical areas by specialization from the FCCE - Geography and History (second year)
114	Analytical descriptions of pedagogical areas by specialization from the FCCE - Organization and Office of Education Institutions and Educational Orientation (second year)
115	Analytical descriptions of pedagogical areas by specialization from the FCCE - Mathematics (second year)
116	Analytical descriptions of pedagogical areas by specialization from the FCCE - Chemistry & Biology (third year)
117	Analytical descriptions of pedagogical areas by specialization from the FCCE - Physics (third year)
118	Analytical descriptions of pedagogical areas by specialization from the FCCE - Geography and History (third year)
119	Analytical descriptions of pedagogical areas by specialization from the FCCE - Organization and Office of Education Institutions and Educational Orientation (third year)
120	Analytical descriptions of pedagogical areas by specialization from the FCCE - Mathematics (third year)

Materials and instruments for schools	
School Census	
121	Questionnaire and instructions for C-1 Statistics for Primary Education: Beginning of 2007-2008 School Year
122	Questionnaire and instructions for C-2 Statistics for Primary Education: End of 2007-2008 School Year
123	Questionnaire and instructions for C-1 Statistics for Primary Education: Beginning of 2008-2009 School Year
124	Questionnaire and instructions for C-2 Statistics for Primary Education: End of 2008-2009 School Year
125	Questionnaire and instructions for C-1 Statistics for Primary Education: Beginning of 2009-2010 School Year
126	Questionnaire and instructions for C-2 Statistics for Primary Education: End of 2009-2010 School Year

127	Questionnaire and instructions for C-1 Statistics for Primary Education: Beginning of 2010-2011 School Year
128	Questionnaire and instructions for C-2 Statistics for Primary Education: End of 2010-2011 School Year
129	Questionnaire and instructions for C-1 Statistics for Primary Education: Beginning of 2011-2012 School Year
130	Primary School Census - Quality Control List
131	Secondary School Census - Quality Control List
Other Materials for Schools	
132	Primary Education School Map: Impact of PRODEGE in Equatorial Guinea
133	Primary Education School Map: PRODEGE Active Schools
134	School Map of PRODEGE Active Schools 2008 (poster)
135	Book of Stories from Equatorial Guinea
136	School Calendar 2011-2012
137	Instrument for peer visits

Education Policy, Data & Evaluation Resources	
Education data & data collection	
138	Statistical Yearbook for Primary Education - Beginning of 2007-2008 School Year
139	Statistical Yearbook for Primary Education - Beginning of 2008-2009 School Year
140	Statistical Yearbook for Primary Education - Beginning of 2009-2010 School Year
141	Statistical Yearbook for Primary Education - Beginning of 2010-2011 School Year
142	User Manual: ED*Assist
143	HR Manual - Equatorial Guinea
144	HR Database of Teachers (access)
145	Questionnaire for first grade teachers
146	Instrument and instructions for data entry - list of students 2011
147	Collection of geographic coordinates (instrument)
Research and evaluation studies	
148	Quality Education Series #1: Primary Teachers in Equatorial Guinea: Characteristics and Challenges
149	Quality Education Series #2: What do Children Know at the Beginning of Primary School: Basic Skills in Literacy and Mathematics
150	Quality Education Series #3: What do Children Learn in the First Grade? Basic skills in Literacy and Mathematics
151	Quality Education Series #4: Changes in Teacher Performance in Primary Education: Impact of PRODEGE's Teacher Development Actions
152	Basic Skills in Mathematics of Diploma Course Students
153	Descriptive Study of Teachers without Teaching Titles
Policy dialogue and forums	

154	Teacher Development Policies: Report of the First Policy Forum 2009
155	Forum 1. Policy Forum on Teacher Development
156	Forum 1. Strategies for Teacher Development to Improve the Quality of Learning
157	Forum 1. Primary Teachers in Equatorial Guinea
158	Forum 1. The Challenges of Teacher Development and Global Tendencies for Effective Teacher Development
159	Forum 1. Case Analysis of Effective Teacher Development
160	Forum 1. Panel: Quality Pedagogical Practice
161	Forum 1. Panel: Spanish Cooperation and teacher development in Equatorial Guinea
162	Forum 1. Panel: Teaching at the Faculty of Letters and Social Sciences
163	Forum 2. Learning, Performance and Evaluation - First Cycle of Primary - Introduction
164	Forum 2. Impact of PRODEGE Strategies on Children's Learning and Teacher Development
165	Forum 2. Active Schools as a Model of Teacher Professional Development - A Policy for the Country?
166	Forum 2. Evaluation of Learning: Focus on First Grade
167	Forum 2. Key Challenges of First Cycle of Primary - Status of Education Indicators and Policy
168	Technical Summary of Second Education Policy Forum
169	PRODEGE Strategy: Education Policy Forum
170	Presentation: National Action Plan for the Development of the EFA and its implication for the first session of the Vision and Education Policy Commission
171	Report on First Meeting of the Vision and Education Policy Commission
172	Brief History of Education Reform in Equatorial Guinea
Working papers and bulletins	
173	Analysis of the Flow of Students in the Primary Education in Equatorial Guinea 2008-2009 and 2009-2010
174	Characterization of Primary and Secondary Teachers in Equatorial Guinea. 2010-2011 School Year
175	Late Enrollment and its Consequences. 2010-2011 School Year
176	Characterization of the 13-19 year-old Population: Are they all in school? 2010-2011 School Year
177	Girls' Participation in the Education System, 2007-2010
178	Special Education Needs in Equatorial Guinea
179	Condition of Teachers in Equatorial Guinea
180	Education Policy Forums in Equatorial Guinea - Conceptual Framework
181	Panorama of Education in Equatorial Guinea: Progress and Challenges in Quality Education up to 2010
182	EPE 1: Primary Education - Numbers and Percentages
183	EPE 2: Repetition and Overage Students
184	EPE 3: Capabilities and Basic Skills of Students in First Cycle Primary
185	Experiences in Quality Education - Teacher Development for Education Development: The Starting Point
186	Experiences in Quality Education - Making the School a Place for Learning: The Starting Point

187	Experiences in Quality Education - Strengthening Teachers' Management of Primary Education Census
188	Experiences in Quality Education - Towards the Active School: Workshop on Organization for Participation. Working with the People
189	Experiences in Quality Education - Education Management Information System and School Map: The Starting Point
190	Girls' Education in Equatorial Guinea: Our Principles, Advances and Vision for the Future (presentation and text)
Workshops	
191	Dialogue for Sustainability of EMIS: Achievements and Challenges
192	Statistics and Education Indicators of Equatorial Guinea
193	Statistical Yearbook for Primary Education
194	School Map of Equatorial Guinea
Organizational development & sustainability	
195	Introductory Session on Expanding and Sustaining Education Achievements
196	Sustainability in Education (presentation)
197	Institutional Strengthening of the MEC - Conceptual Framework
198	Framework for Institutional Strengthening of the MEC
199	Proposal for Manual on Functions, Organization and Jobs of MEC
200	MEC Central Office Reform Approaches (consultant report)
201	The Public Sector and Duties of a Government Employee: Lecture 3 and 4; Activities 1, 2 and 3 (seminar)
202	IPRO report: Technical Documentation on Installation of the Wireless Network at the MEC

Program Management Resources	
Program design	
203	Institutional Strengthening of the MECD in: Computing, Information Systems, Research and Education Policy
204	Foundation document of the Practicum
205	Proposal: Training Program for the Team Responsible for Implementing the Updated Practicum and Quality Labs of the EUFP
206	Proposal: Creating Education Quality in the EUFP - Training Facilitators/Monitors on the Process
207	Proposal for Teacher Development
208	Strategy for implementing active schools in Equatorial Guinea
209	Justification for Addendum to the Memorandum of Understanding - Phase 1 PRODEGE
210	Evaluation Plan -PRODEGE
211	Architectural Conceptualization of the Active Classroom
212	Final Report: Preliminary Studies for the Design of Infrastructure of Active Schools in Equatorial Guinea
Planning	
213	Education Development in Equatorial Guinea: An Action Plan (full version)

214	Education Development in Equatorial Guinea: An Action Plan Executive Summary
215	Executed Letter of Agreement AED-GREG-Hess
216	Executed MOU Education Development Program (ceremonial version)
217	MOU Education Development Program (full version)
218	Presentation to HE the President: Quality Education in Guinea Equatorial 2010
219	Education in Equatorial Guinea A Ten Year Action Plan to Improve Teaching in the Classroom, 2005 (presentation)
220	Work Plan 2006 – 2007
221	Work Plan 2008
222	Work Plan 2009
223	Work Plan 2010
224	Work Plan 2011
225	Achievements up to 2009 and Work Plan 2010 (presentation)
226	Planning Workshop 2007 - 2008 (presentation)
Monitoring & reporting	
227	Quarterly Report #1 December 2006
228	Quarterly Report #2 April 2007
229	Quarterly Report #3 June 2007
230	Quarterly Report #4 September 2007
231	Quarterly Report #5 December 2007
232	Quarterly Report #6 March 2008
233	Quarterly Report #7 June 2008
234	Quarterly Report #8 September 2008
235	Quarterly Report #9 December 2008
236	Quarterly Report #10 March 2009
237	Quarterly Report #11 June 2009
238	Quarterly Report #12 September 2009
239	Quarterly Report #13 December 2009
240	Quarterly Report #14 March 2010
241	Quarterly Report #15 June 2010
242	Quarterly Report #16 September 2010
243	Quarterly Report #17 December 2010
244	Quarterly Report #18 March 2011
245	Quarterly Report #19 June 2011
246	Quarterly Report #20 September 2011
247	Quarterly Report #21 December 2011
248	Technical Summary of Diploma Course for Primary Education
249	Practicum - advances to date 2008 (presentation)
250	PRODEGE Progress report June 2008 (presentation)
251	PRODEGE Sharing achievements to date 2009 (presentation)
252	Counterparts Meeting - Highlights April 2010 (presentation)
253	Classroom observation table - impact indicators

254	Executive Summary of Achievements - June 2006 to June 2011
255	PRODEGE, the First Five Years - Final Program Report

Communications Resources	
Newsletters	
256	Newsletter #1 - Program Description (July 2006)
257	Newsletter #2 - Founders Workshop (August 2006)
258	Newsletter #3 - Launching Events (July 2007)
259	Newsletter #4 - Teacher Development Workshop (June 2007)
260	Newsletter #5 - Institutional Strengthening Workshop (June 2007)
261	Newsletter #6 - Community Commissions (August 2007)
262	Newsletter #7 - Tutors workshop: Accelerated Diploma Course (November 2007)
263	Newsletter #8 - Schools Census Training (December 2007)
264	Newsletter #9 - Achievements Day in the Moka Active School (December 2007)
265	Newsletter #10 - Diploma Course Launched (March 2008)
266	Newsletter #11 - Batete's School Newspaper (May 2008)
267	Newsletter #13 - Information System (January 2009)
268	Newsletter #14 - Statistical Yearbook for Primary Education (February 2009)
269	Newsletter #15 - Study Tour in Nicaragua (March 2009)
270	Newsletter #16 - One Year of the Diploma Course (May 2009)
271	Newsletter #17 - Restoring Cultural Traditions (July 2009)
272	Newsletter #18 - School Map of Primary Education (July 2009)
273	Newsletter #19 - Forum on Educational Policy (August 2009)
274	Newsletter #20 - Capacity Building (September 2009)
275	Newsletter #22 - Diplomado Graduation (May 2010)
276	Newsletter #23 - Summer Course for First Grade Teachers (July 2010)
277	Newsletter #24 - The Updated Practicum (November 2010)
278	Newsletter #26 - Evaluation of Learning (January 2011)
279	Newsletter #27 - Workshop on Calculation of Statistics and Education Indicators (March 2011)
280	Education Development Program of Equatorial Guinea (fact sheet)
Achievements publications	
281	Achievements 2008
282	Achievements 2009
283	Achievements 2010
284	Five years of achievements 2006 - 2011 - PRODEGE
285	Progress in the Equato-guinean education sector - Five years of PRODEGE (bulletin)
286	Five years of achievements 2006 - 2011 - PRODEGE (summary bulletin)
287	Balance & perspectives on education reform in Equatorial Guinea: The experience of PRODEGE
288	Program highlights July 2006 – June 2008 (newsletter)
289	Building for the future. Reinforcing education in Equatorial Guinea: 2007 PRODEGE Annual Progress Report (Hess publication)

Presentations	
290	EG Gas conference _ Carmen Siri
291	Celebration of Achievements: Five years of achievements 2005 - 2011
292	Celebration of Achievements in Education: The Information System and School Map of Equatorial Guinea. Why is it important?
293	Celebration of Achievements in Education: Progress and Challenges 2006 -2011 Synthesis
Other media	
294	Heading towards a quality education for all - teachers graduation (billboard)
295	Heading towards a quality education for all - teacher and student (billboard)
296	Active Schools: Heading towards a quality education for all (billboard)
297	Policy Forum 1 (banner)
298	Policy Forum 2 _horizontal (banner)
299	Policy Forum 2 _vertical (banner)
300	Five Years of Achievements (poster)
301	Program highlights July 2006 – June 2008 (poster)
302	PRODEGE video

Annex 2: PRODEGE Achievements by Year

Order	Description of Achievements	¹⁰ Com	2006	2007	2008	2009	2010	2011
1	Work plan developed by consensus with MECD, EUFP, inspectors and AED.	MA	√					
2	Defining role of national counterparts (<i>homólogos</i>).	MA	√					
3	Agreement reached on vision and basic goals.	MA	√					
4	PRODEGE recognized as a MECD program.	MA		√				
5	Program restructured with counterparts and local personnel.	MA		√				
6	Launching event carried out in Malabo, Bata, Mongomo.	MA		√				
7	National counterparts participate in key decision-making.	MA		√				
8	Agreement reached on <i>Diplomado</i> accelerated course for in-service teachers who have had no formal training.	TD		√				
9	A prerequisite for starting the <i>Diplomado</i> course carried out for 1,200 teachers over 7 weeks in 5 cities across the country.	TD		√				
10	Agreement reached on the format for the teacher module that will develop practical teaching skills and knowledge.	TD		√				
11	Authors and tutors for <i>Diplomado</i> course selected and trained.	TD		√				
12	Quality lab of Bata remodeled.	TD		√				
13	Workshop on micro-teaching.	TD		√				
14	Basic agreement reached on the creation of a Practicum manual focused on practical skills for classroom management in multigrade schools.	TD		√				
15	46 active schools selected.	AS		√				
16	Eight active schools facilitators selected and trained.	AS		√				
17	Community work commissions organized.	AS		√				
18	Training carried out for school directors, teachers and community members.	AS		√				
19	School materials acquired and furniture produced locally.	AS		√				
20	Diagnostic of school facilities rehabilitation carried out.	AS		√				
21	Asonga school renovated.	AS		√				
22	Team integrated into the DGPPE/MECD.	IS		√				
23	Statistics Unit equipped.	IS		√				
24	Education information system designed.	IS		√				

¹⁰ MA = Management, TD = Teacher Development, AS = Active Schools, IS= Institutional Strengthening, EV = Evaluation

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
25	School census for primary education produced.	IS		√				
26	Teacher profile study designed, validated and carried out. A total of 1,097 teachers surveyed.	IS		√				
27	GPS for the school map of active schools.	IS		√				
28	Data for 2005-06 and 2006-07 school years processed.	IS		√				
29	School peer visits to communities.	IS		√				
30	PRODEGE recognized as a Program of the MECD by Ministry authorities, local communities, and the press.	MA			√			
31	PRODEGE functions a Program of the MECD and local counterparts participate in key decision-making.	MA			√			
32	Implementation of a communications plan including newsletters and press releases begins.	MA			√			
33	<i>Diplomado</i> teachers finished first year of studies. Attendance of participants reached over 95%.	TD			√			
34	Evaluation tests for <i>Diplomado</i> developed with EUFP.	TD			√			
35	Modules I, II, III and IV-part 1 developed and edited by a team of technical local and international specialists; modules distributed to the student-teachers.	TD			√			
36	38 tutors received the training and supervision in order to be able to facilitate each module of the <i>Diplomado</i> . Student-teachers began applying the new knowledge in their classrooms	TD			√			
37	The first manual for the Practicum, which was developed by national and international consultants, approved by the Rector of the UNGE.	TD			√			
38	School of Enigayong inaugurated with the MECD and President of AED. Other schools in the continental region inaugurated by the Minister of Education and other MECD authorities.	AS			√			
39	39 schools completely renovated.	AS			√			
40	Teacher manual <i>Proyecto "Mi Nombre"</i> , which helps students learn to read in first grade, developed by a team of authors with international technical assistance.	AS			√			
41	Active schools teachers trained on the use of learning guides.	AS			√			
42	School directors, teachers, and community members received training and support at the school level.	AS			√			
43	Materials for the 2008-2009 school year purchased and distributed to active schools.	AS			√			
44	Authors of the student learning guides selected and trained.	AS			√			
45	Remaining school furniture distributed to active schools.	AS			√			
46	Reading campaign launched with a MECD workshop to approve list of book for students. Classification of books finished and distribution plans approved.	AS			√			
47	Staff for the Statistics Unit hired and trained to work within the MECD, specifically with the General Directorate for Planning and Education Programs.	IS			√			
48	Six computers and a laser printer purchased for the Statistics Unit.	IS			√			

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
49	A series of statistics and educational policy bulletins produced.	IS			√			
50	Education Management Information System includes data from all primary schools in the country.	IS			√			
51	System installed in computers of MECD education authorities.	IS			√			
52	School Census produced for end of school year 2007 and beginning of school year 2008.	IS			√			
53	School map of active schools completed as a model for a national school map.	IS			√			
54	<i>Diplomado</i> completed by 1,100 in-service teachers entailing the certification of 80% of teachers.	TD				√		
55	<i>Diplomado</i> curriculum, which will be used by the National Teacher College (EUPF) to continue program training in future service, completed.	TD				√		
56	First three Practicum modules for pre-service training of student teachers attending the Teacher Training Colleges of Bata and Malabo implemented.	TD				√		
57	Projects One, Two, and Three manuals for first-grade teachers of active schools completed.	AS				√		
58	Facilitators provided continuous support to the 40 original active schools and to 14 additional schools requested by the government.	AS				√		
59	Active schools teaching materials, including basic skills manuals for first-grade teachers, student learning guides for second and third grade, and teacher manuals for school and community organization and participation, prepared, developed, and published.	AS				√		
60	First Education Statistical Yearbook for Equatorial Guinea published.	IS				√		
61	National forum held on teachers' development and training, based on a study that analyses characteristics of teachers and challenges they face.	IS				√		
62	National commissions established with stakeholders from different sectors in the country: the Vision and Education Policy Commission, Education Forums Commission, and Sustainability Commission.	IS				√		
63	School records and school census designed and implemented.	IS				√		
64	Data collected with GPS to develop the first school map.	IS				√		
65	992 teachers graduated from the Primary Education <i>Diplomado</i> .	TD					√	
66	96 inspectors trained in promotion criteria for first grade.	TD					√	
67	1400 first-grade teachers, head teachers, and directors trained in active learning methodology, teaching strategies for first grade, continuous assessment, and promotion criteria.	AS TD					√	
68	Practicum monitors for EUPF students in Bata and Malabo trained.	TD					√	
69	Quality labs equipped and operational; educational resource computers installed in the EUPFs.	TD					√	
70	Follow-up study of basic skills of 1st and 2nd grade students carried out.	EV					√	
71	Impact assessment of in-service teacher performance initiated.	EV					√	

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
72	Proposal to pilot a continuous assessment and promotion criteria, integrated with an active learning approach designed.	EV				√		
73	All first-grade teachers trained in a first-grade pedagogical strategy, promotion criteria and progress charts, and report cards.	EV				√		
74	96 inspectors trained on school organization and as pedagogical advisors.	AS				√		
75	Facilitators' capacity strengthened.	AS				√		
76	Continuous support provided to active schools through facilitators and other strategies.	AS				√		
77	Capacity of materials authors strengthened.	AS				√		
78	Teaching materials for 2nd to 6th grade and teacher training modules produced and validated.	AS				√		
79	First-grade strategy implemented throughout country (Projects 1 and 2).	AS				√		
80	Dissemination strategy for active schools developed.	AS				√		
81	Communities completed renovation and remodeling.	AS				√		
82	Three technical staff from MEC and PRODEGE trained on planning and educational policies, in Buenos Aires, Argentina, co-financed by the International Institute for Educational Planning (IIEP-UNESCO).	IS				√		
83	10 technical staff from MEC trained on the education information system and information tools management as applied to the field of planning, statistics, and education research.	IS				√		
84	Primary education school map and second annual statistical yearbook produced.	IS				√		
85	School census for secondary education developed.	IS				√		
86	Inspectors trained teachers on the proper use of the school census.	IS				√		
87	Research conducted and second forum on education policy carried out.	IS				√		
88	Conceptual framework on organizational development developed with MEC through workshop.	IS				√		
89	Proposals to ensure sustainability of PRODEGE's accomplishments developed, disseminated, and discussed with MEC: 1) Expansion of active schools, 2) Remodeling, maintenance, and equipment of active schools, 3) Accreditation of all teachers in Equatorial Guinea, 4) MEC's EMIS, and 5) PRODEGE offices.	IS MA				√		
90	Annual work plan agreed upon with counterparts and monitoring began.	MA				√		
91	Meeting held with national counterparts to inform them on PRODEGE progress and make technical decisions.	MA				√		
92	Communications and dissemination of publications carried out.	MA				√		
93	Reading campaign launched with distribution of school libraries.	MA				√		
94	Three key educators participated in the International Conference on Teacher Training that took place in Mexico.	TD				√		
95	All schools in the country received a basic kit with teaching materials to implement the changes needed to	TD				√		

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
	apply active and participatory methodologies in first grade.	AS						
96	Addendum for additional \$10 million approved to complete phase one of PRODEGE.	MA						√
97	MEC approved work plan for 2011.	MA						√
98	PRODEGE launched strategy of “Alliances for Teacher Quality,” advisory committee established, and 44 tutors trained.	TD						√
99	Active schools authors validated student learning guides in the classrooms.	AS						√
100	Through PRODEGE, MEC distributed 180,000 books to all primary schools in the country.	MA						√
101	MEC approved plan for initial activities of organizational development of the MEC.	IS						√
102	EMIS continued to disseminated and promote the use of education information.	IS						√
103	National authors joined facilitators to validate student guides and gain experience to improve modules designed for teachers.	AS						√
104	Evaluation team monitored and followed up on the use of promotion criteria and student assessment activities in schools.	EV						√
105	10 technical staff from MEC trained on methodology and calculation of education indicators.	IS						√
106	150 teachers from active schools conducted their teacher circles.	MA						√
107	Active schools facilitators carried out bimonthly meeting to analyze progress status in schools.	AS						√
108	Facilitators continued process of validating student learning guides in active schools.	AS						√
109	Practicum implemented in EUFPs in Bata and Malabo.	TD						√
110	33 tutors and inspectors trained in alliances for teacher quality.	TD EV						√
111	1,255 first-grade teachers, directors and head teachers in the country developed the Alliances for Teacher Quality: Two meetings held, training workshops developed, Teacher Circles held, and peer visits implemented.	TD EV						√
112	MEC authorities held initial workshop to analyze the organization’s regulations and the need to update the organization chart and functions of the MEC.	IS						√
113	Inspectors collected data for secondary school census and statistics unit completed collection of geographic coordinates of these centers.	IS						√
114	National team completed final phase of the two studies: 1) teacher performance, 2) basic skills in reading, writing and math for first and second grade students.	EV						√
115	Coordinator of the MEC’s Statistics and Research Unit visited the UNESCO’s International Institute for Education Statistics. Equatorial Guinea began reporting data to UNESCO in official electronic documents.	IS						√

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
116	Workshops for Project 3, <i>Equatorial Guinea, my country</i> , implemented in all active schools.	AS						✓
117	Active schools team completed the validation process to improve the quality and relevance of the student learning guides and teacher modules.	AS						✓
118	The active schools team completed the technical revision of second and third grade student learning guides (integrated subjects) and student guides for fourth -sixth grade students. Production and final printing process started.	AS						✓
119	Study of skills and distribution of school census for end of school year 2010-2011, among others, accelerate and completed before the end of the school year.	EV IS						✓
120	Conference on “Statistics and Education Policy” held featuring the presentation of the third Statistical Yearbook for primary education.	IS						✓
121	“Update of MEC’s Organizational Structure: Progress in MEC’s Organizational Strengthening” report disseminated.	IS						✓
122	98 inspectors and their respective secretaries in district inspections trained in management of the 2009-2010 Statistics Yearbook for Primary Education.	IS						✓
123	MEC inspectors led the integrated strategy for first grade. The strategy includes training, pedagogical accompaniment through Teacher Circles, and peer-to-peer visits.	AS TD						✓
124	Finalized production of learning materials that students can apply in the classrooms.	AS						✓
125	PRODEGE supported EUFP in the proposal to create the Faculty of Education Sciences in Bata. In addition to new <i>licenciaturas</i> in education and pedagogy, it includes programs to give more continuity to the accelerated initial teacher training with a focus in active learning methodologies.	TD						✓
126	Team of authors led by the Materials Specialist revised and developed a manual on pedagogical accompaniment and a training module for teachers on the use of student learning guides.	AS						✓
127	Framework document about promotion criteria and first grade student assessment printed and distributed to all schools at the national level.	EV						✓
128	PRODEGE explored a strategy to deal with vision problems among teachers and students in the first cycle of primary by training teachers in Mbini on how to identify vision problems among students.	MA						✓
129	Working papers distributed on education policies for use and reflection among MEC directors and technical staff. Topics analyzed included: a) Conceptual framework for strategy of forums on education policy, b) Special education needs in Equatorial Guinea, and c) Teaching conditions in Equatorial Guinea.	IS						✓
130	MEC Statistics Unit, with support from PRODEGE, completed the processing and preliminary validation of data on primary and secondary levels, and continued production of the fourth Education Statistical Yearbook.	IS						✓

Order	Description of Achievements	Com ¹⁰	2006	2007	2008	2009	2010	2011
	At the same time, the unit participated in the documentation and improvement of its processes.							
131	Active schools facilitators strengthened ties between schools and the community by training volunteer teachers. Volunteer teachers are community members that provide their time and effort to support actions in the schools and, above all, in the classrooms.	AS						✓
132	PRODEGE technical team supported the beginning of the 2011-2012 school year, through reflection and action about redefining strategies for teacher support.	TD						✓
133	Four senior officers of MEC together with the Technical Manager participated in an exchange visit with the Ministry of Education of Guatemala (MINEDUC).	IS						✓
134	During the last quarter of 2011, PRODEGE completed the training of all first grade teachers and directors in the country on an integrated strategy for first grade.	AS TD						✓
135	58 students received reading glasses as a result of a vision exam in the Mbini district.	MA						✓
136	PRODEGE, MEC and representatives of HESS participated in a workshop to analyze a preliminary proposal for the next five years of PRODEGE.	MA						✓
137	In support of modernizing MEC, PRODEGE acquired and installed 20 computers in the MEC headquarters. PRODEGE also conducted a needs assessment and gave a course on how to utilize the equipment properly and on the installed software.	IS						✓
138	The MEC, MMIE, and the Hess Corporation celebrated the achievements of PRODEGE at an event in Malabo.	MA						✓



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