



## our goals

- Improving the quality of education through innovation
- Reducing obstacles to achieving education for all
- Connecting and strengthening the linkages between education and economic growth, and poverty reduction

### OUR APPROACH

- Bridging the gaps countries face in meeting their educational objectives
- Strengthening institutional capacity for effective program delivery
- Developing strategic alliances with the private sector

### OUR PRACTICE

- Improving education management and monitoring, and reforming policy
- Building the capacity of teachers and communities to help children learn
- Adding value to formal education
- Preventing school-related gender-based violence

### ACCESSING DEVTECH'S SERVICES

To obtain more information and to access DevTech services, please visit our website ([www.devtechsys.com](http://www.devtechsys.com)) for an up-to-date listing of current U.S. government contracting vehicles. As of January 2009, these include:

#### General Services

The General Services Administration (GSA) Management, Organizational, and Business Improvement Services (MOBIS) price schedule (SIN 8741 & SIN 8747) can be used for short- and/or long-term projects in any sector through 2010.

#### Sector and/or Issue-Specific Services

- Assistance to Basic Education/Basic Education (through 2010)
- Assistance to Basic Education/LINK (through 2010)

## DEVTECH

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## education

## improving quality of education

DevTech's education practice recognizes access is not the only obstacle to achieving goals of education for all. The firm builds technical capacity through innovative programs that bridge the gaps in existing education systems.

## DEVTECH



## STRENGTHENING INSTITUTIONAL CAPACITY

### Education Policy and Management

DevTech has addressed questions of education management and policy by:

- Unifying the Ministry of Education's and the Teacher Union's versions of a Teachers' Code of Conduct in Ghana and Malawi
- Introducing tools for monitoring educational outcomes and progress in Liberia
- Assessing the effectiveness of the Dominican Republic's Ten Year Educational development strategy.
- Recent examples of education impact assessments include: the Pakistan early childhood education program; the impact of special fast-track funding to improve community schools in Zambia; the efficacy of the scholarship program in Egypt; and the educational outcomes of students participating in accelerated learning programs and conventional schools in Liberia.

### Teacher Training

Developing teacher training materials and programs has been an element of several DevTech activities. Specific accomplishments in this area include:

- Training more than 1,500 teachers in the Dominican Republic and Colombia in improved teacher techniques using Quantum Learning®.
- Training 364 teachers in improving the ability to maintain classroom discipline, instructing students on basic gender-sensitive class-participation, and introducing alternative learning techniques.

## BRIDGING THE GAPS: ADDING VALUE TO FORMAL EDUCATION

Many children exit the educational system due to violence and because it offers them little in terms of benefits. DevTech has developed innovative program approaches to address the challenges that countries face in providing quality education.

### "Spaces for Growth"

The **Espacios para Crecer** (EpC) program is a transitional school program in the Dominican Republic and Colombia designed to create a safe and pleasant learning environment for children who have dropped out of school or attend irregularly. It works to allow students to "catch up" academically. Moreover, the program focuses on helping children develop their self-image, their sense of who they are, and who and what they can become, as well as, to raise achievement levels in literacy and numeracy.

The impact of this model in the Dominican school systems went far and beyond the original concept. Children, parents, and teachers in nearby public schools suddenly saw the joy of learning overflowing from the EpCs. The program is considered the answer to the second shift or the completion of a full day of schooling, in the Dominican public schools. Today it is being implemented in Colombia, and aspects of the model are being replicated in Guatemala and Nicaragua.

### "Spaces for Entrepreneurship"

The **Espacios para Emprender** (EpE) program is designed for adolescents 14 to 17 years of age to be withdrawn or prevented from the worst forms of child labor. Based on the highly successful EpC program, it has three main components that are implemented in the formal sector and include leadership training, vocational job-entry skills, and basic micro- or small- business management skills. This program is being implemented in the Dominican Republic and Colombia.

**Results** include establishing EpCs and EpEs for more than 10,000 children and adolescents in the Dominican Republic and 12,000 in Colombia.

### Preventing School-Related Gender-Based Violence

To promote gender equality, every effort must be made to ensure that girls and boys stay in school. In many countries, abolishing fees have not been enough because getting to school or being in schools is not safe. Three types of violence: physical, psychological, and sexual can prevent children and adolescents from attending school regularly.

DevTech, as the prime contractor for the USAID Safe Schools Program, piloted an innovative framework in Ghana and Malawi to build institutional capacity at all levels to reduce school-related gender-based violence. This included policy advocacy, teacher training, teacher's code of conducts, community-action planning and counseling, and teacher and student education to change knowledge, attitudes and practices that hinder all children from being able to receive a basic education.

**Results** include:

- Teacher's awareness of the problem of sexual harassment for girls at school increased.
- Students became more confident that they have the right not to be hurt or mistreated in and around schools.
- Students in Malawi and Ghana were more likely to view hard physical work as inappropriate punishment after participating in the program.

