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EQUIP1 Final Report



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ACRONYMS

AA: Associate Award

AOTR: Agreement Officer's Technical Representative (for USAID)

BCES: Bulgarian Comparative Education Society

CARE: Center for Applied Research and Extension

CFS: Child Friendly Schools

CIES: Comparative and International Education Society

COP: Chief of Party

DLI: Development Leadership Initiative

EDC: Education Development Center

EGAT/ED: USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade

EGRA: Early Grade Reading Assessment

EICC: EQUIP Information and Communication Center

EPDC: Education and Data Policy Center

EQUIP: Education Quality Improvement Program

FAE: food assisted education

GRT: Global Relief Technologies

IEQ: Improving Educational Quality

IISE: Institute for International Studies in Education, University of Pittsburgh

INEE: Inter-Agency Network for Education in Emergencies

IRA: International Reading Association

J&A: Juarez and Associates

JEID: *Journal of Education for International Development*

LWA: Leader With Associates

MIDEH: *Mejorando el Impacto al Desempeño Estudiantil de Honduras*,

MOE: ministry of education

MTTA: Malawi Teacher Training Activity

NECC: National Educational Computing Conference

NGO: nongovernmental organization

NIED: National Institute for Educational Development

PPP: public–private partnership

PSSP: Primary School Support Program

PVO: Private Voluntary Organization

TOT: training of trainers

WCCES: World Council of Comparative Education Societies

WID: Women in Development

INTRODUCTION TO EQUIP1

Education Quality Improvement Program Award 1 (EQUIP1): “Building Educational Quality in the Classroom, School, and Local Community” was a multifaceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 served all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, prevocational training, and the provision of life skills. Activities ranged from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 worked on food-assisted education issues and contributed to the provision of education and training in crisis and post-crisis environments. As a Leader With Associates (LWA), it helped guide the design of Associate Awards and served as knowledge generator and disseminator for USAID and the development community.

EQUIP1 was a combination of programs, processes, and activities that contributed to the Office of Education of USAID’s Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT/ED) by

- Responding to a variety of capacity-building and technical assistance needs
- Developing innovative and effective approaches and analytic tools
- Establishing and sharing research, communication, and networking capacity.

EQUIP1 contributed to EGAT/ED’s Strategic Objective 1: “Improved and expanded basic education, especially for girls, women and other under-served populations.” It accommodated Associate Awards from USAID bureaus and missions to support the overall goal of building educational quality in the classroom, school, and local community. In addition, EQUIP1 was uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

EQUIP1 was awarded to the American Institutes of Research (AIR) in February of 2003. As an LWA mechanism, it consisted of two parts: the Leader Award, which was funded and managed by EGAT/ED, and Associate Awards, which were funded and managed by bureaus or missions. EQUIP1’s original agreement was 5 years in duration, with the possibility of extension for up to a maximum of 10 years. EQUIP1 was a pre-competed mechanism that EGAT/ED had available to assist missions and other bureaus desiring to work with developing countries to improve the quality and relevance of basic education, training, and skill development practices and policies.

AIR was the lead organization responsible for implementing EQUIP1. It was joined by 14 partners: Academy for Educational Development, Aga Khan Foundation, CARE, Discovery Channel Global Education Fund, Education Development Center, International Reading Association, Howard University, Joseph P. Kennedy Jr. Foundation, Juárez and Associates, Michigan State University, University of Pittsburgh, Save the Children Federation, Inc., and Sesame Workshop World Education, Inc.

The EQUIP1 agreement states that: “It is expected that data collected and lessons learned from each EQUIP Award will be systematically developed, and will inform more broadly both on-going activities in each Award and USAID’s education, training and workforce development program planning and management.” In the following sections, this report will show how EQUIP1 met that expectation and what lessons were developed and shared over the past decade. The first section is a description of the research activities, organized by topic. Second is a description of the EICC activities under EQUIP1’s communication mandate. Third is a description of the meetings and dissemination activities. Fourth is a list of all the products developed, with their associated Web links. The fifth and final section provides information about the Associate Awards under EQUIP1.

LEADER AWARD ACTIVITIES

EQUIP1 Leader Award activities were designed to increase knowledge about educational quality globally. Over the past decade, EQUIP1 responded to the changing need for knowledge to more effectively support and ultimately improve the quality of education around the world by shifting its agenda as needed and embarking on new areas of research. The original work focused on food assisted education and classroom methods, like active learning pedagogies and continuous assessment. As some needs were answered, new questions arose. Focus on countries in conflict and crisis increased along with the recognition that education services were vital to re-stabilization; therefore, EQUIP1 activities sought to contribute knowledge about delivering education services in these fragile contexts. Remaining true to its purpose, EQUIP 1's activities focus continued to be on ways to improve quality in the classroom, and with the engagement of key stakeholders, particularly the community.

EQUIP1 leadership collaborated with USAID, its partners, and an advisory committee of development professionals to develop new ideas for studies that would contribute to the education and development dialogue. There were some hurdles along the way. For example, funding delays essentially stopped several field-based studies in progress, and when the funding resumed, some research had to be reframed or even dropped with the lost opportunities. However, EQUIP1's contributions to the education development dialogue were substantial. What follows is a description of the main research activities that EQUIP1 undertook, organized by broad topics of Educational Quality, Education in Crisis and Transitional Settings, and Food Assisted Education. The activities are discussed in a reverse chronological order that is approximate because some activities spanned several years.

Educational Quality

From 2003 to 2006 EQUIP1 members undertook a series of interrelated pilot studies and literature reviews. The goal was to generate in-depth information on process factors across a variety of national and local contexts that lead to educational quality at the school, classroom, and community levels. In 2006, a new agenda was drafted, and work that focused on quality and the experiences of the classroom and school shifted to specific areas that impacted education, like understanding private–public partnerships, what works in early grades reading, and the use of active learning pedagogies. In 2010, EQUIP1 focused on summarizing lessons learned through a retrospective study and a series of references for new education officers to use in education development programming.

Retrospective Study

The *EQUIP1 Retrospective Study* provides a review of the best practices, successes, and challenges of the Associate Awards under EQUIP1, as well as the strategies these projects used to build sustainability. Each EQUIP developed its own EQUIP-specific summary paper, based on discussion using a cross-EQUIP123 loose framework. EQUIP1 focused on topics related to classrooms, schools, and communities. The report summarizes project data for the following topics: teacher professional development, underserved populations, curriculum and materials development, community mobilization, literacy, and linkages between health and education. This report first explains the methodology used to conduct the research—a combination of desk research and information gathering from key project staff. Subsequent sections analyze specific topic areas. These sections can be regarded as semi-autonomous pieces of the whole report. Each topical section first provides an overview of projects that adhered to “best practices” under their respective themes. These best practices were drawn from EQUIP1's *First Principles Series*. In addition to a cross-project overview, each of these thematic sections includes a case study of a particular project that provided concrete examples of ways in which best practices were utilized, the challenges incurred, and their effectiveness and sustainability in the countries in which they

worked. Finally, an analysis section explored recurring themes from the research across all thematic areas and provides some recommendations for the future.

First Principles

First Principles is a series of publications that provided guidance for the essential components of a program on a specific practice area within basic education (e.g., teacher professional development, early childhood development). The principles, steps, and indicators in these publications were primarily meant to guide program designs, including the development of requests for and subsequent review of proposals, the implementation of program activities, and the development of performance management plans, evaluations, and research studies. The *First Principles* were intended to help USAID education officers specifically, as well as other stakeholders—including staff in donor agencies, government officials, and staff working for international and national nongovernmental organizations (NGOs)—who endeavor to improve educational quality in the development context. In addition, each document in the series includes references for those who would like to learn more about issues under the given topic and indicators on how best to measure progress. Most topics have a 30–40 page *compendium* version, which provides greater depth for those who are interested to know more on a given topic. A shorter paper (8–10 pages), called a *digest*, is a brief to provide basic information on this topic and serves as a companion to the *compendium*. The full list of published topics can be found in Table 1.

Table 1. List of Papers Published in the *First Principles* Series

Topic
Community Engagement in Education Programs (Compendium Digest)
Designing Effective Education Programs Using Information and Communication Technology (Compendium Digest)
Designing Effective Education Programs for In-Service Teacher Professional Development (Compendium Digest)
Designing Effective Education Programs for Early Childhood Development (Compendium Digest)
Designing Effective Education Programs for Underserved Populations (Compendium Digest)
Designing Effective Education Programs for School Health in Developing Countries (Compendium)
Designing Effective Education Programs that Promote Gender Equality in Education (Digest)
Designing and Implementing Effective Instructional Materials (Compendium)
Designing Effective Education Programs for Pre-Service Teacher Education (Compendium)
Designing Effective Education Programs for Early Reading (Digest)
Designing Effective Education Programs Standards and Assessment (Digest)

This series was written in partnership with EQUIP1 partners and reviewed by external reviewers, including the USAID Education Sector Council. Overall, the feedback was positive and suggestions were constructive, and revisions were made accordingly. Published topics were shared and distributed at the August 2011 workshop with USAID education officers and at the EQUIP end-of-project event. Education officers and other development professionals indicated they were excited about these publications and thought they would be very useful in delivering education support in the development context.

Disabilities Desk Review

A disability desk study was conducted to identify what has been done, what has not been done, and gaps in knowledge as to how conflict and crisis situations affect school-aged children with disabilities in terms of access to education and learning outcomes, with a particular focus in Africa. The desk study was used as a catalyst for discussion at an Expert Working Group forum held in December 2011 by AIR.

Professional Learning Communities in the Teachers' Colleges Resource

The *Professional Learning Communities in the Teachers' Colleges. A Resource for Teacher Educators* is a professional development book to help teacher educators at colleges of education in sub-Saharan Africa to improve their practices. The manual can be used in conjunction with professional development activities supported by ministries of education, NGOs, and other partners. It can also serve as a resource in university courses designed to prepare teacher educators. In-service teacher educators could also benefit from the use of the manual in their own professional development. The manual was pilot tested with lecturers in training colleges in Zambia and Malawi. The books were disseminated at the BCES and WCCES Conferences and the USAID African region workshop in Dar es Salaam, and there have been multiple requests for copies. The book can be found electronically.

Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy, Professional Development, and Classroom Practice

This study examined active-learning pedagogies as a key aspect of educational reform as countries shift attention from quantity to quality. These studies traced this process, which also involved participation by international (multilateral, bilateral, nongovernmental) organizations, by drawing upon a review of published research as well as official national and international documents. Particular attention was given to the nature and impact of activities undertaken in the context of the USAID-funded educational investments. Five individual case studies (e.g., Cambodia, Egypt, Jordan, Kyrgyzstan, and Malawi) were completed as well as a cross-national comparative analysis and synthesis of these case studies.

The synthesis, *Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy, Professional Development, and Classroom Practice*, was published on the EQUIP1 website as well as by the journal *Educational Research* under the title *Improving Educational Quality Through Active-Learning Pedagogies: A Comparison of Five Case Studies*. Each individual case study was also posted online:

Cambodia: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Cambodia.pdf>

Egypt: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Egypt.pdf>

Jordan: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Jordan.pdf>

Kyrgyzstan: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Kyrgyzstan.pdf>

Malawi: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Malawi.pdf>

A variety of dissemination strategies was used to circulate this study: publication in a journal, publication online, and a presentation at the University of Pittsburgh as part of the IISE seminar series. Copies were also disseminated at several conferences, namely CIES, BCES, and WCCES.

Active-Learning Pedagogies: Policy, Professional Development, and Classroom Practice. A Case Study of Two Post-Conflict Contexts

Active-learning, student-centered pedagogical technique are being promoted worldwide in part because they are believed to enhance learning and lead to improved educational outcomes (e.g., achievement, retention, attainment). Additionally, active-learning pedagogies are valued because they are perceived to create more child-friendly and democratic classroom environments. This study attempted to understand the adoption of "active-learning pedagogy" in reconstruction efforts of two post-conflict contexts: Afghanistan and Somaliland. Both countries have witnessed conflict for more than a decade. Both countries are Islamic Republics, characterized by strong tribal and clan culture in which religious dictums and tribal norms are dominant. With the end of crisis and beginning of a reconstruction phase, education initiatives were launched in these countries with focus on access and quality. Active-learning pedagogy was part of most of these initiatives. This paper,

Active-Learning Pedagogies: Policy, Professional Development, and Classroom Practice. A Case Study of Two Post Conflict Contexts: Afghanistan and Somaliland: Overview, Design and Summary of Findings, looked at the status of active learning activities in these post-conflict settings and in the reconstruction efforts. Three primary methods were used for data collection: review of documents, interviews and interaction with stakeholders, and classroom observation. The individual case studies for Afghanistan and for Somaliland summarize some of the challenges that are faced in adopting and advancing active learning pedagogy in post-conflict contexts. These challenges include issues of moving the reformation agenda amidst challenges of reconstruction, sociocultural barriers, and the coordination of multiple donors.

Technical Paper on Learning Outcomes

This paper was intended to help clients (donors, project managers, and countries) better understand standards-based reform in developing countries, particularly the need to align assessment and evaluation components. It also explained the concepts of standards, assessment, and evaluation, including what they are, how they are conceived and implemented, and how they can be used. In particular, it addressed strategic, organizational/operational, and technical issues and provided practical examples from projects. The title is *What it Takes to Develop and Implement Standards-Based Assessments*.

Public Private Partnerships: Understanding the Role of the Private Sector

Public Private Partnerships (PPPs) are being used extensively by USAID's Global Development Alliance. However, according to the First Regional Conference on Secondary Education in Africa, "There is scant information about PPPs, so there are few websites that a corporation or school or ministry of education can access. The absence of widely known models, summaries of key experiences and shared lessons learned makes the start-up and monitoring of these partnerships more challenging." In response to this gap, EQUIP1 undertook a case study approach to provide a detailed analysis on how four distinct types of partnership were formed, implemented, and operated. Juarez & Associates (J&A) and Education Development Center (EDC) gathered information on the PPP process by interviewing personnel from all levels of these partnerships to understand their roles, actions, problems and their resolutions, and the steps taken to assure sustainability. Two of the four case studies focused on PPPs in India, for which the data collection process was more intensive and analysis more thorough. Two other case studies focused on PPPs in Namibia and Columbia. These case studies serve to provide greater detail on the combined public and private sector strategies in terms of formal agreements, governance of activities, roles of leadership, and challenges confronted. The study from India is titled *Two Case Studies in Public-Private Partnerships in Education in Rajasthan, India*. The case study from Columbia is titled *Multi-Stakeholder Partnerships in Education: The Escuela Nueva Program in Colombia*. The case study from Namibia is titled *Negotiating Multi-Stakeholder Partnership in Education (MSPE) in Namibia*.

Early Grades Reading Activity

The Early Grades Reading Activity focused on the teaching of reading and how teachers are prepared to teach beginning reading in developing countries. The primary objective of this activity was to develop a publication (toolkit) for project donors, designers, and implementers that provide guidance on the importance of incorporating effective early reading instruction into international education development projects and basic guidance for making this happen i.e., helping development professionals think about reading in basic education programs. This work complemented the Early Grade Reading Assessment (EGRA) by providing follow-up guidance and support to countries and program implementers in designing interventions meant to address the extremely low levels of functional literacy found using the EGRA assessment tools.

Several activities fed into the development of the final product. The International Reading Association (IRA) conducted an analysis of the national policies on teaching reading in early grades. The focus of this study was to determine the extent to which the teaching of reading is mandated in primary school curricula as well as in pre-

service and in-service teacher training and professional development institutions and programs. AIR conducted a related desk study, *Reading Activities in USAID Supported Basic Education Programs*, to assess the extent to which current programs and activities included a stated, specific, and intentional focus on reading in formal or informal primary school level programs (apart from stand alone literacy programs for youth or adults) beyond generic discussions of literacy and literacy rates or the use of reading as an outcome measure of program success void of any link to programmatic interventions aimed to increase reading ability. AIR also conducted a desk review, *Accelerating Early Grades Reading in High Priority EFA Countries: A Desk Review*. The purpose was to familiarize professionals in USAID and U.S.-based development organizations who are already active in education with (a) recent advances in how children learn, (b) early reading activities that build on these advances, and (c) possible next steps towards developing new or amending existing education programs to support EFA. Finally, IRA and AIR held a one-day stakeholders meeting in October 2007, bringing together early grades reading experts and global education development experts to share experience and expertise and to develop guidance and an outline for the final document.

The final product of this early reading activity was a toolkit for project designers and implementers that provides effective guidance on promising practices on the teaching of reading. A literature review and desk study was conducted; in response to the findings, needs, and interest on reading and literacy issues, IRA created a toolkit for education stakeholders to use to improve early grade reading and literacy indicators and programs in developing countries. IRA field-tested the toolkit by sending it to missions for comments, which were incorporated into the final version. The publication, titled *First Principles for Early Grade Reading in Developing Countries*, was presented at an AIR Lunchtime Roundtable Discussion and disseminated at various conferences like CIES and WCCES; it served as a model for developing the *First Principles* series.

Donated Book Study

The primary questions the book donation study sought to answer were (a) What, if any, potential do donated books have for adding value to USAID projects designed to improve educational quality? and (b) If donated books do show potential for adding value to USAID education projects, what considerations are most important for assuring that added value? The study was conducted in Malawi, and it explored the use of donated books in three contexts: (a) schools/communities where books were donated by an international PVO with support from local partners, (b) schools/communities where books were donated to a USAID quality education project as an add-on to a project, and (c) schools/communities where books were donated to a USAID quality education project in which the use of donated books and training to support the use of those books was a part of the project design. AIR researchers collected data from three different projects: the USAID-funded MTTA and PSSP and a project organized through the Friends of Malawi. The paper, titled *Donated Books: A Help or Hindrance to Educational Development Projects?*, was presented at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in Plovdiv, Bulgaria.

Large Classrooms Study

The purpose of this desk study was to review the literature and practitioner reports on teaching methods within large classrooms. Attention was focused on the probable causes of large classrooms and what the research literature stated about the nature of teaching and learning within such environments. Attention was also paid to practical means to effective teaching in large classrooms. The argument was that given the intractability of large classrooms, it is incumbent upon service providers to find methods to cope in such environments. That is, rather than focus on reducing class size, the desk study asked the question, how do we teach a large class? The study provides examples of efforts made through teacher training efforts to address the issue of large classrooms and uses current research to suggest an agenda for developing cost-effective and sustainable methods of addressing

large classroom instruction. The paper is titled *Large Class Sizes in the Developing World: What Do We Know and What Can We Do?*.

An Analysis of the Research and Impacts of ICT in Education in Developing Country Contexts

To explore various options for data collection at the field level, EQUIP1 launched a couple of comparative studies of digital education data collection methodologies. The first study ran parallel to an existing evaluation that AIR was conducting on behalf of UNICEF to evaluate the Child Friendly Schools (CFS) model. The study was conducted in Nicaragua and used a deployment of Global Relief Technologies' (GRT) digital data collection approach to compare this data collection methodology with the paper-based approach that was being used on the CFS evaluation. The GRT model used hand-held personal digital assistants for capturing observable, quantifiable data, a portable scanner, and a portable satellite transmitter for capturing and communicating data. The comparison considered process efficiencies, implementation flexibility, and cost. This paper, *Digital Data Collection Demonstration White Paper: A Comparison of Two Methodologies: Digital and Paper-Based*, shares the findings of the comparison of the two processes of collecting data as experienced in Nicaragua.

To explore alternative technology options to support rapid and dependable turnaround of test results, laptops and Response Card clickers (a handheld digital data collection tool) were piloted with support from EQUIP1 Leader in Honduras in 2009. As a result of the study, the Response Card clickers were recommended for processing test results. In addition to the assessment data collections, EQUIP1 proposed to further explore other educational activities that could be supported by using the clickers. Two-week pilots were conducted in Honduras in conjunction with the AA, MIDEH. A report summarizing the results of the pilot was drafted. In the first quarter, a paper titled *Pilot of Digital Data Collection Options for Honduras' Education Assessments* was published online. Additional piloting was planned during 2010, but because of the political coup in Honduras, plans for 2010 were delayed. In the last quarter of 2010, piloting resumed. EQUIP1 purchased a Response Card kit to expand the second phase of the pilot study focused on using this technology to collect data from diagnostic tests. A paper was written on the results, entitled *Pilot of Digital Data Collection Options for Diagnostic Assessments in Honduras*. Additional pilots were considered, but the coup d'état and subsequent USAID ban on project activities in Honduras stopped further testing.

Cross-National Synthesis of Educational Quality

The Cross-National Synthesis of Education Quality is a comparative qualitative study designed to generate information on factors that influence quality at the school, classroom, and community levels across national contexts. The synthesis draws information on quality of education from a series of pilot studies carried out under the Leader Award. Each of the pilot studies tracks quality factors in the context of specific program inputs. Each partner worked on its own pilot study, but the studies incorporated various common elements that were combined into the Cross-national Synthesis. The purpose of the Synthesis was to provide sound analytical information to education policy makers, planners, and program implementers to assist in the design of programs to improve educational quality. The roles of community participation, curriculum relevance, and teacher practice in improving educational quality at the classroom, school, and community levels were compared across the pilot studies. A literature review was also conducted, and the outcome was *The Role of Teachers, Schools and Communities in Quality of Education: A Review of the Literature*.

The first report, *Cross-National Synthesis on Education Quality: Report No. 1*, drew on data from the following pilots: the Pilot Study on Teacher Professional Development in Namibia, the Pilot Study on Education in Islamic Schools in Nigeria, and the Pilot Study on a Transitional Education Program for Out-of-School Girls in India. The synthesis explored (a) whether stakeholders' definitions and constructions of educational quality were similar or different across a variety of local and national contexts, (b) what factors lead to change in perspectives on educational quality, and (c) what programs have an effect on changing perspectives on educational quality. This

report responded to the first question and compared perspectives on quality of education held by teachers and other local stakeholders drawn from the three EQUIP1 pilot studies.

The second cross-national synthesis, *Cross-National Synthesis on Education Quality Report No. 2: Professional Development and Teachers' Conceptions of Educational Quality*, built on the first that documented stakeholders' conceptions of educational quality. The second synthesis report examined the continuities and discontinuities across reform discourse, professional development program content, professional development program methods, and teachers' conceptions of educational quality, focusing on active-learning and student-centered pedagogies.

The third synthesis, *Cross-National Synthesis on Education Quality Report No. 3: Professional Development and Implementing Active-Learning, Student-Centered Pedagogies*, built on the previous two reports and presents a comparative analysis of how, if at all, teachers' classroom practices (with particular focus on the use of active-learning, student-centered pedagogies) are consistent with (a) teachers' conceptions of educational and teaching quality and (b) the content and delivery approach of professional development programs.

The comparative work was used to complete an analytical framework to assist educational policymakers, planners, and program implementers in the design and implementation of programs to improve educational quality. To make this research more accessible, an issue brief was also developed that drew on the lessons gleaned from the series of synthesis papers. It was titled *Issue Paper: The Contributions and the Limitations of Cross-National Comparisons in Examining Professional Development and Educational Quality*.

EQUIP1 also decided to include a retrospective study as part of the design of the overall cross-national longitudinal study. The purpose was to examine the effects of USAID support for education over the past decade in a single country. The paper, *Retrospective Pilot Study of USAID-Funded Education Projects in Malawi*, answered important questions about donor investments in education and guided the ensuing study design. Malawi was selected as the country for the retrospective study for three reasons: USAID has had substantial and continuous investment there over the past 10 years, many EQUIP1 partners participating in the longitudinal study have direct experience there, and the Associate Award in Malawi provided ongoing access to data and information.

EQUIP1 partners also made a panel presentation at CIES 2005 on the cross-national synthesis of education quality. The panel presentation, entitled "Cross-National Synthesis of Education Quality: Investigating a Process of Research" presented the process and design of the synthesis and reported on the design and progress of the constituent studies.

School-Based Teacher In-Service Programs and Clustering of Schools

A series of studies was undertaken looking at in-service teacher professional development, with a particular focus on in-service programs and clustering of schools. Staff examined examples of international educational projects that use school-based and cluster school approaches to professional development for teachers and conducted a review of the theoretical literature in these areas. The following papers and issue briefs were developed: Working Paper: *School- and Cluster-based Teacher Professional Development: Bringing Teacher Learning to the Schools*, Working Paper: *Developing a Positive Environment for Teacher Quality*, and Issue Brief: *The Patterns and Purposes of School-based and Cluster Teacher Professional Development Programs*.

As part of this activity, EQUIP1 partners undertook a series of pilots to better understand factors that contribute to education quality in specific contexts. These pilots were conducted in Namibia, Ethiopia, India, and Nigeria. As mentioned earlier, the data were also used to inform the cross-national synthesis activity.

School-Based Teacher In-Service Programs and Clustering of Schools in Namibia. This pilot study addressed the overall issue of how teacher quality and teacher learning, as central elements of education quality, are best supported. Papers published as a result of the research were a research report, *Namibia Pilot Study of Teachers: Quality in Education, Teaching and Learning: Perceptions and Practice*, and an issue paper, *Professional Development and Quality: Perspectives of Namibian Teachers*. In addition, data from this pilot study were included in the analyses for the cross-national synthesis reports. As part of the dissemination process, EQUIP1 organized a workshop at National Institute for Educational Development (NIED) in Namibia to discuss the preliminary results of the study.

Ethiopia Pilot Study of Teacher Professional Development. USAID/Ethiopia and the Ministry of Education played a strong role in supporting the study and modifying the design to best suit the country's education reform policies and the MOE and USAID/Ethiopia programs supporting the reforms in the country. The study results were intended to complement and add an explanatory dimension to the findings of the then-recent national student assessments that revealed a correlation between teacher professional development and student learning. This pilot study explored teachers' perceptions and practice of quality and the influence of professional development on improving practice within the context of Ethiopia's active-learning policies. The following papers were published: *Ethiopia Pilot Study of Teacher Professional Development: Quality in Education, Teaching and Learning: Perceptions and Practice*, and issue paper, *Perceptions of Ethiopian Teachers and Principals on Quality of Learning*. In addition, data from this pilot study were included in the analyses for the cross-national synthesis educational quality reports.

Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India. EQUIP1's partner, World Education, worked with the local Indian NGO—the Center for Applied Research and Extension (CARE)—and communities and other stakeholders in developing strategies for improving the quality of education in the Kuchinerla School in Mahbubnagar district of Andhra Pradesh, India. Under the EQUIP1 LWA, a pilot study engaged teachers, communities, and other stakeholders in the design and implementation of a training and reflection process to improve the quality of education offered to girls studying in the Kuchinerla 12-month transitional education program. The process included working with teachers as researchers to ascertain how improvements in nutrition and personal health, increased curriculum relevance, use of more child-centered and child-friendly teaching/learning methods, and parent /community engagement in education could result in positive educational outcomes. The process was designed to provide frequent and timely information that documented the processes for developing quality education in the microcosm and tracking outcomes over three cohorts of girls while they were at the school and after their graduation from the program. In addition to annual reports attached to the December Quarterly Reports in 2005 and 2006, the following papers were published:

- *Improving the Nutritional Status of Girls in Transitional Schools: An Intervention in Kuchinerla, Andhra Pradesh*
- *Engaging Parents and Communities in Girls' Education*
- *The Impact of In-Service Training on Teachers' Performance in India: Policy Brief*

Educational Quality in Islamic Schools, Report #1: Nigeria. This report, *Educational Quality in Islamic Schools, Report #1: Nigeria*, assessed the basic characteristics and predominant instructional practices of Islamic schools in three diverse states of Nigeria: Kano, Lagos, and Nasarawa. Through an in-depth analysis of interview, questionnaire, and observation data, the researchers found that the schools were resource-lean institutions supported mainly through community financial contributions. The teachers successfully practiced elements of student-centered teaching, but still struggled to engage students in higher level thinking. The report next investigated school personnel perceptions of key factors that support educational quality, finding that teachers and head teachers cite the availability of learning resources and the use of modern teaching methods most

frequently. Next, the report analyzed the schools' approach to addressing religious and secular curricula, finding that the schools devoted significant time to Islamic religious studies and to English, mathematics, and other secular subjects, generally placing equal emphasis on both. The report concluded with programming implications for donor agencies and other international development organizations.

Critical Review of Primary Education in India

Funded by the GE Foundation, this review supplemented Leader Award and Associate Award activities taking place in India. It examined program descriptions and evaluations of effective practices in primary education in India. The objectives were to identify (a) the most promising strategies for improving the quality of educational opportunities for disadvantaged populations, (b) the schools and organizations that were implementing these activities, (c) the contextual variables that facilitate or impede programmatic success, and (d) recommendations for ways in which sustainable educational change can best be supported in India in the future. One of the contributions of this review was the rigorous examination of existing studies that describe effective practices to determine the credibility of the analysis, the certainty with which it is possible to recommend replication of interventions, and the circumstances in which replication might be most likely to succeed. Under this activity, AIR staff wrote *Critical Review of Primary Education in India*.

Teacher Professional Development Project Profiles

EQUIP1 partners developed a series of profiles on several professional development programs designed to strengthen teacher quality. These included:

Ethiopia: Basic Education System Overhaul (BESO)

Ghana: The Quality Improvements in Primary Schools/Improving Learning through Partnerships (QUIPS/ILP) Project

Malawi Education Support Activity (MESA)

Pakistan: Releasing Confidence and Creativity (RCC): Building Sound Foundations for Early Learning

Educational Quality Programs in International Development Organizations

EQUIP1 undertook a study in 2003 to identify international organizations that have divisions or units specifically created to improve educational quality. It planned to develop a database with information about these international efforts to enhance and expand educational quality. The idea was that such information would facilitate the design and implementation of educational quality programs by EQUIP programs, USAID, and other international organizations. Research indicated, however, that most international organizations have integrated their educational quality projects into preexisting units rather than creating special divisions for educational quality. Our research resulted in a list of 54 government-sponsored international donor organizations with educational programs. Of these, only one organization, UNESCO, had organized divisions dealing explicitly with educational quality. A summary of results is in the brief titled *Educational Quality Divisions in an International Development Organization*.

Education in Crisis and Transitional Settings

Given the increasing need to support education in crisis and transitional settings, EQUIP1 had an education-in-crisis specialist for several years to spearhead Leader Award efforts in this area. Support to the Inter-Agency Network for Education in Emergencies (INEE) was a major thrust of EQUIP1's efforts, as was the development of series of profiles and research papers. Recent work has focused on assisting USAID to develop a framework for understanding the bidirectional relationship of conflict and education.

Education and Fragility Support

The purpose of this activity was to support USAID/EGAT in their education and fragility program. Central to this support was the development of assessment instruments focused on the role of education in fragile states. Using the existing USAID Education and Fragility Assessment Tool, field activities were conducted that allowed field researchers to collect information around the 10 preselected domains (i.e., economics, governance, security, social, public disengagement, corruption, insufficient capacity, organized violence, transitional dynamics, and exclusion/elitism). The goal was originally to refine the tool and develop a user-friendly guidebook focusing on the use of the protocols. Several activities were spun off from this original focus. There were data collections using the USAID Education and Fragility Assessment Tool in Uganda, Cambodia, and Liberia. Research was synthesized, and then a new series of papers was written that shared means to administer effective programs and prevailing frameworks driving education system and program design in conflict-affected contexts. A description of the various activities follow.

Education and Fragility in Northern Uganda. The purpose of this paper, *Education and Fragility in Northern Uganda*, was to investigate whether fragility has affected education and whether education has contributed to fragility in northern Uganda. Data collectors visited the regions affected by both the civil conflict with the Lord's Resistance Army and the tribal conflicts in the area. The report proposes key recommendations that government and donors can develop in the education sector to help mitigate both the consequences and the drivers and sources of fragility. Using the USAID Education and Fragility Assessment Tool, patterns of fragility were identified and analyzed within the social, economic, and cross-cutting domains of Ugandan society. Links between these patterns and domains of fragility were explored through issues of access, quality, relevance, equity, and management of the education system.

Field-Based Situational Analyses of Education and Fragility: Understanding Education's Role in Fragile Contexts. This activity aimed to strengthen the evidence base for understanding education and fragility by undertaking comprehensive situational analyses of the impact of education on fragility in three specific fragile contexts: Cambodia, Liberia, and Haiti. Specifically, the situational analyses were designed to (a) investigate education's role in mitigating or exacerbating state, political, economic, and social conditions of fragility and (b) offer policy, planning, and programming recommendations to support education's role in stabilizing fragile contexts. Each situational analysis entailed a comprehensive desk review, field-based data collection, data analysis, and final reporting.

Ultimately, the INEE Education and Fragility Working Group, of which USAID is a member, and AIR, as an ex-officio participant, decided to cancel the Haiti situation analysis. The INEE finalized the research papers from the Cambodia and Liberia field situational analyses and used them along with the Afghanistan and Bosnia desk studies and other sources to develop a synthesis paper. The synthesis aimed to develop a deeper understanding of the relationship between education and fragility as well as facilitate the development of recommendations for policy, planning, strategies, and best practices. The EQUIP1 team provided assistance to the Working Group by hiring a consultant for the synthesis report and provided critical review and feedback to the report. EQUIP1 facilitated discussions with the INEE/Paris and ED/EGAT to support these tasks. The synthesis, *Understanding Education's Role in Fragility Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia*, was published by the INEE and is available as the full report, 10-page summary and four-page brief.

Education and Conflict Study and Frameworks Research and Associated Forum. The first paper, *Education and Conflict Mitigation: What the Aid Workers Say*, focuses on the means to administer effective programs that are not detrimental to the populations they aim to serve in order to prepare USAID education officers to design,

implement, and monitor “education in emergencies” programs and to respond better to partners’ needs in the field. This research included a review of literature and interviews with practitioners on their knowledge of the relationship between education and conflict. The paper was shared at the USAID training for newly assigned DLIs (from the Development Leadership Initiative) in August 2011. The paper was disseminated through the EQUIP 1 website and was also presented at the USAID Education Week in August 2011.

The second paper, *Compendium of Education Conflict Frameworks*, presents prevailing frameworks driving education system and program design in conflict-affected contexts. Specifically, the compendium provides an analytic overview of education and conflict frameworks and how they are interpreted for programs in conflict-affected contexts. It examines synergies across education and conflict, stabilization, and transformation frameworks, and how they can promote good program design and management. The matrix is to be included on the INEE website as a resource for education and conflict practitioners. The *Compendium of Education Conflict Frameworks* was also presented at a CIES colloquium.

Supporting the Development of Minimum Standards for Education in Crisis and Transitional Settings

EQUIP1 provided assistance to the development activities of the International Network for Education in Emergency’s (INEE) Working Group on Minimum Standards for Education in Emergencies (WGMSEE). EQUIP1 participated in developing the terms of reference for the working group’s organization (i.e., objectives, membership and structure, a consultation process, coordination and communication, post development strategy for housing and the adoption of standards, a work plan, and key milestones for success). EQUIP1 also contributed in defining categories of standards. EQUIP1 facilitated a “virtual consultation” process for peer reviewers of the minimum standards to analyze and consolidate data from four regional consultations in Africa, Asia, Middle East, Europe and North Africa, and Latin America and the Caribbean. The outcome of the peer review process was a honed set of global standards, indicators, and guidance notes for education in emergency and transition settings that serves as a powerful set of initial resources for improving the quality of existing and future programs and for advocating for education assistance to conflict and crisis-affected communities.

EQUIP1’s education in crisis specialist, as a member of the WGMSEE and the Organizing Group for INEE’s Second Global Consultation, provided assistance to the preparations for the launch of the first-ever *Minimum Standards for Education in Emergencies, Chronic Crises and Early Recovery*. The standards were officially launched during the Second INEE Global Consultation in South Africa in December 2004. The hard copies of the full document can be ordered through the INEE website at http://www.ineesite.org/index.php/post/know_updated_inee_minimum_standards_handbook/

EQUIP1’s education-in-crisis specialist, as a member of WGMSEE, assisted with the dissemination and outreach of the standards. The final product was posted on the EQUIP123 website, highlighted in a special *EQ Review* issue on education in crisis; the standards were also the focus of an issue of the *Journal of Education for International Development* (JEID). The education-in-crisis specialist facilitated a follow-up consultation process to identify how USAID could best make use of and support the development of supplementary materials and tools.

EQUIP1 played an instrumental role in supporting the development of a series of training materials on the Minimum Standards on Education in Emergencies. In addition to contributing financial resources to hire two consultants who created the materials, the education-in-crisis specialist actively participated in drafting the scope of work for the project and reviewing the training materials as part of the WGMSEE. The training package consisted of (a) *Understanding and Using the Minimum Standards of Education in Emergencies: Training Guide*, a guide for trainers of a series of MSEE training of trainers (TOT) workshops held in all regions of the world in 2006; (b) PowerPoint presentation slides that TOT workshop trainers used along with the Training Guide during

the training sessions; and (c) *Understanding and Using the Minimum Standards of Education in Emergencies: Workbook*. This workbook helped participants follow workshop presentations by providing worksheets with relevant activities, readings, and reference materials. EQUIP1 partially supported the Arabic Training of Trainers Workshop on the INEE Minimum Standards in Amman, Jordan, with 24 participants, which created a cadre of trainers based in regional capitals who used training and other strategies to institutionalize the Minimum Standards within agencies and partner organizations.

Study on Education and the Role of NGOs in Emergencies: Afghanistan 1978–2002

EQUIP1's education-in-crisis specialist conducted desk research of relevant literature and information and supplemented that research with a field visit to Afghanistan. This study, *Education and the Role of NGOs in Emergencies: Afghanistan 1978–2002*, looked at the role NGOs played in the provision of education services to Afghans during 25 years of war and instability, with particular focus on the Taliban period and the initial years of the post-Taliban reconstruction. By examining interventions such as quasi-public schools, community-based rural schools, home-based schools, and nonformal education programs, the report attempted to assess the impact NGOs had on improving education systems and the lives they served. Learning from the experience of NGOs during the Taliban rule can be more widely applied in order to better understand the role of NGOs in the education sector during crisis situations. Critical findings from this report include the following:

- Despite Taliban restrictions on girls' education, consistent and principled engagement on the part of NGOs with communities was effective in overcoming existing negative attitudes towards girls' education.
- NGOs were able to effectively help communities engage in self-help activities and to temporarily replace the role of government in the provision of education services in many communities.
- The approach taken by NGOs was low cost and sustainable, respected local and sociocultural norms, and significantly increased the enrollment and retention of girls.

The project paper was also presented at an EGAT/ED conference.

Research Study: Role of Education in Demobilization of Child Soldiers

EQUIP1's partner, CARE, developed two issue papers on the theme of child soldiers. The first paper, *Issue Paper #1: Role of Education and the Demobilization of Child Soldiers*, profiled child soldiers' key characteristics and the challenges of educating the returning soldiers. The second issue paper, *Issue Paper #2: Role of Education and the Demobilization of Child Soldiers —Aspects of an Appropriate Education Program for Child Soldiers*, documented the approaches of programs that have worked with child soldiers. Both issue papers were based on the review of literature, which showed that children suffer disproportionately from the hazards of military life, particularly psychologically, because of their young age and vulnerability. It was observed that the more successful efforts at demobilization of child soldiers adopted comprehensive approaches to demobilization and formulated long-term plans. Almost all demobilization programs were integrated programs that concurrently undertook a number of advocacy, shelter, health, education, and economic activities. Efforts focused on redefining identities and self-concepts, gaining acceptance within families and communities, gaining skills and competencies, and becoming legitimate civilians with policy support.

Profiles of Education Programs in Crisis and Transitional Settings

To better understand the factors affecting education in transitional and crisis settings, EQUIP1 staff created a series of profiles of education programs in crisis and transitional settings. There were 16 profiles from a broad range of countries, including Afghanistan, Burundi, Cambodia, Ethiopia, Kosovo, Sierra Leone, Somaliland, Southern Sudan, Tajikistan, Thailand/Burma Border, Vietnam, and West Bank/Gaza. These profiles can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=309&z=44>. A report titled *Working Paper #6: Education in Crisis and Transitional Settings: Common Programming Features* provides an analysis of these

education project profiles, literature reviewed, and key themes and characteristics of quality education programming in crisis and transitional settings was developed.

Additional Crisis Activities

In addition to the research and training activities described earlier, EQUIP1 contributed to the dialogue on education in fragile contexts in a variety of ways. More formally, EQUIP1's education-in-crisis specialist developed and submitted a policy paper on education in crisis to help USAID formulate its policy on the subject. The specialist also co-edited a special *EQ Review* issue on education in crisis. Collaboration and participation was an important role that EQUIP1 played. EQUIP1 staff collaborated with EQUIP2 on data collection efforts to learn more in this critical area of education. EQUIP1 staff also attended the Minimum Standards Working Group sessions, Education in Fragile States Working Group meeting, as well as the semiannual Minimum Standards Working Group meetings in Geneva and Kampala. They hosted, presented, or participated in meetings and conferences that brought together the key players focusing on education in crisis and transition.

Food Assisted Education

In the early years of EQUIP1, significant focus was put on exploring issues to improve Food Assisted Education (FAE). To help guide the agenda, an Exchange on Food Assisted Education was held to discuss the issues. Among the major ideas that came out of the exchange were that (a) the impact of FAE programs can be multifaceted, (b) FAE is not a sufficient input by itself to achieve educational improvement, (c) FAE programs need to look more carefully at how to reach not only children at the margin but also the children below the margin, and (d) the creation of exit strategies must take place at the beginning and not the end of a project.

The participants identified the following ideas for potential next steps for EQUIP1 in this area: (a) develop a more comprehensive "context model" that includes development indicators as well as issues of supply and demand; (b) disseminate more widely the impact of FAE programs; (c) create some analytic framework or papers to examine the question of sustainability and the issue of FAE as a disincentive to local producers (in the context of imported commodities); (d) examine FAE in terms of a development continuum using a five to ten year horizon; and (e) examine the impact of FAE on children affected by HIV/AIDS. For example, what is the impact, and what are the design considerations to bolster impact? Ultimately, the focus shifted from this area to more classroom learning and understanding issues of education in conflict contexts; however, the following products were developed under the FAE activity.

Bibliography of Key Documents on FAE Programs

Project staff conducted a review of FAE programs and lessons learned from the literature on research and practice. The *Annotated Bibliography on Food Assisted Education* references 54 documents about the benefits and challenges of food in educational programming.

Profiles of FAE

To learn from other programs, EQUIP1 developed two profiles that highlight key program features in successful FAE programs:

CARE's Enhanced Food Security Program in Haiti

Improving the Nutritional Status of Girls in Transitional Schools: an Intervention in Kuchinerla, Andhra Pradesh

EQUIP1 Exchange on FAE

EQUIP1 hosted a video exchange that included field project, USAID, and home office staff in one virtual venue to carry out discussions and share knowledge on FAE.

EQUIP INFORMATION AND COMMUNICATION CENTER

The EQUIP Information Communication Center (EICC) was housed within EQUIP1, which was primed by AIR. It was the main means by which EQUIP shared knowledge with USAID and partners to improve educational quality. EICC served as the knowledge management center for all three EQUIP awards and was an information resource, communication link, and dissemination hub for all Leader and Associate Awards that fell under the EQUIP mechanisms. It ensured that information was readily available from all EQUIP activities and also incorporated information from non-EQUIP sources for integration into a country, region, and international dialogue on educational quality. The EICC facilitated a process to capture and communicate success stories, articles, educational statistics, and press releases about educational quality in developing countries; linked communication and education centers of USAID and partners to create a virtual network for education professionals; and captured and disseminated EQUIP's experiences through appropriate and innovative uses of traditional and new media. The EICC coordinated outreach activities, maintained the EQUIP123.net website, and developed and disseminated various publications.

Library

The EICC constructed an EQUIP123 resource library at AIR's Washington, DC, office to store and catalog educational resources from Associate Awards and other education initiatives. These included hard copies of publications from the Improving Educational Quality (IEQ) project, the Girls' and Women's Education Activity, and key Women in Development (WID) documents. The library served as a central place to house key resources available to USAID, partners, and other development professionals. Occasionally, an EQUIP Products CD from the EQUIP123 website was created and disseminated via the USAID CTO for use by Washington-based USAID staff as well as missions staff.

In 2006, the vision for the library was reconsidered. The resource center was redesigned to focus on topic/theme areas. Each topic was populated with 10–15 publications deemed the most current and informative. The purpose of the topical listing cataloguing was to provide a firm foundation of materials on related topics as opposed to simply acting as a clearinghouse for publications. However, documents from predecessor projects were maintained in the library and integrated into the EQUIP website.

Communication Products

EICC staff developed EQUIP style templates and guidelines, created EQUIP and EQUIP1 displays for conferences, and produced an EQUIP1 brochure and folders.

Website

EQUIP 1 has used the EQUIP123.net website, accompanied by electronic information sources like the *EQ Dispatch*, the *EQ Review*, and various forums like video conferences and informational seminars as its key mechanisms for dissemination. When given the EQUIP1 lead role, AIR invested much time and valuable effort into establishing and maintaining the EQUIP website. The EQUIP website (equip123.net) was launched officially in August 2003 and served as a catalog for all EQUIP123 Leader Award dissemination and research products as well as previous education projects, such as IEQ. The key technical publication reference pages are <http://www.equip123.net/webarticles/anmviewer.asp?a=371&z=7> and <http://www.equip123.net/webarticles/anmviewer.asp?a=6&z=45>. In the early years, the EICC provided password-protected areas of the website for the EQUIP1, EQUIP2, and EQUIP3 communities that offered online

discussion boards, EQUIP document templates, and other internal information. The website also hosted micro-websites for Associate Awards, media clips highlighting EQUIP1 Associate Award Activities, and other products provided by the Associate Awards.

The program tracked website usage and showed impressive results. Since the EQUIPs website was established, it received an increasing number of visitors. In May 2011, the site received an all- time record of 576,155 successful hits (up from the first quarter of 16,126 visitors, an increase of 357%), with the most hits occurring on Monday, October 3, 2011. As of December 2011, a total of 7,562,031 documents had been downloaded from the website by individuals accessing it worldwide. Although most visitors accessed it from the United States, over the lifetime of the website, 47.73% of them were from outside the United States. Table 2 provides an overview of the record highs in visitor activity during a 1-month timeframe.

Table 2. Record Visitor Activity for EQUIP123 Website

		Number	Month & Year
Hits	Entire Site (Successful)	576,155	May 2011
	Average per Day	18,585	May 2011
Page Views	Page Views	187,431	May 2011
	Average per Day	6,046	May 2011
	Average per Visit	4.94	May 2011
Visits	Visits	48,836	October 2011
	Average per Day	1,575	October 2011
	Average Visit Length	02:51:30	August 2005
Visitors	Unique Visitors	35,081	October 2011
	Visitors Who Visited Once	32,122	October 2011
	Visitors Who Visited More Than Once	3,489	January 2006
Files	Total Number of Files Downloaded	294,794	October 2011

Notes: *Hits* refers to the total number of times a visitor clicks onto any and every Web page on the website. *Visits* refers to the number of times a person (people) initially visit(s) the site.

Dissemination Newsletter: *EQ Dispatch*

EQUIP sought to build a consistent network of USAID staff and educational policymakers and practitioners to receive information about EQUIP products, activities, and services, as well as features of the EQUIP website. To this end, staff decided to create an *EQ Dispatch*, a bimonthly e-mail message in HTML format. These emails outlined the updates to the website and distributed the information to subscribed members so they could stay up to date on what EQUIP was doing. The *Dispatch* was an important mechanism to increase viewership of the EQUIP website and the use of EQUIP tools and products. The initial subscriber list included CTOs and representatives from each of the EQUIP programs as well as EQUIP1 leader team members, and it grew to include USAID staff and other development professionals. By the end of EQUIP, it had more than 1,200 subscribers. The 51 newsletters created over the life of EQUIP1 can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=328&z=7>

Electronic Newsletter: *EQ Review*

EQUIP1 staff developed an electronic newsletter titled the *EQ Review* to increase communication among USAID missions with education portfolios. Its goal was to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, and lessons learned by USAID missions. Each issue explored a certain topic or aspect of educational quality. Each issue began with an introductory article about the topic by a specialist, followed by project articles that highlighted how various USAID-funded projects have addressed the topic. Topics included issues in teacher professional development, measuring student outcomes, youth, ICT and education, and other important education matters. In coordination with the EQUIP1 CTO, information about the *EQ Review* was distributed to USAID bureaus and missions as well as EQUIP partners and EQUIP1 listserv subscribers. Where possible, topics were chosen to serve as background material for other Leader Award activities, like the EQUIP1 Exchange. For example, the topic of the first edition, continuous assessment, provided excellent background material for the EQUIP1 Exchange on continuous assessment. The 32 newsletters can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=322&z=7>

Electronic Journal, *Journal of Education for International Development (JEID)*

In a response to an EQUIP2 Associate Award for the Education Policy and Data Center (EPDC), USAID accepted the proposal for a joint EQUIP1/EQUIP2 journal whose content would span all three EQUIPs. The journal was named *Journal of Education for International Development (JEID)*. The intent of JEID was to publish articles that brought relevant and timely information on all issues relevant to the improvement of quality education at all levels to education professionals working in developing countries around the world. All JEID issues were published online, free of charge.

EQUIP1 and the EPDC developed a joint journal prospectus, marketing strategy, and website design. The EPDC was not a typical EQUIP Associate Award in that it was to be established as an independent center with only part of its funding coming from USAID. Therefore, EPDC received additional visibility in the website layout and journal design. An Editorial Advisory Board was established to serve as a steering committee, making managerial and business decisions for the journal. The editorial advisory board included the journal editor and one representative each from the EPDC, EQUIP1, EQUIP2, and EQUIP3. An Editorial Review Board was created for making content decisions for the journal, and this board included members from outside EQUIP.

Before its launch, EQUIP1 conducted market research to assess the demand for such an electronic journal. The survey showed high demand, with 69% indicating it would be very probable and 29% indicating it would be somewhat probable that they would read the online journal. As part of the marketing campaign, the EICC ordered bookmarks to promote the journal and produced a Call for Papers flyer. These were distributed at conferences, USAID meetings, and via listservs with requests to forward to additional interested persons and lists. A call for papers was also put in programs for annual meetings like those of the Comparative and International Education Society (CIES) and the American Educational Research Association.

The breadth of contributions received was striking: papers on early childhood development from Africa and China, training tours in the Kharkov Republic, and statistical analyses of underserved communities in Africa. The JEID editor provided extensive comments to authors before inviting outside reviewers in an attempt to help authors, particularly those in developing countries, and keep the standards high for JEID.

Where possible, JEID was topically themed published to coincide with key events or reports. For example, JEID Issue 2:3 focused on early childhood development and was timed to coincide with the publication of the UNESCO EFA Monitoring Report that also addressed early childhood development. All issues can be found at <http://www.equip123.net/JEID/default.htm>.

Just In Time Publications

The *Just In Time Publications* addressed timely topics and areas that were of interest to USAID and required further exploration and research. It was an e-publication that was emailed to subscribers as they were produced. The *Just In Time Publications* included the following issues:
[Reading and Writing Camps: Learning through Play and Active Learning](#)
[Alternative Computer Labs: Thin Client Laboratories A Cambodia Pilot](#)
[Education Management Capacity Assessment —A Pilot in Kenya](#)
[Mobile Repair Teams Link School Renovation and Community Participation Strategies](#)
[Issues when Programming for School Construction](#)

EQ Update

During the last year of EQUIP1, *EQ Update* was developed as a bimonthly newsletter dedicated to compiling EQUIP publications around topics of interest on educational quality. It pulled together seminal articles on a key topic area for each EQUIP. The topical issues included teacher professional development, financing education, education and reaching marginalized populations, education in conflict settings, transitions to secondary and participatory planning. They can be found at <http://www.equip123.net/webarticles//anmviewer.asp?a=701&z=7>.

EQUIP Communications Workshop

Communications-related technical assistance has been carried out through the EICC. Communications is not only a way to share information, but also to share knowledge. With this in mind, the EICC developed and conducted the EQUIP Communications Workshop for EQUIP Associate Awards. The three-day workshop targeted communications officers from our country-based Associate Awards and provided hands-on training for them in activities such as developing a communication strategy, developing effective products, and knowledge sharing. The first workshop was conducted in July 2006 in Johannesburg, South Africa, for awards in Africa and Asia. A second workshop was conducted in March 2007 in Antigua, Guatemala, for awards in Latin America and the Caribbean.

MEETINGS AND BROAD DISSEMINATION

Over the 10 years, EQUIP1 led or participated in a range of meetings and forums to further the dialogue around education and development issues. What follows a listing of venues in which EQUIP1 was involved.

EQUIP1-Led Events

EQUIP Seminar Series

EQUIP1 facilitated the logistics and involvement of all three EQUIP programs in the EQUIP seminar series, as well as the marketing for attendance. The seminars were held several times a year at USAID and were hosted by each EQUIP program on a rotating basis. These seminars were usually well received and promoted engaging dialogue among USAID and practitioners. Details about the seminars can be found at <http://www.equip123.net/webarticles/anmviewer.asp?a=412&z=45>

The EQUIPs held the following seminars:

- Non-emergency Programs Responding to Emergencies: What Has Been Done and What Lessons Have Been Learned? (EQUIP1)
- Sustainable Education Reform: A Systems Perspective on Aid Effectiveness (EQUIP2)
- Lessons Learned from Conducting Youth Program Assessments (EQUIP3)
- Technology Use in Education Development (EQUIP1)

- Inclusive Education for People with Disabilities (EQUIP1)
- Early Grades Reading (EQUIP1)
- Using Assessment to Improve Teaching and Learning (EQUIP1)
- Education Reform Support (ERS) (EQUIP2)
- Youth in Conflict (EQUIP3)
- Focusing on the Learner in Emergency and Conflict (EQUIP1)
- Policy Implications of Education in Emergencies (EQUIP2)
- Youth Participation in Youth Assessment in Fragile States (EQUIP3)
- Education in Islamic Countries: The Development Agenda. (EQUIP1)
- Meeting EFA Standards Through Community-Based Schooling. (EQUIP2)
- Out-of-School Youth and Knowledge for Work, Citizenship, and Development (EQUIP3)

EQUIP1 Exchanges

Capitalizing on what was newer technology at the time, EQUIP1, through its partner Howard University, facilitated a series of video exchanges that included field project, USAID, and home office staff. Through the videoconference format, it was possible to bring experts from all over the world to one virtual venue to carry out discussions and share knowledge. There were three exchanges: [Continuous Assessment: Monitoring Student Progress and Improving Classroom Instruction](#), [Food Assisted Education](#), and [Cluster Schools and School-Based Professional Development](#).

End-of-Project Event

The EICC hosted a half-day End-of-Project Symposium for all three EQUIP awards on November 8, 2011 at the National Press Club. *Informing the Future: Ten Years of Experience in Global Education in Development* kicked off with a presentation from Ann Van Dusen and the three EQUIPs. Jane Benbow, representing EQUIP1, presented *Measuring and Improving Learning for All*. John Gillies, representing EQUIP2, presented *Sustaining and Scaling-Up Change: New Knowledge and Understanding for the Future*. Erik Butler, representing EQUIP3, presented *Poverty, Gender, and Conflict: Making Education and Employment a Reality for the Hardest to Reach*. These presentations gave an overview of the topic from the perspective of each EQUIP.

Following the introductory presentations, participants chose one of three facilitated discussions that corresponded to the three themes introduced in the opening plenary. Each facilitated discussion had moderators who were responsible for planning challenge questions and managing the flow of the facilitated discussion. Each facilitated discussion also had predetermined facilitators who were charged with keeping conversations moving and offering expert inputs when necessary. Additionally, each session had notetakers. Following the facilitated discussions, the moderators reported each group's key points in the closing plenary, which included all participants. Due to nuanced marketing and direct personal outreach, the total attendance was more than 200 people. Participants came from a variety of organizations, including implementing partners, academia, the private sector, think tanks, and donors. Feedback on the event was overwhelmingly positive. The event has been summarized in a set of [EQUIP123 End-of-Project Event Proceedings](#).

Conferences

As part of EQUIP1's mandate to disseminate knowledge and share lessons from its research and field implementation, staff members and partners attended a range of conferences and meetings. Below is a sample of the types of venue where EQUIP1 was represented.

EQUIP1 generally had a strong presence at the annual Comparative International Education Society (CIES) conferences. CIES served as a significant forum for disseminating materials, including concept papers, current and past publications, and research reports. Members of the EQUIP1 LWA team made presentations each year highlighting the research and the field staff from Associate Award projects' shared field experiences and lessons learned through implementation. Related, staff presented LWA activities at the World Council of Comparative Education Societies (WCCES) 14th World Congress in Istanbul, Turkey, and at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in Plovdiv, Bulgaria.

Some conferences focused on practice areas for which EQUIP1 conducted research and served as a forum for sharing findings and contributing to the dialogue. EQUIP1 participated in several forums on topics related to classrooms, schools, and communities, including a literacy symposium sponsored through the World Bank. Ideas and material from the present EQUIP1 work in the area of teacher professional development were used in facilitating sessions at a World Bank Secondary Education in Africa conference on secondary education in Senegal. Another topic, ICT in education, was presented by EQUIP1 at a number of conferences. For instance, EQUIP1 participated in the annual Web4dev conference. The purpose of Web4dev was to discuss new and emerging trends in development related to information communication technologies. The conference allowed for sharing of EQUIP1 activities that took place in Nicaragua, where EQUIP1 supported a comparison study of data collection methodologies: paper versus paper/digital. EQUIP1 staff also participated in the National Educational Computing Conference (NECC), which is a premiere technology in education conference in the United States, with one of the largest exhibit floors where current and emerging technologies are displayed and demonstrated.

Related specifically to education and fragility, EQUIP1 attended Minimum Standards Working Group sessions and the semiannual Working Group meeting in Geneva and Kampala. Some meetings were on specialized concerns; for example, EQUIP1 partner CARE developed the paper for the Roundtable on Teacher Compensation in Fragile States, Situations of Displacement and Post Conflict Return hosted by the World Bank with support from USAID/EQUIP1.

Under evaluation and assessment, one team member attended the *Mind the Gap: Impact Evaluation* conference in Mexico in 2011 and had the opportunity to share ideas with monitoring and evaluation specialists from around the globe. EQUIP1 also presented at multiple conferences and meetings on assessment issues.

USAID EGAT/ED Conference

Every other year, USAID EGAT/ED brings together mission personnel from around the world to join in a multiday conference on key education issues. Since 2003, EQUIP1 has been integrally involved in the logistics, presented research, and supported the evaluation and reporting of the conference outcomes.

Presentations and Brown Bags

The EQUIP1 Leader Team and its partners led or participated in various research and dissemination events to share findings from their studies. For example, EQUIP1 representatives delivered a presentation called "Islamic Schools: Separating Fact from Fiction," based on the study's findings at the Education Sector Council at USAID/Washington. EQUIP1 facilitated at the AIR DC office sessions, such as *Active-Learning, Teacher-Centered Pedagogies: How Appropriate and How Feasible for Schooling in "Developing" Countries? And Reform Discourses, Professional Development Programs, and Teachers' Ideas and Practices: Comparing Experiences with Active-Learning, Teacher-Centered Pedagogies in Ethiopia, Namibia, and Nigeria*. Other sessions were used to

share papers, like the *First Principles for Early Grade Reading in Developing Countries*. AIR also held brown bags for many of the Associate Awards to share lessons learned with other staff.

Team Meetings

Leader Team Meetings. In the early years of EQUIP1, leader team meetings were held monthly as activities were being defined. At least quarterly, team meetings were hosted on a rotating basis by partners in an effort to share responsibility and give the various partners an opportunity to showcase their work and share their experiences with the entire EQUIP1 team. Once all partners were introduced, a roundtable discussion format was adopted to discuss an issue in education and identify promising practices. In the later years, leader team meetings were held a couple times a year on an as-needed basis to discuss leader activities.

Chief of Party Summits. In 2005–2009, chiefs of party, project managers, technical leads, EQUIP1 partner representatives, and EQUIP1 core staff participated in the chief of party summits. The first summit was held in Palo Alto, California, in tandem with the CIES conference. The previous two years of EQUIP1 was summarized, and the vision for the future was introduced. COPs presented challenges they had encountered on their projects in order to spark discussion around how to manage obstacles and incorporate successful strategies. Activities were also introduced that aimed to generate ideas on how to make EQUIP1 more streamlined and useful. Subsequent summits were held at AIR offices. The second year's summit focused on sustainability, where attendees were challenged through exercises that demonstrated the difficulty of designing projects and at the same time determining what elements of the project could be sustainable and how those elements could be sustained.

Cross- EQUIP Collaboration. Early in EQUIP, EQUIP1 facilitated monthly across-EQUIP123 meetings with CTOs and Project Directors to coordinate activities and discuss Leader Award issues. In later years, EQUIP1 facilitated across-EQUIP123 meetings on an as-needed basis (e.g., around the EQUIP retrospective/lessons learned studies). EQUIP1 staff participated through the life of the program in the EQUIP Data Group, which EQUIP2 organized as part of its cross-award responsibility. EQUIP1 also shared data or research activities with EQUIP2, such as the case study of a complementary education.

LIST OF EQUIP1 PUBLICATIONS AND PRODUCTS

This section provides a list of all EQUIP1 publications and products, any associated hyperlinks to the EQUIP123.net website. Table 3 shows a list of Leader Award publications, organized by Educational Quality, Education in Crisis and Transitional Settings, and Food Assisted Education. Next, the list provides an itemization of EQUIP1's communication products.

Table 3. List of EQUIP1 Publications and Products with Associated Weblinks

No.	Publication (Year)	Weblink
Leader Award Publications		
Educational Quality		
1.	<u>EQUIP1 Retrospective Study</u> (2011)	http://www.equip123.net/docs/E1-RetrospectiveStudy.pdf
2.	First Principles: Community Engagement in Education Programs (<u>Compendium</u> <u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_CommEng_Comp_Web.pdf http://www.equip123.net/docs/E1-FP_CommEng_Digest_Web.pdf
3.	First Principles: Designing Effective Education Programs Using Information and Communication Technology (<u>Compendium</u> <u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_ICT_Compodium.pdf http://www.equip123.net/docs/E1-FP_ICT_Digest_Web.pdf
4.	First Principles: Designing Effective Education Programs for In-Service Teacher Professional Development (<u>Compendium</u> <u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_In-Svc_TPD_Compodium.pdf http://www.equip123.net/docs/E1-FP_In-Svc_TPD_Digest.pdf
5.	First Principles: Designing Effective Education Programs for Early Childhood Development (<u>Compendium</u> <u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_ECD_Comp_Web.pdf http://www.equip123.net/docs/E1-FP_ECD_Digest.pdf
6.	First Principles: Designing Effective Education Programs for Underserved Populations (<u>Compendium</u> <u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_Underserved_Compodium.pdf http://www.equip123.net/docs/E1-FP_Underserved_Digest.pdf
7.	First Principles: Designing Effective Education Programs for School Health in Developing Countries (<u>Compendium</u>) (2011)	http://www.equip123.net/docs/E1-FP_Health_Comp_Web.pdf

No.	Publication (Year)	Weblink
8.	First Principles: Designing Effective Education Programs that Promote Gender Equality in Education (<u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_Gender_Digest_Web.pdf
9.	First Principles: Designing and Implementing Effective Instructional Materials (<u>Compendium</u>) (2011)	http://www.equip123.net/docs/E1-FP_Materials_Comp_Web.pdf
10.	First Principles: Designing Effective Education Programs for Pre-Service Teacher Education (<u>Compendium</u>) (2011)	http://www.equip123.net/docs/E1-FP_PSTE_Comp_Web.pdf
11.	First Principles: Designing Effective Education Programs for Early Reading (<u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_EarlyReading_Digest_Web.pdf
12.	First Principles: Designing Effective Education Programs Standards and Assessment (<u>Digest</u>) (2011)	http://www.equip123.net/docs/E1-FP_StdandAssess_Digest_Web.pdf
13.	<u>Professional Learning Communities in the Teachers' Colleges. A Resource for Teacher Educators</u> (2010)	http://www.equip123.net/docs/e1-PLCResource.pdf
14.	<u>Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy, Professional Development, and Classroom Practice</u> (2010)	http://www.equip123.net/docs/e1-ActiveLearningSynthesis.pdf
15.	<u>Active-Learning Pedagogies as a Reform Initiative: The Case of Cambodia</u> (2010)	http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Cambodia.pdf
16.	<u>Active-Learning Pedagogies as a Reform Initiative: The Case of Egypt</u> (2010)	http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Egypt.pdf
17.	<u>Active-Learning Pedagogies as a Reform Initiative: The Case of Jordan</u> (2010)	http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Jordan.pdf
18.	<u>Active-Learning Pedagogies as a Reform Initiative: The Case of Kyrgyzstan</u> (2010)	http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Kyrgyzstan.pdf
19.	<u>Active-Learning Pedagogies as a Reform Initiative: The Case of Malawi</u> (2010)	http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Malawi.pdf
20.	<u>Active-Learning Pedagogies: Policy, Professional Development, and Classroom Practice. A Case Study of Two Post Conflict Contexts: Afghanistan and Somaliland Overview, Design and Summary of Findings</u> (2008)	http://www.equip123.net/docs/E1-ActiveLearningPedagogies-PostConflict.pdf
21.	<u>Active-Learning Pedagogies: Policy, Professional Development and Classroom Practices- A Case Study of Two Post-Conflict Contexts: Afghanistan and Somaliland: Case Study 1: Afghanistan</u> (2008)	http://www.equip123.net/docs/E1-ActiveLearningPedagogies-Afghanistan.pdf
22.	<u>Active-Learning Pedagogies: Policy, Professional Development and Classroom Practices- A Case Study Of Two Post-Conflict Contexts: Afghanistan and Somaliland: Case Study 2: Somaliland</u> (2008)	http://www.equip123.net/docs/E1-ActiveLearningPedagogies-Somaliland.pdf

No.	Publication (Year)	Weblink
23.	<u>What it Takes to Develop and Implement Standards-Based Assessments (2011)</u>	http://www.equip123.net/docs/E1-WhatTakesDevelopStdAssess.pdf
24.	<u>Two Case Studies in Public-Private Partnerships in Education in Rajasthan, India (2010)</u>	http://www.equip123.net/docs/e1-PublicPrivatePartnershipsRajasthanIndia.pdf
25.	<u>Multi-Stakeholder Partnerships in Education: the Escuela Nueva Program in Colombia (2009)</u>	http://www.equip123.net/docs/E1-PPP_Colombia.pdf
26.	<u>Negotiating Multi-Stakeholder Partnership in Education (MSPE) in Namibia (2009)</u>	http://www.equip123.net/docs/E1-PPP_Namibia.pdf
27.	<u>First Principles of Early Grade Reading in Developing Countries (2009)</u>	http://www.equip123.net/docs/e1-EarlyGradesToolkit.pdf
28.	<u>Accelerating Early Grades Reading in High Priority EFA Countries: A Desk Review (2006)</u>	http://www.equip123.net/docs/E1-EGRinEFACountriesDeskStudy.pdf
29.	<u>Reading Activities in USAID Supported Basic Education Programs (2007)</u>	http://www.equip123.net/docs/E1-USAIDReadingActivities.pdf
30.	<u>Donated Books: A Help or Hindrance to Educational Development Projects? (2010)</u>	http://www.equip123.net/docs/E1-DonatedBooks.pdf
31.	<u>Large Class Sizes in the Developing World: What Do We Know and What Can We Do? (2007)</u>	http://www.equip123.net/docs/e1-LargeClassrooms.pdf
32.	<u>Digital Data Collection Demonstration White Paper: A Comparison of Two Methodologies: Digital and Paper-based (2008)</u>	http://www.equip123.net/docs/e1-DigitalDataCollection.pdf
33.	<u>Pilot of Digital Data Collection Options for Honduras' Education Assessments (2009)</u>	http://www.equip123.net/docs/e1-HondurasDigitalDataCollectionPilotTest.pdf
34.	<u>Pilot of Digital Data Collection Options for Diagnostic Assessments in Honduras (2011)</u>	http://www.equip123.net/docs/E1-HondurasClickers2.pdf
35.	<u>The Role of Teachers, Schools and Communities in Quality Education: A Review of the Literature (2005)</u>	http://eric.ed.gov/PDFS/ED490174.pdf
36.	<u>Cross-national Synthesis on Education Quality: Report No. 1 (2006)</u>	http://www.equip123.net/docs/E1-CrossNationalSynthesis1.pdf
37.	<u>Cross-national Synthesis on Education Quality Report No. 2: Professional Development and Teachers' Conceptions of Educational Quality (2006)</u>	http://www.equip123.net/docs/E1-CrossNationalSynthesis2.pdf
38.	<u>Cross-national Synthesis on Education Quality Report No. 3: Professional Development and Implementing Active-Learning, Student-Centered Pedagogies (2007)</u>	http://www.equip123.net/docs/E1-CrossNationalSynthesis3.pdf
39.	<u>Issue Paper: The Contributions and the Limitations of Cross-National Comparisons in Examining Professional Development and Educational Quality (2006)</u>	http://www.equip123.net/docs/E1-IP-Contributions&LimitationsofCrossNationalComparisons.pdf
40.	<u>Retrospective Pilot Study of USAID-Funded Education Projects in Malawi (2006)</u>	http://www.equip123.net/docs/e1-Malawi_Retrospective.pdf

No.	Publication (Year)	Weblink
41.	<u>School- and Cluster-Based Teacher Professional Development: Bringing Teacher Learning to the Schools</u> (2004)	http://www.equip123.net/docs/EQ1WorkingPaper1.pdf
42.	<u>Developing a Positive Environment for Teacher Quality</u> (2004)	http://courses.umass.edu/educ870/teacher_education/Documents/EQ1%20Motiv%20Tchr%20Quality%20-%20Leu.pdf
43.	<u>The Patterns and Purposes of School-Based and Cluster Teacher Professional Development Programs</u> (2004)	http://www.equip123.net/docs/Working-p2.pdf
44.	<u>Namibia Pilot Study of Teacher Professional Development: Quality in Education, Teaching, and Learning: Perceptions and Practice</u> (2006)	http://www.equip123.net/docs/E1-NamibiaPilotStudy.pdf
45.	<u>Issue Paper: Professional Development and Quality: Perspectives of Namibian Teachers</u> (2006)	http://www.equip123.net/docs/E1-IssuePaperNamibiaTeacherPerspectives.pdf
46.	<u>Ethiopia Pilot Study of Teacher Professional Development – Quality in Education, Teaching and Learning: Perceptions and Practice</u> (2006)	http://www.equip123.net/docs/E1-EthiopiaPilotStudy.pdf
47.	<u>Issue Paper – Perceptions of Ethiopian Teachers and Principals on Quality of Education</u> (2006)	http://www.equip123.net/docs/E1-IssuePaperEthiopiaTeacherPerspectives.pdf
48.	<u>Improving the Nutritional Status of Girls in Transitional Schools: An Intervention in Kuchinerla, Andhra Pradesh</u> (2006)	http://www.equip123.net/docs/e1-NutritionIssueBrief.pdf
49.	<u>Engaging Parents and Communities in Girls' Education</u> (2006)	http://www.equip123.net/docs/e1-CommunityParticipantBrief.pdf
50.	<u>Educational Quality in Islamic Schools, Report #1: Nigeria</u> (2006)	http://www.equip123.net/docs/E1-NigeriaPilotStudy.pdf
51.	<u>Critical Review of Primary Education in India</u> (2004)	http://www.equip123.net/docs/eq1-Critical_Review_PrimaryEd_India.pdf
52.	<u>Project Profile: Ethiopia: Basic Education System Overhaul (BESO)</u> (2004)	http://www.equip123.net/docs/e1TPD_EthiopiaProfile.pdf
53.	<u>Project Profile: Ghana: The Quality Improvements in Primary Schools/Improving Learning through Partnerships (QUIPS/ILP) Project</u> (2004)	http://www.equip123.net/docs/e1TPD_GhanaProfile.pdf
54.	<u>Project Profile: Malawi Education Support Activity (MESA)</u> (2004)	http://www.equip123.net/docs/e1TPD_MalawiProfile.pdf
55.	<u>Project Profile: Pakistan: Releasing Confidence and Creativity (RCC): Building Sound Foundations for Early Learning</u> (2004)	http://www.equip123.net/docs/e1TPD_PakistanProfile.pdf
56.	<u>Educational Quality Divisions in an International Development Organization</u> (2003)	http://www.equip123.net/docs/e1-ldr_ido.pdf
Education in Crisis and Transitional Settings		
57.	<u>Education and Fragility in Northern Uganda</u> (2008)	http://www.equip123.net/docs/E1-UgandaFragility2008.pdf
58.	<u>Education and Fragility in Cambodia</u> (2011)	http://unesdoc.unesco.org/images/0021/002110/211049e.pdf

No.	Publication (Year)	Weblink
59.	<u>Education and Fragility in Liberia</u> (2011)	http://unesdoc.unesco.org/images/0021/002121/212197E.pdf
60.	<u>Understanding Education's Role in Fragility: Synthesis of Four Situational Analyses of Education And Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia</u> (2011)	http://www.ineesite.org/assets/INEE_Synthesis_Report.pdf
61.	<u>Education and Conflict Mitigation: What the Aid Workers Say</u> (2011)	http://www.equip123.net/docs/E1-Education_Conflict_Mitigation.pdf
62.	<u>Compendium of Education Conflict Frameworks</u> (2011)	http://www.equip123.net/docs/E1-CompendiumEduConflictFramework.pdf
63.	<u>Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction</u> (2004)	http://www.equip123.net/equip1/docs/MSEE_report(INEE).pdf
64.	<u>Understanding and Using the Minimum Standards of Education in Emergencies: Training Guide</u> (2006)	http://www.ineesite.org/minimum_standards/MSEE_Training_Guide_june06.pdf
65.	<u>Understanding and Using the Minimum Standards of Education in Emergencies: Workbook</u> (2006)	http://www.equip123.net/docs/e1-MSEE_workbook_ver_4.pdf
66.	<u>Education and the Role of NGOs in Emergencies: Afghanistan 1978-2002</u> (2006)	http://www.equip123.net/docs/e1-RoleofNGOsAfghanistan.pdf
67.	<u>Issue Paper #1: Role of Education and the Demobilization of Child Soldiers</u> (2007)	http://www.equip123.net/docs/E1-DemobChildSoldiers-IP1.pdf
68.	<u>Issue Paper #2: Role of Education and the Demobilization of Child Soldiers - Aspects of an Appropriate Education Program for Child Soldiers</u> (2007)	http://www.equip123.net/docs/E1-DemobChildSoldiers-IP2.pdf
69.	<u>Community Organized Primary Education Afghanistan</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Afghanistan.pdf
70.	<u>Strengthening Education Programs For Orphan And Vulnerable Children (STEP-OVC) Burundi</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Burundi.pdf
71.	<u>Mine Risk Education for Children (MREC) Cambodia</u>	http://www.equip123.net/docs/CrisisProfile-Cambodia(MREC).pdf
72.	<u>Emergency Education and Psychosocial Support Programming for Eritrean Refugees in Ethiopia Ethiopia</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Ethiopia.pdf
73.	<u>Support Program for Traumatized Children in Kosovo Kosovo</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Kosovo.pdf
74.	<u>Community-Based Psychosocial Programme (Phase 2) Kosovo</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Kosovo(CBPP).pdf
75.	<u>Education Renewal Project Sierra Leone</u> (2005)	http://www.equip123.net/docs/CrisisProfile-SierraLeone(PLAN).pdf
76.	<u>Reintegration Support Sierra Leone</u> (2005)	http://www.equip123.net/docs/CrisisProfile-SierraLeone.pdf

No.	Publication (Year)	Weblink
77.	<u>Support to Primary School Education Somaliland</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Somalia.pdf
78.	<u>Rebuilding Education and Civil Society (RECS)</u> Southern Sudan (2005)	http://www.equip123.net/docs/CrisisProfile-Sudan(RECS).pdf
79.	<u>Sudan Transitional Assistance for Rehabilitation (STAR) Education & Economic Rehabilitation Program</u> Southern Sudan (2005)	http://www.equip123.net/docs/CrisisProfile-Sudan(STAR).pdf
80.	<u>Improving Basic Education (IBET) in Tajikistan</u> Tajikistan (2005)	http://www.equip123.net/docs/CrisisProfile-Tajikistan(IBET).pdf
81.	<u>Participation, Education, and Knowledge Strengthening (PEAKS) in Central Asia</u> Tajikistan (2005)	http://www.equip123.net/docs/CrisisProfile-Tajikistan(PEAKS).pdf
82.	<u>Education Assistance to Refugees from Burma Thailand/Burma Border</u> (2005)	http://www.equip123.net/docs/CrisisProfile-Thai_Burma.pdf
83.	<u>Unexploded Ordnances/Landmine Awareness Education Program</u> Vietnam (2005)	http://www.equip123.net/docs/CrisisProfile-Vietnam.pdf
84.	<u>Popular Theater in Palestine Project</u> West Bank and Gaza (2005)	http://www.equip123.net/docs/CrisisProfile-WestBankGaza.pdf
Food Assisted Education		
85.	<u>Annotated Bibliography on Food-Assisted Education</u> (2004)	http://www.equip123.net/docs/eq1-FAE_Biblio.pdf
86.	<u>FAE Project Profiles: CARE's Enhanced Food Security Program in Haiti</u> (2004)	http://www.equip123.net/docs/e1-FAEProfile-Haiti.pdf
87.	<u>Improving the Nutritional Status of Girls in Transitional Schools: an Intervention in Kuchinerla, Andhra Pradesh</u>	http://www.equip123.net/docs/e1-NutritionIssueBrief.pdf
Communications Products		
1.	<u>EQUIP1 brochure</u>	http://www.equip123.net/docs/eq1-broch.pdf
EQ Review		
1.	<u>Continuous Assessment</u> Vol. 1, No. 1. December 2003	http://www.equip123.net/EQ_Review/1_1.pdf
2.	<u>Food Assisted Education</u> Vol. 2, No. 1. February 2004	http://www.equip123.net/EQ_Review/2_1.pdf
3.	<u>Cluster Schools & Teacher Professional Development</u> Vol. 2, No. 2. April 2004	http://www.equip123.net/EQ_Review/2_2.pdf

No.	Publication (Year)	Weblink
4.	<u>Life Skills Curricula</u> Vol. 2, No. 3. July 2004	http://www.equip123.net/EQ_Review/2_3.pdf
5.	<u>Distance Education</u> Vol. 2, No. 4. October 2004	http://www.equip123.net/EQ_Review/2_4.pdf
6.	<u>Public-Private Partnerships for Educational Quality</u> Vol. 3, No. 1. January 2005	http://www.equip123.net/EQ_Review/3_1.pdf
7.	<u>Education in Crisis and Transitional Settings</u> Vol. 3, No. 2. April 2005	http://www.equip123.net/EQ_Review/3_2.pdf
8.	<u>School Readiness</u> Vol. 3, No. 3. June 2005	http://www.equip123.net/EQ_Review/3_3.pdf
9.	<u>Decentralization in Education</u> Vol. 3, No. 4. September 2005	http://www.equip123.net/EQ_Review/3_4.pdf
10.	<u>Literacy</u> Vol. 3, No. 5. October 2005	http://www.equip123.net/EQ_Review/3_5.pdf
11.	<u>Youth Participation in Development Projects</u> Vol. 4, No. 1. January 2006	http://www.equip123.net/EQ_Review/4_1.pdf
12.	<u>Complementary Education</u> Vol. 4, No. 2. March 2006	http://www.equip123.net/EQ_Review/4_2.pdf
13.	<u>Youth Assessments</u> Vol. 4, No. 3. June 2006	http://www.equip123.net/EQ_Review/4_3.pdf
14.	<u>Girls' Scholarships</u> Vol. 4, No. 4. September 2006	http://www.equip123.net/EQ_Review/4_4.pdf
15.	<u>Educating Marginalized Populations</u> Vol. 4, No. 5. January 2007	http://www.equip123.net/EQ_Review/4_5.pdf
16.	<u>Strategic Opportunities for Effective Education and Health Programs</u> Vol. 5, No. 1. April 2007	http://www.equip123.net/EQ_Review/5_1.pdf
17.	<u>Data for Effective Decision Making</u> Vol. 5, No. 2. August 2007	http://www.equip123.net/EQ_Review/5_2.pdf
18.	<u>Demonstrating that All Means All: Basic Education and Children with Disabilities</u> Vol. 5, No. 3. December 2007	http://www.equip123.net/EQ_Review/5_3.pdf
19.	<u>Youth Service Learning</u> Vol. 6, No. 1. March 2008	http://www.equip123.net/EQ_Review/6_1.pdf
20.	<u>ICT and Education in International Development</u> Vol. 6, No. 2. July 2008	http://www.equip123.net/EQ_Review/6_2.pdf
21.	<u>Education in Conflict-Affected States</u> Vol 6, No. 3. December 2008	http://www.equip123.net/EQ_Review/6_3.pdf
22.	<u>Teacher Professional Development</u> Vol 7, No. 1. April 2009	http://www.equip123.net/EQ_Review/7_1.pdf
23.	<u>System Reform Through Informed Policy Dialogue</u> Vol 7, No. 2. May 2009	http://www.equip123.net/EQ_Review/7_2.pdf
24.	<u>Changing the Future for Out-of-School Youth</u> Vol 7, No. 3. September 2009	http://www.equip123.net/EQ_Review/7_3.pdf
25.	<u>Supportive Teacher Supervision</u> Vol 7, No.4. January 2010	http://www.equip123.net/EQ_Review/7_4.pdf
26.	<u>Using Learning Standards to Promote Student Achievement</u> Vol 8, No.1 March 2010	http://www.equip123.net/EQ_Review/8_1.pdf
27.	<u>Cross-Sectoral Approaches to Youth Development</u> Vol 8, No. 2 June 2010	http://www.equip123.net/EQ_Review/8_2.pdf

No.	Publication (Year)	Weblink
28.	<u>Spotlight on Reading and Writing</u> _ Vol 8, No. 3 September 2010	http://www.equip123.net/EQ_Review/8_3.pdf
29.	<u>School-Based Approaches to Improving Community Health</u> , Vol 8, No. 4 December 2010	http://www.equip123.net/EQ_Review/8_4.pdf
30.	<u>Monitoring and Evaluation</u> , Vol 9, No. 1, March 2011	http://www.equip123.net/EQ_Review/9_1.pdf
31.	<u>Community Engagement in Education</u> , Vol 9, No. 2, June 2011	http://www.equip123.net/EQ_Review/9_2.pdf
32.	<u>Education in Conflict Settings</u> , Vol 9, No. 3, December 2011	http://www.equip123.net/EQ_Review/9_3.pdf
EQ Update		
1.	<u>Teacher Professional Development</u> (March 2011)	http://mim.io/242de
2.	<u>Financing Education</u> (May 2011)	http://mim.io/dc2811
3.	<u>Education and Reaching Marginalized Populations</u> (July 2011)	http://mim.io/139451
4.	<u>Education in Conflict Settings</u> (September 2011)	http://mim.io/fbbb81
5.	<u>Transitions to Secondary Education</u> (November 2011)	http://mim.io/cb7bf1
6.	<u>Participatory Planning</u> (January 2012)	http://mim.io/600432
Just in Time Publication		
1.	<u>Issues when Programming for School Construction</u> (2006)	http://www.equip123.net/JIT/2006_01_SchoolConstruction.pdf
2.	<u>Mobile Repair Teams Link School Renovation and Community Participation Strategies</u> (2006)	http://www.equip123.net/JIT/e1-JIT-MRT.pdf
3.	<u>Education Management Capacity Assessment - A Pilot in Kenya</u> (2008)	http://www.equip123.net/JIT/e1-JIT-CapacityAssessment.pdf
4.	<u>Alternative Computer Labs: Thin Client Laboratories A Cambodia Pilot</u> (2008)	http://www.equip123.net/JIT/e1-JIT-ThinClientLab.pdf
5.	<u>Reading and Writing Camps: Learning through Play and Active Learning</u> (2009)	http://www.equip123.net/JIT/e1-JIT-ReadingAndWritingCamps.pdf
Journal of Education for International Development (JEID)		

No.	Publication (Year)	Weblink
1.	<u>Governance (Volume 1, Issue 1)</u>	http://www.equip123.net/JEID/Vol1-Is1.htm
2.	<u>USAID Education Workshop Presentations, Moving from Access to Relevance (Volume 2, Issue 1)</u>	http://www.equip123.net/JEID/Vol2-Is1.htm
3.	<u>General Issue (Volume 2, Issue 2)</u>	http://www.equip123.net/JEID/Vol2-Is2.htm
4.	<u>Early Childhood Development (Volume 2, Issue 3)</u>	http://www.equip123.net/JEID/Vol2-Is3.htm
5.	<u>General Issue (Volume 3, Issue 1)</u>	http://www.equip123.net/JEID/Vol3-Is1.htm
6.	<u>General Issue (Volume 3, Issue 2)</u>	http://www.equip123.net/JEID/Vol3-Is2.htm
7.	<u>General Issue (Volume 3, Issue 3)</u>	http://www.equip123.net/JEID/Vol3-Is3.htm
8.	<u>Education and Fragility (Volume 4, Issue 1)</u>	http://www.equip123.net/JEID/Vol4-Is1.htm
9.	<u>ICT and Education (Volume 4, Issue 2)</u>	http://www.equip123.net/JEID/Vol4-Is2.htm
10.	<u>General Issue (Volume 4, Issue 3)</u>	http://www.equip123.net/JEID/current.htm
EQUIP1 Exchanges		
1.	<u>EQUIP1 Exchanges – Videoconference on Continuous Assessment (2003)</u>	http://www.equip123.net/docs/e1-004.pdf
2.	<u>EQUIP1 Exchanges – Videoconference on Food Assisted Education (2004)</u>	http://www.equip123.net/docs/FAE-VideoconferenceSummary.pdf
3.	<u>EQUIP1 Exchanges – Videoconference on School-based and Cluster Teacher Development (2004)</u>	http://www.equip123.net/docs/Cluster-Summary.pdf
EQUIP1 Seminars (includes links to EQUIP1 led seminars)		
1.	<u>Non-emergency Programs Responding to Emergencies: What has been done and what lessons have been learned? (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412
2.	<u>Technology Use in Education Development (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412 http://www.equip123.net/docs/E1-2008Seminar-ICinEd.ppt http://www.equip123.net/docs/E1-2008Seminar-CFSNicaraguaDigitalDataCollection.ppt http://www.equip123.net/docs/E1-2008SeminarThinClientComputerlabsinCambodia.ppt

No.	Publication (Year)	Weblink
3.	<u>Inclusive Education for People with Disabilities (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412 http://www.equip123.net/docs/e1-2008SeminarPresentationInclusiveEducation.ppt http://www.equip123.net/docs/e1-2008SeminarPresentationMonitoringStatusDisability.ppt http://www.equip123.net/docs/e1-2008SeminarPresentationVietnamIE.ppt
4.	<u>Early Grades Reading (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412 http://www.equip123.net/docs/e1-EarlyGradesToolkit.pdf http://www.equip123.net/docs/E1-LiteracyRxforEFA.ppt http://equip123.net/docs/E1-ReadingFasterReadingBetter.ppt
5.	<u>Using Assessment to Improve Teaching and Learning (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412
6.	<u>Focusing on the Learner in Emergency and Conflict (EQUIP1 Seminar)</u>	http://www.equip123.net/docs/e1-2005Seminar-Summary.pdf http://www.equip123.net/webarticles/anmviewer.asp?a=412 http://www.equip123.net/docs/e1-2005Seminar-Presentation.ppt
7.	<u>Education in Islamic Countries: the Development Agenda (EQUIP1 Seminar)</u>	http://www.equip123.net/webarticles/anmviewer.asp?a=412
8.	<u>EQUIP123 End-of-Project Event Proceedings (2011)</u>	http://www.equip123.net/docs/E1-EOP_Proceedings.pdf

ASSOCIATE AWARDS

Associate Awards were usually field-based projects that aimed to support some aspect of education. They provided several features that were attractive to field missions and other bureaus:

- Quick turnaround: Given that the mechanism had been precompleted, Associate Awards required no competition, which shortened the award process.
- No ceiling for buy-ins: There was no limit on the amount of funds that could be obligated under an Associate Award under the EQUIPs LWA.
- Collaborative assistance feature: As either cooperative agreements or grants, interested missions could engage in a collaborative assistance process that permitted them to enter into negotiations on technical aspects of their proposed program with the awardees prior to award signature, a feature that was not permissible under an acquisitions mechanism.

- Missions maintain control: After the initial “go-ahead” from USAID/Washington, missions remained the managers of the Associate Awards through their AOTRs.

During 2003–2012, there were 23 EQUIP1 Associate Awards. There were 18 Associate Awards that had closed and five ongoing or new start-ups by the end of the Leader Award mechanisms. The total value of Associate Awards was \$157,370,416. Associate Awards spanned the globe, with the highest number of projects in sub-Saharan Africa, but the highest level of funding in the Middle East region, with the majority of funding going toward the Egypt Education Reform Program. With input from EQUIP1, the EQUIP2 LWA published a paper, *EQUIP Associate Awards: Program Analysis, Seven Years, 2003–2009*, which presents various trends that have emerged under the EQUIP LWA, including common patterns in program activities, geographical distribution, and country-level education and development indicators. It is a useful resource for contextualizing the delivery of services of the Associate Awards.

A key role of the Leader of the LWA mechanism was to provide support for Associate Awards. Project staff communicated with partners, Missions, and Bureaus and coordinated responses to all Associate Award requests. In addition, staff developed an EQUIP1 field guide to support home office backstops, chiefs of party, and other field staff in the start-up and implementation and closeout of EQUIP1 Awards. The guide was not intended to replace partner organizations’ procedures for implementing field-based projects. Instead, it was meant to be a reference for minimum standards and requirements expected to maintain a sufficient level of quality control and consistency across awards. The EQUIP1, as part of its responsibility under the EICC, provided space and technical support to Associate Awards to have a mini-website within EQUIP123.net. The following projects have microsites with project information and publications.

Award: Teach English for Life Learning (TELL), Country: Ethiopia, [*Inside TELL*](#)

Award: Africa Bureau Activities, [*Inside ABSA*](#)

Award: Early Childhood Family Education Activity (EDIFAM), Country: El Salvador, [*Inside EDIFAM*](#)

Award: Education Support for Children of Marginalized Populations (EMACK), Country: Kenya, [*Inside EMACK*](#)

Award: Education Support to Children of Underserved Populations (ESCUP), Country: Cambodia, [*Inside ESCUP*](#)

Award: Excellence in Classroom Education at the Local Level (EXCELL), Country: El Salvador, [*Inside EXCELL*](#)

Award: Improving the Quality of Learning in Zanzibar (MKEZA), Country: Tanzania, [*Inside MKEZA*](#)

Award: Malawi Education Support Activity (MESA), Country: Malawi, [*Inside MESA*](#)

Award: Reaching and Educating At-Risk Children (REACH), Country: India, [*Inside REACH*](#)

Award: Secondary Education Activity (SEA), Country: Macedonia, [*Inside SEA*](#)

There were also a series of videos developed to share briefly about a sample of EQUIP1 Associate Awards. One video, [*AA Review*](#), provides an overview of the awards, and the seven other videos focus on the early Associate Awards: [*Africa Bureau*](#), [*AIDE*](#), [*EDIFAM*](#), [*EXCELL*](#), [*MESA*](#), [*REACH*](#), [*SEA*](#).

Table 4 shows a matrix of all EQUIP1 AAs, project time frames, funding levels and a brief description of the scope of work. Also included are hyperlinks to the EQUIP123 website that provides more information about the project.

Table 4. Matrix of EQUIP1 Associate Awards and Details¹

Project Name & Country²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
<u>Assistance Internationale pour le Développement d'Education (AIDE)</u> <i>Djibouti</i>	6/13/2003– 2/28/2007	5,200,000	10,556,469	5,356,469	Increase access to basic education, improved quality of teaching and learning, and increased opportunities for girls' education through: <ul style="list-style-type: none"> - Improving the Ministry of Education's capacity to implement the government's ambitious reform program - Getting communities more involved in the management of local schools - Increasing access to education through physical improvement to school infrastructure
<u>Excellence in Classroom Education at the Local Level (EXCELL)</u> <i>El Salvador</i>	6/30/2003– 6/30/2005	5,000,000	4,149,920	850,080	Support school-level reforms, increase quality of education, and enhance student learning in rural areas by: <ul style="list-style-type: none"> - Developing low-cost materials - Providing cluster-based pedagogical and management training to principals - Conducting research on educational equity and development in El Salvador
<u>Malawi Education Support Activity (MESA)</u> <i>Malawi</i>	7/30/2003– 1/31/2006	7,815,595	5,500,000	-2,315,595	Improve quality and efficiency of basic education largely through: <ul style="list-style-type: none"> - Developing teachers' pedagogical skills - Mobilizing community - Providing school grants for school improvement/income-generating projects - Mitigating impact on HIV/AIDS-affected pupils - Developing learning and instructional materials
<u>Secondary Education Activity (SEA)</u> <i>Macedonia</i>	9/05/2003– 9/04/2008	9,999,926	9,999,926	0	Prepare students in secondary vocational schools for future employment through: <ul style="list-style-type: none"> - Improving vocational instruction through the training of teachers - Improving school environments by helping make school directors more effective managers and agents of change - Supporting school boards in their new responsibilities and roles given them under decentralization - Providing students with opportunities to practice and develop important business and leadership skills, and providing the

¹ Table taken from Rahim, H., Caceres, S., Jessee, C., & Simon, B. (2011). *EQUIP1 retrospective study*. Washington, DC: American Institutes for Research.

² EQUIP1 Associate Awards are listed in order of award signing and in US\$ at time of closing as reported to USAID.

Project Name & Country ²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
					information they need to make smart choices about their careers
<u>Early Childhood Family Education Activity (EDIFAM)</u> <i>El Salvador</i>	9/8/2003–6/30/2005	2,750,000	2,750,000	0	Focus on early childhood education and development by: <ul style="list-style-type: none"> - Developing interactive radio instruction - Developing children’s television programs - Strengthening awareness campaigns for parents and teachers - Providing professional development to early childhood caregivers and teachers
<u>Reaching and Educating At-risk Children (REACH)</u> <i>India</i>	9/22/2003–3/15/2008	20,000,000	13,848,500	–6,151,500	Enhance opportunities for vulnerable people (such as children in child labor, migrant children, disabled, street children, and girls) by: <ul style="list-style-type: none"> - Strengthening strong performing nongovernmental organizations (NGOs) to scale up their delivery of educational services to out-of-school children in urban and rural areas - Building the capacity of smaller, less mature NGOs to do likewise - Promoting the adoption of best practices within the NGO and state/district education communities.
<u>Increased Support for Primary Education</u> <i>Haiti</i>	9/25/2003–9/30/2007	3,004,008	7,089,954	4,085,946	Reform the education sector by: <ul style="list-style-type: none"> - Fostering public–private partnerships - Providing grants for scholarships - Providing teachers with pedagogical skills specific to teaching remedial classes - Encouraging formal licensing schools - Providing interactive radio instruction
<u>Africa Bureau</u>	9/30/2003–10/30/2006	9,799,847	3,383,972	–6,415,875	Support education in sub-Saharan Africa by: <ul style="list-style-type: none"> - Conducting a Feasibility Study for a Regional West African Sesame Street Model - Initiating Community Radio education programs to mitigate the multisector impacts of HIV/AIDS in Zambia - Creating a West Africa Mobile Task Team (MTT/West) for Systemic Response to HIV/AIDS in Education Systems in West Africa - Providing education to herd boys in Lesotho - Supporting orphaned and vulnerable children (OVCs) in Swaziland

Project Name & Country²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
<u>Improving the Quality of Learning in Zanzibar (MKEZA)</u> <i>Tanzania</i>	5/01/2004– 9/22/2006	3,749,596	3,749,596	0	Improve the quality of learning for all, but increase access for disabled and disadvantaged populations by: <ul style="list-style-type: none"> - Enhancing classroom delivery and teacher skills, especially related to math, science, and English - Supporting the improvement of secondary school instruction - Improving the quality of learning in primary schools for transition to secondary - Increasing the network of support, resources, and accountability
<u>Education for Marginalized Children in Kenya (EMACK)</u> <i>Kenya</i>	5/1/2004– 1/1/2007	3,000,000	4,500,000	1,500,000	Improve educational opportunities for marginalized populations by: <ul style="list-style-type: none"> - Strengthening Education Monitoring and Information System to reflect tracking, dropout, and repetition - Providing learning materials to underserved population - Developing curriculum for transition between early childhood education and primary school - Designing mobile schools - Conducting research - Providing teachers with strategies to develop low-/no-cost materials
<u>Zanzibar Workshop Africa Bureau</u>	6/01/2006– 8/31/2006	335,520	335,520	0	Workshop to improve teachers' understanding and use of math and science equipment
<u>Egypt Reform Project (ERP)</u> <i>Egypt</i>	6/23/2004– 5/15/2011	78,769,065	93,656,204	14,887,139	Improve access to quality education in selected governorates by: <ul style="list-style-type: none"> - Providing professional development opportunities for teachers - Dispersing girls' scholarships - Developing standards and assessments - Supporting literacy activities - Developing teaching and learning materials
<u>Yemen Basic Education (BE) Program</u> <i>Yemen</i>	7/24/2004– 7/23/2008	10,000,000	13,500,000	3,500,000	Improve basic education for women and primary school students by: <ul style="list-style-type: none"> - Encouraging transparent election process for Mothers and Fathers Councils - Providing adult literacy classes for females - Encouraging teacher professional development - Rehabilitating schools and classroom furniture
<u>Education Support to Children of Underserved Populations (ESCUP)</u> <i>Cambodia</i>	4/1/2005– 9/30/2008	2,499,996	4,451,887	1,951,891	Improve educational access and quality for girls and marginalized groups, especially Hill tribes (ethnic minorities) and Cham peoples (Islamic groups) by: <ul style="list-style-type: none"> - Providing teachers' and tutors' professional development - Dispersing scholarships to the underserved

Project Name & Country ²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
					- Providing materials to teachers and schools
<u>Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)</u> <i>Zambia</i>	6/20/2005– 9/30/2009	17,500,000	28,450,153	10,950,153	Strengthen basic education through community engagement and health linkages by: <ul style="list-style-type: none"> - Providing teachers with professional development, with a special focus on HIV/AIDS - Strengthening school and community partnerships - Providing scholarships targeted toward those most affected by HIV/AIDS - Providing Comfort Kits for girls - Developing school gardens and providing nutritional snacks - Establishing resource centers - Building capacity to manage community grants
<u>EXCELENCIA Center Expansion of APA Methodology (Excelencia)</u> Including: <ul style="list-style-type: none"> • Central American Regional Security Initiative (CARSI) • Foundation for the Autonomy and Development of the Atlantic Coast of Nicaragua (FADCANIC) <i>Nicaragua</i>	11/30/2005– 11/30/2014	11,500,000	Ongoing	8,014,943 Increase to date	Improve multigrade and bilingual classes by: <ul style="list-style-type: none"> - Developing teaching guides providing teachers with skills specific to handling multigrade classes and orienting teachers to APA pedagogy - Developing active learning materials - Strengthening intercultural bilingual education - Supporting data collection and tracking - Supporting development of new multigrade curriculum - Strengthening student governments - Developing test items and tests for Grade 3 mathematics and reading skills - Building technical and administrative capacity of local NGOs
<u>Broader Middle East & North Africa (BMENA) Literacy Hub and Literacy Support Services</u>	9/29/2006– 10/31/2008	493,883	493,883	0	Create a community of knowledgeable literacy leaders within the region by: <ul style="list-style-type: none"> - Developing a database of exemplary international literacy research, policy, and practice - Developing a knowledge archive and engine to drive research and best practices

Project Name & Country ²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
<u>Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)</u> <i>Honduras</i>	6/1/2007– 3/31/2010	2,109,800	5,036,534	2,926,734	<p>Improve the relationship between content standards, instructional practices, and learning outcomes by:</p> <ul style="list-style-type: none"> - Creating standards and revised methods of assessment, including summative tests for Grades K–9 - Providing instruction to teachers, principals, and directors in using test-result data - Providing software to track test data - Supporting the National Assessment Institute
<u>Teaching English for Life Learning (TELL)</u> <i>Ethiopia</i>	11/28/2008– 3/31/2012	1,999,996	Ongoing	5,549,690 Increase to date	<p>Improve teachers' English skills and pedagogy by:</p> <ul style="list-style-type: none"> - Providing professional development to English teachers - Training supervisors in teacher observation skills to monitor the performance of the trained teachers - Providing support to supervisors
<u>The Development and Implementation of Grade 7 Assessment Tools</u> <i>Namibia</i>	10/21/2009– 10/31/2011	878,163	878,163	0	<p>Support the development of the Grade 7 National Standardized Achievement Test through intensive “side-by-side” support and guidance on:</p> <ul style="list-style-type: none"> - Constructing tests - Developing the baseline scale - Maintaining the test scale
<u>Girls' Opportunities to Access Learning (GOAL)</u> <i>Liberia</i>	11/18/2010– 9/30/2013	3,696,406 award	Ongoing		<p>Evaluate and improve primary school girls' retention, attendance, and enrollment by:</p> <ul style="list-style-type: none"> - Implementing a scholarship program - Building capacity of Parent–Teacher Associations (PTAs) and girls' clubs - Providing community grants to improve the school environment - Raising awareness to create support among parents and communities for girls' education - Supporting whole-school health interventions
<u>Education Support Program (ESP)</u> <i>Egypt</i>	9/13/2011– 3/12/2014	18,860,268 award	Ongoing		<p>Strengthen community response capacities by:</p> <ul style="list-style-type: none"> - Creating a small grants program to the areas most affected by economic and social disruptions to pay school fees and address the lost opportunities to learn caused by closing of schools - Providing rapid upgrading of the skills of recently hired assistant teachers - Supporting processes that enhance the MOE's ability to respond to fragility in the future - Emphasizing increased women's participation in governance

Project Name & Country ²	Project Duration	Initial Funding	Final Funding	Difference in Funding	Brief Scope of Work
Access to Quality Education for Middle School Aged Youth in Cote d'Ivoire <i>Cote d'Ivoire</i>	1/29/2012-1/28/2015	6,000,000	Ongoing		processes and increased girls' access to and retention in school Improve access to middle school education in a postconflict nation, with an emphasis on girls, by: <ul style="list-style-type: none"> - Providing technical support to the MOE - Improving ICT access and services - Engaging communities - Rehabilitating and/or constructing schools - Creating private-public partnerships to increase support for education

CONCLUSION

EQUIP1 played a significant role in adding to the body of knowledge on development and education issues, particularly those focused on the classroom, schools, and communities. EQUIP1 strove to meet the needs of USAID and other development partners in its research and did so through the publication of approximately 100 technical papers; approximately 50 briefs, newsletters, or other succinct documents; and dozens of presentations. AIR and its partners worked with USAID to develop the focus on the research, remaining flexible to the changing needs, which allowed the work to evolve over time. We hope EQUIP1 has helped improve the way USAID and its development partners support education initiatives around the globe.