

*American Institutes for Research*

*Academy for Educational Development*

*Aga Khan Foundation USA*

*CARE*

*Discovery Channel Global Education  
Fund*

*Education Development Center*

*Howard University*

*International Reading Association*

*The Joseph P. Kennedy, Jr. Foundation*

*Juárez & Associates, Inc.*

*Michigan State University*

*Save the Children Federation, Inc.*

*Sesame Workshop*

*University of Pittsburgh*

*World Education, Inc.*



---

## **Quarterly Technical Report**

October 1 – December 31, 2003

Submitted by:

**American Institutes for Research**

**January 31, 2004**

*U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00*

## Table of Contents

<b>I.</b>	<b>Objectives of EQUIP1.....</b>	<b>1</b>
<b>II.</b>	<b>Overall Progress of EQUIP1 Leader Award (October 1 – December 31, 2003).....</b>	<b>1</b>
	Summary	
	Specific Activities the Quarter	
	Financial Summary	
	Problems/Issues and Proposed Solutions	
<b>III.</b>	<b>Associate Awards (by Country/Bureau).....</b>	<b>6</b>
	Associate Awards in Progress	
	Additional Indications of Interest	
	Active Associate Awards	
<b>IV.</b>	<b>Lessons Learned and Emerging Good Practices.....</b>	<b>7</b>
	<b>Annex I: Performance Indicators for EQUIP1 Leader Award Activities.....</b>	<b>8</b>
	<b>Annex II: Quarterly Status Report for the EQUIP Website.....</b>	<b>15</b>
	<b>Annex III: EQUIP1 Exchanges: Videoconference on Continuous Assessment.....</b>	<b>20</b>
	<b>Annex IV: <i>EQ Review</i> on Continuous Assessment.....</b>	<b>26</b>
	<b>Annex V: Draft Format for the <i>EQ Dispatch</i>.....</b>	<b>27</b>
	<b>Annex VI: EQUIP1 Contributions to the EQUIP Data Group.....</b>	<b>28</b>
	<b>Annex VII: EQUIP Egypt Basic Education Reform Program Partner Memorandum of Understanding.....</b>	<b>29</b>

## I. Objectives of EQUIP1

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities may range 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 works with food-assisted education issues and contributes to the provision of education and training in crisis and post-crisis environments.

EQUIP1 is a combination of programs, processes, and activities that contribute to the Office of Education of USAID's Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT) by

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

As a Leader with Associates mechanism, EQUIP1 accommodates 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 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

## II. Overall Progress of EQUIP1 Leader Award (October 1 – December 31, 2003)

### Summary

In its fourth quarter, EQUIP1 staff expanded work under the EICC, made progress on leader award activities, supported the start up of new associate awards, and continued the management and oversight of existing associate awards. Through the EICC, EQUIP1 expanded the public and restricted sections of the EQUIP website, hosted an *EQUIP1 Exchange* on continuous assessment, and published the first *EQ Review*, a bimonthly electronic newsletter. EICC staff also worked with EQUIP2 and EQUIP3 to coordinate the new EQUIP seminar series, and with staff from the Basic Education and Policy Support Activity (BEPS) to host the USAID table at the 2003 National Book Festival. In addition, as part of EQUIP1 Leader Award activities, project staff continued to develop the theoretical and field-based components of the cluster school study and began work on a Malawi retrospective for the longitudinal study.

At end of the third quarter, EQUIP1 signed four new Associate Awards—the Africa Bureau, El Salvador (EDIFAM), Haiti, and India. EQUIP1 staff therefore worked during the fourth quarter with missions and partners to launch these awards. At the same time, staff continued to monitor existing associate award activities in Djibouti, El Salvador (EXCELL), Macedonia, and Malawi. Staff also worked with USAID/Egypt to complete an associate award application for a new Basic Education program with synergistic ties to a “sister” EQUIP2 associate award.



### **Specific Activities this Quarter**

Following is a summary of activities that took place during the fourth quarter. Activities are also listed in the performance-monitoring chart of EQUIP1's Monitoring and Evaluation Plan (see Annex I).

#### ***EQUIP Information Communication Center***

**1. EQUIP website.** Since the EQUIP website was launched in the third quarter, EICC staff have maintained the site by updating and posting new information about EQUIP events and activities. In addition, staff have created three site enhancements: 1) two micro-websites for the Malawi and El Salvador EXCELL Associate Awards; 2) password-protected areas for the EQUIP1, EQUIP2, and EQUIP3 communities that offer online discussion boards, EQUIP document templates, and other internal information; and 3) access to the new newsletter, *EQ Review*, the first of three planned dissemination products. A summary of general statistics regarding website activity is included in Annex II. The complete report is available upon request.

**2. EQUIP1 Exchanges on Continuous Assessment.** On December 11, 2003, EQUIP1 hosted its first *EQUIP1 Exchange* at Howard University. The topic was "Continuous Assessment: Monitoring Student Progress and Improving Classroom Instruction." More than 40 people participated from five countries. EQUIP1 designed this event to generate more understanding about current thinking in instructional practices by utilizing the experience of EQUIP1 chiefs of party and their teams. Dr. Jane Schubert provided the cross-national context, the Malawi team described their experiences in continuous assessment, and other associate-award teams explained the relevance (or potential relevance) of continuous assessment in their contexts. Evaluations ranked the event very high in terms of content and process, suggesting that EQUIP1 consider replicating many aspects of this approach for future *Exchanges*. The agenda, participant list, evaluation, and summary are included in Annex III. The event summary is also available on the EQUIP website (<http://www.equip123.net/webarticles/anmviewer.asp?a=325&z=77>).

**3. Electronic Newsletter.** EQUIP1 launched the first edition of the electronic newsletter, *EQ Review*, in December 2003. In coordination with the EQUIP1 CTO, information about the *Review* was distributed to USAID bureaus and missions as well as EQUIP partners. The topic of the first edition, continuous assessment, provided excellent background material for the *EQUIP1 Exchange* on continuous assessment. The newsletter is available on the EQUIP website (<http://www.equip123.net/webarticles/anmviewer.asp?a=322&z=7>), and a copy is included in Annex IV. The next issue, again in concert with the next *EQUIP1 Exchange*, will be on Food Assisted Education.

**4. Electronic Journal.** USAID approved for the proposal that the electronic journal, the *Journal of Education and Training for International Development (JETID)*, to be jointly supported by the EQUIP1 leader award and the EQUIP2 Data Center. EQUIP1 and EQUIP2 staff therefore met in October to begin coordination for journal activities and work continued during the quarter on the journal prospectus, marketing strategy, (including a public announcement), and website design.

**5. Consistent Network for Educational Quality.** By the end of the fourth quarter, the EICC had acquired a critical mass of information to share and was ready to begin to build the consistent

network of USAID staff and educational policymakers and practitioners to receive information about EQUIP products, activities, and services. To this end, staff decided to create an *EQ Dispatch* (see Annex V), a bimonthly e-mail message in HTML format. The *Dispatch* will be an important mechanism to increase viewership of the EQUIP website and the use of EQUIP tools and products.

**6. USAID table at the National Book Festival.** EQUIP1 and BEPS jointly hosted the USAID booth at the 2003 National Book Festival on the National Mall. This annual event brings the public to the Mall to meet book authors, to learn about reading resources, and celebrate reading literacy. It is also an excellent opportunity to expose the public to USAID's support for reading and literacy internationally. Many questions at the event focused on interest about USAID's work in Afghanistan and Iraq. However, people also became interested in learning about USAID activities more broadly.

**7. EQUIP Seminar Series.** EQUIP1 facilitated meetings among all three EQUIP programs to develop a schedule for the EQUIP seminar series. The seminar will be held on a quarterly basis at USAID and will be hosted by each EQUIP program on a rotating basis. EQUIP3 will host the first seminar, scheduled for March 4, on community involvement and youth development. EQUIP2 will host the June 15 seminar on policy systems in education, and EQUIP1 will host the October 19 seminar on educational quality in the classroom.

**8. EQUIP1 Leader Team Meetings, one of which Introduced Partners to the Aga Khan Foundation USA.** EQUIP1 conducted two leader-team meetings this quarter, one in October and one in December. The Aga Khan Foundation hosted the December meeting at the EICC and introduced partners to the Foundation's work in education broadly with specific examples of projects in Afghanistan and Tajikistan. The next leader team meeting, in February, will feature Sesame Workshop.

**9. Facilitation of EQUIP Coordination Meetings.** CTOs and Project Directors continued to meet for coordination meetings on a monthly basis or as otherwise necessary.

### ***Leader Award Activities***

**10. Longitudinal Study of Teaching & Learning.** At an October staffing meeting, and in collaboration with the CTO, EQUIP1 decided to include a retrospective study as part of the design of the overall longitudinal study. The purpose would be to examine the effects of USAID support for education over the past decade in a single country. The results would answer important questions about donor investments in education and guide 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 ten years, many EQUIP1 partners participating in the longitudinal study have direct experience there, and the new associate award in Malawi provides ongoing access to data and information. Staff agreed to complete the retrospective study by the end of the project year, January 30, 2004.

**11. School-Based Teacher In-Service Programs & Clustering of Schools.** Project staff continued to work on this study, both the theoretical overview and the field-related analysis, and will complete the draft paper by the end of the project year, January 30, 2004.

### *Associate Award Activities*

**12. Associate Awards.** In the last few weeks of the third quarter, EQUIP1 doubled the number of associate awards under its purview. New projects with the Africa Bureau, and in El Salvador (EDIFAM), Haiti, and India joined existing projects in Djibouti, El Salvador (EXCELL), Malawi, and Macedonia. This increase in associate award activity led to a substantial increase in communication with USAID missions, EQUIP1 partners, and field-based teams during the fourth quarter. In addition, staff spent substantial time this quarter working with USAID/Egypt and EQUIP1 partners to design a new Egypt Basic Education program.

### *Other Activities*

**13. Participation in the EQUIP Data Group.** EQUIP1 staff participated in a cross-award EQUIP Data Group meeting on October 3, the purpose of which was to continue to work toward a common set of program indicators. EQUIP2 presented a framework for identifying program-related indicators in thematic areas (e.g., policy, outputs, productivity, outcomes, and impact). EQUIP2 asked each program to submit a small number of indicators that reflect their program goals. The EQUIP1 submission is included in Annex VI.

## **Financial Summary**

Following is a summary of expenditures for the quarter and project to date as well as obligated balance remaining.

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
<b>Core Funding</b>			
Labor	\$103,662	\$474,758	\$388,813
ODCs /Indirect Costs*	\$411,286	\$437,061	\$884,482
<b>Cost Share</b>			
Management	\$12,504	\$39,954	N/A
EICC	\$17,843	\$53,274	N/A
Leader Award Activities	\$6,104	\$11,082	N/A
Total Cost Share %	7%	13%	N/A

\* Beginning with this quarterly report, EQUIP1 will include indirect charges in this summary.

## **Problems/Issues and Proposed Solutions**

In its fourth quarter, many EQUIP1 leader- and associate-award activities are firmly established and operational. The maturity of project activities has begun to result in short-term successes and positive lessons. At the same time, the breadth and diversity of EQUIP1 activities has also led to challenges that need to be overcome. Following are examples of some of the challenges that the program has encountered over the past quarter:



*Implementing leader-award activities.* Project staff made substantial progress during the fourth quarter on the timeline for leader award activities. In fact, the scope of activities increased to include new activities, the *EQ Review* and the *EQ Dispatch*. Nevertheless, EQUIP1 has not been able to complete all of its leader award responsibilities in the timeframes established in its year one implementation plan. One of the reasons for delay has been staffing changes for one of the EQUIP1 partners, CARE, which has primary responsibility for EQUIP1 activities related to education in crisis and food assisted education under the leader award. The EQUIP1 CTO was notified about these challenges and their consequences for meeting deadlines and has agreed to some flexibility in the schedule for education in crisis and food assisted education activities. EQUIP1 was pleased to learn that the CARE staff member approved for the Education in Crisis Specialist position will soon be on staff and ready to move some of these activities forward.

*Supporting leader and associate awards.* The demand for new associate awards continues to be high. While project staff are very pleased to participate in new design and start-up activities, it has been challenging to make progress on leader-award activities at the same time. This has been an ongoing challenge over the entire program period. Project staff have committed themselves to the time necessary to meet leader-award deliverable schedules irrespective of the flow of new associate awards.

*Difficulty in securing acceptable long-term field staff.* The large number of associate awards this past year has required that lead technical organizations conduct extensive searches for Chiefs of Party and other key long-term personnel. Recruiting qualified staff and negotiating with USAID missions about key-staff placement seems to take more time and effort with each new award. The challenge of placing excellent personnel increases with missions' expectations that project teams be fielded quickly, and at times, with a candidate or candidate profile in mind. EQUIP1 personnel have been working with missions to understand their concerns about long-term candidates, explain the potential value of candidates with alternative or non-traditional profiles, and provide opportunities for missions to interact with lesser known candidates before making final decisions.

*Rejection of the application for assistance by USAID/Bangladesh.* During the third quarter, staff from AIR, CARE, and Save the Children worked diligently to respond to a program description for a new early childhood education project with USAID/Bangladesh. The response time requested by the mission was very short. Staff produced a thoughtful application that responded to the intent of the program description and subsequently answered mission questions expeditiously, in some instances with a request for 24- to 48-hour turnaround. Partners were very disappointed to learn that USAID/Bangladesh had rejected the proposal with the decision to explore other funding mechanisms.

*Cooperative agreements versus contracts.* The fact that missions have a difficult time understanding the differences between cooperative agreements and contracts continues at times to be a problem for EQUIP1 associate awards. Cooperative agreements are supposed to have more limited USAID substantial involvement than contracts, thereby giving contractors more flexibility and responsibility for project implementation and outcomes. Nevertheless, associate award CTOs often err on the side of extensive project oversight and management, particularly during project start up, making it difficult for associate-award teams to have the space they need



to complete their initial responsibilities (e.g., staffing, work plans, monitoring and evaluation plans, early project deliverables, and personal settling-in responsibilities of long-term staff). It is important to continue to explore with USAID field staff about the appropriate level of oversight of cooperative agreements.

### III. Associate Awards (by Country/Bureau)

#### Associate Awards in Progress

**Egypt.** A five-year Associate Award focusing on families of schools in seven governorates to enable children in those schools to benefit from a quality education.

Budget: \$77,000,000  
 Implementing Partners: AIR, CARE, EDC, and World Education  
 Anticipated Start Date: March 1, 2004  
 Status: Technical and cost applications submitted, reviewed, revised, and resubmitted

**Kenya.** A two-year Associate Award focusing on increasing access to and quality of education for Kenya's most marginalized primary school-age population. The activity is likely to target particular schools and communities in the North Eastern and Coastal Provinces of this country.

Budget: \$3,000,000  
 Implementing Partners: AIR and Aga Khan Foundation  
 Anticipated Start Date: April 1, 2004  
 Status: Project design underway

#### Additional Indications of Interest

Tanzania and Zambia

#### Active Associate Awards

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
1. Djibouti	Access to basic education; teaching and learning; opportunities for girls; rehabilitation of schools	Three years	AED, Juárez and Associates, Save the Children	\$10,000,000
2. El Salvador/ EXCELL	Strengthening of school directors to improving learning outcomes	Two years	AED, CARE, Joseph P. Kennedy Foundation, Save the Children	\$ 5,000,000
3. Malawi	School enhancement leading to pupil achievement through teacher training and community involvement, with a special emphasis on HIV/AIDS mitigation strategies	Three years	AIR, Save the Children	\$ 7,815,000
4. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and	Five years	AIR, IRA	\$10,000,000

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	retention			
5. El Salvador/ EDIFAM	Continuation of USAID-funded efforts in Early Childhood Education	Two years	EDC, Save the Children, Sesame Workshop	\$ 2,699,000
6. India	Educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain vulnerable out-of-school children into formal, alternative and bridge schools	Four years	AIR, Juárez and Associates, Michigan State University, World Education	\$20,000,000
7. Africa Bureau	Support a community radio program, improving educational opportunities in Lesotho and Swaziland, a feasibility study for a Sesame Street model in West Africa, and a West African HIV/AIDS mobile task team	Four years	AIR, EDC, Sesame Workshop	\$ 9,799,847
8. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas	Two years	AIR, CARE	\$ 3,004,008

#### IV. Lessons Learned and Emerging Good Practices

EQUIP mechanisms have proven effective to streamline mission management responsibilities by bundling existing projects in one associate award package and capitalizing on the administrative strength of a single contractor. The challenge has been to develop coherent plans from a number of existing projects in ways that promote continuing successes, draw on the talents and expertise of existing implementers, and, simultaneously, create unified team and project identities.

EQUIP1 is often asked to meet these expectations and negotiate new relations among partners who have served in a country as prime contractors or sub-contractors on pre-existing projects.

One strategy is being developed in Egypt as a tool for forging new associate award relationships—a partner Memorandum of Understanding (MOU). An example of the final MOU for the recent Egypt Basic Education program is attached in Annex VII.

**Annex I: Performance Indicators for EQUIP1 Leader Award Activities**

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
<b>EQUIP1 Work Plan (Communication Activity)</b>						
S3. Leader Award Activities Effectively Managed	Processes and systems in place for planning and implementing leader award activities	EQUIP1 annual work plan approved by USAID	CTO approval communicated to EQUIP1	0	1	1
<b>EQUIP1 M&amp;E Plan (Communication)</b>						
S3. Leader Award Activities Effectively Managed	Processes and systems in place for monitoring and evaluation	EQUIP1 annual M&E plan approved by USAID	CTO approval communicated to EQUIP1	0	1	1
<b>Project Director-CTO Meetings (Communication)</b>						
S1. EICC established, supported, and working efficiently	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12	10
<b>Quarterly Reports (Communication)</b>						
S3. Leader Award Activities Effectively Managed	USAID updated about EQUIP1 progress  Regular communication among EQUIP1 partners and USAID maintained	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4	4
<b>EQUIP1 Annual Reports (Communication)</b>						
S3. Leader Award Activities Effectively Managed	USAID updated about EQUIP1 progress  Regular communication among EQUIP1 partners and USAID maintained	Reports describing previous year's activities completed and submitted to USAID	EQUIP1 records	0	1	NA



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
<b>EQUIP Overall Annual Reports (Communication)</b>						
S1. EICC established, supported, and working efficiently	USAID updated about EQUIP progress  Regular communication among EQUIP 1, 2, 3 and USAID maintained	Reports describing previous year's activities completed and submitted to USAID	EICC records	0	1	NA
<b>EQUIP1 Leader Team Meetings (Communication)</b>						
S3. Leader Award Activities Effectively Managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6	6
<b>EICC Strategic Plan (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Strategic plan prepared	EQUIP1 records	0	1	1
<b>EQUIP Website (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website designed	EICC records	No website	2 <sup>nd</sup> quarter	Completed in 2 <sup>nd</sup> quarter
		Website live	EICC records	No website	2 <sup>nd</sup> quarter	Completed in 2 <sup>nd</sup> quarter
		Website content regularly updated	EICC records	No website	Weekly	Continued in 3 <sup>rd</sup> quarter
		Website maintained	EICC records	No website	Weekly	Continued in 3 <sup>rd</sup> quarter
<b>Resource Library (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	No library	1 <sup>st</sup> quarter	Completed in 2 <sup>nd</sup> quarter
		Materials and documents from former USAID programs in library	EICC records	No library	2 <sup>nd</sup> - 4 <sup>th</sup> quarters	Continued in 4 <sup>th</sup> quarter



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	No library	As available	Continued in 4 <sup>th</sup> quarter
		Library maintained	EICC records	No library	Ongoing	Continued in 4 <sup>th</sup> quarter
<b>EQUIP Brand (Communication)</b>						
S1. EICC established, supported, and working efficiently to acquire and disseminate information about educational quality	Processes and systems in place for communicating and disseminating educational quality information	EQUIP logo designed	EICC records	0	2 <sup>nd</sup> quarter	Completed in 2 <sup>nd</sup> quarter
		EQUIP brochures produced	EICC records	0	1 <sup>st</sup> quarter	Completed in 1 <sup>st</sup> quarter
		EQUIP1 folders produced	EICC records	0	3 <sup>rd</sup> quarter	Completed in 3 <sup>rd</sup> quarter
<b>EQUIP Guidelines (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	3 <sup>rd</sup> quarter	Completed in 3 <sup>rd</sup> quarter
		Duplication & distribution guidelines established	EICC records	0	3 <sup>rd</sup> quarter	Continued in 4 <sup>th</sup> quarter
<b>TAG Meetings (Communication)</b>						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	TAG meetings coordinated through agenda distribution	EICC records	0	1	NA
		TAG meetings organized	EICC records	0	1	NA
<b>EQUIP Annual Meetings (Communication)</b>						
S1. EICC established, supported, and working efficiently	Regular communication among EQUIP 1, 2, 3 and USAID maintained EQUIP1 activities benefit from professional and technical expertise in educational development	Meeting coordinated through agenda distribution and logistics	EICC records	0	1st quarter, year two	NA
		Consistent network for quality education established and communication established with participants	EICC records	0	15 advisors	0



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
<b>Consistent Network for Quality Education (Communication)</b>						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased  Utilization of EQUIP1 products increased	Listserv established	EICC records	0	3rd quarter	Continued in 4 <sup>th</sup> quarter
<b>Educational Quality Programs in International Development Organizations (Communication)</b>						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	3rd quarter	Completed
	Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	3rd quarter	Completed
<b>Longitudinal Study of Teaching &amp; Learning (Research &amp; Assessment; Field-Based Innovation)</b>						
C1. Classroom resources maximized	Meaningful measures of educational quality developed and refined	Study design completed	EQUIP1 records	0	1	Continued in 4 <sup>th</sup> quarter
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted	EQUIP1 records	0	1	Begun in 4 <sup>th</sup> quarter
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1	Begun in 4 <sup>th</sup> quarter
C4. Education in crisis & transition situations improved		Full-scale study launched	EQUIP1 records	0	Year two	NA



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
C5. Capacity of food assisted education programs increased						
<b>Study of School-Based Teacher In-Service Programs &amp; Clustering of Schools (Research &amp; Assessment; Communication)</b>						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Preliminary report and framework developed	EQUIP1 records	0	1	Continued in 4 <sup>th</sup> quarter
C2. School environments enhanced	Information about school-based and cluster in-service teacher development programs disseminated	Workshop to share information and get feedback convened	EQUIP1 records	0	1	Rescheduled for May 2004
C3. Community involvement in education increased		Detailed review document prepared	EQUIP1 records	0	1	Continued in 4 <sup>th</sup> quarter
		<i>Emerging Issues</i> brief prepared	EQUIP1 records	0	1	Rescheduled for May 2004
<b>Support the Development of Indicators to Monitor Education in Crisis &amp; Transitional Settings (Research &amp; Assessment; Communication)</b>						
C4. Education in crisis and transitional situations improved	Indicators to monitor education in crisis settings developed	Quarterly updates on WGMSEE progress submitted	EQUIP1 records	0	4	1
	Minimum standards for education in emergency settings developed	GDLN teleconference workshop on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1	Rescheduled for July 2004



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared	EQUIP1 records	0	1	Rescheduled for August 2005
<b>Profile Education Programs in Crisis and Transitional Settings (Research &amp; Assessment)</b>						
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed	EQUIP1 records	0	8	10
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Profiles posted on web	EQUIP1 records	0	8	10
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared	EQUIP1 records	0	1	Rescheduled for June 2004
<b>Overview of Food Assisted Education Programs (Research &amp; Assessment)</b>						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on web	EQUIP1 records	0	8	Rescheduled for February 2004
		Discussion paper on lessons learned prepared	EQUIP1 records	0	1	Rescheduled for February 2004



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
<b>Videconference on Food Assisted Education (Communication)</b>						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	<i>Emerging Issues</i> brief prepared	EQUIP1 records	0	1	Rescheduled for February 2004
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1	Rescheduled for March 2004
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1	Rescheduled for April 2004
<b>Associate Awards (Field Based Innovations)</b>						
S2. Associate awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained  Associate award requirements of USAID Missions and Bureaus being met by EQUIP1	# of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	9
		# of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8



## Annex II: Quarterly Status Report for the EQUIP Website (<http://www.EQUIP123.net>)

### Summary

During this quarter, much of the activity on the site was generated by web development staff in “building out” additional web pages and features. This process will continue into the next quarter. Consequently, much of the statistical information shown here largely reflects activity from the AIR’s Washington, D.C. office.

In the next quarter, the addition of dissemination products and active promotion of the web site will bring a significant and steady increase in visitors and activity to the EQUIP web site.

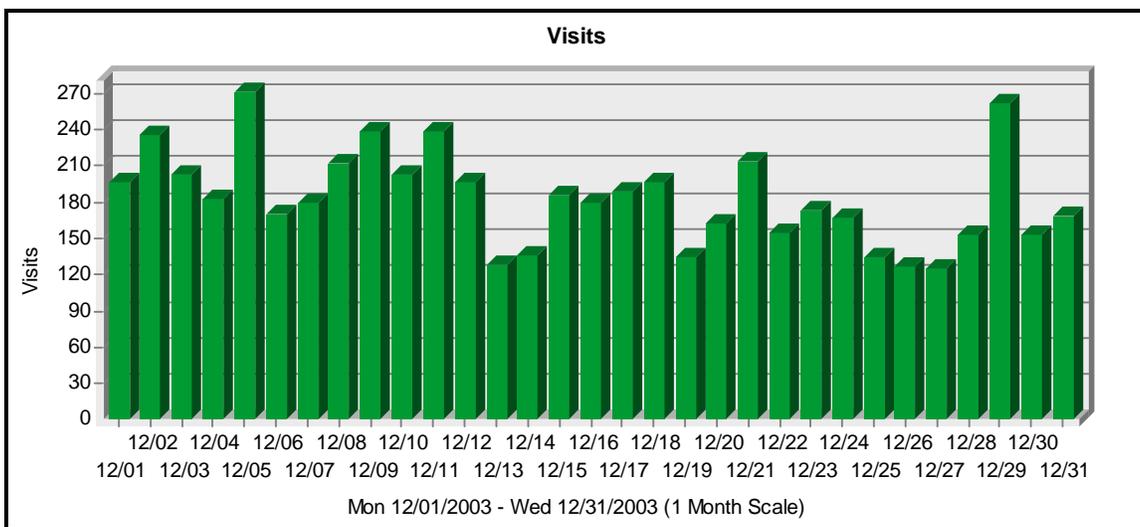
### Analysis

The following statistical information reflects a growing number of visitors to the site and an increase of activity on the site over the past quarter. The majority of the visitors are from the Washington D.C., area and are likely to be EQUIP practitioners and partners. While the number of visits to the site increased slightly from 5,249 in November to 5,673 in December, the number of hits increased sharply from 73,899 to 104,459. This would indicate that visitors are spending more time exploring the site. Other evidence of increased activity on the site was the increase in the number of document downloads in December (917) up from November (546).

### General Statistics:

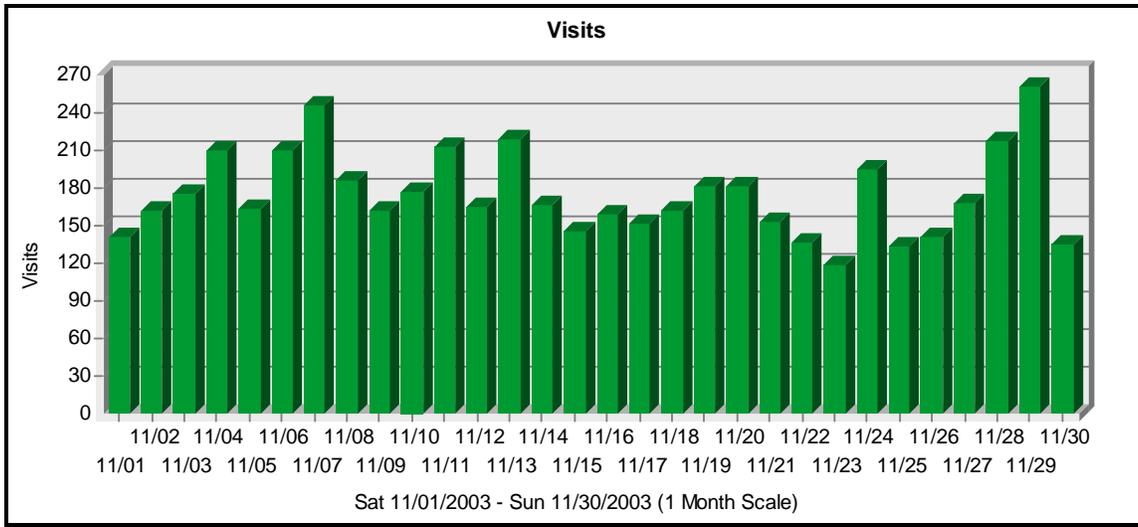
The Visits graph displays the overall number of visits to your Web site. The General Statistics table provides an overview of visitor activity for the Web site during the specified time frame. Monthly statistics for these and many more categories are generated by WEBTRENDS software.

December 2003



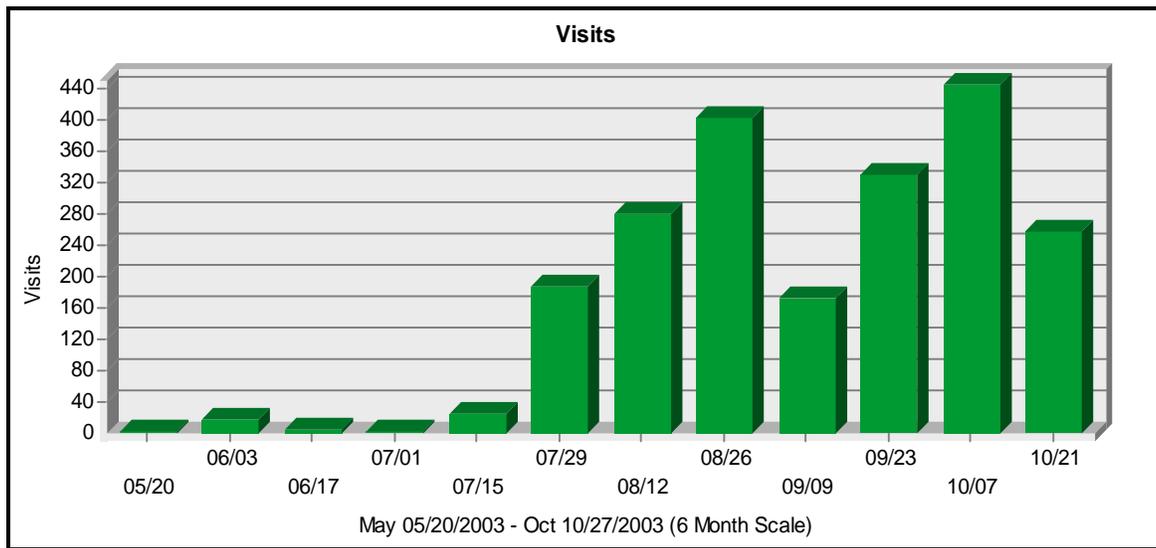
General Statistics - Report Range: 12/01/2003 00:00:00 - 12/31/2003 23:59:59		
<b>Hits</b>	Entire Site (Successful)	104,459
	Average per Day	3,369
	Home Page	2
<b>Page Views</b>	Page Views	13,264
	Average per Day	427
	Average per Unique Visitor	9
	Document Views	7,477
<b>Visits</b>	Visits	5,673
	Average per Day	183
	Average Visit Length	00:21:12
	Median Visit Length	00:09:36
	International Visits	2.18%
	Visits of Unknown Origin	0.05%
	Visits from United States	97.76%
	Visits Referred by Search Engines	445
	Visits from Spiders	102
	<b>Visitors</b>	Unique Visitors
Visitors Who Visited Once		1,077
Visitors Who Visited More Than Once		346

November 2003



<b>General Statistics - Report Range: 11/01/2003 00:00:00 - 11/30/2003 23:59:59</b>		
<b>Hits</b>	Entire Site (Successful)	73,899
	Average per Day	2,463
	Home Page	N/A
<b>Page Views</b>	Page Views	11,959
	Average per Day	398
	Average per Unique Visitor	13
	Document Views	7,084
<b>Visits</b>	Visits	5,249
	Average per Day	174
	Average Visit Length	00:26:53
	Median Visit Length	00:10:26
	International Visits	1.25%
	Visits of Unknown Origin	0.19%
	Visits from United States	98.55%
	Visits Referred by Search Engines	0
	Visits from Spiders	484
	<b>Visitors</b>	Unique Visitors
Visitors Who Visited Once		618
Visitors Who Visited More Than Once		286

May – October 2003



General Statistics - Report Range: 05/20/2003 00:00:00 - 10/27/2003 23:59:59		
<b>Hits</b>	Entire Site (Successful)	254,325
	Average per Day	1,579
	Home Page	14
<b>Page Views</b>	Page Views	36,299
	Average per Day	225
	Average per Unique Visitor	43
	Document Views	8,485
<b>Visits</b>	Visits	2,137
	Average per Day	13
	Average Visit Length	00:20:35
	Median Visit Length	00:04:41
	International Visits	2.99%
	Visits of Unknown Origin	0.14%
	Visits from United States	96.86%
	Visits Referred by Search Engines	45
	Visits from Spiders	80
<b>Visitors</b>	Unique Visitors	831
	Visitors Who Visited Once	605
	Visitors Who Visited More Than Once	226

**Definitions:**

**Average Hits per Day** - Number of successful hits divided by the total number of days in the log.

**Average Page Views per Day** - Number of page views divided by the total number of days in the log.

**Average Page Views per Unique Visitor** - Number of page views divided by the total number of unique visitors.

**Average Visits per Day** - Number of visits divided by the total number of days in the log.

**Average Visit Length** - Average of non-zero length visits in the log.

**Document Views** - Number of hits to pages that are considered documents--not dynamic pages or forms--as defined by the system administrator.

**Hit** - A single action on the Web server as it appears in the log file. A visitor downloading a single file is logged as a single hit, while a visitor requesting a Web page including two images registers as three hits on the server; one hit is the request for the .html page, and two additional hits are requests for the downloaded image files. While the volume of hits is an indicator of Web server traffic, it is not an accurate reflection of how many pages are being looked at.

**Hits: Entire Site (Successful)** - Number of hits that had a "success" status code.

**Hits: Home Page** - Number of times the home page (as defined in the profile) was viewed.

**International Visits** - Percentage of visitors defined as "international" in Domain Options.

**Home Page Hits** - Number of times your home page was visited.

**Median Visit Length** - Median of non-zero length visits in the log. Half the visit lengths are longer than the median, and half are shorter. This number is often closer to the "typical" visit length than the average visit length. Numbers that are wildly atypical can skew the average, but will not skew the median so much.

**Page** - Any document, dynamic page, or form. Documents are user-defined in Options, but typically include all



static content, such as complete html pages. Dynamic pages are created with variables and do not exist anywhere in a static form. Forms are scripted pages which get information from a visitor and pass it back to the server.

**Page Views** - Hits to files designated as pages. Supporting graphics and other non-page files are not counted.

**Page Views: Document Views** - Hits to pages that are defined as documents. This entry excludes hits to dynamic pages and forms.

**Unique Visitors**- Individuals who visited your site during the report period. If someone visits more than once, they are counted only the first time they visit.

**Visits** - Number of times a visitor came to your site. If a visitor is idle longer than the idle-time limit, WebTrends assumes the visit was voluntarily terminated. If the visitor continues to browse your site after they reach the idle-time limit, a new visit is counted. The default idle-time limit is thirty minutes.

**Visits from Spiders** - Number of visits from any site classified as a spider.

**Visits from Your Country** - Percentage of visits from your country. The name of your country and the country code are shown. Your system administrator configures the selection for your country.

**Visits of Unknown Origin** - Percentage of visitors from an origin that could not be determined.

**Visits Referred by Search Engines** - Number of visits that began with a referral from any site classified as a search engine.

**Visitors Who Visited More Than Once** - Number of individual visitors who appear more than once in the log file. Individuals can be tracked by IP addresses, domain names, and cookies. Cookies provide the most accurate count.

**Visitors Who Visited Once** - Number of individual visitors who appear only once in the log file. Individuals can be tracked by IP addresses, domain names, and cookies. Cookies provide the most accurate count.



**Annex III: EQUIP1 Exchanges: Videoconference on Continuous Assessment  
Howard University, December 11, 2003**

**Agenda**

Welcome	<i>Dr. Ernest Carter, Howard University</i>
Instruction in the use of videoconference facilities	<i>Luigi LeBlanc, Howard University</i>
Introduction to EQUIP1 Exchanges	<i>Cory Heyman, American Institutes for Research</i>
Introduction to continuous assessment	<i>Jane Schubert, American Institutes for Research</i>
Malawi experience	<i>EQUIP1 Malawi Education Support Activity (MESA) / Malawi Institute of Education (MIE) team</i>
Djibouti experience	<i>Assistance Internationale pour le Développement de l'Éducation (AIDE) team</i>
Macedonia experience	<i>Secondary Education Activities (SEA) team</i>
El Salvador EDIFAM experience	<i>Early Childhood Family Education (EDIFAM) team</i>
El Salvador EXCELL experience	<i>Excellence in Classroom Education at the Local Level (EXCELL) team</i>
Discussion	<i>All participants</i>
Wrap up	<i>Sharon Harpring, American Institutes for Research</i>



## EQUIP1 Exchanges: Videoconference on Continuous Assessment: Participant List

### U.S. Agency for International Development

1. John Hatch

### Academy for Educational Development

2. Matilda Macklin

### Aga Khan Foundation

3. Sarah Bouchie
4. Nina Papadopoulos

### American Institutes for Research

5. Karen Acevedo
6. Carolyn Carpenter
7. Sharon Harpring
8. Cory Heyman
9. Justin McFadden
10. Talaat Moreau
11. Alicia Santa
12. Rachna Saxena
13. Jane Schubert

### Discovery Channel Global Education Fund

14. Tamela Noboa

### Education Development Center

15. Dan Pier
16. Amel Osman

### Howard University

17. Dr. Ernest Carter
18. Luigi LeBlanc
19. Harriet Washington
20. Jim Washington

### International Reading Association

21. Jose Palacios
22. Linda Ulqini

### Juárez and Associates

23. Heather Simpson

### EQUIP2

24. Naseem Akhtar

### Djibouti

25. Steve Dorsey

### El Salvador

26. Rolando Aguirre, MINED
27. Félix Alvarado, EXCELL
28. Rafael Ayala, SAVE
29. Margarita de Guardado, EDIFAM
30. Ana María López, EXCELL
31. Helga C. Marchelli, EXCELL
32. Leesa Kaplan Nunes, EDIFAM

### Macedonia

33. Roger Steinkamp

### Malawi

34. Yoas Kamangira (MIE)
35. Francis Mabeti (MESA)
36. Simeon Mawindo (MESA)
37. Dr. Hartford Mchazime (MIE)
38. Lester Namathaka (MESA)
39. Nick Shawa (MESA)



## EQUIP1 Exchanges: Videoconference on Continuous Assessment Meeting Evaluation – December 11, 2003

### Washington, DC Group (19 Respondents)

	1 (low)	2	3	4	5 (high)	Average
Content				9 people	10 people	4.5
Procedures			1 person	10 people	8 people	4.4

### Technology Feedback, Washington, DC Group (19 Respondents)

	1 (low)	2	3	4	5 (high)	Average
Appropriateness			1 person	7 people	11 people	4.5
Effectiveness		1 person	1 person	12 people	5 people	4.1
Efficiency		1 person	5 people	11 people	2 people	3.7

### Comments on Meeting, Washington, DC Group

Not enough time for questions!
Would have liked more time to hear more in depth about specific continuous assessment activities in each country.
The format, timing, facilitating, etc. were excellent.
Very well facilitated. Great job Cory in staying focused and putting participants at ease.
The content and discussion were useful and thoughtful. Although it is clear that we all had different levels of familiarity with continuous assessment, this was an effective overview.
Challenge seems to be achieving depth of discussion despite pauses and time constraints and interruptions necessitated by the technology. Sorry – no suggestions for improvement.
An outline of the different teams' presentations might be helpful.
Very well organized.
Perhaps not enough time for conversation – some countries not in c.a. – consider what content is in non-presentation countries.
Very informative.
Good discussion amongst project teams – they could find parallel issues among their projects that could then be turned into information sharing.
It was great! I am looking forward to the next meeting.
Very cost effective.
Interesting topic.
Excellent presentations. I hope an online discussion group ensues.
Very, very productive meeting.

### Comments on Technology, Washington, DC Group

Good. Well-coordinated.
This is a very valuable medium to enhance EQUIP's performance
Better audio is needed – louder. Maybe have lights turned down a little.
Amazing, interesting.
It would be good, if possible, to see all the teams located in different countries.
Look into the portable microphone issue. Try to get a continuous bridge connection.
Maybe more microphones.
The break on this side was every ½ hour – probably needs to be explained to the field that it will happen.
One key advantage in intro. to other colleagues and time to listen and learn. Perhaps give each participant a guide sheet of how mechanism works – time out, etc.
I believe there will be better connections in the future.
Much better this time than last. Generally worked smoothly. Is there any way to avoid cutting out once an hour? This creates the aforementioned interruptions and makes depth of discussion more difficult.
Great.
Obviously there are some glitches – which is fine. Maybe explain more at the start about what to expect so folks don't get antsy.
If some minor "hitches" can be smoothed – it's great.
The disconnection every 30 minutes was distracting. The conversation flow was a bit better than last time – people seem more comfortable with the technology.
Pretty amazing to see this in action – really [facilitates] rapid exchange of lessons learned and discussion of problems.

### Other Comments, Washington, DC Group

Thoroughly enjoyed today's session – meaningful and insightful.
The technical perspectives from AIR education experts were fantastic. An entire Q&A session with them could be very beneficial to us all in terms of getting some help with problem solving & approaches.
I hope that we can build on this discussion through further dialogue and sharing of resources – as an issue to explore further with EQUIP1 consortium.
I noticed that the newsletter was on one project only. Is there more information available elsewhere?
Thank you. Very good meeting overall.
Great job!
Great job by Cory as MC.
Great forum for discussion.
The technology is a very effective and cost effective way of bringing people together to exchange ideas and share experiences.
Overall, it worked well and was successful in achieving the goal of connecting teams around the world.
Keep up the good work!

## Other Comments, Field Offices

I enjoyed participating, listening to and learning from the group. Sometimes I get so wrapped up in the daily admin of the project that I don't have the chance, like we did today, to think about and talk about theoretical issues and their applications. It is also nice to get a larger perspective than the one I have here in El Salvador.

Let me be among the first of the field-based staff to give a resounding THANK YOU as well to all who made it possible and participated. Though I was only able to hear and contribute vocally, it was one of the better two hours I've spent with a phone glued to my ear! The information and insights, questions and answers, and discussions were focused, refreshing, frank, and thoughtful. Special kudos to the Malawi team who contributed so much from clearly hard fought experience. I hope that in future exchanges I'll be joined by a fleshed out Djibouti field team, too, since we're just now in the process of hiring our professional staff. And hopefully by then we'll also have videoconferencing capabilities here. In terms of future discussions, several themes jump out at me, including, the "best of lessons learned from teacher training experiences," "improved gender equity as a cross-cutting objective," and "institutional capacity building in local counterparts--working ourselves out of our jobs!" The idea of follow-up to these exchanges through online fora is a good one. Hopefully EQUIP1 home office will send out periodic updates and encouragements to continue the exchanges online. Thanks again for all your help and support, and I look forward to much more exchange in the months and years ahead.



## **EQUIP1 Exchanges: Videoconference on Continuous Assessment Meeting Summary**

[Insert Here]



*American Institutes for Research*

*Academy for Educational Development*

*Aga Khan Foundation*

*CARE*

*Discovery Channel Global Education Fund*

*Education Development Center*

*Howard University*

*International Reading Association*

*The Joseph P. Kennedy, Jr. Foundation*

*Juárez and Associates, Inc.*

*Michigan State University*

*Sesame Workshop*

*Save the Children Federation, USA*

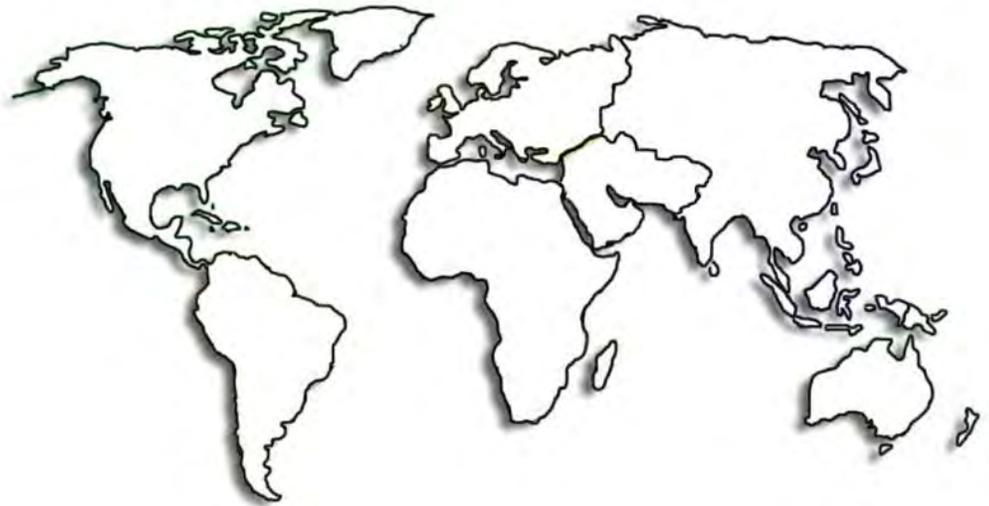
*University of Pittsburgh*

*World Education*



Educational Quality Improvement Program  
Classrooms • Schools • Communities

*EQUIP1 Exchanges – Videoconference on  
Continuous Assessment*



December 11, 2003

U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00

## **EQUIP1 Exchanges: Videoconference on Continuous Assessment**

### **Summary Document**

By S.A. Harpring

#### **Introduction**

On December 11, 2003, EQUIP1 leader and associate-award teams and guests met for two hours via telecommunications provided by Howard University's Louis Stokes Health Sciences Library teleconferencing facility. The participant list and agenda for the conference form Appendices A and B respectively. The conference was the first of several planned to address topics of interest to the participant programs, and provide an opportunity for sharing experiences.

#### **Purpose**

The focus of the conference was continuous assessment, its definition and use in the applicable countries, Djibouti, El Salvador, Macedonia, and Malawi. Participants were requested in advance to consider the following questions in their delivery of information:

- Is continuous assessment a term used in the country in which you are working? If so, how is it defined, and how consistent is the definition across levels of education?
- How might one apply the features of continuous assessment in a project such as yours?
- What might be some challenges in incorporating continuous assessment into teaching practices?

#### **Program**

Dr. Ernest Carter of Howard University welcomed participants. Dr. Cory Heyman provided introductory comments regarding the EQUIP 1 Exchanges and served as facilitator for the conference.

#### **Overview**

Dr. Jane Schubert launched the topic of continuous assessment in a presentation of the differences between individual and system measurement of learning outcomes. Low and high stake elements of the two approaches were highlighted, as well as strategic differences in implementation practices. Examples of both approaches were provided for clarification. Conference participants were encouraged to access continuous assessment resources available on the EQUIP website or by hard copy.

## Country Presentations

**This section of the review summary will indicate the current status of continuous assessment in the participating countries, and highlight certain comments of the participants that may be helpful in informing the various stages of implementation in which the countries find themselves.**

*Malawi*, as the longest implementer of continuous assessment among the participating countries, has addressed continuous assessment in theory and practice for several years. The Malawi team defined continuous assessment as a methodology that enables educators and decision-makers to find out what students know, understand and can do. They emphasized the necessity of:

- training for teachers coupled with a strong support system, particularly from primary school advisors;
- community involvement with a feed-back loop between schools, parents and the community at large;
- incremental professional development for the key stakeholders to enrich and enhance the knowledge base and provide ongoing motivation, and;
- periodic performance measurement to determine progress, and for comparison measures.

Malawi's challenges, some of which have diminished while others persist, include:

- securing and maintaining a commitment from the implementers, and continuing to motivate them;
- training teachers, many of whom, are unqualified and have not had exposure to assessment beyond the practice of terminal or end of cycle examinations;
- identifying strategies for large classes that require substantial time to assess students;
- maintaining records in a systematic manner;
- transporting materials to distant locations; and
- scheduling for thorough planning and preparation at all levels of the process, including the involvement of key officials necessary for policy approvals. It was recommended that a national monitoring team, to serve as advocates and lend legitimacy to the assessment process, be identified.

It was asked of Malawi what teachers would say were their greatest challenges and the response was a lack of training and materials.

*Djibouti* is in a nascent stage of continuous assessment. In 1999 presidential discussions of educational reform and the subsequent development of a Strategic Plan called for a competency-based curriculum, now in place in Grades 1 and 2. It was recognized that a competency based curriculum calls for a different method of assessment than one used in a more traditional approach to teaching and learning. Plans are underway for the introduction of continuous assessment in training activities.

Among the challenges to be faced by the education system in Djibouti are a lack of motivation by large numbers of teachers untrained in competency based curricula and continuous assessment, and difficulties in reaching the educators in the more rural areas. It was suggested that baseline data on school performance and other factors be collected to provide a foundation for the anticipated changes in assessment methodology. Application of the methodology will hopefully then demonstrate higher levels of performance, thus reinforcing and converting educators to support impending changes in the curriculum and assessment methodology.

*Macedonia* is in the early stages of project development. With a focus on youth and education that provides the knowledge and skills necessary for jobs in an emerging economy, the project is not yet at a stage where continuous assessment is an issue. School profile data have been acquired with an intent to use the information to support a mandate to move forward with new methodology, and; coordination efforts with the government and other donors are underway. Presently there is no training in assessment, and different practices occur in different school settings. Standards are low and students tend to be given high grades.

*El Salvador* has two projects under EQUIP 1, one in early childhood education and one for school principals. Approximately 70 % of those delivering early childhood education are unqualified, and have only informal ideas of what assessment is; few efforts to assess children occur. The curriculum for ECE is under development. Observation tools will be created and teachers trained to use them. There are financial challenges as well as challenges in accommodating diverse stakeholders.

There is a strong commitment to end-of-cycle testing in El Salvador. The Ministry of Education as well as school administrators will be exposed to continuous assessment through training, with an intent to demonstrate its relevance to classroom practice, and as complementary to end-of-cycle testing rather than as a replacement.

## **Discussion**

A free flow of ideas, questions, and concerns characterized the general discussion period. John Hatch of USAID asked how the students mastering concepts earlier than their peers are handled. In response, it was stated that these students may help lower performing students, serve as tutors, and teacher helpers. The development of leadership skills was noted as a positive side effect of this strategy.

The desirability and need for developmental skills checklists for the early childhood level were mentioned.

The feasibility of strong students developing their own measures of performance and striving to achieve their self-imposed objectives was mentioned, along with the necessity of a very competent teacher in such a situation.

Dr. Heyman reminded participants of involvement as a core value in education reform, and along with the changing dynamics in classrooms, interaction with the diversity of stakeholders are equally valuable. Parents and school governing bodies, along with the professional educators need to be kept informed and engaged, if effective reform is to take place.

From the Malawi team came comments regarding some of the positive impacts they have observed, e.g., teachers realizing that students had knowledge to offer and were not empty heads waiting to be filled, and a greater awareness of individual children on the part of teachers regarding disabilities that may have gone undetected for long periods. An example was given of a child diagnosed as hearing impaired.

The importance of providing growth time for teachers to share experiences, initiate training, have demonstration lessons, etc. was stressed.

The challenge of motivating illiterate parents was mentioned, and ideas sought as to how they can be made to feel a part of the larger school community.

### **Wrap Up**

The wrap up to the conference highlighted some of the positive outcomes of the efforts to implement continuous assessment, as well as remaining challenges. Among the challenges are large class sizes and unqualified teachers and administrators; long distances between school sites and the difficulty of providing support to these teachers; an initial lack of motivation to try something different, more time-consuming and/or expensive; the difficulties inherent in working with and satisfying divergent stakeholders, and; overcoming perceptions that continuous assessment may be designed to evaluate the teachers, thus threatening their livelihoods and self-respect.

Along with the challenges are the rewards and note was taken of the positive comments that ensued during the conference:

- Teachers are receiving more support and training than in the past; opportunities to participate in field trips and demonstrations on “open days” are occurring.
- Creative use of local resources is occurring as teachers recognize that an element of education is the ability to apply in practice.
- Teachers are learning to group students for more effective instruction, and the curriculum in some instances is becoming more relevant to the needs of society.
- There is an increase in parental and community involvement.
- There is greater mutual respect between teachers and students, as students become more valued for what they contribute to the education process.
- Children are more relaxed and teachers are friendlier in an environment where fear is absent and reinforcement and success are present.

All participants were thanked for their conscientious, thoughtful contributions to the conference.

**Note:**

This document is intended to summarize the salient points of the EQUIP 1 Exchanges videoconference held at Howard University on December 11, 2003. It is not meant to serve as minutes or a comprehensive statement of all that was said during the conference. If critical points have been omitted, I do apologize. SH

## Annex IV: *EQ Review* on Continuous Assessment

[Insert Here]



# EQ Review

Educational Quality in the Developing World



*EQ Review is a bimonthly newsletter published by USAID's EQUIP1 to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, & lessons learned by USAID Missions.*

December 5, 2003

Vol. 1, No. 1

## Measuring Pupil Achievement

In today's policy environment, testing has become a critical component of education reform. Policy makers and education administrators often view test scores as a measure of educational quality and use test scores to hold schools accountable for teacher performance. Continuous assessment, an alternative or supplement to high stakes testing of pupil achievement, offers a methodology for measuring pupil performance and using those findings to improve the success of pupils.

*What is continuous assessment?*

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

*What are the benefits of continuous assessment?*

The continuous assessment process is much more than an examination of pupil achievement. Continuous

## Continuous Assessment

assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers.

Frequent interactions between pupils and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

*Continued on p.3*

# Continuous Assessment

## Malawi

### Linking Continuous Assessment and Teacher Development: Evaluating A Model of Continuous Assessment for Primary Schools in Malawi

High dropout rates, overcrowded classrooms, and poorly trained or untrained teachers characterized Malawi's education system after Free Primary Education was introduced in 1994. By 1999, a USAID-funded study by the Improving Educational Quality (IEQ) project confirmed that pupils in grade 3 did not have basic literacy and numeracy skills. USAID partnered with the Malawi Ministry of Education, Science, and Technology to conduct a feasibility study of the impact on pupil achievement of the implementation of continuous assessment into the primary schools through the USAID-supported IEQ II project.

The IEQ/Malawi team developed a model of continuous assessment that took into consideration the Malawi primary school curricula for Maths, Chichewa, and English, the lack of teacher preparation, and the large class sizes. The continuous assessment model was implemented in 21 primary schools in the Ntcheu district and the achievement of 122 pupils in these schools was compared to that of 603 pupils in the districts of Mangochi and Balaka.

At the beginning of the year, pupils in Ntcheu were able to recognize about the same numbers of common English words as were pupils in the other two districts (14 in Ntcheu, 9 in Mangochi and Balaka) but by the end of the year they recognized almost twice as many (41 in Ntcheu, 22 in Mangochi and Balaka). During the same year, pupils in Ntcheu increased the percentage of math problems they answered correctly by 14 percentage points compared to a six percentage point increase by pupils in Mangochi and Balaka.

Policymakers are now considering integrating the continuous assessment model into all of Malawi's primary schools beginning with the primary school curriculum and the teacher training colleges.



For more information:

View the full article on  
[Continuous Assessment Model in Malawi](#)

[View IEQ/Malawi documents](#) on the IEQ website

Contact Bill Mvalo at USAID/Malawi,  
[wmvalo@usaid.gov](mailto:wmvalo@usaid.gov)

# Continuous Assessment

## Southern Africa

### Southern Africa Conference on Continuous Assessment: June 30 - July 2, 2003

The Examination Council of Zambia, assisted by USAID, hosted a sub-regional conference on assessment, “Learner Assessment for Improved Educational Quality: An Exchange of Current Ideas and Best Practices” in Livingston, Zambia. Presentations and discussions revolved around three sub-themes: continuous assessment at the primary and secondary levels; competence testing at the primary school level; and learner assessment in non-formal education environments. Among the key issues noted was the need for teacher education on the tasks of the administration, interpretation, recording, and reporting of assessments, with a suggestion to integrate continuous assessment course work into teacher training colleges. Other observations that came out of the meeting included making continuous assessment complementary to national examinations, relating continuous assessment to remedial interventions, and having a strong process of inspection to ensure and to monitor the use of continuous assessment in schools. The group plans to meet in 2004 in Zimbabwe to continue the forum on assessment.

For more information, [download Southern Africa Conference papers](#).

*From p.1*

Finally, teachers can share assessment results with important education stakeholders including parents, other teachers, community members, and the learners themselves. Parents especially want to know how their children are doing in school. Regular reports from the teacher based on continuous assessments allow the parents to know about their children’s progress. With this knowledge in hand, parents can assist and support children with their studies during the school year before opportunities for grade level achievement have passed.

## Honduras

### Continuous Assessment in Out-of-School Education Settings – Honduras

In 1999, Hurricane Mitch had destroyed many schools and USAID wanted to meet the immediate needs of middle grade learners now out of school by providing expanded learning opportunities through *Educadores*. USAID’s Improving Educational Quality (IEQ) project partnered with the *Educadores* program in Honduras to extend its already successful education program for primary level learners (grades 1-6) outside of the formal school system to the secondary level (grades 7-9).

Work in primary schools suggested that monthly progress tests in Spanish and math helped teachers to use more transparent evaluation criteria and provided more attention to children who were falling behind.

Thus, in the process of developing integrated curriculum materials, *Educadores/IEQ* established continuous assessment processes designed to enhance the quality of the non-formal education experience and to learn what students were and were not mastering in the curriculum.

For instance, volunteer class facilitators received training that allowed them to give feedback on assessment sessions to learners. In addition, and perhaps more importantly, the learning materials included self-assessment exercises that enabled learners to continuously review and strengthen their own understanding of the material and to work together to peer review each other’s understandings.

The sustained use and support of the continuous assessment methodology and the incorporation of it into the revised grade 1-6 program illustrate its importance to the quality of the learning experience provided by the *Educadores* alternative mode of education delivery.

For more information about *Educadores* and IEQ, please contact Ned Van Steenwyk at USAID/Honduras, [nsteenwyk@usaid.gov](mailto:nsteenwyk@usaid.gov), or [search for IEQ publications on Honduras](#).

*EQ Review* is created by USAID and EQUIP1 under cooperative agreement # GDG-A-00-03-00006-00. To contribute to *EQ Review* please contact Kim Bolyard, [kbolyard@air.org](mailto:kbolyard@air.org), or John Hatch, [jhatch@usaid.gov](mailto:jhatch@usaid.gov).

## **Annex V: Draft Format for the *EQ Dispatch***

[Insert Here]





[EQUIP](#) [EQUIP1](#) [EQUIP2](#) [EQUIP3](#) [Publications](#) [Subscribe](#) [Unsubscribe](#) [Contact](#)

## Welcome

*EQ Dispatch* is a free, e-publication that is emailed to subscribers on a bimonthly schedule. Future issues of *EQ Dispatch* will serve as an information resource for recent EQUIP activities, documents, and events.

If you wish to be a subscriber to *EQ Dispatch*, please fill out the [subscription form](#).

## EQ Review Rolls Out First Issue

*EQ Review* is a free, bimonthly newsletter that highlights an issue fundamental to improving the quality of education and describing how USAID missions overseas have addressed the issue. The topic for the inaugural issue was *Continuous Assessment*. The overall goal of *EQ Review* is to increase the communication among and contribute to the knowledge of USAID staff working on education portfolios overseas.

If you wish to be a subscriber to *EQ Review*, please fill out the [subscription form](#).

Download [EQ Review \(December Issue\)](#).



## February Events

February 17, 2004

### [How to Make Decentralization Work: An EQUIP2 Workshop - Latin America](#)

Location: Washington, DC

[Download Flier](#)

February 18, 2004

### [EQUIP1: Discussions on Global Perspectives in Literacy Education](#)

Location: Washington, DC

## Recent Highlights

- [EQUIP1 Brochure](#)
- [EQ Review \(December Issue\)](#)
- [Videoconference on Continuous Assessment](#)
- [Information for Accountability in Decentralized Education: Implementation of Report Cards](#)
- [Inside MESA \(Malawi\)](#)
- [Inside EXCELL \(El Salvador\)](#)

Please address your questions/comments regarding the *EQ Dispatch* to [EQUIP1@air.org](mailto:EQUIP1@air.org)





The Education Quality Improvement Program (EQUIP) is funded by the **U.S.**  
**Agency for International Development** under the Cooperative  
Agreement number GDG-A-00-03-0006-00.  
© 2004 EQUIP All Rights Reserved.

## **Annex VI: EQUIP1 Contributions to the EQUIP Data Group Discussion of Cross-Award Indicators**

### **Policy**

Percent change in the number of policies created to increase classroom, school, and community resources for education

### **Outputs**

Percent change in the number of classroom resources available

Percent change in the number of school-level resources available

Percent change in the number of communities that are involved in education

### **Productivity**

Percent change in the use of available classroom resources

Percent change in the use of available school-level resources

Percent change in the appropriate involvement of communities in education

Percent change in the number of classrooms, schools, and communities implementing policies to improve educational quality

### **Outcomes**

Percent change in the number and kinds of students attending class on a regular basis

Percent change in the number of teachers attending class on a regular basis

Percent change in number of teachers using relevant curriculum guides

Percent change in number of teachers using effective instructional practices

Percent change in time on task in classes

### **Impact**

Percent change in student achievement

Percent change in the number of students prepared for the transition to secondary education, post-secondary education, and/or the workforce





## **Annex VII: EQUIP Egypt Basic Education Reform Program Partner Memorandum of Understanding**

Of utmost importance to USAID/Egypt, as well as the EQUIP1 and EQUIP2 prime implementers the American Institutes for Research (AIR) and the Academy for Educational Development (AED), is the achievement of a blended approach and the identification of this reform effort, known as the EQUIP Egypt Basic Education Reform Program, as one Program and not a series of organization-specific projects. This Memorandum of Understanding (MOU) is enacted to facilitate that goal.

It is understood and agreed to by the partner organization identified below, as attested to by the representative named, with affixed signature, that:

1. A common set of benefits and common terms of employment will be utilized by all partners for purposes of engaging any and all local Egyptian staff hired or assigned to this Program.
2. The Chief of Party will serve as the on-site management authority for this Program.
3. Staff reporting and accountability will take place through the Program structure and not through the structure of the individual organization.
4. Schools and governorates targeted in this Program will be identified as Program schools and governorates and not as individual organization schools or governorates.
5. There will be joint accountability for all deliverables.
6. There will be no use of organization logos on any equipment, materials, or products developed, broadcast, printed, or published under this Program.
7. Program business cards, stationary, and other appropriate templates will be provided for use by all Program staff and should be used when on EQUIP business in lieu of organization business cards, stationary, etc.
8. The Program will provide for the integration of best practices and materials (including manuals, modules, kits, etc.) from other USAID-funded activities and will not be limited to those designed and developed by individual organizations.

The terms and conditions set forth in this MOU are understood and agreed to by the EQUIP Egypt Basic Education Reform Program partner organization named below as indicated by the affixed signature of their representative. Failure to comply with the conditions set forth in this MOU may result in immediate termination of the Associate Award between the partner organization and the prime implementer.

\_\_\_\_\_  
Organization Representative

\_\_\_\_\_  
Title

\_\_\_\_\_  
Organization Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Janet L. Robb  
EQUIP1 Program Director  
American Institutes for Research

\_\_\_\_\_  
Date

