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## Quarterly Technical Report

January 1 – March 31, 2004

Submitted by:

**American Institutes for Research**

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## 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 (January 1 – March 31, 2004)

### Summary

This quarter marks the end of the first year of work under the EQUIP1 Leader Award and the beginning of year two. This milestone was greeted with substantial discussion among leader team members about progress to date and plans for the future direction of the program. Results of these discussions were then reflected in the proposed second year work plan. With more than a year of Leader- and Associate-Award experience, now is a good time to reflect on initial successes and return to a longer-term visioning process. The goal is to continue to develop more coherence among Leader-Award activities, between Leader- and Associate-Award activities, and among EQUIP programs.

During this quarter, EQUIP1 staff expanded work under the EICC, made progress on Leader-Award activities, worked with missions to establish new Associate Awards, and continued management and oversight of existing Associate Awards. Through the EICC, EQUIP1 staff have begun to develop guidelines for the Center's use by all EQUIP programs, launched and published two issues of the *EQ Dispatch*, published one *EQ Review* on food-assisted education, and hosted an EQUIP1 Exchange on food-assisted education. At the same time, EQUIP1 staff completed drafts of the Malawi retrospective study and a literature review of the central role of teachers, schools, and communities in educational quality; as well as one draft paper and three issues briefs related to the cluster school study. Last, staff continued to work with USAID/Egypt

to establish its education reform project, USAID/Kenya to establish its education support for children of marginalized populations project, and USAID/Tanzania to establish its improving the quality of learning in Zanzibar project. No new Associate Awards were signed during the quarter.

### **Specific Activities this Quarter**

Following is a summary of activities that took place between January and March 2004. Activities are also listed in the performance-monitoring chart of EQUIP1's Monitoring and Evaluation Plan (see Annex I). The Monitoring and Evaluation Plan will be updated in the next quarterly report to include year two activities and targets.

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

**1. EQUIP website.** Staff continue to add information and materials to the EQUIP website regarding EQUIP activities and have seen a steady growth in usage this quarter. In addition, staff have created two site enhancements: 1) two additional community of practice areas for EQUIP3; and 2) access to the *EQ Dispatch* (see activity #5 below). A summary of general statistics regarding website activity is included in Annex II. The complete report is available upon request.

**2. EQUIP1 Exchange on Food-Assisted Education.** EQUIP1 hosted the Exchange on Food-Assisted Education on March 22, 2004 (see Annex III). Thirty-two people participated in the exchange from four sites: Washington, DC; Newton, MA; the Dominican Republic; and Ghana. The meeting was coordinated by the EQUIP1 school feeding specialist and included presenters from the Education Development Center, Catholic Relief Services, and Land O'Lakes. The moderator introduced the topic of food-assisted education and discussed a model for the appropriate use of food to improve educational quality. Panelists described food-assisted education projects in India and Pakistan. Participants then discussed ways in which EQUIP1 can contribute to the knowledge base about food-assisted education and educational quality.

Feedback forms indicated that participants found the videoconference very interesting, the topic presented very well, and excellent opportunities for participation in the discussion. In addition, participants found the information shared to be helpful in achieving their own work objectives. They were very pleased with the effectiveness of the technology and found the technology to be moderately efficient. Complete survey results are included in Annex III.

**3. EQ Review.** The February 2004 issue of the *EQ Review* was designed to provide background information for the upcoming EQUIP1 Exchange on Food-Assisted Education (see Annex IV). The *Review* included a background article as well as short articles about FAE projects in Benin, the Dominican Republic, and Ghana. Articles then included links to longer papers. The next issue of the *EQ Review*, to be published in April 2004, will provide background for the next EQUIP1 Exchange on Cluster Schools.

**4. Electronic Journal.** During January and February, EQUIP1 staff created a logo, website layout, and board structure for management and content decisions for the *Journal of Education and Training for International Development (JETID)*. In addition, staff drafted submission

guidelines, a call for papers announcement, and a copyright policy. The EQUIP2 Education Policy and Data Center (EPDC) representatives to the Editorial Advisory Board, however, had concerns about the proposed journal logo and website. Upon further discussion, we learned that the EPDC is not a typical EQUIP Associate Award in that it is to be established as an independent center with only part of its funding coming from USAID. Therefore, EPDC representatives requested additional visibility for the Data Center in the website layout. Based on this information and further discussions between the project directors of EQUIP1 and EQUIP2, EQUIP1 staff drafted a Memorandum of Understanding (MOU) to codify the roles and responsibilities of EQUIP1 and the EPDC with respect to the journal. The MOU continues to be under review.

**5. *Consistent Network for Educational Quality.*** In the last quarter, staff determined that one strategy for building a consistent network for educational quality is to create a greater awareness among educational policymakers and practitioners about EQUIP events, activities, and publications. To achieve this goal, EICC staff developed a regularly published HTML-based e-mail message called the *EQ Dispatch* to share this information with a growing list of subscribers. The first issue was published in January and the second in March (see Annex V). The initial subscriber list includes CTOs and representatives from each of the EQUIP programs as well as EQUIP1 leader team members. The expectation is that the subscriber list will grow through information sharing by initial recipients.

**6. *EQUIP1 Leader Team Meeting, which Introduced Partners to Sesame Workshop.*** EQUIP1 conducted one leader-team meeting this quarter, in February 2004. Sesame Workshop hosted this meeting and shared its experience in promoting educational quality internationally. The next leader team meeting, in April, will feature the Joseph P. Kennedy, Jr. Foundation.

**7. *EQUIP Seminar.*** The EQUIP seminar was launched this quarter. EQUIP3 hosted the first seminar, on March 9, 2004, entitled “Out-of-School Youth and Knowledge for Work, Citizenship and Development.” EQUIP1’s role was to assist with logistics for the event. The next seminar, hosted by EQUIP2, will be held on June 15, 2004.

**8. *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***

**9. *Longitudinal Study of Teaching & Learning.*** EQUIP1 made substantial progress on this activity during this quarter. Staff completed a draft of the Malawi retrospective study as well as a draft literature review about the roles of teachers, schools, and communities in educational quality:

- a. Anzar, U., Harpring, S., Cohen, J., & Leu, E. (2004). Retrospective pilot study of USAID-funded education projects in Malawi. Washington, DC: Educational Quality Improvement Program, Leader Award 1.
- b. Leu, E. (2004). The central role of teachers, schools and communities in quality of education: A review of the literature.

The next step is to complete, publish, and disseminate these documents and determine how they can inform the implementation of the next phase of the longitudinal study in year two. Completed documents will be appended to future quarterly reports.

**10. School-Based Teacher In-Service Programs & Clustering of Schools.** In this quarter, EQUIP1 also made substantial progress on the cluster-school study. Staff completed drafts of one paper and three issue briefs as follows:

- a. Paper
  - i. MacNeal, J. (2004). School- and cluster-based teacher professional development: Bringing teacher learning to the schools. Washington, DC: Educational Quality Improvement Program, Leader Award 1.
- b. Issue briefs
  - i. Leu, E. (2004). The patterns and purposes of school-based and cluster teacher professional development programs. Washington, DC: Educational Quality Improvement Program, Leader Award 1.
  - ii. Macklin, M. (2004). A survey of teacher inservice and cluster programs. Washington, DC: Educational Quality Improvement Program, Leader Award 1.
  - iii. Leu, E. (2004). The key role of the effective and motivated teacher. Washington, DC: Educational Quality Improvement Program, Leader Award 1.

The next step is to complete, publish, and disseminate these documents and determine how they can inform the implementation of cluster-school pilot study that has been approved for the second year work plan. Completed documents will be appended to future quarterly reports.

**11. Food-Assisted Education.** During the last quarter, project staff focused on arrangements for the Exchange about Food-Assisted Education. They worked closely with the presenters from EDC, CRS, and Land O'Lakes on preparation and continued to identify interest within donor and implementing agencies. Among the major ideas that came out of the Exchange are that 1) the impact of FAE programs can be multi-faceted, 2) FAE is not a sufficient input by itself to achieve educational improvement, 3) FAE needs to look more carefully at how to reach not only children at the margin but also the children below the margin, and 4) 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?

**12. Education in Crisis and Transitions Settings.** During the last quarter, the new EQUIP1 education in emergency specialist focused on 1) becoming oriented and learning roles and responsibilities, 2) establishing contacts with new colleagues, and 3) consulting with WGMSEE members on what and how EQUIP1 can provide assistance to the development activities of Minimum Standards, guidance, and indicators for education in crisis settings. EQUIP1 is consulting with the Working Group to determine how best to support the development of standards. Members have indicated interest in utilizing GDLN videoconference and facilities for the peer review process of the minimum standards, which will take place between June 21 and July 9, 2004.

### **Associate Award Activities**

**13. Egypt, Kenya, and Tanzania Associate Awards.** EQUIP1 staff and partners worked with three USAID missions this quarter to support the development of new Associate Awards. Work with USAID/Egypt continued from October of last quarter and included submissions of two revised applications for assistance. In addition, staff began to work with USAID/Kenya and USAID/Tanzania on two new projects this quarter. EQUIP1 submitted one original application and two revisions during the quarter to USAID/Kenya as well as one original application and one revision to USAID/Tanzania. No new awards were signed.

### **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
Labor	\$104,879	\$579,637	\$283,934
ODCs /Indirect Costs	\$205,182	\$642,243	\$679,300
<b>Cost Share</b>			
Management	\$2,301	\$39,954	N/A
EICC	\$0.00	\$53,274	N/A
Leader Award Activities	\$0.00	\$11,082	N/A
Total Cost Share %	1%	9%	N/A

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

EQUIP1 staff continued to face a variety of challenges this quarter, particularly as related to the establishment and management of Associate Awards. Many of these challenges are not new but represent ongoing issues to be addressed and resolved. In part, some of the challenges can be attributed to the newness of the Leader with Associates mechanism and the level of comfort of USAID missions and EQUIP1 partners in its use. Examples are as follows:

*Partner involvement in Associate Awards.* We have encountered two challenges in involving “new” organizations on more Associate Award implementing teams. First, when EQUIP1 proposes implementing teams for USAID review, missions are often hesitant about including

organizations that do not have extensive in-country or USAID experience. Second, given that missions often have preconceived notions about partner preferences even before EQUIP1 receives a program description, some organizations may not even have an opportunity to present their credentials through the EQUIP1 alert process.

*Cascading G&A.* While preferring to include partners in all aspects of project implementation, including procurement of goods and services, it is not always possible to do so given budget constraints and the consequence created by cascading general and administrative costs.

*Substantial involvement.* Under the EQUIP1 cooperative agreement, substantial involvement is limited to USAID approval of key personnel, annual work plans, and monitoring and evaluation plans. Nevertheless, missions often seem surprised about the perceived limited scope of substantial involvement after an Associate Award is signed. One solution may be for there to be more discussion with missions, before they opt to pursue an EQUIP Associate Award, about the benefits and limitations of this contracting mechanism.

*Accelerating project implementation.* One issue that has arisen recently is increasing pressure for projects to accelerate spending and demonstrate low pipelines. This has been a result of competing budget priorities and the need for additional USAID resources elsewhere in the world. Missions have been scrutinizing project spending as well as asking project staff to justify budget projections through detailed task-level pipelines and to accelerate project implementation. One consequence is new administrative responsibilities for project staff, who have shifted some of their attention from project implementation to project redesign and budgeting. One solution is for project administrators to be more careful in developing budget estimates and tracking project expenditures before there is a question about the size of pipelines in the first place. If, however, the rate of project spending becomes a problem, project administrators must be proactive in discussing the issue with a CTO and reprogram funds appropriately as soon as possible.

*Procedures for budget cuts or agreement modifications.* During this period, one USAID mission requested that EQUIP1 cut budgets for two Associate Awards as a consequence of pressures to reallocate resources to other parts of the world. Although such a request is supposed to come directly from a project's contracting officer, these requests came from the projects' CTOs. In subsequent conversations with the CTOs, it was clarified that future requests, if necessary, would come directly from the contracting officer. Project staff submitted revised work plans and budgets in response to USAID's request. EQUIP1, however, has still not received official modification requests from the contracting officer.

### 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: \$56,000,000+  
 Implementing Partners: AIR, EDC, and World Education  
 Anticipated Start Date: May 1, 2004  
 Status: Technical and cost applications under review

**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: May 1, 2004  
 Status: Technical and cost applications under review

#### **Tanzania.** A

Budget: \$3,750,000  
 Implementing Partners: Aga Khan Foundation and AIR  
 Anticipated Start Date: May 1, 2004  
 Status: Technical and cost applications under review

#### Additional Indications of Interest

Yemen 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, AIR, Joseph P. Kennedy Foundation	\$ 4,100,000
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 retention	Five years	AIR, IRA	\$10,000,000
5. El Salvador/	Continuation of USAID-funded efforts in	Two	EDC, Save the	\$ 2,599,000

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
EDIFAM	Early Childhood Education	years	Children, Sesame Workshop	
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

Findings from the EQUIP1 cluster school and longitudinal studies, as well as findings from recent videoconferences and *EQ Review* articles have yielded substantial information about good practices in the implementation of field-based activities to improve educational quality. Following are two examples:

*Reporting strategies for understanding and replicating project impacts.* One of the goals of the Malawi retrospective study, as a part of the EQUIP1 longitudinal study on teaching and learning, was to understand how USAID-sponsored activities in Malawi over the past have contributed broadly to improvements in educational quality. Researchers relied extensively on past contractors' reports to answer this question. What they found, however, was that these types of reports provide very little information about the larger impacts of USAID-sponsored activities. Even when impacts are noted, there is often little information about the actual processes by which impacts are achieved. The consequence is that future implementers lose the institutional memory about the concrete steps by which impacts can be repeated in the same place or replicated elsewhere. This finding has become central in how the research team is approaching the design of new data collection instruments for the next phase of the longitudinal study as well as recommendations for strategies for modifying reporting requirements to provide better data for improving project implementation.

*Strategies for improving professional development for teachers and school administrators.* One of the resounding findings from the study of school-based in-service professional development and clustering of schools is that the change in demands for professional development for teachers and school administrators require new forms of delivery. Papers and issue briefs from this study indicate that the paradigm shift in perceptions about the appropriate role of the teacher in the classroom (from a didactic to student-centered model of instruction) has necessitated a change in professional development to become more decentralized, hands-on, and democratic. Cascade

models of professional development that rely on external experts to train a cadre of master trainers in specific content and instructional practices who then train additional trainers are giving way to professional development practices that are more inclusive and take advantage of peer-to-peer exchanges as well as resources as close as possible to teachers' actual professional environments. Cluster- and school-based professional development activities therefore become more engaging, and the lessons learned become more sustainable in teachers' own practices. Such information about emerging best practices then becomes the starting point for the cluster-school pilot study approved to begin in year two of the EQUIP1 award.

**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	12
<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
<b>EQUIP Overall Annual Reports (Communication)</b>						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
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
		Website live	EICC records	No website	2 <sup>nd</sup> quarter	Completed
		Website content regularly updated	EICC records	No website	Weekly	Continuing
		Website maintained	EICC records	No website	Weekly	Continuing
<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
		Materials and documents from former USAID programs in library	EICC records	No library	2 <sup>nd</sup> - 4 <sup>th</sup> quarters	Continued
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	No library	As available	Continuing

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
		Library maintained	EICC records	No library	Ongoing	Continuing
<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
		EQUIP brochures produced	EICC records	0	1 <sup>st</sup> quarter	Completed
		EQUIP1 folders produced	EICC records	0	3 <sup>rd</sup> quarter	Completed
<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
		Duplication & distribution guidelines established	EICC records	0	3 <sup>rd</sup> quarter	Continuing
<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	NA
<b>Consistent Network for Quality Education (Communication)</b>						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased Utilization of EQUIP1 products increased	Listserv established	EICC records	0	3rd quarter	Completed
<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	Continuing
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted	EQUIP1 records	0	1	Continuing
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1	Continuing
C4. Education in crisis & transition situations improved		Full-scale study launched	EQUIP1 records	0	Year two	NA
C5. Capacity of food assisted education programs increased						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
<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	Draft completed
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	Draft completed
		<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  Minimum standards for education in emergency settings developed	Quarterly updates on WGMSEE progress submitted	EQUIP1 records	0	4	1
		GDLN teleconference workshop on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1	Rescheduled for July 2004
		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>						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
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	Continuing
		Discussion paper on lessons learned prepared	EQUIP1 records	0	1	Continuing
<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	<i>Emerging Issues</i> brief prepared	EQUIP1 records	0	1	1
		GDLN videconference workshop and consultation convened	EQUIP1 records	0	1	1

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Year One Target	Year One Actual to Date
	increased	Workshop report prepared with next steps outlined	EQUIP1 records	0	1	Continuing
<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	# of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	12
	Associate award requirements of USAID Missions and Bureaus being met by EQUIP1	# of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8

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

### Summary

This quarter saw the additions of two EQUIP1 Associate Award (MESA, EXCELL) “micro-sites”, additional materials for the EQUIP3 Community pages and additional information for EQUIP2 Associate Awards.

The e-publications, *EQ Review* and *EQ Dispatch*, will continue to disseminate EQUIP information and attract further interest in EQUIP activities and the Web site.

### Analysis

The following statistical information reflects a growing number of visits and visitors to the site and an increase in the length of visits spent on the site over the past quarter. The increase in the length of visits and the decrease in overall hits to the site would indicate that visitors are finding the information that they seek and spending more time on specific pages. Another indicator of visitors finding relevant material is reflected in the number of document downloads for March (1, 478) up from December (917).

#### General Statistics:

This table provides an overview of visitor activity for the Web site during the specified time frame. Monthly statistics for these categories are generated by WEBTRENDS software.

		January	February	March
<b>Visits</b>	Visits	6,109	5,277	6,334
	Average per Day	197	181	204
	Average Visit Length	0:22:05	0:24:21	0:23:53
	Median Visit Length	0:06:53	0:14:14	0:15:36
<b>Visitors</b>	Unique Visitors	1,470	2,103	2,173
	Visitors Who Visited Once	1,092	1,895	1,929
	Visitors Who Visited More Than Once	378	208	244
<b>Hits</b>	Entire Site (Successful)	77,424	74,849	65,085
	Average per Day	2,497	2,581	2,099
<b>Page Views</b>	Page Views	11,710	12,370	13,440
	Average per Day	377	426	433
	Average per Unique Visitor	7	2.34	2.12

#### Definitions

“Visits” refers to the number of times a person (people) initially visit(s) the site.

“Hits” refers to the total number of times a visitor clicks onto any and every Web page on the Web site.

**Annex III: EQUIP1 Exchanges: Videoconference on Food-Assisted Education  
Howard University, March 22, 2004**

**Agenda**

<b>Welcome</b>	<i>Jim Washington, Howard University</i>
<b>Introduction to EQUIP1 Exchanges</b>	<i>Susan Ross, CARE</i>
<b>Introduction to Food-Assisted Education</b>	<i>Beryl Levinger, Education Development Center</i>
<b>School Feeding, School Reform and Food Security</b>	<i>Beryl Levinger, Education Development Center</i>
<b>Food Assisted Education in: India</b>	<i>Michael Pozniak and Christine Capacci Carneal, Catholic Relief Services</i>
<b>Food Assisted Education in: Pakistan</b>	<i>Beth Sheehy, Land O'Lakes, Inc.</i>
<b>Emerging Issues Brief</b>	<i>Susan Ross, CARE</i>
<b>Discussions &amp; Questions</b>	<i>All Participants</i>
<b>Next Steps</b>	<i>All participants</i>
<b>Wrap up</b>	<i>Susan Ross, CARE</i>

**EQUIP1 Exchanges: Videoconference on Food-Assisted Education  
Howard University, March 22, 2004**

**Participant List**

**U.S. Agency for International Development**

1. John Hatch

**Academy for Educational Development**

2. Elizabeth Leu
3. Paula Gubbins
4. Matilda Macklin

**American Institutes for Research**

5. Karen Acevedo
6. Jennifer Anderson
7. Cory Heyman
8. Justin McFadden
9. Oriana Izquierdo Sanchez
10. Janet Robb

**Catholic Relief Services**

11. Christine Capacci Carneal
12. Michael Pozniak

**CARE**

13. Susan Ross

**Counterpart**

14. Laura Rudert

**Education Development Center**

15. Cornelia Janke (Boston Site)
16. Beryl Levinger

**Food Aid Management**

17. Trisha L. Long
18. Mara Russell

**Friends for the World Food Program**

19. Jennifer Haefeli

**Howard University**

20. Luigi LeBlanc
21. Harriet Washington
22. Jim Washington

**Land O'Lakes, Inc.**

23. Beth Sheehy

**World Food Program**

24. Gro Tjore
25. Jawaid Stationwala

**Dominican Republic**

26. Neici Zeller – *USAID*
27. Paul Trupo – *USDA*

**Ghana**

28. Jacob Bagonluri - *Upper West Region GES Director*
29. Kenneth Dabuo - *Upper East Region GES Director*
30. Chikpa Demeakor - *Northern Region GES Director*
31. David Orth-Moore – *Catholic Relief Services*
32. Alfred Osei - *USAID*

## EQUIP1 Exchanges: EQUIP1 Exchanges on Food-Assisted Education

March 22, 2004

A total of 23 people participated at the USA/DC site, one participant at the USA/Boston site, two participants at the Dominican Republic site, and eight participants at the Ghana site. A total of 14 evaluation forms were submitted.

### Was the topic interesting?

1 (low)	2	(1) 3	(2) 4	<b>(11) 5 (high)</b>
Comments:	<ul style="list-style-type: none"> <li>• There has not been enough involvement from title 2/USDA community in the outcomes/impact/future implications discussion—so this was good.</li> </ul>			

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### Was the topic properly presented?

1 (low)	2	(2) 3	(5) 4	<b>(7) 5 (high)</b>
Comments:	<ul style="list-style-type: none"> <li>• Case study presentation very interesting for putting issues into context.</li> <li>• Too much lecture, one-way communication.</li> <li>• Be more to call on (allow time to respond) those in the field.</li> <li>• Should have involved FFP &amp; FAS/USDA staff.</li> </ul>			

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### Did you feel that you could participate in the discussion?

1 (low)	2	(2) 3	(5) 4	<b>(7) 5 (high)</b>
Comments:	<ul style="list-style-type: none"> <li>• Great participation opportunity.</li> <li>• More emphasis on how FFE contributes to LCB for food security and otherwise, and how that impact can be measured.</li> </ul>			

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### Was the information shared here useful enough to help you achieve your work objectives/will you put it to active use?

1 (low)	2	(4) 3	<b>(6) 4</b>	(3) 5 (high)
Comments: 1 No answer	<ul style="list-style-type: none"> <li>• Not directly related to my work, but valuable information to familiarize myself with.</li> <li>• More field input would have been important.</li> <li>• Covered some very relevant issues.</li> </ul>			

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### Was the technology effective?

1 (low)	2	(2) 3	(5) 4	<b>(7) 5 (high)</b>
Comments:	<ul style="list-style-type: none"> <li>• Started out slowly, but accelerated to peak very well!</li> <li>• PPT were out of focus for the DR site.</li> </ul>			

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### Was the technology efficient?

1 (low)	2	(1) 3	<b>(7) 4</b>	(5) 5 (high)
Comments:	<ul style="list-style-type: none"> <li>• Good example of how technology can be used to get work done in the global arena.</li> </ul>			

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**What did you find MOST valuable about the Exchanges?**

- Input from field offices.
- Organization and ideas.
- The opportunity to throw out ideas from organization that deals with the same issues.
- Good presentations, interesting and useful next steps.
- Discovery of the variety of programs that exist in this field. Good cross-sector of the very productive programs.
- The ideas, especially multifaceted impacts and opportunities for further learning.
- Organization of the thoughts by the moderator.
- The topic was most valuable.
- Input from Ghana & DR.
- The case studies-lessons learned from actual programs.
- This was well structured and well organized.
- Whole topic interesting and important-needs more interaction with food aid colleagues—FFE professional. Please more program profiles! (eg. CARE Tajikistan)

**What did you find LEAST valuable about the Exchanges?**

- One-way communication (north-south), extremely pronounced.
- Too short-but the follow-up incentives will take care of the short comings.
- Not enough participation from field sites.
- Early overview.
- Not enough of the generic title II and USDA PVO staff attended. Lack of central DC location could have contributed. Also-you need to invite FFP & USDA staff to engage in the conversations. Should be included at USDA export meeting in Kansas City-Everyone goes there!
- Would like more time to hear form additional field presenters about programs. Timeframe quite short.

**What future topics would you like to discuss? Any additional suggestions:**

- Future info on food aid education teachers and post-conflict education.
- Youth leadership development sessions.
- Do you get similar feedback from those far away? E-mail? It would be worth doing if you did it at present.
- Development communications in education.
- Role of communications/advocacy in strengthening FFE projects and support for them. More information on EQUIP1.
- More focus on solutions to the issue of “sustaining the programs.”
- Evidence for or against the effectiveness of MTZN in support of FFE. Alternative funding for FFE to traditional USG food aid programs. Special needs of HIV-affected groups, other marginalized groups.
- A discussion paper and then a couple of presentations by people implementing around the world. Perhaps the person presenting the discussion paper shouldn't be the one leading the discussion afterwards, because that might lead to a bit too much “shepherding” by the moderator.

## **Annex IV: *EQ Review* on Food-Assisted Education**

# 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.*

February 17, 2004

Vol. 2, No. 1

## Introduction to FAE

## Food Assisted Education

### *What is Food Assisted Education?*

Food Assisted Education (FAE) or Food for Education (FFE) programs are based on using food to support educational objectives in a variety of ways.

FAE works through general ration distribution when additional food is given to schools, families, and/or pupils with the explicit aim of supporting education activities. FAE assists schools and communities through food for work activities. FAE also provides incentives to teachers by giving them meals, which have improved their attendance.

Food may be monetized, or sold, and the proceeds from the sale used for a wider range of development activities from infrastructural improvements to support for capacity building of PTAs in the development of teaching and learning materials.

School feeding programs (SFP) generally have the objective of improving the concentration of school age children, nutritional status, enrollment, or attendance. School feeding programs feed children at school with a snack or meal before school or at midday.

### *What are the benefits of Food Assisted Education?*

There is a great diversity of experience and views among policy makers and practitioners as to what defines effective uses of food in an education setting. For example, there is evidence that FAE initiatives that are well designed, well-managed, and closely monitored help alleviate short-term hunger; motivate parents to enroll their children and encourage regular attendance; address micronutrient deficiencies; and increase the participation of parents and other community members in schools.<sup>1</sup>

The benefits of many school feeding programs to child nutrition and growth, however, have not been substantiated despite decades of experience. Furthermore, evaluations of stand-alone school feeding programs indicate that they may have a positive impact on school attendance, but that their impact on educational outcomes is limited.

### *What are accepted good practices?*

FAE programs strive to improve the educational and health impacts of their programs and to increase their capacity to measure those impacts. Effective practices include:

- Building clarity and consensus on policy issues, program objectives, and related interventions among all stakeholders throughout the life of a program.
- Integrating or linking FAE/SFPs with complementary interventions addressing similar objectives.
- Reaching high-risk families where food is a sufficient incentive to send their children to school.
- Linking efforts to develop local capacity for supporting quality education programs through increased community participation in schools.
- Developing a monitoring and evaluation system that is clearly linked to program objectives.
- Considering carefully all costs incurred, especially given the management efforts and the high logistical costs of FAE.

<sup>1</sup> DelRosso, J.M., (August 1999) School Feeding Programs: Improving the Effectiveness and Increasing Benefit for Education - A Guide for Development and Human Development Program Managers. Partnership for Child Network, World Bank, Washington, DC.

# Food Assisted Education

## SCHOOL-FEEDING IN GHANA'S POOREST REGIONS

## SCHOOL CANTEENS IN BENIN

In a bid to increase enrollment and attendance, especially for girls, in the northern regions of Ghana, Catholic Relief Services (CRS), in collaboration with Ghana Education Service, is using US PL480 Title II Food Program resources to support a program of school feeding, community sensitization, capacity building, and infrastructure projects.

Each child in a program school is entitled to a hot lunch, and girls who maintain a monthly attendance of 85% receive a take-home food ration.

Before participating in a school-feeding program, communities are sensitized on their roles and responsibilities in the education of their children and on the expectations of the intervention.

Communities provide the overall responsibility and labor for ensuring safe, secure, and leak-proof storage facilities for all commodities, and providing safe and neat kitchens, volunteer cooks, and cooking utensils. Communities are encouraged to contribute supplemental foodstuffs as needed for the lunches.

A community-based committee oversees the use of resources and assists teachers to run the program effectively. Teachers and community members involved in the program undergo management training and annual workshops.

Since the program started in 1997, the following results have been achieved:

- average number of children per program has increased more than 3 times;
- attendance rates at the program schools have improved 33%;
- nearly 4 times more primary school children and 1.6 times more schools receive hot lunches; and
- 85% of the girls achieve the 85% attendance rate needed to receive the take-home rations.

Despite these educational and short-term food security outcomes, one of the biggest challenges of school-feeding is its low sustainability in rural food insecure communities. Persistent drought and poor soils makes it almost impossible for parents to feed children once a program ends.

For more information, contact Pamela Allen at [palen@usaid.gov](mailto:palen@usaid.gov).

Several factors contribute to the low enrollment and attendance rates in Benin, including the lack of funds for school or school lunch, the long distances from villages to schools that leads to children leaving school early to go home to eat, and the cultural assumption that girls will remain home to do chores and take care of siblings.

In May 2000, USAID/Benin began supporting the community-run school canteen program developed by Catholic Relief Services (CRS). The program reaches primary school students in 26 rural communities. The success of the canteens is due in part to the program's three main strategies: parent and community involvement, parent contributions, and collaboration with others in the education sector.

To improve community and parental involvement in school management, community and PTA members receive initial and periodic management training that empowers them to administer the canteens. Training also includes a literacy campaign that has taught fundamental reading, writing, and math skills to 239 PTA members.

In addition, parents contribute to the canteen through in-kind (local produce such as corn, millet, yams, cassava) and cash donations. These contributions keep parents involved and add to the long-term sustainability of the canteens.

Finally, CRS/Benin assists schools in which other organizations already have projects, thereby increasing the impact of all interventions at those schools.

The increase in parent and community involvement in school canteens has led to improved student attendance. Parents also think that their children are more alert in class and more focused on their studies.

Other significant outcomes of the school canteen program include family adults having more time for their agricultural activities because children are in school, and having reduced domestic chores (e.g., cooking) and family domestic food expenses.

For more information, contact Georgette Pokou at [gpokou@usaid.gov](mailto:gpokou@usaid.gov).

[Download Longer Article](#)

See the USAID/Africa  
Bureau Issue Brief  
*Basic Education in Sub-Saharan Africa*, pg 20 for a  
review of School Feeding.

# Food Assisted Education

## GFEI IN THE DOMINICAN REPUBLIC



F AE in Ghana



Canteens in Benin

The Global Food for Education Initiative (GFEI) in the Dominican Republic (DR) is a diverse and unique program funded from a USDA Food-Aid donation, which was monetized by the Government of the DR and managed by USAID.

The funds generated from the sale of food products are deposited in a special account and representatives of the DR and US Governments jointly decide on their use. The GFEI program carries out school feeding, and other activities to improve school infrastructure, community health, teacher training, and child nutrition. All programs emphasize community participation and parental involvement in schooling.

Hot school lunches are provided using locally produced and traditional food to over 50,000 students enrolled in the 405 participating schools. The benefits of the local-ration school lunch menu include: 1) stimulation of the local economy by local purchases, 2) stimulation of local production of food items, 3) participation of parents and community members, 4) exceeding FAO recommended nutritional requirements, and 5) preparation of foods that are traditional and thus accepted.

Studies revealed that most major factors inhibiting the quality of rural education are centered around the family. Hence, the most important component of the program is strengthening the community-school link.

The program is investing in training parents, forming health and nutrition promoters, and strengthening the ability of PTAs to contribute to the long-term sustainability of educational reforms.

Empowerment by the GFEI program to allow communities to tailor program activities to their individual needs has been key to its success in the DR.

For more information, contact Neici Zeller at [nzeller@usaid.gov](mailto:nzeller@usaid.gov).

[Download Longer Article](#)



### How can we move forward?

As FFE activities grow and new approaches emerge, the issues surrounding FAE need to be more clearly articulated and discussed. Further definition of good practice - a compilation and dissemination of effective tools, processes, and methods to assist donors and implementing agencies in program planning and execution - is needed.

For more information, contact Susan Ross at [sross@care.org](mailto:sross@care.org).

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*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).

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## **Annex V: EQ Dispatches for January and March 2004**



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## 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 send us a note at [EQUIP1@air.org](mailto:EQUIP1@air.org).

## 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*, send us a note at [EQUIP1@air.org](mailto:EQUIP1@air.org).



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)

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March 2004

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## EQUIP Publication Announcements

### *EQ Review* February 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 February issue was **Food Assisted Education**.

Download [Food Assisted Education](#) issue.

If you wish to be a subscriber to *EQ Review*, send us a note at [EQUIP1@air.org](mailto:EQUIP1@air.org).



## March/April Events

### March 31, 2004

How to 8th Annual Conference of the Environmental Association for Universities

[More Information](#)

### April 25, 2004

Eating as a Moral Act: Ethics and Power from Agrarianism to Consumerism

[More Information](#)

## Recent Highlights

- [EQUIP1 Brochure](#)
- [Videoconference on Continuous Assessment](#)
- [Inside MESA \(Malawi\)](#)
- [Inside EXCELL \(El Salvador\)](#)



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