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## Quarterly Technical Report

April 1 – June 30, 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 (April 1 – June 30, 2004)

### Summary

This quarter was active for Leader-Award and Associate-Award activities. First, the EQUIP website continues to expand, with a large number of new documents available for downloading as well as Associate Award and *EQUIP1 Exchange* video clips available for viewing. Website viewership and use continues to grow, with more hits and documents downloaded each month. Project staff have worked with partners and USAID missions to produce the third issues of the *EQ Review* and the *EQ Dispatch* and host the fourth *EQUIP1 Exchange* in the videoconference series, and preparations for the electronic journal are now proceeding rapidly. There has also been substantial progress on other Leader-Award activities. A series of longitudinal-study meetings have been held to refine the framework for the overall activity; partners have begun to design the analysis plans for pilot studies; and EQUIP1 has been active in supporting the development of minimum standards for education in crisis and transitional settings. Last, project staff and partners have worked with four USAID Missions and one Bureau on the establishment of new Associate Awards. Four of these Awards were signed during the quarter, and one is advancing in negotiations.

### Specific Activities this Quarter

Following is a summary of activities that took place between April and June 2004. Activities are also listed in the performance-monitoring chart of EQUIP1's Year Two Monitoring and Evaluation Plan (see Annex I).

#### *EQUIP Information Communication Center*

**1. EQUIP website.** Three substantial additions to the site this quarter include the following: 1) Three video summary clips from the *EQUIP1 Exchanges* videoconference series; 2) eight media clips highlighting EQUIP1 Associate Award Activities; and 3) the design and publication of EQUIP3's *Monthly Monitor* newsletter (see Annex II). Despite the normal slip in usage due to summer vacations, the site continues to attract and retain visitors as evidenced by the highest number of returning visitors and file downloads occurring in June (see Annex III).

		April	May	June
Hits	Entire Site	75,770	79,217	84,535
Visits	Visits	7,970	8,911	7,709
Visitors	Unique Visitors	3,217	3,488	2,718
	Visitors Who Visited More Than Once	252	387	395
Files	Total Number of Files Downloaded	2,067	2,911	3,100

**2. EQ Review.** The third issue of this bimonthly publication was posted and distributed in April to USAID bureau/mission and EQUIP1 personnel. The topic, "School-Based & Cluster Teacher Development," provided excellent background material for the *EQUIP1 Exchange* on the same topic. This issue focused on teacher professional development, with an introductory article written by the EQUIP1 educational quality specialist on "Cluster Schools and Teacher Development." The review highlighted the need to promote ongoing career-long support programs such as the cluster system aimed at improving teacher quality. The newsletter is available online from the EQUIP website at [http://www.equip123.net/EQ\\_Review/2\\_2.pdf](http://www.equip123.net/EQ_Review/2_2.pdf). (Also see Annex IV.)

**3. Electronic Journal.** On May 10, EQUIP1 staff met with EQUIP2 staff, EPDC staff, and the EQUIP1, EQUIP2, and EPDC CTOs to discuss next steps for the electronic journal (the background document for the meeting is attached as Annex V). The group decided that there would continue to be one journal effort collaboratively supported by EQUIP1 and the EPDC. An Editorial Advisory Board will serve as a steering committee, making managerial and business decisions for the journal. The Editorial Advisory Board will include the journal editor and one representative each from the EPDC, EQUIP1, EQUIP2, and EQUIP3. An Editorial Review Board will be created for making content decisions for the journal and this board will include members from outside EQUIP. The journal will be identified clearly as supported by both EQUIP and the EPDC. It was also agreed that it would be useful to undertake some market research to assess the demand for such an electronic journal.

Subsequently, the journal editor and project staff began to develop a market survey and collect contact information for potential survey respondents. The Editorial Advisory Board was then

invited to comment on the revised format of the journal website, a newly proposed journal title, *Education for International Development*, and the content and format of the market survey. The journal web pages and market survey will be launched at the beginning of the next quarter.

**4. *Consistent Network for Educational Quality.*** The third issue of the bimonthly e-publication *EQ Dispatch* was posted and distributed in May to USAID and EQUIP personnel as well as other development professionals who have subscribed to this service (107 subscribers in total). In addition to alerting people to recent EQUIP activities and publications, the *Dispatch* now highlights various features of the EQUIP website in each issue. The May issue can be accessed at [http://www.equip123.net/EQ\\_Dispatch/May04.htm](http://www.equip123.net/EQ_Dispatch/May04.htm). (Also see Annex VI.)

**5. *EQUIP1 Exchange on Cluster Schools and School-Based Professional Development.*** On June 2, 2004, EQUIP1 facilitated the School-Based & Cluster Teacher Development *Exchange* at Howard University (see Annex VII). The two-hour conference was facilitated by the EQUIP1 educational quality specialist, Elizabeth Leu, and World Education's James McNeil. The conference explored the question of the effectiveness of five programs participating in school- and cluster-based in-service for teachers, within the frame of improving the quality of teaching and learning. Through the videoconference linkage, groups of people who had been instrumental in establishing and participating in school- and cluster-based in-service programs for teachers in Malawi, Namibia, Ethiopia, and El Salvador with extensive experience in various forms of school-based in-service shared their knowledge with each other and with a group of specialists in Washington who are seeking to learn about effective practice in the field as well as contribute information on their experience in this critically important area of education quality. The videoconference also explored the structure, content, cost, and effectiveness of these programs.

Feedback forms indicated that participants found the videoconference very interesting and the topic presented very well. In addition, participants found the information shared to be helpful in achieving their own work objectives. They were pleased with the effectiveness and efficiency of the technology. Field teams that had not previously participated in EQUIP1 Exchanges were particularly excited about the opportunity to share experience and learn about similar activities around the world. One common concern, however, was the opportunity for participation given the large number of participants and remote sites. Some participants also found the PowerPoint presentations difficult to follow on screen in certain countries. Complete survey results are included in Annex VII.

**6. *EQUIP1 Exchange on Food Assisted Education.*** In this quarter, staff completed the summary document from the March Food Assisted Education *Exchange*. This information is posted on the EQUIP1 website (<http://www.equip123.net/webarticles/annviewer.asp?a=353&z=56>) and included in Annex VIII.

**7. *EQUIP Seminar.*** EQUIP1 supported EQUIP2 in organizing and publicizing the second EQUIP Seminar at USAID, June 15, "Meeting EFA Standards through Community-Based Schooling." EQUIP1 will host the October 19 Seminar on "Educational Quality in the Classroom."

**8. EQUIP1 Leader Team Meeting, which Introduced Partners to the Education Development Center.** EQUIP1 conducted a leader-team meeting on June 3, which was hosted at the Education Development Center, Inc. (EDC). EDC introduced partners to various international education projects currently underway.

**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.** The main activities under the longitudinal study during this quarter were continued work on the papers completed in January 2004 and work among the partners on the design of the study. Work was done to revise two papers written under the longitudinal study during the previous two quarters. The papers are

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.

Leu, E. (2004). The Central Role of Teachers, Schools and Communities in Quality of Education: A Review of the Literature.

In addition, EQUIP1 partners met several times to discuss different scenarios for the longitudinal field study. Several design outlines and several budget scenarios were developed. Partners with funding for pilot studies (EDC, AED, World Education) agreed in a meeting on 23 June to find ways in which individual pilot studies could be incorporated into an EQUIP 1 longitudinal study. A meeting to discuss a new design along these lines is scheduled for 14 July. The next step is to complete the new design and discuss it with the EQUIP1 CTO.

**11. School-Based Teacher In-Service Programs & Clustering of Schools.** In this quarter, EQUIP1 finished the design of the field study that will be carried out in the second half of the year. Other activities during this quarter included the *EQUIP1 Exchange* videoconference (see activity 5) and an *EQ Review* (see activity 2). In addition, one issues brief and one paper were published on the EQUIP website. They were

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.

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.

Remaining papers are in the process of being refined and edited. These include

Macklin, M. (2004). A survey of teacher inservice and cluster programs. Washington, DC: Educational Quality Improvement Program, Leader Award 1.

Leu, E. (2004). The key role of the effective and motivated teacher. Washington, DC: Educational Quality Improvement Program, Leader Award 1.

Shortened versions of all papers are being developed.

The pilot study on teacher professional development has been redesigned to harmonize with the longitudinal study.

Last, information was collected on site-based teacher professional development in Namibia in May. Ideas and material from the present EQUIP1 work in the area of teacher professional development were used in facilitating sessions at a World Bank (Secondary Education in Africa) conference on secondary education in Senegal in June. The next step is to start the pilot study and submit the remaining papers for dissemination on the website.

**12. Supporting the development of minimum standards for education in crisis and transitional settings.** The members of the International Network for Education in Emergency's Working Group on Minimum Standards for Education in Emergencies, through consultations, identified support with hosting a "virtual Consultation" process for peer reviewers of the minimum standards as a top priority. The purpose of the Peer Review process is to analyze and consolidate data from four regional consultations in Africa, Asia, Middle East, Europe and North Africa, and Latin America and Caribbean. After an extensive search, EQUIP staff identified and facilitated the technological medium for the consultation through the USAID-funded Global Learning Portal at the Academy for Educational Development.

The review process started in June and is expected to be completed in the second week of August. The expected outcome of the peer review process is a honed set of global standards, indicators, and guidance notes for education in emergency and transition settings that will serve as a powerful set of initial resources for improving the quality of existing and future programs and for advocating for education assistance to conflict and crisis-affected communities. The documents will be accessible in both paper and electronic form and in a variety of languages. Copies will be posted on EQUIP1 webpage. EQUIP1 also plans to organize a follow up consultation, through, for example, an *EQUIP1 Exchange* videoconference, after the launch of the Standards to identify gaps and to develop, in the future, instruments and guidance notes to address them.

**13. Profiling educational programs in crisis and transitional settings.** Project staff have been searching information and data on education programs in crisis or transitional settings. Drafts of six profiles are ready and will be finalized and posted on EQUIP1 webpage by the end of August. Literature review and analysis of emerging issues is also underway. A report on analysis of education project profiles, literature reviewed, and key themes and characteristics of quality education programming in crisis and transitional settings with annotated bibliography will be developed and finalized by December of this year.

## Associate Award Activities

### 14. Africa Bureau Conference, Egypt, Kenya, Tanzania, and Yemen Associate Awards.

EQUIP1 staff and partners worked with three USAID Missions this quarter and one Bureau to complete work on four Associate Award applications. New Awards this quarter were signed with the Africa Bureau and Egypt, Kenya, and Tanzania missions. The details of these awards are listed on the EQUIP website (<http://www.equip123.net/webarticles/anmviewer.asp?a=4&z=17>). In addition, EQUIP1 staff completed a new application for an Associate Award in Yemen as well as a first round of mission comments and questions.

### 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	\$115,858	\$695,495	\$337,010
ODCs /Indirect Costs	\$180,942	\$823,185	\$1,544,309
<b>Cost Share</b>			
Management	\$0.00	\$39,954	N/A
EICC	\$0.00	\$53,274	N/A
Leader Award Activities	\$5,854	\$16,936	N/A
Total Cost Share %	2%	8%	N/A

### Problem/Issue and Proposed Solution

Unlike with previous awards, it has proven difficult to secure post-award meetings with the COs in Tanzania and Egypt. Given the relationships with implementing partners and the often lack of distinction between a contract and cooperative agreement, these post-award meetings have proven invaluable when conducted soon after the award is issued.

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

### Associate Award Applications in Progress

**Yemen.** A three-year associate award to increase the level of quality and access to primary education in the public school system and provide greater opportunities for basic literacy and numeracy to communities in selected Yemeni governorates

Budget: \$10,000,000  
 Implementing Partners: AED, EDC, and AIR  
 Anticipated Start Date: September 1, 2004  
 Status: Technical and cost applications submitted, reviewed, revised, and resubmitted

## Additional Indications of Interest

Democratic Republic of Congo 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/ EDIFAM	Continuation of USAID-funded efforts in early childhood education	Two years	EDC, Save the Children, Sesame Workshop	\$ 2,599,000
6. India	Educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain 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
9. Kenya	Increase access to and quality of education for Kenya's most marginalized primary school-age population, targeting particular schools and communities in the North Eastern and Coastal Provinces of this country	Two years	AIR, Aga Khan Foundation	\$ 3,000,000
10. Tanzania (Zanzibar)	Improve student learning, especially at the secondary school level by improving student scores on Primary and Secondary School examinations, especially in math, English, and the sciences	Two years	Aga Khan Foundation, Joseph P. Kennedy, Jr. Foundation	\$ 3,749,596

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
11. Africa Bureau Conference	Provide technical support for the EGAT/Africa Bureau, Education Division joint workshop, "Developing Leaders for A Global Society," in Antananarivo, Madagascar	One year	AIR	\$ 335,520
12. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education	Five years	AIR, EDC, World Education	\$77,000,000

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

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	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 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
<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 (Year 1)	1 (Year 1)
	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring chart approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 2)	0 (Year 2)
<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 (Year 1) 12 (Year 2)	9 (Year 1) 6 (Year 2)
<b>Quarterly Reports (Communication)</b>						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	4 (Year 1) 2 (Year 2)
<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 (Year 1) 6 (Year 2)	6 (Year 1) 3 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<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 (Year 1)	1 (Year 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	0	1 (Year 1)	1 (Year 1)
		Website made live	EICC records	0	1 (Year 1)	1 (Year 1)
		Website content regularly updated	EICC records	0	Ongoing	Work continuing
		Website maintained	EICC records	0	Ongoing	Work continuing
		Website viewership expanded	Webtrends report	6,448/month (January 2004)	12,000/month (Year 2)	8,197/month (quarterly average)
<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	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
<b>EQUIP Brand (Communication)</b>						
S1. EICC established, supported, and working efficiently to acquire and	Processes and systems in place for communicating and disseminating educational	EQUIP logo designed	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP brochures produced	EICC records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
disseminate information about educational quality	quality information	EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
<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	1 (Year 1)	1 (Year 1)
		Duplication & distribution guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		EICC service guidelines established	EICC records	0	1 (Year 2)	1 (Year 2)
<b>Consistent Network for Quality Education (Communication)</b>						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv ( <i>EQ Dispatch</i> ) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2)	107 (Year 2)
<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	1 (Year 1)	1 (Year 1)
		Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)
<b>EQUIP1 Exchanges (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Events hosted	EICC records	0	0 (Year 1) 2 (Year 2)	1 (Year 1) 2 (Year 2)
		Event proceedings prepared and disseminated	EICC records	0	0 (Year 1) 2 (Year 2)	1 (Year 1) 1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<b>EQ Review (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2)	1 (Year 1) 2 (Year 2)
<b>Electronic Journal (Communication)</b>						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	1 (Year 2)	0 (Year 2)
<b>Associate Award Audiovisual Clips (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Clips produced and posted on website	EICC records	0	9 (Year 2)	9 (Year 2)
<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 (Year 1)	1 (Year 1)
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
	Full-scale study launched	EQUIP1 records	0	1 country (Year 2)	0 (Year 2)	

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		One study report produced	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
<b>Pilot 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 (Year 1)	1 (Year 1)
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 (Year 2)	0 (Year 2)
C3. Community involvement in education increased		Detailed review document prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Issues briefs and papers prepared	EQUIP1 records	0	3 (Year 2)	1 (Year 2)
<b>Pilot Study on Education in Muslim Schools (Research &amp; Assessment; Communication)</b>						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Individual country reports prepared and disseminated	EQUIP1 records	0	2 (Year 2)	0 (Year 2)
C2. School environments enhanced	Information about effective educational practices disseminated	Comparative report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
C3. Community involvement in education increased						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<b>Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research &amp; Assessment; Communication)</b>						
C1. Classroom resources maximized	Understanding of ways to improve the quality of girls' education increased	Baseline study report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
C2. School environments enhanced	Information about effective educational practices disseminated					
C3. Community involvement in education increased						
<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 prepared and submitted	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	1 (Year 1) 2 (Year 2)
	Minimum standards for education in emergency settings developed	GDLN virtual consultation on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<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 and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 0 (Year 2)
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified					
<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 the website	EQUIP1 records	0	10 (Year 2)	0 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<b>Profiling 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	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	0 (Year 2)
		Report including profiles, analysis of programs and literature, and key characteristics of quality food-assisted education prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
<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	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
<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	Number of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	11 (Year 1) 3 (Year 2)
		Associate Award requirements of USAID missions and bureaus being met by EQUIP1	EQUIP1 records	0	As needed	8 (Year 1) 4 (Year 2)

## **Annex II: EQUIP3 *Monthly Monitor* Newsletters**

**[Attached.]**



# Monthly Monitor

**Preparing Youth for Livelihood, Work, Life and  
Citizenship Learning and Earning for Youth**

EQUIP3

May 4, 2004

Youth Community of Practice

EQUIP3 Updates	In the News
<p><b>Haiti-</b></p> <p>In an effort to engage Haitian youth in the development and reconstruction of their country, the Haitian Out-of-School Livelihood Initiative will begin using Community Youth Mapping (CYM), an innovative tool designed by the Academy for Educational Development. CYM specialists from AED, Eric Kilbride and Raul Ratcliff, are currently training Haiti and D.C. program staff, in addition to EQUIP3 partners and consultants involved with the initiative, to effectively use CYM methods and tools. The training began yesterday, Monday, May 3, and runs through Thursday, May 6, in Tampa, Florida. Haitian youth will be trained to use CYM at the end of May, during a training to be held in Haiti. More information on Community Youth Mapping is available at: <a href="http://cyd.aed.org/cym/tensteps.html">http://cyd.aed.org/cym/tensteps.html</a></p>	<p><b>Sen. Clinton announces plan for EFA</b></p> <p>Sen. Hillary Rodham Clinton announced April 20 a planned legislative effort to provide global universal education, saying the United States and other developed countries need to boost efforts to achieve the U.N. Millennium Development goal of having all children in school by 2015. The move would make universal education in developing countries one of the top U.S. foreign assistance priorities.</p> <p><a href="http://www.unwire.org/News/328_426_22979.asp">http://www.unwire.org/News/328_426_22979.asp</a></p>
Highlights	Youth Development Resources
<p><b>EQUIP3 Livelihood Preparation Capability Statement</b> <a href="#">Download Statement</a></p> <p><b>March 9: EQUIP3 Seminar</b>, first in a USAID-hosted EQUIP seminar series <a href="#">More Information</a></p>	<p><b>"Multisectoral Responses to HIV/AIDS: A Compendium of Resources from Africa"</b> USAID, April 2003</p> <p>Points of Interest: -Community-supported skills centers addressing the needs of OVCs, p. 43 -Mitigating the effects of HIV/AIDS on small businesses in order to create economic stability in affected communities, p. 83</p> <p style="text-align: right;"><a href="#">Download File</a></p>
<p>Please contact <a href="mailto:mboyer@edc.org">mboyer@edc.org</a> with any questions, comments, or contributions.</p> <div style="display: flex; align-items: center;">  <p>The Education Quality Improvement Program (EQUIP) is funded by the <b>U.S. Agency for International Development</b> under the Cooperative Agreement number GDG-A-00-03-0006-00. © 2004 EQUIP All Rights Reserved.</p> </div>	



# Monthly Monitor

**Preparing Youth for Livelihood, Work, Life and  
Citizenship Learning and Earning for Youth**

EQUIP3

June 1, 2004

Youth Community of Practice

EQUIP3 Updates	In the News
<p><b>Youth, Microfinance and Conflict</b></p> <p>EQUIP3 will be providing technical support to a Chemonics/USAID-led initiative focusing on effectively adapting microfinance programs for use with conflict-affected youth. Proposed deliverables include two case studies and a focus note, to be based on feedback given during a virtual conference that started today and is scheduled to run through Thursday, June 3. Haiti- Haitian youth will be trained to use Community Youth Mapping (CYM) tools June 21-25 at a workshop scheduled to take place in Haiti. EQUIP3 staff and consultants from both Washington D.C. and Haiti completed a CYM training in Florida last month.</p> <p>More information on CYM is available at <a href="http://cyd.aed.org/cym/tensteps.html">http://cyd.aed.org/cym/tensteps.html</a></p>	<p><i>The following article is currently posted on the USAID-West Bank Mission's website.</i></p> <p>Palestinian Hisham Jabi, an alumnus of the Presidential Scholar program, is turning heads at the Washington headquarters of the United States Agency for International Development (USAID), where he has been working as a fellow since January. Working with USAID's Office of Education's YouthTrust program, Hisham has been designing a forum that will coordinate USAID's many different youth programs and provide advice on youth issues.</p> <p>The entire article is available at <a href="http://www.usaid.gov/wbg/headline_174.htm">http://www.usaid.gov/wbg/headline_174.htm</a></p>
Highlights	Youth Development Resources
<p><b>EQUIP2 Seminar:</b></p> <p>The EQUIP2 seminar, the second in the EQUIP seminar-series, held at USAID for the purpose of educating USAID youth practitioners about EQUIP, will be held from 12:30 p.m. to 2 p.m., Wednesday, June 15, at the USAID Library, Mezzanine Level.</p>	<p>Tulchin, D. "Microfinance &amp; the Double Bottom Line: Measuring Social Return for the Microfinance Industry &amp; Microcredit with Education Programs". Excerpt from Abstract: Socially Responsible Investing, a \$2.4 trillion industry, is growing 15% annually. It values the combination of financial return and positive social impact, termed the Double Bottom Line (DBL). Microfinance also offers both. Institutions benefit from promoting their DBL, but there are few tools to do so effectively.</p> <p><i>The entire article is attached.</i></p>
<p>Please contact <a href="mailto:mboyer@edc.org">mboyer@edc.org</a> with any questions, comments, or contributions.</p> <div style="display: flex; align-items: center;">  <p>The Education Quality Improvement Program (EQUIP) is funded by the <b>U.S. Agency for International Development</b> under the Cooperative Agreement number GDG-A-00-03-0006-00. © 2004 EQUIP All Rights Reserved.</p> </div>	

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

#### Summary

Three substantial additions to the site this quarter include the following: 1) Three video summary clips from the EQUIP1 Exchanges videoconference series; 2) eight media clips highlighting EQUIP1 Associate Award Activities; and 3) the design and publication of EQUIP3's Monthly Monitor newsletter.

#### 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. Despite the normal slip in usage due to summer vacations, the site continues to attract and retain visitors as evidenced by the highest number of returning visitors and file downloads occurring in June.

#### 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. Despite the normal slip in usage due to summer vacations, the site continues to attract and retain visitors as evidenced by the highest number of returning visitors and file downloads occurring in June.

		January	February	March	April	May	June
<b>Visits</b>	Visits	6,109	5,277	6,334	7,970	8,911	7,709
	Average per Day	197	181	204	265	288	256
	Average Visit Length	0:22:05	0:24:21	0:23:53	00:30:00	00:28:20	00:24:43
	Median Visit Length	0:06:53	0:14:14	0:15:36	00:16:27	16:02	00:12:18
<b>Visitors</b>	Unique Visitors	1,470	2,103	2,173	3,217	3,488	2,718
	Visitors Who Visited Once	1,092	1,895	1,929	2,965	3,111	2,323
	Visitors Who Visited More Than Once	378	208	244	252	387	395
<b>Hits</b>	Entire Site (Successful)	77,424	74,849	65,085	75,770	79,217	84,535
	Average per Day	2,497	2,581	2,099	2,965	2,557	2,817
<b>Page Views</b>	Page Views	11,710	12,370	13,440	18,195	16,467	14,704
	Average per Day	377	426	433	606	531	490
	Average per Unique Visitor	7	2.34	2.12	2.48	1.84	1.91
<b>Files</b>	Total Number of Files Downloaded	1,297	1,443	1,478	2,067	2,911	3,100

#### 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 IV: *EQ Review* on Cluster Schools and School-Based Professional Development**

**[Attached.]**

# 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, and lessons learned by USAID Missions.*

April 2004

Vol. 2, No. 2

## Cluster Schools & Teacher Professional Development

### An Introduction

School-based and cluster teacher inservice professional development programs have become widespread and popular in recent years in both industrialized and developing countries. In the past, teacher in-service programs often have been neglected in developing countries where budgets were heavily frontloaded in favor of pre-service programs. After initial preparation, teachers typically received little or no further professional support. There has been a shift in this tendency in recent years, with inservice programs receiving increased attention and budget.

Several elements have come together and created the environment for the change, prompting us to value and support teachers in new ways and to recognize the necessity for ongoing career-long support programs. These elements include

- Widespread curriculum reforms that emphasize active learning and the accompanying necessity of rapid and effective teacher change;
- Growing realization of the central role of teacher quality in improving overall educational quality;
- Career-long ongoing teacher professional development now viewed as a necessity in order to improve teacher quality and therefore educational quality;
- Rapid expansion of student enrollments requiring much larger numbers of teachers and the necessity of finding ways to support relatively inexperienced or “unqualified” teachers;

- Declining quality as a consequence of rapidly expanding quantity of education in the absence of sufficient resources; and
- Willingness on the part of governments and donors to invest in teacher quality.

In response to these challenges, many countries are turning to more decentralized and localized forms of teacher support. These inservice programs follow a wide variety of patterns that include groups of teachers working together to improve their practice at a single school, teachers working together in clusters of several (or many) schools, or a combination of the two.

Facilitation of and involvement in these programs is usually highly participatory and carried out by the teachers themselves, master teachers, and outside advisors using support materials that give basic information on innovative practice and provide suggestions for the sessions. The approach to teacher learning embedded in this methodology follows participatory, student-centered, active-learning patterns for adult learners that parallel the new active learning approaches that teachers are learning to implement in their own classrooms.

The curricula and content of these inservice programs vary from (i) *ad hoc* and loosely organized, to (ii) partially or wholly structured around teachers' expressed needs, to (iii) highly structured programs that are closely related to the curriculum of preservice teacher education. Programs are supported by a variety of teacher-learning materials including printed materials, radio support, or multimedia kits. Sharing of experiences and communal problem solving are central to these programs.

*Continued on p.3*

# Cluster Schools & Teacher Professional Development

## Professional Development Clusters Become Teacher Learning Communities in Guinea

In 1997 the Government of the Republic of Guinea and USAID/Guinea launched the Fundamental Quality and Equity Levels (FQEL) project to improve teaching and learning at the elementary level. The project uses a unique, multi-pronged approach to achieve its goals, including the institution of professional development clusters or *grappes*.

Clusters were introduced in 1999 so that all elementary teachers could benefit from on-going in-service professional development programs. Today, some 25,000 teachers gather with colleagues from neighboring schools on a bi-monthly basis to explore new instructional practices. The 1,342 clusters provide a much-appreciated mechanism for professional dialogue and collaborative problem solving, particularly in isolated rural areas.

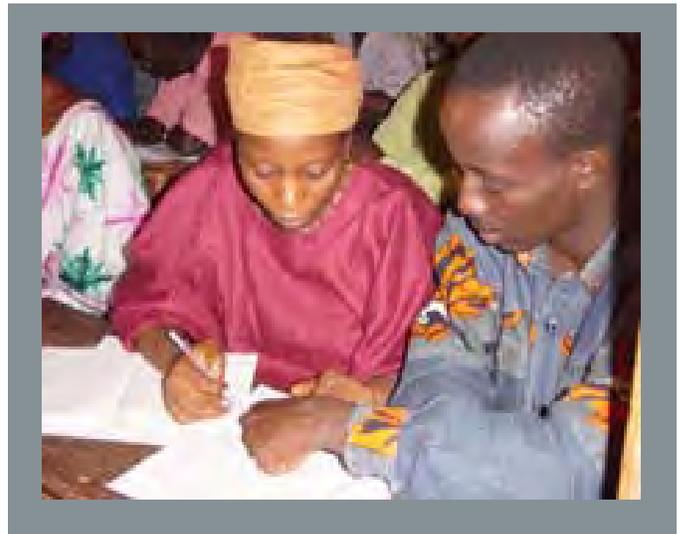
A number of features were instituted to ensure that the clusters became learning communities. First, schools within a cluster were asked to take turns hosting the bimonthly meetings, including providing a noonday meal for their visiting colleagues. Second, a highly respected principal or teacher leader from a cluster school was appointed to facilitate the sessions. Third, two powerful professional learning strategies were instituted: round table discussions and peer observations.

Each bimonthly meeting begins with a round table. Cluster leaders invite teachers to share their experiences in putting new ideas into practice: What new strategies or approaches have they tried recently? What worked, what didn't, and why? Through the exchanges, participants celebrate their successes and engage in joint problem solving. As well, twice a year they visit a cluster colleague's classroom to observe the new approaches and strategies in action.

The cluster system has changed teachers' practices and the way they talk about teaching, something that Norma Evans, FQEL Teacher Education Advisor, attributes to the strong professional relationships developed through the cluster system. "It's now acceptable to say that teaching is hard and you don't always get it right the first time. Without the cluster system, I don't think that would have happened."

For more information, contact Ahmed Tibiane Diallo at [ahdiallo@usaid.gov](mailto:ahdiallo@usaid.gov).

To learn about the overall FQEL program, visit <http://ies.edc.org/projects/guineaFQEL.htm>



A new EQUIP1 working paper, "School- and Cluster-based Teacher Professional Development: Bringing Teacher Learning to the Schools" by James MacNeil of World Education, reviews school and cluster-based teacher development programs and evaluates their effectiveness. The paper also identifies gaps in our knowledge and key issues for policymakers to consider.

For information from the USAID/EGAT/ED conference session on the School-based and Cluster Inservice Programs, visit the [EQUIP1 website](#).

*EQ Review* is a free publication created by the Educational Quality Improvement Program (<http://www.EQUIP123.net>) and the U.S. Agency for International Development (USAID) 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).

# Cluster Schools & Teacher Professional Development

## Cluster Schools Break Down Age-Old Barriers

### *Introduction continued from page 1*

Frequency of teacher meetings varies widely from several times a week combined with frequent cluster meetings to weekly to perhaps as often as once every few weeks or once a month. Factors that influence program vigor and success include organization and leadership; the supply of support material; the degree of system support; and teacher incentives, which may include covering teachers' costs through payment of per diem, reimbursing travel expenses, certifying teachers for attendance, or officially recognizing and praising teachers' participation.

Geography is of particular concern in determining how frequently cluster inservice events can take place, especially since teachers in widely dispersed schools in very remote areas probably cannot meet as frequently as those in more densely populated areas.

School-based and cluster inservice programs are very popular with teachers who are accustomed to receiving little professional attention and to working in isolation. Teachers welcome information on how to understand and implement reforms for which they have no practical preparation and no available models. Teachers react positively to the opportunity to learn and to the regard for their professional worth that such programs signal.

Despite the rapid growth of school- and cluster-based teacher inservice programs in developing countries and their popularity among teachers, there are many outstanding questions about their organization, content, effectiveness, cost, and sustainability. Information is scarce on these issues and what we know is largely anecdotal. For example, sustainability issues can be obscured by the fact that school-based and cluster programs are widely supported by outside donors and thus governments may choose to budget their limited funds elsewhere. Investigation of all of these issues is imperative if the approach is to continue and to thrive effectively.

Teacher quality is now seen as central to education quality. One of the ways to improve teacher quality is by working with current teachers as well as with preservice education centers. School-based and cluster inservice teacher education works with teachers where they are, allowing them to collaborate with their peers, practice in their classrooms, and build a local resource network with each other.

For more information, contact Elizabeth Leu at [eleu@aed.org](mailto:eleu@aed.org).

To meet the high social demand for education, and to offset a weak state capacity to provide broad access to primary schooling, the Government of Haiti invited private, and in particular religious, organizations to offer schooling opportunities to children. As a result, private schools now account for over 80% of primary schools in Haiti. Religious institutions, NGOs, communities, and individual proprietors support these non-public schools. The combination of these various efforts results in a highly fragmented school system. Schools in close geographic proximity may never work together on common problems facing their communities.

When USAID/Haiti and its partners implemented a cluster school approach, complete with education programs for school directors, pedagogic teams, and PTAs, and related support and monitoring in classrooms, relationships among schools started to change. In Haiti's program, all schools in a cluster were granted equal status—no school served as a center of excellence or was accorded special standing. This very democratic approach to school clusters fostered real change at the school and community levels.

For more information, contact Grace Lang at [glang@usaid.gov](mailto:glang@usaid.gov).

Proceedings from the upcoming EQUIP1 videoconference on the topic of school-based and cluster professional development that will be held June 2, 2004, at the Howard University Global Development Learning Network will be available afterwards on the [EQUIP1 website](#).

For an in-depth analysis of how in-service teacher professional development models have been affected by changes in our understanding of teaching and learning and by shifts to decentralized models of school governance, read the EQUIP1 Issues Brief "The Patterns and Purposes of School-based and Cluster Teacher Professional Development Programs" by Elizabeth Leu, Academy for Educational Development.

# Cluster Schools & Teacher Professional Development

## Clustering in Early Learning Environments in Pakistan

The Releasing Confidence and Creativity (RCC) program is a USAID-funded initiative in Pakistan implemented by the Aga Khan Foundation. The program seeks to build sound foundations for early learning through work with government schools, policy engagement, and networking around early childhood issues in Pakistan. Six program partners are working in 100 government schools in the provinces of Sindh and Balochistan to give support during the earliest years of primary school. By training teachers and administrators, mobilizing communities, and engaging local government officials, the program seeks to improve learning environments and produce lessons that will lead the government to replicate its successes.

Schools are clustered together in the program in order to organize activities, such as teacher education, informational sessions with local government leaders, and community events. The benefits of grouping schools have been seen in several aspects of the program. Clustering has facilitated resource mobilization for early childhood education activities in program schools, as well as for nearby schools, by targeting key local decision-makers in a given geographic area. Furthermore, targeting community activities to groups of schools at the same time has increased local ownership of the program. Coordinated awareness campaigns, school competitions, and community participation efforts have generated enthusiasm among parents by increasing their involvement and investment in the wider program's success.

The RCC program has also effectively used clustering approaches to encourage professional exchange and support of teachers, school administrators, and local government officials. Cluster-based training and regular exchange visits of professionals within a cluster has helped to create support networks whereby successes and challenges can be shared and discussed. Implementing partners have also found that cluster-based activities facilitate their own monitoring and advocacy functions by encouraging more self-assessment and promotion of program aims at the school level.

For teachers in particular, the program has used a combination of lead teacher/mentor teacher arrangements where a trained professional travels throughout a cluster to share experiences and provide feedback and support. This facilitates peer learning and effective mentoring.

Moreover, key teacher resources are distributed on a cluster basis, so that program inputs are cost-effective and a community of learning among teachers is encouraged. Initial program results have shown that the extent to which teachers are using child-friendly teaching practices is often consistent across clusters, demonstrating how cluster-based support can be an effective strategy for integrating new teaching methods.

Creating meaningful school clusters in the isolated, rural environments where RCC is working has not been without its challenges, and RCC partners have found that positive outcomes in the program have created demand from local authorities to increase the number of schools in a cluster. Partners often have to balance these requests with the need to keep clusters at an appropriate size that will maintain their flexibility, accommodate needs of teachers, and stimulate sharing among schools.

Nonetheless, cluster-based approaches to program delivery have been well received. Through continued encouragement of innovation, RCC hopes that cluster-based approaches will contribute to the government's thinking about cost-effective modes of delivering support to early learning in Pakistan.

For more information, contact Sarah Wright at [sawright@usaid.gov](mailto:sawright@usaid.gov).



## **Annex V: Background regarding the EQUIP-funded Electronic Journal**

The initial idea for an electronic journal was proposed at the first EQUIP1 leader team meeting in February 2003. At that time, the group expressed interest in a refereed journal to bring academic rigor to development projects in the field by analyzing the impacts of education programs: hard data to understand programmatic effectiveness. The value of the journal would be to inform leaders and practitioners about what interventions work well and what others do not. The journal would cover the educational quality topics of all three EQUIP programs and would include articles about associate awards but not be limited to them.

The EQUIP1 EICC proceeded with background research into existing electronic journals. During this time, the journal concept was discussed at a CTO/PD meeting, and USAID expressed interest in the idea but also wanted to support a journal that would highlight topics such as educational data and policy. The consensus in the CTO/PD group was to develop one EQUIP journal that covered EQUIP programmatic as well as data and policy issues. EQUIP1 identified resources through its leader award to support a half-time journal editor and prepared to create the journal.

An Associate Award for the Data Center was issued to EQUIP2, which presented the opportunity to formalize the agreement to support one EQUIP journal. The collaborative effort would cover analyses of EQUIP associate award programs and other field-based programs as well as the research of the Data Center associate award.

In discussions between EQUIP1 and EQUIP2 staff over the past six months, however, it feels as though there has been a substantial shift in emphasis away from the original ideas for the EQUIP journal: i) field-based research and analyses, ii) practitioners as the target audience, and iii) the educational quality themes and topics of EQUIP1, 2, & 3.

Discussion Point: Is it still feasible to expect one journal to be able to cover all of the areas with which we are concerned or does it make more sense to have one journal focused on the EQUIP educational quality issues and objectives and another focused on the research program and policy objectives of the EPDC?

**Annex VI: *EQ Dispatch* for May 2004**

**[Attached.]**



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

May 2004

## Recent EQUIP Publications

- > [The Patterns and Purposes of School-based and Cluster Teacher Professional Development Programs](#)
- > [School- and Cluster-based Teacher Professional Development: Bringing Teacher Learning to the Schools](#)
- > [Liderazgo Pedagógico No.2 \(EXCELL Newsletter\)](#)
- > [EQUIP2 Brochure](#)
- > [EQUIP3 Selected Examples from the Field: Civil Society](#)



### ***EQ Review April Issue***

[Cluster Schools & Teacher Professional Development](#)

## Website Tip

Questions about how EQUIP programs work? Click "[About EQUIP](#)" on the EQUIP home page and then "[Frequently Asked Questions.](#)" or use the following link:  
<http://www.equip123.net/webarticles/anviewer.asp?a=52&z=10>.

## May/June Events

### **May 19 - 22, 2004**

ICESD 2004: Education for Sustainable Development - Preparing the UN Decade

[More Information](#)

### **June 15, 2004**

#### ***EQUIP Seminar Series 2004:***

EQUIP2: Policy Systems in Education

[More Information](#)



*EQ Dispatch* is a free, e-publication that is emailed to subscribers on a bimonthly schedule. The [Educational 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.  
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**Annex VII: EQUIP1 Exchanges: Videoconference on Cluster Schools  
and School-Based Professional Development  
Howard University, June 2, 2004**

## **Agenda**

<b>Welcome</b>	<i>Jim Washington, Howard University</i>
<b>Introduction to School- and Cluster-based Teacher Professional Development</b>	<i>Elizabeth Leu, Academy for Educational Development James MacNeil, World Education</i>
<b>Outline of Teacher Professional Development: Namibia</b>	<i>Liman Muhammed and Team, USAID/BES II Project</i>
<b>Outline of Teacher Professional Development: Malawi</b>	<i>Simeon Mawindo and Team, USAID/EQUIP1/MESA Project</i>
<b>Outline of Principal Professional Development: El Salvador</b>	<i>Felix Alvarado and Team, USAID/EQUIP1/EXCELL Project</i>
<b>Outline of Teacher Professional Development: Ethiopia</b>	<i>Johnson Odharo and Team, USAID/BES0II Project</i>
<b>Comments and Questions from Washington Participants</b>	<i>Participants at Howard University</i>
<b>Synthesis of Presentations</b>	<i>Elizabeth Leu, Academy for Educational Development James MacNeil, World Education</i>
<b>Discussion</b>	<i>All Participants</i>
<b>Conclusion</b>	<i>Elizabeth Leu, Academy for Educational Development James MacNeil, World Education</i>

**EQUIP1 Exchanges: Videoconference on School- and Cluster-based Teacher Professional Development  
Howard University  
June 2, 2004**

**Participant List**

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

Aleksandra Braginski  
Barbara Knox-Seith

**Academy for Educational Development**

Sala Ba  
Elizabeth Leu

**Aga Khan Foundation, USA**

Nina Papadopoulos

**American Institutes for Research**

Karen Acevedo  
Jennifer Anderson  
Cory Heyman  
Cassandra Jessee  
Justin McFadden  
Justin Mortensen

**Discovery Channel Global Education Partnership**

Tamela Noboa  
Claire Maneja

**Howard University**

Luigi LeBlanc  
Harriet Washington  
Jim Washington

**Save the Children**

Chloe O’Gara

**World Education**

James MacNeil

**El Salvador**

Felix Alvarado  
Morena Barraza  
Rosy Cárcamo  
Ketty de Erazo  
Zulema de Fuentes  
Rosa Emperatriz Hernández  
Mario Nóchez  
Juan José Ruano  
Jorge Santillana

**Ethiopia**

Wudinesh Bekele  
Maekelech Gidey  
Abraham Hagos  
Shenkute Mamo  
Yeshitla Mulat  
Teshome Nekatibeb  
Johnson Odharo  
Bahru Shikur

**Malawi**

Sophie Mhoni  
Lester Namathaka  
Francis Mabeti  
George Jobe  
Simeon Mawindo

**Namibia**

Liman Muhammed  
Tautiko Shikongo  
Vincent Mataka

## EQUIP1 Exchanges: School- and Cluster-based Teacher Professional Development Event Evaluation June 2, 2004

Following are the evaluation results from participants in this videoconference exchange. Forty-three people participated in the event overall:

- 18 participants at the USA/DC site;
- Nine at the El Salvador site;
- Eight at the Ethiopia site;
- Five at the Malawi site; and
- Three at the Namibia site.

Among the 18 U.S.-based participants, 11 completed evaluation forms. Feedback was also requested from colleagues in the field. The results follow:

### 1. Was the topic interesting?

1 (low)	2	3(1)	<b>4(6)</b>	5(4) (high)
Average Score:	• 4.3			
Comments:	• [No comments]			

---

### 2. Was the topic properly presented?

1 (low)	2	3	<b>4(9)</b>	5(2) (high)
Average Score:	• 4.2			
Comments:	• Specify why cascade system is used in some places and why more pedagogy is used in others.			

---

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

1(1) (low)	2(1)	3(1)	<b>4(5)</b>	5(3) (high)
Average Score:	• 3.7			
Comments:	• No, new employee so had little understanding of background.			
	• Participation was certainly encouraged.			

---

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

1 (low)	2	3(1)	<b>4(6)</b>	5(3) (high)
Average Score:	• 4.2			
Comments:	• My company does evaluation of this project and now evaluation is a big initiative of EQUIP.			
	• The comments on cost efficiency are valuable to future endeavors.			
	• It suggested there are other ways of organizing different types of professional development activities.			
	• Will there be a written summary of key issues, points, and/or are there descriptions available from the programs? This would be useful for sharing with other partners developing PD.			

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**5. Was the technology effective?**

1 (low)	2	3(3)	<b>4(7)</b>	5(1) (high)
Average Score:	• 3.8			
Comments:	• The technology is getting better each time.			
	• The video seemed to be less sharp than in the past.			
	• Maybe we should recommend some lighting strategies so we can see everyone (Malawi was too dark).			

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**6. Was the technology efficient?**

1 (low)	2	3(2)	<b>4(7)</b>	5(2) (high)
Average Score:	• 4.0			
Comments:	• Yes but it would be better to let the countries lead the discussion. Conversation was stilted by jumping from topic to topic.			
	• It was amazing to have a discussion among professionals in five countries.			
	• I thought the technology efficiency improved over the previous exchanges. It gets better each time.			

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

- Seeing different contexts; countries differences.
- Continuation of open discussion with summary of key points by facilitators.
- Learning that others have experience similar challenges and found similar solutions for training models.
- The opportunity to learn from other countries.
- The involvement of so many countries with experience.
- Input and presentations from the field.
- Excellent Agenda format.
- Hearing various perspectives from two different regions of the world.
- Experience from diverse countries and different contexts.
- Opportunity to learn from a number of experiences and exchange between them.

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

- Lack of paper documentation of country presentations to help follow along.
- The difficulty for five countries to have discussion, ask and answer questions.
- Some of the discussion became less directed toward the main topics (i.e. Strategies of delivering professional development) and diverted to other topics (i.e., parental involvement in education generally).
- PowerPoint presentations should be fed directly into the video instead of taped from a camcorder.
- Perhaps five countries are too many for a two-hour discussion. There seemed to be some frustration in the ability to ask questions and contribute across countries.
- Some of the font sizes were too small.
- Was El Salvador's ability to participate limited by it being the only country using a translator?
- The facilitators seemed awkward and strained.

## Comments from Facilitators

- We had too many countries connected. This would have worked better if two or, at most, three countries had been connected.
- Facilitators should have made more effort to keep the discussion focused on one issue at a time to make sure that each question was addressed and that there was follow up on all comments.
- The translation issues for El Salvador were clearly a problem (on the outside it seemed to go more smoothly than it probably seemed to you in San Salvador), but we should think this through better to make sure that the hegemony of English does not lead to reduced participation of Spanish- (or French-, or Arabic-, etc.) speaking groups in videoconference discussions.
- The similarities were striking and continuing the dialogue in some manner would be important. Namibian colleagues wrote that they had found it very useful and learned a lot. They suggested that we should try to set up a mechanism for continued dialogue - something that we will discuss. Input into how that might work (and especially some input on how we would handle language issues) would be very welcome. I would really like to see some sort of mechanism for involving teachers and others at the school level in such a dialogue.

## Comments from El Salvador

### 1. Key ideas

- Striking similarity between projects and efforts to improve learning.
- Importance of adapting models to local systems, including community involvement, voluntary participation and curricular adjustment - Important role of facilitators and other pedagogical advisors.
- Logistical support for fieldwork is not marginal: it is a key aspect of implementation and must be considered seriously.
- Measuring and showing short-term results is challenging and should emphasize processes and products rather than impacts - these should be programmed in mid-term.
- Need to explore further the challenges and strategies of working with heterogeneous teacher populations.

### 2. The best of the videoconference

- Opportunity to recognize similarities in results, challenges and issues.
- Opportunity to see different specific experiences, retold by the agents themselves.
- Identify new ideas that may be useful for our project.
- Compare strategies used in similar contexts.
- All our team showed up.

### 3. The worst of the videoconference

- Difficulties with communication.

- Bad audio quality and interference from air conditioning.
- Little time to discuss comments more deeply: no responses to comments.
- Language barrier not adequately addressed by translation.
- Infocenter was late in setup.
- Screen presentations needed more editing: font size too small.

#### 4. How to improve

- Give more time to discussion: perhaps better have less cases and discuss them in more detail?
- Open other channels for discussion in parallel or after the videoconference, such as e-mail among participants.
- Improve technical and practical logistics for translation: it should be a full-blown simultaneous translation with a booth and headsets, otherwise there is too much interference and a lot of information is lost (incidentally, when I asked Justin told me we had to arrange this on our own, but the people from the infocenter said they had offered it in the package they proposed and already have providers doing it!)
- Have and distribute translated copies of all presentations before the conference. Involve other participants, notably principals and teachers who take part in our projects.

#### Comments from Ethiopia

- Many thanks for your kind and thoughtful comments about our presentation. We could have done a lot better but we were all engaged and only spent a few hours planning and rehearsing. Thanks again and I will pass your compliments to the rest of the team. Greetings.

#### Comments from Namibia

- The session was an eye opener for us. We not only learned that in a lot of other countries projects are facing the same challenges that we face daily, but also that we are on the right track. We came out with a lot of ideas from listening to the other groups and we have agreed that we will need to have access to the presentations of each country as well as begin to network amongst the various countries to set in motion a system where we can share success stories and replicate ideas. So thank you and the other colleagues in Washington and elsewhere for making us part of the learning experience.
- Congratulations too Liz and Thank you for letting us participate in that important video Conference. We have obvious learnt a lot about other countries and it is relieving to know that other countries are also struggling like us. However, the great benefit for me was to learn about the similarities that exist between us. Once again thank you very much for your initiative. We look forward for some more videoconferences.
- Thanks for having organized such a historic Video conference in which five different countries successfully shared rich experiences on School/Cluster-based TPD programs. For some of us, this was indeed an exciting moment which we will never forget. I hope

you will keep on organizing and involving us such fruitful sessions. Thank you a million times! With kind regards!

- I was wondering if you could put me in touch with our colleagues in Ethiopia, El Salvador and Malawi so that we can begin to follow up on some of the issues that were of interest to us during the video-conferencing.

**Annex VIII: EQUIP1 Exchange on Food-Assisted Education  
Session Notes**

**[Attached.]**



## **EQUIP1 Exchanges**

### **Videoconference on Food Assisted Education: Defining Best Practices**

March 21, 2004

#### **Overview and Objectives of the Videoconference**

Much controversy remains around critical issues related to school feeding (SF) and food assisted education (FAE) programs. The issues need to be more clearly articulated and approaches to tackle them must be debated among researchers, policymakers, program implementers, and other involved in food assisted education programs. The purpose of continued structured dialogue around the issues is to develop as a platform for defining good practice and eventually as an advocacy tool both inside humanitarian organizations and externally with governments, donors and populations involved in reaching Education for All (EFA) targets. The purpose of this EQUIP1 Exchange is to lay the foundation for ongoing dialogue and learning among government officials, implementing agencies, researchers and others involved in food-assisted education programs. Specifically, this videoconference will

- 1) Provide an opportunity to broadly share state of the art examples of school feeding and food assisted education programs in both development and crisis settings; and
- 2) Identify emerging issues for further study and to agree upon the content and methodology for further research and study.

#### **Structure of the Session**

- Introduction and review of session agenda and objectives by Susan Ross
- Presentation of participants at Howard University and remote sites in the Dominican Republic, Ghana, and Boston
- Overview presentation by Beryl Levinger of EDC
- Program presentations by CRS and Land O'Lakes
- Discussion moderated by Beryl Levinger
- Wrap-up session led by Beryl Levinger

#### **Session Moderator**

Beryl Levinger, EDC

## **Session Presenters**

(See complete presentations on the EQUIP website, <http://www.equip123.net>.)

Beryl Levinger of EDC presented an overview of Food Assisted Education.

Mike Pozniak of Catholic Relief Services (CRS) presented the CRS Food Assisted Education Program in India.

Beth Sheehy of Land O'Lakes presented Land O'Lakes School Milk Project in Pakistan.

## **Major Ideas that Emerged from the Presentations and Discussions**

1. The impact of FAE is multi-faceted. It can have an impact on
  - Civil society development
  - Social capital creation
  - Improved food security
  - Improved education supply and demand
  - Introduction of a social safety net that contributes to student retention in times of drought or periods of stress
  - Improved equity
  - Strengthening of food producers and processors
  - Economic benefits through job creation
  - Improved nutritional status
2. Children do not learn by food alone. FAE is *not* a sufficient input by itself to achieve educational improvement. Other critical components include outreach; community mobilization; linkages to government; support for teachers and teacher attendance; water and sanitation improvements.
3. A major challenge is how to use food to reach not only those children *at* the margin but also those far below it. Meeting this challenge entails more complex interventions that use alternative education service delivery models. Simple interventions may also be important for children with low active learning capacity (ALC).
4. The creation of exit strategies for projects that involve FAE must involve communities, donors as well as host governments and happen at the beginning, *not end*, of projects. Expectations must be managed through the introduction of a long-term view. Consideration should be given to the impact of FAE on food security (as it may constitute a disincentive to local producers). We must be clear about how we define sustainability in the FAE context.
5. FAE can be a highly cost-effective intervention.

6. Areas for further learning

- How can FAE address children affected by HIV/AIDS;
- Indicators of impact;
- Insights on the causal pathway linking feeding to social and political capital formation;
- Testing the validity of the assumption that FAE programs have to end;
- Impact at the district level of community-based experiences;
- Identification of downside impacts (e.g., enrollment increases without facilities improvement); and
- Relationship between FAE and community development indicators.

**Next Steps**

1. Develop a more comprehensive “context model” that includes development indicators as well as issues of supply and demand;
2. Disseminate more widely the impact of FAE programs;
3. 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);
4. Examine FAE in terms of a development continuum using a five- to ten-year horizon; and
5. Examine the impact of FAE on children affected by HIV/AIDS. What is the impact and what are the design considerations to bolster impact? Consider which other areas identified in #6 above should be placed on an agenda of priority program learning.