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## Quarterly Technical Report

January 1 – March 31, 2005

Submitted by:

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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, 2005)

### Summary

This quarter marks the beginning of the third year of work under the EQUIP1 Leader Award. Dr. Jane Benbow was appointed as the new EQUIP1 Project Director from AIR. This quarter brought discussion of Year Three plans for Leader Award Activities, leading to the redesign of existing activities and the launch of new endeavors.

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, a Communications Working Group with communication specialists from all EQUIPs has been formed and the Product Analysis and Dissemination Activity has been launched. In addition, EQUIP1 staff has published an issue of the *EQ Review* and the *EQ Dispatch* and continued marketing initiatives for the *Journal of Education for International Development*. The Chief of Party summit was held in March and brought together Chiefs of Party, Project Managers, Technical Leads, and Partner Representatives. The pilot studies continued data collection and research and a final draft report on education quality literature and projects in crisis and transitional settings was developed and submitted for approval. Lastly, staff and partners are working with the USAID mission to finalize contractual issues before signing a new Associate Award.

## Specific Activities this Quarter

Following is a summary of activities that took place between January – March, 2005. Activities are also listed in the chart of EQUIP1's Year Three Performance Monitoring Plan (see Annex I).

### 1. *EQUIP website.* Major additions to the site include

- a. Created micro-web site for the EQUIP1 Associate Award MKEZA; <http://www.equip123.net/equip1/mkeza/default.htm>
- b. Revised content and publications were posted for EQUIP2 Leader and Associate Award Activities; [http://www.equip123.net/equip2/index\\_new.html](http://www.equip123.net/equip2/index_new.html)
- c. Posted a micro-web site for the EQUIP3 Youth Advisory; <http://www.equip123.net/equip3/yac/default.htm>

### General Statistics

This table provides an overview of visitor activity for the website during the specified time frame. Monthly statistics for these categories are generated by Web Trends software. This quarter shows a strong and progressive growth of visitors to the site and usage of the site as evidenced by the highest number of monthly hits (Mar.), page views (Feb.), visits (Mar.), and visitors (Mar.) to date.

| Month             |                                  | January | February | March    |
|-------------------|----------------------------------|---------|----------|----------|
| <b>Hits</b>       | Entire Site                      | 119,665 | 151,283  | 175,858* |
| <b>Page Views</b> | Entire Site                      | 29,049  | 30,519*  | 30,021   |
| <b>Visits</b>     | Visits                           | 6,727   | 9,050    | 12,959*  |
| <b>Visitors</b>   | Unique Visitors                  | 3,512   | 5,802    | 8,238*   |
| <b>Files</b>      | Total Number of Files Downloaded | 5,867   | 13,455   | 18,014*  |

\* Highest monthly total to date.

“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.

### 2. *EQ Review.*

In February, the EICC posted and distributed the newsletter's first issue of 2005, on “Public-Private Partnerships.” The issue highlighted education partnerships out of Washington D.C., South Africa, Peru, and Jordan. The issue may be found on the EQUIP website, at [http://www.equip123.net/EQ\\_Review/3\\_1.pdf](http://www.equip123.net/EQ_Review/3_1.pdf), and can also be seen as Annex II of this report. The Editor worked with Hassan Mohammed, EQUIP1 Education in Crisis and Transition Settings Specialist, on the next issue on Education in Emergencies.

### 3. *Journal of Education for International Development (JEID).*

#### *Meetings*

The Editor convened a meeting of the Editorial Advisory Board on February 28 to discuss (1) progress to date in the implementation of the marketing plan, (2) the review process for the manuscripts, (3) the Editorial Review Board, and (4) themes for future issues.

#### *Editorial Boards*

The names and credentials of the Editorial Review Board were posted on the website.

### *Marketing*

The EICC prepared and placed two print advertisements for JEID. These were published in the 2005 programs for the annual meetings of the Comparative and International Education Society (CIES; March 2005) and of the American Educational Research Association (April 2005). Bookmarks and Calls for Papers were placed on the EQUIP exhibit table at the CIES meeting in March and the Editor discussed the journal with CIES meeting attendees as well as with participants of the EQUIP1 and the EQUIP2 Chief of Party Summits.

### *Journal Issues*

The Editor created a database to manage information about the manuscripts and reviewers. Three manuscripts from UNESCO's International Working Group on Education meeting in the fall of 2004 were reviewed and accepted for the first issue of the journal. Sixteen new manuscripts were received.

**4. *Consistent Network for Educational Quality.*** The seventh issue of the bimonthly e-publication, *EQ Dispatch*, was posted and distributed in February to USAID, EQUIP1 personnel, and the public. This EQUIP1 leader award activity highlights additions to and features of the EQUIP website. The February 2005 issue of *EQ Dispatch* can be accessed at [http://www.equip123.net/EQ\\_Dispatch/Feb04.htm](http://www.equip123.net/EQ_Dispatch/Feb04.htm) (available as Annex III).

**5. *EICC Library.*** EQUIP1 Associate Awards staff continues to submit publications for inclusion in the library.

**6. *Chief of Party Summit*** This quarter, the Chief of Party Summit logistics and details were finalized. The Summit was held in Palo Alto, California from March 20-22, 2005 and included 40 participants, including Chiefs of Party, home office Project Managers, technical lead Project Managers, EQUIP1 partner representatives, and EQUIP1 core staff. The past two years of EQUIP1 was summarized and the vision for the future was introduced. Additionally, six Chiefs of Party presented the challenges they've encountered on their projects in order to spark discussion around how to manage obstacles and incorporate successful strategies. Activities were also introduced that aimed to generate ideas on how to make EQUIP1 more streamlined and useful. The feedback from the evaluation of the Summit was generally positive (all responses were between the "good" to "excellent" range). The Agenda for the Chief of Party Summit is available as Annex IV.

**7. *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*

**8. *Cross-national Synthesis of Educational Quality.*** During this quarter the design of the Cross-national Synthesis of Education Quality was refined, the constituent studies progressed, and a presentation was made at CIES on the research process. The Cross-national Synthesis has emerged as a variant of the EQUIP1 Longitudinal Study of Teaching and Learning. The Synthesis is a comparative qualitative study that will generate in-depth information on process

factors across a variety of national and local contexts that lead to education quality at the school, classroom, and community levels.

The Synthesis draws on data generated in the three qualitative pilot studies being carried out by EQUIP1 partners in India, Nigeria, Ethiopia, and Namibia: (i) Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India, World Education; (ii) Pilot Study on Education in Muslim Schools in Ethiopia and Nigeria, EDC; and (iii) Pilot Study on Teacher Development in Namibia, AED. A further pilot study in Ethiopia is planned and will be added to the comparative study. The Synthesis will investigate, over time: (i) concepts of quality in relation to context; (ii) practice related to quality; and (iii) change over time in concepts and practice. The purpose of the Synthesis is to provide sound analytical information to education policy makers, planners, and program implementers to assist in the design of programs to improve education quality.

### *CIES Presentation*

On March 24 five EQUIP1 partners made a panel presentation at CIES on the Cross-national Synthesis of Education Quality. The panel presentation entitled “Cross-national Synthesis of Education Quality: Investigating a Process of Research” presented the process and design of the Synthesis and reported on the design and progress of the constituent studies:

- Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India, David Kahler, World Education. (Annex V).
- Pilot Study on Education in Muslim Schools in Ethiopia and Nigeria, Helen Boyle, EDC (Annex VI).
- Pilot Study on Teacher Development in Namibia, Elizabeth Leu, AED (Annex VII).

Cory Heyman, EQUIP1 Deputy Project Director, moderated the panel and John Hatch, EQUIP1 CTO at USAID, was the discussant. Papers on the design and progress of the Synthesis and the individual studies were developed for the panel presentation as well as PowerPoint slides.

**9. School-Based Teacher In-Service Programs & Clustering of Schools.** In this quarter, EQUIP1 continued to pursue studies on school-based teacher in-service programs and clustering of schools. The pilot study of teacher training in Namibia is part of this activity.

During the quarter, EICC designed, formatted, and edited Issues Brief 1 (“The Patterns and Purposes of School-based and Cluster Teacher Professional Development”) for printing.

A series of profiles on the following professional development programs designed to strengthen teacher quality was submitted by AED, AIR, and the Aga Khan Foundation during this quarter.

- Malawi Education Support Activity (MESA), AIR
- Ethiopia Basic Education System Overhaul (BESO), AED
- Ghana Quality Improvements in Primary Schools/ Improving Learning through Partnerships (QUIPS/ILP), AED
- Pakistan Releasing Confidence and Creativity (RCC): Building a Sound Foundation for Early Learning, Aga Khan Foundation

These were reviewed and will be posted on the website during the next quarter. Additional education profiles will be submitted during the next quarter.

**10. Supporting the development of minimum standards for education in crisis and transitional settings.** EQUIP1's Education in Crisis Specialist, as a member of the Working Group on Minimum Standards in Education in Emergencies (WGMSEE) has assisted with the dissemination and outreach of the standards and facilitated a follow-up consultation process to identify how USAID can best make use of and support the development of supplementary materials and tools.

In consultations with INEE's Focal Person for Minimum Standards and the WGMSEE, EQUIP1 Education in Crisis Specialist reached an agreement to:

- Contribute to the funding of a consultant to develop the training materials according to TOR to be developed in consultation with the EQUIP1 Education in Crisis specialist who also is a member of the WGMSEE and Training Group.
- EQUIP1 Education in Crisis Specialist, as a member of the WGMSEE's Training sub-group, will contribute and oversee the development of training materials.

EQUIP1 will use the standards to develop tools (e.g. planning guides, protocols, and assessments) to help USAID Missions and Bureaus, as well as other donor and humanitarian agencies, become more proactive, effective, and efficient in responding to education needs in emergency situations.

**11. Profiling educational programs in crisis and transitional settings.** Final draft of report on the analysis of education project profiles, literature reviewed, and key themes and characteristics of quality education programming in crisis and transitional settings was developed and submitted to EQUIP CTO for review and approval.

The Education in Crisis Specialist has co-edited a special EQ Review issue on education in crisis currently under review by the EQUIP1 CTO. The issue contains articles on the emerging field of education in emergencies, the recent launch of Minimum Standards for Education in Emergencies, Chronic Crises and Early Recovery; and highlights some of USAID funded programs on education in crisis.

### ***Associate Award Activities***

#### **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 Expenditures | Quarter | Total Expended | Obligated Remaining | Balance |
|----------------------|----------------------|---------|----------------|---------------------|---------|
| Labor                | \$131,720            |         | \$1,273,540    | \$256,494           |         |
| ODCs /Indirect Costs | \$-96,768            |         | \$883,096      | \$986,994           |         |

| Cost Share              |        |          |     |
|-------------------------|--------|----------|-----|
| Management              | \$0.00 | \$39,954 | N/A |
| EICC                    | \$0.00 | \$53,274 | N/A |
| Leader Award Activities | \$0.00 | \$93,958 | N/A |
| Total Cost Share %      | 0%     | 9%       | N/A |

### Problems/Issues and Proposed Solutions

The acquisition of cost share continues to be a challenge for partners under the Leader Award. EQUIP1 asked all funded partners to provide tentative proposals for cost share. During a CTO/PD meeting, the topic of cost share was highlighted and the partners' potential proposals were briefly discussed. As an outcome of this discussion, USAID and the CTOs concluded a list of criteria is necessary for EQUIP1 to determine the eligibility of a proposal for cost share consideration. EQUIP1 is awaiting the list of criteria before the development and formal submission of its cost share proposals.

The EQUIP1 core staff is adjusting to a new approach to Leader Award Activities under the new EQUIP1 Project Director. As Year Three began, all activities under the Leader Award were reevaluated by the core staff, resulting in the redesign or elimination of existing or proposed activities. As Year Three progresses, core staff will be asked to contribute their opinions and suggestions about the operations of Leader Award Activities, as well as to provide continued input on the relevance and design of ongoing Leader Award Activities.

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

#### Associate Award Applications in Progress

**Cambodia.** AIR and USAID are finalizing contractual issues before signing the contract for this award. AIR is partnering with World Education as the technical lead on this associate award. Two local NGO partners CARE International and Kampuchean Action for Primary Education (KAPE) will work with World Education to implement the activity.

#### Additional Indications of Interest

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 improve 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   | Five         | AIR, IRA                                      | \$10,000,000 |

| Country/Bureau                  | Award Focus  | Project Life | EQUIP1 Partners  | Total Amount |
|---------------------------------|--|--------------|--|--------------|
|                                 | and school principals as well as career-preparation interventions to increase secondary school enrollment and retention  | years        |  |              |
| 5. El Salvador/<br>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, Juárez and Associates                       | \$ 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<br>(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 |
| 11. Africa Bureau<br>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 |
| 13. Yemen                       | Help the Government of Yemen increase access to higher quality primary education   | Three years  | AED, AIR, EDC  | \$10,000,000 |

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

*\*Draft Plan for Year 3. Once the Year 3 Work Plan has been approved, this information will be updated.*

| 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)<br>1 (Year 2)<br>1 (Year 3)    | 1 (Year 1)<br>1 (Year 2)<br>0 (Year 3)  |
| <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)<br>1 (Year 3)                  | 1 (Year 2)<br>0 (Year 3)                |
| <b>Project Director-CTO Meetings (Communication)</b> |  |   |                                     |          |   |   |
| S3. Leader Award activities effectively managed      | Regular communication among EQUIP project directors and USAID maintained             | Monthly meetings coordinated through agenda distribution                          | EICC records                        | 0        | 12 (Year 1)<br>12 (Year 2)<br>12 (Year 3) | 9 (Year 1)<br>10 (Year 2)<br>2 (Year 3) |
| <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)<br>4 (Year 2)<br>4 (Year 3)    | 4 (Year 1)<br>4 (Year 2)<br>1 (Year 3)  |
| <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)<br>6 (Year 2)<br>10 (Year 3)   | 6 (Year 1)<br>5 (Year 2)<br>2 (Year 3)  |

| Objective  | Results  | Performance Indicator                      | Data Source & Collection Method | Baseline                   | Target                | Actual to Date                   |
|--|--|--|---------------------------------|----------------------------|-----------------------|----------------------------------|
| <b>Development of Leader Award Activities</b>            |  |  |                                 |                            |                       |                                  |
| S3. Leader Award activities effectively managed          | Identification and development of activities and topics relevant to USAID interests                | Development of action plans for activities | EQUIP1 records                  | 0                          | 1 (Year 3)            | 0 (Year 3)                       |
|  |  | Development of steering committee          | EQUIP1 records                  | 0                          | 1 (Year 3)            | 0 (Year 3)                       |
|  |  | Identification of topics for pilot studies | EQUIP1 records                  | 0                          | 2 (Year 3)            | 0 (Year 3)                       |
| <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                | Web Trends report               | 6,448/month (January 2004) | 12,000/month (Year 2) | 7,732/month (quarterly average)  |
|  |  | Average monthly downloads for year         | Web Trends report               | 5,000/month (Year 2)       | 15,000/month (Year 3) | 12,445/month (quarterly average) |
| <b>Resource Library (Communication)</b>                  |  |  |                                 |                            |                       |                                  |
| S1. EICC established, supported, and working             | Processes and systems in place for communicating and   | EICC infrastructure in place               | EICC records                    | 0                          | 1 (Year 1)            | 1 (Year 1)                       |

| Objective  | Results  | Performance Indicator   | Data Source & Collection Method | Baseline | Target     | Actual to Date  |
|--|--|---|---------------------------------|----------|------------|-----------------|
| efficiently  | disseminating educational quality information  | 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 | Processes and systems in place for communicating and disseminating educational quality information | EQUIP logo designed   | EICC records                    | 0        | 1 (Year 1) | 1 (Year 1)      |
|  |  | EQUIP brochures produced                                      | EICC records                    | 0        | 1 (Year 1) | 1 (Year 1)      |
|  |  | EQUIP1 folders produced                                       | EICC records                    | 0        | 1 (Year 1) | 1 (Year 1)      |
|  |  | EQUIP1 folders and brochures updated as needed                | EICC records                    | 0        | 1 (Year 3) | 0 (Year 3)      |
| <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)      |
|  |  | EICC service guidelines updated and distributed               | EICC records                    | 0        | 1 (Year 3) | 0 (Year 3)      |

| Objective  | Results  | Performance Indicator   | Data Source & Collection Method | Baseline     | Target                                 | Actual to Date                         |            |
|--|--|---|---------------------------------|--------------|--|--|------------|
| <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)<br>210 (Year 3)           | 164 (Year 2)<br>178 (Year 3)           |            |
| <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)                             | 1 (Year 1) |
|  |  | Information updated monthly   | EICC records                    | 0            | 12 (Year 3)                            | 3 (Year 3)                             |            |
| <b>EQUIP1 Exchanges (Communication)</b>  |  |   |                                 |              |  |  |            |
| S1. EICC established, supported, and working efficiently                                       | Knowledge about educational quality programs generated and shared                              | Videoconferences hosted   | EICC records                    | 0            | 0 (Year 1)<br>2 (Year 2)<br>2 (Year 3) | 1 (Year 1)<br>2 (Year 2)<br>0 (Year 3) |            |
|  |  | Videoconference proceedings documented and distributed                                  | EICC records                    | 0            | 0 (Year 1)<br>2 (Year 2)<br>2 (Year 3) | 1 (Year 1)<br>2 (Year 2)<br>0 (Year 3) |            |
| <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)<br>5 (Year 2)<br>5 (Year 3) | 1 (Year 1)<br>4 (Year 2)<br>1 (Year 3) |            |
| <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)                             | 1 (Year 2)                             |            |

| Objective  | Results  | Performance Indicator  | Data Source & Collection Method | Baseline                 | Target                   | Actual to Date           |
|--|--|--|---------------------------------|--------------------------|--------------------------|--------------------------|
|  | Knowledge about educational quality programs generated and shared                                  | Issues published and disseminated                                      | EICC records                    | 0                        | 1 (Year 2)<br>4 (Year 3) | 0 (Year 2)<br>0 (Year 3) |
| <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>Communications Working Group</b>  |  |  |                                 |                          |                          |                          |
| S1. EICC established, supported, and working efficiently   | Knowledge about educational quality programs generated and shared                                  | Meetings coordinated and held with all EQUIP Communication Specialists | EICC records                    | 0                        | 5 (Year 2)               | 1 (Year 2)               |
| <b>Product Analysis and Dissemination Activity</b>   |  |  |                                 |                          |                          |                          |
| S1. EICC established, supported, and working efficiently   | Knowledge about educational quality programs generated and shared                                  | Initial product audit conducted  | EQUIP1 records                  | 0                        | 1 (Year 3)               | 0 (Year 3)               |
|  |  | Typologies developed and incorporated in website                       | EQUIP1 records                  | 0                        | 1 (Year 3)               | 0 (Year 3)               |
| <b>Cross-national Synthesis on Teaching and 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)<br>1 (Year 2) | 1 (Year 1)<br>1 (Year 2) |
|  | Synthesis report produced  | EQUIP1 records   | 0                               | 1 (Year 2)<br>1 (Year 3) | 0 (Year 2)<br>0 (Year 3) |                          |

| Objective  | Results   | Performance Indicator   | Data Source & Collection Method | Baseline | Target                   | Actual to Date           |
|--|---|---|---------------------------------|----------|--------------------------|--------------------------|
| <b>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)<br>3 (Year 3) | 4 (Year 2)<br>1 (Year 3) |
| <b>Pilot Study of School-Based Teacher In-Service Programs &amp; Clustering of Schools in Namibia (Research &amp; Assessment; Communication)</b> |   |   |                                 |          |                          |                          |
| C1. Classroom resources maximized  | Understanding of effective school-based and cluster in-service teacher development programs increased | Quarterly reports prepared and disseminated                         | EQUIP1 records                  | 0        | 2 (Year 2)<br>4 (Year 3) | 2 (Year 2)<br>1 (Year 3) |
| C2. School environments enhanced   | Information about effective educational practices disseminated  | Annual report prepared and disseminated                             | EQUIP1 records                  | 0        | 1 (Year 2)<br>1 (Year 3) | 0 (Year 2)<br>0 (Year 3) |
| C3. Community involvement in education increased   |   | Draft report on findings to date and any redesign of study prepared | EQUIP1 records                  | 0        | 1 (Year 3)               | 0 (Year 3)               |
| <b>Pilot Study on Quality of Educational Issues in Islamic Schools (Research &amp; Assessment; Communication)</b>                                |   |   |                                 |          |                          |                          |
| C1. Classroom resources maximized  | Understanding of effective educational practices in Muslim schools increased                          | Quarterly reports prepared and disseminated                         | EQUIP1 records                  | 0        | 2 (Year 2)<br>4 (Year 3) | 2 (Year 2)<br>1 (Year 3) |

| Objective   | Results  | Performance Indicator   | Data Source & Collection Method | Baseline | Target                   | Actual to Date           |
|---|--|---|---------------------------------|----------|--------------------------|--------------------------|
| C2. School environments enhanced  | Information about effective educational practices disseminated             | Annual report prepared and disseminated   | EQUIP1 records                  | 0        | 1 (Year 2)<br>1 (Year 3) | 0 (Year 2)<br>0 (Year 3) |
| C3. Community involvement in education increased  |  | Draft report on findings to date and any redesign of study prepared   | EQUIP1 records                  | 0        | 1 (Year 3)               | 0 (Year 3)               |
| <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 | Quarterly reports prepared and disseminated   | EQUIP1 records                  | 0        | 2 (Year 2)<br>4 (Year 3) | 2 (Year 2)<br>1 (Year 3) |
| C2. School environments enhanced  | Information about effective educational practices disseminated             | Annual report prepared and disseminated   | EQUIP1 records                  | 0        | 1 (Year 2)<br>1 (Year 3) | 0 (Year 2)<br>0 (Year 3) |
| C3. Community involvement in education increased  |  | Draft report on findings to date and any redesign of study prepared   | EQUIP1 records                  | 0        | 1 (Year 3)               | 0 (Year 3)               |
| <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)<br>4 (Year 2) | 1 (Year 1)<br>4 (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)               | 1 (Year 2)               |

| Objective  | Results   | Performance Indicator   | Data Source & Collection Method | Baseline | Target                   | Actual to Date            |
|--|---|---|---------------------------------|----------|--------------------------|---------------------------|
|  |   | 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)               | 1 (Year 2)                |
| <b>Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition</b> |   |   |                                 |          |                          |                           |
| C4. Education in crisis and transitional situations improved   | Training Manual to support minimum standards developed  | Consultant hired and outline of training manual developed   | EQUIP1 records                  | 0        | 1 (Year 3)               | 0 (Year 3)                |
|  |   | Manual completed and available on EQUIP and INEE website  | EQUIP1 records                  | 0        | 1 (Year 3)               | 0 (Year 3)                |
| <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<br><br>Knowledge about the environmental context for education delivery in crisis and transitional settings increased | Profiles developed and disseminated   | EQUIP1 records                  | 0        | 8 (Year 1)<br>6 (Year 2) | 10 (Year 1)<br>6 (Year 2) |
|  |   | Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in                        | EQUIP1 records                  | 0        | 1 (Year 2)               | 0 (Year 2)                |

| Objective   | Results  | Performance Indicator  | Data Source & Collection Method | Baseline | Target      | Actual to Date |
|---|--|--|---------------------------------|----------|-------------|----------------|
|   | Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified    | crisis and transitional settings prepared and disseminated                                 |                                 |          |             |                |
| <b>Pilot Study on the Role of Community Schools in Afghanistan</b>              |  |  |                                 |          |             |                |
| C4. Education in crisis and transitional situations improved                    | Understanding of how public, private, and NGO sector can work together to improve education quality in crisis settings | Quarterly reports prepared and disseminated  | EQUIP1 records                  | 0        | 3 (Year 3)  | 0 (Year 3)     |
|   |  | Pilot Study approved and published   | EQUIP1 records                  | 0        | 1 (Year 3)  | 0 (Year 3)     |
| <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) | 54 (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)     |
| <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)  | 1 (Year 2)     |

| Objective   | Results  | Performance Indicator  | Data Source & Collection Method | Baseline | Target     | Actual to Date                          |
|---|--|--|---------------------------------|----------|------------|---|
|   |  | 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>Videoconference 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)<br>4 (Year 2)<br>1 (Year 3) |
|   |  | Associate Award requirements of USAID missions and bureaus being met by EQUIP1   | EQUIP1 records                  | 0        | As needed  | 8 (Year 1)<br>5 (Year 2)<br>0 (Year 3)  |

**Annex II: *EQ Review on Public-Private Partnerships***

**[Attached.]**

# EQ Review

Educational Quality in the Developing World



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

January 2005

Vol. 3, No. 1

## Public-Private Partnerships for Educational Quality

### USAID's Office of Global Development Alliances

The USAID Global Development Alliance (GDA) is the functional bureau charged with practicing and mainstreaming the public-private partnership development assistance model at all levels of the Agency. This model reflects the emergence of private sector entities as active participants in the development process.

Certain elements are common to alliances:

- The belief that a partnership will be more effective than a standalone approach;
- A joint definition of the problem and a shared solution;
- The commitment of resources by all partners;
- And shared risks and rewards.

As donor organizations, private companies and others increasingly work together, the spread of public-private alliances suggests a changed role for USAID. More effective use of U.S. foreign aid creates stability and increases opportunities for citizens in developing countries. These alliances allow USAID and private organizations to accomplish more in concert than they could separately.

Public-private alliances are typically characterized by a 1:1 leverage of public and private funds. While not all alliances can reach a full 1:1 leverage, many more alliances exceed this threshold.

The primary programmatic interventions practiced by the GDA business model in the education sector include

*Continued on p.3*

### Global Learning Portal Links Educators for Professional Development

In most developing countries, education and training systems lack sufficient human capacity to provide quality services. Many countries suffer from teacher shortages due to factors such as low national budgets, a graying teacher cadre, HIV/AIDS, and conflict. Moreover, often those educators left behind are not adequately prepared to be teachers, typically having only a primary school level education with little or no pre-service or in-service education. Thus, education quality at the classroom level suffers.

The Global Learning Portal (GLP; see [www.glpnet.org](http://www.glpnet.org)) provides a cost-effective way to provide pre-service and in-service education for teachers at all levels. The GLP facilitates direct contact between educators, groups of educators, and institutions, removing unnecessary intermediaries. By linking educators together, the GLP fosters a "self-healing network" where educators can resolve many of their own problems. As one teacher in Kampala, Uganda states, "The Global Learning Portal is helping us as teachers a lot. It has widened our spheres of communication. Through it, teachers are able to share a wide range of ideas on current issues. This in turn has made teachers' lives easier in the classroom because they are able to answer students' numerous questions."

The GLP evolves to provide a personalized web portal because its customizable user interface adapts itself to the needs and skills of the user. For example, an educator who has registered as a Spanish-speaking primary school teacher interested in science will receive information about relevant

*Continued on p.4*

# Public-Private Partnerships

## “Takalani Sesame” in South Africa

The *Sesame Street* “experiment” began in the United States in 1968 with grants from the U.S. Office of Education, the Carnegie Corporation and the Ford Foundation that established a non-profit organization then known as Children’s Television Workshop (CTW) and now known as Sesame Workshop. Today, *Sesame Street* is a shared experience for children throughout the world.

In response to international desire to duplicate the *Sesame Street* success and impact in local contexts, Sesame Workshop devised a flexible co-production plan and business approach that continues to adapt to meet the varying educational, economic and broadcast needs of individual countries.

In South Africa, a lack of available preschool education (only one in six children has access to formal schooling) was the catalyst for creating a multimedia educational initiative to promote literacy and numeracy among young people as well as to develop a positive self-esteem and self-image, to respect and appreciate others, and to celebrate South Africa’s diverse culture.

As a first step, in 1993 Sesame Workshop received grants from Ford and Kellogg Foundations for a fellowship program to bring six black South Africans to Sesame Workshop for training in various aspects of children’s educational media. The success of the fellowship program led to substantial support from USAID/South Africa, through a bi-lateral agreement with the South African Department of Education, to develop the educational program known as Takalani Sesame.

USAID provided funds to pioneer the initiative that included television, radio, and an extensive outreach program to reach children most in need. The South African Broadcasting Company (SABC) stepped in and became the critical media partner and delivery vehicle for both the television and radio series. Sanlam Life provided the largest sponsorship package in its history and received underwriting sponsorship credit on air and on all the outreach materials. Additional support was received from the Rockefeller Brothers Fund and the Rockefeller Foundation as well as from South African Airways. Thus, a public/private partnership was born.

The Takalani Sesame series premiered in August 2000 and has aired daily on SABC television and on the radio. An independent impact assessment conducted on the first



season of Takalani Sesame revealed that children aged 3-6 years of age that were exposed to the show had measurably improved life skills such as positive self-esteem and self-image, while the younger children (under the age of 5) had substantial gains in literacy and numeracy skills. The success of the project can be attributed in large part to Sesame Workshop’s capacity building efforts at a local level.

In 2002, Sesame Workshop, responding to a request from its partners and support from USAID, joined the global fight against HIV/AIDS by developing the first HIV/AIDS curriculum for preschool children – and introduced to the world the newest member of the Sesame Muppet family, Kami who is HIV positive. This model and the impact it had was so successful that Sesame Workshop, USAID, South Africa’s Department of Education, Sanlam, and SABC joined forces again to produce the next phase of the project. Sesame Workshop is currently in discussions with partners to extend Takalani Sesame for another five years.

Takalani Sesame is an example of a successful public/private partnership. Each of the partners shares the vision and realizes the potential of the project to educate South African children. This contributes to overall project sustainability.

More information about Takalani Sesame can be found at [www.equip123.net/EQ\\_Review/docs/pp-sesame.pdf](http://www.equip123.net/EQ_Review/docs/pp-sesame.pdf) or by contacting Sibusiso Sithole at [ssithole@usaid.gov](mailto:ssithole@usaid.gov).

# Public-Private Partnerships

## Peru: Alliances to Improve Reading and Writing in Public Schools

In Peru, where public expenditure for education averages about US\$ 300 per student, it is not possible to improve quality of education without the involvement of both the public and the private sector.

Since Sept 2002, USAID has supported the establishment of the Andean Center of Excellence for Teaching Training (CETT) in three countries (Peru, Bolivia and Ecuador) through an alliance of three universities under the leadership of the Cayetano Heredia University in Lima. The Andean CETT is one of three Centers of Excellence, a U.S. Presidential Initiative announced by George W. Bush in the Americas Summit in 2001. The goal of the Andean CETT is to strengthen reading instruction and increase the reading and writing skills of primary school students throughout the region. The Andean CETT has developed and tested an innovative, yet practical, methodology that allows teachers to effectively teach children to read and write. This methodology has collected lessons learned and best practices from the Americas.

Last year, the Andean CETT, with the support of the non-governmental organization INMED Partnerships for Children, launched a strategy to build public-private alliances to improve reading and writing instruction. This is a key element for education quality improvement, since most children in the region finish primary school without the basic reading skills. In Peru, only 5.8% of 6th grade students in public schools were able to understand what they read, according to a 2001 study. In Ecuador, in a 1997 national evaluation, only 25% of second graders were proficient in reading comprehension. In Bolivia, in 2002, only 10% of second grade students were proficient in reading comprehension.

Peruvian companies and non-profit foundations are responding to CETT's invitation to participate in public-private sector partnerships. Since September 2004, almost \$400,000 in commitments has been made, mostly by the mining sector (Antamina), gas sector (Pluspetrol, Aguaytia Energy) and tourism sector (Lima Tours). Some advances have been made with other companies in Bolivia (Pil) and Ecuador as well.

The CETT partners received kudos last September when the Minister of Education of Peru, the U.S. Ambassador, the USAID Mission Director and businessmen jointly visited a CETT school in Ventanilla, in Northern Lima.

First-grade students read entire sentences and second and third-grade students read their own stories and poems. Visitors chatted with the children about their homes, family life, and classroom experiences. The Minister announced his intention to expand the initiative to other schools. "These are *our* children who are the future of our country," declared Mr. Baertl, one of the businessmen invited, a former CEO of the nation's largest extraction company. "We are delighted to do our part in this important public-private partnership."

A challenge for this year is to develop a model of partnership in two diverse areas of the country, with the involvement of the universities, the Ministry of Education, the local government, the teacher union, non-profit organizations, and local businesses in the area. This is the only way to ensure sustainability of the initiative to improve children's ability to read and write.

Visit the CETT partnership site:

<http://www.readingforallchildren.org>

For more information, please contact Fernando Bolaños [fbolanos@usaid.gov](mailto:fbolanos@usaid.gov).



Ms. Nina Sotomarin, CETT Coordinator, Dr. Javier Sota, Minister of Education, and U.S. Ambassador to Peru J.Curtis Struble with a second grade girl reading her own text. Sept 2004.

*Continued from p.1, USAID GDA*

introducing enabling technologies, using private sector core competencies to more robustly link education with job skills and gainful employment, engaging foundations as partners to build bridges between cultural educational systems, and tapping into myriad resource flows to strengthen education in target countries.

Tools for building alliances can be found on the GDA website ([http://www.usaid.gov/our\\_work/global\\_partnerships/gda/tab.html](http://www.usaid.gov/our_work/global_partnerships/gda/tab.html)).

For more information about USAID's Global Development Alliance, please contact Dan Killian at [dkillian@usaid.gov](mailto:dkillian@usaid.gov).

# Public-Private Partnerships

## Jordan: Partnerships Support Innovative Strategies with ICTs

The government of Jordan is carrying out an ambitious effort to reform education to better prepare students for the knowledge economy. One important aspect of this program, called Education Reform for the Knowledge Economy (ERfKE), seeks to use information and communication technologies (ICTs) to accelerate learning, strengthen pedagogy, increase access to the latest information, implement e-learning components of the curriculum, and strengthen links between schools and the world of work.

USAID/Amman is funding part of the government's reform program through the ERfKE Support Program (ESP), an EQUIP2 project implemented by the Academy for Educational Development (AED). The ESP/AED project team has partnered with Intel Corporation and Microsoft Corporation to carry out pilot activities testing strategies to improve access to ICTs in schools and to better prepare young people for the world of work.

To increase the amount and quality of time students spend with computers, the project is piloting the use of Computers on Wheels (COWs) or movable carts with about 15 laptop computers that use wireless connectivity to create a dynamic classroom network. To carry out this pilot, ESP/AED staff orchestrated a public-private partnership with Intel Corporation. Intel is providing about \$35,000 to supplement USAID funds for this pilot and is contributing Intel staff with engineering and computers-in-education expertise. Intel will also help ESP/AED staff identify and recruit one or two other private companies to join this pilot project. With Intel's support, the project team will be able to implement at least four COWs in different schools in Jordan.

In the second private sector partnership, ESP/AED is working with Microsoft Corporation to test a new strategy for providing technical support to school computer facilities and to help provide youth with ICTs skills that may prepare them for quality jobs after they graduate. As part of ERfKE, Microsoft is helping the Jordanian Ministry of Education establish a centralized ICT help desk system in Amman for schools around the country. Microsoft provided ESP/AED with \$25,000 to partly fund its proposed pilot of a school-based extension of the help desk system using teams of students in grades 9 through 12.

The Student Support Technician (SST) teams consist of students, initially from grades 9 and 11, and their teacher-sponsors. The SST teams will function as the schools' first line of defense for solving computer problems and as the principal points of contact for staff at the national help desk system. The pilot is designed to be a self-replicating activity—at the start of the second year, members of the SST, who will by then be in grades 10 and 12, will train new members from grades 9 and 11. If this pilot is successful, Microsoft will likely implement versions of the activity in other countries where it is helping ministries of education establish national help

desk systems.

More information about Jordan's ERfKE and USAID's ESP can be found at [www.equip123.net/EQ\\_Review/docs/pp-Jordan.pdf](http://www.equip123.net/EQ_Review/docs/pp-Jordan.pdf) or by contacting Maha Al Shaer at [malshaer@usaid.gov](mailto:malshaer@usaid.gov).

*Continued from p.1, GLP Links*

primary level lesson plans and reports as well as invitations to appropriate elementary education and science-related discussion groups in her native language. Currently, the GLP is available in four languages: (1) English, (2) Spanish, (3) French, and (4) Portuguese. And, in 2005, an Arabic Portal will be developed.

The GLP is a Global Development Alliance (GDA) activity that leverages the contributions and efforts of thousands of participants globally from various institutions: schools, USAID missions, NGOs, and the private sector (i.e., businesses). The GLP depends upon the support of local, country, and global partners in the form of technology, finance, operations support, content, and volunteering (e.g., mentoring and moderating groups). Already, the GLP has global public-private partnerships with the International Reading Association (IRA), US Peace Corps, Academy for Educational Development (AED), Sun Microsystems, and USAID, and has local partnerships in the five pilot countries of Brazil, Ethiopia, Nicaragua, South Africa, and Uganda. The collaborative network model of the GLP brings together more human and technical resources to help educators than could any one entity alone. The expertise, content, and financial resources of the partnership contribute to improved education systems in developing countries and, simultaneously, promote the GLP's long-term sustainability.

GLP is a free service to all educators in developing countries and for any individual or institution interested in supporting the goals of Education for All (EFA). Please visit and join at [www.glpnet.org](http://www.glpnet.org). If you have any questions about the GLP, please feel free to contact Suezan Lee at [sulee@usaid.gov](mailto:sulee@usaid.gov) or Bruce Geisert, GLP Director, at [bgeisert@aed.org](mailto:bgeisert@aed.org).

*EQ Review* is a free publication created by the [Educational Quality Improvement Program \(http://www.EQUIP123.net\)](http://www.EQUIP123.net) and the [U.S. Agency for International Development \(USAID\)](http://www.usaid.gov) under cooperative agreement # GDG-A-00-03-00006-00.

To contribute to *EQ Review* please contact:  
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**Annex III: *EQ Dispatch* for February 2005**

**[Attached.]**

# EQ Dispatch

Education Quality in the Developing World



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February 2005



Pupils using counting sticks, Uganda TDMS.

## Recent EQUIP Publications

### *EQ Review*

#### [Public-Private Partnerships for Educational Quality](#)

### EQUIP1

- > [Retrospective Pilot Study of USAID-funded Education Projects in Malawi](#)
- > [Annotated Bibliography on Food-Assisted Education](#)

### EQUIP2

- > [Uganda Teacher Development and Management System \(TDMS\) Evaluation Report](#)
- > [Indicator Handbook for Primary Education: Abridged](#)
- > [Namibia Transition Conference Report](#)
- > Success Stories: [Meeting EFA](#)
- > Success Stories: [How to Make Decentralization Work](#)

## New Micro-Web sites

### EQUIP1

#### [Inside MKEZA \(Mradi wa Kuendeleza Elimu Zanzibar\)](#)

- Quality of Learning in Zanzibar

### EQUIP3

#### [Youth Advisory Committee](#)



## Web Site Tip

The **Journal of Education for International Development (JEID)** can be accessed via [Publications](#) or directly at: <http://www.equip123.net/JEID/>.

## March Event

**CIES 2005 Annual Meeting:  
Beyond Dichotomies**  
March 22-26, 2005  
Stanford University  
[More Information](#)



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## **Annex IV: Chief of Party Summit Agenda**

**March 20-22, 2005**

**Sheraton Hotel Palo Alto – Reception Room**

### **Sunday, March 20<sup>th</sup>, 2005**

Evening cocktail reception  
MacArthur Park Restaurant  
27 University Avenue, Palo Alto, CA 94301  
7:00 pm – 10:00 pm

### **Monday, March 14**

**8:00 – 9:00 am:** Continental Breakfast

**9:00 – 10:00 am**

Morning Session 1: About EQUIP1 – Its Mandate, Partners and Vision

**10:00 – 10:30 am:** Coffee Break

**10:30 am – 12:00 pm**

Morning Session 2: The First Two Years – Issues, Partnerships, Awards

**12:00 – 1:00 pm:** Lunch Buffet

**1:00 – 2:00**

Afternoon Session 1: EQUIP1 Associate Award Presentations

Panel Presentations – *Leesa Kaplan Nunes* EDIFAM (El- Salvador) and *Simon Mawindo*  
MESA (Malawi)

**2:00 to 3:00** – Group Discussion

**3:00 – 3:30 pm:** Snack Break

**3:30 – 4:30 pm**

Afternoon Session 2: EQUIP1 Associate Award Presentation

Panel Presentation – *Roger Steinkamp* SEA (Madeconia) and *Steven Dorsey* AIDE (Djibouti)

**4:30 – 5:30** – Group Discussion

### **Tuesday, March 15**

**8:00 – 9:00 am:** Continental Breakfast

**9:00 – 10:00 am**

Morning Session 1 - EQUIP1 Associate Award Presentation

9:00 – 9:30 – *Felix Alvarado* EXCELL (El-Salvador)

9:30 – 10:00 - Questions and Answers

**10:00 – 10:30 am:** Coffee Break

Morning Session 2: EQUIP 1 Associate Award Presentation

10:30 – 11:30 - *Dennis Gallagher* REACH (India)

11:30 – 12:00 Questions and Answers

**12:00 – 1:30 pm:** Lunch Buffet

**1:30 – 3:00 pm**

Afternoon Session 1: Learning from our Experience: Aligning Core Activities with  
Experience from the Field

**3:00 – 3:30 pm:** Snack Break

**3:30 – 5:30 pm**

Afternoon session 2: Continuation of Afternoon Session 1 and Closing Remarks

## **Annex V: Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India Quarterly Report**

**Quarterly Report, January 2005 – March 2005**

### **World Education EQUIP1**

During the months of January, February, and March, 2005, the Pilot Study activities focused on data management issues and implementation of program activities central to the institutionalization of the research within the implementation plan. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

#### *Data Management Issues:*

- Finalized the transcription and translation of teacher interviews and initiated the data analysis process.
- Finalized interview with School Director and Care President. Both interviews were transcribed and translated into English and are currently being analyzed.
- Carried out several consultations with assessment experts to better define academic progress with the data currently available. Data on girls' academic progress is being recorded and will be analyzed after they finish the transitional program.
- Created a database, which included the following information: socio-economic variables, father's name, village, father's occupation, caste, religion, family size, and information about school attendance within the family. In addition, the database includes information gathered by NIN on girls' nutritional deficiencies and data gathered by a doctor who visits the schools to assess girls' overall health. Teachers are now maintaining a health register which records the health of every child in the school and have established contact with a nurse who will visit the school on a regular basis.
- Planned the formation of Action Research Teams, which will involve children in conducting research within their communities or nearby villages. This activity will help children to gain a better understanding of their own communities, the way they function and the challenges they face. The Action Research Team will also identify local resources and find creative means for addressing and overcoming these challenges.
- Planned focus group discussions with teachers to assess their views on the current program being implemented in the school and its impact on classroom practices. Group discussions will be carried out in mid-April.
- Prepared for second round of data collection. During the last week of April, NIN and a medical doctor will gather data on girls' nutritional status and overall well-being to be compared to girls' diagnosis when they first joined the school in July/August 2004.

### *Program Activities*

- Planned a meeting with the NIN team, teachers, students, cooks, community members, sarpanches from different villages, a district official and Care's President to discuss NIN findings and recommendations. The meeting will be helpful for various stakeholders to gain a better understanding of nutritional deficiencies, benefits of preventing deficiencies in the short run/long run, steps to be taken to tackle these deficiencies, etc. NIN will also provide some information on alternative methods of cooking food and alternative sources of nutrition available locally. This activity will extend the knowledge gained in the school through NIN to the larger community and will establish a link between the school and the larger community.
- Visited organizations in Hyderabad—NAANDI foundation, UNICEF, Care International, MVF, ROPES (Chittoor)- who are working on similar non-formal education initiatives in the region to learn from their experience, share information about our program, and establish a network to exchange best practices. Staff also discussed the possibility of scheduling a couple of visits to the nearby residential bridge schools, so as to gain a better understanding of what work is being carried out in the region. Meetings have been scheduled with VIKAS (DPEP school), which is located in Veerapuram; and SPEED (NCLP School), in Boodidapadu.
- Developed additional learning modules for use with the Primers used in the school. A local artist was hired to create posters on poultry, vermi-composting, and seasonal fruits and green leaf vegetable chart. In addition, materials and posters from the Andhra Mahila Samithi on food and nutrition will be used in the school.
- Purchased books and educational materials, such as posters (on first aid, health and hygiene), flip charts (on nutrition), activity books, Telugu Encyclopedia etc, for the children. In addition, the school library acquired educational DVDs/VCDs.
- Planned to use the school as an educational center for the children in the community who do not attend school and as a resource center for the community. The school will serve the community by integrating IPM concepts, low cost cultivation techniques for farmers (especially in the cotton-seed industry), perma-culture, soil regeneration etc. Community members' participation in school activities will generate interest in girls' education and will increase parental participation in their children's education.

## **Annex VI: Pilot Study on Quality of Educational Issues in Islamic Schools in Nigeria and Ethiopia Quarterly Report**

**Quarterly Report, January 2005 – March 2005**

### **EDC EQUIP1**

One of the individual studies in the EQUIP1 Cross-National Synthesis is EDC's study on quality of educational issues in Islamic schools in Nigeria and Ethiopia where EDC has or has had projects that worked with Islamic schools through USAID funding. In Nigeria, EDC implemented the Literacy Enhancement Assistance Project (LEAP) from Sept. 2001 – Sept. 2004. In Ethiopia, EDC implemented the IRIS (Interactive Radio Instruction for Somalis) project and is currently working on the FOCUS project with Save the Children.

In this quarter, EDC planned, organized and implemented a round of data collection in Nigeria for the study. The planning included making final revisions to the research instruments and school sample as well as making contacts with key institutions, including USAID/Nigeria and state and local education authorities, to inform them of the study and come to agreement on the activities to be undertaken by the research team. EDC also contracted six local researchers and a local coordinator to work with Helen Boyle and Daniel Pier of EDC's Washington staff to carry out the research.

USAID/Nigeria indicated its support for the study in a letter and, in a pre-data collection meeting with Dr. Boyle and Mr. Pier, reiterated that support and made some recommendations and requests. EDC appraised USAID/Nigeria of its progress in an out-brief meeting after the data collection as well. The state and/or local education authorities in all three Nigerian states participating in the study, Kano, Lagos and Nasarawa, also supported the EQUIP1 study and facilitated the work of the research team.

Seventeen target schools were chosen before this round of data collection. EQUIP1 chose schools for which LEAP collected both teacher practice and student performance data in order to allow continued comparison in those areas. Of the 17 schools targeted, Dr. Boyle and/or Mr. Pier visited 13 of the schools with local researchers. Local researchers visited an additional 3 independently. EQUIP1 was unable to visit one targeted school. With the exception of the one school which allowed only class observations and no interviews or questionnaires, EQUIP1 generally collected the following information from each school visited: one proprietor questionnaire, one school resource checklist, two teacher interviews, four to six teacher questionnaires, and two different sets of observation instruments for three different observed lessons.

Dr. Boyle and Mr. Pier developed a trip report detailing their data collection and submitted it to USAID/Nigeria and EQUIP1 at the conclusion of the quarter. EDC is currently in the process of analyzing the data collected and developing an interim report, and is also preparing for a round of data collection in the Somali region of Ethiopia. The

completion of the interim report and the data collection are both currently planned for the April to June quarter or possibly early in the July to September quarter.

## **Annex VII: Pilot Study of Teacher Professional Development in Namibia Quarterly Report**

**Quarterly Report, January 2005 – March 2005**

**AED  
EQUIP1**

The goals of this pilot study are to describe and analyze a range of approaches to teacher professional development and gain understanding of the factors that encourage teachers' to learn, change, and improve their practice. An important focus of the study is teachers' concepts of quality and how this contributes to the construction of and change in practice. The study focuses on the role of in-service teacher professional development programs, especially those that provide ongoing in-service training at the school and cluster level. Data are being collected from a core group of 40 teachers in the north of Namibia between March and May through extensive interviews and classroom observations, with additional data collected from school heads, students, community members, and education officials.

During this quarter, the design of the study was further developed and refined, data collection instruments completed, training of data collectors carried out, and data collection initiated. Approval for the study was officially granted from USAID/Namibia and from the Namibian government. The study is being carried out by the Namibia Institute for Educational Development (NIED). Elizabeth Leu spent periods of time in Namibia in January and in March working with NIED on the study. A paper on the Namibia study design and conceptual framework was developed for the CIES presentation.