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USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

EQUIP1 Leader Award Annual Technical Report 2007

and Quarterly Technical Report October-December 2007

Submitted by:

American Institutes for Research

January 2008

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

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I. Introduction

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by affecting 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 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.

Following is a progress report on EQUIP1 Leader Award activities for the months of October, November and December 2007 followed by an Annual Progress Report for 2007.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Five, Fourth Quarter Progress

In this reporting period EQUIP1 managed to accomplish a significant number of tasks. While funding was frozen in September 2007, EQUIP1 partners made laudable progress in completing their proposed activities. Captured in more detail below, the Active-learning study conducted field work in four of the seven countries proposed. For the PPP study, field work has been conducted in 3 of the 4 proposed case study countries. Remaining field work and finalization of data analysis and reporting remain to be completed in 2008. The Active Learning in Fragile States study has been completed and will be posted to the web site in 2008. The Donated Book Study is being prepared to conduct the last round of data collection in 2008. The large Classrooms study was completed and posted to the web site.

Additionally, in 2007 two Associate Awards completed their activities and successfully closed. These are: Djibouti Assistance to Education Project (AIDE) - operating from June 2003 to February 2007; and EQUIP1/Haiti Project from September 25, 2003 - September 30, 2007.

III. Specific Activities Accomplished in the Fourth Quarter and Year Five

The summary below details fourth quarter activities (October-December 2007), giving an overall summary of year four activities also listed in the chart of EQUIP1's Year Five Performance Monitoring Plan *(see annex 1)*

1. *EQUIP Website* (www.equip123.net)
Major additions and modifications to the site include:

1. Added new YCOP Links issues to the EQUIP3 website: http://www.equip123.net/webarticles/anmviewer.asp?a=364&z=32
2. Added EQUIP3 Newsletters to the EQUIP3 website: http://www.equip123.net/webarticles/anmviewer.asp?a=352
3. Added four new documents to the EQUIP1 Haiti project's page: http://www.equip123.net/webarticles/anmviewer.asp?a=314&z=16
4. Updated the EQUIP1 ERP (Egypt) project page: http://www.equip123.net/webarticles/anmviewer.asp?a=356&z=16
5. Added the Egypt Household Education Survey 2005-2006 in Arabic and English to the EQUIP2 ERP (Egypt) project page: http://www.equip123.net/webarticles/anmviewer.asp?a=366&z=28
6. Added a document to the EQUIP3 LCEP (Afghanistan) project page: http://www.equip123.net/webarticles/anmviewer.asp?a=370&z=37
7. Added a new microsite for the new EQUIP3 JOBS (East Timor) program: http://www.equip123.net/webarticles/anmviewer.asp?a=590&z=37
8. Added to new documents to the EQUIP3 IDEJEN (Haiti) project page: http://www.equip123.net/webarticles/anmviewer.asp?a=308&z=37
9. Added the EQUIP1 Research Study "Large Class Sizes in the Developing World: What do We Know and What Can we Do?" to the EQUIP1 Leader Award's Education Quality page: http://www.equip123.net/webarticles/anmviewer.asp?a=374&z=12
10. Added the EQUIP1 research study "Accelerating Early Grades Reading in High Priority EFA Countries: A Desk Review" to the EQUIP1 Leader Award's Education Quality page: http://www.equip123.net/webarticles/anmviewer.asp?a=374&z=12
11. Added the EQUIP2 online interactive toolkit on Primary Education and School Fees in Developing Countries: http://www.equip123.net/webarticles/anmviewer.asp?a=561&z=120

General Statistics
This quarter showed a continued increase in visitor activity in usage of the site.

	July	August	September
Hits	260,845	215,087	161,691
Page Views	26,182	23,914	26,255
Visits	28,177	26,879	21,980
Unique Visitors	**16,653**	**16,450**	**10,829**

* Highest monthly total to date.
"Visits" refers to the number of times a person or people initially visit the site.
"Hits" refers to the total number of times a visitor clicks onto any web page on EQUIP website.

The table below provides additional information regarding website activity for the fifth year, showing the number of times people initially visited the site and the overall number of times a visitor clicked onto any part of the webpage, also known as hits.

	Q1	Q2	Q3	Q4
Hits	693,253	640,294	581,834	637,623
Page Views	127,198	96,427	86,734	76,351
Visits	91,074	90,664	93,568	77,036
Unique Visitors	44,497	44,916	40,021	43,932
Files Downloaded	193,036	194,026	167,695	188,981

2. Consistent Networking for Educational Quality

Two issues of *EQ Dispatch* were distributed this quarter. They were published in October and December *(See annexes 2 and 3 respectively)*. The publications contain information on website updates and project announcements.

3. EQ Review

Volume 5, Issue 3 of the EQ Review, entitled, *"Demonstrating that All Means All: Basic Education and Children with Disabilities"* was released in December. *(See annex 4)*
Following is a list of EQ Review issued in 2007:

- Data for Effective Decision Making Vol. 5, No. 2. August 2007
- Strategic Opportunities for Effective Education and Health Programs Vol. 5, No. 1. April 2007
- Educating Marginalized Populations Vol. 4, No. 5. January 2007

4. Equip Seminars

EQUIP2 and EQUIP3 have not used their allotted time slots to host an EQUIP seminar for 2007; EQUIP1 will use one of these time slots in January for a seminar on Education and Disabilities.

3. Journal of Education for International Development (JEID)

JEID published one issue in 2007 and reviewed 10 articles that will be published in the first quarter of 2008. The issue published was a general issue that included articles on teacher professional development, ministerial professional development, ICT in education, girls' education and the use of textbooks in Pakistan. Over the course of 2007, there was an estimated 25% increase in subscriptions to the journal. Over 25 new peer reviewers were added to the already extensive list of available peer reviewers. JEID was represented at the annual CIES

conference held in Baltimore and preparations are made for additional representation at the upcoming CIES conference in New York City.

IV. Leader Award Activities

1. Early Grades Reading Activity

The Early Grades Reading Activity, undertaken by The International Reading Association (IRA) and AIR, focuses on the teaching of reading and how teachers are prepared to teach beginning reading in developing countries. The primary objective of this activity is to develop a publication (primer) for project donors, designers and implementers that provides guidance on the importance of incorporating effective early reading instruction into international education development projects and basic guidance for making this happen (helping development professionals think about reading in basic education programs).

Research converges on the significance of early reading skills for students' academic achievement and life long learning and there is a growing consensus on the key elements of effective early literacy instruction for developing strong beginning readers. Yet, we know relatively little about how early reading is taught in developing countries, and even less about how teachers are prepared for this important role. Policies and structures that support effective reading instruction in the language of instruction are either non existent or not well-documented. USAID, other donors and implementing partners need systematic information about supports and constraints of quality reading instruction, as well as promising practices for the promotion of reading world wide (beyond stand alone literacy programs).

This work complements the Early Grade Reading Assessment (EGRA) work currently being undertaken by USAID by providing follow-up guidance and support to countries and program implementers in designing interventions meant to address the extremely low levels of functional literacy found using the EGRA assessment tools.

Specific tasks under this activity:

1.1 Analysis of the national policies on teaching reading in early grades: The International Reading Association conducted an analysis of the national policies on teaching reading in early grades in four languages and geographic areas – Spanish (Latin America); French (Francophone Africa); English (Anglophone Africa); Arabic (Near East). The focus of this study was to determine the extent to which the teaching of reading is mandated in primary school curricula as well as in pre-service and in-service teacher training and professional development institutions and programs and is being carried out by IRA affiliates. The survey included questions about the presence of reading in educational sector plans, school and teacher training curriculum, and national standards or assessment activities.

The study found that, in general, national-level goals in reading tended to be described in broad generalities with few references to beginning reading, per se, and specific goals for literacy and reading achievement in the early years of schooling. For the most part, goals represented long-range aims rather than standards of what students should know and be able to do. In the majority of countries, end-of-year national tests are conducted at different grade levels, but are primarily

linked to the curriculum and not national goals (which are not well-specified). No country indicated the use of assessment results to mark progress toward goals or to improve the system. Overall, teacher education appeared to be a weak, if not a non-existent link between policy goals and practice in early grades classroom reading instruction. A draft of this report is attached.

1.2 Desk study on reading in USAID education programs and strategies: AIR conducted a related desk study of existing USAID education programs and strategies to assess the extent to which current programs and activities included a stated, specific and intentional focus on reading in formal or informal primary school level programs (apart from stand alone literacy programs for youth or adults) beyond generic discussions of literacy and literacy rates or the use of reading as an outcome measure of program success void of any link to programmatic interventions aimed to increase reading ability. This study found that although increasing literacy is a major focus of USAID basic education efforts worldwide, literacy or acquiring reading skills is often not specifically articulated in the education strategies of either host country governments, donors, or implementing partners. The study can be found at www.equip123.net/docs/E1-USAIDReadingActivities.pdf/

1.3 Stakeholders meeting: IRA and AIR held a one-day stakeholders meeting on October 30th, 2007, bringing together early grades reading experts and global education development experts (USAID, implementing partners, UNICEF, etc.) to share experience and expertise and to develop guidance and an outline for the final document. The purpose of this meeting was to bridge the gap between best technical practice and basic education programming in the field around the issue of reading.

Participants agreed that guidance or a diagnostic toolkit for assessing primary grades reading is essential. It can serve a twofold purpose: to inform USAID education officers in the field and to serve as the basis for USAID discussion with Ministries of Education and program heads.

The guidance document should:

- clearly and explicitly state best practices in teacher education and classroom reading instruction.
- clearly and explicitly benchmark reading development in the primary grades based on current research in language acquisition and reading.
- inventory access to print in the local environment.
- provide guidance for metrics that measure impact from baseline to full implementation of USAID program goals
- guide alignment in primary grade reading education between policy and practice; it should inform USAID program design.
- offer a clear definition of what reading is and emphasize the time it takes to develop effective reading skills.
- indicate pre-requisites for the teaching of reading at the pre-service level; it should provide guidelines for professional development in reading.

A tentative outline of the guidance document content was developed.

Based on the workshop discussions, the group suggested: (1) the formation of a Writing Team, consisting of reading experts and USAID representatives, to draft the Primary Grade Reading Diagnostic Toolkit and (2) field-testing the toolkit in a sample of USAID offices for purposes of revision and refinement for large-scale use.

A synopsis of meeting proceedings is attached. *See Annex 5.*

2. Active-Learning Pedagogies: Policy, Professional Development, and Classroom Practice; A case study of two post conflict cases

Prolonged conflicts are known to adversely affect the basic services reaching marginalized groups. In the case of education, schools and school systems either stop functioning or function poorly due to the damage and destruction of school buildings, resource materials and systems. Teachers are affected at both a personal and professional level, making teaching difficult, if not impossible. Conflicts that have continued for long periods (sometimes decades) have completely destroyed not only the education systems but also the precious human resources. Meanwhile, the education discourse in other parts of the world has continued to evolve, establishing innovations and models, knowledge and beliefs. Amongst this discourse, the active-learning, student-centered pedagogical technique has gained considerable momentum. These pedagogy techniques are being promoted worldwide in part because they are believed to enhance learning and to lead to improved educational outcomes (e.g., achievement, retention, attainment). Additionally, active-learning pedagogies are valued because they are perceived to create more child-friendly and democratic classroom environments. Countries which had been in conflict for long periods of time were invariably out of this discourse and experimentation. With the end of crisis and beginning of reconstruction phase, education initiatives were launched in these countries with focus on access and quality. Active-learning pedagogy was part of most of these initiatives.

What, then, is the status of active learning activities in these post-conflict settings and in the reconstruction efforts? This study, undertaken by CARE, is an attempt to understand the adoption of "active-learning pedagogy" in reconstruction efforts of two post-conflict contexts, Afghanistan and Somaliland. Both countries have witnessed conflict for more than a decade. Both countries are Islamic Republics, characterized by strong tribal and clan culture where religious dictums and tribal norms are dominant. The concept and advancement of active-learning must be understood in the context of the larger socio-political situation and within post-conflict realities.

Three primary methods were used for data collection: review of documents, interviews and interaction with stakeholders, and classroom observations. Local researchers were trained to collect data from schools using a School Observation Schedule, Classroom Observation Schedule, Teacher Interviews and Children's Focus Group Discussion. Research teams in both the countries were oriented to the tools followed by field trials. Based on these trials, changes were made to the tools to suit the local context and capacities for data collection.

Findings and Recommendations

Introducing and advancing active-learning pedagogy in post-conflict Afghanistan and Somaliland was, and continues to be, challenging. The demands of the reconstruction in terms of providing access to large numbers of children, building and restoring schools, recruiting and training teachers, and setting up systems and mechanisms became priorities for the governments.

Adherence to Islam and strong affiliation to clan and tribe define the way of life in both Afghanistan and Somaliland. These affiliations define the social and cultural context of the two countries and pervade all aspects of life, including education and the current efforts of reconstruction. This is echoed in all related activities and documents that are developed, such as the school and teacher training curriculum which attempt to balance presentation of active-learning and Islamic principles. Interviews with administrators, trainers and teachers show that they, too, hold that as their primary stricture. All active learning is defined within the parameters of religion and cultural norms. For example, respect and obedience to teachers is valued and any pedagogic reforms need to factor this in.

The dual mandate of reform and reconstruction offers both significant opportunities and enormous challenges to countries emerging from conflict. With the end of crisis and beginning of a reconstruction phase, education initiatives were launched in both Afghanistan and Somaliland. A broad focus was placed on developing educational systems, creating access and ensuring quality. Active learning as a progressive pedagogy was part of these efforts both at the policy level as well as in efforts of teacher development. The complexities of the post conflict context at systemic and societal level, however, had a strong bearing on the way active learning is being adopted in classrooms.

Based on the findings of this study, several recommendations emerge:

1) Expectations for active learning in post-conflict contexts should be realistic. Although the author does not advocate dismissing language about active learning from national policies or incorporating it into teacher training, it does seem that the expectation and level of effort should be calibrated to the reality of disrepair and desperation within which the society is struggling. The reality in Afghanistan and Somaliland was that active learning had not been adopted in significant ways. Perhaps a more appropriate emphasis of teacher training efforts should be around child friendly classrooms. Policies still require references to moving toward active learning in order to lay a pathway for change in the future.

2) Insisting on investment in recurrent costs and infrastructure improvement are important strategies in advancing active learning. Teachers who are paid infrequently, dilapidated buildings, inadequate teaching and learning material, and poor infrastructure and furniture are critical distractions that inhibit the ability of newly trained teachers to practice their new active learning approaches.

3) Teacher development and support must be addressed as a priority: In both Afghanistan and Somaliland, interviews with stakeholders at various levels pointed out that teacher development and support must receive critical attention if reform efforts are to be advanced. Critically, this includes ensuring remuneration, mechanisms for motivation, and appropriate hands-on supervision and support with new methodologies.

4) Efforts to improve education systems should be accompanied by efforts to address wider socio-cultural perceptions about children's rights. The studies findings in Afghanistan showed that parts of the teacher training module were actually contradicted by cultural references in the same teacher training package. Although when harnessed effectively, the education system can infuse new ideas and thinking into society, education reform is also stifled by overarching ideas about the proper place and role of children. This must be addressed simultaneously if teachers are expected to give children opportunities to learn through exploration.

The report is in the final editing stages and will be completed in January, 2008.

3. Public Private Partnership activity

Building on the results of an EQUIP 1 study completed by J&A on Public Private Partnerships in Basic Education, J&A and EDC will identify and meet with leaders from the private sector in four key countries which have benefited from the involvement of private companies in scaling up education initiatives. The project will provide information on the role of the private sector in scaling up education initiatives in developing countries, namely, Colombia, Guatemala, India (Rajasthan) and Namibia. These countries were chosen based on prior research undertaken by J&A and EDC, respectively.

In particular, the project will:
(1) Examine how the private sector got involved with the partnership;
(2) identify their motivations for participating;
(3) define their specific contributions;
(4) inquire if their contributions changed over time and why;
(5) explore their relationship with other partners;
(6) outline problems they encountered during the partnership and how they were resolved; and
(7) provide detailed analysis on the role of the private sector in scaling up education initiatives.

Research Design

The research design includes four phases. The first phase includes identifying and conducting background research on educational PPPs in the target countries. The second phase includes field research in Colombia, Guatemala, India (Rajasthan) and Namibia. Interviews will be conducted with private entities at the local and international level as well as with the schools/educational institutions participating in the PPP. It is our intention to also meet with the USAID missions in each location. Based upon the results of the interviews, case studies will be developed. These case studies will be used in the third phase, the analysis section. The fourth phase will include holding presentation forums in Colombia and in Washington, DC where we will present our results.

Phase I -Background Research

The background research will primarily encompass reviewing previous documentation on education PPPs in Colombia, Guatemala, India (Rajasthan) and Namibia. This will include an analysis of the intended goals of such projects, the end results, the impact assessments (if available), and the identification of the partnership's successes and failures. Furthermore, during this phase private entities, including individuals and organizations, will be identified and contacted regarding their ability to participate in the study.

Phase II – Field Research

Interviews with implementing organizations, companies, government officials, and project beneficiaries will follow. Interviews will include questions regarding the formation of partnerships, their successes and their failures as well as suggestions for future collaborations. Project site visits will also be conducted.

As our methodological approach, we will conduct site visits and interviews as part of a qualitative in-depth research design. Included in this approach will be:

- Selection of respondents
- Selection of projects to be reviewed
- Development of Interview Guide
- Site visits selected and conducted
- Interviews carried out and recorded

In Colombia, an additional step was a one-time forum on PPPs. This occurred in early March 2007. The forum represents an unprecedented opportunity to learn about the existing PPPs to improve education in Colombia, especially in the country's coffee and flower growing regions. Over the course of two days, participants explored the realities of education needs among agricultural communities, current programs that respond to such needs, and matching-fund programs for private investment in education. Agenda topics include:

- PPPs Among Coffee- Growing Communities: Examples in the Field
- Educational Needs Among Coffee-Growing Communities in Colombia
- Corporate Social Responsibility and Socially Responsible Goods in the Colombian Coffee Context
- Matching Fund Opportunities for the Public, Private and Non-Governmental Organization Sectors
- PPPs: Examples from Other Sectors

Phase III – Analysis

The interviews from the case studies will be transcribed and analyzed to determine the role of the private sector in scaling up education initiatives. It is our goal to develop a series of models based upon the role of the private sector. For example, Colombia and Guatemala provide an excellent opportunity to examine and develop models and/or best practice on the coffee-growing,

private sector and their role in scaling up educational PPPs. In Jordan, multimedia, internet and communications technology companies will be examined as the primary private entities participating in the Jordan Education Initiative.

Phase IV – Presentation of Findings

We will hold presentation forums in Colombia and Washington, DC. The forums in Colombia will bring together donor agencies, private companies from various economic sectors, educators, and non-governmental organizations.

The overall findings of the study will be presented in Washington, DC. Attendees will include donor agencies, private companies from various economic sectors in the United States and abroad, educators, and non-governmental organizations.

This work was placed on hold until EQUIP1 funding resumed. Activities will resume in early 2008. Of the four case studies, only the India fieldwork remains. Juarez and EDC are currently preparing their case study reports and the final synthesis document will be produced in 2008.

4. Education and Fragility

The purpose of this activity is to support USAID/EGAT in their education and fragility program. Central to this support is the development of assessment instruments focused on the role of education in fragile states. Based on instruments already begun by USAID, this activity will build upon these tools and then field test them in several strategic sites (e.g., Francophone Africa). These instruments will then be refined and accompanied by a user-friendly guidebook focusing on the use of the protocols.

Research Design and/or Methodological Approach to accomplishing the activity

This activity concerns the creation of a framework for the formative evaluation of education's role in mitigating and/or exacerbating fragility. This will involve the creation of both qualitative and quantitative field methods. Specific methods will include in-depth interviews, focus groups and the analysis of extant data. These methods require the creation of data collection procedures, which is the purpose of this activity. Using the existing USAID Education and Fragility Assessment Tool, instruments will be designed that allow field researchers to collect information around the 10 pre-selected domains (i.e., economics, governance, security, social, public disengagement, corruption, insufficient capacity, organized violence, transitional dynamics, and exclusion/elitism). Instrument design will be organized in such a way that each domain is considered and that overlap and redundancy are reduced. The next step will consist of the definition of specific indicators, data sources and collection procedures, resulting in a mix of qualitative and quantitative variables. Once the indicators have been defined, the group will meet to determine what data can reasonably be collected under the current time, staff and budget limitations. Recognizing that the end-users of the instrument(s) may not be trained researchers, attention will be paid to make the instrument(s) as user-friendly as possible. Once the instruments are vetted internally, they will then be piloted in two countries of interest to USAID. At current, country selection has not occurred, however, initial data collection will likely take

place in Francophone Africa. A data collection team will consist of staff from USAID and partnering organizations. A consultant with expertise with these field methods, as well as proficiency in French, will lead much of this effort. Once collected, these data will be analyzed in an effort to examine patterns within the identified domains. A final report will be written based on these findings.

In addition to instrument design, this activity will also create training materials to support the use of the instrument(s). Upon returning from the field, instrument designers will work with the consultant and key USAID staff on the use of the instrument, probing for problems and areas for improvement. The instruments will be amended to reflect what is learned during this pilot phase. Based on this information and the data collected (examined for critical gaps), the design team will work to create a user-friendly manual to be used with the instruments. In addition to explaining the conceptual framework that supports the instrument, this manual will also provide instructions in the effective use of the instruments as well as topics on effective interviewing techniques, data collection considerations, research ethics, gaining access to the field and recruiting participants. Current thinking is that this manual will be computer-based and highly interactive by incorporating video, sound clips and hyperlinks to additional sources of information.

Fieldwork was conducted in Mali in 2007. During 2007, Juarez and AED worked to prepare the operational guide detailed above. Through negotiations with USAID, changes were requested to the format and Juarez is currently addressing those changes. AED provided the assistance of Ken Rhodes to provide technical oversight of their portion of this work and to make connections to INEE. Through a consultant, a draft advocacy document was produced detailing EGAT's overall strategy for education in fragile states. In 2008, the operational guide will be completed per the SOW. Additionally, a consultant will be hired to develop an overall education and fragility strategy for EGAT.

5. Donated Book Study

The purpose of the donated book study is to determine the effectiveness of donated books within Malawian public schools. AIR is analyzing the impact of donated books through the lens of three different projects, MTTA, PSSP and a project organized through the Friends of Malawi. In late 2006 and early 2007 data was collected in two of the three sites. In that the third site had yet to receive its allotment of donated books, data collection was placed on hold until the schools had similar exposure to the books. Data collection in the third site is scheduled to be completed by May 2008.

6. Large Classrooms Desk Study

The purpose of this desk study was to review the literature and practitioner reports on teaching methods within large classrooms. Attention was focused on the probable causes of large classrooms and what the research literature stated about the nature of teaching and learning within such environments. Attention was also paid to practical means to effective teaching in large classrooms. The argument was that given the intractability of large classrooms, it is incumbent upon service providers to find methods to cope in such environments. That is, rather than focus on reducing class size; the desk study asked the question, "how do we teach a large class?" The Desk study was completed in 2007 and posted to the EQUIP website.

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

Active-learning, student-centered techniques are being promoted worldwide in international education reform programs in part because they are believed to enhance learning and lead to improved educational outcomes (e.g., lower- and higher-level cognitive achievement, retention, attainment). Active-learning pedagogies are also valued because they are perceived to create more child-friendly and democratic classroom environments.

Although reform initiatives in many countries, including those supported by EQUIP1 and EQUIP2 associate awards, promote active learning pedagogies, relatively little is known about variations in how this pedagogical approach is framed by reform policies, how professional development activities are organized to promote it, how teachers implement it, and what constraints are faced in implementation efforts. Understanding these issues can aid in planning and implementing sustainable reforms which include active-learning pedagogies.

The purpose of this activity is to draw lessons learned from a comparative analysis of selected EQUIP-supported (and similar) government or donor agency educational reform initiatives involving a focus on active-learning pedagogies to stimulate dialogue among policy makers, teacher educators, and educators (internationally and within selected countries) regarding policy definitions, professional development approaches, and classroom practices concerned with active-learning pedagogies.

This activity is currently conducting case studies of active learning in 8 USAID/EQUIP supported reforms in the following countries: Cambodia, Djibouti, Egypt, Honduras, Jordan, Kyrgyzstan, Macedonia, and Malawi. The case studies draw primarily on existing documentary and statistical data, supplemented by selected focus group interviews. Other envisioned activities include roundtable policy/practice dialogues (involving national, state/province, and local stakeholders) in each case study country and seminars – involving representatives from USAID, other donor agencies, and implementing organizations – to engage stake holders in international policy/practice dialogues.

Activities that have taken place to varying degrees in the case study countries to date include:

- Holding meetings of U.S. co-documenters to deepen understanding of activity, clarify roles and responsibilities (all countries).
- Obtaining agreement from EQUIP, USAID, and MOE in each potential country for conducting the case study (all countries)
- Selecting and orienting country co-documenters (all countries)
- Refining the research questions and the types of documents and statistical data that could be used in the country case studies
- Identifying and collecting key documents and statistical data for use in the country case studies (all countries)
- Analyzing available documentary and statistical data and developing case study drafts
- Conducting field work (focus group interviews, etc) (Cambodia, Egypt, Jordan, Kyrgyzstan, and Malawi).

- Analyzing interview data and incorporate into case study

V. 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
Labor	$138,899	$1,358,137.210
ODCs	$50,320.27	2,577,680.61
Indirect Costs	[redacted]	[redacted]
Total Expended	**$283,348.65**	**$5,965,406.65**
Total Remaining from Obligated	**$6,226,825**	**$261,418.40**

VI. Associate Awards

Associate Award Applications in Progress

N/A

Additional Indications of Interest

N/A

Active Associate Awards

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
1. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase secondary school enrollment and retention.	AIR, IRA	$9,999,926	September 5, 2003	September 4, 2008
2. 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.	AIR, J&A, Michigan State University, World Education	$13,848,500	September 22, 2003	March 15, 2008
3. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education.	AIR, EDC, World Education	$76,796,000.	June 23, 2004	June 22, 2009

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
4. Yemen	Help the Government of Yemen increase access to higher quality primary education.	AED, AIR, EDC	$13,500,000	July 24, 2004	July 23, 2008
5. Cambodia	Improve educational access and quality to marginalized groups in Cambodia including ethnic minorities (Muslims groups-such as Cham and highland peoples), children with special needs, the very poor, girls, and children infected or affected by HIV/AIDS.	World Ed, AIR	$4,451,887	April 1, 2005	September 30, 2008
6. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	AIR	$21,220,000	June 20, 2005	September 30, 2009
7. Nicaragua	Expand proven educational methodologies throughout Nicaragua with emphasis upon the educational needs of indigenous people and ethnic communities. Activities will include active teaching, community participation, student government, and curriculum reform.	AIR, AED, Save the Children	$15,094,943	December 1, 2005 -	November 30, 2009

ANNEX 1: Performance Indicators for EQ1 Activities

Annex I: Performance Indicators for EQUIP1 Leader Award Activities

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Work Plan (Communication Activity)						
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 3) 1 (Year 4) 1(Year 5)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4)
EQUIP1 M&E Plan (Communication)						
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) 1 (Year 3) 1 (Year 4) 1 (Year 5)	1 (Year 2) 0 (Year 3) 0 (Year 4) 0 (Year 5)
Project Director-CTO Meetings (Communication)						
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) 12 (Year 2) 12 (Year 3) 12 (Year 4) 5 (Year 5)	9 (Year 1) 10 (Year 2) 10 (Year 3) 3 (Year 4) 2 (Year 5)
Quarterly Reports (Communication)						
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 3) 4 (Year 4) 4 (Year 5)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5)
EQUIP1 Leader Team Meetings (Communication)						
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) 10 (Year 3) 6 (Year 4) 3 (Year 5)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (Year 4) 2 (Year 5)

Development of Leader Award Activities						
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)	1 (Year 3)
		Development of steering committee	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Identification of topics for pilot studies	EQUIP1 records	0	2 (Year 3) 2 (Year 4) 4 (Year 5)	2 (Year 3) 2 (Year 4) 4 (Year 5)
EICC Strategic Plan (Communication)						
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)
EQUIP Website (Communication)						
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)	24,155/month (quarterly average for visits)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	20,000/month 15,000/month (Year 3) 20,000/month (Year 4) 23,000/month (Year 5)	20,519/month (quarterly average for downloads) 23,187/month (quarterly average for downloads) 26,000/month (Yr 5)
Resource Library (Communication)						

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
EQUIP Brand (Communication)						
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 4) 1 (Year 5)	1 (Year 1) 1 (Year 4) 1 (Year 5)
		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) 1 (Year 4) 1 (Year 5)	0 (Year 3) 1 (Year 4) 1 (Year 5)
EQUIP Guidelines (Communication)						
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)
Consistent Network for Quality Education (Communication)						

S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv (*EQ Dispatch*) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3) 210 (Year 4) 325 (Year 5)	164 (Year 2) 252 (Year 3) 299 (Year 4) 350 (Year 5)
Educational Quality Programs in International Development Organizations (Communication)						
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) 12 (Year 4) 12 (Year 5)	12 (Year 3) 6 (Year 4) 12 (Year 5)
EQUIP1 Exchanges (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Videoconferences hosted	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 1 (Year 3)
		Videoconference proceedings documented and distributed	EICC records	0	0 (Year 1) 2 (Year 2) 2 (Year 3)	1 (Year 1) 2 (Year 2) 1 (Year 3)
EQ Review (Communication)						
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) 5 (Year 3) 5 (Year 4) 4 (Year 5)	1 (Year 1) 4 (Year 2) 5 (Year 3) 4 (Year 4) 3 (Year 5)
Electronic Journal (Communication)						
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)

	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	1 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5)	0 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5)
Associate Award Audiovisual Clips (Communication)						
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)
Communications Working Group						
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 3) 20 (Year 4)	9 (Year 3) 6 (Year 4)
		Topics for *EQ Review*, seminar series and videoconferences identified	EICC records	0	1 (Year 4)	1 (Year 4)
		Providing technical assistance to Associate Awards on their communications-related work.	Hold international workshop	0	2 (Year 4) 1 (Year 5)	1 (Year 4) 0 (Year 5)
Accelerating Early Childhood Literacy Acquisition in High Priority EFA Countries: Desk Review & Forum Planning						
C1. Provide research on effective teaching practices in overcrowded classrooms	Knowledge about teaching methods to increase literacy acquisition in large classrooms improved and shared amongst practitioners and stakeholders	Literature review produced	EICC records	0	1 (Year 4)	0 (Year 4)
		Invitational conference held	EICC records	0	1 (Year 4)	0 (Year 4)
		Final report on findings	EICC records	0	1 (Year 4) 1 (Year 5)	0 (Year 4) 1 (Year 5)

Educational Quality Research Dissemination Activities						
C1. Share research activity results and findings with appropriate audiences to elicit feedback and involvement from a range of stakeholders	Knowledge about educational quality programs shared	Findings shared at the EQUIP1 Summit and Leader Team meetings	EQUIP1 Records	0	4 (Year 4)	1 (Year 4) 2 (Year 4) 1 (Year 4) 0 (Year 4) 0 (Year 4)
		Studies published	EQUIP1 Records	0	5 (Year 4)	
		Issue Briefs generated	EQUIP1 Records	0	12 (Year 4)	
		Presentations given at the Ed Sector Council	EQUIP1 Records	0	2 (Year 4)	
		Presentations given to Special Forums	EQUIP1 Records	0	3 (Year 4)	
EQUIP1 Pilot Study on Use and Impact of Donated Books						
C1. Provide research on the use and impact of general collections of books (donated books) placed in school or community libraries in terms of fostering literacy and enriching the classroom environment	Knowledge about the value-added to USAID programs book donations have, and if so, what considerations are most important to ensure impact	Desk study	EQUIP1 Records	0	1 (Year 4)	1 (Year 4)
		Shipment of books	EQUIP1 Records	0	1 (Year 4)	0 (Year 4)
		1st round of data collection complete	EQUIP1 Records	0	1 (Year 4) 1 (Year 5)	0 (Year 4) 0 (Year 4)
		Data analyzed	EQUIP1 Records	0	1 (Year 5)	0 (Year 5)
		Data findings reported				
Cross-national Synthesis on Teaching and Learning (Research & Assessment; Field-Based Innovation)						
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	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)

C3. Community involvement in education increased	shared	Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3) 1 (Year 4)	0 (Year 2) 0 (Year 3) 1 (Year 4)
School-Based Teacher In-Service Programs & Clustering of Schools (Research & Assessment; Communication)						
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) 3 (Year 3)	4 (Year 2) 1 (Year 3)
Pilot Study of School-Based Teacher In-Service Programs & Clustering of Schools in Namibia (Research & Assessment; Communication)						
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) 4 (Year 3) 4 (Year 4)	2 (Year 2) 4 (Year 3) 2 (Year 4)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 1 (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)

Pilot Study on Quality of Educational Issues in Islamic Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2) 4 (Year 3) 4 (Year 4)	2 (Year 2) 2 (Year 3) 1 (Year 4)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 1(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) 1 (Year 4)	0 (Year 3) 1 (Year 4)
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research & Assessment; Communication)						
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) 4 (Year 3) 4 (Year 4)	2 (Year 2) 4 (Year 3) 4 (Year 4)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 1 (Year 3)	0 (Year 2) 1 (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) 1 (Year 4)	1 (Year 3) 1 (Year 4)
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						
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) 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)

		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition						
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)	1 (Year 3)
		Manual completed and available on EQUIP and INEE website	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
Support INEE's TOT Workshop on MSEE in the Middle East and North Africa						
C4. Education in crisis and transitional situations improved	Support provided at international training of trainers events	Trainings held with EQUIP1 Education in Crisis Specialist participation	EQUIP1 Records	0	1	0 (Year 4)
		A report of workshop proceedings will be submitted to the EICC for use in publications	EQUIP1 Records	0	1	1 (Year 4)
Profile Education Programs in Crisis and Transitional Settings (Research & Assessment)						
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) 6 (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	Year 4- 2 Issue briefs submitted and released through the EICC	0	1 (Year 2) 2 (Year 4)	0 (Year 2) 0 (Year 4)

	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified	programs in crisis and transitional settings prepared and disseminated				
	Knowledge of best practices when educating children in child-headed households increased	Report submitted to EICC	EQUIP1 Records	0	1	0 (Year 4)
Pilot Study on the Role of Community Schools in Afghanistan						
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)	1 (Year 3)
		Pilot Study approved and published	EQUIP1 records	0	1 (Year 3) 1 (Year 4) 1 (Year 5)	0 (Year 3) 1 (Year 4) 1 (Year 5)
Overview of Food Assisted Education Programs (Research & Assessment)						
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)
Profiling Food Assisted Education Programs (Research & Assessment)						
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)

		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)
Videoconference on Food Assisted Education (Communication)						
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)
Associate Awards (Field Based Innovations)						
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) 4 (Year 2) 3 (Year 3)
	Associate Award requirements of USAID missions and bureaus being met by EQUIP1	Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2) 3 (Year 3)

ANNEX 2: EQ DISPATCH OCTOBER 2007

EQ Dispatch

Education Quality in the Developing World

October 2007

News from EQUIP (EQUIP123.net)

Publications

EQ Review: Data for Effective Decision Making
This issue of EQR highlights projects that have been successful in utilizing data collected from the project to improve the quality of programming and interventions. The projects that are described are EdData II project, EQUIP2/Zambia project, and the ESRA project in Pakistan.

Associate Award Headlines

EQUIP1:

The EQUIP1 Haiti project came to a successful close on September 30. Three new documents have been added to the Haiti page:

- Haiti: Education 2004 Project Impact Evaluation Study;
- Les Institutions de Formation Initiale des Enseignants du Fondamental et du Secondaire en Haiti; and
- Les Programmes de Bourse d'Etudes au niveau de l'Ecole Fondamentale en Haïti.

The EQUIP1 Nicaragua project (Excelencia) has recieved additional funding to add new activities to work with local NGOs to deliver the successful model school approach to privately managed schools that serve low income communities in Nicaragua.

EQUIP1 REACH project in India: The Government of India is holding a conference on Inclusive Education at the end of October, 2007. REACH India has arranged for two of the NGOs that it is working with, Ummeed and Manovikas Kendra, to be presenters at this important event. REACH India will also use this occasion to disseminate a publication documenting the ground breaking work that it is doing in Inclusive Education. This publication will be

posted on the EQUIP123.net website when it is available.

EQUIP2:

The EQUIP2/Guatemala project held a presidential forum - the second of two national education forums for presidential candidates - on October 9. This event allowed the runoff candidates, Alvaro Colom and Otto Pérez Molina, to engage in debate and explain how they intend to implement and finance their agenda.

The new EQUIP2/Yemen project is scheduled to enter design phase in November with implementation beginning in January 2008. The project will build on the work of the EQUIP1/Yemen project by expanding to five governorates with a focus on training female teachers.

EQUIP3:

EQUIP3: The EQUIP3 Haiti project has a new CTO and Education Officer. Contact Information has been updated on the Haiti webpage. Please visit at, http://www.equip123.net/webarticles/anmviewer.asp?a=308&z=37.

Leader Award Highlights

EQUIP2 Leader Award:

TThe EQUIP2 Complementary Education team, Audrey-marie Schuh Moore and Joseph Destefano, gave a presentation titled "Reaching the Underserved through Complementary Models of Effective Schooling." at the United Kingdom Forum for International Education and Training (UKFIET).

EQUIP2 Director John Gillies gave a presentation titled "Donor Effectiveness in Education System Reform: Impact, Sustainability, and Scaling-up of Quality Improvement." at the United Kingdom Forum for International Education and Training (UKFIET).

EQUIP3 Leader Award:

EQUIP3 has added issues 11, 12, 13, and 14 of the Youth Community of Practice (YCoP) Links to the Youth Community of Practice: Linking USAID with Youth, Youth Practitioners and Youth-Serving Organizations Worldwide page.

New EQUIP3 newsletters are now available online on the Monthly

Monitor e-Newsletter page.

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. © 2006 EQUIP All Rights Reserved.

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

ANNEX 3: EQ DISPATCH DECEMBER 2007

EQ Dispatch

Education Quality in the Developing World

December 2007

News from EQUIP (EQUIP123.net)

Associate Award Headlines

EQUIP1:

Egypt: The EQUIP1 Egypt Education Reform Program (ERP) has updated its page. You can also visit the ERP website for the latest news.

Haiti: The EQUIP1 Haiti project has added a link to the EQUIP1 Haiti Final Program Report.

EQUIP2:

Egypt: The EQUIP2 Egypt Education Reform Program (ERP) has added reports for the Egypt Household Education Suvery 2005-2006 in both Arabic and English.

EQUIP3:

Afghanistan: The Afghanistan Literacty and Community Empowerment Program (LCEP) project has added LCEP Final report to the website.

East Timor: EQUIP3 has a new Associate Award in East Timor. The Youth Have Opportunities for Work in Timor Leste (JOBS) Program is a three year program that aims to provide 2,500 minimally-educated rural men and women, ages 18-30, with a 12-month workforce preparation program that combines off-the-job instruction with on-the-job training.

Haiti: The EQUIP3 IDEJEN project in Haiti has added the Haiti Interim Assessment and the Economic Realities and Opportunities for Out-of-School Youth in Haiti reports to the IDEJEN microsite.

Leader Award Highlights

EQUIP1 Leader Award:

Large Classrooms: The EQUIP1 Leader Award has posted Large Class Sizes in the Developing World: What Do We Know and What Can We Do?

Reading Activities: A new report, Reading Activities in USAID Supported Basic Education Programs, has been posted on the EQUIP123.net website.

EQUIP2 Leader Award:

School Fees: EQUIP2 has posted an online toolkit on Free Primary Education and School Fees in Developing Countries.

EQUIP3 Leader Award:

YCOP Links: New EQUIP3 newsletters are now available online on the Monthly Monitor e-Newsletter page.

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USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

ANNEX 4: EQ Review

Basic Education and Children with Disabilities

EQ Review

Educational Quality in the Developing World

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

December 2007 **Vol. 5, No. 3**

Inside This Issue:

2 Education Equality for Russian Youth

2 Vietnam: from Local Models to National Policy

4 REACH India

5 Engaging Disabled People's Organizations in Development Cooperation

Demonstrating that All Means All: Basic Education and Children with Disabilities

Children with disabilities hold the key to the successful realization of the goals and the spirit of the global campaign to achieve education for all. Decades of research and practice have proven that children with disabilities can thrive in a learning environment, and that families, schools, and communities benefit when educational systems invest not only in their inclusion, but in their development and potential.

A recent report by UNICEF's Innocenti Research Center (Promoting the Rights of Children with Disabilities, Innocenti Digest No. 13, October 2007), estimates that there are approximately 160 million children with disabilities in the developing world. UNESCO has asserted that the vast majority of these children – perhaps over 90 percent – are not attending school.

Over the past decade, the international community has begun to approach the educational inclusion of children with disabilities as a human rights issue, and increasingly as a means to strengthen a child-centered approach to education. Good practices to date include the development of the "Ten Questions Screening Instrument" (see text box on page 4) to determine the prevalence of childhood disability, a tool that has been validated by the OECD and put into use in a few settings by the World Bank. Many donors are funding the provision of technical assistance to ministries of education to strengthen often-nascent special needs education units and to advance teacher training. Other donors are investing in global and grassroots advocacy, seeking to engender and harness the political will necessary to ensure that all really does mean all.

USAID and its implementing partners have taken some meaningful and proactive steps to address disability rights issues within the context of the delivery of international development assistance. USAID's own Disability Policy, approved in August, 1997, provides the necessary framework for the advocacy and programmatic interventions discussed in this issue of the *EQ Review*.

The articles which follow examine a few current programs that are working to demonstrate that children with disabilities can and should benefit from programs that support basic education. A USAID program in Russia supports the work of the NGO Perspektiva, demonstrating the important contributions that disability organizations can and must make to ensure that national and international investments in education offer meaningful opportunities to children with disabilities.
In addition to providing direct support to schools, a program in Vietnam is building capacity at both the government and civil society levels to strengthen and advocate for policies on inclusive education. In India, a program funded through EQUIP1 is working to train teachers to identify children with learning disabilities, and importantly, to improve strategies for increasing learning outcomes. Finally, efforts are underway in three countries and in Washington, DC to raise awareness of, and pilot test, successful strategies to ensure that disabled peoples organizations become stakeholders of programs in basic education and other sectors.

These and other interventions prove that disability advocates and inclusive education experts bring to the basic education community the technical resources needed to address the challenge of scaling up these smaller interventions to move toward the larger investments that will begin to reach **and** teach a significant number of the sizable population of children with disabilities.

For more information, please contact AIR Principal Project Specialist Jerry Mindes, jmindes@air.org.

Educational Equality for Russian Youth

Perspektiva, a Russian NGO, together with eleven regional members of the "Education for All" Coalition, is implementing a USAID-funded program to ensure educational equality for Russian youth and children. The goals of the program are to strengthen the capacity of the Education for All Coalition to effectively advocate, promote, and implement inclusive education practices locally and at the national level; promote positive images of disabled people in twelve communities to break down barriers and negative attitudes toward implementing inclusive schools; and to increase the ability of parents and disabled people locally and nationally to advocate for the right to an equal education for disabled children and youth and for the rights of people with disabilities in general.

Since September 2006, more than 5,000 people (including local educators, government officials, media and member of the community) have participated in public education activities and trainings on the importance of inclusive education. Furthermore, the program has established several successful public awareness campaigns on inclusive education including funding several public service announcements, disseminating inclusive education brochures, participating in a film festival on "Breaking Down Barriers", and organizing several public rallies in various regions throughout Russia. These campaigns have been widely received by the government, media and general public. For example, the campaign "Children Should Go to School Together" that launched in the spring of 2007 in all project cities, has been endorsed by the Moscow City Duma's Committee on Education and Science and by others. For more information on Perspektiva or its programs, please visit http://eng.perspektiva-inva.ru.

For more information, please contact Lloyd Feinberg, Perspektiva CTO at lfeinberg@usaid.gov or Anne Hayes, Disability and Gender Specialist, Investing in Women and Development (IWID) Fellow United States Agency for International Development (USAID) at ahayes@dcofwvf.org.

Inclusive Education in Vietnam: From Local Models to National Policy

In May 2006, Vietnam's Ministry of Education and Training (MOET) issued regulations on inclusive education (IE) for children with disabilities, moving the issue from a humanitarian initiative to a legal mandate. This landmark action opens access to a quality education for the estimated 750,000 disabled children in Vietnam who have yet to enter a regular classroom.

The USAID-funded Inclusion of Vietnamese with Disabilities program, implemented by Catholic Relief Services (CRS), builds upon past pilot projects, lessons learned and best practices from thirteen years of experience in Vietnam. The three year program combines direct support to local schools in the northern and central provinces with nationwide policy advocacy in cooperation with four MOET departments. Inclusive education is used as a springboard for full inclusion of children, adolescents, and adults with disabilities and encourages involvement of people with disabilities in all aspects of the project. The goal is to expand and deepen cooperation with policymakers in the sectors of education, health, and labor.

In order to reach Vietnam's ambitious goals, the program is currently working together with the MOET to strengthen the legal foundations for IE at all levels of education, including secondary and higher education, and through a specialized pre-service curriculum in teacher training colleges and universities. Additionally, a technical school is offering international-standard information technology training for disabled youth, linking to job placement in this growing industry.

In the target provinces, attendance rates are close to or surpassing national targets; however, children with more severe disabilities (including many of those believed to be affected by Agent Orange) are not yet included at the same rates. Since coordination among the various sectors involved in support to people with disabilities continues to be a challenge, the Inclusion of Vietnamese with Disabilities program is also joining efforts with the National Coordinating Council on Disability and the growing number of non-governmental disabled peoples' organizations that are forming part of Vietnam's civil society.

For more information on the Inclusion of Vietnamese with Disabilities program, please contact the CTO, Ms. Brett Jones, at bjones@usaid.gov.

Ngo Hoang Anh (center) is one of 250,000 disabled children learning in an inclusive environment in Vietnamese schools. Through support from his peer group, teacher and family, he has shown dramatic improvements in health, sociability, and development.

(Photo: Nguyen Le Khanh / CRS Vietnam in Yen Mo district, Ninh Binh province, 2006)

REACHing Children with Special Learning Needs in India[32]

REACH India, a four and a half year project funded by USAID, reaches out to vulnerable, at risk and excluded children and complements the Government of India's Sarva Shiksha Abhiyan (SSA) campaign to provide education to all children. The project, working with 101 local NGOs through a variety of initiatives and a wide range of approaches, is reaching out to more than 200,000 at-risk children, including approximately 3,000 children with disabilities.

An NGO resource center remedial class in India

As a part of its overall approach, REACH India works with four NGOs that address the needs of children with disabilities. Though these NGOs have been working in the field of disability for a number of years and have ample experience, the REACH India project gave them a new opportunity and a new canvas to work on – working in formal schools (for AADI, Manovikas and Ummeed) and transferring their experience to others (for Digdarshika). These NGOs are pursuing innovative models and strategies to reach out to children with various types of physical, learning, emotional and behavioral disabilities. In addressing the needs of children with "hidden" disabilities such as attention-related disorders, the project is reaching children whose needs are often not attended to or are un-diagnosed, especially among the more marginalized sectors of society.

The approaches of all four NGOs have certain common characteristics: identification of children, sensitization and awareness raising for parents and communities, specialized teacher training, and the provision of remedial help without isolating these children. However, each NGO is approaching inclusive education with interesting variations.

The NGO **Manovikas Kendra** is ensuring that children with learning disabilities due to dyslexia, dysgraphia (neurological disorder resulting in writing difficulties) and dyscalculia (learning disability in learning or comprehending mathematics) are able to cope with the curriculum and do not drop out of school due to these learning disabilities, which are often not taken seriously by teachers or parents. Special educators and resource teachers identify children through a screening process consisting of behavioral checklists, academic records and individual case histories. Remedial classes are conducted twice a week and are tailored to each child's specific needs through a holistic rehabilitation process.

The NGO **Ummeed** works to improve the quality of education and social adjustment for children with emotional and behavioral learning disabilities by improving classroom management. One school is identified each year and inclusive practices are integrated among all stakeholders involved with the school - from the management to the teachers, parents, students and the community. The project coordinators observe classroom activities by paying special attention to children with disabilities and the way teachers manage them and make recommendations. Psychosocial services are provided, education modules are created, and adjustment interventions are implemented.

The NGO **AADI** is working in five government schools on a pilot basis. The project promotes inclusive practices and culture through a whole school development approach by influencing existing practices at the school level to support inclusion of children and by evolving appropriate and replicable models that address specific educational and social needs of children with disabilities. AADI is also transforming its own special school that catered to disabled children, into one that serves both disabled and non-disabled children. The project team helped to develop national level guidelines for evaluation of children with disabilities. The Delhi government has decided to scale up this model to 25 additional schools.

The **Digdarshika Institute of Rehabilitation and Research** is an NGO specializing in physical disabilities and mental health. With the assistance of REACH India, the organization is working on inclusive education and reaching out to children with disabilities. Advocacy programs are used to sensitize the community regarding disability and the rights of such children through street plays, film shows and discussions.

Today around 3,000 children with disabilities have been identified by these NGOs and are undergoing remedial education in the NGOs' resource centers. Many of these children are in the process of being mainstreamed into local government schools with the help of government authorities. Additionally, efforts are being made to replicate the interventions with government support in other areas.

For more information please contact Sourav Banerjee, REACH India Project CTO at sbanerjee@usaid.gov.

Engaging Disabled People's Organizations in Development Cooperation

The "ENGAGE" Program is a two year project in the preliminary stages of implementation, awarded by USAID to the American Institutes for Research (AIR) in September 2007. ENGAGE will work in three developing countries to design and implement pilot projects that mark and clarify the intersection between disability rights and the often complex architecture of mainstream international development assistance. Through this unique "inclusive development" program, ENGAGE will engage disabled people's organizations in development cooperation and provide training to USAID and its implementing partners.

The approach of ENGAGE includes three inter-related components, implemented in three countries – Honduras, Pakistan, and Zambia – including (a) establishing a national Working Group on Disability and Development as a forum for disability groups to meet regularly with donors and implementers to advance policies and programs that promote inclusive development; (b) launching model inclusive development pilot programs that strengthen a disability dimension within existing USAID investments in the Basic Education, HIV/AIDS, and Governance sectors; and (c) designing and organizing training sessions on inclusive development for USAID and its implementing partners in the three country settings and in Washington, DC.

The ENGAGE project will strengthen the capacity of disability organizations to become active partners in the design and implementation of development cooperation; develop model inclusive development strategies that benefit individuals with disabilities in the three county settings, and that can be adapted and replicated throughout USAID's program interventions; and provide training that results in the inclusion of a viable disability dimension in a significant number of USAID requests for proposals, and meaningful partnerships between USAID implementing agencies and organizations of and for people with disabilities.

For more information, contact Lloyd Feinberg ENGAGE CTO at lfeinberg@usaid.gov.

Ten Questions (TQ) Screening Instrument

1. Compared with other children, did the child have any serious delay in sitting, standing or walking?
2. Compared with other children, does the child have difficulty seeing, either in daytime or at night?
3. Does the child appear to have difficulty hearing?
4. When you tell the child to do something, does he/she seem to understand what you are saying?
5. Does the child have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs?
6. Does the child sometimes have fits, become rigid or loose consciousness?
7. Does the child learn to do things like other children his/her age?
8. Does the child speak at all (can he/she make himself/herself understood in words;
9. For 3- to 9- year-olds ask:
   Is the child's speech in any way different from normal (not clear enough to be understood by people other than his/her immediate family?

   For 2- year- olds ask:
   Can he/She name at least one object (for example, an animal, a toy, a cup, a spoon?)
10. Compared with other children of his/her age, does the child appear in any way mentally backward, dull or slow?

Source: Zaman S S (Department of Psychology, University of Dhaka, Bangladesh), Khan N Z, Islam S, Banu S, Dixit S, Shrout P and Durkin M. Validity of the '**Ten Questions**' **for screening** serious childhood disability: results from urban Bangladesh. *International Journal of Epidemiology* 1990; **19**: 613–620

ANNEX 5: Stakeholders Workshop Synopsis

Primary Grades Reading in Developing Countries Activity

Primary Grades Reading in Developing Countries Activity
Guidance Document Workshop, October 30, 2007
Meeting Synopsis

Participants

Tracy Brunette, AIR
Dian August, Center for Applied Linguistics
Larry Lai, Creative Associates
Sandhya Badrinath, Creative Associates
Cathy Roller, IRA
Janeen Haase, IRA
Jim Wile, IRA
Kathy Roskos, John Carol University
Brett Miller, NIH
Lea McGee, Ohio State University
Frank Method, RTI
Dorothy Strictland, Rutgers University
Teresa Fitzgerald, Save the Children
Sylvia Linan-Thompson, University of Texas
Manuel Cardoso, UNESCO Institute for Statistics
Daniel Wagner, University of Pennsylvania
Anne McGill-Franzen, University of Tennessee
Alison Wiener, USAID
Barbara Knox-Seith, USAID
Catherine Powell-Miles, USAID
Rebecca Adams, USAID
Sharon Mangin-Nwanko, USAID
Sandra Bertoli, USAID

Developing Background

Following introductions and a brief history of the project, the general purpose of the meeting was reviewed. The primary goal was organized around the development of key ideas for a guidance document on primary grade reading education in developing countries.

Three reading experts summarized the research base on primary grade reading education in the United States. Dorothy Strickland outlined factors of curriculum development (e.g., local norms and customs) and elements of curriculum planning (e.g., standards) in the K-3 reading curriculum. Lea McGee described what primary grade teachers need to know about reading development and instruction, teaching skills, and professional dispositions based on current teacher education research (which is relatively slim). Anne McGill-Franzen summarized research on the five essential elements of primary grade reading, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

Participant reactions to this information raised several issues, as follows:

- Language acquisition and the differing orthographies of native, national and 2nd languages in school. (The match between spoken and written language in reading instruction).
- Availability of print materials in local communities
- Role of mother's literacy in child literacy
- Content of beginning reading instruction
- Access to *quality* primary grade reading instruction
- Role of literacy in schooling. Is the focus on literacy, per se or on literacy as a pre-requisite for schooling?
- Threshold conditions that afford learning to read in the local context

Next, two small-scale studies on primary grade reading in developing countries were presented. The IRA field study collected survey data from a 9-country sample in the broad categories of policy, teacher education, and classroom reading instruction. In general terms, the study pointed to the gaps between policy and practice in primary grade reading education in the sample. The USAID desk study described basic policy and programs that included a deliberate focus on reading development and skills. The USAID Early Grade Reading Assessment (EGRA) was also described at this time. Dan Wagner shared an article entitled *Smaller, quicker, cheaper: alternative strategies for literacy assessment in the UN Literacy Decade* (Wagner, International Journal of Educational Research, 39 (2003), 293-309).

Participant reactions to this information articulated important issues that USAID is facing, namely *how to*:

- Describe the return on investment in education and reading in developing countries to Congress
- Close the gap between USAID goals and real accomplishments in the field
- Develop ways to document progress and present evidence of success in the field
- Measure reading outcomes as evidence of USAID effort and quality in basic education programs

Ideas for a Primary Grades Reading Guidance document were threaded through the discussion related to the research briefs and small-scale studies. These included: (1) a set of guiding questions for gathering evidence on reading; (2) a set of questions with illustrative case studies; (3) a decision tree for problem solving about reading policy and programs and (4) a set of diagnostic questions in reading.

Brainstorming in Small Groups

In small groups participants further articulated their thoughts and ideas about a PGR toolkit. Highlights of discussion are summarized in the chart.

Primary Grades Reading in Developing Countries Activity
Guidance Document Workshop, October 30, 2007
Meeting Synopsis

Group	Highlights
1	Need a policy, curriculum, classroom instruction diagnostic Need a system level assessment Need to make what we know about reading available Need to specify reading skills Need to focus on the deliberate teaching of reading Need a strategy to expand assessment of reading Need key assessment tools: policy assessment; teacher prep & in-service assessment; curriculum assessment
2	Collect literature (country-specific) for use by the donor • Language policy • Curriculum and Materials • Teacher ED and PD • Instruction • Instructional & Institutional Supports • Assessment Series of questions that result in a diagnosis of policy, curriculum and instruction in the country.
3	Diagnose the print environment for access to print in and out of school. Diagnose extent of instructional resources, i.e., availability of textbooks, allocation of time for reading instruction, and teacher expertise. Diagnose if reading performance is measured Diagnose information available to teachers Diagnose government policies that create conditions for use of technology Diagnose teacher preparation in learning how to create a print environment; how to create instructional materials for diverse learners, etc. Diagnose the quality of textbooks (e.g., structure, accuracy, age-appropriateness) (See small group work sheet in appendix 1.)

Toward Consensus

Participants re-assembled as a whole group and responded to ideas and thoughts generated in the small group sessions. Discussion led to common agreement on several points.

- A diagnostic toolkit for assessing primary grades reading is essential. It can serve a twofold purpose: to inform USAID education officers in the field and to serve as the basis for USAID discussion with Ministries of Education and program heads.
- The toolkit should clearly and explicitly state best practices in teacher education and classroom reading instruction.
- The toolkit should clearly and explicitly benchmark reading development in the primary grades based on current research in language acquisition and reading.
- The toolkit should inventory access to print in the local environment.
- The toolkit should provide guidance for metrics that measure impact from baseline to full implementation of USAID program goals. (See possible approaches in appendix 2.)
- The toolkit should guide alignment in primary grade reading education between policy and practice; it should inform USAID program design.

- The toolkit should offer a clear definition of what reading is and emphasize the time it takes to develop effective reading skills.
- The toolkit should indicate pre-requisites for the teaching of reading at the pre-service level; it should provide guidelines for professional development in reading.

A tentative outline of the toolkit's content emerged, as follows.

- Introduction
- Promoting Primary Grade Reading Success
- Milestones (or Benchmarks) in Primary Grade Reading Development
- A Strong Primary Grade Reading Program
    - What to Look For
    - What it Looks Like
- Best Practices in Primary Grade Reading Instruction
    - What to Look For
    - What it Looks Like
- Best Practices in Preparing Teachers of Primary Grade Reading
    - What to Look For
    - What it Looks Like
- Access to Print
    - What to Look For
    - What it Looks Like
- Aligning (USAID) Program Design and Monitoring Progress
- Glossary of Terms
- Additional Resources

Suggested Action Steps

Based on the day's discussions, the group suggested: (1) the formation of a **Writing Team**, consisting of reading experts and USAID representatives, to draft the Primary Grade Reading Diagnostic Toolkit and (2) **field-testing the toolkit** in a sample of USAID offices for purposes of revision and refinement for large-scale use.

Appendix 1
Sample Formats for Assessment Tools
From: Wiggins, G & McTighe, J (2007). *Schooling by design* (p225;p236). Alexandria, VA: ASCD.

Figure 9.4
Essential Questions for Educators

VISION AND BELIEFS
- To what extent do we (our team, school, district, community) share a common vision?
- What educational beliefs about teaching and learning do we all hold, if any? What do the answers imply?
- What assumptions about learning guide our instructional and assessment practices? To what extent do our policies, priorities, and actions reflect these beliefs?
- How might we better actualize our beliefs?

STANDARDS
- How would people know that we are a "standards-based" school/district? A learning organization? Honoring our mission well?
- What are observable indicators in the classroom? School? District?
- To what extent are we "walking the talk" and using mission-related standards and criteria to guide our work (in, for example, curriculum, assessment, instruction, professional development, staff appraisal)?

CURRICULUM
- How should curriculum be planned to better achieve the mission and overcome bad habits of coverage? To what extent do textbooks function as a resource (rather than as the syllabus)?
- To what extent is our curriculum coherent and aligned?
- To what extent does our curriculum highlight and elicit understanding and to what extent does it unwittingly impede learning for understanding?

ASSESSMENT
- How are we doing? What evidence is needed to answer this question?
- How will we know that students really understand the "big ideas"?
- Are we assessing everything we value (or only those things that are most easily tested and graded)?
- Is anything important "falling through the cracks" because we are not assessing it?
- How might our assessments better promote learning, not simply measure it?

INSTRUCTION
- To what extent is our instruction engaging and effective?
- To what extent does current instruction reflect research and best practices?
- To what extent are we engaging students in "doing" the subject—what percent of the time?
- Are we effectively reaching *all* students? All *kinds* of students? Who isn't learning and why?

PROFESSIONAL DEVELOPMENT
- To what extent do our professional development practices reflect the research on adult learning?
- How does our staff view professional development?
- To what extent are our professional development practices "results oriented"?
- Is our professional development appropriately differentiated?

CHANGE PROCESS
- What do we believe about educational change? To what extent are these shared beliefs?
- To what extent are various initiatives seen as connected and coherent (as opposed to being seen as separate things or add-ons)?
- How might we work smarter and more effectively?

POLICY, STRUCTURES, CULTURE
- To what extent do our policies, structures, and culture reflect our beliefs about learning?
- How might we restructure to enhance learning?
- What messages do our policies send?
- Is our staff appraisal process working?
- To what extent do we have a culture of continuous improvement?
- What existing factors support this reform? What factors resist change?
- How do our leaders receive the honest feedback they need to improve?
- To what extent does our grading and reporting system communicate clearly and honestly?
- Are resources (such as time, money, facilities, technology) being used optimally to advance learning?
- Would you want *your* child to attend *our* school? Why or why not?

Figure 10.3

Continuum of Observable Indicators

Understanding by Design Elements: Assessing Your School		
Use the continuum to analyze the classroom practices in your school according to the following UbD reform elements.		
1. Learning activities clearly address established content standards.	▪▪▪▪▪▪▪▪▪▪▪▪	1. Learning activities do not typically address established content standards.
2. The textbook is one resource among many used in teaching to the standards.	▪▪▪▪▪▪▪▪▪▪▪▪	2. Textbooks serve as the primary teaching resource. (The textbook functions as the syllabus.)
3. Instruction and assessment are focused on exploring big ideas and essential questions.	▪▪▪▪▪▪▪▪▪▪▪▪	3. Instruction consists primarily of content coverage, doing activities, and/or preparation for high-stakes standardized tests.
4. Student understanding of the big ideas in content standards is assessed through complex performance tasks using the six facets.	▪▪▪▪▪▪▪▪▪▪▪▪	4. Assessment consists primarily of quizzes and tests of factual knowledge and discrete skills.
5. Teacher evaluations of student products/performances are based upon known criteria, performance standards, and models.	▪▪▪▪▪▪▪▪▪▪▪▪	5. The students do not know (cannot explain) how their work will be evaluated. They are typically not shown models of exemplary work.
6. The students regularly self-assess their work based on the established criteria.	▪▪▪▪▪▪▪▪▪▪▪▪	6. Students do not regularly self-assess their work according to established criteria.
7. Teachers regularly pose open-ended questions with no obvious right answer. The questions are designed to direct and deepen inquiry and understanding.	▪▪▪▪▪▪▪▪▪▪▪▪	7. Most teacher questions are convergent, leading questions, pointing toward the knowledge students are expected to learn.
8. Students are given regular opportunities to rethink and revise their work based on feedback from ongoing (formative) assessments.	▪▪▪▪▪▪▪▪▪▪▪▪	8. Formative assessments are not routinely used. Students are rarely given opportunities to rethink and revise their work based on specific feedback.

ANNEX 6: Reading Activities in USAID Supported Programs

A Desk Review

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education

USAID FROM THE AMERICAN PEOPLE

EQUIP1 Educational Quality Improvement Program Classrooms • Schools • Communities

Reading Activities in USAID Supported Basic Education Programs

Produced by:

American Institutes for Research
under the EQUIP1 LWA

By:
Tracy Brunette, Ph.D.

October 2007

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

READING ACTIVITIES IN USAID SUPPORTED BASIC EDUCATION PROGRAMS

BACKGROUND

Increasing literacy is presumably a major focus of USAID basic education efforts worldwide. There are several high level initiatives underway aiming to put literacy at the center of national education systems and development efforts (including UNESCO's LIFE and LAMP initiatives) as well as interest at the highest level in the USG (as evidenced the White House conference on Global Literacy in September, 2006). This being said, literacy or acquiring reading skills is often not specifically articulated in the education strategies of either host country governments, donors, or implementing partners.

This document reviews USAID's explicit incorporation of reading in major basic education policy documents as well as in basic education programs world wide based on publicly available information[1]. The purpose of this study is to chronicle current programs and activities that include a stated, specific and intentional focus on reading in formal or informal primary school level programs (apart from stand alone literacy programs for youth or adults) beyond generic discussions of literacy and literacy rates or the use of reading as an outcome measure of program success void of any link to programmatic interventions aimed to increase reading ability. It is highly likely that some specific reading programs have been missed, and we welcome information on these programs in order to present a more complete picture. This document should be seen as a vehicle to spur the conversation rather than as a definitive "last word" on the topic of reading in USAID education programs.

READING IN USAID POLICY AND PLANNING DOCUMENTS

USAID's Education Strategy "Improving Lives Through Learning", April 2005

At the heart of USAID's education strategy is "facilitating the acquisition of basic skills, such as literacy, numeracy, and critical thinking" and references to literacy rates and gaining literacy skills throughout the strategy, acknowledging that children drop out of school before gaining "bedrock skills such as literacy", for example. This being said, there are no specific references to literacy in the more operational sections of the document, such as sections on quality, policy, and improving instruction where relevant skills and core subjects, competencies and standards are discussed.

Sections on curriculum state:

> "curriculum includes specific knowledge and skills relevant to students' current environment as well as the more general knowledge and skills that students will need to deal with new challenges created by economic and social change" (p.8).

[1] The section on basic education programs world wide draws heavily on the USAID web site.

> "promoting improvements in curricular content…..to make curricla relevant to learners' economic and social environment and allow for continuity through grade levels" (page 9).

Key issues under promoting policy reform includes:

> "Core subjects to be taught in the nation's schools, along with the specification of teaching and learning competencies, standards, and measures" (p. 8).

There is no mention of reading as a relevant skill, or as a curricular content area or core subject nor is it mentioned as a learning competency in standards to be met.

2008 Congressional Budget Justification

In the 2008 Congressional Budget Justification, besides generic references to low levels of literacy in many countries, there is very little specific reference to reading programs. The few instances include:

- African Education Initiative: [AEI] will target basic education, with particular focus on **literacy** programs, teacher training, and increased educational opportunities for girls.
- Benin: U.S. assistance will target basic education and will help increase basic literacy and numeracy needed for a modern economy.
- Indonesia: In-service training for teachers in math, science and **reading.**
- LAC regional: Children's **literacy** will be improved by strengthening teachers' effectiveness through the regional Centers of Excellence for Teacher Training.

USAID BASIC EDUCATION PROGRAMS WORLD WIDE

Africa Region

Ghana.

Basic education program activities in Ghana include an innovative initiative to improve reading comprehension by teaching Grade 1 children to read in their local language before making a transition to English. To sustain the program, a cadre of trainers has been established to provide district level training to teachers. USAID has also developed a Literacy Acceleration program to assist the MOE to develop a national literacy approach to train 9,000 teachers. http://www.usaid.gov/gh/education/background/index.htm and http://www.usaid.gov/press/factsheets/2007/fs070924_3.html.

Guinea. USAID supports a national program to reinforce reading instruction for primary school teachers. USAID in-service teacher training sessions show Guinea's teachers how to teach reading to children in a meaningful and engaging way.

The first of its kind in Guinea, the program is ensuring that all children in grades 1 and 2 have their own set of story books to use in class, and to take home to share with friends and family. The use of storybooks designed particularly for the Guinean context coincides with the emergence of children's literature in Guinea; colorful children's stories that range from traditional to very contemporary African tales are appearing more and more in bookstores as the fledgling industry begins to take off.

The USAID reading instruction program, which trained nearly 15,000 educators in Guinea in 2003, encourages the creation of classroom reading materials designed to capture children's interest and imagination. Teacher's guides describing specific strategies for teaching reading skills and games that will help children enjoy learning to read were also provided. The program has been well-received by Guinean teachers, 91 percent of whom are now using the reading program in the classroom, 96 percent of whom say they have seen improvements in student's reading abilities since the introduction of the program in 2001. The Government of Guinea (GOG) has also shown strong support of the reading program by agreeing to fund the reproduction of all reading materials for children in grades 1 and 2, and to test students' reading abilities at the end of those grades. In addition, the GOG will take the lead in conducting teacher training in reading instruction in 2004, support that will ensure the program's adoption and successful continuation within Guinea.
http://africastories.usaid.gov/search_details.cfm?storyID=232&countryID=9&sectorID=0&yearID=4.

Malawi. One of the foci of USAID/Malawi's Primary School Support Program: A School Fees Pilot (PSSP) project is on improving literacy in target communities. PSSP is developing a literacy program that takes a balanced literacy approach: one that combines direct instruction with opportunities for pupils to engage in a variety of print-rich learning experiences. PSSP is conducting focused trainings for standards one and two teachers designed to help them develop improved skills for teaching reading. PSSP is working with teachers, students, and community members to develop supplementary reading materials and reading clubs.

Asia Near East Region

Afghanistan. In Afghanistan, the U.S. Government will contribute $22 million, over five years, to support the Ministry's vision of a literate Afghanistan. This initiative will be a partnership between the Ministry of Education, public and private organizations and USAID.

The National Literacy Program aims to bring the ability to read and write into every household in the country through support across many government ministries in Afghanistan, as well as through the participation of NGOs, public and private organizations. In addition, there will be

new policies, standards of teacher certification and student assessment and a teacher support system at the national, provincial and district levels.

As part of USAID/Afghanistan's non-formal education activity, USAID has established a cadre of literacy trainers and developed literacy-related materials that can be used nation-wide. http://www.usaid.gov/locations/asia_near_east/afghanistan/.

Bangladesh. USAID's early childhood education program focuses on children between the ages 3 to 6 to improve their reading and math skills, which help prepare them for success in primary education. Key programs include the production of Sisimpur, the popular children's educational television program which airs on Bangladesh Television (BTV). USAID also supports the SUCCEED preschool education program, which uses innovative teaching techniques and games to teach children how to read and how to count. http://www.usaid.gov/bd/sisimpur.html.

Egypt. USAID is allocating $8 million to producing Alam Simsim, Egypt's Sesame Street which reaches more than 80% of Egyptian schoolchildren. This TV show introduces millions of Egyptian children to reading, writing, math, and problem solving skills in order to better prepare them for primary school.

USAID also supports the National Book Program for Schools. Through its School Library Enrichment Program and Supplementary Educational Materials Program, the book program aims to provide 11.3 million books and supplementary educational materials to all 39,000 government schools in Egypt. In many cases, the National Book Program library is a school's only library resource, in others, the Book Program's library doubles the school's prior book collection. Working closely with the Ministry of Education and the Integrated Care Society, this program provides training for librarians and teachers to ensure effective use of new books and materials. In addition, the Book Program's social marketing program focuses on changing attitudes, particularly of parents, towards literacy and reading. Through its efforts, the National Book Program hopes to build up a generation eager to read not only for knowledge but also for pleasure.

The Education Reform Project has done some work in remedial reading for 4th grade and some limited work in teacher training for earlier grades (there are plans for an increased focus on reading in the coming years). http://egypt.usaid.gov/Default.aspx?pageid=26.

Indonesia. USAID is supporting the Sesame Workshop to develop a new Indonesian co-production of the renowned Sesame Street television show. Indonesia Sesame Street or Jalan Sesama, is one of the largest partnerships between USAID and the Sesame Workshop. Millions of Indonesian children will be better equipped to start school. The first season is scheduled to air in mid 2007. http://indonesia.usaid.gov/en/Article.272.aspx.

Philippines. USAID Distributed approximately one million reference and reading materials to schools in Mindanao. http://www.usaid.gov/locations/asia_near_east/countries/philippines/.

Latin American and Caribbean Region

Latin America and Caribbean. USAID supports The Centers for Excellence in Teacher Training (CETT), announced by President Bush in April 2001. CETT supports work in the Latin America and Caribbean region to improve the quality of classroom reading instruction in grades 1-3, with emphasis on poorer countries and disadvantaged communities.

Centers of Excellence have been established in three regions of Latin America. The Caribbean CETT currently focuses in Jamaica, St. Vincent and the Grenadines, St. Lucia, Guyana, Belize, Grenada, and Trinidad and Tobago. Dominica will join in October 2007. The CETT in Central America and the Dominican Republic is improving reading instruction in Honduras, Guatemala, Nicaragua, El Salvador, and the Dominican Republic. The Andean CETT works with teachers in Peru, Ecuador, and Bolivia.

Hosted by leading pedagogical universities, CETT trains a cadre of "master teachers" in each country to use the best teaching strategies and practices from across the hemisphere. These master teachers, in turn, train hundreds of other teachers. Classroom visits — where master teachers visit teachers in their own classrooms and provide follow-up coaching and feedback — is a critical element of the CETT training. This in-the-classroom support ensures that teachers are able to apply new knowledge and skills, so that their students learn to read better.

CETT has introduced a more child-centered, interactive approach to the teaching of literacy in Latin America and the Caribbean. To date, 15,000 teachers in fifteen countries have received CETT training. Additionally, through an important alliance with Scholastic Books, CETT has made libraries of children's books available in classrooms. The lack of reading materials for children is a serious problem in LAC, because without opportunities to practice, children cannot learn to read. The Scholastic libraries not only give children a chance to practice, but also make reading fun. http://www.usaid.gov/about_usaid/presidential_initiative/teachertraining.html; http://www.readingforallchildren.org; USAID briefer: The Centers for Excellence for Teacher Training

Honduras. Since 2005 the Honduras Student Achievement Project provided training in collaboration with the Ministry of Education to all 40,000 primary school teachers in the application of student-focused interactive methodologies in the instruction of reading. Training has been coherent with the Ministry's new textbooks for Spanish language, which themselves are also aligned with the new National Primary Curriculum (the DCNB) and the new national content and performance standards for reading.
http://www.equip123.net/webarticles/anmviewer.asp?a=372.

Nicaragua. As of September 2007, the USAID supported EXCELENCIA program is serving over 1,700 primary schools, with over 330,000 students and over 10,000 teachers using a special reading method in the first two grades called "Significant Expressions". The method is comprised of various modules and projects that take the interests of students and the realities of their communities into consideration. Primary teachers in EXCELENCIA schools receive instruction from the project on how to apply this method. EXCELENCIA has also supported the Ministry of Education in the validation of a new curriculum focused on competencies, including reading skills.
http://www.equip123.net/webarticles/anmviewer.asp?a=433

Peru. In Peru, AprenDes is improving literacy and other basic skills instruction. The curriculum developed for teachers includes literacy instruction and teachers receive related instruction. http://peru.usaid.gov/htmls/Education-may-2007-v2.pdf