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**EQUIP1 Leader Award  
Quarterly Technical Report  
July-September 2008**



Submitted by:

**American Institutes for Research**

**October 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 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.

The following is the progress report on EQUIP1 Leader Award activities for the months of July, August and September 2008.

## II. Overall Progress of EQUIP1 Leader Award

### Summary of Year Six, Second Quarter Progress

In this reporting period EQUIP1 Director at AIR has initiated sub-award modifications for the partners so that all the field work and finalization of data analysis and reporting can be completed since the funds are available. In this quarter, three EQUIP1 Associate Award Projects successfully closed out. The projects include: The education reform activity in Yemen, which closed out on July 24. Secondary Education Activity (SEA) which closed out on September 04. The ESCUP project in Cambodia closed out on September 30.

## III. Specific Activities Accomplished in the Second Quarter of Year Six

The summary below details second quarter activities (July, August, and September 2008.)

### 1. *EQUIP Website* ([www.equip123.net](http://www.equip123.net))

Major additions and modifications to the site include:

1. Worked with EQUIP3 to re-design their portion of the website.



2. Added three EQUIP1 case studies on “Active-Learning Pedagogies – Policy, Professional Development and Classroom Practices”:
  1. [“Active-Learning Pedagogies-Policy, Professional Development and Classroom Practices- A case study of two post-conflict contexts: Afghanistan and Somaliland: Overview, Design and Summary of Findings”](#)
  2. [“Active-Learning Pedagogies-Policy, Professional Development and Classroom Practices- A case study of two post-conflict contexts: Case Study1 Afghanistan”](#)
  3. [“Active-Learning Pedagogies-Policy, Professional Development and Classroom Practices- A case study of two post-conflict contexts: Case Study2 Somaliland”](#)

### *General Statistics*

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

	July	August	September
<b>Hits</b>	<b>245,678</b>	<b>265,180</b>	<b>231,431</b>
<b>Page Views</b>	<b>48,639</b>	<b>49,935</b>	<b>42,533</b>
<b>Visits</b>	<b>32,082</b>	<b>27,829</b>	<b>28,240</b>
<b>Unique Visitors</b>	<b>19,310</b>	<b>16,718</b>	<b>18,291</b>

\* 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.

### **2. Consistent Networking for Educational Quality**

One issue of *EQ Dispatch* was published in August. The publication contains information on website updates and project announcements. The issue can be found here:

<http://www.equip123.net/webarticles/anmviewer.asp?a=328&z=7>

### **3. EQ Review**

During this quarter, the Communication Working Group has been soliciting articles from various EQUIP projects for two different issues: Teaching in a Large Classroom and Contribution of EQUIP1 funded studies on Education in Fragile or Post Conflict States. We expect to publish at least one issue in the next quarter.

### **4. EQUIP Seminar Series**

No EQUIP Seminars have taken place this past quarter. However the EQUIP1 team is arranging a seminar on ICT to be held in December.

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

Over the past quarter, JEID has prepared manuscripts for issue 3:3. Additionally, five articles have been sent out for peer review for an upcoming issue of education in fragile states.



### **III Leader Award Activities**

#### **1. An Analysis of the Research and Impacts of ICT in Education in Developing Country Contexts**

Funded by EQUIP1, AIR is conducting a desk study to examine the effects of ICT in educational interventions in developing countries. The study is comprised of two phases, the first of which was completed this quarter. First, a series of in-depth, structured interviews were conducted with a range of stakeholders representing diverse array of perspectives, including policymakers and academicians, researchers, users of ICT solutions and developers of ICT solutions. In total, AIR conducted 25 phone interviews in over 8 countries, including Nepal, India, Bangladesh, Zambia, Afghanistan, Kyrgyzstan, Tajikistan and others. The team is also in the process of developing an outline and sketching initial ideas for the final report. The second phase – an in-depth literature review on the state of evaluation on ICT impacts in educational settings – has been undertaken and is scheduled to be completed by the end of October, 2008. Finally, this report will be published as a chapter in an edited volume entitled "ICTs and Sustainability for Global Development: Theory, Practice and the Digital Divide" (Volume 1, Ed. Jacques Steyn). The series itself is entitled: Development Informatics and Regional Information Technologies: Theory, Practice and the Digital Divide and will be published by IGI Global in 2009.

#### **2. Early Grades Reading Activity**

The remaining activities related to this study are to resume in the next quarter.

#### **3. Public Private Partnership activity**

The remaining activities related to this study are to resume in the next quarter.

#### **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. Country site visits will begin pending approval by USAID and the field missions. A site visit in northern Uganda was completed on June 14 – July 6, 2008. The study utilized USAID/EGAT's Education and Fragility Assessment Tool to collect data on how fragility has affected education and how education is mitigating fragility in northern Uganda. Data collectors visited the Acholi, Lango, and Teso regions, which are affected by both the civil conflict with the Lord's Resistance Army and the tribal conflicts in the area (namely the cattle rustling of the Karamajong, an ethnic group from north-eastern Uganda). Data was collected using structured interviews and focus groups with parents, teachers, students, NGO workers, local police, members of the religious community, and Government of Uganda workers including



head teachers, teacher trainers, and district education officials. Currently, the data collectors are drafting a report based on their findings. The final draft is forthcoming.

### 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. During the past quarter, a work plan was developed with our local partner to complete the final round of data collection. Data collection will be completed by the first week of November.

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

The remaining activities related to this study are to resume in the next quarter.

### III. Financial Summary

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

Labor	102,164	2,195,191
ODCs	30,164	2,644,836
Indirect Costs	75,873	1,641,128
Total Expended	<b>208,202</b>	<b>6,481,154</b>
Total Remaining from the Obligated (= \$7226825)		<b>745,671</b>



## VI. Associate Awards

### Associate Award Applications in Progress

AIR responded to the Request for Application (RFA) on Teach English for Life Learning (TELL) Program in Ethiopia.

This is a \$2.0 Million dollar award aimed at Training of Trainers and Teachers of English language throughout Ethiopia. With this award, the expectation is to train a total of 20,000 teachers.

AIR received and responded to questions from USAID/Ethiopia based on the initial submission. If awarded, AIR expects to start implementing the program in November 2009

### Additional Indications of Interest

N/A

### Active Associate Awards

Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
1. 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	\$64,522,248 Plus 78,083,000 L.E. (Egyptian Pounds).	June 23, 2004	June 22, 2009
2. Zambia	Improve the ability of schools to serve as community resources for improved education and health, HIV prevention, mitigation, and services for (OVCs).	AIR	\$30,720,000	June 20, 2005	September 30, 2009
3. 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 I: PERFORMANCE INDICATORS FOR EQUIP1 LEADER AWARD ACTIVITIES

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

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
<b>EQUIP1 Work Plan (Communication Activity)</b>						
S3. Leader Award activities effectively managed	Processes and systems in place for planning and implementing Leader Award activities	EQUIP1 annual work plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4)
<b>EQUIP1 M&amp;E Plan (Communication)</b>						
S3. Leader Award activities effectively managed	Processes and systems in place for monitoring and evaluation	EQUIP1 annual M&E plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1)	1 (Year 1)
	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring chart approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 6 (Year 6)	1 (Year 2) 0 (Year 3) 0 (Year 4) 0 (Year 5) 2 (Year 6)
<b>Project Director-CTO Meetings (Communication)</b>						
S3. Leader Award activities effectively managed	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12 (Year 1) 12 (Year 2) 12 (Year 3) 12 (Year 4) 5 (Year 5) 4 (Year 6)	9 (Year 1) 10 (Year 2) 10 (Year 3) 3 (Year 4) 2 (Year 5) 0 (Year 6)
<b>Quarterly Reports (Communication)</b>						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5) 4 (Year 6)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5) 3 (Year 6)
<b>EQUIP1 Leader Team Meetings (Communication)</b>						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 4 (Year 6)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (Year 4) 2 (Year 5) (Year 6)

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 (Year 3)	20,519/month (quarterly average for downloads)
					15,000/month (Year 3)	23,187/month (quarterly average for downloads)
					20,000/month (Year 4)	26,000/month (Yr 5)
					23,000/month (Year 5)	18,000/month (Year 6)
					23,000/month (Year 6)	
<b>Resource Library (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
<b>EQUIP Brand (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality	EQUIP logo designed	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP brochures produced	EICC records	0	1 (Year 1)	1 (Year 1)
					1 (Year 4)	1 (Year 4)
					1 (Year 5)	1 (Year 5)

	information	EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
			EICC records	0	1 (Year 3)	0 (Year 3)
		EQUIP1 folders and brochures updated as needed			1 (Year 4)	1 (Year 4)
					1 (Year 5)	1 (Year 5)
<b>EQUIP Guidelines (Communication)</b>						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		Duplication & distribution guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		EICC service guidelines established	EICC records	0	1 (Year 2)	1 (Year 2)
		EICC service guidelines updated and distributed	EICC records	0	1 (Year 3)	0 (Year 3)
<b>Consistent Network for Quality Education (Communication)</b>						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv ( <i>EQ Dispatch</i> ) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3) 210 (Year 4) 325 (Year 5) 350 (Year 6)	164 (Year 2) 252 (Year 3) 299 (Year 4) 350 (Year 5)
<b>Educational Quality Programs in International Development Organizations (Communication)</b>						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	1 (Year 1)	1 (Year 1)

	Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)	1 (Year 1)
		Information updated monthly	EICC records	0	12 (Year 3) 12 (Year 4) 12 (Year 5)	12 (Year 3) 6 (Year 4) 12 (Year 5)
<b>EQUIP1 Exchanges (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Videoconferences hosted	EICC records	0	0 (Year 1) 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)
<b>EQ Review (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2) 5 (Year 3) 5 (Year 4) 4 (Year 5) 4 (Year 6)	1 (Year 1) 4 (Year 2) 5 (Year 3) 4 (Year 4) 3 (Year 5) 2 (Year 6)
<b>Electronic Journal (Communication)</b>						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
	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)
<b>Associate Award Audiovisual Clips (Communication)</b>						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Clips produced and posted on website	EICC records	0	9 (Year 2)	9 (Year 2)
<b>Communications Working Group</b>						

S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Meetings coordinated and held with all EQUIP Communication Specialists	EICC records	0	5 (Year 3) 20 (Year 4)	9 (Year 3) 6 (Year 4)
		Topics for <i>EQ Review</i> , 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)
		1 <sup>st</sup> 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			1 (Year 6)	
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)
<b>Development of a Training Manual to Support Implementation of Minimum Standards of Education in Emergencies, Crisis, and Transition</b>						
C4. Education in crisis and transitional situations improved	Training Manual to support minimum standards developed	Consultant hired and outline of training manual developed	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
		Manual completed and available on EQUIP and INEE website	EQUIP1 records	0	1 (Year 3)	1 (Year 3)
<b>Support INEE's TOT Workshop on MSEE in the Middle East and North Africa</b>						
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)
<b>Profile Education Programs in Crisis and Transitional Settings (Research &amp; Assessment)</b>						
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 6 (Year 2)
		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)
<b>Pilot Study on the Role of Community Schools in Afghanistan</b>						
C4. Education in crisis and transitional situations improved	Understanding of how public, private, and NGO sector can work together to improve education quality in crisis settings	Quarterly reports prepared and disseminated	EQUIP1 records	0	3 (Year 3)	1 (Year 3)
		Pilot Study approved and published	EQUIP1 records	0	1 (Year 3)	0 (Year 3)
						1 (Year 4)
					1 (Year 5)	1 (Year 5)
<b>Overview of Food Assisted Education Programs (Research &amp; Assessment)</b>						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
<b>Profiling Food Assisted Education Programs (Research &amp; Assessment)</b>						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	1 (Year 2)

		Report including profiles, analysis of programs and literature, and key characteristics of quality food-assisted education prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
<b>Videconference on Food Assisted Education (Communication)</b>						
C5. Capacity of food assisted education programs increased	Knowledge about how food resources can be used best to address the quality of education and student outcomes increased	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
<b>Associate Awards (Field Based Innovations)</b>						
S2. Associate Awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained	Number of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	11 (Year 1) 4 (Year 2) 3 (Year 3)
		Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2) 3 (Year 3)

ANNEX 2: EQUIP Dispatch August 2008

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## News from EQUIP ([EQUIP123.net](#))

### Publications

#### **EQ Review:** [ICT and Education in International Development](#)

This issue of the EQ Review highlights USAID-funded projects in Macedonia, Jordan, Zambia and Mali that use Information and Communication Technology (ICT) to support teaching and learning.

### Associate Award Headlines

#### **EQUIP1:**

**Cambodia :** The [EQUIP1 Educational Support to Children in Underserved Populations \(ESCUP\)](#) project has released its online interactive toolkit, the [Activity Menu Toolkit](#), to serve as a reference and tool for Ministries of Education and other development practitioners in their efforts to implement non-prescriptive interventions. The Activity Menu was developed in order to engage school committees to prioritize the problems they encounter and to choose the appropriate interventions to solve those problems. The process begins with each school committee conducting a needs assessment to determine and prioritize their problems. While this was developed for a Cambodian context, the general model can be adapted for other countries and regions.

**Cambodia :** The [EQUIP1 Educational Support to Children in Underserved Populations \(ESCUP\)](#) project contributed to the EQUIP1 Leader Award *Just in Time publication* entitled "[Alternative Computer Labs: Thin Client Laboratories - A Cambodia Pilot.](#)"

#### **EQUIP2:**

**Djibouti:** The [EQUIP2/Djibouti Education Program \(Projet AIDE\)](#) has created a new webpage that includes information about the project's objectives, activities, and accomplishments.

**Ethiopia:** The [EQUIP2/Ethiopia Building the Capacity of Primary Education Managers and Educators Program](#) has created a new webpage that includes information about the project's objectives and activities.

**Jordan:** The [EQUIP2/Jordan Program of Support for the Education Reform for the Knowledge Economy \(ERfKE\)](#) Initiative has updated its Associate Award page, adding new information about its Improving and Expanding Early Childhood Education component and its Shorouq Project.

**Namibia:** The [EQUIP2/Namibia PEPFAR - System Strengthening, Prevention and Behavior Change for Learners, HIV/AIDS Workplace Program and OVC Care project](#) has created a new webpage that includes information about the project's objectives, activities, and accomplishments.

**Yemen:** The [EQUIP2/Yemen Basic Education Support and Training \(BEST\) Project](#) has created a new

webpage that includes information about the project's objectives.

## Leader Award Highlights

### EQUIP1 Leader Award:

#### ***Just in Time:*** Alternative Computer Labs: Thin Client Laboratories - A Cambodia Pilot

This *Just in Time* issue is an in-depth description of an innovative prototype thin client computer lab implemented on the EQUIP1 Educational Support to Children of Underserved Populations (ESCUP) project in Cambodia. Early cost-savings are encouraging: the equipment for the lab is 44% cheaper than that in a traditional lab and there is an 88% reduction in energy use overall. Other factors, such as environmental ruggedness, slim profile, centralized resourcing, and the decreased likelihood of viruses make thin client labs an attractive alternative to traditional computer labs in developing countries.

#### ***Just in Time:*** Education Management Capacity Assessment: A Pilot in Kenya

This *Just in Time* Publication discusses the Kenya Education Management Capacity Assessment (KEMECA) survey, which aimed to ascertain capacity weaknesses in the Kenyan education system to determine if and how those weaknesses would affect the implementation of the USAID-funded Kenya Education Sector Support Programme (KESSP).

### EQUIP2 Leader Award:

The EQUIP2 Leader Award has posted the following working papers to its webpage:

- **Education Data, Information, and Learning Outcomes Series:** Opportunity to Learn: A high impact strategy for improving educational outcomes in developing countries
- **Complementary Education:** The Expansion of Secondary Education and the Need for Teachers: How big is the gap?
- **Complementary Education:** Expanding Secondary Education for Sub-Saharan Africa: Where are the Teachers?
- **Complementary Education:** L'expansion l'éducation secondaire en Afrique subsaharienne : Ou sont les Professeurs?

### EQUIP3 Leader Award:

**Youth Community of Practice (YCoP):** New YCoP Links listserv messages for the month of June are now available.

*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.

