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EQUIP1 Leader Award

**Quarterly Technical Report
July-September 2009**



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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.

Following is a progress report on EQUIP1 Leader Award activities for the months of July, August and September 2009.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Seven, Third Quarter Progress

In this reporting period EQUIP1 partners comprised of AED, IRA, and Juarez & Associates, submitted drafts reports from field studies. The partners are now incorporating changes from feedback received by the EQUIP LWA technical team.

Due to the political unrest in Honduras, the use of ICT and hand-held devices in education activity has been postponed. The EQUIP1 and MIDEH (Honduras) project team will resume this activity upon receiving permission from the USAID/Honduras mission.

The associate award project in Zambia, CHANGES2 completed its operations and officially closed its doors on September 30, 2009 after nearly four and a half years. The project closed its partnerships with its three local partners, disposed of inventory to local NGOs and Ministry partners, and is completing final technical and financial reporting. The CHANGES2 project exceeded all its targets in its focus areas of teacher professional development, HIV/AIDS



mitigation, OVC support, small grants, school community partnerships, and school health and nutrition.

The Teach English for Life Learning (TELL) program has been awarded a 23-month extension to train over 50,000 English teachers, in grades 1-4, throughout Ethiopia. Building on the success of original 9-month TELL award period, during which over 20,000 6th, 7th, and 8th grade English teachers received training, the TELL extension training program similarly aims to empower teachers to utilize active-learning English textbooks developed by Alabama A&M University under the USAID Africa Education Initiative-funded Textbooks and Learning Materials Program. Teachers will be trained in English literacy instruction, including strategies for improving students' listening, speaking, reading and writing skills. Teachers will also receive instructions on effective lesson planning and classroom management strategies. Strategic planning meetings for the 2010 trainings are currently underway between TELL, the Ministry of Education, and USAID.

The EQUIP communications group continued to provide communication support services to EQUIP2 and EQUIP3 awards.

III. Specific Activities Accomplished in the Third Quarter

1. *EQUIP Website* (www.equip123.net)

The summary below details third quarter activities July, August and September 2009:

1. Added a report to web page for Teaching English for Life Learning (TELL) project in Ethiopia: “Classroom Observation Activity Report”
[http://www.equip123.net/docs/e1TELLClassroomObservationActivityDataAnalysisReport\(2009\).pdf](http://www.equip123.net/docs/e1TELLClassroomObservationActivityDataAnalysisReport(2009).pdf).
2. Added several papers to EQUIP3 webpage:
 - 2.1. YCoP Links: The First 50 Issues: <http://www.equip123.net/docs/e3-YCoPcompendium.pdf>
 - 2.2. The Youth Community of Practice (YCoP) global listserv links professionals and practitioners at USAID and its partner organizations to effective youth development ideas, information and best practices. Issues 43-50 are now online.



General Statistics

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

	July	August	September
Hits	226,291	211,600	255,336
Page Views	41,671	28,636	37,542
Visits	31,477	31,094	36,157
International Visitors	53.12%	51.66%	48.63%

* 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 were published in this quarter. August issue can be found on EQ Dispatch website at http://www.equip123.net/EQ_Dispatch/Aug09.htm.

3. EQ Review

During this quarter, the Communication Working Group published one issue of EQ Review. The September issue on “*Changing the Future for Out-of-School Youth*” featured articles from Haiti, Bangladesh, the Philippines and Eastern Europe. Three of the four articles describe programs that take the extra step and increase the chances of participating youth to have a successful future. The fourth article focuses on a related topic, corruption in education in Eastern Europe, which also illustrates how lack of effective education and training can make it difficult for youth to have successful futures. This issue can be found on the EQUIP project website at: http://www.equip123.net/EQ_Review/7_3.pdf.

4. Journal of Education for International Development (JEID)

Ms. Adela Mizrahi will take the Editorship of JEID replacing Dr. Zimmerman. She will start reviewing papers received for Issue 3, which is devoted to international development issues related to higher education.

5. Meetings and Networking Initiatives

The Project Director and several AIR staff attended and participated in the USAID 2009 Worldwide Education and Training Workshop, held in Arlington, Virginia August 17-20. Jeff Davis and Mike Fast presented in the Learning Outcomes: National Systems session, which included discussion of the MIDEH (Honduras) project and Namibia’s national assessment of grades five and eight. Roy Zimmermann presented in the Computers in the Classroom: A Lively Debate Session, which included discussion of the use of hand-held



devices in the classroom. This work was demonstrated in a Poster Session: The Use of Handheld Devices for Data Collection.

The Project Director was appointed as a member of the INEE Working Group on the Minimum Standards and will attend the first meeting to be held in Geneva in October.

III Leader Award Activities

1. Field-based Situational Analyses of Education and Fragility: Understanding Education's Role in Fragile Contexts

This project aims to strengthen the evidence base for understanding education and fragility by undertaking comprehensive situational analyses of the impact of education on fragility in three specific fragile contexts: Cambodia, Liberia, and Haiti. Specifically, the situational analyses will:

- Investigate education's role in mitigating or exacerbating state, political, economic and social conditions of fragility
- Offer policy, planning and programming recommendations to support education's role in stabilizing fragile contexts.

Each situational analysis will collect and examine data related to education and its relationship with fragility in that given context. Each analysis will result in deeper understanding of the relationship between education and fragility in that context and will facilitate the development of recommendations for policy, planning, strategies and best practice for country governments and programs. Recommendations will be developed for each given context and will contribute to overarching conclusions and recommendations from cross-comparison examination of all of the situational analyses.

Each situational analysis entails a comprehensive desk review, field-based data collection, data analysis and final reporting. The Working Group on Education and Fragility has commissioned three field-based situational analyses involving the following elements:

- Research design and methodology, including choosing the specific contexts for which the analysis will be completed;
- Desk review of existing data and evidence for each chosen context;
- Field-based data collection to fill gaps in the evidence;
- Data analysis that targets linkages and effects between education and fragility;
- Recommendations for policy, planning, strategies and best practice in each chosen context and cross-cutting across country situations.

The Cambodia draft report has been completed and circulated for comments. Revisions are underway. The field study and data collection for Liberia took place in September. The draft report is being prepared by lead researcher Dr. Jim Williams. The desk studies and data collection Haiti, will be conducted during the next two quarters.



2. Early Grades Reading Activity

The Early Grade Reading Assessment (EGRA) program is an oral assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades. In response to the findings, needs, and interest generated in reading and literacy issues by the EGRA program, funded under EQUIP1 IRA created a Toolkit for education stakeholders to use to improve early grade reading and literacy indicators and programs in developing countries. IRA field-tested the toolkit by sending it to missions for comments. The comments were incorporated into the final document completed in September.

3. Public Private Partnership activity

Enge was in India from January 5 through 17, 2009. During this time he worked with the J&A researchers on the data collected on visits to Jaipur, Rajasthan for the IT CISCO case study in November and December, 2008, and made arrangements for a visit to Jaipur for the second week of his stay. The purpose was to visit government officials at the Rajasthan Ministry of Education who had not been interviewed on previous visits and to make additional visits to carry out interviews at District Computer Education Centers (DCEC). He visited one DCEC in Ajmer and another in Jaipur (1/12 and 1/13). A meeting was held with Mr. Madhu Soral, Deputy Director, and Department of Education for Rajasthan (1/14) and with Mrs. Amarjot Kank, the MOE Assistant Director for the Rajasthan Education Initiative.

During this quarter, Juarez and Associates received feedback on their report from AIR. J&A is incorporating changes and doing a final edit of the report.

4. 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. Data were collected in the PSSP schools in October, 2008 and a preliminary, field-based analysis was conducted in November and December. Upon further review of these data and analyses, it was determined that an additional review was needed to examine additional patterns and test assumptions. While this has somewhat delayed the report, AIR believes that the result will be a more rigorous final product. A final, summative report was completed in the end of August 2009.

5. Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy,

Professional Development and Classroom Practice

This study examines active-learning pedagogies as a key aspect of educational reform as countries shift attention from a focus on quantity to quality. These studies trace this process, which also involved participation by international (multilateral, bilateral, Nongovernmental)



organizations, drawing upon our review of published research as well as official national and international documents.

Particular attention is given to the nature and impact of activities undertaken in the context of the USAID-funded educational investments.

Four of the five individual case studies, (e.g., Egypt, Jordan, Kyrgyzstan, and Malawi) have been completed and will be published on-line soon. The Cambodia study was completed in July. In addition, a cross-national comparative analysis of these case studies is near completion, now with Cambodia data, and will be published on-line by November 2009.

6. Breakthrough to Teaching (BTT) Manual

This manual is designed as a series of professional development seminars for teachers' college professionals primarily in Africa. It will be a tool to help college tutors examine their practice, update their knowledge and utilize critical approaches to examine education in their local context. A first rough draft was submitted to USAID for initial reaction and comments. The comments received have been useful in the further development of the manual. The author has sent out the report for review and comments.

7. EQUIP-1 Papers on Assessment and Evaluation

This paper is intended to help clients (donors, project managers, and countries) better understand assessment and evaluation, including what they are, how they are conceived and implemented, and how they can be used. In particular will address strategic, organizational/operational, and technical issues and provide practical examples from our projects. The draft is complete and is undergoing review. The review process will be completed during the coming quarter.

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 Expenditure	Total Expenditure
Labor	106,561	2,654,365
ODCs	49,453	2,914,013
Indirect Costs	2,654,365	1,866,251
Total Expended	2,810,379	7,434,629
Total Remaining from the Obligated (= \$8,226,825)		792,196



VI. Associate Awards

1. Associate Award Applications in Progress

N/A

2. Additional Indications of Interest

N/A

3. 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	\$79,199,287 – US Dollars 79,234,500 LE – (Egyptian Pounds)	June 23, 2004	September 15, 2010
2. 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, 2014
3. Ethiopia	Teaching English for Lifelong Learning (TELL) is aimed at training of trainers and teachers of English language throughout Ethiopia.	AIR	\$2,000,000	November 28, 2008	July 31, 2011
4. Honduras	MIDEH	AIR	\$2,609,283	May 01, 2007	March 30, 2010



ANNEX 1: 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
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 6) 1 (Year 7)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 1 (Year 6)
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 6) 1 (Year 7)	1 (Year 2) 0 (Year 3) 0 (Year 4) 0 (Year 5) 0 (Year 6)
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) 8 (Year 6) 5 (Year 7)	9 (Year 1) 10 (Year 2) 10 (Year 3) 3 (Year 4) 2 (Year 5) 10 (Year 6)
Quarterly Reports (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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 7)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5) 4 (Year 6)
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) 4 (Year 6) 4 (Year 7)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (Year 4) 2 (Year 5) 0 (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 6) 2 (Year 7)	2 (Year 3) 2 (Year 4) 4 (Year 5) 2 (Year 6)
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,	Processes and systems in	Website designed	EICC records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
supported, and working efficiently	place for communicating and disseminating educational quality information	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)	20,000/month (Year 4)
			20,000/month (Year 4)	23,187/month (quarterly average for downloads)		
			23,000/month (Year 5)	26,000/month (Yr 5)		
			23,000/month (Year 6)	18,000/month (Year 6)		
			23,000/month (Year 6)			
			23,000/month (Year 7)			
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

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
		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 1)
					1 (Year 4)	1 (Year 4)
					1 (Year 5)	1 (Year 5)
					0 (Year 6)	0 (Year 6)
		EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
EQUIP1 folders and brochures updated as needed	EICC records	0	1 (Year 3)	0 (Year 3)		
			1 (Year 4)	1 (Year 4)		
			1 (Year 5)	1 (Year 5)		
			1 (Year 6)	1 (Year 6)		
					1 (Year 7)	
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)
1 (Year 4)	1 (Year 4)					
0 (Year 5)	0 (Year 5)					
0 (Year 6)	0 (Year 6)					
					0 (Year 7)	
Consistent Network for Quality Education (Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date	
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) 400 (Year 7)	164 (Year 2) 252 (Year 3) 299 (Year 4) 350 (Year 5) 350 (Year 6)	
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 6) 12 (Year 7)	12 (Year 3) 6 (Year 4) 12 (Year 5) 12 (Year 6)	
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)	
<i>EQ Review</i> (Communication)							

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 4 (Year 7)	1 (Year 1) 4 (Year 2) 5 (Year 3) 4 (Year 4) 3 (Year 5) 5 (Year 6)
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) 3 (Year 6) 3 (Year 7)	0 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 3 (Year 6)
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						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 0 (Year 6) 2 (Year 7)	1 (Year 4) 1 (Year 5) 0 (Year 6)
		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) 3 (Year 6) 4 (Year 7)	0 (Year 4) 1 (Year 5) 3 (Year 6)
		Educational Quality Research Dissemination Activities				

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 1 (Year 5) 0 (Year 6) 4 (Year 7)	1 (Year 5) 0 (Year 6)
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 st 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			0 (Year 6) 1 (Year 7)	0 (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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		Synthesis report produced	EQUIP1 records	0	1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 0 (Year 6) 0 (Year 7)	0 (Year 2) 0 (Year 3) 1 (Year 4) 0 (Year 5) 0 (Year 6)
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) 0 (Year 4) 0 (Year 5) 0 (Year 6) 0 (Year 7)	4 (Year 2) 1 (Year 3) 0 (Year 4) 0 (Year 5) 0 (Year 6)
Pilot Study of School-Based Teacher In-Service Programs & Clustering of Schools in Namibia (Research & Assessment; Communication)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 0 (Year 5) 0 (Year 6) 0 (Year 7)	2 (Year 2) 4 (Year 3) 2 (Year 4) 0 (Year 5) 0 (Year 6)
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 4) 0 (Year 5) 0 (Year 6) 0 (Year 7)	0 (Year 3) 0 (Year 4) 0 (Year 5) 0 (Year 6)
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 5) 1 (Year 6) 0 (Year 7)	0 (Year 3) 1 (Year 4) 0 (Year 5) 1 (Year 6)
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)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date	
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2) 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 5) 0 (Year 6) 0 (Year 7)	1 (Year 3) 1 (Year 4) 1 (Year 5) 0 (Year 6)	
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							

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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 programs in crisis and transitional settings prepared and disseminated	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					
	Knowledge of best practices when educating children in child-headed households increased	Report submitted to EICC	EQUIP1 Records	0	1 (Year 4) 1 (Year 5) 1 (Year 6)	0 (Year 4) 0 (Year 5) 1 (Year 6)
Pilot Study on the Role of Community Schools in Afghanistan						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)
			EQUIP1 records	0	1 (Year 4)	1 (Year 4)
			EQUIP1 records	0	1 (Year 5)	0 (Year 5)
					1 (Year 6)	1 (Year 6)
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)						

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 0 (Year 4) 0 (Year 5) 1 (Year 6) 1 (Year 7)
	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) 0 (Year 4) 0 (Year 5) 1 (Year 6) 1 (Year 7)

ANNEX 2: EQ Dispatch (August 2009)



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

Associate Award Headlines

EQUIP1:

Egypt: : The Education Reform Program (ERP) held a workshop in July to provide a focused and systematic training for 20 primary school science teachers participating in Subject Area Learning Hubs. The training presented teachers with the science content matter as well as methods of sharing the content with the students. It integrated content matter with teaching methods so that participants experienced the learner-centered teaching and then reflected on the approach to learn how to use this specific type of teaching.

Ethiopia: Teach English for Lifelong Learning (TELL) program trained a total of 59 supervisors in April 2009 on teacher observation skills, to prepare the supervisors to monitor the impact of TELL's large-scale teacher training effort. The program developed a supervisor guide and observation protocol that provides tools for ongoing teacher monitoring and support by Ministry of Education staff. Following training, TELL supported these supervisors in conducting teacher observations on a sample of the 20,000 6th, 7th, and 8th grade English teachers trained under the TELL Program in early 2009. The supervisors conducted a total of 300 observations across Ethiopia. Data from the observations has been analyzed and is presented in the program's newly released "Classroom Observation Activity Data Analysis Report". Results from the data analysis indicate that the TELL training was successful in improving teachers' use of participatory methods and teaching strategies for English language instruction.

Zambia: As CHANGES2 is in its final month of operations, the project is implementing its final activity - a School Health and Nutrition training for teachers in Northern, Northwestern, Luapula, and Western provinces. CHANGES2 continues its ongoing capacity building with the Ministry of Education (MOE), and has identified additional opportunities for strategic planning to ensure integration of activities in the MOE annual work plan and National Implementation Framework (NIF).

EQUIP2:

Malawi: The EQUIP2/Malawi Education Decentralization Support Activity (EDSA) supported the Malawi Ministry of Education to complete the Education Sector Implementation Plan (ESIP) in the last quarter. The ESIP builds on the National Education Sector Plan, which provides guidance as Malawi transitions to a Sector-Wide Approach (SWAp) and applies for FTI funding. The project also received formal approval from the Government of Malawi to initiate decentralization, school improvement planning, and school and OVC grant activities in six districts (Mangochi, Mulanje, Blantyre City, Dowa, Dedza, and Nkhata Bay).

Namibia: The EQUIP2/Namibia Basic Education Support, Phase 3 (BES 3) program supported the National Institute for Educational Development (NIED) in hosting the Second National Conference of Continuous Professional Development in May 2009. The conference was attended by more than 80 education practitioners and scholars, who increased their understanding of Continuous Professional Development as a tool to improve teaching and enhance

learning outcomes.

EQUIP3:

Global Youth Enterprise Conference: Youth and staff from the Associate Awards in Timor-Leste and Haiti will speak at the [Global Youth Enterprise Conference](#) in Washington, DC in September 2009. Their presentation, "Livelihood Accompaniment: Transitioning Youth from Training to the Real World" will walk participants through the Livelihood Accompaniment model and share how it provides critical support to youth as they transition from livelihood training to the labor market or further education.

Europe and Eurasia Social Legacy Program (SLP): EDC and local partners have formed the Transparent Education Network (TEN) to bring together key individuals and organizations from the Europe and Eurasia region to foster peer-to-peer collaboration and dialogue and share lessons learned, best practices, challenges, and knowledge/resources relevant for understanding and addressing the issues related to corruption in education.

Education Quality and Access for Learning and Livelihood Skills Phase 2 (EQuALLS2): The EQuALLS2 project is forming partnerships with the private sector under the GDA model for the Philippines. In June, EDC signed an agreement with Philippines-based National Book Store, Inc -Philippines' largest book retailer- to deliver 48,000 Merriam-Webster Elementary Dictionaries in support of education improvement efforts for in-school and out-of-school children and youth in conflict and post-conflict areas of Mindanao.

Leader Award Highlights

EQUIP1 Leader Award:

EQUIP1's Leader Award on Education and Fragility in partnership with the INEE, the World Bank and UNESCO continues to move forward the Situational Analyses of Education and Fragility, a major research project designed to strengthen the evidence base on how education contributes to fragility and how it can serve to build resilience in fragile situations.

The research team will undertake three country case studies with data collected in Cambodia (June 2009), Liberia (September 2009) and Haiti (October-November 2009). Each analysis will result in deeper understanding of the relationship between education, stability and resilience and will facilitate the development of recommendations for policy, planning, strategies and best practice for country governments and programs. Final reports, including a cross-comparison examination of the three countries, will be available in early 2010.

EQUIP2 Leader Award:

EQUIP2 Leader and Associate Award research was presented at the USAID Education and Training Workshop in August. A panel discussing systems for assessing learning outcomes included experiences from EQUIP2 projects in Namibia, Egypt, and Ghana and the EQUIP2 and EQUIP1 projects in Honduras. Jeff Davis and Michael Fast from AIR joined Robert Burch, Bob Davidson, and Patrick Collins from USAID to discuss the challenges of creating comprehensive national learning assessment systems.

The EQUIP2 research on school effectiveness was presented by Audrey-marie Schuh Moore (AED) in a panel presentation led by Luis Crouch (RTI) in which the results of three country case studies of opportunity to learn and time on task were presented.

On the final day of the workshop, EQUIP2 AOTR Patrick Collins (USAID) led a panel discussion on policy dialogue and donor harmonization. The panel consisted of country presentations from Cristina Olive (USAID/Peru), Carmen Henriquez (USAID/El Salvador), Arturo Acosta (USAID/Indonesia), and Sarah Wright (USAID/Kenya) on their experiences implementing programs with country ownership. The EQUIP2 system reform research was presented by John Gillies (AED), who also served as the discussant.

EQUIP3 Leader Award:

YCoP Links: The First 50 Issues: EQUIP3 is pleased to present YCoP Links: [The First 50 Issues](#). The YCoP Links compendium serves as reference guide that collects in a single volume the listings from the first 50 issues of YCoP Links, an e-bulletin highlighting events, projects, and studies on international youth development.

Kenya Youth Assessment: EQUIP3 began implementing a youth assessment across Kenya in August. The assessment is exploring youth development issues including education, health, economic growth and democracy and governance. The assessment team will make recommendations for activities to be integrated into a USAID cross-sectoral youth program framework.

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.



ANNEX 3: EQ Review: Changing the Future for Out-Of-School Youth
Vol. 7, No. 3. (September 2009)

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.

September 2009

Vol. 7, No. 3

Changing the Future for Out-of-School Youth



Addressing the education and training needs of out-of-school youth is one of the greatest challenges facing basic education today. In most developing countries large populations of young people (ages 12 to 24) have either never had access to formal education or failed to complete primary or secondary school; those youth who have managed to complete primary school often receive a low-quality education and graduate despite lacking basic skills.¹ Although these young people constitute the future of their countries, many languish and waste their potential due to a lack of access to programs that can help them.

Developing effective employment and livelihood-related education and training for out-of-school youth is not an easy task. It requires the delivery of programs with effective content that can be provided in a flexible manner, thus easing program access for youth with family and community responsibilities. Above all, it requires programs that go beyond the delivery of education and training to provide youth with opportunities to grow their own futures.

Such opportunities come in three ways. They come through efforts, for example by gaining entrance into primary, secondary, or university-based schooling, that enable youth who complete nonformal education and training to get subsequent access to formal education. They come through programs that offer youth a primary, secondary or vocational certificate for course completion. Or they come through programs that place youth in a job or other workforce experience.

The successful development of nonformal education programs for out-of-school youth often requires the integration of expertise from different disciplines and sectors. A successful program depends on sound and engaging educational instructional design, a pedagogical approach that enables young people to learn by working with the private sector as interns or apprentices, and also provides career counseling, micro-finance (for those who want to start a business) and occupational mentorship. It is useful to engage youth themselves in the design of youth education and training programs. They provide insights and suggestions that help customize the design of such programs, and enable them to meet the learning needs of their intended audience.

This issue of the EQ Review focuses on employment and livelihood-related education and training for out-of-school youth. It provides four examples of programs (Haiti, Bangladesh, the Philippines and Eastern Europe) that effectively integrate basic literacy and numeracy education with work readiness and vocational skills training. Although the programs differ in size and content, they share a commitment to quality education and training, and to helping youth gain access to jobs, livelihood opportunities, or further schooling.

Three of the four articles describe programs that take the extra step and increase the chances of participating youth to have a successful future. The fourth article focuses on a related topic, corruption in education in Eastern Europe, which also illustrates how lack of effective education and training can make it difficult for youth to have successful futures. Each of these articles is based on a project implemented by EQUIP3, a USAID effort to increase the effectiveness of education and training programs for out-of-school youth in countries around the world.

For more information please contact Ron Israel, Director, Youth and Workforce Programs at the International Development Division, Education Development Center, Inc. (EDC) at risrael@edc.org.

Inside This Issue:

- 2 Haiti: Out-of-School Youth Livelihood Initiative**
- 3 Bangladesh: Youth Employment Pilot (BYEP)**
- 3 Philippines: Education Quality and Access for Learning and Livelihood Skills (EQuALLS2)**
- 4 Eastern Europe and Eurasia: Social Legacy Program**

¹ World Development Report 2007: Development and the Next Generation: <http://siteresources.worldbank.org/INTWDR2007/Resources/1489782-1158107976655/overview.pdf>

Haiti: Out-of-School Youth Livelihood Initiative

The USAID-funded Haitian Out-of-School Youth Livelihood Initiative, or IDEJEN as it is known locally, provides youth aged 15-24 job training and education. IDEJEN provides program participants support in the areas of basic and vocational education, job placement, and small business development. The project was launched in 2003, has worked with more than 7,000 youth to date, and will reach over 13,000 youth across the country by September 2010.

The IDEJEN project uses an integrative combination of educational objectives and livelihood counseling to help out-of-school youth forge their own way to economic self-sufficiency. The project model has two phases: a 12-month Basic Employability Training, followed by a 6-month Accompaniment Phase. All youth in the program benefit from basic literacy and numeracy instruction, life skills, and technical training, which is provided at more than 100 Youth Training Centers run by local community-based organizations. After they complete the initial training, youth receive an additional six months of livelihood support services, consisting of career counseling and job placement, entrepreneurship training and small business development, or assistance transitioning to further education. Livelihood accompaniment support is provided through nine Youth Career Centers, seven of which are hosted by regional Chambers of Commerce.

In challenging contexts such as Haiti, where poverty is rampant and the formal employment sector is extremely small, creative solutions are necessary to find livelihood opportunities for youth. The project uses several strategies to help youth develop their livelihoods. These strategies include links with other donor-funded workforce development projects, where jobs for youth have been identified, and development of strategic partnerships with government ministries that sponsor public works programs, such as the Ministry of Agriculture, Ministry of Trade and Industry, and Ministry of Environment.

To remain sensitive to the employment needs, IDEJEN continuously appraises the market for immediate- and medium-term economic opportunities for youth, which informs the choice of vocational training offered in each project location. Finally, IDEJEN's priority has been not only to find employment but also to help create employment through the development of small, youth-led businesses by groups of 4-6 youth, who receive entrepreneurship training, assistance with developing a business plan, and coaching as they begin their businesses. Employment is also created through income-generating activities (IGAs) organized by the IDEJEN centers and run by youth. Examples of IDEJEN IGAs include fruit processing and building services. Each IGA provides ongoing employment to an average of 5-10 youth.

In 2008, among 2,200 graduating youth, around 200 youth started small businesses, 950 youth enrolled in school, and 900 went into paid jobs or internships. The program has a pass rate of over 75 percent for both its literacy and technical training components. Fifty-five hundred youth, who are just now beginning the program, make up the latest cohort of future IDEJEN graduates.

For more information, please contact Hervé Jean-Charles, AOTR for the IDEJEN Project, at hjean-charles@usaid.gov.



IDEJEN Youth Learns How to Make Sandals



IDEJEN Youth Practices his Skills in Mechanics Class

Below are some reference materials on Workforce Development:

[Youth Livelihoods Development Program Guide](#)

This guide from EQUIP3 provides a practical set of suggestions and reference materials to improve youth livelihood development practices and to expand programming in this increasingly important area. The guide can be found at: <http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>

[Workforce Development Program Guide](#)

This guide from EQUIP3 is intended to assist those engaged in designing new in-country workforce development programs. Workforce development refers to programs and policies that promote the mastery of new job-related knowledge and skills, access to employment opportunities, and real jobs. The guide is on EQUIP website at: <http://www.equip123.net/docs/e3-programguidesworkforcedevelopment.pdf>

[Microfinance, Youth and Conflict: Central Uganda Case Study](#)

The EQUIP3 team helped to develop a series of Youth Livelihood Mapping Tools that form the basis for this case study in Uganda, which is part of the Microfinance, Youth and Conflict research initiative. The case study is located at: <http://www.equip123.net/docs/e3-UgandaCaseStudy-FINAL.pdf>

[West Bank - Gaza Case Study](#)

This case study is part of the Microfinance, Youth and Conflict research initiative. It examines the impact of conflict on employment for youth, the supply and demand for finance, and the roles of microfinance institutions, youth-serving organizations, families, and other entities in meeting the demand. The case study can be located on this link: <http://www.equip123.net/docs/e3-YMFCWBcasestudy.pdf>

Bangladesh: Youth Employment Pilot (BYEP)



BYEP Girls Participate in Horticulture Training



BYEP Youth Change the Aeration Pipe in Prawn Farming Tank

The USAID-funded Bangladesh Youth Employment Pilot (BYEP) project is an 18-month pilot that aims to provide relevant education, training, and jobs for out-of-school youth. Launched in February 2009, BYEP offers out-of-school youth an education and training program that combines work-related literacy and numeracy courses with hands-on technical skills training and real work experience. The project actively involves the business community in identifying skill needs and works to place youth in wage employment and/or enable their self-employment.

This pilot focuses on a sub-sector of Bangladesh's fast-growing aquaculture industry – specifically, the fresh water prawn, or *galda*, farming sub-sector, which has an urgent need for skilled labor. Aquaculture products have a huge demand in the local and international market, and they provide better earnings than other agro-farming or processing work. Furthermore, the fresh water prawn farming sub-sector offers especially good opportunities for unemployed and underemployed male and female youth to engage in self-employment. Youth in Bangladesh prefer self-employment opportunities over wage employment for various reasons, including the ability to work from or near their homes and the higher earning potential that self-employment offers in occupations such as prawn farming.

This pilot project will train 360 out-of-school youth from Barisal for jobs or self-employment in the prawn farming industry. Youth participants will be introduced to all parts of the industry value chain to learn how the industry works and where in the industry their present and future employment opportunities might lie. Fresh water prawn hatcheries have a great demand for workers with skills in hatchery technology, which the project will provide to participating youth. Similarly, there is a strong market for farmers who know how to farm fresh water prawns efficiently and in ways that meet international standards.

The project is implemented by Education Development Center (EDC) in partnership with a local NGO that works closely with private hatchery enterprises. Training will be based on existing curriculum modules developed by the Bangladesh Department of Fisheries. These modules address international compliance standards and are consistent with the standards and competencies used in the UN Food and Agricultural Organization (FAO) hatchery management manual².

For more information, contact BYEP AOTR Mohammad Shahidul Islam at msislam@usaid.gov.

Philippines: Education Quality and Access for Learning and Livelihood Skills (EQuALLS2)



EQuALLS2 Graduates Celebrate Completion of a Carpentry Program

Abdulwahid (Abdul) Madidis is a 20-year-old high school drop-out from Datu Paglas, a town located in the Autonomous Region in Muslim Mindanao (ARMM), a region in the Philippines so affected by conflict and poverty that only about 40 percent of youth attend secondary school. Despite his challenging environment and lack of a high school diploma, Abdul imagines a better future in which he is owner of a furniture shop. Ordinarily such a dream may seem out-of-reach; however, in March 2009, Abdul graduated from a Carpentry Skills Training workshop offered by the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project.

Since 2006, Education Development Center (EDC) and partners have been implementing EQuALLS2, providing basic literacy and livelihood skills programs for out-of-school children and youth through two main categories: (1) Alternative Learning Systems (ALS), and (2) workforce development programs. The ALS programs improve basic education competencies of out-of-school children and youth, whereas the workforce development programs focus on enhancing workforce and livelihood skills. While youth who have completed the ALS program are encouraged to re-enter the formal education system, they have the option of continuing on into the workforce development program.

Within the workforce development component, special emphasis has been placed on expanding and strengthening work readiness and livelihood skills courses that are built around existing livelihoods, such as carpentry, masonry, plumbing, electricity and house wiring, small engine repairs, and production of traditional arts and crafts. These courses are developed in partnership with other agencies such as the Technical Education and Skills Development Authority and USAID-funded Growth with Equity in Mindanao (GEM) project. They are based on realistic market analysis of what livelihood opportunities for youth exist in specific locations. The courses provide work experience or internships and link participants to “next step” options, such as entrepreneurship courses or support with job search.

Both the ALS and workforce development programs aim to improve the basic education and livelihood skills of out-of-school children and youth. By 2011, EQuALLS2 expects to reach 100,000 out-of-school children and youth and open a new window for them to access better and improved livelihoods

For more information, please contact Tom Crehan, AOTR for EQuALLS2, at tcrehan@usaid.gov.



EQuALLS2 Youth Listen to their Cementing Instructor

² Guidelines for broodstock and hatchery management; Support for technical services: <http://www.fao.org/docrep/007/ac381e/ac381e00.HTM>

Eastern Europe and Eurasia: Social Legacy Program

According to various accounts, following the fall of communism, corruption has become both more pervasive and a more accepted social phenomenon in several countries of Eastern and Southeastern Europe and the former Soviet Union. Corrupt practices in the education sector should be viewed as part of the overall corruption phenomenon because educational corruption develops and functions within the same system of incentives and disincentives as corrupt practices in the public sector or in business. The UNESCO's International Institute for Educational Planning defines corruption in the education sector as "the systematic use of public office for private benefit whose impact is significant on access, quality or equity in education."³ Calculating objective estimates of corruption in the education sector is difficult not only because those involved in such transactions are reluctant to talk about it but also because there exists a considerable disagreement around what constitutes corrupt practices in the sector. The most prevalent corrupt practices in education include bribes, nepotism, favoritism, and embezzlement of state resources. What we know about the magnitude of these practices is based on surveys of individual perception of corruption and some surveys that document actual personal experience with corruption in education. While quantifying the effects of corruption in education on individual and national levels is difficult, scholars generally agree that corruption in education undermines education quality and, consequently, a person's ability to effectively compete in increasing global economy.

The education sector is ideally positioned to instill ethical values and behaviors and can play a major role in a country's strategy to fight corruption. Eliminating (or at least limiting) unethical behavior and practices in the education sector is, therefore, crucial to promote the broader goal of addressing national corruption. Reaching this goal requires a multi-prong approach. A broad engagement of civil society and especially of youth and youth NGOs is central to this strategy.

USAID's Europe & Eurasia Social Legacy Program works to reduce corruption in education in Armenia, Azerbaijan, and Macedonia. In 2008, the project created the Transparent Education Network (TEN) to bring together key individuals and organizations from the region to foster peer-to-peer collaboration and dialogue and share best practices, challenges, and resources in this field. TEN's membership includes, for example, youth-led and youth-serving civil society NGOs, such as the Student Self-Government Support Committee in Ukraine. TEN's goals are to: a) raise awareness about corruption in education and its impact on society; b) strengthen local capacity to analyze the effects of corruption; and c) promote a culture of transparency and accountability in tertiary-level schools.

To accomplish these goals, the project works with local organizations in the region, including NGO Center (Armenia); YUVA (Azerbaijan), and Youth Education Forum (Macedonia). TEN is conducting community-based/student-led awareness-raising activities in order to help all key stakeholders understand the impact of corruption in education at all levels, including its effects on graduates' employment opportunities. Further, TEN is coordinating with universities to develop codes of conduct for students, faculty, and staff, as a way to promote accountability and transparency at the school level.

TEN members are expected to work closely with business representatives and other employers to endorse the efforts of universities that are taking action in the fight against corruption in education and to help students understand how their employment prospects can improve upon more transparent education systems.

For more information, please contact Lubov Fajfer, AOTR for the E&E Social Legacy Project, at lfajfer@usaid.gov.



Armenia TEN Youth Participants Brainstorm Corruption Issues



SLP TEN Azerbaijan Youth Prepare for Anticorruption Simulation Exercise



SLP TEN Macedonia Youth Participate in a Training Activity

³ [IIEP (2001) Background Document, Expert Workshop on Ethics and Corruption in Education. Paris: UNESCO]