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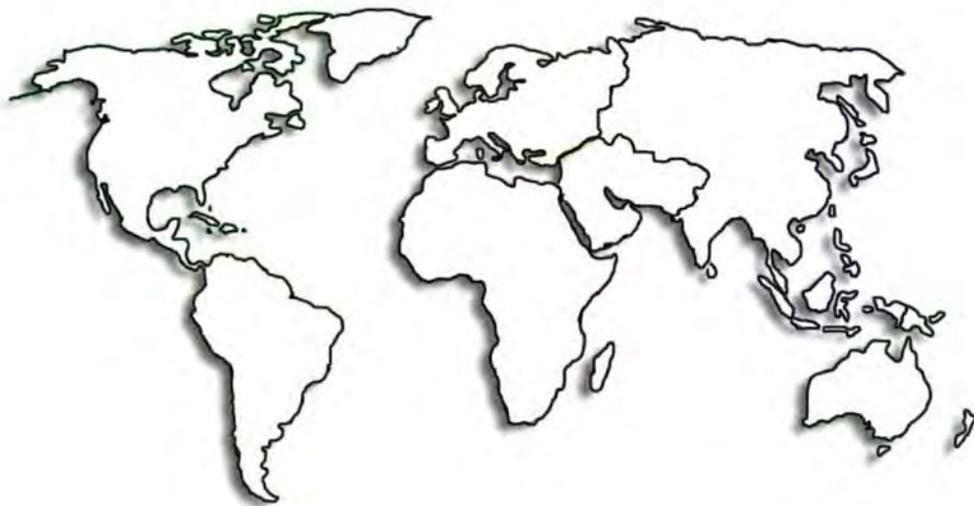
World Education



USAID
FROM THE AMERICAN PEOPLE



**EQUIP1 Leader Award
Quarterly Technical Report
January - March 2010**



Submitted by:

American Institutes for Research

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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 last quarter – January, February and March 2010.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Eight, First Quarter Progress

Support to the EQUIP Information Communication Center continued with web updates, publication of a new EQ Review on Standards and Assessment and 2 issues of the EQ Dispatch. EQUIP1 met with its partners and USAID. EQUIP1 also participated in professional forums like CIES and INEE working groups. In this reporting period EQUIP1 assisted the INEE Education and Fragility Working group in hiring a consultant for a synthesis report from Cambodia and Liberia situational analysis and Afghanistan and Bosnia desk studies examining the impact of education on fragility. The Public Private Partnership case studies for Colombia and Namibia were published online, while revisions are underway for the India case studies. The *Active-Learning Pedagogies as a Reform Initiative: A Comparative Study of Policy, Professional Development and Classroom Practice* was printed, published and disseminated. The work plan was finalized for the year. A major product for this year, First Principles, a series of publications to inform new education officers on various aspects of education, was conceptualized, shared, refined and work has begun on writing the series.



III. Specific Activities Accomplished in the First Quarter

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

The EQUIP Website captures and disseminates EQUIP's experiences. The website is managed by EQUIP Information Communication Center (EICC) that EQUIP1 houses and supports the serves as the information resource, communications link, and dissemination hub for all three EQUIP awards.

The summary below details first quarter activities (January, February and March 2010.)

- a. Added a new EQUIP1 Leader Award product, Active Learning Synthesis Report: <http://www.equip123.net/docs/e1-ActiveLearningSynthesis.pdf>.
- b. Added EQUIP1 Negotiating Multi-Stakeholder Partnership in Education (MSPE) in Namibia: http://www.equip123.net/docs/E1-PPP_Namibia.pdf.
- c. Added EQUIP1 Multi-Stakeholder Partnerships in Education: the Escuela Nueva Program in Colombia: http://www.equip123.net/docs/E1-PPP_Colombia.pdf.
- d. Added EQUIP1 Pilot of Digital Data Collection Options for Honduras' Education Assessments: <http://www.equip123.net/docs/e1-HondurasDigitalDataCollectionPilotTest.pdf>.
- e. Added EQUIP2 Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Woliso, Ethiopia: <http://www.equip123.net/docs/e2-SchoolEffectiveness-EthiopiaCS.pdf>.

General Statistics

This quarter showed a continued visitor activity in usage of the site. March included record site usage, with the site registering its all time highest numbers in Hits, Page Views, Visits, and Unique Visitors. That said, EQUIP1 is investigating the sources of the hits to ensure these are actual users rather than computer generated hits.

	January	February	March
Hits	257,550	273,766	350,599
Page Views	46,296	44,345	76,057
Visits	38,853	38,451	46,491
Unique Visitors	20,507	22,363	26,941
Downloads	102,012	103,673	129,344

* 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. *EQ Dispatch*

EQ Dispatch disseminates information regarding EQUIP1 activities and products via email to interested subscribers on a bimonthly schedule. The content for *EQ Dispatch* issues include EQUIP Reports, News, Events, and other EQUIP products.

An issue *EQ Dispatch* was developed and disseminated in February as scheduled (please see annex 3).

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

JEID is an online journal that seeks to improve education policies and practices through the communication of research, policy, and program issues among members of the international community. A report has been compiled reviewing *JEID*'s authorship and usage as requested by EGAT ED, and will be used to determine the role of *JEID* in the future.

4. *EQ Review*

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

The latest issue of *EQ Review* titled "*Using Learning Standards to Promote Student Achievement*" was released in March 2010. This issue carries a front page article which identifies important elements of standards-based reform (SBR). Three more articles provide case studies and examples of standards-based reform (SBR) implementation. Honduras features a near-comprehensive approach with emphasis on teacher pacing guides and formative student assessments; Namibia highlights national summative student assessments and performance standards; and Mali focuses on content standards (competencies) and their implementation by teachers in the classroom. The full issue can be found on the EQUIP project website at: http://www.equip123.net/EQ_Review/8_1.pdf. (Also see annex 2)

5. *EQUIP Seminar Series*

The EQUIP Seminar Series provides a forum for dialogue and knowledge sharing on a range of topics relevant to USAID and its development partners. EQUIP1 is in touch with partners to discuss topics and timelines for seminars in 2010. Possible topics being discussed include early literacy, transition from school to work and other issues around youth employment, standards and assessment and systems improvement.

6. *Meetings and Networking Initiatives*

EQUIP1 held one core partner meetings to strategize and develop the EQUIP1 work plan for 2010. Ongoing consultations occurred over the quarter with USAID and EQUIP1 partners to solidify plans and initiate the work. A meeting with Greg Loos, Susan Foster and Kirsit Fair was held on the *JEID* and determining its future plans. Weekly phone calls are held with USAID to provide updates and discuss implementation of activities.



EQUIP had a significant presence at the 51st annual conference of the Comparative International Education Society (CIES) held in Chicago from March 1-5, 2010. Three EQUIP1 projects presented lessons from their implementation. From Egypt, Yasser Youssif presented the Education Reform Project's (ERP) work with the Professional Academy for Teachers, and Dr. Jane Benbow and Mamdouh Fadil made a presentation on ERP's work titled, *Working in a "Policy Rich" Environment: Opportunities and Pitfalls for Implementing "Project Based" Programming in an Ever Changing Policy Environment*. Dr. Jeffrey Davis made a presentation titled *Development of a National Assessment of Student Achievement in Namibia*, and Dr. Abdullah Ferdous presented his work on *Technical Aspects of a National Assessment of Student Achievement in Namibia: Better Teaching and Learning through a National Assessment of Student Achievement in Namibia*.

The EQUIP project also had a table for displaying and distributing materials throughout the week. For more information on presentations made by EQUIP1, 2, and 3 projects; and for information on materials distributed at the conference, please see annexes 4 and 5.

As mentioned under the Leader Award Activities section, EQUIP1 participated in a series of INEE events and teleconferences. Additional forums to raise EQUIP1's profile and share lessons from its work are being explored. For example, the EQUIP1 Director has had a paper on standards and assessment accepted for the World Council of Comparative Education Societies (WCCES) 14th World Congress in Istanbul, Turkey. In addition to the presentation, a table will display EQUIP1 products.

IV Leader Award Activities

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

This project had the aim to strengthen the evidence base for understanding education and fragility by undertaking comprehensive situational analyses of the impact of education on fragility in five countries: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia, and Haiti. Specifically, the situational analyses were designed to:

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

USAID is a member and AIR is an ex officio participant of the INEE Education and Fragility Working Group. As of the end of the quarter, the Cambodia and Liberia draft reports were in the process of being revised. At the same time, the Working Group moved ahead with its plans for a synthesis paper from the Cambodia and Liberia field situational analyses, the Afghanistan and Bosnia desk studies, and other sources. The Haitian study was canceled last quarter. The synthesis will develop a deeper understanding of the relationship between education and fragility as well as facilitate the development of recommendations for policy,



planning, strategies, and best practices. The EQUIP1 team provided assistance to the Working Group to hire a consultant for the synthesis report. EQUIP1 was in contact with the INEE/Paris and ED/EGAT to support these tasks.

Concurrently, EQUIP1 was in the process of building up contacts with the INEE Working Group on Minimum Standards as a way of increasing our participation in and knowledge of issues involved in education in fragile, conflict, and emergency situations. We attended the Minimum Standards sessions on January 12 at World Learning and January 29 at the Brookings Institution, and made plans to attend the semi-annual Working Group meeting in April in Kampala.

2. Public Private Partnership activity

This Public Private Partnership (PPP) activity takes a case study approach to provide a detailed analysis on how four distinct types of partnerships were formed, implemented and operated. J&A and EDC gathered information on the PPP process by interviewing personnel from all levels of these partnerships to understand their roles, actions, problems and their resolutions, and the steps taken to assure sustainability. Two of the four case studies focused on PPPs in India whose data collection process was more intensive and analysis more thorough. Two other case studies focused on PPPs in Namibia and Columbia. These case studies serve to provide greater detail about the combined public and private sector strategies in terms of formal agreements, governance of activities, the roles of leadership and the challenges that were confronted. Data collection in India took place last year. An initial report was written, circulated and revised.

Revisions are underway for the India case studies. The Columbia and Namibia case studies were published online. The case study from Columbia is titled: *Multi-Stakeholder Partnerships in Education: the Escuela Nueva Program in Colombia* and can be found at http://www.equip123.net/docs/E1-PPP_Colombia.pdf. The case study from Namibia is titled *Negotiating Multi-Stakeholder Partnership in Education (MSPE) in Namibia* and can be found at http://www.equip123.net/docs/E1-PPP_Namibia.pdf. The PPPs for India will be finalized and published next quarter.

3. First Principles

First Principles is a series of publications that would provide guidance for the essential components of a program on a specific practice area within basic education (e.g., teacher professional development, early childhood development). The publications would provide the background, principles, steps, challenges, recommendations, indicators, and references that would give state-of-the-art information to the new USAID education officers, in particular, and managers, evaluators, and implementers, in general.

This series is being written in partnership with EQUIP1 partners. Each partner has a topic area and will be writing a short 4-6 page brief as well as a more extensive 10-30 page piece. The initial wave of topics include Teacher Professional Development, Early Childhood Development, Use of ICT in Schools, Education and Fragility, Underserved Populations, Community Engagement, Literacy and Standards and Assessment. The format and structure



for the series was determined. Contracts were extended to include this work. The first wave will be written next quarter.

4. Donated Book Study

The purpose of the donated book study is to determine the effectiveness of donated books within Malawian public schools. AIR analyzed the impact of donated books using data collected three different projects, the USAID funded MTTA and 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 from the final site in late 2008. Over the year, data was analyzed, and draft report written.

Over the quarter, additional data was gathered and analyses were conducted as well as a literature review to provide more practical information on the implementation practices. This redrafting is underway and will be completed next quarter. An abstract of this paper was accepted for presentation at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference to be held in June.

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

This study examined active-learning pedagogies as a key aspect of educational reform as countries shift attention from a focus on quantity to quality. These studies traced this process, which also involved participation by international (multilateral, bilateral, non-governmental) organizations, drawing upon a review of published research as well as official national and international documents. Particular attention was given to the nature and impact of activities undertaken in the context of the USAID-funded educational investments. Five individual case studies, (e.g., Cambodia, Egypt, Jordan, Kyrgyzstan, and Malawi) were completed as well as a cross-national comparative analysis synthesis of these case studies.

Over the quarter, the synthesis was formatted and 300 copies printed. The case studies were copy edited and published online. The synthesis can also be found online at <http://www.equip123.net/docs/e1-ActiveLearningSynthesis.pdf>. Some copies were disseminated at the CIES conference. In addition, the paper was recently published by the journal, *Educational Research* under the title “Improving educational quality through active-learning pedagogies: A comparison of five case studies” and can be found at <http://interesjournals.org/ER/Contents/2010%20content/April.htm> On January 11, a presentation on the paper was made at the University of Pittsburg as part of the IISE seminar series.

6. Professional Learning Communities Book

The *Professional Learning Communities*, formally called *Breakthrough to Teaching* is a professional development resource to assist college of education teacher educators in Sub-Saharan Africa to improve their practice. The manual is able to be used in conjunction with professional development activities supported by ministries of education, NGOs and other partners. It can also serve as a resource in university courses designed to prepare teacher



educators. In-service teacher educators could also benefit from the use of the manual in their own professional development. A literature review was conducted; the manual was drafted and shared with USAID and educational experts for review and comments and this first round of comments were incorporated.

Over the quarter, the comments received were incorporated. This draft is undergoing a concentrated editing and review with an editor and education specialist. The manual was pilot tested with lecturers in training colleges in Zambia and Malawi. Protocols were developed to guide discussions with lecturers and curriculum specialists. Overall the manual was well received and seen as a useful tool for lecturers. Comments will be incorporated and final product will be published next quarter.

7. Digital Data Collection in Honduras

The primary goal of this pilot was to test two new technology platforms to increase the speed, efficiency and accuracy of student, school and district level data collection and activity activities. Two week long pilots were conducted in Honduras in conjunction with the AA, MIDEH. A report summarizing the results of the pilot was drafted,

This quarter the paper titled, *Pilot of Digital Data Collection Options for Honduras' Education Assessments* was edited and published online. It can be found at <http://www.equip123.net/docs/e1-HondurasDigitalDataCollectionPilotTest.pdf>

8. Retrospective Study

The Retrospective Study aims to review the successes and challenges of the EQUIP mechanism in order to provide feedback to USAID on the design and implementation of the mechanism, identify lessons learned, and share recommendations for improving the mechanism. The report will have the following elements: a synthesis paper; 3 EQUIP specific summary papers and a select number of “lessons learned” studies. Synthesis paper will lay out a framework for understanding the factors in improving education quality and the range of issues. EQUIP-specific summary papers will be 20—25 pages on key lessons for each EQUIP. A select number of “lessons learned” studies that deal with specific process or content challenges. The framework was defined across EQUIP123 and over this quarter was further refined in partnership with the other EQUIPs. Information for each EQUIP associate award is being gathered.

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	95,366	2,844,816
ODCs	7,527	2,992,079
Indirect Costs		
Total Expended	125,438	7,768,742
Total Remaining from the Obligated (=\$8,226,825)		458,083



VI. Associate Awards

1. Associate Award Applications in Progress

Egypt's Education Reform Project (ERP) has applied for a no cost extension for its project, changing the project's end date from September 15, 2010 to March 15, 2011.

MIDEH/Honduras is in the process of preparing a budget for an extension.

Discussions are still in progress for the Nicaragua Merida extension

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	Education Reform Project (ERP) works 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	June 23, 2004	September 15, 2010
2. Nicaragua	Expansion of Centers of Excellence in Nicaragua with Emphasis on the APA Methodology (EXCELENCIA) Project expands proven educational methodologies with emphasis upon the educational needs of indigenous people and ethnic communities. Activities include active teaching, community participation, student government, and curriculum reform.	AIR, AED, Save the Children	\$16,514,943	December 1, 2005 -	April 30, 2010
	MERIDIA Youth at-risk program on Nicaragua's Caribbean Coast Region was created to address increased rates of youth crime attributed to narcotics trafficking.	AIR, FADCANIC	\$3,000,000	October 1, 2009	September 30, 2013
3. Ethiopia	Teaching English for Lifelong Learning (TELL) is aimed at training of trainers and teachers of English language throughout Ethiopia.	AIR	\$7,124,235	November 28, 2008	July 31, 2011
4. Honduras	Mejorando el Impacto al Desempeño Estudiantil de Honduras (MIDEH) Phase 2 under EQUIP1 is an extension of the work carried out by AIR under Component 1 (Standards, Evaluation Criteria and Testing.) The transfer of AIR activities from EQUIP2 to EQUIP1 reflects a change to a more field-based project implementation.	AIR	\$5,036,534	June 6, 2007	April 30, 2010



Country/ Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
5. Namibia	AIR will support the Namibian Department of Education in developing and implementing grades 5 and 7 testing and assessment tools.	AIR	\$878,163	Oct 22, 2009	July 31, 2011



ANNEX 1: Performance Indicators for EQUIP1 Leader Award Activities

Performance Indicators for EQUIP1 Leader Award Activities, Year 8 (2010), updated for Jan-Mar 2010

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Work Plan (Communication)						
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 8)	1 (Year 1) 1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 1 (Year 6) 1 (Year 7) 1 (Year 8)
EQUIP1 M&E Plan (Communication)						
S3. Leader Award activities effectively managed	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring targets 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 8)	1 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 1 (Year 6) 1 (Year 7) 1 (Year 8)
Project Director-CTO Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings held between USAID and PD	EICC records	0	12 (Year 1) 12 (Year 2) 12 (Year 3) 12 (Year 4) 5 (Year 5) 8 (Year 6) 12 (Year 7) 12 (Year 8)	9 (Year 1) 10 (Year 2) 10 (Year 3) 3 (Year 4) 2 (Year 5) 10 (Year 6) 12 (Year 7) 10 (Year 8)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Quarterly Reports (Communication)						
S3. Leader Award activities effectively managed	USAID 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 8)	4 (Year 1) 4 (Year 2) 4 (Year 3) 4 (Year 4) 4 (Year 5) 4 (Year 6) 4 (Year 7) 1 (Year 8)
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) 4 (Year 8)	6 (Year 1) 5 (Year 2) 6 (Year 3) 3 (Year 4) 2 (Year 5) 0 (Year 6) 2 (Year 7) 1 (Year 8)
Development of Leader Award Activities (Field based innovation)						
S3. Leader Award activities effectively managed	Identification and development of activities and topics relevant to USAID interests	Topics for pilot studies identified	EQUIP1 records	0	2 (Year 3) 2 (Year 4) 4 (Year 5) 2 (Year 6) 2 (Year 7) 2 (Year 8)	2 (Year 3) 2 (Year 4) 4 (Year 5) 2 (Year 6) 2 (Year 7)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP Website (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website content regularly updated	Web tracking sheet	0	Ongoing 12 (Year 7) 12 (Year 8)	Work continuing 12 (Year 7)
		Website viewership expanded	Web Trends report	6,448/month (January 2004)	20,000/month 15,000/month (Year 3) 20,000/month (Year 4) 23,000/month (Year 5) 23,000/month (Year 6) 23,000/month (Year 7) 25,000/month (Year 8)	24,155/month (Year 2) 20,519/month (Year 3) 23,187/month (Year 4) 26,000/month (Year 5) 18,000/month (Year 6) 32,514/month Year 7) 26,941/March 10 (Year 8)
		Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	60,000/month (Year 7) 80,000/month (Year 8)	81,434/month (Year 7) 129,344/March 10 (Year 8)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Consistent Network for Quality Education (Communication)						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP activities increased	EQ Review Listserv expanded	EICC records	0	210 (Year 2) 210 (Year 3) 210 (Year 4) 325 (Year 5) 350 (Year 6) 400 (Year 7) 425 (Year 8)	164 (Year 2) 252 (Year 3) 299 (Year 4) 350 (Year 5) 350 (Year 6) 412 (Year 7) 412 (Year 8)
Educational Quality Programs in Tracked across EQUIPs (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Information updated semi-monthly	EQ Dispatch	0	12 (Year 3) 12 (Year 4) 12 (Year 5) 12 (Year 6) 6 (Year 7) 6 (Year 8)	12 (Year 3) 6 (Year 4) 12 (Year 5) 12 (Year 6) 6 (Year 7) 2 (Year 8)
EQ Review (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2) 5 (Year 3) 5 (Year 4) 4 (Year 5) 4 (Year 6) 4 (Year 7) 4 (Year 8)	1 (Year 1) 4 (Year 2) 5 (Year 3) 4 (Year 4) 3 (Year 5) 5 (Year 6) 4 (Year 7) 1 (Year 8)
Electronic Journal (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	JEID 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) 3 (Year 8)	0 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 3 (Year 6) 2 (Year 7) 0 (Year 8)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Communications Working Group (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Technical assistance to Associate Awards on their communications-related work provided	EICC records	0	2 (Year 4) 1 (Year 5) 0 (Year 6) 2 (Year 7) 5 (Year 8)	1 (Year 4) 1 (Year 5) 0 (Year 6) 2 (Year 7) 1 (Year 8)
Educational Quality Research Dissemination Activities (Communications)						
S3. Leader Award activities effectively managed	Knowledge about educational quality programs shared	Number of sessions where findings were shared through presentations or other forums that gathers stakeholders	EQUIP1 Records	0	3 (Year 4) 1 (Year 5) 0 (Year 6) 2 (Year 7) 6 (Year 8)	2 (Year 4) 1 (Year 5) 0 (Year 6) 2 (Year 7) 2 (Year 8)
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 requested by USAID missions	11 (Year 1) 4 (Year 2) 3 (Year 3) 0 (Year 4) 0 (Year 5) 1 (Year 6) 1 (Year 7) 0 (Year 8)
	Associate Award requirements of USAID missions and bureaus being met by EQUIP1	Number of Associate Awards signed by USAID	EQUIP1 records	0	As requested by USAID missions	8 (Year 1) 5 (Year 2) 3 (Year 3) 0 (Year 4) 1 (Year 5) 1 (Year 6) 2 (Year 7) 0 (Year 8)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Research in Fragility and Education (Research and Assessment)						
C4. Education in crisis and transitional situations improved	Understanding how fragility impacts education and how education impacts fragility documented	Paper that synthesizes previous research studies produced	EQUIP1 records	0	1 (Year 8)	
		Technical support to INEE and USAID on fragility and education issues provided	Meeting notes EQUIP1 Records	0	4 (Year 8)	
Tools for USAID Education Officers (Research and Assessment)						
C1. Classroom resources maximized C2. School environments enhanced C3. Community involvement in education increased C4. Education in crisis & transition situations improved	Providing accessible resources for USAID education officers on a range of education and development issues	Number of publications, called First Principles developed	EQUIP1 records	0	8(Year 8)	
Retrospective Study (Research and Assessment)						
S3. Leader Award activities effectively managed C2. School environments enhanced	Providing internal evaluation and feedback on EQUIP1 LWA and AA	Report that captures the successes, challenges and lessons learned on LWA and AA by themes	EQUIP1 records	0	1(Year 8)	

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Support to Teacher Educators (Field Based Innovations)						
C2. School environments enhanced	Providing resources to teacher educators to improve practice	Professional Learning Communities Resource field tested	EQUIP1 records	0	2 (Year 8)	
		Professional Learning Communities published		0	1 (Year 8)	
Piloting technology for assessments (Field Based Innovations)						
C2. School environments enhanced	Conducting a series of pilots to inform Honduran and regional governments on appropriate technologies for assessment and educational outcomes data collections	Digital technology piloted in a range of education assessment and data collection environments	EQUIP1 records	1	4 (Year 8)	
		A study report that captures the results of the pilots		1	1 (Year 8)	

ANNEX 2: EQ Review March 2010

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.

March 2010

Vol. 8, No. 1



Using Learning Standards to Promote Student Achievement

Perhaps the most widespread, global effort at systemic educational improvement over the past two decades has been standards-based reform (SBR). Pioneered in developed countries, elements of this kind of reform are now spreading into developing countries. Although there is no universally accepted definition of SBR, most discussions of the reform include the following six elements:

1. *Content standards*, sometimes referred to by terms such as academic expectations, curriculum standards, competencies, or student learning objectives, that indicate “what students should know and be able to do” in key subject areas at each grade level;
2. *Student assessments*, both formative and summative, to measure and monitor performance in relation to the content standards during the school year and at the end of the year;
3. *Performance standards* that describe and specify the level at which students need to achieve on assessments in order to be categorized as meeting or exceeding standards;
4. *Alignment*, or holding together, of key elements of the educational system—such as curriculum, materials, training, and assessments—to promote attainment of the standards;
5. *Decentralization* of responsibility to districts and schools that allows for more efficient and effective implementation of standards, curriculum, and instruction; and
6. *Accountability* provisions that reward or sanction districts, schools, teachers, and students on the basis of measured performance against standards.

Each element of SBR is critical, but the learning standards—content and performance—must be present for the reform to take place. Content standards establish clear and succinct *expectations* for student learning. Typically, there are approximately 20 to 40 content standards for each subject per grade level.¹ Content standards are the glue for aligning curriculum, materials, teacher professional development, and student assessments. They should be widely used by supervisors, teacher trainers, principals, and teachers as the basis for creating, implementing, and evaluating education programs.

Performance standards are established in conjunction with student assessments. They have two parts: written descriptors of student performance levels and numerical cut scores on assessments. After scoring the assessments, a standard setting process is used by educators to set cut scores for classifying students into levels. There are usually 3 to 5 performance categories per assessment. Performance standards allow educators to *set the bar* for student achievement.

In this edition of the EQ Review, three articles provide case studies and examples of SBR implementation. Honduras features a near-comprehensive approach with emphasis on teacher pacing guides and formative student assessments; Namibia highlights national summative student assessments and performance standards; and Mali focuses on content standards (competencies) and their implementation by teachers in the classroom. For more information, please contact Jeff Davis, Managing Research Scientist in the International Development Division of the American Institutes for Research and Project Director for EQUIP1, at jcdavis@air.org.

¹ For examples of content standards, see National Governors Association and Council of Chief State School Officers (2010). *Common core standards initiative*. Washington, DC (www.corestandards.org); and AIR (2010). *Informing grades 1-6 mathematics standards development: What can be learned from high-performing Hong Kong, South Korea, and Singapore?* Washington, DC (www.air.org/news/pr/mathstandards.aspx).

Inside This Issue:

- 2 **Standards-Based Educational Reform and Improving Student Achievement in Honduras**
- 3 **Performance Standards for the Namibian National Standardized Achievement Tests**
- 4 **Literacy Standards Map Mali's Road to Reading**

Standards-Based Educational Reform and Improving Student Achievement in Honduras

In Honduras, the American Institutes for Research (AIR) under EQUIP1 and the Academy for Educational Development (AED) under EQUIP2 are implementing the USAID-funded MIDEH project (*Mejorando el Impacto al Desempeño Estudiantil de Honduras—Honduras Improving Student Achievement Project*). Since 2004, the project has worked closely with the Honduran Ministry of Education and local partners to build a national standards-based reform program and create a sustainable educational reform structure.

MIDEH's nationwide approach is based on the development of internationally-comparable academic standards, teacher pacing guides for classroom implementation, standardized student assessments, and in-service training programs at both central and decentralized levels. Assessments are comprised of three types:

- *Formative* in-grade tests to evaluate progress and resolve problems students may be having in the classroom;
- *Summative* sample-based, end-of-grade tests to provide information for policy and planning at central and decentralized levels; and
- *Diagnostic* tests to help teachers at the beginning of a grade assess which standards from a prior grade have not been reached.

The most critical aspects of the education reform structure for promoting improved student learning outcomes are pacing guides, where teachers in grades 1–11 have instructional materials organized by sequenced standards, along with monthly, formative student assessments. Each student receives an individual assessment booklet containing the monthly tests at their grade level for the year. The booklets have been distributed to all schools. The components of the system are standards-based and aligned to the national curriculum.

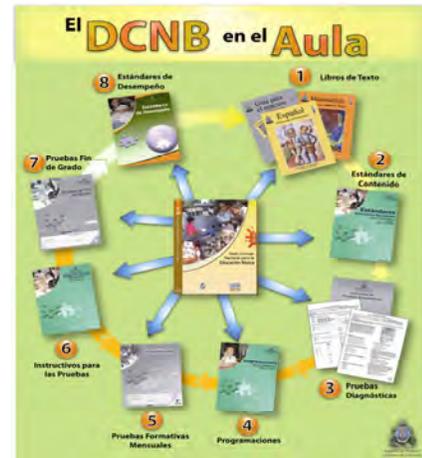
Since the beginning of the project, MIDEH has administered end-of-year summative tests to 882 schools and over 100,000 students from grades 1–9, with representative samples at the departmental (regional) level. Score reports are prepared for the central Ministry of Education, all 18 departments, and each school and classroom. Moving forward, MIDEH will expand these summative tests into social studies and natural sciences and improve sustainability by establishing a national institute for student assessment.

Recently, MIDEH has developed diagnostic tests in mathematics and Spanish language for grades 2–11 for teachers to administer at the beginning of the school year. This will be the first time in Honduras that diagnostic tests have been standardized and aligned to the curriculum and other education materials.

Institutionalizing the implementation of these materials in classrooms is critical to developing an efficient educational system. MIDEH's in-service training program provides teachers, principals, and district and departmental Ministry of Education staff with training in applying and using the academic standards, teacher pacing guides, and formative and summative student assessments. The training program has been successful at promoting decentralization of responsibility from the national level to schools, communities, and classrooms.

Through its work to build a national standards-based reform program, MIDEH has provided tools and built the capacity of teachers, principals, and Ministry of Education staff to create a sustainable educational reform structure. These positive changes ultimately impact students. The project's partnership with the Ministry of Education has contributed to improved academic achievement (mathematics and Spanish language scores have increased by eight percentage points over the past two years), increased grade 6 graduation rates (from 82.1% in 2005 to 87.6% in 2008), and decreased primary school desertion rates (from 2.5% in 2005 to 0.9% in 2008).

For more information on the on *MIDEH* project, please contact Mireya Batres, USAID/Honduras AOTR, at mbatres@usaid.gov.



Standards Implementation in the Classroom: MIDEH creates and aligns classroom support materials with the Ministry of Education's national curriculum



MIDEH supports capacity building for teachers, principals, and MoE staff on the use of new academic standards, pacing guides, and assessments



Each student receives individual monthly assessment booklets that have been distributed to all schools

Performance Standards for the Namibian National Standardized Achievement Tests



Namibian teachers and subject specialists writing items for the NSAT

The government of Namibia is in the process of implementing a comprehensive learner assessment system with the four main elements recognized by assessment experts:

- *National examinations*, in which learners take end-of-cycle, national examinations at the end of grades 7, 10 and 12 that are used for selection and certification decisions;
- *Classroom assessments*, for regular use by teachers to identify the strengths and weaknesses of individual learners in order to take remedial action;
- *National assessments*, to gauge the achievement levels of students in specified grade levels and subject areas for measuring system performance; and
- *International assessments*, namely participation in Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) assessments at grade 6.

Three of these elements—national examinations, classroom assessments, and international assessments—have been in place for several years. In 2009, Namibia’s Education and Training Sector Improvement Program (ETSIP) called for the development of sustainable long-term national student assessments at grades 5 and 7. The Directorate of National Examinations and Assessment (DNEA) has been tasked with developing the *National Standardized Achievement Tests (NSAT)* to:

1. Monitor learners’ acquisition of skills and competencies in key subject areas at grades 5 and 7;
2. Set baseline and performance targets to monitor the progress of learners at the school level;
3. Provide diagnostic feedback at the school, district, regional, and national levels; and
4. Establish professional and administrative capacities at the DNEA.

The Director of the DNEA, Cowley van der Merwe, asked the USAID Mission for assistance with the NSAT and specifically requested technical support from the American Institutes for Research (AIR), which is now collaborating with the DNEA to design, develop, and implement the tests on a nationwide basis.

In conjunction with NSAT’s second objective, the DNEA is developing performance standards for grades 5 and 7 in each subject area. The performance standards will help stakeholders understand what learners know and can do in all key competencies measured through the NSAT. For example, if a learner obtains a score of 25 out of possible total score of 40 on the NSAT grade 5 mathematics assessment, performance standards would help the teacher and the learner understand the knowledge and skills s/he has or has not mastered in relation to key national competencies. Based on a learner’s performance, the teacher should be able to provide specific content and pedagogical support on the competencies that the learner needs to master. In addition, the performance standards will help stakeholders keep track of schools’ progress from year to year by comparing performance in a given year against a baseline.

An important step in the development of performance standards is determining the number of performance level categories by which learners should be classified. The DNEA conducted a one-day workshop during which teachers and subject specialists determined that learners should be classified into four-performance level categories: *below basic achievement*, *basic achievement*, *above basic achievement*, and *excellent achievement*. The four performance level categories for knowledge and skills demonstrated by the learners are described in the following way:

- *Below Basic Achievement*: Insufficient knowledge and skills across the syllabus.
- *Basic Achievement*: Satisfactory knowledge and limited skills across the syllabus.
- *Above Basic Achievement*: Sufficient knowledge and skills across the syllabus.
- *Excellent Achievement*: Excellent knowledge and advanced skills across the syllabus.

These general descriptions will later be used by teachers and subject specialists in determining cut-off points for these categories on the learner performance score scale.

For more information on the NSAT project, please contact Magdalena van der Westhuizen, USAID/Namibia AOTR, at mvanderwesthuizen@usaid.gov.



Namibian specialists discussing the construction of tests for the NSAT



Namibian teachers and specialists determining NSAT performance level categories and descriptions

Literacy Standards Map Mali's Road to Reading

The Malian Ministry of Education, with technical assistance from Education Development Center (EDC) through the USAID-funded *Road to Reading* program, has developed Mali's first-ever national standards for reading and writing. The initiative—part of the Ministry's commitment to improving students' literacy—was prompted by the results of recent studies that confirmed what educators in the country have long suspected: primary teachers do not fully understand the range of skills and competencies students must develop in order to become autonomous readers and writers. As a result, teachers devote the vast majority of their instructional time to decoding (recognizing words based on letter-sound correspondence) at the expense of other skills that are recognized as best practices in teaching children to read.

The following are the nine competencies that form the foundation of Mali's new national literacy standards:

Reading

1. Language mechanisms (ability to recognize sounds and letter-sound relationships).
2. Concepts of print (understanding print and its functions; the role of punctuation, titles, and illustrations).
3. Fluidity (reading quickly, accurately, and with expression).
4. Comprehension (understanding and responding to text).
5. Lexical awareness (recognizing words and their meaning).

Writing

6. Original production (expressing one's own thoughts or ideas in writing).
7. Conventions of written text (respecting norms of spelling, grammar, and punctuation).
8. Coherence and clarity (organizing and expressing one's ideas coherently).
9. Style (adapting written texts to the intended purpose and audience).

Mali's new reading and writing standards provide primary school teachers with a clear picture of the nine different competencies, the importance of each competency, and how each competency develops over time. Accompanying grade-level benchmarks specify the observable skills that students should be able to demonstrate by the end of grades 2, 4, and 5. These benchmarks answer the questions: "How good is *good enough*?" and "What does it look like when a student's work has met the expectations at this grade level for this particular competency?"

For Bakary Samaké, Head of Division of Teacher Education for the Malian Ministry of Education, the new standards and benchmarks constitute an important resource for supporting improved instruction and monitoring. "Teachers now know, from here on out, what skills students need to develop at key grade levels." This means that classroom teachers can identify students at risk of not reading and writing well and can develop targeted interventions to address those students' weaknesses. At the district or national level, the standards can be used to monitor student performance and to inform the design of future teacher training programs.

The Ministry is now developing accompanying teacher professional standards for reading and writing. The new standards will identify age-appropriate instructional practices for each of the nine student competencies that teachers can use to support student learning. Once finalized, the professional standards will provide teachers with a menu of research-based, effective literacy practices to integrate into their teaching, answering the question, "What does it look and sound like when a teacher effectively helps a child learn to read?" The professional standards will also provide teacher supervisors with a valuable lens for observing reading classes and helping teachers to improve their practices.

The student and teacher professional standards constitute a clear road map for improving literacy instruction in Mali and ensuring that all children leave primary school with the skills required to be autonomous readers and writers.

For more information on the *Road to Reading* program, please contact Kadiatou Cisse-Abbassi, USAID/Mali AOTR at kcisseabbassi@usaid.gov.



New literacy standards help Malian teachers understand the skills needed to read and write autonomously and support students' development of those skills

The competencies and skills outlined in the national standards draw from Ministry of Education representatives' understandings of best practices in Malian classrooms as well as from the considerable body of international research on reading and writing development. Grounding the standards in research on effective reading/writing practices will ensure that future students develop the skills and competencies necessary to be competitive in the global market.

ANNEX 3: EQ Dispatch February 2010



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

Publications

EQ Review: [Supportive Teacher Supervision](#)

Supportive supervision efforts are intended to help educational systems, schools and teachers focus on means of engaging with students that will allow them to maximize their learning, thus enhancing their opportunities for success in school and in life. This issue of EQ Review highlights programs in Malawi, Egypt, and Liberia that have developed innovative approaches for improving the quality of supervision and support for teachers.

Associate Award Headlines

EQUIP1:

Egypt: [Education Reform Program \(ERP\)](#)

- In Cairo, 28 TOT workshops were conducted in eight different locations for supervisors from 25 districts to make supervisors aware of and able to use the Active Learning and Comprehensive Assessment. The training of trainers taught active learning techniques and targeted 157 Arabic Language, Math, and Science Supervisors who will return to their districts and share their experiences with their colleagues.
- In Qena, ERP conducted a two-day training for 48 Board of Trustee (BOT) Support Team members to empower BOTs as they improve the quality of education at school level.
- To support the Quality Assurance Unit, ERP conducted a training workshop on documentation for 145 participants from the governorates of Beni Sweif, Qena, Dakahlyia, Giza, Gharbia and Kafr El Sheikh. The main objective of the workshop was to build participants' capacity in the area of schools' documentation, reporting and educational accreditation review.

Honduras: [EQUIP1/Mejorando el Impacto al Desempeño Estudiantil de Honduras \(MIDEH\)](#) has launched a microsite (in Spanish) to house all of the materials that have been developed by MIDEH for the Ministry of Education. These materials national standards, diagnostic tests,

formative tests, content standards and competencies.

Nicaragua: EQUIP1/Nicaragua EXCELENCIA

- Ms. Janet Ballantyne, Acting Deputy Assistant Administrator for Latin America and the Caribbean, visited the EXCELENCIA project on December 16th, 2009 to learn about the experiences of one of EXCELENCIA's seven NGO/FBO partners with adopting the project's model school approach. The FBO Centro Nehemias joined the project's overall network of some 3,000 primary schools with 123 of its schools in 2008. Centro Nehemias will continue to work with the project's core pedagogical approaches, which include active teaching and learning, after the end of the project in March 2010. Also Nicaragua's public schools will continue to work with key pedagogical components of the EXCELENCIA's model school approach which have been incorporated into the Ministry's education reform.
- AIR and local partner FADCANIC are in the start-up phase of a new youth-at risk project in Nicaragua's Autonomous South Atlantic Region with USAID Merida funds under EQUIP1. Youth in this disadvantaged region will benefit from scholarship programs aimed at helping them finish their education, learn life and employability skills and/or provide them with vocational education or short-term vocational training opportunities.

EQUIP2:

Liberia: In addition to teacher training, the EQUIP2 Liberia Teacher Training (LTTP) is working with the General Auditing Commission to complete a payroll verification exercise of the Ministry of Education teachers. The goal of the verification exercise is to remove "ghost teachers," teachers that are dead, retired, or have been falsified from the MOE payroll. Over time, this exercise will save the country millions of dollars.

Senegal: In November 2009, the EQUIP2/Senegal Projet d'Appui l'Enseignement Moyen (PAEM) held its annual Education Steering Committee meeting in Dakar. This meeting was an opportunity for PAEM to share project accomplishments and upcoming activities with its Ministry of Education and USAID partners. Additionally, over the past several months, PAEM has issued grants to 19 middle schools, enabling them to prepare for the new school year by cleaning courtyards; repairing desks, shelves, and tables; cleaning toilets; and painting classrooms, among other activities. Finally, 10 PAEM middle schools in the regions of Tambacounda and Fatick passed final inspection, enabling more rural youth to access a middle school education.

Southern Sudan: The EQUIP2/Southern Sudan Technical Assistance Program (SSTAP) held its quarterly meeting on January 15-16, 2010 to work with State Ministry of Education (SMoE) partners to draft 2010 state-level work plans. SMoE officials and SSTAP staff created a standard format for these work plans and discussed proposed activities such as job description development, staff performance procedures and guidelines development, education manager,

standards development, and promotion of child-friendly schools. This work planning exercise used SSTAP's model of on-the-job training and learning-by-doing to develop the program implementation planning capacity of SMOE staff.

EQUIP3:

Kenya: G-Youth is pleased to announce that the project is collaborating with the Center for International Voluntary Service to deliver a comprehensive out-of-school youth program. The first group of youth completed the G-Youth Work Readiness six week training and will begin entrepreneurship training in March, followed by internships. G-Youth's new website can be accessed at www.g-youth.org

Rwanda: The Rwanda Youth Program's name has changed to AKAZI KANOZE which means "A work/job well done" in Kinyarwanda, the local language in Rwanda. The Akazi Kanoze staff are reviewing proposals from potential partners and plan bring 5-6 implementing partners on board to start activities at the end of March. The 80 hour work readiness curriculum is nearly finalized and preparations are being made for a curriculum training of trainers which will take place in March.

Haiti: The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) has been active in the relief effort following the earthquake on January 12th by helping distribute food and hygiene kits in several youth centers. The project, which works in 8 of Haiti's 10 departments, plans to continue the nonformal basic education and livelihood training program in non-affected areas. In areas impacted by the earthquake, the project plans to organize youth to help with the recovery effort. Because more than 20 of the Port-au-Prince youth centers were badly damaged or destroyed, IDEJEN is also setting up temporary centers in 10 locations, and offering child protection services in collaboration with IRC.

Philippines: The Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project introduced an education report card for communities to 26 education stakeholders in Mindanao from January 25-26, 2010. The report card enables communities to better track their progress in pursuing quality basic education. Local government officials, community leaders, and Parent-Teacher Association (PTA) members were trained to use the approach to set their own indicators for in- and out-of-school youth, to develop corresponding action plans, and to measure their progress in achieving their goals. The EQuALLS2 project will pilot-test the system in several municipalities and will support 850 PTAs and similar school governance structures in pursuing better education by 2011.

Eastern Europe and Eurasia: The Social Legacy Program's Transparent Education Network (TEN) members in Azerbaijan, Armenia, and Macedonia partnered with local universities to develop and institutionalize codes of conduct (CoC) for these education institutions. CoC developed by TEN are aimed at setting standards of behavior for faculty, staff, and students at these universities to prevent cases of corruption or unethical behavior. These CoC are also

aimed at setting standards of transparency among higher education institutions in the three countries. TEN members received regional and international technical assistance at the TEN Roundtable held in Macedonia in September 2009, to understand the concepts and principles of effective CoC. Best practices in the development and enforcement of CoC from the United States and Ukraine were shared at the event, which have helped TEN members as they engage universities in the development of these codes.

Leader Award Highlights

EQUIP1 Leader Award:

Active-Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies: The *Active-Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies* describes the call for active-learning pedagogies arising from a range of international organizations during the last 25 years. Then it outlines the key philosophical and theoretical foundations of active-learning pedagogies, which explicitly or, more often, implicitly informed this demand. Next the document discusses the focus and methods of case studies focusing on Cambodia, Egypt, Jordan, Kyrgyzstan, and Malawi.

Pilot of Digital Data Collection Options for Honduras' Education Assessments: In an attempt to identify new, cost effective technologies for data collection that can be applied in the Honduran context to improve sustainability of the national assessment process, the present study evaluates two alternative technologies to collect student responses when it is not possible to use answer sheets in a standardized testing system (e.g. students are too young).

Multi-Stakeholder Partnerships in Education: the Escuela Nueva Program in Colombia: This study focuses on educational partnerships in Colombia. The qualitative in-depth research consisted primarily of in-country interviews and site visits to partnership projects.

Negotiating Multi-Stakeholder Partnership in Education (MSPE) in Namibia: The purpose of this report is to examine how private partners first established a relationship with the Ministry of Education (MoE) in Namibia and how this relationship evolved over time.

EQUIP2 Leader Award:

The EQUIP2 Leader Award has released a new case study titled, [Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Woliso, Ethiopia](#). The case study is available for download.

This case study is part of a larger school effectiveness research study aiming 1) to assess the extent to which opportunity to learn is being met by schools; 2) to evaluate student reading fluency and concepts of print; 3) to measure time on task; and 4) to analyze the variations in

school effectiveness based on student performance on these instruments. Forthcoming publications include case studies in Guatemala, Honduras, and Nepal, as well as a working paper synthesizing the findings from the case studies.

EQUIP3 Leader Award:

EQUIP3 recently released the [Guide to Cross-Sectoral Youth Assessments](#). The Guide provides instructions on how to conduct hands-on research designed to engage youth and other key stakeholders and understand their knowledge, perceptions, and experiences regarding youth development needs. It also provides guidance for conducting more formal sector-level reviews of youth related indicators and programs.

Youth Community of Practice (YCoP): Three YCoP Links listserv messages were sent out in December 2009 and January 2010. They are available on the YCoP Links [page](#).

EQ Dispatch is a free, e-publication that is emailed to subscribers on a bimonthly schedule. The [Educational Quality Improvement Program \(EQUIP\)](#) is funded by the [U.S. Agency for International Development](#) under the Cooperative Agreement number GDG-A-00-03-0006-00. © 2006 EQUIP All Rights Reserved.



ANNEX 4: CIES 2010 EQUIP Presentations

EQUIP Presentations at CIES:

Following are presentations made by EQUIP projects at CIES in Chicago in March 1-5 2010

EQUIP1

1.) **A Case of Support: The Education Reform Project, Professional Academy for Teachers and the Teacher Cadre** by Yasser Youssif Education Reform Program (ERP-Egypt)

2.) **“Development of a National Assessment of Student Achievement in Namibia,** by Dr. Jeffrey Davis **EQUIP1-AIR**

“Technical Aspects of a National Assessment of Student Achievement in Namibia,” Better Teaching and Learning through a National Assessment of Student Achievement in Namibia, Dr. Abdullah Ferdous (AIR)

3.) ***Working in a “Policy Rich” Environment: Opportunities and Pitfalls for Implementing “Project Based” Programming in an Ever Changing Policy Environment.*** Dr. Jane Benbow and Mamdouh Fadil (ERP)

EQUIP2

4.) **A Day in School How Much Opportunities to Learn Do Schools Provide?**

- a. Using Opportunity to Learn as a Framework for Measuring School Effectiveness by Audrey M Schuh Moore
- b. Applying the opportunity to learn profile: Data from four countries by Elizabeth Adelman
- c. The Opportunity to Learn Profile: Do Schools Effectively Meet the Learning Needs of Students by Joseph DeStefano

5.) **Promoting Policy Planning and Implementation in Education**

- a. **Promoting policy planning and implementation in education in Zambia** by Mark B Ginsburg, Saul Banda (EQUIP2/Zambia), Peggy Nsama Chakufyali (University of Zambia), Kalima Kalima (University of Zambia), Benny Mwaanga (EQUIP2/Zambia), Winnehl Tubman

6.) **The Power of Patience: Education System Reform and Aid Effectiveness in Nicaragua and El Salvador** John Gilles (AED)

EQUIP3

7.) **Projects:**

- a. Rwanda – Akazi Kanoze Youth Livelihood Development Initiative
- b. East Timor – Prepara Ami Ba Servisu (PAS East Timor) - Preparing Youth for Work
- c. Haiti – Idejen – Haitian Out-of-School Youth Livelihood Initiative

Title of Presentation:

Livelihood Accompaniment: Transitioning Youth from Training to the Real World
by: Cornelia Janke

8.) Projects:

Philippines – Education Quality and Access for Learning and Livelihood Skills – Phase 2 (EQUALLS2)

Title of Presentation: Building the capacity of Local School Boards and Community Groups to Support Basic Education Improvement in the Philippines

Presenters:

- a. Miriam Pahm, EDC; Director of Technical Programs, EQUALLS2 project
- b. Joe Aragano, from EDC implementing partner Save the Children
- c. Elmer Viray Castro, School Principal in Mindanao
- d. Nancy Devine, EDC, non-presenting author
- e. Gustavo Payan, EDC

ANNEX 5: CIES 2010 Materials List

EQUIP Materials at CIES 2010

EQUIP1

Active Learning Pedagogies as a Reform Initiative: Synthesis of Case Studies: 100 copies- all distributed

Active-Learning Pedagogies as a Reform Initiative: The Case of: a. Cambodia, b. Egypt, c. Jordan, d. Malawi, e. Kyrgyzstan 75 copies- 41 distributed

First Principles for Early Grades Reading Programs in Developing Countries 50 copies- all distributed

Professional Learning Communities Resource (brochure) 100 copies- 2 distributed

EQUIP Folders 25 copies- 17 distributed

EQ Review

Changing the Future for Out-of-School Youth Vol. 7, No. 3 September 2009 75 copies- 21 distributed

System Reform Through Informed Policy Dialogue Vol. 7, No. 2. May 2009 75 copies- 32 distributed

Teacher Professional Development Vol. 7, No. 1 April 2009 75 copies- 58 distributed

Demonstrating that All Means All: Basic Education and Children with Disabilities Vol. 5, No. 3 December 2007 75 copies- 16 distributed

Data for Effective Decision Making Vol. 5, No. 2 August 2007 75 copies- 25 distributed

EQUIP2

Reaching the Underserved: Complementary Models of Effective Schooling 25 copies- 25 distributed

Working Paper: Expanding Secondary Education for Sub-Saharan Africa Where are the Teachers? 40
copies- 15 distributed

Education Reform Support Today 35 copies- 31 distributed

Opportunity to Learn Working Papers 70 copies- 25 distributed

Decentralization Working Papers 50 copies- 15 distributed

EQUIP3

About EQUIP3 200 copies- 22 distributed

Guide to Cross-Sectoral Youth Assessment 50 copies- 15 distributed

Guide to Literacy Programs for Out-of-School Youth 100 copies- 15 distributed

Youth Community of Practice 200 copies- 65 distributed

IDEJEN project in Haiti 200 copies- 43 distributed

PAS project in Timor-Leste 200 copies- 48 distributed

New Youth project in Rwanda 200 copies- 53 distributed