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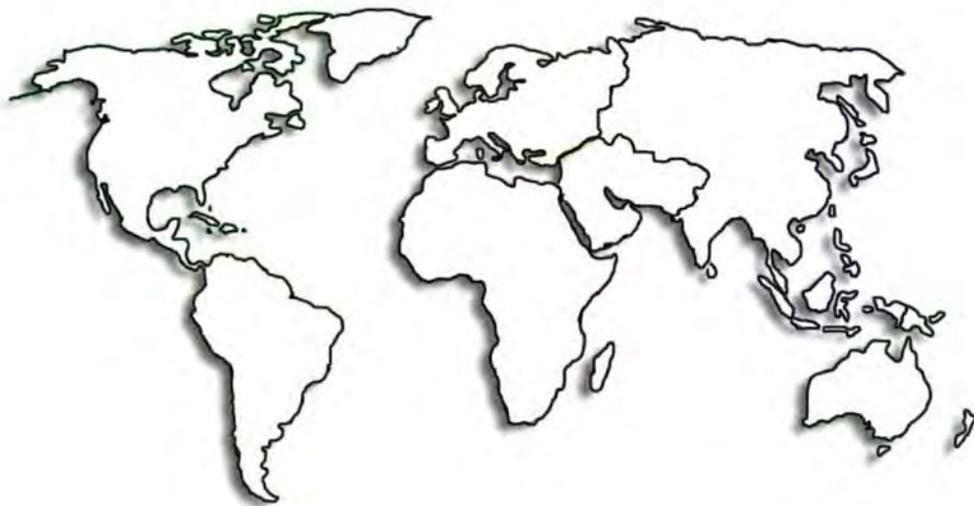
World Education



USAID
FROM THE AMERICAN PEOPLE



**EQUIP1 Leader Award
Quarterly Technical Report
April - June 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 – April, May and June 2010.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Eight, Second Quarter Progress

Support to the EQUIP Information Communication Center continued with web updates, publication of a new EQ Review on Cross-Sectoral Approaches to Youth Learning and one issue 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 Second 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 second quarter activities (April, May and June 2010.)

- a. Added a new EQUIP3 publication, *Guide to Designing Tourism Workforce Development Programs: With a Special Focus on Job and Career Opportunities for Youth*: <http://www.equip123.net/webarticles/anmviewer.asp?a=660&z=123>
- b. Added June Edition of EQUIP EQ Dispatch: http://www.equip123.net/EQ_Dispatch/June10.html
- c. Added EQUIP2 white paper: *International Problem Solving through Distance Learning*: <http://www.equip123.net/docs/e2-DecentDistanceLearningWhitePaper.pdf>
- d. Added EQUIP2 Case Study, *Opportunidades para Aprender: Una estrategia de gran impacto para mejorar los resultados educativos en los países en desarrollo*: [http://www.equip123.net/docs/e2-OTLSpanish\(2\).pdf](http://www.equip123.net/docs/e2-OTLSpanish(2).pdf)
- e. Added EQUIP 2 Success Story, *International Problem Solving through Distance Learning: Innovations Using Videoconference*: [http://www.equip123.net/docs/e2-DecentDistanceLearningSuccessStory\(2\).pdf](http://www.equip123.net/docs/e2-DecentDistanceLearningSuccessStory(2).pdf)
- f. Added EQUIP3 YCoP Topics #51-67: <http://www.equip123.net/webarticles/anmviewer.asp?a=662&z=123>
- g. Added EQUIP3 *Minority Education and Skills Training for Youth Program (MEGA-SkY)*: <http://www.equip123.net/webarticles/anmviewer.asp?a=652>
- h. Added EQUIP3 publication, *Literacy for Out-of-School Youth: A Program Guide*: <http://www.equip123.net/docs/e3-Literacy.pdf>
- i. Added EQUIP3 publication, *SLP-TEN Program Update from Armenia, March 2010*: <http://www.equip123.net/webarticles/anmviewer.asp?a=650>
- j. Updated EQUIP1 AOTR and Communications Manager contact information: <http://www.equip123.net/webarticles/anmviewer.asp?a=8&z=18>
- k. Added EQUIP3 publication, *Lessons Learned from Moving the Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) Beyond the Pilot Phase*: <http://www.equip123.net/docs/e3-HaitiLessonsLearned.pdf>
- l. Added EQUIP3 publication, *Cross-Sectoral Youth Project: Youth Enterprise Development (YED) Project: Assessing Youth Entrepreneurship Skills: Initial Findings (Appendix 17)*: <http://www.equip123.net/webarticles/anmviewer.asp?a=645>



- m. Added EQUIP3 publication, *Cross-Sectoral Youth Project: Youth Enterprise Development (YED) Project: Assessing Youth Entrepreneurship Skills: Final Findings (Appendix 18)*: <http://www.equip123.net/docs/Appendix18.pdf>
- n. Added EQUIP3 publication, *Cross-Sectoral Youth Project: An Assessment of Young People's Developmental Assets (Appendix 10)*: <http://www.equip123.net/docs/e3-Appendix10.pdf>
- o. Added EQUIP3 publication, *Cross-Sectoral Youth Project: Measuring Youth Development (Appendix 21)*: <http://www.equip123.net/docs/e3-Appendix21.pdf>

General Statistics

This quarter showed continued visitor activity in usage of the site. However, it should be noted that AIR's IT office was conducting aggressive vulnerability assessments on the EQUIP123.net site during this period, and this may have caused artificial inflation of user statistics. As a result of the assessment, site administrators disabled the site's community page, as it was found to be vulnerable to malicious users.

	April	May	June	Total
Hits	474,923	404,657	361,944	1,241,524
Page Views	61,233	44,216	37,357	142,806
Visits	44,143	50,368	42,235	136,746
Unique Visitors	28,837	33,788	29,728	92,353

"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 of *EQ Dispatch* was developed and disseminated in April and June as scheduled

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. At the request of USAID, a report was compiled reviewing *JEID*'s authorship and usage as well as level of effort for publishing, to determine the next steps for *JEID*. A review of the authors and audiences shows moderate success in reaching practitioners both as authors and as readers of the articles. Page views from developing countries are higher than expected, and the number of page views in general is much higher than might have been expected, indicating successes also in outreach to interested parties. Previous attempts were



made to find an institution or organization that could house the Journal, but were unsuccessful. Recognizing that EQUIP would be wrapping up as a mechanism in 18 months, and the amount of effort required to publish one journal, relative to the readership and quality of articles, a last edition of JEID will be published this year using articles that have already been submitted to EQUIP.

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 “*Cross-Sectoral Impacts of Education and Other Investments in Youth Learning*” has been shared with USAID and is being finalized. This issue carries a front page article which points out a lack of cross-sectoral programming in development assistance targeting youth. Four more articles provide case studies and examples of youth-serving programs, how they (1) reference common youth development frameworks, and (2) track some of the cross-cutting or cross-sectoral results at the project level, demonstrating the potential benefits of cross-sectoral funding and programming. An article highlighting the Education Policy Data Center discusses the UNICEF-funded Workforce Simulation Model, which computes how long it takes education and training investments to mature and displays projected trends in schooling and workforce skills as a proxy for education attainment. The second article in this edition of *EQ Review* features the Cross-Sectoral Youth (CSY) program in India and DR Congo which demonstrates that when youth programming is approached cross-sectorally, it can provide more effective ways to meet youth's diverse needs. The following article discusses two USAID-funded innovations – Education Quality and Access for Learning and Livelihoods Skills Phase 2 (EQuALLS2) and CSY – that have developed promising innovations that demonstrate strong potential for both assessing program results and providing useful information for improving programs. The fourth article profiles Project AIDE in Djibouti, which is meeting the challenge of developing relevant skills in the country's youth by improving the country's teacher education system, strategic information capacity, and community participation while providing hands-on training and internships for young men and women. The final article spotlights ENTERJOVEM in Brazil, which is empowering youth and preparing them for the labor market with technical and practical skills. The full issue will be released shortly and will be found on the EQUIP project website at: http://www.equip123.net/EQ_Review/8_1.pdf.

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 2 will host a seminar on Wednesday, July 21, titled *Sustainable Education Reform: A Systems Perspective on Aid Effectiveness*. The seminar will review the findings of the EQUIP2 study called *The Power of Persistence: Education System Reform and Aid*



Effectiveness, which analyzes the past 20 years of education reform in five countries through the lens of EQUIP2's systems framework. The EICC, housed in EQUIP1, is coordinating the seminar.

6. Meetings and Networking Initiatives

As part of the leader award activities, regular conversations occurred across all EQUIP1 partners as part of leader award activity implementation. A meeting with partners is planned for July to discuss the First Principles and Retrospective Study. Weekly phone calls were held with USAID to provide updates and discuss implementation of activities. As mentioned under the Leader Award Activities section, EQUIP1 participated in a series of INEE events and teleconferences.

The EQUIP1 Director, Dr. Jeff Davis, presented a paper on standards and assessment at the World Council of Comparative Education Societies (WCCES) 14th World Congress in Istanbul, Turkey. In addition to the presentation, a table displayed and distributed EQUIP1 products. All products were disseminated by the end of day 2 of the conference. The EQUIP1 Deputy Director, Cassandra Jessee presented a paper titled, Donated Books: A Help or Hindrance to Educational Development Project at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in Plovdiv, Bulgaria. In addition a table of EQUIP1 materials were also displayed and disseminated. Additional forums to raise EQUIP1's profile and share lessons from its work are being explored.

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.

During the quarter, the INEE Education and Fragility Working Group, of which USAID is a member and AIR is an ex officio participant, continued to move forward on the synthesis paper from the Cambodia and Liberia field situational analyses, the Afghanistan and Bosnia desk studies, and other sources. The synthesis aims to 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 semi-annual Working Group meeting in April in Kampala, several working group meetings via phone or at Brookings Institute. EQUIP1 also participated in several forums on topics related to classroom, schools and communities, including a literacy symposium sponsored through the World Bank.

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. Last quarter, the Columbia and Namibia case studies were published online. The PPPs case studies for India were revised, finalized and published at: <http://www.equip123.net/docs/e1-PublicPrivatePartnershipsRajasthanIndia.pdf>

3. First Principles

First Principles is a series of publications that 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 provide the background, principles, steps, challenges, recommendations, indicators, and references that 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 is responsible to write a 4-6 page *Digest* as well as a more extensive 20-30 page *Compendium* piece, with the exception of one topic (Literacy) that has a sufficient background piece offering similar information. 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. Outlines for all topics were developed, shared and revised. Short papers were developed for all topics and most were reviewed. Four topics were selected for an initial review by USAID Education Sector Council and education officers in the Missions. Planning for meeting with the Education Sector Council in July was started.



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 through 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, the book donation study was re-drafted and a presentation based on the study was made at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in June. It will be published online next quarter.

5. Professional Learning Communities Book

The *Professional Learning Communities* book, formerly 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 feedback from the field pilots was incorporated and the publication was finalized. The book was edited and formatted for printing. An initial run of 150 copies were printed for immediate dissemination. The books were disseminated at the BCES and WCCES Conferences and the USAID African region workshop in Dar es Salaam. It can be found on the EQUIP website at <http://www.equip123.net/docs/e1-PLCResource.pdf>. Next quarter a web based version with links to resources will be developed to broaden the dissemination and outreach for this article.

6. 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 as well as provide best practices in various areas of education development. 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 will also be included. EQUIP1 will focus on themes related to classrooms, schools and communities.

Over the quarter, questions were drafted to gather feedback from partners on the operational issues of the EQUIP mechanism. The *First Principles* series provides the technical foundation for each theme. Information for each EQUIP associate award is being gathered and analyzed according to the themes.

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	106,786	2,951,602
ODCs	53,160	3,045,239
Indirect Costs		
Total Expended	195,630	7,964,372
Total Remaining from the Obligated (= \$8,226,825)		262,453

VI. Associate Awards

1. Associate Award Applications in Progress

MIDEH/Honduras is in the process of preparing a budget for an extension until July 31, 2011.

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 – (Egyptian Pounds)	June 23, 2004	March 15, 2011



Country/Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
2. Nicaragua	Expansion of Centers of Excellence in Nicaragua with Emphasis on the APA Methodology (EXCELENCIA) Project expands 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	\$16,514,943	December 1, 2005 -	April 30, 2010
	MERIDA	AIR, FADCA-NIC	\$3,000,000		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	\$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 responds to a change of emphasis from systems design and development to more field-based implementation of systems.	AIR	\$5,036,534	June 6, 2007	Jul 31, 2010
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



Performance Indicators for EQUIP1 Leader Award Activities, Year 8 (2010), updated for April-July 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) 18 (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) 2 (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) 2 (Year 8)

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	24,155/month (Year 2)
					15,000/month (Year 3)	20,519/month (Year 3)
					20,000/month (Year 4)	23,187/month (Year 4)
					23,000/month (Year 5)	26,000/month (Year 5)
					23,000/month (Year 6)	18,000/month (Year 6)
					23,000/month (Year 7)	32,514/month Year 7)
		25,000/month (Year 8)	26,941/March 10 (Year 8)			
Average monthly downloads for year	Web Trends report	5,000/month (Year 2)	60,000/month (Year 7)	81,434/month (Year 7)		
			80,000/month (Year 8)	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) 4 (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)* Revised to 1 per USAID	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) 2 (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) 4 (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)	1 (Year 8)
		Technical support to INEE and USAID on fragility and education issues provided	Meeting notes EQUIP1 Records	0	4 (Year 8)	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)	2 (Year 8)
		Professional Learning Communities published		0	1 (Year 8)	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)	



August 2010

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

Associate Award Headlines

EQUIP1:

Egypt: In April, the [Education Reform Program \(ERP\)](#) administered a National Standardized Test (NST) for Math, Science and Arabic subjects for grades 4 and 8. The ERP has worked closely with the MOE and NCEEE over the past several years to develop a test that measures both a student's ability understand content and also his or her ability to think critically and solve problems. "We have developed the first standardized test in Egypt which involves content and critical thinking based on the curriculum standards set forth by the Ministry of Education," said Dr. Naima Hassan. The test is the first of its kind in the Arabic world, and it measures students' learning, factual knowledge, understanding, critical thinking, and problem solving skills in the three core subject areas of Arabic, Math, and Science.

Nicaragua: U.S. Secretary of Labor Hilda L. Solis visited the child labor prevention and eradication project [ENTERATE](#) in Jinotega, Nicaragua on July 26, 2010 and met with children, parents, community leaders, and coffee producers who discussed efforts to eliminate exploitive child labor.

Secretary Solis met with children at a school built on Los Potrerillos plantation in Jinotega and listened to their experiences as child laborers, as well as the benefits they receive by attending school because of the ENTERATE project. She also met with parents, community leaders and teachers and heard them describe the results the project has achieved in the 131 schools and 202 communities it serves.

Secretary Solis made a very personal appeal to parents to support their children's education, describing the sacrifices her own parents have had to make to provide her with educational opportunities. Secretary Solis also met with coffee producers from the Jinotega region to learn more about ongoing initiatives to eliminate exploitive child labor in the coffee production and harvest, as well as about the needs and barriers for achieving this goal for the coffee sector as a whole in Nicaragua. The area around Jinotega accounts for 80 percent of Nicaragua's coffee production.

"Ending child labor is not something that can be accomplished through a single law," said Secretary Solis in remarks released by the Department of Labor. "These are the types of initiatives that need to be recognized and expanded to work toward this goal."

EQUIP2:

Senegal: To celebrate seven years of project successes, [EQUIP2/Senegal Projet d'Appui l'Enseignement Moyen \(PAEM\)](#) held its closing ceremonies at the local and central levels to share best practices and lessons learned with project beneficiaries and partners. The ceremonies included powerful testimonies from students, teachers, heads of school, and community members.

One of PAEM's final activities was the culmination of the Safe Schools Training programs.

Building on PAEM's Campaign Zero Tolerance, the project worked with partner groups (including school principals) to organize training programs and produce Safe Schools materials and a film on combating school-based violence.

Djibouti: EQUIP2 Djibouti Education Program (Projet AIDE) Djibouti Projet AIDE continued its direct assistance to the Djiboutian Ministry of Education in five focus areas:

1. Projet AIDE trained MOE Planning Service staff to interpret, analyze, and present field data collected nationwide, and continued to adapt AED's ED*ASSIST program for automated integration in the MOE system.
2. Projet AIDE organized an all-MOE "Day of Reflection" that included updates, program evaluations, and cross-cutting improvements proposed by all department directors.
3. Projet AIDE helped 12 local communities and their newly-formed Parent-Teacher Associations prepare for the installation of primary-school libraries.
4. Projet AIDE implemented training courses to prepare young men and women for employment requiring driving commercial transport vehicles and operating the heavy machinery used in land excavation and port activities.
5. Projet AIDE helped the MOE formalize its Gender Bureau by drafting the Bureau's mission objectives and initial work plan.

Malawi: The EQUIP2/Malawi Education Decentralization Support Activity (EDSA) published policy documents including, Decentralization Research: What promotes and what negates education decentralization? and several other policy briefs. EDSA also disbursed over 4,000 orphans and vulnerable children (OVC) primary grants, and 225 schools submitted School Improvement Plan (SIP) grant applications. To date, 223 schools have received SIP grant funding.

Seminars and Trainings: On July 21, EQUIP2 hosted a seminar titled Sustainable Education Reform: A Systems Perspective on Aid Effectiveness with panelists from USAID, the World Bank, and EQUIP. The seminar reviewed the findings of the EQUIP2 study titled, *The Power of Persistence: Education System Reform and Aid Effectiveness*, which analyzes the past 20 years of education reform in five countries through the lens of EQUIP2's systems framework, which addresses the political, institutional, and technical dimensions of reform. The study also reviews the factors that influenced reform efforts, including the role of foreign aid.

The panel discussed the study's lessons from the perspective of the current aid reform initiatives and the Paris Declaration principles and examined the implications of development assistance that improves ownership, sustainability, scaling-up, capacity, and, ultimately, outcomes.

EQUIP3:

Haiti: The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) has continued to be active in the relief effort following the earthquake on January 12th. Through new partnerships with organizations such as Cordaid and Project Concern International and with reprogrammed funding from USAID, IDEJEN has found numerous employment opportunities for graduated youth. IDEJEN youth have provided hygiene and sanitation services, including debris and refuse removal and education and outreach. They have constructed temporary latrines and water stations for hand-washing and drinking to be placed in camps. Finally, they have begun building transitional shelters for earthquake survivors who have lost their homes. IDEJEN has recently completed the nonformal basic education and technical training for its most recent cohort of 5500 youth. Graduation ceremonies took place in May and June 2010.

Leader Award Highlights

EQUIP1 Leader Award:

Publications:

The [EQUIP1 Leader Award](#) launched [Two Case Studies in Public-Private Partnerships in Education in Rajasthan, India](#), which examines how Public-Private Partnerships are formed, how they function over time, challenges they might face, and pitfalls to avoid. The study helps organizational funders and development practitioners become more effective in designing and implementing Public-Private Partnerships.

EQUIP2 Leader Award:

The [EQUIP2 Leader Award](#) presented its [school effectiveness research](#) on the [EQUIP Home Page](#) to USAID/Washington staff on June 21. EQUIP2 also presented its forthcoming research on Non-project Assistance and Aid Effectiveness to USAID/Washington staff on June 30 and July 21.

Under its School Effectiveness research series, the [EQUIP2 Leader Award](#) has released a study synthesizing its findings across case studies in four countries titled, [Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal](#). The synthesis and case study are available for download.

Under its School Fees research series, the [EQUIP2 Leader Award](#) has released three issues briefs: [Teachers' Perspectives on School Fee Abolition](#), [Parents' Perspectives on School Fee Abolition](#), and the [Impact of School Fee Abolition on Learning Outcomes and Persistence](#). EQUIP2 has also released a new case study in this series titled, [School Fees in South Africa: Increasing quality or decreasing equality?](#) The issue is available for download.

Under its Decentralization research series, the [EQUIP2 Leader Award](#) has released a white paper describing its innovative approach to distance learning titled, [International Problem Solving through Distance Learning: Innovations Using Videoconferencing](#) [Link to White Paper]. The white paper is available for download.

EQUIP3 Leader Award:

[EQUIP3](#) led a one day training session on Education and Youth Development at the USAID Education State-of-the-Art (SOTA) Workshop on July 28, 2010. The session focused on the positive inter-relationship between youth development and the education sector. Approximately 40 USAID staff members attended.

[EQUIP3](#) will present its new Preparing for Work website at this year's Making Cents Global Youth Enterprise Conference. The Preparing for Work website is an online database of curricula designed to help practitioners develop better programs in the areas of work readiness, life skills, entrepreneurship, and technical skills. The lunch breakout session at the Making Cents conference will offer participants a hands-on opportunity to explore the site's peer-reviewed curricula and the Guidance for Program Managers interactive tool.

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