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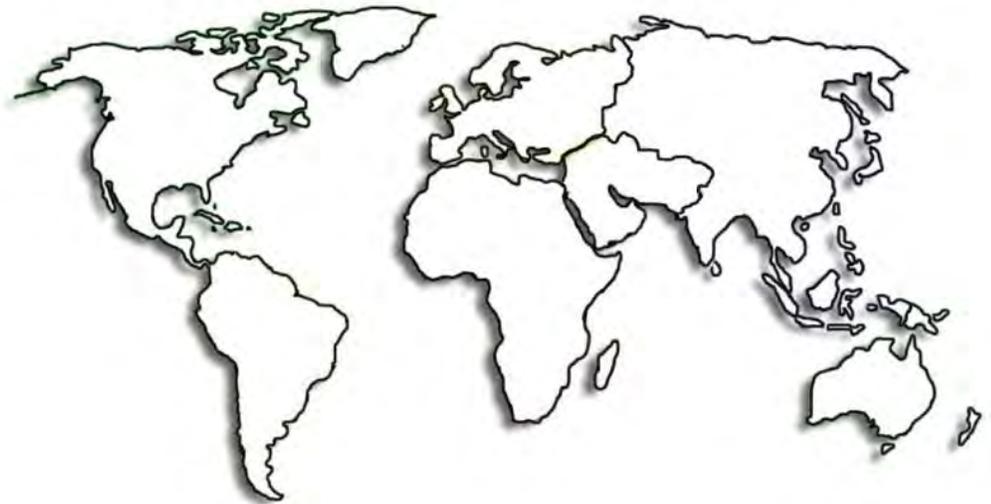
World Education



USAID
FROM THE AMERICAN PEOPLE



**EQUIP1 Leader Award
Quarterly Technical Report
July - September 2010**



Submitted by:

American Institutes for Research

October 2010

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

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I. Introduction

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by affecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 is a combination of programs, processes, and activities that contribute to the Office of Education of USAID's Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT) by:

- Responding to a variety of capacity building and technical assistance needs;
- Developing innovative and effective approaches and analytic tools; and
- Establishing and sharing research, communication, and networking capacity.

As a Leader with Associates mechanism, EQUIP1 accommodates Associate Awards from USAID Bureaus and Missions to support the overall goal of building educational quality in the classroom, school, and local community. In addition, EQUIP1 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

Following is a progress report on EQUIP1 Leader Award activities for the last quarter – July, August, and September 2010.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Eight, Third Quarter Progress

Support to the EQUIP Information Communication Center continued with web updates and publication of the August issue of the EQ Dispatch. EQUIP1 met with its partners and USAID to collaborate effectively. In this reporting period EQUIP1 assisted the INEE Education and Fragility Working group to complete a synthesis report from Cambodia and Liberia situational analysis and Afghanistan and Bosnia desk studies examining the impact of education on fragility. The *Professional Learning Communities in the Teachers' Colleges: A Resource for Teacher Educators* was revised and sent for a second printing to fill demand. A major product for this year, *First Principles*, a series of publications to inform new education officers on various aspects of education, was drafted and reviewed. Research for the retrospective report was also conducted and early drafts developed.



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, *Youth Councils: An Effective Way to Promote Youth Participation: Some initial findings from South Africa*: <http://www.equip123.net/docs/e3-youthcouncils.pdf>
- b. Added a new EQUIP1 publication, *Two Case Studies in Public-Private Partnerships in Education in Rajasthan, India*: <http://www.equip123.net/docs/e1-PublicPrivatePartnershipsRajasthanIndia.pdf>
- c. Added EQUIP2 working paper: *Working Paper: Opportunity to Learn as a Measure of School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal*: http://www.equip123.net/docs/e2-School_Effectiveness-Synthesis.pdf
- d. Added EQUIP2 Case Study, *Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Nepal*: http://www.equip123.net/docs/e2-School_Effectiveness_Nepal-CS.pdf
- e. Added EQUIP 2 working paper, *Working Paper: School Fees in South Africa: Increasing quality or decreasing equality?*: http://www.equip123.net/docs/e2_School_Fees_in_South_Africa-CS.pdf
- f. Added EQUIP2 policy brief: *Policy Brief: The Effects of School Fee Abolition on Parents*: http://www.equip123.net/docs/e2-School_Fees_Parents-IB.pdf
- g. Added EQUIP2 policy brief: *Policy Brief: The Effects of School Fee Abolition on Teachers*: http://www.equip123.net/docs/E2-School_Fees_Teachers-IB.pdf
- h. Added EQUIP2 policy brief: *Policy Brief: The Effects of School Fee Abolition on Learning Outcomes*: http://www.equip123.net/docs/E2-School_Fees_Learning_and_Persistence-IB.pdf
- i. Added EQUIP3 description for Yemen program, *Al-Saleh Institute Support Project for Youth (AISPY) Overview*: <http://www.equip123.net/docs/e3-AISPYOverview.pdf>

General Statistics

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

	July	August	September	Total
Hits	351,998	395,285	393,635	1,140,918
Page Views	48,597	48,082	46,910	143,589
Visits	39,758	41,288	42,963	124,009
Unique Visitors	25,875	26,994	29,595	82,464

“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 August and September 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 were submitted to EQUIP as of August 31, 2010.

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 "*Spotlight on Reading and Writing*" is currently under review and is anticipated to be published by the end of October. This issue carries case studies and examples from Namibia, Jordan, and Ethiopia.

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, and is tentatively scheduling an EQUIP3 seminar for the first week of November, and an EQUIP1 seminar the first week of December. The topic for the EQUIP3 seminar is still under consideration. The tentative topic for the EQUIP1 seminar is education in post-catastrophe settings.



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 was held on October 7 to discuss the First Principles and Retrospective Study. Weekly phone calls were held with USAID to provide updates and discuss implementation of activities.

EQUIP1 is researching conferences for 2011 and planning to present project results and findings at international industry events as part of ongoing communications effort.

7. *Meetings and Networking Initiatives*

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Dr. Michael Fast serves as the new EQUIP1 director. He has extensive experience directing, managing and providing technical support for educational projects, both in the international and national arenas. From November 2004 to June 2007 he was Chief of Party in Honduras for a USAID-funded project focusing on educational reform in Honduras through the design, development and implementation of curriculum-aligned educational standards for K-12 and a national formative and summative testing system. He has also worked closely with the Nicaraguan and Guatemalan Ministries of Education on educational standards and testing as well as on regional reform movements based on standards and testing. He has worked also in Brazil, Pakistan, Haiti, the Maldives and Ukraine on educational testing programs. Within the national arena, Dr. Fast has worked closely on the National Assessment for Educational Progress (NAEP) tests of foreign language, the National Adult Assessment of Literacy (NAAL) and was also director of a project for a consortium of states developing ESL tests for *No Child Left Behind* compliance. Prior to joining AIR, Dr. Fast was Professor in Applied Linguistics at the Universities of Massachusetts, Iowa, and Deusto, Bilbao in Spain. He has a Ph.D. in Educational Linguistics from the University of Iowa and an MA in Applied Linguistics from the University of Essex in the UK.

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, finalized the synthesis paper from the Cambodia and Liberia field situational analyses, the Afghanistan and Bosnia desk studies, and other sources. The synthesis aimed 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. The paper will be published by the INEE.

2. 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 includes: Teacher Professional Development, Early Childhood Development, Use of ICT in Schools, Underserved Populations, Community Engagement, Literacy and Standards and Assessment. An additional topic on Education and Fragility is also included, but is expanded in its purpose and approach. In the previous quarter, outlines for all topics were developed, shared and revised. The digests were developed for all topics but Education and Fragility and all have been reviewed. Four topics were reviewed by USAID Education Sector Council and education officers in the Missions during a meeting with the Education Sector Council in July. Overall the feedback positive and suggestions were constructive. Revisions have been made. Drafts have also been made for the compendiums and have been sent to USAID for feedback.



3. 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.

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 has been submitted to USAID for approval and will be published online.

4. Professional Learning Communities Resource

The *Professional Learning Communities* book, 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.

Last quarter, the books were disseminated at the BCES and WCCES Conferences and the USAID African region workshop in Dar es Salaam. Feedback was positive and interest was spurred from it. Requests have been received from organizations working teacher colleges in Sudan and Nepal to support them. Revisions were made and an additional printing of 300 copies were sent for printing. The resource can be found on the EQUIP website at <http://www.equip123.net/docs/e1-PLCResource.pdf>. A web based version with links to resources is in progress to broaden the dissemination and outreach for this resource.

5. Pilot of Digital Technologies in Honduras

In an effort to explore alternative technology options to support rapid and dependable turn-around of test results, laptops and ResponseCard clickers (a handheld digital data collection tool) were piloted with support from EQUIP1 Leader in Honduras in 2009. As a result of the study, the ResponseCard clickers were recommended for processing test results. In addition to the assessment data collections, EQUIP proposed to further explore other educational activities that could be supported by using the Clickers. They include the following: 1) pilot the use of clickers by students and teachers in the classroom during the administration and scoring of diagnostic tests and 2) pilot the use of clickers by students and teachers in the classroom during the administration and scoring of monthly formative test.



A delay due to the political environment and USAID ban on project activities held up administration. However, during this quarter the supplies were sent to the data collectors. An initial sampling frame was developed and administration for piloting clicker for diagnostic testing began.

6. Retrospective Study

The Retrospective Study aims to provide a review (30 pages) of the best practices, successes and challenges of the AAs under EQUIP1, as well as the strategies that these projects used to build sustainability. Each EQUIP is developing their own EQUIP-specific summary papers. EQUIP1 will focus on themes related to classrooms, schools and communities. The report will summarize project data for the following areas: teacher professional development, underserved populations, curriculum and materials development, community mobilization, literacy, and linkages between health and education. “Case studies” of selected projects will highlight to delve more deeply into project implementation data. Analysis of themes across projects will be conducted.

The *First Principles* series provides the technical foundation for each theme and the benchmark under which each AA on a given topic area is being discussed. Information for each EQUIP Associate Award is being gathered and analyzed according to the themes. Interview protocols were refined and interviews conducted with Chiefs of Party, Project Managers and technical staff. Gathered information and lessons have been compiled to begin the drafting for each theme and identify gaps that need additional information.

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	80,013	3,031,615
ODCs	100,729	3,145,968
Indirect Costs		
Total Expended	207,429	8,179,629
Total Remaining from the Obligated (= \$8,226,825)		47,196

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.



USAID/Ethiopia has requested AIR through EQUIP1 TELL to conduct a baseline study for EGRA. AIR is developing the program description and budget to conduct this work within the current period of performance.

2. Additional Indications of Interest

AIR responded to USAID/Liberia's interest titled "Educational Opportunities for Girls Program". The objective is to increase education opportunities for girls in 40 school communities across 3 counties for a period of 3 years through improved girls' primary school enrollment, retention and completion. AIR secured 2 local partners and responded to the program description with the narrative and budget.

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
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	Dec 1, 2005 -	April 30, 2010
	MERIDA	AIR, FADCA- NIC	\$3,000,000		Novemb er 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	Nov 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	Jul7 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



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Performance Indicators for EQUIP1 Leader Award Activities, Year 8 (2010), updated for July-September 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) 24 (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) 3 (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) 2 (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)	41,336/ average Jul- Sept 10 (Year 8)
					Average monthly downloads for year	Web Trends report
					80,000/month (Year 8)	153,289/average Jul- Sept 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) 235 (Year 8) ¹
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) 5 (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) 2 (Year 8)

¹ EQUIP1 recently updated its contact list and ensured that contacts were up to date. As some contacts have changed emails, the emails in the system were no longer valid. These have been removed, but have resulted in a smaller, but more accurate outreach list.



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)
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) 0 (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) 5 (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) 1 (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)
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)	7 (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)	0 (Year 8)
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)	1 (Year 8)
		A study report that captures the results of the pilots		1	1 (Year 8)	1 (Year 8)

