

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

*Discovery Channel Global Education
Fund*

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



USAID
FROM THE AMERICAN PEOPLE



**EQUIP1 Leader Award
Annual Technical Report 2010**

**and Quarterly Technical Report
October-December 2010**



Submitted by:

American Institutes for Research

January 2011

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

Table of Contents

I. Introduction.....	1
II. Overall Progress of EQUIP1 Leader Award.....	1
III. Specific Activities Accomplished in Year 8.....	2
IV. Leader Award Activities.....	5
V. Financial Summary.....	10
VI. Associate Awards.....	11
VII Performance Indicators for EQUIP1 Leader Award Activities, Year 8 (2010).....	13



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 2010 including details from the last quarter - October, November and December 2010.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Eight, 2010

This year represented a significant push by EQUIP1 to complete previous research projects like the Private Public Partnerships Research study or the Active Learning Pedagogy Case Studies and to produce and ensure relevancy or new products, like the Professional Learning Communities: A Resource for Teachers Colleges. Work still continues through the EQUIP Information and Communications Working Group to publish periodic issues of EQ Review, EQ Dispatch, and website updates and help to disseminate the knowledge gained through the associate awards. Most critically this year, EQUIP1 conceptualized and launched the First Principles series. This series covering a range of topics on classrooms, schools and communities will serve as a practical resource for new USAID officers primarily, but will also support development practitioners in designing, implementing and monitoring various education and development projects. In addition, EQUIP1, in concert with EQUIP2 and 3, undertook a retrospective review of the EQUIP1 program and its associate awards. A report was submitted by the end of the year.



III. Specific Activities Accomplished in the Third 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, supports and serves as the information resource, communications link, and dissemination hub for all three EQUIP awards.

The summary below details fourth quarter activities (October, November, and December 2010.)

- a. Added a new EQUIP2 Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Guatemala:
<http://www.equip123.net/docs/E2-SEGuatemalaCaseStudy.pdf>
- b. Added updates to Ethiopia TELL microsite:
<http://www.equip123.net/equip1/tell/default.htm>
- c. Posted first edition of *Viewpoints*: http://www.equip123.net/docs/E1-Viewpoints_1-1.pdf
- d. Added new EQUIP3 AAs: http://www.equip123.net/equip3/index_new.html
- e. Added EQUIP3 publication, "Dominican Republic Cross-Sectoral At-Risk Youth Assessment and Annexes: <http://www.equip123.net/docs/e3-DRAssessment.pdf> and <http://www.equip123.net/docs/e3-DRAssessmentAnnexes.pdf>
- f. Added EQUIP3 publication, "Bangladesh Youth Employment Pilot: <http://www.equip123.net/docs/e3-BYEPHighlights.pdf>
- g. Added September EQ Review:
<http://www.equip123.net/webarticles/anmviewer.asp?a=322&z=7>
- h. Added EQUIP3 Honduras MIDEH3 announcement and accompanying files:
http://www.equip123.net/equip3/index_new.html,
<http://www.equip123.net/webarticles//anmviewer.asp?a=689&z=36>, and
<http://www.equip123.net/webarticles//anmviewer.asp?a=627&z=123>
- i. Updated EQUIP2 publications: http://www.equip123.net/equip2/index_new.html
- j. Added EQUIP2 Associate Award Analyses:
http://www.equip123.net/equip2/index_new.html
- k. Added EQUIP2 Honduras Case Study: Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Honduras:
http://www.equip123.net/equip2/index_new.html



General Statistics

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

	October	November	December
Hits	374,618	346,601	274,301
Page Views	47,212	41,308	42,291
Visits	46,178	45,704	31,425
Unique Visitors	33,107	31,390	18,715

* 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.

The table below provides additional information regarding website activity for the sixth year, showing the number of times people initially visited the site and the overall number of times a visitor clicked onto any part of the webpage, also known as hits. The fourth quarter shows the highest figures, however it should be noted that AIR was made aware that USAID’s IT office was conducting aggressive vulnerability assessments on the EQUIP123.net site and this may have caused artificial inflation of user statistics.

	Q1	Q2	Q3	Q4
Hits (successful)	1,014,738	1,111,026	1,003,779	995,520
Page Views	166,698	142,806	143,589	130,811
Visits	123,795	136,746	124,009	123,307
Visitors	69,811	92,353	82,464	83,212
Files Downloaded	335,029	487,335	459,868	462,919

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.

Over the course of the year, EQUIP1 has produced a total of six issues of the *EQ Dispatch*: February, April, June, August, October, and December.

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.



In the fourth quarter of 2010, the last issue (Volume 4, Issue 3) was finalized and published. The entire issue can be found at: http://www.equip123.net/JEID/articles/4_3/JEID_4-3.pdf

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.

This issue can be found on the EQUIP project website at: http://www.equip123.net/EQ_Review/8_3.pdf. EQUIP 1 has produced a total of five issues of *EQ Review* in 2010 (although the 5th issue was not disseminated until January). These include:

- [Spotlight on Reading and Writing](#) Vol 8, No. 3 September 2010
- [Cross-Sectoral Approaches to Youth Development](#) Vol 8, No. 2 June 2010
- [Using Learning Standards to Promote Student Achievement](#) Vol 8, No.1 March 2010
- [Supportive Teacher Supervision](#) Vol 7, No.4. January 2010

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. This year, two seminars were conducted.

The first, hosted by EQUIP2 and supported by EQUIP1, was held on July 21, 2010. The topic was "Sustainable Education Reform: A systems perspective on aid effectiveness." EQUIP2 presented a recently published paper focusing on the dynamics of education system reform from two perspectives: the political and institutional factors that influence technical reform, and the role of donors in support of sustainable improvements.

The second seminar was hosted by EQUIP1 on December 9, 2010 and was titled, "Non-emergency programs responding to emergencies." Speakers from AIR and EDC discussed their programs' and organizations' strengths and weaknesses responding to natural disasters in countries where they were already present. The USAID Education Officer in Haiti offered the donor perspective.

6. *Meetings and Networking Initiatives*

EQUIP1 held three core partner meetings over the year. The first meeting held in January was to strategize and develop the EQUIP1 work plan for 2010. Another meeting held in July was to share progress and updates on work being conducted. A third meeting with partners was held in October to discuss the First Principles and Retrospective Study. As part of the leader award activities, regular conversations occurred across all EQUIP1 partners as part of leader award



activity implementation. EQUIP1 partners were also engaged in the review of the First Principles with the USAID Education Sector Council.

Weekly phone calls were held with USAID to provide updates and discuss implementation of activities. A meeting with Greg Loos, Susan Foster and Kirsit Fair was held on the *JEID* and determining its future plans. Additional meetings were held with EQUIP123 to discuss the Retrospective Report. As mentioned under the Leader Award Activities section, EQUIP1 participated in a series of INEE events and teleconferences.

EQUIP had a significant presence at the 51st annual conference of the Comparative International Education Society (CIES) held in Chicago, IL. 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.

The former 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. The EQUIP1 Deputy Director, Cassandra Jessee presented a paper entitled *Donated Books: A Help or Hindrance to Educational Development Projects* at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in Plovdiv, Bulgaria. EQUIP1 products and publications were disseminated at all of these conferences. EQUIP1 is researching conferences for 2011 and planning to present project results and findings at international industry events as part of ongoing communications efforts.

EQUIP1 also participated in several forums on topics related to classrooms, schools and communities, including a literacy symposium sponsored through the World Bank. Related specifically to education and fragility, EQUIP1 attended the a couple Minimum Standards Working Group sessions in January at the Brookings Institute and the semi-annual Working Group meeting in April in Kampala, and other several working group meetings.

IV Leader Award Activities

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

This activity aims to strengthen the evidence base for understanding education and fragility by undertaking comprehensive situational analyses of the impact of education on fragility in



three specific fragile contexts: Cambodia, Liberia, and Haiti. Specifically, the situational analyses 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 2010, 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 by hiring a consultant for the synthesis report, and provided critical review and feedback to the report. EQUIP1 facilitated discussions with the INEE/Paris and ED/EGAT to support these tasks. The paper was published by the INEE.

Concurrently, EQUIP1 built its 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. EQUIP1 attended the Minimum Standards Working Group sessions in January at the Brookings Institute and the semi-annual Working Group meeting in April in Kampala, and other several working group meetings.

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 for writing 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: In service Teacher Professional Development, Pre-Service Teacher Professional Development, Early Childhood Development, Use of ICT in Education, Underserved Populations, Community Engagement, Literacy and Standards and Assessment. An additional topic on Education and Fragility is also part of the series, but has a slight expanded scope. Progress has started on 2 additional topics, Curriculum and Materials and Health and Education. Outlines for all topics were developed, shared and revised. Eight digests and seven compendiums were reviewed by the EQUIP1 team and USAID staff. Seven digests were reviewed by USAID Education Sector Council and education officers in the Missions during meetings with the Education Sector



Council in July and December. Overall the feedback was positive and suggestions were constructive. Revisions have been made and the series will be launched at the start of the next quarter.

3. Retrospective Study

The Retrospective Study aims to provide a review of the best practices, successes and challenges of the AAs under EQUIP1, as well as the strategies that these projects use to build sustainability. Each EQUIP developed their own EQUIP-specific summary paper. EQUIP1 focused on topics related to classrooms, schools and communities. The report summarized project data for the following topics: teacher professional development, underserved populations, curriculum and materials development, community mobilization, literacy, and linkages between health and education. “Case studies” of selected projects were highlighted to delve more deeply into project implementation data.

A combination of desk research and information gathering from key project staff was used as primary data sources. Then each topic was explored and developed as semi-autonomous pieces of the whole report. Each topic provides an overview of projects that adhered to “best practices” under their respective themes. These “best practices” were drawn from EQUIP1’s *First Principles Series*. In addition to a cross-project overview, each of these thematic sections includes a case study of a particular project that provided concrete examples of ways in which best practices were utilized, the challenges faced, the project’s effectiveness and sustainability in the countries in which they worked. Finally, an analysis section explores recurring themes from the research across all thematic areas and provides some recommendations for the future. A draft has been submitted to USAID and feedback is currently being incorporated.

4. Professional Learning Communities Book

The *Professional Learning Communities* book, formerly called *Breakthrough to Teaching*, is a professional development resource to assist colleges of education teacher educators in Sub-Saharan Africa to improve their practices. 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.

An additional author was brought on board to complete the publication. 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. Adjustments were made based upon feedback from the field tests. The book was professionally designed and copies were made. The books were disseminated at the BCES and WCES 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. Public Private Partnership activity

This Public Private Partnership (PPP) activity took 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.

The PPPs case studies for India were revised, finalized and published online. The case study from India is titled, *Two Case Studies in Public-Private Partnerships in Education in Rajasthan, India* and can be found at: <http://www.equip123.net/docs/e1-PublicPrivatePartnershipsRajasthanIndia.pdf>. The Columbia and Namibia case studies were also finalized and 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.

6. 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.

In the first quarter, the synthesis was formatted and 300 copies printed. The case studies were copy edited and published online. The synthesis can be found online at <http://www.equip123.net/docs/e1-ActiveLearningSynthesis.pdf>. 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>.

Each individual case study was also posted online. They can be found at:

Cambodia: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Cambodia.pdf>

Egypt: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Egypt.pdf>

Jordan: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Jordan.pdf>

Kyrgyzstan: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Kyrgyzstan.pdf>

Malawi: <http://www.equip123.net/docs/E1-ActiveLearningPedagogy-Malawi.pdf>

A variety of dissemination strategies were used to circulate this publication – including publication in a journal, online, and through a presentation at the University of Pittsburg as part of the IISE seminar series. Copies were also disseminated at several conferences, namely CIES, BCES and WCES.

7. 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 within 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 were 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 entitled *Donated Books: A Help or Hindrance to Educational Development Projects* based on the study was made by EQUIP1 Deputy Director, Cassandra Jessee at the 8th Annual Bulgarian Comparative Education Society (BCES) International Conference in Plovdiv, Bulgaria. in June. It has been submitted to USAID for approval and will be published online.

8. 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 Response Card 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 Response Card clickers were recommended for processing test results. In addition to the assessment data collections, EQUIP1 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 tests.

Two week long pilots were conducted in Honduras in conjunction with the AA, MIDEH. A report summarizing the results of the pilot was drafted. In the first quarter, a paper titled *Pilot*



of *Digital Data Collection Options for Honduras' Education Assessments* was edited and published online. It can be found at <http://equip123.net/docse1-HondurasDigitalDataCollectionPilotTest.pdf>.

Additional piloting was planned during 2010, but due to the political coup in Honduras, plans for 2010 were delayed. In the last quarter of 2010, piloting resumed. EQUIP1 purchased a ResponseCard kit to expand the second phase of the pilot study focused on using this technology to collect data from diagnostic tests. To test the devices in different scenarios, test administration sessions were conducted at university, high school and elementary school levels. The pilot study also included the participation of public and private schools. So far, the clickers have proven to be a time-saving technology that can be used by high school institutions for the administration of tests, but students and teachers need to be trained in order to use them correctly. The costs of the pilot are under the MIDEH project, but EQUIP1 is providing support in the analysis and report writing.

V. Financial Summary

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

Type of Expenditure	Current Expenditure	Total Expenditure
Labor	59,485	2,118,466
ODCs	43,014	3,092,697
Indirect Costs		
Total Expended	192,270	8,201,360
Total Remaining from the Obligated (= \$9,226,825)		1,025,465



VI. Associate Awards

1. Associate Award Applications in Progress

MIDEH/Honduras prepared 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 developed a program description and budget to conduct this work within the current period of performance.

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. This project commenced in December 2010.

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	May 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		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	Nov 28, 2008	July 31, 2011
4.Namibia	AIR will support the Namibian Department of Education in developing	AIR	\$878,163	October 22,	July 31, 2011



Country/ Bureau	Award Focus	EQUIP1 Partners	Total Amount	Project Start Date	Project End Date
	and implementing grades 5 and 7 testing and assessment tools.			2009	
5. Honduras	Mejorando el Impacto al Desempeno 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 EQUIP12to 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	July 31, 2010
6. Liberia	Girls Opportunities to Access Learning (GOAL) is an MCC Threshold Program with the goal of improving Liberia's performance on Investing in People indicator <i>Girls' Primary School Completion</i> . GOAL will support three interventions, including a quasi-experimental design to identify what interventions increase girls' success in accessing and completing primary education.	AIR	\$3,696,406	Nov 18, 2010	Sept 30, 2013



VII Performance Indicators for EQUIP1 Leader Award Activities, Year 8 (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) 32 (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) 4 (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) 5 (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	Work continuing
					12 (Year 7)	12 (Year 7)
					12 (Year 8)	
		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)	145,429/month (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) 895 (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) 6 (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) 4 (Year 8)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)* <i>Revised to 1 per USAID</i>	0 (Year 2) 1 (Year 3) 1 (Year 4) 1 (Year 5) 3 (Year 6) 2 (Year 7) 1 (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) 9 (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) 7 (Year 8)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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) 1 (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)



Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
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)	8(Year 8)* <i>(completed or nearly final drafts, 4 additional in progress)</i>
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)	1(Year 8)* <i>draft submitted</i>



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)	2 (Year 8)
		A study report that captures the results of the pilots		1	1 (Year 8)	1 (Year 8)





American Institutes for Research