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**EQUIP1 Leader Award
Annual Technical Report 2009**

**and Quarterly Technical Report
October-December 2009**



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I. Introduction

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

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

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

Following is a progress report on EQUIP1 Leader Award activities for 2009 including details from the last quarter - October, November and December 2009.

II. Overall Progress of EQUIP1 Leader Award

Summary of Year Seven, 2009

Year seven focused on completing the previous years' work plan, which was delayed due funding constraints. A couple new activities were also initiated, namely, the pre-service teacher educator guide, a digital data collection pilot and case studies in education and fragility. EQUIP1 also made management changes in the last quarter of 2009. Dr. Jeff Davis is now the EQUIP1 Director and Ms. Cassandra Jessee is the Deputy Director. They replaced Dr. Judy Benjamin and Dr. Daniel Oliver respectively.

EQUIP1 team along with the partner organizations met three times in the last quarter of 2009 to discuss work plan for 2010 and the retrospective activity. Work still continues through the EQUIP Information and Communications Working Group to publish periodic issues of EQ Review, EQ Dispatch, and website updates.



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 and supports the 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 2009.)

- a. Added a new EQUIP1 Leader Award product, Early Grades Reading Toolkit: First Principles for Early Grades Reading Programs in Developing Countries:
<http://www.equip123.net/docs/e1-EarlyGradesToolkit.pdf>.
- b. Added a new micro-site for the EQUIP1/Ethiopia Associate Award, the Teach English for Life Learning (TELL) program:
<http://www.equip123.net/equip1/tell/default.htm>.
- c. Added a new informational page on the new EQUIP1/Namibia Associate Award:
<http://www.equip123.net/webarticles/anmviewer.asp?a=683&z=16>.
- d. Added photos from the recent "Compartiendo Nuestras Mejores Prácticas para Alcanzar la Excelencia Educativa" expo that was organized by the EQUIP1/Nicaragua Associate Award, Excelencia:
<http://www.equip123.net/webarticles/anmviewer.asp?a=682&z=16>.
- e. Revised the EQUIP2/El Salvador pages in both English and Spanish:
<http://www.equip123.net/webarticles/anmviewer.asp?a=510&z=28>.
- f. Added a new informational page for the EQUIP2/Malawi project, Malawi Decentralization Support Activity (EDSA):
<http://www.equip123.net/webarticles/anmviewer.asp?a=678&z=28>.
- g. Added a new informational page for the EQUIP2/Mali project, Mali Education Decentralization Program (EDP):
<http://www.equip123.net/webarticles/anmviewer.asp?a=679&z=28>.
- h. Added a new informational page for the EQUIP2/Pakistan project, Pakistan Higher Education Commission-Financial Aid Development (HEC-FAD):
<http://www.equip123.net/webarticles/anmviewer.asp?a=680&z=28>.
- i. Added a new informational page for the EQUIP2/Pakistan project, Pakistan Pre-Service Teacher Education Program (Pre-STEP):
<http://www.equip123.net/webarticles/anmviewer.asp?a=681&z=28>.
- j. Added the October issue of the EQUIP3 newsletter:
http://www.equip123.net/docs/e3-Newsletter_October2009.pdf.



General Statistics

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

	October	November	December
Hits	277,043*	264,115	228,330
Page Views	48,727	38,007	39,635
Visits	44,060*	41,414	33,289
Unique Visitors	24,550*	23,909	16,902

* 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)	666,301	672,493	639,111	769,488
Page Views	121,189	120,574	107,849	126,369
Visits	82,528	90,149	98,728	118,763
Visitors	49,447	54,782	55,866	65,361
Files Downloaded	211,160	238,531	224,454	278,541

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.

Two issues of the *EQ Dispatch* were developed and disseminated in October and December as scheduled. Over the course of the year, EQUIP1 has produced a total of six issues of the *EQ Dispatch*.

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 2009, the ICT issue (Volume 4, Issue 2) was finalized and published. The entire issue can be found at: http://www.equip123.net/JEID/articles/4_2/JEID4-2-FullIssue.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.

During this quarter, the Communication Working Group finalized one issue of *EQ Review*. The January issue on "*Supportive Teacher Supervision*" featured articles from Malawi, Egypt, and Liberia. This issue can be found on the EQUIP project website at: http://www.equip123.net/EQ_Review/7_4.pdf. EQUIP 1 has produced a total of four issues of *EQ Review* in 2009 (although the 4th issue was not disseminated until January). They include:

- [Supportive Teacher Supervision](#) Vol 7, No.4. January 2010
- [Changing the Future for Out-of-School Youth](#) Vol 7, No. 3. September 2009
- [System Reform Through Informed Policy Dialogue](#) sVol 7, No. 2. May 2009
- [Teacher Professional Development](#) Vol 7, No. 1. April 2009

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, one seminar was conducted on April 28, *Lessons Learned from Conducting Youth Program Assessments*. In this EQUIP Seminar, EQUIP3 youth assessment team leaders shared lessons learned from their experience assisting USAID in implementing national cross-sectoral youth assessments. These assessments are intended to provide USAID with information on issues that affect the development of out-of-school youth, the status of existing youth policies and programs, and the capabilities of youth-serving organizations. The issues discussed include: the payoffs and challenges that result from doing cross-sectoral youth assessments and programming; assessment strategies to address the needs of youth who are at risk for extremism; the use of qualitative as well as quantitative assessment strategies; approaches for identifying and building on the capacities of local youth-serving organizations; assessing the potential for public-private partnerships.

6. *Meetings and Networking Initiatives*

This quarter EQUIP1 facilitated 2 meetings and 1 teleconference across the EQUIP123 to discuss the design of the retrospective study. This was in an effort to ensure a common framework and synergy in overlapping areas of focus. EQUIP1 held 1 core partner meetings to strategize and develop the EQUIP1 work plan for 2010. Additional meeting are planned



for next quarter. Weekly phone calls are held with USAID to provide updates and discuss implementation of activities.

The Project Director was appointed as a member of the INEE Working Group on the Minimum Standards. The Director attended the first meeting held in Geneva in October. INEE and EQUIP have been and are in dialogue on supporting research in education and fragility.

Over the year, EQUIP1 engaged in a range of meetings and networking initiatives. For example, the Project Director and several AIR staff attended and presented at the USAID 2009 Worldwide Education and Training Workshop.

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 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 the quarter, the INEE Education and Fragility Working Group, of which USAID is a member, decided to cancel the Haiti situation analysis. As of the end of the quarter, the Cambodia and Liberia draft reports were in the process of being revised. At the same time, the Working Group moved ahead with its plans for a synthesis paper from the Cambodia and Liberia situational analyses and other sources. The synthesis will develop a deeper understanding of the relationship between education and fragility as well as facilitate the development of recommendations for policy, planning, strategies and best practices. The EQUIP1 team was providing assistance to the Working Group to replace the lead researcher, Jim Williams, so that the reports could be completed and the synthesis conducted. 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 and fragility. EQUIP1 made plans to attend Minimum Standards sessions on January 12 at World Learning and January 29 at the Brookings Institution.



2. Early Grades Reading Activity

The product of this activity is a publication (toolkit) for project designers and implementers that provide effective guidance on promising practices on the teaching of reading. A literature review and desk study was conducted, in response to the findings, needs, and interest on reading and literacy issues, IRA created a toolkit for education stakeholders to use to improve early grade reading and literacy indicators and programs in developing countries. IRA field-tested the toolkit by sending it to missions for comments, which were incorporated into the final version.

This quarter, the publication was copy edited, formatted and printed. The toolkit was presented at an AIR Lunchtime Roundtable Discussion. Additional dissemination forums are being discussed.

3. 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 earlier in the year. An initial report was written, circulated and revised.

In this quarter, J&A submitted a second draft of the report, received feedback on their report from AIR and USAID and is incorporating changes to make final edit of the report. The Columbia and Namibia case studies were pulled out of the overall report and were formatted and published. The PPPs for India will be finalized and published next quarter.

4. Donated Book Study

The purpose of the donated book study is to determine the effectiveness of donated books within Malawian public schools. AIR analyzed the impact of donated books using data collected three different projects, the USAID funded MTTA and PSSP and a project organized through the Friends of Malawi. In late 2006 and early 2007 data was collected in two of the three sites. Data were collected from the final site in late 2008. Over the year, data was analyzed, and draft report written.

Over the quarter, a further review of the report was conducted and it was determined that additional analyses and framing of questions was needed to examine additional patterns and



test assumptions as well as provide more practical information on the implementation practices. This redrafting is underway and will be completed next quarter.

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

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

Over the quarter, the synthesis was copy edited and published online. Formatting for printing started and will be printed next quarter. The case studies were sent for copy editing and will be published online and have limited number printing. Dissemination activities are being planned for next quarter.

6. Breakthrough to Teaching (BTT) Manual

The Breakthrough to Teaching (BTT) Manual 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.

Over the quarter, the comments received were incorporated and the draft revised. The latest draft has been given to specific professionals for concentrated editing and review. Protocols for piloting the manual were drafted. The manual is in the process of being renamed. It will be finalized in the next quarter and pilot tested with teachers in training colleges in Zambia and Malawi.

7. EQUIP-1 Paper on Assessment and Evaluation

This paper is intended to help clients (donors, project managers, and countries) better understand standards-based reform in developing countries, particularly the need to align assessment and evaluation components. It also explains the concepts and history of standards, assessment, and evaluation, including what they are, how they are conceived and implemented, and how they can be used. In particular will address strategic,



organizational/operational, and technical issues and provide practical examples from our projects. The draft is complete and is undergoing review. The review process will be completed during the upcoming quarter.

8. Digital Data Collection in Honduras

The primary goal of this pilot was to test two new technology platforms to increase the speed, efficiency and accuracy of student, school and district level data collection and activity activities. Two week long pilots were conducted in Honduras in conjunction with the AA, MIDEH. A report summarizing the results of the pilot was drafted, formatted and sent to USAID for approval. It will be published online next quarter.

9. Retrospective Study

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

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	130,208	2,750,951
ODCs	79,188	2,971,685
Indirect Costs		
Total Expended	251,626	7,620,256
Total Remaining from the Obligated (=\$8,226,825)		606,569



VI. Associate Awards

1. Associate Award Applications in Progress

A 3-year extension to EXCELENCIA/Nicaragua is in negotiation. AIR submitted a PMP, budget and work plan that provides a range of educational programs to youth. A new associate award aiming at supporting the Namibian Department of Education in developing and implementing grades 5 and 7 testing and assessment tools was acquired in October 2009.

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	September 15, 2010
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	\$15,094,943	December 1, 2005 -	November 30, 2014
3. Ethiopia	Teaching English for Lifelong Learning (TELL) is aimed at training of trainers and teachers of English language throughout Ethiopia.	AIR	\$2,000,000	November 28, 2008	July 31, 2011
4. Honduras	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	\$2,609,283	May 01, 2007	March 30, 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 2010

