E QUIP2

Educational Quality Improvement Program
Policy · Systems · Management

EQUIP Associate Awards:

Project Analysis, First Three Years

2003-2005

Submitted by:
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Acronyms

AFR	Africa
ANE	Asia and the Near East
ECE	Early Childhood Education
E&E	Eastern Europe and Eurasia
EFA	Education for All
EGAT	Education, Economic Growth, Agriculture, and Trade
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Project
GER	Gross Enrollment Rate
ICT	Information and Communication Technology
LAC	Latin America and the Caribbean
LWA	Leader with Associates
MEPI	Middle East Peace Initiative
MCA	Millennium Challenge Account
MCC	Millennium Challenge Corporation
MOE	Ministry of Education
NER	Net Enrollment Rate
NGO	Nongovernmental Organization
OVC	Orphan and/or Vulnerable Child
PTC	Parent-Teacher Committee
PEPFAR	President's Emergency Plan for HIV/AIDS Relief
REACH	India: Reaching and Educating At-Risk Children
SMC	School Management Committee
STW	School-to-Work
VET	Vocational/Technical Education

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Executive Summary

The Educational Quality Improvement Program (EQUIP), initiated in 2003, includes three USAID Office of Education, Economic Growth, Agriculture, and Trade (EGAT) Leader Awards:

- EQUIP1 addresses quality of education issues at the classroom, school, and community level.
- EQUIP2 focuses on education quality issues at the national policy, systems, and management levels.
- EQUIP3 focuses on out-of-school youth preparation for work, civil society, and family life.

In 2005, EQUIP2 disseminated the first patterns report, *EQUIP Associate Awards: Project Analysis, First Two Years*, based on the trends that emerged across the programs and activities in each of the Associate Awards over the first two years of implementation (2003-2004). The Year 3 report reflects changes in the EQUIP projects during 2005.

Eleven new Associate Awards were started in 2005: Cambodia (EQUIP1), Nicaragua (EQUIP1), El Salvador 2 (EQUIP2), Georgia (EQUIP2), Sudan (EQUIP2), Guatemala (EQUIP2), West Bank Gaza (EQUIP3), and Zambia (EQUIP1), and Education for All (EFA) awards (EQUIP3) in Jamaica, Uganda, and South Africa. Four Associate Awards have now closed: El Salvador (EQUIP1), Guatemala (EQUIP2), Malawi (EQUIP1), and Uganda Education Management Information System (EMIS) (EQUIP2). By the end of 2005, EQUIP included 37 Associate Awards. With the addition of new awards and some fluctuations in funding to existing programs, overall USAID investment to EQUIP Associate Awards increased from $313 million in 2004 to $394 million by the end of 2005. Sixty percent of EQUIP funding was concentrated in the Asia and Near East region, 24 percent was invested in Africa, 11 percent went to Latin America and the Caribbean, and Europe and Eurasia received 6 percent.

Projects were analyzed and are presented in this paper according to eight thematic categories:

- Education Policy
- Developing and Strengthening Systems for the Education Sector
- Public Demand and Support for Education
- Instructional Quality
- School and Institutional Management and Leadership
- Curriculum and Materials Development
- Infrastructure and Supply of Learning Materials
- Measuring Learning Outcomes

Eighty percent of overall funding is concentrated in the first five thematic categories. *Education policy* is the most frequently occurring theme with 78 percent of projects having some component intended to support policy research, advocacy, formulation, or implementation. *Developing and strengthening systems for the education sector* represents 68 percent of projects that are working towards developing or strengthening existing and new education-related systems. *Public demand and support for education* is incorporated in 65 percent of projects addressing education stakeholders from the community and private sector to engender support for education. *Instructional quality* is included in 57 percent of projects focusing on the

professional development and support of teachers, parents, community members, and nongovernmental organizations (NGOs) involved in teaching learners of all ages. *School and institutional management and leadership* is present in 43 percent of projects working with principals, administrators, and boards to improve skills, transparency, and accountability at the school or institution level.

The Year 3 report presents an analysis drawn from the updated database, which has been expanded to include contextual information about USAID and the countries in which EQUIP projects operate, including:

- USAID 2005 White Paper country status (fragile or stable)
- Millennium Challenge Account (MCA) status (eligible, threshold, or not eligible)
- Middle East Peace Initiative (MEPI) funds recipient
- Gross enrollment rates (GERs)
- Net enrollment rates (NERs)
- Primary school completion rates
- Grade 5 survival rates
- Gender parity index for primary education
- Design team used (either to develop the proposal or during project start-up)
- Project offices located within ministries

Findings from the 2005 analysis show:

- The majority of Associate Awards are focused on primary education (73 percent), but 57 percent include activities at the middle and secondary education levels, and 19 percent of projects have some component of early childhood education.
- Issues related to supporting out-of-school youth are present in 10 projects; activities addressing tertiary education are included in seven projects, largely in terms of teacher training; and vocational education is an aspect of three Associate Awards.
- Many Associate Awards target specific populations:
  - Girls are a target group in 10 Associate Awards.
  - Orphans and vulnerable children (OVCs), particularly as a result of HIV/AIDS, are a target group in seven Associate Awards.
  - Rural and hard to reach populations (nomadic, urban, marginalized groups) are being provided new opportunities to learn through activities in nine Associate Awards.
  - Adults, particularly young adults and women, are increasingly served by Associate Awards, with activities addressing out-of-school populations now taking place in eleven Associate Awards.

Part I. Overview of EQUIP Programs

Introduction to Leader Awards

EQUIP is a USAID/EGAT Leader with Associates (LWA) project with three Leader Awards: EQUIP1 is designed to raise quality of classroom teaching and student learning by affecting school and community level changes; EQUIP2 focuses on improving the sustainability and impact of programs through more effective policies, systems, management, and information; and EQUIP3 builds the capacity of youth and youth-serving organizations to prepare out-of-school children and youth for the world of work, civil society, and family life.

The EQUIP1 and EQUIP2 Leader Awards began in January 2003, and EQUIP3 commenced in May 2003. In the first two years of the project, 26 EQUIP Associate Awards were signed with a total value of over $313 million. Year 3 saw 11 new projects and an increased investment of $81 million across the EQUIPs. The majority of these awards were for project implementation and research in host countries, with the EQUIP2 Education Policy and Data Center (EPDC) and EQUIP1 Africa conference providing central technical support. The analysis for the third year of EQUIP is focused on the Associate Awards with in-country activities.

Associate Awards Activities: An Overview of Year 3

The total EQUIP portfolio now includes 37 Associate Awards in 27 countries representing an investment by USAID of $394 million. Since the beginning of March 2005, 11 new in-country projects have been awarded:

- EQUIP1: Cambodia, Nicaragua, Zambia
- EQUIP2: El Salvador 2, Georgia, Sudan, Guatemala 2
- EQUIP3: Jamaica, South Africa, Uganda, and West Bank Gaza

Three of the new EQUIP3 EFA Challenge Grant Programs in Jamaica, South Africa, and Uganda represent an atypical and innovative use of the LWA mechanism. These projects are co-financed through the EQUIP3 Leader Award, country USAID Missions, and private sector partners. These projects are included as Associate Awards and the Mission-financed portions are reflected in this report.

Four Associate Awards closed in 2005: El Salvador (EQUIP1), Guatemala (EQUIP2), Malawi (EQUIP1), and Uganda EMIS (EQUIP2). The number of projects and distribution of funding is roughly similar across EQUIPs 1 and 2. EQUIP3 has fewer projects in its portfolio, as shown in Figure 1, and represents a smaller share of total funding. Funding to individual projects ranges from $140,000 (Jamaica EFA – EQUIP3) to $76 million (Egypt Education Reform Project – EQUIP1), but average funding across EQUIP awards is $15 million; the median project amount is $10 million.

Figure 1: Projects and Funding across EQUIPs (2005)

LWA Number	Projects		Total Investment	
	Number	Percent	Millions of $	Percent
EQUIP1	15	41%	$190	48%
EQUIP2	16	43%	$167	42%
EQUIP3	6	16%	$38	10%

Geographic Distribution

EQUIP projects are geographically dispersed, with over 40 percent of the projects in sub-Saharan Africa (AFR), and more than a quarter in Latin America and the Caribbean (LAC).

Figure 2: EQUIP Project Geographic Distribution Year 3 (2005)

USAID Region	Projects		Total Investment	
	Number	Percent	Millions of $	Percent
Africa	16	43%	$95	24%
Asia and the Near East	9	24%	$235	60%
Europe and Eurasia	2	5%	$22	6%
Latin America and the Caribbean	10	27%	$42	11%

While there are more projects in sub-Saharan Africa than any other region, funding continues to be overwhelmingly concentrated in North Africa and the Middle East.

Figure 3a: Percentage of Projects by Region (2005)
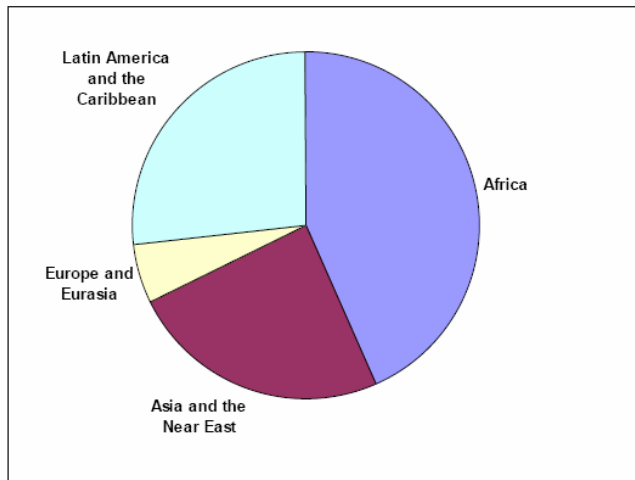
Figure 3b: Percentage of Funding by Region (2005)
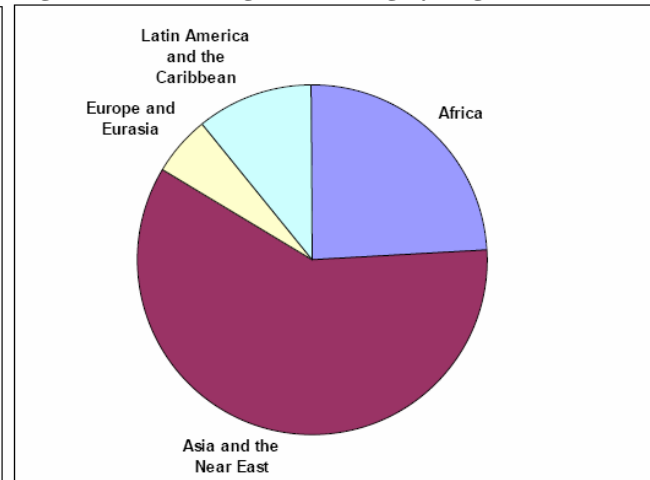
Distribution by Level of Education System

EQUIP Associate Awards address all levels of the education system. The distribution among levels of education has remained consistent between Years 2 and 3, with the greatest number of projects continuing to focus on basic education (Figure 4). Many projects address education quality issues at more than one level of the education system; five Associate Awards address all educational levels, generally by providing system-level support in terms of research or policy work to improve overall education quality. Seventy-three percent of the EQUIP projects are focused on primary education issues and 57 percent address middle and secondary levels.

Figure 4: Number of EQUIP Projects Addressing Each Level of Education (2005)
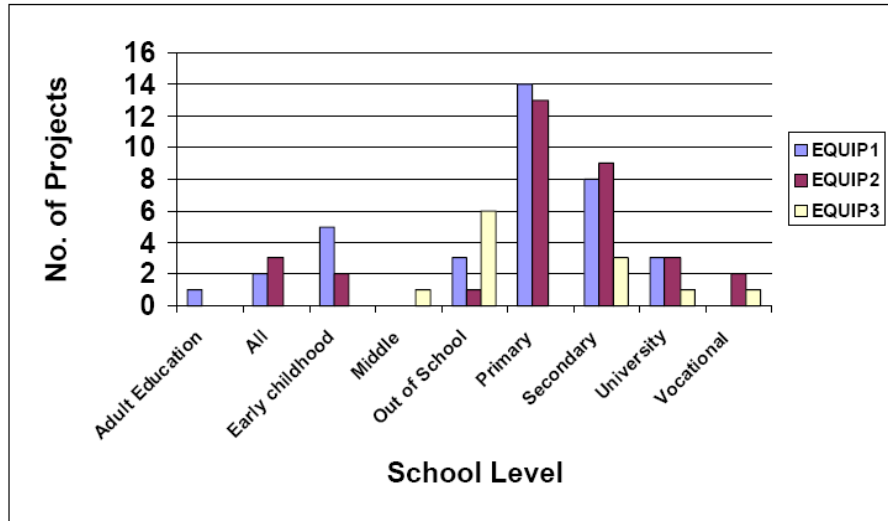
Associate Awards are also working with early childhood education (ECE; 19%), out-of-school youth (27%), and universities (19%); the majority of tertiary work focuses on pre-service teacher education or infrastructure in support of teacher training. Figure 5 shows an estimated breakdown of funding to education levels.

Figure 5: Educational Level Analysis by Funding and Percentage (2005)

Educational level	Number of projects	Percentage of projects	Estimated funding per level across projects	Estimated percentage of total funding to EQUIPs
Primary	28	76%	$242,593,718	62%
Secondary	15	41%	$69,154,360	18%
Early Childhood	7	19%	$16,731,877	4%
Out of School	10	27%	$39,283,047	10%
University	7	19%	$13,371,285	3%
VET	4	11%	$3,882,770	1%

Note: funding levels are approximate.

By working through multiple educational levels and school types, many different target populations are served. Girls are the most frequently targeted population, with 27 percent of EQUIP's projects including activities for girls. Twenty-two percent of projects target youth, 19 percent address rural populations, 16 percent deal with OVCs, and 14 percent target women. Most EQUIP projects work with government schools and systems. Thirteen percent also work with community or private schools.

Description of EQUIP Project Thematic Categories
For the purpose of this analysis, EQUIP projects have been categorized into eight thematic areas. Each theme incorporates multiple approaches; each approach is then further analyzed to record discrete project activities. Generally, projects focus on multiple themes to contribute to the universal strategic objectives aimed at improving access, equity, quality, and relevance of education provision. The typology was modified slightly in Year 3 by changing one theme, *reaching underserved populations,* to an approach, since this was a goal common to many projects. Nine themes were identified for the Year 2 report. These have been revised and consolidated to eight themes for Year 3.

Year 2 Themes	*Year 3 Themes*
Curriculum and Materials Development	Curriculum and Materials Development
Decentralization and Information Systems	Developing and Strengthening Systems for the Education Sector
Education Policy	Education Policy
Infrastructure and Supply of Learning Materials	Infrastructure and Supply of Learning Materials
Measuring Learning Outcomes	Measuring Learning Outcomes
Public Demand and Support for Education	Public Demand and Support for Education
School Management and Leadership	School and Institutional Management and Leadership
Teacher Quality	Instructional Quality
Reaching Underserved Populations	

The five most prominent themes across EQUIP projects are: *education policy* (78% of projects)**;** *developing and strengthening systems for the education sector* (68%); *public demand and support for education* (65%); *instructional quality* (57%); and *school and institutional management and leadership* (43%). Figure 6 shows the number of projects active in each theme.

Figure 6: Number of EQUIP Projects Addressing Each Theme (2005)
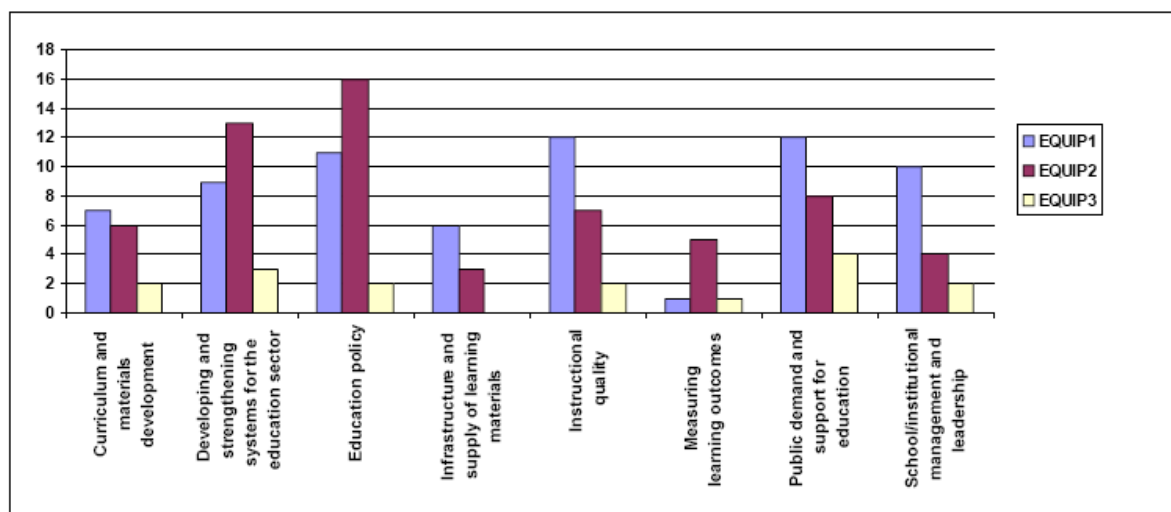
Most EQUIP projects are complex endeavors that operate across several themes; the clearest example of this is the Egypt ERP that works across all thematic areas and involves both EQUIPs 1 and 2. A list of all EQUIP projects, their abbreviated titles, EQUIP affiliations, and the themes in which they are involved is shown in Figure 8.

Analysis of Themes by Funding Levels

Seventy percent of USAID funding to the EQUIPs is allocated to four thematic areas (see Figure 7): *developing and strengthening systems for the education sector* (21%), *public demand and support for education* (19%), *instructional quality* (19%), and *education policy* (11%). As in Year 2, both *public demand and support for education* and *instructional quality* remained priorities. Funding increased from 13 to 19 percent for *public demand* from Year 2 to Year 3, and investment to *instructional quality* remained constant at 19 percent. Funding levels for *measuring learning outcomes* decreased two percentage points from seven percent in Year 2 to five percent in Year 3.

Figure 7: Number and Percent of Projects by Theme (2005)

Number and Percent of Projects by Theme

Theme	No. of projects	Percent of Projects	Total Investment	Percent of Investment
Education policy	29	78%	44	11%
Developing and strengthening systems for the education sector	25	68%	84	21%
Public demand and support for education	24	65%	73	19%
Instructional quality	21	57%	75	19%
School/institutional management and leadership	16	43%	38	10%
Curriculum and materials development	15	41%	29	7%
Infrastructure and supply of learning materials	9	24%	30	8%
Measuring learning outcomes	7	19%	21	5%

Note: investment represented in millions of dollars.

Figure 8: Themes in Each EQUIP Project (2005)

Project Country	EQUIP 1,2, or 3	Project Title (abbreviated)	Instructional quality	Public demand and support for education	Developing & strengthening systems for the education sector	School & Institutional management and leadership	Education policy	Measuring learning outcomes	Infrastructure and supply of learning materials	Curriculum and materials development
Afghanistan	E3	LCEP	●		●	●				●
Africa Bureau	E1				●		●			
Cambodia	E1	ESCUP	●	●		●				
Djibouti	E1	AIDE	●	●		●	●		●	●
Egypt	E2	ERP	●	●	●	●	●	●		●
Egypt	E1	ERP	●	●	●	●	●	●	●	
El Salvador	E1	EDIFAM	●	●	●		●			●
El Salvador	E1	EXCELL	●		●	●	●			
El Salvador	E2	EXCELL2	●	●	●		●			●
Georgia	E2	GEDA			●	●	●		●	
Ghana	E2	BECAS					●	●		
Guatemala	E2	Ed Finance		●	●		●			
Guatemala	E2	Social Sector		●			●			
Haiti	E1			●		●	●			
Haiti	E3	IDEJEN	●		●	●	●	●		●
Honduras	E2	MIDEH	●	●	●	●	●	●		●
India	E1	REACH		●	●	●	●			
Jamaica	E3	EFA-Youth		●						
Jordan	E2	ERfKE	●	●	●	●	●		●	●
Kenya	E1	EMACK	●	●		●	●			●
Macedonia	E1	SEA	●	●	●	●	●			●
Malawi	E2				●		●			
Malawi	E1	MESA	●	●	●	●			●	●
Mali	E2	RAP-DMP			●		●			
Namibia	E2	BES III	●	●	●		●	●		●
Nicaragua	E1	Excelencia	●		●	●	●		●	●
Senegal	E2	Classe & SITT	●	●	●	●	●		●	
South Africa	E3	EFA-Youth		●						
Sudan	E2				●		●			
Tanzania/Zanzibar	E1	MKEZA	●	●	●	●	●		●	●
Uganda	E2	TDMS					●			
Uganda	E2	EMIS			●		●			
Uganda	E3	EFA-Youth		●						
West Bank Gaza	E3	Ruwwad		●	●		●			
Yemen	E1	YALA	●	●					●	
Zambia	E1	CHANGES2	●	●						
Zambia	E2			●	●	●		●	●		●

Analysis of Themes by Geographic Regions

The percentage of theme shares across regions has remained consistent since first reported in Year 2. Most themes are present to some degree in all regions.

Out of 10 projects in the LAC region, 90 percent are engaged in *education policy* work and 70 percent are working in the thematic areas of *public demand and support for education* and *developing and strengthening systems*. One LAC project is engaged in *infrastructure and supply of learning material*s. The highest share of investment for the region (20%) is allocated to *instructional quality*.

With nine projects in the ANE region, the most frequently recurring themes are *instructional quality* (89%), and *public demand and support for education* (78%). The latter theme receives the largest share of investment in the region (23%). Two ANE projects are working on *measuring learning outcomes*.

EQUIP implements only two projects in Europe and Eurasia and both of these are involved in *education policy*, *developing and strengthening systems,* and s*chool and institutional management and leadership*. Thirty-three percent of investment to this region is allocated to *developing and strengthening systems*. Neither of these projects incorporates *measuring learning outcomes*.

In Africa, 12 of 16 projects are contributing to *education policy* (75%), and 10 projects are *developing and strengthening systems*. Similar to LAC, the largest share of investment goes to *instructional quality* (30%). *Infrastructure and supply of learning materials* and *measuring learning outcomes* are each present in three of EQUIP's Africa projects.

Contextual Indicators

EQUIP projects operate in 27 countries throughout the developing world. To gain a more thorough understanding of similarities and differences across countries and regions, contextual indicators have been included in the analysis for the Year 3 report.

Project-level Indicators

Two project-level measures were collected: the use of a design team; and location of the project office in the ministry. While not examined in detail here, the inclusion of this information allows for the possibility of future analysis of the impact of these factors on project design and implementation. The opportunity to utilize a design team for intensive planning during the proposal phase has been a unique feature of the EQUIP mechanism. Presumably, appropriate use of a design team would help to develop more relevant programs, strengthen start-up and implementation, increase ministry of education (MOE) and USAID ownership and commitment, and decrease staff turnover. Locating the project office in the ministry can potentially encourage national ownership of the reforms or programs and promote capacity-building from within the relevant institutions. Fourteen EQUIP projects (38%) used a design team to develop their proposals, and eight (22%) have project offices located within the Ministry of Education.

Country Context

To gain more insight into the education situation of countries where the EQUIPs operate, national-level education indicators for GER, NER, completion, survival to grade 5, and gender parity were analyzed. Definitions for these standard indicators are taken from the EQUIP2 *Indicator Handbook for Primary Education: Abridged* (2004). The numerical data were provided by the Education Policy and Data Center (EPDC) based on the World Bank's 2005 World Development Indicators for primary education. Data in Figures 9 through 13 reflect most recent data available, usually for years 2002 or 2003, and are shown in order from least to greatest. A complete table showing the range of educational contexts of the 27 countries with EQUIP projects is located in Annex 1. Indicators for Haiti were unavailable; Sudan and Afghanistan have only limited data.

As with most quantitative, aggregate data, there are some caveats regarding accuracy and utility. National-level indicators are dependent on accurate population data as well as regular, reliable school-level reporting. Population censuses are usually conducted at 10-year intervals; between censuses, population estimates are updated based on vital registers and projections, which tend to be inexact, especially in rural areas or among underserved or marginalized populations. School-level data is generally reported annually; inaccuracies may arise for multiple reasons such as insufficient capacity or oversight in remote schools to compile data correctly, or incentives for school directors or teachers to inflate (or deflate) enrollment rates for funding purposes. The precision of these measures may vary over time, particularly among developing countries and between regions within a country.

Once compiled at the national level, indicators often mask significant variation between regions and populations. Some EQUIP projects target these specific underserved populations in countries with relatively high educational measures, such as in Jamaica and South Africa. For some of the EQUIP countries shown in the following figures, the correlation between education indicators and project investment may be further misleading since some EQUIP projects address levels other than primary; for example, the Associate Awards in Jordan, Macedonia, and Senegal are focused on interventions at the secondary level. Therefore, these indicators are illustrative of the overall educational context rather than specific target problems addressed by USAID projects.

Gross and Net Enrollment Rates
Gross enrollment rates indicate the total number of children, regardless of age, that are enrolled in school as a percentage of the school-aged cohort. GER is often cited as a measure of access because it shows the general level of participation in formal schooling. In many developing countries GER exceeds 100 percent since this figure may include first-time attendees that are older or younger than the relevant cohort, as well as repeaters.

The GER range for the countries where EQUIP projects operate is 40 – 140 percent. Eleven countries have GER rates lower than 95 percent (shown in ascending order in Figure 9). African countries make up the largest proportion of this group (eight countries). Of the 12 African countries with EQUIP projects, the remaining four countries have GER of over 100 percent: Malawi (140%), Namibia (105%), South Africa (105%) and Uganda (140%).

Net enrollment rates measure only children of appropriate age enrolled in school as a percentage of the total cohort. Compared with GER, NER is a more precise measure of access for the official school-age population. However, enrollment figures can be misleading since enrollment is not equivalent to actual attendance.

Figure 9: GER (2005)

Country	GER
Djibouti	40%
Mali	58%
Sudan	60%
Tanzania/Zanzibar	70%
Ghana	79%
Senegal	80%
Zambia	82%
Yemen	83%
Georgia	90%
Afghanistan	92%
Kenya	92%
Egypt	97%
Macedonia	98%
India	99%
Jordan	99%
West Bank Gaza	99%
Jamaica	100%
Namibia	105%
South Africa	105%
Guatemala	106%
Honduras	106%
Nicaragua	108%
El Salvador	112%
Cambodia	123%
Malawi	140%
Uganda	140%
Haiti	n/a

Figure 10: NER (2005)

Country	NER
Djibouti	34%
Mali	44%
Senegal	58%
Ghana	63%
Kenya	66%
Zambia	68%
Tanzania/Zanzibar	69%
Yemen	71%
Namibia	78%
India	83%
Nicaragua	85%
Cambodia	86%
Guatemala	87%
Honduras	87%
Georgia	89%
South Africa	89%
Egypt	90%
El Salvador	90%
Jordan	91%
West Bank Gaza	91%
Macedonia	92%
Jamaica	95%
Afghanistan	n/a
Haiti	n/a
Malawi	n/a
Sudan	n/a
Uganda	n/a

EQUIP countries demonstrate a NER range between 34 and 95 percent (NER data is unavailable for five countries). Of the 27 countries listed in the preceding figure, 16 have fewer than 90 percent of the relevant school age cohort enrolled in school. African countries are disproportionately included at the low end of the spectrum with 8 countries having enrollment rates lower than 70 percent. The four LAC countries with EQUIP projects represent NER between 85 and 90 percent. For the ANE region, Yemen, India, and Cambodia have NER ranges between 71 and 86 percent. After having attained almost 100 percent enrollment during the Soviet period in the E&E region, Georgia and Macedonia have net enrollment rates of approximately 89 and 92 percent respectively.

<u>Completion Rates, Survival Rates, and Gender Parity</u>
Completion rates represent the number of children who complete the primary cycle compared to the total number of graduation-age children in the cohort. Completion rates monitor system coverage as well as student progression. This measure provides a clearer indication of education system quality than enrollment rates, yet is still imprecise because completion does not necessarily equate to learning. As seen in Figure 11, completion rates in countries with EQUIP projects range from 35 to 100 percent. The seven countries with the lowest completion rates are all in sub-Saharan Africa, and all have rates of less than 65 percent.

Figure 11: Completion Rates (2005)		Figure 12: Survival Rates (2005)	
Country	**Completion Rates**	**Country**	**Survival Rates**
Djibouti	35%	Malawi	44%
Mali	40%	Nicaragua	59%
Senegal	48%	Cambodia	60%
Sudan	49%	Ghana	63%
Tanzania/Zanzibar	58%	Uganda	64%
Ghana	62%	El Salvador	73%
Uganda	63%	Yemen	73%
Yemen	66%	Kenya	75%
Guatemala	66%	Tanzania/Zanzibar	76%
Zambia	69%	Guatemala	78%
Cambodia	70%	Senegal	78%
Malawi	71%	Mali	79%
Kenya	73%	India	79%
Nicaragua	75%	South Africa	84%
Honduras	79%	Namibia	88%
India	81%	Jamaica	89%
Georgia	82%	Sudan	92%
Jamaica	85%	Zambia	98%
El Salvador	89%	Egypt	99%
Egypt	91%	Jordan	99%
Namibia	92%	Afghanistan	n/a
Jordan	98%	Djibouti	n/a
West Bank Gaza	98%	Georgia	n/a
South Africa	99%	Haiti	n/a
Macedonia	100%	Honduras	n/a
Afghanistan	n/a	Macedonia	n/a
Haiti	n/a	West Bank Gaza	n/a

Whereas completion rates compare students who have completed the primary school to the total cohort of school age children, survival rates are a measure of the percentage of pupils enrolled in grade 1 who are expected to reach grade 5. Survival rates for primary students through grade 5, shown in Figure 12 above, are illustrative of student retention and system efficiency. This indicator does not, however, reflect overall access to education since enrollment rates may be low while survival rates are high. For example, many children may not attend school, but those

who do can expect to complete the primary cycle, as in the case of Zambia where the net enrollment rate is 68 percent, but survival to grade 5 is 98 percent. The range of primary survival rates is as low as 44 percent for Malawi and as high as almost 100 percent in Egypt and Jordan. In 13 of the countries examined here, fewer than 80 percent of children initially enrolled complete the primary cycle. These countries are not concentrated in one region but are spread across Africa, LAC and ANE.

Figure 13: Gender Parity (2005)

Country	Gender Parity
Afghanistan	52%
Yemen	61%
Djibouti	71%
Mali	71%
Nicaragua	79%
India	80%
Sudan	85%
Jamaica	85%
Senegal	87%
Ghana	91%
Zambia	91%
Cambodia	92%
Malawi	92%
Guatemala	93%
Egypt	93%
Kenya	94%
Uganda	96%
El Salvador	96%
Georgia	99%
Macedonia	99%
West Bank Gaza	100%
South Africa	100%
Jordan	101%
Namibia	103%
Haiti	n/a
Honduras	n/a
Tanzania/Zanzibar	n/a

Gender parity is expressed as a ratio of the number of girls to boys represented in the education system. This measure speaks to equity of girls' and boys' opportunity and participation. Gender parity among EQUIP project countries ranges from 52 to 103 percent, as shown in Figure 13. Nine countries represented in this study have a gender parity index of less than 90 percent. Countries with the least gender-balanced school participation include Afghanistan, Yemen, Djibouti, Mali; all EQUIP projects in these countries include activities that target girls or women.

Sub-Regional Analysis

<u>Africa.</u> Sub-Saharan African countries have the lowest enrollment and completion levels. The very high GER rates in Uganda and Malawi indicate a high degree of overage students and repetition. In Djibouti, Mali, Senegal, and Sudan, fewer than half of the students entering the primary cycle actually complete it. The highest levels of primary completion in African EQUIP countries are found in South Africa, Namibia, Malawi, Kenya, and Zambia.

Figure 14: Africa – Educational Indicators (2005)
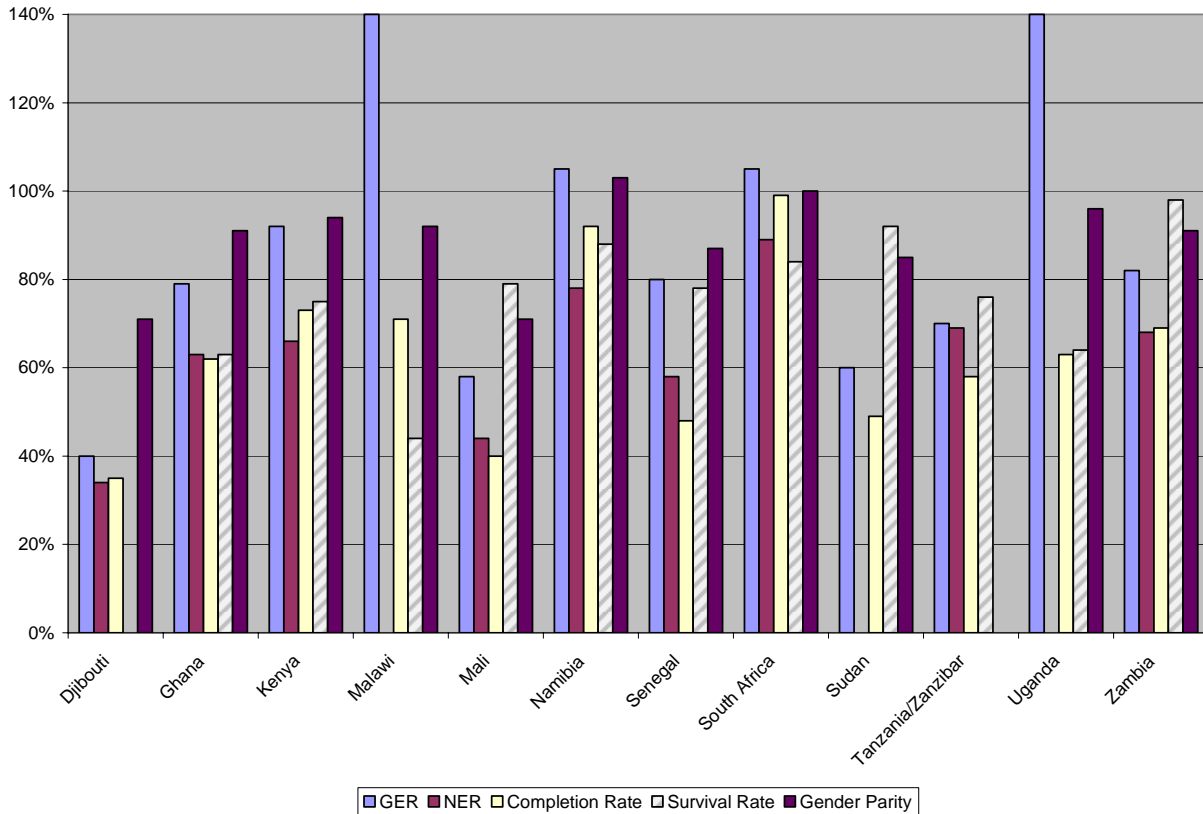
Asia and the Near East (ANE). The standards of education achievement in the ANE region are considerably higher than those in sub-Saharan Africa. In this region, Yemen has the least favorable education indicators on all measures; note that Afghanistan's data are incomplete. Both Cambodia and India reflect low NER rates of 86 and 83 percent and completion rates of 70 and 81 percent respectively. The three remaining ANE countries, Egypt, Jordan, and West Bank Gaza, all have relatively favorable education contexts, with all indicators above 90 percent.

Figure 15: Asia and the Near East – Educational Indicators (2005)
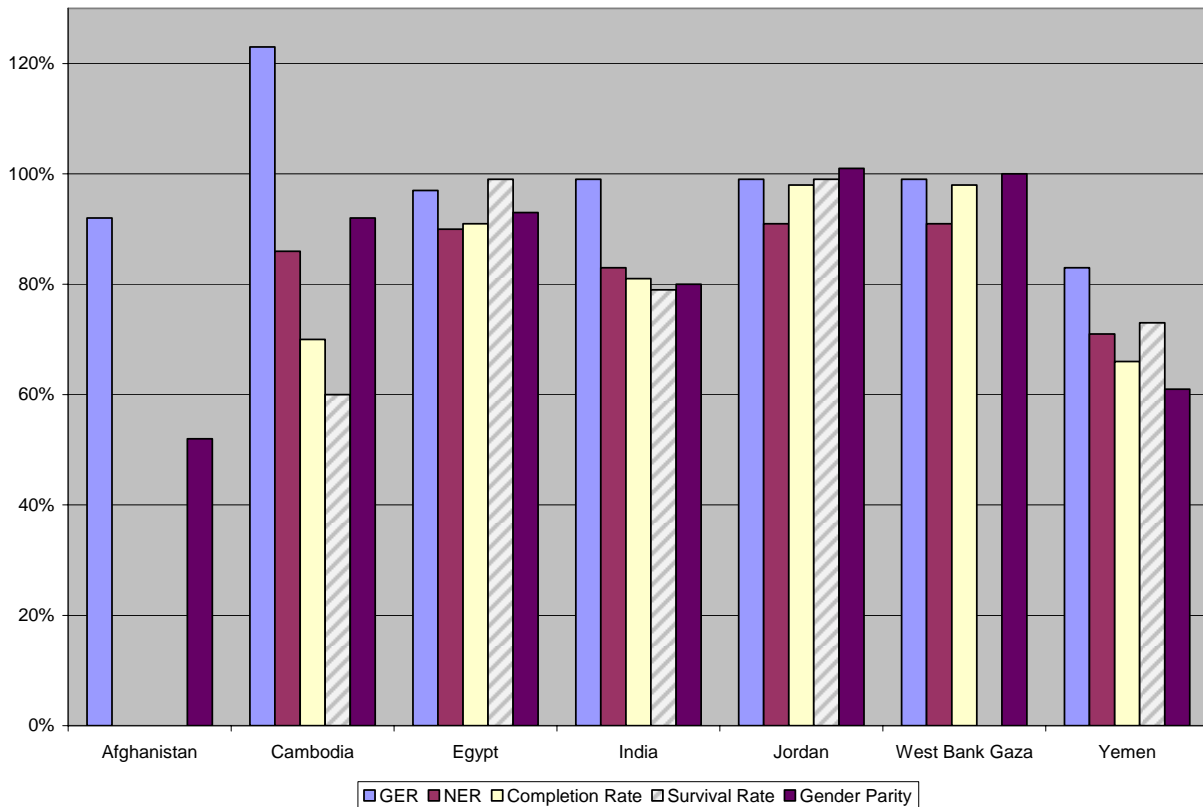
Latin America and the Caribbean (LAC). For this region, Haiti is the outlier with no recorded education measures. Of the remaining five countries, Jamaica is the highest regional performer in terms of net enrollment with 95 percent; the other four countries range from 85 to 90. Completion rates vary more widely: Guatemala is the lowest performer with a completion rate of 66 percent; Nicaragua and Honduras each have rates of 75 and 79 percent respectively; and Jamaica and El Salvador have the highest completion rates at 85 and 89 percent. Only Nicaragua ranks below 80 percent on the gender parity index among the LAC countries.

Figure 16: Latin American and Caribbean – Educational Indicators (2005)
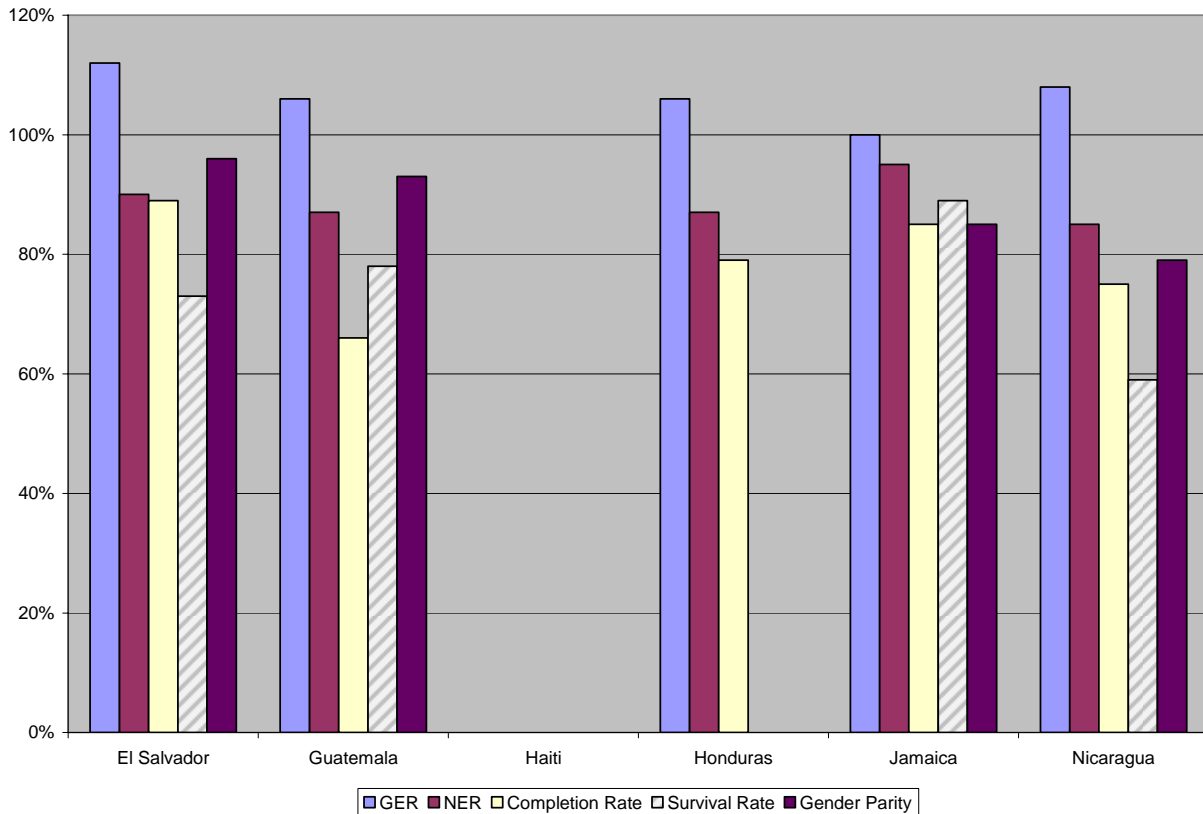
Eastern Europe and Eurasia (E&E). The two E&E countries represented in this study, Georgia and Macedonia, have relatively high indicators compared to other regions, with NER of 89 percent and 92 percent respectively. Completion rates for Georgia drop to 82 percent, whereas Macedonia is the highest performer of all EQUIP project countries with completion rates of 100 percent. Both E&E countries have a gender parity index of 99 percent. No data was available on survival rates for either country.

Figure 17: Europe and Eurasia – Educational Indicators (2005)
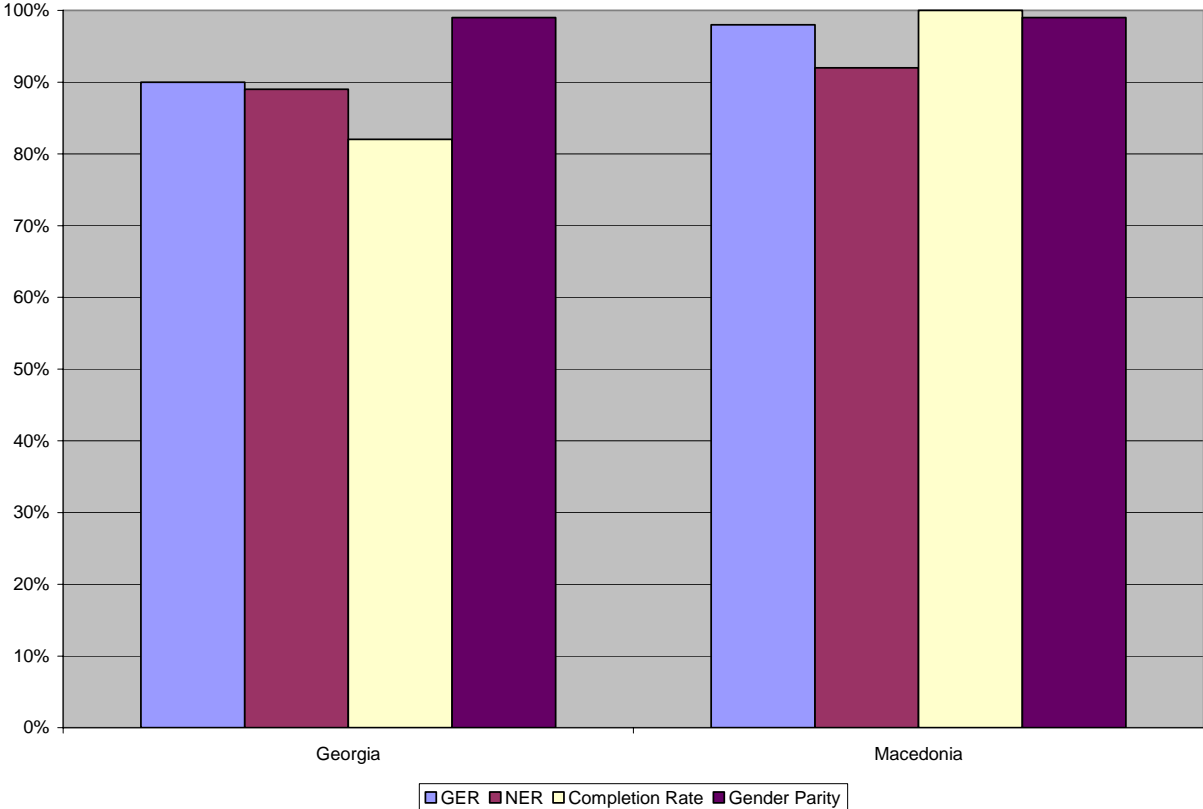
USAID Context

In September 2002, a new framework for foreign assistance was introduced through the National Security Strategy, which emphasized development as one of three principle areas of focus, along with defense and diplomacy. In January of 2004, in a White Paper entitled *U.S. Foreign Aid; Meeting the Challenges of the Twenty-first Century*, USAID initiated a new strategy based on a classification of countries roughly grouped into two categories: *stable developing countries* and *fragile states*. Note that these categories were used during 2005 are currently under revision due to the ongoing USAID reorganization that began in mid-2006. "Stable" countries were further subdivided into funding for transformational development, strategic states, or humanitarian aid. "Fragile states" is no longer an operational category; a new category is under development currently called *Rebuilding Countries*.

Analysis based on the USAID categorization used through 2005 shows that EQUIP Associate Awards are working in four fragile states: Afghanistan, Haiti, Sudan, and West Bank Gaza. The total investment in these fragile states is over $40 million, representing about 10 percent of investment to the EQUIPs. Of these four countries, West Bank Gaza receives more than double the total funding compared to the other three; $24 million for West Bank Gaza, compared with $10.6 million for Afghanistan, $5 million for Haiti, and $500,000 for Sudan.

The Millennium Challenge Corporation (MCC) was established in January 2004 as a new US government financing agency, based on the premise that foreign aid is more effective when invested in strong, stable policy environments that support poverty reduction and economic growth. An additional category of country classification was later added to reflect countries in transition, or *threshold* countries, who have met some, but not all, of the prerequisites of stability and good governance necessary to be eligible for receipt of MCC funding. EQUIP projects are located in nine MCA-eligible countries and six threshold countries. Approximately half of USAID investment through the EQUIP mechanism has been to MCA eligible countries and MCA threshold countries (with roughly equivalent investment in eligible and threshold countries). The other half of USAID investment in education through EQUIP has gone to non-MCA eligible countries. Of the 11 new associate awards added in 2005, three are in MCA approved countries and two are in threshold countries. Two new awards, Sudan and West Bank Gaza, are in fragile states.

Cost Analysis of USAID funding through EQUIP

While not representative of total USAID investment in each country, nor even total USAID investment in education, a brief examination of funding allocations through the EQUIP mechanism gives some indication of relative prioritization. If this same analysis were applied to overall USAID investment in a country, it would illustrate investment relative to stated goals.

Investment through the EQUIP mechanism for single projects varies from $140,000 for the Jamaica EFA-youth project to $76 million for the EQUIP1 project in Egypt (Figure 18). The countries receiving the largest investment in order of funding amounts are Egypt ($126 million, across two projects), Zambia ($34 million, across two projects), Jordan ($30 million), West Bank Gaza ($24 million), and India ($20 million). None of these countries has been designated as

MCA eligible, although Egypt, Jordan, and West Bank Gaza are all MEPI recipients. A complete list of investment to EQUIP countries is included in Annex 2.

Although a comparison of total funding levels is interesting, a more useful breakdown is to look at investment on a per capita basis. Expenditures through EQUIP projects range from one cent per person for South Africa and Sudan to over twelve dollars for Djibouti (Figure 19).

Figure 18: Total EQUIP Investment (2005)		**Figure 19: Per Capita Investment (2005)**	
Country	**USAID investment**	**Country**	**Investment per capita**
Jamaica	$140,000	South Africa	$0.01
South Africa	$400,000	Sudan	$0.01
Sudan	$500,000	India	$0.02
Ghana	$1,260,000	Jamaica	$0.05
Uganda	$1,578,113	Uganda	$0.05
Cambodia	$2,499,000	Ghana	$0.06
Mali	$2,755,000	Kenya	$0.09
Kenya	$3,000,000	Tanzania/Zanzibar	$0.10
Guatemala	$3,199,360	Cambodia	$0.18
Tanzania/Zanzibar	$3,749,596	Mali	$0.20
Haiti	$5,039,575	Guatemala	$0.25
Malawi	$7,700,000	Afghanistan	$0.34
Honduras	$9,173,629	Yemen	$0.48
Djibouti	$10,000,000	Haiti	$0.59
Macedonia	$10,000,000	Malawi	$0.60
Yemen	$10,000,000	Honduras	$1.27
Afghanistan	$10,650,000	Senegal	$1.41
Nicaragua	$11,500,000	Egypt	$1.71
Georgia	$11,996,369	El Salvador	$1.93
El Salvador	$13,298,000	Nicaragua	$2.09
Namibia	$14,166,537	Georgia	$2.67
Senegal	$16,498,789	Zambia	$2.90
India	$20,000,000	Macedonia	$5.00
West Bank Gaza	$24,467,973	Jordan	$5.63
Jordan	$30,424,000	West Bank Gaza	$6.80
Zambia	$33,974,195	Namibia	$7.08
Egypt	$126,597,128	Djibouti	$12.50

Analysis of USAID investment through the EQUIPs reveals that over half (55%) of the countries receive less than $1.00 per capita, and within that group the range is $0.01 to $0.60. Only five countries (19%) receive over $5.00 per capita: Macedonia ($5.00), Jordan ($5.63), West Bank Gaza ($6.80), Namibia ($7.08), and Djibouti ($12.50). A comparison of total USAID-EQUIP investment and per capita investment for each country is illustrated in Figure 20.

Another alternative is to examine investment relative to educational challenges, such as completion rates. If investment were to be allocated strictly on the basis of improving the weakest education systems, we might expect an inverse relationship where countries with the lowest completion rates would receive greater total investment. As Figure 21 illustrates, this does not seem to be the case for EQUIP projects; there is not a discernible correlation between total USAID investment through the EQUIP mechanism and completion rates. On a per capita basis, the very large USAID investment in Djibouti is addressing problems of low completion rates. South Africa exemplifies the flip side of this expected trend; with high completion rates (99 percent), there is low investment through EQUIP ($400,000). Figure 21 shows the two positive extremes of Djibouti and South Africa, and the range of allocations in between. Mali, Senegal, and Sudan draw attention as cases with a disparity between the level of investment and quality of the education systems' performance.

Figure 20: Per Capita vs. Total Investment (2005)

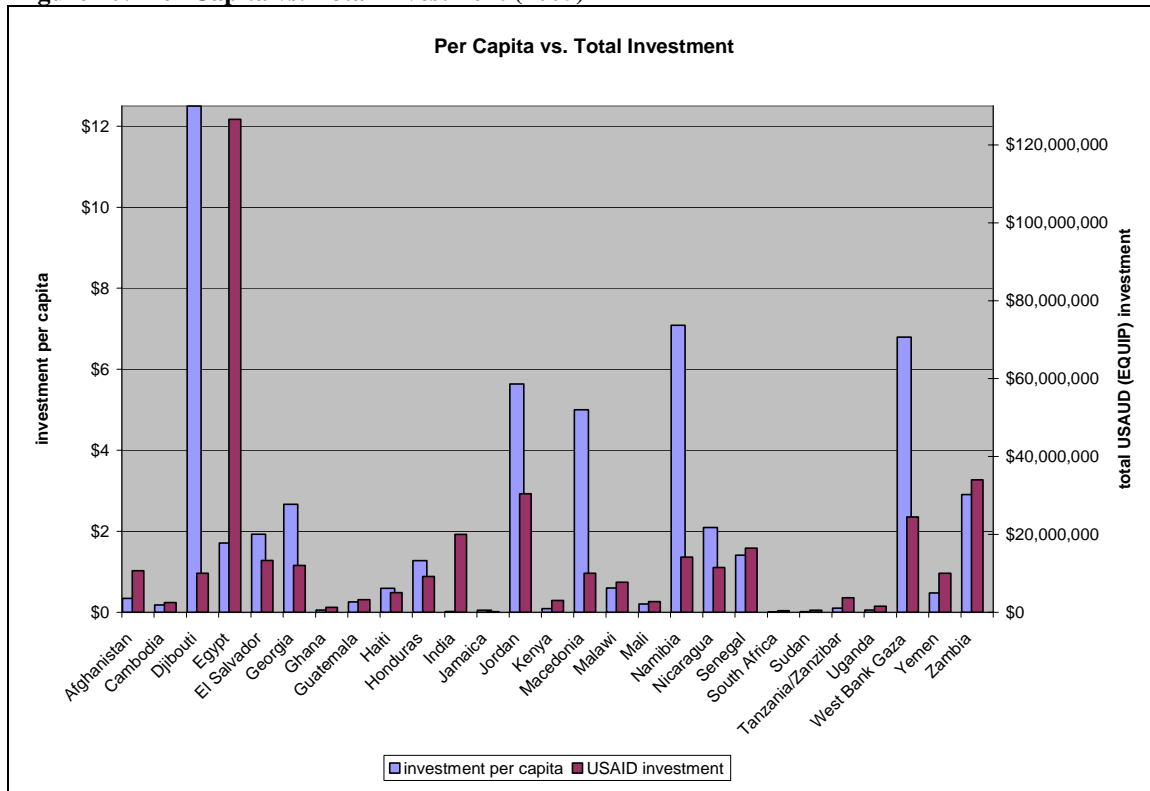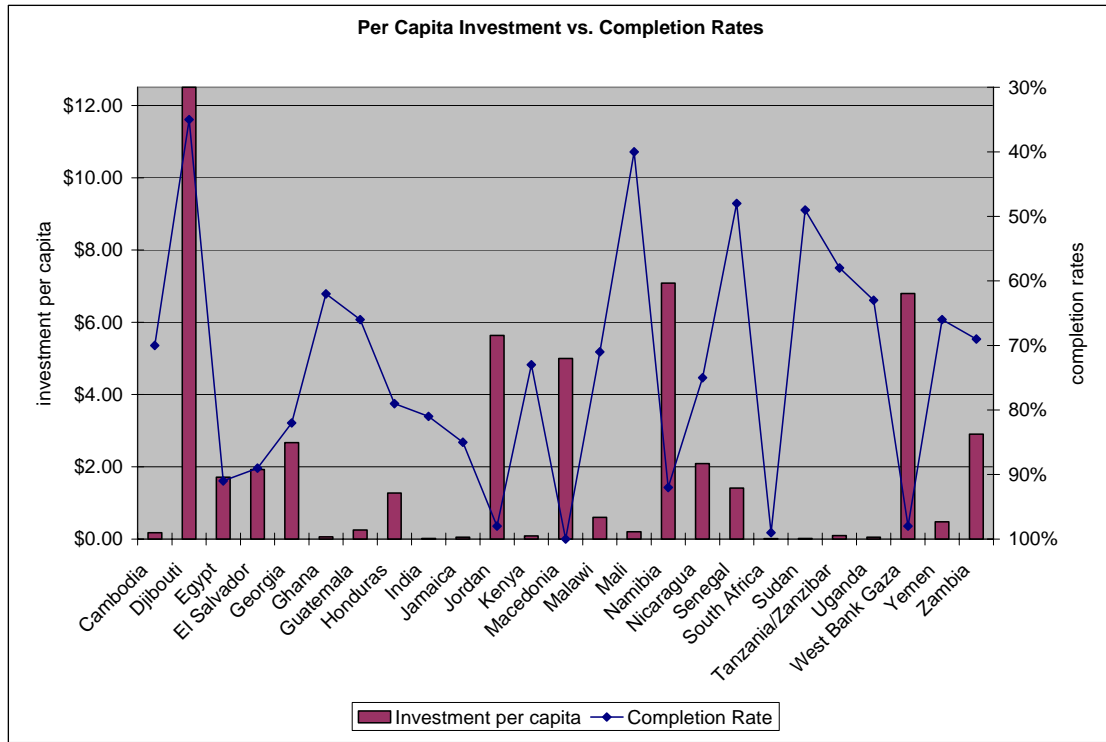**Figure 21: Per Capita Investment vs. Completion Rates (2005)**

Although not intended to be an exhaustive analysis, the lack of relationship between completion rates and funding clearly demonstrates that a wide range of factors influence USAID's investment decisions. Nonetheless, this brief examination is indicative of the level of investment relative to the nature of the challenge across countries.

Part II. Analysis of Strategies and Approaches

The Year 2 report focused on issues of access, equity, and quality. While this approach has the value of using classic issues, on an operational level the distinction is somewhat arbitrary because of the substantial overlap in the purpose and outcomes of activities. Many activities, such as teacher training, may result in improved conditions in all three goals – access, equity, and quality. The Year 3 analysis, therefore, provides an overview of broad education-related themes and attempts to evaluate how different projects relate to those themes through their discrete activities. Perhaps nominally conventional, many of the approaches, such as training teachers and developing curricula, are often innovative through the incorporation of new concepts such as gender-sensitivity, HIV/AIDS, and information and communication technology (ICT), and frequently are presented through non-traditional mediums. Under each theme, and in the discussion of approaches, certain project activities are highlighted to illustrate the breadth of ongoing work and the creativity of individual projects in adapting to distinct circumstances and unique needs.

Education Policy

More than half of all EQUIP projects are involved explicitly with informing, formulating, or implementing education policy; all projects are being implemented within an implicit policy context, but not all projects have activities with an explicit policy focus. This theme includes project activities such as policy research, development, implementation, or dialogue for improved education policy and planning with decision-makers and relevant stakeholders at the ministry level.

While most projects work in close collaboration with their government counterparts, only eight of the 37 projects have field offices located within ministries of education. Presumably, this level of direct engagement allows for greater interaction and sustained capacity building between ministry personnel and project staff. This proximity may also promote greater ministry ownership of project work and objectives. Anecdotal evidence suggests that this is the case in Zambia, Senegal, Namibia, and Georgia.

Figure 22a: Overview of Education Policy Theme (2005)

> # *Education policy*
>
> *Total Estimated Funding (Millions)* **$44.0**
>
> ### *Projects by Approaches Used Under This Theme*
>
> | *Approaches* | *Number* | *Percent* |
> |---|---|---|
> | Education policy research | 22 | 76% |
> | Policy development, planning and implementation | 22 | 76% |
>
> ### *Projects*
>
> | | |
> |---|---|
> | Africa Bureau | Combined Africa Bureau Projects |
> | Djibouti | Assistance Internationale pour le Developpement de l'Education (AIDE) |
> | Egypt | Basic Education Program (EQUIP2) |
> | Egypt | Education Reform Project (EQUIP1) |
> | El Salvador | Early Childhood Family Education Activity (EDIFAM) |
> | El Salvador | EXCELL 2 |
> | El Salvador | Excellence in Classroom Education at the Local Level (EXCELL) |
> | Georgia | General Education Decentralization and Accreditation Project (GEDA) |
> | Ghana | Basic Education Comprehensive Assessment System |
> | Guatemala | Education Finance Policy Dialogue |
> | Guatemala | Social Sector Investment Policy Dialogue |
> | Haiti | Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) |
> | Haiti | Increased Community Support for Primary Education |
> | Honduras | Improving Student Achievement Project |
> | India | Reaching and Educating At-Risk Children (REACH) |
> | Jordan | Education Reform for the Knowledge Economy |
> | Kenya | Education of Marginalized Children Kenya (EMACK) |
> | Macedonia | Secondary Education Activity (SEA) |
> | Malawi | Education Sector Support Project--EQUIP 2 |
> | Mali | Action Planning-Decision Making Program |
> | Namibia | Basic Education Support III |
> | Nicaragua | Excelencia |
> | Senegal | Combined: Classe & Integrated Teacher Training Project |
> | Sudan | Technical Assistance to the Sudan Secretariat of Education |
> | Tanzania/Zanzibar | Improving the Quality of Learning in Zanzibar (MKEZA) |
> | Uganda | Support for Education Management Information Systems |
> | Uganda | Teacher Development Management System |
> | West Bank Gaza | Ruwwad: Palestinian Youth Empowerment Program |
> | Zambia | Support to the Ministry of Education Strategic Plan |

Research and policy studies are being conducted by 76 percent of projects to support a better informed policy environment. These studies range from assessing access for rural children in northern Mali, to fiscal decentralization in Guatemala, to barriers for girls' education in the

northeastern province of Kenya, to tracking the entry of project supported Management Information Services graduates into the Jordanian labor market. Policy development, planning, or implementation is being undertaken in all regions, largely in support of primary and secondary public schools, but also for early childhood and adult education programs.

Figure 22b: Education Policy Approaches by Education Level (2005)
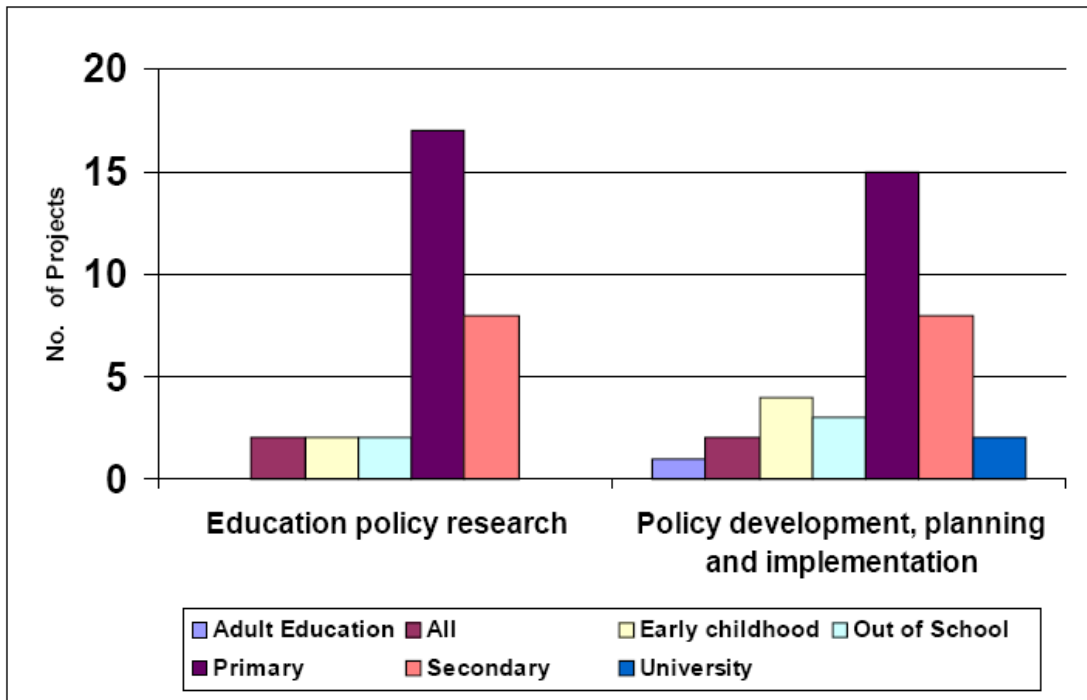
Developing and Strengthening Systems for the Education Sector

This theme incorporates activities that deal with education sector policy issues and systemic reform, such as decentralization, EMIS, and accreditation or standards development. Twenty-four out of thirty-three projects are addressing some aspect of policy work.

Six projects are developing or applying standards for teachers, schools, systems, NGOs, or subject-areas. In Egypt, EQUIP 1 and 2 are involved with standards development for primary school teachers, teacher training, and school quality. In Jordan, ERfKE is developing standards for teacher licensing and accreditation and quality assessment of pre-schools. In Georgia, the GEDA project is helping the Ministry of Education and Science implement the new law on accreditation for higher education institutions, develop primary and secondary school quality assurance standards, and support institutional structures through the establishment of a State Accreditation Service. The Haitian Out-of-School Youth Livelihood Initiative is working to develop a common language of standards for youth-servicing NGOs. The MKEZA project in Zanzibar is developing standards for secondary school teachers in English and Civics.

Figure 23a: Overview of Developing and Strengthening Systems Theme (2005)

Developing and strengthening systems for the education sector	*Total Estimated Funding (Millions)*	**$84.4**

<u>*Projects by Approaches Used Under This Theme*</u>

Approaches	*Number*	*Percent*
Data and information/monitoring and evaluation	15	60%
Decentralization	9	36%
Education system design	7	28%
Standards and Accreditation systems	7	28%

Projects

Afghanistan	Literacy and Community Empowerment Program (LCEP)
Africa Bureau	Combined Africa Bureau Projects
Egypt	Basic Education Program (EQUIP2)
Egypt	Education Reform Project (EQUIP1)
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	EXCELL 2
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Georgia	General Education Decentralization and Accreditation Project (GEDA)
Guatemala	Social Sector Investment Policy Dialogue
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	Improving Student Achievement Project
India	Reaching and Educating At-Risk Children (REACH)
Jordan	Education Reform for the Knowledge Economy
Macedonia	Secondary Education Activity (SEA)
Malawi	Education Sector Support Project--EQUIP 2
Malawi	Malawi Education Support Activity (MESA)
Mali	Action Planning-Decision Making Program
Namibia	Basic Education Support III
Nicaragua	Excelencia
Senegal	Combined: Classe & Integrated Teacher Training Project
Sudan	Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)
Uganda	Support for Education Management Information Systems
West Bank Gaza	Ruwwad: Palestinian Youth Empowerment Program
Zambia	Support to the Ministry of Education Strategic Plan

One of the most common approaches seen across EQUIP projects developing and strengthening education systems is support for data and information (EMIS) and monitoring and evaluation. Many of the projects include integrating data into EMIS, training personnel at multiple levels, procuring hardware or software, enhancing inter- and intra-institutional communication, or school mapping with GIS software and digital photography. Others address specific target groups. The REACH project in India is developing a monitoring and evaluation system to

collect data on approximately 300,000 children, primarily the highly disadvantaged and girls that are served by grants. In Mali, tracking tools are being developed for two uses: 1) to disaggregate gender data in order to better target education planning for girls; and 2) for reporting on HIV/AIDS programs and tracking their impact. EMIS systems in Namibia and Malawi are being modified to integrate data and report more accurately on orphans and vulnerable children (OVC).

Decentralization is being supported directly in nine projects: Mali, Egypt (E2), Namibia, Senegal, El Salvador (EDIFAM), Georgia, Macedonia, Guatemala, and Zambia.   The most common activities support clarification of roles and responsibilities and training/capacity building for personnel at central, regional, and local levels.

Seven projects are addressing a range of other aspects of Education System Design. This category includes activities that are undertaken to strengthen the overall educational system, yet are not necessarily directly related to decentralization, EMIS, or standards. Activities include developing a teacher training system in Egypt; designing an education accounts tracking system to monitor education expenditures in El Salvador; establishing institutional communication linkages and structures to support national and village learning centers in Afghanistan; working to establish and institutionalize a Secretariat of Education in Southern Sudan; and establishing a system of testing and counseling for teachers with HIV/AIDS in Zambia.

Figure 23b: Developing and Strengthening Systems Approaches by Education Level (2005)
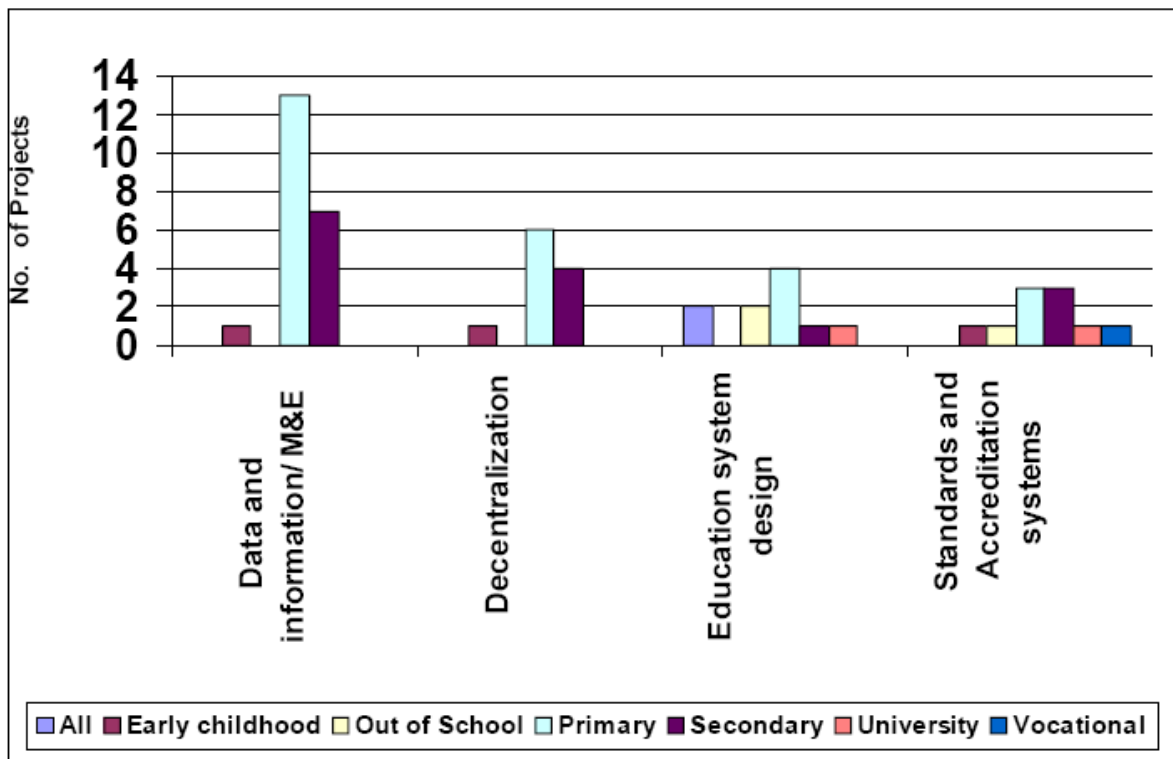
Public Demand and Support for Education

Supporting supply-side interventions is important, particularly in resource-poor environments. But just as necessary is the need to create a demand for quality education in areas where it has never existed, at least for certain populations, or is no longer available. This theme captures

project activities aimed at increasing or generating public demand and support for education reforms or initiatives. Approaches include community mobilization, greater community involvement in schools, mobilization of private sector resources and non-traditional stakeholders in support of education initiatives, and general sensitization and capacity building.

**Figure 24a: Overview of Public Demand and Support Theme (2005)**

Public demand and support for education

Total Estimated Funding (Millions) **$73.1**

Projects by Approaches Used Under This Theme

Approaches	Number	Percent
Community mapping	1	4%
Community mobilization/sensitization	19	79%
Grants	11	46%
Public-private partnerships	6	25%
Social marketing	3	13%
Training and capacity building	11	46%

Projects

Cambodia	Education Support to Children of Underserved Populations (ESCUP)
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Basic Education Program (EQUIP2)
Egypt	Education Reform Project (EQUIP1)
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	EXCELL 2
Guatemala	Education Finance Policy Dialogue
Guatemala	Social Sector Investment Policy Dialogue
Haiti	Increased Community Support for Primary Education
Honduras	Improving Student Achievement Project
India	Reaching and Educating At-Risk Children (REACH)
Jamaica	EFA - Youth Challenge Grant Program
Jordan	Education Reform for the Knowledge Economy
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support III
Senegal	Combined: Classe & Integrated Teacher Training Project
South Africa	South Africa - Education for All (EFA) Youth Challenge Grant Program
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)
Uganda	Uganda - Education for All Youth Challenge Grant Program
West Bank Gaza	Ruwwad: Palestinian Youth Empowerment Program
Yemen	Yemen Accelerated Learning Activity (YALA)
Zambia	Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)

Increasing public demand and support for education is a component in 21 projects, representing 19 percent of total investment to Associate Awards. By far the most common approach has been community mobilization and sensitization, which includes building stronger links between schools and communities. In Djibouti this was accomplished through starting a girls' soccer league and establishing parent-teacher associations. In Senegal, communities participate in the selection of secondary school sites and donate materials for their support. In Malawi, community sensitization took the form of a theatrical production to promote the importance of education and community responsibility. Training and capacity building of local communities, NGOs, and faith-based organizations is a component of eight projects. Grants are a method employed by eight projects largely in support of OVCs, girls, rural, or indigenous populations.

Public-private partnerships created in six projects promote public support for education. In Macedonia, a student-led vocational council has organized conferences, competitions, and career fairs to encourage fundraising through private sponsorship. The largest national telecommunication company in Senegal, SONATEL, has funded a girls' scholarship program. In Egypt, the EQUIP2 project is developing links between schools and local employers through school to work programs, governorate-wide school-to-work marketing plans, internship programs, and a web-based job referral system. The Jordan ERfKE project is working to develop stronger links between schools and communities for student internships and partnerships to support school-to-work opportunities. The EQUIP3 EFA youth projects in Jamaica and South Africa engage with private sector funders and NGO partners to create training and work opportunities for youth.

Social Marketing, large-scale national or sub-national media campaigns to raise awareness, has been utilized in Malawi, West Bank Gaza, and Guatemala. Community mapping has been an effective tool for community mobilization in Haiti, Egypt, and Jordan where youth are engaged in identifying school-to-work as well as recreational opportunities.

Figure 24b: Public Demand and Support Approaches by Education Level (2005)
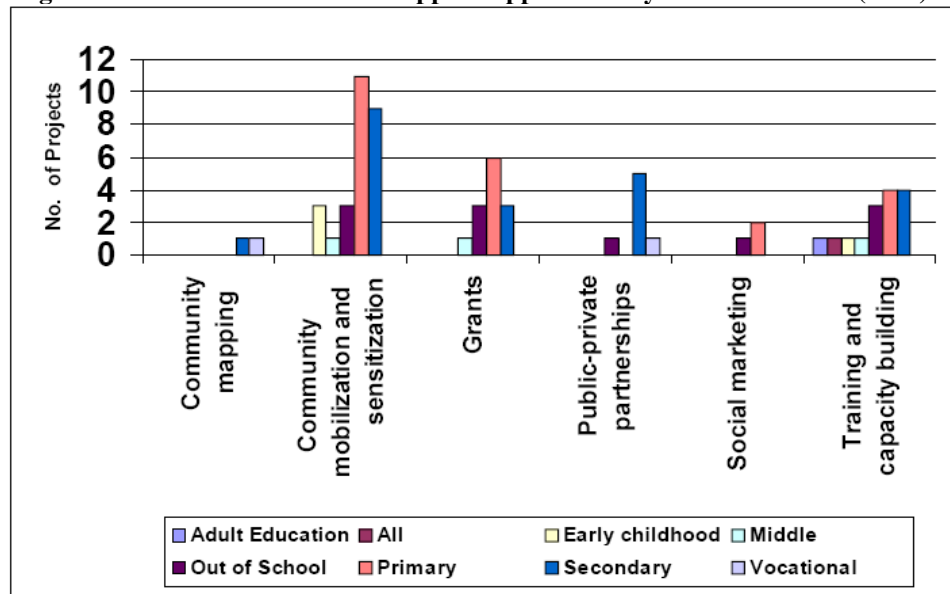
Instructional Quality

Twenty EQUIP projects (60% of the total) include a focus on improving instructional quality. Professional development of teachers, educators, and teacher trainers to improve academic instruction includes a number of different approaches such as developing in-service and pre-service standards, designing teachers' instructional guides, training school principals and managers as curriculum or instructional leaders in schools, and supporting teachers through the establishment of peer groups and professional networks.

**Figure 25a: Overview of Instructional Quality Theme (2005)**

Instructional quality		*Total Estimated Funding (Millions)* **$75.4**

Approaches	Number	Percent
In-service training	18	86%
Pre-service training	8	38%
Support to teachers	18	86%

Projects by Approaches Used Under This Theme

Projects

Afghanistan	Literacy and Community Empowerment Program (LCEP)
Cambodia	Education Support to Children of Underserved Populations (ESCUP)
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Basic Education Program (EQUIP2)
Egypt	Education Reform Project (EQUIP1)
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	EXCELL 2
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	Improving Student Achievement Project
Jordan	Education Reform for the Knowledge Economy
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support III
Nicaragua	Excelencia
Senegal	Combined: Classe & Integrated Teacher Training Project
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)
Yemen	Yemen Accelerated Learning Activity (YALA)
Zambia	Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	Support to the Ministry of Education Strategic Plan

Because teachers are the heart of an education system, it is not surprising that improvement of instructional quality remains a priority for developing countries and donors. In-service training is the most common approach in 18 projects. Seventeen projects are providing support to

teachers through means other than direct training of teachers, including by establishing resource centers in Djibouti and Georgia, leadership training for school administrators to better support teachers in Egypt, scholarships and credit schemes to offset late salary disbursements in Cambodia, and providing instructional materials and training guides on HIV/AIDS in Malawi and Zambia.

Eight (38%) of the projects include direct support for pre-service teacher education. In Djibouti and Senegal, professional development courses have a gender-sensitivity focus for primary and secondary schools respectively. In Zanzibar, the pre-service training in the regular subject-areas is augmented with an emphasis on disabled children and those with special needs. In Cambodia, the pre-service training is working with clusters of schools to train community members as teachers among the Cham (Islamic minority group) and Hill tribes (ethnic minority group) to target girls and children who are orphaned, disabled, or who have special needs.

Figure 25b: Instructional Quality Approaches by Education Level (2005)
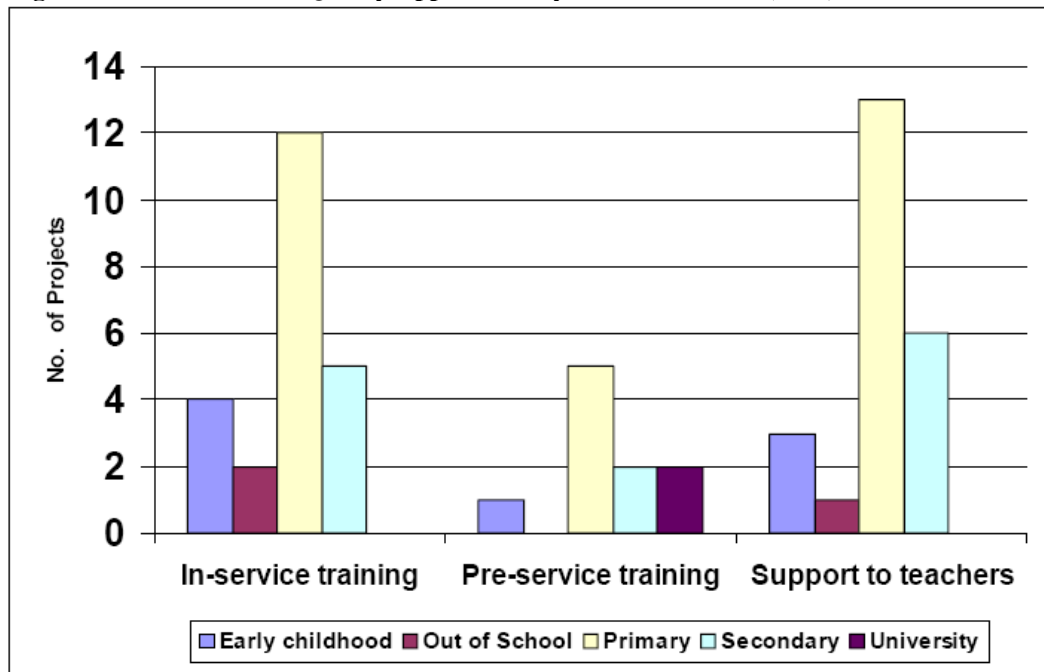

School and Institutional Management and Leadership

This theme encompasses professional development for education managers and leaders through training, materials development, and articulating roles and responsibilities that focus on improving school standards and quality.

School/institutional management and leadership

Total Estimated Funding (Millions)   **$37.6**

Projects by Approaches Used Under This Theme

Approaches	*Number*	*Percent*
On-the-job training/action research	1	6%
School/institution grants	7	44%
Training and capacity building	14	88%

Projects

Afghanistan	Literacy and Community Empowerment Program (LCEP)
Cambodia	Education Support to Children of Underserved Populations (ESCUP)
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Basic Education Program (EQUIP2)
Egypt	Education Reform Project (EQUIP1)
El Salvador	Excellence in Classroom Education at the Local Level (EXCELL)
Georgia	General Education Decentralization and Accreditation Project (GEDA)
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Haiti	Increased Community Support for Primary Education
Honduras	Improving Student Achievement Project
India	Reaching and Educating At-Risk Children (REACH)
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Senegal	Combined: Classe & Integrated Teacher Training Project
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)

Sixteen projects are involved in strengthening school or institutional management and leadership, with a predominant emphasis on training and capacity-building activities for principals, school management committees, boards of trustees, and parent-teacher associations. Grants represent just under half of the funding in support of institutional improvement, and most tend to be targeted to specific populations such as girls, nomadic populations, religious minorities, OVCs, disabled children, highly disadvantaged urban populations, or out-of-school youth. In Egypt, action research is being used to determine the challenges and opportunities for women's participation in school governance.

Figure 26b: School and Institutional Management and Leadership Approaches by Education Level (2005)
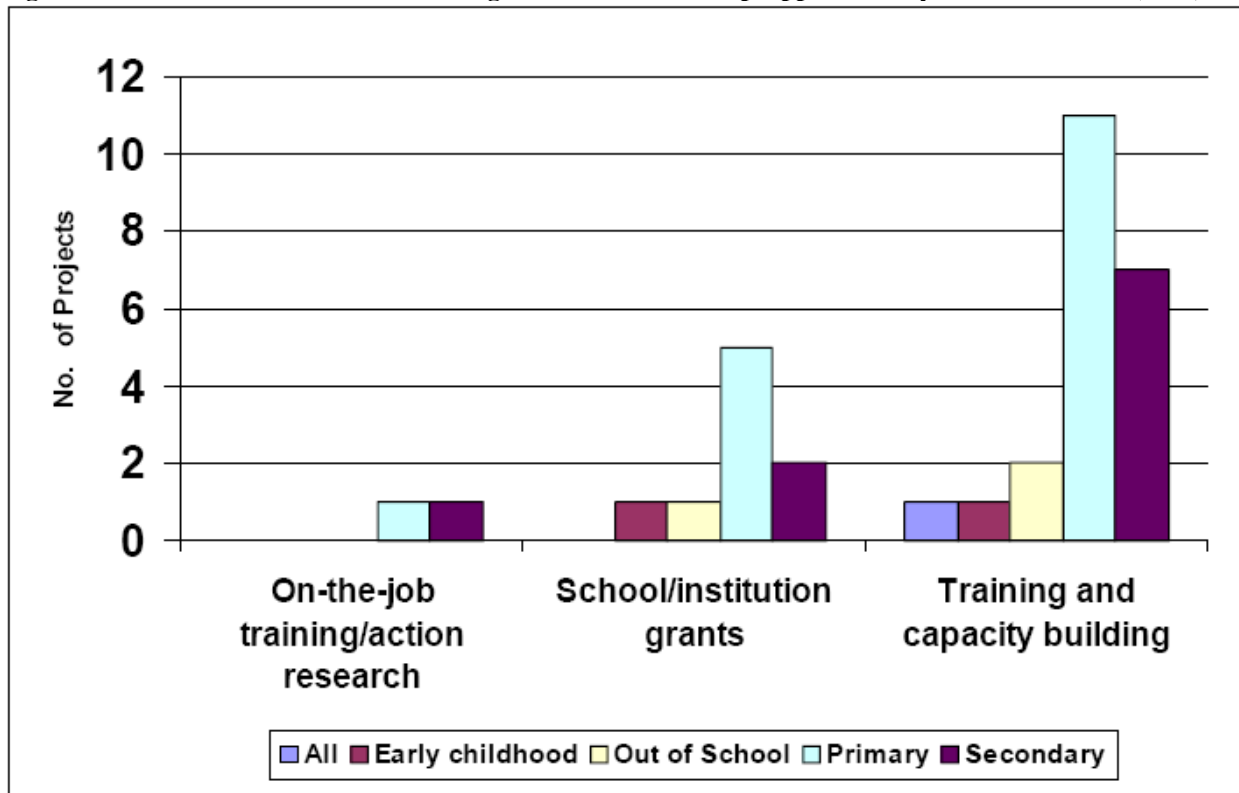
Curriculum and Materials Development

Fourteen projects are involved with curriculum and materials development, representing approximately seven percent of total investment. Nine projects are developing materials in support of existing curricula; the EDIFAM project in El Salvador for example is developing low cost curriculum materials in support of early childhood education and the EMACK project in Kenya is developing materials to help children transition between early childhood education and primary programs. Nine projects are involved in developing new curricula, often for non-traditional subjects such as ICT in Jordan, or HIV/AIDS and life skills programs in Namibia. Six projects are supporting curriculum revision in selected subjects. In Djibouti, all basic education subjects are being revised, and, in Haiti, the vocational training curriculum is being adapted to meet the needs of at-risk youth.

Figure 27a: Overview of Curriculum and Materials Development Theme (2005)

Curriculum and materials development

Total Estimated Funding (Millions) **$29.4**

Projects by Approaches Used Under This Theme

Approaches	*Number*	*Percent*
Developing materials	10	67%
New curriculum development	10	67%
Revising current curriculum	7	47%

Projects

Afghanistan	Literacy and Community Empowerment Program (LCEP)
Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Basic Education Program (EQUIP2)
El Salvador	Early Childhood Family Education Activity (EDIFAM)
El Salvador	EXCELL 2
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	Improving Student Achievement Project
Jordan	Education Reform for the Knowledge Economy
Kenya	Education of Marginalized Children Kenya (EMACK)
Macedonia	Secondary Education Activity (SEA)
Malawi	Malawi Education Support Activity (MESA)
Namibia	Basic Education Support III
Nicaragua	Excelencia
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)
Zambia	Support to the Ministry of Education Strategic Plan

Figure 27b: Curriculum and Materials Development Approaches by Education Level (2005)
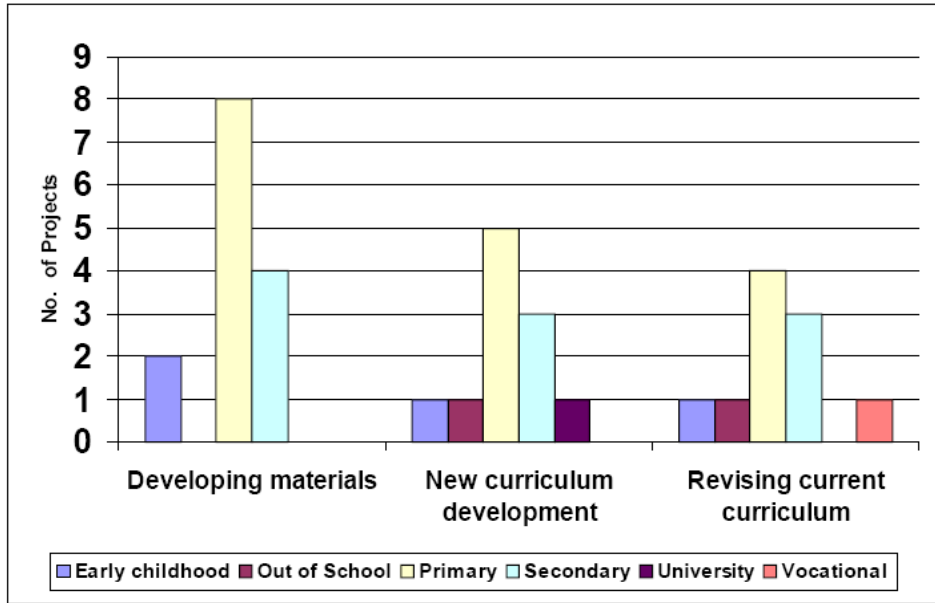
Infrastructure and Supply of Learning Materials

Infrastructure support is included in nine projects (24% of the total). This theme includes construction or refurbishment of education-related facilities such as classrooms, schools, latrines, libraries, and resource centers, as well as direct procurement of goods, such as books, learning resources, furniture, computers, or other educational materials not being developed directly by the project. Seven projects are involved in construction or rehabilitation of infrastructure. Four of the five projects that are involved in procuring equipment are doing so in support of computer labs and ICT centers; the fifth is supplying furniture and office equipment for regional administrative and pedagogical centers.

Figure 28a: Overview of Infrastructure and Supply of Learning Materials Theme (2005)

Infrastructure and supply of learning materials

Total Estimated Funding (Millions) **$29.7**

Projects by Approaches Used Under This Theme

Approaches	Number	Percent
Construction of facilities	5	56%
Increase supply of equipment	6	67%
Increase supply of learning materials	5	56%
Rehabilitation, infrastructure	6	67%

Projects

Djibouti	Assistance Internationale pour le Developpement de l'Education (AIDE)
Egypt	Education Reform Project (EQUIP1)
Georgia	General Education Decentralization and Accreditation Project (GEDA)
Jordan	Education Reform for the Knowledge Economy
Malawi	Malawi Education Support Activity (MESA)
Nicaragua	Excelencia
Senegal	Combined: Classe & Integrated Teacher Training Project
Tanzania/Zanzibar	Improving the Quality of Learning in Zanzibar (MKEZA)
Yemen	Yemen Accelerated Learning Activity (YALA)

While providing access for underserved populations, support for infrastructure also relates to equity and quality. In Djibouti, Senegal, Egypt**,** and Yemen for example, the construction is targeted at increasing opportunities for girls and women, particularly in rural areas.   In Jordan, kindergartens and playgrounds are being funded in support of early childhood education opportunities to improve school readiness of poor and rural children. The refurbishment of education resource centers in Georgia is intended to improve the overall quality of the education system by linking administrative, financial, and information flows from schools to the central ministry. As another means of improving educational quality, ICT equipment is being supplied in Senegal, Jordan, and Malawi.

Figure 28b: Infrastructure and Supply of Learning Materials Approaches by Education Level (2005)
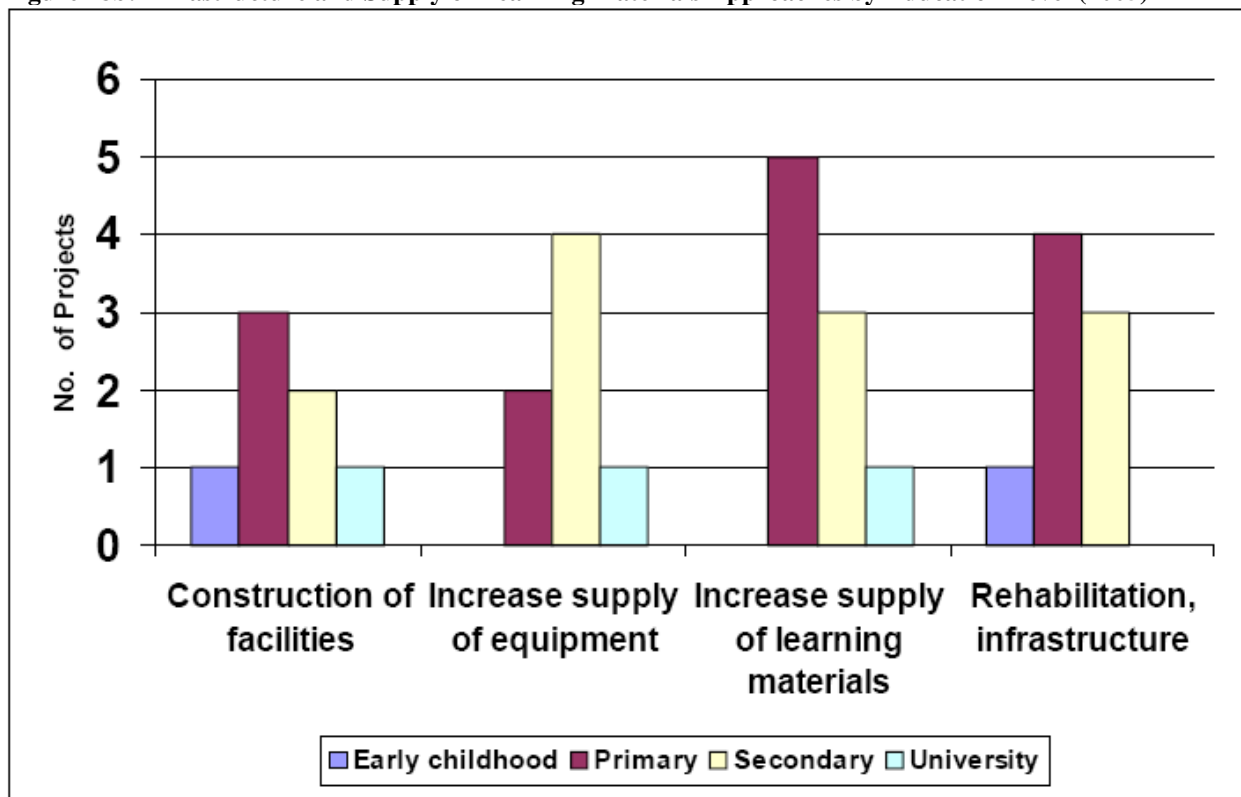
Measuring Learning Outcomes

This theme captures projects with activities that support the development, revision, or improvement of pupil learning outcomes and assessment systems in any subject. The theme includes continuous or formative assessment, standardized and national tests at all levels, and development of pupil attainment standards.

Figure 29a: Overview of Measuring Learning Outcomes Theme (2005)

Measuring learning outcomes	*Total Estimated Funding (Millions)*	**$20.8**
	Projects by Approaches Used Under This Theme	
Approaches	*Number*	*Percent*
Continuous assessment	5	71%
Standardized testing	3	43%
Student performance standards	3	43%

Projects

Egypt	Basic Education Program (EQUIP2)
Egypt	Education Reform Project (EQUIP1)
Ghana	Basic Education Comprehensive Assessment System
Haiti	Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	Improving Student Achievement Project
Namibia	Basic Education Support III
Zambia	Support to the Ministry of Education Strategic Plan

Continuous assessment is the most widely used approach to measuring student outcomes in the EQUIP projects. Namibia, Haiti, and Zambia are all engaged in developing continuous assessment systems. Egypt is involved in multiple aspects of measuring learning outcomes: continuous assessment with test item development; standardized tests for adult literacy learners; and student performance standards for all subjects in primary and secondary schools. Under the BECAS project, Ghana is developing a national learning assessment instrument, a school level test, and continuous assessment. In Honduras, student performance standards are also being developed in coordination with comprehensive work updating the national and school level standardized testing system in all grades.

Figure 29b: Measuring Learning Outcomes Approaches by Education Level (2005)
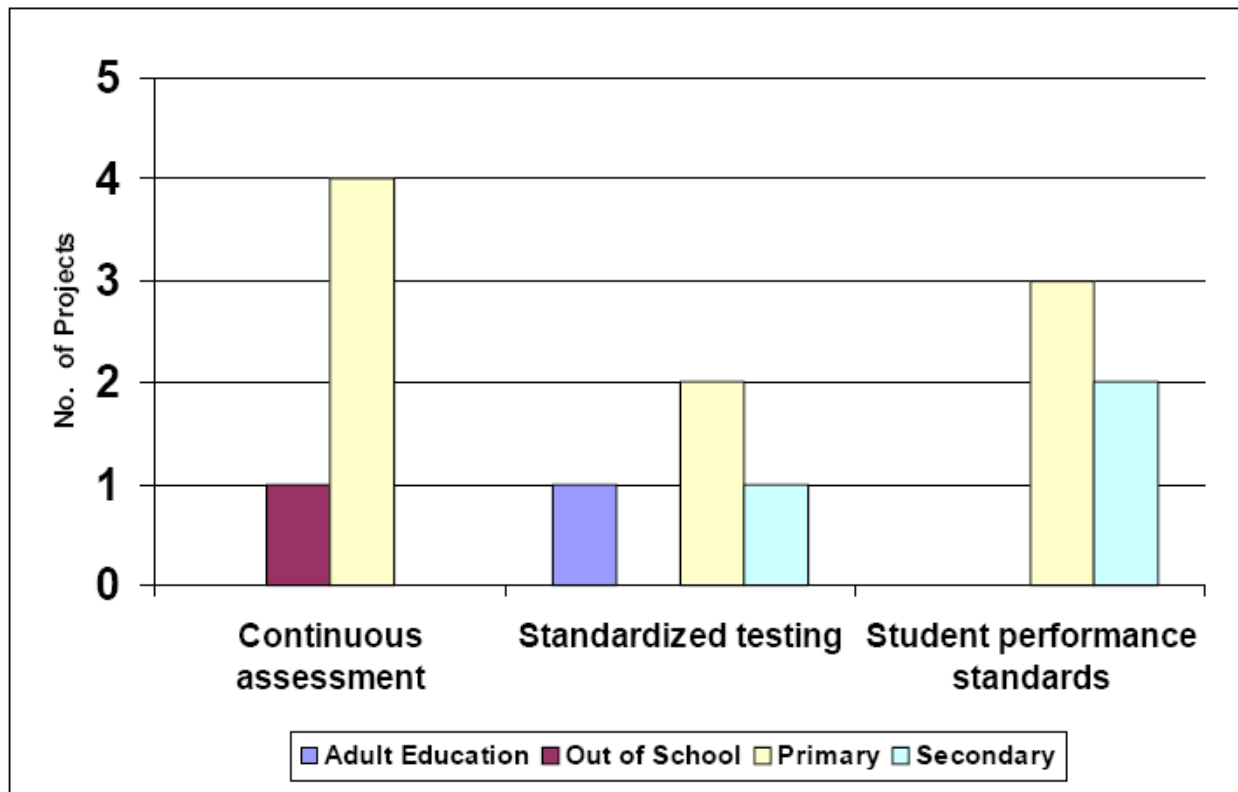
Research

Twenty-four projects (65%) are engaged in some type of research, such as needs assessments, baseline studies, education finance and expenditure equity, community mapping, sector studies, and policy and programmatic impact. Most of the research through the Associate Awards is undertaken in support of education policy. A complete list of research topics is included in Annex 3.

Figure 30: Research Activities in EQUIP Projects (2005)
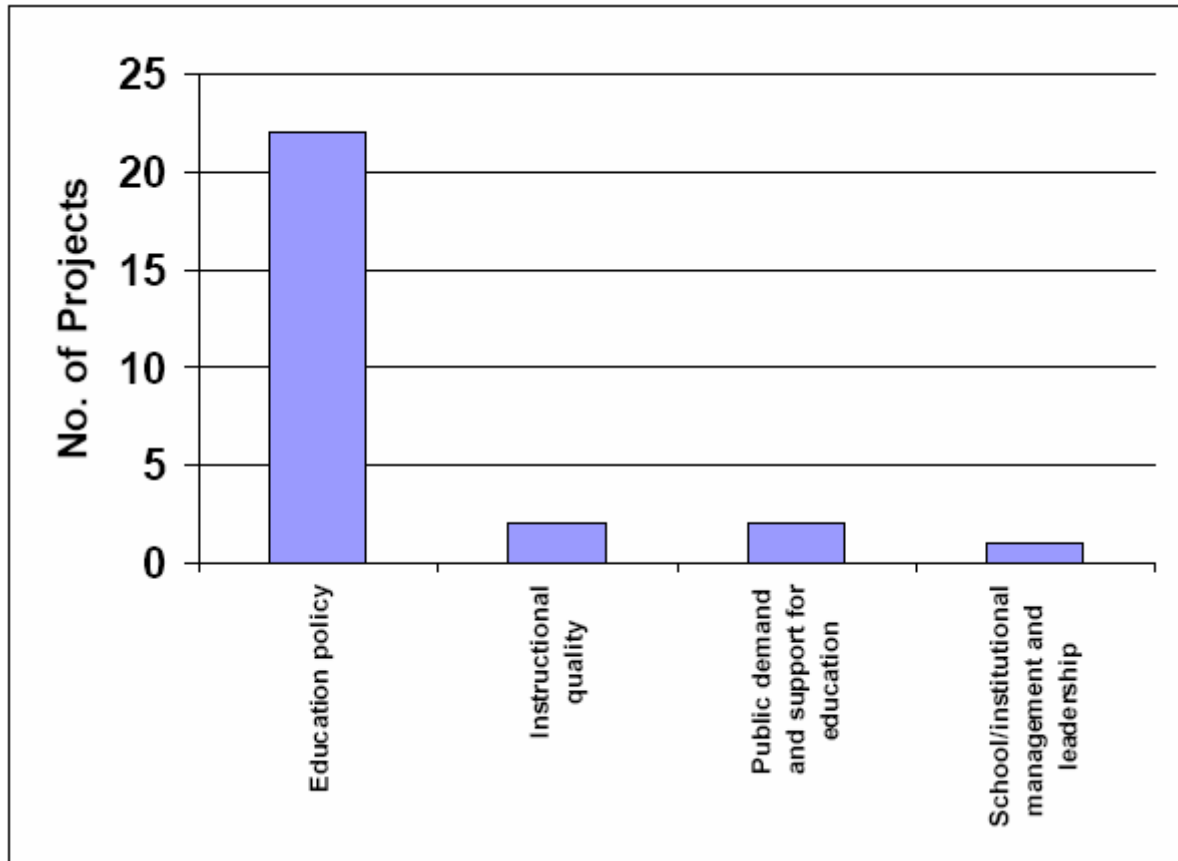
Special Topics

There are a number of special interest themes addressed in EQUIP projects: HIV/AIDS, educational technology (ICT and e-learning), literacy, and school-to-work activities.

HIV/AIDS

Seven Associate Awards have activities related to HIV/AIDS. This represents more than half of the 13 different sub-Saharan African countries in which EQUIP projects are working. The most frequent themes addressing this topic are *instructional quality*, *curriculum and materials development*, *developing and strengthening systems* for the education sector, and *education policy*. Instructional quality includes in-service training in Kenya, in-service and pre-service training in Zambia, support to teachers through instructional materials in Malawi, and strategies for addressing teacher absenteeism in Namibia. Three of the projects incorporate education policy research including a study of out-of-school OVCs in Namibia, a needs assessment of interactions of poverty, HIV/AIDS, OVCs and community mobilization and sensitization strategies in Swaziland conducted through the Africa Bureau Award, and research of best support strategies for teachers working in HIV/AIDS contexts. The President's Emergency Plan for AIDS Relief (PEPFAR) funding is allocated to education interventions in Zambia and Namibia.

Figure 31: HIV/AIDS Activities in EQUIP Projects (2005)
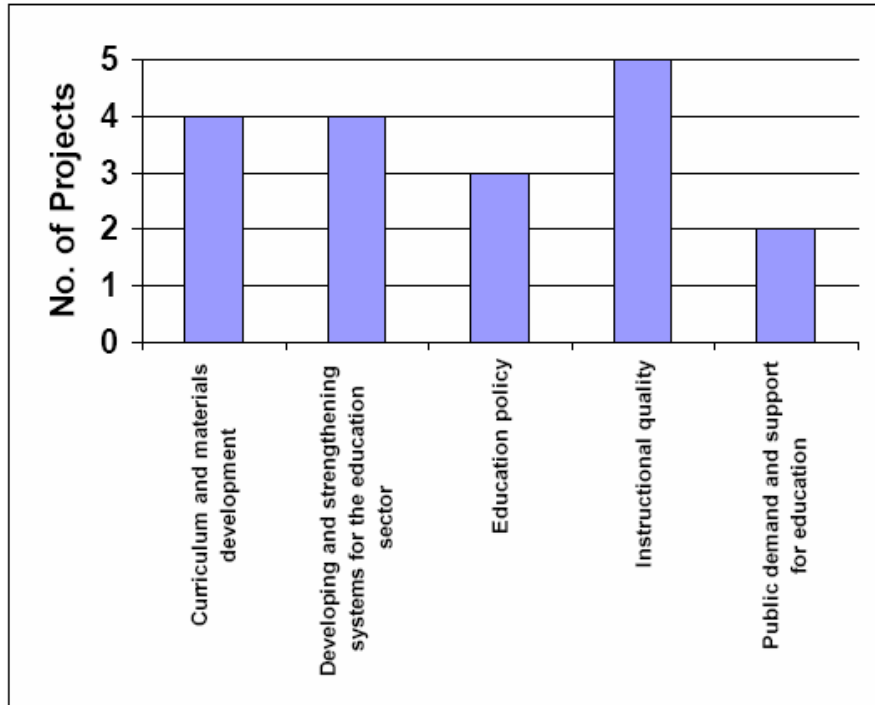
ICT and E-learning

Eight Associate Awards incorporate ICT activities, many of which involve procurement of information technology software and hardware. This equipment is in support of EMIS in Malawi, Uganda, and Zambia, Education Resource Centers in Georgia, and classrooms in Senegal and Jordan. In Senegal, ICT centers are being set up for students and teachers through a public-private partnership initiative with Microsoft. In Jordan, e-learning modules are being developed to enhance math and entrepreneurship training.

Figure 32: ICT and E-learning Activities in EQUIP Projects (2005)
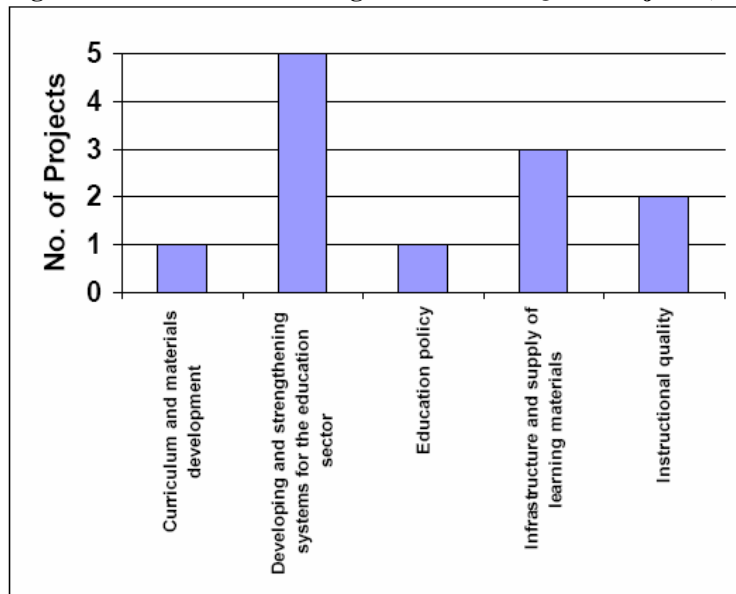
Literacy

Ten EQUIP projects include aspects of improving, promoting, or facilitating literacy. Afghanistan, Djibouti, Egypt, and Yemen all deal with issues of adult literacy. In Honduras and Haiti, projects are developing assessment tools and instruments to help screen for literacy levels in children and youth. In Macedonia and El Salvador, in-service teacher development programs incorporate literacy training.

Figure 33: Literacy Activities in EQUIP Projects (2005)
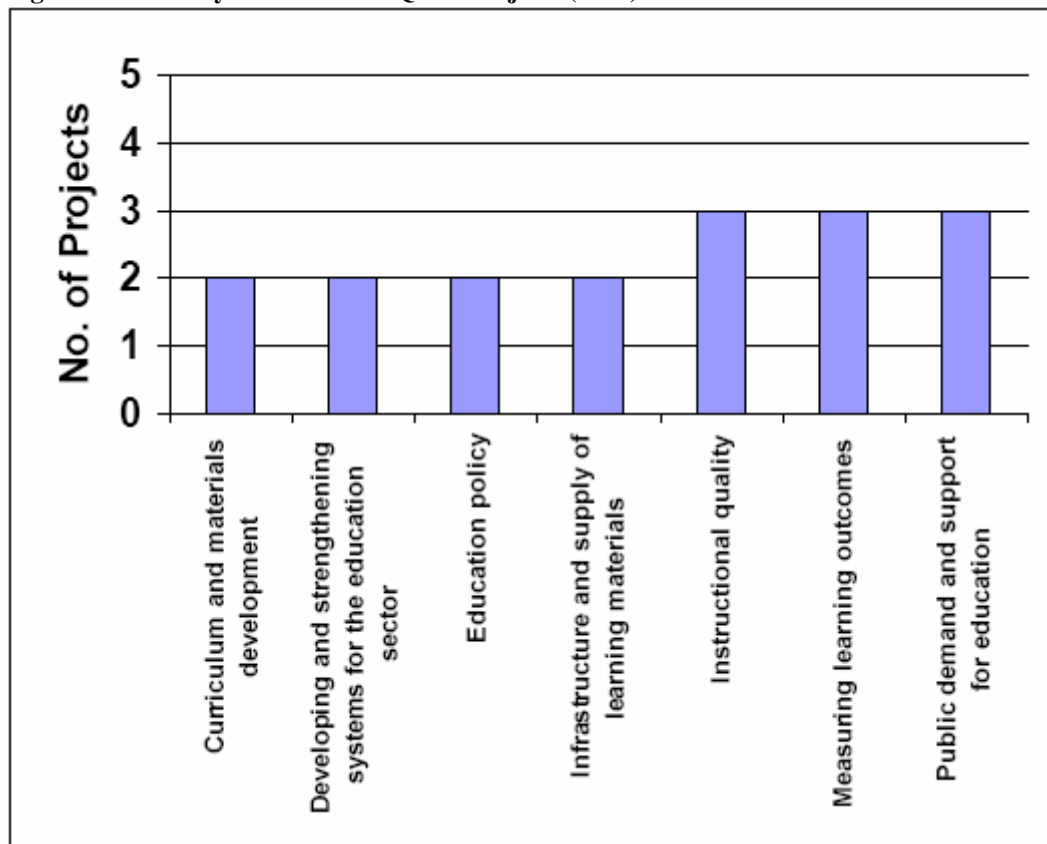
School-to-Work

Eight EQUIP projects include school-to-work activities (Egypt, Jamaica, Jordan, Macedonia, Senegal, South Africa, Uganda, and West Bank Gaza), with *Public demand and support for education* the most frequent theme. Programs include materials development; training for youth, teachers, NGOs, and communities; public-private partnerships that foster links between schools and local businesses to establish career centers; and provision of internship opportunities. The three EFA-Youth Challenge Grant programs in Jamaica, South Africa, and Uganda seek to create school-to-work opportunities for specific populations with focused training for targeted industries.

Figure 34: School-to-Work Activities in EQUIP Projects (2005)
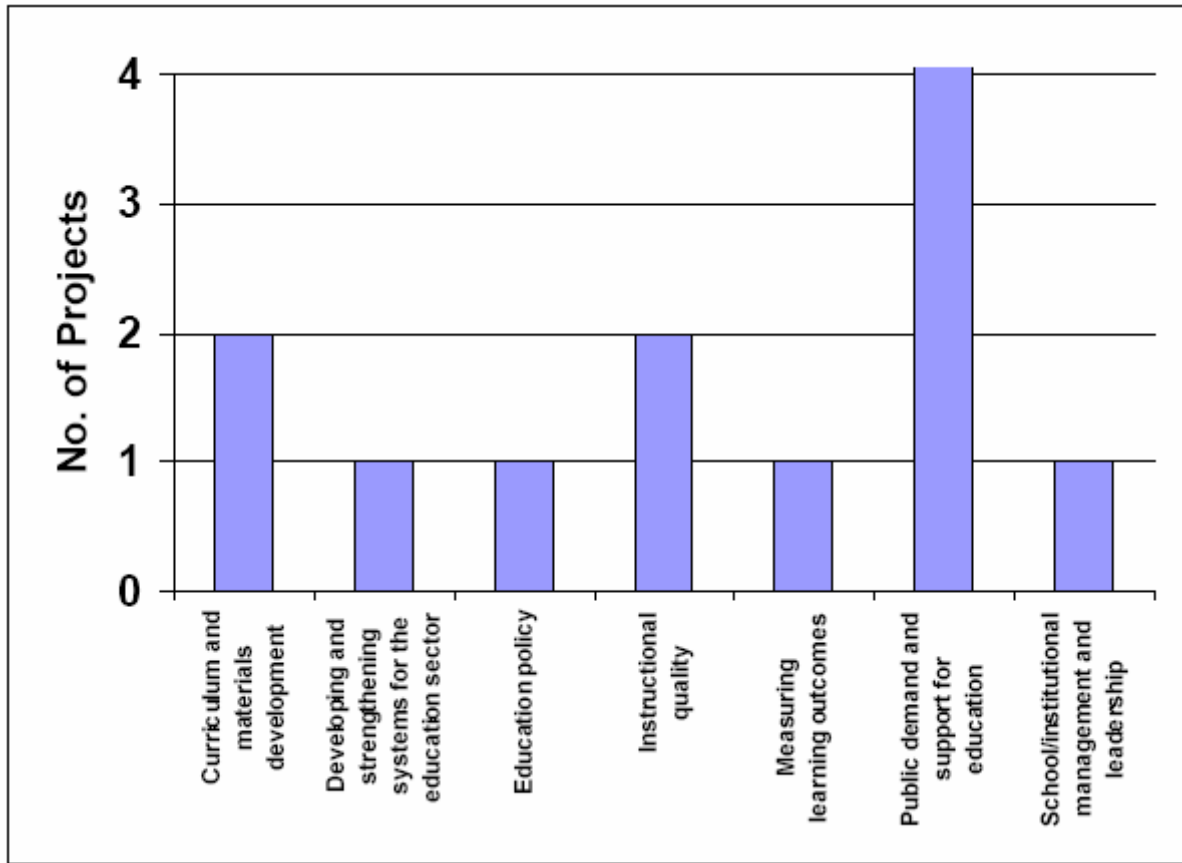
Part III. Conclusions and Recommendations

As noted in the first EQUIP patterns report, the USAID projects supported through the EQUIP mechanism represent a microcosm of the education initiatives around the world. The USAID investments in education are diverse both in terms of the level of education system supported, from pre-school to tertiary, and in the range of innovative strategies.

As a Leader with Associate Award, EQUIP1, EQUIP2, and EQUIP3 are tasked with providing information and research in support of USAID's education development strategic objectives. EQUIP1 has conducted studies that inform professional development programs of teachers and investigate school and community level characteristics that support the provision of quality education for all. EQUIP2 has conducted research and capacity building in education system reform, decentralization, strategies for reaching EFA, monitoring and evaluation, complementary models of education for underserved and marginalized populations, and measuring learning outcomes. EQUIP3 has produced resources focusing on youth assessments, youth in conflict, livelihood preparation and workforce development as a means of engaging out-of-school children, youth, and young adults in the world of work, civil society, and family life. Each Leader Award activity is linked to the funding objectives of the Associate Awards and, through increased advocacy and communication activities, lessons learned from Associate Awards and core EQUIP research findings will be shared and disseminated in order to the broaden the range of state-of-the-art knowledge in these key areas.

The analysis of trends and patterns in this EQUIP patterns study informs both the EQUIP and USAID research agendas and provides a unique opportunity for policy makers and researchers alike to examine and measure how different approaches are being implemented across the world and draw lessons learned about how these interventions contribute to the improved quality of education. The initial patterns study has supported EQUIP monitoring and evaluation efforts and this updated version will be used to identify expanded research opportunities to assess the efficacy and cost effectiveness of alternative strategies.

This report should be reviewed in conjunction with the upcoming EQUIP2 meta-evaluation of USAID education projects, to be completed in the first quarter of 2007. The combined reports will provide useful insights into the nature of USAID investments over a 15 year period. The information in the patterns report can be further analyzed and incorporated into developing EQUIP and USAID research questions.

Annex 1

Country Education Indicators (2005)

Country	GER	NER	Completion Rate	Survival Rate	Gender Parity
Afghanistan	92%				0.52
Cambodia	123%	86%	70%	60%	0.92
Djibouti	40%	34%	35%		0.71
Egypt	97%	90%	91%	99%	0.93
El Salvador	112%	90%	89%	73%	0.96
Georgia	90%	89%	82%		0.99
Ghana	79%	63%	62%	63%	0.91
Guatemala	106%	87%	66%	78%	0.93
Haiti					
Honduras	106%	87%	79%		
India	99%	83%	81%	79%	0.80
Jamaica	100%	95%	85%	89%	0.85
Jordan	99%	91%	98%	99%	1.01
Kenya	92%	66%	73%	75%	0.94
Macedonia	98%	92%	100%		0.99
Malawi	140%		71%	44%	0.92
Mali	58%	44%	40%	79%	0.71
Namibia	105%	78%	92%	88%	1.03
Nicaragua	108%	85%	75%	59%	0.79
Senegal	80%	58%	48%	78%	0.87
South Africa	105%	89%	99%	84%	1.00
Sudan	60%	0%	49%	92%	0.85
Tanzania/Zanzibar	70%	69%	58%	76%	
Uganda	140%		63%	64%	0.96
West Bank Gaza	99%	91%	98%		1.00
Yemen	83%	71%	66%	73%	0.61
Zambia	82%	68%	69%	98%	0.91

* Education indicators were provided by the Education Policy and Data Center (EPDC) and based on the World Bank's 2005 World Development Indicators. These indicators reflect reported primary-level GER, NER, completion, and repetition rates.

Annex 2

USAID Investment through the EQUIP Mechanism (2005)

Country	USAID Investment	Total Population (millions)	Investment Per Capita
Afghanistan	$10,650,000	31	$0.34
Cambodia	$2,499,000	14.1	$0.18
Djibouti	$10,000,000	0.8	$12.50
Egypt	$126,597,128	74	$1.71
El Salvador	$13,298,000	6.9	$1.93
Georgia	$11,996,369	4.5	$2.67
Ghana	$1,260,000	22.1	$0.06
Guatemala	$3,199,360	12.6	$0.25
Haiti	$5,039,575	8.5	$0.59
Honduras	$9,173,629	7.2	$1.27
India	$20,000,000	1094.6	$0.02
Jamaica	$140,000	2.7	$0.05
Jordan	$30,424,000	5.4	$5.63
Kenya	$3,000,000	34.3	$0.09
Macedonia	$10,000,000	2	$5.00
Malawi	$7,700,000	12.9	$0.60
Mali	$2,755,000	13.5	$0.20
Namibia	$14,166,537	2	$7.08
Nicaragua	$11,500,000	5.5	$2.09
Senegal	$16,498,789	11.7	$1.41
South Africa	$400,000	45.2	$0.01
Sudan	$500,000	36.2	$0.01
Tanzania/Zanzibar	$3,749,596	38.3	$0.10
Uganda	$1,578,113	28.8	$0.05
West Bank Gaza	$24,467,973	3.6	$6.80
Yemen	$10,000,000	21	$0.48
Zambia	$33,974,195	11.7	$2.90

Annex 3
Research Activities

Africa Bureau: Combined Africa Bureau Projects

Education policy

Education policy research	Needs assessment, Swaziland; poverty, HIV/AIDS, OVC, community mobilization and sensitization strategies, role of school feeding and community centers

Cambodia: Education Support to Children of Underserved Populations (ESCUP)

Public demand and support for education

Training and capacity building	Research on and with local communities to identify out-of-school children

Djibouti: Assistance Internationale pour le Developpement de l'Education (AIDE)

Education policy

Education policy research	Conduct study; teacher development

Egypt: Education Reform Project (EQUIP1)

Education policy

Education policy research	Conduct study; baseline study/community mapping on school enrollment, teacher numbers, capacity, resources, ECE, literacy, life skills, SMCs, PTCs, NGOs

Egypt: Basic Education Program (EQUIP2)

Education policy

Education policy research	Conduct study; baseline study on school enrollment, teacher numbers, capacity, resources, ECE, literacy, life skills, SMCs, PTCs, NGOs
Education policy research	Conduct research; in-service and pre-service teacher training
Education policy research	Conduct research; motivations for becoming a teacher
Education policy research	Conduct research; history of decentralization in Egypt's education system
Education policy research	Conduct research; measuring learning outcomes
Education policy research	Conduct research; STW

School and institutional management and leadership

On-the-job training/action research	Action research; challenges/opportunities in school governance, training, sustainability, women's participation

El Salvador: Early Childhood Family Education Activity (EDIFAM)

Education policy

Education policy research	Impact of ECE policies and programs

El Salvador: EXCELL 2

Education policy

Education policy research	Conduct study; on existing programs for bringing communities into the school improvement process
Education policy research	Conduct research; into new in-service program for teachers, who takes the course, outcomes, impact on teaching

El Salvador: Excellence in Classroom Education at the Local Level (EXCELL)

Education policy

Education policy research	Profile of a teacher
Education policy research	Effective strategies for improving education quality in rural schools
Education policy research	Conduct research; factors to consider in implementing education interventions to reduce poverty
Education policy research	Use of data for monitoring and evaluation
Education policy research	Relationship between education and development inequities and the differences in quality of education provided

Ghana: Basic Education Comprehensive Assessment System (BECAS)

Education policy

Education policy research	Conduct monitoring and evaluation study of teacher and student perceptions toward examinations
Education policy research	Conduct study on opportunities to learn

Guatemala: Education Finance Policy Dialogue

Education policy

Education policy research	Conduct study; education quality via interviews with elite groups
Education policy research	Conduct study; private sector contributions to education quality
Education policy research	Conduct research; analyze education finance patterns and history in Guatemala
Education policy research	Conduct study; education finance
Education policy research	Conduct study; equity and efficiency of education systems, subsidies and incentives, use of information systems, alternative financing approaches
Education policy research	Conduct study; fiscal decentralization
Education policy research	Conduct study; departmental social audit

Guatemala: Social Sector Investment Policy Dialogue

Education policy

Education policy research	Conduct research; expenditure equity
Education policy research	Conduct research; developing gini coefficients for rate of returns to education at the local level
Education policy research	Conduct research; how national education law supports investment in education
Education policy research	Conduct research; returns to education

Haiti: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

Education policy

Education policy research	Youth community mapping of youth services and practices, livelihood opportunities
Education policy research	Conduct research on current state of youth-serving practice, education and training for livelihood preparation. How do the approaches used improve the skills, livelihoods, and community participation of youth

Haiti: Increased Community Support for Primary Education

Education policy

Education policy research	Survey of all scholarship programs in Haiti, inventory of best practices/lessons learnt

Honduras: Improving Student Achievement Project

Education policy

Education policy research	Conduct study; low cost and reliable test administration, scoring, and reporting strategies
Education policy research	Conduct study; success factors for EDUCATODOS

India: Reaching and Educating At-Risk Children (REACH)

Education policy

Education policy research	Conduct research; action research by NGOs into best practices in reaching disadvantaged urban and rural groups. Collection of school level/classroom observation information
Education policy research	Conduct research; school quality and teacher practices in complementary school models that reach underserved populations
Education policy research	Conduct research; ways that different NGOs reach and serve different underserved groups

Jordan: Education Reform for the Knowledge Economy (ERfKE)

Education policy

Education policy research	Conduct policy impact study/monitoring and evaluation of Discovery School pilot
Education policy research	Conduct study; ICT sector demand
Education policy research	Conduct policy impact study/monitoring and evaluation of teacher training system
Education policy research	Conduct policy impact study/monitoring and evaluation of school-to-work pilot highlighting transition to workforce
Education policy research	Conduct study; labor market skills
Education policy research	Conduct study; tracking entry of MIS graduates into labor market

Instructional quality

Support to teachers	Classroom support/assistance programs; action research to monitor classroom curriculum implementation

Kenya: Education of Marginalized Children Kenya (EMACK)

Education policy

Education policy research	Needs assessment of marginalized groups, pastoralists, nomads, and sedentary populations
Education policy research	Conduct research; effects of Free Primary Education on education in Kenya
Education policy research	Conduct research; barriers to education for girls in North Eastern Province

Malawi: Malawi Education Support Activity (MESA)

Public demand and support for education

Community mobilization/sensitization	Inform and sensitize parents/community; community empowerment activities to lobby, research, teach, provide role models in schools, support HIV/AIDS affected families, provide funds/community

Mali: Action Planning-Decision Making Program

Education policy

Education policy research	Conduct study; identify tools to assess successful interventions around access to education for Northern, rural students
Education policy research	Conduct study; adequacy of education system and demand for education in rural regions

Namibia: Basic Education Support III (BES3)

Education policy

Education policy research	Conduct study; out-of-school OVC, numbers and reasons

Instructional quality

Support to teachers	Conduct study; teacher absenteeism as a result of HIV/AIDS

Nicaragua: Excelencia

Education policy

Education policy research	Conduct study; modeling APA (Aprendo, Practico and Aplico; Learn, Practice and Apply) methodology for secondary schools
Education policy research	Conduct study; transition from ECE and kindergartens to primary school
Education policy research	Conduct study; transition from primary to secondary school using APA methodologies

Senegal: Combined: Classe & Integrated Teacher Training Project

Education policy

Education policy research	Conduct study; policy for new in-service teacher and school director training system

Uganda: Teacher Development Management System

Education policy

Education policy research	Evaluation of Teacher Development Management System

Zambia: Support to the Ministry of Education Strategic Plan

Education policy

Education policy research	Conduct research; analysis of data from EMIS and development of policy briefs on issues emerging
Education policy research	Conduct research; how do you best support teachers in the context of HIV/AIDS
Policy development, planning and implementation	Policy dialogue and coordination; develop policy agenda and capacity to implement policy agenda through flexible/responsive support for policy monitoring, research, and implementation