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EQUIP2

Educational Quality Improvement Program
Policy ▪ Systems ▪ Management

EQUIP Associate Awards:

Program Analysis, Seven Years

2003-2009

Submitted by:
FHI 360

9/3/2010

USAID
FROM THE AMERICAN PEOPLE

U.S. Agency for International Development
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Acronyms

AA	Associate Award
AFR	Africa
ANE	Asia and the Near East
CSY	Cross Sectoral Youth
DfID	Department for International Development
ECE	Early Childhood Education
EFA	Education for All
EGAT	Education, Economic Growth, Agriculture, and Trade
EMIS	Education Management Information System
EQUIP	Educational Quality Improvement Program
GER	Gross Enrollment Rate
ICT	Information and Communication Technology
LAC	Latin America and the Caribbean
LWA	Leader with Associate
MOE	Ministry of Education
NER	Net Enrollment Rate
NGO	Non-governmental 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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Introduction

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

- EQUIP1 focuses on education quality at the classroom, school, and community levels;
- EQUIP2 focuses on improving the sustainability and impact of programs through more effective policies, systems, management, and information;
- EQUIP3 focuses on issues related to preparing youth and out-of-school children for the world of work, civil society, and family life.

Each EQUIP award has a consortium of partner organizations under the leadership of the prime award recipients: the American Institutes for Research (AIR) for EQUIP1; FHI 360 for EQUIP2; and the Education Development Center (EDC) for EQUIP3. Between 2003 and 2009, the three EQUIP LWAs Awards received 69 Associate Awards in 41 countries with a total value of $783,997,740[1] in funding from various USAID missions and bureaus. The awards are geographically dispersed, with the greatest number of awards Sub-Saharan Africa followed by the Latin American and the Caribbean region, Middle East, Asia and Europe and Eurasia.

This report presents various trends that have emerged under the EQUIP LWA including common patterns in program activities. The first section of the report presents a general overview of funding in the EQUIP LWA, geographical distribution, country level education and development indicators. The next section incorporates general trends in Associate Award design followed by trends in award modifications. The last section of the report analyzes patterns in country program activities according to common thematic areas across the three EQUIPS.

Overview of EQUIP Programs

Overall Funding

The EQUIP1 and EQUIP2 Leader Awards began in January 2003, and EQUIP3 commenced in May 2003. Between 2003 and 2009, the three EQUIP LWAs Awards received 69 Associate Awards with a total value of $783,997,740 in funding from various USAID missions and bureaus. Average funding across EQUIP awards is $11.3 million and the median award amount is $5 million.

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[1] The total amount includes all ceiling increase modification to Associate Awards up to December 2009. This amount does not include any spending on the EQUIP3 Uzbekistan program that was canceled a few months after the Cooperative Agreement was awarded to EDC.

Figure 1. Total Associate Award funding by EQUIP

	EQUIP1	EQUIP2	EQUIP 3
■ No. of AA	20	30	19
■ Total AA Ceiling	$238,968,858	$410,442,979	$134,585,903
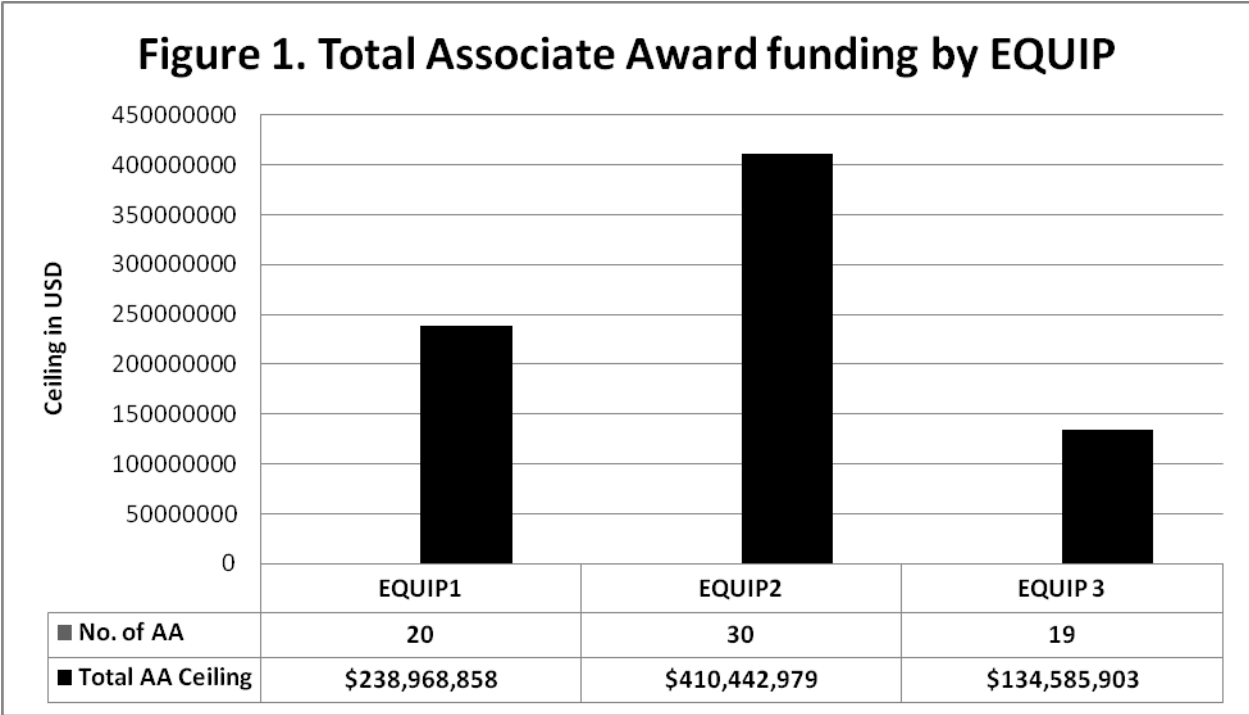
This study analyzes the patterns found across Associate Awards (AAs) in all three EQUIP LWAs. Even though AAs represent only a portion of USAID education programming, this analysis provides insight into the diversity of USAID education programs in responding to different needs in each country, as well as the common elements in education development that transcend contexts. This study can contribute to the development of a education research agenda for USAID and can identify opportunities for sharing experiences across countries. Even within the common themes and objectives identified in this study, USAID projects pursue a range of approaches and activities.

## Associate Awards Activities: An Overview of Seven Years

The EQUIP123 portfolio included a total of 69 AAs by the end of 2009. This represents technical support work in 41 countries as well as four regional/global Awards. Table 1 below shows the commencement year of each AA. Almost 62 percent of AAs were initiated in the first three years of the EQUIP LWAs, although EQUIP3 received most of its awards after 2005.

Table 1: Associate Awards by year and EQUIP LWA

Year	EQUIP1	EQUIP2	EQUIP3
2003	Africa Bureau Djibouti, El Salvador (2), Haiti, India, Macedonia, Malawi	Malawi, Senegal Uganda (2),	Haiti
2004	Africa Bureau Workshop Egypt, Kenya, Tanzania/Zanzibar, Yemen,	Education Policy and Data Center (EPDC), Egypt, Ghana, Guatemala, Honduras, Jordan, Mali, Namibia, Senegal, Zambia	Afghanistan
2005	Cambodia, Nicaragua, Zambia	El Salvador, Georgia, Guatemala, South Sudan	Jamaica, South Africa, West Bank-Gaza Assessment, West Bank-Gaza Ruwwad
2006	Broader Middle East and North Africa	Liberia	CSY: Morocco, DR Congo, India, Philippines, Uganda SLP: Armenia, Kosovo, Montenegro, Azerbaijan, Georgia, Macedonia
2007	Honduras	Djibouti, Ethiopia, South Sudan, Yemen	Timor Leste
2008	Ethiopia	Djibouti, Namibia, Pakistan (2),	Bangladesh, Kenya, Rwanda, Somalia, Yemen Assessment
2009	Namibia	Djibouti Malawi, Mali	India, Kenya Assessment, Yemen

Figure 2 illustrates the number of AAs that were active each year. The overall number of active buy-ins from USAID missions and bureaus has consistently increased over the life of the project. The length of AAs varies from four months (EQUIP3 West Bank Assessment) to seven years (EQUIP3 Haiti). The average length of AAs is 3.4 years. EQUIP3 Associate Awards had an average implementation period of 3 years, which was shorter than the average for EQUIP1 (3.5 years) and EQUIP2 (3.6 years).

Figure 2. Associate Award by Year and EQUIP
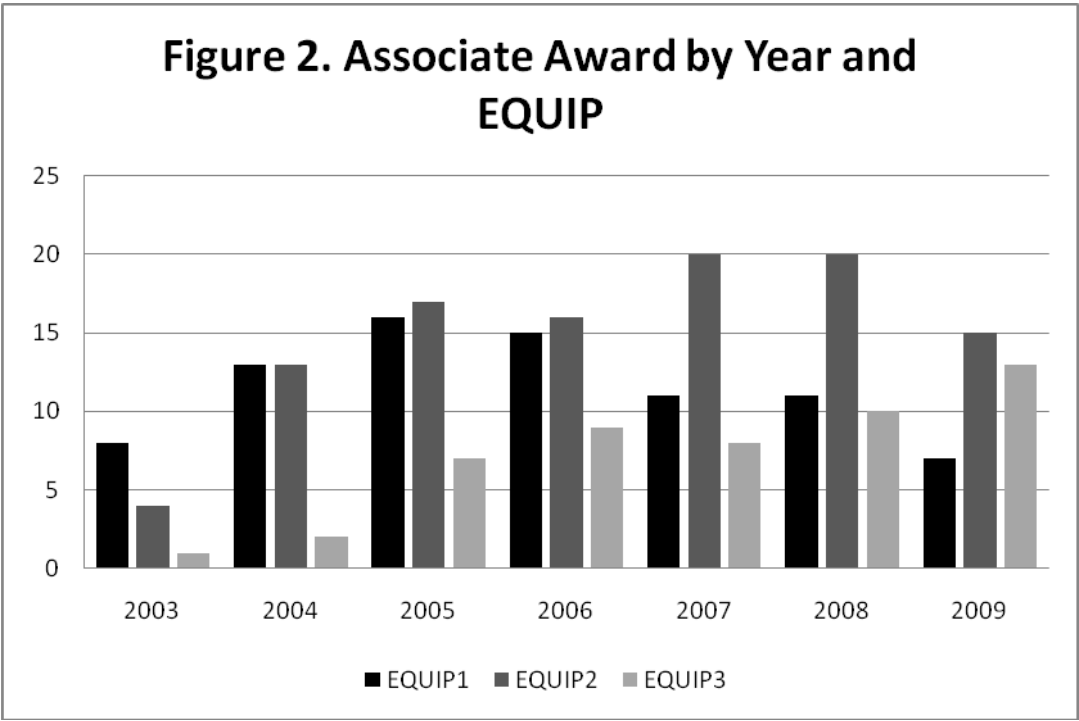
The greatest number of active EQUIP1 AAs was from 2005 to 2006, while the greatest number of active EQUIP2 AAs occurred from 2005 to 2008. By 2009, the number of active EQUIP1 and 2 awards declined substantially. However, the number of EQUIP3 AAs steadily increased and had its most active year in 2009.

Figure 3 illustrates USAID's investment ceiling and new investment in each EQUIP from 2003-2009. The line graph shows the total ceiling of all the Associate Awards along with any change in ceiling through agreement modifications. The bar graph displays the amount of new funding received each year. As evident by both the line and the bar graphs, EQUIP1 received the highest amount of funding in 2003, while EQUIP2 and 3 started with fewer programs and lower amounts of AA ceiling. However, by 2007 the EQUIP2 cumulative AA ceiling surpassed that of EQUIP1. Even though EQUIP1 had a higher total AA ceiling than EQUIP3, the rate of growth in ceiling was very similar for both awards after 2006. It is interesting to note that in 2003 EQUIP1 received the greatest amount of funding, but that funding dropped-off in subsequent years, with the lowest amount allocated in 2006. Investment in EQUIP2 projects peaked in 2004 and 2008, while funding for EQUIP3 projects was the highest in 2006. In 2007, the cumulative ceiling for EQUIP3 decreased by approximately $1 million due to both increases and decreases in award ceilings: EQUIP3 received new AAs in Timor Leste for $5 million and in Haiti for $11 million but lost funding in West Bank/Gaza (from $24 million to $7 million). EQUIP3 later received additional funding increases in West Bank/Gaza bringing the total ceiling for this award to $17 million by 2009.

Figure 3. Funding by Year

Figure 3. Funding by Year

Legend:
- EQUIP 1 Total AA Ceiling
- EQUIP 2 Total AA Ceiling
- EQUIP 3 Total AA Ceiling
- EQUIP 1 New AA Funding
- EQUIP 2 New AA Funding
- EQUIP 3 New AA Funding
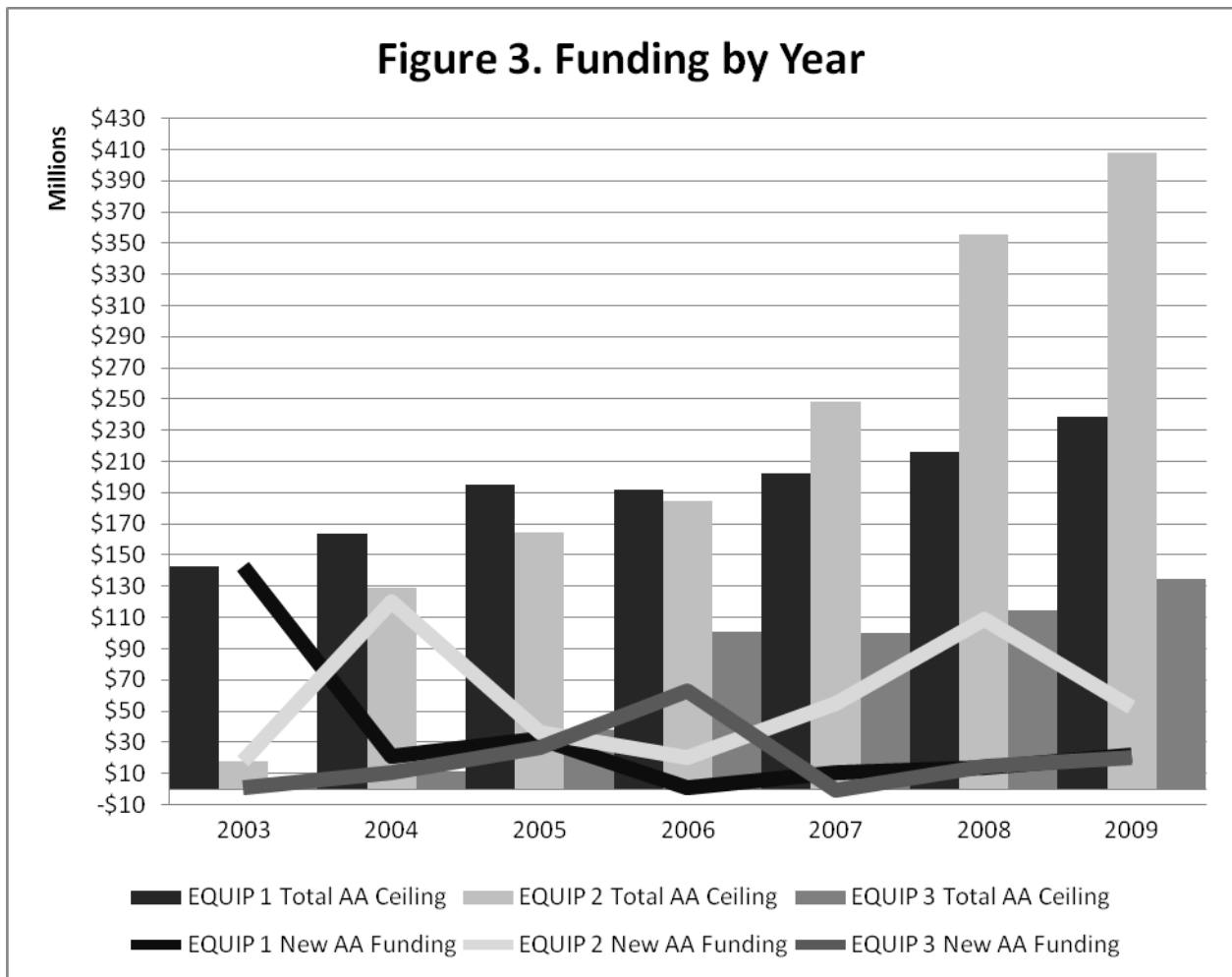
Geographic Distribution

As shown in Figure 4, EQUIP AAs are geographically dispersed, with the greatest number of awards (35) and the most funding ($263 million) in Sub-Saharan Africa. The Latin American and the Caribbean (LAC) region has the next highest number of AAs but accounts for only 11 percent of the funding. The Middle East has the second highest level of funding with $231 million dispersed over 11 programs, followed by Asia with $174 million over 10 programs. Europe and Eurasia has the second lowest number of programs and the second lowest level of funding. Education Policy Data Center, the only global program, has a $10 million ceiling.

Figure 4. Funding of Associate Awards by Region

	Asia	Europe and Eurasia	Latin America and the Caribbean	Middle East	Sub-Saharan Africa	Global
■ No. of AA	10	8	11	11	35	1
▨ Funding Ratio	22%	2%	11%	30%	34%	1%
■ Total Funding	$174,085,70	$17,700,575	$87,321,400	$231,716,10	$263,173,95	$10,000,000
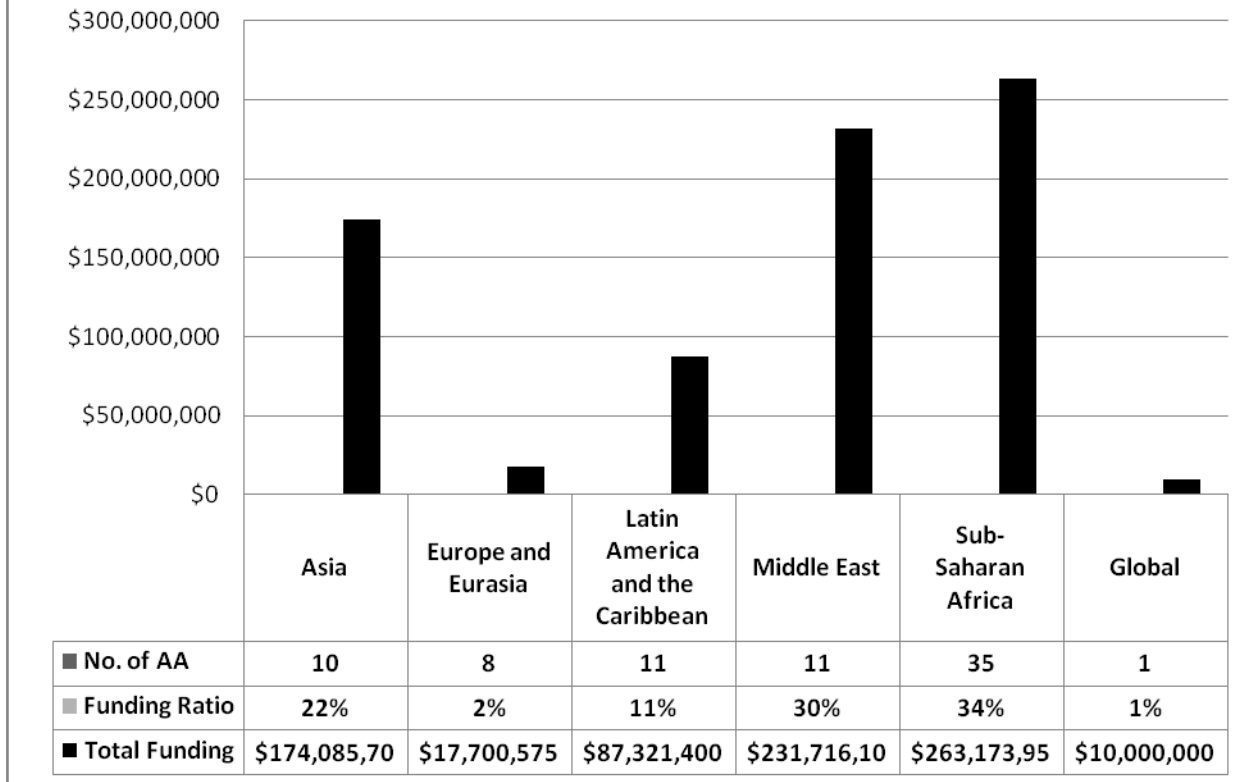
EQUIP1 and 2 closely follow this general in the geographic distribution of projects, while the highest level of funding for EQUIP3 is in Asia (see Figure 5). Most of EQUIP3's funding in Asia is allocated to a single Associate Award in the Philippines. EQUIP2 has the highest number of awards (19) in Sub-Saharan Africa with the highest level of funding. EQUIP1 has the highest level of funding in the Middle East region, with the majority of this funding going towards the Egypt Education Reform Program ($93 million).

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

Figure 5. Funding by Region and EQUIP

	Asia	Europe and Eurasia	Latin America and the Caribbean	Middle East	Sub-Saharan Africa	Global
■ EQUIP 1	$18,300,387	$9,999,926	$38,541,351	$107,650,08	$64,477,107	
■ EQUIP 2	$79,000,000	$6,800,000	$31,484,381	$104,245,43	$178,913,16	$10,000,000
■ EQUIP3	$76,785,321	$900,649	$17,295,668	$19,820,583	$19,783,682	
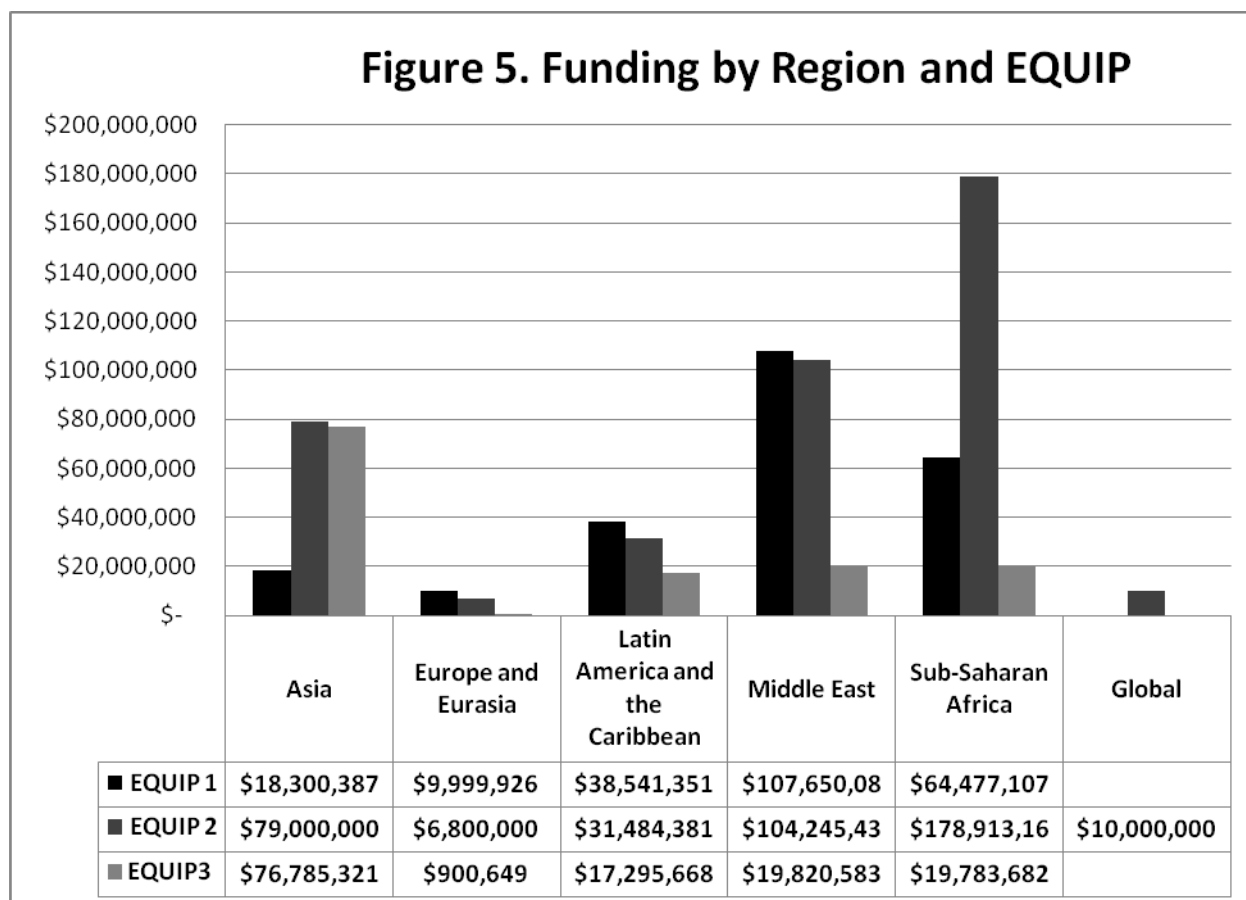
Education Indicators and Per Capita Investment

To gain more insight into the education situation of countries where the EQUIPs operate, national-level education indicators for gross enrollment rate (GER), net enrollment rate (NER), completion rates to Grade 5, and gender parity were analyzed, as well as economically active population and youth literacy rates (see Table 2). EQUIP programs operate in varied education environments all over the world. Among countries where data are available, Djibouti some of the worst education conditions with a GER of 44 percent, NER of 38 percent, and completion rate of 35 percent. On the other hand, EQUIP AAs are also active in countries with better education conditions such as Egypt, Georgia, Honduras, and Tanzania. The Egypt and West Bank/Gaza have some of the lowest percentages of economically active youth, while Malawi and Uganda have a high percentages economically active youth.

Table 2: Education Indicators

Country	GER	NER	Completion Rate	Gender Parity	Economically Active Population 15+ % (2006)	Youth Literacy 2007 (UNESCO Ins Stats)
Afghanistan	n/a	n/a	38.0%	66%%	64.3%	n/a
Armenia	n/a	n/a	90.0%	n/a	53.3%	n/a
Azerbaijan	n/a	n/a	80.0%	n/a	66.7%	100.0%
Bangladesh	103.0%	89.0%	47.0%	100.0%	69.6%	72.1%
Cambodia	119.0%	89.0%	89.0%	100.0%	77.0%	86.2%
Djibouti	44.0%	38.0%	35.0%	81.0%	67.8%	n/a
DR Congo	61.0%	n/a	91.0%	60.0%	75.7%	n/a
Egypt	104.0%	95.0%	99.0%	95.0%	46.7%	n/a
El Salvador	118.0%	92.0%	95.0%	100.0%	n/a	93.6%
Ethiopia	85.0%	71.0%	46.0%	100.0%	79.8%	49.9%
Georgia	99.0%	93.0%	91.0%	97.0%	61.8%	n/a
Ghana	98.0%	72.0%	71.0%	99.0%	72.6%	77.8%
Guatemala	113.0%	95.0%	77.0%	94.0%	57.0%	85.5%
Haiti	n/a	n/a	81.0%	n/a	69.2%	n/a
Honduras	117.0%	96.0%	88.0%	99.0%	72.3%	93.9%
India	112.0%	89.0%	91.0%	100.0%	58.4%	82.1%
Jamaica	95.0%	90.0%	82.0%	100.0%	63.5%	94.3%
Jordan	97.0%	90.0%	98.0%	102.0%	53.8%	n/a
Kenya	106.0%	76.0%	93.0%	97.0%	79.2%	n/a
Liberia	83.0%	31.0%	88.0%	100.0%	68.7%	71.8%
Macedonia	98.0%	92.0%	97.0%	100.0%	n/a	98.7%
Malawi	117.0%	87.0%	55.0%	104.0%	87.4%	83.0%
Mali	83.0%	63.0%	49.0%	80.0%	77.6%	n/a
Morocco	107.0%	89.0%	83.0%	100.0%	53.6%	75.1%
Namibia	109.0%	86.5%	77.1%	99.0%	54.0%	92.7%
Nicaragua	116.0%	90.0%	73.0%	98.0%	n/a	n/a
Pakistan	84.1%	65.6%	61.8%	82.0%	59.1%	n/a
Philippines	110.0%	91.0%	94.0%	99.0%	69.3%	94.4%
Rwanda	145.0%	96.0%	52.0%	97.0%	n/a	n/a
Senegal	84.0%	80.0%	49.0%	100.0%	68.4%	n/a
Somalia	n/a	n/a	25.0%	n/a	76.6%	n/a
South Africa	103.0%	86.0%	93.0%	96.0%	61.6%	95.4%
Tanzania/Zanzibar	110.0%	99.0%	58.0%	98.0%	n/a	77.5% (Tanzania)
Timor Leste	91.0%	63.0%	69.0%	94.0%	69.5%	n/a
Uganda	116.0%	92.0%	54.0%	101.0%	82.9%	86.3%
West Bank/Gaza	80.0%	73.0%	83.0%	100.0%	38.8% (Palestine)	99% (Palestine)
Yemen	87.0%	75.0%	60.0%	100.0%	n/a	80.0%
Zambia	119.0%	94.0%	88.0%	97.0%	78.3%	75.1%

Investment through the EQUIP LWAs for a single AA varies from $78,113 (EQUIP2 Uganda Teacher Development Management System) to $93 million (EQUIP1 Egypt Education Reform Project). The countries receiving the largest investment are Egypt ($145 million, across two AAs), Pakistan ($79 million, across two AAs), Philippines ($60 million across one AA), and Zambia ($55 million, across two AAs).

A more useful presentation of the data is to look at investment on a per capita basis, as illustrated in Table 3. Expenditures through EQUIP AAs range from less than $.01 in Bangladesh and the Democratic Republic of Congo (DRC) to over $34.48 per person in Djibouti.

Table 3: Per Capita Investment

Country	USAID Investment	Investment Per Capita	Country	USAID Investment	Investment Per Capita
Egypt	$145,224,694	$1.88	Macedonia	$10,111,519	$4.91
Pakistan	$79,000,000	$0.46	Somalia	$9,298,000	$0.97
Philippines	$60,038,000	$0.62	Afghanistan	$8,959,373	$0.32
Zambia	$54,924,144	$4.71	Rwanda	$7,500,000	$0.72
Yemen	$35,651,751	$1.60	Georgia	$6,932,909	$1.50
Senegal	$35,209,295	$2.64	Kenya	$6,750,000	$0.18
Jordan	$32,357,695	$5.28	Timor Leste	$5,000,000	$4.51
Mali	$26,955,000	$2.06	Cambodia	$4,451,887	$0.31
Honduras	$25,177,717	$3.28	Guatemala	$3,199,360	$0.25
Djibouti	$24,449,858	$34.48	Uganda	$1,684,503	$0.05
Haiti	$24,245,622	$2.73	Ghana	$1,284,168	$0.05
Malawi	$19,764,224	$1.35	Bangladesh	$538,570	$0.00
Nicaragua	$19,514,943	$3.64	South Africa	$400,000	$0.01
West Bank/Gaza	$17,873,144	$8.39	DR Congo	$235,682	$0.00
Namibia	$17,517,697	$5.17	Armenia	$208,910	$0.07
Liberia	$17,234,146	$3.37	Jamaica	$140,000	$0.05
India	$16,097,878	$0.01	Morocco	$114,940	$0.00
El Salvador	$15,043,758	$2.13	Azerbaijan	$76,000	$0.01
Ethiopia	$13,678,393	$0.17			

Analysis of USAID investment through the EQUIPs reveals that about 46 percent of the countries receive less than $1.00 per capita, and within that group the range is less than $.01 per person to $0.97. Only four countries receive over $5.00 per capita: Jordan ($5.28), Liberia ($5.40), Namibia ($8.39), and Djibouti ($34.48). In 10 countries, investment is less than 10 cents per capita through the EQUIP mechanism.

Upon examination of countries with the lowest education indicators in four areas—gender parity, GER, NER and completion rate—the investment per capita through the EQUIP mechanism is varied. There is an extremely high investment per capita in Djibouti, as mentioned above, which has the lowest GER. However, in Liberia, Somalia, and especially the DRC—countries with low

education indicators—the investment per capita is meager at best compared to Djibouti as seen in Figure 6.

Figure 6. Investment per Capita of Countries with Low Education Indicators
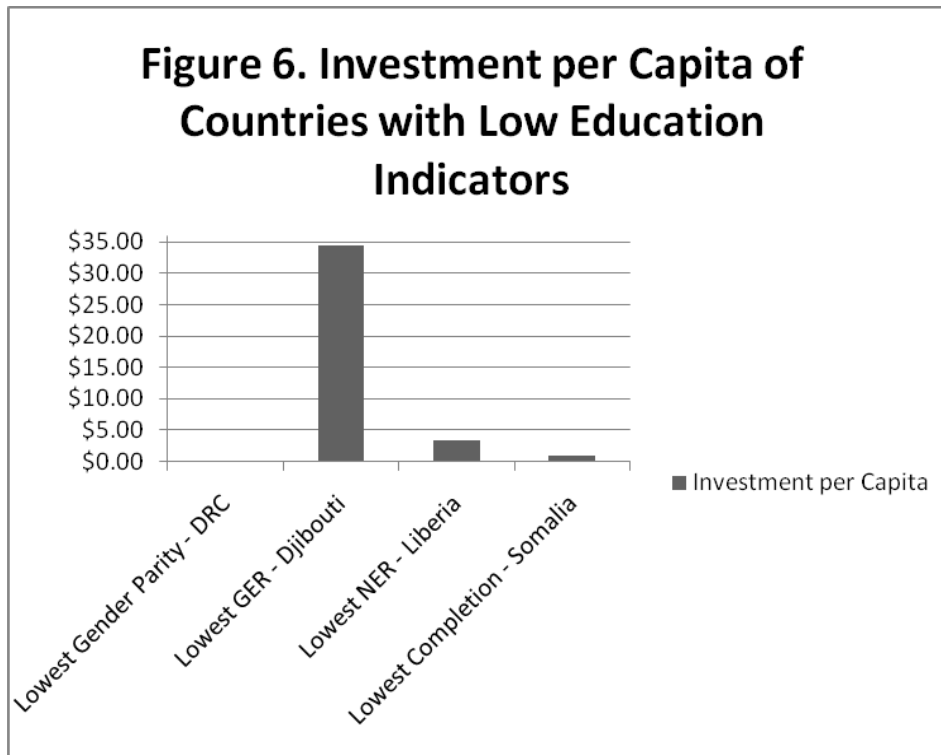
In general, there is no clear correlation between EQUIP investment levels and education indicators. Please see Annex 1 for a graph depicting the completion rates and GER alongside investment per capita.
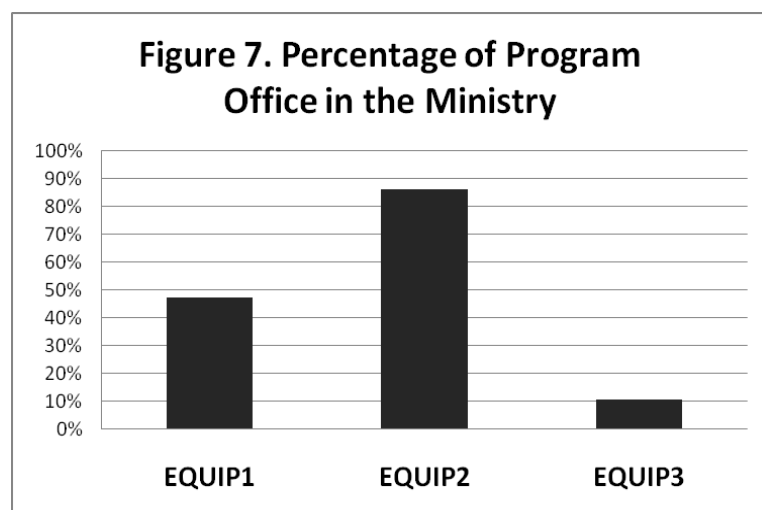
Program Design

The EQUIP LWAs were awarded through a full and open competition to create a pre-competed mechanism through which USAID missions and bureaus could fund programs. The nature of the pre-competed mechanism allows for a degree of collaborative discussion and analysis that is not possible under other procurement approaches. This has been a significant advantage for some missions in that USAID, the implementing partner, and the ministry of education (MOE) are able to clarify about a program's focus, process, governance, and technical assistance requirements prior to finalization of the cooperative agreement. This has allowed programs to be highly responsive to in-country conditions.

The EQUIP LWAs also experimented with allowing non-prime award recipients to be technical lead (by providing the COP). Table 4 lists the projects that took advantage of this approach. In recent years, this approach has been eliminated because of management and cost issues.

Table 4: Associate Awards in which Non-prime Receipients Are Technical Lead

Program	*Technical Lead*
EQUIP1 Tanzania/Zanzibar	Aga Khan Foundation
EQUIP1 Djibouti	FHI 360
EQUIP1 El Salvador EDIFAM	EDC
EQUIP1 El Salvador EXCELL	FHI 360
EQUIP1 Kenya	Aga Khan Foundation
EQUIP1 Yemen	FHI 360
EQUIP1 Cambodia	World Education
EQUIP1 Nicaragua	FHI 360
EQUIP1 Ethiopia	FHI 360
EQUIP2 Mali RAP-DM	EDC
EQUIP2 Malawi EMIS	EDC
EQUIP2 Uganda TDMS	EDC
EQUIP2 Zambia	AIR

Thirty-five AAs were designed to have an office located within the host country counterpart ministry compound. EQUIP2, with its focus on policy programs, had the highest ratio of program offices located within the ministry. Almost half of all EQUIP1 projects had their program offices located within the counterpart ministry. EQUIP3 AAs however, did not usually have a specific counterpart ministry. Only two programs, EQUIP3 West Bank and EQUIP3 Philippines, had offices located inside a ministry.

Figure 7. Percentage of Program Office in the Ministry

Another advantage of the pre-competed mechanism was that sub-contractors had more opportunities to send design teams to the countries before program start-up than other USAID procurement mechanisms. Forty-one out of seventy-two country-based programs sent a design team to the country before start-up. Figure 8 shows that in 2005–2007, the number of programs with design teams was more than double the number of programs that did not send design teams to the field.

Figure 8. Design Team Presence in Programs
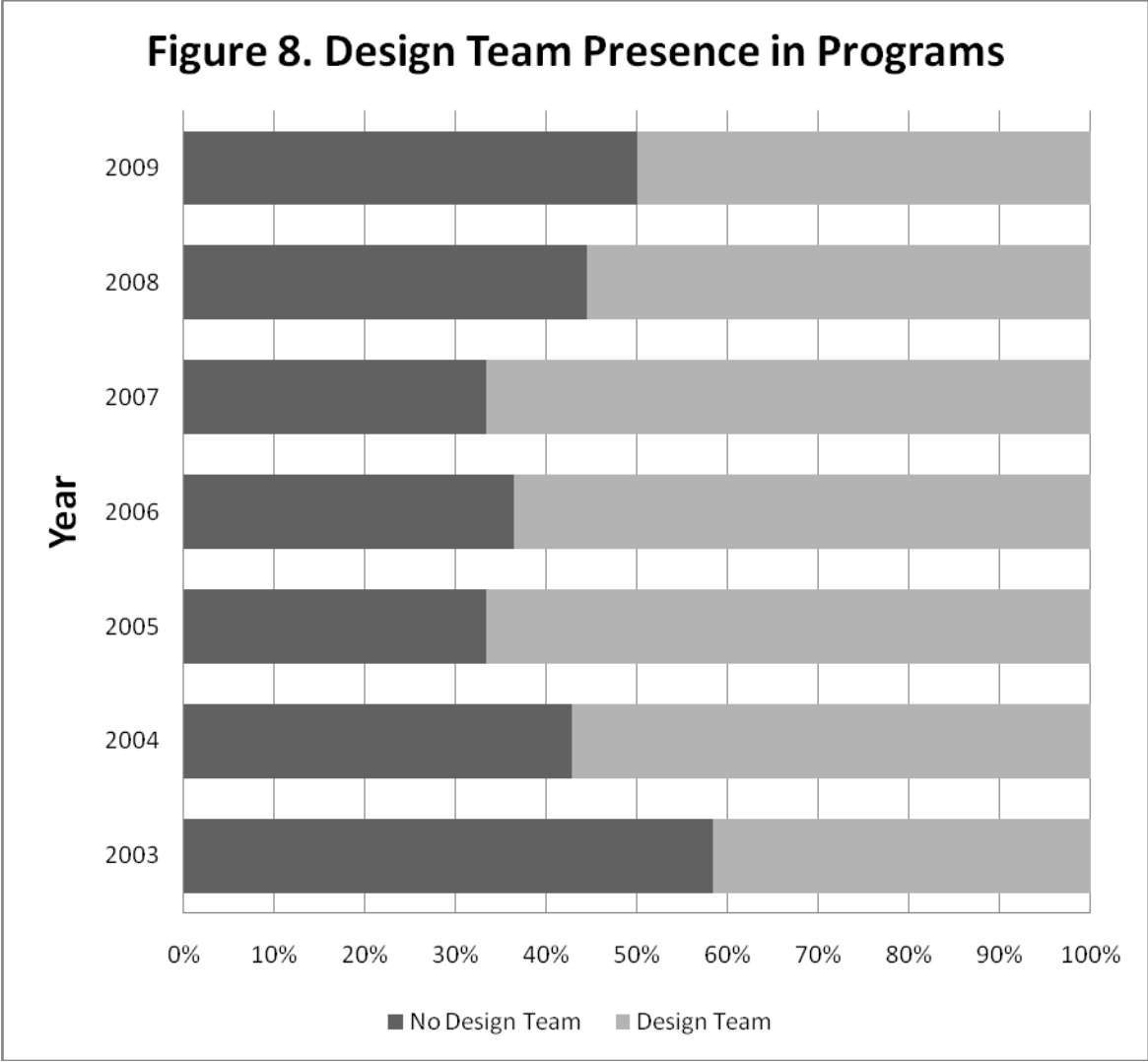
As shown in Figure 9, the use of design teams was not consistent for all EQUIPs. Both EQUIP2 and EQUIP3 used design teams for approximately 66 percent of their programs; EQUIP1 employed design teams for 29 percent of the programs.

Funding for the design teams was negotiated on a case-by-case basis. Sixty-eight percent of the programs used funds from the Associate Award, either as a pre-award authorization, a phased implementation process, or as a separate associate award. In these instances, the prime contractor received a program description from the USAID mission or bureau with some funding for a design team to visit the country of program implementation to prepare the Application for Assistance. In two cases, the design teams were supported with Leader Award funding. Almost a quarter (22 percent) of the design teams were financed directly by the contractor as a development cost. EQUIP3 West Bank Assessment Associate Award funds were used to support the design team for EQUIP3 West Bank Ruwwad programs. The EQUIP2 Uganda EMIS program was designed with funding from DfID.

Figure 9. Design Team Presence by EQUIP
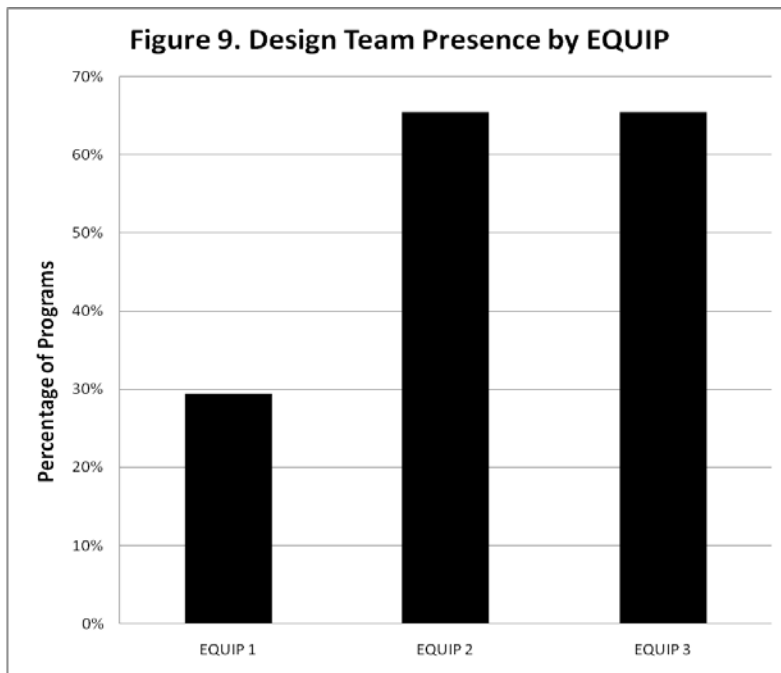
Modifications

There were numerous ceiling modifications made to Associate Awards between 2003 and 2009. In total, 41 programs received financial modifications, including increases and/or decreases in the award ceiling. EQUIP2 Senegal PAEM had the highest increase in award ceiling at almost $20 million. The greatest reduction in award ceiling was $7.3 million in the EQUIP3 West Bank Ruwwad program. The mean ceiling modification, considering both increases and decreases, was an increase of $2.1 million.

Figure 10. Average Change in Award Ceiling

	EQUIP 1	EQUIP 2	EQUIP 3
■ Average change in Ceiling	$2,240,182	$4,234,332	$1,416,795
■ Percentage of Awards with Ceiling Modification	70%	63%	40%
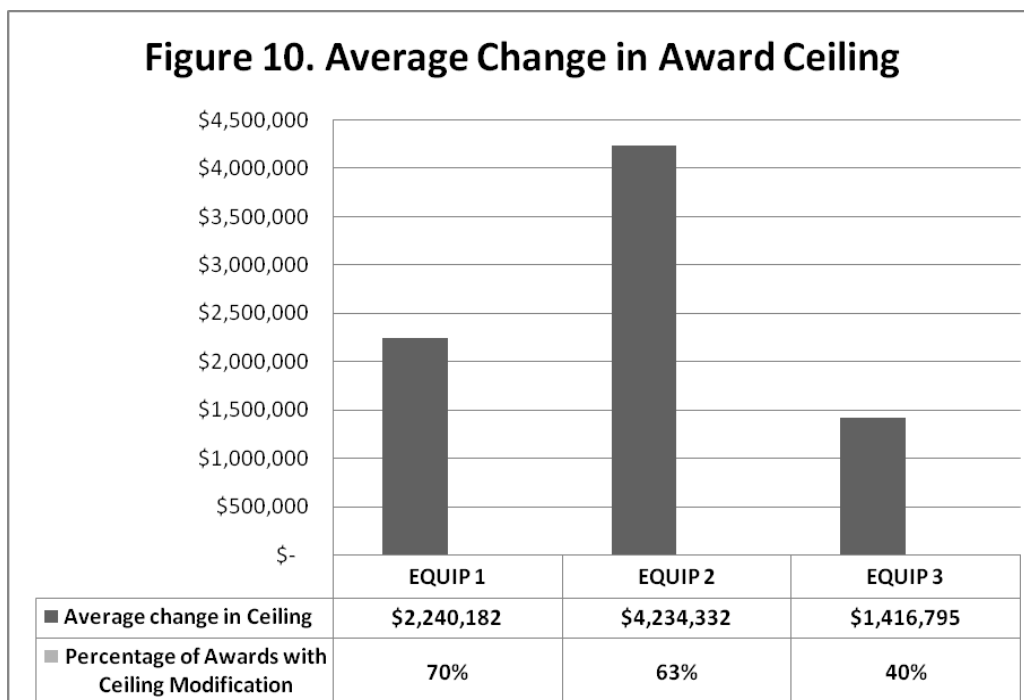
As shown in Figure 10, award ceilings were modified for 70 percent of EQUIP1 programs and the average change was $2 million as compared to $2.6 million for 63 percent of EQUIP2 programs. Forty percent of EQUIP3 program ceilings were modified with an average change of $2.2 million.

Program Activity Patterns Analysis

Description of EQUIP Program Thematic Categories

For this study, EQUIP Associate Award documents were analyzed to find common patterns in program activities and to analyze the level of USAID investment in technical interventions. The methodology for this program analysis is outlined in Annex 2. For this analysis, multi-country EQUIP3 Associate Awards (Cross-Sectoral Youth Program and Social Legacy Program) were considered single programs at the country level and therefore analyzed as separate programs. In this section of the report, the individual country programs are referred to as "program" instead of Associate Award. As such, EQUIP3 had 26 programs under 19 Associate Awards. Global and regional Associate Awards co-funded with Leader Awards under EQUIP1 and EQUIP2 were also not included in this analysis (Africa Bureau, Africa Bureau Workshop, BMENA, and EPDC). Short program descriptions of all global and regional programs are included in Annex 3.

To analyze the patterns of activities in EQUIP programs, the activities were categorized into eight thematic areas. The typology for the themes has remained the same since the previous EQUIP Associate Award Program Analysis, which examined the first three years of EQUIP. The definitions for some themes were expanded to include programs that work beyond education and contribute to the health sector and cross-sectoral youth programs. Most program activities could be classified under this typology. However, since the last report, some new activities emerged. Many programs conduct activities indirectly related to education, but are crucial in improving conditions for learning. A ninth category was added for this report in recognition of the evolution of EQUIP program activities. The "Other" category captures all activities that could not be categorized under any existing theme. Under EQUIP1 and EQUIP2, the majority of 'other' activities related to school feeding programs or basic health care for children. EQUIP3 also had health activities, but focused more on linking youth to the work force and community development. This category is discussed in depth later in this paper.

Each theme incorporates multiple approaches; each approach is then 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. Table 5 provides the definition of all the themes identified in programs across all three EQUIPs.

Table 5. Definition of Themes Used for Program Activity Analysis

Theme	Definition
Improving infrastructure and supply of learning materials	The theme covers project activities that include the purchase of learning materials (e.g. books, learning resources, furniture, computers), and building and rehabilitation of classrooms, schools or institutes of learning, latrines, playgrounds, dormitories, libraries, resource centers, means of communication, and school gardens. This theme also covers activities that provide learning materials and equipment that aid learning through non-traditional means such as through sports, using technology, or other context-specific materials needed for effective education.
Developing and strengthening systems	The theme focuses on activities that develop or strengthen sector wide systems and support existing policies or policy reforms. This theme has four components- system design, decentralization, information systems/M&E and standards/accreditation systems. This theme covers activities supporting designing new systems. It also covers supporting decentralization efforts, strengthening data and information system along with monitoring and evaluation systems which include enhancing data management, administration, dissemination, and use for decision making. It also includes activities to develop or strengthen standards and accreditation systems.
Measuring learning outcomes	This theme captures projects with activities that support the development, revision or improvement of pupil learning outcomes assessment systems in any subject. The theme includes continuous/formative assessment, standardized tests, and national tests at all levels, development of pupil attainment standards or measuring pupil learning outcomes for planning purpose.
Policy Development	The theme includes project activities that are aimed at developing policy such as support dialogue with decision makers at the Ministry level policy and planning. Activities include facilitation of policy dialogue, research/information to support policy dialogue, writing concept and strategy papers for policy discussion and conducting workshops involving stakeholders around policy issues. Other activities might include scaling up programs or mechanisms to bring about changes at the policy level.
Instructional quality	Professional development of teachers/educators and of teacher trainers to improve instruction in specific content area and/or pedagogy. Includes: development of teachers' instructional guides and improvement plans, lesson plan examples, training of school principals and managers as curriculum/instructional leaders in schools, improving teachers' understanding of local culture, or providing support to teachers through the establishment of peer groups, mentoring, professional networking, and pre-service student teaching.
Developing curriculum and materials	The theme reports project activities that support the development and revision of school curriculum and learning materials in any subject areas. This can also include project activities related to supporting a new curriculum, courses or afterschool activities initiated by the government or other organizations. Additional examples of activities include development of new HIV/AIDS/Life Skills curriculum, development of reading materials, and development of School-to-work curriculum and learning modules, revision of existing curriculum

	for early childhood education, developing learning materials for teachers and supervisors.
Increasing public demand and support for education	The theme captures project activities aimed at increasing or generating public demand and support for reforms or initiatives. Activities include community mobilization, awareness and education programs, involvement of communities in schools, mobilization of private sector/stakeholders in various initiatives, provision of scholarships and grants to students or the local public, training of local NGOs, school board members, PTA members, and ensuring transparent processes for community involvement.
School/institution management and leadership	Professional development government or non-governmental officials and leaders through training, the development of materials, and/or development of standards, roles and responsibility that focus on improving school standards and quality (NOTE: where professional development of leaders/managers is aimed at improving their skills as instructional/curriculum leaders, this is categorized under the theme "instructional quality"). Activities under this theme include action and on-the-job research, provision of grants to schools and institutions, professional development in M&E, use of technology, management and supervision, etc.
Other	Activities that cannot be categorized under the above themes are included in this section.

Level of Investment and Prevalence of Themes

The three most prominent themes across EQUIP projects were: *policy* (90 percent of projects)**;** *developing and strengthening systems* (83 percent); and *public demand and support* (79 percent).

Thirty seven percent of USAID funding to the EQUIPs was allocated to two thematic areas: The highest level of investment was on activities in *instructional quality* at 19 percent, followed by *developing and strengthening systems* at 18 percent. Forty-six percent of the funding was dedicated to four thematic areas: *policy* (12 percent), *school or institutional management and leadership* (12 percent), *public demand and support* (11 percent) and *curriculum and materials development* (11 percent).

**Table 6. Number and Percent of Projects by Theme**

Theme	No. of projects	Percent of Projects	Total Investment	Percent of Investment
Policy Development	65	90%	91	12%
Developing and strengthening systems	60	83%	136	18%
Public demand and support	57	79%	84	11%
School/institutional management and leadership	54	75%	91	12%
Developing curriculum and materials	48	67%	86	11%
Instructional quality	47	65%	142	19%
Infrastructure and supply of materials	33	46%	67	9%
Measuring learning outcomes	20	28%	19	2%
Other	19	26%	11	1%

Figure 11 shows the number of themes per EQUIP LWA. As expected with the EQUIP1 technical focus on improving classroom instruction, all of the EQUIP1 programs had activities in *instructional quality*. Ninety-four percent of the EQUIP1 programs also had activities in *school/institutional management and leadership*, and *developing and strengthening systems*. Fifteen programs (88 percent) had activities in the areas of *curriculum and materials development* and *policy*. Eighty-two percent of all EQUIP1 programs had activities in *public demand and support* and *infrastructure and supply of materials*. Lastly, nine programs had activities in *measuring learning outcomes*.

EQUIP2 programs also concentrated on their Leader Award focus of education policy with 93 percent of programs conducting policy activities. The next cluster was similar to EQUIP1's pattern with activities under *developing and strengthening systems for the education sector* (86 percent) and *school/institutional management and leadership* (79 percent). The third level had activities under *public demand and support for education* (66 percent), *curriculum and materials development* (62 percent) and *instructional quality* (62 percent). *Infrastructure and supply of materials* (34 percent) and *measuring learning outcomes* (28 percent) were present in the lowest number of programs.

The majority of the EQUIP3 programs (88 percent) had activities related to *policy* and *increasing public demand and support*. About 73 percent of the programs also worked in *developing and*

strengthening systems. The most interesting anomaly with EQUIP3 is that 38 percent of programs have activities that cannot be categorized in themes identified elsewhere in EQUIP programs. EQUIP3 has developed innovative ways of utilizing donor funding in youth development by not only building youth capacity to prepare them for the world of work but also to participate in the development of community, civil society, and family life. Many of the activities in the "other" category link young people with income generating activities by providing them with resources, skills training, and connecting them to potential employers. The next largest group of activities related to promoting a healthy lifestyle for youth includes health education, regular medical check-ups, provision of medicines, vaccinations, food, and resources related to promoting healthy lifestyles. The last major group of activities in EQUIP3 programs in the "other" themes supports youth engagement in community development. Such activities involve youth street theater on various social issues, training in democracy and citizenship, campaigns on corruption, and awareness building of involvement of special needs individuals in society.


Figure 11. Number of Programs by Theme
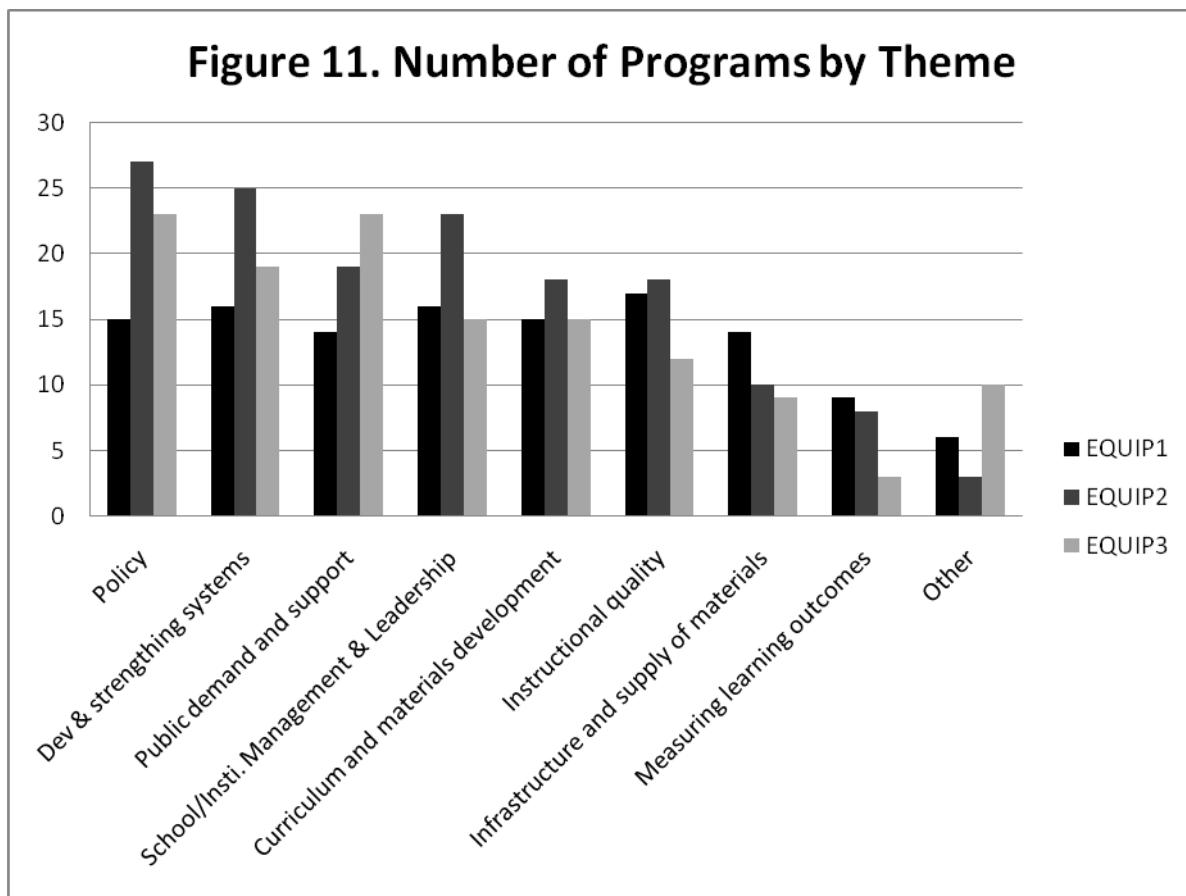
Distribution of Activities within the Themes

Policy Development

Forty-six out of the sixty-five programs that had activities categorized under *policy*, conducted research to inform policy. EQUIP1 was represented most in policy research activities with 76

percent of the 17 programs conducting at least one research activity. Overall, EQUIP2 had the most number of programs conducting policy research (21 out of 29), but a lower proportion (72 percent) than EQUIP1. Forty-six percent of the EQUIP3 programs engaged in "policy research" activities.

Figure 12. Policy Development

	Policy Research	Policy development, planning and implementation
■ No Of Programs	46	58
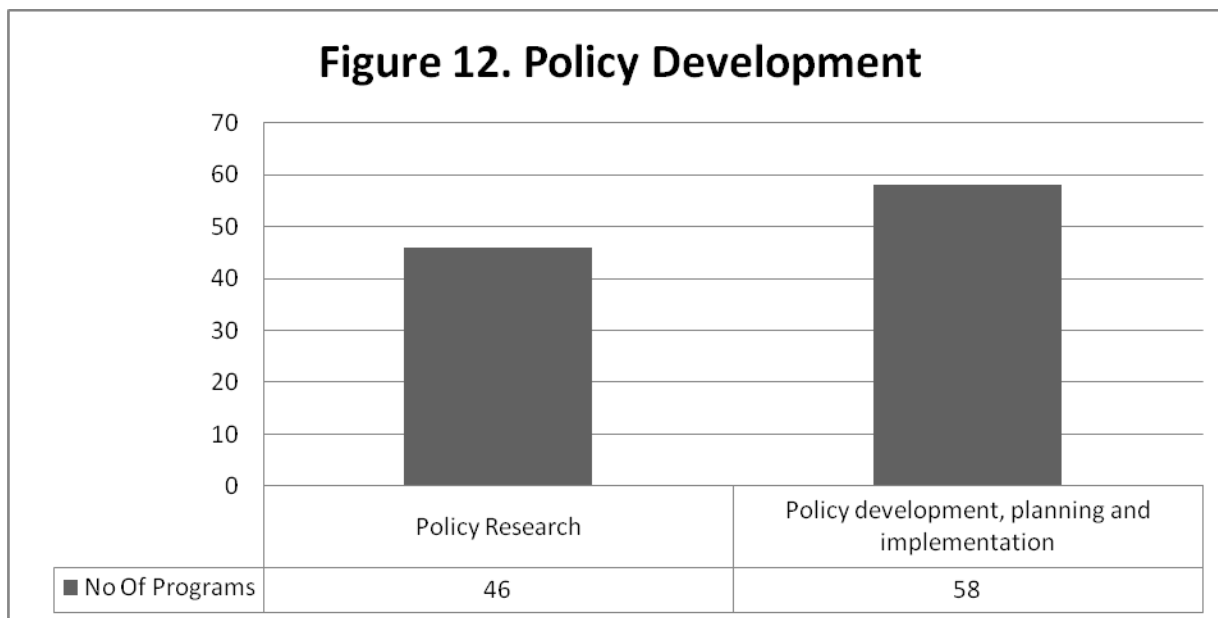
Both EQUIP1 and 2 conducted research on similar topics and primarily dealt with the education sector: education finance, education demand, successful interventions, teacher education and professional development, learning conditions, learning outcomes, school-to-work transitions, decentralization, information and management systems, intervention impact evaluations, returns to education, school-based management, and alternative and non-formal learning systems. EQUIP1 Cambodia, Kenya, and Tanzania programs, with their special emphasis on underserved populations, also conducted studies to assess the conditions and needs of their target population. EQUIP2 Malawi, Namibia, and Zambia programs also conducted research on OVCs and teachers affected by HIV/AIDS.

EQUIP3 programs, with their focus on out-of-school youth, assessed youth programming in the target countries. Studies also explored opportunities for youth development in topics such as public-private partnerships, micro-enterprise development, relationships between income and sexual knowledge, behavior and attitude, along with impact assessment of new and existing programs.

Most EQUIP programs had activities that dealt with 'policy development, planning and/or implementation:' 14 of 17 EQUIP1 awards, 25 of 29 EQUIP2 awards, and all19 EQUIP3 awards. As expected, with the Leader Award focus on policy, many EQUIP2 awards were involved in conducting and supporting policy dialogue activities in the education sector. The El Salvador and Guatemala programs conducted numerous high-level stakeholder meetings to garner input and consensus on education policy issues. However, many EQUIP1 and EQUIP3 programs also supported policy dialogue on various issues. EQUIP1 and EQUIP2 programs supported policy dialogue in similar areas: teacher policy, curriculum, student assessment, girls' education, education finance, decentralization, and involvement of stakeholders including the community and the private sector. Some programs with links between health and education

(EQUIP2 Namibia, EQUIP1 Zambia) also dealt with OVC and HIV/AIDS policies. EQUIP3 programs were involved in policy dialogue concerning youth in the workforce; however EQUIP3 policy activities also went beyond the Leader Award focus on out-of-school youth and youth participation in workforce and society. For example, in the Social Legacy Program, EQUIP3 formed national coalitions to develop a coordinated strategy to advance the disability agenda. In Uganda, issues related to girls in sports were discussed as the program used sports as a medium for education and peace building. Other policy activities supported by EQUIP programs included technical assistance in policy development, and establishing or improving mechanisms, structures and programs for policy implementation.

Developing and Strengthening Systems

Developing and strengthening systems had the second highest number of programs with activities (60 out of 72) after *policy*. However, this theme received a greater sum of money, $135 million, as compared to the $91 million invested in *policy* activities, making it the second highest funded theme after *instructional quality* at $142 million. The activities under this theme varied depending on the type of support required by the system. The activities were divided into four approaches: 'Data and Information and Monitoring and Evaluation,' 'Decentralization,' 'System Design,' and 'Standards and Accreditation.'

Figure 13. Developing and Strengthening Systems

	Data and information/monitoring and evaluation	Decentralization	System Design	Standards and Accreditation systems
No Of Programs	50	20	38	18
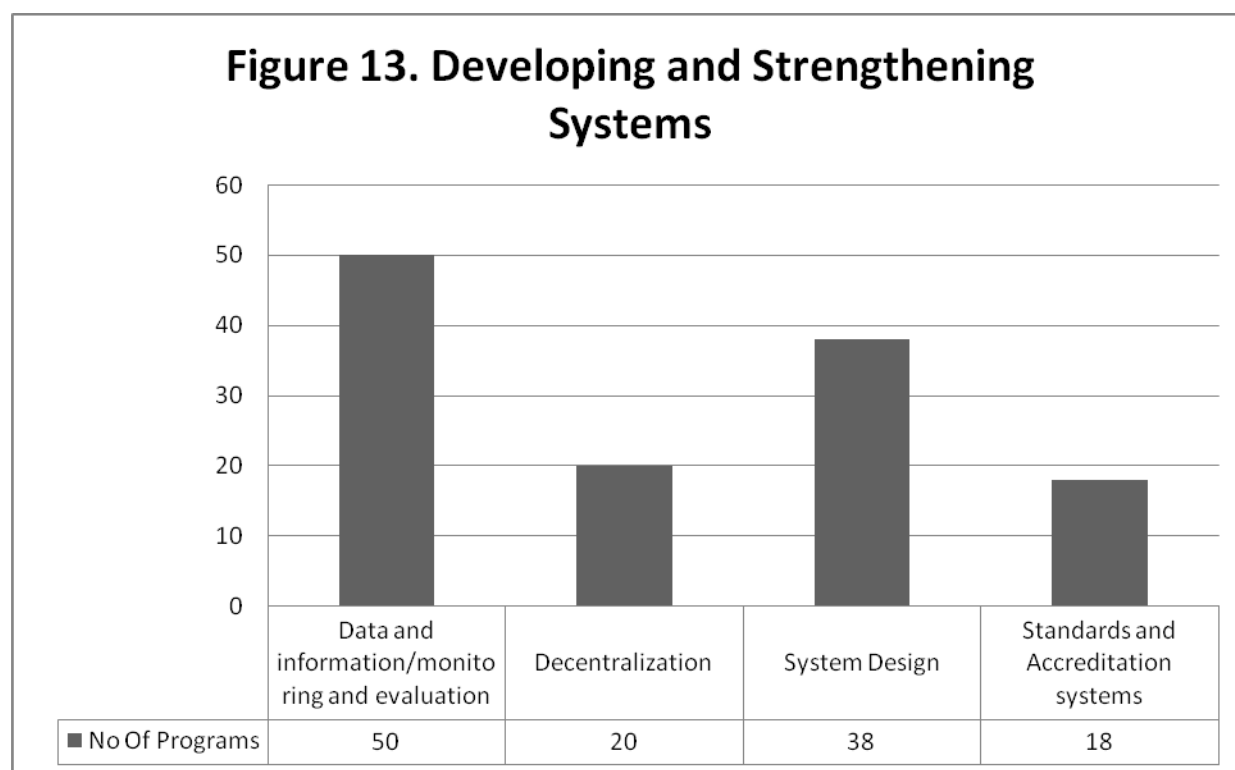
The most common approach seen across all EQUIPs was support for "data and information and monitoring and evaluation." Many of the projects included integrating EMIS data, training personnel at multiple levels on data management, procuring hardware or software, enhancing inter- and intra-institutional communication, or school mapping with GIS software and digital photography. This approach was dominated by EQUIP1 (82 percent) and EQUIP2 (76 percent) programs that work in this area.

'System design' was the second most prevalent approach with 38 programs. This category includes activities undertaken to strengthen the overall education system or other public systems, but not directly related to decentralization, EMIS, or standards. Activities classified under the approach of 'system design' include the following:

- Developing a teacher training system in Egypt (EQUIP1);
- Designing an education accounts tracking system to monitor education expenditures in El Salvador (EQUIP2);
- Establishing institutional communication linkages and structures to support national and village learning centers in Afghanistan (EQUIP3);
- Establishing and institutionalizing a Secretariat of Education in Southern Sudan (EQUIP2);
- Establishing a system of testing and counseling for teachers with HIV/AIDS in Zambia (EQUIP2); and
- Making the education system more culturally sensitive in Cambodia (EQUIP1)

Both EQUIP2 and EQUIP3 had high proportions of programs with activities under this approach: 17 programs or 59 percent of all EQUIP2 programs and 58 percent of all EQUIP3 programs included activities supporting 'systems design.'
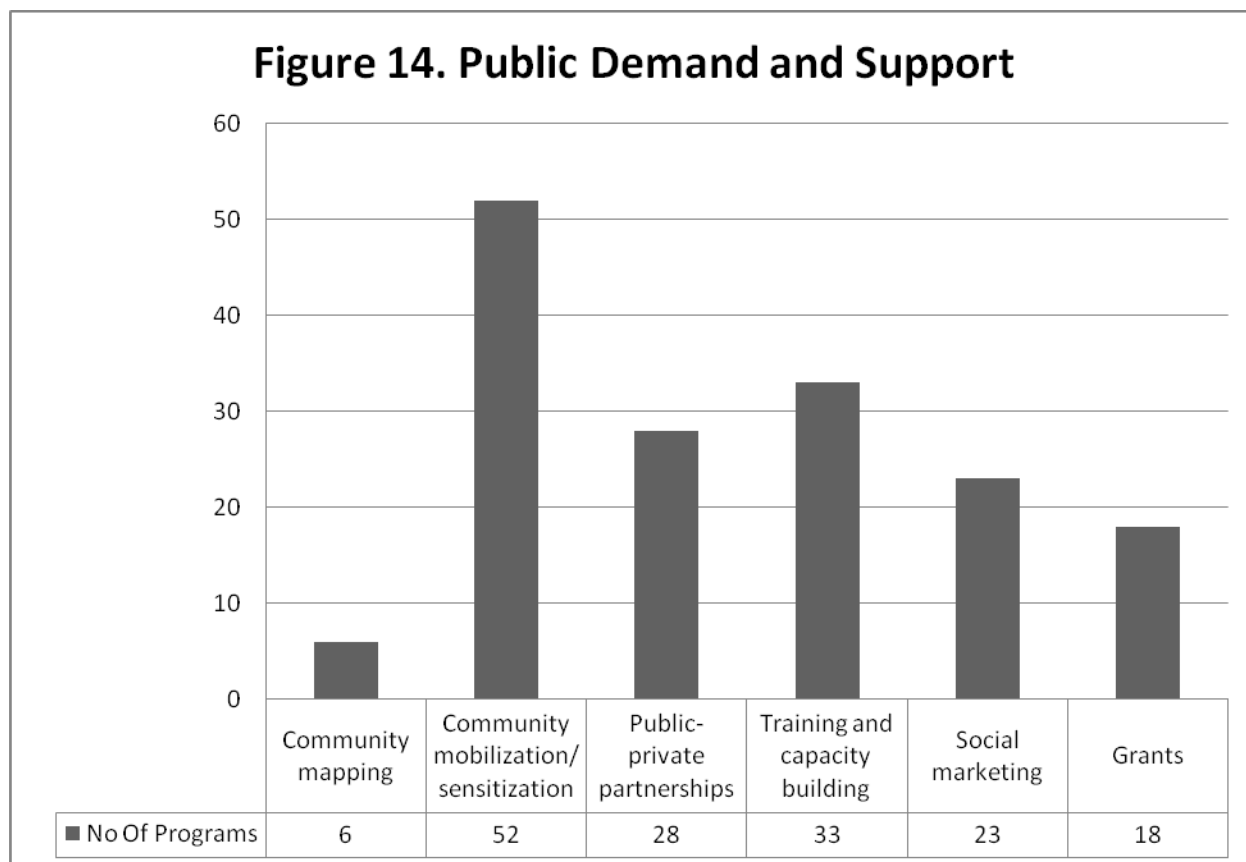
The other two approaches, 'decentralization' and 'standards and accreditation,' had substantially fewer number of programs. EQUIP2 had 16 programs supporting the education sector's decentralization process. EQUIP1 supports decentralization in four programs while none of the EQUIP3 programs focused on this area. Most of these programs worked to improve the decentralization structure for ministries of education by clarifying roles and responsibilities at various levels, improving communication, and developing capacity for new roles in the decentralized system. A few programs worked in decentralization of specific sub-sectors within education. The EQUIP1 El Salvador EDIFAM program worked in training and capacity building of early childhood education leaders. EQUIP1 Honduras worked in decentralization of test result reporting. EQUIP2 programs in Djibouti, Senegal, and Pakistan worked to decentralize teacher management systems.

Eighteen programs supported 'standards and accreditation systems' efforts: five in EQUIP1, six in EQUIP2, and seven in EQUIP3. Several programs in EQUIP1 and EQUIP2 developed standards for teachers or instructors (EQUIP1 Egypt and Tanzania/Zanzibar and EQUIP2 Egypt, Jordan, and Liberia). Other programs across all three EQUIPs developed curriculum standards. EQUIP1 Honduras developed national standards for Grades K-9; EQUIP2 Egypt supported accreditation of the Creative Science Education Initiative to integrate creative approaches to science education; EQUIP3 Philippines developed standards for workforce and livelihood skills by through activities that included techniques to assess competencies and skills. EQUIP1 and 2 programs also helped with accreditation systems such as developing a system for private school accreditation in EQUIP1 Haiti and helping to reform laws related to university accreditation. In EQUIP2 Georgia and Guatemala, the programs assisted the ministry of education in getting ISO 9001-2000 certification from International Organization for Standards on standards for quality management systems.

Public Demand and Support

Most other themes represent supply-side interventions to improve conditions in resource-poor environments. However, it is equally important to create a demand for quality education and other related services where it has never existed or no longer exists for a certain population. This theme captured activities at various levels, but most importantly at the community level to increase public demand and support for education and other related services. Approaches include community mobilization and sensitization, community involvement in schools, mobilization of private sector resources, engaging non-traditional stakeholders to support education initiatives, and capacity building.

Figure 14. Public Demand and Support

	Community mapping	Community mobilization/ sensitization	Public-private partnerships	Training and capacity building	Social marketing	Grants
■ No Of Programs	6	52	28	33	23	18

Fifty-two of seventy-two programs included activities involving 'community mobilization and sensitization.' All EQUIPs were highly represented under this approach with 82 percent of all EQUIP1 programs, 77 percent of EQUIP3, and 62 percent of EQUIP2 programs involved in activities intended to engage community members in the education process. Specifically, most of the EQUIP1 and EQUIP2 community mobilization and sensitization activities related to getting community members more involved in the schools. This included establishing specific roles for community members for involvement in the school, encouraging dialogue between communities and schools, and involving parents in overseeing school quality standards. Other activities under this approach related to increasing general awareness and support for education at all levels. Many EQUIP3 programs raised awareness in the community on a range of issues relating to youth.

The next most prevalent approach under this theme was 'training and capacity building,' which emphasized building the capacity of the community-level groups and organizations to support education and other cross-sectoral interventions. Three types of activities were most prevalent in the EQUIPs under this approach: 1) training of parents and community members in participation in school management, 2) training of school or ministry of education staff in strategies to involve parents and communities in school management 3) training of local NGOs and other civil society organizations in education improvement and raising awareness about issues such as education, youth development, and health care.

Fifty-eight percent of EQUIP3 programs were involved in encouraging public-private partnerships in education and youth development. Nine EQUIP2 programs and four EQUIP1 programs implemented these types of activities. Most programs developed partnerships with national and multi-national private sector firms to provide materials for programs, developed training programs, and provided input on the skills needed to improve school-to-work transitions.

Thirty-two percent of the programs across all EQUIPs also implemented social-marketing activities. These activities ranged from local awareness campaigns to TV and radio programming on the importance of issues such as education, girls' rights, and health care. A few programs also gave grants to students and community organizations to improve participation in schooling and training at various levels. Many grants were given directly to schools to increase community participation in education.

A small portion of all EQUIP programs (15 percent of EQUIP3 and 7 percent of EQUIP2) programs were also involved in community mapping. The EQUIP2 Egypt and Jordan, and EQUIP3 Haiti and Kenya programs conducted community youth mapping exercises to identify resources for youth. EQUIP3 Afghanistan created a village profile to share with the community in which the program worked, and EQUIP3 India developed family literacy profiles to gain a better understanding of the level of education attainment of family members.

School and Institutional Management and Leadership

The theme of school and institutional management and leadership encompasses professional development for education managers and leaders through training, materials development, and articulating clear roles and responsibilities of positions that focus on improving school standards and quality.

Seventy-five percent of the programs had activities under this theme to which $91 million of the total EQUIP Associate Award ceiling was dedicated. Both EQUIP1 (94 percent) and EQUIP2 (72 percent) had a number of programs with activities under the 'training and capacity building' approach. Most programs involved providing management training to ministry of education officials related to planning, budgeting, resource allocation, and school improvement. Other programs trained school head teachers or supervisors in school level management. Many programs also trained teacher supervisors in providing instruction, equipping them with leadership skills, or new pedagogical interventions. These programs included EQUIP1 Djibouti, Egypt, Ethiopia, Namibia, and Nicaragua and EQUIP2 Jordan, Liberia, and Zambia.

Figure 15. School/institutional management and leadership

No Of Programs	On-the-job training/action research	School/institution grants	Training and capacity building
	23	20	50
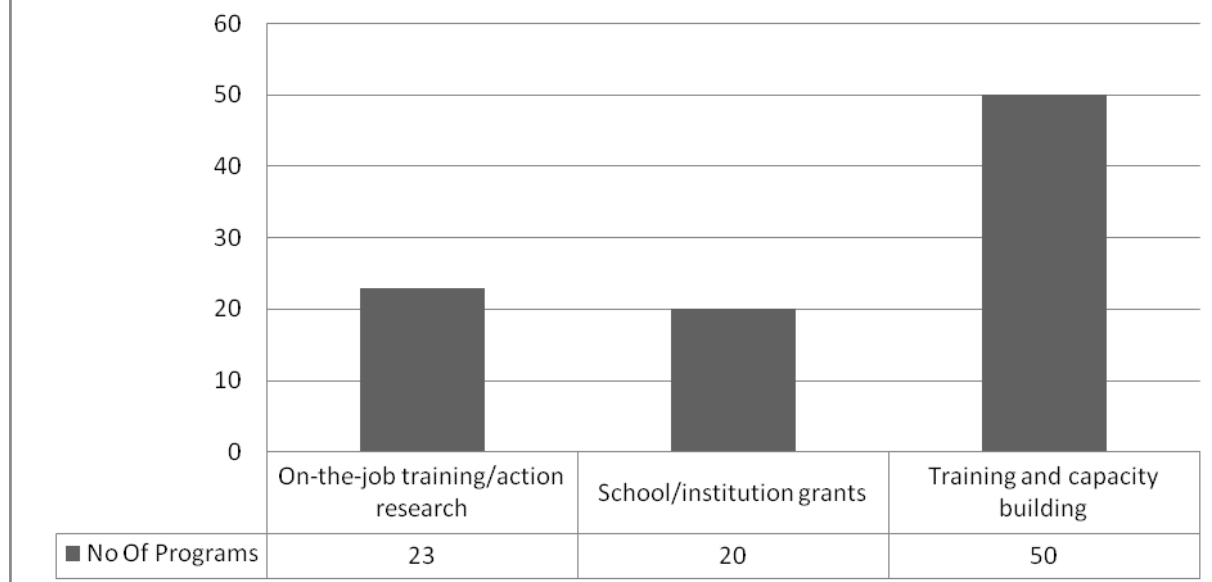
Thirty-two percent of the programs also had on-the-job training and/or action research activities. Many of these programs involved managers and leaders conducting needs assessment or other research activities that would help them make data-based decisions. The EQUIP1 India program had NGOs conduct action research on best practices in reaching the disadvantaged urban and rural groups. EQUIP1 Yemen supported structured classroom observation to help Ministry of Education officials understand the impact of teacher training on teacher performance. The EQUIP2 Namibia program helped conduct a capacity audit of regional education staff on their ability to continue to plan and host effective regional education conferences intended to support future planning. In EQUIP2 South Sudan, program staff worked side-by-side with Ministry of Education staff to conduct on-the-job training in administrative systems such as performance evaluation systems, financial training, and development of concept papers such as teacher transfer policies.

A few programs from each EQUIP also gave out institutional grants to support capacity-building activities: seven programs each from EQUIP1 and 3 and six from EQUIP2. These included scholarships given to students and teachers, grants given to schools for improvement plans, grants given to local NGOs to improve services, and grants for ministry of education offices at various levels for further training and capacity building activities.

Curriculum and Materials Development

The theme of curriculum and materials development captured programs that created 'new curriculum,' 'revised older curriculum,' and 'developed learning materials.' This theme had 48 programs across all EQUIPs with an investment of $86 million. EQUIP1 (88 percent) had the highest proportion of programs working in curriculum and materials development.

Figure 16. Curriculum and Materials Development

No Of Programs	Developing materials	New curriculum development	Revising current curriculum
	43	24	23
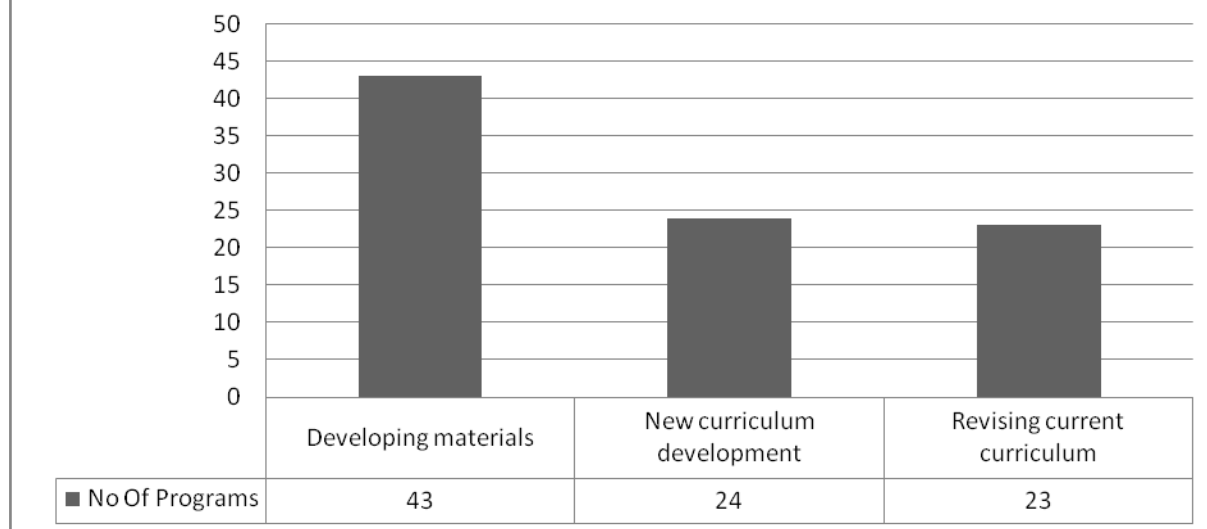
Sixty-two percent of EQUIP2 programs and 58 percent of EQUIP3 programs developed curriculum and materials. Most programs in all three EQUIPs developed materials: 14 for EQUIP1, 16 for EQUIP2, and 13 for EQUIP3. Most programs in EQUIP1 and 2 developed various training materials for teacher professional development (EQUIP1 Cambodia, Djibouti, Honduras, Nicaragua, Tanzania/Zanzibar, and Yemen and EQUIP2 Djibouti, Ethiopia, Liberia, Pakistan, South Sudan, and Yemen) and for education managers, parents, or community members. EQUIP3 programs concentrated more on developing training material for instructors of youth programs (EQUIP3 Afghanistan) and local organizations (EQUIP3 Haiti, Timor Leste, West Bank). Many programs also supported the development of instructional materials in a range of subject areas or for new courses. EQUIP1 and 2 concentrated more on traditional subjects like language, science, and math, while EQUIP3 programs primarily helped develop materials related to entrepreneurship training, life-skill training, and literacy material for youth. It is also important to note that EQUIP1 India and Macedonia also supported the development of training materials related to life-skills and other and workplace skills. Similarly, EQUIP2 Djibouti and Jordan developed job-preparedness training material for its participants.

Twenty-four programs supported development of new curriculum in multiple areas. Many of these EQUIP1 programs developed new curriculum for primary and secondary school levels. For example, EQUIP1 India supported the introduction of a new experiential learning curriculum while EQUIP1 Malawi developed a new social studies syllabus. At the basic education level, the EQUIP1 Nicaragua program developed curricula for all subjects based on set competencies, including an adaptation to their Intercultural-Bilingual Education curriculum that was ultimately incorporated into the National Education System. The EQUIP1 program in Tanzania/Zanzibar developed and reviewed the Advanced Secondary Teaching Certificate curriculum along with a civics curriculum, English integration, and gender sensitive modules. The EQUIP2 Namibia program developed curriculum materials to deliver the content such as the Writing for Kids series and the Writing by Kids series which provided educators with new methods for teaching reading and writing. Five EQUIP3 programs (EFA Jamaica, India, Rwanda, Timor Leste and West Bank/Gaza) developed courses for preparing youth for the workforce. EQUIP1 Djibouti,

EQUIP1 Macedonia, and EQUIP2 Egypt and Jordan also developed new curricula to give youth skills for successful integration into the workforce. EQUIP1 Cambodia and Haiti and EQUIP2 Egypt and Senegal developed extra-curricular programs for after-school and summer school activities.

Thirty-two percent of programs also worked on revising current curriculum. Several EQUIP1 and EQUIP2 programs worked on integrating new elements to improve existing curricula. EQUIP1 Cambodia incorporated life skills education into the target schools. Similarly, the EQUIP1 Macedonia program supported the implementation of career development activities in the classroom as part of existing curricula for specific subjects. EQUIP2 Ghana added test-taking skills into the existing curriculum. Most EQUIP3 programs concentrated on improving the curriculum for both formal and non-formal programs to prepare youth for the workforce or participation in the community.

Instructional Quality

Improvement of instructional quality, the theme with the highest level of investment at $142 million, was prevalent in 47 EQUIP programs (65 percent of the total). EQUIP1 had 17 programs working with this theme, EQUIP2 had 18, and EQUIP3 had 12. Instructional quality activities related to 'professional development of teachers, educators, and teacher trainers to improve academic instruction' included a number of interventions 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 17. Instruction Quality

	In-service training	Pre-service training	Support to instructors
■ No Of Programs	42	16	40
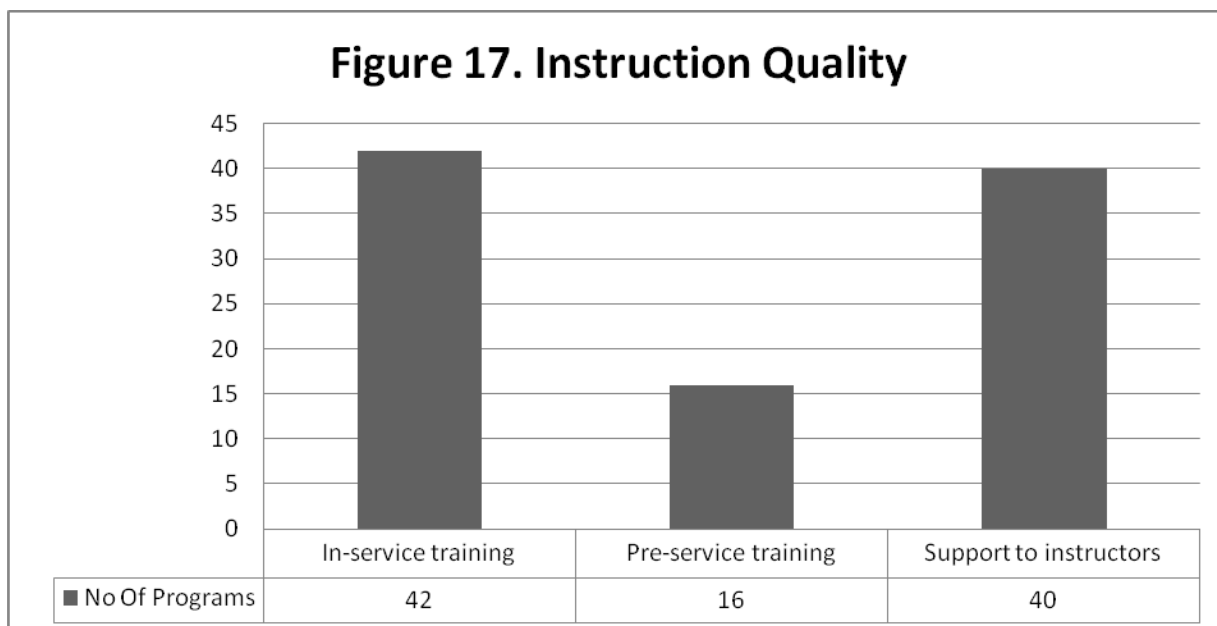
The highest number of programs had activities related to in-service training and providing support to instructors. Given the technical parameter of EQUIP1, EQUIP1 programs had the

highest proportion of programs within these two approaches, 94 percent and 88 percent respectively.

Many EQUIP1 and EQUIP2 programs introduced new pedagogical and instructional methodologies for existing teachers at all educational levels. The EQUIP1 India in-service component also trained teachers in classroom management, time management, stress management, discipline, disability awareness, and multi-grade teaching. Some programs like EQUIP1 Egypt and Malawi and EQUIP2 Namibia utilized teacher clusters or networks to conduct these in-service professional development activities. EQUIP3 on the other hand provided more in-service training to community-based instructors or facilitators, mostly for non-formal programs catering to out-of-school youth.

Eleven programs had activities aimed to improve the availability of professional development resources for teachers including resource centers and peer networking opportunities: EQUIP1 Djibouti, Egypt, El Salvador, Macedonia, Nicaragua, Zambia; EQUIP2 Djibouti (2 programs), Liberia, and Zambia; and EQUIP3 Afghanistan. Several other programs included activities to improve supervisory support for teachers such as EQUIP1 Djibouti, Egypt, Kenya, Malawi, and Tanzania/Zanzibar and EQUIP2 Egypt, El Salvador, and Yemen. Three programs also worked on improving financial or in-kind support to teachers: EQUIP1 Cambodia, EQUIP1 Haiti, and EQUIP3 Afghanistan.

Pre-service teacher training was conducted primarily under EQUIP1 and 2 programs. Nine EQUIP2 programs supported pre-service teacher training. The EQUIP2 Pakistan Pre-STEP program's chief technical intervention is improving pre-service education in that country. Six EQUIP1 programs also supported pre-service teacher training: EQUIP1 Cambodia, Djibouti, India, Kenya, Nicaragua, and Zambia.

Infrastructure and Supply of Learning Materials

Activities under this theme were sub-divided into four approaches: 'construction of facilities,' 'supply of equipment,' 'supply of learning materials,' and 'infrastructure rehabilitation or renovation.' EQUIP1 programs dominated this thematic area with 76 percent of programs involved in increasing supply of learning materials and 41 percent involved in construction of facilities.

Construction of facilities included construction of schools and classrooms for EQUIP1 and EQUIP2 programs at various levels of schooling (pre-primary, primary, and secondary). Some EQUIP1 (Djibouti) and 2 (Malawi and Yemen) programs were also involved in building or renovating infrastructure that support teachers such as residences, resource centers, and training institutes. Four projects across all EQUIPs constructed latrines, where both EQUIP1 and 2 improved conditions for women and girls in schools. However, the EQUIP3 program in India under the CSY Award helped families build household toilets to improve hygiene at the community level. Many programs also constructed resource centers for a range of purposes (teacher resource centers, libraries, and early childhood resource centers). It is worthy to note that the resource centers built by EQUIP3 programs targeted youth and community as a whole to provide resources for basic education and livelihood. EQUIP2 programs in Mali and South Sudan provided technical assistance to ministries of education in establishing construction standards, process, and procedures.

Figure 18. Infrastructure and Supply of Learning Materials

No Of Programs	Construction of facilities	Increase supply of equipment	Increase supply of learning materials	Rehabilitation, infrastructure
	18	15	19	15
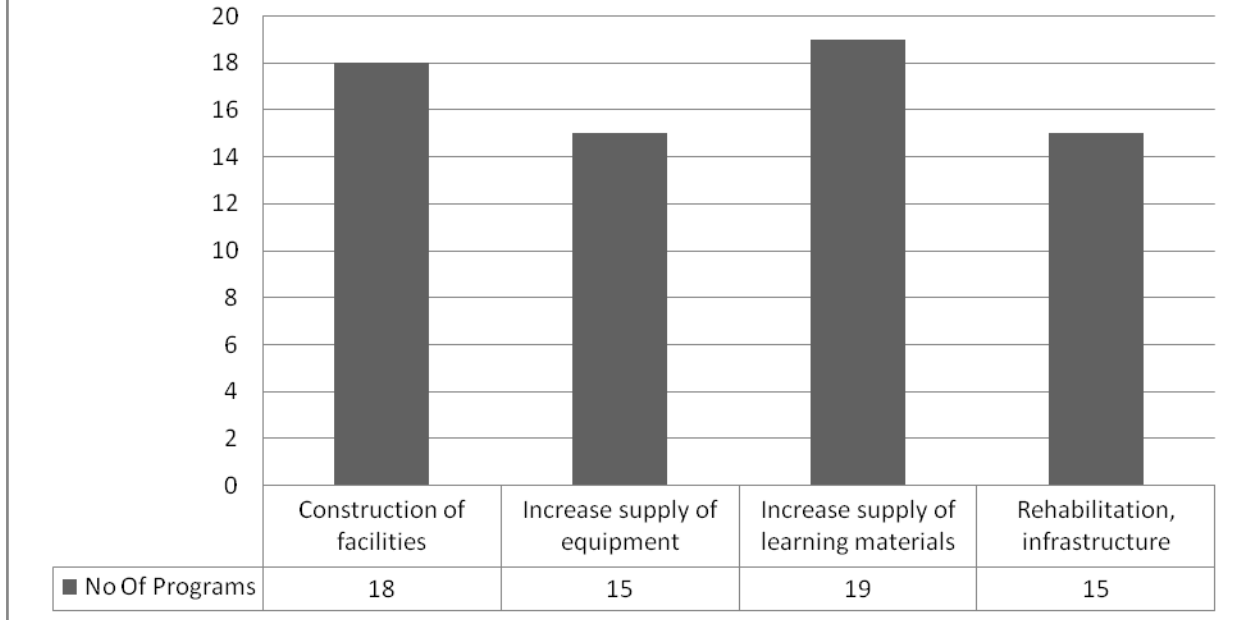
Several programs in this theme provided ICT related equipment to computer labs at schools, universities, resource centers, and ministry of education offices. The EQUIP1 Haiti and Nicaragua and EQUIP2 Georgia programs also provided office furniture and equipment to MOE offices. With some focus on health issues at the school level, the EQUIP1 CHANGES 2 program in Zambia supported distribution of Comfort Kits for girls in secondary schools. EQUIP3 Uganda EFA Youth Challenge Grant Program used sports as a convening mechanism for education and peace building and provided team uniforms and new footballs to youth.

Across all three EQUIPs, 12 programs were involved in either providing or supporting the distribution of textbooks and supplementary books at primary, secondary, and vocational schools. Books ranged from subject area books (language, science, math, and social sciences) to resources like dictionaries and adult literacy and life skills books. The EQUIP1 Zambia program supported the provision of stipend books to secondary school scholarship recipients. Many programs provided other learning materials like audio/video instructional materials, maps, and classroom supplies. EQUIP1 Nicaragua supported mobile libraries with children's materials in regions affected by Hurricane Felix. EQUIP1 Honduras, Haiti, India, and Kenya and EQUIP2 Djibouti also provided materials to support teachers with their instruction. Teacher support materials ranged from classroom instructional manuals, formative assessment guides, guides on making low- or no-cost instructional materials and documentaries on inclusive education.

Out of the 72 country programs, fifteen were involved in 'rehabilitation or renovation' of infrastructure such as classrooms, school grounds, sanitary facilities, resource centers, and ministry of education offices in the education or youth development sector. Seven of these programs were involved in rehabilitating multi-purpose or other resource centers. EQUIP3 Kenya refurbished parts of the Kenya National Library services to provide a Youth Career Resource Center. The EQUIP3 West Bank/Gaza Ruwwad program, also targeting youth,

renovated Youth Development Resource Centers including an emergency staircase, basketball court, theater stage, media centers, and a sanitary block. The EQUIP2 Jordan program, with an early childhood education component, remodeled kindergarten facilities including playgrounds. Among other rehabilitation activities, EQUIP1 Yemen rehabilitated schools, furniture, and multi-purpose centers. The EQUIP2 Yemen program that followed continued rehabilitation and establishment of multi-purpose centers. Both EQUIP1 and EQUIP2 Zambia programs were involved in developing and improving water and sanitation provisions and school gardens.

Measuring Learning Outcomes

Only 20 programs had activities relating to measuring learning outcomes, 45 percent of which were EQUIP1 programs. 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.

Seven EQUIP1 programs, five EQUIP2 programs, and two EQUIP3 programs worked in the area of 'continuous assessment.' Most programs developed continuous (or formative) assessment systems and tools along with training teachers/instructors in utilizing assessment for improving instruction. All EQUIP1 and EQUIP2 programs did this at the primary level except for EQUIP1 Ethiopia and EQUIP1 Macedonia. Both EQUIP3 Afghanistan and Haiti carried out assessment activities for out-of-school populations.

Figure 19. Measuring Learning Outcomes

	Continuous assessment	Standartized Testing	Student performance standards
No Of Programs	14	10	7
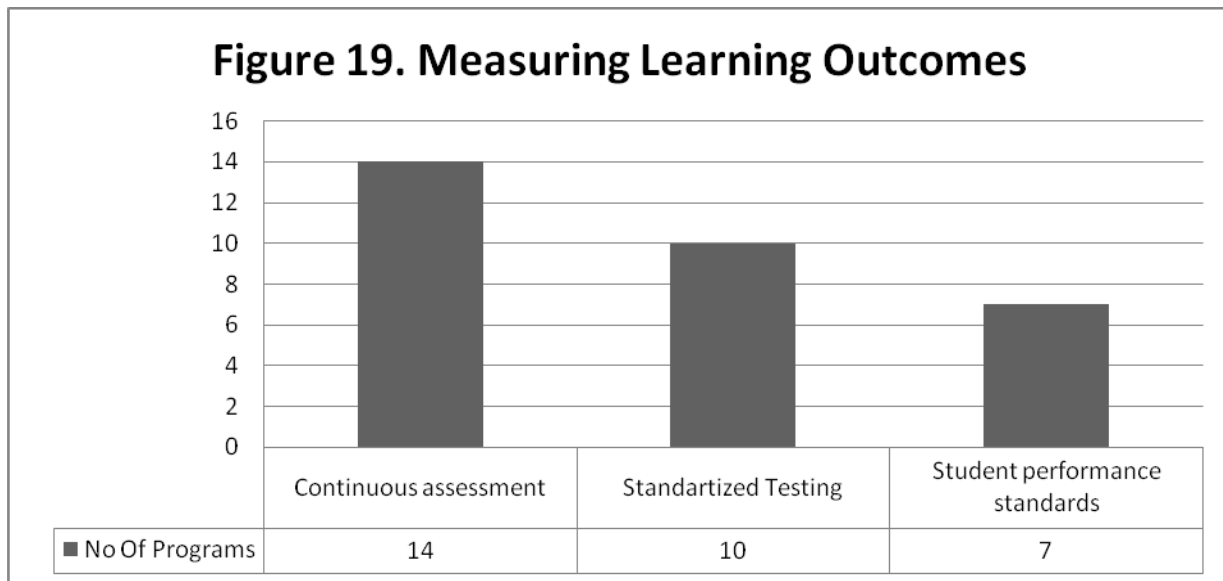
Five EQUIP1 programs (EQUIP1 Cambodia, Egypt, Honduras, Namibia, and Nicaragua) developed 'standardized testing systems or test items.' Four EQUIP2 programs (EQUIP2 Ghana, Honduras, Namibia, and Senegal) also supported standardized testing. Under EQUIP2, the Ghana BECAS program developed and administered the National Education Assessment and School Education Assessment. The EQUIP3 Jamaica EFA program also supported standardized testing for its out-of-school population in literacy and numeracy.

Only seven programs worked in supporting 'student performance standards,' most of which were EQUIP2 programs. Both the EQUIP1 and 2 Honduras programs developed student performance

standards in math, Spanish, and science. Similarly, EQUIP1 and 2 programs in Egypt supported establishing student performance standards at the primary and secondary levels. The EQUIP3 Afghanistan program developed a literacy program to give Grade 3 equivalency to illiterate learners in the community.

Other

As mentioned earlier, since the last version of the EQUIP Associate Award Program Analysis, the thematic breakdown was modified to capture the innovative activities undertaken by all EQUIPs. A few activities could not be classified in the modified themes and the *other* category was created to account for these activities.

EQUIP3 had the highest number of activities that could not be accounted for in any of the pre-existing themes. Most of these activities related to general approaches: 'direct service,' 'health support,' and 'feeding programs.' Eight out of the ten EQUIP3 programs in this category provided some kind of direct service such as skills training to youth for work, general life skills, leadership training, and work placement or referral service.

Figure 20. Number of Programs with 'Other' Activities

	EQUIP 1	EQUIP 2	EQUIP 3
Number of Programs	6	3	10
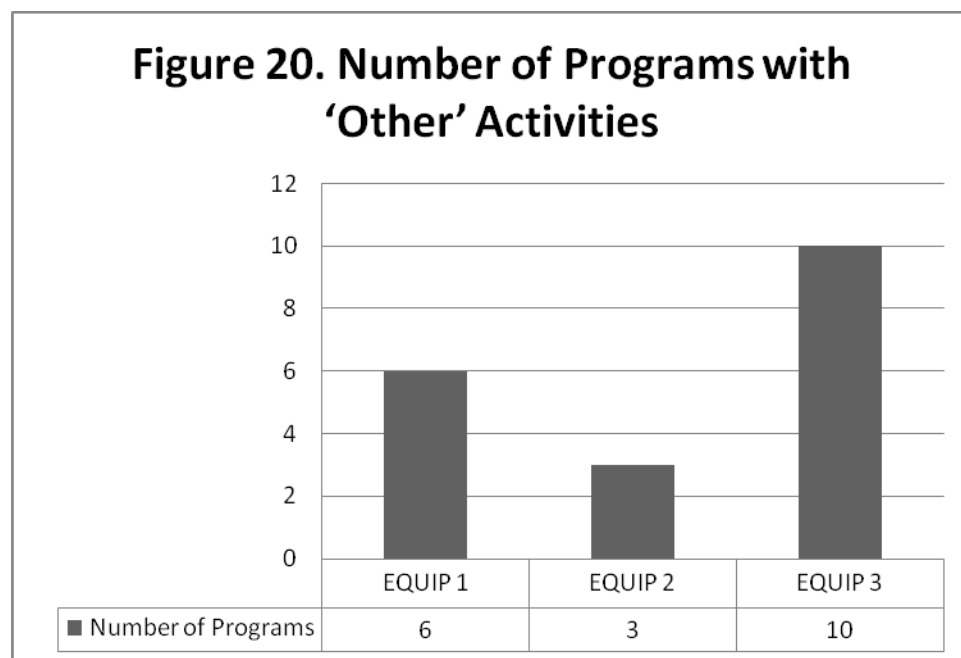
EQUIP3 programs in Haiti, India, Rwanda, Uganda, and West Bank/Gaza also provide health support to youth and community that included activities like psychosocial counseling, health insurance, medical check-ups, vaccines, and medication. EQUIP3 Haiti and Rwanda also provided food to program participants. EQUIP2 Namibia and Zambia PEPFAR programs also supported health initiatives for students and teachers. EQUIP1 Cambodia, Kenya, Zambia provided assistance with health services in schools.

School feeding activities were prevalent in EQUIP1 and EQUIP2 programs as well. EQUIP1 Cambodia had a school feeding program running for the program target schools. EQUIP1 Haiti and Kenya and EQUIP2 South Sudan provided technical assistance to ministries of education for school feeding programs.

EQUIP1 India program focused on at-risk and established Remediation Centers to provide academic, moral, and social support to at-risk children before and after school.

Distribution by Level of Education System

EQUIP Associate Awards address all levels of the education system. Most EQUIP1 and EQUIP2 programs focused on basic education at the primary and secondary level. They also had numerous programs working at the university level, the majority of which focused on pre-service teacher education. EQUIP3, with its focus on youth, had the highest number of programs that focused on the out-of-school population. EQUIP3 also had a high number of programs working in vocational education, adult education, and some at the university level. This trend is consistent with the respective programmatic focus of all the EQUIPs and has remained consistent since the last EQUIP Associate Award Program Analysis.

Figure 21. Number of Programs at Each Level of the Education System by EQUIP

	Early childhood	Primary	Secondary	University	Vocational	Adult Education	All	Out of School
■ EQUIP1	5	16	12	5	1	2	5	3
■ EQUIP2	3	23	17	11	6	3	17	6
▪ EQUIP3	3	4	5	6	5	6	5	17
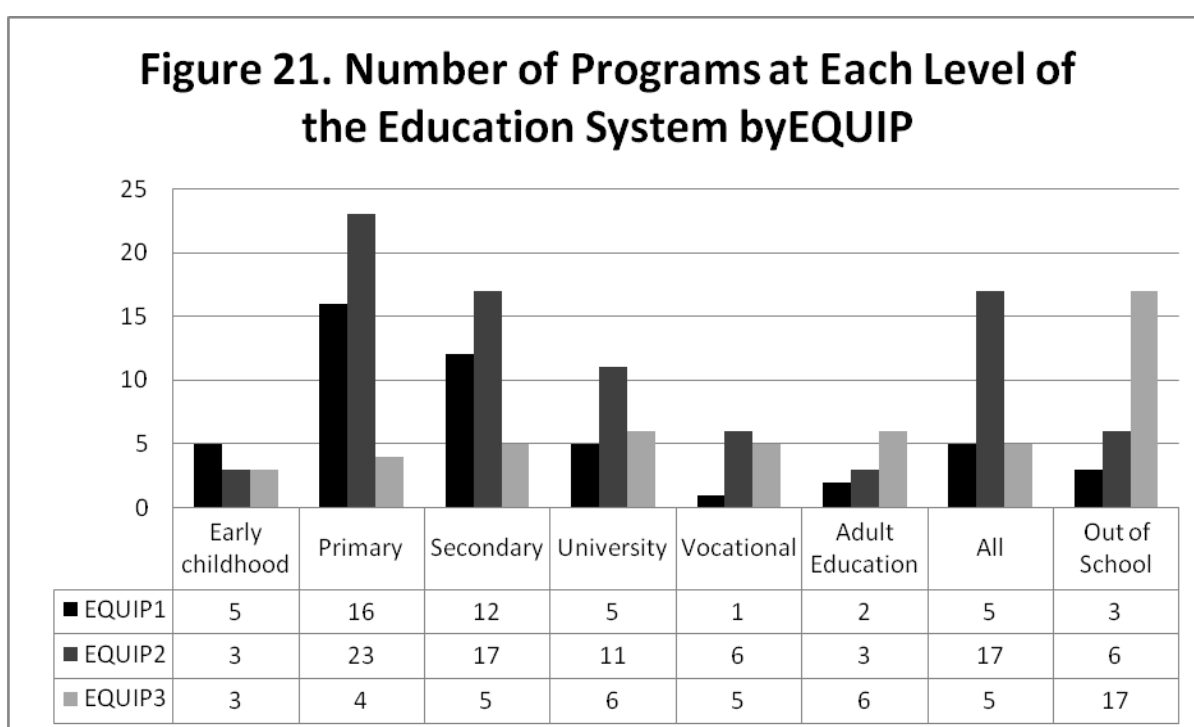
Early Childhood

EQUIP1 had the most programs that worked at the early childhood level (five) and the majority of these programs had activities that increased *public demand and support* for education. Three out of the four EQUIP1 programs that worked in increasing *public demand and support* for early childhood education also worked in *curriculum and materials development*: EQUIP1 India, El Salvador, and Kenya. The EQUIP1 El Salvador, Kenya, and Tanzania/Zanzibar programs also included early childhood level activities in *developing and strengthening systems, policy development, and instructional quality* along with *increasing public demand and support*.

Three EQUIP3 programs had activities in early childhood education: EQUIP3 South Africa EFA, Armenia SLP, and West Bank/Gaza Ruwwad. In the West Bank/Gaza Ruwwad program,

the early childhood activity involved supporting a Teddy Bear Hospital in which medical students organized an innovative activity for children to have their teddy bears examined to break the barriers between children and doctors. EQUIP2 also had three programs operating at the early childhood level: EQUIP2 Honduras, Jordan, and South Sudan. Both the Honduras and Jordan programs had activities in *Policy Development* and *Instructional Quality*. The EQUIP2 Jordan program had early childhood level activities in all of the following themes: *Curriculum and Materials Development*; *Development and Strengthening of Systems*; *Policy Development*; *Infrastructure and Supply of Learning Material*; *Public Demand and Support;* and *School or Institutional Management and Leadership*.

Figure 22. Number of Programs at the Early Childhood Level by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Instructional Quality	Public Demand and Support	School/Institutional Management and Leadership	Other
■ EQUIP1	3	3	3	2	3	4	1	1
■ EQUIP2	2	1	2	1	2	1	1	0
■ EQUIP3	0	0	1	0	0	1	0	1
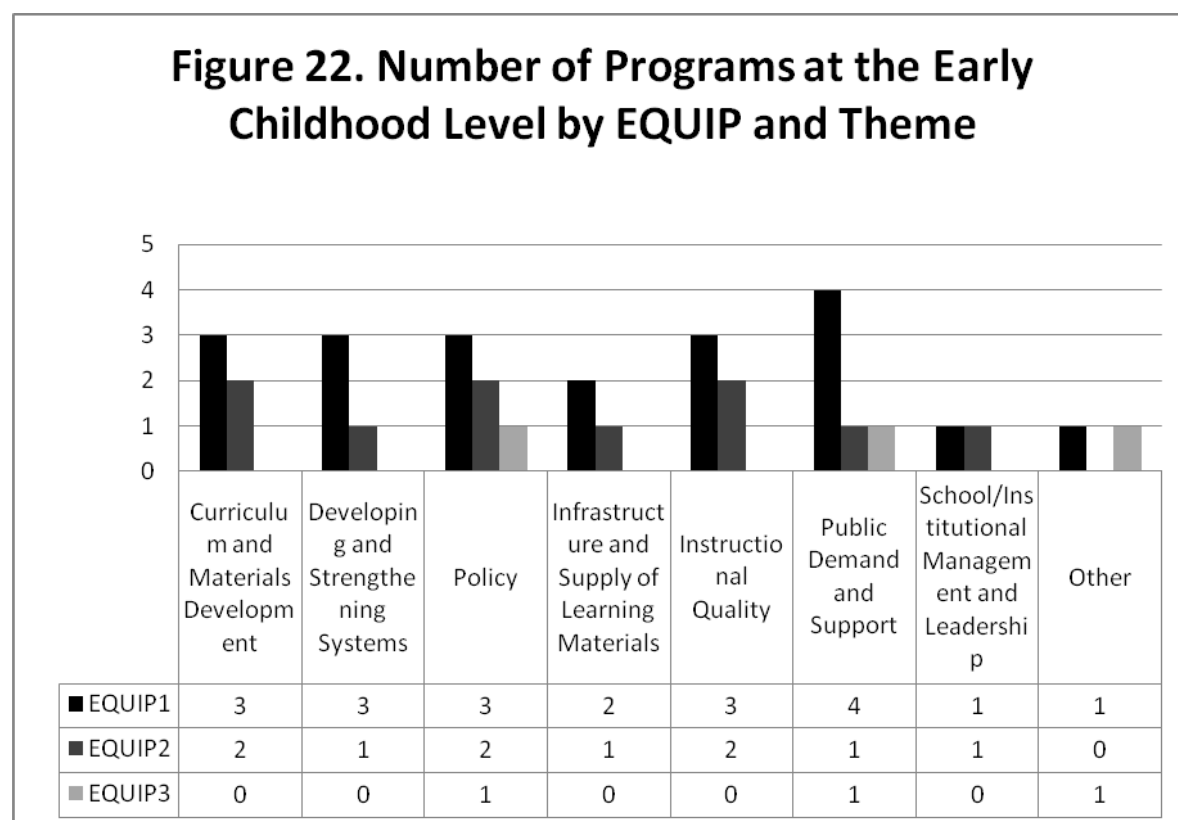
Primary

Most EQUIP1 and EQUIP2 programs had activities at the primary school level and most of these programs work in *developing and strengthening systems*, *policy development* and *school or institutional management and leadership*. Three EQUIP1 programs had activities in all the themes presented in Figure 22: Cambodia, India, and Nicaragua. Only EQUIP2's Namiba PEPFAR program had activities in all the themes; however most programs had activities in many of the thematic areas. Only four EQUIP3 programs had activities for primary level: EQUIP3 India, Philippines, and South Africa EFA. The South Africa EFA program only had activities relating to *developing and strengthening systems*, *improving public demand and support,* and *school or institutional management and leadership*. On the other hand, the Philippines program primarily worked at the primary school level with activities in *policy development*, *instructional quality*, *measuring learning outcomes*, and *public demand and support for education*.

Figure 23. Number of Programs at the Primary Level by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Instructional Quality	Measuring Learning Outcomes	Public Demand and Support	School/Institutional Management and Leadership	Other
■ EQUIP1	11	13	11	11	14	7	9	14	3
■ EQUIP2	11	19	21	7	14	7	14	16	1
▪ EQUIP3	0	2	2	1	1	0	3	3	0
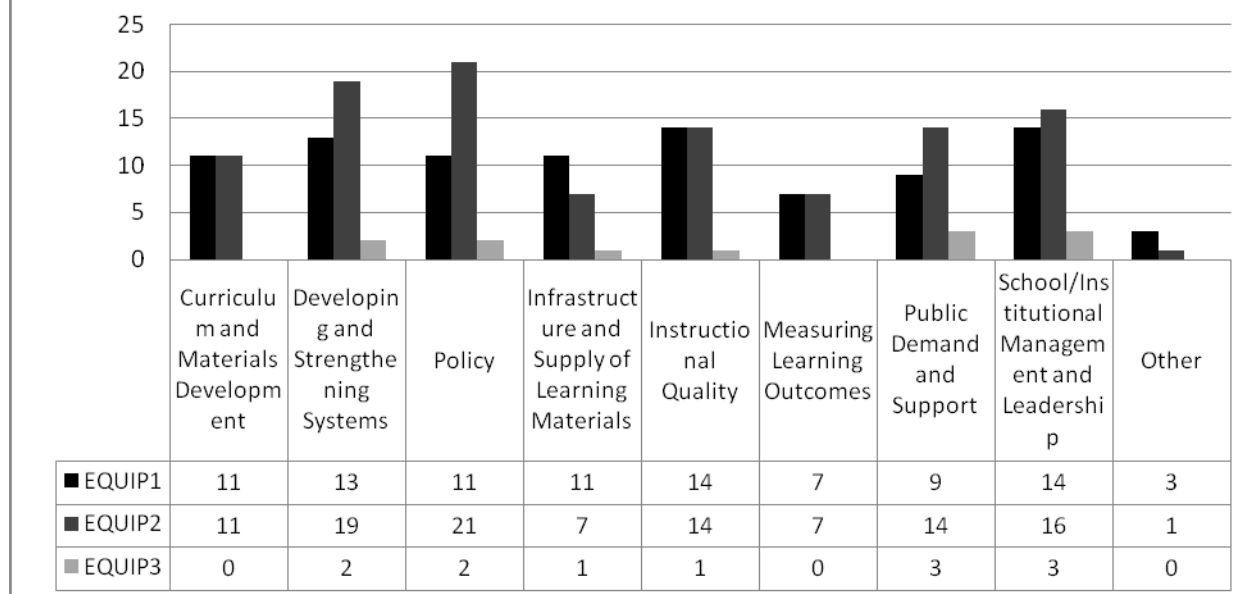
Secondary

EQUIP2 had the highest number of programs (17) working at secondary level. Thirteen of these programs worked in *developing and strengthening systems* and 10 out of those 13 worked in *policy development*. Nine programs out of the thirteen programs also worked in *school or institutional management and leadership*. Thus, of the 17 programs that worked in secondary education in EQUIP2, 14 had activities that addressed issues at the *policy* and systems level, and fewer programs worked to improve *instructional quality* and providing *learning materials*. In comparison, the EQUIP2 projects that worked at only the primary level had many more activities that worked in the areas of *curriculum development*, *instructional quality*, and *increasing the supply of learning materials*.

Most EQUIP1 programs that had secondary-level activities worked on improving *instructional quality*. Nine programs had activities relating to three thematic areas*: policy development, instructional quality,* and *school or institutional management and leadership*. Seven programs had additional activities in increasing *public demand and support for education*.

Only five EQUIP3 programs worked at the secondary level: EQUIP1 Kenya, India, Somalia, South Africa EFA, and West Bank/Gaza Ruwwad. Most of EQUIP3 programs worked in increasing *public demand and support* except for EQUIP3 Somalia. Most of the programs also had activities relating to *developing and strengthening* secondary education systems.

Figure 24. Number of Programs at the Secondary Level by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Instructional Quality	Measuring Learning Outcomes	Public Demand and Support	School/Institutional Management and Leadership	Other
■ EQUIP1	9	5	9	8	10	6	7	9	1
■ EQUIP2	6	13	11	4	7	4	6	10	1
■ EQUIP3	0	3	0	0	1	0	4	2	2
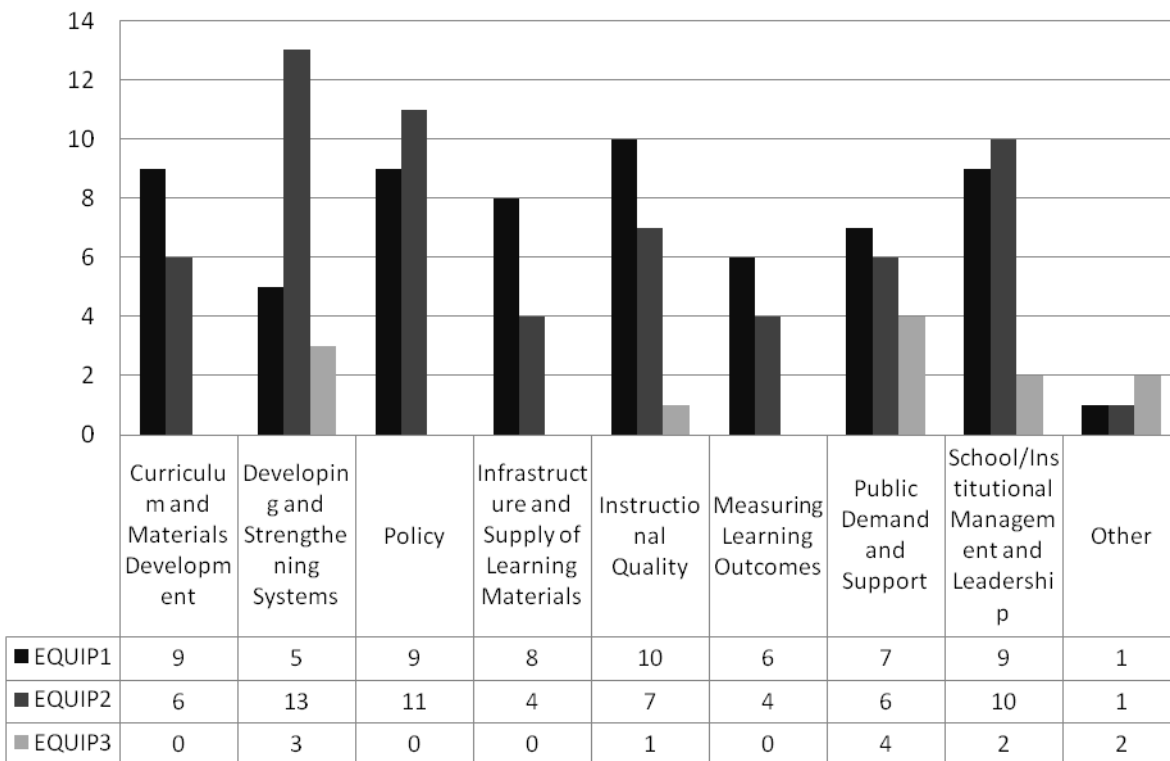
University

EQUIP2 and 3 program activities at the university level worked on most themes: *curriculum and materials development, developing and strengthening systems, policy development, instructional quality, public demand and support,* and *school or institutional management and leadership.* However, both EQUIP1 and EQUIP2 had a majority of their activities in improving instructional quality as they provided pre-service teacher education. EQUIP3 Europe and Social Legacy Program in Armenia, Kosovo, Montenegro, Azerbaijan and Macedonia developed a Transparent Education Network website to promote transparency at the secondary and university levels. EQUIP3 West Bank/Gaza Ruwwad on the other hand, supported enhancement of service learning for higher education institutions aimed at youth.

Figure 25. Number of Programs at the University Level by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Instructional Quality	Public Demand and Support	School/Institutional Management and Leadership
EQUIP1	0	0	0	1	4	0	0
EQUIP2	1	3	2	0	8	1	5
EQUIP3	6	5	4	0	2	4	2
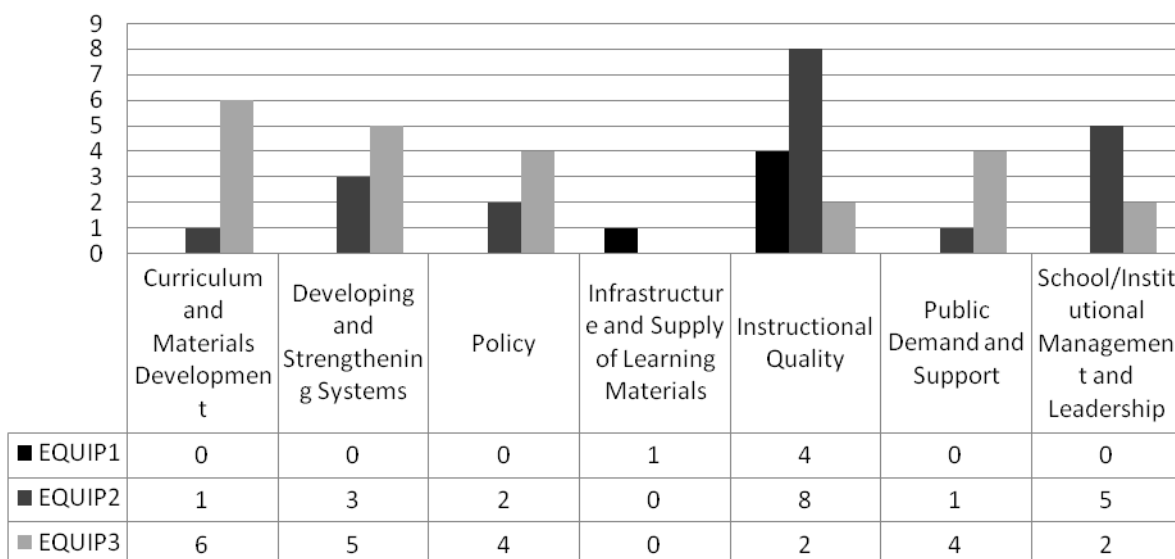
Vocational

EQUIP2 and EQUIP3 had the most programs with vocational education activities. Both EQUIP2 and EQUIP3 had two programs each that developed *curriculum and materials* for vocational education. The two EQUIP2 Djibouti programs developed training modules for job preparedness training such as computer training, hospitality, heavy machinery operation, and electrician work. The EQUIP3 Bangladesh program developed a Working for Better Life training by revising existin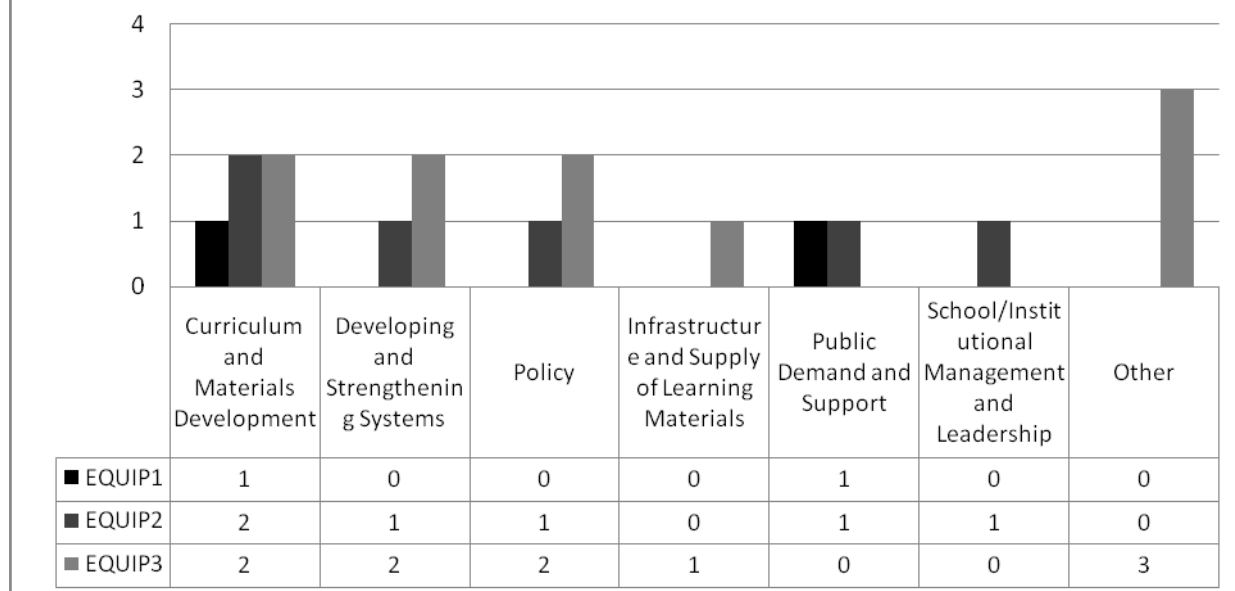g curricula in hatchery and aquaculture related horticulture. Similarly, the EQUIP3 Haiti program developed vocational institute curriculum for training youth at risk. EQUIP3 Haiti also worked on developing and strengthening the system for vocational education and Haiti's policy on vocational education. The program was involved in setting up locally run vocational education National Assessment Institutes and creating linkages between the Ministry of Education and the National Institute for Vocational Training. EQUIP3 Bangladesh, Jamaica EFA, and West Bank/Gaza Ruwwad all provided direct vocational training to youth in various fields like business development, lifeguard training, and freshwater prawn farming training. EQUIP3 Kenya also delivered curriculum kits for vocational education in durable carrying cases to Career Resource Centers. EQUIP1 Macedonia had vocational education activities that related to *curriculum and materials development* and *increasing public demand and support.* The program supported the establishment of real firms and microenterprises in vocational schools and improved community awareness on school-to-work transition.

Figure 26. Number of Programs in Vocational Education by EQUIP and Theme

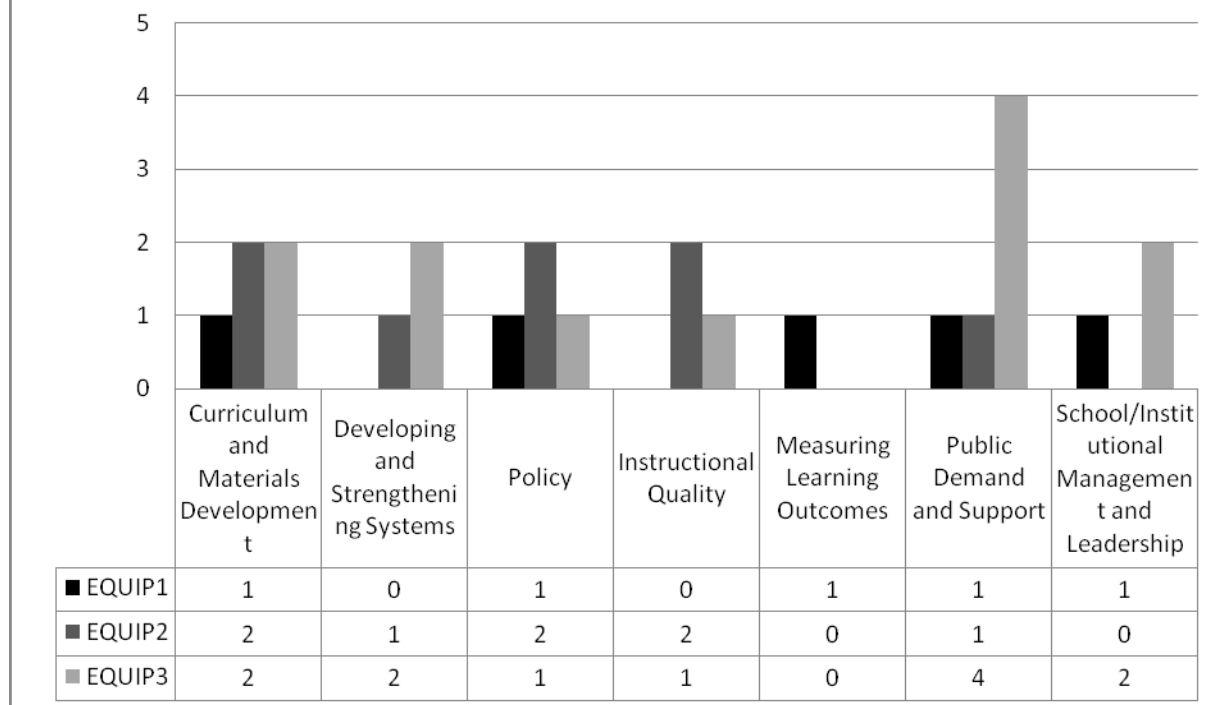|	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Public Demand and Support	School/Institutional Management and Leadership	Other
■ EQUIP1	1	0	0	0	1	0	0
■ EQUIP2	2	1	1	0	1	1	0
■ EQUIP3	2	2	2	1	0	0	3

Adult Education

Only 11 EQUIP programs worked in adult education and most of these were EQUIP3 programs: EQUIP3 Afghanistan, Bangladesh, Jamaica EFA, SLP Armenia, SLP Kosovo, and SLP Georgia, Most programs worked on increasing *public demand and support* for education and in social and economic activities. For example, the EQUIP3 Afghanistan program supported neo-literates to apply their skills in community governance and economic empowerment. The SLP Georgia program raised awareness on rights of individuals with disabilities and EQUIP3 Bangladesh conducted outreach campaigns to recruit school dropouts to enroll in education programs. The EQUIP3 Afghanistan program also developed literacy materials and trained teachers along with building the capacity of a Women's Teacher Training Institute.

EQUIP1 Egypt and Yemen had activities relating to adult education. Both programs developed materials for adult literacy skills. EQUIP1 Egypt also worked in policy development and capacity building by providing technical assistance to the Adult Education Authority on adult education reform and strategies for increasing enrollment, retention, and passing rates of adult learners.

The adult literacy efforts of EQUIP1 Yemen continued in the subsequent EQUIP2 Yemen program. Other adult education activities in EQUIP2 Yemen program supported the decentralization of decision making on issues relating with adult education through the formation and support to National Association for Mothers' and Fathers' Councils. The EQUIP2 Mali program also worked in the area of developing adult literacy material and training adult literacy facilitators while the EQUIP2 South Sudan program conducted a situation analysis of Alternative Education Systems for out-of-school youth and adults.

Figure 27. Number of Programs on Adult Education by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Instructional Quality	Measuring Learning Outcomes	Public Demand and Support	School/Institutional Management and Leadership
EQUIP1	1	0	1	0	1	1	1
EQUIP2	2	1	2	2	0	1	0
EQUIP3	2	2	1	1	0	4	2

Out-of-School

Considering the overall focus of EQUIP3 was to work with out-of-school youth, 17 of the 19 EQUIP3 Associate Awards worked with the out-of-school population. Most of these programs worked with the out-of-school population under all thematic areas. Five EQUIP2 programs worked with the out-of-school segment of the population as well: EQUIP2 Djibouti (two programs), Honduras, Malawi, and South Sudan. Activities ranged from policy dialogue on out-of-school youth in Honduras to situation analysis in South Sudan and supporting decentralized communication on activities in Malawi. EQUIP2 Djibouti programs also supported capacity building of local institutions and NGOs through grants and training activities.

Three EQUIP1 programs worked with out-of-school populations. The EQUIP1 India program developed Bridge courses to enable learners develop competency through a condensed primary curriculum. The program also supported Getting Girls to School Campaign, a slogan writing competition for teachers and students to encourage community involvement. The EQUIP1 Djibouti program assessed existing non-formal education programs, and EQUIP1 Yemen developed literacy manuals for out-of-school youth.

Figure 28. Number of Program Working with Out of School Population by EQUIP and Theme

	Curriculum and Materials Development	Developing and Strengthening Systems	Policy	Infrastructure and Supply of Learning Materials	Instructional Quality	Measuring Learning Outcomes	Public Demand and Support	School/Institutional Management and Leadership	Other
■ EQUIP1	2	0	1	0	0	0	2	0	0
■ EQUIP2	1	2	2	0	0	0	1	1	0
■ EQUIP3	10	9	12	7	7	3	11	9	9
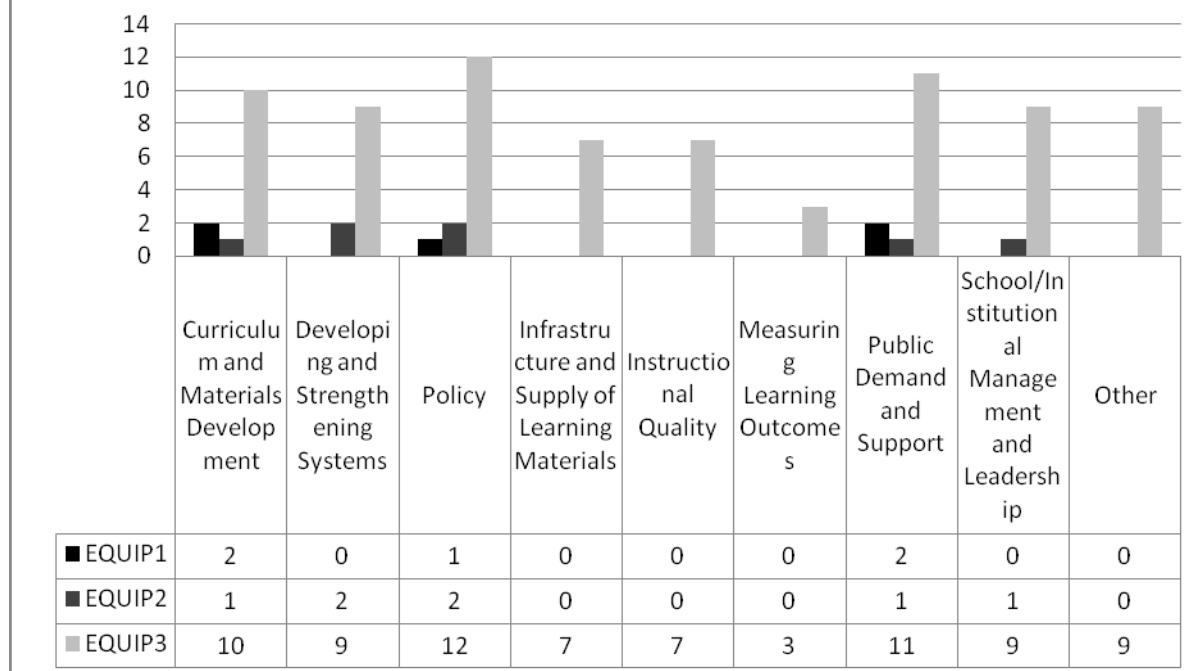
Conclusions

As noted in previous studies, the USAID projects supported through the EQUIP LWAs represent only a portion of the education initiatives around the world. The USAID investments in education are diverse both in terms of the level of education system supported and in the range of innovative strategies.

As LWAs, EQUIP1, 2, and 3 are tasked with providing information and research in support of USAID's strategic objectives in education development. 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, with a focus on policy, systems, management, and information, has conducted research and capacity building in education system reform, education decentralization, strategies for reaching EFA, monitoring and evaluation, education data and information, complementary models of education for underserved and marginalized populations, and measuring learning outcomes, particularly in the context of monitoring and evaluating the success of USAID programs. EQUIP3 has focused on youth empowerment and skills development. Each Leader Award activity is linked to the technical parameters of the AAs and through increased advocacy and communication activities, lessons learned from AAs and core EQUIP research findings will be shared and disseminated to broaden the range of state-of-the-art knowledge in these key areas.

This analysis shows the following trends across the EQUIP projects:

- There were 69 Associate Awards in 41 countries, totaling $783,997,740 under the EQUIP mechanism, with the highest number and funding committed through EQUIP2.
- Regionally, the greatest amount of funding was allocated to Sub-Saharan Africa under EQUIP2; the Middle East under EQUIP1; and Asia under EQUIP3.
- Across all EQUIP Awards, the greatest amount of funding was allocated to Sub-Saharan Africa, followed by the Middle East and Asia.
- Overall, the greatest number of programs are in Sub-Saharan Africa followed by Latin America and the Caribbean.
- The greatest per capita expenditure under this mechanism was found in Djibouti; the lowest per capita expenditure was in Bangladesh and theDRC.
- The majority of EQUIP1 and EQUIP2 projects worked at the primary and secondary levels while EQUIP3 worked mostly with out-of-school youth.
- There was an overwhelming thematic focus on policy, although the greatest percentage of funding was allocated to the theme of instructional quality.

The analysis of trends and patterns in this 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 provides the capability to draw lessons on the manner in which these interventions contribute to the improved quality of education.

Annex 1: Education Indicators and USAID per Capita Investment through EQUIP Mechanism
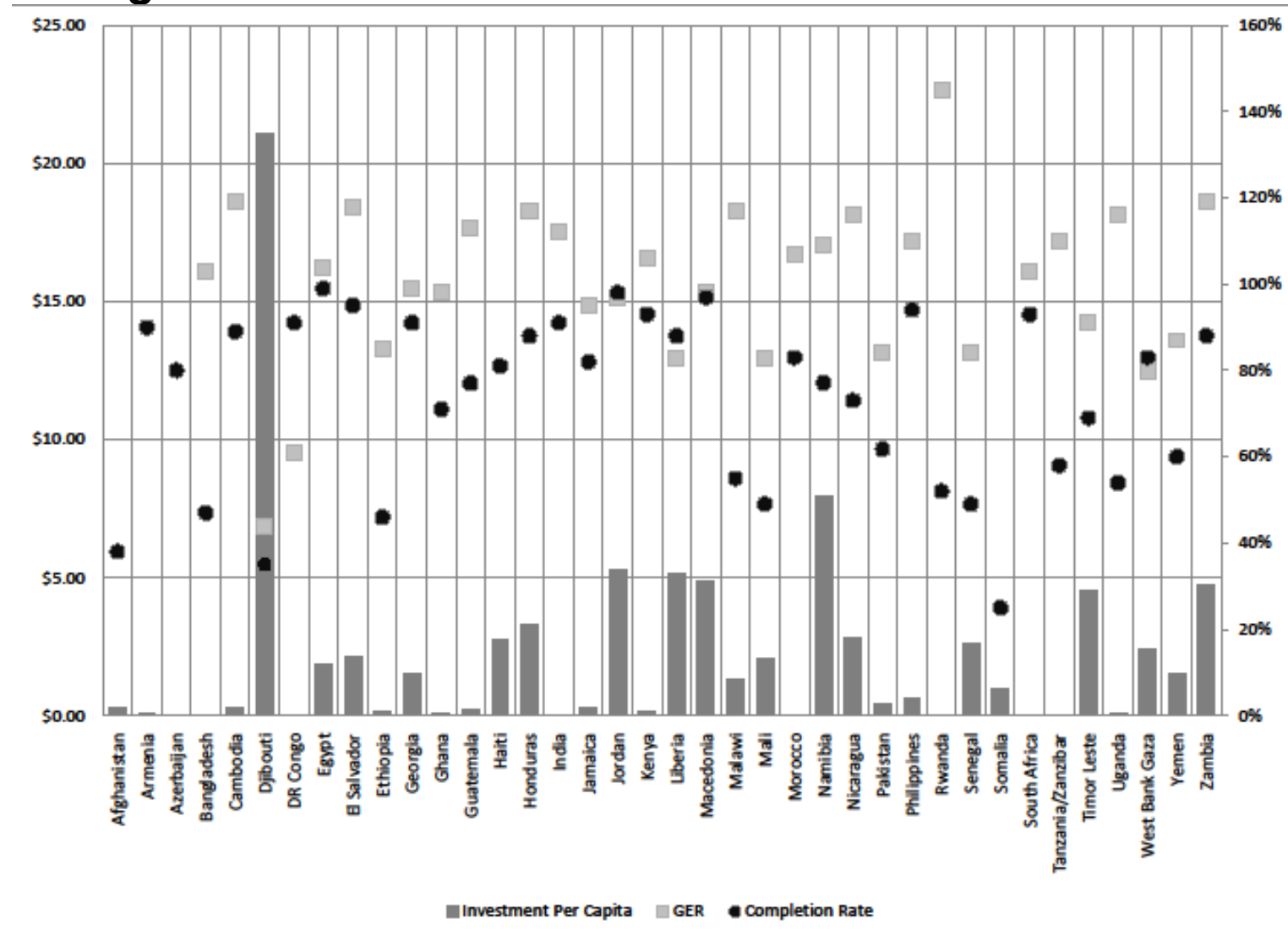
Annex 2: Methodology

Background:

The EQUIP Associate Award Program Analysis has been conducted three times including this current report by EQUIP2 Leader Award staff at FHI 360. The first report covered all program activities in the first two years of the mechanism. The second report analyzed activities from 2003 to 2005. The current report includes all programs from 2003 up to 2009. The original concept and program analysis methodology was developed for the first report. This methodology was further refined for the second report. The current report modified the methodology further to incorporate the changing trend of EQUIP Associate Awards. The data collection, verification and analysis were done in several phases that are described in the sections below.

Phase 1: Data Collections

The initial data collection was conducted by reviewing the list of Associate Awards on the EQUIP123 website. Basic data on award title, amount and period of performances provided on the website was updated on the database that was created for the previous versions of the report. EQUIP1, 2 and 3 Leader Award Program Directors were then contacted to verify the list of AAs and provide the contact information for the program backstop. Program documents were collected from the backstops that varied from program descriptions, proposals, work plans, quarterly/annual reports and monitoring and evaluations plans.

Phase 2: Document Review

Program documents were reviewed to identify specific activities being carried out or committed to by program management team. These activities were then summarized and categorized under the *themes* and *approaches* that were developed in the previous report. For each activity the reviewers also identified, when applicable, the geographic level (national, provincial, district, etc.), school type (public, private, community, etc.), school level (primary, secondary, out-of-school, etc.) and any target group. The reviewers then produced a program profile sheet as a reference document with program activities categorized under themes and approaches.

Phase 3: Interviews

Program backstops and/or Chief of Party were interviewed to get additional information and verification of the identified program activities. The program staff was also asked to assign a percentage of the program budget to each of the themes based on their estimates for the activities listed under the themes. Interview results were then also entered into the database.

Phase 4: Data Analysis

The reviewers ran several queries on the information entered in the database to identify patterns that existed between and within EQUIP1, 2 and 3 Associate Awards. These patterns and trends resulted in the current report.

Challenges:

There reviewers experienced several challenges with data collection and analysis that may have compromised the accuracy of some of the data presented in this report. Reviewers anticipated for some of these challenges and included data verification measures to minimize the inaccuracies to a reasonable level.

- An accurate list of all Associate Awards was difficult to obtain because the EQUIP1, 2, 3 website is not always up to date. This list was verified several times with each of the Leader Award management team. However, with turnover of staff during the course of this study delayed the communication. This was especially challenging when new program started during the course of data collection and analysis.

- This report included several programs that have been closed and it was very difficult to track down program staff and documents.

- Co-ordination between several organizations and countries was also challenging as the systems for every company and country program are very different.

- Getting accurate program amount and length was also difficult because the data from various sources did not always match.

- Some program backstop staff that were interviewed did not have nuanced knowledge on program activity implementation.

- Several program staff found the exercise of assigning budget percentage to a theme difficult because program budgets across all 69 programs are usually not divided in these thematic components.

- Analysis of multi-country awards and non-country or regional awards was posed challenges because this methodology was designed for country programs. Where possible the reviewers included country level program activities in the theme and approaches analysis, however the regional and global programs were only included in financial analysis.

Annex 3: Themes and Associate Award Summary

	Total Estimated Funding	
	(Millions)	**$91.1**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Armenia	EQUIP3: Social Legacy Program
Azerbaijan	EQUIP3: Social Legacy Program
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
DR Congo	EQUIP3: Cross-sectoral Youth Project
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Early Childhood Family Education Activity (EDIFAM)
El Salvador	EQUIP1: Excellence in Classroom Education at the Local Level (EXCELL)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Georgia	EQUIP2: General Education Decentralization and Accreditation
Georgia	EQUIP3: Social Legacy Program
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Guatemala	EQUIP2: Education Finance Policy Dialogue
Guatemala	EQUIP2: Social Sector Investment Policy Dialogue
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Cross-sectoral Youth Program
India	EQUIP3: Minority Education and Skills Training for Youth Program
Jamaica	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Cross Sectoral Youth Assessment of At Risk Youth in Kenya
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program

Macedonia	EQUIP1: Secondary Education Activity
Macedonia	EQUIP3: Social Legacy Program
Malawi	EQUIP2: Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development
Malawi	EQUIP2: Malawi Education Decentralization Support Activity
Mali	EQUIP2: Education Decentralization Program
Mali	EQUIP2: Regional Action Plan/Decision Making (RAP-DM) Project
Montenegro	EQUIP3: Social Legacy Program
Morocco	EQUIP3: Cross-sectoral Youth Project
Namibia	EQUIP1: Namibian National Standardized Achievement Test
Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia
Pakistan	EQUIP2: Pakistan Higher Education Commission - Finanacial Aid Development Program
Pakistan	EQUIP2: Pre-Service Teacher Education Program
Philippines	EQUIP3: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2
Rwanda	EQUIP3: Rwanda Akazi Kanoze Youth Livelihoods Project
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
Somalia	EQUIP3: Somalia Youth Livelihood Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
South Sudan	EQUIP2: Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
Uganda	EQUIP2: Support for Education Management Information Systems
Uganda	EQUIP2: Teacher Development Management System
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
West Bank/Gaza	EQUIP3: West Bank Assessment
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Yemen	EQUIP3: Cross Sectoral Youth Design in Support of the Yemen Stability Initiative
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Developing and strengthening systems

Total Estimated Funding
(Millions) **$136.2**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Armenia	EQUIP3: Social Legacy Program
Azerbaijan	EQUIP3: Social Legacy Program
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Early Childhood Family Education Activity (EDIFAM)
El Salvador	EQUIP1: Excellence in Classroom Education at the Local Level (EXCELL)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Georgia	EQUIP2: General Education Decentralization and Accreditation
Georgia	EQUIP3: Social Legacy Program
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Guatemala	EQUIP2: Social Sector Investment Policy Dialogu
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Minority Education and Skills Training for Youth Program
Jamaica	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program

Macedonia	EQUIP1: Secondary Education Activity
Macedonia	EQUIP3: Social Legacy Program
Malawi	EQUIP1: Malawi Education Support Activity
Malawi	EQUIP2: Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development
Malawi	EQUIP2: Malawi Education Decentralization Support Activity
Mali	EQUIP2: Education Decentralization Program
Mali	EQUIP2: Regional Action Plan/Decision Making (RAP-DM) Project
Montenegro	EQUIP3: Social Legacy Program
Namibia	EQUIP1: Namibian National Standardized Achievement Test
Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia
Pakistan	EQUIP2: Pakistan Higher Education Commission - Finanacial Aid Development Program
Pakistan	EQUIP2: Pre-Service Teacher Education Program
Philippines	EQUIP3: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
Somalia	EQUIP3: Somalia Youth Livelihood Program
South Africa	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
South Sudan	EQUIP2: Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
Uganda	EQUIP2: Support for Education Management Information Systems
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Yemen	EQUIP3: Al Saleh Youth Development and Vocational Training Center
Yemen	EQUIP3: Cross Sectoral Youth Design in Support of the Yemen Stability Initiative
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Public demand and support for education

Total Estimated Funding
(Millions)   **$84.0**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Armenia	EQUIP3: Social Legacy Program
Azerbaijan	EQUIP3: Social Legacy Program
Bangladesh	EQUIP3: Bangladesh Youth Employment Pilot
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
DR Congo	EQUIP3: Cross-sectoral Youth Project
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Early Childhood Family Education Activity (EDIFAM)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Georgia	EQUIP2: General Education Decentralization and Accreditation
Georgia	EQUIP3: Social Legacy Program
Guatemala	EQUIP2: Education Finance Policy Dialogue
Guatemala	EQUIP2: Social Sector Investment Policy Dialogue
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Cross-sectoral Youth Program
India	EQUIP3: Minority Education and Skills Training for Youth Program
Jamaica	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program
Macedonia	EQUIP1: Secondary Education Activity
Macedonia	EQUIP3: Social Legacy Program

Malawi	EQUIP1: Malawi Education Support Activity
Malawi	EQUIP2: Malawi Education Decentralization Support Activity
Mali	EQUIP2: Education Decentralization Program
Montenegro	EQUIP3: Social Legacy Program
Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia
Pakistan	EQUIP2: Pakistan Higher Education Commission - Finanacial Aid Development Program
Philippines	EQUIP3: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2
Rwanda	EQUIP3: Rwanda Akazi Kanoze Youth Livelihoods Project
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
Somalia	EQUIP3: Somalia Youth Livelihood Program
South Africa	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
West Bank/Gaza	EQUIP3: West Bank Assessment
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Yemen	EQUIP3: Al Saleh Youth Development and Vocational Training Center
Yemen	EQUIP3: Cross Sectoral Youth Design in Support of the Yemen Stability Initiative
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)

School/institutional management and leadership

Total Estimated Funding
(Millions) **$91.7**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Bangladesh	EQUIP3: Bangladesh Youth Employment Pilot
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Excellence in Classroom Education at the Local Level (EXCELL)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP1: Teaching English for Life Learning (TELL)
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Georgia	EQUIP2: General Education Decentralization and Accreditation
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Guatemala	EQUIP2: Social Sector Investment Policy Dialogue
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Cross-sectoral Youth Program
India	EQUIP3: Minority Education and Skills Training for Youth Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program
Macedonia	EQUIP1: Secondary Education Activity
Malawi	EQUIP1: Malawi Education Support Activity
Malawi	EQUIP2: Education Sector Policy, Planning, EMIS Support Activities and Higher Education Strategic Plan Development
Malawi	EQUIP2: Malawi Education Decentralization Support Activity
Mali	EQUIP2: Education Decentralization Program
Montenegro	EQUIP3: Social Legacy Program

Namibia	EQUIP1: Namibian National Standardized Achievement Test
Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia
Pakistan	EQUIP2: Pakistan Higher Education Commission - Finanacial Aid Development Program
Pakistan	EQUIP2: Pre-Service Teacher Education Program
Rwanda	EQUIP3: Rwanda Akazi Kanoze Youth Livelihoods Project
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
Somalia	EQUIP3: Somalia Youth Livelihood Program
South Africa	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
South Sudan	EQUIP2: Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Yemen	EQUIP3: Al Saleh Youth Development and Vocational Training Center
Yemen	EQUIP3: Cross Sectoral Youth Design in Support of the Yemen Stability Initiative
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Curriculum and materials development

Total Estimated Funding	
(Millions)	**$86.8**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Armenia	EQUIP3: Social Legacy Program
Azerbaijan	EQUIP3: Social Legacy Program
Bangladesh	EQUIP3: Bangladesh Youth Employment Pilot
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
DR Congo	EQUIP3: Cross-sectoral Youth Project
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Early Childhood Family Education Activity (EDIFAM)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP1: Teaching English for Life Learning (TELL)
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Cross-sectoral Youth Program
Jamaica	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program
Macedonia	EQUIP1: Secondary Education Activity
Macedonia	EQUIP3: Social Legacy Program
Malawi	EQUIP1: Malawi Education Support Activity
Mali	EQUIP2: Education Decentralization Program
Montenegro	EQUIP3: Social Legacy Program

Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia
Pakistan	EQUIP2: Pre-Service Teacher Education Program
Rwanda	EQUIP3: Rwanda Akazi Kanoze Youth Livelihoods Project
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
South Sudan	EQUIP2: Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Instructional quality

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Total Estimated Funding
(Millions)   **$145.9**

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Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
DR Congo	EQUIP3: Cross-sectoral Youth Project
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP1: Early Childhood Family Education Activity (EDIFAM)
El Salvador	EQUIP1: Excellence in Classroom Education at the Local Level (EXCELL)
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP1: Teaching English for Life Learning (TELL)
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Kosovo	EQUIP3: Social Legacy Program
Liberia	EQUIP2: Liberia Teacher training Program
Macedonia	EQUIP1: Secondary Education Activity
Malawi	EQUIP1: Malawi Education Support Activity
Mali	EQUIP2: Education Decentralization Program
Montenegro	EQUIP3: Social Legacy Program
Namibia	EQUIP1: Namibian National Standardized Achievement Test
Namibia	EQUIP2: Basic Education Support III
Namibia	EQUIP2: PEPFAR MBESC Strengthening and OVC Care
Nicaragua	EQUIP1: Excelencia

Pakistan	EQUIP2: Pre-Service Teacher Education Program
Philippines	EQUIP3: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2
Rwanda	EQUIP3: Rwanda Akazi Kanoze Youth Livelihoods Project
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
South Africa	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
South Sudan	EQUIP2: Technical Assistance to the Sudan Secretariat of Education
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Timor Leste	EQUIP3: Preparing Youth for Work (PAS: Prepara Ami Ba Servisu)
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Infrastructure and supply of materials

Total Estimated Funding
(Millions) **$67.0**

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Djibouti	EQUIP1: Djibouti Assistance to Education Project
Djibouti	EQUIP2: Djibouti Education Program (Projet AIDE)
Egypt	EQUIP1: Education Reform Program
Ethiopia	EQUIP1: Teaching English for Life Learning (TELL)
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Georgia	EQUIP2: General Education Decentralization and Accreditation
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
India	EQUIP3: Cross-sectoral Youth Program
Jordan	EQUIP2: Education Reform for the Knowledge Economy
Kenya	EQUIP1: Education of Marginalized Children Kenya (EMACK)
Kenya	EQUIP3: Garissa Youth Project (G-Youth)
Macedonia	EQUIP1: Secondary Education Activity
Malawi	EQUIP1: Malawi Education Support Activity
Mali	EQUIP2: Education Decentralization Program
Nicaragua	EQUIP1: Excelencia
Philippines	EQUIP3: Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Phase 2
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
South Africa	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
South Sudan	EQUIP2: Southern Sudan Technical Assistance Program
Tanzania/Zanzibar	EQUIP1: Improving the Quality of Learning in Zanzibar (MKEZA)
Uganda	EQUIP3: Education for All Youth Challenge Grant Program
West Bank/Gaza	EQUIP3: Ruwwad: Palestinian Youth Empowerment Program
Yemen	EQUIP1: Basic Education (BE) Program
Yemen	EQUIP2: Basic Education Support and Training (BEST)
Yemen	EQUIP3: Al Saleh Youth Development and Vocational Training Center
Zambia	EQUIP1: Community Health and Nutrition, Gender and Education Support 2 (CHANGES2)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Measuring learning outcomes

Associate Awards

Afghanistan	EQUIP3: Literacy and Community Empowerment Program
Cambodia	EQUIP1: Education Support to Children of Underserved Populations
Egypt	EQUIP1: Education Reform Program
Egypt	EQUIP2: Education Reform Project
El Salvador	EQUIP2: Strengthening Basic Education Project
Ethiopia	EQUIP1: Teaching English for Life Learning (TELL)
Ethiopia	EQUIP2: Ethiopia Building the Capacity of Primary Education Managers and Educators Program
Ghana	EQUIP2: Basic Education Comprehensive Assessment System
Haiti	EQUIP1: Haiti
Haiti	EQUIP3: Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)
Honduras	EQUIP1: Mejoranda el Impacto al Desempeno Estudiantil de Honduras (MIDEH)
Honduras	EQUIP2: Improving Student Achievement Project (MIDEH)
India	EQUIP1: Reaching and Educating At-Risk Children (REACH)
Jamaica	EQUIP3: Education for All (EFA) Youth Challenge Grant Program
Macedonia	EQUIP1: Secondary Education Activity
Namibia	EQUIP1: Namibian National Standardized Achievement Test
Namibia	EQUIP2: Basic Education Support III
Nicaragua	EQUIP1: Excelencia
Senegal	EQUIP2: Improved Teacher Training Program in Senegal (USAID/PAEM)
Zambia	EQUIP2: Support to the Ministry of Education Strategic Plan

Annex 4: Global and Regional Associate Award Descriptions

There are four Associate Awards that are anomalies in the EQUIP mechanism – Africa Bureau, Education Policy and Data Center (EPDC), Africa Bureau Workshop and Broader Middle Eastern and Near Africa . These programs are not funded by USAID missions, but by USAID Washington bureaus. They are tasked with providing support on specific regional, global or sectoral issues. This annex provides the basic program descriptions for each other these Associate Awards.

Africa Bureau

Under EQUIP1, the $3.383 million Africa Bureau project consisted of a portfolio of five programs of varying duration to support basic education in Sub-Saharan Africa:

- Feasibility Study for a Regional West African Sesame Street Model
- Community Radio education project to mitigate the multi-sector impacts of HIV/AIDS in Zambia
- Creation of a West Africa Mobile Task Team (MTT/West) for Systemic Response to HIV/AIDS in Education Systems in West Africa
- Study on interventions to improve access to basic education for herd boys and setting up Learning posts to teach basic literacy and numeracy in Lesotho
- Helping OVCs in Swaziland gain basic literacy and numeracy skills

EPDC

As an EQUIP2 Associate Award with total funding of $10 million, EPDC aims to enhance the access, presentation, and use of education information and analysis to guide evidence-based policies and programs around the world, ultimately to improve access and learning at all levels. EPDC produces a one-stop information system website where valid education information and analysis can be easily accessed using user-responsive software.

Africa Bureau Workshop

EQUIP1 Africa Bureau Workshop, separate from the preceding project, was a $335,520, short two week project in Zanzibar in which teachers were taught to use science and math equipment donated by USAID.

Broader Middle Eastern and North Africa- Literacy Hub

Beginning with the education summit held at Sea Island, Georgia (2004) and continuing on through subsequent meetings of representatives of the G8 and BMENA countries, discussions led to broad consensus about the need for a mechanism that would create a community of knowledgeable literacy leaders within the region. The Literacy Hub, a database of exemplary international literacy research, policy, and practice was put forward as a strategy for creating such a knowledge community. This database was envisioned both as an archive of knowledge,

but also as an engine to drive research and best practice by organizations, universities, and other institutions within the BMENA region.

The United States Agency for International Development (USAID) took a leadership role in developing a prototype for the Literacy Hub. This database was introduced at a meeting of G8 and BMENA literacy experts in Cairo (September 2005). The BMENA group affirmed its approval of the conceptual framework and operational functions of the Literacy Hub. Feedback from this and further presentations (Yemen 2007; Qatar 2007) and discussions in the United States led to the present activity of refining and refocusing the Literacy Hub and then developing a more fully realized model.