

The Quality Link

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Number 2

Pupils, Learning, and Educational Quality

This article is based on a paper entitled "Learning and Educational Quality" prepared under the IEQ project by Joseph DeStefano, Ash Hartwell, Jane Schubert, and Emily Vargas-Baron.

To improve educational quality it is necessary to understand the experience of individual pupils in settings where learning is supposed to occur. Meaningful discussion and subsequent actions to improve the quality of education must include concrete information about **pupils** in the classroom, including instructional practice, individual pupil performance, the classroom environment, and the influences outside the school that make a difference inside the school. All attempts to reform any aspect of education ultimately must reach the classroom. The intended beneficiary is the pupil. What happens in the classroom must be known and shared with a range of constituents within and outside of the education sector.

However, for several decades, educators' behaviors reflected their belief that the best way to assure quality in schools is by developing sector policy and planning, which ensures that the inputs presumed necessary for effective schooling

are provided by national governments. These policies involve: staffing; curriculum; educational materials; supervision and control; and school distribution and size. Detailed education plans include: the pupil-teacher ratio; articulated teacher qualifications; syllabi for instructional materials by grade and subject area; the organization of supervision and professional support to schools and teachers; the distribution, size, and design specifications of schools; and the specifications for equipment. The goal of such policy

and planning was to produce the desired educational results for the "anticipated" requirements of the larger economic and social system, at the lowest cost.

This paradigm presupposes that social systems, such as education, can be engineered as can a product such as a house or a bridge. There are designs, blueprints, plans, costs, and logical linkages between particular inputs (such as textbooks) and outcomes (such as pupils' learning). Student performance is measured in terms of a normal distribution of learning in which the population of pupils typically is sorted into the brilliant, the bright, the average, and the unable. Applying such logic, the "best" schools select the "best" students and are viewed as quality schools.

This position is less firm as contemporary educational research and theory recognizes that all children are able to learn — that the human brain has enormous capacity and potential that is largely undeveloped (Kotulak 1996). Recent work in cognitive science reveals that intelligence is not fixed genetically, but with a nourishing, supportive, and sensory-rich envi-

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IEQ Mission

The Improving Educational Quality project continues a long-term initiative of the Global Bureau to assist USAID Missions and host countries implement their educational reforms in primary and early childhood education, as well as community development. IEQ seeks to:

- ♦ generate knowledge about the school and classroom reality of educators and students;
- ♦ use knowledge to inform policy dialogue and improve local practice;
- ♦ develop an in-country research capacity related to educational results.



Photo by Rigoberto Vasquez.

ronment, it can be significantly enhanced, especially during the first three years of life (Perkins 1995; Levinger 1994). This scientific evidence undermines many of the traditional assumptions governing approaches to the disadvantaged, who were treated, if at all, through the special educational programs (Bereiter & Scardamalia 1993). What is now recognized is that *ALL* children respond well in a loving, nourishing, challenging and stimulating learning environment (Gardner 1983, 1993; Levinger 1994). Practical guidance on how to exploit knowledge about the learning process in developing new forms of school organization, continuous teacher training, new active and reflective teaching methods and creative, learning environments is becoming increasingly available (Bruer 1994; Caine & Caine 1995). A number of educational and school reform projects throughout the world have illustrated the feasibility of applying this knowledge successfully in under-served, poor rural areas and in cultures as varied as Upper Egypt (Zaalouk 1995; Hartwell 1996); Colombia (Scheifelbein 1991); Guatemala (De Baessa and Girón 1996); and Malawi (Hyde, Kadzamira, Sichinga, Chibwana & Ridker 1997).

Consistent with the World Declaration on Education for All (UNESCO/UNICEF/UNDEP/World Bank 1990), the Improving Educational Quality project applies an approach to examining quality that is based on how well all children succeed. If all children do not learn according to their individual learning styles and abilities, quality education doesn't exist. What does "learning" mean? Is it simple memorization of what is heard in class? Is it demonstrating the ability to earn the "right" score on a final examination? The basic definition of learning is that it increases the individual's capacity to benefit from and contribute to society, while increasing one's capacity and interest in continued learning. Learning a particular skill provides one with access to work for and with others who value that skill. Ultimately, *"learning is the process of personal transformation which increases one's ability to participate in the world, in society"* (Wenger 1996).

Despite growing emphasis on the learning of all students, the reality is that most classrooms in developing countries not only fail to create good quality learning conditions, they actually foster conditions that are hostile to learning. Children arrive at school with a range of intelligences, personalities, skills, and learning styles (Gardner 1991; Prouty 1999). They have drastically different needs and therefore will learn and progress in their own way and at their own pace. But the important message is that *all children have the capacity to learn!* The schooling experience typically demonstrates that children's differences are insignificant. However, another assumption about children's capacity to learn is even more frightening - that "learning" is separate from the rest of our lives because it has a beginning and an end, needs a teacher or teaching to occur, and must take place "in a school." Children are forced to pay attention to a teacher and work on exercises no matter how tedious or uninteresting they may be.

Should we be surprised, then, that most institutional teaching is perceived by would-be learners as irrelevant, boring and arduous (Wenger 1996)?

Quality in teaching and learning must be the responsibility of all citizens. IEQ promotes dialogue around context-specific issues about what constitutes educational quality (using findings from classroom-based research) and what diverse and concerned stakeholders - students, parents, teachers, administrators, supervisors, policy-makers - can do to improve it. The information gathered at the local level pinpoints opportunities for improvement! IEQ animates the dialogue with concrete, realistic information about what children know and what is required to improve on that knowledge, and the conditions that prevail in and around schools. IEQ draws on a vision of educational quality rooted in learning and applies three questions - who learns, what is learned, and how is it learned - as the basis for its work.

Who Learns?

Who has access to, and benefits from, basic education, including both formal and non-formal education? Who does not? Who repeats grades? Who drops out after a very few years of schooling? Who attends school but does not learn? How is learning measured? How do we know that learning indeed has occurred? Can a nation assess whether all children are learning and developing their abilities both for their own good and for their community and nation?

What Is Learned?

How does the content contribute to the individual's well-being and to society? What is the nature of curricula - the stated and the hidden curricula? How relevant are curricula to personal and societal development? Who should select the curricula taught in schools?

How Is It Learned?

What are the pedagogical skills of the teachers? Are there any "support" systems available to the local educators? How does "the process" reflect the increasing body of knowledge about the conditions that enhance learning? Do the currently "popular" active teaching methods violate local cultures? Does student-directed learning make a difference?

This issue of the *Quality Link* focuses on the country-based IEQ research that examines several questions included above. Such findings about pupils' knowledge and experience contribute to the ongoing dialogue about how to improve educational quality in IEQ partner countries.

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Children's Early Academic Training by Parents in Rural El Salvador

by Flavia Chévez, Margarita de Monroy, Sandra Micaela Hernández, Patricia Barrientos, Roxana Esperanza Ruiz, and Ana Elisa Mira

The educational reform in El Salvador began in the early 1990's with the signing of the Peace Accords. However, the final shape of the reform was not determined until 1995. An important element of the final reform design was the focus on the early years of a child's life as a critical aspect of the learning process. The reform introduced a new educational element for El Salvador: Early Childhood Education. This was defined as a curricular area that begins at birth and continues until the age of four.

This model of education was developed in two environments: the non-formal or family/community; and the formal or institutional. The reform documents state that the effort cannot be successful without the organized participation of all of the actors and agents of the education community, referring explicitly to educational institutions, the family, and civil society. Family members are important actors in the education of their children. Nutritional health, emotional and social development, as well as intellectual stimulation, are begun in the home. Positive interactions with adults are critical for young children, as they can contribute to basic reasoning and cognitive development. Critical characteristics of these interactions include regular dialogue with children, play, and an environment that offers a variety of safe stimulations.

However, the degree of interaction and stimulus of this type is often conditioned by the situations in which families live. Despite efforts by the state, at least half of the rural population of El Salvador remains in poverty. Services such as electricity, transport, and recreation do not exist in many communities, and there is a lack of infrastructure for formal schooling. Estimates suggests a shortfall of 4,283 classrooms in El Salvador, of which 66.3% are in rural areas.

The Salvadoran government established a national policy to draw attention to children and created the Salvadoran Institute for the Protection of Children (*Instituto Salvadoreño de Protección al Menor - ISPM*) to implement this policy. While this organization coordinates a number of institutional programs to support formal caretaking in rural areas, little systematic information on the non-formal education

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Children's Early Academic Training by Parents in Rural El Salvador

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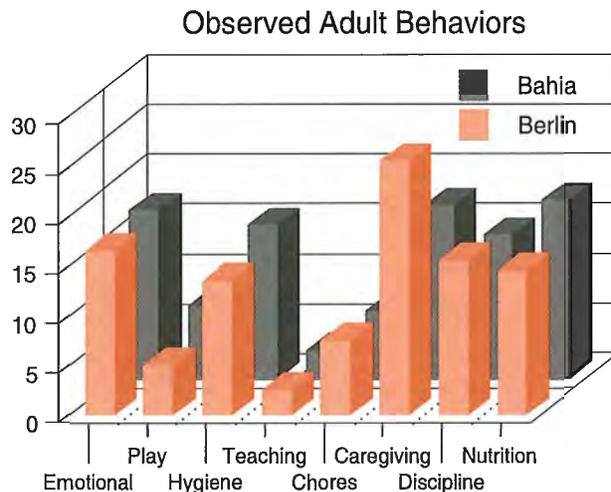
of children in rural homes exists. In 1998, USAID funded the *Fundación Salvadoreña de Salud y Desarrollo Social* (FUSAL) to carry out an investigation of the experiences of young rural children in formal and non-formal settings. The results of the study would assist USAID, UNICEF, and ISPM in planning investments in early childhood education. This paper discusses the findings of the study in regard to academic training provided to children in the home.

Sample and Methodology

The sample consisted of eight communities in two geographically distinct regions of the department of Usulután. One region was a mountainous location whose inhabitants' livelihood depended chiefly on coffee production. The second region was a coastal area dedicated to fishing. Of the 587 individuals making up the total sample, 65% were literate, with the average level of schooling at the third grade. The study involved a multi-method data collection approach including community surveys, focus groups, in-depth interviews, inventories and observations of behavior. The data were collected primarily from interviews and observations in the homes. Researchers conducted 59 in-depth interviews in the communities and observed familial interactions in 20 homes. Homes were selected on the basis of the widest variation possible among characteristics of families with children five years of age and younger. Observations were conducted in eight 20-minute segments over a period of several days and interviews generally averaged between one and two hours to complete.

Children's Education in the Family

Individual interactions were coded in terms of a number of behavioral categories. These included: emotional (affect, aggression, fear-producing), play and curiosity, health and hygiene, teaching, chores, caretaking, nutrition, and discipline.



As can be seen from the preceding figure, actual teaching or attempts to directly develop cognitive skills took place in less than five percent of the observations. The bulk of adult interactions with children relates to caregiving and feeding. Play activity, which is often associated with learning among young children, also makes up a small percentage of all interactions. Discipline, which often is physical, is also relatively frequent.

When initially asked about teaching their children, both mothers and fathers responded that they didn't teach small children anything because they lacked the capacity to learn. However, when asked specifically about how they taught children to crawl, walk, talk and the like, parents identified specific strategies that they employed to advance their children's skills.

With regard to language and numerical skills, over 80% of those interviewed in both regions stated that they repeated words to their children regularly and on the coast, an additional seven percent said that they sung to children to help them learn language skills. Parents were more specific with number recognition and pointing and repeating the word, using fingers to count, and using an abacus or money were mentioned by 68% of the respondents in Bahia and 35% of those interviewed in Berlin.

Discussion and Implications

In rural El Salvador, teaching children cognitive skills either through direct instruction by adults or through play with adults is exceedingly rare. Thus, children do not receive the type of stimulation generally associated with early cognitive growth and successful transition into formal education. However, when interviewed in depth, a large number of parents did view themselves as teachers and identified teaching strategies that they employed. In addition, the majority of both males and females have some formal education and consider themselves literate. Both their recognition of themselves as teachers and their schooling provides a basis that might be utilized to enrich their children's learning experiences. The use of awareness campaigns on the role and responsibilities of parents as teachers can be a first step. Additional training could be provided for community workers who work with rural populations to encourage strategies for parents such as reading with children or writing stories together about their daily activities. These types of tasks would reinforce the role of the parent as teacher.

Impact of the Step by Step Program on Children's Mathematics Abilities

by Joanne Brady, David Dickinson, Julie Hirschler, Theodore Cross, and Laurette Green

The overarching purpose of IEQ's evaluation of the Step by Step program was to gain a better understanding of the role of child-centered learning strategies in creating democratic, collaborative behaviors at the local level for newly independent states of Eastern Europe and Central Asia. As such, it supports USAID/ENI's strategic goals of democratic transition and social stabilization by examining the role of participatory educational practices in promoting democratic behavior.

The evaluation focused on Step by Step, an ongoing and expanding early childhood development program in the Eastern Europe and Newly Independent States (ENI) sector. IEQ worked with host country researchers in four countries - Bulgaria, Kyrgyzstan, Romania, and Ukraine - to examine Step by Step's impact on children, parents, and communities. First, we compared the educational performance and developmental progress of preschool children enrolled in the Step by Step program with children in traditional programs. We also investigated the program's effects on families, teachers, and school administrators. Third, using a range of methods, we examined Step by Step program's institutional capacity in key educational systems in order to gauge its sustainability. Finally, as with all IEQ initiatives, we sought to build the capacity in applied evaluation and assessment techniques within host countries.

Since its inception in 1994, the main objective of the Step by Step program has been to transform formerly state-supported day care facilities into centers for child development to promote learning and encourage democratic behaviors among children and their families. Funded by the Open Society Institute (OSI), the Step by Step model was developed by Children's Resources International, Inc. (CRI), the technical assistance provider to the network of programs around the world. There has been an increasing demand for Step by Step, and the enrollment figures are impressive. What began as an ambitious pilot in 15 countries with 250 classrooms is now an accepted educational program in 26 countries with more than 5,636 classrooms implementing the Step by Step methodology. The program now extends beyond preschool to primary school, infant and toddler care, and orphanages. Over time, the Step by Step model has also formalized its outreach to institutions of higher education and national ministries responsible for teacher training and educational policy.

The importance of child-centered, participatory learning programs for promoting democratic behaviors among young children and the emphasis on family and community participation suggest an important learning opportunity within countries about the role of education in fostering local empowerment. The program offers a promising model for encouraging community initiatives to meet social needs. The involvement of local research institutions has created an institutional capacity for program assessment that can be used to improve pedagogical practice.

Methodology and Sample

To evaluate the impact of Step by Step, we used multiple methods including quasi-experimental design and qualitative approaches. Quasi-experimental methods were used to compare two types of programs - Step by Step and traditional kindergartens - on measures of program quality and children's learning. We also collected qualitative data that addressed Step by Step program sustainability and related capacity to stage other community-based initiatives.

The IEQ research team worked closely with the staff of CRI, in-country research coordinators, and the Step by Step leadership within each host country to refine study methods, develop and pilot test instruments, and gather and analyze data. Together, we devised research methods and instruments to address the research questions.

To gather assessment data, the research team administered child assessment batteries to a sample of 587 children across five sites within each of the four countries. The sample included a total of 70 children enrolled in the Step by Step program and 70 children enrolled in traditional kindergartens in each of the countries except Ukraine. The sample for Ukraine consisted of 83 Step by Step children and 84 children from traditional classrooms. The children ranged in age from four- to seven-years-old and were selected using a stratified, randomized method with gender as the criterion for stratification. In the Step by Step sample, 48% of the selected children were male and 52% were female. In the traditional sample, these percentages were 44% and 56%, respectively. In both sample groups, approximately half of the children were six-years-old.

The research team assessed children's abilities in mathematics, emergent literacy, and creative thinking. Information on children's mathematics abilities was gathered through the Test of Early Mathematics Ability (TEMA-2), an Emergent Literacy Assessment (ELA) developed by EDC and an adaptation of the Peabody Picture Vocabulary Test (PPVT-III) yielded information on students' early literacy, and subtests from the Torrance Tests of Creative Thinking (TTCT) provided assessments of children's creativity.

Step by Step's Impact on Children's Learning

While the introduction of democratic practices to students, parents, and teachers is the primary aim of the Step by Step program, the progress of individual children in core academic areas ultimately will determine whether or not local decision makers and parents continue to support this

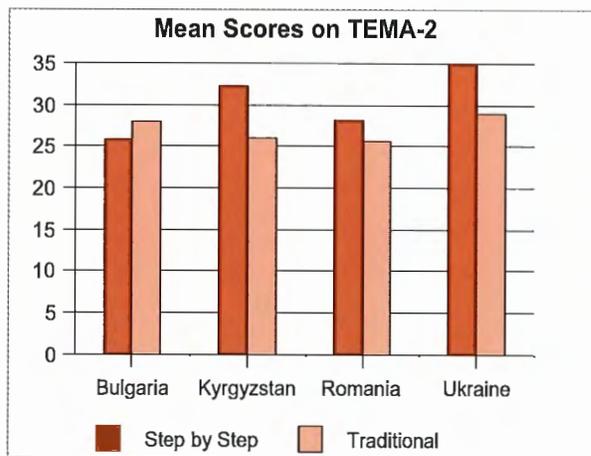
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Impact of the Step by Step Program on Children's Mathematics Abilities

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approach to education. Step by Step recognizes this challenge and has responded by developing a pedagogical approach designed to teach children literacy and numeracy competencies, along with other core knowledge valued by each country, in the context of classrooms that foster development of creativity, responsibility, and problem-solving skills. The results of the child assessment batteries administered under this evaluation indicated that children in Step by Step classrooms performed as well as children in traditional kindergarten programs in all four countries. In some cases the performance of the Step by Step children exceeded that of children in traditional programs. This was especially true in the area of mathematical abilities, where Step by Step children performed better than children in the comparison group in all countries except Bulgaria. Below we present a discussion of the results on the Test of Early Mathematics Ability (TEMA-2) by country. The reader should note that no cross-country comparisons can be made from these results, as the tests used do not provide a psychometric basis for such comparisons.

The TEMA-2 measures children's formal abilities in knowledge of convention, number facts, calculation skills, and base ten concepts, among other areas. While the scores on this test result from a composite of a set of items, and no age norms exist for the four countries encompassed by this evaluation, the scores do provide a starting point for a comparison of performance of children enrolled in Step by Step and traditional programs within each country. The following figure shows the mean scores on the TEMA-2 in each country.



In Bulgaria, Step by Step children scored at the lower end of the continuum somewhat more frequently than children in traditional kindergartens, however, there were no statistical differences between the two groups on this test. Step by Step children in Kyrgyzstan obtained scores that were significantly higher than those of children in traditional programs. No Step by Step students in Kyrgyzstan received a score below 15 and 34% received scores of 40 or more, while among the children in the traditional sample 23% scored 15 or lower and only 4% received scores of 40 or more. In Romania, the performance of children in the Step by Step sample was again significantly higher than that of children in traditional kindergartens. Eleven percent more children in the Step by Step sample received scores of 35 or more, while 21% more children in the traditional sample scored 23 or lower. Significantly higher scores were also obtained by Step by Step children in Ukraine, where scores of 26 or less were three times more likely

among children in traditional programs and scores of 41 or more were three times more frequent among Step by Step children.

Conclusions

The results of the mathematics assessment tests administered under this evaluation indicate that children enrolled in Step by Step programs are performing at least as well as children in traditional programs, as in the case of Bulgaria, and better than such children in Ukraine, Romania, and Kyrgyzstan. In the three countries where Step by Step children obtained statistically higher scores on the mathematics assessment, fewer children obtained scores at the lower end of the continuum and more children obtained scores at the higher end, than in traditional kindergartens. This indicates that the Step by Step program is successfully supporting children in their acquisition of mathematics skills.

These findings may reflect the emphasis on exploration in Step by Step classrooms. As children experiment with objects and quantities in different activity centers, they are provided with opportunities to construct notions of relative quantity and, when teachers join them in their explorations, there are many occasions where discourse about mathematical concepts can occur.



Photo by Ray Chesterfield, 1998.

Romanian children in a Step by Step classroom.

Cultural Identity among Students in El Quiché, Guatemala

by Rigoberto Vásquez and Fernando Rubio

One fundamental component of intercultural bilingual education promoted by the Directorate of Bilingual Education (DIGEBI) of the Guatemalan Ministry of Education is the reinforcement of Mayan cultural identity. Teachers in bilingual classrooms require knowledge of terms and theories related to cultural identity in order to carry out educational activities. The term *maya* has been used to identify the majority of indigenous groups in Guatemala and the word *ladino* has identified non-indigenous Spanish-speakers, yet little is known about individual perspectives on identity, especially among school-age children.

In Guatemala, IEQ (*Proyecto MEDIR*) recognized the importance of studying students' perceptions of their own identity, and their perceptions of those whose first language differs from their own, within the framework of DIGEBI's policies. IEQ researchers collected data on this subject during the baseline study carried out in August 1998 in the department of El Quiché. While students interviewed were primarily K'iche'- and Ixil-speakers (two Mayan languages), 17.2% of the respondents were Spanish-speakers.

Of the third-grade students interviewed, 35.9% answered the questions "What is a *maya*?" and the remainder of the students either did not respond or indicated that they did not know. This shows that the concept of *maya* is not seen by most students as a means of identification.

Similarly, IEQ researchers asked the same students "What is a *ladino*?" In the Guatemalan context, *ladino* refers to non-indigenous people, whose maternal language is Spanish, and whose culture is based on Spanish culture. Slightly more than half of the students (56.3%) responded to this question. It is clear that for these students, the term *ladino* is more familiar as an identifying category than is *maya*. This is to be expected as the term *maya* has only come into wide-spread use during the last decade, while the term *ladino* was widely used much earlier.

The team performed a content analysis of the responses and identified the following categories:

Characteristic	What is a?	
	Maya (%)	Ladino (%)
An authority figure/superior	5.4	24.1
Someone who speaks Spanish/speaks correctly	2.7	27.6
Someone different	2.7	1.7
Psychological or physical characteristics	2.7	20.7
Self-identification	13.5	5.2
Elders/people from the past/religious leaders	37.8	-
Someone who speaks Mayan	8.1	-
Someone/a person	18.9	20.7
Stereotype	8.1	-

The researchers also coded for responses which indicated a negative opinion of *maya* or *ladino*.

The category of response used most frequently (slightly more than a third) to describe a *maya* was linked to the perception of Mayans as ancient people or as elders or religious leaders. Only slightly more than one in ten students identified themselves as *maya*, and fewer than one in ten said that speaking a Mayan language identifies Mayans. The students showed a disparate perception of identity, using nine clearly distinguishable categories, the majority of which had no personal connection, to describe a *maya*.

In contrast, the same students used only six categories to describe a *ladino*, and four of these categories accounted for over 90% of the responses. The answers indicated a positive perception of *ladinos*, as the categories "authority figure/superior" and "speaks Spanish/speaks correctly" were used in more than half of the cases.

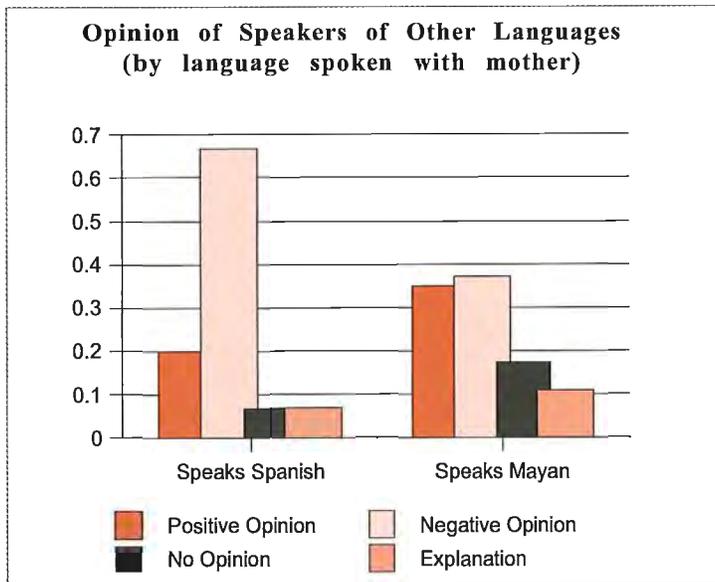
The only category used with equal frequency to describe *maya* and *ladino* was the category "someone/a person." This category carries a neutral connotation and little personal involvement.

The researchers examined the use of some categories in depth, correlating responses with the language used by each student to communicate with his/her mother (assuming that students use their first language to talk with their mothers). The category "authority figure/superior" was used only by students who speak a Mayan language with their mothers, while only children who speak Spanish with their mothers identified themselves as *ladinos*. Both groups of children used the categories "speaks Spanish/speaks correctly" and psychological characteristics equally. Students also used the category "elders/from the past/religious leaders" in a similar way, although it was more common among students who used a Mayan language to speak to their mothers. Only those who spoke a Mayan language with the mothers self-identified as *maya*. This type of response was rare, though.

In order to learn more about students' perceptions of those who speak a language other than their own, the IEQ researchers asked the same students how they felt about those who did not speak their language. Students' responses to this question were coded as positive (such as responses indicating that speaking a language different from their own was good or

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desirable), negative (responses indicating that the inability to speak the respondent's language was negative, a limitation, or something which should be corrected by learning the language), and expresses no opinion. A fourth category of responses were those in which students responded by providing an explanation. Two out of every three students who spoke Spanish with their mothers had a negative opinion of those who don't speak their language. Approximately one third of the students who speak a Mayan language with their mothers expressed negative opinions of those who speak another language, and a third held positive opinions.



While the majority of students interviewed seemed to lack well-defined ideas about Mayan identity, they did have more developed opinions about the distinctive characteristics of *ladinos*. Being Mayan tended to be identified with a sense of the past, something negative or of little value, or with stereotypes. A small percentage of children interviewed identified themselves as *maya*. Conversely, *ladino* was defined positively. This identification was associated with authority and/or superiority or the ability to Spanish and/or speaking correctly.

Analysis of these results with DIGEBI curriculum specialists has led to the decision that the development of curricular components dealing with identity should be strengthened. DIGEBI specialists have considered approaches to accomplish this, such as promoting a positive self-concept, focusing on activities that highlight the similarities and differences in children's lives, recognizing the contributions of each student as a unique individual, and including literature that depicts both Mayans and *ladinos* from different sociometric levels, with different occupations, and with a range of human characteristics. Special efforts will be needed in order to address children whose maternal language is Spanish in order to overcome the largely negative perceptions of those whose first language differs from their own. This effort is even more relevant given the political context of the country, in light of the Peace Accords which call for curriculum reform to appropriately address the needs and demands of the indigenous population, which have traditionally been overlooked by the education system.

Pedagogical Practices and Students' Classroom Participation in Haiti

by Louis Délima Chéry, Claude Verlaine Désir, Rachele Doucet, Micheline Fleurant, William Michel, Edwidge Millien, Vanya C. Berrouët, Max Charles, Pierre Edwidge Forunat, Evelyne L. Bernard, and Françoise Darling Zéphirin

The 1982 Education Reform in Haiti began an increased demand on schools and teachers that continues to the present day. Overcrowded classroom conditions combined with teachers' lack of training has contributed to a decrease in school standards and quality, as evidenced by the declining results on the national Baccalaureate exam. In addition, repetition rates have soared from between 6% and 12% in 1985-1986 to 31% in 1995-1996. Despite such global indicators of decreased quality, there is little in-depth information on the realities of the classroom and the experience of teachers and students that can contribute to improved practice. This article focuses on one aspect of school life, teacher-pupil interaction, as an area that might be manipulated to improve student performance.

The data come from the study of educational quality in Haitian schools carried out by *La Fondation Haïtienne de l'Enseignement Privé* (FONHEP) through the IEQ project during 1998. The methodological approach utilized in the study combined ethnographic techniques and principles along with qualitative and quantitative research. The sample included 16 urban schools in three sites situated in Aquin, Gonâves, and Port-au-Prince, which were comparable in terms of the socio-economic conditions of the students served. The selection of these sites was based on the following characteristics:

- representation of regional characteristics
- urban situation
- accessibility
- their participation in the USAID-funded ED2004 Project

The findings were based on pedagogical practices observed in the three sites. "Pedagogical practices" refers to the strategies and methods utilized by teachers in order to promote learning in pupils. IEQ returns to its definition

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of learning and focuses on the quality of education and teacher-pupil interactions. Interactions are generally defined as "a reciprocal relationship, verbal or non-verbal, where the performance of one partner influences the performance of another." In this case, the research examines the effects of the teachers' pedagogical practices with respect to student participation.

Good pedagogical practice is generally associated with teachers' ability to provide children with an opportunity to participate in the learning process. This includes expansion and explanation of responses, group discussion of issues, multiple learning environments and the like. The following table shows the results of structured observations in each of the 48 classrooms included in the study.

Behaviors which Discourage Participation				
Observed Behaviors	Site 1 (%)	Site 2 (%)	Site 3 (%)	Total
Presents lesson/material without instructions	3.43	2.82	3.22	3.15
Corrects pupil's error	10.88	12.63	6.35	9.95
Asks students to repeat in unison	23.33	25.88	21.45	23.54
Asks a question with only one correct response	14.85	9.71	16.74	13.76
Speaks to discipline student(s), restore order, call for silence or attention	10.19	14.21	14.35	12.91
Responds to a question instead of the students	4.74	2.41	2.55	3.23
Total	67.42	67.66	64.66	66.54
Behaviors which Encourage Participation				
Asks a question to facilitate student comprehension	6.87	7.63	9.29	7.93
Responds to a question asked by student(s)	0.76	1.28	0.65	0.89
Asks a question with multiple correct responses	2.13	3.27	5.33	3.57
Asks a question which requires students to reflect	19.82	16.11	19.74	18.55
Encourages students to discuss a concept among themselves	4.77	0.82	0.45	2.01
Total	34.35	29.11	35.46	32.95

As can be seen from the table, on the average over 60% of the interactions at each site did not encourage active learning. Rather, they were teacher-centered interactions in which the teacher is the pos-

essor of knowledge that must be transferred to the students. On the other hand, only about one third of the observed interactions reflected behaviors by the teacher that encouraged student participation.

When examined by individual classroom, participation was found to be closely linked to the amount of discipline exerted by a teacher. There was an inverse relationship between discipline and participation. Observers noted that in nine cases an atmosphere of weak participation was evident in classrooms where teachers utilized strong disciplinary methods. In these classes, pupils often exhibited passive traits including failure to respond to the teacher, sleeping in class, excessive movement, incessant talking, etc. External influences such as improper ventilation, outside noise, and improper lighting were also strong deterrents to learning. In a majority of these classrooms, the traditional teaching practices listed above were prevalent. A number of principles, teachers, and parents stressed the importance of discipline when interviewed about their views of educational quality.

The consistency of the behaviors observed in teacher-student interactions across all sites suggest that they are used throughout Haiti's education system. These practices have long been viewed as ineffective because they promote passivity and block pupils' capacity to learn. They are also known to inhibit the development of critical thinking. Although participation and critical thinking have been identified by pedagogical experts as a indication of excellence in effective learning, Haitian teachers still cling to traditional methods. They view these methods as effective because they learned in this manner and because there is cultural support for such teaching. Thus, these methods reinforce their role and the role of the school in the socialization and education of children.

The results of this study have several implications for on-going educational reform in Haiti. Efforts to introduce changes in education strategies should keep in mind the impact of traditions and social values attached to the school which are at the base of these practices. This means that it is important to pay particular attention to the initial education of the educators. The adaption of the classroom context and the acquisition of knowledge in psychological development are based on teaching and the teacher-pupil interactions. Finally, the idea of discipline as creating a good or respectful citizen appears deeply ingrained in Haitian culture and may require social awareness campaigns on educational quality, good teaching, and students' academic success to overcome.

Pupils' Ideas and Actions on Improving Education Quality in Uganda

by Lawrence Kanyike, Patience Namanya, and Nancy Clair

Introduction

Since April 1998, IEQ researchers in Uganda have been investigating the complexities and possibilities of initiating a participatory action research process to improve education quality. Using participatory learning and action (PLA) tools, IEQ researchers have been meeting with community members, teachers, and pupils to explore ways in which they themselves can participate in improving education quality in their schools. In relation to pupils, there are two challenges inherent in this work. First, within the Ugandan context, it is rare that pupils are asked to participate in discussions of improving education quality. More often than not pupils are mere recipients of information. Second, a primary outcome of participatory action research is action. Discussion may be an important first step in mobilizing communities, but action geared towards improvement is the ultimate goal. Thus far, the pupils participating in the IEQ work have met both challenges. They have said much about improving education quality and have taken some actions towards achieving this goal. This article reports on the pupils' ideas and actions on improving education quality in their schools.

Methodology

IEQ researchers Modesta Omona, Vincent Birungi and Denis Nuwagaba initiated the pupil meetings during the second school term of 1998. They met with pupils from grades P2, P4 and P6 in three schools during extra-curricular hours. During the first meetings, the pupils drew maps of the school compound in grade-level and same-gender groups. During the next series of meetings, IEQ researchers facilitated discussions with pupils on their conceptions of good teachers and pupils in grade-level and cross-grade arrangements.

Pupils' Views about Good Teachers and Good Pupils

In October 1998, selected pupils presented their ideas of good teachers and pupils at school, district, and national fora. A significant outcome of the pupil presentations was the confidence with which the pupils reported their findings. A P6 pupil commented, "I never knew we could come up with such a list given the opportunity, we can do this task."

During the fora, comments from P2, P4 and P6 pupils regarding "good teachers" fell into broad themes such as instruction, discipline, and relationships. These comments are displayed by theme in the sidebar to the right. Illustrative comments about relationships suggest abuse of pupils by teachers, and pupils by fellow pupils.

Like conceptions of good teachers, pupils' conceptions of a "good pupil" fell into broad themes of instruction, discipline and relationships. Illustrative comments regarding instruction include: good pupils should have knowledge and look smart, write well, read well, should have exercise books, should be healthy, be happy in class, should read his books. Illustrative comments regarding behavior include: good pupils go to school everyday must be hardworking, should not smoke, should not steal and should not drink alcohol. A good pupil should play good games, and should keep good hygiene. A good pupil should plant trees for shade, be attentive in class, must have discipline. Illustrative comments regarding relationships include: a good pupil does not abuse people on the way home from school, does not have bad habits like playing sex, should not abuse teachers.

Pupil Action and Outlook for Participatory Action Research

As stated previously, one of the challenges of participatory action research is action. IEQ researchers posed this challenge to the pupils and asked them what

they wanted to do with their characteristics of "good pupils and teachers." In one school the pupils decided to hang their list of characteristics of good teachers in the staff room in order to remind teachers. In another school pupils read the characteristics of good pupils and honor rolls of pupils excelling in certain fields such as sports, punctuality, and cleanliness at school assemblies.

In 1999, during the first school term, Patience Namanya, an IEQ researcher, took charge of pupil research. She is building upon the previous IEQ work with pupils by asking them to revisit the characteristics of good pupils and identify a characteristic that pupils can strive for. Pupils have chosen tardiness and discipline as areas for action.

For example, in one school pupils took action to solve pupil tardiness. They decided to trace the homes of pupils who often come late to school. This led to drawing a map indicating the homes of all pupils in the research group. They indicated the distance in between home and school and in the

Selected characteristics of "good teachers" according to pupils

Instruction:

"corrects us when we fail"; "explains work on the chalkboard"; "teaches us English, Math, Science"; "knows what to teach"; "knows what he is doing"; "knows English"; "takes part in class"; "must be trained to teach"; "teaches well in order to improve the standard of the school"; "does not get angry when pupils ask questions"

Teacher discipline:

"comes to school early"; "is well behaved"; "does not sit in the office but goes to class to teach"; "does not smoke or drink alcohol"

Relationships:

"stops the monitor from beating pupils"; "does not beat pupils when they come late"; "is the one whom pupils tell their secrets, like when the boys disturb girls"; "does not behave badly"

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Pupils' Ideas

continued from page 10

process, they have identified the homes of pupils who come late to school and their immediate neighbors who come early. They have suggested signals for hailing each other to team up and hurry to school together to arrive in time.

At two schools, while monitoring punctuality, pupils have linked the research to classroom situations. In one school pupils have drawn bar charts reflecting tardiness. At the other school, pupils have drawn linear graphs. One pupil commented, "I used to see such graphs in textbooks. I did not know we could make one for ourselves." The discussions accompanying the drawing of the charts have assisted the pupils to see how they could improve their situation.

Future Activities

The participatory action research with pupils, teachers and community members continues through August 1999. The data suggest that pupils appreciate that they too have responsibility for their education, as is demonstrated by the pupils' emphasis on tardiness and discipline. The findings presented certainly do not exhaust the possible range of the pupils' ideas and potential for action. IEQ researchers have hopes that the pupils will continue contributing to the education quality conversations. They plan to guide the pupils in thinking more deeply about good teaching and learning and how pupils may play more constructive roles in the promotion of educational quality.



Photo by Betsy Muil, 1998.

Pupils in a primary classroom in Uganda.

Chichewa, English Literacy, and Mathematics Competencies among Pupils in Standards 2, 3, and 4 in Mangochi District, Malawi

By Docks R. Jere, Francis M. Mabeti, Henri G. Chilora, Yoas T. Kamangira, Elias S. Kaphesi, and Steve M. Maliakini

Introduction

The introduction of free primary education in Malawi in 1994 caused pupil enrollment to rise from about 1.9 million to 3.2 million. This exerted tremendous pressure on an already overburdened educational system with typical class sizes of over 80 pupils per standard. Consequently, large numbers of untrained teachers had to be recruited to alleviate the situation.

Malawi, in collaboration with donor agencies such as USAID, has embarked on formidable challenges of improving the quality of education in the country while meeting the tremendous demand. In January 1999, with funding from USAID, the Quality Education through Supporting Teaching (QUEST) project was launched in Mangochi by Save the Children Federation-USA. The purpose of the QUEST project is to: (1) Increase access: Drawing on lessons learned from pilot studies of Village Based Schools (VBS), approximately 18,000 new places will be provided via the creation of 36 new VBSs; (2) Enhance quality: The QUEST program aims to support teachers, headteachers, and supervisors in utilizing participatory and diversified pedagogical strategies and locally relevant materials in teaching the national curriculum. Teaching will be supported to achieve a 20% gain in pupils' test scores across the districts from the beginning to the end of school; and (3) Increase efficiency: With the improved quality and enhanced community involvement it is expected that QUEST will reduce drop out in districts of operation by 10% and increase retention by 10%.

During the first year, QUEST is targeting all 219 primary schools in Mangochi, a district along the southern tip of Lake Malawi. The economic basis for most of the people in Mangochi is subsistence fishing. Most of the people of Mangochi district are Yao with some settlements of Chichewa people, mainly in the northwest of the district. In the year 2000, the QUEST Project will be extended to two other districts in Malawi.

Partnership between Save the Children and the Malawi Institute of Education

The QUEST project initially had planned to conduct targeted research with the purpose of establishing the position of the schools and guiding the project interventions. Through collaborations with IEQ and USAID, a partnership was formed between the Malawi Institute of Education (MIE) and the Save the Children Federation (SCF) with the purpose of expanding the research and its potential to inform and guide national policy. Of particular interest to stakeholders were questions of language and gender in relation to pupils' learning. By expanding the research scope, educators will be in a better position to improve instruction and learning in Malawi.

There are about 16 local languages in Malawi. Both English and Chichewa are languages of study from standard 1 through to university. The people of Mangochi district predominantly speak Chiyao, which is widely spoken in the southern region of Malawi. Thus, while some of the pupils entering school speak Chichewa, many come to school speaking Chiyao. It is the government policy that the medium of instruction for standards 1 to 4 should be in local languages and that English is taught as a

(continued on page 12)

subject during this period. English becomes the medium of instruction after standard 4. Chiyao-speaking pupils begin almost immediately to learn to speak, read, and write in two new languages on entering school.

Sample and Methodology

Baseline data were collected in February 1999 from a sample of 65 primary schools drawn from Mangochi and Balaka districts within the southern region of the country. These schools were selected using a random sampling method after stratifying on school and class size. The subjects involved in this study included headteachers, class teachers, pupils, school committees, and members of the community. Classes involved in the survey were standards 2, 3 and 4. A total of 32 pupils (half boys and half girls) were involved from each of the selected schools. These pupils were selected as follows: 16 pupils from standard 2 and eight each from standards 3 and 4. Further, one class teacher from each of the three classes was involved in the survey.

Data were collected through interviews, observations, and testing. The tests were curriculum-based and were administered to pupils and class teachers only. Information collected included pupils', teachers', and headteachers' background and general class data, e.g. availability of books and other facilities in the schools. The sample consisted of 2,000 pupils (49.3% girls), 183 teachers, 65 head teachers, as well as committees of community members and parents from each of the participating schools.

Summary of Findings

Descriptive analysis of baseline data on pupils compares Chichewa- and Chiyao-speakers, and gender difference in terms of performance in reading, writing and numeracy.

Home Language

The findings from the baseline data showed that there are more Chiyao-speaking pupils than Chichewa pupils from standard 3 to 4. Of 2,000 pupils interviewed and assessed in the survey, 1,124 were Chiyao-speaking pupils, 800 were Chichewa-speaking pupils, and the rest were speakers of other languages. The findings also showed that the average age of Chiyao-speaking pupils in all classes was approximately one year older than that of Chichewa-speaking pupils. Findings in all classes show similarities in copying letters, writing names, and reading Chichewa passages. However, there was a difference in performance in passage reading in English: the Chiyao-speaking pupils had a slight upper hand by approximately two percentage points over the Chichewa-speaking pupils in standards 2 and 4. No difference was found in standard 3.

IEQ Malawi: A Partnership between Malawi Institute of Education and Save the Children Federation

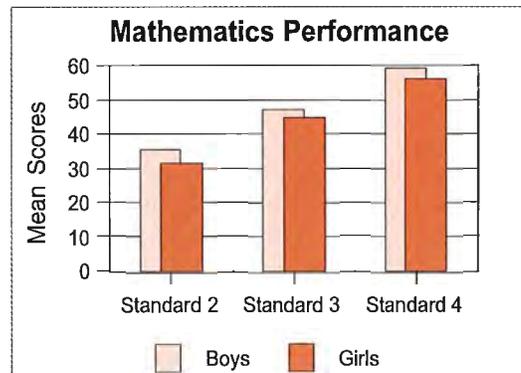
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Elias S. Kaphesi	

Gender and Performance in Language and Mathematics

Enrollment in all the schools visited was relatively high. Girls' enrollment was high but did not surpass that of boys. In terms of performance, the survey revealed that generally boys performed better than girls in all three classes in copying letters, writing their names, and reading English and Chichewa passages. The following table shows such differences in performance between boys and girls in language.

Class	Gender	Copying Letters	Writing Names	Chichewa Reading	English Reading
2	Boys	86.6%	52.4%	11.4%	3.4%
	Girls	82.9%	41.4%	3.4%	1.5%
3	Boys	97.5%	92.2%	42.7%	19.1%
	Girls	96.6%	86.1%	24.8%	8.8%
4	Boys	98.7%	99.2%	73.6%	54.5%
	Girls	98.7%	96.5%	72.9%	48.9%

The survey further revealed that boys performed slightly better than girls in mathematics in all the three classes. Overall boys' scores in all the three classes were two points above the class mean while girls' were one point below the class mean, as illustrated in the graph below.



Discussion

These findings lead to more questions - Why are girls underperforming in some areas? Why are the Chiyao-speaking children older than the Chichewa-speakers in each standard? There are some hints coming from the continuing analyses of baseline data. For example, it seems that girls report working longer hours before and after school than boys of the same age. Perhaps the Yao-speakers are starting school later or perhaps they are being asked to repeat early on. As analyses continue, these are some of the questions that will be pursued. It is hoped that the answers to these questions will assist in planning the QUEST project interventions and will guide policy makers in the planning and improvement of the education system in Malawi.

Global Information Networks In Education

by Maureen McClure

Teachers are charged by governments to help children learn how to inherit an economically sustainable civil society. When civil societies are disrupted, teachers become even more central because they are often at the core of the community leadership needed to rebuild. In refugee camps, for example, displaced parents often place urgent priorities on the education of their children. For many, their own longer-term survival depends on the health and economic welfare of their children. Displaced communities often organize their own schools quickly, teaching generational messages while international attention focuses on immediate survival needs. Sometimes the messages are civil. Sometimes they are vengeful.

The international community cannot stop parents from preaching revenge to their children, but it does provide alternative messages. Teachers serve as a civil counterweight to protect children from a community's interests in generational vengeance. Many teachers have created schools as 'safe havens' for children's learning.

Improving educational quality in nations in crisis and transition is an urgent necessity because it affects generational security. A profound security risk is a lost generation of children without the schooling skills they need to inherit a complex society, and steeped in stories of restoring family honor.

Purpose and Activities

Global Information Networks in Education (GINIE) contributes to the IEQ team's work in the areas of: a) improving active learning in schools; b) informing policy dialogue and practice through local participation; and c) developing an in-country capacity for improving student achievement through shared teaching and learning. GINIE serves as a bridge between relief and development by making the good work of education professionals in both fields available to each other.

In developing countries, political and environmental conditions are assumed to be sufficiently stable that teachers can focus on literacy in the classroom. In natural disasters and armed conflict, the educational messages are necessarily more complex. Children must quickly learn how to navigate in a hostile environment to avoid cholera and landmines. They must also overcome psychological trauma.

Schools are logical centers for personal, community and environmental health messages. Teachers often face the daunting task of helping children learn to integrate many complex messages to rapidly achieve desired outcomes.

The IEQ team recognizes that many countries experience relief, transition, and development education problems simultaneously. There is a growing need for greater simultaneous education policy and program dialogue across relief and development.

GINIE's bridge strategy creates a development education partnership with IEQ and a relief education partnership with UNESCO's Institute for Education's (UIE) program for the Education of Victims of War, Forced Migrants, and Displaced

Populations and the International Bureau of Education. The IEQ-GINIE-UIE partnership has created an Internet learning community that allows IEQ outreach into countries with and without a USAID education program presence. The Internet allows GINIE to provide rapid access to high quality content in digestible formats for dispersed and mobile populations.

Outcomes and Products

This spring IEQ and UIE created two websites to link the 'relief-to-development' learning community. The first was a website in GINIE for Education as a Humanitarian Response. The purpose of the site is to improve educational quality in crisis situations. The site addresses problems such as an absence of standardized curricula, destroyed school infrastructure, a need for re-professionalization (of teachers, inspectors, and educational administrators), and the need for peace, tolerance, and reconciliation. These needs are addressed by approaches and tools such as Teacher Relief Packages, teacher training, etc.

The second site, on Improving Educational Quality in Bosnia and Herzegovina, is presented in English and in Bosnian. It functions to help professionals domestically and internationally learn about education and development in Bosnia and Herzegovina.

During the war, a University of Pittsburgh-UNICEF team conducted a rapid appraisal for the education sector and organized active learning workshops for teachers. Teachers specifically requested U.S.-based active learning methods because psychologically traumatized children responded well to complex interaction.

Now, thanks to the IEQ website, some of these active learning and participatory planning materials from the crisis and transition period have been preserved on-line in full-text as professional memory to be used by others.

Topics include:

- ⇒ Introduction to active learning
- ⇒ Strategy for decentralized professional networks for education in Bosnia-Herzegovina
- ⇒ Portfolio-making in the classroom
- ⇒ Cooperative learning
- ⇒ Instructional supervision and mentoring
- ⇒ Primary school science and mathematics
- ⇒ Considering the purposes of education in the renewal of teacher education in Bosnia

GINIE maintains a database of IEQ materials and related links that can be accessed by relief and development education professionals. You can visit these sites at <http://www.ginie.org>.

IEQ Exchanges

Evaluation Workshop

One of the principal objectives of the IEQ project in Guatemala is to strengthen the methodological capacity of the Guatemalan education community. As part of this effort, an IEQ Guatemala team developed and implemented a workshop on evaluation methodology for technicians in the Ministry of Education and NGOs working with the Mayan population in El Quiché. The objective of this seminar was to refine the skills of Mayan researchers to utilize multi-method data collection approaches in educational settings and to create tools to facilitate the training of additional researchers. Twenty participants representing nine different organizations attended the sessions held on May 25-27, 1999. The team designed the workshop to allow participants to engage in the entire process of program evaluation, from matching variables and indicators to program objectives to collecting data to analysis and report writing. A reference manual was prepared and is being translated into K'iche' for use with local researchers.



Photo by Rigoberto Vasquez.

Researchers engaged in role playing activities at the workshop in Guatemala.

Ghana Study Tour

A team of IEQ Uganda researchers visited the Childscope project in Ghana during May 1999. The team included Dr. Joseph Carasco (team leader), Denis Nuwagaba, Patience Namanya, Vincent Birungi, and Modesta Omona. Childscope serves the Afram Plain District of Ghana, a region with a gross enrollment for primary education more than 20% lower than the national average. The program is designed to provide a model for sustainable quality education for boys and girls, especially those in rural communities. The purpose of the IEQ visit was to examine strategies for sustainability and community participation, indicators of quality learning, community mobilization, teachers' understanding of quality education, expansion of strategies, and use of inductive participatory learning and action (PLA) tools in the context of the Childscope project. The IEQ team met with Childscope implementers and district education officers, visited primary schools where Childscope is being implemented, observed community meetings, and attended a district workshop. The lessons learned during their visit will inform educational research and planning in Uganda. Team members also shared information about IEQ activities in Uganda through a presentation to Childscope implementers.

First Conference on Intercultural Bilingual Education in El Quiché

IEQ Guatemala hosted a regional conference on intercultural bilingual education in the department of El Quiché on June 17-18, 1999. The conference served to disseminate findings from education research and evaluations conducted in the department, further the development of research and evaluation capacity within the education community, and contribute to the strengthening of education in El Quiché. Sixty-eight participants attended the conference, representing, among others, the Ministry of Education's central and regional offices, the Directorate of Bilingual Education (DIGEBI), teachers, parent committees, and NGOs implementing education initiatives and/or working with the region's Mayan population.

IEQ Malawi Exchange

An IEQ Exchange was held in Malawi from June 24 - July 2, 1999. The two partner institutions - the Malawi Institute of Education (MIE) and Save the Children Federation (SCF) - in Malawi worked together to review the baseline data, discuss plans for the follow-up data collection and prepare workplans. During the discussions of the baseline data and the initial analyses, the team was joined by representatives from USAID, Malawian regional and district education officers, Primary Education Advisors, and IEQ representatives from the U.S. The Exchange continued the work begun in Malawi when three Malawian team members (Docks Jere, Francis Mabete, and Steve Maliakini) came to the U.S. from July 19 - August 8 to work with Abigail Harris (IEQ Technical Advisor), Amy Jo Dowd (Save the Children/US), and Cara Cahalan (Consultant from ETS) and also to develop their skills in using software programs such as SPSS, Word, and Access.

The U.S. professional development activities culminated with an IEQ Exchange on August 5, with a presentation by the team to USAID and representatives from other institutions.



Photo by Jane Schubert, 1999.

IEQ Malawi: A Partnership between Malawi Institute of Education and Save the Children Federation.

Calendar

April 13, 1999. IEQ Haiti-sponsored in-country consultative meeting to review report on need for quality improvements in Haitian primary schools.

April 14-18, 1999. IEQ panels and presentations at *Comparative and International Education Society (CIES) Conference*, Toronto:

⇒ *The Fundamental Quality Level Indicator Model for Primary Schools* (panel).

⇒ *The Politics of Implementing Education Reforms in Africa* (panel).

⇒ *Disconnects and Connections in Teaching for Quality Education: Issues Across Continents* (panel).

⇒ *The Voice of the Child: Community Centered Development and Education Reform* (paper).

⇒ *USAID's Strategic Framework for Basic Education in Africa: A Development Approach to Systemic, Sustainable, and Effective Basic Education Reform in Africa* (panel).

⇒ *Education and Democracy* (panel).

April 1999. Basic Education Exchange, Dakar, Senegal.

May 25-27, 1999. IEQ Guatemala training workshops on multi-site, multilingual research for Mayan researchers working in the department of El Quiché.

May 16-24, 1999. IEQ Uganda team participates in a Study Tour of Childscope Project, Afram Plains, Ghana.

June 7-8, 1999. IEQ presentation entitled, "Can IEQ influence decentralization through using participatory methods in schools?" at the Uganda Participatory Development Network (UPDNet) Annual Workshop, Kampala, Uganda.

June 8-9, 1999. IEQ Guatemala, community participations workshops in El Quiché with parents and teachers.

June 9-12, 1999. IEQ poster presentation entitled "Participatory Voices of School Reform: Stories from the U.S. and Uganda." At the Biennial Conference on Community Research and Action. Yale University, New Haven, CT.

June 17-18, 1999. IEQ Guatemala-sponsored conference on intercultural bilingual education in El Quiché.

June 24-July 2, 1999. IEQ Malawi Exchange on baseline data collection and analysis and follow-up data collection in October 1999.

June/July 1999. Community training workshops at Kazo, Uganda.

July 1999. Presentation on "Participatory Reform of Basic Education: Social Capital and Community Development" at BOLESWA Regional Research Seminar, Lesotho.

August 5, 1999. IEQ Malawi team presentation by Docks Jere, Francis Mabeti, and Steven Maliakini at American Institutes of Research in Arlington, VA.

September 1999. Haiti National Conference.

September 24, 1999. Uganda National Conference.

November/December 1999. Guatemala National Conference.

January 2000. Malawi National Conference.

New IEQ Activities

IEQ Ghana

USAID/Ghana has signed a task order for IEQ work in Ghana. The University of Cape Coast through the Centre for Research on Improving the Quality of Primary Education in Ghana (CRIQPEG) will be the IEQ host institution and will collaborate with two additional organizations including the University College of Education in Winneba and the University of Ghana in Legon/Institute of African Studies. A launching meeting is set to be held in Ghana in early August 1999.

An Invitation to Participate in *Education and Democracy: A Global Policy Dialogue*

From January 10 - February 11, 2000, the IEQ Project will host a global Internet-based discussion about the relationship between education and governance. The discussion will provide participants with an opportunity to interact with experts and practitioners in education and democracy/governance.

Goals of the Dialogue

- The exchange of knowledge and experience about the ways in which education has affected democracy and governance and the ways in which democracy and governance have affected education in different parts of the world;
- The development of democratic education frameworks and guidelines; and
- The identification of democracy and education policy and program needs in different parts of the world and strategies for addressing these needs.

Examples of Issues to be Discussed

- What is the role of constitutional bodies, such as courts and legislatures, in framing democratic education principles and practices?
- How does the allocation of resources and decision-making responsibility within the education system itself help determine how democratic the system is?
- What role can communities play in shaping the democratic character of schools and the larger educational system?
- How can classroom teaching and learning practices contribute to democratic behaviors and values?
- What are the special issues facing women and underserved minorities that need to be addressed within the context of a democratically responsive educational system?

If you wish to participate in the Global Dialogue on Education and Democracy or receive further information about this event, please send an e-mail to ginie@pitt.edu or visit <http://www.ginie.org>.

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Letter from the Editors

The purpose of the *Quality Link* is to introduce in each issue a major theme related to educational quality which IEQ is addressing in host countries. Each issue of the *Quality Link* also provides an update on activities in our partner countries, recent IEQ exchanges, and our calendar of events. We distribute the *Quality Link* to partners in development both within the United States and in IEQ host countries. Visitors to our website (<http://www.ieq.org>) can also view complete issues of the *Quality Link* in English, French, and Spanish.

Please contact us with any comments, suggestions or questions you may have regarding the *Quality Link*.

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