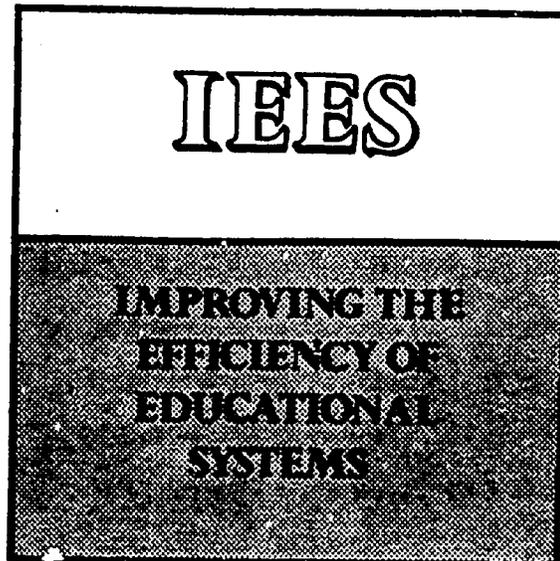


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SEMI-ANNUAL PROGRESS REPORT

June 11, 1985 to December 10, 1985



**Florida State University
Howard University
Institute for International Research
State University of New York at Albany**

**Agency for International Development
Contract No. DPE-5823-C-00-4013-00**

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INTRODUCTION

This report presents a summary of the first half of the second project year (June 11, 1985 to December 10, 1985) of Improving the Efficiency of Educational Systems (IEES), funded under a contract from the Agency for International Development (AID). The report contains an overview of accomplishments during this period, identifies constraints to optimal project implementation, and assesses activities that are projected for the balance of this plan period.

Since the IEES Project began in June 1984, field activities have steadily accelerated. The most recent reporting period saw the placing of IEES Resident Technical Advisors in Zimbabwe and Nepal, implementation of the first IEES Country Plans in Botswana and Somalia, the fielding of a resident IEES team in support of USAID Botswana's Junior Secondary Education Improvement Project, development of a USAID/Haiti project for improving basic education, and the convening of the First IEES International Workshop.

The IEES Project is based upon a comprehensive, systemic approach to sector development designed to improve educational capabilities for ongoing databased assessment, planning, and management. The conceptual basis of the project is founded on four assumptions:

- developing nations will face an increasing scarcity of resources relative to emerging needs and demands in the education and human resources sector;
- policy emphasis on improved efficiency in the use of educational resources as a result of this scarcity will become a major factor in educational planning;

- a commitment to data-based analysis and decision making in the EHR sector is essential for improving efficiency; and
- the development of long-term, flexible, coordinated planning, based on valid and realistic data that are competently analyzed, will have the greatest effect on promoting the social and economic development of participating nations.

IEES objectives for improving educational efficiency and strengthening institutional capacity will be achieved through delivery of technical assistance and other resources over an extended period of ten years. The five major program components of the project are: educational sector assessment and EHR planning, research and development support, field projects, knowledge building and exchange, and training.

Nine countries are currently participating in the IEES Project: Botswana, Haiti, Indonesia, Liberia, Nepal, Niger, Somalia, Yemen Arab Republic, and Zimbabwe. Project developments in these countries are described in Part One of this report. Reports of each IEES participating country address accomplishments, problems, and lessons learned. Part Two contains reports of the project planning and management structures which support and coordinate field activities. Part Three of the report contains a financial summary report of expenditures to date, a summary of project travel, and a summary of project activities.

1.0 FIELD ACTIVITIES

1.1 ACTIVITIES IN BOTSWANA

1.1.1 Background

The Botswana Education and Human Resources Sector Assessment (June 1984) was conducted in late 1983, prior to the signing of the IEES contract. IEES staff members on the assessment team were Douglas Windham, David Chapman, Frances Kemmerer, Victor Cieutat, and Mary Pigozzi. Project CTO Joan Claffey served as Team Leader.

Robert Morgan, Victor Cieutat, and Douglas Windham assisted the USAID Mission with the development of a Project Identification Document (PID) for the Junior Secondary Education Improvement Project (JSEIP) in April-May 1984. JSEIP was designed to address the highest educational development priority in the Sector Assessment. This work also was completed prior to the signing of the IEES contract.

Following PID approval by AID/W, a JSEIP Project Paper was developed in September and October 1984. An IEES Project Paper team, including Principal Investigator (PI) Robert Morgan, Roger Wilk, Victor Cieutat, and CTO Joan Claffey assisted Mission and government in this task. JSEIP was approved by AID/W in February 1985. With the project funding authority provided by the IEES contract, the USAID Mission and the Government of Botswana (GOB) elected to assign the technical assistance portion of the JSEIP implementation to the IEES Consortium. The JSEIP project is expected to extend over seven years, with a total project cost of \$16,300,000. The technical assistance activities assigned to the IEES group are budgeted at \$9.2 million.

JSEIP objectives are:

1. to improve the quality and efficiency of the expanded basic junior secondary education system; and
2. to institutionalize the capacity of the Ministry of Education (MOE) to develop, manage, and support the junior secondary education system.

Three areas are targeted for development:

1. curriculum and instructional materials development;
2. teacher development; and
3. strengthening the planning, management, and supervision capacities of the MOE.

IEES is working directly with the MOE, Department of Curriculum Development and Evaluation, and the Junior Secondary Teacher Training College, known as the College of Education.

Short-term and long-term technical assistance will be provided through IEES. Over the life of the project, 48 person years of long-term technical assistance and 150 person months of short-term technical assistance are scheduled. The project will also provide 36 person years of U.S. master's level training; 140 person months of U.S. and third country short course training, and about 2,000 person months of local inservice training.

Plans for project construction include five staff houses, a Curriculum Development and Evaluation Department, and six education centers in key locations throughout the country.

A Sector Assessment Update was conducted by Douglas Windham, Clifton Chadwick, and John Hansen in April and May 1985. During the conduct of the original Sector Assessment, and in the JSEIP project planning, it became evident that more detailed information was needed on Botswana's teacher population, the existing teacher training programs, and the status of the junior secondary curriculum development efforts which were already under way. Economic and fiscal information was updated and the other major subsectors of education were examined to see if any significant status changes had occurred since the full Sector Assessment. The Sector Assessment Update was reviewed with the USAID Mission and GOB in November 1985. Frances Kemmerer of SUNYA was responsible for the review.

In April and May 1985, Victor Cieutat and Mary Pigozzi worked with GOB professional and administrative staff to prepare the Botswana IEES Country Plan. The plan identified three long-range objectives:

1. to make allocation and use of available fiscal resources more effective and efficient;
2. to increase individual and institutional capacity to plan, design, monitor, and evaluate programs; and
3. to improve the internal efficiency and relevance of programs in the education and human resources sector.

Five areas for IEES activities were identified: training, resources management, school management, evaluation, and research and information networking. The final document was approved by the GOB interministerial reference group and published in June 1985.

1.1.2 Accomplishments During Reporting Period: June 11 to December 10, 1985.

The first scheduled activity of the Botswana IEES Country Plan undertaken during this period was in the area of training. Joseph McDonald of FSU assisted Walter Gridale and Mark Smith of the GOB MOE in conducting a Junior Secondary Headmasters' Workshop in Gaborone, August 13 to September 18, 1985, for practicing headmasters of Community Junior Secondary Schools.

Objectives of the workshop were:

1. To provide practicing headmasters with basic skills in preparing books of account, budgets, and timetables for their schools.
2. To assist the headmasters to gain an understanding of the proposed new educational regulations and their impact on school and school system organization, curriculum, and the role of the headmaster in relation to school managers, boards of governors, and local community.
3. To provide the headmasters with the opportunity to meet with other CJSS headmasters and members of the Ministry of Education and discuss common concerns and issues.

Copies of the proposed new educational regulations were presented to the headmasters, as well as working papers for books of account, budgets, and timetables. Large group lectures were given by workshop organizers and resource personnel. These was followed by both large and small discussion and work groups. Question and answer sessions were

incorporated into the workshop as was a field trip to a local Community Junior Secondary School in Gaborone.

Outcomes of the workshop were:

1. Participants acquired basic skills in preparing books of accounts, budgets, and timetables.
2. Topics for future workshops for both practicing and newly-appointed headmasters were identified through a questionnaire.
3. Participants felt more confident in dealing with the financial management of their respective schools. However, they expressed the need for more workshops dealing with financial management, such as budgets and books of accounts.
4. Participants provided input for improving both content and structure of future workshops.
5. The need for planning a series of workshops for both practicing and newly-appointed headmasters was identified. These workshops would be held over a period of years and participants would be tested for level of competency reached for each topic.
6. The urgent need to have the new educational regulations approved as soon as possible was emphasized by all workshop participants.

On October 17, 1985, Ash Hartwell arrived in-country to assume responsibility as JSEIP Chief of Party and Advisor for Planning and Systems Management. Hartwell also serves as the coordinator of IEES activities outlined in the Botswana IEES Country Plan.

Botswana was the site of the First IEES International Workshop, November 10-15, 1985. Botswana was represented by Keetla Masogo

(Permanent Secretary), Jakes Swartland (Deputy Permanent Secretary), and Eric Odotei (Principal Planning Officer). The workshop was opened by the Minister of Education K. P. Morake, and was attended by a large number of observers from the Ministry of Education, other educational institutions in Botswana, and donor agencies active in the education sector of Botswana. The Ministry of Education facilitated the workshop and contributed to the success of the field trip to a Community Junior Secondary School, a Brigade, and the College of Education at Molepolole. The workshop is described in more detail later in this report.

At the request of the Government of Botswana, a meeting was held between Consortium staff and Ministry representatives to discuss issues and concerns arising from the Botswana IEES Country Plan (1985). This meeting was held on November 18, immediately following the IEES International Workshop. Victor Cieutat, Ash Hartwell, PI Robert Morgan, Eric Odotei (GOB), Mary Pigozzi, and Donald Taylor (GOB) were present.

During this meeting, training programs and consultative services scheduled for the coming year were reviewed with respect to the availability of appropriate GOB participants. It was agreed that more preparation was needed to derive maximum benefit from these activities. The Evaluation Design and Computer Systems Design Workshops, originally scheduled for January 1986, will be postponed until Hartwell and Odotei can work with the government units involved to specify in detail the desired training outcomes and to identify the training participants. This refinement of IEES support activities is expected to be completed by late January with the training activities to commence in March.

Other training activities conducted during this reporting period were:

- B. Lecoge, of Botswana MOE's Curriculum Development and Evaluation Unit, attended an evaluation training program at Educational Testing Service in Princeton, New Jersey, in August 1985.
- Hope Phillips, Director of the Curriculum Development and Evaluation Unit, attended Florida State University October through December 1985 to study in the area of instructional design.

JSEIP Accomplishments. Accomplishments for June to December 1985, include the placement of four of ten projected Long-Term Technical Advisors (LTTAs) and the conduct of the Junior Secondary Headmasters Workshop series.

The four LTTAs now on post are:

1. Ash Hartwell, Chief of Party and Planning and Systems Management Specialist, Ministry of Education;
2. Darrell DuBey, Inservice Teacher Education Specialist, Ministry of Education;
3. Kent Noel, Senior Instructional Systems Design Specialist, Department of Curriculum Development and Evaluation; and
4. Johnson Odharo, Instructional systems Design Specialist, Junior Secondary Teacher Training College.

Joseph McDonald conducted a second workshop November 18-22, 1985, for newly-appointed headmasters of CJSSs. This second workshop

brought together nine newly-appointed CJSS headmasters. Drawing from suggested topics generated in the first Headmasters' Workshop, the areas addressed were:

1. skill training in school bookkeeping systems, budgeting, and timetabling; and
2. information on school management and administration, including the proposed New Educational Regulations, discipline policy and procedures, curriculum changes, school organization, and general duties and responsibilities of CJSS headmasters.

One of the objectives of this workshop was to provide these new headmasters with basic skills in financial management, budgeting, and setting timetables for both staff and students. These skills should greatly reduce the pressures facing these headmasters when they assume their duties at their schools. In addition, these topics bear directly on the question of efficiency in managing finances and human resources. From the evaluation of this workshop the following outcomes were identified:

1. Participants gained basic skills in dealing with books of accounts, budgets, and timetables.
2. Participants recognized the need for further skill development in these areas, particularly that of budget preparation.
3. Participants felt more confident in assuming their duties in their new schools.
4. A core of materials and content was identified for future workshops for both practicing and newly-appointed headmasters.

The following activities were planned to build upon this workshop activity:

1. Materials for use in future workshops dealing with budgeting and books of account will be developed at Florida State University.
2. A two or three day workshop will be conducted with these headmasters prior to the beginning of the school term.
3. A one week workshop will be held at the end of the first term and will deal with issues and concerns arising during that term.
4. A questionnaire will be given to all CJSS headmasters during their student selection week in December. This will assist in determining the content of immediate and future workshops for headmasters.
5. The new educational regulations will be entered on microcomputer diskettes to facilitate the revision and subsequent approval of these regulations, which are critical for the efficient operation of the CJSSs and school system.
6. Workshops will be held for school managers, boards of governors, and assistant headmasters to clarify the roles of each group as outlined in the new educational regulations.

1.1.3 Projected Activities

Activities proposed in the Botswana IEES Country Plan focus heavily on training. These include:

Management information systems. A Computer System Design Workshop will be conducted using microcomputer hardware and software, training

manuals for software, and microcomputer training course designs. The GOB has indicated that this workshop should receive highest priority. It is scheduled for March 1986. It is to be followed by:

- four workshops in the Unified Teaching Service (UTS): two in the first year and two in the second;
- a workshop in the Central Statistics Office (CSO): CSO Set-Up and Training;
- a workshop entitled Bursaries and School Information Set-Up and Training; and
- a series of four workshops: Planning Methods, Project Design, Monitoring Evaluation, and Cost Analysis.

Project evaluation. At the request of the GOB, an Evaluation Design Workshop will be conducted in June 1986. Provisions will include instructional materials, fifteen books, and a limited number of journal subscriptions for each participant. The workshop will be followed by applied evaluation activities in the following areas:

- Primary Inservice Evaluation;
- Headteacher and Headmaster Course Evaluation; and
- Junior Secondary and University of Botswana Tracer Studies.

School management. In addition to the two workshops conducted for Junior Secondary Headmasters, a workshop for Primary Headmasters will be conducted, entitled Primary Headteachers Course Design. The date for this workshop remains open at this time.

Other activities planned in the next six month period focus on efficiency improvement objectives. Botswana IEES Country Plan revisions

are scheduled annually until 1990. At each revision, the terminal date will extend one year to create a rolling five-year plan approach. This activity will result in a clearer definition of priority activities, funding options, and scheduling. The next plan revision is scheduled for April 1986.

The Botswana Sector Assessment Update was completed in 1985. A second update is proposed for early 1987. In mid-1989, a complete sector assessment study is proposed. This represents a two-year cycle for update, instead of the annual cycle originally proposed. In light of the extensive nature of update activities, a two-year cycle was judged more appropriate.

For the Country Plan focus on knowledge building and networking, two activities currently are proposed: continued Botswana representation at the IEES International Workshops, and the creation of a Botswana Educational Efficiency Information Clearinghouse in late 1986.

JSEIP Projected Activities. JSEIP activities include placement of five additional LTTAs, a workshop series, and materials development for training of new and practicing Community Junior Secondary Schools (CJSS) Headmasters.

LTTA Positions to be fielded in January 1986 include:

1. Barry Vogeli, Instructional Media Specialist, Department of Curriculum Development and Evaluation;
2. Dwight Allen, Staff Development Specialist, Junior Secondary Teacher Training College;
3. John Bowers, Teacher Education Certification Specialist, Junior Secondary Teacher Training College; and

4. Frank Walton, Technical Education Specialist, Junior Secondary Teacher Training College.

An Inservice School Management and Administration Specialist for the Ministry of Education will be fielded in early 1986. The remaining position, Program and Materials Evaluation Specialist for the Department of Curriculum Development and Evaluation, will be filled during the second JSEIP project year.

JSEIP Workshops. A series of workshops will be conducted for newly appointed CJSS headmasters, practicing headmasters, and bursars. This series is planned to ensure that these persons are competent in dealing with books of accounts, budgeting, and other financial related matters. In addition, they will ensure that all persons clearly understand their duties and responsibilities as outlined in the new educational regulations, as well as their role in relation to each other and to the school managers, boards of governors, and local community. Since headmasters serve as the secretary of the board, they must be familiar with the educational regulations and able to advise the manager and board on matters pertaining to these regulations. They must also be able to interpret these regulations to their staff members and students. IEES will provide assistance for approximately two workshops for practicing CJSS headmasters and three workshops designed for newly-appointed CJSS headmasters. Three workshops per year are planned for CJSS bursars.

Training materials and other information to be used in these workshops will need to be developed. These materials will be produced at FSU on microcomputer diskettes, and sent to Botswana for review and

revision in April 1986. Topics for a Headmasters Manual, requested by MOE, will also be developed at FSU and sent on diskettes to Botswana for preparation of a first draft. These workshops and the set of materials developed will provide a model for the continued training of new and practicing CJSS headmasters.

1.1.4 Anticipated Constraints

There have been a number of developments which, if not addressed, could constrain progress of both the JSEIP and IEES efforts in Botswana. These potential constraints are recognized by project management and steps are presently being taken to diminish their negative impact.

Delay in Placement of LTTAs. Due to delays in signing the contract amendment providing for IEES involvement in technical assistance for the JSEIP project, and the delay in the availability of staff housing at the Molepolole College of Education, the full complement of IEES LTTAs will not be on site in Botswana until early January 1986. Chief-of-Party Hartwell arrived in September 1985. Noel and Odharo arrived in November. In the absence of the full group, it was not possible to proceed with the development of the full first year project plan, though interim planning has been started by the nucleus group now in place. Neither has the Government of Botswana named a national steering committee for the project. Eight of nine LTTAs will be in place in early 1986 and the steering committee will be formed at that time, allowing the detailed planning work to proceed.

Problems Concerning Participant Trainees. The JSEIP schedule projected the placement of the first six participant trainees in IEES

consortium universities for two-year master's degree training by September 1985. Delays in the signing of the contract amendment caused project start-up to slip from April 1985 to August 1985, and it was not possible to select the prospective trainees. As a consequence, the Fall 1985 admission cycle was missed. An additional problem has surfaced: it will be difficult to obtain releases for the numbers of Botswana initially planned. The plan calls for 18 persons to participate for an average of twenty-four months each of overseas training. The likely candidates for training occupy critical positions in the Ministry of Education and the requirements of their jobs makes their absence over a long time period untenable. Discussions are under way with the University of Botswana to determine the possibility of a cooperative program between the University and the three consortium universities. It may be possible for the trainees to receive an initial phase of their graduate training at the University of Botswana with the remainder being taken in the U.S., thus shortening their time away from home. University of Botswana Assistant Vice Chancellor Terence Davis is expected to visit Howard, FSU, and SUNYA in February 1986 to discuss such an arrangement.

Shortage of Suitable Office Space. The Ministry of Education's Secondary Education Department had planned to move to space outside of the main Ministry building, freeing up space for the JSEIP Chief-of-Party, the other two LTTAs assigned to the Ministry, and their secretarial support staff. This move has been delayed and the space presently available to the JSEIP LTTAs is inadequate. Offices are now being shared with other education officers and there is no space for

staff meetings or for support personnel. This problem is being reviewed with the Deputy Permanent Secretary and alternative space allocations are being reviewed.

Lack of Qualified Support Staff. Although there is a word processor in the MOE, the shortage of trained operators limits the use of this machine. MOE personnel will require training in the operation of this and the other machines that are on order. Without such training, the handling of correspondence and materials development will be greatly hindered. The shortage of word processor operators is also noted in the evaluation of the Primary Education Improvement Project (PEIP) program. A plan for the training and retention of operators for these machines must be developed and implemented.

Lack of Familiarity with Instructional Systems Concept. A number of relevant government officers in the MOE are not yet familiar with the basic rationale behind instructional systems or the specific roles JSEIP staff are to play. A recent two-month study tour at FSU by the Director of the Curriculum and Evaluation unit, together with orientation sessions by JSEIP LTTAs, should help overcome this constraint. This process is long-term, requiring diplomacy and skills in communication. As personnel from Botswana undertake long and short-term study at home and overseas, an improved understanding of the instructional systems approach and its application to JSEIP should develop.

Delay in Approval of New Educational Regulations. The delayed approval of the proposed New Educational Regulations, due to difficulties within the MOE drafting committee, also constrains further progress in Botswana. At present, junior secondary schools function

under two sets of regulations. As the two systems merge, so must the regulations. Since this merger will occur soon, it is vital that the new regulations be approved quickly. To facilitate this approval process, IEES has been asked to enter the regulations on microcomputer diskettes. This will permit quick revisions and the production of a final draft by the MOE committee responsible for the regulations.

Changes in IEES Country Activities. In April 1985, a preliminary IEES Country Plan was developed for Botswana. This plan specified IEES activities to be undertaken during 1986. No reaction to this preliminary plan was received from the Ministry of Education until Pigozzi, Cieutat, Morgan, and Hartwell met with Eric Odotei in November. At that time it became evident that further definition was needed for the training sessions which had been scheduled. Arrangements will need to be made for identifying personnel and for scheduling. This rescoping of the training activities should be completed by late January 1986 with the training to commence in March or April.

1.1.5 Conclusions and Implications for the Future

Despite the foregoing constraints, both the JSEIP and IEES activities are proceeding well. Most, if not all, of the LTTAs will be on post in Botswana by January 1986. The JSEIP National Steering Committee will be operational by that time, and the first year plan for JSEIP will be completed by late March. Cooperation between the Government of Botswana, the USAID Mission, and IEES has been excellent. In terms of application of the full range of IEES resources to improving national educational efficiency, Botswana continues to be a leader among the network of countries participating in the IEES initiative.

1.2 ACTIVITIES IN HAITI

1.2.1 Background

IEES activities in Haiti began in October 1984 with the Haiti Education and Human Resources Sector Assessment. The assessment team was composed of eight consultants with the following assignments:

NAME	WRITING ASSIGNMENT	INSTITUTION
Victor Cieutat (Co-team leader)	Ch. 1 Synthesis	IIR
Benoit Millot	Ch. 2 Macroeconomics	IIR*
Peter Easton	Ch. 2 Microeconomics Ch. 10 Vocational and Technical Education	FSU
Paul Emoungou	Ch. 3 Donor Coordination Ch. 9 Management Training	Howard
Mary Pigozzi	Ch. 4 Preprimary Education Ch. 5 Primary Education	IIR
Stephen Anzalone	Ch. 6 Secondary Education Ch. 12 School Textbooks Ch. 13 School Feeding Programs	IIR
Milton Adams (Co-team leader)	Ch. 7 Teacher Education Ch. 8 Higher Education	FSU
Lela Vandenberg	Ch. 11 Nonformal Education	IIR*

* non-consortium consultant

A first draft of the chapters was produced and reviewed by USAID Mission personnel. Though there was minimal involvement of the Haitian Government counterparts during the Sector Assessment, a good working relationship was developed with USAID staff members principally concerned with education.

Conduct of the Sector Assessment was complicated by two factors:

1. The majority of enrollments at nearly all levels of the educational system are in the private sector, and the government has very little information on the operation of private schools.
2. The assessment team did not have a clear sponsoring relationship with a host country advisory committee, nor a definite set of counterparts for its work of data collection and analysis. This was due in part to USAID Mission staff reluctance to include government MOE personnel in the planning or execution of the assessment, although MOE personnel were subsequently informed and consulted.

A first draft of the synthesis chapter of the assessment was given to the USAID Mission in Haiti in January 1985. Based on information provided in the synthesis, the Mission decided to focus on strengthening Haiti's human resources base, as one of its three principal program objectives for FY 1986, through a five-year, \$15 million project in the area of basic education. By June 10, 1985, the English version of the Haiti Education and Human Resources Sector Assessment had been sent to all interested parties and approved for dissemination.

1.2.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

Peter Easton and Mary Pigozzi visited Haiti from June 16 to July 5, 1985, to assist USAID Mission staff in preparing the PID for the Incentives for Improving Basic Education (IIBE) Project, and to outline

economic analyses to be undertaken during project design. The IIBE project represents USAID's first involvement in formal education in Haiti since the late 1950's and constitutes one of the three focuses of the Mission's Action Plan for FY 1986. The Action Plan analyses the problem of illiteracy and educational inefficiency in Haiti, identifies basic education as an area of priority concern, and defines a number of key constraints to be addressed by the new Mission initiative:

1. high dropout rate;
2. insufficient and inadequate school facilities;
3. undernourished students;
4. insufficient learning materials;
5. undertrained teachers and school administrators; and
6. the high cost of education to parents.

The Mission views the IIBE Project as the first stage of a longer term (15 year) endeavor to support education in Haiti. Principal emphasis during the first phase will be placed on the private sector because:

1. the majority of primary school students are enrolled in the private sector;
2. major donors supporting public sector interventions in the education sector consider complementary action by AID in the private sector to be essential; and
3. this approach is consistent with Mission and AID policy with respect to private sector resources.

The central thrust of the proposed project is to provide private schools and school systems with the incentives and resources they need in order to improve the quality and efficiency of the basic education supplied to the population of rural and economically depressed urban areas. A secondary and complementary thrust of the project is to reinforce the government's capacity to support private sector efforts by upgrading management, research and evaluation skills within the MOE. Since 1981, the Government of Haiti (GOH), with World Bank financial support, has been involved in developing and implementing a major educational reform. The reform provides for reorganization of primary and secondary schools, introduction of Creole as the language of instruction in the early years of schooling, and a variety of other measures aimed at improving the quality and relevance of Haitian education. The IIBE project represents the first major effort to extend the spirit, if not the exact form, of the government Educational Reform to private sector schools.

As outlined in the PID, the project includes four general components: incentives and resources for the private sector; support for the public sector; research and development; and evaluation.

In August 1985, the French translation of the Haiti Sector Assessment Abstract was completed at FSU and reviewed by chapter authors. Thirty copies of the document were sent to the Mission in Haiti. The full English language EHR sector assessment, the French language resume, and both the English and French Versions of the PID were distributed to interested parties in the public and private sectors in Haiti as preparation for project design.

From November 5 to November 10, 1985, three representatives from Haiti--Rosny Desroches, Director of Methodist Schools; Father Yvon Joseph, Chairman of the Educational Council of Haitian Religious Orders; and Dana Fischer, Assistant Education Officer of the USAID Mission--attended the IEES International Workshop in Botswana.

From November 1985 to January 1986, a seven-member Project Paper team was sent to Haiti to assist the USAID/Haiti Mission in designing the proposed Incentives for Improving Basic Education (IIBE) Project Paper. The team also performed related economic and planning studies requested by the Mission. Members of the team included:

1. Peter Easton
(Team Leader) 11/16/85 - 1/17/86
2. Simon Fass
(Educational Economist) 11/17/85 - 12/27/85
3. Richard Sack
(Educational Planner) 11/05/85 - 11/12/85
4. Raymond San Giovanni
(Educational R&D Specialist) 11/24/85 - 12/21/85
5. Lorenzo Morris
(Educational Policy Analyst) 11/24/85 - 12/21/85
6. Peter Combes
(Radio Education Specialist) 11/24/85 - 12/24/85
7. Maria Alvarez
(Social Marketing Specialist) 11/24/85 - 12/21/85

San Giovanni and Combes were fielded by IIR and Morris by Howard University. The other members of the team were fielded by FSU. In the course of project design, the Project Paper team developed close working relationships with counterpart groups in the Catholic and Protestant divisions of Haitian private education.

1.2.3 Projected Activities

After the preparation of the Project Paper, it should be possible to proceed with sector assessment review and to begin discussing the support activities that IEES may sponsor in Haiti. This will lead to the development of the IEES Country Plan for Haiti. Training workshops and R&D studies linked to the IIBE project are at present the two categories of activities that seem most likely to be needed.

If further IEES involvement requires the support of an RTA, the Mission has expressed interest in having that person on post by summer 1986.

1.2.4 Anticipated Constraints

At this point in the development of IEES project activities in Haiti, the most important constraint is socio-political and lies outside of the project's area of activities.

Emerging signs of social unrest, and repeated reorganization of the GOH ministerial cabinet have contributed to a climate in which it is difficult to establish and develop functional linkages with government counterpart institutions. During the period between the June drafting of the PID and the arrival of the Project Paper writing team in November, three different persons held the post of Minister of Education. These changes have made it increasingly difficult to conduct negotiations with the MOE and with officials of public sector educational institutions. In view of the importance of government support and collaboration to the success of the Incentives Project, and to IEES goals, overcoming this constraint will be a critical concern. Some improvement in this situation may be expected to occur through

the placement of an IEES Resident Technical Advisor to provide permanent continuity for the project.

1.2.5 Conclusions and Implications for the Future

The IEES project has established constructive working relationships with USAID/Haiti personnel and, through the collaborative process in which the Project Paper is being developed, is making important contacts with Catholic and Protestant officials in the private education sector. These activities have promoted a long-term policy dialogue aimed at improving private sector education. However, overarching events of a macro-political nature may impede the establishment of optimum levels of collaboration with government counterpart institutions and will require close monitoring.

1.3 ACTIVITIES IN INDONESIA

1.3.1 Background

During a visit to Indonesia April 17 to May 8, 1985, IEES Project Director John Bock of FSU and David Chapman of SUNYA reached preliminary agreement with the Government of Indonesia (GOI) and USAID Mission on two areas for IEES assistance through the end of the calendar year. The first area agreed upon was the provision of technical assistance for the USAID-sponsored Education Policy and Planning (EPP) Project. The second area was the conducting of an Education Sector Review. The EPP assistance consists of identification and placement of three long-term technical advisors and additional short-term assistance to work with the Balitbang Dikbud (Research and Development Office of the MOEC) and provide on-going technical support to the EPP Project.

The EPP Project Paper, dated June 1984, describes a \$9.5 million project in cooperation with the Ministry of Education and Culture (MOEC) extending over a six-year period (July 1984 - September 1990). Funds consist of \$6.5 million from AID (\$5.5 million loan and \$1 million grant) and \$3 million from the Government of Indonesia.

The purpose of the project is to improve the quality of education in Indonesia by increasing the capacity for better policy planning based on more complete and accurate information and better policy analysis.

The project strategy has five main elements designed to:

1. increase staff capacity for policy research and analysis;
2. improve the internal management of the Agency for Educational and Cultural Research and Development;
3. conduct studies on key policy issues;

4. assist the Center for Information Systems (Pusat Informatika) in establishing a management information system relevant to policy and planning needs; and
5. support experimentation with planning and information systems at the provincial level.

There is also provision for technical assistance. In-country training will consist of short-courses, seminars, and workshops. Participants will be drawn from Pusat Informatika, other centers within Balitbang Dikbud, and other agencies at the national and provincial level concerned with collecting and using educational and cultural information. The training will be aimed at increasing MOEC capacity to collect, analyze, and store information, and to better inform policy formulation and long-term planning. The project is designed in two phases. Phase One will be a period of experimentation and exploration of alternatives in the establishment of an information system. Phase Two will be a period of implementation of the agreed-upon plan. Overall responsibility for project management and implementation will be exercised by a Project Steering Committee established by ministerial decree and consisting of representatives of the major units within the MOEC.

The second major IEES activity in Indonesia was a Sector Review conducted from September to November 1985. Upon completion of the Sector Review, an Indonesia IEES Country Plan will be developed in mid 1986. This review is described in more detail in the following section.

The three long-term technical positions for which IEES is recruiting are:

1. Information Systems Manager/Policy Analyst.
2. Information Systems Planning Specialist.
3. Policy Analyst.

1.3.2 Accomplishments During Reporting Period: June 11 to December 10, 1985.

Sector Review. An advance Sector Review team consisting of John Bock (Team Leader), Doran Bernard (Deputy Team Leader), Gweneth Eng, and Diefla Pramono arrived on September 1, 1985, approximately two weeks before the remainder of the team, to prepare logistical support and to seek the consensus of key Indonesian MOEC officials on the objectives of the Sector Review. The draft Sector Review was prepared over a six-week period from September 16 to October 31, 1985. The composition of the Sector Review team was as follows:

John Bock (Team Leader)	Executive Summary and Donor Coordination	FSU
Gweneth Eng Benoit Millot* Walter McMahon*	Economic Analysis	Howard IREDU University of Illinois
John Tabor*	Management	Institute for Public Service
Michael Kane	Policy Planning	FSU
Doran Bernard (Deputy Team Leader)	PrePrimary and Primary Education	FSU
David Edwards*	Vocational Technical Education	Independent Consultant

* Non-Consortium Consultant

(continued)

Dwight Allen	Secondary Education	FSU
Sandra Smith	Teacher Education	Howard
Sydney Grant	Higher Education	FSU
Stephen Anzalone	Nonformal Education	IIR
Diefla Pramono	Administrative Assistant	FSU

The Sector Review was characterized by close working relationships between the IEES team and counterparts designated by the Sector Review Steering Committee, composed of the Head of Balitbang Dikbud and of the Directors General of the MOEC departments. These counterparts assumed active roles in collecting and analyzing data and information, as well as in formulating recommendations.

On a day to day basis the team worked intimately with the Staff of Balitbang Dikbud, which provided major logistical support and whose key staff participated as full team members. In addition, the USAID/Jakarta EHR personnel, particularly Cameron Bonner and Michael Morfit, served throughout as advisors and facilitators for the IEES Sector Review team.

The Steering Committee assumed a major leadership role in the Sector Review. The committee met with the IEES team prior to the start of the Review and provided direction and guidelines for the activity. A "mid-term" meeting was held to review the work accomplished by the IEES team and Indonesian counterparts.

The draft conclusions and recommendations from the Sector Review were presented to the Steering Committee at the end of the activity. Due to the close collaboration throughout the Sector Review process, the final meeting of the IEES team with the MOEC Steering Committee was characterized by general consensus on findings of the Review. MOEC

Study groups were formed at this meeting to develop operational plans for the implementation of the preliminary recommendations relative to the various subsectors.

The Sector Review identified, among others, the following constraints to educational development:

1. a policy decision to rapidly expand vocational/technical education programs without a clear linkage to actual manpower needs or careful assessment of resource capabilities;
2. a lack of evaluation research information on the outcomes and cost effectiveness of educational improvement efforts;
3. the need for expansion and quality improvements in the secondary education subsector;
4. the difficulty of recruiting and retaining teachers in the remote areas; and
5. the need for balancing deconcentration of responsibility for educational programs to allow more participation in planning and curriculum development by the regions without loss of central control over key decision making.

The draft Sector Review is presently being translated into Indonesian for further discussion within each Directorate General. These discussions will lead to further revision of the document before it is presented formally to the GOI in early 1986.

Two of the three long-term technical advisors have been named to serve on the Education Policy and Planning (EPP) Project. Nat Colletta, on leave from the World Bank, will act as Chief of Party in the Information Systems Manager/Policy Analyst position. Simon Ju, formerly

with IIR in Liberia, has been named to the Information Systems Planning Specialist position. Ju will begin work in late 1985 and Colletta will start in early spring 1986.

IEES International Workshop. Three Indonesian MOEC officials and the USAID Mission Education Officer attended the IEES International Workshop in Gaborone, Botswana, November 10-15, 1985. They were Moegiadi and Wesley Simanjuntak of the Balitbang Dikbud, Daniel Ajamiseba of the Irian Jaya Study Center, and Michael Morfit, USAID.

1.3.3 Projected Activities

The remaining long-term technical advisor for the Educational Policy and Planning Project, a policy analyst, will be identified in January 1986. The Project will be in full operation in Spring 1986.

The revised draft of the Sector Review document will be completed and formally presented in late January or early February 1986.

A review team comprised of John Bock (team leader), Doran Bernard, and Walter McMahon will present the first revised draft of the Sector Review to the MOEC Steering Committee in late January or early February 1986. Steering Committee feedback will be important for completing the final document for distribution by April 1986. During this time, Bock will also meet with Colletta and Ju, the EPP Long Term Technical Advisors (LTTAs), and Michael Morfit of USAID/Jakarta to develop a workplan for at least the first year of the project. Bock will also meet with Gary Theisen of AID/S&T and Kathrine Krupnick, Deputy Director of the new AID-sponsored BRIDGES project, to discuss potential collaboration/coordination of IEES and BRIDGES in Indonesia. Another purpose of this visit is to discuss with Moegiadi, Secretary of

Balitbang Dikbud, the proposed Second Annual IEES Workshop, tentatively scheduled for early 1987, and to inspect conference facilities.

During this visit Bock will also discuss the substance and scheduling of the Indonesia IEES Country Plan with MOEC and AID/Jakarta. Initial indications are that late Summer or early Fall 1986 will be most appropriate for all parties. Discussions regarding further IEES assistance for research and development and other activities will be held at the time.

1.3.4 Anticipated Constraints

An anticipated constraint to external assistance activities in the EHR Sector is the current problem of unexpended or surplus funds (SIAP), which is particularly severe within the education subsector. This has resulted in an overload on administrators in the sector and may cause postponement of some donor projects. Indonesian counterparts may be reluctant to consider additional implementation activities. A number of multilateral and bilateral donors have been redirecting their investments and loans to other sectors as a result of this problem of absorptive capacity.

1.3.5 Conclusions and Implications for the Future

The positive response to the draft Indonesia Sector Review document indicates that the MOEC, USAID/Jakarta and the IEES Project will continue to develop a strong working relationship.

One of the most important lessons learned from the Indonesian Sector Review is the value of encouraging and providing structured opportunities for full participation and consultation by host country

counterparts, as well as high-level decision makers, throughout the process. It is a time-consuming and sometimes diplomatically arduous process, but it assures a strong sense of ownership among the future users and implementors of the completed document and increases the likelihood of its use as a central vehicle for policy formation.

In addition to technical assistance support to the Educational Policy and Planning Project, IEES may be asked to support several other research and development activities identified by the Sector Review and by the Indonesia IEES Country Plan when it is developed. MOEC officials have already begun to prioritize, based in part on the preliminary recommendations of the Sector Review, research activities to be supported with outside assistance. MOEC has requested that an IEES Country Plan be developed for Indonesia. This activity will be scheduled for mid-1986 following review and final revisions of the Indonesia Sector Review, and will involve close collaboration with MOEC officials and USAID/Jakarta to formulate strategies for further IEES activities.

1.4 ACTIVITIES IN LIBERIA

1.4.1 Background

The Liberia Education and Training Sector Assessment was completed in December 1983, prior to project contract signing. The Assessment was well received and widely read in Liberia, and has served as the basis of subsequent Consortium activities.

In July 1984, an IEES team completed a design for the Improving the Efficiency of Learning II (IEL II) Project Paper. The team was composed of Douglas Windham, Edward Kelly, Gweneth Eng, and Jerry Messec. The IEL II Project, when implemented, will disseminate throughout Liberia the instructional system developed during the experimental phase of IEL I.

In August 1984, a training workshop for MOE personnel in Construction and Composition of Criterion Referenced Tests was conducted in Monrovia by Edward Kelly. Participants produced tests for use in assessment of learning outcomes in IEL I, and also designed a sampling plan for administering the tests. These tests were administered in the field in November 1984.

Victor Cieutat represented the IEES Consortium at the National Conference on Education and Training held from July 30 to August 3, 1984, at Cuttington University College. Many of the papers presented made reference to the Sector Assessment. The Conference provided a forum for internal policy dialogue and identification of areas where the Government of Liberia needed assistance.

1.4.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

In November 1985, Liberia participated in the First IEES International Workshop in Gaborone, Botswana. E. Othello Gongar, Deputy Minister of Education, and Janice Vani, Director of the IEL Project, represented Liberia. Stanley Handleman, Human Resources Development Officer from the USAID Mission in Monrovia, also attended the workshop. The workshop provided an opportunity for discussions regarding redefinition of the role of the IEES Project in Liberia. As a result of these discussions, Handleman requested that IEES staff meet with him and Mission Director Mary Kilgore to discuss the future of the IEES Project in Liberia. Unfortunately, the uncertain political situation in Monrovia resulted in the cancellation of the meeting in Monrovia.

1.4.3 Projected Activities

An outcome of conversations held during the IEES International Workshop in Botswana was agreement, in principle, to undertake a Sector Assessment Update. Included in the update would be a review of the relationships between IEL II and the World Bank Textbook Program in Liberia. The update would then lead to the development of a Country Plan for IEES activities in Liberia.

1.4.4 Anticipated Constraints

Since the GOL has been fairly explicit in expressing its needs to the Mission, the major challenge will be to plan with the Mission the most appropriate utilization of the IEES project to support government-identified priorities. The serious economic situation faced by Liberia

underscores the need for careful and highly leveraged use of IEES central support in combination with the EHR portfolio of the USAID Mission.

1.4.5 Conclusions and Implications for the Future

The widespread acceptance of the Sector Assessment, as well as USAID Mission and government support for IEL I and II, provide a strong foundation for the further development of IEES collaborative activities in Liberia. Communication with the Mission has improved and, following discussions at the IEES International Workshop in November 1985, there is a better understanding of the potential for and constraints on the IEES Project in Liberia. This understanding now provides a strong foundation on which to build future IEES activities in Liberia.

1.5 ACTIVITIES IN NEPAL

1.5.1 Background

A Nepal Sector Memorandum was published by the World Bank in September 1981. The purpose of the study was to identify and analyze the major issues in Nepal's education and training sector, and to suggest appropriate government and donor community policies. As an IEES-assisted Sector Assessment has not been conducted in Nepal, this document remains the basis of sector analysis and planning.

In January 1985, PI Robert Morgan and CTO Joan Claffey visited Kathmandu to negotiate formal participation of Nepal in the IEES network of countries. Three areas were suggested for priority IEES work:

1. improvement of the planning and management capacities of the Ministry of Education and Culture (MOEC);
2. strengthening of curriculum development and audiovisual capacities; and
3. assistance in the development of the Radio Education Teacher Training Project II (RETT II).

The Project Paper for RETT II was approved in May 1984. The purpose of the Project, which is a continuation of work begun under RETT I in 1974, is to improve primary teachers' knowledge of key academic subjects, thereby preparing them for the School Leavers' Certificate Examination. Concentration will be on English, Mathematics, Nepali, and Science. Radio programs, supported by written materials, will be broadcast on a regular schedule by Radio Nepal. A small but significant portion of each program will convey information on development topics

important not only to teachers, but to the general listening audiences as well. RETT II is authorized as a five-year project (FY 1984-1989) for a total AID obligation of \$1,619,000.

In May 1985, Project Director John Bock, John Mayo, and Frances Kemmerer arrived in Nepal to develop a scope of work for IEES activities. They produced the Project Document for IEES Assistance to the Ministry of Education and Culture (June 3, 1985). Two areas were defined for IEES assistance:

1. improving the management capacity of the Manpower and Statistics Division of the MOEC; and
2. strengthening the evaluation capacity of the RETT II Project.

1.5.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

In November and December 1985, John Mayo conducted an Evaluation Planning Workshop for RETT II. The workshop was organized by the MOEC's Radio Education Division and included personnel from that unit's evaluation office as well as researchers from the Center for Educational Research, Instruction and Development (CERID). In addition to the workshop, other areas of IEES assistance included:

1. finalization of an overall research plan for RETT II;
2. development of a comprehensive training plan for RETT II; and
3. selection of an RTA to work with the MOEC's Planning Division and Radio Education Division.

Candidates for the RTA position were submitted during the visit and Barbara Butterworth was selected by the MOEC. Butterworth is scheduled to be on post by February 23, 1986.

1.5.3 Projected Activities

Activities outlined in the Project Document for IEES Activities (June 1985) include:

1. final approval and posting of the RTA;
2. in-country training for staff of the Manpower and Statistics Unit in the systematic collection, processing, and reporting of data through:
 - a. an Information Management Workshop, originally proposed for October 1985, but postponed until January 1986; and
 - b. two Microcomputer Workshops proposed for Spring and Fall of 1986;
3. assistance in the implementation of RETT II evaluation and staff training activities; and
4. development of an MOEC/IEES project plan.

1.5.4 Anticipated Constraints

The major constraint to human resource development in Nepal is economic. Poor economic performance continues to affect educational conditions through: 1) inadequate salary/incentive structures for personnel in the Ministry of Education and Culture, Regional and District Education Offices, and schools, which result in high personnel turnover rates; and 2) heavy reliance on donor-designed projects, many of which have had little or no sustained effect on the HRD system. These problems have been exacerbated by a poor communications and transportation infrastructure.

IEES activities are currently constrained by the absorptive capacity of the Nepalese government. An overabundance of donor-

initiated projects in Nepal has strained government resources, particularly in the education sector. A history of projects terminated due to a lack of government resources or commitment has dictated a cautious approach to planning IEES activities. Government planners have committed themselves to the two activities now underway in Nepal: RETT II support and development of a Management Information System. The latter was selected as a priority by the government and should receive full support of its limited resources.

1.5.5 Conclusions and Implications for the Future

The Ministry of Education and Culture has initiated a process of careful selection and monitoring of donor activities. Major emphasis is placed on projects that result in capacity building and in improved management systems. Both of the IEES initial activities--the evaluation of RETT II and the strengthening of the Manpower and Statistics Unit--conform closely to this emphasis. As a result, IEES planning and activities are supported by the Ministry. To maintain and further this working relationship, continual close collaboration with the Joint Secretary, as well with as the directors of the Manpower and Statistics Unit and the Radio Education Division, will be required. The recently designated IEES RTA is expected to carry out this task and effectively develop plans for future project activities in Nepal.

1.6 ACTIVITIES IN NIGER

1.6.1 Background

Niger was one of the first countries to be considered for active involvement in IEES. That commitment, for reasons discussed in this section, has been slow to materialize. An education sector assessment was conducted in Niger in 1983 by Pragma Corporation. The resulting document was not fully approved by USAID and consequently was not disseminated to relevant Government of Niger (GON) personnel. The USAID Mission in Niger accepted a revised version of the assessment in April 1984 and translated the Executive Summary into French. This text was shared with a few Nigerian counterparts, but was not widely circulated because of uncertainty regarding the development of IEES activities in Niger, and because few Nigerians had been involved in the assessment.

In October 1984, an IEES team visited Niamey to determine with the Mission Director and the Education & Human Resources Development Officer (EHRDO) the scope of future IEES involvement. The Mission decided that it would proceed with IEES involvement if the primary focus would be to determine the feasibility of a new USAID commitment in the area of literacy, basic education, and rural development. The Mission agreed to engage a local person knowledgeable of the Nigerian educational system as a Personal Services Contractor (PSC). The PSC was to provide information for further IEES involvement by contacting Nigerian planners involved in education for rural development, preparing an updated status report on literacy in Niger, and determining which elements of the existing sector assessment could be used in planning future programs, and which sections required updating.

Mary White Kaba was contracted by the Mission as a PSC in April 1985. She spent four months preparing a status report on literacy in Niger, which was submitted in September.

Peter Easton of FSU visited Niger from May 15 to June 10, 1985, to assist the PSC and to discuss IEES activities in Niger with Mission personnel and with the GON. Easton and Kaba presented the results of these contacts and the preliminary findings of Kaba's study to the Mission Director, the Minister of Education, and USAID staff in early June. Because his presence was required in Haiti, Easton terminated his mission in Niger on June 10, before fully exploring the nature of a field project in rural literacy and possible IEES activities in Niger. The Mission, S&T, and IEES agreed that he should return by July 1985 to complete this assignment.

1.6.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

During review of the Niger Mission program in mid-June 1985, the Sahel Regional Office recommended the elimination of all new project starts for the present and the reduction of activities in the field of education in deference to other sectors. As a consequence, the Mission requested that IEES postpone Easton's return trip to Niger until further decisions were made about USAID's education involvement.

In September 1985, Mary White Kaba submitted the final report of her study on rural literacy programs in Niger to the USAID Mission. This document contained an analysis of the status of literacy programs in Niger and of their potential for future development.

During the same month, Adamou Koukou, Director of Secondary Education from Niger's Ministry of Education, began a three-month training program at Florida State University in the economics of education. Also in September, the S&T Bureau sent a letter to the Director of USAID/Niger proposing ways in which IEES might continue to support the Mission's concerns in the field of education without violating the stipulations of the regional office or entailing any new field project commitments. Suggested activities included training workshops, R&D studies, and evaluations in support of the GON's efforts to increase educational efficiency.

Since no response to this query was received before the final list of participants was drawn up for the IEES International Workshop held in Gaborone, Botswana, in November 1985, Niger was not represented at the workshop. As of December 1985, Niger had made no response to the proposal; as a consequence, no further IEES activities have been undertaken in Niger.

1.6.3 Projected Activities

Second year IEES plans hinge on Niger's status as an IEES participating country and thus upon the USAID Mission's interest in continued involvement in the project. IEES-sponsored training workshops and R&D studies could provide critical support to Niger educational planning in times of austerity and provide the basis for possible future Mission work in education. The GON is currently preparing its new Five Year Plan (1986-1991), and officials in the Ministry of Planning indicated to the IEES representative in June 1985 that assistance in

executing some of the component studies would be appreciated. Should the Mission decide to undertake this kind of modest programmatic support for educational planning efforts in Niger, short-term personnel would be needed in 1986 to staff workshops and studies. No projections can be made at present, however, given the basic uncertainty about the Mission's disposition.

1.6.4 Anticipated Constraints

Two principal constraints impede the development of IEES activities in Niger. The first--the precarious agricultural and economic situation--has been somewhat alleviated this year by a good rainy season and a plentiful harvest. The effects of persistent drought and ecological deterioration are still being felt, however, and the GOM has entered a period of severe budgetary austerity, including major cutbacks in the education budget. These problems do not eliminate education as a national development priority, but they do limit prospects for continued rapid expansion of schools and place a premium on improved efficiency of operation.

The second constraint is the current policy of the Sahel West Africa Regional Office concerning new USAID projects, educational projects in particular, in the Sahelian nations. As long as the regional office remains opposed to AID support for education in these countries, it is doubtful the Mission will undertake new initiatives.

1.6.5 Conclusions and Implications for the Future

Prospects for further IEES activity in Niger in the foreseeable future are not promising. Though Niger, as a francophone country,

offers an opportunity for IEES to develop special means for sector assistance of conceivable benefit to other francophone countries, it does not seem possible to realize this potential until there are policy changes concerning AID activity in Sahelian Africa.

1.7 ACTIVITIES IN SOMALIA

1.7.1 Background

The Somalia Education and Human Resources Sector Assessment (January 1984), completed prior to IEES project contract signing, marks the beginning of IEES involvement in Somalia. The document identifies six major conclusions:

1. Due to a temporary decline in social demand for formal education in relation to existing levels of expansion and current success of the economy, plans should focus on quality improvement before extension of access.
2. Better inter-ministerial coordination and additional staff, training, and equipment for data collection and analysis are necessary for improved macro-planning.
3. Incentives for private sector development are necessary for productive employment of graduates.
4. Government civil service personnel policy must be reviewed to attract and retain high quality civil servants.
5. Donor funds must cover project costs in this sector, with Government of Somali Democratic Republic (GSDR) funds going exclusively for maintenance and quality improvements.
6. A coherent long-term language policy needs to be developed.

The Somali Civil Service Study (September 1984) responded directly to conclusion 4 of the assessment. The study was conducted from February to June 1984, also prior to the IEES project contract. The editing and revision of the study, however, were accomplished as an

early project activity. The purpose of the study was to review the present civil service system, investigate its shortcomings, and make recommendations. The study recommended organizational and managerial reform, suggested changes in personnel administration and employee compensation, and identified training needs. Implementation plans and the role of donor agencies were also outlined. Early IEES activities in Somalia were based upon these initial efforts.

An IEES team drafted the Project Paper for the Somalia Management Training and Development Project (SOMTAD) for Mission review in July and August 1984, between the drafting and publication of the Somali Civil Service Study. This team consisted of David Chapman, David Barker, Richard Greene, Paul Voigt, Louis Woo, and Raga Elim of USAID/Somalia.

Douglas Windham represented IEES in Somalia in September 1984 at the Somali Civil Service Symposium marking the publication of the Somali Civil Service Study. At that time, he also discussed development of the Strategy Statement for IEES Activity in Somalia (finalized in October 1984) and the nomination of Mark Berger for the RTA position.

Based on Mission review of the SOMTAD Project Paper draft, a second Project Paper team, consisting of David Chapman, Jerry Messec, and Douglas Windham, worked with Mission and Somali counterparts in February 1985 to prepare a final copy of the SOMTAD Project Paper.

The objectives of SOMTAD are:

1. to increase the ability of the GSDR and private sector to plan and carry out development activities; and
2. to institutionalize a Somali capacity to identify and meet public and private sector training needs.

At a cost of approximately US \$18.5 million over five years, the project will provide 50 person-years of technical assistance, graduate level (MA) study for 60 Somalis, management training provided at worksites, and a mechanism for coordinating human resources development across GSDR core ministries. The project will provide 32 person-years of technical assistance from Operations Experts (OPEX). Graduate degrees (MBA/MPA) will be awarded by the Somali Institute of Development and Management (SIDAM) in collaboration with one or more U.S. universities which will accept nonmatriculated students for the middle half of their graduate study. This approach was planned in response to the low return rates of students sent abroad for degrees. The project will also mount a program to provide training to approximately 1000 mid-level administrators directly in their place of work. The three components of the Project (OPEX, MBA/MPA, and Worksite Management Training Unit) are closely interrelated and mutually supportive.

IEES RTA Designate Mark Berger assisted the second SOMTAD team with the final version of the Project Paper in February 1985, and also worked with MOE staff to become familiar with the Somali educational system. He assisted MOE staff in conducting a Management and Administrative Workshop for Headmasters in February 1985. Berger assumed RTA duties in Somalia in May 1985.

In April 1985, David Chapman and Douglas Windham drafted a Somalia IEES Country Plan. The plan outlined seven objectives intended to:

1. improve the MOE Planning Department's capacity for research, planning, implementation, and evaluation activities; they will then plan and deliver training to other MOE Departments;

2. assist MOE personnel in design and implementation of a management information system;
3. assist the MOE Curriculum Development Center in developing effective distribution of educational materials;
4. assist MOE personnel in planning and implementing a coordinated donor assistance program;
5. assist MOE in improving the quality of inservice and preservice teacher education;
6. assist in developing the MOE Inspection Design and implementing systematic procedures for monitoring instructional quality; and
7. assist the MOE in reviewing school examinations and in training officials, headmasters, and teachers in measurement concepts and practices.

1.7.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

In June 1985, David Chapman traveled to Somalia to accomplish the following objectives:

1. review the draft Country Plan with the Ministries of Education, Labor and Sports, and National Planning, and with USAID/Somalia;
2. obtain GSDR and Mission approval of the final copy; and
3. assist Mark Berger in assuming his position as IEES RTA.

Berger is assigned to the Education Development Department in the Ministry of Education and works closely with its Director General, Hussein Mohamed Said, and Director of the Planning Division, Ali Hassan

Gaal. Since his arrival in May, Berger has assisted the Planning Division in organizing and rationalizing donor initiatives, designing and securing funding for materials distribution and examination workshops, organizing proposal writing seminars, and creating an English-Somali translation service within the MOE. In addition to these activities, he has assisted the Mission in finalization of the SOMTAD RFTP and facilitated the work of IEES consultants in Somalia.

Also in June 1985, Fredrick Dembowski of SUNYA conducted the first of the three-part series of Microcomputer Workshops. Participants included representatives from the Ministries of Education, National Planning, and Labor and Sports. IEES provided two microcomputers which were used by workshop participants. These computers are located in the Planning Division and have permitted MOE to collect, analyze, and report education data not previously available.

A Quality Enhancement Study was conducted in August 1985 by Jerry Messec, Frances Kemmerer, and Sivasailam Thiagarajan. This study resulted from the recommendations of the Somalia Education and Human Resources Sector Assessment, which outlined priorities for improving teacher quality and instructional materials. The Quality Enhancement Study was designed to:

1. review the accomplishments of the Somalia formal education system towards improving primary school quality;
2. determine those school elements which result in the greatest increase in student achievement in primary grades;
3. develop with MOE staff an analysis of the costs of implementing changes in the elements identified;

4. outline, in close collaboration with Somali planners, specific strategies for improving school quality consistent with Somali educational and cultural practices; and
5. assist Somali MOE staff in establishing an effective program to monitor implementation of school quality changes, and evaluate the results of these activities.

The study is comprised of three sections addressing the areas of school organization and management, teacher training, and instructional materials. It was conducted with close counterpart collaboration and support by the MOE and was approved by the MOE in November 1985.

Somalia participated in the first IEES International Workshop, held in Botswana in November 1985. Representatives were Abdurahman Ali Musa, Former Director of Refugee Adult Education, Ali Hassan Gaal, Director of Planning, Hussein Diriye Jama, Head of Educational Research, Curriculum Development Center, and IEES RTA Mark Berger.

Following the International Workshop, Jerry Messec traveled to Somalia with Berger to undertake development of the Somali Language Dictionary of Technical Terms in Economics. This document was developed in November and December with representatives from the Economics Department of the Somalia National University, Ministry of National Planning, Lafoole College of Education, and the National Academy of Arts and Sciences. The dictionary was requested by Somali educators and compiled with their active support and cooperation. It will aid in the development of technical writing in Somali and improve communication among all GSDR agencies. Editing and production of the document will be completed at Florida State University in early 1986.

In October 1985, Fredrick Dembowski returned to Somalia and conducted the second three-week Microcomputer Workshop. Participants represented the Ministries of Education, National Planning, and Labor and Sports. Participants were trained in Lotus 1-2-3 software uses and are now engaged in organizing and maintaining databases in their ministries. The MOE is applying these skills in conducting a school mapping survey and updating educational statistics.

1.7.3 Projected Activities

Activities outlined in the Somali IEES Country Plan (June 1985) for the second half of 1986 are outlined below.

I. Training Activities

1. A one-week Management Training Workshop for ministry personnel was scheduled in November 1985, but postponed.
2. A three-week Supervision Workshop for the MOE Inspectorate is scheduled for January 1986.
3. A Computer Applications Workshop in Personnel Management Systems to follow through on the first two year-one workshops is scheduled for May 1986.
4. A two-week Student Assessment/Test Design Workshop for MOE personnel is scheduled for August 1986.

II. Research Activities

1. A Materials Distribution Study with the Curriculum Development Center of the MOE, to be held in February 1986.
2. An Inservice Teacher Education/Quality Enhancement Study with MOE personnel in February-March 1986.

III. IEES Planning Activities

1. A Sector Assessment Update with MOE personnel and three consultants, scheduled for April-May 1986.
2. A Somalia IEES Country Plan revision with MOE Personnel and two consultants, scheduled for June 1986.

1.7.4 Anticipated Constraints

Fiscal constraints remain severe in Somalia and underscore both the need for maximum efficiency in allocation of resources as a planning priority and careful regard for the effect of recurrent cost levels on government. Government investments have been largely at the secondary and tertiary levels of the formal education sector, leaving primary education with limited resources. Efforts at improving the primary education system, the most accessible and equitable point of the formal education system, will require the creation of both an infrastructure which does not now exist, and innovative educational approaches which can more efficiently utilize existing resources.

In addition to fiscal constraints, the education sector suffers from the limited management capacity of government personnel to plan and direct needed development activities. The lack of adequate managerial training among individuals in the public and private sectors was noted by the Sector Assessment and the Somali Civil Service Study, and will be addressed by the SOMTAD Project. The Somalia IEES Country Plan has identified a wide range of training activities to develop this capacity within the Ministry of Education. The success of training within donor-assisted MOE departments, such as the Curriculum Development Center,

suggests that this training, leveraged with other on-going donor and MOE training targets, can produce significant results.

The lack of incentives within the education sector, as in all public sectors in Somali, remains a major constraint. The recruitment, promotion, and salary systems of the public sector are not sufficiently related to a merit or performance basis. This results in lack of explicit goal definitions, unclear criteria against which performance is assessed, and less than optimal effort invested by staff. For teachers in Somali schools, there are more disincentives than incentives. The currently declining enrollment in primary schools reflects this condition.

1.7.5 Conclusions and Implications for the Future

IEES activities in Somalia have been well received by both the government and the donor community. The Sector Assessment has proved to be a valuable planning document for the MOE, MOEC, Ministry of National Planning, and other government agencies. It is frequently cited by the international donor community in Somalia. The Civil Service Study formed the basis of a nationwide reform program, and is also frequently cited in documents. IEES assisted the government and Mission in preparing project documents for SOMTAD which will strengthen the mid-level managerial capacity of key GSDR ministries. As a result of these activities, the IEES project has received both strong support from Mission and GSDR. The Quality Enhancement Study, conducted in August 1985, responded to the conclusions of the Sector Assessment and to the increasing MOE concern for the decline in primary school enrollments. The study represented the initial IEES effort in the primary and

secondary education levels and was strongly supported by the MOE. Some recommendations of the study, such as the reassignment of National Service participants to other tasks, were immediately implemented by MOE. Others are now under consideration, such as revision of school organization structures, but major reform of primary education depends upon both a GSDR decision to reallocate resources for that purpose and the willingness of donors to undertake long range assistance. These issues will be discussed with Mission and government in early 1986.

1.8 ACTIVITIES IN YEMEN

1.8.1 Background

IEES activities in the Yemen Arab Republic (YAR) began with an Education and Human Resources Sector Assessment, completed in February 1985. Advanced negotiations concerning the scope of work and provision for USAID Mission support were conducted by James Hoxeng and CTO Joan Claffey of AID/W. Following the delivery of the revised and edited draft of the original document in February 1985, no other activities were conducted there until October 1985.

1.8.2 Accomplishments During Reporting Period: June 11 to December 10, 1985.

In September 1985, the YAR MOE requested that the USAID Mission provide an IEES team during October to work on revisions of the Sector Assessment. This team consisted of Douglas Windham (Team Leader), David Chapman, and May Rihani. Both Windham and Rihani had served on the original sector assessment team. The team worked in Sana'a from October 17 to October 31, 1985.

In initial discussions with the MOE and USAID personnel, the Deputy Minister identified two outcomes for the joint MOE/IEES activity:

1. A detailed revision of the sector assessment to ensure that the report fully reflected official government policy, with an Arabic language version of the assessment published as an official MOE report.

2. A foundation of cooperation which would allow the assessment report to be used by the MOE in its presentation of the education portion of the next five-year plan (1987-1991).

It was agreed that the IEES Project would take responsibility for preparing a revised English language version of the assessment. The Mission would translate this version into Arabic with the assistance and review of YAR government personnel. It was also agreed that a two-person IEES team would work with the MOE and the Mission in January 1986 to develop a Country Plan for IEES activities. The Country Plan would identify IEES activities in support of development within the EHR system in YAR.

A separate agreement was made with the USAID Mission that IEES would provide an Economist/Finance Specialist to serve on the project paper team for the Mission's new bilateral education project.

The IEES team met with the following individuals in October 1985 to review the sector assessment:

Abdul Rabo Garada, Deputy Minister of Education

Zayd al-Shami, Director General of Education

Abdo Ali al-Kobati, Director General of Teacher Education

Abdullah al-Komem, Director General of Inspection and Guidance

Abdul Bassett Babakr, UNESCO Advisor

Karl Schwartz, USAID EHR Officer

Abdul Latif, USAID EHR Staff Member

Each chapter was reviewed in detail with one or more of these MOE officials as well as with other appropriate government officials,

including the Deputy Minister of the Ministry of Civil Service and Administrative Reform (for the Management chapter) and the Vice-Chancellor of the University (for the Higher Education chapter). The only chapter not revised in-country was the economic/financial chapter. The complete English language revised assessment will be delivered to Sana'a in January 1986.

Both the MOE and the Mission expressed gratitude for the assistance provided by the team. Prior to departure of the team, a revised English version and an Arabic version of the Executive Summary were prepared and distributed. A briefing, based on the English version of the Executive Summary, was held for the U.S. Ambassador, William Rugh, and the USAID Mission Director, Charles F. Weden, Jr., on October 28. On October 30, a final meeting was held with the MOE to approve the Arabic version of the Executive Summary and to assure that it corresponded directly to the English version.

A special contribution made by the team was the provision of the Arabic version, as well as a glossary of Arabic terms to be used in revision of the other chapters. Several chapters were revised in Arabic and left with the Mission to aid in the translation of the final document.

1.8.3 Projected Activities

The USAID Mission has requested IEES follow-up activities in the areas of nonformal education and internal allocations within the University. In addition, a request was made by the Educational Research and Development Center for assistance in the computerization of

their research and analysis activities and by the Director of Teacher Education for a study of the probable results of the greatly expanded teacher education programs. Chapman and a colleague are scheduled to visit Sana'a in late January and will discuss these activities as part of the development of the draft IEES Country Plan.

1.8.4 Anticipated Constraints

The YAR sector assessment identified issues, constraints, and opportunities for further development of the EHR system. Six major economic conditions constrain development:

1. a high degree of external dependency;
2. a small industrial base;
3. limited skilled manpower;
4. a de-emphasis of agriculture;
5. significant levels of informal economic activity; and
6. a lack of systematic linkage among policy, research and planning.

Within the EHR system itself, the major problems identified in the assessment include:

1. The lack of current, reliable, and appropriate data on which to base decisions. At present, the EHR sector experiences problems both of data quality and availability.
2. The difference in access to schooling among urban and rural families and between males and females.
3. High student attrition and repetition rates, particularly at the primary level.

4. The lack of effective incentives to retain teachers.
5. The financial consequences of the Yemenization of the teaching force.
6. The low quality of the instruction which students now receive.

1.8.5 Conclusions and Implications for the Future

Based on the findings of the sector assessment and subsequent sector assessment review, the most appropriate opportunities for IEES assistance are in the following three areas:

1. Improved management of education and human resources development, particularly in the Ministry of Education, the Educational Development and Research Center (EDRC), Sana'a University, and Ministry of Civil Service and Administrative Reform.
2. Teacher recruitment and retention.
3. Literacy and income-generation training, particularly as this can be accomplished through nonformal education.

Instructional materials development, production, and implementation were also identified in the sector assessment as priority areas for technical assistance. However, USAID/Yemen and YAR have plans for a bilateral curriculum improvement project. Consequently, the IEES project will concentrate its efforts and resources in the areas identified above. Where appropriate, IEES activities will be designed to support and assist the activities of the bilateral project.

The feasibility of eight specific objectives for IEES work in Yemen is being explored as part of the YAR IEES Country Plan development. These are intended to:

1. improve the capacity of the MOE and, in particular, the capacity of the EDRC to conduct research, planning, implementation, and evaluation activities;
2. assist the MOE to improve the resource allocation procedures within the Yemen educational system;
3. assist the EDRC and MOE to improve the quality of information on the relationship of education to employment;
4. assist the MOE to identify, design, and implement a specific strategy to increase the recruitment and retention of Yemeni teachers;
5. assist the MOE to strengthen its forecasting and planning capacity, with particular attention to financial planning for the Yemenization of the teaching force;
6. assist the MOE to identify, design, and implement strategies for expanding the emphasis on functional literacy, numeracy, and income generation training within the nonformal education program;
7. assist the MOE to investigate the feasibility of using radio and television media to provide nonformal education oriented toward functional literacy and income generation training; and
8. assist the MOE to improve the quality of school instruction by assisting and supporting efforts of the bilateral curriculum enhancement project.

1.9 ACTIVITIES IN ZIMBABWE

1.9.1 Background

Prior to IEES involvement, USAID initiated a \$45 million educational development project entitled Basic Education and Skills Training (BEST). The purpose of the five-year project is to provide education and human resource development support to the Ministry of Education (MOE) and the Ministry of Labor, Manpower Planning, and Social Welfare (MLMPSW). The Ministries can propose projects for funding under the auspices of the BEST program. The scope of EHR development work is sufficiently comprehensive to include many of the support activities normally provided by IEES. Under this arrangement, IEES will provide training and technical assistance in the general areas of macro-analysis, planning, and evaluation, and strengthen these capacities within the two ministries.

IEES activity in Zimbabwe was initiated by PI Robert Morgan and CTO Joan Claffey during a visit in September 1984. The purpose of the visit was to discuss: 1) possible IEES involvement in Zimbabwe, and 2) preliminary plans for interim and long-term evaluations of the BEST Project. Zimbabwe expressed interest both in joining the IEES network and in tasking IEES to undertake the evaluation of BEST.

Between October 16 and November 14, 1984, Joseph McDonald of FSU worked in Zimbabwe to develop the evaluation plan for the BEST Project. Formative evaluation was integrated into the project design, development, and implementation activities. These activities are designed to strengthen the evaluation and planning capacities of the Ministries. The Ministries will develop a long-range strategic plan for

the utilization of BEST resources. Long-term training is also planned for ministry staff.

In February 1985, representatives from the GOZ and the Academy for Educational Development visited IEES/FSU to review vocational education training opportunities and meet consortium staff.

McDonald returned to Harare, February 23 - April 2, 1985, with James Cobbe of FSU. McDonald was assigned to:

1. provide technical assistance to those writing proposals for projects funded or requesting funding under the BEST program;
2. work with MOE and MLMPSW in developing a plan for participation of their personnel in the graduate degree program at the University of Zimbabwe (UOZ);
3. identify research areas related to the BEST project that could be used as topics for Ph.M. and Ph.D. degrees at the UOZ; and
4. determine workshop content areas in order to develop research and evaluation skills.

Cobbe was assigned to:

1. conduct a workshop for Ministry personnel to improve understanding of budgeting and cost analysis;
2. analyze UOZ capacity in Economics of Education and related areas, and assist in course outline preparation with the Faculty of Education at the University;
3. review MOE's budgeting model; and
4. develop workshop topics and determine the need for short term inservice training.

Thirty-two staff members from the MOE are enrolled in the Master's program in Evaluation and Planning and seven staff members from the MLMP SW are enrolled for the diploma in Adult Education. In addition, a person from this Ministry has been nominated for the proposed Master of Philosophy degree. The response of the MOE to the Master's degree program far exceeded expectations. Over 100 applications were received, from which thirty-two were selected. Original estimates were for only eight to ten persons to be admitted. This increase in admissions has resulted in a much heavier than expected student advisory load on the faculty at the University.

1.9.2 Accomplishments During Reporting Period: June 11 to December 10, 1985

Victor Levine was appointed IEES RTA for Zimbabwe and arrived in-country September 12, 1985. He is teaching the courses of Dean Chikombah, Dean of Education, who is currently on sabbatical from UOZ. Levine will also coordinate IEES activities in support of the BEST Project.

Levine's present responsibilities include:

1. Directing eight theses.
2. Serving on the Committee on Research and Studies in Higher Degree Program. This Committee is chaired by the Acting Dean M. J. Metshazi and considers IEES University-related issues. The committee appointed a subcommittee to develop a program for the first IEES workshop, targeted for early 1986. A workshop was scheduled December 2-20, 1985, to help the 32 participants develop brief descriptions of their proposed dissertations.

3. Organization of IEES activities through a committee consisting of members from the University of Zimbabwe, MOE, MLMOSW, and USAID, formed to help plan and monitor IEES activities.

Understaffing problems have arisen due to the inadequate number of UOZ staff available to advise 32 students who have received graduate training neither in research methodology nor in the substantive areas of their research topics. Proposals thus far submitted have been inadequate. Other problems have stemmed from coordinating the participation of two ministries (MOE and MLMOSW). The MOE cannot support the release of 32 participants at the same time, and there is no MLMPSW representation in the program.

Levine has addressed some of these problems by assisting in developing a proposal from the University to the Ministry of Education to establish a research support center at the UOZ. Discussions were held in Harare which included representatives from the University, the USAID Mission, and the two ministries. The possibility of funding the center through BEST program funds was explored. This proposal was reviewed by the IEES staff, and the possibility of IEES involvement in its implementation was discussed during the IEES International Workshop in Botswana. A preliminary budget was developed and presented by Project Director John Bock in Harare following the workshop. This proposal, if implemented, would address the most urgent problems at the University of Zimbabwe.

An IBM computer has been purchased by IEES and will be shipped to Levine. Computer software, textbooks, and other printed matter have been sent from the IEES central office to Harare.

Levine's presence in Zimbabwe has greatly facilitated communication between the University, the two Ministries and the USAID Mission.

Levine attended the IEES International Workshop in Botswana in November 1985. Also attending from GOZ were Samuel Mumbengegwi and Heather Benoy from MOE, and Washington Mbizvo from MLMPSW.

Michael Mambo, Principal of Kwekwe Technical College, is enrolled in a graduate program at the Florida State University, pursuing a Master's degree in Educational Leadership. He is also serving as a graduate research assistant to the project.

Dzingai Mutumbuka, Minister of Education, visited FSU December 12-13, 1985. Minister Mutumbuka met with the Florida Commissioner of Education, the President of Tallahassee Community College, FSU's Academic Vice President, and the Director of Lively Vocational School. In addition, he toured the facilities of the Learning Systems Institute and participated in a staff review of the IEES initiative.

1.9.3 Projected Activities

The training workshops planned by IEES in Fall 1985 were not held due to organizational problems in Harare. Presently, the faculty committee of the University is prioritizing training topics and will identify individuals to participate in the training sessions. These programs will begin in early 1986. The USAID Mission has allocated \$120,000 to IEES to defray the costs of these training activities.

Levine will continue to carry out his responsibilities as IEES RTA. The development of the evaluation plan for the BEST Project is scheduled for 1986.

Discussions are now underway with the GOZ and USAID Mission concerning the involvement of IEES in the evaluation of the Zimbabwe Manpower (ZIMMAN) Project, a large staff development project being administered by the International Institute of Education.

1.9.4 Anticipated Constraints

1. A lack of foreign currency for the acquisition of materials for the Masters program at the University of Zimbabwe remains a problem. IEES has provided some materials, and additional resources will be purchased by the USAID Mission in early 1986. FSU will handle the purchase of these materials and the shipment to Zimbabwe.
2. The increased number of enrollees in the Masters program at the University of Zimbabwe has created staff support problems. The students are disproportionately distributed among the participating departments, with the result that some of the programs are overloaded. There is also a shortage of typing and duplication resources to support these students.
3. Many of the sub-projects undertaken by the two ministries under the auspices of the BEST Project have not yet been completely defined. In some instances, the scopes of work, time and resource requirements, and project outcomes are only partially specified, making objective evaluation difficult. The degree training programs and the short-term training sessions should ameliorate this problem during the coming year.

1.9.5 Conclusions and Implications for the Future

It was recognized by USAID and the IEES leadership at the onset of Zimbabwe's inclusion in the project that their involvement would be somewhat different than the other countries. This was due to the already ongoing Project BEST, which was large and comprehensive in scope, and which provided for many of the developmental support activities authorized under the IEES initiative.

In meetings with USAID Mission staff and the GOZ officials, it was agreed that IEES could contribute to the strengthening of the evaluation, planning, and management capacities of the two ministries involved in the BEST program. It was further agreed that IEES would focus its efforts on working with the University of Zimbabwe as it undertook to develop and expand its graduate offerings in the areas of evaluation and planning. To that end, a full-time Resident Technical Adviser was assigned to the University.

It soon became apparent to all involved that the training needs exceeded the University's training support capacities--even with the addition of the IEES RTA. The previously described proposal to strengthen the training support capacity of the University was developed by Levine, working with the administration and faculty of the University. Basically, this proposal calls for the assignment of four additional faculty members from the U.S. and the provision for their administrative and logistical support, all to be funded from Project BEST. These resources would comprise a Research Support Center to be housed at the University of Zimbabwe, whose principal function would be

to assist with the advisement and guidance of the several masters degree level trainees from the two ministries.

The involvement of the IEES universities in mounting this effort would be a logical extension of the IEES activity in Zimbabwe and would probably justify the extension of the RTA position beyond the one year initially agreed upon. A decision by the GOZ not to undertake the development of the Research Support Center, or a decision to create the Center without assistance from the IEES Group, would be a contraindication of interest by the GOZ in a continuing role for the IEES group. Events in Zimbabwe associated with the creation of the Research Support Center will be carefully monitored in the first half of 1986 to determine what level of continuing IEES investment in Zimbabwe would be prudent.

1.10 ACHIEVEMENTS, PROBLEMS ENCOUNTERED, AND LESSONS LEARNED

During this reporting period, the first half of the second project year, IEES efforts aimed at improving educational efficiency accelerated in participating countries. IEES involvement in two of the countries that participated in the project from the outset (Botswana and Somalia) has intensified significantly. At the same time, the countries that joined the project during the first year (Indonesia, Nepal, and Haiti) have rapidly developed a full and demanding program of activities:

- Indonesia completed a sector review in collaboration with IEES consultants, requested three long-term technical advisors in support of the bilateral Education Policy and Planning (EPP) project, and prepared to develop an IEES Country Plan.
- Nepal requested assistance in improving the management capacity of the Manpower and Statistics Division of the MOEC and in strengthening the evaluation capacity of their radio learning project. Agreement was also reached to place a full-time IEES RTA in Kathmandu.
- IEES quickly moved to the field project stage in Haiti.

Based upon constraints identified during the sector assessment conducted by an IEES team between October and December 1984, the project has assisted the USAID Mission in preparing the Project Identification Document and Project Paper for their proposed five-year project in the area of basic education.

IEES activities did not progress in two countries during this reporting period, for reasons discussed in the previous Annual Report and detailed in the field reports contained in this document. In these countries, Liberia and Niger, constraints beyond the scope of the project precluded the possibility of further implementation. In Niger, it presently appears unlikely that the project will develop any further. Conditions have changed recently in Liberia and IEES activities in that country promise to multiply during the next six months.

IEES Country Plans, which outline strategies and objectives, and present a detailed schedule of activities collaboratively planned for each country, have been completed in two countries: Botswana and Somalia. IEES RTAs have been placed in these countries to oversee the implementation of these plans and to provide support to counterparts in achieving project goals. An IEES RTA has also been placed in Zimbabwe and another will be on post in Nepal in early 1986. IEES Country Plans have been requested for Yemen Arab Republic, Nepal, and Indonesia in early 1986.

Several factors previously identified as key determinants of the level and success of IEES involvement in participating countries have been significantly improved during this reporting period. These factors include:

- aspects of project administration;
- perceptions of IEES by USAID Missions in participating countries; and
- the development of counterpart relations and the establishment of host country sponsoring structures.

Project Administration

Initial project start-up tasks for information management, policy formation and approval, and implementation resulted in some delays in the execution of field tasks in some cases. The expanding scope of field implementation work has required the creation of administrative structures which are described in the Central Consortium Operations section of this report. During this reporting period, these structures were operational and have enabled us to ensure more timely and efficient support for field activities.

USAID Mission Perceptions of IEES

During the first project year, the innovative nature of the IEES initiative raised many questions with USAID Missions. These questions have largely been resolved through the experience of working with IEES staff and host country counterparts, and by project publications produced for the purpose of making explicit the unique goals and strategies of the project. The flexible approach of IEES, planned to respond to country-specific constraints to educational efficiency, results in three dimensions of variability:

- The specific activities undertaken in each country vary in response to the educational sector assessment, other sector studies conducted, and EHR planning.
- The progress of activities in each country varies in response to the unique situation in each country. In some countries, IEES activities have moved rapidly to support for field project design before Country Plans were developed (Haiti), while in others, Country Plans already developed may be modified to

incorporate requests for field project design assistance (Somalia).

The rolling design of IEES plans in each country requires the systematic examination of strategy, objectives, and schedules in response to new information, lessons learned, and changing country conditions.

These project design characteristics have required that IEES carefully present both its strategy and program components to Missions (and counterparts in participating nations). A project brochure explaining the basic rationale and operation of IEES was produced and disseminated during this reporting period, as well as a more detailed project description.

The First IEES International Workshop, held in Botswana in November 1985, provided an additional opportunity for examining project goals and strategies. USAID Mission personnel and country representatives were able both to report on the IEES process as it has developed in their countries, and to compare how the project has worked to improve educational efficiency in each of the participating countries.

Development of Counterpart Relations

The process of identifying counterpart structures in participating countries developed slowly during the first project year. This essential process accelerated with the naming of Country Advisory Committees for the identification and selection of appropriate IEES activities and the formulation of IEES Country Plans during the most recent reporting period. These activities led to increased counterpart involvement in

those countries in which Country Plans have been developed (Botswana and Somalia), and similar involvement may be expected in those countries now planning to undertake this task (Haiti, Indonesia, Nepal, Yemen Arab Republic, and Liberia).

The accelerated pace of activities in the second project year has underscored the importance of, and produced greater opportunities for, counterpart involvement. This has been facilitated in those countries in which IEES RTAs have been placed (Botswana, Somalia, and Zimbabwe). RTAs in Nepal and Indonesia will soon be in place to identify the committees, research teams, and advisory groups necessary to develop feasible and appropriate strategies for educational change.

The IEES International Workshop of November 1985 provided a forum for discussion of counterpart involvement with USAID Mission and host country representatives. IEES seeks to sustain and reinforce these efforts by developing more active counterpart organizations in participating countries in the second project year.

2.0 CENTRAL CONSORTIUM OPERATIONS

2.1 Planning, Management, and Coordination

During the first project year, IEES management and administration efforts were directed toward establishing appropriate systems for the planning and implementation of project decisions required for the timely realization of contract deliverables. This start-up phase required the development of consultant rosters, the hiring of support personnel, the procurement of equipment, computer systems, and other office items and the development of guidelines and procedures for overall project management. Activities during the current report period have been devoted to reinforcing and refining these efforts. For the next planning period, December 1985 to June 1986, greater emphasis will be placed upon improving project monitoring and reporting capabilities in view of the expanded scope of project activities undertaken.

2.1.1 Executive Management Committee Meetings

The IEES Executive Management Committee (EMC) provides overall policy direction and coordination for the project. During this reporting period, the committee convened for formal deliberations on three occasions.

July 1-2. The first meeting during this six month period was held on July 1-2 in Washington, D. C. Attending were Frances Kemmerer of SUNYA, Robert Morgan and John Bock of FSU, Victor Cieutat of IIR, Willie Howard of Howard University, CTO Joan Claffey, and Victor Barnes of AID's Africa Bureau. Gary Theisen of AID and Bruce Fuller of the University of Maryland were present for part of one session.

This meeting was devoted primarily to a review of activities in each country and a discussion of candidates for the long and short-term technical advisory positions. Preliminary discussion was also held on the need for basic concept papers which would explicate the fundamental concepts of the IEES initiative. It was tentatively decided to initiate work on two basic concept papers:

1. Definition of Efficiency Indicators.
2. Evaluation of Efficiency Improvement Activities.

It was also agreed that Victor Cieutat would begin development of a training manual for conducting and reporting education and human resources sector assessments. A decision was made to pursue a cooperative effort with the World Bank in developing a series of case studies for the training of mid-level Ministry of Education planners. Time constraints led to the decision to schedule another meeting devoted to the broader issues of networking and knowledge building.

July 29-30. The EMC was convened again in late July with David Chapman and Douglas Windham of SUNYA, Steven Klees of FSU, Willie Howard of Howard University, Victor Cieutat of IIR, Robert Morgan and John Bock of FSU, Gweneth Eng of Howard University, Gary Theisen, and CTO Joan Claffey of AID S&T/Ed attending. David Chapman presented an outline of his proposed Evaluation paper and Steven Klees discussed his ideas for a monograph on criterion, standards, and indicators of educational efficiency. It was decided to ask Klees and Chapman to proceed with the development of these papers, with detailed annotated content outlines to be furnished to the EMC. The joint training development effort with the World Bank was discussed with attention given to the target population

for training, the objectives and content of such training, and the data sets that would be used as the basis for the case study planning exercises. The meeting also reviewed progress on planning the First IEES International Workshop scheduled for November in Botswana.

November 13. A third meeting of the Executive Management Committee was held in Gaborone, Botswana, on November 13, during the First IEES International Workshop. Attending were Frances Kemmerer of SUNYA, Victor Cieutat of IIR, John Bock and Robert Morgan of FSU, Willie Howard of Howard University, RTA Victor Levine, David Sprague of IIR, and CTO Joan Claffey of AID S&T/ED. Most of this meeting was devoted to a review of the IEES project activities in Zimbabwe. Levine outlined the problems confronted in his work there, details of which are included in the Zimbabwe section (1.9) of this document. It was agreed to send a personal computer to Zimbabwe for use in IEES activities. A mid-program review was made of the ongoing International Workshop to determine appropriate changes in the Workshop format. There was also discussion on the dual role expectations for Ash Hartwell as IEES coordinator and as the JSEIP Chief of Party.

2.1.2 Technical Support Services.

In August 1985, the IEES Consortium charged Douglas Windham of SUNYA with overall responsibility for technical support services. In the regard, Windham undertook the following activities which have contributed to project management and policy guidance:

- Assistance in the development of the Annual Plan;
- Assistance in preparation for the Indonesian Education Sector Assessment;

- Participation in planning for a joint IEES-World Bank Togo training program for educational planners (see report in Section 2.2.2);
- Assistance in the design and development of commissioned papers on IEES conceptual issues (see Section 2.2.2);
- Assistance to the Principal Investigator in the development of cooperation with BRIDGES project;
- Assistance to the Office of Science and Technology in the development of a response to Administrators Local Financing Initiative and linkages with IEES project activities;
- Review of the Report on Enhancement of School Quality in Somalia;
- Service as Team Leader and Editor on the revision of the Yemen Arab Republic Education Sector Assessment;
- Drafting of a conceptual paper on "Fiscal Capacity Constraints and Quality/Quantity Trade-offs in Educational Development."

2.1.3 Ongoing Management and Coordination

Day-to-day project management and coordination are conducted at FSU by senior project staff and an administrative assistant. During this reporting period, it has been necessary for the consortium to coordinate activities closely with several key groups. Coordination has been maintained with:

1. S&T, AID/W;
2. Other government agencies and projects (e.g., BRIDGES);
3. Institutional Coordinators (ICs);
4. Professional, academic, and civic organizations;

5. Resident Technical Advisors (RTAs);
6. Long-Term Technical Assistants (LTTAs);
7. In-country consultants;
8. In-house IEES/FSU staff and personnel.

As the Project Director led several field activities in Indonesia during this reporting period, the Principal Investigator maintained communications with groups 1, 2, 3 and 6; the Deputy Director managed IEES/FSU in-house operations, group 8. They were assisted in the other coordinating tasks by FSU Program Staff (see Sections 2.3 and 2.4).

2.1.4 Anticipated Constraints

With each passing month, the scope of project activities increases and thus affects the requirements for management and administration of the project. While no major managerial problems have occurred thus far, a number of potentially constraining conditions can be anticipated at this stage of project development.

Communications. The number of in-country IEES activities is growing and the number of IEES personnel in countries will increase from one Resident Technical Adviser in Somalia to nine Long Term Technical personnel in two other countries (Zimbabwe and Botswana) by January 1986. By May 1986, there will be an additional RTA in Nepal and three additional LTTAs in Indonesia. Associated with these personnel assignments will be the start-up of the two bilateral projects in Botswana and Indonesia and a growing number of short-term advisers to be dispatched. The communication links which have evolved from the early stages of the project will clearly not be sufficient or appropriate for

the increasing complexity of the project. Information will flow from many different points of origin, with varying levels of adequacy and completeness, to many different receivers. This is a recent but rapidly growing problem and one which demands remedy without delay. Since field information is critical to the development of the Semi-Annual Progress Reports and to the preparation of the Annual Plan, such information must be timely, complete, and in a consistent format.

Several steps have been taken to insure effective communication linkages between the key project elements. In all countries where RTAs are located, arrangements have been made for the use of local Telex systems. SUNY, IIR, and FSU are all now subscribers to the MCI Communication network and have microcomputers and modems in place. A next step will be to identify key consortium staff who will serve as the lead person and principal point of contact for each of the countries. Thus, in addition to all field-originated messages coming to the central project office at FSU, all messages from a given country will also go to the lead person for that country. Designation of these lead people and further definition of their roles and responsibilities will be done in the February meeting of the Executive Management Committee.

IEES Research Agenda. Essential to the further refinement of the IEES Country Plans is a resolution of issues and priorities for the centrally funded research program. Douglas Windham is developing a proposal for a policy research strategy and an agenda of research priorities. This should be ready for review by the EMC shortly after the beginning of the new year. The absence of such a strategy represents a potential constraint on the project.

Lack of Country Plans. Country Plans have been developed for Botswana and Somalia. Activities are underway in each of the other countries to prepare IEES Country Plans. Not having these plans completed is a serious constraint on project management, and on the development of a complete annual plan for the project. Despite the urgent need to have these plans completed, the timing of the required analysis and planning activities depends on readiness of the country to participate. Intensive efforts will be made to complete the Country Plans in the six countries for which this has not been done as soon as possible in 1986. In the absence of a complete Country Plan, IEES support activities are negotiated with each country as dictated by their needs and supported by Sector Assessment data.

Budget Forecasting by Activity. In the summary budget of the FSU/AID contract for the IEES project, the funding authorization is broken down by line item categories of anticipated expenditures (e.g., salaries, travel, expense, etc.). These were derived from the consortium's best estimate of class of expenditure by task. These tasks have included sector assessments, PID and Project Paper development, the placement of RTAs in the field, training activities, and so on. After eighteen months of experience with the conduct of these activities, it is possible to retroactively cost account each of the activities. This will permit fairly accurate program budgeting by activity in forthcoming annual plans. It is essential that this be done, as it is unlikely that central project funding will be sufficient to support all identifiably worthy activities. This indicates a requirement for the prioritization of these activities for the remaining project years. Clearly, the cost

and likely impact of an activity on improving the efficiency of the education system will be a critical variable in determining whether it should be undertaken.

Mission and Country Approvals of RTA Nominees. Securing mission and local government approval for persons nominated for RTA positions has not been a problem thus far, but could be a constraint in the future. Of the fifteen persons nominated thus far, for only one position have the nominees been rejected--the Administrative/Supervisor Inservice Training Specialist in Botswana. This was also the only position where IEES staff were not involved in defining the scope of work and professional qualifications for the position. This experience suggests how essential it is that task definition for RTAs be a collaborative activity between the Mission, government, and IEES staff.

2.1.5 Projected Activities

As the project staff in the four IEES institutions and the field staff in participating countries gain experience, project monitoring and reporting functions will improve and become more routinized. This will improve the overall processes of planning, management, and coordination of the project. Three specific measures are projected for early 1986 which will also enhance management effectiveness.

Creation of an International Steering Committee. One of the principal recommendations of the First IEES International Workshop in Botswana was the creation of a permanent International Steering Committee to be composed of representatives from each of the countries participating in the IEES initiative. This group will monitor project activities, make recommendations to the Executive Management Committee

regarding project policy and direction, and play a key role in planning the agendas for future IEES international conferences. This committee will be formed in early 1986 and will be convened for its inaugural meeting in late May 1986. Candidates for inclusion on the International Steering Committee are:

Indonesia	Moegiadi	Secretary, Balitbang Dikbud, MOEC
Nepal	Uphadahay	Deputy Secretary, MOE
Somalia	Ali Hassan Gaal	Director, Planning, MOE
Liberia	Gongar	Minister, MOE
Botswana	Swartland	Deputy Permanent Secretary, MOE
Haiti	Desroches	Methodist Church
Yemen	Garada	Deputy Minister, MOE

Country Lead Person. To facilitate coordination of communications and management, the EMC is considering designating a lead person for each of the countries. This person, with assistance on a continuing basis from two or three other consortium professionals, would have principal responsibility for monitoring activities in a particular country, would prepare the input for the Semi-Annual Progress Report and the Annual Plan, and, when appropriate, would represent the IEES program to senior officials of USAID and the local government. Candidates for this responsibility, to be confirmed by the EMC, are:

- Botswana: Morgan (FSU)
- Haiti: Easton (FSU)
- Indonesia: Bock (FSU)
- Liberia: Cieutat (IIR)
- o Nepal: Mayo (FSU)
- o Somalia: Chapman (SUNYA)
- o Yemen: Windham (SUNYA)
- o Zimbabwe: Morgan (FSU)

Inauguration of Policy Research Program. Already mentioned in the previous section as a project constraint, a strategic plan for a policy research program for the IEES project is presently being developed. This plan will be reviewed by the Executive Management Committee and by the International Steering Committee. It is expected that a focused program of policy research will begin in early 1986. This policy research effort should be closely coordinated with the AID-sponsored BRIDGES project to insure that these two programs are complementary and not duplicative. To insure appropriate planning, coordination, and management of the research activities, a Policy Research Coordinator will be designated from within the consortium to direct this effort.

Status Update Memo. Further improvements in overall project management and in reporting capabilities will be implemented during the upcoming reporting period through enhanced information management. The planned information management system involves preparing a Status Update Memo every two weeks for project staff on accomplishments and action requirements with respect to four related sets of objectives: contract specifications, country plans, progress report projections, and additional recent commitments. The reporting process will be improved through the provision of guidelines on information specifications and sources for each document, and through better filing and sorting procedures to reduce information gathering time.

2.2 Knowledge Building and Networking Activities

2.2.1 Background

Knowledge building and networking activities increased during this reporting period as both the pace and complexity of project activities

grew. These activities reflect the three major components in this area: publications, networking, and clearinghouse. The three components are all highly interrelated and serve to inform each other, as well as other project activities.

2.2.2 Publications

Monograph Series. Work on two significant IEES monographs was begun during this period. The Executive Management Committee commissioned two main conceptual papers in July 1985. These papers will make important contributions both towards the planning of IEES Project strategies for improving educational efficiency, and to the field of education for development.

1. Issues in Evaluating Improvement of the Efficiency of Education Systems. David Chapman and Douglas Windham of SUNYA presented an outline of initial work on this paper to the consortium in November. A draft will be completed in late January 1986.
2. Issues in Assessing Cost Effectiveness in International Technical Assistance Projects. Steven Klees, Peter Easton, and John Bock of FSU have been tasked with writing this monograph. An outline will be completed in early 1986.

Progress and final reports on research activities undertaken by IEES will also be published as monographs. A plan for developing an IEES research agenda is being developed by Douglas Windham and will be presented to consortium members and AID/W in early 1986.

Technical Packages. Production of two technical packages began in November 1985, following feedback from country representatives and USAID

Mission personnel attending the IEES International Workshop in Botswana. A description and a brief outline of the proposed packages were discussed at the workshop and valuable feedback on both content and form of the packages was received.

1. Uses of Microcomputers in Planning. A prototype of this package is now being prepared at FSU. The completed package will be ready for distribution in May 1986.
2. Radio: Distance Learning. This package is being prepared at FSU and is scheduled for completion in April 1986.

IEES Information Bulletin. The first issue of the Information Bulletin was drafted during this reporting period and will be published in early 1986. This issue will report on the IEES International Workshop in Botswana and project activities completed in participating countries.

Training Manuals. Two training manuals are now in production and are described below.

1. Databased Decision Making. This training manual is being produced through IEES participation in a project to develop a training seminar in Lome, Togo, and will have widespread application in IEES participating countries. IEES became involved in preparing these training materials at the request of S&T/Ed and the Economic Development Institute of the World Bank. The seminar will focus on the analysis of educational data and will be held at the Centre Interafricain de Recherches et D'Etudes Superieures (CIRSSSED) of the University of Benin in Lome. CIRSSSED is an embryonic graduate school of education recently established at the University of Benin with Ford Foundation support.

CIRSSSED is interested in developing an outreach and external training function for educational planning staffs in francophone African countries. The World Bank decided to support the holding of an international seminar at CIRSSSED because of its own interest in developing short-term training in "rapid turnaround analysis" for educational planning staff in less developed countries--i.e., training in the skills required to derive practical insights on policy questions from existing data in short amounts of time. Staff at the Bank and at CIRSSSED feel that whereas an increasing number of Ministry personnel in African countries have done some graduate work in research, their training mostly inclines them to lengthier and more discursive studies than the kind needed to advise decision-makers on critical policy issues within the tight timeframe typically involved in educational planning.

This subject is one of concern to IEES. Since the consortium has considerable experience in practical data analysis in less developed countries, as well as with data sets from EHR sector assessments, the Bank suggested that IEES might help develop the instructional materials for the training seminar at CIRSSSED. The question was discussed with members of the EMC at a meeting held in Washington, DC, in early August 1985. The EMC concluded that the experience would allow the consortium to work out a prototype training format and a set of case materials that might then be used in a number of IEES participating countries. Funding would be provided jointly by the World Bank and IEES. The IEES contribution would amount to approximately \$45,000 to be drawn from central project funding in order to cover the costs of developing instructional materials.

Given current workloads and capacities within the consortium, it was subsequently decided that FSU would take prime responsibility for the Lome workshop task with back-up and assistance from SUNYA. Two FSU faculty with special competence and experience in the area of educational planning and educational data analysis in developing countries were designated to undertake the work: James Cobbe, Associate Professor, Department of Economics, and Sande Milton, Associate Professor, Department of Educational Research. Peter Easton, LSI Research Associate, was asked to coordinate the work administratively for IEES.

On September 16, Morgan, Cobbe, and Easton met in Washington with Claffey and Theisen of S&T/Ed, Douglas Windham of SUNYA, and Stephen Heyneman of the World Bank to discuss general orientation for the work and to block-out an approximate schedule. The group recommended a case-study approach to the training workshop and estimated that materials development and testing precluded conducting the actual sessions before late 1986. It was suggested that staff of CIRSSSED be brought to FSU in late 1985 or early 1986 to consult with Cobbe and Milton on workshop organization and materials development.

During the month of October, Cobbe and Milton prepared an initial task memo on "Program Objectives and Scope of Work" for the Lome workshop. Heyneman of the World Bank contacted Miala Diambomba of CIRSSSED to discuss the time schedule and scope of work proposed. On November 8, Cobbe, Milton, and Easton met with Heyneman and Ralph Harbison and Berger Fredriksen of the World Bank in Washington to review the task memo. Some modifications in the program of the workshop were

suggested by the participants and a four-phase schedule for execution of the work was defined. It was decided to seek participation of CIRSSSED staff in a joint working meeting on the program for the training seminar to be held in Tallahassee in early January.

In the course of the following months, Cobbe and Milton corrected and amplified the task memo, prepared a rough draft of an instructors' manual and outlines of case studies, and drew up an agenda for the working meeting, scheduled for the week of January 13, 1986.

As presently conceived, the final workshop will be held in two parts, each scheduled to last three weeks and to take place in Lome, Togo. The first part will be in November 1986 and the second in June 1987. CIRSSSED will recruit twenty or thirty participants from Ministries of Education and of Planning in francophone African countries. Trainees will have substantive planning responsibilities in their Ministries and the equivalent of university-level training. During the first session, participants will be given refresher training in data analysis methods and asked to work in teams on educational planning problems and sets of case study data prepared by the workshop organizers. They will choose topics to investigate and will gather actual data in their home countries between the two sessions. Participants will return to the second session in June 1987 with that data and the analyses they have performed and these will be discussed and critiqued.

Preparations for the workshop will be carried on by both FSU and CIRSSSED during the period from February to November 1986. A first trial run of the workshop methodology will be conducted in Lome in June 1986.

for a period of two weeks. At least one representative from FSU and one from the Bank will participate. The full schedule of activities presently envisaged through completion of the two-part workshop is as follows:

Stage I: Initial planning and outline elaboration.

-- Already completed.

Stage II: Substantive material preparation.

-- January - April 1986: FSU prepares all written materials. CIRSSSED recruits workshop participants in interested francophone countries.

-- March - May 1986: Written materials translated into French by collaborating institutions in Quebec.

-- June 1986: Trial run workshop in Lome to train CIRSSSED trainers and evaluate materials.

Stage III: Revision and definitive translation of written materials.

-- July - September 1986: Materials revised in the light of results of trial run in Lome.

-- September - October 1986: Definitive translation.

Stage IV: Conduct and evaluation of workshop.

-- November 1986: First three-week session held in Lome.

-- December 1986 - May 1987: Trainees collect and analyze data in their home countries. CIRSSSED sends support team to visit them on location.

-- June 1987: Second three-week session in Lome.

-- July 1987: Evaluation of workshop and final report completed.

2. IEES Sector Assessment Manual. Victor Cieutat of IIR is developing an outline of this manual for the consortium. A statement of the manual's goal, purpose, and approach will be prepared, along with the outline, for consortium review in early 1986. The manual will be an experience-based handbook and will include a set of related support materials to enable education analysts in developing countries to plan and manage education and human resources sector assessments with a minimum of external assistance.

Project Information Documents

Two project information documents were produced and disseminated in this reporting period. These documents met the previously identified need for clearly written materials describing IEES strategy and major program components.

1. IEES Project Brochure. The brochure is a brief, two-page description of basic project components and strategy. It is designed to fold for convenient mailing with address space on the back fold.
2. IEES Project Description. This four-page booklet provides more detailed information on the project and how it operates to achieve its objectives.

Field Productions. Final editing and production of field documents is carried out as country activities are completed. Original documents are stored in the Clearinghouse and reproduced as requested. Documents required in larger numbers, such as sector assessments, are now printed in a convenient 6 x 9 format. The first document in this format, the Botswana Education and Human Resources Sector Assessment, was produced

in November and distributed at the IEES International Workshop. The Somalia, Yemen, and Indonesia assessments will be produced in the new format in early 1986.

2.2.3 Networking

From November 10-15 in Botswana, the first networking workshop under the IEES Project brought together six of the eight participating countries. Senior Ministry officials from Somalia, Liberia, Zimbabwe, Botswana, Haiti, and Indonesia attended. (Due to last minute travel complications, the representatives from Yemen and Nepal were unable to attend.) The workshop also included USAID Education Officers from the participating countries, S&T/Ed and AFR/TR/EHR representatives, and contractor staff.

The purpose of the workshop was to share perceptions on the current status of the project in each country and to discuss common research and training needs. Each country, except Zimbabwe, had completed a comprehensive human resource sector assessment as the first stage of the IEES project. There was unanimous agreement about the importance of these assessments, both as a tool to help identify key constraints impeding development of the human resource base and as a lever to bring about policy changes in the allocation and use of resources.

A strong collaborative spirit among the countries, USAID missions, contractor staff and AID/W was established. A steering committee will be established soon to plan next year's meeting. Formal communication links to share research and training needs and strategies will build upon the cooperative spirit of the workshop to ensure that information flows among all the participants on a regular and consistent basis.

A substantial start was made in identifying common problems which were appropriate targets for research and training assistance.

Representatives from each of the IEES countries identified a number of high priority issues for research and development efforts. The common research themes which emerged were:

- Management/Information Processing: a need for planning models; decision-making tools; valid and reliable data and the analysis of it; enhanced capacity for regional-level planning and information linkages; donor coordination.
- Curriculum: improved effectiveness; greater relevance; delivery/distribution mechanism; inservice teacher training in appropriate instructional methods.
- Vocational Education: proper balance between academic and vocational training; achieving greater cost-effectiveness; establishing linkage between skills training and occupational attainment.
- Educational Access: provision of schooling to children in rural/remote areas, nomadic populations, migrants, urban squatters; secondary school expansion; preventing literacy loss among school drop-outs.
- Efficiency: realizing greater cost-effectiveness; increasing student achievement; application of non-traditional learning technologies in formal and out-of-school settings; completing longitudinal, tracer and case studies of educational effectiveness.

Education planners from the cooperating countries also identified several common areas of priority training needs:

- Policy-Oriented Research: for education planners and managers at national, regional, and local levels; training in how to identify policy issues; how to formulate the critical education and human resources issues; what methodologies to use-- quantitative and qualitative; managing information; analyzing data and presenting findings.
- Evaluation Applications: for national, regional, and local education officers; how to develop effective inspection and evaluation programs; using tracer study methodologies.
- School Management: especially for headmasters; how to improve internal efficiency of schools focusing on materials availability, instructional delivery, time management, etc.
- Teacher Training and Upgrading: training in instructional systems design and delivery; development and use of low cost instructional materials.
- Computer Applications for Planning and Monitoring the Education Sector: how to develop a management information system for education; using simulations for education planning projections and decision-making.

A publications display was a prominent feature of the Workshop and sheets were provided for participants. A total of 165 project documents were requested by Workshop participants, and mailed to them following the workshop.

Representatives from participating countries stressed the value of this workshop and recommended that planning for a subsequent meeting be a priority item for the consortium. The next International Workshop is planned for February 1987 in Indonesia. A planning meeting with representatives from participating countries will be scheduled to confirm their role in determining the objectives and activities of this event.

2.2.4 IEES Educational Efficiency Clearinghouses

The IEES Educational Efficiency Clearinghouse at FSU collects project documents and other materials related to project activities in participating countries, provides these materials for project publications and discussions, and disseminates information and materials both within and outside the consortium. As IEES Educational Efficiency Clearinghouses are established within participating countries, the central clearinghouse will supply project documents and other information as requested in support of IEES activities in participating countries. IEES Educational Efficiency Clearinghouses are planned for Somalia and Botswana in mid-1986. These clearinghouses will be planned in collaboration with counterparts to utilize existing networks for the purpose of disseminating information to support in-country efforts to improve educational efficiency.

During the most recent reporting period, the IEES Clearinghouse completed the following activities:

- served as referral and access center for IEES activities;
- revised the clearinghouse document control system to improve access and security of project related documents;

- implemented a simplified tracking and recording system for duplication and dissemination of all clearinghouse documents;
- compiled and produced an Information Package for the Education Policy and Planning Project LTTAs to be placed in Indonesia;
- established a standard format for identifying and labeling clearinghouse documents;
- developed cross-referencing of materials held in the clearinghouse collection;
- completed procedures for responding to requests from the field or the consortium.

Clearinghouse projected activities for the next six month period include the following:

- coordination with field and central consortium personnel to anticipate information needs;
- production of Information Packages for additional LTTAs;
- identification and production of materials to support in-country Educational Efficiency Clearinghouses scheduled for Botswana and Somalia; and
- development of an information management system to feed into on-going project reports and publications.

2.3 Support Activities: Technical and Field

Technical and field support for project activities are provided at IEES/FSU by Program Staff (LSI Research Associates), Graduate Research Assistants, Student Assistants, and administrative support staff.

Central operations are also assisted by program staff at IIR, SUNYA, and

Howard University. Field support efforts have included a wide range of activities which are specified in Appendix III. They include:

- Technical support to USAID/Missions, such as Haiti Project Paper Assistance, Somalia Quality Enhancement Study and Technical Term Dictionary in Economics;
- Backstopping of IEES in-country consultants and teams, e.g., Indonesia Sector Assessment and Review teams;
- Field support to IEES RTAs; and
- Recruitment and fielding of Long Term Technical Assistants, such as Botswana JSEIP and Indonesian EPP project LTTAs.

Additionally, Project Staff participate in the planning of programs and in the briefings arranged for foreign and out of town visitors who arrive at IEES/FSU (Appendix IV).

The specific tasks of IEES/FSU staff during this reporting period are detailed in Section 2.5 in relation to project outputs and production functions. The work of the staff in a project as complex as IEES can be illustrated through the use of an information processing model whose ultimate outputs are project documents (e.g., reports, studies, etc.) and events (for which the final form is not a document). The inputs are requested information, decisions, and data. These components of the model are outlined below, along with the production functions required to process them. The realization of any desired output requires the coordination of activities in several production units, and involves several staff members. Section 2.4 Program Staff efforts needed for those outputs, and the related production tasks with which they have been associated.

OUTPUTS

Documents and Events

DOCUMENTS

Annual Plan	Field Project Evaluation Reports
Annual Plan Updates	Backstopping materials
Semi-Annual Progress Reports	Technical Packages
Financial Summary Reports	IEES Information Bulletin
Trip Reports	Monographs
Field Reports	Communique
Sector Assessments	Status Reports to RTAs
Sector Assessment Updates	Project Correspondence
Country Plans	
Research Project Reports	<u>Events</u>
Special Studies	EMC meetings
Training Manuals	Briefings
Commissioned papers	Workshops
Concept Papers	Conferences
Project Implementation Documents	Other meetings
Project Papers	

PROCESSES

Production Functions

1. Planning/Management/Coordination
 - A. S&T, AID/W
 - B. Institutional Coordinators
 - C. Resident Technical Advisors
 - D. Long Term Technical Assistants
 - E. Short Term Technical Assistants
 - F. Other government agencies and projects (e.g., BRIDGES)
 - G. Professional, academic, and civic organizations
 - H. In-house IEES/FSU staff and personnel
2. Administration/Clerical
 - A. Procurement/Purchasing/Contracting
 - B. Payroll/Reimbursement
 - C. Travel arrangements
 - D. Travel clearances
 - E. Logistics, overseas and local
 - F. Clarification of Rules and Regulations governing overseas consultants
 - G. Routing
 - H. Telecommunications: telex, telephone

3. Research
4. Editorial
 - A. Drafting of documents
 - B. Wordprocessing
 - C. Editing
5. Storage/Retrieval
 - A. Records maintenance
 - B. Documents maintenance
6. Dissemination
 - A. Reproduction
 - B. Binding
 - C. Expediting

PROJECT INPUTS

Information Sources

Executive Management Committee Decisions
CTO Decisions and Information
IC Decisions and Information

PIA Requests
Clearinghouse Requests
RTA Requests
LTTA Requests
STTA Requests

RTA Field Reports
RTA Telephone Updates
LTTA Chief of Party (COP) Written Reports
LTTA COP Telephone Updates
LTTA COP/FSU Cables
STTA Trip Reports
STTA Telephone Updates
STTA/FSU Cables
USAID Missions/AID Washington Cables
Concept Papers
Field Assignments
Library Research

2.4 Project Staff

IEES Project staff having primary responsibility for direction and policy making are:

Robert Morgan	Principal Investigator	FSU
John Bock	Project Director	FSU
Milton Adams	Deputy Project Director	FSU
Victor Cieutat	Institutional Coordinator	IIR
Frances Kemmerer	Institutional Coordinator	SUNYA
Willie Howard	Institutional Coordinator	Howard
Douglas Windham	Technical Coordinator	SUNYA

Five additional staff members have central management responsibilities as well as field assignments in participating countries. The level of effort and time allocation for these staff are outlined below. The numbers used to identify the processes refer to the production functions identified in Section 2.3 above.

Peter Easton: June 11 to December 10, 1985

<u>TASK</u>	<u>PROCESSES</u>	<u>WORKDAYS</u>
Haiti Project Identification Document	1, 4A, 4B, 4C	22
Haiti Sector Assessment Abstract (French translation)	4A, B, C	28
Haiti Project Paper -- Preparation	1, 2, 4A, B, C, 5A	20
-- In-country	1, 4A, B, C	15
Niger Backstop and TDY	1, 4A, B, C	8
Togo CIRSSSED workshop	1, 4A, B, C	8
Indonesia Backstop	1	3

Annual Plan	4A, 4C	5
Project Description (English)	4A, 4C	5
Project Description (French)	4A, 4C	2
Administrative	1, 4A, C	7
Vacation		7
<u>TOTAL</u>		<u>130</u>

Peter Easton: Projected December 11 to June 10, 1986

Haiti Project Paper		
-- In-country		35
-- Office		15
Haiti Sector Assessment Review and IEES Country Plan		
-- In-country		7
-- Office		3
Haiti Backstopping		10
Educational Efficiency Monograph		30
Togo CIRSED Workshop		15
Administrative		5
CIES Conference		3
Vacation		7
<u>TOTAL</u>		<u>130</u>

Jerry Messec: June 11 to December 10, 1986

<u>TASK</u>	<u>PROCESSES</u>	<u>WORKDAYS</u>
Somalia Quality Enhancement Study		
-- Preparation	1, 2C, 2D, 2H, 5A	8
-- In-country	1, 4	25
-- Office	4, 6	8
Somalia Technical Term Dictionary		
-- Preparation	1, 2C, 2D, 2H, 5A	3

-- In-country	1, 4	20
-- Office	4	5
IEES International Workshop		
-- Preparation	1B, 1H, 2C, 2D, 2H	3
-- In-country	1B, 1C, 4A	6
-- Office	4	3
Project Description Booklet	3, 6	5
Project Brochure	3, 6	5
IEES Information Bulletin	1B, 1C, 4	3
IEES Communique	4C	3
Technical Packages	4A, 4C	3
Clearinghouse	1B, 1C, 1G, 1H, 5,6	5
Annual Plan	1A, 1B, 1H, 4, 6	5
Progress Report	1A, 1B, 1H, 4, 6	8
Botswana Sector Assessment	6	3
Administrative	1, 3A, 5, 6	5
Vacation		4
<u>TOTAL</u>		<u>130</u>

Jerry Messec: Projected December 11 to June 10, 1986

Somalia Quality Enhancement Study		3
Somalia Technical Term Dictionary		10
Somalia Improving the Quality of Elementary Education (Discussion paper)		8
Somalia IEES Country Plan Development		5
-- Preparation		5
-- In-country		20
IEES International Workshop		3
IEES Information Bulletin		10

IEES Communique	3
Technical Packages	5
Clearinghouse	8
In-country Clearinghouse Development	8
Annual Plan	10
Progress Report	8
Somalia, Yemen Sector Assessment (publication)	10
Administrative	5
Vacation	7
<u>TOTAL</u>	<u>130</u>

Mary Pigozzi: June 11 to December 10, 1985

<u>TASK</u>	<u>PROCESSES</u>	<u>WORKDAYS</u>
Haiti Sector Assessment	3, 4	9.5
Networking	4	9
Botswana Country Plan	4A, 4C	17
Haiti Project Identification Document	4A, 4C	10
IEES International Workshop	1, 2	64
<u>Total</u>		<u>109.5</u>

Mary Pigozzi: Projected December 11 to June 10, 1986

Sector Assessment Training Manual	42
<u>Total</u>	<u>42</u>

Gweneth Eng: June 11 to December 10, 1985

<u>TASK</u>	<u>PROCESSES</u>	<u>WORKDAYS</u>
IEES Conference Materials	4A	4
Indonesia Sector Assessment	4A, 4B	56
Administrative, Institutional Coordinator Support	1,2	3
Vacation		4
<u>Total</u>		<u>67</u>

Gweneth Eng: December 11 to June 10, 1986

Indonesia Sector Assessment	3A, 3c	14,5
Howard University IEES Resource Center	1, 2	4
Survey of Howard University Resources	1,3A, 3C	17
Administrative, Institutional Coordinator Support	1, 2	9
Review of IEES Teacher Training Activities	3A, 3C	8
Vacation		4
<u>TOTAL</u>		<u>62</u>

Joseph McDonald: Projected December 11 to June 10, 1986

<u>TASK</u>	<u>PROCESSES</u>	<u>WORKDAYS</u>
Annual Plan	3A, 3C	3
Progress Report	3A	5
Trip Reports	3A, 3B, 3C	3
Botswana Headmaster Workshops	1, 2, 4	20
Botswana JSEIP Backstopping (*002 Line Item)	1, 2, 5, 6	57*
<u>TOTAL</u>		<u>88</u>

Graduate Research Assistants have contributed to project accomplishments by:

1. providing technical support for project activities;
2. assisting individual staff members and providing back-up support during their absence;
3. providing control and maintenance of project documents and related materials.

Seven Graduate Research Assistants were assigned during the most recent period to central staff. They have contributed to the project through their experience and training in project-related fields:

- Doran Bernard served on the Indonesia Sector Assessment Team, and has prepared background materials for technical package production, the Project Plan, and Project Paper.
- Dawn Pollack designed and implemented administrative systems and carried out task analysis for central staff.
- Rengen Li and Vera Kodis have developed more efficient Clearinghouse procedures and instituted guidelines for document production and dissemination.
- Susan Kruppenbach assisted staff members in developing special topic papers, and contributed to IEES Information Bulletin planning.
- Nadine Mandalong assisted with the production of project publications, including the collecting of information from project sources for the Progress Report and Communique.
- Kea Herron assisted the Togo workshop team with coordination and materials development.

2.5 Administration

During this reporting period, additional administrative procedures and guidelines have been designed in response to the increased administrative load of central project work created by the recent expansion of IEES field activities. The fielding of IEES RTAs and LTTAs in Somalia, Botswana, Zimbabwe, Indonesia, and Nepal, in addition to the accelerating pace of other project activities in participating countries, has required the planning, implementation, and maintenance of new administrative systems for responding to requests from the field, and for tending to the required monitoring, recording, and reporting. These administrative systems now operate to:

- support consortium institutions in their implementation of IEES activities;
- ensure conformity to procedures and regulations of AID and FSU;
- monitor fulfillment of requirements of the project contract; and
- support logistics for the fielding and placement of IEES RTAs.

On-going Central administrative staff activities include:

- hiring and training of parttime student support staff;
- maintaining computerized travel schedules merging travel and other project activities;
- preparation of RTA manuals to provide an overview of AID allowances, project descriptions, and other documentation related to the project and the country.
- creation of clearinghouse guidelines and procedures to meet the increased demand for project publications; and

- refinement of internal procedures and guidelines for central administrative operations.

2.5.1 Constraints

The expanded scope of the IEES Project introduces added complexity into its organizational structure and administrative operations.

Critical areas which require attention and careful monitoring are:

- intraconsortium communications; and
- definition and division of administrative responsibilities among consortium members.

2.5.2 Projected Administrative Activities

Projected activities to facilitate administrative operations include:

- full utilization of the IIR computerized consultant roster system, Starsearch;
- development of procedures for coordinating travel clearance requests through FSU for all project travel;
- preparation of guidelines for the fielding, placement, and logistics support of IEES RTAs and LTTAs, including such items as the use of petty cash funds, telex and other communications, etc.; and
- creation of guidelines for the use of telexes, express mail, and courier services (intraconsortium, domestic, and international).

2.6 Achievements, Problems Encountered, and Lessons Learned

Central consortium efforts during the first project year focused on creating the mechanisms for communication, policy formation and implementation to support the expanding scale of field activities in IEES participating countries. In this reporting period, the fielding of increasing numbers of RTAs has required establishing procedures to ensure timely response to field requests, information control for monitoring and reporting purposes, and anticipation of future needs. These procedures have been established for fielding advisors for the JSEIP Project in Botswana and will provide a framework for fielding the EPP Project advisors in Indonesia, as well as the IEES RTA in Nepal in early 1986.

The growing complexity of activities within each participating country, developing out of the history of IEES activities now well underway in these countries, has raised questions regarding both the collection and preservation of the richness of this history and the opportunity for reflective discussion of the direction of IEES activities. Discussions within the IEES consortium during this reporting period have concerned the designation of specific consortium individuals to assume responsibility for overseeing country activities. These individuals would assemble a country team, composed of consortium personnel who have worked in the country concerned, in order to effectively monitor IEES activities as developed in the IEES Country Plan, collect and preserve experiences in the country, and provide the opportunity for discussion of past and projected activities towards project goals. These individuals would regularly report to the IEES EMC

and provide project publications with a source of reliable and thoughtful information to inform project policy and plans. These discussions will lead to the implementation of a monitoring and reporting structure for each country within the consortium in early 1986.

APPENDIX I:
FINANCIAL SUMMARY REPORT

FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT
FINANCIAL SUMMARY REPORT

JUNE 1984 - DECEMBER 1985

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SOURCE	ALLOCATION	EXPENDED REPORTING PERIOD 10/85-12/85	EXPENDED TO DATE 06/84-12/85	BALANCE
CENTRAL FUNDING	10,000,000	899,189.91	2,880,077.47	7,119,922.53
MISSION FUNDING				
TASK ORDER 01: SOMALIA	45,000	0.00	45,000.00	0.00
TASK ORDER 02: SOMALIA	36,100	0.00	36,100.00	0.00
TASK ORDER 03: BOTSWANA	9,203,959	119,018.11	119,018.11	9,084,940.89
TASK ORDER 04: ZIMBABWE	120,000	0.00	0.00	120,000.00
TASK ORDER 05: INDONESIA	1,323,000	0.00	0.00	1,323,000.00
	10,728,059	119,018.11	200,118.11	10,527,940.89
TOTAL:	20,728,059	1,018,208.02	3,080,195.58	17,647,863.42

APPENDIX II:
SUMMARY OF PROJECT TRAVEL

1985	April				May				June				
Project Travel	7	14	21	28	5	12	19	26	2	9	16	23	30
EUROPE													
Educational Technology Conference, University of London	=====												
	Morgan:4/1-4/7												
	=====												
BOTSWANA													
April 8 - May 14													
Sector Assessment Update including pre-project studies for JSEIP and Country Plan	=====												
	Morgan:4/8-4/18												
	=====												
	Hansen:4/10-5/10												
	=====												
	Windham:4/12-5/9												
	=====												
	Chadwick:4/12-5/12												
	=====												
	Cieutat:4/12-5/12												
	=====												
	Pigozzi:4/12-5/14												
	=====												
NEPAL													
May 1 - June 5													
Discussion of IEES activities and Development Educational Status Report.					=====				=====				
					Mayo/Nepal:5/1-5/28								
					=====				=====				
					Kemmerer/Nepal:5/6-6/5								
					=====				=====				
					Bock/Nepal:5/7-6/3								
					=====				=====				

1985 Project Travel	July					August				September			
	1	7	14	21	28	4	11	18	25	1	8	15	22
SOMALIA May 27 - (2 years) Resident Technical Advisor	=====					=====				=====			
	Berger/Somalia												
August 3 - September 12 Quality Enhancement Study	=====					=====				=====			
						Messec, Kemmerer, Thiagarajan/Somalia							
BOTSWANA July 30 - Sept 7 Headmaster Course	=====					=====				=====			
						McDonald/Botswana							
ZIMBABWE August 4 - August 6 Discuss placement as as Zimbabwe RTA in	=====					=====				=====			
						Levine/Tallahassee							
August 7 - August 8 Meet with Educational Advisor	=====					=====				=====			
						Bock/Washington							
ZIMBABWE M.S. Degree Training	=====					=====				=====			
										Mambo/Tallahassee			
HAITI Sept 1 - Sept 7 Mission Country Review First Draft Sector Assessment	=====					=====				=====			
										Cieutat/Haiti			
ZIMBABWE Sept 12 - Sept 17, 1986 Resident Technical Advisor	=====					=====				=====			
										Levine/Zimbabwe			

1985	October					November				December				
Project Travel	1	6	13	20	27	3	10	17	24	1	8	15	22	29
SOMALIA														
May 27 - (2 years)														
Resident Technical Advisor	Berger/Somalia													==+
Somalia Microcomputer Workshop II	Dembowski/Somalia													==+
ZIMBABWE														
Sept 12 - Sept 17, 1986														
Resident Technical Advisor	Levine/Zimbabwe													==+
Mambo														
M.S Degree Training Tallahassee	Mambo/Tallahassee													==+
November Formative Evaluation of BEST project														
HAITI														
Nov 5 - Nov 10														
IEES International Workshop Participation														
INDONESIA														
Nov 5 - Nov 10														
Participation in IEES International Workshop														

1985	October					November				December				
Project Travel	1	6	13	20	27	3	10	17	24	1	8	15	22	29
HAITI										===	=====			
Nov 3 - Jan 10										Alvarez:11/25-12/20				
Prepare project paper for Incentive for Improving Basic Education										===	=====			
										===	=====			
										Morris:11/25-12/20				
										===	=====			
SOMALIA														
Nov 17 - Dec 8										=====	=====			
Technical Term Dictionary Economics										Messec:11/17-12/8				
										=====	=====			
NEPAL														
Nov 23 - Dec 29										=====	=====			
Planning and Evaluation Workshop										Mayo/Nepal				
										=====	=====			

1986	January					February				March				
Project Travel	1	5	12	19	26	2	9	16	23	2	9	16	23	30
SOMALIA														
May 27 (2 years)														
Resident Technical Advisor														
ZIMBABWE														
Mambo M.S. Degree Training Tallahassee														
Sept 12 - Sept 17, 1986														
Resident Technical Advisor														

1986	April					May				June				
Project Travel	1	6	13	20	27	4	11	18	25	1	8	15	22	29
ZIMBABWE														
Sept 12 - Sept 17, 1986														
Resident Technical Advisor	Levine/Zimbabwe													
SOMALIA														
May 27 (2 years)														
Resident Technical Advisor	Berger/Somalia													
April-May (2 months)														
Sector Assessment Update	Somalia													
May (1 month)														
Computer Applications Workshop						Somalia								
June (1 month)														
Annual Plan Development										Somalia				
BOTSWANA														
May (1 month)														
Country Plan Revision						Botswana								
May (1 month)														
CSO Training Activity						Botswana								
June (1 month)														
Evaluation Design Workshop										Botswana				
June (1 month)														
Computer Systems Design and Application										Botswana				

1986	July					August					September				
Project Travel	1	6	13	20	27	3	10	17	24	31	1	7	14	21	28
ZIMBABWE Sept 12 - Sept 17, 1986 Resident Technical Advisor	Zimbabwe														
SOMALIA May 27 (2 years) Resident Technical Advisor	Berger/Somalia														
August (2 weeks) Student Assessment/ Test Design Workshop						Somalia									
BOTSWANA July (1 month) UTS Training Course	Botswana														

1986	October					November					December				
Project Travel	1	5	12	19	26	2	9	16	23	30	1	7	14	21	28
SOMALIA May 27 (2 years) Resident Technical Advisor	Berger/Somalia														

APPENDIX III:
SUMMARY OF FIELD ACTIVITIES

FIELD ACTIVITY SUMMARY

3.1 Sector Assessments and Updates

3.1.1 Background

In most participating countries an initial comprehensive assessment of the education sector has been undertaken in collaboration with host country and Mission personnel and will be updated on a regular basis. An Update has been conducted in Botswana, and one is scheduled for Somalia in 1986. This system-wide analysis of major indicators of educational performance is designed to inform long-range Educational and Human Resource (EHR) planning and to provide practical training to host country counterparts in data collection and analysis. The conclusions and recommendations drawn from the assessment permit the host government to identify areas of particular need or potential for educational improvement and enable IEES (and other donors) to identify the forms of assistance that promise to have the greatest impact on educational efficiency. In some countries, previous assessments may be used and updates may be every two years if other project activities fulfill the update function. Though a demanding activity, production of a comprehensive education sector assessment provides an invaluable base to plan activities for improvement of educational efficiency.

3.1.2 Accomplishments and Projected Activity

The following sector assessments were completed prior to contract signing of the IEES Project:

- Liberia.....December 1983
- Somalia.....January 1984
- Niger.....April 1984
- Botswana.....June 1984

ACCOMPLISHMENTS	PROJECTED ACTIVITY
<u>Sector Assessments:</u>	<u>Sector Assessment Updates</u>
Yemen.....February 1985	Somalia.....April 1986
Haiti.....June 1985	Liberia.....Mid-1986
Indonesia.....February 1986	
<u>Sector Assessment Updates:</u>	
Botswana.....June 1985	
<u>Translations:</u>	
<u>Executive Summary of Yemen</u>	
<u>Sector Assessment (Arabic)</u>	
.....April 1985 (USAID/Sana'a)	
<u>Haiti Sector Assessment</u>	
<u>Abstract (French)</u>	
.....June 1985	

3.3 Country Implementation Plans

3.3.1 Background

IEES Country Plans are written and annually revised in-country by an IEES Team working closely with counterparts. This collaborative document outlines IEES annual activities, based on recommendations from the Sector Assessment and the experiences and objectives of IEES staff and counterparts. Annual revisions are scheduled to provide sufficient opportunity to respond to developments and changes over time to ensure relevancy and efficiency.

3.3.2 Accomplishments and Projected Activity

ACCOMPLISHMENTS	PROJECTED ACTIVITY
<u>Country Plans</u>	<u>Country Plans to be completed by June 1986:</u>
Botswana: Country Plan June 1985	Haiti
Somalia: Country Plan July 1985	Indonesia
	Liberia
	Nepal
	Yemen

3.4 Projects

3.4.1 Background

If requested, IEES may assist in development of concept papers, special studies, Project Identification Documents or Project Papers.

3.4.2 Accomplishments and Projected Activity

ACCOMPLISHMENTS	PROJECTED ACTIVITY
<p><u>Project Papers:</u></p> <p>Liberia: IEL II</p> <p>Botswana: JSEIP</p> <p>Somalia: SOMTAD</p> <p>Haiti: IIBE (in progress)</p> <p><u>Project Identification Documents:</u></p> <p>IIBE - Haiti</p> <p>JSEIP - Botswana</p>	

3.5 Training

3.5.1 Background

Training is incorporated into all IEES project activities and provides an essential mechanism for increasing host country participation, building institutional capacity, and ensuring long range effect. This training is generally conducted in-country to minimize the time participants are away from their regular duties. Plans for long term participant training may also be developed to complement IEES efforts and make the most effective use of the resources available in this area.

3.5.2 Accomplishments and Projected Activity

ACCOMPLISHMENTS	PROJECTED ACTIVITY
<p><u>Short-term training in host countries:</u></p> <p>1) <u>Computer Applications:</u></p> <p>Somalia: June 1985 (15+ persons) Dembowski/SUNYA</p> <p>Somalia: October 1985 (15+ persons) Dembowski/SUNYA</p> <p>2) <u>Evaluation:</u></p> <p>Zimbabwe: Oct-Nov 1984 (30 persons) McDonald/FSU</p> <p>Zimbabwe: March 1985 (18 persons)</p> <p>Cobbe and McDonald/FSU</p> <p>Nepal: Nov-Dec 1985 (15 persons) Mayo/FSU</p> <p>3) <u>Secondary Headmasters</u></p> <p>Somalia: Feb 1985 (25 persons) Berger/SUNYA</p> <p>Botswana: Sept 1986 (14 persons) McDonald/FSU</p> <p>Botswana/JSEIP: Nov 1985 (9 persons) McDonald/FSU</p> <p>4) <u>Test Development:</u></p> <p>Liberia: June 1984</p>	<p><u>Short-term training in host countries:</u></p> <p>1) <u>Computer Applications:</u></p> <p>Botswana: early 1986 series of four workshops/IIR</p> <p>Somalia: mid-1986-final of series workshop/SUNYA</p> <p>Nepal: June 1986 one workshop</p> <p>2) <u>Evaluation:</u></p> <p>Botswana: early 1986 design workshop/IIR</p> <p>Nepal: late Spring 1986 Kemmerer/SUNYA</p> <p>3) <u>Management</u></p> <p>Nepal: Jan 1986 Workshop/SUNYA</p> <p>Somalia: early 1986 workshop/IIR</p> <p>4) <u>Primary Headmasters:</u></p> <p>Botswana: early 1986 workshop/IIR</p> <p>5) <u>Secondary Headmasters:</u></p> <p>Botswana/JSEIP: April 1986 workshop/FSU</p> <p>6) <u>Supervision</u></p> <p>Somalia: early 1986 workshop/SUNYA</p>

Somalia: Somalia Quality
Enhancement Study
August 1985
Messec, Kemmerer, and
Thiagarajan
FSU/SUNYA

Somalia: Technical Term
Dictionary Production
Nov-Dec 1985
Messec/FSU

3.7 Resident and Long-Term Technical Advisors

3.7.1 Background

An IEES Resident Technical Advisor (RTA) may be assigned to participating countries to assist the USAID Mission and host country counterparts in all stages of implementing IEES activities. The RTA provides a direct coordinating link with the consortium, administers and coordinates IEES in-country activities, and provides technical assistance in support of project activities. The SOW for each position is negotiated independently. In those countries where more than one LTTA is placed, an RTA Chief of Party (COP) will be designated to coordinate project activities.

3.7.2 Accomplishments and Projected Activities

Accomplishments	Projected Activity
<p><u>RTAs:</u></p> <p>Somalia: Mark Berger, May 1985</p> <p>Zimbabwe: Victor Levine, Evaluation and Planning Specialist September 1985</p> <p>Botswana: Ash Hartwell, Planning and Systems Management Specialist October 1985</p>	<p><u>RTAs:</u></p> <p>Botswana: Dwight Allen, Staff Development Specialist January 1986</p> <p>Nepal: Barbara Butterworth, Planning and Systems Management Specialist January 1986</p> <p>Indonesia: Nat Colletta, MIS Chief of Party</p>
<p><u>LTTAs:</u></p> <p>JSEIP/Botswana:</p> <p>Ash Hartwell, Chief of Party, October 1985</p> <p>Kent Noel, Senior Instructional Systems Design Specialist, November 1985</p> <p>Johnson Odharo, Instructional Systems Specialist, November 1985</p> <p>Darrel DuBey, Inservice Teacher Training Specialist, November 1985</p>	<p><u>LTTAs:</u></p> <p>Simon Ju, Information Systems Planning Specialist January 1986</p> <p>Jay Salkin Policy Analyst May 1986</p>

APPENDIX IV:
VISITOR LIST

IEES Visitors: June 11 to December 10, 1985

1. Ann Domidion,
EHRDO, USAID/Botswana,
July 29-30.
2. Victor Levine,
IEES RTA Zimbabwe,
August 4-6.
3. Emmanuelle Belloncle,
Institute of Translation, Paris, France,
July-August.
4. Nat Colletta,
EPP/MISCOP, IEES RTA Indonesia,
July 18-28.
5. Amadou Koukou,
Director of Secondary Education,
Ministry of Education, Niger,
August-December.
6. Hope Phillips,
Chief Education Officer,
Curriculum Development and Evaluation Department, Botswana,
August-December.
7. Waly Sene,
Director of Planning,
Ministry of Higher Education, Senegal,
September 26.
8. Ash Hartwell,
JSEIP COP, IEES RTA Botswana,
September 9-13.
9. Dwight Allen,
September 21-26, November 11-16, and November 18-December 14.
10. Darrel Dubey,
JSEIP LTTA,
October 17-21.