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IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS

Semi-Annual Progress Report

December 11, 1986 - June 10, 1987

IEES

Improving the
Efficiency of
Educational
Systems

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

United States Agency for International Development
Bureau for Science and Technology
Office of Education
Contract No. DPE-5823-C-00-4013-00

Improving the Efficiency of Educational Systems (IEES) is an initiative funded in 1984 by the Agency for International Development (AID), Bureau for Science and Technology, Office of Education. The principal goals of the IEES project are to help developing countries improve the performance of their educational systems and strengthen their capabilities for educational planning, management, and research. To achieve these goals, a consortium of U.S. institutions has been formed to work collaboratively with selected host governments and USAID Missions over the next ten years. The consortium consists of Florida State University (prime contractor), Howard University, the Institute for International Research, and the State University of New York at Albany.

There are seven countries working with the IEES initiative to improve educational efficiency: Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, and Yemen Arab Republic.

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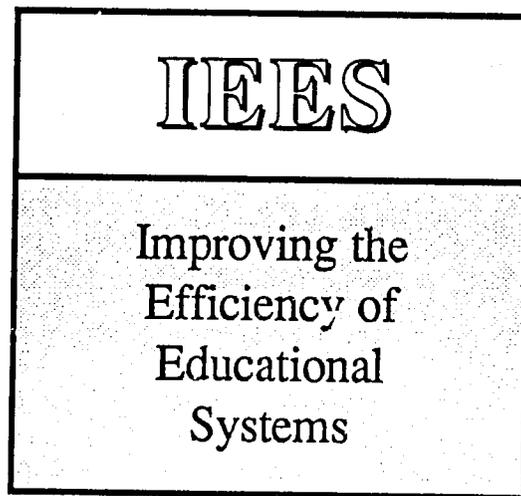
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INTRODUCTION

This report is a summary of the second half of the Third Project Year (December 11, 1986 to June 10, 1987) of the Improving the Efficiency of Educational Systems (IEES) Project. IEES is funded under a contract with the Agency for International Development (AID), Bureau for Science and Technology (S&T), Office of Education. The report contains an overview of accomplishments during this six-month period, identifies constraints to optimal project implementation, and discusses implications for the future.

Since the IEES Project began in June 1984, field activities in collaborating countries have steadily accelerated. This reporting period saw the initial implementation of eight country research teams within the IEES Policy Research Initiative, the planning for two major EHR Sector Assessment activities, the implementation of a bilateral field project in Haiti, the publication of two EHR Sector Assessment multi-volume reports, and the convening of the Second IEES International Conference.

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 databased analysis and decisionmaking 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 is 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 networking activities and training.

Seven countries are currently working with the IEES Project to improve the efficiency of their education systems: Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, and the Yemen Arab Republic. Project developments in these countries are described in Part One of this report. Reports of each country participating in IEES address accomplishments, problems, and lessons learned. Part Two contains reports of the project planning and management structures which support and coordinate country activities. Part Three of the report contains a budget summary, a summary of project travel, a summary of the project activities, and an organization chart of the project.

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. The three main objectives of the Botswana Country Implementation Plan for IEES activities, prepared and approved in June 1985, are:

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.

The Project Identification Document (PID) for the Junior Secondary Education Improvement Project (JSEIP) was developed to address the highest educational development priority as identified in the Sector Assessment. Following PID approval by AID/W, a Project Paper for JSEIP was developed in September-October 1984, and approved by AID/W in February 1985. The USAID Mission and Government of Botswana (GOB) elected to assign the technical assistance portion of JSEIP to the IEES Consortium.

The fundamental long-term objective of JSEIP is to improve the quality and efficiency of the rapidly-expanding junior secondary education system in Botswana. There are five general activities identified in the Project Agreement relating to this broad objective:

To increase the quality and efficiency of the expanded junior secondary education system by:

1. making junior secondary education more responsive to national development needs,
2. improving instructional delivery, and

3. Improving teacher training.

To institutionalize the capacity of MOE to develop, manage and maintain the junior secondary education system by:

1. developing the organizational structure with a trained staff for the system, and
2. developing and coordinating needs analysis, teacher training dissemination and managerial components of the system.

During the first year, much attention has necessarily been spent in identifying, placing, and orienting long-term staff. Staff orientation, joint planning and coordination, and the development of individual and departmental work plans have been achieved through regular staff meetings and a number of staff retreats. The administrative and materials inputs necessary for the staff to function effectively (project vehicles, office space, equipment, a field account, resource materials and support staff) are now in place.

Although activities relating to the design of the buildings and specification of equipment required for the implementation of the JSEIP were not explicitly included in the contract between USAID and FSU, they have, in fact, been a necessary and important aspect of the Project. The design of the interior space for the new Curriculum Development Building, the design for the Education Centers, and the specification of equipment needed for planning and instructional materials development have been time-consuming but vital activities.

1.1.2 Accomplishments During Report Period

This section first discusses IEES accomplishments during this report period. The Botswana Country Implementation Plan for IEES Activities provided for a range of support activities. Activities beyond the first

year were described as tentative and were subject to revision based upon government priorities. The activities planned are the result of deliberations among the Deputy Permanent Secretary of the MOE, the USAID Human Resources Development Officer (Human Resources Development Officer and the Coordinator of IEES/Botswana activities.

JSEIP accomplishments during this report period are reported in the second part of this section. AID authorized Florida State University to begin implementation of JSEIP on September 13, 1985, as part of the IEES Project contract. JSEIP funding is from USAID/Botswana and the Government of Botswana.

The four components of JSEIP are: (1) Planning and Systems Management; (2) Instructional Systems Development; (3) Inservice Teacher and Administrator Training; and (4) Molepolole College of Education (Preservice Teacher Education).

The Chief of Party (COP), Ash Hartwell, arrived in Botswana on October 17, 1985, followed by three Resident Technical Advisors (RTA's) in November and four more in January 1986. The remaining two RTA's arrived in September and October of 1986 to complete the Project Staff. Darrell Dubey's death in December, 1986 was a tragic loss to the project. The search for an Inservice Teacher Training Specialist replacement is still underway.

1.1.2.1 IEES Accomplishments

The IEES Policy Research Initiative for Botswana began with the appointment of Patrick Molutsi of the University of Botswana, as director of a project to analyze local participation in the management and financing of education. Molutsi attended the initial meeting of the research area group (strengthening Local Education Capacity) in Washington, D.C., in

December 1986, and represented the Botswana research team at the IEES Second International Conference in February 1987. The local participation research project will last two years.

During this report period, a microcomputer system was procured for the Department of Nonformal Education (NFE). This system consists of a Sperry HT with a 20MB hard disk and an Epson FX-100 printer. In January, a three-week consultancy was carried out by Eric Eno to install a data base system for the Department's Correspondence Section. This section is responsible for providing distance education, at both the Junior and Senior Secondary levels, for approximately 5,000 students. The data base system is designed to manage the student records, thereby increasing the efficiency of communications and supervision of the program. A three-week typing course was organized by JSEIP staff for five of the officers within NFE who will maintain the data base, once it is established.

Data entry of all Junior Certificate (JC) student files and the status of their worksheets was begun on a part-time basis in February 1987 and was completed in April.

Further specifications for the design of a data base system for the United Teaching Service (UTS) were completed during Eno's mission in January 1987. Consultations between the UTS and JSEIP staff are now underway to determine the desirability and feasibility of downloading information about teachers (presently on the mainframe computer run by the Ministry of Finance) to a microcomputer for more immediate access and reporting by the UTS, Secondary, and Planning Units. The data base design and installation will be directed by JSEIP COP Hartwell with the assistance of a short-term consultant.

1.1.2.2 JSEIP Accomplishments

Organizational Development and Coordination. The JSEIP role in the development of the Community Junior Secondary School system is intended to be catalytic. JSEIP should assist departments and Ministry staff to organize planning, curriculum, and training. It is designed specifically to assist the Curriculum Unit to take on the responsibility for the design of the Junior Secondary instructional program, a responsibility that has heretofore been handled by the Secondary Department.

This JSEIP role is problematic in the face of the shortage of posts and staff within the Secondary Department and Curriculum Unit. There are experienced, dedicated professionals within the Secondary Department who have worked in Botswana for many years, and who are responsible for the implementation of the new two-year program. These people know the system well, and understand first hand the problems and issues. All curriculum changes have been initiated by the education officers in the Secondary Department, through Secondary Education subject panels (which are appointed by the Secondary Education Officers). The JSEIP staff, while highly qualified, have no direct departmental authority or responsibility. To provide assistance in improving the curriculum and instructional delivery, JSEIP will encourage the appointed subject panels to become more active.

Significant developments toward project objectives have been accomplished during this report period. These developments took place through established committees and working groups, including those that were formed to facilitate the coordination and policy direction for JSEIP activities. The principal groups include the MOE Policy Advisory Committee, the JSEIP Project Planning Committee, the CJSS Working Group, the Curriculum Coordinating Steering Committee, and the Molepolole College

Advisory Board. The CJSS Evaluation Task Force was also established in the past six months and is described below.

Education Management Information Systems. Using the school mapping data bases, which identify the feeder primary schools for each secondary school, an analysis of the long-term prospects for siting Community Junior Secondary Schools to maximize secondary schooling on a non-boarding basis was carried out by MOE officers and JSEIP COP Hartwell. This analysis has led to proposals for establishing trial combined Primary-Junior Secondary Schools, as well as single class, small Junior Secondary Schools. Trial schools will be established in 1988.

A second use for the secondary school mapping data base was to assist in the reporting of Form I admissions in 1987. After Headmasters had completed a hand written roster of students admitted to their schools (admissions are based on applications of qualified students within each zone), a data entry and reporting system was set up in the Ministry by Hartwell, who established a data base for the 12,400 students admitted. Reports were produced showing admissions by school, alphabetically, and by District and primary school. Hartwell also produced summary reports which showed the distribution of entrants by sex and passing marks on the primary examination for each secondary school.

The school mapping data base was used additionally to enter information on bursaries' awards. Since the information coming from the Districts on bursaries' awards is organized alphabetically by primary school, the school mapping data base system greatly facilitated the data entry and reporting procedures. MOE reports for the secondary schools were completed by the end of February (two months ahead of the completion date for 1986).

Form 4 admissions and bursaries were also processed using microcomputers. Hartwell also produced a final summary report showing details of Form 1 and Form 4 admissions from each district, including number and percentage of boarders, and average and total bursaries awarded.

These data base applications have greatly accelerated the admissions and bursary awards procedures in 1987, and have demonstrated the usefulness of the microcomputer for enhancing education management efficiency.

Secondary School Regulations and Headmasters Manual. The introduction of large scale government aid to Community Junior Secondary Schools in 1985 made the existing secondary school regulations obsolete. Those secondary school regulations were based on the management of Government secondary schools and church-owned schools. The regulations did not spell out the powers and responsibilities of either the community school boards or the Headmasters of the CJSS. During 1986, a working group assisted by JSEIP (including word processing and editorial reviews from FSU) worked through the regulations and produced a draft, which included an overall reorganization and rewriting of most sections. This draft was submitted to the Attorney General's office for final approval in January 1987. The draft is now being used for briefing and training of CJSS Headmasters and school boards.

JSEIP has also assisted the Secondary Department in the development and production of a training and reference manual for Headmasters, which will incorporate the new regulations. A short-term consultant, Pamela Allen, worked with a reference group of Headmasters and the Secondary Department to produce a working draft of the manual.

Needs Assessment Study: Review of the Literature. Botswana presently has a substantial body of research and survey literature in the social

sciences, and in particular, material which focuses on rural development and basic needs. To ensure that those responsible for the new junior secondary curriculum would be aware of and could obtain access to relevant studies, a six-week consultancy was carried out by Patricia Smith during November and December 1986, with a final report completed at FSU in January 1987. The report, which provides an annotated bibliography of 75 studies and reports, makes recommendations for needs assessments in three general areas of particular concern in the development of the new curriculum: home management and health; commercial transactions and private sector entrepreneurial activity; and appropriate technology for agricultural production and rural development. The report has been distributed to Education Officers and the Materials Development Teams.

Start of the English Language Comprehension Study. JSEIP, through FSU, has contracted with the University of Botswana, to study English language comprehension skills of students in primary grades six and seven, and in the first year of Junior Secondary School. The study, directed by Rosemary Davis, began in May 1987 (with field work beginning in March). This study will support the development of curriculum and provide information and strategies that will improve the teaching and usage of English in all subject areas.

Instructional Systems Development. The Ministry of Education decided in 1986 to establish Instructional Materials Development Teams by seconding identified teachers from the schools to serve for a period of time (a maximum of three years) with the Curriculum Unit.

This plan, which provided a temporary solution to the problem of a critical staff shortage, has been partially implemented during the past eight months, and has provided an important means of developing

instructional materials. From October through December, the coordinators for each subject area (Officers from the Curriculum Unit and Secondary Department) were identified, and their terms of reference were developed. The most promising teachers were then selected for the Teams, and negotiations were held with the schools and the Unified Teaching Service for their release. Simultaneously, housing, office space, equipment and support staff requirements were negotiated.

Materials Development Team members were appointed by the MOE in February 1987 and the first working sessions were held in February and March with up to 25 participants in six subject areas (including coordinators and subject panel members). The full-time Materials Development Team members moved to Gaborone and the CDU in May.

Each subject team has developed a standardized framework of units with instructional objectives for the two-year junior secondary program, and has identified priority areas for preparing instructional materials.

Instructional Materials Production. The Project has been successful in greatly enhancing the Ministry's capacity to design and produce instructional materials by the introduction of a complete system of Macintosh computers, Laser printers and duplication facilities. Over the past six months, ten new Macintosh computers have been received. These will be used at the Curriculum Development Unit (CDU) and Molepolole to support materials development work.

A critical requirement for effective utilization of this equipment is the orientation and training of professional and support staff. At CDU there are only two secretaries and a messenger as support staff. An agreement has now been reached to employ an additional five persons (on temporary terms for a one year period, while new support staff posts are

created) at CDU. JSEIP will provide two specialists to assist with the organization and supervision of the materials development work until additional counterpart staff are posted to the CDU in 1988.

Evaluation Task Force. The JSEIP Project Planning Committee approved the formation of an Evaluation Task Force in November 1986 to provide the evaluation framework for CJSS and JSEIP as specified in the Project Agreement. A significant activity of the Task Force is the design of a national testing program, using the International Education Achievement (IEA) tests for students in Forms 2 and 3. These tests will take place in the second week in June 1987. This testing program will establish essential baseline information. It will also be used to assess levels of achievement over the past ten years (the tests were administered in Botswana in 1976 as part of the National Education Commission activities) and to compare achievement levels with other countries (27 countries had conducted IEA testing by the end of 1986). The IEA testing program will take place in May, when practice teachers from the Molepolole College of Education will administer a battery of tests at 63 schools (with the Research and Testing Centre organizing tests for the remaining 15 schools).

A second evaluation activity during the past six months was carried out by the thirteen Masters Degree trainees, under the auspices of the Task Force, as a part of their course work in Research and Evaluation. The trainees were placed in four working groups at the beginning of the term (January 1987). Each of the groups visited five or six schools during a two-week field assignment, carrying out in-depth interviews and administering questionnaires. The students analyzed and reported the data for two schools as case studies. These studies served as their final course

project. These school profiles are now part of a comprehensive data base being developed in the Secondary Department.

The Task Force is additionally coordinating with the IEES Policy Research Initiative for Botswana, which is being directed by Patrick Molutsi.

Improving Teacher Training. A significant use of the Macintosh microcomputer for enhancing management was developed at Molepolole. A data base on all students in the college by subject area was matched with information on school openings for practice teachers. Three hundred twenty students were placed in May for practice teaching at 63 schools, supervised by almost 600 secondary teachers. These students chose areas they preferred to teach in. These areas were then matched with subjects the secondary schools offered for practice teaching. The data base was completed early in 1987 and has greatly enhanced the organization of this large-scale exercise.

Design of Curriculum for Teacher Training. JSEIP has made significant contributions in the design of a comprehensive curriculum for the Education Department at Molepolole, as well as the new required course in Communications and Study Skills, and courses in Curriculum Development, and Instructional Design and Test construction. An important output from the Testing course has been the development of 1500 test items based on existing syllabi in five subject areas. These items have been useful in the construction of the new two year Junior Certificate examination.

The introduction of microteaching laboratories for six of the Departments of Molepolole was carried out in 1986 using five stations. An evaluation of the laboratories was completed at the conclusion of the August-November term in 1986 and indicated strong support for the program

among staff and students. Four videotape recorders have now been ordered through JSEIP to be used at MCE in 1987 to support these microteaching laboratories.

The new Department of Art, Craft and Technology has now moved to newly-built facilities on the Molepolole campus. Two teachers have now been appointed as interns to work with the JSEIP specialist, and another fulltime staff member has been assigned to the new Department. The first group of 8 students will complete second year studies in 1987. An intake of more than 30 trainees is expected to enter the program next year.

A Guidance and Counseling Specialist began a three-month consultancy in May 1987. The specialist is assisting the newly-formed Guidance and Counseling Unit to prepare a work plan, focusing particularly on the need to provide occupational and vocational training information for students within the Junior Secondary Schools and to develop a strategy for achieving this goal.

The Department has conducted inservice courses for many of the junior secondary technical teachers in Botswana, and will continue to expand its work in this area.

Inservice Training. An experimental scheme to appoint experienced teachers to help other teachers within their subject specialization in nearby schools began this year in the Francistown area. The scheme, which is presently employing 7 teachers, appears to be very successful in providing professional support which the overworked Secondary Education Officers cannot provide. JSEIP inservice advisors have assisted the Department Headmasters' Advisor in monitoring the pilot scheme. The program is expected to expand to further areas in 1988.

This scheme could provide the key, on an interim basis, to the problems of understaffing at the Secondary Department and the consequent lack of supervision of teachers in the junior secondary schools.

Considerable time and effort by JSEIP Advisor Barry Vogeli has gone into the finalization and approval of designs and site plans for the first two Education Centres. Construction of these Centres at Maun and Selebi-Phikwe began in May 1987. Sites have now been obtained for two more Centres, where construction will begin later in 1987.

Staff Training: Joint Masters Program between the University of Botswana and The Florida State University. The JSEIP agreement for technical assistance included provision for Masters-level degree training. For this purpose, a Joint Masters Degree program was collaboratively established between the University of Botswana and the Florida State University. A cooperative degree program has several advantages over fully U.S.-based resident Masters degree training. This approach makes it possible to significantly increase the relevance of the training to the problems of Botswana education. It also contributes to strengthening the graduate program at the University of Botswana and can be completed with less time out-of-country. Finally, the savings associated with less out-of-country training time, and utilization of the local university for part of the training, allows an increase in the number of trainees.

Instruction will be given at both universities each year for 10-15 Botswana participants in the JSEIP. The degrees will be awarded by FSU's Department of Educational Foundations and Policy Studies (EFPS). The Joint FSU/UB Masters Degree Training Program began in January 1987 with thirteen trainees (including two officers from the Curriculum Unit) enrolled in EFPS with appropriate areas of specialization.

The course in Research & Evaluation at the University of Botswana was taught by a team from JSEIP and the University, and was coordinated by short-term consultant, Howard Williams of FSU.

During the first term, all students completed group and individual research projects, participated in a two-week field research activity, and prepared a position paper for the Ministry of Education based on their research and field work. A number of these students will present these papers for the Botswana Education Research Association. The identification of the research/evaluation activities arose out of needs identified through MOE Departments and JSEIP to maximize the relevancy and usefulness of the training and training outputs.

The thirteen students in this program enrolled at FSU in May 1987 for two semesters of coursework in International/Intercultural Development Education. Selection of specialization courses (electives) will be guided by discussions among the MOE Chief Education Officer for Training, the students, and the FSU JSEIP coordinator.

This innovative joint degree program has attracted the attention of other African nations. A five-person delegation from Lesotho, representing the National University of Lesotho, the Ministry of Education, and the BANFES Project (USAID/AED) visited Botswana for three days in March to discuss the training program.

1.1.3 Projected Activities

IEES Projected Activities: Policy Research and Education Management Information Systems. As part of the IEES Policy Research Initiative, Patrick Molutsi of UB will direct research on Strengthening Local Education Capacity. Molutsi will coordinate this research project with the on-going work of the Evaluation Task Force.

The design and installation of a data base system for the UTS remains an immediate priority for the MOE and IEES. An initial design was developed by Eric Eno in January 1987 during his consultancy in Botswana. Following this preliminary design, a simplified design will be developed under the direction of the COP with assistance from an IEES consultant.

The training which has been planned for departmental systems managers to support the Educational Management Information Systems has been delayed until an appropriate design is developed for the UTS. This training plan is slated to be conducted at Howard University.

JSEIP Projected Activities: National Curriculum Consultative Conferences.

Following the JSEIP Project Planning Committee meeting in early February 1987, the Ministry decided that the National Curriculum Conference scheduled for the end of April would have to be postponed, since it otherwise would immediately follow an intensive one-week seminar for all senior Ministry personnel organized by the Permanent Secretary held at Molepolole College of Education. The National Curriculum Conference has now been rescheduled for January 1988. To prepare for that meeting, a series of regional consultative conferences has been proposed, during which key persons in the various regions of the country will be invited to participate in a review of the CJSS program, aims, and curriculum. The details of the regional meetings are still being developed. Wes Snyder serves as the Chairperson of the Conference Committee.

Evaluation Task Force Proposed Activities. In addition to the IEA testing program scheduled to take place in June 1987 (when practice teachers from the Molepolole College of Education will administer a battery of tests at 63 schools--with the Research and Testing Centre organizing

tests for the remaining 15 schools--for Form 2 and 3 students), a number of other evaluation activities have been proposed.

With the current expansion of schools and programs at the junior secondary level, there is a corresponding increase in the importance of establishing standards for professional evaluations and training participants in the evaluation process. As a means of creating the standards for evaluation, as well as a training program to carry this out, the Evaluation Task Force (ETF) has proposed that a seminar be held at FSU in the first week of September 1987. The seminar would involve resource persons from FSU and IIR, plus consultants in evaluation, members of the ETF, and students enrolled in the joint Masters Degree Program at FSU.

Curriculum Development. The coordination and support of the Materials Development Teams (MDT) is expected to result in the provision of concisely articulated curriculum materials for CJSS teachers which will guide and assist them in following the curriculum in their daily instruction. The increased staff at the CDU, achieved initially through temporary JSEIP support, will provide the support personnel for the MDT development and production of the materials.

Consultancies. A number of consultancies are planned and are described below.

Molepolole College of Education. Materials Development Specialists for the Education and the Social Studies Departments at MCE will be placed for a period of six months. These will assist the Departments in developing instructional materials for the new courses now being offered. A Materials Development specialist to assist in the Science Department has also been requested. The consultant for the Education Department will be

fielded in late June 1987. Nominations have been forwarded for the Social Studies consultancy and a placement is expected to be made by July.

Materials Development Specialist nominations (for a period of six months starting in July) have also been forwarded to the MCE to continue support for the new course at MCE in Communication and Study Skills. The specialist who served until 30 April 1987 was unable to continue this work at Molepolole.

A consultant has been requested to assist with the installation of an optical Scanner for the Macintosh system at MCE, and to assist with programming of a data base system for UTS (under IEES). This person will work for a period of three months in Botswana, from June through August.

Curriculum Development Unit. Two Specialists have been placed at the CDU to assist with the organization of the work of the Materials Development Teams. Both persons have been hired locally and are working for an initial period of six months, with the possibility of renewal.

Research and Testing Center. Project resources are also being used to extend the OPEX contract of the Senior Testing Officer at the Research and Testing Centre from May 1987 to February 1988. This will allow his experience and expertise to be available for the organization of the two Junior Secondary examinations at the end of the 1987 school year.

1.1 4 Constraints Encountered and Anticipated

Recruitment of the Replacement for Darrell Dubey, In-Service Teacher Training Specialist. The death of Darrell DuBey in December 1986 created a major gap in JSEIP assistance. DuBey was a key person in the organization of the National Curriculum Conference (he chaired the conference committee) scheduled for April 1987. He had also helped to plan a series of workshops with District Education Officers focusing on the 9-year education program,

served as the chairman of the Education Centre task force, and was working with the Headmaster Advisor on the monitoring of an in-service teacher pilot project in the Francistown area. The recruitment of a suitable replacement is continuing and a candidate will be fielded in that position by August 1987.

Inadequate staffing at the Secondary Department and Curriculum Development Unit. The present staffing at the Secondary and Curriculum Departments is inadequate. The Curriculum Unit, where JSEIP advisors are placed to work on the new curriculum, has only four professional officers. These officers have responsibility not only for new Junior Secondary Curriculum, but also for the Primary School Curriculum. Because two of these officers have been selected to participate in the MS program through JSEIP, the actual number of officers available as staff has declined significantly. The Secondary Department has not had an increase in Headquarters staff to supervise schools and teachers, although the number of schools to visit has increased from 23 in 1984 to 78 in 1987.

The management, staffing, and financing of the Education Centres has been complicated by the delay in establishing the Department of Teacher Education. Alternative responsibility for the management of the Centres is still being discussed within the Ministry. The resolution of this matter in the near future is critical if the new Centres are to function well.

1.1.5 Conclusion and Implications for the Future

Five constraints have been identified which have affected the current status of project activities and the planned concentration of project staff and resources on the development of the CJSS curriculum and instructional materials.

(1) The MOE encountered more difficulty than it anticipated in providing counterpart staff to work with the JSEIP Project. Consequently, MDTs have only recently begun to operate, though they are still short one teacher on each team. This difficulty is a function of: (a) an existing shortage of MOE personnel who can be released from their primary responsibilities, (b) the alternative participation of 13 MOE personnel in the joint FSU/UB Masters Program, and (c) GOB and AID regulations which have been problematic in supporting the housing and transportation costs of seconded personnel for the MDTs.

(2) The allocation of JSEIP staff across units of the MOE varied from the original plan in order for JSEIP staff to be placed in established "lines" that were open at the time the project was initiated. Consequently, there has been an insufficient number of JSEIP personnel deployed directly with the instructional materials development effort.

(3) Team members and the MOE perceived a greater need to emphasize capacity building activities than was originally anticipated in the project design.

(4) A number of planned activities, such as certain inservice and preservice teacher education activities, presupposed an earlier initiation of the materials development process. Similarly, the inservice staff development functions planned for MCE were based on anticipation of a higher percentage of Botswana staff than is currently the case.

(5) Key personnel have held differing views about the role of JSEIP advisors at the MCE. The full course loads of the advisors expected by the MCE Principal had limited their participation in the materials development process at the Curriculum Development Unit.

That some activities have gone beyond the scope of the initial intentions of the project is largely an adaptive response to the conditions and context encountered by the team during early implementation. Initial capacity building activities appear to have been necessary and successful in creating a situation in which JSEIP resources can now be devoted more aggressively to developing instructional materials for the junior secondary level.

Two review and planning activities will take place in the next six months which are intended to assess and focus the IEES and JSEIP Projects in Botswana. Both activities will involve key persons from the USAID Mission, the Ministry of Education, and IEES and JSEIP staff. The first, an internal, formative mid-project review of JSEIP, will be conducted in June 1987 by Robert Morgan, Principal Investigator of the IEES Project at FSU, and David Chapman of SUNYA. The purpose of the review will be to examine progress in implementing JSEIP, to validate or identify problems that are being encountered, and to assist in identifying the parameters and priorities for the JSEIP Annual Plan.

The JSEIP staff will develop a detailed project annual plan following the mid project review. It is expected that project activities will be redirected to focus more resources on curriculum and materials development.

An update of the Botswana IEES Country Implementation Plan will be conducted in November, 1987, by Mary Joy Pigozzi, of IIR and Jerry Strudwick of SUNYA. This revised plan, which will detail IEES activities for the Fourth Project Year, will place greater emphasis on the educational management needs of the Ministry of Education. The revised plan is expected to continue the present support for the Unified Teaching Service, while outlining expanding databases for primary education and policy decision-

making. The Policy Research Initiative is expected to be considerably more focused when the first phase is completed.

1.2 ACTIVITIES IN HAITI

1.2.1 Background

IEES activities in Haiti began in late 1984 when the USAID Mission requested that the consortium conduct an EHR Sector Assessment to guide it in drafting plans for bilateral assistance to that country over the next several years. The sector assessment was conducted between October and December 1984 under the direction of IIR. By early September 1985, all draft documents in English and French had been disseminated to counterpart institutions in Haiti.

The Sector Assessment was highly instrumental in influencing the USAID Mission's decision to focus on strengthening Haiti's human resource base as one of its three principal strategic options for the future, and to envisage designing and funding a five-year \$15 million project, Incentives for Improving Basic Education (IIBE). The IIBE Project represents USAID's first involvement in formal education in Haiti since the late 1950s. The IIBE Project was viewed by the Mission as the first stage in a potentially longer-term (15 year) endeavor to support basic education in Haiti. It was decided to place principal emphasis during the first phase of the project on the private sector for three reasons:

1. The majority of primary school students are enrolled in private schools.
2. Other major donors to Haitian education (the World Bank, the Interamerican Development Bank, French and Canadian bilateral aid) had concentrated essentially on the public sector and considered complementary donor activity in the private sector to be essential.
3. The approach was consistent with Mission and AID policy concerning optimal use of private sector resources.

Peter Easton and Mary Pigozzi visited Haiti from June 16 to July 5, 1985, to assist USAID Mission staff in preparing the Project Identification Document (PID) for the IIBE Project and to develop specifications for the economic analyses to be undertaken during project design. IEES then provided a project paper team in November 1985 to assist the Mission in the design process.

Team members held numerous consultations with counterpart groups in the private sector, particularly Catholic and Protestant educators, to review and develop project design. A joint Protestant-Catholic project design committee was created to collaborate in the development of the IIBE Project. Protestant-Catholic collaboration in project design was further facilitated by the fact that a representative from each of these educational subsystems attended the IEES International Workshop in Botswana in November 1985, where they discussed educational planning issues relevant to Haiti with each other and with educators from other developing countries.

By January 1986, it was possible to establish relations with key counterpart structures in the private sector and to develop with them the principal aspects of project design. The main features of the IIBE Project as designed in this November-January period can be summarized as follows:

1. The project covers six years. The Mission currently considers this project to be the first phase of a multi-stage endeavor to support Haitian education which may continue over a 15-year period.
2. The purposes of the project are to improve quality of instruction, administrative efficiency, and equity of access in private primary schools serving rural and economically depressed urban areas; and to provide the necessary catalyst and support for Haitian private primary education to organize itself on a more coherent basis.

3. The project has four interrelated components: private school support, research and development, organization of private education associations, and reinforcement of the Ministry of Education. The specific objectives of these components are:
- Private school support: Provide a significant proportion of existing private primary schools in the target areas (about 15% of the total) with a package of key pedagogical and material resources over a continuous four to five year period. Between 300 and 400 schools will be supported in this way on a performance-contract basis.
 - Research and development: Undertake research and development aimed at broadening the set of available instructional and material inputs and improving their effectiveness. Attention will be focused on uses of radio education, programmed teaching/learning and preprimary instruction.
 - Organization of private sector education: Provide the stimulus, resources, and assistance necessary for the three main subdivisions of the private sector of Haitian education (Catholic schools, Protestant schools, and proprietary and community schools) to take responsibility for organizing, supervising, and monitoring these efforts on an ongoing basis.
 - Public sector reinforcement: Strengthen the Ministry of Education's capacity to perform the system-wide and essentially public functions of accreditation, examination, evaluation, and applied research needed to support harmonious development of private education.

An IEES team returned to Haiti in March and April 1985 to complete the project paper work and to conduct a review of the sector assessment with educational planners from the Ministry of Education (Ministre de l'Education Nationale, hereafter abbreviated as "MEN"). Much interest was expressed in continuance of sector assessment work in further association with IEES. The group of staff convoked by the Minister for sector assessment review constituted, moreover, the beginnings of an IEES National Steering Committee. Ministry counterparts pointed out, however, that the most important step to be taken toward better assessment of the

educational system was improving the Ministry's basic data collection system.

The Mission put the final touches on the IIBE Project Paper in early June. Both USAID staff and Haitian counterparts felt it essential, for political and institutional reasons, that the project get underway in the field by the beginning of the following school year (October 1986), and that structural relationships between public and private sector education and among the newly emerging private sector education associations be very carefully handled during the critical start-up year. For this reason, and because of the good foundation laid by IEES, the Mission decided to buy into the IEES Project for the first year of implementation of IIBE.

The initial months of IEES Project Year Three, therefore, saw consortium activities in Haiti multiply and diversify into three separate but related strands: (1) the educational planning program of activities designed in collaboration with Ministry of Education officials, laid out in the Country Implementation Plan and funded directly from IEES central budget; (2) the Policy Research Initiative, developed in cooperation with the Ministry and the State University of Haiti under the aegis of that separately funded IEES endeavor; and (3) implementation of the Mission-funded IIBE Project in collaboration with Haitian counterparts from the private sector of primary education.

Educational Planning Support Activities. The Haiti Country Implementation Plan was developed between July and October 1986 in the course of two separate TDYs to Haiti by Milton Adams, with the assistance of Peter Easton in July and Cognizant Technical Officer Joan Claffey in September. During the first of these two trips, an IEES National Steering Committee was created and convoked by the Minister of Education, and

consensus was reached with this group concerning key objectives and priority activities for IEES in Haiti. Contacts were also made with the donor community at this time.

The September-October assistance was devoted to fleshing out this framework and adopting a specific set of activities for the upcoming year. Two meetings of the full Steering Committee and four work sessions with technical subcommittees were conducted during the two-week period. The strategy adopted and embodied in the CIP specified one long-term IEES objective and four supporting or operational objectives for the next three project years:

IEES/Haiti Long-Term Objective

Reinforce the capacities of the Ministry of Education's Central Planning Division.

Country Implementation Plan Supporting Objectives

1. Strengthen MEN capacity for sector analysis and planning.
2. Assist the MEN in establishing an efficient system of data collection and information management to support improved planning and decisionmaking.
3. Strengthen institutional capacities for conducting policy research in areas of priority concern through Haitian participation in the IEES Policy Research Initiative.
4. Assist the MEN in establishing a Private Education Office.

The Haiti CIP was presented for approval at the December 9-10 meeting of the Executive Management Committee held in Washington. Due to lack of time for complete examination and discussion of the document, interim approval was granted to conduct activities through March 1987 pending a more thorough review of the Plan by EMC members.

The CIP not only specified a program of activities for accomplishing the four objectives listed above, it also proposed a new formula for

ensuring their execution and coordination. The proposed solution involved hiring a qualified Haitian professional from among the group returning from exile to expedite the implementation of planning support activities in the Ministry, to play the role of Country Research Coordinator for the PRI, and to teach courses in applied educational research at the Teachers' Training College (Ecole Normale Superieure) of the University of Haiti. This formula was developed at the request of the Minister of Education. Its rationale rested on three points:

1. As the Haiti EHR Sector Assessment noted the staffing and human resource problem in Haiti is not so much one of developing human capital as one of using it. The educational system, and its overseas extensions, have produced a relatively high number of skilled people, but the vast majority of these fled abroad to escape the Duvalier regime.
2. The Minister of Education pointed out that despite the theoretical availability of this new source of talent, the Ministry was itself in fact very short on qualified staff because of staffing patterns inherited from the former regime. He felt that IEES would make a far greater contribution to the development of institutional capacity by enabling the Ministry to take on some additional technically competent staff to develop the new program of activities, rather than either further overtaxing the few qualified people presently in position or bringing in expatriate technical assistance.
3. The Minister also noted that the addition of a Haitian national, technically qualified in the area of research and educational planning, would provide a means for developing working relations between the University of Haiti (UH) and the Planning Division of the MEN and for enabling UH staff and students to work on educational research and policy issues of concern to the Ministry.

This solution was discussed with the Country Coordinator and the IEES Cognizant Technical Officer, and it was decided that the CIP would include the proposal that such a person be engaged on a trial basis as PRI Country Research Coordinator and local consultant for IEES activities. The Ministry reviewed a number of CVs, many of them forwarded by the IIBE Project from its applicant files, and selected Jean-Marie Leroy, who had

previously been working at the University of Montreal in the Geography Department.

Leroy began work in December by participating in two IEES-related activities: initial working sessions on Haiti's participation in the Policy Research Initiative (described below) and preparations for the Administrative Staff Training Needs Assessment, the first planning-support activity in Project Year Three. Milton Adams visited Haiti from December 8-18 to provide technical assistance in the design of the assessment of staff training needs.

Policy Research Initiative. During the initial CIP negotiations in Port-au-Prince in July 1986, the IEES National Steering Committee decided that it would be in Haiti's interest to participate in the Policy Research Initiative and that the most important research topic for Haitian participants to pursue would be decentralization and local initiative in educational planning, given the importance of the private sector in the Haitian educational system. It was understood, however, that, to be as relevant as possible to the Haitian situation, this topic would be approached in a manner somewhat different from that adopted in the other participating countries. The focus elsewhere was on means for effectively decentralizing the educational system and transferring responsibility to local or private entities, but the Haitian school system was already heavily privatized, and principal attention would therefore be given to ways of introducing some coordination and standardization into a highly fragmented system without losing the actual and potential benefits of private initiative. Leroy consequently began initial investigations on this topic and attended the working sessions of countries involved with the

local initiative and decentralization topic that were held at Howard University from December 12 to 15, 1986.

IIBE Project. The USAID Mission issued a PIO/T for a one-year buy-in to the IEES contract for purposes of implementation of the IIBE Project in late June 1986, and the related contract between AID and FSU was signed on August 29, 1986, covering the period through September 30, 1987; implementation activities in fact began in advance of these dates. Members of the Project Administrative Council in Port-au-Prince visited schools interested in participating in the project's pilot cohort in July and organized a three-week training session for their teachers in August.

Activities from the date of signature of the contract through the end of the last reporting period principally focused on the multiple tasks involved in project start-up (staff recruitment, equipment procurement, establishment of offices and institutional mechanisms for project implementation, etc.), plus those entailed by support for the initial cohort of 23 primary schools, located in two rural pilot zones: Cavaillon in the Southern Department and Hinche in the Central Department. In response to an international recruitment, more than 75 applications were received for the three technical assistant positions due to be filled in the first year. These were evaluated in a multi-stage process by a subcommittee of the Project Administrative Council in Port-au-Prince, interviews with finalists were conducted in Haiti, and final selection was made for two of the three positions. Both people chosen were returning Haitians with strong technical qualifications and experience acquired abroad. Recruitment for the third and key position -- Chief of Party and Director of the Technical Services Center -- was left open pending interviews with one remaining candidate in the month of January 1987.

Considerable progress was also made in establishing institutional mechanisms for project implementation. Two private education associations were formed--one among Protestant schools and the other among Catholic schools--and IEES staff helped draft proposed subcontracts between IEES/FSU and these entities for specific portions of project implementation. Signature of the subcontracts was delayed pending acquisition of full legal status by the two associations. At the same time, the joint Protestant-Catholic committee which had played such a key role in project design and in the transition summer activities described above, transformed itself into a Project Administrative Council (PAC) and took responsibility for establishing policy and for overseeing project implementation. Finally, IEES/FSU representatives and PAC members arrived at an agreement with CARE/Haiti concerning their responsibilities for the preprimary component of the IIBE Project and a subcontract reflecting these understandings was drawn up and signed.

1.2.2. Accomplishments During Report Period

Accomplishments during this report period can best be presented under the three categories outlined above: educational planning support activities, Policy Research Initiative, and IIBE Project. Remarks about the overlap, coordination, and joint impact of these activities will be made in the conclusion.

1.2.2.1. Educational Planning Support Activities

For exogenous reasons related to the political climate in Haiti, the program of IEES activities to support educational planning and research had to stop, change direction, and start again over the six-month period covered by this report.

In January 1987, there was an unexpected change in Ministry leadership involving the replacement of Minister Rosny Desroches by Patrice Dalencour. The new leadership of the Ministry was less familiar with IEES than the former, but fortunately the Chief of Cabinet, Frantz Lofficial, attended the IEES International Workshop in Indonesia in the month of February 1987 and came away convinced that Haiti could gain a great deal from IEES, providing consonance between new Ministry policies, and the IEES program of activities was assured.

Shortly thereafter, the Ministry requested modifications in the Project Year Three Country Implementation Plan that resulted in the elimination of two sets of component activities, and a change in focus for the Policy Research Initiative from the Decentralization/Localization topic to that of Teacher Incentive Systems. Component activities designed to provide assistance to the MEN in improving its Education Management Information System (EMIS) were placed on hold during this report period, pending a more thorough review by the current administration of its priorities in this area, and of optimal means for coordinating donor assistance for improved information management. Assistance in this area was subsequently approved by the Ministry for the Project Year Four Implementation Plan. The Ministry also decided that the set of CIP activities designed to provide assistance for the development of policies concerning accreditation, certification, and examinations in private schools would be more appropriately implemented via the Ministry support component of the IIBE Project.

Milton Adams visited Haiti in late March and early April 1987 to assist Ministry staff in undertaking the necessary review and revision of the 1986-1987 Haiti Country Implementation Plan for IEES Activities.

Though it caused some delay in the schedule of implementation, this activity also clearly served as an occasion for the Ministry to reaffirm its interest in the IEES Project and to restate its support for project goals and objectives. The Ministry's request for modifications in the Plan reflected its desire to ensure the relevance of project activities to the policy priorities of the new MEN administration and thus to maximize the potential benefit to be derived from Haitian participation. On the other hand, the necessity of having to revise the Country Implementation Plan at such an advanced stage in its development and approval process clearly underscores a continuing constraint under which the IEES Project must operate in Haiti--namely, the difficulty of supporting progressive development of educational planning capacity in a context characterized by a high degree of political change.

The activities undertaken over the elapsed semester are briefly described below:

Administrative Staff Training Needs Assessment. A central task undertaken during this report period was to assist the MEN in the design and start-up of a sector-wide analysis of training needs for administrative personnel. The immediate objective of this study was to document MEN administrative training requirements with sufficient specificity to better position the MEN for available donor funding. The scope and purpose of this study, however, were modified in the field to focus upon the training needs of MEN Planning Division personnel. The assessment involved the identification of: a) current staff qualifications, b) competency areas and skills for which additional training is needed, and c) an inventory of available training resources. Short-term training needs will be met by IEES through in-country workshops conducted over the life of the project.

In December 1986, Milton Adams of FSU visited Haiti to conduct a series of meetings with key Ministry officials to determine the status of previous efforts in this domain, and to redefine the proposed IEES study in relation to the concerns expressed for a more comprehensive, integrated approach to training needs assessment. The Director of the Planning Division requested a model of the assessment for formal ministerial review in January to determine whether it fully met the needs of the MEN, to suggest modifications if necessary, and to specify optimal dates for IEES technical assistance in implementation.

In March 1987, data collection and preliminary analysis were conducted by the IEES on-site consultant, Jean-Marie Leroy. Preliminary findings were presented in April to the Director of the Planning Unit. The findings of this study proved very valuable during the Implementation Plan Update exercise in May, as they provided a basis for prioritizing and scheduling training activities for the 1987-1988 Project Year.

Translation of the IEES Sector Assessment Training Manual. On several occasions, the Ministry of Education has expressed its interest in conducting a major Sector Assessment Update during Project Year Five (1988-89), an activity to be staffed by MEN personnel with minimal external technical assistance. Providing the prerequisite training support for successful conduct of this exercise is a major objective of the Haiti Country Implementation Plan. The Draft IEES Sector Assessment Training Manual was designed to familiarize mid-level Ministry of Education staff and technicians from participating countries with both the advance planning necessary for sector assessments and with the actual conduct of assessments. During this report period, arrangements were made for translation of the manual into French by staff of the Center for Human

Resources Development, a private technical assistance and training firm in Port au Prince which has previously done translation work for IEES. The translated Manual will be used as a basic reference work for a series of educational planning workshops in Haiti, as laid out in the CIP.

Translation of Materials for Policy Analysis Training Workshop.

Conduct of the Educational Policy Analysis Training Workshop is scheduled for the last week in June 1987. The workshop will provide training and experience in the analysis of education policy issues typically encountered in developing countries. The training materials for use in the Educational Policy Analysis Workshop were developed at FSU and field-tested last year in a session held for educational planners at the CIRSEED Institute in Lome, Togo. During the elapsed report period, these materials were revised and translated into French by the local consultant, Jean Marie Leroy, for use in the June workshop.

Summary. Overall, the pace of educational planning support activities in Haiti has been slower than initially planned and the implementation schedule has been more irregular than foreseen. These delays have been due both to IEES staffing constraints and to leadership changes within the Ministry of Education and the Government. The first project activity was the EHR Sector Assessment conducted in the Fall of 1984. Shortly after its completion, Haiti entered into a period of political change and instability which is still in progress. This period has made it difficult to pursue a consistent IEES program of activities.

Despite delays, strong support for the IEES program has developed within the Ministry, thanks in large part to two factors. First, IEES has made a commitment to strengthening the Planning Division of the Ministry, a matter of very high priority to Ministry officials in view of that

Division's potential importance and its current unsatisfactory level of performance. In January 1987, the Division's staff was numerically reinforced by the recruitment of 14 additional technical level personnel. These new staff are highly motivated and possess undergraduate level degrees. For the most part, however, they have had no formal training in educational planning, evaluation, or research. Training support from IEES is seen as a critical means of making this personnel expansion into a profitable investment. Secondly, the IEES Project has clearly demonstrated its commitment to a collaborative and participatory style of planning. Ministry staff have been involved in every stage of CIP development and revision. Thus, despite the frustrations that the many delays encountered this year have created on both sides, and the resultant fact that actual activities over recent months have been mostly limited to preparatory work (document translation, planning meetings, survey of training needs, etc.), there is a strong government commitment to accelerate implementation during Project Year Four.

1.2.2.2. Policy Research Initiative

During this report period, start-up activities were conducted for the IEES/Haiti Policy Research Initiative (PRI). Initial planning sessions were held in December (Washington D.C.) and in February (Denpasar, Indonesia) under the Decentralization/Localization research topic. At the request of the new Ministry staff, however, the Haitian research team subsequently changed topic focus and was integrated into the PRI group dealing with Teacher Incentive Systems, an area that the Ministry felt addressed a more immediate Haitian concern and one of greater relevance to its policy priorities.

The two international coordinators for the teacher incentives study, Sivaisalam Thiagarajan of IIR and Frances Kemmerer of SUNYA, conducted a planning workshop in Haiti from June 1 to June 6, 1987. These sessions had three objectives: a) to give Haitian participants an orientation to the Teacher Incentives PRI topic; b) to set up the management and communications infrastructure necessary for successful participation in the study; and c) to assist the Haitian team in the development of their own research proposal.

1.2.2.3. IIBE Project

The IIBE Project has four components: private primary school support, educational R&D, institutional development, and public sector support. Activities conducted in connection with the Project over the elapsed reporting period can best be described under these four headings, plus an additional section devoted to project management.

Private Primary School Support. Twenty-three schools with a March 1987 enrollment of 4,194 students made up the first cohort in this pilot year. They benefited from basic inputs -- teacher training, textbooks, school supplies -- but not from a number of the additional ones they needed nor from regular follow-up in the first part of the school year. In general, the performance contract and self-evaluation methodology proposed in the project paper was only very loosely applied this first year, due to staff shortages and the dislocations of project start-up.

Greater care has been taken in preparations for the second school year, and staff of pilot cohort schools are being included in most of these activities in order to make up for what they may have missed the first year. Work also began in April to begin supplying some of the missing services to these schools, particularly simple building renovations

and development of income-generating activities to reinforce school budgets.

Work was also undertaken starting in March to inventory and contact schools interested in participating in the project beginning in Project Year Two. A brochure explaining the objectives of the project, basic project methodology, and the conditions of school participation was widely disseminated in the second half of the elapsed semester and numerous applications and inquiries were received. These were processed by staff of the two private education associations affiliated with the project, and 93 candidate schools located in five of the nine geographical departments of the country were proposed to, and approved by, the Project Administrative Council.

Research and Development. Research and development is in most respects a "lagged" component of the IIBE Project. Work on devising and/or introducing new more cost-effective means of instructional delivery is scheduled to start up in Project Year Three, once sufficient initial experience has been acquired with local school needs and the various innovations already tried out in different corners of the disparate private sector. One dimension of R&D has a more immediate interest, however: experimentation of lower cost models of preprimary education adapted to the situation of resource-poor private primary schools. Because of the tragic loss in December of the veteran director of the existing preschool program which was to be incorporated into the IIBE Project, progress in this realm was slowed for several months. By March, however, a new Director had been recruited and installed, the unit had been rechristened "Programme d'Enseignement Prescolaire" (PEP), and work had begun on selecting the IIBE

Project schools in which experimentation of new models might commence in 1987-88 and on devising these models.

In the month of May, Mary Pigozzi, preprimary supervisor for IEES, organized a two-day workshop in Port-au-Prince for preprimary staff from CARE and related agencies on evaluation design and specification of preprimary outcomes. Technical leadership was provided by Marian Bloch of the University of Wisconsin/Madison and Charles Super of Harvard University. Participants included representatives from UNICEF and the Ministry of Education as well as PEP personnel.

Institutional Development. Greatest progress was made in this report period in the area of the third IIBE Project component, institutional development. Both of the two private schools associations set up during the project design phase -- the Federation des Ecoles Protestantes d'Haiti (FEPH) and the Commission Episcopale des Ecoles Catholiques (CEEC)-- obtained legal status in February 1987 and were able to sign subcontracts with IEES/FSU in March 1987 covering the remaining six months under our initial contract with AID. At the same time, as mentioned above, the two Sectoral Service Centers took on a full complement of staff and began the task of surveying member schools to determine which would be included in the second cohort of project schools scheduled to receive support beginning with the 1987-88 school year.

Considerable effort was also expended over the last few months in trying to better organize the Project Administrative Council. The PAC is in the anomalous position of being the primary policy-making body for the project, mandated to this effect by both sectoral education councils (the FEPH and the CEEC), while having no legal status or contractual authority itself. Yet the PAC is in many respects in a better position to represent

private sector education in negotiations with the government and foreign donors and to have an influence on national educational planning than are the individual associations. There are already indications that the Ministry of Education wishes to use the PAC as a partner in developing mechanisms for government subsidization of private school salaries, for example. In fact, institutionalization in general has proceeded so quickly under the project that PAC members and some Mission staff have begun reflection on the possibility of establishing a host country contract between USAID and the associations--or their consortium--for full project implementation by Project Year Four.

Public Sector Support. The fourth component of the IIBE Project--support for development of improved regulatory, accreditation and examination capabilities within the National Ministry of Education--does not fall under the IEES contract with USAID for project implementation, since it is administered directly by the Ministry. However, the fourth component is so closely related both to the private sector portion of the IIBE Project for which the consortium is responsible and to the objectives of IEES Country Implementation Plan activities that progress in this domain needs to be carefully monitored and noted.

Like the CIP activities described earlier, the public sector portion of the IIBE project was profoundly affected by the change in Ministry of Education personnel and policies that intervened in January 1987. The former Ministerial staff had participated in the design of this component, which called for the establishment of a Private Sector Education Office within the Ministry that would both coordinate efforts to improve regulation and accreditation capacities, and take charge of organizing the participation of non-religious proprietary schools in the IIBE Project. In

compliance with these understandings, the Private Education Office was created by the Ministry in December 1986 and a coordinator was named. After an initial evaluation of the situation, however, the new Ministerial staff decided that the Private Education Office was a redundant structure, since it was designed to carry out functions with respect to private education that existing units in the Ministry should be able to perform, and that the task of organizing proprietary school participation in the IIBE Project could be better executed by the institutions already created for implementation of the private sector components of the project.

As a consequence, the Private Education Office was "decommissioned" and the new Ministry staff requested that IEES assist them in revising the budgetary programming of the fourth IIBE project component so that the monies necessary for organization of proprietary schools could be transferred to the private sector portion of the project budget and so that the remainder could be assigned to the existing divisions of the Ministry that had responsibility for questions of accreditation, private sector regulation and examinations. Steve Anzalone of IIR visited Haiti from March 1 to March 10 and from April 26 to May 7 in order to undertake these tasks. As of the end of the current reporting period, the resulting amendments to the bilateral accord were in the process of finalization and signature by the Government of Haiti and the USAID Mission.

Project Management. Over the first half of 1987, the management systems necessary for full-scale implementation of the IIBE Project became increasingly well established. These will be presented under five sub-headings: planning and policy-making, budget and programming, personnel recruitment and administration, material procurement and delivery; and evaluation and reporting.

First, an important development in the overall context of project management should be related. In June 1987, the USAID Mission decided to request a two-year extension of the IEES buy-in for project implementation (until June 30, 1989), rather than to choose a long-term contractor through competitive procurement, as initially planned. The principal reason for this decision was that both the Mission and the Haitian counterpart groups wanted to keep alive the possibility of handling implementation through a host country contract or a direct grant to Haitian institutions beginning in year four. The Mission decided that it would not be practical to prepare an RFP for the two years remaining until this target date for devolution.

Mission staff also felt that the competencies and conceptual approach of IEES were particularly relevant to implementation and devolution of the IIBE project for several reasons. First, though the IIBE Project targets instructional improvements at the local level, it also has a number of critical structural and macroscopic aspects that concern the entire educational system and require very careful planning. Despite the fact that private schools account for more than 60% of enrollments at the primary level, private education has never been very organized and has never entered into educational planning in a systematic way in Haiti. The IIBE Project offers an opportunity for improving the organization of the entire Haitian educational system and for bringing the public and private sectors into closer and more productive cooperation. The Mission felt that the consortium's experience with educational planning questions and their systems approach to the analysis of educational problems offered the best chance to administer the project in a way that successfully combines

instructional and institutional objectives and realizes these broader potentials of the project.

Second, IEES also offers the possibility of putting concerned Haitian educators in contact with educational planners from other developing countries who are facing related challenges. As mentioned above, two Haitian educators--one Catholic and the other Protestant--attended the first IEES International Conference in Botswana in November 1985, and much of the collaboration between these subdivisions of the private sector that served as the basis for project design and initial implementation grew directly from this experience.

Finally, the close relationships that IEES staff had developed with key Haitian educators from the private sector and the commitment to patterns of participation and training already demonstrated by the consortium seemed to offer the best guarantee that the devolution process planned for the next few years could in fact come about in a smooth and harmonious fashion.

The practical aspects of this extended IEES responsibility for project implementation remain to be worked out, but the basic commitment to consortium involvement and a devolution strategy is already a fait accompli, and its consequences for the overall pattern of IEES activities in Haiti must be taken into consideration.

The other principal aspects of project management in Haiti are examined in the following paragraphs.

Planning and Policy-Making. The Project Administrative Council (PAC) met throughout the elapsed period on a bi-weekly basis and took a direct hand in setting project policy and making major planning decisions. Three working subcommittees were constituted. The first of these, the Personnel

Subcommittee, handled negotiation of contracts with technical assistance and proposed guidelines with respect to salary levels and benefit packages for all other project staff. The second, the Budget Subcommittee, took responsibility for deliberations on budgetary programming and evaluation of financial reports. The third subcommittee, which dealt with PAC Statutes and Operations, designed a proposed set of operating procedures for the Administrative Council and continued deliberation on devolution strategies for the project.

Important decisions also had to be made in the realm of project strategy for the upcoming year; where to expand, at what rate, under what conditions. These matters were all referred to the Project Administrative Council, where related policy was defined.

Budget and Programming. One of the prime objectives of the IIBE Project is to support development of institutional structures in the private sector of Haitian education that can take charge of quality improvement efforts and carry them forward after the termination of the project. No area of project management is more central to this concern for capacity building and institutional development than the budgetary and financial domain. If the governing councils and staff of the new institutions are to learn to manage an educational change project of wide scope and gradually to assume prime responsibility for its implementation, they must have access to financial data on project performance and learn to analyze this information. Furthermore, nothing is inherently more effective in promoting ownership of project goals and activities--and few things have more potential for training--than inclusion of counterparts in financial decisionmaking.

During this report period, significant though incomplete progress was made in building counterpart institutions into the budget cycle and initiating them to the policy decisions that budgetary programming requires. Financial reports on project expenditures are submitted by IEES/FSU to AID/S&T every quarter, but the categories used in these documents are not those needed for substantive analysis of project costs or for program budgeting. There is consequently some translation and adjustment needed if these documents are to serve as a basis for financial reports to the PAC, and there is another whole level of analysis and projection that must be performed in order to lay the groundwork for program budgeting. Initial attempts at this adjustment were made by the FSU Project Supervision Office in January and in late March, and the resulting analyses were submitted to the PAC. An integrated financial reporting and budgetary planning system adapted to the devolution objectives of the project remains to be designed, however.

Personnel Recruitment and Administration. In January 1987, the two technical assistants chosen in December were contracted and began work at the new project office in downtown Port-au-Prince. At the same time, the Selection Committee of the PAC interviewed one remaining candidate for the Chief of Party position, Jean Moisset of the University of Laval, found him to be the most qualified of all those considered, and offered him this position. Moisset, a Canadian citizen of Haitian origin is a specialist in educational financing and economic evaluation of education and is presently employed as Associate Dean for Research at the School of Education of the University of Laval. He accepted the offer of the position and negotiated his employment conditions with the PAC Subcommittee in the month of February, but could not commit himself to assume duties in Haiti until

July 1, because of ongoing responsibilities at Laval. With the selection of Moisset, the long-term technical assistance roster for the project took the following form:

Position	Candidate Chosen
Technical Service Center Director and Chief of Party	Jean Moisset, University of Laval
Educational Administration and Institutional Development Spec.	Antoine Levy, Florida International University
Educational Research and Evaluation Specialist	Maryse Roumain, City University of New York

The month of January also saw completion of staffing in the two Sectoral Service Centers. The two Directors, who had begun work in November, hired five technicians between them (two in each Center and one shared post), plus a full complement of support staff. Technical Service Center support personnel were likewise rounded out with the recruitment of an Administrative Assistant, an Accountant, and an additional Executive Secretary. The latter two staff persons set about preparing a draft set of administrative and personnel regulations for the project offices, which will be presented to the PAC in the month of July.

Project field personnel--ten regional monitors (five Catholic and five Protestant) to operate in the five departments where project schools will be located next year--were recruited in the month of April and trained at project headquarters in May. Equipped with motorbikes, they began shortly thereafter the task of contacting all schools scheduled for participation next year and of preparing their teachers for the training sessions to be held this summer.

During the elapsed six-month period, project management required relatively frequent inputs of short-term technical assistance to support necessary logistic and administrative functions while the long-term personnel were getting in place. With the exception of the preprimary component of the project, however, these personnel inputs were for the moment not concentrated on the technical training tasks that should be the focus of short-term technical assistance in the future, because project infrastructure and personnel were not yet well enough established to benefit fully from such resources. Table I, at the end of this section on achievements during the report period, presents the roster of short-term technical assistance for the December 11, 1986 to June 10, 1987 period.

Material Procurement and Delivery. The IIBE Project involves complex procurement tasks because a variety of locally-produced materials and services must be provided to an increasing number of schools spread over increasingly dispersed areas. Since the majority of project staff were not in place until the mid-point in the school year, schools in the pilot cohort received only a portion of the support intended for them and there were delays in delivery. School furniture orders, for example, only began to be filled in March. From April on, a major amount of staff energy went into preparations for the next school year, when the number of participating schools will grow from 23 in two pilot zones to 125 in five departments of the country. This time, preparations are being made with sufficient lead time to ensure fuller and prompter delivery of needed inputs.

In January, the permanent project offices were established in a downtown section of Port-au-Prince easily accessible to school directors, teachers, and field monitors coming in from outlying areas. The Technical Services Center and the two Sectoral Service Centers were all installed in

contiguous offices on the second floor of a former automobile dealership. The major part of needed office equipment and four off-road vehicles were furnished by the end of February 1987.

Evaluation and Reporting. The arrival of the Evaluation and Research Specialist and of the technical staff of the Sectoral Service Centers in the month of January allowed the project to begin a more regular regimen of field inspections and data gathering than had been possible over the early months of activity. A first statistical portrait of project schools was drawn up in March and April and was integrated into the first report on project implementation, a semi-annual report covering the period from the signature of the contract through the end of March 1987. Subsequent reports should be quarterly. In fact, an entire reporting structure incorporating the subcontracts was proposed in the course of the elapsed semester, but remains to be implemented.

Summary. This past six months of project implementation has been a period of continued set-up and installation. It also has been a period for the pursuit of pilot activities in 23 schools in the field. The coincidence of those two conditions has been the source of some difficulties. Theoretically, it might have been better to set up first, then launch field activities afterwards. Two considerations make this reasoning less persuasive, however:

1. Both Mission staff and Haitian counterparts judged it politically and institutionally critical to get initial activities going in the field by the beginning of the 1986-1987 school year.
2. We have probably learned more this year about the kinds of structures necessary to make the project run precisely because we were obliged at the same time to get activities going in the field --particularly in the critical area of procurement and material logistics.

The challenge has therefore been to maximize the lessons learned and to succeed at the task of initial set-up while minimizing the dangers involved in such a rapid commencement of activities. Firstyear schools have inevitably suffered some in the process, as they have not received the full complement of resources proposed in the PP--though they all received significant support and much more than they had previously enjoyed. In a larger sense, the potentially more serious problem is that project methodology has not been fully applied or evaluated and some undesirable precedents have been set. It will be critically important in the course of the second project year (and the first year of large-scale extension) to give close attention to application of the full organizational and instructional methodology of the project.

Nonetheless, by virtue of the institution development activities undertaken this year--and the experience of the pilot schools in the field--project management is now well positioned to make the necessary adjustments and to begin deriving from project experience a workable and authentically Haitian version of school improvement methodology. This was precisely one of the underlying objectives of the project.

Given the initially unorganized state of private sector education and the large number of schools involved, it seems that the project must go through several stages in building up to a significant impact on instructional outcomes in rural schools. These stages could be outlined as follows, though it should be kept in mind that their sequence represents more a question of relative emphasis than of exclusive concern: in fact, all of these issues are present from the start, but they come front stage, so to speak, in the order indicated.

In the first stage, the emphasis fell on the political task of bringing representatives of private education together and the conceptual task of designing the project. This coincided with the 1985-1986 school year.

In the second stage, the key issue was the institutional one of developing working associations and service centers and engaging competent staff. This has occupied much of the 1986-87 school year.

In the third stage, careful attention must be paid to management issues in order to develop and get control of the mechanisms necessary to furnish needed materials and services to a large number of schools in widely-spread regions of the country. This stage began in March of this year and hopefully will be well under control by the end of the calendar year.

In the fourth stage, which will occupy the whole of the upcoming school year, the school support methodology laid out in the project paper -- instructional, administrative and political -- must be applied, evaluated, and revised in order to ensure maximum impact on project goals.

1.2.2.4. Deployment of IEES Staff and Consultants

Table I presents the roster and schedule of IEES staff and consultants who visited Haiti in the course of the report period to provide technical support for one or another of the three strands of consortium activity described in the preceding sections.

1.2.3. Projected Activities

1.2.3.1. Educational Planning Support

The larger political developments of recent months that have created the impetus for long-term social change in Haiti have brought a short-term climate of political uncertainty and instability that is not conducive to critical policy formulation and comprehensive planning. It is widely acknowledged that the long-range educational planning that is so urgently required in Haiti will not get underway until the political process has successfully followed its course and a democratically-elected government has taken office and set its development priorities and objectives.

TABLE I: IEES STAFF AND CONSULTANT MISSIONS
TO HAITI OVER ELAPSED REPORTING PERIOD

Person	Institution	Dates	Scope of Work
Peter Easton	FSU	11/24-12/14	Support for IIBE recruitment & implementation
John McLanahan	FSU	1/07-15	Support for IIBE procurement & administration
Peter Easton	FSU	1/13-31	Support for IIBE recruitment & implementation
Jean Moisset	FSU (Laval)	1/14-21	Interview for Chief of Party position
Milton Adams	FSU	1/18-2/07	Support for Ministry training needs assessment
Mary Pigozzi	IIR	1/18-31	Monitoring IIBE preprimary component
Peter Easton	FSU	2/15-25	Support for IIBE recruitment & implementation
Steve Anzalone	IIR	3/01-10	Reprogram IIBE public sector component
Mary Pigozzi	IIR	3/01-10	Monitoring IIBE preprimary component
John McLanahan	FSU	3/04-11	Support for IIBE procurement & administration
Peter Easton	FSU	3/08-14	Support for IIBE recruitment & implementation
Jean Moisset	FSU (Laval)	3/08-14	Negotiation of contract
Milton Adams	FSU	3/09-21	IEES monitoring
John McLanahan	FSU	3/18-25	Support for IIBE procurement & administration
Peter Easton	FSU	3/31-4/09	Support for IIBE recruitment & implementation
Milton Adams	FSU	4/06-15	Assistance with revision of CIP
Mary Pigozzi	IIR	4/06-17	Monitoring IIBE preprimary component
John McLanahan	FSU	4/19-23	Support for IIBE procurement & administration
Peter Easton	FSU	4/23-5/01	Support for IIBE recruitment & implementation
Steve Anzalone	IIR	4/26-5/07	Finalize IIBE public sector component
Jean Moisset	FSU (Laval)	5/03-09	Support for organization of Tech Serv Center
John McLanahan	FSU	5/06-13	Support for IIBE procurement & administration
Mary Pigozzi	IIR	5/14-22	Monitoring IIBE preprimary component
Marianne Bloch	IIR (Univ Wisc)	5/19-22	Seminar on evaluation of IIBE preprimary
Charles Super	IIR (Harvard)	5/19-22	Seminar on evaluation of IIBR preprimary
John McLanahan	FSU	5/20-27	Support for IIBE procurement & administration
Milton Adams	FSU	5/24-6/06	Finalization of CIP
Frances Kemmerer	SUNYA	5/31-6/05	PRI Seminar
S. Thiagarajan	IIR	5/31-6/05	PRI Seminar
Peter Easton	FSU	6/03-13	Support for IIBE recruitment & implementation

These political considerations directly influence the objectives and strategies proposed for educational planning support activities during the next reporting period and for the IEES Fourth Project Year. IEES activities are designed to put in place specific resources, skills and data that will enable the Ministry of Education to make decisive progress in educational planning once the new administration is in place, and to take full advantage of the historic opportunity for innovative policy making that should arise in 1988-89, once an elected government is in place. During the period covered by the Haiti Country Implementation Plan, emphasis is therefore placed upon two primary concerns. The first is to provide training to key Ministry technical personnel and University staff to help prepare them for the the major educational planning exercises to be conducted in Project Year Five under the new administration. These exercises include a comprehensive Sector Assessment Update, and a multi-year National Education Plan. Secondly, assistance is planned to expand and improve the quality of the existing data base available for educational decisionmaking. The activities for the upcoming reporting period are outlined below:

(1) Education Policy Analysis Training Workshop (June 1987)

This is the first in a series of training workshops to upgrade the technical skills of MEN staff in areas critical to the conduct of educational policy analysis. It provides training and experience in the analysis of educational policy issues typically encountered in developing countries and will have performance impact at two levels: on the ongoing, daily activities of MEN personnel involved in policy analysis and planning; and on the development of institutional capacity for the conduct of the next Sector Assessment Update.

(2) Sector Assessment Seminar (July 1987)

The purpose of this seminar is twofold: 1) to provide a forum for the review of issues, problems, and methodological questions associated with the conduct and outcomes of the Haiti EHR Sector Assessment; and 2) to conduct an initial determination of data needs for the next Sector Assessment Update.

This seminar is structured around a general review of the 1984 Haiti Sector Assessment exercise for the purpose of focusing constructive reflection upon sector assessment goals and methodology. The discussion and analysis will focus upon the following considerations: a) the purpose of sector assessment, b) its intended outcomes, c) the strengths and weaknesses of the 1984 EHR Sector Assessment, and d) recommendations for issues to be included in the Sector Assessment Update.

(3) Survey Design Workshop (August 1987)

The aim of the Survey Design Workshop is to provide MEN technical personnel with the theoretical and practical skills needed for survey research and to assist in identifying those school characteristics which are the most discriminating and useful for survey sample selection. The workshop will contribute both to better conduct of PRI activities in Haiti and to increased capacity for conducting the preliminary studies needed as a basis for the long-term educational planning expected to take place in IEES Project Year Five (1988-1989).

(4) Computer Applications Seminar for Policymakers (August 1987)

This seminar is designed to provide high-level Ministry of Education policymakers with information about and firsthand knowledge of the wide variety of computer applications available in their areas of responsibility.

Making optimal use of computer technology is an integral component of the Ministry's plan for improving the performance of its central Planning

Division. Ministry staff are presently in the process of deciding on the hardware and software which will be purchased and used to computerize Ministry functions from educational planning to the scheduling of MEN vehicles. A major donor meeting on this issue will be held in October 1987. The purpose of the three-day seminar, which was officially requested by the MEN, is to provide high- and mid-level policymakers with information on the planning support capabilities of microcomputer technology in general, and the wide range of applications to education systems management in particular.

(5) EHR Sector Data Needs Survey (September 1987)

This survey is designed to improve the quality and utility of data collected by the MEN Statistics Section for education policy formulation and decisionmaking, and to lay the groundwork for future sector assessment updates by improving the data base available for sector analysis.

The survey will focus on developing a comprehensive strategy for improving data quality, with particular attention given to determining the most appropriate types of data to be collected in ongoing school census exercises, and to enhancing the utility of these data through improvements in the format of the Ministry's Statistical Yearbook.

1.2.3.2. Policy Research Initiative

The PRI program in Haiti is designed to address policy issues related to the recruitment and retention of highly-qualified and motivated teachers in the primary education system and to increasing the capacity of MEN personnel in the area of policy research. Related activities will be carried on in Haiti throughout the upcoming reporting period. A preparatory study on the current legal framework for the civil service status of teachers in Haiti is scheduled for the August to October period, and a training seminar on PRI research methodology will be held for students of the Ecole Normale

Superieure (Teacher Training College of the University of Haiti) in late November and December. This will be followed by first contact with field research sites and initial preparation of questionnaires.

1.2.3.3. IIBE Project

Projected activities of the IIBE Project are briefly described under the same five general headings used for presentation of the accomplishments of the elapsed semester.

Private Primary School Support. The next six months will mark the first major extension in project coverage, with more than 125 schools now scheduled for participation in five different geographical departments of the country. Teacher training sessions for staff of all these schools will be held in five locations in July and August, and classes should open in October 1987. Several types of support that were not delivered last year will be offered this year, thanks to reinforcement of project staffing. These include school facilities renovation, funds for income generating activities and support for the creation or consolidation of parent-teacher associations. By December, more than 20,000 students should be participating in the project.

Research and Development: This fall, the first thirty experimental preprimary education classes will open in as many project schools, divided into three groups of ten. Each group will be trying out a different low-cost model of preprimary education. Teachers of these classes will be trained in August and September in the new instructional approaches to preprimary education, and final plans concerning evaluation design will be formulated at the same time.

Institutional Development: With the extension of the IEES contract for implementation of the IIBE Project, new subcontracts will be drawn up with

the Catholic and Protestant private education associations. These contracts will cover the period through June 30, 1989, and will provide for progressive transfer of implementation responsibility and the related budget authority to the associations. At the same time, pursuant to the signature of the amendment to AID's bilateral accord with the Government of Haiti, a new unit will be set up within the project's Technical Services Center to begin contacting directors of eligible proprietary schools and laying the groundwork for organizing this as yet unrepresented division of private education. Finally, the Project Administrative Council will continue developing mechanisms for effective oversight of the project -- particularly the institution of appropriate reporting mechanisms and the assumption of full-scale responsibility for budgetary programming by the PAC -- and will begin to study the question of the preconditions to be fulfilled so that AID might be able to contract directly with appropriate Haitian institutions for implementation of the second half of the project (years 4 to 6, or 1989-90 to 1991-1992).

Public Sector: Pursuant to signature of the amendment to the bilateral accord, the divisions of the Ministry of Education which are responsible for questions of accreditation, examination and certification should be able to begin the work of designing methods for more effective regulation and support of the private education system. Successful implementation of these activities will in all likelihood require closer collaboration between the Ministry of Education and the IIBE Project Administrative Council, which is the most important existing entity representing private education in Haiti.

Project Management: The principal challenge in the area of project management in the upcoming six months is to set in motion mechanisms that will enable the project to provide needed resources and services to 125

schools spread over five geographical departments and to ensure reasonably close monitoring of the ensuing activities at the local level. This means that procedures for procurement, inventory, delivery and accounting must be improved and practiced to the point where they can operate semi-automatically with only periodic intervention from program staff, who themselves must be occupied with the concerns of instructional improvement and project methodology.

1.2.4. Anticipated Constraints

The implementation and development of all three branches of IEES activity in Haiti are subject to constraints, created by the current political climate in the country. Haiti is going through the critical but extremely difficult process of moving from thirty years of dictatorial rule to some new kind of political and social system that can both ensure essential freedoms and provide the impetus for badly needed economic development and social reform. This process has been accompanied at times by turbulence--strikes, conflict between the population and the government, interruptions of the academic year--that make it difficult to carry out a sustained program of educational innovation. Two major elections--legislative and then presidential--are scheduled for the next six-month period in Haiti. It is to be hoped that the Government of Haiti and the country's newly-formed political parties will succeed in bringing these to pass without further strife, but the IEES outlook for the mid-term future must necessarily include some contingency planning.

In the technical arena, one particular constraint which continues to somewhat hamper the development of IEES activities in Haiti is the relative lack of French-competent staff and consultants. Specific constraints that relate to the different branches of IEES activity are briefly related below.

Educational Planning Support and Policy Research Initiative:

Stability of personnel and continuity of policy in the Ministry of Education are perhaps the conditions of greatest importance to successful implementation of the branches of IEES activity that directly concern the public sector. The IEES National Steering Committee has been twice reconstituted. There continues to be strong general Ministerial support for IEES objectives, but day-by-day implementation and coherent linkage among activities depend to a large degree upon consistent oversight by those in position within the Ministry.

IIBE Project: Because of its strong support in the private sector, the IIBE Project has been less subject over the last year to the variation in conditions within the Ministry. The principal technical constraints are internal and have to do with the complexity of the project itself and the heavy load of procurement and management activities that the project entails. The danger for the project is twofold: first, that staff will not get sufficient control of the project's logistic requirements to deliver needed services and resources to the field on time, therefore many of the schools may never receive what they need to function; and second, that procurement and delivery will be mastered, but at such a cost in effort and attention that no energy is left to devote to the instructional methodology of the project. As a result, IIBE may become purely a resource delivery mechanism and function only to displace the philanthropic aid that many private schools until recently received.

1.2.5. Conclusions and Implications for the Future

For IEES to have maximum beneficial impact in Haiti, activities in the public sector and activities in the private sector need to be carefully

balanced and related. There are both technical and political reasons for this. The simultaneous engagement of IEES on both sides of the bifurcated educational system in Haiti offers a major opportunity to contribute to better coordination and joint planning of the two sectors, resolving one of the most critical problems of Haitian education. This opportunity will be missed, however, unless both programs are consistently pursued and some of the same basic options--like host country involvement in the planning and budgeting of all activities, donor coordination and so forth--are observed on both sides.

There are also potential political liabilities involved in not maintaining this coordinated stance. Private schools contain many of the most dynamic elements of the Haitian educational system; they have played a critical role in providing opportunities to the population during a period when the government was not able or inclined to do very much; and they offer a great deal for the future of education in Haiti. Yet the role of government--national, regional and/or local--in supporting and regulating educational delivery in the country, and particularly delivery of basic education, cannot be neglected or minimized. Whatever the complexion of future administrations in Haiti, it seems almost certain that there will be a movement toward greater assertion of national sovereignty in the educational sphere and that some questions will be raised about foreign providers or supporters of private education. From this point of view as well, it seems critical that IEES have a clear record of supporting the public sector, as well as the private one, and of favoring improved coordination between the two.

1.3 ACTIVITIES IN INDONESIA

1.3.1 Background

IEES Project Director John Bock of FSU and David Chapman of SUNYA arranged initial agreements with the Government of Indonesia (GOI) and the USAID Mission on two areas for IEES assistance in April-May 1985. The first area of technical assistance was to conduct an Education Sector Review. The second area was to provide technical assistance to the USAID-sponsored Education Policy and Planning (EPP) Project. IEES assistance to EPP consists of identification and placement of three long-term technical advisors and additional short-term consultants to assist Balitbang Dikbud (Research and Development Office of the MOEC) in achieving project goals and to provide ongoing technical support for developing an effective management information system (EMIS).

IEES Central Project Activities. The Sector Review effort was characterized by close working relations 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.

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 decisionmaking.

In January-February 1986, John Bock, Walter McMahon, and Doran Bernard presented the first draft of the Sector Review to the Indonesian Steering Committee and counterparts.

Incorporating the substantive feedback from the MOEC personnel, FSU staff completed the editing of the Sector Review and distributed bound, two-volume copies to AID/W for dissemination to the MOEC and other interested donor organizations.

IEES fielded consultant Michael Hendricks to complete the development of a model for the evaluation of Repelita IV (Indonesia's Fourth Five-Year Plan) June to September 1986. This work was a direct follow-through of recommendations made in the Sector Review and provided input into Repelita V, the Fifth Five-Year Plan. His task specifically was to: (a) define the key questions that will be addressed in the evaluation; (b) develop an evaluation methodology; (c) prepare and implement a data collection plan to obtain three types of data: secondary data, sample data that can be aggregated, and case studies of critical issues; (d) prepare and implement a data analysis plan indicating which data sources answer to each of the evaluation questions; and (e) prepare a report on evaluation of Repelita IV, surveying items a-d above. The report provided answers to evaluation questions specified and agreed upon by the reference group and indicated channels for disseminating evaluation answers.

IEES fielded Doran Bernard to provide assistance in the design of monitoring systems for development projects of the MOEC in coordination with the EPP Project from June to August 1986. Indonesia's sophistication

and complexity of logistical, communication and geographical constraints, make it a relevant example for successful development of project monitoring and management information systems in other countries. Results of this monitoring system development also related closely to the EMIS component of the IEES research initiative. Bernard evaluated the status of project monitoring activities, developed a viable monitoring system to address their shortcomings, and prepared an implementation plan including schedule, organizational responsibilities, and resource and training requirements.

IEES Project Director Jack Bock and Walter McMahon collaborated with Indonesian counterparts in September and October 1986 to develop the Indonesian Country Implementation Plan for IEES Activities. The development of the plan was derived from the recommendations and initial impact of the Indonesian Education and Human Resources Sector Review. The Sector Review, published in draft form in April 1986, has been widely distributed and is used by key decisionmakers in the Ministries of Finance, Planning, and Manpower and Labor, where the Sector Review is now serving as a vehicle for policy planning.

The Country Implementation Plan built upon the Sector Review's broad distribution and use. The activities specified in the plan were derived from the recommendations of the Sector Review. They were extended and refined as a result of close collaboration with Indonesian counterparts and the USAID Mission in Jakarta. The first draft of the plan developed in-country by Bock and McMahon was tentatively approved by Balitbang Dikbud and USAID. Balitbang Dikbud (Office of Educational and Cultural Research and Development) has worked closely with IEES as the critical point of contact with the education and human resources sector in Indonesia. It

provided strong support throughout the sector review process and during the development of the Country Implementation Plan.

Balitbang Dikbud and the USAID Mission requested that the plan should outline development of a continuing policy planning capacity within the Ministry of Education. To accomplish this goal, the plan utilizes a variety of possible funding sources beyond the available IEES funds. This broadened scope offers many opportunities for interministerial, intraministerial, and donor agency collaboration and cost sharing. Such an approach is the basis of IEES strategy for improving educational efficiency and should thus demonstrate the impact which might be achieved with such planning.

The Plan is in the final production stages and should be distributed by July 1987. Implementation of activities will begin immediately upon approval.

1.3.1.2 Education Policy and Planning (EPP) Project Activities

The EPP Project Paper (June 1984) describes the \$9 million project to be conducted in cooperation with the MOEC extending over a six-year period (July 1984 - September 1990).

The purpose of EPP is to improve the quality of education in Indonesia by increasing the institutional 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 Informatik) 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 consists of short-courses, seminars, and workshops. Participants are drawn from Pusat Informatik, centers within Balitbang Dikbud, and other agencies at the national and provincial level concerned with collecting and using educational and cultural information. The training is aimed at increasing MOEC capacity to collect, analyze and store information, and to better inform policy formulation and long-term planning.

The EPP Project completed its First Annual Action Plan in 1986, and this plan has been approved by the Indonesian EPP Steering Committee. The three long-term technical advisors for the EPP Project arrived in Jakarta and completed Indonesian language training. The EPP Project then moved well into the first phase of implementation, with a number of activities launched in the areas of management information system development, policy studies, and related institutional and manpower development.

Policy Research. Two special Policy Research studies were carried out by IEES in cooperation with the EPP Project during the previous report period. A three-month consultancy to assist with the evaluation of Repelita IV provided methodological approaches, data requirements, and illustrations for evaluating the whole education sector in Repelita IV. Additional work is anticipated to further develop and implement the proposed evaluation methodologies. A two-month consultancy to assess current project monitoring needs and practices, and to develop an improved system was completed with implementation to be undertaken by the Sekjen (Secretary General of MOEC). Balitbang will continue to provide technical support to the Sekjen.

The EPP Project assisted several UNDP consultancies for Policy Research Training on economics of education and the selection of a national sampling frame.

EPP Project staff held consultations, reviewed policy research literature, models and data, assessed the status of policy research and the policymaking process, and investigated the information systems and software used for policy research.

To facilitate the inventory of key policy issues, the identification of the research gaps and the eventual specification of the research agenda, a database model for policy research was developed and tested and some basic data was input. A brief paper describing this database was prepared.

Discussions were also held to facilitate the initiation of three additional longer-term research studies in the area of educational quality, internal efficiency and external efficiency. An organizational strategy was developed and the principal investigators, core teams, field coordinators and research networks were identified.

Management Information System. One of the priority tasks in the early stage of the EPP Project was to establish a viable information technology capacity in the selected Department offices including three pilot provinces (Jawa Barat, Sulawesi Selatan, and Nusa Tenggara) to realize technology transfer in an efficient and speedy manner. For this purpose, IBM PCs were purchased and allocated to the selected offices and a training program was initiated to secure required technical personnel in each office. At the same time, an appropriate management scheme was established and introduced to the three provincial offices to effect the management information system (MIS) as an institutional developmental effort. Specifically, three functional entities have been established: The MIS Management Group as the

Policy and Planning Unit of Provincial MIS at the national level, the MIS Task Group as the actual working unit in each province, and the Software Development Groups in the Pusat Informatik whose activities are to develop software required by the provinces for allocation and also provide appropriate technical assistance and on-the-job training.

An intensive evaluation study was conducted on the current project monitoring practices in the Ministry. Until now, Project monitoring has always been problematic because of the lack of organizational coordination, tardiness of reporting, inefficient data/information plan and weak data processing capabilities. The study, after analyzing the current situation, made specific recommendations as to how to improve the project monitoring activities in the MOEC. The recommendations cover a wide range of improvement scheme including institutional development/innovation to development of a computerized monitoring system. The office of the Secretary General has been designated to follow up the recommendations.

Computerization of the entire annual educational statistics has been initiated. The statistics include Basic Education, Secondary Education, Higher Education, Nonformal Education and Culture. The system aims to integrate all the sectional statistics into a comprehensive functional system. Once completed, the system will not only facilitate production of standard educational statistics, but also help researchers and planners for exploiting various facets of information which were not readily available before.

A notable technical achievement was the establishment of a local area network (LAN) with three COMPAQ Computers and two printers in the Project Consultancy Working area. Furthermore, the network is linked up with the IBM System 36, which is currently the host machine for the Pusat Informatik,

and provides immense technical versatility in file and record handling and transfer. More importantly, it presents a viable means of sharing computer resources among computer users, that may be considered as a prototype for further computer installation in the Department.

A Task Analysis was conducted for the three Pilot Provinces. The analysis, which was conducted in collaboration with IKIP Jogjakarta, yielded much information not only for the development of the training module, which was actually the original purpose of the analysis, but also for the project team to understand the management aspects of the Province Offices.

A computer resources survey questionnaire for the Pusat Informatik was designed. The survey, which covers all computer-related resources including hardware, software, technical manpower, will reveal valuable information about the current status of computer-related resources under the jurisdiction of the Minister.

Training. IKIP Jogjakarta has conducted several basic courses in dBase III and Lotus 1-2-3. Five candidates have departed for degree study in the U.S. Two students are now pursuing degrees under the project and one has returned. Several candidates are currently undergoing English language training in Jakarta prior to their degree studies.

EPP Training Modules Developed. IEES consultant Yip Hak Kwong completed a second consultancy in Indonesia from August to September 1986, in order to pilot-test and revise four training modules on the construction and use of an EMI System for reporting, management control and planning. These modules were developed based on advice obtained from Indonesian counterparts in Balitbang Dikbud and the EPP Project during Yip's first consultancy June-July 1986. During the second consultancy, the training

modules were presented to trainers from Balitbang Dikbud and IKIP Yogyakarta and were subsequently revised based on the feedback received from these organizations. The four training modules completed are:

1. Basic Concepts and Computer Applications to Educational Planning, Management, and Research;
2. Construction of the Education Management Information System (EMIS);
3. Use of the EMIS for Management Control; and
4. Use of the EMIS for Planning.

While developing these training modules, Yip worked closely with Boediono and Ace of Balitbang Dikbud and Nat Colletta and Simon Ju of EPP. A fifth module has been discussed, but plans have not been made at this time to produce this module, which would deal with the use of EMIS for research.

The modules have now been translated into Bahasa Indonesia for presentation in the three pilot provinces of EPP.

1.3.2 Accomplishments During This Report Period

1.3.2.1 IEES Central Project Activities

Over this report period, the Country Implementation Plan of IEES Activities was sent to Balitbang Dikbud, USAID/J, and S&T for substantive review. The final printing of the Sector Review was completed and the final documents distributed.

Indonesia hosted the Second International IEES conference in Denpasar in February 1987. This conference is described in another section of this document. The IEES Policy Research Initiative is now underway in Indonesia.

IEES Central Project Staff time for Indonesia has focused, over this reporting period, on articulation between the EPP management and central IEES staff on the EPP activities and their collaboration with IEES Activities.

1.3.2.2 EPP Project Activities

The major accomplishment in the area of management information system development is the completion of the detailed operational plan for a Ministry-wide Integrated Management Information System for Improved Policy Formulation and Long-term Planning. This is the first plan of its kind in Indonesia and may be the first comprehensive plan of its kind in the developing world. The plan will serve not only as a guideline for strengthening data-based decisionmaking in Indonesia, but also a model which other nations might eventually emulate.

The process by which the plan was developed contains lessons for the potential success of the project. The involvement of three pilot provinces representative of the diverse span of control and data requirements of the country helped greatly in grounding the plan in the realities of local data collection, processing and analysis capability and requirements. It also allowed for the education of the national level staff in the functional use of information from the provincial perspective. Information flow was seen as a two-way process. The organization of provincial level MIS teams, meeting quarterly with the national level to discuss MIS development, problems and future plans, was a key institutional innovation promoting horizontal and vertical communication. In this regard, the MIS is not only as a source of information but also as a means of promoting organizational dynamism.

The policy research component of the project has had several major accomplishments. The studies on the monitoring of development projects and the evaluation methodology for Repelita IV produced useful recommendations. A major study on the Quality of Basic Education has also been designed and is in the early stages of implementation. The process of research design has been approached as a developmental activity rather than the performance of research. In this connection, research teams have been formed in the three pilot provinces comprised of managers and planners from the Provincial Education offices and researchers from the local research network universities and IKIPs. The thrust of the effort is to move Balitbang away from its past role of conducting research itself to that of becoming a manager of the research process. It is further expected that employing research teams which include educational decisionmakers will help to address the problem of linking research findings with use in policy formulation and educational practice. Regional training and domestic seminars have been organized to support these research development activities. Continued promotion of such a research strategy in other policy studies should enable the project to make a lasting institutional impact on the conduct and use of education research in Indonesia.

A major policy study was completed during this report period in the medium-term manpower plan for the MOEC. A set of meetings and seminars are currently being planned to ensure technology transfer and the development of institutional capacity within Balitbang to update this plan on a regular basis, as well as to introduce the methodology to the provincial offices for development of similar provincial level plans.

Concerning policy research development, there is an urgent need to:

- 1) develop a conceptual linkage between the foreign assisted research

activities now harnessed by the successful entrepreneurship of Balitbang and the above ongoing MOEC research agenda; and 2) create mechanisms for making the static knowledge already existing in the Balitbang data bank (past studies) active and accessible throughout the ministry and to the public in general.

The institutional development component is an important dimension of the EPP Project. It is still too soon to be able to evaluate what, if any, contributions the technical activities will make to long-term institutional development. In light of substantial budget cuts in Indonesia, due to the drop in oil revenues, limitations of the organizational capacity to sustain long-term institutional development are a working reality.

Despite these constraints for institutional change, there remains much for institutional development. One possibility is that the project may move in the direction of strengthening the provincial education offices, particularly going to scale with the computerization of their daily work. It has become evident that these machines are not idle even in the absence of continuous training and support. Another possibility, since a large share of the computerization work deals with planning and budgeting functions, is to relate the project more closely to the activities of the Secretary General's Planning Office.

1.3.3 Projected Activities

IEES objectives and activities in Indonesia are described in Project Plan: Year Four.

1.3.4 Constraints Encountered and Anticipated

The further reductions in the Repelita development budget relative to education plans continues to constrain planning of activities in the educa-

tion sector in Indonesia. These reductions have dramatically demonstrated that basic IEES strategies of careful reallocation of available resources and improved donor coordination for maximizing assistance are critical to the education sector. The problem of unabsorbed external assistance funds (SIAP) has greatly lessened in Indonesia due to the increased budget reductions. As other categories of budget reductions are increased, SIAP effects correspondingly lessen.

A constraint to both EPP and central IEES activities continues to be the lack of clarity in identifying where responsibility lies for both medium- and long-range planning in the education sector. The lack of specification of responsibility in this area between the Planning Bureau of the Secretary General of the Ministry of Education and Culture and Pusat Informatik of Balitbang Dikbud not only hinders the formulation of strategy for effecting change, but also presents problems for the day-to-day operation of activities. It will be to the advantage to both the Ministry and IEES (and particularly EPP) to have this responsibility clearly defined.

1.3.5 Conclusions and Implications for the Future

The six months of this report period, the second half of the IEES Third Project Year, continued to be extremely productive in Indonesia despite EPP staff resignations. This productivity has been largely the result of the close coordination maintained with both Indonesian counterparts and USAID Mission personnel. While the insistence on maintaining such coordination has at times slowed some processes and perhaps complicated others, it has proven to be the most effective approach for ensuring maximum utilization of resources and lasting commitments to activities.

The completion and dissemination of the Indonesian version of the Sector Review has continued to widen the impact of that IEES study. A

Bahasa Indonesian translation of the study was created in order to provide a basic reference manual for decisionmakers and planners throughout key ministries, and to provide an accessible base for data-driven policy formulation at the most senior levels of the MOEC. The Indonesian version has now involved key decisionmakers in the debate of the issues and recommendations of that study. The study is both widely discussed and used as a policy vehicle with great potential impact on improving the efficiency of education in Indonesia.

As the result of increasing demand for, and use of, the EHR Sector Review by government agencies, a refined edition of 300 additional copies was prepared at FSU in a new, three-volume format and provided for government use in Indonesia.

The efforts of the Balitbang Dikbud during this report period in hosting the Second IEES International Conference contributed greatly to the success of that meeting. The work of Balitbang Dikbud staff was appreciated by the representatives from the IEES collaborating countries and aided in the development of the cross-national networking among these countries.

This report period saw the completion of the Country Implementation Plan for IEES Activities. This plan flows from the recommendations of the Sector Review and lays out a plan of activities for utilizing scarce resources for achieving maximum effect in the education sector. The collaboratively-developed plan for Indonesia achieves even more effective utilization of resources as it was extended, at the request of government, to include planning for resources beyond those available through IEES. This plan, which is now being finalized by Project Director John Bock of FSU, will thus demonstrate how effectively the IEES strategy can work to improve educational efficiency.

Despite the difficulties resulting from the unanticipated resignation of two EPP RTAs (Chief of Party Colletta and Policy Analyst Salkin), EPP continued to make substantial progress towards the development of an effective Education Management Information System, the Quality of Basic Education Study, and the Mid-Range Manpower Plan for the MOEC. This was due to the strong support of both the Balitbang Dikbud staff and Cameron Bonner and the staff of USAID/Jakarta. Most important, however, has been the work of Simon Ju, who not only continued to perform his assigned tasks as EPP MIS Planning Specialist but who also assumed the responsibility of Acting Chief of Party. In this role, Ju has displayed excellent managerial skills and leadership qualities which have greatly contributed to the momentum EPP has sustained through this period.

The next six months will be a period of implementation of the activities described in the Country Implementation Plan through continued coordination with both counterparts, particularly BAPPANES and the Ministry of Finance, and USAID Mission. For EPP, in spite of the setbacks of staff resignations, it will be a time of rapid expansion of activities, both in pace and scope.

1.4 ACTIVITIES IN LIBERIA

1.4.1 Background

A comprehensive education and human resources sector assessment in September - November 1982 preceded IEES work in Liberia. The sector assessment report was published in June 1983. IEES assistance since June 1984 has been supported through either central IEES or Mission funding.

The sector assessment conducted in Liberia was consistent with the approaches and formats subsequently utilized by the IEES Consortium. Joan Claffey, IEES CTO, served as team leader for the assessment, and consortium staff members Victor Cieutat of IIR and Douglas Windham of SUNYA were members of the assessment team. This assessment was coordinated by the Ministry of Planning and Economic Affairs and was prepared by AID-sponsored specialists working with a team of professional staff from the relevant ministries and institutions.

From June until the end of 1984, the IEES Consortium was requested to participate in a number of educational development activities in Liberia. These included providing technical assistance to USAID/Liberia for planning the anticipated second phase of the Improved Efficiency of Learning (IEL) Project. The first phase of the IEL Project was the development and field validation of a low cost programmed instruction approach to primary education. The purpose of this project was to provide primary grade teachers with a tightly organized instructional approach that would compensate for the highly variable, and generally low, professional qualification level of the available teaching staff.

Several independent evaluations of the IEL Project reported that it was an effective instructional strategy and was cost feasible for implementation on a national basis. The second phase, referred to as IEL II,

was intended to install the programmed approach nationwide. George Dawson of FSU assisted the Mission with the preparation of the Project Identification Document for IEL II in February, 1984. A Project Paper design team, which included Douglas Windham and Edward Kelly of SUNYA, Jerry Messec of FSU, and Gwenneth Eng of AID, worked with Mission staff during June and July 1984. Their work served as the basis for the initial version of the IEL II Project Paper.

Other IEES assistance in 1984 included the provision of training for selected Liberian educators in the techniques of criterion referenced test development for the assessment of the initial IEL Project, and the construction of a sampling plan to guide the administration of these tests. Edward Kelly of SUNYA completed this work in June 1984. In July - August 1984 the Liberian Government organized a National Policy Conference on Education and Training as a result of educational policy issues highlighted by the sector assessment. Victor Cieutat of IIR represented IEES at this conference, which also included delegates from the World Bank, AID, USAID/Liberia, Florida Atlantic University, the West African Examinations Council, UNDP, and the French government.

The IEES Project, through its work on the sector assessment and subsequent consultancies, has encouraged the Liberian government to focus on significant policy issues in the education sector. The National Policy Conference on Education and Training was given more urgency and importance by indications from the World Bank that the topics on its agenda needed to be carefully examined before discussion of the basic objectives of the Fifth Education Project proceeded.

During 1985 there was an hiatus of IEES activity in Liberia. With the replacement of Henry Reynolds by Stanley Handleman as USAID/Liberia's Human

Resources Development Officer, the IEL II Project concept was reexamined, and the Project Paper was extensively revised. The deteriorating economic condition of Liberia led to a reconsideration of the viability of donor assistance for education, which resulted in a hold on further IEES-related work for nearly all of 1985 and the early part of 1986. During this period Handleman and Othello Gongar, Assistant Minister for MOE Planning, attended the IEES International Conference held in Botswana in November 1985, at which time discussions were held with the IEES Project leadership about reactivating IEES work in Liberia. Specifically discussed were three activities which were projected to take place during 1986: (1) a Sector Assessment Update; (2) a study of the potential for integration of the World Bank Textbook Project and IEL II; and (3) assistance to the Ministry of Education in the development of a new national five-year plan for education. Though these discussions were tentative, planning for these activities was scheduled to continue in early 1986.

Instability resulting from a coup attempt in November 1985, coupled with the deteriorating economic conditions of Liberia, resulted in further delays in reaching final definition of the future role of the IEES Project in Liberia.

In February 1986, Othello Gongar, who had become Minister of Education, attended the meeting of the IEES Steering Committee in Tallahassee, where he confirmed his continuing interest in collaborating in IEES activities, and particularly, in the three activities mentioned above which had been planned for Liberia.

Two other activities worth noting were sponsored by IEES prior to the period of the present report. IEES sponsored the attendance of Albert Coleman, Director of Teacher Education in the Ministry of Education (MOE),

at the World Conference on Technology in Education in Manila. It was expected that Coleman's participation in the conference would support the integration of study materials, other IEES efforts being considered, and eventual implementation of the IEL II Project. Coleman returned to Liberia from the Phillipines by way of Washington, D.C., where he met with representatives of IEES and AID/W S&T staff.

As a result of the continuing IEES contact with Liberian education, IEES was requested to field a team in October - November 1986 to assess the feasibility of integrating the IEL programmed learning system with the World Bank textbooks and other elements of conventional Liberian education. The team, led by IEES PI Robert Morgan, included the following:

Milton Adams, FSU
D. Musuleng Cooper, Monrovia, Liberia
Clifton B. Chadwick, Santiago, Chile
Richard H. P. Kraft, FSU
David K. Vinton, Monrovia, Liberia

The MOE, confronting the problems of introducing the innovative IEL teaching approach in schools throughout the nation, requested that this study be conducted to assess the feasibility of effectively integrating the programmed learning approach with the traditional schools. The study was tasked to examine what practical problems of integration might be anticipated, if such integration of methodologies were found to be feasible, and what measures should be taken to deal with these problems. Cost issues were also of great concern to the MOE. The MOE wished to determine if the Liberian government could afford to implement an integrated curriculum and if it could afford the continuation and maintenance of the system in the years to come.

The study team gathered and analyzed information on the current status of Liberian public primary schools, the nature and quality of currently

available instructional materials, the teacher training programs, and the administrative, management and school supervision functions. It was their conclusion that integration of the innovative programmed learning system with the traditional instructional programs and the newly available elementary textbooks was not only feasible, but highly desirable. The team report concluded with a series of recommendations for the planning and implementation of the new, integrated Liberian primary education program.

The report of this study, The Feasibility of Integrating Programmed Learning with Conventional Instruction in Liberian Primary Education (November 1986), was distributed to government and Mission officials in Liberia and in other IEES collaborating countries.

1.4.2 Accomplishments During Report Period

Three significant activities have occurred during the present reporting period. First was the initiation of Liberia's participation in the IEES Policy Research Initiative. Albert Coleman was designated as the Country Research Coordinator for these research activities in the area of Teacher Incentive Systems. Second was the participation of Liberian representatives in the Second IEES International Conference held in Indonesia from February 15 to 21, 1987. The third activity was the provision of IEES assistance to USAID/Liberia in revising the IEL II Project Paper as a result from the recommendations of the integration study described above. These three activities are discussed in the paragraphs below.

Participation in IEES Policy Research Initiative. Discussions of Liberia's participation in the IEES Policy Research Initiative continued following the First IEES International Conference in Botswana. Liberia elected to join in the research effort focused on Teacher Incentive

Systems. Albert Coleman was designated as the Country Research Coordinator in Liberia. Sivasailam Thiagarajan of IIR and Frances Kemmerer of SUNYA, along with the other Country Research Coordinators for the countries involved in the teacher incentives research met in Sana'a, Yemen Arab Republic (November 1986), and in Denpasar, Indonesia (February 1987). These meetings resulted in a coordinated research plan for each of the three countries. These plans specified the research questions to be addressed, time and resource requirements, and research management procedures. The entire IEES Policy Research Initiative is described elsewhere in this report.

Second IEES International Conference. Minister Othello Gongar and Albert Coleman, Assistant Minister for Teacher Education, attended the Second IEES International Conference in Denpasar, Indonesia in February 1987. USAID/Liberia's HRDO, Stanley Handleman also attended the conference. Apart from the regular agenda of the conference, meetings were held with Gongar, Handleman, IEES CTO Joan Claffey of AID/S&T, and PI Robert Morgan of FSU. These meetings continued the discussion of the role of IEES in Liberia. The two previously discussed activities (the sector assessment and assistance with the development of the five-year educational plan) were focuses of these meetings. The feasibility of IEES providing interim technical support to the reactivated IEL II Project was reviewed. Handleman indicated that two requests for consultancies for this support would be transmitted to Washington shortly following the Denpasar conference. These requests were for a consultant to assist with the revision of the IEL II Project Paper, and for an advisor to work with the Ministry of Education on improvements in the field and central supervisory processes for primary education. Handleman also informed the meeting that

Liberia was in serious arrears on its international debt service and was being put on notice that unless these arrearages were reduced to an acceptable level by May 31, 1987, USAID would begin a phase-out of its support programs in Liberia. The planned sector assessment and other IEES-related educational activities would be potentially affected by such action. Gongar stated, however, that it was unlikely that the government would fail to meet the debt service requirements.

Morgan proposed that a somewhat truncated sector assessment might be sufficient, given the fairly complete analysis of the primary education program completed by the Integration Study Team in October - November 1986. In the course of the meeting, it became apparent that the economic/fiscal situation in Liberia was in such a state of flux that a complete sector assessment was probably indicated. The following focal topics for the assessment were agreed on by the group:

- Macro Economic Analysis
- Micro Economic/Fiscal Analysis
- Administration/Management and Organization
- Instruction and Curriculum for Primary, Secondary and Higher Education
- Teacher Training and Supervisory Functions
- Vocational Education
- Nonformal Education

It was noted also that an assessment of this scope would require six IEES technical personnel and at least two Liberian participants for six weeks. It was agreed to schedule the sector assessment startup in the time range of May-August 1987. USAID/Liberia is expected to bear most of the costs of the sector assessment.

IEES assistance to the Ministry of Education with the development of the next five-year national educational plan was also considered. It was agreed that this work should follow the completion of the sector assessment and probably could not take place until late in 1987.

Project Paper Revision. IEES was requested to provide assistance to the Mission in the revision of the Project Paper for IEL II, and Charles Green, a former AID Education Officer, conducted this assignment. Green worked with government and Mission personnel in Monrovia from March 9 through April 9, 1987.

1.4.3 Projected Activities (for June - Dec 1987)

Projected IEES activities in Liberia are discussed in the IEES Project Plan: Year Four.

1.4.4 Constraints Encountered and Anticipated

Constraints to an orderly implementation of the IEES Project in Liberia have been several. An attempted coup d'etat, the economic crisis, changes in the senior Ministry personnel, and changes in key assignments within the USAID Mission, have created difficulties in implementing a coherent IEES program in Liberia.

Conditions to date have not permitted the development of a Liberian Country Implementation Plan. This has been a serious impediment to IEES work as this plan is a major component of IEES strategy and brings together IEES, government, and Mission officials to identify critical and highly-leveraged activities for maximum use of IEES resources. Also the sector assessment which was completed in late 1982, is almost completely out of date, due to changes in the government and the deteriorating economic condition of the country. No local IEES Steering Committee has been

formed, which poses additional difficulties. On the other hand, the absence of such a committee has resulted in the Minister personally involving himself and his key department heads in the planning of IEES work, which has been essential, given the fluidity of the situation to date. It should be noted that Minister Gongar was previously the designated IEES Coordinator for the Ministry.

The current economic state of the country is the most significant barrier to improving the efficiency of Liberia's educational systems. While making such work more difficult, national financial hardship serves to give the task of improving efficiency a sense of necessity and urgency - and governmental support - not often found in more prosperous societies. The constraints noted are the present reality in Liberia and are not likely to change significantly in the near term. While these constraints do not make the job of improving educational efficiency impossible, they make such work difficult and challenging.

1.4.5 Conclusions and Implications for the Future

Despite the difficulties encountered in Liberia, a number of positive actions have been achieved. The IEL II Project has been thoroughly reviewed and revised, and is now better designed for long-range impact on primary education improvement. As a consequence of the IEES Integration Study, policy decisions have been made by the Ministry of Education and the Office of the President which will have continuing impact on educational efficiency. The President of Liberia has announced nationwide that reform, expansion, and improvement of primary education is one of the nation's highest and most immediate priorities. A regulation has been promulgated that attendance at primary schools is required throughout the country - and

government has announced that this regulation will be enforced. The IEL Project office has been closed and its resources, personnel, and mission have been assigned to the newly-formed Bureau of Primary Education. This serves to diminish the temporary, experimental, and separate character of IEL and is further evidence that the programmed teaching approach has been moved to normal MOE operational status. The new Assistant Minister of Primary Education is Janice Vani, who has served as the Director of the IEL Project since its inception. Consistent with the recommendations of the Integration Study, the Ministry has decided to place the recently acquired textbooks in all classrooms without cost to the students. These materials will be used in coordination with, and as a supplement to, the critical instructional delivery system, the IEL programmed teaching approach. Another reorganizational step has led to the elevation of the teacher training program of the Ministry to Bureau status, with Albert Coleman appointed as its Assistant Minister. As was noted earlier, Coleman is the Liberian Country Research Coordinator of the IEES Policy Research Initiative. This measure should reduce the fragmentation and attendant inefficiency of Liberia's teacher training programs.

With respect to the future, it is essential that a national IEES Steering Committee be formed for Liberia and that a Liberia Country Implementation Plan for IEES activities be developed. Such a plan, of necessity, will have to be flexible and able to shift to accommodate changing conditions in Liberia. USAID/Liberia has now moved into the second phases of both its rural radio and IEL Projects. It is unlikely that any large new initiatives in educational development will be undertaken in the near future. At the present, it is difficult to predict what educational assistance may be obtained from other international donor

agencies. As a result, the focus of the IEES Project in Liberia for the next two or three years is likely to be on assisting with the improvement of the Ministry of Education's evaluation, planning, and management functions. Assisting the Ministry to improve its capacity in these areas could have important and enduring benefits for education in Liberia.

1.5 ACTIVITIES IN NEPAL

1.5.1 Background

Since its inception thirty-five years ago, the Government of Nepal (GON) has accomplished the task of creating a national school system in the face of severe geographical and economic constraints. All levels of Nepal's educational system are characterized by growing demand and the need for greater fiscal and administrative efficiency. Managing, staffing, and monitoring the educational system is constrained by:

1. inadequate communications and transportation infrastructures, and
2. a shortage of appropriately trained personnel at all levels.

Despite increasing numbers of university graduates, the pool of competent mid-level ministry officials, school administrators, and teachers (particularly at the primary level) remains relatively small. The critical challenges now facing the Ministry of Education and Culture (MOEC) are to strengthen its capacity to manage the growth of the system, to plan for its future, and to increase its effectiveness at all levels.

Two IEES teams visited Nepal in 1985 to establish the consortium's initial scope of work. Priority areas, first identified in January 1985 by IEES CTO Joan Claffey of AID/W and PI Robert Morgan of FSU, in consultation with MOEC leaders and USAID Mission personnel, were elaborated and refined by the planning team of Project Director John Bock and John Mayo of FSU, and Frances Kemmerer of SUNYA during their subsequent visit to Kathmandu in May and June 1985. These initial priority areas included: (a) improving the data management and planning capacities of the MOEC Manpower and Statistics Division, and (b) strengthening the evaluation capacity of the Radio Education Teacher Training Project (RETT II). After extensive

discussions with MOEC officials on these topics, the team prepared a plan for initial IEES activities and submitted it to the Secretary of Education in June 1985. Participation in the IEES Project, along with plans for the first year of collaborating were approved by the GON in September 1985. They included the posting of a Resident Technical Adviser (RTA) to oversee implementation of all IEES activity.

1.5.1.1 Improving the Management Capacity of the Manpower and Statistics Division

The MOEC Manpower and Statistics Division labors under constraints associated with inadequately trained staff at the central, regional, and district levels. Particular problems are: (a) headmasters and teachers do not fully understand the necessity of keeping accurate and up-to-date records on student enrollment and attendance, school characteristics, finances, etc.; (b) there is inadequate formal coordination within the Ministry among the units and divisions which collect information on the schools; and (c) there is a lack of necessary equipment to ensure the accurate processing, analysis and reporting of data in a timely fashion. The poor quality of information which results from these factors serves as a major constraint to planning.

To address these problems, technical assistance was inaugurated by IEES in January 1986. In-country training for six staff members of the Manpower and Statistics Section and ten of their counterparts in the MOEC regional and district offices was begun with the Information Management Workshop conducted by Michael Green and Frances Kemmerer of SUNYA and Barbara Butterworth (IEES RTA-designate).

The workshop provided hands-on instruction in the design and field-testing of survey instruments required to collect, process and report

school data. In the course of the workshop, IEES personnel were able to assess staff competencies and outline future training priorities. They also produced a draft of a survey questionnaire to collect data on the physical and financial condition of the schools. Given the uneven preparation and English-speaking capacities of the participants, a small working group format was found to be the most efficient training mode and the one most able to sustain interest. Such conclusions have been confirmed in other IEES workshops in Nepal.

IEES appointed Barbara Butterworth as Resident Technical Advisor to Nepal beginning in February 1986. Butterworth's primary assignment is to support, monitor, and direct IEES activities related to building capacity in the Manpower and Statistics Section of the MOEC. Her secondary assignment is to provide technical assistance for and to oversee the implementation of the integrated evaluation plan for the Radio Education Teacher Training Program (RETT II). The Manpower and Statistics Section has been supplied with one microcomputer, one printer, and several software packages. A second microcomputer and printer are due to arrive in Nepal shortly.

Michael Green returned to Kathmandu in May 1986 to lead the Introductory Microcomputer Workshop for the staff of the Manpower and Statistics Section. The focus of this two week activity was the care and use of computer hardware and software, keyboarding, and basic data entry and retrieval skills. RTA Butterworth had planned to provide MOEC staff with an introduction to computing prior to Green's workshop but electrical problems within the MOEC, coupled with computer hardware problems, prevented such pre-workshop training from taking place. These problems underscore the persistent environmental and logistical handicaps which

affect the development of an efficient data processing operation. It is reassuring to note, however, that Nepal is developing a cadre of trained computer specialists so that subsequent hardware and software problems can be resolved in Nepal. The lack of a consistent supply of electricity at the MOEC is another constraint on the efficient use of computers.

During the course of the last year, the Manpower and Statistics Section has developed a school data form to standardize the data collection process. Forms were sent to the 75 districts for distribution to each school. Of the four copies of each form, one was for the District Education Office (DEO), one for the Regional Education Office (REO), one for the Manpower and Statistics Section, and one was retained by the school. Although data are tabulated at the district level, having a record for each school on file at the central level allows for a double checking of data and a random sampling of forms for the analysis of school level issues. A tabulation form and a new district summary form were prepared for use with the school form. Two persons from each district were trained to use these forms at one of the five regional level workshops conducted by the Manpower and Statistics Section Staff.

In addition to guiding the above activities, RTA Butterworth has devoted considerable time to the ongoing training of the staff of the Manpower and Statistics Section in the use of the Enable software package. A data base was developed for the August 1985 data as well as a data base for information collected by a separate survey on primary school dropout and repetition rates. Statistical tables using these data sets were produced demonstrating to the MOEC both the speed and variety of formats in which information can be presented when it is computerized.

A dropout study report was circulated indicating that most of the wastage occurs between first and second grades, 23% of all primary students are repeaters, and that girls dropout and repeat at approximately the same rate as boys although their initial enrollment rate is much lower. Computerizing the annual data means that the Educational Statistics Report for 2042 (1985) was ready to be printed six months prior to the original date. The section's ability to produce useful and timely data improved during the year and requests for additional help, such as summarizing the annual budget by district, were made. The awareness of the capabilities of the computer and the general level of computer literacy within the MOEC also increased notably over the course of the year.

In addition to these training and technical support activities, Butterworth's scope of work calls for assistance to the Planning Division in the conceptualization and design of projects for external funding. In this capacity, Butterworth and Karmacharya developed a draft proposal for the School Mapping study to be funded by the World Bank and an outline of additional activities and equipment to be purchased with these funds. IEES will also provide some funds to the School Mapping Project. Butterworth has developed strong ties with the World Bank, UNICEF, and other donor agencies in an effort to provide standardized information for planning and human resource utilization.

Iswor Upadhyay, Joint Secretary in charge of the Planning Division, helped to design and direct the first year of IEES activities in Nepal. He was also a member of the International Steering Committee. His departure in October to become head of the Examination Division has removed an important supporter of IEES activities within the MOEC. However, Keshab Nepal, Upadhyay's replacement has demonstrated an interest in and support

for IEES activities and is becoming quickly oriented to the objectives of the project.

1.5.1.2 Strengthening the Evaluation Capacities of the Radio Education Division (RED)

Increases in both student enrollments and birth rates indicate that the MOEC will not be able to meet the demand for adequate numbers of trained teachers at the primary level for the foreseeable future. This continuing undersupply of qualified teachers is the rationale behind the MOEC/USAID Radio Education Teacher Training Project (RETT II). Its aim is to enhance inservice teachers' knowledge in core subjects (mathematics, science, Nepali, and English) and, in so doing, to prepare them for the critical School Leavers Certificate (SLC) exam. Radio instruction in the core subjects will be phased in over a four-year period. Twice-weekly broadcasts in English began on a pilot basis in May 1986. Two hundred teachers, concentrated in five of Nepal's seventy-five districts, participated in the program during its pilot year.

IEES involvement in the Nepal Radio Education Division (RED), and specifically in the RETT II evaluation, is a direct response to requests made by the MOEC and USAID Mission during the original planning exercises conducted by consortium personnel in January and May 1985. This involvement is based on three objectives:

1. To increase RETT II's potential for success through the provision of additional human and financial resources. One of the weaknesses attributed to previous attempts at radio education in Nepal was the early abandonment of the formative research required to adjust the content and pacing of radio lessons to meet the needs and learning patterns of the target audience.
2. To ensure that appropriate emphasis is placed not only on faithful implementation of RETT II's multi-media learning package, but also on the range of formative and summative evaluation strategies necessary to guide future decisions regarding radio education in Nepal.

3. To prepare a cadre of experienced evaluators within the RED, as well as within related government agencies, capable of training others and of conducting a broad range of program evaluations in radio and other areas in the years ahead.

The design of RETT II calls for a multi-faceted evaluation program to be carried out by two groups: the research unit of the RED and the Research Center for Educational Innovation and Development (CERID). A critical need foreseen by IEES personnel during their planning visits was to devise a unified evaluation plan, one that would prevent RED and CERID researchers from working at cross purposes, and ensure that data would be fed back into the system in timely and helpful ways. To do this, a two-week Evaluation Planning Workshop was conducted by Mayo at RED headquarters during which an "Integrated Evaluation Plan" was outlined, specifying data collection instruments to be used and a tentative schedule.

This outline was subsequently elaborated by Dibya Man Karmacharya, Reader at Tribhuvan University and IEES consultant since March 1986. In addition to facilitating the RED evaluation activities, Karmacharya supports the management and information activities of Butterworth as needed.

To solidify the RED-CERID relationship and address other issues pertaining to the conduct of the RETT II evaluation program in its pilot year, Mayo returned to Nepal in May 1986. During his visit, a special meeting of the RETT II Research Committee was convened to ratify the "Integrated Evaluation Plan." In addition, the committee asked Karmacharya to continue to provide administrative liaison within the project, thereby enhancing the coordination of data collection and the timely reporting of results.

Karmacharya has proved invaluable to the implementation of all evaluation activities associated with RETT II. The "Integrated Evaluation Plan" was ambitious in light of the manpower, communication constraints, and the slow pace at which decisions were implemented. Nonetheless, the evaluation activities provided useful information to script writers and a clear picture of problems being encountered by listeners in the field. Karmacharya coordinated and participated in the field visits of the CERID and RED staff and the regular Friday teacher observation sessions at RED. He assisted in the design and implementation of the teacher reorientation sessions conducted about midway through the course to be sure the teachers had finally received the books and knew how to listen effectively to the program. He played a leadership role in the design, scoring, and analysis of test scores and interview data. All project reports relating to the data collected and analyzed have been produced under his direction.

Many discussions based on feedback from the field have been held among the RED and USAID staff, but final decisions as to the direction for the project for the coming year were postponed with the departure of Upadhyay who headed the policy committee. Decisions have been further delayed as RED has shifted institutional location within the MOEC with the establishment of 20 permanent positions and to await the results of a mid-term evaluation conducted in February 1987. It is hoped that the new institutional arrangement and permanent staff members will improve staff morale and bring in sufficient numbers of personnel with skills needed to write, produce, and revise interactive, educational radio scripts.

1.5.1.3 IEES Country Plan Implementation

IEES commitments to Nepal have been strengthened as a result of the country plan effort conducted by Frances Kemmerer of SUNYA and Sivasailam

Thiagarajan of IIR in June 1986. The plan begins with a useful overview of the educational system and covers a wide range of activities including additional in-country and out-of-country training, research and technical assistance. These activities focus on strengthening the information management capabilities of the MOEC and the evaluation activities of RED. See accomplishments during the report period (Section 1.5.2) for an outline of the activities identified in the Country Implementation Plan.

1.5.1.4 EHR Sector Assessment

At the meeting of the IEES Executive Management Committee in September 1986, it was decided to propose that Nepal collaborate with IEES in conducting an education sector assessment activity to serve as the basis for future educational planning. Douglas Windham of SUNYA clarified the issues related to the conduct of a sector assessment when he was in Nepal for the EMIS research meeting in November 1986. Windham proposed that a four-person team work in Nepal for eight weeks between May and August 1987 to conduct a sector assessment that would be complementary to studies to be conducted by the World Bank and the Asian Development Bank. The collaborative work with the the MOEC will emphasize educational cost and financing, primary and secondary education, teacher training, and adult/nonformal education. The proposal was approved by the MOEC and the USAID Mission in December 1987. The MOEC requested that four Nepali counterparts be appointed to work on the team to help assure the relevance of the sector assessment for Nepal.

1.5.1.5 Policy Research Initiative

Nepal opted to participate in the Education Management Information Systems topic of the IEES Policy Research Initiative. The MOEC selected

New ERA, a local social science research organization, to conduct this research. Madhup Dhungana, the Project Director assigned by New ERA, participated in the initial planning session conducted by David Chapman of SUNYA in Nepal in November 1986. Representatives from Yemen and Somalia also participated in this meeting. In close consultation with the MOEC, New ERA has designed a study that should prove extremely useful to the MOEC as it seeks to improve its data collection and dissemination system.

1.5.2 Accomplishments During the Report Period

The "Nepal Country Workplan" identifies the following areas of opportunity for the 1986/87 workplan year:

- MOEC Division of Planning. The focus here is on improving the data collection, analysis and dissemination system by providing computer training, training for those involved the data collection process and technical support in developing new data collection forms;
- Radio Education Teacher Training II. IEES supports the design and implementation of formative and summative evaluation activities related to RETT II; and
- Cross-National IEES Policy Research Initiative. Nepal will participate in the Education Management Information System Study, along with Yemen and Somalia.

In connection with these three areas of opportunity, the Country Plan identifies eleven activities for the second year of IEES involvement in Nepal. These are:

PLANNING:

- Central level on-the-job training in data collection and analysis
- Central level out-of-country short-term training in advanced statistics (one person)
- District training in data collection and analysis (for supervisors)

EVALUATION:

- Implementation of RETT II evaluation design
- Evaluation workshop II
- Review and revision of RED evaluation activities

RESEARCH:

- Participation in the cross-national research project
- Technical assistance to the proposed MOEC/World Bank School Mapping Project

GENERAL:

- Assistance in project formulation
- Planning third-year IEES activities

1.5.2.1 Information Management Within the MOEC

Activities during this period continued to focus on staff training through the development of data bases needed for the coming year's statistical report as well as for reporting the much more varied data which will be available for the first time this year. Keshab Nepal, the new Joint Secretary in charge of the Planning Division, received extensive orientation to the IEES Project. The section also expanded its activities to cooperate more closely with other sections and to begin the implementation of the school mapping study. Specific activities included:

1. On-the-job training continued for the staff of the Manpower and Statistics Section. Two temporary staff were replaced by two permanent staff members, both trained as geographers. They have been oriented to the basic operation of the computer and the ENABLE software. In addition, two staff took courses offered by local companies in dBase III to enhance their general computer capabilities.
2. In early May 1987, Prachanda Raj Suwal, Under Secretary in charge of the Manpower and Statistics Section, began 15 weeks of computer training at the Asian Institute of Technology in Bangkok. Communications with the Director of the Institute indicate that they

will be able to tailor a program particularly suited to Suwal's needs.

3. Data bases for the 2043 (1987) district level data were developed by Butterworth and the staff. The task was more complicated this year because each piece of data standardly reported had an urban/rural and private/public component added to it. Data bases were also developed for the data collected through the school data form.
4. District level data were entered as they were received by the section. Even though schools are required to submit their forms to the DEO by the end of August 1986, the section still had not received a majority of the district results by the the end of March. The delay appears to be greater in this than in prior years perhaps due to the greater complexity and accuracy required for data tabulation. Also local elections demanded the attention of district level manpower. New programs for reporting the data have also been developed so that once all the data have been received, statistical reports can be produced quickly.
5. School level data are being entered as time allows so that school level analyses for selected districts can be compared and used to generate further questions amenable to survey research. Interruptions in the power supply and the MOEC, the three week display of the computer at a national exhibition, and some computer hardware problems constrained the time available for computer training and data management activities during this period.
6. A new school data collection form was developed for the August 1987 data collection cycle and has been distributed to the districts. The new form corrects ambiguities in the old form and adds information about school finances, pre-primary education and the country in which teachers received training; these additional data were requested by various sections of the MOEC.
7. In collaboration with the head of the School Administration Section and the Central Bureau of Statistics, district level school-age population projections were developed through the year 2000. This was a prelude to a long and complex series of projections of teacher numbers and expenditures produced by the School Administration and Manpower and Statistics Sections to provide the basis for planning for the universalization of primary education by the year 2000, a recently announced policy of HMG. That these projections have been accepted by the Planning Commission over others done by other groups is a testimony to both the improving capability and the reputation of the MOEC to provide needed data.
8. The school mapping study began at a high level of activity in order to meet a deadline set by the King to plan for the location of new schools within the Far Western Development Region. The section provided population projections by Panchayat for the project which at the moment is being implemented by them. A more carefully articulated and detailed plan has been prepared for

submission to the World Bank in order to receive final approval for funding. IEES funds may be used to provide technical assistance, needed materials and training once the finally approved project begins.

1.5.2.2 RETT II Assistance

Extensive meetings were held to identify ways in which the scripts and broadcasts could be improved and to provide future direction to the project. Even though formal policy decisions were not yet made, the planning and evaluation activities proceeded on the assumption that the coming year's broadcast would focus on a narrower and more qualified audience, those teachers seriously able to pass the SLC. This requires the revision of the prior year's broadcasts and a more careful selection of teachers to be enrolled in the program. IEES, primarily through the work of Karmacharya, has supported the following activities during the last six months:

1. Reports on teacher characteristics, baseline English achievement studies, and post-test results were published. The post-test indicated a statistically significant improvement over the pretest scores although the average score still did not meet the commonly accepted standard of 30% correct.
2. Baseline achievement test data in mathematics were analyzed. Although the evaluation team recommended that the development of the math program be delayed, the MOEC may still request that this be done during the coming year as outlined in the Project Proposal.
3. A pretest and admissions test was developed and administered to teachers seeking to participate in the second pilot year of the English program. A listening component was added as well.
4. A revised "Integrated Evaluation Plan" was developed based on the experiences of the prior year. CERID has been closely consulted and it is anticipated that communication and coordination will work much more smoothly this year and will result in more timely and useful feedback from the field.
5. A seminar of District Education Officers in the pilot districts was held to identify ways to provide more support to the teachers through the use of district supervisors. Their recommendations were approved by the Secretary of Education.

6. RETT II is a radio program designed to train teachers without a passing grade on their School Leaving Certificate (SLC). With a dwindling number of under-SLC Pass teachers eligible to enroll in the program, Karmacharya developed a proposal to evaluate this program in light of its applicability for training SLC Pass teachers who currently represent the bulk of untrained teachers. The proposal has been approved in principle by the Director of RED and USAID. It is being drafted in the form of a request for proposal so that an outside organization can be contracted to conduct the study.

1.5.2.3 EHR Sector Assessment

The EHR Sector Assessment for Nepal will be conducted from June to August 1987. During this period, Victor Cieutat of IIR was selected as Team Leader for this study and the IEES team members and their Nepali counterparts were appointed. These are listed below.

Victor Cieutat (Team Leader).....	Synthesis and Recommendations Management Capacity
Mary Joy Pigozzi.....	Nonformal Education Donor Coordination
George Axiun.....	Secondary Education and Teacher Training
Walter McMahan.....	Economic and Fiscal Analysis (Macroeconomic)
Jay Salkin.....	Economic and Fiscal Analysis (Microeconomic)
Barbara Butterworth.....	Primary Education and Teacher Training

Four full-time Nepali counterparts will be part of the team. Their orientation as well as the data collection process has begun. The sector assessment has been discussed with other donor agencies to familiarize them with the activity and to identify ways in which this document can serve their planning needs as well as those of HMG. Copies of prior sector assessments have been circulated to HMG and donor agency offices.

1.5.2.4 EMIS Policy Research Initiative

The research design for the IEES Policy Research Initiative in Education Management Information Systems (EMIS) was presented to the MOEC for discussion. Suggestions were made by Prachanda Suwal of the Manpower and Statistics Section and a final draft was approved by the MOEC. During the IEES International Conference in Indonesia, plans and the budget procedure were finalized for the study to be undertaken in Nepal. In March, the Mission gave approval for the salaries submitted by New ERA and the research proposal is currently undergoing the contract approval process. Research activities should begin by July 1987.

Other Activities

1. In February, the following personnel from Nepal participated in the second IEES International Conference in Indonesia: Jean Meadowcroft, USAID/Nepal; Keshab Nepal, Joint-Secretary Planning Division, MOEC; Madhup Dhungana, Research Project Director, New ERA; and Barbara Butterworth, RTA.
2. A Donors' Group in Education initiated monthly meetings in February. Meadowcroft and Butterworth organized the first several meetings. The group meets informally to share information and talk with invited HMG officials about relevant educational issues. The response has been very positive; there is a critical need for such a group since many of the donors are involved in similar areas and their activities and requests of HMG often unknowingly overlap. For example, ADB is planning to make loans available in the area of teacher education. The first Donors' Group meeting was devoted to informing a representative from ADB about the ongoing efforts in Nepal in the area of teacher training.

1.5.3 Projected Activities

Activities for the next six months (June 11 - December 10, 1987) are described in the IEES Project Plan: Year Four.

1.5.4 Constraints Encountered and Anticipated

The major constraints to IEES efforts to support the MOEC in improving

education in Nepal arise from the current lack of a sector-wide analysis of the educational system and from the shortage of permanent employees with the appropriate skills in the units discussed for a sector assessment activity. The USAID Mission has successfully obtained approval for new permanent positions in the Radio Education Division (RED), but individuals have not yet been appointed to fill those positions.

Even more notable than in previous report periods, staffing issues have presented a major constraint to IEES activities in Nepal. Both recruiting and retaining qualified staff are critical to the success of activities in both the MOEC and at RED. The transfer of the Joint Secretary who had significant impact on the IEES International Steering Committee requires the rebuilding of rapport and support with his replacement.

The major constraint in developing the information capacity of the Manpower and Statistics Section continues to be the lack of staff with the background and skills needed for training beyond the data entry level. Those with the requisite skills often are transferred elsewhere, with the result that there is still not the capability within the section to produce the annual reports and basic statistical information using the computer.

This constraint is endemic to all projects and parts of the Government. Problems with the current civil service procedures and remuneration levels have been noted in earlier reports and remain severe constraints to developing institutional capacity.

1.5.5 Conclusions and Implications for the Future

Most problems encountered in providing assistance to improve educational efficiency are symptomatic of the MOEC's limited absorptive capacities. The Ministry has a long history of disappointing relationships

with international donor agencies. Donors have often conducted extensive studies, which were followed by numerous projects. The majority of these have proven too complex and/or too expensive for the Government to sustain. To avoid a repetition of this history, IEES remains realistic in its expectations, highly focused in its efforts, and, most important, continues to invest the time required to achieve its objective gradually, through sustained day-to-day commitment and effort.

IEES initial activities in Nepal have focused on a critical needs expressed by HMG, namely the need to provide timely and reliable statistics. With the help of the computer and technical support, the Manpower and Statistics section is improving its performance. While the project's beginnings have been modest, the impact of IEES accomplishments is appreciated by the MOEC. This work has built trust and provided a basis from which to expand project activities. However, the MOEC must continue to improve its policy analysis capabilities and clarify its own policy directions. The sector assessment process will be particularly valuable in this respect. Clearer policy guidelines would also provide much needed guidance to multilateral and bilateral donors.

The work during this report period clearly indicates the need for IEES continued presence at RED as essential to the formative evaluation process. Without this support, the pressure of broadcast deadlines and workload could overwhelm efforts to collect and incorporate information gained during the formative feedback process.

1.6 ACTIVITIES IN SOMALIA

1.6.1 Background

The activities of IEES staff members in Somalia pre-date the contract signing for the IEES Consortium. An EHR Sector Assessment was conducted in June-July 1983.

Among the major changes that coincided with, or followed the completion of, the assessment are the following:

1. a decision to abandon guaranteed employment for all secondary school graduates;
2. the outplacement of redundant teaching staff under secondment to the Ministry of Education (MOE), Mogadishu;
3. the upgrading and expansion of staff of the planning and statistics unit at the MOE;
4. the formation of a Human Resources Department at the Ministry of National Planning;
5. the improvement of incentives for private sector development through the reduction of restrictive regulation;
6. a policy commitment to improved instructional quality at the primary educational level and to improved equity of access by gender and region;
7. a new emphasis on quality versus expansion at the secondary education level;
8. increased emphasis on needs assessment in the secondary vocational/technical programs and a regional/international perspective on the labor market for graduates from such programs; and
9. exploration of radio alternatives for improved teacher training and adult basic education.

In late 1983, agreement was reached between the U.S. Mission and the Minister of Labor and Social Affairs for the Ministry to conduct a Civil Service Study (CSS) with technical assistance through AID's Office of Education. The study involved direct participation by the Ministries of

Finance, Labor, and National Planning. The study was conducted in Somalia from February to May 1984, and coordinated by Douglas Windham of SUNYA with Joan Claffey, the S&T/ED project manager. Editing of the study was begun subsequent to the selection of the IEES Consortium, but prior to issuance of the IEES contract draft CSS report in June 1984, was the first external task undertaken by the IEES consortium after the contract was signed. The study's nine recommendations, in the four policy areas of organization and management personnel administration, compensation and staffing levels, and training needs, are detailed in the previous progress reports.

Concurrent with the Somali government's positive response to the CSS was consideration of a management training project by the USAID Mission. With the assistance of IEES staff, the Mission designed the Somali Management Training and Administrative Development (SOMTAD) Project in February 1985. The SOMTAD Project implementation began during 1986. The SOMTAD Project provides both formal and job-site management training for government and private sector staff, while enhancing the training and research capacity of the Somali Institute of Development Administration and Management.

IEES Project activities in Somalia during Project Year One included a Headmasters Workshop, assistance to the USAID Mission in developing the Project Paper for the Somali Management, Training, and Development (SOMTAD) Project, and development of a detailed work plan for IEES activities in Somalia during Project Year Two.

Year Two activities affected three areas:

1. Improved management of education and human resources development, particularly in the Ministry of Education, but also in the Manpower Planning Unit of the MLSA and the Human Resources Unit of the MNP.
2. Improved resource allocation procedures.

3. Quality enhancement at all levels of the education system, but particularly targeted toward the primary and secondary levels.

Seven objectives for IEES work in Somalia were developed within these target areas and these objectives then formed the basis for specific activities budgeted at 12 person months of long-term and 16 person months of short-term technical assistance.

The primary accomplishments of the Second Project Year were:

(a) placement of the IEES RTA Mark Berger in the Planning Department of the MOE and a series of planning activities conducted in the MOE with his assistance; (b) the conduct of a series of workshops in computer operation and software use in support of the development of a computer-based educational information system in the MOE; and (c) a major study on the Enhancement of School Quality conducted by Jerry Messec of FSU, Frances Kemmerer of SUNYA and S. Thiagarajan of IIR in August 1985.

During the Third Project Year three events affected the impact of IEES activities in Somalia. First, during mid-1986, the World Bank decided to delay funding a fifth education loan to Somalia. During May 1986, a proposal of USAID/Somalia to develop a primary education improvement project was not approved by AID/W. The combined effect of these decisions was to seriously reduce the funds which MOE had anticipated would be available for educational development activities. In response to these events, the IEES activities outlined in the Year Three work plan were reprogrammed to assist the MOE to develop a transitional strategy for improving the quality of primary education while other sources of external donor funding were pursued.

A computer workshop in June 1986 was the third in a series of activities designed to assist staff from the MOE Planning Department to develop

technical skills in the operation of microcomputers, the uses of software, the management of large databases, the analysis and interpretation of statistical data, and the use of statistical data in decisionmaking. The activities of this workshop were specifically designed to assist the MOE to develop and use a national education management information system. As a result of this workshop training, the Somali staff of the MOE Planning Department is now operating the newly-designed Education Management Information System.

Development of a Transitional Strategy to Improve the Quality of Primary Education. Due to the funding changes described above, the donor coordination activity described in the IEES Country Implementation Plan was changed to the development of a transitional strategy for responding to the loss of anticipated donor funding for educational development. From August 10-September 11, 1986, Douglas Windham of SUNYA and Sivasailam Thiagarajan of IIR assisted the MOE to develop this transitional strategy. The purpose of the strategy was to identify a course of activities which the MOE could pursue that simultaneously will increase teacher effectiveness and student learning in the present school environments and also establish a core instructional format for the complementary improvements that should result from the full implementation of the existing primary educational reform. The emphasis of their work was to identify a strategy that could be accomplished within the constraints of Somalia's available financial and human resources. Their report was developed in country with the assistance of Frances Kemmerer of SUNYA and Jerry Messac of FSU, reviewed with appropriate MOE personnel, edited, and final copies were made available to the MOE and other appropriate groups.

Teacher Incentives Study. This study, undertaken by Frances Kemmerer of SUNYA from August 10-September 11, 1986, was devoted to collecting the background information and analyses necessary for the effective participation of Somalia MOE personnel in the IEES Policy Research Initiative on Teacher Incentive Systems. In addition, Kemmerer assisted in the development of the transitional strategy as described above.

Study of Educational Materials Distribution System. From August 10 - September 11, 1986, Jerry Messec of FSU assisted the MOE in a study of the educational materials distribution system to develop specific strategies for improving the existing system. The proposal recommended support of the proposed transitional strategy for primary education and discussed longer-term strategies for developing a national system for instruction materials distribution as well as immediate action steps to be taken within existing fiscal constraints.

Initiation of IEES Policy Research Initiative Activities. The MOE decided to participate in two of the IEES Policy Research Initiatives-- Education Management Information Systems, and Teacher Incentives Systems. Initial planning meetings of both research groups were held in November 1986. The following MOE personnel direct the Somali research activities:

Ali Hassan Gaal, MOE Director of Planning, attended the EMIS research planning meeting held in Nepal, November 11-18, 1986.

Hussein M. Said, MOE Director General of Educational Development, attended the Teacher Incentive Systems research meeting in Yemen, November 20-25, 1986.

Continued Development of the Somalia Education Management Information System. Development of an EMIS has been a high priority activity for IEES in Somalia. The EMIS work has been supported by the ongoing efforts of the

IEES RTA, supplemented with a series of short-term training workshops on data and policy analysis and microcomputer use. During this report period, the MOE Planning staff were able to use the EMIS now in operation to assist the IEES teams developing the transitional strategy, the materials distribution system, and the teacher incentives study. This work represents an important stage of EMIS development in which the training and previous work in database development converge to provide a meaningful contribution to policy analysis and program development.

Design Plan for Preparation of Teacher Training Materials. Stephen Benjamin of IIR conducted a three-week consultancy (November 17-December 9, 1986) with the MOE Department of Teacher Training to assist in the design of inservice teacher training materials. This consultancy resulted in the development of an MOE overall plan for preparing programmed inservice teacher training materials.

1.6.2 Accomplishments During Report Period

The Ministry of Education's (MOE) plans for qualitative improvement in the EHR Sector were seriously disrupted by the August 1986 decisions of the World Bank and USAID to postpone project support for education. These decisions were prompted in part by the GSDR's own relatively low investment in the education sector and by donors' uncertainty concerning the potential effectiveness of further investments in the EHR sector.

While the new donor projects would not have solved the problems facing the education sector, the absence of support greatly exacerbated the MOE's fiscal and management constraints on halting sector decline, and eliminated plans for reversing these conditions. Nowhere have these constraints had more impact than in the primary subsector as previous IEES studies have documented. Over the past two years, enrollments have declined by 8% and

43 elementary and 37 intermediate schools have been closed. Low teacher salaries have resulted in high rates of teacher absence and few schools have textbooks or other necessary instructional materials.

In response to these circumstances, an IEES team in August 1986 assisted the MOE in developing a Transitional Strategy for Primary School Improvement. The strategy was labeled 'transitional' to signify that it was not a replacement for the MOE's long-term goal of establishing a professional teaching corps to work in well-furnished and equipped schools. In essence, the strategy provides a mechanism for ensuring that the inputs to schooling, already available (teachers, textbooks, supervision) reach the classroom.

During the report period, some adjustment was made in project activities to support the implementation of the Transitional Strategy. The Somalia Country Implementation Plan for IEES activities for 1987/88 has been collaboratively designed with government and Mission to maximize the MOE's capacity for implementation of the strategy.

During this report period, an activity in support of the primary sub-sector strategy described above was substituted for a previously planned activity, while several other activities were redesigned to provide a closer fit with the strategy. These are described below.

1.6.2.1 Implementation Plan for the Integrated Strategy

In January 1987, S. Thiagarajan of IIR and Frances Kemmerer of SUNYA designed and costed an implementation plan for the Transitional Strategy which an IEES team, consisting of Douglas Windham, Jerry Messec, Kemmerer and Thiagarajan had proposed in August 1986. At the MOE's request, the name of the strategy was changed from 'transitional' to 'integrated' to

indicate that the strategy would serve as the blueprint for all MOE field support activities even after the immediate improvement quality of school resources had been achieved. The new name of the initiative is thus, Integrated Strategy to Improve Primary Education (ISIPE).

The implementation plan developed by Thiagarajan and Kemmerer called for one year of preparation, during which mechanisms for monitoring implementation would be developed and put in place, inservice training materials would be prepared, and teachers, headmasters, and supervisors in selected districts would be trained. Actual ISIPE implementation was scheduled for September 1988 in two districts which have previously received UNICEF school kits (copy books, pencils, science materials, etc.). These two districts would also become the field sites for both the Teacher Incentive Systems (TIS) and the Education Management Information Systems (EMIS) studies of the IEES Policy Research Initiative (PRI). This will ensure the availability of maximum information to the Ministry and also provide support for site visits by central office personnel. The marginal costs of ISIPE implementation include only the training activities in the two districts. CIPL funds have been requested for this purpose.

1.6.2.2 Policy Analysis Workshop

The policy analysis workshop was designed to build on the already high level of computer literacy achieved by MOE Planning Department personnel as a result of previous IEES Project activities. Using the last eleven years of school data, descriptive statistics were reviewed, forecasting techniques (cohort analysis and regression models) practiced, and efficiency measures (cycle costs), and factor analysis introduced. In response to a request of the participants, M. Green (SUNYA) also provided an introduction to BASIC programming.

The proficiency of Planning Department personnel in the use of computers is now such that they are capable of taking over the planning and delivery of introductory computer courses for all MOE personnel. Consequently, all computer training in the coming year (June 1987 - June 1988) will be provided by MOE Planning Department personnel with assistance only as necessary from the IEES RTA. The development of this capacity within the MOE to undertake computer training as required to support the EMIS within the ministry has been achieved through the dedicated efforts of MOE officials working in collaboration with IEES and Mission personnel.

1.6.2.3 Testing and Evaluation Workshop

IEES RTA Mark Berger applied for and received a Commodity Import Public Law (CIPL) grant of 2.9 million Somali Shillings from the Somali government for Institutional Development at the Ministry of Education. These funds are now being used for the purchase of a large photocopier (the Ministry has no photocopier) and for a series of workshops to be organized and conducted by the MOE Planning Department with the assistance of the IEES RTA and in conjunction with other MOE departments. The Testing and Evaluation Workshop held in May was the first in a series of four workshops funded by this grant. Issues related to the content validity of the National Examinations (grades 4, 8, and 12), the level of the passing score (currently 50 percent), the averaging of scores over the five highest subject marks for graduation, the monitoring of the examinations, and the lack of analysis of examination results by subject level, district, and region were discussed.

The recent revision of the Somalia Country Implementation Plan for IEES activities makes provision for assistance in the analysis of examin-

ation results, since the examinations are a potentially important measure of the efficiency of the implementation of the curriculum.

1.6.2.4 Education Management Information Systems (EMIS) and Teacher Incentive Systems (TIS) Workshops in Indonesia

The Somali Country Team Leaders for IEES Policy Research Initiative studies attended the EMIS and TIS Workshops following the IEES Second International Conference in Denpasar, Indonesia. Both workshops focused on issues related to project development, monitoring, and implementation. Proposals for the EMIS and TIS studies were reviewed and approved at the conference and research management issues were resolved. Hussein M. Said serves as CRC and TIS research and Ali Hassan Gaal serves as CRC for the EMIS study.

1.6.2.5 IEES Resident Technical Advisor

IEES RTA Mark Berger completed his two years of service in Somalia on May 31, 1987. During this report period, Berger was instrumental in improving donor coordination to the primary subsector. At the request both of the MOE and the World Bank, Berger participated in the development of the World Bank Action Plan. The Plan, in essence a pre-proposal for the Fifth IDA Loan, adopts the integrated approach for primary school improvement which IEES has designed with MOE officials.

In addition to donor coordination activities with the World Bank, UNICEF, and other donors, Berger has actively served as a member of all IEES teams; provided ongoing assistance to the MOE Directorate for Educational Development, and in particular, the Planning Department. He has also provided assistance to USAID/Somalia personnel as requested. His efforts in improving management capacity were recognized by the award from

the Somali government of a CIPL grant for 2.9 million shillings for Institutional Development at the Ministry of Education.

1.6.2.6 Annual Revision of the Somalia Country Implementation Plan for IEES Activities

Frances Kemmerer of SUNYA worked with MOE and USAID Mission officials in May 1987 to complete the annual revision of the Somalia Country Implementation Plan for IEES activities. This occasion was used to (1) ensure that resources were available for the prerequisite steps to implementation of the Integrated Strategy and to (2) coordinate IEES efforts with the World Bank and UNICEF representatives in Somalia to ensure the most efficient use of resources available to the MOE. The completed draft of the Country Implementation Plan revision was reviewed and approved in-country by both the Ministry of Education and the USAID Mission.

The proposed activities for Project Year Four build upon the accomplishments of Project Year Three IEES activities in Somalia. During the middle of Year Three, the responsibility for training and research was successfully shifted from IEES personnel to MOE personnel. This shift was possible because of the steady progress in MOE capacity for these critical activities. This progress has resulted both from the IEES program of assistance provided by RTA Berger and the other IEES consultants in Somalia and from the dedication of MOE officials. A start was made also in moving from macroeducational concerns (planning and management) to microeducational concerns (availability of texts and materials in the school, instructional support for teachers, etc.). These trends to devolve the operation of these concerns from IEES support to MOE responsibility marks the achievement of a primary IEES Project goal: the building of institu-

tional capacity to carry out critical analysis and planning to improve educational efficiency.

1.6.3 Projected Activities

Plans for Project Year Four activities in Somalia are presented in the IEES Project Plan: Year Four.

1.6.4 Constraints Encountered and Anticipated

The major constraints faced by the Ministry of Education stem from a weak resource base and less than optimal management capacity at the central, regional, district, and school levels. The government has sought to lessen the impact of the MOE austerity budget on schools by permitting community councils to charge tuition for schools. While each community council will decide the tuition level, MOE guidelines indicate that no more than So.Sh. 60 per month may be charged for each primary student and no more than So.Sh. 100 per month charged for each secondary student. Sixty percent of the tuition receipts will be used to supplement teachers salaries, 20 percent for administrative salaries, and 20 percent for school maintenance.

In addition, the government has raised teacher salaries as part of the overall civil service salary increases. The salary increase was cited in the national Annual Development Plan as a "modest beginning" in implementing the salary recommendations of the Civil Service Study. Concern with low primary teacher salaries contributed to the decision to raise base salaries at or below So.Sh. 800 per month by 40 percent. Salaries above So.Sh. 800 per month were increased by 20 percent. Despite these increases, it is estimated that a primary school teacher with a class of forty students now makes approximately 30 percent of the cost of living.

The Ministry of Education looks forward to the results of the Teacher Incentive Systems Study to guide its decisions about non-monetary teacher incentives. The Action Plan now under consideration by the World Bank would greatly relieve the pressure on the Ministry, as it provides for salary supplements which would bring the total teacher compensation package up to the cost-of-living, as well as providing special incentives for rural teaching.

Inadequate management capacity, as exemplified in the poor distribution of books, the lack of monitoring and evaluation mechanisms, and less than efficient program administration on all levels will continue to act as a constraint as the MOE seeks to realize its goal of quality improvement in the EHR sector. This constraint is somewhat offset by an increasingly well-trained and highly motivated cadre of individuals in several departments at the central level. Their initiative in training others, in fact, has created opportunities for the MOE that were not formerly available.

The IEES Project has encountered no special constraints in assisting the Ministry of Education. On the contrary, the IEES studies and activities in Somalia have been seriously considered by the Ministry and the recommendations implemented as resources have become available.

1.6.5 Conclusions and Implications for the Future

As the IEES Project enters its fourth year in Somalia, there is substantial evidence that the project's training and research development activities have been successful. Computer training in the Ministry of Education is now fully collaborative, with IEES providing support and the Planning Department providing the actual training. The computer proficiency of Planning Department staff has created the opportunity for IEES to allocate personnel resources to training in areas directly supportive of

improved teaching and learning, such as instructional design and materials evaluation.

The recommendations of the IEES EHR Sector Assessment, Civil Service Study, Quality Enhancement Study, Materials Distribution Study, Teacher Incentive Study, and Integrated Strategy continue to guide both the policy decisions of government and the donor community. These studies have provided government and donor planners with accurate and timely analyses of the problems confronting the education sector in Somalia and have been the basis of both government and donor incentives to improve educational efficiency.

The possibilities for substantial sector improvement created by these training and research and development activities will be greater than they have been in a decade if a Fifth IDA loan is secured. In the absence of a loan, or alternative major donor investment, the prognosis for implementation of the major reforms desired by the Ministry of Education is less optimistic. On the Ministry's part every attempt will be made to halt sector deterioration by improving the allocation of scarce resources. Ministry officials continue to work closely with IEES to seek the maximum utilization of these resources.

1.7 ACTIVITIES IN THE YEMEN ARAB REPUBLIC

1.7.1 Background

The Yemen Arab Republic (YAR) has received considerable short-term technical assistance and training from the IEES Project over the past three years. Beginning in October 1984, an extensive assessment of the country's education and human resources (EHR) sector was conducted. Its purpose was to review the nation's education and training system in terms of national plans and goals, the current status of activities in the sector, the existing needs and constraints, and the available options and opportunities for improvements.

The success of the sector assessment has been demonstrated by the support obtained from the government officials of the YAR, the officers and staff of the Educational Research and Development Center (ERDC), and the staff of the USAID/Yemen Mission. The broad base of support has provided the impetus for the past and proposed activities set forth in this report.

Significant changes have taken place over the past sixteen months. In addition to the IEES activities from 1984 through the first few months of 1987, there have been related changes in the education and human resources sector that serve as the target domain for IEES activities in the YAR. Recently, for example, the Ministry of Education (MOE) completed the education component of the nation's forthcoming Five-Year Plan without any direct external assistance. This reflects significant advances in capacity building, a primary IEES Project goal. IEES Project activities contributed directly to the data preparation aspects of the five-year plan development. Related to this, the 1985 annual school data collected by the MOE was analyzed by district. This information replaced the 1975 data which had been the only data available for planning until very recently.

Computers purchased by USAID have been ordered and shortly will be delivered to the MOE for use in data analysis for future planning. This USAID contribution is coordinated with the training in microcomputers for the MOE and the ERDC staff that has been provided by the IEES Project and will continue after the arrival of the computers. USAID, in cooperation with the government of the YAR, is about to begin a long-term project to improve the relevance of the curriculum and the effectiveness of instructional materials at the primary school level. The above developments and the planned IEES Project activities will continue to contribute directly to the improvement of the analytic capabilities of the MOE staff and ultimately to the efficiency of the entire education system.

The EHR system faces enrollment pressure from three main sources. First, the normal increase in the number of school-age children (at a projected rate of over 3% annually) will result in an increase in the number of potential students. Second, the high income levels both in rural and in urban areas are expected to cause an increased demand for schooling. Third, as government efforts to improve educational quality continue to be implemented, attrition and repetition rates should both decline. Since attrition exceeds repetition, the net effect of these improvements will be a short-term increase in enrollments.

The two major characteristics of the labor market are the dependence on expatriate workers and the current underutilization of female workers. Non-Yemeni workers occupy positions in manual, clerical, and even some senior advisory categories. The country's dependence on expatriate workers is most predominant in education, where almost nine of every ten teachers at the pre-university level are foreign, with the majority from Egypt.

Although cultural restrictions on the education and employment of women are changing slowly, the government is fully committed to increasing educational and employment opportunities for women. This is clearly outlined in the government's Second Five-Year Plan. An increased utilization of Yemeni women will assist in reducing dependence on foreign workers. This is an especially attractive option in terms of the teacher shortage issue.

Using an optimistic forecast, it will be at least a decade before Yemeni teachers will comprise a majority of the primary school teaching force. It may be the next century before this can be accomplished to a significant degree for the higher educational levels.

Two major outcomes of the sector assessment can already be identified. First, the MOE has used the assessment as a primary resource document to prepare the new Five-Year Plan for Education, which was recently completed. Second, the USAID Mission has used the assessment as the basis for a concept paper for development of a recently-approved bilateral curriculum and instructional materials improvement project.

David Chapman of SUNYA worked with the MOE and the Mission February 11 through March 1, 1986, to develop a Country Implementation Plan for IEES activities in the YAR. The activities proposed in the 1986 plan focused on four areas of concern: (1) long-term planning for the MOE and development of an education data base to support planning and policy analysis; (2) research and policy analysis to support the more rapid Yemenization of the teaching force; (3) assistance in conducting and implementing recommendations from an Organization and Training Needs Study of the MOE; and (4) work with the Ministry of Civil Service and Administrative Reform (MOCSAR) to assist with the development of a more effective manpower needs assess-

ment and the analysis of data currently available in the MOCSAR. The chief aim of the activities proposed in the 1986 Country Implementation Plan for IEES activities was improvement in the efficiency of resource utilization in education.

Roger Boothroyd of SUNYA accompanied Chapman on the 1986 Country Implementation Plan team and assisted the Educational Research and Development Center (ERDC) with the design of their research agenda and identification of their computer hardware needs. Boothroyd also conducted a two-day workshop on data coding and data entry for the staff of ERDC and assisted with the design of two Mission-funded training workshops on data coding, computer theory, and analysis.

Douglas Windham of SUNYA and Jerry Messec of FSU assisted the MOE with development of education contribution to the YAR Third Five-Year Plan (FYP) April 19 to May 12, 1986. This assistance was requested during development of the 1986 Country Implementation Plan in February 1986 and provided a foundation for the Education Management Information System (EMIS) activity planned for August 1986. Working closely with the MOE Statistics and Planning Office, Directorate of Technical Affairs, Windham and Messec designed basic data sheets for the presentation of enrollment, teacher, and other school data. They also helped develop projections of educational enrollments, and prepared teacher supply and demand forecasts.

Data analysis for this activity was completed in April at SUNYA and Jeremy Strudwick of SUNYA returned to YAR June 16 to July 15 to assist the MOE with FYP data assimilation and analysis. Strudwick returned with the district level files completed at SUNYA and worked closely with Statistics and Planning Office personnel on spreadsheet analysis and data base improvement in support of policy discussions.

More recently, the major activities of the IEES Project in the YAR have been the following:

1. technical assistance to help MOE prepare the data base to use in development of the Third Five-Year Plan (June 17 - July 18, 1986);
2. a data processing/microcomputer workshop held at SUNYA for three staff members of the MOE and three staff members of the ERDC (July 7 - 31, 1986);
3. technical assistance to help the MOE design and develop a long-term Educational Management Information System (EMIS) (July 6 - August 4, 1986);
4. technical assistance to the MOE and USAID/Yemen to help identify the economic and financial issues related to development of a project paper dealing with issues of curriculum, instructional materials, and teaching (November 11 - December 6, 1986);
5. participation of a YAR Country Research Coordinator (CRC) in the initial meetings of the EMIS Policy Research Initiative team at Kathmandu, Nepal (November 10 - 19, 1986);
6. participation of a YAR CRC in the initial meetings of the Teacher Incentives Systems Policy Research Initiative team in Sana'a (November 21 - 28, 1986); and
7. visit by the IEES Country Coordinator to Sana'a to discuss reprogramming of the second half of the 1986/87 IEES Country Implementation Plan with USAID/Yemen and MOE officials.

As these activities indicate, the 1986 Country Implementation Plan (for 1986/87) focused on development of MOE planning effectiveness by providing technical assistance to improve the MOE data base, both immediately and over the longer term. It also provided formal and collaborative training opportunities to enhance the ability of the MOE staff to produce and utilize data.

These coordinated activities will strengthen and broaden the educational policy dialogue by providing more relevant, reliable, and timely data than has been available in the past. The activities thus will encourage and institutionalize the more efficient allocation of educational

resources in the YAR. These recent activities are briefly summarized below, as related to immediate outcomes and long-term capacity building.

1.7.1.1 Assisting the MOE to Prepare a Third Five-Year Plan Data Base

This activity produced a data base for policy debate in support of the MOE long-term planning agenda. The data base includes the following: the 1984/85 and 1985/86 enrollment statistics for primary, preparatory, general secondary, and teacher training education; teacher data by type of contract and country residence status; percent female students - in grade 1 and total grade levels; average school and class sizes; students per teacher; teachers per school; and percent Yemeni teachers.

Douglas Windham of SUNYA and Jerry Messec of FSU initiated work on the first stage of this activity in April 1986. The completion of the activity involved two further phases; one at SUNYA May 14 to June 11, and the second in Yemen, from June 17 to July 18th. The work at SUNYA was directed by Jeremy Strudwick of SUNYA and consisted of translation of raw data from Yemen and its entry into computer-based spreadsheets.

1.7.1.2 Data Processing/Microcomputer Workshop

The Data Processing Microcomputer Workshop was conducted at SUNYA from July 7-31, 1986, by the SUNYA Evaluation Consortium. Members of the ERDC staff and the MOE staff participated in the workshop.

The six participants in this training activity were: Hassan Ali Abdulmalik (ERDC); Abdulbaki Anam (MOE); Samira Abdul Kader (ERDC); Ali Mohamed Al Kowri (MOE); Hamud Abdu Najji (MOE); and Ghaleb Hammod Sultan (ERDC).

Participants were trained to use microcomputers for a wide range of data processing applications. Instruction focused on data coding, entry,

analysis, and the use of microcomputers to facilitate the data processing sequence used in the MOE. The following objectives were addressed by the workshop.

- Set up, maintenance, and operation of microcomputers similar to those purchased by the ERDC.
- Development of codebooks for questionnaire data.
- Use of wordprocessing, data management, and statistical analysis software.
- Formulation of policy-related questions that can be addressed by the School Location and Facilities (SLF) data set in the MOE.
- Development of Statistical Package for Social Sciences/Personal Computer programs for analysis of the SLF data.
- Interpretation, formatting, and reporting of results.

1.7.1.3 Assisting the MOE Design an Educational Management Information System

Chapman and O'Brian identified five factors as essential to the impact of their assistance to MOE in designing an EMIS.

1. The activity followed directly on the work of IEES advisors Windham, Messac, and Strudwick, who had earlier assisted the MOE with analysis of enrollment, staffing, and facilities data as part of the Five-Year Plan development.
2. Six staff members from the MOE and ERDC were attending a computer workshop in the USA during the time Chapman and O'Brian were in Yemen. This reinforced the perception that the activity was a part of a larger IEES effort to assist the MOE.
3. USAID/Yemen was in the process of purchasing three microcomputers for the MOE; thus the assistance was seen as part of a larger MOE initiative.
4. The MOE was still in the process of developing the education portion of the Third Five-Year Plan.
5. During the first week in-country, the YAR government issued a decree requiring that 50% of all secondary school graduates teach for one year after graduation, to reduce Yemen dependence on expatriate teachers. The team helped the MOE estimate the impact of this decree.

At the same time, the team's work with the Ministry helped identify a series of issues concerned with information collection, analysis, and applications that need to be collaboratively addressed by the MOE staff and donor groups working in the area of management data systems.

1.7.1.4 Assisting the MOE with the Design of an EMIS

IEES assistance in design of an EMIS with MOE has been summarized in three project documents:

- a report discussing a series of issues concerned with the design and implementation of an EMIS in the MOE;
- a summary of key points raised in the full paper; and
- an Arabic translation of the summary which has been distributed to and discussed with the senior MOE staff.

IEES discussions with senior MOE staff have assisted them in understanding how computers can be used and how to interpret the outputs of computer analyses, as well as soliciting their views on how the EMIS should be structured. This process has resulted in broad support for an EMIS and the increased use of reliable and timely data as the basis of policy debate.

1.7.1.5 Assisting USAID/Yemen Project Paper Team

In November 1986, the IEES Project provided consultant Stephen Hoenack as the Economist/Financial Analyst to serve on a project design team to improve the quality of instruction in Yemeni primary schools. The project design focused on issues of teacher quality and behavior, the curriculum, and instructional support materials. Hoenack prepared the economic analysis and justification for the project, primarily based on the least cost analysis approach. He also developed budget estimates for the various project components by working in collaboration with the other team members.

This Project Paper has been approved and the project is scheduled for implementation in Fall 1987.

1.7.1.6 EMIS Policy Research Initiative Team Participation

During the period of November 10 to 19, Chapman chaired the initial meeting of the EMIS Policy Research Initiative (PRI) team at Kathmandu, Nepal. Kassim Berihe of Sana'a University has been designated as the Country Research Coordinator for this IEES activity in the YAR. Berihe will be responsible for the design and implementation of the EMIS research work. He has worked collaboratively with Chapman, Messec of FSU, the IEES Project Team Leaders for the EMIS research area, as well as with his colleagues on the EMIS PRI team from Nepal and Somalia.

1.7.1.7 Teacher Incentives Systems Policy Research Initiative Team Participation

Between November 21 and 28, Sivasailam Thiagarajan of IIR and Frances Kemmerer of SUNYA chaired an initial meeting of the Teacher Incentives PRI team at Sana'a. Noman Saed Alasawadi, Head of the Planning and Evaluation Section of the Department of Nonformal Education of the MOE, was designated as Country Research Coordinator for this area. Draft research designs, implementation schedules, and budgets were developed during the meetings. Liberia and Somalia are also participating in this IEES PRI research topic and were represented at this meeting.

1.7.2 Accomplishments During Report Period

The following section discusses the activities which took place during the six-month report period, from December 11, 1986 through June 10, 1987, and the impact of these accomplishments in YAR. Some of the activities proposed during the previous Semi-Annual Progress Report were delayed due

to requests by the MOE or the USAID Mission and these are also discussed below.

1.7.2.1 Development of Basic Data Collection Questionnaire and Formats for Educational Finance Data

This field work was performed at Sana'a by Roger Boothroyd and Jeremy Strudwick of SUNYA during January and February of 1987. They collaborated closely with staff of the Statistics and Planning Office of the MOE during this time, and there were two major outcomes from this activity. The first was the development of improved MOE data forms for national level school data collection, and the second was the work with the MOE on the location, consolidation, and analysis of financial data related to education. These two activities contribute to IEES Project goals in YAR as they focus on building a relevant and accurate data base for policy and planning decisions within the MOE. Having suitable enrollment and related school data, as well as more accurate and consolidated fiscal information, facilitates MOE data based planning and, in the long-term, promotes planning and policy decisions that will result in more efficient use of resources. The impact of this IEES effort is already visible as MOE officials are able to prepare strong databased arguments for education policy change.

1.7.2.2 Country Implementation Plan Update

The purpose of this activity was to update the 1986 Country Implementation Plan for Project Year Four (June 11, 1987 to June 10, 1988). Members of the team were Victor Cieutat of IIR (Team Leader), and David Chapman and Joan Claffey of S&T/ED also were in Sana'a to confer on future IEES Project activities with the USAID Mission and to assist in development

of the Plan for Year Four. The team was at Sana'a from March 30 through April 9, 1987.

The trip was successful with respect to its objective, largely due to three factors. First, the team had carefully prepared the conceptual work for the update, including a rationale and scopes of work for all of the proposed activities. Chapman's extensive prior experience in the country, and rapport with the key individuals in the Mission and the ministries, made it possible to accomplish much in a short time. Second, the Mission EHR Officer Karl Schwartz had made all key appointments for the team prior to its arrival, and he accompanied the team during their meetings. His familiarity with the IEES Project, and his endorsement of the past and proposed IEES work in the YAR, contributed to the smooth operations of the activity. Third, the involvement of project Cognizant Technical Officer (CTO) Claffey indicated the endorsement of the S&T/ED Office. Claffey also facilitated discussions with the Mission concerning funding both of the Year Four activities and the proposed Resident Technical Advisor (RTA) as discussed below.

The Mission's technical and financial support for the proposed IEES work in the YAR is detailed in the plan. The EHR officer and Mission Director were provided with a draft of the plan in late April. It contained a full description of agreed upon activities for Year Four. These will be further detailed after review and comments by the IEES Executive Management Committee (EMC) and the Mission.

Schwartz requested an IEES Project RTA in the YAR, most of whose costs would be paid for by the Mission. IEES Project activities in the YAR have developed rapidly and it was agreed that a full-time RTA would make a significant difference in the continuing effectiveness of project

contributions in the areas of MOE capacity building, establishment of an EMIS, coordination of IEES Policy Research Initiative activities, and other related efficiency-improving outcomes. This RTA will also supplement the Mission education staff with respect to the new large bilateral project in curriculum development and instructional materials improvement.

1.7.2.3 EMIS Policy Research Initiative

IEES Policy Research Initiative (PRI) activities began in March 1987 with the work of Country Research Coordinator (CRC) for Educational Management Information Systems (EMIS), Kassim Berihe, and CRC for Teacher Incentive Systems (TIS), Norman Alasawadi. Berihe and Alasawadi attended the Second IEES International Conference in Indonesia in February 1987. Proposals for these research activities were completed and approved at that time.

1.7.3 Projected Activities

Projected IEES activities are presented in the IEES Project Plan for Year Four.

1.7.4 Constraints Encountered and Anticipated

Many of the constraints cited in the previous Semi-Annual Progress Report continue to affect IEES efforts to improve educational efficiency in YAR. These are briefly summarized below to establish the context within which IEES is working to assist the MOE in the YAR. The IEES Project staff anticipate that many of these problems can be solved in the long run, especially given the strong support of the Mission and government for proposed project activities in the YAR. In order to illustrate steps recommended to address these constraints, Section 1.7.5 of this Semi-Annual

Progress Report closes with a summary of how the proposed IEES activities are focused on three areas of opportunity in the country.

As IEES activities supporting the development of an EMIS have received wide support within the MOE, the problems encountered with incomplete and inaccurate data have become more critical. Enrollment statistics have sometimes been incorrectly recorded or inconsistently copied from documents, and two or more sets of data frequently have been reported for the same statistic. IEES technical advisors continue to train MOE counterparts to remedy these problems in order to strengthen their commitment to enhanced data collection and recording procedures.

IEES teams assisting MOE in EMIS development have observed three factors which may limit the effectiveness of future technical assistance in this area.

- Ministry officials may have little or no background in the operation of computers and are generally unfamiliar with what computers can and cannot do.
- Lower level staff have already gained far greater information about computer operations and data analysis than have some of the MOE Directors General.
- As the MOE moves from using databases within each Directorate to creating a common data base for the entire Ministry, some DGs may soon realize that they must justify and defend their decisions in ways that they were not previously required to do.

1.7.5 Conclusions and Implications for the Future

IEES Project activities in the YAR have greatly increased over the past year. The activities following from the 1986 Country Implementation Plan have provided a continuity and strategic framework which is acknowledged and appreciated both by YAR officials and the USAID Mission. The sector assessment, conducted by IEES in late 1984 in collaboration with the MOE, is used as a planning document within the MOE and other key

ministries. Its recommendations are widely discussed and debated. IEES technical advisors have demonstrated the value of databased decisionmaking to MOE officials and have achieved significant progress in the creation of an effective EMIS. Both MOE and the Mission have requested increasingly wider services from IEES during the prior two report periods and this support indicates that IEES may be expected to continue with effective assistance in YAR.

The proposed objectives for the IEES Project work in YAR are presented within the three targets of opportunity. It is anticipated that these objectives will be further elaborated upon and that additional objectives will emerge from continued IEES work in the YAR. IEES Country Implementation Plans provide annual revision to accommodate these emergent needs. These occur both because of rapid economic and social changes underway in the country and because of new insights that project personnel develop over time. The eight activities addressing these three targets of opportunity are summarized below.

Improved Management of EHR Development. The first five objectives focus on improved management of development within the education and human resources sector. These five objectives are described below.

Objective 1: Assist MOE with long-term planning for the education sector. In addressing this objective during IEES Project years two and three, IEES teams assisted the MOE with preparation of a design for an EMIS and the development of background information for the education portion of the national Third Five-Year Plan. Continued IEES work addressing this objective will be in combination with IEES assistance to the MOE with the implementation of EMIS. The continued work will include the following activities:

- identification of appropriate indicators of internal efficiency, external efficiency, costs, and financing of the educational system;
- identification and analysis of existing data to use in implementing the Third Five-Year Plan;
- specification of priority data needs for continued long-term planning;
- procedures for monitoring and implementing the Third Five-Year Plan; and
- assistance to the MOE with analysis and interpretation of data to support long-term planning.

As part of this effort, IEES personnel will assist in (1) updating projections of student enrollment and flow through the education system; (2) updating teacher supply and demand projections; (3) improving facilities utilization; (4) analysis of educational costs; and (5) projecting financing based on the data collected with the new school level data forms developed by the MOE with IEES assistance during 1987.

Objective 2: Assist the MOE to design, implement, and use a national information system. Initial IEES activities will continue to assist the MOE to design an information system that can be used by the Ministry for planning and policy analysis. The design stage has already included efforts to: (1) identify appropriate indicators of external efficiency, internal efficiency, access, costs, and financing of the education system; and (2) identify existing data sources to suggest ways to integrate available data into the system. These activities will continue as emphasis shifts to implementation of a computer-based EMIS.

Year Four project activities will assist the MOE to collect, analyze, and interpret data identified as high priority and to integrate these data into the larger information system. This will be accomplished through direct IEES Project participation in the conduct of studies to collect data

relevant to key policy issues and through continued training of selected Yemeni ministry personnel.

Objective 3: Analysis of MOE organization, operation, and preparation of proposals for realignment; and preparation of a workplan for an MOE organization and training needs assessment. The object of this activity is to identify constraints on the communication and decisionmaking processes in the MOE and to suggest ways these constraints can be removed. The study will consist of three parts: (1) a structural analysis, to identify functional responsibilities within and across general directorates and departments in the MOE and between the MOE and the ERDC, Sana'a University, and the training department in other ministries; (2) a communication audit, to assess information patterns and content in relation to information needs; and (3) a manpower analysis, to identify the appropriateness of the distribution and training of staff. The outcome of this study will be a set of recommendations for improving organizational administrative structures of the Ministry, and the identification of training needs for MOE personnel. This study was delayed due to the lack of a detailed scope of work, but is now scheduled for a Year Four activity.

Objective 4: Improve the capacity of the MOE and the ERDC to conduct research, planning, implementation, and evaluation activities. Initial activities will concentrate on training central MOE and ERDC staff in the following four areas:

- planning and forecasting;
- data analysis and interpretation related to policy formulation;
- economic and financial analysis, particularly with respect to the computation and interpretation of unit and cycle costs of education at different levels; and
- program monitoring and evaluation.

As central MOE personnel are trained in these areas, the focus of training will shift to governorate administrators and eventually to regional and school level administrators. However, training for these groups will be designed by central MOE staff working with IEES consultants. This shift of responsibility for the delivery of training moves IEES into a more collaborative role with MOE officials and recognized that the delivery of instruction at the regional and local level should be by Yemeni staff.

Objective 5: Assist the Ministry of Education and the Ministry of Civil Service and Administrative Reform to improve the quality of information of the relationship between education and training to employment. One finding of the sector assessment was the need for more detailed information on the subsequent education, training, and employment experiences of graduates from each level of schooling. Such information can assist educational planning and contribute to policy discussions that can lead to improved external efficiency of the educational system at all levels.

A research capacity to conduct this type of study already exists within the MOE, Sana'a University, and the ERDC. However, due to rapid growth of the education system and changes in the economy, more current and relevant information is available to support educational planning activities.

The IEES Project will work with a research team drawn from these three agencies to design and conduct tracer studies of subsequent education, training, and work experiences of primary, secondary, vocational/technical, and university graduates. These studies will provide both a training activity in the conduct of research and data of direct relevance to current policy discussions regarding the external efficiency of education.

In addition, IEES will assist the Ministry of Civil Service and Administrative Reform to design and conduct manpower analyses to identify the education and training needs of public sector employees. This activity will involve: (1) identification and synthesis of existing data; (2) specification of high priority data needs; (3) training in data analysis and interpretation; and (4) assistance in the conduct of tracer studies. One goal of these activities is to assist the Ministry of Civil Service and Administrative Reform to develop a data base on public sector training needs that can be used in the needs assessment and the design of future public sector training. This study was scheduled earlier, but was postponed at the request of the YAR government. It is now planned to begin in Year Four.

Teacher Recruitment and Retention. Objectives 6 and 7 support the target of improving teacher recruitment and retention. These objectives are described more fully below.

Objective 6: Assist the MOE to identify, design, and implement specific strategies to increase the recruitment and retention of Yemeni teachers. The sector assessment identified four ways that teacher recruitment and retention could be improved. These included: (1) a review and possible modification of current teacher qualification levels; (2) the development of certification alternatives for secondary school and university graduates who have not specialized in teacher preparation; (3) increased use of female teachers, who may have lower attrition from teaching due to a lower opportunity cost; and (4) an alteration in the incentive system to reward teachers more for remaining in the teaching force rather than only for completing teacher training.

IEES and the MOE will collaborate in the design and conduct of three activities to support this objective. These include: (1) a study to assess the relevance of current teacher qualification levels and teacher training options beyond the Teacher Training Institutes and the University; (2) a study of the current and projected impact of teacher incentive systems on recruitment and retention, examining both the teacher training stipends and teacher salary levels; and (3) a study to identify and implement a strategy for increasing the entry of females into teaching.

Objective 7: Assist the MOE to strengthen its forecasting and planning capacity, with particular attention to financial planning for the Yemenization of the teaching force. The sector assessment suggested that, given the current expansion rate of the formal education system, the production of the Yemeni teachers will not meet the demand for Yemenization and indeed may not even meet replacement need. Specific planning for Yemenization of the teaching force will involve at least four factors: (1) the projected supply of Yemeni teachers; (2) the costs of using Yemeni versus expatriate teachers; (3) the coordination of teacher's content training with the subject area needs of the schools; and (4) the ability of the MOE to reassign teachers among schools.

The initial project activities to address this objective will be a series of training workshops in financial forecasting that will estimate the cost implications of different rationales and strategies for Yemenization of the teaching force. This will be followed by workshops oriented toward developing a management information system to help coordinate teacher assignments during a time of rapid growth of the education system and to provide data on the cost implications of different assignment patterns.

Literacy and Income Production Training. The eighth and final objective is directed at literacy and income production training, as described below.

Objective 8: Assist the MOE to improve the quality of school instruction by assisting and supporting efforts of the bilateral curriculum enhancement project. The sector assessment identified improved implementation of the national curriculum as a priority concern within primary, preparatory, and secondary education. It specifically recommended improvement of instructional materials used in the schools. Consequently, curriculum improvement has become a major focus of the bilateral project. While IEES is not expected to be the primary source of technical assistance to the bilateral project, IEES activities will assist, complement and support its efforts.

This already has occurred as the sector assessment contributed to the needs assessment and rationale for the bilateral project. Additionally, IEES provided an economic consultant to assist with the development of the Project Paper, which specified the design of the project. Results of the studies and training workshops to be conducted through IEES Project will continue to assist the bilateral project as IEES activities yield improved data on the education system and trained personnel which will be available to that project. Additionally, the IEES Project will support the bilateral project through other related research and evaluation activities.

These objectives will be addressed through three types of activities over the life of the IEES Project: (1) training activities to provide appropriate Yemeni personnel with necessary background and skills to examine and respond to the issues of educational improvement; (2) research and development activities to further define relevant issues and formulate

appropriate interventions; and (3) implementation activities in which IEES supports MOE efforts to initiate new or revised programs in the areas identified for improvement.

1.8 ACHIEVEMENTS, PROBLEMS ENCOUNTERED, AND LESSONS LEARNED

The second half of the Third Project Year of the IEES Project was not only a period of intense project growth, but was also a time of assessing project impact and planning the direction of future project activities.

The implementation of the IIBE Project in Haiti during this report period resulted in an accelerating schedule of consultancies to that country to support an array of implementation activities, just as the implementation of the PRI in six countries (the seventh, Haiti, will join PRI soon) created the demand for greater consortium support structures. In Somalia, the highly-leveraged Integrated Strategy for Improving Primary Education (ISIPE) effort was strongly supported by government, donor agencies, and a series of IEES consultancies. JSEIP continued to build its program of assistance in Botswana and the expanded program of IEES assistance planned for the Yemen Arab Republic created the need for an RTA position in that country. The planning and start of the EHR Sector Assessment activity in Nepal during this period marked the beginning of an effort to provide the information and analysis needed to improve decision- and policymaking in that country.

The Second IEES International Conference provided the opportunity to assess the impact of this growing agenda of activities and also to discuss the future direction of the project. As did the previous conference in 1985, the week of face-to-face discussions among national officials, USAID Mission and AID/Washington personnel, along with IEES Consortium staff, resulted in a new awareness of the impact of IEES activities, as well as the strengthening of program linkages and networking. National officials took this occasion to stress that IEES assistance had been distinguished from other donor assistance within their countries by the insistence on

counterpart participation and the training activities built into all IEES efforts. Reports from collaborating countries, such as Somalia where MOE computer training responsibility has now shifted from IEES to MOE personnel, emphasized that this project goal was being achieved.

During this report period project, management was also faced with problems which required the coordination of efforts in-country, as well as within the consortium. The resignation of two EPP staff members in Indonesia created a potential constraint to the progress of that innovative project. The support of both the Indonesian MOE and the USAID Mission during this difficult period has permitted the project to sustain both momentum and direction. Strong candidates for these positions have been submitted and EPP has continued to progress towards project goals.

Another period of relative inactivity for IEES assistance in Liberia resulted from the worsening economic crisis in that country and the question of possible withdrawal of U.S. assistance. It now appears that assistance will continue in Liberia and the MOE, Mission, and IEES are proceeding with their collaborative plans for a Sector Assessment Update to serve as a basis for planning future assistance to the EHR sector.

Both the International Conference, involving representatives from all seven collaborating countries, and the implementation of PRI research activities in six countries during this period furthered the development of cross-national linkages and networking, an IEES strategy which is steadily emerging as a strong and positive force both in central project planning and in national planning for improving educational efficiency. The significance of cross-national networking first became apparent at the First IEES International Conference in November 1985. Prior to that time, there had been little opportunity for face-to-face discussions among

national representatives. The friendships and alliances formed during that meeting were evidenced by the representative's work together to determine their agenda for that meeting. The meeting of the International Steering Committee at FSU in May 1986 further developed this network, as did the conference during this report period. The IEES PRI now provides another mechanism for cross-national communication and discussion of research topics.

IEES strategic documents achieved increasing impact during this report period with the dissemination of the four-volume, bilingual Haiti EHR Sector Assessment and the three-volume Indonesian Sector Assessment. Missions and government officials in Haiti and Indonesia report that these documents are increasingly used as planning documents. The Indonesian government has undertaken to produce its own version of the assessment in Bahasa Indonesian. Country Implementation Plans for both Haiti and Indonesia, based upon the findings of the assessments and collaboratively developed with government and Mission to best utilize IEES resources, were finalized during this period. These annually-revised strategic documents will guide project activities during the next project year. Country Implementation Plans were updated in Somalia and the Yemen Arab Republic during this period and present an enlarged agenda activities which reflect an emerging agreement of government, Mission, and project goals.

In Somalia, an accelerated pace of assistance was planned to provide maximum support for the Integrated Strategy in order to maintain the current momentum of other donors' efforts and to assist the MOE in convincing the donor community to invest in this plan to improve primary education.

In the Yemen Arab Republic, IEES plans provide continued support for MOE efforts to build an effective EMIS and also provide assistance for organizational improvements recommended in the EHR Sector Assessment. An IEES RTA will be placed in Yemen during the coming report period to assist Mission and MOE in achieving the goals of the activities developed in the implementation plan.

2.0 CENTRAL CONSORTIUM OPERATIONS

2.1 PLANNING, MANAGEMENT, AND COORDINATION

Planning, management, and coordination for the IEES Project are carried out by the International Steering Committee (ISC), the Executive Management Committee (EMC), and the central consortium staff at FSU. During this report period, the EMC and the ISC met informally to consider policy direction and planning during the Second IEES Information Conference in Denpasar, Indonesia. IEES central consortium staff at FSU are responsible for central office operations and ongoing day-to-day management and coordination of project activities. This section discusses the accomplishments of these groups, the constraints encountered, and projected activities during the first half of the Fourth Project Year.

2.1.1 International Steering Committee

The ISC met informally during the Second IEES International Conference in Denpasar, Indonesia. Current composition of the ISC is presented below.

IEES International Steering Committee

Botswana	<i>Jakes Swartland</i>
Haiti	<i>Frantz Lofficial</i>
Indonesia	<i>Mcegiadi (Chair)</i>
Liberia	<i>Othello Gongar</i>
Nepal	<i>Kesab Nepal</i>
Somalia	<i>Ali Hassan Ga'al</i>
Yemen Arab Republic	<i>Abdul Rabo Garada</i>

The ISC is routinely informed of project activities and consulted on action items, such as the IEES Policy Research Initiative and implementation of the three bilateral field projects.

2.1.2 IEES Executive Management Committee

The IEES Executive Management Committee (EMC) did not meet formally during this report period, but convened informally during the Second IEES International Conference in Denpasar, Indonesia, in addition to maintaining telephonic communications during this report period. Major topics for EMC consideration during this period concerned the following topics:

- Progress of the IEES Policy Research Initiative,
- Activities of the bilateral projects in Indonesia (EPP), Botswana (JSEIP), and Haiti (IIBE),
- Selection of the Nepal Sector Assessment team, and
- The impact of IEES activities on the improving of educational efficiency in collaborating countries.

2.1.3 Coordination With Other AID-funded Projects

IEES maintains close coordination with two other AID-funded projects, Basic Research and Implementation in Developing Education Systems (BRIDGES) and the Radio Learning Project (RLP). This coordination is maintained both by meetings in the U.S. to discuss common concerns and by coordination of work within collaborating countries.

The IEES Communique regularly disseminates both current and projected activities for BRIDGES and RLP. Travel schedules for the staff of these projects are included in the Communique to ensure better coordination both in scheduling and for in-country work. Because the IEES Communique is distributed to IEES Project and USAID Mission personnel in collaborating countries, this information on BRIDGES and RLP greatly increases the

efficiency of in-country planning of activities for the three centrally-funded projects.

2.1.4 Technical Support Services

Detailed discussion of IEES technical support services in support of project field activities to improve educational efficiency in collaborating countries are provided in the sections of this report which describe country activities. In addition to these field activities, which are also detailed in the Country Implementation Plans annually revised in each country, four major technical support activities were carried out during this report period.

IEES Monograph on Evaluation of Educational Efficiency. This document, prepared by David Chapman of SUNYA, in cooperation with Douglas Windham of SUNYA, was completed and disseminated during this report period. This document is described in detail in the previous Semi-Annual Progress Report (June-December 1986).

IEES Monograph on Educational Efficiency Indicators. Douglas Windham of SUNYA presented the outline for this conceptual paper at the Second IEES International Conference. Windham, following recommendations received from discussions at the International Conference, produced a draft of this paper in June 1987. This draft will be circulated for further discussion within the IEES Consortium in July. Windham will produce a final version of the paper by September 1987.

Development of Policy Research Topic Proposals. Proposals for the IEES Policy Research Initiative (PRI) were finalized during the research team meetings, which followed the Second IEES International Conference in Denpasar, Indonesia. These finalized PRI proposals are further described in the PRI section of this document. The proposals, along with relevant

research planning documents, were compiled by Jerry Messec of FSU into a PRI document for dissemination within the consortium and collaborating countries during this planning period.

Training Manual for EHR Sector Assessment Methodology. This training manual, developed by Victor Cieutat and Mary Pigozzi of IIR, was presented in draft form at the Second IEES International Conference in Denpasar, Indonesia. The manual is now undergoing revision and expansion, based on the feedback received and will be finalized during the next report period. The manual is being used for training counterparts during the sector assessment activity currently being conducted in Nepal (June-August 1987) and further revisions are expected to be incorporated in the document as a result of this experience.

Training Manual for Data-based Decisionmaking and Policy Analysis. This manual was produced as the result of IEES collaboration with the World Bank and in collaboration with the Ministry of Education in Lome, Togo. The materials were jointly presented by Jerry Messec of FSU and Stephen Heyneman of the World Bank at the Second IEES International Conference. They are now being prepared for publication at IEES central offices at FSU and will be completed and disseminated during the next report period. The materials were translated into French during this report period in order to serve as the basis of a training workshop in Haiti to be conducted by Sande Milton and Aline Bory-Adams, both of FSU, who presented the original workshop in Lome, Togo. The workshop in Haiti will be held in late June 1987.

2.1.5 Ongoing Management and Coordination

The project monitoring systems developed during the Third Project Year were refined during this report period to support the tasks of backstopping three major field projects: Junior Secondary Education Improvement Project (JSEIP) in Botswana, Education Policy and Planning (EPP) Project in Indonesia, and Incentives for Improving Basic Education (IIBE) Project in Haiti, as well as IEES Resident Technical Advisors in Nepal and Somalia. To these tasks was added the administration of the IEES Policy Research Initiative, which was implemented during this report period. The range of activities undertaken by these projects in order to accomplish their objectives is described in other sections of this document (Sections 1.1-1.9). The flow of information and the critical need for rapid response to requests for field support, as well as the routine work of reporting and facilitating required forms and procedures to meet operational requirements of AID/Washington, USAID Missions, collaborating countries, and IEES Consortium institutions, require rapid and effective response from project management. This section describes the systems which operate to achieve this goal.

2.1.5.1 The Country Coordinator System

The IEES Executive Management Committee in 1986 instituted a Country Coordinator system for effective monitoring of all IEES activities in collaborating countries. The committee designated one individual from the consortium to assume primary responsibility for each of the countries collaborating with IEES to improve educational efficiency. Terms of reference were developed for the Country Coordinators that specified their coordination functions and responsibilities.

Country Coordinators were assigned during this report period as follows:

Botswana	Robert Morgan
Haiti	Peter Easton
Indonesia	John Bock
Liberia	Robert Morgan
Nepal	John Mayo
Somalia	Frances Kemmerer
Yemen Arab Republic	Victor Cieutat

These individuals are tasked with the following responsibilities for the countries assigned:

Monitoring and Reporting. The Country Coordinator is responsible for monitoring project activities and reporting all information concerning IEES activities in each collaborating country. Monthly field reports, trip reports, products of research and analysis, cable and letter messages from the Mission or Government are the key information elements received by Coordinators. This information is collected by the Educational Efficiency Clearinghouse at FSU and disseminated to Country Coordinators and other consortium personnel. Country Coordinators prepare reports for both the IEES Project Plan and Semi-Annual Progress Report.

Development of Country Implementation Plans. Country Coordinators are responsible for annually revising the Country Implementation Plan for IEES Activities in each country. This requires monitoring of present activities as described in the existing plan and close coordination with in-country counterparts, IEES RTA, and USAID Mission personnel in order to adapt the Plan to meet the changing needs of collaborating countries. These annually revised Country Implementation Plans are also used to prepare the annual

IEES Project Plan, which is coordinated by Jerry Messec of FSU. Country report sections of this document are prepared by Country Coordinators who base their reports upon the approved Implementation Plan for each country as well as the result of their collaboration with country decisionmakers and Mission personnel. The result of this process is that IEES Project Plans are accurate and comprehensive in scope because they are prepared by the IEES personnel most closely involved in actual in-country accomplishments.

Monitoring and Reporting Responsibilities. The Country Coordinators' primary monitoring responsibility is to ensure that the activities approved in the Country Implementation Plan are carried out on schedule unless prior agreement for cancellation or postponement is reached. Regular reporting duties of Country Coordinators include the following:

- Project Plan. This document analyzes the impact of IEES activities in collaborating countries and also presents detailed plans for achieving project objectives within the next project year. Country Coordinators are annually assigned the task of preparing sections, reporting on the country of their responsibility. This work is coordinated by Jerry Messec of FSU.
- Semi-Annual Progress Report. Country Coordinators also are responsible for this six-months report of IEES accomplishments and projected activities within collaborating countries. Jerry Messec coordinates the production of this document.
- Document Collection for the IEES Educational Efficiency Clearinghouse. Country Coordinators are responsible for ensuring that all relevant documents produced (or collected from other sources) are provided to the Educational Efficiency Clearinghouse at FSU. This ensures that the project maintains an accurate record of accomplishments and impact in collaborating countries and also allows the Clearinghouse to disseminate documents to countries, USAID Missions, IEES Consortium members, or other interested professionals.
- IEES Communique. The IEES intraconsortium newsletter, the IEES Communique, has been expanded to contain more information on in-country accomplishments and projected activities in order to keep all consortium members and consultants informed concerning the growing number of project activities. Country Coordinators are

regularly requested by Communique Editor, Jerry Messec, to prepare reports on recent accomplishments and plans in collaborating countries.

- Coordination with PRI Project Research Administration. Country Coordinators maintain close coordination with John McInahan of FSU in order to facilitate the conduct of these research efforts.

2.1.5.2 The IEES Management Information System

During the previous report period, significant changes were made in the Management Information System (MIS). The MIS was created by project management to provide timely and accurate information for the many critical decisions for project direction in order to achieve its objectives.

Components of this MIS include the following:

Field and Trip Reports. These reports describe project accomplishments, problems, and projected plans and are critical to the planning and monitoring functions of central management. To ensure that all field and trip reports contain the information necessary for project planning, guidelines have been developed and disseminated throughout the consortium. These guidelines have resulted in improved information flow throughout the consortium. The routing procedure for these reports has facilitated the timely processing and distribution of all reports and also provides a check on the quality and consistency of the reports.

IEES RTAs (including COP/RTAs for the three field projects now in operation) are required to submit copies of all field reports to central project offices as well as to the Country Coordinator. These reports permit information directly from the RTAs to be included in the semi-annual reports. This lessens the reporting burden of increasingly busy RTAs while improving the flow of field information into project reports.

Project Status Updates. Project Status Updates are a summary of all project achievements and commitments and are regularly produced by FSU

staff for project management use. They provide staff with timely information regarding the current status of all commitments, scheduled activities, and action requirements with respect to four related sets of objectives: contract specifications, country implementation plans, progress report projections, and additional recent commitments. The Updates are now regularly produced and widely used by IEES project management.

IEES Communique. The IEES intraconsortium newsletter, The IEES Communique, serves as an important part of the IEES MIS. The newsletter was greatly enlarged during Project Year Three to include information regarding the activities of two other centrally-funded AID education projects, BRIDGES and the Radio Learning Project, to improve the coordination of all three efforts. The Communique serves an important function of informing all consortium members and consultants of critical developments in both field and central project activities.

Monthly Travel Updates. Messec also produces at FSU a monthly update of all project travel, scheduled and tentative. This document is arranged by country and serves the important functions of displaying all travel plans for better coordination and maintaining a continuous record of project travel.

2.1.6 Anticipated Constraints

The addition of IEES Policy Research Initiative activities in collaborating countries has imposed additional requirements on central project management. The full implementation of these research activities in all seven countries will require close coordination with central project management and the management of the three bilateral field projects (JSEIP, EPP, and IIBE). A Field Project Overview Committee has been established at

FSU central project offices and has initiated weekly meetings during this report period in order to establish this coordination.

2.1.7 Projected Activities

During the next six months, the weekly meetings of the newly-instituted Field Project Overview Committee are expected to greatly improve the ability of central project personnel to plan field project activities and to both predict and respond to problem areas. In addition, weekly meetings of central office administrative staff contribute to the improved efficiency of IEES management.

Telephonic conferences of all IEES Country Coordinators are scheduled to begin in July 1987 and will serve both to improve information flow and to broaden the information base for improved decisionmaking.

2.2 KNOWLEDGE BUILDING AND NETWORKING ACTIVITIES

2.2.1 Background

IEES carries out knowledge building and networking activities to expand and share the body of knowledge on educational development which is derived from the experience of implementing the IEES Project. The IEES Project, because of its long-term commitment to collaborating countries, is well suited to address this need for more precise information and better empirical data about what works in the field of International Development Education. IEES cross-national assistance provides the opportunity to examine the generalizability of lessons learned and the long-term impact of strategies in different cultural settings and under differing sets of country-specific conditions.

This educational knowledge is generated through such activities as sector assessments, research initiatives, special studies, and the experience of implementing field activities. It is disseminated through three sets of activities discussed in this section. These are the IEES Educational Efficiency Clearinghouse, Project Networking Activities, and IEES Publications.

2.2.2 IEES Educational Efficiency Clearinghouse

The IEES Educational Efficiency Clearinghouse, which is located at FSU, functions as the central repository for all IEES Project documents as well as other materials related to project activities. The Clearinghouse provides documentary support by disseminating these materials to IEES Consortium members, AID/Washington and USAID Missions, IEES Resident Technical Advisors, IEES International Steering Committee members, and

interested institutions and professionals, both in the United States and internationally (Figure 2.2.1).

Primary Functions. The IEES Efficiency Clearinghouse has four primary functions within the Project:

1. To serve as a repository for all IEES Project documents, country background information, and topic-specific information on project research activities.
2. To provide active documentary support of project activities by producing and disseminating project documents to IEES consortium members, consultants, and counterparts in IEES collaborating countries, as well as educational organizations in the U.S. and abroad.
3. To conduct information searches and compile focused bibliographies on project research topics for IEES Consortium members.
4. To establish and support In-country Resource Centers in IEES collaborating countries.

The Clearinghouse serves as a repository of IEES Project documents in both the draft and final forms for the purposes of dissemination, project monitoring, and historical record. Project documents which are collected and made available include the following categories:

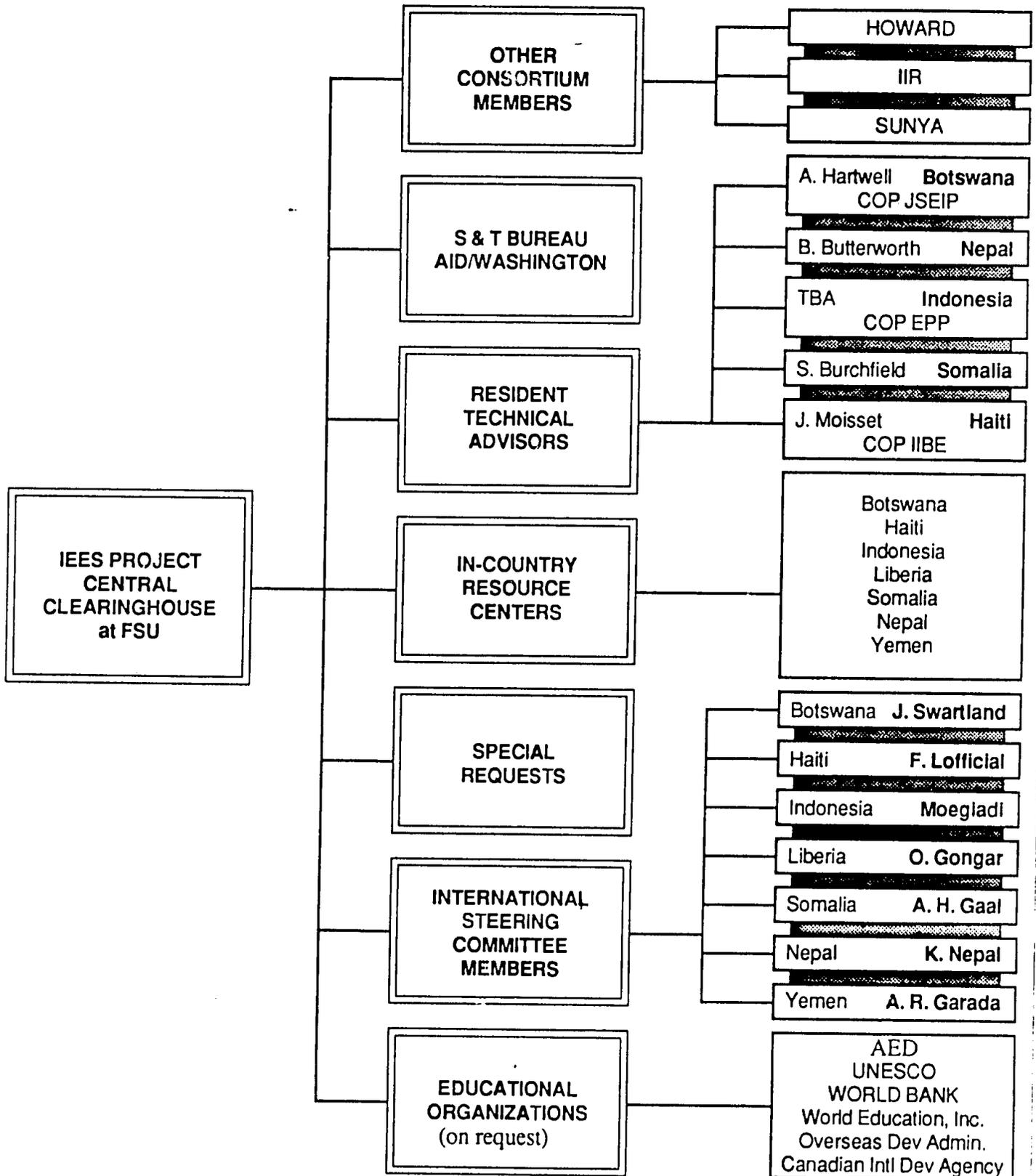
1. Strategic Documents

These documents form the basis of the IEES long-term, systematic strategy of improving educational efficiency in collaborating countries. IEES strategic documents include:

- Sector Assessments
- Sector Assessment Updates
- Country Implementation Plans
- Strategy Statements

Figure 2.2.1

IEES EDUCATIONAL EFFICIENCY CLEARINGHOUSE Current Distribution Network



2. Field Study Documents

These documents report on specific project activities as identified in the collaboratively-developed Country Implementation Plans.

- Special Studies
- Evaluation Reports
- Workshop and Training Reports
- RTA Field Reports
- Trip Reports

3. Project Support Documents

These documents support project research, training, and other activities.

- Monographs
- Training Manuals
- Technical Packages
- Resident Technical Advisor Information Packages
- Discussion Papers

4. Project Reports

Annual and Semi-Annual Reports on IEES Project activities and accomplishments.

- Annual Project Plans
- Semi-Annual Progress Reports

5. Field Project Reports

Field project reports include the following:

- Project Papers (AID Project Design documents)

- Education Policy and Planning Project (EPP) Reports
- Junior Secondary Education Improvement Project (JSEIP) Reports
- Incentives for Improving Basic Education Project (IIBE) Reports

6. Project Information Documents

These documents provide information on the IEES Project strategy, components and organization.

- IEES Communique (newsletter)
- Project Description (English and French versions)
- Project Brochure
- Project Summary
- Policy Research Initiative documents

Country Background Information. The IEES Clearinghouse also maintains collections of relevant background materials concerning collaborating countries. These are organized and catalogued by country. This collection includes recent information on educational systems, governmental and economic issues, research, statistics, and cultural information in each country. The collection also includes country-specific documents, such as reports from USAID, UNESCO, World Bank, the UNDP, and Ministries of Education.

Educational Issue Information. The Clearinghouse also maintains background materials on educational and development issues, strategies, and practices. These materials are organized and catalogued by topic. The issues represented are:

- Low Cost Educational Systems
- Instructional Design
- Computers in Planning

- Computer Catalogs & Directories
- Management Information Systems
- Evaluation
- Media-Based Education
- Interactive Radio/Distance Learning
- Educational Research
- Rural Education
- Educational Achievement & Productivity
- Economics of Education: Access/Equity/Efficiency
- Social/Political Issue in Education
- Training Case Studies
- Institution-Building
- Agriculture/Health/Hunger/Environment
- Literacy
- Communication/Cultural Change
- Development Assistance Programs
- USAID Publications
- UNESCO Publications
- World Bank Publications

Research Support Materials. Another section of reference material has recently been organized in the IEES Efficiency Clearinghouse to support IEES Policy Research Initiative activities in collaborating countries. To provide document and information support to research activities, the Clearinghouse can conduct data base information searches, compile bibliographies, or acquire materials on research topics and methodologies.

These materials are organized into the following categories:

- Research Methodology
- Educational Management Information Systems
- Strengthening of Local Education Capacity
- Teacher Incentive Systems

IEES Clearinghouse Document Dissemination. The second major function of the Clearinghouse is to disseminate these materials to IEES Project staff in the U.S. and collaborating countries, as well as to USAID, other donor agencies, and researchers and professionals in international EHR development. This provides all those involved in IEES activities with current information on project developments and progress, and also makes others aware of IEES accomplishments.

IEES Project documents and related materials are provided to consortium members, IEES-collaborating countries, USAID Missions and U.S. government agencies without charge. Educational institutions and members of the professional community who wish to receive IEES documents are provided with them on a document reciprocity basis. All others interested in obtaining IEES documents may purchase them at cost (plus shipping and handling).

IEES In-country Resource Centers. The IEES Clearinghouse works with IEES Resident Technical Advisors to establish an Educational Efficiency In-country Resource Center (IRC) in collaborating countries. These centers serve as repositories for: a) materials compiled during sector assessments and other studies, b) IEES documents, publications and related materials, and c) other pertinent educational resources. These materials are available to support the current and future technical work within the Ministry of Education, USAID Mission personnel, as well as IEES and other

consultants engaged in educational planning, management, and research. As these resource centers become operational, requests for follow-up information may be made to the Central Clearinghouse and additional services, such as computer-based information searches, may be provided. The resource centers are important for project goals of developing institutional capacity. They provide a means for collecting the products of IEES Project activities for present and future use in-country, and for providing a valuable information resource which will continue beyond the life of the project.

In-country Resource Centers now have been established in Botswana, Somalia, and the Yemen Arab Republic. These IRCs now receive documentary support in the form of recent IEES documents and other materials to support project activities and national education priorities. IRCs will be established in other collaborating countries when appropriate sites are selected.

IEES Clearinghouse Outreach Activities. The IEES Clearinghouse has improved its dissemination network of IEES documents and related materials. Activities in support of these efforts are discussed below.

Production and Distribution of IEES Documents. The following IEES documents have been produced and disseminated through the IEES network during this report period:

- Haiti EHR Sector Assessment (four bilingual volumes)
- Indonesia EHR Sector Review (three volumes)
- IEES Semi-Annual Progress Report (June-December 1986)
- IEES Project Plan: Year Three
- Somalia Country Implementation Plan
- Yemen Arab Republic Country Implementation Plan

- Indonesia Country Implementation Plan (approval pending)
- Haiti Country Implementation Plan (approval pending)

Research Support Activities. In order to provide the IEES network with pertinent literature on key educational issues, the Clearinghouse provides support materials upon request. The Clearinghouse continues to support the IEES Policy Research Initiative with materials in the three research areas:

- Educational Management Information Systems
- Teacher Incentive Systems
- Support of Local Education Capacity

The Clearinghouse provides support materials to those consortium members tasked with the Policy Research Initiative and provides updated lists of recent acquisitions on these topics.

2.2.3 Networking

2.2.3.1 Second IEES International Conference

The Second International IEES Conference was held in Denpasar, Indonesia, February 15-20, 1987. IIR was tasked with arrangements for this conference, including the initial design of the program in association with FSU and S&T/ED. This important networking activity is discussed in detail in another section of this document.

2.2.4 Concept Papers

Monograph Series. During this report period, David Chapman, in cooperation with Douglas Windham, completed a paper entitled The Evaluation of Efficiency in Educational Development Activities. This paper

examines the concept of efficiency; the nature of evaluation; the criteria, standards, and indicators of educational efficiency; the process of evaluation; and the evaluation of education in the developmental context.

The monograph examines selected issues in the design and conduct of program and project evaluation in developing countries and focuses on the evaluation of international technical assistance programs that have the enhancement of educational efficiency as a goal. The objective of the monograph is to improve the practice of evaluation in educational technical assistance programs where the issues of allocative and technical efficiency in the educational system are paramount.

Based on the concept paper by Chapman and Windham, Douglas Windham is preparing an IEES Monograph on Educational Efficiency. He presented his ideas for the paper at the Second IEES International Conference in Indonesia in February 1987. This paper is intended to provide conceptual guidance for formulating project strategies for improving educational efficiency and to assist in assessing the impact of project implementation activities.

Windham noted that the following assumptions were made in his preparatory work on this paper:

- Emphasis on collective and public decisionmaking, but attention also given to support of individual decisionmaking.
- Emphasis on practical and operational aspects, but within the context of conceptual advantages and limitations.
- Emphasis on applications within developing nations.
- Inclusion of concerns for policy decisions about replication and dissemination of educational experiments and pilot activities.
- Consideration of efficiency indicators within the general context of educational management information systems and their use.
- Attention given to the cost-effectiveness of generating and using efficiency data.

- Emphasis more on application of lessons learned from IEES Project and related activities and less on review of literature approach.

Following a discussion with conference participants regarding these assumptions, Windham presented the following outline for the paper:

- I. Introduction and Justification for Selection of Topic
- II. The Role of Efficiency Indicators in the Analysis of Educational Programs
 - A. Definitional and Conceptual Issues
 1. The efficiency metaphor and its application to education
 2. Internal versus external efficiency
 3. Productive versus allocative efficiency
 4. Single versus multiple indicators
 - B. Indicators of Effectiveness
 1. Achievement of indicators
 2. Attainment indicators
 3. Attitudinal indicators
 4. Equity indicators
 5. External indicators
 6. Non-quantifiable effects
- III. The Policy Relevance of Indicators of Educational Efficiency
 - A. The Use of Indicators in Policy Decisions
 - B. Constraints and Facilitators in the Use of Efficiency Data
 - C. Operational Prospects for Increased and/or Improved Use of Efficiency Indicators
- IV. Review and Recommendations

Windham will complete a first draft of this paper by June 1987 for review within the IEES Consortium in July. The paper is scheduled for completion by September 1987.

IEES Training Manuals. A draft of the first IEES Training Manual, Training Manual for Sector Assessment Methodology, was completed during this report period by Victor Cieutat and Mary Pigozzi, of IIR. This manual was the focus of discussions regarding sector assessments at the International Conference. This manual is discussed in detail in Section 2.4 of this report.

Another training manual, Training Manual for Data-based Decision-making, is now being prepared for publication and is based upon the collaboration training work with the World Bank and the Government of Togo. This manual and its development is also discussed in Section 2.4 of this document.

Field Publications. During this report period, central staff at FSU carried out the final revisions and preparation for publication of two large project documents, the Indonesian EHR Sector Review and the Haiti EHR Sector Assessment. Both documents were produced in 8.5" x 11" format at the request of the respective governments. Country Implementation Plans for both Indonesia and Haiti were also produced at FSU during this period.

IEES Technical Packages. Two technical packages, one dealing with materials-based instruction and one outlining computer applications, were reviewed by specialists during the previous reporting period and have been subsequently revised. Along with a technical package examining the key issues of improving educational efficiency, these are now awaiting further review.

2.3 IEES POLICY RESEARCH INITIATIVE

2.3.1 Background

The policy research structure for the IEES Project was proposed by Douglas Windham of SUNYA in March 1986 and is divided into four components: (1) rationale, (2) structure, (3) topics and personnel, and (4) implementation and scheduling. The structure is built upon project characteristics of continuity, collaboration, and coordination maintained for all the research topics and for the IEES and host country personnel involved in the conduct of the research. The policy research initiative was reviewed and approved by the IEES International Steering Committee at FSU in May 1986.

Rationale for the IEES Research Agenda. The primary characteristics of the IEES research program are relevance to policy, coordination among participating countries, coordination with other agencies and authorities, and collaboration with host country personnel.

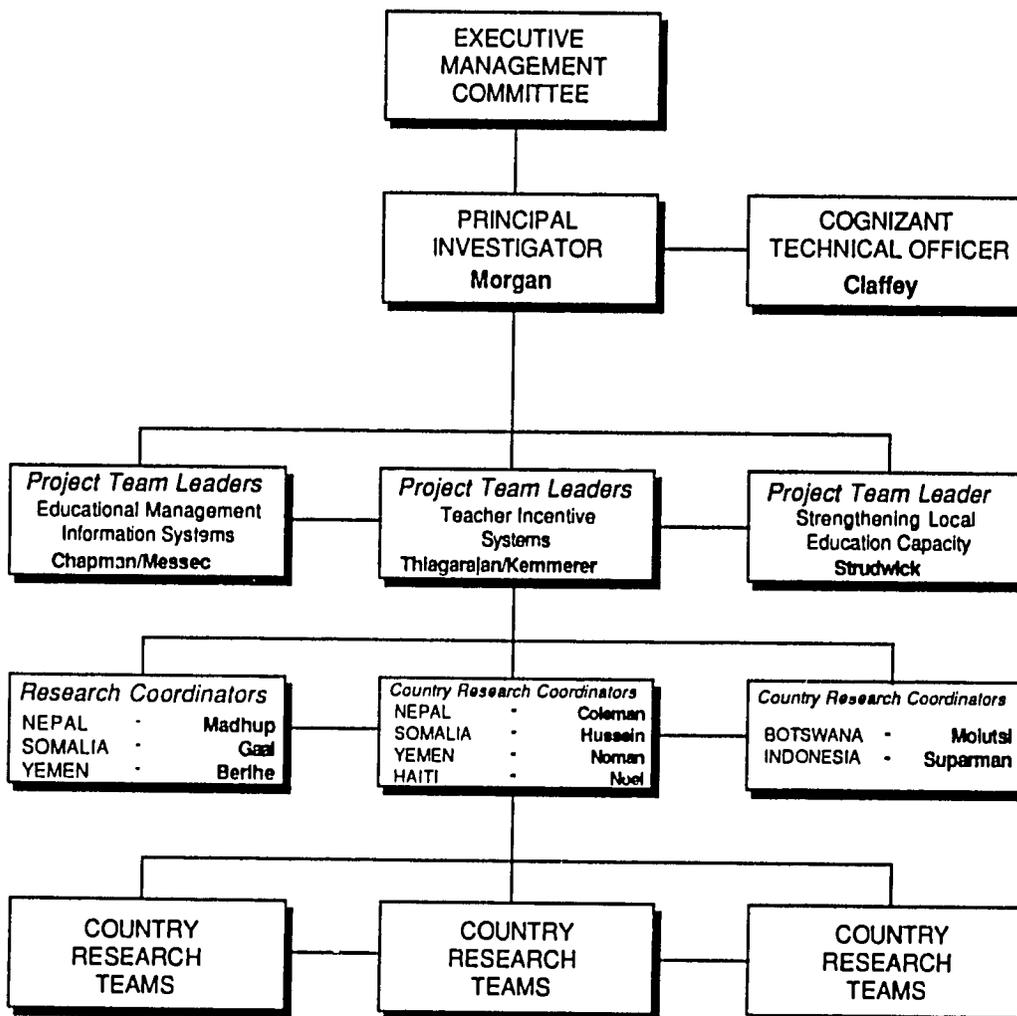
These characteristics for the research agenda are derived from the conceptual framework of the IEES Project.

Administrative Structure for IEES Policy Research Initiative. The basic design for the IEES research agenda is one of collaborative research teams which conduct coordinated projects on three research topics. The detailed research agenda is based upon three topics, with each topic being researched in two or more of the countries currently collaborating with IEES to improve educational efficiency.

To ensure both collaboration and coordination of the research topics, a specific organizational structure adaptation has been in the IEES management system. As indicated in Figure 2.3.1, the Principal Investigator (PI), in coordination with the Cognizant Technical Officer (CTO), is the individual responsible to the IEES International Steering

Figure 2.3.1

IEES POLICY RESEARCH INITIATIVE
Organizational Chart



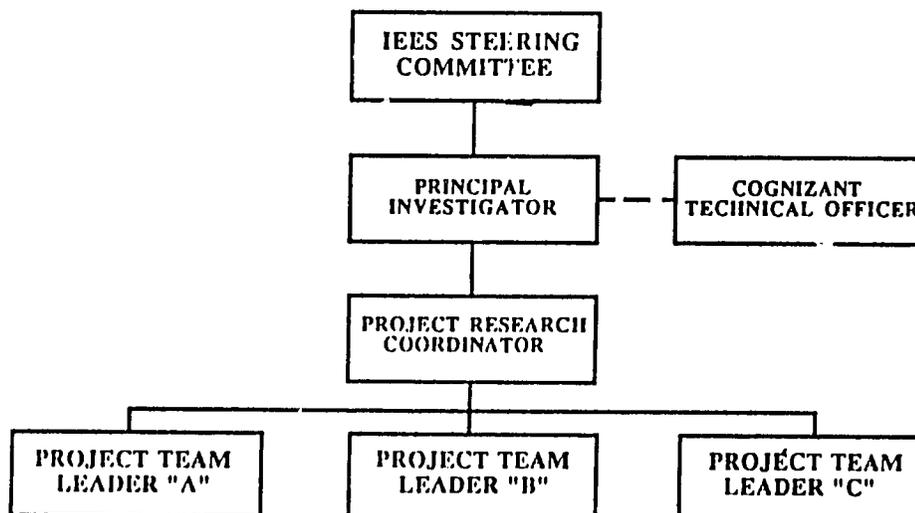
Committee (ISC) for initiation, conduct, evaluation, and dissemination of activities for the research agenda. The ISC is made up of the Country Representatives from each of the active IEES collaborating nations, as well as the members of Executive Management Committee (EMC). The EMC includes the PI, the CTO, the Project Director, and the IEES Institutional Coordinators from Howard University, the Institute for International Research, and the State University of New York at Albany. Windham served as Project Research Coordinator (PRC) until February 1987.

Figure 2.3.2 indicates the three research topics and their organizational placement. The PRC, with approval of the ISC, appointed the following IEES Consortium personnel as the Project Team Leaders (PTL) for each of the research areas:

David Chapman and Jerry Messec	Education Management Information Systems
Jeremy Strudwick	Strengthening Local Education Capacity
S. Thiagarajan and Frances Kemmerer	Teacher Incentive Systems

FIGURE 2.3.2

Organizational Placement of IEES Research Activities



It is the responsibility of each of the PTLs to assure that administrative coordination of the individual topical research agendas is maintained.

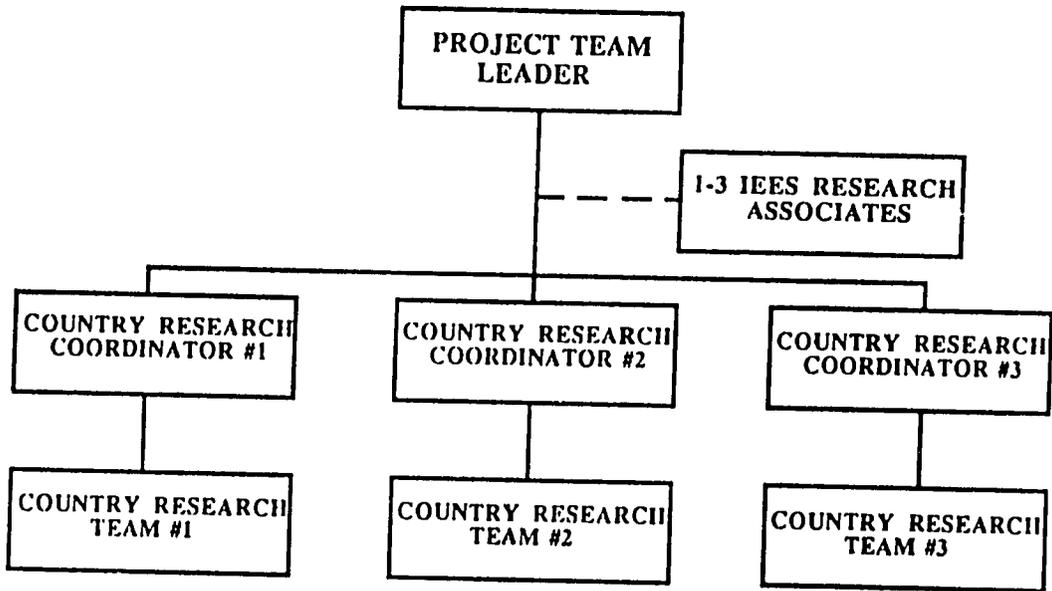
Figure 2.3.3 provides more detail on the structure of topical research efforts and of individual topical research teams. An important distinction is made between the administrative accountability structure (Part A of Figure 3.3) and the operational structure for the design and implementation of research activities (Part B).

The project teams are administered for IEES within a structure wherein the PTLs are responsible for coordination of the countries that have agreed to join, IEES in conducting research on that particular topic. The Country Team Leaders (CTL) are nominated by the IEES country representatives from each country. The country research teams are made up primarily of host country personnel but may, at the request of the CTLs, include IEES Consortium researchers where this is appropriate to fulfill specific duties.

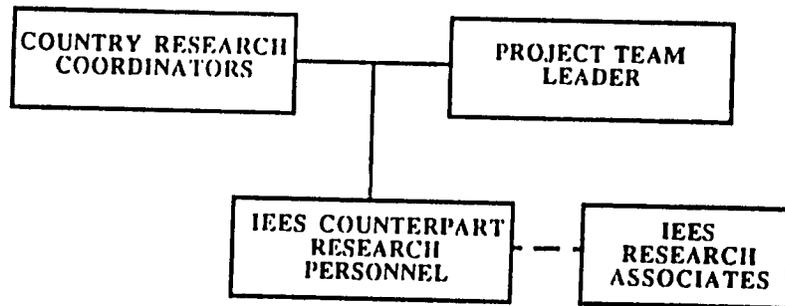
This hierarchical reporting structure (required by the accountability needs of the IEES Project) should be distinguished from the collaborative operational structure illustrated in Part B of Figure 2.3.3. For each selected research topic, a committee made up of the PTL and each of the CTLs working on that topic, will operate as the agency responsible for all methodological and operational issues related to the topic. Each CTL reports to this committee on research activities in their country and receives the committee's comments and suggestions. In this manner, the committee helps assure the comparability of results across the countries working on the same topic while assuring the individual country teams of the latitude necessary to adapt the research to their particular environ-

Figure 2.3.3

A. Structure for administrative Coordination of Project Topical Research Teams



B. Structure for Operation of Individual Topical Research Teams



ment and to their needs for policy information. The structure also maximizes the on-the-job experience to be gained by host country personnel, not just as counterparts in implementation, but also in the design and analysis activities of the project. While the CTLs and PTL are jointly responsible for quality control, the IEES Project staff ensures that these research activities include an implicit goal of increasing the host country research capacity, as well as the explicit goal of producing policy relevant information and scholarly contributions.

2.3.2 Education Management Information Systems

The purpose of this research is to examine the impact of Education Management Information Systems (EMIS) on national level educational policy formulation in developing countries. The study is organized around three EMIS issues:

1. To what extent is there congruence between the information MOE decisionmakers say they need, the information currently available to MOE decisionmakers, and the types of data quality that the literature says decisionmakers should use?
2. To what extent does the development of an education data system contribute to greater congruence among these factors?
3. To what extent is the development of an education data system related to increased use of quantitative information in educational decisions at a national level?

The EMIS study will be carried out in three collaborating countries: Nepal, Somalia, and the Yemen Arab Republic.

The research is being conducted as a series of case studies. The purpose of a case study is to document the development of the data management system as completely as possible so that we can develop a fuller understanding of how that development process occurs.

A case study proceeds by making initial observations, developing tentative general conclusions that suggest particular types of further observations, and then revising the conclusions.

The case studies are organized around three issues:

1. What data are currently available to MOE decisionmakers?
2. What data do decisionmakers say they need for the decisions they make?
3. What types of data and standards of data quality do the literature indicate that decision makers should use?

The EMIS research will examine the extent to which these issues initially are congruent and the extent and manner in which the introduction of an educational data system leads to greater congruence.

To further focus the research, the studies concentrate on four types of data:

- student enrollment data,
- teacher supply and demand data,
- facilities use data, and
- cost and financing data.

The most interesting data for the EMIS case studies are likely to be:

1. Differences in the ideas and beliefs of key planners and policy makers about EMIS (at different points in time).
2. Changes in the ideas and beliefs (about EMIS) of key planners and policymakers over time.
3. Changes in actual patterns in planner's and policymaker's use of EMIS.
4. Reasons cited for use or non-use of EMIS.

Techniques for Collecting Data for EMIS Case Studies. The following data collection techniques will be used for the EMIS case studies:

- review of relevant documents,
- reports of consultants and staff working with the data system,
- interviews with key personnel,
- direct observation,
- participant observation, and
- questionnaires.

General Strategy for Implementing Case Study Research. The research is planned to proceed in the following three stages:

Stage 1: Initial documentation activities

- (a) summary of history of EMIS efforts
- (b) descriptions of present system
- (c) documentation of what data is collected
- (c) what do decisionmakers say they need?
- (e) analysis of MOE capacity for change (availability of trained personnel, etc.)
- (f) summary of intents, expectations and beliefs of key decision makers regarding the EMIS.

Stage 2: Analysis of change over time

- (a) analysis of change in decision makers' actual use of EMIS
- (b) comparison of actual use with earlier intents
- (c) summary of current (new) intents, expectations and beliefs of decisionmakers about EMIS
- (d) analysis of differences in the views and actions of key decisionmakers.

Stage 3: Analysis of case study data and development of report

- (a) analysis of each case study to identify findings and generalizations
- (b) comparison of findings across case studies
- (c) preparation of final study report
- (d) dissemination of study findings

At least twice each year, EMIS Project Team Leaders David Chapman or Jerry Messec will visit each participating country in the EMIS research activity. These visits are further described below.

Purpose of Research Country Visits.

1. Review the detailed Country Research Plan with the CTL.
2. Hold collaborative research meeting with local research team.
3. Convey information on parallel research activities in other participating countries.
4. Review budget with CTL.
5. Assist CTL in any way possible.

Activities During First Research Country Visits.

1. Review progress on activities outlined in Country Research Plan with the CRC.
2. Meet with country Research Team (a) to meet staffs, (b) to review work plan with staff, (c) discuss larger research project and activities of other countries in the study, and (d) provide training as requested by CRC.
3. Meet with other Government and Education officials related to IEES Activities.
4. Work on budgetary and financial logistics with CRC.
5. Work on schedule and plan for implementation of research activities.

Length of Country Visit.

Usually about one week, unless additional assistance is required.

2.3.3 Teacher Incentive Systems

The overall goal for the Teacher Incentive Systems (TIS) research is to provide relevant data, background information, systematic procedures, policy recommendations, and analyses of alternatives so that policymakers in the Ministry of Education can select and implement appropriate

strategies to strengthen the teacher incentive system to achieve improved recruitment, increased retention, and effective instruction and thereby improve the quality of education in the nation's schools.

Design Requirements. In the proposed structure for IEES Policy Research Initiative, Windham lists the following five structural design requirements. Each requirement is met in the teacher incentive systems research.

- Collaboration - Host country participants are to be full partners in the design, conduct, and evaluation of all IEES research activities.
- Comprehensiveness - IEES research activities will be designed and conducted within the context of the full EHR system and with attention to the wider social and economic determinants of EHR policy development.
- Coordination - The research projects will attempt to promote coordination among the IEES countries, within and among government agencies, and between the IEES project and other major development initiatives within the donor community.
- Continuity - Through the utilization of the resident technical advisors, the recurrent use of IEES and host-country personnel, and the establishment of an integrated research management structure, the project will establish and maintain its commitment to each of the selected research topics.
- Conceptual base - The research activities of the IEES Consortium will be informed by a common methodology that will be designed, implemented, and evaluated through the joint efforts of IEES and host-country personnel.

Products. Several products will be produced during and after the TIS research. Here are the expected intermediate products:

- Preliminary statement of the problem, policy issues, and research questions.
- Inventory of system characteristics that affect teacher incentives.
- Design for policy research studies on teacher incentives.
- Recommended research procedure.
- Sample questionnaires for collecting data on teacher incentives.

- Guidelines and budget worksheets for coordinating the study.
- Preliminary review of literature on teacher incentives.
- Descriptions and discussions of major teacher incentive strategies.
- Descriptions and analyses of current incentives and disincentives in each cooperating country.
- Definition and description of critical features of teacher incentive systems.
- A procedural model of improving teacher incentive systems.
- A glossary of terms related to teacher incentive systems.

Here are the expected final products:

- Final report on each country study.
- Policy recommendations regarding teacher incentives for each country.
- Report and recommendations on conducting cross-national policy research studies.
- Updated review of the literature on teacher incentives.

Outcomes. A major objective of the IEES Policy Research Initiative is to improve the capacities of research institutions both in the host countries and among the members of IEES Consortium. As a result of participating in this research initiative, it is anticipated that individual competences and institutional capabilities will improve in these areas:

- Policy research design
- Construction of survey instruments
- Data collection
- Data analysis
- Report preparation
- Policy analysis

- Project management
- Collaboration in cross-national policy research initiatives.

2.3.4 Strengthening Local Education Capacity Project

The overall goal for the Strengthening Local Education Capacity (SLEC) research is to provide relevant data, background information, systematic procedures, policy recommendations, and analyses of alternatives so that policymakers in the Ministry of Education can select and implement appropriate strategies to develop local capacity to support instructional activities.

Statement of the Problem. Over recent years in many developing countries, significant growth in central budget expenditures in the education sector have been accompanied by little evidence of comparable growth in system effectiveness. Evidence from many countries indicates that overall education budgets have grown, but in many instances per pupil expenditures are on the decline. Due to increasing demands on often severely limited national resources, both human and financial, it is becoming increasingly appealing to central governments that they identify areas where there is an existing, or potential, local capacity to absorb what may be additional responsibilities for the support of instructional activities.

What is frequently being observed in education, as in other public sectors of the economy of many developing countries, is a situation that reflects an expanding inability of centralized administration to sufficiently meet the needs and expectations of citizens. To be able to provide the services and facilities that are in demand it may be necessary and desirable for government to increase the level of community partici-

pation in varying levels of educational governance, and in doing so more to expand the current, often inadequate resource base for educational services.

For countries that are experiencing an expanding shortfall in fiscal capacity to meet the growth in demand for education services the problem of identifying appropriate alternate sources of financial and material support is becoming increasingly critical. Of particular interest to both the donor community and recipient countries is the identification of what may be considered non-traditional methods of enlisting local assistance to support instructional activities - rather than the more familiar, clearly defined monetary contributions (fees, education taxes, etc.) although these too are important. For example, many communities in developing nations are already responsible for the provision and maintenance of schools while central government either provides or pays for teachers.

Policy Issues. If the problem facing governments is how to most efficiently and effectively take advantage of existing and/or potential local capacity to support educational services given current fiscal constraints, then the major policy issues are what alternate policy options exist and what are the political and institutional considerations and adjustments necessary to implement those options. In other words: What alternative forms of community and local support, monetary and non-monetary, are available? How successful have these alternatives been? Under what institutional conditions were these successes measured?

Currently many governments regulate the operation of community controlled and private schools, just as they restrict the level of community/local involvement in the administration and governance of publicly funded schools. An easing or redefining of these restrictions may mobilize additional private and/or community resources without sub-

stantially adding, if adding at all, to government's long-term fiscal commitment to this sector.

However, moves towards facilitating the mobilization of local resources, regardless of their form, will almost certainly require substantial political and/or institutional change, particularly where there has been a long standing tradition of free education. It would therefore appear appropriate to identify the alternate policy options and, if possible, some reliable measure of their potential for success in order that policymakers can determine political and institutional priorities.

In order to develop a meaningful discussion of these alternate policy options it is necessary to initially define both the current extent of community and private participation in the support and provision of instructional services, and the institutional framework within which those activities take place. And, secondly, it is vital to mutual understanding of the possible extent of local participation in instructional support activities to document the nature and effectiveness of existing examples.

In preparation of SLEC research, care should be afforded two concerns; the need to document,

- regulations which constrain regional, local, community, or private participation in the support or supply of educational services (constraints), and
- existing and potential areas where decentralized authority for selected educational decisionmaking can result in increased community responsibility for the provision of resources for education (opportunities).

Research Questions. The overall objective of the SLEC research is to identify specific areas in which there is evidence that local and/or private participation in the provision of educational services has led to, or has the distinct potential of leading to a determinable increase in the

quality of those services. Structuring this intention into two broad research questions, we would be asking:

1. Are there specific, identifiable regional, local or community (non-national) related factors that contribute significantly to an increase in the quality of educational services at particular schools or types of schools?
2. Are these regional, local or community related factors dependent of particular institutional conditions for their contribution to the quality of educational services to be significant?

The regional, local and community factors may be defined as instances of local capacity for supporting instruction activities. Collectively they are possible alternate forms of local support mechanisms, alternatives that provide policymakers with options from which they can select and implement appropriate strategies to develop and/or enhance existing local capacity to support education. In order to meet the objective of identifying those alternate mechanisms, and the environment within which they are successful, the research must gather adequate information of the following:

- A. Institutional background related to the current status of
 - the school system,
 - the extent of community local and private participation in that system, and
 - existing policies, practices and procedures that regulate or guide community, local, and private participation in the school system.
- B. Current practices. What types of support activities, monetary and non-monetary, are currently practiced that are not nationally funded? What are their measured or judged affects on school performance?

Products. Several products will be produced during and after the SLEC research. Expected intermediate products are:

- Preliminary statement of the problem, policy issues, and research questions.

- Inventory of system characteristics that affect SLEC.
- Design for policy research studies on SLEC education.
- Recommended research procedure.
- Sample questionnaires for collecting data on SLEC.
- Guidelines and budget worksheets for coordinating the study.
- Descriptions and analyses of current instances of local support for instructional activities in each cooperating country.
- Descriptions and discussions of local support strategies.
- Descriptions and analyses of the current policymaking mechanisms in each participating country.
- Descriptions and analyses of the perceptions of SLEC systems by different stakeholders in each collaborating country.
- Definition and description of critical features of SLEC systems.
- A glossary of terms related to SLEC.

Here are the expected final products:

- Final report on each country study.
- Policy recommendations regarding SLEC for each country.
- Final report synthesizing the findings from the countries collaborating in the research effort.
- Policy recommendations for SLEC in developing nations.
- Report and recommendations on conducting cross-national policy research studies.

2.3.5 Implementation Activities

Following ISC approval, the IEES Policy Research Initiative (PRI) began with finalization of country-topic relationships, identification of assistant Project Team Leaders (PTLs) and of Country Team Leaders (CTLs), and initial meetings of two of the three policy research teams. The following personnel were selected in late 1986 for the PRI:

Educational Management Information Systems

David Chapman (SUNYA) - PTL

Jerry Messec (FSU) - PTL

Madhup Dhungana - CTL, Nepal

Kassim Berihe - CTL, Yemen Arab Republic

Ali Hassan Gaal - CTL, Somalia

Teacher Incentives

S. Thiagarajan (IIR) - PTL

Frances Kemmerer (SUNYA) - PTL

Albert Coleman - CTL, Liberia

Hussein Mohamed Said - CTL, Somalia

Noman Saed Alaswadi - CTL, Yemen Arab Republic

Support of Local Education Capacity

Lorenzo Morris (Howard Univ.) - PTL

Jerry Strudwick (SUNYA) - PTL

Romli Suparman - CTL, Indonesia

Patrick Molutsi - CTL, Botswana

Jèan-Marie Leroy - CTL, Haiti

In October 1986, all PTLs were informed by IEES PI Robert Morgan of the administrative requirements for implementation of the Policy Research Initiative. These requirements were incorporated in PRI management procedures developed by the research teams in November and September.

Educational Management Information Systems Meeting. An initial meeting of the Educational Management Information Systems (EMIS) policy research team was held in Kathmandu, Nepal, in November 1986. In attendance, in addition to the research team, were Douglas Windham, Project

Research Coordinator, Barbara Butterworth, IEES RTA for Nepal, and Bal Gopal Baidya, Director of the New ERA consulting firm. Also participating in specific sessions were Jean Meadowcroft of USAID Nepal, Prachanda Raj Suwal, Head of the Nepali Ministry of Education and Culture's Manpower and Statistics Unit and Ishware Upadhyay, former Director of Planning and recently appointed as Director of Nepal's Examinations Council. The three EMIS CRCs prepared draft proposals, work schedules, and budgets. These were further revised and later approved at the IEES International Conference in February 1987. Upadhyay, in his former role as IEES Steering Committee representative, had been a major force in urging Nepal participation in EMIS research. The initial EMIS planning stressed that:

- The research is conceived first and foremost as policy research relevant to MOE decisionmakers within each country. The needs of the MOE will define the particular focus on the inquiry.
- The second purpose of the research is the training it provides-- both to the researchers and to policymakers who will use the research activity as a way to more carefully examine their own need for an use of a data system.
- The third purpose of the research is to identify common issues and problems encountered in the design implementation and use of data systems. It is emphasized that the first two purposes would take precedence over the third.

Teachers Incentive System Meeting. The Teacher Incentive Systems (TIS) policy research team met in Sana'a, Yemen Arab Republic, in November 1986. The PTLs, S. Thiagarajan and Frances Kemmerer, and CTLs, Albert Coleman, Hussein M. Said, and Noman Alaswadi, prepared detailed outlines for the sessions. The TIS PTLs and CRCs worked collaboratively during this meeting to develop a theoretical model, research design, and basic instrument for the TIS research. Guidelines were established for

collaborative activities among the IEES Research Team, Country Research Team, MOE, and USAID Mission.

Support of Local Education Capacity Meeting. The third PRI research team, Support of Local Education Capacity (SLEC) met at Harvard University in Washington, D.C., December 15-19, 1986.

PTLs Lorenzo Morris and Jeremy Strudwick worked with CTLs Patrick Molutsi, Romli Suparman, and Jean-Marie Leroy to define the goals, products, and outcomes; research statement; research procedures; and guidelines for the policy research in this area.

PRI activities moved from the planning phase into the implementation phase during this report period with two significant set of activities. First, research proposals for each team within the three topic areas (EMIS, TIS, and SLEC) were finalized by the CTLs and presented for review by participants of the Second IEES International Conference in February 1987. Following the conclusion of the conference, all PRI PTLs and CTLs remained in Indonesia an additional three days to specify PRI management and reporting procedures and to coordinate all research activities. These research proposals are summarized below.

2.3.5.1 Education Management Information Systems

Overall Goals. The overall goals for the EMIS research activity are to provide relevant data background information, systematic procedures, policy recommendations and analyses of alternatives so that policymakers can select and implement appropriate strategies to improve the quality of the education system through an effective EMIS.

Products. The following intermediate products include:

- preliminary statement of problems, policy issues, and research issues;

- inventory of management system currently operating;
- design for policy research studies;
- recommended research procedures;
- sample questionnaires for collecting data;
- guidelines and budget worksheets for coordinating the study; and
- description and discussion of existing EMIS.

The expected products are:

- Final Report,
- policy recommendations for developing an effective EMIS, and
- policy recommendations for establishing an effective EMIS.

Outcomes. A major objective of the policy research initiative is to improve the capacities of research institutions both in the host country and among the members of the IEES Consortium. As a result of participating in this research, capabilities will improve in these areas:

- policy research design,
- construction of survey instruments,
- data collection,
- data analysis,
- report preparation,
- policy analysis,
- project management, and
- collaboration in cross-national policy research initiatives.

Statement of the Problem. An EMIS is an organized process by which relevant information for decisionmaking is obtained. The validity and reliability of the information obtained influences the fairness of judgments and soundness of decisions. The effectiveness of any program is

dependent on the quality of the data available at all stages of planning, strategy setting, implementation, and final assessment.

Organization of the system is an acute problem in educational development. The causes of this problem include the following:

- Little may be known about the migration of the population.
- Communications between central, regional, district, and school levels may be difficult and results in delays and other inefficiencies (inaccuracies, missing data, etc.) in decisionmaking.
- There may be a lack of fit between the information currently collected and the needs of each level of the educational hierarchy, other ministries, and donor agencies.

As a result, the data available at the central level often are not reliable for planning and decisionmaking purposes. Since central planners have inadequate knowledge of the situation in the different regions and districts, they cannot undertake indepth diagnoses of the population group to be served or of the teaching conditions in different types of schools. Consequently, educational policy is based on national averages. Where such averages are far from the reality of the regions, the educational objectives set are unrealistic and the content and methods of education ill-adapted to the special needs of the region or district.

The low level of importance attached to the ways in which decisions are implemented in the field is an obstacle to program success. Very often, educational planning ceases with the publication of the national plan. The implementation of policies is left to the discretion of the regional or local administration. The central education services produce circulars and directives, but these are not relevant to every situation and are often either vague or restrictive. In the absence of adequate information and direction, local administrators do not know what measures

to adopt in order to address their particular educational problems. Some do not take any initiative and simply leave things to run their course according to previous trends; others, in contrast, take inappropriate actions.

In addition to the need for reliable and valid information, such data is also needed by donor representatives, who are accountable to their agencies for the results of their assistance.

The intention of this study is to evaluate the existing EMI from the grassroot level to central administration. The processes by which data are organized, coordinated, and transmitted among various levels will be assessed. The kinds of data needed for decisionmaking at each level will be identified. The operational plan of the study covers the flow of data from grassroot level (schools) to decisionmaking levels (central). Assessments will be made on the kinds of data needed by decisionmakers and the degree of efficiency in obtaining accurate information.

Policy Issues. There are three major sets of policy issues related to the effectiveness of an EMIS. The first set of issues is related to what types of data should be collected and for what purpose. The second set concerns the types of training, incentives and disincentives, equipment, and administrative support needed at each level (central, district, regional, and school/community) for the collection of reliable and valid data and the analysis of such data for the relevant audience. The third set of issues concerns identification of the most efficient means to collect data not now available (e.g., unit cost data) and to facilitate communication across levels.

2.3.5.2 Teacher Incentives Systems

Overall Goals. The overall goals for the Teacher Incentives System (TIS) research is to provide relevant data, background information, systematic procedures, policy recommendations, and analyses of alternatives so that policy makers in the Ministry of Education can select and implement appropriate strategies to strengthen the teacher incentive system to achieve improved recruitment, increased retention, and effective instruction, and, thereby, improve the quality of education in the nation's schools.

Design Requirements. In the proposed structure for IEES policy research initiative, Windham lists the following five structural design requirements. Each requirement will be met in the teacher incentives systems research.

- Collaboration - host country participants are to be full partners in the design, conduct, and evaluation of all IEES research activities.
- Comprehensiveness - IEES research activities will be designed and conducted within the context of the full EHR system and with attention to the wider social and economic determinants of EHR policy development.
- Coordination - the research projects will attempt to promote coordination among the IEES countries, within and among government agencies, and between the IEES project and other major development initiatives within the donor community.
- Conceptual base - the research activities of the IEES Consortium will be informed by a common methodology that will be designed, implemented, and evaluated through the joint efforts of IEES and host-country personnel.

Products. Several products will be produced during and after the TIS research. The expected intermediate products are:

- preliminary statement of the problem, policy issues, and research questions,

- inventory of system characteristics that affect teacher incentives,
- design for policy research studies on teacher incentives,
- recommended research procedure,
- sample questionnaires for collecting data on teacher incentives,
- guidelines and budget worksheets for coordinating the study,
- preliminary review of literature on teacher incentives,
- bibliography of the literature on teacher incentives,
- descriptions and discussions of major teacher incentive strategies,
- descriptions and analyses of current incentives and disincentives in each cooperating country,
- descriptions and analyses of current policy-making mechanisms in each cooperating country,
- descriptions and analyses of the perceptions of teacher incentive systems by different stakeholders,
- definition and description of critical features of teacher incentives systems,
- a procedural model for improving teacher incentive systems, and
- a glossary of terms related to teacher incentive systems.

Here are the expected final products:

- final report on each country study,
- policy recommendations regarding SLEC for each country,
- final report synthesizing the findings from the three countries,
- policy recommendations for SLEC systems in developing nations,
- report and recommendations on conducting cross-national policy research studies, and
- updated review of the literature on teacher incentives.

Outcomes. A major objective of the IEES Policy Research Initiative is to improve the capacities of research institutions in both the host countries and among the members of IEES Consortium. As a result of

participating in this research initiative, it is anticipated that individual competencies and institutional capabilities will improve in these areas:

- policy research design,
- construction of survey instruments,
- data collection,
- data analysis,
- report preparation,
- policy analysis,
- project management, and
- collaboration in cross-national policy research initiatives.

2.3.5.3 Strengthening Local Education Capacity

Overall Goals. The overall goal for the strengthening local education capacity (SLEC) research is to provide relevant data, background information, systematic procedures, policy recommendations, and analyses of alternatives so that policy makers in the Ministry of Education can select and implement appropriate strategies to develop local capacity to support instructional activities.

Design Requirements. In the proposed structure for IEES Policy Research Initiative, Windham lists the following five structural design requirements. Each requirement will be met in the SLEC research:

- Collaboration - host country participants are to be full partners in the design, conduct, and evaluation of all IEES research activities.
- Comprehensiveness - IEES research activities will be designed and conducted within the context of the full EHR system and with attention to the wider social and economic determinants of EHR policy development.
- Coordination - the research projects will attempt to promote coordination among the IEES countries, within and among government agencies, and between the IEES project and other major development

initiatives within the donor community.

- Continuity - through the utilization of the resident technical advisors, the recurrent use of IEES and host-country personnel, and the establishment of an integrated research management structure, the project will establish and maintain its commitment to each of the selected research topics.
- Conceptual base - the research activities of the IEES Consortium will be informed by a common methodology that will be designed, implemented, and evaluated through the joint efforts of the IEES and the host-country personnel.

Products. Several products will be produced during and after the SLEC research.

Here are the expected intermediate products:

- Preliminary statement of the problem, policy issues, and research questions.
- Inventory of system characteristics that affect strengthening local education capacity.
- Design for policy research studies on strengthening local education capacity.
- Recommended research procedures.
- Sample questionnaires for collecting data on strengthening local education capacity.
- Guidelines and budget worksheets for coordinating the study.
- Descriptions and analyses of current instances of local support for instructional activities in each cooperating country.
- Descriptions and discussions of local support strategies.
- Descriptions and analyses of the current policy-making mechanisms in each participating country.
- Descriptions and analyses of the perceptions of strengthening local education capacity systems by different stakeholders in each participating country.
- Definition and description of critical features of SLEC systems.
- A glossary of terms related to SLEC.

Here are the expected final products:

- Final report on each country study.
- Policy recommendations regarding SLEC for each country.
- Final report synthesizing the finding from the three countries.
- Policy recommendations for SLEC systems in developing nations.
- Report and recommendations on conducting cross-national policy research studies.

Outcomes. A major objective of the IEES Policy Research Initiative is to improve the IEES Policy Research Initiative is to improve the capacities of research institutions both in the host countries and among the members of the IEES Consortium. As a result of participating in this initiative, it is anticipated that individual competencies and institutional capabilities will improve in these areas:

- Policy research design
- Construction of survey instrument
- Data collection
- Data analysis
- Report preparation
- Policy analysis
- Project management
- Collaboration in cross-national policy research initiatives

Statement of the Problem. Over recent years in many less developed countries significant growth in central budget expenditures in the education sector have been accompanied by little evidence of comparable growth in system effectiveness. Evidence from many LDC's indicates that overall education budgets have grown, but in many instances per pupil expenditures are on the decline. Due to increasing demands on often severely limited

national resources, both human and financial, it is becoming increasingly appealing to central governments that they identify areas where there is an existing, or potential, local capacity to absorb what may be additional responsibilities for the support of instructional activities.

What is frequently being observed in education, as in other public sectors of the economy of many developing countries, is a situation that reflects an expanding inability of centralized administration to sufficiently meet the needs and expectations of citizens. To be able to provide the services and facilities that are in demand it may be necessary and desirable for government to increase the level of community participation in varying levels of educational governance, and in doing so move to expand the current, often inadequate resource base for educational services.

For countries that are experiencing an expanding shortfall in fiscal capacity to meet the growth in demand for educational services the problem of identifying appropriate alternate sources of financial and material support is becoming increasingly critical. Of particular interest to both the donor community and recipient countries is the identification of what may be considered non-traditional methods of enlisting local assistance to support instructional activities--rather than the more familiar, clearly defined monetary contributions (fees, education taxes, etc.) although these too are important. For example, many communities in developing nations are already responsible for the provision and maintenance of schools while central government either provides or pays for teachers.

2.3.6 Other Implementation Activities

The second set of significant PRI activities began in March 1987 as the PRI teams organized their research efforts and began initial research

activities in each country. These activities presented many difficulties as the research teams organized their research staff and dealt with such issues as international currency transfers, bank clearances of checks, and currency exchange rates. Initial revolving fund checks were sent to all research teams in April 1987, but many teams found that local banks either would not accept them at all or required a two to three month clearance period before the funds could be released. The receipt recordkeeping procedure required by central project management caused difficulty for some research teams, as did the U.S.-scaled mileage reimbursement rates which fell far short of actual costs within the countries.

These and other project management problems are now being resolved and much has been learned by the country research teams regarding the demands of research management. The administrative task of completing contracts for all long-term PRI personnel in all collaborating countries proved both lengthy and difficult for central project offices, already providing support for three bilateral field projects. It quickly became apparent that additional staff were required to support PRI activities. Additional support structures are now being planned to ensure adequate backstopping of this research activity.

Several changes in the PRI organization followed the meetings during and after the International Conference in February. Jeremy Strudwick of SUNYA assumed the PTL position for the SLEC topic and Haiti officials decided that the TIS research topic would be more significant for the needs of its education sector than the SLEC topic. As a result, the SLEC topic continued during this report period with two countries, Botswana and Indonesia. TIS PTLs Thiagarajan and Kemmerer visited Haiti during this period to discuss the participation of that country in the TIS topic and a

proposal for that research effort is currently being developed. Implementation of the Haiti TIS research efforts will take place early in the Fourth Project Year.

The present PRI teams are shown in the figures on the following page.

The initial planning documents and the final approved proposals for the eight research teams within the three research topics were published in June 1987. This document, IEES Policy Research Initiative: Planning Proposals, presents the complete research strategies and implementation plans for all PRI activities with the exception of the Haiti TIS activity as discussed above.

FIGURE 2.4

IEES POLICY RESEARCH INITIATIVE
Education Management Information Systems

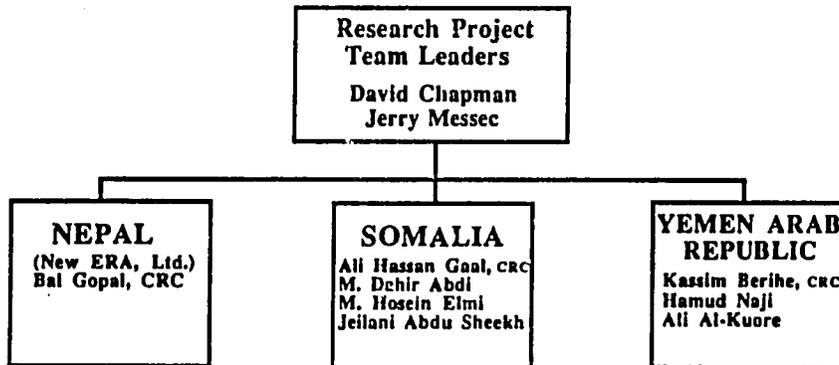


FIGURE 2.5

IEES POLICY RESEARCH INITIATIVE

Teacher Incentive Systems

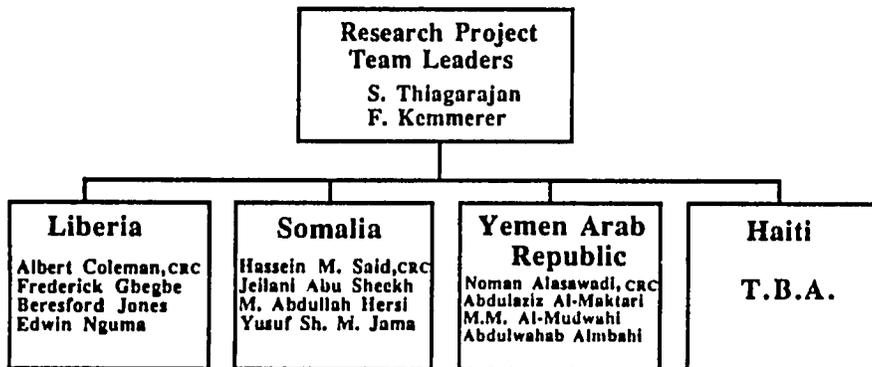
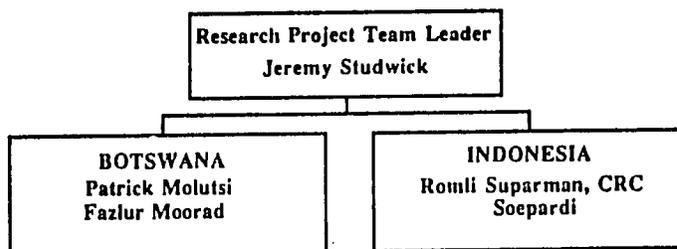


FIGURE 2.6

IEES POLICY RESEARCH INITIATIVE
Strengthening Local Education Capacity



2.4 SECOND IEES INTERNATIONAL CONFERENCE

The Second IEES International Conference, held February 16-20, 1987, in Denpasar, Indonesia, focused on what had been accomplished since the first Conference in November 1985. The purpose of this conference was to provide a forum both for assessing the impact of project activities and also for identifying what activities might have the greatest potential for investing IEES resources in the future. A list of attendees is provided in Appendix IV.

The Indonesian Minister of Education and Culture, Professor Doctor Fuad Hasan, opened the Conference on February 16 by noting his Ministry's work with IEES since 1985 to improve the quality of the Indonesian education system within the constraints of the current economic situation in that country. He expressed his appreciation for the conference opportunities for exchange of knowledge among the participating countries and stressed that IEES activities, which had begun with an education and human resources sector review, had assisted Indonesia in focusing on the current problem of concentration of educational planning at the national level, and on the future problems of meeting the nation's education needs. David Sprague of SOC/ED recalled during opening ceremonies the conceptual basis of IEES and the strategies which had been developed for assisting developing nations in improving the efficiency of their educational systems. Claffey reviewed the accomplishments of IEES to date and stressed the challenge to conference participants to set agendas for tackling problems now facing before them. Claffey identified four areas of challenge for the nations now working with IEES:

- Developing effective Education Management Information Systems-- to provide timely and accurate information to decisionmakers. Such systems are now in the early implementation stage and have great potential payoff.

- Further Sector Assessment work--to provide a basis for national education planning and to focus on policy opportunities.
- The operationalization of education policy decisions--especially those affecting the quality of primary and secondary education.
- The identification of benchmarks--how to assess progress towards national goals of improved educational efficiency.

The conference received business reports from representatives of Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, and Yemen Arab Republic on the impact of IEES activities in those nations. Each report was followed by a discussion period during which participants frankly cited both accomplishments and problem areas encountered in their efforts.

Jakes Swartland, Deputy Permanent Secretary, Ministry of Education, Botswana, stated that the highest impact activity now supported by IEES in Botswana is the introduction of an education management information system which now makes it possible to carry out school mapping studies, create a data base for village schools, produce public information, establish selection systems to determine which schools will feed into secondary schools, and manage nonformal education activities and bursaries.

Frantz Lofficial, Director of Technical Cabinet, Departement de l'Education Nationale, Haiti, noted the importance of the Education Sector Assessment conducted by IEES in Haiti for providing data on the sector and analyses of the subsectors. He emphasized that the assessment in Haiti exemplified the flexibility of the IEES approach as it was completed prior to the departure of the Duvalier government and resulted in original research, not the pulling together of secondary sources. Dana Fisher, Education and Human Resources Advisor, USAID/Haiti, described the Incentives for Improving Basic Education Project which resulted from the

sector assessment and noted that the Mission has no education activities before this project had evolved from IEES activities.

Professor Doctor Moegiadi, Secretary, Office of Educational and Cultural Research and Development, Ministry of Education and Culture, Balitbang Dikbud, Indonesia, reported that the priorities of the national research agenda in Indonesia has been based on the education sector review conducted by IEES and the Ministry, and that the next five-year plan for education (Repelita V) was also based on the sector review. Doctor Boedino of the Ministry of Education & Culture, Balitbang Dikbud, outlined the impact of IEES assistance with the Education Policy Planning Project and described the status of the information system developed in Indonesia.

The Honorable E. Othello Gongar, Minister of Education, Liberia, reviewed the development of IEES assistance in his country and described how the recent IEES study of primary education projects had resulted in the creation of three new bureaus within the Ministry. Minister Gongar emphasized the cross-national networking which IEES had facilitated and the collaborative approach of IEES activities which emphasized strengthening of institutional capacity, not the donor agency's agenda.

Kesab Nepal, Secretary of Education, Nepal, and IEES Resident Technical Advisor in Nepal, Barbara Butterworth, reported on plans for conducting a sector assessment in that country. Nepal reported that IEES support had resulted in education data being produced six months earlier than was previously possible. Butterworth noted the improved donor collaboration in Nepal and described plans for World Bank participation in the sector assessment process.

Hussein M. Said, Director General, Educational Development, Ministry of Education, Somalia, and Ali Hassan Gaal, Director of Planning, Ministry

of Education, Somalia, described IEES efforts to assist the Ministry in improving educational efficiency in Somalia. Prior to IEES assistance in establishing an education management information system, all data was collected manually and the process took 2 to 3 years to complete. Now the Ministry has trained staff and computers to quickly provide educational statistics to decisionmakers. Gaal emphasized that what distinguished IEES assistance from previous donor experiences was the insistence on Ministry participation and the emphasis on training Ministry personnel during all IEES activities.

Abdoraboh Garadah, Deputy Minister of Education, Yemen Arab Republic, discussed the IEES role in presenting policy options and promoting policy discussions. Garadah described the importance of the sector assessment conducted in Yemen and IEES assistance with national planning. He described the Ministry's Five-Year Plan, developed with IEES assistance, as one of the best in the country. Garadah noted that what distinguished IEES activities from those of other donor agencies was the "remarkable participation of Yemeni counterparts." He emphasized that the conduct of the sector assessment was one of the best experiences his staff had had.

Following the discussions of the impact the IEES Project has had in collaborating countries, the conference turned to the IEES Policy Research Initiative, a two-year activity in three topic areas which sponsors in-country research teams and provides training and assistance in both designing and managing local research efforts. The areas selected for this locally-directed research are Teacher Incentives, Education Management Information Systems, and Strengthening Local Support for Education. Three research teams within each category were identified and these teams presented their research proposals to conference participants. After the

conference ended on February 20, these teams remained an additional four days for training in research management and final revisions of proposals based on feedback from conference participants.

The conference closed on February 20 with small group summations on what participants saw as critical needs for improving educational efficiency and what activities were felt to hold the greatest potential impact for IEES activities in support of national educational priorities. Several challenges remain to improve education system efficiency. More sophisticated use of management information systems can lead to better analysis of policy opportunities, but education policy decisions need to be followed by feasible operational plans that identify targets and benchmarks over time. In addition, useful frameworks for assessing progress toward more efficient education systems need to be developed, and more needs to be known about what combinations of inputs lead to optimal student achievement at least cost.

Reactions from conference participants confirmed the ability to stimulate education policy reforms without major investments in bilateral projects. Most of these reforms have resulted in more cost-effective allocation of existing MOE resources--financial, human and material. Conferees also endorsed the various IEES design components, including data-based planning and decisionmaking; full host-government collaboration; institutional capacity building; and most efficient use of all available resources. The powerful cross-national networking opportunities of such conferences were dramatized by the requests of participants for more information from participating countries and invitations for visits and critiques of national efforts to improve educational efficiency.

2.5 TRAINING ACTIVITIES

In-country training of counterpart personnel is part of all IEES activities and serves as an essential mechanism both for increasing host country participation in activities and for long-term building of institutional capacity. Accomplishments and training activity projections are reported in the Field Activities Section of this report. In addition to these targeted training activities, the IEES Consortium is also involved in the development of training support materials with wider potential application for all IEES collaborating countries, other developing countries, and international development agencies. Two sets of training materials now being designed are intended to support training in data-based decisionmaking and in sector assessment methodology. The status of these activities is summarized in the following sections.

2.5.1 Togo Workshop on Data-based Decisionmaking

The common interests of CIRSSSED (Centre Interafricain de Recherches et d'Etudes Superieures en Sciences de l'Education, a training institute attached to the Universite de Benin in Lome, Togo), the Economic Development Institute of the World Bank, S&T/Ed., and the IEES Project created this activity. These organizations were interested in materials that could be used to train government officials in developing countries in more systematic, data-based educational policy analysis in situations where time is severely limited.

2.5.1.1 Background

CIRSSSED first requested such training from the staff of the Economic Development Institute of the Bank in Spring 1985. The World Bank agreed to fund and support the workshop. James Cobbe and Sande Milton of FSU were

engaged to prepare the instructional materials. A first set of plans for production and field testing of the documents was also developed.

In mid-January 1986, a week-long meeting involving IEES, World Bank staff, and five representatives from CIRSSSED was held in Tallahassee to review the initial plans for the workshop program and the instructional materials that had been outlined by Cobbe and Milton. On the basis of this meeting, Cobbe and Milton drew up a revised document on "Program Objective and Scope of Work" with a series of appendices detailing the pedagogical approaches to be used, the type of data to be developed, the profile of expected trainees, outline of the case studies, the overall workshop program, hardware and software specifications, and an evaluation plan. This document was submitted at the end of the month to S&T/Ed and to the World Bank.

Cobbe and Milton developed case study materials, exercises, sets of quantitative and qualitative data, and an instructor's manual for use during the initial trial run, scheduled to take place in Lome in June. Translation of these materials into French was undertaken at the University of Laval in Quebec City, Canada. Aline Bory-Adams of FSU was chosen to assist with this work and to accompany Milton to Lome in June.

All materials required for the June field-test were finalized and dispatched with Milton and Bory-Adams to Togo on May 30. French binders contained approximately 178 pages; English binders, an additional 345 pages, for an approximate total of 523 pages of workshop-related materials produced. Only two of the three case studies slated for production were completed before the team's departure. These, however, provided ample material for the trial run.

The workshop is based on a learning-by-doing approach within a group

environment. It has two major components. The first, to be performed in groups, consists of skill-refresher exercises relevant to rapid policy analysis. Second, constituting the true core of the workshop, are case-study simulations in which groups of trainees perform policy analysis on a hypothetical but realistic problem for which they are provided both quantitative data and contextual information. During the field test in Lome in June, these methods were reviewed with CIRSSSED faculty, who then conducted an abbreviated trial run of the workshop with CIRSSSED students and Togolese civil servants under the direction of IEES and World Bank staff.

Between May 30 and June 22, 1986, the trial run of the instructional materials was conducted in Lome, Togo. The workshop was held at CIRSSSED and was supervised by Milton, assisted by Bory-Adams. The overall results indicate that the field test was very successful with respect to:

1. learning outcomes;
2. appropriateness of the problem-solving methodology as an effective tool for working through the case studies; and
3. demonstration of the value of group work as an instructional strategy.

The collaborative efforts of all the parties present in Lome, World Bank staff, CIRSSSED faculty and IIEP evaluator, provided the FSU team with feedback for necessary revisions which were made during the months of September through December.

2.5.1.2 Accomplishments During This Report Period

The major lessons learned during the field test were the need for improved continuity between the exercises, need for greater elaboration of solutions in the facilitator's manuals, and need to rewrite the problem statement of the first case study. The revisions required recasting the

skill-development exercises into the first case study, enlarging the facilitator's manuals, and rewriting the problem statement of case study one. This involved rewriting some sections and reorganizing the information pieces in order to achieve better coherence within the new version of the case study. This activity was completed and the revised materials become available in January 1987. They were presented at the Second IFES International Conference in February 1987 by Jerry Messec of FSU and Stephen Heyneman of the World Bank. During this report period, they have been prepared for publication at FSU. The revised materials will serve as the basis of a second workshop, to be given by Milton and Bory-Adams in Haiti in June-July 1987.

2.5.2 Training Manual for Sector Assessment Methodology

2.5.2.1 Background

IIR completed the first draft in 1986 for a training manual to encourage more widespread application of the sector assessment methodology being implemented in the IEES Project. The goal of the manual is to encourage the more efficient use of the limited educational resources in developing countries worldwide. Its immediate purpose is to foster the understanding, adoption, and application of the sector approach to education and human resources planning and management in these countries. To accomplish this, IIR has prepared an experience-based handbook with an accompanying set of related support materials designed to have the following outcomes within developing countries:

- Encourage institutionalization of the sector approach to planning and managing the allocation of educational resources.
- Encourage policy formation and planning decisions that are soundly based on the analysis of data.

- Obtain baseline information needed to support and evaluate activities within subsectors.
- Highlight opportunities and constraints related to development within subsectors.
- Identify a rank-ordered set of recommendations within each subsector, based on an analysis of each subsector's status, plans, needs, and constraints.
- Synthesize the subsector recommendations into an integrated set of action steps that will encourage the most efficient use of local and donor resources with the education sector.
- Encourage donor coordination through a closer alignment of donor activities and plans with host government goals and policies.
- Improve the efficiency and effectiveness of resources utilization within the sector, based on the assumption that the amount of funds for education will not significantly increase in real terms in the near future for most developing countries.
- Propose a common format for the assessments, incorporating a systems analysis conceptual framework, that will simplify the organization and analysis of relevant information, enable countries with related objectives and constraints to better share problem-solving ideas and approaches, facilitate updates and revisions, and enhance networking among educators and planners across developing countries.

To meet this goal, this manual is divided into nine chapters: Goal, Objective and Outcome; Overview; Introduction to the Sector Assessment Approach; Preparation; Perspectives; Conceptual Framework; Writing; Presentation; and Applications. This handbook also contains a list of bibliographic sources consulted for its preparation and a series of attachments to serve as resources for those who will use the handbook to support their own work in education and human resources sector assessment.

An initial outline was distributed to all consortium institutions early in February 1986 and suggestions and comments were requested. This outline was approved at the February 1986 EMC meeting. Using the outline and comments received from several individuals, IIR completed the first draft of the manual in December 1986.

2.5.2.2 Accomplishments During This Report Period

The revised draft of the Sector Assessment Methodology Training Manual was presented to participants of the Second IEES International Conference in February 1987. The production schedule for the manual now calls for completion in late 1987. The present draft version will be used for training the Nepali counterparts during the Nepal EHR Sector Assessment Activity in June-July 1987.

The completed manual will provide flexible guidelines for planning and managing education and human resources sector assessments for developing countries. The major source of information for the handbook was the literature on the sector assessment process and experience with the preparation of assessments conducted in Botswana, Haiti, Indonesia, Liberia, Somalia, and the Yemen Arab Republic under the sponsorship of S&T/Ed. The three most recent assessments, those conducted in Haiti, Indonesia, and the Yemen Arab Republic, were implemented through the IEES Project, as will be the assessment in Nepal.

The handbook presents a level of detail that will enable the recommended approach to be applied by Bachelor-level professionals in developing countries, with a few years of relevant experience, on a team supplemented by two or three senior and experienced technical specialists (e.g., an economist, and educational planner, and an education analyst). The specialists may be external consultants in some cases, and in other cases, this may not be necessary. A major objective is to utilize local expertise to the greatest extent possible.

The handbook is accompanied by a set of materials which contains published information that supports the sector assessment process; for example, information related to cost-effectiveness applications. Also

included with the handbook are bound versions of the following assessments that are referenced in the handbook: Botswana, Haiti, Indonesia, and the Yemen Arab Republic.

2.6 PROJECT STAFF

IEES Project staff have primary responsibility for direction and policymaking. An organizational chart of the IEES Project is included in the Appendix. Senior project staff 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

Three additional staff members have central management responsibilities, as well as field management assignments in collaborating countries. The level of effort and time allocation for these staff are outlined below.

Peter Easton: December 11 - June 10, 1987

<u>Activities</u>	<u>Workdays</u>
1. HAITI	
Field Country Coordination	4
IIBE Project	52
Office Country Coordination	5
IIBE Project	42
2. Administrative	
Haiti Sector Assessment Publication	10
French Language Project Description	2
Other/Miscellaneous	5
Vacation	10
TOTAL	130

Jerry Messec: December 11 - June 10, 1987

<u>Activities</u>	<u>Workdays</u>
1. INDONESIA - International Conference	
Field Conference Activities	5
PRI EMIS Training	3
Office Field Work Preparation	5
PRI EMIS materials	5
Report Writing	5
2. Policy Research Initiative	
PRI	25
EMIS Review of Literature	5
3. IEES Publications	
Communique Newsletter	10
Technical Packages	1
Data-Based Policy Decisionmaking Training Manual Preparation	1
Haiti Sector Assessment Preparation	3
Indonesian Sector Assessment Preparation	3
Project Summary preparation	2
Project Description Documents (Fr/Eng)	5
4. Project Monitoring	
Semi-Annual Progress Reports	20
Annual Reports	15
Status Updates	2
Monthly Travel Reports	2

5. Administrative	
Word Processing Supervision	2
Graduate Assistant Supervision	4
Clearinghouse Supervision	4
TOTAL	130

Mary Joy Pigozzi: December 11 - June 10, 1987

Activities

1. IIBE Project Initial Implementation	57
2. Second IEES International conference	39
3. Nepal Sector Assessment	7
4. Other	21
TOTAL	124

Howard Williams serves as the Staff Coordinator for the Junior Secondary Education Improvement Project (JSEIP) in Botswana. He is responsible for monitoring all central office support for JSEIP field staff and maintaining all project status reports and records at central office. During this report period, Williams served in Botswana December 31 to May 5, 1987.

Graduate Research Assistants support central office activities in three important areas:

1. provision of technical support for project field activities,
2. assistance to project staff and consultants,
3. control and maintenance of project documents and materials.

Five graduate research assistants were assigned during this report period to assist central project staff. They have contributed to the accomplishment of project objectives with their individual training and expertise.

- Vera Kodis and Juliet Chiew operate the IEES Clearinghouse for Educational Efficiency at FSU and have implemented the plans for establishing Educational Efficiency Resource Centers in collaborating countries. They have also assisted project staff engaged in designing the IEES Policy Research Initiative by compiling resource lists of documents for their use.
- Alan Hoffman has served as production staff for the IEES Communique, the intraconsortium newsletter, assisting Editor Jerry Messec. Hoffman also assisted in editing major project documents such as the Haiti EHR Sector Assessment, the Indonesia EHR Sector Review, and the IEES Monograph on Evaluation of Educational Project. During Howard Williams work in Botswana with the JSEIP Joint Masters Degree Program, Hoffman served as JSEIP Staff Coordinator at FSU.
- Nancy Bickford reviewed all IEES training activities and developed a proposal for a consultant's guidebook for improving this significant area of field activities. Bickford has also assisted with the development and review of technical packages and other support materials and project reports.
- Nadine Mandolang has assisted in preparing background material for project reports, assisted with the production of both the Indonesian Country Implementation Plan for IEES Activities and the Indonesian EHR Sector Review. Mandolang's high level of technical writing skills has improved the quality of project documents and improved the efficiency of project monitoring.

2.7 ACHIEVEMENTS, PROBLEMS ENCOUNTERED, AND LESSONS LEARNED

The project management information system designed during the Third project Year has served to improve both project monitoring and reporting. This system serves to better inform the project management decisionmaking process and also facilitates faster and more accurate reporting of project field activities. Project Status Updates and Monthly Travel Updates regularly serve to inform all consortium members and in-country field project personnel, RTAs, and government counterparts of project accomplishments and plans. During this report period, the IEES Communique (the intraconsortium newsletter) continued to disseminate not only the important facts of project activities to improve educational efficiency in collaborating countries but has also expanded coverage of those activities to provide background information in order to assist consortium members in understanding the critical issues facing central management and also the impact of field activities in the seven countries.

The Country Coordinator system continues to function as an efficient system for monitoring accomplishments and implementation plans in each country and for quick response to problems as they arise. Country Coordinator assignments ensure that one consortium member gives immediate attention to the overall impact of project activities, coordination of assistance with Mission and counterparts, and any difficulties that may occur. A constant problem, however, has been the flow of such information among all Country Coordinators. Plans for the use of regular telephonic conferences in which all coordinators will participate to supply this information flow were developed during this report period and will be initiated in July 1987.

The system of Educational Efficiency Resource Centers, first implem-

ented during the Third Project Year, is establishing valuable sources of development education knowledge for decisionmakers and planners in three collaborating countries to date. These centers now regularly receive project documents and related materials and thus serve to disseminate the state-of-the-art information developed by IEES to meet the needs of expanding educational systems in nations with scarce resources. These Resource Centers are designed to be incorporated into existing in-country collections and thus will contribute to the building of a knowledge base for development education far beyond the life of the IEES Project during this report period.

The review of IEES training activities undertaken during the previous report period has contributed to both better management decisions regarding which training activities to undertake in the future and to improving the design of those activities. A handbook for IEES consultants has been drafted to include many of the recommendations from this review.

The lessons learned from the first three years of project management have guided the further refinement of the IEES Project management system. Accurate and timely information flow remains the key to effective project management. The steady increase in both the quantity and the quality of information now provided to consortium members has resulted in more informed decisionmaking throughout the consortium and a better feedback assessment of the impact of field activities. During the next report period, efforts will continue to improve the flow of information throughout the consortium and between the consortium and in-country personnel. This will be especially critical as the IEES Policy Research Initiative implementation activities increase and create the need for additional monitoring, reporting, and fiscal management.

APPENDIX I

Financial Summary

FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT
FINANCIAL SUMMARY REPORT

JUNE 1984 - JUNE 1987

SOURCE	ALLOCATION	EXPENDED REPORTING PERIOD 01/87-06/87	EXPENDED TO DATE 06/84-06/87	BALANCE
CENTRAL FUNDING	10,000,000	390,340.01	5,843,167.78	4,156,832.22
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 (JSEIP)	9,203,959	383,686.11	1,739,357.96	7,464,601.04
Task Order 04: Zimbabwe	137,467	3,874.43	38,911.70	98,555.30
Task Order 05: Indonesia (EPPP)	1,323,000	95,375.02	547,596.59	775,403.41
Task Order 06: Haiti	40,000	0.00	40,000.00	0.00
Task Order 07: North Yemen	22,577	0.00	11,831.37	10,745.63
Task Order 08: Haiti (IIBE)	1,521,294	176,680.23	745,241.34	776,052.66
Task Order 09: Liberia	44,000	0.00	44,000.00	0.00
Task Order 10: Liberia	18,954	0.00	0.00	18,954.00
	12,392,351	659,615.79	3,248,038.96	9,144,312.04
TOTAL:	22,392,351	1,049,955.80	9,091,206.74	13,301,144.26

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FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT
FINANCIAL SUMMARY REPORT
CENTRAL FUNDING EXPENDITURES

JUNE 1984 - JUNE 1987

CATEGORY	ALLOCATION	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL	BALANCE
SALARIES								
Central Management Staff								
Professional	553,842	103,371.08	97,659.55	92,377.72			293,408.35	260,433.65
Nonprofessional	252,786	46,446.88	82,514.93	83,375.40			212,337.21	40,448.79
Project Advisory Staff								
Professional	536,480	104,328.37	253,678.85	153,276.74			511,283.96	25,196.04
Nonprofessional	80,590	23,660.00	41,696.24	29,562.09			94,918.33	(14,328.33)
Cooperating Country	46,321	0.00	6,213.38	9,814.74			16,028.12	30,292.88
Subtotal Salaries:	1,470,019	277,806.33	481,762.95	368,406.69			1,127,975.97	342,043.03
FRINGE BENEFITS	351,438	55,938.14	85,986.10	70,060.47			211,984.71	139,453.29
CONSULTANTS								
Domestic	81,929	2,040.00	500.00	5,051.00			7,591.00	74,338.00
Overseas	101,057	23,586.00	63,678.70	55,334.61			142,599.31	(41,542.31)
Subtotal Consultants:	182,986	25,626.00	64,178.70	60,385.61			150,190.31	32,795.69
ALLOWANCES								
Post Differential	61,680	0.00	5,982.37	8,745.42			14,727.79	46,952.21
Quarters	79,240	0.00	31,177.08	30,945.89			62,122.97	17,117.03
Temporary Lodging	8,648	0.00	132.00	0.00			132.00	8,516.00
Education	35,958	0.00	0.00	0.00			0.00	35,958.00
Cost of Living	6,114	0.00	0.00	0.00			0.00	6,114.00
Subtotal Allowances:	191,640	0.00	37,291.45	39,691.31			76,982.76	114,657.24
TRAVEL AND TRANSPORTATION								
United States	48,786	16,152.11	20,084.94	7,266.96			43,504.01	5,281.99
International	813,004	90,876.68	168,184.35	66,120.77			325,181.80	487,822.20
Household Goods/Vehicles	72,987	0.00	10,129.97	2,085.27			12,215.24	60,771.76
Subtotal Travel:	934,777	107,028.79	198,399.26	75,473.00			380,901.05	553,875.95
MATERIALS AND SUPPLIES	216,130	7,932.10	14,900.06	10,888.22			33,720.38	182,409.62
EQUIPMENT	144,328	0.00	3,969.48	7,329.92			11,299.40	133,028.60
PARTICIPANT TRAINING	224,857	0.00	2,422.50	6,875.82			9,298.32	215,558.68

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FLORIDA STATE UNIVERSITY
CENTRAL FUNDING EXPENDITURES

CATEGORY	ALLOCATION	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL	BALANCE
SUBCONTRACTS								
Howard University		68,684.67	156,530.24	131,550.69			356,765.60	
Inst. for Int'l Research		423,858.14	448,966.92	351,381.59			1,224,206.65	
State Univ. of NY/Albany		439,522.40	499,651.49	577,895.44			1,517,069.33	
Little Computer That Could				12,000.00			12,000.00	
	5,102,495	932,065.21	1,105,148.65	1,072,827.72			3,110,041.58	1,992,453.42
OTHER DIRECT COSTS								
Postage and Shipping		1,933.67	12,391.62	13,365.25			27,690.54	
Communications		6,228.21	17,194.28	12,580.16			36,002.65	
Printing and Reproduction		8,191.79	48,010.22	42,631.98			98,833.99	
Word Processing		3,047.40	12,144.08	12,278.40			27,469.88	
Media Services		1,310.92	596.91	0.00			1,907.83	
Library Services		261.40	154.66	53.06			469.12	
Computer Services		0.00	0.00	85.85			85.85	
Staff/Language Training		0.00	181.78	551.32			733.10	
Passport/Visa/Medical		238.15	1,038.82	299.97			1,576.94	
DBA Insurance		1,890.90	5,638.28	14,224.20			21,753.38	
Facilities Rental		542.20	4,732.26	0.00			5,274.46	
Equipment Rental		209.35	498.10	0.00			707.45	
Equipment Repair		0.00	0.00	235.62			235.62	
Conference Support Services		0.00	1,183.20	0.00			1,183.20	
Advertising		0.00	441.00	0.00			441.00	
Fees		0.00	173.20	129.42			302.62	
Field Support Services								
Administrative		0.00	1,020.00	182.25			1,202.25	
Typing/Clerical		0.00	2,455.22	225.82			2,681.04	
Translation		0.00	682.50	7,800.00			8,482.50	
Research/Data Collection		0.00	259.31	257.07			516.38	
	302,784	23,853.99	108,795.44	104,900.37			237,549.80	65,234.20
OVERHEAD								
	878,546	122,088.48	211,665.87	159,469.16			493,223.50	385,322.50
TOTAL								
	10,000,000	1,552,339.04	2,314,520.46	1,976,308.29			5,843,167.78	4,156,832.22

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FLORIDA STATE UNIVERSITY
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
CENTRAL MANAGEMENT STAFF												
Principal Investigator	119.4	32,268.78	134.4	40,141.30	111.2	35,812.06						
Project Director	218.0	46,045.69	89.0	19,751.69	183.0	43,593.06					365.0	108,222.14
Deputy Project Director	161.0	25,056.61	229.0	37,766.56	75.0	12,972.60					490.0	109,390.44
											465.0	75,795.77
	498.4	103,371.08	452.4	97,659.55	369.2	92,377.72					1320.0	293,408.35
Staff Assistant	231.0	14,150.50	260.0	16,870.38	260.0	18,103.47					751.0	49,124.35
Fiscal Assistant	194.0	8,966.40	220.6	11,251.35	200.0	10,891.77					614.6	31,109.52
Secretary	184.0	8,502.67	260.0	12,421.76	260.0	13,774.84					704.0	34,699.27
Word Processing Operator	160.0	7,104.10	250.7	12,420.08	260.0	13,919.90					670.7	33,444.08
Clerical Support	139.8	4,082.11	643.5	22,654.36	758.8	26,685.42					1542.1	53,421.89
Editing, Translation	45.7	3,641.10	69.4	6,897.00	0.0	0.00					115.1	10,538.10
	954.5	46,446.88	1704.2	82,514.93	1738.8	83,375.40					4397.5	212,337.21
Subtotal CMS:		149,817.96		180,174.48		175,753.12						505,745.56
PROJECT ADVISORY STAFF												
Faculty												
Adams, Milton	85.0	13,331.50	19.0	3,136.60	119.0	20,709.32					223.0	37,177.42
Allen, Dwight			76.0	19,697.37	0.0	0.00					76.0	19,697.37
Bernard, Doran			184.0	24,360.00	56.0	7,840.00					240.0	32,200.00
Bock, John	39.0	8,367.81	171.0	38,404.54	15.0	3,615.86					225.0	50,388.21
Bory-Adams, Aline			10.0	1,356.28	11.0	1,491.91					21.0	2,848.19
Butterworth, Barbara			89.0	13,472.11	260.0	40,521.62					349.0	53,993.73
Cobbe, James	19.0	3,035.32	35.9	6,608.92	9.7	1,792.54					64.6	11,436.78
Easton, Peter	225.0	32,809.05	218.0	33,232.88	105.0	17,160.97					548.0	83,202.90
Grant, Sydney			40.0	9,062.36	0.0	0.00					40.0	9,062.36
Hansen, John			23.0	4,446.66	0.0	0.00					23.0	4,446.66
Levine, Victor			226.0	41,400.72	35.0	6,411.97					261.0	47,812.69
Mayo, John	20.0	3,448.28	50.0	9,051.70	0.0	0.00					70.0	12,499.98
McDonald, Joseph			10.0	1,593.86	0.0	0.00					10.0	1,593.86

FLORIDA STATE UNIVERSITY
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
Messec, Jerry	216.0	29,767.21	258.0	38,756.67	260.0	41,938.42					734.0	110,462.30
Hilton, Sande			36.2	4,553.58	29.0	3,642.84					65.2	8,196.42
Morgan, Robert	49.0	13,569.20	15.0	4,544.60	25.0	8,151.29					89.0	26,265.09
	653.0	104,328.37	1461.1	253,678.85	924.7	153,276.74					3038.8	511,283.96
Graduate Assistants												
Arthur, George					13.5	810.00						
Bernard, Doran	164.3	9,855.00	57.0	3,720.00	0.0	0.00					221.3	13,575.00
Chiew, Juliet			54.5	3,052.00	121.5	7,496.00					176.0	10,548.00
Cobbe, Louise	30.0	1,800.00	0.0	0.00	0.0	0.00					30.0	1,800.00
Herron, Kathleen			86.5	5,321.48	6.0	369.12					92.5	5,690.60
Hoffman, Alan			25.5	1,428.00	72.5	5,142.97					98.0	6,570.97
Ilon, Lynn			35.8	2,072.00	15.0	960.00					50.8	3,032.00
Kirchner, Mary			11.8	661.56	0.0	0.00					11.8	661.56
Kodis, Vera			64.5	3,638.40	122.0	7,798.00					186.5	11,426.40
Kruppenbach, Susan	42.5	2,550.00	75.0	4,500.00	0.0	0.00					117.5	7,050.00
Li, Rengen	15.0	750.00	65.0	3,250.00	60.0	3,420.00					140.0	7,420.00
Mandolang, Nadine			93.5	5,094.40	0.0	0.00					93.5	5,094.40
McDonald, Joseph	8.0	480.00	0.0	0.00	0.0	0.00					8.0	480.00
Paulsen, Jane	25.0	1,250.00	0.0	0.00	0.0	0.00					25.0	1,250.00
Pollock, Dawn	116.3	6,975.00	43.1	2,587.50	0.0	0.00					159.4	9,562.50
Pompe, Jeffrey			36.2	2,230.82	0.0	0.00					36.2	2,230.82
Tokpa, Henrique			29.0	1,856.00	15.0	960.00					44.0	2,816.00
Tucker, Andrew			35.0	2,284.08	6.0	336.00					41.0	2,620.08
Visser, Jan					38.0	2,280.00						
	401.1	23,660.00	712.4	41,696.24	469.5	29,562.09					1583.0	94,918.33
Subtotal PAS:		127,988.37		295,375.09		182,838.83						606,202.29

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FLORIDA STATE UNIVERSITY
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
COOPERATING COUNTRY STAFF												
Pramono, Diefla - Indonesia			60.0	3,120.00	0.0	0.00					60.0	3,120.00
Chifamba, Muriel - Zimbabwe			68.8	2,203.83	0.0	0.00					68.8	2,203.83
Karmacharaya, Dibya - Nepal			56.6	889.55	240.5	6,014.74					297.1	6,904.29
Blake, Elizabeth - Botswana					47.5	3,800.00					47.5	3,800.00
			185.4	6,213.38	288.0	9,814.74					473.4	16,028.12
TOTAL:		277,806.33		481,762.95		368,406.69						1,127,975.97

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FLORIDA STATE UNIVERSITY
CONSULTANTS

NAME	COUNTRY	DATES	NUMBER DAYS	DAILY RATE	AMOUNT PAID
DOMESTIC					
Keller, John		10/29/84 - 11/19/84	12.0	170.00	2,040.00
OVERSEAS					
Story, Bascom	Nepal	08/17/84 - 10/11/84	35.0	200.00	7,000.00
Wilk, Roger	Botswana	09/10/84 - 10/04/84	19.0	214.00	4,066.00
McDonald, Joseph	Zimbabwe	02/20/85 - 04/04/85	38.0	160.00	6,080.00
Chadwick, Clifton	Botswana	04/10/85 - 05/11/85	28.0	230.00	6,440.00
			120.0		23,586.00
		Subtotal Year 1:	132.0		25,626.00
DOMESTIC					
Eno, Eric		06/03/86 - 06/04/86	2.0	250.00	500.00
OVERSEAS					
McDonald, Joseph	Botswana	08/09/85 - 09/28/85	42.0	160.00	6,720.00
Tabor, John	Indonesia	09/10/85 - 10/31/85	45.0	205.00	9,225.00
Kane, Michael	Indonesia	09/16/85 - 10/30/85	38.0	250.00	9,500.00
Millot, Benoit	Indonesia	09/20/85 - 10/31/85	36.0	180.00	6,480.00
McMahon, Walter	Indonesia	10/10/85 - 10/31/85	17.0	261.00	4,437.00
Sack, Richard	Haiti	11/07/85 - 11/15/85	7.0	261.00	1,827.00
McDonald, Joseph	Botswana	11/08/85 - 12/08/85	26.0	160.00	4,160.00
Alvarez, Maria	Haiti	11/21/85 - 12/24/85	24.0	210.00	5,040.00
Butterworth, Barbara	Nepal	12/31/85 - 01/20/86	12.0	145.00	1,740.00
McMahon, Walter	Indonesia	01/28/86 - 02/20/86	18.0	261.00	4,698.00
Eno, Eric	Botswana	03/14/86 - 04/24/86	30.0	250.00	7,500.00
Hendricks, Michael	Indonesia	05/29/86 - 06/10/86	9.0	261.50	2,351.70
			304.0		63,678.70
		Subtotal Year 2:	306.0		64,178.70
DOMESTIC					
Evans, David		07/30/86 - 07/31/86	2.0	259.00	518.00
Eno, Eric		08/11/86 - 08/28/86	15.0	250.00	3,750.00
McMahon, Walter		04/09/87 - 04/30/87	3.0	261.00	783.00
			20.0		5,051.00
OVERSEAS					
Hendricks, Michael	Indonesia	06/11/86 - 09/10/86	66.0	261.30	17,245.80
McMahon, Walter	Indonesia	09/17/86 - 10/14/86	20.0	261.00	5,220.00
Leroy, Jean Marie	Haiti	12/01/86 - 04/30/87	98.0	70.61	6,919.78
Eno, Eric	Botswana	01/12/87 - 02/06/87	20.0	250.00	5,000.00
Molutsi, Patrick	Botswana	03/01/87 - 06/11/87	37.0	45.00	1,665.00
Moorad, Fazlur	Botswana	03/01/87 - 06/11/87	37.0	40.62	1,502.94
Suparman, Romli	Indonesia	03/01/87 - 06/11/87	37.0	54.00	1,998.00
Soepardi	Indonesia	03/01/87 - 06/11/87	37.0	21.14	782.18

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FLORIDA STATE UNIVERSITY
CONSULTANTS

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NAME	COUNTRY	DATES	NUMBER DAYS	DAILY RATE	AMOUNT PAID
Coleman, Albert	Liberia	03/01/87 - 06/11/87	37.0	48.00	1,776.00
Gbegbe, Frederick	Liberia	03/01/87 - 06/11/87	37.0	42.00	1,554.00
Jones, Beresford	Liberia	03/01/87 - 06/11/87	37.0	37.00	1,369.00
Nguma, Edwin	Liberia	03/01/87 - 06/11/87	37.0	36.92	1,366.04
Gaal, Ali	Somalia	03/01/87 - 06/11/87	37.0	16.00	592.00
Said, Hussein	Somalia	03/01/87 - 06/11/87	37.0	16.00	592.00
Abdi, Mohamed	Somalia	03/01/87 - 06/11/87	37.0	10.42	385.54
Abu-Sheekh, Jeylani	Somalia	03/01/87 - 06/11/87	37.0	10.44	386.28
Elmi, Hussein	Somalia	03/01/87 - 06/11/87	37.0	10.32	381.84
Hersi, Mohamed	Somalia	03/01/87 - 06/11/87	37.0	10.44	386.28
Jama, Yusuf	Somalia	03/01/87 - 06/11/87	37.0	10.44	386.28
Alasawadi, Noman	North Yemen	03/01/87 - 06/11/87	37.0	22.00	814.00
Al-Kouri, Ali	North Yemen	03/01/87 - 06/11/87	37.0	15.38	569.06
Berihe, Kassew	North Yemen	03/01/87 - 06/11/87	37.0	46.62	1,724.94
Naji, Hamud	North Yemen	03/01/87 - 06/11/87	37.0	19.24	711.88
Al-Maktari, Abdulaziz	North Yemen	03/01/87 - 06/11/87	37.0	21.17	783.29
Albahi, Abdulwahab	North Yemen	03/01/87 - 06/11/87	37.0	16.52	611.24
Almedwahi, Mohamed	North Yemen	03/01/87 - 06/11/87	37.0	16.52	611.24
			1018.0		55,334.61
		Subtotal Year 3:	1038.0		60,385.61
		TOTAL:	1476.0		150,190.31

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FLORIDA STATE UNIVERSITY
ALLOWANCES

PAGE 8

CATEGORY	COUNTRY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
POST DIFFERENTIAL							
Levine, Victor	Zimbabwe	0.00	3,590.72	641.20			4,231.92
Butterworth, Barb	Nepal	0.00	2,391.65	8,104.22			10,495.87
		0.00	5,982.37	8,745.42			14,727.79
QUARTERS ALLOWANCE							
Levine, Victor	Zimbabwe	0.00	4,500.00	677.42			5,177.42
Butterworth, Barb	Nepal	0.00	4,742.11	8,333.50			13,075.61
Berger, Morris	Somalia	0.00	21,934.97	21,934.97			43,869.94
		0.00	31,177.08	30,945.89			62,122.97
TEMPORARY LODGING							
Levine, Victor	Zimbabwe	0.00	132.00	0.00			132.00
	TOTAL	0.00	37,291.45	39,691.31			76,982.76

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FLORIDA STATE UNIVERSITY
TRAVEL AND TRANSPORTATION

PAGE 9

NAME	DATES	DESTINATION(S)	AMOUNT
UNITED STATES			
Morgan, Robert	06/19/84 - 06/21/84	Washington, DC	738.39
Morgan, Robert	07/10/84 - 07/11/84	Washington, DC	492.46
Morgan, Robert	07/25/84 - 07/27/84	Washington, DC	581.49
Bock, John	07/25/84 - 07/27/84	Washington, DC	593.86
Adams, Milton	07/25/84 - 07/27/84	Washington, DC	510.00
Morgan, Robert	09/04/84 - 09/05/84	Washington, DC	482.00
Bock, John	09/04/84 - 09/05/84	Washington, DC	470.89
Easton, Peter	09/27/84	Gainesville, Florida	78.60
Adams, Milton	09/27/84	Gainesville, Florida	21.00
Morgan, Robert	10/24/84 - 10/26/84	Washington, DC	666.29
Morgan, Robert	11/12/84 - 11/13/84	Washington, DC	472.14
Morgan, Robert	12/03/84 - 12/04/84	Washington, DC	452.43
McLanahan, John	12/03/84 - 12/04/84	Washington, DC	431.83
Bock, John	12/12/84 - 12/14/84	Washington, DC	527.72
Messec, Jerry	12/12/84 - 12/14/84	Washington, DC	506.62
Bock, John	01/07/85 - 01/10/85	Washington, DC	594.00
Easton, Peter	01/07/85 - 01/10/85	Washington, DC	583.85
Adams, Milton	01/07/85 - 01/10/85	Washington, DC	582.35
Messec, Jerry	01/07/85 - 01/10/85	Washington, DC	572.85
Mayo, John	01/07/85 - 01/10/85	Washington, DC	573.35
Morgan, Robert	01/07/85 - 01/10/85	Washington, DC	774.42
Easton, Peter	02/13/85 - 02/15/85	Washington, DC	563.00
Bock, John	02/13/85 - 02/15/85	Washington, DC	564.88
Morgan, Robert	02/13/85 - 02/14/85	Washington, DC	428.04
Adams, Milton	03/18/85 - 03/21/85	Washington, DC	570.90
Bock, John	03/18/85 - 03/21/85	Washington, DC	615.35
Morgan, Robert	03/18/85 - 03/21/85	Washington, DC	635.12
Bock, John	04/14/85 - 04/20/85	San Francisco	389.11
Easton, Peter	04/14/85 - 04/21/85	San Francisco	904.78
Morgan, Robert	05/14/85 - 05/17/85	Washington, DC	774.39

16,152.11

INTERNATIONAL

Messec, Jerry	06/20/84 - 07/15/84	Liberia	4,532.23
Story, Bascom	08/19/84 - 10/09/84	Nepal	5,737.99
Morgan, Robert	09/09/84 - 10/11/84	Botswana	5,897.53
Wilk, Roger	09/09/84 - 10/04/84	Botswana	5,238.00
Applegate, Joseph	10/07/84 - 11/18/84	North Yemen	5,381.25
Adams, Milton	10/08/84 - 10/14/84	Haiti	1,013.34
Easton, Peter	10/12/84 - 10/21/84	Niger	2,792.27
Adams, Milton	10/17/84 - 12/19/84	Haiti	6,379.38
Emoungu, Paul	10/21/84 - 12/09/84	Haiti	5,061.50
Easton, Peter	10/29/84 - 12/30/84	Haiti	5,949.00
Morgan, Robert	01/17/85 - 01/31/85	Nepal	4,165.98
McDonald, Joseph	02/23/85 - 04/02/85	Zimbabwe	5,144.86
Cobbe, James	02/27/85 - 03/21/85	Zimbabwe	4,105.60
Morgan, Robert	04/09/85 - 04/19/85	Botswana	3,470.32
Chadwick, Clifton	04/10/85 - 05/11/85	Botswana	4,239.50

FLORIDA STATE UNIVERSITY
TRAVEL AND TRANSPORTATION

NAME	DATES	DESTINATION(S)	AMOUNT
Hansen, John	04/11/85 - 05/10/85	Botswana	4,324.24
Bock, John	04/21/85 - 06/13/85	Indonesia/Nepal/Thailand	8,188.18
Mayo, John	05/03/85 - 05/22/85	Nepal	4,442.62
Easton, Peter	05/12/85 - 06/11/85	Niger	4,812.89
			90,876.68
HOUSEHOLD EFFECTS/VEHICLES			0.00
Subtotal Year 1:			107,028.79

UNITED STATES

Morgan Robert	06/30/85 - 07/03/85	Washington, DC	626.43
Bock, John	06/30/85 - 07/02/85	Washington, DC	538.62
Morgan, Robert	07/11/85 - 07/12/85	Washington, DC	550.25
Morgan, Robert	07/28/85 - 07/30/85	Washington, DC	648.00
Klees, Steven	07/28/85 - 07/30/85	Washington, DC	618.90
Bock, John	07/29/85 - 07/30/85	Washington, DC	363.00
Colletta, Nat	07/17/85 - 07/19/85	Tallahassee	464.00
Levine, Victor	08/04/85 - 08/06/85	Tallahassee	803.32
Bock, John	08/07/85 - 08/08/85	Washington, DC	532.62
Levine, Victor	08/11/85 - 08/14/85	Washington, DC	452.29
Bock, John	08/20/85 - 08/23/85	Washington, DC	943.94
Grant, Sydney	08/21/85 - 08/23/85	Washington, DC	514.06
Kane, Michael	08/21/85 - 08/23/85	Washington, DC	515.16
Pramono, Diefla	08/21/85 - 08/23/85	Washington, DC	506.61
Tabor, John	08/22/85 - 08/23/85	Washington, DC	398.40
Hartwell, Ash	09/10/85 - 09/13/85	Tallahassee	534.38
Cobbe, James	09/17/85 - 09/18/85	Washington, DC	433.00
Easton, Peter	09/17/85 - 09/18/85	Washington, DC	413.85
Morgan, Robert	09/17/85 - 09/20/85	Washington, DC	940.96
Allen, Dwight	09/23/85 - 09/26/85	Tallahassee	607.48
Cobbe, James	11/08/85	Washington, DC	339.00
Milton, Sande	11/08/85 - 11/09/85	Washington, DC	336.00
Easton, Peter	11/08/85 - 11/11/85	Washington, DC	336.75
Allen, Dwight	11/11/85 - 12/13/85	Tallahassee	1,626.00
McLanahan, John	12/02/85 - 12/04/85	Washington, DC	479.48
Morgan, Robert	12/02/85 - 12/05/85	Washington, DC	661.12
Eng, Gwenneth	01/12/86 - 01/18/86	Tallahassee	675.00
Morgan, Robert	01/05/86 - 01/07/86	Washington, DC	121.00
McMahon, Walter	01/14/86 - 01/19/86	Tallahassee	478.75
Butterworth, Barbara	02/09/86 - 02/13/86	Tallahassee/Washington, DC	953.40
Easton, Peter	02/09/86 - 02/11/86	Washington, DC	517.00
Morgan, Robert	02/10/86 - 02/12/86	Washington, DC	560.95
McLanahan, John	04/09/86 - 04/10/86	Washington, DC	439.70
Morgan, Robert	05/05/86 - 05/06/86	Washington, DC	372.25
IEES Conference	05/17/86 - 05/23/86	Tallahassee	417.27
Eno, Eric	06/03/86	Tallahassee	366.00

20,084.94

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FLORIDA STATE UNIVERSITY
TRAVEL AND TRANSPORTATION

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NAME	DATES	DESTINATION(S)	AMOUNT
INTERNATIONAL			
Easton, Peter	06/16/85 - 07/06/85	Haiti	2,109.65
Messec, Jerry	08/03/85 - 09/05/85	Somalia	4,230.09
McDonald, Joseph	08/13/85 - 09/18/85	Botswana	6,925.85
Bernard, Doran	08/14/85 - 11/07/85	Indonesia	9,466.90
Kane, Michael	08/28/85 - 11/01/85	Indonesia	7,152.55
Pramono, Diefla	08/28/85 - 11/15/85	Indonesia	11,111.17
Bock, John	08/29/85 - 11/22/85	Indonesia/Botswana/Zimbabwe	13,896.47
Levine, Victor	09/10/85 - 09/12/85	Zimbabwe	1,833.80
Grant, Sydney	09/12/85 - 11/04/85	Indonesia	7,169.28
Tabor, John	09/15/85 - 11/03/85	Indonesia	7,168.37
Millot, Benoit	09/20/85 - 11/04/85	Indonesia	7,587.81
Allen, Dwight	09/28/85 - 11/05/85	Indonesia	6,007.23
McMahon, Walter	10/09/85 - 10/29/85	Indonesia	3,731.28
Levine, Victor	10/21/85 - 03/31/86	Zimbabwe (In-country)	128.41
Sack, Richard	11/02/85 - 11/08/85	Haiti	610.50
Morgan, Robert	11/06/85 - 11/19/85	Botswana	4,199.12
Messec, Jerry	11/08/85 - 12/12/85	Botswana/Somalia	5,793.15
McDonald, Joseph	11/08/85 - 12/04/85	Botswana	4,089.45
Mayo, John	11/18/85 - 12/14/85	Nepal	3,441.58
Alvarez, Maria	11/23/85 - 12/21/85	Haiti	2,481.11
Butterworth, Barbara	12/29/85 - 01/21/86	Nepal	3,225.63
Bock, John	01/23/86 - 02/23/86	Indonesia	5,181.51
Bernard, Doran	01/23/86 - 02/19/86	Indonesia	4,495.48
McMahon, Walter	02/01/86 - 02/18/86	Indonesia	3,665.07
Butterworth, Barbara	02/19/86 - 02/22/86	Nepal	1,340.60
Gill, Michael	02/19/86 - 02/22/86	Nepal	1,327.60
Butterworth, Barbara	03/11/86 - 05/31/86	Nepal (In-country)	211.75
Eno, Eric	03/23/86 - 04/22/86	Botswana	4,973.17
Easton, Peter	03/24/86 - 05/05/86	Haiti	4,412.76
Adams, Milton	04/06/86 - 04/24/86	Haiti	2,032.40
Messec, Jerry	04/16/86 - 05/13/86	North Yemen	4,600.34
Mayo, John	04/30/86 - 05/15/86	Nepal	3,217.46
Gaal, Ali	05/17/86 - 05/23/86	Tallahassee	3,791.00
Gongar, Othella	05/17/86 - 05/23/86	Tallahassee	2,331.44
Swartland, Jakes	05/17/86 - 05/23/86	Tallahassee	3,025.08
Upadhyay, Ishwor	05/17/86 - 05/23/86	Tallahassee	2,361.75
Milton, Sande	05/30/86 - 06/22/86	Togo	4,621.54
Bory-Adams, Aline	05/30/86 - 06/22/86	Togo	4,236.00
			168,184.35
HOUSEHOLD EFFECTS/VEHICLES			
Levine, Victor	09/10/85 - 05/31/86	Zimbabwe	4,696.33
Butterworth, Barbara	02/19/86 - 05/31/86	Nepal	5,433.64
			10,129.97
		Subtotal Year 2:	198,399.26

FLORIDA STATE UNIVERSITY
TRAVEL AND TRANSPORTATION

NAME	DATES	DESTINATION(S)	AMOUNT
UNITED STATES			
Bock, John	06/12/86 - 06/13/86	Washington, DC	472.92
Bock, John	07/30/86 - 08/01/86	Washington, DC	625.96
Morgan, Robert	09/16/86 - 09/18/86	Albany	832.30
Morgan, Robert	10/01/86 - 10/02/86	Washington, DC	471.65
Morgan, Robert	10/28/86 - 10/29/86	Washington, DC	456.00
Milton, Sande	10/31/86	Washington, DC	329.40
McLanahan, John	12/09/86	Washington, DC	366.00
Morgan, Robert	12/09/86 - 12/10/86	Washington, DC	463.75
Bock, John	12/09/86 - 12/10/86	Washington, DC	428.70
Morgan, Robert	01/08/87 - 01/09/87	Washington, DC	459.60
Adams, Milton	01/15/87 - 01/17/87	Washington, DC	509.70
Mayo, John	01/28/87 - 01/30/87	Washington, DC	575.38
Adams, Milton	05/09/87 - 05/16/87	Washington, DC	702.15
Morgan, Robert	05/11/87 - 05/13/87	Washington, DC	573.45
			7,266.96
INTERNATIONAL			
Butterworth, Barbara	06/01/86 - 10/31/86	Nepal (In-country)	190.80
Hendricks, Michael	06/01/86 - 09/03/86	Indonesia	11,904.87
Bernard, Doran	06/15/86 - 08/16/86	Indonesia	8,956.81
Easton, Peter	06/17/86 - 07/21/86	Haiti	3,745.46
Adams, Milton	07/01/86 - 07/21/86	Haiti	2,195.17
Messec, Jerry	08/10/86 - 09/11/86	Somalia	4,295.59
Adams, Milton	09/15/86 - 10/05/86	Haiti	2,096.66
McMahon, Walter	09/18/86 - 10/12/86	Indonesia	4,188.08
Bock, John	09/20/86 - 10/15/86	Indonesia	4,879.70
Levine, Victor	10/16/86 - 10/24/86	State College, PA	902.98
Morgan, Robert	11/03/86 - 11/24/86	Liberia	4,192.57
Butterworth, Barbara	11/24/86 - 11/29/86	Thailand	862.64
Adams, Milton	12/08/86 - 12/18/86	Haiti	1,316.58
Eno, Eric	01/11/87 - 01/31/87	Botswana	4,282.45
Adams, Milton	01/18/87 - 02/11/87	Haiti	2,765.90
Morgan, Robert	02/12/87 - 02/23/87	Indonesia	3,749.78
Butterworth, Barbara	02/13/87 - 02/22/87	Indonesia	1,026.04
Adams, Milton	03/09/87 - 03/17/87	Haiti	1,198.90
Suwal	04/01/87	Thailand	324.07
Adams, Milton	04/06/87 - 04/16/87	Haiti	1,466.82
Easton, Peter	05/08/87 - 05/15/87	Haiti	100.00
Adams, Milton	05/24/87 - 06/06/87	Haiti	1,478.90
			66,120.77

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FLORIDA STATE UNIVERSITY
TRAVEL AND TRANSPORTATION

NAME	DATES	DESTINATION(S)	AMOUNT
HOUSEHOLD EFFECTS/VEHICLES			
Levine, Victor	06/01/86 - 10/31/86	Zimbabwe	281.52
Butterworth, Barbara	06/01/86 - 06/30/87	Nepal	1,803.75

			2,085.27
		Subtotal Year 3:	75,473.00
		TOTAL:	-----
			380,901.05

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FLORIDA STATE UNIVERSITY
PARTICIPANT TRAINING

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NAME	COUNTRY	DESCRIPTION	PERIOD	AMOUNT
Microcomputer Workshop	Botswana	Subsistence	04/07/86 - 04/09/86	422.50
IEES Steering Committee	Tallahassee	Subsistence	05/18/86 - 05/22/86	2,000.00
Subtotal Year 2:				2,422.50
Microcomputer Workshop	North Yemen	Health Insurance	07/05/86 - 08/04/86	480.00
Supervisor Workshops(3)	Nepal	Subsistence	10/01/86 - 10/30/86	3,213.19
Supervisor Workshops(2)	Nepal	Subsistence	11/19/86 - 11/27/86	3,182.63
Subtotal Year 3:				6,875.82
TOTAL:				9,298.32

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HOWARD UNIVERSITY
CENTRAL FUNDING EXPENDITURES

CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
SALARIES						
<i>Institutional Coordination Staff</i>						
Professional	17,567.04	19,762.92	19,762.92			57,092.88
Nonprofessional	11,361.52	34,130.71	36,219.28			81,711.51
<i>Project Advisory Staff</i>						
Professional	11,776.00	26,046.26	7,189.40			45,011.66
Nonprofessional	0.00	0.00	0.00			0.00
Cooperating Country	0.00	0.00	0.00			0.00
Subtotal Salaries:	40,704.56	79,939.89	63,171.60			183,816.05
FRINGE BENEFITS	9,208.59	20,784.37	16,424.62			46,417.58
CONSULTANTS						
Domestic	0.00	0.00	0.00			0.00
Overseas	0.00	0.00	0.00			0.00
Subtotal Consultants:	0.00	0.00	0.00			0.00
ALLOWANCES						
Post Differential	0.00	0.00	0.00			0.00
Quarters	0.00	0.00	0.00			0.00
Temporary Lodging	0.00	0.00	0.00			0.00
Education	0.00	0.00	0.00			0.00
Cost of Living	0.00	0.00	0.00			0.00
Subtotal Allowances:	0.00	0.00	0.00			0.00
TRAVEL AND TRANSPORTATION						
United States	549.43	2,331.89	398.05			3,279.37
International	0.00	13,402.49	15,562.32			28,964.81
Household Goods/Vehicles	0.00	0.00	0.00			0.00
Subtotal Travel:	549.43	15,734.38	15,960.37			32,244.18
MATERIALS AND SUPPLIES	930.27	875.28	884.21			2,689.76
EQUIPMENT	0.00	0.00	0.00			0.00
PARTICIPANT TRAINING	0.00	0.00	0.00			0.00

HOWARD UNIVERSITY
CENTRAL FUNDING EXPENDITURES

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CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
OTHER DIRECT COSTS						
Postage and Shipping	250.00	24.00	253.50			527.50
Communications	0.00	243.11	1,236.83			1,479.94
Printing and Reproduction	273.00	134.33	1,232.00			1,639.33
Equipment Maintenance	0.00	0.00	77.50			77.50
Passport/Visa/Medical	0.00	36.48	80.00			116.48
DBA Insurance	0.00	273.00	113.00			386.00
Field Support - Typing	0.00	269.78	0.00			269.78
	523.00	980.70	2,992.83			4,496.53
OVERHEAD	16,768.92	38,215.62	32,117.06			87,101.50
TOTAL	68,684.67	156,530.24	131,550.69			356,765.60

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HOWARD UNIVERSITY
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
COORDINATION STAFF												
Coordinator	69.6	17,567.04	78.3	19,762.92	78.3	19,762.92					226.2	57,092.88
Administrative Assistant	91.0	6,999.99	261.0	20,076.90	261.0	21,305.51					613.0	48,382.40
Secretary	81.0	4,361.53	261.0	14,053.81	261.0	14,913.77					603.0	33,329.11
	172.0	11,361.52	522.0	34,130.71	522.0	36,219.28					1216.0	81,711.51
Subtotal CS:		28,928.56		53,893.63		55,982.20						138,804.39
PROJECT ADVISORY STAFF												
Faculty												
Applegate, Joseph	32.0	6,016.00	0.0	0.00	0.0	0.00					32.0	6,016.00
Emoungu, Paul	36.0	5,760.00	2.0	320.00	0.0	0.00					38.0	6,080.00
Eng, Gwen	0.0	0.00	140.0	14,807.66	0.0	0.00					140.0	14,807.66
Howard, Willie	0.0	0.00	9.0	2,271.60	16.0	4,038.40					25.0	6,310.00
Morris, Lorenzo	0.0	0.00	20.0	2,740.00	23.0	3,151.00					43.0	5,891.00
Smith, Sandra	0.0	0.00	33.0	5,907.00	0.0	0.00					33.0	5,907.00
	68.0	11,776.00	204.0	26,046.26	39.0	7,189.40					311.0	45,011.66
Subtotal PAS:		11,776.00		26,046.26		7,189.40						45,011.66
TOTAL:												
		40,704.56		79,939.89		63,171.60						183,816.05

HOWARD UNIVERSITY
TRAVEL AND TRANSPORTATION

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NAME	DATES	DESTINATION(S)	AMOUNT
UNITED STATES			
Howard, Willie	01/20/85 - 01/22/85	Tallahassee	549.43
		Subtotal Year 1:	549.43
UNITED STATES			
Howard, Willie	06/17/85 - 06/20/85	Syracuse	456.00
Howard, Willie	07/01/85 - 05/16/86	Washington, DC	97.90
Bartholomew, Cynthia	08/14/86	Washington, DC	6.00
Eng, Gwen	12/09/85 - 12/14/85	Tallahassee	556.49
Eng, Gwen	01/28/86	Washington, DC	10.00
Howard, Willie	05/18/86 - 05/23/86	Tallahassee	643.00
Morris, Lorenzo	05/20/86 - 05/22/86	Tallahassee	562.50
			2,331.89
INTERNATIONAL			
Smith, Sandra	09/12/85 - 10/28/85	Indonesia	6,863.75
Howard, Willie	11/07/85 - 11/19/85	Botswana	3,812.99
Morris, Lorenzo	11/24/85 - 12/21/85	Haiti	2,725.75
			13,402.49
		Subtotal Year 2:	15,734.38
UNITED STATES			
Bartholomew, Cynthia	08/14/86	Washington, DC	17.00
Howard, Willie	09/16/86 - 09/18/86	Albany, NY	381.05
			398.05
INTERNATIONAL			
Howard, Willie	07/08/86 - 07/12/86	Haiti	1,159.00
Leroy, Jean (Haiti)	12/14/86 - 12/30/86	Washington, DC	1,699.00
Molutsi, Patrick (Botswana)	12/13/86 - 12/22/86	Washington, DC	3,128.00
Suparman, Romli (Indonesia)	12/13/86 - 12/24/86	Washington, DC	3,586.32
Howard, Willie	02/12/87 - 02/24/87	Indonesia	3,000.00
Morris, Lorenzo	02/12/87 - 02/24/87	Indonesia	3,000.00
			15,562.32
		Subtotal Year 3:	15,960.37
		TOTAL:	32,244.18

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INSTITUTE FOR INTERNATIONAL RESEARCH
CENTRAL FUNDING EXPENDITURES

CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
SALARIES						
Institutional Coordination Staff						
Professional	18,468.96	15,115.26	19,933.98			53,518.20
Nonprofessional	28,015.19	25,779.52	34,819.21			88,613.92
Project Advisory Staff						
Professional	74,978.82	71,554.33	47,803.03			194,336.18
Nonprofessional	1,177.78	1,721.72	0.00			2,899.50
Cooperating Country	0.00	0.00	0.00			0.00
Accrued Leave	12,264.11	11,417.13	10,255.61			33,936.85
Subtotal Salaries:	134,904.86	125,587.96	112,811.83			373,304.65
FRINGE BENEFITS	40,066.74	38,404.01	32,521.05			110,991.80
CONSULTANTS						
Domestic	8,663.50	1,470.00	0.00			10,133.50
Overseas	9,600.00	17,192.00	2,625.00			29,417.00
Subtotal Consultants:	18,263.50	18,662.00	2,625.00			39,550.50
ALLOWANCES						
Post Differential	0.00	0.00	0.00			0.00
Quarters	0.00	0.00	0.00			0.00
Temporary Lodging	0.00	0.00	0.00			0.00
Education	0.00	0.00	0.00			0.00
Cost of Living	0.00	0.00	0.00			0.00
Subtotal Allowances:	0.00	0.00	0.00			0.00
TRAVEL AND TRANSPORTATION						
United States	4,516.29	2,550.16	1,974.37			9,040.82
International	46,110.77	91,994.87	88,138.43			226,244.07
Household Goods/Vehicles	0.00	0.00	0.00			0.00
Subtotal Travel:	50,627.06	94,545.03	90,112.80			235,284.89
MATERIALS AND SUPPLIES	2,849.32	4,366.21	3,679.63			10,895.16
EQUIPMENT	5,971.72	0.00	0.00			5,971.72
PARTICIPANT TRAINING	0.00	2,930.00	0.00			2,930.00

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INSTITUTE FOR INTERNATIONAL RESEARCH
CENTRAL FUNDING EXPENDITURES

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CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
OTHER DIRECT COSTS						
Communications	9,330.25	12,016.00	6,683.78			28,030.03
Printing and Reproduction	8,315.84	7,965.31	2,398.29			18,679.44
Word Processing	7,291.50	10,343.00	0.00			17,634.50
Editing and Translation	7,687.00	0.00	630.00			8,317.00
Media Services	0.00	1,928.44	0.00			1,928.44
Library Services	0.00	0.00	11.75			11.75
Computer Services	0.00	5,874.75	0.00			5,874.75
Passport/Visa/Medical	308.07	1,035.29	604.79			1,948.15
DBA Insurance	904.00	1,010.99	3,190.00			5,104.99
Fees	31.61	8.25	50.00			89.86
Facilities Rental	2,599.00	123.76	0.00			2,722.76
Equipment Rental	0.00	283.66	0.00			283.66
Conference Support Services	0.00	1,166.11	1,832.02			2,998.13
Food and Beverages						
Conference Support Services	0.00	0.00	365.21			365.21
Other						
Field Support Services						
Administration	6,487.64	860.00	0.00			7,347.64
Typing/Clerical	4,055.34	0.00	0.00			4,055.34
Research/Data Collection	1,170.00	0.00	0.00			1,170.00
	48,180.25	42,615.56	15,765.84			106,561.65
OVERHEAD	45,650.09	36,988.02	43,128.46			125,766.57
GENERAL & ADMINISTRATIVE	45,947.70	51,623.39	24,708.71			122,279.80
FEE	31,396.90	33,244.74	26,028.27			90,669.91
TOTAL	423,858.14	448,966.92	351,381.59			1,224,206.65

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INSTITUTE FOR INTERNATIONAL RESEARCH
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
COORDINATION STAFF												
Coordinator	70.4	18,468.96	54.6	15,115.26	72.0	19,933.98					197.0	53,518.20
Administrative Assistant	177.4	17,633.49	175.0	19,128.19	150.0	19,812.16					502.4	56,573.84
Secretary	142.5	10,381.70	101.5	6,651.33	219.4	15,007.05					463.4	32,040.08
	319.9	28,015.19	276.5	25,779.52	369.4	34,819.21					965.8	88,613.92
Subtotal CS:		46,484.15		40,894.78		54,753.19						142,132.12
PROJECT ADVISORY STAFF												
Professional												
Anzalone, Steve	79.0	10,345.23	52.0	7,512.56	0.0	0.00					131.0	17,857.79
Cieutat, Victor	148.0	36,283.59	103.0	26,879.19	34.0	9,420.60					285.0	72,583.38
Pigozzi, Mary	186.0	28,350.00	167.1	26,368.95	64.0	9,855.25					417.1	64,574.20
Thiagarajan, S.			43.0	10,793.63	116.0	28,527.18					159.0	39,320.81
	413.0	74,978.82	365.1	71,554.33	214.0	47,803.03					992.1	194,336.18
Technical												
Somerville, S.	17.2	1,177.78	23.7	1,721.72	0.0	0.00					40.9	2,899.50
Subtotal PAS:	430.2	76,156.60	388.8	73,276.05	214.0	47,803.03					1033.0	197,235.68
Accrued Leave		12,264.11		11,417.13		10,255.61						33,936.85
TOTAL:		134,904.86		125,587.96		112,811.83						373,304.65

INSTITUTE FOR INTERNATIONAL RESEARCH
CONSULTANTS

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NAME	COUNTRY	DATES	NUMBER DAYS	DAILY RATE	AMOUNT PAID
DOMESTIC					
Herschback, D.		10/84	0.5	200.00	100.00
Faulds, F.		10/84	0.5	200.00	100.00
Paulsen, J.		09/84-01/85	79.5	75.00	5,962.50
Johnson, R.		12/84-01/85	13.3	150.00	2,000.00
Sack, R.		10/20/84	1.0	251.00	251.00
Vandenberg, L.		04/26/85	1.0	100.00	100.00
Millot, J.		05/17/85	1.0	150.00	150.00
			96.8		8,663.50
OVERSEAS					
Millot, B.	Haiti	10/18/84 - 12/18/84	38.0	150.00	5,700.00
Vandenberg, L.	Haiti	10/18/84 - 12/18/84	39.0	100.00	3,900.00
			77.0		9,600.00
		Subtotal Year 1:	173.8		18,263.50
DOMESTIC					
Eng, G.		08/13/85 - 08/30/85	14.0	105.00	1,470.00
OVERSEAS					
Edwards, D.	Indonesia	09/13/85 - 10/26/85	34.0	160.00	5,440.00
Combes, P.	Haiti	11/21/85 - 12/23/85	26.0	200.00	5,200.00
San Giovanni, R.	Haiti	11/21/85 - 12/21/85	26.0	252.00	6,552.00
			86.0		17,192.00
		Subtotal Year 2:	100.0		18,662.00
OVERSEAS					
Benjamin, S.	Somalia	11/17/86 - 12/12/86	21.0	125.00	2,625.00
		Subtotal Year 3:	21.0		2,625.00
		TOTAL:	294.8		39,550.50

INSTITUTE FOR INTERNATIONAL RESEARCH
TRAVEL AND TRANSPORTATION

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NAME	DATES	DESTINATION(S)	AMOUNT
UNITED STATES			
Cieutat, V.	07/84 - 06/85	Washington, DC	143.50
Pigozzi, M.	09/84 - 04/85	Washington, DC	98.70
Faulds, E.	10/84	Washington, DC	8.00
Sack, R.	10/19/84 - 10/20/84	Washington, DC	205.00
Paulsen, J.	11/84	Washington, DC	3.50
Berryhill, J.	11/84 - 02/85	Washington, DC	27.03
Paulsen, J.	01/01/85 - 01/15/85	Washington, DC	1,067.29
Jennings, M.	01/28/85	New York City	190.02
Cieutat, V.	01/20/85 - 01/24/85	Tallahassee	900.70
Pigozzi, M.	01/20/85 - 01/24/85	Tallahassee	987.70
Jennings, M.	02/85 - 06/85	Washington, DC	13.61
Spector, P.	02/26/85 - 02/27/85	Tallahassee	655.85
Johnson, R.	03/18/85 - 03/20/85	Washington, DC	315.39
			4,516.29
INTERNATIONAL			
Cieutat, V.	07/28/84 - 08/04/84	Liberia	2,645.70
Cieutat, V.	09/24/84 - 10/13/84	Botswana	3,582.87
Pigozzi, M.	10/05/84 - 10/15/84	Haiti	1,259.43
Cieutat, V.	10/21/84 - 12/20/84	Haiti	8,008.10
Pigozzi, M.	10/21/84 - 12/20/84	Haiti	5,766.62
Anzalone, S.	11/12/84 - 12/20/84	Haiti	3,930.50
Millot, B.	10/16/84 - 11/19/84	Haiti	3,774.23
Vandenberg, L.	10/18/84 - 12/18/84	Haiti	5,124.16
Millot, B.	11/26/84 - 12/18/84	Haiti	2,841.30
Cieutat, V.	04/10/85 - 05/12/85	Botswana	4,802.36
Pigozzi, M.	04/10/85 - 05/12/85	Botswana	4,375.50
			46,110.77
HOUSEHOLD EFFECTS/VEHICLES			0.00
		Subtotal Year 1:	50,627.06
UNITED STATES			
Cieutat, V.	07/85 - 05/86	Washington, DC	144.30
Pigozzi, M.	07/85 - 05/86	Washington, DC	17.05
Jennings, M.	07/85 - 12/85	Washington, DC	9.53
Swartland, J.	07/06/85 - 07/09/85	Tallahassee	786.00
Spector, P.	09/85 - 01/86	Washington, DC	5.00
Malone, M.	01/86	Washington, DC	11.07
Thiagarajan, S.	01/26/86 - 01/28/86	Tallahassee	715.21
Cieutat, V.	05/18/86 - 05/22/86	Tallahassee	617.00
Thiagarajan, S.	05/20/86 - 05/22/86	Tallahassee	245.00
			2,550.16

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INSTITUTE FOR INTERNATIONAL RESEARCH
TRAVEL AND TRANSPORTATION

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NAME	DATES	DESTINATION(S)	AMOUNT
INTERNATIONAL			
Pigozzi, M.	06/22/85 - 07/01/85	Haiti	1,100.81
Thiagarajan, S.	08/01/85 - 09/02/85	Somalia	3,592.11
Eng, G.	09/06/85 - 11/04/85	Indonesia	8,694.94
Anzalone, S.	09/11/85 - 10/27/85	Indonesia	7,490.73
Edwards, D.	09/13/85 - 10/26/85	Indonesia	7,404.68
Pigozzi, M.	10/31/85 - 11/24/85	Botswana	5,014.56
Cieutat, V.	11/04/85 - 11/24/85	Botswana	4,156.30
Desroches, R.	11/07/85 - 11/17/85	Botswana	4,380.75
Joseph, Y.	11/07/85 - 11/17/85	Botswana	4,380.75
Simanjuntak, W.	11/07/85 - 11/17/85	Botswana	3,866.72
Moegiadi	11/07/85 - 11/18/85	Botswana	3,872.98
Ayamiseba, D.	11/07/85 - 11/18/85	Botswana	4,462.48
Gaal, A.	11/07/85 - 11/17/85	Botswana	1,778.25
Hussein, J.	11/07/85 - 11/17/85	Botswana	1,778.25
Abdurahman, M.	11/07/85 - 11/17/85	Botswana	1,778.25
Berger, M.	11/07/85 - 11/17/85	Botswana	1,836.25
Thiagarajan, S.	11/08/85 - 11/17/85	Botswana	2,686.00
Gongar, E.	11/08/85 - 11/24/85	Botswana	3,692.25
Vani, J.	11/08/85 - 11/24/85	Botswana	3,692.25
Levine, V.	11/09/85 - 11/17/85	Botswana	998.43
Mumbengegwi, S.	11/09/85 - 11/17/85	Botswana	1,003.37
Mbizvo, W.	11/09/85 - 11/17/85	Botswana	1,003.37
Benoy, H.	11/09/85 - 11/17/85	Botswana	1,003.37
Christensen, P.	11/10/85 - 11/13/85	Botswana	400.69
San Giovanni, R.	11/24/85 - 12/21/85	Haiti	2,484.50
Combes, P.	11/24/85 - 12/23/85	Haiti	2,400.00
Pigozzi, M.	03/31/86 - 04/10/86	Haiti	1,429.50
Anzalone, S.	04/06/86 - 04/22/86	Haiti	1,722.00
Thiagarajan, S.	05/23/86 - 06/23/86	Nepal	3,890.33
			91,994.87
HOUSEHOLD EFFECTS/VEHICLES			0.00
		Subtotal Year 2:	94,545.03
UNITED STATES			
Cieutat, V.	08/86 - 06/87	Washington, DC	44.75
Cieutat, V.	09/16/86 - 09/18/86	Albany	276.75
Partlow, T.	11/86	Washington, DC	0.21
Spector, P.	12/03/86	Tallahassee	666.80
Thiagarajan, S.	12/09/86 - 12/10/86	Washington, DC	463.55
Zydeveld, A.	01/06/87 - 01/31/87	Washington, DC	2.31
Kemmerer, F.	02/02/87 - 02/06/87	Bloomington	520.00
			1,974.37

INSTITUTE FOR INTERNATIONAL RESEARCH
TRAVEL AND TRANSPORTATION

PAGE IIR-7

NAME	DATES	DESTINATION(S)	AMOUNT
INTERNATIONAL			
Coleman, A.	07/26/86 - 08/05/86	Philippines	5,024.30
Thiagarajan, S.	08/10/86 - 09/11/86	Somalia	4,421.49
Thiagarajan, S.	11/17/86 - 12/07/86	North Yemen/Somalia/Liberia	4,258.90
Benjamin, S.	11/17/86 - 12/12/86	Somalia	3,516.43
Coleman, A.	11/18/86 - 11/29/86	North Yemen	3,868.14
Said, Hussein	11/22/86 - 11/28/86	North Yemen	1,107.39
Thiagarajan, S.	12/26/86 - 01/20/87	Somalia	4,428.77
Pigozzi, M.	02/06/87 - 02/23/87	Indonesia	3,452.18
Cieutat, V.	02/11/87 - 02/23/87	Indonesia	3,386.68
Molutsi, P.	02/11/87 - 02/27/87	Indonesia	3,390.42
Swartland, J.	02/11/87 - 02/23/87	Indonesia	3,379.62
Alasawadi, M.	02/12/87 - 02/26/87	Indonesia	3,224.40
Berihe, K.	02/12/87 - 02/26/87	Indonesia	3,207.74
Butterworth, B.	02/12/87 - 02/22/87	Indonesia	1,253.00
Coleman, A.	02/12/87 - 02/26/87	Indonesia	4,637.50
Dhungana, M.	02/12/87 - 02/26/87	Indonesia	2,650.00
Gaal, A.	02/12/87 - 02/26/87	Indonesia	4,823.50
Garadah, A.	02/12/87 - 02/22/87	Indonesia	2,252.75
Gonyar, O.	02/12/87 - 02/22/87	Indonesia	4,268.50
Leroy, J.	02/12/87 - 02/26/87	Indonesia	3,372.62
L'Official, F.	02/12/87 - 02/22/87	Indonesia	2,992.39
Nepal, K.	02/12/87 - 02/22/87	Indonesia	2,337.58
Said, H.	02/12/87 - 02/26/87	Indonesia	4,949.07
Thiagarajan, S.	02/13/87 - 02/25/87	Indonesia	2,683.81
Suparman, J.	02/14/87 - 02/22/87	Indonesia	1,090.45
Moegiadi	02/14/87 - 02/22/87	Indonesia	698.45
Bharata, H.	02/14/87 - 02/22/87	Indonesia	905.73
Cieutat, V.	03/30/87 - 04/09/87	Yemen	2,556.62
			88,138.43
HOUSEHOLD EFFECTS/VEHICLES			0.00
Subtotal Year 3:			90,112.80
TOTAL:			235,284.89

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INSTITUTE FOR INTERNATIONAL RESEARCH
PARTICIPANT TRAINING

PAGE IIR-8

NAME	COUNTRY	DESCRIPTION	PERIOD	AMOUNT
Lecoge, Mrs.	Botswana	ETS Tuition and Fees	08/05/85 - 08/30/85	1,500.00
		Subsistence Stipend	08/05/85 - 08/30/85	1,430.00

				2,930.00

STATE UNIVERSITY OF NEW YORK AT ALBANY
CENTRAL FUNDING EXPENDITURES

PAGE SUNYA-1

CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
SALARIES						
Institutional Coordination Staff						
Professional	25,116.61	25,814.04	31,893.50			82,824.15
Nonprofessional	27,716.48	29,036.17	35,262.00			92,014.65
Project Advisory Staff						
Professional	119,199.57	172,141.75	177,433.81			468,775.13
Nonprofessional	0.00	4,402.00	4,242.70			8,644.70
Cooperating Country	0.00	0.00	0.00			0.00
Subtotal Salaries:	172,032.66	231,393.96	248,832.01			652,258.63
FRINGE BENEFITS	39,879.00	58,747.71	62,085.51			160,712.22
CONSULTANTS						
Domestic	225.00	0.00	783.90			1,008.90
Overseas	18,398.00	3,000.00	5,748.60			27,146.60
Subtotal Consultants:	18,623.00	3,000.00	6,532.50			28,155.50
ALLOWANCES						
Post Differential	1,382.00	17,131.85	15,104.02			33,617.87
Quarters	0.00	0.00	0.00			0.00
Temporary Lodging	300.00	0.00	0.00			300.00
Education	0.00	0.00	0.00			0.00
Cost of Living	0.00	0.00	0.00			0.00
Subtotal Allowances:	1,682.00	17,131.85	15,104.02			33,917.87
TRAVEL AND TRANSPORTATION						
United States	6,435.60	9,367.27	5,778.98			21,581.85
International	78,434.65	43,823.15	95,411.57			217,669.37
Household Goods/Vehicles	5,253.46	985.87	2,268.25			8,507.58
Subtotal Travel:	90,123.71	54,176.29	103,458.80			247,758.80
MATERIALS AND SUPPLIES	3,308.19	5,055.20	3,971.38			12,334.77
EQUIPMENT	970.66	14,474.53	3,207.48			18,652.67
PARTICIPANT TRAINING	1,441.93	1,936.75	0.00			3,278.68

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STATE UNIVERSITY OF NEW YORK AT ALBANY
CENTRAL FUNDING EXPENDITURES

PAGE SUNYA-2

CATEGORY	YEAR 1 6/84-6/85	YEAR 2 7/85-6/86	YEAR 3 7/86-6/87	YEAR 4 7/87-6/88	YEAR 5 7/88-6/89	TOTAL
OTHER DIRECT COSTS						
Postage and Shipping	2,144.68	1,349.40	2,519.59			6,013.67
Communications	3,046.99	3,768.40	6,394.33			13,209.72
Printing and Reproduction	6,721.31	5,374.98	5,931.76			18,028.05
Word Processing	2,143.50	888.13	797.11			3,828.74
Editing/Translation	308.00	681.58	0.00			989.58
Advertising	428.34	681.45	57.42			1,167.21
Passport/Visa/Medical	1,832.07	1,459.58	1,229.20			4,520.85
Fees	29.97	0.00	117.00			146.97
Computer Equipment Rental			523.04			523.04
Typewriter Maintenance	27.44	28.54	0.00			55.98
Office Rental	1,183.30	0.00	130.23			1,313.53
Field Support Services						
Administration	2,995.00	0.00	0.00			2,995.00
Typing/Clerical	783.50	0.00	408.24			1,191.74
Research/ Data Collection	521.73	1,684.31	0.00			2,206.04
Translation	1,469.56	0.00	0.00			1,469.56
	23,635.39	15,916.37	18,107.92			57,659.68
OVERHEAD	87,825.86	97,918.83	116,595.82			302,340.51
TOTAL	439,522.40	499,651.49	577,895.44			1,517,069.33

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STATE UNIVERSITY OF NEW YORK AT ALBANY
SALARIES

POSITION	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT	DAYS	AMOUNT
COORDINATION STAFF												
Coordinator	78.9	25,116.61	130.8	25,814.04	138.3	31,893.50					348.0	82,824.15
Administrative Assistant	260.0	17,398.16	225.0	16,766.50	261.0	21,576.69					746.0	55,741.35
Secretary	215.0	10,318.32	237.0	12,269.67	261.0	13,685.31					713.0	36,273.30
	475.0	27,716.48	462.0	29,036.17	522.0	35,262.00					1459.0	92,014.65
Subtotal CS:		52,833.09		54,850.21		67,155.50						174,838.80
PROJECT ADVISORY STAFF												
Faculty												
Berger, Morris	77.0	19,540.59	251.0	72,857.89	231.0	65,767.88					559.0	158,166.36
Chapman, David	118.8	23,153.16	136.9	27,618.27	134.0	30,495.60					389.7	81,267.03
Dembowski, Fred	22.0	4,000.45	46.0	8,704.30	15.0	2,845.20					83.0	15,549.95
Green, Michael			41.0	5,042.59	27.0	3,628.32					68.0	8,670.91
Kelly, Edward	36.0	7,580.62	0.0	0.00	0.0	0.00					36.0	7,580.62
Kemmerer, Frances	93.5	12,496.11	77.0	10,182.53	80.0	13,226.40					250.5	35,905.04
Strudwick, Jeremy			20.0	2,500.00	106.6	14,197.60					126.6	16,697.60
Vogt, William	15.0	2,304.15	0.0	0.00	0.0	0.00					15.0	2,304.15
Windham, Doug	158.1	50,124.49	149.6	45,236.17	132.7	47,272.81					440.4	142,633.47
	520.4	119,199.57	721.5	172,141.75	726.3	177,433.81					1968.2	468,775.13
Graduate Assistants			74.5	4,402.00	89.5	4,242.70					164.0	8,644.70
Subtotal PAS:		119,199.57		176,543.75		181,676.51						477,419.83
TOTAL:		172,032.66		231,393.96		248,832.01						652,258.63

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STATE UNIVERSITY OF NEW YORK AT ALBANY
CONSULTANTS

PAGE SUNYA-4

NAME	COUNTRY	DATES	NUMBER DAYS	DAILY RATE	AMOUNT PAID
DOMESTIC					
Rihani, May		03/04/85 - 03/14/85	1.1	200.00	225.00
OVERSEAS					
Woo, Louis	Somalia	07/13/84 - 08/20/84	29.0	187.00	5,423.00
Howard, William	North Yemen	10/06/84 - 11/25/84	30.0	90.00	2,700.00
Rihani, May	North Yemen	10/08/84 - 11/13/84	32.0	200.00	6,400.00
Nassif, Hind	North Yemen	10/13/84 - 11/13/84	25.0	155.00	3,875.00
			116.0		18,398.00
		Subtotal Year 1:	117.1		18,623.00
OVERSEAS					
Rihani, May	North Yemen	10/15/85 - 11/2/85	15.0	200.00	3,000.00
		Subtotal Year 2:	15.0		3,000.00
DOMESTIC					
Hoernack, Steven	North Yemen	03/04/87 - 03/06/87	3.0	261.30	783.9
OVERSEAS					
Hoernack, Steven	North Yemen	11/10/86 - 12/09/86	22.0	261.60	5,748.60
		Subtotal Year 3:	25.0		6,532.50
			TOTAL:	157.1	28,155.50

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STATE UNIVERSITY OF NEW YORK AT ALBANY
ALLOWANCES

PAGE SUNYA-5

CATEGORY	COUNTRY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
POST DIFFERENTIAL Berger, Morris	Somalia	1,382.00	17,131.85	15,104.02			33,617.87
TEMPORARY LODGING Berger, Morris	Somalia	300.00	0.00	0.00			300.00
TOTAL:		1,682.00	17,131.85	15,104.02			33,917.87

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STATE UNIVERSITY OF NEW YORK AT ALBANY
TRAVEL AND TRANSPORTATION

PAGE SUNYA-6

NAME	DATES	DESTINATION(S)	AMOUNT
UNITED STATES			
Windham, Doug	06/20/84	Washington, DC	288.40
Windham, Doug	07/25/84 - 07/26/84	Washington, DC	310.50
Windham, Doug	09/04/84 - 09/06/84	Washington, DC	433.70
Chapman, David	09/04/84 - 09/06/84	Washington, DC	430.00
Berger, Morris	11/12/84 - 11/13/84	Washington, DC	382.00
Windham, Doug	12/04/84	Washington, DC	302.34
Windham, Doug	01/07/85 - 01/10/85	Washington, DC	531.10
Berger, Morris	01/07/85 - 01/10/85	Washington, DC	543.35
Windham, Doug	01/20/85 - 01/22/85	Tallahassee	775.15
Murray, Kathy	01/16/85 - 05/31/85	Albany	37.20
Fischer, Linda	02/05/85 - 02/08/85	Albany	4.80
Kemmerer, Fran	03/18/85 - 03/19/85	Washington, DC	370.05
Windham, Doug	03/19/85	Washington, DC	307.00
Chapman, David	04/17/85 - 04/21/85	San Francisco	343.20
Windham, Doug	05/14/85 - 05/22/85	Washington, DC	620.69
Chapman, David	05/16/85 - 05/18/85	Washington, DC	478.12
Chapman, David	05/21/85 - 05/22/85	Washington, DC	278.00

			6,435.60
INTERNATIONAL			
Kelly, Edward	06/17/84 - 07/01/84	Liberia	3,543.00
Windham, Doug	06/27/84 - 07/24/84	Liberia	3,142.85
Chapman, David	06/30/84 - 08/23/84	Somalia	5,160.62
Woo, Louis	07/14/84 - 08/21/84	Somalia	4,233.00
Vogt, William	07/21/84 - 08/13/84	Somalia	3,451.39
Kelly, Edward	08/06/84 - 08/25/84	Liberia	3,674.00
Windham, Doug	09/20/84 - 11/28/84	North Yemen	8,639.56
Kemmerer, Fran	09/20/84 - 12/02/84	North Yemen	6,385.98
Howard, William	10/06/84 - 11/12/84	North Yemen	4,988.48
Rihani, May	10/08/84 - 11/19/84	North Yemen	4,580.09
Nassif, Hind	10/13/84 - 11/21/84	North Yemen	4,457.99
Law, J.	10/07/84 - 10/08/84	North Yemen	19.47
Alskami, I.	10/19/84 - 10/23/84	North Yemen	208.69
Gralib, M.	10/19/84 - 10/23/84	North Yemen	208.69
Harisi, A.	10/19/84 - 10/23/84	North Yemen	208.69
Oerresh, J.	10/19/84 - 10/23/84	North Yemen	208.69
Berger, Morris	01/28/84 - 02/28/85	Somalia	3,059.05
Windham, Doug	04/09/85 - 05/09/85	Botswana	4,693.85
Chapman, David	04/21/85 - 05/09/85	Indonesia	4,749.30
Kemmerer, Fran	05/06/85 - 06/05/85	Nepal	3,712.50
Berger, Morris	05/19/85 - 05/27/85	Somalia	1,407.00
Sawal	05/21/85 - 05/24/85	Nepal	114.00
Berger, Morris	05/27/85 - 06/30/85	Somalia	178.27
Dembowski, Fred	05/29/85 - 06/30/85	Somalia	3,806.16
Chapman, David	05/29/85 - 05/30/85	Somalia	3,603.33

			78,434.65

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STATE UNIVERSITY OF NEW YORK AT ALBANY
TRAVEL AND TRANSPORTATION

PAGE SUNYA-7

NAME	DATES	DESTINATION(S)	AMOUNT
HOUSEHOLD EFFECTS/VEHICLES			
Berger, Morris	05/01/85 - 06/30/85	Somalia	5,253.46
Subtotal Year 1:			90,123.71
UNITED STATES			
Kemmerer, Fran	06/30/85 - 07/02/85	Washington, DC	480.02
Chapman, David	07/11/85 - 07/12/85	Washington, DC	392.55
Windham, Doug	07/28/85 - 07/30/85	Washington, DC	503.40
Chapman, David	07/28/85 - 07/30/85	Washington, DC	489.45
Windham, Doug	08/21/85 - 08/23/85	Washington, DC	484.15
Chapman, David	08/21/85 - 08/23/85	Washington, DC	495.00
Windham, Doug	09/18/85	Washington, DC	302.30
Windham, Doug	09/25/85 - 09/26/85	Washington, DC	395.00
Kemmerer, Fran	09/29/85 - 10/02/85	Tallahassee	875.00
Chapman, David	01/25/86 - 01/28/86	Tallahassee	749.50
Kemmerer, Fran	02/10/86 - 02/12/86	Washington, DC	509.40
Windham, Doug	02/10/86 - 02/12/86	Washington, DC	374.35
Windham, Doug	03/26/86	Washington, DC	307.55
Kemmerer, Fran	05/04/86 - 05/08/86	Tallahassee	469.00
Windham, Doug	05/05/86	Washington, DC	299.00
Windham, Doug	05/15/86 - 05/16/86	Washington, DC	104.70
Windham, Doug	05/18/86 - 05/22/86	Tallahassee	830.50
Kemmerer, Fran	05/18/86 - 05/23/86	Tallahassee	271.00
Chapman, David	05/20/86 - 05/23/86	Tallahassee	626.00
Windham, Doug	06/08/86 - 06/10/86	Washington, DC	409.40
			9,367.27
INTERNATIONAL			
Kemmerer, Fran	08/01/85 - 09/08/85	Somalia	3,949.45
Berger, Morris	09/05/85 - 09/08/85	Kenya	520.00
Dembowski, Fred	10/06/85 - 11/04/85	Somalia	3,660.91
Windham, Doug	10/15/85 - 11/01/85	North Yemen	2,820.10
Chapman, David	10/15/85 - 11/01/85	North Yemen	2,704.87
Rihani, May	10/15/85 - 11/01/85	North Yemen	3,014.72
Kemmerer, Fran	10/31/85 - 11/17/85	Botswana	3,380.00
Kemmerer, Fran	12/30/85 - 01/22/86	Nepal	3,193.94
Green, Michael	12/30/85 - 01/23/86	Nepal	3,260.07
Chapman, David	02/05/86 - 03/05/86	North Yemen	3,955.31
Boothroyd, R.	02/05/86 - 03/05/86	North Yemen	3,950.61
Chapman, David	03/27/86 - 04/11/86	Somalia	3,029.64
Windham, Doug	04/16/86 - 05/13/86	North Yemen	3,394.38
Green, Michael	05/19/86 - 06/11/86	Nepal	2,988.65
			43,823.15

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STATE UNIVERSITY OF NEW YORK AT ALBANY
TRAVEL AND TRANSPORTATION

PAGE SUNYA-8

NAME	DATES	DESTINATION(S)	AMOUNT
HOUSEHOLD EFFECTS/VEHICLES			
Berger, Morris	07/01/85 - 06/30/86	Somalia	985.87
Subtotal Year 2:			54,176.29
UNITED STATES			
Waschull, Natalie	07/01/86 - 10/31/86	Albany	57.50
Chapman, David	10/01/86 - 10/02/86	Washington, DC	108.18
Strudwick, Jeremy	10/08/86 - 10/10/86	Washington, DC	282.00
Strudwick, Jeremy	10/27/86 - 10/30/86	Washington, DC	209.80
Windham, Doug	12/08/86 - 12/10/86	Washington, DC	551.50
Chapman, David	12/08/86 - 12/10/86	Washington, DC	541.55
Kemmerer, Fran	12/10/86	Washington, DC	302.47
Windham, Doug	12/14/86 - 12/19/86	Washington, DC	764.03
Strudwick, Jeremy	12/14/86 - 12/19/86	Washington, DC	823.50
Chapman, David	12/28/86 - 12/29/86	Washington, DC	404.32
Boothroyd, Roger	12/28/86 - 12/29/86	Washington, DC	399.82
Windham, Doug	12/28/86 - 12/29/86	Washington, DC	286.00
Windham, Doug	01/09/87	Washington, DC	21.15
Chapman, David	01/11/87 - 01/13/87	Tallahassee	619.76
Windham, Doug	02/01/87 - 02/02/87	Washington, DC	407.40
			5,778.98
INTERNATIONAL			
Kemmerer, Fran	05/24/86 - 06/26/86	Nepal	3,419.43
Dembowski, Fred	05/29/86 - 06/26/86	Somalia	3,418.65
Strudwick, Jeremy	06/12/86 - 07/19/86	North Yemen	5,500.90
Chapman, David	06/25/86 - 08/09/86	North Yemen	5,417.42
O'Brien, Cynthia	06/25/86 - 08/09/86	North Yemen	5,362.53
Kemmerer, Fran	08/11/86 - 09/11/86	Somalia	4,145.31
Windham, Doug	08/11/86 - 09/04/86	Somalia	3,534.08
Windham, Doug	10/25/86 - 11/27/86	Indonesia, Nepal, N. Yemen	5,275.00
Kemmerer, Fran	11/03/86 - 11/10/86	North Yemen	2,697.10
Chapman, David	11/01/86 - 11/20/86	Indonesia/Nepal	4,144.41
Hoernack, Steven	11/05/86 - 12/06/86	North Yemen	4,240.56
Berihe, Kassen	11/09/86 - 11/19/86	Nepal	1,706.15
Gaal, Ali	11/11/86 - 11/22/86	Nepal	2,366.44
Kemmerer, Fran	11/17/86 - 11/30/86	North Yemen	1,117.44
Kemmerer, Fran	12/26/86 - 01/19/87	Somalia	4,233.37
Boothroyd, Roger	01/18/87 - 02/15/87	North Yemen	5,245.26
Strudwick, Jeremy	01/18/87 - 02/15/87	North Yemen	5,966.56
Windham, Doug	02/11/87 - 02/25/87	Indonesia	4,083.36
Messec, Jerry	02/12/87 - 02/26/87	Indonesia	1,940.00
Kemmerer, Fran	02/12/87 - 02/26/87	Indonesia	2,951.02
Chapman, David	02/12/87 - 02/26/87	Indonesia	4,012.00
Strudwick, Jeremy	02/15/87 - 02/25/87	Indonesia	943.47

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STATE UNIVERSITY OF NEW YORK AT ALBANY
TRAVEL AND TRANSPORTATION

PAGE SUNYA-9

NAME	DATES	DESTINATION(S)	AMOUNT
Green, Michael	03/23/87 - 04/17/87	Somalia	3,800.00
Chapman, David	03/27/87 - 04/11/87	North Yemen	4,291.11
Kennerer, Fran	03/27/87 - 04/19/87	Somalia	3,800.00
Berger, Mark	05/15/87 - 05/18/87	Albany	1,800.00

			95,411.57

HOUSEHOLD EFFECTS/VEHICLES

Berger, Morris	02/12/87 - 03/31/87	Somalia	2,268.25
Subtotal Year 3:			103,458.80
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TOTAL:			247,758.80

STATE UNIVERSITY OF NEW YORK AT ALBANY
 PARTICIPANT TRAINING

PAGE SUNYA-10

NAME	COUNTRY	DESCRIPTION	PERIOD	AMOUNT
Workshop	Somalia	Stipends	02/85	535.26
Workshop	Somalia	Stipends	05/85 - 06/85	906.67
			Subtotal Year 1:	1,441.93
Microcomputer Workshop	Somalia	Stipends	10/85	1,077.00
Management Workshop	Nepal	Stipends	01/86	759.75
			Subtotal Year 2:	1,836.75
			TOTAL:	3,278.68

WJ

FLORIDA STATE UNIVERSITY
 USAID/IEES PROJECT
 FINANCIAL SUMMARY REPORT
 BOTSWANA MISSION EXPENDITURES
 TASK ORDER 3

SEPTEMBER 1985 - JUNE 1987

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDED</u>	<u>BALANCE</u>
SALARIES			
Campus Coordination Staff	250,000	82,236.58	167,763.42
Long-term Advisors	1,140,000	345,564.88	794,435.12
Short-term Advisors	77,000	19,941.79	57,058.21
Cooperating Country Staff	85,000	21,102.22	63,897.78
	-----	-----	-----
	1,552,000	468,845.47	1,083,154.53
FRINGE BENEFITS	302,200	95,643.35	206,556.65
CONSULTANTS	176,000	24,254.10	151,745.90
ALLOWANCES			
Post Differential	114,000	32,205.47	81,794.53
Temporary Lodging	11,550	0.00	11,550.00
Education	62,700	0.00	62,700.00
	-----	-----	-----
	188,250	32,205.47	156,044.53
TRAVEL AND TRANSPORTATION			
U.S./International	361,540	51,587.63	309,952.37
In Botswana	37,800	9,286.81	28,513.19
Household Goods	85,000	33,035.24	51,964.76
	-----	-----	-----
	484,340	93,909.68	390,430.32
MATERIALS AND SUPPLIES	206,000	28,027.93	177,972.07
PARTICIPANT TRAINING			
Long/Short-term Trainees	1,140,000	102,452.97	1,037,547.03
Inservice Courses/Seminars	650,000	8,415.76	641,584.24
	-----	-----	-----
	1,790,000	110,868.73	1,679,131.27
SUBCONTRACTS			
Howard		176,910.83	
IIR		411,597.22	
SUNYA		85,010.17	
	-----	-----	-----
	3,821,868	673,518.22	3,148,349.78

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OTHER DIRECT COSTS			
Postage, Shipping, and Courier Communications		3,052.59	
Printing and Reproduction		6,827.02	
Word Processing		2,215.78	
Passport/Visa/Medical		2,362.38	
DBA Insurance		489.23	
Computer Services		6,673.81	
Media Services		14.94	
Security Services		41.55	
Conference Support Services		78.89	
Equipment Rental		1,808.81	
Equipment Repair		65.82	
Fees (Banking)		169.10	
Advertising		48.33	
Field Support Services		472.50	
		605.27	

	87,658	24,926.02	62,731.98
OVERHEAD			
	595,643	187,158.99	408,484.01
	=====		
TOTAL	9,203,959	1,739,357.96	7,464,601.04

SALARIES

Campus Coordination Staff			
Coordinator			
Milton Adams	11/01/85-12/06/85	50%	2,146.09
Joseph McDonald	12/09/85-09/26/86	50%	16,970.03
Howard Williams	09/08/86-12/25/86	100%	9,080.50
Milton Adams	12/26/86-04/30/87	50%	7,912.61
Howard Williams	05/01/87-06/11/87	100%	3,448.29

Fiscal Assistant	11/01/85-06/11/87	33%	39,557.52
Secretary	01/31/86-06/11/87	100%	7,010.75
Graduate Assistants	01/02/86-06/11/87		14,949.77
			20,718.54

Long-term Advisors			82,236.58
Alfred Hartwell	10/01/85-06/11/87		114,694.74
Kent Noel	11/04/85-06/11/87		69,005.31
Johnson Odharo	11/05/85-06/11/87		60,768.56
Dwight Allen	12/31/85-06/11/87		101,096.27

			345,564.88

Short-term Advisors

Robert Morgan	07/25/86-08/15/86	4,706.15
Howard Williams	12/26/86-04/30/87	10,344.07
Robert Morgan	06/05/87-06/25/87	4,890.77

		19,941.79

Cooperating Country Staff

Administrative Assistant	12,670.00
Secretary	8,432.22

	21,102.22

Subtotal Salaries: 468,845.17

CONSULTANTS

Patricia Stith	10/30/86-12/19/86	35 days @ \$100.00	3,500.00
Johanna Carter	11/01/86-03/31/87	103 days @ \$103.49	10,680.00
Pamela Allen	02/09/87-04/30/87	59 days @ \$ 84.62	4,992.58
Z. Mapp-Robinson	05/08/87-06/11/87	25 days @ \$180.00	4,500.00
Geoffrey Marks	06/08/87-06/11/87	4 days @ \$145.38	581.52

			24,254.10

TRAVEL AND TRANSPORTATION**U.S./International**

A. Hartwell	10/15/85-10/17/85	Botswana	1,387.50
P. Hartwell	10/15/85-10/17/85	Botswana	1,387.50
D. Dubey	10/17/85-10/18/85	Tallahassee	673.86
K. Noel	10/31/85-11/04/85	Botswana	1,964.33
J. Odharo	11/03/85-11/05/85	Botswana	1,527.54
D. Allen	12/13/85-01/06/86	Botswana	1,754.19
E. Hartwell	12/20/85	Botswana	1,408.00
R. Hartwell	12/20/85	Botswana	1,408.00
M. Hartwell	12/20/85	Botswana	1,408.00
T. Davis	02/20/86-02/25/86	Tallahassee	1,045.02
R. Davis	02/20/86-02/25/86	Tallahassee	677.00
J. Odharo	05/16/86-05/22/86	Botswana	277.04
A. Hartwell	06/01/86-06/04/86	Tallahassee	710.90
R. Morgan	07/20/86-08/10/86	Botswana	4,786.98
D. Allen	08/20/86-08/25/86	Tallahassee	100.75
W. Snyder	09/01/86-09/23/86	Botswana	3,098.77
J. Ware	09/01/86-09/23/86	Botswana	1,747.60
J. McDonald	10/07/86-10/09/86	Washington, DC	504.40
P. Stith	10/30/86-12/13/86	Botswana	6,633.97
A. Jarrett	12/03/86-12/05/86	Washington, DC	564.82
H. Williams	12/28/86-04/30/87	Botswana	8,439.00

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A. Hoffman	04/27/87	Tampa	193.53
UB Students	05/04/87-05/09/87	Tallahassee	330.93
R. Morgan	06/02/87-06/23/87	Botswana	4,847.00
Z. Mapp-Robinson	05/07/87-08/02/87	Botswana	4,711.00

51,587.63

In Botswana

9,286.81

Household Goods

Allen	10,345.00
Hartwell	11,004.47
Noel	5,610.17
	6,075.60

33,035.24

Subtotal Travel and Transportation: 93,909.68

PARTICIPANT TRAINING

Long/Short-term Trainees

Joint Masters Program	Testing Fees	810.20
	FSU application fees	195.00
	UB tuition and fees	21,657.45
	Maintenance Allowance	39,467.22
	FSU tuition and fees	26,682.55
	Book/Equipment Allowance	3,380.00
	Typing Allowance	2,600.00
	Health Insurance	4,160.00
	Field Trip Subsistence	3,500.55

102,452.97

Inservice Courses/Seminars

National Education Officers Workshop	2/86	3,132.00
MCE Staff Development Seminars	4/86	1,185.87
Staff Development Workshop	10/86	2,829.27
Photocopier Training Workshop	1/87	1,268.62

8,415.76

Subtotal Participant Training: 110,868.73

HOWARD UNIVERSITY SUBCONTRACT

Salaries			
Long-term Advisors			
McDonald, Joseph	09/29/86-06/10/87		31,673.09
Snyder, Wes	09/01/86-06/10/87		38,531.02

			70,204.11
Fringe Benefits			
			20,078.38
Allowances			
Post Differential			
			7,020.41
Travel			
U.S./International			
McDonald, Joseph	10/26/86-10/29/86	Botswana	1,998.25
McDonald, Kathleen	10/26/86-10/29/86	Botswana	1,745.25
McDonald, Morgan	10/26/86-10/29/86	Botswana	1,745.25
McDonald, Patrick	10/26/86-10/29/86	Botswana	1,745.25
McDonald, Lindsay	10/26/86-10/29/86	Botswana	1,745.25
McDonald, Alix	10/26/86-10/29/86	Botswana	1,745.25

			10,724.50
In Botswana			
			3,000.00
Household Goods			
McDonald			11,372.50
Snyder			8,279.14

			19,651.64
		Subtotal Travel:	33,376.14
Other Direct			
Postage			
			3.85
Passport/Visa/Medical			
			451.56
DBA Insurance			
			2,585.00

			3,040.41
Overhead			
			43,191.38
		TOTAL:	\$176,910.83

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IIR SUBCONTRACT

Salaries			
Long-term Advisors			
Bowers, J.	01/06/86-05/31/87		65,107.04
Vogeli, B.	12/23/85-05/31/87		80,929.84
Walton, F.	01/06/86-05/31/87		48,015.92
			194,062.80
Fringe Benefits			
			57,073.86
Allowances			
Post Differential			
			19,278.72
Travel			
U.S./International			
Vogeli, B.	12/09/85-12/13/85	Washington, DC	670.18
Walton, F.		Washington, DC	44.28
Vogeli, B.	12/27/85-12/29/85	Botswana	1,598.00
Vogeli, Mrs.	12/27/85-12/29/85	Botswana	1,580.00
Bowers, J.	01/06/86-01/12/86	Botswana	2,020.00
Walton, F.	01/11/86-01/15/86	Botswana	1,772.11
Walton, Mrs.	01/11/86-01/15/86	Botswana	1,678.83
Vogeli, B.	12/18/86-12/19/86	Washington, DC	165.36
			9,528.76
In Botswana			
			813.33
Household Goods			
Bowers			1,885.16
Vogeli			4,872.83
Walton			11,799.14
			18,557.13
		Subtotal Travel:	28,899.22
Other Direct			
Communications			
			283.40
Passport/Visa/Medical			
			552.66
DBA Insurance			
			7,054.00
			7,890.06
Overhead			
			36,032.88
G&A			
			37,870.99
Fee			
			30,488.69
		TOTAL:	\$411,597.22

SUNYA SUBCONTRACT

Salaries		
Long-term Advisor		
Darrell DuBey	11/06/85-12/26/86	41,493.20
Fringe		
		10,866.78
Allowances		
Post Differential		3,786.24
Travel		
DuBey, Darrell	11/08/85-11/11/85	1,821.19
DuBey, Olive	01/23/86-01/25/86	1,527.00
DuBey, Denise	01/23/86-01/25/86	1,527.00
DuBey, David	01/23/86-01/25/86	845.00

		5,720.19
In Botswana		905.25
Household Goods		4,339.94

		10,965.38
Other Direct		
Postage and Shipping		14.00
Passport/Visa/Medical		100.00

		114.00
Indirect		17,784.57
TOTAL:		\$85,010.17

FLORIDA STATE UNIVERSITY
 USAID/IEES PROJECT
 FINANCIAL SUMMARY REPORT
 INDONESIA MISSION EXPENDITURES
 TASK ORDER 5

SEPTEMBER 1985 - JUNE 1987

CATEGORY	ALLOCATION	EXPENDED	BALANCE
SALARIES			
Campus Coordination Staff	16,200	12,821.55	3,378.45
Long-term Advisor	225,000	86,988.15	138,011.85
Short-term Advisors	18,000	0.00	18,000.00

	259,200	99,809.70	159,390.30
FRINGE BENEFITS	62,208	18,668.12	43,539.88
CONSULTANTS	44,000	8,275.76	35,724.24
ALLOWANCES			
Post Differential	33,750	12,017.69	21,732.31
Temporary Lodging	1,400	0.00	1,400.00
Education	23,000	5,299.50	17,700.50

	58,150	17,317.19	40,832.81
TRAVEL AND TRANSPORTATION			
U.S./International	85,440	16,231.15	69,208.85
In Indonesia	17,100	3,241.78	13,858.22
Project Vehicles	7,200	643.81	6,556.19
Household Goods	20,100	9,255.46	10,844.54

	129,840	29,372.20	100,467.80
MATERIALS AND SUPPLIES			
Office/Technical	1,200	1,175.25	24.75
EQUIPMENT	20,000	19,990.00	10.00
SUBCONTRACTS			
ITR	299,672	184,178.60	115,493.40
SUNYA	306,734	122,447.95	184,286.05

	606,406	306,626.55	299,779.45
OTHER DIRECT COSTS			
Postage, Shipping, and Courier		836.32	
Communications		2,982.63	
Printing and Reproduction		876.66	
Passport/Visa/Medical		545.44	
Equipment Repair		24.30	

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Storage Fees		84.95	
DBA Insurance		1,714.44	
Advertising		493.50	
	16,164	7,558.24	8,605.76
OVERHEAD	125,832	38,803.58	87,028.42
TOTAL	1,323,000	547,596.59	775,403.41

SALARIES

Campus Coordination Staff			
Coordinator	05/02/86-06/11/87		7,094.00
Secretary	08/08/86-06/11/87		5,727.55
			12,821.55
Long-term Advisor			
Nat Colletta	03/03/86-05/15/87		86,988.15
			99,809.70

CONSULTANTS

Nat Colletta	01/22/86-01/31/86	8 days @ 276.92	2,215.36
Hak Kwong Yip	06/22/86-08/30/86	40 days @ 151.51	6,040.40
			8,275.76

TRAVEL AND TRANSPORTATION

U.S./International			
Nat Colletta	01/22/86-01/31/86	Indonesia	1,091.60
Nat Colletta	03/06/86-03/07/86	Tallahassee	435.00
Nat Colletta	03/19/86-03/25/86	Indonesia	3,453.01
Nancy Colletta	05/20/86-05/24/86	Indonesia	1,875.00
Cullen Colletta	05/20/86-05/24/86	Indonesia	1,193.50
Megan Colletta	05/20/86-05/24/86	Indonesia	1,193.50
Nat Colletta	08/19/86-08/22/86	Japan	882.48
Hak Kwong Yip	06/23/86-07/02/86	Indonesia	1,594.06
Hak Kwong Yip	08/24/86-09/07/86	Indonesia	2,282.54
Nat Colletta	12/31/86-01/11/87	Philippines	812.50
Nat Colletta	03/26/87-04/12/87	Philippines	1,417.96
			16,231.15

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IIR SUBCONTRACT

Salaries			
Long-term Advisor			
Simon Ju	01/02/86-05/31/87		67,562.40
Fringe Benefits			19,870.12
Allowances			
Post Differential			10,133.58
Education			10,768.40

			20,901.98
Travel			
U.S./International			
Simon Ju	01/06/86-01/07/86	Washington, DC	160.35
Simon Ju	01/09/86-01/14/86	Indonesia	1,648.50
Hyo Ju	08/03/86-08/23/86	Indonesia	993.88
Christine Ju	08/03/86-08/23/86	Indonesia	993.88
Susie Ju	08/03/86-08/23/86	Indonesia	993.88
Simon Ju	08/15/86-08/22/86	Japan	870.33
Hyo Ju	12/19/86-01/03/87	United States	2,144.85
Christine JU	12/19/86-01/03/87	United States	1,685.00
Susie Ju	12/19/87-01/03/87	United States	1,685.00

			11,175.67
In Indonesia			5,236.97
Household Goods			11,043.97

			27,456.61
Materials			8.86
Other Direct			
Postage and Shipping			59.14
Communications			1,149.23
Passport/Visa/Medical			382.70
DBA Insurance			2,517.00
Language Training			1,159.50

			5,267.57
Overhead			12,553.42
G&A			16,914.78
Fee			13,642.86

		TOTAL:	\$184,178.60

SUNYA SUBCONTRACT

Salaries

Jay Salkin	05/19/86-06/05/87		52,672.30
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Fringe Benefits

14,341.59

Consultants

Jay Salkin	01/21/86-02/01/86	11 days @ 187.29	2,060.19
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Allowances

Post Differential	7,084.32
Education	5,550.00

12,634.32

Travel

Jay Salkin	01/17/86-02/02/86	Indonesia	4,625.09
Jay Salkin	06/01/86-06/03/86	Indonesia	873.00
Lisa Salkin	06/18/86	Indonesia	1,225.00
Jay Salkin	12/20/86-01/19/87	United States	1,288.00
Lisa Salkin	12/20/87-01/19/87	United States	1,288.00

9,299.09

In Indonesia	1,738.36
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Household Goods	2,978.07
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14,015.52

Materials

274.28

Other Direct

Postage	9.75
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Communications	140.05
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Printing and Reproduction	35.05
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Language Training	825.38
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1,010.23

Indirect

25,439.52

TOTAL: \$122,447.95

WA

FLORIDA STATE UNIVERSITY
 USAID/IEES PROJECT
 FINANCIAL SUMMARY REPORT
 HAITI MISSION EXPENDITURES
 TASK ORDER 8

SEPTEMBER 1986 - JUNE 1987

<u>CATEGORY</u>	<u>ALLOCATION</u>	<u>EXPENDED</u>	<u>BALANCE</u>
SALARIES			
Campus Coordination Staff	52,000	39,786.64	12,213.36
Long-term Advisors	125,000	23,678.18	101,321.82
Short-term Advisors	7,875	9,307.87	(1,432.87)
Haiti Staff	68,400	47,037.27	21,092.73

	253,275	119,809.96	133,465.04
FRINGE BENEFITS			
FSU Staff		11,292.05	
Haiti Staff		2,988.30	

	24,406	14,280.35	10,125.65
CONSULTANTS			
International		4,275.00	
Local		8,261.52	

	21,000	12,536.52	8,463.48
ALLOWANCES			
Post Differential	6,750	0.00	6,750.00
Quarters	10,900	0.00	10,900.00
Temporary Lodging	1,200	0.00	1,200.00
Education	5,200	0.00	5,200.00

	24,050	0.00	24,050.00
TRAVEL AND TRANSPORTATION			
U.S./International	38,550	33,944.92	4,605.08
In Haiti	17,200	17,544.75	(344.75)
Household Goods	10,150	0.00	10,150.00

	65,900	51,489.67	14,410.33
MATERIALS AND SUPPLIES			
Office/Technical-Tallahassee		1,145.12	
Office/Technical-Haiti		9,544.76	
School Supplies		8,473.14	
Textbooks		21,499.65	

	56,000	40,662.67	15,337.33

EQUIPMENT

Vehicles	112,275.04		
Office Furniture/Equip	47,898.56		
School Furniture/Equip	38,120.00		

	203,695	198,293.60	5,401.40

PARTICIPANT TRAINING

Short-term	0.00		
Inservice Courses	0.00		
Performance Incentive Grants	32,100.00		

	105,000	32,100.00	72,900.00

SUBCONTRACTS

Protestant Federation	9,110.00		
Catholic Commission	9,110.00		
CARE/CINEC	55,476.92		
Institute for Int'l Research	67,711.98		

	510,128	141,408.90	368,719.10

OTHER DIRECT COSTSTallahassee

Postage/Shipping/Courier	6,467.52		
Communications	4,411.92		
Printing and Reproduction	1,528.48		
Word Processing	571.88		
DBA Insurance	785.24		
Passport/Visa/Medical	285.00		
Advertising (Recruitment)	2,500.00		
Fees (Banking)	121.83		

Haiti

Postage/Shipping/Courier	253.80		
Communications	110.92		
Printing and Reproduction	1,123.18		
Office Rental	10,985.00		
Office Renovations/Maint	9,787.15		
School Renovations	0.00		
Utilities	5,173.66		
Equipment Rental/Maint	1,690.00		
Vehicle/Facilities Insurance	2,149.23		
Staff Development Training	1,100.00		
Legal Services	2,300.00		
Editing/Translation Services	881.00		
Conference Support Services	300.00		
Investment Funds/Rev Gen Projs	0.00		

	94,100	52,525.81	41,574.19

OVERHEAD

	163,740	82,133.86	81,606.14
	=====		
TOTAL	1,521,294	745,241.34	776,052.66

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SALARIES

Campus Coordination Staff		
Coordinator	09/05/86-06/11/87	16,923.40
Fiscal Assistant	11/14/86-06/11/87	3,356.96
Secretary	10/03/86-06/11/87	8,560.59
Graduate Assistants	10/05/86-06/11/87	7,520.00
Clerical Support	10/06/86-06/11/87	3,425.69

		39,786.64
 Long-Term Advisors		
Jean Moisset		0.00
Antoine Levy	01/14/87-06/11/87	12,298.86
Maryse Roumain	01/26/87-06/11/87	11,379.32

		23,678.18
 Short-Term Advisors		
Easton, Peter	01/09/87-06/11/87	9,307.87
 Haiti Staff		
<u>Technical Services Center</u>		
Administrative Assistant	03/16/87-04/24/87	1,379.31
Chief Accountant	03/30/87-04/24/87	689.66
Executive Secretary	03/23/87-04/24/87	919.55
Secretary/Word Proc Opr	10/14/86-04/24/87	3,762.24
Dispatcher/Warehouse Supv		0.00
Research Assistants		0.00
Drivers	10/14/86-04/24/87	1,494.73
Custodians/Watchmen	01/14/87-04/24/87	1,717.05
 <u>Protestant Services Center</u>		
Director	11/10/86-04/24/87	7,734.28
Curriculum/Teacher Tng Spec	01/15/87-04/24/87	2,979.36
Educ Admin/Commun Dev Spec	01/15/87-04/24/87	2,979.36
Testing/Evaluation Spec	01/19/87-04/24/87	1,448.05
Secretary	01/19/87-04/24/87	1,448.30
Driver	01/19/87-04/24/87	804.73
Regional Monitor	10/01/86-04/24/87	1,351.70
 <u>Catholic Services Center</u>		
Director	11/17/86-04/24/87	7,471.79
Curriculum/Teacher Tng Spec	01/15/87-04/24/87	2,979.36
Educ Admin/Commun Dev Spec	01/15/87-04/24/87	2,979.36
Testing/Evaluation, Spec	01/19/87-04/24/87	1,448.04
Secretary	01/15/87-04/24/87	1,489.93
Driver	01/19/87-04/24/87	804.73
Regional Monitor	11/03/86-04/24/86	1,155.74

		47,037.27
	Subtotal Salaries:	119,809.96

CONSULTANTS

International

Simon Fass	11/20/86-12/12/86	19 days @ \$225	4,275.00
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Local

Antoine Levy	10/08/86-01/13/87	66 days @ \$100	6,600.00
Delille Antoine	10/20/86-11/15/86	24 days @ \$69.23	1,661.52

8,261.52

Subtotal Consultants: 12,536.52

TRAVEL

U.S./International

Easton, Peter	09/21/86-10/15/86	Haiti	2,298.57
McLanahan, John	10/26/86-11/01/86	Haiti	905.62
Easton, Peter	10/26/86-11/04/86	Haiti	1,139.62
Fass, Peter	11/22/86-12/12/86	Haiti	2,257.00
McLanahan, John	11/23/86-11/29/86	Haiti	939.50
Easton, Peter	11/24/86-12/14/86	Haiti	1,974.18
Roumain, M.	12/02/86-12/07/86	Haiti	827.00
Jocelyn, P.	12/05/86-12/09/86	Haiti	978.35
Toussaint, P.	12/06/86-12/09/86	Haiti	1,054.85
McLanahan, John	01/07/87-01/15/87	Haiti	1,243.00
Easton, Peter	01/13/87-01/31/87	Haiti	2,715.87
Moisset, Jean	01/17/87-01/21/87	Haiti	1,162.48
McLanahan, John	02/15/87-02/20/87	Haiti	916.89
Easton, Peter	02/17/87-02/25/87	Haiti	1,156.40
McLanahan, John	03/04/87-03/11/87	Haiti	1,218.75
Easton, Peter	03/08/87-03/14/87	Haiti	1,168.00
Moisset, Jean	03/08/87-03/14/87	Haiti	1,526.32
McLanahan, John	03/18/87-03/25/87	Haiti	1,133.39
Easton, Peter	03/31/87-04/09/87	Haiti	1,509.28
McLanahan, John	04/19/87-04/23/87	Haiti	853.00
Easton, Peter	04/23/87-05/01/87	Haiti	1,329.90
Moisset, Jean	05/02/87-05/09/87	Haiti	1,440.01
McLanahan, John	05/06/87-05/13/87	Haiti	1,191.72
McLanahan, John	05/20/87-05/27/87	Haiti	1,106.72
Easton, Peter	06/03/87-06/13/87	Haiti	1,900.00

33,944.92

In Haiti

Transportation/Vehicle Rental	10,521.81
Project Vehicles-Gas/Oil/Maintenance	3,344.69
Personnel Subsistence	3,878.25

17,544.75

Subtotal Travel: 51,489.67

CONSULTANTS

International

Simon Fass	11/20/86-12/12/86	19 days @ \$225	4,275.00
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Local

Antoine Levy	10/08/86-01/13/87	66 days @ \$100	6,600.00
Delille Antoine	10/20/86-11/15/86	24 days @ \$69.23	1,661.52

8,261.52

Subtotal Consultants: 12,536.52

TRAVEL

U.S./International

Easton, Peter	09/21/86-10/15/86	Haiti	2,298.57
McLanahan, John	10/26/86-11/01/86	Haiti	905.62
Easton, Peter	10/26/86-11/04/86	Haiti	1,139.62
Fass, Peter	11/22/86-12/12/86	Haiti	2,257.00
McLanahan, John	11/23/86-11/29/86	Haiti	939.50
Easton, Peter	11/24/86-12/14/86	Haiti	1,974.18
Roumain, M.	12/02/86-12/07/86	Haiti	827.00
Jocelyn, P.	12/05/86-12/09/86	Haiti	978.35
Toussaint, P.	12/06/86-12/09/86	Haiti	1,054.85
McLanahan, John	01/07/87-01/15/87	Haiti	1,243.00
Easton, Peter	01/13/87-01/31/87	Haiti	2,715.87
Moisset, Jean	01/17/87-01/21/87	Haiti	1,162.48
McLanahan, John	02/15/87-02/20/87	Haiti	916.89
Easton, Peter	02/17/87-02/25/87	Haiti	1,156.40
McLanahan, John	03/04/87-03/11/87	Haiti	1,218.75
Easton, Peter	03/08/87-03/14/87	Haiti	1,168.00
Moisset, Jean	03/08/87-03/14/87	Haiti	1,526.32
McLanahan, John	03/18/87-03/25/87	Haiti	1,133.39
Easton, Peter	03/31/87-04/07/87	Haiti	1,509.78
McLanahan, John	04/19/87-04/23/87	Haiti	853.00
Easton, Peter	04/23/87-05/01/87	Haiti	1,329.90
Moisset, Jean	05/02/87-05/09/87	Haiti	1,440.01
McLanahan, John	05/06/87-05/13/87	Haiti	1,191.72
McLanahan, John	05/20/87-05/27/87	Haiti	1,106.72
Easton, Peter	06/03/87-06/13/87	Haiti	1,900.00

33,944.92

In Haiti

Transportation/Vehicle Rental	10,521.81
Project Vehicles-Gas/Oil/Maintenance	3,344.69
Personnel Subsistence	3,878.25

17,544.75

Subtotal Travel: 51,489.67

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Travel

Anzalone, Steve	09/15/86-10/03/86	Haiti	2,202.50
Pigozzi, Mary	09/22/86-10/10/86	Haiti	2,396.29
Bloch, Mary Anne	11/26/86	Washington, DC	261.75
Pigozzi, Mary	12/01/86-12/13/86	Haiti	1,369.50
Fisk, David	12/07/86-12/12/86	Haiti	1,206.60
Pigozzi, Mary	01/18/87-01/31/87	Haiti	1,494.00
Anzalone, Steve	03/01/87-03/10/87	Haiti	1,333.48
Pigozzi, Mary	03/01/87-03/10/87	Haiti	1,321.00
Pigozzi, Mary	04/06/87-04/17/87	Haiti	1,555.51
Anzalone, Steve	04/26/87-05/07/87	Haiti	1,399.50
Pigozzi, Mary	05/14/87-05/22/87	Haiti	1,081.50
Bloch, Mary Anne	05/19/87-05/22/87	Haiti	980.05

16,602.68

Materials

76.72

**Other Direct
Communications
Fees**

1,134.67

8.00

1,142.67

Overhead

7,751.09

G&A

6,275.17

Fee

5,015.71

TOTAL:

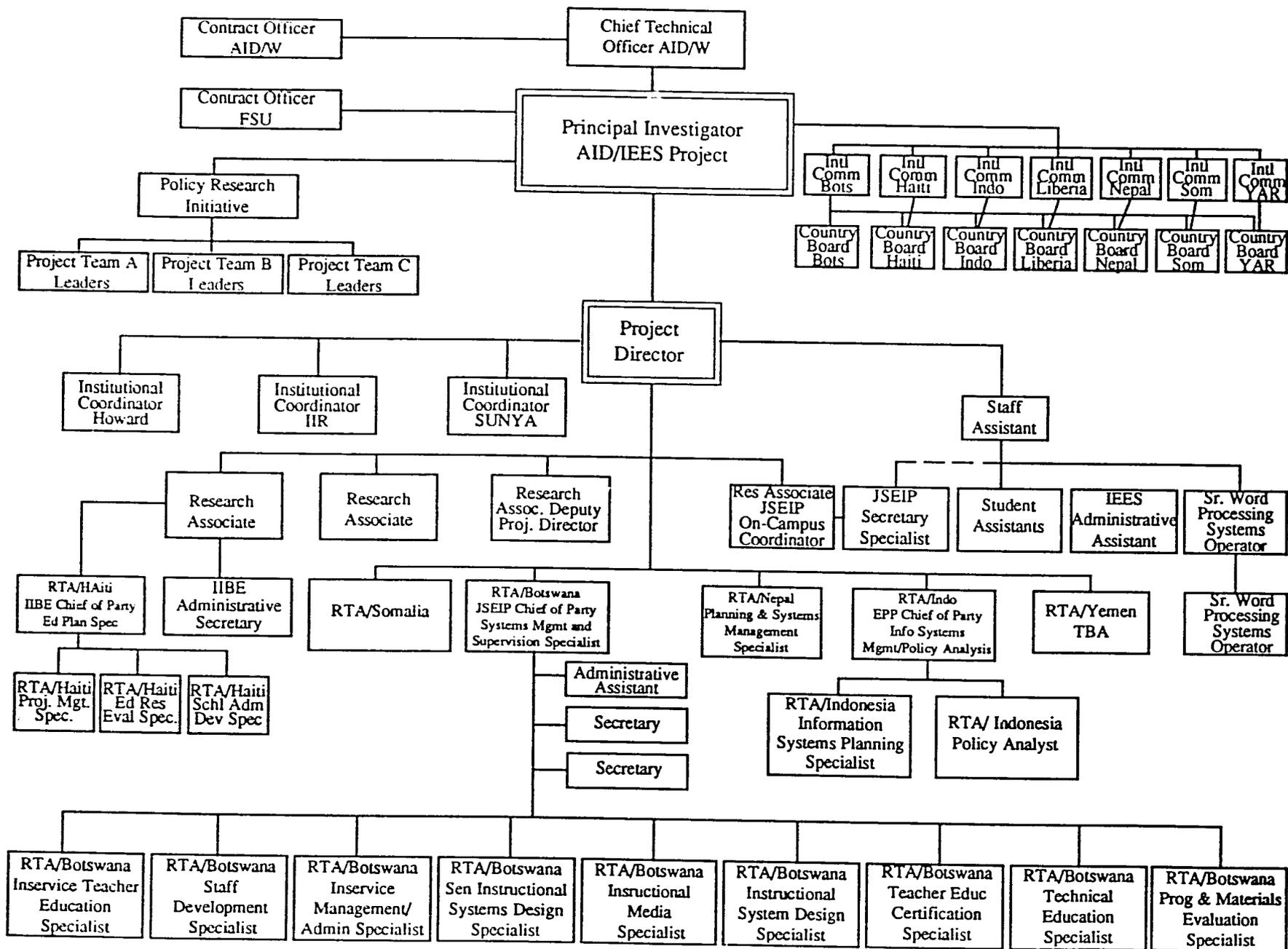
\$67,711.98

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APPENDIX II

IEES Project Organizational Chart

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APPENDIX III

Travel Report

IEES Travel Report Update (January 1987 -- August 1987)

International Travel

	January	February	March	April	May	June	July	August
<u>Botswana</u>								
Cooperative Masters Program	Williams 12/31/86	-----			5/5			
CIP Revision (Morgan) (Postponed)								
JSEIP Review						Morgan 6/5- -21 Chapman 6/3-17		
Policy Reserach Initiative (Localization)						Strudwick 6/4--11		
Materials Development						Marks 6/1- -----		(for 6 months)
Computer Systems Installation						Hoffman 6/23 - -	M. Morgan 7/1 -	8/1 (tentative) (for 6 months, tentative)
<u>Haiti</u>								
Conduct Training Needs Assessment	Adams 1/18 - - -	2/7						
CIP Revision/Coordinate Scheduled IEES Activities			Adams 3/9- - 21	Adams 4/6- - 15	Adams 5/24 - - -	6/6		
PRI Planning Workshop (Teacher Incentives)					Thiagarajan 5-31 - -6/5 Kemmerer 5/31 - -6/5			
Policy Analysis Workshop						Milton 6/25 - - - -7/4 Bory-Adams 6/24- -7/4		
Sector Assessment Seminar							Easton 7/19- -25 Emongu 7/19-25	
Survey Design Workshop								M. Green 8/14- - -19

IEES Travel Report Update (January 1987 -- August 1987)

International Travel

	January	February	March	April	May	June	July	August
<u>Haiti (Continued)</u>								
Computer Applications Seminar								M.Green 8/20-24
RFA Placement							Moisset 7/1 - - -	- - - (for 1 year)
Fiscal Operation	McLanahan 1/7- 15		McLanahan 3/4- 3/18 - -25	3/11 4/19- - 23	5/6-13 5/20-27			
Management Support							McLanahan 7/1-11 7/20-25	McLanahan 8/10 - 15
IBBE Project Coordination	Easton 1/13- - 31	Easton 2/15 - 25	Easton 3/8-14	3/31-4/9 4/23 - - -	5/1 5/3- - 12	Easton 6/3-13 Easton 6/24 - - -	7/1 7/13- -23	Easton 8/9 - 15
IBBE Preprimary Component	Pigozzi 1/18 - 31		Pigozzi 3/1 - -10	Pigozzi 4/6 - 17	Pigozzi 5/14-22 Super 5/19 - 22 Bloch 5/19 - 22	Anzalone 6/23-30		
Preprimary Curriculum Development							Edwards 7/5 - -25	
Preprimary Evaluation Design								Super 8/16- -29
Public Sector Component	Anzalone 1/23- - 27		Anzalone 3/1 -10	Anzalone 4/26- - -5/7				
Technical Assistance for Private Education Office	Anzalone 1/23- - 27							
IBBE Project Planning			Moisset 3/8 - -14	Moisset 4/12 -22	Moisset 5/3 - - 9			

IEES Travel Report Update (January 1987 -- August 1987)

International Travel

	January	February	March	April	May	June	July	August
<u>Indonesia</u>								
Second IEES International Conference		Morgan 2/16- -20 Messec 2/16 - -20 Windham 2/16-20 Kemmerer 2/16-20 Chapman 2/16-20 Cicutat 2/16- -20 Pigozzi 2/16 - 20 Thiagarajan 2/16- 2/20 Howard 2/16 - 20 Morris 2/16 - - 20						
Policy Research Initiative (Team meetings)		Chapman 2/21- - 2/24 Messec 2/21 - 24 Windham 2/21- - 2/24 Kemmerer 2/21 - 2/24 Thiagarajan 2/21 - 2/24 Morris 2/21 - 24 Strudwick 2/21 - 2/24						
Policy Research Initiative (Localization)					Strudwick 5/18 - -6/5			
EPP Support								Boek (not yet scheduled)
Support and Evaluation EPP Project (non-IEES funded)						Freeman 6/22- - - -7/17 D. Adams 6/22 - - - -7/17 TBA 6/22- - - - -7/17		

IEES Travel Report Update (January 1987 -- August 1987)

International Travel

	January	February	March	April	May	June	July	August
<u>Liberia</u>								
Sector Assessment Update								Date pending
Assistance with MOE Five-Year Plan (not yet scheduled)								
IEL II Project Paper Supplement			C. Green 3/9	--- 4/9				
Plan for Improving Educational Supervision							Date pending	
<u>Nepal</u>								
Sector Assessment						Salkin 6/5	----- 7/25	
						Pigozzi 6/6	-----	8/10
						Butterworth (RT A in country)		
						Cieutat 6/12	-----	8/15
						Axinn 6/19	-----	8/1
							McMahon 7/10	----- 8/15
Policy Research Initiative (EMIS)								Messec (tentative date)

IEES Travel Report Update (January 1987 -- August 1987)

International Travel

	January	February	March	April	May	June	July	August
<u>Somalia</u>								
Technical Assistance with Strategy for Primary Education	----- 1/19 Thiagarajan ----- 1/19 Kemmerer							
Policy Workshop I: Interpreting Data for Decision Making			M. Green 3/15 - - - - 4/15					
Year Four Country Implementation Plan Revision				Kemmerer 4/24 - - - 5/11				
Policy Research Initiative (EMIS)							Chapman 7/28 - - - 8/9	
RTA Placement								Burchfield 8/1 (for 1 year)
<u>Yemen Arab Republic</u>								
Design of MOE Data Questionnaire	Boothroyd 1/1 - -2/1 Strudwick 1/1 - -2/1							
Microcomputer Training		Boothroyd 2/1 - - 28 DeMasi 2/1 - 28					Boothroyd DeMasi (tentative)	
CIP Annual Revision			Cieutat 3/30 - - - - 4/12 Chapman 3/30 - - - 4/12					
Policy Research Initiative (EMIS)								Messec 8/10-19
MOE Needs Assessment						<<----- June-Sep. Staff to be announced ----->>		
MOCSTAR Needs Assessment							Strudwick McMahon	

APPENDIX IV
Conference Attendees

Conference Participants

Ali Hassan Gøal
 Director of Planning
 Ministry of Education
 P.O. Box 421
 Mogadishu, Somalia
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Abdoraboh Garadah
 Deputy Minister of Education
 Sana'a, Yemen Arab Republic

E. Othello Gongar
 Minister of Education
 Ministry of Education
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Stanley Handleman
 Human Resources Dev. Officer
 USAID/Monrovia
 APO New York 09155

Fuad Hasan
 Minister of Education & Culture
 Balitbang Dikbud
 Jalan Jendral Sudirman
 Jakarta, Indonesia

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 USAID/Jakarta
 Department of State
 Washington, DC 20523
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Professor Jean-Marie LeRoy
 Ecole Normale Supérieure
 Directeur de planification
 Avenue Nicolais Numero 23
 Port-au-Prince, Haiti
 Ph. 26710

Frantz Lofficial
 Director of Technical Cabinet
 Depart. de l'Education Nationale
 Port-au-Prince, Haiti
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Jean Meadowcroft
 Education Officer
 USAID/Nepal
 Department of State
 Washington, DC 20523

Jerry L. Messec
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Moegiadi, Secretary
 Office of Educational & Cultural
 Research & Development
 Ministry of Education & Culture
 Balitbang Dikbud
 Kotak Pos 297 KBY
 Jakarta, Indonesia
 Ph. 587169

J. Patrick Molutsi
 Lecturer
 University of Botswana
 Gaborone, Botswana

Noman Said Alasawadi
 Planning & Statistics Dept.
 Ministry of Education
 Sana'a, Yemen Arab Republic

Harsya Bachtiar, Chairman
 Ministry of Education & Culture
 Balitbang Dikbud
 Jalan Jendral Sudirman
 Jakarta, Indonesia

Kassim Berihe
 College of Education
 University of Sana'a
 Sana'a Yemen Arab Republic

Boediono
 Ministry of Education & Culture
 Balitbang Dikbud
 Jalan Jendral Sudirman
 Jakarta, Indonesia

Cameron Bonner
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 Department of State
 Washington, DC 20523

Barbara Butterworth-Gill
 Kathmandu (ID)
 Department of State
 Washington, DC 20520

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 McLean, VA 22101
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