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PD-ABG-132

IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS

Project Plan: Year Five

June 1988 - June 1989

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-5283-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 The 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.

Documents published by IEES are produced to promote improved educational practice, planning, and research within these countries. All publications generated by project activities are held in the IEES Educational Efficiency Clearinghouse at The Florida State University. Requests for project documents should be addressed to:

IEES

**Educational Efficiency Clearinghouse
Learning Systems Institute
204 Dodd Hall
The Florida State University
Tallahassee, Florida 32306
USA
(904) 644-5442**

**Agency for International Development
Bureau for Science and Technology
Office of Education
Contract No. DPE-5823-C-00-4013-00
Project No. 936-5823**

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1.0 INTRODUCTION

1.1 PROJECT PURPOSE, ASSUMPTIONS, AND CHARACTERISTICS

Purpose. The purpose of the Improving the Efficiency of Educational Systems (IEES) Project is to work collaboratively with developing nations to:

- o improve the performance of educational systems, and
- o strengthen in-country capabilities for educational assessment, planning, and management.

Assumptions. The project is based on four major assumptions:

1. Developing nations will face an increasing scarcity of resources relative to emerging needs and demands in the education and human resources sector.
2. A policy emphasis on improved efficiency in the use of education resources will become a major factor in educational planning.
4. A commitment to databased analysis and decisionmaking in the EHR sector is essential to improving efficiency.
5. Development of long-term, flexible, coordinated planning, based upon valid and realistic data that are competently analyzed, will have the greatest effect on promoting social and economic development.

Characteristics. All components of the project are implemented with the following characteristics:

- o Collaboration. Host country participants are full partners in the design, conduct, and evaluation of all IEES activities.
- o Comprehensiveness. IEES activities are designed and conducted within the context of the full EHR system and with attention to wider social and economic determinants of educational outcomes.
- o Coordination. This requirement constitutes both a strategy and a goal. IEES attempts to promote coordination of educational policy within and among government agencies, between the government and the donor community, and between the government and the private sector.

- o Continuity. Through the placement of Resident Technical Advisors (RTA), the recurrent use of personnel increasingly familiar with local conditions, and the sponsorship of activities linked to each other in reinforcing sequences, the project develops a continuity of commitment to each of the collaborating nations.
- o Conceptually-based. IEES activities are directed toward the goals of the project, to improve the efficiency of education systems and to increase local capacities. They are undertaken with a common methodology that will be open to testing and revision through the joint efforts of IEES and host country personnel.

1.2 PROJECT STRATEGY AND COMPONENT ACTIVITIES

Strategy. IEES strategy is based on a sustained, systemic, and multi-dimensional approach to the programming of human resource development in order to produce a lasting impact on the performance of educational systems.

Special emphasis is placed on several key themes:

- o Long-term Commitment. The project is designed to deliver a package of technical assistance and other resources over a continuous ten-year period.
- o Sector Approach. Assessment of the current status of the education system and its relationship to national development goals is used as a framework for the conception and design of all project activities.
- o Resource Constraints. In many developing countries, budgetary constraints have severely limited the level of government resources available for education. The IEES Project takes account of these constraints and attempts to help participating countries make optimal use of existing resources and, where possible, to generate new ones.
- o Capacity Building. Particular emphasis is placed on strengthening national capabilities for analyzing and planning the efficient allocation of human and fiscal resources within the education sector.
- o Systematic. Technical solutions alone are not sufficient to improve education systems. Each country has a unique sociocultural context, and it is only through meaningful collaboration with host country personnel that feasible strategies for education improvement can be developed. The project has built-in mechanisms to ensure close cooperation with host country, USAID, and other donor personnel in all phases of work.

Component Activities. The IEES strategy is implemented through five major component activities:

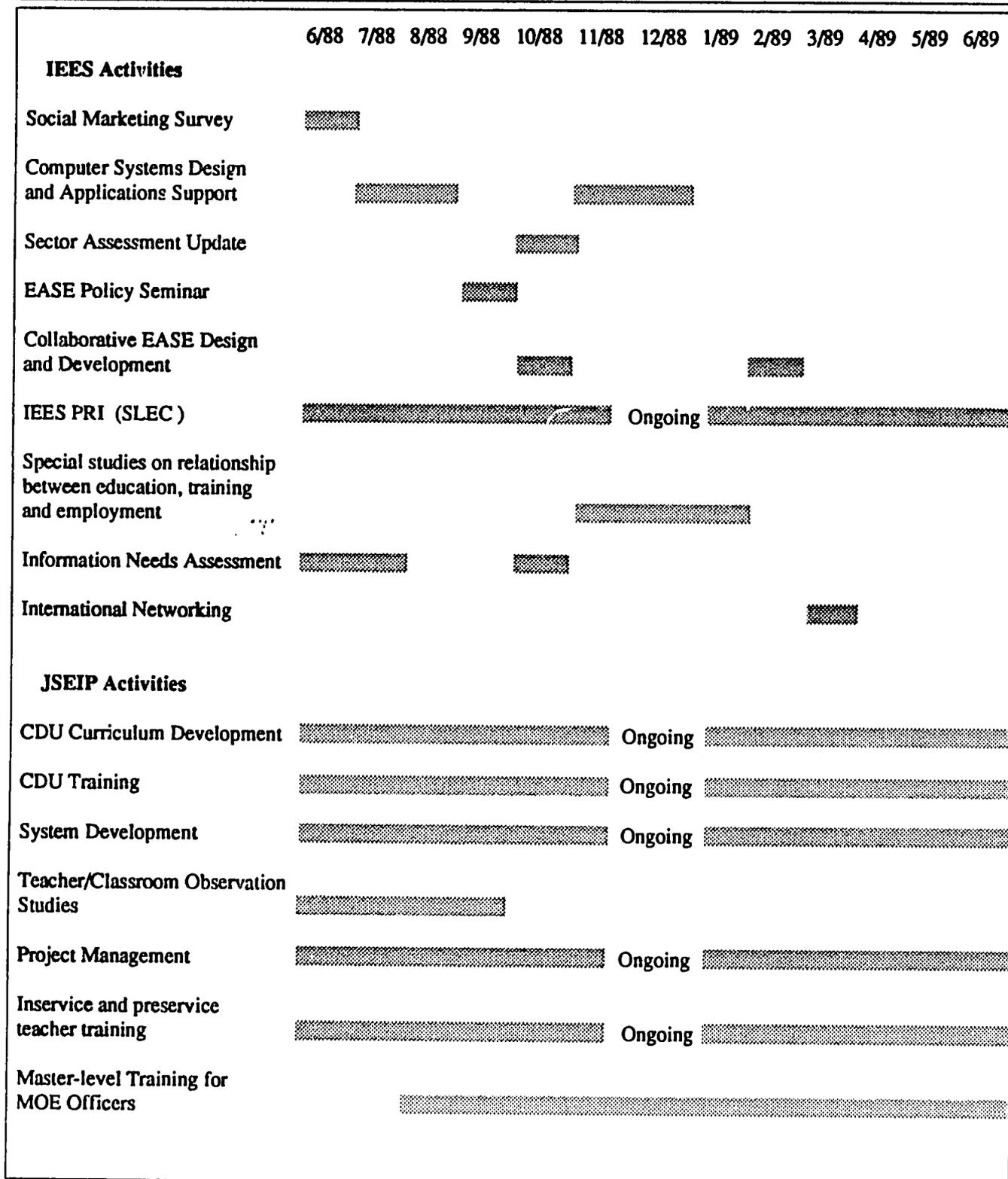
1. Education and Human Resources (EHR) Sector Assessments. An initial comprehensive assessment of the EHR sector is undertaken in collaboration with host country and USAID Mission personnel, and subsequently updated as needed. This system-wide analysis of major indicators of educational performance is designed to inform long-range EHR planning and to provide practical training in data collection and analysis. At the same time, the conclusions and recommendations drawn from the assessment permit the host government to identify areas of particular need or potential for educational improvement and enable IEES (as well as the entire donor community) to identify the forms of assistance that promise to have the greatest impact on educational efficiency.
2. Training. The project provides training designed to improve host country capability to analyze and plan the efficient allocation of human and fiscal resources within the EHR sector. Training may be in-country or in the United States. Where appropriate, local personnel and training institutions are utilized.
3. Research Support. Systematic support is given for the design and execution of medium-scale research projects which are managed and directed within collaborating countries by government officials. Research is policy oriented and themes are derived from those identified in sector assessments and focuses on current inefficiencies in the education system.
4. Field Projects for Educational Innovation. Major field projects aimed at increasing the efficiency of selected subsectors of the education system may be implemented in collaborating countries. Such projects are currently underway in Botswana, Haiti, and Indonesia. The projects address priority needs identified in the sector assessments conducted in these countries and are designed in collaboration with the host country and the USAID Mission as a means of meeting mutually-defined objectives. Field projects may involve dissemination and implementation of education innovations or enhancement of the institutional capacities of host country structures for planning and administration.
5. Knowledge Building and Exchange Network. IEES also contributes to building an in-country knowledge base for future educational planning and decisionmaking and to developing an exchange network among educational researchers and practitioners within and across countries. An in-country resource center collects and makes available the result of IEES activities and educational research relevant to national problems and priorities. Workshops, seminars, and conferences are organized for improved linkages among host country educators, with colleagues in other countries, and with institutions in the developed nations.

2.0 SUMMARY IMPLEMENTATION PLANS

Tabular summaries of projected IEES activities in collaborating countries are presented on the following pages. Discussions of the strategies, objectives, and anticipated impacts of these activities are presented in Section 3.0 Country Implementation Plans.

BOTSWANA

Projected Central IEES and JSIEP Activities in Botswana for Project Year Five



HAITI

Projected Central IEES and IIBE Activities in Haiti for Project Year Five

6/88 7/88 8/88 9/88 10/88 11/88 12/88 1/89 2/89 3/89 4/89 5/89 6/89

IEES Activities

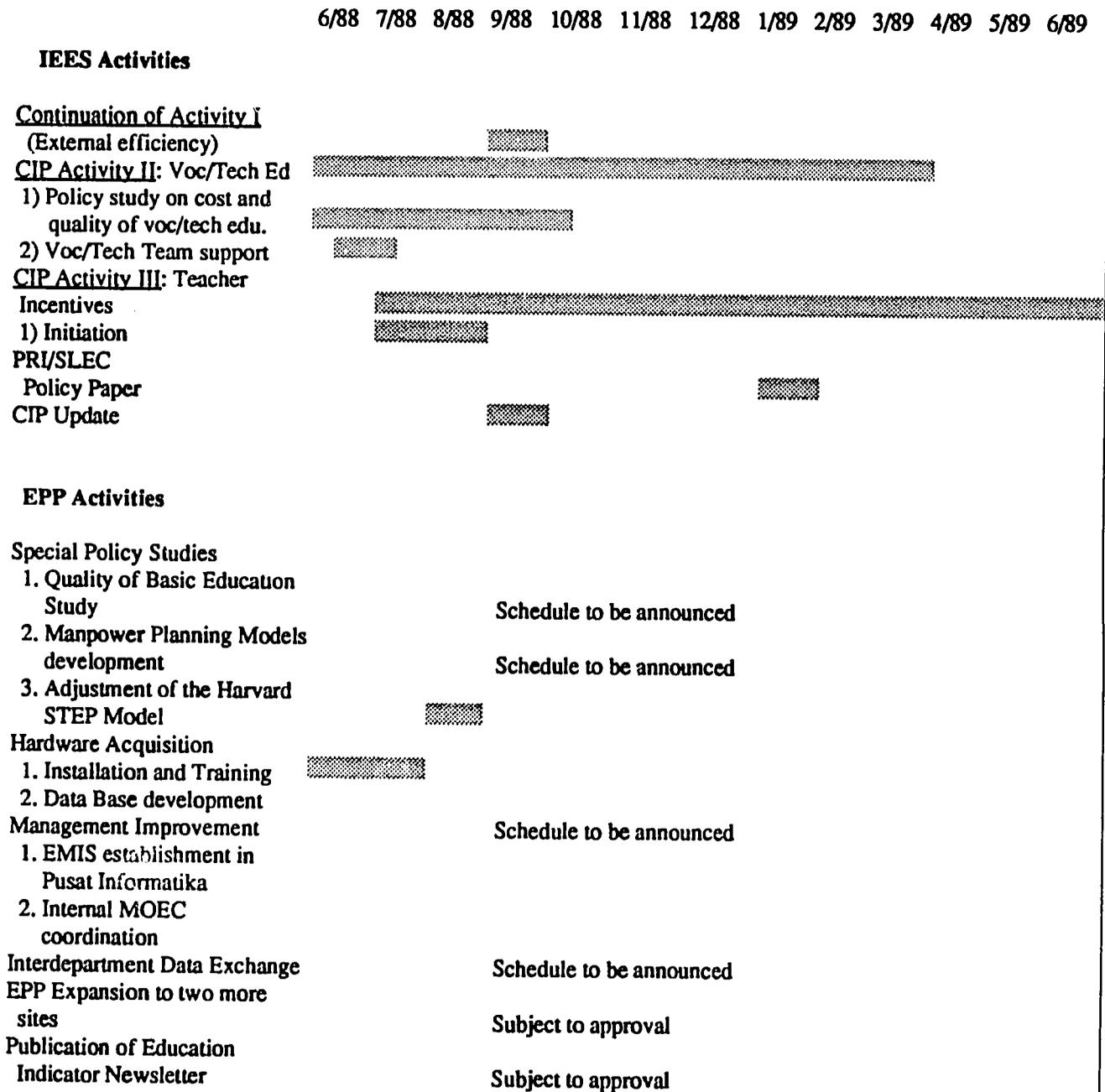
EHR sector assessment update	Not scheduled
Policy research studies	
Teacher training and material delivery system development	Not scheduled
System development for accreditation for private schools	Not scheduled
System development for subsidization of private school teacher salaries by MOE	Not scheduled

IIBE Project

Private Primary School Support		Ongoing	
1. Teacher training			
2. Instructional supplies and equipment delivery			
3. School construction			
4. Computerized management program			
5. Select 4th cohort schools			
Research and Development		Ongoing	
1. Preprimary Education Experiment (PEP)			
2. Evaluation activities			
3. School financing/small enterprise development			
Institutional Development		Ongoing	
1. Renew subcontract with Private education associations			
2. Sectoral institutional development plan development			
3. Independent Sector Organization			
4. Staff training		Ongoing	
Project Administration and Management		Ongoing	
1. Sector workplan development			
2. Computerized school management system			
3. Recruit RTAs for curriculum development			

INDONESIA

Projected Central IEES and EPP Activities in Indonesia for Project Year Five



LIBERIA

Projected IEES Activities in Liberia for Project Year Five

6/88 7/88 8/88 9/88 10/88 11/88 12/88 1/89 2/89 3/89 4/89 5/89 6/89

IEES Activities

IEES Work Plan Development Schedule to be announced

Five-Year Plan Development Support Schedule to be announced

Design of Data Collection System Schedule to be announced

Microcomputer Workshop Schedule to be announced

Data Analysis Assistance Schedule to be announced

Policy Analysis Workshop Schedule to be announced

Data Quality Study Validation Schedule to be announced

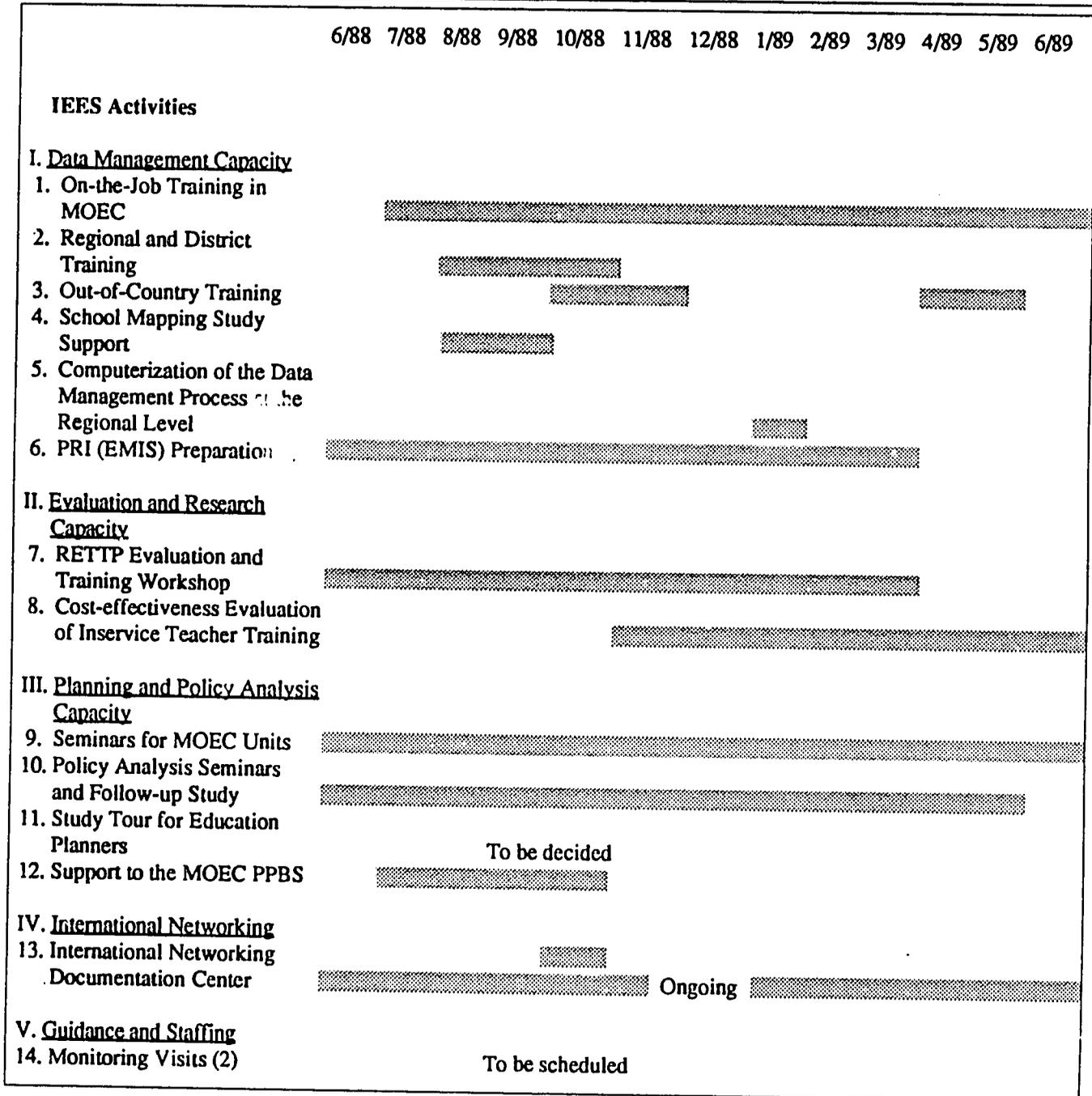
Study on PEP Impact on Student Achievement Schedule to be announced

SA Review 

IEES PRI--Teacher Incentives  Ongoing 

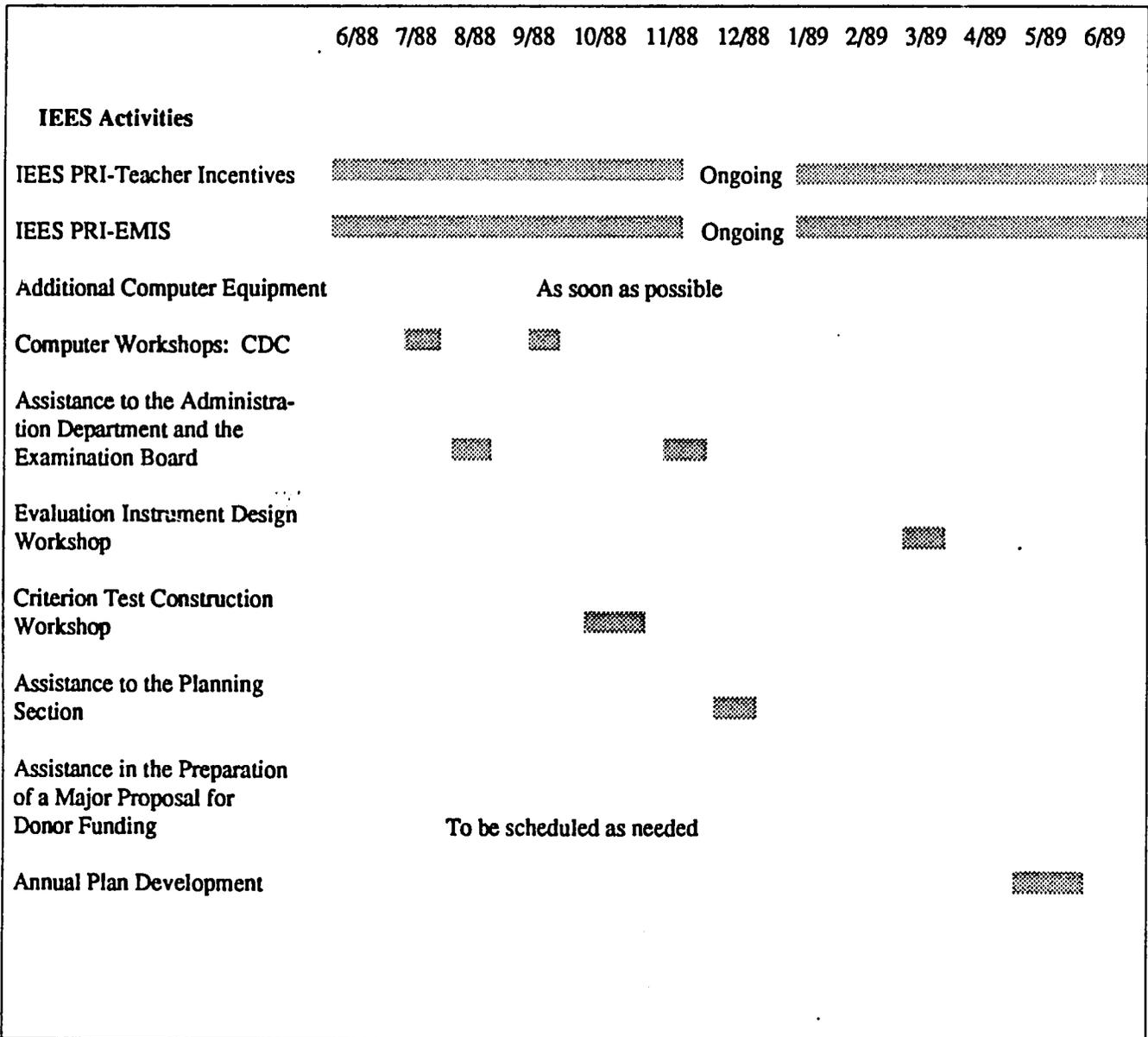
NEPAL

Projected IEES Activities in Nepal for Project Year Five



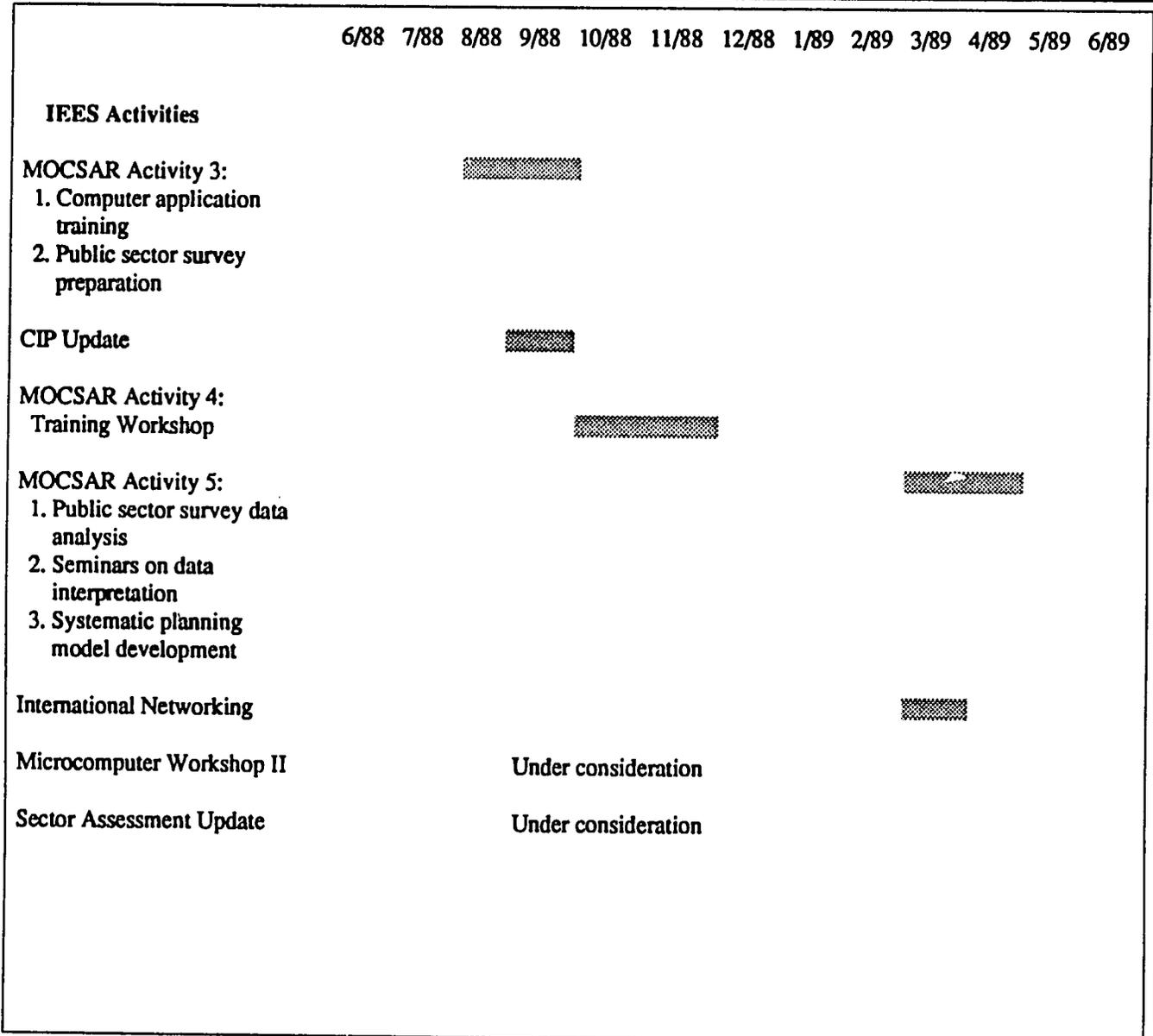
SOMALIA

Projected IEES Activities in Somalia for Project Year Five



YEMEN ARAB REPUBLIC

Projected IEES Activities in Yemen for Project Year Five



3.0 COUNTRY IMPLEMENTATION PLANS

3.1 BOTSWANA

The IEES Project has two components in Botswana, centrally-funded activities and the management of the Mission-funded Junior Secondary Education Improvement Project (JSEIP). The JSEIP Project is coordinated through the Ministry of Education and the Ministry of Finance and Development Planning.

Sections 3.1.1 and 3.1.2 describe the strategy and objectives for improving educational efficiency in Botswana and the proposed activities for IEES centrally-funded activities for Project Year Five. Sections 3.1.3 and 3.1.4 describe the JSEIP strategy, objectives, and proposed activities.

3.1.1 Strategy and Objectives for Central IEES Activities

The overall strategy which has guided the development of the Botswana Country Implementation Plan (CIP) for IEES Activities is to assist the Government of Botswana in achieving its priority targets in the education and human resources sector. A Botswana CIP Update was conducted in November 1987 by Mary Pigozzi and Jeremy Strudwick. This plan was reviewed and supported in principle by the MOE, USAID Mission, and IEES. Formal agreement of the CIP Update has been pending agreement on the IEES and JSEIP leadership (and respective advisory roles), and discussion of MOE requested revisions to the CIP Update.

One result of the Update activity was agreement and approval for the half-time assignment of JSEIP Evaluation Specialist Wesley Snyder as IEES RTA, beginning January 1988. As IEES RTA, Snyder was approached by the MOE for revisions in the timing and priority of the activities outlined in the Update. These changes have been subsequently discussed and agreed upon in

principle by IEES. The CIP for Project Year Five includes the recommendations of the Update and subsequent amendments requested by the MOE.

One recommendation of the MOE was the appointment of a full-time IEES Coordinator to handle the intensive IEES assistance which has been planned. Ash Hartwell has subsequently been approved for this position. Hartwell has served as JSEIP COP and previously served as part-time Coordinator for IEES activities in Botswana.

The Project Year Five CIP has three long-range objectives, consistent with both the overall goals of Government in the sector and the general framework of the IEES Project. The first long-range objective is to improve the allocation of resources within the sector, stressing more efficient use of available resources. The second objective is to increase the individual and institutional capacity to plan, design, monitor, and evaluate the wide range of education programs. The third objective, which will be achieved as a result of the second one, is to improve the internal efficiency and the relevance of programs in the sector.

In an attempt to meet the long-range objectives outlined and the concerns addressed above, three general groups of activities have been identified for IEES support. The rationale for each group of activities is provided below.

Activities Group 1. Develop a pilot Efficiency Analysis System for Education (EASE) through a process of sector analysis, needs assessment, and collaborative design.

The focal point of this part of the plan is the development of a system of measuring efficiency in the sector. EASE will build upon a preliminary system review and information needs assessment conducted by Wes Snyder, with assistance from Indonesia LTTA Simon Ju, Joane Nagel, and a two-week visit by

IEES Somalia RTA Shirley Burchfield.

EASE requires the further development and maintenance of an EMIS based on the principles of efficiency analysis. This will be a cumulative process and will provide indications of the degree of efficiency in elements of the system as pertinent information becomes available and is analyzed. Efficiency analysis is dependent on the analyses of a number of subcategories of data. These include student characteristics, teacher and administrator characteristics, curriculum and educational materials, facilities and equipment, attainment and achievement data, education and training outcomes, and costs.

EASE is being carefully developed through a staged series of activities designed to culminate in the operational system. This series began with a preliminary system review of MOE during the past project year. The second activity was an information needs assessment, which collected information on the existing EMIS from key stakeholders in the sector. The assessment was conducted by Snyder and Nagel. The information systems analysis will be conducted by Snyder and Ju. The participation of IEES Somalia RTA Shirley Burchfield in the information needs assessment will benefit IEES and MOE activities in both Botswana and Somalia.

The third activity in the EASE development will be a Sector Assessment Update (SAU) which will synthesize the findings of the two previous activities (and other existing information) in order to develop a blueprint for consideration by MOE. This plan will outline the desired system and the time required to operationalize EASE.

The SAU will be followed by an EASE Policy Seminar. This will provide an opportunity for all stakeholders to evaluate the blueprint and to decide if the MOE should request IEES to implement EASE.

Activities Group 2. Further support for databased decisionmaking, information management, and policy research in selected MOE units. Support to these units builds on prior accomplishments and supports improved management in the sector, particularly for further EMIS development.

In support of databased decisionmaking and information management activities in the Department of Nonformal Education (DNFE) and Unified Teaching Service (UTS), a series of computer data bases will be operationalized following a thorough systems analysis in each unit. Design and installation of appropriate data bases will be completed by on-the-job and applications-oriented training.

Although no provision has been made for IEES to supply additional computer systems, DNFE lacks computer storage capacity, data back-up facility, and an adequate printer.

MOE will request continued technical assistance for UTS from Peace Corps. This assistance from Peace Corps is short-term and computer training and systems analysis training will be provided by IEES for a local officer to handle the maintenance and development of the system for UTS.

The Policy Research Initiative (PRI) in Botswana addresses concerns related to the Strengthening of Local Capacity to Support Education through Community Involvement (SLEC). This study will produce a series of policy recommendations on the ability of local communities to contribute resources to education, community attitudes to CJSS policy, and related issues. The SLEC research activity is directed by Patrick P. Molutsi of the University of Botswana, working closely with Jeremy Strudwick.

Data are also critically needed on the relationships between education, training, and employment. Up to two special studies will be supported to

gather and analyze data promoting self-employment and self-reliance opportunities and on the transition from education to employment with a view to informing policy. These studies may be designed as preliminary activities to the Second National Commission on Education.

Activities Group 3 (International Networking). These activities are a continuation of the existing project networking activities. They consist of Botswana's representation on the IEES International Steering Committee, participation in the IEES Third International Conference (Fall 1989), and the In-Country Resource Center (supported by the IEES Educational Efficiency Clearinghouse). The PRI SLEC activity (Group 2), may also be considered part of the international networking activities.

The participation of IEES Somalia RTA Shirley Burchfield and Indonesia LTTA Simon Ju in the EASE development, represents an IEES international networking effort. Burchfield and Snyder will develop further plans for regional collaboration and training. The benefits of this cross-national collaboration will accrue to IEES-assisted MOE activities to improve educational efficiency in Botswana, Somalia, and Indonesia.

3.1.1.1 Staffing

Due to the complexity and range of the planned IEES activities, an in-country individual will be assigned on a full-time basis as IEES Coordinator for Project Year Five with support by an administrative assistant.

Full-time for the Coordinator;
administrative assistant's time
allocation will be dictated by work
requirements and budget
constraints.

7/88-
6/89

Ash Hartwell

3.1.2 Proposed IEES Activities for Project Year Five

Activity	Personnel	Dates
<u>Information Needs Assessment</u>		
<p>Identification of needs and information sources, and encouragement of use of new information or new uses of existing information within a particular network. This assessment will serve as a basis for providing MOE decisionmakers with relevant data for making resource allocation decisions for maximum educational efficiency.</p>	<p>S. Burchfield S. Ju</p>	<p>6-7/88 10/88</p>
<u>Sector Assessment Update (SAU)</u>		
<p>The SAU will serve two primary functions: 1) to synthesize the findings of preliminary earlier EASE studies, and 2) to provide a more complete analysis of management capacity, formal structure, and information flow in the sector. This will result in a "blueprint" for an (EASE) for consideration by the MOE.</p>	<p>W. Snyder A. Hartwell B. Fuller M. Pigozzi J. Meyer Systems Analyst/ Programmer</p>	<p>10/88</p>
<p><u>Computer Systems Design and Applications: Support for the Department of Nonformal Education (DNFE) and Unified Teaching Service (UTS).</u> This activity continues IEES assistance in development of the MOE capacity for planning and management.</p>		
Part I: Set up		
<ul style="list-style-type: none"> ● a complete systems analysis in each unit ● an evaluation of both short-term and long-term hardware and software needs 	<p>A. Hartwell Educational Planner/ Systems Analyst</p>	<p>7-8/88</p>

Activity	Personnel	Dates
<ul style="list-style-type: none"> ● the adaptation of commercially available software ● a complete series of data entry exercises and trial report preparations 		
Part II: Review and Training		
<ul style="list-style-type: none"> ● appropriate programmatic revisions, as necessary ● the preparation of elementary and advanced users' manuals ● the preparation of system documentation ● the training of up to eight persons. 	A. Hartwell Educational Planner/ Systems Analyst	11-12/88
<u>MOE Staff Training</u>	TBA	ONGOING
Training in computer programming and systems analysis for MOE officer(s) will be provided to develop MOE capacity to sustain EMIS activities.		
<u>Policy Research Initiative (PRI)</u> <u>Strengthening Local Education Capacity Through Community Involvement (SLEC)</u>	P. Molutsi J. Strudwick	Ongoing
This work will provide GOB planners and policymakers with specific data regarding community constraints on school finance, and recommendations for local participation in curriculum decisions. This data is intended to encourage a more comprehensive understanding of both communities' ability and willingness to invest in education, and their expectations concerning returns on those investments.		

Activity	Personnel	Dates
<u>Special Studies</u>		
Provision has been made for studies to be funded or policy position papers commissioned (a maximum of two projects) during 1988-1989, to research the relationships between education, training, and employment. These studies will provide a data base for making JS education more responsive to the economic opportunities of Botswana.	TBA	11/88-1/89
<u>International Networking</u>		
Representatives from Botswana will present papers and participate in the 1989 IEES International Conference.	TBA	9/89

3.1.3 Junior Secondary Education Improvement Project

3.1.3.1 Strategies and Goals

In 1976, a National Commission on Education proposed for a 9-year basic education program in Botswana. To assist in this development effort, the Junior Secondary Education Improvement Project (JSEIP) was formulated.

JSEIP activities are clustered in three primary interrelated components: Curriculum Development, Teacher Development, and Systems Development. These components are operationalized in the project to make schooling more responsive to national needs, improve the instructional program, and develop an effective and capable organizational structure.

Curriculum Development. Curriculum development efforts are focused on

building the mechanism and capacity to carry out effective instructional design and materials development. The project had to build the foundation for this effort from the existing resources, personnel, and institutional arrangements. Curriculum development and instructional and support materials are being designed, developed, reviewed and tested for Junior Secondary subjects consistent with the ISD approach.

Teacher Development. Project assistance contributes to the development of the Junior Secondary teaching cadre through preservice and inservice activities. Preservice activities include program, course, and materials design, instruction, and supervision. The inservice component focuses on the organization of Secondary Department inservice assistance, especially to include consultation/coaching of teachers in remote areas.

System Development. Project activities in this area address four areas of concern: (1) planning, (2) student selection, (3) evaluation, and (4) headmaster training. JSEIP planning and management activities serve roles in: (1) consensus building regarding goals and priorities among the various JSEIP stakeholders: MOE, USAID, IEES and the JSEIP team; (2) project consolidation and close coordination of JSEIP components to ensure that project activities will converge for the expected project outcomes; and (3) continued support, through evaluation and planning activities, for MOE initiatives, such as the National Curriculum Consultative Conference. Inservice activities for Junior Secondary administrators are responsive to needs of on-line administrators and the Secondary Department agenda.

Participant training will be offered to 13 MOE officers, through Masters Degree training programs. These MOE officers will return from training to be assigned for development, implementation, and support of the JS program.

3.1.3.2 JSEIP Staffing

JSEIP Chief of Party: Wesley Snyder

Resident Technical Advisors

JSEIP Component: Curriculum Development

<u>RTA</u>	<u>MOE Assignment</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
Kent Noel	CDU	(100)	ongoing
Barry Vogeli	CDU	(100)	ongoing
Frank Walton	CDU	(50)	ongoing
John Bowers	RTC	(20)	ongoing
Dwight Allen	CDU	(100)	end 8/88
TBA (Social Studies)	CDU	(100)	begin 8/88
TBA (English)	CDU	(100)	begin 8/88
TBA (Curriculum Evaluation)	CD/E	(100)	begin 8/88

JSEIP Component: Teacher Development

<u>RTA</u>	<u>MOE Assignment</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
Frank Walton	MCE (preservice)	(50)	ongoing
Johnson Odharo	MCE (preservice)	(100)	ongoing
John Bowers	MCE (preservice)	(80)	ongoing
Richard Mullaney	Secondary (inservice)	(100)	ongoing

JSEIP Component: Education Systems Planning, Management, and Evaluation

<u>RTA</u>	<u>MOE Assignment</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
Joseph McDonald	Secondary (inservice)	(100)	ongoing

Short-Term Technical Advisors

JSEIP Component: Curriculum Development

<u>RTA</u>	<u>MOE Assignment</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
Johanna Carter	CDU	(90)	1/19/88-12/16/88
Wendy LeBlanc	CDU	(100)	1/28/88-12/26/88
Rosemary Davis	UB		ongoing-7/31/88
Agriculture (TBA)	CDU		8/1/88-12/1/88

JSEIP Component: Teacher Development

<u>RTA</u>	<u>MOE Assignment</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
Geoffrey Marks	MCE	(100)	1/19/88-8/12/88
Janet Lynn Robb	MCE	(100)	7/15/88-9/15/88

JSEIP Component: JSEIP Project Management

<u>RTA</u>	<u>Percent Time Assigned</u>	<u>Dates of Assignment</u>
John McLanahan	(100)	9/88
Howard Williams	(100)	9/88

3.1.4 JSEIP Activities

Project Component: Curriculum Development

Anticipated Impact. Curriculum development and instructional and support materials are being designed, developed, reviewed and tested for Junior Secondary subjects (JS) consistent with the ISD approach. The curriculum and materials are expected to improve the overall quality of JS classroom instruction, as well as to increase the reliability of instructional delivery.

Teachers seconded to the Materials Development Teams will continue to receive training/coaching in various stages and methods of ISD, thereby increasing the capacity of the CDU for continued review and development of

curriculum and materials. Dissemination of ISD and subject specific concepts, and curriculum materials review will continue through workshops and seminars. This dissemination effort is expected to increase adherence to the curriculum and utilization of the materials.

The CD/E's Research and Testing Center is being developed and integrated into regular work of the CD/E, which should increase articulation between the curriculum and the Junior Certificate Exam.

Activity	Personnel	Dates
<p>A. English</p> <p>Production of Students' Book, Term 1; Completion of Term 2 materials (reading and writing); Writing and revision of Term 3 materials. Trialing of Terms 2 and 3 materials.</p>	<p>Carter LeBlanc RTA (TBA)</p>	<p>ongoing</p>
<p>B. Social Studies</p> <p>Continued development of development of materials, guidelines for teacher-directed activities, students' and teachers' guides.</p>	<p>Noel RTA (TBA)</p>	<p>ongoing</p>
<p>C. Agriculture</p> <p>Training of local content specialists in curriculum writing; coordination assistance in writing of survey materials, guidelines for teacher-directed activities, student guides.</p>	<p>TBA</p>	<p>ongoing</p>

Activity	Personnel	Dates
Implementation of revised syllabus beginning Term One, 1989, with Form One intakes.		
D. Technical Studies	Walton	ongoing
Development of format and procedures for curriculum writing team, with Macmillan; materials development.		
E. Setswana	Noel	ongoing
Conduct test item writing workshop; continued editing of Module Two for Setswana. Negotiate and coordinate writing of culture book.		
F. Science		
JSEIP assistance in this subject is pending negotiations with USAID, MOE regarding project focus and priorities for activities.		
G. Curriculum Evaluation	Bowers	ongoing
Development of student self-assessments, CRTs for subject units.		
H. CDU Training	Allen	ongoing
Coordination of curriculum training activities as requested by CDU.		
I. Teacher/Classroom Observation Studies	Snyder Prophet Fuller Cownie	6-9/88

This coordinated JSEIP research activity will be funded directly by USAID Mission funds, outside of the JSEIP allocation.

a. supervised research team (UB students) will collect school level quantitative information to:
1) provide baseline data for development of inspectorate program,
2) establish baseline data for future programmatic interventions, and
3) develop indicators for IEES EASE development.

b. qualitative research (case studies) to complete descriptions of activity inside the junior secondary classroom, demonstrating problems and issues.

Project Component: Teacher Development, Inservice Training

Anticipated Impact. JS teachers in remote areas are receiving consultation/coaching and are being incorporated in the Inservice Teacher program; further planning, organization, and development of the Inservice program will be done. Future CJSS teachers will continue to receive preservice training, practice, and orientation which has been otherwise unavailable and is pertinent to their effective performance in the schools.

Activity	Personnel	Dates
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Project Component: Teacher Development

A. Inservice Teacher Training	Mullaney	ongoing
● Continued work on the organization and logistical support for the twenty newly appointed inservice teachers.		

- Development of plan for Secondary officers to be appointed to District inservice programs.
- Coordination and production of IST Courses, in coordination with Secondary Dept.

B. Preservice Teacher Training

- | | | |
|--|------------------|---------|
| ● Teaching course in curriculum design. | Odharo | 5-8/88 |
| ● Teaching course in teaching methods. | Marks | 5-8/88 |
| ● Teaching course in test construction. | Bowers | ongoing |
| ● Develop and establish Practical Learning Laboratory for Technical Studies. | Walton
Robb | 7-12/88 |
| ● Support for teaching practice. | Bowers
Walton | 1-6/89 |

Project Component: System Development

Anticipated Impact. Improved JS school management will maximize the introduction of, and sustain support for, improvements in classroom instruction.

Activity	Personnel	Dates
● Management workshops.	McDonald	ongoing
● Liaise and organize curriculum development with headmasters.	McDonald	8/88-ongoing

Project Component: Project Management

Anticipated Impact. Improvements in this area will result in 1) consensus building regarding goals and priorities among the various JSEIP stakeholders: MOE, USAID, IEES and the JSEIP team; and 2) project consolidation and close coordination of JSEIP components to ensure that project activities will converge for the expected project outcomes.

Activity	Personnel	Dates
● Project coordination	Snyder	ongoing
● Organization of project activities based on USAID, MOE, FSU discussion.	Snyder	8-9/88
● Hiring a administrative assistant.	Snyder	7/88
● Project planning of activities and procedures, consistent with USAID, FSU policies and practices.	Snyder McLanahan Williams	9/88
● Monitoring the next Education Centers to be built under PEIP and JSEIP: Mochudi, Tsabong and Ghanzi.	Vogeli	ongoing

Project Component: Participant Training

Anticipated Impact. Twelve MOE officers will receive U.S. Masters training, providing significant manpower with Masters level training, which has been previously unavailable to MOE.

Activity	Personnel	Dates
● 1988 intake of Masters students will begin full programs in August. Nine JSEIP-Sponsored candidates are in application to Florida State University, and three to University of Wisconsin/Madison.	Williams	ongoing

3.2 HAITI

3.2.1 Strategy and Objectives for Improving Educational Efficiency

The fundamental goals for the IEES program in Haiti are essentially the same as those in the other countries with which the Project collaborates. They involve helping the host country to improve the performance of its educational system and to strengthen national capabilities for educational planning, management and research. The specific objectives of IEES activity in Haiti must take account of a number of key characteristics of the country: the peculiar nature and history of the Haitian educational system, where private schooling dominates at both the primary and the secondary levels; the severe economic development needs of a country that remains the poorest in the Western Hemisphere; the imperatives and hazards of political change in a society struggling to emerge from nearly thirty years of dictatorship and even longer-standing patterns of socioeconomic inequity; and the rich cultural and historical heritage of the first independent Black nation in the world. The IEES program in Haiti is also modulated to support the USAID Mission's own strategy for addressing the country's priority needs and, to the maximum extent possible, to complement the programs of other donors in the education and human resource sector.

Working with these plural criteria and in collaboration with Haitian counterparts and USAID Mission representatives, IEES staff have developed over the last four years a strategy of simultaneous engagement on both sides of the bifurcated Haitian educational system aimed at increasing efficiency in service delivery and improving intra-system coordination and planning. Three kinds of programs--two in the public sector and one principally in the private sector--have been designed:

1. Educational planning support activities with the Ministry of Education designed to enhance the capacity of the Ministry's technical staff to gather and analyze planning-relevant data.
2. A policy research project designed to assist the Ministry and the University of Haiti to develop their capacity for joint research on issues of critical relevance to educational policy in Haiti.
3. Assistance to the private education sector in the implementation of a major bilateral project (Incentives for Improving Basic Education or "IIBE") designed to improve quality of instruction and administrative efficiency among private primary schools serving disfavored strata of the Haitian population and to enable the private sector to organize itself in such a manner as to ensure continued satisfaction of these needs.

IEES strategy in Haiti calls for pursuing these complementary branches of activity in order to produce the following concrete outcomes by the end of Project Year 5:

1. Completion of one or more collaborative policy research studies involving the Ministry, the University, and representatives of the private sector.
2. Development of an improved system for teacher training and material input delivery to resource-poor private primary schools.
3. Development of improved systems for accreditation of private schools and subsidization of private school teacher salaries by the Ministry of Education.

Most IEES activities in Haiti have been conducted in conformity with key underlying principles. Among these are local program budgeting for each yearly exercise, local input to all decisions about use of technical assistance, and use where possible of local consultants for specific training and research tasks.

This strategy has been put to a severe test by the political circumstances (described in the current IEES Semi-Annual Progress Report) which lead to the suspension of all official United States development

assistance to the Government of Haiti in January 1988. The consortium is presently limited by these conditions to working with the private sector, a situation experienced once before in late 1985 and early 1986 during the disturbances that culminated in the ouster of the Duvalier Government.

Under these circumstances, the consortium has adopted, with the counsel and approval of the USAID Mission, a policy of continued support for the IIBE Project coupled with development of a certain number of additional centrally-funded activities in the private sector designed to sustain interest and develop capacity for policy-relevant educational research until such time as political conditions permit resumption of involvement with the Ministry.

3.2.2 Centrally-funded Activities in the Private Sector

Reactions from private education representatives and from USAID Mission to the possibility of undertaking some centrally-funded IEES activities in the private sector were uniformly favorable. All parties consulted, however, wished to avoid creating the impression that the private sector had usurped funds and functions designed for the Ministry of Education. All felt that policy research was the one endeavor most appropriate for reactivation in the private sector, since research is by definition an undertaking whose results benefit the entire educational system and add to the public repository of useful knowledge.

Specific policy research activities for the private sector are currently being developed and cannot be further specified at this point. A preliminary proposal will be submitted to IEES in July 1988 and, if approved, new activities will commence in all likelihood in September.

3.2.3 Implementation of the IIBE Project

Workplan for IIBE Project Year 3 (July 1988 - June 1989)

Activity	Participants	Date	Anticipated Impact of Activities
A. PRIVATE PRIMARY SCHOOL SUPPORT			
1. Conduct of 4-week teacher training session for all new (3rd Cohort) IIBE teachers	SSCs, TSC, TA	8-9/88	OVERALL IMPACT: Strengthen the instructional capacity of schools through teacher training, improved administration and pedagogical practices, as well as through provision of basic supplies and infrastructural improvements. THIS YEAR: Expand project outreach to schools and teachers, improve the efficiency of service delivery to schools, refine methodology for future effective school support.
2. Conduct of one-week refresher training session for 1st and 2nd cohort IIBE teachers	SSCs, TSC, TA	8-9/88	
3. Planning and implementation of year-round follow-up training of all teachers on regional or in-field basis	SSCs, TSC, TA	7/88-5/89	
4. Completion of equipment and material and supplies orders to vendors for IIBE schools	SSCs, SA	7/88	
5. Delivery of instructional supplies and equipment to schools	SSCs, SA, TSC	7/88-5/89	
6. Initiation of school feeding programs	SSCs, SA, AID	10/88	
7. Completion of renovations for 1st and 2nd cohorts	RC	7/88-6/89	
8. Conduct of needs survey of 3rd cohort schools requesting renovations	RC, SSCs	9-11/88	
9. Development of school construction policy, protocol and methodology	PAC, SSCs, TSC, FSU	7-10/88	
10. Initiation of school construction in selected schools	RC, TSC	10/88-6/89	
11. Operationalize new policies for school textbook distribution and administration fees	SA, SCCs, FSU	8-9/88	

Activity	Participants	Date	Anticipated Impact of Activities
12. Finalize computerized management programs for school orders, inventory and budgets	SA,D,FSU, SSCs	7-12/88	
13. Monitoring and inspection of schools for data collection and supervision: minimum monthly visit	SSCs,SA,ER,D	ONGOING	
14. Training and supervision of monitors	SSCs,SA,ER,D	MONTHLY	
15. Development of definitive school performance evaluation criteria	SSCs,TSC,FSU PAC	8/88	
16. Payment of teacher incentives	SSCs	12/88, 6/89	
17. Census of candidate schools for 4th cohort	SSCs	1-2/89	
18. Selection of schools for 4th cohort	SSCs	2-3/89	
19. Orientation and training of school "responsables" and directors	SSCs,TSC	4-5/89	
20. Establishment of school performance contracts with all schools for 1989/90	SSCs,TSC, FSU	5/89	
21. Develop policy for 1st cohort self-financing requirement	PACs,SSCs,TSC FSU	1/89	
22. Preparation of 1989/90 school orders	SSCs, SA	5-6/89	
23. Preparation of Summer 1989 teacher training program	SSCs,TSC	5-7/89	

B. RESEARCH AND DEVELOPMENT

1. PREPRIMARY EDUCATION EXPERIMENT (PEP)

Activity	Participants	Date	Anticipated Impact of Activities	
1.1 Finalize model definition and development	PEP,TA	10/88	OVERALL IMPACT: Identify, develop low-cost, appropriate model for preprimary instruction for dissemination and use throughout IIBE and other schools.	
1.2 Completion of work on national curricula (teacher access and Creole translation)	PEP,TA	7-12/88		
1.3 Finalize evaluation plan	PEP,TA	7-9/88	THIS YEAR: Refine and improve three models to make more affordable and adaptable to rural environment. Initiate fullscale data collection and analysis to direct model modification and selection. Through translation and preparation of support materials, improve teacher access to national curriculum.	
1.4 Initiation of data analysis	PEP,TA	12/88		
1.5 Conduct of refresher training courses for 50 CM and CHR model teachers		7/88		
1.6 Conduct of training for 3rd cohort IIBE Teachers	PEP	9/88, 11/88		
1.7 Develop and initiate outreach program: field training by monitors, radio broadcasts, etc.	PEP,FSU	7/88-6/89		
1.8 Monitoring and inspection of schools for data collection and supervision: minimum monthly visit	PEP	ONGOING		
1.9 Train and supervise monitors and two inspectors	PEP	ONGOING		
1.10 Order and complete materials delivery for Year 3	PEP			
1.11 Complete renovation and construction program	PEP	7/88-6/89		
1.12 Continue support materials development and production	PEP	7/88-6/89		
2. EVALUATION ACTIVITIES				
2.1 Development of long-term evaluation plan	ER,FSU, GST,SSCs	7-10/88		OVERALL IMPACT: Determine most effective means of school support by private sector in Haiti.

Activity	Participants	Date	Anticipated Impact of Activities
2.2 Finalize data collection scheme	ER,FSU,CST	7-10/88	THIS YEAR: Develop baseline on largely undefined private sector for planning and donor use. Identify critical areas for resource investment.
2.3 Development of analytical framework and methodology	ER,FSU,CST	10-12/88	
2.4 Initiate data analysis	ER,FSU,CST TA	10-12/88	
2.5 Development of qualitative analysis plan	ER,FSU,CST TA	9/88	
2.6 Initiate formative and administrative evaluation review	ER,FSU,CST SSCs	9/88	
2.7 Implementation of evaluation plan, data collection	ER,SSCs,CST	ONGOING	
3. SCHOOL FINANCING/SMALL ENTERPRISE DEVELOPMENT			
3.1 Design structure and methodology for pilot program	SA,TA,D,FSU	7-10/88	OVERALL IMPACT: Provide means for schools to meet their own financial needs.
3.2 Develop administrative and management procedures	SA,TA	7-10/88	THIS YEAR: Develop "planned variation" experiment to identify most appropriate projects/activities.
3.3 Identify likely small project endeavors	SA,TA	7-8/88	
3.4 Initiate projects at two preselected schools	SA,TA	7-10/88	
3.5 Develop evaluation criteria	SA,TA,ER,FSU	ONGOING	
3.6 Identify and select up to 15 participating schools	SA,TA,SSCs,CST	7-12/88	
3.7 Analyze evaluation results	SA,ER,TA,D,FSU	ONGOING	
3.8 Articulate IIBE policy vis-a-vis future endeavors	PAC,SSCs,CST, FSU	4-6/89	

Activity	Participants	Date	Anticipated Impact of Activities
C. INSTITUTIONAL DEVELOPMENT			
1. Renew subcontracts with Protestant and Catholic education associations	FSC,PAC,SSCs	7/88	OVERALL IMPACT: Establish local, non-governmental organization to address unmet needs of private sector primary education.
2. Complete incorporation of educational foundation	PAC,SSCs	8-9/88	
3. Finalize present for approval and implement sectoral institutional development plans	SSCs,AID	8-9/88	THIS YEAR: Continue to train and strengthen sectoral institutional capabilities to accept full responsibility school support activities and become eligible for direct donor funding.
4. Determine project institutional development strategy and plan (devolution of responsibility)	PAC,FSU,AID	8-10/88	
5. Prepare detailed staff training	SSCS,CST,FSU	10-11/88	
6. Implementation of training activities	CST,SSCs	ONGOING	
7. Develop and respond to list of AID grantee criteria	FSU,SSCs	ONGOING	
8. Formalize establishment of Independent Sector Office	ISSC,CST	7/88	
9. Continue to develop framework for organization of Independent Sector	ISSC,CST,PAC	ONGOING	
D. PROJECT ADMINISTRATION AND MANAGEMENT			
1. Completion of sector workplans and objectives list for year 3	SSCs,ER,SA,RC,PEP,CST FSU	9/88	OVERALL IMPACT: Support IIBE Project to operate efficiently and meet its objective of improving the capacity to support private sector education in Haiti.
2. Codification of IIBE procedures, policies in operations manuals and handbooks	CST,SA,ER,FSU	ONGOING	

Activity	Participants	Date	Anticipated Impact of Activities
3. Completion of trials of computerized systems for school inventory, ordering, budgets, data base and accounting	CST, SA, FSU	7-12/88	THIS YEAR: Improve efficacy and efficiency of project operations and service delivery to schools. Develop and codify systems for future use by local educational association.
4. Recruit RTAs for curricula development and assistant directorship	FSU, CST, PAC	7-12/88	
5. Recruit personnel for evaluation and curricula posts for Independent Sector	CST, PAC, FSU	7/88	
6. Preparation of status reports	SSCs, CST, FSU	ONGOING	
7. Procurement of vehicles and office furniture	FSU,	ONGOING	

KEY: D - Director,
TSC - Technical Services Center,
SSCs - Sectoral Services Centers,
FSU - Projection Coordination,
PEP - Preprimary Education Program,
PAC - Project Administrative Council,
ISSC - Independent SSC,
ER - Evaluation and Research,
SA - School Administration,
TA - Technical Assistance,
RC - Renovation/Construction Team,
AID - Haiti Mission

3.3 INDONESIA

3.3.1 Strategy and Objectives for Improving Educational Efficiency

The final criteria for IEES Central and EPP activities is improvement in the efficiency of resource allocation in education and improvement in the capacity of the Education and Human Resources sector. Both IEES Country Implementation Plan (CIP) activities and Educational Policy and Planning (EPP) Project activities provide an integrated and mutually supportive approach to assisting the Ministry of Education and Culture in the development and refinement of an ongoing policy analysis and planning capacity. The specific target opportunity that these activities are designed to aid is the development of a sustained planning capability within the MOEC. In addition, three important benefits are expected to result from the activities in groups A and B of the CIP:

1. the generation of knowledge about allocation and utilization of scarce education resources;
2. the development of the planning capacity to sustain and apply this knowledge; and
3. the provision of immediate and practical products which can support the current preparation of the fifth Five-Year Plan (Repelita V) and the next Twenty-Five-Year Plan.

The activities agreed upon and prioritized both by the MOEC and IEES fall into the following groups:

Group A: Research and Development Activities: Capacity Building Activities

- Activity I. Improving External Efficiency in Education and Human Resource Development for Growth in Indonesia.
- Activity II. Conducting a Policy Study on the Cost and Quality of Vocational/Technical Education.
- Activity III. Identifying Teacher Incentives for Improvement in the Quality of Education.

Activity IV. Identifying Better Community and Private Financing Sources for Overall Efficiency and Equity in Education.

Group B: Management of Information Systems Development: Institutional Activities

Activity V. Improving the Computer Software Model Development Capacities and Training Programs in Balitbang.

Activity VI. Analyzing Available EBTANAS Data and Refining and Testing Financial Need Analysis Data Collection Instrument.

Activity VII. Developing Library and ERIC Research Support Systems (ERIC and LSC).

Activity I (External Efficiency Study) is in progress and has generated two Policy Working Papers. The activity will continue through Project Year Five. Both the cost and quality of Vocational/Technical Education Activity and the Teacher Incentive Study were initiated at the close of Project Year Four and are scheduled for completion during Project Year Five. Activity VII of the Country Implementation Plan was funded through an exchange agreement with EPP and initiated in Project Year Three. This activity will be continued by Indonesian counterparts with Indonesian funding in the coming project year.

The Policy Research Initiative (PRI) (Strengthening Local Educational Capacity), was begun in IEES Project Year Three and has been coordinated with a similar research effort in Botswana. This research is presently in the data gathering and analysis stage and will conclude with a final report by January 1989.

Activities V and VI have not yet been initiated and will be developed in greater specificity and rescheduled as an outcome of the CIP Update, which is scheduled for October 1988.

3.3.2 IEES Activities for Project Year Five

IEES Activity	Participants	Dates	Anticipated Impact
Continuation of CIP Activity 1: External Efficiency. Continuation of Cost & Quality voc/tec Policy Working Paper (PWP) #2.	McMahon	9/10/88	This study is an economic analysis of voc/tec strategies over time in Indonesia and will result in more rational investment patterns between the educational subsectors.
<u>CIP Act. II:</u> 1. Design remaining cost, curriculum and business partnership components; 2. Preparing the draft of the next Five-year National Development Plan (Repelita V).	Mandolang	6/88-3/89	Will better inform decisionmakers of the investments and design of vocational/technical education programs.
Initiating CIP Activity III: Teacher Incentives	Mandolang	7-8/88	Improvement of recruitment and retention of teachers in remote areas.
<u>CIP Update:</u> 1. Rescheduling and more detailed design of CIP Activities V & VI, continued activities past the June 1989 terminal date.	Bock	9/88	Will provide midstream corrections for the timing and appropriateness of the remaining CIP activities to ensure best allocation of IEES resources.
Alignments of CIP with Indonesian concerns and priorities.			

IEES Activity	Participants	Dates	Anticipated Impact
<u>Sector Review Update.</u> Update of data of the review to meet MOEC needs. Study in greater depth of provincial and Ketcamantan educational structure and policies. This update will utilize largely MOEC personnel, requiring only modest technical assistance from IEES.		Being Planned for PY6	The development of a policy document which meets MOEC needs for more tightly focused in-depth information than was possible under the format of the original Sector Review. This update, conducted largely by an Indonesian team assisted by only a few IEES personnel, will further strengthen the capacity of the MOEC for data base decisionmaking.
<u>PRI/SLEC</u> policy paper. Investigation of community sources feasibility of educational finance and the decentralization of local property taxes as part of a broader scheme to achieve increasing efficiency and equity in school finance.	Strudwick Suparman	1/89	Promotion of policy discussion of equity issues in school financing.

3.3.2.1 Activities Under Consideration

The following activities currently are under consideration for Project Year Five. These will be reviewed by the Indonesia Steering Committee for IEES activities. Personnel and dates are not yet specified.

IEES Activity

Anticipated Impact

Institutionalization
of the Policy
Formulation
Committee (PAG)

- | | |
|--|---|
| <p>1. Will link policy analysis activities and policy decisionmakers.</p> <p>2. Policy Analysis Series to act as vehicle for the dissemination of the PAG products and to foster communication within Balitbang, among MOEC units and between Balitbang and external agencies.</p> | <p>1. Contributions to the preparation of Repelita V in the form of four policy papers on priority issues facing the education sector.</p> <p>2. Production and publication in the <u>Policy Analysis Series</u> of at least three working papers from the continuing policy dialogue and ongoing policy related research. These papers will further promote policy discussion of critical education efficiency issues.</p> |
|--|---|

3.3.3 EPP Activities for Project Year Five

EPP Activity	Participants	Dates	Anticipated Impact
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Special Policy
Research Studies

- | | | | |
|---|--|------------|---|
| <p>1. Quality of Basic Education Study.</p> | <p>UNDP/UNESCO
EPP/COP
EPP Senior
Policy Analyst</p> | <p>TBA</p> | <p>Will provide policy-makers with a range of alternative strategies for improving the quality of education within the context of current resource constraints.</p> |
|---|--|------------|---|

EPP Activity	Participants	Dates	Anticipated Impact
<p>2. Development of Manpower Planning Models:</p> <p>1. National Manpower Planning Model and corresponding software will continue to be tested and improved.</p>	BRIDGES EPP Senior Policy Analyst	TBA	Development of a more efficient model for the recruitment and assignment of MOEC personnel (to be initially pretested in the three EPP pilot provinces).
2. Adjustment of the Harvard STEP Model.	BRIDGES	8/88	
A. <u>Hardware Acquisition</u>			
1. Recruitment of hardware specialist;	SIG	6/10-7/30/88	The introduction of an EMIS will be a major step in meeting the overall goal of an improved medium and long-term policy planning capability.
2. Preparation of technical specifications and RFPs;			
3. Procurement of selected computer systems;			
4. Installation of the computer systems;			
5. Technical training. Operate the new computer system.			
B. <u>Data Base</u>			
1. Construction of a central computerized data base.			The central data base will support improved policy planning capacity.
2. Establishment of the core central data base as well as province data base in the pilot provinces.			

EPP Activity	Participants	Dates	Anticipated Impact
<u>Improvement of Management</u>			
1. Establishment of basic EMIS functions in Pusat Informatika.			Functional alignment of Pusat Informatika to cope with global MIS
2. Promotion of coordination among offices in MOEC in data handling activities.			requirements in MOEC and standardization and/or integration of EMIS activities.
<u>Interdepartment Data Exchange</u>			
Data exchange among the Bureau of Statistics (BPS) and the Ministry of Labor and the Ministry of Home Affairs will be reviewed and formalized.			Formalized data flow among related Ministries and improved cooperation with the Ministry of Home Affairs in data management of primary schools.

3.3.3.1 EPP Activities Under Consideration for Project Year Five

The following EPP activities are currently under consideration for Project Year Five. These will be reviewed by the Indonesia Steering Committee and IEES COP in coming months.

Proposed EPP Activity	Anticipated Impact
<u>Expansion of Pilot Sites</u>	
1. Recommendations to the Steering Committee on project expansion strategies and expansion sites.	Development of a more appropriate institutionalized means for the application for information

Proposed EPP Activity

Anticipated Impact

2. Technical assistance and logistic support for the expanded project's pilot sites.

technology nationwide. Provides broader and therefore more representative sample of the educational establishment information needs.

Publication of an Education Indicator Newsletter, to be produced quarterly.

EPP MIS specialist Senior Policy Analyst

Will improve intra-Balitbang communications, intra-Ministry linkages, and interagency information flow.

3.4 LIBERIA

3.4.1 Strategy and Objectives for Improving Educational Efficiency

Following the completion of the final draft version of the Sector Assessment, the Ministry and Mission in Liberia requested continued IEES assistance "to help the Ministry plan and implement key elements of the Minister's agenda for educational reform."

A formal plan for IEES work in Liberia will be developed in collaboration with the Ministry of Education and the USAID Mission during early Fall 1988. The activities identified on a preliminary basis are summarized in the chart below.

The Sector Assessment will be used by the Ministry as the basis for development of a Five-Year National Plan for Education Development scheduled for Project Year Five.

3.4.2 Possible IEES Activities for Project Year Five

Possible Activity	Anticipated Impact
1. Development of Work Plan for IEES Activities in Liberia. (1 pm)	Maximum use of IEES resources for achieving improved education efficiency
2. Planning <ul style="list-style-type: none">• Five-Year Plan Development. (2 pm)	Use of EHR Sector Assessment data base for maximum use of national educational resources
3. Information Management/Data Systems Development <ul style="list-style-type: none">• Design of Data Collection Effort. (1 pm)• Microcomputer Workshop. (2 pm)	Better informed decisionmaking through timely and accurate data and appropriate analysis

Possible Activity	Anticipated Impact
3. (Continued)	
● Assistance with Data Analysis. (3 pm)	
● Policy Analysis Workshop I & II. (4 pm)	
● Validation of Data Quality Study. (2 pm)	
4. Assessment of Student Achievement Impacts in PEP	Results of this study can inform revisions to the inservice teacher training activities, assist the MOE in further implementation activities, and help in planning for the impact of the PEP on the Junior High School curriculum.
<ul style="list-style-type: none"> ● The proposed study will examine: <ul style="list-style-type: none"> - the extent to which the PEP has been implemented within target schools, and - student achievement as a result of participating in PEP 	

3.5 NEPAL

3.5.1 Strategy and Objectives for Improving Educational Efficiency

Improvement of educational efficiency is the objective of all IEES activities in Nepal. This objective cuts across macroeducational (central, regional, and district) as well as microeducational (school and classroom) levels. The original IEES workplan (1986) was revised this Spring (1988) to reflect recent developments having an impact on the sector. In May 1987, HMG announced its Basic Needs Strategy. This has major implications for the education sector, including the goals of universal primary education and a significant increase in the literacy rate by the year 2000.

The Ministry of Education and Culture (MOEC) is also in the process of reorganization. The proposed structure recognizes the need for increased capacity in all areas related to primary education. This is partly in response to demands that will be placed on the MOEC by the Basic Needs Strategy. There was little time for planning prior to announcement of the program, and demands for information to assist its implementers are increasing.

During IEES Project Year Four, an 11-person team conducted an assessment of Nepal's education sector. This assessment was conducted jointly by MOEC and IEES representatives and addressed many of the issues raised by the introduction of the new Basic Needs Strategy. The Nepal Education and Human Resources Sector Assessment provides in a single document a detailed description of the current status of the education and human resources sector. It also includes an analysis of needs, constraints, and issues facing the educational system, followed by conclusions and recommendations for each of the topical areas. A number of recommendations from the Sector Assessment have already been implemented by the MOEC.

Strategies and objectives to be pursued in Project Year Five are consistent with the Sector Assessment's major recommendations and with IEES goals to: (1) improve data management capacity; (2) improve evaluation and research capacity; and (3) improve planning and policy analysis capacity. These three areas are discussed below.

Data Management Capacity. IEES has been working with the Manpower and Statistics Section of the MOEC since January 1986 to improve data collection, tabulation, and reporting activities managed by that office. In addition, help has been provided to other sections of the Ministry in developing projections to serve as the basis for implementing the Basic Needs Strategy. The staff of the Manpower and Statistics Section has gained competencies in data entry and data management. However, because of turnover, basic skills continue to be taught, as well as more advanced skills in data analysis and reporting that are directly relevant to the activities of the section. Immediately relevant skills are best taught through on-the-job training. As these skills are developed, the section will be able to report data in a more timely fashion and provide basic analyses useful to planners and policymakers. In addition, members of the staff need to expand their background knowledge and conceptual understanding of computers to better meet the data needs of the MOEC.

The impact of the training will be enhanced if aspects of the data collection process are decentralized to regional authorities. The latter are best able to ensure the timely collection and reporting of data from the nation's 75 education districts. If the decentralization proposal currently under consideration by the MOEC is approved, regional staff will be empowered to train and supervise district level personnel in data management.

Evaluation and Research Capacity. Evaluation is essential for determining the utility and impact of educational activities, and research provides an important means for analyzing specific questions so that decisions can be formulated or revised. IEES activities to date in this domain have been conducted in association with the AID-assisted Radio Education Teacher Training (RETT) Project.

Under its Basic Needs Strategy, HMG has determined that approximately 72,000 teachers will be provided inservice training by the year 2000. At the same time, the MOEC recently instructed the RETT no longer to enroll under-SLC teachers (the target group for the radio tuition courses developed over the past two years). Henceforth, the project will develop inservice training packages exclusively for SLC-pass teachers. The packages will consist of radio instruction in primary school curriculum and teaching methodologies, along with self-instructional materials and intermittent contact sessions. Rigorous and continuous evaluation of all program elements is required to ensure that this distance teaching system will reach its objectives.

IEES will continue to provide critical evaluation support to RETTs reformulated program. Such support will involve the construction and administration of radio curriculum achievement tests, participant observations in the studio and at reception sites, baseline and end-of-course participant surveys, District Education Officer and supervisor interviews, as well as administrative and cost analyses. During the next phase of RETT/IEES collaboration, special attention will be paid to issues of project costs and the feasibility of conducting a comparative evaluation of the variety of inservice teacher training programs which the MOEC is currently supporting.

Planning and Policy Analysis Capacity. The MOEC is at a critical point in its history. The units and individuals responsible for planning and policy analysis are already experiencing increasing demands for data and analyses to address difficult issues.

IEES provides appropriate support for building a timely decisionmaking process. IEES will assist the Planning Division in a series of orientation seminars during the coming year. Each session will involve representatives from other MOEC Units visiting the Manpower and Statistics Section. Manpower and Statistics Section staff will describe the functions and activities of the Section, with special emphasis on data relevant to the visiting unit. Section staff will demonstrate how data can be accessed and analyzed using the materials they have prepared. The orientation sessions will stress participation from members of the visiting unit.

The Planning Division will work with other divisions and the Manpower and Statistics Section to determine the order in which units will participate in the orientation seminars. This approach is the most efficient way to engage large numbers of MOEC staff in data utilization and analysis. The sessions will increase and improve communications between the Planning Division and other units of the MOEC. Such interactions will also support the work of the Manpower and Statistics Section. They will assist the Section to assess the utility of its data and also may identify other useful data sources. They will provide the Planning Division with current information on the kinds of policy questions and decisions that require data throughout the MOEC.

Policy seminars for high level MOEC officials will provide another appropriate vehicle for focusing attention on specific issues and problems, as well as the costs and probable consequences of alternative policy choices.

Discussions of this kind are especially important at this time in MOEC history. The Ministry's human, material, and financial resources are limited. Meeting the specified targets will require careful planning, hard work, and inventiveness. Involving leaders from different divisions of the MOEC and other educational agencies in such seminars will encourage improved communications and joint problem solving.

3.5.2 IEES ACTIVITIES FOR PROJECT YEAR FIVE

Activity	Personnel	Date(s)	Anticipated Impact
<u>Data Management Capacity</u>			
1. On-the-job and locally available training for MOEC staff	RTA (3 months) Local consultants	7/88-6/89	At least three members of the Manpower and Statistics Section trained in basic data entry. Three members of the Manpower and Statistics Section trained to design and implement data bases needed by the MOEC.
2. Training for Staff in the Regional and District Education Offices in data collection, tabulation and reporting	RTA (1 month) Nepalese Data Management Consultant (3 months)	Fall 1988	Two staff members from each of the 75 DEOs trained in data collection, tabulation and reporting. Two staff from each of the five REOs trained in data collection and management.
3. Short-term Out-of-country Training	RTA (2 weeks)	Approximately 2 mos. per trainee to be completed by 6-30-88	Two permanent staff of the Manpower and Statistics Section in computer-based data management and/or educational system planning skills.
4. Support for School Mapping Study	RTA (2 months) Local short-term consultants	Summer 1988	Data from 400 village panchayats will be analyzed in order to develop a plan for providing access to all primary age children by the year 2000.
5. Computerization of Data Management Processes at the Regional Level	RTA (1 week) Nepalese Data Management Consultant	Winter 1989	If recommended by PRI, development of a proposal for computer funding. Two staff members from 5 REOs trained in basic computer skills.

<u>ACTIVITY</u>	<u>PERSONNEL</u>	<u>DATE(S)</u>	<u>ANTICIPATED IMPACT</u>
6. Participation in the IEES Policy Research Initiative (EMIS)	National Research Team (New ERA), RTA (3 weeks), Nepalese Data Management Consultant	Ongoing until 3/89	Increased understanding of how data are currently collected and analyzed. Specific recommendations for improving the accuracy, timeliness and interpretability of educational data.
<u>Evaluation and Research Capacity</u>			
7. Evaluation and Training in Support of Radio Education	Nepalese Evaluation Consultant (7 months) External TA in Educ. Economics (4 weeks)	Ongoing	Comprehensive evaluation of RETTs third broadcast year.
8. Comparative Cost-effectiveness Evaluation of Selected Inservice Teacher Training Programs	Nepalese Evaluation Specialists (2) (6 months) External TA in Evaluation Design (6 weeks) RTA (2 weeks)	11/88-6/89	A cadre of evaluators within participating programs able to conduct such studies on a continuing basis. A data base with which to compare teacher training programs. Improved criteria to determine the cost-effectiveness of different programs. Recommendations for combining elements of different programs in the future.
<u>Planning and Policy Analysis Capacity</u>			
9. Seminars to Orient MOEC Units to the Work of the Manpower and Statistics Section	RTA (1 month)	Ongoing	Increased understanding within MOEC units of data available for decisionmaking. Improved communications within the MOEC. Improved quality of data within the Manpower and Statistics

<u>ACTIVITY</u>	<u>PERSONNEL</u>	<u>DATE(S)</u>	<u>ANTICIPATED IMPACT</u>
			Section. Greater reliance on current data for both policy and day-to-day decisionmaking.
10. MOEC-sponsored Policy Analysis Seminars and Possible Follow-up Studies Related the Basic Needs Strategy and the IEES Sector Assessment Findings	RTA (2 months) Nepalese Data Management Consultant to (2 months) External TA (3 weeks)	Ongoing	Improved (e.g., databased) policy dialogue and analysis within MOEC. Improved communications among MOEC units. Improved decisionmaking and planning throughout the Education Sector.
11. Study Tour for Educational Planners	NA	To be decided	Senior MOEC officials will increase their knowledge of planning techniques and issues.
12. Support to the MOEC Program Planning and Budgeting System (PPBS)	RTA (1 month)	7-10/88	Increased understanding within the MOEC of the importance of accurate data for planning and budgeting, and of the strengths and weaknesses of its current procedures in relation to the needs of the PPBS recently mandated by the government.

3.6 SOMALIA

3.6.1 Strategy and Objectives for Improving Educational Efficiency

The strategy of the Project in Somalia consists of three phases. The phases are organized in chronological sequence, but simultaneous activities may occur in more than one phase. Common to all three phases is the emphasis on needs assessment and evaluation. Needs assessment and evaluation activities are designed to (a) ensure congruence between MOE and IEES objectives and (b) efficient use of scarce project funds.

Phase 1 of the strategy consists of intensive training activities intended to strengthen the institutional capacity of the central administrative units of the MOE, particularly educational planning and evaluation. In Phase 2 of the project, the emphasis remains on institutional development but shifts from formal training to collaborative planning, research development, and project design and implementation.

Based on the results of Phase 2 activities, IEES assists, as deemed appropriate by the MOE, in the implementation of projects and other planned modifications to the educational system. In Phase 3, the focus of activity is on the school and the classroom. Activities will be undertaken to improve MOE ability to affect the internal utilization of resources and the external relevance of the educational product. Examples of the areas for Phase 3 involvement are inservice training, curriculum and instructional materials development, dissemination and utilization of materials, and the examination of alternative instructional methodologies such as programmed teaching.

Activities to build institutional capacity and to improve efficiency overlap in the Somalia Country Implementation Plan. Most activities contribute to both, though with different emphasis at different points in the

project. Training activities are intended to improve capabilities of individuals. As sufficient numbers of individuals within a department or unit are trained and organized in an effective management system, the cumulative impact will be one of increased institutional capacity. Improved efficiency will be achieved as new systems and programs that draw on the skills of these individuals are designed and implemented.

3.6.2 IEES Activities for Project Year Five

Activity	Personnel	Date	Anticipated Impact
1. Policy Research Initiative: Teacher Incentive Systems	F. Kemmerer S. Thiagarajan	ongoing	Increased capacity in policy research methodology; better understanding of factors affecting teacher recruitment retention, and performance; alternative policy recommendations for improvement of teacher incentives.
2. Policy Research Initiative: Education Management Information Systems	S. Burchfield D. Chapman J. Messec	ongoing	Better information on uses made of data by policymakers; specification of information needed by central, regional, and local levels, and improved Ministry data reporting and retrieval system, and increased competency in policy research methodology.
3. Additional Computer Equipment for MOEC	NA	ASAP	Greater access to computer systems for data storage, analysis, and policy formulation; prerequisite to a comprehensive school level data base system.
4. Computer Workshops: Curriculum Development Center	S. Burchfield STTA	7/88 9/88	CDC capability for producing and revising camera-ready drafts of curriculum materials.
5. Assistance to Administration Department and Examination Board (Computer training workshops in MICRO-STAT and LOTUS 123 and technical assistance in design, development, and analysis of a data base).	S. Burchfield	8/88 11/88	Staff will be able to conduct analyses for annual planning purposes.

Activity	Personnel	Date	Anticipated Impact
6. Evaluation Instrument Design Workshop (CDC)	S. Burchfield STTA	3/89	CDC staff able to design, develop, pretest, revise, produce, administer, and analyze types of questionnaires, interviews, attitude scales, observation systems, and other evaluation instruments; production of battery of instruments for use in evaluation of CDC instructional materials.
7. Criterion Test Construction Workshop (CDC Evaluation Unit and Examination Board)	S. Burchfield	10/88	CDC and Examination Board staff capacity to analyze instructional content and objectives, select suitable test item format, write criterion-test items and revise; development of criterion tests for evaluation of textbooks.
8. Assistance to MOEC Planning Section (DBASE III and MICROSTAT)	S. Burchfield	12/88	Staff capacity for higher levels of proficiency in structuring and analysis of complex data base with information on student and teacher characteristics, unit costs, and other resources.
9. Assistance in Preparation of Major Proposal for Donor Funding (field studies and analyses preliminary to application for a Fifth World Bank Education Loan)	S. Burchfield	TBA	Improved Donor Coordination; Increased MOE capacity for analyses and proposal preparation.

3.7 YEMEN ARAB REPUBLIC

3.7.1 Strategy and Objectives for Improving Educational Efficiency

IEES Project activities in the Yemen Arab Republic (YAR) have focused on major needs in the education and human resources (EHR) sector. Activities identified by the Country Implementation Plan (CIP) and updates have been implemented from 1984 through June 10, 1988, and have contributed to improvements in the sector. The purpose of the CIP is to coordinate the YAR long-term goal of improving its planning, implementation, and monitoring of EHR development with IEES short-term goals of providing activities that will meet specific, identified needs.

A central goal for all IEES Project assistance is to support priority activities to improve the efficiency of resources allocation within the sector. The rationale for IEES assistance is based on target opportunities comprising (1) improved management of EHR development, (2) enhanced teacher recruitment and retention in the short-term, and (3) literacy and income production in the long-term. Nothing has so far been achieved with respect to this long-term goal and its continued inclusion in our reports should be assessed. The following eight objectives were identified in earlier CIPs to support these target opportunities:

- Improved Management of EHR Development.
 - Assist the Ministry of Education (MOE) with long-term planning for the education sector
 - Assist the MOE with the design, implementation, and use of a national management information system
 - Analyze MOE organization and operation, prepare proposals for realignment, and prepare a workplan for an MOE organization and training needs assessment

- Improve the capacity of the MOE and the Education Research and Development Center (ERDC) to conduct research, planning, implementation, and evaluation activities
 - Assist the Ministry of Civil Service and Administrative Reform (MOCSAR) to conduct a manpower planning and training needs assessment across public sector agencies and ministries
 - Assist the MOE to identify, design, and implement specific strategies to increase the recruitment and retention of Yemeni teachers
 - Assist the MOE to strengthen its forecasting and planning capacity, with particular attention to financial planning for the Yemenization of the teaching force
- Literacy and Income Production Training.
 - Assist the MOE to improve the quality of school instruction by assisting and supporting efforts of the bilateral curriculum enhancement project

IEES activities for Yemen have been listed in four groups in prior reports, derived from the general objectives cited above. These are:

1. Continued assistance to the MOE with the collection, analysis, and use of information for decisionmaking;
2. Analysis of the MOE organization, operation, proposals for realignment, and preparation of a workplan for an MOE organization and training needs assessment;
3. Assistance to the MOCSAR to conduct a manpower planning and training needs assessment across public sector agencies and ministries; and
4. Generic project activities.

Since the preparation of the most recent CIP Update for Yemen, drafted in February and March 1987 and published in May, several activities have not taken place. Some have been postponed by the Government of Yemen, others were never scheduled for a specific time, and there is some question concerning the relevance of others to either IEES or Yemen Government goals.

It is not clear, for example, whether the proposed Sector Assessment Update, with its implications for a 6 work-month time commitment of IEES RTA Larry Dornacker, and for allocation of related local resources from the scarce manpower pool, were completely understood and endorsed by the Government and the Mission.

In the case of the two studies in the CIPU for the MOE--the analysis of the current organization and operation of the MOE and the MOE organization and training needs assessment--a recent decree regarding the Ministry's reorganization may either make them obsolete or require a reformulation of their objectives. With respect to the Policy Research Initiative (PRI) in Teacher Incentive Systems (TIS) and in Education Management Information Systems (EMIS), both the Mission and the RTA have now questioned their relevance to local needs and the ability of the Government to staff the local efforts with sufficiently qualified and experienced personnel. There also has been a significant problem in the Mission's opinion with respect to coordination between the efforts of the BRIDGES and IEES Projects in Yemen. The Mission has placed most activities of both projects on hold at the time of this writing (June 1988), awaiting the receipt of a revised memorandum of understanding from the S&T/ED office concerning the central coordination of these projects.

Changes in local conditions, partly associated with staff changes in the Mission, call for a complete evaluation of the relevance of the current CIP for Yemen and an assessment of its support by the Mission. This revision was scheduled to take place early in July 1988 in conjunction with MOCSAR Activity #3, but at the end of May was abruptly rescheduled at the Mission's request to September-October which the Missions felt would be more suitable

because of the recent reorganization decree affecting the MOE and because of related factors including the BRIDGES/IEES coordination. Mission Director Ken Sherper will meet with officials of S&T/ED in Washington in early June and, by the time this report is published, will have reviewed all aspects of IEES assistance in Yemen. The IEES Consortium and S&T/ED will consider whether continued financial and personnel investments in Yemen are cost effective in terms of their relevance to the efficiency thrust of the project.

The activities cited below for the Project Year Five are divided into two groups. The first group consists of relatively certain assignments and contains only the MOCSAR Activities (#3, #4, and #5) and the CIP Update activity. The remaining activities are discussed in the following "under consideration" section. Some of these activities have been delayed for so long that it seems unreasonable to regard them as likely to be scheduled and budgeted for the project year. Based on the outcome of the CIPC Update, the IEES Executive Management Committee should consider recommendations about the continued allocation of central funds and personnel to activities in Yemen. The MOCSAR activities, for example, while very important to Yemen, are not directly related to the efficiency thrust of the IEES Project goals. If the MOCSAR activities remain the only centrally-funded activities in which the Mission and Government are interested, other means than the IEES Project might be sought to provide these services.

3.7.2 IEES Activities for Project Year Five

3.7.2.1 Scheduled Activities

Activities	Personnel	Dates	Anticipated Impact
1. Ministry of Civil Service and Administrative Reform (MOCSAR) Activity #3	J. Strudwick, M. Allak	8/3- 9/3/88	Continued assistance to MOCSAR in use of two computers to be installed prior to workshop; focus on introduction to microcomputers for basic word processing (in Arabic and English), spreadsheets (English) and data base formation (Arabic and English); will include preparation of final questionnaire and code book for full public sector survey, training manuals and survey schedule.
2. Country Status Analysis	V. Cieutat, TBA	9/88	Assessment of CIP progress to date; review of country needs related to IEES goals; preparation of revised five-year CIPU to provide best allocation of IEES resources.
3. MOCSAR Activity #4	J. Strudwick, M. Allak, TBA	10-11/88	Workshop at SUNY/Albany to further develop MOCSAR staff computer skills; provide lectures and hands-on activities in manpower planning, economic concepts related to public sector activity, and computer applications; involve advanced statistical software and use pilot survey as part of activities.
4. MOCSAR Activity #5	J. Strudwick, M. Allak, TBA	12/88 or 3-4/89	Will take place after completion and coding of full public sector survey if done in time (later date) or shortly after Activity #4 (earlier date) if not; using pilot data or full survey data, will complete series of data analyses and conduct seminars on their interpretation; will result

Activities	Personnel	Dates	Anticipated Impact
			in institutionalization of systematic planning procedures in MOCSAR for public sector manpower utilization.
5. International Conference TBA	TBA	Fall 89	Participation in Third International Conference of IEES Project for networking and knowledge exchange.

3.7.2.2 Activities Under Consideration

The following activities are under consideration for Project Year Five. These will be reviewed at the time of Dr. Cieutat's visit to Yemen in September 1988, and depending on relevance both to the needs of the Yemen Arab Republic Government and interests and to the IEES Project objectives, will be considered for future implementation.

1. Microcomputer Workshop II (Policy Analysis). It is the opinion of the Mission that the MOE data processing staff are not currently at a stage of skill development to benefit from an advanced workshop of this type. The curriculum might be revised to more closely suit current needs in this area, and to support more fully the immediate needs of the MOE data processing staff.
2. Sector Assessment Update. Although included in the current CIP (1987-1988), the MOE has expressed no interest in this activity according to the IEES RTA.
3. Continued Participation in the Policy Research Initiative for EMIS. The Mission and the IEES RTA believe that the time is not right for the PRI/EMIS activity and wish to place it on a standby status until a later date.
4. Continued Participation in the Policy Research Initiative for Teacher Incentives Systems. The Mission wishes to end the PRI/TIS activity with the analysis of the pilot survey on TIS and the presentation of the results at a National Dissemination Seminar in Sana'a. The IEES/TIS Project Team Leaders would like to hold this Seminar in Summer 1988.

5. Analysis of the Current Organization and Operation of the MOE. The Mission wishes to place this activity on hold pending the outcome of a full MOE reorganization recently set by government decree. This has been scheduled for so long with no action that it should be removed from IEES planning documents.

6. MOE Organization and Training Needs Assessment. The Mission wishes to place this activity on hold pending the outcome of a full MOE reorganization recently set by government decree. Unless there is a strong request from the MOE for this activity, it will be removed from IEES planning documents.

4.0 CONCEPTUAL DIRECTION AND KNOWLEDGE BUILDING

4.1 IEES PERFORMANCE EVALUATION AND COUNTRY PLANNING INITIATIVES

Beginning in Project Year Five, IEES Project staff will initiate Performance Evaluation and Country Planning Initiatives in order to assess, working closely with educational decisionmakers, the intermediate and long-term outcomes of IEES assistance during the past four years and to develop future plans for improving educational efficiency with maximum utilization of national, IEES, and other donor resources. These activities will be defined and scheduled in each country and should result in specific plans for efficiency outcomes with milestones measuring progress towards these goals.

4.2 EFFICIENCY ANALYSIS SYSTEMS FOR EDUCATION

IEES is now assisting educational planners in Botswana in developing a pilot study for an Efficiency Analysis System for Education (EASE). This system will permit the collection and analysis of indicators of efficiency for specific subsectors of the educational system to provide better information for educational decisionmakers on the performance of system components. IEES cross-national experience in developing information systems is supporting this pilot study in Botswana with assistance from IEES resident staff in Indonesia and Somalia. This EASE assistance will produce a practical model and valuable implementation lessons for countries which are presently aware of the need for efficiency information to support national education policy.

4.3 IEES PROJECT IMPACT ANALYSIS

As part of ongoing formative evaluation activities, IEES will undertake a Project Impact Analysis activity during Project Year Five. This analysis will be conducted by Douglas Windham, working closely with counterparts in

collaborating countries and IEES staff and consultants. The analysis will examine both the technical efficiency of IEES activities as well as the informational efficiency (national perception of the effectiveness of IEES) of project activities. This effort will result in recommendations which will better guide the investment of IEES project resources towards the goal of improving educational efficiency in collaborating countries.

4.4 IEES MONOGRAPH SERIES

Two monographs dealing with critical efficiency issues have been produced by IEES and will be widely disseminated during Project Year Five. The first monograph in this series, The Evaluation of Efficiency in Educational Development Activities by David Chapman and Douglas Windham, will be disseminated in book format as will be the second monograph, Indicators of Educational Effectiveness and Efficiency in Educational Systems by Douglas Windham.

4.5 IEES TRAINING MANUALS

In order to achieve the IEES goal of capacity building in collaborating countries, a number of training manuals will be disseminated during Project Year Five. Several additional training manuals have been proposed based upon project experience in areas central to improving proficiency and a survey of existing training materials, in order to determine what materials now exist in these areas and what needs are not currently being met, will be undertaken. All IEES training manuals are designed for "training trainers" so that government counterparts will be able to use these materials as part of their ongoing training programs.

Policy Analysis Workshop Training Manuals. This three-volume set of training manuals was produced by IEES as a product of a regional African policy analysis workshop held collaboratively with the World Bank in Lome, Togo. A one-volume French language manual, prepared by IEES for use in Haiti, will also be available in Project Year Five.

Sector Assessment Methodology Training Manual. This manual, based upon IEES sector assessment methodology and refined through use in assessment activities in IEES collaborating countries, will become available in Project Year Five. A draft version of this manual was presented to representatives of IEES collaborating countries in 1987 and, based upon feedback from counterparts as well as use in assessments in Nepal and Liberia, further revisions have been incorporated in the manual.

Audit of Educational Training Materials. IEES will undertake an audit of existing educational training materials in areas central to improving educational efficiency and appropriate for developing nations. This audit will result in a database which will permit IEES to engage in informed dialog with both collaborating countries and other donor assistance agencies regarding what training materials are now available, what materials are now most needed, and what form of training material has proven most effective.

4.6 OTHER IEES PUBLICATIONS

IEES Field Papers. IEES Field Papers are the products of IEES technical assistance activities and IEES-administered, USAID Mission-funded field projects. Thirty Field Papers were identified during Project Year Four as the result of an audit of all materials collected in the central IEES Clearinghouse for Educational Efficiency. These papers, which include

summaries, outlines, guides, and practical steps for activities related to improving educational efficiency, will be disseminated during Project Year Five.

Improving Educational Efficiency: An Overview of Activities. This 15-minute video is proposed to present to a wide audience in third world nations, donor assistance agencies, and the academic and professional community an overview of what IEES has accomplished through close and continued work with collaborating countries. The video will be presented at the regional conferences proposed for Phase Two of the IEES Project and will be made available to all interested countries, donor, and academic organizations to demonstrate what impact has been achieved as a result of government commitment and leverage of donor funding with limited IEES Project resources.

IEES International Conference Papers. IEES will commission a series of papers on topics central to improving educational efficiency in developing nations for presentation and discussion at the Third IEES International Conference tentatively planned for Project Year Six. These papers, prepared by educational policymakers in collaborating countries, as well as professionals and academics in development education, will represent a current summary of experience in developing educational systems. These papers will be produced and disseminated by IEES and will include the responses of designated IEES panelists (staff and counterparts) who will draw upon the lessons learned during Phase One of IEES assistance.

IEES Annual Progress Report and Project Plan. These reporting and planning documents for IEES will evolve from a special "Summing Up and Planning" session of the IEES Executive Management Committee to be held in June 1989. This session will focus on what progress has been made toward

project goals and will produce a plan for the next year based upon this assessment. The Project Impact Analysis described in 4.3 will feed into this annual activity. A brief status report of progress towards goals will be prepared in December 1988 to summarize activities and their impact during the first six months of Project Year Five.

5.0 IEES POLICY RESEARCH INITIATIVE

The IEES Policy Research Initiative, which funds locally-directed research teams in three areas critical to improving educational efficiency (Education Management Information Systems, Teacher Incentive Systems, and Strengthening Local Education Capacity), will conclude in Project Year Five with final reports of research findings and policy recommendations and national dissemination conferences in collaborating countries. These conferences, presented by the national research teams and sponsored by their national research advisory committees, are intended both to disseminate research findings and recommendations and to focus the attention of educational policymakers on the issues being examined. Policy research has been sponsored in the following countries and is discussed for each country in Section 3.0:

Education Management Information Systems

Nepal
Somalia
Yemen Arab Republic

Teacher Incentive Systems

Haiti
Liberia
Somalia
Yemen Arab Republic

Strengthening Local Education Capacity

Botswana
Indonesia

6.0 NETWORKING AND DISSEMINATION

During Project Year Five, IEES will promote networking among counterparts in collaborating and other interested countries by disseminating reports and products of its activities across a network of over 350 professionals, academics, and government officials in Africa, Asia, the Middle East and Caribbean, and in Europe and North America.

6.1 IEES CLEARINGHOUSE FOR EDUCATIONAL EFFICIENCY AND IN-COUNTRY RESOURCE CENTERS

The IEES Clearinghouse at Florida State University regularly distributes project reports and products to a network of In-Country Resource Centers in collaborating countries. These centers have been established within existing education document collections and thus will remain accessible to educational researchers and planners beyond the life of the IEES Project. During Project Year Five, Phase Two of the resource center strategy will be implemented. This plan calls for the establishment of additional centers within university and other government research centers of IEES basic document collections as identified and requested by IEES and counterparts.

6.2 MEETINGS AND CONFERENCES

In response to requests from the IEES International Steering Committee and to discuss the lessons learned during IEES Phase One with a wider professional and academic community, IEES will begin the planning of a Third International Conference tentatively scheduled for Project Year Six. An initial IEES Regional Conference for Africa, hosted by an IEES collaborating country, is planned for the coming year to present progress and experience in developing education data collection and analysis systems. IEES Executive Management Committee meetings will be scheduled as required (with an Annual Summing Up and Planning Meeting in June 1989).

7.0 BUDGET

FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT

CENTRAL FUNDING

PROJECT YEAR FIVE
BUDGET ESTIMATE

CATEGORY	YEAR 1 EXPENDED 6/84-6/85	YEAR 2 EXPENDED 7/85-6/86	YEAR 3 EXPENDED 7/86-6/87	YEAR 4 EXPENDED 7/87-6/88	YEAR 5 ESTIMATED 7/88-6/89	TOTAL 6/84-6/89
SALARIES	277,806	481,763	368,388	417,415	485,432	2,030,804
FRINGE BENEFITS	55,938	85,986	69,523	78,360	104,858	394,665
CONSULTANTS	25,626	64,179	59,201	71,483	60,000	280,489
ALLOWANCES	0	37,291	39,691	7,726	21,236	105,944
TRAVEL	107,029	198,399	81,544	115,399	100,000	602,371
MATERIALS	7,932	14,900	12,656	17,712	18,000	71,200
EQUIPMENT	0	3,970	19,128	3,102	12,000	38,200
TRAINING	0	2,422	6,376	4,390	12,000	25,688
SUBCONTRACTS	392,683	1,073,048	1,098,518	1,051,815	955,000	5,071,064
OTHER DIRECT	23,854	108,795	98,038	144,659	125,759	501,105
OVERHEAD	122,089	211,666	159,306	184,702	200,707	878,470
TOTAL	1,512,957	2,282,419	2,012,869	2,096,763	2,094,992	10,000,000

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FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT

CENTRAL FUNDING

PROJECT YEAR FIVE
SUMMARY BUDGET ESTIMATE

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I.	GENERAL PURPOSE ACTIVITIES	
	A. Policy Research Initiative	110,206
	B. IEES Central Clearinghouse	163,556
	C. Ongoing Evaluation of IEES Project Activity Costs and Impact	56,180

		329,942
II.	IN-COUNTRY ACTIVITIES	
	A. Botswana	267,000
	B. Liberia	127,000
	C. Nepal	115,500
	D. Indonesia	164,000
	E. Somalia	171,840
	F. Yemen	55,000
	G. Haiti	35,000
	H. Zimbabwe	95,000*

		935,340
	* Mission Funding - not included in total	
III.	PROJECT MANAGEMENT	448,175
IV.	SUBCONTRACT COORDINATION/SUPPORT	
	Howard University	93,968
	Institute for International Research	161,646
	State University of New York at Albany	125,921

		381,535
	TOTAL:	\$2,094,992

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CENTRAL FUNDING
PROJECT YEAR FIVE

GENERAL PURPOSE ACTIVITIES

POLICY RESEARCH INITIATIVE

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SALARIES	
Principal Research Coordinator (20% for 9 mos)	7,500
Project Team Leaders	
EMIS - Chapman (25% for 9 months)	13,062
SLEC - Strudwick (25% for 9 months)	8,325
TIS - Thiagarajan (25% for 9 months)	13,245

	42,132
FRINGE BENEFITS	10,533
TRAVEL 8 trips @ \$3,500	28,000
MATERIALS	1,000
OTHER DIRECT	6,500
OVERHEAD	22,041
=====	
TOTAL	110,206

IEES CENTRAL CLEARINGHOUSE

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SALARIES	
Faculty (10% FTE)	4,500
Publications Coordinator	31,800
Word Processing Operators (2)	29,969
Graduate Assistants (100% FTE)	15,000
Student Assistant	4,000

	85,269
FRINGE BENEFITS	16,567

MATERIALS	
Office and Library Supplies	1,200
Subscriptions and Acquisitions	
Book Orders for Central File	1,200
Book Orders for Country Libraries	4,000
Journal Subscriptions	1,200

	7,600
OTHER DIRECT	
Postage and Shipping	3,000
Printing and Reproduction	20,000
Computer Services	1,200
Library Information Services	1,200

	25,400
OVERHEAD	28,720
=====	
TOTAL	163,556

ON-GOING EVALUATION OF IEES PROJECT ACTIVITY COSTS AND IMPACT

=====	
SALARIES	
Douglas Windham (30%)	24,492
FRINGE BENEFITS	5,878
TRAVEL	12,260
MATERIALS	200
OTHER DIRECT	2,000
OVERHEAD	11,350
=====	
TOTAL	56,180

CENTRAL FUNDING
PROJECT YEAR FIVE

IN-COUNTRY ACTIVITIES

BOTSWANA

ACTIVITY	COST	CUMULATIVE
1. IEES Resident Coordinator	127,500	127,500
2. Administrative Secretary	6,000	133,500
3. Information Needs Assessment	8,500	142,000
4. Sector Assessment Update	30,000	172,000
5. Computer Systems Design and Applications: Support for Unified Teaching Service	40,000	212,000
6. Staff Development Training	25,000	237,000
7. Policy Research Initiative	20,000	257,000
8. Special MOE Studies	10,000	267,000

LIBERIA

ACTIVITY	COST	CUMULATIVE
1. Education Management Information Systems Development - Workshop and Data Collection	72,000	72,000
2. Sector Assessment Incountry Review	10,000	82,000
3. Policy Research Initiative	25,000	107,000
4. Country Implementation Plan	20,000	127,000
5. Five Year National Education Plan	40,000*	127,000
6. Assessment of Student Achievement	40,000*	127,000

* Mission Funding - not included in total

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NEPAL

ACTIVITY	COST	CUMULATIVE
1. On-the-job Staff Development	6,500	6,500
2. Regional/District Training	13,000	19,500
3. Short-term Training	14,000	33,500
4. School Mapping	3,000*	33,500
5. Policy Research Initiative	37,000	70,500
6. Evaluation and Training Support Workshop	14,000	84,500
7. Evaluation of Teacher Training	21,500*	84,500
8. Orientation Seminars	500	85,000
9. Policy Analysis Seminars/Studies	24,000*	85,000
10. Study Tour	19,000	104,000
11. Program Planning and Budgeting	5,000*	104,000
12. Country Implementation Plan Update	11,500	115,500

INDONESIA

ACTIVITY	COST	CUMULATIVE
1. Efficiency in Education	25,000	25,000
2. Cost and Quality of Vocational Technical Education	18,000 20,000*	43,000 43,000
3. Quality Education - Teacher Incentives	20,000	63,000
4. Policy Research Initiative	25,000	88,000
5. Computer Software Development and Training	30,000	118,000
6. Data Analysis of EBTANAS Data and Policy Application	36,000	154,000
7. Country Implementation Plan Update	10,000	164,000

* Mission Funding - not included in total

SOMALIA

ACTIVITY	COST	CUMULATIVE
1. Policy Research Initiative: Teacher Incentives	25,000	25,000
2. Policy Research Initiative: Education Management Information Systems	25,000	50,000
3. Additional Computer Equipment	6,250	56,250
4. Computer Workshops: CDC	11,961	68,211
5. Assistance to Administration/ Examination Board	1,237	69,448
6. Evaluation Instrument Design Workshop	10,215	79,663
7. Criterion Test Construction Workshop	1,160	80,823
8. Assistance to Planning	1,778	82,601
9. Annual Plan Development	9,055	91,656
10. Resident IEES Technical Advisor	80,184	171,840

YEMEN

ACTIVITY	COST	CUMULATIVE
1. MOCSAR 1	40,000*	0
2. MOCSAR 2	40,000*	0
3. MOCSAR 3	35,000*	0
4. Resident IEES Technical Advisor	35,000	35,000
5. Country Implementation Plan Update	20,000	55,000

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HAITI

ACTIVITY	COST	CUMULATIVE
1. Planning and Research Design	35,000	35,000

ZIMBABWE

ACTIVITY	COST	CUMULATIVE
1. Support to University of Zimbabwe Research Center	95,000*	0

* Mission Funded

CENTRAL FUNDING
PROJECT YEAR FIVE

PROJECT MANAGEMENT

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SALARIES	
Principal Investigator (50%)	46,938
Project Director (50%)	33,144
Deputy Project Director	4,826
Project Manager	40,862
Research Associates	50,000
Staff Assistant	20,852
Fiscal Assistant	19,118
Secretaries (2)	29,281
Graduate Assistants	12,000
Student Assistants	25,000
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	282,021
FRINGE BENEFITS	61,255
TRAVEL	
United States	8,000
MATERIALS	2,400
OTHER DIRECT	
Postage, Shipping, and Courier	1,200
Communications	5,000
Printing and Reproduction	3,600
Word Processing	3,600
Other	2,400
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	15,800
OVERHEAD	78,698
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GRAND TOTAL	448,175

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CENTRAL FUNDING
PROJECT YEAR FIVE

SUBCONTRACTOR COORDINATION/SUPPORT

SUBCONTRACTS	
Howard University	93,968
Institute for International Research	161,646
State University of New York at Albany	125,921

	381,534

HOWARD UNIVERSITY
SUBCONTRACT

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SALARIES	
Coordinator (30%)	21,141
Administrative Assistant	21,713
Secretary	10,881

	53,735
FRINGE BENEFITS	13,971
TRAVEL	
United States	2,000
MATERIALS	300
OTHER DIRECT	
Postage, Shipping, and Courier	120
Communications	600
Printing and Reproduction	300

	1,020
OVERHEAD	22,941
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TOTAL	93,968

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INSTITUTE FOR INTERNATIONAL RESEARCH
SUBCONTRACT

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SALARIES	
Coordinator (30%)	26,900
IEES/Botswana Coordinator (15%)	7,500
Administrative Assistant	22,424
Secretary	19,060

	75,884
FRINGE BENEFITS	22,317
TRAVEL	
United States	3,000
MATERIALS	1,200
OTHER DIRECT	
Postage, Shipping, and Courier	1,200
Communications	2,400
Printing and Reproduction	1,200
Other	1,200

	6,000
OVERHEAD	28,370
GENERAL & ADMINISTRATIVE	14,416
FEE	10,459

TOTAL	161,646

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STATE UNIVERSITY OF NEW YORK AT ALBANY
SUBCONTRACT

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SALARIES	
Coordinator (30%)	32,223
Administrative Assistant	25,417
Secretary	15,000

	72,640
FRINGE BENEFITS	17,434
TRAVEL	
United States	4,000
MATERIALS	1,200
OTHER DIRECT	
Postage, Shipping, and Courier	600
Communications	2,400
Printing and Reproduction	1,200
Other	1,200

	5,400
INDIRECT	25,248

TOTAL	125,921

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