

Botswana
Haiti
Indonesia
Liberia
Nepal
Somalia
Yemen
Zimbabwe

IEES

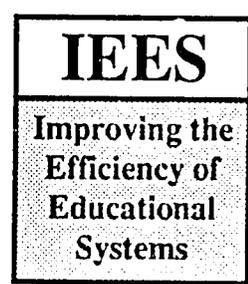
Final

Report

Phase I
1984-1989

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May 1989



Florida State University
Howard University
Institute for International Research
State University of New York at Albany
United States Agency for International Development
Bureau for Science and Technology
Office of Education
Contract No. DPE-5823-C-00-4013-00

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Editor Jerry Messec
Publications Unit Charles Furbee
Document Design Donna Loncich Houston
Production Jean Van Dyke
Rachelle Santiago
Maggi Vanos

Improving the Efficiency of Educational Systems
204 Dodd Hall
The Florida State University
Tallahassee, FL 32306-4041
(904) 644-5442
Telex 6502682639 MCI
FAX (904) 644-3783

“Underlying the concept of IEES is a belief in the power and utility of education to contribute to an improvement in economic and social conditions and a vision of a new approach to the provision of educational technical assistance. The belief is grounded on a growing body of educational research within which controversy abounds but which offers significant support to assumptions of the importance of educational institutions, systems, and processes to human welfare. The vision is built on the hard lessons learned from the demonstrated inadequacies of past technical assistance experience.

Operationalization of the idea of IEES into a project involving several sets of actors and focussing on a variety of activities in several countries understandably has been met with difficulties and has required adjustments and modifications. Yet it is a tribute to the quality and commitment of the professionals involved that the early years (1984-89) have resulted in significant achievement without compromising core elements of the original concept. Sector assessments have impacted on planning processes and policy debates, skills and knowledge acquired in training programs are being utilized, new respect for information systems and data management is visible, direct improvements in curriculum materials and teacher training have been realized and research efforts underway are promising. Better and more efficient educational systems are being developed because of the work of IEES. There is much to applaud.”

*— External Mid-term Evaluation
July 1988*

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“The innovative quality of IEES is reflected in a combination of characteristics which include avoidance of a project-by-project approach, a focus on concerns of educational resource allocation which in all countries cuts across several groups of decision-makers and government ministries, and inclusion of multiple countries selected on the basis for potential for project success.”

*External Mid-term Evaluation
July 1988*

The Improving the Efficiency of Educational Systems (IEES) Project has worked closely with eight developing nations from 1984 to 1989 to improve the efficiency of their educational systems. The policy impact of this work provides strong support for the validity of the IEES conceptual framework which the United States Agency for International Development (AID) derived from lessons learned over more than a quarter century of development assistance. The IEES implementation strategies and program components are all based on a long-term collaborative approach to the design, implementation, and evaluation of activities to improve educational efficiency. The IEES Consortium in 1984 was tasked with the following objectives:

Improve educational planning through comprehensive assessments of the education and human resources (EHR) sector and assistance in policy development;

Assist host country institutions to conduct research, plan policies, develop and test new solutions, and implement projects for improving the efficiency of EHR systems;

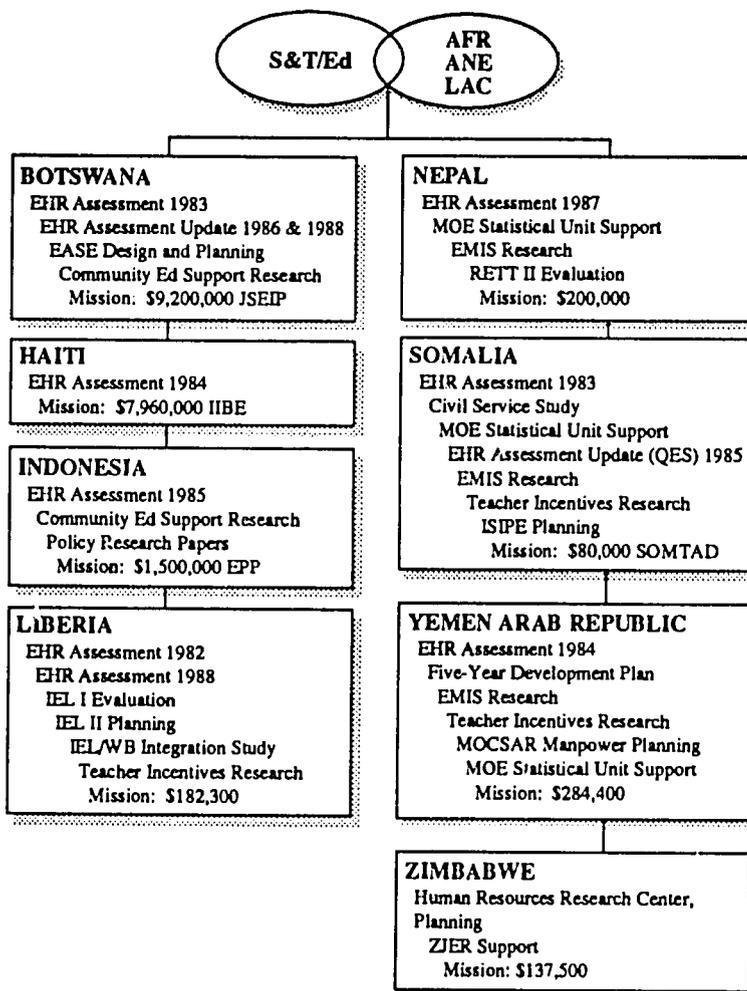
Transfer ideas and solutions which have proven successful in improving the efficient delivery of education in many countries through training, publications, and workshops;

Coordinate with other education donors in assisting host countries to develop their education systems.

These objectives have been accomplished. Project achievements have in fact exceeded the initial expectations implicit in this listing of objectives from the 1984 project contract. A rich documentation of these accomplishments exists in the IEES Clearinghouse for Educational Efficiency and the In-country Resource Centers which the project supports in collaborating countries, as well as in the reports, studies, monographs, and training materials which are widely disseminated to other developing countries, donor agencies, and academic institutions in the developed and developing world. IEES

monographs, which distill project experience and define efficiency issues, and IEES training manuals, which provide field-tested materials for training in key efficiency improvement areas, are in great demand from developing nations in Africa and Asia, as well as from donor agencies and the professional development community which has closely followed the implementation experiences of the IEES Project. This report presents an overview of IEES achievements and lessons learned both in collaborating countries and across all project work during the first five years of the IEES commitment.

IEES Collaborating Countries



KEY TO ACRONYMS

- | | |
|--------|--|
| EASE | Efficiency Analysis Systems for Education (Botswana) |
| EHR | Education and Human Resources |
| EMIS | Education Management Information Systems |
| EPP | Educational Policy and Planning Project (Indonesia) |
| IEL | Improving the Efficiency of Learning Project (Liberia) |
| IEL/WB | IEL and World Bank Textbook Project (integrated as Liberian Primary Education Project) |
| IIBE | Incentives for Improving Basic Education Project (Haiti) |
| ISIPE | Integrated Strategy for Improving Primary Education (Somalia) |
| JSEIP | Junior Secondary Education Improvement Project (Botswana) |
| MOCSAR | Ministry of Civil Service and Administrative Reform (Yemen) |
| MOE | Ministry of Education |
| QES | Quality Enhancement Study (Somalia) |
| RETT | Radio Education for Teacher Training Project (Nepal) |
| SOMTAD | Somalia Management Training and Administrative Development Project (Somalia) |
| ZJER | Zimbabwe Journal of Educational Research (Zimbabwe) |

WHAT IEES HAS ACHIEVED: 1984 - 1989

“The IEES Project is one of the most successful educational development activities which I have ever observed. That it has achieved its success in a less than hospitable environment is even more remarkable.

The Project management can gain great satisfaction from the knowledge that many of the methodologies and activities originated by the Project have now become part of other AID projects and of activities supported by other donors and host government agencies. That is the ultimate impact any project could seek and the most positive assessment any project management could receive.”

*Final Report
IEES Project Management Assessment
May 1989*

IEES has worked with developing nations and USAID Missions since 1984 to improve the performance of educational systems. While each system is unique culturally and geographically, most share common problems: low enrollments, high wastage, unequal access between sexes and across regions, and low student achievement.

To assist educational systems in overcoming these problems, IEES has devised strategies which emphasize the development of data-based analyses for policy changes which will increase system efficiency, while strengthening capabilities for educational planning, management, and research.

The success of IEES strategies is achieved only through the full support and hard work of government counterparts and USAID Mission personnel in collaborating countries. IEES recognizes government and Mission commitment to efficiency improvements as the *sine qua non* of effective assistance.

IEES experience in implementing these strategies in eight countries (Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, Yemen Arab Republic, and Zimbabwe – with a major training materials development effort in Togo) has resulted in important changes in educational policy, creation of information systems to track system performance and thus inform policymaking, and many country-specific impacts in critical efficiency areas, such as:

- development of low-cost, locally-developed, educational materials (Botswana, Liberia, and Somalia);
- planning and implementation of low-cost, non-traditional teacher training systems (Liberia and Somalia);
- planning and implementation of radio-based inservice training for teachers in remote areas (Nepal);
- creation of a Junior Secondary Education system with innovative locally-produced instructional materials and teacher training programs (Botswana);
- design and implementation of an innovative program to improve private sector schools in remote and poor urban areas (Haiti);
- sponsorship of an unique cross-national research initiative, led by national researchers, to improve policy decisions in key efficiency areas through the examination of:
 - existing teacher incentive systems and potential alternatives (especially non-monetary) (Liberia, Somalia, Yemen Arab Republic);
 - existing models of community support for education and ways to strengthen that support (Botswana and Indonesia); and
 - perceived information needs of decisionmakers, information flow and use, and recommendations for tracking system performance and supporting decisionmaking (Nepal and Somalia).

Efficiency goals for each country are set through a collaborative planning process by government representatives, USAID Mission and IEES staff, and – in some countries – other donor agencies. These annually-updated plans and the achievements of the efficiency goals of each plan are described in the country report sections of this document.

SUMMARY OF IMPACTS OF IEES ASSISTANCE ACROSS COUNTRIES

The following listing of impacts is representative of what IEES, in partnership with national educators, USAID Missions, and other donors agencies, has achieved through collaborative planning, continuity of effort, and the systemic analysis of sector needs.

BOTSWANA

- Five units of the Ministry of Education are now engaged in implementing the IEES-designed computer-based Efficiency Assessment System for Education to replace the former totally manual data collection system. The new system will provide much more timely and accurate information to education policymakers in Botswana and will track the performance of each component of the education system.

- The IEES/Government of Botswana *Sector Assessment* and subsequent *Sector Assessment Update* not only provided important sector data and analyses, but also resulted in greatly improved subsector coordination. Representatives of all EHR subsector units now meet on a regular basis to rationalize data collection, to eliminate redundancies, and to improve timeliness and quality of data.
- IEES strategy for revising school procurements now has resulted in revision of the entire primary school materials procurement system. Government estimates that the new system results in savings of \$500,000 annually.
- IEES primary teacher supply projections in Botswana has resulted in cancellation of government plans to build an additional Teacher Training College. Government savings for reallocation to other sector needs include both the investment costs of the college and the recurrent costs of thousands of teacher salaries.
- IEES-sponsored, Botswana-managed policy research addressed one of government's priority policy areas: local support for Community Junior Secondary Schools. This work has resulted both in increased local capacity for important educational policy research and in government consideration of immediate policy options for strengthening community support of schools.
- The IEES-managed Junior Secondary Education Improvement Project (JSEIP) is successfully carrying out a massive expansion of educational opportunities in Botswana. A complex and highly integrated set of educational innovations has been put in place to ensure the sustainability of this effort.
- JSEIP has established clear criteria for building government schools and for providing boarding facilities. These criteria have resulted in the most efficient use of building investments and have also ensured that boarding costs are kept at a minimum.
- JSEIP has reduced inefficiencies in teacher deployment, reduced high teacher costs associated with low teaching loads, and simplified expatriate recruitment procedures.

HAITI

- IEES has created a private sector school council, combining Catholic and Protestant organizations, which led to a large World Bank loan providing salary supplements to teachers in rural and poor urban schools (70% of all primary students in Haiti attend these modest church-affiliated schools).
- IEES has designed and implemented a large-scale project, Incentives for Improving Basic Education (IIBE), providing direct school support to identify the most effective combination of inputs in order to improve school performance affecting 60,000 students.
- The IEES bilingual study, *Haiti Education and Human Resources Sector Assessment*, provided sector data and analyses for the planning of major USAID Mission, World Bank, and other donor inputs, ensuring the best use of these resources.
- The IEES-managed IIBE Project has provided teacher and school director training for the first time to approximately 1,200 teachers in remote rural and poor urban schools.
- The IEES-managed IIBE Project has planned and implemented a national preprimary curriculum and learning materials. Creation and regular dissemination of a preprimary networking publication for 800 preprimary teachers.
- IEES participated in planning the Fifth Education Loan to Haiti at the request of the World Bank. This planning process included private sector initiatives for the first time.

INDONESIA

- The IEES/Government of Indonesia *Education and Human Resources Sector Review* provided important data and efficiency analyses to support government policy changes deregulating privately-financed vocational schools and sharing the cost of public schools with those employers that face chronic labor shortages.
- The IEES *Sector Review* and IEES follow-on research studies provided primary input to the recent Government of Indonesia National Education Law which now decrees 9 years of Basic Education for all children.
- The IEES *Sector Review* and subsequent *Policy Papers on External Efficiency* have resulted in increased institutional pluralism; strengthening the quality of out-island education in Indonesia, particularly the quality of teacher education. IEES studies have led to government realization that public universities are not adequate for creating the teaching force required for the decreed 9-years of Basic Education. IEES studies have supported the policy debate for creation of incentives for private universities (and the Open University) to improve teacher quality.
- IEES policy studies have contributed to policy changes which now eliminate Junior Secondary Vocational/Technical Education and at the same time markedly increase investments in General Junior Secondary Education. The overall outcome of this policy change will be an increase in both the quantity and the quality of Junior Secondary graduates available for reinvestment into the period of national industrial take-off called for in Repelita VI (National Five-Year Plan).
- IEES policy studies have resulted in the stabilization of Senior Secondary Vocational/Technical Education (in addition to the elimination of Junior Secondary Voc/Tech), slowing the planned expansion of this subsector and shifting the investment of available resources to quality improvement plans.
- IEES studies have supported the policy debate for sweeping curricular reforms in order to streamline the primary and secondary subsectors, as well as the Senior Secondary Vocational/Technical subsector. These curricular reforms will be supported by IEES during the next five years of assistance.
- The IEES-managed Educational Policy and Planning Project has now expanded the national Education Management Information System from 6 pilot projects to all 27 project districts throughout Indonesia. This greatly expanded system of collecting and analyzing educational data will support improved decisionmaking at both local and national levels. Pilot project staff are now capable of not only data collection and summary tabulation, but can also carry out analyses and policy research at the provincial level.
- IEES-sponsored Indonesian researchers have identified recommendations now being considered by government for strengthening local support of schooling. These recommendations offer much potential for building community education support.

LIBERIA

- The IEES/Government of Liberia *Education and Human Resources Sector Assessment* documented the declining resources for education and the resulting low educational quality and enrollments. This study mobilized government action for improving education in Liberia, including the convening of a National Educational Conference and the request for IEES assistance in developing the first national plan for educational development since the early 1970s.
- The IEES *Sector Assessment* presented strong arguments against the creation of additional teacher training institutes, the subsequent cancellation of which resulted in large savings from both building investments and recurrent salary costs.

- The *IEES Sector Assessment* identified the collection of student registration fees at the national level where they were comingled with other funds, with little returned to schools for needed materials and supplies. Proposed policy changes permit schools to retain these fees for local use.
- IEES supported project design efforts for the materials-based primary education system which is greatly increasing educational opportunities in Liberia. A subsequent IEES study produced a workable plan to integrate an World Bank textbook project and thus led to the implementation of the new primary system.
- IEES-sponsored, Liberian-managed policy research has resulted in recommendations now under consideration to increase incentives for teacher recruitment and retention and to reduce existing disincentives. Recommended policy changes could greatly reduce teacher training costs and improve the quality of education.

NEPAL

- The *IEES/Government of Nepal Education and Human Resources Sector Assessment* is widely used by government and other donors for planning efficiency improvements in the sector. The assessment provides the necessary baseline data and analyses of critical efficiency areas to permit the best allocation of scarce government and donor resources.
- Self-sustaining data collection, processing, and reporting procedures have been installed at both national and regional levels. The provision of timely and reliable data about the educational system now supports better sector decisionmaking. IEES-sponsored research on the information system has increased confidence in its analyses and encouraged wider use of these for policy changes.
- Data-based approaches to educational planning and policymaking have been widely adopted and integrated into procedures of the Ministry of Education and Culture.
- The Radio Education Division, which manages the innovative IEES-assisted radio-based teacher training project, has now been fully integrated into the structure of the Ministry of Education and Culture.
- IEES assistance to the Radio Education Division has strengthened and institutionalized its capacity for evaluation. This capacity supports the long-term viability of the teacher training effort.

SOMALIA

- IEES has worked closely with the World Bank and other donors for maximum leverage of donor resources in Somalia. IEES directly assisted the Bank in preparation of the Fifth Education World Bank Loan which is now being negotiated and which will provide funds to expand IEES pilot programs.
- The IEES study of the civil service in Somalia resulted in a major government reform which has reduced significantly the number of redundant civil servants. This reform continues to guide government policies and to result in important savings.
- IEES studies which documented the decline of government investment in education over the last decade – and the results of this underinvestment – have led to a reversal of this policy. Government increased education's share of the recurrent budget by 180 percent in 1989.
- IEES provided project design assistance for a major government management capacity-building project. This project, now underway, offers much potential for improving the performance of five key government ministries.
- IEES has created a computer-based information system in the Ministry which has significantly reduced the lag time between data collection and reporting. The Ministry Planning Department is

now able to train its own (and other department) staff and to carry out analysis of available data to better inform the decisionmaking process.

- In response to a withdrawal of major donor support from the education sector (now reinstated), IEES assisted Ministry educators in designing a plan for realizing immediate improvements in school quality without substantial donor participation. This plan proved successful and has been integrated into other donor plans for maximum leverage.
- IEES-sponsored, Somali-managed policy research studies in teacher incentive systems and the use and flow of educational information have produced important recommendations now being considered in these critical areas.

YEMEN ARAB REPUBLIC

- IEES has established a computer-based Education Management Information System which now enables the Ministry of Education to produce timely and accurate information on system performance. Policy debate for efficiency changes can now be based on recent and reliable data (prior to the creation of this system, available data was up to 10 years old).
- The IEES/Government of Yemen *Education and Human Resources Sector Assessment* identified key analytical issues in the Yemen EHR system which were subsequently set out as sector efficiency goals during IEES/Government planning. The IEES-supported information system now in place provides a mechanism for tracking progress towards these goals.
- IEES-sponsored Yemeni researchers have presented recommendations now under consideration by government for strengthening existing incentives for recruiting and retaining teachers and for eliminating existing disincentives.
- IEES assistance to the Ministry of Civil Service and Administrative Reform has resulted in a major manpower and training needs assessment with great potential to improve the efficiency of all Yemeni public sector agencies and ministries, including the Ministry of Education.

ZIMBABWE

- IEES assisted in the original proposal for the Human Resources Research Center at the University of Zimbabwe. This new center now provides important staff development programs for the Ministry of Education, as well as critical R&D efforts to support educational policy improvements in Zimbabwe.

TOGO

- In collaboration with the World Bank and the Government of Togo, IEES conducted a major data-based policy analysis training activity in Lome, Togo, which resulted in the publication of a three-volume set of modularized training materials on this topic in English and French language editions. These IEES materials are in great demand and now are used in many countries in Africa and Asia by Ministry of Education trainers to train their ministry planning staff to prepare and present data-based arguments for policy change for efficiency improvements.

**IEES Accomplishments in
Collaborating Countries:
1984-1989**

JSEIP is designed to improve the quality of junior secondary education during a period of massive expansion in educational opportunities at this level, changes in policy toward junior secondary education, and an anticipated leveling off or possible decrease in available resources to the sector in the near future. IEES centrally-funded activities are directed toward improved databased decisionmaking in support of an enhancement of the quality of basic education.

Botswana

Botswana was one of the first countries to join in collaboration with the IEES Project to improve the efficiency of its educational system. IEES work there has proceeded well, with goals and objectives directed toward improving educational efficiency being achieved in a timely manner. This summary consists of a synthesis of IEES work in collaboration with Botswana counterparts. It is divided into the following parts: Introduction, IEES Goals and Objectives, Impacts, Lessons Learned, and The Next Five Years.

IEES GOALS AND OBJECTIVES

The overall goal of IEES activities in Botswana is to improve the efficiency of the educational system. That is, to increase effectiveness in the classrooms in the most cost-effective manner, particularly basic education. Basic education consists of the first 9 years of formal schooling, comprised of primary and junior secondary education.

How is this being accomplished? IEES has been implementing two sets of related activities: The Junior Secondary Education Improvement Project (JSEIP) and centrally-funded activities within the Ministry of Education (MOE). JSEIP is designed to improve the quality of junior secondary education during a period of massive expansion in educational opportunities at this level, changes in policy toward junior secondary education, and an anticipated leveling off or possible decrease in available resources to the sector in the near future. IEES centrally-funded activities are directed toward improved databased decisionmaking in support of an enhancement of the quality of basic education. This is being accomplished through the development of an Efficiency Analysis System for Education (EASE) and targeted policy research. An

“The IEES strategy in Botswana has also emphasized the importance of considering the entire educational system in order to determine which activities are likely to have to most leverage in terms of impact.”

EASE is an Educational Management Information System (EMIS) based on the concepts of efficiency analysis, as presented in the important IEES Monograph on this topic.

IMPACTS

IEES and Botswana counterparts have developed an overall strategy for addressing efficiency goals and objectives early on and have pursued it with constancy and flexibility over the last 5 years. IEES work in Botswana has emphasized that policy development and implementation as it relates to quality improvement and expansion is a long-term and dynamic process. Project plans have demonstrated the value of stated goals and objectives with a concrete, but flexible, plan for meeting them.

The IEES strategy in Botswana has also emphasized the importance of considering the entire educational system in order to determine which activities are likely to have to most leverage in terms of impact. The focus on junior secondary education and on information management in MOE both complement activities now being conducted under the USAID-funded Primary Education Improvement Project (PEIP), resulting in a coordinated, system-wide approach to basic education. The IEES centrally-funded activities provide an important link between improvements in the classroom and decisionmaking at the ministerial level.

EMIS/EASE activities have already achieved a number of important outcomes. Some of the more significant and recent ones are summarized here. These examples have been selected to demonstrate impacts and their cumulative effect on the education system. Successful implementation of IEES strategy is dependent upon incremental activities; one product, decision, or impact lays a necessary foundation for the next. A complete listing of IEES activities and impacts is presented elsewhere in this report. Five ministry units are now computerizing the formerly totally manual system of data processing and information sharing. These are the Unified Teaching Service (UTS), the Departments of Primary, Secondary, and Nonformal Education (DNFE), and the Bursaries Unit. Primary, Secondary, and Bursaries are purchasing their own computers for operation of this system. Each unit will have its own subsystem for information management which will be fully compatible with other units in the Ministry and with those of other government units, such as the Ministry of Finance and Develop-

ment Planning (MFDP), the Central Statistics Office (CSO), and the Computer Center, with whom MOE units coordinate and share data and information.

Representatives of all units involved in the EHR sector now meet on a regular basis to rationalize data collection and processing activities, to eliminate redundancies, and improve timeliness and quality of data. This coordination is in response to the recent IEES Sector Assessment Update (SAU) which was conducted in November 1988 and addressed information needs in the EHR sector. Policy impacts of the SAU include CSO's decision no longer to collect data on secondary education. CSO will now provide technical assistance to the Secondary Department and will use the data it collects when compiling national statistics. This elimination of redundant collection procedures will result in better use of ministry resources and improved data collection.

Units in MOE have recognized the need for staff trained to support their information needs. IEES has assisted in developing a joint strategy for approaching the Department of Personnel Services Management (DPSM). MOE, MFDP, and the Ministry of Local Government and Lands (MLGL) have now revised the entire primary school materials procurement system as a result of a targeted study conducted by IEES. MFDP estimates that the new procurement system will result in Government savings of \$500,000 annually.

Other impacts are also occurring as IEES focuses on efficiency issues. Measurement of efficiency is impossible without standards of where the system is and an understanding of what constitutes an efficiency improvement. MOE is now addressing the issue of standards in a variety of contexts. This work is in its initial stages and will require continued commitment.

The work of the IEES Policy Research Initiative (PRI) has addressed one of Government's priority policy areas – local support for Community Junior Secondary Schools (CJSSs). This research has been conducted by researchers from the University of Botswana (UB). Data have been processed and final research outcomes are published. The PRI has achieved its primary goal of strengthening local research capacity. This research has also served to improve links between UB and MOE – an important impact of IEES Phase I.

Following on the success of this research, IEES has decided, jointly with USAID and MOE, to support the development of a stream of research related to financing issues in junior secondary education. A two-part Special Study will be initiated soon. This research will address the extent, nature, and economic viability of productive activities associated with CJSSs. IEES is supporting this development of a data base

“The IEES methodology provides a strong framework for collaborating to improve efficiency and, given commitment and careful implementation, works.”

in a key policy area and also providing guidance related to conceptualizing streams of research, in order to avoid the development of an array of unrelated research activities.

IEES has worked with the Peace Corps in Botswana in a planned and coordinated way. A third Peace Corps Volunteer (PCV) has just been assigned to the UTS to provide technical assistance in developing UTS' component of EMIS/EASE. IEES has requested and been allocated a PCV to assist the Department of Primary Education, and it is likely that DNFE will also ask for a PCV to work further on developing its data base.

IEES focus on efficiency issues have thus put in place a process that is now changing the educational system in Botswana. This process is designed to be incremental and not to disrupt the day-to-day activities. Botswana at all levels in the system now understand how EMIS/EASE can improve their work and have identified themselves as key stakeholders. IEES has built the foundation for sustainability and future efficiency impacts in Phase II.

LESSONS LEARNED

The major lessons learned through IEES efforts in Botswana are summarized here.

The IEES methodology provides a strong framework for collaborating to improve efficiency and, given commitment and careful implementation, works. The Sector Assessment (SA) and Country Implementation Plan (CIP) and its Updates (CIPUs) have been well integrated into MOE procedures. The "process orientation" which IEES has followed has been key to the success of IEES activities and to their institutionalization within MOE. The latter is essential for sustainability.

The SA in Botswana was completed in 1983, before the IEES contract was awarded to FSU and before the methodology had been refined in the IEES manual, yet it was viewed as an important activity by Government. The SA (and the IEES Update in 1986) have served as foundations for IEES work which is directed toward improving the quality of basic education (primary and junior secondary), while fully acknowledging the resource constraints that are looming in the near future. Government continues to underscore the importance of its 1985 request for another full SA to be conducted to provide information for drafting the Education Chapter of the 7th National Development Plan.

The CIP and its subsequent CIPU are closely monitored by MOE and are viewed by MOE as the long-term equivalent of a "project agreement." The most recent CIPU demonstrates how focused and well coordinated centrally-funded IEES activities have become in Botswana. As IEES has worked in Botswana, its activities have centered on two areas: improving junior secondary education through JSEIP and strengthening MOE's capacity to better manage its educational system. All activities are targeted towards these objectives.

Well managed, timely, and targeted technical assistance has helped make the successes in Botswana possible. Experience in Botswana has shown that a full-time resident technical assistance (RTA) is much more effective than a part-time RTA. This process is working well; changes in the full-time RTA position would cause a major setback in IEES progress and impacts.

The responsibilities of the RTA, however, should continue to be reviewed. It might be advisable for IEES Phase II to prepare a more detailed job description and a time-phased plan with specific benchmarks that parallel those provided in the most recent SAU so that EMIS/EASE is completely institutionalized by the end of Phase II.

Short-term technical assistance has played an important role in Botswana. It has served to link the day-to-day activities in-country to the overall goals and objectives of IEES. The value of this should not be underemphasized. Project resources are limited; it is important that they be spent where they have the promise of greatest impact.

Mundane administrative issues need to be addressed quickly and carefully. The roles of USAID, S&T/Ed, and the contractor should be reviewed and clarified in relation to IEES activities in Botswana. This can be easily done through improved communications and this process is now in place.

Concern about the linkage between JSEIP and IEES centrally-funded activities has been voiced by the Mission. IEES has made concerted efforts to separate the two activities to facilitate staff transitions in both sets of activities (Snyder into Chief-of-Party position in JSEIP). Staff professionals have used the time well to define their separate roles and responsibilities. The extent to which the MOE "buys into" the centrally-funded activities is illustrated by the intense scrutiny that the CIPU received before it was approved by the MOE. Review included detailed comments and suggestions by the Permanent Secretary (PS) because CIPU is viewed as an MOE document. This provides another example of impact in the area of institutionalization. The recently completed 1988 SAU will be fully discussed in the MOE (i.e., after the field work it will be recirculated in-country) before it is submitted to S&T/Ed and the EMC for approval.

Collaborative relationships are essential to IEES efforts. Botswana and IEES personnel working as equal partners have made efficiency improvements possible. Partnership requires honesty and openness with regard to such things as budgets and feedback on work. It requires sharing setbacks as well as accomplishments.

Close and ongoing collaboration is never easy. Many MOE staff are over-extended and may be hard pressed to devote time to IEES activities. The relatively small MOE "management cadre" has meant that

“Phase II will continue the commitment and work with our Batswana colleagues so that they can achieve an improved educational system and an existing, institutionalized mechanism for continuous monitoring and improvement of the system consistent with policy objectives.”

there have been times when conflicting responsibilities have made scheduling very difficult. The distance (and related expense) between the U.S. and Botswana has sometimes meant that the timing of some technical assistance may not have been ideal.

The excellent collaborative relationships that now exist did not come about overnight. They have evolved over the years; strengthened by the trust that has developed among professionals who have worked together on a variety of tasks. The importance of a combination of technical skills, interpersonal skills, and mutual respect as key elements of a positive collaborative relationship should not go unrecognized.

Learnings from other IEES countries have contributed to project efforts in Botswana. Every country, even every situation, is unique, but there is a great deal that can be sensitively transferred. In Botswana, IEES has taken advantage of what it has learned from other, similar situations and adapted it to the local context. Similarly, IEES staff have taken ideas and approaches from Botswana and applied them elsewhere. Outside technical assistance has played an important role in this regard.

It is possible to engage in complex technical work based on difficult concepts. Many have raised questions concerning the idea of introducing a computerized EMIS into a developing country. The Batswana have embraced the idea of an EASE—an EMIS that is founded on the concepts of efficiency analysis. The MOE has embarked upon this difficult task which represents a commitment to questioning how they conduct their professional work and a desire to improve it in a cost-effective way.

THE NEXT FIVE YEARS

The original CIP was developed with the MOE as a 5-year rolling plan. It focused on information management and related training activities. All centrally funded activities in Botswana have developed from the CIP and its CIPU. IEES will continue to focus its attention on quality improvement through JSEIP and the EMIS/EASE and related research activities. The impacts of these investments are just beginning to become apparent. Phase II will continue the commitment and work with our Batswana colleagues to achieve an improved educational system and an institutionalized mechanism for continuous monitoring and improvement of the system.

IEES should continue to commit funds for an RTA for 2 to 3 more years. This is essential for going beyond developing an EMIS to developing an EASE; a system that makes it possible to assess what differences specific decisions make in the classrooms. IEES should also continue the commitment of resources for professional backstopping, guidance, and monitoring.

The MOE is now requesting another full SA to assist in developing the next National Development Plan. This was included in the original CIP and is an agreement that IEES should see through to completion.

IEES embarked on new territory in Botswana through the joint decision to institute a system for measuring educational efficiency. This is an exciting pilot activity, and one which has progressed well and of which IEES and Botswana colleagues can be proud. This foundational work augers well for a successful second phase of IEES assistance in Botswana.

JUNIOR SECONDARY EDUCATION IMPROVEMENT PROJECT (JSEIP)

The Junior Secondary Education Improvement Project JSEIP is designed and implemented to enhance the capacity of Botswana's educational and human resources system to improve the instructional program in schools in ways consistent with Botswana's development goals (Thuto ka Kagisano).

JSEIP assistance is based upon:

- A fully integrated approach to instructional systems design, development, implementation, and evaluation;
- An empirical development approach where the instructional program is revised and improved in light of student performance and implementation information;
- The incorporation in the instructional program of activities and materials to stimulate entrepreneurial skills and consciousness to meet the special needs of the Botswana employment context;
- A participative/consultative emphasis, thus establishing an improved information flow to maximize the effectiveness and appropriateness of educational innovations; and
- A series of school and classroom research studies to provide information about education in Botswana for current and future program management.

Background and Context of the Project. Botswana, since national independence in 1966, has expanded its educational system dramatically and has now set its sights on universal access to education through nine years of instruction. The trade-off for expansion is often deterioration of quality, so Botswana proposes to offset the potentially lower achievement of the wider student population with improvements in the instructional program. To assist in the promotion of ideas and development of the program, JSEIP is designed to improve the quality of classroom instruction at the junior secondary level (years eight and nine). The question then arises—if at the national level there is a will to change and improve the instructional program—how this can be translated into real changes in the classroom. The project has offered maintenance

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support for the expansion, but its *raison d’être* is a higher quality program, which will necessitate changes at the classroom instructional level.

The project has two general purposes:

1. Increase the quality and efficiency of the instructional component of the expanded basic (junior secondary) educational system; and
2. Institutionalize the capacity to develop, manage, and support the new junior secondary instructional component of the educational system.

The general purposes above further incorporate these specific purposes:

- Make the instructional component of junior secondary schooling more responsive to the training and employment context facing Botswana in the 1990’s.
- Improve the instructional system, including
 - improved instructional design and system assessment,
 - curriculum development and testing,
 - coordination and focus of inservice training,
 - improved design of selected aspects of the preservice educational program for junior secondary teacher candidates,
 - linkage of curriculum development with teacher training,
 - enhanced capacity for the quality of educational materials production,
 - improved resource base for curriculum development,
 - system development of research, testing, and evaluation approaches;
- Train curriculum officers, school headmasters, inservice teaching staff, teacher trainers, guidance officers, and evaluation and testing officers for the system; and
- Provide an improved organizational communication and information architecture for the continued development of Botswana’s Nine-Year Basic Educational Programme.

Project Activities and Progress. JSEIP is represented by ten resident technical advisors and a series of short-term technical assistants in three distinct areas of effort: curriculum development, preservice teacher training, and inservice teacher and administrator training. Each of these areas is affiliated with an MOE Unit, which has its own set of constituents, agendas, and priorities. The “integrative force” which was intended by the placement of project staff proved to be problematic. Although the JSEIP Staff are fielded to provide technical assistance to the MOE for implementation of JSEIP, the MOE has a organizational need to utilize project staff in MOE positions to support routine administration and the expansion effort. Consequently, there was a natural tendency for the Project staff to define their work roles and activities in terms of the expectations held by their

MOE units of assignment, thereby diffusing project effort, and overloading the project's capability for coordination of effort.

Two JSEIP model updates have been conducted in the life of the project. The first update in 1987 came as a consequence of an internal mid-term review. The results of the first model update may be summarized as follows: 1) project effort was to be focused more on the curriculum development effort, as a means of concentrating project impact on student achievement; 2) new project staff work plans would reflect this focus; 3) project planning and coordination would be given full-time status; and 4) key decision makers in the Ministry and USAID were appraised of project status and, in turn, supported the more focused role.

The second model update in 1988 was a consequence of the USAID external evaluation of the project and an internal component evaluation of the project management. Project management was seen to be the essential catalyst for: 1) assisting technical advisors in negotiating and conducting activities which were primarily in support of project goals, and secondarily responding to routine administrative needs; 2) working with the MOE to rationalize the provision of counterpart staff, to maintain the project effort; and 3) projecting and articulating the school-level impact of the project. An essential element of the second model update process was the appointment of the new Chief-of-Party in September 1988.

The results of the second model update may be summarized by the following: 1) project effort was explicitly defined in terms of the curriculum development effort; 2) project staff work roles and activities were planned in terms of the curriculum development effort and school level improvement; and in facilitating support of their MOE units for the development and acceptance of the curriculum. In addition, the Ministry of Education, through negotiations for the project update, also examined the development strategy for the instructional system. As a consequence, the project and ministerial agendas were better integrated so that the project and Ministry aspirations for this assisted period would coincide.

Instructional Design and Curriculum Development. JSEIP is involved directly in the subject areas of English language, social studies, art, and design and technology. Consultant assistance is given to agriculture, science, and Setswana. Among the activities carried out in the instructional field are the design of instructional methods, construction or adaptation and implementation of new methods, and their evaluation and improvement through field applications. Curriculum materials are being developed in nearly all subject areas (including some primary level materials). JSEIP has been involved in syllabus development and modification, planning and writing workshops, formative evaluation training, pilot teaching and trial testing, and materials design and prototype production. Books and handbooks are published by Macmillan, Longman, Heinemann, and by the Curriculum Development Unit itself.

Curriculum in 7 subjects is currently under development, with different levels of progress in these areas. English Form 1 materials have been completed (syllabus, workbook, students' book, and teachers' guide) and the package is being evaluated in 11 JC schools with 24 teachers. A complete continuous assessment program has also been instituted in English in these trial schools. Social studies has nearly

“A major objective of the expansion program was to increase the number of students in the system, while providing equivalent educational opportunity across the national spectrum of schools.”

completed all teacher materials, including 18 of 22 modules completed; student materials are begun, with chapter 1 of a textbook completed at this time. Art has completed all materials for Term 1 for Form 1 and 2 and is currently trialing these materials in 23 JC schools; Term 2 and 3 will be available in time for trial this year as well, thus completing all student materials development (draft) in this subject by the close of 1989. Design and technology has completed syllabus development and has begun the development of materials (draft modules are currently under review). Agriculture has just completed the syllabus; some Form 1 materials have been developed, but may need modification in terms of the revised syllabus. Science has begun the development of student materials for Form 1, scheduled for national distribution in 1981; trial materials are currently being evaluated with small groups of students as the material are prepared. Setswana has begun development of student materials for Form 1; all materials in this subject are immediately sent to schools because few presently exist.

The developments described above are carried out in association with the project, even though the project does not have resident technical assistance available for all subjects. By the end of the Project (September 1990), the first phase of curriculum development will be nearly completed for all subject areas (i.e., materials for Form 1 and 2 will be available, at least in some schools). An extension of the project will be proposed to guarantee completion of the materials for students and teachers.

As the new materials are being developed, the project assists as possible with system management and maintenance, particularly because of the shortage of personnel in the instructional system of the Ministry. A major objective of the expansion program was to increase the number of students in the system, while providing equivalent educational opportunity across the national spectrum of schools. Based on the last Junior Certificate Examination results, the current pass rates for CJSS compared to that for government aided schools are now equivalent. Selection procedures for Form 1 students have been systematized (with project assistance) across the country. Although these school types (community, government, and government-aided) are still administered differently, they are academically matched.

Computerized instructional and materials development capability has been accomplished within the Department of Curriculum Development and Evaluation (CDE), including computer literacy training for all personnel. This strategy was undertaken to offset the personnel shortages in the instructional develop-

ment system. Additionally, a complete desk-top publications and prototype publishing capability has now been established in the CDE (the lack of personnel prevent this from being a completed project accomplishment).

The framework for a comprehensive program evaluation strategy has been provided. *Evaluation Guidelines* for the formative evaluation of programs and activities across the MOE including the setup of an Evaluation Task Force to administer and coordinate evaluation studies, have been set and published. An *Evaluation Handbook* provides the details of the framework for use by the task force (again, only the lack of personnel retards the development of this phase of project activity). The project continued the IEA testing program (in cooperation with the Molepolole College of Education [MCE]), begun by the 1976-77 National Commission on Education, to provide a general baseline of educational achievement from which to assess instructional improvements. Formative evaluation agenda have been worked out in each subject area and are currently operational.

Reading comprehension studies were initiated to develop procedures to assess and establish baseline data on English language proficiency, provide needs assessment information on the late-primary and early-secondary language skills, identify pre-and in-service programs in diagnostic and instructional systems, and support institutional development through research training at the UOB and policy development at the MOE. Various project needs assessment studies have documented the general needs of the curriculum and the resources available for development, as well as assessed the limited employment and training opportunities available for junior secondary leavers, including an "active-search" study for jobs in commercial art (to complement USAID work in job creation and provide feedback to the instructional development process).

Matrix organizational job assignments have been utilized to provide for personnel to assist in materials and test/exam development to supplement the manpower-poor work environment, including extensive advanced training in curriculum development and evaluation and testing and test construction. Secondment of teachers through the UTS has doubled the curriculum development personnel available; however, secondment will no longer be permitted, so permanent positions must now be created to build sufficient capacity to sustain the instructional change program over the long term. Recent efforts by USAID and project management have focused on the personnel problems.

Student Assessment and Certification. Continuous assessment, as a concept, has been around for a long time in Botswana education, but little systematic implementation of the notion has resulted. As part of the overall instructional reform agenda of JSEIP, considerable attention and support has been given to the improvement of the junior secondary test and examination process. Continuous assessment will form part of the curriculum package for JC in all subject areas. Exams and assessment activities significantly influence teacher behavior. The project objective is to better align the content and process of assessment with the new instructional program.

“Furthermore, a microteaching lab (developed and refined for MCE by one of the creators of the microteaching technique) now complements practice teaching, and the administration of teaching practice placements has been computerized.”

In cooperation with the MCE and the Research and Testing Centre (RTC), JSEIP has run an Advanced Training Program for the top MCE educational measurement graduates as part of an apprenticeship program in the RTC. This program will provide the RTC with item banks, developed in association with the CDU materials development teams. These new items will be directly linked to the new curriculum and are improved in quality in their formal test characteristics. Various psychometric issues have also been addressed to improve the selection function of the Junior Certificate Examination. JSEIP is currently examining the possibilities to upgrade the capability of the RTC to handle all testing and processing responsibilities for the Ministry of Education. Lastly, as indicated above, a continuous assessment program is being tried out in English in its 11 trial schools.

Preservice Teacher Education. JSEIP has provided considerable assistance to the MCE teacher education institution for the junior secondary system. In project terms, assistance to this institution is phasing down. One full-time RTA, one half-time RTA, and one half-time OPEX RTA are provided for the instructional program at MCE. Assistance continues in the development of curriculum materials and working with new teacher trainers (some from the JSEIP Masters program).

Courses have been developed and taught in art, education, English, social studies, and technical studies. The art and technical studies departments were developed and are currently headed by JSEIP advisors, and assistance in instructional design is offered in all subject areas. Two full texts will be published in instructional systems design and social studies methods. Furthermore, a microteaching lab (developed and refined for MCE by one of the creators of the microteaching technique) now complements practice teaching, and the administration of teaching practice placements has been computerized. Computers have been made available for instructional methods and material development, and full course materials have been provided in instructional design, principles and practice of education, mixed-ability teaching, educational measurement and continuous assessment, communication and studies skills, art, and design and technology. JSEIP also helped set up the Technology Building and Craft Room, built a dark and finishing room for photography, and designed and built customized racking for tools in the teaching area.

An Evaluation and Curriculum Coordination Committee was established to improve the linkage between the MCE and the CDU. Communication has

developed sporadically through individual contacts in the past, and differs in effectiveness across subject areas. This committee is an attempt to formalize the links and ensure their regular use for effective communication and implementation of changes in the instructional program.

Inservice Headmaster and Teacher Training. Information and crisis-management support have been provided to headmasters, bursars, and school boards throughout the junior secondary system. New educational regulations have been prepared and are currently under consideration, and a headmaster's manual of procedures and operational suggestions is nearing completion. Support for the teaching cadre is also provided through a new program in inservice teacher education, carried out in cooperation with the British Council. Field Education Officers in English, math, science, social studies, and technical studies visit schools regularly to improve classroom instruction and provide general assistance to the teachers. JSEIP provides management, administrative support, and training to the program.

The headmaster's manual will soon be published; new educational regulations have been revised and are under review. All headmasters in the JC program have received some training (with project assistance). On the teacher inservice side, the training program has grown to over 20 personnel and recruitment is scheduled to increase this figure three-fold.

The links between teacher inservice and curriculum development have been formalized in English language, art, and design and technology and initiated in social studies, Setswana, and science. Extensive research continues in actual classroom activities and the possible effects of new innovations. These data provide information for the formative development of dissemination strategies and the baseline for implementation.

Guidance and Counseling. In any developmental context, where change is frequent and unpredictable, guidance of student aspirations and employment awareness plays an important role in individual development. Over the years, since the early 1970's, Botswana has had some guidance and counseling program in the schools, but the effort has been poorly supported in terms of finances and resources. The importance of this area has recently caught the attention of local officials, particularly given the complex state of the employment market and the need to promote individual initiative and development for employment generation.

In order to assist this development, JSEIP has provided technical assistance to develop the capability of local professionals and their infrastructure, to review and develop curriculum relevant for guidance and counseling in schools, and to evaluate the effectiveness of current efforts in this area. An organizational plan has been formulated for the creation of a new unit within the Research and Testing Centre; work plans

“A computer simulation game, *The World of Educational Innovations*,” was developed to create awareness of the need to develop specific strategies for the dissemination and implementation of instructional innovations.”

have been articulated; curriculum guidelines and 'careers' materials have been prepared; and workshops have been implemented to improve operational activities in guidance and counseling in the schools and educational centers.

Ministry Staff Development. This is a continuing program to ensure the sustainability of project activities. The Ministry is thin and short of personnel to carry out the responsibilities entailed in the expansion embarked upon and the improvement of quality and efficiency of the instructional program. In a very real sense, JSEIP has held together the development process.

Numerous workshops, seminars, and conferences have been organized and delivered by JSEIP, many in cooperation with the sister-project, the Primary Education Improvement Project (PEIP). Regular inservice programs are operating in the CDE to support instructional improvement efforts. Formal, overseas, graduate-degree education has been provided to 26 ministry personnel. In a joint-Masters program between The Florida State University (FSU) and the UOB, 13 Botswana officials received their degrees in educational foundations and policy studies and have returned to ministerial posts. Another 13 candidates are currently enrolled at FSU (9), the University of Wisconsin (3), and Ohio University (1 program carried out in association with PEIP).

A computer simulation game, *The World of Educational Innovations*, was developed to create awareness of the need to develop specific strategies for the dissemination and implementation of instructional innovations. The workshop with CD&E has highlighted the need for a dissemination strategy for instructional innovations, as well as the program and materials development strategy already in place.

Construction and Commodities. The MOE/JSEIP has provided a central building of over 60 offices, a resource centre, and a materials-production centre in Gaborone to bring together the units involved in curriculum development, dissemination, exams/testing, and research. Equipment, furnishings, and instructional materials, valued at over \$290,000, have been purchased by the project to operationalize the facility. JSEIP has also provided \$67,000 worth of equipment to the Molepolole College of Education for teacher education. In addition, the MOE/JSEIP are building 6 education centers at Selebi-Phikwe, Mahalapye, Maun, Ghanzi, Masunga, and Gomare (others are being built through PEIP) to create regional hubs for training and resources supply for area schools across the entire Nine-Year Programme. These centers will be equipped and furnished with over \$50,000 worth of materials, including library, photocopying, and computer

facilities. Lastly, because of housing problems in the Gaborone area, JSEIP has provided 60 per cent financing for the construction of five houses for RTAs.

The CDE facility is to be officially opened in 1989; two education centers are completed and two more are under construction, scheduled for completion in 1990. The two remaining education centers may be delayed until 1991. Equipment and supplies are provided only upon completion of construction. All RTA housing is completed, and 9 contract personnel are housed in government housing, with one additional RTA housed under an arrangement with the IEES Project.

Coordination and Integration of JSEIP Activities. JSEIP is a complex of innovations, each designed and created to handle a special contextual problem in the constellation of JSEIP responsibilities. Although the details of any innovation may be generalizable to other contexts, their underlying principles would relate to any attempt to integrate activities for the improvement of an instructional system. The cooperative, participative, and feedback-oriented approach of JSEIP lends itself to creative responsiveness to development issues.

Inter-agency and inter-project cooperation has been emphasized, through which JSEIP has formed working relationships with the British ODA and British Council, Swedish IDA, World Bank research teams, USA Peace Corps, and the various USAID projects (IEES, PEIP, Educational Systems Project, Agricultural Technology Improvement Project, and the Botswana Workforce and Skill Training Project).

The National Curriculum Consultative Conference Series (Therisana ka Thuto) has been developed and implemented by the project for increased community consultation and continuing dialogue on the basic educational program of the Ministry of Education. Video-taped interviews (in association with Educational Videofilms of Botswana) were used to bring community opinion and information to the Ministry officials in dramatic and comprehensive fashion for improved communication. The results have been, in the opinion of some participants, the "best education conferences ever held."

The three conferences to date were held in Tlokweng, Selebi Phikwe, and Maun. Effort continues to forge the information obtained from these consultations into an effective strategy of instructional program improvement. A final set of "synthesis" conferences is planned for Kang and Gaborone.

Project activities have been consolidated, job descriptions more clearly articulated, and project reporting designed to be substantive and efficient. A project bibliography of reports and studies is now available through IEES.

“The project is embedded in this context of inordinate demands on a system of limited capacity. Historically, the project has been called upon to assist in the maintenance of the extant system, as well as to address the design and implementation of the improvement of the instructional system.”

Important Issues and Problems. Although Botswana has good financial prospects for the near-future, there are several shortages of qualified and experienced personnel to manage the expansion and improvement of the instructional system. This pervasive problem overlays an educational system that has seen massive changes and expansion since independence in 1966. The project is embedded in this context of inordinate demands on a system of limited capacity. Historically, the project has been called upon to assist in the maintenance of the extant system, as well as to address the design and implementation of the improvement of the instructional system. Aspirations for project accomplishments within the projected termination of the project (September 1990) are tempered by this context.

Counterpart and General Staff Issues. Fifteen counterparts are available and working with JSEIP RTAs; however, 2 RTAs lack any counterparts, and of the 15, only 5 are confirmed in their positions. This is a severe problem at this stage in the project. The Ministry has attempted to rectify the situation, but on many occasions, extraneous events have thwarted their efforts. Even if these counterparts were in place, the curriculum development program would be severely understaffed. Limits on staff positions were set for National Development Plan 6 before the negotiations were undertaken for JSEIP. Clearly, the CD&E was not institutionally ready for the responsibilities thrust upon it. It can barely meet the requirements of the primary program and has not yet adjusted to the expansion through Junior Secondary. JSEIP fills many gaps in the institution, but also steers staff away from the primary education program.

This situation is made more problematic as a result of the expansion and structural changes in the educational system necessitating substantial programmatic changes as well. CD&E would have had to respond in any case. Without JSEIP, the response necessarily would have been severely limited. JSEIP has assisted in the development of an improved program along with management of the expansion. Without organizational and staffing improvements, however, the capacity to continue the curriculum development process is doubtful. Those changes effected during project life will be in place, but new changes or revisions will emerge very slowly, if at all.

Organizational Issues. The changes in the instructional system have highlighted the deficits in management, policy, and communication in the departments involved in this process. A full-day retreat was held by the Curriculum Development Unit, with representatives from the RTC and Exams, to examine

these issues. It is clear from internal discussions and the CDU retreat that adjustments are required in organizational arrangements, policies need better articulation and dissemination, and communication channels need clarification and improved efficiency. Although the project has assisted in the maintenance of the instructional development institutions, it will now turn its attention to more activist support to emerging changes and analyses of possibilities to strengthen the capacity of these institutions.

Dissemination Issues. Within the emergence of new instructional materials and methods, the problems of dissemination have become more noticeable to local officials. In the top-down arrangement of the present instructional development system, new programs are "handed down" to schools for implementation. The project has successfully sensitized designers to the need for formative evaluation and careful planning of implementation. The original project papers did not focus on these dissemination issues. Therefore, little time and limited project resources have been programmed to address this important area. Research and workshops have represented the project response to dissemination issues, but these considerations are extremely important to the incorporation and sustainability of the new instructional program. It is recommended that implementation and adoption receive appropriate attention in any future educational project for the junior secondary system.

Developmental Issues. Education innovations usually take between 8-10 years to find their way into the extant system as legitimized components of that system. In art, social studies, and design and technology, the incorporation should be made more quickly due to the lack of any or limited predecessor programs in Botswana. The project's lifespan of 5 years is inadequate for the developmental aspirations of the Botswana Ministry of Education.

The project is a catalyst for change, but lacks staff to directly effect those changes. That is, it must rely upon Ministry staff to carry-out its program for instructional improvement. While this is a good strategy for the sustainability of the program, it slows the pace to one considered appropriate to local officials (rather than one determined by contract monitors).

Since the inception of JSEIP, three additional issues have become more apparent. First, the English language level of students in the JC program is very low. Materials must go through extensive formative evaluation procedures to address this issue, and this is a slow, time-consuming process, fortunately one that was built into the project, but inadequately scheduled.

Second, the employment situation for JC leavers has further deteriorated. The USAID/Botswana Mission has focused a substantial portion of its effort on employment generation and skills training in the private sector, an important component in the excellent 8% growth of that sector. However, JC leavers still face unemployment. Their youth, lack of experience, and inadequate skills leave them ill-prepared for successfully integrating into the national economy. Although this situation has existed for some time, the numbers were smaller and school-leavers were absorbed into communities. This may become more difficult in the future. The project has had to seek information about this situation to inform the curriculum and instructional design effort. An assumption was made at the design stage that such information was

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already available, but sufficient detail is not available for a constructive response. Education cannot "solve" this problem, but the instructional program must be regeared to recognize the terminal nature of the program for most students. This has taken far more time and effort than envisaged.

Third, with all changes, cultural relevance must be given adequate attention. Education changes culture in its course, but understanding of the past and current cultural aspects is important for the students who will soon become part of the citizenry of their communities. The project has undertaken this challenge in the area of social studies. Again, time will be required to develop and assimilate the new program in Botswana, and this time is likely to exceed the project lifespan.

Overall, these problems can be summarized as due to a mismatch between the project lifespan and the developmental process needs of the instructional system in Botswana. Additional assistance in areas addressed by the project can be foreshadowed as required to complete the intervention outlined for this project. An extension of the project is required to complete the initial phase, but a new project is required to see through the programmed intervention for an improved junior secondary instructional system. The adoption and adjustment of the intervention is not likely to happen any faster in Botswana than one would expect elsewhere.

Despite this fact [political tumult] – and also partly because of it – experience in Haiti during the first phase of IEES includes a number of important achievements and offers a number of significant lessons concerning the improvement of educational efficiency in developing nations.

Haiti

IEES activities in Haiti began in Fall 1984 with the conduct of an education and human resources sector assessment, the first to be carried out under IEES auspices after the signature of the initial five-year contract. The sector assessment had been requested by the USAID Mission in Haiti, which was then considering the possibility of undertaking a major bilateral project in support of basic education, the first significant American involvement in education in that country for nearly 30 years.

The IEES program of activities in Haiti since 1984 has comprised both centrally-funded programs and assistance with bilateral project implementation, and is presented here in that sequence. Both involvements have been affected in important ways (described more fully below) by the tumultuous political circumstances prevailing in the country since shortly after completion of the sector assessment. Despite this fact – and also partly because of it – experience in Haiti during the first phase of IEES includes a number of important achievements and offers a number of significant lessons concerning the improvement of educational efficiency in developing nations.

IEES CENTRALLY-FUNDED ACTIVITIES

EHR Sector Assessment. The Haiti EHR Sector Assessment was conducted from October through December 1984 by an eight-person IEES team. The team worked closely with representatives of the USAID Mission and interviewed numerous educational leaders in the Ministry of Education and the private sector. IEES was not able to share work with official host-country counterparts because of relations between the Mission and the Duvalier government. Relations with the Ministry of Education in particular under Duvalier were by then too distant to allow such collaboration.

The sector assessment nonetheless had a number of very positive effects:

“Several characteristics of the design process itself were innovative, however, and constituted significant achievements for IEES.”

- It constituted the most complete and analytic reference document on Haitian education ever assembled and continues to this day to be in high demand in Haiti as well as among foreign donor agencies.
- The assessment included the best existing examination of the situation of private education in Haiti. Private schools constitute the most dynamic sector of the Haitian education system and account for a large majority of enrollments at both primary and secondary levels in Haiti. Prior to the sector assessment, there had been very little information on their status or problems at a central level, and so there existed very little ability to include them in educational planning efforts. Sector assessment team members carried out some first-hand data collection — a rarity in sector assessment methodology — in order to compensate for the gaps in existing information about the private sector.
- As a result of this work, the USAID/Haiti Mission decided to fund a bilateral project for improving quality of instruction and administrative funding among private primary schools. The Mission was able to use material developed by the sector assessment to justify this new initiative and to help determine its basic orientations.
- The final sector assessment document was subsequently published in a bilingual English-French format (a substantial French-language resumé prefacing each chapter), the first time that IEES had produced a dual-language sector assessment.

Review of the sector assessment by Ministry of Education representatives and private educators in Haiti was delayed due to the political events during the latter half of 1985. Draft copies were nonetheless widely distributed, and the USAID Mission decided to proceed with its plans for a bilateral project in education.

Design of the IIBE Project. Thanks to the involvement of IEES staff in the Haiti EHR sector assessment and in the accompanying studies of private education, the IEES Consortium was asked by the Mission to take charge of design of the new bilateral project, christened "Incentives for Improving Basic Education" (IIBE). IEES consultants therefore prepared both the Project Identification Document and the Project Paper for the new IIBE Project in the latter half of 1985. The objectives and methodology of the project are described below. Several characteristics of the design process itself were innovative, however, and constituted significant achievements for IEES.

First, the design process was highly participatory, involving representatives from Haitian private education in setting of goals, specification of methodology, and drafting of budget. **Second**, this experience in and of itself had the effect of causing leaders from the Catholic and Protestant education systems in Haiti to meet together officially for the first time, an accomplishment made doubly sig-

nificant by the fact that it facilitated interfaith cooperation in resistance to the Duvalier dictatorship, then in its final days. Thanks to the commitment generated in this fashion, plans for the new project were able to go ahead at a time when much else in the country was falling apart.

Third, the design of the IIBE Project provided for a level of cooperation and mutual reinforcement between private and public sectors of Haitian education almost without precedent in the country. Given the uneven history of the Haitian government in education and the particularly checkered career of the Duvalier regime, private education leaders were understandably cautious about design elements implying any increased authority of the Ministry over their work. All admitted, though, that the public sector had an important role to play in setting standards for education, accrediting schools and teachers, and furnishing instructional support. As a consequence, an additional component to the IIBE Project provided means for the Ministry to develop its capacities for accreditation, certification, standardized examination and legitimate quality control, something never before adequately accomplished by government agencies. Finally, project design incorporated an innovative blend of instructional and institutional development objectives described more fully below.

The IEES Consortium was subsequently asked by the USAID/Mission to take charge of initial implementation of the IIBE Project through a buy-in, until such time as nascent organizations in the private sector should have the legal status and experience necessary to receive direct grant assistance from AID.

Country Implementation Plan. It was not until the month following the fall of the Duvalier regime that official USAID and IEES contacts with the Ministry of Education could be resumed and the activities of sector assessment review and development of a program of IEES activities – normally scheduled to take place within six months of the completion of a sector assessment – could be undertaken. The first Minister of Education after the departure of Duvalier was a private education leader who had played a prominent role in design of the IIBE Project and was interested in benefiting to the maximum extent possible from the resources and methodology offered by IEES.

Over the following four months, therefore, the sector assessment was officially reviewed by the Ministry and a first draft Country Implementation Plan was developed in Haiti. Most of the same participatory principles laid down during design of the IIBE Project were respected in the conduct of this work as well. The Country Implementation Plan (CIP) provided for close conceptual coordination between IEES activities in the private sector (implementation of the IIBE Project) and the support provided for planning and research in the Ministry of Education. The CIP included three specific branches of IEES work in Haiti:

“Since its inception in 1986, IIBE has functioned in the uncertain environment of political turmoil and fear that has beset Haiti since the 1986 ouster of dictator “Baby Doc” Duvalier.”

1. support for improved educational planning, which took the particular form of a series of training activities preparing for execution of a second sector assessment, directed by the Ministry and the University and technically assisted by IEES, in the 1988-89 school year;
2. support for improved educational policy research, specifically the conduct of a policy research study (as part of the IEES Policy Research Initiative) on teacher incentive systems in Haiti; and
3. implementation of the IIBE Project.

The first two programs were detailed and budgeted collaboratively with a technical working group formed by the IEES National Steering Committee and were approved in full committee session under the chairmanship of the Minister. Initial activities (an assessment of training needs among Ministry planning staff, and a workshop on survey research methods) were implemented in 1987; but severe deterioration of the political situation in Haiti slowed execution of the CIP that year and put a halt to it in January 1988. After the election massacres of November 1987, the U.S. Department of State decided to terminate all forms of assistance to the Government of Haiti effective in the new year. IEES was obliged to inform the Ministry that implementation of support activities for educational planning and research would be suspended effective in February and that the public sector component of the IIBE Project would likewise be in abeyance.

Beginning in February 1988, therefore, IEES involvement in Haiti was reduced to implementation of the IIBE Project – nonetheless a very large and significant activity with major implications for the country’s educational system. Because of the project’s private sector orientation and humanitarian objectives, funding for IIBE was maintained throughout this period, even while the Mission was reducing its own staffing levels.

MISSION-FUNDED ACTIVITIES: THE IIBE PROJECT

The Incentives to Improve Basic Education Project (IIBE) in Haiti is concluding its third year of operations. Since its inception in 1986, IIBE has functioned in the uncertain environment of political turmoil and fear that has beset Haiti since the 1986 ouster of dictator “Baby Doc” Duvalier. The past three years have seen the violent overthrow of four governments by the military and most recently an attempted coup to depose President General Prosper Avril by disgruntled military officers in what promises to be an ongoing struggle. Long the poorest country in the western hemisphere, Haiti is teetering on the brink of

bankruptcy since the withdrawal of major international donor assistance to the government following the 1987 election day massacres in a military takeover that wrestled the promise of popular governance from the Haitian people.

Despite these tumultuous political events, the IIBE Project has endured and prospered. It has consistently fulfilled the goals set by the Project paper and has far surpassed institutional development objectives. In part, the project has escaped the problems associated with frequent government changes because it is firmly based in the private sector. Of greater significance are the important needs being met by the project and the commitment of the Commission episcopale des ecoles catholiques (CEEC) and the Federation des ecoles protestantes d'Haiti (FEPH) to primary education in Haiti, in partnership with USAID and Florida State University (FSU).

THE PROJECT

Educational opportunities for the vast majority of Haitians have always been limited. Curtailed access and poor quality characterize all levels of education in Haiti. Nationwide, approximately 60% of school-aged children are enrolled in primary school. In rural and disadvantaged urban areas, the problems are even more acute: fewer than 30% are enrolled. Covering only 25% of the recurring costs of educational financing, the Haitian government has been unable to meet the demand for education and has concentrated its investments in urban zones. The private sector – consisting of the Church, Protestant missions, communities, and individual entrepreneurs – has responded to this need. Approximately 60% of primary school enrollments are in private schools that receive little – if any – government subsidy. Inverting the common perception of private schooling, private sector schools in Haiti lack qualified teachers, serve the poorest strata of students, and have few material resources.

The IIBE Project employs a dual strategy aimed at the improvement of the quality of private sector primary education:

1. direct school support through the provision of materials and training which will also result in the identification of the most effective combination of inputs to improve school performance, and
2. the development of local institutions capable of organizing and serving the vast and fragmented private education sector.

The IIBE Project is managed by FSU with assistance from IIR (for the preprimary education component). Primary oversight and monitoring responsibility is lodged at the USAID Mission's Human Resource Development Office in Port au Prince. School support activities are implemented through FSU subcontracts with indigenous sectoral organizations, the CEEC and FEPH, representing private sector education interests. Providing both technical and managerial assistance, FSU is responsible for transferring skills to the CEEC and FEPH that will enable them to take full responsibility for the school

support component of the Project and, more importantly, serve as viable and permanent service organizations to the vast private education sector in Haiti.

IMPACT TO DATE

“Even at this early date, it can be said with assurance that IIBE impact on Haitian education has been notable and promises to be profound.”

Because the IIBE Project was designed as a phased, long-term effort, it is too soon to assess the overall impact of the school support component. Next year (1990) it will reach its full complement of 60,000 students and will activate the evaluation system currently under development. Work to date has primarily dealt with the procedures, ground rules and logistics of implementing the menu methodology, as well as its elaboration and refinement to get it into an "evaluatable" state. Impact, therefore, has been more internal than external, although this is not to say the Project has not felt the portent of incipient policy issues (teacher incentive payments have proved particularly troublesome).

Activities already undertaken should have positive impact on schools and further project goals of developing efficient, appropriate responses to their support needs. These activities include:

- provision of teacher and school director training – this year IIBE provided training to approximately 1,200 teachers;
- publication of the *Timoun Lakay* newsletter to 800 preprimary teachers and public officials (with so many additional requests from non-project affiliated sources that the production budget is exceeded);
- "popularization" and dissemination of a national preschool curriculum for preprimary school teachers in Creole and development of practical activity and lesson plans;
- development of a framework to assess school needs at grassroot levels;
- development of a performance contracting mechanism in the schools, a methodology which has been incorporated into by the World Bank into its Fifth Education Loan plan;
- development of a battery of student achievement tests (in French, Creole, and mathematics) as well as teacher competency tests; and
- creation of parent-teacher committees in the schools to encourage active community involvement and support.

The institutional development component has proceeded at a much faster rate, far surpassing expectations and, in the process, somewhat redefining both project focus and activities. Even at this early date, it can be said with assurance that IIBE impact on Haitian education has been notable and promises to be profound. Due to IIBE support, there now exist two organizations, the CEEC

representing the Catholic Church and the FEPH representing diverse Protestant sects. These organizations, for the first time, attempt to aggregate and represent the interests of the neglected private sector (69% of private school enrollments are in Church or mission-affiliated schools). Some indicators of success thus far are:

- creation of the CEEC and FEPH, with active and dues-paying membership nationwide;
- increasing devolution of school support responsibility from FSU to the sectors, in keeping with their growing management capacity;
- founding of a secular organization, Fondation Haitienne de l'Enseignement (FONHEP), which will represent confessional and non-confessional private sector schools in Haiti;
- local management of an AID grant (starting August 1989) made directly to FONHEP for the provision of IIBE school support activities;
- receipt of outside donor funds – from the FAC (Fonds d'Aide et de Cooperation), 1 million dollars from the World Bank (via the MEN) for teacher subsidies with contract renewal imminent for up to \$3 million in additional funds; and
- participation in planning the the Fifth Education Loan to Haiti at the request of the World Bank and inclusion of private sector initiatives, for the first time, based on IIBE work.
- initially balking at the idea of IIBE being the beneficiary of GOH loan funds, the MOE has been told by Bank officials that there will be no Fifth Loan without agreement to include IIBE institutions.

From an institutional standpoint, the creation of these organizations clearly has responded to a perceived need in the international donor community as well as in the hitherto disorganized private sector. Through their representation, the private sector has become a force in Haitian education whose impact has already been felt.

What began as an ecumenical working group of prominent Haitian educators has culminated in a new, albeit still inchoate, institution with clout. Organization of the disparate private education sector means that, for the first time, it can exert an influence on national decision making commensurate with the role it actually plays as providing two-thirds of primary education. The relationship between the foundation and the Ministry of Education has already settled into a new, more equitable balance of power in which, according to a prominent Ministry official, private-public relations have never been better.

The result of IIBE efforts and initiative will be the implantation of an enduring mechanism to attract and channel donor support, as well as provide direct school support through information and resource sharing, rational planning and policy making, and coordination of educational improvement efforts.

“From its design to its implementation and evaluation, local organizations and personnel have been the principal participants and decision-makers for the project and its activities.”

In its efforts to identify and define the private education sector in Haiti, the IIBE Project by necessity has had to collect large amounts of data on schools, teachers and students. Although a complete management information system is not yet in place, it has created a framework for assessing teacher and student skill levels and performance improvements through a battery of tests, and developed school profile and baseline data collection and analysis instruments through its school administration and evaluation programs. The result is that information and means of collecting and analyzing it (both through instruments and trained local staff) now exist where none had before the Project.

The latter three years of the project will see the completion and refinement of these instruments, the continued application of the results they generate to formative evaluation and institutional development, and their use in assessing the impact and viability of the school support methodology now being implemented.

LESSONS LEARNED

Many projects have dealt with school quality improvements and many with institutional development issues. The uniqueness and current success of the IIBE Project lies in its approach to these problems.

From its design to its implementation and evaluation, local organizations and personnel have been the principal participants and decisionmakers for the project and its activities. The IIBE Project design was a collaborative effort between USAID and the representatives of the private sector that resulted in active sector participation in and responsibility for project implementation. Although lip-service is often paid to the notion of "ownership," the IIBE Project is truly owned by its beneficiaries. A Project Administrative Council, composed of representatives of the CEEC and FEPH, who together comprise the "Who's Who" of Haitian education, sets policy guidelines and makes decisions that are respected by both the donor and contractor. Both programmatic and full financial information are shared with Council Members, and they are responsible for budgetary planning. The staged approach to institutional transfer has devolved increasing programmatic and financial responsibility to the local organizations. Care has been taken to include the sectors in the recruitment and selection of technical assistance personnel who are mainly Haitian — with a long-term commitment to and stake in project outcomes.

Sincere efforts at institution building have resulted in a high level of trust and cooperation among the contractor, USAID and the Haitian organizations, and have smoothed the transition to grant funding of the foundation. It is impossible to ignore the role played by the USAID Mission and its education officer. Her knowledge of the private educational sector and its players, coupled with her sympathetic understanding of inevitable difficulties and vigilance in advocating for project needs at a bureaucratic level helped erode the barriers and distrust that existed in the private sector at the outset of planning operations. Furthermore, active Mission involvement and support has prevented the Project from falling into the "warp" that often afflicts centrally-funded AID activities undertaken in Mission "territory." The Mission has accepted responsibility for the project and strongly contributed to its well being.

Yet goodwill and trust are not the sole criteria for the success of the IIBE Project. Although formalized training and knowledge transfer have occasionally fallen behind implementation exigencies, on-the-job training and involvement in all project aspects have provided local personnel the capability of handling ever larger responsibilities. Project sights are set firmly on the future and the transfer of all operational responsibility to local organizations. The training component is essential to this goal and cannot be ignored in favor of the short-term efficiencies often realized by employing a team of expatriate staff to undertake programmatic tasks. Technical assistants are not separated from sectoral staff. Each must depend on the other to accomplish school support tasks. AID is willing to invest in an innovative solution to a major problem in a country whose future is uncertain; FSU is willing to accept contractual responsibility for tasks that are then delegated beyond its immediate and ready control; and the CEEC and FEPH have been willing to put their good names on the line and risk their constituencies by collaborating with a donor often regarded with suspicion and by forging close ties with "opposing" religious groups.

Finally, the proper identification of a need felt in Haiti for support of private sector education must be the most basic of all criteria for long-term success. That the private sector both needs and desires the support provided by the Project is the fundamental reason for local acceptance of its goals and objectives. That project design is sufficiently flexible to respond to and incorporate local input and concerns explains active local participation. That Project ownership has from the outset been in the hands of local organizations is responsible for ongoing staff and sectoral commitment to its continued operations and success.

CONCLUSIONS

IEES experience in Haiti demonstrates that operating under adverse political conditions need not entirely compromise efforts to improve educational system efficiency if contacts can be maintained with host country counterparts and their commitment sustained by a methodology based on participation and genuine institutional development. The Haiti experience also shows how integral a part bilateral projects should and can be of overall IEES concerns with educational efficiency and national educational planning. It is thanks in good part to the particular design and implementation methodology of the IIBE Project that progress toward overall IEES goals could continue in Haiti even when all direct involvements with the Ministry of Education had to be suspended.

As a result of the parallel goals of the GOI, USAID, and IEES, a key question of the Sector Review was not only, "How can the educational system be made more efficient while maintaining equity?," but also, "How can the GOI, with the donor community, achieve this common goal more efficiently?"

Indonesia

IEES began assistance to the Government of Indonesia (GOI) and the USAID Mission in 1985. The GOI requested that IEES conduct an EHR Sector Review to align with the final eighteen months of Indonesia's Fourth Five-Year Human Resources Development Plan (Repelita IV) and to contribute to the development of the next plan (Repelita V). As a result of the parallel goals of the GOI, USAID, and IEES, a key question of the Sector Review was not only, "How can the educational system be made more efficient while maintaining equity?," but also, "How can the GOI, with the donor community, achieve this common goal more efficiently?"

Educational efficiency issues in Indonesia arise largely from the geographical and cultural realities of a land mass that spans the equivalent of the continental U.S., broken into thousands of islands which contain nearly 250 languages and cultures, a population of 170 million, and a heavily centralized administration. These realities pose difficult management problems for improving educational quality and efficiency. The MOEC also had recently undergone a 60% budget cut due to a drop in oil revenues to the country. In light of the task of managing such complexity on an increasingly limited budget, the Indonesian EHR Sector Review focused on such areas as foreign technical assistance and interministerial collaboration for more efficient national coordination through elimination of redundancies.

The Sector Review was conducted in late 1985. A Government Sector Review Steering Committee and counterparts provided review and feedback early in 1986. The final edition was published in April 1986.

Major constraints to educational efficiency identified by the Sector Review are:

- a policy decision to rapidly expand vocational/technical education programs without a clear linkage of actual manpower needs careful assessment of resource capabilities;
- an inadequate capacity for continuing policy research and planning within the MOEC – including an effective EMIS;

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

- a lack of evaluation research information on the outcomes and cost-effectiveness of educational improvement efforts;
- the need for expansion and quality improvements in the secondary education subsector;
- the difficulty of recruiting and retaining teachers in the rural and remote areas; and
- the need for balancing deconcentration of responsibility for educational programs to allow more participation in planning and curriculum development by the regions without loss of central control over key decisionmaking.

Following the Sector Review, IEES contracted to administer the Educational Policy and Planning Project (EPP). EPP addresses the core needs of the educational sector as identified by the Sector Review and extends the scope of core CIP activities. The purpose is to improve the quality of education in Indonesia by increasing the institutional capacity for better policy planning based on more complete and accurate information and better policy analysis.

The EPP Project long-term study, Improving the Quality of Basic Education in Indonesia, will define specific national criteria for judging attainment of quality for the primary level. The study will provide objectives for educational quality, including specific targets and benchmarks for judging its attainment for the Fifth National Five-Year EHR Development Plan.

As in nearly all IEES collaborating countries, Indonesia needs to improve recruitment and retention of teachers in the rural and remote regions to improve educational access equitably. Early in Phase II, IEES will initiate a two-year study to identify teacher incentives for recruitment and retention to rural and remote regions. Given the current and projected oversupply of primary school teachers nationwide, now is the opportune time to experiment with incentives and disincentives that may influence long-term teacher placements.

Conditions Contributing to Achievements. The convergence of two events have contributed to the achievements of the IEES Project to date in Indonesia. First, the IEES Sector Review in 1985 coincided with the Indonesian realization of the magnitude of lost revenues due to the drop in oil prices on the international market. This fall in expected revenues led to drastic budgetary expenditure cuts. This event, therefore, created a policy context that was sensitive to issues of efficiency.

Secondly, the results of the IEES Sector Review provided important contributions to the national five-year planning preparations of Repelita V, thereby

enhancing the credibility of IEES while demonstrating its value as a vehicle for promoting data-based policy making. The review is now being used for the groundwork underway for the 1992 Twenty-Five Year Human Resources Plan. These events have helped to create the enthusiastic participation, collaboration and ownership that has characterized IEES assistance in Indonesia.

The momentum of relevant IEES assistance has been maintained by the excellent working relationship between IEES staff and Indonesian counterparts. This relationship has been characterized by close collaboration between the IEES Country Coordinator, the present Resident Technical Advisor, the USAID Mission and Indonesian counterparts. Despite the fact that there have been dramatic changes of Mission personnel, the transitions have been smooth—with little loss of momentum in progress towards project efficiency goals. The former USAID Mission Director noted that the IEES/USAID partnership should serve as a model for other Contractor/Mission relationships.

This successful working relationship in-country has been promoted by the strong Educational Policy and Planning (EPP) staff. The current RTA serves both as EPP COP and IEES Coordinator in order to ensure maximum coordination and realize maximum leverage resulting from the close integration of the two resources.

Project success in Indonesia is also attributable to IEES personnel and EPP consultants with previous Indonesian working experience who have been continuously employed by the Project and, thus, have remained closely involved and committed to efficiency goals.

The close and mutually supportive integration of the bilateral project, EPP, and central CIP activities has proven to be an effective assistance strategy. EPP and IEES have leveraged resources to achieve a significant policy impact at a relatively small investment.

As a result of the readiness of the Indonesian policy context, as well as the productive combination of the Country Coordinator and RTA management, it has been possible for IEES to build and maintain successful multi-ministerial and multi-donor involvement in the Project. The multi-ministerial bridges that have been developed include the Balitbang Dikbud Planning Unit, BAPPENAS (Ministry of National Development), the Ministry of Labor and Manpower, and the Ministry of Finance.

Unlike many other development assistance projects, IEES has successfully maintained a balance between the capacity building component, i.e., participatory research, ownership, and transfer of skills, and quality of research and technical assistance. IEES has worked down from the national level to the provincial level, and even as far down as the Kecamatan (district) levels. At the Kecamatan level, IEES work has involved research on EMIS and data collection for the Vocational Education project. Consequently,

“IEES has influenced policy to explore a greater cost recovery in Higher Education, which has potentially great significance for budget allocations.”

IEES and EPP have influenced policy dialogue, the policy process and outcomes at all levels. They have markedly improved the policy planning capacity at the national level.

POLICY IMPACTS

The most significant policy impacts during Phase I of both EPP and IEES have occurred in the field of macro planning. The first phase of IEES has been a macro-focused project, with intentions to be more micro/school focused in Phase II. IEES cannot claim sole credit for the following policy changes in Indonesia. It is not the nature of policy change to accrue through sole causes. It can be said, however, that the Sector Review and its recommendations are largely responsible for the policy discussions that give rise to these specific policy impacts:

- The economic section of the Sector Review contributed to a policy decision to invest greater resources in lower secondary education extending through 9 years. Now, the current stress is on quality of basic education, because 98% of the cohort is in basic education.
- IEES has directly affected Government decisions to dramatically lower the previous targets to increase vocational/technical education. A concomitant commitment now is to improve the quality and external efficiency of Voc/Tec instead. This policy change also entails diverting the voc/tec budget into the polytechnic postsecondary education.
- IEES has influenced policy to explore a greater cost recovery in Higher Education, which has potentially great significance for budget allocations. Up the present, students from General Education and University were automatically supported through Government scholarships regardless of the family's ability to pay. IEES has emphasized the need to expand lower and upper secondary education so that children of lower income families can attain General Education. IEES argues that greater equity can be achieved by lowering fees at the bottom so a broad section can complete General Education with the establishing of tuition fees at the university level.
- Government policy now reflects approaching out-island higher education as an effort at greater regional equity. This improvement of higher education regionally (reflected in plans for large-scale upgrading projects) is a direct consequence of the recommendations in the economic section of the IEES Sector Review.
- Formalized interministerial collaboration through a policy of intra-MOEC director generals and establishing of information linkages and retrieval systems has resulted from IEES efforts. This micro-policy impact extends further in establishing a policy of greater interministerial sharing of human resources statistics. The moratorium on collected data has now been reduced from 3 years to 8 months due to IEES negotiation.

- Current policy debate of a sweeping simplification of secondary school curriculum has resulted directly from the recommendations for efficiency improvements in secondary education in the Sector Review.
- Policy debate on the refinement and subsequent reform of EBANAS, the national secondary examination system has resulted from IEES efforts. This policy change process is midway in the refinement stage, which will provide the groundwork for subsequent reform.

PROBLEMS ENCOUNTERED

IEES efforts towards efficiency goals in Indonesia are regarded as a success by the parties involved, although problems have at times slowed progress. These were a result of both staffing problems and internal political events. EPP is behind its projected schedule due to continuous personnel staffing problems. EPP has faced difficulties in securing and maintaining consistently full-time senior project staff, due partly to idiosyncratic reasons and partly to internal conflicts within Balitbang regarding requirements for filling the positions.

Secondly, Balitbang Dikbud experiences its own internal pressures which are independent of IEES and yet affect IEES progress. These are related to the relationship of Balitbang with other educational subsectors within the MOEC as well as difficulty in providing promised project counterpart funds and personnel.

Thirdly, the Indonesian educational sector is a huge establishment relative to the IEES resource leverage and this fact also creates special problems. Geographically, Indonesia's archipelago of islands spread over an area as large as the US, making the monitoring of IEES activities both difficult and expensive.

As these problems are being identified and addressed, the potential impact of IEES can be increased. To date, most of the IEES efforts have been concentrated in Balitbang Dikbud. Therefore, IEES potential institutional capacity building success is dependent upon Balitbang Dikbud's personnel stability and overall institutional survival. In the next phase, IEES will expand contacts with other Human Resource policy making agencies, while at the same time strengthening coordination with those who have been strong supporters of IEES.

LESSONS LEARNED

Based on the summaries presented above, the following lessons learned have been drawn from project experience in Indonesia:

- Project success is dependent on an effective RTA/Chief of Party. This key person must be able to coordinate activities, maintain continuity of consultants, establish a cooperative rapport with a wide array of parties, and, most importantly, maintain a participatory and low profile approach to his/her involvement.

“There has been a striking improvement of the policy analysis and planning capacity specifically within Balitbang Dikbud, but more generally within the MOEC as a whole.”

- There is a need to broaden the base of project effort without diminishing the excellent IEES relationship with Balitbang Dikbud. Progress towards efficiency goals requires building bridges to other educational subagencies.
- The frequent monitoring of activities by the IEES Country Coordinator is critical to assure consistency between the overall IEES goals and objectives and the way in which they are operationalized within the specific policy context of Indonesia.
- Utilizing IEES personnel with Indonesia country experience and maintaining their continued commitment over the life of the project has proven to be critical for success.
- Apparently static conditions at times should not provoke negative responses in the Indonesian context. The Javanese management style is low-key and often appears to be static. This is true only in the short term. Well-considered project responses will result in movement towards efficiency improvements. This context requires project staff with a culturally sensitive management and implementation style.
- Close supervision of complex project activities is needed to assure integration and management support of IEES and EPP. Clear articulation of IEES goals and strategies, and firm adherence to plans made in collaboration with the Indonesian counterparts can ensure both the IEES long-term goals and the EPP short-term goals.

CONCLUSIONS

Despite a policy context characterized by a precipitous drop in funds available for Human Resources, staffing problems in EPP and IEES, and changes in USAID Mission personnel, the overall IEES centrally-funded and EPP activities have been successful. This success is attributable to both the fortuitous timing of IEES intervention in the planning cycle, together with the combination of excellent IEES and EPP staff and a sound implementation plan grounded in full collaboration between IEES/USAID and MOEC officials.

This success is evident at a number of levels and through a number of products. There has been a striking improvement of the policy analysis and planning capacity specifically within Balitbang Dikbud, but more generally within the MOEC as a whole. Secondly, the products of the research activities have been planned and conducted jointly by IEES and MOEC policy researchers, have resulted in a series of published policy issue working papers, which are already serving as vehicle for policy dialogue and decision in the development of the coming 5-year plan. Finally, there has been successful implementation of the educational management information system at the national, provincial, and district (Kecamatan) levels in 6 pilot provinces.

As IEES moves in the second phase of its involvement in Indonesia, the accomplishments of Phase I help to closer approximate the ultimate objective of focusing the Phase II activities on: basic education, school quality, and management including EMIS at the subdistrict level.

In Indonesia, IEES will be concentrating on policy issues related to those areas which have specific relevance to Indonesia's own policy context. It will also have generalizability across other IEES participating countries. These areas for both technical assistance and policy research are issues of local decentralization, improving school quality, particularly in rural and remote areas, and specifically of concern in Indonesia, issues related to questions of the quality and external efficiency of vocational/technical education.

The first year of IEES Phase II will be a critical year with regard to opportunities for major conceptual and policy input into the next Indonesian 25-year plan. Senior policy makers in the Ministry of Education are strongly supportive of an in-depth IEES-Indonesian Sector Review, possibly late in 1989. The results of this review potentially will have significant leverage in Human Resource planning in Indonesia over the next 25 years.

Early in Phase II, IEES will accelerate EPP and IEES scheduled activities. The thrust of IEES/EPP integration needs to be continued and strengthened into Phase II, with the expectation of an additional full-time Resident Technical Advisor in place. With the commitment and cooperation of Indonesian counterparts, IEES will be able to plan consistently and dependably for the long-range commitment of counterpart funds and personnel.

*IEES provided the technical assistance to help the Ministry of Education reconcile differences between the two projects and develop clear policy about the continued direction for the development of primary education. The IEES study, *The Feasibility of Integrating Programmed Learning With Conventional Instruction in Liberian Primary Education*, was published in 1986 and served as a basis for the redesign of the follow-on project to the IEL, renamed the Primary Education Project (PEP). The study was instrumental in the subsequent decision of the Ministry to designate the PEP the official instructional system for the primary level and to commit to national implementation of that system.*

Liberia

IEES work in Liberia has concentrated on assisting the Ministry of Education in macro-level educational planning with particular attention to those areas of national planning that have direct impact on instructional improvement at the school level. This planning work has occurred at a particularly important time, since the country recently has experienced a series of economic and fiscal difficulties that have had wide reaching negative impacts on the development and operation of the formal education system.

During the early 1980s, both AID and the World Bank-sponsored projects to improve primary education in Liberia. The Improved Efficiency of Learning (IEL) Project funded by AID and the Textbook Project supported by the World Bank were viewed by many observers to be in competition and to have resulted in inefficient use of resources. IEES work in Liberia began with project design assistance in June 1984 for the national dissemination phase of IEL. For a variety of reasons, this project was delayed until 1986. In that year, IEES provided the technical assistance to help the Ministry of Education reconcile differences between the two projects and develop clear policy about the continued direction for the development of primary education. The IEES study, *The Feasibility of Integrating Programmed Learning With Conventional Instruction in Liberian Primary Education*, was published in 1986 and served as a basis for the redesign of the follow-on project to the IEL, renamed the Primary Education Project (PEP). The study

“The Assessment documented the declining resources for education, low educational quality, and declining enrollments. For example, the Assessment found that, at the secondary level, over 50% fail the national examination.”

was instrumental in the subsequent decision of the Ministry to designate the PEP the official instructional system for the primary level and to commit to national implementation of that system.

IEES continued to provide small amounts of technical assistance to help the Ministry effect the transition to the PEP. For example, IEES supported consultant work to design inservice teacher training for the PEP that reconciled differences the teacher training systems previously used by the IEL and the World Bank projects, each of which has strong advocates. IEES also supported consultant work to design instructional supervisor training for headmasters, again as a means of supporting implementation of the PEP.

Despite the very positive movement toward national adoption and initial implementation of the Primary Education Project, external pressures on the Ministry of Education were growing. Between 1984-1988, the percent of school age children entering first grade dropped from 52% to about 34%. During that same time, school enrollments declined by about 25%. At present, only 2 of every 100 Liberian children can expect to finish secondary school in 12 years. Despite the enrollment declines, the size of teaching and administrative staff of the MOE has increased by about 9% (1984-1988).

In 1988, over 95% of the instructional activity budget of the Ministry went to personnel costs. One consequence of the high salary budget is that schools receive virtually no instructional materials, operating or maintenance budget from the MOE. This is unlikely to change since the MOE budget dropped by approximately 24% between 1984/85 and 1986/87.

In 1986, the Minister of Education asked for IEES assistance in conducting an Education and Human Resources Sector Assessment in Liberia. His belief was that this type of comprehensive study could provide a basis for more coherent planning and more effective lobbying for both national budget and donor assistance. The need was particularly acute, since no national plan for educational development had been prepared since the early 1970s.

In response, IEES provided a six person team in early 1987 to work with the Ministry in conducting the Sector Assessment. The Assessment documented the declining resources for education, low educational quality, and declining enrollments. For example, the Assessment found that, at the secondary level, over 50% fail the national examination. Of those that pass and go on to the University of Liberia, up to 80% have to spend a year in remediation. In teacher education, the Rural Teacher Training Institutes (RTTIs) have experienced dramatic drops

in enrollment and high attrition. Moreover, graduates do not go into classroom teaching.

The Assessment also identified a series of points at which actions taken to ameliorate one problem had actually operated to create different, and in some cases, worse problems. For example, in response to the lack of government budget for educational materials, the MOE instituted a student registration fee (\$3 at primary; \$15 at secondary) which was to go toward purchase of instructional materials. However, these monies, once collected, have been used to cover operating expenses of the MOE. Very little returned to the schools in the form of instructional materials. One unanticipated consequence was that the fees operated as a disincentive for schools to report accurate enrollment data. Largely as a result of that, the data collection, analysis, and reporting system in the MOE collapsed at the end of 1984, with the result that there is now no adequate data base with which to identify problems and their scope or to use in designing efforts at reform.

The Assessment offered a series of policy recommendations aimed at improving the efficiency of education at both the school and Ministry levels. Among these were recommendations to:

- Leave student registration fees at the school level to be used for purchase of instructional materials (under control of community councils).
- End the present system of decentralized MOE field staff and reallocate them to other activities. Their primary activity is to collect student fees. They collect less than it costs to maintain them. More importantly, this system pulls money out of the community that could be used to improve instructional quality.
- Concentrate on inservice rather than preservice teacher education. Close RTTIs and use facilities for inservice.
- Reactivate the MOE data system. The collapse of the data system was due to disincentives for schools to report data inadvertently introduced by the Ministry of Education. Revitalized data system will need to be part of a larger reform in the linkages between the MOE and the schools.
- Assess the student achievement impacts of the PEP. PEP is the major (and only) improvement activity of consequence in the MOE. Much is riding on its success. Evidence that PEP is being properly implemented and that it raises student achievement are necessary components in the eventual argument for government and external resources to sustain it after present funding ends.

The EHR Sector Assessment, conducted during January-February 1988, was reviewed and approved as an official GOL publication in September 1988 and published in December 1988.

One point made clear in the Assessment was that meaningful policy change within the education sector would require the collaboration and support of several Ministries and agencies beyond the MOE.

“The highest visibility and greatest impact of all IEES work in Liberia has been the EHR Sector Assessment conducted during January-February 1988 and published as an official GOL document in December 1988.”

To disseminate the results of the Assessment and elicit the needed inter-ministerial support, the Ministry of Education, with IEES assistance, organized a "National Conference on Education Priorities for the Nineties" which was held during February 1989. The intent of the conference was to involve top officials from Education and other Ministries in agreeing on what the key problems are, the political and fiscal implications of addressing those issues, and the educational implications of not addressing them.

The Minister's intention was that after the Conference, the Ministry, with IEES assistance, would develop a Five-Year Plan for Educational Development drawing on findings from the Assessment, the discussion at the National Conference, and debate within the senior staff of the MOE. The National Plan is seen as a mechanism for translating policy recommendations into specific plans and implementation strategy. The Plan is to specify intermediate and long-term goals for the education system, estimate the cost implications of achieving (or not achieving those goals), determine the specific activities that must be undertaken to reach those ends, assign responsibility for undertaking those activities to the appropriate unit of the Ministry, and specify the monitoring and evaluation procedures that need to be implemented to help ensure that the MOE is making appropriate progress toward those ends.

ANALYSIS OF IEES ACTIVITIES IN LIBERIA

The highest visibility and greatest impact of all IEES work in Liberia has been the EHR Sector Assessment conducted during January-February 1988 and published as an official GOL document in December 1988. Policy issues raised in that Assessment have received wide discussion in the MOE and the Ministry of Planning. However, meaningful action to improve educational efficiency in Liberia will require concerted action of several Ministries and strong support from the Executive Mansion. The "National Conference on Education Priorities for the Nineties" was a meaningful follow-up to the Assessment. However, the ability of the Ministry to respond meaningfully to the policy recommendations coming out of the Assessment will depend on the success of the National Five-Year Plan development activity and the Ministry follow-through to that Plan.

The Five-Year Plan development activity is scheduled for June 1989. Unfortunately, due to the ending of the IEES Phase I Project, support for this activity has been reduced. The Ministry will be able to develop a working draft of the

Five-Year Plan and some resources may be made available under IEES Phase II to help finish preparation of the Plan. This is judged to be an important activity, since the Plan will offer specific strategy for translating policy recommendations into direct actions to improve educational efficiency.

IEES work in Liberia has received considerable visibility. During January 1989, Dr. Samuel Doe, President of the Republic of Liberia, made specific mention of the Sector Assessment in his annual State of the Nation address. He announced the February national education conference and reported that a national five-year plan would be developed. Nonetheless, while the political dimension of IEES work has flourished, the substantive dimensions have moved slowly. The MOE has been slow to implement recommendations arising from the Assessment. For example, a key recommendation of the Sector Assessment was that student registration fees be left at the school level to cover costs of educational materials and supplies, rather than be collected and used to support the administrative costs of the MOE. This strategy offers an immediate way to improve educational quality at the school level. The Minister of Education agreed to pilot this idea in two regions during the 1988/89 school year. However, several months later, he determined that he would not be able to conduct the pilot and no action was taken to implement the recommendation.

Current indications are that the Ministry of Education wants to continue collaboration with IEES.

Three areas emerged from the Sector Assessment as high priority for IEES work:

1. The MOE management information system collapsed in 1984. Since that year, there has been no count of schools, teachers, or students. Best estimates are, however, that during that time, aggregate school enrollments have dropped while teacher supply has increased. The Liberian Ministry of Civil Service estimates that meaningful financial savings could be realized by eliminating "ghost teachers" from the salary rolls. An EMIS could help do this.
2. A key area for efficiency improvement is in monitoring and evaluating student performance in a way that guides the future resource flow to schools and teachers consistently characterized by poor performance. This improvement is essential if the USAID investment in the PEP is to be protected. An academic performance monitoring system that allows for the rapid identification of low performing schools could help enhance efficiency in targeting the instructional supervision that is available.
3. The intervention that could do the most to improve instruction in the short-term is to leave student registration monies at the school level for the purchase of educational materials. The MOE will need assistance to structure and implement this idea.
4. The Ministry is interested in IEES help in monitoring the implementation of the Five-Year Plan, once it has been adopted. This activity is consistent with the emphasis within IEES Phase II on policy adjustment mapping.

The IEES-sponsored teacher incentives research in Liberia has been conducted successfully by MOE researchers is of importance to the Ministry. One reason is that the Country Team Leader of the research is well placed in the MOE – ideas coming out of the research find their way to policy discussions within the Ministry. The Ministry is quite receptive to continued IEES research activities. One opportunity is offered by the national implementation of the new primary school curriculum (the PEP). Under the PEP, primary schools will all be using the same learning materials, within a system of programmed teaching (grades 1-3)

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or programmed instruction (grades 4-6). Implementation of the PEP affords the opportunity to examine the determinants of student achievement.

Liberia also offers a unique opportunity for research into school and classroom level factors that enhance student learning. It is the only country in the world that currently is undertaking national implementation of a complete primary school curriculum based on programmed instruction.

DIRECTIONS FOR IEES PHASE II

The Sector Assessment, National Conference, and Five-Year Plan have laid a strong foundation for continued IEES work in Liberia. Future emphasis will need to be on helping the MOE complete the policy formulation phase and bridge from that to the implementation of those policies at the school level. The need for a full Sector Assessment Update during the next phase of IEES is not anticipated, but a series of studies will be necessary to support the design and implementation of specific policy recommendations. The Ministry of Education has indicated particular interest in IEES help in revitalizing its national education information management system (EMIS), a need given considerable attention in the Sector Assessment. Liberia offers a good setting to implement the Efficiency-Based EMIS model proposed under Phase I of IEES. Additionally, the Ministry has indicated an interest in IEES help in developing a national system for monitoring student and school achievement. IEES help also has been requested in the area of school mapping.

In addition to the contribution IEES can make to Liberian educational development, the five-year phased national implementation of the Primary Education Project offers Phase II of IEES an unusual opportunity to conduct research into the school level determinants of improved instruction. The PEP offers a well-defined instructional treatment implemented in clearly defined phases with well-designed output measures of student achievement. It provides a context in which to investigate three issues:

- teacher resistance to adoption of an innovation;
- the role of the headmaster in influencing student achievement; and
- the efficacy of radio as a means of encouraging community support for schooling.

The research results in all three areas have direct and immediate relevance to policy within Liberia and offer potentially important insights for planning and policy formulation in other countries.

Headmasters: Headmasters are key actors in translating national education policies into school practice, in influencing teacher attendance and classroom behavior, in shaping community participation in schooling, and in mediating student achievement. In Liberia, under the new Primary Education Project, school headmasters are being specially trained as instructional supervisors as a means of reducing inservice teacher training time. However, considerable concern has been expressed about the ability of headmasters to operate effectively in this role. The extent to which headmasters are able to act as instructional supervisors has direct relevance to student achievement in PEP schools and to the efficiency of the PEP as an instructional strategy.

Radio: While considerable research has addressed the impact of interactive radio on student achievement, much less attention has been given to the efficacy of radio as a means of building community support and involvement in schooling. The use of the Liberian Rural Communication Network (LRCN) to build community support for education affords a unique opportunity to investigate the efficacy of radio used in this way.

The Liberian EHR Sector Assessment found that the virtual absence of instructional materials and supplies was a principal factor in the recent decline in educational quality nationally.

A major policy reform recommended by the Assessment was that school registration fees be left at the local level, under community control, for the purchase of instructional materials and supplies, in the belief that this would have a direct impact on instructional quality. The Minister of Education has agreed to implement this recommendation in selected regions on an experimental basis. LRCN will be used to disseminate information about this effort, suggest to community members how these monies might be used to improve educational quality, and propose to community members how they might organize to support the activities of their school.

The efficacy of radio to reinforce community involvement in schooling, particularly related to assisting communities in investing local funds in ways that result in improved student learning, needs to be systematically investigated.

Teachers: Factors influencing teacher adoption and implementation of instructional innovations is recognized as an essential area for research if national level programs to improve teaching are to have any effect on student learning. In Liberia, as part of the national implementation of PEP, a substantial number

of teachers will be asked to implement a new instructional strategy that, in many cases, will meaningfully affect their in-classroom instructional time and teaching behaviors. As conditions of work change, it will affect the incentives affecting these teachers which, in turn, will influence their support and implementation of the intended classroom behaviors.

Under Phase I, a longitudinal study of teacher concerns about adopting an innovation was initiated, with baseline and year one data collections now complete. Initial results indicate that Liberian teachers' concerns about adopting an innovation differ meaningfully from the dimensions used by Western teachers.

Under Phase II, research on the factors influencing teachers' willingness and ability to implement instructional innovations could be continued. The results have immediate implications for the amount and nature of the training and support PEP will need to provide to teachers.

This constellation of substudies has immediate policy relevance in designing inservice teacher training, in devising incentive systems to encourage teacher retention, and in presenting and publicizing policy changes in ways that have a greater likelihood of being adopted at the classroom level.

Applied research and development activities have cut across both the areas selected for IEES involvement in Nepal. Participation in the IEES Policy Research Initiative (PRI) increased Nepal's efforts to develop its knowledge base in education and allowed it to share such information with other nations through the extensive IEES networking arrangements.

Nepal

The original scope of work for IEES assistance to Nepal was established in early 1985. Priority areas for collaboration included:

- improving the data management and planning capacities of the Ministry of Education and Culture (MOEC), and
- strengthening evaluation capacities within the MOEC Radio Education Division.

A preliminary workplan prepared by IEES representatives, MOEC officials, and USAID Mission personnel was submitted to the Secretary of Education and approved in September 1985. The workplan included the posting of an IEES Resident Technical Advisor (RTA), beginning in February 1986, to oversee implementation of IEES assistance.

Applied research and development activities have cut across both the areas selected for IEES involvement in Nepal. Participation in the IEES Policy Research Initiative (PRI) increased Nepal's efforts to develop its knowledge base in education and allowed it to share such information with other nations through the extensive IEES networking arrangements. The focus of PRI activity in Nepal was the development of an Education Management Information System. This parallels IEES training efforts within the MOEC's Manpower and Statistics Section, and focuses on primary and secondary schooling.

Based upon IEES achievements in Nepal and the consortium strategy in using sector assessments as an essential planning and training tool, the MOEC and the USAID Mission approved a sector assessment in December 1986. An eleven-member Nepalese-IEES team carried out the assessment between June and August 1987.

“Building upon the initial information management and computer training, staff of the Manpower and Statistics Division subsequently developed forms for standardizing and streamlining the collection of data from the nation’s schools.”

DATA MANAGEMENT CAPACITY

In the data management domain, identified problems were: (a) headmasters and teachers who did not fully understand the necessity of keeping accurate and up-to-date records on student enrollment and attendance, school characteristics, finances, etc.; (b) little or no coordination among Ministry units responsible for collecting information in the schools; and (c) a lack of necessary equipment to ensure the timely and accurate processing, analysis, and reporting of data. The poor quality of information which resulted from these problems severely constrained planning and reduced efficiency at all levels.

To address these problems, a variety of technical assistance activities were initiated by IEES. An Introductory Microcomputer Workshop for staff of the Manpower and Statistics Division of the MOEC was held in May 1985. The focus of this two-week activity was the care and use of computer hardware and software, keyboard skills, and basic data entry and retrieval skills.

Building upon the initial information management and computer training, staff of the Manpower and Statistics Division subsequently developed forms for standardizing and streamlining the collection of data from the nation’s schools.

A four-page school data collection form for school headmasters was developed first. This form has been in use since 1986. In the last three years, tabulation forms also have been developed for use by the District Education Officers (DEOs), and workshops in data collection and tabulation techniques have been organized for this group.

To support the data management reform process, IEES provided the MOEC Manpower and Statistics (M&S) Section with three IBM compatible computers, two printers, a battery powered back-up system, various software packages, computer supplies and a maintenance contract to cover upkeep and repairs. In addition, RTA Butterworth has provided continuous on-the-job training in basic computer skills, data entry, and analysis. Using this equipment and newly established procedures, all district-level data are now entered into the computer for the preparation of basic statistical tables published by the Section. In addition, the computers have proved useful in making projections needed for planning Nepal’s National Basic Needs Program and in meeting the increased number of data requests emanating both from within and outside the MOEC.

IEES also provided short-term, out-of-country training to enhance the skills of the M&S Section staff. The Section Chief was sent to the Asian Institute of Technology in Bangkok for a three-month course in the use of selected software packages. Two senior analysts participated in a one-month internship with UNESCO's Statistics Office in Bangkok, followed by a ten-day study tour of the IEES Project in Indonesia. This was a particularly successful and relevant training experience. Furthermore, in-country training provided by the RTA has been augmented by a variety of special courses. For example, IEES has arranged for local computer service groups and consultants to conduct data processing classes for M&S office personnel.

In summary, IEES has been successful in helping the MOEC improve its system for data collection and processing. This system has enhanced the timeliness and availability of school-related information. The types of data available have increased with the introduction of the school form. For the first time, data are now available for urban/rural and public/private analyses. The M&S Section has published several editions of the *Education Statistics Brief*, thereby increasing the distribution of important data. With school level data now more readily available, samples are being conducted to detect trends at the school (and not just district) level. The Section is competently managed by core staff trained in data management on microcomputers. With their skills and the computer capability present in the Section, the capacity now exists to provide most of the data required by planners and policymakers.

PLANNING CAPACITY

In spite of the impressive advances made in data management and EMIS development during Phase I, the MOEC has not yet been able to take full advantage of these resources. Under the IEES Policy Research Initiative (PRI), a study of the entire MOEC data management system was conducted. The final research report draws a number of important conclusions, three of which define the limits of IEES success to date:

- While the basic features of an Education Management Information System (EMIS) are in place, the system is not working efficiently enough to meet the needs of planners and decision makers in the MOEC. Problems of timeliness, usability and consistency of the data still undermine the effectiveness of the information system.
- The major reason for the lack of timeliness and consistency in reporting data is that key elements of the EMIS are not institutionalized in the MOEC policies, staff job descriptions and established deadlines. As a result, many participants in the data collection and management process lack dedication and commitment.
- The primary purpose of an EMIS is to improve the quality of education through more appropriate and efficient use of financial and educational resources. Within the MOEC, however, EMIS activity is not adequately tied to the policy/decision making process and therefore has been unable to have an impact on the efficiency of resources allocations. Data are still used almost exclusively for reporting purposes and for setting targets after major policy decisions have been made.

A major IEES activity in Nepal was the EHR Sector Assessment conducted in 1987. This was a remarkably collaborative effort, involving a team of eleven Nepali and IEES consultants. The final

“Realistic planning for the design and implementation of efficiency models must address obstacles in the cultural and bureaucratic environments in which the project works.”

document, widely distributed by January 1989, is used by scholars and by donor organizations active in Nepal and has been praised by many officials within the MOEC. In retrospect, however, the document has not appreciably broadened policy discussions or affected decisionmaking in the MOEC. Sector Assessment experiences demonstrate the continuing inability of the system to take advantage of informational resources in a consistent or sustained way.

This conclusion points out some of the problems of implementing IEES processes. Realistic planning for the design and implementation of efficiency models must address obstacles in the cultural and bureaucratic environments in which the project works. The following is a discussion of the major cultural and bureaucratic impediments to the realization of IEES objectives in Nepal.

The existing decisionmaking process. How are decisions made? Who makes them? The IEES model makes certain assumptions about how information will influence planning. In Nepal, the decision making process is largely inaccessible to foreign donors and even to Ministry officials. Decisions are made by the Royal Secretariat and the King. Since power is concentrated in the Palace, the MOEC's role is to implement and not to assess, evaluate, or develop policies which might alter the direction of the system. Data are customarily used for reporting and target setting rather than for decision making. In an environment where there is limited dissent and discussion, it is difficult to assess the impact new information of whatever quality can have. Moreover, it is not clear how to inject information effectively into such a process.

Culture of the Bureaucracy. What are the rules by which participants operate? What are the processes by which people are held accountable? The IEES model assumes there is an arena or forum where opposing groups can bring data-based arguments to bear on decisionmaking. In Nepal, communication patterns are highly prescribed and overwhelmingly vertical in character. Horizontal communication across departments is rare. As a result, there is little communication among offices implementing programs. Nor are there incentives to improve communication. For this reason, it has been difficult for the Manpower and Statistics Section to share its data or to work directly with other Sections. Clearly, the staff of other sections need assistance in learning how to interpret and use data effectively. Organizing such horizontal interactions is extremely difficult, however.

Fiscal responsibility. To what extent do planners experience fiscal constraints, i.e., to what extent is efficiency an issue in the operations of the MOEC?

In Nepal, not only are all major policy decisions made outside the MOEC, but its financial resources are also controlled by others. The MOEC is allocated funds by the Ministry of Finance to carry out its activities. Efficiency considerations and choices based on cost analyses rarely enter into plans prepared by the MOEC. Therefore, information with which to assess efficiency is still not considered essential within the system.

EVALUATION CAPACITY

IEES involvement with the Radio Education Teacher Training Project (RETTP) began in November 1985, with a workshop to design an evaluation plan for the Radio English Tuition Program. This plan was implemented with the assistance of IEES local consultant, Dibya Man Karmacharya, whose services were supplied to RETTP on a continuing basis during Phase I. Formative evaluation procedures were established to improve the program as it developed. Follow up studies were also conducted to assess the impact of the project.

With IEES assistance, the RETTP has developed procedures for evaluating programs before they are put on the air, for receiving feedback from the teachers enrolled in their programs, and for evaluating the impact of the broadcasts on teacher knowledge. IEES presence has also demonstrated the value of relying on competent Nepalese consultants to provide technical assistance.

IEES has provided evaluation expertise, as well as planning and management in this fashion to the project. It has also been involved heavily in the process of developing a network of resource teachers to support the Basic Teacher Training (BTT) broadcasts.

The RETTP Project has recently entered the mainstream of MOEC activities through its involvement in the BTT Program. The MOEC developed the BTT 150 hour training package to meet the target of training all primary teachers by the year 2000 AD. In turn, RETTP has developed its own BTT Program to be broadcast via radio. The Project recently conducted a pilot test of 12 lessons from the Radio Math (Nicaragua) Program for elementary students. With IEES assistance, a controlled experimental design was developed to assess the impact of these broadcasts in five grade 2 classrooms.

RETTP is a model which demonstrates the usefulness of ongoing evaluation for improving the quality of distance teaching. Unfortunately, it is a model whose value is not yet fully recognized by MOEC officials involved in teacher training. The vast majority of Nepalese teachers continue to be trained in one-month

“Nepalese officials are determined to develop stronger data management, planning, and evaluation capacities.”

residential programs which do not make any use of RETTP. In the rush to achieve enrollment targets, quality has been sacrificed. As the importance and recognition of RETTP grows, however, its ability to influence the character and quality of other teacher training programs may be enhanced.

In addition to providing RETTP with ongoing evaluation support, IEES and RETTP co-sponsored a Seminar on Distance Education in January 1988. More recently, IEES co-sponsored with RETTP a workshop on Cost-Effectiveness Analysis Techniques for key staff of each of the programs involved in primary teacher training. This workshop brought together staff involved in these programs for the first time. Not only was information about the programs exchanged, but participants developed an awareness of the need to work together to promote the improvement of the teacher training process. Although there was no immediate follow-up to the workshop, RETTP is planning to evaluate the impact of their program on teacher competencies in the coming year. This could prove valuable to the BTT Program as a whole. IEES work with RETTP is another example of the importance of long-term commitment to a project.

Ongoing evaluation is not yet a fully institutionalized part of RETTP. If USAID support were to end, this component runs the risk of being dropped from the Project, which is faced with numerous financial constraints. One full-time research officer and one assistant are insufficient staff to sustain the current level of evaluation activities. In an educational system which concentrates on achieving numerical targets, it is important that IEES continue to support efforts which draw attention to the quality of teaching and learning. The qualitative dimension of educational efficiency must be reinforced. This far, IEES has been effective in supporting RETTP through the services of a Nepalese consultant. This represents a viable strategy for Phase II, perhaps on a more limited scale.

FUTURE STRATEGIES FOR IEES IN NEPAL

The foregoing discussion is intended to encourage realistic expectations about what can be accomplished and to provide a context for developing appropriate actions for IEES in Phase II. Nepalese officials are determined to develop stronger data management, planning, and evaluation capacities. Above all, they wish to gain more experience in developing data-based plans and policies. With additional training, they also may be expected to gain confidence and assert the policy making prerogative of the Ministry of Education and Culture.

Final decisions will lie with the Palace but MOEC officials can be encouraged to take a more assertive and proactive role with respect to major policy decisions. IEES should aspire to this goal, but not expect to demonstrate major impacts on the efficiency of the educational system in the short-term.

Considering IEES general objectives, and given the foundation already established in the M&S Section and RETTP, it would make sense for IEES to build on and expand activities in the following areas during Phase II:

- Continued improvement of the data collection and dissemination process through the training of staff at the district and regional level,
- Continued training (in and out of country) in computer skills, in data analysis techniques, and in the development of models for educational planning,
- Training of regional and district staff in educational planning techniques to support the decentralization process,
- Assistance in the development of a system for monitoring and evaluating progress towards reaching the Basic Needs Goals, and
- Assistance in developing and implementing techniques for assessing the quality of the various teacher training programs.

A prerequisite to extending IEES involvement must be the acceptance and implementation by the MOEC of basic policies to support an EMIS. In fact, such a plan is being developed. It sets out policies, job responsibilities, and processes to strengthen the existing system. Implementation of the plan can be enhanced by the continued involvement of IEES. The plan includes:

The full-time presence of an RTA. Progress will occur when the system is pushed. Consistent, gentle prodding by a person familiar with the system, available to follow up decisions, and present when the "moment is right" to take advantage of situations is likely to be the most effective long-term approach. Competency builds gradually; changes in standard operating procedures also emerge slowly as competency is recognized. RTA support is critical if the system is to continue to improve. The RTA can also model and encourage horizontal communication within the MOEC. In addition, the World Bank has expressed interest in having the RTA work with the evaluation section of its Primary Education Project.

Training/education. Learning to interpret and draw conclusions from data for planning purposes is a slow educational process but one that must occur if MOEC staff are to effectively use an EMIS. Such learning takes place through on-the-job training as well as formal sessions to review and discuss data and information needs. IEES must continue to encourage this process and disseminate it more broadly within the MOEC.

As responsibilities are defined and assigned, MOEC staff also will require additional training. Implementation of a new system demands the sort of ongoing support, attention, and expertise that IEES is ideally suited to provide. In sum, IEES should maintain a continuous, flexible, and low-keyed presence so as to consolidate and expand the progress made in data collection and management made during Phase I.

Major donor reluctance to invest in a sector increasingly undervalued by government, however, has led now to a reversal of government policy. In the past year (1988), teacher salaries were increased by 180 percent, raising education's share of the recurrent budget in 1989 to 4.5 percent. Further increases in government's contribution are a condition of the Fifth Education World Bank loan which is now being negotiated. . . . Bank teams preparing for this loan have been assisted by the IEES Resident Technical Advisor (RTA) and their papers build directly upon IEES work in Somalia during Phase I.

Somalia

Somalia—with an estimated per capita income of \$190—is one of the poorest countries in the world. The combination of an extremely fragile economy and government emphasis on the productive sector resulted in a sharp decrease in its investment in education over the last decade. Between 1984 and 1988 alone, the Ministry of Education's share of the ordinary (recurrent) budget declined from 8 percent to 1.5%. A similar decrease was realized in the capital/development (PIP) budget, with less actually expended each year than allocated. The effects of this underinvestment have been manifested in the form of increasing difficulty in recruiting candidates for teacher training, significant teacher absenteeism, reduced teacher morale and motivation, and school abandonment. Furthermore, these conditions, in an already deprived primary subsector, have led to increased student and parental rejection of the schooling. The dramatic evidence of this lies in the record of declining primary enrollments over the past eight years and the increasing evidence of the impact of the deterioration of the primary subsector on subsequent levels of schooling.

Major donor reluctance to invest in a sector increasingly undervalued by government, however, has led now to a reversal of government policy. In the past year (1988), teacher salaries were increased by 180 percent, raising education's share of the recurrent budget in 1989 to 4.5 percent. Further increases in government's contribution are a condition of the Fifth Education World Bank loan which is now being negotiated. The loan would be targeted on the primary subsector in three regions (Lower Shebelle, Gedo, and Bay) and would provide funds for the production and distribution of textbooks and teacher guides, training of school inspectors, headmasters, and regional and district education officers, construction of

housing for women teachers, and improvement of the national examination system. UNCDF (United Nations Country Development Fund) will undertake to provide similar services to Middle Shebelle. World Bank teams preparing for this loan have been assisted by the IEES Resident Technical Advisor (RTA) and their papers build directly upon IEES work in Somalia during Phase I.

“The successful completion of the long list of activities outlined below would not have been possible without the commitment and active collaboration of officials from the Ministries of Education, Labor, and National Planning and the support of the USAID Mission and other donor groups in Somalia.”

IEES ACTIVITIES

Somalia was the first country involved in the IEES Project. The successful completion of the long list of activities outlined below would not have been possible without the commitment and active collaboration of officials from the Ministries of Education, Labor, and National Planning and the support of the USAID Mission and other donor groups in Somalia. The USAID Mission has been particularly helpful in its support of IEES/Ministry of Education proposals for CIPL fund awards. The CIPL funds have been an important complement to the scarce resources which IEES has available to invest in capacity building within the Ministry. IEES initiatives (including pre-contract activities and CIPL-funded activities) are listed below together with their dates (inclusive from task initiation to report publication). The list does not include the on-going assistance provided to the Planning Department, the Curriculum Development Center, and the Secretariat for Donor Coordination provided by the IEES RTAs.

1. Education and Human Resource Sector Assessment (June 1983 - February 1984).
2. Somali Civil Service Study (February 1984 - June 1984) and participation in the Civil Service Symposium (August 1984).
3. Preparation of the Somalia Management Training and Administrative Development (SOMTAD) project paper (July/August 1984 and February 1985).
4. Management and Administrative Workshops for Ministry of Education officials and Headmasters (February 1985).
5. Placement of Resident Technical Advisor for the IEES Project (June 1985 - May 1987).
6. Data Analysis and Microcomputer Workshops (June 1985, October 1985, and June 1986).
7. School Quality Enhancement Study (August 1985).
8. Somali Language Dictionary of Technical Terms in Economics (November/December 1985, August 1986).
9. Development of a Strategy to Improve the Quality of Primary Education (August 1986).

10. Teacher Incentive Background Study (August 1986).
11. Study of the Educational Materials Distribution System (August 1986).
12. Teacher Incentive and Education Management Information Systems Policy Research Studies (March 1987 - March 1989).
13. Development of a Plan for Preparation of Teacher Training Materials (November 1986).
14. Design and Costing of the Implementation of the Integrated Strategy for Improving Primary Education in Somalia (January 1987).
15. Policy Analysis Workshop (April 1987).
16. IEES Country Workplan Development (April and June 1985, April 1986, April 1987, and April 1988).
17. Placement of a second Resident Technical Advisor for the IEES Project (July 1987 - May 1989).
18. Training in and Production of Inservice Teacher training Materials (September 1987 - May 1988).
19. Instructional Design Workshops (July 1987, November 1987 (funded by UNICEF), and May 1988).
20. Assistance in the Provision of Computer Workshops (October 1987 - March 1988, CIPL-funded).
21. Assistance in the Provision of Central/Regional Inspectorate Workshops in Data Management (October 1987 - March 1988, CIPL-funded).
22. Assistance in the Preparation of a Proposal for External Funding (November 1987 and May 1988).
23. Internal Evaluation of IEES in Somalia (September 1988)
24. Criterion Referenced Test Workshop I (September/October 1988)
25. Beginning Computer Workshop for the Administration Department (October 1988, CIPL-funded)
26. Criterion Referenced Test Workshop II (October/November 1988)
27. Teacher Training Module Review Workshop (October/November 1988)
28. Microsoft Word Workshop for Curriculum Development Center (November 1988)
29. Assistance to IEES/UNICEF Primary Headmasters Workshop (November 1988, CIPL/UNICEF-funded)
30. Advanced Training in dBASE III (funded by IEES CIPL funds) (November 1988)
31. Classroom Testing and Assessment Workshop for Teachers at the Primary Teacher Training Institute (December 1988, UNICEF-funded)
32. Assistance in Field Testing of the Teacher Training Modules in the Baydhoba Region (January 1989, CIPL-funded).
33. Desktop Publishing Workshop for Curriculum Development Center Personnel (January 1989)

As the list indicates, the Somalia/IEES partnership has proved effective in systematically designing and implementing the steps necessary to realize the shared goals of capacity development and improved system efficiency. The Education and Human Resource (EHR) Sector Assessment remains the most comprehensive and definitive description of the sector available and has served as a major resource for both

“The computerization of the EMIS has significantly reduced the lag time between data collection and reporting, as well as substantially increased the Planning Department’s capacity for analysis.”

government and donors in sector planning. The results of the Civil Service Study (which was itself a response to the findings of the EHR Assessment) are continuing to guide the Government of the Somali Democratic Republic policies in the areas of personnel, administrative organization, and private sector development. The Somalia Management and Training and Administrative Development (SOM-TAD) Project, a major bilateral initiative in management training, began in the Fall of 1986. The Quality Enhancement Study (QES), another outgrowth of the EHR Assessment, identified priorities for improving teacher performance and instructional materials. The necessity for further study of the teacher incentive and the materials distribution systems led, in turn, to separate reports on these systems. The QES, together with the reports, in turn, served as the basis for the Transitional Strategy, later renamed the Integrated Strategy.

The Integrated Strategy was a response to the withdrawal of major donors from the education system and the substantial decline in enrollments in the primary subsector. It was designed to realize immediate improvements in the quality of primary education with or without substantial donor participation in the subsector. The strategy emphasized systematic provision of available inputs (teacher training, the new Reform Curriculum textbooks, teacher guides, teacher supervision, and teacher incentives) to schools. The first step in the operational plan was the development of Somali language and mathematics inservice teacher training modules based on the instructional approach of the New Reform Curriculum. Teacher training modules in Somali and Mathematics were finalized in 1988 and field tested in January 1989. The Teacher Training Department is now in the process of writing the Science, Arabic, and Islamic modules.

In addition to the training activities which were an integral part of the studies of the education sector, Ministry of Education and IEES have collaborated in the improvement of the Education Management Information System (EMIS). The project has provided microcomputers and printers to the Planning Department, staff have developed considerable computer skills, and Department Heads have become sensitized to the Planning Department’s needs for timely data and the types of analyses which the Department can undertake. The computerization of the EMIS has significantly reduced the lag time between data collection and reporting, as well as substantially increased the Planning Department’s capacity for analysis. The working data set now includes all data collected over the past twenty years on enrollments, teachers, and schools. Continued improvement of

the EMIS is expected from participation in the Policy Research Initiative, which has identified the strengths and weaknesses of the current data collection and policy analysis system.

The integration of the MOE/IEES activities and the level of collaboration in those activities is, in large part, due to the work of the successive Resident Technical Advisors. Daily RTA involvement in the Ministry of Education's work has permitted the IEES to respond quickly to identified needs and has maximized the coordination of MOE, IEES, and other donor initiatives.

THE IEES STRATEGY IN SOMALIA

The strategy of the IEES Project in Somalia was developed following the EHR assessment and has governed all IEES project planning. The three-phase strategy has a logical sequence, but simultaneous activities have occurred in more than one phase. Common to all three phases has been the emphasis on needs assessment and evaluation. Needs assessment and evaluation activities have been designed to ensure congruence between MOE and IEES objectives and the efficient use of scarce project funds.

Phase 1 of the strategy in any activity area (e.g., computer training) consists of intensive training activities intended to strengthen the institutional capacity of the central administrative units of the MOE. In Phase 2 of the strategy, individuals who had been trained became trainers. Planning Department personnel, for instance, with limited assistance from the RTA, now train personnel from other departments in word processing and data management skills, while Teacher Training Department personnel train new staff in module development. In Phase 2, research and planning activities are fully collaborative. Ministry of Education personnel design and implement the project with technical assistance as needed (e.g., the Teacher Incentives and Education Management Information Systems Policy Research Initiatives).

Based on the results of Phase 2 activities, the focus of activities turn, in Phase 3, from capacity building in the central Ministry departments to the school and the classroom. Activities were undertaken to improve MOE ability to affect the internal utilization of resources and the external relevance of the educational product.

During the first five years of IEES, activities progressed from Phase 1 and 2 to Phase 3. The Integrated Strategy, which is echoed in the World Bank and UNCDF initiatives, provided the conceptual and practical bridge to Phase 3 activities.

“Exploitation of these opportunities rests, however, on IEES willingness to increase its investment in Somalia.”

PROSPECTS

The contraction of primary enrollments, the renewed government commitment to education, the return of major donors to the primary subsector, and the high level of cooperation among donors in Somalia provide a unique opportunity for efficiency improvement at the primary level. Continued IEES involvement could have a major impact on the effectiveness of the new government and donor investments by assisting the Ministry of Education in bridging the gap between project design and project implementation and evaluation. The Ministry of Education, in fact, has requested assistance in precisely these areas, as well as in continued refinement of the EMIS system and policy analysis skills.

At the same time, the two year old experiment in community financing presents an unusual opportunity to study the correlates of the differences in community ability and willingness to support schooling and the impact of community involvement on specific indicators of educational efficiency (e.g., teacher and student attendance).

Exploitation of these opportunities rests, however, on IEES willingness to increase its investment in Somalia. During the past two years, IEES, has seriously underinvested in Somalia, while at the same time making major policy recommendations to government on the reallocation of resources. Virtually all IEES activities have been limited to those which could be supplied by the Resident Technical Advisor, who has provided ongoing assistance to three or more Ministry departments at the same time while working closely with eleven World Bank study teams. A considerably larger commitment is necessary if IEES goals are to be reached.

The perceived value of the sector assessment in the YAR was demonstrated by the support subsequently obtained from government officials, officers and staff of the MOE and ERDC, and the USAID Mission. Although the assessment was prepared in English, an Arabic translation of the Executive Summary was prepared in-country and widely circulated. The findings of the assessment were used to formulate the 1986 Country Implementation Plan (CIP) for IEES Activities. The CIP was designed to represent a consensus among YAR officials, USAID Mission staff, major EHR donors, private sector representatives, and IEES Project staff.

Yemen Arab Republic

IEES assistance to the Yemen Arab Republic (YAR) began in October and November 1984 with the conduct of an extensive assessment of the country's education and human resources (EHR) sector. This assessment was conducted by IEES Project staff and was coordinated in the YAR by the Ministry of Education (MOE) and the Education Research and Development Center (ERDC). Its purpose was to review the nation's education and training system in terms of national plans and goals, the current status of activities in the sector, the existing needs and constraints, and the available options and opportunities for change to improve efficiency.

The perceived value of the sector assessment in the YAR was demonstrated by the support subsequently obtained from government officials, officers and staff of the MOE and ERDC, and the USAID Mission. Although the assessment was prepared in English, an Arabic translation of the Executive Summary was prepared in-country and widely circulated. The findings of the assessment were used to formulate the 1986 Country Implementation Plan (CIP) for IEES Activities. The CIP was designed to represent a consensus among YAR officials, USAID Mission staff, major EHR donors, private sector representatives, and IEES Project staff in order to:

- identify IEES activities to be conducted in the YAR and to clarify the interrelationship among those efforts;
- assess the YAR's ability to efficiently utilize available resources to meet educational needs; and

“The YAR Deputy Minister of Education later cited this review and the preceding assessment as ‘the most significant training activity ever conducted within the MOE.’ ”

- describe IEES activities that address both priority IEES objectives and YAR national goals.

Two overall goals for IEES assistance in the YAR were established. The first was to assist the government to increase its capacity to plan, develop, deliver, and monitor quality programs in the area of EHR development. The second was to improve both the external and internal efficiency of its educational system. The specific needs within these two areas were identified with YAR government officials during an extensive review of the sector assessment findings conducted in Fall 1985 and were subsequently embodied in the YAR CIP (February 1986). The YAR Deputy Minister of Education later cited (IEES Second International Conference, February 1987) this review and the preceding assessment as “the most significant training activity ever conducted within the MOE.” The major constraints to educational efficiency identified at that time were:

- the shortage of current, reliable, and appropriate data on which to base planning decisions; problems of data quality, availability, and utilization;
- differences in access to schooling, particularly between males and females;
- high attrition and repetition rates, particularly at the primary level;
- lack of effective incentives to retain teachers;
- financial consequences of Yemenization of the teaching force.; and
- needed improvements in the quality of instruction.

Based on this 1985 review process with MOE officials, the most appropriate opportunities for IEES assistance were then identified as the following areas:

- improved planning and management of education and human resources development, particularly in the MOE, the ERDC, and the Ministry of Civil Service and Administrative Reform (MOCSAR);
- teacher recruitment, training, and retention; and
- literacy and income production training, particularly as this can be accomplished through nonformal education. This area of concern was to be addressed during the early years of the IEES Project through long-term planning activities. More specific project activities in literacy and income production training would then be developed in later years of the project.

Although the sector assessment had identified instructional materials development, production, and implementation as a priority area for technical assistance, it was jointly agreed at this time that these would not be addressed by IEES since the YAR government and USAID Mission were already planning a

bilateral curriculum implementation project to meet these needs. IEES did, however, subsequently provide an educational economist to serve on the project design team for this important project in March 1987.

IEES activities addressing Area 1 (above) have included assistance with design and implementation of an Education Management Information System (EMIS) and policy research on EMIS needs and potential use by YAR decisionmakers. In addition, IEES has assisted MOCSAR with the planning and implementation of a major manpower and training needs assessment project across public sector agencies and ministries.

Assistance in Area 2 has centered on supporting policy research on Teacher Incentive Systems (TIS) in the YAR. This research (like the EMIS research) was carried out through the IEES Policy Research Initiative, which provided resources and training to YAR researchers, and was completed in 1988.

IEES efforts in Area 3 began in March 1986 with assistance to MOE in developing priorities for the Third Five-Year Plan. Subsequent IEES work in July and August 1986 assisted MOE with preparing a data base for Five-Year Planning activities and laid the foundation for MOE computerized data bases. This work has continued through the work of the IEES Resident Technical Advisor (RTA) provided in September 1987. More than one-half of cost of the IEES RTA has been provided by the USAID Mission.

Following IEES Project procedures, progress towards the objectives of the YAR CIP was reviewed with government and Mission officials and the document was updated in May 1987. The updated CIP noted that the MOE had completed the education component of the forthcoming YAR Five-Year Plan "without any direct external assistance," thus indicating "a significance advance in capacity building related to the IEES Project goals." The CIP also noted that the MOE had collected and analyzed the 1985 school data with IEES assistance and was thus able to replace the older 1975 data which had been used for planning until that time.

Computers for MOE use had been ordered by the USAID Mission (based on IEES specifications) and the updated CIP contained IEES activities for training MOE and ERDC staff in data analysis for future planning. IEES activities contained in the 1987 CIP have been carried out with the exception of assistance with MOE organizational studies which were postponed for internal political reasons.

This overview is intended to outline the direction and scope of IEES assistance in support of YAR efforts to improve the efficiency of their educational system. It has not attempted to describe the outcomes of each activity undertaken in collaboration with YAR counterparts nor the government or Mission events

“The major accomplishment of IEES assistance in the YAR has been the development of a computerized primary school enrollment data base as the foundation to support policy formulation in the sector.”

which have influenced IEES assistance activities. All IEES activities in the YAR and their outcomes are presented in tabular form elsewhere in this report (Project Effects).

Government support for IEES efficiency-focused strategies and assistance activities have been consistently strong since the 1984 sector assessment. Mission support has varied from moderate interest to strong endorsement with commitment of resources over the past five years. During this time, three different Mission EHR officers have been involved and some loss of institutional memory has occurred with each change. Each change has also resulted in some lag of activities as new staff were brought up to speed on MOE and IEES history and plans. The Mission has continued to provide support for the IEES RTA and has recognized his work as particularly effective in developing the MOE primary school enrollment data base.

ACHIEVEMENTS

Progress towards efficiency goals achieved by MOE, IEES, and Mission staff in the YAR may be summarized in four activity areas: data collection and analysis, the sector assessment process, CIP effectiveness, and policy-oriented research.

Data Collection and Analysis. The major accomplishment of IEES assistance in the YAR has been the development of a computerized primary school enrollment data base as the foundation to support policy formulation in the sector. As a part of this work, the following has been achieved:

- MOE staff have conducted the large-scale survey that produced the 1987-1988 data base. This data base has computer-accessible information on approximately 7,000 schools and classroom data which includes enrollments by grade, gender, repeat/promotion status, and number of classes and desks. Teacher data include planning-related information.
- MOE staff have been trained through both formal workshops and on-the-job training in techniques of data collection and analysis.
- Computer hardware is in place and operational to support the ongoing data collection and analysis activities.

This data base is the foundation for an expanded education management information system (EMIS), such as IEES has created in other collaborating countries, to better inform the decisionmaking process. Data management was given a high priority in the current five-year plan in the YAR (prepared with

IEES assistance). Significant headway has been made in establishing an effective EMIS in the YAR, replacing the slow and inaccurate manual system within the MOE.

Policy-oriented Research. As part of the IEES Policy Research Initiative (PRI), local research teams were supported in two areas, EMIS and Teacher Incentive Systems (TIS). These research topics were selected in order to reinforce the ongoing agenda of IEES assistance activities focusing (as described above) on Area 1 (planning) and Area 2 (teacher issues). Leaders of these research teams subsequently attended PRI training programs in Sana'a and Kathmandu, Nepal. Their completed research plans were approved by MOE and the USAID Mission and were then presented by the YAR researchers at the IEES Second International Conference in Denpasar, Indonesia. Both research efforts began well, but subsequent personnel changes and local confusion with BRIDGES research efforts caused the USAID Mission to request that they be concluded in 1988. The EMIS research produced an initial status report of information use in the MOE, while the TIS team was able to complete its entire research plan. The data collected by the TIS team is now undergoing analysis following an IEES data analysis training seminar held in late 1988. TIS research will thus contribute potentially important findings for policy considerations on teachers in the YAR, as well as enhancing the skills of local researchers. The participation of YAR researchers in the IEES international research network (international training seminars and conferences with researchers from Botswana, Haiti, Indonesia, Liberia, Nepal, and Somalia) and the exchange of research documents across these countries provides opportunity for support of future MOE research efforts.

Sector Assessment Process. The EHR Sector Assessment, conducted in late 1984 and published—with Arabic language Executive Summary—in 1985, had several immediate outcomes. The first was government long-term commitment for developing a computer-based data collection and analysis system, thus strengthening government acceptance of data-based policy debate. IEES assistance in developing an operative computer-based data system within the MOE has been based on the efficiency improvement recommendations of this assessment. The second was to strengthen government support for a major USAID-funded curriculum reform project. The assessment provided the first complete analytic reference document covering the entire education sector in the YAR. It remains in demand by government decisionmakers and researchers, as well as donor agencies.

CIP Effectiveness. The 1986 CIP for IEES assistance to the YAR and the 1987 Update were based upon the efficiency recommendations of the sector assessment and presented the collaboratively developed

“Project investments in YAR efficiency improvement activities during Phase I have created opportunities for greater impacts during Phase II.”

plans of IEES, government and Mission for the use of project resources to improve educational efficiency. The central activities contained in these plans, MOE staff training, assistance with five-year plan development, creation of a primary school enrollment data base, conduct of policy-oriented research, placement of an IEES RTA, creation of an In-country Resource Center (within ERDC) for educational efficiency documents, and assistance to MOCSAR, have been achieved. IEES has provided technical assistance to MOCSAR for the development of a data collection and analysis for labor force information and training in labor force supply and demand projections. To support this work, the USAID Mission provided funds for a data entry workshop held in the U.S. at SUNYA and for a computer training workshop held in the YAR.

LESSONS LEARNED

IEES Project experience is assisting the YAR to improve the efficiency of its educational system has provided the following recommendations about project interventions:

- Successful planning and implementation of IEES activities require a close and collaborative working relationship with an advisory group with representation from major individuals within the sector. In Phase II, this advisory group should be interministerial and vested with authority for guiding allocation of project resources.
- Change of key staff within Missions requires careful attention from project management. To prevent loss of institutional memory, briefings, and concise project documents should be provided for Mission and government staff when changes occur. If no RTA is present in-country, or if a new RTA has recently been placed, IEES should address the need for reviewing project goals, strategies, and accomplishments with Mission and government.
- Efforts should be made to integrate government counterparts into Sector Assessment Update teams. Assessment review activities have proven to be valuable, but stronger ownership might be achieved if counterparts were full, active partners in planning and writing. Language issues should be addressed and acceptable solutions reached.
- Local research should build upon the available skills of local researchers in order to lower the level of training required. Government and Mission briefings on research activities should be concise and frequent to keep all parties informed of research progress.

IEES Phase II Opportunities. Project investments in YAR efficiency improvement activities during Phase I have created opportunities for greater im-

pacts during Phase II. The continued institutionalization of the MOE EMIS remains an important priority, given the current limited capacity for supporting policy formulation with relevant, recent, and accurate educational data. Moving from data collection to the level of analysis of data and the presentation of educational information to policymakers will require further training and collaboration with MOE and Mission. IEES materials and experience now exist to support this effort.

Continued IEES assistance to the YAR, even with modest investments, is justified on the following grounds, (1) follow-through work on data base creation and related skills development is required to support goals of efficiency improvements; (2) a continued presence is required to realize further impacts from efficiency improvement activities; and (3) IEES support has been requested by the Mission for the efficiency-related activities within the purview of the major USAID-funded education sector project now underway.

The response to the graduate degree program was excellent and thirty-one members of the MOE were enrolled in the Master's and Doctor's degree program. Seven members from the MLMPSW enrolled for the diploma in Adult Education and one in the Master's program. . . . By December 1986, research proposals of six of the MOE degree candidates were accepted and these candidates were formally registered into the UOZ degree program.

Zimbabwe

IEES activity in Zimbabwe was initiated in September 1984, following a government request for IEES training and technical assistance in the general areas of macro-analysis, planning, and evaluation. Government goals were to strengthen these capacities within the Ministry of Education (MOE) and the Ministry of Labor, Manpower Planning, and Social Welfare (MLMPSW).

In October and November 1984, IEES assisted Zimbabwe in developing the evaluation plan for the Basic Educational and Skills Training (BEST) Project, a five-year project to support MOE and MLMPSW. IEES provided the following technical assistance in early 1985:

- proposal writing for projects funded or requesting funding under the BEST program,
- development of a plan for participation of MOE personnel in a graduate degree program at the University of Zimbabwe (UOZ),
- identification of research areas related to the BEST Project that could be used as topics for Ph.M. and Ph.D. degree candidates, and
- specification of workshop content areas to develop research and evaluation skills for degree candidates from the MOE and MLMPSW.

The response to the graduate degree program was excellent and thirty-one members of the MOE were enrolled in the Master's and Doctor's degree program. Seven members from the MLMPSW enrolled for the diploma in Adult Education and one in the Master's program. Entrance requirements for this degree program in the Faculty of Education were such that those from the MLMPSW could not qualify for degree programs and therefore required special considerations in the training scheme. This encouraging response, however, greatly increased the student advisory load on the UOZ faculty and plans were subsequently made

“The Government of Zimbabwe and the USAID Mission requested that IEES reactivate their relationship in November 1988 to provide support to the Human Resources Research Centre (HRRC) at UOZ.”

to alleviate this burden. By December 1986, research proposals of six of the MOE degree candidates were accepted and these candidates were formally registered into the UOZ degree program.

IEES Resident Technical Advisor (RTA), Victor Levine, arrived in-country in September 1985. Levine was assigned to teach at UOZ and to coordinate the IEES activities in support of the BEST program.

Levine assisted in writing a proposal for a UOZ Research Support Center. This proposal included staff and support materials to strengthen the capacity of the Faculty of Education to meet the expanded research degree program and expanded training activities in vocational and technical education. The possibility of funding the research center through BEST program funds was explored and the proposal was presented to the BEST working committee. The proposal emphasized linkages to the BEST program and the need for research support.

For a variety of internal political reasons, the funding of the research center was delayed and IEES assistance ended in August 1986. Levine, however, remained to work in Zimbabwe and the center was eventually established at UOZ.

The Government of Zimbabwe and the USAID Mission requested that IEES reactivate their relationship in November 1988 to provide support to the Human Resources Research Centre (HRRC) at UOZ. The HRRC provides support for staff development programs of the MOE and MLMPSW. It provides research training and support to Ministry officials who are completing higher degrees at the University. The HRRC also provides support for R&D initiatives of the UOZ Faculty of Education, other faculty members, and non-degree seeking Ministry officials.

IEES has provided support to the HRRC primarily through the identification, selection, procurement, and shipment of: a) journals, texts, and reports in education, development, and research methods; and b) computer hardware, software, and an ERIC data base. IEES has supported HRRC dissemination of Zimbabwe research findings through identification of prospective subscribers to the Zimbabwe Journal of Educational Research (ZJER) and its international distribution. The ZJER was initiated by the HRRC and first published in January 1989.

The relationship between IEES and the HRRC has been strengthened by two characteristics of the project. The first is the university base of the IEES Consortium. IEES backstopping for the HRRC has enhanced the identification and

selection of current and relevant academic resources for research in Zimbabwe. Second, the HRRC has been able to draw upon the resources of the IEES network for the identification of journal subscribers and in planning participation of another IEES collaborating country, Botswana, in multinational research to be conducted by the HRRC.

IEES support for the HRRC, under the present contract, will conclude in August 1989. By that time, all specified materials and supplies will have been provided, and arrangements will have been made for ZJER distribution by the HRRC.

The HRRC will be kept informed of IEES Phase II plans, particularly for Southern Africa, to maintain the opportunities for participation and cooperation. Regular communications among the HRRC, IEES/Botswana, and the University of Botswana staff will be established. Continued and/or expanded IEES activity in Zimbabwe is subject to GOZ interest, USAID/Zimbabwe, S&T/Ed, and IEES Phase II plans.

Project Effects and Lessons Learned

The IEES Project instituted an ongoing internal evaluation activity during Phase I in order to:

- promote improved specification of tasks, deliverables and other performance indicators for project activities;
- improve the analysis of cost information by activity, by functional category, and by location (the collaborating nations in IEES Project activities);
- assess IEES achievements in terms of both objectively verifiable indicators and in terms of perceptions of impact (host government, Mission, and other donor personnel these perceptions); and
- conduct special analyses of cost effectiveness to provide a basis for more efficient use of project resources in future activities.

The project tasked Douglas Windham with the internal evaluation activity and Jerry Messec with the summaries of activity outcomes across all countries. The activity was designed to focus on the project's centrally-funded operations and had the following six major long-term goals:

1. the improvement of internal management through the provision of new and more reliable data on effectiveness and through the facilitation of more participatory decision making by providing all those responsible for project decision making with a consistent information base;
2. the improvement of USAID Mission and host country personnel understanding of the IEES Project purpose, conceptual design, resources, past achievements, and plans for future collaborative activities;
3. the enhancement of training activities by assuring that lessons learned about the cost-effectiveness of earlier project training can be incorporated into new training plans;
4. the improvement of dissemination activities through better identification of the nature of information desired by Mission and host country personnel and the appropriate audiences for existing IEES dissemination activities;
5. the encouragement of greater networking among representatives of IEES collaborating countries through the identification of areas of common priorities in terms of project activities and effects; and

*“IEES
Phase I
1984-1989
has provided
confirmation
of the increas-
ing scarcity
of resources
relative to
demands
in HRD
systems.”*

6. the facilitation of future external and AID/S&T/Ed evaluation of IEES Project effectiveness through the documentation and organization of data on costs, effects, and the perception of efforts by significant project counterparts.

The major results of the evaluation field visits and the documentation review are summarized below. Outcomes of specific country activities are contained in the charts following this discussion. To provide a structure for relating the conclusions of the evaluation, the project's original assumptions and to the design components which have emerged for the project are discussed first.

IEES Project Assumptions. The four basic assumptions in the original design of the IEES Project are:

1. Developing nations 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 educational resources becomes a major factor in educational planning;
3. A commitment to data-based analysis and decisionmaking in the EHR sector is essential to improving efficiency; and
4. 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.

These assumptions were derived from the S&T Office of Education's review of the major education development literature, the Office's own experience with conducting pre-IEES activities in Liberia, Somalia, and Botswana (1982-84), and the extensive experience of the Office in efficiency-enhancement activities involving instructional technologies. Thus, the assumptions had, in fact, been pretested before they were established for the IEES Project.

After four and one-half years of field operations, the first two assumptions have been confirmed, the third has been confirmed – but with some reservations, and the fourth remains unvalidated for lack of a proper test. IEES Phase I 1984-1989 has provided confirmation of the increasing scarcity of resources relative to demands in HRD systems. While serious throughout the developing world, the situation is approaching crisis proportions in most of sub-Saharan Africa and in other locations ranging from Bangladesh and Nepal in the subcontinent to Mexico and much of Central America in the Western hemisphere. In part, the relative resource shortage is driven by the simple dynamics of population; in most countries this factor is reinforced by rising social expectations and an increase in access of students to the higher (and more expensive) levels of the EHR system.

In some countries, including Liberia and Somalia within the IEES Project, the HRD system has not been able even to maintain the quality of what already were less than adequate services. The result has been a loss of public confidence in schools and an increased reluctance on the part of families to sacrifice their children's earning potential (even though it is meager) for the unlikely benefits of education and skill training. This immediate failure of the HRD system foreshadows eventual failures in social, economic, and political reforms within the affected countries.

The question of scarcity is a *relative* one, of course. Even more prosperous nations (such as Indonesia and Botswana) evidence scarcities relative to demand. What is more obvious in 1989 than it was in 1984 is the fact that some nations might actually suffer an *absolute* decline in their resource availability for HRD programs. Thus, the initial IEES Project assumption concerning the increasing scarcity of EHR resources is not just confirmed, it is reinforced by the project experience and other educational development events of the last five years.

Increased policy emphasis on efficiency issues in education (assumption 2) also has been realized since 1984. The IEES Project has helped to advance this emphasis through its field work, its collaboration with USAID Missions on project identification and design, its coordinative work with other donors, and its scholarly and project dissemination activities. The new emphasis has been most dramatic in the World Bank/IDA emphasis on efficiency concepts as a basis for both lending policies and research activities. Even UNESCO and UNDP, two agencies which in the past neither practiced nor preached efficiency, have modified their basic needs rhetoric to accept the concept that greater provision of HRD services does not compete with, but is a product of, efficiency enhancement activities.

The acceptance of the efficiency emphasis within individual country's policies is a product of the recognition of the inevitable, a need to satisfy donors, and a sincere commitment to efficiency goals. The "recognition of the inevitable" has been a powerful force where countries have discovered that they simply do not have sufficient resources to meet all of their obligations. Efficiency criteria have become an acceptable means of justifying lack of funding to certain parts of the HRD system. Often, however, the national policy change is not one that represents an acceptance of the efficiency criteria, themselves, but rather a short-term rationing strategy for which the criteria provide a useful justification.

“Project staff have had to show their country counterparts exactly how efficiency, as part of national policy, can promote a country’s HRD goals.”

Politically, this justification is even more attractive because it allows the nation to shift part of the political responsibility for the funding reductions to the donor community. USAID and the World Bank have been ardent supporters of both general structural adjustments and specific HRD sectoral assistance programs. Because their recommendations are backed by funding (and because the increasing relative scarcity of funding makes the developing nations more dependent upon external assistance), these agencies have been successful at gaining acceptance of the new policy emphasis on efficiency. It is impossible to assess the sincerity or sustainability of these commitments; however, it has become obvious that structural adjustment programs that place the heaviest burden on such "non-immediately productive sectors" as HRD will have difficulty surviving in democratic environments (e.g., Jamaica). Longer-term adjustment policies with specific HRD sectoral safeguards (which do not equate efficiency with reduced services for basic needs) would do much to reestablish the credibility of the policy emphasis on efficiency in most countries.

The IEES Project, because of its limited funding for each collaborating country, has had to promote the efficiency emphasis in a different way. Project staff have had to show their country counterparts exactly how efficiency, as part of *national* not *donor* policy, can promote a country’s HRD goals. This has been achieved in each of the IEES participant countries. This development of sincere commitment to efficiency goals as part of national HRD policy could be one of the project’s most notable achievements. However, the commitment has, in most IEES countries, been realized more at the middle-management levels of the HRD ministries, and even there the sustainability of the commitment is unknown.

In summary, the assumption of an increased emphasis on efficiency has been validated. While some might argue that too much emphasis has been placed on financing issues (who should pay?) rather than cost issues (what resources should be required?) or effectiveness issues (what should the HRD system produce?), the simple fact is that efficiency emphases are much more accepted as part of the standard HRD policy dialogue than was the case only five years ago.

A major activity of the IEES Project in each of its collaborating countries has been to assist in the development of a data-based HRD planning system. The project assumption that a commitment to such a system "is essential for improving efficiency" remains deductively valid, but IEES field experience has revealed the complexity of instituting data-based systems in organizational environments where such systems previously have not existed. When the IEES Project initiated

its Policy Research Initiative (PRI), one of the three focal topics was Educational Management Information Systems (EMIS). This EMIS research has analyzed the prerequisites for EMIS development, concomitant requirements for their success, and the nature of the benefits and costs of their operation.

While the project never assumed that development of an EMIS would, by itself, lead to improved HRD analysis and decisionmaking, it is only in the last two years (1988/89) that the PRI research (and the description of a prototype efficiency-based EMIS as part of the project's work on "indicators of effectiveness and efficiency"), has allowed project leadership a clearer understanding of the linkages between information needs, data availability, hardware and software requirements, technical training needs, and development of an organizational culture within which data-based decisionmaking not only is accepted, but is required.

A frequent criticism made concerning the IEES Project is directed at the "excessive focus on central ministry data management and utilization". That this has been a major emphasis in almost all centrally-funded IEES activities is not refutable; the issue of "excessiveness", however, is a major topic of disagreement.

This issue takes two forms. **First**, some observers of IEES feel a greater emphasis should be placed on major policy formulation activities (such as those that take place during sector assessments and assessment updates). These critics feel that after an initial engagement with macro-policy issues, the project has retreated into a "narrow" focus on EMIS which has reduced the visibility and impact of the project. A variant on this criticism comes from those USAID Mission or host-government personnel who feel the project operates too far removed from the classroom/school/district office operations (with the exception of field projects such as IIBE in Haiti and JSEIP in Botswana) where the actual delivery of education and training services are concentrated. These critics feel that the project has isolated itself from the reality of the education context and seems to prefer the "safer" alternative of working with central officials at the national level.

The **second** form of the "excessiveness" criticism in regard to EMIS is more extreme: it suggests that the EMIS emphasis itself is invalid and proposes a greater project concentration on activities at the budgeting and planning level. This second group of critics, almost exclusively made up of Mission staff, feel the project has failed to support Mission priorities adequately and, in the cases of Somalia and Liberia, feel that the project has created problems for the Mission by siding with (or encouraging) host country initiatives that are not congruent with those of the Mission.

“The IEES planning model always was predicated on the idea of the project linking school realities with policy deliberations.”

While IEES strategy argues that EMIS development must be the foundation for any long-term restructuring of policy emphases concerning HRD efficiency and resource availability, both forms of the "excessiveness" criticism have some merit. IEES Project design is predicated on a continuing and collaborative dialogue between the project and host country personnel concerning HRD policy. Following the initial assessment activity, this dialogue continues through the use of the local IEES steering committees and culminates each year in the development of a Country Implementation Plan (CIP) for IEES assistance. Because of a complex number of factors (of which inadequate funding, lack of continuity, and administrative demphasis of the CIP process are the strongest) this situation was not fully realized in all IEES countries.

First, a shortage of funds made it hard to maintain the support of ministries other than that for education. Once it became obvious that the IEES Project itself could not deliver significant financial resources (or once a bilateral project had been designed), many steering committee members discontinued their participation. In Liberia, Somalia, Botswana, North Yemen, and Indonesia, this problem initially was minimized because of the personal relationships developed between the IEES Country Coordinators and the steering committee members. As Country Coordinators changed, however, this personal relationship was lost. The fact is that continuity often becomes a personal rather than project characteristic unless explicit steps are made to institute multi-personal linkages within the project (Somalia and Liberia have achieved this).

However, even where continuity has been achieved (including Nepal and Indonesia, where original Country Coordinators continue), another problem has occurred which is the most determinate source of liaison problems: the devaluation of the CIP's from major planning activities to minimal bureaucratic requirements. Again, there are multiple explanations why this happened. First, early on in the project, continuity in some cases was so great that the Country Coordinators did not feel a major CIP effort was necessary or, at least, not justified given other time obligations for delivery of services. Later, as the S&T Office of Education placed greater demand on the project for reduced administrative expenditures, the CIP was seen as an appropriate area for reductions. Project staff sometimes supported this in an attempt to protect funding for the other activities proposed in CIP budgets.

The real determinant, however, was that, as uncommitted funding declined in each country in years four and five of the project, it was harder to justify a full

CIP activity simply to confirm existing obligations or to schedule a small amount of new funds (Yemen Arab Republic in 1988-89 was the most dramatic case of this phenomenon). The result has been that over the last two years (1988-89) the CIP has not been the mobilizing device for policy dialogue or local support that it was envisioned to be.

The second form of criticism (lack of attention to the delivery of educational services) is difficult to refute. The IEES planning model always was predicated on the idea of the project linking school realities with policy deliberations. It is obvious that even the proper operation of EMIS would not resolve this need – many qualitative, political, and organizational aspects of classroom/school/district operation simply cannot be quantified within normal EMIS parameters. Where bilateral or other projects exist that involve local HRD operations (JSEIP and PEIP in Botswana, PEP in Liberia, or IIBE in Haiti) the project has a natural conduit for enlarging the information available from the delivery levels of the system. In other cases, the project itself helps in these activities (e.g., the School Quality Study in Indonesia and the Integrated Curriculum Strategy in Somalia). Partly, the perception that the project does not deal with delivery-level activities simply is incorrect; however, the project must bear responsibility for these perceptions. This is one example of the project's "marketing" problem with the various stakeholders to whom the project is held accountable.

In summary, the perception of an "excessive" focus on EMIS activities results from the following causes

1. A proper emphasis on EMIS as the long-term foundation for efficiency-based policy reform;
2. Loss of policy dialogue opportunities in the face of difficulties in funding and continuity; and
3. An inadequate emphasis on clarifying the project's rationale for its choice of emphases and insufficient marketing of the project's rationale among its stakeholders.

The original assumption concerning the *essential* nature of EMIS activities was valid but incomplete; second, it faces competition from other expectations for Project performance; and third, the project's own work has contributed to the development community's increased awareness of the difficulties of implementing EMIS-policy linkages. The project needs to convince development colleagues that an appropriate EMIS-based system of policy development will increase HRD system efficiency and prove that the current project emphasis has not been excessive. A failure to follow through on these activities will mean that the past and current investments are not just excessive, but wholly wasteful.

The reason for asserting that the assumption of the efficacy of a long-term, flexible, coordinated planning system remains unvalidated is quite simple. Neither adequate time nor an adequate investment yet exists to test this assumption.

Mission staff have noted that the complexity of the project was so great that they did not see how it was being coordinated so well within the existing budget constraints. Where the project has been successful, it has been linked to the characteristics of continuity, flexibility, and coordination that are embodied in the fourth project assumption. In the sections that follow (on design components, and summary management

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issues and recommendations for Phase II), many of the issues raised above will be elaborated further.

Design Components. The five design components established in 1984 for the IEES Project are:

- Collaboration;
- Comprehensiveness;
- Coordination;
- Continuity; and
- Conceptually-based.

In the discussion that follows, the results of the impact assessment and documentation review as they relate to these components are presented.

Collaboration. There probably is no other area in which the IEES Project can take more pride than in its collaboration with host country participants. The most consistent and positive comments elicited during the impact assessment related to IEES openness to full participation by host country personnel in the planning, implementation, and evaluation of project activities.

These positive perceptions were evidenced during the November 1988 meetings of the International Working Group on Education (IWGE), where Jakes Swartland, a former IEES International Steering Committee representative from Botswana, now with the British Commonwealth Secretariat, commented that the IEES Project was the first development assistance activity with which he had participated (or that he had observed) that lived up to its commitments on local collaboration. Swartland expressed special appreciation of the continuity of consultants and the fact that the IEES Steering Committee members really had an effect on project priorities and plans. Jacque Hallak, Director of the International Institute for Educational Planning (the host organization for the IWGE) also expressed an unsolicited endorsement of IEES based on his experiences in Haiti as part of a World Bank team. Hallak noted that the IIBE Project, managed in Haiti by IEES personnel, was characterized by a fully participatory collaboration between Haitian and Project staff and that the collaboration was successful in supporting the effective implementation of IIBE activities.

Robert Morgan, IEES Principal Investigator, has reported similar perceptions of IEES effectiveness in collaboration expressed by participants at the 1989 BRIDGES Project conference. Additional external support for the project's collaborative emphasis was indicated during the 1988 IDRC Yaounde conference

on human capital implications of technology transfer, which Douglas Windham attended as a representative of the IEES Project. Participants in the conference were unanimous in noting that the project's reputation for collaboration had done much to offset concerns that AID's new emphasis on "efficiency" was only a euphemism for an attempt to reduce HRD funding.

A specific IEES collaborative exercise that has received extensive host- country praise is the Policy Research Initiative (PRI). When this multi- country research effort was established, its priorities were for training and in-country policy development.

The PRI has achieved more than was originally envisioned at the time it was funded in terms of research products and potential policy effects. In terms of confirming the project's openness to true collaboration, the PRI has accomplished its goals and provided a useful model for other donor-assisted research.

In a narrow technical sense, the IEES Project could be operated at less expense if there is less collaboration. Unfortunately, the sacrifices in terms of overall project effectiveness are likely to more than offset any financial savings. During Phase II, any decision (such as that for reduced administrative costs) that has an impact on collaboration should be examined carefully to assure that budget savings are not achieved at the expense of countervailing reductions in project efficiency.

Comprehensiveness. One change in the project's scope over the last five years has been a loss of breadth in terms of the full HRD sector. While all of the sector assessment activities have dealt with more than the formal educational system (although variation exists in the amount of attention given to nonformal activities and to HRD activities in agriculture, health, and population), the subsequent activities of the project have concentrated (at times, exclusively) on the formal educational system. The importance of the formal system—in financial and manpower terms—helps to justify this concentration of interest. The restricted availability of centrally funded resources for each participating country has reinforced this tendency to focus on needs within the formal system.

However, the original design component on comprehensiveness continues to have merit. IEES has asserted that one can deal with a subsector of the HRD system—even one as large as the formal educational structure—only within the specific context of supply, demand, and resource competition linkages within the full HRD sector. Also, proper HRD planning was stated to be effective only within a construct that takes into account the general societal context of HRD activities (including historical, political, managerial, and economic determinants specifically). The appropriate compromise for the project should be to make explicit to host country personnel what has become implicit in IEES planning--that the project will continue

“A substantial contribution credited to the IEES Project by some Mission staff has been the improved perception of S&T because of the IEES Project’s emphasis on collaborative planning with Mission personnel.”

to focus its own resources on the formal system but will attempt to maintain cooperative information and planning connections with the other major HRD subsectors. Again, a fully operational CIP activity would allow for consultation with representatives of other HRD subsectors as well as a reexamination of the economic, managerial, and political determinants to see if changes in these factors require a modification of future IEES activities. In this way the major benefits of a comprehensive view of education, training, and nonformal human resource development activities can be maintained while allowing the project to focus its resources on the formal education subsector where this is justified by specific country conditions.

Coordination. Coordination with other donor agencies is a basic requirement of the IEES sector assessment methodology and appears to have been implemented successfully in each case. The variation occurs in the ongoing coordination. Where IEES project RTAs exist (Botswana, Nepal, Somalia, Indonesia, and Yemen) this ongoing coordination is a major part of their scope-of-work. Yemen is the only case where an RTA has not been effective in this regard; coordination in Somalia was a stronger emphasis during the tenure of the initial RTA, but the current staff member there has focused purposefully on delivery of training services even at the expense of reduced coordinative activity.

The project has narrowed its coordination with government agencies in most countries to the ministry responsible for the formal education system. Especially regrettable is the loss of the strong linkages with labor and civil service structures that is now occurring in several IEES countries. Greater effort must be made to maintain effective contacts with planning, finance, and labor ministries and with the civil service agencies; otherwise, the improvements made within the education sector will be constrained or offset by the policy actions of these other administrative units.

A final issue of coordination has been the difficulty of the project in operating within a set of multiple stakeholders (the S&T Bureau, the regional bureaus, the individual USAID Missions, and the host country governments). Coordination of the demands from these diverse sources has been difficult and, at times, impossible because of mutually exclusive directives.

A substantial contribution credited to the IEES Project by some Mission staff has been the improved perception of S&T because of the IEES Project’s emphasis on collaborative planning with Mission personnel.

Another constraint on coordination is the issue of who is the "client" for the IEES Project. As designed and approved by the original S&T administrative team, the IEES Project was to work directly with host government agencies within the oversight of the local Mission. This procedure caused some immediate problems of control and accountability and many of these have persisted. Most Mission staff require more than an oversight role. Some see themselves primarily as "gatekeepers", others as managers of the IEES effort. In Liberia, for example, this control situation has extended to the exclusion of one member of the IEES consortium from participation in IEES activities there, and a request that all IEES activities must be subordinate to the Mission agenda.

The latter request has some merit. It is understandable that an HRD officer would want to have control over an AID-sponsored activity in his or her sector. The problems arise when the project and the Mission have different perceptions of the country's problems and needs. In both Liberia and Somalia, there was direct criticism that the project staff were taking the side of the host government against the interests of the Mission.

This difficulty has come about because of agreements made with the IEES International Steering Committee and other counterparts as part of the IEES attempts to assure them of the sincerity of our collaborative efforts. Host government officials often feel they have a closer relationship with IEES personnel than with Mission officials. When the Mission over-rules a tentative agreement made with the IEES Project, the host government officials often feel that the project has misrepresented the nature of the collaborative role.

The solution to this impasse appears to be to accept the inevitable. The host country should be assured of its status as the project's primary client, but informed that Mission (and S&T personnel) maintain veto power over all agreements. Where this has been done the host officials have been understanding. It cannot help (and probably will damage) the status of the project to admit that its representatives have so little autonomy or authority, but any other procedure misrepresents the nature of the project's own collaborative arrangements within the AID structure.

Coordination is both a process and a goal for the IEES Project. It must be achieved within an environment where stakeholders may have competing or even mutually exclusive interests. Coordination can be achieved only if the project is willing to maintain its administrative emphasis on long-term relationships and avoid a devaluation into a set of individual technical assistance activities.

An area of criticism from Mission personnel is the failure of IEES to be coordinated effectively with other S&T Office of Education projects (notably the BRIDGES and the radio instruction projects). This has caused problems in Somalia and Yemen. More successful coordination activities have taken place in Nepal, Liberia, and Indonesia. Phase II plans include steps to remedy this problem.

Continuity. The topic of continuity has been dealt with in detail above as the factor constraining the testing of the project's fourth major assumption. That discussion will not be repeated here. There is, however, another issue of continuity in another context – the lack of continuity in AID and host country staffing and how this condition severely constrains the effects of project continuity.

“One of the ‘assets’ of the project is the close working relationships staff of the project have established with their host country counterparts.”

As noted earlier, AID personnel policies promote turnover in overseas staff with the normal stay usually not exceeding four years. During the project life, Botswana and Haiti are the only Missions where the HRD director has not changed. In Somalia, there have been five different Mission counterparts for the IEES Project. Whatever the rate of turnover, the USAID Missions need to institute a system to assure greater continuity of purpose in their activities. The importance of the HRD sector should not be determined by personnel assignments, but by the Mission’s priorities as stipulated in their Country Strategy Statement. In Yemen, Liberia, and Somalia, the project has faced dramatic reorientations of priorities based upon new Mission HRD directors not sharing the views of their predecessors. In Liberia, this resulted in almost a two year discontinuance of IEES activity. Whatever the merit of the new directors’ perspectives, such discontinuity in Mission support for the IEES Project’s activities can only be damaging.

Because most Missions are highly decentralized, the turnover of HRD staff has been more disruptive than has been that of more senior Mission personnel. Too often the project must depend on the individual professional credibility of its representatives to acquire Mission support rather than being able to assume the Mission has accepted the project as a part of the education/training environment. This recurrent need to justify the project’s existence is exacerbated when staff changes require project members to reestablish their personal credibility with new Mission staff.

Little can be done about the changes in host government personnel. These personnel shifts, while less predictable than those for Mission staff, must be accepted as one of the given conditions for project management. The appropriate course for the project is to anticipate that such changes are forthcoming (and may occur very quickly) and not structure either administrative collaboration or service delivery systems predicted on individual personnel remaining in their present position.

This is difficult to achieve. One of the "assets" of the project is the close working relationships staff of the project have established with their host country counterparts. These relationships have expedited much of the project’s success and should not be undervalued. However, whether our counterpart is the head of a planning office, a deputy minister, or even a minister, the IEES assumes great risks if it becomes too closely identified with a single individual (or even a single group or office).

Mission personnel in both Liberia and Somalia stated that this was a problem for the project; reviews of reports and other documentation suggest it also is a hazard in Nepal, Indonesia, and Yemen. Only in Botswana and Haiti does it appear that a breadth of contacts has been maintained sufficient to buffer IEES from the loss of its main counterparts. The solution is not to abandon those individuals whose support has been so valuable; rather the project should expand its contacts within the HRD ministries and reestablish them with the finance, planning and labor ministries.

A separate, and final, continuity issue is one that relates to internal IEES policies. Initially, the need to place the best personnel in the field resulted in a core group of four or five individuals responsible for work in three or four IEES countries simultaneously. By the end of the third year of the project (1986), the demands on these individuals to maintain continuity of contact with multiple countries had become excessive. In the future, individuals should be assigned to no more than two countries as their major areas of operation. This does not preclude other assignments as deemed necessary by the project, but it should force a recognition that the project now has sufficient breadth of participation from within the consortium and from our regular consultant associates that it no longer is necessary to staff all teams from the same personnel group. IEES Country Coordinators should identify two other individuals who they require as priority consultants for their country responsibility. These two individuals, plus the Country Coordinator, will then be responsible for the maintenance of project continuity in the designated country. The IEES International Steering Committee member from that country should approve the nomination of the priority consultants.

As noted earlier, continuity is both a process and a goal for the IEES Project. As a process it has been one of the most effective parts of the overall IEES approach to project implementation. As a goal it remains one of the most important criteria for the design of future project administration and of the means for delivering project services.

Conceptually-Based Activities. One would hope, of course, that all interventions could be considered as conceptually-based. The distinction that has been achieved by the IEES Project is that it has been able not just to link social science and management concepts to field work, but also has used its field work experience as a basis for contributions to the conceptual foundations of development theory.

The three major IEES monographs, the project training materials, and the PRI are all examples of this effort. The monographs—dealing with sector assessment methodology, the evaluation of efficiency in development activities, and indicators of educational effectiveness and efficiency—have received very wide distribution and much praise from such diverse organizations as the World Bank, the Organization for

“IEES publications are recognized around the world and are sought by both academics and practitioners.”

Economic Cooperation and Development, the International Institute for Educational Planning, and the International Development Research Centre. Each of these organizations now makes use of the IEES Project materials in their own work. Scholarly publications on such topics as the vocational school fallacy and its implications for secondary school development in Somalia, data quality issues in school evaluation, and data management reform have been produced based on the project's activities. Most recently, a special issue of the *International Journal of Educational Research* presents an abridged version of the indicators monograph; within the next year a book publication involving the integration of the evaluation and indicators monographs (plus new material) will occur. When combined with the wide acceptance of the sector assessment methodology by AID and other donors, the conceptual contributions of the project appear unmatched in their extent and quality and unique in their relevance to future HRD development activities. The support of the S&T/Ed planners of the IEES Project, Ruth Zogorin, David Sprague, and Joan Claffey for these "high-risk" activities is to be commended.

The training and PRI contributions promise similar products to those noted above. The IEES Policy Analysis Workshop training materials have been both field- and classroom-tested and should be made widely available outside the project to maximize their usefulness. One incomplete activity is the development of efficiency-oriented training materials based on the indicators monograph. Funding has not allowed for the development of these materials although they are promised in the distributed monograph.

Each of the PRI activities has now prepared a summary publication. The Botswana research on strengthening local educational capacity (developed by Patrick Molutsi and coordinated by Jerry Strudwick) is of a quality that justifies general scholarly publication and distribution. Reports on EMIS research (coordinated by David Chapman and Jerry Messec) and teacher incentives (Frances Kemmerer and S. Thiagarajan) have similar significant contributions to make, both towards policy change in specific countries and also towards the study of research in developing nations. These reports will contribute to publications prepared in part or wholly by IEES staff on the PRI topics. Finally, the project should commit itself to commissioning a paper on the PRI process itself; the project should share what it has learned about local participation in research with AID colleagues and with other donors.

A comment should be made here about the excellence of the project's dissemination effort. The IEES Educational Efficiency Clearinghouse at Florida State University, directed by Jerry Messec, and the In-Country Resource Centers supported by the Clearinghouse have made a major contribution to the positive image of the project, of S&T, and of AID generally. IEES publications are recognized around the world and are sought by both academics and practitioners. This worldwide dissemination activity has been difficult to create and maintain but remains the major vehicle for transforming the project's activity- and country-specific contributions into more general benefits for the educational development community.

The IEES conceptual foundations and its contributions to conceptual premises for educational development are one of the project's most unique and praise-worthy impacts. For an "efficiency" project to be successful there must be some agreement on common parameters to the concepts, terms, paradigms, and activities that are to be included within the project's methodology. While the project has been reluctant to impose any ideological constraints on its personnel (and appropriately so), it has attempted to define and limit the main themes of the project. The three conceptually-based monographs mentioned above have been a means of achieving this.

The current work on information systems and educational indicators in Indonesia by the EPP staff and Walter McMahon and James Cobb are an example of how basic project concepts (regarding efficiency and indicators) can be modified and adapted to local needs without damage to the core purpose of the project.

The four design components of the IEES Project structure have borne up well over the four and one-half years of implementation. All continue to be fully justified. If the project in Phase II is to approximate its achievements in Phase I, great care should be taken not to abandon the benefits to be gained from the original project design. Adaptation to funding and other changes in the project's operating environment undoubtedly will be necessary. However, nothing in the impact or management assessment process has indicated that there is a need for basic change in design. Improved implementation – especially in terms of coordination and continuity – is required but the original designers of the project can be gratified by how well the design components have stood up to the demands of the project's complex responsibilities.

BOTSWANA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
10-11/83	J. Claffey, AID* D. Chapman V. Cieutat F. Kemmerer M. Pigozzi D. Windham	M. Simon, MOE E. Townsend-Coles, MOE C. Shaw, MOE U. Kann, MOE I. Woto, MOE M. Mogasha, MOE P. Mawela, MOE G. Kgomanyane, MOE K. Skelemani, MOE J. Salkin, MFDP Y. Masanya, MFDP P. Esderts, MI-DP E. McFarland, MFDP A. Vickers, MHA B. Bengtson, MLGL L. Perera, MLGL W. Manyeneng, MOH	EHR Sector Assessment (D)	Identification and recommendations for optimal allocation of available resources for improved system efficiency	Botswana EHR Sector Assessment, 6/84
02/85	D. Windham* Clifton Chadwick John Hansen	J. Swartland, MOE	Sector Assessment Update (D)	Review of subsector opportunities for efficiency improvements	Botswana EHR Sector Assessment Update, 3/86
05/85	V. Cieutat* M. Pigozzi	Interministerial Reference Group	IEES Country Implementation Plan (D)	Long-term strategy for efficiency improvements with investment of IEES Project and Government resources	Botswana IEES Country Plan, 6/85
10/31-11/17/85	F. Kemmerer* D. Taylor A. Hartwell	E. Odotei, MOE N. Gaetswe, MOE	Review of Sector Assessment Update (D)	Steering Committee approved the first three Chapters (Intro., Summary Subsector Reviews, Eco. & Financial Analysis)	Botswana Sector Assessment Update, 3/86
10/11-10/15/85	IEES Staff Institutional Coordinators AID/Washington Staff & USAID Mission RTAs & JSEIP Staff	MOE Staff	First IEES International Conference (D)	1. Provided forum for the exchange of information on activities undertaken and planned to implement the IEES Project in the participating countries. 2. Discussed efforts and opportunities to improve educational efficiency. 3. Developed functional program linkages and networking among host country, contractor, & USAID personnel.	Conference Report

* Team Leader

BOTSWANA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
03/24-04/21/86	E. Eno	MOE Staff	1. Microcomputer workshop (D) 2. Needs analysis & system design for micro-based systems in the United Teaching Service Non-Formal Dept. and Bursaries Dept.	1. MIS microcomputer workshop for MOE. 2. Establishment of initial systems requirements & feasibility studies for microcomputer applications. 3. Plans for implementation of microcomputer applications.	Field Paper
04/19-04/23/86	IEES Staff AID/W	J. Swartland, MOE	IEES International Steering Committee Meeting (D) Tallahassee, FL USA	1. Review of IEES assistance. 2. Networking and knowledge sharing.	ISC Report
01/11-01/30/87	E. Eno	MOE Staff	Microcomputer workshop (D)	1. Installment of computer and software for correspondence course management in the Dept. of N-F Edu. 2. Development and implementation of plan for staff training on the correspondence course management system and conversion of record-keeping to the computerized system.	
02/15-02/20/87	IEES Staff AID/W	J. Swartland, MOE P. Molutsi, UOB	Second International Conference (Denpasar, Indonesia) (D)	1. Review of IEES assistance. 2. Networking and knowledge sharing with international educators. 3. Review and approval of PRI research proposals.	Conference Report
10/06-10/14/87	J. Strudwick	P. Molutsi, UOB	Strengthening Local Education Capacity, Policy Research Initiative (D)	1. Assisted SLEC Research Team complete the final draft of the Status Report. 2. Assisted the finalization of the Phase II research proposal.	SLEC Status Report
10/87	M. Pigozzi* J. Strudwick	MOE Staff	IEES Country Implementation Plan Update (D)	Adjustment of long-term strategy for efficiency improvements with investments of IEES and Government resources	CIP Update for IEES Activities, 12/87
10/30-11/15/87	R. Morgan W. Snyder	MOE Staff JSEIP Staff	IEES Review (D)	Midstream adjustments to plan of IEES assistance	Review of Activities

* Team Leader

BOTSWANA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
02-03/88	W. Snyder	MOE Staff	1. Draft CIP Update 2. Negotiation with MOE of Country Plan Update 3. Preliminary MOE System Review (D)	Review of progress toward goals; agreement on allocation of IEES and government resources	CIP Update
05/88	J. Strudwick	P. Molusi	PRI (SLEC) Review/Update (D)		SLEC Status Report
05-06/88	W. Snyder J. Nagel	MOE Staff ISEIP Staff	Information Needs Assessment (EASE pilot study) (D)		Indicators of Efficiency and Quality in Botswana Primary Education
06/15-07/31/88	S. Burchfield W. Snyder J. Nagel	MOE Staff	Social Marketing Survey of Education Sector (D)	1. Institutional awareness of and participation in building efficiency-based EMIS 2. Paper presenting an approach to developing efficiency indication has raised issues of efficiency for government discussion	Social Marketing Survey
06-07/88	S. Burchfield A. Hartwell	MOE Staff	Information Needs Assessment/MOE System (EASE pilot study) (D)	Assessment of MOE information needs	
10/17-11/02/88	M. Pigozzi* A. Hartwell S. Ju	MOE Staff	Sector Assessment Update & Monitoring of IEES Centrally-Funded Activities (D)	1. Synthesis of findings of the Preliminary System Review and the Social Marketing Survey 2. A complete analysis of the formal structure and information flow in the EHR sector. 3. Development of a general plan to implement an Efficiency Analysis System for Education (EASE).	Sector Assessment Update
10/24-11/04/88	J. Strudwick	P. Molusi, UOB	SLEC Research Review (D)	1. Construction and running of SPSS from SLEC Data Files. 2. Schedules for the remaining 5-6 months of the project were finalized. 3. A series of dates was agreed on for the delivery of final reports. 4. The holding of in-country seminars.	Research Department
02/26-03/07/89	J. Strudwick	P. Molusi, UOB	Final PRI-SLEC PTL Project visit to Botswana (D)		SLEC Final Report

* Team Leader

BOTSWANA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
04/08-04/21/89	M. Pigozzi	MOE Staff	Review of MOE and AID commitment to IEES activities (D)	Plans for IEES Phase II	
05/17-03/07/89	D. Stern	MOE Staff	Special Study on Entrepreneurial and Productive Activities in Botswana Secondary Schools (D)	Recommendations for Secondary Curriculum Plans	Special Study

* Team Leader

HAITI
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
10/08/84-10/13/84	M. Adams* M. Pigozzi D. Fischer, USAID B. Heyman, USAID		Planning visit for EHR Sector Assessment (D)	Advance planning and clarification of scope of Sector Assessment	
10/21/84-12/20/84	V. Cieutat* P. Easton M. Adams M. Pigozzi S. Anzalons P. Emoungou L. Vandenburg B. Milot D. Fischer, USAID B. Heyman, USAID		Haiti EHR Sector Assessment (D)	Recommendations to accomplish the following objectives, in the order of their importance: 1. Strengthen basic education 2. Improve income producing skills 3. Strengthen existing public and private educational institutions 4. Conduct planning surveys 5. Improve donor coordination	Haiti Sector Assessment (draft)
06/16/85-07/05/85	P. Easton* M. Pigozzi B. Heyman, USAID D. Fischer, USAID	Haitian Government: G. Dorcelly, MEN A. Jean, MEN J. Maguet, MEN V. Berouette, IPN Protestant Sector: R. Desroches F. Fontus J. Georges K. Little E. Turnbull E. Julesaint Catholic Sector: J. Miot	IIBE PID Preparation (D)	1. Proposal to design the "Incentives for Improving Basic Education" (IIBE) project to improve the quality and equity of access in private primary schools 2. Outlining of analyses to be undertaken during project design	IIBE PID (draft)
11/08/85-11/15/85	IEES Staff AID/W D. Fischer, USAID	R. Desroches Y. Joseph	IEES First International Conference (Gaborone, Botswana) (D)	1. Review of IEES assistance in Haiti 2. Networking and knowledge sharing with international educators	Conference Report

* Team Leader

HAITI

IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/18/85-01/18/86	P. Easton* M. Alvarez P. Combes S. Fass L. Morris R. Sack R. San Giovanni D. Fischer, USAID	Protestant Sector: R. Desroches J. Cerin J. Georges E. Julesaint P. Jean-Baptiste M. Fontus K. Little E. Turnbull Catholic Sector: Monseigneur Gayot J. Miot Y. Joseph H. Constant J. Mezidor M. Raymond M. Levy L. Kebrau Y. Jocelyn D. Antoine Haitian Government: M. Bernard, IPN G. Pompilus, IPN	Design of IIBE Project Paper (D)	1. Proposal for a six-year effort to improve the quality of instruction, administrative efficiency and equity of access in private primary schools serving rural and depressed urban areas 2. Increased collaboration with counterpart groups in the private sector, particularly the Catholic Church, due to team efforts to involve these groups in the project design process	IIBE Project Paper (draft)
03/24/86-05/05/86	P. Easton* M. Pigozzi M. Adams S. Anzalone B. Heyman, USAID D. Fischer, USAID	Protestant Sector: P. Jean-Baptiste J. Cerin J. Georges E. Julesaint K. Little S. Turnbull M. Fontus Catholic Sector: J. Miot H. Constant J. Mezidor M. Raymond Y. Jocelyn D. Antoine Haitian Government: R. Desroches, MEN R. Jean, MEN Y. Joseph, MEN	1. Review of EHR Sector Assessment 2. Completion of IIBE Project Paper (D)	1. Agreement on the format for the publication of the final Sector Assessment, including its translation into French 2. Increased government interest in the project, and participation in the Sector Assessment Review	IIBE Project Paper

* Team Leader

(continued on page 3)

HAITI
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
03/24/86-05/05/86 (continued from page 2)		A. Andre, MEN J. Henry, MEN J. Jean-Noel, MEN G. Perodin, MEN B. Salomon, MEN D. Zephyr, MEN M. Paul, MOP J. Lumarque, INFP			
06/17/86-07/20/86	P. Easton* W. Howard M. Adams D. Fischer, USAID	Private Sector: E. Franklin, CARE C. Dubuisson, CARE Protestant-Catholic Project Design Committee Protestant-Catholic Curriculum Committee	Development of IEES Country Implementation Plan (D)	1. Creation of a ministerial steering committee to help define and oversee IEES activities in Haiti 2. Agreement on a preliminary outline of objectives and activities to serve as a framework for donor coordination	Haiti CIP (draft)
09/21/86-10/15/86	P. Easton* M. Pigozzi S. Anzakone B. Heyman, USAID D. Fischer, USAID J. Ahn, USAID	R. Desroches, MEN Y. Joseph, MEN M. Guillaume, MEN R. Jean-Baptiste, PEC D. Antoine, CPEC T. McManus, CARE A. Andre, CARE Project Administrative Council IEES National Steering Committee	IEES Project Implementation Planning (D)	1. Transformation of the joint Catholic-Protestant Project Design Committee into the Project Administrative Council 2. Review of cost analysis for the CINEC model, and preliminary development of alternative preprimary models with lower costs than the CINEC approach 3. Submission to CARE of a draft cost-reimbursable subcontract for year 1 of the project 4. Preparation of a detailed first-year budget and a six-year budget for the preprimary component of the project	Project Implementation Plan
10/26/86-11/04/86	P. Easton* J. McLanahan	E. Franklin, CARE T. McManus, CARE J. Cerin, PEC K. Little, PEC D. Antoine, CEC J. Miot, CEC	Contract negotiations with CARE, PEC, and CEC (D)	1. Completion of contract negotiations 2. Planning for logistical support of the project	Final Contracts
11/22/86-12/12/86	S. Fass, consultant D. Fischer, USAID B. Heyman, USAID	P. Jean-Baptiste, PEC J. Cerin, PEC M. Fontus, PEC D. Antoine, CEC H. Constant, CEC B. Hubert, CEC Y. Joseph, MEN	Development of a multi-year strategy for transfer of financial and administrative responsibility for the IIBE Project to appropriate Haitian institutions (D)	1. Recommendation to adopt a more gradual schedule of school selection for the project 2. Analysis and suggestions for improvement of current project management functions	
* Team Leader					

HAITI
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/23/86-11/29/86	J. McLanahan	T. McManus, CARE F. Roumaine, CARE A. Andri, CARE C. Dubuisson, CARE	Finalization of contracts with CARE and further logistical preparation (D)	Fully executed copy of contract delivered 11/24/86	Contract
02/15/87-02/20/87	IEES Staff AID/W D. Fischer, USAID	F. LOfficial J. M. LeRoy	IEES Second International Conference (Denpasar, Indonesia) (D)	1. Review of IFES assistance in Haiti 2. Networking and knowledge sharing with international educators 3. Review and approval of PRI research proposals	Conference Report
04/06/87-04/17/87	P. Easton* M. Pigozzi M. Adams	D. Antoine, CSSC M. Fontus, PSSC C. Dubuisson, CARE E. Bazin-Verdier, CARE E. Franklin, CARE S. Georges, CARE T. McManus, CARE S. O'Rourke, CARE M. Roumain, TSC F. LOfficial, MEN	1. Monitoring of IIBE preprimary component 2. Review and revision of the draft CIP to reflect the priorities of the new MEN administration 3. Advance work for the IEES Sector Assessment Planning Seminar and an IEES technical skills training workshop on data analysis (D)	Change in topic for the PRI from Decentralization/Localization to Teacher Incentives	Research Plan
05/27/87-06/05/87	F. Kemmerer S. Thiagarajan M. Adams	F. LOfficial, MEN J. Jean-Noel, MEN A.J. Noel, MEN E. Montes, MEN M. Valcines, MEN	1. Teacher Incentives Study initial planning 2. Preparation of draft CIP for 1987/88 IEES activities	Ground-work for a policy-research including guidelines for collaborative activities among IEES Research Team, Haitian Research Team, MEN, and USAID Haiti Mission	CIP 1987/88 (draft)
06/26/87-07/02/87	S. Milton A. Bory-Adams	F. LOfficial, MEN F. Paul, MEN A.J. Noel, MEN G. Guillaume, MEN H. Constant, MEN	Education Policy Analysis Workshop (D)	Cancellation of the workshop due to political unrest surrounding a general strike	
09/06/87-09/15/87	P. Easton A. Bory-Adams	F. LOfficial, MEN A.J. Noel, MEN E. Montes, MEN J. Jean-Noel, MEN	1. Rescheduling of 1987-88 Country Implementation Plan activities 2. Support for PRI activities 3. Monitoring of public sector component (D)	Establishment of a new calendar for training activities, taking into account the difficulties posed by the upcoming presidential elections	Assistance Plan

* Team Leader

HAITI

IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/02/87-11/18/87	M. Green A. Bory-Adams	F. LOfficial, MEN A.J. Noel, MEN E. Montes, MEN J. Jean-Noel, MEN	Conduct of workshops on survey design and computer applications to educational planning (D)	1. Introduction of MEN staff to methods for the development, administration and analysis of survey research as a tool for study, evaluation and improvement of the educational system 2. Postponement of the computer workshop due to the imminent computerization of the entire Ministry	
05/25/88-06/01/88	S. Anzalone J. Moisset D. Fischer, USAID F. Elie, USAID	V. Berrouet, TSC D. Antoine, CEEC H. Constant, CEEC B. Hubert, CEEC R. Desroches, FEPH M. Fontus, FEPH J. Cerin, FEPH S. Turnbull, FEPH K. Little, FEPH M. Joseph, FEPH	Exploration of the feasibility of conducting policy-related research by the two Haitian private education associations with IEES support and funding (D)	Conclusion that IEES-supported policy research activity in the private sector is indeed feasible and represents a good opportunity	Research Recommendations

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INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
04/17/85-05/08/85	J. Bock D. Chapman M. Morfit, USAID	Hanya Bachtiar, MOEC Moegiadi, MOEC Boediono, MOEC Waskito, MOEC Aris Pongtuluran, MOEC	Discussions with Balai-bang Dikbud of technical assistance from IEES under existing USAID contract (D)	Strong support for a full scale sector review	
08/08/85-08/10/85	J. Bock D. Windham D. Chapman N. Collette D. Sprague, AID/W J. Claffey, AID/W M. Morfit, USAID		Indonesia Sector Review Team Briefing (D)	Planning for Sector Review Activity in Indonesia	Briefing Paper
09/16/85-11/01/85	J. Bock* I. Bernard V. McMahon P. Millot C. Eng J. Tabor M. Kans S. Grant D. Allen D. Edwards S. Smith S. Anzalone D. Promono M. Morfit, USAID C. Bonner, USAID	See Attachment "A"	Indonesia Sector Review (D)	1. Recommendations to address the following major issues across all subsectors: a) efficiency b) quality of education c) access and equity d) information and policy analysis e) coordination of public and private education 2. Initiation of an interactive and continually iterative process of working together with Indonesian policymakers and AID Mission personnel to ensure a strong joint sense of ownership and accomplishment	Indonesia Sector Review (draft)
11/06/85-11/16/85	IEES Staff AID/W M. Morfit, USAID	Moegiadi, MOEC W. Simanjuntak, MOEC Ayamiseba, UC, (Jayapura)	IEES International Workshop (Gaborone, Botswana) (D)	1. Review of IEES assistance to Indonesia 2. Networking and knowledge sharing with international educators	Conference Report

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INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
01/27/86-02/19/86	J. Bock W. McMahon	Moegiadi, MOEC	Presentation of Sector Review draft to MOEC (D)	Revision and finalization of Sector Review	Indonesia Sector Review
09/17/86-10/14/86	D. Bernard	MOEC: Boediono Waskito Benny Suprpto Ety Mulyadi Martini Widodo Jiyono Romli Suparman W. Napitupulu Solli Nyoman Dekker Karwapi Soemardi Hasan Walinono Anwas Iskandar Pepep Sudradjat UNESCO: N. Postlethwaite K. Ross	Final Review of Indonesia Sector Review and Preparation of Indonesia Executive Summary (D)	1. Approval of Sector Review 2. Preparation of Indonesia version of Executive Summary	1. Final Indonesia Sector Review 2. Indonesia version of Executive Summary
9/17/86-10/14/86	J. Bock W. McMahon	Harsya Bachtiar, MOEC Moegiadi, MOEC Boediono, MOEC Pak Aris, MOEC Tilar, BAPPENAS Hasibuan, BAPPENAS Domo Iskandar, MOP Ariek Pakpahan, MOP Richard Barichello, MOP Martin Godfrey, MOLAM	Development of Indonesia Country Implementation Plan (D)	1. Consensus on potential projects and their priority rankings based on the analyses and recommendations in the Sector Review 2. Strengthening of the effectiveness of Balitbang by involving other ministries and agencies concerned with HRD	Indonesia Country Implementation Plan for IEES Activities

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INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/01/86-11/07/86	D. Chapman D. Windham N. Colletta J. Salkin S. Ju C. Bonner, USAID	MOEC: Moegiadi Boediono Ade Soeradimadja Romli Suparman Suryadi	Discussions with EPP staff that could inform the design and conduct of the IEES data management system Policy Research Initiative (D)	1. Detailed critique of the outline and proposed strategy for the DMS PRI 2. Clarification of MOEC participation in the PRI	
02/15/87-02/20/87	IEES Staff USAID AID/W	MOEC: Harsya Bachtiar Boediono Moegiadi Romli Suparman	IEES Second International Conference Denpasar, Indonesia (D)	1. Review of IEES assistance 2. Networking and knowledge sharing with international educators 3. Review and approval of PRI research proposals	PRI/SLEC Research Proposal Conference Report
10/16/87-10/24/87	J. Stradwick C. Bonner, USAID	Moegiadi, MOEC Romli Suparman, MOEC	PRI Activity Report: SLEC (D)	1. Review of progress of Status Report and Phase II proposals 2. Recommendation that IEES take a more active part in the fieldwork and data	Research Status Report
02/21/88-03/24/88	J. Bock W. McMahan C. Bonner, USAID	MOEC: Harsya Bachtiar Moegiadi Boediono Agung Purwadi Aris Pongtuluran Waskito Benny Suprato Sumardi Jioyono BAPPENAS: M. Godfrey Tilar UNDP: D. Clark D. Bernard	CIP Activity I: Efficiency in Education and HRD for Growth in Indonesia (D)	1. Completion of Policy Working Paper #1, <i>Educational Investment Priorities for Economic Growth</i> as described in the combined description of Policy Papers #1 and #2 in the CIP 2. Determination of the appropriate level of social investment among various subsectors, focusing in particular on the optimal investment of scarce funds between voc/tech education and general secondary schooling 3. Improved flow of statistical information from the Dept. of Statistics and Manpower Planning to Balitbang as part of the overall IEES & EPP strategy for supporting the timely capacity for policy planning	Policy Working Paper #1

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INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
05/04/88-05/31/88	N. Mandolang	Agung Purwadi, MOEC Ace Suryati, MOEC	CIP Activity Ia: Policy Study on the External Efficiency of Voc/Tech Education (D)	Establishment of effective linkages between voc/tech policy and employment needs in Indonesia	
05/04/88-05/07/88	C. Maurice	Agung Purwadi, MOEC	Voc/Tech team support (D)	1. Assistance with costing aspects of Voc/Tech Policy Working Paper #3 2. Review and analysis of international literature	Cost Effectiveness of Vocational Education
05/19/88-05/22/88	IEES Staff AID/W	Moegiadi, MOEC	IEES International Steering Committee Meeting (Tallahassee, FL) (D)	1. Review of IEES assistance in Indonesia 2. Networking and knowledge sharing with international educators	ISC Report
06/03/88-06/28/88	M. Hendricks	Moegiadi, MOEC	Development of Evaluation Model for Repelita IV (D)	Evaluation model for national planning (Repelita IV)	Evaluation Model
06/15/88-06/28/88	D. Bernard	Moegiadi, MOEC	Development of Model for the Evaluation of External Assistance to MOEC (D)	Evaluation of External Assistance Model	Evaluation Model
7-8/88	N. Mandolang	MOEC Staff	Initiating CIP Activity III: Teacher Incentives (D)	Improvement of recruitment and retention of teachers in remote areas	
9/88	J. Bock	MOEC Staff	CIP Update: 1. Rescheduling and more detailed design of CIP Activities V & VI, continued activities past the June 1989 terminal date 2. Alignment of CIP with Indonesian concerns and priorities (D)	Midstream corrections for the timing and appropriateness of the remaining CIP activities to ensure best allocation of IEES resources	
9/10/88	W. McMahon	EPP Staff	1. Continuation of CIP Activity I: External Efficiency 2. Continuation of Cost & Quality voc/tech Policy Working Paper (PWP) #2 (D)	Economic analysis of voc/tech strategies over time in Indonesia; will result in more rational investment patterns between the educational subsectors	

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INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
10/16-10/29/88	D. WinGham		Internal evaluation of the costs and impacts associated with IEES activities (D)	Review of impact of IEES Activities	Impact Assessment
10/07-10/15/88	J. Strudwick		PRI/SLEC Review (S)		
1/89	J. Strudwick R. Suparman	MOEC Staff	PRI/SLEC policy research 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	Promotion of policy discussion of equity issues in school financing	
6/88-3/89	N. Mandolang	MOEC Staff	CIP Activity II: 1. Design remaining cost, curriculum, and business partnership components 2. Preparing the draft of the next Five- Year National Development Plan (Replita V) (D)	Will better inform decisionmakers of the investments and design of vocational/ technical education programs	
05/11-06/16/89	P. Easton	EPP Staff	Policy Study on the Cost and Quality of Vocational/Technical Education	Policy changes in Vo/Tech Education Sector	
12/23-01/27/89	W. McMahon A. Purwadi	MOEC Staff	CIP Activity Ia: External Efficiency of Vocational Education (D) Policy Working Paper on External Effi- ciency of Vocational Education in Indonesia	Policy changes to improve external efficiency	
Planned for FY6			Sector Review Update: 1. Update of data of the review to meet MOEC needs 2. Study in greater depth of provincial and Kecamatan educational structure and policies This update will utilize largely MOEC personnel, requiring only modest technical assistance from IEES	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	

INDONESIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
—	—		<p>Institutionalization of the Policy Formulation Committee (PAG)</p> <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 Policy Analysis Series 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>	

Attachment A:

MOEC Steering Committee:

Harsya Bachtiar
Soetanto Wirjoprasanto
Sukotjo Tjokpramoto
Hasan Walinoo
Soekadji Ranuwihadja
W.P. Napitupulu
Aris Pongtuluran
Waskito Tjiptosasmito

Moegiadi
Boediono

S.W.R. Mulyani

Balitbang Dikbud:

Abdul Manan
Astuti
Edison Panjaitan
Evy Farida
Jiyono
Martini Widodo

Oktorosadi

Romli Suparman

Saleh Bachtiar

Samekto

Simanjuntak

Siti Sofia

Soemardi

Soepardi

Suharta

Sumarto

Sunardi

Sutopo Derpoyudo

Yaya Heryadi

Syamsudin Tang

Giwangan Hardja

Rumondor

Achmad Djazuli

Luci

Guyub

O. Simbolon

Pepep Sudrajat

LIBERIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
1982 (pre-project)	R. Morgan* G. V. Harrison	J. Vani, MOE	IEL Evaluation (S)	1. Analysis of IEL instructional methods 2. Recommendation for IEL program in Liberian Primary Schools	An Evaluation of IEL in the Republic of Liberia
10/82-11/82 (pre-project)	See Attachment A	Sector Assessment Coordinating Committee: See Attachment B	Education and Training Sector Assessment (D)	Recommendations for improving the efficiency of educational system	Liberia Education and Training Sector Assessment
1983 (pre-project)	D. Windham	E. O. Gongar, MOE J. Vani, MOE	Economic Analysis of IEL (S) (5 reports for the IIR/World Bank Project)	1. Economic analysis of IEL project 2. Recommendations for further study of economic issues	Final Summary, Internal Economics of IEL Project
6/21/84-7/25/84	D. Windham* G. Eng J. Messec E. Kelly	E. O. Gongar, MOE A. Coleman, MOE J. Vani, IEL	Project Paper Design: IEL II (D)	1. Prepared nationwide dissemination of low-cost instructional system 2. Paper by Windham and Eng: "Economic constraints and opportunities for change in Liberia's education and training policy," presented at the Liberian Educational Policy Conference	IEL II Project Paper
7/28/84-8/4/84	V. Cleut J. Claffey, AID/W	E. O. Gongar, MOE	Liberian National Education Conference (S)	1. Preliminary discussion of IEES assistance 2. Focus of IEES resources to support MOE and other donor resources towards national education goals	Conference Report
8/7/84-8/26/84	E. Kelly	A. Coleman, MOE	Workshop in Criterion-Referenced Test Development (D)	1. Improved skills of Liberian educators in criterion-referenced test development 2. 310 CRTs with answer keys (grades 1-3), written instructions for administration 3. Sampling plan to guide administration of CRTs 4. Procedures for scoring tests and coding the scored tests onto IBM coding sheets	Field Paper

* Team Leader

LIBERIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/10/85-11/15/85	IEES Staff S. Handleman, USAID AID/W Staff	E.O. Gongar, MOE	First IEES International Conference (Gaborone, Botswana)(D)	1. Review of IEES assistance activities; recommendations for maximum utilization of IEES resources 2. Networking/knowledge sharing with IEES collaborating countries 3. Proposed IEES assistance in Liberia education sector development	Conference Report
2/86	D. Windham C. Block, AID/W R. Burke	LRCN Staff	Evaluation of Liberian Rural Communication Network Project (S)	1. Evaluation of LRCN Project 2. Recommendation for extension of program	An Evaluation of LRCN, Republic of Liberia
5/19/86-5/23/86	IEES Staff AID/W	E. O. Gongar, MOE	IEES International Steering Committee (Tallahassee, FL, USA)(D)	1. Review of IEES assistance plans for Liberia 2. Networking/knowledge sharing with international educators	ISC Report
7/28/86-8/1/86		A. Coleman	First World Conference on Technology and Education (Manila, Philippines)(S)	1. Dissemination of lessons learned in Liberia of low-cost materials-based primary education 2. Networking with international educators for knowledge sharing	Conference Report
10/13/86-11/22/86	R. Morgan* C. Chadwick R. Kraft M. Adams S. Handleman, USAID M. Simons, USAID	E. O. Gongar, MOE D. Vinton, MOE D. M. Cooper, MOE J. Vani, MOE	Integration study for Improved Efficiency of Learning Project and World Bank Textbook Project (D)	1. Practical plan for integrating two existing primary education initiatives in Liberia 2. Identification of teacher training needs to support integration plan	The Feasibility of Integrating Programmed Learning with Conventional Instruction in Liberian Primary Education
11/22/86-11/26/86	F. Kemmerer T. Sivasailam	A. Coleman, MOE	Policy Research Initiative Teacher Incentive Systems Initial Research Design Meeting (Sana'a, Yemen) (D)	Design of policy research activity in Liberia	Research Proposal
2/15/87-2/20/87	IEES Staff S. Handleman, USAID AID/W Staff	E. O. Gongar, MOE A. Coleman, MOE	Second IEES International Conference (Denpasar, Indonesia) (D)	1. Review of IEES Assistance in Liberia; plans for future assistance 2. Review of Policy Research Initiative (Teacher Incentive Systems) in Liberia 3. Networking/knowledge sharing with IEES collaborating countries	Policy Research Initiative: Plans and Proposal

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LIBERIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
3/9/87-4/9/87	C. Green	G. Bropleh, MOE J. Yani, IEL	Technical assistance with amending IEL Project (D)	1. Completed draft of Project Amendment 2. Clarification of issues regarding national primary education system	
7/28/87-7/31/87	F. Kemmerer	A. Coleman, MOE E. Nguma, MOE B. Jones, MOE	Policy Research Initiative, Teacher Incentive Systems (D)	Initiation of research on status of teacher incentives in Liberia	Status Review
9/23/87-10/25/87	R. Cowell	E. O. Gongar, MOE C. Bull, UOL W. Salifa C. Wlutoba M. Hill	Design and development of inservice teacher training curriculum (D)	Primary Education Project (PEP) teacher training curriculum designed and developed	Field Paper
11/23/87-12/18/87	R. Cowell	E. O. Gongar, MOE C. Bull, UOL W. Salifa C. Wlutoba M. Hill	Design and development of inservice teacher training curriculum (D)	Implementation plan for the inservice teacher training curriculum	Field Paper
11/11/87-11/25/87	D. Chapman	E. O. Gongar, MOE	Planning visit for EHR Sector Assessment (D)	Goals and procedures for EHR Sector Assessment established	
1/4/88-2/10/88	D. Chapman* C. Carrier A. Cresswell D. Windham F. Kemmerer M. Cooper A. Barclay J. Strudwick S. Handleman, USAID	Sector Assessment Coordinating Committee: See Attachment C	Liberia Sector Assessment (D)	1. Recommendations for improving efficiency of educational system 2. Current analysis of educational system for improved planning and resource allocation by government and donors	Liberia Sector Assessment (draft)
1/27/88-3/6/88	R. Cowell	E. O. Gongar, MOE J. Yani, MOE A. Coleman, MOE	Development Plan for the Instructional Supervision of Liberian Teachers, Grades K-12 (D)	1. Design of Liberian Supervision Program 2. Implementation of the Supervision Program planned 3. Pilot supervision workshop planned	Field Paper

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LIBERIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
3/7/88-6/30/88	R. Cowell R. Burke	F. O. Gongar, MOE P. Naigour, MOL R. Jallah, MOE J. Vani, MOE	Feasibility Study of Radio to Deliver Educational Services (S)	1. Analysis of feasibility of using radio for education in Liberia 2. Proposed Implementation Plan for radio component	The Feasibility of Using Radio Broadcasting to Support Education in Liberia
4/18/88-4/25/88	S. Thiagarajan F. Kemmerer	A. Coleman, MOE	Assistance in Policy Research Initiative (Teacher Incentive Systems) (D)	Status review of Liberian Teacher Incentive Systems	PRI Status Review
8/29/88-9/11/88	D. Chapman C. Carrier	Sector Assessment Coordinating Committee	Review of Liberia Sector Assessment (D)	Final approval of Liberia Sector Assessment for dissemination and use by government and donors	Liberia Sector Assessment
2/12/89-2/15/89	H. Williams	A. Coleman	National Education Policy Conference	Identification and prioritization of key problems	

Projected IEES Activities in Liberia

Five-Year Plan Development Support	2/89-3/89
IEES Work Plan Development	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 Validation Study	Schedule to be announced
Study of PEP Impact on Student Achievement	Schedule to be announced
IEES PRI - Teacher Incentives	Study completed 3/89

Attachment A:

J. Claffey*, AID/W
W.A. Whitten, AID/W
V. Cicuta
D. Windham
J. Comings
M.A. Cusack, AID/W
W. Lovelace
I. Mayo-Smith
S. Selbin
H. Reynolds, USAID
E. Tolle, USAID

Attachment B:

P. Jeffy, MOPEA
W. Addy, CSA
E. Autridge, MOPEA
I. Camanor, MOHSA
C. Collins, MYS
S. Crayton, MYS
M. Dempster, MOL
G. Ekadi, MOA
O. Gongar, MOE
A. Greaves, MOHSA
E. Kandakai, CUC
D. Kialian, AITB
H. Monger, LIPA
S. Monger, MOPEA
R. Neal, Director, MOPEA
L. Page, MOL
C. Sherman, MOE
S. Siaka, AITB
H. Tokpah, MOE
S. Yekeson, CUC
I. Zawoto, AITB

Attachment C:

J. McClain, MOPEA
L. Reeves-Stubblefield, MOPEA
S. Monger, MOPEA
W. Freeman, MOE
A. Coleman, MOE
J. Gray, MOE
A. Bropleh, MOE
B. Gaye, MYS
W. Salifu, CUC
D. Barclay, UOL
S. Russell, WTVTC
D. Kialian, AITB
S. Handleman, USAID

*Team Leader

NEPAL
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
8/26/84-9/30/84	B. Story* K. Goodman	B. Pradhan V. Shrestha	Initial development of GATE Project Paper (S)	Provided information and analysis needed for GATE Project Paper development	Project Paper
1/23/85-1/30/85	R. Morgan J. Claffey, AID/W	N. Singh, MOEC I. Upadhy, MOEC K. Shrestha, MOEC K. Nepal, MOEC G. Shrestha, TU Chitrakar, MOEC M. Padhye, MOEC B. Adhikary, JEMC M. Adhikary, MOEC D. Upadhy, MOEC S. Achmarya, MOEC	Initial IEES Discussions with MOEC for collaboration with IEES (D)	1. Confirmation of Nepal's participation in IEES network 2. Identification of three areas for potential MOEC/IEES collaboration (RETT II, Curriculum Development, and Information Management)	
5/6/85-6/3/85	F. Kemmerer J. Mayo J. Bock	See Attachment A	Planning of IEES assistance to Planning Division, Statistics Section, MOEC (D)	Project document for IEES assistance to MOEC	Nepal Project Document for IEES Assistance
11/21/85-12/11/85	J. Mayo	D. Karmancharya, MOEC I. Upadhy, MOEC	Development of an overall research plan and a comprehensive training plan for RETT II (D)	1. Evaluation Planning Workshop attended by personnel from MOEC's Radio Education Division and from Center for Educational Research, Instruction and Development 2. Integrated Evaluation Plan for RETT II outlined	RETT II Evaluation Plan Outline
12/30/85-1/23/86	F. Kemmerer* M. Green B. Butterworth	See Attachment B	Information Management Workshop (D)	1. Seventeen (17) MOEC officials and staff and Regional Education Officers trained in information management 2. Survey device developed sent to 2,000 schools nationwide	IEES Field Paper
2/23/86-	B. Butterworth	P. Suwal, MOEC	Resident Technical Advisor Placement (D)	Ongoing technical assistance to MOEC Manpower and Statistics Section in on-the-job training of computer skills, the use of selected computer software packages, and in data collection and analysis	RTA Field Reports

*Team Leader

NEPAL
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
5/2/86-5/14/86	J. Mayo* D. Karmacharya	N. Karmacharya, MOEC K. Shrestha, MOEC R. Shrestha, MOEC I. Upadhy, MOEC B. Maskey, TU P. Pradhan, TU G. Shrestha, TU	IEES Status Review and RETT II Training Package Development (D)	Training Plan for RETT II	RETT II Training Plan RETT II Evaluation Plan
5/18/86-6/19/86	F. Kemmerer* S. Thiagarajan B. Butterworth J. Meadowcroft, USAID/Nepal	I. Upadhy, MOEC D. Karmacharya, TU P. Suwal, MOEC	Development of IEES Country Workplan for Nepal (D)	Plan for efficient use of IEES resources in assisting education sector in Nepal	Nepal Country Workplan for IEES Activities
5/19/86-5/23/86	IEES Staff AID/W	I. Upadhy, MOEC	IEES International Steering Committee Meeting, FSU (D)	1. Review of IEES activities in Nepal 2. Networking and knowledge sharing with international educators	ISC Report
5/25/86-6/6/86	M. Green	Manpower and Statistics Section (MOEC)	Introductory Microcomputer Workshop (D)	Eight (8) people from MOEC Manpower and Statistics Section and School Administration Section trained in introductory computer skills	IEES Field Paper
9/86-10/86	B. Butterworth	Manpower and Statistics Section (MOEC)	Training for District Level Staff, 150 participants in 5 Regions, in Data Collection, Tabulation, and Reporting (D)	Improved quality of educational data reporting	
11/10/86-11/17/86	D. Chapman* D. Windham	M. Dunghana, New ERA B. Gopal, New ERA P. Suwal, MOEC K. Nepal, MOEC I. Upadhy, MOEC	PRI/EMIS Workshop (D)	1. Training of research staff 2. Research plan and implementation schedule 3. Networking and knowledge sharing with international researchers	PRI: Planning and Proposals
2/15/87-2/20/87	IEES Staff AID/W	K. Nepal, MOEC M. Dunghana, New ERA	Second IEES International Conference, Denpasar, Indonesia (D)	1. Review of IEES activities in Nepal 2. Training of research staff 3. Approval of Research Plan 4. Networking and knowledge sharing	PRI/EMIS Research Proposal for Nepal
5/15/87-9/1/87		P. Suwal, MOEC	Short-term Training in Thailand (S)	Enhance MOEC capability in computer-based data management	

*Team Leader

NEPAL
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
6/18/87-8/3/88	V. Cicuta* M. Pigozzi B. Butterworth J. Salkin W. McMahon G. Axinn	C. Aryal, TU S. Sharma*, TU G. Shrestha, TU T. Manandhar, NASC See Attachment E	Nepal Sector Assessment (D)	1. Education Sector Assessment 2. Identification of needs, strengths and constraints within each subsector 3. Databased recommendations for most efficient use of limited resources to achieve Nepal's Basic Needs educational goals by year 2000	Draft Nepal Sector Assessment
1/23/88-2/16/88	J. Mayo M. Pigozzi* B. Butterworth	See Attachment D	CIP Update Development (D)	1. Nepal: Country Implementation Plan Update (1988) 2. Activities designed to enhance MOEC's capacity in Data Management Evaluation and Research, and Planning and Policy Analysis	Nepal Country Implementation Plan for IEES Activities
1/24/88-2/7/88	V. Cicuta* M. Pigozzi B. Butterworth	C. Aryal, TU O. Gupta, TU G. Shrestha, TU S. Sharma, TU See Attachment C	Nepal Sector Assessment Review (D)	Final version of the Sector Assessment approved	Nepal Sector Assessment
1/27/88-2/2/88	J. Mayo D. Karmacharya	RETT Evaluation and Production Staff	Distance Education Workshop (D)	1. Training of RETT and CERID personnel and MOEC officials in distance education and evaluation 2. Review of the status of radio education	
1/27/88-2/2/88	J. Mayo D. Karmacharya	RETT Evaluation Staff	Evaluation Support (D)	Assessment of the evaluation needs for expanded inservice teacher training component of RETT	
1/28/88-2/4/88	J. Messec	M. Dunghana, New ERA B. Gopal, New ERA	Policy Research Initiative (EMIS) assistance (D)	1. Review of EMIS research 2. Training of research staff in accountability and reporting procedures	Research Report
5/23/88-5/29/88	D. Chapman	M. Dunghana, New ERA	Policy Research Initiative (EMIS) assistance (D)	1. Review of EMIS research 2. Training of research staff in analyzing procedures	Research Status Review
7/88-6/89	RTA (3 months), Local consultants	MOE Staff	On-the-job and locally available training for MOEC Staff	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.	

*Team Leader

NEPAL
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
9/12/88-9/16/88	B. Butterworth	Manpower and Statistics Section (MOEC)	Training for 10 Regional Education Office Staff (D)	Regional Education Office staff trained in data tabulation and how to conduct workshops for District Education Office staff	
9/19/88-10/3/88	D. Chapman	M. Dunghana, New ERA	Policy Research Initiative (EMIS) assistance (D)	1. Review of EMIS research 2. Training of research staff in analyzing procedures	Research Status Report
Fall 1988	RTA (1 month), Nepalese Data Management Consultant (3 months)	MOEC Staff	Training for Staff in the Regional and District Education Offices in data collection, tabulation and reporting	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 manage-	
10/1/88-11/17/88		Vishnu Karki Mabesh Parajuli	Short-term Training in Thailand and Indonesia (S)	Enhanced MOEC capabilities in computer-based data management and educational system planning skills	
Approximately 2 months per trainee, to be completed 11/15/88	RTA (2 weeks)	MOEC Staff	Short-term Out-of-Country Training	Two permanent staff of the Manpower and Statistics Section trained in computer-based data management and educational system planning skills.	
11/7/88-11/24/88	J. Mayo* S. Klees	RETT Evaluation Staff and MOEC Teacher Trainers	Evaluation Methods Workshop (D)	Strengthen ability of RETT and other teacher training groups to conduct comparative, cost-effectiveness evaluation	
12/4/88-12/9/88	B. Butterworth	Manpower and Statistics Section (MOEC)	Data Tabulation and Reporting Workshop (D)	Trained 150 District Education Office staff in data collection, tabulation, and reporting procedures	
03/87-05/89	B. Butterworth	M. Dunghana, New ERA	Policy Research Initiative (EMIS)	Recommendations for MOEC/EMIS	Final Research Report
Summer 1988	RTA (2 months), local short-term consultants	MOEC Staff	Support for School Mapping Study	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.	
01-02/89	RTA (1 week), Nepalese Data Management Consultant	MOEC Staff	Computerization of Data Management Processes at the Regional Level	If recommended by PRI, development of a proposal for computer funding. Two staff members from 5 REOs trained in basic computer skills.	

* Team Leader

NEPAL
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
Ongoing until 3/89	National Research Team (New ERA), RTA (3 weeks), Nepalese Data Management Consultant	MOEC Staff	Participation in the IEES Policy Research Initiative (EMIS)	Increased understanding of how data are currently collected and analyzed. Specific recommendations for improving the accuracy, timeliness and interpretability of educational data.	
05/27-06/11/89	M. Pigozzi		Review with Mission personnel and MOE officials the status of IEES activities in Nepal	Planning for IEES Phase II	
Ongoing	Nepalese Evaluation Consultant (7 months), External TA in Educational Economics (4 wks.)	MOEC Staff	Evaluation and Training in Support of Radio Education	Comprehensive evaluation of RETT's third broadcast year.	
11/88-6/89	Nepalese Evaluation Specialists (2) (6 months), External TA in Evaluation Design (6 weeks), RTA (2 weeks)	MOEC Staff	Comparative Cost-effectiveness Evaluation of Selected Inservice Teacher Training Programs	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.	
Ongoing	RTA (1 month)	MOEC Staff	Seminars to Orient MOEC Units to the Work of the Manpower and Statistics Section	Increased understanding within MOEC units of data available for decisionmaking. Improved communications within the MOEC. Improved quality of data within the Manpower and Statistics Section. Greater reliance on current data for both policy and day-to-day decisionmaking.	
Ongoing	RTA (2 months), Nepalese Data Management Consultant to (2 months), External TA (3 weeks)	MOEC Staff	MOEC-sponsored Policy Analysis Seminars and Possible Follow-up Studies Related to the Basic Needs Strategy and the IEES Sector Assessment Findings	Improved (e.g., databased) policy dialogue and analysis within MOEC. Improved communications among MOEC units. Improved decisionmaking and planning throughout the Education Sector.	
7-10/88	RTA (1 month)	MOEC Staff	Support to the MOEC Program Planning and Budgeting System	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.	

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Attachment A:	Attachment B:	Attachment C:	Attachment D:	Attachment E:		
N. Singh, MOEC	P. Suwal, MOEC	U. Amatya, MOEC	U. Amatya, MOEC	J. Adhikary, JTS	S. B. Malla, TU	A. Shrestha, New ERA
I. Upadhy, MOE	R. Rai, EREO	K. Nepal, MOEC	V. Aryal, NEC	U. Amatya, MOEC	P.M. Malla, TU	B.L. Shrestha, JEMC
K. Shrestha, MOEC	S. Lamsal, NEC	R. Pradhan, MOEC	M. Mainali, TU	G. Bahadur, NRB	K. Nepal, MOEC	B.M. Shrestha, PEP
P. Suwal, MOEC	T. Khanal, MREO	A. Rajbhandary, MOEC	K. Nepal, MOEC	P.C. Baidya, TU	S.C. Pandel, JEMC	B.R. Shrestha, MOF
B. Shrestha, MOEC	P. Dhungana, MOEC	J.R. Pant, MOEC	G. Sharma, MOEC	P.R. Bajracharya, MOEC	B.B. Pant, IHDP	C.K. Shrestha, WEI
K. Nepal, MOEC	B. Koirala, MOEC	J. Shakya, MOEC	H. Shrestha, MOEC	K.C. Balaram, DEO	V. Poddar, PEP	D.B. Shrestha, MOEC
D. Holmes, MOEC	B. Thapa, TU	G. Sharma, MOEC	K.N. Shrestha, MOEC	N. Basnet, MOEC	A.L. Pradhan, MOEC	K.M. Shrestha, MOEC
P. Malla, NPC	S. Gautam, MOEC	D.B. Shrestha, MOEC	P. Shrestha, MOEC	K.C. Bhola, MOEC	P.L. Pradhan, TU	K.N. Shrestha, MOEC
S. Sharma, NEC	A. Pradhan, MOEC	K.N. Shrestha, MOEC	G. Shrestha, TU	P. Crowley, SETI	R. Pufifer, JTS	M. Shrestha, MOEC
D. Karmacharya, TU	N. Sharma, CREO	K.M. Shrestha, MOEC	S.N. Singh, MOEC	L.R. Dali, JEMC	S. Pudasaini, NCP	M.M. Shrestha, TU
B. Maskay, TU	G. Pradhan, MOEC	M. Shrestha, MOEC	S.L. Singh, MOEC	D. Dhungel, NFESC	B.G. Risal, MOGA	P.B. Shrestha, MOEC
P. Pradhan, TU	G. Manandhar, MOEC	P.M. Shrestha, MOEC	P. Suwal, MOEC	O.P. Gupta, TU	M. Sands, MOEC	P.M. Shrestha, MOEC
G. Shrestha, TU	P. Lamichhane, MOEC	P.B. Shrestha, MOEC	I. Upadhy, MOEC	D.B. Gurung, DEO	R.K. Shah, SEP	P.M. Shrestha, New ERA
D. Chapagain, NCC	G. Upadhy, MOEC	S.L. Singh, MOEC		B. Josji, STS	G. Sharma, MOEC	R.B. Shrestha, NASC
K. Sharma, CBS	L. Pradhan, DEO	I. Upadhy, MOEC		T.R. Joshi, DEO	K.R. Sharma, CBS	S.B. Shrestha, MOEC
M. Thapa, WREO	D. Karki, DEO			G. Kafle, New ERA	P. Sharma, SEP	R.B. Tamrakar, MOEC
S. Dware, WREO	K. Khatri, DEO			T.B. Karki, MOEC	B.K. Singh, DEO	P.B. Tandukar, MOEC
				K. Khadka, SPACE	B.R. Singh, DEO	K. Thapaliya, WEI
				P. Leo, MTC	D.M. Singh, NPC	N. Tumbahangfe, New ERA
				M. Mainali, CERID	G.B. Singh, MPLD	I.P. Upadhy, MOEC
					S.L. Singh, MOEC	A. Upadhy, UCEP

ACRONYM LIST

CBS: Central Bureau of Statistics	NCP: National Commission on Population
CERID: Center for Research in Educational Innovation and Development	NEC: National Education Committee
CREO: Central Regional Education Office	NFESC: Nonformal Education Service Center
DEO: District Education Officer	NPC: National Planning Commission
IHDP: Integrated Health Development Project	NRB: Nepal Rastra Bank
JEMC: Janak Educational Materials Center	PEP: Primary Education Project
JTS: Jiri Technical School	SEP: Science Education Project
MOEC: Ministry of Education and Culture	SETI: Education for Rural Development in Seti
MOF: Ministry of Finance	SPACE: Service Development Center Adult Education Program
MOGA: Ministry of General Administration	STS: Sanothimi Technical School
MPLD: Ministry of Panchayat and Local Development	UCEP: Underprivileged Children's Education Program
MREO: Midwestern Regional Education Office	WEI: World Education, Inc.
MTC: Mechanical Training Center	WREO: Western Regional Education Office
NASC: Nepal Administrative Staff College	TU: Tribhuvan University
NCC: National Computer Center	

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
06/01/83-07/01/83 (pre-project)	J. Claffey*, AID/W D. Windham L. Anderson D. Chapman R. Hailer S. Hoben M. Rihani A. Thomas	Sector Assessment Coordinating Committee H. Elabeh Fahiye, MNP S. Mope, MNP A. Gaal, MOE A. Elmi, MOE A. Awaleh, MOE M. Hubero, SNU	EHR Sector Assessment (D)	<ol style="list-style-type: none"> 1. Abandonment of guaranteed employment for all secondary school graduates 2. Termination of employment of redundant teachers seconded to MOE 3. Upgrading and expanding of MOE planning and statistics staff 4. Formation of Human Resources at Ministry of National Planning 5. Improvement of private sector development incentives 6. Improvement of instructional quality and access in primary education 7. Emphasis on quality vs. expansion in secondary education 8. Assessment of needs in secondary vocational and technical programs 9. Development of regional and international perspective on labor markets for vocational and technical graduates 10. Exploration of radio alternatives to improve teacher training and adult basic education of civil service system 11. Initiation review and reform of civil service system 	Draft Somalia Sector Assessment
11/01/83 (pre-project)	J. Claffey*, AID/W D. Windham	Sector Assessment Coordinating Committee	Review of EHR Assessment (D)	Publication January 1984	Somalia Sector Assessment
04/01/84-06/30/84 (pre-project)	D. Windham* V. Zimmerman S. Hays R. Kraft B. Wolff C. Clark	M. Osman, MLSA H. Ali, MLSA D. Gutale, MLSA D. Pereira, MLSA M. Ulusow, MLSA S. Mope, MNP R. Kabii, MOF	Somali Civil Service Study (D)	<ol style="list-style-type: none"> 1. Study and Recommendations for Civil Service Reform 2. Civil Service Symposium convened in Mogadishu, Sept. 1984 	Somalia Civil Service Study

*Team Leader

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
06/27/84-08/06/84	D. Chapman* R. Green E. Birgells D. Barker P. Vogt L. Woo	M. Osman S. Mope	Somalia Management Training and Development SOMTAD Project Design (D)	Draft SOMTAD Project Paper for USAID	Project Paper (draft)
06/30/84-08/23/84	D. Chapman P. Vogt	MLSA MOE	1. SOMTAD Project (D) 2. Development of Workplan for IEES activities (D)	1. Draft of SOMTAD Project Paper 2. First year workplan for IEES activities	Project Paper (draft)
09/09/84-10/09/84	D. Windham	M. Osman S. Mope	1. SCSS Symposium (S) 2. IEES Strategy Paper for Somalia (D)	1. Ministry of Labor and Social Affairs implemented most recommendations 2. Five subcommittees recommended policy actions based on reports 3. List of redundant staff and retirees prepared 4. Committee formed to discuss Civil Service salary increase 5. Continuing meetings of Somali officials and donors to implement Civil Service reform 6. Presentation of SCSS Report at plenary session of symposium 7. Draft IEES Strategy Statement for Somalia	IEES Strategy Paper for Somalia
01/28/85-02/28/85	M. Berger J. Messec	M. Dahir M. Said A. Gaal	Management and Administrative Workshop for Secondary School Headmasters (D)	25 headmasters introduced to administra- tive theory, methodology and practice	
01/28/85-02/21/85	D. Chapman* D. Windham J. Messec M. Berger	M. Osman S. Mope	SOMTAD Project Paper (D)	SOMTAD PP approved by Mission and GSDR, implemented in 1986 providing formal and job-site management training for government and private sector staff	Project Paper (draft)
03/11/85-04/26/85	D. Windham D. Chapman	A. Gaal M. Said	Development of Somalia Country Implementation Plan for IEES (D)	Draft Somalia Country Implementation Plan	Draft CIP

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
05/01/85-06/01/87	M. Berger	MOE	Placement of first RTA (D)	1. Continued support to MOE Planning Department 2. On-job Training of Planning Department Staff 3. Donor coordination activities with MOE, USAID, and donor community	RTA Field Reports
05/27/85-06/30/85	D. Chapman M. Berger	A. Gaal M. Said	Presentation of Somalia Country Plan (D)	IEES Country Plan approved by MOE and USAID	CIP
06/01/85-06/27/85	F. Dembowski	M. Dahir Yussef	Data Analysis and Microcomputer Workshop I (D)	1. Two computers installed in Planning Dept. of MOE 2. 15 middle management participants from MOE, Labor and Planning trained in uses of PC, word-processing, and Lotus 1-2-3	Field Paper
08/03/85-09/05/85	J. Messec* S. Thiagarajan M. Berger F. Kemmerer	M. Said A. Gaal H. Obsiye	Somalia Quality Enhancement Study (D)	Draft study of School Quality in Somalia 1. Review of primary and secondary education 2. Recommendations for improving instructional materials 3. Recommendations for improving teacher training and incentives	QES
10/08/85-11/04/85	F. Dembowski	A. Gaal	Data Analysis and Microcomputer Workshop II (D)	15 middle management participants from MOE, Labor and Planning trained in data analysis on microcomputer	Field Paper
11/8/85-11/15/85	IEES Staff AID/W	A. Gaal H. D. Jama A. A. Musa	IEES First International Conference (Gaborone, Botswana) (D)	1. Review of IEES assistance 2. Networking and knowledge sharing with international educators	Conference Report
11/08/85-12/08/85	J. Messec	Faculty of Economics, Somalia National University; MNP; MOE	Compilation of Somali/English, English/Somali Technical Term Dictionary of Economics (D)	1. Creation of TTD of Economic Terms 2. MOE Review of Somalia QES and acceptance 3. Established common Somali terms for improved communication between ministries 4. TTD used for SOMTAD training	Somali TTD of Economics

* Team Leader

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
04/01/86-06/07/86	J. Claffey, AID/W D. Chapman* M. Berger	H. Said A. Gaal	Somalia Country Implementation Plan Update (D)	1. Plan for IEES assistance 2. Improved utilization of IEES and other donor resources	CIP
04/19/86-04/23/86	IEES Staff AID/W	A. Gaal	IEES International Steering Committee Meeting (S) Tallahassee, FL USA	1. Review of IEES assistance 2. Networking and knowledge sharing	ISC Report
05/31/86-06/25/86	F. Dembowski	A. Gaal	Workshop on Educational Planning and Data Base Management (D)	Improvement of capability of MOE Training Dept. to conduct research, planning, implementation, and evaluate activities	Field Paper
08/10/86-09/11/86	J. Messec	A. Gaal	Study of Educational Materials Distribution Study (D)	Draft of Distribution Study	Distribution of Instructional Materials in Somalia
08/13/86-09/03/86	D. Windham S. Thiagarajan F. Kemmerer J. Messec	H. Said A. Gaal	Planning and Development of Coordinated Support (D)	Draft document of proposed MOE Transitional Strategy for Primary Educational Improvement, Sept. 1986	Primary Education Strategy
08/15/86-08/20/86	D. Windham S. Thiagarajan F. Kemmerer J. Messec M. Berger	MOE Staff	Proposal Writing Workshop (D)	Training of MOE Staff in proposal writing steps and techniques	
08/13/86-09/07/86	D. Windham* S. Thiagarajan	H. Said A. Gaal	Donor Coordination Activities (D)	1. Review of Proposal for World Bank loan 2. Development of a proposed MOE Transitional Strategy for Primary Educational Improvement approved by MOE	
08/10/86-09/11/86	F. Kemmerer	H. Said A. Gaal	Teacher Incentives Study (D)	Review of incentives for primary education teachers	Draft Teacher Incentives Study
11/10/86-11/17/86	D. Chapman D. Windham	A. Gaal	Policy Research Initiative (EMIS) Workshop (Kathmandu, Nepal) (D)	Organization of EMIS research in Somalia	PRI: Planning and Proposals

* Team Leader

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/17/86-12/12/86	S. Benjamin	H. Obsiye	Teacher Training Assistance for Transitional Strategy (D)	1. Workshop report of activities by Task Force members 2. Document to assist production of training modules "How to Write a Module"	Field Paper
11/22/86-11/26/86	F. Kemmerer S. Thiagarajan	H. Said	Policy Research Initiative (TIS) Workshop (Sana'a, Yemen) (D)	Organization of TIS research in Somalia	PRI: Planning and Proposals
12/10/86-01/19/87	F. Kemmerer S. Thiagarajan M. Berger	H. Said A. Gaal H. Obsiye	Assistance to MOE in designing and costing plan for implementation of Integrated Instructional Strategy (D)	Integrated Strategy for Improving the Primary Education in Somalia 1. manuals for undertrained primary teachers 2. production of low-cost texts	ISIPE Paper
02/15/87-02/20/87	IEES Staff AID/W	H. Said A. Gaal	IEES Second International Conference (Denpasar, Indonesia) (D)	1. Review of IEES assistance 2. Networking and knowledge sharing with international educators 3. Review and approval of PRI research proposals	Conference Report
03/15/87-06/01/87	F. Kemmerer	H. Said A. Gaal	Somalia Country Implementation Plan Update (D)	Approved CIP for further IEES assistance	CIP
03/23/87-04/17/87	M. Green	A. Gaal	Advanced Microcomputer and Statistics Topics Workshop (D)	12 members of Planning Unit learned to construct and analyze data base of teacher demographic characteristics using Lotus 1-2-3	Field Paper
06/15/87-07/06/88	S. Burchfield	MOE	Placement of second RTA (D)	1. Continued support to MOE Planning Department 2. Support for implementation of Integrated Strategy at CDC 3. On-job training of Planning Department and CDC Staff 4. Support and data collection and analysis training for research activities; Teacher Incentives and EMIS 5. Increased effectiveness of allocation of donor resources for MOEC	RTA Field Reports

* Team Leader

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
01/20/87-08/30/87	F. Kemmerer	H. Said	Policy Research Initiative Teacher Incentives (D)	Site visits to review Status Reports, local changes in interview protocols, site selection/interviewer training plans and update financial accounting procedures	Status Report
08/02/87-08/13/87	S. Thiagarajan S. Burchfield	H. Obsiye	Instructional Design Workshop (D)	1. Development of training modules 2. Content analysis of Somali and Math textbooks 3. Development of teacher training materials for lessons found in CDC's New Reformed Curriculum Textbooks	
02/14/88-02/21/88	J. Messac	A. Gaal	Policy Research Initiative - EMIS Assistance (D)	Revised status review of MOE information needs	PRI/EMIS Status Review
04/18/88-04/27/88	F. Kemmerer	MOE	Development of Somalia Country Implementation Plan for 1988/89 (D)	Draft of Country Plan activities for 1988/89 with estimated budget approved by MOE and USAID	CIP
04/18/88-04/27/88	S. Thiagarajan	MOE	ISIPE Formative Evaluation Training (D)	Increased capacity of MOEC for evaluating instructional materials	
7-9/88	S. Burchfield	CDC Staff	Computer Workshops: Curriculum Development Center (D)	CDC capability for producing and revising camera-ready drafts of curriculum materials.	
07/01/88-03/01/89	S. Thiagarajan F. Kemmerer	H. Said	Policy Research Initiative - Teacher Incentives Study Assistance (D)	Revised status review of teacher incentives system	PRI/TIS Status Review
8-11/88	S. Burchfield	Administration Dept. and Examination Board	Assistance to Administration Department and Examination Board (Computer training workshops in MICROSTAT and LOTUS 123 and technical assistance in design, development, and analysis of a data base). (D)	Staff will be able to conduct analyses for annual planning purposes.	
10/88	S. Burchfield	CDC Staff	Criterion Test Construction Workshop (CDC Evaluation Unit and Examination Board) (D)	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	
• Team Leader					

SOMALIA
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
12/88	S. Burchfield	MOEC Staff	Assistance to MOEC Planning Section (DBASE III and MICROSTAT) (D)	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.	
3/89	S. Burchfield	CDC Staff	Evaluation Instrument Design Workshop (D)	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.	
to 3/89	F. Kemmerer S. Thiagarajan	H. Said	Policy Research Initiative: Teacher Incentive Systems (D)	Increased capacity in policy research methodology; better understanding of factors affecting teacher recruitment, retention, and performance; alternative policy recommendations for improvement of teacher incentives.	Final Research Report
to 3/89	D. Chapman J. Messec S. Burchfield	A. Gaal	Policy Research Initiative: Education Management Information Systems (D)	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.	Final Research Report
03-05/89	S. Burchfield	MOEC Staff	Assistance in Preparation of Major Proposal for Donor Funding (field studies and analyses preliminary to application for a Fifth World Bank Education Loan) (S)	Improved Donor coordination; Increased MOE capacity for analyses and proposal preparation.	

YEMEN ARAB REPUBLIC
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
10/02/84-11/21/84	D. Windham* F. Kemmerer D. Chapman J. Applegate G. Eng, USAID W. Howard H. Nassif M. Rihani K. Schwartz, USAID T. Chapman, USAID A. Latif, USAID	A. Garada, MOE A. Al-Kobati, MOE A. Babakr, MOE Al-Shaharce, ERDC A. Kadok, ERDC A. Geresh, ERDC A. Kaid, ERDC S. Kader, ERDC T. Shihab, ERDC	YAR EHR Sector Assessment (D)	1. Draft of all chapters of sector assessment 2. Recommendations for efficiency improvements in education sector	YAR EHR Sector Assessment (draft)
10/17/85-11/01/85	D. Windham* M. Rihani D. Chapman	A. Garada, MOE Al-Shami, MOE O. Zeidan, MOE	Revision of YAR EHR Assessment (D)	1. Reviewing & finalizing document recommending priorities for improving the efficiency of the educational system 2. Final drafting of executive summary in English & Arabic 3. Publishing of executive summary; policy discussion of efficiency issues	Final YAR EHR Sector Assessment
02/05/86-03/10/86	D. Chapman R. Boothroyd	A. Garada, MOE A. Al-Kobati, MOE H. Nagi, MOE	YAR Country Implementation Plan (CIP) Development (D)	YAR and IEES agreement on best utilization of IEES resources towards YAR goals of efficiency improvements	YAR CIP
03/16/86-04/13/86	D. Windham* J. Messec K. Schwartz, USAID	A. Komeim, MOE A. Hamzi, MOE H. Nagi, MOE A. Anam, MOE	Third Five-Year Plan Analysis (D) Preliminary EMIS Design	1. Priorities drafted for Third Five-Year Plan 2. Data Design for EMIS to collect and analyze data for improved decisionmaking	Five-Year Plan
07/06/86-08/04/86	D. Chapman* C. O'Brien M. Lukomski, USAID K. Schwartz, USAID	A. Noman, MOE A. Hugari, MOE A. Amam, MOE M. Bakkar, MOE Al-Angri, MOE A. Qaid, MOE S. Said, MOE A. Alhag, MOE	EMIS Design (D)	1. Identification & assessment of available data sets 2. Computer systems designed for EMIS	Proposal for EMIS Design sets
07/24/86-08/10/86	J. Srudwick	Al-Komeim, MOE H. Nagi, MOE A. Anam, MOE	Assistance to MOE to prepare data base for Third Five-Year Plan (D)	Preparation of data base profiling: 1. The 1984-85 & 1985-86 enrollment statistics for primary preparatory, general secondary & teacher training education 2. Teacher data by type of contract & Yemen residence status <i>(continued on page 2)</i>	

* Team Leader

YEMEN ARAB REPUBLIC
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
07/24/86-08/10/86 (continued from page 1)				3. Percent female status 4. Average school & class size 5. Students per teacher 6. Teachers per school 7. Percent Yemeni teachers	
11/10/86-11/17/86	D. Chapman D. Windham	K. Berihe, University of Sana'a	Policy Research Initiative (EMIS) Workshop (Kathmandu, Nepal) (D)	Organization of EMIS policy oriented research in YAR	PRI: Planning and Proposals
11/22/86-11/26/86	F. Kemmerer S. Thiagarajan	N. Alaswadi, MOE	Policy Research Initiative (TIS) Workshop (D)	PRI: Planning and Proposals for policy-oriented research examining teacher incentives	Research Proposal
01/22/87-02/15/87	J. Strudwick* R. Boothroyd G. Theisen, AID K. Schwartz, USAID A. Rugh, USAID S. Zoghby, USAID	A. Garada, MOE Al-Komeim, MOE H. Nagi, MOE	1. Assistance to MOE personnel in (a) the redesign of annual school data collection instrument, (b) the development of data analysis strategies, (c) the improvement of quality & efficiency of cost & financial data collection & analysis 2. Assistance in meeting baseline data needs of USAID Sana'a's bilateral project & BRIDGES project by MOE EMIS data collection process	1. Identification of full range of educational data 2. Determination of information needs of MOE personnel 3. Assessment of the extent to which schools can supply the desired information 4. Revision of documentation process of MOE financial section 5. Development of a set of recommendations for improving MOE's data collection processing	Design for Data Collection
02/15/87-02/20/87	IEES Staff AID/W	A. Garada, MOE N. Alaswadi, MOE K. Berihe, University of Sana'a	IEES Second International Conference (Denpasar, Indonesia) (D)	1. Review of IEES assistance to YAR 2. Networking and knowledge sharing with international educators 3. Review and approval of PRI research proposals	Conference Report
03/21/87-	S. Hoenack A. Rugh, USAID	W. Robinson M. Habib	YAR primary school curriculum system planning (D)	1. Obtained data on unit cost for various project personnel 2. Investigated procedures for developing key forecasts for cost analysis 3. Initiated spreadsheets for cost analysis 4. Spreadsheets modifications 5. Initiated needed cost analysis for new textbooks 6. Drafted economic analysis section of the report & making present value benefit calculations	Project Paper

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YEMEN ARAB REPUBLIC
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
03/30/87-04/09/87	V. Cieutat D. Chapman J. Claffey, AID		Yemen CIP Update (D)	1. Drafted CIP update for best investment of IEES resources for improved efficiency 2. Estimated IEES Year Four costs 3. Drafted scope of work for YAR RTA	CIP Update
08/26/87-	C. O'Brien	Al-Ajri, MOCSAR	Selected systems of employee hiring & training	Provided MOCSAR with information regarding system of employee hiring & training	
11/20/87-12/18/87	J. Strudwick* M. Aliak	Al-Ajri, MOCSAR	MOCSAR Manpower Planning & Training Needs Assessment	Assisted MOCSAR by (a) assessing manpower data needs; (b) starting data collection, (c) developing data collection forms, (d) procedure for testing questionnaires	
02/16/88-02/22/88	J. Messec* L. Dornacker	N. Alaswadi M. Al-Soufi H. Nagi	Review of PRI (EMIS/TIS)	Status report on PRI policy-oriented research in YAR. MOE support for continued research.	Research Proposal
03/31/88-04/15/88	J. Strudwick* M. Allak S. Zoghby, USAID L. Dornacker	Al-Ajri, MOCSAR	MOCSAR Manpower Planning & Training Needs Assessment Project	1. Conducted an in-country workshop on (a) coding procedures, (b) introduction to data processing & analysis, (c) introduction to manpower planning & methods of projecting supply & demand, (d) introduction to manpower strategy development 2. Prepared an analysis to determine potential growth with the public sector & the implication of that growth on the sector's demand for labor	
04/29/88-05/06/88	S. Thiagarajan* S. Zoghby, USAID L. Dornacker	N. Alaswadi, MOE A. Al-Maktari, MOE	PRI Teacher Incentive Study	Coordination of documentation of field data collection activities. Plans for final research report on incentives for teachers in YAR.	Research Report
07/23/88-08/09/88	F. Kemmerer S. Thiagarajan S. Zoghby, USAID L. Dornacker	Al-Maktari, MOE	Teacher Incentive Policy Research Initiative Activities	1. Coding & computer entry of numerical data from current Teacher Interview Protocol 2. Analysis of field survey data 3. Discussion of preliminary results 4. Finalization of financial transactions related to the research	Research Report
08/04/88-09/01/88	J. Strudwick* M. Allak T. Cresswell K. Sherper, USAID (continued on page 4)	Al-Dad Ad-Abagari A. Kaid Al-Haj (continued on page 4)	MOCSAR manpower planning & training needs assessment project	1. Conducted an in-country workshop 2. Reviewed with MOCSAR counterpart the pilot study materials (continued on page 4)	

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YEMEN ARAB REPUBLIC
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
08/04/88-09/01/88 (continued from page 3)	M. Lukomski, USAID S. Zoghby, USAID J. Burton, USAID A. Latif, USAID L. Dornacker	Al-Raheme Al-Hindi M. Salim F. Galib N. Shamsan M. Awad H. Aogla A. Abdo A. Mugni M. Haj Al-Karabi F. Salim		3. Initial draft of Arabic/English glossary of project terms 4. Finalized report to determine potential growth within public sector & implications of that growth on public sector's demand for labor	
10/88-11/88	J. Strudwick M. Allak	MOCSAR Activity #4	Computer Workshop (SUNY/Albany)	Development of MOCSAR staff computer skills; experience in manpower planning, economic concepts related to public sector activity, and computer applications; use of advanced statistical software and pilot survey	Computer Training Manual
03/89-04/89	J. Strudwick M. Allak	MOCSAR Activity #5		After completion and coding of full public sector survey and shortly after Activity #4 using pilot data or full survey data, complete series of data analyses and conduct seminar on their interpretation; resulted in institutionalization of systematic planning procedures in MOCSAR for public sector manpower utilization.	

* Team Leader

YEMEN ARAB REPUBLIC

Other Activities Under Consideration

The following activities are under consideration. These will be reviewed, 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).** The MOE data processing staff may not currently be at a stage of skill development to benefit from an advanced workshop of this type. The workshop 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 not recently expressed interest in this activity.
3. **Continued Participation in the Policy Research Initiative for EMIS.** The PRI/EMIS activity is currently on a standby status.
4. **Continued Participation in the Policy Research Initiative for Teacher Incentives Systems.** The PRI/TIS activity was concluded with the analysis of the pilot survey on TIS and the presentation of the results at a National Dissemination Seminar in Sana'a.

* Team Leader

ZIMBABWE
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
09/26/84-09/29/84	R. Morgan J. Claffey, AID/W R. Stacy, USAID R. Shortlidge, USAID	See Attachment A	Discussion with USAID/Z and GOZ officials of (a) preliminary evaluation plan for BEST, and (b) the feasibility of Zimbabwe collaboration (D)	Preliminary evaluation plan for the BEST program and agreement for Zimbabwe collaboration with IEES	
10/16/84-11/14/84	J. McDonald R. Stacy, USAID R. Shortlidge, USAID	See Attachment B	Assistance to USAID Mission and GOZ for the design of internal and external evaluation strategies for BEST (D)	1. Overall evaluation plan of the BEST Program 2. Areas identified for IEES assistance complementary to Project BEST and useful to Zimbabwe	Evaluation Plan
02/23/85-04/02/85	J. McDonald R. Shortlidge, USAID G. Chekenyera, USAID	See Attachment C	Assistance to MOE and MLMP&SW for developing graduate research degree program (D)	1. Thirty (30) MOE and MLMP&SW attended workshop for research proposal writing. Sixteen (16) follow-up meetings held, and nine (9) proposals reached UOZ criteria 2. Agreement between GOZ and IEES to conduct a graduate research degree program in evaluation and planning 3. Areas identified for IEES to provide workshop training for the degree candidates	
02/27/85-03/23/85	J. Cobbe	C. Chikombak, UOZ S. Gumbo, MOE T. Mudzi, MOE R. Dayles, UOZ T. Boka, MLMP&SW C. Chivanda, MOE I. Menashe, MOE K. Youds, BTC F. Chung, MOE	Assistance to USAID Mission for review of Zimbabwe education budget, and planning of the integration of economic components in Project BEST (D)	1. Documents prepared for and evaluation of the proposal workshop 2. Increased awareness of the importance of cost, cost-effectiveness, and evaluation among the MOE and MLMP&SW officials 3. Aspects of inservice training program planned	
11/7/85-11/19/85	IEES Staff AID/W Staff	S. Mumbengegwi, MOE H. Benoy, MOE	IEES First International Conference (Gaborone, Botswana) (D)	1. Review of IEES assistance 2. Networking and knowledge sharing with international educators	Conference Report

*Team Leader

ZIMBABWE
IEES Centrally-Funded Activities

DATES	IEES/AID	COUNTERPARTS	ACTIVITY (Direct/Support)	OUTCOMES	PUBLICATIONS
11/18/85-11/20/85	J. Bock R. Shortidge, USAID	C. Chikombak, UOZ F. Chung, MOE H. Beany, MOE	Review of IEES Assistance (D)	1. Decision to continue IEES assistance 2. Decision to support creation of UOZ research center when appropriate	
09/12/85-10/31/86	V. Levine, RTA	Faculty of Education, UOZ	Assistance to MOE and UOZ for developing the graduate program in evaluation and planning (D)	1. Courses taught in evaluation and planning 2. Supervision of eight (8) theses 3. Enhanced research capacity of UOZ and the degree candidates 4. Enhanced capacity of Project BEST in evaluation planning and in developing requirements for baseline data and support analysis	Evaluation Plan
10/5/88-10/7/88	H. Williams	V. Levine, JOZ	Assistance to Human Resources Research Center, UOZ (S)	Discussion of IEES assistance to HRRC, UOZ	Conference Report

Attachment A:

C. Chikombak, UOZ
T. Mudzi, MOE
I. Sibanda, MOE
G. Chivanda, MOE
E. Chigudu, FEPD
L. Chitarro, FEPD
Murengi, MPF

Attachment B:

G. Chivanda, MOE
S. Gumbo, MOE
T. Mudzi, MOE
C. Chikombak, UOZ

Attachment C:

R. Muringi, MLMPSW
I. Menashe, MOE
F. Chung, MOE
T. Boka, MLMPSW
M. Murandu, MOE
A. Latif, MOE
A. Ramushu, MOE
L. Davis, MOE
A. Milburn, MOE
C. Blake, MOE
C. Chimombe, MOE
C. Kachale, MOE

In practical terms, improvements in efficiency require changes in resource allocation practices at the system or the school level or both. Changes in allocatory practices may in turn require basic policy change or implementation of policies long since developed. Increasing the share of the education budget devoted to primary schooling, for instance, requires policy change, while ensuring that textbooks reach the schools or that teachers adhere to the participatory methodologies in which they were trained does not. The distinction between policy change and change in practice is an important one since efficiency is determined by the latter, but only facilitated by the former.

Linking IEES Phase I and Phase II

The primary objective of the IEES Project is to improve educational efficiency. As the ground-breaking IEES monograph on educational efficiency (1988) indicated, the concept of educational efficiency subsumes notions of both "school quality" and "school effectiveness," since efficiency combines cost considerations with effectiveness issues. Further, since the stated goals of education in most countries include equity objectives, systems and schools in those countries cannot be considered effective unless they also are equitable.

While efficiency, unlike equity, connotes objectivity, it is no less a relative concept. Whether or not a system or school is efficient depends on its (not a researcher's) goals. Much has been written about the rhetorical nature of the statement of educational goals and very little about the need for better definition of goals as a prerequisite to both developing an effectiveness standard and adequately financing such a standard. Windham (1989), in calling for the development of social minima standards, has cut through much of the confusion surrounding the financing of effective schools. Development of social minima (in terms of outputs — and consequently inputs and processes) would simultaneously: (a) solve problems related to

“The sector assessments undertaken by IEES and the assessments now envisioned for new collaborating countries in Phase II provide the baseline information necessary to derive the country strategies for improving educational efficiency.”

inadequate financing of overambitious and often conflicting goals by making all objectives explicit; and (b) set the terms for much needed government and community partnerships in financing education. Communities which desired higher effectiveness standards than those set by government would define such standards and provide additional resources to their schools.

In practical terms, improvements in efficiency require changes in resource allocation practices at the system or the school level or both. Changes in allocatory practices may in turn require basic policy change or implementation of policies long since developed. Increasing the share of the education budget devoted to primary schooling, for instance, requires policy change, while ensuring that textbooks reach the schools or that teachers adhere to the participatory methodologies in which they were trained does not. The distinction between policy change and change in practice is an important one since efficiency is determined by the latter but only facilitated by the former. Even where changes in practice are dependent on fundamental policy change, policy change remains a necessary but not sufficient condition for improving school efficiency.

The sector assessments undertaken by IEES and the assessments now envisioned for new collaborating countries in Phase II provide the baseline information necessary to derive the country strategies for improving educational efficiency. At the beginning of Phase II, country strategies will be developed (immediately for Phase I countries and after the sector assessments for new countries) which will detail issues related to specification of objectives, financing inputs, choice of mix of inputs, delivery of inputs, and the use of inputs at the school and classroom level. These will provide a decision map laying out policy and policy implementation alternatives. After approval by the Executive Management Committee and the CTO, these documents will be used as the basis for negotiating participation in the project and developing the Country Implementation Reports and the Policy Adjustments Maps (PAMs). Country plan activities will exclude pure capacity building activities in favor of capacity building activities that are directly linked to the implementation and evaluation of policy change and to monitoring system and school level efficiency. For instance, capacity building for EMIS will emphasize the collection of data needed to inform system performance, as well as data manipulation and policy analytic skills.

Within this efficiency orientation, micro-level research targeted to identifying the production relationships among inputs and the comparative advantage of

government, parents, and community in providing specific inputs will permit the correction of policy.

While these country specific studies will not be generalizable in the strict sense, they will provide further knowledge of the conditions at all levels of the system which promote effectiveness. In so doing, they will provide a major breakthrough in the school effectiveness research.

The advantage of a strict adherence to efficiency criteria is that it is the only approach that bridges the gap between system levels. Capacity building activities and EMIS systems mean little if the focal point is the Ministry rather than the school. One device for maintaining a school focus is the greater use of inter-ministerial advisory committees, the training of these committees in goal specification and the use of efficiency indicators, and provision for cross-country dialog among these committees.

The four major sub-objectives for IEES Phase II (each designed to promote the major objective of enhanced application of efficiency in policy and practice) are the following:

- **Policy development.** A greater emphasis will be placed on the presentation and discussion of alternative policy choices based on data (particularly indicator data) developed by the host country and the project.
- **Knowledge development.** All research and conceptual work of the project in Phase II will be derived from the need to shape policy and practice reforms.
- **In-country educational management.** The focus will shift from competency development to institution of management systems that tie central, regional, and school level managers into a linked structure that facilitates the flow of information and directives.
- **Dissemination.** The purposes of dissemination in Phase II will be tied directly to efficiency enhancement and less to informing non-project audiences of project activities.

The results of the Phase I Management Assessment Report and the Phase II project obligations jointly have determined the nature of project redesign. The reinforcement of the efficiency enhancement objective as the primary criterion for project activities argues for a better linkage of macro-educational and micro-educational activities.

To achieve the level of accomplishment sought, it will be necessary to restrict the number of participating countries. This will permit the project to make a more substantive investment in each country and will facilitate greater continuity in the use of personnel. Where Phase I participating countries are not continued (based on consultation with AID and host government officials), Year One activities will be scheduled to assure that earlier investments are not wasted through a precipitous withdrawal. In each case, a disengagement schedule will be collaboratively designed and implemented.

Mission-financed add-on activities under Phase II will include project identification, project plans, and project management activities in addition to sector assessment, research, EMIS, management, or other support activities (including training) requested by the project. Acceptance of add-on responsibilities will be undertaken only when the PD and CTO agree that this can be done in congruence with the centrally-financed activities within the IEES participating countries.

Because of the IEES Consortium's ongoing central operation, the continuing administration of the add-on projects, and the commitment of consortium personnel, it will be possible for the consortium to achieve the transition required between Phase I and II with the minimum dislocation to existing programs and the greatest responsiveness to the new emphases of Phase II.

Appendices

- Appendix 1: Project Description
- Appendix 2: Lessons of Field Projects and Bilateral Funding
- Appendix 3: List of Contract Deliverables and Other Commitments
- Appendix 4: List of IEES Project Documents
- Appendix 5: Academic Publications and Presentations of Project Experiences by IEES Staff
- Appendix 6: IEES Dissemination and Networking Record
- Appendix 7: Financial Summary

Project Description

The IEES Project was funded in 1984 by the United States Agency for International Development (AID). Its principal goals are to help developing countries improve the performance of their educational systems and to strengthen their capabilities for educational planning, management, and research. To achieve this goal, a group of U.S. institutions has worked collaboratively with selected host governments and USAID Missions over the five-year period (1984-89). The IEES Consortium includes the Florida State University (prime contractor), Howard University, the Institute for International Research, and the State University of New York at Albany.

Eight countries have been involved in project activities: Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, the Yemen Arab Republic, and Zimbabwe. Reviews of the IEES Project's activities and accomplishments confirm that the project has succeeded in meeting its goals of efficiency enhancement and local capacity development. The policy impact of the IEES activities provides strong support for the validity of the basic IEES conceptual framework, the derived strategy and methods, and for the emphasis that has been placed on the collaborative approach to the design, implementation, and evaluation of all project activities.

The project's achievements are impressive and provide the IEES Consortium with experience and credibility that can be utilized over the remaining five years of the project's planned life. The nature of technical assistance and collaboration is such that, once successful relationships are established, the potential for future achievements is expanded exponentially. The challenge for the IEES Project now is to build on the foundation of its current achievement in such a manner that the conceptual and organizational structure of the project will gain acceptance well beyond the IEES network of countries and that the new emphases in Phase II are well served.

“The ten-year life of the project represents a long-term AID commitment to the human resource development goals of collaborating countries.”

IEES STRATEGY

The rationale for IEES is based on an analysis of assistance to education in the developing world over the past quarter century. The primary lesson drawn from this analysis has been that a sustained, systematic, and multi-dimensional approach to the programming of human resource development is required if assistance projects are to produce a lasting impact on the performance of educational systems. The IEES strategy is characterized by five features, outlined here and explained in greater detail below:

- **Long-Term Commitment.** The project is designed to provide technical assistance and other resources over a continuous ten-year period (divided into two five-year contract periods).
- **Sector Approach.** Assessment of the current status of the entire educational system and its relation to national development goals is used as a framework for the conceptualization and design of all project activities.
- **Operating Within Resource Constraints.** The Project operates within a country's fundamental resource constraints while working to improve the coordination and utilization of existing and potential AID and other donor agency funding.
- **Collaboration.** Close collaboration with host governments, USAID Mission staff, other USAID projects, and other donor agencies is built into project activities at all levels.
- **Institutional Development.** Particular emphasis is placed on strengthening national capabilities for analyzing and planning the efficient allocation of human and fiscal resources within the education sector at the national, regional, district, and school levels.

Each part of the IEES strategy is detailed below.

Long-Term Commitment

Significant improvements in educational systems tend to occur slowly and in incremental stages that require sustained support and monitoring. IEES is designed to provide that kind of ongoing support. The ten-year life of the project represents a long-term AID commitment to the human resource development goals of collaborating countries. This extended time horizon allows the consortium institutions to acquire a comprehensive understanding of resources and constraints in each participating country and provides opportunities for the development of close working relations with host country and USAID Mission

personnel. These factors, along with the continuity of policy and program support, establish an essential framework for strengthening local institutions.

Sector Approach

IEES emphasizes the application of a system approach to comprehensive EHR planning. The project seeks to promote a practical understanding of the current status of the educational sector as a whole and of the interaction of its various subsectors: primary education, secondary education, higher education, vocational-technical training, teacher training, nonformal education and the other major programs of human resource development in the host country. It also seeks to place this analysis of the educational sector firmly in the context of the other economic and social systems with which it interacts and to highlight how they jointly contribute to national development.

Development planners recognize the importance of a broad program of human resources development for social and economic progress. The failure of modern sector programs to produce benefits which would filter down to the rural and urban poor is now widely known. Emphasis on basic education and skills training is included as an integral part of the programs of AID and other donors. Successful implementation of these programs is believed to have a wide range of results with a particular focus on improving living conditions for the large numbers of poor people in emerging nations. Without a basic education, employment and productivity is greatly restricted. This applies to wage-employment as well as to self-employment. A skilled workforce is required for development of the private sector at all levels, and basic education also contributes significantly to the productivity of the small farmers who comprise the backbone of the economies for many countries.

In countries where appropriate baseline data on systems performance have not been systemically assembled or analyzed, sector assessments are conducted to obtain a preliminary overview of priority needs and constraints in each subsector of the formal and the nonformal education system. The assessment analyzes the internal and external efficiency of the various subsectors to provide a better understanding of their interaction. Issues of access, equity, administration and supervision, and costs and financing are reviewed within the context of national fiscal capacity and manpower requirements.

On the basis of this information, the sector assessment

- identifies current constraints on educational performance,
- highlights priority areas for investment, and
- suggests strategies for coordination of donor assistance.

Each country's EHR sector assessment is designed to be updated as necessary with increasing measures of participation and direction by host country personnel. This ongoing sector analysis effort provides a means to monitor the development of the educational system, to provide planning data for project design and management decisions, and to focus policy debate on realistic alternatives.

“Technical solutions in themselves are not sufficient to improve educational systems.”

Operating Within Resource Constraints

In many developing countries with struggling economies, budgetary constraints have severely limited the level of government resources available for education in recent years. This situation is not likely to be reversed in the foreseeable future. In fact, resources available to cover operating and capital expenditures have decreased in real terms in a number of countries while social demand for education continues to grow. Increased efficiency in the use of resources and the identification of new sources of financing (including community, private sector, and user financing) must be a major emphasis within national educational policies if the damaging effects of the quality/quantity tradeoff are to be minimized.

Collaboration

Technical solutions in themselves are not sufficient to improve educational systems. Each country has a unique social-cultural context that constitutes the framework for any effort at social and educational change. It is only through meaningful collaboration with local personnel and donor representatives that feasible strategies for change can be developed and available technologies adapted to country-specific conditions. The IEES Project has built-in mechanisms to ensure close collaboration with host country, Mission, and other donor personnel in all phases of work.

The overall strategy of project activity in each country is detailed in a five-year Country Implementation Plan (CIP) for IEES Activities. The CIP is developed jointly with a host country advisory committee and updated annually. Once this overall program is developed, individual undertakings, such as training and research activities, are planned and implemented in close association with host institutions. At both the individual and the institutional level, the counter-part relationship lies at the heart of the IEES approach.

Institutional Development

A major aim of the IEES Project is to contribute to the development in each country of increased institutional capacity to conduct sector assessments, undertake systematic educational planning, and design and execute research studies and field projects for educational improvement. All major IEES activities are accompanied, therefore, by short-term training sessions, workshops, and seminars

organized in collaboration with appropriate host country institutions. The training sessions are assigned to enable host country personnel to participate more fully in the planning and execution of IEES-sponsored activities, thereby enhancing the likelihood that such activities will be carried on after the expiration of the project itself. A number of research studies called for in each Country Implementation Plan are directly undertaken by host country institutions.

THE IEES ACTION PLAN

From this strategy the IEES Consortium developed an action plan consisting of five major components. These five components are:

- Educational Sector Assessment and EHR planning
- Research and Development Support
- Field Projects for Educational Innovation
- Knowledge Building Activities and Exchange Networks
- Training and Institutional Capacity Building

A brief description for each component is provided below. More detailed descriptions are included in IEES Project documents (e.g., *Sector Assessment Training Manual* (1988), *Policy Research Initiative: Planning and Proposals* (1987), and *Policy Analysis Training Manual* (1988)).

Educational Sector Assessment and Planning

In collaborating countries, a comprehensive assessment of the education and human resources sector is conducted together with appropriate ministries and USAID Mission personnel and is updated on a regular basis. The data assembled and analyzed in this way are intended to provide the necessary base for long-range EHR planning.

Research and Development Support

IEES provides training and other forms of assistance for the design and execution of medium-scale R&D activities. These activities are chosen, designed, and carried out in close collaboration with host country institutions concerned with educational research. Research studies are now underway in collaborating countries in the areas of Education Management Information Systems, Teacher Incentive Systems, and Strengthening Local Education Capacity.

Field Projects for Educational Innovation

Where appropriate, major field projects aimed at improving the efficiency of the educational system are designed and implemented. These projects address priority needs identified in the sector assessment process and are conceived and executed in collaboration with the host country and the USAID Mission as

“Training represents the fifth major component of IEES, and it is an integral part of all project activities.”

a means of accomplishing mutually defined objectives. They may involve implementation and/or dissemination of new educational methods, either those developed through IEES-sponsored R&D activities or other previously tested in a relevant environment. Projects may also be undertaken to enhance the institutional capacities of the host country institutions for educational planning and administration. Field projects now underway include the Junior Secondary Education Improvement Project (JSEIP) in Botswana, the Educational Policy and Planning Project (EPP) in Indonesia, and the Incentives for Improving Basic Education (IIBE) Project in Haiti.

Knowledge Building and Exchange Networks

IEES contributes to building an in-country information base for future educational planning and decisionmaking and helps to develop networks of exchange among educational researchers and practitioners within the country and abroad. The information base takes the form of sector assessments and research studies carried out in-country, plus information from other IEES collaborating countries, as well as publications of interest to educational researchers and planners. These are supplied by the central office of IEES at The Florida State University. Where appropriate, a local resource center is established in support of an existing network to ensure maximum availability of this information for educational decision-making and to ensure that the knowledge gathered remains available in-country beyond the life of the project. At the same time, the project makes a systematic effort to create networks for the exchange of data and information among host country educational researchers and between them and colleagues in other IEES collaborating countries. International conferences of representatives from IEES collaborating countries were held in Botswana in 1985 and in Indonesia in 1987 as a means of promoting exchange across countries and for discussion of common problems and solutions for improving educational efficiency.

Training and Institutional Capacity Building

Training represents the fifth major component of IEES, and it is an integral part of all project activities. IEES provides short-term training (workshops, seminars, conferences) aimed at reinforcing personal and institutional capabilities for EHR planning and management within participating countries. Project personnel are also available to advise USAID Missions on the development of long-term

participant training programs tailored to the needs of the education sector, where such are appropriate.

The five components of IEES – EHR assessment and planning, R&D, field projects to improve educational efficiency, networking, and training – are designed to be closely interrelated and mutually reinforcing. Together they provide a long-term strategy for improving the efficiency of EHR systems, for building institutional capacity in developing countries, and for enhancing international cooperation in education. Central funding is available for sector assessment, R&D support, knowledge building, and training activities. Field projects for educational innovation are generally funded through USAID Mission resources in participating countries.

As noted above, the program of IEES activities in each country has been designed and implemented in collaboration with an advisory committee made up of national education planners and USAID Mission personnel. In countries where additional support is desired, IEES Resident Technical Advisors may be assigned to assist host country counterparts in organizing IEES activities and in drawing upon the resources made available by the consortium. An International Steering Committee, composed of representatives of collaborating countries, guides and advises project planning.

The above summary of the IEES strategy and project components represents a useful review of the methodology and methods of the project in Phase I. More detail on the accomplishments and impacts of the project is presented in IEES Project documents (see Appendix 4).

These two dimensions of the IEES approach – educational planning at the macro level and educational change projects at the micro level – are thus highly interdependent and equally critical to the success of the overall project.

Lessons of Field Projects and Bilateral Funding

IEES focuses both on macro-level issues of educational policy and planning and on micro-level issues of school efficiency, such as student outcomes, local educational financing, and the quality of the teaching-learning process. This integrated view of educational efficiency is essential to the accomplishment of IEES Project goals and represents a distillation of the lessons learned by AID in educational development work. The agency's experience demonstrates that educational planning efforts without concrete field application rapidly become ineffective. At the same time, field project work is often impeded and frustrated by structural inefficiencies that require attention to broader policy implications, and that only carefully conceived initiatives in the realm of planning can alleviate. These two dimensions of the IEES approach – educational planning at the macro level and educational change projects at the micro level – are thus highly interdependent and equally critical to the success of the overall project.

The interdependence of the two dimensions of the IEES approach also indicates the importance of the respective roles played by the IEES contractor and USAID Missions in project implementation and the reason for closely dovetailed funding. IEES provides experienced staff and support infrastructure for intensifying AID contributions to educational efficiency in selected host countries, plus seed monies for related short-term programs and resources for research. Interested Missions provide additional support for the macro-level agenda of targeted policy study and planning, as well as funding for any major field projects undertaken. The nature of Mission funding for these two aspects of the IEES agenda and the relations between educational policy and planning activities and field projects are examined below in sequence.

Mission Funding for Central IEES Activities

Missions have provided financial support for a portion of the IEES agenda of planning, improved system management, and research. Buy-in activities within the central IEES budget and agenda include, for

“Such field projects therefore represent an integral extension of basic IEES methodology.”

example, USAID/Liberia sponsorship of the 1988 Liberia EHR Sector Assessment, Mission contributions to the development of the Botswana, Somalia and Haiti PIDs and Project Papers, and joint funding of RTAs in Yemen and Nepal. Such shared support offers IEES the opportunity to contribute to the focus and structure of subsequent Mission-funded initiatives, whether or not IEES is involved in the implementation of those activities.

In return, IEES enables the Mission to supplement its own staff with experienced professionals to assist both in developing the strongest possible portfolio of EHR involvement and in promoting efficiency in the use of host country resources for education.

Bilateral Field Projects

Bilateral field projects are large-scale multi-year activities that are proposed and funded by Missions and undertaken by IEES. IEES accepts major responsibility for the implementation of selected activities of this nature by use of the buy-in mechanism in countries where the proposed project is particularly consonant with fundamental project goals. Such field projects therefore represent an integral extension of basic IEES methodology. They also constitute a natural complement to macro-level policy and planning efforts, since the focus of bilateral projects is likely to be closer to the level of the teaching-learning process. IEES experience has demonstrated the conceptual and technical value of bilateral projects (Junior Secondary Improvement Project (JSEIP), Improving Incentives for Basic Education (IIBE), Educational Policy and Planning (EPP)) to the central mission of IEES. In particular, these projects have afforded an opportunity:

- to operationalize and put into field practice the basic tenets of the IEES program;
- to have an impact that reaches far beyond Ministry offices and extends to the micro-level, through work with both public and private sector schools;
- to examine the implications of educational efficiency concepts at the local level in realistic and often impoverished developing country settings through program implementation and sustained data collection efforts;
- to develop practical long-term solutions to local educational problems in collaboration with host country educators, thus maximizing appropriateness of strategy.

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Essential consistency of goals between bilateral endeavors and the IEES agenda is a key criterion for choosing such field involvements. Experience has demonstrated that coordinated implementation of IEES and bilateral project activities in a country can bring an integrated strategy to bear on agreed-upon goals and thereby multiply the overall impact of IEES on educational efficiency. Bilateral projects must therefore be treated as an integral part of the Country Implementation Report and the strategy of IEES activities in participating countries, rather than purely and simply as "add-ons." Careful monitoring of bilateral projects by the consortium will help ensure that implementation is consistent with IEES design as well as with the contractor's overall capacity. At the same time, IEES will broaden its monitoring net in order to document and analyze the aspects of bilateral field projects that bear on shared goals of educational efficiency, and in order to assist bilateral project staff with their own evaluation activities.

The IEES Consortium has demonstrated critical capacity for managing bilateral projects. Each of the field projects undertaken highlights strengths that the consortium has acquired in effective management of such large-scale and long-term undertakings:

- *in Haiti, the ability to conceive and implement an innovative program in a high-risk political environment;*
 - *in Botswana, the ability to diagnose and adapt to the managerial and environmental pitfalls of a large multi-faceted project; and*
 - *in Indonesia, the ability to coordinate centrally-funded activities and the bilateral project in an integrated approach to educational policy development.*
-

As more than 70% percent of Phase II funds will be derived from buy-ins (including bilateral projects), IEES must capitalize on this experience acquired in Phase I in order to ensure maximum congruence of bilateral projects with the underlying project goals.

A number of lessons learned in IEES bilateral project management over the last five years can be systematically applied to implementation of Phase II activities. Several of these may be cited illustratively:

IEES participation in the design of the bilateral project is important wherever feasible in order to promote the close conceptual and technical coordination of the field activity with basic IEES tenets. Although each bilateral project defines goals for educational change which are particular to its own environment, these are in no way incompatible with the overarching and inclusive principles of efficient resource allocation promoted by IEES. Field projects provide varying operationalizations of the basic project concerns with educational efficiency.

Conceptual congruence and mutual reinforcement between central IEES planning activities and bilateral field projects can be further strengthened by giving core IEES staff an

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“Consortium experience also demonstrates the growing importance and feasibility of using selected host country staff in leadership and technical roles for tasks of project implementation, evaluation, and policy analysis.”

integral role in designing and implementing plans for formative and summative evaluation of the field projects. Such a structural policy linkage between the two can help to overcome the centrifugal effect of large field projects, which naturally tend to concentrate their energies on the daily demands of implementation and the particular characteristics of their environment. Central IEES staff thus have a critical analytic and conceptual function to perform with respect to field projects. They must be responsible for stimulating and assisting field project personnel to step back from daily management concerns on a regular basis, to reflect on the accumulated data, to compare their findings with those reported elsewhere, and to identify the "lessons learned" in the field by these efforts to operationalize the efficiency objectives of IEES at the micro-level.

These data and reflections can then enrich the overall conceptual yield of IEES and serve as valuable products for wider dissemination.

IEES Consortium experience has demonstrated the critical nature of the personnel selection process for ensuring successful implementation of field projects and their conceptual congruence with central IEES methodology. The position of Chief of Party (CIP) is the most critical in this respect. Persons chosen for the post of COP must be well known to the contractor or selected only after extensive interviewing and review. The role of COP must be linked with central IEES staff at the appropriate consortium backstop institution. The COP and central IEES personnel, together with oversight staff from the USAID Mission, form a management team responsible for planning, implementation, and evaluation of the bilateral project.

Consortium experience also demonstrates the growing importance and feasibility of using selected host country staff in leadership and technical roles for tasks of project implementation, evaluation, and policy analysis. This practice is moreover entirely consonant with the IEES objective of ensuring long-term impact on educational policy. Institutionalization and capacity-building depend on developing a local cadre of personnel both for project support and for policy-making. Experience has shown that employment of local technicians can be very cost-effective. Beyond their considerable technical competence, these staff often bring special insights and understanding of issues, provide access to strategic institutions, and enhance the ability of IEES to interpret project data and adapt methods to host country environments. IEES experience in implementing bilateral projects has given the consortium familiarity with a variety of formulas for identifying and employing local professional staff in tandem with expatriate

personnel, as well as insight into the particular potentials and problems that such practice involves. The use of host country staff will be encouraged wherever this can be accomplished without detriment to host country development institutions.

To ensure maximum synergy between field projects and central policy concerns, IEES staff must develop close working relationships with both Mission and host-country decision-makers. Experience has demonstrated the importance of understanding and sharing the objectives of Mission personnel and local institutions. The IEES goal is to support Mission and host country endeavors, not extract resources. By establishing this supportive role, IEES is able to work with Mission personnel to integrate IEES objectives within the bilateral project and to assist in the development of Mission educational strategy. In working with the Ministry or local organizations, IEES has had the greatest impact where it has been able to demonstrate the congruence of its tenets with fundamental host country programmatic concerns.

The incorporation of focused policy studies into bilateral project design provides another means for examining the larger implications of field project activities and for reinforcing the linkage between the central IEES planning agenda and particular field involvements. This technique has been used with success in Indonesia, where provisions in the design of the Educational Policy and Planning (EPP) project have led the conduct of a series of studies on concrete manifestations of educational efficiency (such as the costs and benefits of vocational-technical education) which both enrich local understanding of the efficiency implications of the bilateral project and furnish lessons and insight of broader international interest that IEES can then help disseminate. In Haiti, teacher "performance incentive grants" have been tested as a means to increase teacher motivation and stability in resource-poor private primary schools. A policy study based on this ongoing project experience would provide a formalized means of reflection on the wider implications of a project activity, often not adequately addressed by the formative evaluation process, and would reinforce the conceptual linkage between the IIBE Project and overall IEES strategy.

Finally, experience also indicates how critical careful program budgeting and analytic accounting are to fiscal control of bilateral projects and to policy judgments concerning the relative cost-effectiveness of the methods being experimented in the field. The consortium has developed in connection with the JSEIP, IIBE and EPP projects a series of methods for program budgeting and cost-accounting of field activities. IEES efforts at fiscal control of bilateral projects begin at the project design and development stage, where accurate estimates of the costs of recommended inputs are made. The consortium is responsible for overseeing all project expenditures. A life-of-project estimate of expenditures is required over all categories and these projections are monitored closely on a monthly basis. Self-contained and analytic accounting systems provide the basis for cost-effectiveness judgments for project planning and evaluation.

Experience with bilateral project planning and implementation acquired over the course of IEES Phase I and summarized above makes the present consortium uniquely qualified to ensure productive integration

“Experience with bilateral project planning and implementation acquired over the course of IEES Phase I and summarized above makes the present consortium uniquely qualified to ensure productive integration between field projects and central IEES concerns.”

between field projects and central IEES concerns. The roster of bilateral efforts in Phase II will include both latter stages in the implementation of field projects undertaken during the first phase (JSEIP, IIBE, EPP) and inauguration of several new endeavors related to Phase II goals. Follow-through on the three initial projects is critically important, because the intellectual and research payoff from field activities tends to increase geometrically with time. It is typically in their latter stages that such activities yield the greatest insight into issues of educational development. It will therefore be critical not to lose the intellectual capital constituted by the experience that has already been acquired in the first three IEES field projects.

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**APPENDIX 3
CONTRACT DELIVERABLES**

PRODUCT	SPECIFICATION	RESPONSIBLE	STATUS	COMMENTS
Project Plan	1 per year	J. Messec	Year One: Approved Year Two: Approved Year Three: Approved Year Four: Approved Year Five: Approved	Project plans present both strategies and detailed activities for all collaborating countries and other work in support of field activities
Semi-Annual Progress Report	1 each six months	J. Messec	Dec 85 - Jun 86: Approved Jun 86 - Dec 86: Approved Dec 86 - Jun 87: Approved Jun 87 - Dec 87: Approved Dec 87 - Jun 88: Approved Jun 88 - Dec 88: Approved	Progress reports detail achievements toward project goals over six month periods Redesigned as briefer report 12/87 Redesigned as Mid-Year Progress Summary 12/88
Final Report	May 1989	J. Messec	Jun 84 - Jun 89: Submitted	
Quarterly Financial Report	1 each per quarter	J. McLanahan	on schedule	Disseminated in Semi-Annual Progress Reports
EHR Sector Assessment	1 per country	EMC	Liberia: Completed/Approved Somalia: Completed/Approved Botswana: Completed/Approved Yemen: Completed/Approved Haiti: Completed/Approved Indonesia: Completed/Approved Nepal: Completed/Approved	Pre-IEES (1983) February 1988 Pre-IEES (IEES Edit/Produce, 1984) Pre-IEES (IEES Edit/Produce, 1984) January 1986 January 1986 March 1987 (French and English) April 1986 (Sector Review) (Bahasa Indonesian version produced in-country) May 1988
SA Update	as scheduled	EMC	Botswana: Completed Somalia: Completed Liberia: New SA Other Countries	March 1986 QES serves as SAU August 1985 February 1988 (update replaced by full assessment at country/Mission request) Not deemed necessary at this time
Country Implementation Plans for IEES Activities	1 for each country	Country Coordinator and EMC	Botswana: Completed Somalia: Completed Nepal: Completed	June 1985, Update 3/86, 12/87, 12/88 July 1985, Update 5/86, 10/87, 4/88 June 1986, Update 3/88 (cont. on pg. 2)

PRODUCT	SPECIFICATION	RESPONSIBLE		STATUS	COMMENTS
Country Implementation Plans for IEES Activities (cont. from pg. 1)			Yemen: Haiti: Indonesia: Liberia:	Completed Completed Completed Pending	February 1986, Update 5/87 June 1987 May 1987, Update 12/88 Held at country/Mission request
Field Project Design	At least 3	EMC	SOMTAD ISIPE JSEIP IEL II/PEP IIBE EDSP	Somalia 2/85 Somalia 6/86 Botswana 12/84 Liberia 7/84 Haiti 10/85 Yemen 3/87	Note: All IEES-Assisted Project designs have resulted in implemented field projects. (IEES provided Economist)
Field Project Management	No specification	EMC	JSEIP/Botswana IIBE/Haiti EPP/Indonesia		COP Snyder COP Moisset COP Pelczar
Research Studies	3 per country	Country Coordinators and EMC		Completed per CIP schedule in each country	Described in CIPs
Policy Research Initiative	Part of 3 per country research specification	R. Morgan and EMC		Approved by ISC at May 1986 Meeting —activity completed March 1989	1. Teacher Incentive Systems (Haiti, Liberia, Somalia, Yemen) F. Kemmerer S. Thiagarajan 2. Educational Management Information Systems (Nepal, Somalia, Yemen) D. Chapman J. Messec 3. Support of Local Educational Capacity (Botswana, Indonesia, Haiti) J. Strudwick National Dissemination Conferences for research findings held Spring 1989
IEES Educational Efficiency Clearinghouse	1 at FSU	J. Messec		Operational	Collects and disseminates project products and documents. Integrated with computer-based AID database MicroDIS
In-country Resource Centers (IRC)	No specification	J. Messec		Approved by ISC at May 1986 meeting	Established in Botswana, Indonesia, Nepal, Somalia, and Yemen (materials sent to Haiti, but no official government site). Second phase of IRC development (cont. on page 3)

PRODUCT	SPECIFICATION	RESPONSIBLE	STATUS	COMMENTS
In-country Resource Centers (IRC) (cont. from pg. 2)				scheduled for Project Year Five: Secondary IRCs established in Botswana and Nepal
Training Manuals	For 2 project activities	V. Cieutat S. Milton/J. Messec EPP Project	Completed, August 1988 Completed, January 1988 Completed, December 1986	Sector Assessment Methodology Policy Analysis Workshop (3 Vols) EPP Training Modules on MIS (4 Vols) Other training materials disseminated as IEES Field Papers
Monographs	No specification	D. Windham & D. Chapman D. Windham	Completed, April 1986 Completed, January 1988	Evaluation of Efficiency in Educational Development Activities Indicators of Educational Effectiveness and Efficiency
IEES Communique	Quarterly	J. Messec	Bi-monthly	Expanded in size, format changed from intraconsortium reporting to educational efficiency issues
RTA Field Reports	1 per month	M. Basile	Completed	
Trip Reports	21 days after return from field	M. Basile	Completed	
Field Papers	No specification	J. Messec	Produced as available	Dissemination of Field Project and Technical Assistance Products
Research Papers	No specification	J. Messec	Produced as available	Dissemination of Project research findings
RTAs	At least 3 countries	EMC	Somalia Nepal Botswana (9 LTTAs) Indonesia (3 LTTAs) Haiti Yemen Liberia	M. Berger, S. Burchfield B. Butterworth A. Hartwell RTA/COP EPP: R. Pelczar RTA/COP IIBE: J. Moisset L. Domacker Not requested by country/Mission

EMC = Executive Management Committee
ISC = International Steering Committee
CC = Country Coordinator
RTA = Resident Technical Advisor

COP = Chief of Party
JSEIP = Junior Secondary Education Improvement Project (Botswana)

IIBE = Incentives for Improving Basic Education (Haiti)
EPP = Educational Policy and Planning (Indonesia)
PEP = Primary Education Project (Liberia)

OTHER COMMITMENTS

PRODUCT	SPECIFICATION	RESPONSIBLE	STATUS	COMMENTS
1. International Steering Committee Meetings	As planned	EMC	Completed (11/85) Completed (5/86) Completed (2/87) Completed (3/88) Postponed	Gabarone, Botswana FSU/Tallahassee Derpasar, Indonesia FSU/Tallahassee At Third International Conference
2. IEES International Conferences	Two conferences for first five-year phase	EMC	Completed (11/85) Completed (2/87) Postponed to IEES Phase 2	Gabarone, Botswana Derpasar, Indonesia Washington, D.C. (proposed)
3. EMC meetings	As planned	EMC	1/21-22/85 10/16-18/86 12/10/86 9/16-21/87 12/9-11/87 3/17/88 6/27-28/88	Washington, D.C. SUNY/Albany Washington, D.C. Washington, D.C. FSU/Tallahassee FSU/Tallahassee Washington, D.C.
4. Project Status Update	1 each six months	J. Messec	On schedule	Tabular summary of contract deliverables
5. Project Travel Update	1 each month	J. Messec	On schedule	Tabular projections of travel plans
6. Project Summary	No specification	J. Messec	March 1987 February 1988 May 1988	Summary of impact of IEES activities (updated)
7. Project Description	No specification	J. Messec	Third reprint	Brief description of project (updated)
8. Project Brochure	No specification	J. Messec	Completed	
9. Impact Assessment Activity	No specification	D. Windham	Field assessments completed; final report March 1989	Review of all project assistance with government and Mission officials. Impact and perceived value of IEES activities
10. Analysis of Training Materials	No specification	J. Messec	Initial materials completed. Second Edition, May 1989	Requested by EMC—review of all Project training materials, will incorporate relevant materials of other organizations
11. Communication Audit	No specification	M. Basile	Completed	Review of project communication needs and capacity

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APPENDIX 4

IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS PROJECT DOCUMENTS

I. IEES MONOGRAPHS

The Evaluation of Efficiency in Educational Development Activities (April 1986)

Indicators of Educational Effectiveness and Efficiency (February 1988)

II. IEES TRAINING MATERIALS

Microcomputer Applications for Education Planning and Management (December 1986) 4 Modules

Education and Human Resources Sector Assessment Training Manual (August 1988)

Policy Analysis Workshop Training Manual (3 Vols) (January 1988)

Policy Analysis Workshop Training Manual (French) (January 1988)

JSEIP: The World of Educational Innovations (Computer-based Educational Game) (January 1989)

(see *IEES Field Papers* for other training materials)

III. POLICY RESEARCH INITIATIVE DOCUMENTS

Proposed Structure for IEES Policy Research Initiative (March 1986)

IEES Policy Research Initiative: Planning and Proposals (March 1987)

Botswana: Strengthening Local Education Capacity through Community Involvement – Draft (November 1987)

Botswana: Strengthening Local Education Capacity through Community Involvement (December 1987)

Education Management Information Systems: Status Reviews

Somalia (April 1988)

Yemen Arab Republic [Draft] (September 1987)

Teacher Incentive Systems: Status Reviews

Haiti (June 1988)

Liberia (September 1987)

Somalia (February 1988)

Indonesia Status Report: "Constraints and Opportunities: Strengthening Local Education Capacity" (Rev. May 1988)

Indonesia: Strengthening Local Education Capacity – Phase II: Second Quarterly Report (October 1988)

Education Management Information Systems: Final Report (June 1989)

Teacher Incentive Systems: Final Report (June 1989)

Strengthening Local Education Capacity: Final Report (June 1989)

IV. COUNTRY-BASED DOCUMENTS

BOTSWANA

Botswana Education and Human Resources Sector Assessment (Pre-project) (June 1984)

Botswana Sector Assessment Executive Summary (June 1984)

Botswana Project Paper: JSEIP (December 1984)
Botswana IEES Country Plan (June 1985)
JSEIP Semi-Annual Progress Report (1 Oct. 1985-31 March 1986)
Botswana Sector Assessment Update (March 1986)
Draft: JSEIP Internal Mid-Project Review (June 1987)
Evaluation Plans for the Junior Secondary Curriculum and Management Activities of the Botswana MOE (December 1987)
JSEIP Work Plan (October 1987-December 1988)
JSEIP Project Outputs (February 1988)

HAITI

Synthèse: Evaluation de Secteur de l'Education et des Ressources Humaines d'Haiti (June 1985)
Resume: Evaluation de Secteur de l'Education et des Ressources Humaines d'Haiti (August 1985)
IIBE Semi-Annual Progress Report (March 1987)
Haiti Education and Human Resources Sector Assessment (March 1987)
 Volume I
 Volume II
 Volume III
 Volume IV
Haiti Country Implementation Plan, Project Years 3-4 (June 1987)
IIBE First Annual Report (July 1986-July 1987)
IIBE Semi-Annual Progress Report (July - December 1987)

INDONESIA

EPP Project Paper (Draft) (June 1984)
EPP Policy Study (MIS Report) (1986)
Indonesia Education and Human Resources Sector Review (April 1986)
 Volume I
 Volume II
 Volume III
Indonesia Country Implementation Plan (May 1987)
EPP Policy Study: A Guide to Medium-Term Manpower Planning for the MEC Executive Summary (May 1987)
EPP Project Reports: January 1987 - March 1988; Draft Action Plan for 1988-89 (June 1988)

LIBERIA

Liberia Education and Training Sector Assessment (December 1983)
Background Papers in Liberian Educational Development (October 1986)
The Feasibility of Integrating Programmed Learning with Conventional Instruction in Liberia Primary Education (November 1986)
Liberia Education and Human Resources Sector Assessment (September 1988)

NEPAL

Nepal Country Workplan (June 1986)

Nepal Country Implementation Plan (March 1988)

Nepal Education and Human Resources Sector Assessment (May 1988)

SOMALIA

Somalia Education and Human Resources Sector Assessment (January 1984)

Somali Civil Service Study (July 1984)

Enhancement of School Quality in Somalia (August 1985)

Strategies for Enhancing the Quality of Education in Somalia (January 1986)

The Distribution of Instructional Materials in Somalia: Strategies for Improving the Textbook Distribution System of the Somali Education System (August 1986)

Incentives for Primary Teaching in Somalia (October 1986)

SOOMALI-ENGLISH/ENGLISH-SOOMALI Technical Term Dictionary of Economics (December 1986)

The Integrated Strategy for Improving the Primary Education in Somalia (January 1987)

Somalia Country Workplan 1987-88 (October 1987)

Somalia Country Implementation Plan for IEES Activities (Update) (April 1988)

YEMEN ARAB REPUBLIC (YAR)

YAR Education and Human Resources Sector Assessment (January 1986)

YAR Sector Assessment Executive Summary (Arabic) (January 1986)

YAR Country Plan (February 1986)

YAR Country Implementation Plan (May 1987)

V. PROJECT PLANNING DOCUMENTS

Project Plan: Years One and Two

Project Plan: Year Three

Project Plan: Year Four

Project Plan: Year Five

VI. PROGRESS REPORTS

Annual Report June 1984 - June 1985

IEES Semi-Annual Progress Report 6/11/85 - 12/10/85

IEES Semi-Annual Progress Report 12/11/85 - 6/10/86

IEES Semi-Annual Progress Report 6/11/86 - 12/10/86

IEES Semi-Annual Progress Report 12/11/86 - 6/10/87

IEES Semi-Annual Progress Report 6/11/87 - 12/10/87

IEES Semi-Annual Progress Report 12/11/87 - 6/10/88

IEES Mid Year Progress Summary 6/11/88 - 12/10/88

Final Report 5/89

IX. OTHER IEES PROJECT DOCUMENTS

Project Description - French (February 1987)

Project Description (February 1988)

IEES Project Summary (February 1988)

Draft 2: External Mid-Term Evaluation, IEES II

IEES FIELD PAPERS

BOTSWANA

JSEIP: Instructional Design Course, Unit Three: Aims and Objectives (Draft – June 1987)

JSEIP: Instructional Design Course, Unit Four: Events of Instructions

JSEIP: The Chalkboard: A Primer on Effective Chalkboard Use (September 1987)

JSEIP: Some Issues in Designing a "Practical Science" Curriculum (September 1987)

JSEIP: Summary of the Microteaching Clinic at Molepolole College of Education (September 1987)

JSEIP: Instructional Design Course, Unit Six: Teaching Methods, Techniques and Learning Activities (Draft – November 1987)

JSEIP: Instructional Design Course, Unit Seven: Lesson Notes and Lesson Plans (Draft – November 1987)

JSEIP: Education Program Evaluation Guidelines for Botswana (1988 Edition)

JSEIP: Reading with Understanding: Guidelines for Teachers

JSEIP: Workshop Outline on Writing Test Questions (November 1986)

LIBERIA

Inservice Teacher Training Curriculum for the Liberian Primary Education Project (December 1987)

Outline for a Workshop on Criterion Referenced Test Development (August 1988)

Training Manual for Interviewers for IEES PRI Teacher Incentive Systems

NEPAL

Outline for an Information Management Workshop (July 1986)

SOMALIA

A Primary Teacher Guide: How to Write a Module (December 1986)

Outline for a Workshop on Advanced Computer and Statistical Topics (April 1987)

Outline for a Workshop on Systems Approach to Planning (June 1986)

YEMEN ARAB REPUBLIC

Proposal for the Design of an EMIS for the Yemen MOE (June 1986)

Outline for an Annual School Survey (February 1987)

Outlines for Workshops in Data Coding and Computer Entry (March 1986)

Microcomputer/Data Processing Course Outline (English with Arabic notes)

IEES RESEARCH PAPERS

Botswana: Research and Testing Centre Curriculum Development and Evaluation (March 1988)

Indicators of Quality in Botswana Primary Education (June 1988)

Coding and Analyzing Field Survey Data (July 1988)

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APPENDIX 5

ACADEMIC PUBLICATIONS AND PRESENTATIONS OF PROJECT EXPERIENCES BY IEES STAFF

PUBLICATIONS

- Boothroyd, R.A., & Chapman, D.W. (1987). "Gender differences and achievement in Liberian primary school children." *International Journal of Educational Development*, 7, 2, 99-105.
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- Kemmerer, F.N. (in press). "An Integrated Approach to Primary Teacher Incentives." Chapter 7 in D.W. Chapman and C.A. Carrier, (eds.), *Improving Educational Quality: A Global Perspective*. Westport, Connecticut: Greenwood Press (Praeger).
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- Easton, P.A. (1985). "Participation in Educational Research and Planning." Plenary panel of annual conference of Comparative International Education Society, Stanford, CA, April.
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- Hartwell, A.S. (1988). "From Elite to Basic Education in Botswana: The Transformation of Junior Secondary Schools from 1983-1988." Paper presented at the Botswana Education Research Association Conference, Oasis, Tlokweng, Botswana, 28 October.
- Hartwell, A.S. (1988). "Projection of Student Enrollment and Teacher Requirements, 1988-2000." Paper presented at the National Council for Teacher Education, Department of Curriculum Development and Evaluation, Gaborone, Botswana, 16 September.
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- Mayo, J.K. (1987). "Communication Technology and Third World Development" (respondent). International Communication Association, Montreal, Canada, May.
- Mayo, J.K. (1985). "Voyages of Discovery: The Origin and Conduct of Development Communication Projects." International Communication Association Convention, Honolulu, Hawaii, May.
- Mayo, J.K. (1984). "Development Communication, Information Technology and Culture" (Respondent). International Communication Association Convention, San Francisco, May.
- Messec, J.L. (1988). "The IEES Project and Collaborative Educational Research Projects in Africa." African Interest Group, The Florida State University, Tallahassee, Florida, November.
- Messec, J.L. (1988). "Educational Innovations and System Efficiency." Presentation for FLORICA: Florida/Costa Rica Institute, The Florida State University, Tallahassee, Florida, October.
- Messec, J.L. (1987). "Language of Instruction Issues in Developing Nations." Publishers Conference on International Textbook Use, San Francisco, California, November.
- Messec, J.L. (1985). "National Language Choice: Developing Written Languages in Developing Nations." Paper presented at the Gulf Area TESOL Conference, Tampa, Florida, May.
- Messec, J.L. (1985). "Programmed Instruction and Programmed Learning Systems in Developing Nations." Paper presented at the Teachers of Francophone Africa Summer Institute, University of South Carolina, Columbia, South Carolina, July.
- Messec, J.L. (1986). "Preservice and Inservice: Teacher Training and Efficiency Issues in Developing Nations." Paper presented at the Teachers of Francophone Africa Summer Institute, University of South Carolina, Columbia, South Carolina, July.
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- Snyder, C. W., Jr., Williams, C. H., & Fuller, B. (1989). "Quality of Teacher Worklife in Botswana". Paper presented at the Comparative and International Education Conference, Harvard University, Cambridge, Massachusetts, March.
- Snyder, C.W., Jr. (1988). "The National Curriculum Conference". Paper presented at the Education Officers Workshop, Oasis, Tlokweng, Botswana, February.
- Snyder, C.W., Jr. (1988). "Personnel and Structural Problems: View from Inside the Instructional System". Paper presented at the Professional Officers Conference, Molepolole College of Education, Molepolole, Botswana, August.
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- Williams, C.H., & Snyder, W. (1989). "Component Evaluation for Curriculum Development and Diffusion in Botswana," with Pamela Allen, Garrett Foster, and Wesley Snyder. Paper presented at the Comparative and International Education Society meeting, Cambridge, Mass., March.

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- Williams, C.H. (1987). "The Implications of Evaluation Utilization Research for Evaluation Standards," with Garrett Foster. Paper presented at the American Evaluation Association National Conference, Boston, Mass., October.
- Windham, D.M., & Wagner, A.P. (1989). "Measures and Impacts of Foreign Student Participation in the United States Higher Education." Paper prepared for the OECD Conference on International Students, Hiroshima, Japan.
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APPENDIX 6

**IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS
IEES Educational Efficiency Clearinghouse**

DISSEMINATION RECORD

(excludes AID agencies and IEES consortium and counterparts)

I.	International Agencies	2
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Project Dissemination Record
IEES Clearinghouse for Educational Efficiency
(● indicates regular mailing)

I. International Agencies

USA

- AID Document & Information Handling Facility, Chevy Chase, MD
- Education Development Institute, Washington, DC
Inter-American Development Bank, Washington, DC
- International Council on Educational Development, New York, NY
Joint Bank Fund Library, International Monetary Fund & World Bank, Washington, DC
- UNICEF, New York, NY
- World Bank, Washington, DC

CANADA

- Canadian International Development Agency (CIDA), Hull/Quebec
- International Development Research Center (IDRC), Ottawa

EUROPE

FRANCE

- Center for Educational Research & Innovation (CERI), Paris
- International Institute of Educational Planning (IIEP), Paris
- Organization for Economic Cooperation & Development (OECD), Paris
- UNESCO, Paris

GREAT BRITAIN

The British Council, London

NETHERLANDS

- Center for the Study of Education in Developing Countries (CESO), The Hague

SWEDEN

- Swedish International Development Authority (SIDA), Stockholm

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SWITZERLAND

International Labor Office (ILO), Geneva

WEST GERMANY

- German Academic Exchange (Deutscher Akademischer Austauschdienst [DAAD]), Bad Godesberg
- German Foundation for International Development (Deutscher Stiftung fuer internationale Entwicklung [DSE]), Bonn
- German Association for Technical Cooperation (Deutsche Gesellschaft fuer Technische Zusammenarbeit [GTZ]), Eschborn

AFRICA

- Network of Educational Innovation for Development in Africa (NEIDA), Dakar, Senegal
- Regional Office for Education in Africa (BREDA), Dakar, Senegal

ASIA

- Asian Development Bank (ADB), Manila, Philippines
- Korean Educational Development Institute (KEDI), Seoul, Korea
- UNESCO Principal Regional Office for Asia & the Pacific, Bangkok, Thailand

II. Research Institutions, Foundations, Non-governmental Organizations

USA

- Academy for Educational Development, Washington, DC
America-Mideast Education & Training Services, Inc., Washington, DC
- American Council on Education, Washington, DC
Aurora Associates, Washington, DC
- Carnegie Forum on Education and Economy, Washington, DC
- CEDEN, Austin, TX
- Center for Development Policy, Research Triangle Park, NC
Coutts Library Services, Inc., Lewiston, NY
- Education Development Center/Intern. Programs, Newton, MA
Experiment in International Living, Battleboro, VT
- Educational Development Group, Falls Church, VA
- Ford Foundation, New York, NY
- Institute for Development Research, Boston, MA
- Institute of International Education, New York, NY

- Mountjoy Research Center, Durham, NC
- Rockefeller Foundation, New York, NY
- World Education, Inc., Boston, MA

CANADA

- Foundation for International Training, Ontario
- International Development Center, Toronto, Ontario
- Ontario Institute for Studies in Education (OISE), Toronto, Ontario

CENTRAL AMERICA

- Institute for International Research, Inc., Tegucigalpa, Honduras

EUROPE

DENMARK

Centre for Development Research, Copenhagen

GREAT BRITAIN

- Institute of Education, London
- International Center for Distance Learning, Milton Keynes
- Overseas Development Institute (ODI), London

NETHERLANDS

- Evaluation Programme of the Netherlands International Education, The Hague
- Netherlands Universities Foundation for International Cooperation, The Hague
- Institute of Social Studies, The Hague
- Netherlands Universities Foundation for International Cooperation (NUFFIC), The Hague

NORWAY

- International Movements Towards Educational Change (IMTEC), Oslo

SWEDEN

- Swedish Agency for Research Cooperation with Developing Countries (SAREC), Stockholm
- The Swedish Institute, Stockholm

SWITZERLAND

Culture Development Communication (KEK/CDC), Berne

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WEST GERMANY

Hochschul-Informationssystem, Hannover

AFRICA

- African Regional Centre for Technology, Dakar, Senegal
- Contemporary Africa Study Center (AGIR/CESAC), Dakar, Senegal
- African Training & Research Centre in Administration for Development (CAFRAD), Tangier, Morocco
- CODESRIA, Dakar, Senegal
- West African Association of Agricultural Economists (CIRES), Abidjan, Ivory Coast
- CNE (MESRES), Yaounde, Cameroon
- CNRST, Rabat, Morocco
- CRDI, Dakar, Senegal
- DGRST, Brazzaville, Congo
- Environment and Development of the Third World (ENDA-TM), Dakar, Senegal
- IAI, Libreville, Gabon
- African Institute for Economic and Social Development (INADES-Formation), Yaounde, Cameroon
- IPD/AOS, Ouagadougou, Burkina Faso
- IPD/SG, Douala, Cameroon
- International Development Research Center, Nairobi, Kenya
- International Development Research Centre, Dakar, Senegal
- Malawi Institute of Education, Dmasi, Malawi
- NPMCH, Lagos, Nigeria
- USTM, Franceville, Gabon
- Centre Interfricain de Recherches d'Etudes Supérieures en Science de l'Éducation, Lomé, Togo

ASIA

- A.Q. CH, Dhaka, Bangladesh
- New Era, Kathmandu, Nepal

AUSTRALIA

Hawthorn Institute of Education, Hawthorn, Vic.

III. Academic Institutions

USA

Arizona

- Office of International Programs, University of Arizona, Tucson

California

- Department of Education, University of California, Berkeley
- Department of Education, University of California at Santa Barbara
- Dept. of Educational Policy, Planning, & Administration, University of Southern California, Los Angeles
- Graduate School of Education, University of Southern California at Los Angeles
- Hoover Institution, Stanford University, Stanford
- Stanford International Development Education Center (SIDECE), Stanford University

Delaware

- Department of Educational Studies, University of Delaware, Newark

Florida

- Center for African Studies, University of Florida, Gainesville
- Center for Latin American Studies, University of Florida, Gainesville
- Graduate Program in International Development Education, Florida International University, Miami
- Institute for Food & Agricultural Sciences, University of Florida, Gainesville
- International Programs, Florida A & M University, Tallahassee
- Program of International Studies, Florida International University, Miami

Georgia

- Center for Public Policy, Atlanta University, Atlanta
- University of Georgia, Athens

Illinois

- Department of Education, University of Illinois, Champaign/Urbana
- Department of Education & Sociology, University of Chicago, Chicago
- Economics Research Center/NORC, University of Chicago, Chicago
- Office of International Training and Consultation, Northern Illinois University, DeKalb
- School of Education, Northwestern University, Evanston

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Indiana

International Development Institute, Indiana University, Bloomington

- School of Education, Indiana University, Bloomington

Iowa

Science Education Center, University of Iowa, Iowa City

Maryland

- College of Education, University of Maryland, College Park
Office of International Programs, University of Maryland, College Park

Massachusetts

- BRIDGES, Harvard University, Cambridge
- Center for International Education, University of Massachusetts, Amherst
Harvard Graduate School of Education, Harvard University, Cambridge
Harvard Institute for International Development (HIID), Cambridge
- School of Education, Boston University, Boston
Fletcher School of Law & Diplomacy, Tufts University, Medford

Michigan

- International Studies in Education, Michigan State University, East Lansing
School of Education, University of Michigan, Ann Arbor

Minnesota

- Office of International Education, University of Minnesota, Minneapolis

Missouri

- Applied Arts and Cultural Studies, University of Missouri, Rolla
- University of Missouri, Columbia

New Jersey

Department of Education, New Jersey State University, Trenton

New Mexico

Center for International Programs, Yemen Project, New Mexico University, Las Cruces

V.C.

New York

- Center for Multinational and Comparative Education, State University of New York at Albany
- Comparative Education Center, State University of New York at Buffalo
- Department of Education, Cornell University, Ithaca
- Department of Educational Administration and Policy Studies, State University of New York at Albany
- Office of International Programs, State University of New York at Albany

North Carolina

Center for International Development Research, Duke University, Durham

Ohio

- College of Education, Ohio University, Athens
- Comparative and International Education Society (CIES), University of Akron, Akron
- Swaziland Education Project, Ohio University, Athens

Oregon

- International Studies Program, University of Oregon, Eugene

Pennsylvania

- Institute for International Studies in Education, University of Pittsburgh, Pittsburgh
 - International and Development Education Programs, University of Pittsburgh, Pittsburgh
- University of Pennsylvania, Philadelphia

South Carolina

Business Administration & Economics, Francis Marion College, Florence

Institute of International Studies, University of South Carolina, Columbia

Tennessee

- Fogleman College of Business and Economics, Memphis State University, Memphis

Texas

- Institute for Higher Education, Law and Governance, University of Houston, Houston
 - School of Education and Behavioral Sciences, Texas Southern University, Houston
- General Libraries, University of Texas, Austin

Virginia

- Office of International Studies, College of William and Mary, Williamsburg

Wisconsin

- Department of Curriculum and Instruction, University of Wisconsin, Madison

CANADA

- Centre for Cognitive & Ethnographic Studies, McGill University, Montreal
- World University Service of Canada, Ottawa, Ontario
- Institute for American Universities, Ottawa, Ontario
- University of Calgary, Calgary, Alberta
- Universite de Montreal, Montreal
- Institute of Asian Research, Asian Centre, University of British Columbia, Vancouver

EUROPE

BELGIUM

Centre for Development Studies, University of Antwerp, Antwerp

FRANCE

- IREDU, University of Dijon, Dijon

GREAT BRITAIN

- Department of Educational Studies, University of Oxford, Oxford
- Institute of Development Studies, University of Sussex, Brighton
- Institute of Education, University of Hull
- Institute of Education, University of London, London
- International Extension College, Cambridge
- University of Edinburgh, Edinburgh, Scotland

NETHERLANDS

Centre for International Cooperation and Appropriate Technology, Delft University, Delft
Rijksuniversiteit Limburg, Maastricht

NORWAY

- University of Bergen, Bergen

SWEDEN

- Institute of International Education, University of Stockholm, Stockholm

SWITZERLAND

- Franklin College, Lugano

WEST GERMANY

- Department of Comparative Education, University of Hamburg, Hamburg

AFRICA

- University of Botswana, Gaborone, Botswana
- IRIC, University of Yaounde, Yaounde, Cameroon
- University of Sierra Leone, Freetown, Sierra Leone
- Ecole Normale Superior de Yaounde, Yaounde, Cameroon
- AWARERC, University of Freetown, Sierra Leone
- International Centre for Educational Evaluation, University of Ibadan, Nigeria
- Association of African Universities, Accra North, Ghana

ASIA

- Research Institute for Higher Education, Hiroshima University, Tokyo, Japan
- Department of Educational Technology, Hanyang University, Seoul, S. Korea
- Satya Wacana Christian University, Salatiga, Indonesia
- Faculty of Education, University of Hong Kong, Hong Kong
- University of Papua, Papua Oceania, New Guinea
- Research Center, IKIP Sanata Dharma, Yogyakarta, Indonesia

AUSTRALIA

- Australian National University, Canberra
- School of Economic and Financial Studies, Macquarie University, North Ryde, New South Wales
- School of Education, Murdoch University, Murdoch

IV. Government Agencies

USA

- Center for Education Statistics – US Department of Education, Washington, DC

- Library of Congress, Washington, DC
US Department of State, State Dept. Library, Washington, DC

CANADA/CARIBBEAN/CENTRAL & SOUTH AMERICA

- Policy & Analysis, Education Support, Secretary of State, Ottawa, Canada
- Ministry of Education, Port-au-Prince, Haiti
- Council for S & T Development, Brasilia, Brasil

EUROPE

- Commonwealth Secretariat Library, London, UK
- Department of Education & Science, London, UK
- Federal Ministry for Education & Science, Bonn, W. Germany
- Ministry of Education & Science, Zoetermeer, Netherlands
- Ministry of Education, Helsinki, Finland
- National Board of Education, Stockholm, Sweden
- Royal Ministry of Cultural & Scientific Affairs, Oslo, Norway

AFRICA/MIDDLE EAST

- Educational Development, Ministry of Education, Mogadishu, Somalia
- Ministry of Education, Gaborone, Botswana
- Ministry of Education, Monrovia, Liberia
- Tunisian Ministry of Higher Education & Scientific Research (DPSI), Tunis, Tunisia
- Cultural & Education Bureau, Embassy of Egypt, Washington, DC
- Department of Nonformal Education, Ministry of Education, Sana'a, YAR

ASIA

- Education & Cultural Division Head, Embassy of Indonesia, Washington, DC
- Ministry of Education, Science, & Culture, Tokyo, Japan
- Ministry of Education & Culture, Kathmandu, Nepal
- Korean National Commission for UNESCO, Seoul, S. Korea
- Mission to the United Nations, People's Republic of China, New York, NY

AUSTRALIA

- Dept. of Education & Youth Affairs, Woden A.C.T.

APPENDIX 7

FINANCIAL SUMMARY

Florida State University
 USAID/IEES Project
 Central Funding Expenditures
 June 1984 — June 1989

Category	Person-Months	Amount
PERSONNEL		
Management and Coordination		
Principal Investigator	31	219,018
Project Director	39	203,379
Associate Project Director	47	175,429
Institutional Coordinators	59	334,264
Publications Coordinator	20	53,994
	<hr/> 197	<hr/> 986,084
Resident Technical Advisors (in Collaborating Countries)	104	471,664
Short-Term Technical Advisors		
U.S.	388	1,673,818
CCN	213	128,961
	<hr/> 602	<hr/> 1,802,779
U.S. Support Staff		
Administrative Assistant		406,359
Accountant		64,285
Secretary		276,606
Word Processing Operator		87,167
Editor/Translator		10,538
Graduate Assistant		178,171
Clerical Assistant		120,677
		<hr/> 1,143,803
Cooperating Country Support Staff		
Administrative Assistant		28,079
Secretary		38,214
Clerical/Research Assistant		44,384
Translator		14,463
		<hr/> 125,140
Subtotal Salaries & Wages		4,529,470
Fringe Benefits		929,468
		<hr/> 5,458,938

ALLOWANCES

Post Differential	67,434
Quarters	98,705
Cost of Living	1,957
	<hr/>
	168,096

TRAVEL AND TRANSPORTATION

United States	133,057
International	1,206,278
Household Goods/Vehicles	29,424
	<hr/>
	1,368,759

MATERIALS AND SUPPLIES 113,370

EQUIPMENT 68,647

PARTICIPANT TRAINING 36,378

OTHER DIRECT

Postage, Courier, and Shipping	94,891
Communications	127,284
Printing and Reproduction	251,758
Word Processing	101,559
Editing/Translation	10,206
Media Services	3,919
Library Services	481
Computer Services	8,022
Staff/Language Training	1,433
Passport/Visa/Medical	12,102
DBA/Med Evac Insurance	29,396
Facilities Rental	14,244
Equipment Rental	10,127
Equipment Maintenance	1,602
Conference Support Services	34,471
Recruitment Advertising	2,246
Fees	1,432
	<hr/>
	702,173

INDIRECT 2,083,639

GRAND TOTAL 10,000,000

FLORIDA STATE UNIVERSITY
USAID/IEES PROJECT
MISSION FUNDING EXPENDITURES
JUNE 1984 — MARCH 1989

CATEGORY	BOTSWANA		HAITI		INDONESIA		LIBERIA		NEPAL		SOMALIA		YEMEN		ZIMBABWE		TOTAL	
	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT	PM	AMOUNT
PERSONNEL																		
Project Coordinator	38	100,546	27	95,438	19	16,960											84	212,944
Resident Technical Advisor																		
U.S.	366	1,528,193	74	204,815	83	402,307			16	58,669			11	37,447			550	2,231,431
CCN/Local			254	239,732													254	239,732
	366	1,528,193	328	444,547	83	402,307			16	58,669			11	37,447			793	2,471,163
Short-Term Technical Advisor																		
U.S.	69	225,751	41	168,275	37	53,209	14	58,695	2	11,602	8	39,949	18	60,034	3	13,337	192	630,852
CCN/Local	55	96,964	124	163,709			2	3,767									181	264,440
	124	322,715	165	331,984	37	53,209	16	62,462	2	11,602	8	39,949	18	60,034	3	13,337	373	895,292
U.S. Support Staff																		
Accountant		24,627		20,047		1,125												45,799
Secretary/ Clerical		47,248		44,637		11,123			2,809		451				2,236			108,504
Graduate Asst.		40,328		36,831							360		1,346		5,145			84,010
		112,203		101,515		12,248			2,809		811		1,346		7,381			238,313
Cooperating Country Support Staff																		
Admin. Asst.		24,364		36,026				1,541										61,931
Accountant				51,549														51,549
Secretary		22,461		86,388				880		88								109,817
Research/Clerical Asst.		9,256		16,133						12,331								37,720
Translator		1,370																1,370
Vehicle Operator				59,037														59,037
School Monitor/ Evaluator				172,152														172,152
School Construction Personnel				18,020														18,020

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CATEGORY	BOTSWANA	HAITI	INDONESIA	LIBERIA	NEPAL	SOMALIA	YEMEN	ZIMBABWE	TOTAL
	PM AMOUNT								
Warehouse Personnel		29,119							29,119
Custodians and Watchmen		19,495							19,495
	57,451	487,919		2,421					560,210
Subtotals									
Salaries/Wages	2,121,108	1,461,403	484,724	64,883	85,499	40,760	98,827	20,718	4,377,922
Fringe Benefits	441,757	220,532	106,306	6,341	18,998	4,439	18,543	3,103	820,019
	2,562,865	1,681,935	591,030	71,224	104,497	45,199	117,370	23,821	5,197,941
ALLOWANCES									
Post Differential	145,631		56,022		7,962		9,444		219,059
Quarters		34,361			9,049				43,410
Education		7,693	73,722						81,415
Cost of Living							1,620		1,620
	145,631	42,054	129,744		17,011		11,064		345,504
TRAVEL AND TRANSPORTATION									
U.S./International	238,217	185,713	112,415	59,752	12,911	19,416	55,673	1,500	685,597
In-Country	40,051	211,560	17,685		649				269,945
Household Goods/Vehicles	117,197	22,354	59,818		2,621		14,991		216,981
	395,465	419,627	189,918	59,752	16,181	19,416	70,664	1,500	1,172,523
MATERIALS AND SUPPLIES	81,243	548,341	3,005	958	3,569		2,663	6,075	645,824
EQUIPMENT		653,200	19,990					2,698	675,888
PARTICIPANT TRAINING									
Long-/Short-Term Inservice Courses/Seminars	420,279							14,400	434,679
	11,622	733,904			14,032				759,558
	431,901	733,904			14,032			14,400	1,194,237

CATEGORY	BOTSWANA	HAITI	INDONESIA	LIBERIA	NEPAL	SOMALIA	YEMEN	ZIMBABWE	TOTAL
	PM AMOUNT								
OTHER DIRECT									
Postage, Courier, and Shipping	22,480	18,376	4,534	1,903	483	138	518	1,233	49,665
Communications	30,740	23,893	14,227	596	2,091	262	2,889	226	74,924
Printing and Reproduction	15,551	34,548	2,192	1,695	2,892	129	1,893	129	59,029
Word Processing	4,645	2,051	449	1,668			1,180		9,993
Editing/Translation Svc.		3,619							3,619
Media Services	1,670	628	51		11				2,360
Computer Services	111				32				143
Staff/Language Training	520		5,214						5,734
Passport, Visa, & Medical	4,488	428	3,142	273		222	324		8,877
DBA/Medical									
Evacuation Insurance	64,672	9,749	17,858	796	2,876	522		281	96,754
Office and Vehicle Insurance		5,874							5,874
Office/Warehouse Rent		58,970							58,970
Office Repairs/Maintenance		20,658							20,658
Office Utilities		33,929							33,929
School Renovations		227,372							227,372
Equipment Rental		5,175							5,175
Equipment Maintenance	3,588	7,449	25		1,112		157		12,331
Conference Support Services	2,417	3,228			177				5,822
Recruitment Advertising	962	3,260	4,568						8,790
Legal Services		3,222							3,222
Fees	479	7,625	85	5	325				8,519
	152,323	470,054	52,345	6,936	9,999	1,273	6,961	1,869	701,760
INDIRECT	942,354	674,192	256,995	31,068	34,711	15,212	58,247	10,152	2,022,931
GRAND TOTAL	4,711,782	5,223,307	1,243,027	169,938	200,000	81,100	266,939	60,515	11,956,608

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