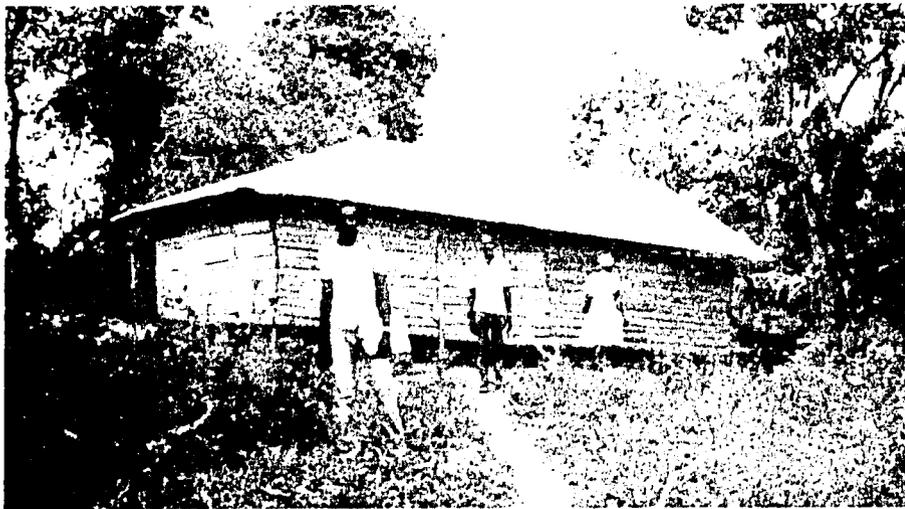


“The project's achievements provide IEES with experience and credibility that can be utilized over the remaining years of the project's life. The nature

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



A rural school in Haiti.

IEES Project now is to build on the foundation of its current achievements so that the conceptual and organizational structure of the project will gain acceptance well beyond the present IEES network of countries.”



PLANS FOR PROJECT YEAR SIX

IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS

A USAID Project

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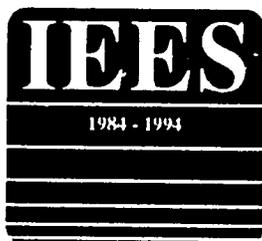
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PLANS FOR PROJECT YEAR SIX

The Improving the Efficiency of Educational Systems Project is directed by the Learning Systems Institute at The Florida State University under Contract No. DPE-5823-Z-00-9010-00 with the Office of Education, Bureau for Science and Technology, United States Agency for International Development.

WHAT IS IEES?

IEES assists developing nations to improve educational efficiency. The concept of educational efficiency subsumes notions of both "school quality" and "school effectiveness," since efficiency combines cost considerations with effectiveness issues. Since the goals of education in most countries include equity objectives, systems and schools in those countries cannot be considered effective unless they also are equitable.

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.

HOW DOES IEES WORK?

Sector assessments undertaken with IEES assistance provide the baseline information necessary to derive the country strategies for improving efficiency. These country strategies detail issues related to specification of objectives, financing inputs, choice of mix of inputs, delivery of inputs, the use of inputs at the school and classroom level, and provide a decision map laying out policy and policy implementation alternatives. Government and USAID Mission staff work with IEES to plan activities that are directly linked to the implementation and evaluation of policy change and to monitoring system and school level efficiency.

Capacity building in Education Management Information Systems (EMIS) emphasizes the collection of data needed to inform system performance, as well as data manipulation and policy analytic skills.

Within this efficiency orientation, IEES micro-level research is targeted to identifying the production relationships among inputs and the comparative advantage of government, parents, and community in providing specific inputs to permit the correction of policy. These country-specific studies provide further knowledge of the conditions at all levels of the system which promote effectiveness. In so doing, they hold potential for a major breakthrough in school effectiveness research.

The advantage of emphasizing efficiency criteria is that it is the only approach that bridges the gap between system levels. Capacity building activities and EMIS 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 interministerial 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 IEES activity areas (each designed to promote the major objective of enhanced application of efficiency in policy and practice) are:

- **Policy development.** Emphasis is placed on the presentation and discussion of alternative policy choices based on data (particularly indicator data) developed by the country and the project.
- **Knowledge development.** IEES research and conceptual work is derived from the need to shape policy and practice reforms.
- **Educational management.** IEES assists in competency development for 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 and Networking.** Dissemination is tied to country efficiency enhancement plans. IEES works closely with other AID S&T/Ed projects for maximum leverage of resources.

IEES STRATEGIES FOR IMPROVING THE EFFICIENCY OF EDUCATIONAL SYSTEMS

ACTIVITY ONE: POLICY AND PLANNING

Initial country discussions in Project Year Six will structure commitments for participation in subsequent IEES Project years. These discussions are now taking place in countries continuing from the first five years of IEES and will be scheduled in those countries which may join with IEES for the first time – possibly Ghana and Malawi. The discussions include government officials, USAID Mission representatives, and IEES senior staff members.

The objectives of these discussions are:

- To clarify the goals of IEES assistance; and
- To collaboratively examine sector priorities for efficiency improvement, to plan for appropriate policy planning, research and system management activities, and to determine what commitments are necessary to meet sector goals.

The immediate outcomes of these initial discussions will be:

1. **Prioritization of the critical areas of inefficiency in the educational system.** A prioritized list will indicate those areas in which government and Mission request IEES (and possibly other donor agency) assistance over the next five years (1989–1994). These priority lists will be derived from the data-based analyses presented in IEES sector assessments, research, reports, and other analytical studies.
2. **Identification of reasonable benchmarks in priority areas and an agreement upon specific performance indicators for measuring the effect of collaborative work towards those benchmarks.** This identification of benchmarks and performance indicators will subsequently serve as a road-map for guiding and monitoring all IEES assistance. This process will also provide an affirmation of collaborative commitment to determine future inputs.
3. **Identification of budgetary and policy targets which are derived from the above benchmarks and which government is committed to achieving in order to improve educational efficiency.** Targets of necessary policy changes, budgetary reallocations, and administrative reforms will follow from the collaboratively determined benchmarks of improved efficiency. Policy changes might involve percentage shifts in resource allocations. Administrative reforms may not require policy changes, but could impact areas of inefficiency through changes in internal procedures.
4. **Agreement on how an efficiency-based information system can inform the process of policy adjustment.** Linkages will be identified to ensure that IEES technical assistance for building efficiency-based information systems contributes directly to the achievement of policy targets.

5. Agreement on research foci and on the procedures for the generation of policy options from research findings. Linkages will be identified to ensure that research findings contribute to policy debate and targeted policy change.

Anticipated Outcomes. IEES strategy calls for policy and planning discussions to focus on specific efficiency issues to be addressed by governments, USAID Missions, and IEES staff. These discussions will identify the long-range targets which are to be achieved through government, IEES, and other donor investments and on the commitments necessary at this time in order to achieve such targets. Government, Missions, and IEES will then agree about resource investments and operational procedures. Procedures will define how IEES assistance may be linked to policy targets and how these will ultimately affect classroom achievement. Experience has proven that this process of making explicit the commitments of all stakeholders greatly increases the probability of achieving targets of improved efficiency.

The ultimate focus of all activities on what happens in the classroom is a logical progression from IEES research and capacity-building activities. IEES systematically collects evidence (for example, from research findings and system data analysis) which links policy adjustments to impacts on behaviors and performance in schools. Research topics on school quality and on community support for schools are directed toward specific policy adjustments which hold greatest potential for impacting classroom achievement.

During the initial discussion stage, stakeholders agree on explicit linkages between IEES technical assistance and the generation of policy options with the potential to affect positively student achievement and to strengthen community support of schools. IEES technical assistance includes:

- **Assistance in collecting and analyzing data** potentially useful for the optimal allocation of scarce resources and for the setting of policy to improve the efficiency of the sector;
- **Expertise in improving the internal capacity of the system to better manage information** and to integrate data-based rationales into its decisionmaking process and into the national process to argue for increased sector investments; and
- **Assistance in planning and implementing research initiatives** to examine issues of school quality and community support of education.

IEES discussions with stakeholders stress the continuity of capacity-building activities as the basis of linking information with policy dialog. These discussions focus on options for those policy decisions for which IEES assistance is most needed. Discussion of policy options are based on the collaborative exploration of immediate and long-range sector priorities and input to government planning cycles.

Policy Adjustment Discussions. IEES is concerned with linking changes in structure and management with *greater sector efficiency* – including alternatives for school support, such as cost savings and increased community support; and *technical improvements* that result in better student achievements in the classroom. Research agendas and EMIS interventions are tied to policy changes with the potential to produce these effects.

IEES Resident Technical Advisors (RTAs) serve the dual role of both technical advisor and policy advisor. The technical tasks of this position are detailed with job description, counterpart status, work

location, and placement in the ministerial hierarchy. Lines of communication between these technical functions and RTA input to the decisionmaking process are specified to ensure the effective performance of this dual role.

Policy Adjustment Mapping. The process of policy adjustment mapping guides initial discussions by linking identified policy change priorities to important decisions points in the decisionmaking process and by placing these points along a projected timeline. Decisions points may include the preparation of planning documents and policy papers for formal debate, as well as internal position papers and informal meetings for policy discussion. This mapping process is the key to government's achieving maximum impact from IEES inputs and from those of other donor groups. The process results in the determination of why, when, and how scarce IEES, Mission, and other donor resources can best be invested in order to ultimately affect those policy changes which have been identified as sector priorities.

The policy mapping process results in the development of a functional flow chart. This flow chart graphically presents the plans for IEES and other inputs to best assist government in realizing priority policy changes. The chart can then serve both for planning IEES assistance and for tracking progress towards policy change goals.

This exercise provides an opportunity for a broad review of IEES activities and achievements to date (and the revival of institutional memory of these), collaborative setting of goals for IEES assistance, and for the renewal of commitment to effect policy changes that offer potential for efficiency improvements. It offers the further advantage of making explicit the linkages between IEES technical support and the educational policy making process, thus ensuring that project resources are well-targeted and not scattered across competing subsector needs. The product of this exercise – a policy adjustment strategy – helps government to better utilize IEES and other donor resources to achieve its policy goals and also provides evidence of sector efficiency for debate of increased human resources investment.

Development of Policy Alternatives. IEES strategy includes a number of options for linkages between technical inputs and policy change. These policy alternatives form the basis of initial planning discussions with sector stakeholders in collaborating countries.

- **Adjusting the program-policy environment.** Technical assistance can be provided for the analysis of sector data and the formulation of recommended policy changes.

Result: Recommendations for focusing research and other inputs towards improving sector efficiency, school quality, and community support.

- **Capitalizing on diversity.** IEES can assist in identifying ways to mobilize local resources for the support of schools (both government and non-government). IEES research and analytical studies focus on concrete measures for fostering increased community support of formal education.

Result: IEES-sponsored research provides options for local support of education. Government provides commitment to alternatives for strengthening local education capacity.

- **Revitalizing instructional methodology.** IEES can assist in investigating instructional methodology options with the potential to impact positively on classrooms. Issues of curricular revision,

materials design, and instructional delivery are examined with careful regard for both effectiveness and cost implications.

Result: Identification of policy changes leading to reallocation of resources for instructional methodologies to impact positively on classrooms at current or reduced funding levels.

- **Improved information collection and analysis.** IEES has gained much experience in providing technical inputs for sector assessment methodology, efficiency-based information systems, and data-based policy analysis. The systematic collection and analysis of relevant, timely, and accurate information can contribute significantly to rational policy debate.

Result: Institutionalized information systems can collect and analyze efficiency indicators in order to track system performance and to better inform policy debate.

ACTIVITY TWO: KNOWLEDGE DEVELOPMENT

Twenty percent of IEES central funds (approximately \$1.4 million) are allocated to knowledge development, defined as applied research in selected areas, focused policy studies, and annual project evaluations. For the most part, focused policy studies will be those requested by a Ministry in a participating country and funded by the USAID Mission in that country.

Research Priorities in Project Year Six

1. A primary emphasis of the research is capacity building.

Research activities seek to involve local researchers drawn from the Ministries with which IEES is working, local universities, and other appropriate sources. Ideally, the local researcher would be able to contribute methodological and substantive expertise in the research issue, translate findings into the local political context, and lobby effectively for policy adjustment based on the research findings. Since this combination is difficult to find in any country at any stage of development, trade-offs necessarily will be made. The particular strengths to be emphasized in selection of local researchers will be made by the research team leader based on the topic, skill mix of the larger research team, and advice from the local Ministry and Mission.

Capacity building within IEES research activities includes such strategies as:

- the direct participation of local researchers in the conduct of the research;
- the participation of local non-researchers (educators or education officials) on the research team as a means of introducing them to the techniques and processes used to arrive at certain findings and policy recommendations;
- the conduct of workshops and seminars for educators and government officials to discuss findings from the research and their implications for policy and practice;
- the use of focus groups to engage educators and/or education officials in interpreting the research finding in light of local conditions and contexts; and
- training workshops aimed at upgrading specific inquiry or analytic skills of local researchers.

2. The research is concentrated (although not exclusively) at the school level and community level.

Research will concentrate on the productive relationships among inputs, educational processes, and outputs at the school level and on issues related to community support of education. For example, school effects research might examine what school, headmaster, teacher, and student characteristics are associated with quality of teacher worklife, efficacy of teacher training, and/or students achievement. Research on community support of education might examine incentives that communities might sponsor to encourage educational quality.

3. The research has potential relevance for policy and practice in the participating country.

This is accomplished by addressing issues of concern to the participating country for which meaningful policy interventions are possible. The research is targeted toward areas in which officials have a commitment to policy adjustment and interest in informing their policy adjustment from research findings. Each research team is responsible for helping local educators and education officials understand the policy implications of the research findings.

4. Research findings will be shared with an international audience.

A primary audience of the research conducted under this initiative is the collaborating countries. An additional purpose of AID in funding a research component, however, is the identification of the linkages among inputs, processes, and output that contribute to more generalizable knowledge about improving educational efficiency. To achieve this purpose, results of research from participating countries will appear in appropriate professional and scholarly publications. Publication in local and regional, as well as international, journals and co-authorship of project and local researchers will be encouraged. The research team will work with local country personnel to hold conferences, seminars, and other forum for discussing research findings and their implications for policy. Further, key personnel in collaborating countries will review manuscripts developed under this initiative.

Strategies for IEES Research

1. IEES research will be concentrated on a relatively few topics and countries and will involve on-site collaboration and supervision with local research teams.
2. The research will concentrate on (1) in-school factors related to teachers and student achievement, and (2) the impact of varying types of community support for education.
3. The research will address issues assigned high priority by the collaborating countries. One goal of IEES research is that it have policy relevance (and potential for impact) within the participating countries. This occurs when country officials see the application of the research to their own work. To accomplish this "fit" between the country and the research topic, either the research topic can vary to meet the needs of the country or the topic can be held constant and the countries choosing to participate in any given topic can vary. Considerable care will be given in initial country negotiations in Project Year Six to align research topics and countries.

Research Procedures

David Chapman serves as Research Director and chairs the Research Advisory Committee. He has primary responsibility for developing a framework for IEES research, working with country coordinators in conducting initial negotiations with country officials regarding country participation in the research studies, and identifying individuals to direct studies within the framework.

One role of the Research Director is to identify and/or create opportunities for IEES to reflect on and write about issues concerned with improving the efficiency of education in developing countries. This may take the form of an edited volume to which IEES members contribute. These writing activities generally will not be compensated under the research initiative.

Individual research team leaders work with country personnel and appropriate IEES Country Coordinators to elaborate the particular research issues to be addressed, research design to be employed, and country personnel to be involved. Research team leaders develop research proposals summarizing the

focus of the research, proposed procedures, and anticipated budget. These are shared with the respective Country Coordinators, the Research Director, the IEES Executive Management Committee (EMC), and eventually the Research Advisory Committee.

Research Advisory Committee

The role of the Research Advisory Committee (RAC) is to ensure that researchers are aware of relevant literature and research in the areas being investigated, to offer advice and comment on the research underway, and to assist in the dissemination of results. The RAC is comprised of:

- David Chapman (Chairperson)
- Frances Kemmerer
- John Mayo
- Peter Easton
- AID CTO
- Research Team Leaders (when identified)
- Representative from the BRIDGES, ABLE, and other AID Projects
- Selected other recognized experts in research on education in developing nations
- Senior Research Specialists from each of two or three countries directly participating in the research program.

IEES Research team members are encouraged to assist local researchers, to the extent they (local researchers) are interested, to author manuscripts that might be suitable for publication. In addition to field-based research activities, limited funds may be made available to selected graduate students to support research of interest to the project.

Two other types of research are supported by IEES. Research which does not fall under the two target areas designed for the original research (e.g., school effects and community support), can be conducted using central funds allocated for IEES work in that country or as special analytic studies supported by the USAID Mission.

IEES Central Funds: These funds are programmed by the Country Coordinator as part of the Country Implementation Plan and are not limited to the same research focus as the Research Initiative. The Country Coordinator, in conjunction with the Project Director and EMC, will define the scope of work and recruit appropriate personnel to conduct the task. In doing so, the Country Coordinator works with the Research Director to identify possible overlap or synergies with other ongoing research and in staffing the activity.

Short-term Analytical Studies: IEES provides for the conduct of short-term analytic studies. It is expected that these studies will be funded by Missions in countries requesting such studies. The Project Director is responsible for designating how research add-ons are to be staffed and allocated across the IEES Consortium. The Research Director assists in staffing or recruiting as requested.

ACTIVITY THREE: EDUCATION MANAGEMENT

Improving Information Management

In Project Year Six, IEES will continue its strategy for improving the management of educational information based on the technical expertise and the implementation experience it has acquired in developing countries. This strategy is divided into three parts: a) linking Educational Management Information Systems (EMIS) to analyses of educational efficiency, with particular emphasis on the relationships between high-level decisionmaking and what happens in classrooms; b) improving management of educational information for decisionmaking; and c) applying lessons learned from the experiences of IEES in this area.

Linking EMIS to Efficiency Analyses

An improved EMIS will not necessarily increase educational efficiency by itself. IEES is committed to assisting collaborating countries to develop an EMIS that includes efficiency indicators so that ministries can use the EMIS in policy analysis and in selecting policy options that will result in demonstrable improvements in educational efficiency. This is accomplished by designing management information systems based on efficiency concepts, as described in the IEES monograph on Educational Effectiveness and Efficiency (January 1988), and by using the information from these systems in models which show probable outcomes from alternative policy choices. Qualitative data must complement quantitative data in the consideration of alternative policies. It follows that this strategy requires training appropriate staff in policy analysis and field research, as well as training personnel to operate computerized information systems.

The ultimate goal of an efficiency-based EMIS is to provide an objective basis for allocating scarce resources in ways that optimize learning outcomes. The quality of education is one component of this efficiency goal, as are cost containment and appropriate resource allocation. To identify and analyze different policy options requires data on a wide range of elements within the educational system and analytic models for understanding relationships between those elements. An efficiency-based EMIS must provide means for generating and analyzing policy options and assistance in applying appropriate analytic models for analysis of policy options.

Improvements in efficiency can only be measured against benchmarks. IEES assists countries in establishing benchmarks and indicators for measuring efficiency defined in seven areas: 1) student characteristics, 2) teacher characteristics, 3) curriculum and educational materials, 4) facilities and equipment, 5) attainment and achievement, 6) outcomes, and 7) costs. Efficiency improvements are then gauged

by determining the degree and pace of desirable change in indicators from their baseline levels, and the costs—both transitional and recurrent—involved in producing and maintaining the change. This benchmark system can be designed on the basis of relatively simple or on more complex relationships, as conditions dictate. The IEES monograph on efficiency indicators identified three levels of development for a system of efficiency-based benchmarks. First-level systems are instituted in collaborating countries, and as these systems gradually change, the higher levels of system development can be attained.

Efficiency analysis requires participation from the ministry level through to schools. In fact, school-level data in the EMIS is essential to the IEES approach. Efficiency analysis also demands a clear understanding of the concepts involved, a valid and current database, appropriately trained and committed staff, appropriate hardware and software, an understanding of the existing educational context, recognition of the political and fiscal exigencies that influence decisionmaking, and a realistic appraisal of what is possible. IEES has begun the task of ensuring these conditions in Botswana and is aware of the complexity of the task. A commitment from government, Mission, and IEES for a sustained effort is required to institute efficiency analysis.

IEES Strategy for Developing an Effective EMIS

An effective EMIS is a tool that allows governments or private sector organizations to conduct efficiency analyses of activities in the education and human resources sector. Such a system provides data and techniques for assessing the relative efficiency of various policy options. This enables users to evaluate alternate patterns of resource allocations by examining the relationships between inputs, processes, outputs and outcomes.

IEES has developed an effective strategy to develop an EMIS. This strategy includes the following elements:

- Development of a mutual understanding of EMIS and a strong conceptual foundation for determining what is possible;
- Agreement with government to undertake the building of an efficiency-based EMIS;
- Maintaining a long-term perspective;
- Building from simpler to more complex concepts and activities;
- Building credibility;
- Building capacity;
- Demonstration of the advantages of generating and choosing among policy options;
- Recognition of constraints; and
- Careful selection of collaborating countries.

Development of a Mutual Understanding of EMIS, and a Strong Conceptual Foundation for Determining What is Possible. IEES is committed to introducing computerized technologies and related

approaches that give the users more power and control over educational management and development, and allow a deeper understanding of the relationships among data on different dimensions of the education sector. Before proposing changes, IEES emphasizes the importance of developing a basic understanding of what information is needed, in what forms, and for what purposes. This work begins by introducing computer-based analyses of problems that are accessible to the users.

Obtaining Agreement for an Efficiency-based EMIS. There are many organizations that can contribute to the development of an EMIS. IEES offers an important addition — an EMIS based on efficiency concepts. This affects the initial design of the EMIS and has significant implications for associated training activities.

Maintaining a Long-term Perspective. It is essential to begin strengthening an existing EMIS with an agreed-upon purpose for the improved EMIS. IEES has worked to develop systems for managing educational information that will ultimately improve system efficiency. This goal must be shared by the collaborating country.

Building from Simpler to More Difficult Concepts and Activities. Moving from pencil and paper to computers, even if they are user-friendly, is challenging for anyone who has not used computers before. The IEES approach is to begin with simple concepts and activities that can be easily mastered, followed gradually by more complex concepts and ideas. Experience has taught that more difficult and sophisticated tasks are rapidly requested by the new users. Making individuals comfortable with computers is an important first step, and can be accomplished by introducing users to wordprocessing, then moving to spreadsheet operations (such as *Lotus 1-2-3*), and subsequently then progressing to database applications, (such as *DBase III* and *DBase IV*), which are essential for full efficiency analysis. Only off-the-shelf software with wide application across government agencies is used.

Building Credibility. The ten-year life of the IEES Project provides an excellent opportunity to build credibility. The IEES approach is to begin small and to gradually show, through incremental successes shared by technical assistants and counterparts, how the EMIS can be improved and how users can place demands on it to meet their job requirements, as well as the needs of those to whom they report. Predictably, there are blockages and difficulties in the process, but willingness to work these through, to listen and to understand the political exigencies that come into play, and to be patient and to provide direction when needed, has made IEES a credible partner in this development work.

Building Capacity. Designing an improved, computerized EMIS and making it operational are critical steps in improved education management, but are not sufficient in themselves for sustained data-based decisionmaking and efficiency analysis. The system must continue to operate after the eventual cessation of IEES technical and financial support. Sustainability requires that the system be well understood and supported by users at all levels. Training of users at all levels is therefore imperative. Capacity building requires an initial assessment of current staffing levels in the administrative units that are affected, or are likely to be affected by the EMIS, and the existing skills and potential of the staff. These baseline charac-

teristics must be matched against the skills required for effective operation of the EMIS at every level so that an appropriate training program can be developed and implemented.

Demonstration of Advantages of Choosing Among Policy Options. The long-term goal of EMIS is to provide appropriate data to facilitate better policy choices in times of increasing demand for education and shrinking resources. In some cases, the idea of policy analysis, especially policy analysis supported by a variety of data, is itself relatively new. The concept of policy analysis should be well understood and widely discussed early in the development of an improved EMIS. One method for convincingly demonstrating the meaning of policy analysis is to identify real policy options at the unit or department level (i.e., directly in the environment of potential users) and then to use EMIS data to project the likely outcomes of alternative policy choices. The implications of these choices for the highest levels of the ministry and government can also be investigated. Such a demonstration is particularly useful in a discussion of the advantages of committing to an efficiency-based EMIS. Understanding the concept of options and how to use data to inform choices among options contributes to the acceptance of EMIS as a useful tool.

Recognition of Constraints. Educational information systems are complex; computerizing and monitoring educational information for analysis to improve efficiency is even more difficult. Success is dependent upon the acceptance by the host country sponsoring institution of the difficult conditions under which an EMIS must be built and maintained. Identifying and maintaining key staff is always a problem. Many ministries have extremely low staff levels in relation to what is expected of them. The lack of qualified support staff often results in high-level officials performing many support functions for themselves in order to obtain the information they need for decisionmaking and policy recommendations. This tendency of "upward delegation" of information management responsibilities may result in less time being allocated to the critical task of policy analysis.

Careful Selection of Collaborating Countries. The development of an efficiency-based EMIS requires a genuine commitment from government to pursue such a long-term, labor intensive, and potentially disruptive process. Given limited project resources, IEES undertakes EMIS development only with fully collaborating IEES countries. Although EMIS development may be a beneficial activity in any country, the use of IEES resources is restricted to countries that are committed to developing an efficiency-based EMIS in support of education policy adjustment and planning.

Transferring Skills to Improve Management Capacity

The purpose for developing an efficiency-based EMIS is to assess the impact on efficiency of alternative resource allocations which reflect varying policy alternatives. Policy choices are made in the technical and political arenas of host countries and are not dictated by technical assistance personnel. However, policy makers should be informed by sector and school level data so that political and technical discussions and decisions may be based on the actual status of the education system. Institutionalization implies that

the new EMIS is self-sufficient, provides a solid basis for efficiency analysis, and is used to generate policy options and assist in making policy choices.

In Project Year Six, IEES will continue to follow a strategy containing seven elements to transfer skills to improve management capacity of the education sector. The seven elements are:

1. Define goals
2. Conduct training needs assessment
3. Develop collaborative training plan
4. Gain approval of training plan
5. Integrate training plan into Country Implementation Report (CIR)
6. Implement training plan
7. Assess and renegotiate training program as necessary

This approach is based on IEES experience in providing training for EMIS development and operation. Each element of the strategy is described below.

1. Define goals. A critical first step is to define what is expected from a fully operational efficiency-based EMIS over a specified period of time. This initial analysis of needs and expectations must be undertaken collaboratively by IEES representatives and high level government officials who understand the contributions the EMIS can make to their resource allocation choices and who are in positions to influence policy and resource allocation decisions.

2. Conduct training needs assessment. The training needs assessment must be conducted after goals have been defined. This assessment contains a summary of what relevant skills exist in the various units participating in the EMIS development, what skills are required at each level, and what staffing configurations are necessary for successful operation of the EMIS. It also identifies all units which will participate in the development of the training plan.

3. Develop a collaborative training plan. The training plan follows from the training needs assessment. It provides a carefully sequenced set of training activities that will result in the institutionalization of the EMIS and the acquisition of necessary skills in developing and analyzing policy options. For each proposed activity, the plan identifies learning objectives, target learners, required trainer skills, length of activity, timing of activity, format, feasibility of using locally-based trainers, and estimated costs.

4. Gain approval of the training plan. The EMIS training plan is developed by representatives of the units concerned. The plan is endorsed by management levels above the unit representatives involved in its preparation. Its utility must be understood by decisionmakers so that it is valued and so that there is commitment to its implementation. Approval signifies more than mere agreement; it is an endorsement of the primary purpose of the training plan (transfer of conceptual and technical skills to in-country counterpart staff throughout Phase II) and of the details for each proposed training activity.

5. Integrate training plan into CIR. The primary purpose of the Country Implementation Report (CIR) is to indicate the nature and scope of project assistance and to specify the country's strategy for

developing or adjusting policies related to improved educational efficiency. Training is coordinated with the other activities described in the CIR and is consistent with the overall thrust of the country strategy.

6. Implement training plan. There are two main training themes in each plan. The first concerns the training of individuals at the **operational** level to manage and use the EMIS. The second theme concerns training of individuals at the **policy** level to formulate policy options and to use EMIS as a critical aid in choosing among them.

IEES is committed to participatory learning. "Learning by doing" ensures that skills have been mastered and not merely understood at an intellectual level. Operators and users of an efficiency-based EMIS are better able to provide useful information to managers and policymakers if they have been trained by individuals with both an understanding of and a commitment to educational efficiency concepts.

7. Assess and renegotiate training program. It is impossible to predict all the events and constraints that may impinge on a training program designed to last several years. For this reason, new CIRs will be developed every 18 months (or more frequently, if necessary), as training achievements are measured against the initial training plan. If it is necessary to make changes, these will be carefully negotiated to make plan implementation more realistic without compromising original goals.

IEES Limited Assistance to a Subset of USAID Missions and Governments

IEES also provides services, such as limited sector analyses, identification of new USAID projects, and assistance in implementing new basic education initiatives, to countries that are not full collaborating members of the IEES Project.

During the first five years of IEES, the project teamed with USAID Missions to design and prepare planning documents for the Junior Secondary Education Improvement Project (JSEIP) in Botswana, the Improved Efficiency of Learning Project (later LPEP) in Liberia, the Somalia Management and Training Development (SOMTAD) Project, the Curriculum Reform Project in Yemen, and the Incentives for Improving Basic Education (IIBE) Project in Haiti. IEES is currently implementing JSEIP and IIBE through buy-ins. IEES has developed effective mechanisms for managing these activities and for substantively linking them to the centrally-funded activities.

Much of the methodology and many of the skills and products developed by IEES can support new basic education initiatives currently being developed by Missions in Africa. IEES has been invited to assist the Government of Ghana and the USAID Mission consider Education Sector options in Project Year Six.

ACTIVITY FOUR: DISSEMINATION AND NETWORKING

In Project Year Six, IEES will focus dissemination activities on efficiency enhancement plans as they are developed with collaborating countries. IEES will utilize the dissemination functions of the S&T/Ed projects, ABEL, BRIDGES, the Clearinghouse for Development Communications, and the AID Microcomputer-Based Development Information System (MICRODIS) with which IEES documents have been integrated. MICRODIS is an AID-operated system for worldwide dissemination through computer-generated bibliographic and acquisition lists.

Plan for Cooperative Dissemination Activities

- **Dissemination of Project Information and Products**

IEES disseminates reports and research findings of Basic Research and Implementation in Developing Education Systems (BRIDGES) and Radio Learning Project (RLP) through the IEES network in collaborating countries and through IEES field staff. IEES products are regularly provided to other S&T/Ed projects. The IEES newsletter disseminates BRIDGES and RLP reports, as well as information from the Clearinghouse of Development Communication's *Development Communication Report*.

- **Conferences for Knowledge Sharing and Networking**

BRIDGES and RLP representatives participate in IEES conferences, helping to build a cross-national network of educators addressing efficiency issues. IEES representatives have taken part in BRIDGES international conferencing and will join with ABEL as it plans knowledge sharing and networking activities in Project Year Six.

- **Joint Planning Efforts**

BRIDGES representatives provide input for IEES research planning through participation in Executive Management Committee and International Steering Committee meetings. S&T/Ed's new ABEL Project also will be included in future IEES meetings.

- **In-Country Collaboration**

IEES has coordinated activities with BRIDGES and RLP in Indonesia, Liberia, Nepal, Somalia, and Yemen Arab Republic. Cooperative dissemination activities among S&T/Ed projects will be planned during IEES Project Year Six to build upon these experiences now that all projects have significantly more experience and products to share. IEES research and development priorities (quality of teachers and teaching, mobilization of non-central government resources for basic education, and the expansion of

EMIS capabilities in partner countries) reinforce and/or complement the work of other S&T/Ed projects in important ways. ABEL will play a pivotal role in the wider dissemination of IEES products.

Given the volume of experiences and products now available across S&T/Ed's projects, IEES will join with these in planning to diffuse these methods, tools and materials linked to educational management and policy change in the most efficient manner. IEES will work with these projects to identify products and lessons learned which are of mutual value and which might be effectively diffused through such strategies as:

- co-sponsorship of national, regional, and international conference and policy forums,
- co-editorship of research monographs and policy papers which emphasize cross-project experience,
- collaborative utilization of cross-project existing dissemination networks (project newsletters and bulletins), and
- collaborative utilization of work products, such as innovative software, training materials, sector assessment manuals, etc.

Use of the Clearinghouse for Development Communication's (CDC) *Development Communication Report* for dissemination of IEES lessons and materials has been discussed with the CDC contractor, the Institute for International Research. Use of the CDC will provide effective access to an existing network. Discussions with CDC have identified IEES contributions to future issues focusing on such topics as:

- media-based training,
- development of education management information systems,
- desktop publishing potential for low-cost educational materials, and
- information technologies which have proven effective in LDCs.

IEES experiences and prototype tools will thus have the opportunity to reach the CDC's estimated 40,000 readers on a regular basis. These collaborative strategies will contribute to both the qualitative as well as to the quantitative impact of IEES dissemination activities.

The complementarity of research efforts by S&T/Ed projects suggests that co-editorship of research monographs and policy papers on critical efficiency topics would provide both an effective channel for dissemination of knowledge and also opportunities for scholarly collaboration of researchers. Plans for cross-project identification and scheduling of these publications will be coordinated through the IEES S&T/Ed CTOs.

IEES Bulletin

During Project Year Six, the *IEES Bulletin* will focus on the substantive research findings and prototype tools developed by IEES and, in addition, will:

- present the tools, materials, and research findings of other S&T/Ed projects on a regular basis to ensure the dissemination of this knowledge to countries striving to improve the efficiency of their educational systems;

- provide a forum for the discussion of efficiency issues and the IEES strategy for addressing these by decisionmakers in collaborating countries and by the researchers engaged in long-term empirical research in those countries (through active solicitation of counterpart contributions); and
- serve as a key link for cross-country networking by providing substantive reports on the lessons learned from efforts within IEES collaborating countries to plan and effect policy changes for improved efficiency.

The initial issue of the *Bulletin* will be published in mid-Project Year Six and will focus on the impact of IEES policy-oriented research.

Dissemination of Prototype Technologies and Methods

IEES has developed and tested a number of prototype tools for improving educational efficiency. These will be disseminated both to collaborating countries and to a wider range of LDCs via other S&T/Ed projects during Project Year Six. It should be noted that economies of scale may be obtained by broader production and dissemination of materials via other projects, but that the costs of developing and producing prototype technologies remain fixed. These development costs require in fact a far greater investment of resources than the costs of dissemination. Every effort will be made, therefore, to ensure the widest dissemination of products which have been determined to justify this investment.

Prototype tools developed through IEES Project activities and now available for dissemination include:

- *Indicators of Educational Effectiveness and Efficiency.* Defines efficiency concepts and terms and presents a prototype model for construction of a system for collecting indicators of educational efficiency.
- *Evaluation of Efficiency in Educational Development Activities.* Presents criteria, standards, and indicators for evaluating programs, as well as steps for conducting evaluations.
- *Education and Human Resources Sector Assessment Manual.* Defines the sector assessment approach and provides a model for the assessment process.
- *Educational Policy Analysis Training Manual.* Provides case study method training for mid-level educators in analyzing data and preparing policy position papers for top decisionmakers to effect efficiency improvements.
- *Microcomputer Applications for Education Planning and Management.* Provides basic training in use of microcomputers for the framework of an integrated education management information system.

Research Publications and Utilization of Professional and Academic Journals and Conferences

Findings of IEES short-term studies and long-term research will be published in Project Year Six as described in the Knowledge Development Section of this plan. These reports and other research findings resulting from project activities are disseminated with CTO approval. Collaborative publications with other S&T/Ed projects may also be published and disseminated. The IEES Educational Efficiency

Clearinghouse at Florida State University serves as archives for project documents and materials and provides listings of all IEES products to the AID network via the computer-based MICRODIS system.

IEES relies on dissemination of research findings through existing professional and academic journals and conferences. To facilitate access to these dissemination channels, IEES provides staff with publishing schedules, submission requirements, and editorial addresses of relevant publications. IEES staff are active both in such professional publications and in presentations at professional conferences and symposia of lessons learned from IEES experiences. IEES products and experiences are shared regularly through meetings with World Bank officials, AID Regional Bureau Education Officers, and USAID Mission Director meetings. To the extent possible, all project meetings and conferences are scheduled to allow staff to attend other meetings and conferences which might be held at similar locations.

In-Country Dissemination Strategies

Within collaborating countries, IEES employs a number of strategies to promote the widest dissemination of products:

- **Dissemination of IEES Products Through Training Activities.** In order to build institutional capacity and to train the greatest number of government staff with limited project resources, all IEES activities are planned with a training dimension. Project training materials are based on "train the trainers" principles which dictate that training materials must support later independent use by counterparts. For this purpose, a number of products have been produced by IEES and are disseminated within the context of training activities. Country-specific training activities are identified in each country as needed to support the IEES process of systemic data collection and analysis leading to efficiency improvement targets. Country training plans are collaboratively developed within Country Implementation Reports (CIR).
- **Dissemination of IEES Products Within Research Activities.** IEES research activities (both long-term empirical studies and short-term analytic studies) present excellent opportunities for the dissemination of IEES tools and materials within collaborating countries. These activities, which focus on topics of quality of teachers and teaching and the mobilization of non-central government resources, are collaboratively specified within the CIR for each country in Project Year Six.
- **Dissemination Through Efficiency-based EMIS.** IEES assistance to collaborating countries in constructing EMIS to inform policymaking by providing efficiency analyses of system subsets also presents opportunities for effective dissemination in-country of IEES-developed tools and materials relevant to this critical work.
- **In-Country Dissemination Through Existing USAID Mission and other Assistance Agency Channels.** Existing donor community channels in collaborating countries have proven effective for wider dissemination of IEES tools and knowledge, often gaining access to decisionmakers in other ministries which have not previously been associated with IEES activities.
- **Government Dissemination Via In-Country Resource Centers.** IEES In-Country Resource Centers (IRC), were established during the first five years of the project as collections within established government document centers. These IRCs were identified by counterparts, Mission staff, and IEES Resident Technical Advisors on the bases of both accessibility and sustainability over time. Some are located within Ministries of Education, some at University centers, and others at government research centers. As no project funds are required for support of these document centers, IRCs have proven to be an extremely cost-effective dissemination channel.

Conferences for Knowledge Sharing and Networking

IEES-sponsored international conferences focusing on critical efficiency issues have been organized for the dissemination of IEES and other S&T/Ed products and for strengthening the network of educators across collaborating countries. These conferences present an opportunity to share the products and experiences of other S&T/Ed projects in order to maximize the transfer of knowledge and tools. The agenda for these conferences is collaboratively developed with country leaders, the IEES CTO, and USAID Mission staff.

The first IEES International Conference in Botswana (1985) was the stimulus for the creation of the IEES International Steering Committee, which proved to be an important force for the effective planning of project activities in all countries. The second International Conference in Indonesia (1987) launched the successful IEES-funded, locally-directed Policy Research Initiative.

IEES International Conferences will continue this plan of cross-country networking, but will broaden the base of these conferences by planning for the participation of other S&T/Ed projects and by inviting the participation of other donor groups and international scholars from relevant fields. It is anticipated that that these inclusions will broaden the discussion of experiences and lessons learned from IEES activities targeted on educational inefficiencies.

IEES-sponsored regional conferences can serve several purposes:

- They facilitate cross-region networking of educators and the dissemination of IEES (and other S&T/Ed project) knowledge and tools.
- They allow educators to focus the attention of decisionmakers on policy change targets by showcasing accomplishments and providing a forum for policy debate.
- They may identify regional problems affecting educational efficiency which might be addressed by regional task forces or study groups.
- Research topics related to improving educational efficiency may be identified and may subsequently be proposed for funding by government, USAID Missions, or other donor groups.
- IEES strategies of identification of inefficiencies through a systematic process of data-based analyses and planning for policy change can be demonstrated to a wider range of participants who subsequently may wish to focus on the need for institutionalizing this process through the application of IEES products or through assistance from USAID Missions or other donors.
- Training activities planned as part of regional conferences (and supported by IEES products) may be replicated by participant countries in the region and may result in efficiency improvements at no cost to IEES.

Training activities for regional conferences will focus primarily on building EMIS for efficiency analyses of educational systems and on developing policy analysis and policy option presentation. A regional conference focusing on IEES-sponsored research is planned for Botswana in Project Year Six.

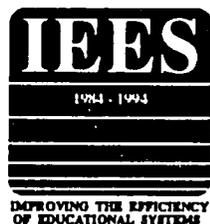
Strengthening Networks To Link Third World Education Managers

IEES networking consists of a flexible set of techniques for linking third world education managers in order to share policy strategies, tools, problems, and research findings. Ministry officials from collaborating countries have evaluated very positively the IEES opportunities for meeting with other leaders who face similar issues and responsibilities. Network activities serve to establish and reinforce linkages for exchanging knowledge and information about educational efficiency and quality, such as: relevant research methods and findings; conceptualization of educational issues, problems, and strategies; policy formulation and implementation; utilization and management of information systems; and collaboration with IEES and other technical assistance projects. IEES networking activities also link U.S.-based technical advisors from participating countries, both to other field staff and to central project sources of information.

Strengthening Networks through Meeting and Conferences. Country representatives define the knowledge and information exchange agenda at IEES conferences to ensure that topics are relevant to their needs and interests. Additional conference agenda items, such as International Steering Committee activities, serve to develop and reinforce the potential for IEES collaboration with participating countries.

Strengthening Networks and Knowledge through Technical Advisors. Successful and sustained use of an experienced corps of Technical Advisors (TAs) has been one of the strengths of IEES. TAs are most effective when used in countries where they had worked before and on assignments for which they had field-proven technical skills. Experienced TAs are used to train newer additions to the IEES TA team. TAs continue to refine their technical and consulting skills at the same time as they are developing a better understanding of conditions in individual countries, the commonalities among and differences between countries, and the complexities and interrelationships within the project itself. This experience pays off in each consecutive assignment. Mission and government representatives rely on IEES TAs to provide them with information on innovations in other countries and lessons learned from those experiences.

Strengthening Networks through Electronic Media. Great changes have occurred in the availability and costs of a wide range of electronic media in developing countries since IEES began in 1984. IEES uses many of these technologies in support of better communications across the project. Project staff and counterparts are linked through telexes, FAXs, and electronic mail, in addition to ordinary telephone traffic. These media, combined with laptop computers and desktop publishing capacity, have increased the productivity as well as the substance, frequency, and flow of communications. Continually improved use of these media will mark Project Year Six, particularly among participating countries themselves, as well as between central IEES Project offices as well as field activities.



COUNTRY PLANS FOR PROJECT YEAR SIX

Botswana

Ghana

Haiti

Indonesia

Liberia

Malawi

Nepal

Project Year Six Activities in Botswana

Botswana was one of the first countries to join with IEES in 1984 to improve the efficiency of its educational system. IEES work there has achieved wide-spread impact, with activities directed towards goals of improving educational efficiency. IEES will continue its technical assistance to Botswana education in Project Year Six.

The new IEES Resident Technical Advisor in Botswana, Shirley Burchfield, arrived in-country on September 25, 1989. Burchfield and USAID and MOE officials have been engaged in discussions of efficiency objectives in Botswana and the best use of IEES resources during the next five years. Project Year Six activities are focused toward supporting program and policy development for improved efficiency.

The Acting DPS has assigned three members of the MOE Planning Unit to work with the Principal Education Officer of the Planning Unit on IEES activities. This will allow more MOE staff members to receive the computer and analytical assistance and training which are necessary to sustain the Education Management Information System (EMIS) planning activities. The MOE also has designated counterparts to work with IEES and the EMIS databases in each department.

A guiding tenet of IEES strategy is engagement in policy dialogue. Identification of policy areas which may benefit from IEES assistance is the product of a mutual, iterative exploration of the utilization(s) of IEES-assisted EMIS, research, evaluation, and training, and the ongoing dialogue regarding MOE priorities for policy and program reform and improvement.

Targeting IEES assistance toward policy and program adjustment guides the selection and development of IEES activities in Botswana. IEES support for the development of the EMIS, and the longer-range Efficiency Analysis System for Education (EASE), are modeled through selection of information which will serve initially for the development and management of critical programs, and ultimately serve the needs of the MOE for policy review and adjustment. The

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identification of areas of policy development in which IEES may best assist in EMIS and policy forums is guided by consideration of which policies have greatest potential effect on improving efficiency. The experience of IEES/JSEIP in Botswana suggests the following general areas of efficiency impact:

<u>Area of impact</u>	<u>Policy adjustment area</u>
a. Classroom learning	Teacher training; Curriculum development; Community support
b. Assumption or creation of jobs by school leavers; improved productivity	Teacher Training; Curriculum Development
c. Greater focused support for educational components identified and agreed to be critical for educational outcomes	EMIS and research-based forums for policy review; Allocation and management of MOE resources

Monitoring and tracking of IEES assistance and effects in the policy development and adjustment process is referred to as Policy Adjustment Mapping (PAM). In Botswana, an initial PAM effort has begun in Project Year Six under the IEES-assisted Junior Secondary Education Improvement Project (JSEIP) with the review and analysis of policies of the Department of Curriculum Development and Evaluation (CD&E). This activity will establish a baseline profile of CD&E policies, so that the management and development of curriculum development may be discussed with clear referents and explicit focus on policy, rather than on contested norms of jurisdiction and operation.

Approaches to assistance in policy adjustment differ by area, the degree of policy sensitivity, and the decision-makers involved. An example of IEES-assisted policy adjustment is the recent analysis of procurement of Primary School supplies. Following IEES research, including projections of alternative procurement procedures, the MOE decided to centralize the procurement of Primary School supplies through establishment of a Supplies Unit. This policy adjustment relieves a recurrent problem of undersupply of certain texts and instructional materials with a savings of an estimated US\$500,000 annually, realized from publisher discounts for the increased volume purchases.

Policy adjustment is the guiding principle for the development of the Efficiency Analysis System for Education (EASE). EMIS components are now aimed toward serving development and management of critical programs, with

the longer view of integrating the EMIS components into an Efficiency Analysis System to support MOE policy review and adjustments for improved efficiency.

IEES Activities for Project Year Six

1. Education Management Information Systems (EMIS) and the Efficiency Analysis System for Education (EASE). IEES is continuing its assistance in the development of the MOE EMIS components, now operating in six departments or units:

- Planning Unit
- Unified Teaching Service (UTS)
- Department of Primary
- Department of Secondary
- Department of Nonformal Education (DNFE)
- Department of Bursaries

The Departments of Primary, Secondary, and Bursaries will soon install computers to link to databases within the Ministry of Finance and Development Planning, the Central Statistics Office (CSO), and the Computer Center. IEES RTA Burchfield will work in Project Year Six with these departments to assess the status of the systems, the present and potential level of coordination among parts of the EMIS, and respective staff training needs.

Representatives from these departments now meet through IEES facilitation for discussion and coordination of data collection and reporting. IEES will continue coordination for these EMIS participants in Project Year Six.

Assistance with the various components of the MOE EMIS are guided by the EASE plan. The EASE will be developed through a series of MOE decisions on the selection and specification of data for use in making policy and program decisions for improved efficiency.

RTA Burchfield has identified a need for production of a *MOE Directory of MOE Data Services*. This Directory will provide a description and explanation of available data (raw and summary), where it is located (e.g., Planning unit), and how to access the service. The directory will also serve as a device for "marketing" data for program and policy decisions by informing present and potential users of data what is available for their review.

2. Training. In Project Year Six, IEES will conduct EMIS training in two of the six departments. In the Planning Unit, the three staff members under the

“Representatives from these departments now meet through IEES facilitation for discussion and coordination of data collection and reporting.”

“IEES has been requested to assist MOE with drafting plans for the Education Sector of the National Development Plan (NDP) VII.”

Unit Head will be trained in *DOS* and *Lotus 1-2-3* for 1 1/2 hours, twice per week, over 15 sessions.

For the Department of Bursaries, a database structure has been established by a Peace Corps Volunteer. Though two weeks of *DBase* training had previously been provided to the staff, the lack of follow-up has allowed the skills to lapse. Consequently, the database system now has the essential hardware and software, but is not presently operating. RTA Burchfield will provide 2 1/2 hours per week of training to develop skills in the operation and management of the Bursaries database system.

Additional IEES targeted short-term technical assistance will be identified as RTA Burchfield proceeds with the review of data systems and personnel.

3. **Indicators of Educational Efficiency.** An MOE Committee has been identified and will meet in Project Year Six to begin identification of Indicators of Educational Efficiency in Botswana. The core members of this committee will come from Primary, Secondary, UTS, and DNFE. The purpose of this committee is to 1) begin the work of selecting areas for improved efficiency, 2) determine which indicators will provide meaningful information for policy and program efficiency improvements, and 3) consider how data may be reasonably collected and analyzed for desirable indicators. This committee also will address utilization issues, such as which MOE groups and decision-makers can best utilize the data on efficiency indicators, and what service and/or technical assistance may be needed to institutionalize this data utilization.

The steps in this process will include:

1. Review and selection of efficiency indicators to serve as database for tracking progress towards improved efficiency.
2. Identification and agreement on targets and benchmarks for monitoring progress.
3. Data collection, analysis, and reporting for refinement of analytical efficiency framework, and MOE program and policy adjustments for improved efficiency.

4. **National Development Plan VII.** IEES has been requested to assist MOE with drafting plans for the Education Sector of the National Development Plan (NDP) VII. RTA Burchfield is assisting in organizing, reviewing, and editing MOE goals for the first round draft submitted to the Ministry of Finance and Planning. The first draft plan deals with general MOE objectives and plans.

The NDP VII draft will be returned to the MOE Planning Unit for more specific inputs from MOE Departments as well as from Donor Agencies providing assistance to the education sector. IEES will provide assistance in selection and analysis of data, and in the organization, review, and editing of Department submissions for the MOE Plan. Parliamentary approval for the Plan is expected by July 1991.

5. **General assistance to the Planning Unit.** IEES collaborates with MOE Planning Unit staff in school data projection, including numbers of classrooms, enrollments, and staff. These projections are accomplished through coordination with Unified Teaching Service (UTS) and with downloaded data from the Central Statistics Office (CSO) and other government sources.

6. **Research.** Classroom research begun under JSEIP will be continued in Project Year Six under the IEES Knowledge Development activity. These studies focus on teacher-student interaction, utilization of new materials developed by the JSEIP Project, teacher efficacy, and student achievement (through administration and analysis of the International Educational Achievement exam). Classroom research in Botswana will provide guidance to the MOE efforts in teacher education, curriculum development, MOE policy development, and will contribute to the body of research on Botswana education.

Research on Community Support and Financing of Education will also be conducted during 1989/1990. Emphasis will be on (1) research that links to the School Effects research already underway and (2) research that concentrates on school-community relationships. During Spring 1990, this research will be conducted as a national study of primary and secondary school headmasters to determine (1) the extent and nature of community involvement in the local schools and (2) ways headmasters can enhance community involvement. The study will collect information on headmasters' role and efficacy in instructional supervision, school management, education data flow, and school-Ministry relationships. Results will be directly relevant to current policy discussions about decentralization of school administration in Botswana.

An IEES study entitled *Productive Activities in Botswana's CJS Schools* will be completed in December 1989. A video case study of a successful CJSS productive activity may be supported by JSEIP. The final report of the IEES Policy Research study, *Strengthening Local Educational Capacity*, will be distributed in early 1990.

“A national seminar on IEES/JSEIP research findings is planned for July 1990 and will be conducted for MOE Senior Staff by representatives from AID S&T, IEES, and IEES/JSEIP.”

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NETWORK
planning.”*

Two seminars on IEES/JSEIP research findings are planned for March and July 1990. The first will provide input to NDP VII and will concentrate on reporting results of research. The second will provide input to planning associated with the National Commission. These seminars will present findings of research to date and will involve local officials and educators in discussing their implications for educational practice in Botswana.

7. Proposed NETWORK Project. USAID/Botswana is drafting a project proposal for the follow-on to JSEIP. This project is now called National Education and Training for Work (NETWORK). Project components include teacher training (pre- and inservice); institutional development at the Curriculum Development Unit; research and information dissemination; and pilot work skills and productive activities. A USAID education sector team meeting was held in November 1989 for discussion of the proposed project, including representatives of the Primary Education Improvement Project (PEIP), JSEIP, IEES, and the Botswana Workforce and Skills Training (BWAST) Project.

NETWORK is planned to continue the work of its predecessors (PEIP and JSEIP) in curriculum and teacher training and to incorporate new education efforts in 1) enterprise development, 2) employment counseling, and 3) linkage of schools and communities in productive activities.

IEES research will provide important information on productive activities, effective teachers, and classroom interactions to the new NETWORK planning.

8. Linkages with JSEIP. IEES is by its nature a dual project, focusing both on macro-level issues of educational policy and planning, and on the micro-level issues of curriculum development, the teaching-learning process, and student outcomes, through the Junior Secondary Education Improvement Project (JSEIP). The two dimensions of the IEES approach are interdependent and the conceptual, programmatic, and administrative links are mutually supportive and developmental. The IEES RTA and the JSEIP COP work closely with one another in the development and management of IEES and JSEIP activities. Central IEES management participates regularly in discussions with the IEES and JSEIP Field Coordinators in project development and management.

The IEES work plan for 1988/89 contains four elements which closely relate to JSEIP:

1. The design and development of the EMIS within the Departments of Secondary, UTS, and Nonformal Education (described above);

2. Assistance to the Planning Unit in developing and adjusting policies in CJSS;
3. Conduct of a study on CJSS-based entrepreneurial projects;
4. Continuation of classroom research designed and begun under JSEIP; and
5. Involvement in the IEES international exchange of research and experience.

JSEIP activities for 1988/89 are described below.

Junior Secondary Education Improvement Project

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 focused on:

- A fully-integrated approach to instructional systems design, development, implementation, and evaluation;
- An empirical development approach by which 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 development and management (a joint IEES/JSEIP series of studies).

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 has proposed 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 the national level will to change and improve the instructional program will likely be

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translated into real changes in the classroom. The project has offered maintenance support for the expansion, but its *raison d’etre* is a higher quality program, which will necessitate changes at the classroom instructional level.

The project has two general purposes:

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

These general purposes incorporate these specific purposes:

1. Make the instructional component of junior secondary schooling more responsive to the training and employment context facing Botswana in the 1990s;
2. 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;
3. Train curriculum officers, school headmasters, inservice teaching staff, teacher trainers, guidance officers, and evaluation and testing officers for the system; and
4. Provide an improved organizational communication and information architecture for the continued development of Botswana’s Nine-Year Basic Educational Programme.

Project Activities: Status and Plans

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 a Ministry of Education Unit, which have their own set of constituents, agendas, and priorities. The “integrative force” which was intended by the placement of project staff has been reinforced by two JSEIP model updates.

The current contract end date for JSEIP is September 12, 1990. By that date, project purposes will have been addressed so that continued USAID assistance

to Junior Secondary education may be more selectively focused and designed. An extension of the project will be proposed to guarantee completion of the curriculum materials for students and teachers.

Instructional Design and Curriculum Development

JSEIP is involved directly in the subject areas of English language, social studies, art, and design and technology. Consultant (short-term technical) 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 (GOB).

1. English

Plans:

Form 1 materials used in all schools	January 1990
Complete field testing of Form 2 material in 12 Schools	October 1990
Inservice workshops for all teachers regarding new material	January 1990
Form 2 materials used in all schools	January 1991
Working with School's Broadcasting Unit to develop tape recorded materials for JC curriculum	no deadline
Develop instrument for assessing extensive reading program, supplementary readers, at request of teachers	no deadline
Prepare activity packs to supplement oral work	begin January 1990

2. Social Studies

Plans:

Writers workshop for training and identification of social studies curriculum design staff (10/89)
Begin preparing Term I materials for trialing

“Curriculum materials are being developed in nearly all subject areas (including some primary level materials).”

“Materials will be revised, based on feedback from teachers and practice teaching lab.”

3. Technical Studies

Plans:

Designing and Technology

Developing a Student Activity Book, Student Resource Book, and a Teacher's Handbook	June 1990
For Student Activity Book, have developed enough material for a year	
Have pretrialed some materials at Marang (very satisfactorily)	
Formal trial of Student Activity Book with schools around Gaborone	January 1990
2 day workshop for FEO's and trial teachers	December 1990
Consultant in Technical Studies arrives	January 1990
Inservice workshops for teachers to explore ways to use new materials	during 1990

4. Art

Plans:

Have trialed materials in 30 schools with 3000 students, MCE lecturers, and student teachers. Schools in southern half of Botswana have been regularly visited by Art FEO. Classes in three schools in northern Botswana have also been observed. Materials will be revised, based on feedback from teachers and practice teaching lab begin November 1989

JC Art Examination Marking Sheet has been revised.
being trialed with ten art teachers no deadline

Revisions for Term 1, Form 1 and 2 material January 1990

Revised Teachers Guides go to schools January 1990

begin developing Student Workbooks January 1990

A total of 15 - 20 schools, 50 CJSS teachers and 5000 students involved in art January 1990

5. Science

Plans:

9 Year Syllabus will be completed	mid-Nov/Dec 1989
Form 1 Worksheets will be used by schools	January 1990
Form 2 Worksheets (7-12) are being revised	
Form 2 Worksheets should be in schools for use	January 1991

Boleswa Science Texts

Module 1 will be piloted	beginning 16 November 1990
Form 1 (Modules 1-6) will be piloted	January 1990
Science consultant for formative evaluation (2 weeks)	arrive 4 November 1990
Form 2 Modules are being developed	no deadline
Book 1 will be used in schools	January 1992
Book 2 will be used in schools	January 1993

Basic Education for Health

Needs assessment will be conducted at Ramotswa no deadline
Will develop materials and disseminate to other communities no deadline
Expert UNICEF Health Education Consultant end of October 1989

6. Agriculture

Plans:

Completing of Teacher's Notes for Stds 1-4 and PTTC
draft syllabus December 1989
Marking examinations December 1989

7. Setswana Language

Plans:

Revise 9 year syllabus April 1990
First Draft of Terms 2 and 3 Coursebook 1 material completed January 1990
First Draft of Coursebook 2 material completed no specific date 1990
Trial first draft Coursebook 1 beginning January 1990

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. 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.

8. Evaluation and Needs Assessment

Status: The framework for a comprehensive program evaluation strategy has been provided. *Evaluation Guidelines* for the formative evaluation of programs and activities across the Ministry of Education, 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 (the lack of MOE personnel has delayed the development of this phase of project activity). The project is continuing the IEA testing program (in cooperation with the Molepolole College of Education), 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 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

“The framework for a comprehensive program evaluation strategy has been provided.”

“These new items will be directly linked to the new curriculum and are improved in quality in their formal test characteristics.”

assessment information on the late-primary and early-secondary language skills, identify pre- and inservice programs in diagnostic and instructional systems, and support institutional development through research training at the University of Botswana and policy development at the Ministry of Education. 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.

Plans:

- Botswana will become a member of Reading Comprehension Testing Program of IEA (1/89)
- Analysis of data from needs assessment activity (12/89)
- Development of plans for future JSEIP support of MOE creation of positions for CD&E curriculum development and evaluation

9. Student Assessment and Certification

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. In cooperation with the Molepolole College of Education (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 Curriculum Development Unit 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 Molepolole College of Education, the 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).

Plans:

- Trial edition of Social Studies Teaching Methods Handbook ready for distribution (2-3/90)
- Technical Studies' Inservice Workshops for Field Education Officers and trial teachers

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 has been completed. 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.

Plans:

- Field Education Officer Workshops, 11/89
- Preparation of English student activity packs

“New educational regulations have been prepared and are currently under consideration, and a headmaster’s manual of procedures and operational suggestions has been completed.”

“In any developmental context, where change is frequent and unpredictable, guidance of student aspirations and employment awareness plays an important role in individual development.”

- Inservice workshops for all English teachers 1/90

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. 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.

Plans:

- Completion of film *What Will You Do If You Cannot Get A Job*
- Completion of plan and materials for a guidance testing program

Ministry Staff Development

This is a continuing component of JSEIP 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.

Plans:

- Ongoing short-term local contract to organize resource center at CDU
- Short-term training for 4 members of RTC at University of Pittsburgh to learn to implement test development strategy.
- Return of 2 M.Sc. candidates from FSU and 3 M.Ed. candidates from University of Wisconsin (12/89) to begin local research projects 1/90. (FSU students will return full-time to post)

Construction and Commodities. 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. In addition, the MOE/JSEIP has provided a central CD&E building of over 60 offices, a resource center, and a materials-production center in Gaborone to bring together

the units involved in curriculum development, dissemination, exams/testing, and research, equipment, furnishing.

Plans:

- Ghanzi Education Center to be completed 11/89
- Selibi Phikwe Education Centre to be opened (11/89)
- Additional CDU equipment and commodities to be ordered (ongoing)

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. 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 (Improving the Efficiency of Educational Systems Project, Primary Education Improvement Project, Educational Systems Project, Agricultural Technology Improvement Project, and the Botswana Workforce and Skill Training Project).

Specific examples include:

Art education specialist from BWAST II scheduled to terminate 5/90; need for extension

Field Education Officer in Art (from Australian Volunteer Services) working with project

Head Teacher workshops and consultative conferences PEIP/JSEIP Environmental Education with KCS

Resource Center with USIS, British Council Library

Curriculum work in English with ODA

Assessment for next Education Project (National Education for Training and Workskills, NETWORK)
March 1990

Policy and Organizational Context

Although Botswana has good financial prospects for the near future, there are shortages of qualified and experienced personnel to manage the expansion and improvement of the instructional system. This 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, JSEIP 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

“JSEIP is a complex of innovations, each designed and created to handle a special contextual problem in the constellation of JSEIP responsibilities.”

accomplishments within the projected termination of the project (September 1990) are tempered by this context.

The changes in the instructional system have highlighted the deficits in management, policy, and communication in the departments involved in this process. It is clear from internal discussions and Project-sponsored analyses that adjustments are required in organizational arrangements, policies are in need of 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 has added to its agenda a more activist support to emerging changes and analyses of possibilities to strengthen the capacity of these institutions to sustain the new programs.

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Project Year Six Activities In Ghana

Early in Project Year Six, IEES was requested to assist with an Education Sector Assessment Update (SAU) activity in Ghana. This activity was planned to provide an accurate and timely update on the education sector in Ghana which would serve as the basis for the subsequent preparation of a Program Assistance Initial Proposal (PAIP) by the USAID Mission. The PAIP will outline the four-year assistance for Basic Education in Ghana which will be provided through the African Development Fund. IEES Research Director David Chapman and IEES Economic Consultant James Cobbe worked with a team of Ghanaian and USAID counterparts in November 1989 to prepare the SAU which is now being reviewed by government and Mission.

The PAIP will be followed by the preparation of a Program Assistance Approval Document (PAAD) in Ghana. This PAAD planning activity is now scheduled for March 1990. Further IEES assistance for improving educational efficiency in Ghana will be determined through discussions with government, Mission and IEES Project staff.

“This activity was planned to provide an accurate and timely update on the education sector in Ghana which would serve as the basis for the subsequent preparation of a Program Assistance Initial Proposal (PAIP) by the USAID Mission.”

Project Year Six Activities in Haiti

Because of the IEES EHR Sector Assessment (1984) in Haiti and the accompanying studies of private education, IEES was asked by the USAID Mission to take charge of the design of the new bilateral project, "Incentives for Improving Basic Education" (IIBE). IEES prepared both the Project Identification Document and the Project Paper for the IIBE Project in 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 caused leaders from the Catholic and Protestant education systems in Haiti to meet together officially for the first time, an accomplishment made doubly significant by the fact that it facilitated interfaith cooperation in resistance to the Duvalier dictatorship, which was 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 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. This component, however,

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

“Despite these tumultuous political events, the IIBE Project has endured and prospered.”

was subsequently terminated as the result of cessation of AID assistance to the Haitian government.

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 (1986-89) 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. 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 IEES.

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 through IEES. 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 Florida State University (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.

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. In September, 1989, it reached its full complement of 60,000 students and will soon 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 1,700 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.

“In September 1989, it reached its full complement of 60,000 students and will soon activate the evaluation system currently under development.”

“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.”

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 MEN has been told by Bank officials that there will be no Fifth Loan without agreement to include IIBE institutions.

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.

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. 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.

IEES Project Year Six 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. Day-to-day plans for IIBE activities are detailed in the IIBE Project Work Plan. Activities will focus on the following areas:

- School Support:
 - assist 260 schools participating in Project
 - develop outreach and distance instruction materials for teacher training and support
 - popularize and make accessible national curricular/materials by developing lesson plans and teacher guides
- Evaluation:
 - begin preliminary analysis of data
 - analyze student test results
 - fully implement qualitative evaluation
- Institutional Development:
 - begin formalized staff training
 - develop independent sector intervention strategy
 - finalize outreach and survey activities

“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.”

Project Year Six Activities in Indonesia

The IEES/MOEC collaboration in Indonesia began in May 1985 with the agreement that IEES would conduct a full Education Sector Review and would administer the Education and Policy Planning (EPP) Project. From the outset, IEES/MOEC/USAID efforts in Indonesia have been characterized by collaborative problem identification, a concurrence of priorities, and agreement over intermediate strategy. The Sector Review, conducted September-October 1985, involved active participation by Indonesian counterparts from all of the education subsectors, as well as from Balitbang Dikbud. The review identified and prioritized problem areas in the education and human resource sector that were amenable to joint IEES/MOEC intervention. The Country Implementation Plan for IEES Activities in 1986 (and the Plan Update in 1988) operationalized these policy adjustment priorities in the form of an integrated set of activities designed to be mutually supportive with the goals of the EPP Project.

The overarching objective of both IEES and EPP activities has been to assist in developing an ongoing policy research, analysis, and planning capacity within the MOEC, and specifically within Balitbang Dikbud. Thus, the initial IEES focus was by mutual agreement upon policy research and technical assistance on macro-level efficiency issues at the national planning level. The EPP Project—on the other hand—was designed to assist in actualizing this planning capability through the development of an Education Management Information System (EMIS) capacity and thus more immediately to produce tangible educational outcomes at the provincial, district, and even school levels. IEES success in Indonesia has been to an important degree attributable to this integration and complementarity between IEES and EPP. Eight major co-authored IEES/MOEC policy issues working papers have been produced as a result of the first four years of this collaboration. The macro-level external efficiency focus and the national planning thrust of IEES were a logical outgrowth of the Sector Review and were consistent with both IEES and MOEC consensus of priorities.

As a consequence of this concurrence of objectives, IEES activities in Indonesia have been very highly leveraged in terms of policy impact on the huge

“Eight major co-authored IEES/MOEC policy issues working papers have been produced as a result of the first four years of this collaboration.”

“The conference was planned to serve as a summation and status appraisal of IEES assistance in Indonesia.”

and complex Indonesian educational system relative to the modest IEES resources invested. There continues to be strong interest in IEES assistance in the area of national planning from both the MOEC and USAID/Jakarta. There is still considerable momentum resulting from the investments IEES has made in macro-level external efficiency policy research.

National Education Seminar

An IEES/MOEC National Education Seminar was held early in Project Year Six as a forum for showcasing the products of the IEES/MOEC collaboration to a broad audience, including national, provincial, and district level education policy planners, as well as representatives of the international assistance community in Indonesia. The conference was planned to serve as a summation and status appraisal of IEES assistance in Indonesia. The reflective and critical discussions, as well as the feedback on the policy issues papers presented there, were intended to serve as the basis for making mid-course corrections in preparation for planning the next five years of IEES/MOEC partnership. In fact, the seminar accomplished these and other goals far beyond original government and Mission expectations. Participants ranged from MOEC Director General to subdistrict (Kabu Parton) level planning personnel. The conclusion drawn from the seminar was that the IEES/MOEC collaboration has developed deep and strong roots over the past four years. Government officials noted that the seminar was viewed not as a capstone to the accomplishments of this collaboration, but as the foundation for IEES/MOEC work together over the next five years.

Plans for IEES Project Year Six

The integrated assistance of IEES/EPP has been highly supportive both at the strategic planning and implementation level, without being intrusive in the sensitive area of broad Indonesia policy formulation. IEES now has been invited to participate in critical areas of strategic planning which are required to implement the move toward nine years of basic education and ultimately toward national industrial take-off. This position is due to the fact that early in IEES relationships with Balitbang Dikbud it was recognized that IEES resources alone were inadequate for major impact. Thus IEES assistance was, from the onset, planned as highly-leveraged upon other donor and government investments. IEES has provided only one source of financial and technical expertise for In-

Indonesian efficiency goals, indeed, IEES has been one of the smallest donors in terms of dollar amounts.

The major challenge for IEES in Indonesia over the next five years of project life is to seek an acceptable balance between maintaining the momentum of the macro-level strategic planning activities that have defined IEES achievements since 1984, while moving toward the more-tightly focused implementation activities aimed at producing tangible school effects. It is a logical progression for IEES to move toward micro-level activities designed to produce documentable and measurable outcomes at the school and community level. At the same time, IEES will continue to work in partnership with the national planning agency charged with basic policy research and policy formulation. This primary alliance will build upon the goodwill and collaborative achievements that continue to generate valuable outcomes. The set of integrated activities described in the Country Implementation Report (CIR) for IEES activities in Indonesia (now being finalized) are intended to implement this dual direction of macro- and micro-level concerns.

The CIR presents an integrated policy adjustment plan for IEES/MOEC/USAID collaboration reflects a full consensus on both priorities and on process by the IEES Country Coordinator, the USAID Mission Education and Human Resource Development Officer, and the Indonesian Inter-ministerial Steering Committee (IMSC). IEES-assisted activities in the CIR represent an integrated, mutually-supported package of feasible policy options, based on the years of past collaborative achievements. The CIR is not a departure from the national level strategic planning focus of IEES in Indonesia, but is a progression from macro-level research to policy adjustment decisions and implementation with significant potential to achieve micro-level effects. A major thrust of the CIR is to implement innovative EMIS methodologies and policy adjustment mapping activities to link and track policy adjustment decisions through the critical stages of implementation leading to school and community level effects.

The Indonesian educational system is one of the largest and most complex in the world. This fact suggests that the policy process in Indonesia does not follow a simple linear progression from policy research, through policy analysis, to decisionmaking, policy adjustment, implementation, and evaluation. In such a large and complex system, there is obviously the need for a strong social marketing/policy mobilization component both within the Ministry of Education and between other Human Resource Development-related ministries. Several

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“The Indonesian Ministry of Education and Culture (MOEC) and USAID/Jakarta have expressed a strong desire to conduct an update of the highly-successful IEES-assisted Education Sector Review of 1986, with some major innovative variations.”

IEES/EPP-supported activities have now progressed past policy adjustment decisions toward implementation. Others are still at a stage in which IEES-supported policy research has important impact on national and provincial policy decisions regarding efficiency issues. These stages of IEES assistance, the achievement of four years of work, still require crucial implementation work before tangible effects can be observed at the school level. This CIR proposes to continue to support such activities. To do otherwise would dissipate the momentum created by substantial IEES accomplishments and thus fail to capitalize on highly-leveraged prior investments.

The overarching theme which integrates all activities identified for IEES/MOEC collaboration over the next project years is Indonesia's new education law; specifically, the decree of nine years of basic education. These activities will be integrated using the Strategic Planning Adjustment Exercise (SPAЕ) methodology to pull together features of both a longitudinal Sector Review Update and to operationalize the policy adjustment mapping component.

Sector Review Update. The Indonesian Ministry of Education and Culture (MOEC) and USAID/Jakarta have expressed a strong desire to conduct an update of the highly-successful IEES-assisted Education Sector Review of 1986, with some major innovative variations. Rather than undertake a simple update of national level data, selected high-priority issues (in this case related to the nine-year basic education law) will be examined in-depth in sample provinces (through district and subdistrict levels). These studies will utilize the emerging EMIS capacity which the Educational Policy Planning (EPP) Project has developed in its pilot provinces, both for data collection and for preliminary analysis. This would be a continuous, longitudinal effort and will involve Indonesian counterparts on a permanent basis. IEES personnel will assist at the activity start-up for training purposes and for short-term assistance throughout the work. As IEES work progresses with the development of an efficiency-based EMIS, this system will undertake to track and document the impact of IEES activities at the local level.

Strategic Planning Adjustment Exercise (SPAЕ). Two themes serve as the connecting tissue for the SPAЕ: (1) the issue, the cost and finance consequences of the components of this basic education reform; and (2) the external efficiency aspect of how this reform will effect the linkage between school and employment. All information collected and analyzed will be directed ultimately at answering these questions.

The high-priority problem areas which have been identified as defining the activities of IEES/MOEC collaboration are: (1) curriculum reform strategy to support the new basic education law; (2) issues of improving the quality of educational support personnel to meet the demands of the new nine-year basic education decree; and (3) the cost and finance implications of curriculum reform for the teacher quality policies which are deemed necessary for the implementation of the basic education law. In addition, under its research and knowledge development activity, IEES will continue to support policy research activities which have had significant policy impact and which remain high-priority efforts for both the MOEC and USAID/Jakarta. These policy research activities are: (1) The Cost and Quality of Vocational/Technical Education; (2) The Quality of Basic Education (supported by EPP); and (3) the continuation and elaboration of the Policy Research Initiative on Strengthening Local Educational Capacity.

The results of these three policy research activities will be fed into the SPAE tracking system and concrete indicators of improved efficiency and quality will be developed as they progress toward school-level implementation.

Other CIR activities include in-country educational management support which are vertically cross-cutting activities designed to provide technical and capacity-building support for the activities discussed above. The technical support will focus upon continued development of the EMIS and expansion of the data base. This will also include the completion of the efficiency indicators project which will build upon the work to date of Douglas Windham, Walter McMahon, James Cobbe, and others.

In order to prepare Balitbang Dikbud mid-level personnel for productive participation in these activities, a series of ongoing training exercises will be conducted in Project Year Six. They reflect both the generic training (identified by Windham in his internal evaluation) and the specific competencies required for the implementation of these activities which are designed to assist the Indonesian MOEC in developing a policy research and planning capacity. The training exercises are: (1) research design, sampling, and analysis of large scale data sets; (2) cost and financing analysis; (3) sector assessment methodology; and operationalization of policy adjustment mapping.

The problem areas that have been identified as crucial for supporting the move to nine years of basic education in Indonesia are: (1) curriculum reform; (2) improving the quality of teacher education; and (3) cost analysis in both

“In addition, under its research and knowledge development activity, IEES will continue to support policy research activities which have had significant policy impact and which remain high-priority efforts for both the MOEC and USAID/ Jakarta.”

“Therefore, it is necessary to explore creative, more efficient strategies for utilizing the variety of existing institutions of higher education rather than massive investments in new ones.”

external and internal efficiency of these reforms. These areas will be the initial focus of the strategic policy adjustment exercise.

Curriculum Reform. Crucial to the improvement of school quality and efficiency at primary and secondary levels is the development of a curriculum reform strategy involving a streamlined, less costly national curriculum with regional, culturally-specific supplements, better textbook quality, and improved textbook distribution. As general Junior Secondary, which is now serving only about 10% of each age cohort, is expanded to reach the targeted 85% of the population through grade nine by 1993, and as Junior Secondary Vocational School is phased out, there is a need and an opportunity to develop and implement a streamlined national curriculum. Given the multicultural complexity and multiplicity of languages throughout the Indonesian archipelago, there is a concurrent--and potentially rival-- need to encourage the local generation of the culturally-specific components of that curriculum. At present, there are as many as fifteen different curricula being taught in a single school. This state of affairs is recognized as being far too costly and inefficient.

Curriculum Reform Strategy Paper. IEES has been asked by Balitbang Dikbud to assist in the strategic planning for addressing this problem. Initially, this assistance will involve the design of an evaluation of the present curriculum, the preparation of a Curriculum Reform Strategy Paper (which would be conducted during February, March and April of 1990) for input into the National Planning Conference (Rakernas) in June 1990. This strategy paper would assess the current curriculum situation, present a sequenced strategy for modeling and then pilot testing new curricula, and make recommendations for developing a process to generate community development curriculum components. Any further IEES involvement will be determined by decisions at the Rakernas decision point.

Improving the Quality of Teacher Education. Improving teacher quality is crucial to achieving improvements in the efficiency of schools, since the IEES efficiency concept embraces both cost concerns and educational effectiveness. This improvement is particularly critical at this time, given the pressures which the push toward nine years of basic education will exert on the present teacher education capacity at the primary and junior secondary level. This expansion, accompanied by the implementation of a new curriculum, requires the retraining of teachers currently in service, as well as the recruitment, training, and retention of new teachers. While there is strong evidence to support the contention that improvements in the quality of teachers have a disproportionate effect upon school

quality, and thus upon student achievement, investments in teacher quality are also very costly. Therefore, it is necessary to explore creative, more efficient strategies for utilizing the variety of existing institutions of higher education rather than massive investments in new ones. An approach which examines non-fiscal incentives for the recruitment and retention of teachers and which also explores institutional pluralism (for the involvement of both existing private and public teacher training facilities) is thus envisioned. Indonesia's open university network, as well as its widespread private university system, offer potential means for relieving the already overburdened public sector of some portion of the task of training new teachers. An important aspect of IEES assistance will be policy research which explores a system of incentives to encourage the private universities to assume a larger share of the teacher training burden and which would encourage the individuals already in service to invest some level of their personal resources in the improvement of their professional capacity.

Cost Analysis, Finance and Educational Efficiency. The areas of external and internal efficiency which have been central elements of IEES assistance in Indonesia require ongoing support. It is both necessary and desirable to continue ongoing assistance in the development within Balitbang Dikbud of a capacity for policy research and strategic planning analysis. This effort has had highly-leveraged impact and the momentum for further impact remains very strong. More directly, it is this component which will provide the information on the cost consequences of any investment in curriculum reform and improvement in school quality, including the quality of teacher education, which is crucial to the policy decision process. Furthermore, it is policy research in the area of external efficiency that can provide feedback on the effectiveness of these policy adjustments for improving the linkage between school and the labor force.

IEES-assisted cost analysis research is already well advanced and has thus far provided data on actual expenditures by local schools, private expenditures by the parent, and how these differ from budgeted expenditures for each type of school in each of the three EPP pilot provinces. This work is central to the conduct of cost effectiveness analysis and thus is a means of improving the internal efficiency of the education system.

The external efficiency of the schools is also a very high priority issue in Indonesia. Strategic policy analyses have already been conducted using micro-data on individuals drawn from a stratified random sample with 225,000 respondents throughout the country. The results have now been replicated for 1982, 1986, and

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1987, greatly increasing the confidence in the findings. These data also have now been broken down by province. A next step is the development of policy papers that can serve as the basis for the implementation of policy adjustment relative to improved efficiency at the provincial Kabupaten and even individual classroom level.

While macro-level external efficiency research is not targeted as a priority area for IEES assistance, it continues to be of central concern to the Ministry of Education and to USAID/Jakarta. Therefore, IEES proposes to continue to include this crucial overarching component within the overall design of the IEES/MOEC collaboration. Funding for this strategic component, however, will be provided largely through the EPP budget by the USAID Mission, joined with World Bank funds which are available to Balitbang Dikbud.

In addition to the activities described above which comprise the major components of the strategic policy adjustment exercise, IEES will continue to support several policy research activities which are now well advanced.

Research and Knowledge Development

IEES provides funding for research initiatives in two key areas: (1) factors relating to improving the quality of schooling, particularly in terms of teacher and student achievement, and (2) the impact of various kinds of community support for education. Discussions with the Ministry of Education and with USAID/Jakarta's Human Resource Development Officer have confirmed the government and Mission desire to collaborate with IEES in these research initiatives. There is already considerable progress in both of these areas. The Cost, Quality, and Efficiency of Vocational/Technical Education Study is now mid-term, with the tracer study planned for January/February 1990. The cost of this research will be entirely borne by the EPP Project as a special study. The other two initiatives will be funded through the IEES Knowledge Development budget. While formal discussions between the IEES Research Coordinator, IEES Country Coordinator for Indonesia, and the Ministry of Education on the specific nature and extent of MOEC participation are scheduled for early 1990, preliminary discussions suggest that the research collaboration will initially take the following two forms:

1. **Study on the Quality of Basic Education.** Initially funded as an EPP special study, Balitbang Dikbud has initiated work on a "Quality of Basic Education Study" and has collected a substantial amount of data on community, family,

school, headmaster, teacher, and student factors that describe input processes and outputs of Indonesian schools. These data provide an excellent basis from which to investigate those factors which offer the most potential to enhance educational effectiveness and efficiency. At present, these data have been coded and have been prepared for computer analysis. Analyses of these data are only now beginning. IEES will support the continued analysis and interpretation of these data. Results of these analyses are expected to be an important input to the national planning and policy formulation activities which are scheduled over the next five years.

Specific IEES contributions will take the form of (a) technical assistance to Indonesian researchers to conduct computer analyses, interpret findings, and prepare results for dissemination; (b) training in data and policy analyses; and (c) the sponsorship of policy seminars at which MOEC officials will be invited to discuss the implications of research findings for improving educational efficiency. The start-up of this activity will require a two-week planning visit by the IEES Research Coordinator David Chapman in January/February 1990.

2. Strengthening Community Support For Education. The second research initiative will focus on community support and financing of education. Work on this research initiative will build upon previous research on the localization of school financing (sponsored by IEES 1987-89), community support information now available from the "Quality of Basic Education" (described above). This research also will provide additional data for those studies. The objective of the study will be to search for effective ways to encourage community support of local schools. It will undertake to identify ways that local communities can encourage and enhance school quality, equity of access, and student retention. The study will support MOEC concerns with exploring opportunities for schools-based management and community-generated, culturally-specific components of the new curriculum.

This topic is planned for IEES Project Year Six (1990-1991), tentatively in August/September 1990. There will be no costs associated with this initiative in IEES Project Year Six.

In-country Education Management

The vertically cross-cutting activities included here provide the technical and capacity-building support required for the foregoing strategic policy adjustment initiatives and knowledge development activities.

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Technical Support. Operationalizing a policy adjustment mapping system requires an indicator systems which is sensitive to educational quality and efficiency criteria. Another necessary component is an information system, operating at all levels of the educational hierarchy, which is capable of tracking and documenting progress toward the achievement of those policy adjustments as measured by efficiency indicators. Indonesia is now progressing towards the creation of these systems. The IEES Monograph on "Efficiency Indicators" provided the base for this work and subsequent planning. IEES consultants McMahon and Cobbe have made signal progress in operationalizing these indicators within the Indonesian policy context. Finally, the EPP Project has now extended the EMIS capacity to six pilot provinces, to several Kabupatans (districts), and will soon begin to extend the capacity of the system to the Kecamatan (subdistrict) level in several provinces. What remains to be done is to join these components into an effective integrated system which will be capable of tracking and providing feedback on the progress of a policy adjustment from policy formulation at the national level downward through implementation and evaluation at the school and community level.

This activity, which will include the production of an efficiency indicators manual in Bahasa Indonesia, will require two person months of a Senior Resource Economist working in close collaboration with Simon Ju of EPP and Dr. Boediono, Head of Balitbang Dikbud Information Center.

Capacity Building. There is a strong need and demand for intensive training for middle level policy research personnel in the following areas: (1) policy research design, sampling, and analysis of large data sets; (2) workshops on finance and cost analysis; and (3) workshops and practical experience in sector analysis methodology.

These competencies are required of Indonesia (particularly Balitbang Dikbud) counterpart staff in order to participate productively in the IEES/MOEC activities described above. It is necessary therefore that these workshops be conducted as soon as possible, preferably in Spring 1990. The content and methodology of these three workshops are still under discussion with counterparts and Mission. They will be presented in detail in the final Country Implementation Report for IEES Activities in Indonesia.

Project Year Six Activities for Liberia

IEES was requested to assist the Liberia Ministry of Education in construction of a Five-Year Development Plan (FYDP) for Education early in Project Year Six. IEES technical assistance for the FYDP was a continuation of the 1988 IEES Education and Human Resources Sector Assessment and the 1989 National Education Policy Conference. The Sector Assessment provided a diagnostic profile of the economy and education sector and included recommendations for reform and improvement. The National Conference provided a public review, by numerous high and intermediate level stakeholders, of the Sector Assessment findings and recommendations, providing the MOE with guidance in the development of its policies and the Five-Year Plan.

The creation of a Five-Year Development Plan for Education was intended to support and document the prioritization of MOE goals, programs, and projects, and provide a clear delineation of the steps and resources needed for implementation. The Plan will also serve as a reference for policy and management discussions, decisions, and actions for implementation of the educational program. The MOE statements of policy and program priorities, and the degree of focus and detail in the document will serve both as an indication of the MOE commitment to meaningful policy reforms and as benchmarks and indicators of accomplishment.

The Plan includes a review of economic conditions and circumstances within which the plan was conceived and will operate, and program statements with implementation steps and resource requirements for each of the following areas:

1. Planning and Management
2. Primary Education
3. Secondary Education
4. Teacher Education
5. Vocational and Technical Education
6. Adult and Nonformal Education

The Liberia Minister of Education and Senior Staff used the opportunity of the IEES-assisted planning process to review and to initiate significant policy

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reforms. Further IEES assistance to Liberia during Project Year Six will be determined through collaborative discussions among government, Mission, and IEES.

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Project Year Six Activities in Malawi

Early in Project Year Six, IEES was requested to assist Malawi with preliminary research on factors influencing girls' persistence through primary school in that country. IEES will provide a U.S.-trained Malawian consultant, Anjie Kapakasa, in December 1989 to conduct this research. IEES CTO Fuller will also visit Malawi in December to discuss this assistance. Further IEES assistance to improve the efficiency of the educational system of Malawi will be determined by the Government of Malawi, USAID Mission, and the IEES Project management.

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Project Year Six Activities in Nepal

Priority areas for IEES assistance to Nepal have 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 workplan prepared by IEES representatives, MOEC officials, and USAID Mission personnel was approved by the Secretary of Education in September 1985. The workplan included the posting of an IEES Resident Technical Advisor (RTA) 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 was the examination of Education Management Information Systems and their use in Nepal. This paralleled IEES training efforts within the MOEC's Manpower and Statistics Section. Based upon IEES achievements in Nepal and the IEES strategy in using sector assessments as an essential planning and training tool, the MOEC and the USAID Mission approved an IEES-assisted sector assessment in 1986. An eleven-member Nepalese/IEES team conducted the assessment in 1987.

Improving Data Management Capacity

The sector assessment identified three data management problems: (1) headmasters and teachers did not fully understand the necessity of keeping accurate and up-to-date records on student enrollment and attendance, school characteristics, finances, etc.; (2) little or no coordination among Ministry units responsible for collecting information in the schools; and (3) a lack of necessary equipment to ensure the timely and accurate processing, analysis, and reporting of data. The

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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.

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 Manpower and Statistics (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 M&S 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.

In spite of the impressive advances made in data management and EMIS development, 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.

Strengthening Evaluation Capacity

IEES involvement with the Radio Education Teacher Training (RETT) Project began in 1985, with a workshop to design an evaluation plan for the Radio English Tuition Program. 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, RETT 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 RETT 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, RETT has developed its own BTT Program to be broadcast via radio. In 1989, the Project 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.

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

In addition to providing RETT with ongoing evaluation support, IEES and RETT co-sponsored a Seminar on Distance Education in January 1988. IEES

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subsequently co-sponsored with RETT 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. RETT is planning to evaluate the impact of their program on teacher competencies in the near future. This could prove valuable to the BTT Program as a whole. IEES work with RETT is another example of the importance of long-term commitment to a project.

Ongoing evaluation is not yet a fully institutionalized part of RETT. 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.

Strategies For IEES Assistance In Nepal

IEES, government counterparts, and USAID Mission staff agree on realistic expectations about what can be accomplished and are now engaged in developing appropriate actions for IEES in Project Year Six. 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 to assert the policy-making prerogative of the Ministry of Education and Culture.

Considering IEES general objectives, and given the foundation already established in the M&S Section and RETT, IEES intends to build on and expand activities in the following areas during the coming project years.

- 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 has been 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. The RTA can 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 expanding Primary Education Project.

Training/education. Learning to interpret and draw conclusions from data for planning purposes is the essential next step in the MOEC's development of an effective EMIS. Such learning will occur through on-the-job training as well as through formal sessions to review and discuss data and information needs. IEES will continue to encourage this process and to disseminate it more broadly within the MOEC.

As responsibilities are defined and assigned, MOEC staff 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 in Nepal since 1985.

IEES is now planning with government, Mission, and other assistance agencies for the implementation of Project Year Six (and subsequent Project Years) activities. IEES Country Coordinator for Nepal John Mayo met with government and Mission officials in November 1988 to discuss the direction of IEES assistance and to plan for an Education Planning Conference in January 1990. This conference is intended to build upon the momentum for efficiency improvements generated from the IEES-sponsored EHR Sector Assessment, the IEES Policy

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Research Initiative study of education information systems in Nepal, and the work of the IEES RTA. It will be attended by 30 senior level MOEC planners and policymakers, USAID Mission staff, IEES representatives, and representatives from the donor community in Nepal. Government and Mission are highly supportive of continued IEES assistance to education in Nepal and commitments for Project Year Six will follow this important planning conference.

Bilateral Funding In Project Year Six

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 is a distillation of the lessons learned by AID in educational development work over the last quarter century.

AID experience demonstrates that educational planning efforts without concrete field applications 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 IEES 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. Missions may 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 discussed below.

Mission Funding for Central IEES Activities

During the first five years of IEES, Missions 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 included, for example, USAID/Liberia sponsorship of the the 1988 Liberia EHR Sector Assessment, Mission contributions to the development of the Botswana, Somalia and Haiti Project Identification Documents and Project Design Papers, and joint funding of an IEES RTA in Yemen and Nepal. Such shared support has offered IEES the opportunity to contribute to the focus and structure of subsequent Mission-funded initiatives, whether or not IEES was 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 congruent with the 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 such as Junior Secondary Education Improvement Project (JSEIP) in Botswana, Improving Incentives for Basic Education (IIBE) in Haiti, and Educational Policy and Planning (EPP) in Indonesia, 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 create impacts that reach far beyond Ministry offices and extend 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; and
- to develop practical long-term solutions to local educational problems in collaboration with host country educators, thus maximizing appropriateness of strategy.

Essential consistency of goals between bilateral endeavors and the IEES agenda is the key criterion for choosing such field involvements. Experience has demonstrated that coordinated implementation of IEES and bilateral project activities in a country brings an integrated strategy to bear on educational goals and thereby multiplies the overall impact of IEES on the efficiency of the educational system. Bilateral projects

are therefore treated as an integral part of the Country Implementation Report and of the strategy of IEES activities in participating countries. Careful monitoring of bilateral projects by IEES ensures that implementation is consistent with IEES design, as well as with the contractor's overall capacity. In Project Year Six, 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.

IEES has demonstrated critical capacity for managing bilateral projects. Each of the field projects undertaken indicates strengths that IEES 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.

In Project Year Six, IEES is uniquely situated to capitalize on this experience in order to ensure maximum congruence of bilateral projects with the underlying IEES goals of improved educational efficiency.

Lessons Learned

A number of lessons learned in IEES bilateral project management over the last five years can be systematically applied to implementation of Project Year Six activities:

IEES participation in the design of the bilateral project is important 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 IEES principles of efficient resource allocation. 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 the role of IEES staff 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 can 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 in collaboration with other AID S&T/Ed Projects.

IEES 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 (COP) is the most critical in this respect. Persons chosen for the post of COP are well known to IEES or selected only after extensive interviewing and review. The role of COP is carefully defined to include coordination of the field project with central IEES activities. As field coordinator of this branch of the IEES program, the COP is linked with central IEES staff. 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.

IEES 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 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 project personnel, as well as insight into the particular potentials and problems that such practice involves. The use of host country staff is 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 develops and maintains close working relationships with both Mission and host-country decisionmakers. Experience has demonstrated the importance of understanding and sharing the objectives of Mission personnel and local institutions. By establishing this supportive role, IEES works 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 the greatest impact where it is able to demonstrate the congruence of its tenets with fundamental host country programmatic concerns.

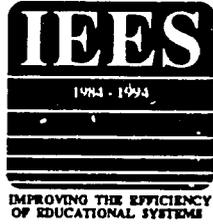
The incorporation of focused policy studies into bilateral project design provides another means for examining the larger implications of field project activities and for reinforcing the linkage between the central IEES planning agenda and particular field involvements. This technique has been used with success in Indonesia, where provisions in the design of the Educational Policy and Planning (EPP) project have led the conduct of 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 implica-

tions of the bilateral project and furnish lessons and insight of broader international interest that IEES and other AID S&T/Ed Projects 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 could 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 project has developed, in connection with the JSEIP, IIBE and EPP Projects, methods for program budgeting and cost-accounting of field activities.

IEES efforts at fiscal control of bilateral projects begin at the project design stage, where accurate estimates of the costs of recommended inputs are made. IEES 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 first five years of IEES makes the project uniquely qualified to ensure productive integration between field projects and central IEES concerns. The roster of bilateral efforts in Project Year Six will include both latter stages in the implementation of ongoing field projects (JSEIP, IIBE, EPP) and the inauguration of new endeavors whenever identified as appropriate by AID/Washington, USAID Missions, and project staff. 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. The intellectual capital constituted by the experience that has already been acquired through the first three field projects will greatly benefit those endeavors supported by IEES in Project Year Six and subsequent project years.



BUDGET FOR PROJECT YEAR SIX

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89	Year 1	CATEGORY 1: POLICY AND PLANNING				BALANCE AVAILABLE	Percent Available
EXPENSE FUNCTIONS:	TOTAL ANNUAL BUDGET	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses		
SALARIES							
Central Mgt. Staff							
Professional	99,750						
C. Furbee (Dis)					2,000		
Robert Morgan							
M. Basile (PM)							
=====							
Subtotal Central Mgt. Prof.	99,750	0	0	0	2,000	(2,000)	ERR
Nonprofessional	91,500						
A. Jarrett (PM)							
Judy Martin (PM)							
Abbie Wright (PM)							
WP Operator (Dis)							
Graduate Assistants (Dis)							
Student Assistants (Dis)							
=====							
Subtotal Central Mgt. Nonprof	91,500	0	0	0	0	0	ERR
Technical Support Staff.....							
Professional	63,000	8,400					
Jack Bock (Ind.)					16,500		
Peter Easton (Ind.)					1,050		
Jerry Messer (Dis.)							
John Mayo (Nep.)					10,575		
=====							
Subtotal Tech Support/Prof.	63,000	8,400	0	0	28,125	(19,725)	-234.82%
Nonprofessional							
=====							
Subtotal Tech. Sup./Nonprof.	0	0	0	0	0	0	ERR
RTAs							
U.S. Based	25,200	8,400					
To Be Selected (Nep.)					2,200		
=====							
Subtotal U.S. Based	25,200	8,400	0	0	2,200	6,200	73.81%
Local							
=====							
Subtotal Local	0	0	0	0	0	0	ERR
=====							
Subtotal RTAs	25,200	8,400	0	0	2,200	6,200	73.81%
Cooperating Country Staff	12,000	2,000				2,000	100.00%
=====							
Subtotal Salaries	291,450	18,800	0	0	32,325	(13,525)	-71.94%
FRINGE BENEFITS	56,364	4,032	0	0	7,758	(3,726)	-92.41%
CONSULTANTS							
U.S. Based	38,240	13,920					
W. McMahon (Ind.)					2,850		
M. Pigozzi (Nep.)					2,350		
RTA Nominee (Nep.)					2,000		

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89	Year 1	CATEGORY 1: POLICY AND PLANNING				BALANCE	Percent
EXPENSE FUNCTIONS:	TOTAL ANNUAL BUDGET	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available
Subtotal U.S. Based Local (CCN/TCN)	38,240 4,780	13,920 1,740	0	0	7,200	6,720	48.28%
Subtotal Local	4,780	1,740	0	0	0	1,740	100.00%
Subtotal Consultants	43,020	15,660	0	0	7,200	8,460	54.02%
ALLOWANCES							
Post Differential Quarters	3,780	1,260			330	930	ERR 73.81%
Temporary Lodging					600	(600)	ERR
Education					250	(250)	ERR
Cost of Living					500	(500)	ERR
						0	ERR
Subtotal Allowances	3,780	1,260	0	0	1,680	(420)	-33.33%
TRAVEL AND TRANSPORTATION							
Domestic.....							
Air/Other Mode	4,000					0	ERR
Per Diem/Incidentals	1,920					0	ERR
Subtotal Domestic	5,920	0	0	0	0	0	ERR
International.....							
Air/Other Mode	19,000	5,800			34,000	(28,200)	-486.21%
Per Diem/Incidentals	49,820	14,964			17,700	(2,736)	-18.28%
Household Goods/Vehicles	8,400	2,800			1,000	1,800	64.29%
Subtotal International	77,220	23,564	0	0	52,700	(29,136)	-123.65%
In-Country Travel.....						0	ERR
						0	ERR
Subtotal Travel	83,140	23,564	0	0	52,700	(29,136)	-123.65%
MATERIALS AND SUPPLIES							
Office Supplies	7,200	1,200			1,200	0	ERR 0.00%
Textbooks/Learning Materials						0	ERR
						0	ERR
Subtotal Materials/Supplies	7,200	1,200	0	0	1,200	0	0.00%
EQUIPMENT							
Computer and Related Equipment						0	ERR
Video/Audio						0	ERR
Vehicle						0	ERR
General Office -- Duplicating						0	ERR
						0	ERR
Subtotal Equipment	0	0	0	0	0	0	ERR
SUBCONTRACTS							
Howard University	26,740					0	ERR
Inst. for Int'l Research	179,596	41,477			4,500	36,977	ERR 89.15%
S.U.N.Y. Albany	191,702	38,838			39,000	(162)	-0.42%
SIAPAC (Rots.)						0	ERR
						0	ERR
						0	ERR
						0	ERR
Subtotal Subcontracts	398,038	80,315	0	0	43,500	36,815	45.84%
OTHER DIRECT COSTS							
Postage and Shipping	5,100	1,000			1,000	0	ERR 0.00%

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89	Year 1	CATEGORY 1: POLICY AND PLANNING				BALANCE	Percent
EXPENSE FUNCTIONS:	TOTAL ANNOAC BUDGET	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available
Communications	7,200	1,500			1,500	0	0.00%
Printing and Reproduction	9,000	1,200			1,200	0	0.00%
Word Processing	4,800	600			600	0	0.00%
Media Services	500					0	ERR
Library Services						0	ERR
Computer Services						0	ERR
Staff/Language Training	1,200	300			300	0	0.00%
Passport/Visa/Medical	700	100			100	0	0.00%
DBA Insurance	2,924	909			909	0	0.00%
Facilities/Equipment Rental	300					0	ERR
Equipment Repair						0	ERR
Conference Support Services						0	ERR
Advertising	900	300			300	0	0.00%
Fees						0	ERR
Administrative Field Support	2,400	600			600	0	0.00%
Typing/Clerical						0	ERR
Translation						0	ERR
MedEvac Insurance	375	117			117	0	0.00%
						0	ERR
Subtotal Other	35,399	6,626	0	0	6,626	0	0.00%
OVERHEAD	125,023	17,197	0	0	27,949	(10,752)	-62.52%
TOTAL CATEGORY EXPENDITURES:	1,043,414	168,654	0	0	180,938	(12,284)	-7.28%

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 2: KNOWLEDGE DEVELOPMENT				BALANCE AVAILABLE	Percent Available
EXPENSE FUNCTIONS:	SACARTES	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses		
Central Mgt. Staff	Professional						
	C. Furbee (Dis)						
	Robert Morgan						
	M. Basile (PM)						
=====							
Subtotal Central Mgt. Prof.	Nonprofessional	0	0	0	0	0	ERR
	A. Jarrett (PM)						
	Judy Martin (PM)						
	Abbie Wright (PM)						
	WP Operator (Dis)						
	Graduate Assistants (Dis)						
	Student Assistants (Dis)						
=====							
Subtotal Central Mgt. Nonprof	Technical Support Staff.....	0	0	0	0	0	ERR
	Professional	12,600					
	Jack Bock (Ind.)						
	Peter Easton (Ind.)				2,100		
	Jerry Messec (Dis.)						
	John Mayo (Nep.)						
=====							
Subtotal Tech Support/Prof.	Nonprofessional	12,600	0	0	2,100	10,500	83.33%
=====							
Subtotal Tech. Sup./Nonprof.	RTAs	0	0	0	0	0	ERR
	U.S. Based	8,400					
	To Be Selected (Nep.)				4,400		
=====							
Subtotal U.S. Based	Local	8,400	0	0	4,400	4,000	47.62%
=====							
Subtotal Local		0	0	0	0	0	ERR
=====							
Subtotal RTAs	Cooperating Country Staff	8,400	0	0	4,400	4,000	47.62%
		4,000				4,000	100.00%
=====							
Subtotal Salaries		25,000	0	0	6,500	18,500	74.00%
=====							
FRINGE BENEFITS		5,040	0	0	1,560	3,480	69.05%
=====							
CONSULTANTS	U.S. Based	10,400					
	W. McMahan (Ind.)						
	M. Pigozzi (Nep.)						
	RTA Nominee (Nep.)						

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 2: KNOWLEDGE DEVELOPMENT				BALANCE	Percent
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available	
Subtotal U.S. Based Local (CCN/TCH)	10,400 1,300	0	0	0	10,400	100.00%	
Subtotal Local	1,300	0	0	0	1,300	100.00%	
Subtotal Consultants	11,700	0	0	0	11,700	100.00%	
ALLOWANCES					0	ERR	
Post Differential	1,260			660	600	47.62%	
Quarters				1,200	(1,200)	ERR	
Temporary Lodging				500	(500)	ERR	
Education				750	(750)	ERR	
Cost of Living					0	ERR	
Subtotal Allowances	1,260	0	0	3,110	(1,850)	-146.83%	
TRAVEL AND TRANSPORTATION							
Domestic.....					0	ERR	
Air/Other Mode					0	ERR	
Per Diem/Incidentals					0	ERR	
Subtotal Domestic	0	0	0	0	0	ERR	
International.....							
Air/Other Mode	5,800			2,500	3,300	56.90%	
Per Diem/Incidentals	14,964			1,550	13,414	89.64%	
Household Goods/Vehicles	2,800			1,500	1,300	46.43%	
Subtotal International	23,564	0	0	5,550	18,014	76.45%	
In-Country Travel.....				750	(750)	ERR	
					0	ERR	
Subtotal Travel	23,564	0	0	6,300	17,264	73.26%	
MATERIALS AND SUPPLIES					0	ERR	
Office Supplies	1,200			1,200	0	0.00%	
Textbooks/Learning Materials					0	ERR	
					0	ERR	
Subtotal Materials/Supplies	1,200	0	0	1,200	0	0.00%	
EQUIPMENT					0	ERR	
Computer and Related Equipment					0	ERR	
Video/Audio					0	ERR	
Vehicle					0	ERR	
General Office -- Duplicating					0	ERR	
					0	ERR	
Subtotal Equipment	0	0	0	0	0	ERR	
SUBCONTRACTS					0	ERR	
Howard University					0	ERR	
Inst. for Int'l Research	41,945			84,000	(42,055)	-100.26%	
S.U.N.Y. Albany	88,524			170,500	(81,976)	-92.60%	
SIAPAC (Bots.)				25,000	(25,000)	ERR	
					0	ERR	
					0	ERR	
					0	ERR	
Subtotal Subcontracts	130,469	0	0	279,500	(149,031)	-114.23%	
OTHER DIRECT COSTS					0	ERR	
Postage and Shipping	600			600	0	0.00%	

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 2: KNOWLEDGE DEVELOPMENT					
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	BALANCE AVAILABLE	Percent Available	
Communications	1,200			1,200	0	0.00%	
Printing and Reproduction	1,200			1,200	0	0.00%	
Word Processing	600			600	0	0.00%	
Media Services					0	ERR	
Library Services					0	ERR	
Computer Services					0	ERR	
Staff/Language Training	300			300	0	0.00%	
Passport/Visa/Medical	300			300	0	0.00%	
DBA Insurance	904			904	0	0.00%	
Facilities/Equipment Rental					0	ERR	
Equipment Repair					0	ERR	
Conference Support Services					0	ERR	
Advertising	300			300	0	0.00%	
Fees					0	ERR	
Administrative Field Support	600			600	0	0.00%	
Typing/Clerical					0	ERR	
Translation					0	ERR	
MedEvac Insurance	117			117	0	0.00%	
					0	ERR	
					0	ERR	
Subtotal Other	6,121	0	0	6,121	0	0.00%	
OVERHEAD	19,138	0	0	11,690	7,448	38.92%	
TOTAL CATEGORY EXPENDITURES:	223,492	0	0	315,981	(92,489)	-41.38%	

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 3: EDUCATION MANAGEMENT				BALANCE	Percent
EXPENSE FUNCTIONS:	Beginning	Expended	Committed	Projected	AVAILABLE	Available	
	Balance	to Date	to Date	Expenses			
SALARIES							
Central Mgt. Staff							
Professional							
C. Furbee (Dis)				2,000			
Robert Morgan							
M. Basile (PM)							
Subtotal Central Mgt. Prof.	0	0	0	2,000	(2,000)	ERR	
Nonprofessional							
A. Jarrett (PM)							
Judy Martin (PM)							
Abbie Wright (PM)							
WP Operator (Dis)							
Graduate Assistants (Dis)							
Student Assistants (Dis)							
Subtotal Central Mgt. Nonprof	0	0	0	0	0	ERR	
Technical Support Staff.....							
Professional	16,800						
Jack Bock (Ind.)							
Peter Easton (Ind.)							
Jerry Messec (Dis.)							
John Mayo (Nep.)							
Subtotal Tech Support/Prof.	16,800	0	0	0	16,800	100.00%	
Nonprofessional							
Subtotal Tech. Sup./Nonprof.	0	0	0	0	0	ERR	
RTAs							
U.S. Based	8,400						
To Be Selected (Nep.)				15,400			
Subtotal U.S. Based	8,400	0	0	15,400	(7,000)	-83.33%	
Local							
Subtotal Local	0	0	0	0	0	ERR	
Subtotal RTAs	8,400	0	0	15,400	(7,000)	-83.33%	
Cooperating Country Staff	6,000				6,000	100.00%	
Subtotal Salaries	31,200	0	0	17,400	13,800	44.23%	
FRINGE BENEFITS	6,048	0	0	4,176	1,872	30.95%	
CONSULTANTS							
U.S. Based	13,920						
W. McMahon (Ind.)							
M. Pigozzi (Nep.)							
RTA Nominee (Nep.)							

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89	CATEGORY 3: EDUCATION MANAGEMENT				BALANCE	Percent
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available
Subtotal U.S. Based Local (CCN/TCN)	13,920	0	0	0	13,920	100.00%
Subtotal Local	1,740	0	0	0	1,740	100.00%
Subtotal Consultants	15,660	0	0	0	15,660	100.00%
ALLOWANCES					0	ERR
Post Differential Quarters	1,260			2,310	(1,050)	-83.33%
Temporary Lodging				4,000	(4,000)	ERR
Education				750	(750)	ERR
Cost of Living				1,000	(1,000)	ERR
Subtotal Allowances	1,260	0	0	8,060	(6,800)	-539.68%
TRAVEL AND TRANSPORTATION						
Domestic.....					0	ERR
Air/Other Mode					0	ERR
Per Diem/Incidentals					0	ERR
Subtotal Domestic	0	0	0	0	0	ERR
International.....						
Air/Other Mode	7,400			2,500	4,900	66.22%
Per Diem/Incidentals	19,892			1,100	18,792	94.47%
Household Goods/Vehicles	2,800			2,000	800	28.57%
Subtotal International	30,092	0	0	5,600	24,492	81.39%
In-Country Travel.....					1,000	ERR
					0	ERR
Subtotal Travel	30,092	0	0	6,600	23,492	78.07%
MATERIALS AND SUPPLIES						
Office Supplies	1,200			1,200	0	ERR
Textbooks/Learning Materials					0	0.00%
					0	ERR
					0	ERR
Subtotal Materials/Supplies	1,200	0	0	1,200	0	0.00%
EQUIPMENT						
Computer and Related Equipment					0	ERR
Video/Audio					0	ERR
Vehicle					0	ERR
General Office -- Duplicating					0	ERR
					0	ERR
Subtotal Equipment	0	0	0	0	0	ERR
SUBCONTRACTS						
Howard University	26,740				26,740	100.00%
Inst. for Int'l Research	96,174			104,000	(7,826)	-8.14%
S.U.N.Y. Albany	64,339			98,000	(33,661)	-52.32%
SIAPAC (Bots.)					0	ERR
					0	ERR
					0	ERR
					0	ERR
Subtotal Subcontracts	187,253	0	0	202,000	(14,747)	-7.88%
OTHER DIRECT COSTS						
Postage and Shipping	900			900	0	ERR
					0	0.00%

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 3: EDUCATION MANAGEMENT					
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	BALANCE AVAILABLE	Percent Available	
Communications	1,200			1,200	0	0.00%	
Printing and Reproduction	900			900	0	0.00%	
Word Processing	600			600	0	0.00%	
Media Services					0	ERR	
Library Services					0	ERR	
Computer Services					0	ERR	
Staff/Language Training	600			600	0	0.00%	
Passport/Visa/Medical	300			300	0	0.00%	
DBA Insurance	1,111			1,111	0	0.00%	
Facilities/Equipment Rental	300			300	0	0.00%	
Equipment Repair					0	ERR	
Conference Support Services					0	ERR	
Advertising	300			300	0	0.00%	
Fees					0	ERR	
Administrative Field Support	1,200			1,200	0	0.00%	
Typing/Clerical					0	ERR	
Translation					0	ERR	
MedEvac Insurance	141			141	0	0.00%	
					0	ERR	
Subtotal Other	7,552	0	0	7,552	0	0.00%	
OVERHEAD	29,403	0	0	16,187	13,215	44.95%	
TOTAL CATEGORY EXPENDITURES:	309,668	0	0	263,175	46,492	15.01%	

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 4: DISSEMINATION				BALANCE AVAILABLE	Percent Available
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses			
SALARIES							
Central Mgt. Staff							
Professional	16,250						
C. Furbee (Dis)	16,250		7,583	8,667			
Robert Morgan							
M. Basile (PM)							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Central Mgt. Prof.	16,250	0	7,583	8,667	0	0.00%	
Nonprofessional	36,300						
A. Jarrett (PM)							
Judy Martin (PM)							
Abbie Wright (PM)							
WP Operator (Dis)	16,200		7,320	8,880			
Graduate Assistants (Dis)	15,600		3,200	4,500			
Student Assistants (Dis)	4,500		1,700	2,000			
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Central Mgt. Nonprof	36,300	0	12,220	15,380	8,700	23.97%	
Technical Support Staff.....							
Professional	25,200						
Jack Bock (Ind.)							
Peter Easton (Ind.)							
Jerry Messec (Dis.)	25,200		11,516	13,684			
John Mayo (Nep.)							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Tech Support/Prof.	25,200	0	11,516	13,684	0	0.00%	
Nonprofessional							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Tech. Sup./Nonprof.	0	0	0	0	0	ERR	
RTAs							
U.S. Based							
To Be Selected (Nep.)							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal U.S. Based	0	0	0	0	0	ERR	
Local							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Local	0	0	0	0	0	ERR	
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal RTAs	0	0	0	0	0	ERR	
Cooperating Country Staff							
=====	=====	=====	=====	=====	=====	=====	=====
Subtotal Salaries	77,750	0	31,319	37,731	8,700	11.19%	
FRINGE BENEFITS	13,836	0	7,517	4,231	2,088	15.09%	
CONSULTANTS							
U.S. Based							
W. McMahon (Ind.)							
M. Pigozzi (Nep.)							
RTA Nominee (Nep.)							

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89	CATEGORY 4: DISSEMINATION				BALANCE	Percent
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available
Subtotal U.S. Based Local (CCN/TCN)	0	0	0	0	0	ERR
Subtotal Local	0	0	0	0	0	ERR
Subtotal Consultants	0	0	0	0	0	ERR
ALLOWANCES					0	ERR
Post Differential					0	ERR
Quarters					0	ERR
Temporary Lodging					0	ERR
Education					0	ERR
Cost of Living					0	ERR
Subtotal Allowances	0	0	0	0	0	ERR
TRAVEL AND TRANSPORTATION						
Domestic.....					0	ERR
Air/Other Mode					0	ERR
Per Diem/Incidentals					0	ERR
Subtotal Domestic	0	0	0	0	0	ERR
International.....					0	ERR
Air/Other Mode					0	ERR
Per Diem/Incidentals					0	ERR
Household Goods/Vehicles					0	ERR
Subtotal International	0	0	0	0	0	ERR
In-Country Travel.....					0	ERR
Subtotal Travel	0	0	0	0	0	ERR
MATERIALS AND SUPPLIES					0	ERR
Office Supplies	3,000			3,000	0	0.00%
Textbooks/Learning Materials					0	ERR
Subtotal Materials/Supplies	3,000	0	0	3,000	0	0.00%
EQUIPMENT					0	ERR
Computer and Related Equipment					0	ERR
Video/Audio					0	ERR
Vehicle					0	ERR
General Office -- Duplicating					0	ERR
Subtotal Equipment	0	0	0	0	0	ERR
SUBCONTRACTS					0	ERR
Howard University					0	ERR
Inst. for Int'l Research					0	ERR
S.U.N.Y. Albany					0	ERR
SIAPAC (Bots.)					0	ERR
Subtotal Subcontracts	0	0	0	0	0	ERR
OTHER DIRECT COSTS					0	ERR
Postage and Shipping	2,000			2,000	0	0.00%

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 4: DISSEMINATION				BALANCE	Percent
EXPENSE FUNCTIONS:		Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	AVAILABLE	Available
Communications		1,800			1,800	0	0.00%
Printing and Reproduction		4,500			4,500	0	0.00%
Word Processing		3,000			3,000	0	0.00%
Media Services		500			500	0	0.00%
Library Services						0	ERR
Computer Services						0	ERR
Staff/Language Training						0	ERR
Passport/Visa/Medical						0	ERR
DBA Insurance						0	ERR
Facilities/Equipment Rental						0	ERR
Equipment Repair						0	ERR
Conference Support Services						0	ERR
Advertising						0	ERR
Fees						0	ERR
Administrative Field Support						0	ERR
Typing/Clerical						0	ERR
Translation						0	ERR
MedEvac Insurance						0	ERR
Subtotal Other		11,800	0	0	11,800	0	0.00%
OVERHEAD		22,341	0	8,155	11,920	2,265	10.14%
TOTAL CATEGORY EXPENDITURES:		128,727	0	46,991	68,683	13,053	10.14%

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 5: PROJECT MANAGEMENT				BALANCE	Percent
EXPENSE FUNCTIONS:		Beginning	Expended	Committed	Projected	AVAILABLE	Available
		Balance	to Date	to Date	Expenses		
SALARIES							
Central Mgt. Staff							
Professional		83,500					
C. Furbee (Dis)							
Robert Morgan		49,000		20,486	15,714		
M. Basile (PM)		34,500		15,915	10,585		
=====							
Subtotal Central Mgt. Prof.		83,500	0	36,401	34,299	12,800	15.33%
Nonprofessional		55,200					
A. Jarrett (PM)		21,000		9,333	11,667		
Judy Martin (PM)		19,200		6,418	12,782		
Abbie Wright (PM)		15,000		6,694	8,306		
WP Operator (Dis)							
Graduate Assistants (Dis)							
Student Assistants (Dis)							
=====							
Subtotal Central Mgt. Nonprof		55,200	0	22,445	32,755	0	0.00%
Technical Support Staff.....							
Professional							
Jack Bock (Ind.)							
Peter Easton (Ind.)							
Jerry Messec (Dis.)							
John Mayo (Nep.)							
=====							
Subtotal Tech Support/Prof.		0	0	0	0	0	ERR
Nonprofessional							
=====							
Subtotal Tech. Sup./Nonprof.		0	0	0	0	0	ERR
RTAs							
U.S. Based							
To Be Selected (Nep.)							
=====							
Subtotal U.S. Based		0	0	0	0	0	ERR
Local							
=====							
Subtotal Local		0	0	0	0	0	ERR
=====							
Subtotal RTAs		0	0	0	0	0	ERR
Cooperating Country Staff						0	ERR
=====							
Subtotal Salaries		138,700	0	58,846	67,054	12,800	9.23%
FRINGE BENEFITS		27,408	0	14,123	10,213	3,072	11.21%
CONSULTANTS							
U.S. Based							
W. McMahon (Ind.)							
M. Pigozzi (Nep.)							
RTA Nominee (Nep.)							

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89 CATEGORY 5: PROJECT MANAGEMENT

EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	BALANCE AVAILABLE	Percent Available
Subtotal U.S. Based Local (CCN/TCN)	0	0	0	0	0	ERR
Subtotal Local	0	0	0	0	0	ERR
Subtotal Consultants	0	0	0	0	0	ERR
ALLOWANCES					0	ERR
Post Differential Quarters					0	ERR
Temporary Lodging					0	ERR
Education					0	ERR
Cost of Living					0	ERR
Subtotal Allowances	0	0	0	0	0	ERR
TRAVEL AND TRANSPORTATION						
Domestic.....						
Air/Other Mode	4,000				4,000	100.00%
Per Diem/Incidentals	1,920				1,920	100.00%
Subtotal Domestic	5,920	0	0	0	5,920	100.00%
International.....						
Air/Other Mode					0	ERR
Per Diem/Incidentals					0	ERR
Household Goods/Vehicles					0	ERR
Subtotal International	0	0	0	0	0	ERR
In-Country Travel.....					0	ERR
Subtotal Travel	5,920	0	0	0	5,920	100.00%
MATERIALS AND SUPPLIES						
Office Supplies	600		250	350	0	ERR
Textbooks/Learning Materials					0	ERR
Subtotal Materials/Supplies	600	0	250	350	0	0.00%
EQUIPMENT						
Computer and Related Equipment					0	ERR
Video/Audio					0	ERR
Vehicle					0	ERR
General Office -- Duplicating					0	ERR
Subtotal Equipment	0	0	0	0	0	ERR
SUBCONTRACTS						
Howard University					0	ERR
Inst. for Int'l Research					0	ERR
S.U.N.Y. Albany					0	ERR
SIAPAC (Bots.)					0	ERR
Subtotal Subcontracts	0	0	0	0	0	ERR
OTHER DIRECT COSTS						
Postage and Shipping	600			600	0	ERR

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		CATEGORY 5: PROJECT MANAGEMENT					
EXPENSE FUNCTIONS:	Beginning Balance	Expended to Date	Committed to Date	Projected Expenses	BALANCE AVAILABLE	Percent Available	
Communications	1,500			1,500	0	0.00%	
Printing and Reproduction	1,200			1,200	0	0.00%	
Word Processing					0	ERR	
Media Services					0	ERR	
Library Services					0	ERR	
Computer Services					0	ERR	
Staff/Language Training					0	ERR	
Passport/Visa/Medical					0	ERR	
DBA Insurance					0	ERR	
Facilities/Equipment Rental					0	ERR	
Equipment Repair					0	ERR	
Conference Support Services					0	ERR	
Advertising					0	ERR	
Fees					0	ERR	
Administrative Field Support					0	ERR	
Typing/Clerical					0	ERR	
Translation					0	ERR	
MedEvac Insurance					0	ERR	
					0	ERR	
Subtotal Other	3,300	0	0	3,300	0	0.00%	
OVERHEAD	36,945	0	15,376	16,993	4,576	12.39%	
TOTAL CATEGORY EXPENDITURES:	212,873	0	88,595	97,910	26,368	12.39%	

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		
EXPENSE FUNCTIONS:	TOTAL BALANCE AVAILABLE	EXPENSE LINE TOTALS
SALARIES		
Central Mgt. Staff		
Professional		
C. Furbee (Dis)		
Robert Morgan		
M. Basile (PM)		
=====		
Subtotal Central Mgt. Prof.	8,800	90,950
Nonprofessional		
G. Jarrett (PM)		
Judy Martin (PM)		
Abbie Wright (PM)		
WP Operator (Dis)		
Graduate Assistants (Dis)		
Student Assistants (Dis)		
=====		
Subtotal Central Mgt. Nonprof	8,700	82,800
Technical Support Staff.....		
Professional		
Jack Bock (Ind.)		
Peter Easton (Ind.)		
Jerry Messec (Dis.)		
John Mayo (Nep.)		
=====		
Subtotal Tech Support/Prof.	7,575	55,425
Nonprofessional		
=====		
Subtotal Tech. Sup./Nonprof.	0	0
RTAs		
U.S. Based		
To Be Selected (Nep.)		
=====		
Subtotal U.S. Based	3,200	22,000
Local		
=====		
Subtotal Local	0	0
=====		
Subtotal RTAs	3,200	22,000
Cooperating Country Staff	12,000	0
=====		
Subtotal Salaries	40,275	251,175
FRINGE BENEFITS	6,786	49,578
CONSULTANTS		
U.S. Based		
W. McMahon (Ind.)		
M. Pigozzi (Nep.)		
RTA Nominee (Nep.)		

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89		
EXPENSE FUNCTIONS:	TOTAL BALANCE AVAILABLE	EXPENSE LINE TOTALS
Subtotal U.S. Based Local (CCN/TCN)	31,040	7,200
Subtotal Local	4,780	0
Subtotal Consultants	35,820	7,200
ALLOWANCES		
Post Differential	0	
Quarters	480	
Temporary Lodging	(5,800)	
Education	(1,500)	
Cost of Living	(2,250)	
Subtotal Allowances	0	
	(9,070)	12,850
TRAVEL AND TRANSPORTATION		
Domestic.....		
Air/Other Mode	4,000	
Per Diem/Incidentals	1,920	
Subtotal Domestic	5,920	0
International.....		
Air/Other Mode	(20,000)	
Per Diem/Incidentals	29,470	
Household Goods/Vehicles	3,900	
Subtotal International	13,370	63,850
In-Country Travel.....	(1,750)	1,750
	0	
Subtotal Travel	17,540	65,600
MATERIALS AND SUPPLIES		
Office Supplies	0	
Textbooks/Learning Materials	0	
Subtotal Materials/Supplies	0	7,200
EQUIPMENT		
Computer and Related Equipment	0	
Video/Audio	0	
Vehicle	0	
General Office -- Duplicating	0	
Subtotal Equipment	0	0
SUBCONTRACTS		
Howard University	0	
Inst. for Int'l Research	26,740	0
S.U.N.Y. Albany	(12,904)	192,500
SIAPAC (Bots.)	(115,799)	307,500
	(25,000)	25,000
	0	0
	0	0
	0	0
Subtotal Subcontracts	(126,963)	525,000
OTHER DIRECT COSTS		
Postage and Shipping	0	
	0	

AGGREGATE BUDGET AND EXPENDITURES TO JUNE 30, 1990

18-Sep-89

EXPENSE FUNCTIONS:	TOTAL BALANCE AVAILABLE	EXPENSE LINE TOTALS
Communications	0	
Printing and Reproduction	0	
Word Processing	0	
Media Services	0	
Library Services	0	
Coaputer Services	0	
Staff/Language Training	0	
Passport/Visa/Medical	0	
DBA Insurance	0	
Facilities/Equipment Rental	0	
Equipment Repair	0	
Conference Support Services	0	
Advertising	0	
Fees	0	
Administrative Field Support	0	
Typing/Clerical	0	
Translation	0	
MedEvac Insurance	0	
	0	
Subtotal Other	0	35,399
OVERHEAD	16,753	108,270
TOTAL CATEGORY EXPENDITURES:	(18,859)	1,062,272

**IMPROVING THE EFFICIENCY
• OF •
EDUCATIONAL SYSTEMS**

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

There are seven countries working collaboratively with the IEES initiative to improve educational efficiency: Botswana, Haiti, Indonesia, Liberia, Nepal, Somalia, and Yemen Arab Republic. Please write for information on specific activities and achievements in these countries.

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

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