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REPORT FROM
BRIDGES SECOND ANNUAL INTERNATIONAL CONFERENCE

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INTRODUCTION

Dr. Frank Dall
BRIDGES Project Manager

The Second BRIDGES Annual Conference, which took place in Bangkok, Thailand, during the last week of January 1989, owed much of its success to the organizational skills of our hosts the Thai National Education Council. Their efforts were enhanced by the exotic setting and the deft coordination and hard work of our Cambridge-based BRIDGES staff, who patiently re-arranged ever changing travel schedules, helped participants with their visa clearances, and stood by to carry out last minute changes in the conference agenda. All those responsible for these time consuming arrangements, especially our Thai hosts, deserve credit for a well run and memorable event.

Over 50 educational policy makers, planners, and researchers from Burundi, Egypt, Pakistan, Indonesia, Sri Lanka, Thailand, and the United States were able to attend. Observers from international agencies with regional interests, such as USAID/Bangkok and Indonesia, UNDP, UNESCO and SEARRAG, were also invited for the first time. The Thai contingent, numbering over 30 participants, made a significant contribution in that they included some of the country's leading educational researchers and policy makers. They helped bring to our deliberations the combined seriousness, charm, and warmth that is characteristic of Thai hospitality. It was the human element that helped to make the Second Annual BRIDGES Conference both a culturally enriching and intellectually rewarding experience.

This year's Conference chose the theme "Policy Options for Educational Improvement: First Conclusions from Field Generated Research" as the prime focus for our discussions. The previous and first BRIDGES Annual Conference, which was held at the Research Triangle Institute (RTI) in North Carolina, helped researchers to focus on the six BRIDGES policy domains. It was designed to help research teams plan their work around a set of issues that would generate a range of affordable policy options. The success of this strategy was evident in what BRIDGES researchers were able to bring to the Bangkok conference. Fourteen papers were written and presented that highlighted host country research findings in the following key policy areas: the cost of distance education for primary teacher education in Indonesia; factors determining the quality of primary education in Thailand; school management and organization issues in Sri Lanka; the development of educational management information systems in Egypt and Pakistan; factors affecting project implementation in education in Pakistan; and the role played by primary education in the Burundian labor market. Papers were presented at open forums followed by specially convened study groups in which the policy implications of each research outcome

were analyzed and discussed by participants. All of the events were characterized by a high level of involvement and lively discussion.

The Bangkok Annual Conference was important in that it afforded BRIDGES team members and their host country counterparts a last chance to share research findings before the production and writing of their final research results. By September of 1989, at least two BRIDGES field research projects, in Burundi and Egypt, will have come to an end and at least two others, in Sri Lanka and Thailand, will have begun a closing out process. By March of 1990, all centrally funded BRIDGES field research activities will have ended and only a large mission-funded effort in Pakistan will be continuing into 1991. A final BRIDGES Annual Conference is scheduled to take place before the BRIDGES project ends in September of 1990, probably in Washington D.C.

OPENING SESSION

BRIDGES: Past, Present, and Future

Dr. Noel McGinn
Principal Investigator, BRIDGES Project

In order to explain why we have asked you to join us here we must provide a brief review of where the BRIDGES project has come from and where it has gone, what our experiences have been and what tasks we see for the future. That summary will lead us to a definition of the contribution that you can make during this conference.

From the beginning the BRIDGES' mission has been to compile, generate, and disseminate research on policy options that will improve basic education. Improvement has meant improvement in the access of students to schools, improvement in the retention of students once they have been enrolled, improvement in the amount of learning that takes place in schools, and improvement in the efficiency of educational systems. These four types of improvement have been the focus of BRIDGES research into and assessment of policy options for basic education.

BRIDGES researchers began their task with an evaluation of policy options as they have already been implemented in various countries. One advantage of this approach was that it had allowed us to move rapidly. In addition, it helped us to identify the areas of policy that were of interest to the countries in which we conducted research. In order to systematically examine the wide range of policy options available to discussion-makers, we have categorized them as related to: physical facilities; the selection and recruitment of teachers and teacher training; the selection and training of school administrators; pedagogy and teacher behavior; learning technologies; and school calendars and schedules. In each

category the policy options represent alternatives that vary in ease of implementation, degree and type of impact, and cost.

We have become very impressed by the difficulty of the task undertaken by policy-makers, who must select from an enormous array of choices with little information about the relative effects of those choices. Fortunately, due to the high level of innovation among third world educators, it has been possible to witness many policy options in practice and to evaluate their outcomes. The task for the BRIDGES project is not impossible because so much knowledge has already been produced. A compilation of that information became one of our first objectives. We have produced: six documents, each summarizing a specific type of existing research on education in third world countries; a statistical database concerned with women's access to education in 75 countries; and an analytical database, summarizing the results of over 400 studies on the relationship between policy options regarding teacher selection and learning outcomes. During this conference we would like for you to assess the relative utility of these different forms for presenting information.

As we collected these data we found that there was a great similarity in policy issues across countries, making it possible for countries to benefit from one another's experiences. Consequently, although the BRIDGES research project carried out in each participating country was designed to fit that country's circumstances, cross-country comparisons of research results have frequently been possible.

However, these products of our research are of little value to policy makers unless they arrive in their hands, are read and assimilated by them, and are applied. A key aspect of the work BRIDGES has undertaken is to ensure effective dissemination of research results to policy-makers. Printed media and software packages have been major dissemination components, as have been conferences and workshops. Participants in this conference must help BRIDGES to identifying optimum means for the dissemination of results and new methods for research presentation in order to increase the accessibility of the research findings to policy-makers.

Welcoming Remarks

Dr. Panom Pongpaibool
Secretary-General of the National Education Commission

Since the commencement of the BRIDGES project, Thailand has been actively involved in this collaboration of USAID and the Harvard Institute for International Development. The project is gradually illuminating a path for improving the quality of primary education in our country. It has also provided opportunities for us to share ideas and experiences with other participating

countries, as well as to gain insight from the research experts involved in the project. Although the tasks still ahead cannot be overemphasized, we are confident that the implementation of the project results will contribute greatly to the development of primary education in our respective countries.

Opening Address

H.E. Mr. Bhichai Rattakul
Deputy Prime Minister of Thailand

It is essential for a developing country, such as Thailand, to utilizing research information for the improvement of development programs. The logic is simply that we cannot afford trial-and-error approaches due to limited resources in personnel, budget, and time. We have to make sure that our investments are wise and made in the most efficient manner.

During the last decade, Thailand has achieved considerable expansion in access to primary education. There are both public and private agencies responsible for the provision of primary education. At present, 97 percent of the children in Thailand are enrolled in primary schools. The remaining 3 percent are mainly children who live in remote areas and children who are physically or mentally handicapped. Therefore, from a macro perspective, we have reached the stage that quantitative growth in enrollment in primary education is no longer an urgent goal. We do not need to stress educational access, but, instead, our emphasis should be on the quality of the education provided.

Primary education in Thailand is presently encountering a problem in quality. The presence of this problem is indicated by a persistently high rate of student repetition, especially in the first grade. It has been found that most of the students who repeat grades were not physically, emotionally, and/or intellectually prepared when they entered. In addition, student achievement levels are unacceptably low in every area of learning. Average achievement scores range between 40-55 percent on tests for which 50 percent is considered the minimum standard. Mathematics achievement is the lowest, with only 11 percent of the students scoring higher than 50 percent.

Primary education is very important for the improvement of life, as about 60 percent of primary school graduates do not continue to the secondary level. For these people, their primary education will serve as their basic tool for earning a living. An improvement in the quality of life cannot occur unless the quality of primary education is enhanced.

The potential for primary schools to improve the quality of life in Thailand is magnificent. There are generally five primary schools in each sub-district of the country; these schools could serve as agencies for rural social development. During the Fifth

National Educational Development Plan (1982-1986), the quality of primary education was emphasized, and that emphasis has been even greater during the Sixth National Education Development Plan (1987-1991).

In tackling the problem of primary education quality, educational research could be instrumental because it provides systematic information for a better understanding of the nature and intensity of the problem, sometimes even in a cause-and-effect manner. However, researchers have to be reminded that research products must be practical if they are to help decision-makers. Consequently, educational research should be designed to explain how policy variables relate to quality improvement.

The overall BRIDGES research program examines the following areas: access to schooling; physical facilities and school construction; the school management process; teaching-learning inputs, including teacher characteristics and teacher training; the teaching-learning process; learning technologies; and information utilization, such as Management Information Systems. The BRIDGES research in Thailand explores all of these areas.

The BRIDGES project in Thailand was designed to focus on the current interest in improving school quality. It has two goals: (1) to improve policy decisions by making available to policy-makers the best possible information on the likely costs and outcomes of alternative strategies for increasing primary school quality; and (2) to improve existing educational management information systems by developing standardized indicators of school input, process, outcome, and cost, thereby improving information collection for monitoring and planning purposes.

A remaining challenge for the researchers is to ensure that the research results will be used. Much policy research is of little use to policy-makers, primarily because of the way the findings are presented. A research team must bridge the gap between themselves and policy-makers by using alternative views of policy research. One strategy that is congruent with Thai culture is the practice of conducting a "policy seminar." This approach recognizes that, although research information is highly useful for decision-making, sufficient information is rarely available to eliminate uncertainty about the consequences of alternative actions. This practice also respects the role of values in decision-making and encourages policy-makers to make use of the best possible available information. In this context, research implication do not prescribe actions, but, instead, stimulate critical evaluation of alternatives and encourage the development of novel solutions.

The Second BRIDGES Annual Meeting is constructed to promote the sharing of research results and policy implications. Hopefully, it will result in new understandings about how to improve the

quality of primary education and develop innovative ideas for policy. In the face of major problems, most countries have achieved some important and replicable successes in education. Insights resulting from these efforts can be shared through this type of international conference. Shared experiences make possible the identification, dissemination, and application of new strategies in developing education systems.

Keynote Address I

Mr. Steven Mintz
USAID/Bangkok

Education has been of great importance in enhancing the quality of life and fostering economic development in Thailand. Over the past decade, Thailand has established one of the world's most stable economic growth rates. The young people of Thailand, who are so important to this process, owe both their individual and collective future to the commitments made by the Royal Thai government to education. Thailand has demonstrated that national commitment, facilitated by a school building program in every rural area, can increase access to education. Schooling has been encouraged for girls as well as boys and, today, the percentage of girls in primary school is only marginally lower than that of boys.

Thailand has already confronted and addressed many of the questions that now face educators in many other countries. However, in recent years Thai educators have become concerned that the quality of education has suffered because of the rapid growth of the education system. The BRIDGES Project has supported the work of the Office of National Primary Education and the Ministry of Education in an examination of factors that have contributed to the problem of decreased quality and the development of strategies to address this problem.

Characteristics of schools that have consistently produced students who performed well have been identified. They include: decentralized decision-making to the local level, local school autonomy, responsiveness of the curriculum to local needs, and close relationships among school, community, and temple. These findings have important implications for a highly centralized education system, such as found in Thailand and many other countries.

During this quality-improvement process, a number of educational reforms have been introduced. Certain characteristics have been found to be associated with successful school reforms. The first was strong leadership commitment, which determines the allocation of adequate resources. A second was classroom teachers who are fully supportive and committed to the reform. In addition, participatory leadership was found to produce the best results. Lastly, a school-wide climate emphasizing academic achievement

was essential to improved student performance.

Although these findings are still regarded as tentative, the researchers have found that they are critical to how schools and students perform in even the poorest and most rural community. Much of the Thai experience, particularly in rural areas, is relevant to the needs of educators in other countries, although many other countries must simultaneously address school access, as well as improvement in quality.

USAID is committed to helping improve the availability and quality of education in Thailand and in the countries of the other conference participants. The Agency endorses the commitment that these countries have made to primary education, which continues to be the only formal education for a majority of the world's children.

Keynote Address II

Mr. Antonio Gayoso
USAID/Washington

The BRIDGES project, in mutual cooperation with national researchers, is now beginning to produce major conclusions that are of practical significance. Its focus upon using scarce resources more effectively is on target. In addition, emphasis should be given to the management issues facing school principals and teachers, who are major determinants of school-level efficiency and, ultimately, have an impact on learning achievement.

A new administration has brought to Washington a President who has made a public commitment to education. Lack of education has been identified as a major reason for the disadvantage faced by United States children who are trapped in poverty. Lack of access to education and a lack of quality in education continue to keep population groups not only out of the mainstream, but also from contributing their full potential to their societies. In both the United States and third world countries development efforts require the participation and the understanding of the people who are involved. Understanding this, the United States Congress, in 1988, directed the Agency for International Development to apply half of its education funds exclusively to basic education projects, defined as primary and secondary education. Additionally, Congress has directed USAID to develop a specific number of new basic education projects.

A second change that occurred in 1988 was the USAID Education Sector Council conclusion that basic education is the cornerstone of development. An important goal for USAID has become, therefore, the completion of the basic primary cycle of education for at least 80 percent of the world's student population by the year 2000. This goal does not leave out improvement in school

quality due to its emphasis on the functional completion of minimal achievement levels.

Finally, USAID is developing a new central project on basic education, Applied Technology and Management for Education Development (ACMED). It is based on the future achievements of BRIDGES and the Efficiency of Educational Systems project, directed by Dr. Robert Morgan of Florida State University. ACMED will support additional research on educational issues, with a major emphasis on access to education.

USAID is committed to aid in basic education and to cooperative work with countries undertaking educational improvement. Children are the future and the main channel through which development will be achieved.

PLENARY SESSION I: DECENTRALIZATION AS A POLICY OPTION

1984-86 Sri Lanka Experience with Decentralization

Dr. G.B. Gunawardena and Dr. William K. Cummings

Decentralization reforms in Sri Lanka have had a haphazard origin. In 1981 the Sri Lankan Ministry of Education released a White Paper outlining several structural changes. An Additional Secretary extended these managerial changes by producing a series of papers known as the Management Reform package. Important to these documents were decentralizing themes designed to increase center-periphery communication and realize greater administrative efficiency. Eliminating unnecessary jobs was one approach offered as a means to greater efficiency, but, in an economy with a high unemployment rate, support was unenthusiastic for such a reform. The complexity of the theory behind the decentralization reforms provided an additional difficulty. Nevertheless, the Permanent Secretary urged implementation and pilot programs of decentralization were created in some regional and sub-regional components of four districts.

Implementation of the decentralization reforms encountered a number of difficulties. Upon completion of the basic framework, the chief architect of the reform left for an overseas job and no replacement leader was appointed. Aspects of the reform package were, instead, apportioned to various Ministry members. In 1986, a special division was created for school clusters, but no mechanism was established to monitor the progress of these efforts or to verify that the efforts were supportive and supported.

The realization of the reforms depended upon clear communication of the objectives to mid-level officers in the Ministry of Education and to top administrators in the regional offices. While the first cohort of regional directors assigned after the

reform initiative began did receive implementation instructions, subsequent cohorts received no specific instructions or briefings. Furthermore, after 1985, the Ministry of Education ceased calling regional director meetings for discussions of goals and problems related to the reforms. Directors received no guidance for setting priorities and, consequently, most directors chose to carry out routine work and neglect the reforms.

Of the four pilot districts, only one retained its initial director for more than a year. It was in that district that the most progress in implementing the reforms and the most positive perception by local educators were found. The reforms languished in the other three districts. By implementing the reforms on a pilot basis, the implication was made that an evaluation process would take place before further diffusion occurred. However, no evaluation mechanism was applied and, therefore, little information was available to outside groups about the validity of the reforms. Lack of evaluation meant that critical flaws, such as a conflict between the accounting and educational services over their respective roles, the refusal of the Treasury to establish bank accounts for division offices, and the ambiguity of the locus of authority for transfers, were never effectively communicated to the Ministry of Education or acted upon.

These attempted managerial reforms were poorly executed, in part, because reforms with the potential for promoting administrative efficiency generated little interest. The cluster reform, although cost-effective, has only recently begun to gain favor. However, the reforms did provide the Ministry of Education with several interesting managerial concepts, which are now being revived under renewed pressure to decentralize. BRIDGES-sponsored interviews have identified some conceptual strengths and weaknesses in the reforms, as well as conditions associated with the reforms' effectiveness. This information will be communicated to the Ministry of Education.

Improving Primary School Quality in Thailand: A Case Study of a School Cluster

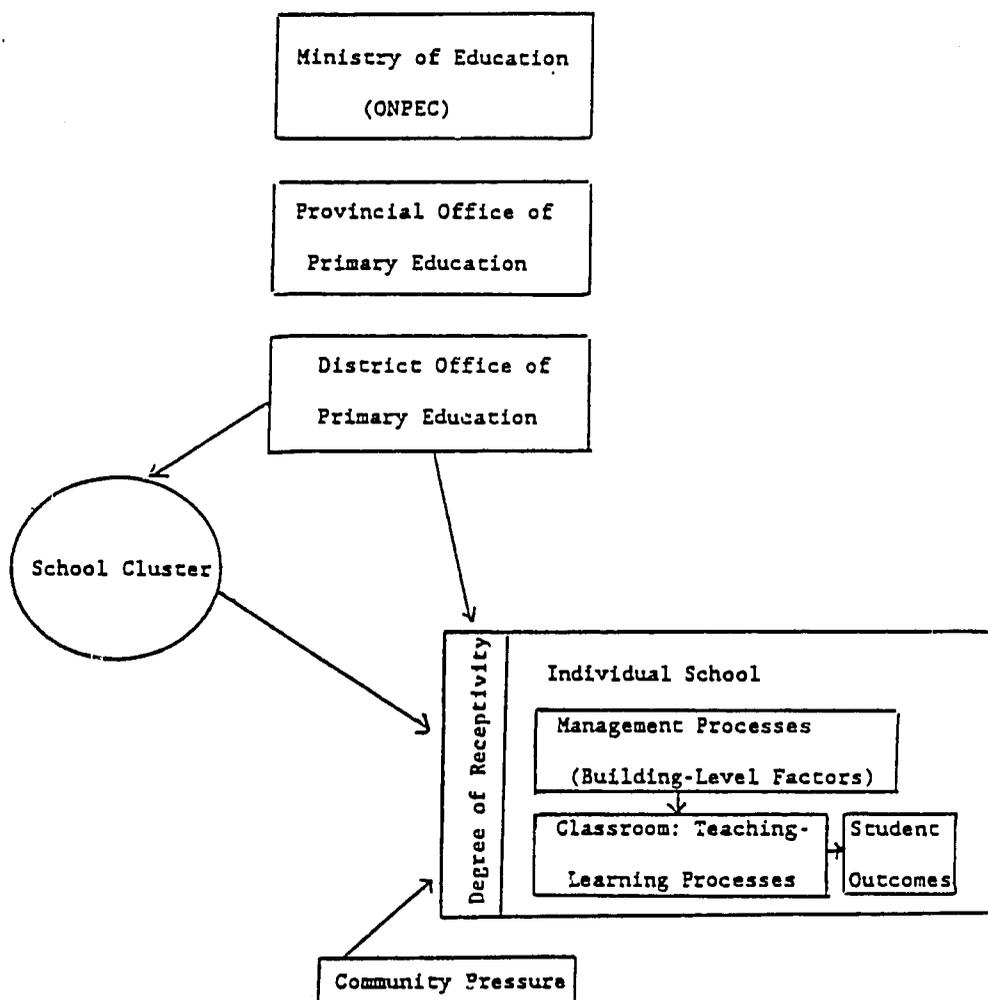
Dr. Christopher W. Wheeler and Dr. Pragob Kunarak

BRIDGES and the National Education Commission have examined the organizational structure and administrative responsibilities of school clusters in Thailand. This research utilized a multi-level perspective, as any attempt to assess school cluster influence requires delineating and evaluating effects operating among organizations.

The first set of research questions focused upon the effects of a school cluster policy on school improvement and classroom performance. In the cluster examined, it was found that policies in testing, promotional rewards, mandated staff development

activities, and materials development affected teacher decisions about time allocation within classrooms, within schools and within the cluster. National policies, transmitted through the province and district offices, created a context that led the cluster to emphasize accountability policies over capacity-building policies. The effects of the cluster policy varied systematically according to the internal configuration of management factors in each school.

Multi-Level Interaction
of Different Organizations on
the Teaching-Learning Process



Several tensions or dilemmas arose from cluster efforts to influence schools and classrooms. For example, school clusters are mandated to pursue two roles: (1) to increase teacher and administrator productivity by holding both accountable for whatever learning does or does not take place; and (2) to

stimulate improvement through building teacher and administrator capacity to teach content more effectively. A comparison with a pilot study of another school cluster suggests that all school clusters will experience tensions in developing a role profile which emphasizes one approach more than the other. It was also found that the ability of the cluster to improve student achievement and reduce disparities among schools is affected by disproportionate access to cluster resources by the core school and variations in the level of contributions from local communities to their respective schools.

The second set of research questions focused upon the organizational implications of this management strategy for improving school quality. Findings showed that the cluster studied was in the process of becoming a part of the district's hierarchical chain of command. However, a comparison with the pilot cluster suggested that school clusters are able to negotiate a set of relationships with district offices that allows them sufficient organizational independence to provide assistance for long-term school improvement. While the school cluster appeared to offer an efficient use of resources for improving school quality, its effectiveness could be improved by better use of resources internal to the cluster office and by increasing its ability to pursue a better balance between the two roles it is mandated to perform.

A third set of research questions examined the determinants of school effectiveness. It was found that school climate, teacher collaboration, development of materials, principal leadership, and school/community/temple relations influenced key ingredients of classroom life, such as time on task, remedial instruction, style of teaching, use of materials, and non-classroom learning opportunities. Variations in these factors, coupled with variation in out-of-school factors, explained differences in school performance. In the Thai context, principal leadership and school/community/temple relations emerged as important variables contributing to effective classroom teaching and school quality. In terms of the school clusters, the research indicates that public policy could influence the capability for self-sustaining change within schools by creating a better balance between capacity-building and accountability policies.

These research conclusions offer approaches to developing policy alternatives for improvement in the role school clusters play in primary school quality in Thailand. A modeling perspective is proposed that develops alternative sets of recommendations around the central focus of Thai policy: accountability and capacity-building approaches to improving school quality. Integral to policy modeling is the involvement of policy-makers in evaluating the alternatives and encouragement for the development of novel solutions that reflect political values. The policy options generated by this research address key realities of the Thai

social, political and educational scene.

Strategies for Improving the Effectiveness of Burundian Primary Schools

Dr. Thomas Eisemon, Dr. Robert Prouty,
and Dr. John Schwille

Policies concerned with the language of instruction in Burundian primary schools determined that French be used for teaching in grades five and six and for administration of the concours national, which selects students for admission to secondary schools. How much instruction should be carried out in the metropolitan language and when it should be introduced are key issues for most African nations. In these countries primary school language policies typically have three competing objectives: (1) developing vernacular language literacy skills among the majority of students, who will terminate their education at the primary level; (2) preparing some students for secondary and higher education in a metropolitan language; and (3) increasing overall achievement while reducing variations in educational opportunities between students in urban and rural areas and among students from different linguistic backgrounds.

Burundi's present language policy, adopted in 1973, was intended to facilitate the teaching of agriculture and other practical subjects to students, as almost 90% of them will terminate their formal education at the primary level. Research has indicated that the use of French: (1) seriously distorts the program of studies, because it is difficult for teachers to cover the syllabus, resulting in the neglect of practical subjects; (2) encourages teaching practices oriented to French vocabulary building rather than enhancing understanding of academic subjects; and (3) is not sufficient for those who do not go on to secondary school to maintain functional literacy in French.

Because quality education has been associated with the use of French, a major language policy change is likely to encounter resistance from implementors. The task, then, is to develop a new language policy for primary schools that maintains the objectives of the 1973 reform for improving French instruction, but which also expands the use of Kirundi for instruction and examination in grades five to six and increases the time spent on instruction in practical subjects. It is proposed that: (1) students' facility in French might be improved and the amount of time directed toward teaching it be reduced if French was taught through immersion in the lower grades; and (2) Kirundi be used for teaching science and practical subjects, which should be examined in the concours national, in Kirundi, in order to emphasize their importance.

PLENARY SESSION II: SCHOOL MANAGEMENT AS A POLICY ALTERNATIVE
FOR IMPROVING EDUCATIONAL QUALITY

The Implementation of Reforms in the Primary School of Pakistan
Dr. Don Warwick, Dr. Fernando Reimers, and Dr. Noel McGinn

Five major reforms of primary education in Pakistan have been carried out during the last ten years. These reforms were: the use of learning coordinators, the use of teaching kits, establishing public schools in mosque buildings, arranging for residences for female teachers, and Nai Roshni, an evening school program designed to improved the literacy of school dropouts up to the age of fourteen. BRIDGES was asked to analyze the history and success of these reforms. In doing so they found significant variations in the extent to which the original reform designs were actually implemented.

BRIDGES research has identified ten areas critical to the successful implementation of these and other education policies and programs. These areas are: the process by which policies are set and programs are developed; the tasks and technologies used to carry out the necessary actions; the system of management and organization of the program; the cultural context in which the program is carried out; the extent to which politics support the reform process; the degree to which field implementors understand the purposes and methods of the reforms, are able to carry it out, and are motivated to do so; the willingness of clients to support the program; the presence of facilities to carry out the program; the costs of the program; and the quantity and quality of services provided by the program.

Using this conceptual framework, the BRIDGES research was able to identify reasons for the differential success of the five reforms.

A Study of School- Community Relations in Sri Lanka

Dr. N.G.Kularatne

The Sri Lankan Ministry of Education, in order to provide quality education for all Sri Lankan children, has actively encouraging communities to serve as additional support for schools. Parent and community-generated material support for schools is an important aspect of current policy due to the Ministry of Education's limited resources. However, little research had been done on the results of the policies promoting increased school-community relations. At the request of the Ministry of Education, BRIDGES researchers have undertaken a study to help refine current policies and devise new policies to promote school-community relations.

BRIDGES was asked to examine both factors affecting school-community relations in Sri Lanka and to determine which of those factors are amenable to policy manipulation. The factors examined were: characteristics of the communities in which the schools are located; characteristics of the school; characteristics of the principals as leaders; and the rupee value of community support to schools. A random sample of 273 schools, stratified according to type, were selected from a group of six representative districts. The data base for the study was composed of annual school census data and data from a principals' questionnaire and survey.

It was found that most schools in Sri Lanka receive some type of community support in cash, in labor, or in kind. Although the extent and amount of support varied widely, most contributions were small. The findings indicate that expectations for future returns in education affected the community's support, rather than the community or parents' economic or educational status. This supports the idea that factors other than economic or educational status may prove to be more important determinants of community contribution to schools. The role of the principal appeared to have the greatest importance. When principals saw the community as an important source of support and strength for the school and accepted the school's role in community development, then school-community relations flourished; when principals felt over-burdened by the variety of demands on their time or saw few rewards for their efforts in promoting good community-school relations, then little support was offered.

The Ministry of Education can promote community-school relations by encouraging active and effective principals and teachers through rewards, such as promotions, and through training focused on practical methods for fostering school-community relations. In addition, the Ministry of Education can protect principals from undue political pressure and give environmentally disadvantaged schools special support, such as the assignment of able principals and the allocation of additional resources.

Sri Lanka is unusual in its efforts to promote strong relationships between school and community. Through the application of such imaginative and specialized policies it is hoped that the Ministry of Education will fulfill its goals.

Determinants of Primary School Quality in Thailand: Preliminary Findings from a National Study Dr. Chinnapat Bhumirat

In the spring of 1988, collaboration on a large-scale, nationally representative survey of primary education in Thailand was begun. Respondents included 411 school principals, 3808 teachers, and 9768 sixth grade students. The purposes of the survey were twofold: to study the predictors of effective and ineffective

schools and to discover the likely costs and consequences of alternative strategies for improving the quality of primary education.

The availability of textbooks and teaching materials were found to be significantly predictive of student achievement after taking into account student socioeconomic and linguistic background, school size, and student experience in pre-primary education. Schools with small student-teacher ratios were significantly more effective than schools with larger student-teacher ratios. The number of years of pre-service teacher education predicted student achievement, although no association was found between principal pre-service education and student achievement. The provision of pre-primary education for students was also found to be significantly predictive of achievement.

A number of processes, as well as these inputs, were found to be predictive of student achievement. Internal supervision of teachers was related to high student achievement, as was duration of involvement in inservice teacher training and principal involvement in "applicable" inservice training. School with "student-centered" interactions in the classroom displayed higher achievement than schools with "teacher-centered" interactions; student-centered interactions were more prevalent in schools with a high intensity of internal supervision and teacher inservice training than in other schools.

The inputs that were found to be predictive of student achievement were generally more available in advantaged communities than in disadvantaged ones. For example, pre-primary education and the availability of texts were found with greater frequency in schools with high socioeconomic status, urban schools, schools where most of the children use the central Thai dialect, and larger schools than in low socioeconomic schools, rural schools, schools where most children use a language other than central Thai, and smaller schools. Small student-teacher ratios provided an exception to this pattern, as disadvantaged schools had fewer students per teacher, a factor which appears to reduce educational disadvantage.

In contrast, education processes predictive of school effectiveness appear to be more prevalent in socially disadvantaged schools than in more advantaged ones. For example, intensity of internal supervision and inservice teacher training were found to be significantly greater in socioeconomically and linguistically disadvantaged schools, rural schools, and smaller schools. In addition, disadvantaged schools tended to have more student-centered classrooms interactions than were found in advantaged schools. If the relationship between these processes and high pupil achievement can be viewed as causal, then these processes operate to reduce disparities in achievement due to students' social, linguistic, and geographic disadvantage.

This evidence suggests the hypothesis that certain policies increase achievement disparities, while others act to reduce achievement disparities. The deliberate policy of Thai educational leaders in recent years, to improve educational opportunity in rural and disadvantaged areas by strengthening supervision and inservice training, may, indeed, have been effective. This hypothesis will be investigated more intensively later.

The BRIDGES project is currently undertaking a cost analysis of policy options regarding investments in primary school quality. There are of two types of policy options: (1) choosing among resource allocation strategies for the purpose of increasing overall achievement and (2) choosing among resource allocation strategies for reducing disparities in achievement. The preliminary evidence from this study suggests that these two objectives may be complementary.

PLENARY SESSION III: EXPLORATION AND POLICY CONCERN

Problematical Aspects of Primary Education in the Context of Rural Development in Burundi

Dr. Bernard Nyaburerwa

Pilot studies were conducted in three primary schools in Burundi in the spring of 1988. Their objective was to examine the tensions among the strategies used to implement policy objectives. The schools selected differed in regional location,, relative success in the national examinations, the leadership of the school director, the implementation of Ministry policies, and the adequacy of facilities. The strategies that were studied included: instituting double shifts; increasing promotion rates, in order to achieve universal primary schooling; teaching agriculture, so that students leaving after primary school can better contribute to the agricultural economy; using Kirundi instead of French as the language of instruction; and administering a national examination to select students for higher education.

One tension that was identified existed among the effects of the double shift, national examination requirements, and the policy of emphasizing ruralization. It was found that, since the beginning of double shifts in 1982-83, agricultural studies had been de-emphasized and increased time had been devoted to preparation for the national examination. According to tests administered to samples of students, knowledge of modern agriculture in two of the three schools is very limited. In all three schools agricultural knowledge appears to have been acquired primarily outside of school.

Opposition was also found between the national examination and

the combined effects of double shifts and higher repetition rates. It is very difficult to reconcile the trend toward universal schooling with the draconian selection that takes place at the beginning of secondary school. Repetition rates are much higher than called for by policy, especially in the last year of primary school. The teachers interviewed believe that repetition helps students pass the national exam. In the interests of preparing for the national exam, the double shift policy has also been adapted to exam preparation; teachers are combining shifts or classes to gain time.

In addition, the conflict between the national exam and Kirundization was found to be exacerbated by the double shifts. Although Kirundi has become the language of instruction in grades one to four, French remains preeminent because of its use in the national exam and in secondary schools. But, according to teachers, principals, and research assistants for the study, students in the studied schools were very weak in French. Steps to improve the quality of primary education will be of no avail unless ways are found to both improve the teaching of French and simultaneously increase the use of Kirundi.

This research presents several policy options designed to reduce tensions among conflicting policies. It is hoped that the Burundi experience will provide useful models for other countries with similar tensions between what is needed to achieve universal schooling and what it will take to improve the quality of education, between what is done to select students for further education and what is intended to help children who do not continue.

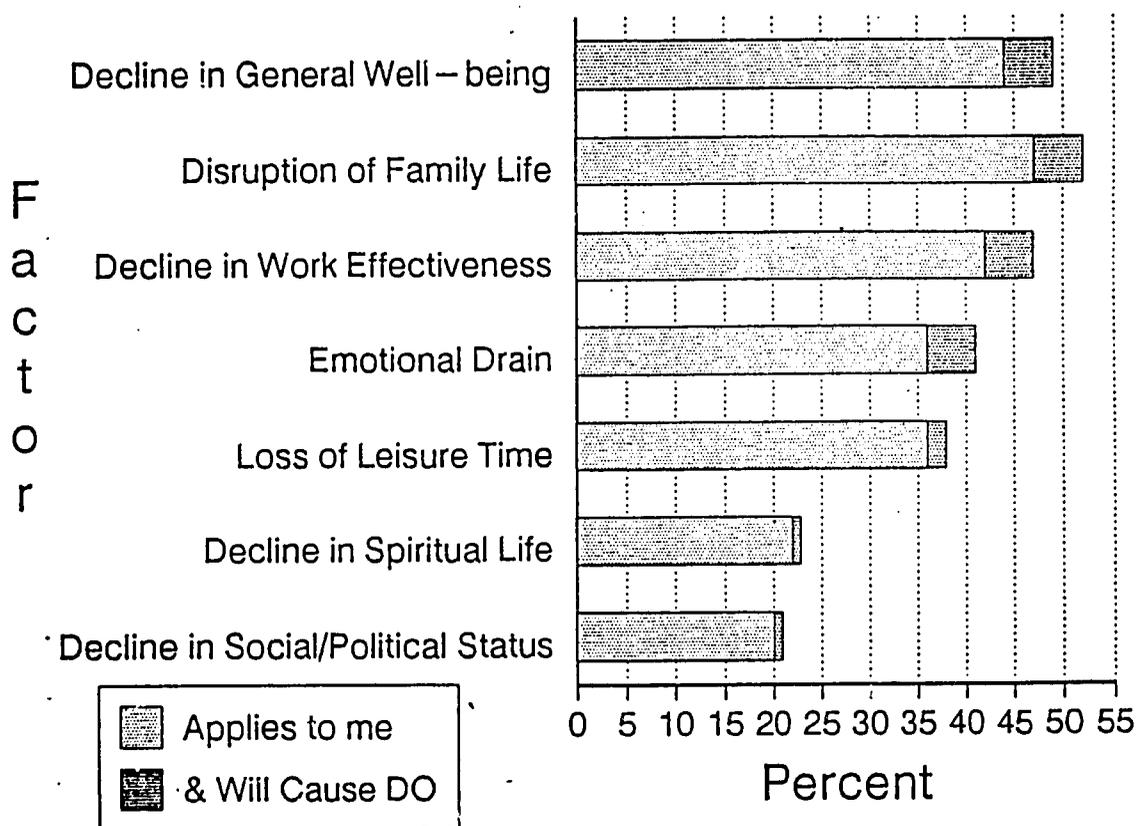
Teacher Training by the Indonesian Open University: The Relationship of Private Costs and Expected Benefits to Enrollment Decisions

Dr. H. Dean Nielsen and Dr. Aria Djaliil

The Indonesian Open Learning University (UT) is one of many organizations providing professional upgrading for underqualified secondary school teachers. UT provides low-cost teacher training by using distance education and self-instruction, thus avoiding the need for teachers and classrooms. During a period of fiscal austerity, UT has become an attractive investment option for Indonesian policy-makers. However, its appeal to potential trainees is questionable. Because the Open University is not highly subsidized, many operating costs, in the form of fees, the price of learning materials, and tutorial or consultation expenses, are passed on the students. Moreover, the course's graduates receive credentials from an institution whose reputation is not yet established. Research has been undertaken to study how student costs and expected benefits relate to enrollment decisions.

The research project focused upon teachers who were enrolled in UT upgrading courses in science and in Indonesian language at both the lower and upper secondary level. About 69% of the enrolled students (311) responded to a mailed questionnaire.

**Percent Indicating Nonmonetary
Costs Apply to Them; Will Cause Drop-out**



Cost factors were cited by many students as reasons for planning to drop out of the program. The costs included new modules, tuition, and transportation to tutorials. However, a correlation analysis revealed no significant correlations between the actual cost factors and the intention to drop out. On the other hand, there were significant correlations between five of the seven non-monetary cost factors and dropping-out, the strongest correlations being with emotional drain and disruption of family life. Higher than expected costs for transportation and foregone income were also significantly correlated with dropping-out. There were no significant correlations between actual costs and the intention to reduce course load, except in the case of foregone income. However, as with the potential drop-outs, there were several non-monetary cost factors correlated with planned course load reduction, such as emotional drain, disruption of family life, decline of general well-being, and

loss of leisure time. The strongest correlations in the study were between higher than expected cost factors and course load reduction. This seems to indicate that enrollment decisions are influenced not as much by what students have to pay, as by how much they have to pay in relation to what they expected to pay and to what they earn. Finally, with respect to expected benefits and enrollment decisions, only one highly significant correlations was found, a negative one between the expectation of improved professional ability and dropping-out.

It is expected that Indonesian policy-makers will be able to use these findings to increase their sensitivity to the non-monetary costs of teacher training, to improve initial communications about costs so that expectations are more realistic, and to direct special assistance toward the particularly vulnerable teachers, for whom these costs are a relatively high proportion of their income.

A Study of the Impact of the Mosque Schools Policy on Girls' Access to Education in Pakistan

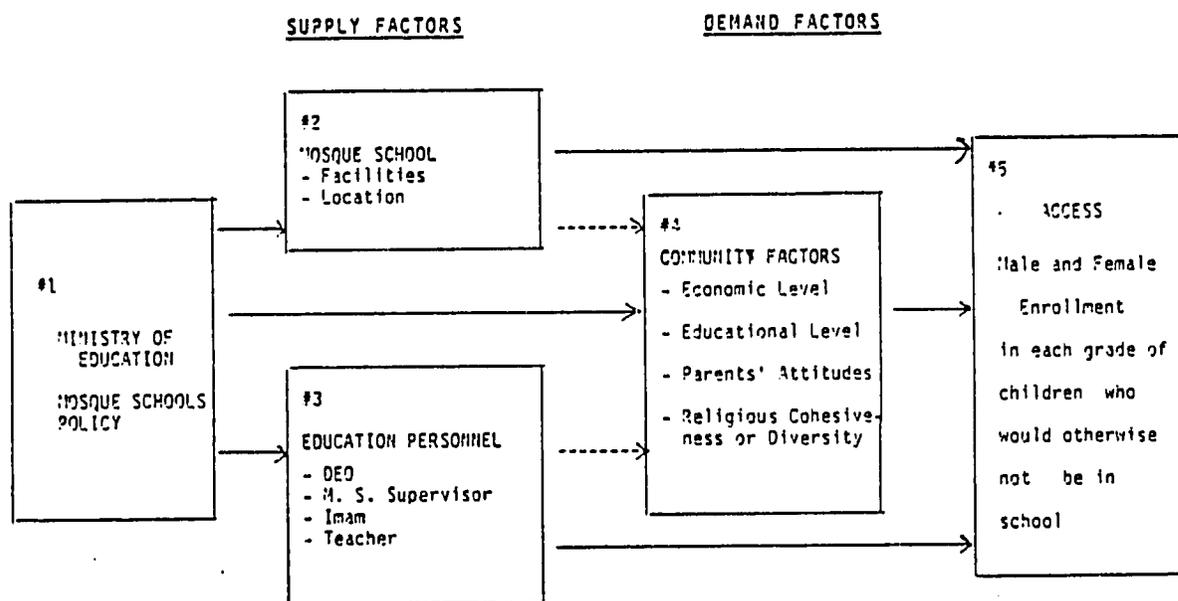
Dr. Mary Anderson

Several important assessments of the effectiveness of mosque schools in Pakistan have been made by research teams. However, none of these examines the extent to which the mosque schools have increased access to schooling for children who would not otherwise have been in school. The BRIDGES Project, in order to explore this question, conducted a survey to explore this question among 40 mosque schools from the four provinces in Pakistan. The survey included 393 families in the 40 villages where the schools were located and was designed to examine the impact of mosque schools on girls' access to education.

The research involved collecting educational histories of all family members in a random sample of families from each village. From this data the research team was able to devise an "educational index" for male and female children in each household, based on the ratio of actual years of schooling attained relative to optimal years possible at each age. The index was then correlated with various household, community, and school factors in order to explore which factors might have the greatest influence on the success, or failure, of the mosque schools to increase access to education.

As the research included interviews with district education officers, mosque school supervisors, mosque school teachers, imams and community members in each village, the relative importance of their roles in affecting mosque school access could also be assessed.

RESEARCH DESIGN DIAGRAM
GIRLS' ACCESS TO SCHOOLING IN PAKISTAN/
MOSQUE SCHOOL POLICY



The findings include:

- The impact of mosque schools on girls' access to education varied widely among the schools.
- This variance appeared to depend significantly on the attitudes and roles of the imam in encouraging girls' education.
- In thirteen of the fifteen (87%) cases in which a mosque school was attended only by boys, there was a nearby primary school for girls. Where regular schooling options existed, girls did not seem to take advantage of the mosque school option. In the two cases where the mosque schools were attended only by girls, there were no other school options in the area.
- All of the mosque schools that were sampled in the Sind Province were coeducational, with the exception of one all-girls school. In the Northwest Frontier Province 50% of schools had only boy students and 50% had both boys and girls ; in Baluchistan 63% had boys only and 37% were mixed; and in the Punjab 38% had only boys, 56% had both , and 6% (one) had only girls.
- Among this sample, the most important factor influencing girls access was parental attitude toward girls' education. The families' relative poverty did not seem to have a differential effect on decisions to send boys versus girls to school.
- The poorer families were slightly more likely than more prosperous families to send daughters to mosque schools rather

than to regular primary schools.

Girls attending mosque schools were compared to girls attending other schools and to girls not attending any schools in order to facilitate understanding of the barriers to female education that the Mosque School Policy was best suited to address.

PLENARY SESSION IV: STRATEGIES FOR USE OF INFORMATION

Toward the Development of Improved Management Information Systems for the Education Sector: Lessons Emerging from BRIDGES Work in Egypt and Pakistan

Mr. Thomas Cassidy

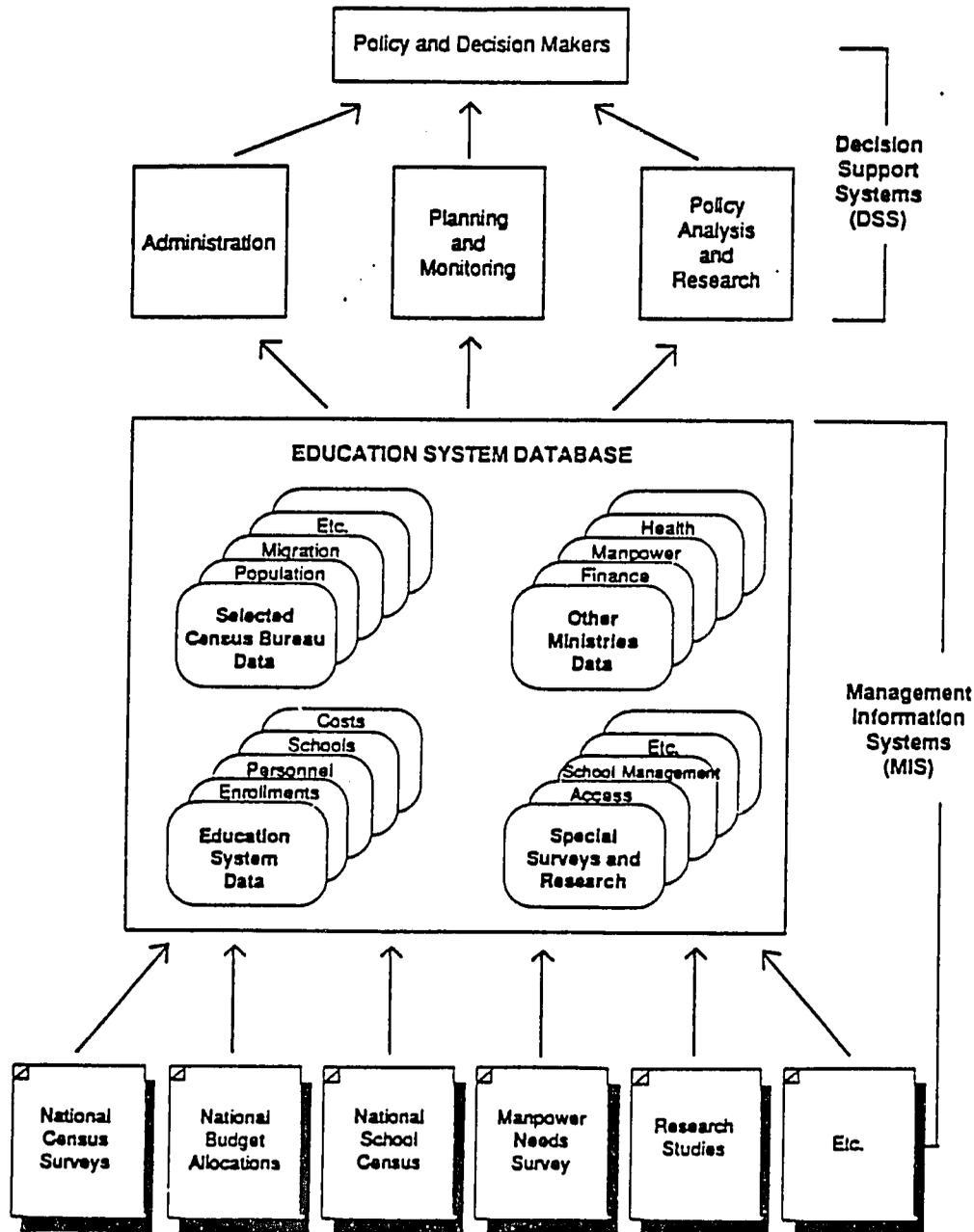
BRIDGES computer-related activities in Egypt and Pakistan have explicitly focused on the development of planning models and database applications that respond to the specific needs of administrators, planners, and policy-analysts in each country. The broader context for this work has been the development of Education Management Information Systems, an assessment of the extent to which existing information systems provide data needed by policy-makers, and the development of recommendations for improving current systems, if necessary.

BRIDGES professionals, working in both more developed and less developed countries, have been guided by the findings and observations of research regarding information systems development as it relates to education and other fields. On the basis of a research review, a development strategy emphasizing a focus on conceptual design, the use of heuristic devices, early development of prototype solutions, and iterative enhancement, has been employed.

The BRIDGES research has focused on assessing experiences in Egypt and Pakistan in comparison to the observations and findings of others working with information system development. The goals have been to assess the effectiveness of a prototyping development strategy and to provide general recommendations for future information systems development.

Among the conclusions offered are the observations that technical issues and technical personnel are dominating information systems development efforts in both Egypt and Pakistan and that this dominance is institutionalized. Currently, the major responsibility for system analysis and development, including the development of specific problem applications and the training of all personnel, lies with technical programmers of modest talent who generally work in isolation from ministry offices. These technicians have little or no knowledge of educational planning, policy analysis, or research in these areas. A review of the literature on information systems development suggests that over-emphasis on technical issues and technical personnel poses a

serious threat to the development of systems that will be of maximum usefulness to decision-makers and policy-makers.



Optimal Policies for Educational Systems: An Educational Policy Tool
 Dr. Scott Moreland

Several software programs and models are or have been developed within the BRIDGES project. Systems already completed include an educational planning tool, the "System for Tracking Education Progress" (STEP), and a database system for analyzing and

projecting regional and international patterns in educational attainment by gender, "Gender and Education Reporting System" (GENDER). Currently under development are an intersectoral educational impact model, which will show the relationships between educational attainment and socio-economic development, and an educational policy analysis tool, currently called "Optimal Policies for Educational Systems" (OPES).

OPES is a microcomputer software tool that can aid in the optimal choice of educational policies based on a specified set of goals, knowledge of the impacts of policies on outcomes, and the relative costs of implementing those policies. The system provides the user with guidance concerning the effectiveness of various policy options, based on research results from BRIDGES and other projects. OES consists of two components: software and a knowledge base. The software is easy to use and requires a minimum of instruction. It is organized in terms of screens and menus that are logically interrelated and a "help" facility is available to provide guidance. The computer requirements for it are an IBM compatible microcomputer and a hard disk drive. The knowledge base, drawn from literature reviews and from BRIDGES research results, allows users to obtain information pertaining to the relationships between specific policy interventions and educational system outcomes. It also provides a synopsis of research results concerning the strength of those relationships, if known, and bibliographic references.

During this conference, potential use of OPES as an educational policy analysis tool was explained to participants, who were invited to interactively use OPES. The participants set priorities for the goals of an educational system, specified the supposed effectiveness of various policies, and chose the levels of policy variables. Their responses were fed into a computer and the results were presented and discussed.

PANEL DISCUSSION: STRATEGIES FOR DISSEMINATION OF BRIDGES RESEARCH AND EXPERIENCE

A panel discussion was held on the final day of the Conference. The panel members were: Dr. Suwatana Suwanketnikom, Dr. Ezzat Elmawgood, Dr. Laeeq Adhmad Khan, Dr. G.B. Gunawardena, Dr. Panom Pongpaibool and Dr. Gary Theisen.

Representatives from each country described the dissemination plans they had for informing policy makers of the research findings resulting from the BRIDGES project. Each stressed the importance of building a dissemination component into research projects from the beginning. All of the members saw the early and ongoing involvement of policy-makers in research as extremely important because it allows researchers to ensure the relevance of their research questions.

A number of different strategies for dissemination were described by the panel members. As there is a need to communicate findings to other researchers, traditional avenues of dissemination, such as scholarly journal articles', should not be overlooked. Seminars were suggested as a means to inform members of organizations, such as ministries of education, universities, and various government offices, and implementators, such as school teachers and administrators, as well as to test whether project recommendations are acceptable to people in those roles.

Greater media coverage in order to reach an even larger audience was recommended by several panel members. Newspapers, TV, and radio could be used to disseminate information on a large scale. In addition to academic reports for scholarly journals, semi-lay reports for a general audience and executive reports for specific policy makers should be produced.

It is important to construct a dissemination strategy to match the audience it must reach. Several different types of audiences were delineated by panel members, distinctions that should influence the types of dissemination that are adopted. One important difference lies between individuals who know what they need and are looking for specific answers and those who don't know what they don't know. Another set of distinctions exist among various types of audiences, such as policy makers and planners, curriculum developers and program designers, and implementors, such as principals and teachers.

One of the most difficult obstacles to be overcome lies in the tendency for policy makers to pay attention to only findings that reinforce those policies that they have already instigated and to resist hearing negating research results. One approach to this problem that was suggested was the formation of committees to make policy recommendations to decision makers. Another suggestion involved the distribution of research reports written in a language that communicates with policy makers, findings having been synthesized and digested so that they can be quickly and easily assimilated. In order to interest policy makers in research findings it is important to focus upon the utility of the findings. One approach to this is to begin with a very concrete set of recommendation.

Several significant questions about dissemination efforts were also raised by the panel. The first involved how to facilitate dissemination of BRIDGES information among countries, especially how to reach countries and policy makers not participating in the project. The second question focused upon the need to incorporate the products of research activities in other countries into the BRIDGES findings.

CONCLUDING STATEMENTS:

Throughout the Conference participants were asked to focus on the overriding issue of how to disseminate project findings and conclusions to a broader audience of interested researchers. The last plenary session, a panel discussion, attempted to draw attention to the processes involved in disseminating research information among educational policy makers, managers, and implementors. It was followed by an attempt to put into perspective some of the broader lessons gained from the experience of the BRIDGES project during the previous four years.

Many of the researchers seemed to have independently arrived at a common set of conclusions. Policy makers in most of the countries where BRIDGES work is currently being carried out seldom, or rarely, have time to meet and discuss their problems with researchers. Policy makers are more often made aware of state of the art research on educational issues during discussions with advisors, informal meetings with trusted friends, or receptions and cocktail parties. It is a rare policy maker who finds time in a busy and complex working day to read policy and research recommendations, irrespective of how these might have been presented. Conference participants had also observed that researchers are even less likely to reach administrators and educational managers with the kind of information they normally generate. Therefore, if research findings intended for use by policy makers are to be presented in a written form, then they should be concise, readable, and not over-burdened with academic footnotes. If the above observations are true of the targeted audience of policy makers, then BRIDGES needs to put on a different hat and think more creatively about how to reach this group.

A number of important questions need to be answered before appropriate strategies can be identified:

- Precisely who is the audience we intend to reach? Reaching different groups will require different strategies.

- Where should these groups be reached? Should BRIDGES go out to discuss and share project findings with each group, or should dissemination be a centralized operation during which potentially interested groups would be brought to the United States to discuss BRIDGES outcomes ?

- Should we be proactive or reactive in our dissemination strategy?

- Should we view dissemination and change as a short-term activity, or should we be thinking of dissemination as a longer more gradual process ? After all, ideas generated by researchers in the United States typically take at least 25 years to reach implementation on the school level.

- Do we have a sufficient understanding of the dissemination process to be able to make the right decisions, or is the dissemination process a more highly complex one?

- Should we focus on using written media or should we invest time and money in producing audio-visual presentations, which might be more effective in reaching a wider audience? Do we have the resources to do this?

Participants were asked to give serious consideration to these questions and to share any conclusions with BRIDGES management, in order that their suggestions can be included in the 1990 Workplan.

In conclusion, an attempt was made to summarize the outcomes of the conference beyond the issue of dissemination. The following impressions were shared:

- More questions were raised by the research results presented at the conference than were answered. Some of the research presented still had a way to go before the underlying policy considerations could be made sufficiently explicit to be shared with a broader audience.

- It was not always clear if the expectations, which had undoubtedly been raised by many of the presentations, would be met.

- More analysis of the type undertaken during the conference is needed before the type of conclusions that can be shared with policy makers will emerge from the work being carried out in Pakistan, Burundi and Indonesia.

- A consensus appeared to emerge about what is needed to successfully carry out and implement research findings of the kind being produced by BRIDGES. The conclusions were varied, but equally important: the significance of the role played by strong and well informed leadership in the implementation of educational policy decisions; the need to encourage more interaction between policy makers and researchers and between researchers and implementors in each country; and a need for a strong commitment by policy makers, administrators, principals and teachers to the programs of appropriate policies being designed for implementation.

Ultimately, all key elements, such as research outcomes, dissemination strategies, leadership, and national management styles, are subordinate to one issue. The most significant factor is whether or not there is a willingness and commitment, both at a local and an international level, to bring about the policy changes necessary for the improvement of basic education. Without commitment and motivation to improve existing systems, little or nothing will be achieved.

APPENDIX A: PARTICIPANTS AT CONFERENCE

Egypt

- Dr. Osama el Sukary - Undersecretary for Basic Education,
Ministry of Education
Dr. Ezzat Elmawgood - Director of the National Center
for Educational Research

Pakistan

- Dr. Laeeq Ahmad Khan - Director General, Academy of
Educational Planning & Management,
Ministry of Education
Iftikharrudin - Education Secretary, Northwest Frontier
Begum Shanaz Wazir Ali - Member of Parliament

Sri Lanka

- Dr. G.B. Gunawardena - Director, Research Unit, Nat'l Inst
of Education
Dr. N.G. Kularatna - Senior Project Officer, Nat'l Inst.
of Education

Indonesia

- Dr. Aria Djalil - Director, Office for Research and Public
Service, Universitas Terbuka
Dr. Ace Surgadi - Chairman, Policy Analysis Group,
Universitas Terbuka

Burndi

- Bernard Nyaburerwa - Director, CPF
* Oscar Bazikamwe - Asst Dr., Office of Education Planning,
Ministry of Primary and Secondary Ed.

Thailand

- Dr. Panom Pongpaibool - Secretary General, Office of the
National Education Commission
Dr. Chinnapat Bhumirat - Education Specialist, N.E.C
Mr. Somchai Wudhipreecha - Secretary General of the
National Primary Ed. Comm.
Dr. Ruang Charoenchai - Deputy Perm. Sec, MOE
Dr. Pragob Kunarak - Assoc. Prof, Silpakorn Univ.
Dr. Suwatana Suwanketnikom - Asst Prof., Chulalongkorn
Univ.

BRIDGES Staff/Harvard

- Dr. Noel McGinn
Dr. Frank Dall
Mr. Tom Cassidy
Dr. Bill Cummings
Ms. Katharine Galaitsis
Dr. Mary B. Anderson

BRIDGES Staff/Subcontractors

Dr. Dean Nielsen
Dr. Weining Chang
Dr. Jack Schwille
Dr. Chris Wheeler

USAID Attendees/Guests

Dr. Gary Theisen -AID/Washington
Dr. Norman Rifkin - AID/Jakarta
Mr. Richard Pelczar - AID/Jarkarta
Ms. Gary Suwannarat - AID/Bangkok
Dr. Antonio Gayoso - Office of Ed/AID/Washington
Dr. Panom Pongpaibool - Secretary General of NEC
Dr Arafah Aziz - SEARRAG
Dr. Robert Morgan - IEES
Dr. Anwar Khetran - Educ. Sec, Baluchistan, Pakistan
Prof. Dr. Jakub Isman - Director of SEAMES

Thai Observers

Dr. Boonreang Kajornsinn - Assoc. Prof., Kasetsart Univ.
Dr. Jaithip Chuaratanaphong - NEC
Ms. Pensri Arunrungrueng - NEC
Dr. Ravewan Skinatrakool - NEC
Mrs. Somsri Kidchanapanish - NEC
Dr. Veeravan Sirigirakal - NEC
Ms. Suwanna Iamsukhawat - NEC

APPENDIX B: AGENDA FOR CONFERENCE

Sunday, January 22

REGISTRATION

Monday, January 23

INFORMAL RECEPTION

INAUGURATION

- Introduction by Prof. Noel McGinn, Principal Investigator, Project BRIDGES, "BRIDGES: Past, Present and Future"
- Welcoming Remarks by Dr. Panom Pongpaibool, Director General of Thailand
- Opening Address by H.E. Mr. Bhichai Rattakul, Deputy Prime Minister of Thailand
- Keynote Address by Mr. Steve Mintz, U.S.A.I.D., Bangkok
- Keynote Address by Mr. Anthony Gayoso, Director Human Resource Bureau for Science and Technology, U.S.A.I.D.

BREAK

- Conference Objectives and Agenda by Dr. Frank Dall, BRIDGES Project Manager

LUNCH

PLENARY I: DECENTRALIZATION AS A POLICY OPTION

Dr. Frank Dall, Moderator

- 1984-86 Sri Lanka Experience with Decentralization by Dr. G.B. Gunawardena
- Improving Primary School Quality in Thailand: A Case Study of a School Cluster by Dr. Chris Wheeler
- Strategies for Improving the Effectiveness of Burundian Primary Schools by Dr. Jack Schville

BREAK

PLENARY I DISCUSSION GROUPS

- Group #1: Dr. Ezzat Elmawgood
- Group #2: Dr. Laeeq Ahmad Khan
- Group #3: Dr. Ace Surgadi
- Group #4: Dr. Chinnapat Bhumirat
- Group #5: Dr. Arafah Aziz

DINNER RECEPTION

Tuesday, January 24

PLENARY SESSION I GROUP REPORTS: DECENTRALIZATION AS A POLICY OPTION

Mr. Tom Cassidy, Coordinator

BREAK

PLENARY II: SCHOOL MANAGEMENT AS A POLICY ALTERNATIVE FOR IMPROVING EDUCATION QUALITY

Dr. Gary Theisen, Moderator

- The Implementation of Reforms in the Primary Schools of Pakistan by Dr. Noel McGinn

- Management Reforms and School and Community Relations by Dr. N.G. Kuluratna
- Determinants of Primary School Quality in Thailand: Preliminary Results from a National Survey by Dr. Chinnapat Bhumirat

LUNCH

PLENARY II DISCUSSION GROUPS

- Group #1: Dr. Osama el Sukary
- Group #2: Dr. Sarfraz Khawaja
- Group #3: Mr. Somchai Wudhipreecha
- Group #4: Dr. G.B. Gunawardena
- Group #5: Dr. N.G. Kularatna

BREAK

PLENARY SESSION GROUP REPORTS: SCHOOL MANAGEMENT AS A POLICY ALTERNATIVE

Dr. Dean Nielsen, Coordinator

Wednesday, January 25

PLENARY III: EXPLORATIONS AND POLICY CONCERNS

- Dr. Pragob Kunarak, Moderator
- Problematical Aspects of Primary Education in the Context of Rural Development in Burundi by Dr. Bernard Nyaburerwa
- Teacher Training by the Indonesian Open Learning University by Dr. Aria Djalil and Dr. Dean Nielsen
- A Study of the impact of the Mosque Schools Policy on Girls' Access to Education in Pakistan by Dr. Mary B. Anderson

BREAK

PLENARY III DISCUSSION GROUPS

- Group #1: Dr. Ruang Charoenchai
- Group #2: Dr. Noel McGinn
- Group #3: Mr. Iftikharuddin
- Group #4: Mr. Luis Crouch
- Group #5: Dr. Chris Wheeler

LUNCH

PLENARY SESSION III GROUP REPORTS: EXPLORATION AND POLICY CONCERNS

Dr. Robert Morgan, Coordinator

BREAK

PLENARY IV: STRATEGIES FOR USE OF INFORMATION

- Dr. Panom Pongpaibool, Moderator
- Toward the Development of Improved Management Information Systems for the Education Sector by Mr. Thomas Cassidy
- Education Modeling Alternatives for Effective Planning by Mr. Luis Crouch and Dr. Scott Moreland

Thursday, January 26

PLENARY IV DISCUSSION GROUPS

- Group #1: Dr. Weining Chang
- Group #2: Dr. Jack Schwille

Group #3: Dr. Mary B. Anderson
Group #4: Dr. Norman Rifkin
Group #5: Dr. Willy Baum

BREAK

PLENARY SESSION IV GROUP REPORTS: STRATEGIES FOR USE OF
INFORMATION

Dr. Anwar Khetran, Coordinator

LUNCH, TOUR, CANAL TRIP, DINNER

Friday, January 27

PANEL DISCUSSION; STRATEGIES FOR DISSEMINATION OF BRIDGES
RESEARCH AND EXPERIENCE

Begum Shanaz Wazir Ali, Moderator

Panel Members:

Dr. Suwatana Suwanketnikom

Dr. Ezzat Elmawgood

Dr. Laeeq Ahmad Kham

Dr. G.B. Gunawardena

Dr. Panom Pongpaibool

Dr. Gary Theisen

BREAK

CONFERENCE SUMMARY

Dr. Panom Pongpaibool

Dr. Noel McGinn

Dr. Gary Theisen

OPEN FORUM

CLOSE OF CONFERENCE

LUNCH

* Unofficial translator for the conference was Dr. John Schville