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Guinea Education Sector Policy Dialogue
The Process of Financial Policy Formation
EPIC Simulation Workshop

Institut Pédagogique National
Conakry, Guinea

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Guinea Education Sector Policy Dialogue

The Process of Financial Policy Formation

EPICS Simulation Workshop

Summary

The EPICS Simulation Workshop was presented May 23 to 28 in Conakry, Guinea with a total of 40 participants selected from within the Ministry of Education and USAID.

Based on meetings with USAID and National counterparts, including *Saidou Souaré*, *Coordinateur NP, PASE*, *Sarah Wright*, *Jo Lessor*, *Jim Toliver*, *Robin Wheeler*, and *Youri Diallo*, the simulation exercise was revised to meet the needs of the Education Sectoral Adjustment Program/Programme d'ajustement sectoriel de l'éducation (PASE). The report entitled "Limited technical assessment selective analysis of elementary education sector reform in Guinea" was used as the reference document, as recommended by USAID staff; the recommendations put forth in this document were discussed with Mr. Souaré and agreement was generated on the focus of the workshop:

- Planning mechanisms appropriate to different educational environments
- Support for greater decentralization
- Organizational development analysis

The simulation further examined the process of decisionmaking for financial allocations that address issues of elementary learning improvement as an integral part of the learning input package, with emphasis on the implication that efficient and good quality education systems require simultaneous availability of a mix of learning inputs. The features of this systemic approach included in the exercise were lessons in:

- (1) timely disbursement of financial resources to carry out programmed tasks;
- (2) competent management and teaching personnel for sound policy formulation, implementation, and monitoring;
- (3) instructional materials to provide additional information and practical experience in support of classroom teaching;
- (4) student body demographically well mixed.

The program was presented in two separate sessions, with 20 participants in each session. Each session lasted 1 1/2 days; an additional final half day session was conducted with the participants from both sessions together to prepare recommendations for Guinea, based on the exercise.

Response to the exercise was positive. All participants were fully engaged in the exercise for the full length of time scheduled. Recommendations were made for PASE by the workshop participants based on the results experienced in the EPICS exercise at the closing ceremony which was presided by the Minister of Pre-University Education and Professional Training. The ceremony was recorded and broadcast on national television.

Recommendations for follow-up include:

- Conduct the EPICS workshop with deputy officers from prefectural offices to emphasize the importance of collaboration between prefectures and national level decisionmakers.
- Develop a Guinean model of the policymaking process which includes different stakeholders in the education system (males and females from rural and urban areas), including representatives of teacher unions, communities and households.

1. Guinea Education Sector Policy Dialogue Workshop Schedule

The program on education sector policy dialogue consisted of a 4-day workshop based on the EPICS simulation, a decisionmaking model for investing in basic education to increase access with equity.

The workshop began with an opening ceremony launched by the Minister of Pre-University Education and Professional Training (MEPU-FP), Hadja Aicha Bah, and the Director of the Institut Pedagogique National, Ibrahima Ninguélandé Diallo. The facilitators then introduced the first group of 20 participants to the EPICS model framework and assumptions about the environment of educational systems. The participants were divided up into 4 groups of 5 to play the 5 rounds of the EPICS simulation.

On the second day of the workshop, Session I participants presented the outcomes obtained from the educational policies and strategies they decided upon during the simulation. They were requested to present the figures for both rural and urban, boys' and girls' participation rates in school and analyze *how* as well as *why* their decisions were made. Participants were asked to report observations they made about the decisionmaking process of their group during the game. The facilitators then presented the research data on which the EPICS model is based, highlighted the factors that influence girls' access to education, and illustrated how national development indices are connected to combinations of the educational policy options that EPICS delineates. Special emphasis was placed on intersectoral communication and management culture. Links were made to how the process of decisionmaking experienced within each group influenced the flow of information and the outcomes generated.

Session II began in the afternoon of the second day. Another group of 20 participants, divided into 3 groups of 6 members, was introduced to the EPICS model and completed 2 rounds of the simulation.

The third day of the workshop continued with Session II playing the last 3 rounds of the simulation through the morning. The debriefing was conducted in the afternoon in the same manner as described above.

The fourth day of the workshop brought participants together from Session I and Session II to synthesize the outcomes all 7 groups obtained during the EPICS simulation enactment and reviewed the elements in the model based on empirical evidence. The dynamics of participatory group decision-making processes were analyzed and clarified, and diverse methodological approaches to educational research were highlighted.

On the basis of the elements and interrelationships between policy options and socio-economic development that they had learned from the EPICS model, the participants had been asked to prepare policy recommendations specific to Guinea. Each of the 7 groups worked together to formulate a plan for Guinea. Then in the Finale, a role-play situation, each group had 10 minutes to present and justify their plan for educational reform for Guinea, in front of their colleagues, who simulated the Guinean Parliament. These recommendations were summarized and formally presented at the official closing ceremony of the workshop.

The official closing of the workshop was led by the Minister of Pre-University Education and Professional Training and the Director of the Institut Pédagogique National in the presence of the media, both Radio and Télévision Guinée.

Workshop Schedule Summary

May 24, 1994: (Session I, Groups 1,2,3, and 4)

9:00-9:30	Opening Ceremony
9:30-10:15	Workshop Introduction: Orientation to EPICS
10:15-11:00	Round One
11:00-11:15	Break
11:15-12:00	Rounds Two and Three
12:00-2:00	Lunch
2:00-3:15	Rounds Four and Five
3:15-4:15	Group Presentations
4:15-5:00	Debriefing

May 26, 1994: Debriefing (Session I)

9:00- 9:30	Introductory overview of EPICS model assumptions and outcomes
9:30-11:30	Group Presentations
11:00-11:30	Break
11:30-12:30	Comparative analysis of the outcomes and the decisionmaking process

(Session II: Groups 5, 6, and 7)

2:00-3:00	Workshop Introduction: Orientation to EPICS
3:00-4:00	Round One
4:00-4:15	Break
4:15-5:00	Round Two

May 27, 1994: (Session II)

9:00- 9:30	Review of Rounds One and Two
9:30-11:00	Rounds Three and Four
11:00-11:15	Break
11:15- 11:45	Round Five
11:45- 12:30	Group Presentations
2:00- 5:30	Debriefing

May 28, 1994 (Sessions I and II: All Groups)

9:00- 9:30	Review
9:30-10:30	Preparation of Presentations
10:30-10:45	Break
10:45- 11:45	Presentations
11:45- 12:00	Summary
12:00-12:30	Closing Ceremony

2. Workshop Participants

Forty Guinean administrators and policymakers from national-level and regional offices of the education system participated in the workshop. Participants represented three main departments in the Ministry of Pre-University Education and Professional Training, namely the Finance and Statistics, Planning, and Inspectorate services, and included the Coordinator of Private Schools in Guinea and the Secrétaire Général of MEPU-FP, Aly Badara Doukaré. Participants also included members of regional Finance and Statistics departments and Teacher Training and curriculum specialists for both primary and secondary education. Of the two female participants, one is a member of MEPU-FP's Equity Committee. The Coordinator of the national Guinean education reform project PASE, Monsieur S. Souaré, set up the training workshop, enlisted the participants, and also took part in the program.

Participant List

Yamoussa Camara, Chargé de la planification et de la construction scolaire à D.E.V., Conakry

Naby Moussa Sylla, MEPU/FP-DAAF-cellule de gest PASE, Conakry

Ibrahima Diallo, SSPIRE N'Zérékoré

Yaya Bah, Chef de Seeting L.N., I.P.N.

Mohamed Lamine Kourouma, Directeur Technique Project, EMP, IPN

Hamid Wilann, Director Nationale Enseignement Technique et Formation Professionnelle (DNET-FP), Chef Section Etudes et Statistiques

Babaen Barry, Chef de la Section Materiel et Equipement, Chef de la Cellule de Gestion de Fonds de Controparte, DAAF

Mamoudon Dionbaté, Cellule de Gestion des fonots de contrepartie, DAAF/MEPU-FP

Alpha Oumar Dramé, Inspecteur de l'enseignement du francons, IGEP/MEPU-FP

Karamoko Camara, Professeur, Directeur National Adjoint de l'Enseignement elementaire, MEPU-FP

Ahmadou Sow, Professeur, Chef Cellule budget a la DAAF du MEPU-FP

Abdoulaye Baldé, Professeur, Chef Service Statistique et Planification a l'Inspection Régionale de l'Éducation pour la Moyenne-Guinée
Jo Lesser, HRD/EDS/USAID
Guillaume Tassimo Bangouro, ISFC, Comptable Gestionnaire au Service Cooperation Technique et Projects, MEPU-FP
M. Billo Barry, Carte Scolaire/SSP/MEPU-FP
Serge Delarme, Conseiller Technique PASE/USAID
Amadou Bello Bah, SAAF/DEV
Abdourahmane Baldé, Inspecteur Enseignement Histoire Geographie, NEPU FP
Moussa Diobaté, Comptable MEPU FP
Youri Diallo, DAAF
Kadia Donmbouyo, Chargée d'Etudes au SSP/MEPU FP
Souleymane Camara, Chargè d'Study/SSP
Bakary Diawara, Directeur Statistiques et Planification
Ibrahima Sory Sylla, Chef Section Promotion Enseignement Prive ou SSP
Thierno Aliou Barry, Service Statistique et Planification MEPU-FP
Ibrahima Camara, SAF-IPN
Mamadon Tounkara, DNEE/MEPU/FP
Gononan Traoré, Chargé d'études, Section Etuds et Statistiques/DNES
Amadou Sadio Diallo
Saidou Souaré, Coordinateur NP, PASE
Fernandez Sekou
Amadou Baldé, Chief, Division Curricula et Formation, IPN
Mamadou Tabara Diallo, Directeur Administratif et Financier
Alpha Aliou Barry, Chef Section Statistique
Alpha Bah, PMS/USAID
Cissé Almamy Bokar, Chef Section Plaification IRE, Kindia
Sékou Keita, Gestionnaire, SNH
Passy Kourouma, Chef Section Ressources Humaines
Thierno Aliou Barry, Chef Section Investissements du SSP

3. Context, Purpose, and Objectives of the Workshop

Education sector policy of the government of Guinea (GOG) faces critical resource allocation decisions. The PASE's enrollment objectives include increasing primary school enrollments from the current 36% to 53% by the year 2000, as well as significantly increasing the enrollment rates of girls and rural children. In addition the PASE seeks to increase the quality of education being delivered to these children.

In terms of efficient use of resources in the education sector, USAID's education sector report (EDC, 2/94) identified several areas where efficiency gains could help alleviate some of the financial constraints. These include: 1) reduction of high repetition and drop-out rates; 2) continued redeployment of teaching personnel; 3) multi-grade and double shift classrooms; 4) improvements in in-service training and supervision; 5) privatization of textbook production and distribution; and 6) increasing the number of private schools.

Currently USAID/GUINEA is in the process of re-designing its Education Sector Reform Project (through a collaborative effort with the GOG) to continue to provide technical funding and assistance to the PASE, in order to improve the quality, equity, and efficiency in the delivery of primary education. In addition, the PASE is beginning to prepare itself to review policy and enter the second phase of its mandate. This scope of work defines a set of activities designed to aid in the project re-design, as well as to give MEPU-FP officials the tools necessary to effectively plan educational policy, in light of financial constraints.

The purpose of the workshop was to engage the GOG in an education sector policy dialogue. In order to do this the activities centered on the EPICS model to enlist education sector stakeholders in the development and application of an analytical approach to policy formation.

The objectives of the workshop included:

1. The introduction of education policy analysis tools to various stakeholders in the sector;
2. The discussion of implications of different sectoral policies and strategies; and

3. The development of a dialogue with education sector stakeholders around the financial implications of various policy scenarios.

4. EPICS Simulation

The primary objective of EPICS is to facilitate the preparation of multiple planning strategies for developing comprehensive education policies and improving decision-making capacities within Ministries of Education at the national and provincial levels.

EPICS allows participants a broad introduction to strategic planning and policy experimentation and encourages the use of negotiation and communication skills to make policy decisions under pressures of time and budget constraints. It also gives participants the opportunity to explore issues of the diversity among target population groups. Participants experience how investments in different policies relating to access to basic education affect different groups in different ways. Intersectoral linkages represented in the education model include investments in the areas of curriculum development, teacher training, facilities and materials, organization, education management information systems (EMIS), and research.

Linkages between the sectors of education, health and agricultural and industrial development are also introduced. An interactive computer model generates quantitative and qualitative information which the participants must interpret to make informed decisions.

4.1 Structure of the Simulation

EPICS is a group simulation game based on a causal-effect model with a computer interface.

Interaction is focused on a group game- input/time/output didactical approach. The simulation takes place using a table game, fictitious money and a PC compatible, with a printer. The participants of the game are a group of five people, each with roles to form a "ministerial team". Their task is to allocate resources on a set of 21 policy options or

pre-determined variables, with the goal of improving the planning and design of educational policies. The purpose of the exercise is to acquire knowledge, skills, and abilities for the allocation of resources in primary education.

The basic objectives of the simulation are:

Generic

- To stimulate the decision makers to consult research in the field of education
- To provide training assistance through innovative instructional procedures
- To provide a practical workshop leading toward practical solutions

Specifics

- To increase coverage of primary education enrollment
- To improve indices of quality of teaching, efficiency of the system and facilities (infrastructure)
- Increase female enrollments

4.2. Structure and Focus of EPICS workshop in Guinea

The program was presented in two separate sessions, with 20 participants in each session. Each session lasted 1 1/2 days; an additional final half-day session was conducted with the participants from both sessions together to prepare recommendations for Guinea, based on the exercise. The simulation enactment took place in six phases:

Phase I: Organization of teams; distribution of roles; budget and exploration of the program

Phase II: Discussion; develop a framework/strategy; decision and first allocation of resources

Phase III: Analysis of the results; consult the data bases; discussion; adjustment and allocation of resources.

Phase IV: Comparison of the results among the groups per period and accumulated.

Phase V: Application of results within the Guinean context.

Phase VI: Parliamentary assembly: Presentation of recommendations for Guinea by each group in a simulated parliamentary session.

General conclusions were made on the importance of financing qualitative and quantitative research to improve the understanding of the underlying factors that influence school outcomes during the debriefing of the simulation. All this formed the base for discussing improved decision making, including:

- Planning mechanisms appropriate to different educational environments
- Support for greater decentralization
- Organizational development analysis

The simulation further examined the process of decisionmaking for financial allocations that address issues of elementary learning improvement as an integral part of the learning input package, with emphasis on the implication that efficient and good quality education systems require simultaneous availability of a mix of learning inputs. The features of this systemic approach included lessons in the importance of:

- (1) timely disbursement of financial resources to carry out programmed tasks;
- (2) competent management and teaching personnel for sound policy formulation, implementation, and monitoring;
- (3) instructional materials to provide additional information and practical experience in support of classroom teaching;
- (4) student body demographically well mixed

5. Outcomes and Lessons Learned

The outcomes of each group were discussed at the end of each session. Each group presented (1) a summary of the computer generated outputs and (2) a discussion of the decisionmaking process in terms of the goals and strategies. Tables 1 and 2 (below) summarize representative results of the simulation for each group in Sessions I and II. The tables reflect varied outcomes which are referred to in the analytical discussion of process. Discussion during the second part of the debriefing focused on

the implications of different strategies and decisionmaking behavior on the flow of information and the outcomes.

During the first two rounds of the simulation the players demonstrated a certain amount of confusion and uncertainty. During this phase, participants became acquainted with their roles in the Ministry and began to process the initial information they had received. Between rounds players were prompted by the facilitators to reflect on the content and quality of their communication. They were asked to be aware of individual and group behavior under time and political pressures and budget constraints and to give serious consideration to the fact that each member of the group had information of value to contribute to the information process.

During the third round of the simulation, relationships between investments in policies and the performance indicators on the country reports became more obvious and the participants started analyzing the outcomes in terms of their strategies and discussed how their decisions affect the state of the system.

During the last two rounds of the simulation, the experience of the participants stabilized. All groups saw rises in the performance indicators, but some were much higher than others. During the debriefing discussion time was allowed for all groups to reflect on the relationships between decisionmaking styles and strategies and outcomes and were able to draw conclusions based on their experiences that included the importance of:

- Relationships between good communication skills, team building, problem-solving and strategic planning
- Creative use of information for informed policy formulation
- The relationship between different types of policy-oriented data and the development of the education management information system and their importance in the planning process
- The limitations of centralized decision-making
- Defining planning mechanisms appropriate to different educational environments

- **Timely disbursement of enough financial resources to carry out programmed tasks**
- **Disaggregation of data to understand regional disparities in the system affecting access of girls and boys in rural and urban areas**

Table 1: Summary of Group Outcomes
Session 1: 24 May 1994

	Group 1	Group 2	Group 3	Group 4
Taux de Scolarisation				
Global	85%	58%	51%	81%
Filles	73%	45%	40%	67%
Garçons	97%	70%	61%	94%
En Milieu Urbain: Filles				
Scolarisees	2,472,918	2,330,077	1,667,377	2,970,413
Non-scolarisees	895,479	575,532	1,701,021	397,984
Taux de scolarite	73%	80%	50%	88%
En Milieu Urbain: Garçons				
Scolarises	2,564,183	2,642,080	1,766,465	3,186,550
Non-scolarises	1,009,930	440,982	1,807,648	387,763
Taux de scolarite	72%	86%	49%	89%
En Milieu Rural: Filles				
Scolarises	6,607,126	2,516,372	3,290,358	5,381,847
Non-scolarises	2,524,211	5,360,400	5,840,979	3,749,488
Taux de scolarite	72%	32%	36%	59%
En Milieu Rural: Garçons				
Scolarises	10,580,782	5,525,441	6,529,940	9,493,484
Non-scolarises	(604,546)	3,080,148	3,446,296	482,752
Taux de scolarite	106%	64%	66%	95%
L'Access	High	Low	Low	High
Le Decalage entre les 2 sexes	Low	High	High	Low
Mesures de Qualite: Sur echelle 1 a 10				
Qualite de l'enseignement	7	6	6	7
Qualite des Locaux	6	5	4	6
L'Efficience du Systeme	4	2	3	6
Qualite de Vie	5	3	3	6
La Sante	4	2	2	5
Production Alimentaire	5	3	3	3
Le Developpement Agricole	7	6	6	7
Le Developpement Industrial	6	5	2	6
Systeme Scolarie				
No. d'enseignants en formation (1000s)	3	7	3	4
No. totale d'enseignants (1000s)	185	200	182	199
No. prevu de construction des ecoles	6	3	1	1
Nombre total d'ecoles (1000s)	82	78	74	87
Depenses totales du budget	950	1008	1200	1230
Solde	50	-8	-200	-230

**Table 2: Summary of Group Outcomes
Session II: 27 May 1994**

	Group 1	Group 2	Group 3
Taux de Scolarisation			
Global	83%	72%	93%
Filles	72%	57%	79%
Garçons	94%	86%	106%
En Milieu Urbain: Filles			
Scolarisees	2,660,775	2,393,193	3,071,206
Non-Scolarisees	707,622	975,204	297,191
Taux de scolarite	79%	71%	91%
En Milieu Urbain: Garçons			
Scolarises	2,605,668	2,476,373	3,382,895
Non-scolarises	968,445	1,097,740	191,218
Taux de scolarite	73%	69%	95%
En Milieu Rural: Filles			
Scolarises	6,309,028	4,684,962	6,778,390
Non-scolarises	2,822,309	4,446,375	2,352,947
Taux de scolarite	69%	51%	74%
En Milieu Rural: Garçons			
Scolarises	10,109,503	9,208,434	10,996,904
Non-scolarises	(133,267)	767,802	(1,020,668)
Taux de scolarite	101%	64%	110%
L'Access			
Le Decalage entre les 2 sexes	High Low	Low High	High Low
Mesures de Qualite: Sur echelle 1 a 10			
Qualite de l'enseignement	7	6	7
Qualite des Locaux	5	5	6
L'Efficiency du Systeme	5	2	6
Qualite de Vie	5	3	6
La Sante	4	2	5
Production Alimentaire	5	3	5
Le Developpement Agricole	7	6	7
Le Developpement Industrial	6	5	6
Systeme Scolarie			
No. d'enseignants en formation (1000s)	5	7	4
No. totale d'enseignants (1000s)	194	200	194
No. prevu de construction des ecoles	0	3	3
Nombre total d'ecoles (1000s)	88	78	91
Depenses totales du budget	1200	1008	1190
Solde	-200	-8	-190

6. Policy Options Simulation Workshop

Closing Ceremony Remarks presented by
Monsieur Ibrahima Ninguélandé Diallo,
Director, National Pedagogical Institute
Conakry, Guinea

In accordance with the stated objectives of the Educational Sectoral Adjustment Program in Guinea, and in preparation for the second phase of its implementation, in collaboration with USAID, who has provided both technical and financial assistance, the Minister of Pre-University Education and Professional Training for the Republic of Guinea organized a workshop based on EPICS, the "Educational Policy Options Simulation" at the National Institute of Pedagogy on May 24, 26, 27 and 28, 1994.

The main objectives of this training program were:

- To enable participants to become aware of the interdependence between different domains and parameters of the education system, with the goal of more systematic, rational planning and efficient use of the resources allocated;
- To provide participants with skills in identifying factors that produce more efficient educational policies that will improve the overall literacy rates and school attendance rates, particularly among groups such as girls and children in rural areas.
- Provide participants with tools that will enable them to identify the needs, priorities and strategies appropriate to reach educational objectives;
- Enable participants to share their different kinds of knowledge and information and personal experience in strategic planning of educational policies and activities, and in budgeting the financial resources they are allocated.
- Make participants aware of the different contexts and critical situations that can arise during the planning and implementation stages of educational policies.
- Draw attention of participants to the need to balance educational expenses and to identify and apply efficient strategies that rely on cooperation, planning, and action, for improved decision-making processes in education.

6.1 The Workshop

With the Minister of Pre-University Education and Professional Training presiding, the Education Policy Simulation Workshop began officially on Tuesday, 24th May 1994 at 9:00 am. Present at the ceremony were the Director of USAID/Guinea, representatives of the European Economic Community, UNICEF, the World Bank, the Cultural Advisor to the Ambassador of France in Guinea, and officials from the Ministry of Pre-University and Continuing Education.

In her opening address, the Minister of Pre-University Education and Professional Training delineated the main objectives of the workshop and reminded the participants that her Department has a particular interest in the kind of training provided. She then indicated how the training fits the national plans for implementing the second phase of the Educational Sectoral Adjustment Program (the PASE), which is intended to build upon the achievements of the first phase of the PASE. Finally, on behalf of the Government of Guinea, the Minister thanked USAID and the other donor agencies for their well-appreciated contributions and support to our educational system.

After the opening ceremony, the facilitators, Christina Rawley and Marylee Rambaud, presented the conceptual framework, ground rules, and methods for the workshop simulation to the 40 assembled participants. Then they divided the participants into 2 sessions, each with 20 participants. In the first session, 4 groups were formed to begin the simulation at 10:00 am Tuesday 24th May.

The objective of the first exercise was to improve the school enrollment rates and reduce the gap between the number of girls and boys enrolled in school, in rural areas as well as in urban areas, in an imaginary country that has very scarce financial resources. With these scarce resources, budgetary planning for several policy options across several domains within the national education system is supposed to achieve a 100% school enrollment rate over a period of 25 years. These policy domains are:

- Research
- Curriculum

- **Teacher Training**
- **Buildings & Facilities**
- **Organization, scheduling**
- **Educational Management Information System**

During the simulation, in every small group of 5-6 participants, each member plays the role of a key figure within the Ministry of Education. The roles are: the Minister of Education, the Director of Research, the Director of Finance, the Director of Planning, etc. The five rounds of the simulation lasted throughout the day until 5:00 pm.

6.2 Conclusions & Recommendations

The participants felt that this training workshop fully met all expectations and achieved the intended objectives. Indeed, the workshop enabled them to become more aware of the constraints encountered when planning educational policies and the elements involved in decision-making processes.

The training model sharpened their analytical capacities to define, prioritize, apply and understand the strategies involved in educational planning. The training experience gave them more skill in articulating a more systematic vision, and awareness of the many parameters and factors involved in implementing educational policies.

In addition to thanking the officials from all Departments of the Ministry of Pre-University Education and Professional Training and officers and staff at USAID/Guinea, for hosting this workshop, the participants made the following recommendations relevant to the context of Guinea:

1. **Use known outcomes and evidence gathered from the real context of the educational system of Guinea;**
2. **Emphasize academic content less and process more in training programs for administrators, officers , and educators involved in the decision-making process of the education system;**

3. Strengthen initiatives and policies designed to enroll more girls in school and keep them in school;
4. Set up, conduct, and develop action-research in education;
5. Improve and develop curricula and teaching methods;
6. Expand the capacity of the educational system to provide education for all.

7. Recommendations for Follow-up

The workshop participants were fully engaged in the exercise for the full length of time scheduled. Recommendations were made for PASE by the workshop participants at the closing ceremony which was presided by the Minister of Pre-University Education and Professional Training. The ceremony was recorded and broadcast on national radio and television.

Based on the above analysis of participation and response, recommendations for immediate follow-up include:

- Conduct the EPICS workshop with deputy officers from prefectural offices to emphasise the importance of collaboration between prefectures and national level decisionmakers.
- Develop a Guinean model of the policymaking process which includes different stakeholders in the education system (males and females from rural and urban areas), including representatives of teacher unions, communities and households.

submitted at Conakry, 28th May 1994

DISCOURS DE CLOTURE DE MADAME LE MINISTRE AU
SEMINAIRE-ATELIER SUR LA "SIMULATION DES OPTIONS EN
POLITIQUE EDUCATIVE"

IPN DU 24 AU 28 MAI 1994

Le séminaire atelier sur la " Simulation des options en politique éducative " , qui prend fin aujourd'hui après quatre (4) jours de véritables travaux pratiques, a été une rencontre fructueuse à en juger par les résultats atteints.

Dans la simulation que vous venez de pratiquer Mesdames et Messieurs les participants, les options sont limitées à un certain nombre de catégories d'investissements telles que: les infrastructures et équipements, l'organisation, les recherches, l'informatisation de la gestion, la formation des enseignants et le développement des programmes.

Cette liste ne couvre peut-être pas toutes vos préoccupations, mais les séances de discussion après la simulation et l'analyse du modèle vous ont permis de faire la comparaison avec vos propres expériences concrètes dans la vie et ceci est essentiel pour le rapprochement de la théorie à la pratique.

Il vous revient donc Mesdames et Messieurs les participants de bien cerner les différents paramètres de notre système éducatif et de bien faire bénéficier de votre nouvel éclairage et votre dynamisme renforcé.

N'oubliez jamais que pour planifier de manière efficace, il est indispensable d'obtenir le maximum d'informations possibles et de les communiquer clairement et à temps à tous les partenaires concernés.

La réhabilitation de notre système éducatif sera facilitée si les cadres à tous les

APPENDIX 1

niveaux recueillent des informations utiles à la prise de décision et la planification, et aussi si ces informations sont traitées de façon rapide et efficace. Retenons enfin que chaque enfant a droit à une éducation car l'éducation est un moyen d'atteindre des objectifs économiques, sociaux, politiques et l'intégration Nationale.

Pour terminer, Mesdames et Messieurs, je voudrais remercier et féliciter

- Mesdames les Animatrices pour leurs brillantes prestations bien appréciées par les participants. Les sincères remerciements de notre Département et du Gouvernement vont également à US. AID pour son appui technique et financier indispensable pour la réussite du séminaire.

Que tous les bailleurs intervenant dans notre système éducatif trouvent ici l'expression de notre profonde gratitude. C'est en vous souhaitant tous, participants et animatrices un bon retour dans vos familles respectives que je déclare clos le présent Séminaire-atelier sur la Simulation en politique Educative.

Je vous remercie.

APPENDIX I

DISCOURS D'OUVERTURE
DE MADAME LE MINISTRE
AU SEMINAIRE ATELIER DE SIMULATION
EN POLITIQUE EDUCATIVE
du 24 au 28 Mai 1994

La tenue du présent Séminaire sur la "Simulation des options en Politique Educative" nous donne l'occasion de rappeler les principaux objectifs assignés pour le développement de notre système éducatif. Ces objectifs sont consignés dans la Déclaration de Politique Educative adoptée par le Gouvernement en Septembre 1989. Il s'agit de:

- la restructuration du système éducatif,
- l'amélioration de la qualité de l'enseignement et de la formation,
- le renforcement des capacités de gestion, de planification et d'administration de l'éducation

Pour atteindre ces objectifs, le Gouvernement a, non seulement considéré l'éducation comme une priorité nationale mais a exprimé sa volonté politique de trouver les moyens financiers nécessaires et, la conception et la réalisation du PASE I en est une parfaite illustration.

La mise en oeuvre du PASE I a permis d'obtenir des résultats remarquables notamment ce qui concerne le taux brut de scolarisation qui est passé de 29 % en 1989-90 à 40,08 % en 1993-1994. Pendant la même période, le taux d'inscription en première année est passé de 35 % à 54,51 %.

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Rappelons que la priorité a été donnée à l'enseignement de base et que l'objectif quantitatif fixé dans la Déclaration de Politique Educative, eu égard aux contraintes financières, est d'atteindre un taux brut de 53 % et un taux d'inscription en 1ère année de 70 % avant la fin de la décennie.

Cette augmentation quantitative de la scolarisation constatée, qui tend vers la scolarisation universelle, car c'est bien l'objectif final, doit s'accompagner d'un renforcement proportionnel de la qualité de l'enseignement à travers les paramètres suivants: les personnels enseignants, le rendement interne du système, les équipes pédagogiques, les infrastructures scolaires, les innovations pédagogiques etc... Au moment où nous préparons les éléments du PASE II, on se rend compte qu'il y a beaucoup d'acquis à consolider, beaucoup d'initiatives à développer, suffisamment de moyens et d'efforts à mettre en oeuvre; bref, le chemin est encore long et difficile et, de plus en plus la nécessité de l'utilisation rationnelle des ressources disponibles s'impose.

L'utilisation optimale de toutes les ressources disponibles: ressources intellectuelles, techniques, financières et budgétaires selon des priorités bien identifiées, facilite incontestablement la marche vers les objectifs assignés.

Un système éducatif est un ensemble complexe dont il faut comprendre le fonctionnement et les rapports qui existent entre les différents éléments qui le composent.

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Le présent séminaire-atelier a pour but de simuler la façon dont les relations entre les différents paramètres du système éducatif gênent ou favorisent l'accès à l'éducation de base.

D'après les initiateurs de ce jeu, les objectifs de la simulation sont les suivants :

- . Encourager une discussion sur l'allocation des ressources en tenant compte des contraintes budgétaires :
- . Illustrer le besoin d'identifier un ensemble de facteurs qui ont un impact sur la demande de l'éducation et qui augmente l'accès à l'éducation de groupes particuliers dans leurs propres contextes, comme par exemple les filles et les garçons en zones rurales.
- . Souligner l'importance de comprendre les effets de multiples stratégies lorsqu'on définit une politique éducative.
- . Etablir les échéances nécessaires de mise en oeuvre de différents programmes.
- . Démontrer les effets qualitatifs et quantitatifs des différentes politiques,
- . Donner l'occasion d'échanger, de négocier et de pratiquer des stratégies de coopération afin de promouvoir le travail de planification en groupe.

Comme vous le constatez, ce jeu de simulation de

niveau national, décisions qui ont des conséquences sur l'accès à l'éducation et aussi sur d'autres aspects de la vie et l'environnement.

La simulation reproduit les conditions et les processus qui caractérisent la prise de décision et la planification dans un Ministère d'Education Nationale d'un pays à ressources limitées. Elle crée aussi un environnement où l'on peut explorer les rapports existants entre l'Education et le Développement à tous les niveaux, tant national que décentralisé.

En un mot, l'objectif du jeu est d'atteindre la scolarisation universelle en agissant sur les différents paramètres du système éducatif.

Messieurs les séminaristes, tout en vous remerciant pour votre présence dans cette salle, je vous demande également de tirer le meilleur profit des travaux de l'atelier.

Mesdames les animatrices, je voudrais vous remercier particulièrement pour avoir accepté le voyage en vue d'animer cette simulation à laquelle nous attachons beaucoup d'importance; je vous souhaite donc un agréable séjour en Guinée.

.../...

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Mesdames et Messieurs,

C'est dans l'espoir que les acquis de ces travaux nous apporteront un éclairage et faciliteront la prise des meilleures décisions pour une meilleure et totale réhabilitation de notre système éducatif que je déclare ouvert le Séminaire-Atelier sur la Simulation des options en Politique Educative.

Je vous remercie.

APPENDIX 2
SEMINAIRE-ATELIER
SUR LA SIMULATION DES OPTIONS EN POLITIQUE EDUCATIVE

RAPPORT SYNTHESE

Conformément à ses objectifs et dans le cadre de la préparation du PASE II, le Ministère de l'Enseignement Pré-Universitaire et de la Formation Professionnelle, en collaboration et sur l'appui technique et financier de l'USAID, a organisé un séminaire-atelier à l'Institut Pédagogique National les 24, 26, 27 et 28 Mai 1994 sur "La simulation des options en Politique éducative" et dont les objectifs essentiels sont les suivants :

- Permettre aux participants de prendre conscience de l'interdépendance des différents domaines et paramètres d'un système éducatif dans le but d'une planification systémique et rationnelle des ressources qui lui sont allouées ;
- Assurer un perfectionnement des capacités des participants pour l'identification de facteurs d'efficacité des activités éducatives pour l'élévation des taux de scolarisation en général et d'accès à l'éducation de groupes particuliers comme les filles et les enfants des zones rurales ;
- Doter les participants d'outils intellectuels nécessaires pour l'identification des besoins, des priorités et des stratégies appropriées pour l'atteinte des objectifs éducationnels ;
- Permettre aux participants de mettre en commun leurs différentes connaissances et expériences personnelles en matière de planification stratégique et opérationnelle des activités éducatives et des ressources financières qui leur sont allouées.
- Amener les participants à bien apprécier les différents contextes et situations critiques qui peuvent se présenter au cours d'une période concernée par les plans d'action en éducation.
- stimuler l'attention des participants sur la nécessité d'équilibrer les dépenses en éducation, d'identifier et d'appliquer des stratégies efficaces en matière de coopération, de planification et d'action pour une meilleure prise de décision en éducation.

Déroulement des travaux

Sous la haute présidence de Madame le Ministre de l'Enseignement Pré-Universitaire et de la Formation Professionnelle, la cérémonie d'ouverture de l'Atelier a eu lieu le Mardi 24 Mai 1994 à 9 H.

Elle a connu la présence du Directeur de l'USAID à Conakry, des représentants de la CEE, de l'UNICEF, de la Banque Mondiale ainsi que Monsieur le Conseiller Culturel de l'Ambassade de FRANCE en GUINEE et les principaux responsables du Ministère.

Dans son discours d'ouverture, Madame le Ministre de l'Enseignement Pré-Universitaire et de la Formation Professionnelle a dégagé les principaux objectifs du séminaire et attiré l'attention des participants sur l'intérêt que son Département accorde aux résultats de leurs travaux. Elle a, ensuite, situé l'événement dans le cadre de la mise en oeuvre de notre politique éducative et de la préparation du PASE II qui doit compléter, ajoute Madame le Ministre, les nombreux acquis du PASE I. Elle a enfin remercié, au nom du Gouvernement, l'USAID et les autres bailleurs de fonds pour le soutien bien apprécié qu'ils apportent à notre système éducatif.

Après la cérémonie d'ouverture, les animatrices Mesdames Christine Rawley et Marylee Rambaud ont présenté aux quarante (40) participants la méthodologie du séminaire avant de les répartir en deux groupes qui vont travailler chacun deux jours successifs sur les mêmes contenus.

Réparti en quatre sous-groupes, le premier groupe a commencé les travaux à 10 heures sur la base d'un ensemble de consignes données par les animatrices.

L'objectif de ce premier travail était d'améliorer le taux de scolarisation et de réduire les disparités entre garçons et filles aussi bien en milieu rural qu'en zone urbaine dans un pays imaginaire dont les ressources financières sont très réduites. La planification de ce budget réduit entre les différents domaines et activités du système devait conduire à un taux de scolarisation de 100 % pour une période de 25 ans.

Les différents domaines à pourvoir étaient les suivants :

- la recherche
- les programmes d'étude
- la formation des enseignants
- les constructions scolaires
- l'organisation
- le service Informatique

Conformément à la technique de simulation utilisée, chaque sous-groupe était composé d'un Ministre et de ses différents collaborateurs en matière de finances, de recherche, de planification etc...

Ce travail de planification s'est poursuivi jusqu'à 17H avec une interruption d'une heure consacrée à la pause-café.

Le Jeudi, de 9 H à 12 H, une séance de mise en commun a permis aux différents sous-groupes d'analyser et d'apprécier les stratégies de planification et les résultats obtenus.

De 12 H à 13 H, les animatrices ont précédé à une recentration générale qui précisera les raisons d'être des domaines choisis, des objectifs visés et des efforts de réflexion demandés aux participants.

A 14 H, le deuxième groupe a commencé le travail sur la même base et selon la même procédure. Les travaux du 26 Mai 1994 ont pris fin à 17 H pour reprendre le lendemain à 9 H, c'est à dire le Vendredi 27 Mai 1994.

Comme à la veille, les travaux de planification, de mise en commun et de recentration se sont poursuivis jusqu'à 17 H.

Le Samedi 28 Mai 1994, une plénière a permis de récapituler les différents résultats obtenus et de préciser le contenu des stratégies qui pourraient être utilisées sur la base des données du système éducatif guinéen.

Conclusion et recommandations

Les participants estiment que le séminaire-atelier a pleinement atteint ses objectifs. En effet, il leur a permis de mieux prendre conscience des contraintes liées à la planification des activités de l'éducation et au processus de prise de décision en cette matière.

Il a développé leurs capacités d'analyse en matière de définition, de priorisation, d'application et d'appréciation des stratégies de planification en matière d'éducation. Il a perfectionné leurs visions systémiques des différents paramètres et facteurs qui interviennent dans la mise en oeuvre d'une politique éducative.

Aussi, tout en remerciant les autorités du Département et l'USAID pour la tenue de ce séminaire-atelier, les participants recommandent :

- l'utilisation des résultats obtenus dans la vie réelle de notre système éducatif ;
 - la démultiplication des contenus de la formation reçue au niveau de tous les cadres du Département impliqués dans les processus de prise de décision ;
 - le renforcement des efforts du Département en faveur de la scolarisation de la jeune fille et de son maintien à l'école ;
-
- la mise en oeuvre et le développement des initiatives du Département pour le développement de la recherche-action en éducation, l'amélioration des contenus et méthodes d'enseignement et le renforcement des capacités d'accueil du système.

Conakry, le 28 Mai 1994

Le Séminaire

U.S. Agency for International Development
GUINEA
Scope of Work
EDUCATION SECTOR POLICY DIALOGUE
THROUGH FINANCIAL ANALYSIS

Purpose:

The purpose of the activities outlined in this scope of work is to engage in an education sector policy dialogue with the GOG through analysis of policy options in the sector. In order to do this the activities center on developing a model for launching of a "policy dialogue" process with a single, central workshop. We are mainly concerned with the processes of conducting analysis and applying its results to policy decision-making. A distinction is made between process and analytical product to ensure attention to the engagement of education sector stakeholders in the development and application of an analytical approach to policy formation.

Specifically, the objectives of this scope of work include:

- 1) The introduction of education policy analysis tools to various stakeholders in the sector;
- 2) The projection of estimated implications of different sectoral policies and strategies; and
- 3) The development of a dialogue with education sector stakeholders around the implications of various policy scenarios.

Background:

USAID/GUINEA has recently concluded an elementary education sector assessment, conducted by the Education Development Center (EDC). This assessment included among other areas addressed, discussions of some of the significant financial constraints facing the education sector, as well as issues in educational planning.

In 1989 the government of Guinea (GOG) formulated a national education policy to rebuild its faltering education system, which had been substantially weakened by 25 years of mismanagement, underfunding and neglect. The policy is being executed through the GOG's Programme d'Ajustement Sectoriel de l'Education (PASE) which comprises a series of administrative policy reforms intended to lay the groundwork for restructuring, expanding and improving the educational system. In concert with the World Bank and the French Fonds d'Aide à la Cooperation (FAC), USAID/GUINEA has provided budgetary support and technical assistance to the PASE through the Guinea Education Sector Reform Program and Project (675-0222/0223).

Through the PASE, the GOG has made significant progress in addressing many of the problems of basic education in Guinea. It has demonstrated its commitment to expanding the coverage of primary school education by increasing the education sector share of the national budget from 11% in 1988 to 26% in 1993. The Ministry of Pre-University Education and Professional Training (MEPU-FP) has demonstrated the same commitment by maintaining a 35% share of the education budget for primary education from 1989 to 1993, and by increasing the amount allocated to be spent per primary school student from 63 Guinean francs (GNF) to 17,000 GNF during this same period, as well as by redeploying secondary teachers to primary education teaching positions.

Nonetheless, many challenges continue to face the PASE when it comes to executing its policy reforms. As the recent sectoral assessment pointed out, though 95% of the education budget allocated was disbursed in 1992-93, rates of execution varied by expenditure category: 90% of planned personnel expenditures were realized, whereas only 59% of planned operating expenditures were disbursed. In other words, 41% of the financial resources approved for operation and development of elementary education could not be disbursed. When it came to per pupil expenditures, only 11,000 GNF of the 17,000 GNF allocated was actually disbursed. And while 94% of the amount allocated for instructional materials was requested for disbursement, only 13.9% was actually expended.

Regarding the GOG's education sector policy, critical resource allocation decisions need to be addressed. The PASE's enrollment objectives include increasing primary school enrollments from the current 36% to 53% by the year 2000, as well as significantly increasing the enrollment rates of girls and rural children. In addition the PASE seeks to increase the quality of education being delivered to these children. Thus the budgetary trade-offs between increased access and improved quality will continue to plague the sector.

In terms of the efficient use of resources in the education sector, the education sector assessment identified several areas where efficiency gains could help alleviate some of the financial constraints. These include: 1) reduction of high repetition and drop-out rates; 2) continued redeployment of teaching personnel; 3) multi-grade and double shift classrooms; 4) improvements in-service training and supervision; 5) privatization of textbook production and distribution; and 6) increasing the number of private schools.

Currently USAID/GUINEA is in the process of re-designing its Education Sector Reform Project (through a collaborative effort with the GOG) to continue to provide technical funding and assistance to the PASE, in order to improve the quality, equity, and efficiency in the delivery of primary education. In addition, the PASE is beginning to prepare itself to review policy and enter the second phase of its mandate. This scope of work outlines a set of activities designed to aid in the project re-design, as well as to give MEPU-FP officials the tools necessary to effectively plan educational policy, in light of financial constraints.

General Tasks

In general, the responsibility of the contractor will be to provide technical assistance and guidance for the development and initiation of the policy dialogue process and for the **beginning** of a financial simulation model. The emphasis in of both aspects of contractor intervention will be on facilitation, guidance, and training. USAID/GUINEA would be responsible for assuring government commitment to the scope of work and MEPU-FP collaboration in carrying it out. The Mission will also identify the appropriate counterparts (based on contractor guidelines) for the contract team, and recognizes that the successful completion of the work depends on their effective availability. AFR/ARTS/HHR will contribute to the development of the work plan and may be available for assistance in carrying out the scope of work in the field.

Specific Tasks

Specific aspects of the technical assistance to be provided under this scope of work include the following tasks:

- 1) Work Plan: prior to any work in country, and in consultation with AFR/ARTS/HHR, elaborate a preliminary definition of the approach, develop ground work for a model (based on work previously done by AFR/ARTS/HHR) and a work plan for its implementation, showing how the contractor intends to initiate the policy dialogue process, introduce some simulation tools, train ministry personnel in their application, and use these tools to enhance and extend the policy dialogue. Modify and refine that work plan in the field, in consultation with USAID/GUINEA and MEPU-FP.
- 2) Initiating Workshop introduce interested sectors and stakeholders in the education sector to the approach and tools for analysis and policy dialogue, as well as describe the expected application of that analysis and its outcomes.
- 3) Compilation of Data: draw on information available and gather data necessary (available from (AFR/ARTS/HMR) to capture important education system parameters and conduct the financial analysis of the sector. The financial simulation tool to be developed in a later stage will use all the available data and will be developed specifically, for Guinea so as to adapt to the exact data situation.
- 4) Simulation Model embark on an interactive, formative approach to developing the simulation model to ensure that MEPU-FP officials are trained in its design and development. Assumptions in the projections and calculations should be explicit, transparent, and recognized by all participating education sector stakeholders. The model at least should be capable of i) demonstrating how changes in investment impact on sectoral outcomes requirements, including consideration of variation in a menu of parameters such as the mix of education system inputs (infrastructure, personnel, instructional materials, etc.), changes in the costs of those inputs, and modifications of service ratios. See attached description.

5) **Policy Dialogue** Undertake a workshop-like approach to focus on a central, launching of a discussion about options, and as a way for MEPU-FP, along with other stakeholders, to begin the process of policy dialogue making use of financial simulation of policy and strategy to weigh future options for the education sector. Allowing MEPU-FP and other stakeholders to explore the various means for continuing the reform and targeting it more towards qualitative changes at the classroom level. Education officials, stakeholders, and donors would participated int he modeling of various education sector development scenarios and in the discussion of their financial implications.

Expected Outcomes:

The outcomes of the analysis and simulation will be enhanced education sector policy dialogue including:

- 1) A working, modifiable simulation model;
- 2) A framework for a continuing policy dialogue and exchange between the GOG, educations sector stakeholders, USAID/GUINEA, and other donors.

Level of Effort:

Based on the attached schedule, the contract would be based on consultancy costs for 14 days each for 2 people. The 14 days would be determined on the basis of 5 days preparation before departure, 5 days in Guinea, and 2 days travel each way.

USAID/GUINEA will provide support in-country in establishing links with MEPU-FP and will be primarily responsible for overseeing efforts at establishing and engaging in policy dialogue. AFR/ARTS/HHR will provide support at AID/W in familiarizing consultants with available background and data to lay the ground work for the financial simulation model.

An illustrative summary of probable level of effort by USAID and GOG participants is as follows:

Source:	Person Weeks
AFR/ARTS/HHR	2
USAID/Guinea	4
GOG	12
Total	18

Team Members;

The contractor team should include:

an expert in simulation modeling and planning tools with a masters degree in financial management or related education field, who has a minimum of 3 years experience in simulation modeling and experience in francophone Africa; and

a specialist in policy dialogue facilitation with a masters degree in human resources management or related education field, who has a minimum of 2 years experience in education policy dialogue, and experience in francophone Africa.

It is expected that these two experts will be institutionally back-stopped by an organization with sufficient knowledge and experience in assisting the processes of educational planning, financial analysis and simulation, and especially policy dialogue in Africa.

At least one of the two experts must have an FSI S-3+/R-3 in French and an FSI S-5/R-5 in English.

Deliverables :

The contractor, upon completion of this scope of work will be responsible for the delivery of the following products:

- 1) Detailed work plan-initial version of which is due the first day in Guinea;
- 2) A working simulation model, capable of being managed and modified, added to etc., by the MEPU-FP staff;
- 3) A central workshop, involving GOG officials from Ministry of Plan and Finance (MPF) and MEPU-FP, as well as Mission staff, and other interested education stakeholders; and
- 4) A report on the central workshop outcomes, including but not limited to, representative simulations and results, along with recommendations on future policy dialogues as relates to educational financing. The report will also include estimated implications of different sectoral policies and strategies.

Six (6) copies of the work plan must be submitted to the HRDO: three (3) in French and three (3) in English.

** Fifteen (15) copies in English and thirty (30) copies in French of these reports must be submitted to the HRDO.

Time frame :

The performance period shall begin o/a 16 May 94 (in Washington) and o/a 22 May 94 (in Guinea) and end o/a 15 June 94.

Logistics:

The contractor will cover all costs and be responsible for all planning associated with the central workshop.

The consultant will stay in a hotel, and Mission will make hotel reservations. The Mission will meet and assist at airport for arrival and departure, though all other in-country travel is the responsibility of the contractor. The USAID cashier will be available for check cashing (within limits of Mission policy).

Consultants will not have access to Mission computers for word processing; they should bring one or more portable lap-top computers for this purpose. Consultants will, however, have limited access to a Mission computer printer for printing purposes, after disks have been checked for viruses by Mission Management Office.

Attachments:

- 1) Description of EPICS Model
- 2) Workshop Schedule

Appendix 4

Consultants' Work Schedule

Day	Date	Activity
1,2	May 19, 20	Preparation in D.C.
3,4	May 21,22	Travel
4	May 22	Arrive in Guinea
5	May 23	Meetings with staff of USAID and MEPU-FP; finalization of workshop schedule; orientation of facilities and general preparation of workshop set-up.
6	May 24	Session I
7	May 25	(Ministry staff on holiday for Africa Unity Day) Design debriefing of workshop based on Guinean context and experience of the previous day;
8	May 26	End Session I; begin Session II
9	May 27	Complete Session II
10	May 28	Session I and II Debriefing; preparation and presentation of recommendations by workshop participants
11	May 29	Depart Guinea
12	May 30	Return to D.C.
13,14		Preparation of Workshop Report

CHRISTINA C. RAWLEY

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Education

Harvard University Graduate School of Education Cambridge, Massachusetts
 Ed.D. Educational Policy in International Development. Specialization in simulation and modeling for negotiation and decision making for sustainable development. Dissertation Title: "Democracy and Diversity: An Ecological Approach to Educational Institutional Capacity Building". (1994 Expected)

Harvard University Graduate School of Education Cambridge, Massachusetts
 Ed.M. (1985). International Development. Specialization in anthropology and economics applied to analysis of development in Low Income countries.

Professional Experience

Harvard Institute for International Development Cambridge, Massachusetts
Education Specialist: Assessment and design of multivariate decision simulation models for use developing primary education systems. Project Director for development of the EPICS Simulation Model (Spanish, English, and French) conducted in UNESCO-Paris, China, Chile, Guinea, Mali, Mexico, Senegal.
 Coordinator of HIID Summer Education Workshop (1992).
 Founding Editor of *The Forum for Advancing Basic Education and Literacy*. 1987-1993

United Nations Development Programme Beijing, China
Author/Editor: Researched, compiled and edited first publication on activities of U.N. agencies in China covering population assistance for the national census, infrastructure development for international trade, agriculture, education, and South-South exchange. 1982-1983

Asian-Pacific Regional Research and Training Centre Wuxi, China
Training Advisor: Exchange program in technology transfer of indigenous aquatic food production techniques. Designed curriculum to prepare national staff for entrance into the international scientific community. 1982

New Alchemy Institute Falmouth, Massachusetts
Program Director: Designed curriculum and delivered seminars in solar design and building, and the social economic and political implications of intermediate technology. Developed an action network of over 2,000 rural and urban women to provide education in ecology. Developed cooperative society to provide inexpensive energy-saving materials to low income people.

Journalist/Editor: Created and edited a quarterly journal reporting on developments in land use, aquaculture, agriculture, energy and the integration of technology and society. International distribution to 60 countries. 1975-1982

Consultancies

Academy for Educational Development
 Planned and facilitated policymaking workshop with EPICS Simulation Model, at the Institut National Pédagogique, Conakry, Guinée May, 1994

The World Bank
 1994 Education Overview Paper. Assisted in research and writing educational quality section. February-April, 1994

Academy for Educational Development
 EPICS training workshop presentations in the Basic Education/NPA Workshop held in Zimbabwe. January, 1994

Education Development Center
Team Leader and WID Specialist: Incorporated gender considerations into assessment of Pakistan Primary Education Development (PED): Balochistan and NWFP. April-May, 1993

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Management Systems International

Training Consultant: Incorporating gender considerations into project planning for Research and Development Bureau workshop, USAID. December, 1992

Women's World Banking

Consultant: Conceptualized and defined an agenda to support bank loans toward ecologically-sound entrepreneurial businesses owned and/or managed by Third World women. 1989

Education Development Center, Inc. (EDC)

Consultant, International Division: "A Study of Needs and Strategies for Education and Training in Developing Countries in the 1990s" prepared for United Nations Development Programme. Coordinated research group to design and analyze questionnaires to assess education and training needs in developing countries over the next decade. 1988

United Nations Sudano-Sahelian Office (UNSO)

Educational Planner and Rapporteur: UNSO planning and programming mission for desertification control in the United Republic of Tanzania. Prepared assessment report. Coordinated report for five-person mission. Recommendations for actions identified for 21 project proposals, including financial estimates. Consulted with bilateral and multilateral donors. Prepared UNEP compendium of UNSO desertification control activities 1986/87

Pathfinder Fund

Consultant, Policy Division: Researched and wrote assessment of family planning policy activities in Asia, Africa and Central America. 1985

Harvard UNICEF Study Group, Harvard University

Project Coordinator: Development of evaluation approaches, models, tests and indicators for assessing, analyzing and planning programs for the protection, development, training and employment of abandoned children in Less Developed Countries. 1985

Academic Appointments _____

Harvard Institute for International Development

Lecturer in the Educational policy Analysis and Planning Workshop, June-July 1994

Harvard University, Graduate School of Education

Teaching Fellow: International Development, Planning III course on heuristic modeling with an emphasis on participatory and cooperative decision-making analysis. Cambridge, Massachusetts

Harvard University, Graduate School of Public Health

Student Adviser

Cambridge, Massachusetts

Organizational Appointments _____

Massachusetts Office of Science and Technology

Appointed by Governor Michael S. Dukakis to advise on science and technology issues.

Boston, Massachusetts

1988-90

Harvard-MIT Women and International Development

Governing Group

1986-89

Marylee F. Rambaud
105 Fayerweather Street
Cambridge, MA 02138
617-864-9552

Education:

Ed.D. cand. Harvard University, Educational Administration, Social Policy Research, since 1989.
Ed.M., Harvard University, Administration, Planning, and Social Policy of Education, 1991.
Ed.M., Harvard University, Education, 1989.
Maîtrise, Psycho-Pédagogie, Université de Clermont-Ferrand, France, 1977.
Licence ès Lettres, Linguistique, Université de Clermont-Ferrand, France, 1976.
B.A. *cum laude*, English and Communications, Mount Holyoke, 1973.

Employment:

- 1991-present Research Associate, Harvard University
Harvard Child Care & Family Policy Project
Designed and conducted ethnographic research on child care choices and child-rearing beliefs of low-income families; developed analysis method. Currently editing a video film, presenting seminars for Head Start & Welfare Reform, writing publications and a book on findings.
- 1992-present Teaching Fellow, Harvard University
"Culture, Child-Rearing, & Family: Psychological Anthropology."
- 1988-1992 Research Assistant, Harvard Institute for International Development(HIID) Cambridge, Massachusetts.
● Designed instructional materials for Project BRIDGES training workshops in educational planning and policy for developing countries.
● Organized and facilitated Project BRIDGES Seminar Series on Educational Issues and the Challenges of Development, at Harvard Graduate School of Education.
● Compiled, edited SHARE database ABEL Project, HIID
- 1985-1987 Coordinator, Adult Education, English Programs
Institut National de Recherches Agronomiques(INRA), Clermont-Ferrand, France
a joint appointment for the French National Ministries of Agriculture and Education.

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Marylee F. Rambaud

1975-1987 Instructor, Adult Education, INRA
 Institut National de Recherches
 Agronomiques, Clermont-Ferrand, France

- Taught English all levels
- Trained officers and scientists in management and communication, group decisionmaking workshops.

1973-1977 Instructor, Adult Education,
 Université de Clermont-Ferrand, France.

- Designed, implemented programs in English as a Second Language(ESL), all levels.

Consultancies:

1994 Academy for Educational Development/USAID/GUINEA
 Planned and facilitated Training Workshop for
 Policymakers with EPICS Simulation Model, at the Institut
 National Pédagogique, Conakry, Guinea, West Africa.

1993 Organizational Development & Management
 INRA, Clermont-Ferrand/Theix, France.

- Designed and facilitated a workshop on group process, decisionmaking, & alternative concepts of administration.

1992 Francophone consultant for ABEL Project, HIID and the
 Academy for Educational Development, April-June 1992

- translated French version of training materials and EPICS simulation game on educational policies for access and equity.
- facilitated first French EPICS training workshop, at Creative Associates, April,1992, for delegation from the Ministry of Education, Bamakko, Mali, West Africa.

Marital Status:

Married since 1974 to a French national, 3 children

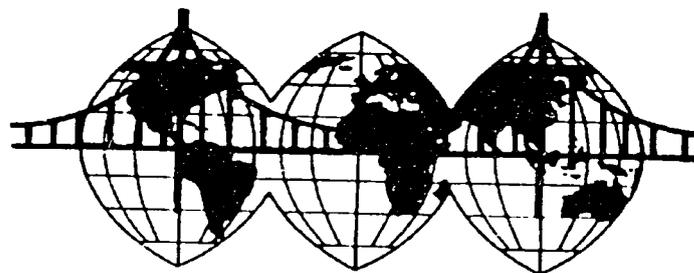
“Human history becomes more and more a race between education and catastrophe.”

H.G. Wells

The Outline of History

EPICS[©]

EDUCATION POLICY SIMULATION



by

Claire Brown and Christina Rawley

with

Haroona Jatoi

Harvard Institute for International Development

Functions of a Simulation

- **Demonstrate the effects of different policies**
- **Allow policy experimentation without risk**
- **Convey general principles of system behavior**
- **Allow research into the behavior of a system**
- **Gather information from the participants themselves**
- **Provide a shared experience to aid in discussing potential problems**
- **Convey insights about impacts on the economy, society, and political system**

Purpose

EPICS simulates the dynamics of educational policy making and planning to improve access to schooling among diverse populations in a low income country.

The simulation provides an environment in which to experience and experiment with fundamental concepts and issues in planning for educational change.

The interrelationships among factors concerning access and retention rates at the national, regional and community levels using qualitative and quantitative data are explored.

The Functions of EPICS

- **Illustrate the need for researching and targeting educational groups.**
- **Emphasize the importance of multiple strategies.**
- **Demonstrate the quantitative and qualitative effects of different policies.**
- **Facilitate discussion about resource allocation under budget constraints.**
- **Show the delays involved in setting up programs.**
- **Give practice in communication, negotiation, and group strategy design.**

2
EP

GOALS

Increase access

Increase participation rates



Why is access to primary education important?

- **Access is the key to educational opportunity and participation**
- **Education is a means of achieving several goals:**
 - **Economic**
 - **Social and Political Development**
 - **National Integration**
- **Education for all children is valued as a basic right**

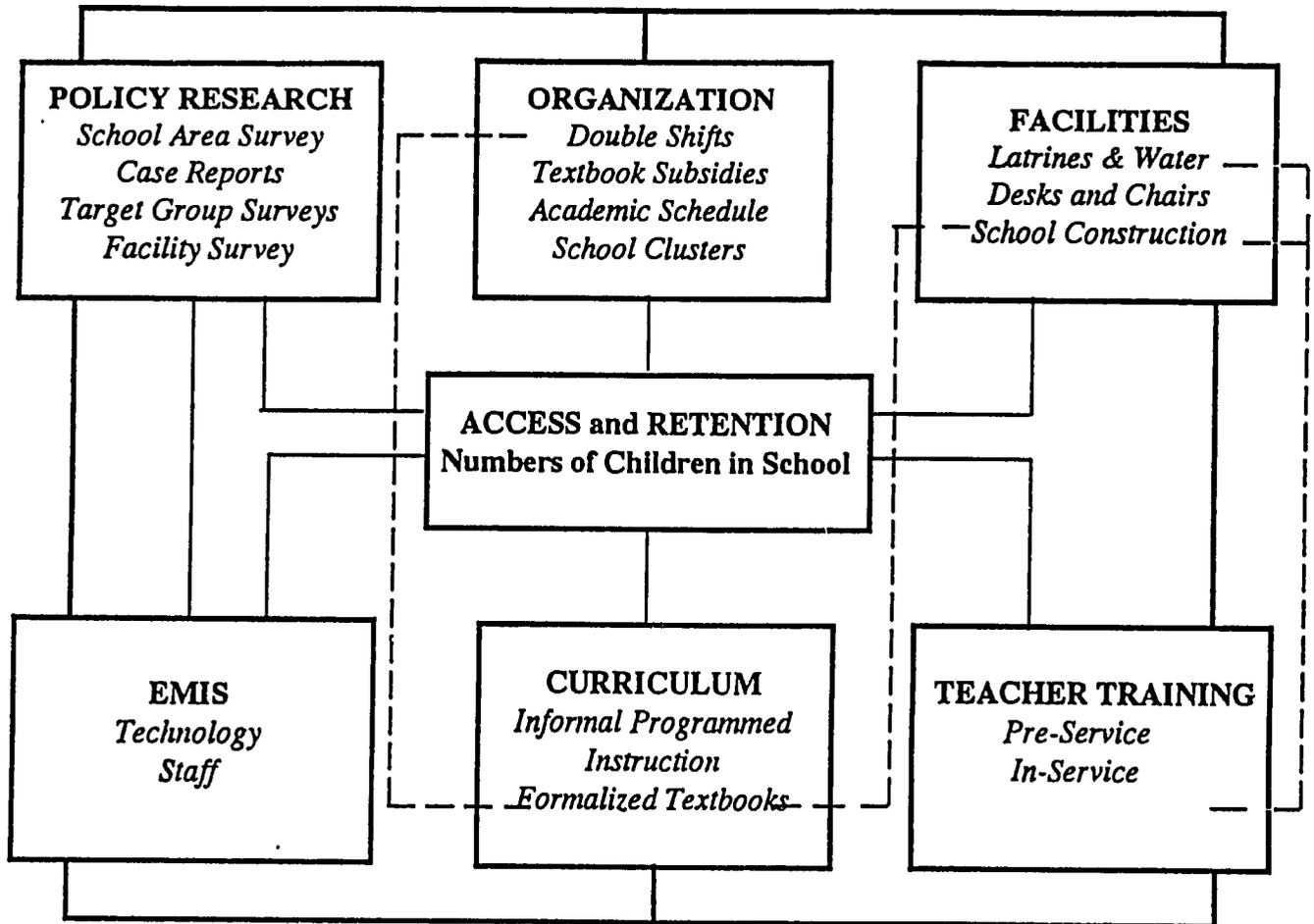
Policy Options

<ul style="list-style-type: none">• Curriculum<ul style="list-style-type: none">- Programmed Instruction- Formalized Textbook	<ul style="list-style-type: none">• Teacher Training<ul style="list-style-type: none">- Pre-Service- In-Service
<ul style="list-style-type: none">• Policy Research<ul style="list-style-type: none">- School area survey- Facility survey- Target group survey- Case reports	<ul style="list-style-type: none">• Organization<ul style="list-style-type: none">- Academic schedule- Double shifts- Subsidized textbooks- School clusters
<ul style="list-style-type: none">• Facilities<ul style="list-style-type: none">- School construction- Desks and chairs- Water	<ul style="list-style-type: none">• Education Management Information Systems<ul style="list-style-type: none">- Technology- Staff

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EPICS: Education PolICy Simulation

Investing in Education for Development



——— Causal Relationship (Positive or negative value calculated)
 - - - Compounding Relationship (Positive or negative value calculated)
 ——— Indicates Relationship (Represented by quantitative or qualitative data of positive or negative value presented in scenario or feedback information)

Player Roles

- **Minister of Education**
- **Secretary of Education**
- **Director of Finance and Administration**
- **Director of Planning**
- **Management Information Systems Officer**
- **Director of Policy Research**

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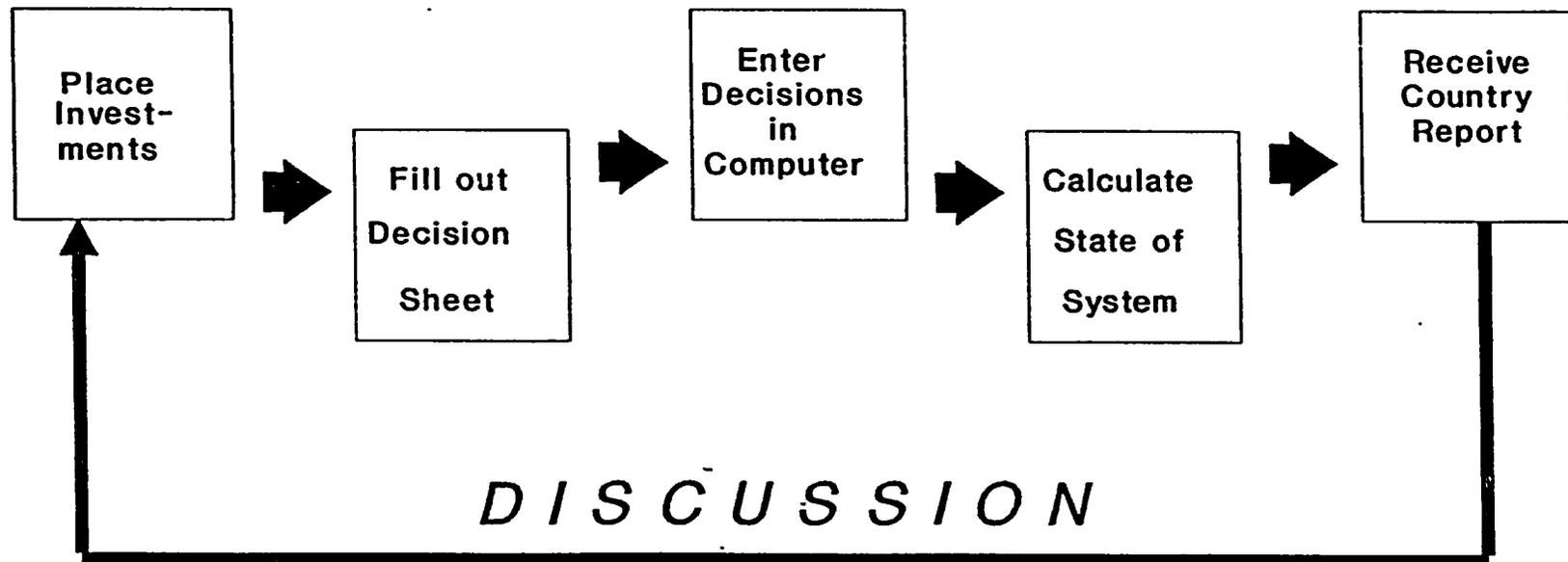
Population Disaggregation

Players design and implement policies that impact on several populations. Explicit disaggregated populations are:

- Urban
- Rural
- Male
- Female

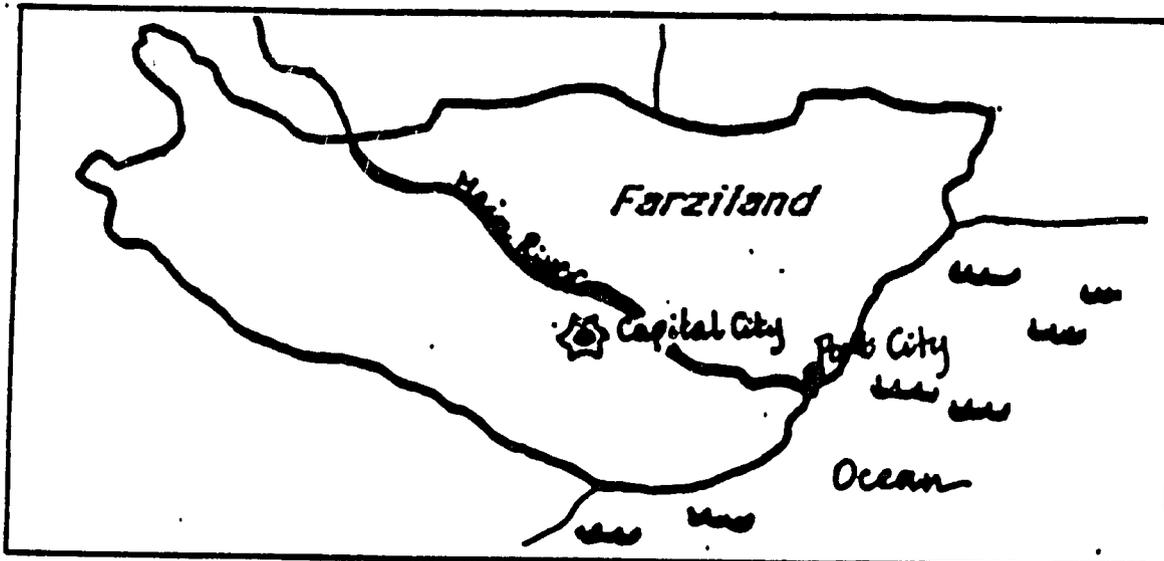
(Socio-economic status is implicit in the model)

Structure of Simulation



Basic Information

- Time span of 25 years
- 5 year cycles of play
- Budget allocation of 1,000 Kf



Country Scenario

Farziland is a country with a per capita income of \$350. Economic development is concentrated in two of its four provinces where most of its agriculture and industrial production take place.

The majority of its people live in villages or hamlets in its fertile plains and valleys. The urban population constitutes about a quarter of the total. In urban areas, most households live in makeshift housing. Between 1956 and 1972 the population increased by half. Family organization is strongly patriarchal. Women do not take part in the cash economy. In the rural areas women maintain the homestead gardens which are the source of most of the family's food produce.

The last census took place 10 years ago.

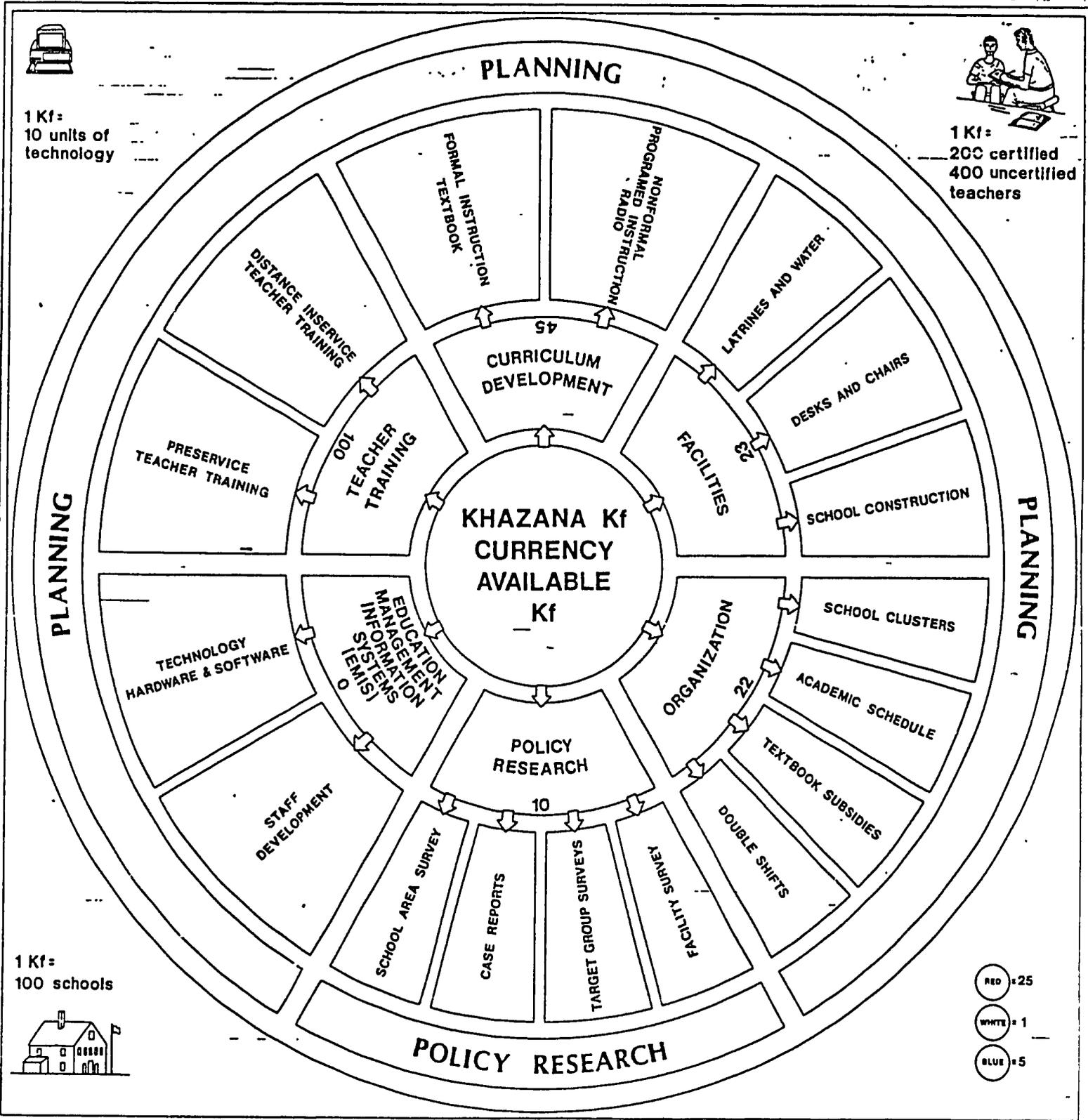
Statistics
Federal Republic of Farziland
(Estimates based on the 1979 census)

Total population:	100 million
Total school-aged children (7-16):	25 million
Number of literates:	32 million
Male literacy:	35 %
Female literacy:	16 %
Percent of age group enrolled in primary school boys/girls	55/32
Annual population growth:	3.1%
Life expectancy at birth:	50 years
Birth rate:	47/1000
Death rate:	21/1000
Infant mortality rate (under1):	135/1000
Under 5 mortality rate:	210/1000
Maternal mortality rate per 100,000 live births):	600

Estimated percentages of labor force:

Agriculture	Industry	Services
55%	15%	30%

EPICS Game Board



POLICY OPTIONS

POLICY RESEARCH: *Applied research to determine specific policy recommendations.*

School Area Survey - Collects data on the number of school age children in the country, general demographic information, and on school organization.

Case Reports - Collects longitudinal or in-depth data about a specific topic such as family norms or school conditions.

Target Group Survey - Collects information about educational norms within specific population groups.

Facility Survey - Collects information about the number, location, and quality of schools in different parts of the country.

CURRICULUM: *Provides funds for development of teaching materials*

Informal Programmed Instruction - Includes radio education

Formalized Textbook - Curriculum extended through formal textbook training

TEACHER TRAINING: *Provides funds for training teachers*

Pre-Service - Teacher training in residential teacher college.

In-Service - Non-residential teacher training provided in local areas

FACILITIES: *Provides funds to build new facilities or improve the quality of existing facilities.*

School Construction - Build new school buildings.

Water and Latrines - Improves the quality of existing schools.

Desks and Chairs - Improves the quality of existing schools.

ORGANIZATION: *Redistribution of resources within the school system to increase efficiency.*

Academic Schedule - Takes into consideration seasonal changes that affect enrollments.

Textbook Subsidies - Issues textbooks free of charge.

Double Shifts - Allows two groups of students to attend one school.

School Clusters - Allows several schools to share resources and management (such as a library, a headmaster or specialized teachers).

EMIS: *Education management information systems to create computer networks for the collection, processing and analysis of school data.*

Staff - Hiring and training for development and use of EMIS.

Technology - Provide mini-computers and software for development and use of EMIS.

DECISION SHEET

MINISTRY _____

	ROUND 1	ROUND 2	ROUND 3	ROUND 4	ROUND 5
POLICY RESEARCH					
School Area Survey					
Case Reports					
Target Group Survey					
Facility Survey					
CURRICULUM					
Informal Programmed Instruction					
Formalized Textbooks					
TEACHER TRAINING					
Pre-Service					
In-Service					
FACILITIES					
School Construction					
Water and Latrines					
Desks and Chairs					
ORGANIZATION					
Academic Schedule					
Textbook Subsidies					
Double Shifts					
School Clusters					
EMIS					
Staff					
Technology					
TOTAL EXPENDITURES					
Bank Loan					

DUND ONE COUNTRY REPORT

Participation Rates

Total	60%
Male	70%
Female	50%

Access	LOW
Disparity	LOW

Quality Ratings: Scale 1-10

Quality of Teaching	4
Quality of Facilities	4
Efficiency of System	3
Quality of Life	4
Health	3
Food Production	4
Agricultural Development	5
Industrial Development	4

School System

No. of Teachers in Training (in 1000s)	5
Total No. of Teachers (in 1000s)	150
No. of Schools Planned (in 1000s)	3
Total No. of Schools (in 1000s)	50

Total Budget Spent	0
Total Budget Remaining	1000

Primary School Population (in 1000s)	UrbFem	UrbMale	RurFem	RurMal	Total
Population	1146	1433	1000	3175	6754
Out of School Population	719	546	4056	2349	7669
Total Population	1865	1979	5056	5524	14423
in school	68%	85%	45%	70%	47%

REPORT ON SCHOOL DATA

Round 1

Participation Rates

Overall	60%
Girls	50%
Boys	70%

Urban Girls

Population	1,865,000
In School	1,146,000
Out of School	719,000
Participation Rate	68.3%

Urban Boys

Population	1,978,900
In School	1,433,000
Out of School	545,900
Participation Rate	85.2%

Rural Girls

Population	5,055,800
In School	1,980,755
Out of School	3,075,045
Participation Rate	45.2%

Rural Boys

Population	5,523,600
In School	3,175,000
Out of School	2,348,600
Participation Rate	70.5%



Policy Issues to Consider

Supply

Demand

policies to increase
supply

vs.

policies to increase
demand

policies to increase
overall enrollments

vs.

policies to increase
enrollments of
groups currently
underrepresented

policies to improve
opportunities to
enroll

vs.

policies to increase
retention of those
who are already
enrolled



- How will expenditures be balanced between education policies?
- How will expenditures be allocated between General Education and Differential Education?
- How will the money be allocated over time?
- What impact will policy choices have on different population groups?

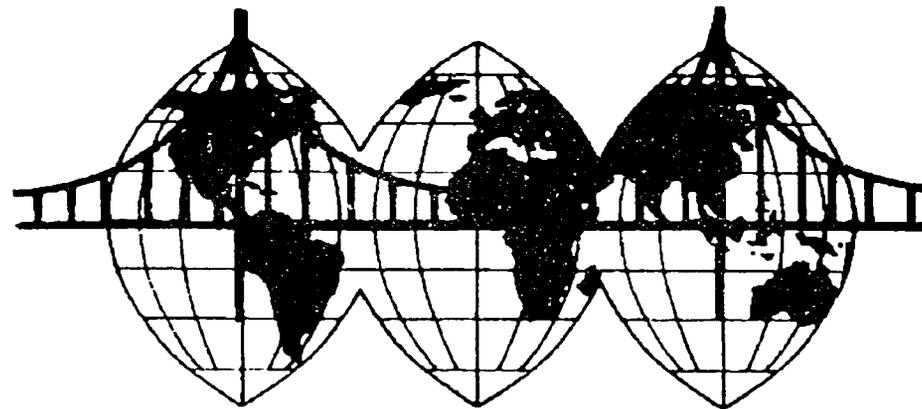
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EDUCATION POLICY SIMULATION



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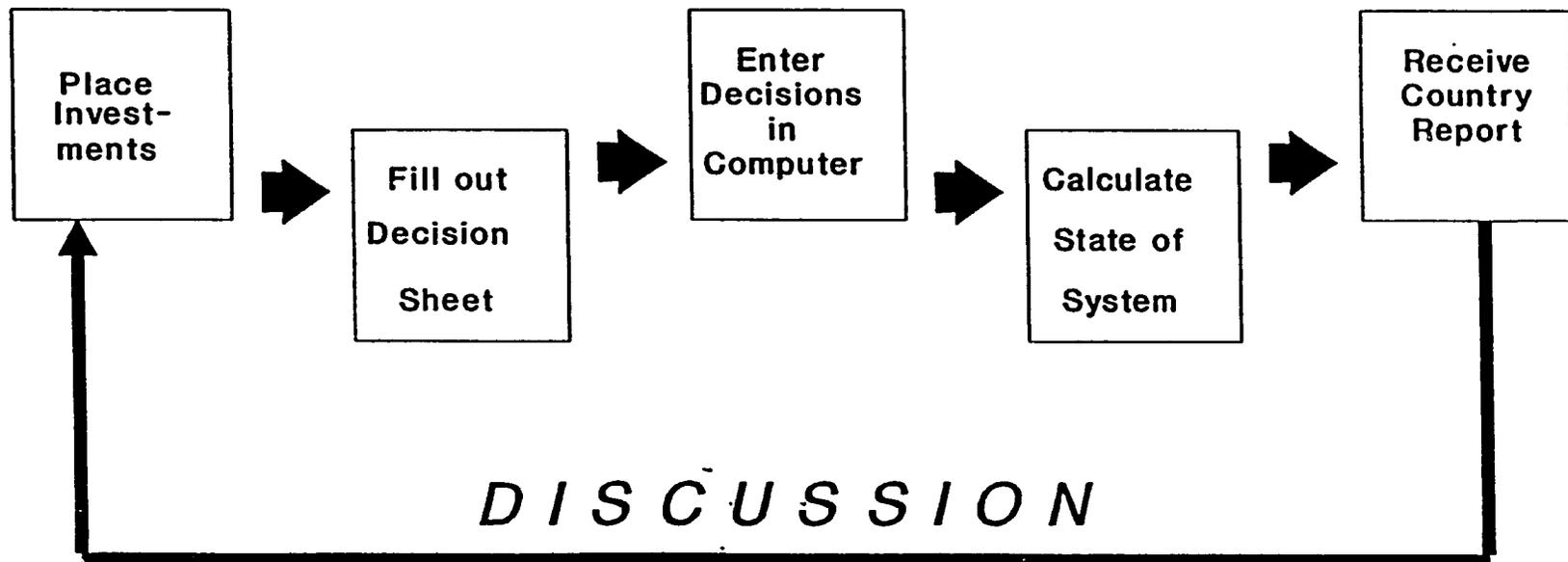
and

Christina Rawley, Coordinator

Harvard Institute for International Development



Structure of Simulation



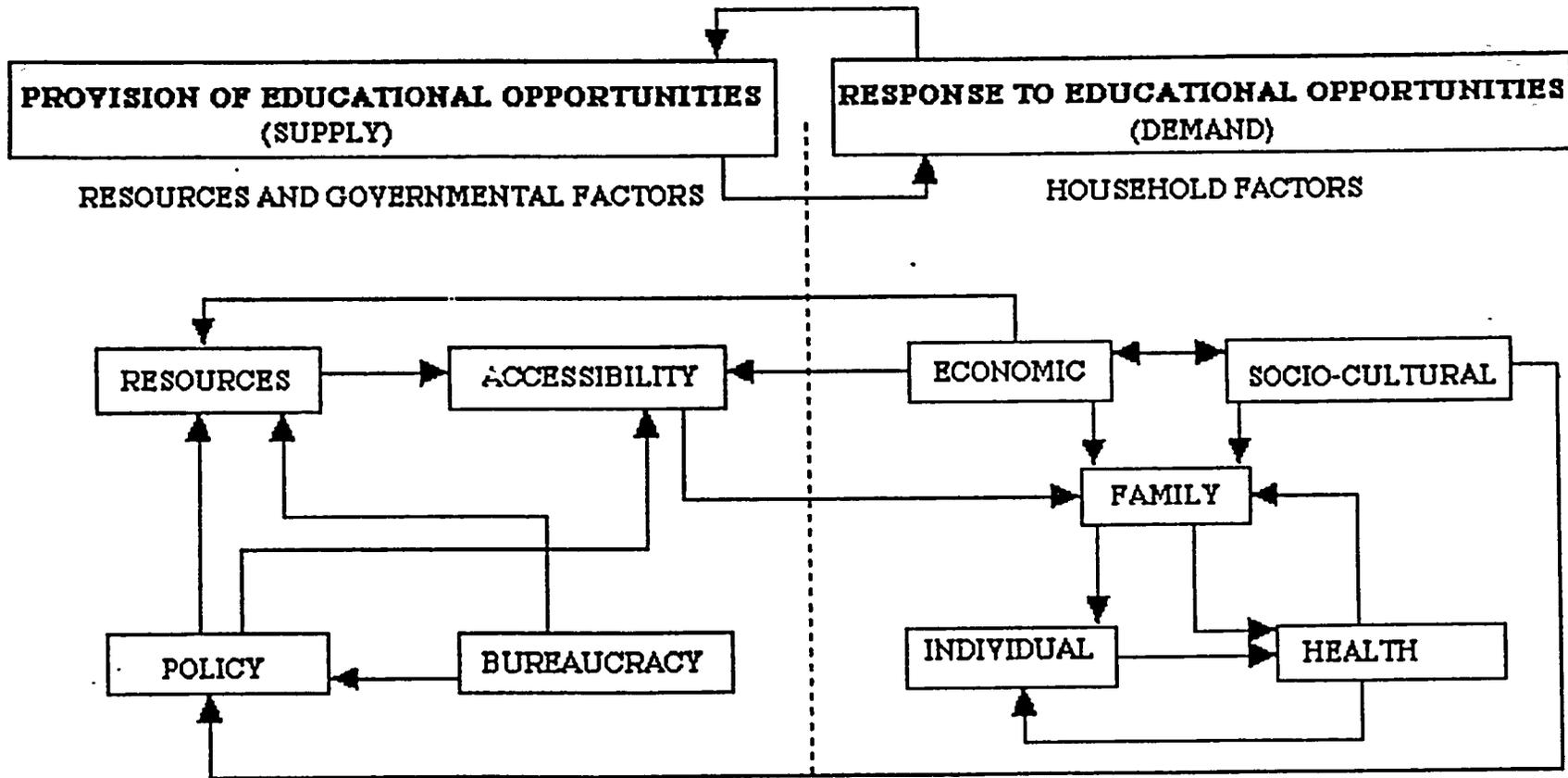
COUNTRY REPORT

- What were the outcomes?
- What was the strategy?
- Did the strategy change over time?
- Give examples

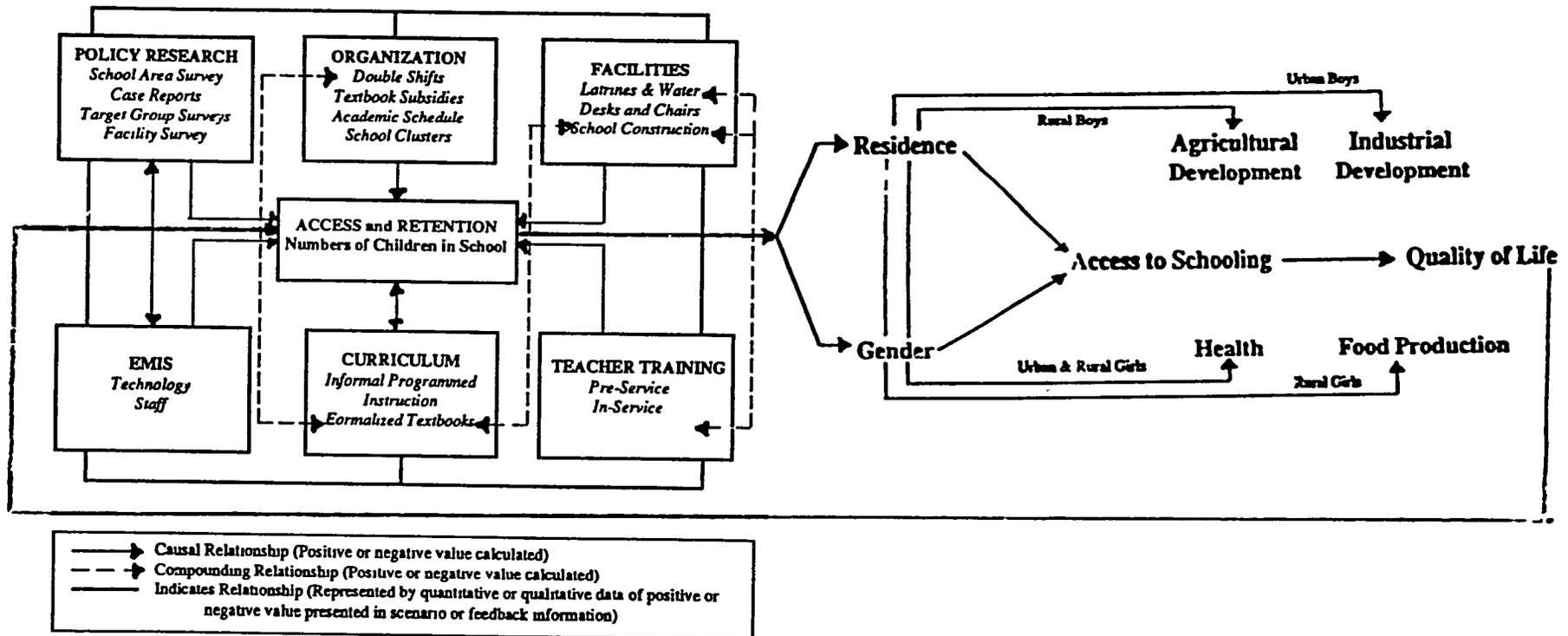
Framework for Discussion

- **Policies to increase supply vs. policies to increase demand**
Patterns that arise from insufficient or inefficiently used resources (supply-side) and those that result from differences in the demand for education.
- **Policies to improve opportunities to enroll vs. policies to increase retention of those who are already enrolled**
Visible and invisible patterns of access and retention

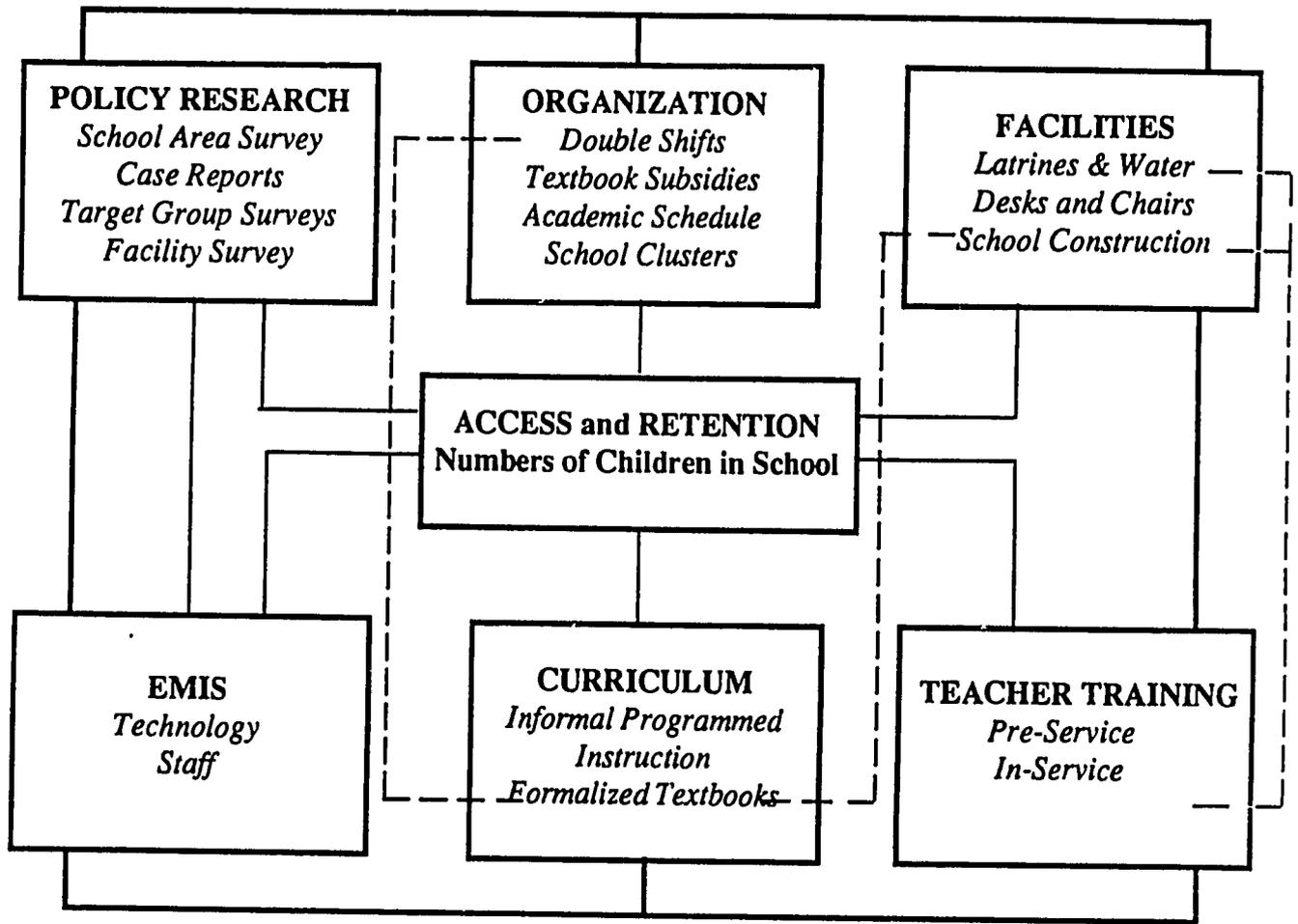
Conceptual Model Factors Associated with Access to Education and Retention



Education Policy Simulation Model

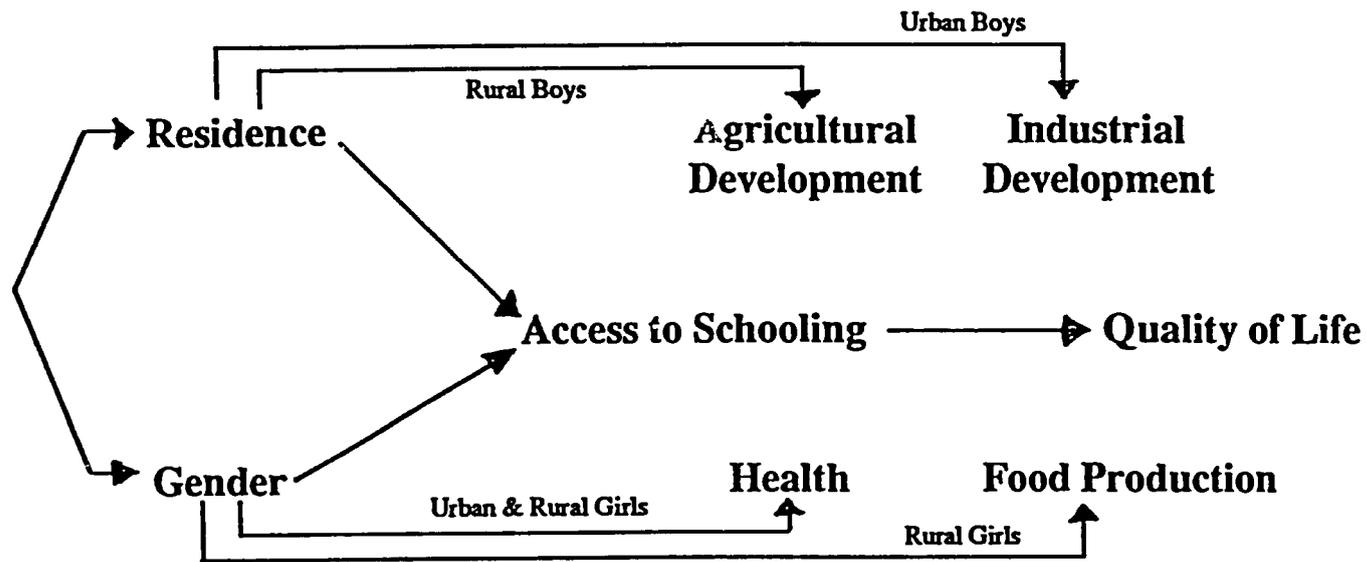


2.7 EPICS

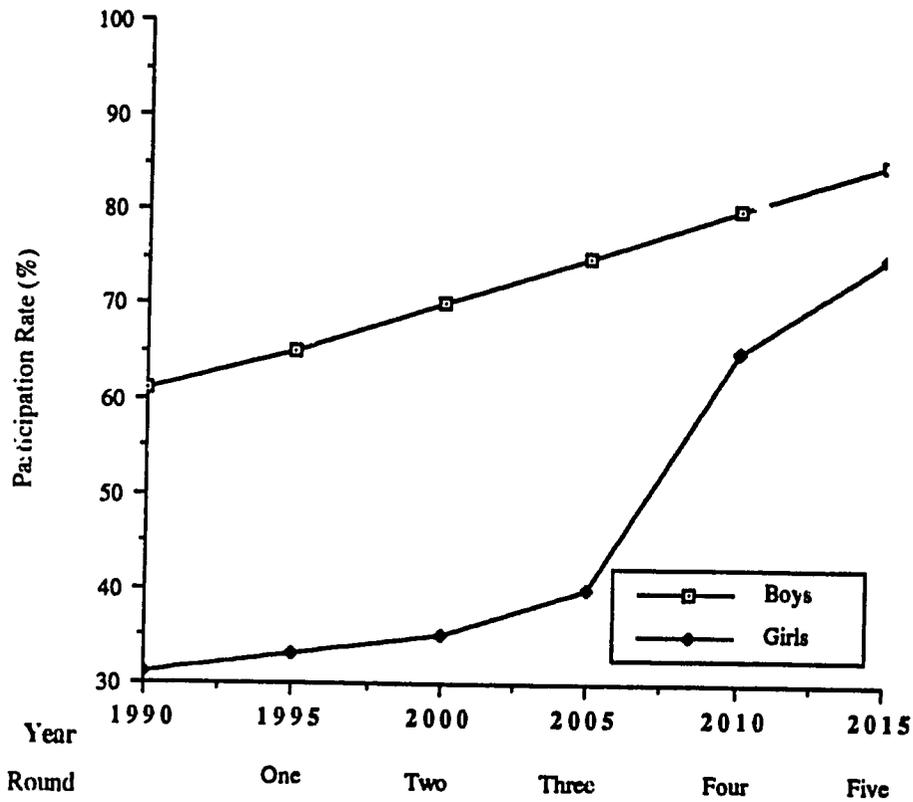


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Path Model: Relevance of Primary Education to Quality of Life Indicators

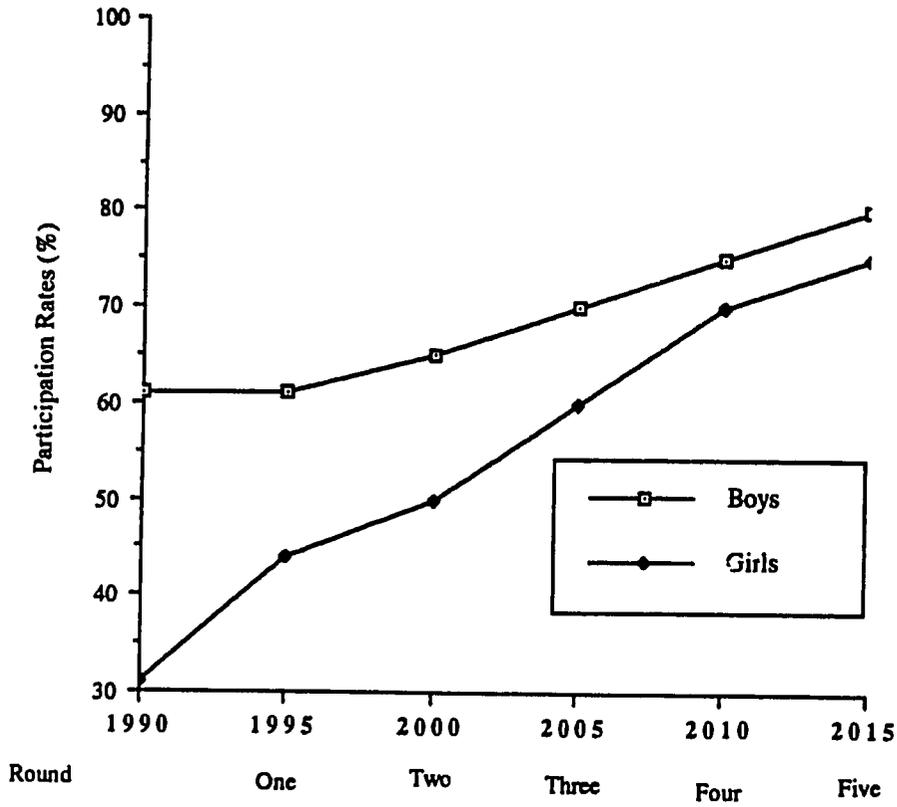


Status Quo Education and Development



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Education and Development with Equity

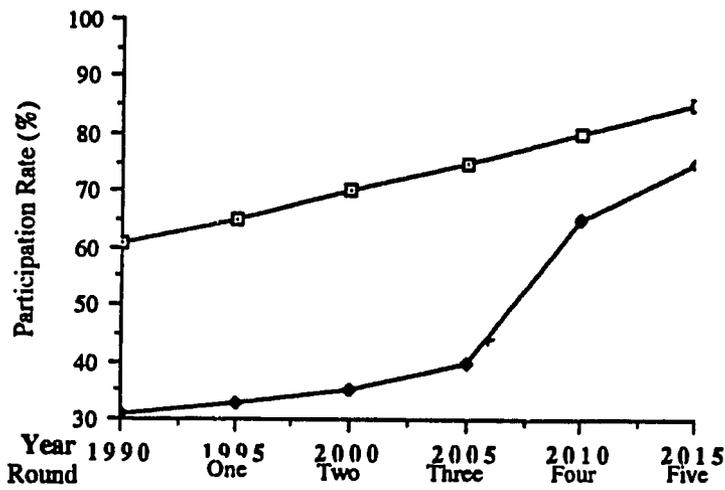


EPICS Scenarios Education and Development Investment Strategies

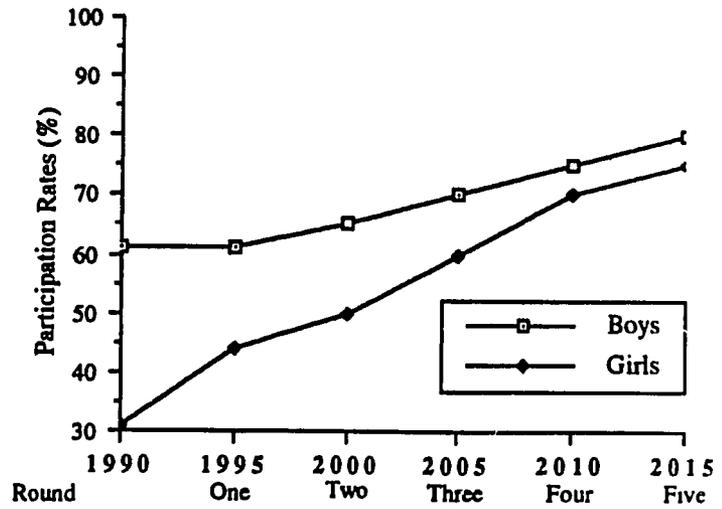
Status Quo

Equity

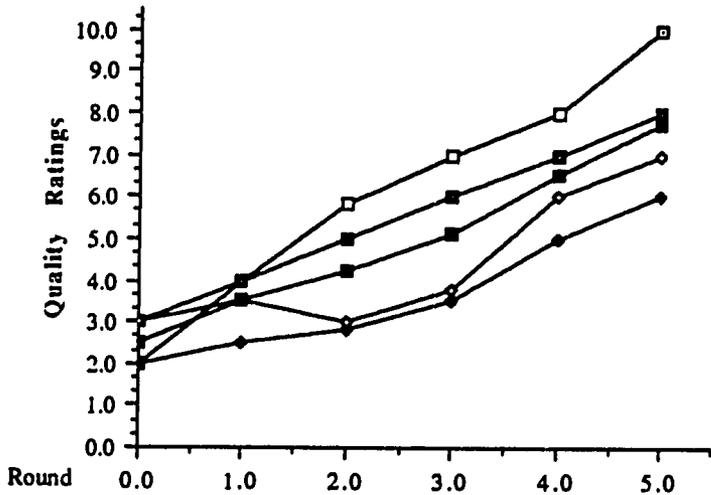
Gender Differential



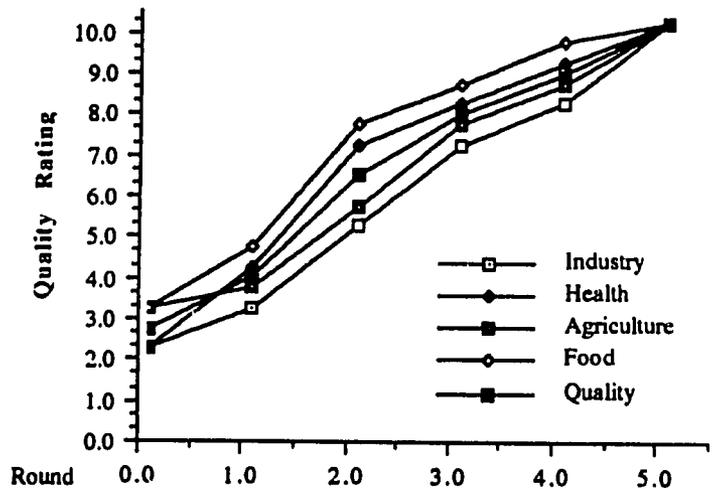
Gender Differential



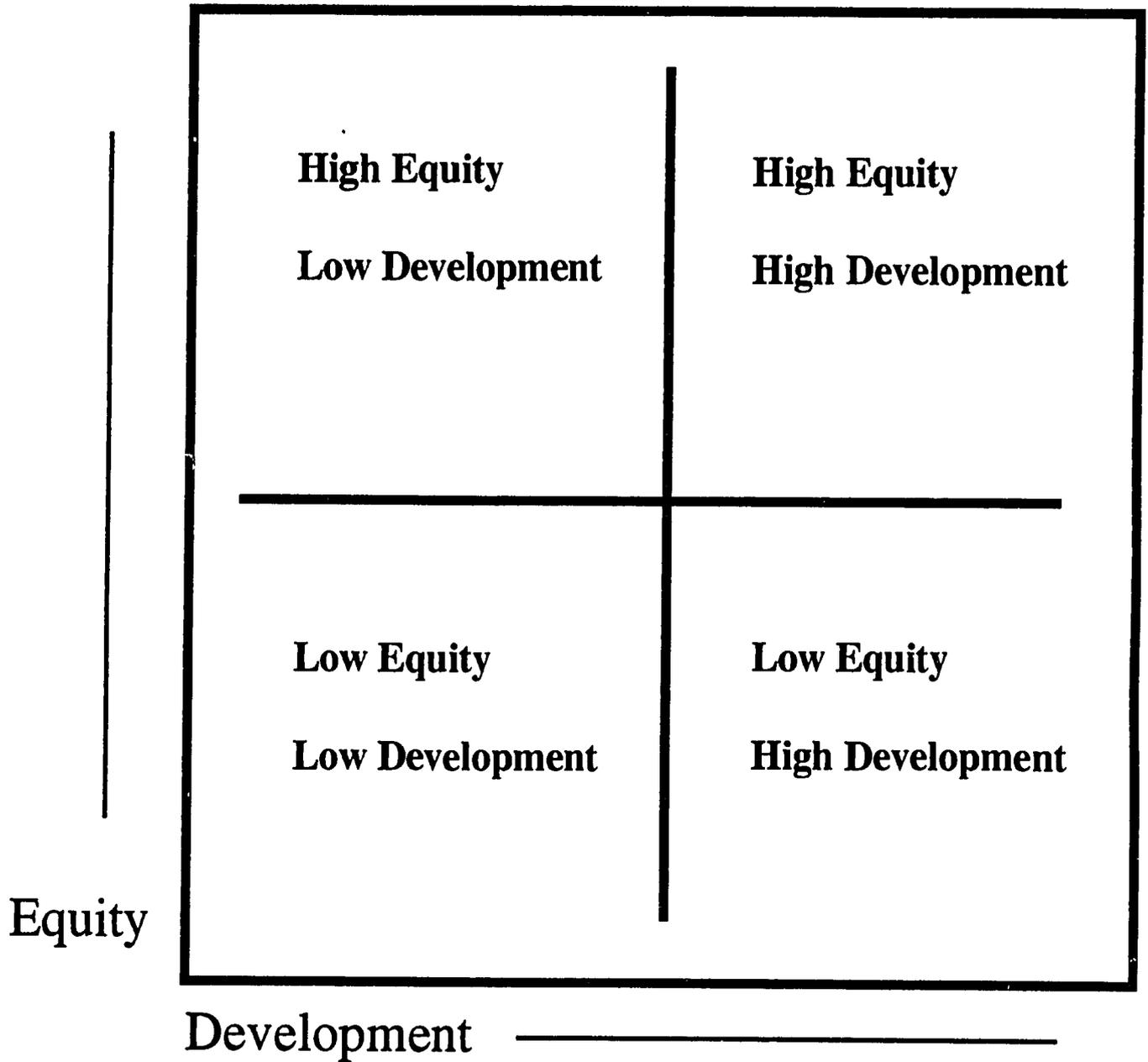
Quality Ratings with Status Quo



Quality Ratings with Equity

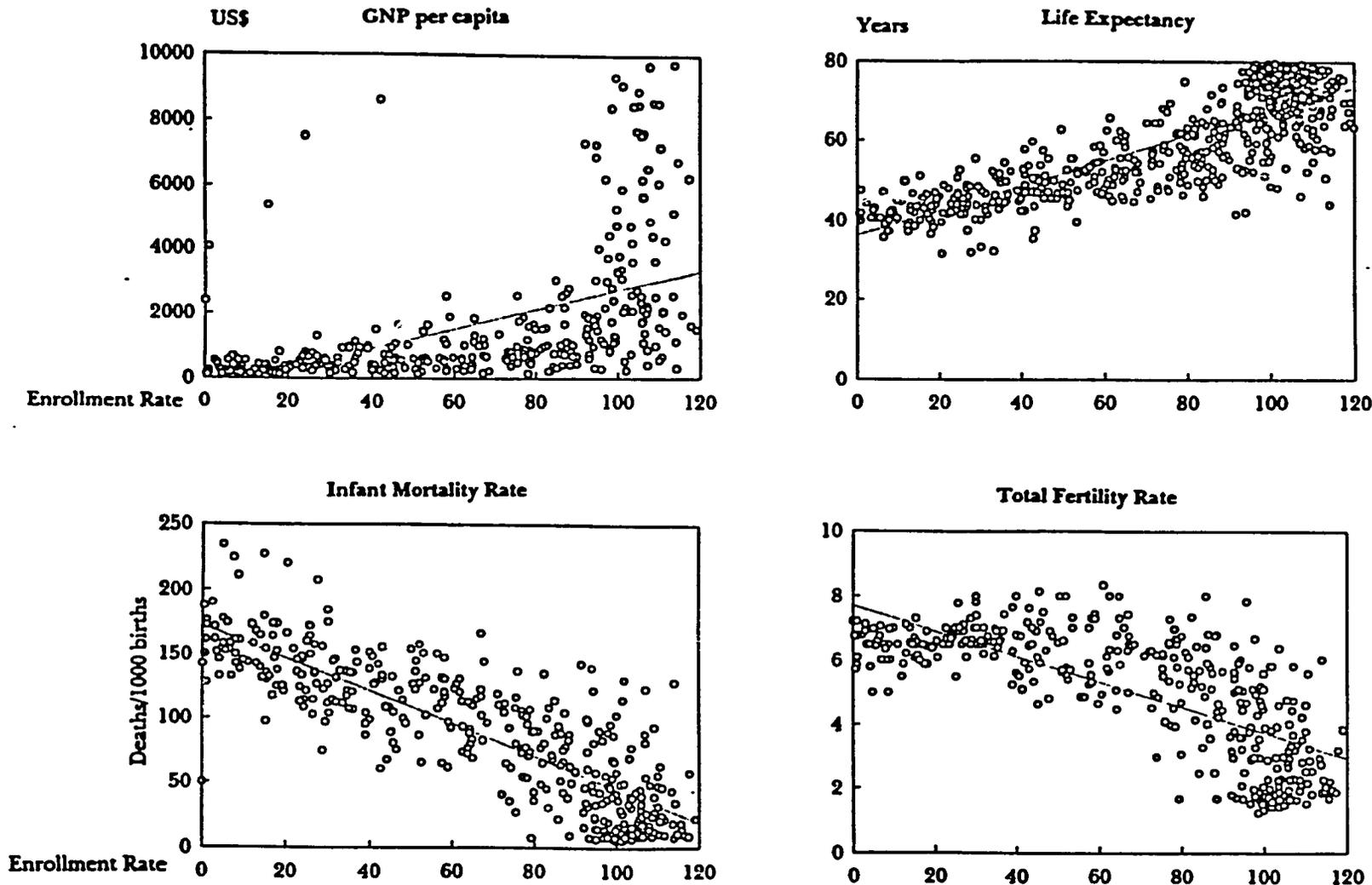


Equity and Development



Primary school education for girls improves economic productivity and social welfare*

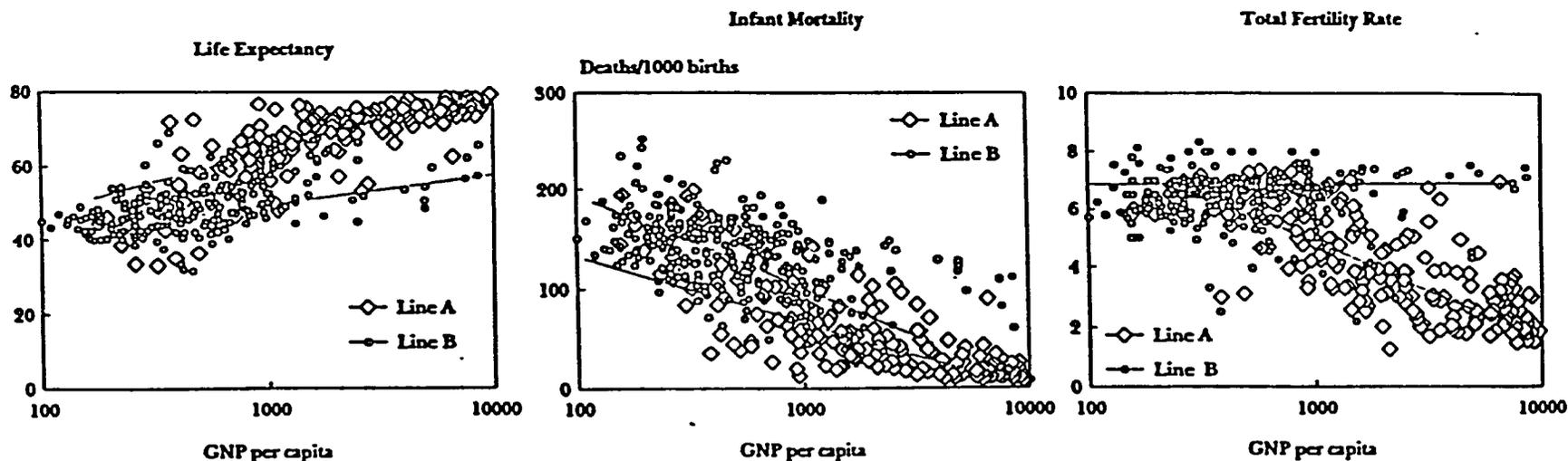
Scatter plot of 200 Third World countries shows that nations that have invested heavily in female primary education in the past benefit. Enrollment refers to gross enrollment rates of girls in primary schools.



*Educating Girls and Women: Investing in Development by E.M. King (The World Bank, 1990)

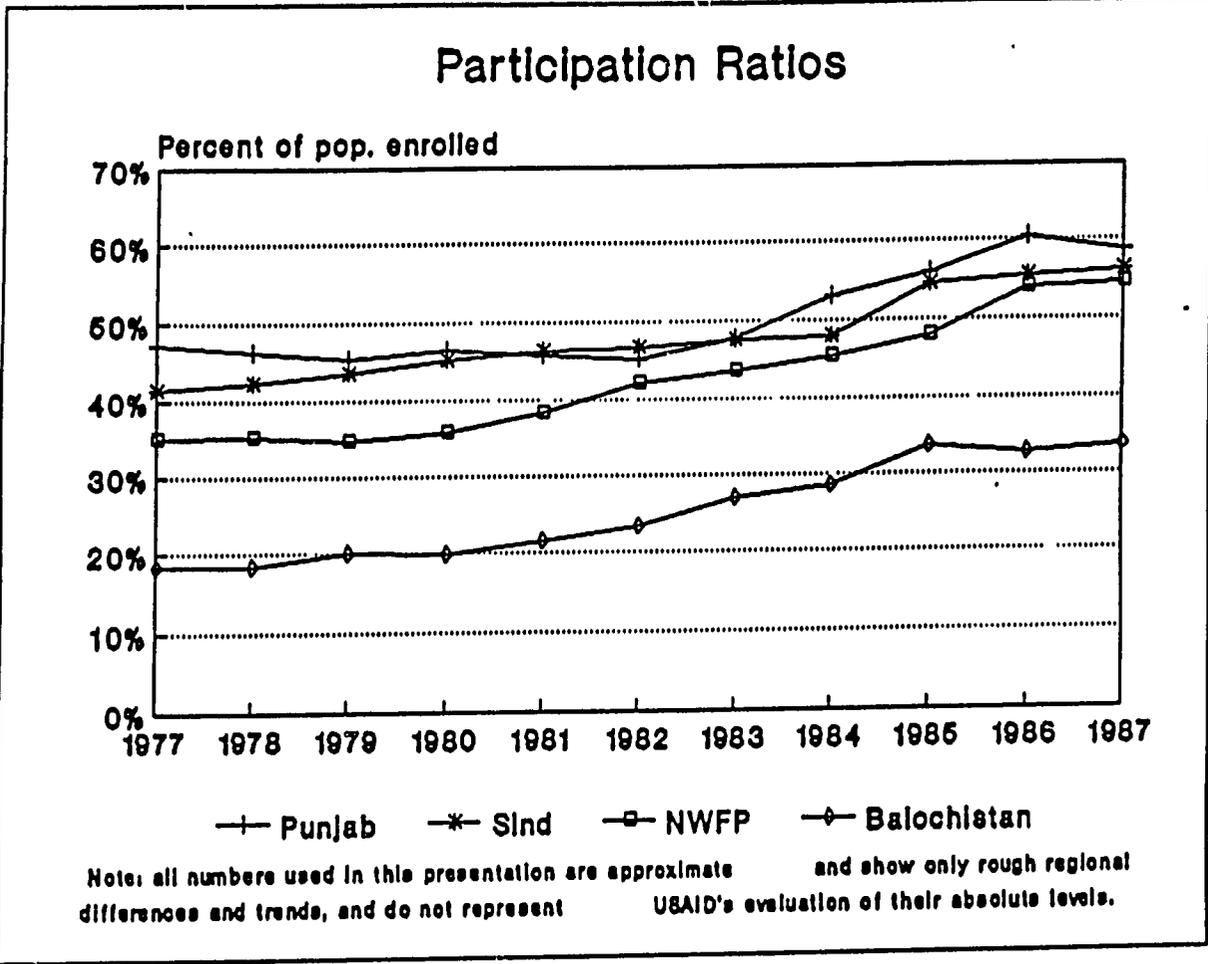
Influence of gender gap on economic productivity and social welfare

The upward slope of these lines means that countries that are economically better off also have longer life expectancy and lower fertility and infant mortality than poorer countries. However, some poorer countries with a narrow education gender gap (notably Sri Lanka) achieve levels of social well-being comparable to those of some richer countries with a larger gender gap.



Line A: Countries with almost zero gender gap (ratio boy-girl gross enrollment rates)

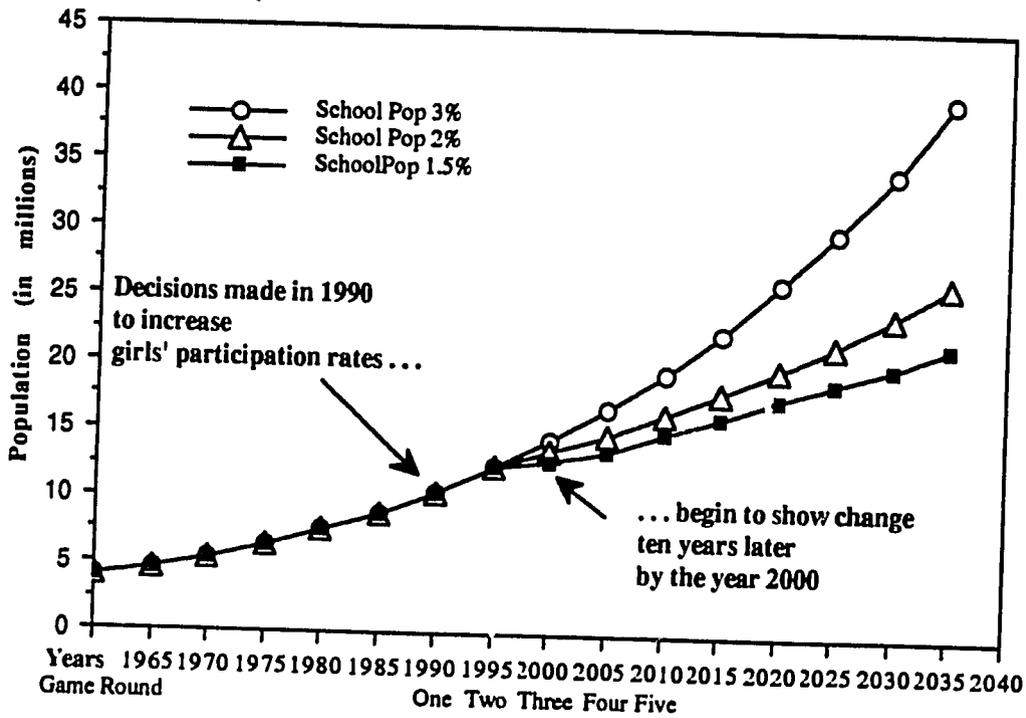
Line B: Countries with wide gender gap (boy's enrollment 40% higher than girl's)



Important Delays

- **Survey information**
- **Development of Educational Materials**
- **Training teachers**
- **Changing Behavior**

Growth Curve at 3%, 2% and 1.5%



Common Problems

- **Inaccurate information on knowledge, attitudes and practices of the general population and the disaggregated population groups.**
- **Budgetary constraints**
- **"Tunnel Vision", not viewing overall program and interaction of policies.**
- **Political motivations**
- **Lack of planning.**
- **Poor communication between sectors.**
- **Poor training and follow-up of personnel.**

Improving Performance

- **Improve communication between offices within the Ministry and with provincial offices**
- **Gather accurate data**
- **Spend time and money training teachers and providing them with appropriate materials**
- **Use multiple strategies**
- **Account for delays in your planning and budgeting process**
- **Do periodic assessments to estimate program impact and make necessary changes.**

Carlos Munoz Izquierdo and Sonia Lavin de Arrive
Access to Primary Education in Latin America

Solutions offered have advanced from proposals to change one determining factor to proposals that emphasize a combination of:

- teaching that conforms to the differing socio-geographic and cultural realities
- tracking students according to their individual differences
- modifying the school's structure and organization.

Methodology

Methodology is evolving:

- from almost exclusive application of statistical techniques to the parallel use of qualitative measurements
- from experimental and quasi-experimental designs to models of cultural action, where "explanatory" evaluations are emphasized
- to techniques developed within the framework of participatory, action-oriented research

Carlos Munoz Izquierdo and Sonia Lavin de Arrive
Access to Primary Education in Latin America

Complexity and Diversity

We are faced with complex situations that have multiple economic and social origins, requiring individualized solutions. There are certain ethnic groups and classes of people who historically have been affected to varying degrees by analyzable and characterizable problems.

But the solutions cannot be generic prescriptions aimed at all "marginal urban classes," "rural classes," "indigenous groups," or "regions." Rather, the answers seem to be in the recognition of different learning styles of target populations, and in the legitimization of the curriculum by making it relevant to the student and his/her community. As a result, of this process, model programs can be created that will benefit from the richness of each individual's experiences and cultural heritage, and incorporate them into the educational system.

Diversification, a crucial element for raising the quality of education, does not happen in isolation nor in a vacuum. It will only be possible with the generation of integrated strategies.

Three Guides for Policymakers

- **Patterns of demand differ among different groups in societies as a result of historical/economic forces.**
- **Patterns of demand are repeated from generation to generation so that, once having identified the groups who do not send their children to school, policymakers can focus their efforts on these groups rather than having to consider all determinants of access.**
- **Policies that focus on single determinants of demand, even where these are clearly important, often fail. Policies should take into account the interaction of factors that cause families to keep their children away from school or to enroll them.**

- **The combined effects of investments in several policies are greater than the sum of the individual policies.**



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