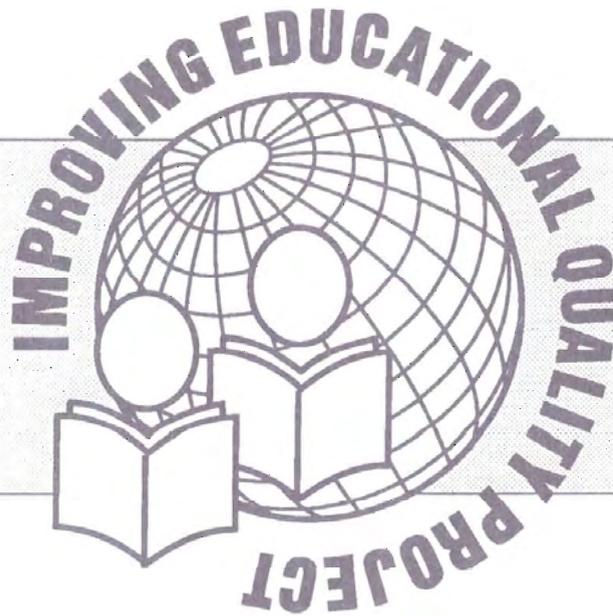


Improving Educational Quality Project
Semi-Annual Report

June 1993



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

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Semi-Annual Report

June 1993

Prepared for:

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**Project undertaken by:
Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
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Technical Report #4**

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INTRODUCTION

The Improving Educational Quality Project is midway through its second year. IEQ has moved from selecting host countries and local research partners to conducting training workshops and observing classrooms. IEQ is initiating research and establishing functional relationships with the U.S. educational research and development community to support IEQ's field activities. The Africa Bureau staged a buy-in under the Requirements contract, and visits to two additional African countries have resulted in requests for concept papers.

Highlights of IEQ's efforts during the last six months include:

- preliminary studies conducted in Ghana and Guatemala;
- baseline data and training workshops in Ghana, Guatemala and Mali;
- office set-up and equipment procurement underway in Ghana and Guatemala;
- Memoranda of Understanding signed by all parties in Ghana and Guatemala;
- long-term personnel hired and activities launched under the Africa Bureau buy-in;
- site visits to South Africa and Uganda to discuss possible Mission buy-ins, followed by suggested IEQ activities in each country;
- distribution of IEQ's first biennial publication, *Defining Educational Quality*;
- proposed plans for an International Research Exchange on Educational Quality;
- knowledge building and utilization seminar for representatives from A.I.D. R&D/ED projects; and
- subcontracts awarded to the Far West Laboratory for Educational Research and Development and the National Center on Adult Literacy.

The Improving Educational Quality Project focusses on finding practical ways to improve learning outcomes through a better understanding of how learning takes place in schools and classrooms. The project is funded by the Office of Education, Research and Development Bureau, U.S. Agency for International Development. IEQ is conducted by the Institute for International Research (IIR), in collaboration with Juarez and Associates, Inc. and the Institute for International Studies at the University of Pittsburgh. It is a five-year interdisciplinary approach.

This report covers project activities from December 1992 through May 1993. A calendar of IEQ key activities from start-up through May 1993 appears as Attachment A. Attachments to this document include copies of all deliverables submitted to the COTR and weekly progress reports from 1 October 1992 through 31 May 1993. I am grateful to Ina Laemmerzahl, Steve Anzalone and Ray Chesterfield for preparing this report.

The second annual report will summarize the status of the major IEQ activities, reflections on the progress to date and future plans.

A handwritten signature in black ink that reads "Jane G. Schubert". The signature is written in a cursive style with a long, sweeping horizontal line extending to the right.

Jane G. Schubert
Director
Improving Educational Quality Project Director
June 1993

SEMI-ANNUAL PROGRESS REPORT: CORE CONTRACT

1. IDENTIFICATION OF TEACHING AND LEARNING INTERVENTIONS

The Contractor shall be responsible for the development, implementation and maintenance of a literature and data survey of teaching and learning interventions that hold promise for improving quality within a variety of developing country settings.

Status

1. IEQ submitted five copies of the document, "A Guide to Information Sources: A Description of a Work in Progress" to the COTR on May 13, 1992. The Guide is designed to respond to requests from IEQ cooperating countries. Since these requests have been modest, we have suspended further development of this Guide.
2. Our supply of professional membership enrollments, books, journals and other publications to the IEQ Research Team Leaders in Ghana has reached nearly 100. We have also distributed materials to collaborating institutions in Mali. (See Attachment B).
3. We requested and received several Spanish self-esteem measures for use in Guatemala from Far West Lab.
4. Far West Lab supplied a summary of the relevant research and instruments related to factors that affect children's capacity to learn upon school entry; this summary, along with copies of the relevant research documents, was forwarded to Institut Supérieur de Formation et de Recherche Appliquée (ISFRA) in Mali.
5. National Center on Adult Literacy (NCAL) submitted a review (in English and French) of literature on the relationship between the introduction of cursive writing and student achievement for Mali's Institut Pédagogique Nationale (IPN). NCAL also provided its input as to what phenomena IPN should watch when observing how reading and language is being taught in grades 1 and 2. In connection with the IPN study, we also received a paper on assessment models of language learning and reading from the University of Pittsburgh and several papers on classroom observation, reading and language arts from specialists in those fields. We gave these documents to IPN during our site visits.

2. SELECTION OF PARTICIPATING COUNTRIES

The Contractor, with the approval of AID/W and the relevant A.I.D. Missions, shall select three cooperating countries from the original six selected for inclusion in this project.

Status

1. IEQ has selected three collaborating countries: Ghana, Guatemala and Mali. The core budget includes costs for purchase of non-expendable equipment and commodities plus costs for staffing and running a local office and local personnel.

2. IEQ has conducted site visits to two countries, South Africa and Uganda, to discuss project activities under a possible Mission buy-in.

Ghana

Background. The Ghana Primary Education Program (PREP) was launched in June 1991 and provides for technical assistance, training, studies, evaluations, audits and financial management. Components include: development of criterion based tests for primary school leavers in Grade 6 in English and Math; decentralization within the Ministry of Education to absorb the workload generated by PREP implementation; an Equity Improvement Plan (EIP) that consists of 6 pilot projects in 44 sites; a comprehensive in-service training program; and distribution of instructional materials. The Ministry of Education (MOE) implements PREP through the Project Management Unit (PMU), which is designed to be structurally and functionally absorbed into the MOE.

The consensus among the educational stakeholders in Ghana was that IEQ examine the relationship between the provision of instructional materials (math, English and science texts, notebooks, pens, pencils) and student outcomes. Examples of variables to be examined include: availability and timeliness of the materials; student use of the materials (e.g. how they are incorporated into lessons, time devoted to the material, ability to use supplies); teacher use of the material (e.g. whether materials alter method of instruction, whether method of instruction varies by subject); student feedback; classroom management (e.g. students working in pairs or small groups); student-teacher discourse; and student achievement. We are paying particular attention to equity issues.

IEQ's institutional partner in Ghana is the University of Cape Coast (UCC), which has established a Centre for Research on Improving Quality of Primary Education in Ghana (CRIQPEG). Six individuals from the Faculty of Education will lead the Host Country Research and Innovation Team (HCRT).

Preliminary Studies. In order to gain a clearer understanding of the primary classroom environment and to identify issues or questions to be considered prior to launching subsequent research, IEQ and CRIQPEG agreed to conduct a preliminary study in six primary schools in the Central Region. In preparation for the preliminary studies, IEQ conducted a four-day Study Design Workshop with CRIQPEG Research Team Leaders and their team members to try out and refine the data collection instruments and finalize plans for the study in January.

The Research Team Leaders conducted the small-scale preliminary study of P1-P6 (three classrooms at each of the six levels) between February and April. The study addressed four questions: 1) what instructional materials are available in English, Science and Mathematics for P1-P6 classes? 2) what is the source of these materials (e.g. government issue, PTA, teacher-produced)? 3) how are these materials used by teachers and pupils? and 4) what are the implications of the findings for teaching and learning English, science, and mathematics and for the main IEQ research?

Six teams of four members each visited the six primary schools. Each classroom was visited four times by a pair of observers, who recorded how materials were used by pupils and teachers during English, science, and mathematics lessons. Team members also interviewed teachers, pupils, parents, and community leaders and inventoried the resources available. The reports will be submitted 1 July 1993.

Research Seminar. IEQ and CRIQPEG held the third professional development seminar at the University of Cape Coast between 10-14 May. The purpose of the seminar was to: examine the data collected during the preliminary study; listen to reports on the site visits; organize and reduce the data for analysis; conduct preliminary analyses of the data to identify major findings; discern potentially useful follow-up research; and specify follow-up professional development activities. The seminar included formal presentations of preliminary research reports and discussions on the literature pertaining to the availability and use of instructional materials, the "vision" of IEQ in Ghana, alternative methodologies for the subsequent research studies, and the Research Teams' ideas on the evolving CRIQPEG mission. As part of CRIQPEG's outreach to the wider educational community, Don Adams and Abigail Harris delivered lectures on knowledge building and on qualitative research to 50-60 faculty and students from the School of Education.

Guatemala

Background. In 1988, the Ministry of Education began a regionalization program to make education more responsive to the country's various target populations. In addition to this ongoing regionalization effort, other current reforms include: the expansion of the bilingual education program; strengthening of instructional delivery through a teachers magazine and technical assistance to the supervisory system/alternative methodologies including piloting of interactive radio for mathematics and Spanish as a second language, multi-graded classroom techniques, and interventions to help girls stay in school; and technical assistance to develop testing and educational management information systems. This series of reform efforts is being funded through a \$30,000,000 grant by USAID under the six-year Basic Education Strengthening (BEST) project.

Following initial discussions during the IEQ selection team's visit in February 1992 and subsequent selection of Guatemala as an IEQ core country, IEQ conducted a follow-up visit to define areas in which IEQ could assist the Ministry of Education (MINEDUC) and the USAID Mission in May. At this time the pilot unitary school program was identified as one possible area of interest. Owing to the midterm evaluation of the BEST project which took place in August and September 1992, neither the Mission nor MINEDUC was able to enter into intensive discussion with IEQ on the intervention to be examined during FY92. These discussions took place in October, following the completion of the midterm evaluation.

As a result of the discussions, the Ministry felt that IEQ could be of most assistance in helping in the study of the multi-grade classroom methodologies being developed at present. These methodologies are adapting the "escuela nueva" model of Colombia to the needs of Guatemala through pilot programs in both indigenous and non-indigenous regions. The pilots will initially work with 110 schools to develop the innovation. The program will then be expanded to all of the more than 600 schools in the two pilot regions and eventually to all

of the more than 3000 one-room schools in Guatemala. The Ministry hopes that the methodology will have wider applications in assisting all Guatemala teachers to work with the common situation of multiple grades in a single classroom.

The Ministry has asked IEQ to focus on the new unitary school ("nueva escuela unitaria") program for the following reasons: 1) it is an initiative at the classroom level; 2) it is being developed at the regional level which is consistent with the Ministry's educational regionalization policy; 3) the program participants include children and families from both indigenous and *ladino* populations; 4) the methodology being employed can be relevant for teaching and learning situations beyond those of the unitary school; and 5) the findings of the research will be useful for the planning of the proposed expansion of the program.

The IEQ project is affiliated with the Vice-Ministry of Technical Affairs, which has responsibility for educational quality in Guatemalan public schools. IEQ is also working closely with the regional and departmental offices of education that are implementing the *nueva escuela unitaria* program. The Ministry of Education's newly-conceived *Instituto de Investigaciones Educativas* will collaborate on IEQ's research activities in Guatemala once it becomes functional.

Initial Study. The Nueva Escuela Unitaria (NEU) program in Guatemala is an integrated package of activities to assist teachers of multigrade classes to manage their classrooms effectively. The program provides a series of teacher workshops that help teachers to develop and use such techniques as cooperative learning, individualized instruction, student government, instructional materials, learning corners, libraries, and parents as learning resources in their methods. The IEQ study focuses on what elements of the NEU program are most strongly related to student performance.

The study design includes a pre-post study of the academic performance and socio-emotional development of approximately 400 children (200 participant and 200 comparison children) in the two regions where the NEU pilot program is being implemented. All of the sample children in five NEU schools and in five comparison schools in each region were tested on selected competency measures (reading, creativity, self-esteem) at the beginning of the pilot year (March 1993) and will be tested at the conclusion of the pilot year (September-October 1993).

In addition, in-depth observations are being carried out with a sub-sample of 6 first graders and 6 second graders in each school, at three times during the school year (March 1993--when workshops with teachers have been completed and instructional materials are scheduled to be in place, June-July 1993, and September-October 1993). These observations will allow both the nature of within-classroom interaction at NEU and comparison schools to be characterized and the process of implementation of the NEU program to be examined.

Visits to the schools showed that most were not unitary or "one-room schoolhouses" but rather had at least two teachers working with multiple grades. As the grades of interest were first and second, the sampling strategy of using schools where the same teacher is responsible for first and second grade was adopted.

Instrumentation. Prototype observational instruments were also developed (see Attachment C). These included checklists for examining materials use at various times during the day, running logs for observing teacher behavior and time and event sampling for examining the interaction of children in the naturally occurring context of the classroom. Interview schedules for use with the teachers and with parents were also developed. Psychometric instruments, including measures of self-esteem and creativity as well as language arts and mathematics achievement was constructed and pilot tested. The results of the pilot led to revisions in both the instruments themselves and the administration schedule.

A training plan was developed and training responsibilities among team members assigned. The training of field researchers for the initial data collection was scheduled for early March. Subsequently, a week-long training session was carried out during the second week in March. The format of the training modeled the administrative structure of IEQ project. The field researchers discussed problems and learned procedures with the field supervisors and other members of the IEQ administrative staff. When problems or issues come up which were clearly identified as needing an administrative staff solution, the training method was to turn directly to those responsible and to ask for clarification. Thus, the actual administrative hierarchy and authority pattern that the fieldworkers would experience was modeled from the very first in the way the training sessions were structured.

The definition and sequences of skills to be imparted was developed from the job descriptions for research positions and the prototype instruments. During each day of training additional skills were presented with the goal of having all relevant aspects covered so that by the fourth day of training a full simulation was possible. The full simulation provided opportunities for evaluation of fieldworker readiness to do their jobs, and to identify areas of difficulty. During the initial sessions trainees were introduced to checklist observation methods, beginning with the easiest to perform. Trainees were then introduced to increasingly more exact methods of ethnographic classroom observations, including writing field note observations and interviewing techniques.

Table 1 shows the schedule of the training period and an outline of the major content areas included at each training period. The training period was intended to prepare the fieldworkers to perform their initial key tasks: establishing themselves in the field, collecting observational data through standardized forms, collecting fieldnotes on focused topics, etc. The training schedule reflects these key goals.

**Table 1
Training Schedule - 1 Week**

Day	Morning	Afternoon
1	Introduction to the IEQ study The Value of Observation in Research/Evaluation Integrating Qualitative and Quantitative Methods	Field Work Strategies: - Sources of Data - Managing the role of researcher/observer - Use of observation forms
2	Completion of discussion of observation instruments	Video on classroom interaction with exercises and discussion
3	Qualitative interviews: - Formats - Types of Questions - Contents - Neutrality - Quality Control	Video of interview styles with discussion Practice interviews
4	Field Work practice in schools and communities	Write-up of fieldnotes
5	Discussion of fieldwork, review of data collected, reliability checks	Discussion of fieldwork, revision of data collection instruments
6	Quality control - Parallel observations - Triangulation - Data review/edit - Communication - Feedback	Ethics Field Logistics

Field Manual. A preliminary field manual was developed. Its purpose was to provide a resource that could be consulted by field researchers during their research. It consisted of a standardized set of procedures for collection of data, operational definitions, and policy issues. (See Attachment D for an example of the manual.)

Data Collection. With the completion of training data collection began. The regional supervisors administered the battery of tests that served as pretest measures of academic and social competence. Field researchers began to carry out observations in the experimental schools of the nueva escuela unitaria program. This will be the first of three sets of observations of students and teachers during the school year.

Mali

Background. In May 1989, the World Bank finalized its fourth Malian education project. USAID joined this project to focus on grades 1-6 (the Basic Education Expansion Project-BEEP). The six-year project totals \$56,000,000 of which \$12,000,000 is allocated to non-project assistance. BEEP interventions occur in the most populous regions of Mali: Bamako, Segou, and Sikasso; Koulikoro was added in 1991. USAID has invested in reading textbooks, languages development, visual aids, teacher guides, and teacher training. IEQ has been asked to assist the USAID Mission, the Ministry of Education (MEN), and the Malian research community to develop an assessment model for understanding what factors contribute to achievement in reading and language in grades one and two.

IEQ has established collaborative relationships, sanctioned by signed cooperative agreements, with two institutions. One is the Institut Supérieur de Formation et de Recherche Appliquée (ISFRA), a multi-disciplinary organization which addresses critical problems in Mali. The second is the Institut Pédagogique Nationale (IPN), which conducts the evaluation and monitoring activities of the Fourth Basic Education Development Project. IPN is currently undertaking a wide range of evaluation activities under the BEEP Project.

ISFRA has agreed to undertake two short-term studies. The first study will look at characteristics the child brings to primary school, such as basic health and nutritional condition, motor skills, social skills, and cognitive skills. The study will draw from both experience from Mali and the international literature to identify a list of characteristics and measurements likely to be important for understanding student performance in Mali. ISFRA will use these measurements in a sample of schools in order to determine which characteristics need to be studied in conjunction with future assessments of student performance in reading and languages. The second study is an inventory of ongoing projects and related work on basic education currently underway in Mali, including key individuals involved in the work and other individuals with related interests or experience.

In addition, IPN will conduct an observational study on what happens in the classrooms during reading and language instruction. This study builds upon classroom-based research that IPN has already done. During the period covered by this report, agreements were reached with IPN and ISFRA to conduct two preliminary studies to guide the design of a more intensive study of factors related to achievement in reading and language during the early grades.

During the plan period, IEQ conducted a workshop on conducting qualitative research in the classroom. This was attended by 20 staff members of IPN and ISFRA. The workshop, which ran between April 12 and 17, was led by Joshua Muskin from Florida State University. The workshop addressed basic issues and methods in conducting qualitative research in classrooms. As a result of the workshop, IPN reformulated the research plan and the proposed instruments for its classroom study. ISFRA and IPN moved toward identifying samples that at least partially coincided.

Note: To date, IEQ's activity in South Africa and Uganda has taken place under the Core contract; however, IEQ anticipates that this work will lead to buy-ins under the Requirements contract.

South Africa

Background. IEQ conducted its first visit to South Africa following discussions between the COTR and the Supervisory Basic Education Officer/HRDD regarding a possible Mission buy-in. The Mission had expressed an interest in IEQ conducting impact evaluations of grantee projects that would include developing or strengthening grantees' capacity to integrate monitoring and evaluation activities into community projects. The Mission also voiced its interest in building a research base with which to examine the effectiveness of projects that address students' academic needs and teacher deficiencies in instructional delivery.

After the first site visit, IEQ proposed to respond to the Mission's need and interest in impact analyses of the South Africa Basic Education Reconstruction (SABER) project. An overlap exists between Mission interest in knowing whether or not its efforts improve the quality of learning and IEQ's interest in pupil performance reflected in classroom influences. IEQ can generate information that will be useful when the policy dialogue shifts from the "macro" agenda to classroom-based issues such as resource distribution and the use of instructional resources.

The SABER project "is designed to improve the quality of education for disadvantaged South Africans through innovative models and the development of policies which promote a new unitary education system." It addresses four areas in pre-primary and primary education: school administration, teacher training, curriculum development, and the provision of materials and technology. The types of programs supported by SABER include: development of learning materials and teacher training programs to enhance English proficiency; implementation of educare (pre-primary) education and training for staff, parents and communities; and upgrading the standard of educational management through training of school principals.

Status. IEQ's outline of possible activities in South Africa was received favorably by the Mission. If all goes according to plan, South Africa will submit the necessary documents to Contracts so that IEQ will receive a buy-in from this Mission before the close of this fiscal year.

Uganda

Background. Although initial discussions regarding a Mission buy-in took place during the March 1992 site visit, IEQ concluded that it was premature to consider a buy-in until the SUPER (Support for Ugandan Primary Education Reform) program was underway. After subsequent discussions between IEQ and the Education Officer in January, USAID/Uganda sent a cable to the COTR stating that the Mission was interested in "financing research to evaluate progress in achieving educational policy reforms agreed to under the SUPER project." The Mission also expressed an interest in using a research team from the Makerere School of Education to design and implement an ongoing program of evaluative research that

would meet SUPER's evaluation needs and bring the School of Education into the educational policy dialogue.

The outcomes of the IEQ's second trip to Uganda were promising. The presence of a USAID Education Officer, the demonstrated interest in and active solicitation of host country educators in plans to improve educational quality in Uganda, and the forthcoming implementation of the SUPER project have brightened opportunities for an educational constituency. Institutions such as Makerere University, the Institute for Teacher Education at Kyamboko (ITEK), and the Teacher Development and Management System (TDMS--the SUPER implementation unit at the Ministry) have asserted keen interest in participating in a long-term evaluation and research program stemming from the SUPER project.

Status. Following a second trip to Uganda in March, IEQ submitted an outline of its potential activities in Uganda to the Mission. IEQ would collaborate with USAID/Uganda to identify the phenomena that enhance and inhibit successful implementation of the SUPER program, the conditions that influence these phenomena, and the extent to which SUPER improves quality and equality in the primary education system.

The Contractor shall negotiate memoranda of understanding with the selected countries.

Ghana. After continued internal review by the Mission's Deputy Director, signatures to the Memorandum of Understanding were completed on 17 May 1993 (See Attachment E).

Guatemala. During October, the draft edition of the Memorandum of Understanding for Ghana that had been reviewed by the COTR and discussed with the USAID/Ghana HRDO was edited to reflect that participating parties and the agreements reached in Guatemala and submitted to Dr. Susan Clay, the USAID/Guatemala Education Officer for review. She provided comments which were incorporated into the document that was then reviewed by John McAvoy, the Regional Contracts Officer. Based on these reviews, a draft MOU in Spanish was prepared and submitted to the Ministry of Education for examination. With receipt of verbal approval of the draft MOU from the Ministry, the document was submitted to USAID/Guatemala for formal Mission review.

Although it was anticipated that the MOU would be signed by all parties in 1992, the Mission decision to have the document reviewed by the Regional Legal Advisor, delayed the review process into 1993. Once the Legal Advisor had completed his review, his suggestions were incorporated into the document and signatures of the Mission Director and the Minister of Education were obtained. The document was then sent to Washington where it was signed by the other participating parties. A copy of the signed MOU is included as Attachment F.

Mali. English and French drafts of the Memorandum of Understanding were submitted to the Mission. These received all the necessary approvals required for signature by the Mission Director. The new Mission Director, however, declined to sign the Memorandum at this time. It was agreed that this will be left pending until September 1993, at which time the results of the upcoming BEEP evaluation will have received consideration by the Mission, and the future directions of BEEP and IEQ in Mali are determined.

3. A BIENNIAL PUBLICATION ON "IMPROVING EDUCATIONAL QUALITY"

The Contractor shall publish a biennial publication on "Improving Educational Quality." This publication shall include, but not be limited to: (a) a synthesis and summary of the most promising approaches, including updates from continued research; and (b) an annotated bibliography of other key publications on the issue of improving educational quality.

IEQ submitted the biennial publication, *Defining Educational Quality*, by Don Adams, to the COTR. IEQ has distributed this paper to missions and to HCRT members in Ghana and Mali (in French) and to an initial list of 83 people (including individuals from regional labs and centers, universities, and consulting companies). IEQ is working on a Spanish translation of this publication for distribution in Guatemala.

4. PARTICIPATION IN STEERING AND INTERNATIONAL COORDINATING COMMITTEES

The Contractor shall participate in quarterly meetings of the Project Steering Committee.

IEQ has maintained regular communication by phone and in person with the COTR, R&D/ED, Africa Bureau, Latin America Bureau, and all the IEQ subcontractors. In addition, IEQ distributes weekly reports to representatives of the aforementioned organizations. The second annual retreat is scheduled for 9-10 September 1993.

The Contractor shall provide substantive assistance to an annual meeting of the International Coordinating Group on Educational Quality.

IEQ submitted a proposed plan for the International Research Exchange on Educational Quality to R&D/ED on 16 February. This plan calls for IEQ, UNESCO, and others to co-sponsor a meeting involving researchers and representatives of research sponsoring organizations. IEQ proposed that IEQ would organize it and UNESCO would host it. The meeting would bring together invited LDC researchers, including members of IEQ Host Country Research Teams, and representatives of organizations sponsoring or supporting their research. The meeting would focus on research that looks at how educational quality--particularly the quality of basic education--is understood, improved or assessed.

Frank Method, COTR, presented the proposed plans for the International Research Exchange at an inter-agency meeting on Education for All in Nice, which included representatives from UNESCO, the World Bank and other UN specialized agencies and bilateral organizations. The idea of an International Research Exchange was well-received at this meeting, and the participants added suggestions for an expanded agenda. IEQ will prepare a brief proposal.

5. LINKAGE WITH THE U.S. DOMESTIC EDUCATIONAL RESEARCH AND INNOVATION COMMUNITY

The Contractor shall establish linkages with key U.S. domestic education research institutions, such as the U.S. Department of Education-funded Educational Laboratories and Research and Development Centers. The Contractor shall have established, at a minimum, one subcontract not later than one year after Contract award.

1. IEQ established subcontracts with the National Center on Adult Literacy (NCAL) and the Far West Laboratory for Educational Research and Development (FWL). A description of research tasks completed by NCAL and FWL is contained in the section entitled *Identification of Teaching and Learning Interventions*, which begins on page 1.
2. The IEQ core staff and FWL and NCAL met at the University of Pennsylvania to specify strategies for strengthening the institutional linkages both internationally and domestically. We agreed to host the first of a series of Research and Development Exchanges in September. Based on these discussions, FWL and NCAL prepared a brief outline for the Exchange. Participants from IEQ countries and educators from the U.S. research and development community will convene in Washington, D.C.
3. IEQ hosted a 2 day seminar on *From Knowledge Building to Knowledge Utilization: Who Benefits and How?* which included representatives from all of R&D/Ed's major projects: IEQ, ABEL, IEES, LearnTech, and CDC. Participants discussed the different projects' strategies for documenting, disseminating and utilizing knowledge in a way that will be useful for future projects and educators in developing countries.
4. IEQ has joined the following ASCD networks and AERA special interest groups: Early Childhood Education; Instructional Supervision; Wholistic Education; Classroom Observation; Research Focus on Education in the Caribbean and Africa; Study of Learning Environments; Textbooks, Textbook Publishing and Schools.
5. IEQ staff have attended the following:
 - NCAL's "Literacy and Development Workshop." 8 January 1993.
 - USAID's Regional Human Resource and Development Officers' meeting. Abidjan, February 1993.
 - The Comparative and International Education Society meeting. Schubert, Adams and Ginsburg gave a presentation on IEQ and distributed copies of *Defining Educational Quality*. Jamaica, 16-18 March 1993.
 - USAID's workshop on "Rethinking the Learning Community." March 1993.

6. ESTABLISHMENT OF HOST COUNTRY RESEARCH AND INNOVATION TEAMS (HCRTs)

The Contractor shall establish, for each of three selected countries, Host Country Research and Innovation teams (HCRTs) to carry out a life-of-contract process of quality improvement activities.

Ghana

The increased demands of the IEQ research schedule have necessitated changes in the Host Country Research Team personnel. Mr. H. O. Quist and Mr. John A. Frimpong have replaced Dr. Yakubu and Dr. Eshun, whose work schedules did not permit them to devote the effort required by IEQ project activities. Dr. Yakubu retains his position as Research Coordinator. The other Research Team Leaders remain the same: Dr. Beatrice Adwoa Okyere, Mr. Henry Fram Akplu, Mr. Francis K. Amedahe, and Mr. Joseph Mensah Dzinnyela.

Guatemala

The Host Country Research Team (HCRT) for Guatemala consists of a core staff of a Research Coordinator and a Regional Research Supervisor for each of the regions implementing the pilot program, as well as support personnel. Dr. Yetilu Iunge de Baessa, who holds a Ph.D. in Educational Psychology from the University of Texas at Austin and has experience in both quantitative and qualitative research, is the HCRT Coordinator. Ivan Garcia Santiago, an anthropologist, and Rosa Girón Román, a social worker, have been selected as Regional Research Supervisors. Each of these individuals has previous experience in carrying out field research. Five researchers in each region are carrying out the investigation.

During the recruitment of the field researchers, IEQ core staff made a trip to Guatemala to assist the HCRT in selecting the sample, developing prototype instruments, and creating a training plan and field procedures for initial data collection in March 1993.

Mali

Constitution of a HCRT will await the results of the studies to be conducted by ISFRA and IPN and future negotiations with the Mission regarding its plans for assisting educational reform in Mali.

7. NATIONAL ADVISORY COMMITTEES

The Contractor shall maintain close liaison with national policy-makers.

Status

Ghana. The Mission and the Ministry of Education nominated individuals from the Ministry of Education, Ghana Education Service, Primary Education Project, UNICEF, and the

Overseas Development Association for the National Advisory Committees. Although last November's elections have slowed down the formation of a formal committee, the IEQ team regularly confers with the nominated individuals when it conducts country visits.

Guatemala. Several conversations were held with the Vice Minister of Technical Affairs as to the composition of the National Advisory Committee and scheduling of meetings. However, as both Vice Ministers and several technical staff were involved in the reprogramming of the activities of the BEST project no final decisions were reached. It is anticipated that the formation of the advisory committee will be completed in June when the reprogramming of BEST is scheduled to have been completed.

Mali. IEQ has not raised the question of constituting a National Advisory Committee. This will be done later in 1993 when the directions of IEQ involvement become clearer.

8. REQUIRED REPORTS

Semi-Annual Progress Report

The Contractor shall submit six (6) copies of a semi-annual progress report. This report shall be produced six months after contract award and be submitted every 12 months thereafter (the Semi-Annual progress reports due on the annual anniversary of the Contract award shall be incorporated as part of the Annual Report).

The report shall incorporate activities, if any, conducted under the companion Requirements Contract.

The first Semi-Annual Progress Report was submitted in July and includes activities for the period October 1991-June 1992. The second Semi-Annual Progress Report was submitted in December 1992 as part of the Annual Report. A summary of activities conducted under the Requirements contract is begins on page 18.

Occasional Papers

Two-to-four occasional papers on educational quality issues shall be prepared, as requested and identified by A.I.D. (10-20 single-spaced pages, exclusive of attachments).

We have circulated drafts of Don Adams' *Implementing Change in Educational Quality* and Mark Ginsburg's *Choices in Doing Classroom-Anchored Research for Improving Educational Quality* among the COTR and IEQ staff for comments. The Ghanaian Research Team Leaders are putting together a report on the initial studies conducted in the Central Region that will be submitted as an occasional paper. Papers submitted for the September Exchange will also be assembled as an occasional paper.

Trip Reports

Trip reports shall briefly describe activities undertaken, persons contacted, and findings.

A total of thirteen trip reports have been submitted to the COTR:

- El Salvador, Guatemala and Honduras, February 17-28, 1992 (submitted April 16, 1992).
- Ghana and Uganda, March 23-April 6, 1992 (submitted April 16, 1992).
- Honduras, May 18-23, 1992 (submitted June 8, 1992).
- Guatemala, May 23-29, 1992 (submitted June 8, 1992).
- Ghana and Mali, July 25-August 12, 1992 (submitted August 21, 1992).
- Ghana and Mali, September 27-October 16, 1992 (submitted October 26, 1992).
- Guatemala, October 5-October 30, 1992 (submitted November 19, 1992).

Copies of trip reports #8-#13 are attached:

- Mali, 3 January-12 January, 1993 (submitted January 29, 1993).
- Ghana, 23 January-6 February, 1993 (submitted February 19, 1993).
- Guatemala, 27 January -13 February, 1993 (submitted February 26, 1993).
- South Africa & Uganda, 24 February-11 March, 1993 (submitted April 9, 1993).
- Mali & Ghana, 10-21 April, 1993 (submitted, May 14, 1993).
- Ghana, 6-20 May, 1993 (submitted 4 June, 1993).

Financial Reports

The Contractor shall submit three (3) copies each of monthly financial report detailing amount obligated to the Contract, Budgeted Cost of Work Scheduled, Actual Cost of Work Scheduled, Budgeted Cost of Work Performed, and Actual Cost of Work Performed, and expenditures to date.

The IIR Financial Office has submitted monthly financial reports, since the inception of the project.

Additional Documents

1. Weekly Reports beginning January 1992 through May 1993.
2. Guatemala Quarterly Report. As part of the MOU, it was agreed that the HCRT would submit quarterly reports to the Ministry of Education and to AID. A first draft of a report of the team's activities was prepared at the end of March. The final draft will be submitted in April after review. (See Attachment G, for a copy of the draft report).

PROJECT OBJECTIVES FOR THE NEXT SIX MONTHS: CORE CONTRACT

1. KNOWLEDGE-BUILDING ACTIVITIES

1. Reports on the initial school studies from the teams in each of the three core countries, which will be turned into occasional papers.

2. COUNTRY ACTIVITIES

Ghana

1. Central Region study of instructional materials for P1-P6, including reports and executive summary.
2. Report for widespread circulation/summary.
3. Seminars on research methods and educational issues.
4. Annual Conference on Primary Education at UCC.
5. Site visits for subsequent research.
6. Feedback on research findings.

Guatemala

1. Data reduction and analysis of the first set of classroom observations.
2. Completion of all data collection activities scheduled for 1993.
3. Presentation of a report that includes recommendation sfor the proposed expansion of the NEU pilot program.
4. Determination of Year 3 research activities with USAID and MINEDUC.
5. Development of a workplan for Year 3 research activities.

Mali

1. Completion of data collection, analysis, and writing of final reports for the IPN and ISFRA studies.
2. Presentation of results of the IPN and ISFRA studies at the seminar of key decision-makers in the Malian educational community.

3. Articulation of a set of recommendations for immediate steps to be taken for improving reading and language instruction in grades 1 and 2. The efficacy of these steps will be the subject of future investigation.
4. Determination of Mission's future plans and strategies for assisting basic education in Mali and confirmation of continuation of IEQ involvement.
5. Determination of future collaborative links with Malian research community based on the above-mentioned outcomes.
6. Formulation of a research design and an annual workplan for Year 3 and initiation of these activities.

South Africa

1. Expecting a PIO/T Mission buy-in in June.

Uganda

1. Awaiting a response to the outline of potential activities

3. PARTICIPATION IN STEERING AND INTERNATIONAL COORDINATING COMMITTEES

1. An IEQ Research and Development Exchange in September.

4. LINKAGE WITH THE U.S. DOMESTIC EDUCATIONAL RESEARCH AND INNOVATION COMMUNITY

1. FWL and NCAL will take the lead in preparing for the Exchange and arranging for HCRT agenda in addition to the meeting.

SEMI-ANNUAL PROGRESS REPORT: REQUIREMENTS CONTRACT

1. A DATABASE OF PROCESS INDICATORS

The purpose of this activity is to complete the development of a database of process indicators on USAID Africa Bureau countries that have basic education programs (to be referred to as AFR/ED countries). This database will be used to monitor program performance and progress in producing desired reforms through policy reforms and programs or projects operated within AFR/ED countries, with special emphasis on efficiency, effectiveness, equity and sustainability.

The USAID Bureau for Africa currently has basic education programs in eleven countries, and is designing a twelfth program in Ethiopia. Each of these programs is designed to help African countries improve the access, equity, efficiency and quality of primary education systems. Although these programs share common strategic objectives, they differ in the mode and types of assistance used. Eight projects employ the non-project assistance modality by which funds are disbursed to governments against conditions established through a plan of action jointly developed and supported by the host country government, USAID and other donors. Three programs use the traditional investment project mode, with USAID-operated interventions directed at specific constraints. Most of the NPA programs also use direct project assistance to provide inputs such as technical assistance and training, particularly in such areas as financial management, planning and information systems.

In addition to these different modalities of assistance, programs differ in the sub-systems targeted for improvement (e.g. strengthening policy analysis & planning, teacher training, instructional systems, school-based management, etc.), and different models of implementation (buy-ins to central projects such as ABLE, BRIDGES and IEES, hiring personal services contractors to implement the project, or contracting with an institution through a competitive bidding process).

To facilitate the analysis of the basic education programs, in particular to describe the various models and procedures in the design and implementation, and to examine the impacts and outcomes, the IEQ Africa Bureau buy-in project is developing an information system which is described below. The first demonstration of the prototype platform for the system was held for the ARTS/Education team on Friday, May 28.

The Purpose of the System

- The purpose of the system is to facilitate the analytical work of the ARTS/HHR team based on the information contained, for the most part, in program/project documentation.
- The analytical work, in the first instance, has two aspects:
 - 1) We want to be able to clearly describe what is happening in the programs & projects to the Agency/stakeholders - for such work as the DFA report, the

(annual) program summary, etc. This requires both country level and regional descriptive and analytical summaries.

- 2) We want to analyze the programs based on the paradigm of what goes into them, how they are conducted, and the impact - the input - process - output - outcome model. In particular, we want to be able to analyze the NPA programs, and to learn how to better design and manage these.

Design Strategy

- Keep it simple! Focus on getting early results rather than elegance. Priority for results is to be able to coherently describe and analyze the various modalities of the programs: Non-Project Assistance and Project Assistance.
- The information system will be built around the 'impact analysis' instrument designed initially by R.Horn and modified through field work. The instrument organizes information around the key policy objectives of access, equity, efficiency and quality. Additional elements related to financing, conditionalities, design and implementation processes will be added to the system.
- Design the system so that it can evolve, and can be useable, with critical first elements, as soon as possible (e.g. by June/July)
- The system should be 'modular' so that components can be added, revised, without having to redesign the entire database with each modification, addition, etc. This will maximize its flexibility, its capacity to evolve, and its transparency.
- The system will evolve from the elements in the impact assessment instrument - that is the beginning shell.
- Sources of information:
 - 1) The existing documentation on projects is the primary source of information. Where there are gaps in existing documentation, we will try to fill these gaps through field work and queries to the field. A database of that documentation is under development. Information sources will be categorized in these groups:
 - a) Official, A.I.D. program documentation such as CPSP, PAAD, PPs, APIs, evaluations, etc.
 - b) Contractor reports
 - c) Field trip reports
 - d) Other sources (e.g. World Bank SARs...)
 - 2) The database of information sources, which will be linked to the impact analysis, will include authors (when known), date, type of document, and a document code.

- 3) One component of our work is to identify/analyze gaps, problems with the existing documentation, in terms of analytical and management information requirements. This analysis should lead to recommendations/guidelines for program design, management and evaluation documentation.

The system at this stage of its development includes the following:

- We are using Paradox 4.0 (DOS). Paradox is a high quality relational database system, and has facilities for handling text fields. However, it is far from ideal, in that the text fields are cumbersome for searching, retrieving and printing information.
- The information we have is contained in source documents (all of which are available at IIR, and at the ARTS/HHR office at 1111 19th St. as well as field reports using the impact instrument. It has been organized into eight databases:

Databases in the Program Information System

(Note: each database contains information on each of the 11 country programs)

1. REFERENCES: all documentation
2. MASTER: Basic quantitative indicators and country descriptions, taken from the Overview of Basic Education in Africa report.
3. PROGRAM: A summary description of the education program
4. PROCESS: A detailed (70 fields) description of the finances, conditions, donor coordination, tranche reviews, project support, scheduling, and modifications in the program. It provides an overall picture of the way in which a program is being implemented at a national level.
5. ACCESS, EQUITY, EFFICIENCY AND QUALITY: these databases are structured from the four sections of the impact instrument. However, in some cases we have collapsed subitems from the instrument into a single field where there was no or scarce information (e.g. in only one or two countries) and thereby to reduce the total number of fields in any given database. The principle is to ensure analytic categories actually incorporate useful, discrete information.

The next steps in the development of the information system are to: i) continue to input and update information based on mission reports and incoming documentation; ii) use the system to provide descriptive and analytical reports—this use will define the development of a 'user-friendly' shell; iii) keep track of information the system **does not provide** as the basis for improving documentation.

2. INDICATORS OF QUALITY, EQUITY, EFFICIENCY & SUSTAINABILITY

The purpose of this activity is to develop and test new school-level indicators to be used for monitoring the performance, quality, and equity of basic education systems in Sub-Saharan Africa.

The IEQ project is designed to pursue classroom, school and community research on student achievement, quality indicators, and effective schools analysis. Thus both the core IEQ project and this buy-in focus on measuring and enhancing the impact of educational programs on students themselves.

In this first stage of the activities under the buy-in, we have focussed on i) establishing effective collaboration and networking with other agencies, donors and professionals working in this area, and ii) providing technical support to Missions where the basic education programs support the development of indicators and information systems supporting those.

- We have joined the Donors for Africa working group on Education Statistics and have been involved in continuing technical discussions with the 'National Education Statistics Information Systems' project based in UNESCO which the group has financed. We have prepared, in cooperation with the World Bank, a visit of the NESIS team to Washington to present their work in progress to the World Bank and AID.
- As a result of this involvement, the Education Statistics working group has now included on their official agenda the development and dissemination of a 'module' based on the Fundamental Quality Indicator System originally proposed by USAID (Robin Horn, 1992). The module will prepare a reference manual and training package on the use of indicators for decision-making at different levels. The FQL approach activates decision-makers to set policy-priority areas for monitoring and planning by establishing targets and indicators, and focussing on those classes, schools, regions with the greatest gaps. The IEQ buy-in will continue to provide technical input and products associated with this DAE effort.
- Also, in collaboration with the DAE, a comprehensive, updated information system based on the World Bank's Education in Sub-Saharan Africa (1988) is under development. This system will use the downloaded datasets provided through the UNESCO annual educational survey, as well as financial indicators provided through the World Bank and the IMF. DAE will publish this new set of indicators by the end of 1993. AID/ARTS, with the technical support of the IEQ buy-in will receive the data on disk, and use this to prepare an interactive computer-based system for viewing and analyzing country level education indicators. We have negotiated with the Center for International Research within the Bureau of the Census to obtain a system of Graphics Information based country maps that will be used to present country status on a set of key indicators.
- We have collaborated with professionals within the A.I.D. PRISM office, to ensure that the indicators of strategic objectives for human resource development that they are

developing will be included in our information system for monitoring African basic education progress.

- We have established linkage and provided support for the development of the Educational Research Network for Central and West Africa. This involved a two day visit to Dakar to develop a plan of action, and follow-up in collaboration with the SARA project to prepare a working visit of the new ERNWACA coordinator to Washington. Our expectation is that ERNWACA will help to build the kind of research/evaluation capacity at the country level that will support the development of effective school level indicators.
- We are also collaborating closely with the team in the IEQ core contract through participation in key professional review meetings, by reviewing draft papers and notes, by continual and regular briefings. This has led to fruitful exchange of documentation, contacts and strategies.
- Our technical support to Missions has included providing direct input and papers related to FQL indicators and information systems during field trips to Benin, Mali, Malawi, Botswana, South Africa and Swaziland. We have participated in country reviews in Washington for Namibia, Ghana, Mali, Guinea and Ethiopia.

3. FOLLOW-UP FIELD STUDIES OF SELECTED PROGRAMS

The purpose of this activity will be to select as few as three and as many as five specific objectives of USAID basic education programs for more in depth study of the relationship between design, implementation, and impact. Three studies, described as the "equity study," the "effective schools study," and the "financial sustainability study" have already been identified as potential avenues for analysis.

The IIR staff for the IEQ buy-in are a part of a team which includes three other 'contracted' members and the AID/ARTS project manager. During the first months after the establishment of the team much time has been spent in organizing the analytical framework and work plan. This is a complex undertaking given that the members of the team had not previously worked with each other, their areas of experience and expertise overlapped, the precise analytical requirements for the Africa Bureau and the Missions was being defined, and our focus on responding to real technical needs from the Missions has kept us travelling for a combined total of almost 5 months.

Of the three studies identified as potential avenues for analysis, two are now underway - the financial sustainability study and the equity study. In both cases the lead for those studies is taken by non-IIR staff. However, all studies are done collaboratively in the team, through meetings, written critiques, and professional interaction. A significant step towards the "effective schools" study has been initiated by the World Bank in a draft paper and preliminary field work, "Research into Practice: Guidelines for Planning and Monitoring the Quality of Primary Education in Sub-Saharan Africa' by Ward Heneveld. In the spirit of

collaboration this work is being reviewed by IEQ core staff and the ARTS team, and may well form one basis of our own future work in the area.

Analytical work which the IIR buy-in staff are now taking the lead on within the ARTS/ED team include the following:

- A study of curriculum interventions: 'Lessons Learned on the Integration of Health, Population, and Environmental Issues into Basic Education Curriculum in Africa.' A first draft of this study has been prepared, but this requires major revisions. The final report is targeted for the end of 1993.
- Oversight and technical input for the study by David Evans: 'Education Policy Formation in Africa: A Comparative Study of Five Countries'. We are collaborating with the DAE Secretariat in the drafting of a paper, based in part on this study, that will lead to the formation of a DAE working group on educational policy formation.
- Coordination for the ARTS/Education team preparation of a descriptive and analytical paper on Basic Education programs, particularly those operating within the NPA modality. This work has gotten underway, with the overall framework of the paper now in place.
- Coordination of the planning and preparations for a conference of all HRDOs and education staff from the twelve countries where A.I.D. is supporting basic education. The planning of the conference is underway - it is scheduled to be held in Ethiopia in January 1994.
- Analytical studies on: gender equity and social marketing; the experience of policy formulation and implementation; institutional capacity building; and community participation in educational/school developments. An overall agenda of the analytical work that is proposed by the ARTS/Education team is attached.

PROJECT OBJECTIVES FOR THE NEXT SIX MONTHS: REQUIREMENTS CONTRACT

1. Continue to work within the ARTS/Education team to develop the analyses of the impact of A.I.D. basic education programs in Africa, based on the analytical framework attached.

Specifically, we will:

- Continue the development of the database (information system) for monitoring basic education program performance and progress. The next stage of this work is the development of an effective user-interface for obtaining descriptive and analytically useful information, and for producing quality reports;
- Continue coordination with DAE on the development of the FQL system, and on the development of a software shell for utilizing the information/indicators to track African countries progress in basic education;
- Coordinate the development of the Basic Education Program progress/impacts analysis and paper, contributing sections on the policy framework, institutional context, and school/classroom level impacts;
- Coordinate the planning and preparations for the A.I.D. HRDO and education staff conference to be held in January 1994;
- Ensure the completion of reports on the curriculum study and the policy formation study;
- Provide technical support to selected Missions related to the analytical tasks for the ARTS/Education team (Guinea, Lesotho, Ghana).

2. One important activity we have engaged in over the past six months, at the request of AID/ARTS, is to critically review the existing scope of work and to modify it where necessary in light of the formation of the ARTS/Education team and the scope of activities expected of the ARTS office. This has resulted in a proposed project adjustment which will include—if approved—an additional staff member to focus on equity and community participation, and the addition of an activity to the scope of work (which reflects our current actual work): 'Networking with Donor & International Research Community.' This activity acknowledges our continuing work with the DAE, our involvement with professional associations, and our improved communications with Missions related to trends, issues and developments in basic education. Among other tasks we will undertake for the ARTS/Education team under this activity will be the development of a database on African scholars in the USA working in the field of basic education, and the preparation and circulation of a newsletter on a regular basis to all African USAID Missions with basic education programs.



SUMMARY OF FIRST YEAR ACTIVITIES AND ACCOMPLISHMENTS

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
October 1991			IEQ team members attended the U.S. Coalition for Education for All Conference.	IEQ team members met and held the first Project Steering Committee meeting to begin project planning.	
November			Gave a presentation at the Office of Educational Research and Improvement's National Forum on Research, Development and Dissemination.		
December					
January 1992				Jane Schubert and Ray Chesterfield met with the Institute for International Studies and the Learning Research and Development Center at Pittsburgh to introduce the project. Conducted two workshops for AID/W participants to develop a functional definition of quality and hosted a seminar on Assessment Issues and Options, presented by James Royer of the University of Massachusetts.	
February		Jane and Ray visited three Latin American candidate countries: El Salvador, Guatemala, and Honduras.			
March		Jane conducted initial site visits to Ghana and Uganda.	Gave a presentation at the 36th Comparative and International Education Society Conference, which focussed on the Crisis in the Quality of Education.		

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
April			Jane attended the American Educational Research Association Conference. Collected numerous papers that were presented at AERA.	Held a one-day project management meeting to discuss contract obligations and project activities.	
May	Senior staff met in Pittsburgh to discuss knowledge-building activities, including the Biennial Publication and Occasional Papers.	Ray and David Plank conducted follow-up visits to Guatemala and Honduras. <u>Guatemala</u> : produced an implementation schedule to collect baseline data, completed groundwork for the Memorandum of Understanding, worked with Ministry to refine possible research topics and identified potential HCRT and Advisory Board members. <u>Honduras</u> : submitted Scope of Work reflecting background research suggested by the USAID Education Officer as required for policy studies.		Arranged for a study tour visit for Dr. Medjomo Coulibaly, Regional Education Advisor from USAID/REDSO in Abidjan. Tour included visits to the Far West Regional Lab, Lawrence Hall of Science, Florida State's Learning Systems Institute, School of Education at SUNY/ Buffalo, and the World Bank. Dr. Coulibaly also lead a seminar for IEQ and USAID/W on education in Western and Central Africa.	
June				Held a seminar entitled Issues of Research, Measurement and Equity, featuring Dr. Pat Campbell. Submitted its first Semi-Annual Progress Report, which included activities for the period Oct '91-June '92.	

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
July		<p><u>Ghana</u>: Jane and Steve visited Ghana to continue talks on IEQ project implementation. Chose the University of Cape Coast as IEQ's institutional partner, selected the Research Coordinator and Research Team Leaders, discussed MOU with Mission, drafted Terms of Reference for the National Advisory Committee, and held further discussions with officials in the Ministry and the Ghana Education Service.</p>			
August	<p>Don Adams submitted a preliminary draft of <i>Defining Educational Quality</i> for IEQ staff review.</p>	<p><u>Mali</u>: Jane and Steve made preliminary visit to Mali, held discussions with Mission and Ministry staff, and identified potential collaborators and study topics for IEQ.</p>			
September				<p>Held a project management meeting to discuss project status and forthcoming activities.</p>	

SUMMARY OF SECOND YEAR ACTIVITIES AND ACCOMPLISHMENTS

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
October		<p><u>Ghana</u>: IEQ staff launched the project; took part in UCC's Seminar on Primary School Education Reform in Ghana (participants from the Ministry, the GES, UCC, UNICEF, ODA, and USAID); submitted MOU draft to the Mission; held a conference on project design; prepared Terms of Reference for the Research Team Leaders; and researched options for equipping the new CRIQPEG office.</p> <p><u>Mali</u>: IEQ visited Mali to discuss the MOU with the Mission and to hold discussions with the Institut Supérieur de Formation et de Recherche Appliquée Nationale (ISFRA) and the Institut Pédagogique Nationale (IPN) on potential project collaboration.</p>			IEQ began activities under the Requirements Contract, via the Africa Bureau Buy-In. Diane Prouty joined IEQ as the Buy-In's Education Policy Analyst.
November	IEQ distributed Don's paper (<i>Defining Educational Quality</i>) at the Year One Outcomes Meeting and solicited comments.	<u>Mali</u> : Steve invited ISFRA and IPN to conduct three preliminary studies. Both institutions agreed to participate in these projects and ISFRA submitted a budget for its tasks.	Jane, Don, Leo and Mark gave a presentation on IEQ activities at the American Educational Studies Association Convention.	IEQ hosted a Year One Outcomes meeting. IIR, Juarez, Pittsburgh, R&D/Ed, Africa Bureau, LAC Bureau, WID Office, FWL, NCAL, and the Dept of Education participated to discuss past and future project activities and to raise issues of concern.	Ash Hartwell joined the IEQ staff as the Buy-In's Quantitative Education Planner.
December	IEQ staff established a definitional framework on educational quality.	<u>Mali</u> : We received five brief papers identifying issues in language instruction for discussions in Mali.	NCAL submitted its review of the literature on the issue of teaching handwriting for discussions in Mali.		



Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
January 1993	<p>IEQ circulated the revised definition of educational quality.</p> <p>Don's <i>Defining Educational Quality</i> was translated into Spanish and French.</p>	<p><u>Ghana</u>: UCC received computers and printer for the CRIQPEG office.</p> <p><u>Mali</u>: Steve visited Mali to continue discussions with ISFRA and IPN on their proposed studies, staffing plans and budget requirements.</p> <p><u>Guatemala</u>: The HCRT Coordinator acquired research facilities in Guatemala City.</p>	<p>Steve visited UNESCO headquarters in Paris to discuss alternative forums for holding round table discussions on ongoing research on educational quality with individuals involved in educational quality.</p> <p>Gretchen Hummon obtained memberships in ASCD networks and AERA special interest groups.</p> <p>Jane, Ray and Diane attended NCAL's <i>Literacy and Development Workshop</i>.</p>	IIR received NCAL's signed contract.	
February	<p>Don submitted the next draft of <i>Implementing Change in Educational Quality</i>.</p> <p>IEQ core staff with Robert Leestma (OERI) and Jerry Strudwick (IIR) met to clarify and plan IEQ's knowledge-building activity.</p>	<p><u>Ghana</u>: Highlights from Jane's visit to Ghana include a 4-day workshop with the UCC Research Team; completion of data collection forms and procedures; collection of initial data in the sample of Central Region schools; presentation about IEQ to Donor's meeting; and clarification of the research focus on the use of instructional materials.</p> <p><u>South Africa</u>: Jane and Paul Spector conducted IEQ's first country visit to South Africa.</p>			Diane and Ash attended the HRDO meeting in Abidjan.

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
<p>March</p>	<p>Pittsburgh submitted a plan for IEQ knowledge building activities for life of project.</p> <p>The proposed plan for the International Coordinating Committee on Educational quality was submitted to the COTR.</p>	<p><u>Ghana</u>: Dr. Frimpong replaced Dr. Yakubu as RTL.</p> <p><u>Guatemala</u>: Completed training of field workers and test administrators, collected quantitative and qualitative data in experimental schools, and began data entry.</p> <p><u>Mali</u>: Completed drafts of cooperative agreements for ISFRA and IPN.</p> <p><u>Uganda</u>: Jane's visit further explored using a buy-in to develop institutional linkages and to provide information via a research program about the progress of educational reform.</p>	<p>Jane, Don, and Mark Ginsburg delivered a presentation on IEQ at the CIES meeting in Jamaica.</p> <p>Jane, Paul and Diane attended the A.I.D. workshop on <i>Rethinking the Learning Community</i>.</p> <p>Far West Lab submitted report on relevant research and instruments on children's capacity to learn upon school entry.</p>		<p>Diane visited USAID/Mali to provide technical support to the WID officer and to work on upcoming evaluation activities.</p>

Month	Knowledge-Building	Country Activities	Contact with R&D Community	Administrative	Requirements Contract
April		<p><u>Ghana</u>: Steve visited Ghana in order to discuss the RTL's research findings and recommendations for workshop topics.</p> <p><u>Guatemala</u>: The MOU received signatures from all parties and classroom observations began.</p> <p><u>Mali</u>: Steve and Josh Muskin conducted a training seminar for IPN and ISFRA. IPN and ISFRA signed cooperative agreements.</p> <p><u>South Africa</u>: Received positive feedback to our paper outlining possible IEQ contributions under a buy-in. Responded to Mission's questions and submitted a budget.</p> <p><u>Uganda</u>: Submitted a paper on potential IEQ activities under a Mission buy-in.</p>	Jane and Bob Leestma gave a presentation on IEQ to Directors of Regional Educational Laboratories.		Ash travelled to Malawi, Swaziland and Paris. Diane visited Botswana and South Africa.
May		<p><u>Ghana</u>: Jane, Don Adams and Abi Harris conducted a seminar with Research Team Leaders which focussed on research outcomes of the preliminary study.</p>	IEQ hosted a 2 day seminar on knowledge building and utilization which included representatives from all of R&D/Ed's major projects.		Ash and Diane modeled the database to the ARTS/HHR /ED team and demonstrated ways in which the information could be used.

B

Documents/Publications Ordered for Ghana

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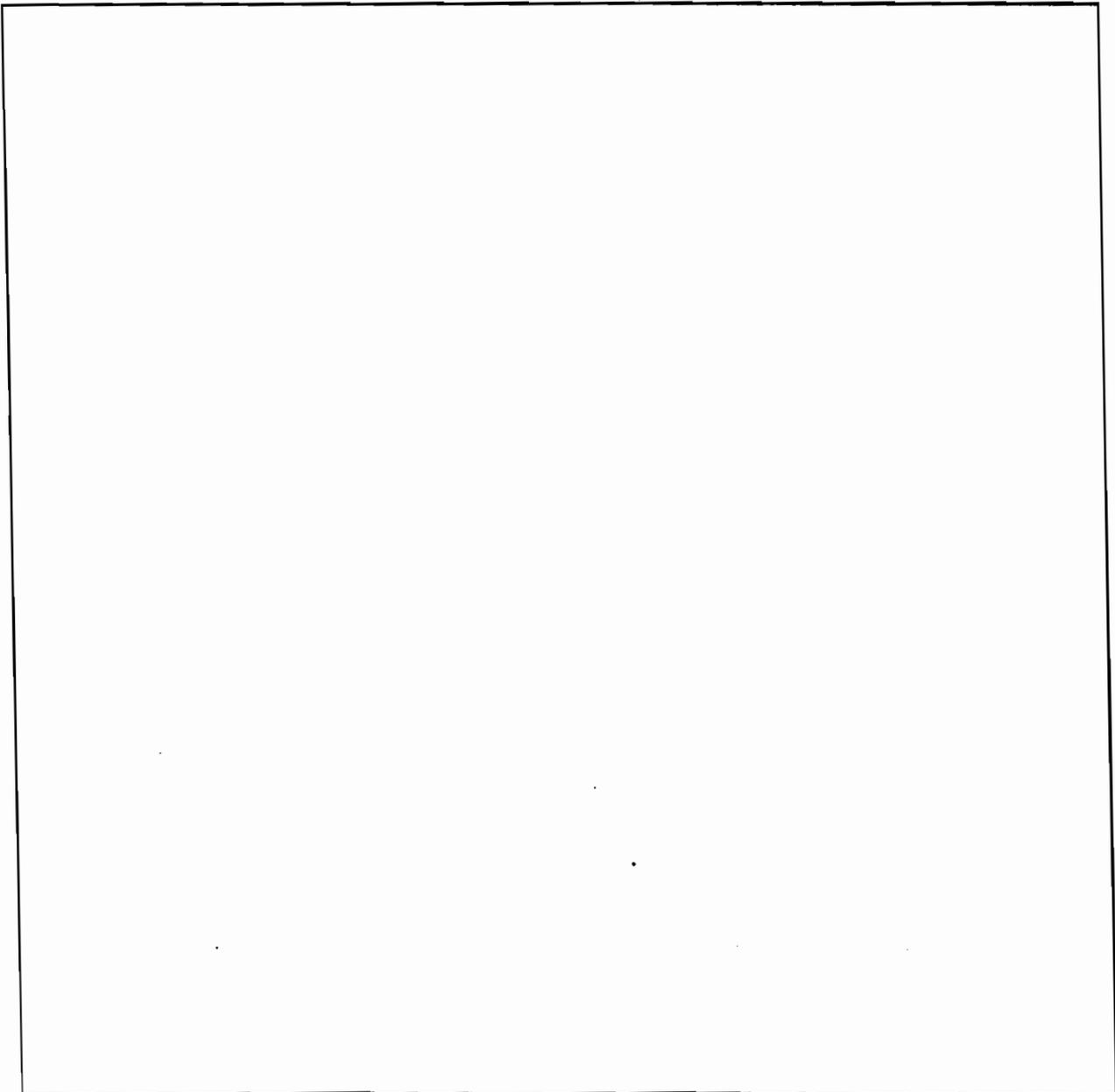


MAPA DEL AULA-1-

Escuela: _____

Fecha: _____ Observador: _____

INSTRUCCIONES: En esta hoja haga un croquis del aula, donde está primero y segundo grado. Ubique: carteles, pizarrones, horarios, etc. debe dibujar la posición de cada (escritorio). Señale la ubicación de cada alumno asignándole un número a cada uno, indicando su sexo. (F) para femenino y (M) para masculino.



MAPA DE LA ESCUELA-2-

Escuela: _____

Fecha: _____ Observador: _____

INSTRUCCIONES: En esta hoja elabore con el mayor detalle posible un croquis de la escuela. .

OBSERVACIÓN DE LA CONDUCTA DEL NIÑO (4)

Fecha: _____ Observador: _____

Escuela: _____

INSTRUCCIONES: Anote el tiempo de inicio y fin de la observación de cada alumno. Haga 5 minutos de observación y descripción de cada uno en diferentes periodos de tiempo. Registre de manera detallada las conductas observadas durante el periodo.

TIEMPO	NIÑO #	DESCRIPCION DE CONDUCTA
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OBSERVACION DE LA CONDUCTA DEL MAESTRO (5)

Fecha: _____ Observador: _____

Escuela: _____ Maestro: _____

INSTRUCCIONES: Anote la hora del inicio y del fin de la observación del maestro. Haga 15 minutos de observación en diferentes periodos de tiempo.

TIEMPO

DESCRIPCION

TIEMPO	DESCRIPCION

Observador: _____

Fecha: _____

Escuela: _____

Agrupación de alumnos por:

Edad: _____

Grado: _____

Nivel: _____

Todos Juntos: _____

Horario Real de Clases

INSTRUCCIONES: Este horario debe ser llenado en el transcurso de la primera semana de observación en cada una de las escuelas. No se debe copiar el horario que esta en clase. Debe llenarse en base a la observación.

BEST AVAILABLE COPY

HORA	LUNES	HORA	MARTES	HORA	MIERCOLES	HORA	JUEVES	HORA	VIERNES

Observaciones:

Fecha: _____ Entrevistador: _____

ACTITUD DEL MAESTRO HACIA LOS NIÑOS (6a)

1. ¿Cuáles son los problemas que enfrenta el niño al ingresar a la escuela? En relación a:

1.a Aprrestamiento: _____

1.b La relación con otros niños: _____

1.c Relación con usted: _____

1.d Asistencia: _____

1.e Disciplina: _____

1.f Hábitos: _____

1.g El Hogar: _____

1.h Otros: _____

Fecha: _____ Entrevistador: _____

ACTITUD DEL MAESTRO HACIA LOS NIÑOS (6b)

1. ¿Cuáles son los problemas que enfrenta el niño al pasar a SEGUNDO GRADO en esta escuela? En relación a:

1.a Aprrestamiento: _____

1.b La relación con otros niños: _____

1.c Relación con usted: _____

1.d Asistencia: _____

1.e Disciplina: _____

1.f Hábitos: _____

1.g El Hogar: _____

1.h Otros: _____

CUESTIONARIO PARA LOS PADRES-7-

Fecha: _____ Entrevistador: _____

Escuela: _____

Nombre del niño: _____ Ident. _____

Con quién vive el niño? _____

Nombre de la madre o substituta: _____

Nombre de el Padre o substituto: _____

A quién se entrevisto: Madre _____ Padre _____ Ambos _____

Escolaridad del padre: _____

Escolaridad de la madre: _____

Ocupación del padre: _____

Ocupación de la madre: _____

Número de varones que viven en la casa: _____

Número de mujeres que viven en la casa: _____

Idioma que se utiliza en la casa: _____

1. ¿Cree usted que es importante que los niños vayan a la escuela?
Si. _____ No. _____

2. ¿Porqué? _____

3. ¿Tiene hijas mujeres estudiando en la escuela? sí _____ no _____

4. ¿Porqué manda usted a sus hijas a la escuela? _____

5. ¿Porqué manda usted a sus hijos a la escuela? _____

6. Que espera que sus hijas aprendan en:

Primero. _____

Segundo. _____

Tercero. _____

Cuarto. _____

Quinto. _____

Sexto. _____

7. ¿Hasta qué grado quiere que sus hijas mujeres estudien? _____

8. Que espera que sus hijos aprendan en:

Primero. _____

Segundo. _____

Tercero. _____

Cuarto. _____

Quinto. _____

Sexto. _____

9. ¿Hasta qué grado quiere que sus hijos varones estudien? _____

10. ¿Cree usted que los padres tienen alguna obligación con la escuela? Si _____ No _____

Si, si. ¿Porqué? y si, no ¿Porqué? _____

11. ¿Cree usted que sus hijos aprenden con este maestro?
Si _____ No _____

¿Porqué? _____

12. ¿Qué piensa usted del maestro?

Explique: _____

13. ¿Les dejan a sus hijos deberes para hacer en la casa? _____

14. ¿Si los niños necesitan ayuda en los deberes que le dejan en la escuela, quien los ayuda? _____

15. ¿Platica usted de las cosas de la escuela con otros padres de familia? Si _____ No _____

16. ¿De que cosas de la escuela platican? _____

17. ¿Visita usted la escuela? Si _____ No _____

(Si no va a la escuela no haga las preguntas que siguen)

18. ¿A que va a la escuela? _____

19. ¿Cuántas veces al año va usted a la escuela? _____

20. ¿Ha visto usted en la escuela los materiales que el maestro usa para enseñarle a su hijo? _____

21. ¿Que materiales ha visto? _____

22. ¿Qué le parecen esos materiales? _____

CUESTIONARIO PARA MAESTROS-8-

Nombre: _____

Sexo: _____ Edad: _____

Escuela: _____

Aldea: _____ Municipio: _____

Departamento: _____

Idiomas que habla: _____

Idiomas que escribe: _____

Años de experiencia en escuela multigrado _____ en otro tipo _____

Tiempo que tiene de estar en el programa Nueva Escuela Unitaria:

Qué grados imparte en esta escuela: _____

ACTITUD DEL MAESTRO HACIA EL CURRÍCULUM-8

tipos de curriculum

simac ()

pronebi ()

neu ()

eu ()

otro. especifique

A. ¿Cuál o Cuáles utiliza?

1. _____

1.a ¿Qué le parece? _____

1.b ¿Para qué materias los utiliza? _____

1.c ¿Cómo lo utiliza? _____

1.d ¿Porqué lo utiliza? _____

2. _____

2.a ¿Qué le parece? _____

2.b ¿Para qué materias los utiliza? _____

2.c ¿Cómo lo utiliza? _____

2.d ¿Porqué lo utiliza? _____

3. _____

3.a ¿Qué le parece? _____

3.b ¿Para qué materias los utiliza? _____

3.c ¿Cómo lo utiliza? _____

3.d ¿Porqué lo utiliza? _____

4. _____

4.a ¿Qué le parece? _____

4.b ¿Para qué materias los utiliza? _____

4.c ¿Cómo lo utiliza? _____

4.d ¿Porqué lo utiliza? _____

5. _____

5.a ¿Qué le parece? _____

5.b ¿Para qué materias los utiliza? _____

5.c ¿Cómo lo utiliza? _____

5.d ¿Porqué lo utiliza? _____

B. ¿Qué materiales usa en Idioma Español?

1.b _____

1.b ¿Con qué frecuencia? _____

1.b ¿Para qué lo usa? _____

1.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

1.b ¿Porqué? _____

2.b _____

2.b ¿Con qué frecuencia? _____

2.b ¿Para qué lo usa? _____

2.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

2.b ¿Porqué? _____

3.b _____

3.b ¿Con qué frecuencia? _____

3.b ¿Para qué lo usa? _____

3.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

3.b ¿Porqué? _____

4.b _____

4.b ¿Con qué frecuencia? _____

4.b ¿Para qué lo usa? _____

4.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

4.b ¿Porqué? _____

5.b _____

5.b ¿Con qué frecuencia? _____

5.b ¿Para qué lo usa? _____

5.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

5.b ¿Porqué? _____

6.b _____

6.b ¿Con qué frecuencia? _____

6.b ¿Para qué lo usa? _____

6.b ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

6.b ¿Porqué? _____

C. ¿Qué materiales usa en Matemática?

1.c _____

1.c ¿Con qué frecuencia? _____

1.c ¿Para qué lo usa? _____

1.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

1.c ¿Porqué? _____

2.c _____

2.c ¿Con qué frecuencia? _____

2.c ¿Para qué lo usa? _____

2.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

2.c ¿Porqué? _____

3.c _____

3.c ¿Con qué frecuencia? _____

3.c ¿Para qué lo usa? _____

3.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

3.c ¿Porqué? _____

4.c _____

4.c ¿Con qué frecuencia? _____

4.c ¿Para qué lo usa? _____

4.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

4.c ¿Porqué? _____

5.c _____

5.c ¿Con qué frecuencia? _____

5.c ¿Para qué lo usa? _____

5.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

5.c ¿Porqué? _____

6.c _____

6.c ¿Con qué frecuencia? _____

6.c ¿Para qué lo usa? _____

6.c ¿Cree usted que con este material los niños aprenden tanto como usted quisiera? _____

6.c ¿Porqué? _____

ACTITUDES HACIA NUEVA ESCUELA UNITARIA (NEU)-9-

INSTRUCCIONES:

Lea cuidadosamente cada oración y circule el número que mejor refleja su opinión al respecto.

- 5 = Totalmente de acuerdo
- 4 = De acuerdo
- 3 = Indeciso
- 2 = En desacuerdo
- 1 = Totalmente en desacuerdo

1. La capacitación de la NEU hace que el maestro se sienta más motivado hacia su trabajo.

5 4 3 2 1

2. La NEU hace que al maestro se le recargue el trabajo.

5 4 3 2 1

3. Los círculos de maestros hacen más llevadera la labor docente.

5 4 3 2 1

4. La NEU mecaniza el trabajo del docente.

5 4 3 2 1

5. La NEU permite que el maestro trabaje en equipo.

5 4 3 2 1

6. La metodología NEU hace más difícil disciplinar a los alumnos.

5 4 3 2 1

7. La NEU relega al maestro a un segundo plano.

5 4 3 2 1

8. El intercambio de experiencias de los círculos de maestro es valioso para los maestros.

5 4 3 2 1

9. La NEU permite mejorar el proceso enseñanza-aprendizaje de los alumnos.

5 4 3 2 1

10. La NEU permite que el niño desarrolle su creatividad.
- 5 4 3 2 1
11. La metodología de NEU le permite al maestro utilizar toda su creatividad.
- 5 4 3 2 1
12. Las experiencias compartidas en los círculos de maestros confunden al docente.
- 5 4 3 2 1
13. La discusión en los círculos de maestros de los problemas encontrados en el aula no siempre llevan a encontrar soluciones reales.
- 5 4 3 2 1
14. La relación del maestro con la comunidad se facilita al utilizar la metodología de la NEU.
- 5 4 3 2 1
15. Al aplicar la metodología de la escuela nueva al docente se le facilita el desempeño de su labor.
- 5 4 3 2 1
16. La NEU descarga toda la responsabilidad de la educación en el maestro.
- 5 4 3 2 1
17. La intervención de la comunidad en el proceso educativo interfiere con la labor del maestro.
- 5 4 3 2 1
18. Los círculos de maestros ayudan al maestro a realizar un mejor trabajo.
- 5 4 3 2 1
19. Lo aprendido en la capacitación no es aplicable en el aula.
- 5 4 3 2 1
20. Con la metodología de NEU el maestro tiene que pasar todo su tiempo elaborando material.
- 5 4 3 2 1

21. Después de recibir la capacitación de NEU el maestro asume una posición más activa respecto a su labor docente.

5 4 3 2 1

22. La metodología NEU no le permite al niño identificarse con la escuela.

5 4 3 2 1

HORARIO DE TRABAJO

Semana del 15 al 19 de marzo

HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:00 9:00	Presentación	Cotejo material Observación niños	Observación niños Observación maestro	Observación niños Observación maestro	Recuperarse y enviar informe
9:00 10:00	Mapas	Cotejo material Observación niños	Observación niños	Observación maestro Observación niño	↓
10:00 11:00	← ENTREVISTA A MAESTROS → (6a, 6b)				
11:00 12:00	Inventario	Cotejo material Observación niños	Observación niños	Observación niños	

Semana del 22 al 26 de marzo

8:00 9:00	Cotejo material Observación niños	Observación niños	Observación niños	Observación niños	Reunión, revisión de notas
9:00 10:00	Observación niños Cotejo material	Observación maestro Observación niños	Observación niños		↓
10:00 11:00					
11:00 12:00	Observación niños Cotejo material	Observación maestro Observación niños			



D

ESTUDIO DEL PROGRAMA DE NUEVA ESCUELA UNITARIA

PROYECTO MEJORAMIENTO DE LA CALIDAD EDUCATIVA

MANUAL DE CAMPO

PREPARADO POR:

JUAREZ AND ASSOCIATES, INC.

I. INTRODUCCION

Las siguientes páginas comprenden un manual preliminar de campo para ayudar a los investigadores de campo en sus esfuerzos iniciales de recolección de datos. La revisión de este documento y la estandarización de un conjunto de procedimientos, políticas y datos de base en relación a contextos específicos son unas de las metas del inicio del trabajo de campo. A pesar de que las situaciones en el campo variarán de región a región y de escuela a escuela, este manual proporcionará las estrategias y técnicas para guiar la investigación en los eventos conforme ocurran en el campo. El manual deberá ser consultado frecuentemente por los trabajadores de campo y por los supervisores durante el período de recolección de datos.

Este manual está organizado en varias secciones. Primero, se presenta una breve revisión de los objetivos de la investigación, seguido por un resumen de los aspectos metodológicos (en particular la contribución del componente etnográfico para lograr esos objetivos). Este documento continúa con una discusión de como entrar a la escuela en la comunidad y las técnicas para manejo del rol del trabajador de campo. A continuación, se discuten separadamente los instrumentos o procedimientos para recolección de los datos, se sugieren algunas técnicas para recolectar datos adicionales y se discuten procedimientos especiales para mantener políticas de la compañía y procedimientos para manejar cuestiones éticas que pueden surgir en el trabajo de campo.

II. OBJETIVOS DE LA INVESTIGACION

El Proyecto de Mejoramiento de la Calidad Educativa tiene como meta el estudio sistemático de las situaciones de enseñanza-aprendizaje que contribuyen a mejorar los logros de los estudiantes en las aulas de las escuelas primarias unitarias en Guatemala. El objetivo principal del proyecto es apoyar las intervenciones educativas que tienen como meta el mejoramiento del desempeño de los estudiantes.

La investigación del proyecto se llevará acabo en la Región II (que comprende los departamentos de Alta y Baja Verapaz) y la Región IV (que comprende los departamentos de Jalapa, Jutiapa y Santa Rosa) en una muestra de escuelas participando en el programa piloto de la Nueva Escuela Unitaria y en escuelas unitarias o multigrado perteneciente al Sistema del Ministerio de Educación.

A través de la implementación de un complejo de procedimientos metodológicos, la investigación examinará la operatividad y la funcionalidad de los materiales, los currícula y las metodologías en el aula. Además se observará la interacción de los niños y los maestros en el aula y se analizarán los resultados que estén relacionados con el éxito de los estudiantes con diferentes

antecedentes culturales y lingüísticos y de diferentes géneros en las escuelas. Además, se enfocará adicionalmente en una investigación sistemática del rendimiento académico, la creatividad y la auto-estima de los estudiantes tanto como la integración y la interrelación de la comunidad en el proceso educativo.

III. RESUMEN DEL DISEÑO Y DE LA METODOLOGIA

Su meta como investigador de campo es proporcionar datos contextuales válidos para complementar y ayudar a interpretar los datos de las pruebas. La mezcla de datos específicos del contexto, a largo plazo, cuantitativos/cualitativos que se recogerán enfatizan la validez y mediciones múltiples. Se puede lograr una confiabilidad aceptable con estas mediciones, pero se requiere una constante vigilancia y planificación.

La contribución más importante del trabajador de campo será evaluar la naturaleza y extensión del programa a través del tiempo. Listas de cotejo, recuento de frecuencias, notas etnográficas y entrevistas informales proporcionarán datos de conductas reales en el aula: lo que hacen los maestros, arreglo del aula, distribución de las personas, materiales disponibles, etc., lo que puede ser usado para evaluar la naturaleza del programa de la Nueva Escuela Unitaria (ver Apéndice A) al compararlo con otro programa de escuela unitaria. Además, tanto los formularios de observación y las notas etnográficas tomadas en los salones de clases serán usados para identificar las limitaciones y obstáculos de la implementación del programa en una escuela en particular.

Al interpretar los datos, se tomarán en consideración las observaciones de las actividades y situaciones en el aula, tales como lecciones específicas o interacciones de los estudiantes con el maestro, otros estudiantes y materiales en diversas situaciones. Toda la información de las actividades mencionadas en la recolección de datos puede ser utilizada para analizar los resultados de las pruebas.

Se van a recolectar sistemáticamente datos de observaciones durante el año escolar enfocando en conductas de los niños. Este procedimiento proporcionará una manera complementaria, alternativa, de examinar el impacto del programa en los padres, maestros y alumnos. Proporcionará validación metodológica independiente de los resultados cuantitativos de las pruebas.

Existen varias razones por las cuales el Proyecto de Mejoramiento de la Calidad Educativa aboga por el rol del investigador de campo. Es nuestra opinión que hay demasiados estudios que utilizan personas de afuera que van a los salones de clases a aplicar pruebas y cuestionarios o a entrevistar y después se van. Una queja común es que este tipo de investigador no hace preguntas relevantes para el programa o las escuelas y no obtiene

una muestra apropiada de lo que realmente sucede en la escuela. Este tipo de investigador no puede realmente saber en el corto tiempo disponible lo que está sucediendo y no puede saber tanto sobre el sistema, como la persona que trabaja dentro de la escuela.

Como trabajador de campo, ustedes serán a la vez personas de adentro y de afuera; su rol ayuda a sobrepasar los problemas estructurales de diferenciación entre los roles del investigador de "afuera" o miembro de "adentro" del personal. Su investigación puede proporcionar datos reveladores tanto contextuales como relevantes en cada escuela. Por lo tanto, el investigador de campo tiene un rol importante y difícil. Durante periodos de tiempos escogidos estarán simultáneamente involucrados en las actividades diarias de cada escuela mientras ustedes recoger información (de las actividades del maestro en el aula, como los padres y los niños reaccionan diariamente, etc.). Ustedes serán responsables también de entrevistar a los maestros y visitar una muestra de los hogares para recoger información de actividades educativas importantes fuera del aula.

Durante el mes de marzo se colocarán a las personas en sus lugares de trabajo y se iniciará la recolección de los datos. Los investigadores recolectarán datos de la implementación del programa y de la conducta de los niños en tres diferentes tiempos durante el año escolar. El primer período se llevarán a cabo durante los meses de marzo-abril, el segundo período se ha planeado para los meses de junio-julio y el último se ha calendarizado para los meses de agosto-septiembre. La razón para utilizar esta estrategia de recolección de datos se apoya en el hecho que los programas educativos son procesos dinámicos y continuos que cambian con el tiempo.

Las observaciones del aula de una submuestra de niños se ha diseñado a manera de complementar los otros datos. Las observaciones de la submuestra se llevará a cabo por lo menos en tres diferentes tiempos en un período de dos semanas. Cuando los investigadores de campo no estén involucrados en una recolección de datos intensiva, deberán recolectar información sobre el ambiente y el contexto social de la escuela y de las comunidades en las cuales se encuentren en lugar de hacer observaciones de las aulas de manera a no ser abiertamente intrusivos en las escuelas.

Las notas de campo son un proceso continuo de todo el año escolar (marzo a septiembre). Las notas de campo proporcionan información general de base de la conducta del niño y de los instrumentos del aula, así como información específica que no proporciona esos instrumentos.

De manera similar, la supervisión esporádica por parte de los supervisores es un proceso continuo que se llevará a cabo durante todo el año escolar. Las visitas al campo se realizarán para monitorear y ayudar al progreso de la recolección de datos de los

trabajadores de campo. Las visitas de los supervisores a las escuelas se han diseñado para asegurar la exactitud de la información. Observaciones paralelas serán realizadas por los supervisores con los trabajadores de campo en diferentes periodos de tiempo como una manera de controlar la exactitud de los datos.

Finalmente, el mes de octubre se utilizará para discusión de la información y escribir un informe final del año de trabajo. En esta fase, los trabajadores de campo también deberán contribuir a la elaboración de los reportes.

IV. MANEJO DEL ROL: ENTRADA EN LA ESCUELA

Es importante recordar que los maestros, padres y posiblemente los niños tendrán preguntas y ciertamente algunas ideas preconcebibles acerca del rol de investigador. Ustedes serán muy visibles, puesto que su rol es crítico especialmente durante los primeros días en la escuela.

Ya que gran parte del éxito de la investigación depende de la calidad de la información proporcionada por el personal de la escuela, es importante involucrarlos en el estudio enfatizando el rol de ellos en decir que es lo que consideran importante acerca del curriculum y de la escuela. Esta ayuda aliviará las dudas potenciales que puedan tener mientras que además realzará la recolección de información y sentimientos más sutil (no tan fácil de observar) que pueden ser críticos para el funcionamiento del programa de la Nueva Escuela Unitaria. Las preguntas deberán estar dirigidas hacia los puntos fuertes del programa así como a los problemas.

Es muy importante establecer una buena relación en la escuela. La investigación se resentirá si los investigadores son insensibles, rudos, desconsiderados o poco colaboradores. Esto es especialmente importante durante los primeros días de estar en las escuelas. Los maestros están siempre muy ocupados durante el año escolar. Es preferible durante el primer día hacer preguntas de indole general y tratar de hacer cuando sea posible comentarios positivos acerca de la escuela. Utilice la oportunidad para darse cuenta de sus impresiones en el lugar y de las personas que conozca. No tome notas muy extensas durante este día. Se pueden usar notas mentales y ayuda memorias (por ejemplo, anotar palabras claves) para retener una observación o evento en la mente, expandiendo las notas durante el receso (saliendo del aula o yéndose a un rincón inactivo) o al final del día.

Es importante llegar a formar parte del escenario "estando presente" e interactuando con los maestros o padres durante su tiempo libre. No trate de imponerles su presencia cuando estén trabajando con los niños. Si les habla mientras están preparando material, ofrezcales su ayuda.

Explique claramente que usted no está allí para evaluar el desempeño de los maestros o reportar su conducta a los supervisores. Indique que usted está allí observando a los niños y sus respuestas al programa.

Es buena idea tener claro de antemano cómo va a explicar su rol como investigador de campo y el rol del proyecto de Mejoramiento de la Calidad Educativa. Enfatice que ha recibido entrenamiento en observar niños en el aula y que su principal interés es registrar la conducta de los niños.

Mantenga un registro diario de sus sentimientos personales y de sus impresiones. Ponga especial atención en los cambios en el rol del investigador de campo, en especial lo relacionado a las relaciones interpersonales: relaciones entre las personas en la escuela, los que desarrollan el programa y el personal de Juárez y Asociados.

V. FORMULARIOS DE OBSERVACION

Los instrumentos de observación proporcionan una estrategia multimétodo de recolección de datos que mide la naturaleza de las personas del programa en un día normal escolar. A pesar de que un método individual puede enfocar en una categoría específica de información (por ejemplo, Formulario #3 "Inventario de Materiales de Enseñanza") cada formulario mide de manera global un aspecto común del ambiente escolar.

Durante tres periodos de 10 días en el transcurso del año escolar, los investigadores recolectarán datos de implementación en el mismo día. Durante ese periodo, dos copias de cada instrumento deberán ser completadas para cada aula. Las observaciones deberán ser hechas a intervalos en lugar de consecutivamente. Las páginas siguientes proporcionan un horario tentativo de observaciones. Además de los formularios de observación para cada aula, los investigadores deberán realizar un conjunto de entrevistas informales con los maestros, padres y tal vez alumnos. Estas entrevistas explorarán las percepciones individuales y las actitudes hacia el programa en esa escuela.

USO DE LOS FORMULARIOS

El mapa del aula o Instrumento #1, Mapa del Aula, está explicado a continuación. (Apendice B).

El Instrumento #6 pide que se haga un listado del horario planeado y el horario que en realidad se sigue durante el día. El objeto de esta parte de la observación es registrar las actividades planificadas para el día y el material disponible, así como cualquier incidente que haga que se cambie el plan para ese día.

Al llegar a su lugar de trabajo, usted deberá ver el horario de eventos y puede hablar brevemente con el maestro acerca del plan para la mañana. Una vez que el horario real para la sesión de clases se sabe y registra usted deberá anotar cualquier cambio que se lleve a cabo en la segunda columna del horario.

La Lista de Cotejo o Instrumento #3, deberá usarse tres veces durante el día escolar. El propósito de estas secciones es contar, mediante una rápida ojeada al aula, que materiales se están usando en las diferentes actividades. La selección de estos tres períodos deberán ser a las 8 a.m., 9 a.m. y 11 a.m. en el primer día de observación y a las 8:30 a.m., 9:30 a.m. y 11:30 a.m. en el segundo día. Esto le dará al programa una buena oportunidad para observar la acción, es decir, cuando el maestro/a y padres tienen más probabilidades de estar haciendo cosas relacionadas al aprendizaje de los alumnos.

La sección final, los instrumentos #5, 6a, 6b y 7 listan ciertos tópicos generales que deberán usar como guías para estructurar las conversaciones con los maestros y los padres. Estas discusiones informales deberán llevarse a cabo cuando el personal de la escuela tenga tiempo libre. Así como con los otros instrumentos, deberán agregar categorías cuando sea necesario mientras esté en el campo.

DEFINICIONES OPERACIONALES

A continuación se proporcionan ciertas definiciones operacionales para términos usados con frecuencias o que puedan prestarse a confusión. Si algunos términos importantes no se han especificado aquí, haga una definición y anote las conductas que usted ha muestreado para desarrollar la definición. Esta información puede ser usada para futuras referencias.

- * **Activa:** requiere movimiento e interacción (con materiales, otros niños, o el maestro)
- * **Area en uso:** área ocupada por uno o más niños con un propósito intencional.
- * **Dirigida por el niño:** el niño inicia o dirige una experiencia de aprendizaje ya sea solo o con otros individuos.
- * **Niño usando una área solo:** niño trabajando o jugando de manera individual, (incluye juego paralelo pero no actividad conjunta)
- * **Apropiado culturalmente:** representativo de diferentes culturas o tradiciones.
- * **Area especial:** aquellas partes del aula que han sido rotuladas o identificadas por el maestro/a para una actividad en particular (puede extender los límites de un área predeterminada).
- * **Actividades en el primer idioma:** actividad realizada en un lenguaje pero que contiene algunos niños que hablan Maya o algunos que hablan Español.
- * **Grupo:** dos o más individuos interactuando.

- * Grupo grande: grupo compuesto de más de cinco niños.
- * Padres: cualquier voluntario no pagado en el aula (por ejemplo, tía, madre, hermana mayor)
- * Tiempo para preparación: periodos durante los cuales el maestro/a planifica o desarrolla materiales.
- * Representaciones del trabajo del niño: ejemplos concretos de cosas creadas por niños durante el periodo de clase.
- * Grupo pequeño: grupo de menos de cinco niños.
- * Actividad en un segundo idioma: actividades planeadas y calendarizadas para promover el desarrollo de un segundo idioma (Español).
- * Dirigidas hacia el maestro: el maestro/a inicia o dirige una experiencia de aprendizaje que involucra dos o más individuos.
- * Tiempo total en que se usa el área: todos los periodos cuando al menos un niño está presente en el lugar para los usos que fue destinada el área.

VI. NOTAS DE CAMPO

Además de las notas de campo relacionadas con el aula, que son primordialmente la descripción de las conductas observadas durante los eventos en el aula, los trabajadores de campo, deberán recolectar información sobre las características generales de la comunidad relacionadas con la escuela. Los investigadores deberán recoger datos a través del año en las primeras cuatro categorías de la lista que aparece a continuación y deberán incluir esta información en la entrega de datos semanal al supervisor.

Cuando las categorías iniciales de la lista se hayan completado el número 1 se deberá tomar de una manera general. El foco principal de las observaciones fuera del aula deberán ser las categorías 2 y 3.

ESTRATEGIAS PARA TOMAR NOTAS DE CAMPO

Es necesario considerar que usted esta tomando notas de campo para que las lea otra persona. Por lo tanto, debe asegurarse de describir los eventos tan ampliamente como sea posible, de manera que la persona que no está presente pueda tener una clara comprensión de lo que usted está discutiendo. Para las observaciones, esto debe incluir una descripción completa del ambiente (ubicación en el tiempo, ubicación de los objetos presentes), la observación en sí misma, las personas involucradas y cuando sea apropiado comentarios explicativos. Una simple regla sería: "cuando no esté seguro si debe registrar algo, regístrelo".

Recuerden que al principio usted estará observando algunas cosas que después serán rutina y no le parecerán notorias. Lleve cuenta de sus impresiones y de las cosas que le llamen más la atención. También monitoree sus propios sentimientos y ponga

atención a la reacción de las otras personas hacia usted. No sólo le ayudara a usted personalmente a manejar situaciones altamente emotivas, si no que sus notas arrojarán luz sobre el "tono" general del ambiente del aula y en los efectos de actores importantes en el ambiente.

Sea sensible a los diversos aspectos cualitativos: por ejemplo, el ritmo de las actividades, el nivel de ruido, el humor en que los niños están, si los maestros están teniendo problemas de disciplina y cuan bien los niños están trabajando juntos.

Anote la mayor información posible de las conversaciones, poniendo especial atención al diálogo entre las personas. También tome nota del tono de voz y lenguaje gestual utilizado. Indique si la información es textual (utilizando comillas " ") o parafraseada (usando corchetes []). Puede no ser apropiado tomar notas mientras observa una actividad, especialmente en el primer día que esté en la escuela o cuando le están comunicando información delicada. Las notas mentales y las ayuda memoria (por ejemplo escribiendo palabras claves) guardarán la información en su memoria, permitiéndolo la reconstrucción y expansión cuando las circunstancias lo permitan. Es aconsejable escribir estas notas tan pronto como sea posible al fin de recordar la mayor cantidad de detalles.

Observar y registrar son dos actividades selectivas. Como actividad selectiva el registro es arbitrario e incompleto. Para hacer un buen trabajo al registrarlas usted debe estar conciente de cual es su sesgo particular. Tome nota en qué se concentra usted, qué es lo que tiende a omitir, editar, o aburrirle y por lo tanto pasarlo por alto.

Al observar y registrar una conducta uno debe poner especial atención al contexto en el cual la conducta se lleva a cabo. Esto es necesario a fin de darle sentido a los datos que está recolectando (por ejemplo, cuantas personas están presentes durante la actividad, si un adulto esta involucrado, que idioma están hablando, si es parte de una experiencia de aprendizaje formal o informal). También ponga atención al tono de voz y comunicación gestual (por ejemplo, en que posición están, si están cerca de la persona o no, etc.).

También es importante distinguir entre etiquetar y describir. "Etiquetar" involucra un juicio de valor acerca de las intenciones o conductas que pueden o no estar sustentadas: "María era muy haragana para hacer su trabajo bien hecho". "Descripción" es un proceso analítico que representa las cosas descomponiéndolas en sus componentes básicos e informando como van juntas. Por ejemplo en el caso de María la palabra "haragana" es un rasgo de personalidad que indica una falla básica. En este caso, la mejor política es relatar los hechos. Por ejemplo describir que hizo María en situaciones similares, después registre o haga una nota sobre sus

especulaciones o sentimientos personales acerca de las acciones observadas.

VII. OBSERVACIONES DE NIÑOS EN PARTICULAR

Puesto que usted tendrá poca información de los niños cuando comience la observación, una estrategia simple de muestreo se utilizará. Usted observará 6 niños en el primer grado y 6 niños en el segundo grado. En cada grado estarán estratificados en repitentes o alumnos de primer ingreso. Usted seleccionará una niña y un niño del grupo repitente en cada clase. Dos niñas y dos niños de los alumnos nuevos en cada grado. Esto se puede hacer usando el número que le asignó a los niños en el mapa del aula, y entonces seleccionándolos al azar mediante los números que aparecen en un billete de un quetzal. Si es 0 use el número siguiente en la secuencia.

La metodología desarrollada para enfocar las observaciones del subconjunto de niños combina las estrategias de muestreo de tiempo y evento y se apoya en las destrezas de observación desarrolladas previamente. Dos tipos de eventos han sido seleccionados: lecciones de idioma español y lecciones de matemática. A fin de prevenir el sesgo del observador, un subconjunto de niños de cada grado deberá ser asignado al azar a cada contexto en el cual están siendo observados. La unidad de análisis es un niño particular y las observaciones deben ser hechas a intervalos de 5 minutos en diferentes días hasta que media hora de observación sea recopilada en cada contexto, haciendo un total de una hora de observaciones para cada niño en cada período de tiempo. La metodología que se va a utilizar es un cuaderno de campo. Usted deberá anotar el tiempo en el cual comienza una observación y a continuación describir la conducta del niño en cuestión, sus interacciones con los demás, y el comportamiento general socioemocional y registrar textualmente las expresiones del niño. Se debe tomar nota de toda transición que ocurra en las actividades durante el período de observación y se debe registrar el tiempo de tales transiciones. Después de cada observación, tome un minuto o dos para revisar sus notas de la observación, localizar al siguiente niño que debe ser observado o simplemente descansar. Cuando las observaciones del día se han completado usted debe escribir de nuevo sus notas de campo de una manera concisa y clara.

VIII. ENTREVISTANDO

Las entrevistas pueden fluctuar entre situaciones formales estructuradas, donde se hace un conjunto de preguntas previamente establecidas, hasta discusiones informales sin limitaciones donde la información se intercambia libremente. Escoja sus entrevistados tratando de identificar una buena fuente de información, que esté deseoso de hablar, que sepa lo que está pasando y que sea fácil

llevarse bien con esa persona. Sin embargo, no confie exclusivamente en esa persona: no debe ignorar a las otras personas en la escuela. Además, el más dispuesto de los informantes puede estar al margen de las actividades y por esa razón puede tener tiempo para hablar con usted. Siempre corrobore la información de hechos con otras personas o con los registros de la escuela.

He aquí algunas sugerencias que le pueden ayudar cuando intente recoger información usando entrevistas:

1. Decida de antemano el procedimiento que usará en la entrevista. Si va a usar preguntas estructuradas, esté preparado para continuar preguntando acerca de las cosas interesantes que le pueda mencionar su informante.
2. Pregunte a algunas personas las mismas preguntas a modo de ver las diferentes opiniones o corroborar la información. Averigüe sobre que cosas las personas están de acuerdo y en cuales están en desacuerdo.
3. Después de una entrevista, evalúese a sí mismo. Pregúntese si involuntariamente usted puede haber "dirigido" a su informante hacia una respuesta dada, o si su informante lo llevo a usted hacia otros objetivos. Lleve cuenta de estos incidentes. Aprenda de sus experiencias.
4. Considere cuidadosamente como explicará sus metas de investigación y su rol a los encuestados cuando le pregunten de que se trata el trabajo. Muéstreles lo que hace a través de su acciones. Haga una entrevista para explicar cual es su rol.
5. Piense en la entrevista desde el punto de vista del informante y hágalo sentir cómodo. Trate de hacer la entrevista una experiencia agradable para su informante.
6. No entreviste cuando se sienta improductivo (cansado, aburrido, frustrado, irritado). Vuelva otro día.
7. No lleve nada más que lo que necesite para hacer la entrevista. No debe distraer a su entrevistado o compartir con él datos previamente recolectados.
8. Asegúrese de escribir la fecha, lugar, hora y la identidad (cuando es relevante) en la primera página de sus notas de la entrevista. Numere las páginas.
9. Muestre interés en sus informantes. Recuerde que usted está pidiendo ayuda e información. No está examinando.

IX. ETICA

Los investigadores son empleados de Juárez y Asociados y como tales están sujetos a las regulaciones de la compañía. Por lo tanto, los trabajadores de campo deberán usar discreción al expresar opiniones personales al tomar partido en disputas que puedan surgir en el campo. Esto es importante porque una expresión de desaprobación puede llevar a que las personas alteren su conducta o la oculten, lo que significa que el investigador puede no ser capaz de observar aquella conducta que él o ella quiere estudiar. En vez de expresar una opinión o verbalmente interpretar una acción, es mejor no participar y dejar que la acción se desarrolle.

En general no debe intervenir si observa prácticas ilegales o poco éticas en la escuela. A menos que una persona esté en peligro inmediato, los trabajadores de campo no deben involucrarse personalmente en la resolución de un problema.

Siendo un observador entrenado usted deberá registrar los hechos relacionados con el incidente, y después consultar con su coordinador en Juárez y Asociados. Esta persona presentará el problema ante el comité ético del proyecto. Este grupo entonces tomará la decisión en relación al hecho y se pondrá en contacto con las autoridades respectivas. Siempre refiérase inmediatamente al coordinador de campo cuando surjan problemas éticos.

Evite hacer presentaciones relacionadas con el proyecto o el trabajo durante el transcurso de la investigación aún una presentación de lo más inocente tal como la descripción del proyecto puede tener repercusiones inesperadas. Usted puede ser citado fuera de contexto o ser percibido de manera diferente a lo que usted intentaba.

Al nivel escolar, cuando se le pregunte acerca de la investigación de respuestas generales o enfoque en los aspectos positivos del programa. Si se le presiona para que proporcione información que puede redundar en un mejor desempeño, asegúrese de documentar cuanta y que tipo de información usted a dado y en que medida esta información altera las prácticas en el aula y o su rol.

Si usted observa alguna conducta por la cual una persona en el aula puede más tarde sentirse molesto o avergonzado, no la registre. Mire hacia otro lado o haga alguna otra actividad, después asegúrese de decirle algo reconfortante a la persona en cuestión en la primera oportunidad que se le presente. De la misma manera no rehuse peticiones para mirar sus notas. En general no lleve con usted más que las notas de un día y use algún tipo de código cuando anote conductas que usted juzga que son de naturaleza delicada. Dígales a las personas la verdad -que el proyecto es financiado por USAID, la confidencialidad de los individuos debe

ser protegida y por lo tanto no se utilizarán nombres en ningún reporte de los resultados de la investigación.

Al describirse usted y su rol, recuerde que usted es un observador, no un evaluador. La conexión entre sus datos y la evaluación no será hecha por usted, será elaborada por el personal de Juárez y Asociados en Los Angeles.

LISTAS DE CATEGORIAS DE LAS NOTAS DE CAMPO

1.0 Escuela de la Comunidad: Area de atención = ubicación geográfica de donde la escuela recibe la población estudiantil.

1.1 Descripción del área = tipo y condiciones del edificio; alrededores geográficos; mapas.

1.2 Recursos = facilidades recreacionales; entretenimientos; lugares donde comer; grupos religiosos y sociales; educación informal; prácticas comerciales.

1.3 Características de la población:

1.3.1 Etnicidad = grupos étnicos -tamaño relativo; grupos de idiomas; identificación étnica; identificación transgrupal.

1.3.2 Demográficas = sexo; edad; socio-económico.

1.3.3 Ocupaciones = tiempo completo; tiempo parcial; división del trabajo y sexo; salarios aproximados; número de miembros de la familia empleados; ingresos promedios.

1.3.4 Uso del idioma = uso del idioma maya, uso del español fuera de la escuela por los estudiantes, con quiénes y en qué contextos, cuándo y con quiénes

1.3.5 Estructura familiar = promedio de hijos; padres /madres solos; interacción con los abuelos y grupos mayores y más jóvenes.

2.0 Escuela:

2.1 Descripción física = ubicación del lugar; número y tipo de aulas; oficina y otras habitaciones o edificios; condición de las estructuras; alrededores; mapas.

2.2 Población = ubicación física en la escuela; demográfico; etnicidad; roles; idioma; estructura social y grupos.

2.3 Materiales = educativos/recreacionales en cada aula y disponibles para los niños en la escuela.

2.4 Tipo y número de actividades = actividades de la administración escolar; actividades de la organización de la escuela; actividades modelos relacionadas con la implementación de la clase.

2.5 Reclutamiento = procedimientos; problemas en reclutamiento; división final de los niños.

2.6 Políticas = procedimientos de contratación; asignación general de los maestros; procedimientos de reemplazo; relaciones con la comunidad.

2.7 Presupuesto = Uso de los fondos.

2.8 Historia = Antecedentes de la escuela general; relación con la comunidad.

2.9 Estructura de toma de decisiones = involucramiento del director; líneas de autoridad; influencia de grupos de acción de la comunidad; influencia del maestro en programa de desarrollo.

2.10 Horario = horas de operación diarias; calendarización anual; feriados; reuniones.

3.0 Programa:

3.1 Implementación = condiciones que facilitan la implementación.

3.1.1 Personal = Personas que desarrollan programas; entrenadores; maestros; auxiliares; padres; otro personal; niños.

3.1.2 Entrenamiento = duración; tipo; frecuencia; contenido.

3.1.3 Materiales = auxiliares del maestro; número; tipo; frecuencia de uso.

3.2 Obstáculos a la implementación = desastres naturales; falta de reclutamiento; deserción; falta de materiales, falta de entrenamiento; falta de fondos; actitudes negativas de parte de las personas que toman decisiones o implementadores.

3.3 Investigadores = percepción de los investigadores de campo; supervisores y otro personal de Juárez y Asociados; de parte del personal de la escuela; padres; niños.

APENDICE A

QUE ES LA ESCUELA NUEVA UNITARIA

Escuela Nueva Unitaria es un programa que se está desarrollando en escuelas de uno o dos maestros y no más de cuarenta o cincuenta alumnos, situado sobre todo en zonas rurales de baja densidad de población.

OBJETIVOS DEL PROGRAMA:

- Mejorar cualitativamente la educación primaria en el área rural.
- Mejorar cuantitativamente este mismo nivel del sistema educativo.
- Extender la escolaridad hasta completar la primaria.

METODOLOGIA

- Aprendizaje activo o concentrado en el alumno.
- Promoción flexible para que el educando avance a su propio ritmo de aprendizaje y que la escuela se adapte a la situación de vida del niño campesino, quien generalmente se ve obligado a ausentarse de la escuela durante las temporadas de siembra y cosecha porque tiene que colaborar con estas faenas.
- Refuerzo de la relación escuela-comunidad.

El programa opera con un sistema de estrategias que constituyen sus principales componentes. Ellos son:

COMPONENTE DE CAPACITACION Y SEGUIMIENTO: los maestros que entran al Programa reciben en talleres prácticos las técnicas requeridas para ofrecer y manejar exitosamente la primaria, siendo maestro/a único o trabajando en escuelas de máximo dos maestros. Estos talleres de capacitación y seguimiento abarcan contenidos referentes tanto a la metodología propia del programa curricular.

Los talleres se realizan en cuatro etapas que comprenden:

Primera etapa: iniciación (proceso de organización de la escuela y la comunidad).

Segunda etapa: seguimiento del trabajo realizado.

Tercera etapa: manejo y adaptación de materiales para los niños y organización de la biblioteca.

Cuarta etapa: seguimiento y estudio, adaptación de materiales.

Los supervisores, quienes también participan en estos talleres pero con un grado mayor de profundidad, quedan capacitados para multiplicar la experiencia, dar asesoría y asegurar el logro de los objetivos del Programa a través del seguimiento y la evaluación formativa.

COMPONENTE CURRICULAR: desde su iniciación, el Programa ha venido produciendo materiales educativos tanto para maestros y

supervisores como para los alumnos, los cuales desarrollan, por consiguiente, tanto currículo de capacitación como currículo del niño.

Existe, además, un método para la enseñanza de la lectura y la escritura, diseñado partiendo de la base de que el maestro que lo maneja debe atender paralelamente otros grados.

Todos estos materiales, además de una biblioteca básica y otros materiales de apoyo, son distribuidos a los maestros en los talleres de capacitación, lo cual garantiza los efectos de ésta, ya que la escuela queda implementada y se cumple uno de los propósitos del Programa.

El componente curricular incluye también capacitación e instrumentos para el desarrollo socio-afectivo del educando, el cual se logra a través de la organización del gobierno escolar, elemento fundamental en la metodología de la Escuela Nueva.

COMPONENTE ADMINISTRATIVO: permite responder oportunamente a través de procesos descentralizados- a las necesidades de maestros y escuelas, en especial en lo que toca a la supervisión, incluye un comité departamental que sirve de apoyo a la administración del proyecto, y el seguimiento y monitoreo a cargo de la supervisión departamental.

El supervisor desarrolla conjuntamente las tareas administrativas y de capacitación, con la debida asesoría técnica constante. Al integrar estas dos dimensiones está modificando su papel tradicional, de tal manera que se convierte en un orientador y un recurso de aprendizaje inmediato para el maestro rural.

COMPONENTE COMUNITARIO: está orientado a fortalecer las relaciones entre la escuela y su más inmediata comunidad. Incluye la organización de los padres de familia alrededor de las actividades del centro docente. Esta organización se obtiene mediante su participación y colaboración en los certámenes escolares, la utilización de los recursos de la escuela y el apoyo que los padres dan a los niños en las actividades curriculares.

Como se ve, los cuatro componentes se relacionan estrechamente y no puede darse uno sin los otros.

El Programa es permanentemente evaluado en sus cuatro componentes y sobre la marcha, de lo cual resulta el mejoramiento de la calidad del Programa, ya que el proceso de diseño y producción de materiales, capacitación e implementación inmediata, y seguimiento y evaluación implica un proceso de reajuste de todos los pasos con base en los resultados de la evaluación.

MAPEO DEL AULA Y LA ESCUELA.

Para la realización de un mapeo del aula y de la escuela debemos tener bien claro que tipo de información necesitamos registrar.

En el presente caso, necesitamos elaborar un mapa del aula registrando tres tipos de información: a) la ambientación, b) la distribución del espacio y c) las áreas o rincones existentes.

Cuando hablamos de AMBIENTACION DEL AULA, nos estamos refiriendo al modo de disponer el mobiliario y equipo en el aula.

En este sentido entonces, debemos observar cuál es la colocación de los distintos objetos o cosas que el maestro tiene dentro de su aula - carteles, gráficas, diferente material didáctico, etc.

En relación a la DISTRIBUCION DEL ESPACIO, la información que necesitamos registrar es cómo el maestro ocupa o distribuye el espacio dentro del aula. Además, es importante observar la ubicación del maestro en el aula y de su escritorio o mesa.

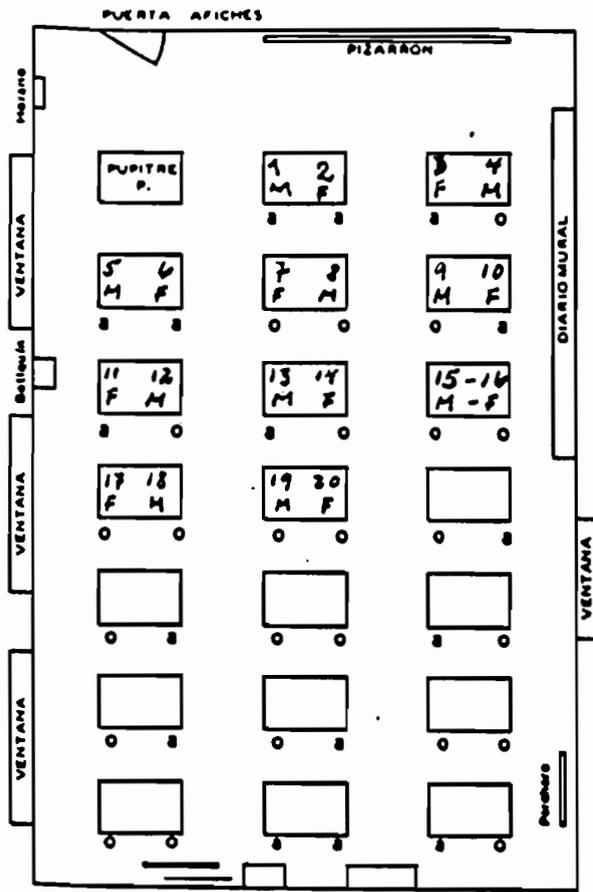
Es importante observar la ambientación del aula y la distribución del espacio, sin embargo, también se debe observar las AREAS O RINCONES que tienen dentro del aula. Comunmente las escuelas tienen varias áreas o rincones designados, como por ejemplo: un rincón de aseo, donde guardan las escobas, los trapeadores y donde mantienen el depósito de basura. Un rincón cívico es donde demuestran todos los símbolos patrios, etc. En unas escuelas tienen centros o rincones de aprendizaje, tales como de Ciencias Naturales, Lenguaje o Matemática.

En el caso del mapa de la escuela, o croquis, debemos registrar toda la información que sea accesible a nosotros, en cuanto al aspecto físico de la escuela. Aquí registraremos la ubicación de la escuela en relación a los puntos cardinales, el acceso, la distribución de los servicios (por ejemplo los sanitarios de alumnos y maestros) la disposición de agua, y luz, tanto como la ubicación y distribución de las aulas.

A continuación presentamos algunos ejemplos de mapas de aulas para que nos podamos formar una idea de que es hacer un mapa del aula donde vamos a trabajar.

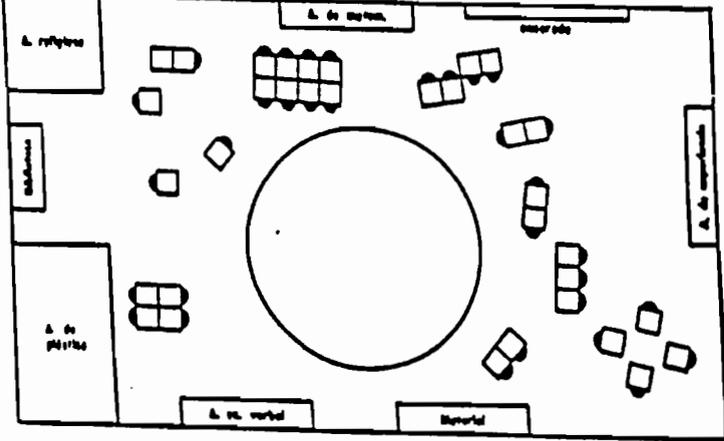
Nota: se deja claro que los términos: mapa, croquis o plano en este estudio tienen el mismo significado.-

Distribución de tipo tradicional

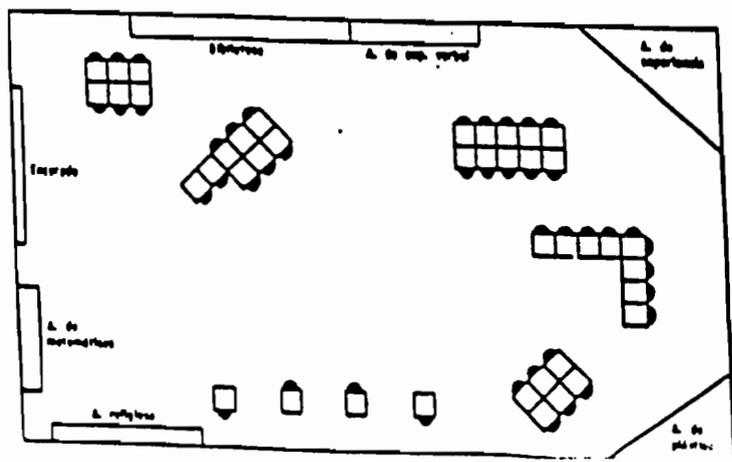


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4. Planos de un aula



Distribución flex del aula.



APENDICE C

PADRES

Estamos haciendo un estudio sobre los niños de primero y segundo grado para ver como van los niños en la escuela.

El objeto de este estudio es tratar de mejorar la educación primaria y conocer como piensan los padres de familia en esta comunidad, por lo tanto quisiera platicar con ustedes acerca de los niños.

APENDICE D

ESCUELA

Estamos trabajando en una investigación sobre la escuela multigrado en esta región de Guatemala y quisieramos contar con su autorización para observar a los niños durante algunos periodos de tiempo en el transcurso del año escolar.

También vamos a necesitar de su valiosa colaboración para conocer su opinión acerca del proceso educativo en esta escuela y como este se lleva a cabo.

Esta investigación es parte de un proyecto internacional cuyo principal objetivo es ayudar al mejoramiento de la calidad educativa en los países en desarrollo por lo tanto nos interesa observar todos los aspectos del proceso enseñanza-aprendizaje. Este año se enfocará en los niños de primero y segundo grado pero en los próximos años se estudiarán los niños de los otros grados.

Trataremos de no entorpecer su trabajo y si en alguna forma le podemos ayudar por favor dígalo que con gusto trataremos de hacerlo.

APENDICE E

ALGUNAS TECNICAS DE ENTREVISTA

1. Prepárese para la entrevista. Estudie las preguntas hasta que las haya memorizado, asegurándose que usted mismo entiende el propósito de ellas y que no tiene problemas en usar el cuestionario.
2. Lleve consigo sólo lo que necesita para la entrevista. Llevar muchos papeles, fichas y cuadernos puede distraer al entrevistado.
3. Preséntese con el entrevistado, demostrando una actitud de confianza y seguridad. Debe saludar con una sonrisa, dar los buenos días (tardes o noches) y decir su nombre despacio y con claridad. Siempre respete los convencionalismos culturales del grupo (por ejemplo, si debe saludarle dándole la mano) y del hogar del entrevistado.
4. Provea una explicación clara y sencilla del estudio que se está realizando y sus propósitos. Si no, explique bien el porqué y de parte de quién se realiza la investigación, el entrevistado podría negar su colaboración porque no comprende el objeto de la misma. Es importante explicar que las respuestas son confidenciales y que las respuestas de todos los entrevistados se van a mezclar por lo que no se sabrá quién las dió. No debe tratar de obtener la colaboración de la persona a través de promesas falsas o exageraciones de la importancia del estudio. Es preferible que simplemente diga que necesita la ayuda y la solicite con humildad, consideración y gratitud, esperando que se la brinden.
5. Trate de no entrevistar a alguien cuando está apurado o cuando se siente muy cansado, frustrado o agotado. Respete el tiempo del entrevistado y su rutina diaria. Concerte las citas con personas adultas cuando esté seguro que estarán en sus viviendas y no trabajando en la milpa, en sus labores o en otra parte.
6. Maneje correctamente el instrumento. Si los entrevistadores logran la colaboración de las personas, pero hacen las preguntas de prisa o mal leídas y los entrevistados no las comprenden y dan respuestas que no corresponden a las preguntas, esto puede invalidar la entrevista. Si el entrevistado no comprende la pregunta, debe ayudarlo a comprender y que no se sienta avergonzado por su respuesta.

7. Sea cuidadoso al llenar el instrumento. Si los entrevistados responden bien las preguntas, pero los entrevistadores escriben mal las respuestas y por tanto no se entiende lo que anotaron, o distorsionan las respuestas o las anotan a medias, esto puede resultar en información totalmente inútil o inválida.
8. Gánese, conserve y merezca la confianza del entrevistado durante la entrevista. Sea paciente y simpático con las personas, y trate de resolver problemas de comunicación o de comprensión mutua si estos ocurren. Muestre interés sincero en su informante. Si actúa con un tono insinuante o impertinente, utilizando técnicas de orden y mando, esto puede desalentar a un informante y hacerle contestar sin comprender las preguntas o dar respuestas deliberadamente erráticas o falsas. No interrumpa al entrevistado. Déjelo pensar por sí mismo y dele tiempo para pensar y responder.
9. Revise el cuestionario rápidamente antes de terminar la entrevista. Hasta el mejor entrevistador comete errores. Si se detecta un error o una inconsistencia, o si se encuentra una pregunta no contestada, regrese a la pregunta. Siempre al final de cada día o jornada de trabajo, revise detalladamente los cuestionarios. Si es necesario, todavía puede regresar con el entrevistado a rectificar o ratificar un dato.
10. Termine la entrevista apropiadamente. Pregunte si hay otra cosa de la que quiere hablar y exprese su gratitud por la colaboración. Retírese de la entrevista como amigos o conocidos y no como extraños.



E

MEMORANDUM OF UNDERSTANDING

FOR

COOPERATION IN IMPLEMENTING

A

PROGRAM OF RESEARCH

ON

IMPROVING EDUCATION QUALITY

IN

GHANA

Parties to the Agreement:

**Agency for International Development, Washington
United States Agency for International Development, Ghana
Institute of International Research
Ministry of Education, Ghana
University of Cape Coast, Ghana**

January 25, 1992

MEMORANDUM OF AGREEMENT

Section 1. Introduction

This Memorandum of Agreement is entered into between the United States Agency for International Development (AID/W), the AID Mission in Ghana (USAID/Accra), the Institute for International Research (IIR), the Ministry of Education of Ghana (The Ministry), and the University of Cape Coast (UCC). The parties to this Agreement will cooperate in undertaking a program of studies to improve educational quality in Ghana.

Section 2. Description of the Program

Improving Educational Quality (IEQ) supports national education initiatives that seek to improve the quality of education. IEQ collaborates with local institutions to better understand how learning takes place in schools and classrooms and to support local efforts to apply these understandings. Efforts may include locally-inspired innovations, adaptations of interventions that have proven successful in other countries, and activities that strengthen student outcomes within ongoing programs. Particular attention is given to equity issues.

The purpose of the IEQ Project in Ghana is to strengthen the capacity of Ghanaian researchers to conduct research on educational innovations that aim to improve student outcomes. The ultimate goals of the project are:

1. To contribute to the capacity of Ghanaian researchers to conduct systematic research on student achievement and education practices; and
2. To build a body of practical information that will assist decision-makers to allocate resources in ways that will enhance students' opportunities for educational success.

The IEQ activity in Ghana will involve the cooperation of the Ministry of Education, the University of the Cape Coast, AID/W and USAID/Accra, the Institute for International Research (Prime Contractor) and IIR's subcontractors. The IEQ Project will engage U.S. education research centers, Regional Education Laboratories and other education institutions as necessary in support of the IEQ activities in Ghana.

Section 3. Roles and Responsibilities of Cooperating Parties

The terms and conditions of this Agreement are intended to be consistent with the terms and conditions of the bilateral assistance agreements between the Governments of the United States and Ghana.

The role and responsibilities of the cooperating parties under this Agreement are described below:

A. Role and Responsibilities of A.I.D./Washington

1. A.I.D./W is responsible for funding the core program of IEQ activities managed by IIR and for financial oversight of the IEQ activities managed by IIR.
2. A.I.D./W will review and approve IIR's annual workplan, including assessing whether the workplan is consistent with the funding expected to be available.
3. A.I.D./W will be responsible for external monitoring and evaluation of the IEQ activities in Ghana. For any monitoring or evaluation activities to be implemented in Ghana, A.I.D./W will provide a scope of work and obtain the approval of USAID/Accra and the Ghanaian parties.
4. A.I.D./W will be responsible for any A.I.D./W program coordination or reporting which may be required with the A.I.D. Africa Bureau or other relevant A.I.D./W offices.

B. Role and Responsibilities of Ghanaian Parties

1. The Ministry of Education (School Education and Higher Education Divisions) (MOE) will assist in arranging the cooperation of a sufficient number of schools, other education facilities, students, teachers and administrators to carry out the research;
2. The MOE will facilitate equipment, supplies, books, and other materials necessary for conducting the research to enter Ghana without payment of customs duty or other taxes in accordance with applicable agreements between the Governments of Ghana and the United States of America;
3. The MOE will nominate appropriate professionals to collaborate with the IEQ team as may be required for the design and implementation of the studies; and
4. The University of Cape Coast will facilitate other support as necessary for IEQ activities located at UCC. (See #5 below).

C. Role and Responsibilities of IIR

1. IIR will be responsible for coordinating the design, implementation and supervision of the research with appropriate Ghanaian professionals;

2. IIR and the Ghanaian research team will jointly develop an annual work plan. IIR will be responsible for obtaining approval of this work plan by USAID/Ghana and by AID/Washington;
3. IIR will be responsible for keeping all cooperating parties and the Ghana Education Service, Ministry of Education, University of Cape Coast and USAID/Accra fully informed with respect to plans and monthly progress of the project;
4. IIR will make available to the Government of Ghana and USAID Accra all reports and publications resulting from this research;
5. IIR will establish a Cooperative Agreement with the University of Cape Coast for employing and compensating local staff required to conduct research, plus other direct project-related costs;
6. IIR will be responsible for procuring and maintaining equipment needed to undertake research; and
7. IIR will be responsible for convening appropriate parties to discuss and resolve any activities and/or events that impede project progress.

D. Role and Responsibilities of USAID/Accra

1. USAID/Accra will be responsible for arranging Mission and country clearance for any external personnel involved in undertaking the research. Mission concurrence is needed for all proposed travel in-country by IEQ technical advisors.
2. USAID/Accra will approve the scope of work for each TDY consultant prior to granting country clearance.
3. USAID/Accra will approve the annual in-country workplan for the project.
4. The AID Mission will facilitate communication between IEQ and various institutions, agencies and departments in Ghana regarding the activities to be undertaken;
5. This Agreement does not require or imply any financial commitment to IEQ activities from USAID/Accra beyond that otherwise made to the Government of Ghana under existing agreements. Further, there is no commitment of logistic or administrative support to the IEQ team other than what is specified above.

Section 4. Period Covered by the Agreement

The Agreement shall take effect from the date when all parties have signed the Agreement. The Agreement will be in effect through September 30, 1996, subject to annual review and agreement by all parties on an implementation work plan.

Section 5. The Agreement and Agreement Provisions

This Agreement consists of a title page, an introduction, description of the program, listings of roles and responsibilities of the cooperating parties, indication of the period covered by the Agreement, and listing of the components and provisions of the Agreement.

AID/W Representative

Francis Method
Signature

FRANCIS METHOD
SENIOR ADVISER
OFFICE OF EDUCATION
Name & Title

2/19/93
Date

IIR Representative

[Signature]
Signature

Stephen Anzalone, Vice President
Name & Title

18 April 1993
Date

Ministry of Education

CAMILA H. LUTTERODT
[Signature] COORDINATOR, PMU/MOE
Signature

Name & Title
3/23/93
Date

University of Cape Coast

[Signature]
Signature

S. K. ADJEFONG, VICE-CHANCELLER
Name & Title
FEBRUARY 5, 1993
Date

Ministry of Education

[Signature]
Signature

N. KOTAY, CHIEF DIRECTOR
Name & Title
4/15/93
Date

USAID/Accra Mission Director

[Signature]
Signature

Joseph B Goodwin
Name & Title
5/17/93
Date



CARTA DE ENTENDIMIENTO
PARA COLABORACION EN
EJECUTAR UN PROGRAMA DE INVESTIGACION PARA
MEJORAR LA CALIDAD DE EDUCACION EN GUATEMALA

Participantes en el Acuerdo:

La Agencia para el Desarrollo Internacional, Washington
La Agencia para el Desarrollo Internacional, Guatemala
El Ministerio de Educación, Guatemala
El Instituto para Investigación Internacional

CARTA DE ENTENDIMIENTO
MEMORANDUM OF UNDERSTANDING

Sección I. Introducción

Este Memorandum de Entendimiento es concertado entre la Agencia para el Desarrollo Internacional (AID/Washington), la Misión de AID en Guatemala (USAID/Guatemala), el Ministerio de Educación de Guatemala (MINEDUC), y el Instituto para Investigación Internacional (IIR). Los participantes en este Acuerdo cooperarán en llevar a cabo un programa de estudios para mejorar la calidad de la educación en Guatemala.

Sección 2. Descripción del Programa

El Proyecto para Mejorar la Calidad de Educación (IEQ) apoya las iniciativas nacionales que buscan mejorar la calidad de educación. El proyecto colabora con instituciones locales a enriquecer el entendimiento del proceso de enseñanza-aprendizaje y a mejorar el proceso educativo. El proyecto apoyará las intervenciones educativas existentes o nuevas que tienen como blanco mejorar el desempeño de los estudiantes. Los temas de equidad recibirán atención especial en el proyecto.

El proyecto tendrá como motivo el estudio sistemático de las situaciones de enseñanza-aprendizaje que contribuyen a mejorar los logros de los estudiantes en las aulas de las escuelas primarias en Guatemala.

Section 1. Introduction

This Memorandum of Agreement is entered into between the United States Agency for International Development (USAID/W), the AID Mission in Guatemala (USAID/Guatemala), the Ministry of Education of Guatemala (MINEDUC), and the Institute for International Research. The parties to this Agreement will cooperate in undertaking a program of studies to improve educational quality in Guatemala.

Section 2. Description of the Program

The Improving Education Quality (IEQ) Project supports national education initiatives that seek to improve the quality of education. IEQ collaborates with local institutions to better understand how learning takes place in schools and classrooms and to support local efforts to apply these understandings. Efforts may include locally-inspired innovations, adaptations of interventions that have proved successful in other countries, and activities that strengthen student outcomes within ongoing programs. Particular attention will be given to equity issues.

The purpose of the IEQ Project in Guatemala is to strengthen the capacity of Guatemalan researchers to conduct research on educational innovations that aim to improve student outcomes. The ultimate goals of the

La investigación examinará los materiales, el medio ambiente, la interacción y los resultados que estén relacionados con el éxito de los estudiantes con diferentes antecedentes y de diferentes géneros en la escuela. Las metas finales del proyecto son: 1) contribuir a la capacidad de los investigadores guatemaltecos para llevar a cabo investigación sistemática de rendimiento estudiantil y prácticas educativas y 2) construir un cuerpo de información práctica que asistiría a los que toman las decisiones para distribuir las fuentes existentes de manera que aumenten las oportunidades de éxito escolar de los estudiantes.

Las actividades del proyecto en Guatemala involucrarán la cooperación del Ministerio de Educación de Guatemala, AID/Washington y USAID/Guatemala, el Instituto de Investigación Internacional (contratista principal de AID), y los subcontratistas de IIR, Juárez y Asociados (J&A) y la Universidad de Pittsburgh. El proyecto buscará centros de investigación educativa en los Estados Unidos para apoyar las actividades de investigación en Guatemala cuando sea necesario.

Sección 3. Papel y Responsabilidades de los Participantes en el Acuerdo

Los términos y condiciones del acuerdo serán consistentes con los términos y condiciones de los acuerdos de asistencia bilateral entre el Gobierno de los Estados Unidos y el Gobierno de Guatemala. Los bienes, los fondos y el personal dedicados al Proyecto Mejorando la Calidad de la Educación estarán sujetas a los términos y condiciones de acuerdos bilaterales de asistencia, incluyendo sin limitación de

project are: 1) to contribute to the capacity of Guatemalan researchers to conduct systematic research on student achievement and educational practices and; 2) to build a body of practical information that will assist decision-makers to allocate existing resources in ways that will enhance students' opportunities for educational success.

The IEQ activity in Guatemala will involve the cooperation of the Ministry of Education, AID/W and AID/Guatemala, the Institute for International Research (Prime Contractor) and IIR's subcontractors Juárez and Associates and the University of Pittsburgh. The IEQ Project will engage U.S. education research centers, regional education laboratories, and other education institutions as necessary in support of the IEQ activities in Guatemala.

Section 3. Roles and Responsibilities of Cooperating Parties

The terms and conditions of this agreement are intended to be consistent with the terms and conditions of the bilateral assistance agreements between the Governments of the United States and the Government of Guatemala. Property funds, and personnel dedicated to the IEQ project will be subject to the terms and conditions of those bilateral assistance agreements, including without limitation the exemptions

exenciones establecidas en tales acuerdos, ya sean impuestos de importación u otros impuestos en vigor en Guatemala los cuales en otros casos aplicarían.

El papel y responsabilidades de los participantes en cooperación bajo este acuerdo son los siguientes:

Papel y Responsabilidades del Ministerio de Educación

1. El Ministerio asistirá en arreglar la cooperación de un número suficiente de escuelas, otras facilidades educativas, estudiantes, maestros, y administradores para llevar a cabo la investigación.
2. El Ministerio designará profesionales adecuados para colaborar con los investigadores a como sea requerido para el diseño e implementación de la investigación.
3. El Ministerio facilitará el libre flujo de la información recogida en la investigación.

Papel y Responsabilidades de IIR

1. IIR será responsable del diseño, implementación, supervisión y coordinación de la investigación. Esto será hecho de una forma colaborativa con los respectivos profesionales guatemaltecos.
2. IIR y un equipo de investigación guatemalteco desarrollarán juntamente un plan de trabajo anual. IIR tendrá la responsabilidad de conseguir aprobación del plan de AID/Washington.
3. IIR mantendrá informados al Ministerio de Educación y a la Misión de AID de los planes y

setforth in such agreements, import duties or other taxes in effect in Guatemala which would otherwise be applicable.

The roles and responsibilities of the cooperating parties under this Agreement are described below:

Roles and Responsibilities of the Ministry of Education

1. The Ministry will assist in arranging the cooperation of a sufficient number of schools, other educational facilities, students, teachers, and administrators to carry out the research.
2. The Ministry will nominate appropriate professionals to collaborate with the IEQ team as may be required for the design and implementation of the studies.
3. The Ministry will facilitate the free flow of information gathered in the research.

Roles and Responsibilities of IIR

1. IIR will be responsible for coordinating the design, implementation, and supervision of the research with appropriate Guatemalan professionals.
2. IIR and the Guatemalan research team will jointly develop an annual workplan. IIR will be responsible for obtaining approval of this workplan from AID/Washington.
3. IIR will be responsible for keeping all cooperating parties fully informed with respect to

progresos del proyecto.

4. IIR pondrá a la disposición del Ministerio y de la Misión de AID todos los informes y publicaciones del estudio.

5. IIR será responsable de emplear y compensar al personal local necesario para llevar a cabo la investigación y de otros costos directos del proyecto.

6. IIR será responsable de procurar y mantener el equipo necesario para realizar los estudios.

7. IIR será responsable de reunir participantes apropiados para discutir y resolver cuestiones que puedan impedir el progreso del proyecto.

Papel y Responsabilidades de USAID/Guatemala

1. USAID/Guatemala proveerá asistencia para facilitar la entrada al país del equipo, materiales, libros y otros materiales necesarios para el estudio.

2. USAID/Guatemala arreglará la aprobación de los viajes a Guatemala del personal técnico involucrado en el proyecto.

3. La Misión de AID facilitará la comunicación entre IIR y varias instituciones, agencias y departamentos en Guatemala con respecto a las actividades que se llevarán a cabo.

4. La Misión de AID en Guatemala mantendrá conocimiento respecto a la conducción de la investigación.

plans and progress of the project.

4. IIR will make available to the Government of Guatemala and USAID/Guatemala all reports and publications resulting from the research.

5. IIR will be responsible for employing and compensating local staff required to conduct the research, plus other direct project-related costs.

6. IIR will be responsible for procuring and maintaining equipment needed to undertake the research.

7. IIR will be responsible for convening appropriate parties to discuss and resolve any activities and/or events that impede project progress.

Roles and Responsibility of AID/Guatemala

1. USAID/Guatemala will provide assistance in facilitating entry into the country of equipment, supplies, books, and other materials necessary for the research.

2. USAID/Guatemala will be responsible for arranging Mission and country clearance for the personnel involved in undertaking the research. Mission concurrence is needed for all proposed travel by IEQ technical advisors.

3. The USAID Mission will facilitate communication between IEQ and various institutions, agencies, and departments in Guatemala regarding the activities to be undertaken.

4. USAID/Guatemala will have oversight responsibility for the IEQ project in Guatemala.

5. El acuerdo no requiere ninguna obligación de USAID/Guatemala fuera de las especificadas arriba.

5. This agreement does not require or imply any financial commitment to IEQ activities from USAID/Guatemala beyond that otherwise made to the Government of Guatemala under existing agreements. Further, there is no commitment of logistic or administrative support to the IEQ team other than that which is specified above.

Sección 4. Período Cubierto por el Acuerdo

El Acuerdo entrará en efecto en la fecha en que todos los participantes firmen el Acuerdo. El Acuerdo será efectivo hasta el 30 de septiembre de 1996, a condición de la aprobación de un plan de trabajo anual.

Section 4. Period Covered by the Agreement

The Agreement shall take effect on the date when all parties have signed the Agreement. The Agreement will be in effect through 30 September 1996, subject to annual review and agreement by all parties on an implementation work plan.

Sección 5. El Acuerdo y las Provisiones del Acuerdo

Este Acuerdo consiste de la primera página, introducción, descripción del programa, lista de papeles y responsabilidades de los partidos colaboradores, indicación del período cubierto por el Acuerdo, y una lista de los componentes y provisiones del Acuerdo.

Section 5. The Agreement and Agreement Provisions

This Agreement consists of title page, an introduction, description of the program, listings of roles and responsibilities of the cooperating parties, indication of the period covered by the Agreement, and listings of the components and provisions of the Agreement.

Por AID/Washington

Francis J. Method, COIR, R&D/ED
Nombre y Título

Firma

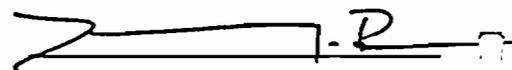


April 5, 1993
Fecha

Director de USAID/Guatemala

Terrence J. Brown DIR/USAID
Nombre y Título

Firma



February 4, 1993
Fecha

Representante de IIR

Peter A. Kapakasa
Asst. Sec./Treasurer
Nombre y Título

Firma



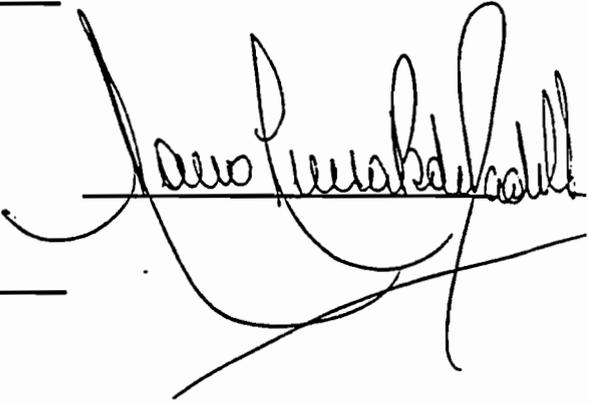
7 April 1993
Fecha

Ministerio de Educación

Minister of Education

María Luisa Beltranena de Padilla
Nombre y Título

Firma



February 23, 1993
Fecha



PROYECTO DE CALIDAD EDUCATIVA

INFORME TRIMESTRAL

1/1/93 a 31/3/93

REPORTE DE ACTIVIDADES
PROYECTO MEJORAMIENTO DE LA CALIDAD EDUCATIVA

INTRODUCCION

El Proyecto de Mejoramiento de la Calidad Educativa se encuentra en este momento en el segundo año de su implementación. Durante el primer año del proyecto se seleccionaron los países participantes, se estableció un plan de investigación, y se seleccionaron los equipos de trabajo locales. Guatemala, Ghana y Mali fueron los tres países seleccionados para participar en el proyecto. Estos países fueron escogidos por su compromiso en implementar reformas educativas y su interés en desarrollar su capacidad de investigación educativa a nivel del aula.

Subsecuentemente a la selección del país, los representantes del Proyecto en Washington trabajaron con el Ministerio de Educación de Guatemala y la Misión de AID para desarrollar un plan de investigación para el Proyecto de Mejoramiento de la Calidad Educativa (MCE) en Guatemala. Se decidió que el proyecto examinaría la relación entre aspectos claves de un programa piloto sobre la escuela unitaria que está siendo adaptado del programa de "Nueva Escuela" de Colombia, (tales como, administración del aula, aprendizaje cooperativo, materiales autoprogramados, participación de los padres) con el rendimiento de los estudiantes en idioma, matemáticas y el desarrollo social de los alumnos.

Esta investigación se llevará a cabo en dos regiones del país, una en la cual prevalece la población indígena y la otra con una población "ladina" o no indígena. El equipo de investigación del

Proyecto de Mejoramiento de la Calidad Educativa trabajará estrechamente con la oficina del Viceministro de Asuntos Técnicos, la cual es responsable por la calidad de la instrucción. El Proyecto también tendrá estrecha relación con las oficinas de Educación regional en las dos regiones donde el proyecto está siendo implementado y con organizaciones de investigación locales a través del Instituto de Investigaciones Educativas que será establecido como parte del Ministerio de Educación en 1993.

El reclutamiento y selección del equipo de investigación del Proyecto se completó a finales del mes de diciembre. Este reporte resume las actividades del equipo durante el primer trimestre de 1993.

OBJETIVOS Y PREGUNTAS DE INVESTIGACION

El objetivo principal del proyecto es realizar la evaluación formativa del programa de la Nueva Escuela Unitaria en la región II (Alta y Baja Verapaz) y IV (Jalapa, Jutiapa y Santa Rosa).

Las preguntas de investigación de la evaluación formativa están enfocadas a la implementación del programa de la Nueva Escuela Unitaria a nivel del aula y de la comunidad. Además se evaluará el impacto del programa en el desarrollo cognitivo y socioemocional de los niños participantes.

La primera actividad desarrollada fue la planificación de la investigación, tomando en consideración los objetivos planteados en la propuesta de la evaluación formativa.

Las preguntas de investigación están dirigidas basicamente

hacia tres contextos: Los maestros, los alumnos y la comunidad. La investigación consta de un componente cuantitativo y otro cualitativo. Basándose en las preguntas de investigación que se necesita responder se procedió a escoger las pruebas que se utilizarán tanto en el pre-test como en el post-test del componente cuantitativo.

DESARROLLO DE LOS INSTRUMENTOS

1. La prueba de creatividad está compuesta de seis ítemes los cuales constan del nombre de un objeto que comunmente se encuentra en el ambiente (flor, piedra, semilla) o en el aula (libro, lápiz, papel). Los ítemes son leídos al niño, pidiéndole que mencione todos los usos que puedan tener dichos conceptos. La prueba se califica sumando los diferentes usos mencionados, siempre que estos sean apropiados.

2. La prueba de autoconcepto seleccionada fue el Inventario de Autoconcepto North York, la cual fue traducida al español por el equipo de investigación y adaptada al medio, basándose en los resultados de una prueba piloto. Las adaptaciones requirieron simplificar el lenguaje y agregar otro ejemplo a fin de que los niños comprendieran la prueba. Además fue necesario omitir ciertos ítemes que requerían que los niños se pusieran en la posición de otros, ya que los niños de la muestra piloto no lo pudieron hacer.

3. Una prueba de dominio del idioma español utilizada por el Programa de Best Radio fue administrada en la Región de Alta Verapaz en donde la mayoría de los niños llegan a la escuela

hablando solamente Ke'chi. La evaluación de la habilidad para utilizar español permitirá observar los efectos del programa en los niños con diferentes niveles de competencia en el idioma.

4. Una prueba de lectura de la serie Interamericana nivel 1, que consta de dos partes: vocabulario y comprensión. Esta prueba se aplicó a los niños al inicio de segundo grado y se aplicará en el post test al final del año escolar, en primero y segundo grado. No se aplicó esta prueba en primer grado pues los niños todavía no saben leer.

5. Un total de doce instrumentos prototipos de observación se desarrollaron (ver anexo A). Estos incluyen listas de cotejo para detectar el uso de materiales en diferentes tiempos durante el día. Observaciones de la conducta del maestro y muestreo de tiempo y eventos para examinar la interacción de los niños en el contexto natural del aula. También se desarrollaron entrevistas semi estructuras para ser utilizadas con los maestros y los padres.

SELECCION DE LA MUESTRA

A continuación se procedió a seleccionar la muestra de las escuelas experimentales en las cuales se estuviera aplicando el programa de la Nueva Escuela Unitaria y a la vez se escogieron las escuelas unitarias que servirían como control.

En la región II (Alta y Baja Verapaz) se encontraron varios problemas al seleccionar la muestra. Las escuelas que habían sido identificadas por el Director del programa de la Nueva Escuela Unitaria para tomarlas como experimentales en algunos casos estaban

recibiendo otros programas tales como Radio Interactiva/Best o formaban parte de las escuelas de PRONEBI. En otros casos el acceso a dichas escuelas era demasiado difícil lo que podía afectar la comunicación y supervisión de los trabajadores de campo. Estos problemas atrasaron la selección de la muestra en esa región hasta mediados del mes de marzo. Las escuelas seleccionadas aparecen en el Anexo B.

En la región IV (Jalapa, Jutiapa y Santa Rosa) no hubieron mayores contratiempos y se seleccionaron 5 escuelas experimentales y 5 escuelas control (ver Anexo C).

SELECCION DE LOS TRABAJADORES DE CAMPO

Se desarrolló una descripción del puesto de coordinador de investigación, supervisor y de trabajador de campo. A continuación los supervisores visitaron las regiones, poniéndose en contacto con las autoridades regionales de educación y de la Nueva Escuela Unitaria a fin de identificar posibles candidatos para trabajadores de campo, habiéndose entrevistado una gran cantidad de personas. Los resultados de estas entrevistas fueron discutidas con el coordinador y finalmente a fines de febrero, se hizo la selección final de los 10 miembros del equipo de campo.

ENTRENAMIENTO DE LOS TRABAJADORES DE CAMPO

A los diez trabajadores de campo se les dió una capacitación intensiva de una semana. La metodología del entrenamiento estuvo

basada en la estructura administrativa del proyecto de Mejoramiento de la Calidad Educativa. Los trabajadores de campo discutieron problemas y aprendieron ciertos procedimientos con los supervisores y otros miembros del personal del Proyecto. Cuando surgieron problemas de índole administrativa, el método de entrenamiento consistió en buscar directamente la solución con los responsables de este tipo de asuntos en el proyecto. Por lo tanto, la jerarquía administrativa y patrones de autoridad existentes, que los trabajadores de campo iban a experimentar, se tomaron como modelo desde el inicio de la capacitación.

La definición y secuencia de las destrezas que se impartieron se desarrollaron a partir de las descripciones de los trabajos de los investigadores y de los prototipos de los instrumentos. En el transcurso de cada día del entrenamiento se les presentaron otras destrezas con el objetivo de cubrir todos los aspectos relevantes de manera que al cuarto día de entrenamiento se pudiera hacer una práctica simulada. Esta práctica simulada proporcionó la oportunidad de identificar áreas de problemas. Durante las sesiones iniciales las personas en adiestramiento se familiarizaron con métodos de observación, comenzando con los más sencillos. A continuación, se familiarizó a los trabajadores de campo con métodos etnográficos de observación del aula, incluyendo escribir notas de campo y técnicas de entrevista.

El cuadro #1 muestra el plan de la capacitación y un esquema de los contenidos incluidos en cada período de capacitación. Este período de capacitación se planificó para prepararlos para llevar a cabo las tareas claves iniciales: establecerse en las comunidades,

recolectar observaciones a través de formularios estandarizados, recolectar notas de campo en áreas específicas, etc.. El plan del entrenamiento refleja estos objetivos.

PLAN DE CAPACITACION

Día	Mañana	Tarde
1	Introducción al Proyecto MCE Valor de la observación En investigación/evaluación Integración de métodos cualitativos y cuantitativos	Estrategias del trabajo de campo: - fuente de datos - rol del investigador/observador-uso de formularios de observación
2	Discusión de instrumentos de observación	Video de interacción en el aula con ejercicios y discusión
3	Entrevistas cualitativas: - formatos - tipos de preguntas - contenidos - neutralidad - control de calidad	Video de estilo de entrevista con discusión. Practicas de entrevistas
4	Prácticas de campo en escuelas y comunidades	Expansión de las notas de campo
5	Discusión del trabajo de campo Revisión de datos recolectados Revisión de confiabilidad	Discusión del trabajo de campo Revisión de los instrumentos.
6	Control de calidad: - observaciones paralelas - triangulación - revisión/edición de datos - comunicación - retroalimentación	Etica Logistica del campo

MANUAL DE TRABAJO DE CAMPO

Se desarrolló un manual preliminar de trabajo de campo a fin de proporcionar un recurso que pueda ser consultado por los trabajadores de campo durante la investigación. Se compone de un conjunto de procedimientos standarizados para recolección de datos, definiciones operacionales y recomendaciones. (Un ejemplo del manual se encuentra en el Anexo D).

CARTA DE ENTENDIMIENTO

La carta de entendimiento fue firmada por el director de USA/G y la Ministro de Educación. Fue enviado a Washington para firma en AID/Washington e IIR.

OTROS DONADORES

Se realizó una reunión entre el equipo del proyecto MCE y el Coordinador de Educación de UNICEF. El propósito de esta reunión fue coordinar las agendas de investigación en la medida de lo posible con el proyecto piloto que ellos tienen de la "Nueva Escuela Unitaria". UNICEF no planea llevar a cabo la investigación hasta fines de junio - julio de 1993. Por lo tanto se acordó mantener el contacto y compartir la metodología en el momento apropiado.

TRABAJO DE CAMPO

Al finalizar la capacitación se asignó a cada trabajador de campo dos escuelas, una de tipo experimental en la cual se está aplicando la metodología de la Nueva Escuela Unitaria y otra de control en la cual se aplica la metodología multigrado tradicional.

A mediados del mes de marzo, se inició el trabajo de campo en las escuelas experimentales de las dos regiones. Los trabajadores de campo recolectaron la información sobre el proceso enseñanza-aprendizaje, observaron a los niños seleccionados y al maestro y entrevistaron a padres de familia. Al cabo de dos

semanas, los trabajadores de campo rotaron a las escuelas control, a fin de realizar allí observaciones y entrevistas paralelas.

RECOPIACION DE INFORMACION CUANTITATIVA

Durante las dos últimas semanas de marzo se realizó la aplicación de las pruebas de lectura, dominio del español, creatividad y autoestima en las 10 escuelas en primero y segundo grado. Además se pesó y midió a los niños a fin de tener una estimación inicial de su estado nutricional. Esta información fue corregida e introducida en la computadora en la oficina de MCE a fin de poderla analizar posteriormente.

H

Improving Educational Quality Project

Mali Trip Report

3 January-12 January 1993

Prepared for:

**Office of Education
Bureau for Research and Development
United States Agency for International Development
Washington, DC**

**Project undertaken by:
Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
The University of Pittsburgh**

**Contract #DPE-5836-C-00-1042-00
Trip Report #8**

**Prepared by:
Steve Anzalone
Institute for International Research
29 January 1993**

SUMMARY

PURPOSE

To further the establishment of cooperative relationships between IEQ and the two Malian institutions – l'Institut Pédagogique Nationale (IPN) and l'Institut Supérieur de Formation et de Recherche Appliquée (ISFRA) -- that have been proposed as IEQ partners; to further define the preliminary studies to be undertaken by IPN and ISFRA; to negotiate budgets and calendars for the studies; and to review the draft Memorandum of Understanding with USAID/Mali. A secondary purpose of the visit was to take advantage of a stopover in Paris to discuss the IEQ project with various personalities at UNESCO Headquarters and to purchase pertinent French language books on educational research that could be used in Mali.

IEQ TEAM

The IEQ visit was undertaken by Stephen Anzalone, who visited Mali 3-9 January and Paris 10-12 January.

OVERVIEW

As a first step toward building a program of research to guide the improvement of educational quality in Mali, IEQ was invited to work with Malian institutions to develop an evaluation model for reading and language learning in the first two grades of primary school. An evaluation of reading achievement at grade two conducted by the Basic Education Expansion Project (BEEP) found exceptionally low levels of student achievement, which, in turn, are contributing to high levels of repetition in the first two grades.

The purpose of the initial IEQ activity in Mali is to develop an assessment model that will help to identify the causes for the poor outcomes in reading and language learning in the early years. IEQ research in Mali will aim at proposing and testing strategies for improving the quality of learning outcomes in the area of reading and language learning in the early grades. In view of the difficult conditions experienced by most primary schools in Mali, this represents a significant challenge.

It is presently assumed that the evaluation model will go beyond a simple paper and pencil test. Consistent with the goals of the IEQ project as a whole, the evaluation

**Improving Educational Quality Project (IIR #3001)
Trip Report #8**

model will examine relationships between input, process, and outcome variables.

As a means toward building collaborative relationships leading toward the development of an evaluation model, it has been agreed that ISFRA would conduct two preliminary studies and IPN one preliminary study that would build upon the classroom evaluation work undertaken in connection with BEEP.

ISFRA Studies. The first study will look at characteristics a child brings to primary school, such as basic health and nutritional condition, motor skills, social skills, and cognitive skills. The study will examine both the international literature and relevant experience in Mali in order to identify a practical list of measures that might provide important information on the abilities of different groups of children to learn to read and write in school. The feasibility and potential usefulness of these measures will be tested in a sample of classrooms. This will lead to a narrative description of characteristics of students in the classrooms sampled and a list of issues relevant to student performance in reading and language that need to be incorporated in the evaluation model and addressed in future studies.

ISFRA will conduct a second study, which will be an inventory of ongoing projects and related work on basic education currently underway in Mali. This will include an annotated listing of individuals, projects, institutions, documents, and other resources that may be called upon to accomplish upcoming IEQ tasks.

IPN Study. It was proposed that IPN conduct a study of classroom practices with respect to reading and language learning in grades one and two. The goal of this study is to obtain a description of what actually takes place in the classroom during the periods of the school day when language and reading is being taught. This would provide a starting point for identifying variables (for further study) likely to be implicated in student achievement. It was proposed that the study take place in a small sample of classrooms and be completed at about the same time as the ISFRA study.

Seminar. Finally, it was agreed that ISFRA, in collaboration with IPN, would take the lead in organizing a one to two day seminar or workshop where the results of these studies would be presented and discussed with educators and decision-makers concerned with basic education in Mali.

OUTCOMES

MALI

The following were the principal outcomes of the discussions in Mali:

1. Substantial progress was made with ISFRA toward reaching an agreement on a scope of work and budget for the proposed study. ISFRA was able to propose a scope of work consistent with funds available. Individual budget lines will have to be adjusted to ensure consistency with USAID/Mali understandings and procedures. It was agreed that equipment would be kept out of the budget until collaborative arrangements are defined in light of work requirements suggested by the completed studies.
2. Discussions were held with the IPN team. The Director of IPN appointed a three person core team to lead the study (Messrs. D. Coulibaly, S. Sangaré, and M. Lam). They will be joined in the field by eight other persons from IPN, four each for the regions of Segou and Sikasso. Of concern was the team's initial understanding that the IEQ work should proceed in a manner completely removed from the activities of the BEEP project. This was discussed with the Mission, and it was agreed that this was not a wise idea. Chahine Rassekh visited Mr. Ky, the Director of IPN, to stress the importance of harmonizing the work of the two projects. This led to a clarification of the relationship between the IEQ team and the BEEP team that seems, for the moment, to be satisfactory.
3. Budgetary discussions were held with IPN on the proposed study. They proposed a budget consistent with funds available. Again, however, certain provisions require adjustment to ensure consistency with USAID/Mali understandings and procedures with IPN.
4. Progress was made with the IPN team in making plans for the proposed study. IPN will submit a second draft of a proposed research plan. IIR will invite comments on this plan from other IEQ collaborators. In discussing the study, it was agreed that IPN would need technical assistance in designing the instrument for the study and for planning how the data should be analyzed.
5. A common sense of "calendar" was reached with both ISFRA and IPN. All parties are expecting completion of the studies in time for the planned seminar during July 1992.

**Improving Educational Quality Project (IIR #3001)
Trip Report #8**

6. Visits were arranged to three schools -- a large school in Bamako, an école de base on the edge of Bamako, and a village school. Observations were made of reading and language classes (grades one and two) in each of the schools. These visits were highly informative.

7. Discussions were held with Yolande Miller-Grandvaux, the technical adviser in evaluation for the BEEP project. She provided excellent advice on planning the IPN study. The transportation assistance provided by the BEEP project made it possible to accomplish a great deal in a short period of time.

8. Discussions were held with Freda White-Henry and Chahine Rassekh at the Mission. We discussed some of their thoughts on ways to take their activities and ours a little closer to "where the tire meets the road." They expressed concern that research and evaluation activities may be failing to capture what is really going on in the schools. As a result, a more localized model for research and evaluation will need to be elaborated as BEEP and IEQ look toward the future. This promises to be an exciting possibility.

9. The Mission mentioned that it found no major problems with the Memorandum of Understanding and indicated that this would go forward for signature.

PARIS

1. Discussions were held with the following members of the UNESCO Secretariat: Peter Higginson (acting for Victor Ordonez), Dieter Berstecher, Mike Lakin, Vinayagum Chinapah, and Ko-Chih Tung. These discussions were meant to familiarize UNESCO with IEQ's work in progress and to learn about their activities aimed at research on behalf of educational quality.

2. With Mike Lakin of the Secretariat for the International Consultative Forum on Education for All, the possibility of a round-table discussion bringing together researchers looking at educational quality was discussed. It did not appear that the fall meeting of the Forum offered a particularly good setting for such an exchange. The possibility of such a meeting held in conjunction with Forum activities will need further discussion.

3. The meeting with Dr. Chinapah, who is heading the UNESCO/UNICEF Project to Monitor Progress in Basic Education, was most fruitful. This project is likely to be working in Mali and Guatemala. IEQ and the UNESCO/UNICEF Project will stay in contact with one another. The possibility of conducting the planned Mali seminar

this summer (where first research findings will be presented) as a joint exercise is being explored.

4. Trips to the bookstore proved beneficial. A number of French editions on educational research that are likely to be useful for the work in Mali were procured:

Gaudio, A. (1988). *Le Mali*. Paris. Karthala.

De Landsheere, V. (1992). *L'éducation et la formation*. Paris. Presses Universitaires de France.

De Landsheere, G. (1992). *Dictionnaire de L'évaluation et de la Recherche en Education*. Paris. Presses Universitaires de France.

Higginson, F. L. (1990). *Evaluating Externally-Assisted Projects in Education*. Bangkok. UNESCO Principal Regional Office for Asia and the Pacific.

Huberman, A. M. & Miles, M. B. (1991). *Analyse des données qualitatives - Recueil de nouvelles méthodes*. Brussels. De Boeck Université.

World Education Report 1991. (1991). Paris. UNESCO.



Improving Educational Quality Project

Ghana Trip Report

23 January - 6 February 1993

Prepared for:

**Office of Education
Bureau for Research and Development
United States Agency for International Development
Washington, DC**

Project undertaken by:

**Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
The University of Pittsburgh**

**Contract #DPE-5836-C-00-1042-00
Trip Report #9**

**Prepared by:
Jane Schubert
Institute for International Research
19 February 1993**

SUMMARY

PURPOSE

The agenda for the fourth IEQ visit to Ghana featured:

- conducting a four-day workshop with the CRIQPEG (Centre for Research on Improving Quality of Primary Education in Ghana) Research Team Leaders and their team members to try out and refine the data collection instruments and finalize plans for the small-scale study of 6 schools (18 classrooms) in the Central Region;
- accelerating the schedule to open the CRIQPEG office at the University of Cape Coast (e.g. discussions with the Vice Chancellor and the Dean/School of Education, arrangements for installation of and training for Team Leaders use of computers);
- developing workplan for remainder of 1993 with CRIQPEG Research Team Leaders;
- clarifying immediate follow-up events to the Central Region study;
- meeting with appropriate Ministry of Education, Ghana Education Service and PREP officials to brief them on the current IEQ activities in Ghana and inviting feedback and suggestions;
- receiving final approval from the Regional Legal Advisor for the Memorandum of Understanding and to obtain necessary signatures.

TEAM

Jane G. Schubert, IEQ Project Director, made this field visit. One day was spent at the Mission with the HRDO, the Deputy Director/PREP, and a briefing with the USAID/Ghana Director and Deputy Director. The remaining four days of the first week were spent at the University of Cape Coast, working with the CRIQPEG Research Team Leaders. Dr. A. E. Oleksy-Ojikutu (Deputy Director/PREP) and Mr. William Ahadzie (PMU/PREP) also attended the UCC workshop and meetings.

ACCOMPLISHMENTS

Preliminary Study in the Central Region

1. The workshop and meetings at the UCC focused on final plans and procedures for conducting this study (Attachment A). The study is underway and will address four questions:

- What instructional materials are available in English, Science, and Mathematics for P1-P6 classes?
- What is the source of these materials (e.g. government issue, PTA, teacher-produced)?
- How are these materials used by teachers and pupils?
- What are the implications of the findings for teaching and learning English, Science, and Mathematics and for the main IEQ research?

2. The Research Teams contributed substantively to the final design of the study – the focus, the instruments, the methodological procedures, and form and substance of the products. The Research Team Leaders and their teams had tested the instruments developed by Gretchen and me (using a videotape of a science lesson) prior to my arrival. Some members of the team preferred a more ethnographic, open-ended, less structured format and presented an instrument reflecting that suggestion. We tested these forms with a videotape of a science lesson and again, in a more authentic setting, during visits to local schools. Each team briefly reported on the advantages and disadvantages of each methodological approach. Some offered suggestions for revised forms. I used the feedback to present a new set of instruments to the teams (Attachment B).

3. Six teams of four members each will visit three primary classrooms (P1-P6) in each of six schools. A pair of observers will visit each of the 18 classrooms four times to record how materials are used by pupils and teachers during English, Science, and Mathematics lessons. Team members also will interview teachers, pupils, parents, and community leaders.

4. Each team will collect a common core of data as described above. In addition, each team identified another educational issue to explore during the visits. For example, one team will examine how time is used during the entire school day. This

question arose during the team's introductory visits to the school when the members observed that one teacher used 20 minutes of instructional time (according to the school timetable) to distribute textbooks. Another team plans to prepare brief case studies of two students (profile of a pupil's life in school).

5. The preliminary findings will be available in April. Each team will produce a report of its school (profile of the school/classes, purpose, methodology, findings, issues for main study). The team leaders will prepare a summary report that aggregates data across all schools (e.g. by class, subject, gender) and clarifies the issues we need to address in designing the subsequent research activity.

Follow-up Activities to the Preliminary Study in the Central Region

1. Two activities are scheduled. The first is a Research Seminar for CRIQPEG and members of the Research Teams to be held 26-30 April. The purpose of this seminar will be to review the findings, clarify the methodological implications for the main study, and develop the design for the main study. The second will be a meeting with Mrs. Lutterodt to review the findings of the study, to receive feedback on the usefulness of information about availability and use of instructional resources (English, Math and Science), and to discuss plans and procedures for the subsequent IEQ activities. I invited Mrs. Haldane-Lutterodt (PMU/PREP Coordinator) to assemble a group during my next trip (late April-early May) from MOE/PREP/GES and others she deems appropriate to this meeting.

2. During this visit, I briefed Mrs. Haldane-Lutterodt on the outcomes of the UCC workshop, discussed plans and objectives for the Central Region study, and listened to her information needs for IEQ research. She continues to support IEQ and looks forward to our findings on the Central Region study. She is also very interested in teacher effectiveness. I was surprised to hear her say that for as much as the Government of Ghana is doing to improve the quality of education, there isn't much evidence of improvement. This might reflect a political environment as well as an educational one.

The Intervention (a.k.a.: The Plan to Provide Instructional Resources to Primary School Pupils)

1. During IEQ's initial trip to Ghana, the usefulness of knowing more about how teachers and pupils use instructional materials was raised as a possible focus of our collaborative research in Ghana. However, we've had difficulty obtaining information that describes a plan for distributing materials. In August, Steve and I

met with Mr. Bennett (GES/Coordinator of Materials Distribution) to learn more about this intervention (a major component of the PREP). Although he promised to provide us with a copy of a schedule he referred to during our meeting, we never received it. Subsequent attempts to obtain documentation have been in vain.

2. We've made modest progress. I received a copy of the PREP Status Report on Logistics (November 1992) from the IEQ/USAID Coordinator in Ghana. Knowledge of this effort is particularly critical if use of instructional resources is a focus of our larger research effort. I've requested materials from Mrs. Haldane-Lutterodt, the PMU/PREP Coordinator. More information may be available in April. We'll keep the request alive.

CRIQPEG Office at UCC

1. The missing piece to the CRIQPEG office is refurbishing the building. I met with both the Vice Chancellor and the Dean, School of Education to accelerate the establishment of this office. The Vice-Chancellor has designated a separate building to house the CRIQPEG and the new Primary School Department/School of Education, but it is not ready for occupancy. The new target date is March 1993. I also requested an accounting of how UCC has used support from IEQ. The Research Coordinator submitted a budget during this visit, but we need further documentation. It will be provided.

2. I met with the local Apple dealer, Alan Savage, to arrange for the installation of the computers that were delivered in early January and four days' (25 hours) training (using Macintosh and WordPerfect) for the six Research Team Leaders. This is tentatively scheduled for late February, but the Research Coordinator must confirm with Apple. I also delivered \$3,100 to the Ghana Commercial Bank so UCC can obtain the photocopier and meet with the dealer to clarify the availability of the machine and the documentation necessary for tax-exemption.

Ghana Advisory Panel

1. The Government of Ghana is in transition. The new President has been installed and is in the process of naming Cabinet officers. The Minister of Education is expected to be appointed by 16 February. Mrs. Yeboah is a strong candidate, but her appointment is not assured. In consultation with USAID/Ghana, we have agreed to complete the panel formation after the Ministry is in place. Anticipated date will be the next IEQ visit. However I did meet with individuals already invited to serve to

keep them informed of our progress (Dr. Seema Agarwal, UNICEF; Dr. John Attay-Quayson, Deputy Director/GES; and Mrs. Lutterodt).

Director-General, Ghana Education Service (GES)

1. I met with the Director General of the Ghana Education Service and his two Deputy Directors to brief them on the UCC workshop and the focus of the Central Region study. The Director is very cooperative. He was our first appointment during the initial IEQ visit (April 1992) and I received a letter of support from him following that meeting. In addition, he granted a very quick approval for the research teams to visit schools in the Central Region during the preliminary study.

Memorandum of Understanding

1. The Regional Legal Advisor was at the Mission during my visit. He approved the MOU and the process of obtaining the appropriate signatures is underway. Dr. Ojikutu is orchestrating this process.

USIS Teleconference

1. This is a bonus! During the initial briefing with the USAID folk, the Deputy Director suggested (in response to my interest in using technology to facilitate professional contact between the U.S. and IEQ researchers) that we consider the United States Information Service (USIS) because there were facilities in Accra. Dr. Khan contacted the Cultural Affairs Officer at USIS (Angela Williams) who was very enthusiastic about scheduling a teleconference. Dr. Ojikutu and I met with her to learn more about the procedures. I drafted a summary of the substance of the conference and the cable was sent from USIS/Accra to Washington prior to my departure. The teleconference (WORLDNET) is tentatively set for the last week in March. I will follow up with the Washington/USIS representative.

2. If this is a successful approach for facilitating dialogue within the professional community, we can not only organize teleconferences from other IEQ countries, but communication within the international community on "educational quality."

Donors in Education (Ghana) Meeting

1. I made a presentation on IEQ to the Donors meeting. Representatives included the British Council, the World Bank, UNICEF, the Canadian High Commission, and the Peace Corps. Several members of the MOE (7-9) attended (more than expected),

including Mrs. Dagu, one of Mrs. Yeboah's deputies. It was an unexpected opportunity to hear their reactions to IEQ, particularly with regard to the Central Region study.

2. The MOE representatives raised the issue of "observer effect" when researchers make orientation visits to the schools prior to the actual data collection. Researchers choose whether or not to visit classrooms unannounced or plan introductory visits to the schools prior to the data collection to reduce the novelty of the observers' presence. There are advantages and disadvantages to both. We've chosen the latter approach. The MOE suggests that the lessons observed will be "staged" as a consequence. I asked for their advice, solicited their cooperation when planning the larger study and expressed appreciation for their feedback. This is the type of dialogue that needs to be in place. IEQ will prepare a brief statement on this issue.

Research Seminar

1. The seminar planned for the end of April will be jointly supported by IEQ and funds supplied by the HRDO. The HRDO will provide \$5,000 so that a portion of the seminar can be opened to the entire School of Education faculty. He anticipates that most of these funds will provide resources for individual participants and the School of Education library.

Link between IEQ and the MOE

1. I think it is strengthening. Mrs. Lutterodt has been part of the team since our first visit. She will include a wider audience at our May meeting. The appearance of eight MOE people at the Donors' meeting is (I hope) encouraging. I see this as increased exposure and an opening for us to have more contact with the MOE. If the IEQ effort in Ghana is collaborative, the MOE input on the focus of the research is crucial. The findings from the preliminary study will stimulate such dialogue.

2. My concern is the official role of William Ahadzie, the Evaluation Coordinator, PMU/PREP. He attended both the October 1992 and January 1993 meetings, and I have paid his expenses. No problem here. However, in January, he was on personal leave from the Ministry and I'm not clear whether he was or was not representing PMU or the MOE. He seems to switch positions. He may refer to himself as a representative of the Ministry or may speak as Citizen Ahadzie. If he represents the MOE, why is he taking personal leave? He accompanied the team members to the schools when they were testing instruments, but he did not participate. He and Dr. Ojikutu made it clear they were conducting PREP business.

3. I've asked Dr. Khan and Dr. Ojikutu for clarification. It is common knowledge that Mr. Ahadzie's relationship to the MOE (particularly Mrs. Yeboah) may be weak. If she becomes the Minister, this issue may be resolved. But IEQ needs a substantive link to the MOE if it is to work closely with the MOE so that information generated by IEQ is of value.

The Research Coordinator

1. The current appointment for Research Coordinator is one year and the present term expires in August. The incumbent Coordinator lacks the technical skills to lead the level of effort envisioned for the subsequent research study. I have spoken privately to the Dean about my concerns and asked him to increase his oversight of the ongoing activities and to begin thinking about candidates for this position. I will continue the discussion in April.

FOLLOW-UP ACTIVITIES

1. Prepared summary of the CRIQPEG workshop outcomes, discussions and plans before leaving Ghana. The Dean carried the documents to UCC from Accra (Attachment C).
2. Begin organizing Research Seminar scheduled for late April. I have asked Cliff Block at Far West Lab and Beau Jones from North Central Lab to identify individuals experienced in classroom-based research who can provide leadership in planning the conducting the Seminar, guiding the design of the subsequent research in Ghana, and providing technical assistance to the continuing research effort in Ghana.
3. Obtain necessary signatures on MOU when received from Ghana.
4. Follow-up UCC progress on CRIQPEG office completion and progress of preliminary study.
5. Follow-up USIS initiative. I called the local office when I returned from Ghana. The cable presumably sent from Ghana prior to my departure has not been received in Washington. The current information officer (Roy Glover) is temporarily posted to this desk, preparing to leave for a USIS post in Accra. He suggests a telepress conference (no video, using speaker-phone hookup) rather than WORLDNET. He says that WORLDNET typically connects more than two countries and is very expensive. The telepress conference lacks the video component, which I think is

important to the dialogue. I conferred with the staff at our "knowledge-building" meetings and we agree that the WORLDNET call is preferable and that it may more effectively be used as follow-up to visits/study tours to US by host country research teams. Message delivered to USIS.

ATTACHMENT A



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

The Improving Educational Quality Project (IEQ) complements basic education reforms in developing countries by examining how the reform influences pupil performance. IEQ collaborates with local researchers to better understand how learning takes place in classrooms and to support local efforts to apply these understandings. The prime contractor is the Institute for International Research (IIR). IEQ is collaborating with three countries: Ghana, Guatemala, and Mali.

The IEQ activity in Ghana involves the Ministry of Education, the University of Cape Coast (UCC), USAID/W and USAID/Accra. A team of researchers from UCC/School of Education is conducting a small-scale, preliminary study to gain a clearer understanding of how instructional materials are used in P1-P6 classrooms.

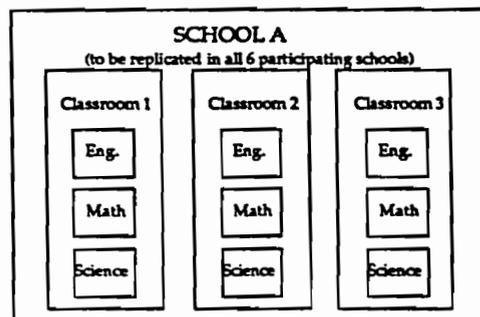
Instructional Materials Utilization in Ghana: A Small-Scale Study

This inquiry, in the Central Region of Ghana, addresses the following four questions:

1. What materials are available for English, math and science instruction?
2. What is the source of these materials?
3. How are these materials used by teachers and pupils?
4. What are the implications of the findings on teaching and learning in the classroom?

SUMMARY OF PROJECT DESIGN:

- 6 research teams from UCC Faculty of Education (Total: 24 researchers)
- 6 participating primary schools
- 3 classrooms per school (P1 - P6)
- 2 observers per classroom
- 4 observational visits per classroom
- 3 lessons per classroom: English, math, science
- Over 216 hours of classroom observation
- Interviews of teachers, pupils, parents, and community leaders



Summary reports of each school will consist of the school profile, purpose, research methodology, data collection procedures, findings in response to the four core questions, and recommendations/issues for subsequent research that emerge from the study. In addition, a summary report will be prepared that aggregates the data across schools, classrooms, lessons, and gender. The preliminary findings will be available in April.

ATTACHMENT B

1 February 1993 GUIDELINES FOR USING THE FORMS

Two DATA COLLECTION forms are enclosed: The first one will be used to inventory and describe the materials available for use in teaching mathematics, science and English (or literacy, language arts) and the second form will be used to record each lesson you observe.

1. On the inventory sheet. Count the number of materials such as texts and manuals so you can determine the proportion per student. Don't forget to count the number of students in the class!!! Extra space is provided under Comments column.

You need to inventory the materials during your first visit. On each return visit, check with the teacher to see if there have been any additions or depletions of the materials. Note the changes and the reasons for the change.

2. On the observation sheet. One sheet is needed for each lesson you observe. This means that each class team (2 people) will require six sheets per class visit (3 lessons x 2 observers). If each class receives four visits, you need 24 sheets per class to complete the data collection effort x 18 classes (3 per school) or 432 total observation sheets. I've enclosed enough for you to begin. Reproduce more forms. You may want to use foolscap.

Record the teacher events as we discussed. For example, "read a story to the pupils from the storybook", or "wrote exercises on the board." Be as descriptive as possible. If you need more space, use a separate sheet.

When observing pupils, select a small group and describe them. Number and composition of group (by gender) and any thing else that "tells the story of the pupils." Remember to be very comprehensive in describing pupils' behaviors (e.g. circumstances of activity, students working together or alone, students ignore assignment etc.)

NOTE. If it is difficult to record both student and teacher behavior, the two observers should decide in advance who will be responsible for recording teacher behavior and who will be responsible for recording student behavior. So, if too much class activity necessitates a choice, the observer will know on whom to focus.

Other things to remember. Draw a "map" of the class (pupil seating arrangement, items on walls etc). Note the gender of the teacher. Note the class enrollment. Record the timetable. Don't forget to interview the teacher and the pupils you observe. Anything worth recording about the head teacher. Any visitors when you were at the school. Keep a journal. Meet with your team member immediately following the observation period to review your observations, noting any discrepancies. Keep track of the issues that arise.

I SUGGEST THE TEAM LEADERS MEET AS SOON AS POSSIBLE FOLLOWING THE INITIAL VISITS TO DISCUSS EXPERIENCES AND MAKE ADJUSTMENTS FOR SUBSEQUENT VISITS.

Good Luck. Have Fun.

INVENTORY School _____ Class _____ Date _____ Observer _____

Directions: Complete this inventory of materials (description and volume) during your first visit to the classroom. Record any changes that occur during the data collection period.

	MATH Materials	SCIENCE Materials	LANGUAGE ARTS or English Materials	COMMENTS
Provided by Gov't for Teachers for Students				
Purchased by School for Teachers for Students				
Produced or provided by Teacher				
Other (e.g. PTA)				
Policy for use of materials				

Date _____ Observer _____ School _____ Class _____

Lesson in: Math _____ Science _____ English/Language Arts _____ (check one)

Time Began _____ Time Ended _____ Total Instructional Time _____

Describe how the TEACHER uses any material in teaching this lesson (E.G. what's being used, what's the teacher doing etc.) Record FACTS. Be specific.

T1 _____

T2 _____

T3 _____

T4 _____

T5 _____

Note. E.G. any appropriate materials not being used.

Select a small group of PUPILS to observe. Record number of students and gender. Observe these same students each visit. Note if one is absent. Describe each occasion when one or more of these students used a resource (e.g. text, exercise book, bottle caps). Be as complete as possible (see notes on Guidelines). Note if entire class did the same thing as what you have recorded.

Student description. _____

S1 _____

S2 _____

S3 _____

S4 _____

O Remember to record what the pupils were doing if they were not using any instructional materials.

O Did the teacher assign homework? ___yes ___no What was the assignment?

O Your comments on anything that was said or done.

ATTACHMENT C

4 February 1993

To: Criqpeg Team

From: Jane G. Schubert

Re: Summary of our meetings at UCC and status of related IEQ events

1. Progress to Date. We've come a long way since our first meeting in August and we've only been together less than 10 days since that time. Accomplishments include: organizing and sponsoring the Seminar on Primary School Education held in October; planning the preliminary design of our small-scale study in the Central Region (October); sponsoring Tony's lecture to the UCC faculty; developing the observation guide; adjusting to the changing office locations and waiting for equipment; selecting and making preliminary visits to your sample schools; selecting and orienting your research teams; trying out data collection forms; and now conducting the research study. CONGRATULATIONS

2. Expectations from the preliminary study. Each team leader is responsible for preparing a summary report of the research study in your school. The outline we agreed to consists of: the school profile; the purpose; the methodology; the data collection procedures; the findings which answer the three core questions (now four) of the study; the recommendations/issues that emerge. The core questions are:

What materials are available for English, Math and Science instruction?

What is the source of these materials?

How are these materials used (by teachers/by pupils)?

What are the implications of the findings on teaching and learning in the classroom? (I added this question)

Each report should include a profile of your school and an additional 1-2 pages that describes the special, additional research interest your team pursued. That piece needs to be independent of the main report, unless the data are germane to the central questions. Each report should average 10-15 pages, 1.5 spaces.

In addition, the Research Team will prepare a summary report that aggregates the data across schools/classrooms. At a minimum, look at differences among the subjects, among the grades, and between males and females. Are there any interesting or informative relationships between your findings and teacher training, types/source of materials used etc? This report will also inventory the issues for the larger study that emerged from the current study.

3. IEQ and CRIQPEG professional interests. We talked about professional opportunities such as publications and presentations that we all hope will accrue to the team members. I have more control over some than others. For example, I can certainly assemble the documents from this study into a single volume and circulate it among the IEQ participants and the broader professional network. This I can and will do. We agreed that individual "school" reports will not be submitted to professional journals. We recognize the potential sensitivity of our findings and the risk that some may incorrectly generalize from our small sample. Our purpose is to build on what we learn.

I can and will advocate for your professional visibility when possible. I have less control here, but I will forward manuscripts to the appropriate people or publications as I am doing with Dr. Yakubu's work. Other ideas welcome.

There are funds built into the project for study tours to the US. At the moment, the budget does not permit travel for the entire team, so we must all be on the lookout for sponsorship from other sources. I hope there will be intra-IEQ meetings so you can be with your colleagues in other IEQ countries.

We discussed other ideas, too numerous to recite here. But the message is that IEQ seeks ways to broaden your professional connections and we must all remain creatively alert for those opportunities.

4. The Faculty of Education Journal. I will try to seek support for your journal. In the meantime, we agreed to consider the publication of a special CRIQPEG issue in the near future.

5. WORLDNET teleconference. Sandy and I met with Angela Williams from the United States Information Service (USIS). She is delighted to schedule a teleconference between Accra and Washington, D.C. She will send a cable to her counterpart in DC and I will work with that individual. The idea is that we will form a panel of 3 or 4 researchers in the US and a panel of Ghanaians in Accra. I will prepare a brief summary of substance and procedures for all participants. I will ask the US panelists to make a brief presentation on a specific topic. The Ghanaian panelists will be invited to ask questions (they should not substantively overlap) of the panelists to stimulate a dialogue. The questions must be brief, clearly stated and to the point. This will require some homework.

The tentative date for this conference is the week of 22 March. Participation will require your presence in Accra. I'm not certain how many of the UCC team will be able to sit on the panel. It may be necessary to include someone from the Ministry etc. and there is an upper limit for the number of people who can actively participate. There will be an invited audience. The telecast will last about one hour.

6. CRIQPEG office. The money for a photocopier has been deposited in your account. All you need is the proper documentation to receive a duty exemption, go

to Accra and buy the machine. Ina did the backup work. Dr. Yakubu has her correspondence and Dr. Pecku knows of my visit to the dealer last Monday.

I'm negotiating with the Apple dealer (Information Technology Limited - Alan Savage, Managing Director). He has submitted a bid for the installation of the hardware, training on the Macintosh and introduction to Word Perfect for 6 people over 4 days at 6 hours per day. He proposes renting an additional Mac so that one pair can work on one machine. (Dr. Yakubu has a copy of the correspondence).

He requires two days notice for the installation. He suggests the training take place during the week of 18-23 February. You need to be in contact with him to finalize these arrangements. Please move quickly on this.

The telephone. I've spoken to both the VC and the Dean about the urgency of installing a telephone so we can install a fax etc. It is very important that we establish direct communications between us. I'm not receiving the reports you prepare and it's very expensive for me to use TNT. We must get this office established soonest - before the April meeting. I hope the office arrangements can proceed swiftly. It seems very inefficient and expensive to install computers in one location, receive training and then have to pay for relocation. It's difficult for me to justify such an expense. The Apple dealer is ready to train. The equipment is ready. The photocopier is in stock. All we need is the office!

7. Research Seminar. We are still scheduled for the last week in April. Habib will support this seminar if we take 2 of our 5 days to include the entire Faculty of Education. He is making funds available to purchase library resources. Please make your recommendations.

8. The "lost" \$15,000 has arrived at the UCC bank. I have permission to leave those resources in the account. Begin to use the money. Please submit an invoice soonest.

9. I gave a presentation on our project to the Donors' meeting at AID. Several MOE members attended. The main issue raised was the extent to which the data produced from this study will be biased because of our approach to gain familiarity with potential respondents. The feeling expressed was that if a teacher knew of your pending visit, the lessons would be staged -- materials normally not used would be used and you, as observers, would not be observing a "normal" day. Please be aware of this issue as you visit the classes. Is this valid? Why or why not? We must address this and the more experience we can present, the better. I will prepare a brief description of the "research perspective."

That's all for now. If I've omitted anything from this summary, please tell me soonest. Good Luck. I look forward to hearing from you following the initial data collection visits.

Nice to be with all of you. Looking forward to April.



Improving Educational Quality Project

Trip Report
Guatemala

27 January - 13 February 1993

Prepared for:
Office of Education
Bureau of Research and Development
United States Agency for International Development

Project undertaken by:
Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
The University of Pittsburgh

Prepared by:
Dr. Ray Chesterfield, Juárez and Associates, Inc.

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SUMMARY

PURPOSE

Guatemala: To develop prototype instruments, a training plan and field procedures with the HCRT in anticipation of initial data collection in March 1993.

IEQ TEAM

Ray Chesterfield of Juarez and Associates made the trip. He worked closely with Dr. Susan Clay, AID Education Officer and the core Host Country Research Team consisting of Dr. Yetilu de Baessa, HCRT coordinator, and Eleuterio Cahuec and Ivan Garcia, the regional field coordinators.

OVERVIEW

Selection and installation of the core HCRT is complete. Candidates for field researcher positions were interviewed during the visit, final selection will be completed by the end of February for training in early March.

A battery of instruments, including measures of self-esteem and creativity as well as language arts and mathematics achievement were constructed and pilot tested. The results of the pilot led to revisions in both the instruments themselves and the administration schedule.

A training plan was developed and training responsibilities among team members assigned. The training of field researchers for the initial data collection will take place in early March.

OUTCOMES

Selection of Field Workers

Job descriptions were developed for the field workers, together with the HCRT. The regional supervisors then visited the two regions where the study is to be undertaken. With the help of the regional education authorities, candidates were identified and interviewed. The results of the interviews are being discussed with the HCRT coordinator in order to make the final selection of the field team by late February.

Development of Instruments

The measures of achievement currently in use by the Ministry of Education were reviewed and several discussions were held with the test developers. The difficulty in

administration of the instruments with first graders beginning school, lead to the decision to employ a post-test only design for the reading and mathematics instruments with children at this grade level. A pre-post test design will be used with second grade children in the sample and with the self concept and creativity tests, which could be responded to by first graders.

1. The creativity test consisted of six items each with the name of a common object found in the environment (e.g. stone, seed) or in the classroom (e.g. pencil, paper). The items are read to the children who are asked to identify uses for the object. The test is scored for number of different uses named.
2. The self-concept test was the North York Self Concept Inventory which had been translated into Spanish by the HCRT and adapted based on the pilot test. Adaptations required greater separation of the items on the scoring sheet which requires children to make a "happy face" or a "sad face" in response to how they feel in certain situations and the removal of several items requiring children to put themselves in the position of others which no children in the pilot sample could successfully complete.
3. A language screening test will also be administered in the Alta Verapaz region where the majority of the children come to school as monolingual Ke'chi speakers. Assessing Spanish language ability will allow the observation of the effects of the program on children with different levels of language proficiency.
4. Prototype observational instruments were also developed. These included checklists for examining materials use at various times during the day, running logs for observing teacher behavior and time and event sampling for examining the interaction of children in the naturally occurring context of the classroom. Interview schedules for use with the teachers with parents were also developed.

Sample Selection

A tentative sample of five "nueva escuela unitaria" schools and five comparison schools not using the new program were identified in each region. Visits to the schools showed that most were not unitary or "one-room schoolhouses" but rather had at least two teachers working with multiple grades. As the grades of interest were first and second, the sampling strategy of using schools where the same teacher is responsible for first and second grade was adopted.

Training Plan

A week-long training session was planned during the visit. The format of the training will model the administrative structure of IEQ project. The field researchers will discuss problems and learn procedures with the HCRT field supervisors and other members of the IEQ administrative staff. When problems or issues come up which are clearly identified as needing an administrative staff solution, the training method will be to turn directly to those responsible and

to ask for clarification. Thus, the actual administrative hierarchy and authority pattern that the fieldworkers will experience will be modeled from the very first in the way the training sessions were structured.

The definition and sequences of skills to be imparted was developed from the job descriptions for research positions and the prototype instruments. During each day of training additional skills will be presented with the goal of having all relevant aspects covered so that by the fourth day of training a full simulation will be possible. The full simulation will provide opportunities for evaluation of fieldworker readiness to do their jobs, and identify areas of difficulty. During the initial sessions trainees will be introduced to checklist observation methods, beginning with the easiest to perform. Trainees will then be introduced to increasingly more exact methods of ethnographic classroom observations, including writing and indexing of field note observations and interviewing techniques.

Table 1 shows the schedule of the training period and an outline of the major content areas included at each training period. The training period is intended to prepare the fieldworkers to perform their initial key tasks: establishing themselves in the field, collecting observational data through standardized forms, collecting fieldnotes on focused topics, etc. The training schedule reflects these key goals.

Training Schedule - 1 Week

Day	Morning	Afternoon
1	Introduction to the IEQ study The Value of Observation in Research/Evaluation Integrating Qualitative and Quantitative Methods	Field Work Strategies: - Sources of Data - Managing the role of researcher/observer - Use of observation forms
2	Video of classroom interaction with exercises and discussion	Qualitative interviews: - Formats - Types of questions - Contents - Neutrality - Quality Control
3	Video on interview styles and discussion	Notes and Forms: - Discussion of notetaking and observational style the first day of fieldwork, review of data collected, reliability checks
4	Field Work practice in schools and communities	Discussion of fieldwork, review of data collected, reliability checks
5	Reduction and coding of observational data	Reduction of interview data.
6	Quality control - Parallel observations - Triangulation - Data review/edit - Communication - Feedback	Ethics Field Logistics

Memorandum of Understanding

The MOU was signed by the USAID/G director during the visit. As the Minister of Education was out of the country at the time of the signing, it is anticipated that the MOU will be signed in mid-February on her return. Dr. Susan Clay has agreed to coordinate the signing of the MOU by the Ministry.

Other Donors

A meeting was held with the HCRT and the education coordinator for Unicef. The purpose of this meeting was to coordinate research agendas to the extent possible with their "nueva escuela unitaria" pilot effort. Unicef does not anticipate conducting research until June-July 1993. Thus, it was agreed to stay in contact and share methodology at the appropriate time.

FOLLOW UP ACTIVITIES

1. Work with HCRT on the logistics for the training seminar and develop appropriate training activities.
2. Prepare a field manual which will contain procedures and examples of the prototype instruments to be updated as a result of the field worker training.
3. Monitor the progress of the MOU and coordinate additional signatures with USAID/W and IIR.
4. Schedule a trip to assist HCRT with reduction and analysis of initial data sets.

K

Improving Educational Quality Project

**South Africa & Uganda
Trip Report**

24 February - 11 March 1993

Prepared for:

**Office of Education
Bureau for Research and Development
United States Agency for International Development
Washington, DC**

**Project undertaken by:
Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
The University of Pittsburgh**

**Prepared by:
Jane Schubert
Paul Spector**

**Contract #DPE-5836-C-00-1042-00
Trip Report #11**

**Institute for International Research
9 April 1993**

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SOUTH AFRICA

SUMMARY

Purpose

To make the first visit to USAID/South Africa to explore opportunities for an IEQ buy-in from the Mission. In keeping with U.S. Comprehensive Anti-Apartheid Act of 1986, IEQ did not meet with the South African government or with parastatals. The IEQ team visited selected Non-governmental organizations supported by USAID, policy makers likely to participate in the transitional government, and individuals or organizations engaged in educational research activities.

The COTR and the Supervisory Basic Education Officer/HRDD held preliminary discussions (by phone and fax) for the team's agenda. The Mission expressed an interest in IEQ's potential for conducting impact evaluations of grantee projects -- this would include developing or strengthening local capacity to integrate monitoring and evaluation activities into community projects. A second expressed interest focused on school-based research to examine the instructional effectiveness of projects that address student needs in areas such as ESL, math, science, and effectiveness of in-service training and pre-school education.

Team/Itinerary

Jane G. Schubert (IEQ Project Director) and Paul A. Spector (IEQ Principal Investigator) accompanied by Frank Method (USAID/COTR) comprised the team. The visit to South Africa ran 23 February - 5 March beginning and ending with briefings at the Mission in Pretoria.

A list of the projects and people scheduled by the Mission for the team's visits appears as Attachment A. The team was together in Pretoria on the first day (25 February) and in Johannesburg on the next day when we met with David Adler of the Independent Examinations Board (IEB); Jane Hofmyer of EDUPOL, a policy development group; and Monica Bot of EDUSOURCE, a consulting firm that collects system-wide educational information which is then provided on request to fee-paying clients. Jennifer Bisgard (USAID/South Africa/HRDD) accompanied the team on these visits.

From Monday to Wednesday, (1-3 March) Schubert and Method met with grantees, observed teacher training sessions, and visited schools in East London, Queenstown,

the Transkei and Ciskei (we traveled approximately 800 km by car to meet grantees). We were joined by Julie Reddy of ABEL. Spector visited grantees and schools (similar agenda) in the Capetown area with Cheri Rassas (USAID/South Africa/HRDD).

The final two days the team reconvened in order to meet with Jonathan Jansen (ABEL/PD) and ANC Education leaders --John Samuel (Head of the ANC Education Office), Eric Moolobi (Kagiso Trust), and Trevor Coombs (Head, ANC Center for Education Policy Development). Mr. Coombs was the only one who met with us. Mr. Samuel was unexpectedly hospitalized. The last day in Pretoria was spent at the Mission, preparing for and delivering a report to HRDD and the Mission Director on our activities, impressions and ideas for collaboration between IEQ and USAID/South Africa. Following the briefing to the Mission Director, the team met with HRDD to plan next steps.

Descriptions of the specific project objectives and activities for each of the grantees the team visited appear as Attachment B. A list of materials distributed by the IEQ team appears as Attachment C.

Background

There are two major components of the Human Resource Development Division in USAID/South Africa: ESAT and SABER. "The Education Support and Training Project (ESAT) supports indigenous, nongovernmental initiatives which test improved models for basic education for disadvantaged South Africans and confront the waste of the apartheid education system." The project focuses on seven areas:

- developing models for decentralized education
- developing curriculum and education planning for a post-apartheid society
- qualitatively improving black education
- expanding access to secondary education
- developing post-secondary school remediation
- developing applied adult literacy training and
- developing pre-school preparation programs

The types of programs funded through ESAT include: institutional development of a non-racial teachers' union; publication and distribution of easy-reader materials which inform communities and popularize issues surrounding a "code of conduct"; in-service training programs and outreach to educare (pre-primary) centers; and policy-based research on education.

"The South Africa Basic Education Reconstruction Project (SABER) is designed to improve the quality of education for disadvantaged South Africans through innovative models and the development of policies which promote a new unitary education system." SABER addresses four areas in pre-primary and primary education: school administration, teacher training, curriculum development, and the provision of materials and technology.

The types of programs supported by SABER include: development of learning materials and teacher training programs to enhance English proficiency; implementation of educare (pre-primary) education and training for staff, parents and communities; and upgrading the standard of educational management through training of school principals.

The Advancing Basic Education and Literacy (ABEL) Project buy-in assists organizations currently receiving USAID funding and potential grantees. ABEL provides training, technical assistance and networking services to the ESAT and SABER grantees and other NGOs. It strives to strengthen the efficiency and effectiveness of their educational services and thereby influence the transformation of South Africa's education system.

OUTCOMES

The Grantees/NGOs

1. The entire team was moved by the commitment of the leadership and staff (multi-cultural) in these local agencies to empower teachers and students to assume responsibility for their own teaching and learning. This commitment is demonstrated in the methods, strategies, and materials used in learner-centered activities in the teacher training sessions and the student-focused classroom activities. The philosophy that drives the projects recognizes and strengthens existing teacher (and community) interest and talent in improving the learning environment and increasing performance of African pupils. It capitalizes on and nurtures children's innate curiosity to sort objects, explore relationships, assemble things, etc. A spirit of mutual cooperation and trust permeate the projects.

2. Those who express despair at the overwhelming challenge to establish and sustain a universal and nonracial educational system in South Africa ought to experience a visit to one of these projects -- individuals do make a difference.
3. In the context of the implementation, it is important to remember some existing limitations. These projects address the needs of a minuscule number of African pupils. One staff member estimated that her project reached approximately 5% of pupils in the targeted region. Little is known about student mastery of literacy or numeracy skills. There is no systematic testing program in the lower primary grades.
4. The A.I.D. commitment to installing internal monitoring and evaluation systems is apparent. Grantees are expected to develop the ability to monitor and evaluate their activities. Some staff attended the ABEL workshops on evaluation and monitoring. The agencies routinely collect data on project activities, using staff-developed forms and structured staff discussions about specific events. Staff also observe teachers enrolled in staff development so that feedback on their teaching performance is provided. Some of the grantees we visited assigned special responsibility for this task to a staff member. We collected some of the forms used by the projects. The type of data routinely collected are useful primarily for feedback to the program, administrative decision-making and project improvement. Ultimate use of these data for research purposes is currently not a consideration.
5. One staff member who holds responsibility for all monitoring activities said that the discussion sessions on project activities can be tough: it is often difficult for a program developer who has invested personal time and energy into a workshop or activity to learn that it does not work and it must either be eliminated from the program or substantively revised. The attempt with staff, as with teachers and pupils, is to create an environment of trust in one another and the vision to which they are all committed. Trial and error is a prime ingredient of growth.
6. The staff attention to project feedback is commendable. It is seldom typical nature of project people to use time for evaluation and monitoring, even though it may be a requirement. Many "service-delivery" folk dislike reducing precious program time to complete the forms necessary to keep track of services provided. Many are simply not comfortable with such documents.

IEQ in South Africa

1. The entry point for IEQ to work with USAID/South Africa to respond to the Mission's need and interest in impact analyses of the SABER project. The IEQ staff

does not see the project as an "evaluation arm" of any Mission's initiative in basic education. But this Mission (or any other Mission) need must be recognized if IEQ is seriously interested in the opportunity for a buy-in, especially in South Africa. The IEQ linchpin is classroom-based research, with a focus on the effect of currently implemented reform effort(s) on pupil performance. An overlap exists between Mission interest in knowing whether or not its efforts improve the quality of learning and IEQ's interest in pupil performance reflected in classroom influences. IEQ believes that evaluation and research are not mutually exclusive. The concept paper will demonstrate this compatibility (also addressed in the Uganda paper).

2. IEQ will be unable to contribute useful information to the policy dialogue during the next 6-9 months. The pressure on the contributors toward policy dialogue is enormous: the political sands shift frequently and lead to revised priorities, adjusted plans and rotating participants. The conversations address "macro" issues such as how to build a "culture of learning" and the values and principles that guide the development of workable and substantive educational policy. We can't do anything fast enough to inform these issues.

3. IEQ's contribution seems to be to generate information potentially useful when the policy dialogue shifts from the "macro" agenda to classroom-based issues such as resource distribution and the use of instructional resources. This opening may be a year away, but IEQ can "build a case" for the forthcoming discussions on the "micro" activities and outcomes, and we can gather baseline data. It sounds like the South Africa agenda for IEQ will be a "knowledge-building" task.

4. Our concluding discussions with HRDD drew attention to ways in which information about the school/classroom -- the learner, the resources, the environment -- may be useful. For example, the state of the child at any age or grade is an empty page -- cognitive data, psychosocial indicators, health/family context. No descriptive information is available. Profiles of targeted groups could provide baseline data for longitudinal research on pupil performance. If profiles of pre-primary pupils were available, it would be possible to learn something about the impact of pre-primary education experience on primary school performance.

NEXT STEPS

1. IEQ will submit a concept paper to the Mission before Easter. The paper will discuss IEQ's approach to evaluation, specify the tasks necessary to conduct an evaluation, and prepare a timeline of activities and estimated costs. See Attachment 2.
2. IEQ welcomes all readers to respond and comment on this paper.

UGANDA

SUMMARY

Purpose

To further explore a Mission buy-in to the IEQ project. The initial discussions on this topic occurred March 1992 when Frank Method (COTR) and I visited Kampala (prior to Patrick Fine's official posting in Kampala although he was in Kampala during our visit). Additional discussions took place with Paul Spector and me when Patrick Fine visited Washington in January 1993.

The cable sent from USAID/Uganda to the COTR (February 1993) stated that the Mission was interested in "financing research to evaluate progress in achieving educational policy reforms agreed to under the SUPER project." The Mission also expressed an interest in using a research team from the Makerere School of Education to design and implement an ongoing program of evaluative research that would meet SUPER's evaluation needs and bring the School of Education into the educational policy dialogue.

Team/Itinerary

The cable and corresponding fax message indicating Mission interest in IEQ was received in Washington while the Project Director and COTR were visiting USAID/South Africa. The Project Director adjusted her itinerary to permit a brief visit to USAID/Uganda (arriving 8 March and departing 11 March).

Background

The following brief summary establishes the context for this visit. During the April 1992 visit, the Mission was just completing the PAAD to "improve the quality of and reduce inequities in primary education." The COTR and I met with representatives from the Ministry of Education, Makerere University, CARLBRO (implementing World Bank IDA 4 and 5), tried unsuccessfully to meet with the principal of the Institute for Teacher Education at Kyamboko (ITEK), and visited the National Curriculum Development Center.

We concluded that until the SUPER program was underway, it was premature to consider a buy-in, although we discussed ideas for IEQ points of entry. The more substantive outcome from the visit was our observation on the scarcity of an

educational constituency and no obvious institution or other affiliate where a research program could be established.

When Patrick Fine met with Paul Spector and me in January to learn more about how IEQ was being implemented in the core countries, he mentioned three areas of research interest that provide potential entry points for IEQ, and he expressed interest in pursuing a possible IEQ relationship with Makerere University. The three areas of interest were:

1. Are increased salaries to teachers, received through participation in the SUPER project, making a difference in the quality of instruction delivered to pupils? If not, why not? If so, what are the differences and why are they occurring?
2. How are instructional materials being used by the teachers and students? Is there a relationship between use of materials and pupil achievement?
3. In what ways is school quality affected by incentive grants awarded to communities?

OUTCOMES

Educational Constituency

1. The situation with respect to an educational constituency has brightened. The improvement is probably linked to several factors, such as the presence of an A.I.D. Education Officer, the demonstrated interest in and active solicitation of host country educators in discussions and plans to improve the quality of education in Uganda, and the forthcoming implementation of the SUPER project. Patrick reports keen interest of institutions such as Makerere University, ITEK, and the Teacher Development and Management System (TDMS – the SUPER implementation unit at the Ministry) in participating in a long-term evaluation and research program that stems from the SUPER project.

Research Affiliate

1. I stressed the importance of exploring options for a potential research affiliate(s). As Patrick discusses the possibility of constructing a research program in the near future, candidates for the locus of research (other than Makerere University) have "nominated themselves." The two most prominent are ITEK and TDMS. I discussed

why the selection of a research affiliate is critical (using examples from core country experience) and the importance of engaging in a thoughtful selection that carefully examines candidate affiliates. Criteria for selection should include: existing and anticipated research skills, current and future prospects for credible participation in a policy and/or practitioner dialogue on the quality of primary school education, and a technically qualified local leader of the research effort.

2. Patrick and I agreed that my time would be well-spent in developing a set of information needs for selecting local researchers and then meeting with the candidate organizations during my visit to Kampala. Overall, the agenda for meetings with the three key groups (as identified by Patrick) was to: learn what research experience each group holds; ascertain a sense of the research skills and talents of the group members (both quantitative and qualitative); identify potential gaps in skills that would be addressed with a program of building research capacity; gain an understanding of the role each group plays in establishing policy or practice at any level (e.g. who listens?); learn how classroom research findings might be used, and; determine potential availability of personnel. Patrick scheduled meetings with:

- Dr. John C. Ssekamwa, Dean, School of Education, Makerere University
- Dr. Katebalirwe Amotiwa Irumba (National Coordinator) and Ederta Tuwangye (Deputy Coordinator) of the Teacher Development Management System within the Ministry of Education
- Professor P.J.M. Ssebuwufu, Principal, ITEK.

3. The first two meetings proceeded as scheduled. Upon reaching ITEK, I learned that the Principal was attending a funeral. The Vice-Principal was not available, but I had a cordial, though uninformative meeting with the Registrar.

4. I come away from these meetings confirming my belief that the exploration must continue. Patrick will not only follow up with ITEK but will continue to explore the political, educational, and social factors of choosing a local research affiliate with the Mission, Ministry and other stakeholders.

5. An IEQ buy-in with the Mission could support a research agenda of the overall SUPER program – that is, beyond the evaluation questions linked to the implementation of the SUPER project.

NEXT STEPS

1. I will prepare a brief concept paper (4-5 pages) that reflects the intersection between IEQ and the SUPER program, a brief overall conceptual framework about how an evaluation research program may form and function; a brief discussion of how the evaluation questions of SUPER translate to educational research issues and how IEQ will function in Uganda; a one-year workplan, and; a list of remaining questions to be addressed.
2. I explained that after the concept paper is submitted, additional costs for pre-condition tasks to the buy-in should be borne by the Mission. The core contract has already invested in two trips by the Project Director to Uganda plus the forthcoming concept paper.

ATTACHMENT A

- Jinny Rickards*
 Director
Grassroots Educare Trust
 Mail Address: P.O. Box 38055
 Gatesville
 7764 Cape Town
 Telephone: 011-27-21-638-3111
 Fax: 011-27-21-637-3011

Street Address:
 335A Klipfontein Road
 Silverton, Athlone, 7764
- Prof. Cecil Leonard*
Teacher Opportunity Programmes (TOPS), Cape Town
 Mail Address: P.O. Box 682
 Johannesburg, 2000
 Telephone: 011-27-11-29-9711
 Fax: 011-27-11-29-9755

Street Address:
 5th Floor Kelhof
 112 Pritchard St
 Johannesburg, 2001
- Ros Herbert*
 Director
Early Learning Resource Unit (ELRU), Cape Town
 Street Address:
 All Saints Parish Centre
 37 Denver Road
 Landsdowne
- Saloshini "Sal" Muthayan*
 Director
Border Early Learning Center (BELC), East London
 50 Albany Street
- READ Educational Trust**
 Mail Address: P.O. Box 30994
 Braamfontein 2017
 Telephone: 011-27-11-339-5941
 Fax: 011-27-11-403-2311

Street Address:
 6th Floor
 Melridge Bldg
 Braamfontein

ATTACHMENT B

Border Early Learning Centre (BELC)

BELC has received USAID support over the past three years to implement their outreach program which has helped communities develop their own NGOs and networks in the border areas of Ciskei, Queenstown, Khokela, Masikhule and Stutterheim. BELC has become a major developer of non-formal materials for the training of educare personnel, and through its networking and outreach activities has formed the Network of Educare Training Agencies (NECTA), in the Eastern Cape, the first regional network in the country.

BELC's proposal is for assistance in 1) educare teacher training to extend what has already been achieved to a wider community and to decentralise programs in the rural resettlement and marginalised urban areas surrounding East London; 2) educare teacher support through exploration of innovative, flexible approaches to fieldworking strategies and techniques for motivation of educare workers; 3) parent and committee support - training for educare centre committee members; 4) administrative services support - assistance to projects to develop and set up financial management systems and administrative training; and 5) to continue support for the Masikhule Educare Development Centre in the Umtata region.

Program Targets: BELC's outreach in the form of training, support, development and dissemination of innovative models, and its involvement in policy and networking contribute to all four of the program targets.

Impact: BELC works with 88 educare centers each year and trained 100 teachers in 1992. Estimated involvement in lives of approximately 4,500 children each year in East London and the surrounding region.

Read Educational Trust (READ)

P.O. Box 30994

Braamfontein 2017

Tel: (011) 339-5941/0

Fax: (011) 403-2311

Street Address: 6th Floor
Melridge Bldg
Braamfontein

Contacts: Ms. Cynthia Hugo, Director
Beth Roberts, Training Coordinator
Sandra Boyce, Bookkeeper

Grant Agreement No: 674-0314-G-SS-2072-00

Dates: August 25, 1992 - August 31, 1995

Background: READ, a nonracial, independent trust, was formed in 1979 to respond to community concerns over the lack of library and reading facilities in the black community. Initially a small local project concerned with the introduction of libraries into primary and secondary schools, READ now operates in eleven regions of South Africa.

Purpose of Grant: to develop and expand READ's initiatives which promote English language competence and learning skills in primary schools for black children in SA through materials adaptation, teacher training, and the training of black educational leaders who will be able to make a future contribution in the wider sphere of education.

Description: Assistance to READ, a nonracial, non-governmental organization which introduces reading materials and improved teaching methods into rural primary schools across SA. Funding provided for development of educational material, teacher training, and leader-teacher development with particular emphasis on READ's black trainers and teachers who will assume leadership positions in a new educational system. Focuses also on monitoring READ's impact on primary school education in SA.

Region: Funding under this agreement will reach groups in Soweto, Highveld, Alexandra, the Orange Vaal, and Northern Transvaal regions. Requests also from Kangwane, Bophutatswana, rural areas of Lebowa, the West Rand, Nelspruit, and the Free State. Regional managers will work in the Highveld region and Soweto.

Impact: Trainees financed under grant will work at 20 schools each, reach 400 teachers with an impact on approximately 20,000 pupils.

Leadership: White-led; Mixed Board. Needs more affirmative action.

Independent Teacher Enrichment Centre (ITEC)

ITEC has received USAID funding since 1989 under ESAT for their Science Project and is now requesting assistance with the in-service teacher training/upgrading and resource development for primary schools. ITEC, located in East London, provides an educational centre which offers in-service teacher training, teacher enrichment and development of relevant educational resources for classrooms. The training focuses on developing confident, empowered teachers who, through innovative teaching methods and materials, will improve the quality of education. ITEC currently reaches approximately 226 teachers on a weekly basis at ITEC's center. Workshops are conducted in the field in rural and urban areas as far away as 125 kms from the East London center.

In addition to the primary project, the ITEC houses representatives from OLSET, READ, TOPS, the Urban Foundation's Primary Science Project, and will be working closely with OLSET in setting up the radio program in pilot schools.

Program Targets: Training, materials development and dissemination and the tremendous outreach help to increase the number of qualified black S. Africans; develop, evaluate and disseminate innovative models; contribute to the policy debate; and strengthen education institutions.

Impact: Currently reaching 226 teachers on a weekly training base and, through the multiplier effect of over 50 children per teacher, they reach over 11,300 children weekly in the Border, Ciskei area.

Queenstown Early Learning Centre (QELC)

QELC has received USAID funding through BELC over the past three years and is now working as an independent center which provides training, workshops and resources to its community-based projects in the Northern Ciskei, Western Transkei, Northern Border Region and North Eastern Cape.

The Center offers courses in educare, community development and in-service staff training. They are also developing linkages to primary schools. The proposal is a request to expand their outreach and to decentralize its training programs so that it is accessible to a maximum of communities. In addition, QELC would like to begin a pilot project to include training for primary school teachers currently working on farms, in isolated rural villages and in resettlement areas.

QELC is a strong organization reaching very marginalized areas which are not serviced by other groups. Previously receiving support from BELC, QELC is now an independent centre with growing demands for its services. PHRDO strongly recommends funding for a three year period.

- Program Support:** Training programs and outreach support
- Strategic Obj:** Develop, disseminate, and evaluate innovative models in education; strengthen selected educational organizations
- Impact:** In 1991 QELC participated in the establishment of 39 educare centres and an additional 58 centres were started this year. Their training programs currently impact on 11,700 children.
- Leadership:** Mixed Board; strong affirmative action. Proposal requests salaries only for black staff.

The Educational Support Services Trust (ESST)

P.O. Box 5012

Karl Bremer, 7531

Tel: (021) 45-5525/6/7

Fax: (021) 461-4198

Street Address: 1 Roeland Terrace
Cape Town, 8001

Contacts: James Olivier, Program Dir.
Prof. E.J. Setshedi, Trustee

Grant Agreement No: 674-0314-G-SS-2087-00 .

Dates: July 23, 1992 - June 30, 1994

Background: ESST was formally established in December 1989 after almost eight years of existence as a non-formal organization. The purpose of ESST is to provide learner-centered English language material developed for educationally disadvantaged South African school children at primary school levels through the English Proficiency Programme (EPP) and at secondary (school-leaving) level through the Matriculation Support Programme.

Purpose of Grant: to provide support to ESST's English Proficiency Program, which develops and implements innovative learning materials for non-English speaking students at the primary school level.

Description: Assistance will be provided to support ESST's English Proficiency Program (EPP) which addresses the particular learning needs of non-English speaking primary school pupils by developing learning materials designed to enhance proficiency in English. The content of these English language materials reaches across the entire curriculum, expanding the experiential frame of reference required to make the content and context of the schooling experience intelligible. The materials also focus on enhancing numerical and scientific thinking skills.

Region: Namaqualand and Eastern Cape

Impact: EPP presently reaches approximately 38,000 children throughout South Africa and the neighboring states. Funding through this SABER grant will allow ESST to expand its services to approx. 14,000 rural and farm school students in Namaqualand and Eastern Cape.

Leadership: White-led; strong affirmative action. Training blacks to fill positions.

Grassroots Educare Trust

P.O. Box 38055

Gatesville

7764 Cape Town

Tel: (021) 638-3111

Fax: (021) 637-3011

Street Address: 335A Klipfontein Road
Silverton, Athlone, 7764

Contacts: Ms. Jenny Rickards, Director
Eric Atmore, Deputy Director
Philip Balie, Assistant to the Director

Grant Agreement No: 674-0314-G-SS-2081-00

Dates: August 27, 1992 - August 31, 1995

Background: The Grassroots Educare Trust was founded in 1971 by parents, teachers and members of the community in response to the multiple needs and problems confronting preschool education in South Africa. Grassroots is an educational resource center with the purpose of promoting preschool education and care for disadvantaged children of working parents.

Purpose of Grant: is to provide support to two Grassroots Educare Trust programs. The first, the Project Development and Training Program, will allow Grassroots to: develop, utilize and evaluate a management information system to determine the needs of educare projects; facilitate the development of ninety educare projects in disadvantaged communities in the Cape Town area; implement an education and training program for the staff and committees of educare projects; and implement a staff development program for Grassroots field staff. The second, the Research and Development Unit Program, will allow Grassroots to: pursue practical and theoretical research into preschool education; develop and test innovative preschool curricula; and evaluate Grassroots educare programs and practices.

Description: Grassroots is an educational resource center, based in the Western Cape, with the purpose of promoting preschool education and care for disadvantaged children of working parents. It maintains close ties with the community and responds to requests for assistance. The organization now assists some six hundred centers.

Region: Cape Town

Impact: Assistance to over six hundred educare centers with thousands of children benefiting each year. Curricula developed has been used by preschool training agencies throughout South Africa.

Leadership: White-led; strong internal affirmative action program; Mixed Board and Management.

ATTACHMENT C

Materials Taken to South Africa

Rethinking Research: Challenges for New and Not So New Researchers, by Pat Campbell

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ATTACHMENT D

IEQ in South Africa

Introduction

The Improving Educational Quality (IEQ) project welcomes the opportunity to collaborate with USAID/South Africa to help colleagues examine local initiatives in order to identify the phenomena that enhance and inhibit successful implementation of the NGOs, the conditions that influence these phenomena, and the extent to which intended beneficiaries of the local initiatives are being served. One of the purposes of IEQ is to examine the variety of factors that influence learning outcomes in order to identify practical ways to improve the quality of teaching and learning. IEQ's activities support a variety of methods and procedures: e.g. assessment of projects and performance; training in evaluation and research methods; research on instructional practices; empirical tryouts of educational innovations; dialogue on educational quality.

USAID/South Africa expressed an interest in several points of entry for IEQ. One is to conduct impact evaluations of grantee projects that include developing or strengthening grantees' skills to integrate monitoring and evaluation activities into their projects. A second interest focused on the need to build a research base with which to examine the effectiveness of projects that address students' academic needs and teacher deficiencies in instructional delivery.

In a very complicated and mercurial South African environment, attempts to shift to a nonracial society can use the tools of evaluation and research to comprehensively tell the stories of NGO progress toward broad social goals, develop the internal self-assessment capacity to improve the projects, and generate the information in form and substance so as to enable lessons learned to be shared with other participants in the new South Africa.

Information on project operations and project outcomes serves two purposes: it provides evidence of progress and accomplishments (evaluation) plus it establishes baseline data to continue evaluation and move toward research activities. The knowledge generated in the short-term and the promise of new knowledge in the long-term builds on practical evidence of how NGOs function and what they accomplish. IEQ's approach can assist the Mission and the NGOs to use this evidence to strengthen their voice in the policy dialogue on educational reform. The potential exists for the NGOs to present information (e.g. school and classroom successes) not available from other community efforts.

IEQ will collaborate with USAID/South Africa and the NGOs to design and conduct a two-tiered program of evaluation and research. This paper discusses IEQ's approach to evaluation, specifies the tasks necessary to conduct an evaluation and lay

the foundation for continuing evaluation and research, and offers a suggested timeline of activities. We will begin with impact assessments of the SABER program (number of projects and specific forms to be chosen) that will flow into research on educational quality. The critical bridge between these endeavors is methodology. Evaluation and research share characteristics of method and approach. In an evaluation study, systematic methods of inquiry guide the collection and analysis of data as a basis for action, often by project management. In a research study, systematic methods of inquiry guide the collection and analysis of data that can be generalized to other populations or other settings. The table below illustrates this distinction within the SABER program. The purposes and questions posed in each study determine the methods required to gain useful knowledge.

Table 1
Assessment Linked to Research

	Assessment		Research on Quality
SABER Project	USAID/South Africa Information Needs (examples)	Methods/Skills (examples)	Illustrative Questions
1. BELC	<ul style="list-style-type: none"> • How does BELC strengthen NGOs? • Are BELC-developed materials used by teachers and students? If so, how? • Effect of decentralization on program management 	<ul style="list-style-type: none"> • Review of existing documents such as teacher records and student files • Classroom observation • Interviews • Critical incident technique 	<ul style="list-style-type: none"> • Strategies that strengthen NGOs • Effect of BELC materials on pupil performance, numeracy, literacy
2. READ	<ul style="list-style-type: none"> • Effect of leadership training in attracting/sustaining future black SA leaders • Ways newly adapted materials are used in schools and classrooms 	<ul style="list-style-type: none"> • Classroom observation • Achievement testing • Critical incident technique 	<ul style="list-style-type: none"> • Link between materials and improved language competence • Sustainability of black leaders
3. Grassroots Educare Trust	<ul style="list-style-type: none"> • How does MIS facilitate process of needs assessment? • Effect of preschool education on primary schooling • Effect of preschool education on productivity of working parents • Are new educare projects functioning and are evaluation systems in place? 	<ul style="list-style-type: none"> • Classroom observation • Interviews--student/parent/administration • Case studies • Achievement testing • Site visits 	<ul style="list-style-type: none"> • Effect of project on health psycho-social well-being and cognitive ability of student • Link between preschool education and improved achievement in primary school

	Assessment		Research on Quality
SABER Project	USAID/South Africa Information Needs (examples)	Methods/Skills (examples)	Illustrative Questions
4. OLSET	<ul style="list-style-type: none"> • Effect of program on increasing the number of skilled black South Africans • How does OLSET's model affect other numeracy/literacy/teacher training programs in SA 	<ul style="list-style-type: none"> • Classroom observation • Achievement testing in numeracy, literacy • Pilot testing of model 	<ul style="list-style-type: none"> • Effect of radio program on pupil literacy and numeracy • Applicability of instruction model in SA context

USAID/South Africa places high priority on "improving the quality of education for disadvantaged South Africans through increased development and use of innovative educational models and policy systems which promote a democratic, nonracial, nonsexist, compulsory, unitary education system." (SABER project paper, page 2). If the goals common to all projects (e.g. strengthening non-Governmental organizations) and those unique to each project (e.g. development of pre-school curricula or upgrade the standard of educational management) are to occur, a wide variety of changes need to take place. The changes may be psychological (e.g. motivation and attitudes), educational (e.g. knowledge, concepts and skills), sociological (e.g. relationships among persons), and political (e.g. use and distribution of power). Comparing the findings of an individual project with findings across projects holds the potential for capturing a broader understanding that may be applied to more than one project.

Impact Assessment (aka: Action Research, Evaluation)

Projects are held accountable for their success. Evaluations are major procedures through which this accountability is exercised. Systematic evaluations of social and educational programs began in the 1970s and typically applied methods such as large-scale surveys and quasi-experiments. Debate on data such as test scores from thousands of children often marked conclusions about who has benefitted from a program and what the program was? Evaluations were therefore often viewed as uninformative and of little practical value. Such viewpoints were often true (Wisler, 1980).

The new models offered several innovative characteristics (Jung and Schubert, 1983):

- an attempt to reduce the barriers between evaluators and potential users of evaluation information by involving both groups in the dialogue that sets the evaluation agenda (e.g. decisions for which information is needed)

- an attempt to clarify the gaps between intended and actual program objectives and operations, so as to focus on the effects of the program in place
- consensus not only on what was important to measure, but also what was measurable so as to use limited resources wisely.

IEQ proposes a methodology for an evaluation and research initiative that contains the following elements:

1. Determination of project objectives and activities clearly defined in measurable terms that are accepted by program managers (e.g. USAID), project managers (e.g. NGO directors), policy-makers (e.g. ANC, EDUPOL), stakeholders, and other appropriate individuals/groups interested in improving teaching and learning in South African schools.

This statement may appear to be an exercise in stating the obvious about a project. This task warrants careful attention because agreement on project aims among participants from diverse vantage points is a critical keystone for the entire evaluation. There are frequently lots of surprises during these discussions, especially at the extent of disagreement among key project folk (e.g. management and field) who are each very familiar with and committed to the project but view its mission very differently. The sorting out process is enlightening. Consensus on the project is central to the usefulness of the evaluation.

Two products emerge from this effort. The first is a comprehensive description of the events and activities that constitute the project. This description attempts to document all the inputs made into project activities (planned and unplanned), a description and operational assumptions of the linkages between inputs, processes, and anticipated outcomes.

The second product is a flow chart or project model that represents the assumptions or logic of the project and its relationship to short-term and long-term outcomes. For example, a model of BELC would trace the chain of events to short-term and long-term outcomes to show which types of events produce what outcomes and under what circumstances.

2. Identification of the information needs of potential users.

The purposes for which the information will be used (e.g. project management options, teacher training strategies, target populations, policy dialogue) as well as the audience for the effort must be clear from the outset. The human and financial costs of gathering data with no anticipated practical use not only

wastes precious resources, but it often results in frustration with the effort and a misunderstanding of the value of the study.

The uncertainty of the present and immediate future results in challenging but frustrating agendas. The path to a nonracial society exists only as a vision. But opportunities for creativity exist. Informing and inviting a broader and diverse constituency to the dialogue on the formal nature of education is a value upheld by IEQ. Here the information collected from evaluation and research can be seen as a resource to a constituency who wants to foster a culture of learning for South African pupils. The key is sharing with the appropriate constituency to get them involved.

3. Specification of the variety of measures required to determine the extent to which stated/agreed upon outcomes have been achieved.

Measures will be specified for both short-term and long-term outcomes. Many evaluation procedures focus on "distant" outcomes as evidence of project success. However, if such an outcome represents the ultimate, intended effect such as a nonracial educational environment for South African pupils, then an evaluation of the first year's activity would pronounce the project a failure. Whatever positive effects the program was accomplishing would be lost. In addition, such judgments would inaccurately extrapolate from the data.

IEQ will guide the identification of measures that examine milestones that will lead to the "distant" outcome. A variety of measures will be applied and they will be linked to the project elements such as resource inputs, activities, and outputs as reflected in the flow chart. In the above illustration, a proximate outcome might be a teacher training component that addressed bias in instructional strategies. Success of this strategy provides a benchmark to the long-term outcome. It contributes to the outcome.

4. Facilitation of the dialogue on project improvements and educational quality, plans and priorities by developing a procedure to disseminate the findings in a practical and useful form to the appropriate audiences.

Engaging a broad audience (e.g. policy-makers, practitioners at all levels of the educational system, parents, community citizens, private sector) in discussions of classroom and school standards of performance holds promise for investment in change at several levels. One is the development of more powerful or revealing self-assessment methods and concepts useful within specific projects and applicable to wider programs. A second is the development of a supportive mechanism for the Mission to help individual NGOs improve resource allocation or performance. A third advantage is the creation of a mechanism to exchange information about factors and conditions

that influence quality across projects, thereby strengthening organizational structure and operations.

A fourth and perhaps more exciting, more visionary and (particularly in the context of transition) more powerful benefit is to involve a larger community in the conversations about education—establishing a culture of learning, exploring the possibilities of a newly emerging "learning community." Such groups of educators, parents, private sector representatives (or other useful representatives), can become "invested" in the education of South African youth. Such a process may contribute to the revitalization of South Africa's educational system.

One issue to which such a constituent group might direct its attention is the pre-primary pupil. An assessment of projects that serve this population will generate knowledge that showcases the successes, but it will further serve to stimulate the dialogue on the importance of paying attention to these young learners if an educationally solid system is to be put into place. Task Nine describes how this issue may be addressed.

IEQ Tasks	Months												1:		
	1	2	3	4	5	6	7	8	9	10	11				
1 Clarify Scope of Work • review documents • specify project focus	█														
2 Search for Suitable Research Affiliate • identify candidates • interview candidates	█														
3 Conduct Workshop with Research Affiliate • establish common vocabulary • develop work plan • review project context		█													
4 Conduct work group meetings (e.g. A.I.D., NGO managers and fixed personnel, other appropriate stakeholders)		█					█					█			
5 Try Out Interview/Observation Schedule with Two NGOs and Two Each of their Participating or Recipient Groups			█												
6 Revise Data Collection Instruments			█												
7 Conduct Comprehensive Pilot Impact Assessment on NGO #1				█	█	█									
8 Develop Workplan and Methods by NGO								█	█						
9 Develop Methods to Determine Profiles of Six-Year Old										█	█	█			
10 Plan and Schedule Continuing Evaluation & Research														█	

Year 1 Workplan

This section suggests start-up activities for the first year. The purpose is to stimulate conversation that results in a mutually agreed-upon scope of effort. IEQ will devote the first year to clarifying the scope of effort, locating a research affiliate, convening stakeholder groups, developing procedures and data collection instruments, conducting field visits, collecting baseline data on 6 year olds, and planning continuing effort (see Table 2). A standard set of tasks will be carried out for each impact assessment. We will need to visit larger samples of recipients or participants for NGOs whose activities are widespread in order to work out suitable impact assessment methods for them. The products generated during this year will include:

- Comprehensive descriptions of each grantee, the assumptions and linkages that define the project (see pages 4 & 5);
- A "white paper" that describes the purpose and methods of the IEQ approach, linkages between evaluation and research, and anticipated products;
- Assessments of selected NGOs that include cross-project analyses (e.g. effects of teacher training, curriculum development, school administration);
- A profile of six-year olds (see Task 9); and
- A plan for subsequent evaluation and research.

Task 1: Clarify Scope of Work. IEQ will hold discussions with Mission personnel. Tasks will include: review of documents to determine the Mission's sense of a full scope of work, project goals, objectives and outputs, priorities and order of activities: three person weeks in one calendar week. An initial visit will be made by Paul Spector, Jane Schubert and an additional person. Spector will remain for three weeks, Schubert for a month ? and the other person will work with one or more persons already in South Africa for the remainder of the set up time. One calendar week.

Task 2: Search for Suitable Research Affiliate. This task will include interviews, scheduling and payment arrangements. It may be desirable to assist some university affiliated researchers to set up NGOs for IEQ purposes: eight person weeks in two calendar weeks. If they are immediately available, some collaborators will work with the IEQ staff member hereafter. Two calendar weeks.

Task 3: Conduct Workshop with Research Affiliate. IEQ will hold a workshop with the research affiliate in order to develop a common universe of discourse, agree on or learn standard methodology, learn more about South African conditions, set priorities, and develop a work plan and basic interview/observation schedule to use

with all NGOs: six IEQ person weeks in two calendar weeks. Collaborators and three IEQ staff members will participate for two weeks. Two calendar weeks.

Task 4: Conduct Work Group Meetings (e.g. A.I.D., NGO managers and fixed personnel, other appropriate stakeholders). The number and composition of the work groups will reflect the projects included in the assessment. All perspectives of the NGOs and potential users of the findings will be represented. One of the initial tasks critical to subsequent accuracy and success of the assessment will be to review each NGO's objectives, to clarify the areas of agreement and disagreement between intended and actual objectives and to reach consensus. They will convene several times during the first year to hear reports of the assessment's progress and to contribute to any revisions in the field activity. IEQ views this as a critical element of its approach because it enlarges the dialogue and "investment" in quality education and it provides a mechanism for research to be a resource to the community.

Task 5: Try out Interview/Observation Schedule with a Sample of NGOs and a Sample of their Participating or Recipient Groups: four IEQ person weeks in two calendar weeks. IEQ staff members will work with as many collaborators as are available. For budget purpose assume four South African workers. Two calendar weeks.

Task 6: Revise Data Collection Instruments: two person weeks in one calendar week. One IEQ and one South African. One calendar week.

Task 7: Conduct Comprehensive Pilot Impact Assessment on NGO #1. Carry out first full pilot impact assessment as follows: Meet with NGO headquarters unit to define objectives, outputs, activities, situational determinants of objectives, activities and outputs, limitations, possibilities for improvements in operations, fiscal controls, cost/effectiveness. Meet with a sample of the NGO's clients or recipients to determine their understanding of objectives, activities, outputs, situational determinants, limitations and potentials for improvements. Develop a refined interview/observation form and a comparable questionnaire for mail distribution to other clients. Then visit a sample of five other clients for standard interviews and observations, and send questionnaire to a sample of clients. Analyze data collected by interview and questionnaire.

Work load for seventh task: one person week at headquarters and five person weeks at five client organizations in two calendar weeks. Two person weeks to develop refined schedule and questionnaire in one calendar week. Five person weeks to collect data from a sample of five clients in two calendar weeks during which questionnaire is answered by other clients. Five person weeks to enter, process, analyze and interpret data in two calendar weeks. Two person weeks to write impact assessment report on the pilot NGO in one calendar week. A total of 20 person weeks during eight calendar weeks. This breaks down to eight weeks of an IEQ staff member and 12 weeks of South African workers. Eight calendar weeks.

Summary thus far: 30 weeks of IEQ staff member work plus 25 South African work weeks in 16 calendar weeks.

From this point on, one full time regular IEQ staff member will work with South African collaborators on the remaining tasks. For certain tasks one or more additional IEQ staff members will work with the local team for short periods. These tasks will consist of:

- a. the development of methods that will be used to assess the impacts of the remaining nine NGOs;
- b. carrying out the initial research task (probably profiles of six year old, and sample recordings of events in preschool and first grades (substandard A) related to achievement or the status of the six year old; and
- c. assessment of the remaining NGOs.

Task 8: Develop Workplan and Methods by NGO. The development of methods suited to each NGO and the actual assessment of the NGOs will follow the pattern established in Task 7. Each NGO will require approximately 19 person weeks of preliminary, development and implementation work in a period of eight calendar weeks. Several or all of the impact assessments can be done simultaneously. It would probably be best to do them in three tranches of three assessments over a twenty four week period. In any case they will require 24 IEQ staff weeks plus 171 South African person weeks of work.

Task 9: Develop Methods to Determine the Profiles of Six Year Olds (NGOs and non-NGOs). Our concluding discussions with HRDD drew attention to ways in which information about the school/classroom—the learner, the resources, the environment—may be useful. For example, the state of the child at any age or grade is an empty page when viewed from the context of cognitive data, psychosocial indicators, or health and family. No descriptive information is available. Profiles of targeted groups could provide baseline data for longitudinal research on pupil performance. If profiles of pre-primary pupils were available, it would be possible to learn something about the impact of pre-primary education experience on primary school performance.

This task will entail:

- a. selection or development of measures of health and physical characteristics of the six year old;
- b. cognitive characteristics such as vocabulary, numerical skills;

- c. personality variables such as individuality, initiative, introversion-extroversion;
- d. social variables such as cooperativeness, conformity, gregariousness, leadership;
- e. family characteristics;
- f. typical behavior of care-givers and teachers towards the children;
- g. economic characteristics of communities, families, education and other social programs; and
- h. natural and man-made physical environments in which children live, play and are schooled.

The profiles will serve several purposes:

- a. the process of developing the profiles will engage the NGOs and others in thinking about, debating and agreeing upon the importance of various characteristics and of desirable states;
- b. the methods developed to measure cognitive and other characteristics will be useful both in impact assessments and research on educational quality;
- c. the measurements will serve as targets for preschool programs, and as baselines for primary schooling; and
- d. the profiles will help to determine the steps that must be taken and the resources that will be needed to provide equitable schooling to the various population groups.

The development of profiles will require the following work load:

- a. Fifteen IEQ staff weeks plus 25 person weeks to select and develop measures for the variables a. to f. listed in Task Nine above. They can probably be done in ten calendar weeks.
- b. Eight person weeks to implement the measures in one population group in a period of four calendar weeks. If each of the population groups represented by the 19 school administrations is done separately it would require 152 person weeks. If four teams are operating simultaneously, it will require twenty calendar weeks. This would break down at 20 IEQ work weeks and 132 South African work weeks.

c. Two person weeks to analyze the data and write a report for each profile. If 19 separate profiles are done it will need 38 person weeks. If eight profiles are done simultaneously by one person working on each profile, it will require six calendar weeks. This breaks down to six IEQ staff weeks and 38 South African work weeks, assuming the IEQ person coordinates the effort.

Task 10: Plan and Schedule Continuing Evaluation and Research. This will entail discussions with the Mission, the collaborating institutions and persons and NGOs. Discussions and preparation of the plan will need eight person weeks in four calendar weeks.

Summary of total work and time required for these tasks: 103 IEQ work weeks plus 391 South African work weeks in an 80 week period.

During the first year, work will be confined to the preliminary and developmental activities in the first seven tasks, impact assessments of six NGOs, plus the development work for the six year old profiles in Task Nine, and the planning for future years in Task Ten. The first year's work will thus require 69 weeks of IEQ staff time plus 264 weeks of South African workers' time in approximately 48 calendar weeks.

ATTACHMENT E

**IEQ Meetings in Uganda
8 March - 10 March**

- **USAID/Uganda**

Mailing Address:

P.O. Box 7007
Kampala, Uganda

Street Address:

42 Nakasero Road
Kampala, Uganda

Telephone: 011-256-41-235-879/ 235-839/ 257-285

Fax: 011-256-41-233-417

Holly Wise

Human Resources Development Officer

Patrick Fine

Education Officer

- *Innocent Mukama Byuma*

Registrar

Institute of Teacher Education Kyyambogo (ITEK)

Mailing Address:

P.O. Box 1 Kyambogo
Kampala, Uganda

Street Address:

47 Mackay Road Kyyambogo
Kampala, Uganda

Telephone: 011-256-41-285001/ 385003/ 235037

- **Teacher Development and Management System (TDMS)**

Project Implementation Unit

Ministry of Education & Sports

Crested Towers

P.O. Box 10505

Kampala, Uganda

Telephone: 011-256-41-241-658/ 241-302/ 241-347

Fax: 011-256-41-244-394

Dr. Katebalirwe Amoti Wa Irumba

National Coordinator

Ederta Tuwangye

Deputy Coordinator

- *Dr. John Ssekamwa*

Dean, School of Education

Makerere University

- *Cathy Gaudet*

CARLBRO



Improving Educational Quality Project

**Mali & Ghana
Trip Report**

10 April - 21 April 1993

Prepared for:

**Office of Education
Bureau for Research and Development
United States Agency for International Development
Washington, DC**

**Project undertaken by:
Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
The University of Pittsburgh**

**Contract #DPE-5836-C-00-1042-00
Trip Report #12**

**Prepared by:
Steve Anzalone
Josh Muskin
Institute for International Research
14 May 1993**

SUMMARY

Purpose

Mali

The purpose of the one-week visit to Mali was to undertake the following:

- Conduct a one week workshop on conducting classroom-based research for Malian investigators working on IEQ activities;
- Finalize cooperative agreements and operating procedures with the two Malian institutions collaborating in this phase of IEQ activities in Mali;
- Discuss with USAID Bamako progress being made on the project and next implementation steps.

Ghana

The purpose of the two-day visit to Ghana was to do the following:

- Meet with the IEQ research team leaders at the University of Cape Coast (UCC) to review data that was collected and issues and problems that need to be covered in the upcoming data analysis workshop;
- Update USAID Ghana on IEQ activities in country.

Team/Itinerary

The IEQ visit to Mali was undertaken by Stephen Anzalone and Joshua Muskin, who were in-country 11-17 April. Anzalone visited Ghana on 18-20 April.

NOTE: Attachment 1 contains the text of Josh Muskin's Report on a Training in Qualitative Classroom Observation at the Institut Pédagogique National, Ministry of National Education of Mali, 12-17 April 1993. Due to their quantity, Dr. Muskin's attachments have been omitted from this report. They are available from IEQ upon request.

MALI

Background

Preliminary Studies

As a first step in the IEQ collaboration in Mali, two short-term studies are being conducted. The results of these studies will be discussed with policy-makers and educators with a view toward identifying interventions that might be mounted fairly quickly as part of the current reform of primary school education.

The first study, which is being undertaken by ISFRA, will look at characteristics a child brings to primary school, such as basic health and nutritional condition, motor skills, social skills, and cognitive skills. The study will examine both the international literature and relevant experience in Mali in order to identify a practical list of measures that might provide important information on the abilities of different groups of children to learn to read and write in school. The feasibility and potential usefulness of these measures will be tested in a sample of classrooms. This will lead to a narrative description of characteristics of students in the classrooms sampled and a list of issues relevant to student performance in reading and language that need to be incorporated in the proposed assessment model and addressed in future studies.

The second study, which is being conducted by IPN, will examine classroom practices with respect to reading and language learning in grades one and two. The goal of this study is to obtain a description of what actually takes place in the classroom during the periods of the school day when language and reading are taught. This will provide a starting point for identifying school and classroom-related variables likely to be implicated in student achievement.

Design Workshop

Both IPN and ISFRA have drafted research plans for the proposed studies. Translated versions of these plans were circulated to IEQ partners in the U.S. Comments and suggestions were received from the National Center for Adult Literacy.

A one week workshop for staff of ISFRA and IPN was planned as a means toward launching the studies. The workshop was meant to be a step toward the immediate design and development tasks leading to the start of data collection and to the more

long range task of increasing local capacity to undertake school and classroom-based research. The objectives of the workshop were the following:

- Finalizing the study plans. This will include reviewing suggestions from the U.S. IEQ partners with respect to research questions, sample, methods, and instruments;
- Developing, testing, and revising instruments to guide observations, interviews, and the collection of other school, classroom, teacher, and student data;
- Discussing data collection procedures, including reliability checks and quality control;
- Discussing appropriate techniques for data coding, reduction, analysis, and presentation.

Outcomes

Design Workshop

1. The workshop took place with a high degree of energy and commitment from the 20 plus participants. It ran for the better part of six days, owing to the fact that participants came in on a holiday (Monday) and also on Saturday morning. This was all the more heartening in the wake of the announcement that USAID Mali was no longer in favor of paying honoraria to seminar, conference, or workshop attendees employed by the Government of Mali. The workshop also owed something to luck in that no days were lost to civil disturbances as was the case the previous week.
2. The contribution of Yolande Miller Grandvaux of the Mali BEEP Project and Mr. Freron of the French Cooperation was also appreciated.
3. Joshua Muskin conducted the workshop with great substance and style. The feedback from participants that was received informally was uniformly positive about the quality of the workshop.
4. An detailed evaluation of the workshop and an analysis of the different parts of the workshop will be contained in a separate report from Josh.

Other Matters

1. The drafts of the cooperative agreements with IPN and ISFRA were reworked (in Bamako and Washington) to reflect new policies of USAID Mali with regard to the payment of per diem. The revised drafts were reviewed by Freda White Henry of USAID and by the institutions concerned. The agreements were signed on 16 April by Mr. A. Ky, Director-General of IPN and Mr. L. Diakité, Director-General of ISFRA. Mr. Diakité's signature came an hour after announcement of his appointment as the new Minister for Mines and Energy. Administrative procedures were discussed with both institutions. Each institution was given an advance of funds to begin work.
2. The Memorandum of Understanding between the IEQ Project and USAID Mali was not signed. Although the agreement had received all the preliminary signatures needed in the Mission, the new Mission Director, Mr. Chuck Johnson, declined to sign the agreement at this time. In discussions with Freda, it appeared that the wisest course of action would be not to press this matter and to give time for the evaluation of the BEEP project to take place and future educational activities in Mali to come into clearer focus.
3. The team met with Mr. Johnson and briefed him about what IEQ was doing in Mali. Freda felt that this was a good meeting. Mr. Johnson expressed the wish to hear more about the project on future visits to Mali.
4. A set of books relevant to the current research tasks was delivered. This, unfortunately, sparked a bit of disagreement on where the books should be kept. Pending a decision about cooperation with these two institutions over the longer term, it was agreed that ISFRA would look after the books for the coming months. ISFRA will assign one of its molyettes for delivering and collecting books from IPN. This arrangement will be evaluated before making a longer-term decision on the disposition of books and materials to be purchased by the project.
5. The French version of Laurie Puchner's research review on handwriting was reproduced and distributed to participants at the workshop. The English version of this paper had already been distributed (and quoted during the discussions). Similarly, the French version of Don Adams paper was also circulated.

GHANA

Outcomes

1. A meeting was held on April 19 at USAID Ghana with Habib Khan and Sandy Ojikutu. They provided insights into recent developments in Ghana and at the University of Cape Coast. Sandy was briefed at the end of the following day on the meetings in Cape Coast.
2. Later that morning, the team met with Dean Pecku and Mr. Yakubu, the IEQ research coordinator. A courtesy call was paid to the Vice Chancellor. That afternoon, the different research teams reported on the status of the analyses of their data. The teams agreed that the reports would be a good written form for analysis at the May workshop.
3. Some of the findings of the study were interesting. In the sample of schools visited, it was widely found that the timetable is not followed, little time is given to anything but math and English, textbooks that are available tend not to find their way into student hands, and science is an all but forgotten part of the curriculum.
4. The UCC team's recommendations for workshop topics include the following: (a) methods for analyzing and presenting qualitative data, (b) discussion of reliability and validity issues, and (c) laying the theoretical foundation for the "next step."
5. The following morning was spent with Dr. Yakubu in discussing financial and logistical issues facing IEQ in Mali. A visit was paid to the new offices for CRIQPEG. Dr. Yakubu expressed the hope that these offices would be ready by the May workshop.

ATTACHMENT 1

**Report on a Training
in
Qualitative Classroom Observation
at the
Institut Pédagogique National,
Ministry of National Education of Mali
12 - 17 April, 1993**

**Conducted by
Joshua A. Muskin, Ph.D.
Florida State University
for the
Improving Educational Quality Project,
Institute for International Research Inc.
and the U.S. Agency for International Development**

MEMORANDUM

TO: Steve Anzalone & Jane Schubert

FROM: Joshua A. Muskin

DATE: 29 April, 1993

SUBJECT: Report of Training in Qualitative Classroom Observation at the Institut Pédagogique National of Mali, 12 - 17 April, 1993

Thank you for the opportunity to contribute to IIR's Improving Educational Quality Project's activities in Mali. I found the training I conducted there to be very satisfying and rewarding, due both to the subject matter concerned -- qualitative classroom observation -- and, mostly, to the deep interest and keen participation of the Malian trainees. Based on the feedback from the participants (see evaluation results in Attachment A), they seemed to share this satisfaction with the workshop's content and products.

I also wish to thank the many people who contributed both logistically and technically to the smooth delivery of the training workshop. In particular, I'd like to identify the crew at IIR (Steve Anzalone, Jane Schubert, Ina Laemmerzahl, and Ray Chesterfield), Yolande Miller-Grandvaux, Frida White-Henry, Chanine (?) and Mssrs. Coulibaly and Dembele, who helped maintain the commitment and quality of participation in the workshop of their respective staffs.

To review, the scope of work for the consultancy involved the following major tasks:

1. Design and deliver a training in qualitative classroom observation concepts and methods;
2. Assure the satisfactory preparation of a set of instruments for the implementation of a qualitative classroom observation research activity; and
3. Assure the satisfactory preparation of a qualitative classroom observation research implementation plan, both for IPN and ISFRA.

All three basic tasks seem to have been achieved to the satisfaction of the participants as well as of the principal organizers of workshop, Steve Anzalone and Yolande Miller-Grandvaux. Only the last task, preparation of an implementation plan, was not fully completed, although all the elements for doing this were elaborated, along with a basic timetable and strategy for completing this plan. A brief discussion of each of the scope of work components follows.

Design and Delivery of Training

The session held in Rosslyn the week before the Mali workshop was very useful, both in offering greater precision about IIR's expectations concerning the workshop and in providing good ideas on what can be accomplished in a week. Also helpful was the project plan document prepared by IPN as their first attempt at organizing a qualitative research activity.

Upon arriving to Bamako and meeting the trainee group for the first time, it was evident that they needed this qualitative methods training workshop. The group was clearly well-versed in quantitative methods; they behaved like faithful economists in attributing discrete measurements to qualitative characteristics. It was rewarding to watch them realize the difference between the two approaches and to see them embrace the concepts, methods and importance of qualitative research as a critical complement to quantitative research. Perhaps the best indicator of their interest in mastering this approach was their nearly unanimous attendance throughout the entire workshop, particularly despite their learning on the second afternoon that they would not be receiving the anticipated 1500 CFA honorarium. This commitment included everybody's showing up on Saturday morning, when the Ministry is officially closed, for the final session.

The sessions ran from Monday afternoon, a national holiday (Easter Monday) until Saturday morning. The schedule for the workshop sessions is included as Attachment B. All sessions were held in the library of the IPN, with the exception of one school visit (Tuesday morning) and the final session on Saturday. The full enrollment was 21 persons, of which three were from ISFRA and the rest were from IPN. Over half of the participants (12) attended all the sessions while only two sessions had fewer than 19 present. The reason for absence in all cases was work-related. The list of participants and an attendance summary is provided as Attachment C.

Having just one week for a training of this nature posed a considerable challenge. There was more or less adequate time to introduce the fundamental concepts of a qualitative research methodology, but really no time to apply and examine these as practical implements. The one actual classroom observation exercise that we did organize, albeit conducted under very unfavorable, 'unscientific' conditions (25 people descending unannounced on one primary school in a government bus), did provide much good material for the reality-based design of the eventual research instruments. An extra week would have permitted the qualitative research trainees to practice working with the instruments, (i) allowing them to practice and receive feedback on their qualitative research skills, and (ii) permitting all concerned to assess and revise the instruments and the observation methodology. These tasks remain, but the researchers must perform them on their own. They are aware of this obligation and understand its importance. I am also confident that they are up to the challenge, as long as they cooperate as a group in this stage of the instrument development. The involvement of Dr. Yolande Miller-Grandvaux in this also permits much confidence.

The final cause for confidence that the IEQ/IPN qualitative research program is on the right track is that the basic research protocol which emerged from the workshop differs greatly from the one

that existed prior. As of the end of the session, they had decided cut down the number of schools to visit by a factor of four (from 24 to 6) and increased the time at each school from one-half day to as many as five days. The exact numbers may change somewhat, but I believe that the concept of fewer schools and more time will be respected. This was a conclusion that the whole group drew for themselves at the end of the session, having worked through the many tasks they would have to undertake to gather reliable qualitative data. No way one-half a day would be sufficient.

The original, skeletal design of the training workshop is presented in Attachment D. Comparing this to the seminar notes (Attachment E) and especially to the schedule proposed to Dr. Miller-Grandvaux by fax (Attachment F), it is evident that the actual conduct of the workshop evolved daily, influenced by the contributions and concerns of the participants. The major strategy of the workshop was to pose questions and situations to the participants for which they, as the Malian education experts, would need to devise solutions and draw conclusions. As facilitator, my task was to create a framework that, (i) created an understanding of and an appreciation for the type of information and insight that qualitative research can offer, and (ii) provoked the participants to identify the essential tasks and steps of a qualitative research methodology. This result is presented in the workshop notes, Attachment E. The questions were generally mine, the bulleted usually points theirs, with much editorial liberty taken by me in the reporting. The participation and remarks of the participants would seem to indicate that the sense of ownership of the workshop's products is genuine and will result in a faithful, careful execution of the resulting qualitative research program.

Qualitative Classroom Observation Instruments

Upon my arrival, the IPN PAQE research team shared with me a classroom observation instrument that they had developed as part of their preparation for the upcoming research exercise. This instrument (Attachment G) was obviously designed primarily to confirm prescribed behaviors for teachers. The leap from this protocol to a more open observation approach that avoided judgement, interpretation and checking off anticipated behaviors was hardly automatic. But by the end of the workshop, the group seemed to grasp strongly both the technique and the sense of this latter approach. At one point during the seminar, the group relieved me of the responsibility for pointing out when a fellow trainee was making a judgement rather than an observation, collectively interrupting a fellow's remark with good-hearted accusations of "*jugement, jugement!*"

The qualitative classroom observation instrument developed during the workshop for the classroom observation is included as Attachment H. We referred to this during the sessions as an 'orienting instrument,' signifying that the questions and directions included within are designed to orient the observer to broad types of behavior, avoiding 'yes' and 'no' answers. The emphasis in the deliberations over what questions to use and how to phrase them was to promote an understanding of the actions, interactions and reactions occurring within the classroom that

relate to the teaching, learning, and acquisition of language (written, spoken and read) skills. These are grouped, somewhat arbitrarily, within categories chosen to permit the observer to focus on specific components of the entire classroom dynamic in order to facilitate the note-taking process. By temporarily filtering out certain elements (saved as the focus in later observation sessions conducted during the five day stay), there is an opportunity for greater precision around the particular theme; or at least that's the idea.

The whole instrument and observation protocol remains very much a work-in-progress. Without the time to apply the instrument and review its efficacy together, there surely are some bugs that must be ironed out. I proposed strongly to the group that they should try to utilize the instrument at least once before truly heading out to the field for the real research. This would give them the chance to see what works and what doesn't; then they can change the instrument before applying it officially. I left a copy of the original diskette with Yolande Miller-Grandvaux to facilitate this revision. Additionally, I encouraged all the workshop participants to feel free to play with the instrument during their field stay. As they reflect every evening after their observation sessions, they should consider what they might look for further in the classroom.

Finally, we did not leave a checklist of behaviors for the researchers to refer to and fill out after the qualitative observations. I had started to do this with the participants during one session, but was they rejected this effort, arguing that it to be too constraining. Another unanticipated success; they saved me from my own mistaken attempt to categorize their work. Good for them!

Qualitative Interview Instruments

Triangulation was one major new technical concept the group embraced during the workshop. The idea, as they learned to appreciate it, was that they would have truly very little time in the classroom to observe the true dynamics of instruction and learning. Consequently, they would have to rely on an abundance of other sources to "Confirm, Correct and Complete" the information and interpretations that they had gathered in the classroom. They identified the teachers, the school director, the students, and their parents as the major participants in the learning process who would contribute to this enhanced understanding.

Having reviewed what they could expect reasonably to observe in the classroom over a week's time, they realized quickly that they would need to find other ways to learn about the language-learning process. We prepared four interview guides -- teachers, school director, students, and parents -- to help direct this process (Attachment J). Perhaps even moreso than with the classroom observation instrument, this instrument is intended to guide the researcher in the interview process. During the workshop sessions, the participants were encouraged to review and reflect upon their observations and interviews when they finally arrive to the field in order to identify areas requiring further clarification or possible correction. These items should constitute new questions to include in the observation or interview instruments, upon the discretion of the researcher.

Qualitative Classroom Observation Research Implementation Plan

As mentioned above, the original research plan (Attachment I) prepared by the IPN PAQE group was to visit 24 schools for one-half day each. The planned abandonment of this strategy for fewer schools for more days is an important indicator that the workshop yielded at least some positive benefits. I left them with the strong recommendation that they limit the study to five or six schools that two people visit together for a period of one week (five days). The final decision was not made before my departure, but there was a clear agreement in principle to this strategy, except perhaps for the IPN PAQE research director, Mr. Coulibaly who seemed a bit stuck on the administrative commitments already undertaken to execute the original plan. I indicated that they would need to consider the practical and financial implications of this change, but technically-speaking, it was critical to extend the school stays. As the participants reviewed together all the steps and tasks they had identified as crucial to a suitable qualitative study, they realized the total inadequacy of their original plan.

I left them with a list of decisions and steps that remain to be decided before they proceed with the research activity. These are presented in the workshop notes from Saturday 17 April (last page of Attachment E). Most prominent among the pre-research tasks is to re-visit the selection of target schools. Not only is this important as they diminish the number from 24 to 6, but IPN must get together with ISFRA to assure that the two research activities are in concert; that they not only work not to duplicate effort, but that they purposefully complement one another's work as much as possible. These discussions will cover not just the choice of schools, but also the content of the observations and, especially, of the related interviews.

We also agreed that they should undertake a brief review of the criteria used for the selection of the observation sites. The original plan was to base this decision on geography and the quality of the school. Both with the decreased number of target schools and with their further understanding of the research task, both of these criteria were seen to warrant further scrutiny. The participants seemed to feel that the urban/rural dichotomy was still worth considering, as was the interest in visiting different regions. The interest in comparing "performing" to "non-performing" schools was also still seen to be important, but the ability to distinguish between these two categories in a manner that was meaningful for language acquisition within a limited set of schools was questioned. They agreed to look into this question carefully to assure that their standards for distinguishing between the two groups were valid.

A few elements of the plan were covered only superficially by the workshop, due mostly to the lack of time and the intentional emphasis on getting the group ready for the research activity itself. Basically, all of the post-field steps were left inadequately treated: treatment -- analysis, organization and presentation -- of the data; evaluation of the research methodology and instruments; de-briefing of research subjects and decision-makers; identification and planning of follow-up research; among others. The group would clearly benefit from further technical help in these areas, though, if they approach this stage carefully, giving themselves enough time to

reflect on this formally and collectively, they should be able to manage it on their own.

The specific tasks articulated during the workshop for the implementation of the research activity follow:

1. Identify the pilot schools
 - a. review the sample selection criteria
 - b. convene a meeting of IPN and ISFRA to discuss how the two might coordinate their research efforts to assure complementarity in their site selection and data collection
 - c. finalise the sample selection
2. Contact the school administrators at the pilot schools to inform them of the research program and timetable and to solicit their cooperation
3. Name the actual researchers (this is probably already done) and specify a common observation strategy and policies (e.g., how many observers per school; a follow-up protocol; the length of the research activity; the number of schools;...)
4. Prepare the research program
 - a. visitation calendar
 - b. tentative daily observation and interview schedule
 - c. post-visit calendar -- preparation of individual observation reports; group de-briefing seminar; and production of the final report
5. Arrange the logistical elements
6. Conduct the research activity
7. Prepare the analysis documents (individual)
8. Organize a de-briefing seminar to compare the individual research findings and to draw conclusions from common and unique findings
9. Present the initial findings and a draft final report to the individual participating schools for their reactions, and incorporate these reactions, as appropriate, into a final document
10. Prepare and distribute the final report for broad dissemination; both in writing and as one or more discussions/seminars for appropriate decision-makers
11. Evaluate the research activity
 - the methodology

- the logistics

Conclusion and Recommendations

The qualitative research training workshop seems to have been a success. All parties involved - participants, IPN and ISFRA research directors, BEEP, IIR and USAID -- expressed their satisfaction with both the execution and the outputs of the workshop. I share this satisfaction, finding the interest, the level of participation and the quality of work of the participants to have been consistently exceptional. I also appreciated enormously the participation and support offered by the sponsoring partners: IIR, BEEP and USAID.

As indicated above, the IPN PAQE research team will likely require support in the analysis and presentation phases of the current research task. This could occur either as (i) a technical assistance activity similar to the recent workshop following the data collection stage or (ii) a consultancy by correspondence, in which the final draft research document (or the preliminary single-school research reports) is sent to the States for review and comment. Clearly the first of these options holds more potential for impact. I would be willing to discuss with you the possibility of my having a role in fulfilling either of these strategies.

Again, thank you for the opportunity to have participated in this exciting project. I will certainly be glad to respond to any questions you might have concerning this report or any of the outputs included in attachment.

M

Improving Educational Quality Project

Ghana Trip Report

6 May-20 May 1993

Prepared for:
**Office of Education
Bureau for Research and Development
United States Agency for International Development
Washington, DC**

Project undertaken by:
**Institute for International Research
in collaboration with
Juárez and Associates, Inc.
and
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Prepared by:
**Jane Schubert, Abigail Harris & Don Adams
Institute for International Research**

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ATTACHMENTS

- 1 Research Seminar: Agenda, Seminar Activities, Guidelines for Further Analyses**
- 2 Memo from Jane Schubert to CRIQPEG Coordinator and Research Team Leaders**
- 3 Tentative Timeline for Activities in Ghana (through April 1994)**
- 4 Research Design Issues**
- 5 Professional Development Needs**

SUMMARY

IEQ's initial visit to Ghana was in April 1992. In August 1992, IEQ and the University of Cape Coast established a partnership to improve the quality of primary education in Ghana. May 1993 marked the sixth IEQ visit to Ghana.

Purpose

To:

- present the third seminar linked to CRIQPEG research;
- present two lectures open to all University of Cape Coast School of Education students and faculty;
- hear a status report regarding administration of IEQ through UCC/CRIQPEG (e.g. status of CRIQPEG office and preparation of financial reports);
- hold an open forum with CRIQPEG Research Team Leaders and the Research Coordinator that encourages "reflections" on individual and collective experiences in this project;
- brief USAID, GOG representatives, and other donor representatives on the status of IEQ activities in Ghana and preliminary plans for the next six months and to learn more about the current plans for the education sector during this transitional government;
- bring home a signed Memorandum of Understanding;
- develop a preliminary workplan for the remainder of 1993.

Team/Itinerary

The IEQ team consisted of: Jane G. Schubert, IEQ Project Director; Don Adams, member of the IEQ Management Team and Professor of Education and Economic and Social Development at the University of Pittsburgh; and Abigail Harris, Assistant Professor of Education at Fordham University (a consultant).

This was Don's first visit to Ghana to strengthen the relationship between Pittsburgh and the IEQ work in country. He presented a lecture based on the first IEQ publication (Don's paper on "Defining Educational Quality") to the UCC education community and also led several discussions during our seminar with the CRIQPEG Research Team.

Abi Harris led seminar sessions on alternative methods for analyzing qualitative information and also presented a lecture on this topic to the UCC education community. Abi brings classroom-based research experience plus skills in qualitative and quantitative analytical methods to IEQ. Her participation represents a new link to the domestic educational research community. The Ghana workplan includes her as a member of the IEQ team in Ghana.

The site visit to Ghana occurred from 6 May-20 May. Schubert and Harris were joined by Adams from 9 May-14 May. The time was divided between Accra and Cape Coast. Monday 10 May-Friday 14 May the IEQ team worked with university colleagues in Cape Coast.

Background

The Center for Research on Improving Quality of Primary Education in Ghana (CRIQPEG) completed the data collection segment of the research study of P1-P6 (3 classrooms at each of the six levels) in six primary schools in the Central Region. The study focused on four questions:

1. What instructional materials are available in English, Science and Mathematics for P1-P6 classes?
2. What is the source of these materials (e.g. government issue, PTA, teacher-produced)?
3. How are these materials used by teachers and pupils?
4. What are the implications of the findings for teaching and learning in English, Science, and Mathematics and for subsequent IEQ research?

Six teams of four members each visited these primary schools during February-April, observed classes, interviewed teachers, pupils, parents, and community leaders and inventoried the resources available in English, Science, and Mathematics during each visit.

During April and May, the teams analyzed their data and prepared preliminary reports for discussion during this May seminar. In addition, CRIQPEG responded to a request for input to the seminar by suggesting that particular attention be paid to methods for analyzing and presenting qualitative data, strategies for addressing issues of validity and reliability, and insight into the knowledge base that supports the IEQ research focus in Ghana.

In addition to the CRIQPEG seminar organized around the research activity, IEQ (through CRIQPEG) continues to provide opportunities for the UCC educational faculty and student community to hear from and interact with the IEQ team during the visits. Lectures, sponsored by CRIQPEG, focus on issues linked to the CRIQPEG mission and provide visibility for this newly formed group within the School of Education.

NOTE on the venue for the seminar: The University of Cape Coast was in the midst of turmoil because the workers were on strike for higher pay. These workers literally "hold the keys" to most of the buildings and classrooms, so we experienced continual uncertainty about access to lecture halls and classrooms, luncheon service, university-hosted reception. There were some incidents of vandalism on campus. The news of this situation greeted us upon arrival. Our Monday meeting was held in the School of Education conference room and the Tuesday lectures were in University chambers. However, it seemed unwise to continue working within this environment, so we held subsequent meetings at Saana Lodge (Cape Coast).

OUTCOMES

. . . on the Seminar

1. The seminar was a triumph of productivity, enthusiasm, utility, and commitment. The Research Team Leaders and most of the team members attended all sessions. We didn't expect such a robust turnout, but see this as a measure of interest and commitment of the teams. The eagerness with which our UCC colleagues receive knowledge based on our experience, provide insights to discussions that challenge and influence us, go the extra mile in overcoming obstacles associated with limited administrative support, and solicit opportunities to learn is the key to the potential of IEQ in Ghana.

2. Don observed that the key to the success of IEQ activities in Ghana rests--to a considerable extent--with the Research Team. The team has made considerable

progress individually and collectively. Individually, new research skills and professional insights have been acquired through the first hand study of classrooms and schools. Collectively, the Research Team has become a community of researchers, enthusiastically committed to better understanding the functioning of Ghanaian primary schools. The team has demonstrated its ability to plan, design and analyze research and share and compare findings. The Research Team has further recognized that its collective knowledge is greater than that of individual members.

3. The teams delivered formal briefings of their visits to the schools, analytic procedures, and preliminary conclusions. They will continue the analyses using methods suggested during the seminar and will forward their final reports (one per school/team) to IIR by 1 July. The Research Coordinator will prepare an Executive Summary, including cross-school analyses, of the entire study. It will also be submitted on 1 July.

4. The seminar also included formal presentations and discussions on the literature pertaining to the availability and use of instructional materials, the "vision" of IEQ in Ghana, alternative methodologies for the subsequent research studies, and the Research Teams' ideas (both substantive and pragmatic) on the evolving CRIQPEG mission.

Attachment 1, a report prepared by Abi Harris, contains the agenda for the week in Cape Coast, details of seminar activities, and tentative findings and guidelines for further analyses of the Central Region Study.

...on CRIQPEG's outreach to the wider educational community

5. Two lectures were delivered to 50-60 faculty and students from the School of Education on Tuesday 11 May. In the morning, Don Adams spoke on "Knowledge Bases for Research on Improving Educational Quality in Primary Education" and Abi Harris delivered the afternoon lecture on "Issues of Reliability and Validity in Qualitative Research." Each session lasted approximately 3 hours. As customary at UCC, a moderator introduced, then summarized each lecture, and lively participation from the listeners contributed to the success of the event. Adams and Harris were great!

6. CRIQPEG co-hosted this day with the Primary Education Department, newly established within the School of Education and supported by USAID/Ghana. This Department is headed by Ben Eshun, one of CRIQPEG's team members and a former

Research Team Leader. The Department will share newly renovated office space with CRIQPEG.

. . .on the management and administration of CRIQPEG

7. Jane held separate meetings with both the Research Coordinator and the Dean/School of Education to address the following topics: financial reporting; delay in opening the CRIQPEG office; CRIQPEG team spirit; and requirements and responsibilities for the Research Coordinator for Phase II (subsequent research studies).

8. The present Research Coordinator will be not be reappointed at the conclusion of Phase I (August 1993). The Terms of Reference limit the initial appointment to one year, during which the project took shape and the teams formed. The combined challenges of leading a research effort, orchestrating the opening of a new office, fostering team building and fulfilling the necessary reporting requirements are formidable. Phase II will be even more demanding, especially in guiding the research effort. The Coordinator must possess technical skills and be seen as a resource by the team.

In February, the CRIQPEG Team Leaders met with the Dean and the Vice-Chancellor to voice their very strong concerns about CRIQPEG leadership. The outcome was to relieve the Coordinator of his dual responsibility as a Research Team Leader. He continued to serve as the Research Coordinator. It is not a satisfactory solution. Jane's conversations with some team members and our collective observations of the interactions between the Coordinator and the team plus the substance of the Coordinator's inputs to the discussions confirms earlier conclusions that a replacement must be named. Jane informed the Coordinator that IEQ had doubts about his ability to continue and asked the Dean to name a new Coordinator by 1 September. The Dean seemed to have reached the same conclusion.

Jane suggested to the Dean that we try to locate a respected Ghanaian researcher who might serve as a mentor or senior advisor to the team. A former colleague of hers (and IIR's) from the West African Examinations Council, Chris Agbenyega, would very nicely fill this role. Chris is the Dean's cousin!!! The Dean will follow up.

9. The CRIQPEG office is still not opened. Although some delays rest with the turbulence among the workers, it appears that more active monitoring and advocacy of the progress is required. The teams are not receiving the backstopping necessary to conduct business (e.g. no computers, photocopy machine) and this situation must

be remedied. Jane suggested short-term solutions that provide immediate support and asked the Dean to follow-up.

10. IIR (Peter Kapakasa) is designing forms for UCC's financial accounting. The reports presented by the Research Coordinator do not meet IIR or AID standards. The Dean will explore the possibility of removing the IEQ funds from the "financial bureaucracy" of the University.

Details of these three items are recorded in a memo from Jane to the Dean and are available upon request.

. . .on "Reflections"

11. The Research Team Leaders and the Research Coordinator used this time to speak candidly about their personal and professional experiences in CRIQPEG. This is an open forum for all participants to raise issues they wish to discuss. All voices are heard: It is a time for colleagues to share their concerns and ideas in a constructive environment.

12. Initial procedures for documenting ways in which CRIQPEG participation has made a difference in the lives of the teams are in place. Team members recorded examples of some changes they made in their own teaching as a consequence of their school visitations. Examples include: revisions in their own lectures to prospective junior secondary teachers that reflect classroom realities; production of a guide for student teacher supervisors; identified areas for future research.

Research Team Leaders are asked to poll their membership during their weekly meetings--"How has your experience in CRIQPEG changed some aspect of your professional life?"--and to record the changes. The examples will be forwarded to IIR with the Research Coordinator's reports.

Attachment 2 (memo from Jane to CRIQPEG leaders) provides additional details on the above topics.

. . . on the Briefings

13. The IEQ team (Schubert & Harris) briefed USAID/Ghana personnel on the events and outcomes of the CRIQPEG seminar. We met with the Program Officer, Stafford Baker, and the Project Officer, Denise Rollins, to describe the history of IEQ, its relationship to the PREP project and to the Mission. This is especially important

because Dr. A.E. Oleksy-Ojikutu (Sandy), the Mission liaison to IEQ, had her last day with the PREP project on 28 May 1993.

We also met with Joseph Goodwin, the Mission Director, for a debriefing. He gave us the signed Memorandum of Understanding. We gave him a tentative workplan for IEQ in Ghana and invited him to participate in the Second Annual Conference on Primary Education that will be held at the Cape Coast the first week in October 1993.

14. A meeting with the Director-General of the Ghana Education Service, Mr. Gbadamosi, and his two Deputies went very well. They each spend time in the schools and are genuinely interested in knowing what happens when instructional materials reach the schools. They recognize that utilization may be below expectations and even raised the issue before we did. We are strongly encouraged to continue. We learned that the Director-General and Deputy Director General Attay-Quayson participate in ERNWACA. Other Ghanaians include Dominic Agyman (UCC) and Mr. Owusabu (UCC).

15. A meeting with the PREP Coordinator (Mrs. Haldane-Lutterodt) reflected the current uncertainty within the Ministry linked to the transition to the new government. Although she received our report of the CRIQPEG activities and initial conclusions, she stated that strategies were in place to overcome these difficulties. It is unclear where PREP will be located (Ministry or Ghana Education Service) or what her role will be.

16. Also met with Mr. Bennett, the Assistant Logistics Coordinator for Materials Distribution, and Mr. John Adu, the Criterion Referenced Test Coordinator. Mr. Bennett was very helpful in describing the distribution plan for the textbooks. He assured us that all schools in our sample would receive English, Science, and Mathematics textbooks, regardless of their position on the distribution schedule. Mr. Adu reported the status of the analysis of the CRT pilot administration. Schools in that sample reported information of potential value to IEQ study.

17. A meeting with the Education Officer at UNICEF (Seema Agarwal) revealed that the World Bank has just completed an appraisal of primary education in Ghana. Seema was on the team. The draft report has been completed (not for circulation) and Jane called Nick Bennett to request a copy but was unable to reach him.

Seema gave us a copy of the most recent report on UNICEF's ongoing research study "Equity Improvement in Primary Schools."

18. We met with David Harding from the Overseas Development Association and learned more about ODA's research interests (e.g. tracer studies on graduates from Winneba Training College), the impact of the UCC strike on Winneba graduates (continuation of the strike means that no external exam will be written and the teachers will leave with no certification), and the shift in personnel from the Institute for Education at UCC to Winneba.

...on the IEQ Workplan/Ghana

19. A workplan is in progress. On 15-16 June, Don and Jane will begin to develop a three year plan that includes a restatement of objectives for IEQ in Ghana, an inventory of end-of-project products, strategies for accomplishing the goals, processes of documenting the IEQ implementation, and required resources. See Attachment 3.

20. It's time to design the subsequent research in Ghana. The substance will continue to focus on instructional materials utilization in primary schools. The IEQ team brainstormed (on many occasions) the issues linked to this design. Abi prepared a summary, which appears as Attachment 4. A meeting to discuss the designs in each of the three core countries is scheduled for 21 and 22 July. Abi Harris and other IEQ colleagues from NCAL and FWL have been invited to participate.

21. IEQ will offer professional development seminars to the CRIQPEG Research Team that complement the research seminars. One session on the utilization of instructional materials began this series. Ideas for others (e.g. language) emerged during our conversations. They are summarized in Attachment 5.

22. PREP staff will now be routinely invited to the CRIQPEG seminars. It was clear during our discussions (some informal) that some of the key people in PREP were not informed about CRIQPEG activities (e.g. the PREP Training Coordinator did not know about the Central Region study and the preliminary conclusions may influence her plans for the September teacher training workshops). The two groups must be aware of one another's activities if the CRIQPEG research is to be used within the educational system.

ATTACHMENT 1

Improving Educational Quality Project

CRIQPEG Research Seminar
Schedule
10-14 May 1993

Monday

Review of Project Goals, Processes and Expected Outcomes
Plan Schedule for the Week

Tuesday

Faculty lectures:
Professor Don Adams, University of Pittsburgh
"Knowledge Bases for Research on Improving Educational Quality in Primary Education"

Professor Abigail Harris, Fordham University
"Problems of Qualitative Research: Questions of Validity and Reliability"

Wednesday

Sharing of Team Reports (Abi, Don, and Jane each worked with 2 teams)

Continued Data Analyses: Teams worked in a large group to identify and refine findings that were common across teams.

Thursday

Discussion of Validating Research Findings

IEQ: Past, Present, and Future
Research Design: Planning a larger study

Review of Relevant Literature on the Role of Instructional Materials in Student Learning

Friday

Reflections:
Consideration of Specialized Research Efforts
Discussion of Central Region Study Reports
Publications and Project Documentation
Concerns and Questions

I. Summary of Seminar Activities and Accomplishments

A. Seminar Objectives

1. Building the knowledge base of CRIQPEG researchers
2. Enhancing the status of CRIQPEG
3. Continuing work on the Central Region Study
 - Team presentations
 - Identifying preliminary findings
 - Data analysis
 - Review of preliminary findings and discussion of analytic procedures for further analyses
 - Preparation of findings for dissemination
4. Soliciting input for future IEQ study(s)
5. Reflections
 - Impact of CRIQPEG activities on the individual researchers
 - Current status of CRIQPEG functioning

B. Summary of Seminar Activities and Accomplishments

1. One objective of the meetings was to continue IEQ efforts to build the knowledge base of CRIQPEG researchers. The organization of the week reflects this objective. Researchers participated in the planning of the week, they attended lectures [in addition to the scheduled formal lectures, topics that were covered included (a) an overview of the literature on instructional materials, and (b) a discussion of potential research designs], they became actively engaged in a process of data analysis, and they provided input for future investigations. All of these activities were intended to build the capacity of CRIQPEG researchers.

2. A related objective was to increase the visibility and recognition of CRIQPEG as a University unit that is an asset to the educational community.

As part of addressing Objectives 1 and 2, Tuesday was devoted to lectures by Don Adams and Abi Harris. These lectures were advertised on campus and open to faculty and students. Despite an impending campus-wide workers strike (and preliminary disruptive activities by campus workers such as closed facilities and lapses in electricity and water) lectures were well attended (approximately 50 faculty and students attended each lecture).

Adams spoke on "Knowledge Bases for Research on Improving Educational Quality in Primary Education" and led a discussion of relevant issues in defining educational quality. He provided the UCC library with a video (Implementing Educational Change-- Michael Fullan) and book (Education and social change in Korea-- Don Adams). His recently published paper on defining quality was distributed to CRIQPEG Team leaders.

Harris spoke on issues in qualitative research. Notes used for the presentation are included (Appendix A); copies of these notes were distributed to CRIQPEG Team Leaders.

3. Central Region Study

In preparation for the Seminar, each of the research teams developed a written report and a presentation of the findings from the school they visited. They practiced the presentations the week prior to the Seminar. Although the Research Coordinator had expected that the Seminar would be dominated by these presentations, his plan would have left little time for other activities. In collaboration with the researchers, an alternative plan was agreed upon and followed.

Team Presentations: Wednesday morning was devoted to providing research teams with an opportunity to present their reports and share their experiences. Schubert, Adams, and Harris each met with two teams. While campus disruptions prevented some teams from having completed draft reports, all teams had working drafts and were anxious to share their results and insights. During the discussions research teams described their coding efforts and reviewed strategies they had used to evaluate the dependability of their data.

Data Analyses: Wednesday afternoon Abi Harris worked with CRIQPEG team members to identify preliminary findings that were consistent across schools. Team members generated hypotheses that were then evaluated by researchers from other teams. Evidence supporting or challenging these hypotheses was considered.

Review of Preliminary Findings and Discussion of Analytic Procedures for Further Analyses: Thursday morning a draft of the findings was distributed to CRIQPEG team members (Appendix B). Each finding was assigned a code and teams were encouraged to supplement their previous analyses by coding and reevaluating their data in light of the findings generated collectively by the 6 teams. Suggested analytic procedures were outlined and provided with the preliminary findings.

Preparation of Findings for Dissemination: On Friday, one topic for discussion was preparing the Central Region Study reports for dissemination. Team members agreed that reports would not be disseminated outside of IEQ at this stage. Also, there was agreement that team reports and an Executive Summary would be completed and received at IIR by July 1, 1993. The Research Coordinator offered to prepare a draft of the Executive Summary that would be reviewed by research teams prior to sending it to IIR.

It was requested that each team/school report include a table of contents and numbered pages. Teams could choose to modify their reports or to add a section titled "Further Analyses" to their

reports describing any analyses they performed following the Research Seminar.

4. Input for future study(s)

Consistent with IEQ philosophy that CRIQPEG researchers should be collaborators in the on-going research, one objective of the Research Seminar was to engage the researchers in a discussion of future IEQ plans. Input was sought on conceptual as well as practical issues.

By way of introduction to the topic, Don Adams gave an overview of potential research designs. He grounded his presentation within the context of IEQ goals and timelines. Notes taken during this meeting are in Appendix C; copies of these notes were distributed to CRIQPEG Team Leaders.

Evident in the responses of the CRIQPEG team members was a desire to go beyond the confines of traditional research. Researchers seemed hungry to discuss their findings and to learn of ways that they could have an impact on the quality of education in Ghana both at the individual teacher/school level and nationally.

5. Reflections

A final objective of the Seminar was to solicit comments and reactions from CRIQPEG team members. Important components of "long distance" collaboration are open communication and a shared perspective on "how things are going."

On an individual level, researchers were asked to comment on how involvement with CRIQPEG had affected them. Some team members handed in written comments. Others made comments during the Seminar or during informal discussions outside of the meetings. These comments suggested that researchers were becoming invested in Ghanaian Primary education. Each person seemed to have a story to tell or an insight to share. Team members were encouraged to keep a log or written record of individual changes or reflections as part of the project documentation.

Two meetings on Friday were devoted to "Reflections" in order to gain a shared sense of the current status of CRIQPEG as a functioning unit within the University. Prior to the meetings team members were encouraged to submit their questions or concerns to Schubert, Adams, or Harris. The first meeting was open to all CRIQPEG team members. Questions included: How to incorporate the researchers' "Special Interests" in the reports? How to replace researchers who go on leave or need to drop out? Who are the consumers of the research? How does the project in Ghana relate to other IEQ projects? etc. Notes from this meeting and the meeting with just the Research Coordinator and Team Leaders are in Appendix D.

The Research Coordinator and Team Leaders participated in the second "Reflections" meeting. Issues raised at this meeting were more specific to the needs of CRIQPEG researchers. Questions were raised about delays in getting a functioning office and the need for better communication between the Research Coordinator and Team Leaders. Problem-solving during the meeting focused on how to make needed changes immediately (e.g., setting up the copying machine) and how to plan ahead for future research needs (e.g., changing financial/accounting procedures and arranging for reduced teaching loads and/or graduate assistant teaching support).

Improving Educational Quality Project
Central Region Study
Tentative Findings
12 May 1993

The following descriptive findings provide the basis for continued analysis (e.g. by primary school class, by school/community context, frequency estimates, effectiveness, identification of negative cases) of the data collected during the Central Region study.

M. MATHEMATICS MATERIALS UTILIZATION

M1. The chalkboard is the most frequently used instructional tool used by teachers (e.g. to write exercises). A variety of surfaces may be used (e.g. pieces of wood). Slate chalkboards are rare (frequency?).

M2. Chalkboards may be used by pupils to complete exercises in front of the class. These exercises are typically placed on the board by the teacher.

M3. Slate chalkboards are found in a few (frequency?) P1 classrooms.

M4. Ad hoc materials used more by pupils than by teachers. These materials typically come from the home environment or the PTA - occasionally from the teacher.

M4a. Counters are the most frequently used ad hoc material in P1-P3

M4b. Ad hoc materials are rarely (frequency?) used beyond P3.

M5. Pupils' typical use of textbooks occurs in conjunction with other materials (exercise books or ad hoc). Only rarely does a teacher assign an exercise that requires the text.

M6. Teachers integrate textbooks into direct instruction (e.g. extracting problems or exercises from texts).

E. ENGLISH MATERIALS UTILIZATION

E1. Teachers use textbooks as instructional aids. Examples include inviting choral response from pupils and copying exercises from the book to the chalkboard.

E2. Pupils may use the text in the following ways:

E2a. Searching for answers to an assignment;

E2b. Reading from the text;

E2c. Reading silently.

E2d. Other

E3. Exercise books are used more for copying or vocabulary drill than for expressive writing.

E4. When pupils do not have materials, the teacher permits idleness (may disturb other class members).

E5. The chalkboard is the most frequently used instructional tool.

S. SCIENCE MATERIALS UTILIZATION

S1. Science books seldom used, regardless of the pupil/text ratio.

S2. When used, teachers integrate textbooks into instruction.

S2a. Teachers copied exercises from the text to the board, to be copied by the pupils.

S2b. Teachers use textbooks by referring to an illustration or explaining an illustration.

S2c. Teachers use textbooks by reading text aloud and asking pupils to read text aloud..

S3. There appears to be a weak relationship between the former GOG science syllabus and the new textbooks.

S4. Teachers lack the knowledge base or the necessary guides to teach science.

S5. Those few teachers observed teaching science demonstrated some interest and creativity in presenting the lessons.

S6. The chalkboard is the most frequently used instructional tool (SURPRISE!)

S6a. Teachers appeared to use integrate information on the board more fully in science than in maths and English

S6b. Teachers use the board to communicate information that permitted higher levels of cognitive response.

S7. More lessons in science were created for observers' visits than lessons in maths and English.

T. TIMETABLE

T1. The timetables designed by GOG are seldom followed.

Deviations occur in the following ways:

T1a. Instructional time is weighted toward English and maths -- science is taught less than scheduled

T1b. Teachers may extend instructional time (especially English and maths) without extending the amount of material covered (e.g. lots of repetition, slow pace)

T1c. Teachers choose to not teach some subjects such as Life skills, Agric, P.E.

T1d. Much of the time is idle -- no subjects are taught -- children play, sleep or amuse themselves in other ways

T1e. Instructional time may be used for student or teacher errands or to collect fees.

T2. Whatever subject is being taught during a time period usually precludes the introduction of another discipline, even though pupils may have completed an assignment or are otherwise idle.

T3. Non-observed teachers were observed not teaching more often than the teachers in the sample.

T4. Very few of the curriculum lessons are covered.

P. PUPIL-TEACHER INTERACTION

P1. Pupils do not query the teacher.

P2. Pupils are not instructed to work together.

P3. Dialogue between the pupil and the teacher were rare (frequency?) and only observed during science lessons.

P4. Teachers tend to ask questions that produce a "product" response - no interaction.

P5. Social rules and cultural patterns apply in school -- the young do not question their elders; teachers represent authority not to be challenged.

P6. Pupil-Pupil Interaction is for sharing materials or non-instructional purposes. Editor's note. If pupils must share texts when completing a class assignment, don't they ever talk to one another about the assignment?

L. LANGUAGE ISSUES

B. TEXTBOOK USAGE

B1. Even when there are sufficient textbooks for each student, sometimes only a few are used and students are expected to share.

Continued Analyses

We have listed the tentative findings that were identified across research teams. The task now is to evaluate whether these findings are accurate based on your data. Rather than revise what you have written, we suggest that you add a new section.

1. Code your data (observation data, interview data, field notes, etc.) identifying the pieces that are relevant to each of the findings. Use the codes provided above (e.g., P3, T1b) or supplement them with codes of your own. This will allow you to organize your data in preparation for review and triangulation.
2. Triangulation: Using your coding, identify all data relating to the Finding. Consider multiple sources and/or multiple indicators of the same information. Identify patterns, frequency, contextual information, etc. Specify your sources. Document your evidence to support your findings or new understandings. If you make an inference, provide enough evidence to allow others to see how you arrived at this inference.

Consider:

- Class level differences
- Subject (curriculum) differences
- Changes over time
- Unique aspects or perspectives

3. Negative cases: Identify the instances in which some of your data contradicts a tentative finding. Analyze all relevant data and then describe the "case". Determine if/how the Finding needs to be refined. When negative cases cannot be explained, they need to be noted and described in great detail so that the Finding can be refined to reflect (1) the need for additional information, or (2) possible contextual differences or limitations. Example:

Finding: T1a. Instructional time is weighted toward English and maths -- science is taught less than scheduled. Perhaps a teacher told you that she often teaches Science. Also, you observed her teaching Science lessons. This may be a "negative case" in that it may be that this teacher teaches Science regularly. Your next step is to evaluate any other data you have that is germane to this "case". Did pupils, parents, or the head teacher mention Science? Did the textbooks look used? You may discover through triangulation that there is evidence to suggest that the teacher provided misinformation. Alternately, there may be some contextual aspect that makes this teacher unique. The Finding may need to be refined to reflect a new understanding.

4. Critical Incidents: Sometimes an event occurs that exemplifies a point you want to illustrate. An in-depth description of the incident and the context of the incident will enrich your reporting.

ATTACHMENT 2



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juarez and Associates, Inc. and the University of Pittsburgh

16 May 1993

To: CRIQPEG Coordinator and Research Team Leaders

From: Jane G. Schubert

Re: Summary of Reflections - 14 May 1993

Thank you all for the extra effort that is making an extraordinary difference in CRIQPEG's contribution to the IEQ project!!!

The following actions emerge from our discussions and decisions last Friday. If there are any discrepancies between what is stated here and your impressions, please notify me soonest by fax in DC.

1. **Follow-up Analysis.** This commences ASAP, using the guide Abi distributed on Thursday. The purpose is to review your data and initial conclusions to gain additional insights, practice using the suggested coding scheme and qualitative analytic procedures, compare findings across sites (e.g. by subject and/or by grade) and prepare an addendum to your existing reports.

You're not only utilizing the new procedures presented this past week, but you're looking for further data to strengthen your conclusions (i.e. multiple sources for the findings) or gain insights beyond those already described (i.e. something unique or exciting). For instance, one team suggested that teacher residence in a community may be a critical variable in quality of education at a school. Anyone else have something on this? Other teams noted that teacher-produced materials were used more frequently with students than government provided materials. Several of you mentioned a variety of issues linked to language. What about the findings related to your "special interests?" Can these and other findings be discussed more fully?

As you engage in this analysis, use your team meetings to keep track of your mutual progress. Exchange information about your findings and your experiences using the procedures. It may be useful to talk about one procedure per week (e.g. triangulation). Perhaps you could take turns leading the discussions. I have every confidence that you will work it out.

PRODUCT. The addendum shall be titled **FURTHER ANALYSES** and contain the following sections: focus of subsequent analyses; selected analytic procedures; expanded conclusions. Please do your best to keep this section below 7-10 pages.

Number the pages!!!! Keep copies for yourselves. Include a Table of Contents.

DUE DATE. The package of the six site reports is due at IIR no later than 1 July 1993. Please send by DHL or TNT and mail one week before the due date.

2. Executive Summary. The coordinator will prepare a draft copy of the Executive Summary that brings together the findings across all sites, the methodological issues raised, substantive issues raised (e.g. language) and a brief review of the entire study. This document must stand alone as many folk tend to prefer shorter documents if they are trying to capture the essence of a study -- they want to know what did you do and what did you learn? Details are less important than the "big picture."

Suggested components for this summary are: statement of overall purpose; brief description of sites visited; procedures and methods; summary of overall findings; summary of issues raised.

PRODUCT. This document is also due in DC on 1 July with the individual site reports. It should be approximately 15-20 pages, preferably less and preferably no attachments.

3. Status of the Office. There was a long silence when I asked the question, What is in place that supports your work? The answer really confirmed the obvious -- no office ready to receive the materials, equipment and tenants necessary to organize and conduct CRIQPEG business as we envisioned.

Several factors contribute to the disappointing lack of progress in having an office. The details are familiar to all, but my suggestion is that you identify the items/things that can be put in place to support you (e.g. plug in the photocopier ASAP, hire a secretary or necessary support person) and get it done!!!! Then work together with other tenants in the building (e.g. Primary Department, Development Office) to construct a work plan and establish a monitoring scheme. Try not to take NO for an answer when the schedule is not met.

Other action. I will speak to the Dean and prepare a written statement about the need to get moving (literally). I will forward a copy to the VC if I am unable to secure an appointment with him prior to Wednesday's departure.

4. The Budget. There seems to be difficulty in running this project through the University system. You have difficulty receiving funds to conduct your business. I am not receiving reports that will permit release of additional funds to CRIQPEG (IIR has already released \$45,000 and has only an accounting of \$15,000). USAID will not accept the reports as currently presented.

Action. The Coordinator must work with the Dean and the VC to alter this situation. Henry has suggested the Peace Corps arrangement as an alternative model.

I will also discuss this with the Dean prior to my departure.

5. Team Leader Meetings. The discussions didn't inform me about the extent to which these meetings are useful or productive. But something must be happening if minutes are being taken.

Action. Please forward copies of all minutes to me. Once a month is OK. This is not a substitute for the fax, phone and other necessary ongoing communication. Unless otherwise specified, all my fax messages are to the entire team, as indicated in the salutation, and should be copied to all.

6. Level of effort required for subsequent research. As we've discussed during prior meetings, the subsequent research will require increasingly greater demands on the Leaders' time.

Action. We discussed options the Leaders will consider -- such as identified personnel to substitute when necessary during your absence (on either a stipend or a trade of some sort).

The need to have additional team members is critical. Team Leaders will also take the lead in exploring the several options discussed during the meeting.

I will also raise this issue with the Dean.

7. OTHER BITS AND PIECES

o I received a few responses to my request for examples of how your school visits made a difference in your professional life (or personal life if appropriate). Some of you have already incorporated changes in your teaching -- e.g. preparing guides for teacher trainees, presenting real examples in schools to your university students, and altering some of your own lectures.

This is very rich data for the project and I'm asking you to discuss this at your weekly meetings. It doesn't need to be a prolonged discussion, but just "touch base" each week to determine the impact of your participation in CRIQPEG in your life. The question is --HOW (SPECIFIC BEHAVIOR) IS YOUR EXPERIENCE IN CRIQPEG (e.g. school observations, access to literature, participating in seminars, working with colleagues) CHANGED SOME ASPECT OF YOUR PROFESSIONAL LIFE? The response contains two components: the first is to briefly describe what you saw or experienced that captured your attention enough to change the way you normally do something and the second is to describe the new behavior as a consequence of that experience. For example, having witnessed the difficulty teachers have using textbooks, some of you have revised your lectures, created guides for teacher education etc. Please send these descriptions to me, along with the minutes of your meetings. The purpose of this is to just keep track of what's happening with you. It's part of the "process" to which Don was referring. In addition, it's really interesting stuff!!!

- o FYI. Abi, Don and I will continue the discussions on subsequent research. We will send you all copies of the recommendations and look forward to your feedback. We will also carefully read your site reports and Executive Summary for ideas. The conversations during the week were enormously valuable – thank you all for very thoughtful input.

- o Additional seminars that are independent of our research seminars. We discussed several topics (e.g. bi-tri lingualism and the challenges to teaching and learning, further look at the literature on instructional resources, digging deeper into analyses of qualitative data. I continue to seek your suggestions.

I will try to arrange the first of the series sometime this summer - maybe 2-3 days. I will keep you posted on my progress. I DO NOT KNOW WHAT YOUR SUMMER SCHEDULES LOOK LIKE -- IS THE UNIVERSITY IN SESSION – WHEN DO YOU TAKE A WELL-DESERVED HOLIDAY?????

- o Please begin to think about hosting another seminar, similar to the one we held last October. Identify some potential dates and participants. We'll discuss this further after your reports are finished.

- o Please make copies of your classroom videos. Send me one copy with the July package.

Attachments to this document: outline of Abi's lecture; outline of Don's discussion on Thursday and summary of Friday morning's discussion.

Here is a copy of the parable of the weaver birds. I offer this as a message to us all.

The Queenstown office looks out on a stand of bamboo in which the weavers are building their nests. To the untrained human eye, each bird and nest look alike, but when each builder has completed a nest, he brings his mate to inspect it. If she approved, she lays her eggs and nurtures her young in its fragile security. If it does not fit her particular needs, her partner will build a new one for her. When the fledglings take flight, the nest is abandoned and it will never be used again. The weavers may return to the bamboo stand again, but they never look back.

The Early Learning Centre is like that. It builds little institutions to the best of its ability and to a model which it has received and adapted. If they fit the needs of the communities which accommodate them, a new generation will flourish in them. If they do not fit, then without regret or recrimination, the staff try again. Many teachers return each year for new courses and welcome the pastoral care of the fieldwork staff. Others leave their posts and take their skills elsewhere, not least into their own homes and into the care of their own children. For them, the Centre's work is done.

Are there regrets at partings and failures? Of course there are, but there is another generation incubating and the wise weaver learns at least as much from a failure as he does from a success.

quote of the week from Henry.

"Go beyond the purpose. Do something more concrete. Our immediate reaction. We can't just go, take what we need, drink from the coconuts and leave. We feel some responsibility to help teachers improve."

ATTACHMENT 3

IMPROVING EDUCATIONAL QUALITY PROJECT TIME LINE

GHANA

Tentative

IEQ Tasks	May 1993	June 1993	July 1993	Aug 1993	Sept 1993	Oct 1993	Nov 1993	Dec 1993	Jan 1994	Feb-Apr 1994
<i>Research Seminar: review present findings + suggest strategies for further analysis</i>	•									
<i>Central Region study of inst. material P1-P6 reports + exec. summary</i>			•							
<i>Report for widespread circulation / summary</i>				•						
<i>Seminar: • research methods • educ. issues</i>				•		•			•	
<i>Annual Conference on Primary Educ. (UCC)</i>						•				
<i>Conduct site visits for subsequent research</i>							•			•
<i>Provide feedback on findings</i>								•		•

ATTACHMENT 4

Research Design Issues

Characteristics of the design (GIVENS):

Innovation: Infusion of materials into classroom experience.
focus on pupils
focus on classroom
focus on use of instructional materials
need to include pupil performance outcome measures
need to provide formative feedback to PREP/GES
need to dovetail with other IEQ sites

Unanswered questions? Limitations?

Can parts of the study (e.g., achievement outcomes) not be part of the feedback loop?

How do/can we coordinate our efforts with those of the criterion referenced testing (CRT) program? For example, currently all P-6 pupils in equity schools are tested and presumably all P-6 pupils in the schools we work with could be tested. Could we (would we want to?) use curriculum based measurement for formative assessment and the CRT for "summative" assessment? Do we need to replicate the CRT data on textbook availability and CRT performance?

How do/can we coordinate our efforts with those of the PREP teacher training program? For example, if we identify promising instructional interventions, can we work with the teacher training folks to disseminate these interventions with teachers in the schools in our sample? Also, the teacher training folks seem to have a preestablished schedule for training in different content areas and with teachers from different pupil levels. How will this affect the schools we select and the data we collect?

If we broaden the scope of the study to other regions, will the UCC researchers know the local languages well enough to be able to collect the data? How will native language proficiency affect collection of qualitative data?

What issues do we need to wrestle with in planning the design?

To what extent do we attempt to modify teacher use of instructional materials as part of the research? (Do we actually try to modify the teacher behaviors or is the primary emphasis on feeding info to Ghanaians/PREP about what could/should be modified?)

Assuming we attempt to modify teacher use of materials, how do we determine the modifications that are desirable and then bring about the change? Can different modifications be attempted in different schools? [Consider strengths and drawbacks of multiple baseline approach.]

Scope?

Geographic Choice: Limit the study to moderately accessible schools and/or regions of the country.

How would this choice change the generalizability of the results or the transferability of the findings?

How would this choice alter GES perceptions of and receptivity to the findings?

Would this choice substantially increase the likelihood that the study could be accomplished?

Sampling Choice: [Purposeful sample] What criteria should be used in school selection? What role should school/teacher receptivity to change play in school selection?

Pupil Level Choice: What levels (P1-P6) should be included?

Measurement Issues

What processes would we like to measure?

What outcomes would we like to measure?

How will we deal with limited English proficiency in our assessments?

ATTACHMENT 5

Annotated List of Professional Development Needs for CRIQPEG

* Literature on effective use of instructional materials. CRIQPEG members expressed a desire to learn about how teachers should be using materials. [In this respect, we need to keep in mind cultural differences between the Ghanaians and the US. Ghanaians (somewhat like Asians?) expect children to show respect in their interactions with elders by being compliant and not questioning authority. In the US where much of the research on instructional material use has been collected children are freer to interact actively with the teacher. Also, teachers in the US may be more familiar with the content of the curriculum than many Ghanaian teachers.]

* Language Issues (including consideration by pupil level and subject): [What is known about the role of language (second language acquisition) in instruction?]

Native language Issues:

1. Use of native language in instruction. (Q:Role of teacher proficiency in pupils' native language?)
2. Assessment of pupil native language proficiency.
3. Role of native language proficiency in acquisition of English.
4. Mix of native languages in a classroom or school (Q:How common is it for a classroom to have children with different mother tongues?)

English

1. Consideration of the language emphasis and vocabulary used in written instructional (English, Science, and Mathematics) materials.
2. Factors affecting the learning of English as a second language.
3. Relationship of oral language proficiency and learning to read.

Language Issues and Classroom Observation

1. Coding schemes for monitoring language usage
2. Awareness of language in Pupil-Teacher, Pupil-Pupil, Pupil-Parent, and Parent-Teacher interactions

* Strategies for conducting research.
Building the knowledge base and refining the methodological expertise of team leaders and members.

* Curriculum-based assessment.
Strategies for evaluating the appropriateness of available instructional materials to individual pupil skill level.





Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

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Improving Educational Quality Project

17 May - 28 May 1993

Knowledge Building

1. We received the following:

Freeman, J. (1992). *Quality Basic Education: The Development of Competence*. Paris: UNESCO.

Grace, C. & Shores, E. F. (1992). *The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children*. Little Rock, Arkansas: Southern Association on Children under Six.

Heneveld, W. (1993, January). *Research Into Practice: Guidelines for Planning and Monitoring the Quality of Primary Education in Sub-Saharan Africa*. DRAFT.

McCarthy, C. (1990). *Race and Curriculum*. London: The Falmer Press.

Country Status

1. Ghana. Jane and Abi returned from Ghana on 20 May. Don returned on 17 May. The trip report will be submitted no later than 4 June. Peter and Jane met to discuss the financial report submitted by UCC. Jane indicated to the Dean in a letter and during their last meeting that the information would be unacceptable to IIR's Finance Officer. Peter will reinforce that message in writing and will develop report forms for use by institutions receiving IEQ funds in Mali and Ghana.
2. Guatemala. We are saddened by the political changes that occurred this week in Guatemala. All TDY travel was canceled. Ray's scheduled departure on Wednesday has been postponed until further notice.
3. Mali. We have received the names of banks in New York that can transfer money to IPN's bank in Mali and have begun working on a wiring money to IPN.
4. South Africa. Jane received a call from Cheri Rassas (SABRE education officer) to report that the HRDO staff was meeting last Friday to discuss their forthcoming action plan. The staff reacted favorably to the IEQ paper. She expected to contact us



Weekly Report FY2:22

this week for additional information if required. No further calls received this week. If all goes according to plan, South Africa will submit the necessary documents to Contracts so that IEQ will receive a buy-in from this Mission before the close of this fiscal year.

Contact with Domestic Research and Development Community

1. Jane, Steve and Ray traveled to the National Center for Adult Literacy in Philadelphia to meet with Dan, Laurie (NCAL) and Cliff (FWL) on 27 May. The purpose of the meeting was to review progress to date in establishing linkages between IEQ activities and the labs and centers. We began by reviewing our interpretation of A.I.D.'s rationale for including this linkage in the contract and brainstormed strategies for strengthening this relationship. We've agreed and are enthusiastic about hosting a "major conference" in September that brings together outstanding US researchers and educators and some members of our host country teams. The idea is to create a forum where educational trends (particularly in the US) can be summarized, our host country colleagues will have an opportunity to discuss their projects and receive feedback from some of the presenters, and personal contacts will be established. A more complete discussion of our early thinking on this conference will appear in the next weekly report.

Africa Bureau Buy-In

1. Ash, Diane and Gretchen met with the ARTS/HHR/ED team in order to model the information already contained in the database, demonstrate ways in which the information can be used in its current state and brainstorm about next steps for developing the database.
2. The ARTS/HHR/ED team also took part in a series of meetings to discuss the development of the analytical agenda framework and held a series of meetings to discuss the upcoming conference tentatively scheduled for Ethiopia in January.

Administrative

1. We distributed Trip Report #12, Josh and Steve's trip to Mali.
2. Jane attended the 25 May International Multi-Channel Action Group for Education Steering Committee meeting.

NOTE: The reporting period covers 17-28 May 1993.

Lara Carroll 5/28/93



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

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Improving Educational Quality Project

3 May - 14 May 1993

Country Status

1. Ghana. Jane, Abi and Don have arrived in Ghana. Jane reports from the field that the seminar for the RTLs is proceeding very well, despite the campus being shut down due to a workers' strike at the University of Cape Coast.
2. Guatemala. Ethnographic work in the communities with parents is underway and test and nutritional status data are being analyzed. We have approved Juárez and Associates' request to proceed with equipment procurement for the IEQ office in Guatemala and sent a cable draft requesting country clearance for Ray's upcoming trip to the COTR.

Contact with Domestic Research and Development Community

1. Steve and Jane met with NCAL to discuss NCAL's collaboration with IEQ and possible future activities in Mali. We will continue discussions with NCAL and FWL in Philadelphia on 27 May.

Africa Bureau Buy-In

1. The ARTS/HHR/Ed team met on three occasions, during which it fleshed out the upcoming three months activities, discussed writing the Impacts of NPA paper and began planning the HRDO conference tentatively scheduled in early November. The team also developed a speech for Atwood for the African American Institute.

Administrative

1. The 3-4 May meeting, *From Knowledge-Building to Knowledge-Utilization: Who Benefits and How?*, was well attended. The agenda, list of participants and a summary of the meeting is attached.

NOTE: The reporting period covers 3 May through 14 May 1993.

Ana Carroll
5/17/93

From Knowledge-Building to Knowledge Utilization: Who Benefits and How?
3-4 May 1993

Day 1:

Introduction:

The meeting began with Paul Spector and Jane Schubert welcoming the participants (see Attachment 1) to IIR and Jerry Messec introducing the participants and the topic of discussion. Following this, brief summaries were given of each project represented – IEES, ABEL, CDC, LearnTech, and IEQ.

Participants showed a keen interest in products and, specifically, how to organize projects to facilitate documentation. Following are the issues that were raised:

I. Central Projects vs. Regional Projects: Why do we have central projects? What do regional bureaus expect from central projects?

Strengths of central projects: The Latin America and the Caribbean Bureau (LAC) sees central projects as a way of accessing something not yet in the missions' portfolios. Regional projects function as general support offices to the mission. The Africa Bureau (AFR) turns to central projects for brain power, people power, and breadth, relying on their relative continuity.

Both LAC and AFR emphasized that they looked to central officers for innovations; in addition, central offices provided needed peer and quality review of bureau activities. The comparative advantages of central projects were identified as: 1) they serve to promote new directions for services and products, and 2) they provide comparative capacity across countries and regions.

II. Definition of Product: The "product" of central projects was broadly defined as "the fruit of comparative experience." It was noted that this definition has changed through the years. A product used to be characterized as something that had nice front and back covers and shiny pages in between, but is no longer defined as such. IEES noted that this broader definition requires that projects now plan to capture what lessons have been learned from the experiences of planning and implementing programs, in addition to the documents and technological tools which have been produced.

III. How do you projects manage to ensure that reflection takes place?

A. Bring key actors together to clearly define roles.

- IEES: As a conceptually-based project (as Frank Method noted, IEES began country assistance with no diagnoses, but with a systemic approach for data-based analysis and planning), IEES had to engage counterparts in ongoing debate to define activities and to specify outcomes. Because of the international scope (10 countries) of the project, a high level of resources was required.
- ABEL: Lome, Togo conference (response to request from REDSO)
- LearnTech: Meeting in Bolivia

- ABEL recommends that you ask the following questions: Were all the key actors involved? What's the process of keeping the key actors involved?

B. Make sure people are aware that you continue to focus on a few key questions. They will then come to you with requests for information.

Day 2:

IV. Documentation and Dissemination Issues:

On Day 2, we continued the discussion of Documentation, Dissemination, and Utilization. Jerry Messec presented an overview of IEES work to capture project experiences, tools and products in the most useful way for use by educators in developing countries, USAID, other educational assistance agencies and professionals. (An outline of this plan is provided in Attachment 2.)

ACTEFF (Access to Educational Efficiency). Because IEES work for ten years across 10-12 countries has produced an extraordinary number of technological tools, manuals, and documents, a computerized and hard-copy modular access tool is being developed. ACTEFF will be organized by IEES conceptual pathways (sectoral approach, data-based analysis, EMIS, etc.) which will lead users from concepts to strategies to tools to implementation experiences to documents.

IEES SUMMARY will provide a concise and clear summation of the project's design, its concepts and strategies, and what it has achieved. This is being prepared not only from project records, but from in-depth interviews with the original project designers, the professionals who implemented the assistance, and the educators who worked with IEES in the collaborating countries.

LIFE HISTORY OF IEES provides the experiences of implementing a large-scale, multi-national educational assistance project. Papers are being written by project staff to summarize the goals and outcomes of the IEES research agenda, the conceptual foundations of the project, and case studies of its work in the countries.

SYSTEMS APPROACHES TO IMPROVING EDUCATION provides a review of the IEES strategies and experiences in applying a systems approach to educational systems in developing countries.

PLANNING AND IMPLEMENTING EMIS a review and analysis of IEES work in this area.

- *The Importance of History and Context:* In the discussion following Jerry Messec's presentation it was stressed that history and context are of utmost importance in describing a project's design and implementation processes.

- *Extreme Cases:* It was also recommended that when IEES describes its "extreme" cases they write not only about what happened in their project, but also about what people who are going back into these countries – Somalia, Liberia, and Haiti – can expect.

Each project was then asked to discuss what their project can learn from the IEES experience.

ABEL:

Kurt Moses noted the following:

1. A "How To" manual for designing projects would be useful in countries where educational reform might not normally occur. He also recommended a set of implementation guidelines for each of 10 issues – teacher training, provision of instructional materials, etc. – which can lead people to sources that describe experiences in other, similar projects. Other participants agreed with the latter, saying it would be very useful for practitioners in developing countries who are eager to start their own projects. Noel McGinn's "Manual for Managers" was

mentioned as a product soon to be available that may serve this function.

2. Documentation of what consistently goes wrong across countries in specific types of project after one year, two years, etc. would be helpful at the project design stage. An example was given of a school construction project, making the point that after one year we often find that many of the new schools are dilapidated due to a lack of maintenance funds.
3. We must remember that the focus of the 90's is different from those of the past two decades. People are now most interested in democracy and participation issues. Furthermore, programs should focus on the benefits that extend beyond the sphere of education, projecting the likelihood of countries getting on a curve of democracy and environmental efficiency.

LearnTech:

- A. After listening to the IEES presentation, Mike Laflin visualized three stages in planning a package for decision-makers in country.
 1. What? The first stage describes what the program looks like, e.g. a video of schoolchildren interacting with an existing radio learning project in Bolivia, and what sort of decisions will need to be made if the country were to invest.
 2. So what? So you are interested. What do you have to build? Who do you have to train? What fit is there with already existing materials?
 3. Now what? What are other people doing in this area? Will the Clearinghouse for Development Communication still be there for support after LearnTech is just a fond memory?
- B. Document the work of the Bolivians who created a successful radio program. How did they do it? What was the impetus for the innovation? How was it funded?
- C. LearnTech is documenting what has changed theoretically on interactivity over the years. As LearnTech expands into topics such as the environment, how does interactivity function?

IEQ:

Lessons for IEQ:

1. IEQ needs to have a structure in place for products. It was noted that the IEES structure of documentation overlaps with IEQ's early conceptualization.
2. We should be documenting that here is *what we know*, here is *what we do not know*, and here is *why* we don't.
3. By the end of the project we should be able to relate systems decisions to what is going on in the classroom and document how classroom experiences inform decision-making at the policy level.
4. Keep a running account of what is expected, what is discussed, what is implemented,

etc. that is not necessarily written for the benefit of the funding source or for publication. This account can provide a rich historical text especially useful during end-of-project documentation. The Ghanaian researchers have already been advised to keep a journal of their experiences in the classroom.

5. IEQ should consider including what other donors are doing in the same sector when planning future products.
6. The distinction between insiders and outsiders was useful, and IEQ should be clear about which audience it is trying to reach. Products must be disseminated to the laypeople in order to get the importance of education back into the popular consciousness. Information should be reduced to practically usable outcomes that are useful for developing country practitioners, teacher trainees, students in undergraduate and graduate institutions, etc.
7. Think about other forms of media, not just paper, e.g. a video of a day in the life of a Ghanaian child, as a possible products.
8. Ask the audience if the intended product is going to be useful before producing the product.
9. Stress successes.

V. Unfinished business:

Topics mentioned as integral to documentation and dissemination but not discussed were long-term collaboration, strategies for dissemination, the use of regional networks and training institutions for distribution of products, and coordination with the World Bank.

Agenda

Monday, 3 May 1993

- 1:00 Welcome/Introductions
Discussions of purpose, agenda and outcomes
- 1:30 Overview of R&D/Ed Projects (@ 15 minutes): Where We Are Now (this is intended to be a brief overview of the projects at this time—relating the different goals of each project to the purpose of this meeting)
- | | |
|-------------|----------------|
| ABEL: | Kurt Moses |
| BRIDGES: | |
| IEES: | Jerry Messec |
| IEQ: | Jane Schubert |
| CDC: | Valerie Lamont |
| Learn Tech: | Mike Laflin |
- 2:30 From Knowledge-Building to Knowledge-Utilization: Who Benefits and How?
Facilitator: Sam Rea
- Project Strategies for Knowledge Use: ABEL, BRIDGES, IEES, IEQ, LearnTech (discussion of central project strategies and experiences in knowledge use. Clearly, different strategies are devised for different audiences and for different types of knowledge: statistics, research findings, tools, etc. This discussion is intended to focus on what strategies have worked within the varied missions and implementation contexts of the central projects)
- 4:30 Wrap-up/summary of discussion: What have you learned that is helpful for:
(1) USAID; (2) your project; (3) the world at large?
(overnite reading: draft paper by Messec)
- 5:00 Adjourn

EVENING RECEPTION (at home of Jane Schubert)

Tuesday, 4 May 1993

- 9:00 Review of previous day's discussion & reactions to overnite reading
- 9:30 Emerging Project Issues: Discussion of emerging project issues regarding knowledge transfer and use (by each project—as relevant/needed)
- 10:30 AID R&D/ED Central Projects: An Overview
Facilitator: Sam Rea
- 11:30 Wrap-up: summary of meeting
Emergent issues/needs (as relevant/needed)
- 12:00 Adjourn

From Knowledge-Building to Knowledge Utilization: Who Benefits and How?
3-4 May 1993

Improving Educational Quality**Institute for International Research**

1815 N Ft Myer Dr, Suite 600

Arlington, VA 22209

Telephone: 703-527-5546

Fax: 703-527-4661

Paul Spector

Jane Schubert

Steve Anzalone

Ina Laemmerzahl

Gretchen Hummon

Juárez and Associates, Inc.

1725 K St, NW #608

Washington, D.C. 20006

Telephone: 202-331-7825

Fax: 202-331-7830

Ray Chesterfield

University of Pittsburgh

5M36 Forbes Quad

Pittsburgh, PA 15260

Telephone: 412-648-7172

Fax: 412-648-5911

Don Adams

Clearinghouse on Dev't Communication**Institute for International Research**

Valerie Lamont

OERI, Department of Education

Suite 600

555 New Jersey Ave, NW

Washington, D.C. 20208

Telephone: 202-219-2000

Fax: 202-219-1466

Robert Leestma

Advancing Basic Education & Literacy**Academy for Educational Dev't**

1255 23rd Street, NW

Washington, D.C. 20037

Telephone: 202-862-1900

Fax: 202-852-1947

Kurt Moses

Tom Tilson

John Hatch

U.S. Agency for International Development**Office of Education**

Bureau for Research and Development

Washington, D.C. 20523-1815

Telephone: 703-875-4700

Fax: 703-875-4751

Sam Rea

Frank Method

Jim Hoxeng

Africa Bureau/ARTS/HHR

Room 2744, NS

Washington, D.C. 20523-0089

Telephone: 202-647-8259

Fax: 202-647-7430

Julie Rea

Latin America Bureau/DR/EHR

Room 2239, NS

Washington, D.C. 20523-0010

Telephone: 202-647-7921

Fax: 202-647-8151

Norm Rifkin

IEES**Florida State University**

Learning Systems Institute

Tallahassee, Fl 32306

Telephone: 904-644-2570

Fax: 904-644-3783

Mike Basile

Jerry Messec

BRIDGES**Harvard Inst. for Int'l Development**

Harvard University

One Elliott Street

Cambridge, MA 02138

Telephone: 617-495-9721

LearnTech**Education Development Center**

1250 24th Street, NW, Suite 300

Washington, D.C. 20037

Telephone: 202-466-0540

Fax: 202-223-4059

Michael Laflin

IEES END-OF-PROJECT DOCUMENTATION

ACTEFF

(Access to Educational Efficiency)

A Guide to IEES Experience,
Tools, and Products

(modular and disk)

IEES Project Summary

(Approximately 80 Pages)
(Non-technical Language, French)

- A. Concepts and Strategies
- B. Accomplishments and Challenges
- C. Voices from the Field

A Life History of IEES

Papers Prepared By IEES Central Staff On Experiences Of Implementing The 10-year, Multi-country Assistance Project

- An Analysis of the Conceptual Foundations of IEES
- Policy To Practice: An Overview Of IEES Research
- Extreme Cases: Educational Assistance to Haiti, Liberia, and Somalia
- Emerging Dragon: IEES Assistance to Indonesia

IEES: Systems Approaches to Improving Education

Project Strategies and Experiences in Systems Approaches to Analysis, Planning, and Instructional Design

Planning and Implementing EMIS: IEES Experiences

(Five Volumes)

1. IEES Strategies and Early Experiences (completed)
2. Eight Years of EMIS Experience (completed)
3. Ten Years of EMIS Experience
4. Improving Educational Quality through Information (w/IIEP) (completed)
5. Information for Decentralization (IEES/EPP)



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

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Improving Educational Quality Project

19 April - 30 April 1993

Country Status

1. Ghana. During his brief visit to Ghana, Steve met with the RTLs to discuss their research findings and recommendations for workshop topics. He returned with a list of documents requested by the RTLs from Pittsburgh's Guide to Sources. We will forward this list to Pittsburgh. Dr. Yakubu met with Habib and Sandy on 28 April to discuss the forthcoming seminar and to come up with an agenda. Jane discussed seminar plans with Abi and Don, who will be delivering lectures on the problems of qualitative research and on building a knowledge base for research on improving the quality of primary education in Ghana. Jane also talked with Cliff about the possibilities of FWL providing professional development seminars on the relationship between instructional materials and achievement and related educational issues for presentation in Ghana later this summer. We received COTR's approval of consultant services for Don Adams and Abigail Harris, and the cable requesting Mission travel concurrence has been sent. We have received no word on the MOU.

2. Guatemala. Classroom observations continued in comparison schools. A draft of the Quarterly Report of HCRT activities was prepared for submission to USAID and the Ministry of Education. Data collection procedures were developed for ethnographic work in local communities.

3. Mali. Details of Steve's recent trip to Mali will appear in the trip report. We sent revised cooperative agreements with original signatures for IPN and ISFRA which reflect USAID/Mali's new policies with regard to the per diem payment.

4. South Africa. We responded to the Missions questions/comments on our proposed scope of work and submitted a proposed budget for Mission review. We also responded to Cheri's request for materials on early childhood contacts in the U.S.

5. Uganda. We are looking forward to a response to the paper we submitted to Patrick Fine.

Contact with Domestic Research and Development Community

1. We will meet with Dan Wagner of NCAL on Tuesday to discuss possible work in Mali during the summer.



Africa Bureau Buy-In

1. Diane arrived in South Africa, where she will prepare a workshop on quality and research and will visit the various grantees. Diane will be back in the office on 3 May.
2. Ash has returned from his trip to Malawi, Swaziland and Paris.
3. Jane, Frank, Ash and Julie discussed expanding the Buy-In's scope of work and revising its financial structure. Peter will submit proposed changes to Contracts. Discussions also focussed on developing a relationship with ERNWACA (Educational Regional Network for West and Central Africa).

Administrative

1. IEQ is continuing with arrangements for the 3-4 May meeting, *From Knowledge-Building to Knowledge-Utilization: Who Benefits and How?* with participants from ABEL, BRIDGES and IEES, Learn Tech and CDC. Topics for discussion will include central project strategies and experiences in knowledge use and emerging project issues regarding knowledge transfer and use.

A handwritten signature in cursive script, appearing to be "J. L. ...".

5/5/93



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Arlington, VA 22209 USA

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Improving Educational Quality Project

12 April - 16 April 1993

Knowledge Building

1. We received the following documents:

Fraser, B. J. (Ed.). (1987). *The Study of Learning Environments*. Volumes 1, 2 & 3. Perth, Western Australia: Curtin University of Technology.

United Nations. (1991). *Women: Challenges to the Year 2000*. New York.

Country Status

1. Ghana. Dr. Yakubu informed us that arrangements for Steve's meetings with the Dean of Education and the RTLs were in place. We suggested to Dr. Yakubu that, since the upcoming seminar focusses on the recent data collection activities, it might be most effective if only the RTLs--and in selected sessions, the other IEQ data collectors--invited to participate. We also offered the services of Don Adams to conduct a lecture for the entire Faculty of Education. Jane and Don will be accompanied by Abigail Harris, Assistant Professor at the Graduate School of Education at Fordham University. Abi will help to identify topics for the seminar, prepare a tentative schedule, and conduct the seminar. She will also prepare the following: a summary of seminar activities and accomplishments; an annotated list of professional development needs for CRIQPEG; and a brief summary of subsequent research options to use as a basis for discussion with Ministry, Mission and Ghana Education Service. We have begun travel arrangements for the next trip. We have still not received the MOU.

2. Guatemala. Observational data is being collected in comparison schools, and the data from experimental schools is being cleaned and entered. At the request of Nueva Escuela Unitaria, IEQ developed an instrument to assess teacher's reaction to in-service training. Results of the application of this instrument are being analyzed to provide feedback to the developers of the model. The MOU has received signatures from all parties. We sent the original MOU and copies to the Mission and Ministry via Federal Express on 12 April.



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Improving Educational Quality Project

29 March - 9 April 1993

Knowledge Building

1. We forwarded Don's knowledge building plan to the COTR and await his response.
2. Mark Ginsburg will complete Leo Klopfer's paper on *Conducting Research in School Classrooms to Improve the Quality of Instruction*.

Country Status

1. Ghana. We spoke to Sandy, who notified us that the MOU was scheduled to receive the Ministry's signature on Wednesday and that UCC has made plans for the CRIQPEG building to share some space with an alumni association and another educational group. She also agreed that the seminar should be postponed until the CRIQPEG team has summarized its findings and completed their preliminary reports. We also sent a fax to Dr. Yakubu, informing him of Steve's impending visit and asking him to set up meetings with CRIQPEG and Dean Pecku.
2. Guatemala. We received the COTR's approval and signature on the MOU. Testing has been completed in the experimental and control schools; observations continue in the control schools. Dr. Baessa, the HCRT Coordinator, will meet with the HCRT to discuss data entry and reduction.
3. Mali. We submitted the draft of the cable clearance request for the next IEQ trip to the COTR. The cooperative agreements for IPN and ISFRA are being translated, and we sent the final version of each budget to IPN and ISFRA. Josh Muskin met with IEQ senior staff to go over plans for the upcoming training. We also received NCAL's input on what phenomena IPN should watch when observing how reading and language is being taught in grades 1 and 2.
4. South Africa. We completed the draft of the concept paper and faxed a copy to Jennifer Bisgard (USAID/Pretoria) for Mission feedback.
5. Uganda. Jane continues work on the Uganda concept paper.



Weekly Report FY2:18

Contact with Domestic Research and Development Community

1. Jane and Bob Leestma gave a presentation on IEQ to Directors of Regional Educational Laboratories. John R. Sander, Deputy Executive Director of the Appalachian Educational Laboratory in West Virginia expressed an interest in continuing discussions with IEQ. This lab also runs the ERIC Clearinghouse on rural education.

Africa Bureau Buy-In

1. Diane attended a Curriculum Study seminar--the second meeting with panel of experts and two consultants to discuss findings and first (final) draft of report; assisted in the preparation of analytical agenda questions/meeting; met with Larry Heilman, Team Leader for Botswana MER, to discuss what indicators should be used for education strategic objectives; attended an ARTS division meeting; attended the Guinea evaluation briefing; finalized the ARTS brochure; and worked on the final draft of the DFA report.

Administrative

1. We received approval for consultant services from COTR for Gretchen Hummon and Mark Ginsburg. Gretchen will continue work on an inventory of instruments used to observe classroom activity for the core contract and will identify, collect and organize documentation on basic education programs in sub-Saharan Africa for the requirements contract (Africa Bureau Buy-In). Mark will complete Leo Klopfer's paper on *Conducting Research in School Classrooms to Improve the Quality of Instruction*.

2. The COTR has delegated technical oversight and coordination of the Africa Bureau Buy-In activities to Julie Rea. She will keep the COTR fully informed of Buy-In progress.

NOTE: the reporting period covers 29 March through 9 April, 1993.

4/14/93



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

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Improving Educational Quality Project

22 March - 26 March 1993

Country Status

1. Ghana. We met with Dr. Eshun, one of the Research Team Leaders, who brought us up to date on recent CRIQPEG activities. We sent a fax to Dr. Yakubu asking the Team Leaders to provide suggestions about the topics they would like to include in our upcoming seminar and if early May is a more appropriate time for the seminar. Since the focus of the seminar is to review the CRIQPEG's findings on the small-scale study, the teams need to have completed their preliminary analyses prior to the seminar. CRIQPEG has requested a two-week extension for the preliminary reports. We have also asked Dr. Yakubu to copy all correspondence to Sandy so she can be fully informed about CRIQPEG progress and events.

We also sent a fax to Sandy (unable to reach her by phone) stating that we are waiting to hear from Yakubu on the items mentioned above and asking her to inform us about the status of the MOU. Signatures were being obtained during Jane's January/February visit. Jane also requested additional, more specific information about Mission expectations for the forthcoming seminar. Habib wishes to provide \$5,000 to support materials purchase and other commodities if the entire School of Education faculty is included (described in Jane's Trip Report). The IEQ needs for the seminar are clear and planning agendas, ordering materials etc. to meet unstated faculty needs will dilute our effort.

Steve will stop by Ghana en route home from the Mali workshop to meet with the Research Coordinator, the Research Team, the Dean and perhaps the Vice Chancellor to discuss the changes in the CRIQPEG personnel and to obtain a realistic picture of the data collection so we can plan and schedule the next seminar. He will, of course, meet first and last with Sandy and Habib at USAID/Ghana.

2. Guatemala. Regional Supervisors are collecting quantitative data, field researchers are collecting qualitative data in the experimental schools, and data entry has begun. The MOU is being reviewed by IIR's Finance Officer, Peter Kapakasa. We anticipate his approval soonest so it can be forwarded to the COTR for appropriate signatures. Expect Ray Chesterfield home 2 April.



Weekly Report FY2:17

3. Mali. We were unable to reach Mr. Dembele (ISFRA) to ascertain his feedback to the dates we have proposed for holding the project design workshop (13-16 April). We have begun travel preparations for Steve and Josh Muskin.
4. South Africa. Jane and Paul met to discuss the outcomes of their meetings in South Africa and are developing a framework for the concept paper. They plan to submit an outline of the concept paper for South Africa for Mission review by the end of next week. We have sent a fax to Jennifer Bisgard (USAID's Supervisory Basic Education Officer in Pretoria) informing her about the status of our response.
5. Uganda. We sent a fax to Patrick Fine (the Mission's Education Officer) informing him that we have begun working on the draft of the concept paper for Uganda.

Contact with Domestic Research and Development Community

1. We received the French version of NCAL's review of the literature on the issue of teaching handwriting. Steve will distribute this on his next trip to Mali.
2. Jane, Paul and Diane attended the AID workshop on "Rethinking the Learning Community" at AED. There was useful and provocative discussion. Jane suggested that a follow-up session be held so that some of the useful ideas can be linked to our work in the field. Will pursue this idea. Such a seminar may also serve the "larger" purpose of involving some of the best and brightest in discussions about the IEQ vision and our progress to date. It could be a very useful first step.

JGS footnote to the workshop: IEQ is charged with strengthening linkages to the domestic educational community and the project has hosted several noontime seminars during the life of the project. Both activities may benefit from collaborative efforts. If future seminars are planned with representatives from the domestic community or colleagues from other domestic or international institutions, IEQ would welcome the opportunity to share in planning and presentations.

3. We have obtained memberships in the following ASCD networks: Wholistic Education; Early Childhood Education; and Instructional Supervision. We have also joined (and have begun receiving newsletters from) the following AERA special interest groups: Classroom Observation; Research Focus on Education in the Caribbean and Africa; Study of Learning Environments; and Textbooks, Textbook Publishing and Schools.



Africa Bureau Buy-In

1. Jane, Peter, Ash, Diane, Juani, Julie Rea (ARTS) and Frank Method (COTR) met to review the status of the ARTS buy-in and identify forthcoming requirements within the scope of work. A summary of this meeting is attached and will be circulated to all participants. The follow-up will be a revised scope of work and budget, subject to the COTR's approval, that will be submitted to Contracts.
2. Diane and Ash continued their work on scoring countries for the AID/DP.
3. Ash left for Malawi, Swaziland and Paris. In Malawi, he will continue research on DFA programs, including equity issues, and will draw up a strategy plan for the educational statistics section in the Ministry of Education and Culture. In Swaziland, he will provide suggestions to the Mission for the economists' scope of work and will brief them on the Abidjan Conference. In Paris, Ash will attend meetings of DAE working groups on educational statistics, textbooks and examinations

Administrative

1. Suggest that IEQ monthly staff meetings (IIR, Juarez, Pittsburgh, A.I.D.) be scheduled on the third Thursday of each month. The extended IEQ family will receive an open invitation (e.g. R&D/Ed, ARTS, Latin America Bureau, FWL, NCAL). Let's also consider a regularly scheduled "roundtable" or IEQ discussion around one of the substantive issues of the project, such as our January meeting on "defining quality." If this was held on the same day as the staff meetings, Adams and others could attend.
2. Pursuant to discussions with Don Adams in Jamaica and Sam and Frank during the workshop, we would like to move forward on an informal, but structured meeting, with key folk from other projects in the AID portfolio (BRIDGES, IEES, ABEL) to discern connections between these projects and IEQ and to learn how IEQ can benefit from these experiences.
3. We submitted the proposed plan for the International Coordinating Committee on Educational Quality to the COTR.

**IEQ/ARTS Meeting
23 March 1993**

Participants: Jane Schubert, Peter Kapakasa, Diane Vanbelle-Prouty, Ash Hartwell, Juani Bentin, Frank Method & Julie Rea

1. Clarification of SOW

Following are the AFR/ARTS/HHR/Education team strategic objectives.

Task 1:

The team will analyze the processes and context of change in African education in the 11 countries in sub-Saharan Africa and develop a data base for this information. Currently the team is working collaboratively to collect the information and initial visits have been made to Benin, Ghana, Guinea, Malawi, and Mali to gather information for the data base. TDY's are in progress for Botswana, Swaziland and South Africa. Gretchen and Ash are developing the database.

Task 2:

The team will work collaboratively with missions (and host countries) to define Fundamental Quality Levels (FQL). The dialogue is currently taking place in Benin, Namibia and Mali. Part of this activity flows out of the technical support that the team provides to various missions.

Task 3:

As activities 1 & 2 evolve, the team will be able to identify and specify information needs which will allow them to conduct/oversee select follow-up activities such as an equity study, NPA study, curriculum study, African students data base, etc. Individual team members assume responsibility for each study and will work collaboratively with host country researchers as needed. Although preliminary work has already begun on these activities, the majority of the work here will take place in a later phase of the work schedule.

Suggested Additional Task:

The team will establish links to the professional community including academic/research institutions and professional organizations (CIES, AERA, ASA, SID, African Students Association, etc.). Furthermore, each team member tracks the activities of various Donors to African Education (DAE) working groups and acts as the liaison between the working group and HRDO and/or host governments.

2. ARTS Team Roles & Responsibilities

- (a) Ash is in charge of the database, information systems, and indicators.
- (b) Diane is in charge of the curriculum development, teacher training, and works collaboratively with Joy Wolf and Karen Tietjen on equity and girls participation.
- (c) Joe Destefano is in charge of the NPA (Non Project Assistance and Conditionalities).
- (d) Joy Wolf is in charge of equity and community participation.

(e) Karen Tietjen is in charge of the economics of education and girls participation.

3. **Budget Implications/SOW**

Ash will prepare resource allocation plan and revised budget to reflect the scope of work. This will be submitted to Frank and Julie for approval before forwarding to Contracts.

4. **Personnel**

Gretchen Hummon as a full time IIR employee – 50% IEQ ARTS buy-in, 50% IEQ core.

5. **Procedural Clarifications**

Frank Method and Julie Rea will shepherd the documents necessary for Julie to sign-off and approve action, purchases, travel orders for IEQ/ARTS buy-in personnel. IIR will wait for a letter from Frank Method



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Fax: (703) 527-4661

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Improving Educational Quality Project

8 March - 19 March 1993

Knowledge Building

1. We received a report from Far West Lab on the relevant research and instruments related to factors that affect children's capacity to learn upon school entry and Spanish versions of self-esteem measures. Summaries of selected reports and the full reports have been received. The report is attached to this document.
2. Pittsburgh has submitted a plan for IEQ knowledge-building activities through life of project. Jane met with Mark Ginsburg and Don Adams during the CIES meetings in Jamaica. We agree that the knowledge-building tasks need to be more closely aligned to the country activities. Don will meet with IEQ core staff monthly to help bridge these efforts. Jane will discuss other strategies for strengthening this relationship with the COTR.

Country Status

1. Ghana. Dr. Yakubu's most recent communication informed us that four of the research teams have finished the data collection and that the other teams expected to have completed their collection activities by 19 March. Dr. Yakubu has asked Dr. Frimpong to replace him as RTL, and Dr. Quist has taken over as RTL for Dr. Eshun, who is currently visiting the U.S. The RTL's have requested a two-week extension to summarize their findings and write their preliminary reports, which would mean postponing the April seminar until early May. We have requested clarification from Dr. Yakubu. We also sent a fax to Sandy updating her on the recent project developments. The Mission wishes to provide funds that will support the expansion of the forthcoming seminar at Cape Coast to include all faculty at the School of Education. Jane has requested clarification of the Mission's expectations.
2. Guatemala. Training of fieldworkers and test administrators has taken place and testing and observations in the classroom have begun. The Memorandum of Understanding with signature of the Minister (or Vice Minister - we can't read it) and the Mission Director is being reviewed by Peter Kapakasa, after which it will be sent to the COTR for the appropriate AID signature.



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3. Mali. We sent a message to Chahine asking for feedback on the dates (early April) proposed for the design workshop. We have finished drafting cooperative agreements and are finalizing budgets for the IPN and ISFRA studies. We submitted and received approval to employ Josh Muskin as a consultant to lead the upcoming design workshop. The IEQ core staff will meet with Josh on 5 April to brief him on other core training activities and to plan the workshop in Mali.
4. South Africa. We're home, finally! A very comprehensive and enlightening series of meetings with policy folk and visits to several NGO's resulted in agreement for IEQ to prepare a concept paper on IEQ activities. Details on this to follow in the trip report and the concept paper. It is doubtful that IEQ could support research that would generate useful information for decisions that will be made during the next 6-12 months, but rather our strategy will be to "build knowledge" about program impact that is potentially useful in the long term.
5. Uganda. The brief visit to Uganda responded to a request from Patrick Fine to continue previous discussions for a buy-in to IEQ. Patrick is interested in establishing a program of evaluation research in a Ugandan institution (e.g. Makerere University), that includes studies on the effect of the SUPER project (does increase in remuneration lead to an increase in instructional time?). IEQ will prepare a brief concept paper for the Mission.

Africa Bureau Buy-In

1. Diane and Ash attended three meetings with HHRAA to define an analytical agenda with ERNWACA and scored the country allocations for Development and Planning. Diane began work on the final draft of the Curriculum Study.

Administrative

1. Jane, Don Adams and Mark Ginsburg delivered a presentation about IEQ at the CIES meeting in Jamaica. They distributed a copy of Don's paper on defining quality, the IEQ working definition of educational quality and a copy of the table of contents of Don's paper on implementing quality.
2. Jane also spoke to Noel McGinn and Jerry Messick about scheduling a meeting with some BRIDGES and IEES folks to learn how IEQ can benefit from their experiences, build upon some existing professional linkages, and if appropriate, complement their activities.

NOTE: The reporting period covers 8 March - 19 March, 1993.

Ann Cunniff 3/24/93

OVERVIEW

IIR has made two requests of the Far West Laboratory: first, to explore relevant research and usable instruments related to the factors that affect children's capacity to learn when they enter school; second, to seek out Spanish versions of self-esteem measures for possible use in Guatemala. This report responds to both, providing key excerpts from the most relevant literature together with a guide to that literature, and copies of instruments that may be suitable for adaptation. We begin with a few overview remarks.

1. Identifying the characteristics of those entering school.

The request made of the Far West Laboratory was to explore the factors that influence what the child "brings to the classroom", when he or she enters school in countries such as Ghana, Mali, or Guatemala. There was to be a particular priority given to such factors as nutrition, physical impediments, and other non-cognitive characteristics of children. The focus was to be particularly on what U.S. research and experience has to offer, while keeping in mind potential applicability to the developing countries participating in the "Improving Educational Quality" project.

Generalizations to the developing world must be made with caution, and with major adaptation of instruments used and developed in the U.S. context. In the U.S., several decades of investment in "Special Education" have produced fine-grained diagnostic instruments to identify individual learning impairments, and an array of rehabilitative methods to be used early in a child's academic career. Those rehabilitative methods typically involve a good deal of specialized time with particularly trained teachers, using well-developed techniques to deal with such reading impediments as dyslexia, attention disorders which disrupt the ability to concentrate, hearing, visual, and other physical disabilities, behavioral disorders, and an array of other impediments to effective classroom learning. Similar efforts have been directed toward students' inability to understand the language of instruction, increasingly common in our multi-cultural society, and often confused with cognitive inadequacy.

The cost of these intervention strategies for those who enter school with learning impairments are among the highest-cost elements of U.S. educational expenditure at the primary level. The overall success of the efforts, relative to their cost, is debatable, but there is no question that many individuals have had their lives changed as a result, and have gone on to become effective learners as a result.

In the countries in the IEQ project, interventions on the individual level are likely to be much more limited, because of the severe cost constraints and the lack of trained special education personnel. There may, however, be strategies that are usable for substantial groups of students, at affordable cost. Screening in terms of major impairments may help suggest important changes in overall policy, school practice, or classroom practice. The importance of such interventions would depend on the

frequency with which children enter with such difficulties, which today is unknown in most developing countries.

The IEQ project participants might make a major contribution to educational policy considerations initially by undertaking a sample survey of a few schools, to identify the rough proportion of early primary students with major difficulties likely to impair their ability to move successfully through school. Without such data, the seriousness of the problem and the particular contributors to the problem remain unknown.

It is quite possible that in certain areas very large numbers of learners will be shown to have major difficulties. In those cases, the potential of special classes, taught by teachers given in-service training in adaptive techniques, might be practicable at minimal cost. Given the funding already going into in-service training, the addition of training modules to identify major learning disabilities would appear to be feasible, if teachers are then provided with straightforward screening instruments.

The development of a battery of instruments for early screening and local scoring would appear to be quite practicable, especially if the effort were to identify those with the most major impairments. At the very least, a sensitization of the classroom teacher to the difficulties faced by some children and to practical, simple techniques for accommodating to some of them would be a step forward (For example, placing hearing and vision impaired students near the front of the class--instead of at the back, where "slow learners" are typically placed).

Nutritional screening of specific classroom populations may not be readily practical in terms of individual young children. While very effective and accurate questionnaire instruments exist for adults, children are less readily able to report on their dietary intake, and blood tests for such nutrients as iron are not in the school's domain. Nevertheless, reasonable estimates of community-wide deficiencies often exist within the local public health community. Supplementation with Vitamin A at the community level is proving widely effective in many countries, and school lunch or school breakfast programs are often feasible, although evidence of effectiveness is mixed. In the generally poor nutritional conditions of most developing societies, supplementation through a daily multi-vitamin may have a highly advantageous effect, even if basic calorie-protein malnutrition for children may be less amenable to significant change.

In sum, it is very likely that certain no-cost or low-cost interventions can ameliorate some of the factors that impede the ability of large numbers of children to succeed in school. An initial step perhaps should be to identify, in the IEQ countries, the gross proportion of children who may bring such impediments to the classroom situation, through a small sample survey. The Far West Lab would be pleased to be a participant in assisting any such effort. A useful initial step could be a planning workshop bringing together a small number of U.S. experts and a few of the IEQ country participants, to review the matter and to sketch out instruments that could be put into practical use in their country contexts: FWL would be glad to organize and host such an effort.

We would like to note that this discussion has not focussed on the vitally important cognitive, cultural and linguistic factors that may impede success in the early grades. The impact of instruction in other than the native language of the child is well known, of course. Less focused upon are the factors of differing cultural norms with regard to such factors as participation of children in discussions, differential preferred learning styles, and other cultural and individual factors that sometime make for a mis-match between early school practice and how the child has naturally learned up to that point. The famous studies by Cole and Gay of mathematics learning in Liberia show the very different entering abilities children of those ethnic groups have, based on very different pre-school experiences and radically different language structures. Their research has asserted, for example, that applying underlying principles to new mathematical situations runs counter to the styles of traditional learning in which the child has been socialized. Conversely, the groups studied have areas of advantage over western students in some forms of mathematics, especially topological reasoning. Remarkably little has been made of these approaches in developing strategies to improve early education in the developing world.

Finally, a brief note is in order on the discrepancy between education in most schoolrooms and current knowledge of the psychological foundations of effective teaching and learning strategies. The U.S. is in the throes of a series of genuinely fundamental educational reforms, all based on an understanding that children--indeed all human beings--are actively trying to make sense of the world around them. Education based on that drive to inquire can theoretically be far more effective in generating learning that stays with the child as he or she leaves school. A common complaint of many educators is that students can recite the facts but don't really understand enough to apply their knowledge or to solve problems; these new approaches are designed to dramatically change that outcomes. The Far West Laboratory is immersed in many different aspects of helping to bring that new understanding into classroom reality, including in some of the poorest and most rural situations in U.S. inner cities, and rural areas. Under separate cover, we are sending one of the most cogent summaries of those principles, produced by the American Psychological Association, for use by the IEQ. We would welcome further opportunity to explore the practical realization of these approaches, through technical assistance, training, or advice to our IEQ colleagues.

2. Spanish self-esteem measures.

The section of our report dealing with these measures is self-explanatory. In short, we've found little normed information specific to U.S. Hispanic populations. On the other hand, we do present scales that should be usable, perhaps with some selection and adaptation to local situations. We are using one such instrument ourselves, in a study that is assessing children in 37 areas of the U.S. We have found that translation is not difficult, but needs to be done with subtlety and with awareness of differing local usages.

The other major point to be made is that current thinking, particularly identified with Prof. Albert Bandura's work on "self-efficacy", is showing that one's self-efficacy is quite specific to a domain of activity. Even within subject areas, there is relatively little transfer of self-esteem from mathematics, say, to language learning. Those distinctions between the broad concept and particular areas of activity should be kept in mind when instruments are being considered for use in Guatemala. We would be very pleased to discuss the matter further and assist in any adaptations.

Clifford Block, Ph.D
Director, International Programs
Far West Laboratory

To: Steve Anzalone, IIR
From: Kendra Wallace, FWL
Date: 3/15/93
Re: Early Childhood Education Report, Number II

Section One of the following report is a reader's guide to the enclosed materials on early childhood education readiness, which focus specifically on the early identification of student characteristics that may interfere with the formal learning experience. Some of the articles contain screening tools or adaptable techniques for classroom use. A preliminary screen for primary school students has been included as an example of a professional instrument currently being used in U.S. schools. The first section concludes with a summary of developmental areas and specific problems that may give rise to learning disabilities.

Section Two of this report introduces the Reifler Self-Esteem Scale in Spanish and reviews two translated components of the Harter Self-Perception Profile, an article on self-efficacy, three self-efficacy inventories in English, and an article on childhood resiliency. The Reifler Self-Esteem Scale, not yet included in this packet, is guaranteed for arrival at Far West Laboratory on Tuesday 3/16, at which time it will be sent by overnight mail to IIR. Leading professionals and publishers of self-esteem measures were contacted for assistance on this section of the project; the apparent dearth of measurements in Spanish leads us to conclude that such measurements are either translated directly from the English, or are developing primarily at school district levels, and therefore gaining recognition by word of mouth.

The materials included have been selected for their technical expertise and potential for informing practice in host-country classrooms. Far West Laboratory releases original screening instruments to the Institute for International Research for review purposes only. Future use of any original measures in this package, or future supply of additional screens and support documents, must be approved through the authors or official distributors.

Section One

Readings:

Levinger, Beryl. (1992). *Promoting Child Equity: Issues, Trends and Strategies*. Washington, DC: Agency for International Development, Office of Education.

Levinger provides an important overview of the five most prominent health and nutrition problems affecting children and schooling in developing countries: PEM (Protein-Energy Malnutrition), micronutrient deficiencies (iron, iodine, and vitamin A deficiencies in particular), helminthic infection (parasitic helminths), sensory impairment (mainly hearing and sight), and temporary hunger. The author discusses how these and other factors combine to determine a student's active learning capacity (ALC) by directly or indirectly affecting a child's opportunities for educational access, achievement and advancement. The author concludes by emphasizing that a successful intervention is one that is comprehensive-- a system which integrates the community, family, national institutions, and their programs and policies. Included with the reading is an interpretation of Levinger's general Active Learning Capacity Model.

A brief description of the five health and nutrition problems that affect schooling and learning follows:

PEM: Hinders growth (height/weight), leads to impaired mental development and cognitive capacity.

Micronutrient Deficiency Disorders:

Iodine deficiency: Affects females with a greater frequency, leads to psychomotor retardation, mental and neurologic damage, impaired visual-perception organization, decreased visual-motor coordination, and possibly influences information-processing speed, hearing loss.

Iron deficiency: Affects growth (height/weight), impaired mental and motor development, limited cognitive functions, causes anemia, premature births and infant mortality, increased attention deficit disorders.

Vitamin A deficiency: Leads to blindness, acute respiratory infections, greater severity of measles, diarrhea, night blindness, limited peripheral vision, impairs growth (height/weight), and mental and motor development.

Helminthic Infection:: Impairs cognitive functions, growth (height/weight), decreases or eliminates protective immunity, leads to malnutrition, abdominal obstruction, chronic colitis, iron deficiency anemia, fatigue, fever, weakness, lassitude, muscular pain, nausea, vomiting and increases susceptibility to other severe diseases.

Temporary Hunger: Decreases attention span, magnifies distractions, and limits cognitive functioning.

Levinger contends that these nutrition/health ailments directly affect a child's educational experiences in the following ways: initial ability for enrollment; selection for enrollment; age of enrollment; grade level; attendance/absenteeism; achievement test scores; IQ; cognitive task performance; verbal comprehension; concentration/attention span; activity levels; motivation levels; sensory-integrative capacity; acclimation to repetitive stimuli.

----. (1986). *School Feeding Programs in Developing Countries: An Analysis of Actual and Potential Impact*. Washington, DC: Agency for International Development, Bureau for Food and Voluntary Assistance.

Levinger analyzes the findings from multinational studies on the effects of school feeding programs (SFPs) upon various formal schooling relationships. The author demonstrates the need for additional research in this area, and also provides suggestions for creating more effective SFPs.

—. (1989). *Malnutrition, School Feeding and Educational Performance*. Paris, France: United Nations Children's Fund, United Nations Educational, Scientific, and Cultural Organization; New York, NY: United Nations, World Food Programme.

In this paper, Levinger examines the relationship between school feeding programs (SFPs) participation and the cognitive development of students in various LDCs and more industrialized countries. The author concludes that while no definite correlation was found, this may be due to methodological issues which may be overcome by further research.

Salvia, John, and Ysseldyke, James E. (1985). *Assessment in Special and Remedial Education*. (Excerpts from chapters 12, 13, 14). Boston: Houghton Mifflin Co.

Chapter 12

In this excerpted portion of the chapter, the authors point out that sensory acuity should be the first area to check in all children, especially those suspected of having other than average learning disabilities. They then go on to discuss the definitions and indicators of sensory problems, their educational implications and methods of assessment.

Chapter 13

This chapter examines the four components of oral language, and problems that can occur in each area. The authors note some considerations that should be kept in mind when approaching the assessment of oral language. The chapter also talks about various methods for approaching the evaluation of a student's oral language.

Chapter 14

The correlation between limited perceptual-motor difficulties and learning disabilities is covered. Assessment of perceptual-motor skills, the authors conclude, is problematic yet important. Not included in this packet of materials is a review by the authors of evaluation tools commonly used in the U.S. during the 1970s and 1980s, since they conclude that all are ultimately inadequate.

Lipson, A. M. (1981). *Catching them early. Academic Therapy, 16(4), 457-462.*

Lipson's article contains a useful and brief learning disability screen used in U.S. kindergartens. The author notes that the screen places students along a continuum which accounts for a range of "normal and above average" development and helps the classroom teacher determine if a student needs additional testing for possible learning disabilities.

The screen consists of five parts: gross motor development; perceptual motor development; speech, language, and auditory perception; visual-motor abilities; social and emotional development. Parts one, three and four appear to be applicable in a wide variety of classroom settings outside of the U.S. Part two may be easily adjusted to many environments, and use of part five may be dependent upon the specific educational and social-service systems of the host country.

It is important to note that the "Language Handicap" segment of the article, written in 1981, made certain conclusions that today are no longer supported in the U.S. The section describes from a "language *deficit*" viewpoint what are now considered important socio-economic status (SES) and non-mainstream dialect and cultural *differences* that need to be understood when attempting to approach, or test, the range of a child's abilities. Language and cultural deficit theories are not widely acceptable today because they inaccurately presume that the symbolic and social systems of non-mainstream groups are somehow inferior to that of the model mainstream culture. Currently, U.S. research and practice attempt to approach issues arising from class, linguistic/dialectal and cultural diversity with the recognition that traditional education in this country supports and promotes a mainstream perspective and student, thus creating a mismatch between schools and a large percentage of their student population.

Adamson, W. C. (1979). Psychosocial, medical, and neurological assessments. In W. C. Adamson, & K. K. Adamson (Eds.), *A Handbook for Specific Learning Disabilities (Excerpts from chapter 2, pp. 23-62)*. New York: Gardner Press, Inc.

Chapter 2

Excerpts from this chapter examine concrete areas for evaluating learning disabilities (as shown in the following summary), and explains that in many

cases there are multiple causes that hinder or delay the learning process and create varying levels of learning disabilities. This section includes suggestions for implementing assessments in the U.S., followed by a table describing the stages of "normal" personality development from birth to adolescence. The chapter concludes with a section on behavioral indicators of an other than average learning disabled student. Key terminology in this chapter are SLD (specific learning disabilities), MBD (minimal brain dysfunction), and HKS (hyperkinetic syndrome).

Chapter 14

This chapter talks about the underlying rationale and issues of early childhood education interventions. At the end of the chapter, the authors present a list of specific student attributes that may act as warning signs for the classroom teacher.

Bush, Wilma Jo, and Waugh, Kenneth W. (1976). *Diagnosing Learning Disabilities* (pp. 33-45.5). Columbus, OH: Charles E. Merrill Publishing Co.

Chapter 2

The chapter examines why and how learning problems develop—generally, as a result of three, not necessarily isolated, factors: brain injury, emotional disturbance, and experience. The chapter also presents a graph of the "hierarchy of causes" for learning disabilities, and concludes with a discussion on learning styles, both physiological and psychological.

Chapter 3

Chapter three discusses teacher diagnosis of academic problems stemming from visual, auditory, kinesthetic, and/or social behavior problems. Although grounded in U.S. experiences, the chapter does address the universal need for some type of assessment within the classroom. The few individual assessment instruments from this chapter were omitted because they were so firmly context specific to U.S. classrooms; however, included is the a creative and concise observation tool by Prescott that appears to be adaptable to other environments.

Senior, E. M. (1986). Learning disabled or merely mislabeled: The plight of the developmentally young child. *Childhood Education*, 62(3), 161-165.

For those concerned with evaluating learning disabilities in young children, Senior demonstrates the need to understand how schools can dangerously mislabel children who are simply developmentally young. The author states that schools must keep in mind the possibility that a student may just be chronologically younger than the rest of their cohort (therefore, a disparity in developmental levels is expected), or the student is perfectly healthy yet has not developed as rapidly as the rest of their cohort (but will progress on an average rate). In both cases, labeling the child "learning disabled" is inaccurate since it is the school itself that is creating the disability. The author recognizes that all definitions of "learning disabled" are highly subjective, and makes suggestions for the teacher, school, parents and community of the developmentally young child.

Allen, D. A. (1989). Developmental language disorders in preschool children: Clinical subtypes and syndromes. *School Psychology Review*, 18(4), 42-451.

A professional article on the types of linguistic delays and disorders affecting children. While specifically an article geared to the U.S. psychologist, the author presents a useful delineation of the various psycholinguistic levels where certain problems may occur. Allen then goes on to describe the five general types of psycholinguistic disorders, giving occasional examples in English, followed by a section on the characteristics of language disordered children in the U.S. The author concludes with some suggestions for school psychologists.

Allen makes a point that might be of particular interest for non-U.S. educational systems; the author points out that language disorders are commonly misdiagnosed as mental retardation, and that special care should be taken to analyze the "verbal and non-verbal functions" of a child's language.

Prizant, B. M., & Wetherby, A. M. (1990). Toward an integrated view of early language and communication development and socioemotional development. *Topics in Language Disorders*, 10(4), 1-16.

The authors contend that knowledge of socioemotional development should combine with communication and language development knowledge in order to bring greater sensitivity to the assessment and treatment of communicative disordered children. This article is geared towards language, psychology and early childhood specialists interested in applying this research to their practice. The authors include a table with concrete socioemotional, language and communication development milestones for infants up to two years of age. This is followed by a section outlining the specific milestones of early childhood. The authors conclude with a brief discussion on the indications of socioemotional, language and communication development in "at-risk" or disabled children.

Theadore, G., Maher, S. R., & Prizant, B. M. (1990). Early assessment and intervention with emotional and behavioral disorders and communication disorders. *Topics in Language Disorders*, 10(4), 42-56.

This article provides an in-depth discussion about the definitions, issues and non-educational implications of early childhood testing for communication, emotional and behavior disorders. The authors contend that this type of assessment and intervention must focus on and then actively involve the child's primary caregiver. They also state that it is crucial to link the child's capacity to regulate their emotional states with the child's ability to communicate. In addition, the caregiver must be viewed as the central agent of change. The authors conclude by emphasizing the importance of family-focused intervention strategies for effective remediation of these disorders.

SCREEN-Senf-Comrey Ratings of Extra Educational Need

The Senf-Comrey Ratings of Extra Educational Need instrument (or SCREEN) is a comprehensive, norm referenced tool used by primary school teachers to identify students with potential learning disabilities. The SCREEN is

comprised of five subtests (self-concept and school adjustment, visual skills, auditory skills, basic knowledge, general readiness), each administered by the teacher to groups of children during a fifteen-minute period. While some subtests may be geared to the experiences of U.S. students, other subtests (such as visual skills and parts of the basic knowledge component) may contain tasks that transfer across contexts.

The scoring component of the SCREEN involves the use of testing booklets which are normally returned to the publisher for computerized scoring and summary report. Although this may not be feasible for host country use, the materials may provide educators with additional ideas for planning early childhood assessment in their schools and communities.

Summary:

Based upon the above readings and materials, the following section briefly describes the domains of concern for educators interested in early identification of possible learning/developmental barriers in children.

Sensory Development

Visual Problems: Type: limited visual acuity; restricted field of vision; imperfect color vision. Symptoms can be: repeat headaches; vertigo/dizziness; sensitivity to light; blurred vision.

Auditory Problems: Type: conductive hearing loss (most common), sensorineural hearing loss, or a combination, mixed hearing loss. Symptoms can be: limited attention span; inaccurate responses to basic questions; watches the speaker's face/mouth for greater comprehension; frequently needs words or sentences repeated; draining ears, repeated earaches, colds and upper-respiratory ailments; unclear articulation of words; trouble discriminating between words with same vowel combinations, but with different consonants; social withdrawal; behavior problems, lower than average academic performance.

Perceptual - Motor Development

Visual Motor: Tests for skill level in fixation unity, eye-hand coordination, muscle control, motor planning and sequencing, rate and rhythm, spatial organization and balance.

Speech /Oral Language Development

Phonology:

Receptive- How well the student discriminates between, or hear, specific, concrete sounds.

Expressive- How well the student produces, or utters, specific, concrete sounds.

Morphology and Syntax:

Receptive- How well the student comprehends the grammatical structure of their home language.

Expressive- How well the student uses the grammatical structure of their home language.

Semantics:

Receptive- How well the student comprehends the vocabulary, meaning and concepts of their home language.

Expressive- How well the student uses the vocabulary, meaning and concepts of their home language.

Other

Environment: A child's home dialect (influenced by the child's ethno-cultural heritage, socio-economic status, and geographic region) may vary from the standard dialect of the school or country; therefore, the home dialect should always be taken into consideration when assessing a student's oral language capacity.

Section Two

The search for Spanish language self-esteem tools for use in primary classrooms has turned up one model currently being used in California schools. The Reifler Self-Esteem Inventory (to arrive separately on Wednesday, 3/17) is available in Spanish and has been approved by the federal government for Title VII grant use. The measure focuses on eight domains of the student's life and also attempts to incorporate factors from the student's family/home and community environments. There is a teacher development component to the inventory, which will not be included in this package because the authors are currently revising the teacher/parent book as well as updating the scale in English. The Spanish version will be updated sometime later this year. For revised materials or to receive the necessary permission to use the inventory, the authors can be contacted at the following number:

María and Ron Reifler
310-823-1882 (phone); 310-823-1790 (fax)

Harter, S. (1985). *Manual for the Self-Perception Profile for Children*. Denver, CO: University of Denver.

Far West Laboratory for Educational Research and Development. (1992). *Mi Manera de Ser*. San Francisco, CA.

Far West Laboratory referenced the Harter manual to inspire the "Mi Manera de Ser" inventory. This instrument combines questions from the domains of a student's perceived scholastic competence and global self-perception in relation to their peer cohort. The four Harter subscales that did not influence the Far West work are those of athletic competence, social acceptance, physical appearance and behavioral conduct attitudes.

Additional Readings:

Gorrell, J. (1990). Some contributions of self-efficacy research to self-concept theory. *Journal of Research and Development in Education*, 23(2), 73-81.

Gorrell discusses the expansion of self-concept theory in the U.S., which has been the foundation for self-esteem work in education. Self-efficacy theory re-examines the assumptions and implications of self-concept theory, which has traditionally asserted that a positive change in a person's global self-concept can positively alter their future behaviors and experiences. For this reason, U.S. educators have attempted to create settings that contribute to "increased" student self-concept (e.g., self-esteem development), with the assumption that such actions will result in the desirable outcome of increased academic performance.

But the hypothesis that a person's self-concept is a key variable upon academic performance remains unsubstantiated. One problem with self-esteem theory is that it fails to recognize the extended amount of time necessary to create a meaningful change upon an individual's self-concept. Another problem is that it assumes an intervention in one domain of a student's life (e.g., the student's academic life) will meaningfully impact their central belief system. A third problem is that it fails to take into consideration the environmental factors that shape and reinforce a person's self-concept. Thus, research on self-concept interventions have shown that raising a student's self-esteem has little or no impact on scholastic performance (Coopersmith & Feldman, 1974).

Self-efficacy research provides the missing link for self-concept theory by uncovering those factors that contribute to a positive change in a student's effort and accomplishments. First, self-efficacy theory views an individual's self-concept as an integration of various beliefs about particular areas of their life. And second, self-efficacy theory also takes into consideration the impact of the environment upon an individual's self-concept/self-esteem.

An individual's perceived self-efficacy, then, is their personal belief as to how well they think they can accomplish a given goal, and it "...operates as a mediating influence on behavior, affecting whether one attempts particular behavior and how much effort and persistence is expended in that attempt." (Gorrell, 1990) A person's perceived self-efficacy is shaped by four sources (performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal), and positive change in one's self-efficacy can ultimately lead

to increased performance. As Gorrell points out, recent research conducted in the U.S. has shown that increased self-efficacy beliefs have a definite correlation to a student's persistence and achievement.

Bandura, A. (1989). *Multidimensional Scales of Perceived Self-Efficacy*. Unpublished Test. Stanford University, Stanford, CA.

Al Bandura is a leading self-efficacy theorist and researcher who is author to the enclosed self-efficacy inventories for use with students, teachers, and parents. The scales measure perceived self-efficacy *in specific domains*, such as in academic achievement, enlisting social resources, self-regulated learning, etc. For example, while self-esteem work may ask the question, "Do you feel you are a worthwhile person?", self-efficacy work might ask the question, "How confident do you feel about being able to complete X assignment in mathematics?" on a scale of 1 through 7.

The focus on specific domains within the lives of students, parents and teachers reflects the multidimensional emphasis of self-efficacy work that is frequently absent in self-esteem work. As Gorrell describes in the above article, self-efficacy work, because it tries to impact various domains, is more likely to create a meaningful and lasting change in the individuals perceived, overall self-efficacy and consequent actions. While not in Spanish, Bandura's work can be of interest and importance where self-esteem work is being conducted.

Bernard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Portland, OR: Northwest Regional Educational Laboratory, Western Regional Center Drug Free Schools and Communities.

This document contributes an interesting perspective for educators or policy makers interested in social reform measures affecting young children. Bernard presents a well researched and thoughtful overview of the factors that contribute to resiliency in U.S. youths living in at-risk situations. The implications of such resiliency traits among children upon social and educational intervention strategies are discussed.



Improving Educational Quality Project
1 March - 5 March 1993

Knowledge Building

1. We received the following:

Williams, L. R. & Fromberg, D. P. (Eds.). (1992). *Encyclopedia of Early Childhood Education*. New York. Garland Publishing, Inc.

Country Status

1. Ghana. We received a note from Dr. Yakubu bringing us up to date on the data collection activities and the office set-up for CRIQPEG. Dr. Yakubu also informed us that several RTL's (Research Team Leaders) had criticized his leadership and that he had been removed as a RTL. We have requested a clarification of the situation.
2. Guatemala. Ray left for Guatemala to conduct the training of the field workers.
3. Mali. We have proposed dates for holding the design workshop and have sent a draft of the scope of work for the workshop leader to Yolande for her input. NCAL has started work on providing input to the study designs.
4. South Africa. Jane and Paul completed their visit to South Africa.
5. Uganda. We received a request for an IEQ visit to Uganda to further explore the possibilities of using a buy-in for a research program that would provide information about the progress and impact of educational reforms being implemented in Uganda and to develop research linkages with a local institution. We have received travel clearance and have arranged for Jane to travel to Uganda immediately following her South Africa Visit. Jane returns to the office on 15 March.

Africa Bureau Buy-In

1. Gretchen has been working on the Impact Assessment Documentation, collecting documents on USAID's basic education programs in sub-Saharan Africa



Weekly Report FY2:15

and using the Impact instrument to write up information on the Namibian Basic Education Reform Program.

2. Diane visited USAID/Mali to provide technical support to the WID officer and to work with Chahine on upcoming evaluation activities.

Diane Lamm

3/9/93



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project

22 February - 26 February 1993

Knowledge Building

1. We received the following:

Gearhart, M.; Herman, J. L.; Baker, E. L.; & Whittaker, A. K. (1992). *Writing Portfolios at the Elementary Level: A Study of Methods for Writing Assessment*. CSE Technical Report 337. Los Angeles. National Center for Research on Evaluation, Standards, and Student Testing.

Butler, F.; Herman, J.; & Yamaguchi, E. (1991, August). *Language Assessment Instruments - LAUSD Language Development Program for African American Students*. CSE Technical Report 339. Los Angeles. National Center for Research on Evaluation, Standards, and Student Testing.

Country Status

1. Ghana. We sent a fax to Sandy informing her that due to the complications involved in setting up and conducting the teleconference, we will not hold it during March but will wait for a more appropriate time, when the project's research needs are defined more clearly. We also asked for an update on the MOU's progress.
2. Guatemala. The sample has been selected, and the HCRT is conducting preliminary visits to the sample schools. Ray has begun development of the field procedures manual for the training of field workers during the week of 8-14 March.
3. Mali. The second draft of a proposal for the IPN study was received and is now being translated. We will circulate this proposal among our partners. Discussions were held with IPN on the next step, which will be a refinement of the study plan and development of the instruments.
4. South Africa. Jane and Paul departed for their initial country visit to South Africa. Preliminary reports from Jane indicate a strong Mission interest in classroom level research and impact evaluation. The IEQ team plans to visit Capetown and East London next week.

Africa Bureau Buy-In

1. Ash and Diane are in Benin working on classroom observation.



Weekly Report FY2:14

Administrative

1. We responded to a request from Sam Rea (R&D/ED) to provide total number of person months utilized on IEQ during Fiscal Year 1992.

A handwritten signature in cursive script, appearing to read "Sam Rea".

3/1/93



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Arlington, VA 22209 USA

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Fax: (703) 527-4661

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Improving Educational Quality Project

8 February - 19 February 1993

Knowledge Building

1. We received the following:

Adamson, P. & Williams, G. *Facts for Life - A Communication Challenge*.
Oxfordshire, England. P&LA.

Tohmé, G. (1992). *Cultural Development and Environment*. Paris. UNESCO.

2. The IEQ core staff with Robert Leestma (Department of Education and A.I.D.) and Jerry Strudwick (IIR invited guest) met to clarify and plan the knowledge-building component of IEQ. A summary of the discussions is attached. Two planning documents on knowledge-building will be submitted to the COTR in March. We hope to meet with him then to discuss and finalize the plans.

3. Don Adams submitted the next draft of *Implementing Change in Educational Quality*.

Country Status

1. Ghana. Jane missed two phone calls from Dr. Yakubu this week and he was apparently unable to establish phone connections at other times he said he would call, so no news from Ghana. Both Sandy and Habib are attending the Abidjan conference. Jane's trip report is completed and ready for distribution.

2. Guatemala. The Memorandum of Understanding has been approved and is with the Minister of Education. When all Guatemalan signatures have been obtained, Susie will forward the document to IIR and we will obtain the necessary signatures here.

3. Mali. We have begun working on drafts of cooperative agreements with ISFRA and IPN. We will bring these to Mali on the next visit, probably in early April. We held discussions with our local contact, Yolande Miller Grandvaux, and she reports that the recent misunderstanding between the members of the IPN team



Weekly Report FY2:13

and the BEEP project has been resolved. The IPN team has now prepared a second draft of the proposed study plan which has been DHL'd to us. Yolande has assisted us in passing communication from us to ISFRA, whom we have had trouble contacting directly. It looks like the study design workshop would take place, ideally, in the first part of April. USAID/Bamako has proposed some minor changes to the MOU, but it seems to be moving forward.

We are asking NCAL to provide some input on the design of the two Mali studies. In particular, we are asking NCAL to advise us as to what the IPN researchers should look for when conducting the observation of how reading and language is being taught and why these phenomena are more relevant than others. For the ISFRA study, we are asking that NCAL recommend any pertinent international literature on characteristics a child brings to primary school.

4. South Africa. We received Mission concurrence for IEQ's first visit to South Africa. Jane is preparing an agenda (e.g. list of information needs) and assembling materials for the Mission and other appropriate individuals. She has spoken to colleagues from the Academy for Educational Development, the World Bank and Pittsburgh who have worked in South Africa. Jane and Paul will depart on 23 February so as to meet the COTR on Thursday morning 25 February. Jane returns on March 6th and Paul on the 10th.

Contact with Domestic Research and Development Community

1. Jane has contacted Far West Lab and North Central Lab to request the names of individuals with classroom-based research experience who may be interested in and available to take a leadership role in the CRIQPEG research activity. She also received a call from an individual at the Northeast Lab who has just completed a classroom study of how technologies are used to improve science and will send further information about her research experience.

Africa Bureau Buy-In

1. Diane and Ash departed for their trip to Abidjan to participate in the HRDO Conference.



Weekly Report FY2:13

Administrative

1. IEQ (Jane, Don, Mark) will present a panel session on *Improving Educational Quality: Development Work as a Dialogue with Colleagues in Ghana, Guatemala and Mali* at the CIES conference.

NOTE: The reporting period covers 8 February to 19 February, 1993.

Ana Lennell
Feb 22, 1993

IEQ KNOWLEDGE-BUILDING: a preliminary list of discussion topics

1. The product of these discussions will be a plan for the Knowledge-building activities through end of project.

- o need to recap all activities/deliverables conducted under "knowledge-building"*
- o should define what knowledge-building means to IEQ*
- o must specify anticipated publications (purpose for each, need/desire for external review, timetable, authors, relationship to country activities if applicable)*

2. We have several documents and resources intended to support in-country activities? Do they? Can they?

- o Guide to Information Sources*
- o Don's bibliography*
- o Ina's guide to resources (we have on the shelves)*

There is an abundance of literature available on many of the topics of interest in IEQ countries -- might IEQ contribute to the USE of this knowledge -- sifting through the right/IEQ filter?

3. The updates on country activities should address: how K-b supports each country effort (plus cross-cultural implications) and how K-B can showcase each country (plus IEQ effort) within larger community.

4. How do we link the Pittsburgh activities to the country studies? Must all activities be connected? What needs to come out of these studies? Where does the research take us?

5. Can we strengthen IEQ's relationship to the US r&d community? The answer is yes. The question is How? Our current relationship with FWL and NCAL seems unsatisfactory (to me) in its present form.

6. WORLDNET through USIS. Opportunity for using technology to facilitate communication and dialogue between US and HCRT.

7. International Coordinating Group. Steve will report on the Paris talks.

8. Knowledge-building and the buy-in potential -- specifically Uganda and South Africa.

9. Documenting the process of IEQ collaboration in country -- a tool kit? I don't think so, based on my experience. I've asked the HCRT/Ghana to consider keeping journals of their experience/professional growth etc.

10. Other???????

jgs/17 february 1993

Meeting on IEQ Knowledge-Building, 2/17 - 2/18/93

Participants: Jane Schubert, Steve Anzalone, Bob Leetsma, Ray Chesterfield, Jerry Strudwick, Don Adams, Gretchen Hummon

Conceptual Framework:

1. Don Adams presented a conceptual framework for IEQ's knowledge-building activities which will be summarized in a forthcoming document.
2. We worked backwards by attempting to clarify what our final product will be on the knowledge-building process (e.g. research, publications, dissemination) that achieves the goal. Probable contents of the end product -- a book -- include:
 - Definition of Quality
 - Process of rethinking Quality
 - Conceptualization of classroom research
 - Process of implementing educational change
 - Host country case studies:
 - Classroom Descriptions
 - Research Design
 - Applied Studies
 - Changes in Policy and/or Practice

Core Country Summaries:

3. Steve Anzalone, Ray Chesterfield, and Jane Schubert summarized the core country activities.

Process Documentation:

4. We discussed the extent to which we should document the process of implementation throughout the IEQ Project. We agreed on the necessity and wisdom of process documentation, but we need to think through the practical implications of this activity, such as implied staff burden of recording events. We view this as a sensible internal monitoring process. Most activities of this nature are done retrospectively, but it would be most useful for the IEQ Project to document the process as it unfolds, providing necessary feedback to the IEQ stakeholders. The plan for this activity will be available in mid-March.

Guide to Information Sources:

5. Until the host country research teams and projects are fully in place, we cannot adequately "test" the usefulness of this guide. Although no further entries will be made, it is premature to count it a loss. The timing for the deliverable was inappropriate, as we all recognize. For now, we will continue to respond to requests for information from the host country researchers on an individual basis.



Improving Educational Quality Project
1 February - 5 February 1993

Knowledge Building

1. We received the following:

Planning Large Scale Whole Language Assessment. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

Country Status

1. Ghana. Highlights of the visit to Ghana include: a four-day workshop with UCC Research Team Leaders/Research Team; completion of data collection forms and procedures for research team members; collection of initial data in the sample of Central Region schools; clarification of the research focus to examine how teachers and pupils use instructional materials in English, Science and Math; conclusion of initial discussions to conduct a tele-conference between US and Ghana through USIS; meeting with Mrs. Lutterodt to brief her on IEQ progress and tentatively schedule late April meeting with her and other MOE guests to hear preliminary findings from the study; completion of MOU and signatures being obtained; presentation about IEQ to Donors' meeting; confirmation from UCC's Vice Chancellor to have CRIQPEG office ready by March. Many more details forthcoming in Jane's trip report.
2. Guatemala. Ray and Yetilu, the Research Team Coordinator, are working to develop instruments for field supervisors. They are working with HCRT to design a training plan, to select sample schools, and to set up schedule for administering instruments.
3. Mali. We have begun working on cooperative agreements with ISFRA and IPN. We prepared a fax for Yolande bringing her up to date on our progress with the cooperative agreements, requesting that Mr. Dembele retransmit his fax (dated 15 January), and asking her to help us track down the French Cooperant to help us with the study design.
4. South Africa. The cable requesting country clearance for the IEQ team's visit to South Africa was sent.



Africa Bureau Buy-In

1. Diane and Ash met with the Africa Bureau's education team (Julie Rea, Joy Wolf, Joe Destefano, Karen Tietjen) to identify analytical agenda topics for 1993-1994 and to assign responsibilities for proposal writing.
2. Diane met with Chris Shaw from Donors for African Education to discuss linkages with A.I.D. Diane continued work on the curriculum study. She received a draft report on Botswana, identified key issues and gave feedback on emerging outline, and areas that need more information.

Diane
Feb 9, 1993



Improving Educational Quality Project

18 January - 29 January 1993

Knowledge Building

1. Don's *Defining Educational Quality* has been translated into Spanish.

Country Status

1. Ghana. Mission clearance arrived, and Jane departed for IEQ's fourth country visit.
2. Guatemala. Susie Clay informed us on 21 January that the MOU must have the Regional Legal Advisor's input and that we will need to begin the approval process again. An office secretary was hired and papers on the Guatemalan team have been submitted to IIR.
3. Mali. We have begun work on the next round of budgets for the proposed studies. A fax from ISFRA arrived containing additional information but was illegible. We have requested that ISFRA retransmit the fax, but have not yet received it. At the Mission's request, we faxed the English translation of the Memo of Understanding.
4. South Africa. We have received no response to the COTR's fax to USAID/Pretoria but are proceeding with plans for an exploratory visit in February.

Contact with Domestic Research and Development Community

1. Discussions were held with Cliff and Kendra from FWL on their efforts to identify measurements of self-esteem in Spanish that might be used in Guatemala. FWL will also look through the international literature on appropriate measurements of student characteristics (health, nutrition, school readiness, psycho-motor skills, etc.) and its effects on student performance. This task is meant to assist the Malian team to implement variables that might feasibly be assessed in Mali. FWL has agreed to try to target its research on literature and experience that is relevant to Mali. We expect papers on these topics by the end of February.
2. Gretchen is establishing contact with and obtaining membership in relevant ASCD networks (Early Childhood Education, Instructional Supervision, Staff



Weekly Report FY2:11

Development, and Wholistic Education) and AERA special interest groups (Classroom Observation, Research Focus on Education in the Caribbean and Africa, Study of Learning Environments, and Textbooks, Textbook Publishing, and Schools).

Administrative

1. We sent a memo to Don setting time tables for Pittsburgh's tasks and proposing a meeting for 17 and 18 February to brief Pittsburgh on field activities and to discuss how the knowledge-building tasks can be integrated into these activities.

NOTE: Due to the federal holiday schedule, reporting period covers 18-29 January 1993.

Luella
Feb 1, 1993



Improving Educational Quality Project

11 January - 15 January 1993

Knowledge Building

1. We received the French translation of Don's paper on defining quality. Jane will work on an introduction, and Ray is working on a Spanish translation.

2. Documents and audio tapes received include:

Bonstingl, J. J. (1992). *Schools of Quality - An Introduction to Total Quality Management in Education*. Alexandria, VA. Association for Supervision and Curriculum Development.

Altbach, P. G. & Kelly, G. P. (1988). *Textbooks in the Third World - Policy, Content and Context*. New York. Garland Publishing, Inc.

Developmentally Appropriate Practice. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

What's Whole in Whole Language?. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

National Perspective on Current Issues in Early Childhood Education. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

Emergent Literacy: How Young Children Learn to Read and Write. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

Establishing Quality Programs for Young Children. (1992). Association for Supervision and Curriculum Development's 47th Annual Conference. [Audio Tape].

3. Steve picked up the following books during his stay in Paris.

Gaudio, A. (1988). *Le Mali*. Paris. Karthala.



De Landsheere, V. (1992). *L'éducation et la formation*. Paris. Presses Universitaires de France.

De Landsheere, G. (1992). *Dictionnaire de L'évaluation et de la Recherche en Education*. Paris. Presses Universitaires de France.

Higginson, F. L. (1990). *Evaluating Externally-Assisted Projects in Education*. Bangkok. UNESCO Principal Regional Office for Asia and the Pacific.

Huberman, A. M. & Miles, M. B. (1991). *Analyse des données qualitatives - Recueil de nouvelles méthodes*. Brussels. De Boeck Université.

World Education Report 1991. (1991). Paris. UNESCO.

4. Pittsburgh's held its first seminar on educational quality issues. Twelve students, three American and nine foreign, attended this course.

Country Status

1. Ghana. We received written confirmation that the computers and printer have been shipped to CRIQPEG. UCC has made plans to meet this shipment at the airport. We sent a TNT package to UCC with draft forms for data collection. Dr. Yakubu informed us that Dr. Fobie has deferred his political track and has resurfaced as a potential Research Team Leader. As we have been unable to get through to Ghana, we have been unable to hold our weekly conversation with Sandy for the last three weeks. We have compiled a short list of observation guidelines for the Ghanaian researchers. We have also continued work on further drafts of the observation instruments for primary school classrooms and have conducted a practice observation using a video tape of a Guatemalan classroom.
2. Guatemala. The HCRT Coordinator is reviewing literature on self-esteem for young children, and the Regional Supervisors have begun recruiting field researchers for data collection. All team members are reviewing documents on the "nueva escuela unitaria" program in preparation for selecting sample schools.
3. Mali. IEQ activities took a step forward. During his visit to Mali, Steve continued discussions with ISFRA and IPN on the studies these institutions will undertake. ISFRA's original budget for the proposed study of student characteristics had been four times greater than what we are able to spend. During the course of the visit, we managed to scope out an acceptable budget. However, some line items still need to be negotiated in order to make the budget consistent with USAID/Mali practices and understandings. Steve met with the new team that IPN has appointed



Weekly Report FY2:10

to work on IEQ activities. This team includes three core investigators and five others. During discussions, it became clear that IPN staff would like to position IEQ activities at some distance from the Basic Education Expansion Project (BEEP). IPN suggested more favorable provisions than are possible under USAID/Mali's agreements regarding BEEP. After a series of discussions with USAID/Mali, and between USAID/Mali and IPN, Steve reached a satisfactory understanding. IPN's budget for the proposed study on reading and language teaching practices in the classroom came to a good conclusion with respect to the total costs. Again, however, individual budget lines remain to be negotiated in order to maintain consistency with USAID/Mali's understandings with IPN.

4. South Africa. Frank has contacted David Evans with tentative travel dates (25 February to 6 March) and agenda for IEQ's first visit there. Jane and Paul are proceeding with travel arrangements, pending concurrence with USAID/Pretoria.

5. Uganda. Patrick Fine met with Jane and Paul to discuss a potential buy-in to conduct a program evaluation of three components of the reform effort. Patrick will draft a Scope of Work by June.

Contact with Domestic Research and Development Community

1. Jane met with Cliff Block and Peter to discuss making a video on classroom observation activities for use in host country training. No videos will be produced until we receive input from research teams. We are considering a video to introduce "developmentally appropriate" curricula for young children.

2. Steve visited UNESCO headquarters in Paris in order to discuss the IEQ project with persons involved in conducting research related to educational quality. Steve met with Peter Higginson (acting for Victor Ordoñez), Dieter Berstecher, Vinayagum Chinapah (head of the UNESCO/UNICEF Project to Monitor Progress in Basic Education), Michael Lakin, and Ko-Chih Tung. Steve suggested alternatives for IEQ and other researchers to hold a round table discussion on ongoing research on educational quality and discussed the possibilities of this meeting taking place in conjunction with the Education for All Forum. It is not clear that the upcoming Forum is the ideal opportunity for such a discussion to take place, but Lakin will discuss possibilities with Frank Method at upcoming meetings in The Hague. Steve and Chinapah discussed areas where exchange of information and collaboration might be fruitful, particularly as regards Mali. Their discussion included the possibility of joint sponsorship of the proposed summer seminar to discuss results of the first two IEQ studies.



Africa Bureau Buy-In

1. Diane attended the bi-monthly HHR ARTS staff meeting to discuss the agenda for upcoming research and Donors for Africa (DFA) reporting. She also met with Susan Pricer-Jones to discuss AED's role in the upcoming HRDO conference in Abidjan in February and completed the first draft of the DFA report.

Administrative

1. Peter and Jane met to review the budget and to monitor the spending rate.
2. We received Pittsburgh's budget and workplan for year two. Jane and Don will clarify deliverables and set deadlines. Don will meet with Ray, Steve and Jane in mid-February to identify ways the knowledge-building activities can be integrated more fully into the country activities.
3. Pittsburgh has initiated weekly meetings of all staff and students involved in IEQ in order to better track project developments and to share information about ongoing work.

Luca Lamm

1/14/93



Institute for International Research
1815 North Fort Myer Drive #600
Arlington, VA 22209 USA
Telephone: (703) 527-5546
Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project
4 January - 8 January 1993

Knowledge Building

1. A new version of *Defining Educational Quality* has been circulated to IEQ staff, Pittsburgh, and AID. Don is continuing to work on his paper *Implementing Change in Educational Quality*.
2. We have received the following documents:

Good, T. L. & Brophy J. E. (1991). *Looking in Classrooms*. New York. Harper Collins Publishers.

Altbach, P. G.; Kelly, G. P.; Petrie, H. G.; & Weis, L. (Eds.). (1991). *Textbooks in American Society*. Albany. State University of New York.

Farrell, J. P. & Heyneman, S. P. (1989). *Textbooks in the Developing World*. Washington, D.C. The World Bank.

Sadker, M. P. & Sadker, D. M. (1991). *Teachers, Schools, and Society*. New York. McGraw Hill.
3. We circulated the revised definition of educational quality.

Country Status

1. Ghana. We continue preparations for the Jane's trip to Ghana on 23 January. Jane is developing an agenda for the four-day meeting at UCC with the Research Team Leaders. The focus will be on the data collection, scheduled to begin early February. Jane and Ray met to discuss cross-site methodological data collection procedures, review these forms, and brainstorm about how videos of classroom activity can be useful. One idea is to portray a primary school child's "school experience." What happens in school? What does the day look like? We'd like one or two children for each of the three core countries.



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Weekly Report FY2:9

The memo/cable requesting country clearance was sent to the COTR on 12/31/92. We faxed a message to Sandy briefly describing the purpose of the visit and inviting her to participate in the meeting at UCC.

The weekly telephone call from Dr. Yakubu confirmed meeting dates at UCC and the planned data collection schedule. We informed him that a check for \$30,000 (payable to UCC) could be received at AID/Accra.

Ina continues the challenging task of receiving written acknowledgment that the equipment has been air freighted to Ghana. She is now working with one of the supervisors.

2. Guatemala. The HCRT Coordinator has acquired and secured research facilities in Guatemala City. We submitted the draft of the cable requesting country clearance to the COTR.
3. Mali. Steve reports from the field that negotiations are proceeding with ISFRA and may not be concluded by the time he leaves Mali. The situation at IPN has shifted to include additional personnel and an alternative proposal. Discussions with the Mission/HRDO addressed the options for IEQ presented by this turn of events. We'll learn more this week.
4. South Africa. No further news on scheduling the initial visit to this Mission.

Contact with Domestic Research and Development Community

1. We finally received a copy of the signed contract from NCAL which was mailed in December. However, Peter has requested original signatures on our copy so we are sending a replacement set of documents for signatures.
2. Jane, Ray and Diane attended NCAL's *Literacy and Development Workshop* on 8 January.
3. Don Adams has organized a weekly seminar on improving educational quality to stimulate interest in the quality issue among faculty and students at the University of Pittsburgh.
4. Laurel is working on a French translation of the paper she submitted on learning handwriting.



Africa Bureau Buy-In

1. Diane met with Joe DeStephano to discuss the upcoming HRDO workshop in Abidjan (February) and to outline the agenda. Diane also met with Julie Rea to discuss the HRDO meeting, literacy conference and curriculum study and with Christina Rawley to discuss EPICS and the possibility of running a seminar for Guinea and Benin.
2. Gretchen has completed a portion of the database on AID's Basic Education Programs in Sub-Saharan Africa for Ash. She assisted in developing observation instrument for primary school classrooms and is in the process of isolating characteristics of instructional methods utilization.

Administrative

1. Plans for an IEQ seminar series are underway. We will prepare an announcement with titles and dates of the series before the end of January.

W. Carroll
1/12/93



Improving Educational Quality Project

14 December - 31 December 1992

Knowledge Building

1. Don's paper on defining quality is being translated into French.
2. IEQ staff met on two occasions to establish a definitional framework on educational quality. Participants included Jane, Steve, Ray, Robert Leetsma, Paul Spector, Ash Hartwell, Gretchen Hummon, and Frank Method. The discussions resulted in greater clarity about the parameters of a working definition, ways in which a definition may be useful within the professional community and within collaborating countries, and some conceptual elements to be included. Jane will circulate a new draft of the definition.
3. We received a draft document from Far West Lab on "Early Childhood Education and Observation." FWL is forwarding copies of the materials used for this document.

Country Status

1. Ghana. Jane has spoken to Dr. Yakubu from UCC. The money wired to UCC has still not been received so we sent a cashier's check for \$30,000 to Sandy, who will pass it to UCC. We received confirmation that the check arrived at AID/Accra. We received a signed copy of the Cooperative Agreement from UCC. Sandy has received Frank's input for the Memorandum of Understanding on R&D's role/responsibility. She is incorporating this segment into the MOU for review by the Regional Legal Advisor and is working toward an early January sign-off.

We received a weekly report from UCC. Jane will visit Ghana in late January to meet with the UCC research team to clarify the plans and field test instruments for the small-scale study of primary school classrooms in the Central Region and to touch base with Mission and Ministry folk to provide status on IEQ. The computer equipment was shipped to Ghana on 30 December.

2. Mali. Steve continued to plan the agenda for his Mali visit, including meeting with IPN folk to design the small-scale study of language instruction in grades one and two, meeting with the ISFRA team to negotiate an affordable budget for their proposed studies, and visiting some schools and finalize the Memorandum of Understanding.

We have received the five brief papers identifying issues in language instruction which will be used for discussions in Mali. Steve will also try to hire a local translator so that more IEQ documents can be translated into French.

3. Guatemala. The HCRT core staff has been recruited and the salaried package for HCRT is currently being prepared for IIR review. The Memorandum of Understanding is currently under legal review by USAID. We look forward to receiving a signed copy of the document very soon.

4. South Africa. Frank is reopening conversations with the Mission in South Africa to arrange an IEQ visit in late February.

Contact with Domestic Research and Development Community

1. FWL. In addition to providing the preliminary paper on early childhood, Cliff and Kendra visited FWL's Center for Child and Family Studies in Sausalito. They have been very generous with resources and recommendations and are interested in making a video on early childhood education issues for use in-country.

2. NCAL. NCAL has established contact with someone in France to locate French publications on classroom research. NCAL also completed a review of the literature on the issue of teaching handwriting. A French translation will be ready in early January.

Africa Bureau Buy-In

1. Ash and Diane have been very busy with the Africa Bureau. They have attended meetings to review HHRAA framework, the debriefing of the Analysis of Program Impact (API) meeting of East Africa and Southern Africa, and meetings with the National Assessment Systems for Education and the Bureau of the Census. Details appear in the attached reports.

2. The ARTS/HHR/Education Team held an all-day planning session to develop an analytical agenda and clarify individual staff responsibilities.

Weekly Report FY2:8

3. Jane, Ash, Diane, Julie and Peter met on 30 December to review Ash and Diane's scope of work (an iterative process for the next two months) and discuss staff and budget implications. Ash will be away from the office in January. We agreed to meet late February to review progress. One pending issue is oversight on deliverables prepared by the IIR team for ARTS by the IEQ Director and the COTR. Who signs off on these documents?
4. Language training for Diane and Ash continues.
5. Gretchen has been compiling observation instruments used in primary classrooms and researching the issue of instructional materials utilization. She is helping Ash create a database of information on AID's Basic Education Programs in Sub-Saharan Africa and attended the debriefing of the API meeting of East and Southern Africa.

Administrative

1. Jane, Steve and Ray met on 29 December to coordinate country activities and plan other activities such as seminars. Jane will prepare a seminar agenda for the next six months.
2. Steve will meet with Mike Lakin, the Education For All Secretariat to introduce IEQ, describe our activities in the three core countries, and discuss mechanisms for IEQ to connect with others in the network who are engaged in activities such as classroom research and dialogue/projects focused on educational quality. The idea is to move IEQ closer to either forming or participating in an International Group interested in quality.
3. The annual report was submitted to the COTR.

NOTE: Due to reduced activity during the Christmas and New Year holidays, our reporting period covers 14-31 December.

Jane Schubert

1/4/93

INSTITUTE FOR INTERNATIONAL RESEARCH
IEQ - AFR/ARTS/HHR

Report: Ash Hartwell
12-18 December, 1992

Language Training.

Language training continues 2 hrs daily.

AFR/ARTS Meetings

- 14 December. Meeting with Julie Rea to discuss my scope of work, to review the work and papers of Robin Horn, and to review framework and process of Assessments of Program Impact. Papers on Country Program Strategy Design from A-AA/AFR, and on sample API. Also I am making copies of all of Robin Horn's papers on the development of the indicators.
- 15 December. Meeting with Paud Murphy of World Bank/EDI on the design/research/training program on National Assessment Systems for Education. Paud provided me with the full set of papers for the Asian workshop held in November (Manilla), and some of the papers for the Nairobi workshop for 11-15 January. We will try to get three persons from Ghana into this workshop.
Meeting with Judy Brace, Peter, Julie Rea, Diane P. to review HHRAA framework and developing agenda. Support and details on the February Abijan meeting for Education NPA project officers and Ministry staff. Discussed issues of program strategy and HHRAA support linked to work of AFR/ARTS/HHR/ED. Follow-up: provide names for consultative group, setup for policy network.
- 17 December. Full day meeting with IEQ staff, F. Method and Bill ... from R&D on conceptual framework for educational quality. P. Spectre provided an excellent historical review of the development of the 'quality' issue, and the group defined the three general domains of quality indicators. This is moving toward the conceptual framework, not definition' that will inform the research initiatives and the development of key variables and indicators. Next step will be to revise the working statement on Quality, and to provide further feedback to D.Adams for the IEQ Quality paper.
- 18 December. Meeting with Africa Bureau on the review of the Analysis of Program Impact meetings held during the week with some 13 countries. A very useful meeting providing insights into Africa Bureau management strategies and concerns; the use of indicators; the role of ARTS in strengthening this management exercise. Follow-up: the need to develop a conceptual paper, drawing on the considerable domestic and international experience in developing and using systems of indicators for management.

Indicators/Database

- I setup two simple flat files to capture key information from the draft Africa Education Report (Joy Wolf and Joe DiStaffano) using dBASE III+ . I introduced Gretchen Hummon to dBASE and showed her how to enter the information from the report into the two files. She will complete this while I am

away in Egypt. We will order an improved DBMS (with graphics and better reporting, input/output capacity) next week.

Office Setup

- Canceled the order for the Toshiba 440SCX when it was not received after a full week, and the supplier could not tell us when it might arrive. Received a quotation on an AST EXEC/486 with color screen and pending approval will get this next week.
- Received DaVinci e-Mail with Novell communications network software. Pamela Forsyth from USAID will assist in setting us up to connect into the AID electronic mail system on Tues. 22 Dec.
- Worked with Gretchen so that she can use the ERIC and GWU ALADIN on-line systems to support her literature searches.
- Received office supplies ordered.

Other

- Draft outline/notes for the project information system.

INSTITUTE FOR INTERNATIONAL RESEARCH

IEQ - AFR/ARTS/HHR Report: Ash Hartwell 21-31 December, 1992

Language Training.

French language training continues 2 hrs daily.

AFR/ARTS Meetings

- 21 December. Team meeting (w/Julie, Joy, Joe, Diane, Ash) to develop the analytic agenda, to examine team strategies and activities, and to develop a work plan for January through March. Diane P. prepared the record of this meeting.
- Following from the team meeting, I prepared a draft SOW for my objectives, activities and outputs.
- 23 December. Chuck King organized a meeting with our team and BUCEN which was quite useful. I prepared a memo for the team and Marian Warren from that meeting proposing a number of areas of cooperation which should be incorporated in the upcoming ARTS/BUCEN PASA agreement.
- I contacted Dr. Ko-Chih Tung, DAE coordinator for the Working Group on Education Statistics. I have been made a member of the Working Group, and arranged to meet with Dr. Tung in Paris on 25-26 December.
- I have tried to organize the participation of Ghana in the World Bank/EDI National Assessment Seminar to be held in Ghana from 11-15 Jan. Numerous calls to Juanita Manzana (473-6846) at EDI, and calls and a FAX to Habib Khan in Ghana. Current status is: awaiting a FAX from Habib with the list of 3 persons from Ghana for the Seminar (John Adu, MOE, and Stephen Atapka - U.Cape Coast, plus a person from the WAExams Council). EDI/Juanita on leave until Monday, & Paud Murphy in Ireland and then he is going directly to Nairobi. EDI may not have the budget to support this participation (depending on last minute cancellations of persons from other delegations), and if it does have the budget, will find it difficult to process the arrangements in time. Habib is to call Juanita directly on Monday 4, Jan.
- 30 December. IIR/ARTS/Ed meeting to review contract terms and budget with Julie Rea, Jane Shubert, Peter Kapakasa, Ash and Diane. Agreed that we would revise the contract SOW after March, including a revised budget to increase travel and staff support, and reduce specialist consultancies.

Office Setup

- I worked with Pamela Forsyth and Diane to install and implement the E-Mail system between IIR and AID. The system is now working with the Rosalyn office. When the project administrative assistant (Juania) returns from leave, she will be able to use this on a daily basis to send and receive e-mail.
- Ordered and received an AST/Exec laptop computer and FAX/MODEM for project use, and set it up with my personal software to get started.
- Prepared a memo for ARTS approval to procure software (database management, Atlas Graphics, communications, etc.) needed for the project.

INSTITUTE FOR INTERNATIONAL RESEARCH
IEQ - AFR/ARTS/HHR

Report: Diane Prouty
1-23 December, 1992

DAE Working Groups

- 1-4 December. Attending DAE working groups on teacher profession and girls participation in London, England. Participated in small working groups developing strategic country plans for evaluating and monitoring the teaching profession. Assisted other donors in defining individual agency strategic objectives for African education. Attended the forum on girls participation. This meeting focused on the role of the African Academy of Sciences in supporting research by women on women in the African context.
- 7-9 December. DAE working group write-up, contacting people with information about the meetings and following up on DAE commitments.

AFR/ARTS Meetings

15 December. Meeting with Judy Brace, Peter Spec, Julie Rea and Ash Hartwell to review HHRAA framework and agenda development. Discussed upcoming Education Workshop to be held in Abidjan for USAID HRDO's and host country participants and future program strategies and associated work.

16 December. Prepared for and attended API (Analysis of Program Impact) meeting for East Africa region.

17 December. Prepared for and attended API meeting for Southern Africa region.

18 December. Attended wrap up session for API meetings to discuss viability of the API process as a monitoring device for AID Washington and reporting missions. A key issue of the meeting was the necessity to identify effective indicators to monitor and evaluate program effectiveness and impact.

21 December. All day planning session for ARTS/HHR/Education Team in which analytical agenda and responsibilities were clarified. (Summary of report included.)

23 December. Attended IIR Uganda RFP meeting in which basic proposal focus is defined, prospective collaborators identified and responsibilities assigned. Attended BUCIN meeting prepared for ARTS/HHR/Education

Team to discuss possible collaboration in the collection of meaningful statistics for the education sector in select African countries.

Language Training

Since attending the DAE meetings I have not attended any language training sessions. Because the doctor encouraged me to reduce the number of hours I was in the office, I felt it was better given my work commitments, if I focussed on bureau-related activities. I will be recommencing my language study in January.

Curriculum Study

Currently, the two-person team is in Botswana and will be returning 12/23. Although I have attempted to contact them several times since returning from London, I have been unable to reach them by phone. Arrangements have been completed for their second trip to Africa in early January to The Gambia and Senegal.

Sick Leave

I was unable to work in the office from the 7-14 because I had pneumonia and the doctor required me to stay home. I was able to follow-up on DAE reporting and curriculum study work during this week however.

INSTITUTE FOR INTERNATIONAL RESEARCH

IEQ - AFR/ARTS/HHR Report: Diane Prouty 21-31 December, 1992

Language Training

French language training continues 2 hours three times a week.

AFR/ARTS/IIR Meetings

- 21-23 December. Team meeting (w/Julie, Joy, Joe and Ash) to discuss and define the analytic agenda and examine team efforts. A work plan was developed for January through March. Prepared memo for ARTS of this meeting.
- 23 December. Attended BUCEN/ARTS meeting which discussed the areas of cooperation between ARTS/BUCEN.
- 24 December. Contacted Myra Harrison at ODA to get information on upcoming DAE working group on Textbooks and Libraries which will hold a forum on research and feedback on reading research. Exploring possibility of a Malian participant to attend to support research in reading in Mali.
- 28-29, 31 December. Contacted MSU, Harvard, FSU to support work on Database of African scholars.
- 30 December. IIR/ARTS/Ed meeting to review contract terms and budget with Julie Rea, Jane Shubert, Peter Kapakasa and Ash Hartwell. Recommendations included revising the contract SOW before June, revise the budget and increase travel line item of budget.

Improving Educational Quality Project
7 December - 11 December 1992

Knowledge Building

1. Don has received no additional comments on his *Defining Educational Quality* paper and will complete it for dissemination by the end of December! We have contacted potential French and Spanish translators to prepare copies of this paper for our next country visits.
2. Don is also revising his paper, *Implementing Change in Educational Quality*, and Leo will submit another draft of *Conducting Research in School Classrooms to Improve the Quality of Instruction* before 31 December.

Country Status

1. Ghana. Jane and Ray met to discuss the observation guide for Ghana. We sent a TNT package to UCC on 10 December with a memo outlining the purpose and components of the study design and observation guide and a copy of Tony Eichelberger's preliminary study plan. During our weekly telephone conversation, Dr. Yakubu informed us that the data collection would probably not take place until February. Receipt of the funds we wired to UCC is still unconfirmed. In order to speed up the delivery of equipment, Ina has ordered two computers and one printer from a U.S.-based supplier. We have arranged for the vendor to ship the equipment as soon as we verify that the UCC expediter will be available to meet the shipment. We received the Regional Legal Advisor's recommended changes to the MOU and forwarded them to the COTR, who then submitted a section on A.I.D./W's role and responsibilities to Sandy.
2. Guatemala. IEQ continued work on conceptualization of training procedures for field workers and sent a packet of research materials on multigrade schools to the HCRT. Documents sent include:

Baloch, I. S. *Impact of Multi-Grade and Single Grade Teaching on Students' Achievement in Pakistan*. Bridges Report Series. Academy for Educational Planning and Management, Islamabad, Pakistan. 1990.

Colbert de Arboleda, V. & O.; Mogollon, J. *Hacia la Escuela Nueva: Unidades de Capacitacion para el Maestro*. Bogota: Ministerio de Educación, Republica de Colombia. 1983.

Lungwangwa, G. *Meeting the Educational Needs of Children in Sparsely Populated Areas through Multigrade Teaching: An Experience from Zambia*. A Summary of a Research Report. Ministry of General Education of the Republic of Zambia. 1990.

Miller, B. A. *The Multigrade Classroom: A Resource Handbook for Small, Rural Schools*. Portland: Northwest Regional Educational Laboratory. 1989.

Miller, B. *Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines*. ERIC Digest. March 1991.

Miller, B. A. *Teacher Preparation for Rural Schools*. North West Regional Laboratory, Portland, Oregon. March 1988.

Nielsen, H. D. *Research on Multigrade Teaching in Belize Chapter I: Current Practice, Teacher Attitudes and Student Achievement*. Drafts of Executive Summary & Chapter One. Learning Technologies Project, USAID sponsored project. August 1992.

Reilly, D. H. *Rural Education in the Republic of Cyprus*. Journal of Rural and Small Schools. Vol 4, No 1.

Schiefelbein, E. *In Search of the School of the XXI Century: Is the Colombian Escuela Nueva the Right Pathfinder?* Santiago: UNESCO/UNICEF. 1991.

UNICEF. *The New School Programme: More and Better Primary Education for Children in Rural Areas*. Bogota: UNICEF/Ministerio de Educación Nacional, Republica de Colombia. September 1990.

UNICEF. *UNICEF Egypt The Community Schools Project: Manual for Teachers and Supervisors*. Cairo: UNICEF Egypt. July 1992. (Draft).

Teaching Combined Grade Classes: Real Problems and Promising Practices. Appalachia Educational Lab, Charleston, West Virginia. September 1990.

3. Mali. We have begun receiving USAID Bio-data forms for the proposed ISFRA personnel. We understand that ISFRA, with the help of Yolande, is reexamining its proposed budget. Steve has engaged Richard Wright (Professor of Linguistics at Howard University), Ann McCollum (Director of Reading, Fairfax County Public

Schools), J. M. Royer (Center for Assessment of Language Skills, University of Massachusetts) and Marilyn Merritt to provide briefs on the variables that should be observed during reading and language instruction. These briefs shall be translated into French and will be reviewed with the IPN team.

4. South Africa. Jane and Frank met with the education officer for South Africa, Jan Leno, and Dzingai Mutumbuka (also World Bank), who briefed them on people and agencies to contact before the first country visit. Jane has asked the Aspen Institute to add her to the list of participants for the seminar on South Africa.

5. Indonesia. Jerry Strudwick, IIR, held preliminary discussions with Joe Carney regarding a possible buy-in. Joe Carney informed Jerry that the Mission's education program has undergone changes and that the Mission has only limited funds available. Since IEQ has not enough core funds to implement the project in Indonesia, we are now exploring alternatives. Frank Method will contact Joe Carney for an update on the situation.

Contact with Domestic Research and Development Community

1. No new activity.

Africa Bureau Buy-In

1. Ash Hartwell participated on Dec. 07 in the AFR/ARTS staff meeting, and made a short presentation on Diane Prouty's trip to the DAE meeting in London.
2. Ash met with Jane Schubert and both review the ARTS/AFR buy-in to IEQ, management issues, scope of work, linkage with IEQ, and issues for developing a revised scope of work in consultation with the ARTS/AFR team.
3. We have ordered the DaVinci external email software package so that we can communicate with AID on email.

Administrative

1. IEQ staff made plans to discuss procedures for refining IEQ's working definition of educational quality in a meeting scheduled for 17 December.
2. Jane talked with Don and Leo to discuss the difference in understanding about the budget available to Pittsburgh during fiscal year two. Don will attempt to clarify. Pittsburgh will submit a workplan for FY2.



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project

November 30 - December 4 1992

Knowledge Building

1. Pittsburgh will send an outline of the language assessment model paper (Mali) as soon as it has finished collecting the sources.

2. FWL is examining several strands of relevant research for its paper on early childhood characteristics and self-esteem: early childhood development and child readiness, as they relate to the developmental issues involved when children enter school; reading and second language issues at the earliest grades; and the self esteem literature. They are also seeking instruments that may be adapted for use in Mali, Ghana, or elsewhere.

3. We received the following documents this week:

Chesterfield, R. *Basic Education - Review of Experience*. Washington, D.C.: Latin America and the Caribbean, Education and Human Resources Development, U.S. Agency for International Development, 1992.

Merritt, S. & Dyson, A. H. *A Social Perspective on Informal Assessment: Voices, Texts, Pictures, and Play from a First Grade*. Occasional Paper No. 28. Berkeley, CA: National Center for the Study of Writing, September 1991.

Freedman, S. W. & Hechinger, F. *Writing Matters*. Occasional Paper No. 31. Berkeley, CA: National Center for the Study of Writing, June 1992.

Country Status

1. Ghana. We spoke to Dr. Yakubu. The team leaders are unclear about the components of a study design, hence the reason we have not received one. Jane will send an outline. We received a copy of UCC's observation guide and will respond in a memo that contains data collection forms for all team members to use so we systematically gather a common core of data across classrooms plus suggested observation methodologies. Dr. Yakubu was not able to confirm receipt of the money we wired two weeks ago, so were unable to meet the 3 December deadline for ordering computers from Information Technology Limited. Ina is now exploring the possibilities of shipping the computers and printer from the U.S.



2. Mali. We received a proposal from ISFRA with a budget of CFA 27,000,000 (approximately \$120,000), which is twice the amount of our annual country budget. Steve sent a fax to Freda asking her advice on the budget, and he will await her answer before responding to ISFRA. We also made travel arrangements and submitted a request for country clearance for Steve's trip to Mali in January.
3. South Africa. Frank and Jane discussed an IEQ visit to South Africa. Frank has reopened contact with David Evans regarding dates for an IEQ visit.
4. Guatemala. We have recruited a Research Coordinator, Yetilu Iunge de Baessa, who has a Ph.D. in Educational Psychology from the University of Texas at Austin and specializes in child self-esteem. We are awaiting the 1420 forms for the HCRT from Juarez.

Administrative

1. Jane met with Frank to discuss the IEQ budget. Frank informed us that IEQ's funds are only obligated to September 1993.
2. In order to facilitate the flow of information between IIR and its subcontractors, we requested weekly updates before close of business each Friday from each subcontractor.
3. Jane, Steve, Ray, Ina and Gretchen met to continue discussions on IEQ's projected in-country activities for year two. Conversations continue on workplans for IEQ's knowledge-building and other activities.
4. Ina began drafting the outline for IEQ's annual report.

Africa Bureau Buy-In

1. Gretchen began working on her research projects on Monday. She will conduct a review and inventory of classroom-level indicators of performance related to the utilization of instructional materials and will put together an inventory of instruments used to observe classroom activity at the primary school level. The scope of work was submitted to Julie Rea.
2. Diane went to England to attend two Donors to African Education Working Groups, one on Teacher Management Systems and the other on Girl's Participation and Girl's Schooling.
3. Ash Hartwell officially joined IIR under the Africa Bureau Buy-In. During his first week, Ash participated in an AFR/ARTS meeting with the International Statistics



Weekly Report FY2:6

Program Center (ISPC) and the Center for International Research (CIR) and attended a briefing with Richard Shortledge on Namibia's basic education program.

Mia Lamm

December 8, 1992



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project

16 November - 27 November 1992

Knowledge Building

1. We received the following document this week:

Marshall, H. H. (Ed.) *Redefining Student Learning - Roots of Educational Change*. Norwood, NJ: Ablex Publishing Corporation, 1992.

2. Pittsburgh is moving forward on summarizing its approach to the knowledge-building task for Mali. We also received the following documents from Pittsburgh in response to UCC's requests:

Karweit, N. L. *Time in School*. Research in Sociology of Education and Socialization. Vol 2. Pp 77-110. 1981.

Peaslee, A. L. *Primary School Enrollments and Economic Growth*. Comparative Education Review. Pp 57-67. February 1967.

Karweit, N. L. & Slavin, R. E. *Measurement and Modeling Choices in Studies of Time and Learning*. American Educational Research Journal. Vol 18. No 2. Pp 157-171. Summer 1981.

Lee, V. E. & Lockheed, M. E. *The Effects of Single-Sex Schooling on Achievement and Attitudes in Nigeria*. Comparative Education Review. Vol 34. No 2. Pp 209-231. May 1990.

Karweit, N. L. *Time and Learning: A Review*. In R.E. Slavin (Ed.) School and Classroom Organization. Hillsdale, N.J.: Erlbaum.

Marsh, H. W. *Sex Differences in the Development of Verbal and Mathematics Constructs: The High School and Beyond Study*. American Educational Research Journal. Vol 26. No 2. Pp 191-225. Summer 1989.

We forwarded these documents to UCC via TNT Worldwide Express on 25 November.



Country Status

1. Ghana. We held our weekly telephone conference with both Sandy and Yakubu. Yakubu informed us that UCC had never received our DHL package with the cooperative agreement, so we faxed him another copy on 20 November via Sandy. Yakubu has assured us that at least one equity school will be included in the school sample. We received a copy of the observation guide on 25 November, but are still awaiting a copy of the study plan. Although the telephone lines to the UCC office are not yet in place, we have arranged for Yakubu to call us collect from the TNT office on 1 December.

The supplier for our computer equipment, Information Technology Limited (ITL) contacted us on 25 November saying that payment must be received in Dollars by 3 December 1992 in order to process the order before 4 January. ITL has since then agreed to accept Cedis and to place the order by 3 December, providing that IIR has initiated the transfer of funds. In order to forego import duty, we have arranged to transfer money to UCC to buy the equipment. We have put together a separate Memorandum of Understanding between IIR and UCC, affirming that ultimate ownership of the equipment is vested in USAID through the IEQ project. We included this MOU in the TNT package to UCC on 25 November.

2. Mali. In response to Chahine's request for a meeting on the proposed ISFRA and IPN studies, Steve suggested a trip to Washington, D.C. in early December. Julie Rea spoke with Freda and passed along the message that she would prefer an IEQ visit to Mali, even if it does not take place until early January. Steve sent a fax to Freda suggesting that we continue discussions on the study proposals via fax until the next visit.

3. Guatemala. We sent the clarification required by the Mission controller's office to Susie. We hope to conclude negotiations with HCRT candidates and complete recruitment by the end of the month. We have also begun to recruit field workers at regional level through the Regional Educational Offices.

4. South Africa. Jane met with Furhana Bhoola, who gave us numerous documents on South Africa, including the following:

Education. In 1991/1992 Race Relations Survey. South African Institute of Race Relations. Pp 183-230.

Vergnani, L. *Continuing Gap in Black Enrollments Found in South Africa*. The Chronicle of Higher Education. Pp A33-A34. July 1, 1992.



Weekly Report FY2:5

Flanagan, W. *Pedagogical Discourse, Teacher Education Programmes and Social Transformation in South Africa*. International Journal of Educational Development. Vol 12. No 1. Pp 27-35. February 1992.

Maurice, P. *In Search of Holistic Learning Methods*. The Weekly Mail. P 29. April 3-9, 1992.

Scott, C. *French Opens New Worlds*. The Star. P 17. 22 January 1992.

Ndhlovu, N. *Forging A Brighter Future*. Learn & Teach. Pp 6-7. November 1991.

Morrell, S. *Breaking through Literacy Barriers*. Learn & Teach. Pp 16-17. March 1992.

Bapela, O. *Liberating Education*. Learn & Teach. P 11. February 1992.

Carter, C. *A Lifetime in Education*. Learn & Teach. P 15. March 1992.

Malunga, M. *University: The Impossible Dream*. DRUM. Pp 40-41. February 1992.

Mphahlele, E. *Alternative Institutions of Education for Africans in South Africa: An Exploration of Rationale, Goals, and Directions*. Harvard Educational Review. Vol 60. No 1. Pp 36-47. February 1990.

Bot, M. *Social and Economic Update 15, July 1991 - Special Issue on Education Renewal*. South African Institute on Race Relations. 31 July 1991.

Economic Development Institute, World Bank. *Training Needs for South Africa in Transition*. Background Paper No 1. Presented at the Follow-Up Conference on International Educational Assistance to Disadvantaged South Africans. New York. 8-9 September 1992.

Marx, A. *Development and Educational Assistance to South Africa: Focus on Impediments and Coordination*. Background Paper No 2. Presented at the Follow-Up Conference on International Educational Assistance to Disadvantaged South Africans. New York. 8-9 September 1992.

Orbach, E. *The Role of the Private Sector in Education and Training in South Africa during the Transition Period*. Background Paper No 3. Presented at the Follow-Up Conference on International Educational Assistance to Disadvantaged South Africans. New York. 8-9 September 1992.



Weekly Report FY2:5

Samuel, J. *A Proposition for a National Strategic Framework for Education in South Africa*. Background Paper No 9. Presented at the Follow-Up Conference on International Educational Assistance to Disadvantaged South Africans. New York. 8-9 September 1992.

Simon, A. *Black Students' Perceptions of Factors Related to Academic Performance in a Rural Area of Natal Province, South Africa*. Journal of Negro Education. Vol 55. No 4. Pp 535-547. 1986.

Nasson, B. *Bitter Harvest: Farm Schooling for Black South Africans*. Perspectives in Education. Vol 10. No 1. Pp 13-41. 1988.

Bundy, C. *At War With the Future? Black South African Youth in the 1990s*. Presented at the conference: South Africa: The Political Economy of Transition. April 1992.

The ANC is Studying Education Models from Countries That Have Achieved Impressive Successes. New Nation. 22 March 1991.

Reagan, T. G. & Ntshoe, I. *Language Policy and Black Education in South Africa*. Journal of Research and Development in Education. Vol 20. No 2. Pp 1-8. Winter 1987.

Tygesen, P. *The ABCs of Apartheid*. Africa Report. Pp 14-22. May-June 1991.

Cross, M. *A Historical Review of Education in South Africa: Towards an Assessment*. Comparative Education. Vol 21. Pp 185-200.

Contact with Domestic Research and Development Community

1. We requested FWL to provide a summary on the status of their knowledge building task.

Administrative

1. IEQ held its Year One Outcomes meeting to discuss issues facing the project. Nineteen people attended from R&D/Ed, the Africa Bureau, the Latin America Bureau, the WID Office, OERI, and from each of IEQ's subcontractors. An agenda and a list of participants are attached. IEQ held a debriefing to discuss the issues raised at the Year One Outcomes meeting and sent follow-up notes to the participants.
2. Peter submitted the IEQ pipeline budget to Frank.



Weekly Report FY2:5

3. We prepared a report for Lynellyn Long (WID) on IEQ's gender-related activities during the project's first year. This was a quick turn-around in response to her office reporting needs.

4. We held an IEQ staff meeting (including Jane, Ray, Steve, Paul, Diane and Ina) to develop the year 2 workplan. This discussion will continue on 2 December.

Africa Bureau Buy-In

1. Jane is working on a scope of work for Gretchen Hummon, who will be working as a consultant under the Africa Bureau buy-in.

NOTE: Due to reduced activity during the holidays, our reporting period covers 16 November to 27 November.

Nov 30, 1992



Agenda: IEQ Year One Outcomes

16 November 1992

- | | |
|--------------------|--|
| <i>2:00 - 2:15</i> | <i>1. Introductions: people and project</i> |
| <i>2:15 - 3:00</i> | <i>2. Summary of Core Country Activities (Mali, Guatemala, Ghana): basic education reform and IEQ relationship; accomplishments; plans</i> |
| <i>3:00 - 3:30</i> | <i>3. Knowledge-building: relationship to country activities; linking field experience to literature; biennial publications and "occasional" papers; participating in the global dialogue</i> |
| <i>3:30 - 3:45</i> | <i>Break</i> |
| <i>3:45 - 4:00</i> | <i>4. U.S. Research and Development Community: involving talent and experience; creating international partnerships; mechanisms for cooperation</i> |
| <i>4:00 - 4:15</i> | <i>5. Requirements Contract: current and potential buy-ins (Africa Bureau, South Africa, Uganda)</i> |
| <i>4:15 - 4:30</i> | <i>6. IEQ Outreach: International Coordinating Group; Seminars</i> |
| <i>4:30</i> | <i>7. Closing Remarks</i> |

Addresses for Participants in the IEQ Debriefing

Institute for International Research

1815 N Ft Myer Dr, Suite 600

Arlington, VA 22209

Telephone: 703-527-5546

Fax: 703-527-4661

Paul Spector, President

Jane Schubert, IEQ Director

Steve Anzalone

Peter Kapakasa

Diane Prouty

Ash Hartwell

Ina Laemmerzahl

Juárez and Associates, Inc.

1725 K St, NW #608

Washington, D.C. 20006

Telephone: 202-331-7825

Fax: 202-331-7830

Ray Chesterfield

Laurie Marine

University of Pittsburgh

5M36 Forbes Quad

Pittsburgh, PA 15260

Telephone: 412-648-7172

Fax: 412-648-5911

Don Adams

National Center on Adult Literacy

University of Pennsylvania

3910 Chestnut St

Philadelphia, PA 19104-3111

Telephone: 215-898-2100

Fax: 215-898-9804

Laurie Puchner

Far West Laboratory

730 Harrison St

San Francisco, CA 94107-1242

Telephone: 415-565-3000

Fax: 415-565-3012

Cliff Block

Office of Education

Bureau for Research and Development

USAID

Washington, D.C. 20523-1815

Telephone: 703-875-4700

Fax: 703-875-4751

Sam Rea, Director

Frank Method, IEQ COTR

Jim Hoxeng

Africa Bureau/ARTS/HHR

USAID

Room 2744, NS

Washington, D.C. 20523-0089

Telephone: 202-647-8259

Fax: 202-647-7430

Julie Rea

Latin America Bureau/DR/EHR

USAID

Room 2239, NS

Washington, D.C. 20523-0010

Telephone: 202-647-7921

Fax: 202-647-8151

Norm Rifkin, Director

Women in Development Office

USAID

Room 714, SA-18

Washington, D.C. 20523-1816

Telephone: 703-875-4668

Fax: 703-875-4633

Betsy Ussery

OERI, Department of Education

Suite 600

555 New Jersey Ave, NW

Washington, D.C. 20208

Telephone: 202-219-2000

Fax: 202-219-1466

Robert Leestma



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project 9 November - 13 November 1992

Knowledge Building

1. We submitted another request for documents from the UCC Team Leaders to Pittsburgh.
2. We finished prepared the country profiles for the Year One Outcomes meeting on November 16.
3. Jane requested a background paper on early childhood characteristics and self-esteem measures from Far West Lab.
4. Laurie Puchner is working on a report on cursive and manuscript writing.

Country Status

1. Ghana. We spoke to Sandy, who informed us that the Team Leaders have scheduled introductory school visits and training for data collectors for the first week in December. We have begun working on an travel itinerary for Jane to participate in this effort and requested the study plans from UCC. Sandy also advised us that the Regional Legal Advisor is reviewing the Memorandum of Understanding. We have begun working on transferring funds into UCC's account.
2. Mali. Jane spoke with Chahine, who told us that ISFRA is preparing a study proposal. She informed us that IPN is very interested in integrating its work with IEQ and would like to meet with IEQ in early December to plan the studies. We engaged a translator to translate the Memorandum of Understanding and letters to Freda and Yolande into French.
3. Guatemala. Recruitment continues for HCRT candidates. The MOU is making its way through Mission review. The Mission controller's office asked whether the Ministry of Education would be handling any funds as this would require AID/G to be the paying office. A fax clarifying that all funds will be handled by the contractor and that AID/W will be the paying office, together with an estimated budget for the IEQ activity which was requested by the controller's office is being prepared and will be sent to Susie Clay early in the week of 11/16/92.



Administrative

1. Peter and Jane prepared the IEQ budget in response to a request from COTR.
2. We continued preparations for our Year One Outcomes meeting on 16 November.

Ann Lamm

Nov. 17, 1992



Institute for International Research

1815 North Fort Myer Drive #600

Arlington, VA 22209 USA

Telephone: (703) 527-5546

Fax: (703) 527-4661

In collaboration with Juárez and Associates, Inc. and the University of Pittsburgh

Improving Educational Quality Project

November 2 - November 6 1992

Knowledge Building

1. We received the latest draft of Don Adams' *Defining Educational Quality*. We also received a draft of Leo Klopfer's paper entitled *Conducting Research in School Classrooms to Improve the Quality of Instruction*.
2. Pittsburgh is working with Rita Bean (Pittsburgh), a reading and language assessment specialist, and Laurel Puchner (NCAL), to complete the Knowledge-Building Task for Mali. Kit Yasin, a graduate student at Pittsburgh, will also contribute to this task. The paper will be sent to Mali before Christmas.

Country Status

1. Ghana. We completed the first draft of a Ghana Country Profile. We spoke with Sandy (AID) and William (MOE) on Friday and learned that the school sample selected for the Descriptive Profile of the Central Region did not include an "instructional materials" Equity Pilot Implementation school. The study must include one of these schools if this intervention receives closer examination in subsequent research. William will convey this message to Cape Coast. We also arranged to hold weekly telephone conversations with Sandy as a means of keeping up-to-date on IEQ activities in Ghana.
2. Mali. We sent a DHL package to Freda informing her of the outcomes of our recent visit and requesting an update on the progress of the Memorandum of Understanding. We affirmed that it was premature for us to select a single institutional partner and indicated our interest in engaging ISFRA and IPN to conduct three separate studies. We also enclosed a letter to M. Traoré of ISFRA that summarized our discussions about ISFRA's proposed study, with a request for a proposal from them. Laurie Puchner submitted the first draft of a country profile on Mali.
3. South Africa. Frank learned that December is not a good time for an IEQ visit to South Africa. We will continue our discussions with David Evans to plan a trip in late January 1993. We ordered the following Working Papers on South Africa from the Institute of International Education:

Number 10 *U.S. Foundation Funding for Change in South Africa: An Update* (1990)



- Number 15 *Corporate Social Investment in South Africa* (1990)
- Number 16 *U.S. Support Organizations Raising Money for South African Causes: An Update* (1991)
- Number 17 *South African Trusts/Foundations* (1991)
- Number 18 *European NGOs Providing Resources for Development and Social Justice in South Africa: A Handbook* (1991)
- Number 19 *Canadian NGOs Providing Resources for Development and Social Justice in South Africa: A Handbook* (1992)
- Number 20 *South African Speak II: Discussion Forum Presentations 1990-1991* (1992)
- Number 21 *Foreign Mission Funding in South Africa* (1992)
- Number 22 *South Africa-Related Initiatives of Intergovernmental Organisations (IGOs): A Primer* (1992)

4. Guatemala. Juarez is preparing a package on the candidates for the HCRT for USAID approval. Juarez also submitted the first draft of a Country Profile on Guatemala.

Conferences

1. Jane, Don and Leo presented a discussion on *Knowledge Bases for the Study of Educational Quality* at the American Educational Studies Association Convention in Pittsburgh on 8 November 1992 .

Administrative

1. Jane met with Leo, Don and Mark to discuss Pittsburgh's supplementary budget submission. We agreed that, having identified three IEQ core countries, we need to clarify Pittsburgh's scope of work under the existing subcontract prior to discussing an increased scope of work.
2. Please note that we have changed the location the IEQ debriefing. The new location is the Shenandoah D room at the Westpark Hotel in Rosslyn (1900 North Fort Myer Dr.). The debriefing is still scheduled for November 16 between 2 pm and 5 pm.



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Arlington, VA 22209 USA

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Improving Educational Quality Project

26 October - 30 October 1992

Knowledge Building

1. We received the following publications:

Schwartz, N. H. & Salmen, D. J. *Predictors of Student Performance in Early Elementary School*. Chico, CA: California State University.

Kellaghan, T. & Greaney, V. *Using Examinations to Improve Education - A Study in Fourteen African Countries*. World Bank Technical Paper Number 165. Washington, D.C.: The World Bank, 1992.

Levinger, B. *Promoting Child Quality: Issues, Trends and Strategies*. Washington, D.C.: Academy for Educational Development, September 1992.

2. Pittsburgh is continuing its work on the papers on quality.

Country Status

We completed the Ghana and Mali Trip Report and submitted it to the COTR on 30 October.

1. Ghana. We sent a fax to Sandy requesting a status report on the Memorandum of Understanding.
2. Mali. We sent a fax to Freda requesting an update on the Memorandum of Understanding. Steve sent a fax to Yolande Miller in order to introduce the IEQ project and to present the possibility of IPN conducting a classroom study on reading and language instruction.
3. South Africa. Frank will contact David Evans regarding the possibility of an IEQ visit in early December.
4. Guatemala. The Ministry has decided that the "nueva escuela unitaria" pilot project being conducted both through the BEST project and through Unicef will be the research focus. The first two grades will be targeted as these are where the greatest problems of dropout and repetition exist. Both the Mission and the Ministry



have reviewed the Memorandum of Understanding (adapted and translated from that of Ghana) and have verbally approved it. Susie Clay is putting the draft document into AID format, then will coordinate Mission and MINEDUC signings before sending the document to WDC. A number of candidates for the HCRT have been recruited from both Landivar and del Valle Universities. Their salary histories are being reviewed before employment offers are made. The Institute of Educational Research appears to be on track as a meeting was held, during the week, among the Ministry, universities, and private research organizations to discuss the research agenda for the Institute. Julia Richards, a Guatemala-based qualitative research specialist is working with IEQ to recruit and train the regional HCRT. She has also just produced a video for IEQ which will be used in training researchers in Guatemala.

Contact with Domestic Research and Development Community

1. Ina attended Robert Myers' discussion on Early Childhood Development in the Third World.
2. She also attended a brown bag lunch on Educational Innovations in Mali, Malawi and South Africa hosted by May Rihani, Vice President of Creative Associates International.
3. Jane met with Cliff Block and others from the Far West Lab to brief them on IEQ project activities following the recent Africa trips. Discussions focussed on the Lab's involvement in the IEQ project, such as the provision of candidates for U.S. support teams and the production of "talking heads" videos. Far West Lab is currently coordinating lab and center participation on the INTERNET network, and Lab folk assured us that Apple computers can communicate with DOS-based systems on the international electronic networks. We will prepare a set of IEQ documents to send to Far West Lab as a follow-up to this visit.

Administrative

1. We have rescheduled the trip debriefing for November 16 from 2 pm to 4 pm in room 1600A of the Gannett Building.

Ann Lamm
November 3, 1992



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Arlington, VA 22209 USA

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Fax: (703) 527-4661

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Improving Educational Quality Project

19 October - 23 October 1992

Knowledge Building

1. We look forward to receiving the next draft of *Defining Educational Quality* within the next two weeks.
2. Pittsburgh is preparing a response to our request for a paper on assessment models of language learning and reading in primary schools. The Knowledge-Building Task for Mali is underway.
3. We faxed a list of documents requested by the Ghanaian Research Team Leaders to Leo, who will try to obtain copies of these.

Country Status

We will submit the Ghana and Mali Trip Report before 30 October.

1. Ghana. Sandy has presented the Memorandum of Understanding to the Mission's Deputy Director and also to the Regional Legal Advisor in Abidjan. We are preparing a country profile that will include a list of people and projects in Ghana. We are also putting together a DHL package for UCC with the cooperative agreement, the budget, and a summary of our activities.
2. Mali. Laurie Puchner will begin to develop a country profile for Mali and a list of personnel.
3. South Africa. We received a fax from David Plank, who just returned from South Africa. David met with David Evans. The IEQ design seems to complement Mission strategy and Evans remains open to the possibility of a buy-in. Our next contact with the Mission will arrange our first visit at the Mission's convenience.
4. Guatemala. Ray has kept us up-to-date on his activities in Guatemala: (1) Ray's meeting with the Vice Minister had to be rescheduled because it had been scheduled for several hours before Ray's arrival in-country; (2) The Ministry estimates that the law that creates the Instituto de Investigaciones Educativas will be signed in January. The Vice Minister suggested that until the institute is functioning, our affiliation should be her office (the Vice Ministry of Technical Affairs); (3) Ray



received a copy of our revised Memorandum of Understanding (MoU) with Ghana. The Contracts Officer, John McAvoy saw no problem with the draft of the MoU; (4) Ray agreed to develop an "ante-proyecto" that will include a summary of our proposal to work with the Ministry; (5) The Vice Minister suggested a number of people within the Ministry who might serve on the National Advisory Board; (6) Ray has been identifying candidates for the Research Coordinator and for the HCRT. Ray's list includes candidates from Universidad Rafael Landivar; (7) Laurie has been exploring options for locating and leasing office space for the HCRT and all that entails, such as phone service, office furniture etc.

Contact with Domestic Research and Development Community

1. Peter held further conversations with Far West Lab. Far West has increased its overhead rates. We expect to sign the subcontract agreement next week.

Administrative

1. Jane and Peter met with Diane Prouty, IIR's new employee, to discuss current IEQ activities and Diane's anticipated activities on the Africa Bureau Buy-In.

2. We have scheduled a trip debriefing for November 12 from 2pm to 4pm. Location for the debriefing will to be announced.

NOTE: Since Schubert, Anzalone, and Chesterfield were still in the field 12-16 October, activities and events that occurred during this week will be reported in the trip reports.