

dot-EDU

Using information and communication technologies to improve learning systems

GDG-A-00-01-00011-00

dot-EDU Quarterly Report

October - December 2002



Education Development Center, Inc. (EDC)



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dot-EDU Quarterly Report
October – December 2002

Executive Summary

This is the first quarterly report of the second year of dot-EDU, covering the period from October-December, 2002.

There was significant activity in the last quarter. The dot-EDU associate awards that were signed at the end of this quarter include:

Associate Award	Amount (not counting cost share)
Guatemala	999,056
Rwanda	484,960
Haiti	2,999,552
Mali	635,046
India	5,500,000
DRC	1,999,886
Sudan	74,365
Total	12,692,865

Other associate awards were being discussed during this period, but not signed yet. For example, two associate awards are expected in Namibia, one that follows up on a LearnLink project, and a second that is a Global Development Alliance (GDA) award. There are also significant projects being discussed for Zambia and Sudan – the latter following up on the study that was carried out in December.

During this period there were TDYs to India, Uganda, Kenya, Guatemala, Mali, DRC, and Haiti. There were also new pilot projects (or core-funded activities) put in place. On the day before the first Technical Advisory Group (TAG) meeting in October, dot-EDU had a meeting of partner organizations and invited them to send ideas. The IT and HIV/AIDS project in Uganda (workshop in September) continued with schools carrying out social action plans. (See section on pilots below.)

In the first four quarters of this cooperative agreement (leader award) there was a focus on shaping program descriptions, technical applications, and cost proposals. In this first period of the second year, there was a shift to implementing associate awards.

1. Activities during this quarter

A major activity in the first month of this quarter was the first Technical Advisory Group (TAG) meeting in Washington, DC. This was held on October 21 and 22, 2002, at Academy for Educational Development (AED). dot-EDU invited core partners and resource partners to send representatives to the TAG meeting and also invited these partner organizations to attend a meeting at EDC on the afternoon of October 21st. At this meeting dot-EDU gave an overview of the first year and invited partners to submit ideas for core-funded activities or pilot projects. Guidelines were handed out at the meeting.

TAG meeting. Other reports give an overview of this activity. We have attached the dot-EDU presentation.

Other activities: At the end of the week after the TAG meeting dot-EDU director was asked to talk at a meeting of country coordinators for the World Links organization.

In the first four quarters of dot-EDU there was a focus on shaping program descriptions, technical applications, and cost proposals. In this first period of the second year, there was a shift to implementing associate awards. In this period, for example, we met with a team from USAID/India and started activities there. A consultant who acted as DC-based project director was brought in and work in India started. EDC's Nadya Karim-Shaw went to India in November and began work on that associate award.

dot-EDU also shaped program descriptions for two associate awards in Namibia and one in Zambia. As the following section points out, consultants were sent to Kenya to do an assessment and design for a Sudan independent radio station.

2. Associate Awards

As this quarter ended there were seven associate awards signed (see tracker at the end of this report; five of these were signed in the last quarter). In December an associate award was signed with support coming from OTI. This allowed consultants to go to Kenya to look at the feasibility of setting up a Sudan radio project. The report may lead to another associate award to implement the project.

Associate awards	Date award was signed
Guatemala	6-6-02
Mali	7-1-02
Rwanda	7-3-02
Haiti	9-1-02
India	9-02

DRC	9-30-02
Sudan study	12-2-02

Sections 2.1 through 2.6 below give overviews of the six associate awards that were in place as this quarter started. All except Guatemala are in a start-up phase. Details of the activities are in the reports that were filed by country managers.

2.1 Guatemala: Bilingual Education and Technology Training in Quiche

Period of Performance: 6 June 2002 through 5 February 2004

Grant Amount: \$999,056.00

Partner Cost Share: \$278,190.00

Themes: bilingual education, professional development, ICTs

Project Goal: To strengthen the training of intercultural, bilingual educators through the use of Information and Communication Technologies (ICTs). This project provides both physical and technological infrastructure to teachers and communities and raises the level of education through training and curriculum development. All project activities aspire to preserve the Mayan linguistic and cultural heritage of the Quiche region while empowering communities to bridge the digital divide.

List of Partners:

Education Development Center
Proyecto Enlace Quiche

2.2 Mali: Educational Exchange with the University of Mali

Period of Performance: 21 August 2002 through 15 September 2003

Grant Amount: \$635,045.00

Partner Cost Share: \$173,049.00

Themes: workforce development, gender equity, educational exchange, capacity building

Project Goal: To enhance the capacity of the University of Bamako so that it may effectively manage and provide reliable information technology services to its faculty, researchers, IT network managers and students. This exposure will improve the quality of university education, allow Malian academics to engage in their fields of study globally, and create a workforce that has the skills—and is empowered—to launch Mali into the information age. Additionally, particular attention will be placed on issues of gender equity.

List of Partners:

Education Development Center
Michigan State University
Howard University
World Space Foundation
Management Systems International
Two Malian firms/NGOs (TBD)

2.3 The Electronic Distance Learning Project with the Kigali Institute of Education (KIE), Rwanda

Period of Performance: 3 July 2002 through 2 July 2004

Grant Amount: \$484,960.00

Partner Cost Share: \$150,000

Themes: Distance learning, ICTs, technical capacity building, professional development

Project Goal: To establish an ICT network at the Kigali Institute of Education (KIE) and improve connectivity with KIE Regional Distance Learning Centers. The increased technical capacities of KIE academic and administrative staff will enable better administrative and financial management, collaboration with other educational institutions, innovative instructional design in ICT and will cultivate an “ICT Culture” within the institution. Improved connectivity with Regional Distance Learning Centers will enhance the effectiveness and efficiency of distance training provision to pre-service and in-service secondary school teachers in order to provide a more qualified secondary school teaching workforce and, ultimately, better education for young people in Rwanda. Increased overall capacity will enable the Kigali Institute of Education to become a leader in high quality teacher training and information technology while facilitating community access to education and information communications technologies (ICTs).

List of Partners:

Education Development Center
World Links
Kigali Institute of Education (KIE)

2.4 Haiti: Global Communication and Learning Systems in Haiti

Period of Performance: 1 September 2002 through 30 September 2004

Grant Amount: \$2,999,940.00

Themes: basic education, interactive radio, at-risk youth,
professional development

Project Goal: To improve access to quality primary education in Creole through teacher training and Interactive Radio Instruction (IRI). IRI programs will target at-risk youth, adults, the elderly and underserved populations in addition to primary school teachers and students. The project also focuses on monitoring and evaluation to allow USAID and project partners to track progress and ensure long-term sustainability.

List of Partners:

Multichannel Learning Center of the Education Development Center (EDC)

Haitian Foundation for Private Education (FONHEP)

Academy for Educational Development (AED)

2.5 India: Technology Tools for Teaching and Training in India

Period of Performance: September 02 though August 05

Grant Amount: \$5,500,000

Themes: improved access to elementary education for vulnerable
children, especially girls

Project Goal: *USAID/India* has funded dot-EDU to test the feasibility and effectiveness of IRI and community telecenters/learning centers in selected states. The IRI programs will focus on English language instruction, while the telecenters (or other ICT interventions) will focus on community learning needs, from student needs to adult literacy. This three-year activity has a flexible design to allow for substantial stakeholder input and definition. The activity is due to be initiated with stakeholder meetings in January or February 2003.

Partners: EDC
AED
Other core partners for dot-EDU (to be named)
Local partners (to be named)

2.6 DRC: Complementary Instructional Strategies and Community Telecenters in the Democratic Republic of Congo

Period of Performance: 30 September 2002 through 30 September 2003

Grant Amount: \$1,199,886.99

Themes: basic education, information technology, gender equity, capacity building

Project Goal: To leverage risky and innovative opportunities that digital and broadcast technologies offer in order to bring about improved quality and increased access to education in the Vanga and Luozi communities. Since the early 1990s the Congolese education system has mirrored the nation's broader political and economic decline in its inability to adequately fund schools and provide basic education. Working within a community ownership model, a fully operational Community Learning and Resource Center will provide access to information technology and training in information literacy skills, learning materials development and project-based learning methods relevant to the Vanga community. Classroom instruction in such areas as nutrition, agriculture and language instruction will be supported by test interventions using information technologies. In Luozi, a "community of practice" approach will promote collaboration among teachers to apply problem-based learning strategies that inspire learning in students and gain support from parents. Learning will be integrated with local development problems such as health, nutrition and agriculture and enhanced through the use of local resources and equipment (like sugar cane and palm oil presses to discuss physics and income generation). Life skills programming will be broadcast via a community radio station. These interventions will empower teachers, students and local people to address problems of development by learning from their environment.

List of Partners:

Multichannel Learning Center of the Education Development Center
Center for Education, Employment and Community (CEEC) of the Education Development Center
Academy for Educational Development (AED)

2.7 Sudan: This study, supported by OTI, looked at the feasibility of setting up a radio station that would broadcast into southern Sudan. This may lead to a larger project that would begin early in 2003.

3. Pilot projects and case studies

We have started the following core-funded activities:

Uganda. EDC is working with the World Bank and private sector partners on a project that looks at how IT can help with the HIV/AIDS crisis. Schools carry out social action projects that use IT. For example, one connected school in Kampala is adopting a rural school and helping students there learn to use IT; the IT lessons contain examples and information related to HIV/AIDS prevention. So the connected students will help rural students learn about HIV/AIDS prevention as well as new technologies (in such peer-learning activities those in charge of “teaching” can learn as much as those being taught). A dot-EDU-supported workshop held in late September, 2002, in Kampala was attended by staff from NGOs (such as the Straight Talk Foundation) that are working on HIV/AIDS issues. Follow-on activities and social action projects were started soon after the workshop. In a related activity, the Rotary Club and Junior Achievement International are partners in a project to encourage young people in Africa to learn IT-related small business skills. One aspect of the program encourages girls to build their IT skills and become entrepreneurs. Many of the above activities will make use of high-speed Internet access centers (school-based telecenters) throughout Uganda funded, in part, by the Bill and Melinda Gates Foundation. As this pilot started (January 2002) teachers and students from South Africa, Ghana, Botswana, Uganda, Zambia, and Zimbabwe took part in a web-design competition; students received training in web site development, used content that helped teach about HIV/AIDS, and set up social action projects. **dot-EDU support: \$35,000; cost share: \$280,000**

Rwanda and Uganda. Sustaining School-based telecenters. This is tied to the above pilot. Staff from Kigali Institute of Education (KIE) attended a one-day workshop in Kampala in September 2002 so they could learn from schools in Uganda, Zimbabwe, and Botswana. EDC’s Center for Online Professional Education (COPE) will provide training in Rwanda when remote school-based telecenters are completed (equipment and connectivity in place). Partners for this pilot include World Links and the World Bank Institute. **dot-EDU support: \$30,000; cost share: \$200,000**

Peru. EDC’s dot-EDU project worked with IBM and other private-sector partners to plan pilots that look at how IT can help with early childhood development. **dot-EDU support \$10,000; cost share \$80,000**

Southeast Asia. dot-EDU partners EDC, SEAMEO INNOTECH, and IBM will collaborate in an activity that will develop a training package to guide strategic planning for the use of ICTs in education in the countries of Southeast Asia. If the activity succeeds, this could inform similar efforts in other regions of the world. The cornerstone of the training package will be the IBM “Reinventing Education Change Toolkit (CTK). The CTK is based on the work of Rosabeth Moss Kanter of the Harvard Business School. **dot-EDU support: dot-EDU support \$10,000; cost share \$100,000**

Ghana. EDC's dot-EDU program was part of an effort to help top education policymakers learn about IT (March 2002). With help from the Benton Foundation, EDC was able to distribute information about the "e-rate," a successful universal service mechanism in the U.S. (the e-rate helps rural schools and libraries afford connections to the Internet). This workshop in Ghana, attended by high-level ministry officials, was also supported by dot-EDU partner, World Links. **dot-EDU support \$3000; cost share \$18,000**

Ghana and Kenya. MIT-Africa Internet Technology Initiative (MIT-AITI) is an innovative program started by MIT students to integrate computers and internet technology into the education of students in African schools. The program uses innovation such as cutting edge programming and tools and free open-source systems to introduce students in Africa to the Internet, and to equip them with the skills that will allow them to be creative and resourceful. The plan is to send eight MIT students as summer interns to instruct 100 students and ten teachers in Africa in cutting-edge web-related technologies and programming languages. The program will be implemented with an emphasis on classroom teachers and with community-oriented projects. **dot-EDU support \$30,000; cost share \$40,000**

Global. An online ICT and Education Survey and Resource Tool. This pilot is being shaped by dot-EDU, the World Bank Institute's ICT for Education group, and The Berkman Center for Internet and Society – Harvard Law School. Through the development of an online survey-driven tool, we propose a first step to create a public resource for ICT and education practitioners and researchers alike. We are currently designing a survey that will be deployed to educators, administrators and policymakers around the world. The survey will aim to capture experiences with and perceptions of the process of introducing and using ICTs in the classroom. The data generated by this survey will be used in subsequent analyses of the global situation vis-à-vis ICTs and education, helping to improve programmatic design. A public website will be built around the survey to provide an online self-assessment tool that interested parties can use to better understand how the issues they face relate to others in the world, and access knowledge and resources about ICT and education challenges. This online self-assessment will also feed the backend relational database and contribute to the data collection component of the project, making it increasingly valuable with time and use.

It is expected that analysis of these data will provide rich findings about the state of the world in terms of ICTs and education. At least 20 countries will initially be targeted, with a particular focus on developing countries.

The data generated by the survey will provide a solid analytical base, and along with the website, lead to a powerful learning and planning tool. We will seek to complement these resources with additional insights gleaned from quantitative and qualitative information gathered through field visits to schools by researchers, and self-reporting by students. Ultimately, we are optimistic that more accessible and creative representations of this process will be made available through converting these lessons into multimedia

resources like clickable maps and streaming video, and by promoting diverse forms of online collaboration. **dot-EDU support \$14,000; cost share \$80,000**

Botswana and all of Africa. In late April and early May, 2003, education ministers will gather for a meeting supported by SchoolNet Africa, The World Bank Institute's ICT for Education Program, Schools Online, and dot-EDU. The meeting is to look at ICT and education policy for African countries. dot-EDU will support participants – and a speaker who can talk about universal service mechanisms such as the “e-rate.” **dot-EDU support \$8,000; cost share \$50,000**

South Africa. With partner organization ILI, dot-EDU will be part of a literacy project that brings in many partners including the US Department of Education. **dot-EDU support \$50,000; cost share \$200,000**

Pilot	Start date	Dot-EDU support	Cost share
Uganda IT/HIV	Jan 2002	35,000	280,000
Rwanda/ Uganda	Sep 2002	30,000	200,000
Peru	Mar 2002	10,000	80,000
Southeast Asia	starting	10,000	100,000
Ghana	Mar 2002	3,000	18,000
Ghana/Kenya	Mar 2002	30,000	40,000
ICT survey	starting	14,000	80,000
Botswana	starting	8,000	50,000
South Africa	Sep 2002	50,000	200,000
Total		190,000	1,048,000

During this quarter, as stated earlier, we allowed dot-EDU partners to present ideas for core-funded ideas. The MIT Media Lab sent the proposal that we decided to support. The pre-proposal for that activity is attached.

4. Other activities

We continued to meet with partners to discuss ways that they can be part of associate awards or core-funded activities.

5. Issues and recommendations

As we begin to implement several associate awards it is becoming more difficult to respond to Secretariat requests for articles and web-site updates. Some dot-EDU staff who worked on LearnLink feel that it is important to have a communications specialist.

While the dot-EDU budget does not have a line item for such a position, we hope that adjustments can be made.

6. Looking ahead to the next quarter

As we end this quarter we have seven signed seven associate awards and we face the challenge of implementing a number of cooperative agreements at once. We also have other awards pending (two ICT-and-education projects in Namibia, IRI projects in Zambia and Honduras, and possibly an implementation phase of the Sudan radio project). This is significantly more work than we expected at this time – a major change from a year ago. We want to make sure that all associate awards and core-funded activities are given proper attention – so it is important for dot-EDU management to have adequate mechanisms in place to monitor quality.

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www.dot-com-alliance.org



10/21/02

To: dot-EDU partners

From: Bill Wright and Steve Dorsey

Subj: Guidelines for setting up a pilot project supported by dot-EDU core funds

1. The dot-EDU cooperative agreement (core award) has a small budget for setting up one or more pilot projects each year (each fiscal year starting Oct 1).
2. In the fiscal year starting October 1, 2002, we would like to invite dot-EDU partners to submit ideas. We will accept ideas through COB Friday, December 6th, 2002.
3. Pilots must be innovative and should not, for example, simply document ICT-and-development work that has been done in the past. Pilots should be consistent with the goals of the dot-EDU cooperative agreement (see dot-edu.org).
4. Pilots should also be consistent with USAID strategic objectives or regional priorities. These can be seen at www.usaid.gov, in the different regional and country pages of the web site.
5. Pilots must contain cost share – preferably in the 4-to-1 or 5-to-1 range. For example, if EDC contributes \$25,000 from the dot-EDU budget, cost share should bring the total budget for the pilot to \$100,000 or \$125,000.
6. Cost share or “match” must comply with USAID regulations. Cost share must be non-Federal funds or contributions (in-kind for example) that were not counted as cost share in any other project. Cost share can be audited. (If you have questions, please send email to Bill Wright or Steve Dorsey.)
7. If you contribute ideas for pilot projects, please send (by e-mail) a one or two-page document and budget to Steve Dorsey sdorsey@aed.org with a copy to Bill Wright wwright@edc.org and Rosemary Lombard rlombard@edc.org. The budget must show cost share. Before sending ideas be sure to:
 - get a budget template and budget notes format from Rosemary Lombard
 - submit a CV and updated 1420 form for any personnel (again Rosemary can send you the electronic form)
8. dot-EDU will set up a review panel that does not include project staff -- and review all proposals no later than January 10, 2003.

9. Since other pilots are underway and the budget is limited, the dot-EDU contribution this fiscal year will not exceed \$50,000 for this "competition."
10. USAID or dot-EDU may decide to support projects other than those proposed by dot-EDU partners.
11. If there are any questions please contact Steve Dorsey, Deputy Director of dot-EDU, sdorsey@aed.org who will coordinate this activity.

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TAG Meeting, October 22nd, 2002



dot-EDU

Working with dot-ORG and dot-GOV to bring digital opportunities to developing countries

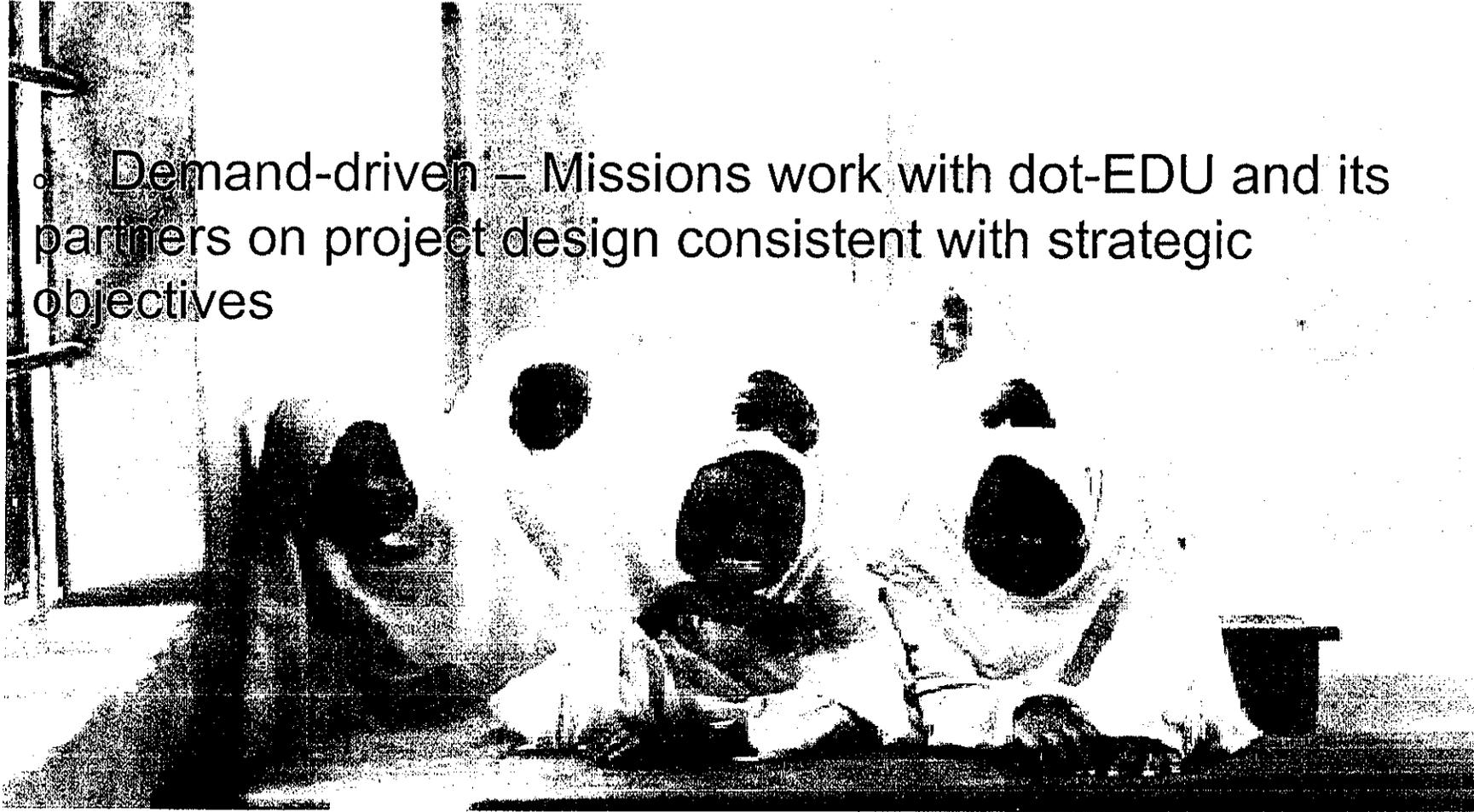
Strengthening education and learning systems

TAG Meeting, October 22nd, 2002

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dot-EDU is...

- Demand-driven – Missions work with dot-EDU and its partners on project design consistent with strategic objectives



TAG Meeting, October 22nd, 2002

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Implementing Partners

Education Development Center (EDC)

Partners

Academy for
Educational
Development
(AED)

Classroom
Connects

Concord
Consortium

Council for Basic
Education

CPAL

EarthWalk
Communications

Howard
University

IBM

IEARN

INCRE

INNOTECH

Intel

IREX

Media Bridge

Michigan State
University

M.I.T. Media Lab

Monterey
Institute

NIIT

Omar Dengo
Foundation

Prince George's
County
Community
College

PREL

Real World
Productions

SchoolNet/
Namibia

Sun
Microsystems

ThinkQuest

UPENN I.L.L.

UPITT

World As a
Classroom

World Computer
Exchange

World Education

WorldLinks

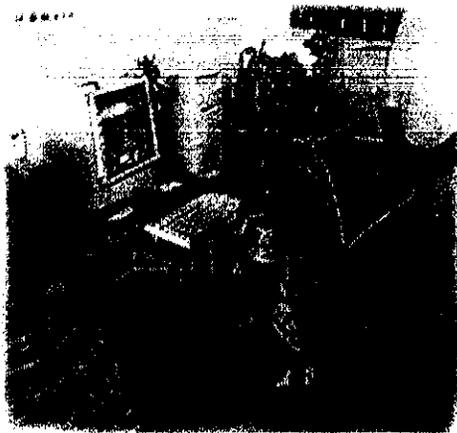
WorldSpace
Foundation

TAG Meeting, October 22nd, 2002

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Exploring Technologies

- INTERACTIVE RADIO INSTRUCTION (IRI)



- TELECENTERS

TAG Meeting, October 22nd, 2002

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Interactive Radio Instruction (IRI)

What makes IRI effective?

- Uses multichannel learning strategies in its design
- Improves the quality of instruction where teachers are few and/or poorly trained
- Reaches remote and disenfranchised learners
- Diversifies teaching and responds to learning styles
- Employs principles of distributed learning and incorporates active learning strategies
- Uses modeling for teachers and students
- Provides positive role models
- Makes learning fun, engaging and well-balanced



TAG Meeting, October 22nd, 2002

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School-based telecenters:



- Provide electronic access to educational resources
- Allow for teachers to create new materials
- Facilitate electronic sharing of materials
- Help to build an ICT-literate teaching core
- Can include community access as a way to sustain the centers



TAG Meeting, October 22nd, 2002

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Telecenters in dot-EDU projects



- Guatemala: Mayan language instruction
- Namibia: Improving the quality of teacher training
- Rwanda: In-service teacher training with secondary school teachers
- India: Experiment with IRI and other digital technologies
- DRC: Instructional math and French lessons for primary school classes

TAG Meeting, October 22nd, 2002

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Pilots (Year One)

- Working with WorldLinks and World Bank Institute
- IT and HIV-AIDS
- Sustaining school-based telecenters

TAG Meeting, October 22nd, 2002

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dot-EDU: The Global Picture

Country	Length (years)	Partners	Technology	Audience
Guatemala	2	AED, USAID/Guatemala, NetAssessment	Telecenters	Bilingual teachers
Mali	1	Michigan State University, Howard University, World Space, MSI, Local Firms/NGOs	Internet access	University teachers and students
DRC (Congo)	1	AED, USAID, LOCAL PARTNERS (TBD)	Telecenters and Instructional materials	Schools, clinics and local associations
Rwanda	2	WorldLinks	Internet access and school based telecenters	Secondary school based telecenters
Haiti	2	AED, FONEP, USAID/Haiti National/Intl. NGO's	IRI	2 nd , 3 rd and 4 th graders
Namibia (2 projects)	2 1	AED, USAID/Namibia SchoolNet Namibia, Local Partners (TBD)	Telecenters / Research	Schools and community members
India	3	AED, USAID/India, dot-EDU partners, Local Partners	IRI, Telecenters, DSAB, IRI/Computer - hybrid	Teachers, primary school students, and communities

Looking ahead

- Pilot projects submitted by partners
- Merging IRI with digital technology
- Establishing a universal service mechanism (e-rate)
- Reaching the rural underserved



TAG Meeting, October 22nd, 2002

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Dot-EDU/Guatemala

Quarterly Report

October 2002 through December 2002

Using Information Communication Technology Applications to Support
Intercultural Bilingual Education
In the Department of El Quiché, Guatemala

Leader Award No. GDG-A-00-01-00011-00
Associate Cooperative Agreement No. 520-A-00-02-00109-00

I. Introduction

This last quarter of 2002 was full of technical activities that set the base for 2003. Intensive training was provided for center staff and procurement was carried out for the centers. Meanwhile partnerships are being finalized with four institutions for exciting materials creation projects. The web portal design is nearly completed and a high level of interest is being generated for this virtual community. Meanwhile, a participatory planning approach has the project prepared for 2003 and virtual systems are in place that will allow key participants to stay abreast of project activities.

II. Major Accomplishments

Result #1: Access to ICTs:

- *Creation of seven new technology centers:* The project maintains its goal of being able to install the initial equipment in the new centers in January 2003. As a prerequisite, project staff have been working with centers to prepare the facilities by providing guidelines and recommendations. Centers are also being required to maintain financial records for cost-share reporting purposes. Meanwhile, a careful study was done regarding student population and existing equipment in each school as a base for the equipment to be procured. Initial procurement has been completed with equipment delivered to project office, inventoried and ready to be delivered to centers in January. Delays with WCE indicate that these computers are not likely to be ready to take to the centers until April. Meanwhile, centers (especially those with existing equipment) can begin to function with what the project will provide in January. Each center will receive:
 - 2 new multimedia computers
 - 1 network server
 - 1 donated computer from AED
 - 1 b&w laser printer
 - 1 color printer

- 2 digital cameras
 - 1 TV
 - 1 VCR
 - hubs
 - network cable and connectors
 - tool kit
 - metal storage cabinet
 - 2 mobile carts for taking TV and a computer to the classrooms
 - UPS and voltage regulators
 - photocopier machine (for those that don't have one)
- ***Development of a strategic plan for each center:*** Project staff sent guidelines and provided support to each of the seven new centers as well as the existing centers in Nebaj, Cunén, and Ixcán. Each of these 10 centers has developed a strategic plan that ostensibly shows how they will manage and sustain the centers as well as the types of activities they will carry out. In general, the plans are disappointing, showing little understanding of the sustainable telecenter model and little vision of how the telecenter can be a tool in support of the formation of bilingual educators. Also, connectivity was not generally considered a priority. These issues were addressed in both the workshops described below. Center personnel recognized the issues that need to be addressed. Project staff will work with centers to strengthen these plans in January before delivering the equipment.
 - ***Connectivity:*** At the outset of the project, connectivity in each telecenter was considered an added plus, rather than a necessity. As project plans have evolved, high-bandwidth reliable connectivity is being seen as an integral part of the use of each center so that students and teachers can participate in the virtual community being created (see result 3.1 below) and share their materials with other centers. Due to the recent introduction of Hughes DirecWay technology with much lower recurrent costs (under \$200/month), connectivity is feasible. Part of the finalization of the strategic plans will include a way for the centers to pay this recurrent cost. The project will pay for installation (\$1900+ per center).
 - ***Workshops in bilingual education:*** Originally, the technical trainings in November were to include training in bilingual education fundamentals and the integration of bilingual education and technology. However, it was decided that this workshop should be a separate event and presented to the full staff of each school, including all members of the technical team. In most cases, this workshop was delivered before the participants came to Quiche for the technical training. The two project education specialists developed a 1.5 day workshop called "Reflections on Bilingual Education" with support material including 50 pages of documentation from varied sources and a number of PowerPoint presentations. The last part of the workshop began to make the bridge into how the technology center could support bilingual education. This was done by presenting the materials created in the first phase of the project and allowing the teachers to brainstorm ideas of projects they would like to carry out in 2003. A separate report was prepared for each workshop and a summary report was also created.

- **Technical training:** As planned, the project organized technical teams for each of the 10 centers with which it will work intensively. These teams are made up ideally of 6 people: the center administrator, two teachers, and three students. At least two members should be female. Due to the large number of participants, the training was divided into two, with teams from four centers being trained during the first two weeks of November and teams from the other six centers receiving training during the last two weeks of the month. In total, 55 people were trained, including 39% females. The training consisted of approximately 80 hours in the computer laboratory and covered Windows, Word, PowerPoint, digital camera, scanner, networks, center administration, troubleshooting, basic maintenance, and more. Training materials were provided. Participants created two PowerPoint presentations with Mayan culture themes using the digital camera and scanner. These model projects helped participants make a clear connection between the technology center, their courses, and bilingual education. Social activities, including a cultural night, helped unite the participants and project staff. A full report on these workshops has been prepared.
- **Private sector support from Microsoft:** After a series of negotiations, Microsoft has authorized Windows and Office licenses for all the computers that we may need. License documents have been prepared for computers in Nebaj, Cunén, Ixcán and the project office that are currently without licenses. Parallel to this, project staff developed a proposal to Microsoft's International Giving program and found out in November that the project will be awarded a \$30,000 cash donation to finance Microsoft-certified training for the local technical teams.

Result #2: Creation of educational materials:

- **Creation of partnerships with other institutions for creation of digital bilingual educational materials during 2003:** The project set a target of at least three partnerships with well-established organizations. In the previous quarter, project staff had visited with many organizations around the country and developed list of approximately a dozen good candidates. Most of these organizations did not follow up, despite letters from the project, which imply that their resources or priorities lie in other areas. The process of developing a joint activity has proved cumbersome since both Enlace and the potential partners suffer from under-staffing, limited resources, already-set objectives and budget. Thanks to interest and persistence by Enlace staff and interested partners, plans are nearly finalized with four institutions. Implementation will begin in 2003 so that the materials will be ready for distribution by mid-year. The proposed alliances are:
 - **ALMG:** Enlace will buy equipment for 5 linguistic groups and provide training in digitizing their materials. ALMG will provide some accessories and receive the training. They will replicate the training to the other 16 linguistic groups. The product will include a CD-ROM and web publication of an existing learning guide for 5 Mayan languages. The digital version will include audio and possibly interactive exercises.
 - **OKMA:** This institution will develop an interactive CD-ROM-based introductory course for training Mayan language translators. The course will be designed for a mixture of teacher-led study, independent study and virtual teacher-student

contact. It will be piloted with selected novice translators. OKMA sees this as a prototype material for a university degree program in translation that they are working to establish. OKMA will provide equipment and staff and STTA in translation methodology. Enlace will provide technical support, including STTA in instructional design. Costs of piloting and material reproduction will be shared. The only barrier to beginning this project is that OKMA has yet to secure funds to pay the consultant who will lead the project.

- **PAEBI/World Learning:** PAEBI is considering developing ways that their highly-acclaimed series of 55 posters can be used interactively by children. After meetings with Enlace, a design is being developed for a system that would allow children (and adults) to play with these posters (or other images) as puzzles and for interactive, multimedia exploration. The idea is to develop an open, flexible system that would allow teachers or parents to easily create learning activities by letting them add interactivity (sound, text, new images, etc.) At this point, both projects are still finalizing the project design, so that the two directors can negotiate how costs and responsibilities can best be divided among each project.
 - **Fundación Rigoberta Menchú Tum:** This organization has a series of bilingual education training materials for teacher training that they have produced. Enlace will provide technical assistance in converting these materials to a digital format for distribution on the web and CD-ROM.
- **Survey of use of LearnLink materials:** A brief telephone survey was conducted with approximately one hundred recipients of the materials created in the first phase of the project. This feedback is currently being processed and a summary report is being prepared.

Result #3: Impact of ICTs in the Guatemalan educational system:

- **Creation of a bilingual education virtual community:** The web portal that will be the backbone for this community is well under way to becoming a reality. In an analysis session in early October, over 25 institutions shared ideas and concerns and began to commit themselves and their organizations to the portal. The name www.ebiguatemala.org was chosen, and has been registered and holds information about the portal's creation. A mailing list was also started to continue the process of creating the portal. Thanks to the STTA provided by Daniel Light and Sonia Arias, project staff have a portal design and selected software to develop it. Hosting is being arranged through AED. A working prototype is well under way and should be ready for usability testing in late January. Many institutions have expressed great interest in the portal. However, response to mailing list e-mails has been sparse. Also, despite offers of content, it is not clear what content will be easily gathered and ready to put on the portal when it launches. This is a risk to the portal's success. To address it, project staff will work with partners to gather information and ensure that the portal launches with a significant body of resources.
- **Design of intranets:** Originally, project plans put emphasis on Intranets as an important tool within each center for internal sharing of information. As it now appears that Internet connectivity is a near-certainty for all centers, the importance of the Intranets

becomes much less. However, an Intranet would be useful for sharing information within a school without having to publish on Internet. It is possible that the same software (EzPublish) being used for the portal could be used for an Intranet, with a very similar design to the portal. Also, Microsoft is offering technical assistance with their SharePoint Team Services that could provide an interesting WAN between centers. As centers finalize their plans for 2003, project staff will be able to detect what role an Intranet could play in the centers and the best way to implement it.

- **Organization of events to present the project to Education Ministry and other authorities:** Two events were planned for November 2003, one in Santa Cruz del Quiché and one in Guatemala City. In consultation with project staff, it was decided that these events would have little impact. Thanks to participation in other meetings and events, it was considered that authorities at both the local and national level are familiar with Enlace and its work. It was decided that it would be better to wait for strategic moments such as the official launching of the web portal and the inauguration of the new centers to include authorities. By coordinating these events with USAID and planning well ahead, the project believes that they could be used to garner more attention for the project.

Result #4 (internal): A well-administered project:

- **Cost-share reporting:** Cost share reporting forms have been developed to cover all of the proposed cost share. The project director and AED home office staff have agreed on reporting details, including signatures and support documentation. Project director will work with local staff to ensure that the cost share information for 2002 is documented during January 2003 for reporting to USAID. During 2003, information will be reported quarterly. Some of the proposed cost share, such as participant time in workshops, has been found not to be allowable. but donations from Microsoft will compensate for this.
- **Automated accounting system for field office:** AED home office installed an automated accounting system and trained the administrative assistant in its use. Support was also given to improve financial controls, such as petty cash. This new system will improve record-keeping and simplify home-field communication.
- **2003 work plan:** The work plan, budget, and timeline for 2003 were developed by local staff with support from AED and EDC home office staff and submitted to USAID in a timely fashion. By using a participatory planning approach, project staff and others involved have taken ownership of the plan and are committed to its implementation. Feedback from USAID will be taken into account as received.

Monitoring and evaluation:

- **Virtual Blackboard:** NetAssessment, Inc. has set up a virtual blackboard which provides a forum for discussing project impact and instruments used for data collection and analysis. Use of the forum has been sparse. However, recent technical improvements to the site should encourage more participation.
- **Groove:** EDC and AED are using Groove, a project management tool that lets home and field staff share information. Project director and Sonia Arias of EDC have begun

structuring the space as a repository of all important project documents. The timeline for 2003 is also being posted there. The CTO will be given access to this space in early 2003 so that he can stay abreast of project activities at his convenience.

III. Challenges

- **Creation of new technology centers:** Despite the care taken in choosing the new centers, there have been problems in two of the potential centers. In the case of the government school in Totonicapan, the school director did not develop a plan or choose participants to receive technical training. Project staff communicated with him by telephone, fax and telegram to no avail. In the town of Sacapulas, an inter-institutional committee is being formed to operate a community-access center with a special focus on the bilingual education community. Apparently due to rivalry between the town's two bilingual teacher-training high schools, there have been on-going conflicts. One of the schools and the local Mayan Language Academy have resigned from the committee. Project staff are working with the remaining members of the committee to ensure that the center will carry on with the idea of a center open to all, and provide special services for those working in favor of bilingual education, including the institutions who resigned from the committee.
- **Participation in virtual community:** While most of the potential stakeholders in the virtual community have access to Internet and use e-mail at least occasionally, they are not frequent users. This is due both to not having it on their desktop and not having compelling reasons for using it. An active, rich virtual community and web portal will encourage usage and spur institutions to improve connectivity. However, it is not clear how Enlace will be able to build this virtual community from scratch in a short timeframe. By building up a large library of resources and links, it is likely that the portal could begin to be seen as an important resource. This will be a key activity for project staff during 2003.
- **The short timeframe of the project:** The project director continues to manage expectations and shape activities to show an impact before the scheduled end of technical activities in November 2003.

IV. Travel

Staff/consultants	Objective	Dates	Destination
Sonia Arias	General administrative issues with Andy, and help with design of web portal	10/8/02 – 10/12/02	Quiché
Daniel Light	Help with design of web portal	10/6/02 – 10/12/02	Quiché

V. Key Activities Planned for Next Quarter

- Finalization of planning and initial equipping of centers.

- Gender equity training for project staff and inclusion of gender equity benchmarks in plans for centers and materials creation (STTA Andrea Bosch)
- STTA by Daniel Light and Kelly Morphy to develop and launch projects with teachers that integrate technology and bilingual education.
- Connectivity installed in centers
- Publication in web portal of all materials created in first phase.
- Distribution of remaining copies of story books.
- Finalization of plans with partner institutions for material creations.
- Finalization, testing, revision and launch of web portal (STTA Sonia Arias)