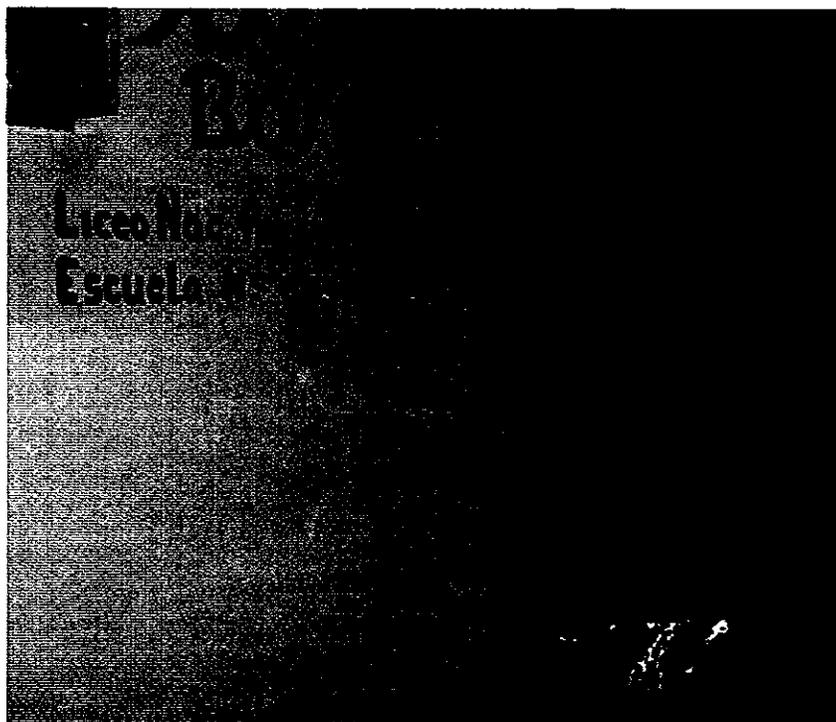


Quarterly Report

April 1 - June 30, 1999



LearnLink
*Linking people to learning technologies for
sustainable development*



Global Communications and Learning Systems

LearnLink

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I. Project Background

The Global Communications and Learning Systems Project (LearnLink) is funded by the Human Capacity Development Center in USAID's Bureau for Global Programs, Field Support and Research, the Africa Bureau, and other USAID Bureaus, Offices and Missions. LearnLink was initiated in 1996 to develop strategies, guidelines, models and tools for strengthening learning systems in developing countries through the application of communication and educational technologies. A sub-goal is to create sustainable communication and educational technology programs in developing country institutions.

II. Expected Results of Project

The results of this contract relate directly to the implementation of field services performed under Task Orders. These results include:

- A. Assessment tools for defining the appropriate application of educational and communication technologies within learning systems
- B. Intervention models and tools based on state-of-the-art strategies to increase the impact of educational and communication technologies within learning systems
- C. Institutionalization strategies and guidelines for establishing the sustainable use of educational and communication technologies within learning systems
- D. Monitoring and evaluation strategies and tools for observing the impact of educational and communication technologies within learning systems
- E. A system for the collection, demonstration and exchange of information and innovations on the use of educational and communication technologies within learning systems

III. Task Order 1

- A. Administration of the Core Contract
Four new staff members joined LearnLink this quarter: Kayode Apara, Financial Officer; Stacy Cummings, Administrative Assistant; Amy Dickinson, Operations Manager for Egypt; and Tamer Ibrahim, Backstopping Specialist for Egypt. Two summer student interns, Manoj Bhattachan and Erica Felder, also joined LearnLink to provide administrative, research and backstopping support to Core Contract staff.
- B. Operations Support
Planning and technical support visits by core staff during this quarter include:

Dates	Location	Staff
April 24-May 1, 1999	Dakar, Senegal	Steven Dorsey
May 8 – 23, 1999	Morocco	Steven Dorsey
June 11 – 20, 1999	Asunción, Paraguay	Eduardo Contreras-Budge
June 22 – 25, 1999	Budapest, Hungary	Eric Rusten

- C. Core Deliverables
1. The Spring 1999 issue of the quarterly newsletter, *LearnLink Newslines*, was issued this quarter.
 2. Drafts of intervention models were further reviewed and revised. Internal drafts are scheduled for completion by July 31.
 3. Corporate Visions, Inc., a graphic design firm, was hired under a subcontract to update the LearnLink logo, design a new brochure, and design templates for LearnLink's print deliverables.
 4. New brochure copy has been written and the design template is underway.
 5. Two new country papers describing work in Brazil and Central America were prepared, totaling eight.
 6. Consultants to assist with model research and writing were identified and hired.
 7. LearnLink's web site was edited and updated.

IV. Current Buy-Ins

A. Egypt (Girls' Education Support Activity) LearnLink Task Order #4 USAID #: HNE-I-00-96-00018-00 T.O. 800

1. Summary

LearnLink is assisting the Egyptian Ministry of Education (MOE) to improve girls' education, especially in the governorates of Beni Suef, Behera, and Minya. LearnLink's role is to promote one-room, multi-grade community schools, which are seen as a means of extending education to girls in smaller villages and under-served urban and rural areas. LearnLink's specific responsibilities under this activity include:

- a. Assisting the MOE in developing strategies and methodologies, as well as teachers' guides and instructional materials, for teaching the Ministry's curriculum in multi-grade classrooms;
- b. Developing pre-service and in-service teacher training programs for primary level multi-grade education;
- c. Creating an Interactive Radio Instruction (IRI) program for English as a Foreign Language (EFL) education, primarily for 4th and 5th grade students in Egypt's one-room schools; and
- d. Conducting an assessment of one-room schools.

2. Major Events this Quarter

Progress was achieved on four fronts: (1) A teacher's guide for training on multi-grade teaching strategies was drafted and is undergoing field review. (2) A variety of highly successful training sessions attended by MOE and University staff were held. (3) In the area of IRI, five new songs were developed and tested, and (4) instruments have been designed, field data collectors have been trained, and government permission has been obtained to begin work on the small schools assessment. Details follow:

- a. Goal Area 1: Reformulated multi-graded curriculum, teacher's guides, and self-directed learning strategies
A number of training materials geared toward supporting multi-grade teaching and learning were produced this quarter, including a teachers' guide addressing instructional strategies. The guide is being field reviewed by PLAN International multi-grade classroom facilitators.
- b. Goal Area 2: Facilitator and supervisory training
 - i. A strategic plan was implemented to continue enhancement of the PLAN multi-grade schools. This was a collaborative effort endorsed by the Director of PLAN International, the Undersecretary of Education, and the LearnLink COP. In

keeping with the plan, some of the new IRI materials have been pilot tested at the PLAN schools. In addition, LearnLink has trained 11 PLAN school facilitators in math and ESL instruction.

- ii. LearnLink staff also has planned a Training of Trainers workshop in which leading Egyptian trainers will work with MOE supervisors to enhance their training skills. Mr. Samir Ibrahim, director of the one-room schools training program, approved the topics and schedule for training. Leading participants will be selected to participate in a multi-grade study tour to the U.S. and to take part in training 800 multi-grade classroom teachers on communicative techniques and strategies appropriate to the multi-grade environment.
 - c. Goal Area 3: Interactive radio instruction (IRI)
 - i. LearnLink completed and is in the process of implementing an evaluation plan for the IRI component of the project, developed by consultant Dr. Jerry Schwab. LearnLink believes that the evaluation system will not only better capture results, but also will provide information critical to improving future programming.
 - ii. IRI produced five more songs, bringing the total to 13. A teachers' guide and tape scripts also were developed to accompany these new teaching tools. These materials were successfully field tested at PLAN one-room schools.
 - iii. IRI assistants received a one-day training on using the sound-editing workstation. As a result, the IRI staff will be able to produce better quality materials at a faster rate.
 - d. Goal Area 4: Assessment of small schools
Data collection for the assessment was begun in late June and is expected to be completed in early July. A subcontract has been awarded to the Cairo Demographic Center to enter and analyze the data. LearnLink also received official permission from the Central Agency for Public Mobilization and Statistics (CAPMAS) to begin data collection immediately.
3. Constraints
- a. Supervisors selected for the U.S. study tour could be restricted from traveling by USAID on the grounds that they are not proficient in English. An alternative strategy is being developed using interpreters and study teams.
 - b. A delay in receiving permission for data collection from CAPMAS pushed back the proposed schedule for data collection and analysis.

4. **Activities for Next Quarter**
 Next quarter will focus on addressing USAID's request to rescope LearnLink's task order. The following outlines the changes that will need to be addressed (indicated by an *) as well as those tasks remaining in the task order.
- a. **Goal Area 1: Reformulated multi-graded curriculum, teachers' guides, and self-directed learning strategies**
 - i. Develop a student assessment tool for use by OCS teachers and supervisors*
 - ii. Develop a system for assessing and tracking student progress*
 - b. **Goal area 2: Facilitator and supervisory training**
 - i. Develop a trickle down plan for using supervisors to train 800 small school facilitators*
 - ii. Organize and facilitate TOT for multi-grade supervisors
 - iii. Select trainers for travel to the US
 - c. **Goal Area 3: Interactive Radio Instruction (IRI)**
 - i. Integrate IRI into IELP-II activities*
 - ii. Pilot test IRI materials in MOE one-classroom schools
 - d. **Goal Area 4: Assessment of small schools**
 - i. Collect data for small schools assessment
 - ii. Analyze data for small schools assessment
 - iii. Write report for small schools assessment
5. **Travel**
- a. **Interactive Radio Instruction Practitioners' Forum**

Dates	Location	Staff
March 22-24, 1999	UNESCO, Paris, France	David Van Hammen, LearnLink Samir Mostafa, MOE

- i. **Purpose:** The Interactive Radio Instruction Practitioners' Forum, sponsored by the Advancing Basic Education and Literacy Project (ABEL 2) and UNESCO, was designed to provide an opportunity to share experiences and materials and to build networks among IRI practitioners worldwide.
- ii. **Summary of Events:** IRI practitioners from Bolivia, Burundi, Cape Verde, Djibouti, The Dominican Republic, Egypt, El Salvador, Guinea (Conakry), Haiti, Honduras, India, Nepal, Papua New Guinea, South Africa and Venezuela met for three days at UNESCO in Paris. Each country team presented a summary of their IRI programs. The history of IRI, current trends and future directions were discussed.

iii. Outcome: Information from the Forum has already helped the LearnLink IRI team with design decisions, especially confirming our Formative Evaluation design. A long list of recommendations for IRI in Egypt was compiled and presented to the MOE. Our Forum Report should help our MOE counterparts with decisions such as whether or not to broadcast IRI in Egypt.

b. LearnLink Office at AED, Washington, DC

Dates	Location	Staff
May 6 – 11, 1999	AED, D.C.	Bruce Miller, COP

During the week of June 7, Bruce Miller consulted with LearnLink staff in Washington regarding USAID's request that the LearnLink task order be rescoped. This included meeting with Linda Leonard, Dennis Foote, Steven Dorsey, Tamer Ibrahim, and other LearnLink staff in Washington. A second area focused on working with Mark Wagner on updating the LearnLink budget. LearnLink staff reviewed planning documents with Bruce Miller that focused on training, primary school assessment, multigrade curriculum, and interactive radio instruction. Ideas were generated for achieving project outcomes that included hiring consultants to help complete the assessment report, help with long-term training design, and work to support curriculum development work with the MOE.

**B. Asunción, Paraguay (Pilot Urban Electronic Government Centers/Community Learning Centers)
LearnLink Task Order #6
USAID #: HNE-I-00-96-00018-00 T.O. 03**

1. Summary

The Municipality of Asunción, Paraguay, is seeking to provide basic education, communication, and information services to less advantaged citizens by establishing 12 Community Learning Centers (CLCs) in public buildings and Municipal centers throughout city. The CLCs, known locally as *amic@s* (*aulas municipales de información, comunicación y aprendizaje*), build on the idea of simple business centers that offer a variety of electronic and communication services. The CLCs in Asunción, however, emphasize the educational and civic development benefits of computers and communications technology, specifically their ability to increase access to basic education

resources, life-long learning opportunities, and information and services from municipal sources.

2. Major Events this Quarter

- a. Two new *amic@s* were inaugurated on June 16. The first, *Mercado Municipal 4*, is in the popular public market next to a municipal day-care center; the second, in the neighborhood of *Bañado Sur*, is in a public school, supported in part by municipal funding, in a poor neighborhood. There was a very strong community and school presence, along with highest municipal, school and USAID authorities.
- b. LearnLink's Assessment and Evaluation Specialist, Eduardo Contreras-Budge, traveled to Asunción, where he met with Mayor Martín Burt and Director of Markets and Civic Centers, Arq. Oscar Ovelar, and others on next steps and the future of the project. Among other subjects, municipal technical staff were encouraged to continue developing the official municipal web site.
- c. Contreras-Budge also met with Todd Sorenson at the USAID Mission on similar topics plus internal project matters.
- d. Evaluation guidelines and modules were refined.
- e. In-depth discussions were held with LearnLink's Resident Advisor, Sergio Aranda, on the project's past-present-future, his own status, and next steps.
- f. Contreras-Budge and Aranda discussed strategies and actions to deliver the other *amic@s* by September 30, 1999, the end of the current extension.
- g. Contreras-Budge developed guidelines for evaluation of *amic@s/telecenters*, contrasting initial TO1 work based on worldwide experiences on telecenters and their evaluation efforts with the realities and needs for *amic@s*.
- h. Participated in a TV program (recorded June 15, aired June 22) with Mayor Burt and Luis Rodriguez of USAID/G/HCD. Alternative plans and specific proposals beyond the TO extension were discussed
- i. Strategic alliances are being created with the private sector and educational organizations. The most relevant during this period were:
 - i. A letter of agreement between the Municipality and the Catholic University defining a framework to implement a number of activities to support the *amic@s*.
 - ii. Planet Internet's commitment to provide free internet access to three *amic@s* (*Manzana de la Rivera, Bañado Sur* and the upcoming *Tablada Nueva*).
- j. All the *amic@s* have their own Management Commission, made up by members of the local community. The first two *amic@s*, however (*Amic@* - Terminal de Omnibus and *Manzana de la*

Rivera) were inaugurated without them. (The commissions developed later by default.) Creating these commissions so long after the inaugurations of the *amic@s* is a challenge. A major task this quarter was to encourage the local communities in these two areas to create commissions and to teach them about action plans in terms of community expectations and participation.

3. Constraints

The management commissions are still weak and lacking basic experience. Their maturation is a natural process, facilitated by frequent focus group meetings and training sessions.

4. Activities for Next Quarter

- a. Between July and mid-September, at least four new *amic@s* should be inaugurated, totaling 10.
- b. Continue to encourage management commissions to organize activities to support the development of the *amic@s*.
- c. Continue to promote alliances with the private sector and other community organizations.
- d. Follow-up on equipment procurement.
- e. Continue formal evaluation efforts.

5. Travel

Dates	Location	Staff
June 14-18, 1999	Asunción, Paraguay	Eduardo Contreras-Budge

Dates	Location	Visitors
June 14-18, 1999	Asunción, Paraguay	Luis Rodriguez, USAID
Mid-May	Asunción, Paraguay	Margaret Sarles, USAID
May	Asunción, Paraguay	Alberto Sharp Vaughn, Research Triangle Institute Gary Bland, USAID

**C. Ghana (Partnership for Local Development—Community Learning Network)
LearnLink Task Order #7
USAID #: HNE-I-00-96-00018-00 T.O. 04**

1. Summary

The Ghana Community Learning Network is a partnership between USAID and three NGOs in three different regions of Ghana. These include the Centre for the Development of People (CEDEP) in Kumasi in the Ashanti Region, the Central Region Development Commission

(CEDECOM) located in Cape Coast in the Central Region, and Partners for the Internet in Education (PIE) in the Greater Accra Region. While CEDEP and CEDECOM are household names in their respective regions, PIE is a newly formed association of primary and secondary school teachers whose objective is to promote the internet in the education sector. All three host organizations share the goal of developing the capacities of less privileged people in their respective communities.

2. Major Events this Quarter

- a. New replacement computers arrived in the country at the end of April, and obtaining clearance from the airport, testing and installing basic software took another two weeks. Computers were installed at CEDEP in Kumasi and CEDECOM in Cape Coast in mid-May. The PIE center in Accra is not yet operational, so installation will take after the office windows meet required standards and a manager and staff is hired.
- b. CEDECOM management appointed Gloria Bampoe, a project officer at its main office, as temporary manager of the CLC. Gloria is a project officer at CEDECOM's main office and a member of the CLC Steering Committee.
- c. The CEDECOM CLC was connected to the internet in mid-June. Set-up and installation quotations were received from three Internet Service Providers (ISPs), Internet Ghana, Network Computer Systems and Africaonline, and the latter was selected. The CLC made its first income on June 17, 1999, from two e-mails sent by the PANAFEST secretariat.
- d. CEDECOM began basic computer literacy training for staff in June. The training was facilitated by one of the three National Service Personnel trained by LearnLink's Resident Advisor. Further training is scheduled for the coming weeks.
- e. The Resident Advisor, Jonnie Akakpo, arranged a two-day internship for the newly appointed CEDECOM CLC manager and three national service staff at the CEDEP CLC in Kumasi.
- f. The Ghana CLCs designed a logo and developed a theme. The logo is a world map as a watermark with a computer embossed on it and the letters CLC on the monitor. The theme is "Empowerment, Networking for Local Development."
- g. Following a reminder from the LearnLink Resident Advisor to all three CLCs concerning the objective for establishing their Learning Centres and the need to integrate them into their mainstream activities, the CEDEP CLC met the CEDEP Women's Forum to introduce them to information technology issues. The CEDEP CLC also made contact with the Traders Association in Kumasi to describe the services now available. The CLC manager also met with the Kumasi branch of a private medical practitioners

association for a workshop entitled, "The computer as a tool in medicine."

- h. During this period the CEDECOM CLC began to recover modest revenues as the Center did not open to the public until June. The CEDEP CLC generated over 13.5 million cedis (approximately \$5200) from April-June, a substantial revenue for the NGO. Revenues in the CLCs are expected to cover operational costs at a minimum and these two CLCs seem well on their way to meeting that goal.

3. Constraints

- a. Although the CEDECOM CLC is connected to the internet, there is only one access point because CEDECOM is unable to make funds available to network their computers. In addition, they are unable to pay for connectivity on more than one computer. This is a serious setback for training purposes. Already a lecturer at the University of Cape Coast has requested time for internet orientation training for forty-five Bachelor of Commerce students.
- b. The original computers received from USAID consistently malfunctioned and had to be replaced. This slowed operations on all fronts. New, replacement equipment arrived this quarter.

4. Visitors

There were three visitors this quarter:

- a. Tom Mar, Ghana Front Desk/USAID/Washington
Purpose of visit: to familiarize himself with the CEDEP CLC Kumasi;
Outcome: He found the centre impressive but expressed the need for follow up on people who are trained at the centers
- b. Gordon Cressman and Hazel Ryon from the Research Triangle Institute in North Carolina.
Purpose of visit: regular monitoring and evaluation;
Outcome: They discussed management issues with CLC staff and Steering Committee.

5. Activities Planned for Next Quarter

- a. A Ghana CLC web site is in progress, with an expected completion date of August 31, 1999.
- b. The Ghana Community Learning Centre Newsletter was initiated, a temporary editorial board set up and the maiden edition of a bimonthly newsletter is expected to be issued by the end of July.
- c. PIE staff will be recruited and a two-day training for them will be held.
- d. CEDECOM will host an "open day" for the public and a launch event in Cape Coast in July. They are also planning radio

- interviews with their Executive Director and the centre manager on local FM stations.
- e. PIE plans to have its centre operational by the first week of July, after which it will hire staff and hold a launch event.

**D. Ecuador (CEPAR)
LearnLink Task Order #8
USAID #: HNE-I-00-96-00018-00 T.O. 03**

1. Summary

USAID/Quito is working to strengthen key institutional partners for long-term sustainability. One aspect of this effort involves building the electronic communication capacity of important NGO partners to enable them to network with and provide services to other partners in Ecuador and the Andean region. An increased capacity for publicity via the internet also will increase the NGOs' ability to find alternative means of sustaining their institutions.

LearnLink helps strengthen the electronic communication capacity of the *Centro de Estudios de Población y Paternidad Responsable* (CEPAR), an NGO partner providing family planning research and related services in Ecuador. LearnLink's technical support to CEPAR includes:

- a. assisting in the creation and maintenance of a web site for CEPAR that will improve existing communication among national and regional population and health organizations;
- b. producing an online version of CEPAR's *Correo Poblacional y de la Salud* newsletter;
- c. developing CEPAR's electronic networking with health and population NGOs in Ecuador and the Andean region in general;
- d. assisting in the creation of other electronic informational products; and
- e. developing strategies and models to improve cost recovery.

2. Major Events this Quarter

- a. Developed a full review of current status, specific obstacles and possible remedies, including a detailed analysis of expenditures and contractual commitments to date.
- b. Wrote request for six-month no-cost extension, which was granted.
- c. Sustained ongoing email dialogue with CEPAR and Mission counterparts. Advised CEPAR about correct purchase of local Spanish-language software in accordance with USAID and AED regulations and procedures.

3. Constraints
Equipment procurement delays limited time for programming.
4. Activities Planned for Next Quarter
 - a. Extension workplan and closure
 - b. Agreements with INCRE for continuation and completion of their technical assistance. Critical issues for next quarter include the quality of web site, additional training for CEPAR and partners, and evaluation.
 - c. Selection, approval and deployment of local technical assistance.

**E. U.S./Brazil Learning Technologies Network
LearnLink Task Order #12
USAID #: HNE-I-00-96-00018-00 T.O. 07**

1. Summary

The Governments of the United States and Brazil have initiated a series of bilateral activities and projects as part of the U.S./Brazil Education Partnership. The overarching goal of these efforts is to foster greater cooperation and exchange of ideas and information in the education sector. The U.S. Department of Education is the lead agency on the U.S. side of the partnership. USAID's Latin America and Caribbean Bureau, via the Human Capacity Development Center/Global Bureau, is funding LearnLink to create the U.S./Brazil Learning Technologies Network (LTNet). The Ministry of Education is heading up the Brazilian Partnership activities and Brazil's Center for Experimentation in Educational Technology (CETE), which is LearnLink's counterpart institution in Brazil.

LTNet provides Brazilian educators, researchers, policy makers, and business people access to information about educational technologies and networking support and services.

LTNet offers:

- a. A variety of online tools for communicating and collaborating with other LTNet users.
- b. A "virtual library" of quality resources on educational technologies, many with abstracts.
- c. A "What's New" section providing information about new and interesting reports, web sites, activities and events related to learning technologies.
- d. Announcements about current and upcoming events to which users can contribute.

- e. Volunteer and internship opportunities for those interested in contributing to the development of the LTNet web site.
- f. Periodic updates to ListServ members about LTNet and learning technologies and about projects in Brazil and the United States.
- g. Background information about LTNet and the participants in the U.S./Brazil Education Partnership.

2. Major Events this Quarter

- a. LTNet and LearnLink core staff met with representatives from the US Department of Education and the LAC bureau of USAID to review the status of LTNet, consider future activities, and discuss LTNet's role in the upcoming EPIC meeting in Brazil. At this meeting, LTNet staff made a Power Point presentation and gave a "live" tour of the LTNet web site.
- b. LearnLink prepared the LTNet web site for its official launch in Brazil in May, including: (1) identifying key web-based resources and reports for inclusion in LTNet's Virtual Library and drafting abstracts; (2) completing the initial sections of three of the five LTNet learning environments; (3) preparing Portuguese translations for all English content on the site; (4) completing all graphics for all sections of the site; and (5) completing all interactive elements of the site.
- c. During the second week of April, the project contracted Joan Dassin as a consultant to take the lead in developing LTNet's Mediated Teacher Professional Development learning environment. Dr. Dassin is also responsible for designing and carrying out the project's end-of-year assessment that will be undertaken in September 1999.
- d. In late may, Dr. Eduardo Morgado, a member of ProInfo's advisory council, visited Washington, D.C. to attend a conference. On May 27th, Eduardo visited AED and LTNet to discuss strategies for increasing the impact of the project in Brazil and for collaborating to extend LTNet to the Spanish speaking countries of the region.
- e. Staff started developing a minimum graphics version of the LTNet web site. When complete, this version of the site will enable people with slow connections to the internet to more quickly download the site's pages and access LTNet resources and services. Most pages of this minimum graphics version will have only two small images with no essential loss of functionality.
- f. LearnLink staff negotiated with IISA to obtain a listing of all software firms in the US who are engaged in the development of educational software. At the same time, staff began a business-to-business database that will eventually be integrated into the LTNet web site. This internet-accessible database will enable firms in the

US and Brazil to identify companies with whom to develop joint ventures.

- g. LearnLink organized a study tour for three Brazilian teachers who will visit Washington, D.C. in the middle of July as well as a roundtable and panel presentation focusing on the experiences in Brazil and the US with technology training for teachers. Three American educators also will participate.
- h. On June 25th, LearnLink submitted a proposal with an illustrative budget for Year II funding.

3. Staff Travel

Dates	Location	Staff
April 17 – 23, 1999	Brasilia, Belem	Sonia Arias de Torres
April 17 – May 9, 1999	Brasilia, Belem, Salvador, Vitoria, Colatina, Rio de Janeiro, São Paulo	Eric Rusten

Sonia Arias de Torres and Eric Rusten traveled to Brazil to work with core staff of ProInfo, the Ministry of Education’s national computerization program, to attend the Second EPIC meeting in Salvador, Bahia, and to officially launch LTNet at a national meeting for ProInfo in Brasilia.

4. Challenges

- a. One of LTNet’s major challenges will lie in making sure that Brazilian users with little or no internet connectivity can still gain access to LTNet and its data base of web sites and reports. LTNet staff are working to address this problem by creating a CD-ROM portable version of the LTNet site that can be distributed and still have 85% to 90% of the site’s functions. After the prototype of this portable version of LTNet is complete and tested, it will most likely cost approximately 70 cents per copy to duplicate and distribute the CD-ROM to teachers across Brazil.
- b. Another of LTNet’s challenges will be to ensure that visitors to the site become active participants, namely that LTNet users become regular users of the sites Learning Environments, ListServ, and discussion fora. LTNet staff are in the process of developing a marketing strategy in order to address this issue.
- c. A third challenge is being able to secure up-to-date quality content on a regular basis. This is a labor-intensive and time-consuming task that is difficult to perform adequately with existing staff. LTNet has found two strategies to address this obstacle: first, to recruit professional level volunteers who are willing to

substantively contribute to LTNNet's content development; and second, to develop strong partnerships with other clearinghouses and institutions having a similar missions and content development needs as LTNNet's.

5. Activities planned for next quarter
 - a. July 1999: Organize and host Roundtable event with panel discussion
 - b. September 1999: LTNNet Planning Assessment meeting.
 - c. Travel to Brazil by LTNNet staff to continue efforts in marketing, content development, and identifying teacher initiatives that would benefit from LTNNet.
 - d. Identify U.S. schools and teachers wanting to participate with Brazilians on LTNNet.

**F. U.S. – Egypt Education Secretariat for the Education and Human Resource Development Subcommittee (Subcommittee IV)
LearnLink Task Order #10
USAID #: HNE-I-00-96-00018-00 T.O. 804**

1. Summary
Subcommittee IV pursues its education and training goals through the following objectives:
 - a. Educating the Future Technical Workforce – improving the skill levels of entry-level technical workers through decentralized public-private partnerships between the Ministry of Education and business associations. The Alexandria – Baltimore Sister City program will provide the mechanism for bringing US school-to-work program experience to Egypt.
 - b. Training the Current Workforce – helping to define and deliver the skills required to enhance global economic competitiveness and to develop competencies that support education service delivery such as English language and technology training for teachers and school administrators.
 - c. Improving Access to Computers for Egyptian Students – working with the private sector to establish “computer clubs” in MOE schools and facilitating the transfer of computer technology from the US to Egypt.
 - d. Empowering Girls – assisting in the development of educational programs by which USAID will deliver services for girls’ education. A Master Teacher Exchange Program (MTEP) will focus on child centered learning in rural areas with low literacy rates among girls.

- e. Enriching Environmental Education – forging linkages between the Ministry of State for Environmental Affairs and the Ministry of Education through a joint environmental education action plan that includes GLOBE school expansion, integration of “Green Corner” activities into schools, and enhancing educational materials for technical industrial schools.
- f. Sharing Educational Practices – meetings between high-level education and development officials to exchange ideas and experiences.

2. Major Events this Quarter

During the past quarter the Subcommittee IV Secretariat made significant progress on each objective, with the following items deserving special mention.

- a. Alexandria’s public-private partnership for technical workforce development is being supported through a subcontract with the Alexandria Business Association (ABA) aimed at developing model systems by which the Egyptian private sector can make technical secondary education more relevant to its specific employment needs. In addition to training the ABA’s leadership and staff to be advocates for public-private partnerships between business and education, the subcontract will access experts from the Baltimore, Maryland School Department to adapt a successful Career Connections program for use in Alexandria. The use of the Alexandria - Baltimore Sister City program as a vehicle for actual program design and implementation is a model with great potential for other Subcommittee IV efforts and for the Partnership in general. The Sister City approach links U.S. expertise to a specific need in a specific geographic area in Egypt (as opposed to a general, centralized, national approach) and creates a mechanism by which a continuing dialogue on a range of Partnership issues may be pursued. The subcontract will be signed as soon as approval is received from the Ministry of Social Affairs under Egypt’s new NGO law.
- b. Meetings were held with the American Chamber of Commerce’s Committee on Franchising to organize a roundtable to define the skills required for entry-level employees. Based on these discussions, it was decided to concentrate on hotels as the initial sector for review.
- c. Subcommittee IV began to implement its tasks in the joint action plan between the Ministry of State for Environmental Affairs and the Ministry of Education. A Scope of Work was drafted for a consultant to conduct an inventory of existing environmental materials and then, in consultation with MOE curriculum development experts, assess how the most promising materials could be adapted for use as curriculum supplements.

- d. The design of the Master Teacher Exchange Program (MTEP) was initiated in June through a team of experts mobilized under the technical supervision of the U.S. Department of Education. The preliminary design features an exchange involving up to 100 teachers (20 from the US and 80 from Egypt). Child-centered learning is the cornerstone of the program and will have a significant impact on both pre-service and in-service teacher training.
- e. Working with the Egyptian private sector, activities were launched in the past quarter to increase the number of GLOBE schools in Egypt. Initial targets for expansion are the Governorates of Alexandria and Sharkeya, for which the private sector has committed itself to contribute the funds needed to expand the GLOBE schools program.
- f. The Minister of Education approved the Subcommittee IV Secretariat's recommendations to conduct seminars for senior managers to introduce the goals and objectives of the Partnership and the Subcommittee. Materials were developed for two seminars to be conducted in July.

**G. Distance Learning – Romania, Jordan
LearnLink Task Order #11
USAID #: HNE-I-00-96-00018-00 T.O. 06**

1. Summary

By means of two pilot efforts, this Task Order will explore ways in which distance learning information and telecommunications technologies can increase the quality and impact of two existing USAID Participant Training Programs: Romania and Jordan.

- a. To date, the **Romanian pilot** has not been initiated due to delays at the USAID/Romania Mission. LearnLink/World Learning is waiting for the Mission to approve and finalize the pilot's SOW and budget, which was submitted in late March. The pilot will be administered by World Learning, and LearnLink will provide conceptual support, assistance in consultant identification from Washington, and evaluation services. It is expected that once the SOW is approved (approximately late Aug.), LearnLink will be able to commence oversight of pilot activities and travel to Bucharest to assist in pilot start-up. Planned activities include:
 - i. assist in recruitment and procurement;
 - ii. oversee course conversion process;
 - iii. provide conceptual support in developing "virtual community"; and
 - iv. design and oversee implementation of monitoring and evaluation effort

- b. Regarding the **Jordanian pilot**, LearnLink was informed in May of this year that Chemonics/Jordan was unable to work with LearnLink to initiate a Distance Learning pilot due to other pressing project activities. LearnLink is working to identify a second Mission that would be interested in being a partner in this distance learning pilot activity.
2. Constraints

Two major problems have been identified regarding this Distance Learning effort.

 - a. As mentioned above, the Romanian Mission has been slow to approve funds in order to initiate pilot effort, which was supposed to start in June 1999. An action plan and time line are being developed to assist the Mission in speeding up its decision making process.
 - b. A second Mission has not yet been identified for this Distance Learning Task Order.

H. Benin Community Learning Centers
LearnLink Task Order #13
USAID #: HNE-I-00-96-00018-00 T.O. 805

1. Summary

USAID/Cotonou has funded LearnLink to assist a local NGO in establishing three Community Networking Services Centers (CNS Centers) in different regions of Benin. LearnLink is working with the Songhai Center, an agro-biological research and training center, to establish CNS Centers in each of Songhai's three regional locations: Porto Novo, the nation's capital; Savalou, an important commercial hub in Benin's central region; and Parakou, Benin's third largest city in the northern region.
2. Major Events this Quarter
 - a. Procurement of equipment packages for the three Community Networking Service Centers is ongoing. RACAL, the subcontractor working to provide wireless access, was procuring the equipment package for that element of the project and scheduling installation and training.
 - b. Songhai continues site preparations in Porto Novo, Savalou and Parakou and has borrowed computers from administrative functions to launch the Porto Novo CLC a little early, pending the arrival of the procurement. Staff training has taken place under the direction of the local Songhai director.