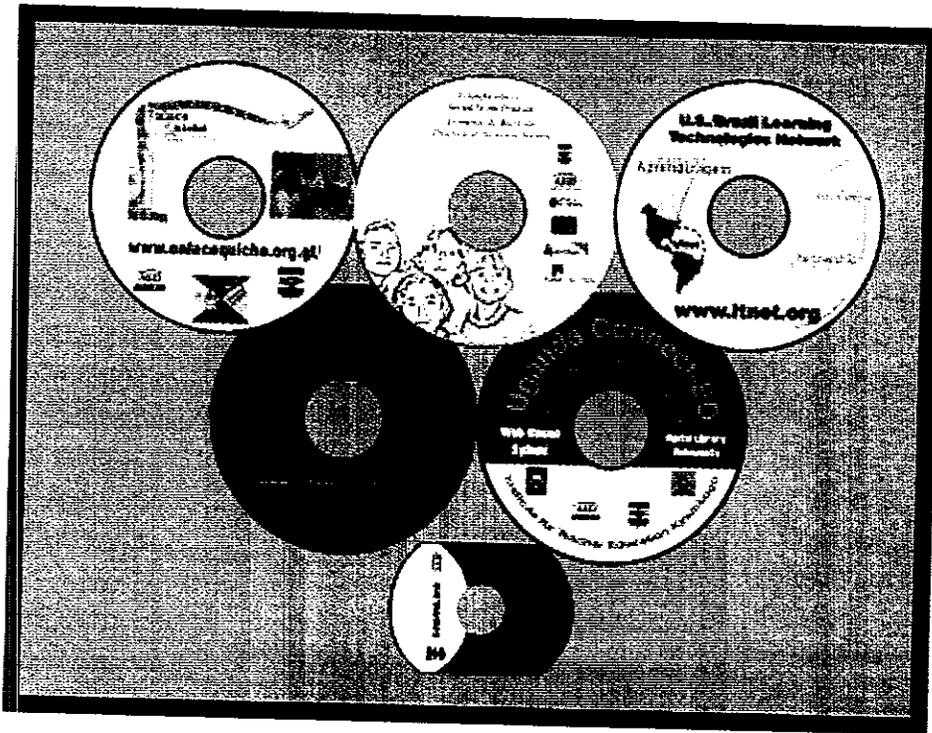


Quarterly Report

July 1 – September 30, 2001



LearnLink
*Linking people to learning technologies for
sustainable development*



LearnLink

Global Communications and Learning Systems
USAID Contract No. HNE-I-00-96-00018-00

Quarterly Report
July 1 – September 30, 2001

Table of Contents

TABLE OF CONTENTS.....	1
PROJECT BACKGROUND.....	2
EXPECTED RESULTS OF THE PROJECT.....	2
TASK ORDER 1.....	2
CURRENT BUY-INS.....	6
• FEMICA/LACUM – STRENGTHENING MUNICIPAL ORGANIZATIONS.....	6
• U.S. – EGYPT EDUCATION SECRETARIAT (SUBCOMMITTEE IV).....	8
• DISTANCE LEARNING – ROMANIA.....	8
• U.S./BRAZIL LEARNING TECHNOLOGIES NETWORK.....	9
• BENIN COMMUNITY LEARNING CENTERS.....	10
• MOROCCO – COMPUTER-ASSISTED TEACHER TRAINING (CATT) PROJECT.....	11
• HAITI – EXPANDED INTERNET SERVICES.....	13
• GUATEMALA – COMPUTER-ASSISTED BILINGUAL EDUCATION.....	15
• UGANDA – CONNECTED: CONNECTIVITY FOR EDUCATOR DEVELOPMENT.....	21
• NAMIBIA – SUPPORT TO THE MINISTRY OF BASIC EDUCATION AND CULTURE.....	38
• JAMAICA – TECHNICAL SUPPORT TO THE MINISTRY OF HEALTH.....	41
• BULGARIA – PUBLIC COMPUTER AND COMMUNICATION CENTERS (PC3).....	45
• GENDER AND INFORMATION TECHNOLOGY.....	46

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.

Expected Results of the Project

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

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

Task Order 1

Administration of the Core Contract

A. Core Deliverables **Publications**

- Creation and production of 2000 copies of LearnLink's mini CD-ROM Digital Tools for Development

- Preparation of 300 folders of LearnLink materials for distribution at the G/HCD workshops in August and the USAID Mission Directors Meeting in Bulgaria
- Preparation of an inventory of dwindling stocks of publications in print
- Drafting, layout, and printing of the "Spring 2001 Newsline" newsletter, and drafting and layout of "Summer 2001 Newsline" and posting on the web site
- Drafting, layout, and printing of the Brazil and Femica-Lacum One-Sheets and Femica-Lacum Country Paper and posting on the web site
- After completing Pagemaker layout of French and Spanish translations of LearnLink one sheets, country papers, and newsletters (46 pubs), posting these publications in PDF on the LearnLink web site
- Final printing of 1500 copies of the book *Gender, Information Technology, and Developing Countries: An Analytic Study* and posting it on the web. 750 copies were delivered to GenderReach and many LearnLink copies were distributed during the G/HCD No One Left Behind Workshops in August 2001. The web site has a separate page devoted to this gender book with links.
- Creation of a new separate Executive Summary (16 pp) of the *Gender, Information Technology, and Developing Countries: Analytical Study* printed in a country paper format and posted on the LearnLink web site in PDF and HTML
- Layout in French of the 16-page Gender Executive Summary and posting it on the LearnLink web site. A Spanish version will be forthcoming
- Filling requests for information and distributing the Gender Book and Executive Summary. For example, recipients include the Office of the Executive Director of IBRD, the international NGO Opportunity International, SID, the Institute of American Values, and the International Tribune's Women's Center, which highlighted the book in their listserv and CD-ROM for African women in development but could not list it in their catalog as a free publication.
- Adding a "News" feature to the LearnLink web site that highlights new activities or announcements such as, most recently, the USAID Administrator Natsios inauguration of the Bulgarian telecenters, the new LearnLink CD-ROM, and LTNet's training of principals in Campo Grande

- Created HTML versions of 5 country papers and all 10 one sheets, which were renamed country briefs
- Starting the process of creating an HTML version of the Gender Executive Summary for posting on the web site. This online version will include a discussion board, a quiz, a survey, and referral option—thus adding a new interactive dimension
- Development of a script permitting site users to view and submit URLs pertaining to IT and development—a feature updated and monitored by staff . The topics include civil society and NGO uses of IT, development cooperation and IT, evaluation, gender and IT, Internet tools and technical resources, project web sites with LearnLink inputs, technology in education and learning, telecenters, e-commerce and e-business, and e-government and e-governance. LearnLink's Links provide a selection of URLs connecting users to quality online portals, organizations and resources (such as documents, tools and project illustrations) focusing on Development and IT. Users may click on a topic to view links and subtopics, search the links database, submit their own links, and/or rate each site visited.
- Reorganized the layout for viewing the country papers information page.

Monitoring and Evaluation Activities by Evaluator Eduardo Contreras-Budge, PhD

- Ongoing: review of new resources for assessment, monitoring and evaluation guidelines and instruments for current field tasks orders, as well as for enhancing the evaluation section of the next version of the six models of use.
- In progress: a document on social and technological infrastructure conditions for viable telecenters, based on my oral presentation at the IADB-sponsored Central American & Caribbean Telecenters Meeting in Nicaragua which I attended last June. The paper was requested by the organizers of the event and was supported and authorized by Luis Rodriguez, USAID.
- Posted on LearnLink's website first set of selected annotated Internet resources on IT and development issues and projects. Process to be continued on an ongoing basis: activity was delayed but resolved due to technical glitches in the software used for the management of the links database.

- Corrected Spanish language translations of LearnLink One Sheets and Country Papers.
- Initiated planning for year 6 of LearnLink.

Specific TO Romania evaluation activities:

- Analyzed the full set of responses to the questionnaires that were successfully developed and then administered to the Romanian Social Workers in the last quarter and retranslated into English. These instruments evaluated social workers' participation in the distance education course.
- Provided advice and worked with Sonia Arias on how to address issues related to responses, and how to address the task's original questions. Subsequently, Arias drafted an evaluation report.
- Reviewed Arias' final draft report and worked with her on the overall presentation of project activities, results of the intervention, and the specific treatment of the data, answers and implications of the findings. A final version is underway.

TO1 - Presentations, Conferences:

- Attended a September 6 TAG Meeting of the Demographic and Health Surveys (DHS)/Educational Data Modules (EdData) Division as a TAG member. This division is a USAID/HPN Activity implemented by Macro International, Calverton, MD. Uganda's recent DHS and EdData surveys (2000-2001) were discussed, as well as other recent and upcoming activities.
- Attended a September 29 meeting of the USAID/HPN ICQ, implemented by a consortia including AED. The invitation was to provide expertise on networking NGOs and virtual collaborations for Latin American population organizations, as derived from LearnLink's experiences and Contreras-Budge's personal perspectives.
- USAID's HCD 2001 Conference, 8/20-23. As part of LearnLink's requested team contribution to this event, other than attending some sessions and contacting USAID officers, Foote, Dorsey, Fontaine, Béhague, Rustin, and Joyce provided daily hands-on demonstrations of LearnLink task orders that have web-based or digital materials, plus explanations and referrals, to USAID officers interested in using IT for their activities.

- Actively participated in three related Latin American telecenter events in Quito, Ecuador, July 31-August 5, 2001. By invitation and authorized by USAID.
- "First Regional Meeting of Latin American and Caribbean Telecenters," attended by more than 50 representatives of the Somos@Telecentros, a voluntary virtual and face-to-face network of organizations and persons working in telecenters.
- Panelist in a public roundtable session on telecenter and digital inclusion challenges and perspectives, convened by the event organizer Chasquinet, open to Ecuadorean NGOs and institutions.
- Telelac's Technical Advisory Group meeting. (Telelac is a research project supported by IDRC; I am a pro-bono TAG member).
- OAS/ IACD meeting, 7/24. The Organization of American States, Inter-American Agency for Cooperation and Development (IACD), was interested in learning about LearnLink's expertise on the uses of IT for development projects. Process resulted in a high level meeting at IACD attended by Moseley, Foote and Contreras. Subsequently, Contreras is providing input into their telecenter and their education technology portal initiatives.
- Provided input to the US Dept of Commerce's NTIA (National Telecommunications and Information Administration) on Paraguay's telecenters, the result of which was a request to LearnLink to present lessons in OAS' CITEC Technical meeting in Asuncion, 10/01. Arranged for Sergio Aranda and Oscar Ovelar to present.

Current Buy-ins

FEMICALACUM - Strengthening Municipal Organizations
 LearnLink Task Order #09
 USAID # HNEE00-96-00018-00

Summary

The original focus of this task order was to be the creation of an electronic network and a learning system to support the functions of the Federation of Central American Municipalities (FEMICA), based in El Salvador, and the Latin American Center for Urban Managers (LACUM), based in Ecuador. In the more than two years since the signing of this three-year activity, full implementation has been held back by the relocation of both FEMICA and LACUM to

Guatemala. Difficulties with recruiting suitable technical staff have also contributed to this lack of progress. Most original tasks with FEMICA have been completed. Just a few more tasks remain in cooperation with FEMICA, including the amplification of their web site and the hosting of a few online events.

Major Events this Quarter

The much-anticipated modification of this task order finally went through. Extending the activity through June 30, 2002, and revising the scope of work to reflect internal changes to both the FEMICA and LACUM organizations, this modification gives the green light to a feasible set of objectives.

Subsequent to USAID's approval of the significant budget modification and a no-cost extension request of this Task Order, LearnLink entered a new phase of cooperation with LACUM network members and FEMICA. LearnLink will assist FEMICA in completing the enhancement of its web delivered information and communication services and in hosting a series of virtual exchanges through the site.

Under LearnLink's new collaboration with LACUM, a selection of LACUM network members will be receive help in developing pilot distance learning modules on municipal development and management themes. A LearnLink subcontractor, NetAssessment, Inc. will provide most of the technical and procurement assistance that LACUM members will need. Also, a key LACUM network member, UNIAPRAVI in Lima, Peru, has been subcontracted to automate its special library on municipal themes and make a library collections database accessible via the institution's web site.

By the conclusion of this task order, FEMICA will have a new web site. Both FEMICA and LACUM staff members will have appropriate Internet training. LearnLink, working with FEMICA and LACUM, will have developed six Internet-based training courses for Latin American urban managers and have facilitated six Internet chat discussions dealing with urban management issues. In addition, FEMICA and LACUM staff will have access to an online Spanish-language urban-management resource library. LearnLink will provide to FEMICA a strategy for the creation of a municipal learning network involving at least thirty municipalities. Finally, more than five hundred people affiliated with FEMICA and LACUM will have received an Internet-based course and taken part in online conferences.

Introduction

The Education and Human Resource Development Subcommittee (Subcommittee IV/SCIV) provides a framework for the joint development and implementation of educational policies, programs, and projects that support the goals of the U.S.-Egypt Partnership for Economic Growth and Development (Partnership) and the USAID strategy of promoting equitable economic development in Egypt.

Since its inception in 1996, SCIV has concentrated on strengthening the public-public partnership between the Egyptian Ministry of Education (MOE) and two U.S. counterpart institutions, USAID and the United States Department of Education (ED). This broad, bilateral collaboration encompasses the following: a) policy dialogue at the highest levels of U.S.-Egypt relations; b) USAID's comprehensive financial and technical-assistance programs; and c) peer-to-peer exchanges among educational professionals in the MOE and ED.

SCIV is striving to enable the Egyptian private sector to have a sustained, positive influence on the nation's education system. This objective has been pursued through a variety of means, including extensive private-sector participation as active members of the Subcommittee and school-to-work pilot projects that seek to identify the specific conditions to maximize private-sector impact on educational services. These partnerships are teaching USAID and the Government of Egypt (GOE) valuable lessons about institutional arrangements needed to sustain a private-sector-oriented, demand-based workforce-development strategy.

- Official SCIV meetings are held twice a year, once in the U.S. and once in Egypt. These high-level exchanges among senior government officials and private-sector Subcommittee members provide opportunities not only to review progress and share views, but also enable the parties to establish specific education protocols.

Major Events this Quarter

This quarter saw the closure of this task order.

Summary

Through a pilot effort in Romania, this Task Order explores ways in which distance learning information and telecommunications technologies can increase the quality and impact of existing USAID Participant Training Programs.

(Originally LearnLink anticipated activity in two pilot sites, but USAID eliminated the second site when its feasibility faded.) The overarching goal of the Romania pilot is to determine whether the use of IECTs and distance learning tools can increase the effectiveness and efficiency of participant training programs. The basic question is: Can USAID-funded participant training get more for their money by using IECTs and distance learning, thereby providing more training at less cost and improve current face-to-face training with follow-on activities that use IECT for professional networking and information sharing?

World Learning's Transit/Romania Project administers this pilot effort. CRIPS (the Information Resource Center for Social Welfare Professionals), a local NGO with some previous experience in traditional Distance Learning methods, which is also involved with the Romanian Social Work movement, is the implementing agent for the pilot. What LearnLink provides is technical support and guidance as well as oversight of the evaluation component.

Major Events this Quarter

This quarter saw the closure of this task order. A final evaluation report is being finalized.

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

Summary

The Governments of the United States and Brazil 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 and manage the U.S./Brazil Learning Technologies Network (LTNet). The Ministry of Education is the lead agency on the Brazilian side of the partnership, and the Ministry's national school computerization effort, ProInfo, is LTNet's collaborating partner in Brazil.

LTNet's program has two parts. One part focuses on supporting study tours and conferences for Brazilian educators visiting the United States. The second part consists of a bilingual web site that provides U.S. and Brazilian educators, researchers, policy makers, and business people access to information, educational technologies, and networking support and services.

The LTNet web site offers:

- A variety of online tools for communicating and collaborating with other LTNet users.

- A “virtual library” of quality resources on educational technologies, many with abstracts.
- Five interactive online learning environments focusing on critical educational issues facing Brazil and the United States.
- A “What’s New” section providing information about new and interesting reports, web sites, activities, and events related to learning technologies.
- Volunteer and internship opportunities for those interested in contributing to the development of the LTNet web site.
- Periodic updates to listserv members about LTNet and learning technologies and about projects in Brazil and the United States.
- Background information about LTNet and the participants in the U.S./Brazil Education Partnership
- Technologies and about projects in Brazil and the United States.
- Background information about LTNet and the participants in the U.S./Brazil Education Partnership.

This task order is in the process of a no-cost extension. Once that is in place, an update will follow.



Summary

USAID/Cotonou has funded LearnLink to assist a local NGO, the Songhai Center, in establishing three Community Networking Services (CNS) Centers in different regions of Benin. LearnLink is working with Songhai, an agro-biological research and training center, to set up 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.

Project Activities This Quarter

During this quarter, a two-week STTA visit provided telecenter staff with additional training in multimedia production, which enabled them to complete the required deliverables. In addition, a final evaluation document was designed and the evaluation begun during a week-long TDY by Fontaine, who visited all three telecenters and met with USAID/Cotonou’s Carole Boire and Georgette Pokou. The required final report and Lessons Learned document is being written.

• **Morocco – Computer-Assisted Teacher Training (CATT) Project**
LearnLink Task Order #14
USAID #: HNE-I-00-96-00018-00 T.O. 09

Summary

During the period between July and September 2001, the CATT-PILOTE Project completed a number of important tasks that brought the project closer to completing the bulk of its objectives and contractual goals:

Project Activities

Connectivity

Connectivity was delivered to all seven CFIs. As of mid-September, all seven CFIs served by CATT-PILOTE were connected to the Internet. Project staff worked with MTDS, the Ministry of National Education and Maroc Telecom to hook up the project's multimedia centers to the Internet via lease line modems.

Training

Training continues. Dr. Elhoucine Haichour, assisted by Dr. Jacqueline Hess delivered training on communications/knowledge networks and an evaluation of multi-media materials during the months of June and July. Technology trainers and CFI advisors in the seven provinces attended as our "core group." By many accounts, the training was one of the first ever offered during the MNE's summer months. More miraculously perhaps, the attendance at the training sessions was universally high.

Evaluation

An external evaluation was completed; an assessment was filed. Dr. Mohamed Dahbi, a prominent linguist and founding dean of Al-Akawayn University completed an independent, external evaluation of the project. His candidacy was approved by all members of the CATT-PILOTE Joint Commission. Dr. Dahbi began his work with CATT-PILOTE in June (in conjunction with the training program), and filed his draft report in August. The final text and its translation will be available in October.

CATT-PILOTE formalized its assessment and monitoring report for Year 1 prior to Dr. Dahbi's consultancy. Baseline data generated by the CATT-PILOTE project in Year 1 were presented in both the assessment and the external evaluation for the project. CATT-PILOTE is in the process of collecting Year 2 data and will compile data through the end of October, 2001.

Management

USAID/HCD's Stephen Tournas visited the CFIs in late June.

Transition to MEG is confirmed. Morocco's USAID Education Officer, Monique Bidaoui, in meeting with LearnLink staff in Washington confirmed that

USAID was interested in seeing CATT-PILOTE extended at no additional contract cost, but reiterated that the Mission was seeking a transition strategy, retaining some CATT-PILOTE staff on MEG payroll, in order to foster MEG's multimedia materials development. CATT-PILOTE and MEG deepened collaboration this Spring and were working on transition contingencies since the beginning of the year 2001.

Web Site

CATT-PILOTE purchased a license for its on-line forum, Web Crossing. Discussions are currently taking place among educators across all seven CFIs. In addition, the project hired Pierre Lux to design a new, navigational organization and web environment that is bilingual.

Module Development

CATT-PILOTE staff worked on the development of training modules and materials including documentation on the Cobalt server, on Inquiry-based learning (web quests), multi-media evaluation and design, and project-based learning and technology integration. The series of training modules are now a draft set in Arabic that Dr. Haichour is editing.

Issues

- Late Arrival of the MAARD

CATT-PILOTE worked on the submission of a no-cost extension following Stephen Tournas's trip to Morocco. The submission was delayed by the late arrival of the task order's MAARD.

- Filing of the No-Cost Extension and Budget

After much deliberation, CATT-PILOTE requested a one-month extension through the end of October, 2001. In the interest of expediency, the budget for the extension will be submitted to the technical officers for approval, instead of the Contracting Officer as previously planned

Project Activities This Quarter

Among print deliverables, the Case Study and Lessons Learned Report was completed as was an Assessment Report and an additional External Evaluation Report. The Final Report is being finalized.

• Haiti – Expanded Internet Services
 LearnLink Task Order #15
 USAID #: OUT-HNE-I-806-96-00018-00

**Improving Access to Information and Communication Technology in
 Secondary Cities in Haiti under the U.S. Presidential Initiative for
 Economic Development**

Summary

The LearnLink Task Order for Haiti consists of three primary components:

- building the technical human capacity of the Internet Service Provider sector;
- procurement and technical assistance to the *Reseau de Developpement Durable d'Haiti* to build the capacity of this organization to manage the .ht Internet domain and serve as a neutral forum for the discussion of telecommunications issues in Haiti; and
- establishing a telecenter in each of three key secondary cities through private-sector partnerships in order to increase access to information and communication opportunities for these under-served communities.

In order to achieve the first result – building the technical capacity of the Internet Service Provide industry – LearnLink will utilize a combination of subcontractor (Moroccan Trade and Development Services) expertise through workshops, an online help-desk, and short-term technical assistance by Task Order key personnel.

To achieve the second result – support to RDDH – LearnLink will assist RDDH in the procurement of necessary hardware and software for Internet domain-name management. For capacity building, depending on the availability of subcontractor time and key-personnel level of effort, LearnLink will either employ a combination of MTDS and Task Order key-personnel assistance, or seek sponsored training opportunities for RDDH staff in relevant international training fora.

To achieve the third result – establishing three telecenters – LearnLink is issuing Requests for Quotations to the private sector in Haiti for equipment and three separate Requests for Proposals for the establishment of telecenters. LearnLink field staff and Task Order key personnel will work closely with private-sector partners to ensure efficient operations and community access.

Travel

Staff	Dates	Destination
Thony Baptiste	August 19 – 29, 2001	Washington

Major Accomplishments

- Telecenter staff training seminar was conducted in Port-au-Prince.
- Thanks to the support from people from the private sector, the Resident Coordinator and especially Maurice Germain and his staff of USAID, computer equipment was finally released from Haitian Customs.
- Computer equipment was delivered to Jacmel and Cayes.
- Inventories, contracts, and receipts were sent to the Field Office.
- Computer equipment and network were installed, Internet connectivity was established.
- Microsoft Office 2000 licenses were purchased and installed.
- Telecenter Management Manual version 1.0 was prepared by the Resident Coordinator and distributed to the telecenter staff, Group Croissance, USAID's Economic Growth and Education Offices, and to the Mission's Deputy Director.
- The Yankee Group, CONATEL, and local Haitian businesses provided support and planning for a survey about the State of IT in Haiti.
- USAID granted LearnLink an extension through July 2002 and an additional \$50,000 for business development activities.

Problems/Challenges

- Relations between RDDH and LearnLink became strained due to personal and professional conflicts and misunderstanding on their part of LearnLink's relationship to USAID.
- Current office space at Residences de la Vallee has become inefficient due to poor electrical service and security problems.

Activities Planned for Next Quarter

- Inauguration of the telecenters.
- Conduct the survey on the State of IT in Haiti
- Work out the details of the voucher system.
- Begin conducting community outreach and training sessions.
- MDTS will conduct a second consulting trip to Haiti. Establish the .ht domain server, train RDDH in its use and management. Conduct meeting/seminar for ISPs. Start developing the online help-desk.
- Home Office Coordinator will go to Haiti to meet with Chief of Economic Growth Office, develop work plan for extension, attend the telecenter inaugurations, and procure new office space.

• **Guatemala – Computer-Assisted Bilingual Education**
LearnLink Task Order #16
USAID #: OUY-HNE-I-807-96-00018-00

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

Summary

This quarter saw the culmination (or near culmination) of many project activities, especially those relating to the creation of technology centers in teacher-training high schools. The two materials-creation projects being carried out in each school (CD-ROM and story book) were completed and are now in the final publication and distribution phase. Also the center managers completed their time in the centers, turning them over to the school principal and staff. In theory the schools should be prepared to manage the centers, but in practice, there are numerous obstacles in each center (see below in the discussion of Problems and Challenges.)

There were important advances in the materials-creation projects being carried out in the office. The Mayan literacy CD-ROM was shared with a number of key institutions and a formal validation process was carried out. Based on this process, a number of corrections and extensions are being included. Plans were made for the multimedia dictionary and interactive grammar-teaching primers to be developed with yet-to-be selected partner institutions.

In pre-school materials creation, significant progress was made. For several days in each normal school, a consultant worked with students and teachers to create radio programs based on the stories being created for the story books. This consultant also wrote a teaching guide which provides examples of learning activities that can be combined with each story. Thanks to a major budget modification, money was set aside for printing 1000 copies of each story book, and the Universidad Rafael Landiver's Linguistics and Education Institute was hired to carry out the final design and layout in direct coordination with the normal school students.

In terms of institutional capacity building, the most significant gain was installation of the new center in Ixcán, Quiché, in coordination with Edumaya/USAID and Prodesa. This center has a community access/income generation component (6 computers located in Cantabal) and a teacher-training component (20 computers with multimedia accessories located in Pueblo Nuevo.) Despite follow-up with FAFIDES, no offer has yet been made to the many teachers who would like to purchase their own computers, but need micro-credit to do so.

In the past quarter, the project was able to participate in a number of activities in which personnel were able to share the project's work. The largest participation was at the First Hemispheric Indigenous Education Fair, held in Guatemala City. The project had a booth in which normal school teachers and students showed preliminary versions of their CD-ROM projects. Also the project hosted a hands-on workshop in which participants went through the process of doing a field investigation and creating a multimedia CD-ROM.

Since this task order was originally scheduled to end in September, 2001, a five-month no-cost extension was authorized by USAID, and the budget and timeline were reworked to complete all deliverables during this timeframe (up to February 15, 2002.)

Travel

Staff/Consultants	Dates	Destination
Andy Lieberman	13, 25 Jul; 8, 9, 20, 21, 22,23, 24 Ag.; 10, 11, 19, 20, 21, 27, 28 Sep.	Quiché, Cunén, Nebaj, Guatemala, Ixcán, Cobán, Sacapulas, Joyabaj
Fausto Perez	2, 3, 4, 10, 11, 13, 17, 18, 19 Jul; 1, 2, 3, 6, 7, 9, 14, 15, 16, 29 Ag; 3, 4, 5, 11, 12, 13, 14,17,18,19,20,21 Sep.	Nebaj, Cunén, Quiché, Guatemala, Joyabaj, Sacapulas,
Francisco Tax	2, 12, 23, 24, 30, 31 Jul; 1, 2, 3, 6, 7, 8, 27, 28 Ag; 3, 4, 5, 27, 28 Sep.	Joyabaj, Quiché, Nebaj, Cunén, Guatemala
Domingo Camajá	4, 27, 28, 29 Ag.; 3, 4, 5, 12, 13, 27, 28 Sep.	Cunén, Quiché, Guatemala, Nebaj
Máximo Terraza	2, 3, 23, 24, 28, 29, Jul; 3, 4, 20, 21,22, 23, 27, 28, 29 Ag.; 27, 28 Sep.	Nebaj, Quiché, Guate, Ecuador, Ixcán, Cobán,
José Perez	3, 4, 5 Sep.	Quiché, Guatemala
Cynthia Castillo	3, 4 Jul; 13, 14, 17, 18, 19 Sep.	Quiché, Guatemala, Nebaj, Joyabaj, Cunén,
Claudia Figueroa	29, 30 Ag;	Quiché, Nebaj, Cunén, Joyabaj
Dominga Pu	3, 4, 17, 18, 19 , 25 Jul; 1, 2, 3, 6, 7, 15, 18, 20 Ag.; 11,12, 13, 14, 17, 18 Sep.	Quiché, Guatemala, Joyabaj, Nebaj, Cunén, Totonicapán, Sololá, Sacapulas,
Concepcion Rosales	16, 27 Jul; 6, 9, 13, 19, 30 Ag.	Quiché, Cunén, Nebaj, Joyabaj, Sololá,
Gabriela Alpirez	9, 10, 11 Jul, 18, 19, 20, 21 Sep.	Joyabaj, Quiché, Cunén, Nebaj.
Adan Martinez	7, 9 , 14, 15 Ag.	Nebaj, Joyabaj, Cunén, Quiché.
Carlos Figueroa	6, 10-13, 17-20 Sep	Nebaj, Joyabaj, Cunén, Quiché.
Erik Gonzalez	6, 10-13, 17-20 Sep	Nebaj, Joyabaj, Cunén, Quiché.

Major Accomplishments

Results #1 and #2: Culturally appropriate Mayan language instructional materials are developed and Teachers' professional skills are improved and their proficiency in oral and written Mayan language is strengthened

Normal school technology centers

Letters were sent to each school, explaining that the project center manager would only be present in the center through September, and that after that date the normal school would be responsible for the management of their center. It was made clear that each school must hire a center "facilitator" who can work with the other teachers to integrate technology into their courses. It was also made clear that the project will provide training, technical support, a small amount of equipment, and some supplies for special projects. The school principals expressed a high level of insecurity. Their concerns focus especially on the economic: Are they going to be able to pay a center facilitator and buy their own supplies? Despite their concerns, this transition is a necessary step towards their sustainability. The project has many specific interventions planned to support these centers over the next few months.

Normal school curriculum

Gabriela Alpírez completed her consultancy with a document entitled "Curricular Vision" showing how the technology centers could and should be integrated into each school's curriculum. She and the project director presented a workshop in each school for all teachers to motivate and orient them. Teacher reaction was positive, but for this vision to become reality, each school will need a strong facilitator and continued support from the project.

CD-ROM: "*Engrandezcamos nuestro pensamiento*"

This product and forms in which the reviewers could write their comments were given to a number of key partners—including USAID, SIMAC/DICADE/ALMG, DIGEBI-Quiché, and DIGEBI Central. Meetings between project specialists and reviewers focused on distributing forms and clarifying information. All feedback was consolidated into a master chart, and project staff decided on the necessary changes for an effective CD. In addition to the expected controversy over K'iche' spelling and word choice, other principle concerns include a lack of writing exercises and a practice mode. This and much more has been incorporated already into the CD.

CD-ROM: Multimedia vocabulary dictionary

Images are being created by Editorial Nojibsa for approximately 3000 words. Approximately 2000 have been completed, and 1000 of these have been digitized by a project intern. These images will form part of the dictionary and will also be packaged as Mayan clip art.

CD-ROM about local culture being produced by normal school students in Powerpoint

Contents were reviewed by project staff, as well as by professional editors in Spanish, K'iche', and Ixil. The editors re-wrote the text to improve readability. The project materials creation specialist also worked with the center managers to satisfy several design and functionality issues related to ensuring uniformity and a user-friendly product. The final products were turned in to the project in mid-September.

Result #3: Early childhood activities to enhance student learning outcomes are developed

Pre-school radio programs

Thanks to the consultancy of Adan Martinez, much of this activity was carried out from mid-July to mid-August. A decision was made to use the same stories being developed in print form (see next paragraph) as a base for the programs. Groups of students and teachers in each normal school were formed. Adan spent an average of four days in each school working directly with the group to write the script, record each part, mix the program on the computer, record on CD, develop lesson plans based on the radio program, and pilot the program in a local bilingual pre-school class.

Pre-school story books being created by normal school students

The best stories were selected from each school (by school staff) and the project worked with professional editors in Spanish, K'iche' and Ixil to polish the content. In the project budget modification, funds were allocated for printing these four books. As a necessary first step, training was provided for a professional layout. To ensure school ownership and pride in their accomplishments, URL-ILE was contracted to give a one-day layout workshop in each school, during which they introduced basic layout concepts, showed how they would copy each element from Word and lay it out in PageMaker, and worked with the students to design the cover. These workshops were very well received, and the project is confident that the books will have an excellent presentation as well as good content, without taking away from the normal schools their emotional connect to the books.

Result #4: Institutional capacity in computer software use is developed and computer services are made available to the community

Prodesa/Edumaya Ixcan

This center was installed in August. The equipment was provided by Edumaya/USAID with technical support from the Enlace project director. The installation, training and planning sessions were led by the Enlace Quiche project director with support from Enlace technical assistant, Maximo Terraza, and Edumaya staff, especially External Projects director, Ricardo Lima. The center is physically divided in two: the six-computer community access center in the

Prodesa office in Cantabal, and the 20-computer center in the “Guillermo Woods” normal school in Pueblo Nuevo. Prodesa chose an ideal center manager/facilitator, Carlos Enrique Pop, who has been working for Prodesa in Ixcán for several years and has strong teaching and computer experience. He is also Maya. However, he will need to receive continued technical support from the project and to find a local assistant to help staff the centers.

Administration and planning:

- A major overhaul of the budget was completed and approved by USAID, including a five-month no-cost extension. The project timeline was updated accordingly.
- At the end of September, the four center managers completed their time in each center. José Perez was let go. The other three center managers were relocated to the project office and will be providing direct support to the centers and helping implement other pending tasks.
- Also, at the end of September, the administrative assistant (Claudia Figueroa) was let go. She will be replaced by Esmeralda Vasquez (currently Bilingual Secretary) who will strengthen this position and be able to communicate in English directly with AED home office staff.

Lessons learned and product sharing:

1. Project Director participated in development of a Regional (Central America/Dom. Rep.) telecenter project organized by IADB as a follow-up to the Nicaragua conference in June. He was responsible for designing the sub-component promoting IT use in schools and micro/small/medium businesses. His participation is important because few in the education sector and in other Guatemalan arenas are involved.
2. The project had a large participation in the First Hemispheric Indigenous Education Fair, held in Guatemala City. The project had a booth in which normal school teachers and students showed preliminary versions of their CD-ROM projects. Also the project hosted a hands-on workshop in which participants went through the process of doing a field investigation and creating a multimedia CD-ROM.
3. Various staff members participated in other events, including:
 - Multilingual specialist participated in a videoconference during the Hemispheric Fair and later presented a paper at the Mayan Studies Congress.
 - Project director presented a paper at a conference about globalization at the Landívar university, wrote an article for a magazine being published by the Juan De León school, and co-wrote an article for TechKnowLogia, a US on-line magazine.

- Project backstopper gave a presentation at a USAID conference in Washington.
- Maximo Terraza participated in a telecenter conference in Quito hosted by Chasquinet.
- Other center managers staffed a booth in Funrural's education symposium.

Problems/Challenges

1. The normal school centers still are not living up to their potential. The biggest challenges have been to get teachers more involved and to force the centers to be opened up for wider use. All activities in the centers have depended upon the Enlace Quiche center manager. It is hoped with the absence of Enlace staff and the upcoming events that staff in each school will take over leadership in these centers.
2. Since the Mayan literacy CD-ROM is being developed by project staff who also have other responsibilities, progress has been slow.
3. The CD-ROMs and story books developed in the normal schools were supposed to be projects carried out between teachers and students, with support from the center manager. In practice, these projects were carried out between the center managers and the students, with only minimal involvement from the teachers.
4. Last minute cancellations, postponements, and date changes by international consultants has continued to be a problem. This has made it difficult since the project can not depend on these consultants, especially for time-sensitive activities.
5. Lack of Internet access in the centers is a limitation. High recurrent costs (over \$500/month) continue to make this unfeasible.

Priorities and Plans for October to December, 2001

In the first days of October, project staff took a day and a half to update the timeline and assign responsibilities for each task. This was a highly productive exercise and the workload was divided as evenly as possible among the two specialists and three technical assistants. This timeline was submitted to USAID and the project director is awaiting comments. Principal activities include:

- conducting workshops and other training and planning activities for normal school teaching staff
- finishing and reproducing the *Engradezcamos Nuestro Pensamiento* CD-ROM, the culture CD-ROM produced by students, the radio program CD, and the four story books. (The project would like to have formal presentation events for local and national authorities at the end of November.)
- airing the radio programs on local radio stations

- selecting partners and developing plans for the continued development of the multimedia dictionary and interactive grammar primers
- purchasing and installing equipment and training for DDE-Quiché, DIGEBI-Quiché, ALMG-K'iche' and ALMG-Ixil
- purchasing additional equipment for normal school centers
- acquiring materials for project library and normal school libraries (books, CD-ROMs, videos, etc.)
- making contact with another bank or NGO that can offer financing to normal school staff for computer purchases.

• **Uganda – ConnectED: Connectivity for Educator Development**
LearnLink Task Order #17
USAID # HNE-I-00-96-00018-00 T.O. 809

Summary

The United States Agency for International Development (USAID) Uganda has worked in conjunction with the White House Education for Democracy and Development Initiative (EDDI) in Africa since September 1999. On request from USAID/Uganda, the USAID Africa Bureau Leland Initiative and the USAID Global Bureau LearnLink Project produced the Connect-ED activity.

Connect-ED falls under USAID/Uganda's Strategic Objective No. 3: Quality Basic Education for an Increased Percentage of Ugandan Children. Connect-ED builds on USAID's investment in the primary education sector by aiming to improve rural students' basic literacy, improve school administration, reduce the inequities persistent among different groups of children, and to further enhance and support the Universal Primary Education (UPE) policy in Uganda focusing on delivering services in rural areas.

Increasing the use of information technology for education and to promoting strategic partnerships on behalf of education, democracy, and development in Africa, are key elements which characterize Connect-ED.

Connect-ED works in conjunction with the Institute of Teacher Education Kyambogo (ITEK) in creating computer-assisted, multimedia, teacher-training resources for utilization in eight selected Primary Teacher Colleges (PTCs) and ITEK in Kampala. By providing professional development in a democratic setting for primary-school teachers' education through the introduction of educational technology, Connect-ED seeks to meet Uganda's goal of improving telecommunication services and quality.

Major Events this Quarter

The LearnLink Uganda, Connect-ED Task Order began April 25, 2000. Among the activities undertaken during this quarter were:

1. Additional Equipment Procured for the Multimedia Production at ITEK

2. Development of Digital Library CD-ROM Resources “Best Practices”
3. Networking Status at ITEK
4. Scope of Work Modified and Extended with Additional Deliverables
5. Connect-ED Staff Conducts Field Visits to Selected PTCs
6. Status of Renovations and Space Identified at Selected PTCs
7. ITEK Approved Construction Companies Identified
8. Equipment Inventory Assessed for Delivery to PTCs
9. Hiring of New Staff in Uganda
10. Coordination Activities
11. Staff Travel

1. Additional Equipment Procured for Multimedia Production at ITEK

LearnLink purchased the following items for multimedia production at ITEK.

Adobe Illustrator (academic version)
Media VideoRaid 2/80 scsi, Matrox RT2500
CD-R 100pk Spindle, 3.5 PC Floppies 100pk, 100MB Zip Disks 50pk
MATROX Millennium G450 32MB - AGP
Pal Camcorder
Mini DV/VHS 4 Head VCR + warranty

2. Development of Digital Library CD-ROM Resources “Best Practices”

Filming has taken place at ITEK for development of the digital resource library CD-ROMs. ITEK’s Subject Matter Experts were called upon from nearby Shimoni and Kibuli PTCs. A total of fourteen of ITEK’s Subject Matter Experts participated in the filming of “Best Practices”.

ConnectED staff continues to follow their work plan to accomplish the best practices filming. Weeks 1-8 have been completed this quarter. Weeks 9-10 will be completed in the next quarter. The progress with multimedia curriculum enhancement is ongoing. The three ITEK counterparts’ multimedia development training was integrated into the below process. Subjects, Course Units, Course Topics, Subtopics and Experts to film were identified and scheduled and captured on video as the chart explains.

Activity	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Communicate with model tutors and preparation by model tutors	X	X	X							
Filming			X	X	X	X				
Editing Videos				X	X	X	X			
Burning on CDs								X	X	
Scripting for interactivity									X	X

Subject	Course Unit	Topics	Subtopics	Expert to Film
Math	Course unit 2: Organizing Maths lessons	Topic 1: Stages in the learning of Mathematics concepts	<ul style="list-style-type: none"> Mathematics concepts Learning Mathematics concepts through the learning of Mathematics facts. Why teach Mathematics from concrete to abstract 	Mr Wadindi Jamada Kibuli PTC 041-256719
	Course unit 13: Relations and Functions	Topic 3: Cartesian graphs	<ul style="list-style-type: none"> What is a Cartesian graph? Plotting of functions on Cartesian graphs 	
	Course unit 15: Linear Measures	Topic 2: Area of quadrilaterals and triangles and Application of linear measures	<ul style="list-style-type: none"> Area of quadrilaterals and triangles Approximation and significant figures 	Kibuuka Jane Kibuli PTC Okello Ginyakol Shimoni PTC 077-450329077-628254
	Course unit 18: Geometry	Topic 6: Property of a circle has 4 sub-topics.	<ul style="list-style-type: none"> The angle property of the angle. The property of angles in the same segment. The tangent of a circle. Cyclic quadrilaterals 	Zipola Athieno Shimoni PTC 077-455164
	Course unit 19: Statistics	Topic 2: Presentation of data	<ul style="list-style-type: none"> Pictograms. Block/bar graphs. Pie charts. Histograms. Frequency polygon. Grouped data 	Nakirijja Margret Nkokonjeru PTC

Subject	Course Unit	Topics	Subtopics	Film Expert
Science	Course unit 3: Physical properties of materials	Topic 4: Electrical Properties	Conductors and insulators Resistors	Mr. Acema Charles (Bushenyi PTC)
	Course unit 6: Machines.	Topic 2: Work and power	Work Power	Dr. Eric Mucunguzi (ITEK)
	Course unit 9: Earth and Space	Topic 1: The planet earth	The earth's characteristics. Changes on the earth's surface Climate and weather.	Mr. Peter Wefafa Dr. Eric Mucunguzi (ITEK)
	Course unit 12: Bone, muscle and blood systems.	Topic 1: The skeletal system	Functions of the skeleton. Parts of the skeleton. Health practices.	Ms. Rebecca Nakanyia 077- 889675 (ITEK)

	Course unit 13: Systems that process air, water & food	Topic 3: Excretory system	The organs of the excretory system The functions of the excretory system Health problems related to the excretory system.	Mr. Charles Nansoke Nakaseke PTC 077-481311
	Course unit 14: Systems that regulate and control body processes	Topic 2: The nervous system	Introduction to the nervous system. Components of the nervous system. Voluntary and reflex actions The sense organs Care of the nervous system	Mr. Charles Nansoke Nakaseke PTC 077-481311

Course	Topics	Subtopics	Unit	Film Expert
Social Studies	Course unit 1: Introduction to Social Studies education.	Topic 1: What are Social Studies?	<ul style="list-style-type: none"> The nature and scope of Social Studies. The philosophy of Social Studies Introduction & development of Social Studies Why teach Social Studies in Primary and Teacher Education. 	Mrs Ssewanyana
	Course unit 2: Teaching and Learning Social studies.	Topic 2: Methods and Strategies /Techniques of Teaching Social Studies	<ul style="list-style-type: none"> Methods of teaching Social Studies. Strategies & Techniques of teaching Social Studies 	Mrs Ssewanyana
	Course unit 7: Post Independence Developments and Challenges in Uganda.	Topic 2: Economic development in Uganda	<ul style="list-style-type: none"> Factors of developments. Examples of development. Economic policies and relative performance. Challenges to strategies of development in Uganda 	Ms Balunga 075-654286 [Wed. 3/10/2001] To know the terms first.
	Course unit 8: Globe, Map work and Photographic Interpretation.	Topic 2: Reading and interpreting information on maps, globes and photographs	<ul style="list-style-type: none"> Reading information Interpreting maps, globes and photographs. Contrast between maps and photographs Map and photographic exercises 	Mr. Baloje HTK Part timers 077473363
	Course unit 13: The World.	Topic 1: Location of Continents Oceans and Seas	<ul style="list-style-type: none"> The nature of the world. The physical features. Latitudes and Longitudes. 	Mr. Oiko Daniel (Nakaseke PTC) 075657845 [Fri. 5/10/2001]

	Course unit 14: International co-operation and the search for peace.	Topic 2: World peace and security	<ul style="list-style-type: none"> • Kinds of conflict situations. • Major causes of conflict situations. • Finding solutions to situations of conflict. 	Mr. Obbo Conelius (Nakaseke PTC) 075 652931
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Subject	Course Unit	Topics	Subtopics	Film Expert
Language Education	Course unit 11: Sentence Forms	Topic 1: Sentence parts	<ul style="list-style-type: none"> • What is a sentence? • Subject and predicate. • The simple subject. • The simple predicate or verb. • Compound subjects and verbs. • How you find the subject of a sentence 	Mrs Semivule Hellen 077-635235
	Course unit 2: Approaches to teaching Primary English	Topic 4: The Integrated Approach.	<ul style="list-style-type: none"> • What is the approach? • What techniques are involved in the approach? • What are the advantages of the approach? • What are the disadvantages of the approach? 	Mrs Mulindwa 077473903 [Wed. 3/10/2001]
	Course unit 3: Language Acquisition in young children	Topic 2: Language acquisition and development	<ul style="list-style-type: none"> • Language acquisition. • Language development. • Phases of language acquisition and development. • Stages of language acquisition. • Stages of language development. 	Mrs. Elizabeth Kasirye Shimoni PTC 077-474058
	Course unit 15: Direct & Indirect Speech	Topic 1: Direct speech	<ul style="list-style-type: none"> • What is direct speech • Punctuation marks in direct speech • Divided direct speech • Direct speech in continuous writing 	M/s Balunga 075-654286
	Course unit 1: Introduction to teaching primary English	Topic 3: Planning and teaching English classes	<ul style="list-style-type: none"> • Choice of English teaching materials • Stages of an English lesson. 	Abenaitwe Shimoni PTC 077-511829
	Course unit 9: Literature in English teaching	Topic 2: Written literature	<ul style="list-style-type: none"> • Prose in the primary school. • Drama in the primary school. • Poetry in the primary school. 	Mrs. Akake Rose Shimoni PTC 077-490133

Subject	Course Unit	Topics	Subtopics	Expert to film
Cultural studies	Course unit 6: Teaching Art and Crafts in the primary school	Topic 2: Methods of teaching Art and Crafts.	Active methods. Imitative methods. Passive methods. Group methods. Project method.	Kagwa 077434895 Lubwama 075620310
	Course unit 9: Rhythm, Pitch, Scales and Key signatures.	Topic 4: Key signatures.	Key - signatures. How to find the position of the tonics. The relationship between keys and key -signatures.	Ms. Veronica. Opendi 077- 604604 (ITEK) [Frid. 12/10/2001]
	Course unit 11: Singing, Instrumental work and Movement	Topic 2: Instrumental work.	Classification of musical instruments Improvisation and accompanying known simple songs Orchestral ensembles. Turning of traditional instruments. Repairing and caring for musical instruments and equipment.	Mr. Balikwa Herien Shimoni PIC 077-521147
	Course unit 13: Background to the study of Morals	Topic 3: Human beings and other creations.	The relationship between human beings and other creations. Human beings as the superior group in the animal kingdom. The rights of other creations. How human beings control and utilize other creations. Religious teachings regarding morality and creation.	Kaije Doris to confirm 077-480099
	Course unit 19: Teaching Moral Education	Topic 2: Teaching Moral Education.	Applying basic learning principles to moral education. Methodology and procedure. Teaching methods and techniques.	Ms Kaije Doris 077-480099
	Course unit 21: Build up games	Topic 2: Description of build up games.	<ul style="list-style-type: none"> • Devil takes the witch. • Simple tag. • Fire and water. • Rat trap. • Crab tag. • Piki-piki-motoka. • Cat and rat. • Crust and crumbs. • Run to school and don't be late. • Circle the bases. • Leap frog relay. • Tunnel relay. • Do as i do. • Animal tag. • Over-take ball. • Dodge ball. • Tunnel ball. • Juggle a number. • Skittle bowling. 	Mr. Okou Imakit (ITEK) [Mon. 8/10/2001]

Subject	Course Unit	Topics	Subtopics	Expert to film
Foundation of Education	Course unit 1: Human growth and development	Topic 2: Aspects of growth and development	Physical and motor development Mental development Emotional development	Ms Kyomukama Phoebe 077 – 469435 [Thu. 11/10/2001]
	Course unit 3: Learning in the primary school	Topic 2: Factors that influence learning	As far as the learner is concerned In the case of the learning environment In case of the teaching/learning materials used As far as the teacher is concerned	Mr. Ntare Rutondoki 077 – 663196 [Wed. 10/10/2001]
	Course unit 4: General methods techniques and skills of teaching	Topic 1: General methods	Child centered methods Teacher centered methods Application of child centered and teacher centered methods	Mr. Otto Aron 077- 517538
	Course unit 5: Early childhood education and instruction	Topic 1: The concept of early childhood education	Introduction to early childhood education Institutes which offer early childhood education of children of 3 - 8 years of age The development of early childhood education in Uganda.	Ms. Caroline .N. Kavuma 071- 843197
	Course unit 10: Teaching study skills in the primary school	Topic 2: Creating suitable study conditions	Meeting pupils growing and learning needs Assisting pupils to seek support from each other	Mr. Okumu Auma 077- 453681 Mr. Bwayo John (ITEK)
	Course unit 11: Guidance and counseling in primary schools	Topic 2: Guidance and counseling procedures in primary schools	The counseling interview Role playing Copying strategies Simulation techniques Group counseling	Mr. Byamugisha Gaston (ITEK) 077- 468230 [Thu. 4/10/2001]

3. Networking Status at ITEK

LearnLink arranged networking for 20 computers in the Training/User Laboratory and four computers in the Multimedia Development Laboratory, and this was completed in July. The following are the recommendations that remain under consideration for networking and connectivity at ITEK.

CONNECT-ED MULTIMEDIA DEVELOPMENT LABORATORY
• INSTALLATION OF MOUNTING RACK
• INSTALLATION OF PATCH PANNEL
▪ INSTALLATION OF POWER PROTECTION UPS FOR HUB
▪ INSTALLATION OF REGULATORS OF REASONALE CAPACITY TO PROTECT THE 110V
EQUIPMENT NECESSARY TO COMPLETE THESE TASKS
▪ NB: THE ADDITIONAL INSTALLATIONS WILL REQUIRE MORE

CABLING, PLUGS AND
▪ RJ 45 CONNECTORS + LABOUR CHARGES
CONNECT-ED TRAINING/USER LABORATORY
▪ INSTALLATION OF UPS TO PROTECT THE HUB

4. Scope of Work Modified and Extended with Additional Deliverables

LearnLink/Connect-ED received a modified project SOW on September 28, 2001 which extends the project through March 30, 2003.

The modification includes revised language regarding the vision of Connect-ED. In effect, USAID/Uganda's Connect-ED activity aims to improve education by providing teacher-training in computer skills, improvements to computer laboratories, and connectivity to Primary Teacher Training Colleges (PTCs) around the country. Supplementing the traditional methods of teaching teachers, by integrating computers into the teaching methods employed in Uganda primary schools, provides capacity building to Primary Teacher College (PTC) administrators, tutors, and pre-service and in-service teachers. This activity makes teaching curriculum more available and accessible, which improves the quality and cost-effectiveness.

Connect-ED also contributes to USAID/Uganda's efforts in Democracy and Governance. By establishing Internet connectivity in rural secondary towns in Uganda, we are laying a foundation for building Ugandan local communities who are better informed about local, national and international issues and better trained for participation in political and economic processes and systems at local, national and international levels. In this respect, local government and local communities can be better informed to participate in the political and social arenas.

LearnLink's specific objectives for ConnectED are delineated as follows:

- To provide technical assistance to the Institute of Teacher Education Kyambogo (ITEK) by integrating computer literacy courses into the teaching methods employed in the primary schools and build the capacity of the PTC administrators, tutors, and pre-service and in-service teachers by establishing computer-assisted teacher training laboratories.
- To establish Internet Points of Presence (POPs) and connectivity in four rural secondary cities/towns i.e. Gulu, Tororo, Bushenyi and Masaka in Uganda in conjunction with Ugandan Telecommunication and Internet Service Providers (ISPs) to serve Gulu, Mukujju, Bushenyi and Ndegeya (Masaka Core PTCs and the broader communities respectively). Additional PTCs that will have Internet access are Shimoni (urban), Kibuli (urban), ITEK at Kyambogo (urban), and two extra rural PTCs that are yet to be selected. Ministry of Education has proposed a list of Colleges for consideration. These institutions are to be visited, weighted against a laid

down criteria after which an extra two rural PTCs will be selected. Eight PTCs and ITEK at Kyambogo will have Internet Connectivity.

The Connect-ED Project should achieve the following results by March 30, 2003

- A full-term Professional Development Program on computer literacy that focuses on integrating technology into the curriculum, and providing teachers and student teachers with proficiency in both the concepts and skills related to integration of computer technology into the classrooms.
- Selected ITEK staff and PTCs will have received “Train the Trainer” training on the Developed Professional Course for computer literacy. ITEK and PTC staff will also have the capacity to continue developing course materials and using the tools and skills provided through this activity.
- Developed Program materials or modules on computer literacy that have been tested and distributed to PTCs.
- Established monitoring and evaluation strategies and tools to observe the impact of Connect-ED within the pilot PTCs.
- Faster and easier access to teaching curriculum, supplementing existing textbooks with the Internet access and use of DVD and CD-ROM for PTC administrators, tutors, pre-service, in-service teachers and students.
- Internet connectivity in 8 PTCs that include Gulu, Shimoni, Bushenyi, Mukujju Kibuli, Ndegeya, and two extra rural PTC Core Colleges yet to be selected will be available within the refurbished operational multimedia computer laboratories creating increased use and awareness of the Internet.
- Local dial-up Internet access to the local business communities in several rural or secondary towns including Gulu, Bushenyi, Mbarara, Masaka and Tororo.
- Both software and hardware maintenance agreements for two years.

Selected PTC labs opened to the public during scheduled periods with training and access available to community members (according to published subsidized fee schedules). This will create a greater awareness of the benefits of connectivity within the communities, and give a basis to potential sustainability (though exploration in to other methods of sustainability is highly desirable).

5. Connect-ED Staff Conducts Field Visits to Selected PTCs

ConnectED staff and the ITEK Estates Manager visited all six named PTCs to determine the status of the renovated space and/or identify available space for the computer laboratories. ITEK provided transportation to the following clusters. Professor Lutalo Bosa wrote a letter to the Ministry of Education and Sports and the PTCs informing them of our visits.

PTC	
Kibuli Shimoni Mukuju	1 st Cluster
Ndegeya Bushenyi	2 nd Cluster
Gulu	3 rd Cluster

6. Status of the Renovations and Available Space at Selected PTCs

SHIMONI PTC 10/10/2001

Meeting with the Principal

The Principal welcomed us and was impressed with the work we were carrying out. Since the other partners never mentioned anything to him before renovating the computer laboratory. He however advised us to get in touch with the principals at the other PTCs before we physically travel there, due to the bad image some of them might have on Connect-ED especially after receiving the letter from the Permanent Secretary/Ministry of Education and Sports. He requested for a report of the changes that we are to make on the Computer Lab before we actually implement them. He handed us over to Mr. Naseke Charles to lead us to their computer Lab.

Status of the PTC and Computer Lab

- **Security around the PTC**

The principal reported that the PTC was secure and that it has **two watchmen** for day and night time.

- **Security of the Computer Lab**

It was noted that the following issues need to be addressed:

Item on which action should be taken	Current status of the item	Action to be taken
Air conditioners	One of the air conditioners is not functioning properly.	Should be changed because it has no gas.
	Positioning is poor. Both air conditioners were fixed on a wooden sheet instead of on the wall.	The wall should be uplifted and air conditioners placed direct on it.
Burglar Proofing	The burglar proofing was placed on the same frame as the windows, which isn't secure enough. Once the window is removed, the burglar proofing moves with it.	The Burglar proofing should be placed on a separate frame.
	The burglar proofing is not secure enough. It is just at 4 points, which can easily be cut.	This needs to be re-enforced
Roofing	The roofing has asbestos, which is not secure enough. Once it is heavy hit, it can cause leakage in the lab.	New roofing required.
	The ceiling level is poor.	Ceiling should be leveled properly.
Power	The power is stable though there is only one source of power. i.e. the air conditioners share the same source with the sockets.	Provide a separate source of power for the air conditioners. Provide a power source of about 8m.
	11 double sockets available on the walls	Provide a central power socket in the middle
Walls	Cracks on the wall at the back of the room due to poor drainage from the adjacent wall (on the outside of the building)	Improve on the drainage of the adjacent wall so that rain easily runs off.
Lighting system	Fair condition	Need improvement and provide security lights.
Furniture	Tables provided are not computer tables and the texture of the chair can easily wear off.	Provide better furniture.
Tiles	They are not good enough. They look old	Ceramic tiles recommended
Soft board	Already worn out with cracks	Needs replacement
Door	The door is not secure enough. The glass door was placed in the inside instead of the outside, which can cause leakage in case of rain.	More burglar proofing required. Glass door should be external.

KIBULI PTC

Meeting with the Principal

The Principal welcomed us and was happy to hear about Connect-ED project. He was eager to receive a copy of what should be expected during the renovations of the room in order to help him monitor the progress of the work as it proceeds. He led us to the provided computer room.

Status of the PTC and Computer Lab

- **Security around the PTC**

The Principal reported that the PTC was secure and that it has two watchmen for day and night time.

- **Computer Lab**

They have provided a room next to the administration, which needs to be worked upon. The following is required:

- Painting of the room
- Ceramic Tiles
- Better Window screens other than louvers
- Burglar Proofing
- Entrance door to be shifted to the side of the windows
- Room should be partitioned to allow for a room for the technician and server.
- Curtains
- Air conditioners (about 3 of them)
- Furniture (Computer tables and chairs)
- Soft board
- Sockets
- Lighting system
- Security lights
- A few ceiling boards

NDEGEYA PTC 13/10/2001

Meeting with the Principal (Ms. Wandira Topister)

The Principal welcomed us and we briefed her about the Connect-ED/Learnlink project. She was anxious to see the products we are to come up with and was happy about the inclusion of Ndegeya PTC in the project. She reported that they had only one computer for the whole PTC, which wasn't being used due to lack of a printer.

Status of the PTC and Computer Lab

- **Security around the PTC**

The Principal reported that the PTC was secure except that the computer lab needs a cage around it for more security since the PTC is isolated from the main town.

- **Computer Lab**

They have provided a room, which is partitioned into two (a larger room and a smaller room). It however needs a few adjustments to suit a computer lab. The following is required:

- Ceramic Tiles (Floor is cement)
- Burglar Proofing reinforcement on the windows
- Burglar Proofing on the door (the door is wooden)
- Curtains
- Air conditioners (about 2 of them)
- Furniture (Computer tables and chairs)
- Soft board
- Sockets
- Security lights

BUSHENYI PTC 13/10/2001

Meeting with the Principal

The Principal reported that he would advise us to get the technical assistant from Bushenyi because when members are posted from ITEK, they tend to feel superior and end up not performing to their best.

Status of the PTC and Computer Lab

- **Security around the PTC**

The principal reported that the PTC was secure and that it has a watchman for day and night time. He however reported that the wall adjacent to the computer lab should be uplifted so that when one falls in the adjacent room, he can't proceed to the computer lab via the ceiling.

- **Security of the Computer Lab**

It was noted that the following need to be looked into:

Item on which action should be taken	Current status of the item	Action to be taken
Air conditioners	One of the air conditioners is not working at all.	Should be replaced.
	Positioning is poor. One of the air conditioners is fixed on a ventilator hence covering it.	The air conditioner should be re positioned.
	No Padlocks for the air conditioners	Provide locks for the AC
Burglar Proofing	The burglar proofing was placed on the same frame as the windows, which isn't secure enough. Once the window is removed, the burglar proofing moves with it.	The Burglar proofing should be placed on a separate frame.
	The burglar proofing is not secure enough. It is just at 4 points, which can easily be cut.	This needs to be re-enforced
	ACs not well burglar proofed	Reinforce burglar proofing
Power	The power is stable though there is only one source of power. The air conditioners share the same source with the sockets.	Provide a separate source of power for the air conditioners.
Furniture	Tables provided are not computer tables and the texture of the chair can easily wear off.	Provide better furniture.
Tiles	They are not good enough.	Ceramic tiles recommended
Soft board	Have no soft board, only black board available which is actually a wall painted black.	Provide a soft board
Door	The door is metallic with no burglar proofing at all	Needs more burglar proofing to make it more secure Glass door recommended
Windows	They are wooden on the outside	Glass window recommended

MUKUJJU PTC 16/10/2001

Meeting with the Deputy Principal Outreach

The Deputy Principal welcomed us and reported to us a letter, which was received from the PS/ST (Ministry of Education and Sports). We informed him about the CFI and World links partners and our purpose of visit. He there after led us to the computer lab.

Status of the PTC and Computer Lab

- Security around the PTC

The deputy principal reported that the PTC was initially **insecure** because the contractors for the PTC construction didn't pay the local people for their work. However, the PTC is secure at present **now** that they hired **armed guards** to take security measures.

- **Security of the Computer Lab**

It was noted that the following need to be looked into:

Item on which action should be taken	Current status of the item	Action to be taken
Air conditioners	All are okay and functioning properly however, they have no Padlocks on the outside	Provide locks for the ACs
Burglar Proofing	The burglar proofing was placed on the same frame as the windows, which isn't secure enough. Once the window is removed, the burglar proofing moves with it.	The Burglar proofing should be placed on a separate frame.
	The burglar proofing is not secure enough. It is just at 4 points, which can easily be cut.	This needs to be re-enforced
	ACs not well burglar proofed	Reinforce burglar proofing
Power	The power is stable and there is a generator in place. However, there is only one source of power. The air conditioners share the same source with the sockets.	Provide a separate source of power for the air conditioners.
Furniture	Tables provided are not computer tables and the texture of the chair can easily wear off.	Provide better furniture.
Tiles	They are not good enough.	Ceramic tiles recommended
Soft board	Have no soft board, only black board available which is actually a wall painted black.	Provide a soft board
Door	Door lock is on the outside	The door lock should be placed on the inside for security purposes
	Burglar proofing not good enough	More burglar proofing required
Windows	Windows not well sealed	Should be sealed to avoid bats from entering the lab coz there are many bats around the college
Ventilators	No net on ventilators	Nets recommended
Lightening conductor	Not available	Requires an arc arrestor

Meeting with the Principal

The Deputy Principal welcomed us and reported to us a letter, which was received from the PS/ST (Ministry of Education and Sports). We informed him about the CFI and World links partners and our purpose of visit. The Principal also mentioned that Gulu PTC has no power from UEB (Uganda Electricity Board) and that they have been using the generator to serve the lighting purposes which is too costly. He however reported that this issue might be solved in about 2 months time. Mr. Etapu (a tutor at Gulu PTC) led us to the computer lab.

Status of the PTC and Computer Lab

- **Security around the PTC**

Mr. Etapu reported that the PTC is not so secure because of the rebels around the district. However, they got some 2-3 soldiers to monitor the security at the PTC plus 2 watchmen.

- **Security of the Computer Lab**

It was noted that the following need to be looked into:

Item on which action should be taken	Current status of the item	Action to be taken
Air conditioners	These were not tested because there was no power and the generator had no fuel. It was however noted that they were tested after the installation and were working well. However, they have never been used since then.	Okay but need power to function properly. The paraffin for the generator is too expensive to run them.
Burglar Proofing	The burglar proofing on the windows was placed on the window frame, which isn't secure enough. Once the window is removed, the burglar proofing moves with it.	The Burglar proofing should be placed on a separate frame.
	The burglar proofing is not secure enough. It is just at 4 points, which can easily be cut.	This needs to be reinforced
	ACs not well burglar proofed	Reinforce burglar proofing

Power	There is no power at all and there is a generator in place. However, the air conditioners were placed on the same power supply as the sockets.	Provide a separate source of power for the air conditioners.
Furniture	Tables provided are not computer tables and the texture of the chair can easily wear off.	Provide better furniture. i.e. computer tables.
Tiles	They are not good enough.	Ceramic tiles recommended
Soft board	Small soft board available.	Provide a bigger soft board
Door	Door lock is on the outside	The door lock should be placed on the inside for security purposes.
	Burglar proofing not good enough	Needs reinforcement.
Adjacent Wall	The adjacent room leads to the computer room through a door and via the ceiling because the wall is not uplifted.	Uplift wall on the adjacent room to avoid theft.

7. ITEK Approved Construction Companies Identified

ITEK Principal Lutalo Bosa recommended construction companies to provide estimates for renovations at the 4 new PTCs and any additional modifications necessary at the initial 4 PTCs. These construction companies were chosen according to regions in which ITEK has had experience working with them. The ITEK approved construction companies from whom Connect-ED will request quotes include the following: Kampala Technicians, Standard Technical Services, Prime Construction, and MM Construction.

8. Equipment Inventory Assessed for Delivery to PTCs

Connect-ED Local Project Coordinator, Fredrick Wamala was joined by one person from ITEK's Stores Department and one person from ITEK's Audit Department and with assistance from Mr. Martin Mayanja (USAID Kampala) to inspect of PTC equipment in the USAID warehouse to cross-check the inventory and the conditions of each piece of equipment. Final report of any outstanding items is pending. This equipment is destined for the 4 initially renovated PTCs.

As soon as security and renovations are complete at the PTCs a delivery schedule will be arranged for the transportation and installation of the equipment from USAID to the PTC. ITEK has graciously agreed to provide transportation necessary for the equipment and the Connect-ED project will provide the fuel and security for the trip(s). At least three Connect-ED Project staff, the ITEK Auditor and a security guard will accompany the driver to the PTCs for delivery.

9. Connect-ED Project Hiring Staff in Uganda

An advertisement was placed in the local newspaper for 8 Project Technical Assistants to work the PTCs. Ideally, these people should be from the respective area surrounding the PTC. Professor Lutalo Bosa and ITEK's Institute Secretary (IS) made recommendations. An additional three people are being sought at ITEK for the Creative Materials Design Specialist positions.

10. Coordinating Activities

Date	Venue	Members Present	Outcome of meeting
Ongoing	ITEK	- Subject matter experts	- Sensitization on the issue of best practices
September 11th	ITEK	- Learnlink Staff - Senior Information Scientist - Ministry of Education & Sports	- Progress of filming best practices and the curriculum.
September 14th	ITEK	- Chairman ICT committee ITEK - LearnLink Staff	- Minutes from the IICD meeting with USAID's Ms. Sara Mayanja



Major Accomplishments

In support of Task Order Objective Number 1 (support the National Institute for Educational Development (NIED) and its designated staff in acquiring the necessary tools and skills to develop computer-assisted training courses for advisory teachers, inspectors, and others in the four education regions where USAID is assisting the MBESC) the project:

Staff delivered 10 hours of training to the NIED Multimedia Working Group. Training topics included HTML, Internet communications tools, designing web-based training, teaching and learning in a multimedia environment, incorporating video into teaching/training materials, and video planning and production.

In support of Task Order Objective Number 2 (support NIED in the development of a communications network for the training of advisory teachers, inspectors, and others involved in the lower primary phase by linking them to NIED through the Internet and other key computer-assisted delivery mechanisms to be developed) the project:

- Delivered online prototype version of Educational Development and Support Network (ED'S Net... www.edsn.net) with working discussion boards, resource boards, and over 40 professional development training modules.
- Upgraded the NIED server (including CPUs, network card, RAM, and additional hard drives) to enable it to easily host both the NIED and ED'S Net websites and other future uses under development by NIED.
- Designed and delivered a five-day workshop for ETTs and TRC managers to discuss issues including sustainability and marketing, after hours use, professional development of TRC and MBESC staff, ED'S Net, network and HTML training, and training in Microsoft Excel.
- Began providing informal training on the Internet and ED'S Net to groups holding training and workshops at NIED.

In support of Task Order Objective Number 3 (support the development of prototype curriculum-based teacher training materials for primary school) the project:

- Reformatted and delivered online version of all 20 Teachers' Basic Competencies Manual modules. (HTML)
- Worked with NIED and BES II Management Advisor, Dr. Pfau, to produce an online version of the second module in the School Managers professional development series. (HTML)
- Worked with the Ministry's HIV/AIDS committee and the Ministry of Local and Regional Affairs to provide 3 modules (with 2 more to follow) to train teachers about HIV/AIDS via ED'S Net. (May be downloaded in full module form or chapter-by-chapter in MS Word.)
- Worked with professional development unit at NIED to place 18 General Education modules targeting junior secondary teachers on the ED'S Net website. (May be downloaded in MS Word.)

In support of Task Order Objective Number 4 (support the expansion of an administrative framework at the level of the MBESC and NIED to include "Master Information Teachers," who champion the use of teaching/learning technologies) the project:

- Worked with NIED and Regional Education Officers to propose the formation of Regional Education Technology Teams (RETTs) comprised of representatives from the Teacher Training Colleges, the Inspectorate, Advisory Services, Adult and Continuing Education, and Classroom Teachers.
- Worked with NIED to make a request that each region nominate members to these teams.
- Held first meeting of RETTs in Rundu and Katima that included development of group objectives and mission statements and training related to ED'S Net and the Internet, e-mail, and Windows 98.

In support of Task Order Objective Number 5 (contribute to discussions of national policies, strategies, and guidelines on the use of teaching/learning technologies in the basic education sector) the project:

- Assisted TRCs in developing policies for the use of the new computer centre including hours of operation, fee for use, and systems for reserving the centre and for procuring supplies.
- Assisted in the development of Regional Education Technology Teams that will discuss policy issues related to IT use, training, and investment.

Project Activities

Administration and Management Report

Introduction

The first section of the report covers the administration of Task Order #18 during July 1, 2001 – September 30, 2001. This section is divided into project management and operations, hiring and staffing, deliverables, procurement, and outstanding issues.

Management and Operations Activities Completed

During the past quarter, project staff:

- hired Mr. Todd Malone as an Instructional Materials Design Specialist;
- requested approval to hire a Senior Network Manager; and
- negotiated to have the project extended for an additional 6-month period.

Hiring & Staffing

AED / Namibia

Instructional Materials Design Specialist –The project was able to bring Mr. Todd Malone on board to serve in the role of Instructional Materials Design Specialist. Mr. Malone will primarily work with the Regional Education Technology Teams and will also help develop a series of one-page sheets to help new users initially access programs.

Senior Network Manager – At the end of the quarter (and even to the day this report was submitted, October 12, 2001), the project still had not received salary approval for this position. The request has now been outstanding for over 14 weeks. This time period dramatically eclipses the 11 weeks it took to receive approval to hire Ms. P. Boer. The project continues to be seriously handicapped by contracting difficulties. The person selected for the position has long since taken another position and is making a salary that is nearly 50% higher than the original salary request denied by USAID. IT people are too scarce in this country for the project to expect them to wait for weeks and months to hear whether they can be hired. At this point, it makes little sense for this position to be readvertised

as it is unlikely that any incumbent would be interested in a job that will now last for at most 5 months...much less after their salary is approved.

AED / Washington

There has been no change in AED / Washington staffing related to the project.

Consultants

No consultants were used during this quarter.

Deliverables

Fourth Quarterly Report (April 2001 – June 2001)
Training Delivered to NIED Multimedia Working Group
Shell of ED'S Net Project Website Published Online
TRC Manager, Staff, and ETT Workshop
Report on TRC Manager, Staff, and ETT Workshop
Selection and Initial Training of Regional ED'S Tech Teams
All 20 TBCM Modules Published Online
3 Teacher Training Modules on HIV/AIDS Published Online
NIED Computer Centre Policy

Deliverables for the next reporting period :

Fifth Quarterly Report (July 2001 – September 2001)
Additional Round of Meetings of Regional Education Technology Teams
Report on Initial Meetings of Regional Tech Teams
Report on Second Round of Meetings with Regional Tech Teams
Draft Version of BETD/INSET Environment Available Online
4 to 8 BETD/INSET Modules Available Online
Additional 1 or 2 HIV/AIDS Teacher Training Modules Published Online
1 to 4 Continuous Professional Development Modules for Managers Published Online
Draft Technical Assistance Report by Jeff Coupe and Others
Draft Project Monitoring and Evaluation Plan
Additional "Finishing" Work on ED'S Net and Online TBCMs

• Jamaica – Technical Support to the Ministry of Health
in Information Systems
LearnLink Task Order #19
USAID #: OUT-HNE-I-800-96-00018-00

Summary

USAID is assisting the Ministry of Health (MOH) in strengthening their existing Management Information System through implementing and then supporting a Patient Administration System in eleven hospitals and two clinics. The PAS was introduced to Jamaica approximately two years ago into five public hospitals. It is a multi-mode patient-tracking system with a very simple administration system

with somewhat limited reporting capabilities. It is anticipated that through an upgrade and expansion of this system to additional hospitals and clinics that there will be an improvement in the amount and type of data available from various service-delivery points. USAID has requested that LearnLink assist key MOH units, review all data-collection forms, identify needed training, draft training curricula, work with the MOH to integrate their systems, conduct the first phase of training, and implement pilot applications of the future Medical Information Database System (MIDS).

Project Activities

Deliverable #1: Assist key units within the MOH to organize and streamline their data collection processes.

Throughout the duration of this project specific tasks were undertaken to address this deliverable. These activities have been delineated in earlier quarterly reports.

Deliverable #2: Review of all data-collection forms, formats, and procedures to standardize on-site data collection and the transmission of corresponding processing and analysis units.

During this final quarter an evaluation of the regionalization of the four key databases used within the MOH was conducted at the North East Regional Health Authority (NERHA) on July 9th. A report on this evaluation is on file. In addition, the three other Health Authorities have requested the databases for use at the regional and in some cases, the parish level. In response to these requests a workshop was conducted in Kingston on June 7th for the Kingston and St Andrew parish medical officers of health, senior public health nurses and medical records staff to introduce the Monthly Clinic Summary Report database. Training focused on data quality issues, data edit checks and hands-on data entry for primary care only (MCSR). On July 19th a one-day workshop was held in Montego Bay for the Western Region. This workshop focused on data management and data quality issues for the primary and secondary care databases (HMSR & MCSR) but did not include hands-on data entry as the Western Region Health Authority (WRHA) MIS director indicated that he would take responsibility for this aspect of the training.

The Southern Region recently requested this workshop for their area but lack of time and funding has precluded implementation. The P&EU has been notified of this request and will follow-up.

In each of the above mentioned training workshops members of the Planning and Evaluation Unit (P&EU) of the MOH were included both as participants and trainers with a view to building capacity within the MOH.

Database user manuals for the Hospital Monthly Summary Report, Monthly

Clinic Statistical Report, Community Mental Health Report and the Expanded Programme on Immunization were developed and written within the scope of this project.

Each of these manuals has been approved by the relevant persons within the MOH, printed, copied, bound and delivered to the Planning and Evaluation Unit for distribution. A copy of each is on file.

Deliverable #3: Identify the type of in-service training skills of MOH Medical Records personnel required to improve professional skills.

The in-service training needs of the medical records personnel as well as needs at the technical level have been highlighted and some have been addressed during this project through training workshops described in previous reports.

Deliverable #4: The development of a draft in-service training curriculum for MOH records personnel.

As mentioned in an earlier report, the manuals for the two major primary and secondary care reporting systems have been revised and produced and were used in training during December for Medical records personnel and during February and March in data management training for technical personnel. Case scenarios for each reporting system and sample data audit tools have now been developed to augment the training curriculum in the future. These have been compiled and submitted to the Planning and Evaluation Unit to augment their current medical records curriculum and training. This document is on file.

Deliverable #5: Integration and interconnection of networking systems and relevant database collection systems.

As described in a previous report, providing a Windows based administration system was linked to the Linux Patient Administration System (PAS) to provide a more user friendly environment and facilitate reporting access to the PAS.

Deliverable #6: In-service training, which includes personnel from regional offices.

Five 4-day workshops offering training in Introduction to and Intermediate MS Access and Introduction to and Intermediate Crystal Report Writer were conducted in the Systems Information Technology Unit of the MOB. The curriculum for the workshops is on file. The trainer was Barbara Angelino from Softek Services in Virginia, USA.

The following table provides details of dates and personnel trained.

Dates	Region	Number attending
June 12-15	MOHHQ	10
June 18-21	SERHA	11
June 26-29	NERHA	12
July 9-12	WRHA	9
July 16-19	SRHA	13
Total		55

The training room was arranged to accommodate 12 trainees at a time, although this involved 2 persons sharing a computer. Despite the negatives of a cramped area and noise from the adjacent office, there was evident interest in and application of the course content. The trainer developed training files using the MOH data from the PAS and from the MOH primary care database to illustrate points and apply learning concepts to their own databases. This enhanced the application of learning to their specific situation. At the close of each workshop 6 complete sets of manuals (Introduction and Intermediate MS Access and Introduction and Intermediate CRW) were distributed to each health region.

Evaluations of the training were overwhelmingly positive on each point surveyed. Comments from the evaluations centered on requests for longer training or more time to practice concepts learned. Several persons also commented on the cramped quarters.

There were only 9 participants for the week of July 9-12 because of street violence in Kingston which prevented 2 Medical Officers of Health from the Western Region from traveling to Kingston. This training week was also shortened by one day as the violence prevented anyone from traveling on Kingston streets. During the previous week there was a bomb scare in the MOH around 1:00 pm which required evacuation of the building and a lost afternoon of training.

Project Close Down

This quarter saw the closure of this task order. The approved 30-day no-cost extension for the project meant LearnLink Resident Advisor Sharon Arscott-Mills left the project in Jamaica on or about the 14th of September 2001. The following resources from this task order are on file at AED/LearnLink, and there are no other reporting requirements:

1. Database Procedural Manuals for

- Expanded Program of Immunization, MIS Manual
- Hospital Monthly Statistical Report Manual
- Monthly Clinical Survey Report Manual
- Community Mental Health Report Manual

2. Policy and Procedural Manuals for

- Hospital Monthly Statistical Report Manual
 - Monthly Clinical Summary Report Manual
3. Draft Curriculum for Information Management Manual
 4. Documentation and Evaluation Report on the HIS.

**Bulgaria – Public Computer and Communication Centers (PC3)
LearnLink Task Order #20
USAID #: HNE-I-10-96-00018-00**

Summary

LearnLink is working in Bulgaria to develop an operational plan for Public Computer and Communication Centers (PC3), implement a network of sustainable PC3s in Bulgaria, and evaluate the initial use and impact of that network. This Task Order has the following deliverables:

- A detailed written workplan for project implementation to CTO
- Agreement with local entrepreneur(s) to establish a network of PC3s.
- Opening the first PC3 within six months
- Full network operational within nine months
- In project communities, pilot centers will have at least one PC3 offering a broad range of services.
- The PC3 network will be privately owned and operated.
- Portfolio of services available to the public, including both for-profit and public-good services.
- M&E system in place by the end of Task Order
- Concept paper produced discussing options for selecting PC3 networks or other models.

Activities this quarter

Summary

The Office for Women in Development within USAID's Global Bureau has asked LearnLink to produce a document that outlines the background and steps to implement a study analyzing potential intervention strategies for USAID concerning the participation of women in the information-technology revolution in developing countries. G/WID would like this particular piece of research to focus on determining 1) what impact gender issues are having on the ability of developing countries to take advantage of IT opportunities and 2) what impact the upsurge in IT activity seems to be having on the relative roles and rights of men and women in developing countries. G/WID sees that study as a chance to develop a working theory about the two-way relationship between gender and IT in developing countries.

Project Activities

AED/LearnLink printed 1500 copies of the 128 page book, *Gender, Information Technology, and Developing Countries: An Analytic Study* by Nancy Hafkin and Nancy Taggart. GenderReach received 750 hard paperback copies and an electronic version for posting on their web site. DECS also received an electronic copy for posting on the USAID web site. A new Executive Summary was generated and printed as a 16-page country paper style publication. Of the 2000 copies printed, 750 were delivered to GenderReach for distribution, and Nancy Hafkin received about 200 copies of the book and about 150 separate executive summaries for distribution at conferences and upon request. Almost 200 copies of the book and executive summary were distributed at the G/HCD conference in August and at least 100 at an international gender conference in Hong Kong, which was to be attended by Nancy Hafkin—a Boston to LA trip interrupted by the events of September 11 and a close call for Nancy Hafkin.

Despite the International Tribune Women's Center's (ITWC) inability to list this book in its development and gender catalog due its no-cost fee structure, ITWC did cite it in its CD-ROM of African development and women and distributed 50 copies of the executive summary to African conference women visiting in NYC. Listservs from ITWC and others such as zfa@comsats.net.pk have highlighted this new publication and its availability on USAID/WID's web site or through Gender Reach.