

Improving Educational Quality Project

Final Report

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I. Introduction

The Final Report of the first five-year contract of the Improving Educational Quality Project represents a collective effort of IEQ team members in each of the five IEQ countries (Uganda, South Africa, Mali, Guatemala and Ghana), the US-based subcontractors, consultants and staff members. It has been a massive undertaking and reflects the commitment of each of the contributors throughout the life of the project.

The document brings together the key activities, accomplishments and results of IEQ since the project began in October 1991. IEQ has functioned under a Core Contract (#DPE-5836-C-00-1042-00) which provided support for the IEQ in Ghana, Guatemala and Mali and a Requirements Contract (#DPE-5836-Q-00-1043-00) which permitted buy-ins from the Africa Arts Bureau/Office of Sustainable Development, USAID/South Africa and USAID/Uganda and USAID/Mali. The closing date of January 1997 is the result of a four-month extension to the project. The collaborating institutions of IEQ are the Institute for International Research (prime contractor), Juarez and Associates, Inc. (subcontractor) and the University of Pittsburgh (subcontractor).

The report is organized in the following way. It begins with an overview of the IEQ project and an examination of the overall lessons learned from IEQ (each country also presents its own lessons learned). The format used in the Quarterly Reports is continued in order to succinctly and efficiently report on IEQ in each country and from the African Arts Bureau. Readers will be able to identify the activities, accomplishments, and outcomes/results of each of the major goals of IEQ, within each country. Footnotes refer readers to documented sources for more detailed information. At the conclusion of the country presentations is a section on lessons learned and suggested future activities. The appendices contain a list of all the products produced under these contracts as well as a list of IEQ participants.

The IEQ purpose was not to build a sustainable IEQ project. It was to work collaboratively with colleagues in each country to facilitate a process for learning about and engaging diverse stakeholders in improving educational quality from the local to the national levels. This is the legacy of IEQ. The IEQ Exchange held in Washington this month is a living testimony to the ownership, dedication and commitment within each country to carry out IEQ in ways deemed most appropriate to each educational context.

We have learned and grown together.

Jane G. Schubert
Director, Improving Educational Quality Project

II. Overview of the IEQ Project

A Snapshot of IEQ

A. THE CONTEXT OF IEQ

1. The Purpose

The Improving Educational Quality (IEQ) Project is about three things: learning about the school and classroom experiences of educators and pupils, working in partnerships with host country colleagues (some of which cross traditional boundaries), and gathering and sharing information which reflects the educational priorities of each country. We move from the traditional mode of technical assistance toward a more collaborative mode. This shift substantively influences the nature of IEQ.

2. The Goals

IEQ's goals developed out of a focus on generating knowledge about IEQ country innovations, sustaining the research process in educational reform efforts, transferring research knowledge into practice, and developing and disseminating the lessons learned. With the identification of the potential outcomes and utility of IEQ's research, the following goals evolved :

- 1) understand how and why each country's classroom-based interventions influence pupil performance;
- 2) demonstrate a process whereby findings from classroom research on improving educational quality are utilized by the educational system;
- 3) create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at the local, regional, national and international levels; and
- 4) maintain a history of the project to document the rationales for choices made, opportunities and constraints encountered, and lessons learned.

3. The Structure

IEQ infrastructure is centered around in-country teams, sometimes within host country institutions. This is a new way for many host country and donor participants to do business. In some situations, IEQ has helped to form new units and new relationships. For example, people accustomed to working individually formed teams (university faculty and researchers) focused on the research. The nature of our collaborative effort which results in a collective product required some "operational principles." For example, involved parties can disagree constructively. There are no winners or losers. Reciprocity characterizes the

relationship.

4. The Process

The IEQ process is dynamic and flexible. We work from a central core of values and principles which permit opportunities for redefining and reshaping an unfolding effort. Systems are not static. Because new findings or demands change in the midst of an effort, changes in project focus may be necessary. For example, in one country we responded to a request to examine English-language learning in P2-P5 because Criterion Reference Tests in P6 revealed low mastery of English. In another country we shifted from measuring second language acquisition to creating instruments to measure indigenous languages in early primary grades.

IEQ recognizes that learning occurs in context, and it is this contextual knowledge which opens the door to understanding — findings and information gathered in one situation may not be applicable to others. What is important is what is happening in your country. For example, there may be few textbooks in many countries, but the circumstances surrounding their availability and use may vary by locale, region or nation. And perspectives of the situation may vary, depending on the source of information.

B. THE INTERACTIVE FRAMEWORK OF IEQ

The graphic illustrates how IEQ functions in an on-going cycle:

1. Assessing the Situation

We assess instructional practice, pupil performance and the classroom environment, using a variety of qualitative and quantitative instruments. In each of the IEQ countries, the teams developed instruments to measure research questions which reflected host country priorities.

2. Assimilating the Results

We encourage dialogue within the system, often bringing together representatives from schools and community, regional educators to discuss findings with national policy makers. We use diverse approaches (e.g. seminars, workshops, individual meetings) to penetrate the system and present information in various user-friendly formats. Sharing findings must occur if improvement in the quality of teaching and learning is to take place.

3. Acting on the Findings

The research findings are not converted to a set of recommendations, but rather presented in useful formats so the insights gained through the information may be shared and discussed by educators at all levels within the educational system. Dialogue focuses around concrete information, for example, about how teachers do and do not teach and how pupils are and

are not learning.

The data may suggest a re-examination of several initiatives (e.g. textbook distribution policy), further exploration of some surprising findings (the reduction of teacher absenteeism in some targeted intervention schools), or a more in-depth look at successes and failures such as household influences on high and low achieving girls and boys. IEQ teams are now part of the national dialogue on reform. The data which IEQ teams have gathered have resulted in the re-examination of some national initiatives.

C. Rhythm of the Reform as Informed by IEQ

1. Integrating the Results. The results from host country findings are useful in two ways. The first is within country. Sharing the results among representatives at all levels of the educational system has accelerated the implementation of the IEQ process and the usefulness of the information within national policy and local practice. The second use highlights commonalities across the IEQ countries that have potential value in reform efforts within the broader international context.

- ◆ *Within Country:* IEQ researchers and information have moved into the national arena to offer leverage for change. For example, in Uganda, IEQ is the research arm of the national reform effort; in Mali, IEQ monitors new policies, develops nationwide tests and is a member of national committees; in Guatemala, IEQ has received a request for training support from the Minister of Education; and in Ghana IEQ has been asked to sit on the national reform committees and participate in MOE-commissioned studies.
- ◆ *Across Countries:* IEQ is learning more about the present realities of the school and classroom situations--not only the conditions under which children are expected to learn, but also many of the common problems of the systems. For example, materials are not grade-level appropriate, teachers don't know what to do with textbooks even when they are provided, children have difficulty writing a few words or following simple instructions (a fact of which teachers are now aware), teachers abuse the timetable and reading texts are not properly sequenced in the curriculum.

2. Demonstrating Potential

The IEQ Project has discovered the untapped potential of educators within the system. Our experience suggests that educational improvement is sparked when people become engaged in the process of reform. IEQ has debunked some myths about teacher disinterest, community turnover of education to teachers, etc., and it has shown that the infrastructure of a system may be strengthened to bring about indigenous reform. We have been paying attention to what educators and pupils do that makes a difference. Teachers recognize and appreciate being included in the process for improvement, and they value the assistance they receive to improve their own instructional practice. They come back for more and wish to participate at their own expense. Community members come to meetings about schools, while parents become involved in school management.

3. Building Capacity

Both institutional and individual capacity is strengthened through IEQ. The heart of IEQ lies in each partner country, as institutions “host” IEQ teams. The local teams carry the bulk of the workload and have added new skills to their professional repertoire, such as the use of qualitative research methods. In addition, members present findings of the research to international associations, ministers of education and regional educators. Institutional capacity has also been strengthened: post-secondary education courses may include more school-based information gathering methods; new skills in multi-methodological research designs are being implemented; and non-governmental organizations have integrated formative evaluation processes into their training programs;

In Ghana, a team of researchers examined the availability, sources and use of instructional materials in classrooms in six primary schools and found that many Ghanaian pupils could not perform at the expected level. In Guatemala, IEQ studied the implementation and impact of an innovative pilot project designed for multi-grade schools in rural areas. The IEQ Mali team conducted field research on the learning process in the first two years of primary education and then held regional training workshops to assist educators, parents and other community development practitioners with implementing five interventions. In South Africa, grantees and the IEQ team have conducted impact assessments that examine early childhood learning, teacher training, teacher support and curriculum development, adult basic education and language development. The team in Uganda works with the National Exams Board to manage a research program that enables a broad range of researchers to conduct studies linked to the reform.

4. Opening Doors

All participants are part of the learning curve. The project staff have seen that the key to improvement rests with recognizing one’s relationship to other pieces of the system and, further, that decisions and plans must reflect the integration of the parts. When information is both shared and made public, it brings new people into the dialogue (parents, teachers, regional educators) and suggests new roles for some of them, e.g., circuit supervisors and head teachers become instructional resources, not “inspectors.” Typically tertiary institutions are not involved in basic educational reform, other than to conduct their individual studies. Universities are now included in research on national educational systems, a role which may draw them into the reform in other ways. Altogether, these activities support the values of a democratic society.

5. Creating Knowledge

IEQ creates new knowledge as information flows within and across the system. The key is how the information is presented, shared and used. It must be “user friendly” and audience-specific.

- ◆ The information the project gathers about the reality of teaching and learning becomes a catalyst for dialogue, e.g., upper primary pupils are unable to read passages from lower primary texts; information about instructional practices and pupil performance is now known WITHIN the primary cycle, which opens the door for improving teaching and learning while

children are still enrolled in school. This differs from the end of cycle testing which is used in selecting candidates for secondary school rather than in diagnosing the system for improvement. Dialogue can then become the forum for proposing changes: trying out new instructional strategies in the classroom, distributing textbooks (ensuring that head teachers are reimbursed for transport to the district office to pick them up), re-examining the national initiative to support girls in school.

- ◆ Measuring pupil achievement, especially at primary school departure, presents neither a complete nor an accurate picture of schooling. IEQ has gathered information about how materials such as textbooks are used or not used by both pupils and teachers (more not used), the scarcity of resources available to teachers, the substandard physical conditions of schools, the lack of observance of the timetable that results in a reduced level of time on task, and the relationships among factors in schools (e.g. teacher qualifications, head teacher absenteeism) which affects pupil performance.

6. Developing Research Tools

IEQ host-country research teams have used qualitative and quantitative methods to capture what is happening in the classroom. They have developed a variety of techniques for assessment: achievement measures in numeracy and literacy; interview protocols for parents, pupils, local and regional supervisors, and community members; classroom observation forms which describe interactions among pupils and between teachers and pupils; instructional materials; and information on the learning environment (depicted through drawings of the classroom and school grounds).

Improving the quality of teaching and learning is a work in progress in all countries. The IEQ legacy is a process for dialogue based on classroom realities. And the process must include all of those who are interested in educational improvement.

Lessons Learned

It is common practice at the conclusion of a major USAID project to offer some reflections upon the activities completed. The term typically applied to this exercise is "lessons learned." The implication is that a "lesson," as defined by the American Heritage Dictionary, offers instruction through which some knowledge or wisdom is gained. The "learning" implies the dimension of comprehension joined with experience. The hope is that documenting the lessons learned provides "warnings" of what not do, in order to prevent future errors, as well as to accelerate startup time for new efforts.

The "lessons learned" offered in the following pages focus on characteristics of the Improving Educational Quality (IEQ) Project, which embodies the principles enumerated in the overview of IEQ. But they do not constitute "warnings." Rather it is our hope that the present description of these characteristics will represent a positive contribution for the design and implementation of other similar efforts.

As the first five-year contract of the IEQ Project (IEQ1) draws to a close, we join others in providing reflective insights which we hope will advance subsequent activities. This retrospective view treats the "lessons" as stepping stones upon which future activities may be constructed. Many of these ideas have been discussed at conferences and in other venues during the course of implementing the IEQ project. This brief article presents them as starting points for others, particularly our colleagues in the IEQ partner countries, whose wisdom and experience have enriched us.

Learning lessons is an ongoing process which must be integrated into the implementation of the project.

Questions linked to lessons learned are typically reserved for end-of-project events. This sequence suggests (although I think few would admit to believing this) that the reflections occur after all is said and done. IEQ1 has been implemented as a work in progress*, an ongoing and continual learning process for all participants. It is important to articulate what is being learned in time to use the knowledge either to build on successes, or to alter that which is already in place. This model accepts trial and error as essential for change and improvement.

During the implementation of IEQ, we built in several modes of self-assessment (internal feedback). One was to document country-by-country progress (intermediate accomplishments) toward results within each of the four major goals. Another was to dedicate time during each of the country visits to "reflection" with the team. This period was not always possible to schedule, but the more often it took place, the more we believed it was critical. A third technique was to hold biweekly telephone conference calls with the Technical Review Panel to keep in touch with the country-by-country activities, hear problems and concerns, brainstorm options and plan together.

*A work in progress implies that there is an environment which facilitates ongoing change.

Shifting from a relationship based on technical support to partnership with host-country colleagues, and ultimately to “ownership,” requires “letting go” and “taking on.”

The story of IEQ reveals a paradigm shift away from technical support and towards ownership. It requires a shared recognition of classroom realities and cultivates a system which accepts responsibility for its own improvement.

We were surprised at the cautious response of our host-country educators to the notion of their status as partners in IEQ. Perhaps our mutual expectations were not explicit from the outset, or perhaps they were not examined frequently enough as the project unfolded. But it is clear that the collaborative process of our work required the equal attention and commitment of all. It was important and necessary for the US-based IEQ participants to demonstrate our own faith in the project by “letting go”; in turn, the host-country participants had to “take on” aspects of our work. From the outset, IEQ assumed this was a *modus operandi*: however, many host-country nationals wanted to be instructed “what do to” as we began. (This request revealed much about the donor/host-country relationships.)

In short, it became critical to set a tone of reciprocity among colleagues, but it was often challenging to maintain this balance. Moving toward ownership also required focusing on national priorities for the in-country efforts and engaging educators throughout the system in dialogue about the expected results of the IEQ project and its implications for action.

An element not “built into” the process was the amount of effort and time required to work together and to develop trust in the relationships. Moreover, it was necessary to recognize that mistakes do happen and that they can be transformed into learning experiences: this is an acceptable way of conducting business. It's often easier and more efficient to tell people what to do and how to perform correctly, than to allow them to find out for themselves. But this is not development. And it's not IEQ.

Research is supported by “non-researchers” in a system when it is experienced as a tool for educational improvement.

In IEQ, one measure of success is the way information is utilized. The demonstration of research as a tool occurs in several ways. It begins by focusing on national priorities in-country and by reflecting the concrete problems or concerns which the educational system is trying to address. It continues by engaging educators, e.g., teachers, assessment experts, teacher trainers, and others within the educational system, in a discussion of the results of the research in order to gain insight into and understanding of the problems being examined. Materials summarizing the research findings are prepared in appropriate format and size to communicate meaning and stimulate discussion. Context and engagement are key ingredients. And hearing about others' experiences or reviewing the relevant professional literature can provide a framework for action and reform in a specific environment.

Dialogue about the reality of classroom experience, and its effect on both teachers and pupils, is a catalyst for those INSIDE the system to improve the quality of education.

There are two important factors here. The first is *who* is doing the talking. There should be a sharing of information across hierarchical lines within the system which moves toward a "democratic" process. IEQ has broken through barriers which traditionally isolate educators (often the "disenfranchised") by inviting them "to the table" through conferences, workshops, or seminars. An example is the inclusion of teachers in discussions of the findings about what pupils could and could not do in their classrooms (follow simple instructions, write their names, read from a "below grade" text). The discussions focused on how the teachers could improve their teaching by pinpointing learning needs and suggesting methods to address those needs. Many teachers requested additional help, and they shared what they learned with their school colleagues. They became more engaged with their teaching and, for some, the absentee rate declined.

The second is *what* is being discussed. The focus should be on the REALITY of teaching and learning in the classroom--for example, the use (or lack of use) by teachers of instructional resources, or the level of reading or writing by pupils in the primary cycle. The amount of dialogue about instructional resources, the extent of discourse between teachers and students, the classroom environment and other realities of classroom practice--all of these conditions can reveal specific needs of educators throughout the system. As a result of discussion about these needs, teachers can gain a clearer understanding of their own pupils' ability to perform; trainers can determine how to revise in-service and pre-service courses; and policy-makers can gain perspective on the national implications of, say, testing or textbook production and distribution.

Thus can the "experience of learning" about the classroom by both the policy makers and the practitioners provide the stepping stones to improving the quality of education.

Providing the connections between host-country colleagues and the broader professional community builds confidence and contributes to empowerment and participation within the country.

This outcome has been one of the most exciting for IEQ. Opportunities to travel outside the country, actively participate in international conferences, represent their own work and build their own networks are typically limited to the same small group of people in developing countries. Such limited exposure restricts their own vision of themselves and their work. They often don't know how good they are and how much they have to contribute to an international forum.

One goal of IEQ has been to foster such linkages, *not only* at major conferences *but also* within the IEQ project, so that country representatives travel to member countries for specific technical agendas, e.g., development and use of curriculum-based testing. From the beginning, IEQ colleagues from host countries have presented the IEQ work in-country at the Comparative and International Education Society (CIES) meetings. It has been interesting and very revealing to listen to the response of donors and other contractor organizations to this participation: Recognition of the importance of such participation is mingled with surprise!

Outreach and participation within the broader educational system have also occurred within country. Members of IEQ teams have moved beyond their immediate professional circles, e.g., the university, to become engaged in basic education at both local and national levels. This has occurred at regional and national conferences attended by the educational stakeholders within the system where focused discussion on the implications of the findings takes place. Members of local research teams have been invited into the broader reform arena, usually at the national level, because of the methodology and focus of the IEQ process.

Establishing an institutional home within country is a solid beginning for sustainability.

Notice I didn't say sustainability of the project! Housing IEQ within a local institution builds not only new individual professional skills, but it also strengthens the institution. IEQ does not measure its success by continuation of the "repeated events," but rather by a commitment to the process of assessment and "continuous reflection and adjustment." We view the skills, experiences and knowledge gained during the IEQ1 years as building blocks for this ongoing work.

IEQ's residence in an institutional home facilitates the spread of the ideas it fosters and the methods it applies within the organization. But it also gives them currency for broader acceptance. What is sustained through IEQ team members is the organization's methodology in a widely respected and active educational institution. In two countries, the institution will assume operational support for IEQ. In a third country, a local office will relocate to an academic institution. In a fourth country, the IEQ team resides within the government, which has been continually absorbing IEQ technical principles and methods. In a fifth country, collaboration on the development of technical products has resulted in site-by-site adaptation of appropriate methods and procedures. The project supported by the IEQ1 five-year contract does not have to be sustained to be successful. Its success can be measured by the continuing utility of the methodological process through strengthened individual and institutional capacity.

Perhaps such reflections about IEQ1 may proliferate in other venues. IEQ1 has been blessed with participants who have an abundance of talent and energy. Each could offer a unique perspective of "lessons learned"; they are welcomed. Indeed, as I reflect on my own experience of the past five years as Director of the IEQ Project, I am struck by the untapped potential for educational improvement which exists at all levels.

I believe that the principles and the process which IEQ has developed offer a promise for change that at once systematically determines and integrates the REALITY of the classroom. This approach moves abstract notions to concrete information about what is and is not happening within the school and how it affects a pupil's capacity to develop intellectually and physically. After all, the bottom line for determining if educational quality has improved should be whether pupils learn.

In order to achieve this end, IEQ obliges educators to consider first the CONTEXT of their national educational systems and to identify opportunities for and agents of change. To be sure, we've been privy to some of hallmarks of change: teachers' increased interest in their own teaching; circuit supervisors' response to opportunities to be instructional leaders, the revelations and questions which arise from new knowledge about learning within the primary school before end-of-cycle testing; the growing commitment of university faculty to improving basic education.

The energy of and the interaction among IEQ1 participants anticipates educational improvement. We must never forget that the experience of working with this anticipation brings its own rewards and results. It is upon these that we build together.

II. Activities by Goals

GHANA GOAL #1:

Understand how and why each country's classroom-based interventions influence pupil performance.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>Phase 1: 1.1 Observation (over 250 hours), interview, and inventory data collected on instructional materials availability and use collected in 18 classrooms in 6 schools.</p> <p>Phase 2: 1.1 CRIQPEG team members trained in performance instrument development and administration; parallel forms of pupil performance assessment instruments developed (pilot tested and revised) for grade levels 2-6 in English proficiency (oral language, reading, and writing). Development of summary sheets for computer data entry as well as hand tallying results developed.</p> <p>1.2 Longitudinal achievement data collected from 1994-96 on approximately 1000 pupils in levels 2-6 in 14 schools--7 intensive intervention and 7 non-intensive intervention--from 2 regions of Ghana, representing rural, semi-urban, and urban communities.</p> <p>1.3 Development of interview protocols for Circuit Supervisors, parents, community leaders, teachers, and pupils; observation protocols for classroom (focusing on instructional practices) and pupil observations (targeting high and low performing boys and girls); survey instruments to determine family background; teacher rating sheets, and an inventory of textbooks and their condition.¹¹¹</p>	<p>1.1 Research report completed and submitted to USAID. Findings shared at the Second Annual Conference on improving the quality of primary education in Ghana.²</p> <p>1.1 Validated performance assessment instruments and administration manuals on English proficiency completed for Grades 2-6 and data collection for baseline in Jan-Feb 1994, in June 1995, and in July 1996.³ Classroom, school, and grade level performance profiles shared with local and national educators.</p> <p>1.2 Submitted research report to USAID; shared research findings with MOE, GES, circuit supervisors, head teachers, and teachers.</p> <p>1.3 Interviews conducted at periodic intervals during 1994-96; Observation data collected and analyses completed for baseline (March 1994) and for July 1994, December 1994, and July 1995; and inventory completed of textbook use and condition.</p>	<p>1.1 Shift in research focus to language learning process.</p> <p>1.1 Assessment results indicate that: (a) with a few exceptions, pupil performance in intensive and non-intensive intervention schools was comparable at baseline; (b) with rare exceptions, pupil performance in intensive intervention schools was significantly better than pupil performance in non-intensive intervention schools at 1 and 2 years following the initial intervention efforts.⁴</p> <p>1.2 Classroom interventions selected and professional development seminars planned and implemented to address problem areas revealed by the assessment results.⁵</p> <p>1.3 Documentation of observation and interview data in the form of research reports, case studies, and summarized as pupil profiles shared with stakeholders.⁶</p>

¹ For samples, see [Trip Report #27](#), 6-28 May 1994, & [Trip Report #71](#), 20 June - 13 July 1996

² See [Phase I Research Report](#), 1993, & [Trip Report #16](#), 26 September-11 October 1993.

³ See [Trip Report #27](#), 6-28 May 1994; [Trip Report #71](#), 20 June - 13 July 1996; [Quality Link # 5](#), 1996; & [Curriculum-Based Assessment and Improving the Quality of Primary Education in Ghana](#), 1997.

⁴ See [Quality Link #6](#), 1997; & [Report on Ghana Findings](#) (in press)

⁵ For further information see [Trip Report # 23](#), 25 February - 13 March 1994; & [Trip Report #27](#) 6-28 May 1994; and [Trip Report #65](#), 5-21 January 1996

⁶ For details see the [Observation Report](#), 1995; [Quality Link #6](#) 1997; & [Report on Ghana Findings](#) (in press).

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.4 Findings shared and discussed with local educators in the 7 intensive intervention schools.</p> <p>1.5 CRIQPEG team members trained in desk top computing (word processing, spread sheet, and basic SPSS.)⁷</p> <p>1.6 CRIQPEG team members trained in qualitative research methods, development of interview protocols, observation guides, etc. and qualitative data analysis.⁸</p>	<p>1.4 Instructional intervention decisions guided by findings and implemented in intensive schools.</p> <p>1.5 Research reports, using statistical analyses learned by CRIQPEG teams completed and shared with USAID and MOE.⁹</p> <p>1.6 Reports and case studies using qualitative analyses of interview and observation data completed and shared with USAID and MOE.¹⁰</p>	<p>1.4 International consultants and UCC faculty provided information on knowledge and lessons learned from other countries about language learning.</p> <p>1.5 & 1.6 CRIQPEG being proposed as the research arm of national initiatives to reform education.</p>

⁷ See Trip Report # 23, 25 February - 13 March 1994; Guide for Analyzing Pupil Performance Data Using SPSS on the Macintosh, 1995; & Guide for Analyzing Classroom Observation Data Using SPSS on the Macintosh, 1995.

⁸ See Trip Report # 13, 6 -20 May 1993; Trip Report #16, 26 September-11 October 1993; & Trip Report #71, 20 June - 13 July 1996.

⁹ See Phase II Report, 1995; & Phase III Report, 1996.

¹⁰ See Observation Report, 1995; Phase III Report, 1996; & What happens to the Textbooks? 1996.

GHANA GOAL #2:

Demonstrate a process whereby findings from classroom research on improving educational quality are utilized by the educational system

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>Phase 1</p> <p>2.1 Identified systemic barriers to textbook availability and use.¹¹</p> <p>Phase 2</p> <p>2.1 Feedback sessions held in the schools to share pupil performance assessment findings with educators (local, district, national, and international) and collaboration with them to develop, support, evaluate, and improve the effectiveness of intervention strategies.</p> <p>2.2 Identification of three intervention goals: (a) frequent practice in oral English; (b) constant exposure to print; and ∟ using instructional strategies and activities designed to make every pupil a successful learner.¹²</p> <p>2.3 Professional development seminars held, at least once every year, on interventions requested and needs expressed by teachers, head teachers, and circuit supervisors.</p> <p>Collection of data/feedback (observations, interviews, feedback sessions) on the implementation of the</p>	<p>2.1 Shared findings with policy makers</p> <p>2.1 Feedback sessions in classrooms for sharing assessment results and for collaboration on implementation of intervention strategies.</p> <p>2.2 CRIQPEG researchers, circuit supervisors (CS), and headteachers (HT) led school level professional development seminars for teachers.</p> <p>2.3 Professional development seminars for classroom teachers in intensive schools initially co-led by CRIQPEG researchers, head teachers, and circuit supervisors were turned over to the head teachers and circuit supervisors early in 1996.</p>	<p>2.1 Changes in MOE/GES policies:</p> <p>a. Money for transport of books from district office provided.</p> <p>b. Teachers informed that they are not responsible for normal textbook consumption.</p> <p>2.1 Refined intervention strategies; Teachers in intensive schools using different instructional strategies.¹³</p> <p>2.2 Change in role of headteacher and CS; CRIQPEG and CS describe additional uses for IEQ learned knowledge and skills¹⁴</p> <p>2.3 Instructional leadership skills and confidence enhanced among head teachers and circuit supervisors.</p>

¹¹ See What happens to the Textbooks? 1996 and Quality Link #6, 1997.

¹² For further information, see Trip Report # 23, 25 February - 13 March 1994; & Trip Report #27 6-28 May 1994.

¹³ See Phase III Report, 1996; & Report on Ghana Findings (in press).

¹⁴ See Quality Link # 4, 1995; & Report on Ghana Findings (in press).

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

<p>interventions in the intensive schools.</p>		<p>Classroom teachers from other schools attended professional development seminars, at their own expense, and implemented the instructional interventions in their own classes.</p>
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GHANA GOAL #3:

Create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at local, regional, national, and international levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.1 CRIQPEG office formally opened by Minister of Education in September 1994.</p> <p>3.2 Annual conferences held to report findings and serve as a forum for discussions with important stakeholders.</p> <p>3.3 CRIQPEG Advisory Board formed and regular meetings held every few months, starting in the Spring of 1995.</p> <p>3.4 Regular feedback meetings and brainstorming sessions held with teachers, head teachers, circuit supervisors by</p>	<p>3.1 Research Centre established, bringing together over 30 members of UCC Faculty of Education and advanced graduate students to conduct research on improving the quality of primary education in Ghana.¹⁵</p> <p>3.2 Consensus and collaborative decision making.</p> <p>3.3 CRIQPEG Advisory Board fully functional and initiating plans for the expanded use of technologies (assessment and instructional interventions) developed under the IEQ initiative in the country.¹⁶</p> <p>3.4 Process of regular feedback and dialogue established among teachers, head teachers, and circuit supervisors.</p> <p>3.5 Participation in panel discussions at CIES annual</p>	<p>3.1 Vice Chancellor includes CRIQPEG as part of UCC budget line item.</p> <p>3.2 & 3.3 Support for project goals and activities strengthened and project visibility enhanced.</p> <p>3.4 Dialogue, constructive feedback, and supervisory</p>

¹⁵ See [Trip Report #16](#), 26 September-11 October 1993.

¹⁶ See [Trip Report #40](#), 20 April - 22 May, 1995; [Trip Report #48](#), 13-30 July 1995; [Trip Report # 51](#), 3-15 October 1995; [Trip Report #65](#), 5-21 January 1996. & [Report on Ghana Findings](#) (in press).

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

<p>CRIQPEG research teams.</p> <p>3.5 Facilitated exchanges between CRIQPEG researchers and others.</p>	<p>conferences</p> <p>CRIQPEG coordinator served as short-term consultant for a research project in Swaziland on qualitative research methodologies. IEQ participants from South Africa, and Uganda visited CRIQPEG to share and learn from each otherÆs experiences insights.</p>	<p>assistance replacing “inspection” functions of the head teachers and circuit supervisors.¹⁷</p> <p>3.5 Expanded networks; knowledge gained enhanced research capabilities.</p>
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GHANA GOAL #4:

Maintain an ongoing history of the project to document the rationales for choices made, opportunities and constraints encountered, and lessons learned.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>4.1 Contributions to CRIQPEG newsletter, Videotape prepared of CBA administration, annual conferences, and professional development seminars.¹⁸</p>	<p>4.1 CRIQPEG newsletter published; Video library of set up at CRIQPEG.</p>	<p>4.1 Information on CRIQPEG activities and professional development seminars shared with stakeholders and other interested parties.</p>

¹⁸ See Trip Report #71, 20 June - 13 July 1996; & Curriculum-based Assessment Training Tape and Materials, 1997.

¹⁹ For examples, see Quality Links #1-6, Curriculum-based Assessment: Linking Curriculum Assessment and Learning in Developing Education Systems, 1994; What happens to the textbooks? 1996; & Curriculum-Based Assessment and Improving the Quality of Primary Education in Ghana, 1997.

¹⁷ See Quality Link #4, 1995; & Report on Ghana Findings (in press)

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

<p>4.2 Quarterly and annual reports, trip reports; research reports, case studies and pupil profiles</p> <p>4.3 CBA papers, Quality Link Articles, and occasional papers published.¹⁹</p>	<p>4.2 Reports submitted to USAID and MOE.</p> <p>4.3 Publications USAID, MOE, and network of local and international researchers/educators</p>	<p>Videotape of CBA administration used for briefing and training purposes.</p> <p>4.2 Subsequent decisions, activities, guided by findings, information contained in various reports.</p> <p>4.3 Conceptual frameworks defined and “lessons learned” and reflections articulated and shared with stakeholders and other interested parties.</p>
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GHANA GOAL #1 CONTÆD:**Understand how and why each countryÆs classroom-based interventions influence pupil performance.****GUATEMALA GOAL# 1:****Understand how and why each countryÆs classroom-based interventions influence pupil performance.**

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.1 Data collection on 648 students in the upper grades of 29 NEU and comparison schools in 1995. Interviews with teachers on utility of NEU in handling multiple grades.</p> <p>1.2 Training seminars in qualitative methods for MOE researchers, MOE bilingual supervisors working with UNICEF, and professors at San Carlos University. Ongoing capacity building of IEQ team.</p> <p>1.3 Development of observational protocols, interview guides, achievement test for mathematics and curriculum based test of communication skills.</p>	<p>1.1 Research report submitted to MOE and USAID.²⁰</p> <p>1.2 Cadre of approximately 40 professionals in MOE and Universities trained in observational research, case studies, and ethnographic interviewing. Six sets of field manuals developed.²¹</p> <p>1.3 Battery of valid and reliable tests for rural primary school teachers.</p>	<p>1.1 IEQ research showed that NEU had an impact on thinking & communication skills of Spanish-speaking students but not on Mayan-speaking children in the upper grades. Results contributed to the MOE dev. of bilingual NEU materials currently underway.</p> <p>1.2 Systematic evaluation of UNICEF NEUBI program. Incorporation of qualitative methodologies into university training.</p> <p>1.3 Tests/ testing experience of IEQ used in part in current testing done by MOE testing center, and in proposal for Universidad del Valle involvement in national testing efforts. Observational instruments adapted for several MOE research efforts.</p>

²⁰ For more information see de Baessa, *Informe sobre la evaluaciÆn realizada en las escuelas completas: Curso escolar 1995, 1996.*

²¹ For more information see *Reporte de curso de actualizaciÆn sobre investigaciÆn cualitativa*, June 1996; *Informe sobre capacitaciones para promotores bilingÆes de Don Bosco*, February 1995; *Manual de investigaciÆn de casos*, 1994.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

GUATEMALA GOAL #2:

Demonstrate a process whereby findings from classroom research on improving educational quality are utilized by the educational system.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.1 A series of workshops were held each year with approximately 30 supervisors and other administrative and support personnel and about 100 teachers in the two educational regions implementing the NEU program.</p> <p>2.2 As a result of IEQ research findings that showed a number of children could not use self-instructional guides successfully, assessment instrument for reading comprehension developed for teachers to use in the classroom.</p> <p>2.3 Advisory board formed of members of the educational system and donor community and regular meetings held.</p> <p>2.4 Incorporation of IEQ into Universidad del Valle as part of Research Institute in order to further the utilization of classroom based research in educational policy.</p>	<p>2.1 Visual and written materials for workshops. Reports on workshop results.²²</p> <p>2.2 Easy-to-use, valid and reliable instrument for assessment of student reading comprehension.²³</p> <p>2.3 Meeting minutes, decisions on placement of databases, IEQ conferences and workshops.</p> <p>2.4 Letter of Understanding. Databases established in del Valle.</p>	<p>2.1 Expressed appreciation of the importance of evaluation by teachers and supervisors. Reflection and fine tuning of classroom practices.</p> <p>2.2 Instrument packages distributed to teachers for use in 1997 school year.</p> <p>2.3 Reflection on educational quality and furthering of the dialogue in universities and office of the Minister.</p> <p>2.4 Continuation of IEQ project after completion of IIR contract.</p>

²² For more information see Informe sobre los talleres con supervisores y capacitadores tÆcnico-pedagÆgicos, June 1996; Report on Nueva Escuela Unitaria Teacher Workshops, June 1995; Informe sobre capacitaciones para maestros en el proceso de expansiÆn de NEU, February 1995; Report on Workshops for Supervisors and Teachers, November 1994.

²³ For more information see Desarrollo de la prueba de comprensiÆn de lectura, 1996.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

GUATEMALA IEQ GOAL #3:

Create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at local, regional, national, and international levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.1 IEQ/Universidad del Valle int'l conf. on Research & ed quality in L.A. involving researchers & educators from L.A., Central America, and South America.</p> <p>3.2 Conduct workshops on instruments at int'l conf. in Puerto Rico and the Dominican Republic.</p> <p>3.3 Present papers on findings at CIES (1994, 1995, 1996) Int'l Congress of Psychology (Montreal 1996) & conf on Building Partnerships for Ed Revitalization in the Americas (PERA)</p> <p>3.4 Publication of research findings in OAS journal, ðLa Educaci¼n.ö</p>	<p>3.1 Conference papers, Report on conference proceedings.²⁴</p> <p>3.2 Visual and written materials, manuals, training of 20 researchers and 120 teachers, respectively.²⁵</p> <p>3.3 Academic papers on IEQ Guatemala research and research utilization.²⁶</p> <p>3.4 Journal article.²⁷</p>	<p>3.1 All levels of ed system participate in discussion of ed quality. Compare efforts throughout the region. Linkages among researchers from different countries.</p> <p>3.2 Linkages w/practitioners & researchers. Exchange of methodological approaches.</p> <p>3.3 Exchange info. about the int'l experience on improving ed. quality. Create linkages w/others working on similar issues.</p> <p>3.4 Disseminate IEQ findings throughout Latin America.</p>

²⁴ For more information see [Trip Report #66: Guatemala Trip Report for 22 April - 28 April 1996](#).

²⁵ For more information see [Taller sobre t¼cnicas de observaci¼n en el aula](#), October 1995; [Trip Report #46: Informe de viaje a Puerto Rico del 9 julio - 15 julio 1995](#); and [Trip Report #54: Reporte de viaje a Santo Domingo del 20 de octubre - 22 de octubre 1995](#).

²⁶ See, for example, [Trip Report #24: Trip Report- San Diego and Pittsburgh for 20 March - 1 April 1994](#); [Trip Report #64: Guatemala Trip Report for 26 February - 9 March 1996](#); [Trip Report #72: Informe de viaje a Montreal del 16 al 21 de agosto de 1996](#); and [Trip Report #58: Informe de viaje a Washington, DC del 3 de diciembre - 7 de diciembre 1995](#)

²⁷ For more information see [ðLa Nueva Escuela Unitaria: Una experiencia educativa innovativa en Guatemala,ö La Educaci¼n](#), 1995.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

GUATEMALA IEQ GOAL #4:

Maintain an ongoing history of the project to document the rationales for choices made, opportunities and constraints encountered, and lessons learned.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>4.1 Reports sent quarterly to the Ministry of Education and to the USAID/Guatemala Mission.</p> <p>4.2 All project documents sent to the University of Pittsburgh and ongoing feedback provided to graduate students documenting the history of the IEQ project in Guatemala.</p> <p>4.3 Databases for all project research set up and all project reports archived at the Universidad del Valle.</p>	<p>4.1 Guatemala quarterly report.</p> <p>4.1 Revised versions of Pittsburgh monographs on IEQ project history.</p> <p>4.3 Complete set of all project documents.</p>	<p>4.1 Information on IEQ activities made available to policy makers.</p> <p>4.2 Project information available to US researchers and educators.</p> <p>4.3 Project documentation available to Guatemalan researchers and educators for follow-up.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

MALI GOAL #1:

Understand how and why each countryÆs classroom-based interventions influences pupil performance.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.1 Training of :</p> <p>1.1a) Researchers</p> <p>1.1b) Stakeholders</p> <p>1.1c) Teachers</p> <p>1.2 Study of school factors involved in the teaching and learning of French in the first two years of school</p> <p>1.3 Study of extra-scholastic factors that influence a child’s ability to learn French in school</p>	<p>1.1</p> <p>1.1a) 20 Researchers from the Research and Pedagogic Innovations Division of the Ministries of Basic Education (IPN) and Secondary, Higher Education and Scientific Research (ISFRA) trained in qualitative research²⁸</p> <p>12 Researchers and members of the IPN testing unit trained in SPSS</p> <p>1.1 b) 51 parents, community development specialists trained to support the interventions.²⁹</p> <p>1.1 c) 199 teachers, pedagogic advisors, headmasters, inspectors, regional education directors, and regional district researchers trained in the technical implementation of the innovations³⁰</p> <p>1.2 Phase I Research Report³¹</p>	<p>1.1 a) Local skills in related techniques and local expertise in design of qualitative instruments such as classroom observation guides and interview guides for teachers, parents, headmasters, and students.</p> <p>A well trained core group of local researchers capable of manipulating data in SPSS</p> <p>1.1 b) Decentralization, building of local research capacity, community participation, and ownership of the innovations.</p> <p>1.1 c) Active participation in an ownership of the research and innovations. Local and school-based research structures for gathering classroom-level data.</p> <p>1.2 Articulation of socio-economic, health and school factors that influence the learning of French in the first two grades of primary school in Mali.</p> <p>1.3 Reference document for national colloquium on the</p>

²⁸For further information, see IEQ trip report #12, 1993

²⁹For further information, see IEQ trip report #30, 1994; "Rapports des ateliers de conception et de planification des interventions du PAQE dans les regions de Segou, Kayes, Mopti, et Sikasso, 1994.

³⁰ Ibid.

³¹For additional information, see Rapport de recherche sur l’apprentissage du francais en premiere et deuxieme annees, 1995

³²For additional information, see Rapport du seminaire de fin de la phase I du PAQE, 1994

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
1.4 National Colloquium: discussion of research findings based on personal experiences,	1.4 Phase I Seminar Report ³²	learning of French in Malian schools. 1.4 Foundation for community participation and ownership of the next phases of the project

MALI GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influences pupil performance

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
1.5 Monitoring visits	1.5 Production of monographs and monitoring visits ³³	1.5 Sharing of experiences with non-IEQ school teachers
1.6 Data Collection	1.6 Compilation of qualitative and quantitative data on pupils in IEQ experimental and control schools ³⁴	Documented feedback from field practitioners on implementation realities of IEQ interventions; invaluable information for redirection and future use 1.6 Database established for examining student performance
1.7 Construction of a metric of evaluation	1.7 First and second grades testing instruments in French, Bambara, and Fulfulde Mali Researchers' and Consultant's Reports technical	1.7 Model of testing instruments in national languages to develop instruments for upper grades, and for the future. Reference documents for dialogue among researchers, and between researchers and policy makers on the new basic education reform and the curriculum of the "methodologie

³³For additional information, see Rapports de visites de suivi des interventions du PAQE dans les regions de Kayes, Mopti, Segou, et Sikasso (2/95); Monographies du suivi des ecoles PAQE: Segou, Mopti, Kayes (3/96); Le Cercle d'Etude Communautaire: Impact dans les ecoles PAQE au Mali, 1996

³⁴See Monographies/Rapports de la recherche qualitative dans les ecoles PAQE, (6/95); Rapport d'evaluation du rendement des eleves dans les ecoles PAQE [1995], (8/96); Monographies de la recherche qualitative dans les ecoles PAQE, (6/96); Evaluation du rendement des eleves dans les ecoles pilotes PAQE et dans un groupe d'ecoles temoins [1996], (9/96)

³⁵For further information, see Rapport de Mission aux Etats-Unis (3/96); Consultant's Report of IEQ/Mali Team's Work at the U. of Pittsburgh (3/96); Rapport technique de validation des tests en langues nationales (1ere et 2e annees), 1996; Linking Literacy Assessment and the Curriculum in the Malian School or Le rapport entre l'evaluation du langage et le curriculum dans l'ecole malienne, 1996

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

	description of the process of developing and pilot testing an evaluation metric in Malian national languages for use in convergent methodology schools. ³⁵	convergente” schools
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MALI GOAL #2:

Demonstrate a process whereby findings from classroom research on improving educational quality are utilized by the educational system.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
2.1 National Colloquium	2.1 Dialogue of Malian educational stakeholders and concerted recommendations for approach to solutions to a number of education-related problems ³⁶	2.1 Appreciation by educators and school authorities of the role of family and community in school performance
2.2 Consultation/briefing with the Minister of Basic Education and staff	2.2 Trip Report #30	2.2 Congruence of IEQ focus and NEF (<i>Nouvelle Ecole Fondamentale</i>) goals Foundation for later partnership with NEF and contribution to the design of a research metric in national languages and a better curriculum
2.3 Phase II Design	2.3 Elaboration of PAQE interventions and elaboration of a learner-centered training package for educators	2.3 Broader focus on functional bilingualism, socio-cultural and cognitive development

³⁶ See (5)

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

MALI GOAL #3: Create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at local, regional, national, and international levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.1 IEQ international exchange</p> <p>3.2 National Colloquium</p> <p>3.3 Regional Design and Training Workshops</p> <p>3.4 Dialogue with researchers, practitioners, and policy makers</p>	<p>3.1 Presentation of research initial findings; preparation of plan for completing phase I</p> <p>3.2 Discussion and description factors affecting learning and performance in grades 1 and 2 in Malian schools</p> <p>3.3 <i>Rapports des ateliers de conception et planification des interventions du PAQE dans les regions de Segou, Kayes, Mopti, et Sikasso</i>³⁷</p> <p>3.4 Sharing of experience and information on research process with colleagues and administrators³⁸</p>	<p>3.1 Establishing of professional liaisons with other IEQ countries researchers and other scholars in the field</p> <p>3.2 Constructive dialogue on academic and extra-academic factors that influence academic and professional bloom of children</p> <p>Constructive institutional collaboration between two Ministries</p> <p>3.3 Involvement of parents and community leaders to ensure viability and sustainability</p> <p>Building of locally-based qualitative research capacity.</p> <p>Decentralization: collaborative planning and decision-making</p> <p>3.4 Dissemination of information, experiences, feedback,</p>

³⁷ See (2)

³⁸ *Synthese des rapports de missions de suivi des ecoles PAQE et du rapport de mission de deux membres du PAQE aux USA*, 1996
L'implication des communautes dans l'amelioration de l'apprentissage des langues a l'ecole primaire au Mali [CIES Conference], 1996
Rapport relatif a l'association de la cellule de testing aux activites d'elaboration, de pretest et d'administration des tests de 1ere et 2e annees, 1996
Le Guide du Maitre, 1996
Le Bulletin PAQE, 1996

GHANA GOAL #1 CONTÆD:

Understand how and why each country Æs classroom-based interventions influence pupil performance.

		and lessons learned across the board to Malian teachers, headmasters, inspectors, researchers, policy makers, etc.
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MALI GOAL #4:

Maintain an ongoing history of the project to document the rationales for choices made, opportunities and constraints encountered, and lessons learned.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
4.1 Reports	<p>4.1 Trip and quarterly reports IEQ/Mali Final Status report shared with USAID/W and USAID/Mali Mission (buy-in)³⁹</p>	<p>4.1 Information on IEQ activities available to the project sponsors</p>
4.2 Project documents shared with the University of Pittsburgh team	<p>All technical project documents sent to USAID and the Ministries of Basic Education and Secondary, Higher Education and Scientific Research in Mali</p>	<p>Information on IEQ activities made available to policy makers</p>
4.3 Descriptive Timeline of the IEQ Project in Mali ⁴⁰	<p>4.2 Monographs on IEQ project history</p> <p>4.3 Feedback to the Pitt's graduate students' effort to document the history of the IEQ project in Mali⁴⁰</p>	<p>4.2 Project information available to US educators and researchers.</p>
4.4 Project documents and research databases archived at IPN and ISFRA	<p>4.4 Mini PAQE library at IPN</p>	<p>4.4 Project documentation available to Malian researchers and educators</p>

³⁹For additional information, see Mali Final Status Report, 1996

⁴⁰See Alimasi Ntal-I'Mbirwa, Descriptive Timeline of the IEQ Project in Mali, 1996.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

UNIVERSITY OF PITTSBURGH - KNOWLEDGE BUILDING Goal #1:

Understand how and why each countryÆs classroom-based interventions influences pupil performance.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
1.1 Analyzed trip reports, research papers, and other documents and interviewed key host country researchers and U.S. consultants in Ghana, Guatemala, and Mali	1.1 Case studies written up documenting (in each of the three Core countries in IEQ project as well a comparing across them) evidence of two-directional links between classroom-based interventions and pupil performance.	1.1 Monograph, Policy-Practice-Research-Dialogue/Dissemination Spirals for Improving Educational Quality, produced presenting each case study along with conceptualization, cross-country comparisons, and implications.

UNIVERSITY OF PITTSBURGH - KNOWLEDGE BUILDING GOAL # 2:

Demonstrate a process whereby findings from classroom research on improving educational quality are utilized by the educational system.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
2.1 Analyzed trip reports, research papers, and other documents and interviewed key host country researchers and U.S. consultants in Ghana, Guatemala, and Mali	2.1 Case studies written up documenting (in each of the three Core countries in IEQ project as well a comparing across them) evidence of two-directional links between classroom-anchored research and educational policy and practice concerns and decisions.	2.1 Monograph, Policy-Practice-Research-Dialogue/Dissemination Spirals for Improving Educational Quality, produced presenting each case study along with conceptualization, cross-country comparisons, and implications.

UNIVERSITY OF PITTSBURGH - KNOWLEDGE BUILDING GOAL #3:

Create opportunities for dialogue and partnerships among researchers and educators who are seeking to improve educational quality at local, regional, national, and international levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
3.1 Analyzed trip reports, research papers, and other documents and interviewed key host country researchers and U.S. consultants in Ghana, Guatemala, and Mali	3.1 Case studies written up documenting (in each of the three Core countries in IEQ project as well a comparing across them) evidence of dialogue and partnerships among	3.1 Monograph, Policy-Practice-Research-Dialogue/Dissemination Spirals for Improving Educational Quality, produced presenting each case study along with

GHANA GOAL #1 CONTÆD:

Understand how and why each country Æs classroom-based interventions influence pupil performance.

	researchers, educators, policy makers, and U.S. consultants..	conceptualization, cross-country comparisons, and implications
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UNIVERSITY OF PITTSBURGH - KNOWLEDGE BUILDING GOAL #4:

Maintain an ongoing history of the project to document the rationales for choices made, opportunities and constraints encountered, and lessons learned.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
4.1 Analyzed trip reports, research papers, and other documents and interviewed key host country researchers and U.S. consultants in Ghana, Guatemala, and Mali	4.1 Case studies written up documenting (in each of the three Core countries in IEQ project as well a comparing across them) rationales for choices made, opportunities and constraints encountered, and lessons learned by researchers, educators, and policy makers, and U.S. consultants.	4.2 Monograph, Policy-Practice-Research-Dialogue/Dissemination Spirals for Improving Educational Quality, produced presenting each case study along with conceptualization, cross-country comparisons, and implications.

SOUTH AFRICA GOAL #1:

Conduct impact assessments of granteesÆ products and services that influence instruction and learning at the school and classroom levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
1.1 Evaluation, Research and Monitoring (ERM) visits conducted for 32 grantees as a basis for impact assessment studies 1.2 USA study visits /workshops conducted for 2 IEQ staff & 5 Educare NGO staff. Visits to preschool centers, seminars w/researchers & evaluation specialists, & a conference on assessment and evaluation.	1.1 ERM reports for each of 32 organizations ⁴¹ 1.2 Preliminary impact assessment designs	1.1 ERM data used in planning for impact assessment studies 1.2 Impact assessment design for a cluster assessment finalized; instruments developed; IAS studies implemented.

⁴¹ For more information see Dlamini, T; R Ebrahim; and R Ntshingila-Khosa (1994/5). *Evaluation, Research and Monitoring (ERM) Reports*

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

SOUTH AFRICA GOAL #1 CONTÆD:

Conduct impact assessments of granteesÆ products and services that influence instruction and learning at the school and classroom levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.3 Conducted impact assessments of 7 Educare sites: CCDC; Khululeka, TREE, Grassroots, ELRU, Small Beginnings, and Ntataise Trust.⁴² Classroom, learning environment, and teacher data collected and analyzed.</p> <p>1.4 Conducted evaluations of the MCPT and HTPE. Classroom observations and teacher, pupil, and facilitator interviews conducted, focusing on teaching and learning at the classroom level (curriculum and use of materials).</p>	<p>1.3 Results of impact assessment studies summarized in technical reports; distributed to USAID and Educare program personnel.⁴³</p> <p>Shared report with National Department of Education and provincial governments.</p> <p>Two policy papers developed on implications of Educare studies for interim EDC policy. Indicators used in IAS linked to accreditation guidelines in interim ECD policy.</p> <p>1.4 Results reported in evaluation reports for the Maths</p>	<p>1.3 Results of impact assessment studies showed that classrooms of NGO-trained Educare teachers displayed more quality indicators of effective early childhood programs than did classrooms of untrained teachers. Trained teachers involved children in more active learning activities & used a greater variety of materials. Results inform ECD policy choices, practice, and training issues that will contribute to effective ECD.</p> <p>1.4 Program personnel used evaluation results in program planning.</p>

⁴² The following organizations use these acronyms or abbreviations: Community and Child Development Centre (CCDC); Khululeka Community Education Centre (Khululeka); Association for Training and Resources in Early Education (TREE); Grassroots Educare Trust (Grassroots); Early Learning Resource Unit (ELRU); Maths Centre for Primary Teachers (MCPT); Handspring Trust for Puppetry in Education (HTPE).

⁴³ For more information see Dlamini, T; Ebrahim, R; Ntshingila-Khosa; R; Soobrayan (1994). *An Assessment of NGO Educare Training*.

⁴⁴ For more information see Dlamini, T. (1994). *An Evaluation of the Maths Centre For Primary Teachers (MCPT) Instructional Materials*.

⁴⁵ For more information see Atkin, M. (1994). *Evaluation of Handspring/Primary Science Programme. Materials: A Report on the Consultancy Visit by M.J. Atkin*.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

	Centre for Primary Teachers ⁴⁴ and the Handspring Trust for Puppetry ⁴⁵ in Education. Results shared with USAID and program personnel.	
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SOUTH AFRICA GOAL #1 CONTÆD:

Conduct impact assessments of granteesÆ products and services that influence instruction and learning at the school and classroom levels

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.5 Conducted impact assessments of 6 INSET granteesÆ programs: ITEC; Sakhisizwe INSET Unit; COUNT; ELET; PSP; and TOPS.⁴⁶ Collected & analyzed classroom, learning environment and teacher data.</p>	<p>1.5 Results of impact assessments reported in technical report to USAID and INSET program personnel.⁴⁷</p> <p>Reports shared with National Department of Education and provincial governments.</p> <p>Policy implications discussed in an INSET policy paper and shared with USAID, National Department of Education and provincial governments.</p>	<p>1.5 IEQ research showed that trained teachers used more active learning methods and more materials than teachers without training; further, that teachers with higher levels of training used more active learning methods and materials than teachers with less training.</p> <p>Results used by NGOs in planning improvements in their teacher training programs.</p> <p>Indicators available for monitoring change in classrooms over time.</p>

⁴⁶ The following organizations use these acronyms and abbreviations: The Independent Teacher Enrichment Centre (ITEC); Sakhisizwe INSET Unit (Sakhisizwe); Co-operative Organisation for Upgrading Numeracy (COUNT); English Language Education Trust (ELET); Primary Science Programme (PSP); Midlands Education Trust (MET); Read, Educate and Develop (READ); Primary Science Programme (PSP); and Teacher Opportunity Programmes (TOPS).

⁴⁷ For more information see Ebrahim, R (1996). *An Impact Evaluation of the Independent Training and Educational CentreÆs (ITEC) Lower Primary Initiative (LPI)*; Evans, RL (1996) *Evaluation of the English Language Educational Trust (ELET) Inservice Education and Training (INSET) Programme*, Ntshingila-Khosa, R (1996) *Evaluation of Primary Science Programme (PSP)*; Ntshingila-Khosa, R; Gold, N; Evans, L (1996) *Preliminary Evaluation of Teacher Opportunity (TOPS) School Leadership and Management Programme*; Dlamini, T (1996) *An Impact Evaluation of Sakhisizwe Teacher Inservice Training*; Dlamini, T (1996). *An Impact Evaluation of Co-operative Organisation for the Upgrading of Numeracy Training (COUNT) Teacher Inservice Training*.

⁴⁸ For more information see Ntshingila-Khosa, R; Evans, RL (1996), *Evaluation of the Midlands Educational Trust (MET) Inservice Education and Training (INSET) Programme*.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

<p>1.6 Conducted a cluster impact assessment of three INSET granteesÆ programs in MET: READ; PSP; and the Molteno Project. Collected & analyzed classroom, learning environment & teacher data to examine effects of participation in one or more of the programs.</p>	<p>1.6 Results of cluster IAS reported in a summary report to USAID and MET program personnel. ⁴⁸ Shared with National Department of Education and provincial governments.</p>	<p>1.6 IEQ research showed that trained teachers used more active learning methods and more materials than teachers without training; further, that teachers with higher levels of training (combined time in one or more programs) used more active learning methods and materials than teachers with less training. Results have been used by MET NGOs in planning improvements in their teacher training programs. MET program representatives have implemented ways to coordinate their programs at the school level, e.g., scheduling, integrated content/ applications across subject areas. Indicators available for monitoring change in classrooms over time.</p>
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SOUTH AFRICA GOAL #1 CONTÆD:

Conduct impact assessments of granteesÆ products and services that influence instruction and learning at the school and classroom levels.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.7 Conducted an impact assessment of training provided by the ESST ⁴⁹ on studentsÆ reading, writing and thinking skills. Designed instruments based on ESST materials and pre- and post-tested students in Level 4.</p> <p>1.8 Conducted an exploratory study of the Reception Year to identify performance indicators from the Interim ECD Policy and the IEQ Educare research to examine their potential for use in a longitudinal study. Indicators developed and used in 10 classrooms, and teacher</p>	<p>1.7 Results reported in a report to USAID and INSET program personnel. ⁵⁰</p> <p>Shared with National Department of Education and provincial governments.</p> <p>1.8 Reception Year Study Report examined the applicability of indicators for use in diverse contexts of schooling in reception year. ⁵¹</p>	<p>1.7 Results showed that students who had participated in the ESST program had higher scores on performance tests in reading, writing, and thinking.</p> <p>ESST program personnel used results to identify strengths and weaknesses of the program and make adjustments.</p> <p>Sample data available for follow up studies of student performance.</p> <p>1.8 Indicators and processes identified for use in studying reception year classes.</p>

⁴⁹ Educational Support Services Trust (ESST)

⁵⁰ For more information see Ebrahim, R (1996) *An Impact Evaluation of the Educational Support Services TrustÆs (ESST) English Proficiency Programme.*

⁵¹ For more information see Dlamini, R, Chavez, R & Moodley, J. *The Reception Year: An Exploratory Study.*

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

interviews conducted.		
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GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

SOUTH AFRICA GOAL #2:

Strengthen SABER and ESAT granteesÆ capacity to establish and maintain monitoring and evaluation systems for individual projects and

SOUTH AFRICA GOAL #3:

Strengthen SABER and ESAT grantee staff expertise in educational research and evaluation methodology.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.1 5-day workshop on programme evaluation conducted by US consultant for 27 SABER grantees.</p> <p>2.2 Resource library of journals, books, and videos on international research and evaluation studies established at Durban IEQ office.</p> <p>2.3 Guidelines developed for using INSET impact assessment study instruments, training data collectors, and collecting data.</p> <p>2.4 Regional Working Groups on Monitoring and Evaluation conducted in Cape Town, KwaZulu/Natal, and Gauteng and technical assistance provided.</p> <p>2.5 A training manual on monitoring and evaluation was developed, including training materials for monitoring and evaluation.</p>	<p>2.1 Grantees introduced to evaluation, including developing evaluation questions, designing instruments, analyzing data, and report writing.</p> <p><u>A Manual for Evaluation Practice</u> by P. Campbell.</p> <p>2.2 Current information on evaluation available to grantees.</p> <p>2.3 <u>Monitoring and Evaluation: IEQ/South Africa Instruments and Data Collection Guidelines</u> distributed to participating INSET NGOs and USAID.⁵²</p> <p>2.4 INSET and Educare NGOs expanded their understanding of monitoring and evaluation.</p> <p><u>Monitoring and Evaluation Handbook</u> distributed to INSET and Educare NGOs to assist participants in using monitoring and evaluation processes at their own sites.⁵³</p> <p>2.5 A <u>Monitoring and Evaluation Training Module</u> distributed to INSET and Educare NGOs.⁵⁴</p>	<p>2.1 Initial evaluation plans developed for IAS.</p> <p>Grantees prepared to work collaboratively with IEQ researchers.</p> <p>2.2 Resource information used in planning monitoring and evaluation efforts.</p> <p>2.3 NGO INSET grantees adapt instruments to fit needs in continued monitoring and evaluation activities; NGOs use processes in establishing/refining their own monitoring and evaluation systems.</p> <p>2.4 NGO grantees use monitoring and evaluation to assess their training programs on an on-going basis.</p> <p>2.5 NGO grantees train program personnel to assess their training programs on an on-going basis.</p>

⁵² For more information see *Monitoring & Evaluation: IEQ/South Africa Instruments and Data Collection Guidelines*: (1996). IEQ Durban

⁵³ For more information see R Chavez, R Chesterfield, T Dlamini, R Ebrahim, R Ntshingila-Khosa (1996) *Monitoring & Evaluation: Handbook*

⁵⁴ For more information see R Chavez (1996) *Monitoring & Evaluation Training Module*

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

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GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

SOUTH AFRICA GOAL #4:

Facilitate professional linkages between SABER and ESAT grantees and the educational research and development community within and outside of South Africa

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>4.1 The First Annual IEQ Conference (1994) held to introduce project, goals, and tasks, attended by 25 representatives of 15 SABER grantee organizations, USAID, IEQ/South Africa team and IEQ/Washington.</p> <p>4.2 OLSET (Open Learning Systems Education Trust) investigated electronic networking and databasing requirements of SABER grantees for feasibility of networking grantees and IEQ.</p> <p>4.3 Study tour to Ghana for the Centre for Research on Improving the Quality of Primary Education in Ghana (CRIQPEG) Conference by one IEQ team member and two SABER grantee representatives (ELTIC and ELET).</p> <p>4.4 Study tour to the US to attend the United States Coalition for Education for All (USCEFA) Conference by 6 South African grantee representatives.</p>	<p>4.1 Orientation to IEQ and support for impact assessments Identified specific ways IEQ could help grantees in monitoring and evaluation.</p> <p>4.2 Networking capacity evaluated; results documented in report⁵⁵</p> <p>4.3 Participants learned about the development of curriculum-based assessment instruments in reading, writing, and oral proficiency for primary pupils. Findings were summarized in a report.⁵⁶</p> <p>4.4 South African participants presented reports on the status of basic education in South Africa. Proceedings contained in a report.⁵⁷</p>	<p>4.1 Linkages established for IEQ work in South Africa.</p> <p>4.2 Determination that networking was not feasible based on NGO requirements for computer hardware and software and modems to establish their networking capacity.</p> <p>4.3 Methods of assessing pupils in terms of curriculum objectives available for use in South Africa.</p> <p>4.4 Information on South African educational system disseminated to the larger research community</p>

⁵⁵ For more information see M Eager & A Karaki, *OLSET Report on the Electronic Networking and Databasing Requirements of the SABER/IEQ Grantees*.

⁵⁶ For more information see Roseline Ntshingila-Khosa, Sebolelo Nomvete, Mervyn Ogle (1994) *A Report on the CRIQPEG Conference in Ghana*

⁵⁷ For more information see *Report on a Study Visit to the USA: USCEFA Conference: I Makume*

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

SOUTH AFRICA GOAL #4:

Facilitate professional linkages between SABER and ESAT grantees and the educational research and development community within and outside of South Africa.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>4.5 Second Annual IEQ Conference (1995) of 32 SABER/ESAT grantees, USAID, IIR and South African organizations working in classroom research and program evaluation, held for 2 days. Reviewed work of IEQ/South Africa and solicited input into plans.</p> <p>4.6 IEQ Exchange on Monitoring and Evaluation held with NGO grantees, department of education personnel, funders, policy units, and academics for 2 days to examine products and processes from the IEQ work for implications and utilization.</p> <p>4.7 IEQ Exchange in Washington, DC attended by 2 IEQ team members and a South African consultant.</p>	<p>4.5 Introduced SABER/ESAT grantees to the larger grant community. Understanding of IEQ work. Inputs into future plans of IEQ</p> <p>4.6 Proceedings compiled and distributed to conference participants and USAID.</p> <p>4.7 Shared ways IEQ monitoring and evaluation activities have supported the educational reform efforts of South Africa; learned ways IEQ has supported reform efforts of other countries. Provided input into next steps for South Africa and IEQ.</p>	<p>4.5 Inputs of conference participants considered in planning for IEQ Year 3.</p> <p>4.6 National Department of Education interest in planning a larger conference on monitoring and evaluation to continue the dialogue with stakeholders and decision-makers.</p> <p>4.7 Information for planning next steps in monitoring and evaluation of education reform efforts in South Africa.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

UGANDA IEQ GOAL #1:

Solicit and fund research proposals from Ugandan educators and researchers.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.1 Research grant of 94,547,000 awarded to team composed of: J Munene as National Coordinator, M Odada, D Kasente, J Carasco as Principal Investigators, and other as assistant principal investigators.</p> <p>1.2 Research grant of 40,236,000 awarded to team composed of Dr. Joseph Carasco, Dr. John Munene, Dr. Deborah Kasente, and Dr. Matthew Odada, all from Makerere University.</p>	<p>1.1 Report on information gathered by researchers</p> <p>1.2 Report widely distributed by UNEB.⁵⁸</p>	<p>1.1 More information available about the educational system in Uganda.</p> <p>1.2 Distribution of report will lead to increased attention and focus on issues; Recognition of importance of work related to collecting information on primary schools and effectiveness.</p>

⁵⁸ Factors Influencing Effectiveness in Primary Schools: A Baseline Study by J. Carasco, J. Munene, D. Kasente, M. Odada, Makere University, Feb. 1996

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

UGANDA IEQ GOAL #2:

Strengthen the methodological capacity of the Ugandan research community.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.1 IEQ Research Workshop held for prospective researchers.</p> <p>2.2 Conversation between the team and the Senior research advisor regarding research methods.</p> <p>2.3 The Team conducted a research training workshop for recruits to assist the team with the study.</p> <p>2.4 Researchers gave feedback to the people on whom the research was conducted.</p> <p>2.5 The second IEQ team conducted a research training workshop.</p> <p>2.6 The Uganda IEQ Project office conducted a research workshop involving hands-on experience with SPSS.</p> <p>2.7 Researchers developed instruments for Uganda.</p> <p>2.8 Software packages have been made accessible to interested researchers.</p>	<p>2.1 Attendance by key researchers; The prospective principal investigators applied for the research grant, which UNEB awarded to the team led by Dr. Joseph Carasco.</p> <p>2.2 Strengthening and refinement of research methods to be used in research. In subsequent IEQ research training workshops, PLA has been passed on to researchers from other educational institutions in Uganda..</p> <p>2.3 List of potential researchers-- researchers trained in same methodology.</p> <p>2.4 Results of study communicated to a larger audience; researchers gain more experience with communicating findings.</p> <p>2.5 Training workshop attended by 58 participants.</p> <p>2.6 Researchers become more adept with SPSS data analysis.</p> <p>2.7 Draft Instruments developed.</p> <p>2.8 Accessibility of software.</p>	<p>2.1 The prospective researchers were introduced to the IEQ research model and draft research instruments were piloted at two schools; exchange of information; participants experienced and learned about developing and piloting instruments, (incl. item analysis, interviews, & feedback)</p> <p>2.2 Participatory Learning and Analysis (PLA) added to research methods.</p> <p>2.3 More training for educational researchers within Uganda.</p> <p>2.4 The researchers learned more about communicating research findings to non-initiate audiences.</p> <p>2.5 A pool of educational researchers equipped with additional research skill.</p> <p>2.6 Educational researchers develop more skills in computer applications to research.</p> <p>2.7 With refinement, instruments can be used to monitor progress of Uganda Primary ed systems.</p> <p>2.8 Researchers have extended use of applications.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

UGANDA IEQ GOAL #3:

Facilitate professional linkages between Ugandan researchers and the international educational research and development community.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.1 Various workshops</p> <p>3.2 Participation at Comparative and International Education Society (CIES) conference.</p>	<p>3.1 Perspectives shared on educational research and research methods.</p> <p>3.2 Presentation to an international audience of researchers/educators about the findings of the Ugandan study on factors contributing to school effectiveness; held conversations with researchers from the participating IEQ countries regarding methodologies, results, instrumentation etc.</p>	<p>3.1 Linkages have taken place at some of the IEQ workshops.</p> <p>3.2 Researchers exposed to work relating to the improvement of educational quality in other developing countries, working under many of the same conditions with similar methodologies; Research findings are shared with the international educational community.</p>

UGANDA IEQ GOAL #4:

Create opportunities for dialogue and partnerships among Ugandan policy makers and practitioners.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>4.1 Uganda IEQ launching forum</p> <p>4.2 Workshop for presentation of research findings is attended by a wide selection of stakeholders in the primary education reform programme.</p>	<p>4.1 The research agenda for the first phase of Uganda IEQ research was specified.</p> <p>4.2 Participants recommended a research agenda to the Research Advisory Committee who then examined the recommended agenda, adapted it, and decided to use it as the agenda which the second IEQ team of researchers would use.</p>	<p>4.1 The Uganda IEQ Project Launching Forum was attended by a wide selection of stakeholders in UgandaÆs Primary Education Reform Programme, who included the Minister and Permanent Secretary of the Ministry of Education and Sports. The forum engaged the participants in examining issues for research.</p> <p>4.2 The participants got an opportunity to learn about and discuss the state of UgandaÆs primary education system; the participants learned about and discussed the research process.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

UGANDA IEQ GOAL #5:

Develop a mechanism for disseminating and practically applying research findings within the Ugandan educational system.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>5.1 Providing feedback to the people with whom the research was conducted.</p> <p>5.2 IEQ research workshop</p> <p>5.3 Meeting with the Commissioner for Education (Inspectorate), Director of Educational Planning Unit, USAID's General Development Officer and Education Specialist, Director of Instructional Materials Unit and his deputy, SUPER Chief of Party. Follow-up to the research workshop.</p> <p>5.4 Distribution of research report by the team and distribution of the <i>IEQ Research Bulletin</i>.</p>	<p>5.1 Information disseminated</p> <p>5.2 Dissemination of information</p> <p>5.3 Dissemination of findings of research to officials concerned with education</p> <p>5.4 Distribution of newsletter and report to large audience of persons concerned with education.</p>	<p>5.1 Research is "demystified" to the "subjects" of the research because the researchers involved them in the research process; researchers let the "subjects" have access to the information they were learning, contribute to the data analysis, and see the possible applications of research findings.</p> <p>5.2 Dissemination of information with the potential for beneficial effect to the stakeholders in the primary education reform effort.</p> <p>5.3 Concerned officials more versed with the findings of the researchers and find ways to apply the findings to the education reform effort.</p> <p>5.4 Dissemination of information about IEQ and research results to a wider audience in Uganda.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL #1:

Develop a database of process indicators.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>1.1 Developed a database to monitor progress of USAID Basic Education Programs in Africa. This has involved the design, setting up and reporting from a database linked to the country USAID mission. This information build on the filed missions results reporting (R2) and is used within the agency to monitor program implementation.</p>	<p>1.1a Two publications (1993 and 1996). An overview of USAIDÆs program of Basic Education in Sub-Saharan Africa 1.1b Statistics used to support USAIDÆs information on ðBasic Education in Africaö 1.1c Occasional papers and memoranda 1.1d Organization of hardcopy documentation (over 350) on Basic Education programs in Africa</p>	<p>1.1 This information system provides a basic reference tool for Africa Bureau USAIDÆs monitoring of its basic education programs in Africa.</p>

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL #2:

Development of indicators (FQL) of quality, equity, efficiency, and sustainability.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.1 Designed and produced SPESSA, a statistical profile of Education in Sub-Saharan Africa, for the Association of the Development of Africa (ADEA)</p> <p>2.2 Development of Software EDASSIST for processing national education statistics which provides a standard framework for importing, editing, quality control of data, and producing indicators and reports. The model does not require system or programming skills. Done in cooperation with DAE working group on educational statistics as part of the NESIS (National Education Statistics in Information Systems) Can be used at both national and regional levels.</p> <p>2.3 Through the DAE working group in Education Statistics, we have contributed to NESSIS through the Development of 2 out of 7 modules: EDASSIST and School Fundamental Quality Indicators Module. See Goal 1.1 for further information.</p>	<p>2.1 Production and dissemination of 400 copies of the software package to French and English speakers in Africa of the Donors of African Education (DAE). Disseminated widely at USAIDÆs ðLearning without Wallsö Forum, CIES, African Forum, and the International Development Conference in January 1997.</p> <p>2.2 EDASSIST has been developed at a prototype stage in Benin and has been demonstrated through regional meetings in Africa under NESIS. Some parts of the framework are still under development including the completion of the front end data entry.</p>	<p>2.1a Adaption of SPESSA as a model for interactive software education indicators in statistics now used by Global Bureau and Health and Population Bureau as a template for their own software packages for indicators in statistics. 2.1b Based on positive feedback and wide utilization, SPESSA will be updated in collaboration with the DAE</p> <p>2.2 Two years of National Reports have been produced by EDASSIST for Benin. The reception has been very enthusiastic.</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL #2 CONTÆD:

Development of indicators (FQL) of quality, equity, efficiency, and sustainability.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.4 The module describing the concept design and implementation of the School FQI has been produced in collaboration with Benin.</p> <p>2.5 Provided technical assistance to USAID missions in the development of strategic objectives results frameworks and indicators for Ghana Uganda, and South Africa. All 3 cases have been involved in the Washington review of the Strategic Objectives of all TDYs to the countries, and the completion of the strategic frameworks and indicators in Basic Education.</p> <p>2.6 Managed the study: Lessons Learned on the Integration of Health, Population, and Environment Issues Into Basic Education Curriculum in Africa</p> <p>2.7 Designed and implemented teacher motivation and incentives study in Ethiopia</p> <p>2.8 Designed and presented a workshop on qualitative research methodologies in Swaziland. This work focussed on the development of research proposals to evaluate the impact of the continuous assessment activity.</p> <p>2.9 Collaborated in preparation of Mombassa Assessment Conference</p> <p>2.10 Presented conference in SA on qualitative indicators for primary education and research needs in SSA</p>	<p>2.4 The completion of the draft module was presented and disseminated at NESSIS sponsored conferences. Panel presentation was also made at the March 1996 CIES conference.</p> <p>2.6 technical report produced brochures created</p> <p>2.7 technical report produced</p> <p>2.8 15 ministry, educational researchers and classroom teachers were trained in qualitative research methodologies 4 research proposals were developed</p>	<p>2.4 The FQL approach has been incorporated into country strategies and projects for Ethiopia, Guinea, and Ghana.</p> <p>2.6 USAID/Senegal used report to guide the development of health initiatives and health S.O.</p> <p>2.7 data assisted ministry in development of salary schedule in relationship to career ladder</p> <p>2.8</p> <ul style="list-style-type: none"> • information was gathered on the continuous assessment activity on the ways that teachers were using information to improve classroom teaching • primary classroom teachers involved in workshop conducted classroom level research activities & presented findings at local educational seminars • work provided a foundation for subsequent World Bank initiative focussing on school level change and community participation

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 2 CONTÆD:

Development of indicators (FQL) of quality, equity, efficiency, and sustainability

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>2.11 On-going support to African Bureau in review of APIÆs/R2s and annual scoring exercise</p> <p>2.12 On-going technical support to missions in support of bi-lateral education programs</p> <p>2.13 Participated in Africa Bureau re-engineering activities: training workshops, virtual team member of cross-sector initiatives working group</p> <p>2.14 Participated in a workshop with the Department of Education focussing on research needs for the next decade for students-at-risk to identify linkages between domestic and intÆl implications</p> <p>2.15 Workshop with CRIQPEG team on interview techniques; developed second generation interview guides.</p> <p>2.16 Participation in Global Bureau workshops</p> <p>2.17 Support to gender activities</p>	<p>2.11 reviewed documents wrote critiques and advised mission education staff</p> <p>2.12 (PIDs, PAADs, MERs): Mali, Guinea, Namibia, Benin, Botswana</p> <p>2.14 Identified areas of overlap</p> <p>2.15 Presented interviewing techniques and conducting focus groups; developed interview protocols; and integrated gender-specific focus into protocols</p> <p>2.16 literacy; curriculum; critical phases--life long learning; girls initiative</p> <p>2.17 assisted in development of action plans for gender component of Mali bi-lateral program. Provided on-going support to GuineaÆs gender component of bi-lateral program</p>	<p>2.11 identified areas to focus on/improve in bi-lateral programs</p> <p>2.14 Identified specialist at VCU who works on redefining classroom environment, curriculum and instructional materials to improve the teaching/learning process for at-risk student</p> <p>2.15 gathered data that provides a better understanding about factors influencing the learning of girls</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 3:

Conduct field studies of selected programs.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.1 Collaboration with the DAE in the carrying out of 6 country case studies of policy formulation by host country authors. Case studies countries involved: Guinea, Ghana, Benin, Mozambique, Mauritius, Uganda, Botswana, Tanzania, Uganda, Mali and Senegal.</p> <p>3.2 The preparation of 7 case studies for Education System Reform with USAID support as exemplars of the Africa Bureau Strategy in Basic Education. This study draws on the perspectives of Africans within countries where education reform is underway.</p> <p>3.3 Support of the Africa Bureau developing a forward looking strategy for support to Basic Education in Africa for the next decade.</p> <p>3.4 In collaboration with ABEL II, initiated a study of the impact on examination reform in classroom teaching.</p> <p>3.5 Collaborated in the design and implementation of a study to examine the process of implementing policy.</p> <p>3.6 Managed Teacher as Policy Broker Literature review</p> <p>3.7 Collaborated with UNICEF/Ghana to design and analysis a qualitative component to collect data for a teacher motivation study.</p> <p>3.8 Analyzed videotapes of classrooms in Ghana, Mali and Guatemala to determine classroom experiences of girls.</p>	<p>3.1 Two publications: a) 5 case studies and regional overviews (1993); b) 6 case studies with an overview and an analysis.</p> <p>3.2 Jan. 97 draft report prepared. [To be completed and disseminated in 1997]</p> <p>3.3 Field interviews and focus group discussion including more than 80 professionals and African stakeholders; and a draft strategy framework within missions in African countries and in Washington.</p> <p>3.4 The completion of field research in Uganda and a draft report</p> <p>3.5 Prepared a technical report</p> <p>3.6 Draft of literature report prepared</p> <p>3.7 Teacher motivation report</p> <p>3.8 Created a 10' videotape in French and English synthesizing findings of study. Created a brochure highlighting the key points.</p>	<p>3.1 Major contribution to a multi-national African understanding of the education policy formulation process. Shared as the central substance of the 1995 DAE biennial meeting.</p> <p>3.3 A heightened awareness and interest in support of Basic Education in Africa.</p> <p>3.4 A planned workshop to review findings and implications to be held in Africa in 1997.</p> <p>3.5 provide recommendations on improving the process of implementing policy</p> <p>3.6 Ministry used information to help define on-going teacher terms of service policies and regulations identified gender-specific constraints in teaching profession and workforce</p>

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 3 CONTÆD:

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Conduct field studies of selected programs.

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>3.9 Contributed a chapter to a book on girls classroom experiences.</p> <p>3.10 Basic Education Report</p> <p>3.11 Wrote a technical paper on girlsÆ classroom experience and highlighted four promising programs to improve girls participation in the classroom.</p> <p>3.12 Designed and managed study to examine both school-based and community-based HIV/AIDS programs which target early adolescent in and out-of-school children</p> <p>3.13 Support to FAWE and ADEA girlsÆ working group in preparation of <i>These Girls Are Missing</i> video documentary</p> <p>3.14 Managed development of PLA classroom module focussing on classroom experiences of girls: teacher attitudes & expectations; students interactions.</p> <p>3.15 Support to classroom level qualitative research</p>	<p>3.9 Chapter complete.</p> <p>3.10 Developed summary report and developed 4 brochures</p> <p>3.11 Technical report written (part of module including videotape, brochure, and PLA activities)</p> <p>3.12 Technical report written</p> <p>3.13 Provided on-going technical expertise; organized viewing for administration of Africa Bureau and convened viewing for contractors, peace corps, consultants, World Bank gender specialists & regional bureau education and gender representatives.</p> <p>3.14 Developed PLA module</p> <p>3.15 Managed development of an 8' videotape highlighting the use of qualitative classroom data support policy formation; in French, English and Spanish</p>	<p>3.12 Guidelines for school-based programs incorporating strengths of community-based programs</p>

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 4:

Networking with donor and international research community

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
<p>Collaborate with DAE on the working group on Education statistics, Education Sector assessment, and in operation with the secretariat on overall strategies and activities.</p> <p>4.1 The development of 2 technical modules for the</p>	<p>4.1 a) Modules are in prototype form having been tested in a</p>	<p>4.1 Increased technical capacity for African ministries of</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

<p>working group on education statistics.</p> <p>4.2 Participated in working group on sector assessment to review an analytic overview on sector assessment procedures.</p> <p>4.3 The design and carrying out of studies on policy formation process.</p> <p>4.4 Design, support and facilitation for DEA Biennial conferences in Angers, France in 1993 and Tours, France in 1995 and Dakar in 1997</p> <p>4.5 Support to the Education Research network for West and Central Africa through consultant to assist national researchers financed though ERNWACA. Theme of research is community school cooperation.</p> <p>4.6 Presentations at international forums and scholarly conferences: CIES, San Diego, CA 1995 -- organized a panel on Africa BureauÆs Basic Education Strategy and presented papers; CIES, Williamsburg, VA 1996 -- Organized a panel on School Fundamental Quality Indicators; Contributions to panels on policy formation, SPSSA (Education Statistics panel); and organized panel on comparative experiences of Ghana and Uganda.</p>	<p>number of participating countries. African participation in international technical meetings in Paris, Mauritius, and Abidjan</p> <p>4.2 An analytic report and costs of education assessment by the working group and distribution of reports.</p> <p>4.3 Production of case studies by African authors.</p> <p>4.4 Two highly successful DAE conferences involving all MOEs and more than 50 donors.</p> <p>4.5 Four consultants providing technical assistance to 11 countries in analyses of field data.</p> <p>4.6 African participation and presentation of results.</p>	<p>education to produce and utilize statistical information to improve education.</p> <p>4.2 A better understanding of education sector analysis.</p> <p>4.3 Shared understanding of policy formulation process by African leaders and donors.</p> <p>4.4 Better coordinated education sector strategies within countries and between donors.</p> <p>4.5 Anticipated completion of field research reports by 3/97.</p> <p>4.6 Participants network with other international researchers.</p>
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GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 4:

Networking with donor and international research community

ACTIVITIES	ACCOMPLISHMENTS	ACTIVITIES
<p>4.7 Collaborated in the preparation of annual state of the arts presentation for the Africa Bureau, DP, R&D and USAID administration.</p> <p>4.8 Presentation at Bergamo Curriculum Conference Curriculum Integration Study</p> <p>4.9 Support to Association to the Development of Education in Africa (ADEA formerly the DAE) teacher management and support working group (TM&S).</p> <p>4.10 Collaborated with the International Labor Organization (ILO) to identify ways to support ADEA TM&S goals.</p> <p>4.11 Support to Association to the Development of Education in Africa (ADEA) girlsÆ participation working group</p> <p>4.12 Presented at WID conference at University of Pittsburgh on USAID strategy to support girlsÆ education in SSA</p> <p>4.13 CIES Participation: <i>1994</i>: USAIDÆs strategy to support girlsÆ education in SSA; USAIDÆs ESS approach to basic education in SSA <i>1995</i>: Update on USAIDÆs approach to provide ESS in SSA <i>1996</i>: Classroom Experiences of Girls, Namibia policy implementation process <i>1997</i>: Organized pre-session workshop on USAID gender tools; Presented on panel about role of USAID in rural development</p> <p>4.14 Presented overview of USAIDÆs approach to use conditionality to enhance girlsÆ access to and participation in school at SPA meeting in Oslo 1994</p> <p>4.15 Participated in University of Quebec at Montreal meetings exploring educational reform in francophone Africa</p> <p>4.16 Organized brown bags</p>	<p>4.7 Prepared overhead packet for on-going presentations Power point presentation</p> <p>4.8 Disseminated documents</p> <p>4.9 Disseminated documents & EPICs module; helped establish forum to discuss ESS; assisted in gender sensitization workshops; fostered discussion on professional/pedagogical implications for working group prepared talk; disseminated documents</p> <p>4.12 Prepared talk and disseminated documents</p> <p>4.13 Disseminated documents</p> <p>4.16 Cross sector initiatives Thailand teacher development/community education pilot PLA techniques Commonwealth Secretariat initiatives Girls PLA research B. LevingerÆs Health/ed. Framework</p>	<p>4.7 Garnered on-going support for support to basic education</p> <p>4.8 Identified collaborators and consultants</p> <p>4.9 assisted in identifying second phase of working group agenda identified consultants Identified consultants Clarified USAIDÆs role and approach ESS in SSA</p> <p>4.13 Identified collaborators and possible consultants Fostered dialogue particularly with educational researchers about the role of bi-lateral donor agencies in the reform agenda of developing countries Collected feedback on ESS modality and approach Collected feedback on USAID-funded tools to gather information about girls schooling, etc. (EPICS, PLA, Community Computer Generated Database, Beyond Classroom Activities)--approach and usefulness</p>

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

AFRICA BUREAU (AFR/SD/HRD/ED) GOAL # 4 CONTÆD:

Networking with donor and international research community

ACTIVITIES	ACCOMPLISHMENTS	OUTCOMES/RESULTS
4.17 CIES regional conference	4.17 Presented USAIDÆs ESS model and disseminated documents.	
4.18 School readiness ADEA working group	4.18 Collaborated in the developing of a new working group to foster school readiness in the early primary years; collaborated on concept paper; assisted in identification of forum/network members/collaborators.	
4.19 Organized South Africa workshop	4.19 Planned format and content; supervised logistical arrangements; supervised/edited report and evaluation.	
4.20 Participated in donor meetings	4.20 World Bank Swaziland participation meeting; presented in WB health-education workshop; participated in UNICEF ECD workshop.	
4.21 Participated in Health/Education conference	4.21 Presented material from curriculum breakout group.	
4.22 Collaborated on the development of a dissemination format	4.22 Developed mailing list and developed product/mechanism/audience matrix	4.21 Scoped out child-to-parent modality of supporting health education and proposed school readiness activities

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

III Future Directions

Ghana

1. Future CBA efforts may want to assess oral proficiency in the local vernacular as a readiness skill for oral English. CRIQPEG didnÆt address the issue of language learning in the mother tongue. Pre-requisite to language learning in a foreign language, is adequate language development in oneÆs mother tongue. While CRIQPEG encouraged active interaction between teachers and pupils (including encouraging lower primary teachers to converse with pupils in Ghanaian and English), the CBA instruments did not assess pupil language readiness skills in the mother tongue. There were political and practical reasons for this decision. Politically, the policy makers and researchers felt strongly that the focus should be on English. From a practical standpoint, in many instances, the teachers in Ghana are not fluent in the local mother tongue (e.g., only 43% of the teachers in participating IEQ schools reported that they were fluent in the local language). Further, it was typical in the IEQ schools for there to be children with different mother tongues and the few written Ghanaian languages often donÆt match the local languages or dialects. Nonetheless, it may be useful in future CBA efforts to assess pupil oral language proficiency in the mother tongue as a readiness skill for oral language learning in English. Also, in instances in which the local Ghanaian language has been transcribed, investigating the utility of developing reading proficiency in the mother tongue as a prerequisite or facilitative factor in developing English reading skills should be considered.
2. Investigating the Options for Developing Literacy in Local Languages and National Languages.
In Africa, most of Latin America, and Asia--wherever mother tongue is different from national language-- there is a need for validated tools for guiding instructional decisions including assessing proficiency in local language--whatever is used in lower primary--as well as national language. Research in Ghana provides insight into the differences between urban and rural classrooms and the very different needs of children who are learning English as a second language (as in urban areas where it is commonly used) and children in rural areas who are learning it as a foreign language. Developing tools for decision-making regarding childrenÆs language readiness when they enter school (proficiency in local languages) and later as shifts are made to second or foreign languages would serve Ghana and make a significant contribution into international knowledge. Furthermore, as national curriculum reform efforts get underway, a "standard one-fits-all model of curriculum and continuous assessment may be too crude to meet the unique needs of children who should take different learning paths. CRIQPEG and IEQ2 could lead the national discussion in this important area.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

3. Holding a national conference to build consensus and generate a research agenda to follow-up the findings of IEQ1 that there are vast differences between rural and urban schools and that the available instructional materials (textbooks) are not suitable for most rural boys and girls. For example, IEQ1 found that at the end of the school year, pupils in rural schools were still struggling with the beginning units in the texts (they had spent the entire year working on materials that were too hard) and pupils in urban schools who had experienced regular in- and out-of-school exposure to spoken and printed English were finishing the textbook with ease. Relying on identical instructional materials in both settings was inefficient--providing discouragement for pupils and teachers in rural schools and insufficiently stimulating for pupils and teachers in urban schools. This action item emerged from the January 1997 IEQ Exchange. It is consistent with the national reform objectives of trying to link curriculum, learning materials, teacher preparation and instruction with the needs of the learner.
4. Strengthening Instructional Support and Leadership at the School Level including Developing a Handbook for Circuit Supervisors and Headteachers to guide them in the Process of Providing Instructional Leadership. A crucial component of the IEQ process was providing professional support to the head teachers and Circuit Supervisors that enabled them to provide instructional leadership in their schools. These individuals participated as equal partners with the University researchers in the improving quality process. As a result, many of these individuals provided strong local leadership and support for the change process. Because of the success of this component, future efforts should explore the efficacy of modifying the role of Circuit Supervisors and headteachers from a bureaucratic/evaluative role to one that supports an environment that yields learning outcomes. The proposed handbook is in response to a need revealed by CRIQPEG research efforts and implicit in the desire of other districts to implement the IEQ process to improve educational quality. The handbook would be designed to guide local administrators from other districts in the use of the IEQ process by taking them through each step and providing them with tools for (1) assessing instructional needs in their schools, (2) sharing these results with the teachers, parents, and community, and (3) guiding decisions regarding how these needs could be met.
5. Building Assessment into the Instructional Process: Curriculum-based assessment instruments formed the backbone of IEQ1 in Ghana. These instruments and techniques provide a foundation for integrating assessment into the instructional process and developing a system of continuous assessment in Ghana. Current national reform efforts call for building assessment into the instructional process. CRIQPEGÆs research and tools have credibility in the country and their use should facilitate this reform process.
6. Curriculum Reform-strengthening the linkages between CRIQPEG research and those in the MOE responsible for curriculum development; continuing to collect data that would guide the development of instructional materials tailored to the needs of pupils with different circumstances, attributes, and needs. Include in the materials tools and strategies for continuous assessment.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Guatemala

Although all tasks related to the IEQ contract have been completed in Guatemala, the work has generated several possible follow-on activities. These include:

1. Additional workshops with teachers about continuous assessment techniques and instruments.
2. Follow-up studies of children from the IEQ sample who complete school and who drop out to determine the lasting effects of participation in an active learning program.
3. Assistance in the development and testing of bilingual NEU materials to meet the needs of Mayan-speaking children.
4. Development, through partnership with Universidad del Valle, of ongoing fora to bring together different strata of Guatemalan society to discuss improving educational quality.
5. Assistance to the MOE, in conjunction with Universidad del Valle, in the development of a national testing system.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Mali

With the exception of the final National Seminar of Restitution of Research Findings that did not take place because of a conflict in time with a delayed academic year opening, all tasks under the IEQ Contract have been completed in Mali. However, the work has naturally generated several follow-on activities⁵⁹. These include:

1. Compilation of Malian/regional folktales and legends and organizing them into pedagogical tools.
2. Development through IPN of more testing metrics in the other national languages of the country.
3. Collaboration with NEF reform entities such as "la commission nationale de refondation" and " la cellule de formation pedagogique de la methodologie convergente" in order to expand and generalize countrywide the IEQ training approach.
4. Assistance to the MEB in institutional development and the decentralization of the educational system.
5. Follow-up longitudinal study of a sample of pupils from grade 1 to grade 6 in convergent methodology schools.⁶⁰

⁵⁹ The Mali USAID Mission has committed to collaborate with Ministry of Basic Education officials to sponsor this national seminar, regarded as a very important step not only in the dissemination of findings but also in institutionalizing a process of dialogue and decentralization within the Malian educational system.

⁶⁰It's important to keep in mind that the main goal of the convergent methodology is to achieve functional bilingualism (French-national language) at the end of the 6th grade.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

University of Pittsburgh

The following activities should be pursued as possible:

1. Revise the monograph and seek publication outlet either as a book, a special issue of a journal, or (in abridged form) a journal article or chapter in an edited book;
2. Have a graduate student researcher, as part of her dissertation, undertake field work in Ghana to develop the case study, particularly focusing on degrees and forms of participation by different groups, by obtaining more information from a broader range of people regarding the spirals process in that country; and
3. Have a graduate student researcher, as part of her dissertation, undertake field work in Guatemala to develop the case study, particularly focusing on intra- and international collaboration components, by obtaining more information from a broader range of people regarding the spirals process in that country.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

South Africa

With the completion of all tasks related to the IEQ Phase 1 contract in South Africa, the work has generated important next steps. All of these include working directly with the national and provincial departments of education, now that a legitimate government is in place. It should be noted that since the IEQ Phase 1 contract was signed prior to democratic elections in April 1994, direct work with the governments during the contract period was not allowed. Next steps include:

1. Working in partnership with the National Department of Education to broaden the conceptualization of educational quality beyond examinations, to focus on classroom processes and school-related issues
2. Using processes and indicators explored in the Reception Year Study, conducting a longitudinal study of different models of ECD programmes, in collaboration with the National Department of Education
3. Identifying specific education reform initiatives of the four USAID target provinces (KwaZulu Natal, Northern Province, Northern Cape, and Eastern Cape) and working with the provincial departments of education to develop monitoring and evaluation systems to provide classroom information to policy-makers and practitioners

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Uganda

IEQ in Uganda has only been in operation for 2 years. In each year, one round of research has been designed, carried out and reported. Future directions will:

1. Support the reelection and utilization of the research findings to improve practice of teachers and support to schools.
2. Utilize the instruments and methodologies to improve school management and supervision throughout the primary school system, integrated with the teacher development and management system/SUPER.
3. The design of the next stage of research activity which will focus on the changes taking place in the schools as a result of the inservice and professional support system for teachers and schools. (TDMS). This shifts the focus of the research from baseline survey and analysis of school conditions to formative evaluations of the reform program.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

IV Lessons Learned/Building Blocks

Ghana

- 1. Curriculum-Based Assessment (CBA) instruments are valuable for garnering support for improvement if they lead to data that have meaning to those who will use them.** CRIQPEG found that teachers were more willing to believe test information because it was collected on their own pupils. Sharing information about the performance of children in a teacherÆs classroom and within the school was an important tool for motivating teachers, head teachers, and Circuit Supervisors to become involved in efforts toward improvement. It was crucial for the information to be easily understood and translated into skills that the educators could understand. Abstract scores were less useful than being able to report how many children could write their names, respond to questions such as "What is your name?", and read passages from the textbook. Also, these same kinds of illustrations were important for communicating with policy makers and national leaders.
- 2. Developing good instruments takes time and revision:** Often it may take several steps to get to the final instrument. For example, CBA test questions were pilot tested and revised prior to the first administration. Nonetheless, additional revisions were needed in some of the instruments, particularly the oral language instruments. Also, as instruments were used, economies emerged. For example, the first time the CBA instruments were administered there were manuals for each grade level. The next time, it was possible to combine the administration directions for five grade levels into one manual. This reduced redundancy, saved paper and was more efficient.
- 3. Classroom research can guide and improve innovations.** An initiative like providing textbooks can be improved by conducting classroom research on whether and how the books are used and the processes that can be used to enhance their use. CRIQPEGÆs research findings contributed to changes in national policies regarding textbooks (i.e., money for transport of the books to the schools was provided to make sure that the books actually made it from the district offices to the schools; teachers were informed that they would not be held accountable for normal textbook consumption; expected textbook "life" was reduced from 5 to 3 years to allow for heavier textbook use). Also, CRIQPEG identified instructional strategies to help teachers use the textbooks and other learning materials more effectively.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Guatemala

1. **DonÆt choose institutional partners on the promises of public officials.** As the IEQ experience in Guatemala shows, public officials are subject to the decisions of their superiors or to unforeseen changes resulting from changes such as elections or coups dÆetat. Thus, they may not be able to implement plans such as an Educational Research institute within the Ministry of Education. The lack of an institutional home for much of the project, while waiting for the Educational Research Institute to be established may have limited the dissemination of IEQ results within the Ministry and endangered sustainability. In the last years of the project this was remedied by association with the Universidad del Valle.
2. **Use more than achievement tests in assessing educational quality.** The results of the IEQ investigation show that academic achievement tests must be used in combination with other measures of quality and effectiveness in making decisions about programmatic outcomes. Simply comparing mean differences on the achievement measures, without examining the numbers of children successfully advancing toward primary school completion and the socio-emotional behaviors that they are developing, could lead to the erroneous conclusion that the two groups were performing similarly.
3. **Reading skill levels of the target population of children should be measured prior to the development of instructional materials and the range of ability factored into material development.** The IEQ findings show that if materials are developed without having measured the levels of the target population, a number of children may be unable to effectively use the materials.
4. **Participation in learning contexts that promote the development of pro-social or democratic behaviors in the classroom may be important in determining if children stay in school.** The consistently higher level of participation among children remaining in school when compared to dropouts suggests that research must examine a number of factors, including socio-emotional development when determining program quality.
5. **Poor nutritional status is likely to be a limiting factor to educational attainment in rural areas of developing countries.** The lack of success of most undernourished children, regardless of the type of school program in which they were participating, suggests that no educational innovation that does not address improvement of childrenÆs nutritional status will be successful.

Mali

Contracts #DPE-5836-Q-00-1043-00 & DPE-5836-Q-00-1043-00

GHANA GOAL #1 CONTÆD:

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1. **There are advantages and disadvantages in working in collaboration with government entities.** As has been the experience of the IEQ Project in Mali, such collaboration can facilitate dialogue with the leadership and decision-makers, but it also subjects the project to political consideration and bureaucracy.
2. **One local coordinating body is essential.** While the collaboration with ISFRA and IPN ultimately scored what is hailed in Mali as a "grand premiere", i.e. rallying two research institutions from two different Ministerial departments around one research project, bicephalism can present huge administrative impediments. IEQ has learned to cope and sail through two sets of governmental "modi operandi".
3. **From a classroom point of view, one of the lessons from Mali is that measuring success is more than just evaluation of pupils' performance.** A lot more elements such as the numbers of children successfully completing the cycle, the teaching and learning methodologies used, social, economic, nutritional and other cultural reasons behind drop-outs are usually overlooked in performance evaluation, and yet highly speak to and influence the quality of education. From a development intervention point of view, IEQ learned that "success" does not always fall in line with development blueprints or assumptions made prior to field work.
4. **Community involvement not only promotes the development of pro-school social behaviors in the general population but it also fosters decentralization and a sense of ownership of the learning process.** Across the years, it would be important to document whether the whole concept of community participation has had any impact on parents' decision to keep their children in school or, for that matter, on children's own decisions/desires to stay in school.
5. **Classroom-based research findings can greatly enlighten educational reform decisions.** IEQ has documented the risks involved in curriculum reforms if materials are developed without appropriate and fair measurement of the target pupil population. As IEQ work documented, linking assessment and curriculum development takes on supreme importance. IEQ work demonstrated that a curriculum and an evaluation system in maternal language is more than a replica or translation of a previously existing curriculum/evaluation in French.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

University of Pittsburgh

1. **The basic idea of IEQ should be retained:** linking classroom-anchored research to policy and practice to improve educational quality in primary schools.
2. **Keep the model.** IEQ should keep the (ideal) model of having a HCRT, assisted (versus directed) by a U.S. Research Support Team, design and conduct classroom-anchored research; plan and organize activities to engage policy-makers, practitioners, parents, and citizens in a dialogue about what the research means and what its implications are for policy and practice; and then work with the other stakeholders to conceive and implement as well as study ðinterventionsö considered to lead to improved educational quality.
3. **Use a variety of research approaches.** IEQ researchers should continue to be encouraged to consider a variety of research approaches, at least with respect to quantitative versus qualitative research or positivist versus interpretivist scientific paradigms. The emphasis should be on exposing HCRTs to a variety of research approaches, tool, and skills so that they can choose how to proceed (rather than consultants designing studies and instruments) and then training HCRTs to implement these.
5. **Expand use of literature.** We would need to think how to make better (and less apologetic, though not imperialistic) use of existing, relevant theoretical and empirical literature as an input in shaping the dialogue about how to do research as well as what kind of ðinterventionsö to pursue. Although the consultants (US Research Support Teams) have brought this knowledge to bear in their work in the various countries, we seemed to have gotten away from the idea of searching for and sharing such articles, chapters, and books.
6. A clearly defined, consistent membership, US Research Support Team for each of the ðcoreö countries would be helpful.
7. **Increase focus on project monitoring.** The IEQ project should build more resources into monitoring the project, especially on-site in each ðcoreö country. This could be done by some individual(s) from the U.S. who routinely traveled to the country(ies) to engage in data collection for this purpose OR the task could be undertaken by someone in each country whose time was clearly to be devoted to documentation of the project.
8. **Focusing documentation efforts.** Such documentation efforts should focus especially on the processes and dialogues involved in designing the research and (more so) on the dialogue/dissemination processes and in tracing how these processes did or did not lead to changes in policy and practice.
9. **Dissemination.** More time and energy should be devoted to disseminating the research findings, lessons learned from the process of linking

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

research to policy/practice, etc. via occasional papers, journal articles, book chapters, monographs, books, and Internet website publications.

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Understand how and why each countryÆs classroom-based interventions influence pupil performance.

South Africa

- 1. Classroom-level research is useful for both practitioners and policy-makers.** Findings from the ECD and INSET impact assessment studies were used at a variety of levels by a variety of stakeholders. Results were shared with teachers and NGO teacher training organisations and discussed as a basis for making adjustments in classroom instructional strategies and teacher training curricula and methods. The findings, and moreover the monitoring and evaluation processes used, were also shared with policy-makers in the national and provincial governments. These findings and processes were perceived to be useful at the policy level, and plans were made at the end of IEQ Phase 1 to continue the discussions of the applicability of monitoring and evaluation processes, coordinated by the National Department of Education, Office of Quality Assurance.
- 2. Plans for utilization need to be built in to a project from the beginning.** It is important, from the outset, to think about ways that information will be used, so that comprehensive information is collected and all involved stay focused on practical applications of findings and methods. With needs that are so great, there is little room for ôresearch for researchÆs sakeö in educational development.
- 3. There is a need for collaboration among outside and local experts where all are learners in the process of generating knowledge.** Content and context are both important, and the collaboration of internal and external team members has facilitated the accomplishment of goals that could not have been easily reached by any group working alone. The provision for consultants to work with the South African researchers on a continuing basis, rather than the more typical ôhere today, gone tomorrowö model, resulted in on-going relationships and access to professional colleagues. The idea of a ôcommunity of learnersö among the team (South African members, local consultants, US consultants, and the project director at IIR) allowed risk-taking and experimentation.
- 4. The sharing of methodologies used in various IEQ projects in different countries provided opportunities for researchers to learn from each other.** Applications in Ghana, Mali, Guatemala and Uganda provided examples of ways that classroom-based research can be used in facilitating the achievement of South AfricaÆs goals.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

Uganda

1. **The importance of having the appropriate national institution managing the research activity.** The Uganda National Examinations Board (UNEB), which has traditionally dealt with the making of exams, has as a part of the reform policy and programs begun to take on responsibilities for assessing and evaluating the education system. UNEB was an appropriate and natural home for the management of IEQ activities in Uganda which helped to connect the research to the national policy and decision makers on one hand, and the school on the other.
2. **The importance of arriving at a national consensus and ownership of the research agenda in Uganda .** This was accomplished by initiating IEQ activities with a national forum at which all of the stakeholders responsible for the different aspects of the reform program reexamined their assumptions about the effects of the program activities on the schools' teachers and children's learning. This resulted in the identification of key questions that the decision makers wanted the research to answer.
3. **The research design should be multi-variable and use both qualitative and quantitative methods to capture the richness of the school and community environment.** In Uganda the research focused on the school as the unit of analysis and looked simultaneously at the relationship between the school and community, classroom teachers, and classroom interaction and pupil learning. Methodologically, UNEB team members used both quantitative instruments for observations, interviews and tests, and used qualitative methods such as PLA. This made the results much more rich, persuasive, and useful.
4. **The importance of team work.** Initially, it was believed that the research could be carried out by individuals who would respond to an advertisement to carry out the research. This created an unhelpful competitive environment and shifted to a team approach to the research. The teams provide a variety of research skills and background, and they have also resulted in mentoring and capacity building.
5. **The feedback of results rather than recommendations as a way to stimulate reflection and problem solving by decision makers on issues that they hold to be important.** This has proved to be very useful and has established an effective collaborative relationship between researchers and the school/district/national level practitioners.

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

APPENDIX A

GHANA GOAL #1 CONTÆD:

Understand how and why each countryÆs classroom-based interventions influence pupil performance.

APPENDIX B