

The Quality Link



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Teachers as Miracle Workers—Stepping Stones to Success

By Dianne Prouty

My name is Sarah. I teach grades 1-3 in a multi-grade primary school in rural Southern Africa. I have been a teacher for over 20 years and for many years I enjoyed what I was doing. I was happy that I could help children learn. But now I'm feeling overwhelmed. There have been many changes which attempt to "reform" teaching and learning in my country. For example: the number of pupils in my classroom has almost tripled; two languages of instructional policies have been implemented: and now I am expected to teach the children in a language that I don't speak very well myself. In addition, few pupils have textbooks or very basic supplies. A new syllabus has made my teaching guides obsolete. The number and subject classes keep changing and now I am required to teach things that I don't know or understand. I have very few instructional materials and very little chalk. Five years ago our school began to measure pupil learning on a continuous basis and I'm not sure how to implement the procedures and interpret the results. It takes longer now to plan my lessons and I rarely get paid on time. I have been told that I cannot discipline the pupils as I was disciplined when I was in school. Pupils know this and are very disrespectful. And now, parents of pupils are on a committee which complains about the teachers. They say they are not happy with our work, but we are doing what we've been

taught to do and receive little help to learn how to do better. Some times I think we are being asked to perform miracles. Well, I am not a miracle worker so perhaps I should not teach any more.

Welcome to Sarah's world, where the rapidly changing dynamics of educational reform create a demanding and complicated environment in which teachers must constantly modify and adapt how they define (or may be defined by others) and carry out their work.

For the past decade, efforts to increase access to basic education have mushroomed around the globe. Ministries of education and their development partners experiment with ways to provide primary schooling for all school-age children. The pressure on educational systems to improve the quality of teaching and learning while meeting the exploding requirements of higher enrollments is intense. But the responsibility for implementing new policies and practices that improve learning comes together in the classroom — to a greater extent, this responsibility falls on the teacher. And teachers need help and support to fulfill this responsibility.

A lag exists between the reality of teacher experiences and the vision of teacher responsibilities. Several factors contribute to this lag:

1. A lack of clarity about what we want teachers to do and be;
2. An evolution in the relationships among teachers, parents and pupils, and higher officials in regions and national ministries which results in confusion and uncertainty as these players experiment with new roles;

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IEQ Mission

The Improving Educational Quality project continues a long-term initiative of the Global Bureau to assist USAID Missions and host countries implement their educational reforms in primary and early childhood education, as well as community development. IEQ seeks to:

- ← generate knowledge about the school and classroom reality of educators and students;
- ← use knowledge to inform policy dialogue and improve local practice; and
- ← develop an in-country research capacity related to educational results.

3. Societal and cultural pressures that demand new knowledge of teachers, such as information technology, HIV/AIDS awareness, etc.;
4. Shifts in instructional approaches that are imposed with minimum training and support; and
5. The school-based demands required for successful teaching differ dramatically from the formal “teacher preparation” programs. On-the-job training requires responses to unfamiliar situations for which they are ill-prepared.

Korthagen and Kessels (1999) in their review of approaches used to prepare teachers describe “transition shock.” They write that teachers develop a mental template of what teaching and learning should be that is highly resistant to change and seldom based on an integration of good theory and practice. Teacher development is a process of “adjustment” to often conflicting “real” demands rather than an application of the knowledge gained in pre-service education. If you consider Sarah and her teaching experience, she brings underlying assumptions about the instructional process, the school environment, and her own performance that limit her ability to adapt to many changes, especially dramatic ones. Furthermore, research on teacher education suggests that few teacher education programmes incorporate an applied approach to teacher preparation. Teachers like Sarah in both the developing and developed world receive minimal help to guide and support the transitions and pressures of changing policies, classroom practices and the press of an exploding student population.

Fortunately, there is a growing awareness about the need to facilitate learning communities throughout educational systems in order to improve desired pupil academic and non-academic outcomes. One focus of this attention emerges as a consequence of research in teacher education. Perhaps it is in the area of classroom level research which “probe more deeply into the process, content, contexts, and consequences” (Zeichner, 1999, 6) that this is best demonstrated. Although the bulk of the work described by Zeichner occurs in the United States, he acknowledges that much of the exciting research occurs outside the U.S. (e.g. Craig; Kraft, & duPlessis, 1998).

This issue of Quality Link, the newsletter of the Improving Educational Quality Project (IEQ), highlights the outcomes of contextually grounded, school-based research which contribute to strengthening teacher development and professionalism. Gathering information such as the pedagogical skills of teachers, learning outcomes of pupils, the community support to and pressure on the teacher, the level of content knowledge, and teachers’ efficacy enables host country programme developers and policy makers to pinpoint tensions that teachers face,

the resources they may or may not have to address their challenges and suggest multi-faceted approaches to support the required transitions needed to meet the challenges of a shifting political and social environment which demand improved pupil performance. By supporting research which examines the linkages between teacher knowledge of their content, community support, and teacher training with their behavior in the classroom, IEQ aims to target the specific points where teacher development directly improves educational quality and facilitates learning. A critical component of IEQ’s efforts to assist teachers to improve content knowledge, pedagogical skills and efficacy is to engage them in a learning and self-renewing environment which results in fulfilling the capacity for learning from the classroom to the boardroom. A process of *perception* → *interpretation* → *analysis* → *decision* → *action* is what Zeichner calls the Gestalt of reflective teaching, which enable teachers to embark on a path to improvement, helping them integrate new knowledge so as to become mechanisms for change.

The IEQ process is a series of stepping stones to affirmation, insight, new knowledge, personal and professional growth. And the miracles occur as educators progress from one stepping stone to the next to fulfill their potential.

Korthagen, F. and J. Kessels (May, 1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*: 4-17.

Zeichner, K. (December, 1999). The New Scholarship in Teacher Education. *Educational Researcher*: 4-15.



Photo by Jane Schubert

Professional Development Needs of Guinea Teachers

Article edited from Guinea Limited Sector Analysis, November 16, 1999. Team Members: Uli Locher, Alfred Sicotte, Fadi Abillama, Francine Agueh, Jacques-André Gueyaud, Fode Keita and Djénabou Barry

USAID/Guinea commissioned IEQ to carry out a limited sector assessment between August 28 and October 13, 1999. The assessment was to identify accomplishments and needs in five areas of primary education in Guinea: institutional development, financial management and planning, teacher training, community participation and regional and gender equity. The purpose of this assessment was to assist USAID/Guinea and the Government of Guinea in the elaboration of a joint strategy focused on attaining Fundamental Quality and Equity Levels (FQEL) in primary education. This assessment pursued the education-related strategic objective of ensuring that more and more children receive a better quality primary education on an equitable basis to prepare them properly to play a productive role in Guinean society. Working in both Conakry and outlying regions, a five-person team collected the data for this report over a six-week period. The “effective school” emerged as the key focus for the analysis of the data.

Guinea has made strides towards educating school-age children as enrolment rates, especially for girls have been increasing for several years. The pressure of increased demand has, however, affected efficiency as the repetition rate for female and male students combined has risen from 35% in 1992-93 to 43.6% in 1999 for sixth graders.

Within this environment, teachers were asked to assess their professional development needs as part of the assessment.

Self-evaluation and Professional Development

There is a growing body of literature which shows that teaching is a skilled profession in which skills acquired through practice are far more important than theoretical knowledge (Calderhead, 1993; Leinhardt, 1990; Pratte & Rury, 1991; Schön, 1987). Within the reality of the classroom, teachers continually face new problems and challenges which require them to build their own theories and educational practices and thus establish a personal system of knowledge and beliefs about their professional role as teachers. (Buchmann, 1986; Kelchtermans, 1993). Such acquired expertise is rarely mentioned, yet it guides the daily actions of teachers and affects their teaching practices in a routine and subconscious manner.

It is possible, however, to bring about positive and significant changes in teaching methods if teachers are provided the opportunity to reflect upon and self-evaluate their teaching attitudes, beliefs and skills. In order to identify qualitative variables which, when taken into account in the primary education process can help improve teaching, the IEQ assessment team administered a three-part Likert questionnaire totaling 20 questions to 106 teachers in the administrative regions of Conakry and Labé.

Results and Analyses

Most of the teachers who participated in the survey seemed to have difficulty planning and organizing classes: 50% judged themselves to be incompetent, while 20.8% judged themselves to be competent. The same applied to class presentation and structuring, where 63% considered themselves incompetent and 32% competent. On in-class evaluation, 50.9% graded themselves as incompetent (vs. 47%) while

51% felt they were incompetent in the area of in-class decision-making compared to 39.6% who felt they were competent. In contrast, 60.4% felt that they were competent in the subjects taught and 61.3% graded themselves competent in terms of their rapport and interaction with students. Some 43.3% considered that their skills in terms of beliefs and teaching values had been developed through the training program, while 65.1% expressed a desire to further



Photo by Pilar Martinez

their professional development as teachers. In exploring these assessments with teachers during focus groups, many teachers said that, over several years of teaching, this was the first time they had been asked to evaluate themselves and identify their own areas of improvement.

Discussion

These results indicate that training needs must be diagnosed and identified in close consultation with teachers. Educational authorities must act upon these results and observations by instituting a regular formative evaluation procedure and providing remedial measures in the form of made-to-measure training. Such an approach can only be viable to the extent that it is implemented within a training structure of experienced, dynamic instructors supported by evaluation experts. In turn, such a structure cannot truly complement teaching unless its supporting role is clearly understood and it is used only for professional development at the school level.

Teacher Improvement Through Participatory Action Research, IEQ Uganda

by Joseph F. Carasco, Modesta A. Omona, and Lawrence K. Kanyike

In 1993, Uganda inaugurated reforms in the primary education system to improve the quality of education. The reforms included, among other things: new teacher training programmes; training of educational administrators; improvement of school physical infrastructure; and supply of instructional materials. The Uganda IEQ Project ran as an adjunct to the primary education reforms between January 1995 and October 1999. IEQ Uganda supported the education reform through its research activities some of which appeared in previous issues of *The Quality Link*.

In this issue, we report on the exploration by IEQ Uganda of improving teacher quality through participatory action (PAR). PAR is an iterative process that combines investigation with action. The PAR by teachers began in three rural primary schools in April 1998. The report covers the period April 1998–October 1999.

IEQ research was initiated in three rural schools in Uganda and teacher groups were formed in each school. PAR teacher groups provided opportunities for teachers to reflect systematically about their professional growth. The three groups of teachers determined the frequency of PAR meetings, the days of the week when the meetings would take place, and the hours at which the meetings would take place.

In the initial stages, meetings focused on the identification of conditions for quality learning and understanding how these conditions impacted practice. Gradually, the focus shifted toward improvements in instructional techniques. Away from the meetings, teachers, as individuals or as sub-groups, implemented collectively agreed decisions. At subsequent general meetings, they provided feedback on action taken. Core team IEQ researchers facilitated the meetings initially, but gradually “passed on the stick” to the teachers.

Conditions for Quality Learning

Core IEQ researchers encouraged the teachers to reflect on their instructional practices. The teachers began by reflecting on their own memorable learning experiences, and identifying conditions for quality learning. To make the process non-threatening, core team researchers asked teachers to discuss memorable learning experiences in pairs. The members of

each pair reported on each other’s experience, while the teachers in plenary identified the conditions for quality learning that had taken place in the respective cases. After deriving sets of conditions for quality learning (see box 1), the teachers in each of the three schools reflected on their own teaching practices and interactions with pupils. Though most of the teachers were trained (i.e., held teaching certificates), they discovered they were not effectively creating conditions conducive to quality learning in their teaching. A major discovery by teachers was that question-and-answer and lecturing dominated their instructional practice. Consequently, the teachers voluntarily agreed to integrate conditions conducive to quality learning into their lessons to make them more effective.

Box 1

Sample Items from List of Conditions for Quality Learning Developed by Teachers at One of the Schools

- Enjoyable exercise
- Drawing diagrams, charts, figures
- Rewards, prizes for success
- Use of real teaching aids, e.g., plants and insects
- Learning from skilled people
- Experimentation
- Good teacher-pupil relationship
- Practice by learners
- Linking subject to others
- Applying what one has learned

Subsequent teacher meetings evolved into in-depth discussions on a variety of topics related to teacher quality. For example, teachers discussed what they meant by group work and how they could group pupils in their classes. They mentioned random grouping, interest grouping, ability grouping, and gender grouping. They discussed the purposes of grouping, such as to encourage maximum participation, to promote the spirit of co-operation, to build confidence by helping weak learners acquire knowledge and skills from the stronger learners, and to encourage collective problem solving. One teacher talked about the problems he had in keeping pupils on task with group work and another teacher added that she could not use groups with her lower primary pupils because the

classes were too big. The result of this conversation was a more refined question regarding group work: how do we maintain pupils on task during group work? The above group work discussion is typical of several conversations on classroom practice that characterized the PAR activities. Teacher discussions also included learning and relevancy, positive feedback, revising with learners, demonstrations and use of local language.

Methods of Feedback

Further reflection involving the teachers and core team members revealed the need for feedback on teacher performance in applying the conditions for quality learning. For some weeks, the teachers discussed possible ways of obtaining feedback on their action. They eventually settled on variations of (1) self-evaluation, (2) peer evaluation or peer assistance, and (3) pupil evaluation of teaching.

Self-Evaluation

The teachers in all three schools were most comfortable with this

mode of evaluation. Individual teachers did not find it threatening as initially only the individual teacher concerned was aware of the results. With time, teachers were willing to share the results during PAR meetings.

Peer Evaluation or Peer Assistance

This form of evaluation began only after a long process of discussion within the teachers' groups. The teacher had diminished concern with sharing their strengths and weaknesses among their groups. The teachers' major concern was how the information from the evaluation exercise would be used. In particular, they were concerned that the information from this exercise would get to the headteachers and the rest of school management, and could be used against them. At first, the teachers were wary of the motives of the core team IEQ researchers. The IEQ core team of researchers therefore had to convince the teacher groups that the information obtained would remain confidential. The teachers did not need to reveal even to the core team researchers the teachers to whom particular data pertained. Once convinced that they were in control of their own research, the teachers worked out the procedures for the peer evaluation process.



Photo by Jane Schubert

Eventually, teachers felt convinced of the confidentiality of the data through taking ownership of the peer evaluation process. Peer assistance instruments were developed and teachers reported on their peer's performance on lesson planning, time management, use of local instructional aids, use of exercise books and pupil participation. The most significant finding of peer evaluation was the recognition that teachers were mostly using one method of teaching – question and answer – despite the fact that they had learned many teaching methods during their teacher training. This finding resulted in much discussion of other teaching methods and the development of additional training needs. Teachers have continued to refine and practice peer assistance.

Pupil Evaluation of Teaching

Though identified as a possible tool for gaining feedback by the teachers themselves, this method took the most time for the teachers to adopt. First, teachers did not believe that the pupils were capable of giving them useful feedback. Pupils did not know what good teaching was, the teachers argued. Second, the teachers felt that if they sought feedback from their pupils, the pupils would lose respect for the teachers. Teachers generally believed that pupils were supposed to see them as all knowing. Asking the

pupils for comments on teaching would put that status in question. After long discussions, sometimes heated, the teachers decided to try pupil evaluation of teaching. Even with the first trial, pupils at one of the schools surprised the teachers with some precise data about lesson effectiveness (e.g., inadequate seating arrangements for the pupils, and unclear explanations by the teacher). The teachers admitted that they could learn about their teaching from their pupils, and address their pupils learning needs more effectively as a consequence of pupil evaluation.

Conclusion

There is considerable work to be done, but PAR is giving teachers the tools to refine their skills and gain confidence in themselves as professionals. Through PAR, teachers' attitudes have changed significantly toward classroom evaluation. The teacher groups participated in three fora (school, district and national) to report their findings and actions. Teachers reported on conditions of quality learning and teachers' actions to improve teaching and learning through peer visitation and pupil evaluation of teaching. Teachers presented their ideas about improving education in their schools – an important and empowering accomplishment – as this was the first time teachers had directly participated in a district and national education dialogue.

A number of factors have negatively affected the progress of PAR. Not all the teachers have been enthusiastic about PAR. Some of the most experienced teachers at one of the three schools are the ones who have exhibited least enthusiasm. Heavy teacher turnover at one of the schools has somewhat adversely affected progress at that school. In some instances, PAR activities (e.g., peer supervision) have suffered from lack of flexibility in school timetables, shortage of staff and the heavy workloads carried by teachers. The core team of IEQ researchers have repeatedly had to explain to the teachers their inability to provide extrinsic rewards for participating teachers.

Nevertheless, the achievements registered by PAR indicate its potential as a tool for improving teacher quality. While participation has been voluntary, only a minority of teachers opted not to participate. Most teachers participated enthusiastically. They attained higher levels of professional self-awareness, reduced their unwillingness to expose their instructional practices to collegial criticism, and became more professionally accountable to each other for performance within the context of PAR. They used PAR as a tool to build and validate their own knowledge as professionals. That enabled them, at district and national forums, to discuss confidently instructional practice in the presence of previously feared senior education officials. Through pupil evaluation of teaching, they became more responsive to the needs of their clients, the pupils. Moreover, teachers had some access to data from the PAR

activities of the pupil and community groups. That information enabled the teachers to learn more about the instructional expectations of those groups.

The application of PAR in the three schools showed the PAR to be a potentially viable supplement to the efforts of the often too distant, teacher threatening and/or overloaded officials formally responsible for instructional supervision. Participatory action research has a role to play in improvement of teacher quality. See Box 2.

Box 2

The teachers while seated in a relaxed mood under a tree in the compound embarked on the discussion that generated a checklist (key areas) to be observed during the peer evaluation exercise. They included: lesson plan and scheme of work, teaching/ learning aids, varying the teaching methods, time management, ... teachers' comments in marking. On this point [teachers' comments on pupils' work], Mary, a senior teacher stated, "Bad remarks discourage learning from taking place. For example, remarks like 'poor' should be replaced by "please improve' or 'work hard for better performance'."

The meeting ended informally in a conversation. John, a new untrained male teacher confided in me, "I learned two things in this meeting: "Teachers should desist from making discouraging remarks, e.g. 'very poor' or crossing out the learners' work. Instead remarks that promote learning should be used." The now excited John posed a question to the senior teachers, "You senior teachers, why don't you educate us on these important matters?"

When I probed further to find out whether the new teachers seek for such guidance and information from the senior teachers, John was frank with me: "Not really. At times we don't know what advice to seek, but out of our discussion in IEQ meetings many new things are coming up and we are learning a lot." (Denis, August 4, 1999)

School Language Policy and Bilingual Education Focus of IEQ/Ghana Project

By Shirley Miske, Technical Advisor, IEQ

IEQ is collaborating with the Ghanaian Ministry of Education to re-examine Ghana's current school language policy. The policy states that "...in the first three years of primary education, the Ghanaian language prevalent in the local area is to be used as the medium of instruction, whilst English is studied as a subject."

Efforts to implement this policy have met with numerous challenges. Sixty different languages are spoken in Ghana, and teachers and pupils may not speak the same Ghanaian languages. Teacher education programs cannot equip students to teach in all sixty languages. Printed resources for teachers and pupils in Ghanaian languages are few, and communities or teachers may discourage the use of the language of the local area in school, preferring that English be used instead.

The Language Policy Implementation Study

IEQ researchers are engaged in a qualitative research study to inform the language policy dialogue and to improve



bilingual practices in primary education. A primary goal of the Language Policy Implementation study is to generate knowledge about the use of the Ghanaian language and/or English as the medium of instruction in the classroom in order to improve teaching and learning in primary schools. In the fall of 1999 researchers carried out the first of three rounds of data collection for Year One of the two-year study. Case study data were collected through systematic classroom observations, interviews with school personnel, pupils, parents, district supervisors, and community members, and by examining documents such as pupil exercise books. Research teams conducted data collection in primary one through three classes, where a Ghanaian language is to be the medium of instruction, and in primary four, where pupils make the transition to English instruction only. Researchers observed the teaching of mathematics, English, science (P4 only), environmental studies, and Ghanaian language and culture.

Language Study Sample

The six school sites selected for the Language Policy Implementation study reflect the variety of linguistic, social, and economic contexts of Ghanaian public primary schools. Included are schools in the south and in the resource-poor north; urban, rural, and peri-urban communities; a university-affiliated school and a “settler” school that receives pupils from many different language backgrounds and regions. “Non-implementation” schools where English is the medium of instruction and entering pupils speak fluent English, and “over-implementation schools” where the Ghanaian language is used beyond primary four are also part of the study. There is also a school where teachers do not speak the same Ghanaian language(s) as the pupils.



Teacher Quality Measurement

Since teachers' instruction is central to the implementation of Ghana's language policy, six of the study's eight sub-questions probe teachers' actions and beliefs. The questions address teacher preparation and staff development in bilingual teaching; teachers' attitudes, use of materials, and interactions with pupils in the classroom; and teachers' ability to use a Ghanaian language in their teaching. Other questions address parent and community attitudes toward language of instruction, pupil interactions, and supervisory support for language policy implementation in schools and classrooms. Many factors shape the quality of teachers and

of teaching and learning. By attending to the socio-cultural, linguistic, pedagogical, and organizational factors that influence quality, the Language Implementation study expects to produce important information for improving teaching at the primary level.

Collaborative Partnership

IEQ II is a unique collaboration of professionals from three universities and the Ministry of Education

(MOE). The team includes four teacher educators (University of Cape Coast and University College of Education at Winneba); an anthropologist and a linguist (University of Ghana/Legon); one MOE administrator each from teacher education and primary education; and an evaluation project statistician. The value of such cross-institutional partnerships is already evident in researcher participation in MOE/donor seminars, and MOE officials' participation in school-based data collection and analysis. Researchers learn firsthand of constraints facing the MOE; MOE officials experience the rigor and complexity of conducting research; and the teacher educators, anthropologist and linguists exchange valuable insights about culture, language, schools, and education. In addition to this fruitful dialogue, researchers are developing skills in designing and conducting school-based qualitative research. Initial findings from this collaborative effort will be available in February 2000.

Primary School Teacher Efficacy: Mangochi and Balaka Districts

IEQ Malawi *By: Docks R. Jere, Elias S. Kaphesi, Yoas T. Kamangira, Francis Mabeti, Henri G Chilora*

The issues of formal education at any level in Malawi have been of paramount importance since the colonial era. However, many learners were excluded from educational opportunities, especially at primary (basic) level, because of factors such as: over-age; school fees; and uniform policies. The removal of these factors through the introduction of Free Primary Education (FPE) in 1994 suddenly and dramatically increased the school enrollment by 70%—from 1.9 million to 3.2 million children.

This article highlights some of the critical challenges encountered by the Malawi Government as a result of the increase of school enrollment and the role of the IEQ/Malawi Project (a partnership between the Malawi Institute of Education and Save the Children) to support the Government's attempts to improve the quality of education in Malawi. As in other countries where FPE has been introduced, the expansion of the infrastructure (e.g. school facilities, trained teachers, educational materials) is less rapid than the expansion of the school population. For example, the teacher/pupil ratio may be as high as 1:120 and the textbook/pupil ratio in some classrooms may be 1:4. In addition, parents' expectations for their children's education soared. The enthusiasm to teach and learn was marred by frustrations and disappointment. This situation adversely affected the quality of primary education in Malawi.

The Government has embarked on several strategies to address these problems such as widespread hiring of teachers, establishment of a Teacher Development Unit, and construction of new classrooms. In February 1999 the Malawi Institution of Education established a partnership with Save the Children Federation (US), Mangochi Office to form IEQ/Malawi which is currently undertaking a study of primary schools in Mangochi and Balaka Districts of Malawi (reported in Issue #2 Quality Link). A major goal is to strengthen the capacity of Malawian educators and researchers to systematically explore the implementation of a program to improve teaching in primary schools. The findings from the



Photo by Peter Kapakasa

research are then shared throughout the system so developers, programmes and policies which address system needs may be based on actual experience and outcomes. IEQ/Malawi hosts a variety of events to discuss the findings as they inform educational quality and to encourage the use of research as a tool in discussions related to educational reform.

One focus of the study addresses teacher quality. In Malawi approximately 22,000 untrained teachers (e.g. two years of secondary education; Junior Certificate of Education) were recruited to redress the acute shortage of teaching staff following the introduction of FPE. IEQ/Malawi examines content knowledge; pedagogical skills; and perception of one's ability to fulfill teaching responsibilities and links these factors to classroom behavior. Baseline data were collected in February 1999 and followup data were collected in October 1999, following an intervention developed and implemented by Save the Children. Questions provided by stakeholders include: What are the characteristics of the teachers who are affected by levels of knowledge, training? Is the intervention an opportunity for learning and changing behavior? Are there differences in instructional approaches between teachers whose first language is other than Chichewa? Data gathered from the teachers (in addition to basic descriptive information) include: instructional materials used and those which exist within the system; type and levels of community support; distance between school and residence; reports on types of administrative and instructional support; relationship with the community; relationship with parents; and human and material resources available. Because all attempts to reform any aspect of education must ultimately reach the pupils, a variety of information linked to pupil performance is also collected.

Examples of findings from the baseline data are that:

1. About 9 of our 10 teachers who were observed had schemes of work. For $\frac{3}{4}$ of the teachers, the schemes of work were rated as good or outstanding. Slightly fewer teachers had lesson plans for the specific lessons that were observed and for about 8 out

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Teacher Performance and Education Quality: A Need to Focus on First Grade

By Fernando Rubio, Rigoberto Vásquez, and Matías Gutiérrez

of 10 teachers there was a slippage in the availability and maintenance of record keeping.

2. During Math lessons: more than 8 out of 10 teachers follow the language policy and use language pupils can understand; about 3 out of 10 teachers use the mother tongue to help learners grasp the point being made; textbooks were not used in about one-half of the lessons; about one-half of the lessons use locally available teaching and learning aids.

3. During English lessons: about 7 out of 10 teachers follow the language policy; less than 2 out of 10 teachers use the mother tongue to help the learner grasp a point being made.

4. One of four teachers indicated they were never observed while teaching.

5. About one-half of the teachers reported that their primary support came from the Headteacher.

6. Almost no teachers indicated attendance at any in-service sessions between 1996 and 1998.

IEQ/Malawi will host a National Seminar in February 2000 to report the findings of the baseline and followup data collection. Additional followup data will be collected in October 2000.

Introduction

The historic Peace Accords, signed in December 1996 between the Government of Guatemala (GOG) and the *Unidad Revolucionaria Nacional Guatemalteca* (URNG), ended a 36-year civil conflict that took place largely in rural areas of the country. The Accords were designed to respond to historical neglect and under-investment in education and highlight the fundamental role of education in fostering economic opportunity, democratic participation, social inclusion, and multicultural understanding. The Peace Accords committed the GOG to support programs aimed at benefitting the rural poor, women, and indigenous groups and assign a high priority to educational reform. Key elements in the Peace Accords mandate a dramatic expansion in educational coverage, better quality, expansion of intercultural and bilingual education, a sharp increase in education sector investment, equity across gender and ethnic groups, and wider community control and participation.

IEQ (*Proyecto MEDIR*) is working with USAID and its partners involved in



Photo by Rigoberto Vasquez

educational reform, as it is with them that the implementation of programmatic change rests. The Directorate of Bilingual Intercultural Education (DIGEBI) is responsible for training bilingual teachers in the Ministry of Education. In order to target training to best meet the needs of children and the goals of the reform, a DIGEBI/MEDIR team carried out a study of teacher characteristics and classroom performance in the department of El Quiché. El Quiché is among the areas most under-served by Guatemala's educational system.

bilingual education to build capability in monitoring/evaluation and applied research so that the elements of schooling affecting the performance of students can be identified locally and decisions made regarding improvement in the quality of bilingual education service delivery in Guatemala.

Teachers are one of the central elements in any implementation of pro-

IEQ Malawi: A Partnership between Malawi Institute of Education and Save the Children Federation

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Limited educational resources, especially in student’s maternal language, a generally recognized poor quality of teaching, and being the geographical center of the civil war have all contributed to this condition.

Methodology

The study focused on the first educational cycle of primary school (preschool through third grade). A multi-method design consisting of inventories, checklists, classroom observation forms and focused interviews was employed in a sample of 124 teachers in 55 schools to measure the implementation of the DIGEBI program in El Quiché. The study examined: the experience that teachers bring to the classrooms (languages spoken and written, academic preparation, years teaching); the degree to which teachers have mastered the principles of DIGEBI and are committed to them; what teachers do in the schools (types of activities, types of interactions with students of different genders); and how teachers participate in the life of the school (develop projects with parents), as well as other variables related to issues such as physical conditions of the schools, student participation in the classroom, and families’ views on different cultures.

Summary of Findings

Student performance was uneven with the greatest difficulties being encountered at the first grade level. Promotion rates from first to second grade were significantly lower than other grades for both boys and girls with 53% of first graders of both genders being promoted compared to more than 77% of children in other grades. Repetition and drop-out rates were also higher, and first graders participated less in the classroom than children of other grades.

The performance in the first grade seemed largely related to the experience of the teachers, as a significantly higher number of teachers who were in their first year of teaching were found at this grade level. The observed use of Mayan by bilingual teachers in the classroom dropped from 60% for preschool teachers to 40% among first grade teachers. While the use of Mayan in the classroom continued to drop in higher grades, the degree of the decrease was significantly less,

Performance of First Grade Teachers

Grade Level/Teacher Performance	First Grade	Other Grades
Teachers in First Year	50%	30%
Drop in Use of Mayan from Previous Year	20%	8%
Interactions Initiated by Students	27%	33%
Students Called on by Teacher	37%	45%
Projects Initiated with the Community	30%	60%

averaging about 8%. Teachers’ interactions with students in the classroom allow little opportunity for student participation. Teachers favor boys over girls, as girls’ active participation was at 70% of their presence in the classroom compared to 124% for boys. However, less than half of the children of either gender in a classroom interact with the teacher on a given day. Thus, many of the students are unlikely to have meaningful contact with the subject matter, limiting their opportunities to learn.

This is especially true in first grade, where fewer students interact with the teacher than in other grades. Finally, first grade teachers are significantly less likely to initiate projects with the community than teachers at other grade levels. Again, this appeared to be related to the relatively high percentage of teachers in their first year who had not yet established a relationship with the community.

Discussion

The results suggest that there must be a focus on first grade in all refinements in pedagogical practice. This is the level where the greatest drain to the system occurs, and where a concentrated effort to aid children in being successful in the first grade can greatly increase the efficiency of schooling in El Quiché and elsewhere in rural Guatemala. Not using the preferred language of the children runs the risk of limiting their understanding of the subject matter, as well as endangering the full development of literacy in the first language. Similarly, involving all children in classroom activities must be a priority for schools in El Quiché if children are to take advantage of the subject matter and the child-centered learning goals of DIGEBI are to be met. Targeted training for first grade teachers, especially those with little experience, focused on two basic areas might help DIGEBI meet its pedagogical goals: decentralization/individualization of instruction; and use of the mother tongue in providing academic content.



Photo by Rigoberto Vasquez

New IEQ Activity

Hurricane Mitch Relief

Honduras

November, 1999 to March, 2002

By William Darnell, Technical Advisor, IEQ

IEQ, in partnership with EDUCATODOS, (the Honduran Ministry of Education's alternative delivery system for primary school equivalency), has just begun a Task Order as part of USAID-sponsored Hurricane Mitch relief efforts. The Task Order's main objective is to help local educators deal with the effects of Hurricane Mitch on the Honduran education system by upgrading and expanding access to a middle school education by Honduran youth. The IEQ 2 team recognizes that many countries experience relief, transition, and development education problems simultaneously and has designed an integrated program in Honduras to address simultaneous education policy dialogue across relief and development efforts. Such efforts must focus on the rapid restoration of schooling or face the risk of a lost generation of children without the skills and knowledge they need to compete in a complex society. The havoc caused by the hurricane contributed to significant delays in accomplishing the expansion of the current EDUCATODOS alternative education program to include grades 7-9, which will include increased strengthening of workplace skills and productivity among youth to assist in the economic recovery.

"...The IEQ 2 team recognizes that many countries experience relief, transition, and development education problems simultaneously and has designed an integrated program in Honduras to address simultaneous education policy dialogue across relief and development efforts. Such efforts must focus on the rapid restoration of schooling or face the risk of a lost generation of children without the skills and knowledge they need to compete in a complex society..."

IEQ is uniquely equipped to assist Honduran educators in their efforts to recover from the devastating effects of Hurricane Mitch on the education system and thereby provide direct support to the USAID/Honduras Special Objective - *Critical Hurricane Reconstruction Needs Met* and the Intermediate Result - *Educational Opportunities Improved for Hurricane-Affected Students*. IEQ's focus on hands-on technical assistance in which capacity building occurs as part of implementation, facilitates rapid recovery. Emphasis on the reality of teaching and learning



Photo by Jane Schubert

and improving the utility of the education experience through systematic assessment and feedback will ensure that instructional delivery provides students with the skills needed to contribute to economic and infrastructure recovery.

IEQ will: 1) assure that an integrated middle school curriculum (grades 7-9) including complete sets of texts, and other complementary instructional materials is developed and tested. Materials will be developed incrementally by grade level. 2) provide training for trainers who will prepare teachers and facilitators to use the curriculum; 3) develop instruments for the assessment of student mastery of the curricular content; 4) support the creation of interactive radio instruction scripts and materials necessary for delivery of the curriculum through distance

education techniques; 5) conduct evaluations and feasibility studies, as required to determine the potential of instructional television or computerized instruction as channels for delivery of the curricular content; 6) build the capacity of the Ministry of Education distance education program (EDUCATODOS)

to coordinate and manage curriculum development and instructional delivery through several media simultaneously; and secure private sector clients for the non-formal program through a targeted marketing plan.

Overall Technical Strategy

The technical and management challenge of the task order is daunting. Under the most favorable conditions, the development of three grades of new curriculum materials with a new focus on practical, school to work transition represents a significant amount of work. The requirement of adapting the curriculum and materials for an alternative delivery system using various distance education media, including radio and computers, to serve a different educational audience increases the challenge measurably. While the urgency of the post-Mitch disruptions to the Honduran educational system make an accelerated program inevitable, very real tradeoffs exist when sequential tracks are implemented simultaneously.

The strategy includes systemic planning; a sequential, rolling design in the first year to pilot materials and approaches; integrated implementation with

(Continued on page 12)

The strategy includes systemic planning; a sequential, rolling design in the first year to pilot materials and approaches; integrated implementation with multi-disciplinary teams; virtual teaming; stakeholder participation in all stages; capacity development; and continuous assessment.

An instructional systems approach will guide curriculum development. The middle school curriculum is thought of as a complex of pedagogical inputs (curriculum, materials, tests and teacher training) that help shape student learning outcomes. This requires an integrated effort across subjects and grade levels, even if implementation of the curriculum takes place sequentially. The delivery system will use interactive radio, print material (texts), other alternative media and classroom mentors.

Another core element of the IEQ 2 approach in Honduras is participatory development and capacity building. These are essential ingredients for sustainability. Additionally, the strategy includes continuous program assessment of progress and obstacles to allow for quick adoption of strategies to experience, as well as to document the experience of rapid implementation in a crisis environment. This rapid feedback mechanism is built into the formative evaluation of each component as well as in the project level research and the institutional strengthening component.



Photo by Rigoberto Vasquez

New IEQ Activity

Social Communications Project, Guatemala

By Fernando Rubio

In December 1999, IEQ negotiated a task order for an eleven-month effort in social communication in support of USAID/G-CAP's initiatives in education in Guatemala. The social communications activity is designed to contribute to USAID/G-CAP's Strategic Objective #2 - *Better Educated Rural Society*, and the Intermediate Result #3 - *Education policies and strategies that enhance gender equity and cultural pluralism are implemented*. IEQ will provide technical assistance and tools to support the ongoing efforts of the Ministry of Education, the Consultative Committee on Education Reform and key indigenous civil society organizations to promote strategic dissemination of tools and information that will increase support of the education reform in terms of improving quality. The activity, which coincides with a new administration taking office in Guatemala, offers an opportunity to inform the new national and local opinion leaders on the status of education in the country and to enhance the capacities of Guatemalan education partners to plan and carry out future social communication efforts.

The objective of the Guatemala task order is to assist USAID and its partners in their efforts to improve and enhance the quality of primary education in Guatemala. This will be accomplished by a communication strategy that focuses on key aspects of the education system that impinge on the success of children in school. Special attention will be paid to the issues of cultural pluralism and gender equity in development of the strategy. The social communication project will further this objective by achieving four goals:

- ! Provide social communication tools focused on key reform area for use by national and local opinion leaders;
- ! Improve local capacity for planning and conducting social communication efforts;
- ! Create opportunities for dialogue among opinion leaders about the improvement of education quality; and
- ! Develop indicators and measures for assessing the impact of social communication efforts.

The project will build on and complement the efforts of the ongoing IEQ project in Guatemala. The IEQ team will assume responsibility for carrying out five principal tasks: assess the perspectives of national opinion leaders and education leaders at both the national and local level regarding educational reform; identify key users of social communication tools; development of a set of social communication tools; disseminate the tools through a variety of channels; and monitoring the results of the tools among national opinion leaders and education leaders at national and local levels.

Information Quality Impacts Teacher Quality

Global Information Networks in Education (GINIE) By Maureen McClure

One of the cornerstones of educational quality is information quality. Parents expect classroom teachers to provide students with high quality content in their textbooks. Administrators and policy makers require high quality information for their decision-making.

The growth of democracy, market economies and global telecommunications technology is putting pressure on educational systems to respond to growing demands for information quality even in the most remote places of the world. Citizens must be able to judge the quality of the information they receive about political candidates. Consumers need to judge the quality of the promotional information they read in a newspaper, hear on the radio or see on TV.

Information quality is an important component of 'secondary literacy.' Primary literacy helps people learn basic reading and writing skills. Secondary literacy helps people prepare for success at work and in a civil society. Information literacy can help people learn to place the information that they have into a useful context. One aspect of information literacy is information quality. For example, classroom teachers may know that students failed a reading test. These teachers may already know that the children are weak from hunger, depressed by trauma or afraid of their own future. If they know how to use classroom instruments and approaches that assess and address the effects of trauma on the child's cognitive functioning and ability to learn, then teachers have better quality information to guide their decisions.

Improving Information Quality Can Improve Teacher Quality: Sierra Leone

IEQ II's crisis education project, the Global Information Networks in Education (GINIE) project, began working in June, 1999 with UNESCO's Institute of Education (UIE), the Ministry of Education, Youth and Sports (MOYES), and Plan International, to improve teacher quality. The civil war devastated the education profession, as many teachers fled the country, were killed or maimed, or left for better paying jobs in other sectors. MOYES faced two overwhelming problems. First, large numbers of replacement teachers had to be rapidly trained. Second, many students and teachers were badly traumatized by the war.

The international community's most seasoned professionals reported that the impact of the brutal war on children was the worst they had seen.

Using GINIE to Improve Information Quality

A rapid education teacher training team of international and MOYES professionals met in Freetown to construct a teacher training guide that could accompany the 'school in a box' kits they were preparing. The MOYES team prepared materials that could be published quickly. They were supplemented by materials created, for the most part, by similar teams in other African countries and stored in the GINIE database. These materials were downloaded from the Internet and adapted for use in Sierra Leone. The well-organized team was thus able to prepare a comprehensive teacher training manual in record time.

Upon review, however, the materials were judged incomplete. The team decided that it needed fairly simple psycho-social instruments and follow-up activities that teachers could use to assess trauma in children. They used the GINIE inquiry management system to request information about classroom assessment tools for psycho-social trauma. GINIE forwarded the request to the Interagency Consultation on Humanitarian Assistance and Refugee Education (ICHARE) listserv (emer-edu).

Within a couple a days, over fifteen people responded. Many were not members of the emer-edu list. Several respondents were eminent US clinical psychologists and researchers with expertise in the area of children and violence. These experts and concerned others included: James Garbarino (Cornell), Kenneth Fletcher (University of Massachusetts), Sandra Azar, (Clark University), Jewell Gould (Director for Research, American Federation of Teachers), Mike Wessells and Christopher Lowry.

Within a short time, the team decided that it needed to assess psycho-social trauma and cognitive functioning separately. Teachers needed to know not only if children were traumatized, but also how ready they were to learn. These classroom assessment tools were completed and added to the kits. The rapid education teacher training team of international and MOYES professionals were able to access and utilize high quality information through GINIE and ICHARE which allowed for the development of more effective and appropriate teacher training and student assessment tools in Sierra Leone.

You can learn more about improving educational quality in countries in crisis and transition by visiting GINIE's Sierra Leone site at

<http://ginie.sched.pitt.edu/countries/SierraLeone/index.html>

If you are interested in materials to help children in crisis, visit the IEQ/UIE site on Education as a Humanitarian Response at

http://ginie.sched.pitt.edu/prof/edu_complex_emer.html

If you are interested in joining the emer-edu list, please send an e-mail request to ginie@pitt.edu.

Other websites of interest:

GINIE project (ginie1.sched.pitt.edu),

IEQ II project (www.ieq.org)

UNESCO's Institute of Education (www.unesco.org/education/uiie/)

Plan International (www.plan-international.org/)

IEQ Participation in CIES Conference :

IEQ-Hosted Pre-session

The purpose of the pre-conference session is to stimulate dialogue and identify country-based approaches about critical issues which challenge the commitment within many countries to provide quality education for children of primary schoolage. The Improving Educational Quality (IEQ) Project will host the small-group discussions which will be led by IEQ team members from: Ghana; Honduras; and Malawi. The issues to be discussed (which are issues being addressed in IEQ partner countries) are:

Language policy in lower primary schools - whose agenda is it? Many countries require indigenous language as the medium of instruction in lower primary schools, but in some areas the parents prefer the medium of instruction to be the primary language of the country because such knowledge opens vocational opportunities within the country. What's best for the child?

Universal primary education or quality education - how do they coexist? Many countries have implemented reform efforts to improve teaching and learning in primary and secondary schools while simultaneously providing access to an education as a basic human right. Increased access puts stress on the system! How to resolve the tension between quantity and quality to focus on learning?

Quality teaching as a prerequisite to pupil learning - is this a losing battle? The teaching profession often lags behind the "quality" dimension because both continuous in-service training, ongoing in-service teacher support and pre-service education must be aligned. How can this happen?

Diverse, contextually-based methodological designs (using both qualitative and quantitative approaches) hold the potential widespread utilization of findings. How do such methodologies function within a policy-related environment? How can they improve practice? How can research be conducted and the findings presented in usable ways within a "reasonable" time frame?

Within the theme "Facing the 21st Century: What Do we Know, What Can We Contribute?" these discussions address issues that exist (but continue to be critical challenges) across both IEQ sites and in many other development contexts; use IEQ host country representatives in leadership roles; reflect the maturation of the IEQ conceptual approach over the past 8 years; encourage interaction and sharing among the session participants; and produce written summaries of the discussions for distribution and through the IEQ Website. The issues raised by IEQ within this session must be addressed if progress toward improving teaching and learning is to be realized.

IEQ Conference Presentations

School and Language Policy, Research, and Practice: Insights from IEQ projects in Ghana and Malawi

Symposium panelists will discuss findings from current school and classroom research on languages and learning in the context of national language policies.

Speaker: Kingsley Andoh-Kumi, Language Center, University of Ghana/Legon

Presentation: IEQ Ghana- Qualitative Research from the University/ Ministry Partnership: *Informing School Language Policy Decisions.*

In a country where sixty languages are spoken and English is the official language, Ghanaians have debated which language of instruction to use in primary school pupils for most of the century. The current policy calls for a Ghanaian language to be the medium of instruction for three years, with a transition to English-only in Primary 4; however, the policy is marked by non-implementation. Findings from the IEQ multi-site qualitative research study on policy implementation and implications for Ghana's language policy will be discussed, along with aspects of the IEQ partnership between policymakers, Ministry of Education officials, and three universities.

Speaker: Docks Jere, MIE, and Lester Namathaka, Save the Children/US

Presentation: IEQ Malawi- A Partnership between Save the Children/US and the Malawi Institute of Education- *Contributing to the Language Policy Debate.*

As in Ghana, language policy implementation and efficacy are high priority topics amongst Malawian educators and policymakers. With over 16 local languages, Chichewa is the national language. English is the official language. Government policy deems instruction for standards 1-4 should be in local languages, and in English after standard 4. Malawian panelists will describe research findings regarding how teachers implement the policy and its impact. Results from longitudinal research (involving approximately 2000 pupils from 200 classrooms) offer math and literacy comparisons of children whose first language is Chichewa with children for whom Chichewa is a second language and English is a third.

Calendar

EVENTS

January 14th, 2000. Meeting of the Haitian Educational Research Group (HERG)

The HERG meeting will be reviewing plans for future collaboration with the IEQ project.

February 7-9, 2000. National Conference, Malawi.

IEQ will host a National Conference in Malawi with a presentation from Save the Children and UNICEF on the type of school data that has been collected in Malawi. The conference is expecting 50 participants.

March 7, 2000, 9AM-12PM. IEQ- hosted Pre-session, CIES Conference.

The Improving Educational Quality Project will host the small-group discussions which will be led by IEQ team members from: Ghana; Honduras; and Malawi.

March 13-17, 2000. IEQ Team Exchanges.

IEQ Teams Exchanges will occur in Washington, DC, following the CIES conference in San Antonio Texas.

March 15, 2000. IEQ Exchange for IEQ colleagues and donor organizations.

IEQ to host an informative exchange for IEQ colleagues and donor organizations.

April, 2000. National Conference in Bilingual Education, Guatemala.

MEDIR (IEQ)/ DIGEBI (MOE) to sponsor the Conference which will bring together researchers, practitioners and policy makers to discuss the status of bilingual education in the country and strategies and policies for improving educational quality.

March 3- April 3, 2000. The Education and Democracy Global On-line Policy Dialogue.

IEQ will host a global internet-based discussion about the relationship between education and governance. The discussion will provide participants with an opportunity to interact with experts and practitioners in education and democracy/ governance.

WORKSHOPS

Jan. 4-6, 2000. Learners' Assessment Workshops, Honduras.

Abigail Harris conducted learner's assessment workshops in Tegucigalpa, Honduras.

January, 2000. Radio scriptwriters Workshop, Honduras.

Victor Vasquez & Rossina Bolaños to train radio scriptwriters for the new IEQ activity in Honduras.

February or March, 2000. Early Childhood Education Workshop, Guatemala.

IEQ Guatemala to conduct a workshop involving 10-15 researchers and early childhood educators to be carried out by an international specialist in ECE. This seminar will produce instruments to be used to collect data in the early childhood education programs.

Jan. 24-Feb. 5, 2000. Qualitative Data Analysis Workshop, Ghana.

The research teams from IEQ/ Ghana Language Policy Implementation project will meet at the University of Cape Coast, Cape Coast, Ghana, for a workshop on qualitative, case study data analysis and write-up. Shirley Miske will facilitate the workshop.

April or May, 2000. Research Strategy Workshop, Network of Mayan Researchers, Guatemala.

In order to strengthen methodological capacity of the host country research community, IEQ Guatemala will engage in a collaborative research activity by the Network of Mayan Researchers. A workshop will take place to develop and test instruments and develop a unified data collection strategy.

An Invitation to Participate in Education and Democracy: A Global Policy Dialogue

The Global Education and Democracy On-line Policy Dialogue will take place over a four week period from March 3rd to April 3rd, 2000.

o **Introduction: March 3rd** – An on-line review of the agenda and the framework for participating in on—line dialogue

o **Week One (March 6— March 12)** Topic: How do classroom teaching and learning practices contribute to democratic behaviors and values? Discussion issues: can pedagogy affect democracy? How can the content of curriculum and educational materials influence attitudes and practices about democracy? How can the classroom environment best address the needs of girls and minorities? In what ways can students be effectively involved in classroom and school governance, and does such influence influence democratic behavior? What data do we have that documents the impact of classroom practice on democracy?

o **Week Two (March 13— March 19):** Topic: What role can communities play in shaping the democratic character of children, schools and the larger educational system? Issues: How can parents play effective roles in schools and education? What does it take to get parents involved in schooling? How does what children learn at home and in their communities influence their beliefs and practices about democracy and governance? How can we best measure the effectiveness of community participation in education?

o **Week Three (March 20— March 26)** Topic: How can the organization of schools and educational administrative systems model the best organizational practices of civil society? Issues: How should responsibility and authority best be distributed between central, regional, and local educational governing structures? What organizational and principles and practices have proven to be most effective for the operation of schools in different settings? How have participatory forms of school governance had an impact on educational quality?

o **Week Four (March 27— April 3)** Topic: What is the role of constitutional bodies, such as legislatures and courts in framing democratic education principles and practices? Issues: How should governments address the tension between educational equity and excellence? Is universal access to education a good thing in all countries? How can policies in the areas of school finance, language of instruction, and student assessment best address equity and excellence?

The IEQ Project will produce a publication summarizing the recommendations and findings of the EDU-DEMOC policy dialogue. Should you make a contribution that is included in this document, you will be given a publication credit.

To sign-up as a participant please contact Llittle@edc.org. For further information contact: Ron Israel at Risrael@edc.org

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Letter from the Editors

The purpose of the *Quality Link* is to introduce in each issue a major theme related to educational quality which IEQ is addressing in host countries. Each issue of the *Quality Link* also provides an update on activities in our partner countries, recent IEQ exchanges, and our calendar of events. We distribute the *Quality Link* to partners in development both within the United States and in IEQ host countries. Visitors to our website (<http://www.ieq.org>) can also view complete issues of the *Quality Link* in English, French, and Spanish.

Please contact us with any comments, suggestions or questions you may have regarding the *Quality Link*.

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