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## About the Improving Educational Quality Project (IEQ)

Developing countries have made significant advances in providing basic education to their primary school-age populations. However, at all levels of national education systems, the human and financial capacity to meet the competing requirements of universal access and sustainable quality improvements is strained. For example, most primary school systems suffer from inadequate school facilities, shortages of trained teachers, assessment systems that emphasize high-stakes testing at the end of a cycle rather than ongoing monitoring and assessment, and parents and communities who have been discouraged from participating in their children's education because of lack of information. IEQ—using a process defined by each country's national priorities and working in partnership with educators and researchers—examines diverse issues such as these. Since 1991, more than two hundred individuals in fifteen institutions in seventeen countries have participated in an IEQ research activity.

The essence of IEQ—to strengthen the capacity of host-country educators and researchers to examine teaching and learning, is reflected in the nearly one hundred and fifty publications and products in this catalogue. The technical reports and papers, journal articles, media products, and newsletters document the activities that have illuminated how national reform efforts affect the educational experience, with special attention to teachers' skills and pupils' achievements. The names in this catalogue and the publications and products that resulted from their commitment represent national resources available to the educational systems within each country. It is an honor to work with such dedicated colleagues and friends.

IEQ is managed by a consortium led by the American Institutes for Research (AIR) in collaboration with the University of Pittsburgh; Juárez and Associates, Inc.; the Education Development Center, Inc. (EDC); and the Academy for Educational Development (AED). In addition to the many authors of the publications and products, this catalogue reflects the collective energy and skills of many individual representatives of the IEQ consortium. Thanks to all for your prodigious effort in producing this catalogue.

None of the work conducted under IEQ would be possible without the support of our colleagues, both at the Center for Human Capacity Development in USAID's Global Bureau, which funds the core activity, and at each USAID Mission and Bureau that has enabled partner countries to participate in IEQ. Thank you on behalf of the entire IEQ family. I hope that the knowledge and experience conveyed in this catalogue will provoke dialogue and provide insight into actions that improve the quality of education in diverse educational environments.



Jane G. Schubert  
Director, Improving Educational Quality Project  
January 2001



## Obtaining Publications & Products

Most items may be downloaded electronically or ordered from USAID using the document identification numbers provided. To order from USAID, visit [www.dec.org](http://www.dec.org), send e-mail to [docorder@dec.org](mailto:docorder@dec.org), phone 703-351-4006, or fax 703-351-4039. Be sure to specify the title and document identification number of the item you are requesting. A nominal photocopying, handling, and postage charge may apply to certain orders. However, USAID employees, USAID contractors overseas, and USAID-sponsored organizations overseas; and universities, research centers, government offices, and other institutions located in developing countries may receive publications free of charge.

Some material may be downloaded electronically from the IEQ Web site at [www.ieq.org](http://www.ieq.org). Other items—those without document identification numbers—must be ordered from IEQ directly. Contact information is printed on the back cover of this catalogue.

This catalogue will be updated periodically. See the IEQ Web site for the most recent version.



# Technical Reports: Findings Generated by IEQ Research

*These research reports and technical papers present results of long-term research efforts. IEQ applies a multi-methodological approach to systematically examine how a national reform activity is being implemented locally. When noted, research instruments are included.*

## **Case Study Anthology: Country-Based Implementation Activities**

*Forthcoming*

This anthology presents case studies of how the IEQ approach was applied in specific countries by local educators and researchers. Authors from each country describe “defining decisions” that guided the technical designs of the locally based research efforts and how they addressed the issue of quality. Chapters address case studies from ENE, Ghana, Guatemala, Haiti, Honduras, Jamaica, Malawi, and Uganda.

## **Evaluative Study of the Institutional Viability of *Telebásica*/Honduras**

*Patricio Barriga, Gloria Gamera, and Seth Spaulding, forthcoming. Also available in Spanish.*

*Telebásica* is a Honduran adaptation of the Mexican *Telesecundaria* program, which provides seventh- through ninth-grade instruction through use of a comprehensive set of instructional materials, including television modules distributed by satellite. Under an agreement with the government of Mexico, Honduras has been experimenting with the use of the materials in *Centros de Educación Básica*, which are essentially elementary schools that have added grades 7–9 in order to expand educational opportunities. This study examines student achievement in the experimental centers, the opinions of teachers, students, parents, and community leaders about the program, the content of the curriculum, what resources would be necessary to expand the program, and the relationship of the effort to other projects and programs in Honduras.

## **Implementation of the School Language Policy in Ghana: Interim Report**

*IEQ/Ghana Core Research Team, June 2000, 86 pp. USAID document no. PN-ACK-322.*

Ghana’s School Language Policy calls for the predominant language of an area to be used as the medium of instruction for primary classes 1–3 and for English to be the medium thereafter. This report provides results from a multi-site, qualitative research project designed to discover the range of ways the policy is being implemented and to probe some of the reasons why it is being implemented in these ways. The study recommends that teacher training colleges “solidly incorporate” methodologies into their curriculum for using and teaching local languages and English as well as for teaching second local languages when necessary.

## **Orava Project Evaluation Report**

*Joanne Brady and Jody Spiro, January 2000, 91 pp. USAID document no. PD-ABS-787.*

The Orava Project's goal was to help Slovakia restructure its education system to reflect its commitment to new democratic processes and prepare the next generation of citizens to participate in them. This evaluation focused on the educational practices of the Orava Project, conducted classroom observations, collected data from key stakeholders, performed comparative analysis of program results, and reviewed records and evaluations of training programs. (Includes research instruments.)

## **Classroom Assessment at Jamaica's Teacher Training Colleges for Primary Teachers: A Needs Assessment, 29 August–1 September 2000**

*Lorna Fraser, Joy du Plessis, and Rose Thomas, 2000, 20 pp. USAID document no. PN-ACK-314.*

Jamaica's new Revised Primary Curriculum for grades 1–6 requires dramatic shifts in teaching methodology, assessment, content arrangement, purpose, and focus. Teacher training colleges, however, are only beginning to address these needs. This report, based on visits to Jamaica's six teacher training colleges, assessed the level of support needed by the colleges to implement classroom assessment that consistent with their own new curriculum.

## **Baseline Study of Bilingual Education in El Quiché**

*Ray Chesterfield, Fernando Rubio, and Rigoberto Vásquez, December 1999, 45 pp. Also available in Spanish. USAID document no. PN-ACH-060.*

The department of El Quiché was a central area for the civil conflict in Guatemala. Thus, when the peace accords were signed, little was known of primary education practice in this area. This study examines aspects of schooling such as infrastructure, teacher experience, and participation of students and parents in schooling. Findings showed that the major problem is at grade 1, where close to 50 percent of students drop out. Data suggested that this was a result of placing the least experienced teachers in the earliest grades, which limited the participation of both students and parents.

## **Perspectives of Quality Learning: From Research to Action—IEQ Uganda Case Study**

*IEQ/Uganda Core Research Team, September 1999, 35 pp. Final report of IEQII 1997–1999, presented to the Research Advisory Committee. USAID document no. PN-ACK-324.*

In January 1998, the Uganda IEQ research team began a study on participation as a method to improve educational quality. The study had two parts, one focusing on initiating a participatory process to improve educational quality, and the other—this document—to gather perspectives from a wide range of stakeholders from three communities using participatory action research and community, teacher, and pupil perspectives on quality learning. Also presented are recommendations to policymakers for enhancing community participation to improve educational quality.

### **Evaluation of the Step by Step Program: Executive Summary**

*Joanne P. Brady, David K. Dickinson, Julie A. Hirschler, Theodore Cross, and Laurette C. Green, 1999, 21 pp. USAID document no. PD-ABS-783.*

### **Evaluation of the Step by Step Program**

*Joanne P. Brady, David K. Dickinson, Julie A. Hirschler, Theodore Cross, and Laurette C. Green, 1999, 256 pp. USAID document no. PD-ABS-784.*

Using multiple qualitative and quantitative data, this evaluation attempted to understand how child-centered learning strategies can contribute to democratic, collaborative behaviors at the local level. Focusing on Step by Step, an ongoing early childhood development program in several newly independent states of eastern Europe and central Asia, the study compares the educational performance and developmental progress of children in the program with those in traditional programs and evaluates the program's effect on families, teachers, and administrators. A related goal of the study was to build local capacity in applied evaluation and assessment techniques. (Includes research instruments.)

### **Analysis of Textbook Distribution and Management in the Republic of Guinea**

*Denise Lacasse, Boubacar Bayero Diallo, Luc Gilbert, Pierre Joseph Kamano, and James Toliver, July 1998, 154 pp. USAID document no. PN-ACK-319.*

Since 1990, several donors have financed book production and acquisition in Guinea. However, there have been many problems in distributing the books. This study assesses the distribution and management problems since 1990 and explores avenues to improve the system.

### **Primary Education in Guinea: Limited Sector Assessment—Final Report**

*Uli Locher, Alfred Sicotte, Fadi Abillama, Francine Agueh, and Jacques-André Gueyaud, November 1997, 151 pp. Also available in French. USAID document no. PN-ACK-326.*

This report presents a limited assessment of the education sector in Guinea as it relates to the USAID/Mission's strategic objective in education. Covering the areas of the Ministry of Education's strategic planning, administration, and decisionmaking capacities, teacher supply and demand in primary education, regional and gender equity issues, and community participation, the study found that the government has improved the education system in terms of enrollment and school system management. However, school efficiency, repetition, and dropout rates remain problematic. The study makes general policy-level as well as specific and operational recommendations.

### **Policy-Practice-Research-Dissemination/Dialogue Spirals in Improving Educational Quality**

*Mark B. Ginsburg, Donald K. Adams, Thomas Clayton, Martha Mantilla, Judy Sylvester, and Yidan Wang, June 1997, 169 pp. USAID document no. PN-ACK-632.*

This monograph sketches a framework for analyzing research-based international education projects, focusing on policy-practice-research-dissemination/dialogue spirals. This framework then serves as a basis for organizing the results of documentation research, which examines the experiences of various groups involved in the first phase of IEQ (1991–1996) in Ghana, Guatemala, and Mali.

## **Teachers' Work Experience and Pupils' Schooling Experience as Determinants of Achievement in Primary Schools**

*J.C. Munene, M. Odada, D. Kasente, J. Carasco, W. Epeju, Obwoya Kinyera Sam, M. Omona, and George A. Kinyera, 1997, 91 pp. USAID document no. PN-ACK-333.*

This study investigates the antecedents and consequences of the teacher work environment as correlates of achievement in Ugandan primary schools. After selecting a sample of schools, students, and teachers, the researchers used participatory learning analysis to learn what the conditions are in which students and teachers work. The findings led researchers to two major conclusions: teachers in Ugandan primary schools may be experiencing burnout, and children's interactions, both at home and at school, are important determinants of their achievement. The study reaffirms the centrality of teachers in the educational reform process and calls for "the balance of reform [to] swing toward the teacher."

## **The Impact of *Nueva Escuela Unitaria*: Final Research Report 1993–1996**

*Yetilú de Baessa, Rosa Y. Girón, Tanya Ramos, and Jorge Valdés, 1997, 136 pp. In English and Spanish. USAID document no. PN-ACK-321.*

This report summarizes a three-year longitudinal study that tracked individual children participating in the *Nueva Escuela Unitaria* (NEU) program, an active learning methodology for multigrade schools in rural Guatemala. The major impact of the program was on encouraging children to stay in school, as retention rates were much higher among NEU children than in the comparison group. The greatest impact in terms of retention was among indigenous girls, who are often the earliest dropouts from Guatemalan primary schools. Retention appeared to be a result of greater student participation in the classroom, which was linked to academic performance in the NEU program.

## **Mali Final Status Report**

*Alimasi Ntal-IMbirwa, September 1996, 25 pp. USAID document no. PD-ABS-785.*

This document describes activities that took place under IEQ in Mali. It provides a brief overview of the sociopolitical context in Mali at the time of the work. While specific research findings are not provided, some interview data collected by the author on project participants' perceptions of IEQ is mentioned.

## **Factors Influencing Effectiveness in Primary Schools: A Baseline Study**

*Joseph F. Carasco, John C. Munene, Deborah H. Kasente, and Matthew Odada, February 1996, 75 pp. USAID document no. PN-ABZ-292.*

This study gathered baseline information on research questions identified by key stakeholders in Uganda's primary education system on such concerns as school effectiveness, teacher motivation, use of assessment to improve learning, and the extent and nature of community participation in local schools. Because the data used to design the reforms was collected (through participatory learning analysis) from the people who were affected, the validity, reliability, and sustainability of the interventions were increased.

### **Antecedents and Consequences of Instructional Practice and Schooling Experience: The Determinants of Achievement in Uganda Primary Schools**

*J.C. Munene, M. Odada, D. Kasente, W. Epeju, Obwoya Kinyera, S.M. Omona, and A. Kinyera, 1996, 10 pp. USAID document no. PN-ACK-313.*

This study investigates the antecedents and consequences of the teacher work environment (perceptions as well as reality) as correlates of achievement in Ugandan primary schools. The antecedents of concern include educational policies, parent and community supports, children's conditions, and school culture. The consequences of interest are schooling experience, instructional practice, and achievement.

### **Cross-Country Comparisons, Documentation, and Knowledge Building in IEQ: Examining Policy-Practice-Research Cycles**

*Mark B. Ginsburg, 1994, 6 pp. USAID document no. PN-ACK-293.*

This paper focuses on three strands of work within IEQ: cross-country comparisons, documentation, and knowledge building. It examines whether these strands are related and the advantages to integrating them. The author also suggests a framework and a set of research questions as a starting point for this collective activity.

### **Teaching in South Africa: Observed Pedagogical Practices and Teacher's Own Meanings**

*Roseline Ntshingila-Khosa, 1994, 28 pp. USAID document no. PN-ACK-347.*

This study of student-teacher interactions observed in twenty-two classrooms in Soweto, South Africa reveals patterns and variations of classroom interaction. Teachers lectured and asked questions of students and students in turn responded to the questions. Teacher interviews were conducted to understand the teacher's own interpretations of these interactions and how they applied to their pedagogical practices. The interviews revealed that teachers preferred students to participate, although observed pedagogical practices did not consistently invite participation. Implications for school reform in post-apartheid South Africa are discussed.

### **Research Reports on Availability and Utilization of Materials in the Central Region of Ghana: Phase I Study**

*University of Cape Coast, June 1993, 206 pp. USAID document no. PN-ABZ-285.*

This paper documents classroom observation findings from the Phase I study of schools in Ghana's Central Region. The paper consists of an executive summary and an in-depth summary of each of the six schools in the study. The study looks at the availability, source, and utilization of instructional materials in Ghanaian classrooms. (Includes research instruments.)

# Concept Papers: Linking Quality to Broader Issues

*These papers present ideas to stimulate dialogue about improving the quality of education by examining linkages between educational quality and other sectors.*

## **Choices in Improving Educational Quality in “Developing” Countries:**

### **A Conceptual Framework**

*Mark B. Ginsburg, Jane Schubert, Ntal Alimasi, Carolina Belalcazar, Jorge Gorostiaga, and Simona Popa, December 2000, 27 pp. USAID document no. PN-ACK-622.*

This paper situates the IEQ approach and experience within a wide range of theoretical literature. The paper is organized around eight issues: definitions of educational quality, sources of knowledge used in policy and practice decisions, paradigms and approaches that inform empirical research activity, levels on which such research focuses, participants in the research process, participants in shaping educational policy and practice, degrees of (de)centralization in efforts to implement and sustain improvements in educational quality, and capacities that need to be developed to enhance research, policy, and practice activities.

## **Whither Thou Goest: Education, Democracy, and the Building of a Common Future**

*Beryl Levinger, September 2000, 12 pp. USAID document no. PN-ACK-638.*

This paper points out the contribution that the education sector can make to a country’s “democratic capital,” including school systems that foster or sustain democratic institutions through their students and communities.

## **Strengthening Skills to Produce and Use Information to Improve Educational Quality**

*Jane Schubert, March 2000, 5 pp. USAID document no. PN-ACK-271.*

This paper expounds upon the IEQ process and its functioning principles, which state that the project learns about the school and classroom experiences of educators and pupils, works in partnership with host country colleagues/educators, and gathers and shares information useful to improve national policy and practice. IEQ works within an interactive framework focusing on assessment, analysis, and action. Individual country projects stem from these IEQ principles, and efforts in each country attempt to penetrate the educational system and begin to inform thinking about reform from the “learning” perspective.

## **Curriculum-Based Student Performance Assessment**

*Abigail Harris, 1999, 54 pp. USAID document no. PN-ACK-269.*

IEQ focuses on what happens in the classroom in terms of who learns, what is learned, and how it is learned. Measured changes in student learning are the most direct indicator of the effects of educational investments and the success of efforts to improve educational quality. Although multiple sources and kinds of assessment are useful in analyzing and enhancing project impact, this paper argues that direct assessment of student achievement using local curricula is crucial because of its power to guide and motivate action.

## **Learning and Educational Quality**

*Ash Hartwell, Joseph DeStefano, and Jane Schubert, August 1998, 33 pp. USAID document no. PN-ACK-280.*

This paper frames the concept of educational quality in terms of learning. It combines the experiences of host country colleagues and U.S. education researchers with the latest thinking on learning, to examine issues related to educational quality and the process of change. The principles that emerged from the first five years of the project formed the foundation for the current five-year project. This paper examines those principles and explores issues related to learning and educational quality.

## **Collaborative Programme Evaluation: The IEQ Project in South Africa**

*Thuli Dlamini, Radya Ebrahim, Lynn Evans, Norman Gold, Roseline Ntshingila-Khosa, and Bobby Soobrayan, January 1997, 47 pp. USAID document no. PN-ACK-267.*

This monograph shares the experience and findings of IEQ in South Africa in collaborative program evaluation. Divided into three sections, it first describes the collaborative evaluation methodologies, focusing on considerations and features of stakeholder-sensitive evaluations and strategies for analyzing and utilizing results. Second, it discusses the steps in the collaborative process used to conduct impact evaluations of NGO teacher training programs. Finally, it describes the steps taken to disseminate the evaluation findings as well as discusses the policy implications of IEQ's work.

## **From Policy to Practice: Implications from the IEQ Educare Study for Monitoring and Evaluation for the Implementation of the Interim ECD Policy**

*Thulisile C. Dlamini, Radya Ebrahim, Lynn Evans, Roseline Ntshingila-Khosa, November 1996, 15 pp. USAID document no. PN-ACK-626.*

This paper shares methodological issues related to monitoring and evaluation in the process of conducting evaluation studies of early childhood development (ECD) programs with policymakers and other stakeholders. The paper begins by providing a synopsis of the IEQ Educare assessment study and an overview of the Interim Policy on ECD. It also considers issues such as monitoring and evaluation processes, with the aim of sharing how the IEQ study could contribute to the implementation process of the Interim ECD Policy.

## **An Assessment of NGO Educare Training**

*Thulisile Dlamini, Radya Ebrahim, Roseline Ntshingila-Khosa, Bobby Soobrayan, March 1996, 90 pp. USAID document no. PN-ABZ-291.*

This study aims to investigate the status of Educare centers and assess the relationship of Educare training with variables associated with high quality. The study also provides useful information to training and resource educare organizations about the effectiveness of different aspects of their training. Finally the study attempts to assess whether USAID funding is having an impact in on early childhood education in South Africa. (Includes research instruments.)

## **Curriculum-Based Assessment and Improving the Quality of Primary Education in Ghana**

*Abigail M. Harris, Beatrice Okyere, Aida Pasiona, and Jane Schubert, 1996, 54 pp. USAID document no. PN-ACK-268.*

When educators, policymakers, and others began hearing about the exciting changes occurring in many Ghanaian classrooms, they wanted to know more about how the improvements came about. This paper describes how IEQ organized its research program in Ghana to design research, collect and analyze data, and use the results to help educators improve practice. Using many examples from the field, the study discusses developing assessment materials, pilot testing and revising the instruments, summarizing the results, and using the results and providing feedback.

## **Improving Educational Quality: A New Approach**

*Don Adams, Mark Ginsburg, Yidan Wang, and Judy Sylvester, January 1995, 22 pp. Biennial Report #2. USAID document no. PN-ABY-444.*

As demand for educational quality grew along with the need to influence educational policies and strategies, IEQ was initiated to identify practical ways to improve learning in classrooms and schools within the context of national educational reforms. IEQ addressed these issues by focusing primarily on improving pupil performance and utilizing research to capture both classroom experiences and experiences of individual pupils. This paper elaborates on the relationship between IEQ and international research on educational quality. It also highlights the uniqueness of IEQ in its attempt to improve educational quality in sample schools and concomitantly influence practices and policies affecting the larger educational system.

## **Improving Educational Quality for Sustainable Development in Africa**

*Paul Spector, December 1994, 54 pp. USAID document no. PN-ABY-443.*

This paper attempts to inject realism into thinking about educational development and the environment in sub-Saharan Africa. It reviews the status of education in sub-Saharan Africa in relation to economic growth, and compares these nations with respect to various measures of educational and economic improvement over the last thirty years in other industrial countries. It also details lessons learned in educational development efforts and makes recommendations in hopes of bringing the knowledge and skill base of the sub-Saharan population closer to those of industrial countries in the coming years.

## **Classroom Profiles as a Stimulus for Improved Policy and Practice**

*Jane G. Schubert, December 1994, 8 pp. USAID document no. PN-ABZ-284.*

The IEQ project begins and ends in the classroom. IEQ systematically studies the classroom and then implements improved practices suggested by the research findings. This paper describes how information is shared with local and regional educators in ways that involve them in developing instructional methods to improve the identified skill level of pupils. Teachers try out new methods and provide feedback to the research team on the results; the research teams then return to the schools and classrooms and repeat the cycle. The IEQ model reflects the realities and experiences of the classroom and is built upon tested interventions.

## **Translating Research Findings into Practice: Initiating and Sustaining Improvements in Educational Quality**

*Don Adams, Judy Sylvester, and Yidan Wang, November 1993, 11 pp. USAID document no. PN-ACK-334.*

This paper includes ideas and findings from international research about the characteristics of intervention at the classroom and school levels. It attempts to conceptualize and account for some of the main activities that may take place during the initiating and sustaining phases of translating research into practice.

## **Defining Educational Quality**

*Don Adams, January 1993, 27 pp. IEQ Publication #1: Biennial Report. USAID document no. PN-ACA-245.*

This paper draws distinctions between quality and other related educational concepts used to characterize and assess educational systems, organizations, and programs; identifies multiple meanings of educational quality; and begins to operationalize the term “quality” for purposes of easier communication, planning, and evaluation of educational change.

## **Curriculum-Based Assessment: Linking Curriculum, Assessment and Learning in Developing Education Systems**

*Abigail Harris and Aida Pasiona, 1993, 13 pp. USAID document no. PN-ABZ-283.*

Faced with the realization that the educational system was failing to meet the needs of its students, curriculum-based assessment was introduced in primary classrooms as the basis for selecting organizational and instructional interventions aimed at improving educational quality in the primary grades. The approach linked curriculum, assessment, and learning in order to help students succeed. It does this by asking students to perform tasks that have been drawn directly from the curriculum and then using the assessment results to adapt the instruction to reflect the learners’ needs. In this report, the authors define CBA and detail the various applications of CBA techniques and its methods of adaptation in the developing world.

# Conducting Classroom-Based Research and Evaluation

*These products provide practical technical advice for researchers interested in examining teaching and learning contexts, particularly at the school level.*

## *Bibliographic Resources*

### **An Education and Democracy Resource List**

*Compiled by Ron Isreal, October 2000, 5 pp. USAID document no. PN-ACK-623.*

This reference list contains education and democracy-related items recommended for inclusion by the Global On-Line Forum on Education and Democracy (see “Tools” below).

### **Quality Paper Bibliography**

*Compiled by Diane Prouty and Jane Schubert, September 2000, 5 pp. USAID document no. PN-ACK-303.*

This bibliography lists publications relating to improving the quality of teaching and learning in the classroom. Articles are taken from leading publications as well as from USAID, the World Bank, and NGOs that deal specifically with the issue of quality.

### **An Annotated Bibliography on School Language Policy and Practice**

*Mercedeh Momeni, July 2000, 13 pp. USAID document no. PN-ACK-288.*

This bibliography divides items into the categories of bibliographies, articles and essays, and other publications dating from 1975 to the present. Although the majority of entries were chosen with school language policy and practice in mind, also included are items that take into consideration other factors affecting education and language policy in various countries.

### **Non-Formal Teacher Development by NGOs in South Africa: A Review of Selected Studies and Policy Implications**

*R. Ntshingila-Khosa and Bobby Soobrayan, January 1997, 24 pp. USAID document no. PN-ACK-301.*

This paper reviews five independent IEQ evaluation studies of NGO interventions to improve the practice of learning and teaching through nonformal teacher training. In addition, it draws out policy implications that go beyond the studies’ findings and into an exploration of the implication of IEQ’s work in the process of transforming and renewing learning and teaching at the classroom level in South Africa.

### **Issues of Quality and Teacher Training in Preschools**

*Regino Chávez, June 1996, 11 pp. USAID document no. PN-ACK-296.*

Families are increasingly balancing the need to work and to care for young children. This paper provides a synopsis of the critical issues relevant to the provision of early childhood education services in the United States such as the benefits of early childhood education experiences, factors that contribute to high quality early childhood education services, and staff training as a critical element of the provision of quality services.

**How Do Teachers Use Textbooks and Other Print Materials?: A Review of the Literature**  
*Jeanne Moulton, September 1994 (revised August 1997), 44 pp. USAID document no. PN-ABZ-282 (revision PN-ACB-240).*

This report reviews the literature on teachers' use of textbooks and other print materials, both in developing countries and in the United States.

### **Collaborative Action Research: An Introduction with Examples from the International Literature**

*Thomas Clayton, February 1993, 10 pp. USAID document no. PN-ACK-592.*

This document is a response to a particular interest at CRIQPEG on collaborative action research. It contains ideas about collaborative action research, illustrated with some examples of collaborative action research taken from international educational development literature.

## ***Tools***

*Research instruments and training materials that were developed and applied to context-specific fieldwork in several IEQ countries*

### **Research Instruments for Measuring Teaching and Learning**

*IEQ, 2001, CD-ROM and [www.ieq.org](http://www.ieq.org).*

Curriculum-based instruments for measuring pupil performance, classroom observations, manuals for analyzing data, and resource inventory.

### **Education and Democracy: A Compendium of Lessons Learned, Analytic Tools, and Resource Listings**

*Compiled by Ron Israel, October 2000, 32 pp. USAID document no. PN-ACK-337.*

This document is divided into four parts, as follows:

1. *Recommendations from the Global Forum on Education and Democracy* summarizes the proceedings and recommendations of a global education and democracy on-line forum that occurred in April 2000, in which more than six hundred education and democracy governance specialists from around the world considered an "education and democracy agenda." This agenda focuses on how classroom instruction and democratic behavior, education sector governance, community participation, and national education policies can contribute to democratic development of countries.
2. *Education and Democracy Planning and Evaluation Investigative Questions* builds upon lessons learned from the on-line forum. The questions are intended as a resource for program planners and researchers concerned about building democratically responsible educational systems.
3. *Whither Thou Goest: Education, Democracy, and the Building of a Common Future* points out the contribution that the education sector can make to a country's "democratic capital," including school systems that foster or sustain democratic institutions through their students and communities.

4. *An Education and Democracy Resource List* provides a reference list related to education and democracy. The list was compiled following the recommendations of participants in the global on-line forum.

### **Participation as a Method to Improve Educational Quality: The Principles**

*Lawrence Kanyike, Modesta Omona, Vincent Birungi, Denis Nuwagaba, Patience Namanya, Imelda Kemeza, and Joseph Carasco, September 1999, 62 pp. USAID document no. PN-ACK-309.*

This illustrated manual provides step-by-step guidance for stakeholders, stakeholder groups, and facilitators at the school level who want to design and carry out participatory action research and make the results of such research available to communities. The aim of such skill-building is to increase the ability of stakeholders to solve local school problems. Group members learn to collect, analyze, and disseminate information, and to use the research results in designing activities to improve student learning.

### **Step by Step Evaluation Project: Data Collector Manual**

*Joanne Brady, 1998, 6 pp. USAID document no. PN-ACK-344.*

This manual offers guidelines for data collection for the Step by Step program. It offers tips for classroom and school visits and guidelines to follow for administering child assessments and conducting classroom observations.

### **Classroom Observation Tools**

*Ray Chesterfield, January 1997, 34 pp. USAID document no. PN-ACK-335.*

This handbook uses the experience of IEQ in conducting classroom-based research in a number of countries to provide a series of decision points on conducting observational research. The paper discusses which instruments are appropriate for answering different research questions and the advantages and disadvantages of each. The document makes it clear that no single observation instrument is appropriate for answering all research questions, but that they are best used in combination to show patterns and differences among individuals and groups.

### **Research into Practice: Development of the Reading Comprehension Test**

*Yetilú de Baessa, January 1997, 25 pp. Also available in Spanish. USAID document no. PN-ACK-343.*

An evaluation of the *Nueva Escuela Unitaria* program in Guatemala discovered that some students were not receiving the full benefit of the program because they had very limited reading comprehension and could not make use of the self-instructional guides. This paper tells the story of how the IEQ project helped teachers solve this problem by designing and testing a simple test of reading comprehension that could be used to identify students who needed remedial support to successfully use the guides.

### **Tips on How to Manage a Large Class**

*Aida L. Pasigna, January 1997, 11 pp. USAID document no. PN-ACK-346.*

This easy-to-read, illustrated booklet provides suggestions to teachers to help them manage large classes. The suggested procedures and techniques can help teachers increase pupils' time on task and maximize opportunities for learning.

### **Monitoring and Evaluation Handbook—IEQ Project, South Africa**

*R. Chávez, R. Chesterfield, T. Dlamini, R. Ebrahim, and R. Ntshingila-Khosa, December 1996, 58 pp. USAID document no. PN-ACK-299.*

In 1996, at the request of a number of South African NGOs receiving grant assistance from USAID, IEQ conducted a series of four- and five-day workshops on program evaluation and monitoring in four provinces of South Africa. The workshops were intended to help NGO staff set up their own monitoring and evaluation systems. The benefits of doing so were two fold: by using staff to collect and analyze classroom data, the NGOs' own training programs could be improved; and, as NGOs increasingly entered into partnerships with government, they needed to demonstrate that their programs had sound monitoring and evaluation systems in place. This publication, the outcome of these workshops, defines various approaches to monitoring and evaluation, demystifies it as a practice for "experts" and brings it to the level of practitioners, and provides hands-on ideas for instrument development, data collection, data analysis, and report writing.

### **Multiple Method Evaluations**

*Regino Chávez, September 1996, 57 pp. USAID document no. PN-ACK-300.*

Multimethod evaluations are an appropriate response to the increasingly complex nature of programs as well as the need of policymakers and program administrators for information on the effectiveness of an intervention. This "module" summarizes the essential concepts and strategies in the conduct of multimethod evaluation research, providing the reader with an introduction to this type of work and an idea of some of the challenges in carrying it out.

### **Curriculum Analysis: A Reference Manual**

*Jonathan D. Jansen and Vijay Reddy, 1994, 20 pp. USAID document no. PN-ACK-336.*

This document brings together the ideas generated at a 1994 IEQ workshop for South African NGOs on curriculum analysis, organized in terms of external effects, internal design, and social relevance.

**Pupil Assessment Manual: Chichewa, English and Mathematics Standards 2, 3, and 4**  
*Abigail M. Harris, Amy Jo Dowd, E.S. Kaphesi, Master Kalulu, Lester Namathaka, Francis Mabeti, and Mike Chibwana, 35 pp. USAID document no. PN-ACK-339.*

This manual is a resource for researchers interested in reviewing the procedures used in the assessment of children. It was used to guide researchers in Malawi who were assessing skills in English, Chichewa, and Mathematics in standards 2–5. The manual provides instructions and information on preparing to test, materials needed, directions for administering, and procedures for scoring.

**Pupil Performance Assessment Administration Manual: Level 5**

*Abigail Harris, 20 pp. USAID document no. PN-ACK-340.*

This manual describes in detail the administration of English language assessment tasks for primary schoolchildren in Ghana. Detailed instructions are given in preparation, administration, and scoring of the individually administered tests. Tasks include basics of oral language, pre-literacy skills, reading fluency, and comprehension (using Ghanaian texts), beginning writing skills, and written composition.

## Probing into Research Findings: Targeted Studies

*The findings reported in these documents represent further investigations or analyses of illuminating findings from IEQ research.*

### **Inside Story: What Happened to the Teachers?**

*IEQ Malawi Research Team, October 2000, 2 pp.*

In February 1999, IEQ/Malawi, in partnership with Malawi Institute of Education and Save the Children/USA began a longitudinal study of pupils, teachers, schools, and communities. In October 1999, when they returned to complete a follow-up study, 50 percent of the nearly two hundred teachers were no longer teaching the classes they had begun in February. As a result of this finding, IEQ/Malawi researchers conducted a survey to trace the missing teachers. This paper documents the methodology used, the findings, and the impact of the findings.

### **Feasibility of Multi-National Analysis**

*Vikki Frank, June 2000, 15 pp. USAID document no. PN-ACK-650.*

This document describes a study to assess the feasibility of using data collected within individual IEQ countries to identify cross-national trends. Classroom and community data from relatively long-term research efforts in Uganda, Ghana, and Guatemala are compared in terms of the similarity of the theoretical constructs under which the data were collected and variables used to measure these constructs. Comparable data are manipulated and implications for conducting cross-national research with classroom data are discussed.

### **Teacher and Pupil Home Language: Implications for Learning**

*Henry G. Chilora and Abigail Harris, 2000, 8 pp. USAID document no. PN-ACK-311.*

In 1996, Malawi instituted a language policy that a child's mother tongue should be the medium of instruction in standards 1–4. This policy is in disconnect with teacher posting policy, which places teachers according to need and not their ability to speak the language of that region. This paper documents IEQ research findings comparing learning gains for children taught by teachers who speak the child's mother tongue and use it in instruction with those of children in classes where the teacher does not speak or use the child's home language.

### **What Happened to the Missing Baseline Survey Teachers? A Teacher Mobility Study in Balaka and Mangochi Districts**

*IEQ/Malawi Research Team, 2000, 9 pp. USAID document no. PN-ACK-637.*

This report highlights some of the critical challenges faced by the Malawi government as a result of increased pupil enrollment. While embarking on a longitudinal study of pupils, teachers, schools, and communities, the IEQ/Malawi team discovered that nearly half of teachers surveyed were no longer teaching the classes they had started with in the beginning of the study. The team conducted a teacher mobility study to establish the reasons for the missing teachers. This report explains how the data was collected and analyzed and how the results were discussed and conclusions drawn.

## **El Salvador Technical Assistance Report: A Study of Child Rearing Practices in Two Areas of Usulután**

*Regino Chávez and Kjell Enge, 1999, 18 pp. USAID document no. PN-ACK-318.*

This report is the joint effort of IEQ/El Salvador and a local NGO, *Fundación Salvadoreña de Salud y Desarrollo Social* (FUSAL), to gather information on childrearing practices in homes and institutional settings of two rural areas to serve as a baseline for the design of a new USAID activity. As FUSAL has ample experience in delivering health services and training, but limited experience in conducting research, IEQ provided technical assistance in research methodology to help the design the research, collect and analyze data, and prepare the report.

## **The Status of Primary Education in El Quiché in Relation to other Departments Served by DIGEBI and Guatemala as a Whole**

*Ray Chesterfield and Fernando Rubio, December 1998, 27 pp. Also available in Spanish. USAID document no. PN-ACK-716.*

This study uses Ministry of Education data to compare El Quiché, where USAID concentrated its efforts, with other Guatemalan departments. The findings showed that rural education throughout the country was unsuccessful, with only about 20 percent of the student population completing primary school. The situation was worse, however, in El Quiché, where only about 13 percent of boys and 10 percent of girls complete primary school. The department also had one of the lowest enrollment rates in the country. These data confirmed the importance of targeting educational interventions in this area of the country.

## **What Happens to the Textbooks?**

*Abigail M. Harris, Beatrice A. Okyere, Anthony Mensah, and Harrison G.K. Kugbey, March 1997, 19 pp. USAID document no. PN-ACA-775.*

Textbooks can be a powerful tool in the teaching and learning process. By following the path of textbooks as they make their way from the publisher to classroom and into the lives of teachers and children (or to collect dust in school cupboards), researchers can develop a clearer understanding of the instructional support that is needed to maximize their use as well as the knowledge and insight needed to guide policymakers. This monograph, a cooperative effort of IEQ and the University of Cape Coast, does just that in the context of English language textbooks in fourteen urban and rural schools in the Central and Western regions of Ghana.

## **Pupil Profiles: IEQ Ghana**

*Alexander Asamoah, Cara Cahalan, and Eric Wilmot, January 1997, 70 pp. USAID document no. PN-ACK-310.*

IEQ from the outset has focused interventions on the child to improve the quality of primary-level education. Aggregate data have yielded much information, but this investigation shifts the lens from such data to profiles of several individual students. By providing a glimpse into the lives of a few children, these profiles can help researchers frame questions and hypotheses about academic success and failure that can be applied more broadly.

### **The Reception Year: An Exploratory Study**

*Thuli Dlamini, Regino Chávez, and Juliann Moodley, January 1997, 41 pp. USAID document no. PN-ACK-342.*

This study used focus group methodology to investigate the knowledge of preschool teachers and teacher trainers as part of the South African government's new policy of a "reception year" for five-year olds prior to entering primary school. Data were to be used to inform policymakers working on implementation strategies for the policy. Findings showed that despite limited knowledge of the policy, participants were favorable to the transition year approach, as it would bridge the gap between preschool and the primary grades.

### **Fostering English Language Learning in Ghana**

*Abigail M. Harris and Joseph M. Dzinyela, 1997, 31 pp. USAID document no. PN-ACK-320.*

This study investigates English language learning and proficiency in Ghana. The central research questions were: What are the current language skills of Ghanaian school children? What factors are affecting language learning? And how can language learning be improved? The report discusses methodology and key findings and explores implications and future directions.

### **Epilogue to IEQ I: Lessons Learned**

*Jane Schubert, 1997, 5 pp. USAID document no. PD-ABS-782.*

It is common practice at the conclusion of a major project to offer reflections on the activities completed. The "lessons learned" in this document focus on the characteristics of IEQ in the hope that they may positively influence the design and implementation of similar efforts.

### **An Impact Evaluation of Independent Training and Educational Center's (ITEC) Lower Primary Initiative (LPI)**

*R. Ebrahim, May 1996, 93 pp. USAID document no. PN-ACK-305.*

To address the need for quality education in South Africa, NGOs such as the Independent Training and Educational Centre have created programs to train teachers in learner-centered methods. ITEC, for example, has one such program (Lower Primary Initiative), whose aim is to enhance teaching and learning in rural classrooms of Eastern Cape Province. This report presents the findings of an impact evaluation conducted collaboratively by IEQ and ITEC to examine the impact of the teacher education program offered by the Lower Primary Initiative.

### **Report on Completed Schools: Guatemala**

*Yetilú de Baessa, April 1996, 21 pp. In Spanish, with an introduction and summary in English. USAID document no. PN-ACK-330.*

The IEQ project has been working with the Ministry of Education to study the implementation and impact of the *Nueva Escuela Unitaria* (NEU) program since the 1993 school year. Testing, interviews with teachers and students, and classroom observations were carried out in specifically identified schools to assess students' communication and thinking skills as well as their utilization of their learning and teacher satisfaction with and use of NEU methodology. This document summarizes the principle findings of the study and the implications drawn from these findings.

### **Linking Literacy Assessment and Curriculum in the Malian Schools**

*John Hutchinson, 1996, 18 pp. USAID document no. PN-ACK-307.*

This paper attempts to describe what could be the optimal relationship between testing instruments and the curriculum and propose a mechanism that will, in the long term, result in the ongoing upgrading of the reformed Malian school. The format of this discussion takes into account the “symbiotic” relationship between the curriculum and testing instruments, and proposes a mechanism by which they can continue this relationship. The paper also aims to broaden the discussion of assessment in the context of the convergent methodology school.

### **Report on Nueva Escuela Unitaria Teacher Workshops**

*Yetilú de Baessa, June 1995, 30 pp. USAID document no. PN-ACK-331.*

This report presents the results of two workshops conducted by personnel of the IEQ project with teachers from the *Nueva Escuela Unitaria* (NEU) program in May and June 1995. Workshops were planned using a participative methodology, taking as a source of discussion real examples selected from the classroom observations conducted in the schools that have been under observation since 1993. The focus of the workshop was to review achievements and products of the NEU program and to make changes to the process as needed.

### **The English Proficiency of Selected Ghanaian Primary School Pupils: Phase II Research Report**

*Beatrice Okyere, et al., 1995, 163 pp. USAID document no. PN-ABZ-281.*

This study reports results of baseline data achievement in reading, writing, and oral proficiency in a sample of classes in grades 2–5.

### **IEQ: South Africa Evaluation, Research and Monitoring (ERM) Report**

*T. Dlamini, R. Ebrahim, and R. Ntshingila-Khosa, December 1994, 38 pp. USAID document no. PD-ABN-418.*

This report compiles the results of IEQ’s visits to nine education-related organizations in South Africa to gather information on program monitoring, research, and evaluation activities. The paper describes each organization’s purpose, structure, personnel, evaluation, research, and monitoring activities, and implications these may have for IEQ or the organization and its work.

### **Preliminary Impact Evaluation Report of NGO Educare Training in South Africa**

*Floraline Stevens, March 1994, 33 pp. USAID document no. PD-ABS-940.*

This report details the results of an assessment of the impact of NGO-operated Educare teacher training programs for teacher trainees in Educare learning centers. The impact of the inservice teacher training was determined through contrastive comparisons of two groups of teachers guided by investigating the indicators of quality for early childhood delivery. Teachers who received advanced inservice training were compared with teachers whose training was at a basic or lower level to determine if there were differences in indicators of quality. Results of this preliminary impact evaluation provided guidance to the later analysis of the total data set.

# IEQ Exchanges: Papers Presented at National and International Conferences

## **Teacher's Home Language Versus Mother Tongue Instruction Policy: Some Insights From IEQ Research Findings on Chiyao Speaking Children in Mangochi and Balaka Districts**

*Henry G. Chilora and Abigail M. Harris, October 2000, 8 pp. Paper presented at the Second National Symposium on Language Policy in Education, University of Malawi, Centre for Language Studies, Malawi. USAID document no. PN-ACK-311.*

Various research conducted on language in education has shown that children learn better during the early years of primary when the medium of instruction is in the language they speak at home. Yet in a multilingual society like Malawi's, it is not easy to find teachers competent in the home languages of all schoolchildren. This paper discusses IEQ research findings on the impact that teachers' home language may have on pupil learning in one mother tongue.

## **Using Research to Engage Stakeholders and Influence Policy in Malawi**

*Docks R. Jere, March 2000, 17 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-285.*

With the introduction of Free Primary Education (FPE) in Malawi in 1994, the enrollment rate rose from 1.9 to 3.2 million pupils. This rapid expansion created problems, e.g., increased pupil-teacher ratios, inadequate teaching and learning materials, and shortages in classroom space. IEQ along with the Malawi Institute of Education and Save the Children Federation formed a partnership with the purpose of expanding the research agenda and its potential to inform and guide policy. This paper discusses how research is being used to engage stakeholders and influence educational policy in Malawi.

## **Using Research to Inform Project Implementation**

*Lester Namathaka, Francis Mabeti, and Amy Jo Dowd, March 2000, 12 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-286.*

The QUEST project aims to increase access, enhance quality, improve efficiency, and to conduct research in integrated curricula. This paper presents the methodology used in the QUEST Research Component and reviews baseline data that influenced project interventions with teachers and communities in 1999. It describes interventions undertaken in that year and discusses their impact upon pupil performance. The authors also consider implications for implementation during the 2000 school year.

### **Language Policy, Research, and Practice in Malawi**

*Henri G. Chilora, March 2000, 14 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-274.*

This paper discusses Malawi's school language policy, the manner in which it has been implemented, and some of the findings of research on the policy carried out by the IEQ project and its research partners in sixty-five schools in two districts in the southern part of the country.

### **IEQ II/Ghana Collection Strategies**

*Eric Magnus Wilmot, March 2000, 13 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-273.*

To answer the research question of how language policy is being implemented in Ghana, IEQ researchers are observing teachers and pupils in classrooms; conducting in-depth interviews with pupils, teachers, parents, head teachers, school and community leaders, and district education officials; and examining relevant documents. This presentation explores the different kinds of data being collected and the ways in which the data is being used to inform both additional research and policy-related concerns.

### **Stakeholder Collaboration**

*Rosamond Asante-Frempong, March 2000, 9 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-284.*

The paper begins by stating the rationale for teaching in local languages in early primary and describes some of the benefits and challenges of using a collaborative approach to carrying out the IEQ-sponsored study of the implementation of Ghana's language policy. Including stakeholders such as universities, government, and practitioners appears to increase the likelihood that the results will be valued, widely disseminated, affect classroom practices, and improve the country's capacity to carry out further research on its own when donor assistance has ended.

### **Qualitative Research from University/Ministry Partnership: Informing School Language Policy Decisions**

*Kingsley Andoh-Kumi, March 2000, 6 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-277.*

This paper explains the rationale for and summarizes of Ghana's School Language Policy before outlining the IEQ project's multi-site study, the aim of which is to inform policy dialogue and improve bilingual practices in primary education. Some preliminary results are also shared. Multilingualism is a problem not limited to urban areas, as has been thought. Also contrary to expectations, the policy is not being widely implemented. Finally, it appears that there is little support for the policy at the school level.

### **One Policy, Many Needs**

*Kingsley Andoh-Kumi, March 2000, 12 pp. Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas. USAID document no. PN-ACK-275.*

This presentation presents a history of the formulation and promulgation of Ghana's national language education policy and the various ways it has—and has not—been implemented, along with recommendations on how to improve implementation.

### **Report on the National Seminar on Quality Education through Research, Information and Action**

*IEQ/Malawi Team, 7–9 February 2000, 22 pp. Paper presented at the National Seminar at Nkopola Lodge, Mangochi, Malawi. USAID document no. PN-ACK-281.*

In 1999, IEQ conducted baseline and follow-up surveys in sixty-five primary schools in Mangochi and Balaka districts in Malawi to establish factors that affect quality. These proceedings summarize the results of the presentation of these findings, discuss the role of research in improving educational quality, and suggest how these findings can guide policies and actions in Malawi's primary schools.

### **Participation by Girls in Ghanaian Primary Schools: Exploring Schools with Gender-Equal Enrollments in a System Typified by Unequal Enrollments**

*Abigail Harris and Cara Cahalan, March 1997, 13 pp. Paper presented at the annual meeting of the Comparative and International Education Society, Mexico City, Mexico. USAID document no. PN-ACK-639.*

While going beyond the question of whether there are gender differences, this report compares the academic performance of girls and boys as well as the classroom experiences of girls and boys in classrooms where enrollments are similar and dissimilar.

### **Quality Assurance in Education Through Monitoring and Evaluation: Compilation of Selected Proceedings of an IEQ Exchange on December 5–6, 1996**

*T. Dlamini, R. Ntshingila-Khosa, and B. Soobrayan, January 1997, 39 pp. Paper presented at the Royal Hotel, Durban. USAID document no. PN-ACK-278.*

The exchange these proceedings resulted from concluded IEQ's three years of work in South Africa. The conference's aim was to highlight the need for addressing quality in all efforts by multiple sectors as well as to debate how quality can be ensured through the concerted efforts of these various sectors in the education sector.

### **Active Learning and Constructivism in Natural Learning Context**

*Yetilú de Baessa, August 1996, 10 pp. USAID document no. PN-ACK-272.*

This study presents results of a longitudinal study of rural Guatemalan children participating in a program based on active learning and constructivist approach. The experimental study is based on the *Escuela Nueva* model taken from Columbia and implemented and adapted to rural areas of Guatemalan in 1993. Unlike most studies in this area, which are based on data

from controlled experimental settings, this study examines the interactions and achievements of young children in the naturally occurring contexts of classrooms.

### **Policy-Practice-Research-Dissemination/Dialogue Spirals in Improving Educational Quality: Summary of Country Cases and Lessons Learned from Cross-National Comparisons**

*Mark Ginsburg and Don Adams, March 1996, 27 pp. Paper presented at the annual meeting of the Comparative and International Education Society, Williamsburg, Virginia. USAID document no. PN-ACK-714.*

This paper discusses differences in approaches to collecting and analyzing data on teaching and learning as well as different models of linking research to educational policy and practice. It serves as a conceptual introduction to case studies of IEQ activities in Ghana, Guatemala, and Mali between 1992 and 1996.

### **The Role of Assessment in the Rhythms of Reform**

*Abigail Harris, March 1996, 10 pp. Paper presented at the annual meeting of the Comparative and International Education Society, Williamsburg, Virginia. USAID document no. PN-ACK-282.*

This presentation illustrates the role of curriculum-based assessment in improving educational quality in Ghana.

### **Spiraling to Improve Educational Quality: A Conceptual Introduction**

*Don Adams and Mark Ginsburg, November 1995, 21 pp. Paper presented to the American Educational Studies Association, Cleveland, Ohio. USAID document no. PN-ACK-635.*

This paper summarizes the case studies of IEQ activities in Ghana, Guatemala, and Mali between 1992 and 1996. Particular attention is given to the roles played by parents, teachers, school administrators (local, provincial, and national), education officials, nongovernmental agency representatives, and bilateral and multilateral organization personnel in designing and conducting research and in planning and implementing educational policy and practice.

## Journal Articles and Book Chapters

### **Challenges of School-Based Assessment in Primary Schools in Malawi**

*Docks R. Jere, Fall 2000, 4 pp. Educational Measurement: Issues and Practice 19 (3): 45–48. USAID document no. PN-ACK-651.*

With the introduction of Free Primary Education and a new primary school curriculum, primary school teachers in Malawi are confronting some serious problems in the area of classroom assessment. This article examines the critical issues of assessment and student performance at standard 3, particularly with respect to gender as well as mixed-age and mixed-ability primary school classes in Malawi.

### **The Politics of Linking Educational Research, Policy and Practice: The Case of Improving Educational Quality in Ghana, Guatemala, and Mali**

*Mark B. Ginsburg, Don Adams, T. Clayton, M. Mantilla, J. Sylvester, and Y. Wang, 2000, 21 pp. Intl. Journal of Comparative Sociology 40 (1): 27–47. USAID document no. PN-ACK-302.*

This article examines the political dimension of IEQ project efforts to conduct classroom-anchored research and link it to educational policy and practice. It explores how such activity was enmeshed within relations of power and resource distributions and involved people who worked and/or lived in local school communities, other citizens of the respective countries who had regional and national responsibilities, and “foreign” participants who represented bilateral and multilateral agencies.

### **Enhancing Dialogue among Researchers, Policymakers and Community Members in Uganda: Complexities, Possibilities and Persistent Questions**

*Joseph Carasco, Nancy Clair, and Lawrence Kanyike, 2000, 33 pp. Comparative Education Review 45 (2). USAID document no. PN-ACK-287.*

The problem of non-dialogue among researchers, policymakers, and practitioners is widespread. Most education stakeholders agree that research findings should be utilized more effectively to improve schools. There is less agreement on how this should happen. Participatory action research (PAR) is one possible solution as it involves dialogue, investigation, and action, and includes local people in the research process. In this study, researchers use interpretive theory and data collection techniques to illuminate the complexities and possibilities of PAR and to understand how dialogue may contribute to better schools.

### **Teachers’ Perceptions of their Participation in Policy Choices: The Bottom-Up Approach of the Nueva Escuela Unitaria (NEU) in Guatemala**

*Martha E. Mantilla, November 1999, 31 pp. In B. Levinson and M. Sutton, eds., New Approaches to Studying Educational Policy Formation and Appropriation. New York: Ablex. USAID document no. PN-ACK-304.*

*Nueva Escuela Unitaria* (NEU) is an educational reform initiative that seeks innovative ways to engage actors such as teachers, parents, students, government officials, and program administrators in the educational decisions that affect their lives. This article addresses the issue of teachers’ participation in the formation and appropriation of educational policies within the

context of NEU in Guatemala with the intention of showing the relationship between participation on one hand and policy formation and appropriation on the other.

### **Linking Research to Educational Policy and Practice: What Kind of Relationships in How (De)Centralized a Context?**

*D. Adams, M. Ginsburg, T. Clayton, M. Mantilla, J. Sylvester, and Y. Wang, 1998, 26 pp. In B. Levinson and M. Sutton, eds., New Approaches to Studying Educational Policy Formation and Appropriation. New York: Ablex. USAID document no. PN-ACK-297.*

This chapter outlines a set of debates concerning alternative models for the relationship between researchers and policymakers/practitioners in efforts to link research with policy/practice. The issues raised in these debates are explored using illustrations drawn from documentation research of the IEQ project, which operated in Ghana, Guatemala, and Mali during 1992–1996.

### **Preschool Education for Black South African Children: A Descriptive Study of 32 Educare Centers**

*Floraline I. Stevens, 1997, 13 pp. Journal of Negro Education 66 (4): 396–408. USAID document no. PN-ACK-633.*

In response to the lack of education available to young South African children, groups of African women, many lacking a formal education, established private preschools in urban areas, townships, and rural homelands. In 1995, nongovernmental organizations with assistance from USAID began training Educare teachers. An evaluation of thirty-two Educare facilities assessed the relationship of this training to improved early childhood education (ECE) practices. This article reports on that study, describing the deprived conditions found at most centers but also highlighting the dedication of Educare teachers and staff.

### **Implementing and Sustaining Changes in Educational Quality**

*Don Adams, Tom Clayton, Michel Rakotomanana, and Yidan Wang, 1997, 18 pp. Educational Planning 11 (3): 3–20.*

This article stresses that planning and implementing educational change must be undertaken with a long-term perspective. Unless the sustainability of improvements in educational quality is continuously addressed, educational change efforts will not last. Recommendations are made for how to increase the chance that changes will be sustained.

### **Choices in Conceptualizing Classroom-Anchored Research and Linking it to Policy/Practice to Improve Educational Quality in “Developing” Countries**

*M. Ginsburg, L. Klopfer, et al., 1996, 16 pp. Research Papers in Education 11 (3): 239–54. USAID document no. PN-ACK-266.*

This article briefly contrasts the assumptions and approaches associated with empirical research conducted within positivist, interpretivist, and critical science traditions. It extends this analysis to examine the roles played by educational researchers, policymakers, and practitioners in efforts to use research findings in planning and implementing educational change.

## **The Politics of Research and Linking It to Educational Policy/Practice: Continuing the Dialogue**

*M. Ginsburg, 1996, 3 pp. Research Papers in Education 11 (3): 259–61. USAID document no. PN-ACK-713.*

This article addresses questions posed by Owen van den Berg, who commented on the above article (“Choices in Conceptualizing Classroom-Anchored Research...”). It clarifies several points and acknowledges the central role that interpersonal, intergroup, interinstitutional, and international power relations play in education development projects.

## **Defining Educational Quality**

*Don Adams, January 1993, 16 pp. Educational Planning 9 (3): 3–18. USAID document no. PN-ACA-245.*

This article reviews various definitions of educational quality that international agency officials, national government officials, educators, and citizens may draw upon as they participate in efforts to improve the educational quality. Definitions can highlight inputs, content, processes, outputs, and outcomes and give attention to cultural, economic, and political aspects of social life for which schools may be preparing students.

## **Multimedia Products**

### **Joining Hands in Education**

*N. Clair, L. Kanyike, and D. Smith, forthcoming, 15 min.*

This video and discussion questions are intended to provoke discussion about participatory approaches as a way of improving educational quality. It focuses on the Quality Learning Exhibitions in Uganda, which demonstrated results of community efforts to support schools.

### **Pamphlet on Education Partnerships**

*Forthcoming in Portuguese.*

This pamphlet provides guidance for school staff on developing partnerships to improve local schools and education. It will also be disseminated to potential school partners to explain the concept and the important contribution that a partnership can make to school quality.

## **Newsletter: *The Quality Link***

*The Quality Link is IEQ's newsletter. Each issue highlights a specific topic and research occurring in IEQ partner countries. Newsletters are available in English, French, and Spanish.*

**Democracy and Governance.** Spring 2001, No. 4.

**Teachers as Miracle Workers—Stepping Stones to Success.** Winter 2000, No. 3.

**Pupils, Learning, and Educational Quality.** Summer 1999, No. 2.

**Introduction to IEQ.** Spring 1999, No. 1.

## Publicaciones en español

*Los siguientes informes de investigación y documentos técnicos presentan los resultados de esfuerzos a largo plazo los cuales utilizan un enfoque multi-metodológico para examinar sistemáticamente como se están ejecutando las distintas actividades de reforma educativa a nivel nacional.*

### Informes de investigación y evaluación

#### Evaluación de Telebásica

*Patricio Barriga, Gloria Gamera y Seth Spaulding, en borrador, 78 págs. También disponible en inglés.*

En este documento se presentan los resultados de un estudio del potencial y la viabilidad institucional de Telebásica, un programa piloto de educación a distancia al nivel secundario en Honduras. Las principales áreas de atención del estudio fueron: costos, currículo y gestión gerencial. Los resultados mostraron que la Subsecretaría Técnico Pedagógica y su componente Educatodos han sido exitosos en establecer 36 centros con séptimo y octavo grados y con rendimiento escolar prometedor en sólo 24 meses. Sería necesario, sin embargo, contemplar un nuevo esquema organizativo del programa si hubiese ampliación de su cobertura.

#### Nivel académico en Matemáticas y Español. Estudiantes de 7º grado. Zona Central:

**Francisco Morazan; Zona Sur: Cholutec y Valle; Zona Norte: Cortes**

*Proyecto IEQII/Educatodos, Enero 2001, 80 págs.*

La evaluación se realizó en las asignaturas de Matemáticas y Español para determinar el rendimiento académico de los estudiantes y sus facilitadores, el grado de dominio que tienen en cada una de las asignaturas evaluadas y el nivel de conocimientos matemáticos y de español de los estudiantes al ingresar a 7º grado.

#### Estudio de línea base de la educación bilingüe en El Quiché

*Ray Chesterfield, Fernando Rubio y Rigoberto Vásquez, diciembre 1999, 48 págs. También disponible en inglés. Documento de la USAID No. PN-ACK-624.*

El departamento de El Quiché formó parte de la región más afectada por el conflicto civil en Guatemala. Por eso, cuando se firmó el Acuerdo de la Paz en diciembre de 1996, poco se sabía de la situación educativa a nivel de la escuela en el departamento. En este estudio se examinan los aspectos como infraestructura, experiencia de maestros y participación de estudiantes y padres de familia en la educación primaria. Los resultados muestran que el problema principal se encuentra en primer grado donde casi el 50 por ciento de los alumnos abandona la escuela. La deserción está relacionada a la falta de experiencia de los maestros, la cual que limita la participación de estudiantes y padres.

**Informe final de investigación 1993-1996: El impacto de la Nueva Escuela Unitaria**  
*Yetilú de Baessa, Rosa Girón, Tanya Ramos y Jorge Valdés, 1997, 136 págs. También disponible en inglés. Documento de la USAID No. PN-ACK-321.*

En este informe se resume un estudio longitudinal de tres años sobre la implementación y el impacto del programa de la Nueva Escuela Unitaria (NEU), un programa de aprendizaje activo, centrado y dirigido hacia escuelas unidocentes guatemaltecas. El mayor impacto de la NEU se observó en retener a un mayor número de alumnos en las escuelas. Las tasas de deserción fueron consistentemente más bajas en las escuelas NEU que en el resto de las escuelas. El mayor impacto fue en niñas indígenas que muchas veces son las primeras desertoras de la escuela primaria rural en Guatemala. La mayor retención estaba relacionada con la mayor participación de niñas y niños en el aula.

**La Nueva Escuela Unitaria: Una experiencia educativa innovativa en Guatemala**  
*Yetilú de Baessa y Ray Chesterfield, marzo 1995, 32 págs. Documento de la USAID No. PN-ABZ-287.*

En este informe se discuten los resultados del primer año de implementación de la Nueva Escuela Unitaria, un programa para las escuelas rurales multigrado en Guatemala. Los resultados de las pruebas de rendimiento combinadas con las observaciones realizadas en el aula, mostraron que el programa tuvo éxito en descentralizar la educación al facilitar la participación en contextos de pequeños grupos de aprendizaje. Se encontraron correlaciones significativas entre la participación en grupos pequeños y el rendimiento académico en español y matemática de los niños de primero y segundo grado del programa. Sin embargo, la naturaleza de los pequeños grupos difirió en relación al dominio del español de los niños. Se encontró poca relación entre los diferentes contextos de aprendizaje en las escuelas rurales tradicionales, utilizadas como grupo de comparación. Los resultados se discutieron en función de la teoría socioconstructivista y su aplicación en la educación rural.

## **Investigación en el ámbito de aula**

*Estos documentos ofrecen consejos prácticos técnicos para aquellos investigadores interesados en examinar diferentes contextos de enseñanza y aprendizaje, especialmente a nivel de escuela.*

### ***Recursos bibliográficos***

**Memoria de la Conferencia Nacional de Educación Bilingüe Intercultural: Bilingüismo e interculturalidad ejes de la educación en el nuevo milenio**  
*Rigoberto Vásquez González y Fernando Rubio, julio 2000, 279 págs. Documento de la USAID No. PN-ACK-629.*

La Conferencia Nacional de Educación Bilingüe Intercultural sirvió como un espacio de reflexión para poder analizar la situación de la educación bilingüe intercultural en Guatemala y para arribar a conclusiones y recomendaciones sobre políticas y estrategias educativas que

puedan ser viables para el Ministro de Educación y la sociedad civil que impulsan acciones educativas en Guatemala. En este documento se presentan las ponencias junto con los aspectos más relevantes de las sesiones desarrolladas en la conferencia por eminentes expositores y conocedores de la problemática actual en la educación en Guatemala. Participantes en la conferencia incluyeron miembros del ministerio de educación de Guatemala y representantes de ONGs, universidades, la UNESCO y la USAID.

## *Herramientas*

### **Lineamientos para el diseño curricular integrado de 7º a 9º grado de Educatodos:**

#### **Documento de Trabajo IEQ II – Honduras, Número 1**

*IEQ II–Honduras, octubre 2000, 25 págs. Documento de la USAID No. PN-ACK-627.*

En este documento se proporciona el esquema curricular del Programa de Educatodos para el tercer ciclo de la educación básica hondureña. Se presentan los elementos básicos del programa y los lineamientos que orientan el desarrollo curricular. Se explica los ejes transversales de identidad nacional, población, ciudadanía y democracia, salud y medio ambiente que son los puntos de partida para la integración de asignaturas dentro del currículo.

### **Lineamientos para la evaluación del programa de 7º a 9º grado de Educatodos:**

#### **Documento de Trabajo IEQ II – Honduras, Número 2**

*IEQ II–Honduras, octubre 2000, 18 págs. Documento de la USAID No. PN-ACK-628.*

Este documento ortoga información que permita asegurar la acreditación del Programa de Educatodos en el tercer nivel de educación básica. Se establecen las bases que garantizan la confiabilidad de Educatodos para proveer servicios educativos en este nivel como una institución tutelada por la Secretaría de Educación. En segunda instancia, se enfoca los procedimientos que Educatodos desarrolla y aplica para certificar los logros de los participantes.

### **Manual de evaluación: Taller de investigación y evaluación**

*Proyecto MEDIR (IEQ Guatemala), mayo 1999, 46 págs. También disponible en K'iche'.*

*Documento de la USAID No. PN-ACK-298.*

Basado en el trabajo realizado en Sudáfrica, esta guía está enfocada en el desarrollo de procedimientos de evaluación y monitoreo para programas de educación bilingüe en comunidades mayas de Guatemala. Cubre el proceso de llevar a cabo una evaluación, desde la creación de objetivos y definiciones operacionales al análisis de datos y la preparación del informe sobre resultados.

### **Reflexiones pedagógicas en torno a los resultados cualitativos del estudio de línea base realizado en el departamento de El Quiché**

*Rigoberto Vásquez González, Fernando Rubio Flores y Matías Gutiérrez, abril 1999, 19 págs.*

*También disponible en inglés. Documento de la USAID No. PN-ACK-329.*

Este documento utiliza citas de maestros, alumnos y padres en comunidades mayas como una base de ejercicios que fomentan reflexiones sobre la práctica educativa. Las citas están

organizadas sobre los siguientes temas: identidad cultural, una buena educación, educación de la niña, educación cívica, cooperación de familias con la escuela, educación bilingüe y círculos de calidad. Una serie de preguntas y procedimientos orienta la reflexión.

### **Investigación llevada a la práctica: Desarrollo de un instrumento para detectar comprensión de lectura**

*Yetilú de Baessa, enero 1997, 13 págs. Documento de la USAID No. PN-ACK-338.*

Durante la investigación longitudinal sobre la implementación de la Nueva Escuela Unitaria (NEU) en Guatemala se identificó el problema que los alumnos que no tenían suficiente habilidad de comprensión de lectura y seguir instrucciones escritas no podían utilizar eficientemente las guías de autoformación. Este documento describe el trabajo de IEQ para ayudar a solucionar el problema que enfrentaban los maestros. IEQ diseñó y probó un método sencillo para detectar comprensión de lectura, el cual puede ser usado fácilmente por el maestro para poder agrupar a aquellos alumnos que necesiten ayuda en lectura antes de poder usar las guías. Procedimientos para el desarrollo de este tipo de prueba están incluidos en el documento.

## **Exploración de resultados: Análisis específicos**

*Los resultados incluidos en estos documentos representan investigaciones adicionales o análisis de resultados críticos de investigaciones de gran escala.*

### **Estudio de audiencia acerca del diseño de la reforma educativa: Análisis de entrevistas**

*Rosa Elena Ruiz, Alvaro Fortín, Fernando Rubio, Regino Chávez, en borrador, 41 págs.*

Este documento presenta la metodología y los resultados de una investigación cualitativa realizada en Guatemala para conocer las opiniones y percepciones acerca del estado de la educación y el Diseño de Reforma Educativa entre influyentes en el área de la educación. Temas tratados en el estudio incluyen opiniones y creencias sobre educación bilingüe, interculturalidad, equidad de género, beneficios y riesgos para mejorar la calidad educativa e información y medios apropiados para llevar a cabo la reforma educativa. También se investigaron las preocupaciones sobre el futuro de la educación e estrategias para mejorar el sistema educativo.

### **El estado de la educación primaria en El Quiché en relación a otros departamentos servidos por DIGEBI y a Guatemala**

*Ray Chesterfield y Fernando Rubio, diciembre 1998, 28 págs. También disponible en inglés. Documento de la USAID No. PN-ACG-207.*

Este estudio utiliza las estadísticas nacionales generadas por la Unidad de Informática del Ministerio de Educación para presentar una descripción de la situación educativa en el Departamento de El Quiché, el área de enfoque de los esfuerzos de la USAID. Los resultados mostraron que la educación rural en Guatemala ha tenido poco éxito, donde sólo alrededor de 20 por ciento del estudiantado terminan la primaria. El Quiché tenía una situación peor que la

del país en general, con el 13 por ciento de los niños y el 10 por ciento de las niñas terminan el sexto grado. Se encontró que el acceso a la escuela fue relativamente bajo en comparación con el resto del país. Los datos confirmaron la necesidad de prestar atención especial a las escuelas de El Quiché.

### **Informe sobre los talleres con supervisores y capacitadores técnico-pedagógicos**

*Yetilú de Baessa, junio 1996, 10 págs. Documento de la USAID No. PN-ACK-327.*

En este documento se resumen las actividades desarrolladas en dos talleres realizados por el proyecto Mejoramiento de la Calidad Educativa (IEQ, por sus siglas en inglés) con los supervisores y capacitadores técnico-pedagógicos de los departamentos de Guatemala donde se estaba llevando a cabo el proyecto de la Nueva Escuela Unitaria. Se describe la metodología participativa utilizada en los talleres. Los participantes recibieron retroalimentación de la información recabada en la investigación en el ámbito de aula, revisaron las pruebas de evaluación y reflexionaron sobre procedimientos para una utilización más amplia de las mismas.

### **Reporte del curso de actualización sobre investigación cualitativa**

*Yetilú de Baessa, junio 1996, 16 págs. Documento de la USAID No. PN-ACK-332.*

A petición de un ex-Ministro de Educación, el proyecto Mejoramiento de la Calidad Educativa de Guatemala ofreció un curso de actualización sobre investigación cualitativa a personal docente de la Escuela de Ciencias de la Comunicación de la Universidad de San Carlos. Este documento describe el curso de tres días que incluyó los siguientes temas: relación entre investigación cualitativa y cuantitativa; técnicas de observación; elaboración de encuestas, cuestionarios y escalas; técnicas de entrevistas; análisis de datos cualitativos y proyectos individuales.

## **Intercambio IEQ: Ponencias presentadas en conferencias internacionales y nacionales**

*Los siguientes documentos fueron presentados por investigadores del proyecto IEQ en conferencias nacionales y reuniones de asociaciones internacionales.*

### **Círculos de calidad de maestros: Una metodología para descentralizar la capacitación de maestros**

*Fernando Rubio e Hipólito Hernández, enero 1999, 11 págs. Ponencia presentada en la Conferencia sobre Reforma Educativa en Centroamérica, Panamá y República Dominicana, San Salvador, El Salvador. Documento de la USAID No. PN-ACG-206.*

En esta ponencia se discuten los esfuerzos de utilizar “círculos de calidad de maestros” para facilitar la capacitación de maestros bilingües en servicio. Los resultados mostraron que los círculos de calidad han sido exitosos al estimular la participación de los maestros rurales bilingües en el análisis de problemas y asuntos educativos a nivel local. De igual forma, los círculos han tenido éxito en la ejecución de acciones en la escuela que ayudan al desarrollo

de una cultura democrática. Sin embargo, después de dos años de implantación, las experiencias positivas de los maestros con los círculos no reflejaron en cambios en el desempeño de los alumnos.

**Evaluación de una reforma curricular en ciencias y matemáticas: Un modelo participativo**  
*Norma Dávila, abril 1996, 12 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala. Documento de la USAID No. PN-ACK-625.*

En esta ponencia se discute una metodología participativa de evaluación utilizada con la Iniciativa Sistemática para la Excelencia Educativa en Ciencias y Matemáticas (Puerto Rico Statewide Systematic Initiative – PR-SSI). Se destacan los diferentes mecanismos que el equipo de evaluación del PR-SSI diseñó para proveer retroalimentación a las escuelas sobre el progreso del programa.

### **Calidad educativa y sociedad civil en Nicaragua**

*Pedro Abarca, abril 1996, 19 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala. Documento de la USAID No. PN-ACK-620.*

Este documento describe la política educativa del gobierno de Nicaragua para mejorar la calidad y eficiencia de la educación primaria. A través de Comités Educativos y Consejos Escolares, el gobierno pretende descentralizar la administración escolar a las entidades locales y municipales, incluyendo padres, docentes y autoridades locales. Desde 1993 se han descentralizado un total de 127 centros escolares de secundaria y 301 centros de primaria.

### **Repetencia: Origen y posibilidades de cambio en la escuela primaria en Brasil**

*Adélia Luiza Portel de Magalhães, abril 1996, 5 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala. Documento de la USAID No. PN-ACK-634.*

Este documento presenta un estudio que se llevó a cabo durante tres años y medio en una escuela pública de la ciudad de Salvador de Bahía, Brasil. Los resultados muestran que, a través de estrategias de interacción constante con el cuerpo docente sobre los resultados de la investigación, era posible reducir el fracaso escolar.

### **Capacitación de maestros y uso de materiales educativos en escuelas primarias de Honduras**

*Bethenia Galo Martínez, abril 1996, 5 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala. Documento de la USAID No. PN-ACK-621.*

Este documento presenta los resultados de una investigación aplicada que se llevó a cabo bajo el Proyecto Eficiencia de la Educación Primaria (PEEP) en Honduras. Se usó un enfoque de multimétodos para investigar las relaciones entre capacitación recibida por los maestros de PEEP, el uso de los materiales educativos y el rendimiento de los alumnos en escuelas de

diferentes tipos. Se encontró que los maestros de escuelas con alto rendimiento estudiantil habían recibido un número significativamente mayor de capacitaciones y utilizaban más los materiales educativos que los maestros de escuelas con menor rendimiento escolar.

### **El papel de la educación en el desarrollo socioeconómico y las responsabilidades del sector privado**

*Jacqueline Malagón, abril 1996, 12 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala. Documento de la USAID No. PN-ACK-631.*

En esta ponencia se discute el papel del sector privado en la educación primaria. Se emplean los casos de Acción Pro Educación y Cultura (APEC) y Acción para la Educación Básica (EDUCA) de la República Dominicana para ilustrar estrategias y modelos de colaboración entre los sectores privado y público.

### **Análisis de la crisis educativa en Ecuador: Bases para un consenso**

*Bolívar Chiriboga, abril 1996 (en borrador), 15 págs. Ponencia presentada en la Conferencia Calidad Educativa en América Latina, Ciudad de Guatemala, Guatemala.*

Este estudio analiza la crisis en la educación primaria ecuatoriana para determinar los factores estructurales que impiden una reforma sustentable. Propone cambios básicos en la estructura del sector público, incluyendo una colaboración mayor con el sector privado para sentar las bases para un consenso sobre la estrategia de reforma.

## **Artículos publicados y capítulos de libros**

### **Una metodología para descentralizar la capacitación de maestros: Evaluación preliminar de los círculos de calidad de maestros**

*Fernando Rubio e Hipólito Hernández, junio 2000, 11 páginas. En Perspectivas sobre la reforma educativa: América Central en el contexto de políticas de educación en las Américas, Juan Carlos Navarro, et al., eds. Washington, DC: BID y USAID. Documento de la USAID No. PN-ACK-636.*

Este capítulo discute los esfuerzos de utilizar “círculos de calidad de maestros” para facilitar la capacitación de maestros bilingües en servicio. Los resultados mostraron que los círculos de calidad han tenido éxito en estimular la participación de los maestros rurales bilingües en el análisis de problemas y asuntos educativos a nivel local. De igual forma, los círculos han tenido éxito en la ejecución de acciones en la escuela que ayudan al desarrollo de una cultura democrática. Sin embargo, después de dos años de implantación, las experiencias positivas de los maestros con los círculos no reflejaron en cambios en el desempeño de los alumnos.

## **Boletine: *El Enlace de Calidad***

El Enlace de Calidad *es el boletín del Proyecto de Mejoramiento de la Calidad Educativa. Cada boletín subraya un asunto y un estudio en los países que participan en IEQ. El boletín está disponible en inglés, francés y español.*

**Democracia y gobierno.** Primavera de 2001, No. 4.

**Maestros como trabajadores que hacen milagros—pasos preliminares hacia el éxito.**

Invierno de 1999, No. 3.

**Alumnos, aprendizaje y calidad educativa.** Verano de 1999, No. 2,

**Introducción al Proyecto IEQ.** Primavera de 1999, No. 1.

## Publications en Français

### Rapports techniques : Les résultats générés par des recherches du P.A.Q.E.

*Ces rapports de recherches et rapports techniques présentent les résultats des efforts à long terme. P.A.Q.E. applique une approche multi-méthodologique afin d'étudier systématiquement comment une activité de réforme nationale se met en œuvre localement.*

**Le contexte de l'enseignement de l'apprentissage à l'école fondamentale en Haïti**  
*FONHEP et Centre de Développement en Education, mars 1999, 82 pp. Document de l'USAID No. PN-ACK-306.*

Cette étude (disponible uniquement en français) est basée sur des observations des classes et des interviews pour décrire les pratiques de classe des enseignants dans les salles de classe haïtiennes. La recherche a démontré une forte corrélation entre un fort usage des pratiques de discipline et des niveaux bas de participation. La recherche suggère que les programmes de formation d'enseignants doivent cibler l'amélioration des stratégies d'enseignement dans les salles de classe et que des recherches supplémentaires dans les classes soient entreprises pour affiner la compréhension des "réalités" de classe en Haïti et afin de chercher des solutions à certains des problèmes pédagogiques identifiés; et afin d'inclure des recherches dans le dialogue en cours avec les décideurs de politique d'éducation en Haïti.

#### **Diagnostic de l'enseignement élémentaire en Guinée: Rapport final**

*Uli Locher, Alfred Sicotte, Fadi Abillama, Francine Agueh et Jacques-André Gueyraud, novembre 1997, 109 pp. Egalement disponible en anglais. Document de l'USAID No. PN-ACK-317.*

Ce rapport présente une analyse limitée du secteur de l'éducation en Guinée en ce qui concerne l'objectif stratégique de mission de l'USAID en éducation. L'étude, qui se focalise sur les domaines de planification stratégique du Ministère de l'Education, les capacités d'administration et de prise de décision, l'offre et la demande des enseignants en enseignement primaire, des problèmes d'équilibre régionale et du genre, et la participation communautaire, a constaté que le Gouvernement a amélioré le système de l'éducation quant aux inscriptions et à la gestion du système des écoles. Pourtant, des problèmes tels que l'efficacité des écoles, les taux de redoublement et d'abandon restent à résoudre. Cette étude propose des changements spécifiques, opérationnels, et au niveau de la politique générale.

**Rapport de recherche sur l'apprentissage du français en première et deuxième années**  
*Mai 1995, 84 pp. Document de l'USAID No. PN-ACK-328.*

Ce rapport présente les résultats d'une étude du P.A.Q.E. sur les facteurs pédagogiques socio-économiques et culturels qui rendent difficile l'apprentissage du français en première et deuxième années primaire au Mali. Vu le taux élevé de redoublement et des élèves qui ne

maîtrisent pas le français après plusieurs années de scolarité, le P.A.Q.E. a étudié par des recherches d'action, des techniques qui pourraient faciliter l'apprentissage, réduire le taux élevés de redoublement et d'abandon, ainsi qu'améliorer le score.

## **Mener des recherches et des outils d'évaluations basés sur des salles de classe**

*Ces produits fournissent des conseils pratiques et techniques aux chercheurs qui s'intéressent à l'étude des contextes de l'enseignement et de l'apprentissage, surtout au niveau de l'école.*

### **Le P.A.Q.E.: Le guide du maître**

*Institut pédagogique national et Institut supérieur de formation et de Recherche Appliquée, 1996, 50 pp. Document de l'USAID No. PN-ACA-665.*

Ce guide du maître donne des recommandations pour la mise en œuvre des techniques pédagogiques innovatrices dans la salle de classe. Ces techniques étaient développées pendant un atelier national qui implique plusieurs intéressés, y compris, des enseignants, des chercheurs, des parents, des leaders de communauté, et des décideurs. Les quatre innovations pédagogiques exposées dans le guide ciblent: la pédagogie de grands groupes, la pédagogie de contes populaires et de légendes, l'utilisation du matériel didactique, et l'utilisation stratégique de la langue maternelle pour encourager l'apprentissage des élèves.

## **Approfondir les résultats des recherches : Etudes ciblées**

*Les conclusions de ces documents résultent d'une analyse ou étude plus poussées des conclusions les plus importantes de recherches à grande envergure.*

### **Suivi évaluation des interventions du P.A.Q.E. dans les écoles pilotes de la région de Sikasso**

*Bréhima Tounkara, N. Urbain Dembélé, 1995, 22 pp.; Document de l'USAID No. PD-ABS-788.*

Le P.A.Q.E./Mali a organisé des ateliers au Mali pour réunir pour la première fois certains intéressés, y compris, les parents, les acteurs locaux, sous-régionaux et régionaux, et de l'éducation centrale, des décideurs et des partenaires pour discuter des techniques et des stratégies de recherche en salle de classe pour l'enseignement de bonne qualité. En se servant de l'approche participative, on a fait des recommandations pour la mise en œuvre de ces interventions. Ce document suit la mise en œuvre des ces interventions et stratégies dans la région de Sikasso au Mali.

## Monographie du suivi des écoles pilotes du P.A.Q.E. de la région de Ségou

*Abdoul Dramane Coulibaly, Sékou Oumar Diarra, 1995, 23 pp. Document de l'USAID No. PN-ACK-323.*

P.A.Q.E./Mali a organisé des ateliers au Mali pour réunir pour la première fois certains intéressés, y compris, les parents, les acteurs locaux, sous-régionaux et régionaux, et de l'éducation centrale, des décideurs et des partenaires pour discuter des techniques et des stratégies de recherche en salle de classe pour l'enseignement de bonne qualité. En se servant de l'approche participative, on a fait des recommandations pour la mise en œuvre de ces interventions. Ce document suit la mise en œuvre de ces interventions et stratégies dans la région de Ségou au Mali.

## Bulletin d'information : *Le Lien de Qualité*

*Le Lien de Qualité est le bulletin d'information du P.A.Q.E. Chaque numéro met l'accent sur un sujet spécifique et les recherches en cours dans les pays partenaires du P.A.Q.E. Les bulletins sont disponibles en anglais, français et espagnol.*

**Démocratie et gouvernance.** Printemps 2001, No. 4.

**Enseignants comme faiseurs de miracle—Tremplins vers la réussite.** Hiver 2000, No. 3.

**Elèves, apprentissage et qualité de l'éducation.** Été 1999, No. 2.

**Introduction à IEQ.** Printemps 1999, No. 1.

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