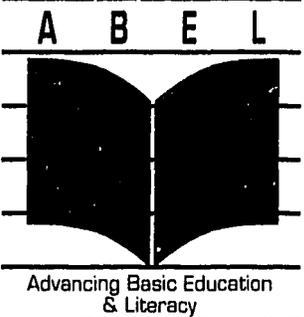
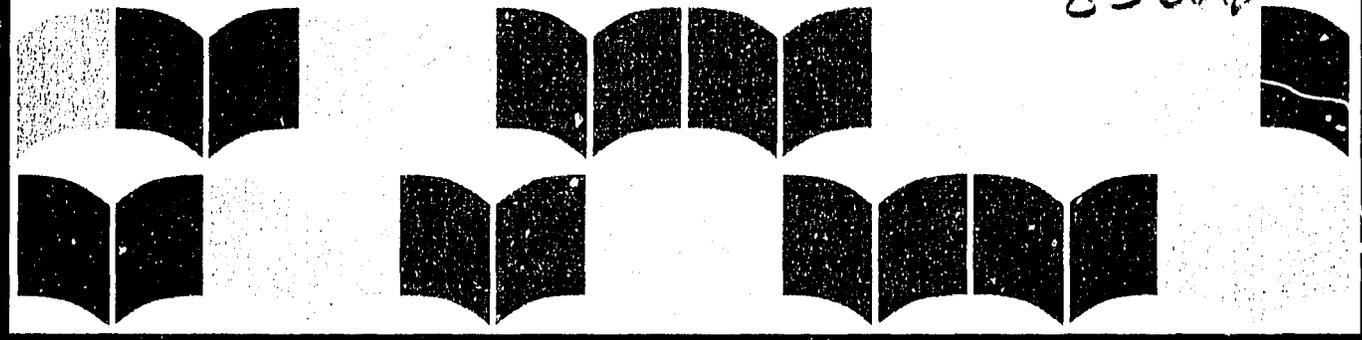
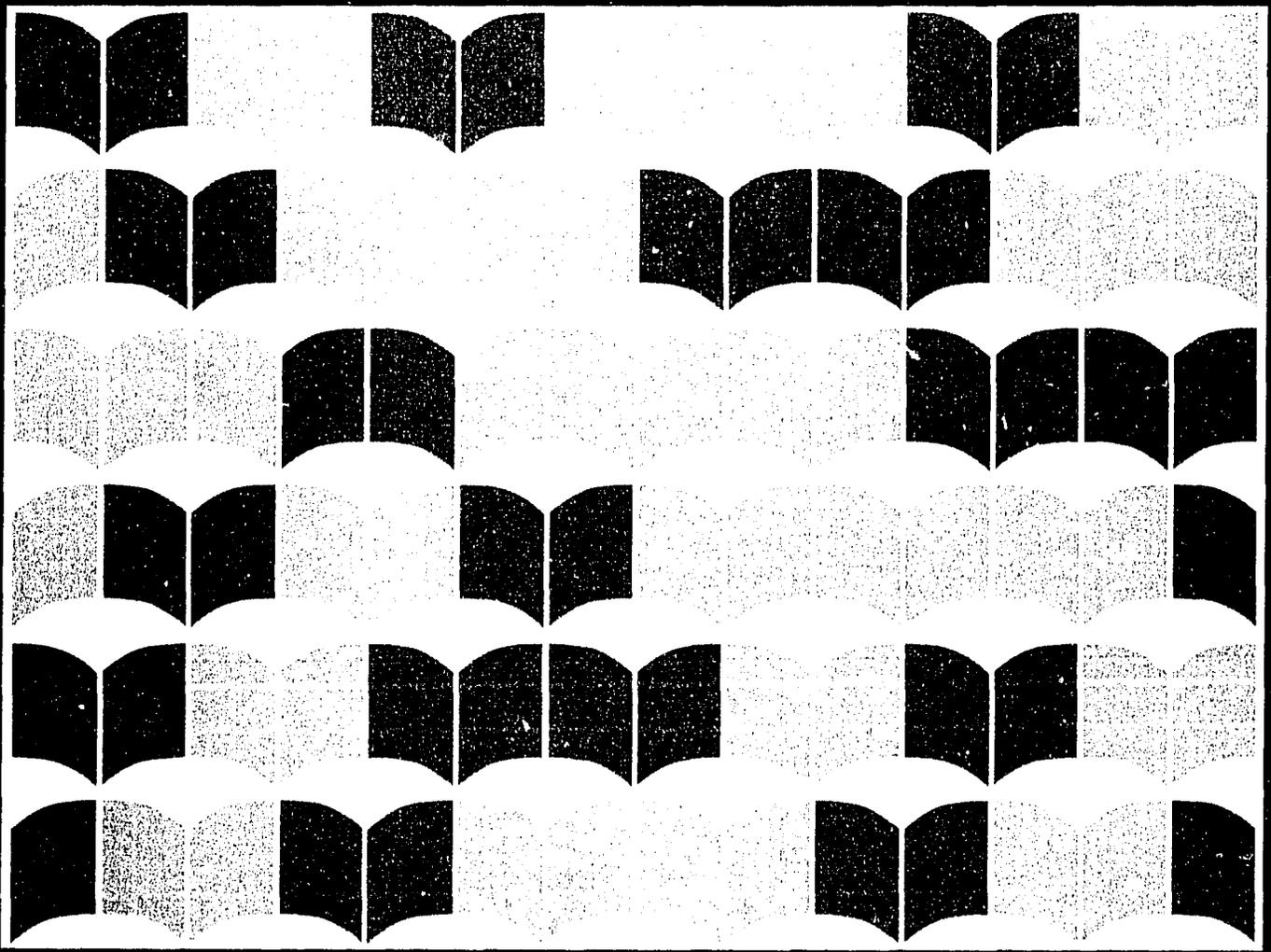


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PROJECT OVERVIEW

1989-1991



PROJECT OVERVIEW

1989 - 1991

Prepared by

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This is a publication of the Advancing Basic Education and Literacy Project operated by the Academy for Educational Development with subcontractors Creative Associates International, Inc., Harvard Institute for International Development and Research Triangle Institute. ABEL is funded by the U.S. Agency for International Development (R&D/Ed/R&D/WID). Contract No. DPE 5832-Z-00-9032-00 (Project No. 936-5832)

Sponsored by the Bureau for Research and Development/Office of Education/ Office of Women in Development of the United States Agency for International Development (USAID), Project ABEL assists USAID missions and host country governments in using proven educational tools, methods, and approaches to design and implement programs and pilot projects in basic education. ABEL is USAID's primary mechanism for assisting host-country governments and USAID missions in creating new initiatives to improve the quality and efficiency of basic education. ABEL draws on tools, methods, training techniques, and research findings from USAID and other donors during the past three decades and adapts these materials to country specific needs.

ABEL helps to improve basic education systems through 1) dissemination of proven tools, methods, and research findings; 2) technical and managerial support for USAID missions initiating basic education projects; 3) design and implementation of pilot projects and research; and 4) provision of short-term training to build capacity within education ministries, schools, and classrooms. Issues of gender, access, and equity are threads that cut across the above four components of the project and need to be addressed in all ABEL activities.



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ACRONYMS USED IN THE MAIN TEXT

ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
AID	Agency for International Development
APEX	Assessing Policies for Educational Excellence
BEEP	Basic Education and Expansion Project
BRIDGES	Basic Research and Implementation in Developing Education Systems
CAII	Creative Associates International, Inc.
CIES	Comparative and International Education Society
DEC	Digital Equipment Corporation
EFA	Education for All
EIM	Education Impact Model
EIP	Equity Improvement Program
EMIS	Educational Management Information System
EPICS	Educational Policy Implementation Simulation
ERP	Economic Recovery Program
ESAT	Educational Support and Training Project
FUBA	Federated Union of Black Artists
GABLE	Girls Attainment in Basic Literacy and Education
GOG	Government of Ghana
HIID	Harvard Institute for International Development
MEN	Ministère de l'Éducation Nationale
MIS	Management Information System
MOE	Ministry of Education
MOEC	Ministry of Education and Culture
MSU	Michigan State University
NCEEE	National Center for Educational Evaluation and Examinations
NCERD	National Center for Education, Research and Development
NGO	Non-governmental Organization
ODA	Overseas Development Administration
PAAD	Program Approval Assistance Document
PAIP	Program Assistance Initial Proposal
PLI	People Level Impact
PREP	Primary Education Program
PSU	Planning and Statistical Unit
RTI	Research Triangle Institute
SEE	Secondary School Examination
SHARE	System for Accessing Research on Effective Education
USAID	United States Agency for International Development
WCEFA	World Conference on Education for All
WTR	Writing to Read



ABEL PERSONNEL PROFILE

As of January 1, 1992

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

Sam Rea	Director, Office of Education, R&D/ED
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Robin Horn	Education Economist, Bureau for Africa
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Joy Wolf	Social Anthropologist, Bureau for Africa
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Kurt Moses	Project Director and Vice President, ABEL
Don Russell	Project Director, ABEL (1989-1991)
Michelle Washington	Operations Manager, ABEL
Lynette Johnson	Program Associate, ABEL/Mali
Anna Grady	Program Associate ABEL/South Africa (1989-1991)
Laurie Owen	Project Officer - Malaŵi, Namibia, Egypt
Furhana Bhoola	Research/Training Specialist, ABEL

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May Rihani	Project Associate Director, and Vice President
Barbara Reese	WID Specialist
Cynthia Prather	Research Associate

ABEL PERSONNEL PROFILE



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Bill Cummings	Project Coordinator, ABEL
Christina Rawley	Research Associate, ABEL
Abby Riddell	Research Associate, ABEL

Research Triangle Institute (RTI)

James Kocher	Program Area Director
Hank Healey	Project Coordinator, ABEL

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Jennifer Bisgard	Education Officer, USAID/South Africa
Jonathan Jansen	Chief of Party, ABEL
Julie Reddy	Organization Development Specialist, ABEL
Nellie Moletsane	Administrative Assistant, ABEL

ABEL - Mali

Freda White-Henry	Education/Human Resource Development Officer, USAID/Mali
Chahine Rassekh	Basic Education Expansion Project (BEEP) Administrator, USAID/Mali
Jim Toliver	Management Technical Advisor, ABEL
Yolande Miller	Monitoring and Evaluation Advisor, ABEL
Daniel Gifondorwa	Management Information Systems Advisor, ABEL
Fatoumata N'Diaye	Women in Development Coordinator, ABEL

ABEL - Malaŵi

Joan Larcom	Human Resource Development Officer (HRDO), USAID/Malaŵi
Joan Newton	Assistant to HRDO, USAID/Malaŵi
Phillip Matthews	Girls Attainment in Basic Education and Literacy (GABLE) Planner

ABEL Activities														
	Year	Evaluation	Research	In-Service Training Development	Planning for Management	Policy Modelling	Program Design	Management Information System	Conference	Publications	Literature Reviews			
MALI														
Integration of Gender Considerations into Ed. Reform	1989-1990						✓							
Integration of Gender Considerations into BEEP	1989-1990						✓							
Monitoring and Evaluation Design	1989-1990	✓												
Maternal Languages Study	1990-1991		✓											
In-Service Training Advisor	1991			✓										
Education Planning for Ministry of Education	1991				✓									
Quantitative Evaluation	1991	✓												
Administration and Management Study	1991		✓											
Education Planning	1991				✓									
Supervision Planning	1991				✓									
Fiscal and Personnel Systems Training	1991			✓										
SOUTH AFRICA														
Evaluation of Skotaville Publishers	1991	✓												
Socio-educational Survey	1991		✓											
Evaluation of FUBA	1991	✓												
Handspring Puppet Company Study Tour	1991		✓											
Education Impact Model	1991					✓								
APEX Development and Dissemination	1991					✓								
Development of a Storyboard	1991					✓								
OTHER COUNTRIES														
Ghana PAAD Study	1990						✓							
Malawi GABLE PAAD Design	1991						✓							
Uganda PAIP Design	1991						✓							
Evaluation of Testing System in Egypt	1990	✓												
EMIS for MOEC in Namibia	1991							✓						
Uganda Education Sector Review	1990						✓							
Jordan In-service Teacher Training Seminars	1990			✓										

ABEL Activities													
	Year	Evaluation	Research	In-Service Training Development	Planning for Management	Policy Modelling	Program Design	Management Information System	Conference	Publications	Literature Reviews		
DISSEMINATION													
Basic Education Conference, Washington, DC	1990								✓				
World Conference on Education for All, Thailand	1990								✓				
Togo Conference on Basic Education	1990								✓				
ABEL Information Bulletins 1-34	1990-1991									✓			
ABEL Research Reports	1990-1991									✓			
The Forum	1990-1991									✓			
APEX	1991					✓							
CAII Gender Research Reports	1991									✓			
GENDER STUDIES													
Economic and Social Impact of Girls Primary Education in Developing Countries	1990												✓
Educating Girls: Strategies to Increase Access, Persistence & Achievement	1991												✓
Botswana Teacher, Classroom and Achievement Study	1991		✓										
Ghana Equity Improvement Program	1991		✓										
Malaŵi: Constraints to Girls' Persistence in Primary School and women's Employment Opportunities in the Education Sector	1990		✓										
Malaŵi: Girls Schooling and Access	1990		✓										

**USAID
AND ABEL**

Education is a fundamental right of all people and promotes social, economic and cultural progress. Education is essential to health, security and balanced living, and can promote tolerance and international understanding. Education is necessary to an environmentally sound world. Recognizing that the provision of education for many of the world's people is seriously deficient, USAID has committed itself to assisting developing nations provide at least basic education to all. Project ABEL was designed by the United States Agency for International Development (USAID) as one of the major tools that would be used in providing necessary and critical help.

At the time of ABEL's development, three worldwide dilemmas were obvious: (1) the system of education in most developing countries had expanded rapidly in two decades and nations were trying to reach a clientele and provide a range of education services far beyond the capacity of their infrastructure; (2) financial resources were significantly overstrained; and (3) the need and demand for education was increasing. USAID responded to these dilemmas in several ways. Three of the most prominent were (1) the development of efforts to help nations use their very scarce resources efficiently; (2) the development of efforts to help nations insure good basic instruction and a solid grounding for all students during the first years of schooling; and (3) the development of efforts to help nations provide opportunities for groups normally affected by cultural constraints and escalating costs of education, namely, girls and children from poor families.

Literacy and basic education have provided a broad foundation for sustainable economic growth and improved social well-being. In pursuit of this goal, developing countries have invested heavily in the expansion of basic education over the past four decades, resulting in dramatic growth in enrollments since the early 1960s, particularly in sub-Saharan Africa and Asia. This rapid growth in schooling and governments' attempts to keep pace with burgeoning child populations is severely straining the resources available for basic education. Since the early 1970s, developing nations have experienced sharp economic constraints: erratic commodity prices, worsening terms of trade, rising debt burdens, drought and failing agricultural conditions. Thus, national leaders are caught in a squeeze between rising numbers of children and declining



public resources available to maintain educational systems and implement educational reform.

USAID's basic education initiative responds to this concern by assisting developing countries in improving the quality of education and the efficiency with which financial resources are used for basic education. Over the next five years USAID will initiate new field projects, drawing on its own experience and in collaboration with other donors, to improve the quality and efficiency of basic education. Project ABEL was designed to provide technical assistance to developing nations to facilitate education reform strategies.

Project ABEL was awarded to the Academy for Educational Development (AED) at the end of October 1989. ABEL is operated in consortium with Creative Associates International, Inc. (CAII), the Harvard Institute for International Development (HIID) and the Research Triangle Institute (RTI). The Academy for Educational Development serves as the prime contractor for the five-year ABEL Project. AED is responsible for overall management and coordination of the project, and has lead responsibility for the dissemination component and field-based activities. CAII has primary responsibility for providing technical assistance related to increasing female participation and persistence in basic education and for ensuring that gender issues are well integrated into all components of the project. HIID and RTI assist in disseminating education tools and methods; in designing research and pilot project activities; and in supporting training programs.

The objective of ABEL is to assist missions and host country governments in utilizing proven educational tools, methods, and approaches to design and implement basic education programs aimed at improving the quality of education and boosting school effectiveness. ABEL is USAID's primary mechanism for assisting host-country governments and USAID missions in designing, implementing, and evaluating basic education programs. The project draws on the tools, methods, and research findings developed by USAID and other donors during the past three decades and adapts these materials to country-specific conditions as USAID undertakes new projects. ABEL assists in improving basic education systems through 1) dissemination of proven tools, methods,



and research findings; 2) technical and managerial support for USAID missions initiating basic education projects, emphasizing "nuts and bolts" operations and management issues; 3) design and implementation of pilot projects and research; and 4) provision of short-term training to build capacity within education ministries, schools, and classrooms. Issues of gender, access, and equity are threads that cut across the above four components of the project and addressed in all ABEL activities.

The outcomes of the project are expected to include 1) the development of a strategy for dissemination of proven education tools, methods, and research findings; 2) the application of dissemination products in at least three countries per year; 3) the design and conduct of at least three research activities per year, largely focused on the determinants and consequences of higher female participation in basic education; 4) the design of pilot projects aimed at increasing female participation; 5) resident advisors in support of basic education programs in at least five countries; and 6) the design and conduct of in-country, regional, and U.S.-based training programs.

ORGANIZATION OF THE REPORT

This report is a description of Project ABEL's short- and long-term technical assistance in the following countries: Namibia, Uganda, Malaŵi, Jordan, Egypt, Botswana, Ghana, Mali and South Africa. ABEL technical assistance initiatives are classified according to the following: the prime contractor (AED) or the sub-contractors under ABEL ie., RTI, HIID, CAII, the name of the consultant and or consultants, and date of the activity. This is followed by a description of the type of assistance provided. AED has also contracted with other organizations for the provision of short-term technical assistance; these organizations are also identified as sub-contractors.

The first chapter is a description of AID's basic education strategy and the formulation of Project ABEL.

Chapter two is a profile of Mali and ABEL objectives in Mali, followed by ABEL activities and objectives in South Africa.

Chapter three focuses on gender literature reviews and research projects undertaken by CAII, AED's sub-contractor to ABEL.



Chapter four discusses initiatives by ABEL in the design of Program Approval Assistance Document (PAAD) requested by USAID missions in Ghana and Malaŵi. Chapter five discusses planning and design assistance provided by ABEL to USAID in Uganda.

Chapter six details feasibility studies conducted by ABEL consultants and staff for the planning of specific services in Egypt and Namibia.

Chapter seven provides an illustration of conferences, workshops and seminars either supported by ABEL and part of ABEL technical assistance activities, and the participation of ABEL staff in conferences.

Chapter eight is a description of ABEL dissemination tools and dissemination efforts.

Chapter nine discusses the continuity of specific initiatives by AID funded projects and their further development under project ABEL. Chapter ten is a summary and conclusion. ■■



MALI Project ABEL provides long-term technical assistance to Mali and South Africa. This chapter commences with a brief description of educational systems in Mali followed by an exploration of ABEL objectives and technical assistance activities in Mali.

**EDUCATION
IN MALI**

Mali's accession to independence was accompanied by a general reform of the education system through improving access to education. One of the main goals of the Malian primary education policy was to allow its citizens to acquire a minimum of knowledge in reading, writing and arithmetic. The low level of financing for primary education contributes to limited access, scarcity of texts, limited teacher training, high repeater and dropout rates and low and diminishing enrollment. These factors compounded with inadequate financing of education has left Mali with a literacy rate of 15 percent. Some 87 percent of males and 94 percent of females in the country have received no formal education. Parents are discouraged with the quality of education and many are holding their children out of school or allowing them to leave school at an early age. It is estimated that only 23 percent of the young people in age groups that would ordinarily be in grades 1 through 6 are enrolled in school; the average in rural areas is only 14 percent. Twenty-five percent of pupils who enter primary school complete six grades. Less than half of Malian children pass the school leaving exam that is given at the end of grade six. The traditional teacher centered program of instruction coupled with lack of financial resources and instructional materials yields an extraordinary high rate of grade failure.

Another characteristic of the Mali system of education is that it is largely academic in orientation. This orientation continues even though there are far too many academically qualified people in the labor force. Research findings indicate that the nation-wide demand for post secondary graduates per annum over the next several years will be a meager 625 graduates. Moreover, the per pupil expenditure in 1987 for primary education was \$72, a significant decrease from \$80 in 1980. Given Mali's weak resource base, increasing population and accumulated debt, it does not seem likely that the government will be able to appreciably increase national spending for education in the foreseeable future.



The World Bank, USAID, French Ministry of Cooperation and other donors have joined in a program of support for budgetary and operational reforms and advancement for the benefit of basic education in Mali. The global program incorporates non-project assistance to the Government of Mali to overcome its fiscal difficulties, and project assistance to help improve the effectiveness of its basic education system. The USAID funded Mali Basic Education Program addresses these problems by improving the quality of primary education to reduce dropout rates and repetition as well as increasing enrollment rates. The beneficiaries of the project will be 220,000 public primary school pupils with special attention focused on 100 experimental schools in low income areas. Community support and pilot project assistance is confined to low income areas.

ABEL OBJECTIVES IN MALI

In Mali, USAID is using Project ABEL for a portion of its Basic Education Expansion Project (BEEP). The primary objective of ABEL/Mali is to improve the Ministry of Education's capacity to effectively provide equitable and quality education that is relevant to the nation's needs. The Mali Basic Education Program of ABEL is responsible for directing, coordinating and providing on site logistical support of the project technical assistance, as well as the backstopping needed for the project from Washington D.C. The program provides both long- and short-term technical assistance for primary education reform, and the development of a Management Information System (MIS), and Monitoring and Evaluation component.

To achieve long-term goals in Mali, ABEL has established an on-site field office staffed by a resident Management Advisor, James Toliver, a Monitoring and Evaluation Technical Advisor, Yolande Grandvaux Miller, and a Management Information Systems (MIS) Daniel Girondorwa, an employee of RTI. Fatoumata Coulibaly N'Diaye is the Women in Development (WID) Coordinator and is employed by CAII. Lynnette Johnson is responsible for backstopping ABEL/Mali initiatives from the AED headquarters in Washington, D.C.

**A. Improvement of
Primary Education and
Resources Management****INPUT:**

The project provides a long term, in-service training advisor and various short term specialists, materials and other support for in service training sessions, including additional pay for part time trainers and seminar participants. Over the life of the project, all 2,369 teachers currently assigned to the project zone will receive training in pedagogy and classroom management in country and abroad. In addition 735 school directors, 32 inspectors, 28 training center staff, and central ministry staff will be trained.

The project also supports the following: the supply and experimental development of maternal language texts and other materials; experiments, studies and pilot projects directed at increasing female enrollment in basic education; and preparation of a simple school newsletter to increase popular demand for schooling.

OUTPUT:

The key output of the in-service training component will be the development of a permanent in-service training center for teachers. Two kinds of training will be supported ie., pedagogical and management. Pedagogical training will emphasize a simple approach that will relate teaching methodology to the production of actual, practical skills. The approach will consist of training teachers to set precise, competency based objectives for their students, developing strategies to achieve those objectives, and evaluating the objectives to assure that they are achieved.

Training in management will increase the returns from existing resources such as double shifting, multigrade classes, and systems for assuring equipment maintenance and protection of learning materials, long term planning, and redeployment of teachers and the Ministry of National Education personnel. Ministry staff will develop curriculum plans tying theory to practice, interrelating subject matter areas and emphasizing the practical skills.



**B. Management
Information System
and Monitoring and
Evaluation**

INPUT:

The project provides technical assistance, training and a small amount of equipment to help the Ministry establish a capacity for collecting, classifying, storing, recovering and analyzing data important for planning management, and monitoring and evaluation of the basic education system. This component does not involve monitoring and evaluation of the project per se but rather building up of the Ministry's ability to monitor and evaluate the effect of various inputs into the education system. In order to perform such monitoring and evaluation more effectively, it is necessary to acquire baseline data, monitor the inputs and evaluate changes in student performance.

To assure the availability of data for monitoring and evaluation of education programs and for judging GRM compliance with the conditions for program assistance disbursements, and to build the capacity of the Ministry of Education for effective program evaluation, management and planning, it is necessary to improve the Ministry's capacity for information management.

OUTPUT:

The monitoring and evaluation element will provide for two groups of outputs:

1. Monitoring and evaluation of classroom inputs so as to determine and be able to demonstrate the impact of various alternative measures on educational outcomes; and
2. Creation of a management information system to provide information for the monitoring and evaluation system, monitoring compliance with the World Bank consortium disbursement conditions and planning and other evaluations.

ABEL has begun to meet these objectives by providing technical assistance to improve the quality of education, access to education, efficiency of educational systems and by incorporating issues of equity in its activities.

**SHORT-TERM
TECHNICAL
ASSISTANCE**

This section describes the provision by ABEL of short-term technical assistance directed toward specific planning initiatives in Mali.

***Integration of Gender
Considerations into
Educational Reform
& Monitoring and
Evaluation***

Contractor: AED & CAII
Consultants: May Rihani
Jeanne Moulton
Date of Activity: November 1989-January 1990

This activity was commissioned to identify the nature and timing of the principal inputs planned for schools such as textbooks, trained teachers, school buildings, materials, supplies, and the outcomes and measures of school effectiveness and efficiency that they are intended to effect. The consultants met with World Bank, the French Bilateral Aid Agency and USAID teacher training project representatives to determine inputs and outcomes of project activities. May Rihani and Jeanne Moulton assessed the gender gap in the education system in Mali and worked with the MOE and Mission on a preliminary plan of action to integrate gender in the education reform program. Ms. Moulton also collected baseline data and reviewed evaluation instruments for schools, programming and planning for 1990-91. The investigation of country conditions that might affect evaluation design centered around the following: the capability of school headmasters to record and collect data on inputs and the ability to analyze data by MOE staff.

***Integration of
Gender Considerations
into BEEP***

Contractor: CAII
Chloé O'Gara
May Rihani
Date of Activity: April 1990

This activity included participating in the National Conference on Educational Reform and particularly the workshop on Girls Education. As a result of major issues highlighted in the conference and the workshop, Ms. O'Gara and Ms. Rihani, with the assistance of representatives from the MOE and the Mission, drafted an implementation plan to integrate gender activities into the different BEEP components.



**Maternal
Languages**

Contractor: CAII
Consultants: John Hutchinson
Date of Activity: April 1990-May 1991

The research on maternal languages was the result of a request from the Ministry of Education. The educational reform of 1962 facilitated the adaptation of the Malian school to national realities by inaugurating changes in both the structure and content of education. Particular emphasis was placed on the need to carry out research on national languages to assess their application a medium of instruction in both schools and adult literacy programs. The Mali maternal languages team investigated and evaluated the use of maternal languages in primary schools in Mali at the end of the 1989-90 school year. The target group of the study were pupils of sixteen experimental schools using Bamanankan and sixteen classical schools using French. The research and findings of the evaluation were to make it possible to verify the degree to which the initial objectives of the experimentation of teaching in maternal languages had been met.

**In-Service
Training Advisor**

Contractor: AED
Consultant: Jeffrey Hittenberger
Date of Activity: July-September 1991

ABEL provided a technical assistant to help develop and implement appropriate in-service training programs for Regional Directors, Regional Inspectors, Pedagogical councilors, School principals and teachers.

**Education
Planning for
Ministry of Education**

Contractor: AED
Consultant: James Madison Seymour
Date of Activity: July-September 1991

Technical assistance was provided to strengthen the National Ministry of Education (MEN) management infrastructure and to improve efficiency in the education sub-sector. The purpose was to provide a rationale and plan for Educational Management Training (EMT) within the Ministère de l'Éducation Nationale (MEN - National Ministry of Education).



EMT is a component within ABEL to strengthen and upgrade the management capacity of mid and upper level education officers within MEN. It is also a component within BEEP and is called Systems Management. This proposed EMT plan is for the Systems Management component within the BEEP. The study focused on the units within MEN which had a direct bearing on the planning, implementation, and evaluation of primary education: the Direction Nationale de l'Enseignement Fondamental (DNEF - National Directorate for Fundamental Education), the Institut Pédagogique National (IPN - National Institute for Pedagogy), the Direction Administrative et Financière (DAF - Directorate for Administration and Finance) and the Regional Directorates for Education (RDE).

*Quantitative
Evaluation*

Contractor: AED
Consultant: Walter West
Date of Activity: May-June 1991.

The Monitoring and Evaluation component of the BEEP project has been collecting data on schools in four regions of Mali. The data is collected through three instruments: an observation grid, a teacher questionnaire, and a school principal questionnaire. ABEL/Mali requested a consultant to review project documents and data collection instruments. Walter West reviewed project documents and M&E objectives, data collection instruments, and designed a data analysis system.

*Administration and
Management Study of
the Personnel of the
Ministry of National
Education*

Contractor: AED
Consultant: Adama Sy
Date of Activity: May-July 1991

This study was aimed at gathering relevant data and information and evaluating problems related to personnel recruitment, training, post-assignment and transfer of personnel, supervision, level of responsibility, remuneration and interdepartmental communication.

A questionnaire was designed and administered to educational administrators of ministerial departments involved in the management of educational corporation. Documents and legislative papers were also collected from different services.



Education Planning

Contractor: AED
Consultants: Adama Sy
 Fode Coumare
Date of Activity: August-October 1991

The team assisted in the collection and analysis of data relevant information required for personnel issues in the management area of recruitment, assignment, training, supervision, inter departmental communications, accountability etc. This activity set out to provide a rationale and plan for Education Management Training within the Ministry of Education (MEN). The study focused upon the structure, problems, and those units within MEN which have a direct bearing on the planning, implementation and evaluation of primary education. The findings recommended training alternatives to improve management within the MEN.

**Supervision
 Planning**

Contractor: AED
Consultant: William Rideout
Date of Activity: August 1991

Mali supervision planning was designed to develop and produce a concise framework for an operations manual for a school director. William Rideout reviewed and evaluated the work completed by previous short-term assistance activities in Mali and reassessed the general framework for MEN management development.

ABEL short-term and long-term technical assistance to Mali has progressed favorably in the wake of civil strife which forced the closure of schools, and changes in the Ministry of Education. The government of Mali is committed to educational reform, and ABEL technical assistance is a critical vehicle in helping the Government of Mali transform the educational system and provide basic education to all Malian children.



*Fiscal and Personnel
Systems Training
Planner/Trainer*

Contractor: AED
Consultant: Serge Cuenin
Date of Activity: October-November 1991

This consultancy was directed toward upgrading the operational capacity of the DAF and other MEN divisions such as DNEF and IPN. These divisions work collaboratively in the elaboration, implementation, control and execution of the State budget, and with public funds supplied to their related administrative accounts. Serge Cuenin developed materials and program training guides for Fundamental Education in-service training of key personnel in the administrative and financial departments of the Mali Ministry of Education. Twelve MEN personnel were trained in the following areas: systematic collection of statistical data, inter-departmental coordination of statistics for financial planning and personnel administration, determining the relationship of administrative accounting and accounting analysis, and other relevant areas.

SOUTH AFRICA

EDUCATION IN SOUTH AFRICA

Education in South Africa is a political issue because it has been used by the South African government to institutionalize apartheid by social and economic advancement for whites, and hence, their full participation in society. Clearly one of apartheid's most devastating legacies is its impact on the education and training of black South Africans. This makes the area of human resource development one of the most urgent needs to be addressed in preparing for a changing South Africa. AID funded scholarships and internships to disadvantaged black South Africans have helped address this need for trained and skilled professionals.

Moreover, the inequalities in black education are a result of more than three decades of "bantu" education, inadequate and overcrowded school facilities, and the under-qualification and shortage of black teachers. Available statistics indicate that not only are most black teachers under-qualified, but the black school population is expected to double in the next 15 years with the result that government planners estimate that an additional 12,000 teachers in black schools will be required each year. At present only 6,000 black teacher candidates graduate each year, and two-



thirds of them have less than the minimum graduate qualifications required for teachers. Reform is still urgently needed in the quality of education available to black students.

A political transition away from apartheid education is well underway. While education has been targeted by anti-apartheid groups and the international donor community as a critical focus for change, methods for transformation and reconstruction continue to be debated. USAID is fully committed to strengthening the education sector of South Africa. USAID programs focus on increasing nonracial efforts to resist apartheid, building black bargaining power, and helping black South Africans to prepare themselves for leadership roles in a post-apartheid society. USAID's major assistance program, the Educational Support and Training Project (ESAT) is a \$19.5 million project spanning 10 years. ESAT and the entire program of USAID/South Africa works exclusively with non-governmental organizations striving towards a post-apartheid educational system. The 1991 \$9.7 million dollar portfolio includes 33 grantees in fields such as preschool training and materials provision; alternative primary and secondary community based schools and supplementary education programs, teacher training, curriculum development and adult literacy.

ABEL OBJECTIVES IN SOUTH AFRICA

Project ABEL serves non-governmental organizations by providing technical assistance to help NGOs gain the necessary skills to deliver efficient educational services, increase their operational space and authority, and initiate discussions on specific educational issues. To achieve these objectives ABEL established an office in South Africa staffed by three South Africans - Nellie Moletsane, Administrative Assistant, Julie Reddy who is Organizational Development Specialist, and Jonathan Jansen, Chief of Party. South Africa personnel are backstopped by appropriate technical AID offices and Anna Grady based at AED headquarters in Washington, D.C.

A. Providing Technical Assistance to the NGO Community

ABEL aims to provide long- and short-term assistance to improve the technical, organizational, and management capabilities of community organizations across South Africa. The intent is to help these organizations provide services more effectively and efficiently. Project ABEL works specifically with non-governmental organizations (NGOs)



who have been targeted by the USAID mission to receive technical assistance. Referred to as grantees, these NGOs specialize in pre-school training and materials provision, alternative primary and secondary community based schools, supplementary education programs, teacher training, curriculum development, and adult literacy. Through long- and short-term technical assistance, ABEL provides management and technical skills training to the grantees in such areas as staff development, use of computers, curriculum design, training of trainers, personnel and organizational analysis, language teaching, networking communication, evaluation, research, proposal and project development, planning and policy analysis, and community outreach. In general assistance is also in the form of workshops, conferences, seminars, or short-term consultant services.

Examples of short term assistance to date include: the improvement of financial planning and management skills for a black publishing house; redefining the organizational development structure of a black performing arts school; training managers in how to conduct evaluations and assessments; and supporting a feasibility study of the community college system to determine its applicability to South Africa.

*Evaluation of
Skotaville Publishers*

Sub-contractor: AED
Consultant: Mike Kantey
Adrian Higham
Date of Activity: March 1991

Skotaville Publishers requested USAID to provide consultants to help assess their operations and prepare a plan to achieve self sufficiency and improved management capacity. ABEL contracted Mike Kantey and Adrian Higham to evaluate the management capacity of Skotaville Publishers. Skotaville Publishers was established in 1982 in Johannesburg and has been active in the nurturing of black authors and African languages.

The evaluation recommended the following: introduction of long range planning and budgeting cycle; regular financial management reporting; formal price fixing; annual promotion planning; development of in house film making capacity. The consultants also suggested that the publishing



company introduce a high risk growth strategy , reduce staff, curtail publishing, develop writers workshop services and phase out Skotaville's existing publishing. The Executive Directors agreed to the growth plan and obtaining separate funding for a writers workshop service.

***Socio Educational
Survey 1991***

Contractor: AED
Consultants: Joseph Diphofu
 William DeWee
 Ronald September
Date of Activity: June-August 1991

In September 1989 a programmatic evaluation of the ESAT project by Robin Lee and Anthony Morphet concluded that it was necessary to keep abreast of current trends and issues that are impacting on the field of education in South Africa. In accordance with this recommendation, an evaluation survey was conducted in 1990 by Anthony Morphet and helped to target technical assistance as it covered NGOS such as the Educational Foundation.

ABEL was called upon to provide a team for the 1991 Survey to plan for a major program initiative, the Primary Education Sector Assessment (PESA). The goal of this survey was to provide a comprehensive and in depth analyses of the status of primary education system in South Africa. Ronald September, Joseph Diphofu, and William DeWee were contracted by AED in 1991 to collect data on the financing of primary education; assess the issues of educational access and retention; explore the NGO sectors involved in education; and to address policy changes facing education NGOs and state-run education system.

***Evaluation of the
Federated Union of
Black Artists (FUBA)***

Sub-contractor: CAII
Consultant: Donal Leace
Date of Activity: August-Sept. 1991

In August 1991 USAID commissioned an evaluation of Federated Union of Black Artists (FUBA) with the goal of strengthening FUBAs long term organizational and delivery capacities. The Federated Union of Black Arts is an arts academy in Johannesburg that has provided arts instruction to black South Africans for 13 years. The US Agency for



International Development provides limited support to FUBA primarily through a \$25,000 grant towards the development of a textbook on black South African music. USAID's long-term goal is to assist FUBA in strengthening its activities and in developing strategies for becoming financially self sufficient.

A four week on site evaluation was conducted from August 19 to September 23, 1991. An experienced instructor, Donal Lease from a leading arts institution in the U.S. conducted the evaluation. The evaluation was designed to explore the capacities and activities of FUBA academy in areas of management, finance, curriculum, examinations, publicity and student faculty enrollment; outlining long term goals for restructuring and consolidation of FUBA activities.

Data collection activities included formal and informal interviews with the FUBA director, administrative staff, faculty members and students, observations of classes and other school operations, a review of relevant records, administrative documents and reports, and two meetings with members of the Board of Directors. Donal Lease also provided feedback to teachers and board members through a one day workshop and meeting. Feedback was provided to the Director through informal regular conversations.

***Handspring Puppet
Company Study Tour
to the USA***

Contractor: AED
Date of Activity: August-September 1991

Founded in 1981 by a group of students from the Michaelis School of Fine Art in Cape Town, the Handspring Puppet Company started by producing children's plays with an African context. It has conducted several puppetry workshops at universities all over South Africa and introduced the first course in Puppetry Arts at the School of Dramatic Art at the University of the Witwatersrand. Using puppetry for promoting science education is Handsprings most recent endeavor and developing a series of TV programs using puppets that compel children to test and question their assumptions about science matters.

Mr. Basil Jones and Mr. Adrian Kohler were awarded a study tour through ABEL to travel to the United States to examine science education



programs, through the use of puppetry as a medium of communication in August 10, 1991 through September 1, 1991. The objective was to help them gain a better understanding of children's creative learning and reasoning about science matters; stimulate ideas on how to create, implement, market and evaluate educational television; learn puppet making designs and techniques and new methods for training professional puppeteers.

**B. Formulating
Educational Policy
Analysis and Model
Development**

A number of policy modelling projects have been initiated for projecting changes in the educational system in South Africa. ABEL's sub-contractors, RTI and HIID, have primary responsibility for this activity. HIID and RTI, AED sub-contractors to ABEL are responsible for developing a set of policy dialogue tools that can be used to strengthen the position of key non-governmental representatives in the negotiation process.

HIID is developing a model, called the Education Impact Model (EIM), that can assess the impact of apartheid policies on educational, social and economic development. RTI is developing a model to facilitate the examination and assessment of policy options for a united post-apartheid education system. The model being developed by HIID will demonstrate the effects of apartheid on the educational, social, and economic development of South Africa. The point will be made that if apartheid is abolished, budget expenditures previously allocated to the upkeep of the apartheid system, can now be used in other sectors such as education. The RTI policy options model (The Education Reconstruction Model - APEX) will allow the user to set target goals for key internal efficiency and school quality indicators. It will then allow the user to set the "input mix" of particular policy variables such as student teacher ratios. By projecting school age populations (by race) and student enrollments by race, and accounting for the cost of each input variable, the model will calculate the budget and unit cost implications for each policy option chosen by the user. A major ongoing effort has involved working with senior level educators to develop effective models for understanding and formulating educational policy.



***The Education
Impact Model (EIM)***

Subcontractor: HIID
Consultants: William Cummings
Fernando Reimers
Date of Activity: 1991

In 1991 a data set was created for generation of basic models. HIID has taken the lead in developing the political Education Impact Model while drawing on the experience of RTI. The Education Impact Model (EIM) is a vehicle for outlining the value of education for various social and economic outcomes and for illustrating unique features of the South African system. The model was designed to explore the state of education in a changing South Africa. The EIM model has the capacity to project the status quo situation into the future. It allows the user to examine the ramifications of different education policy options and assess tradeoffs needed to be made in order to advocate double policy measures that will begin the post-apartheid education process.

The current EIM model focuses on the links between the educational, health and economic sectors. It has proved highly effective in communicating the value of investments in basic education. In its present form, however, it is not accessible for examination of particular national situations, limiting its practical value for decision-makers. ABEL has proposed four activities to address these limitations.

The first is a parallel literature review to provide background information on choices in government expenditures and impact of national debt on these choices. The literature review will explore rapid expansion in cross national research on the development process and will identify political variables that are recognized by leading experts.

The second objective of the research is to obtain measures of identified variables and include in an improved database that will be user friendly. The third is to provide statistical analyses to specify the implications of such choices as increases and decreases in alternate public investments and implications for education. The final activity is based on conducting case studies on the relation between educational policy and political



development in two or more countries stress implications for educational policy.

The aim is to generate macro-level comparisons for educational reform while highlighting a number of social and economic outcomes and illustrating unique and inefficient features of the South African educational system. The EIM was demonstrated at a workshop in South Africa where it introduced the value and limitations of computer based policy making tools to a small group of key leaders in education.

***APEX Development
and Dissemination***

Sub-Contractor: RTI
Consultants: Hank Healey
 Luis Crouch
Date of Activity: September-November 1991

Assessing Policies for Educational Excellence (APEX) is a computer based system developed to facilitate the process of policy dialogue to appropriately formulate a set of financial policies to facilitate changes in the South African education system. APEX is a tool which allows the user to examine and assess a variety of national-level policy options.

A serious evaluation of the effectiveness and financial feasibility set of viable solutions with its collection of educational inputs also entails determining the cumulative impact of the inputs themselves. APEX was designed primarily with this mind - to systematically evaluate multiple reasonable solutions to a changing South african educational system.

In order to facilitate a South African based policy dialogue, a structure of mathematical relations that stimulate the behavior of the educational system were created to allow cost comparison of different sets of explicit assumptions about the effects of a variety of educational inputs and outputs. Mathematical assumptions are embedded in APEX and operates on the assumption that the policy options will be applied to a unified, non-racial education system.

APEX presumes that the inputs specified by the user (ie., pupil/teacher ratios; expenditures per pupil) will produce the target outputs (educational survival rates and examination pass rates). APEX supposes



that the range of manipulable inputs represents the macrocosm of key educational inputs, and that the users in specifying given inputs will apply sound judgement regarding their effectiveness.

The development of APEX was largely guided by the belief that it should be the product of, and stimulus for substantive policy dialogue among key policymakers in the future of South African education. The participation of South Africans in the development of APEX has been a guiding principle in the modelling effort. Hank Healey of RTI, the Education Foundation, and EduSource (NGOs in South Africa) have engaged in extensive discussions with South African counterparts throughout this process - to assess, refine and conceptualize APEX and the range of policy options it has been designed to consider. APEX is designed in a manner that allows the user to change or manipulate scenarios and recalculate the financial and economic ramifications of these changes. APEX is also developed with the intention of transferring technical skills to various South Africans involved in the educational transformation underway in South Africa. Capacity building is seen as the major feature of the model development process and planning for these activities have already commenced.

Model developers visited South Africa for a five-week data gathering effort. They visited numerous institutions and had discussions with over 35 leading South African educators, economists, demographers and planners. Efforts to improve the quality of and accessibility of data are continuing. Through a series of workshops held in South Africa and the United States, leading international and South African educators and statistical experts have provided data and information vital to the development of APEX. Experts have also discussed creative and innovative policy options for educational reconstruction. A process has begun to critique, conceptualize and legitimize the assumptions and policy options assessed by the model. Additional workshops are planned in South Africa to continue this process and to encourage and facilitate policy dialogue among South Africans.

RTI assisted in the strategic dissemination of APEX the computer based system which facilitates the assessment and examination of broad brush policy options for a unitary and non-racial education system in South



Africa. The objective of APEX dissemination was focused on canning the APEX system, designing and administering the APEX beta test, writing the APEX users manual, designing and conducting training workshops, developing a workplan with the Education Foundation and consulting South African experts about the design of an education finance model.

Forty seven persons representing a fairly wide cross section of stakeholder organizations were trained in six training sessions held in Bloemfontein, Johannesburg, Durban Grahamstown, and Cape Town. Most importantly major stakeholders in South African education were brought together to formulate collaboratively a rational education reconstruction model. APEX was designed for use by South Africans to help assess and examine macro level policies for a future education system in South Africa.

***Development of a
Storyboard***

Sub-contractor: RTI
Date of Activity: January 1, 1991-June 1991

Based on the discussions and policy options developed in South African modelling activities, RTI assisted in the development of a computer assisted storyboard suitable for presentation in South Africa. In developing a storyboard, consultants have worked closely with professor Mehl of the University of Western Cape. HIID assists with values and parameters and coordination of activities in developing a computer assisted storyboard suitable for presentation in South Africa.

The analysis behind the storyboard begins with the precedent of the Education Impacts Model and develops a more complex model. Along with the policy variables of educational expenditures featured in the EIM model, the new model includes the policy variables of political and economic discrimination, suppression of rights, expenditures for national security and expenditures for health.

Policy modelling and the development of a storyboard display will be major ongoing ABEL activities for South Africa in 1992. ■■



GIRLS' ACCESS TO EDUCATION

The experiences of developing countries reflect that education is a prudent economic investment. Investing in girls' education can have a dramatic effect on the status and economic, social, and political participation of women in developing countries. The well established benefits of educating women and girls have been given precedence over the years. Despite this fact, however, there is still a great paucity of information on educating women and girls (eg., viable strategies to raise female enrollment). This calls for special efforts in research and policy development.

ABEL gender research activities are guided towards these objectives and are designed and implemented by Creative Associates International, Inc. (CAII), AED's sub-contractor to the project. Extensive literature reviews and research studies have been conducted from 1989 to 1991.

A. Literature Review

*The Economic and
Social Impact of Girl's
Primary Education in
Developing Countries*

<i>Sub-contractor:</i>	CAII
<i>Consultants:</i>	Maria Floro Joyce Wolf
<i>Date of Activity:</i>	January-December 1990

Originally requested by the Guatemala mission, this review was broadened in scope by the ABEL management committee in an effort to determine if there were trends that existed within and across countries, regions, or cultures. By reviewing data from countries in Africa, Asia, and Latin America, the researchers were able to capture and consider diverse circumstances that influence the impact of education on women and to identify trends throughout the world. The focus on the impact of education has received less attention than access to education primarily because impact is difficult to evaluate.

This worldwide literature review explored the evidence worldwide on impact of girls education, particularly primary education, and indicated the areas in which impact is probably occurring. The literature review incorporated research conducted throughout the world to gain a broad perspective on the impact of girls education.



The report focused on primary education for a number of reasons. In developing countries, the largest number of children enrolled in schools are in the primary grades. Children most likely to benefit are in this group. Secondly, although the numbers of children attending school has increased, there are still many children who do not have access to primary education. Additional evidence concerning the benefits of primary education may provide governments and policy makers the additional impetus to make Primary education available to girls and other groups. This study also reviewed the impact of education on family health and infant mortality, economic productivity, women's status and power in the community and at home.

***Educating Girls:
Strategies to Increase
Access, Persistence and
Achievement***

Sub-contractor: CAII
Consultants: Karin Hyde
 Karen Tietjen
 Cynthia Prather
Date of Activity: March 1991-October 1991

This study analyzes previous studies, examines academic and applied research, reviews project and program documents, progress reports and evaluations, and emphasizes the social and economic rates of return and benefits associated with girls education. The monograph reviews the interventions-policies, programs, and projects that have been implemented by governments, donors and other institutions to increase girl's access, persistence, and achievement at the primary school level.

Its goal is to identify the strategies, practices, inputs and factors that have had measurable impact in improving the availability and accessibility of basic education to girls in developing countries. The study employs an analytic model that categorizes interventions according to whether they address supply-side (school factors) or demand side (household factors) barriers to girls' educational participation.

B. Research

***Botswana: Teacher,
Classroom and
Achievement Study***

Sub-contractor: CAII
Consultant: John Hourihan
Date of Activity: January-February 1991



The Botswana study was structured to ensure that gender sensitivity was included in the full range of pre- and in-service teacher training programs. Botswana's education reform over the years reflects a growth in the number of primary and secondary schools and over 50 percent representation of females in primary and secondary school. Despite this progress, large numbers of children are not in school. The primary factors for exclusion of children from basic education are poverty and a high school drop-out rate.

Research findings have indicated that the Ministry of Education utilize resources to provide the necessary gender sensitivity training to the instructors of the teacher training institutions, and assist in curricula modifications. Recommendations were that the curriculum be formulated to raise awareness about gender issues.

*Ghana Equity
Improvement Program*

Sub-contractor: CAII
May Rihani
Date of Activity: June-August 1991

The purpose of this ABEL effort was to work with USAID and the Ministry of Education on the proposed Equity Improvement Program pilot activities - a component of the Primary Education Program (PREP). The EIP pilot activities will precede full implementation of the EIP. The design of pilot activities involved the completion of the following: review of the Project Approval Assistance Document (PAAD) and those sections that address the equity issue; development of a plan to commence EIP pilot activities in twenty schools; the definition of criteria for the selection of twenty key districts. A plan was developed to achieve equity of gender in primary education and in various regions.

Ghana's once highly developed system of education began to deteriorate in the 1980s- enrollment figures decreased, teachers left the country and funding for education was minimal. By the mid-1980s the Government of Ghana (GOG) recognized the need to plan for educational reform. International donors such as the World Bank supported educational reform in Ghana by targeting junior and senior secondary schools. To assist in educational reform, USAID committed itself to support reform through the implementation of the Primary Education Program (PREP).



PREP is a five year \$35 million reconstruction plan designed to strengthen the policy and institutional framework needed to institute and facilitate a quality, accessible, and equitable primary education system in Ghana. PREP is designed to address equity imbalances by requiring the Government of Ghana to implement the Equity Improvement Program (EIP) - to increase the access of eligible primary school children, especially children to the primary school system.

The strategy of the PREP is to improve equity imbalances - requiring the GOG's implementation of an Equity Improvement Program (EIP) - aims at improving the equity of primary education in needy areas by targeting key districts, and providing necessary resources to test pilot equity improvement activities. The EIP (Equity Improvement Plan) a component of PREP will contribute towards providing guidance and a strategy toward accomplishing that goal with long term policy implications for promoting equity in educational opportunity. EIP aims to improve the equitability of primary education in the needy areas by targeting key districts and providing the resources to test pilot equity improvement activities.

***Malawi: Constraints to
Girls' Persistence in
Primary School and
Women's Employment
Opportunities in the
Education Service***

Sub-contractor: CAII
Consultant: Robin Horn
Date of Activity: July-October 1990

The study was conducted from August 21 to September 11, 1990. The team visited educational institutions in Lilongwe, Zomba and Blantyre, rural and urban primary schools and teacher training colleges. The research was designed to focus on policy and institutional constraints affecting female persistence in primary school and female employment in the education sector. The team focused on identifying constraints, evaluating factors, and making recommendations to address girls' access and female employment.

Research findings indicate that even though girls and boys enrolled in primary school in similar percentages, regional disparities and dropout rates are higher among girls than boys. This trend is particularly marked in Standards 1 and in the upper Standards in primary school. The study found that policies and practices such as costs associated with schooling



and student pregnancy policy have contributed to the dropout rate for girls.

Women in the labor market face constraints on employment and earnings primarily because they have less education and training than men. Moreover, the factors that affect women's career opportunities in society also affect their opportunities for advancement in the education sector. Factors that have exacerbated women's mobility in careers in education concern inadequate teaching skills and qualifications. Cultural and historical perceptions about abilities also interfere with their upward mobility in the education sector.

The team recommended further research in order to fully understand and document the impact of proposed policy changes such as the elimination of school fees in the lower standards.

*Malaŵi: Girls
Schooling Access,
Persistence, Success*

Sub-contractor: CAII
Consultants: Lynn Ilon
Year of Activity: May-July 1991

This study explored and evaluated educational paradigms concerning enrollment, repetition rates, dropout rates and pass rates on the Secondary School Examination (SEE) for girls in Malaŵi's primary schools. Three data sets were used in this analysis. The first was an annual survey completed for each primary school in the country by the headmaster of the school. The second was preliminary data from the 1987 census which detailed aggregate educational attainment by district, sex and age. The third were results of the Secondary School Examination.

Mothers' educational levels were found to be related to the percentage of girls in the region who enrolled in school, the proportion of girls to boys, lower dropout rates and age of initial enrollment in school. Mothers with high levels of education generally had children with high levels of education. This trend found within districts was likely to be a part of local traditions. Research findings correlating specific regional disparities and school dropout rates were explored as follows:

Regional disparities: The northern region provided girls with more



access, more sustainability and more success in school. Central and southern regions were less homogeneous in school factors and schools varied widely in access and quality measures. Educational policies should target these two areas for both further research and special consideration for educational projects. Research findings demonstrated that an average of 40% of all Standard 1 students in the northern region are girls. Schools in the southern region had less than 40 percent enrollment by girls. Furthermore, in primary school an average of 42 percent of those enrolled are girls. Seven schools, primarily in the Southern region had less than 42 percent enrollment of girls.

Reducing the dropout rate: The high percentage of dropouts reinforces that the already crowded schools are overburdened when children who will not complete the standard enroll for the initial four months. The primary reason for an escalating dropout rate were the cost of school fees.

The data augmented the research findings of other studies - that investing in female education is investing in generations to come. ■



ABEL PROGRAM
APPROVAL
ASSISTANCE
DOCUMENT
(PAAD) DESIGN

This section describes ABEL technical assistance to USAID missions in Botswana, Ghana, and Malaŵi in the development of a Program Approval Assistance Document (PAAD) to formulate priorities for basic education reform in these countries.

Ghana PAAD Study

Sub-contractor: AED & CAII
Consultants: James Victor Terry
Robert Cole
Bettina Moll-Druecker
Date of Activity: March 1990

ABEL was required to provide technical experts, an educational economist, sociologist, and monitoring and evaluation systems specialist, for the design of the Primary Education Program (PREP) Program Assistance Approval Document (PAAD). The objective was to develop and design an evaluation, monitoring model germane to Ghanaian social context and in congruence with PREPS goals; establish a strategy to collect baseline data; select evaluation instruments; develop a qualitative/quantitative model to assess people level impact; and develop recommendations for training of trainers. The primary goal was to review the social and cultural constraints to education in Ghana and provide recommendations on how to reduce their impact.

Since 1987 the Government of Ghana (GOG) has embarked upon a new educational reform program to improve both access to and the quality of education as a whole. The reform program is aimed at reallocating resources within the education sector and increasing the efficiency with which the resources available are used throughout the system. Inadequate financial resources have contributed to a lack of textbooks and other materials, as well as to unsuitable and inadequate structures for schools. The primary school system has been unable to mobilize the cultural and social resources of the majority of the population for educational development.

Ghana's primary education system is currently unable to meet one of its key policy mandates - provide basic education to all eligible Ghanaian



children. Educational opportunities for primary education are unequally distributed. Most viable consequences are: low primary completion rates, a high rate of dropouts and low pupil achievement. Educational resources are unevenly distributed between geographic areas, schools, among and within districts, between social and ethnic groups and among the sexes. About 30% of eligible school age children are not in school. The GOG has inefficient resources and knowledge about the social dynamics of inequalities to pursue its educational objectives and design the most appropriate policy interventions.

The Ghana Primary Education Program (PREP) budgeted at \$35 million is designed to strengthen the policy and institutional framework to assure a quality, equitable and financially sustainable primary education system in Ghana. The largest component, a \$32 million sector cash grant supports Ghana's Economic Recovery Program (ERP) by contributing foreign exchange to the foreign exchange auction. The balance of \$3 million finances program implementation and impact monitoring, normative and impact evaluations, special studies, training, technical assistance. USAID/Ghana drafted the initial approval document, the Program Assistance Initial Proposal (PAIP) in March 1990. Issues were identified and recommended for further analysis during development of the Program Assistance Authorization Document (PAAD).

The premise of PREP is that with the additional inputs of materials, teacher training, incentives, decentralization, and improved management, the quality, equity and efficiency of primary education will improve significantly. PREP is designed to strengthen the policy and institutional framework required to assure a quality, effective, equitable and financially sustainable primary education system in Ghana by the year 2000. PREP addresses key economic, financial, institutional and social constraints to improve education.

The study determined the people level impact (PLI) of PREP's policy and project interventions in relation to gender and regional disparity, beneficiary involvement and special groups; determined indicators for PLI; and proposed strategies to develop a plan to achieve equity (both gender and regional) in primary education.



***Malawi: Girls
Attainment in
Basic Literacy and
Education (GABLE)
PAAD DESIGN***

Sub-contractor: CAII
Consultants: Doe Mayer
Lynn Ilon
Thomas Painter
Richard Fehnel
Date of Activity: May-June 1991

ABEL provided technical assistance to USAID Malawi for the preparation of a Program Assistance Approval Document. The objective was to analyze the Ministry of Education and Culture's (MOEC) capability and willingness to implement policy reforms and projects planned in the PAAD. Plans were developed to increase enrollment at teacher training colleges. The construction of classrooms and houses to accommodate teachers were identified as critical to the enrollment factor. The study also surveyed the budgets for education and the sustainability of USAID programs, and measured data requirements for a cost benefit analysis of AID programs.

In preparing the GABLE PAAD design, the team conducted several analyses. The design of the social mobilization campaign to encourage parents to send girls to school and assess institutions best capable to implement this project, was a priority factor guiding the study. The team examined budgets for the primary education sector and provided guidance the Mission in designing plans for increasing enrollment at teacher training colleges.

The Social Mobilization Campaign of GABLE was designed to convince Malawians to send girls to primary school at an early age (5 or 6 years old) and to keep them there longer. The campaign will identify how people feel about this issue and then proceed with what can be done to change their attitudes and behavior. The primary target will be parents and caregivers in rural areas with children of primary school age. Girls enrollment and persistence is most severe in the countryside where 85% of the population lives. The target group is primarily illiterate and radio reaches a meager thirty five percent of the country. The secondary target group will include girls themselves. A third group targeted will be those in authority who can influence and effect change in the country.



The study suggests that in order for the social awareness campaign to be effective, substantive research is required to elicit the kinds of messages that would compel parents and girls to view their situation differently and to modify their behavior. The campaign will be multifaceted with personal communication at the village level using workers from Ministry of Culture, the Ministry of Agriculture and non-governmental organizations targeted towards womens' issues. Workshops will be designed to familiarize people with gender issues and to help people explore attitudes about girls education.

Other mechanisms to facilitate the social awareness campaign on gender are: public service announcements on the radio; production of a video to be screened at workshops and by the Ministry of Agriculture personnel on mobile video vans in rural areas, and use of posters and leaflets. The study also calls for the establishment of a national task force to support and reinforce the social awareness campaigns and major publicity launching. ■



ABEL PROGRAM
ASSISTANCE
INITIAL
PROPOSAL
(PAIP) DESIGN

This section describes ABEL technical assistance to the USAID mission in Uganda in the drafting of a Program Assistance Initial Proposal (PAIP) to help define priority areas for educational reform in Uganda.

Uganda PAIP Design

Sub-contractor: AED and CAII

Consultants: Jeanne Moulton
Abby Riddell
Karen Tietjen
Paul Coates

Date of Activity: October-November 1991

USAID requested ABEL to provide a team to develop a Program Assistance Initial Document (PAIP) for primary education reform in Uganda. The program aims to improve the quality and access to education by a combination of project and non-project assistance (NPA).

The purpose of this PAIP effort was as follows: improve the quality of classroom instruction; improve the efficiency of the governing administrative, management and fiscal infrastructures; and improve access to primary education for all Ugandan children.

The Uganda PAIP describes the seven-year \$108 million program. The program is designed to achieve its purposes through nonproject assistance (NPA), technical assistance, and the provision of equipment and supplies. The program consists of five major components. These are increasing teacher salaries; decentralizing in-service teacher and management training; providing instructional materials; making grants to schools; and increasing girl's access to education.

Nonproject assistance of \$90 million will be related to policy reform at the primary education level. Increasing teacher salaries, improving the quality of primary school instruction, and introducing measures to boost the numbers of girls in primary school.

Project assistance of \$18 million is designed to assist the Ministry of Education implement the training components of the program and to manage inputs. ■

Project ABEL has conducted assessments focused on improving the quality of education in Egypt and Namibia. The feasibility study for testing and examinations in Egypt, and the planning for an Educational Management Information System (EMIS) for efficiency in the Namibian educational sector are discussed here.

***Egypt: Evaluation of
Testing Systems***

Contractor: AED
Sub-contractor: Educational Testing Service
Consultant: Protase Woodford
Date of Activity: March 1990

This feasibility study was an assessment of the available resources in Egypt to support a National Center for Educational Evaluation and Examinations (NCEEE). The development plan reflects presumptions about critical factors for success and present resources. The Egyptian Ministry of Education (MOE) is in the process of establishing a National Center for Educational Evaluation and Examinations (NCEEE) to take responsibility for the development of high-quality tests and assessment procedures nation-wide, monitoring of educational standards, support for curriculum development, and training of teachers and supervisors involved in test preparation and grading. USAID and the British Overseas Development Administration (ODA) were requested to assess the possibility of aiding the MOE in this development. The team examined the system of school assessment and certification and University admission by study of relevant documentation, discussion with key individuals from the MOE and universities and on-site visits to institutions involved in examination setting and employers. The team also determined the factors critical to the success of the NCEEE and a plan for development of the NCEEE.

***Namibia:
An Educational
Management
Information System for
the Ministry of
Education and Culture***

Contractor: AED
Kurt Moses
Date of Activity: April 1991

This ABEL activity sought to identify the support necessary to ensure effective planning and implementation and preliminary training and visitation opportunities for Ministry of Education and Culture staff. The report described observations and made recommendations for an

6 FEASIBILITY AND ASSESSMENT STUDIES



Educational Management Information System (EMIS) for the Namibian Ministry of Education and Culture.

*Uganda Education
Sector Review*

Contractor: AED & CAI
Consultants: Robert Cole
Dave Evans
Robin Horn
Sue Grant Lewis
V. Byabamazima
Katherine Namuddu
Date of Activity: February-March 1990

The team's mission was to provide USAID/Uganda with a state of the education sector review and identify opportunities for USAID involvement in the basic education subsector. The Education Sector Review team provided the mission with a state of the sector analysis of education system and identified opportunities for USAID's involvement and support in the basic education subsector.

Chapter one of the document is a historical background and macro economic context of education. Chapter two is a brief overview of education in Uganda. This is followed by a chapter on the financing of education and chapter four on the management of education. Chapter five discusses international donor activities supporting education in Uganda. Chapter six explored and evaluated key issues facing the primary education subsector. The last chapter presented a number of options for USAID assistance to education in Uganda.

The PAIP also presented complementary approaches for USAID assistance to support GOU policy goals. The first is non-project assistance (NPA), a grant designed to encourage the government to increase education spending overall and to adjust the education budget in favor of primary education. The team proposed a number of alternative project type and hybrid options for USAID assistance designed to assist the Ministry of Education in achieving a number of goals. These are: teacher training, improved school based management, examination reform, strengthening the Planning and Statistical Unit (PSU), community self help projects for primary schooling, integrating agriculture into primary school. ■



This section describes conferences and workshops in which ABEL staff have participated and support provided by project ABEL to conferences. It also reports on workshops held as part of short-term technical assistance activities provided by ABEL.

CONFERENCES

***Basic Education
Conference***

***February 15-16, 1990:
Washington, D.C.***

On February 15-16, 1990 the AID's Office of Education, Bureau for Science and Technology convened a workshop to analyze experiences in improving basic education. During this two-day forum, representatives from sixteen institutions and donor agencies consolidated lessons learned from research experience over the past ten years. Creative Associates International (CAII) helped organize the workshop and also produced the monograph, *Lessons Learned in Basic Education in the Developing World*.

***World Conference on
Education for All
(WCEFA) March 5-9
1990: Thailand***

UNDP, UNESCO, UNICEF and the World Bank launched a world wide initiative to meet basic learning needs and were principal sponsors of the World Conference on Education For All held in Jomtien, Thailand on March 5-9, 1990. ABEL provided support for the WCEFA Conference. Christopher Wheeler of Michigan State University assisted ABEL with the completion of roundtable panel on Empowering Education Managers. CAII planned the Girls Education Round-Table.

***CIES Conference
March 22-24, 1990:
California***

Don Russell Director of Project ABEL, participated in the Comparative and International Education Society (CIES) Conference on March 22-24, 1990 in Anaheim, California. He participated in two panels: Education Reform in Africa and New Approaches to Research and Dissemination in Education Related to the Developing World.

***West Africa Conference
on Lessons Learned
in Basic Education
September 9-16, 1990:
Lome, Togo***

This conference was held in Togo for Ministry of Education leaders from across Africa. African experiences and worldwide research were examined. Contractors, key officers within USAID and World Bank officials were invited. Seventy individuals representing twenty institutions attended the conference. Contractor representatives spoke about lessons learned with appropriate interventions that have made a difference in basic education and case studies. Topics covered were lessons learned with appropriate interventions that have made a difference in basic education; data supporting success of intervention;



problems and issues of implementation for a particular intervention; and strategies of implementation and case studies.

TRAINING SEMINARS

*Jordan: In-Service
Teacher Training
Seminars, 1990:
Michigan State
University, Michigan*

The goal of ABEL/MSU assistance was to assist the University of Jordan and teacher education faculties in establishing field experience sites in school classrooms and link field studies to the most recent research findings and critical theories of professional teaching practice. In order to provide a perspective for thinking about field experiences and guided practices, a series of seminars were planned at MSU with visitors from Jordan followed by on-site seminar sessions. Particular problems of teacher education design were addressed such as integration of campus-based course work and field studies. Activities were based on a model of teacher education which assumed a cycle of student course experiences, field experiences and reflection best address the issue of pre teacher developmental needs. Teacher preparation programs in the Kingdom of Jordan give little attention to experiential or clinical learning in acquiring professional teaching skills and understandings.

In an attempt to assist the National center for Education, Research and Development (NCERD) and the Ministry of Education in Jordan to achieve its objectives, AED and Michigan State University engaged in a series of consultations and seminars in May 1990. Three consultation visits and two seminars were held as part of the ABEL funded activities in 1990. The seminars were three week intensive training and discussions held on the East Lansing campus. Three visits to Jordan and to the three university campuses and the Ministry helped to facilitate ABEL/Jordan activities. Bruce Burke, the teacher training coordinator for ABEL travelled to Jordan in November 1990 on behalf of Michigan State University. He met with Victor Billeh, Director of NCERD, and Ministry of Education officials to discuss the agenda for conference and schedule events for Ministry of Education personnel visiting MSU. He also met with representatives from the University of Jordan, Mutah University and Yarmouk University and individuals from the MOE. ABEL - Jordan activities were brought to a halt in 1991 because of the Gulf War.



WORKSHOPS

*Policy Options
Workshops for South
Africa, March 23-24,
1991 - RTI, North
Carolina, June 8-9, 1991:
- RTI, North Carolina*

A Policy Options Workshop was held at RTI headquarters in North Carolina from March 23-24, 1991. In the U.S. South Africans saw the specific uses to which the model can be put and value as a policy options dialogue and exploration tool. The panel made suggestions about structural changes in the model that could increase data requirements. Further workshops are being planned in South Africa on education policy options for a post-apartheid educational system in South Africa.

A second Policy Option Workshop was held at RTI in North Carolina, June 8-9, 1991 to refine the existing computerized model to reflect optimum scenarios that would provide the most leverage in negotiations with the South African government on education matters. A storyboard illustrating the South African education system was demonstrated and showed the large numbers of children - 1.7 million that repeat Standard A through Grade 1. The storyboard suggested a basic reorientation of the resources of the system toward the early grades.

Other topics discussed were as follows: the formulation of a tax proposal which would allow for a surcharge on those who had already obtained a South African higher education to expand opportunities for others; an approach to upgrading teacher training and administrator training; and establishment of administrative standards and transmitting them to the community and central government. ■

**ABEL
PUBLICATIONS**

**ABEL
INFORMATION
BULLETIN SERIES** The purpose of the *ABEL Information Bulletin* is to share practical and relevant information on basic education initiatives worldwide with the end-result of generating dialogue about and inspiring innovation in basic education reform. Each issue is four pages and is also available in French.

<i>Bulletin Number</i>	<i>Topic</i>
1	The Agricultural Teacher Education Programme of the National Teacher Training College
2	BANFES Training
3	Breakthrough to Literacy
4	DACUM: Developing a Curriculum
5	Designing Supplementary Teaching Materials
6	Development Communications
7	Development of a Continuous Assessment Programme for the Primary Schools
8	Educational Library Services
9	English in Action
10	The Evening and Weekend College Programme
11	Financial Management Initiatives at Lesotho's National Teacher Training College
12	Income Generation at Thaba-Tseka Skills Training Center
13	Instructional Materials Resource Center
14	Mahlaseli: Sun-Beams - Lesotho Monthly Reader for Primary School Children
15	The National Dissemination Programme
16	The Non-Formal Education Subproject
17	Operations Management at the National Teacher Training College
18	Primary Education News
19	Primary In-Service Education Programme
20	The Resources Directory for Self Reliance and Enterprise Development in Lesotho
21	Schemes of Service

8 DISSEMINATION TOOLS & DISSEMINATION



<i>Bulletin Number</i>	<i>Topic</i>
22	School Supply Unit
23	Small Business Studies Series
24	The Teacher Personnel Management Information System
25	Thaba-Tseka Skills Training Center
26	Learning Technologies for Basic Education
27	Classroom in a Suitcase: An Indian Experiment
28	The Economic and Social Impact of Girl's Education in Developing Countries
29	Restructuring a U.S. School
30	System to Help Access Reports of Effective Education (SHARE)
31	Curriculum Reform in Egypt
32	IBM Education Projects and Courseware for ABEL: Innovations in the "Hard" technologies of Learning
33	The Radio Language Arts Project in Kenya
34	Introducing National Languages in the Primary Education System in Mali

THE FORUM FOR ADVANCING BASIC EDUCATION AND LITERACY

The Forum for Advancing Basic Education and Literacy is a sixteen-page quarterly publication which informs educators worldwide of the latest innovations in basic education. Each issue is dedicated to a major theme relevant to basic education.

Vol. 1, Issue 1, June 1991: Solving Access Problems

Vol. 1, Issue 2, September 1991: Improving Efficiency

ABEL RESEARCH STUDY SERIES

The Research Study Series are publications for dissemination on a broad range of issues about basic education. The reports are based on extensive research on a particular subject, and are also products of workshops or conferences.

Gender Publications: The Education of Girls

The Economic and Social Impact of Girl's Primary Education in Developing Countries prepared by Maria Floro and Joyce Wolf. December 1990.
Length of document: 110 pages

This extensive literature review incorporates research conducted around the world to gain a broad perspective on the impact of girl's education in



the developing world. The report is an analysis of data from countries in Latin America, Asia, and Africa and captures the diverse circumstances that influence the impact of education on women.

Educating Girls: Strategies to increase Access, Persistence and Achievement prepared by Karen Tietjen. December 1991. Length of document: 120 pages.

This study reviews the interventions --policies, programs and projects that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls.

**Products of
Conferences**

Creating Capacity for Educational Progress: Empowering the Education Manager prepared for the Education for All conference in Thailand in March 1990. March 1990. Length of document: 10 pages

This is a report about management decisions in education in the developing world. The main focus is on empowering education managers in primary and lower secondary schools.

Lessons Learned in Basic Education in the Developing World is the product of a workshop convened by the Office of Education/Bureau for Science and Technology, USAID, on February 15-16, 1990 in Washington, DC. August 1990. Length of document: 58 pages.

During this two-day forum, representatives from 16 institutions and donor agencies discussed lessons learned from research and operational experience over the last decade. The workshop findings represent A.I.D.'s first attempt to extract lessons learned and to disseminate them collectively. This monograph is a result of this effort and presents four key areas in basic education: girls' education; strategic planning and management improvement; instructional technologies; and teacher training.

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**Instructional
Technologies for Basic
Education**

Report on IBM Education Projects and Courseware for ABEL prepared by Ralph E. Grubb of the Academy for Educational Development. January 1990. Length of document: 21 pages

A major objective of ABEL is to leverage its resources by finding models that can be transferred to other settings. One promising path is to examine partnerships in support of fundamental educational progress that have developed between business and various educational communities, both foreign and domestic. Dr. Grubb, one of three psychologists who founded IBM's computer assisted instruction movement was contracted to document the major efforts of IBM and the innovation of instructional systems for basic education.

Dr. Grubb reviewed selected IBM instructional technologies introduced in primary schools in Costa Rica, Singapore, Malaysia, Thailand and the Philippines to improve the quality of basic education. His analysis reports on selected IBM education projects and courseware that have relevance to basic education. Specific innovations discussed are Project Genesis in Costa Rica and the Writing to Read (WTR) Program in Asian/Pacific countries. The WTR program was developed for kindergarten and elementary schools in both developing and developed countries and is discussed with reference to its implementation in Singapore, Malaysia, Thailand and the Philippines.

Digital Equipment Corporation: Digital's Learning Technologies Around the World.

This report is an assessment of DEC's instructional technology projects in both developing and developed countries.

Audio-Visual Materials

Partnership in Basic Education is a four minute video prepared under ABEL for the World Conference on Education for All (WCEFA) conference in Thailand.

Empowering the Education Manager is a twelve minute video prepared by AED for the WCEFA conference in Thailand. The video describes key problems and solutions to education management issues in three countries. It is narrated by senior management personnel and includes



training summaries.

Girl's Education: Benefits and Constraints is a fourteen-minute video prepared by Creative Associates International and addresses the issues about girls education.

Software

EPICS One of the achievements of the BRIDGES project was the development of a educational policy implementation simulation game known as EPICS. This game requires up to six players to take on the role of educational leaders and attempt to improve their nation's (Farsiland) educational performance. The leaders do this through their collective budgetary decisions; each new budgetary decision has consequences for the achievement of access and quality in Farsiland. The game allows for five rounds of these decisions, and requires approximately two hours followed by a half-hour debriefing. The game has been tried on a number of occasions including the BRIDGES-USAID conference in Washington DC in July of 1990 and the ABEL West Africa conference in September of 1990. In all instances it has been enthusiastically received and has proved to be a valuable tool in helping educational leaders understand the budgetary and human constraints that enter into the process of educational policy implementation. Christina Rawley devoted time to the development of the final version of EPICS - evaluation of several group's reactions to the game, one outside the USA.

SHARE The System for Accessing Research on Effective Education (SHARE) was begun in the last year of BRIDGES in expectation that it would add strength to the dissemination activities of that and future projects. This system describes projects and research findings developed by various USAID initiatives, the projects of other donors, and projects initiated by those national governments and local organizations. Based on this strategy some 400 projects and 170 research studies have been abstracted. It is proposed that 200 additional projects and 100 research studies be abstracted. Cummings travelled to eight research institutions in Africa and Asia to introduce the SHARE system's and to seek international cooperation in the system's utilization. Ernesto Cuadro travelled to four institutions in Latin America. Approximately one week was spent at

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each institution acquainting researchers with the SHARE system, assisting them in the compilation of abstracts, and discussing approaches for future collaboration in the development of SHARE.

DISSEMINATION

Project ABEL has disseminated information about basic education to USAID missions, conference participants, consultants, Ministries of Education, educators and research institutions.

USAID Missions

ABEL Bulletin Series: distribution of Bulletins to all USAID Missions in Africa, Asia and Latin America. Also, distribution to the 17 country delegations that attended the Project ABEL conference in Togo.

Free resources in education: Books on free resources in education distributed to all USAID Missions in Africa, Asia and Latin America by ABEL.

National Planning: The exchange of ideas and information with USAID/Swaziland on national education planning.

Math and Science: The supply of information on exemplary primary and secondary math and science programs in the U.S., to USAID South Africa. These were at Clark/Atlanta University, Wheelock College, University of California/Berkeley, Project Interface in Oakland, California, the Detroit Pre-Engineering Program and the Benjamin Mays Academy in Atlanta.

Lessons Learned and CAII Gender Publications: Distributed to USAID Missions and educators both in the United States and developing countries.

Information dissemination visits to Swaziland, South Africa, Botswana, Malaŵi, Uganda and Kenya

El Salvador: Information supplied on BANFES, PEP and Bridges at the request of the USAID Mission

Letter to all USAID Missions describing the services of Project ABEL
Information on a teacher to teacher and school to school exchange



program developed at the University of Massachusetts sent to USAID Education Officers.

Project Personnel and
Ministry of Education
Personnel

Teacher Education and School Level Testing: The supply of professional books, and materials in these areas to basic education project personnel in Mali.

Monitoring and Evaluation and EMIS: The supply of materials in these areas to basic education project personnel in Mali.

In-Service teacher education and dissemination networks: The supply of information on these to Ministry of Education personnel in Ghana.

Instructional Radio: The supply of information to MOE personnel in Ghana and Mali.

The tools, materials, findings and methods of the S&T projects: Consultants who have gone for short and long-term work under ABEL have been given information about the S&T projects.

Conferences

The tools, materials, findings and methods of the S&T projects: The Project ABEL conference in Togo made it possible for seventy people from seventeen African countries to become well acquainted with ABEL, Bridges, IEES, Radio Learning and Learning Technologies.

EFA/Boston and EFA Thailand: ABEL staff disseminated information to participants.

Basic Education Conference in Washington: ABEL staff disseminated information to participants.

CIES meetings in California: ABEL staff disseminated information to participants.

Presentation on ABEL at World Bank conference on basic education.

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Workshop on Gender Initiatives organized by ABEL in Washington at which Dr. Jean Davison shared information on a special project to promote the education of women in Malaŵi.

Workshop organized by ABEL at AED, at CAII, and at the AID/WID office for the demonstration of EPICS, by Bridges personnel.

Library **Library:** The ABEL Library has a wide range of materials on basic education and gender issues. The library is open to visitors and is used in support of ABEL projects.

Networking **Liaison and networking with other donor organizations and educators worldwide:** put Technical Advisor in Mali in contact with people who have reformed education personnel systems. Put African educators into contact with people who have operated nationwide in-service programs. ■



This section describes activities commenced in previously funded AID Projects which have continued under the ABEL project.

- SHARE** As per the special emphasis in ABEL, consideration is being given to dissemination in the interest of everyday use by practitioners around the world.
- EPICS** The final development and modification of this Bridges tool has continued under ABEL. ABEL being a seeding project, this orientation will be considered in the final work.
- EDUCATION
IMPACT MODEL
(EIM)** The further development of the Bridges EIM under ABEL has continued in the interest of making it of increasing value to policy makers and practitioners. Again, the dissemination of immediately applicable information will be a major consideration.
- THE FORUM** This Bridges developed newsletter is being continued under ABEL and is now called *The Forum for Advancing Basic Education and Literacy*. ■

**CONCLUSION**

Over the past two decades developing countries have molded their education policy toward expanding basic education. For many nations this prudent economic investment is fraught with great difficulty as financing for education is limited. The fluidity of economic and political institutions faced by developing nations has constrained efforts to improve education and to guarantee education to all citizens. Despite these constraints and inadequate financing for basic education, more people are being educated today principally due to the increased efforts by leaders in developing countries to institute reform in the education sector. In 1950 only 37 percent of school-aged children were enrolled in primary schools. The enrollment rate has continued to grow. Yet many children in developing nations are not in school primarily because of the escalating costs associated with schooling and factors related to poverty. Cultural traditions and questions about the relevancy of basic education continue to exacerbate the equity problems and girl's access to education.

Project ABEL has over the last two years provided critical short- and long-term technical assistance to countries faced with the crisis of education reform and helping to provide quality basic education. ABEL technical assistance in Mali has facilitated the development and restructuring of the Ministry of Education and other organizations associated with implementing educational reform. In South Africa, ABEL assessments and evaluations of NGOs involved in a farrago of educational endeavors, from puppetry arts to publishing books has greatly enhanced the management and administrative capacities of non-governmental organizations. ABEL has also begun to play a very significant role in initiating policy dialogue among South African educators through the innovative policy modelling and storyboard activities.

The research and publications stemming from ABEL's gender activities show clearly and reinforce that the total benefits to education multiply when girls and women have access to education. The issues of efficiency, quality, equity, and access have become important concepts in ABEL's mandate for basic education reform in developing countries. The evidence is overwhelming that education raises the quality of life, improves health, increases an individuals access to employment and often facilitates social, economic, and political participation. The



following quotation by Theodore W. Schultz, Winner of the Nobel Prize for Economics clearly suggests that education and development are inseparable:

Schooling is more than a consumption activity, in the sense that it is not undertaken solely to obtain satisfactions or utility while attending school...As an investment, schooling adds appreciably to the savings of low-income countries. The wealth of nations has come to be predominantly the acquired abilities of people - their education, experience, skills, and health...The future productivity of the economy is not aforesaid by space, energy and cropland. It will be determined by the abilities of human beings. It has been so in the past and there is no compelling reason why it will not be so in the years to come.

Project ABEL is helping developing countries fulfill this vital need. ■■