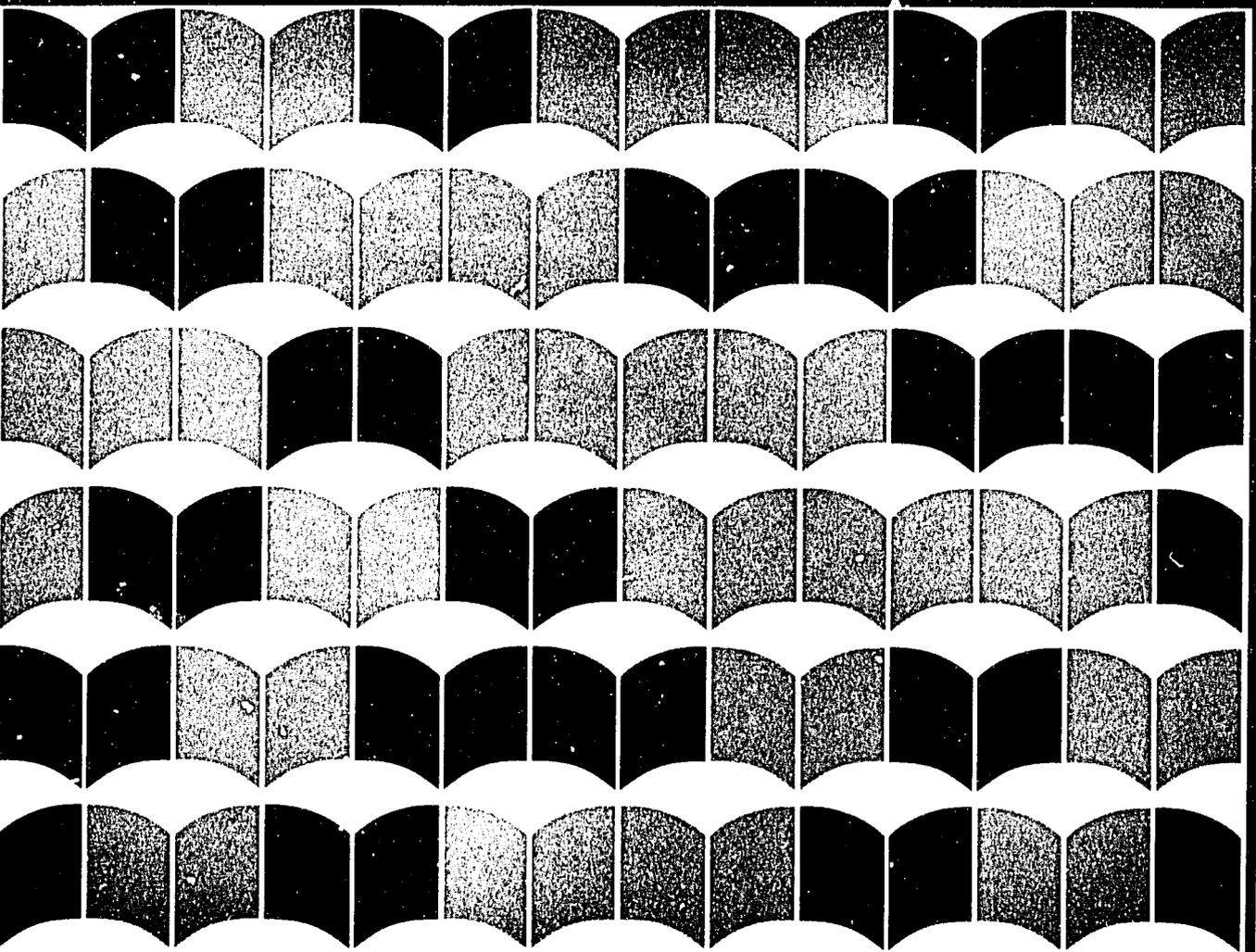


# ANNUAL REPORT

1992



**ADVANCING BASIC EDUCATION AND LITERACY (ABEL)**

**ANNUAL REPORT 1992**

**Prepared by:**

**PROJECT ABEL**  
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This publication of Project ABEL reports on its diverse undertakings during 1992 to help improve basic education quality and accessibility worldwide. Project ABEL (Advancing Basic Education and Literacy) is 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/PPC/ WID), Contract No. DPE5832-Z-00-9032-00 (Project No. 936-5832).

**Project ABEL is designed to assist USAID and host governments improve basic education systems through 1) dissemination of proven tools, methods and research findings, 2) provision of short and long-term technical assistance to build technical capacity within ministries of education and other levels of educational establishments, 3) provision of technical and managerial support for USAID missions engaged in basic education projects, and 4) design and implementation of studies and pilot programs in the education sector.**



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## ACRONYMS USED IN THE MAIN TEXT

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ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
AID	Agency for International Development
ANC	African National Congress
APEX	Assessing Policies for Educational Excellence
ARTS	(Office of) Analysis, Research, and Technical Services (of AID)
BEEP	Basic Education Expansion Project (Mali)
BPE	Bureau des Projets Education
BERP	Basic Education Reform Programs
BRIDGES	Basic Research and Implementation in Developing Education Systems
BRAC	Bangladesh Rural Advancement Committee
CAII	Creative Associates International, Inc.
CAU	Clark Atlanta University
CBO	Community-based Organization
COSATU	Congress of South African Trade Unions
DAF	Direction Administrative et Financière
DNEF	Direction Nationale de l'Enseignement Fondamental
ELET	English Language Education Trust
EMIS	Educational Management Information System
EPICS	Educational Policy Simulation
ESAT	Early Support and Training
GNP	Gross National Product
HAP	Human Awareness Program
GABLE	Girls Attainment in Basic Literacy and Education
GOM	Government of Malawi
GRN	Government of the Republic of Namibia
HIID	Harvard Institute for International Development
HRDO	Human Resource Development Officer
IDA	International Development Assistance
IEEP	Improving the Efficiency of Educational Systems
IIEP	International Institute for Education Planning
INSET	Inservice Education of Teachers
INTA	Institute of Nutrition
IPN	Institut Pédagogique National (Mali)
KETA	Koulikoro Education Technical Assistant (Mali)
LAC	Latin America and Caribbean (Bureau of AID)
MANEB	Malawi National Examination Board
MEC	Ministry of Education and Culture (Namibia)
MEN	Ministère de l'Éducation Nationale
MIE	Malawi Institute of Education
MIS	Management Information System
MOE	Ministry of Education
MOEC	Ministry of Education and Culture (Malawi)
MTA	Management Technical Adviser
NECC	National Education Coordinating Committee
NGO	Non-Governmental Organization
NFPE	Non-formal Primary Education
OIT	Office of International Training
PAAD	Program Approval Assistance Document
PID	Project Identification Document
PVO	Private Voluntary Organization
READ	Reaching Out With Education to Adults for Development
RTI	Research Triangle Institute
SEDEP	Service de Développement et d'Évaluation



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## ACRONYMS USED IN THE MAIN TEXT

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<b>SFP</b>	<b>School Feeding Program</b>
<b>SPSS</b>	<b>Statistical Package for Social Sciences</b>
<b>SUPER</b>	<b>Support to Uganda Primary Education Reform</b>
<b>TESA</b>	<b>Tertiary Education Sector Assessment</b>
<b>TREE</b>	<b>Training Resources in Early Education</b>
<b>TA</b>	<b>Technical Assistant</b>
<b>TEPS</b>	<b>Tertiary Education Project Support</b>
<b>TDY</b>	<b>Tour of Duty</b>
<b>USAID</b>	<b>United States Agency for International Development</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific, and Cultural Organization</b>
<b>UNICEF</b>	<b>United Nations Children's Fund</b>
<b>WID</b>	<b>Women In Development</b>

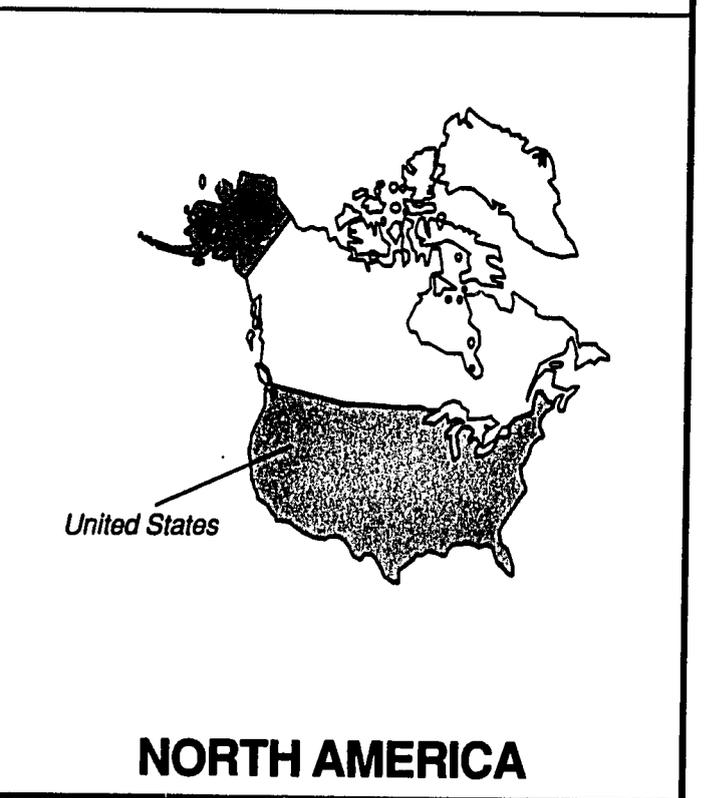
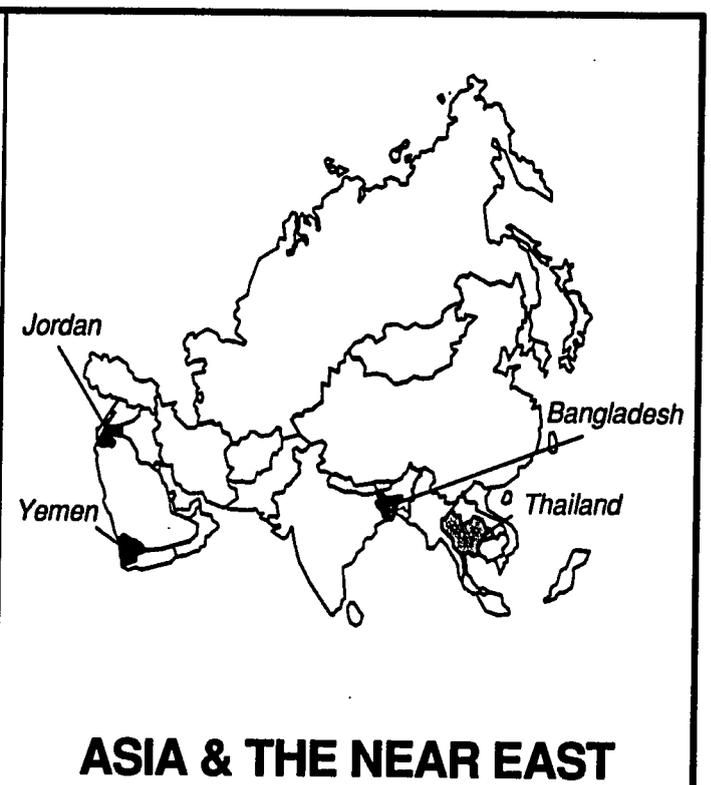
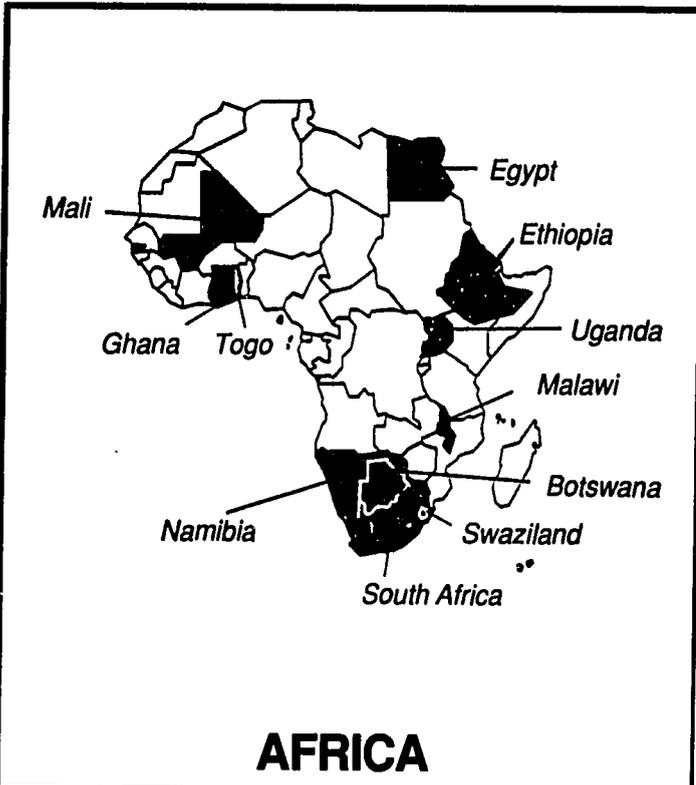


## ABEL ACTIVITIES MATRIX

<b>ABEL Activities</b>	YEAR	Capacity Building	Research & Analysis	Evaluation	Curriculum Development	Teacher Training	Teaching Materials	Monitoring & Evaluation	EMIS	Literature Review	Policy Modeling	Staff Development	Education Infrastructure	WID Activities	Study Tours	Conferences & Workshops	Publication & Dissemination
<b>Long-Term Activities</b>																	
<b>MALI</b>																	
Management Information	1992								✓								
Gender Sensitivity in Ed.	1992				✓	✓	✓							✓			
Regional Schools Admin.	1992	✓	✓						✓								
Improving Information Management	1992								✓								
Computer Training	1992								✓			✓					
School Renovation	1992												✓				
Research & Evaluation	1991-1992				✓	✓											✓
Improving Education Quality	1992		✓	✓									✓		✓		
<b>SOUTH AFRICA</b>																	
NGO Activities	1992	✓	✓			✓										✓	✓
Teacher Training Workshops & Conferences	1992															✓	✓
Socio-educational Survey	1991-1992		✓														
APEOC Develop & Disseminate	1991-1992		✓														
Evaluation of USAID Grantees	1992	✓		✓													
<b>MALAWI</b>																	
Gender Sensitivity	1992	✓	✓			✓	✓							✓			
Computer Management System	1992	✓										✓					
GABLE Activities	1992		✓					✓						✓			
Monitoring & Evaluation	1991-1992							✓									
Reduction of Repetition	1992		✓														✓
Budget Planning	1992	✓	✓														
Gender Unit at MIE	1992				✓	✓	✓							✓			
<b>Short-Term Activities</b>																	
Bangladesh-BRAC Study	1992		✓														✓
Ethiopia-Ed. Sector Review	1992		✓	✓													
Namibia-Review of Education Reform/READ	1992		✓	✓													
Swaziland: Policy Making	1992										✓						
Botswana	1992		✓										✓				✓
Paraguay: Policy Priorities	1992		✓								✓						
Yemen: Study of Women's Organizations	1992	✓	✓														
SHARE Activities	1990-1992									✓							✓
APEX Development & Dissemination	1991-1992		✓								✓						✓
Uganda: Super Paad Publication & Dissemination	1992	✓				✓		✓									
ABEL Research Publication	1992		✓														✓
ABEL Information Bulletin	1992		✓														✓
Forum Vol. 1 Issues 3 & 4	1992		✓														✓



# COUNTRIES WITH ABEL ACTIVITIES



 Site of long- and short-term ABEL activities.

 Site of ABEL Conference.



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## LONG TERM COUNTRY ACTIVITIES

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### **MALI**

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 country's needs. ABEL 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 (M & E) component.

August began the first month of a one-year extension approved for the ABEL/Mali buy-in. Decentralization of the education system under the Basic Education Expansion Project (BEEP) continued into the second phase.

### **MANAGEMENT INFORMATION SYSTEMS (MIS)**

#### **Designing an Information System**

Serge Cuenin, specializing in Management Information Systems (MIS), implemented the second of a two part consultancy focussing on MIS within the Ministry of Education. During the first phase in April, he designed an information system adapted to the Malian situation. The design was completed in May and was followed by a training seminar in June. During the seminar he introduced this system to a selected group of Ministère de l'Education Nationale (MEN) staff members. As a result of this consultancy a team responsible for the further development and expansion of the management information system will be established.

#### **Decentralizing MIS**

The EMIS will be implemented in such way that it can be adapted in other regional offices of education in the Republic of Mali. To achieve decentralization, the Directions Régionales de l'Education (DRE - Regional Offices of Education) focused their efforts on establishing a regional system for administering schools, inspectorates, and the regional offices themselves.

In May, Nseka Vita was hired as a consultant to begin the process of decentralizing the MIS efforts. The majority of the work in MIS has focussed on the Central Administration of the MEN in Bamako. One of the tools to reach full decentralization is the implementation of an Educational Management Information System (EMIS) which includes school statistics and projections, human resources management, inventory of school equipment, and infrastructure. During the course of his consultancy, he completed the following tasks:

participated in the design and implementation of a regional data collection instrument to include each individual school in the region

designed various data base systems, data entry, and data validation systems

programmed all reports to be used by schools, inspectorates, the regional departments, and the central administration of the Ministry of Education (MEN)

trained personnel in managing the regional EMIS including data collection, statistical analysis, school mapping and personnel management.

He also began work in the Koulikoro region with the intention of expanding this system to the regions of Ségou and Sikasso within the next year.

In the latter half of 1992, Nseka Vita continued his work with the regionalization efforts for the Education Management Information System (EMIS). In August Mr. Vita's contract was extended for an additional three months (August through October 1992) and he continued to work on the expansion of the EMIS while Daniel Gifondorwa was on home leave. Mr. Vita completed the following tasks in this three-month period: trained the regional MEN staff in the EMIS and newly adopted data collection instruments; provided an analysis of the computer facilities in the regions of Ségou, Sikasso and Bamako; installed micro-computers in Koulikoro, Sikasso, Ségou and Bamako regions; and tested the programs required for the beginning of the school year reports.



While Gifondorwa continues to develop the MIS and work with Ministry of Education staff in Bamako, Vita will bring the system out to the three project regions beginning with Koulikoro and later reaching Ségou and Sikasso. This will be an on-going effort which will continue throughout the next year. Daniel Gifondorwa continued his data collection work, collecting forms and coding data from the regions. He also worked with the teacher training component to facilitate the delivery of AID-purchased textbooks. Gifondorwa furnished the teacher training component with a computerized list of primary schools which was used to determine which schools would receive these books.

Gifondorwa also designed and tested 23 computer programs which will enable the regions to generate computer reports reflecting statistics from the beginning of the 1992-1993 school year.

The newly appointed head of the DAF (Direction Administrative et Financière) of the Ministry of Education decided to use computers to implement and plan DAF activities. He allowed Gifondorwa's counterpart, Mr. Mahy Hanne to take computer courses. In November, Hanne took the second part of the entrance examination for the advanced computer diploma program. In November, Hanne and Gifondorwa worked on the proposal for the establishment of a computer services center in the DAF.

### Data Collection Instruments

In November, Gifondorwa and Vita worked on insuring that the data collection instrument sent out to the schools in October was correctly filled out and returned to the inspector's office. They also visited the inspectorates of Baguineda and Dioila. In Baguineda they met with twenty five directors of schools. Discussions centered around the distribution of school books. In Dioila they met the inspector and his conseiller à l'orientation. Discussions centered around the Franco-Arabe schools whose directors were not fluent in French. Daniel was assured that directors fluent in French from the public schools would assist them in completing the forms.

In visits to Kolokani and Kati, the team found that the inspectors were in the process of correcting the forms and were planning to go out to schools to assist the directors. After touring the district of Bamako and Koulikoro, Gifondorwa and Vita visited the regions of Sikasso which has five inspectorates, and the region of Ségou which has four. Inspectorates in Sikasso and Ségou were visited in early December. In December, the team visited the Regional Office of Education and seven inspectorates in the District of Bamako, and also met with school directors at their weekly meetings with inspectors.

In December, Gifondorwa continued his data collection work, collecting forms and coding data from various regions. He is planning to organize a seminar at the end of January or early February 1993 to examine the data collection instrument and make necessary revisions; examine different reports to be produced at the school, inspectorate, DRE and MOE levels; and to discuss the role and the training of the guidance counselors in collecting school statistics, in managing school information, and in implementing school mapping activities.

He also worked with the teacher training component to facilitate the delivery of AID-purchased textbooks. Gifondorwa provided the teacher training component with a computerized list of primary schools which was used to determine which schools would receive books.

In November, Gifondorwa also completed his action plan for the 1992-3 project year.

### Policy Options Review Model

Mary Young and Scott Moreland of RTI arrived in Bamako November 9th. Young and Moreland conducted a needs assessment of the education system and began preparatory work for a Policy Options Review using the APEX policy options tool developed by RTI



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## LONG TERM COUNTRY ACTIVITIES

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under ABEL. This model has been used in other African countries, including South Africa. Moreland worked on linking data bases and policy planning tools and indicators specific to the Malian context. Their mission also included assisting the EMIS component in the design of an EMIS responsive to the needs of the Regional Offices of Education and the administration of the central ministry.

### Data Analysis of the MEN Personnel Census

Fodé Coumaré, formally of the Ministère de l'Éducation Nationale, worked with project ABEL for one month to analyze the data collected in the MEN Personnel Census by Daniel Gifondorwa and the MEN staff in late 1991 and early 1992. Coumaré is a Personnel Systems Specialist who analyzed the census data to determine weaknesses in the present system, and recommend improvements that need to be instituted to achieve an efficient and effective personnel structure in the Ministry. The objective of this effort was to generate automatic data processing, and a descriptive analysis according to the following characteristics: personnel structure and distribution; and adequacy between the posts and qualifying profiles of their actual occupiers.

### MONITORING AND EVALUATION (M & E)

In 1992 the Monitoring and Evaluation Technical Advisor, Yolande Miller-Grandvaux, together with a team from the Ministry of Education evaluated the impact of the main project inputs on the quality of education in 110 schools in 6 regions of Mali. A total of 220 classes were observed, 220 primary school teachers and 110 school principals were interviewed. For the first time in Mali primary school student's achievement was tested: 6160 pupils were tested in the three Rs (French and Mathematics). As a result, crucial data was provided on the positive impact of the project inputs such as teacher training, school manuals and didactic materials, girls' schooling, classroom construction and rehabilitation, school-community links and curriculum on the quality of teaching and on student achievement. The achievement tests revealed the actual level of minimal competencies and skills of primary school pupils in the three Rs; they provided data on the relevance, appropriateness, usefulness and efficiency of the current curriculum, particularly in language instruction. The team also conducted research on how teachers evaluate student achievement and on the grading procedures used in the schools.

A number of practical recommendations for action were also included in the report. The annual evaluation report (Rapport de Suivi et Evaluation du projet de Développement de l'Éducation de Base) was issued on July 30, 1992 and approved by the MOE in December 1992. One non-formal presentation and one highly successful and well attended formal presentation of the results were conducted in August and in December 1992. USAID, Canada, France and the World Bank as well as MOE officials were present. Great interest was shown by all, and many initiatives have already been taken by donors and the MOE as a result.

### Monitoring and Evaluation Capacity Building

Yolande has focussed on capacity building at two different levels: at the central level first, that is at the National Pedagogical Institute with a team of 13 agents, and at the decentralized level, that is in the regions with all the 8 Regional Directions of Education (DRE), the 36 inspectorates (DEF) and their 62 pedagogical advisors. Training was provided in project monitoring and evaluation and in pedagogical monitoring and evaluation techniques to the M&E team at the MOE, then assisted the team in the development of the training module for the regional education staff. The training continued in the schools with the pedagogical advisors who practiced their newly acquired skills at the classroom level in the 110 schools visited. As a result the MOE has begun the process of reforming the current teacher evaluation system to improve teacher and school efficiency and is phasing in an objective, classroom-based teacher evaluation instrument which will be standardized throughout Mali. It is the first time that such an attempt is made and there is a great deal of pressure from the teachers, principals and inspectorates to promptly officialize these new evaluation instruments and procedures.



Miller-Grandvaux implemented the out-of-country participant training program for the monitoring and evaluation skills, and identified the needs of the Institut Pedagogique National (IPN) in terms of building an efficient monitoring and evaluation capacity. She also identified appropriate training programs and carried out the various related tasks: budgetary planning, application and admission process, administrative procedures, collaborative with USAID education and human resources division. Five MOE staff members received training in the following areas: educational planning at the International Institute for Educational Planning (IIEP) in Paris for a 9 month training; project evaluation at the USDA Graduate School in Washington DC for 3 months; curriculum evaluation, school manuals evaluation and testing and measurement training at the Service de Developpement et d' Evaluation (SEDEP) of the Universite de Liège in Belgium for 3 months. Yolande also closely monitored the training and devised ways to integrate the newly acquired skills into the project's M&E activities.

### Collaborative Efforts

From January to July 1992, Miller-Grandvaux collaborated with the teacher training team to help them monitor and evaluate their performance. From April to May she collaborated with the MIS TA and consultant Serge Cuenin to design the regional data collection instrument for the decentralization of the Educational Management Information System in Mali. In March, she assisted the management training consultants from Clark Atlanta University in identifying the needs of their trainees and in monitoring their training. In May, she collaborated with the Women In Development (WID) consultant Diane Prouty to help develop a plan of action for the Malian WID team. In October she assisted the MOE WID team in developing progress and performance indicators to monitor their regional implementation plans, and further assisted the USAID mission in developing its assessment of program impact indicators for the education sector.

Throughout the year Miller-Grandvaux collaborated with the French pre-service team to design evaluation instruments, to define ways to collaborate with the in-service training component, to review the school books for primary schools and to discuss curriculum issues. In November, she participated in the NGO pivot group for education seminar under the umbrellas of Save the Children USA and World Education to define ways of linking the non-formal and formal educational systems through common approaches and implementation plans.

Service de Développement et d'Evaluation (SEDEP) is collaborating with ABEL's Monitoring and Evaluation Advisor, Yolande Miller-Grandvaux and the evaluation team within the Institut Pedagogique National (IPN) to construct, administer and analyze tests in French and Mathematics at the 2nd and 5th grade levels. From the Service de Développement et d'Evaluation of the University of Liège in Belgium, the testing and evaluation work was made up of three stages of fifteen days each within the time period, January to July 1992. The goal of this work was to provide practical training to the staff of the National Pedagogic Institute, in the construction of tests, coding and decoding procedures, and the interpretation of results.

Christiane Strauven of the University of Liège in Belgium travelled to Mali in January as the first of three consultants to work with Yolande, and the Monitoring and Evaluation team within the MEN. Ms. Strauven trained the IPN staff in test construction. Using the lessons learned in the training, the Malian team constructed tests for the 2nd and 5th year school programs in French and Math.

Based on the outcome of the first Mission, Dr. George Henry and Nicole Deltour (of SEDEP) carried out the second phase of the Testing and Measurement work in March. George Henry, Nicole Deltour, and Christian Monseur from the Service de Développement et d'Evaluation SEDEP of the University of Liège in Belgium returned to Mali in June to conduct the third phase of the testing and measurement activity in Mali.



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## LONG TERM COUNTRY ACTIVITIES

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This third mission focussed on interpreting the results of the tests constructed and coded during the first and second phases. Christian Monseur joined the team in this final phase to analyze, with the IPN team, the data on SPSS and to train the staff in quantitative data analysis. The SEDEP team produced an instruction booklet of evaluation techniques for IPN personnel involved in the testing and measurements work.

During August the following activities were undertaken by the Monitoring and Evaluation Technical Advisor. The annual BEEP/ABEL project evaluation report was written and distributed to the Ministry of Education and USAID Bamako. The findings of the study were presented by the technical advisor and her Malian counterpart to representatives of the MEN and of the USAID mission in Bamako. The last arrangements for the out of country participant training component of the M&E activities were finalized, and the last group of participants, all members of the Malian M&E team, were debriefed and ready to undergo training at the University of Liège, Belgium.

### REGIONAL SCHOOLS ADMINISTRATION

#### Equipping Schools

From April to September of 1992, Jim Toliver, along with Koulikoro Regional Direction staff, conducted a survey of 300 Koulikoro primary schools to determine facilities, equipment, and material inputs required to ensure that every school in the Koulikoro region is equipped to provide its students with a full set of essentials to assure a quality learning environment. Koulikoro is the largest and most deprived of the country's seven regions. To even begin to address the region's primary education needs, it will require the combined collaboration and resources of Mali's many donors. At present, ABEL/BEEP efforts are underway to provide immediate assistance in building repair, renovation, and school furniture to primary schools on a prioritized basis. More resources need to be identified to meet schools' needs more adequately and this will be focused on as far as possible.

During the year, administrative systems were developed by Toliver to ensure the sustainability of the processes established in the following areas: planning and implementation of transparent school/community governance structures; the collection and dissemination of information on student populations desegregated by sex; the collection and dissemination of information on MEN employees in the region; school sites; school infrastructure needs, and the building of wells and latrines in Koulikoro. These strategies will later be applied to other regions.

In August of 1992, at the beginning of the Amendment under the ABEL-Mali contract, Toliver assumed the role of Regional School Administration Technical Advisor (RSATA). Since August, Toliver worked on the "complete schools program" for the Koulikoro region. In October, he completed an assessment of the infrastructure needs of the primary schools in the Koulikoro region, and in November, purchased over 100 desks and 100 metal storage cabinets for the first group of primary schools.

In the latter part of 1992, Toliver monitored the renovations in Bamako and Koulikoro DREs. Renovations in Bamako were completed in late November. Work in Koulikoro was more extensive and continued in the month of November. Renovation work at the DRE in Koulikoro neared completion in December.

In November, Mamadou Bah of USAID/Guinea visited Mali to observe the BEEP project. He met with the BEEP technical assistants and mission officials and accompanied Toliver to Koulikoro to observe ABEL activities there.

#### School Inspection Survey

The Koulikoro Basic Schools Inspection Survey was scheduled for December 7th through December 10th. Toliver invited WID representatives to accompany the DRE Koulikoro survey team so that they could begin to work collaboratively in the field to achieve higher girls enrollment. The Koulikoro survey was done as a team consisting of two additional members from WID, one male and one female. This regional approach was effective



during the survey as the WID group gathered the required information and sensitized directors, teachers and the APE to the importance of increasing and maintaining girls enrollment. The presence of the Koulikoro regional director during these sessions provided considerable support to the WID group.

### **MANAGEMENT TRAINING - CLARK ATLANTA UNIVERSITY**

The Office of International Training (OIT) at Clark Atlanta University (CAU) developed a programme for core management training at the Ministère de l'Éducation Nationale (MEN). The primary objective of the Management Training program was to strengthen the planning and management capabilities of the Ministry of National Education. By the end of the training program, participants were to understand the role of planning, organization, coordination and supervision in educational institutions.

The program was held over a period of approximately three and a half months from May to July 1992. Team members for this activity were: Clément Mukeba Lufuluabo, Paultre Pierre Desrosiers, Ida Rousseau Mukenge, and Earl Picard. The program was structured into several one-week in-country workshops and aimed at various target groups. These groups included: MEN central directors, deputies and regional directors of education; education inspectors; and central staff of the MEN; and regional staff of the Regional Directorate of Education.

#### **Planning and Preparation**

Two consultants, William Rideout and Clément Lufuluabo, travelled to Mali in January/February 1992 to work on research and planning of the management training for the Ministry of Education. The team interviewed Ministry officials and devised a training plan to meet the needs of Ministry personnel. Clément interviewed officials within the various sectors of the MEN, reviewed past studies, and prepared an outline of the types of subjects to be addressed and the training format that would best meet the needs of Ministry personnel.

Clément Lufuluabo also served as the OIT/CAU Basic Education Management Coordinator and lead trainer. In Mali, he acquainted himself with MEN management issues and conducted a needs assessment. He then proceeded to collect and develop appropriate training materials in French. Planning included communications with Québec to gather US management documents recently translated into French, and with Paris for UNESCO training materials. Planning and preparation also included a one-day workshop in Atlanta to test the materials and methodology.

#### **In-Country Training**

Based on the Management Training preparatory work done by Clément Lufuluabo and Bill Rideout, a three member training team began conducting 10 training seminars of one week duration each. The workshops were held in cities where adequate training facilities were available. In May and June, workshops were held for the MEN central directors, their deputies, regional directors, and education inspectors. In July, the training team traveled to various regions to conduct the workshops for the regional MEN staff. The first workshop targeted senior staff both at the national and regional level. The second workshop targeted MEN central and mid-level staff, and regional staff from the following organizations: Direction Nationale de l'Enseignement Fondamental (DNEF), Institut Pédagogique National (IPN), Direction Administrative et Financière (DAF), and the Bureau des Projets de l'Éducation (BPE).

The training team of Clément Lufuluabo, Paultre Desrosiers and Ida Rousseau Mukenge trained approximately 200 MEN staff including MEN Directors, Deputy Directors, Regional Directors, Inspectors, Central MEN staff, and regional staff. At the close of the workshop, participants developed an action plan containing new, training-related activities which they plan to carry out when they return to their jobs.



## LONG TERM COUNTRY ACTIVITIES

### WID ACTIVITIES

In April 1992 a delegation from Mali visited the United States. Representatives from the group were: Mr. Moussa Sussein Dembele, National Director of Primary Education; Bintou Sanankoua, the Regional Director of Education for Bamako; Mme. Mariam M'Barakou Touré, the Technical Advisor to the Secretary of State for Women's Affairs; Mme. Korotoumou Konfé, Education WID Coordinator at USAID/Mali; and Mme. Fatoumata N'Diaye, Education WID Co-Coordinator at USAID/Mali under Project ABEL. UNICEF's NGO Committee invited representatives from the Ministère de l'Éducation Nationale to present a paper about girls' education in Mali at a conference titled, *Girls' Education: A Human Right A Social Gain* held in New York City April 21 through 22.

Following the UNICEF Conference, a seven day Gender Awareness Training Program was held in Washington D.C. at Creative Associates International, Inc. (CAII) from April 23 to May 1. The training theme, "Gender Awareness and Implementation", taught skills to integrate WID into all Mali basic education programs. CAII organized the visit and brought together consultants to work with the delegation on planning a girls' education program for implementation by the Malian Ministry of Education. Christina Rawley of the Harvard Institute for International Development (HIID) opened the training session with the EPICS game followed by discussion. Bettina Moll-Druecker, Carole Seubert and Rebecca Army, discussed the following subjects. evaluation, research on female achievement, and planning. The seven day training culminated in individual implementation plans.

The participants also attended meetings throughout the week and met with World Bank officials to discuss education programs in Mali, especially girls education. Meetings with Mary Fran Friedman, Director of USAID/WID and Senate staffer, Juanita Rillig, offered the Malians a chance to talk with USAID and Congress about girls' education in Mali and the advantages of participant training. The Malian delegation also spent one full day visiting public schools in the area.

Diane Prouty, the WID trainer, met with the participants over the next five days to discuss women in development issues and their relevance and role in the development agenda, specifically for Mali. Diane Prouty trained the participants to develop an implementation plan of their own to integrate girls' education reform with basic education programs in Mali. Training included active participation for trainees through discussion, EPICS simulations, and field trips. As a follow-up to the U.S. training, Diane accompanied the group to Mali to conduct further training in design and plan implementation. In Mali, Diane worked with Mme. N'Diaye and Mme. Koro to develop a plan of action for gender-related activities they will carry out under the Basic Education Expansion Program (BEEP).

Prior to the departure of the Malian team for Mali, May Rihani reviewed with the Malian team the usefulness of the training and discussed next steps. The visit by the Malian team was very successful and highly productive. Project ABEL is confident that girls' education will become a priority within the Ministry of Education in Mali.

### STUDY ON GIRLS ACCESS TO SCHOOLING

Aminata Soumaré arrived in Mali on November 19th and commenced a study on girls access to and retention in school. The study will focus on grades one through twelve, and will identify the key factors involved in the decisions made by parents to send their daughters to school, and the decisions made by young girls themselves to be schooled. The study will explore specifically the factors that determine girls' schooling. It will combine both data collection from already available sources and a survey of groups of respondents to include students and unschooled children, parents and school administrators. This study will add new information to the existing body of knowledge by exploring how parents' attitudes can be changed, and how both school and government policies can be reorganized if girls are to be reached and educated effectively. Aminata's study will also utilize data from the Labor Force Surveys in Indonesia and Pakistan to compare those



with Mali given the similarities these countries share in terms of GNP, religion and female enrollment patterns.

### **VISIT BY ABEL STAFF**

Kurt Moses, ABEL Director, and Lynette Johnson, Program Associate, made a site visit in February to work with USAID/Mali and the ABEL/Mali team. Issues discussed were Amendment #1 under the ABEL/Mali contract, the new BEEP Extension, and the scope of work for the Management Technical Advisor which focusses on regionalizing ABEL work in Koulikoro. Lynette also worked with the ABEL/Mali staff in setting up a computer and fax modem for office use and trained the staff on WordPerfect, Lotus, and Quicken for better management of the imprest fund.

In September, Gifondorwa, Toliver, and Miller-Grandvaux were on home leave in the U.S. Gifondorwa spent one week working with colleagues at RTI, and Miller-Grandvaux and Toliver visited with ABEL staff in Washington D.C. Miller-Grandvaux briefed the ABEL Management Team on the monitoring and evaluation activities in Mali.

In November all three long-term technical assistants returned to Mali. Toliver continued work on equipping the schools in the Koulikoro region. Gifondorwa travelled to the various regions to distribute newly designed data collection instruments. Miller-Grandvaux worked on evaluation instruments for teachers and schools.

### **STAFF APPOINTMENTS**

John Ennis was appointed the ABEL Office Administrator in August 1992 and provides continuous support to the ABEL Technical Assistance (TA) teams. These teams work on the following components: Monitoring and Evaluation (M&E); Management Information Systems (MIS); Regional Schools Administration (RSA). ABEL also supports the BEEP teams for Women in Development (WID) and In-Service Training (IST).

Linda Caswell replaced Lynette Johnson in October 1992 as the Home Office Coordinator for ABEL/Mali.

### **IMPACT OF ABEL IN MALI**

Since 1990, the project has concentrated its efforts mainly on the qualitative and quantitative development of primary education. Its initial interventions, such as teacher training, provision of teaching materials, construction and renovation of classes, and the creation of a data base on school populations have continued. Several new interventions have been initiated such as improving girls' access to education and evaluation of the performance levels of students.

ABEL support to improving basic education in Mali has achieved three fourths of its objectives. These are: the provision of three books per student in the four USAID-assisted regions; one national curriculum for each school targeted; seventy three percent rather than fifty percent of all teachers have been trained in the new, objective-based curriculum approach; and one hundred percent of the principals have been trained at least once. In addition a preliminary base-line evaluation has been conducted for Grades 2 and 5 with 6,000 children. The evaluation of student performance is the first in Mali and provides valuable information on the educational system to the decision-makers. The project has improved student output and has begun to influence the quality of teaching.



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## LONG TERM COUNTRY ACTIVITIES

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### **MALAWI**

The overall objective of the five-year, \$20 million GABLE Program is to increase girls' attainment in basic education. The program has the following supporting objectives: (1) increase long-term financial resource base and internal efficiency in the education sectors; (2) improve the quality of primary education; and (3) improve girls' access to quality education.

### **GIRLS' ATTAINMENT IN BASIC EDUCATION AND LITERACY (GABLE)**

In support of the GABLE Program, Project ABEL has been authorized to undertake the following activities:

- 1) provide technical assistance to plan and coordinate GABLE activities
- 2) carry out studies that will directly support Government of Malawi (GOM) institutions involved in implementing GABLE reforms and activities
- 3) provide technical assistance to the Malawi Institute of Education to develop, test, and implement gender-appropriate curricula and learning materials for primary education, teacher training colleges and in-service training programs
- 4) provide technical assistance to a consortium of organizations to develop, test, and implement a national campaign to change attitudes about the importance of girls' primary education
- 5) evaluate the need for "radio" schools to teach out-of-school children in communities without formal schools
- 6) develop and implement a monitoring and evaluation system for GABLE; and
- 7) finance commodities in support of project and program activities.

The U.S. Agency for International Development in Malawi through a buy-in to the Advancing Basic Education and Literacy (ABEL) Project has contracted with the Academy for Educational Development to conduct a large portion of the project activities as outlined above.

The GABLE Program is designed for short-term, intermittent, long-duration consultant activities. Consultants work in-country for a period of six weeks to three months at a time, return to their home base, and then go back to Malawi several more times over the three-year life of the program. To date, the GABLE Program has fielded five consultants on a short-term basis to Malawi.

### **THE GABLE PLANNER**

Philip Matthews, the GABLE Planner, has primary responsibility for the implementation, planning, specification, and implementation of external technical assistance, and monitoring of progress toward meeting GABLE conditionality for each of the three funding branches. Matthews arrived in Malawi in April 1992 and departed late July 1992. During this period, he made contacts with Malawian counterparts and formulated plans for the Primary Pupil Registration System, the Gender Appropriate Curriculum Unit, and the Teachers' Houses and Classroom Block Construction Program. Matthews returned to Malawi the latter part of 1992 for another three-month period, and will return to Malawi for two more site-visits in 1993.

**COMPUTER  
MANAGEMENT  
SYSTEM FOR  
REGISTRATION**

Dunham Rowley, Registration Consultant, is responsible for assisting the Ministry of Education and Culture (MOEC) and the Malawi National Examinations Board (MANEB) in designing a data collection and computer management system; training school officials on requirements for data management system; and conducting training courses for Heads, Directors and staff at MANEB and MOEC in data collection techniques and management of information systems. Rowley arrived in Malawi in late April 1992 and departed in May 1992. He assisted the GOM in their on-going effort to register all students in Standards 1-4 by identifying and defining the technical, ministerial, financial and organizational resources needed to implement the registration.

Rowley spent two months in early 1992 assisting with the registration of pupils from Standards 4 through 6, and returned for another two months in the latter half of 1992 to expedite the registration of pupils for Standards 1 through 4. Rowley was assisted in this effort by James Williams, and will return for an additional two months in early 1993 to expedite registration of Standard 4-6 pupils.

**MONITORING  
AND EVALUATION**

Margaret Sutton, the Monitoring and Evaluation Consultant, is responsible for determining baseline data, designing systems and guidelines for monitoring and evaluating key activities planned under GABLE; devising a reporting systems; training personnel at USAID and the Government of Malawi; and periodic assessment of program activities and recommending measures to improve implementation. She arrived in Malawi in early May 1992 and departed in mid-June 1992. In Malawi, she worked with the Mission and project staff in creating the initial set of evaluation indicators, and made recommendations regarding continuous monitoring and evaluation efforts. Sutton will return to Malawi for two additional four-week periods during 1993-1994.

**REDUCTION  
OF REPETITION  
STUDY**

James Williams, the Reduction of Repetition Study Consultant, is responsible for identifying and developing criteria by 1992/93 school year to determine which pupils should repeat a standard, recommending which individual (teacher, headmaster, etc.) should apply these criteria, determining the penalty guardians should pay for children repeating in spite of recommended promotion, providing a detailed implementation plan for reduction of repetition rates throughout the primary school system, and reviewing causes and effects of repetition in primary schools. Williams arrived in Malawi in late May 1992 and departed in late July 1992.

**BUDGETING AND  
PLANNING  
STUDY**

Anthony Cresswell, the Budget and Planning Study Consultant, is responsible for analyzing the institutional capacity of the MOEC and the Project Implementation Unit (PIU) to plan and budget for GABLE activities. He is also responsible for assessing MOEC's and PIU's ability to maintain accurate and current accounting records, maintain accountability, and provide an audit trail for all GABLE funds, as well as recommending ways MOEC can strengthen forward-planning and budgeting procedures, and preparing a report detailing findings, conclusions and recommendations. Cresswell arrived in Malawi in mid-July 1992 and returned to the U.S. in late August 1992. He conducted interviews with participants in the budget and planning processes, reviewed documents and previous reports, and observed some planning and administrative work in progress. This resulted in recommendations for changes and further developments. Cresswell will return to Malawi for a six-week follow-up period in 1993.



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## LONG TERM COUNTRY ACTIVITIES

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### **GENDER UNIT AT MIE**

Bettina Moll-Druecker, the consultant for the Gender Unit, is responsible for assisting the Gender Unit at the Malawi Institute of Education (MIE) in designing and implementing a work plan for developing a gender appropriate curriculum for use in primary schools, teacher training colleges, and in-service teacher training. She is also responsible for identifying requirements for staff, office facilities, supplies and materials, and additional technical assistance to implement program. Assisting the Gender Unit in setting and meeting implementation targets as well as conducting in-service training courses for teachers to sensitize them to gender issues formed part of her duties. She executed her duties efficiently beginning in September 1992, returning on October 29, 1992 to continue the work. Her return represents the first of a series of visits that she will be making to accomplish the following specific tasks:

assist the Gender Unit at MIE to design and implement a work plan for developing the gender appropriate curriculum

identify constraints to female participation and persistence in primary schools, and make recommendations to reduce the problem

identify requirements for staff, office facilities, supplies and materials, and additional technical assistance to implement the program planned for the reform

assist the Gender Unit in settling and meeting implementation targets for each year of the program

design training program and guidelines for teacher training gender awareness, and conduct in-service training workshops on gender awareness.

She prepared and delivered a draft report on the policy and institutional constraints to female participation and persistence in the primary schools along with a list of factors identified as having a differential impact on female participation in school. Guidelines for incorporating gender into the design of curricula and teacher training methods were also presented for review.

### **DOUBLE SHIFTS AND MULTIGRADING STUDY**

Dunham Rowley, the consultant for the Double Shifts and Multigrading study, is responsible for identifying primary schools with persistent overcrowding, high pupil/classroom ratios, and under-enrolled middle schools; suggesting schools appropriate for pilot study; and assessing which school would benefit from multigrade classes. Assessing the nature and quantity of commodities needed for multigrade teaching also form part of Rowley's undertaking.

In addition to the above, Rowley assisted the MOEC in designing a data collection and computer management system to include the following subject areas:

- . Enrollment of pupils in all primary schools in Malawi
- . Repetition rates in all primary schools
- . Drop-out rates in all primary schools
- . Number of pupils graduating each year.

Rowley travelled to Malawi for a four-week period beginning mid-April to assist in the registration of students in Standard 4-6. He returned to Malawi in late September to begin work on the eight-week Double Shifts and Multigrading Studies in collaboration with the Center for Educational Research. He will return next year to assist in the registration of students in Standards 1-6, and to coordinate those activities with the Reduction in Repetition Study activities to be carried out by James Williams.



### **SOUTH AFRICA**

In South Africa, ABEL provides long- and short-term assistance to improve the technical, management and organizational capabilities of non-governmental organizations (NGOs). The objective is to help these organizations provide services more effectively and efficiently.

During the first quarter of 1992, ABEL South Africa consolidated its planning of about 20 interventions, implemented three key interventions and engaged in a series of short-term technical assistance support to grantees. In the process, important lessons and experiences were gained which helped formulate future planning and implementation activities. Three key interventions were implemented during the first quarter. One intervention utilized outside consultants on a contractual basis and the other two were implemented by ABEL personnel.

The provision of technical assistance to the NGO sector has continued throughout 1992. ABEL personnel provided substantial assistance to grantees on a short-term basis. This level of activity has the advantage of providing immediate support to emerging needs or problems among ABEL grantees. With this form of assistance, ABEL has been careful to monitor the level of effort since it has the potential problem of diverting the medium to long-term planning into short-term and immediate assistance.

### **PLANNING INTERVENTIONS IN EARLY 1992**

During the first quarter ABEL developed scopes of work for the following activities: organizational development seminars; the Retsweletse English Training consultancy; the Ikemeleng Remedial Education consultancy; the Math Center consultancy; and the Inservice Education of Teachers (INSET) African study tour.

Throughout the year, ABEL staff in South Africa continued to explore and develop interventions in the NGO community. In the first quarter most of the activity focused on the design and development of work plans with NGOs in: Management Information Systems (MIS) focused on the larger grantees; multicultural curriculum development for Educare centers and strategic planning in marketing for small-scale education publishers.

Other projects undertaken in 1992 included:

- policy development and support to the National Education Policy Investigation (NEPI) group

- curriculum analysis support to SACHED (South African Council for Higher Education)

- design and assessment of an evaluation plan for PROLIT (Project Literacy)

- cooperation with two consultants in designing and implementing a conference "Effective Schools in South Africa" in November 1992. A final report on the Conference is due at the end of March 1993.

- design and support of curriculum services conducted by the Independent Examinations Board (IEB).

- at the request of the English Language Education Trust (ELET), ABEL played a major part in conducting a short-term evaluation of the organization's (ELET's) structure and administrative functions.



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## LONG TERM COUNTRY ACTIVITIES

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ABEL staff also attended and participated in the following programs:

presentation of analytical papers on education management in an emerging democracy at the Teacher Opportunity Programs (TOPS) certification programs in Cape Town and Port Elizabeth

developed and facilitated a session on democratic participation in curriculum-decision making at the Curriculum Models Conference

provided critical inputs on the principles and values to underpin a democratic education system for the National Education Conference

participated with other NGOs involved with education and development in a conference on People-Centered Development

Conference on the National Literacy Forum: ABEL staff attended this meeting of literacy organizations to enhance understanding of the role which ABEL can play vis-a-vis national literacy programs.

### INTERVENTIONS IN THE NGO COMMUNITY

### WORKSHOPS AND SEMINARS

#### The Leadership Institute

Sharon Harpring, in collaboration with the Leadership Institute (a South African firm), conducted evaluation seminars for South African NGOs in Durban and Johannesburg in February and March. The goal of the seminar was to create the capacity among NGOs to competently conduct and manage evaluations. The seminars underscored the general purpose underlying the practice of evaluation and the specific objectives pursued under institutional, personnel and project evaluation. It introduced major concepts in evaluation which practitioners are likely to encounter in the course of summative or formative evaluations, and provided an overview of the methodologies of evaluation and the different evaluation instruments. In general, participants were familiarized with the basic elements of an external evaluation using the USAID format.

Seventy-two individuals representing thirty-six grantee institutions participated in the seminars in the Educational Support and Training (ESAT) portfolio. Reports from the grantees were favorable and several participants stressed the utility of what they learned for current organizational activities. Grantees requested follow-up activities that would strengthen, monitor and assist implementation of key concepts and strategies taught during the evaluation training.

#### Organizational Development and Management Workshop

The Human Awareness Program (HAP), a service group established as a project of the South African Institute of Race Relations, was selected to conduct a five-day workshop on Organizational Development and Management, June 22-26. In preparation for the workshop HAP staff contacted all participating organizations in the first two weeks of June to assess the range of organizational structures and their capacity, the nature of services rendered, and levels of expertise of key management personnel.

The workshop was designed to provide participants with an overview of organizational development and planning issues relating to strategic planning, the management of human resources in non-governmental organizations, budget preparation, and writing and submitting successful funding proposals.



### Curriculum Development Workshops

In the months of June and July ABEL South Africa staff planned and implemented two interventions. Chief of Party, Jonathan Jansen conducted four one-day curriculum development workshops for USAID grantees. Lebs Amphahlele, a graduate student in Education, was selected to assist with conducting the workshops. This provided an excellent opportunity for a black South African student to gain practical experience and training in curriculum development. Approximately one hundred participants from forty non-governmental organizations (NGOs) attended the workshops held in Johannesburg, Cape Town and Durban.

The workshops were designed in response to two needs assessments which identified curriculum development as an important tool for strengthening organizations. The workshops covered seven basic principles of curriculum development, and utilized a case study methodology around design issues. The case studies covered three areas: teacher training, educare, and literacy.

Each participant was required to design a model curriculum, using the course information, tailored to particular organizational needs. ABEL staff then evaluated the models and provided detailed feedback to the organizations' participants. The workshops were a tremendous success and other organizations have requested similar workshops.

### Multicultural Anti-bias Workshops

Organizational Development Specialist, Julie Reddy assisted by local consultant, Helen Pooler, conducted four one-day workshops on multicultural/anti-bias curricula. The workshops were held during June 27-31, 1992 with the objective of promoting dialogue among early childhood educators and to introduce the participants to the issues, problems and approaches in developing multicultural anti-bias curricula. Similar workshops were held July 27th -31st in Nelspruit, Pretoria, Viljoenskroen and Soweto. The impetus for this intervention was a May 1992 meeting of educare organizations who expressed a strong need for training in this area. Objectives of the workshops were as follows:

- to introduce USAID Educare grantees to issues and problems in dealing with multicultural/anti-bias

- to provide an opportunity for participants to share ideas and information on their particular experiences in the field of multicultural education, and

- to provide participants with basic skills and new approaches for developing multicultural/anti-bias curricula and resources.

A total of 156 educare practitioners from two targeted regions attended the workshops.

### Retsweletse English Language Support Program

The purpose of this intervention was to strengthen the curriculum development capacity of teachers involved in English bridging programs in South African primary schools. Local consultant, Herman Kotze who has expertise in English as a Second Language (ESL) was employed to work with ABEL staff. The objectives of the Retsweletse Program are to provide teachers with basic curriculum development skills focussed on the transition to English in primary schools, to offer teachers a broader repertoire of instructional skills in English training, and to initiate the development and management of a highly usable material resource base which would, over time, become a significant component of English training in black primary schools.

### Strengthening IREC

This intervention aimed to strengthen the Ikemeleng Remedial Education Center (IREC), South Africa's only independent black remedial education center. During a comprehensive needs analysis exercise two critical areas were identified for enhancement: curriculum



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## LONG TERM COUNTRY ACTIVITIES

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development and networking. The primary objectives of ABEL intervention were to provide teachers with basic skills in curriculum development in the context of remedial education, provide a framework for developing a sustainable curriculum resource base in remedial education using basic assessment tools to measure curricula and promote understanding of learning organized around the needs of remedial education students. In terms of IREC's networking capabilities, the primary objectives were to assess the strengths and weaknesses of existing network relationships between IREC and the broader community, to develop guidelines for strengthening existing relationships and identifying new networking possibilities, and to propose mechanisms by which networking relationships might be institutionalized and sustained over time. Local consultants, Marion Drew and Mary Metcalf conducted this intervention over a six week period, July 20 - August 28, 1992.

### Gender Awareness Workshop

Julie Reddy, ABEL's Organization Development Specialist (ODS) and Carol Culler, USAID's WID representative based in Botswana, co-facilitated the first Gender Awareness Workshop for South African NGOs. Approximately 30 participants attended the workshop held at the ABEL offices in Johannesburg. The NGOs who participated are USAID grantees and work in the area of producing educational and curriculum materials, and publications. The purpose of this three-day workshop was to provide grantees with conceptual and methodological skills for building gender awareness in curriculum and materials development.

### Workshop on Evaluation Design

Julie Reddy co-facilitated a four-day workshop on evaluation design and practice with Richard Fehnel, the Management Development Specialist for the TEPS project. The workshop was hosted by the Forum for the Advancement of Adult Education (FAAE), and was held November 20th. The purpose of the workshop was to enable participants to identify the major stages in designing an evaluation, establish the context in which evaluation is done, identify evaluation questions, and understand the factors in managing an evaluation.

## EVALUATION OF ABEL GRANTEES

### NECC Evaluation

ABEL's Chief of Party, Jonathan Jansen conducted an intensive six-week strategic evaluation of the National Education Coordinating Committee (NECC). This evaluation was directed at clarifying options for the NECC as a mass based education organization in the light of new political, financial and educational conditions in the South African transition. The evaluation focused on both the management capacity of the NECC, as well as formulating its political strategy in the next five to ten years.

Two workshops were organized for local and national NECC personnel. ABEL provided excellent analyses of organizational capacity and corresponding strategic options, all of which will be built upon and strengthened in forthcoming national workshops for the NECC. The advantage of ABEL's involvement in this activity is that it demonstrated to the NECC the commitment and expertise of the ABEL Project to enhance organizational and political capacities.

### The ELET Evaluation

The ABEL Organizational Development Specialist conducted a short term evaluation with the English Language Education Trust (ELET) in Durban. The evaluation objectives included appraisals of two areas: the management structure of the organization and the quality of a field workers training course. ABEL facilitated a workshop on the evaluation findings and recommendations which evoked a very positive reaction from all participants. Most of the discussion focused on follow-up technical assistance by ABEL to strengthen organizational functioning.



### CONFERENCES

#### Human Resources Development Officers Conference

On May 19-21 USAID/South Africa, and the Office of Human Resources Development with the support of project ABEL, convened a conference to discuss important experiences in promoting human resource development, education and training in sub-saharan Africa. May Rihani, ABEL's Associate Director, facilitated the Conference. The objectives of the conference were to provide the Human Resource development staff of the regional offices of USAID in southern Africa with the following: a forum to share experiences of programs/projects and policies in educational development; an opportunity to reflect upon and debate strategic approaches, and experiences; and a platform to consolidate key lessons and their implications for educational restructuring in South Africa.

This conference represented one of AID's attempts to extract lessons learned around some major topics facing practitioners of education and training. The agenda for the three days covered issues such as Restructuring an Educational System, Policy Analysis and Reform, Regional networking and Cooperation, Curriculum Reform, Working with Indigenous PVOs, Critical Issues in Participant Training, Resources and Research, and Cost Effectiveness of Educational Programs.

May Rihani prepared a report highlighting the major issues raised and key lessons learned. All conference participants were given the opportunity to review the report. The report was disseminated to USAID missions.

#### NECC Conference

Jonathan Jansen participated in the National Education Coordinating Committee (NECC) "People's Education for All" Conference held in Bloemfontein October 3-4. The conference examined the possibilities for introducing alternative curricula in schools, with focus on appropriate teacher preparation, enhanced community participation and active student learning. The conference was funded by USAID/South Africa and was the outcome of the ABEL-led national strategic evaluation of the NECC. ABEL assisted the NECC with conference preparations and presented a paper entitled, "The relationship between PTSA/PTA's and the State". The purpose of the commissioned paper was to outline the range of options for a democratic governance structure in education. The document was used quite successfully to facilitate a national discussion on the topic.

#### INSET Conference

A lively audience of approximately 60 national inservice education of teachers (INSET) stakeholders were convened in Johannesburg on November 15th. Participants represented a mix of political organizations/teacher unions, policy researchers and practitioners concerned with INSET. The conference had three objectives: to present the finding from a regional study tour of Southern Africa to a broad audience of South African INSET specialist; to present the findings of the NEPI policy research on teacher education with specific reference to INSET, to deliberate on the relationship between the NEPI research and the comparative findings of the study tour, and on the relationship of both to the actual operational experiences of INSET practitioners in South Africa.

#### Conference on Effective Schools

A conference on the subject of effective schools was held on November 21st at the University of the Witwatersrand. Approximately fifty participants from universities, the NGO community, and independent schools convened to identify the content and characteristics of effective black schools in South Africa. The conference raised some of the following issues: firstly, schools in South Africa display considerable diversity. Second, effectiveness was defined by schools to include not only high examination scores but also democratic management of schools, strong parental participation and involvement of students in volunteer work in their communities. Third, despite the disruption of schooling because of violence and disturbances, there are still cases of effective schools. Fourth, there is need for ongoing dialogue amongst schools towards sharing innovations, ideas and resources.



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## LONG TERM COUNTRY ACTIVITIES

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Jonathan Jansen led several of the conference workshops and delivered a paper titled, "Effective Schools: An Agenda for Policy, Research and Practice in South Africa."

### ABEL Review Conference

This review conference was held in Johannesburg on November 30, 1992. The purpose of the conference was to provide a forum for USAID grantees to review past ABEL activities and to suggest additional areas where ABEL technical assistance is needed. The conference was a rare opportunity for ABEL technical staff, USAID funding and human resources development personnel and leaders of the NGO community to collaboratively think through the nature and purpose of technical assistance and training and development support for South Africa in the future. Local consultant Angie Makwetla of the AM-Ultimate College, was employed by the mission to develop an organizational plan of work and produce a conference report.

The conference produced the following generally positive assessments of ABEL's performance and contribution to South Africa's education sector:

1. Responds promptly to grantee needs
2. Provides quality technical services
3. Strengthens local organizational capacity
4. Opens dialogue among and between organizations through conferences and workshops
5. Follows up on identified problems
6. Facilitates information exchange
7. Produces excellent workshop and conference proceedings, and
8. Does amazing work with limited resources.

Constructive criticisms included:

1. Upcoming events are not announced well in advance, say 6 months
2. ABEL should stress pro-active planning rather than responding to immediate grantee needs
3. Should give greater emphasis to rural project activities
4. Should influence USAID to emphasize generic technical support rather than specific activities
5. Needs to follow-up activities with organizations to ensure that interventions agreed on as useful are implemented
6. Allow more time for certain interventions like curriculum development, learning environment development, etc., and
7. Allow more participants from grantee organizations to attend workshops/conferences.

### MEETINGS WITH NGOS

#### Early Learning Centers

A meeting of ten educate/early learning organizations was held in May at the ABEL offices. The meeting provided an opportunity for the various organizations to discuss and share ideas on preschool education and training. There was consensus among the participants that a multicultural/anti-bias workshop was necessary. It was suggested that attitudes, feelings, stereotypes and prejudices must be examined parallel to introducing multicultural curricula and resources, and that this be done through the sharing, among individuals of different cultures, religions, races, etc.



### Literacy Organizations

A meeting of representatives from literacy organizations was also held in May at the ABEL offices. Discussion centered on specific technical assistance that could be provided by ABEL. The participants shared their individual and organizational experiences in the field of literacy. The need for literacy organizations to promote sharing of successful approaches, techniques and materials was emphasized.

### ESAT Grantees

Jonathan Jansen spent approximately a week and a half in the Cape Town area visiting Educational Support and Training (ESAT) grantees funded by USAID. The primary objective of his visit was focused on new grantees which were added to the ESAT portfolio since April 1992. Jonathan conducted several small workshops in strategic management during these Cape Town site visits.

Organizational Development Specialist Julie Reddy serves on the advisory panel of a national literacy council, and reviewed curriculum materials for a national literacy course. She attended a seminar focused on attitude change, and anti-bias/multicultural approaches to the education of preschool children. The three-day seminar was held in Cape Town, August 28-30 and was sponsored by an ESAT grantee, the Early Learning Resource Unit (ELRU).

TREE (Training and Resources in Early Education), a Natal-based preschool education and training organization, held a three-day workshop for all staff members. The purpose of the workshop was to discuss findings and recommendations of a major evaluation of the organization which was conducted in early 1992. ABEL's Julie Reddy was asked to participate in the evaluations workshop and to facilitate a one day training seminar. The topic of the training was "Generating techniques for Futures Perspectives in Preschool Education".

## STUDY TOUR

### INSET Study Tour

In August, the Inservice Education of Teachers (INSET) study tour got underway. Broadly, the purpose of this educational study tour was to provide South African teacher educators with the opportunity to observe, assess, compare and derive lessons from INSET programs in other Southern African countries.

Teams of three and four delegates spent a week in Lesotho, Swaziland, and Namibia. A fourth team toured Botswana in early September. The objectives of the INSET program were:

to identify various models of INSET, their salient elements and operational context

to assess the limitations and successes of international INSET programs

to determine the extent to which different INSET programs can be transferred within the South African context, and

to outline emerging policy options for South Africa based on the review of INSET programs in the region.

## SURVEY

### Socio-Educational Survey 1992-93

This survey has been conducted by Jonathan Jansen and a black South African graduate student, Sibusisiwe Bengu. The purpose of the survey is to analyze principal trends and significant developments in the South African educational system. The outcome of this survey will assist USAID/Pretoria to determine the scope and nature of future development aid to the education sector in South Africa.



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## LONG TERM COUNTRY ACTIVITIES

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The researches reviewed education documents produced in South Africa in 1992. These included the Education Renewal Strategy document of the government, the National Investigation Policy Investigation (NEPI) documents, the documents of the National Education Conference, African National Congress (ANC) policy documents, Congress of South African Trade Union (COSATU) documents on Adult Basic Education and Human Resource Development, USAID studies such as the Primary Education Sector Assessment (PESA) and Tertiary Education Sector Assessment (TESA), World Bank studies in education, and documents published by the private sector.

Individuals who are involved in analyzing the education system were also interviewed. Meetings were also held with representatives of principal funding institutions, education development organizations, policy analysts in education policy institutions, and leadership from the major political/trade union organizations.

The survey commenced on October 8th and was completed the first week of November. Analysis of data is in progress.

### **POLICY MODELING ACTIVITY**

#### **Policy Options Workshop**

A demographically-based, enrollment driven costing model, APEX, is being used by South African policy makers to examine and assess the financial, pedagogical, and political trade-offs between various broad-brush policy options.

The Education Finance Workshop to explore issues pertaining to the financing of education in a post-apartheid South Africa, was held at AED March 14-15. The purpose of this two-day brainstorming workshop was to discuss with South African non-governmental policy makers possible lessons from U.S. and international development experiences regarding options for financing education in a post-apartheid South Africa. Topics which were discussed included: tax options (eg. graduate, backlog, lottery and luxury taxes), transfer mechanisms, user fees, and loans. Approximately thirty individuals participated in the workshop.

Invited participants included South Africans: Neil McGurk, (Sacred Heart Academy), Merlyn Mehl, (Independent Development Trust), and Peter Badcock-Walters, (Education Foundation). U.S. participants included Dzingai Mutumuka (World Bank), Emanuel Jiminez (World Bank), Estelle James (World Bank), James Cobbe, (Florida State University), Walter McMahon, (University of Illinois), and David Monk, (Cornell University).

Workshop participants discussed basic issues pertaining to the financing of education in a post-apartheid South Africa. The purpose was to discuss the benefits and costs, vis-a-vis a variety of determining criteria (ie., equity, efficiency, stability, socio-political feasibility), of various financing mechanisms for the education sector. RIT's models addressing these issues were the bases of the workshop. As a consortium member of Project ABEL, RTI has for the past year and a half been working to develop a series of models designed to inform the ongoing policy debate over the design, goals, functions, and operation of an education system in a post-apartheid South Africa.

### **STAFF APPOINTMENT**

Wilhemina Masondo was hired as the Administrative Assistant for ABEL South Africa and Nellie Moletsane was promoted to Project Associate. Sonjai Reynolds joined ABEL as the Coordinator for ABEL South Africa in March this year. She replaces Anna Grady.

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## LONG TERM COUNTRY ACTIVITIES

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### SITE VISITS

#### Sonjai Reynolds' TDY

Sonjai Reynolds, ABEL's South Africa Home Office Coordinator travelled to South Africa for a six-week period from April 24 to June 9, 1992. The purposes of her trip were twofold: to coordinate logistical arrangements for the USAID/Pretoria sponsored Human Resource Development Officers' (HRDOs) Conference, and to assist with ABEL South Africa activities. Three USAID grantees were visited:

*The Educational Support Service Trust* - a non-profit educational organization whose objectives are to provide equitable educational opportunities to pupils from disadvantaged backgrounds through the development of appropriate learner centered materials. The Trust develops and implements materials at primary and secondary school levels.

*Grassroots Educare Trust* is a community-based organization (CBO) committed to the development of leadership and organizational skills within communities. Grassroots Educare Trust acts as an advisory service for the preschool educare field, and provides basic and advanced educare training for teaching staff. In addition, Grassroots operates a resource center to support their training activities. This center is equipped with preschool field references, toys and book libraries, theme materials and audio-visual equipment and materials.

*The READ Educational Trust* establishes small libraries in primary schools. READ also provides training to teachers in these schools.

#### Visit to the Karoo Region

Jonathan Jansen visited the Karoo, October 1-2, on an exploratory mission on behalf of USAID/Pretoria. The objectives of this visit were to

inquire about the immediate and long-term follow-up action mandated as a consequence of the Karoo Education Conference and the Conference on Poverty

determine possible roles for Project ABEL and USAID in short and long-term follow-up action plans; and

identify organizations in the Karoo through which ABEL/USAID could direct its support to educational development in the Karoo.

#### Project Director's Visit to South Africa

Kurt Moses visited the ABEL office and USAID Mission/Pretoria October 31-November 3rd. Mr. Moses was completing a TDY in Namibia and took this opportunity to meet with the ABEL staff for an in-country update of activities.

#### Participation in CIES Regional Conference

Jonathan Jansen travelled to the United States to participate in the Western Regional Conference of the Comparative and International Education Society (CIES) held at Stanford University, November 6-7. Jonathan's topics included, "The Effect of Violence on Education in South Africa". He also travelled to Boston where he finalized development of the TEPS funded Policy Training Course with Abbey Riddell of Harvard.



### BANGLADESH

The Bangladesh Rural Advancement Committee (BRAC) is the largest non-governmental organization in Bangladesh. In 1985, in response to requests from participants in its rural development programs, BRAC initiated a non-formal primary education program (NFPE) for 8-10 year olds in 22 village centers. The objective of the program was to develop a replicable primary education model which could provide, in a three-year period, basic literacy and numeracy to the poorest rural children unreached by the formal school system. By late 1991 and 1992, the program had expanded to 6003 centers, serving 12,000 8-14 year olds, age graded into groups of 8-10 and 10-12 year olds.

BRAC has a global reputation for its effective rural development, credit, and health programs. In recent years, NFPE has also received considerable attention from the international community. Several studies and evaluations of the NFPE have demonstrated that para-professional teachers, carefully but quickly trained and paid a small stipend, can be effective and that extensive parent and teacher involvement is an important factor in program success. These studies have also concluded that young village women and men can become dedicated and responsible teachers, provided they are properly selected, receive good basic training, continuing refresher courses, effective and consistent supervision, and structured guidance on what the children should learn and how.

BRAC is now considering a radical expansion of the NFPE which could result in 50,000 NFPE centers nationwide by 1995. This expansion requires the support of the ongoing NFPE donor consortium, as well as new support from other large international donors. In addition, UNICEF and USAID have begun examining NFPE as a potential model for expansion into West and North Africa. None of the studies of the NFPE to date has examined the implications of such a radical expansion or the potential for exporting the model to other countries. BRAC itself does not consider its model replicable or exportable to other countries; rather it recognizes that some of the lessons it has learned may be useful to others interested in rapidly expanding primary education to previously underserved areas.

In late 1992 BRAC requested assistance from UNICEF and USAID to carry out an independent analysis of the NFPE's strengths and weaknesses, in order to determine its potential for expansion within Bangladesh and to identify lessons learned which may be valuable for other non-formal, mass primary education programs.

#### Phase 1

ABEL fielded a three-member team in March, Manzoor Ahmed (UNICEF), Colette Chabbott (USAID) and Rohini Pande (Rockefeller Foundation), to evaluate BRAC activities. The purpose of this team was to formulate a Terms of Reference for a case study and to determine what information was necessary or missing. The team spent three weeks in Bangladesh and the U.S. interviewing BRAC personnel, donors, government officials and recipients. The team also observed classroom teaching in rural schools.

Phase I trip to Bangladesh accomplished the following tasks: 1) collect relevant documents relating to the BRAC program, 2) interview the NFPE staff, donors, the Bangladesh government, individuals involved in policy development and implementation of primary education in Bangladesh, and 3) conduct site visits to NFPE centers and training sessions.

On the basis of this work the team identified critical information gaps in existing reports. It specified what issues should be addressed by a second fact finding mission, and what should be addressed by small interim studies to be carried out before the second fact finding mission. The team also developed scopes of work for small interim studies, identified firms to carry out the interim studies, and arranged for funding for those studies which need to be completed before the second fact finding mission.



Two studies were commissioned to local Bangladesh firms. These studies were conducted from April-July 1992 and completed by Phase II of the activity. An Ethnographic Study was carried out by the Center for Social Studies, University of Dhaka. This study conducted a rapid rural appraisal of Bangladeshi attitudes toward government schools and BRAC schools, and identified the major socio-cultural, economic, and structural/functional barriers to village participation in traditional primary education. A Cost Study was done by an accounting firm, Rahman Rahman Huq. The goal of this study was to compare the direct and indirect cost per pupil of BRAC non-formal primary schools and Government of Bangladesh formal primary schools.

These studies provided critical information needed by the BRAC team to enable them to conduct further research in July and August.

### **Phases II and III**

Phases II and III of the BRAC case study were conducted during the quarter, July-September by Colette Chabbott, Manzoor Ahmed and Arun Joshi. Colette Chabbott, the team leader focused on the institutional aspects of NFPE as an NGO program in Bangladesh and as a global model. Manzoor Ahmed, UNICEF senior education specialist and a Bangladesh national, focused on the issues confronting BRAC with respect to its interaction with the national system of primary education at the national and community levels, as well as BRAC's relations with international donors. Arun Joshi, an educational anthropologist focused on classroom level quality, women in development, and issues relating to the transferability of certain NFPE program elements to other developing countries.

The team conducted its research in Bangladesh for one month, July - August. It used the information presented in the initial series of commissioned studies to complement the data gathered during visits to schools and interviews with BRAC education officers, teachers, parents, and students. The team also met with a variety of donors and NGOs working in the field of education in Bangladesh. Meeting with donors included the Rockefeller Foundation in New York, and the World Bank, and other donor agencies in Bellagio, Italy.

In the second and third study missions, the team assessed BRAC's potential, both actual and planned, to: a) accommodate the increased formal training requirements b) work in rural areas where BRAC does not have ongoing development or credit programs c) maintain high student attendance and achievement levels with fewer program organizers and more teacher supervisors and d) work in urban and rural areas. Additionally, the team addressed BRAC's approach to gender recruitment and tackling gender disparities, as well as how NFPE centers might contribute to institutionalizing permanent, community directed schools. The team leader, Colette Chabbott, visited NGOs' operated primary education programs. The classroom specialist visited BRAC schools in three regions. Field visits were made to NFPE projects in non-RDP areas and in the urban setting. The team is currently writing a report of its findings and recommendations to be made available in March 1993.

### **BOTSWANA**

Haiyan Hua, a CAII consultant, began a second phase of data analysis focusing on how gender differences in teaching behavior relate to actual student achievement, particularly performance levels of girls in mathematics. Of particular interest is whether the same factors related to boys' achievement in math also explain the variation in girls math achievement levels. The hypothesis is that gender role modelling may be operating in the classroom environment of junior secondary schools.



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Hua also explored if girls out-perform boys in those subjects which are often taught by female teachers, and the idea that girls taught by female teachers may perform better in math than those taught by male teachers.

### CHILE

The Institute of Nutrition (INTA) at Case Western Reserve University is under sub-contract to AED/ABEL to continue work on an early intervention program. Candace Percansky, a consultant, worked with INTA on expanding its child focused intervention program to foster caregiver-infant relationships that promote child development and empower families. She evaluated approaches and materials currently used in Chile, reviewed outstanding curricula and programs in the US and elsewhere for their sustainability for INTA's need, guided INTA's team in modifying the program in Chile, and trained chief psychologists at INTA in how to train and supervise home visitors for the program.

The products resulting from ABEL support are expected to be applicable for Chile and other countries in Latin America. INTA has long had a leadership role in training others in the region and plans to share the expertise gained from ABEL support. Work on this activity commenced in April of 1992 and will continue through January 1993.

### DATABASE OF QUALITATIVE INDICATORS OF EDUCATION PROGRAM PERFORMANCE

The objective of this technical assistance service was to provide the AID Africa Bureau, Office of Analysis, Research, and Technical Services (ARTS) and the Division of Health and Human Resources, with a qualitative database of indicators for all African countries. One of the key functions of the ARTS office is to provide analytical and technical leadership to the Bureau. The office was required to develop country and program performance indicators. Information generated using these indicators will assist AID in analyzing trends and education sector performance, and also help assess the feasibility of AID involvement in the education sector, and the most appropriate types of investment for AID assistance.

Consultants, Karen Tietjen and Diane Prouty developed a qualitative database of indicators for African countries. This database measured status and policy trends, institutional practices, host-country interventions, and other qualitative factors associated with an effective, efficient, equitable, and sustainable basic education system. Indicators examined and tracked gender policies and practices, the extent of private/family participation in education, the presence of equity improvement interventions, the distribution of authority and accountability, the degree of decentralization in management and the types of teacher incentive practices.

Four African countries were selected for detailed visits and assessment. Tietjen and Prouty travelled to Ghana and Mali in July, and Joe de Stefano and Joy Wolf of AID travelled to Malawi and Namibia. On their return they held a debriefing meeting with ABEL staff and the Africa Bureau as well as the R&D/ED staff of USAID. This activity was conducted from June to November 1992.

### NAMIBIA

#### Basic Education Reform Program (BERP)

Following the independence of Namibia in 1990 the United States government and the Government of the Republic of Namibia (GRN) began to formulate a plan of program assistance to the new nation. The result was the Basic Education Reform Program, a six-year Non-Project Assistance (NPA) program. The Basic Education Reform Program (BERP) commenced in March 1992 and will terminate March 1996. Its purpose is to establish an effective, efficient and sustainable basic education system accessible to all Namibian children.



ABEL was responsible for the initial fielding of a team to conduct periodic evaluations of BERP. The evaluation is a longitudinal evaluation to be conducted annually in February throughout the life of the program. The evaluation team members were: Brenda Bryant, James Gant and William Rideout. The purposes of the first evaluation conducted in February 1992 were to:

assist the Ministry of Education and Culture (MEC) to establish baseline data and indicators for assessing the Program

determine progress towards achievement of the goals and objectives that guide the implementation of the Program

identify issues or barriers related to the planning and implementation of the Program

assist the MEC to use evaluation results to benefit Program implementation

recommend actions to remove barriers to Program implementation

document the evolution of the Program, and

measure the impact of the Program.

At the completion of the initial evaluation, USAID in consultation with the representatives from GRN determined the schedule and amount of the disbursement of the Program funds for the following year.

### **Reaching Out With Education to Adults for Development (READ)**

READ is a key element of USAID's overall human resource development strategy in Namibia. This seven year, \$12 million program supports non-formal education and training in literacy and numeracy in conjunction with vocational, and income earning skills. Training is provided by Namibian non-governmental organizations (NGOs) and community based organizations (CBOs) through subgrants to be administered by a US Private Voluntary Organization (PVO).

READ was designed to give a second chance to groups who have suffered the most severe neglect and discrimination under apartheid, and who have been left out of the development process. The project also provides training and technical assistance to strengthen the financial, technical, and management capacities of the participating NGOs/CBOs. These gains will promote and deepen democratic processes by promoting broad based sustainable development and helping to overcome isolation between different ethnic and cultural groups in Namibia.

ABEL's objective in READ was to field a team to produce a complete draft Project Paper for the design of a successful READ project based on the Project Identification Document (PID). Team members were Murray Simon (Team Leader/PDO); Carol Martin (NGO Specialist); Victor Levine (Education Economist/Financial Analyst), and Jeanne Moulton (NFE Specialist). The team revised and integrated the READ project elements of training and non-formal education, support services, collaborative research and institutional strengthening of NGOs and CBOs into the Project Paper.

The team's responsibilities included, among others, identifying mechanisms to ensure effectiveness and optimal outreach to and involvement of the Government of the Republic of Namibia, the NGO/CBO community, and potential recipients of services, evaluating the needs of target groups and the demand for skill training, and assessing the size,



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training capacities and needs of the Namibian NGO/CBO community. The team also worked with the Ministry of Education and Culture and the New University of Namibia to determine appropriate involvement of READ in the new college of distance education programs and proposed university adult education programs.

### **PARAGUAY**

In August 1992 USAID/Ascuncion requested that ABEL provide technical assistance for a collaborative effort to identify policy priorities for education reform in Paraguay. As part of its process of democratization Paraguay is designing a program to reform its education system. To this end a National Commission has been appointed to formulate policy recommendations for change. This activity called for a collaborative research effort between the Centro Paraguayo de Estudios Sociologicos (CPES) and the Harvard Institute for International Development (HIID) to provide research-based policy recommendations. A fifteen-person (HIID/CPES) team worked in Paraguay from September through October 1992.

Under this activity HIID and CPES collaborated with the Ministry of Education in an exercise to identify the main problems and policy priorities of the education system. Researchers reviewed all existing research reports and documents published within the last 10 years. In addition the HIID/CPES team interviewed key participants in various Ministries in Paraguay (Education, Labor) and other relevant groups (employers), and analyzed primary and secondary data.

The assessment examined systemstically the education sector, with attention to both relationships between institutions within the system, and relationships with other sectors. It focused specifically on activities under the responsibility of the Ministry of Education, described institutions and programs, evaluated their performance, analyzed constraints, and recommended strategies to improve efficiency and effectiveness.

The assessment also developed a baseline description of the status and operation of the education system in Paraguay, and identified priority areas for further policy analysis and research. The assessment also addressed the following themes:

- internal efficiency and equity of basic education
- internal efficiency and equity of secondary education
- university reform
- bilingual education
- rural and adult education
- administrative reform within the MOE
- teacher education
- evaluation and assessment, and
- implications of regional economic integration for human resource development.

The draft report and its recommendations were used as a basis for discussion by the Paraguay National Congress at the National Education Policy Reform Conference held in November 1992.

### **SWAZILAND**

Consultant Rick Johnson travelled to Swaziland on a three-week consultancy to perform selected statistical analyses on the existing Swaziland Primary Education database to determine those factors which bear a statistically significant relationship to student achievement as measured by annual examinations.

**UGANDA****PAIP**

In November, 1991 USAID requested ABEL to provide a team to help design a Program Assistance Initial Proposal (PAIP). Jeanne Moulton, Abby Riddell, Karen Tietjen and Paul Coates designed the PAIP document. The purpose of the PAIP effort was to improve the quality of classroom instruction, the efficiency of the governing infrastructures, and access to primary education for all Ugandan children.

**PAAD**

In February, 1992 USAID requested that a team be sent to Kampala on a four-week consultancy to prepare a Program Approval Authorization Document (PAAD) to help USAID Uganda plan a new education sector program to improve the quality and relevance of primary schooling. The team members were: Paul Coates, Jeanne Moulton, David Evans, and Victor Levine.

**SUPER PAAD**

Support to Uganda Primary Education Reform (SUPER) PAAD: The Government of Uganda (GOU) through the Ministry of Education and Sports (MOES), the World Bank through its fifth International Development Assistance Program (IDA 5), and USAID through the Support to Uganda Primary Education Reform (SUPER) project are working together to launch a new system, the Teacher Development Management System, which will devolve responsibility from the MOES to district and local levels. Ten representative districts were randomly selected by the MOES as pilot areas for this decentralization scheme. The pilot Teacher Development Management System will serve as a prototype for eventual use throughout the entire country.

ABEL consultant, David Evans, a Teacher Training Systems Specialist, worked with a World Bank funded District Development Network Specialist to facilitate the ongoing design of the SUPER PAAD. Evans was the lead advisor for the MOES Primary Teachers College design committee and facilitated coordination between the MOES, the World Bank and USAID/Kampala. The program of the SUPER PAAD spanned June to July 1992.

**YEMEN**

The objective of ABEL/Yemen activities was to assess the participation of Yemeni women in the national development process and to explore ways to increase the opportunities for females to start and finish basic education programs.

USAID/Yemen is now exploring the possibility of expanding opportunities for females through increasing the capabilities of the women's associations so that they can increase the number of girls and women who complete primary school programs. The overall objective is to increase the participation of Yemeni women in the national development process.

Consultant Nasrine Adibe was hired by ABEL's sub-contractor CAII to work on this activity from July through August 1992. She worked directly with selected branches of the Yemeni Women's Union, the Ministry of Social Affairs, and USAID office of Project Management in Yemen. Yemeni Women's Unions branches are the primary non-governmental organizations providing services and training to women in Yemen. USAID, therefore, wanted to assess the feasibility of enhancing the Women's Union and its branches to increase the literacy level of Yemeni women.

The mission requested that the WID specialist explore the possibility of expanding opportunities for females by increasing the capabilities of the Women's Union so that they can increase the number of girls and women completing primary schooling. A key factor limiting women's participation in economic expansion is the 83% female illiteracy rate. The Ministry of Education would like to provide training in literacy, but there are inadequate facilities to accommodate the potential number of women available to attend



classes. The Ministry of Education and Ministry of Social Affairs are considering the possibility of using the Women's Union branches as vehicles to deliver these programs.

In December, Mr. Andra Herriot of USAID/Sanaa met with the ABEL Management Team to provide feedback on the report submitted by Nasrine Adibe. As a result an Executive Summary of the report will be published in both English and Arabic. Translation of the document into Arabic will be done by a local hire at the Mission in Sanaa.

### **ETHIOPIA EDUCATION SECTOR REVIEW**

The education sector review for Ethiopia had six principal objectives: engage the government in the process of assessing the state of the education sector; understand the Government's key sectoral objectives and priorities; gather standard data on the structure and operation of the education system including budgetary information; collect information on current and future donor and PVO interests in the education sector; identify principal sector constraints; and identify priorities for USAID/Addis Ababa role in the education sector. The team was also charged with the responsibility of drafting the scope of work for a second phase sector review which will do a more intensive and extensive work.

The first phase of work was scheduled from December 7th through the 18th. Consultant Bernie Wilder and AFR/ARTS staffer Joe De Stefano worked on phase one. Joe de Stefano was team leader and provided expertise in the area of education finance and policy. Wilder provided expertise in the area of educational planning and education systems analysis, and in evaluating both formal and non-formal systems. Two part-time Ethiopian Ministry of Education officials also collaborated on this effort.

The team met with Government officials and in-country representatives of the donor community, and NGOs working in the area of education. A preliminary report has been submitted by the team.



## **PUBLICATIONS**

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. (Approximately 5 pages each).

## **ABEL INFORMATION BULLETIN SERIES**

- Bulletin #1 The Agricultural Teacher Education Programme of the National Teacher Training College
- Bulletin #2 BANFES Training
- Bulletin #3 Breakthrough to Literacy
- Bulletin #4 DACUM: Developing a Curriculum
- Bulletin #5 Designing Supplementary Teaching Materials
- Bulletin #6 Development Communications
- Bulletin #7 Development of a Continuous Assessment Programme for the Primary Schools
- Bulletin #8 Educational Library Services
- Bulletin #9 English in Action
- Bulletin #10 The Evening and Weekend College Programme
- Bulletin #11 Financial Management Initiatives at Lesotho's National Teacher Training College
- Bulletin #12 Income Generation at Thaba-Tseka Skills Training Center
- Bulletin #13 Instructional Materials Resource Center
- Bulletin #14 Mahlaseli: Sun-Beams - Lesotho Monthly Reader for Primary School Children
- Bulletin #15 The National Dissemination Programme
- Bulletin #16 The Non-Formal Education Subproject
- Bulletin #17 Operations Management at the National Teacher Training College
- Bulletin #18 Primary Education News
- Bulletin #19 Primary In-Service Education Programme
- Bulletin #20 The Resources Directory for Self Reliance and Enterprise Development in Lesotho
- Bulletin #21 Schemes of Service
- Bulletin #22 School Supply Unit
- Bulletin #23 Small Business Studies Series



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## PUBLICATIONS AND DISSEMINATION

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- Bulletin #24 The Teacher Personnel Management Information System
- Bulletin #25 Thaba-Tseka Skills Training Center
- Bulletin #26 Learning Technologies for Basic Education
- Bulletin #27 Classroom in a Suitcase: An Indian Experiment
- Bulletin #28 The Economic and Social Impact of Girl's Education in Developing Countries
- Bulletin #29 Restructuring a U.S. School
- Bulletin #30 System to Help Access Reports of Effective Education (SHARE)
- Bulletin #31 Curriculum Reform in Egypt
- Bulletin #32 IBM Education Projects and Courseware for ABEL: Innovations in the "Hard" Technologies of Learning
- Bulletin #33 The Radio Language Arts Project (RLAP) in Kenya
- Bulletin #34 Introducing National Languages in the Primary Education System in Mali
- Bulletin #35 An Ethnographic Study of Factors Affecting the Education of Girls in Southern Malawi
- Bulletin #36 School Feeding Programs and Educational Achievement

### 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*

Vol. 1. Issue 3, January 1992, *Redefining Quality*

Vol. 1. Issue 4, May 1992, *Equity: The Ultimate Challenge to Education for All*

### ABEL RESEARCH REPORT SERIES

The *Research Report Series* are publications for dissemination on a broad range of issues about basic education. The monographs are based on extensive research on a particular subject.

*Educating Girls: Strategies to Increase Access, Persistence and Achievement* prepared by Karen Tietjen and Cynthia Prather. 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.

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



## ABEL LONG-TERM COUNTRY REPORTS

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.

- MALI** Rapport Final sur la Confection de l'annuaire des Statistiques scolaires pour l'annee, 1990-1991. Nseka Vita, 1992.
- Training in Management for the Ministry of National Education, Mali. M. Clément Lufuluabo, 1992.
- Un Systeme Integre d'Information oriente vers la Gestion et la Planification. Serge Cuenin, 1992.
- Analyse de donnees de l'enquete d'evaluation: Rapport Technique and Rapport Finale. C. Monseue, 1992.
- Rapport de Rentree Scolaire, Rapport de Fin D'Annee Scolaire, Inventaire Du Patrimoine Scolaire, Boucibar Guindo, 1992.
- Training of Administrators for the Educational Administration Component of BEEP (Basic Education Expansion Project). William Rideout, 1992.
- Rapport de la Mission Operationnelle Effectuee a L'institut Pedagogique National de Bamako. Christiane Strauven, 1992.
- Training Manual, "Proposition D'un Systeme D'Information et de Cestion (BEEP). Nseka Vita, 1992.
- Training Manual of Pedagogical Principles of Malian Primary School Teachers. J. Hittenberger, 1992.
- Memoire Pourles Maitres - D'Ecole. J. Hittenberger, 1992.
- L'Education des filles: Strategies pour accroitre l'accès, l'assiduite et l'accomplissement.* Creative Associates International Inc. 1992.
- Analyse de donnees de l'enquete d'evaluation: Rapport Technique, Rapport Finale.* C. Monseue, 1992.
- Analyse Fonctionnelle des Depense Publiques D'Education. Serge Cuenin, 1991.
- L'Administration et la Gestion du Personnel du Ministère de l'Education Nationale. Dr. Adama Sy, 1991.
- Final Report: Quantitative Evaluation Consultancy. Walter West, 1991.
- Proposed Action Plan for Management Training Within the National Ministry of Education. Matt Seymour, 1991.
- Project ABEL in Mali: A Plan. Don Russell, 1991.
- Mid-Term Status Report on ABEL/Mali. Don Russell, 1991.
- Equipe Nationale Chargee du recensement du Personnel du Ministère de l' Education Nationale. 1991.



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## PUBLICATIONS AND DISSEMINATION

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Evaluation des apprentissages des élèves de 2<sup>e</sup> et 5<sup>e</sup> années de l'enseignement fondamental en français et en mathématiques. G. Henry, SEDEP, 1991.

Evaluation de l'Experimentation en Langues Nationales dans l'Enseignement Fondamental En République du Mali. John Hutchinson, 1990.

Report on a Trip to Mali to Develop the Monitoring and Evaluation Component of a Basic Education Project. Jeanne Moulton, 1989.

Basic Education Expansion in Mali: Proposed Plan of Action Around Gender Activities. May Rihani, 1989.

IV<sup>ème</sup> Project de Développement de Base, Rapport de Suivi et d'Evaluation du IV<sup>ème</sup> Project. Yolande Miller-Grandvaux, 1991.

IV<sup>ème</sup> Project de Développement de l'Education de Base, Rapport de Suivi et d'Evaluation du IV<sup>ème</sup> Project. Yolande Miller-Grandvaux, 1992.

Fourth Basic Education Project, Monitoring and Evaluation Report of the Fourth Project. Yolande Miller-Grandvaux, 1992.

### SOUTH AFRICA

Report to TREE Based on Assessment Field Visit. Julie Reddy, 1992.

Report: ABEL Workshop 22-26 June 1992.

ELET Evaluation Report. Julie Reddy, 1992.

Summary of Meeting with Literacy Coalition at the University of Cape Town on January 10, 1992. Julie Reddy, 1992.

Summary of Educare/Early Learning Organizations Meeting. Julie Reddy, 1992.

Strategic Planning: Program Options for the Education Development Trust. Jonathan Jansen, 1992.

Curriculum Planning: Strategic Options for Funda Community College. Jonathan Jansen, 1992.

Human Awareness Program (HAP) Workshop 1992.

Report on Evaluation Seminars. Sharon Harpring, March 1992.

South Africa Policy Options Workshop Proceedings. RTI, 1991, 1992.

ESAT Socio-Educational Survey 1990/91. Ronald T. September, 1991.

ESAT Socio-Educational Survey 1991. Joseph Diphoho, William DeWee, Ronald September, 1991.

Skotaville Publishers in 1991: An Assessment. Adrian Higham and Mike Kantey, 1991.

A Study Tour of Institutions and Persons Involved in Innovative Science Education, Puppets and Education, and Television Production in the USA. Basil Jones and Adrain Kohler, 1991.

An Assessment of The Federated Union of Black Arts (FUBA) Academy. Donal Lease. 1991.



**MALAWI** *Results of the GABLE Budget and Planning Study.* Anthony Creswell, August 21, 1992.

*Establishment of a Primary Pupil Registration System.* Phil Matthews, 1992.

*Development of a Gender Appropriate Curriculum.* Phil Matthews, 1992.

*House and Classroom Building Program.* Phil Matthews, 1992.

*Reducing repetition in Malawi's primary Schools.* Jim Williams, 1992.

*Girls' Schooling Access, Persistence and Success in Malawi: A Descriptive Report.* Lynn Ilon, 1991.

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**ABEL SHORT-TERM  
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**BANGLADESH** BRAC NFPE Study Phase 1: Preliminary Findings and Conclusions. 1992.

**CHILE** *Actividades de estimulacion Primer Ano de vida: Motricidad Fina Y Cognicion, Motricidad Gruesa, Lenguage Y Personal - Social.* INTA, Case Western Reserve University, 1992.

*Programa de Apoyo a la Replacion Madre - Hito,* INTA, Case Western Reserve University, 1992.

*Actividades de Estimulacion Segundo Ano de vida motricidad.* INTA, Case Western Reserve University, 1992.

**DATABASE OF  
QUALITATIVE  
INDICATORS OF  
EDUCATION  
PROGRAM  
PERFORMANCE**

*Diskettes of Database of Indicators for Mali and Ghana.* Diane Prouty and Karen Tietjen, 1992.

**EGYPT** *The Establishment of a National Center for Educational Evaluation and Examinations.* Peter C.P. Kimber and Protase E. Woodford, 1990.

**NAMIBIA** *Evaluation of the Namibia Basic Education Reform Program.* Brenda Bryant, James Gant, William Rideout, 1992.

*Evaluation of READ;* Carol Martin, 1992.

*Technical Analysis of the Rossing Foundation READ Project Proposal, "Lifeskills Training in Namibia."* Carol Martin, 1992



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## PUBLICATIONS AND DISSEMINATION

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An Educational Management Information System for the Namibian Ministry of Education and Culture. Kurt Moses, 1990.

**BOTSWANA** Female Teachers and Teaching in Botswana Classrooms. Haiyan Hua, 1992.  
Female Teachers and Teaching: Contributing Factors to Higher Achievement in Botswana. Haiyan Hua, 1992.

**GHANA** Equity Improvement Program (EIP) Proposed Pilot Activities. May Rihani, 1991.

**UGANDA** Uganda Education Sector Review: Issues and Options for USAID. Robert Cole, Dave Evans, Robin Horn, Sue Grant Lewis, V. Byabamazima, Katherine Namuddu, 1990.  
Support for Ugandan Primary Education Reform (PAIP). Jeanne Moulton, Abby Riddell, Karen Tietjen, Paul Coates, 1991.  
Support for Ugandan Primary Education Reform (PAIP). Jay Moskowitz, Diane Prouty, Karen Tietjen, 1992.  
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**SWAZILAND** Factors Relating to Student Achievement in Swaziland. Rick Johnson, 1992.

**YEMEN** Expanding Opportunities for Yemeni Women: Exploring the Provision of Basic Literacy Through the Yemen Women's Union. Nasrine Adibe, 1992.

### OTHER REPORTS

**ABEL PROJECT PROFILES** *ABEL Project Profile 1989-1991* describes Project ABEL technical assistance and dissemination activities over a two year period - since the launching of Project ABEL until December 1991. A matrix of ABEL Activities over the two year period, and a summation of all technical assistance (both short-and long-term) provide the reader with a detailed illustration of ABEL project activities.

**TECHNOLOGICAL INNOVATIONS IN BASIC EDUCATION** Report on Selected IBM Education Projects and Courseware for ABEL. Ralph Grubb, 1990.  
Summary Report on Digital in the K-12 Marketplace. Digital Equipment Corporation, 1990.

**PRODUCTS OF CONFERENCES** *Education of the Girl Child: Her Right, Society's Gain*. Prepared by Sara Ann Friedman. This is a Report of the NGO Conference - Education Working Group and NGO Committee on UNICEF, held 21-22 April 1992. The conference and this report were supported in part by Project ABEL.  
*Creating Capacity for Educational Progress: Empowering the Education Manager* Basic Education Conference - Thailand, September 1990.



*Lessons Learned in Basic Education in the Developing World.*

Product of a workshop convened by R & D/ED, February 1990, Washington DC.

**AUDIO-VISUAL  
MATERIALS**

*Partnership in Basic Education*, a four minute video prepared for WCEFA in Thailand

*Empowering the Education Manager*, a twelve minute video prepared for WCEFA in Thailand

*Girl's Education: Benefits and Constraints*, a fourteen minute video prepared by CAII.



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## WORKSHOPS AND CONFERENCES

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### **CIDE Workshop**

A workshop on the findings of a Center for Research and Development in Education of Santiago Chile (CIDE) analytical study of non-formal education service agencies in the LAC region was held at AED in Washington D.C. ABEL funded travel of CIDE staffers Patricio Cariola and Jorge Zuleta to facilitate the workshop.

### **UNICEF Conference**

The Education Working Group of the NGO Committee on UNICEF has sponsored a series of programs focusing on girls' education. In April of 1992, the Working Group brought together 300 participants from 37 countries to UNICEF House for a two-day Conference on Girls' Education: A Human Right, A Social Gain, held in New York City, during April 21 and 22. ABEL funding covered participant travel from Guatemala, design work, writing, printing and production of the conference proceedings in English, Spanish, and French.

Furhana Bhoola, ABEL Research/Training Specialist, Lynette Johnson, ABEL Program Associate for Mali, and Barbara Reese of CAII attended the Conference.

The Conference issued a Call to Action to the NGO community and also drafted a set of recommendations for the UNICEF Executive Board which met in New York City in June of 1992. The recommendations emphasized the necessity of a working partnership between UNICEF and the NGO community worldwide to promote girls' education.



### **ABEL LIBRARY**

The expansion of the ABEL Library has continued with the acquisition of materials on basic education in developing countries. Materials have been obtained from the AID Clearinghouse, UNESCO, and the World Bank.

### **REQUESTS FOR ABEL INFORMATION**

Requests for ABEL publications have continued to grow. Increasing numbers of requests have come from international donor agencies such as UNESCO, UNICEF, and the World Bank. The Ford Foundation and the African American Institute also receive our publications. An increasing number of research institutes including the Bhavnagar University in India, The Malawi Institute of Education, the Institute of Education in London, the Institute of Education in Lesotho, and the Educational Research Institute at Addis Ababa University, among others, have sent requests for our publications. Non-governmental organizations in the Third World requesting ABEL publications include Grassroots Educare Trust in South Africa and the Aga Khan Foundation in India. Requests from USAID country-offices have also continued to grow with USAID offices in Namibia, Mali, and Cape Verde being added to our mailing list. Non-governmental organizations in South Africa, Sierra Leone, Nepal, and Mozambique have requested ABEL publications. Ministries of Education in different countries have also registered their interest in ABEL publications and information about the provision of ABEL services. Such interests and inquiries have come from Liberia, Argentina, Uganda, Pakistan, and Cameroon.

ABEL publications and materials from other USAID-funded education projects, BRIDGES and IEEP (Improving the Efficiency of Educational Systems operated by Florida State University) were disseminated to the HRDOs in South Africa.

Sponsored by the Bureau for Research and Development/Office of Education/Office of Women in Development of the United States Agency for International Development (AID), Project ABEL assists USAID missions and host-country governments in using proven educational tools, methods, and approaches to design and implement basic education programs. ABEL is AID'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 are addressed in all ABEL activities.