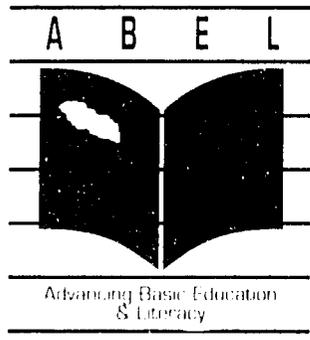
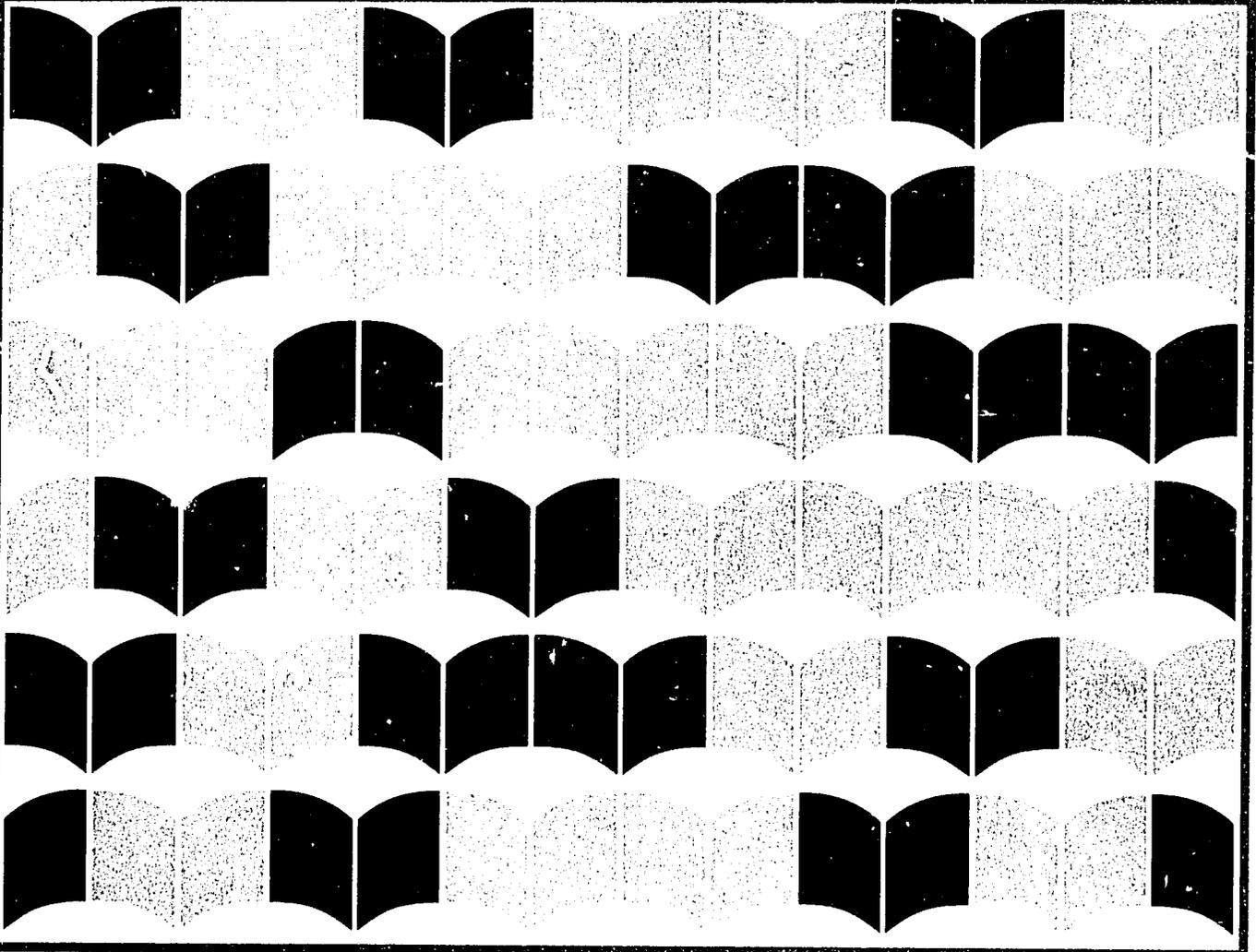


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QUARTERLY REPORT

JANUARY - MARCH 1993



QUARTERLY REPORT

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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 project, and 4) design and implementation of studies and pilot programs in the education sector.



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ACRONYMS USED IN THE MAIN TEXT

ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
AID	Agency for International Development
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
IIEP	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



ACRONYMS USED IN THE MAIN TEXT

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

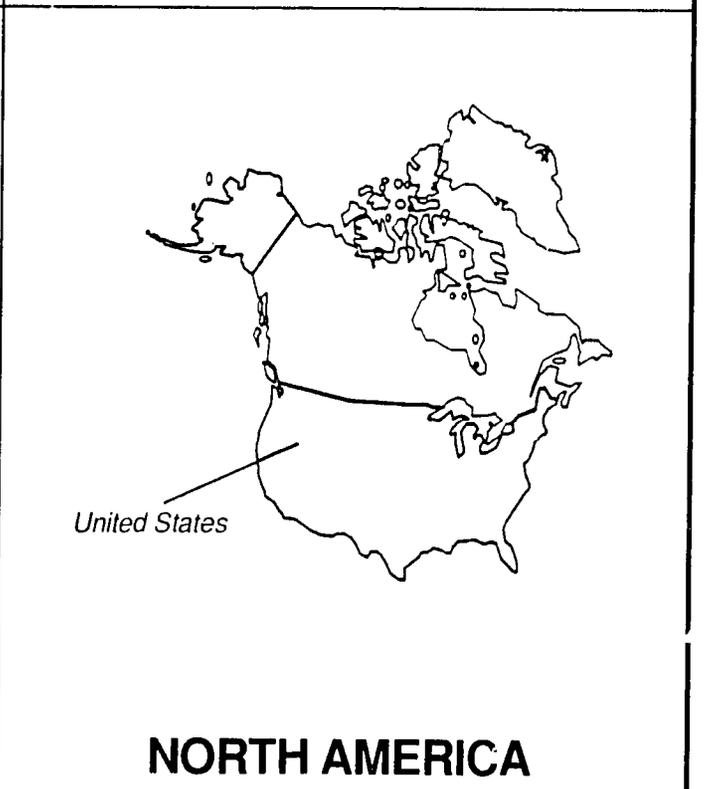
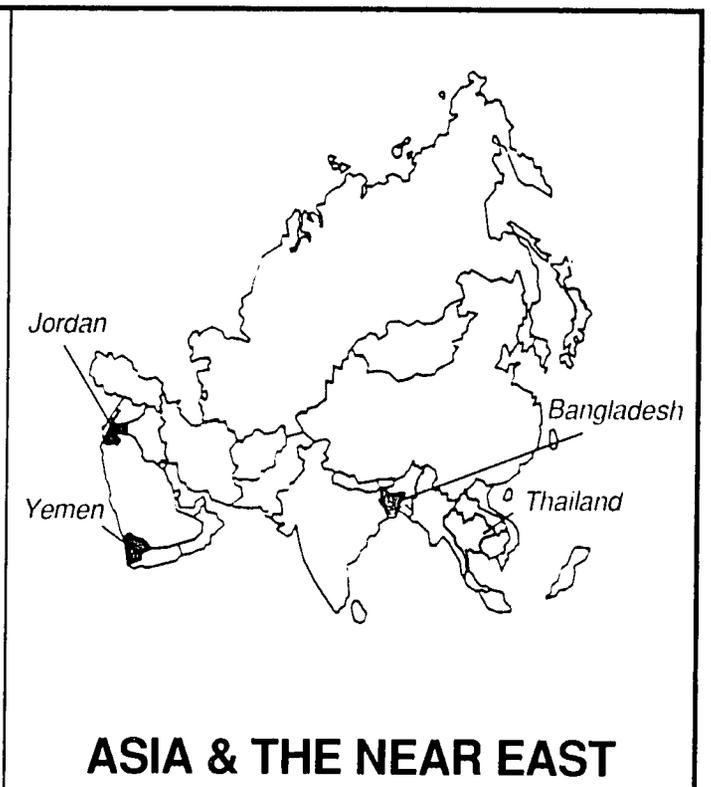
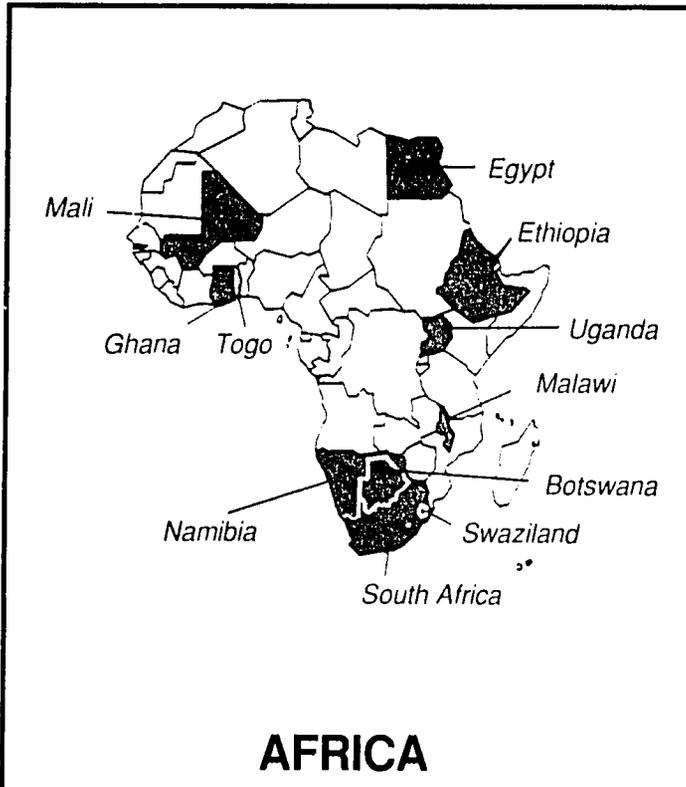


ABEL ACTIVITIES MATRIX

	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
Long-Term Activities																	
MALI																	
Seminar	1992																✓
Gender Sensitivity in Education	1992-1993				✓	✓	✓							✓			
Monitoring & Evaluation	1992-1993	✓	✓						✓								
Improving Information Management	1992-1993								✓								
Computer Training	1992								✓			✓					
School Renovation	1992												✓				
Improved Education Quality	1991-1993	✓			✓	✓	✓	✓	✓			✓					✓
Improving Education Quality	1992		✓	✓									✓		✓		
SOUTH AFRICA																	
NGO Activities	1992-1993	✓	✓			✓									✓	✓	✓
Teacher Training Workshops & Conferences	1992-1993															✓	
Conferences & Workshops	1991-1993															✓	
Socio-educational Survey	1991-1993		✓														
APE Develop & Disseminate	1991-1992		✓														
Policy Analysis/Modeling	1992-1993									✓							
Evaluation of USAID Grantees	1992-1993	✓		✓													
Planning & Program Development	1992-1993	✓				✓		✓				✓					
MALAWI																	
Gender Sensitivity	1992-1993	✓	✓			✓	✓							✓			
Computer Management System	1992	✓										✓					
GABLE Activities	1992-1993		✓						✓					✓			
Monitoring & Evaluation	1991-1993								✓								
Instructional Materials Development	1992-1993		✓				✓										✓
Budget Planning	1992-1993	✓	✓														
Gender Unit at MiE	1992-1993				✓	✓	✓							✓			
Short-Term Activities																	
Bangladesh-BRAC Study	1992-1993		✓														✓
Ethiopia-Ed. Sector Review	1992-1993		✓	✓													
Namibia-Review of Education Reform/READ	1992-1993		✓	✓													
Swaziland: Policy Modeling	1992-1993										✓						
Jamaica: Educational Policies Workshop	1993															✓	
Yemen: Study of Women's Organizations	1992	✓	✓														
SHARE Activities	1990-1993									✓							
APEX Development & Dissemination	1991-1993		✓								✓						✓
ABEL Research Publication	1990-1993		✓														✓
ABEL Information Bulletin	1990-1993		✓														✓
Forum Vol. 1 Issues 3 & 4	1991-1993		✓														✓



COUNTRIES WITH ABEL ACTIVITIES



 Site of long- and short-term ABEL activities.

 Site of ABEL Conference.

**MALI****EDUCATION
MANAGEMENT
INFORMATION
SYSTEMS (EMIS)**

School and personnel statistics formed the major focus of the EMIS component of the Basic Education Expanded Project (BEEP) during the first quarter of 1993. Data collected at the beginning of the school year on Fundamental Education (Basic Education) arrived at the Regional Offices of Education (DRE) in Bamako, Koulikoro, Ségou, and Sikasso by the end of December 1992. It was planned, during the seminar on school information reform in July 1992, that the DREs would be responsible for data coding, data entry and data processing under the guidance of the EMIS Technical Advisor Daniel Gifondorwa. Lack of computer equipment in each of the regions of operation would have caused substantial delays had the TA not directed the work to the Ministry of Education itself.

School Statistics**(a) Data Collection on Students**

School statistical forms were returned to the EMIS Technical Advisor and his consultant, Nseka Vita. The directors of "Ecoles de Base" and the "madersas" located in the project zones, government schools located in the District of Bamako, and the regions of Koulikoro, Sikasso and Ségou, filled the forms.

The first page of the data collection forms contains data on students, classes and teachers. These data are designed to give policy and decision makers a quick picture of school enrollments in the first two months of the school year. For this reason, data were immediately input onto the computer system in the MOE while the EMIS TA was still waiting for the installation of computers in the Regional Offices of Education. Subsequently, the tables on students, classes, and teachers were sent to the inspectorates (there are 21 inspectorates in the project zones) to be verified and corrected. Consultant Nseka worked in Bamako (7 inspectorates) and Koulikoro (5 inspectorates) and the EMIS Technical Advisor worked in the regions of Ségou (4 inspectorates) and Sikasso (5 inspectorates).

Except for personnel data, the ages of students, and the distances between schools, all the other data from Bamako, Koulikoro and Sikasso inspectorates are on the computer system in Bamako. When processed, the ages of students will serve to calculate net and gross enrollment rates, and distances between schools will serve as the basis for elaborating the school map.

(b) Basic Education Statistical Yearbook

The 1991/92 Annual Fundamental (Basic) Education Statistical Yearbook has been completed. The final copy of the Yearbook appeared in February 1993. The division in charge of statistics in the Direction Nationale de l'Enseignement Fondamental (DNEF) spent more than eight months on data entry for the Year Book. Mr. Diawara from the Direction Administrative et Financière (DAF), the EMIS TA and consultant Nseka Vita assisted in this process.

(c) Personnel Update

The personnel data base, including the personnel census data of January-February 1992, are being updated from the reports received from school directors. This is required: 1) to publish a personnel listing per inspectorate, to produce indicators and



statistical analysis on the teaching personnel, and 2) to undertake the budget process for 1994 fiscal year which constitutes one of the major activities of the DAF. The updating process may be completed by mid-May 1993.

(d) Consultants' Visits

During this quarter, several consultants interested in school and personnel statistics visited Bamako and worked with the EMIS Technical Advisor. These consultants included: E. Zimmerman from the World Bank, Chu Shiu-Kee and Claude Sauvageot from UNESCO; a World Bank supervisory mission; and Durand-Prinborgne from SODETEG.

Consultant Chu Shiu-Kee came to Bamako to launch the National Education Statistics and Information System (NESIS) project. The project aims to help UNESCO member countries build capacity in collecting, processing and analyzing country education statistics. The Swedish International Development Agency (SIDA) coordinates the efforts of other donors interested in the project.

A week-long seminar was held on the NESIS project. At the conclusion of the seminar, the participants, among whom were the EMIS Technical Advisor and the deputy director of the Cellule de Planification et Statistiques (CPS), were asked to elaborate a project proposal to be undertaken by UNESCO. By the end of March the proposal was drafted and sent to Paris. The aim was to give the ownership of the NESIS project to the Malians, especially the staff of the CPS.

Consultant Claude Sauvageot from UNESCO also came to Bamako to do a study on indicators of the Malian Education System after completing a similar task in Lesotho. Malian colleagues, Claude Sauvageot, and the EMIS Technical Advisor identified key indicators and divided the data gathering tasks among participants selected from all the MOE departments. The effort was a success largely because Sauvageot and the EMIS TA (Gifondorwa), involved the Malians staff in learning the methodology of identifying education indicators. The EMIS TA is also responsible for helping the CPS coordinate the tasks and provide statistics on the personnel working in the MOE and on schools operating through double shifts.

Consultant Fadi Abillama visited the MOE for a week. He was interested in computer simulations adapted to educational decision and policy making, and to student population projections.

The World Bank supervisory mission came to Bamako to evaluate the progress of its IVth Education Project. The EMIS Technical Advisor attended the meetings held in the DAF between the Bank representatives and a group from the MOE. The EMIS TA, the deputy director of the CPS, and the deputy director of the DAF answered a number of questions pertaining to statistics, the personnel, and the budget of the MOE. The EMIS TA also made the MOE personnel data available.

Consultant Claude Durand-Prinborgne from SODETEG came to Bamako to shed some light on the voluminous report on the MOE personnel published in November 1992. The EMIS TA and the MOE personnel division's staff members had two working sessions: (1) to evaluate the report, and (2) to simplify the report in order to make



it more readable. At the end of his mission, Durand-Prinborgne promised to send a shorter and more concise report.

UNDP is sponsoring an education sector project which engages 10 consultants and a project manager. Each national consultant has a counterpart from abroad. The EMIS TA who has been working on the Education Information Management System will provide the necessary data for the project, especially data on teachers and school administrators.

Teacher Training

The EMIS Technical Advisor, Daniel Gifondorwa, works closely with the assistant to the In-Service Teacher Training Technical Advisor (ISTTA) in gathering data on in-service-training and designing the data base structure. Once the database is operational, the data will be transferred to the main personnel database located in the DAF of the MOE so that continuing education of school personnel can be equitably allocated.

Pedagogical Materials Inventory

Inventory of pedagogical materials was started on March 8. By March 31, data from Bamako, Koulikoro and Ségou were already entered into the computer system. Statistical tables have been designed by the EMIS TA and consultant Nèka Vita, whose main task is programming and data verification.

Equipment Inventory

School equipment and furniture data entry began on March 8. The report format has been designed and programs to process the data have been written and tested. This inventory is particularly important for the Regional School Administration Technical Advisor.

Koulikoro Seminar

The EMIS Technical Advisor attended a seminar organized in Koulikoro by the Regional Director of Education and his BEEP/ABEL RSTA counterpart, James Toliver. The EMIS Technical Advisor explained to participants his role in providing school administrators with timely, accurate and reliable data on their schools throughout the school year.

School Mapping

A section of the data collection forms included data on distances between schools, and the names of the villages served by the schools. All the villages and schools in Mali have been assigned numeric codes by the Census Bureau. The EMIS TA uses the codes for data entry and data processing.

The distances between schools and the number of students per village will serve as a basis for building new schools in the future. Preparation for a seminar on school mapping has started.

Finance

The EMIS TA has worked with his counterpart, Mahy Hanne, in order to understand the budget process. Such understanding is necessary for computerizing the names, salaries, and benefits, of 17,000 employees. This data must be entered on data base for a variety of future uses.

Regional EMIS Support

Dan Goetz, an Information Decentralization Specialist, from Research Triangle Institute, USA, travelled to Mali from February 1 to February 12 to assist the EMIS TA in strengthening information systems in the MOE. During this visit, Dan Goetz and the EMIS TA travelled to Koulikoro, Sikasso and Ségou and talked to inspectors, guidance counselors, and the staff of the Regional Offices of Education about information gathering, information dissemination and information utilization. At the end of the



**REGIONAL
SCHOOLS
ADMINISTRATION
TECHNICAL
ASSISTANCE
(RSTA)**

trip, Dan Goetz and the EMIS TA worked on a plan for regional seminars to strengthen the management and analysis of education data. One of the anticipated outcomes of this seminar is the decentralization of information management in the education sector.

The DRE Koulikoro is moving rapidly to develop a regionalized administrative support system for the maintenance and monitoring of its schools. DRE staff are qualified, highly motivated, and receptive to new ideas. The RSTA Technical Assistance, James Toliver, worked closely with the staff to achieve a number of improvements within the education system.

Toliver, gave priority to two important activities during this quarter. These were; the planning and implementation of the Task Force Seminar for the protection of Koulikoro regional schools, and Needs Assessment of Classrooms and Provision of Furniture.

a) Task Force Seminar

The seminar was conducted 10 - 11 March and was opened and closed by the Director of Cabinet for the Secretariat D'Etat. The National Director for Primary Education and the Governor of Koulikoro, Regional Directors, Inspectors, the Mayor of Koulikoro, Commanders of Regional Departments and various Regional Education Personnel were in attendance throughout the seminar. The seminar received press and television coverage by local media.

The objectives of the seminar were: development of a complete school concept; definition of the elements for community participation in school maintenance and protection; the elaboration of a finance strategy for ongoing support of school maintenance activities; development of an instrument of quarterly community maintenance reporting; and development of a community maintenance training model.

All seminar objectives were satisfactorily met and a written summary prepared. The summary lists the outcomes of the seminar objectives and the names of all participants.

b) Needs Assessment of Classrooms and provisions of Furniture

Needs assessment of twenty five Koulikoro schools was completed. The remaining sixty schools will be assessed during the forthcoming quarter.

Based on the assessment, essential School furniture was ordered and paid for from project funds. The furniture was delivered to the inspections of Baguineda, Dioila, and Kati for final delivery to priority I schools in these inspections. This initial provision of school furniture comprised 156 student desks, 96 armoires and 50 teacher chairs and desks. A review committee composed of USAID, MEN and BEEP/ABEL Project representatives selected the firms to produce the furniture and monitored final production quality.

During the quarter ending March 31, RSTA and the Regional Office of Education (DRE) team developed a budget and supply system for the expenditure of \$165,000 on school furniture (1,361 student desks, 33 teacher desk/chairs, 36 metal storage cabi-



nets, 26 blackboards). The funds used were from resources originally earmarked for equipment and school canteens (PIL No. 42). Bid solicitation, production, and delivery are planned for the forthcoming quarter.

The National Institute For The Handicapped requested assistance with a significant number of student desks. RSTA assisted them in the formulation of their proposal and engaged the free services of a technical assistant with student desk production experience.

The following additional tasks were also accomplished during the current quarter:

**DRE Koulikoro
Inventory System**

A format was developed for tracking and maintaining DRE Koulikoro office furniture and equipment. All material and equipment at the DRE were inventoried including material and equipment supplied by the Project. This information is to be transferred to a computerized system when DRE Koulikoro computer equipment becomes available.

Secretarial Training

RSTA, assisted by EMIS, canvassed several computer training firms as training resources for DRE Koulikoro Secretarial and Accounting staff. During the quarter, two Secretaries completed the WACOM computer training course, and one secretary and the DRE accountant are receiving Word Perfect training. The accountant will receive additional training in Lotus 123 upon completion of the Word Perfect course. Such training will improve DRE administrative support capacity and equip DRE secretarial and accounting staff to use the computers which are to be supplied by the Project.

**Documentation
Classification, Filing,
and Storage**

In collaboration with DRE Secretaries, terms of reference and contracts have been prepared for new ABEL office secretaries. These secretaries will be engaged on short-term basis to help improve the Regional Office's filing system. The work will be undertaken on weekends for a total period of approximately 15 days. These ABEL secretaries will employ the system recently implemented at the ABEL office.

Policy Issues

ABEL staff were requested by Project BEEP to submit policy statements for consideration by the USAID Mission Director. RSTA and the DRE Director formulated and proposed appropriate policy statements.

Renovations

Renovation plans of the DRE Koulikoro office are nearly completed. Estimates for the final stages of work were slightly modified to eliminate items previously completed. The work contract is to be signed March 31, 1993. Final work will be completed during the forthcoming quarter.

New telephone systems were reviewed for the installation of a phone extension system at the DRE offices. Currently there is only one telephone at the DRE. This phone is located in the Director's office and serves eight additional offices. The phone system selected is identical to that tried and tested by the water and forestry office complex located in Koulikoro. The system will be installed when verification of equipment costs are presented by the vendor.



MONITORING AND EVALUATION (ME)

Testing and Student Achievement

Yolande Miller-Grandvaux, ABEL Monitoring and Evaluation Technical Advisor, helped create for the first time in Mali, a sustainable student evaluation capacity at the Ministry de l'Education Nationale.

For the second year in a row, student achievement is to be tested in the 3 Rs in 2nd and 5th grades in the 110 sample schools that have been monitored over the past two years. A testing and measurement team was constituted in early January at Institut Pédagogique National led by Diasse Tangara, who returned from the Université de Liège (Belgium) after receiving training in testing techniques (funding from BEEP). In January the curriculum objectives and student competencies to be tested were identified and in February a battery of tests comprising over 300 items were developed for the pretests. Last year's test team had to be extended by 50% in order to cover the scope of the test sample. Six agents from the Ministère de l'Education Nationale were selected and trained to administer, correct, and code the tests. The pretests were subsequently administered to 224 pupils in four rural and urban schools in the Bamako district: Yirimadjo, Missabougou, Faladié-Séman, and Hamdallaye Marché A. The team received assistance from the Service de Développement of the University of Liège, Belgium, from March 15 to 30, 1993. The tests are to be administered from April 15 till June 16, 1993.

The student achievement component of the monitoring and evaluation is a major accomplishment. The Ministère de l'Education Nationale team showed extreme commitment to the task, working extra hours and holidays. Most importantly the Ministère de l'Education Nationale team planned and organized the student evaluation program on their own. They designed, tested, analyzed, revised, and finalized eight different tests. The consultants provided the technical support needed particularly during the analysis phase. A *sustainable testing capacity* is being established for the first time at the Ministère de l'Education Nationale.

This component of the M&E project is raising interest among various organizations; some have asked to "borrow" the tests, others are interested in studying further the results yielded by last year's tests; still others are interested in conducting similar activities with the M&E team in 4th and 6th grades. The Bureau des Projects Education is requesting further student achievement results.

Monitoring Teacher Training

A brief, concise issue paper entitled *SOS FORMATION* (SOS Training) was distributed to the Teacher Training Center for its in-service teacher training section on January 25, 1993. The paper focuses on the teacher training needs for school year 1992-93 based on the findings of the monitoring and evaluation report of July 1992. This is useful for ABEL's effort in this area as the document aims to assist the in-service teacher trainers in designing their training program.

The Teacher Training Center's seminar on the development of training materials was subsequently monitored by ABEL from March 10 to 28, 1993. An evaluation report by ABEL is currently underway.

Monitoring FAFE

Between February 25 and March 5, 1993, several schools in the Koulikoro region were visited. The Direction Régionale de l'Enseignement of Koulikoro, the Inspections of Baguineda and Dioila, and eight schools were visited. The visit facilitated the selection of a stratified samples of Inspections d'Enseignement Fondamental (IEF) and of



primary schools. The sampling criteria were based on the most and least performing inspections and schools. A total of 26 individuals were interviewed, ranging from the Regional Director of Koulikoro, to the inspectors and pedagogical advisors to school principals, teachers, village chiefs, and presidents of Association des Parents d'Elèves. An issue paper on the status of FAEF in the region of Koulikoro was produced: *Note Technique relative à la situation du FAEF dans la région de Koulikoro*, March 15, 1993. The paper focuses on the impact of the FAEF on the schools and communities, and identifies their needs and problems. It highlights the success of the sensitization campaign conducted by the FAEF and the strong and unexpected commitment of local communities to invest in their schools. Implementation issues on the sites and budgeting constraints were identified as factors undermining the current and future success of the project. The paper provides recommendations for action.

Monitoring School Manuals and Didactic Materials

During the site visits in the Koulikoro region ABEL consultants studied the issue of the availability and use of school manuals and pedagogical "kits" (a container which serves as a closet and includes a globe, maps, geometric material, etc). Both were recently distributed to the schools so that they could be used by teachers and pupils. The site visits and interviews revealed that these materials are rarely used for reasons that were identified by ABEL consultants. An issue paper on the status of the didactic materials and books was subsequently produced: *Note Technique relative à la situation des livres et du matériel didactique dans la région de Koulikoro*, March 10, 1993.

Regionalization of a Monitoring and Evaluation System

Two needs assessment and feasibility studies were undertaken in the regions of Ségou and Koulikoro from February 25 till March 20, 1993. The purposes of the studies were:

- to assess the status of the existing educational monitoring and evaluation system at the regional level (Direction Régionale de l'Éducation), at the inspectorate level (IEF) and at the school level
- to determine the feasibility of regionalization or decentralization of a monitoring and evaluation system, and
- to identify the needs of the various educational levels which are the most likely to carry out decentralized activities.

An innovative, qualitative and participatory method based on the *Méthode Accélérée de Méthode Participative* (Rapid Rural Appraisal Methods) was used to carry out the studies. The monitoring and evaluation team received practical training in the *Méthode Accélérée de Méthode Participative* which was conducted by a local trainer from February 17 to April 5, 1993. It was the team's first exposure to applied qualitative methods.

The studies showed that decentralization plans should be taken directly to the school sites, then to the Inspectorate levels, rather than to the Direction Régionale de l'Éducation level. A report on the findings and application of the study is reportedly in the making.

Improving the Quality of Education

A study on language instruction in the first grades of primary school has been launched by the BEEP evaluation team of the Institut Pédagogique National with the Institut Supérieur de Formation et Recherche Appliquées (ISFRA) and the Institute for International Research (IIR), through the Improving Educational Quality (IEQ)



Project. Steve Anzalone, vice president of IIR, visited the Institut Pédagogique National in January. The qualitative evaluation of language instruction was integrated within the BEEP evaluation activities. An evaluation plan was produced and several instruments were constructed by the monitoring and evaluation team at Institut Pédagogique National. IIR is in charge of providing technical assistance for both the evaluation design and the instruments.

The achievement tests that were administered in 2nd and 5th grades in 1992 showed that the main reason for low reading and writing proficiency came from early language instruction. It was also found that no study on language acquisition had ever been conducted in Mali. Qualitative methods have rarely been used by Ministère de l'Education Nationale agents to understand the nature of educational problems.

Over the past three years BEEP has provided Malian educators with effective tools to monitor the quality of the education system in Mali. Capacity building at the Ministère de l'Education Nationale has been one of the major successes of the project and it is likely to produce actual changes in approaches to teaching and learning. The study on early language instruction will be implemented in May-June 1993.

Site Visit by ABEL Director

Mr. Kurt D. Moses, Vice President, the Academy for Educational Development (AED) and Director of Project ABEL visited ABEL/Mali during the reporting quarter. He held a number of discussions with ABEL field staff to identify implementation strengths and constraints and to work on on-site solutions to problems. The field mission and he jointly prepared for a return visit in May 1993.

MALAWI GABLE/ABEL

As part of ABEL's long-term activities in Malawi, Bettina Moll-Druecker is continuing her consultancy at the Malawi Institute of Education (MIE) Gender Unit. Creative Associates provides backstopping for her activities. The general objectives of this consultancy are geared to providing technical assistance in the design and implementation of a work plan for the Gender Unit at MIE. The work plan aims to: a) develop a gender appropriate curriculum for primary schools, teacher training colleges (TTCs) and in-service teacher training, b) identify staff, office facilities, supplies, materials, and additional technical assistance requirements to implement a gender appropriate curriculum reform, c) assist the Gender Unit of MIE in setting and meeting concrete implementation targets for each program year, d) conduct in-service training courses and develop course materials aimed at changing teachers' attitudes towards the education and potential of female students and gender issues in general, and e) design training programs and guidelines for teacher training colleges (TTCs) to build the abilities and skills of teachers to deal with gender issues at the primary school level. The overall task of the consultant also involves proposing improvements in teaching materials' contents to ensuring their gender-appropriateness.

Implementation of Objectives

a) Moll-Druecker conducted a brief background study of factors affecting girls' attainment in basic education. Attainment is defined as access, persistence and completion of primary education. This background study draws on the consultant's participant observation, discussion with people involved in basic education at all levels, and document review. The study's findings and conclusions underscore the existence of layers of constraints inhibiting girls' basic education attainment. These constraints include: economic deprivation which particularly select against girls' education; socio-cultural attitudes and practices that devalue education of girls; marriage and



accompanying early pregnancy, and domestic duties demanding girls' time and attention.

Starting from these findings, measures and intervention to redress girls' educational deprivation in particular and addressing the problems of increasing access and quality of basic education for all, are outlined by the consultant. The suggested measures includes: 1) curriculum reform to enhance the quality of teaching and learning, 2) issuing a policy mandate to translate the concern for gender sensitivity in basic education into a national agenda, 3) introducing needed changes in classroom behavior of teachers and students by eliminating stereotypical imageries and contents of teaching materials and injecting gender sensitivity into teacher training curricula, 4) adoption of targeted strategies to alleviate girls' educational problems, such as designing targeted scholarships and adoption of single-sex schools for girls, 5) recruitment and training of a larger number of female teachers and 6) development of gender-appropriate curriculum.

b) By way of implementing the above suggested measures, the following activities were undertaken;

1) Analysis of teacher training programs in Malawi and proposal for improvement were undertaken. The analysis revealed that though Malawi Ministry of Education and Culture (MOEC) and the MIE had spent considerable efforts to expand basic education and improve curriculum, they have proceeded without assessing what teachers are teaching or what students are learning. As a result, though numerical gains in student enrolment were made, quality, relevance, and gender equity and appropriateness have remained problematic. The German Technical Cooperation agency (GTZ) and the Gender Unit of MIE, with which Moll-Druecker works, are now beginning to focus on the evaluation of instructional materials, the training and motivation of teachers and the kinds of skills and knowledge acquired by students.

2) Moll-Druecker, being primarily concerned with gender issues in basic education, brings the focus on girls' education and the constraints surrounding it. Equally important, however, is her work on general issues of relevance, quality, and appropriateness of teaching materials, teacher training programs, and curriculum. During the current quarter she was engaged in the following activities:

i) Between July 1992, and March 31, 1993, Moll-Druecker conducted four orientation seminars for teacher training college staff on gender appropriate curriculum implementation. She also:

ii) contributed to the writing of Standard 4 instructional materials

iii) contributed to the revision of Standard 2 instructional materials

iv) participated in orientation of TTC tutors' at MIE

v) revised educational policy documents at MOEC and produced a report on it

vi) contributed to the revision of the GTZ/MIE instructional material evaluation manual and its implementation schedule



vii) planned and conducted a workshop for MIE professional officers on integrating existing supplementary instructional materials pertaining to Family Life Education (FLE) into ongoing curriculum revision and teacher orientation and produced a report

viii) completed and began implementing guidelines for writers and teachers' workshops at MIE

ix) prepared a detailed work plan for second GABLE programs

x) explored a proposed research project (its scope and funding) and, prepared research proposals for funding through technical assistance.

Though many of these activities were continuations from previous quarters, most (i, vi-x), were completed during the current quarter.

In the months to come, Moll-Druecker will continue to give priority to contributing to the revision and further development of instructional materials. Specifically, contribution to the revision of Standard 3 instructional materials will take place by April 30, 1993, and further improvement and revision of Standard 4 instructional materials will be accomplished within the same time frame.

Improving Budget Planning at the MOEC:

Anthony M. Cresswell, who served as GABLE/ABEL consultant, to study ways of improving budget planning at the Ministry of Education and Culture has completed his field activity. He submitted a report entitled *Improving Budget Planning in the Malawi Ministry of Education and Culture*. The purpose of this activity was to develop a planning tool for use by the Ministry of Education and Culture to meet GABLE Program-budget and planning goals. The main strategy was the use of budgeting as a forward planning tool and technique.

Cresswell identified major shortcomings in MOEC budgeting schemes which arose from the fact that, while MOEC budgeting scheme provides all the necessary components of rational budgeting, they do not produce adequately detailed plans. Nor do they provide sufficiently detailed modeling for the translation of planning decisions into specific actions. Inadequate resources devoted to flows and analyses of information about budget decisions and their implications and impacts are also visible budgeting problems.

Cresswell's, report which was presented on January 29, 1993, made recommendations vis-a-vis the above mentioned shortcomings in MOEC's budgeting tradition. He adopted a budgeting tool called *Recurrent Cost Methodology*. This tool specifies the elements of recurrent budgeting which include: 1) application of standardized inflation factors to each major category of non-salary expenditure, 2) depreciation/replace-ment cost standards for the major categories of capital goods, 3) salary cost projection rules based on civil service scales for all permanent posts, 4) specific terms of employment and salary projections for temporary/contractual positions, 5) standard reporting forms and worksheets for calculations, and, 6) standard factors for estimating cost of other employees benefits. This budgeting tool allows estimating the gaps between the expected GABLE allocations and the GABLE goals, making it possible to shift GABLE allocations to close the gaps in each fiscal year that the project is operational.

**Other GABLE
Activities**

Consultant Phil Matthews continues his GABLE activities relating to educational planning, multigrade classrooms, repetition problems, and gender-appropriate curriculum. Abby Riddell of HIID and Laurie Owen of AED backstop these activities.

SOUTH AFRICA

The principal objective of ABEL/South Africa is to provide technical assistance and support to the USAID/South Africa through a joint review of funding proposals, technical support to USAID grantee non-governmental organizations (NGOs) primarily in capacity building and improving the quality and organization of their basic education offerings.

**Assistance to Pretoria
Mission**

Assistance to the USAID/South Africa was predominantly focused on reviewing scores of funding proposals. In January 1993, ABEL staff and Mission personnel reviewed 50 proposals submitted by a diverse group of NGOs. Some of the results of USAID/ABEL outreach to urban and rural NGOs were reflected in the quality and characteristics of proposals submitted this year. This year's submissions were distinguished from previous ones by:

- a visible increase in the number of rural-based NGOs submitting proposals
- reflection of continued diversity in the content of courses and services offered by grantees. Math, science, and English are now important subject areas in proposals submitted for funding. This was not the case before.
- university-based centers (mainly policy units and adult education centers) and innovative service organizations offering multiple education services (eg. Handspring Puppet Company which uses puppets to teach science, AIDS education etc.) were presented. These and the familiar string of educare and literacy proposals added to the increased qualitative diversity of proposals submitted this year.

The USAID mission in South Africa has shifted its focus, gradually, towards the following funding priorities:

- black-led and rural-based NGOs
- small, unsophisticated black NGOs.

The Mission uses ABEL services directly to provide pre-funding organizational assistance and support to strengthen the capacity of such organizations so that they could submit winning proposals and manage funding effectively.

An important implication of this year's proposal review experience is that ABEL and USAID/South Africa have established an important and ongoing linkage in the effort to expand support to black-led NGOs. ABEL will increasingly provide a pre-funding support to small NGOs to enhance their chances of funding through demonstrated technical and managerial capacity secured through ABEL assistance.



Annual Socio-Educational Survey

Jonathan Jensen, Chief of party of ABEL/South Africa, completed *The Annual Socio-educational Survey: 1992-1993, Politics and Education in the Era of Negotiation*. This study looks at the changes and continuities in education since 1992, and the Convention for Democratic South Africa (CODESA). Several important observations emerge from this study including 1) that "...the current emphasis on tertiary education (US\$27.9 Million) is at the expense of basic education (US\$10.5 million) though available evidence suggests that investment in primary/basic education yields greater development benefits than investment in higher education." 2) that "... it would be particularly important to move beyond the principal criterion of *racial affirmative action* since this tends to mask deeper and more intractable inequalities in education and society. *Gender and rural affirmative* criteria should be the principal commitments in a post-transition funding scenario."

Other ABEL/South Africa activities during the quarter included the following;

APEX: Research Triangle Institute (RTI), working in collaboration with counterparts in the Education Foundation and EduSource, have, over the past two years, facilitated the popular development of a policy support tool that assesses the pedagogical, fiscal, and financial implications of policy options aimed at the design of a new, unitary, non-racial education system in South Africa. APEX is a demographically driven enrolment and cost projection tool that focuses on broad-brush, national-level, policies pertaining to the reconstruction of the basic education system. Through more than 250 workshops, meetings, conferences, and one-on-one consultations, APEX has been used to involve a large spectrum of people in examining policy options. This has facilitated broad-based debate on education in South Africa.

APEX-C: In response to the need to examine and understand regional disparities as they relate to the issues that can be addressed by APEX, data from Region C (Orange Free State, Qwa Qwa, and a small portion of Boputhatswana) were collected and loaded into the APEX system. Policy options workshops were held in Region C to examine the state of affairs in that region vis a vis the reconstruction of education.

APEX-E: For similar reasons as APEX-C, APEX-E was geared to data collection and processing for Region E (Kwazulu and Natal). Policy options workshops were held in Region E to examine the state of affairs in that region vis a vis the reconstruction of education. APEX -E was also used to examine the pedagogical and financial feasibility of an alternative education discussion proposal for Kwazulu-Natal. This discussion document was released in March, 1993, and is available to the public upon request from the Natal Education Board - a consortium of the Heads of Departments of the five education departments (HOA, HOD, HOR, DET, and Kwazulu) currently operating in Kwazulu-Natal.

EdFin: Having produced a tool that facilitates the examination of the cost implication of various policy options for a new education system, ABEL subcontractor RTI, was requested to develop a tool that would allow key stakeholders in the education debate to better understand the options that relate to the financing of education. The end product, still in its earliest testing stages, is the development of a policy support tool EdFin. EdFin is a linear programming model that minimizes the cost of collecting, transferring, and administering revenues for education across various levels of governance.



SAGE: Currently under development is a policy support tool that is intended to inform discussions around the allocation of education functions among various stakeholders at various levels of governance, both in the public and private domains. Under ABEL sponsorship, this system to assess governance in education (SAGE), is being designed to be used not just in South Africa, but elsewhere too, rendering it a generalizable tool.

TECHNOLOGY TRANSFER/ INSTITUTION BUILDING

Throughout RTI's two-and-a-half year involvement in South Africa, the project team has worked to ensure that the capacity to use these tools is widespread. To this end, well over 100 training workshops have been held to empower as many stakeholders as possible to use these tools and equip them to participate effectively in the education debate. In addition, a core group of persons has been identified for training in the development of these tools. These persons stand as the founding members of the Education Foundation's Policy Support Unit (PSU). They have been and will continue to work together with the original design team as progress toward the development of the model is made and as the policy dialogue moves forward. The ultimate aim is to institutionalize this capacity within the PSU and so allow them to take over the entire process.

POLICY ANALYSIS

Using the above and other tools, RTI has, at the request of various counterparts in South Africa, continued to conduct a number of analyses that have proven to be quite useful to the education debate. The analyses include, for example, repetition in the early grades, examination of the constitution of the out-of-school population, assessment of the problem of some 1.7 million out-of-school children, and determining the cost to the system (in Rand) of its present state of internal inefficiency. Of the 1.7 million out-of-school children, 1.4 million are dropouts from various grade levels.

FUTURE WORK

Ground work (investigatory meetings) has continued to assess the need for the development of two additional policy support tools. They are the Teacher Supply Development and Utilization Tool and the Tertiary Education Policy Options Tool.

CONFERENCES AND WORKSHOPS

1. A Conference on Education Policy in Transition was hosted by the Policy Unit of Witwatersrand University to discuss future policy needs and trends in South Africa. As major supporters of policy development, ABEL and the Tertiary Education Program (TEPS) participated in the conference.
2. ABEL was invited by a consortium of USAID grantees to conduct a one-day workshop on innovative methods for introducing multicultural curricula into South African schools and NGOs. The workshop took place in Durban and was intended for the education of NGOs. Over one hundred participants attended the workshop which also established an ongoing forum among Natal-based education organizations and institutions to conduct regular workshops on topical issues in education.
3. Enterprise Education Initiative (EEI) called on ABEL to conduct two one-day workshops on curriculum development. The workshops led to the design of a draft national curriculum which will target marginalised youth for basic education and training for development. EEI is a consortium of Career Centers in Durban, Cape Town, and Johannesburg.



4. ABEL conducted a workshop with the Southern Africa Association of Early Childhood Education (SAAECE) to develop an evaluation brief for the organization. The evaluation will be conducted by a new ABEL staff person who will be hired as the Organizational Development and Training Specialist on a trial basis.
5. ABEL participated in a workshop for teachers jointly organized by the In-service Education of Teachers (INSET), Policy Initiative group, a group of USAID grantees and other NGOs concerned with policy issues in teacher education. Jonathan Jansen of ABEL/South Africa presented a paper on teacher education policy with specific focus on curriculum reforms.
6. Jonathan Jansen presented a paper at a workshop on mathematics education attended by several international math educators and about 70 persons from math NGOs in South Africa, including USAID grantees. ABEL's presentation dealt with curriculum innovation in math education.
7. ABEL/South Africa organized a successful conference on In-service Education of Teachers (INSET) for teacher educators from across South Africa. The conference took the form of a feed-back session by the participants who had visited INSET programs in the region under the direction of ABEL/TEPS (Tertiary Education Program). Read Educational Trust (READ) has requested ABEL to conduct a similar conference in June of 1993 for rectors/principals of teacher education colleges in South Africa.
8. Jonathan Jansen presented the findings of a study on youth development organizations involved in basic education and training at a conference on marginalised youth. The study was conducted by research assistants employed by the Joint Enrichment Project (JEP) under the supervision of ABEL/South Africa.
9. ABEL/South Africa offered a five-day intensive training workshop for literacy training facilitators. The workshop was offered in collaboration with three USAID-funded organizations, the Forum for the Advancement of Adult Education (FAAE), Project Literacy (PROLIT), Training in English Language and Literacy (TELL). The purpose of the workshop was to improve the facilitation and management skills of trainers of literacy teachers. The workshop was preceded by two planning meetings.
10. ABEL/South Africa conducted a workshop for eight English Language Teaching Information Centers (ELTIC) to design a training course for teacher facilitators. ELTIC is one of the largest education NGOs working in rural areas in South Africa providing language education training to teachers working on farm schools. These teachers are often isolated from urban-based training and support programs and work in some of the most under-resourced schools in the country. In addition, the workshop provided ELTIC staff with skills in the design of training courses.

**Planning, Program
Development, and
Reviews**

1. ABEL/South Africa was called on to design a curriculum policy framework for the King Luthuli Transformation Center (KLTC) in Soweto. This activity has been completed and the curriculum will be implemented in a resource center providing supplementary science and mathematics education through computer-based learning for more than 500 students in Soweto.
2. ABEL/South Africa staff gave briefings to Dr. Spector and Dr. Shubert of the Institute for International Research, and Frank Method of AID/Washington, on the quality of education in South African schools and the emerging research priorities being defined among the different policy institutes.
3. One of the largest USAID grantees in South Africa, the National Education Coordinating Committee (NECC) requested ABEL to review its annual program and to make recommendations for a study on school-based governance which flowed directly from the ABEL evaluation conducted for the NECC in 1992.
4. ABEL staff, in conjunction with the Ikemeleng Director and a USAID officer, reviewed the consultancy evaluation of Ikemeleng prepared by two ABEL-designated consultants. The major findings of the consultancy call for further funding to Ikemeleng, including ongoing organizational and curriculum development support. These concerns need to be addressed in efforts to redress the weaknesses in the organization's remedial education program.
5. The South African Committee for Higher Education Trust's (SACHED) Basic Course for Adult Educators (BCAE) team in Cape Town was assisted by ABEL in developing a revised national basic adult-educators' course. The course was designed and piloted in 1992. SACHED, with ABEL assistance, is developing, revising and fine-tuning it in response to requests from civic and union organizations countrywide.
6. ABEL/South Africa provides ongoing assistance to the Women's National Coalition in developing a strategy for a national public awareness campaign and participatory research project designed to launch a women's charter for South Africa.

**Site Visit by
ABEL Director**

ABEL Director, Kurt D. Moses, visited the offices and programs of ABEL/South Africa. His discussion with field staff and consultants at the project site was seen as valuable in ascertaining clarity of ABEL objectives and the validity of field activities to these objectives.

SWAZILAND

APEX-SZ: RTI has begun the development of a policy support tool that will be used to assess options related to education policy change in Swaziland. This project, initially funded by Project ABEL, will be brought to its completion by the World Bank. Plans are to develop a tool that operates in much the same way as APEX.



NAMIBIA

The Second Annual Review of Basic Education Reform

The Second Annual Review of the Namibian Basic Education Reform Program was completed in February and the report submitted on March 31, 1993. ABEL subcontractor Creative Associates, fielded the review team which consisted of Brenda Bryant, Management and Evaluation Specialist (team leader), James Cobbe, Efficiency of Education Specialist, Peter Dzvimbo, Teacher Education Specialist, Jonathan Jansen, Curriculum Development specialist, Abby Riddle, Statistician and Specialist in Equity and Access, and Wesley Snyder, Testing and Assessment Specialist focusing on quality.

ABEL was requested to provide an independent professional review of the program and to work collaboratively with the Ministry of Education and Culture (MOEC) in order to apply new information and insights to the next steps of implementation. Two review strategies were applied. First, through individual interviews and small group meetings, provide a critical review of basic education reform and stimulate professional discussion and debate leading to recommended actions for the future. Second, using a series of small, well-focused workshops, the team would exchange ideas and offer recommendations to Ministry personnel. The latter strategy was employed to focus exchange of ideas on efficiency, quality, equity, and access in a process not tied to decisions about funding and other technical assistance requirements.

The review was conducted while the MOEC was engaged in the final stages of rationalization and reorganization expected to have some direct impact on the reform of basic education and the capacity of the MOEC to carry out its plans. The review and implementation of the basic education reform is taking place in a highly volatile social environment. The report on the review is intended to show progress towards attainment of the objectives of the Basic Education Reform Program, and to identify constraints therein. This is expected to assist MOEC in its own monitoring and assessment process, and assist USAID in determining further assistance and disbursements.



**BANGLADESH
RURAL
ADVANCEMENT
COMMITTEE
(BRAC)**

A study of BRAC's programs of basic education, initiated by USAID and UNICEF and conducted by the Academy for Educational Development under Project ABEL, has been completed. This case study has been in progress since March 1992 when a three-member exploratory team was fielded by ABEL. This team framed the terms of reference for a case study of BRAC based on its preliminary assessment of same from several perspectives. The two phases of this study, following the first exploratory phase, have been completed and the final report is in the final stages of completion. The team consisted of: team leader and primary author, Colette Chabbott of AED, Manzoor Ahmed of UNICEF, and Arun Joshi of Harvard University. Leon Clark of American University and Joanne Capper of AED provided important technical contributions to several chapters of the report. Cynthia Prather of Creative Associates has been given a leading role in the editing of the report with Linda Caswell (AED/ABEL) and Lynette Johnson of AED assisting with the editorial process.

The report is titled *Primary Education for All: Learning from the BRAC Experience* and summarizes the findings of the team. BRAC's Non-Formal Primary Education (NFPE) program which represents a collaboration among a non-governmental organization (NGO), international donors, and some of the most disadvantaged communities in Bangladesh, has proven relatively successful in rapidly expanding access to primary education to those historically neglected by the formal primary education system—children, especially girls from poor, rural, landless and near-landless families. Prominent among the team's findings are:

NFPE Program

BRAC's Non-Formal Primary Education Program (NFPE) is the largest single non-governmental primary educational program in Bangladesh. In its less than a decade life span, it has proved to be the most promising program of its kind. More than 90% of the children who start in BRAC schools graduate and large proportions of the NFPE program graduates are admitted into Class IV or higher in the government schools.

BRAC schools are of two type: three-year NFPE schools for eight-to-ten-year olds who have never attended primary school, and two-year Kishar-Kishari (KK) schools for eleven-to-sixteen-year-olds who have dropped out of primary schools and are unlikely to ever return. NFPE programs are academically comparable to traditional government education programs in the format of instruction and content of education, making transfer from NFPE to regular government schools easy. Girls are particularly targeted for both types of NFPE programs.

The main elements of the NFPE program are:

- *Students:* 30 children per school, 60-70% of them girls. Students come from underprivileged and remote, rural families.
- *Teachers:* generally married adults 60-70% of whom are women with nine or more years of education, living within walking distance of the school. They serve on part-time employment basis for modest wages. Teachers are initially-trained for 15 days at BRAC centers. They receive one-to two days refresher training per month thereafter.



- *Parents:* most are illiterate and usually the most socio-economically disadvantaged in their villages. BRAC provides all necessary school supplies at NFPE schools free of charge. In return for all these school services, NFPE parents must attend occasional meetings with BRAC staff and monthly meetings of all parents. Parents participate in the planning and scheduling of school programs, selection of school sites and teachers and ensuring school attendance by children.
- *Schedule:* schools are in sessions two and half to three hours a day, six days a week, 268 days a year. Each school program continues for three straight years and all students advance together. At the end of three years, there is a new intake.
- *Instructional Site:* one room houses or stores rented for just three hours a day.
- *Instructional approach:* despite intentions of student-centered and activity-based approaches, traditional teaching methods dominate. There is concerted effort to make teaching creative and student-centered.
- *Curriculum:* consists of Bangla, Mathematics, social science. The NFPE program is equivalent to the respective Class I-III in government schools.

Future Expansion

BRAC's present operation has reached 15,000 NFPE schools serving about 450,000 children. By the end of 1993, it plans to add 35,000 schools in new areas if resources permit. By the year 2000, the number of NFPE schools is expected to grow to 100,1000.

BRAC's future plans for expanding NFPE programs are focused on advance planning and costing of schools and training centers. It then uses its tested approach of encouraging donors to form consortia and lend needed support. BRAC carries out regular capacity assessment and adjusts its program targets accordingly. In addition to its own program expansion, BRAC can, in the future, make major contributions to universal primary education in Bangladesh by extensively sharing its methodology and other materials with NGOs involved in primary education.

BRAC's Implication for the Global "Basic Education For All" Efforts

One of the incentives for undertaking the BRAC case study was to develop lessons for solving problems of equitably spreading quality basic education. In this sense, the study indicates that generally, BRAC's activities exemplify the potential of the non-government sector in basic education. It also illustrates how a combination of beneficiary targeting, fostering community participation, school design, modified teacher recruitment and training, and commitment to gender equity can increase girls' basic education participation. More specifically, BRAC's primary school model highlights these implications:

- 1) Part-time paraprofessionals can make good teachers for the lower grades of primary school, providing they are adequately trained, supplied with very structured curriculum, and adequately supervised.
- 2) Primary school participation can be improved even among traditionally hard-to reach poor and rural populations by making them partners in the planning and implementation process.



- 3) A basic, "no-frills curriculum that is fully implemented is better than a more progressive one that is not". BRAC school students with simpler curriculum and instructional regimes achieve as much as government students with more elaborate curriculum.
- 4) Girls' access to and persistence in primary school need not make schools more expensive.
- 5) NFPE schools do not appear handicapped due to lack of permanent school buildings and elaborate furniture.
- 6) Securing significant participation by illiterate parents requires ongoing individual follow-up and encouragement. This involves a two-way learning process.
- 7) National NGOs have the potential to implement national social service delivery projects effectively.

Basic education is just one aspect of BRAC's operation. BRAC is a multi-purpose NGO concerned with a number of development dimensions. Its basic education program spans only the last ten years and has been a response to local request that BRAC get involved in the education sector as well. BRAC's basic education approach builds on the indigenous experiences it has acquired over decades of working with the poor and disadvantaged. This allows it to appropriately mobilize locally available resources and external assistance in pursuit of specific development objectives such as expanding quality basic education with gender equity to hard-to-reach populations.

YEMEN

Expanding Opportunities For Yemeni Women

USAID initiatives in helping Yemen develop a WID action agenda go back to 1987. The agenda has included a proposal to support training, income generation, institution building, and other programs of priority concern to Yemeni Women's Associations in a number of regions, particularly Taiz and Ibb. USAID has been studying possibilities for supporting women's organizations in expanding economic and educational opportunities for women. A key constraint to women's advancement remains the high level of female illiteracy. Primary enrolment for females remains at a low 22%, as compared with 67% for males.

Nasrine Adibe was contracted by ABEL/CAII to work with Yemeni women's organizations and to conduct research on literacy and education matters. Adibe's key function was to "explore 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 the primary school program." She conducted a semi-structured study consistent with her exploratory function.

The final report of the study was edited by Cynthia Prather of Creative Associates. Three major findings emerged from the study:

1. Although both North and South Yemen launched literacy campaigns before reunification, success was limited. Sustained, long-range planning is required to deal with the problems of basic education and literacy for females.



2. Yemeni women are the most concerned about literacy. Future gains in advancing literacy can primarily come through their increased participation. The Yemeni Women's Union (YWU) provides the best forum for expanding female basic education; women with more education to help others attain education.
3. YWU is a viable framework for promoting female basic education and literacy at a national level. In addition to YWU's structural viability, its individual members have demonstrated ability and commitment to manage adult training programs. Increased levels of USAID support can make YWU and its branches more effective.

The conclusions of the research suggest, among other things, that more research is needed to understand fully the relationship between YWU's central office, its branches and subbranches, as well as the number of people each serves. At all levels, external technical and financial assistance is needed for sustained expansion and continuation of programs.

The success of future programs will also depend on availability of quality teachers from among local women. The study stresses the need to plan replacement of expatriates by nationals to ensure continued success and increasing reliance on local labor force. Teachers need to be trained in methods of encouraging relaxed participation of women in the (classroom) teaching-learning process which should emphasize hands-on, problem solving approaches.

The study also points out the need for appropriate teaching materials development, and curriculum design that highlights the positive roles of Yemeni women outside of the home. A plan of action was included to address the issues summarized above. The strengths in YWU and its branches need to be reinforced and the weaknesses mentioned need to be redressed to make it a more effective instrument for the expansion of women's education in Yemen.

JORDAN

The final evaluative report on a short-term consultancy on In-service Teacher Training Project for Jordan has been submitted by Dr. Bruce Burke. This consultancy involved a number of programs and activities which started with the visit of Dr. Victor Billeh of Jordan in the Spring of 1989. By 1990, ABEL/AED was involved in the first phase of a formal contract of the Jordan Project. The first program started on May 20, 1990. It involved *A Visiting Scholar Seminar in Teacher Education*. Thirteen Jordanian scholars participated in this program operated by Michigan State University. The second phase of the Jordan Project involved an *In-service Teacher Training Seminar for Jordanian Ministry of Education Trainers at Michigan State University*. Fifteen Jordanians participated in this 17 day-workshop.

The final evaluation of the Jordan project indicates that, though there were some obstacles in the way of the Project, the seminars and training sessions offered valuable exchange of ideas between US and Jordanian educators. The training programs and academic dialogue with US educators is expected to help clarify many complex issues that are likely to confront Jordan's very ambitious educational reform programs.



ETHIOPIA

Education Sector Review

The consultancy report on the first exploratory Sector Review mission was completed in December 1992. Based on the findings of this consultancy, preparations for launching the second phase of the Ethiopian Education Sector Review team was completed in late March. The team will leave for Ethiopia in April.



EDUCATIONAL POLICIES WORKSHOP, KINGSTON, JAMAICA

Project ABEL sponsored an "Educational Policies Workshop" in Kingston, Jamaica, from March 21-24, 1993. The workshop, conducted by USAID/Jamaica and the Jamaica Ministry of Education, was attended by delegations from 13 English-speaking countries in the Caribbean. Nine delegations were headed by Permanent Secretaries of ministries of education. Representatives of USAID/Barbados, USAID/Washington, AED, Research Triangle Institute, Harvard Institute for International Development, The University of the West Indies, Florida State University, and the British Development Division/Barbados also attended.

The objective of the workshop was to introduce recent concepts, tools and experiences for improving educational policy development to English-speaking Caribbean countries. Computerized simulations, small group discussions, presentations, and informal discussions were used to involve the participants in exploring recent alternatives in educational thinking and practice. The following were explored during the workshop:

- BRIDGES Training Modules and SHARE, a bibliographic data base for personal computers
- effective teaching and the design of teacher training programs
- decentralization and the "Well-Managed School System", a BRIDGES Training Module
- educational management information systems and indicators of internal efficiency
- financial issues, including revenues and expenditures
- organizational or structural planning for government, private sector and NGO roles
- EPICS simulation and its use in informing resource allocation.

Workshop expectations, as defined by participants from the anglophone Caribbean, emphasized such things as exchange of ideas and information between regional counterparts, effective management techniques to enhance efficiency, and policy formulation, increased awareness of information and technology resources for education, and increased sensitivity to the financial implications of policy and strategies to enhance appropriate allocation of educational resources. The workshop's related agendas were to explore the need for more effective policy advocacy to promote understanding among the electorate and educational priorities among the political directorate; the need for greater dialogue between national planners, ministries of education and finance for increased commitment to education; and enhanced policy research and greater community participation in the management of education to ensure educational relevance and prioritization within the sector. These sets of goals helped shape the workshop's proceedings, which were further enriched by the experiences of Caribbean participants.

ABEL publications on different basic education issues were widely disseminated at the workshop.



**OTHER SITE
VISITS BY ABEL
DIRECTOR**

In addition to his visits to Mali and South Africa, Kurt D. Moses, Vice President of AED and Director of Project ABEL, visited several East European countries. The purpose of these visits was to gain insight into the current status and needs of the education sector.



Bill Cummings and Abby Riddell of HIID are in the process of editing a seminal paper on *Alternative Policies for the Finance, Control, and Delivery of Basic Education*. This paper has been commissioned under ABEL to serve as a centerpiece of a volume of the *International Journal of Educational Research*. It examines the problems involved in expanding educational opportunities in developing countries under conditions of extreme financial constraint. This has brought other alternatives to central government funding of basic education under careful scrutiny. The argument is that decentralization, increased user-fees, and the promotion of a larger private educational sector can help solve the dilemma of deteriorating educational quality in developing countries. By relieving the burden of the public sector of providing education for those able to afford it, decentralization, user-fees, and privatization can allow the government to improve the quality of the education it offers.

Other contributions around this centerpiece paper will discuss the following:

- *U.S./U.K. Perspective*, by Austin Swanson
- *East Asian Perspective*, by Cheng Kai King
- *Small States/South Pacific Perspective*, by Mark Bray
- *Latin American Perspective*, by Juan Carlos Tedesco
- *Economist's Perspective*, by Estelle James

Bill Cummings and Abby Riddell will add their reaction to these analyses. This activity is expected to be completed by the summer of 1993.

The final versions of a series of research papers on *Reaching the Periphery* are also being edited by Dean Nielsen. This series of papers deals with the fact that in most national education systems, some children remain outside the system or seriously under-served. These children are often in isolated rural villages or belong to ethnic groups with little access to political or economic power. Girls fall in this peripheral category. New strategies are needed to educate these peripheral groups. The series of papers being edited elaborates strategies for reaching and teaching these children. The papers are being prepared for publication in the Pergamon Press Comparative Education Series. Titles included in the *Reaching the Periphery* series are:

- *Improving School-Community Relations in the Periphery*, by Jim Williams
- *A New Way to Look at Classrooms in the Periphery*, by S. Dunham Rowley
- *Policies for Teachers in Peripheral Areas: A Review of the Literature*, by Maria Tresa Tatto
- *Issues in the Education of Nondominant Language Groups: A Comparative View*, by Zeynep Beykont

This project is expected to be finished at the end of 1993.



SHARE (The System for Accessing Research on Effective Education)

Preparation of expanded list of references for a new version of SHARE— a user friendly computerized data base that summarizes the current stock of knowledge on effective educational policies— is underway. Final compilation of this expanded reference system is expected towards the end of 1993.

REQUEST FOR AND DISSEMINATION OF ABEL PUBLICATIONS AND INFORMATION

Dissemination of ABEL-generated publications and materials on basic education and literacy has continued to grow during the current quarter. Different departments of international organizations like UNESCO, UNICEF, and the World Bank requested and received materials. ABEL dissemination reached more Third World NGOs than before with ABEL information and materials. These include The National Institute of Educational Planning, India; Education Resource Society, India; University of Stellenbosch, South Africa. Non-governmental organizations in the developed world, like Catholic Relief Services USA, the AAAS Sub-Saharan African Program, and different departments of Peace Corp are among the growing number of recipients of ABEL publications and other materials.

THE ABEL LIBRARY

A considerable addition of select literature on basic education and literacy has been made to the library collection during this quarter. Materials were acquired from UNICEF, UNESCO, World Bank, and private publishers, as well as research institutions abroad. In addition, extensive effort has been made to improve the shelf accessibility of the materials to users who wish to browse and make on-site use or borrow materials. During the past three months, the use of the library to meet external inquiries by researchers in different institutions in the US and abroad had expanded. Space problem has prevented some of the newly acquired materials from appearing on shelves. This problem is being worked on. The Immagic database of the ABEL Library is continuously updated.



- SOUTH AFRICA** Final Report, *International Donors Conference on Adult Literacy*, ABEL/Capetown, South Africa, February 1993.
- MALAWI** *Improving Budget Planning in the Malawi Ministry of Education and Culture*, By: Anthony M. Cresswell, January 1993.
- BANGLADESH** *Primary Education For All: Learning From the BRAC Experience* By: Manzoor Ahmed, Colette Chabbott, and Arun Joshi, March 1993.
- JORDAN** Final Report, *The In-service Teacher Training Project*, By: J. Bruce Burke, Ph.D.,
- NAMIBIA** *Namibia Basic Education Reform Program: Second Annual Review*, by Creative Associates, March 1993.
- The FORUM For
Advancing Basic
Education And
Literacy** Vol. 2, Issue 1, *Teacher Training For Teacher Learning*
Vol. 2, Issue 2, *Curriculum: The Work of Schools*.