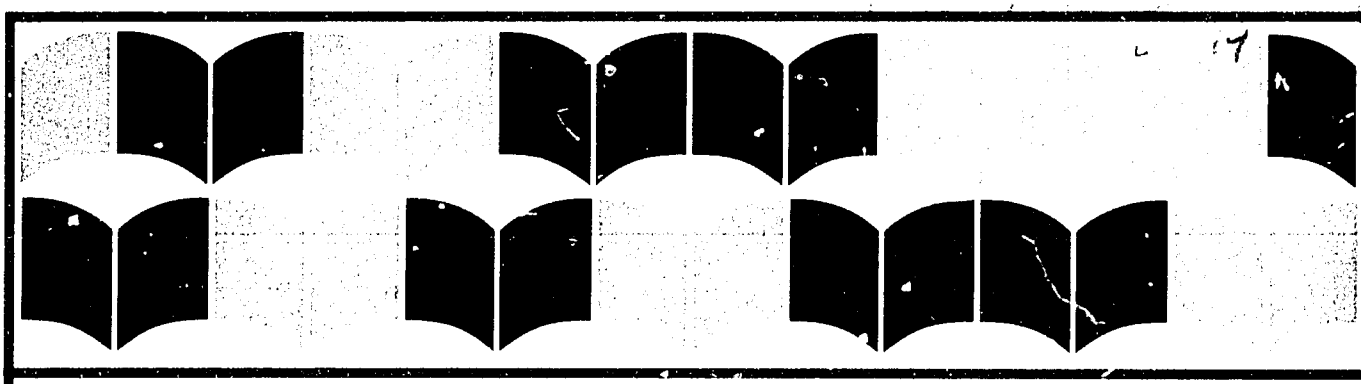
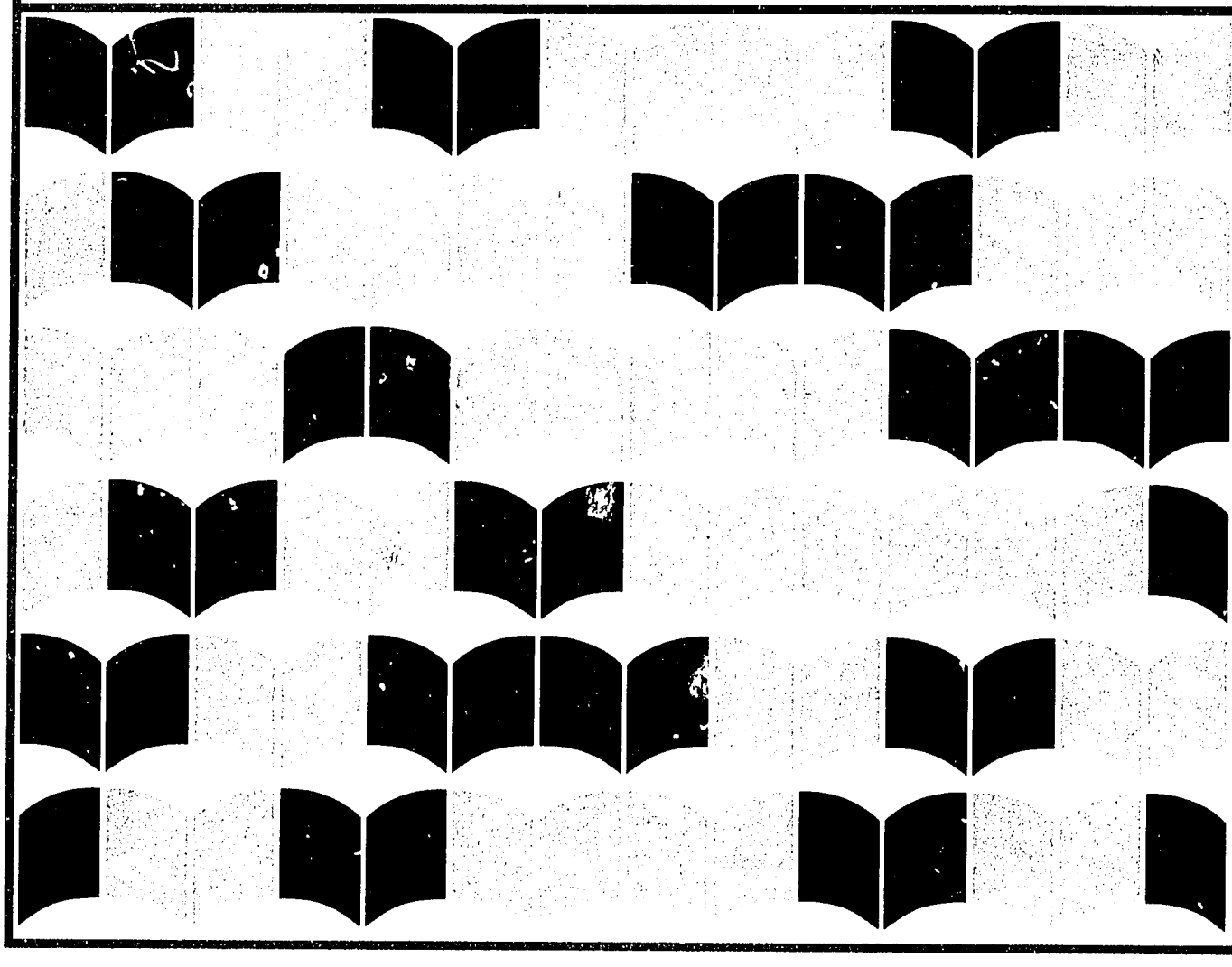


A B E L

Advancing Basic Education & Literacy

QUARTERLY REPORT

APRIL - JUNE 1993



Bureau for Research and Development • Office of Education • Office of Women in Development • United States Agency for International Development •

QUARTERLY REPORT

April-June 1993

Prepared by

Almaz Zewde, Ph.D.
Academy for Educational Development
1255 23rd Street NW, Suite 400
Washington, D.C. 20037

This quarterly report is a publication of the Advancing Basic Education and Literacy (ABEL) Project. ABEL is operated by the Academy for Educational Development with subcontractors Creative Associates International Inc., Harvard Institute for International Development, and Research Triangle Institute and is funded by the US Agency for International Development (R&D/ED/WID), Contract No. DPE5832-Z-00-9032-00 (Project No. 936-5832).

Project ABEL is designed to assist USAID, host governments, and non-governmental organizations 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.

TABLE OF CONTENTS

PAGE

ACRONYMS v

ABEL ACTIVITIES MATRIX vii

Map of ABEL Project Sites viii

1. LONG-TERM ACTIVITIES 1

MALAWI

Objective 1

GENDER-APPROPRIATE CURRICULUM AND TEACHING MATERIALS DEVELOPMENT IN PRIMARY EDUCATION 1
Developing Operational Guidelines 2
Convening of a Workshop 2

EDUCATIONAL PLANNING ACTIVITIES 3
The Double-Shift Pilot Project 3
Highlights of Matthew's Study 3

MALI

Objectives 5

MONITORING AND EVALUATION 5
Testing Student Achievement 5
Monitoring Educational Quality in Schools 6
Regionalization of the Monitoring and Evaluation System 6
Components of the Decentralized Regional Monitoring and Evaluation 6
Monitoring and Evaluation Training Seminar 7
International Training 7

REGIONAL SCHOOL ADMINISTRATION TECHNICAL ASSISTANCE (RSATA) ACTIVITIES 7
Budget Planning 7
EMIS and Community Support Activities 7
Basic Education and Management Needs Assessment 7
Infrastructure Development Program 8
Regional Inventory 8

OTHER RSATA ACTIVITIES 8

EMIS ACTIVITIES 9
School Statistics 9
The 1992/93 Statistical Yearbook 9
Requests for Statistics 9
Personnel Statistics 10
Training Statistics 10
Pedagogical Materials and Equipment Inventory 10
School Inventory 10
School Mapping 11

Finance 11
Geographic Information System (GAS) 11
Sustainability of ABEL Related Projects 11
Site Visit by ABEL Director 11

SOUTH AFRICA

Objectives 12

DEVELOPMENT OF NATIONAL CURRICULUM POLICY FRAMEWORK 12

TEACHING ENGLISH LANGUAGE DEVELOPMENT PROJECT (TELIP) 12

CONFERENCES AND WORKSHOPS 13
The National Education Coordinating Committee (NECC) 13
The Education Policy Restructuring Conference 13
Consultant Management Training Workshop 13
Education Quality Workshop 13
Curriculum Planning Workshop 13
Curriculum Policy Workshop 14
Management Information Systems in Adult Education Organizations: Reporting Workshop 14
Advanced Evaluation Workshop 14
Basic Research Skills Training Workshop 14

2. SHORT-TERM ACTIVITIES 15

BANGLADESH 15

BOTSWANA 15

NAMIBIA 15

BOSNIA 15

GIRLS' EDUCATION DATABASE PROJECT 16

ETHIOPIA 16

3. PUBLICATION AND DISSEMINATION
The FORUM for Advancing Basic Education and Literacy 17

COUNTRY REPORT
Ethiopia Education Sector Review Part II 17

ABEL REPORTS
Annual Report 1992 18
Quarterly Report January-March 1993 18

RESEARCH PUBLICATIONS
Reaching the Periphery 18

4. PUBLICATIONS IN PROGRESS 19

DISSEMINATION OF ABEL PUBLICATIONS AND OTHER MATERIALS 19

THE ABEL LIBRARY 19

ACRONYMS USED IN THE MAIN TEXT

ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
AID	Agency for International Development
APEX	Assessing Policies for Educational Excellence
BEEP	Basic Education Expansion Project
BERP	Basic Education Reform Program
BPE	Bureau des Projects Education
BRAC	Bangladesh Rural Advancement Committee
CAII	Creative Associates International, Inc.
CEPD	Center for Education Policy Development
CPES	Centro Paraguayo de Estudios Sociologicos
CPS	Cellule de Plannification et de Statistiques
CRA	Commission for Administrative Reform
DAF	Direction Administrative et Financiére
DNEF	Direction Nationale de l'Enseignement Fundamental
DNPES	National Department of Planning, Equipment and Statistics
DRE	Directions Regionales de'l Education
DRUC	Koulikoro Division of Rural and Urban Construction
EHRDO	Education Human Resources Development Office(r)
ELET	English Language Education Trust
ELRU	Early Learning Resource Unit
EMIS	Education Information Management System
EPICS	Education Policy Simulation
ERIC	Education Resources Information Center
ESAT	Educational Support and Training
FAAE	Forum for Advancement of Adult Education
GABLE	Girls Attainment in Basic Education and Literacy
GAC	Gender-Appropriate Curriculum
GAS	Geographic Information System
GRN	Government of the Republic of Namibia
GOU	Government of Uganda
HIID	Harvard Institute for International Development
IEB	Independent Examinations Board
INSET	Inservice Education of Teachers
INSFRA	Institut Supérieur de Formation et Recherche Appliquées
IEP	Institute of Educational Planning (NESCO)
MEC	Ministry of Education and Culture (Mali)
MIE	Malawi Institute of Education
MIS	Management Information System
MOEC	Ministry of Education and Culture (Malawi)
NECC	National Education Coordinating Committee
NEPI	National Education Policy Investigation
NFPE	Non-Formal Primary Education
NGO	Non-Governmental Organization
NPA	Non-Project Assistance
PAAD	Program Assistance Approval Document
PAIP	Program Assistance Initial Proposal
PESA	Primary Education Sector Assessment
IPN	Institut Pédagogique National
PAAD	Program Approval Assistance Project
PROLIT	Project Literacy

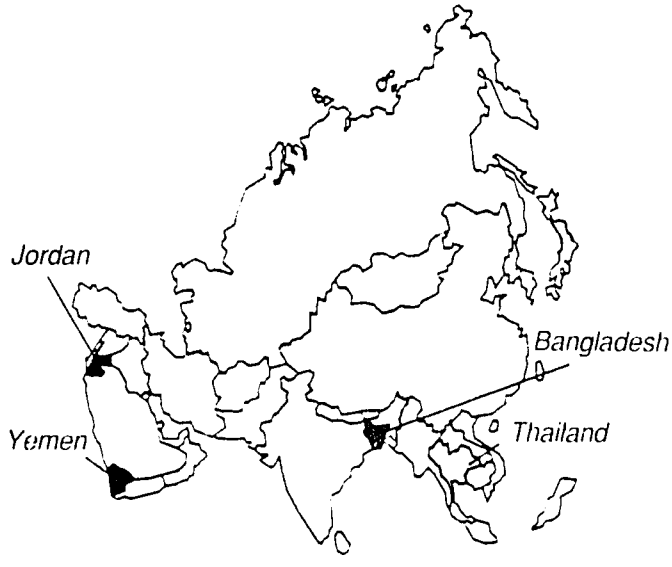
ACRONYMS USED IN THE MAIN TEXT

RSATA	Regional School Administration Technical Advisor
RTI	Research Triangle Institute
SACHED	South African Council on Higher Education
SEDEP	Service de Développement et d'Evaluation
TEPS	Tertiary Education Project Support
TESA	Tertiary Education Sector Assessment
TOPS	Teacher Opportunity Programmes
TREE	Training and Resources in Early Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
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				✓	✓	✓							✓			
Infrastructure Development	1992-1993	✓									✓		✓				
Monitoring & Evaluation	1992-1993	✓	✓					✓	✓								
School Statistics	1992-1993	✓							✓								✓
Improving Information Management	1992-1993	✓							✓								
Student Achievement Testing	1992	✓	✓	✓	✓			✓									
Training	1992	✓										✓					
Needs Assessment	1992	✓	✓	✓									✓				
Regionalization	1991-1993	✓		✓				✓			✓		✓				
Budget Planning	1991-1993	✓		✓					✓			✓					
Improving Education Quality	1992		✓	✓									✓		✓		
SOUTH AFRICA																	
NGO Activities	1992-1993	✓	✓			✓									✓	✓	✓
Teacher Training Workshops & Conferences	1992-1993															✓	
Conferences & Workshops	1991-1993	✓														✓	
APE Develop & Disseminate	1991-1993		✓														
Policy Analysis/Modeling	1991-1992										✓						
Evaluation of USAID Grantees	1992-1993	✓		✓		✓											
Planning & Program Development	1992-1993	✓										✓					
MALAWI																	
Gender Sensitivity	1992-1993	✓	✓			✓	✓							✓			
Gender-Appropriate Curriculum	1992	✓										✓		✓			
GABLE Activities	1992-1993		✓					✓						✓			
Monitoring & Evaluation	1991-1993							✓									
Instructional Materials Development	1992-1993		✓				✓										✓
Educational Planning	1992-1993	✓	✓						✓		✓						
Gender Unit at MIE	1992-1993				✓	✓	✓							✓			
Short-Term Activities																	
Bangladesh-BRAC Study	1992-1993		✓														✓
Ethiopia-Ed. Sector Review	1991-1993		✓	✓													
Namibia-Review of Education Reform/READ	1992-1993		✓	✓													
Girls' Education Database Project	1990-1993		✓										✓	✓			✓
ABEL Research Publication	1990-1993		✓														✓
ABEL Information Bulletin	1990-1993		✓														✓
Forum Vol. 2 Issue 3	1991-1993		✓														✓

AFRICA



ASIA & THE NEAR EAST

CENTRAL & SOUTH AMERICA

NORTH AMERICA

■ Site of long- and short-term ABEL activities.

□ Site of ABEL Conference.

MALAWI

OBJECTIVE

The Advancing Basic Education and Literacy (ABEL) program in Malawi is primarily focused on increasing girls' attainment in primary education. ABEL/Mali also works on broader educational objectives relating to the improvement of basic education quality, capacity, and access across the board. The primary objectives of the Malawi program can be summarized as follows:

1) To improve girls' educational attainment through long-term changes in attitudes and perspectives on girls' educational attainment brought about by continuous efforts to effect attitudinal modification in both male and female students, primary school teachers, primary school teacher trainers, curriculum designers, Ministry of Education and Culture (MOEC) administrators, and society at large is expected to occur through their continued exposure to issues of girls' education and the design of curricula, teaching materials and teacher training programs to address them. The strategies for achieving attitudinal modification incorporate the following:

a) conducting teacher training courses at the Malawi Institute of Education (MIE) and teacher training colleges

b) conducting curriculum writers' workshops at the MIE

c) contributing to the review of all primary school and teacher training curricula

d) conducting seminars on gender issues for MOEC personnel

2) To design gender-neutral teaching materials for primary schools

3) To improve access to education through expanded facilities and double-shift classes

4) To design gender-sensitive curriculum development at teacher training college and primary school levels

GENDER-APPROPRIATE CURRICULUM AND TEACHING MATERIALS DEVELOPMENT IN PRIMARY EDUCATION

The MIE technical assistant Bettina Moll-Druecker continued her consultancy from April 15 to May 30, 1993 with Creative Associates as program backstoppers. Her activities pertained to improving girls' attainment in basic education and literacy. Attainment in basic education is defined as access, persistence, and completion in primary education. This consultancy was a followup to her earlier work at the MIE.

During her April-May consultancy, Moll-Druecker closely collaborated with Dora Mwalwenje of MIE in designing and implementing a work plan for the Gender Unit at the MIE. Mwalwenje's collaboration contributed greatly to the meeting of planned targets as she brought her local experience and expertise to bear on the development of gender-appropriate curriculum (GAC) within the MIE. Her role was enhanced by a study tour to Kenya where she learned new ideas while she contributed to similar efforts in Kenya.

Moll-Druecker also refined and reinforced her previous analysis of constraints on girls' attainment of basic education. Her study and analysis of cultural and social factors retarding girls' educational attainment form the foundation for the strategic activities of gender-neutral teaching materials development, gender-sensitive curricula at teacher training colleges and primary schools, and the general effort to modify social and cultural attitudes towards girls' education in Malawi.

Moll-Druecker's work at the Gender Unit at the MIE will continue to complement the gains already made at the MIE to increase girls' attainment in schools and the ongoing curriculum revisions, instructional materials development efforts and teacher training.

Developing Operational Guidelines

Moll-Druecker assisted with developing guidelines for writing gender-appropriate instructional materials. Guidelines included descriptions and illustrations of techniques for writing gender-appropriate instructional materials. The guidelines emphasize the need to depict females in different occupational roles. Teaching material developers are encouraged to portray women in professional roles in a fast changing Malawian society.

The guidelines also underscore the importance of avoiding gender stereotyping to reinforce positive images and the need to use gender-neutral pronouns and collective nouns in writing textbooks and other teaching materials.

Mol-Druecker also designed workshop guidelines for teaching material developers in the following subject matter areas:

-Gender, Mathematics, and Science

-Gender, General and Social Studies

-Gender, Language and Instructional Materials

-Gender-typing, Aspirations and Attitudes

-Gender sensitive Classroom Observations

-Equitable Learning Assessments.

Convening of a Workshop

An important outcome of developing the guidelines for gender-neutral teaching material writers and curriculum developers was the convening of a policy workshop. The workshop was held from May 10 to May 12 under the auspices of the MOEC and MIE/GAC. The purpose of the workshop was to discuss existing policies and work on girls' and women's education and the issues raised at the Pan-African Conference on Girls' Education sponsored by UNESCO in May 1993 in Ouagadougou. A draft country action plan about girls' education was prepared at the end of the workshop.

As a result of the workshop and the Ouagadougou conference deliberations, more women may be assigned to teaching materials writing teams in the near future.

EDUCATIONAL PLANNING ACTIVITIES

Dr. Phil. W. Matthew, the educational planning consultant for Girls' Attainment in Basic Education and Literacy (GABEL) was engaged in the following activities:

- work on the double-shift pilot project
- work with the gender-appropriate curriculum unit at the MIE
- work on primary student registration system
- involvement in the construction of teacher houses and double-classroom blocks
- privatization of procurement and distribution of school supplies and
- work with the one-year teacher training program.

The Double-shift Pilot Project

The meaning and application of the concept of double-shift and the pilot project to test it had caused some disquiet earlier in the quarter. Ambiguities in the interpretation and implementation of the double-shift concept necessitated Matthew's study of the idea and programs involved. Accordingly, he studied the issues thoroughly from documents and through extensive meetings with MOEC and MIE staffers, particularly R. Nyifongo and Dora Mwalwenje of MIE.

Highlights of Matthew's Study

Matthew's study of the double-shift concept and pilot program focused on the aims of the the double-shift scheduling of schools and the constraints and opportunities it currently manifests. The double-shift pilot project has three aims:

- increase the use of the classroom
- increase student attendance, and
- improve student achievement.

The objective of increasing the use of classrooms suffered from considerable ambiguity. The difference between increasing access measured in terms of increasing the number of children at school through doubling the use of classrooms and its opposite, that is, increasing the use of classrooms or doubling classroom use for the same number of students to increase student contact with different school activities are confused to mean the same thing. When classroom use is doubled to increase students' use of school facilities for homework and extra-curricular activities, enrollment is halved nationally as compared with a situation where classroom use is doubled to double student intake. The distinction between the two competing concepts and scheduling strategies needed clarification. Matthew found that several senior MOEC staff believed that the pilot project aimed to increase access, that is, increase number of students enrolled. This understanding is consistent with the objective of the double-shift design but the double-shift pilot programs did not follow this understanding and the implementation of the pilot programs seemed uneven and generally biased in the opposite direction.

Matthew pointed out that central to determining the details of whatever pattern of classroom use is decided upon is the amount of time that a classroom has to be used. Classrooms in the pilot schools are used for four purposes: contact hours, (classroom instructions), break time "tutorials" and other uses. These uses need to be figured as components of the double-shift concept and their constraining effects on double-shift enrollment clearly spelled out and decided on. The current ambiguities in this respect and MOEC's introduction of changed contact hours for each standard need to be clarified before the design of double-shift classes is specified for pilot testing.

Increasing student attendance needed to be assessed against current realities. Will attendance rise if the classrooms are used more? To answer this question, a comparison between class enrollments of 1991-1992 when double-shift was not implemented and 1992-1993 when it was implemented on a pilot basis should be made. Since only 1991-1992 enrollments are available, the possibilities for comparative study are limited.

Improving student achievement was measured through locally constructed tests. Because tests generally lacked inputs by testing experts, their reliability was weakened. Matthew believed that the results of these tests cannot be used to evaluate the increase in student learning in double-shift pilot schools. As a result, he formulated more reliable testing approaches that he included in his report to concerned authorities.

Results

The double-shift pilot program needs to be examined and concepts, program interventions, measurement of the effects of these interventions, and expected results need to be specified. Because Matthew has articulated these concerns, the pilot program will probably be reevaluated both from theoretical and practical view points.

MALI

OBJECTIVES

ABEL/Mali has the following broad objectives:

- To address the gender gap in education through the modification of teachers', parents', and students' attitudes towards girls' education by designing gender-neutral teaching materials, gender-sensitive teacher training, and curriculum
- To improve the educational monitoring and evaluation system; and
- To improve Malians' educational management capacity at the school, regional, and national levels by implementing different types of training to boost indigenous analytical and EMIS capacity and hands-on computer skills

MONITORING AND EVALUATION

Dr. Yolande Miller-Grandvaux, monitoring and evaluation technical assistant, continued her activities at the Ministére de l'Education de Base's Institut Pédagogique National (IPN) in Bamako from April 1 to June 31, 1993. Several contextual events marked this period. Student riots and strikes prompted the government to close all schools, particularly in the Bamako area, for up to eight weeks. The Ministry of National Education was restructured and split into three separate ministries: basic education, secondary education, and higher education ministries. The IPN is now part of the Ministére de l'Education de Base. A new director of IPN was appointed in early June. Miller-Grandvaux's work was, at times, held back by these events.

Testing Student Achievement

Student achievement was tested in the three Rs for the second year in a row in the sample schools being monitored over the past two years. The design, production, and administration of tests was generally on schedule though some delays were inevitable given the social and political turmoil of the past months. The following tests were produced:

French 2nd grade, test A

French 2nd grade, test B

Math 2nd grade, test A

Math 2nd grade, test B

French 5th grade, test A

Math 5th grade, test A

Math 5th grade, test B

The tests scheduled for April 15 - June 16, 1993, were delayed until June 11, 1993. Before the administration of tests resumed, the initial testing team was expanded to include additional staff from the Ministry of Basic Education representing teacher trainers and school manual writers. The team leader trained the new team members on the administration of tests. The team's expansion created a multidisciplinary group and induced a closer collaboration between educators at the Ministry who commonly work independently of one another and rarely cross their specific professional boundaries.

Testing is currently underway on a sample of seventy schools (a minimum of sixty schools was considered sufficient to ensure reliability of results).

In May, MOEC and the testing team had decided to include the écoles de base (community schools) in the test sample. The same tests and measures are being administered to the écoles de base and government schools in the regions of Sikasso, Segou, Koulikoro and Bamako. Any disparities between the test results of the two school systems are expected to emerge in the test results.

Monitoring Educational Quality in Schools

Last year, the program to monitor education had reached most of its quantitative objectives. This year, the Ministry of (Basic) Fundamental Education requested that the focus be shifted to the qualitative aspects of education. In response, the Basic Education Expansion Program and the Advancing Basic Education and Literacy Project (BEEP/ABEL) team designed a new qualitative evaluation plan to be implemented by small (four-member) multidisciplinary teams. The evaluation teams will each consist of two IPN-BEEP evaluators, one staff from the relevant regional direction, and one member from WID. This activity should strengthen the capacity of the regional directions to monitor the quality of education and promote the status of girls' education.

Regionalization of the Monitoring and Evaluation System

Two needs assessment and feasibility studies were undertaken in Segou and Koulikoro from February-March 1993. The results of the study indicated the need for monitoring activities to be decentralized to the school level. A decentralization plan was, therefore, designed to lay the groundwork for decentralizing the educational monitoring and evaluation system from the regional level (Direction Regional de l'Education) to the inspectorate, (Inspection d'Enseignement Fondamental) and to the school levels.

When fully implemented, this decentralization plan will represent a significant departure from traditional centralized, top-down evaluation and monitoring practices. A round table for regional directors and inspectors held in Bamako in June confirmed the constructive potential of the decentralized approach to monitoring and evaluation so long as the Ministry of Basic Education retains important roles in providing educational standards and guidelines for uniform quality education throughout the country.

Components of the Decentralized Regional Monitoring and Evaluation

The decentralized monitoring and evaluation has several components:

- Auto-evaluation guide designed in collaboration with teacher trainers and inspectors. Its goal is to allow school principals and teachers to monitor their own pedagogical performance.

- School-based pedagogical monitoring system that uses a calendar of evaluation activities and action plan for each teacher and principal

- A training program for teachers, inspectors, and pedagogical advisors and regional directions

These components are expected to help with making decentralized monitoring and evaluation a realistic and effective tool for promoting quality education.

Monitoring and Evaluation Training Seminar

Dr. Yolande Miller-Grandvau provided training at a week-long seminar that offered opportunities for her to introduce IPN staff and others to qualitative evaluation methods. For many seminar participatnts, this was their first exposure to qualitative methods. The application of qualitative methodology has become important in view of the Ministry of Basic Education's trend to focus on qualitative analysis to supplement the heretofore quantitative orientation.

International Training

Brehima Tounkara of IPN returned from a year-long USAID/EHRDO-financed training at the International Institute of Educational Planning in Paris. His study focused on "écoles de base" and education decentralization.

REGIONAL SCHOOL ADMINISTRATION TECHNICAL ASSISTANCE (RSATA) ACTIVITIES

The Regional School Administration Technical Assistant (RSATA), Jim Toliver, pursued a number of tasks fine-tuned to correspond with the overall project objectives.

Budget Planning

Toliver developed a comprehensive budget plan for ordering, delivering and monitoring the technical, material, and equipment support for each region targeted to receive school equipment and furniture. He worked with the DRE Koulikoro personnel to plan and finalize the annual and quarterly RSATA plan and budget. The plan is divided into activity areas with corresponding objectives and tasks.

EMIS and Community Support Activities

Except for seven schools, the educational evaluation of Koulikoro and other inspections not covered during the first quarter was completed. In addtion, Jim Toliver identified regions for FAEF financing and involvement of communities in educational matters. Increased involvement of local communities in the maintenance and security of school facilities, materials, and equipment has become a priority concern in education.

The RSATA also planned the logistics and prepared schedules for community-school maintenance seminars for 750 local community representatives and school directors at 41 different districts. The seminar will be conducted in both the French and Bambara languages to accommodate French and non-French speaking participants. Seminar documents have been prepared in the two languages.

Basic Education and Management Needs Assessment

During the current quarter, Toliver developed a plan of action for assessing and addressing basic education needs in Koulikoro and other regions. This activity is designed to strengthen regional educational administration, planning, budgeting, school mapping, and personnel development.

The assessment of management needs at the DRE and inspection levels was completed and shared with the Malian government's Commission for Administrative Reform (CRA). ABEL staff will collaborate with the Commission to do an exhaustive personnel study to determine personnel needs related to the proposed education decentralization and regionalization initiatives.

Infrastructure Development Program

The delivery of $725,000 worth of school furniture for designated regional schools was completed. Distribution of school furniture followed a prioritized list of beneficiary schools submitted by the DRE staff; 96 student armchairs, 113 teacher desks and chairs, and 156 student desks were delivered to priority schools.

Regional Inventory

Each inspection was visited to ensure that school furniture delivery had been made according to the priorities set by DRE and to collect delivery receipts from inspectors. A status report was compiled on each recipient school and region. DRE staff prepared for the FAEF coordinator a detailed, prioritized list of local schools to receive the next furniture allocation . This list will also assist the FAEF in determining delivery logistics and the specific items to be delivered to each designated school.

Other RSATA Activities

- Toliver assisted with renovation estimates for the planned Koulikoro Regional Training Center. The Koulikoro Division of Rural and Urban Construction (DRUC) is the main organization undertaking the renovation estimation.

- He attended a review meeting of École de Base at which Mr. Dembele presented his study of existing école de base structure and possibilities for replacing the public school system with a private one.

- He facilitated consultant Bernard Gagne's discussion with the Koulikoro DRE Director and staff

- Toliver organized and participated in DRE Koulikoro meetings and coordinated the DRE's Administrative Survey.

- He participated in a two-day seminar on Strategies for Initiating Change led by REDSO's Medjomo Coulibaly

- Toliver worked with the UNESCO representative to coordinate UNESCO educational efforts in Mali with those of ABEL/BEEP.

EMIS ACTIVITIES

School Statistics

Daniel Gifondorwa finalized the editing of the 1991/92 annual school statistical yearbook. Gifondorwa and Neska Vita cooperated in entering and editing the 1992 portion of the data for the yearbook. Three data entry personnel - Maimouna Diarra, Joseph Dougnon, and Maurice Bouanga - are working on processing the 1992 data.

The institutionalization of the methods developed and experiences gained in EMIS was promoted at a seminar conducted during the week of June 20. The main purpose of the seminar was to discuss the instruments of data collection and the methods of their implementation for data collecting purposes as well as the whole range of EMIS methodology developed by the ABEL team and to make them part of the permanent operational features of the Malian educational apparatus. The goal of nationally institutionalizing the EMIS methods has come close to being achieved. The "Cellule de Planification et Statistiques" (Planning and Statistics Unit) and the Division of School Statistics of the Department of Fundamental Education, are expected to assume the EMIS functions in the future.

The 1992/93 Statistical Yearbook

Malian counterparts in the Direction Nationale de l'Enseignement Fundamental (DNEF), Aliou Mangala and Cheikna Touré, have been asked to input the 1992/1993 data from the regions of Kayes, Mopti, Tombouctou, and Gao so that their hands-on experience with data processing is strengthened as they process the up-to-date school statistical data for the yearbook. The Malians have undertaken this activity without much help from the EMIS team because of their previous experience in preparing the 1991/92 statistical yearbook.

The 1991/1992 data processing included generating statistical tables showing characteristic distributions of different educational variables. The processed tables were sent to the inspectorates and regional education offices for verification and validation. The data sets selected for this purpose give a general idea of the school situation two months after the opening of the school year. Such information is frequently requested for statistical analysis and enrollment projections for the year.

Requests for Statistics

Until the Cellule de Plannification et de Statistiques (CPS) becomes fully operational, Toliver's office will remain responsible for providing information on students, schools and personnel. Decree 93-031/P-RM established the CPS back in February 1993. But, it has not been operational as yet because of constraints such as lack of offices space and staff. To date, only the director, his deputy, the heads of divisions, and two regular employees have been officially appointed.

Mamadou Y. Diakité, deputy director of CPS and head of the Planning Division in the CPS, the EMIS technical assistant and his colleagues compiled the statistics of the last twelve years for the UNESCO/IEP consultant who is working on education indicators for the (Basic) Fundamental Education sector in Mali. He is expected to finalize his report on the indicators in July in cooperation with the EMIS team.

Other requests for educational statistics came from the Ministry of Basic Education through the DNEF (Division Scolarité) and the DAF. A projection of school textbooks needed for the 1993/94 school year was made to meet the Ministry of Basic Education's request. The list of all first and second grades and the number of students per grade was also compiled for the Ministry. There was, in addition, a request from

the Ministry of Basic Education, to compute different transition rates for the first and second grades including graphical representations. The most frequent requests for statistics came from the project called Programme de Développement des Resources Humaines which is a UNDP/UNESCO/Malian government project (UNDP/UNESCO/MLI/91/030).

Personnel Statistics

The data collection instrument for educational personnel focused on personnel working in (Basic) Fundamental Education. The data collected to this point served to update the census data from January to February 1992. The update includes the inspectorates of Kayes, Bafoulabé, Kita, Nioro du Sahel, Mopti, Bandiagara, Ténenkou, Tombouctou, Dire, Gao, Bourem and the three newly created inspectorates: Koro in the region of Mopti, Nianfinké in the region of Tombouctou and Kidal in the newly created region of Kidal. This brings the total number of inspectorates in the eight regions and the District of Bamako to thirty five. Printouts were sent to the appropriate inspectorates for verification and correction. Most of the inspectorates have not responded to date.

Personnel statistics should serve three main purposes:

- To design a preliminary budget framework for the three Ministries of Education
- To issue several personnel reports that offer useful methods for reducing the budget and assigning teachers to various teaching locations
- To reinforce efficient human resources management

DNEF has asked the EMIS technical advisor to load the personnel data onto the DNEF computer system for easy access to school personnel matters.

Training Statistics

Data on Fundamental (Basic) Education personnel who participated in various in-service training seminars organized during the 1989/90 and 1990/91 school years has been gathered and compiled. The EMIS technical advisor is in the process of creating an in-service training database.

Pedagogical Materials and Equipment Inventory

Data collected from schools in the District of Bamako and the regions of Koulikoro, Ségou, and Sikasso were entered into the computer system. Computer-generated statistical tables will be organized for all regions before the end of July.

The EMIS technical advisor worked with Malian personnel in charge of book distribution to make textbook projections for the 1993/94 school year as requested by the Directeur Cabinet of the Minister of Fundamental Education. The task involved comparing the last two school years, 1991/92 and 1992/93, and calculating the percentage increase.

School Inventory

Knowledge about educational facilities in each reigon's schools helps to identify the level of development of school facilities and the relative urgency of respective infrastructural needs. With this in mind, data on school assets and facilities ranging from staff housing to school cafeteria, sanitary facilities, laboratories, and sports grounds and equipment were consolidated for the Koulikoro region. A detailed report of school inventories for this region will be produced for the RSATA team and is expected to provide a bench mark for developing plans around the emergent Malian concept of a "complete school". WID activities are also expected to benefit from the report as it will indicate the range and variety of facilities accessible to girls.

School Mapping

The school mapping program registers existing schools, classrooms, and their uses as well as distance between schools, and distance between schools and villages served. Given resource constraints to build, equip and staff new schools, the number and location of existing schools and classrooms and types of schedules (double-shift or multi-grade) need to be known for designing optimal use of school and classroom facilities.

The school mapping data so far collected indicate a trend toward double-shift classroom use in urban areas and multi-grade classroom use in rural areas. This trend shows the strategic differentials in facilities utilization by urban and rural areas. This information is very useful for planning the optimal use of existing facilities and the building of future ones.

Additionally, knowledge of the spread of schools with similar grade levels and the number of villages served by each school is essential for future school distribution planning. Data on distances between different types of schools and distances between the schools and the villages they serve are also carefully collected and entered into a database for planning purposes.

Finance

The plan to use the personnel database to construct a budget system for 1994 fiscal year is expected to be implemented in the near future. The updating of the school personnel database is a prerequisite for this task. The updating of this database is almost complete and its release is pending the decision of the Ministry of Labor about computational formulas for the quantitative estimates and projections of staffing levels and costs.

Geographic Information System (GAS)

As a complement to the school mapping, a project for documenting geographical and environmental information gathering and processing has been created. The World Bank has shown interest in purchasing the software for the Ministry of Basic Education for this GAS project. Using the information received from Research Triangle Institute (RTI) and the Early Famine Warning System Project in Bamako, the EMIS technical advisor has advised the CPS and the BPE on the software appropriate for the GAS project.

Sustainability of ABEL Related Initiatives

One of Toliver's counterparts from the DAF, Mahy Hanne, will finish an advanced computer training program in July and fill two EMIS functions: one with the DAF and the other with the CPS. Jim Toliver has also been working with the two departments at the request of their respective directors. When Hanne assumes the two functions officially, both he and Toliver will work with the DAF on matters relating to personnel and finance and with the CPS on matters concerning school statistics and school mapping. Hanne's dual assignment is a significant move towards building sustainability into the EMIS initiatives and programs.

Site Visit by ABEL Director

The Director of ABEL and Vice President of the Academy for Educational Development (AED), Mr. Kurt Moses, came to Bamako to oversee project activities and consult with technical advisors. After careful study of the EMIS and other activities, the Director and the EHRDO concluded that data and data gathering capabilities within the project activities and the respective government organizations have been sufficiently enhanced for effective EMIS analysis and implementation in planning the improvement and expansion of the educational system. One aspect of the EMIS activity that needs to be strengthened is the designing of an appropriate data analysis and presentation format that could stimulate education policy dialogue and enhance the decision-making process. Consultants from RTI will be invited to Bamako in August to help elaborate the analysis and presentation techniques required.

SOUTH AFRICA

OBJECTIVES

The primary objectives of ABEL/South Africa are:

To strengthen and enhance the management and technical capacities of USAID/South Africa grantees through training and technical assistance

To promote educational dialogue and the exchange of ideas within South Africa, between South Africa and the rest of Africa, the developing world generally, and between South Africa and the USA

To provide technical support to USAID/South Africa Mission

ABEL/South Africa designed and implemented many activities to achieve its objectives.

DEVELOPMENT OF NATIONAL CURRICULUM POLICY FRAMEWORK

Considerable amount of project time (about 25%) was devoted to assisting the Center for Education Policy Development (CEPD) to design a national curriculum policy framework for South Africa. CEPD is an independent policy development group initiated by the African National Congress to act as the principal vehicle for the development of an education policy alternative to that proposed by the South African government (SAG). The work of CEPD represents the aspirations of disadvantaged South Africans. The Curriculum Working Group of the CEPD met at least twice a month to design curriculum policy as part of 10 other education working group initiatives of the CEPD. The curriculum policy framework addressed the development of new policies for educational assessment, textbook production, inservice teacher training programs, certification, learning and teaching methodologies, and syllabus development. The CEPD reports will form part of a comprehensive policy proposal of the ANC to be released as a discussion document after August 1993.

TEACHING ENGLISH LANGUAGE DEVELOPMENT PROJECT (TELIP)

The Teaching English Language Development Project, a non-governmental organization based at the University of Witwatersrand, approached Project ABEL/South Africa to conduct an evaluation of its organizational effectiveness. Arrangements were made for a senior TELIP staff member to work alongside one ABEL staffer to design and implement the evaluation. The evaluation design was developed and fine-tuned for implementation during the third quarter of this year.

CONFERENCES AND WORKSHOPS

The National Education Coordinating Committee (NECC)

The National Education Coordinating Committee is one of the USAID grantees. It is active in the field of education policy development and advocacy. The Mathematics Commission of NECC hosts an international conference which examines issues in the teaching and learning of mathematics. The three-day conference convened in South Africa in April 1993 was focused on school mathematics curriculum. ABEL South Africa was requested to help design and facilitate specific aspects of this year's conference. The conference was successfully conducted and a number of insightful papers were delivered including a paper by the Director of ABEL/South Africa.

The Education Policy Restructuring Conference

Five university-based education policy units, the Education Policy Support Unit of the Education Foundation, the Education Policy and System Change Unit of the Urban Foundation, all of whom are USAID grantees, came together with the Human Sciences Research Council (HRC) and the State Education departments to examine possible ways of pursuing policy dialogue on the future of South African Education. The conference, hosted by the HSRC, was facilitated by Jonathan Jansen, Director of ABEL/South Africa with Professor Johann Muller whose educational publications receive USAID funding. This successful conference was the first of its kind and laid the foundation for an ongoing policy dialogue in education during the second half of 1993.

Consultant Management Training Workshop

In response to the general observation that there are few black consultants qualified to do management consulting in South Africa, Jonathan Jansen, in collaboration with Dr. Dick Fehnel of TEPS, designed a five-day training workshop aimed at preparing twenty - five black consultants to conduct effective consultancies for non-governmental organizations in South Africa. A team of five experienced consultants (all black) participated in the preparatory sessions which led to the design of a 5-day workshop held during May 24-28, 1993. The workshop focused on the concept of management consulting, the logistics and administration associated with management consulting, the process of consulting; the three critical areas of strategic planning, program evaluation and human resources development as well as the ethics and politics of consulting. Before the workshop ended, each participant was required to complete an assignment which involved conducting a small consultancy on which feedback was provided by the trainers. This exercise and the workshop generally was highly evaluated by participants. There was a unanimous call for a follow-up workshop of a similar nature.

Education Quality Workshop

Educational quality has become a household word in South African education circles. The term has stimulated much debate in both political and policy making circles. Dr. Diane Prouty of AID Washington conducted a one-day workshop in Johannesburg on on the topic of educational quality. The workshop was held on April 28, 1993 for senior management of 30 grantee institutions. The concept and measurement of education quality were clarified.

Towards the end of the workshop, Dr. Prouty focused on the variety of efforts being made by other African countries to improve educational quality in the 1990s. The information presented on African countries' efforts to address the issues of educational quality generated the most stimulating discussions of the workshop. Participants appeared keen on knowing the goings-on in other parts of Africa.

Curriculum Planning Workshop

The Enterprise Education Initiative (EEI) is a consortium of USAID grantee career centers all over South Africa. The Consortium is involved in the development of a national curriculum for youth development. The curriculum would focus on involving youth in community-based development activities as well as some types of skills training to be facilitated by the consortium of career centers.

At the request of the consortium of career centers, ABEL/South Africa, in particular its director Jonathan Jansen, led the curriculum development initiatives over a three month period. The culmination of this activity was a day long workshop held on May 3 to wrap up the whole project and mark its successful completion.

Curriculum Policy Workshop

On May 17 1993, around seventy teachers from independent schools in Natal gathered for a one-day curriculum policy workshop held at the Durban Girls' College in Durban, Natal, facilitated by ABEL/South Africa. This workshop introduced teachers to the contemporary debates on curriculum policy in South Africa and to specific ways in which teachers could become active participants in influencing the design and content of curriculum policies which directly impact their work in classrooms.

Management Information Systems in Adult Education Organizations: Reporting Workshop

For the past six months, Project ABEL was working with the Open Learning Systems Education Trust (OLSET), a USAID grantee. The purpose was to design options for a computer-based management information system (MIS) for South African NGOs engaged in adult education. This activity was based on a careful assessment of needs and the existing capacity of all USAID grantee organizations.

On May 27 1993, a successful debriefing workshop was convened during which the OLSET consultants, recruited to design an appropriate computerized MIS system, delivered their final report on their activities to the adult education stakeholders - the NGOs working in this sector. Another report which provided the basis for any further work on MIS needs in South Africa, was presented to USAID/South Africa Office.

Advanced Evaluation Training Workshop

Twelve senior evaluation personnel, drawn mainly from NGOs, participated in an advanced evaluation workshop over four days. The workshop sessions were held in two phases; the first one during June 1 and 2, and the second during June 8 and 9. The method of Fourth-Generation Evaluation developed by US academics, Yvonna Lincoln and Egon Guba, was used. This method centers around stakeholders perspectives on evaluation.

The first two days introduced the concepts and techniques of the stakeholder approach to evaluation (the Fourth-Generation evaluation method). Participants were then required to implement this model to evaluate their own organizations individually or in small groups. The results were presented to the large group in the second group session.

The workshop was both a success and a valuable experience to the participants as well as the trainers consisting of two ABEL staffers and one TEPS (Tertiary Education Program) staff member. The experience allowed hands-on experience with the Fourth-Generation evaluation methodology, highlighting its utility, its strengths and limitations.

Basic Research Skills Training Workshop

On June 21 and 22, fifteen grantees participated in a research training workshop which exposed them to the basic and intermediate skills required to design, implement and assess relevant research projects. NGOs need valid research data to inform their policy and program strategies. The workshop provided training in survey techniques, needs assessment, and impact evaluations. All of these are critical to meeting NGO information needs in South Africa during the new era of the 1990s.

BANGLADESH

The final draft of the case study on Bangladesh Rural Advancement Committee (BRAC) Non-Formal Primary Education Program (NFPE) is being prepared. Working with the team of authors, CAII completed a revised draft of the report, *Primary Education for All: Learning from the BRAC Experience.* Copies of the revised draft were sent to the selected reviewers: Ted Thomas, Leon Clark, Jim Hoxeng and Lynell Long. Comments were received and discussed by CAII and other Project ABEL staff. The recommended changes and comments offered are being integrated into the final draft.

BOTSWANA

CAII resumed editing the draft report *Female Teachers and Teaching: Contributing Factors to Higher Achievement in Botswana,* by Haiyan Hua. The content of this manuscript was reorganized, and findings were culled from the research data. A revised version of the report was forwarded to Dr. Hua to obtain additional information and comments. The revised draft was submitted to ABEL on July 30, 1993.

NAMIBIA

Project ABEL provided technical assistance through fielding a consultancy team for the Basic Education Sector Assistance Program. The overall objective of this program is to establish an effective, efficient, and sustainable basic education system accessible to all Namibian children. The team continued the second evaluation activity and worked on an amendment to the Basic Education Reform Sector Assistance Program Document (PAAD); restructured a plan for the five-year Basic Education Reform Program (BERP), and Program/project agreement amendments.

The four-person team consisted of James Cobbe, economic/finance and planning specialist (team leader); Brenda Bryant, evaluation specialist, and Paul Holmes, program development specialist, and a local hire, Aletta Scott, education/social science specialist. A locally hired staffmember, Brigitte Henke, provided support to the team. The consultancy spans May 17, 1993 through July 3, 1993.

BOSNIA

AID's (WID) Office asked ABEL/CAII to assist in efforts to identify, purchase, and send school materials to Bosnian children whose schools and educational materials have been destroyed by the war. The material has been purchased and shipment is being processed.

GIRLS' EDUCATION DATABASE PROJECT

This project is designed to create an accessible database of literature on girls' education in the developing world. The database will contain over 1,000 print and audio-visual materials, including books, reports, journal articles, periodical catalogues and videotapes. These materials were collected by CAII during research for two literature reviews written for the ABEL publication *The Economic and Social Impact of Girls' Primary Education in Developing Countries* and *Educating Girls: Strategies to Increase Access, Persistence and Achievement*. Upon completion of the reviews, CAII was left with a unique collection of materials on girls' education. The database project aims to make this extensive in-house library accessible to researchers worldwide by annotating the materials for inclusion in a database system as well as transferring these annotations to the Education Resources Information Center (ERIC) for nationwide dissemination.

ETHIOPIA

A three-week, four-person mission to Ethiopia did the second and more indepth education sector review from April 5 1993 to April 24 1993. The team consisted of Joseph DeStefano (AID/W), Karen Titjen (AFR/ARTS/HHR), and two consultants, Bernard Wilder and Susan Hoben, hired through Project ABEL, AED. The first education sector overview was completed in December of 1992.

Part Two of the Education Sector Review revealed that the Ethiopian education system suffers from a great many problems. The most striking problem of the sector, however, is the fast decreasing enrollment trend in absolute terms for all levels of education. The trend appears to have started in 1988. Declining enrollment is a serious problem because the country's primary school population of 2.5 million during 1988-1989 represented only 27% of the school age children at that time.

PUBLICATIONS COMPLETED THIS QUARTER

THE FORUM for Advancing Basic Education and Literacy, Vol. 2, Issue 3, *Education (De)Centralization and The Democratic Wish, May 1993.*

Country Report

ETHIOPIA Education Sector Review Part II, June 1993

ABEL Reports

Annual Report, 1992

Quarterly Report, January-March 1993

Research Publications

Reaching The Periphery, Dean Nielsen completed coordinating and editing a series of articles to be included in a book by this title. A final version of the book is being prepared for the publisher.

The series of articles examines various dimensions of new strategies required to reach marginalized groups, such as small and powerless ethnic communities and girls through education.

Alternative Policies for the Finance, Control, and Delivery of Basic Education, The collection of analytical papers under this title have been edited and submitted for publication in a special issue of the *International Journal of Educational Research.* The articles provide a critical review of issues in the financing and management of education in different regions of the world. The special volume of the *International Journal of Educational Research* with these series of articles will become available in 1994.

PUBLICATIONS IN PROGRESS

The case study on the Non-formal Primary Education Program of the Bangladesh Rural Advancement Committee (BRAC) is scheduled to come out in book form in July-August 1993. At present, the manuscript is under final editing.

DISSEMINATION OF ABEL PUBLICATIONS AND OTHER MATERIALS

Volume 2, Issues 1 and 2 of The *FORUM for Basic Education and Literacy* have been disseminated to over 4,500 locations worldwide. A similar magnitude of mailing occurs every three months as *FORUM* is a quarterly publication.

ABEL materials, such as the ABEL Information Bulletin, country and research reports, educational videos, and modules like EPICS (Education Policy Simulation) have been widely disseminated at the request of users. An average of thirty different materials are sent out each week to different requesting institutions worldwide. The number of universities, government institutions, and NGOs requesting ABEL materials has increased dramatically. Education ministries, non-governmental organizations (NGOs), education faculties and research institutes of universities, individual researchers, South Africa, Trinidad, India, Barbados, Ivory Coast, Columbia, Ethiopia, Guatemala, Pakistan, Canada, Australia, Sri Lanka....are among many in Africa, Asia, the Americas, the Caribbean, and Europe requesting ABEL publications and video materials. Educational broadcasters from the Netherlands and Morocco also requested materials.

These requests are partially generated by the quarterly mailing of the *FORUM* to which some other publication information are sometimes included. The *FORUM* mailing seems to create some chain reaction in that educators and educational institutions who come to know of ABEL publications indirectly, because they are not included in our mailing list, are requesting to be included. The increasing demand for ABEL materials could be a reflection of increasing worldwide recognition of of the relevance of ABEL's field activities and publications as contributing factors to practical, realistic, and sustainable solutions to some Third World basic education issues.

THE ABEL LIBRARY

The ABEL Library has grown to 585 selected educational reference materials and research reports. The InMagic software has been updated to InMagic Plus, which has simpler search commands. This makes the material more easily accessible to users. Reference materials have been acquired through purchase, from private publishers, the World Bank, UNICEF, UNESCO, and publications exchange with US Universities and regional educational institutions worldwide.