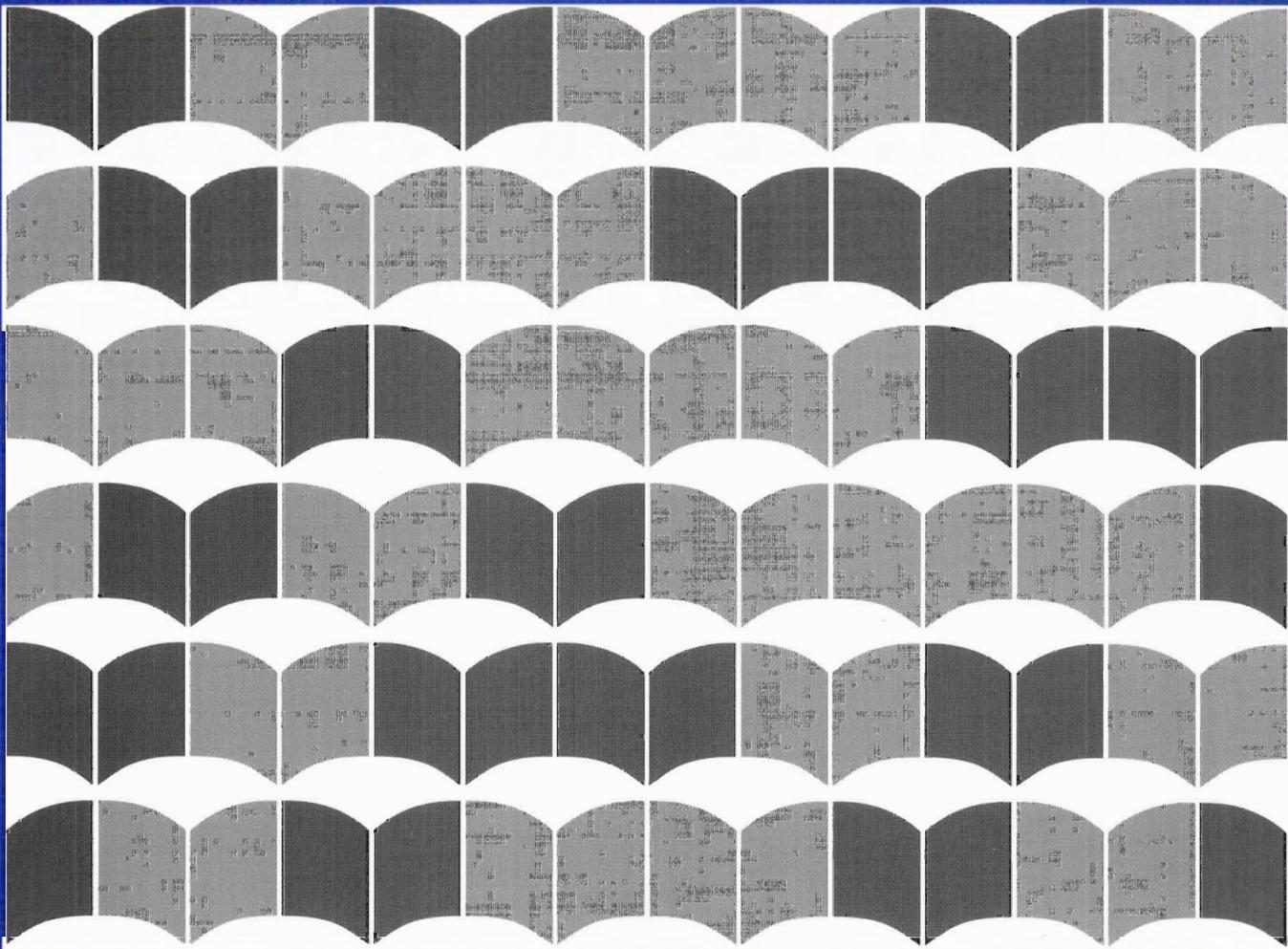


QUARTERLY REPORT

JULY - SEPTEMBER 1993



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July-September 1993

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This publication of Project ABEL reports on the diverse undertakings of Project ABEL during the third quarter of 1993 to help improve basic education quality and accessibility worldwide. Project ABEL (Advancing Basic Education and Literacy) is operated by the Academy for Educational Development with subcontractors Creative Associates International Inc., Harvard Institute for International Development, and Research Triangle Institute. ABEL is funded by the U.S. Agency for International Development (R&D/ED/PPC/ WID), Contract No. DPE5832-Z-00-9032-00 (Project No. 9365832).

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.



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ACRONYMS USED IN THE MAIN TEXT

ABEL	Advancing Basic Education and Literacy
AED	Academy for Educational Development
AID	Agency for International Development
APEX	Assessing Policies for Educational Excellence
BEEP	Basic Education Expansion Project
BERP	Basic Education Reform Program
BPE	Bureau des Projets Education
BRAC	Bangladesh Rural Advancement Committee
CAII	Creative Associates International, Inc.
CPES	Centro Paraguayo de Estudios Sociologicos
CPS	Cellule de Plannification et de Statistiques
DAF	Administrative et Financière
DNEF	Direction Nationale de l'Enseignement Fundamental
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
FAEF	Fonds d'Appui à l'Enseignement Fondamental
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
IIEP	International Institute of Educational Planning (UNESCO)
INSET	Inservice Education of Teachers
IPN	Institut Pédagogique National
KRC	Karoo Resources Center
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
NGO	Non-governmental Organization
NPA	Non-Project Assistance
PAAD	Program Assistance Approval Document
PAIP	Program Assistance Initial Proposal
PESA	Primary Education Sector Assessment
PROLIT	Project Literacy
RSATA	Regional School Administration Technical Advisor
RTI	Research Triangle Institute
SAAECE	South African Association For Early Childhood Education
SACHED	South African Council on Higher Education



ACRONYMS USED IN THE MAIN TEXT

SEDEP	Service de Développement et d'Evaluation
TEPS	Tertiary Education Project Support
TESA	Tertiary Education Sector Assessment
TOPS	Teacher Opportunity Programs
TREE	Training and Resources in Early Education
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WID	Women in Development



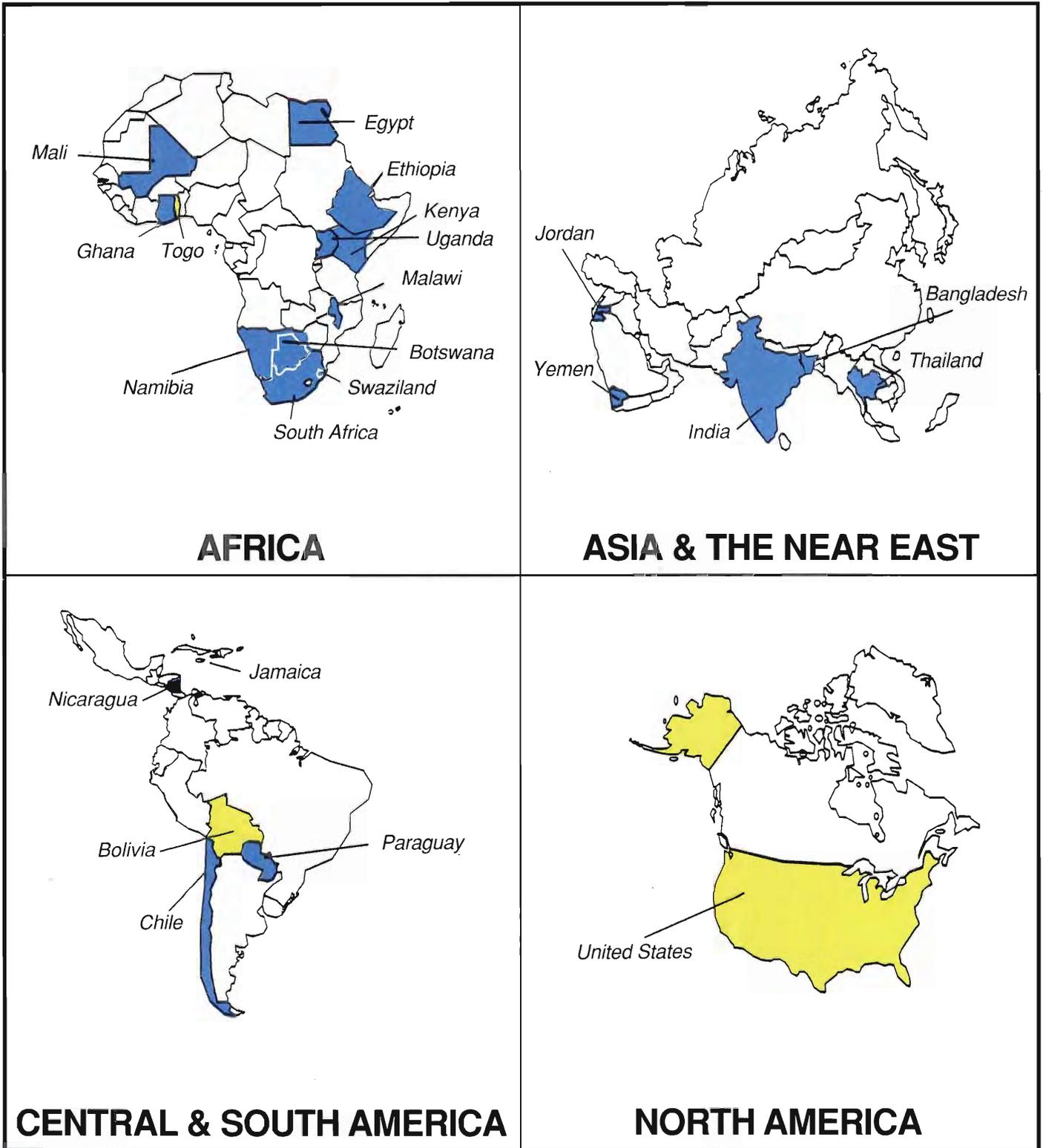
ABEL ACTIVITIES MATRIX

(July-Sept. 1993)

	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	✓		✓													✓	
Gender Sensitivity in Education				✓	✓	✓							✓				
Infrastructure Development	✓									✓		✓					
Monitoring & Evaluation	✓	✓					✓	✓									
School Statistics	✓							✓								✓	
Improving Information Management	✓							✓									
Student Achievement Testing	✓	✓	✓	✓			✓										
Training	✓										✓						
Needs Assessment	✓	✓	✓									✓					
Regionalization/Decentralization	✓		✓				✓			✓		✓					
Budget Planning	✓		✓					✓			✓						
Improving Education Quality		✓	✓									✓		✓			
SOUTH AFRICA																	
NGO Activities	✓	✓			✓										✓	✓	✓
Teacher Training Workshops & Conferences																✓	
Conferences & Workshops	✓															✓	
APE Develop & Disseminate		✓															
Policy Analysis/Modeling										✓							
Curriculum Development	✓		✓		✓												
Planning & Program Development	✓										✓						
MALAWI																	
Gender Sensitivity	✓	✓			✓	✓							✓				
Gender-Appropriate Curriculum	✓										✓		✓				
GABLE Activities		✓					✓						✓				
Educational Planning	✓	✓						✓		✓							
Gender Unit at MIE				✓	✓	✓							✓				
Short-Term Activities																	
Bangladesh-BRAC Study		✓														✓	
Ethiopia-Ed. Sector Review		✓	✓														
Namibia-Review of Education Reform/READ		✓	✓														
Girls' Education Database Project		✓										✓	✓			✓	
ABEL Research Publication		✓														✓	
ABEL Information Bulletin		✓														✓	
Forum Vol. 2 Issue 3		✓														✓	
EPICS Conferences										✓			✓				



COUNTRIES WITH ABEL ACTIVITIES



 Site of long- and short-term ABEL activities.

 Site of ABEL Conference.

**MALAWI**

The extensive efforts aimed at improving girls' educational attainment and improving general educational access and quality involved comprehensive work in the following areas:

- conducting gender-sensitive teacher training courses at the Malawi Institute of education (MIE) and teacher training colleges
- reviewing all primary school textbooks and teacher training curricula to identify the points at which introduction of gender-sensitivity could be made
- developing gender-neutral primary school teaching materials and teacher training curricula
- training Malawian educators in curriculum development generally
- studying the double-shift approach as an alternative strategy to increase educational access in the short-term
- designing other general strategies and programs to improve primary education

ABEL-led initiatives in these areas have generally been institutionalized within the Malawi Institute of Education (MIE) and the Ministry of Education. By the end of September 1993, as ABEL interventions scaled down, the various educational and education management initiatives appeared to have made positive impacts. A number of Malawian educators, including Dr. Dora Mwalwenje of the Gender Unit at MIE are continuing the gender-sensitive programs that were initiated through ABEL.

MALI

ABEL Mali's objectives remain centered on:

- addressing the gender gap in education
- improving educational quality
- building local capacities in education information management systems (EMIS)
- improving the efficiency of educational management at the school, regional, and national levels
- improving monitoring and evaluation of education programs
- assisting the development of educational infrastructure through the provision of school materials, equipment, furniture, and generally upgrading educational facilities.



PROJECT ACTIVITIES**EDUCATION
INFORMATION
MANAGEMENT
SYSTEM (EMIS)
ACTIVITIES****Evaluation of BEEP**

ABEL's EMIS technical advisor Daniel Gifondorwa, participated in a month-long evaluation of the Basic Education Expansion Project (BEEP). The purpose of the evaluation was "...to evaluate the impact of the three and half years of intervention... and to determine what components warrant further support..." The preliminary evaluation report was widely circulated among USAID and Malian educators for comments and suggestions.

Student Statistics

The 1991/92 Annual Primary School Statistical Yearbook is ready for printing. Plans to include secondary and higher education statistics were hampered by lack of data from those sectors. The 1992/93 Yearbook is also nearly ready and only awaits the end of year examination results to complete it. Owing to disruptive political disturbances earlier in the year, examinations had to be pushed as late as October. The new school year may not start until November of 1993.

The establishment of a reliable and continuous education information and statistical collection suffered setbacks when the National Department of Planning, Equipment and Statistics (DNPES) was closed in 1990. Since its inception, therefore, the EMIS technical assistance of Project ABEL had become the primary information generating and statistical clearinghouse by default.

EMIS capacity is being gradually built into the primary education system.

School statistical information for a number of years preceding 1990 disappeared with the closure of DNPES. Fortunately, the EMIS Technical Advisor had recovered the data for 1987/88 and 1988/89 school years from a World Bank consultant. The data are tentatively planned to be published in yearbooks for reference purposes.

Personnel Statistics

The preliminary personnel census report which was published in September 1992 had fallen into disuse, largely because of the restructuring of the Ministry of National Education into three separate cabinet portfolios: the Ministry of Basic Education, the Ministry of Secondary Education, and the Ministry of Higher Education. This has required new ways of staff deployment. In July 1993, BEEP/ABEL hired a consultant to conduct a number of studies including the standardization of diplomas and the redeployment of non-teaching school personnel. The EMIS consultant submitted a final report to the Ministry of Basic Education in August 1993.

As the EMIS TA was fully involved in this study, he was requested to serve on a committee responsible for implementing the redeployment of non-teaching personnel.



Implementing the plan is not without problems as the attitudes of representatives of teachers' unions indicated during a series of plan implementation meetings. Many trained teachers occupy non-teaching positions. The teachers' union representatives prefer to start with a comprehensive listing of all trained teachers working in non-teaching positions. It is not clear what steps will be taken in response to this demand and how it will impact the redeployment of teaching staff.

Training Statistics

The previously established database of participants of in-service training and other skills upgrading has been updated and maintained as rigorously as possible. The database has been divided into two files: a file for staff upgraded through in-service and other training and still working with the Ministry of Basic Education, and another file for all those who left the Ministry. The goal is to have a quick view of the educational profiles of those who have remained in or left the Ministry.

Basic Education Indicators Handbook

The selection of basic education indicators for handbook was started in March by a team consisting of a UNESCO consultant, the EMIS TA, and Malians. The UNESCO consultant paid occasional visits to Bamako to participate in the process. At the end of July 1993, the UNESCO consultant returned to Bamako and the team continued to work on finalizing the handbook. The Ministry of Basic Education has already recommended that 1, 200 French and 300 English copies of the handbook be printed for distribution by the beginning of October 1993.

Standardization of Diplomas

In July 1993, a rapid survey on academic qualification of school personnel was conducted within the district of Bamako. The objective was to help the Ministry of Basic Education to assess the educational background of the personnel, and to place employees according to their areas of expertise as well as providing relevant opportunities for their continued education. The data from this survey will also help to update the personnel database created in September 1992. The EMIS TA plans to study the voluminous information on staff qualification and diploma possession and to schedule meetings to standardize diploma and educational equivalencies.

Database Updating

The personnel lists circulated to relevant departments and schools last June for corrections were not returned on schedule with essential corrections. The database is, however sufficiently reliable for use as it is. The database has been updated with substantial addition to the old files. A new and more streamlined database which sorts information by many categories and characteristics was designed. Major constraints remain in terms of continually updating the system in the future as there are no mechanisms in place to feed staff turnover and new hires into the system on an ongoing basis. This problem has been pointed out and possible solutions are under study.



The EMIS TA has also been working on the Committee for Administrative Reform. He elaborated an instrument to be completed by the school inspectorates on a quarterly basis. The instrument is awaiting approval by an inter-ministerial committee in charge of such matters.

Finance

Two divisions handle the finances of the Ministry of Basic Education: the Division of Budget and the Division of Materials and Equipment. The computer program written and tested for keeping financial records has not been used by these divisions yet. However, Mr. Mahy Hanne, Malian Counterpart to the EMIS Technical Advisor, has introduced the budget personnel to the use of lotus spreadsheet in financial management. Two staff members, assisted by the EMIS counterpart, spend an average of two hours a day working on the spreadsheet. Mr. Hanne intends to involve a third employee very soon. Once these employees become proficient in the use of the spreadsheet, he will similarly involve others to use the computer for record management. Already, Mr. Hanne's efforts are demonstrating significant improvements in budgetary management within the Direction Administrative et Financière.

Issues of Sustainability

Extended efforts have been made to create technical capacities to continue the EMIS activities developed by the EMIS TA after his departure and/or the termination of ABEL technical assistance. These efforts have been pervasive in most of the EMIS work. A few of the larger programs are worthy of mention here:

Computer Training: The Ministry of Basic Education has been sufficiently equipped with computers and they are increasingly used for data processing purposes. Some problems have emerged in the process of computer-capacity building. The World Bank, USAID, and others brought in different computers without due regard to their compatibility. At present IBM and Mackintosh computers may be found in the same department. This has created problems in information processing and exchange between departments in the same ministry.

To redress some of these problems, about twenty secretaries were selected from different departments of the Ministry of Basic Education and trained to use both IBM and Mackintosh. The EMIS TA wrote the scope of training, helped prepare the training budget, interviewed the trainers, checked and prepared the training facilities, and supervised the training program. The counterpart to the EMIS TA participated in the training of the secretaries effectively, demonstrating the high level of expertise he acquired while working on ABEL's EMIS programs.

Collaboration with the CPS: The EMIS TA, Daniel Gifondorwa, is directly involved in the activities of the Divisions of Statistics and Research and Planning. In September, he received the quarterly action plan of the Planning and Statistics Unit (CPS). As part of the implementation of this plan, it is expected that the EMIS TA will work with DAF, DNEF, and CPS on the collection, organization, and computerization of education information. Significant learning and accumulation of experience can be expected from this arrangement, though staff and technical constraints that may slow the process are evident from the start. The CPS does not have enough trained personnel and computer equipment to implement the planned activities as a whole.



There is still a serious shortage of computer-trained personnel to meet the requirements of DAF and CPS adequately. Mr. Mahy Hanne, who was trained by ABEL/BEEP will, however, provide a dependable liaison between DAF and CPS in the information processing area while arrangements for the provision of more expertise is worked out.

REGIONAL SCHOOL
ADMINISTRATION
TECHNICAL
ASSISTANCE (RSATA)
ACTIVITIES

Streamlining
Procedures for USAID
School Equipment
and Furniture
Delivery Program

The RSATA, James Toliver, devised new procedures for the delivery of school equipment and furniture provided under BEEP/ABEL for designated regions. Earlier problems related to verification of the quality and quantity of materials delivered by contracted suppliers had prompted a need to tighten delivery and receiving procedures. Among other measures, the RSATA identified reliable regional signatories to confirm the receipt of the specified quality and quantity of school materials provided under ABEL/BEEP.

Budget Preparation

The RSATA and Koulikoro staff prepared and submitted the third quarter regional school administration (RSA) component of the Ministry of Education (MEN) budget. The budget format used assures uniformity of all technical assistance budget submissions.

Survey of Equipment
Needs

The RSATA, the Regional Director, and his staff conducted an on-site educational needs assessment survey of the last of the five regional inspections-Koulikoro. The assessment provided the basis for planning the material and infrastructural needs to be met through technical assistance.

The assessment survey occasioned the first opportunity for the Regional Director to visit all the schools within the Koulikoro region.

It is feared that after the assessment was submitted, many rural schools may have been washed out by the torrential rains that followed. A new survey is needed to estimate the damage and the number of schools that may have been rescued as a result of earlier capacity building and school improvement technical assistance interventions through BEEP/ABEL.



Identifying Areas for
FAFE Financing:
Strategies for
Community
Involvement in
Priority Determination
and School Support

The planning of seminars for community school maintenance and support was completed. However, the convening of the scheduled seminars early in the summer, prior to the big rains, had to be delayed owing to delays in the timing of the release of project funds. Funds could not be available before the beginning of the big summer rains, and the rainy season is not conducive to working in rural villages. It is hoped that the seminars will be held soon after the rainy season.

Action Plan for
Assessing and
Improving Basic
Management Needs

Classification System: The Directions Regionales de l'Education (DRE) management systems improvement program has continued throughout the quarter at the DRE and inspection levels. DRE secretaries assisted by ABEL staff are continuing to overhaul the DRE document classification system. The work is done on weekends as ABEL staff are fully scheduled during the work week.

Computer Installation: Two Mackintosh computers were installed at the DRE office and two IBM computers are on order. The training of staff in the use of Mackintosh computers will start as soon as budget arrangements have been made.

Administrative
Evaluations

Management evaluations at the inspection level are ongoing. At the regional level, the evaluation of Koulikoro has been completed. The evaluations have six parts: physical or site conditions, transportation (logistics), equipment, communication, personnel administration, and regional administrative coordination. The results of the evaluation, along with observations and recommendations have been submitted to the DRE director. His response is expected soon. The evaluations of Kolokani and Dioila will be completed before the end of September. Those of Baguineda and Kati were completed during the second quarter.

Other RSATA
Activities

Establishment of a Regional Training Center: the RSATA participated in the selection of a contractor to renovate the DRE garage for the establishment of a Regional Training Center. The completion of the rehabilitation work is expected to take two months after the date of contract signing. The RSATA also attended a number of meetings of the DRE as well as workshops and seminars relevant to his work.

MONITORING AND
EVALUATION (M&E)
ACTIVITIES

Monitoring
Educational Quality

Among her other responsibilities, the EMIS TA, Yolande Miller-Grandvaux, continued to develop and refine achievement tests for various grade levels. The testing of student achievement was resumed as soon as funds were released in June 1993. Tests were administered in eighty primary schools in the regions of Segou, Sikasso, Koulikoro, and the district of Bamako and a set of eighteen randomly selected com-



munity schools (écoles de base). Tests were administered in reading, writing, and mathematics in grades 2 and 5. A total of 3,500 students in government schools and 515 community school students were tested. The testing team consisted of four examiners trained in administration and coding of tests. Diasse Tangara of the Institut Pédagogique National headed the testing team.

Socio-economic Study

The results of a socio-economic study conducted by Cheik Omar Fomba, a former BEEP/ABEL evaluation trainee who served on the M & E team, was published in *Diagonales*, (a journal of educational review) # 27, July 1993.

The Early Language Instruction Study

Last January, a team of researchers consisting of BEEP consultants working with the Institut Pédagogique National (IPN), the Institut Supérieur de Formation et Recherche Appliquées (INSFRA) and the Institute for International Research (IIR) through the Improving Educational Quality (IEQ) Project launched the Early Language Instruction Study. The field study resumed on June 15, 1993 and was completed around July 30. Schools were closed for the summer, and special arrangements had to be made to get students and teachers back into schools to participate in the study. Analysis of the data is expected to be completed by the end of October, 1993.

Monitoring Teacher Training

This year's first classes for future teacher trainers started on September 9, 1993 in the Koulikoro region. The objective is to train new teacher trainers. The trainees will be highly qualified and experienced teachers who are selected to be future trainers, and inspectors in each of the ABEL/BEEP project regions. On graduation, these trainers and inspectors are expected to be responsible for training, coaching, and monitoring practitioners in schools and regional pedagogical centers. The ABEL monitoring and evaluation team monitored the training classes and provided on-going recommendations on ways of improving the training program.

Applied Research in Basic Education

The Monitoring and Evaluation TA, Yolande Miller-Grandvaux, attended a seminar at the Centre d'Etudes Pédagogiques Pour l'Experimentation et le Conseil in Lyon, France, from July 15-27, 1993. The seminar was on "Action Research and Basic Education in Africa". The institute has been working successfully on a wide range of applied research in basic education in four Francophone African countries (Guinea, Mauritania, Senegal, and Chad) since 1990 and plans to include Mali in 1994.

The objectives of the seminar attended by the M&E TA, were:

- to clarify the meaning and intent of action research in African basic education
- to build a coherent and relevant action research method and research instruments
- to identify relevant strategies and communication channels for the teams working in different countries



- to inform national education ministries and donors about the value of action-research results

Following her return from the seminar, the E&M TA worked with Mr. Souleymane Kone (Deputy Director of the Direction Nationale de l'Enseignement Fondamental of the Ministère de l'Éducation de Base, and the special advisor designate to the Minister of Basic Education to devise theoretical and practical procedures for conducting multidisciplinary, action-research procedures. The research procedure will be proposed to the Minister of Basic Education at the end of September. The proposed research procedures embody interconnected longitudinal research and action regimes in which research and practical action mutually inform each other in successive stages. The objective of this approach is to study how communities can invest in their own schools and participate in evolving a coherent and relevant curriculum and pedagogical system that addresses the multiple dimensions of the problems of rural life. If accepted, this research innovation will replace the inefficient and unsuccessful "ruralization program" currently in place.

Improving the Ministry of Basic Education's Capacity to Monitor and Evaluate Educational Efficiency and Educational Resources

During this reporting quarter, ABEL's M&E activities focused on creating a central capability to monitor and evaluate the efficiency of educational resource allocation schemes implemented during the first two project years. In addition, M&E efforts during the third quarter aimed at attaining the decentralization of evaluative capabilities to regions, regional directions, districts, and inspectorate levels.

The major objective of the M&E decentralization program has been to establish a school-based auto-evaluation system which allows school principals and teachers to monitor their own performance efficiency autonomously. The nature, content, and assumptions of the autoevaluation system were described in the second quarter report of this year.

A draft auto-evaluation guide was finalized during July, 1993. Currently, it is under study at the Institut Pédagogique National. The development of the guide was supported through local and international resources, particularly the Centre d'Études Pédagogiques Pour l'Expérimentation et le Conseil.

One can only be cautiously optimistic about prospects for implementing a decentralized M&E system as planned by the M&E TA. Political conditions in Mali are still fluid and the educational environment is equally unstable. No clear decentralization policies and guidelines exist as yet. The dynamics between the existing centralized system and the regions are complex and ambiguous. ABEL consultants are challenged to find ways of assisting without being entangled in these complexities.

**SOUTH AFRICA**

The objectives of ABEL/ South Africa during the third reporting quarter were:

- to strengthen the management and pedagogical capacities of existing and potential USAID educational NGO grantees through training and technical assistance
- to increase the relevance of NGOs' expertise and contribution to the process of educational transformation in South Africa
- to promote networking and the exchange of pedagogical ideas between educators in South Africa, other African countries and the US, and
- to provide strategic technical support in the field of education to the USAID mission in South Africa

PROJECT ACTIVITIES**The Namibian/
South African Policy
Dialogue Conference**

ABEL and the Tertiary Education Program Support (TEPS) designed and facilitated a policy dialogue conference in Namibia for twenty-five South African educators and their Namibian counterparts from the Ministry of Education and Culture. The conference was held from July 19 to 24. Its purpose was to create an ongoing forum through which South African and Namibian educators could dialogue, collaborate, and inform each other of developments, concerns, and institutional innovations beneficial to the advancement of education in their respective transitional societies.

The South African participants represented six educational areas: language, bureaucracy and finance, non-formal education, vocational and technical education, teacher training and education, and educational policy. Discussion groups were formed around these six areas to study the issues in detail.

The Namibian Minister of Education and Culture, Mr. Nahas Angula, gave the opening address at the conference. The Associate Director of ABEL/South Africa, Dr. Julie Reddy, coordinated the visit of the South African team. ABEL/South Africa Project Associate, Ms. Tebaliso Moletsane provided logistical support for the team.

Each of the six educational area discussion groups of the Namibian/South African Policy Dialogue Conference completed their final reports at the end of the conference. These reports have been made widely available to educators in the Southern Africa region through ABEL/South Africa.

At the end of the conference, South African participants reflected on the extremely valuable opportunity it offered them to understand in depth the challenges and excitement of reconstructing a post-apartheid educational system. The Namibians shared freely the very real problems of policy formulation and implementation in the complex social, political, and constrained resource environments of a newly earned independence.

**Educare Workshops:
Quality Care and
Multicultural
Workshops**

In August of 1993, Ms. Rachel Samoff, a US educare practitioner, conducted 3 one-day workshops for non-governmental educational organizations in Johannesburg, Durban, and Cape Town. The workshop focused on several key ideas: the central concepts of educare as they relate to quality education; integrating theory and prac-



tice; the mastery of essential knowledge and skills to meet the requirements of the modern workplace, and the implementation of multi-cultural curricula in South Africa and the USA

Prior to conducting the three one-day regional workshops, Ms. Samoff conducted site visits of selected educare programs to acquaint herself with educare practices in the various regions of South Africa. The workshop in Johannesburg was held on August 3 and was attended by forty-five educare participants. The Durban workshop was held on August 5 and had twenty-five participants, while the Cape Town workshop was held on August 11 and was attended by thirty-six participants. Ms. Samoff's report on the three workshops has been made available to interested parties through ABEL/South Africa.

Imbali Education Conference

As part of its technical assistance to USAID/Pretoria, ABEL assisted the Imbali Rehabilitation Center to design, implement, and evaluate a three-day conference on the state of education in the Natal midlands. USAID funded this three-day conference which was held between August 24 and 26. The purpose was to engage the Imbali community and social welfare and educational agencies outside Imbali to collaborate in addressing the spiralling violence and crises tearing apart life in Imbali.

The conference particularly addressed the black township of Imbali. The Imbali community has for years been held hostage to the violence and turmoil in the Natal region. The violence has been particularly damaging to the lives and education of the youth in Imbali. Education in Imbali and its surroundings has been almost fully disrupted since 1987.

Managing People in NGOs

In August and September, ABEL/South Africa offered regional workshops in Durban and Cape Town on "Managing People in NGOs". The Johannesburg workshop will be conducted in October. These workshops were designed to meet requests for advanced training in human resource management. The requests arose from a five-day conference conducted by ABEL in 1992. This conference had provided an overview of organizational development and management issues and methodologies. The core areas covered were:

- selection and induction of new staff
- motivation and its implications for managing people
- setting performance expectations
- delegation of situational leadership
- handling a routine supervisory meeting
- handling a performance and work habit problem
- performance appraisal



Of these areas, motivating and managing people in NGOs was given priority by South African educational NGOs. The NGOs requested the convening of the recent series of ABEL workshops because of their felt- need for skills to build a core of committed professionals within NGOs.

These ABEL workshops were designed and conducted by Ms. Benita Pavlicevic in Durban, Cape Town, and Johannesburg. The timing and attendance of the three workshops was as follows:

Durban, August 16-20, 18 participants

Cape Town, September 13-17, 12 participants

Johannesburg, October 18-22, 40 participants (expected)

Dr. Julie Reddy, Associate Director, ABEL/South Africa, Ms. Cindy Futhane, part-time Organizational Development and Training Specialist, and Ms. Tebaliso Moletsane - Project Associate assisted Ms. Pavlicevic with the organization and conduct of the workshops.

Workshop participants were primarily department heads, supervisors, coordinators, and directors of South African NGOs.

Evaluation Training Workshops: Phases 1 and 2

From July to September 1993, ABEL/South Africa offered two phases of a workshop on how to design and conduct evaluations in Durban and Cape Town. The objective of the workshops was to provide participants with practical skills to design and conduct evaluations. Phase 1 focused on the design of evaluations including the selection of appropriate data gathering tools and methods, the design of data collection instruments and the management of evaluation. Following phase 1 of the workshop, participants were given opportunities to go back to their organizations and conduct an evaluation format designed at the workshop.

Phase 2 of the workshop was held several weeks later and focused on data analysis and the writing of evaluation reports. Both phases 1 and 2 of the workshop were designed and implemented by Ms. Juliann Meharchand, a local consultant in cooperation with ABEL's part-timer Ms. Lorraine Silverman. The dates and number of participants in the two phases of the workshop were:

Durban, Phase 1, July 5-9, 18 participants
 Phase 2, September 6-7, 18 participants

Cape Town, Phase 1, August 2-6, 14 participants
 Phase 2, October 7-8, 14 participants (expected)



Report-Back
Conference on
Education Policy In
Namibia and South
Africa

ABEL/South Africa organized a one-day conference in Johannesburg on September 24, 1993 to report to colleagues and examine the lessons of the Namibian/South African Policy Dialogue held in Windhoek in July 1993. Sixty-three South African educators attended this reporting conference. Much insight was gained into South Africa's problems of transforming education to serve the needs and aspirations of a post-apartheid society.

Technology
Curriculum
Development and
Policy Consultancy

During this reporting quarter, ABEL/South Africa sponsored the visit of Professor S. Waks, international expert on technology and curriculum, to South Africa. The purpose of Professor Waks' visit was to train and advise USAID science/technology grantees on how to design, implement, and evaluate technology curriculum in the South African educational context. During his visit, Professor Waks conducted meetings, workshops and discussions with a large number of NGOs, including the Independent Examinations Board, Science Curriculum Initiative for South Africa, the Center for the Advancement of Science and Mathematics Education, as well as other selected academic institutions. He submitted his trip report at the end of his visit.

Evaluation of
Organizational
Effectiveness: Early
Learning Resources
Unit (ELRU)

Dr. Jonathan Jansen, Director of ABEL/South Africa, facilitated an organizational evaluation workshop for ELRU in Cape Town on September 12-13, 1993. Twenty-four ELRU staff participated in the workshop which reviewed organizational effectiveness in the period January through August 1993. He submitted a summary report of this activity.

The Karoo Literacy
Initiative Consultancy

Dr. James Marsh was contracted for two weeks in July to prepare and finalize plans for the establishment of a comprehensive literacy initiative for the Karoo region. In 1992, the Karoo Resource Center (KRC) hosted a historic conference which focused national attention on the problems of education and development, particularly the absence of primary education opportunities in the Karoo region of South Africa. In late 1992 and early 1993, Project ABEL had provided initial guidance to KRC to begin a preliminary dialogue with literacy stakeholders in the region and to explore the feasibility of developing a regional literacy initiative. Dr. Marsh's consultancy is a follow-on to these initiatives.

National Evaluation:
South African
Association For Early
Childhood Education
(SAAECE)

At SAAECE's request, ABEL's Jonathan Jansen, Julie Reddy, and Lorraine Silverman conducted a national evaluation of SAAECE from June to September 1993. The purpose of this evaluation was to assess the effectiveness of SAAECE as a national education body in the current South African context. The evaluation findings will be used by SAAECE to inform its future strategies for reorganization of its regional and national branches. SAAECE is planning to expand its regional and national networks and to coordinate all of its early childhood education and care under a centralized management umbrella.



Observation

ABEL/South Africa has endeavored to design and gear its activities to fit its main objectives of strengthening the capacity of educational NGOs. ABEL also endeavored to promote the exchange of experiences and tested solutions to educational problems nationally and regionally. ABEL's goals and objectives were kept in focus as its activities were guided by the expressed needs of educational practitioners and stakeholders and the USAID mission. Recent stakeholder trends indicate that as the mid-1990s approach, the larger educational development agenda may be dominated by the need for staff development to redress racial inequities in the non-governmental education sector. More extensive staff development programs may be needed to enhance the professional participation of population groups long disadvantaged by the apartheid system.



SWAZILAND

ABEL seeded a project, APEX-SZ, subcontracted by RTI. APEX is a policy support tool to be used to assess options related to education policy changes in Swaziland. This project is now being continued through World Bank financing. Its thrust is to empower the Ministry of Education to use data effectively to make sound policy decisions. It is also designed to institutionalize the capacity to examine policy options and thereby inform the policy formulation process. At the heart of this activity is the development of a tool that will help the Ministry of Education better understand where it is and begin to flesh out the implications of where the Ministry and the education system as a whole might like to go. The hope is that ultimately, there will be a policy support unit within the Ministry of Education capable of developing tools on their own and using them in workshop situations to broaden and democratize the policy formulation process.

INDIA

An Intergenerational Case Study was launched by Joy Wolf in cooperation with Mihira Karra. The purpose of this anthropological case study is to identify the existence of shifting patterns of decision making between the sexes and generations within the Indian extended family system. Many variables including the educational level of respondents, socio-economic status of members, and gender roles are treated as intervening variables in shifting intergenerational behavior and role patterns. The study is expected to shed light on critical variables that mediate between conventional affirmations such as the correlation between female education and reduced fertility.

ETHIOPIA

The policy dialogue activity in basic education has been initiated on the basis of phases I and II of the Education Sector Review conducted earlier in the year. RTI prepared a proposal that is being reviewed. The activity is expected to start early in 1994.

VENEZUELA

A variety of consultants under the direction of Dr. Robert Levine, Harvard University, were supported on a study, *Maternal and Child Languages*, in Venezuela. The Venezuela study is expected to augment previous rural findings on the correlation between mothers' literacy and language proficiency and the health behavior of mothers, fertility, and child rearing practices. Similar studies were previously done in Nepal, Zambia, and Mexico under different agency and project sponsorship. Of these, only the Zambia study was done in urban settings. The Venezuela study will replicate the study in a second urban setting to test the robustness of the positive relationship between maternal literacy and language proficiency and dependent variables such as child health and rearing, fertility, and such other beneficial behavioral variables.



BOSNIA

Creative Associates and John Hatch, Associate Director of ABEL, were charged with the responsibility of selecting and purchasing much needed materials for Bosnian schools. The selection and purchase of the materials has been accomplished. Arrangements are underway to deliver these materials through agencies handling humanitarian shipments to Bosnia. This assistance activity was initiated and funded by AID/WID.

AFRICAN ACADEMY OF SCIENCES

John Hatch monitored an emergent research proposal from the African Academy of Sciences (AAS). Following a prolonged consultation and a workshop held in Nairobi in 1991 on gender issues in African education, the AAS and Donors to African Education agreed on a "Research Priorities for the Education of Girls and Women in Africa". At present, AAS is in the process of accepting research proposals from different scholars within the African region. The gender-related research projects will be initiated in, among others, Ethiopia, Kenya, Uganda, Botswana, Cameroon, Nigeria, South Africa, Zimbabwe, and Zambia.

AAS's research programs are supported by UNICEF, McArthur Foundation, Ford Foundation, Carnegie Corporation, and USAID. ABEL's involvement with the AAS pertains to supporting three research proposals and assisting AAS to follow standard USAID procedures for proposal submission and accounting.

ASSESSMENT/ TESTING

Consultant Joanne Capper started work on developing an Assessment/Testing Handbook earlier in the year. The purpose of the handbook is to clarify the methodological and pedagogical grounds for designing tests to reinforce creative curriculum and instructional designs for student-centered teaching. The work progressed significantly during this quarter. The project is expected to be completed by the end of the year.

BANGLADESH RURAL ADVANCEMENT COMMITTEE (BRAC)

The case study of BRAC's Non-formal Primary Education program reached the final stage of editing. The lessons learned from BRAC's innovative curriculum design, strategies to redress the gender-gap in the education of undeserved groups, and the crafting of rural participation in and ownership of the education of children were carefully highlighted in the process of rigorous text editing. Cynthia Prather of Creative Associates is the chief editor. Its publication is expected in September or October.



**GIRLS'
EDUCATION
DATABASE
PROJECT- SYSTEM
FOR ADVANCING
RESEARCH IN
GIRLS'
EDUCATION
(S.A.R.A)**

Creative Associates has continued work on abstracting and indexing of their unique collection of materials on female education. The abstracts will be submitted to ERIC periodically for quality control and selective incorporation of materials into the ERIC database. Creative Associates will maintain a supplemental database and house all the hard copies of the materials and supply users with copies on request.

**PROJECT-WIDE
WORKSHOPS**

**EPICS Workshop,
Bamako**

Consultant Clair Brown, conducted a workshop of EPICS (education policy simulation module) from August 12-26, 1993 in Bamako, Mali. EPICS demonstrates the impact of increasing access to and retention in basic education on the social and economic development of a low income country. Since ABEL/Mali emphasizes girls' access and retention in basic education, the workshop's emphasis was on the social and economic consequences of educating girls.

Participants were drawn from the Ministry of Basic Education's Inspection of Basic Education, Bureau for Regional Education, Counselors on Teaching and Learning, National Bureau for Girls Education, National Institute of Pedagogy, Bureau for Women's Literacy, members of the Minister's Cabinet, and others. Six consecutive one-day workshops were run for groups of 14-36 people. A total of 165 people attended the workshops. In addition, four members of the Ministry of Basic Education received training on how to run the EPICS program in future regional and district training sessions.

**EPICS Workshop in
Washington DC**

Five Guinean educators received EPICS training on September 8, 1993, at the main office of AED in Washington DC. Christina Rawley conducted this EPICS training workshop. The participants were very responsive to the content of the EPICS policy simulation model and requested in-country training sessions of EPICS with adaptations to fit the Guinean context.



PUBLICATIONS
COMPLETED THIS
QUARTER

The FORUM for Advancing Basic Education and Literacy:

Vol. 2, Issue 4, Resources for Education for All, August, 1993

ABEL INFORMATION BULLETIN: Bulletin No. 37, *Primary Education for All: Learning From the BRAC Experience, July, 1993*

Bulletin No. 38, *Guatemalan Development and Female Education, September, 1993*

ABEL REPORT: *ABEL Quarterly Report: April-June, 1993*

TECHNICAL REPORT: Lucille Toure, *Revised Report on Reorganization of Mali Basic Education Expansion Program Filing System and Secretarial Handbook, August 1993*

Bettina Moll-Druecker and Dora Mwalwenje, *Gender Appropriate Curriculum Development in Primary Education in Malawi, July, 1993*

Bettina Moll-Druecker and Dora Mwalwenje, *Improving Girls Attainment in Basic Education and Literacy in Malawi; Technical Paper and Guidelines, July, 1993.*

Haiyan Hua, *Contributing Factors to Higher Achievement in Botswana Secondary Schools, 1993*

Joanne Capper, *Executive Summary, Testing to Learn—Learning to Test: A Policymaker's Guide to Better Educational Testing.*

PUBLICATIONS IN
PROGRESS

Joanne Capper, *Testing to Learn—Learning to Test: A Policymaker's Guide to Better Educational Testing.*

RESEARCH PUBLICATION: Manzoor Ahmed, Colette Chabbott, Arun Joshi, and Rohini Pande. *Primary Education for All: Learning From the BRAC Experience; A Case Study, November, 1993* Editor, Cynthia Prather



DISSEMINATION OF ABEL PUBLICATIONS AND OTHER EDUCATIONAL MATERIALS

FORUM Volume 2, issues 3 and 4, and information bulletins 37 and 38, were disseminated to 4,500 locations worldwide.

In addition to these publications, selected ABEL research publications and reports were disseminated to scores of institutions and individual researchers worldwide. The demand for ABEL materials, particularly the FORUM, is rising dramatically. Complimentary letters about the quality and relevance of materials regularly disseminated come weekly in large numbers. No less than fifteen such letters are received weekly from research institutes, universities, ministers of education, different ranks of educators, NGOs, and individual researchers worldwide.

Other ABEL publications such as Information Bulletins, research monographs, and country reports are demanded by an increasing number of educators and donors to Third World education. This quarter, an average of 15-25 different materials have been mailed out each week on request by researchers in universities and other educators in the US, Canada, South Africa, the Netherlands, India, Pakistan, Singapore, Thailand, and many other countries. Different departments of the World Bank, UNICEF, and UNESCO, Peace Corps, Save the Children and other NGOs also request and receive ABEL publications and research monographs.

THE ABEL LIBRARY

The ABEL library continues to grow as more recent materials on basic and girls' education are acquired. The library has over 620 entries as of the end of September. Some of the recent acquisitions came as material exchanges courtesy of educational NGOs in Asia and Latin America who are on our regular mailing list. More materials were purchased from the World Bank, UNESCO, and private publishers. The InMagic database of the library has been updated with the new materials. Increasing use is being made of this library by external researchers and other AED educational projects.

