96705

FINAL PROJECT REPORT

Advancing Basic Education and Literacy (ABEL)

United States Agency for International Development (USAID)

Contract Number DPE-5832-Z-00-9032-00

Submitted by:

The Academy for Educational Development, Inc., AED (Prime)
Creative Associates International, Inc., CAII
Research Triangle Institute, RTI
Harvard Institute for International Development, HIID

September 1995

ABEL I FINAL REPORT

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AED

Academy for Educational Development

July 21, 1995

Dear Colleagues:

This report is the final program document required under the ABEL I contract with the U.S. Agency for International Development (USAID) (Contract DPE-5832-Z-00-9032-00). In it we have attempted to capture the accomplishments, the techniques, the actual deliverables, and the operating approaches which made this project a success. As with any large endeavor, which this five-year effort was, spanning as it did 23 countries, in at least 16 technical areas, at a time when the development world and its supporting agencies were going through massive changes, ABEL adjusted frequently within its scope.

ABEL I had a remarkable mandate in the history of the U.S. Agency for International Development. That mandate was to assist basic education wherever it was found in USAID supported countries. It had no restrictions to limit itself to a particular area, to a particular geographic locus, or to limit itself to a particular theme of development. We believe that this freedom of implementation, and encouragement to draw upon those elements of development assistance which best suited a country's situation allowed this project to be unusually responsive to USAID Missions' need for assistance with education. Working together for five years, the Consortium provided a set of core competencies that have benefitted both the recipient countries in which they worked and the people with whom they worked. During the course of the project, beginning as it did in 1989, we saw most basic education assistance shift from more centralized approaches to more highly decentralized models of educational delivery. We saw the rapid rise of the understanding of the role of girls and women in the development of a country, and we saw the use of some remarkably powerful, new tools combining the best elements of numerical analysis done on a computer with the elements of play-acting and simulation that have become so much a part of our modern business world. ABEL itself was also a way to demonstrate that a consortium of commonly dedicated people, though working in competent but competitive firms, can still deliver a synthetic product of high quality, within the time required, with the resources available.

As Director of ABEL I, I feel honored to be able to provide this summary report; to have had the privilege of working with some extraordinary colleagues, and to have benefitted from associations with the remarkably dedicated public servants who can be found in virtually every USAID mission in the 44 countries that USAID serves. Thank you for the opportunity to work in this way.

Respectfully,

Kurt D. Moses
Vice President and Director
Advancing Basic Education and Literacy I

1875 Connecticut Avenue, NW, Washington, DC 20009-1202
Tel. 202-884-8000 Fax 202-884-8400

ACKNOWLEDGEMENTS

Efforts of the magnitude of ABEL I are not possible without the close coordination of many people, each with a different set of pressures, and each with very different timelines. A crucial factor in the success of ABEL I was Mr. James Hoxeng, Cognizant Technical Office (CTO), presently with the USAID Global Bureau. His style of management contributed immeasurably to the responsiveness and balance of ABEL I assistance to so many countries. Mr. Sam Rea formerly of the USAID Global Bureau, deserves credit for steadfast support of this activity in trying times. Linda White provided the necessary technical support to Jim Hoxeng and Sam Rea, and assisted many times in the reworking of the ABEL Project Ceiling. A special thanks is also due to the various staff members of the USAID Women In Development (WID) office. Beginning with Ms. Chloe O'Gara, they include Stephanie Funk, Mary Clark, Rosalie Norem, and Sylvie Morel-Seytoux. Each contributed in a material way to moving forward the agenda of women in development within the agency, and assisting ABEL to be responsive in these areas. Special thanks goes to the Africa Bureau and specifically Ms. Julie Rea who provided both support and direction to the considerable ABEL efforts in Africa.

These acknowledgements also would not be complete without mentioning the support provided by our consortium members under this project. A particular thanks should go to Ms. May Rihani of Creative Associates International who was essential to our work in the WID area, to Dr. Luís Crouch of the Research Triangle Institute who led the team involved with so much of the excellent policy dialogue work, and to a succession of HIID personnel including Dr. Bill Cummings, Dr. Abby Riddell, and most recently, Dr. Fernando Reimers who assisted in the delivery of HIID services. Special mention is deserved also for Ms. Christina Rawley and Dr. Jim Williams who were responsible for the editing and publication of the *Forum*. Over 200 consultants worked with ABEL in the course of five years of operation. Almost without exception, these consultants met their requirements, some with a very special level of dedication and considerable creativity. The project owes any success to this special combination of people.

ACRONYMS USED IN THE MAIN TEXT

AAS	African Academy for Science
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
BRIDGES	Basic Research and Implementation in Developing Education Systems
CAII	Creative Associates International, Inc.
CEPD	Center for Education Policy Development
CIDE	Centro de Investigación y Desarollo Educativo
CISTAC	Centro de Investigación Social Tecnológica Apropriada y Capacitación
CPES	Centro Paraguayo de Estudios Sociologicos
CPS	Cellule de Planification et de Statistique
COSAS	Congress of South African Students
CRA	Commisionership for Administrative Reform
CTO	Cognizant Technical Officer
DAF	Direction Administrative et Financiére
DNEF	Direction Nacionale de l'Enseignement Fundamental
DRE	Directions Regionales de l'Education
DRUC	Koulikoro Division of Rural and Urban Construction
EEI	Enterprise Education Initiative
EHRDO	Education and Human Resources Development Office(r)
EHRTS	Education Human Resources Technical Support
EIM	Education Impact Model
ELET	English Language Education Trust
ELRU	Early Learning Resource Unit
EMIS	Education Information Management System
EPICS	Education Policy Simulation
EPU	Education Policy Unit
ERIC	Education Resources Information Center
ESAT	Educational Support and Training
ETS	Educational Testing Services
FAAE	Forum for Advancement of Adult Education
FSTA	Field Support & Technical Assistance
G/HCD/FSTA	Bureau for Global Programs, Center for Human Capacity Development, Office of Field Support and Technical Assistance
GABLE	Girls' Attainment in Basic Education and Literacy

GAC	Gender-Appropriate Curriculum
GIS	Geographic Information System
GRN	Government of the Republic of Namibia
GOU	Government of Uganda
HAP	Human Awareness Program
HCD	Human Capacity Development
HIID	Harvard Institute for International Development
HSRC	Human Sciences Research Council
IEB	Independent Examinations Board
IEES	Improving Efficiency of Educational Systems
IEQ	Improving Educational Quality
IIEP	International Institute of Educational Planning (UNESCO)
INSET	Inservice Education of Teachers
IPN	Institut Pédagogique National
IQC	Indefinite Quantities Contract
IRC	Imbali Rehabilitation Center
ISTT	Inservice Teacher Training
KFW	Kreditanstalt Fur Wiederaufbau (a German NCO)
KRC	Karoo Resources Center
LEARNTECH	Learning Technologies
MEC	Ministry of Education and Culture (Mali)
MIE	Malawi Institute of Education
MIS	Management Information System
MOEC	Ministry of Education and Culture
NECC	National Education Coordinating Committee
NEPI	National Education Policy Investigation
NGO	Non-governmental Organization
NPA	Non-project Assistance
OLSET	Open Learning Systems Education Trust
PAAD	Program Assistance Approval Document
PAAP	Program Approval Assistance Project
PAIP	Program Assistance Initial Proposal
PESA	Primary Education Sector Assessment
PROLIT	Project Literacy
RSATA	Regional School Administration Technical Advisor
REDUC	Red de Documentación de Educación
RTI	Research Triangle Institute
SAAECE	South African Association for Early Childhood Education
SABER	South African Basic Education Reconstruction
SACHED	South African Council on Higher Education
SARA	System for Advancing Research in Girls' Education
SEDEP	Service de Developpement et d'Evaluation
SHARE	System to Help Access Reports of Effective Education
TELIP	Teaching English Language Improvements Project

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

I. INTRODUCTION

This is the final report for the Advancing Basic Education and Literacy (ABEL) project required under contract DPE-5832-Z-00-9032-00 between the Academy for Educational Development and USAID. The project was initiated on September 29, 1989 and this first phase concluded on September 28, 1994. The contract is in the amount of $ 14,650,644, with a programmed contribution from USAID/S&T of $ 5,400,000, and the remainder set aside to accommodate Mission or Bureau Buy-In. It is part of the Advancing Basic Education and Literacy Project No. 936-5832 under USAID Office of Field Support and Technical Assistance, Center for Human Capacity Development, Bureau for Global Programs described in **Exhibit 1** following. The project was formerly assigned to USAID/R&D/ED and began under USAID/S&T Bureau.

The contract has been conducted by the Academy for Educational Development (AED) as prime contractor, and its subcontractors: Creative Associates International, Inc. (CAII), Research Triangle Institute (RTI), and the Harvard Institute for International Development (HIID).

A. SCOPE

The ABEL I project was designed to be USAID's primary mechanism to assist governments and USAID Missions in the design and implementation of basic education activities. Accordingly, the project had as its objectives:

1. Technical and managerial support for governments and USAID field missions. This support is to include dissemination of tools, methods, and research findings produced under current or future projects, and provision of new forms of technical assistance to address management issues that occur between a central ministry and local schools;

2. Pilot projects, research, and evaluation. This support is to include selected pilot projects to test the effectiveness of small scale interventions, and various, short-term empirical studies particularly related to gender issues; and

3. Short-term training. This support is to include country-specific seminars, regional seminars, and U.S. based training as appropriate.

USAID anticipated that a portion of training services would be funded directly through USAID Mission buy-ins. Appendix A contains the USAID project component description.

EXHIBIT 1

PROJECT IDENTIFICATION DATA SHEET

1. **COUNTRY:** WORLDWIDE

2. **PROJECT TITLE:** ADVANCING BASIC EDUCATION and LITERACY

3. **PROJECT NUMBER:** 936-5832

4. **PROJECT DATES:**

   a. First Project Agreement: March 29, 1989

   b. Final Obligation Date: FY 98

   c. Most Recent PACD: July 31, 1999

5. **PROJECT FUNDING**

   a. AID Grant Funding $10,000,000

   b. Mission buy-ins $30,000,000

   TOTAL: **$40,000,000**

6. **MODE OF IMPLEMENTATION:** **G/HCD/FSTA**

7. **PROJECT DESIGNERS:** USAID/Bureau for Science and Technology, Office of Education

8. **RESPONSIBLE MISSION OFFICIALS:**

   Office of Field Support and Technical Assistance, Center for Human Capacity Development, Bureau for Global Programs — James Hoxeng

B. BRIEF BACKGROUND

ABEL I, beginning in 1989 benefitted from a confluence of factors. In part, these factors accounted, for the very rapid growth of the project, and for reaching its funding ceiling less than 75% of the way through its project life.

1. The Basic Education "earmark" by the U.S.Congress, provided a considerable incentive for USAID Missions worldwide to carefully consider whether they could undertake a basic education effort. Many responded in the affirmative.

2. The continuing congressional support for the Development Fund for Africa (DFA) which provided substantial Mission discretion funds for African USAID Missions.

3. The beginning of a substantial number of Mission assistance packages involving non-project assistance (NPA), which necessitated that the USAID Missions seek rapid, analytically oriented technical assistance in order to assist with evaluations, determination of tranche conditions and training of recipient ministries and governments.

4. The Boston, and then Jomtien, Thailand Worldwide Education for All Conferences (WEFA), which began in November, 1989 and March 1990 respectively. The Jomtien conference in particular, attended by prime ministers, presidents, and ministers of education, "enthused" and motivated many governments, and served as rallying point for ministers of education in at least ten African countries to press for renewed commitments to basic education.

This confluence of factors created substantial pressures to provide services to a large number of countries, as will be detailed in the sections to follow.

II. ACTIVITIES AND ACHIEVEMENTS

During the five years of ABEL I, the project met all project objectives and deliverables and fulfilled all project amendments and delivery orders as summarized in the USAID Scope of Work of October 1, 1989 as referenced in **Appendix A**. In some cases, ABEL I expanded upon certain requirements to accommodate changing country demands and conditions, still within the scope of the contract. The following section provides an overview of main activities, describes some of the most significant achievements, and, where possible, indicates their effect. The work listed below was supported by virtually all members of the ABEL consortium.

A. OVERVIEW OF ACTIVITIES

From October, 1989 through September 1994, ABEL I served directly 21 countries and, including conferences, was active in 23 countries, in addition to providing information for at least 50 other countries through its dissemination services. **Exhibit 2**, with the exception of Croatia, shows their geographic distribution. Twelve of the 21 countries are in Africa, just under 60% of the groups served. As a rough estimate, approximately 10 million school-age children were directly affected by ABEL I activities.

In keeping with the programmatic requirements of the project, ABEL I tracked expenditures for all project areas according to broad categories. **Exhibit 3** graphically indicates the manner in which $ 14.2 million of total committed expenditures (of the contract ceiling of $ 14.65 million) were expended. As noted, just under 66% was committed to Technical Assistance and Design--largely in support of Mission activities, approximately 19% to administration, just under 6% to dissemination activities, 6.0% to research, and 3.7% to all forms of short-term training such as conferences, workshops an seminars.

As noted in the ABEL Activities Matrix, **Exhibit 4**, ABEL activities, particularly under the general category of Technical Assistance and Design to USAID Missions and Governments, involved an entire range of more detailed activities. These included: capacity building, research and analysis, evaluation, curriculum development, teacher training, teaching materials, monitoring and evaluation, Education Management Information Systems, literature reviews, policy modeling, staff development, education infrastructure, WID activities, study tours, conferences and workshops, and publications and dissemination. These activities involved over 221 consultants as well as approximately 33 permanent consortium staff members. In total, over 1,230 person-months of effort were expended.

EXHIBIT 2

COUNTRIES WITH ABEL I ACTIVITIES

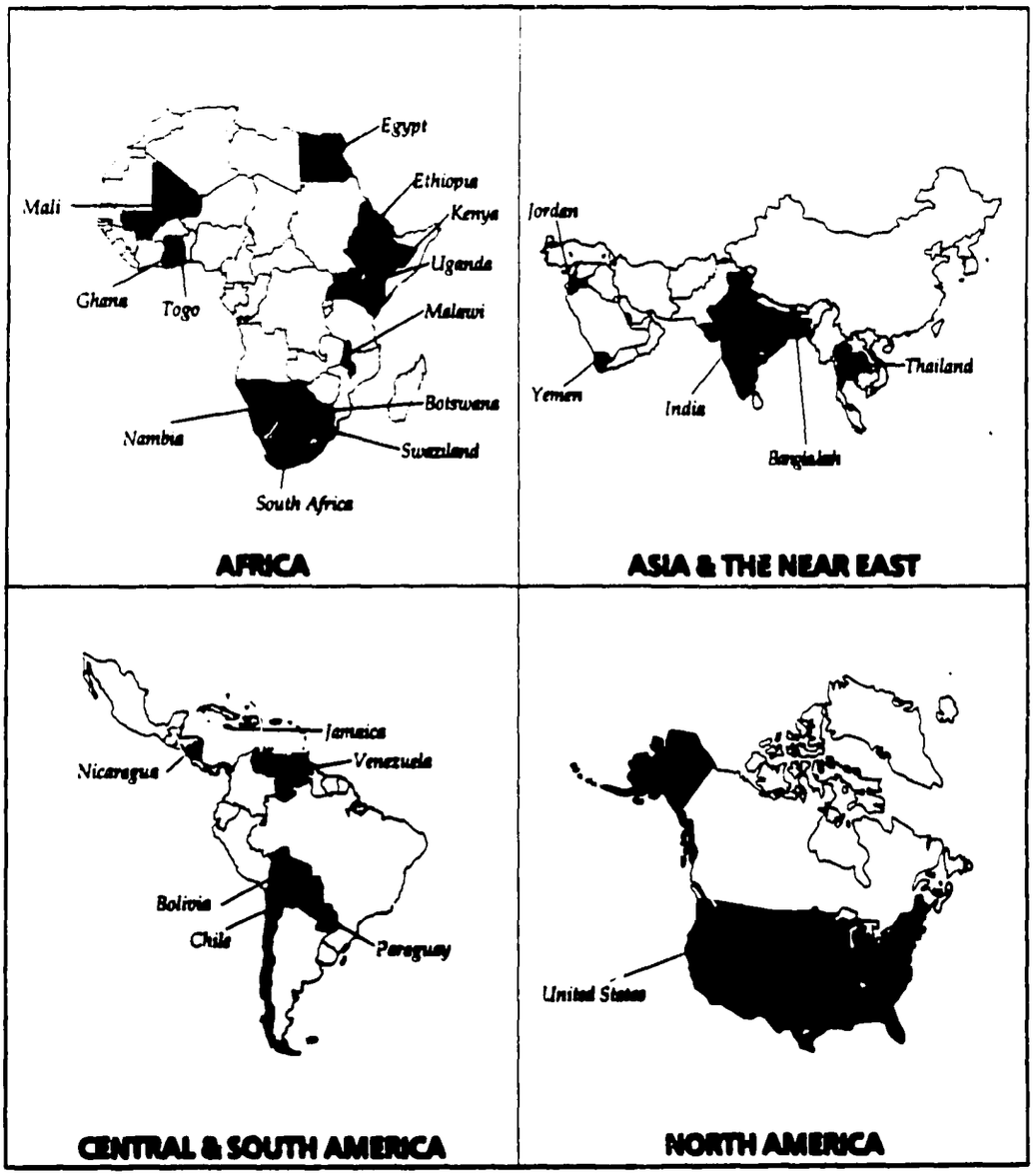


EXHIBIT 3

PROJECT ABEL: SUMMARY OF EXPENDITURES

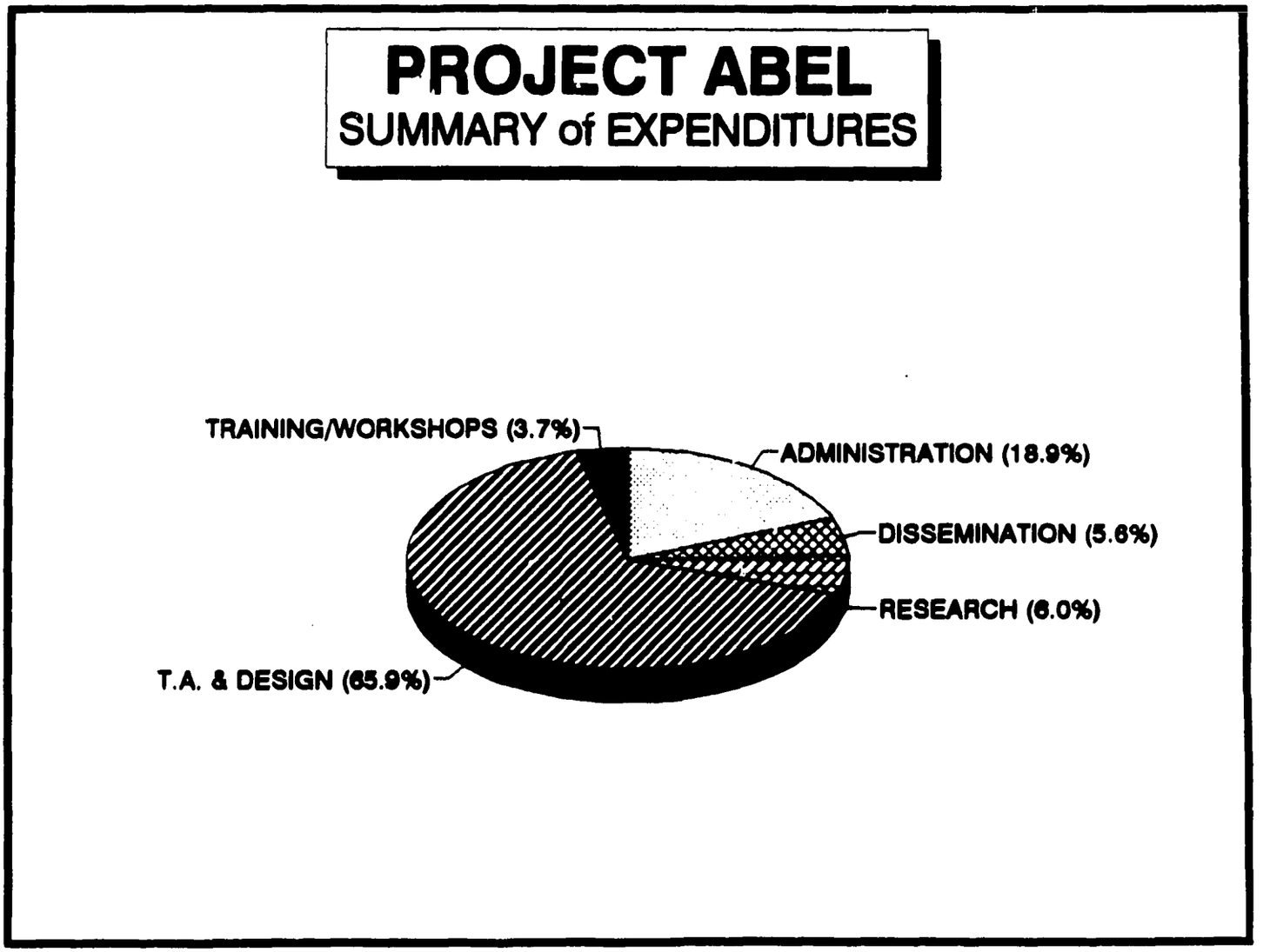


Exhibit 3 (continued)

PROJECT ABEL
SUMMARY OF EXPENDITURES

ACTIVITY	
ADMINISTRATION	$2,671,231
DISSEMINATION	$786,731
RESEARCH	$845,821
T.A. & DESIGN	$9,327,043
TRAINING/WORKSHOPS	$521,770
TOTAL	$14,152,595

EXHIBIT 4

ABEL ACTIVITIES MATRIX

	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	✓	✓	✓	✓			✓									
Community/School Development	✓			✓						✓	✓		✓		✓	
Training	✓										✓					
Assessment	✓	✓	✓									✓				
alization/Decentralization	✓		✓				✓			✓		✓				
Planning	✓		✓					✓			✓					
ing Education Quality		✓	✓									✓		✓		
AFRICA																
	✓	✓			✓									✓	✓	✓
g Workshops & Conferences															✓	
Workshops	✓														✓	
	✓									✓			✓			
/Modeling																
velopment	✓		✓		✓											
gram Development											✓					
AWI																
er Sensitivity	✓	✓			✓	✓							✓			
er-Appropriate Curriculum	✓										✓		✓			
E Activities		✓					✓						✓			
tional Planning	✓	✓						✓		✓						
Study Tour	✓												✓	✓		
r Unit at MIE				✓	✓	✓							✓			
Term Activi																
desh-BRAC Study		✓											✓			✓
ia-Ed. Sector Review/Demand Study		✓	✓							✓			✓		✓	✓
Education Database Project		✓														
Research Publication		✓										✓	✓			✓
Information Bulletin		✓														✓
		✓														✓
esearch		✓														✓
gua Dropout Study		✓								✓					✓	
dy		✓								✓					✓	✓
nerational Case Study		✓											✓			✓

To support this effort, ABEL I received funds from three main sources, core funds from USAID/S&T/ED of $ 4.6 million constituting 32% of revenue, Mission buy-ins of $ 8.6 million constituting 60% of revenues, and $ 1.1 million from the USAID WID office 7.5% of revenue. As noted in **Exhibit 5**, 13 countries, of which 8 are in Africa, had buy-ins to ABEL I in varying levels.

Details on the specifics of these buy-in projects can be found in Section IV.

B. TECHNICAL AND MANAGERIAL SUPPORT FOR GOVERNMENTS AND MISSIONS

ABEL I's major activities in this category involved support to the 13 buy-in countries, 2/3rds of which were in Africa. Three countries in Africa--Mali, South Africa, and Malawi--took 75% of all buy-in ceiling available. Hence, a majority of ABEL I attention in support of buy-ins was towards these countries. Additionally, and critical to new activities, ABEL I provided Sector Assessments or critical design assistance in five countries--Malawi, Ethiopia, Paraguay, Uganda, and Ghana. These assessments were all completed on, or ahead of schedule in each of the countries. All of these assessments led to subsequent education projects. Section II provides additional detail on this.

Additionally, as will be highlighted later, ABEL I served as the primary vehicle for the USAID WID office to introduce WID issues into as many designs as possible. In two of the three major buy-in countries, WID was a central consideration. In 14 other countries and design efforts, ABEL I supplied WID technical assistance helped frame new approaches.

A brief synopsis of the largest accomplishments includes:

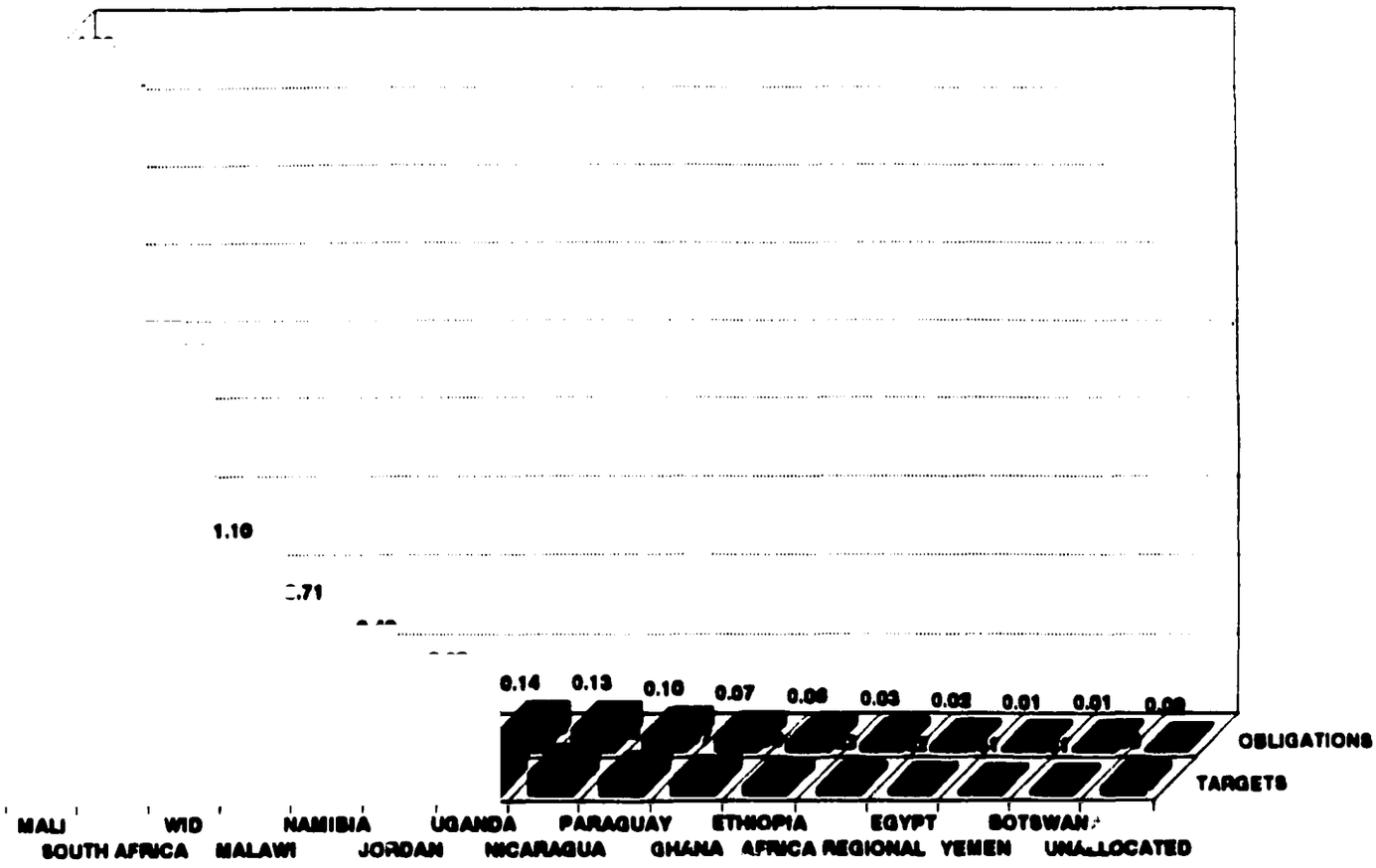
1. MALI

ABEL I technical assistance for four years involving three long term personnel and 65 consultants as well as 12 local personnel provided essential support to the Basic Education Expansion Project (BEEP) in that country. ABEL I allowed the Mission to begin its project within three months of USAID commitment, and by providing monitoring and evaluation, EMIS, and administrative reform services, completed over 26 core project objectives.

The Mali effort created breakthroughs in a sustainable monitoring and evaluation capacity in Francophone Africa (the first comprehensive testing in two grades in

EXHIBIT 5

PROJECT ABEL TARGETS VS. OBLIGATIONS



recent history), provided a new level of technical capacity in EMIS (custom software) and state of the art policy support approaches (as will be described shortly), as well as the first support to extensive regionalization. Additionally, it provided critical logistical support to a massive teacher training effort, school reconstruction, and an effective regional WID program. ABEL I staff trained over 600 personnel in at least 26 separate workshops or sessions. A major HBCU, Clark Atlanta University performed a substantial part of the management training.

In part as a result of the ABEL I effort through an exchange of findings, countries such as Guinea, Burkina Faso, Senegal, Ghana, and Niger have access to new testing techniques.

2. SOUTH AFRICA

In South Africa, ABEL I long-term staff, initially three and then five by the end of ABEL I, along with 32 consultants was the USAID Mission's major vehicle for assistance to over 70 Non-governmental Organizations (NGOs) supported under the Missions two large basic education projects--ESAT and SABER. ABEL I provided, on average 32-37 conferences, workshops, seminars, or training opportunities each year for three years. It provided essential institutional development training, short-term consulting, and networking among NGOs, who were so fragmented under the apartheid structure. In addition to supporting short-term training for 580 persons per year, the ABEL I office also served as a "neutral" venue for sociological studies in South Africa.

The ABEL I experience in South Africa, particularly as NGOs prepared for the transition to post-apartheid, was sought after by Namibia, Swaziland, Malawi, and Lesotho.

As is noted later in specific sections, the South African work on Policy Analysis and Dialog, conducted jointly with South African counterparts, was a breakthrough type of assistance--changing as it did, the factual basis for very heated, racial and politically partisan debate. ABEL I core funds, because of the much broader applicability of this work, were used both in South Africa and as well Ethiopia.

3. MALAWI

ABEL I was instrumental, as a project vehicle, in creating the underpinnings for Malawi's Girls Attainment of Basic Education and Literacy (GABLE I and II) projects. Beginning in 1990 with the underlying studies, ABEL I framed the core questions, the nature of the short-term assistance, and underpinned the development of GABLE II. The assistance used a new technique of long-duration, short-term consultants by which the same consultant would return each year, usually several times, for a period of three years. ABEL I's primary assistance was in integrated planning to include more girls in the educational system, adjusting the Malawian curriculum to become sensitive to gender issues (a comparative first in southern Africa)--as well as training to accomplish that, and assorted technical studies.

Malawi will be one of the first African new educational projects to make direct use of the ABEL I developed Bangladesh Rural Advancement Committee (BRAC) case study and approach.

4. OTHER MISSIONS, USAID WASHINGTON AND GOVERNMENTS

ABEL I assistance to the other 18 Missions and Governments consumed 25% of all Technical Assistance and Design efforts performed. The majority of activities concentrated on short-duration (three-months-to-one-year efforts). Several of the breakthrough efforts are highlighted below.

Additionally, ABEL I served as a primary basic education resource to USAID/Washington S&T/Education, the USAID WID office, the USAID Africa Regional Bureau, and to a lesser extent, the USAID/Latin American and Caribbean Bureau. An estimate is that approximately 15% of administrative time was spent supporting central efforts

C. DISSEMINATION PRODUCTS

Under ABEL I, and despite the very low level of staffing specifically for dissemination and training, dissemination was an essential part of virtually every phase of the project. In total, ABEL I spent approximately 5.6 % of its funds and about $ 750,000 on dissemination activities. As noted on **Exhibit 6**, the dissemination approach involved a variety of items. **Appendix B** contains the complete publication list for ABEL I.

EXHIBIT 6

ABEL PRODUCTS

CATEGORY	Number of Issues/ Items	Total Number Disseminated	Published Language
1. The FORUM for Advancing Basic Education and Literacy	12 (3 vols.)	45,000	English
2. Information Bulletin Series	43	60,000	English
3. Country Reports:	91 TOTAL		
Bangladesh--BRAC	2	15	English
Bolivia	2	50	Spanish
Botswana	3	100	English
Chile	1	20	Spanish
Croatia	2	20	English
Egypt	1	25	English
Ethiopia	3	50	English
Ghana	2	25	English
Jordan	1	25	English
Malawi	17	270 (est.)	English
Mali	23	340 700	English French
Namibia	5	150	English
Nicaragua	1 1	25 100	English Spanish
Paraguay	1 1	3 200	English Spanish
South Africa	18	500	English
Swaziland	1	25	English

Exhibit 6 (continued)

CATEGORY (continued)	Number of Issues/ Items	Total Number Disseminated	Published Language
Thailand	1	50	English
Uganda	2	70	English
Venezuela	1	25	English
Yemen	1 1	30 10	English Arabic
4. Audio-Visual Materials:	42 TOTAL		
Partnership in Basic Education	1	1	English
Empowering the Education Manager	1	48	English
The Lesser Child	1	4	English
EPICS Workshop for Mali	1	5	French
USCEFA Conference on Education for All	31	3	English
USAID: A Partner in Improving Basic Education	1	15	English
A Low-Cost Data-Logger for The Third World--Zimbabwe	1	35	English
Girls' Education: Benefits and Constraints (14 mins.)	1	35	English
Girls' Education: Benefits and Constraints (EPICS training workshop--EFA) (2 hours)	2	5 5	English French
Enseignement Fondamental au Mali	1	20	French
Grupos Solidarios	1	1	English

Exhibit 6 (continued)

CATEGORY (continued)	Number of Issues/ Items	Total Number Disseminated	Published Language
5. Technological Innovations for Basic Education:	11 TOTAL		
Ethiopia Financial Simulation and Policy Dialogue (computer model for educational planning)	1	5	English
Report on Selected IBM Education Projects and Courseware for ABEL	1	15	English
South Africa Policy Model (computer model for education systems policy planning)	1	100	English
South Africa Teacher Supply and Utilization Model (computer model to predict budgetary implications of changes in teacher training)	1	110	English
South Africa Governance Option Model (computer model to look at budgetary implications for education that result from changes in governance)	1	25	English
EPICS: Educational Policy Simulation Module	5	270	English French Spanish
Summary Report on Digital in the K-12 Marketplace (DEC)	1	15	English
6. Educational Databases:	3 TOTAL		
SHARE-System to Help Access Reports of Effective Education	1	500	English
InMagic Educational Database	1	5	English
SARA Library, Girls' Education Database	1	1	English

Exhibit 6 (continued)

CATEGORY (continued)	Number of Issues/ Items	Total Number Disseminated	Published Languages
7. **Research Report Series:**	20 TOTAL		
The Economic and Social Impact of Girls' Primary Education in Developing Countries (WID)	1 1 1 1 1	3,000 (books) 300 (Exec. Sum.) 100 (Exec. Sum.) 100 (Exec . Sum.) 100 (Exec. Sum.)	English English Spanish French Arabic
Educating Girls: Strategies to Increase Access, Persistence, and Achievement (WID)	1 1 1 1	3,500 (books) 2,000 (books) 300 (Exec. Sum.) 100 (Exec .Sum.)	English French English French
Testing to Learn...Learning to Test: A Policymaker's Guide to Better Educational Testing (Executive Summary)	1 1	4,000 1,000	English French
Schooling and Labor Force Participation--Presentation (WID)	1	25	English
Education's Impact on Girls: Five Generations of an Indian Family (WID)	1	50	English
Primary Education for All: Learning from the BRAC Experience, A Case Study (WID)	1 1	4,000 (books) 4,000 (Exec. Sum.) 200	English French
Reaching Peripheral Groups: Community, Language and Teachers in the Context of Development	1	500	English

Exhibit 6 (continued)

CATEGORY (continued)	Number of Issues/ Items	Total Number Disseminated	Published Language
African Academy of Sciences (AAS):	3 TOTAL		
o A Study on the Role of Religious Institutions on Female Education in Kenya	1	5	English
o Developing a Teacher Education Activity While Researching Students' Understanding of Acquired Inheritance	1	5	English
o Attitudes of Women and Girls Towards Math and Science in Classrooms	1	5	English
Expanding Opportunities for Yemeni Women: Exploring the Provision of Basic Literacy Through the Yemeni Women's Union (WID)	1	30	English Arabic
8. Products of Conferences:	3 TOTAL		
Educational Policies Workshops	1	35	English
Creating Capacity for Educational Progress: Empowering the Education Manager	1	450	English
Lessons Learned in Basic Education in the Developing World	1	400	English

1. FORUM

The FORUM for Advancing Basic Education and Literacy, published by HIID, with ABEL project guidance, was published quarterly for three years. **Appendix C** shows a sample of a recent issue. This publication received the broadest distribution of any ABEL document, with a mailing list of 4,500 and over 45,000 copies distributed. The topics are designed to be timely, comprehensive, and easy to read. Issues focus entirely on one topic such as sustainable development, democracy and education, or access problems. Demand for copies of the document, only in English, routinely exceeded available stocks. Peace Corps requested 500 copies of an issue on Environmental Education, for example.

2. Information Bulletin Series

This series of two-to-five page synopses of key educational matters, included 43 separate items, distributed to almost the same mailing list as the FORUM. In total 60,000 copies have been disseminated. As of issue 27, the description of a "Classroom in a Suitcase: An Indian Experience", the Series was reformatted and made very current with particularly WID issues. Of the 17 issues since 1992, half have dealt with WID issues.

3. Country Reports

Country Reports were designed to serve as both documentation of and a basis for further work by country. Many reports deal with specific Mission-based buy-in deliverables. Several reports, however, have created considerable demand--key among them the Bangladesh Case study of BRAC entitled "Learning from the BRAC Experience: A Case Study." This joint effort of UNICEF, Rockefeller Foundation, and USAID was not only cost effective but appears to be a sought after document. Distributed initially in 3,500 copies, the BRAC-style approach is being considered for implementation in Malawi, Mali, Ghana, Guatemala, and Southeast Asia.

The second often-requested study is the Nicaragua Schooling, Repetition, and Dropout: Results of a National Study done by RTI. The study had a significant effect on the BASE project design. The technique used, the involvement with local contractors, and the subsequent presentation using computer graphics all generated substantial interest.

4. Audio Visual Materials

ABEL I created, funded, or supported 10 AV-type titles for use by ABEL I consultants, stakeholders or USAID. Of all 10 titles, involving 42 tapes, the most widely viewed have been the "Girls' Education: Benefits and Constraints," prepared by CAII on behalf ABEL I, for the Education for All (EFA) conference in Thailand, March 1990. The second most widely viewed has been the "USAID: A Partner in Improving Basic Education", also prepared by ABEL I for the March 1990 EFA conference.

On average, the Dissemination Office received these requests daily for ABEL I material--over 700 requests in the last three years.

D. EDUCATIONAL PLANNING MODELS

Under ABEL I, five models were directly developed, and another model in Chile supported. These models served as direct support in Policy Dialog activities in a variety of countries. The models included:

1. **EPICS: Educational Policy Simulation Module.** This model, designed originally under BRIDGES as a board game with a computer program to simulate a 25-year investment horizon for a Ministry of Education, was demonstrated to policy makers of at least 25 countries including Mali, Malawi, South Africa, Ghana, Bolivia, Chile, Honduras, in Jamaica for leaders from 10 island nations, and in Honduras for leaders from eight countries. This model prompted the development of a Chile specific model called DESAFIO, subsequently used in Bolivia, and in Mexico under the auspices of UNESCO and called "Una Nueva Generación."

   In order to encourage its success, ABEL I provided funds to complete the model package, done in prototype under BRIDGES, and then to modify it for at least five scenarios including, Sub-Sahara Africa, island nations in the Caribbean, central america, anglo-phone African countries, and modification for a predominantly Islamic country. Subsequent versions highlighted even further many of the issues most important to WID efforts. Use of the EPICS module has affected thinking about the education of millions of children in the 25 countries. Portions of the model are available in English French, and Spanish.

2. **The South African Education System Family of Models.** ABEL I funded the development of three core models for assistance in Policy Dialog efforts. This work, conducted predominantly by RTI, and later with the collaboration and leadership of the Education Foundation, produced models that included:

   a. APEX. A comprehensive educational inputs, process, and limited outputs and financial model which can simulate the effect of various policy alternatives for South Africa. It begins with the demographic condition and growth of each ethnic group. It models the effect in different ethnic sectors of changed educational inputs, and the expectation on educational system outputs over a ten- or multi-year period. The model was used and explained in over 52 gatherings in South Africa, to all members of the political spectrum in pre- and post-apartheid South Africa.

      The policy-based work has subsequently been supported by the World Bank, and versions of the model can now be found in Swaziland, Namibia, Ethiopia, Bolivia, Chile, and Malawi. **Appendix D** contains a sample input and output from this model.

   b. Teacher Supply and Utilization Model. This model predicts the budgetary implications and supply and demand consequences of changes in teacher training organization and practices, salaries, school subsidies, and other teacher supply policies in post-apartheid South Africa.

   c. Governance Options Model. This model describes the financial implications for education of changes in the educational governance structure including--centralization, decentralization, selected cost sharing (of certain components), and various staffing alternatives. The model has been used in various sessions to estimate with much greater accuracy the trade-offs in financial support that comes from greater provincial autonomy.

      The combination of these models have affected educational policies for over 4.0 million children.

3. **Ethiopia Financial Simulation and Policy Dialog.** A spreadsheet-based model that project enrollments, transition rates, and graduate rates by region throughout the country. It provides information disaggregated by gender (thus providing an information base for gender sensitive USAID project intervention). The model

follows with the resource requirements of enrollment projections including numbers of teachers, salaries, benefits, instructional supplies, furniture, and schools required to the regional level. Use of this model has affected educational planning for over 5 million children.

4. **DESAFIO.** A model, whose name means development, was adapted from EPICS by a Chilean consultant associated with CIDE, which ABEL did not financially support, but subsequently made use of its features in other work. The model includes specific demographic, mapping, and detailed educational statistics in a very user friendly format. The model was subsequently used by CIDE in Chile and Bolivia, with NGO groups, public officials, and school directors (in effect second level educational officials) to illustrate the linkages between certain types of investments and educational outcomes. The model is entirely in Spanish.

These models, and the settings in which they are used, have become a basis for further developments in other projects starting up throughout Africa and Latin America. The active use of models will become a much more essential part of any education design.

E. DATA BASES

Under ABEL I, three informational and two operational databases were either developed or enhanced during its five years. Each database served a slightly different audience, but each is accessible electronically, and two of the three are completely portable. The databases are:

1. **SHARE -- Systems to Help Access Reports of Effective Education.** Originally designed under project BRIDGES, SHARE provided in 1990, approximately 570 abstracts of research studies, project summaries, articles, and special reports in six basic areas of educational inquiry. **Appendix E** shows its base organization. In the interest of increasing the currency, quality, and breadth of the data, ABEL I invested in bringing the collection size up to nearly 1,000 abstracts. These abstracts were reformatted and consolidated on three diskettes, all accessible from a modest IBM PC, and are in English. These diskettes were distributed at all major conferences, workshops, and during consulting visits. An estimated 500 copies were given out or copied over the five years of ABEL I--including a considerable number to 100 UNICEF Education Officers. In the final year of ABEL I, considerable attention was given to making a SHARE-style resource, upgraded to new technology, accessible to even more countries.

2. **SARA Library -- System for Advancing Research in Girls Education.** This database, begun at CAII in 1992, is designed to catalog over 1,000 items related to girl's and womens' education throughout the world. Designed to interface primarily with ERIC in the U.S., and to link electronically to other INTERNET based services as they develop (including USAID's R&RS collection), the collection had reached just under 700 documents, visuals, and video media by September 1994. The core database is operated in In-Magic, and can interface with the third ABEL database noted below.

   Of importance, some of the material listed is considered "fugitive literature" from countries where WID is not widely known, supported, or understood. As of the end of ABEL I, approximately 150 inquiries had been made to the SARA Library collection.

3. **ABEL IN-MAGIC ARCHIVE Database.** As a result of the research, pilot project, and training functions assigned to ABEL, beginning in 1990, a separate, high capacity archival database was developed to track all publications, reference materials, assets of the ABEL archives, and other relevant information. Developed in In-Magic, the database is accessible via dial-in modem, or, as of the end of the project, via INTERNET. Using standard bibliographic codes, all major documents produced or recorded under ABEL were accessible through the database.

4. **ABEL I, Operational Databases.** To maintain track of products from a project as complex as ABEL I, two separate databases, using Paradox, were developed for project purposes. The databases include:

   a. A consultants deliverables database. This database records the 357 products produced, both final and intermediate, since 1989 by consultants under ABEL I. The database reports by activity number, country, subcontractor or contractor, task number, consultant name, and title of deliverable, plus dates. **Appendix F** contains printouts from the database.

   b. A consultant database. This database notes the specifics on 221 consultants employed by ABEL I, including country worked, period of performance, and various contact information.

F. POLICY DIALOG SUPPORT

All of the above products, specifically the models, and to a lesser extent the databases, had an effect on the advent of Policy Dialog, which rapidly expanded as an effort under ABEL I. Led most frequently by RTI, Policy Dialog became an increasingly important component of the largest ABEL I projects, and led to a number of "state of the art" in education activities.

Under ABEL I the key elements of Policy Dialog, were identified and categorized. These included, namely:

1. Identification of the critical and most "cared-about" issues.
2. Development of a factual basis for considering each of the issues.
3. Determination of those stakeholders most concerned with the issues--and creation of a means of involvement for them.
4. Creation of appropriate models.
5. Establishment of a setting for dialog.
6. Empowering local groups to support the dialog and its tools.
7. Support to the process on an on-going basis.

One key example of new approaches is the presentation work done for Mali as part of EMIS. **Exhibit 7**, shows an attractive, timely and easy-to-read presentation of the State of Education in Mali, 1994. This brochure and supporting documents, in both storyboard, flipchart, and video format have served as the basis for an "awakening" in Mali government circles about the state of education.

As a result of this work, not only South Africa, but Swaziland, Namibia, Ethiopia, Lesotho, Nicaragua, Bolivia, Chile, and Guatemala have either started an effort or evidenced interest in making use of a Policy Dialog process. HIID has also recently started similar work, under ABEL I in Paraguay. It is expected that ABEL II will substantially expand this work.

G. RESEARCH REPORT SERIES AND WOMEN IN DEVELOPMENT (WID)

The Research Report Series served as a major vehicle to introduce the key concepts of Women in Development, and to assist other ABEL I activities in the design and implementation phase. The key documents that were part of that effort are described below. Most WID activities leveraged existing funding from many sources. Many of these efforts were led by CAII on behalf of ABEL I. **Exhibit 7**, highlights this section.

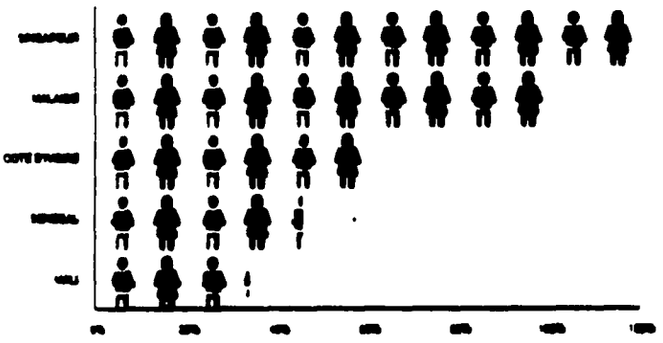
EXHIBIT 7

STATE OF EDUCATION IN MALI, 1994

Ministère de l'Education
de Base du Mali
République du Mali

Projet de Développement
de l'Education de Base

TAUX BRUT DE SCOLARISATION AU PRIMAIRE 1993

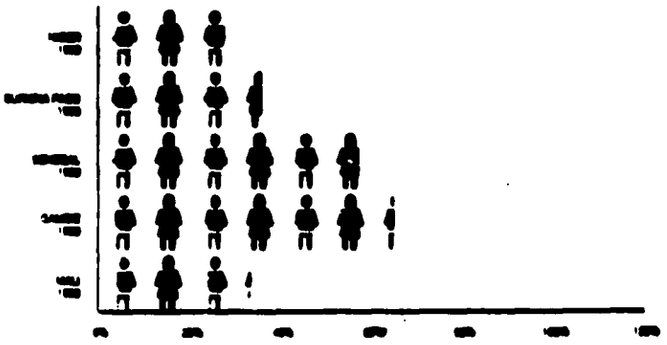


L'éducation est le moteur du démarrage économique. Au moment où Singapour et la Malaisie commençaient à enregistrer une croissance économique rapide, leur taux brut de scolarisation était de plus de 90%. De nos jours en 1993 au Mali, le taux brut de scolarisation est de 32% et environ 8% de la population scolarisable termine le premier cycle du fondamental.

Source: Annuaire des Statistiques de l'UNESCO et Ministère de l'Education de Base du Mali 1992/93

Taux brut de scolarisation: proportion des effectifs totaux dans la population qui devrait être scolarisée au niveau donné.

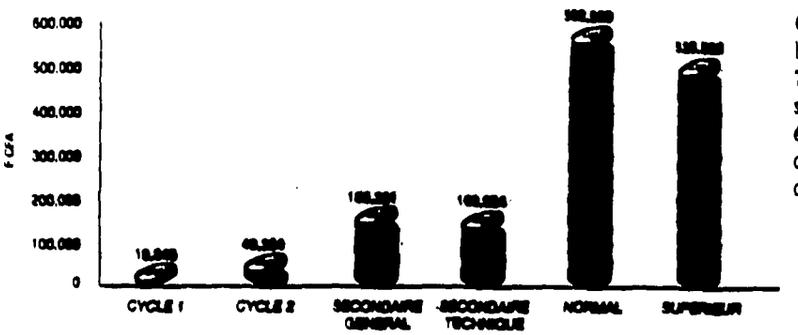
TAUX BRUT DE SCOLARISATION AU PRIMAIRE AU SAHEL



Le taux brut de scolarisation au primaire au Mali était de 32%, de 64% en Gambie, de 58% au Sénégal, de 36% au Burkina Faso et de 29% au Niger. C'est-à-dire qu'au Mali, sur 100 enfants en âge d'aller à l'école primaire, 32 y sont allés et 68 n'ont pas pu y aller.

Source: UNESCO 1990 et Ministère de l'Education de Base 1992/93

DEPENSES PAR SCOLAIRE PAR NIVEAU AU MALI 1992

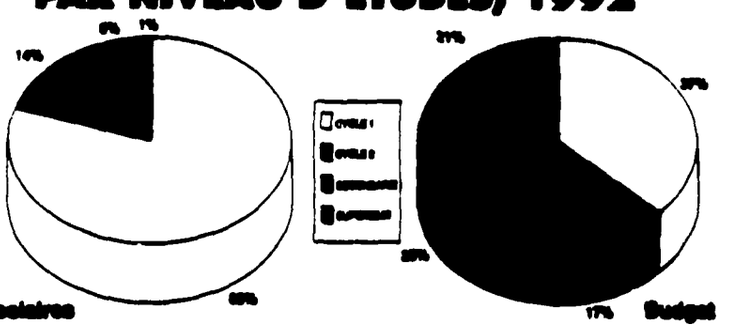


Ce tableau montre la répartition des ressources budgétaires à chaque niveau du secteur éducatif. Tandis que le coût d'éducation d'un étudiant dans le supérieur s'élève à un peu moins de 600000CFA par étudiant par an, le coût d'un élève au premier cycle de l'enseignement fondamental est d'un peu moins de 20000CFA par élève par an.

Données de la Banque Mondiale "République du Mali – Revue des dépenses publiques d'éducation 1987-1992"

7

POURCENTAGE DES SCOLAIRES ET DES DEPENSES PAR NIVEAU D'ETUDES, 1992

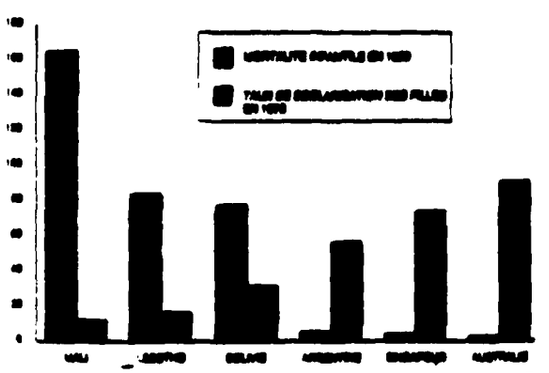


Ce graphique montre la proportion du budget alloué à chaque niveau d'études par rapport aux % de scolaires à chaque niveau. Ainsi les élèves du 1er cycle du fondamental qui représentent 80% des effectifs totaux des scolaires au Mali reçoivent 57% du budget tandis que les étudiants du supérieur qui représentent 1% des effectifs totaux reçoivent 21% du budget.

Données de la Banque Mondiale "République du Mali – Revue des dépenses publiques d'éducation 1987-1992" et du Ministère de l'Education de base du Mali, 1992

8

MORTALITE INFANTILE ET SCOLARISATION DES FILLES



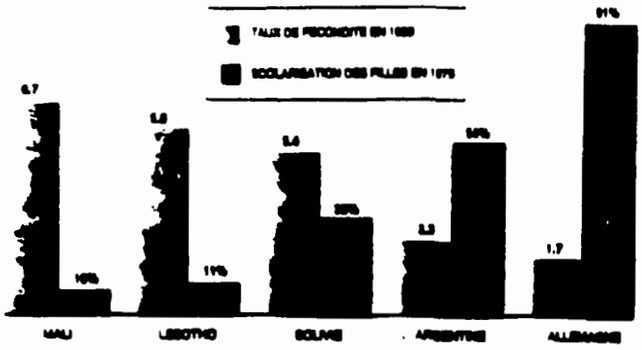
Taux de mortalité infantile: le nombre de décès d'enfants de moins d'un an sur 1000 nouveaux vivants durant une année donnée.

La scolarisation des filles contribue à diminuer la mortalité infantile.Ici le taux de scolarisation des filles, en 1975, est comparé au taux de mortalité infantile 14 ans plus tard, en 1989, montrant ainsi l'impact social de la scolarisation des filles sur les générations à venir. Ce graphique met en relief deux cas extrêmes: le Mali et l'Australie. En 1989 le taux de mortalité infantile était de 167 au Mali pour un taux brut de scolarisation de 10% en 1975 alors qu'en Australie le taux de mortalité infantile en 1989 était de moins de 4 pour un taux brut de scolarisation de plus de 90% en 1975.

Données de la Banque Mondiale 1990

9

FECONDITE ET TAUX BRUT DE SCOLARISATION DES FILLES

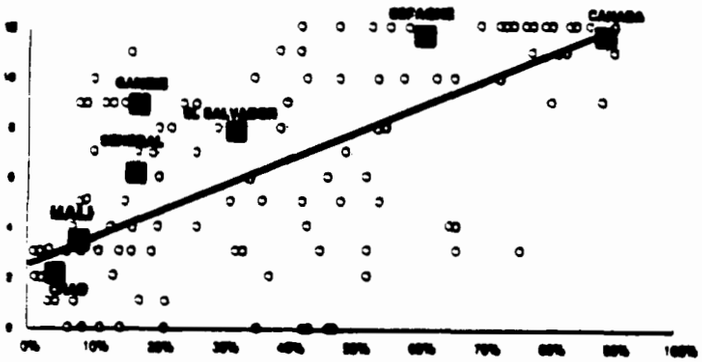


Ici le taux de scolarisation des filles en 1975 est comparé à la fécondité 14 ans plus tard en 1989. L'on voit nettement ici que scolariser les filles entraîne une fécondité très basse. Ce graphique met en relief deux cas extrêmes: le Mali et l'Allemagne. En 1989 la fécondité était de 6,7 au Mali pour un taux brut de scolarisation de 10% en 1975 alors qu'en Allemagne la fécondité en 1989 était de moins de 2 pour un taux brut de scolarisation de plus de 90% en 1975.

Données de la Banque Mondiale 1990

10 Fécondité: nombre moyen d'enfants nés vivants d'une femme pendant sa vie féconde en 1989.

EDUCATION ET DEMOCRATIE

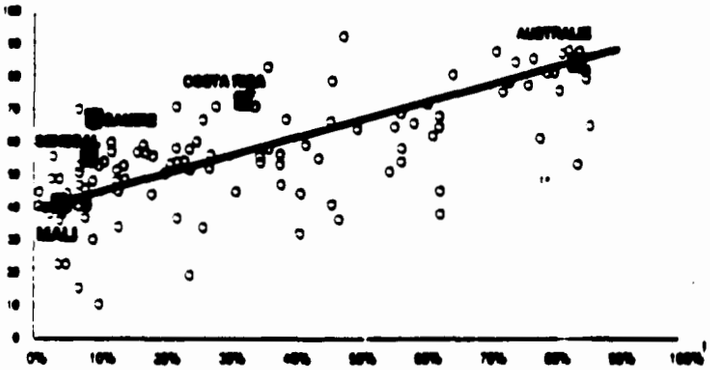


L'éducation mène à plus de démocratie. Dans un graphique semblable au précédent, les pays à grands taux de scolarisation au niveau secondaire sont également des pays où la démocratie est très significative.

Données de Freedom House 1991 et la Banque Mondiale

11 L'indice de démocratie est calculé sur la moyenne des deux maximums des indicateurs de droits politiques et de libertés civiles.

EDUCATION ET STABILITE POLITIQUE



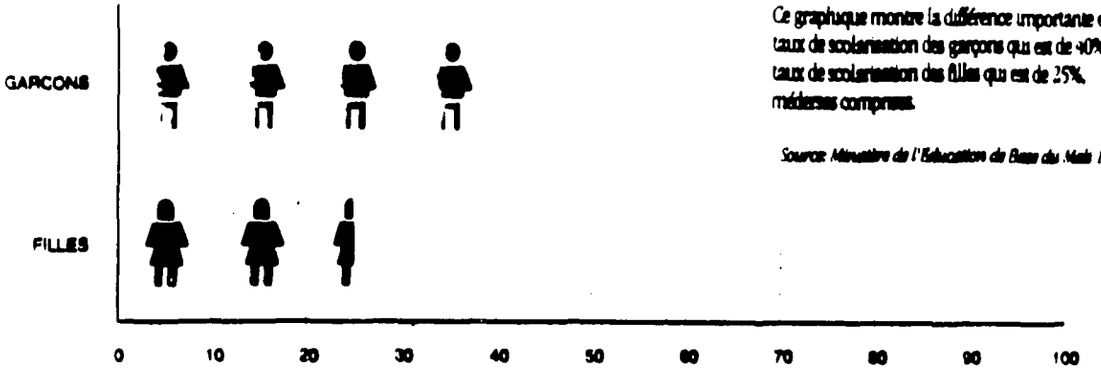
L'éducation mène à une plus grande stabilité politique. L'axe vertical indique le niveau de stabilité politique vingt ans après qu'un certain groupe d'étudiants ait terminé le cycle secondaire. Plus le chiffre est élevé sur l'axe, plus grande est la stabilité politique. L'axe horizontal indique le nombre d'étudiants recrutés au niveau secondaire.

International Country Risk Guide 1991 et Données de la Banque Mondiale

12 L'indice de stabilité politique est calculé sur la base d'agrégations d'indicateurs de risques politiques, de risques financiers et de risques économiques. Le niveau de l'indice permet aux investisseurs de décider de la nature et de l'opportunité de l'investissement à faire dans un pays donné.

Exhibit 7 (continued)

SCOLARISATION GARCONS ET FILLES AU MALI, 1993

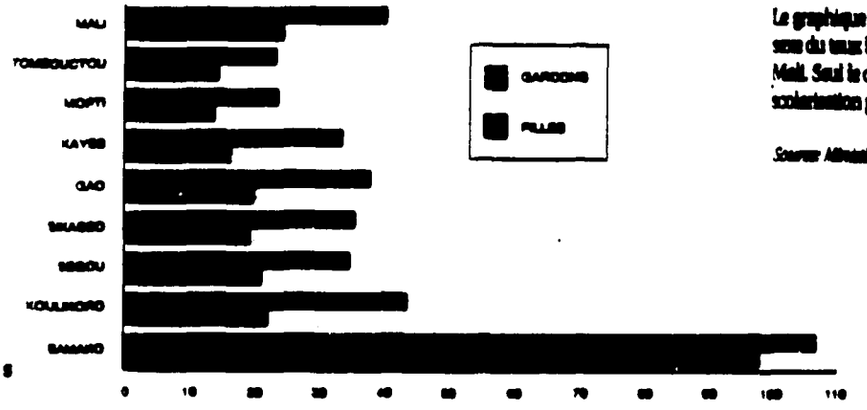


Ce graphique montre la différence importante entre le taux de scolarisation des garçons qui est de 40%, et le taux de scolarisation des filles qui est de 25%, médersas comprises.

Source: Ministère de l'Education de Base du Mali 1992/93

4

TAUX BRUT DE SCOLARISATION PAR REGION ET PAR SEXE AU MALI AU PREMIER CYCLE, 1993



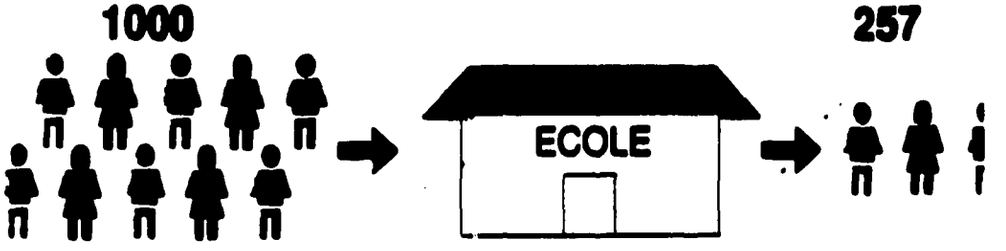
Le graphique indique les disparités régionales et par sexe du taux brut de scolarisation au primaire au Mali. Seul le district de Bamako a un taux de scolarisation plus élevé que la moyenne nationale.

Source: Ministère de l'Education de Base du Mali 1992/93

5

DIPLOMES DU PREMIER CYCLE AU MALI

L'efficacité interne du système montre que pour 1000 élèves entrant au premier cycle, 257 terminent avec succès.



6

Source: Ministère de l'Education Nationale du Mali 1989/1990

1. **The Economic and Social Impact of Girls' Primary Education in Developing Countries.** Within the first year of ABEL I, 3,000 copies in English, Spanish and Arabic were produced and distributed. This was one of the key documents for introducing WID under ABEL I. Countries such as Mali and Malawi requested additional copies to use with their WID program, and the Executive Summary in French appeared in Malian classrooms. The document noted the substantial economic, health, nutritional, and mortality gains to educating girls. It was one of the first ABEL documents to note the comparative advantage of reducing gender disparity.

2. **Educating Girls: Strategies to Increase Access, Persistence, and Achievement.** Distributed in English and French (3,500 and 2,000 copies respectively) this document was released in 1991. Based on an extensive, practically oriented assessment of current practices, the document describes major conditions on the supply and demand side that need to be addressed to change girls' participation in education.

3. **Primary Education for All: Learning from the BRAC Experience, A Case Study.** Although already described under the Country Reports area, this book and its Executive Summary provide a solid basis for planning increased enrollment of girls in basic eduction. Four thousand copies of the English version and 200 copies of the French version were distributed. BRAC schools enroll over 75% girls in a country where participation is usually below 50%. Developed under AED leadership and joint funding, this document has proven popular and informative.

4. **Other Research**

   The other documents cited in Exhibit 6 have been out for less time than the others noted. We expect that the African Academy of Sciences (AAS) studies of Girls and Women in Africa will become increasingly popular.

   Additionally, **Testing to Learn...Learning to Test**, the Executive Summary which was distributed in English and French (4,000 and 1,000 copies respectively), has received considerable attention in newly democratizing countries such as South Africa, Namibia, Mali, and Ethiopia.

All of these efforts received substantial USAID WID Office financial and administrative support plus matching assistance from the ABEL I core funds. Additionally, the work

involved in Educating Girls had direct bearing on the design of at least two pilot projects undertaken under ABEL I, namely the Ghanian Equity Project, and the Malawi curriculum development effort with the MIE.

H. CONFERENCES, WORKSHOPS, AND TRAINING

ABEL I has supported, provided substantive items, or hosted a number of formal conferences from its core monies. In addition, it has hosted and supported a variety of in-country activities, typically as part of Mission specific work.

Major core funded conferences or workshops for which approximately $ .5 million has been spent included:

1. **The Education for All Conference, Jomtien, Thailand--1990.**
   ABEL I created three videotapes for this conference, three major presentations, was featured in relation to educational management, girls in development, and as USAID representatives at three working sessions. Approximately 1500 people from 85 countries attended this conference. ABEL I also supported the pre-EFA conference in Boston in November 1989.

2. **Lessons Learned in Basic Education in the Developing World, USAID/R&D/ED, Washington D.C.--1990.**
   ABEL I supported the conference, prepared three presentations, and published the results in monograph form. Approximately 120 persons attended this conference.

3. **West African Conference on Lessons Learned in Basic Education, Lome, Togo, 1990.**
   Attended by 11 countries, and over 70 people, all major USAID basic education projects demonstrated their products, techniques, and approaches. Training sessions, workshops, and informal seminars were a part of the three-day effort. As a result of this conference, South Africa began the Policy Dialog process, and Mali used the results to revise parts of the BEEP design.

4. **Education Policies, EPICS, and Educational Planning, Tegucigalpa, Honduras, 1992.**
   Led by HIID, this conference of 45 Central and Latin American educational leaders, demonstrated recent advances in educational planning, the EPICS and DESAFIO models, and shared recent research results--some from BRIDGES.

Participants included CIDE, and the REDUC network representatives from South America. **Appendix G** shows some of the links based on the ABEL I Evaluation.

5. **Education Policies Workshop, co-hosted with the Ministry of Education, Jamaica, Kingston, Jamaica, 1993.**
ABEL I hosted 50 participants from 10 countries for three days of workshops following another international conference. Using training modules, special presentations, and demonstrating Policy Dialog models, an extensive program was conducted for senior level personnel from the Caribbean.

6. **Other Regional Workshops**
Led by CIDE from Chile, as part of its **Popular Education and Elaboration of Educational Materials** task order, there have been six major workshops (two national, and four stakeholder specific) in Bolivia in 1994, involving local stakeholders involved in Bolivian education reform. These have generated sub-workshops to be conducted at the next lowest level. **Appendix G** describes several ways in which linkages have occurred.

Other workshops have been conducted in Croatia for Bosnian refugee teachers as part of a WID funded effort in 1994, and several special-efforts sessions were conducted featuring EPICS for a variety of senior officials. Approximately 26 Policy Dialog workshops have been held in South Africa in three years, approximately 1/3 of which have been core funded.

Additionally, buy-in funded training, aimed at 1) institution building, and 2) short-term skills development has been very extensive, particularly in Mali (involving over 250 people), South Africa (involving an average of 580 persons per year), and to a lesser extent in Malawi where it is focussed on a few key individuals. This is detailed in Section IV.

It should be noted that 3.7% of ABEL I expenditures for training likely understates the actual training amount--which is probably closer to 15%. Much buy-in training is an inherent part of Long-Term technical assistance, and virtually every major modeling tool or Policy Dialog effort involves training in core concepts as a part of the presentation.

I. SYNERGIES

A very specific objective of ABEL I management was to develop synergies within the ABEL I project, across USAID Projects, and with local groups directly assisting

Missions. ABEL I project synergies were largely accomplished through communication and sharing of products. Synergies across projects, as illustrated in **Exhibit 8**, have been substantial. As noted in the exhibit, ABEL I specifically brought to bear tools and experiences from IEES, BRIDGES, and EHRTS in order to maximize USAID's investment in useful products from these projects. As noted, usually with some revision, major tools such as the Sector Assessment approach and EMIS Indicators were brought over from IEES. EPICS, SHARE, Training Modules, and some of the Research Series was brought over from BRIDGES. The EHRTS project, funded by the Latin American and Caribbean Regional Bureau, shares with ABEL I the Investment in Education Presentation approach. Increasingly in 1993 and 1994, ABEL I and the Improving Educational Quality (IEQ) Project shared conferences and project sites.

ABEL I attempted to actualize the synergies noted by the briefing of major design teams, access to the ABEL I archives, 650 volumes strong, and by shared experience.

The Dissemination and Training Staff of ABEL I devoted substantial time to briefing design teams (1-2 days of briefing depending upon the Mission), and substantial time to briefing individual consultants. Extra resources were routinely allocated to provide comprehensive, thorough, and up-to-date materials on each country (sometimes extending to 500 pages of material plus electronic indices). Materials were collected from a variety of information sources and from a variety of USAID or other donor projects. All of these efforts were aimed at increasing synergies among development professionals.

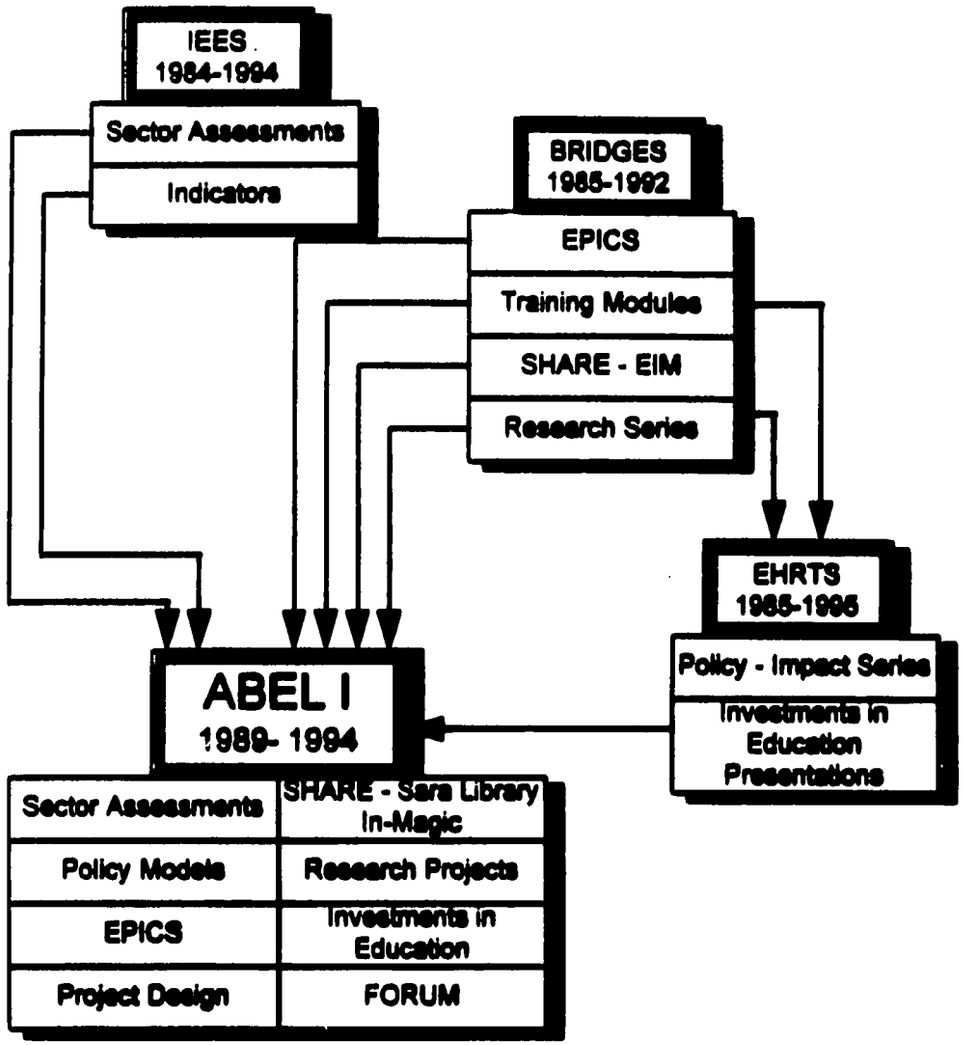
Additionally, ABEL I employed at least seven local groups as part of its project efforts. These groups included CIDE of Chile, CPES of Paraguay, African Academy of Sciences (AAS) in Kenya, Deloitte Pim Golby of South Africa, the Social Research Institute of Thailand, the University of Louvain, Belgium, and the IIEP of Paris, France. Each of these groups provided specialty expertise, and in turn gained from affiliation with ABEL I.

J. SUMMARY

ABEL I has been widely acknowledged as having been a fast-response, thorough, and high-quality central project. In some cases, Missions felt that there were considerable synergies from having a continuous project focussed just on Basic Education. These were goals from the very start of the Project. Additionally, major programmatic breakthroughs were made in Policy Dialog and modeling, introduction of Women in Development in major new projects, new dissemination techniques involving publications like the FORUM, and new techniques to involve local groups.

EXHIBIT 8

EXTENSION OF USAID
TOOLS AND TECHNIQUES UNDER ABEL I
BASIC EDUCATION PROJECTS



The following sections describe what we have learned in the process of doing the project, and provide additional details on outputs and activities.

III. LESSONS LEARNED

This section describes the various Lessons Learned from the five years of operation of ABEL I. In some cases these lessons were discovered from actual operating experience in over 21 countries. In other cases, they arose from the applied research conducted early in the project. In a few instances, the Lessons Learned came from pilot efforts conducted by project staff. Below in six broad categories, we describe our most compelling Lessons.

A. POLICY DIALOG

ABEL I saw an increase in, attention to, and awareness of, the importance of informed policy discussions as an essential part of successful interventions. Many of these policy dialog efforts involved computer-assisted simulation, plus a very widespread use of information workshops and training sessions. A recurring theme of such policy work has been the development of "common themes," areas of agreement, and joint understanding of the facts that all sides of an issue share in common. Building upon some pioneering work led by RTI in the ABEL consortium, more specific conclusions are:

1. **Demand for data and analysis, part of the policy dialog effort, will be highest in "strongly democratizing societies" where public accountability is increasing, and in export-oriented, technologically oriented societies where information is critical to effective economic functioning [most often seen in parts of Asia].** ABEL found this to be the democratizing pattern in South Africa where the demand for educational and social information increased dramatically between 1990 and 1994, and in Nicaragua and Paraguay during 1993/94. More democratically fragile countries such as Mali, Malawi, and even Ghana had less demand. In all cases, the demand for information surrounded "hot" topics--things about which a number of people cared passionately.

2. **Policy dialog requires that there be a concern about major public issues; that there be a space for such concern to be expressed--in the media, in public debates, or in public forums; and that there be available information that is persuasively presented.** These pre-conditions for policy dialog need to be evaluated by projects such as ABEL to ensure that recent techniques can be used. Again, the most obvious example for ABEL was in South Africa, but similar experiences were found in Nicaragua, and Paraguay.

3. **An effective, initial introduction of new educational information can create a "ratcheting effect" in which interest groups within a country begin to compete**

for better information--or begin to demand better information, more frequently. This creates a situation of "information disequilibria" which itself reinforms a debate. A solid information infrastructure typically needs to be developed to support this increasing demand for information from various groups. ABEL was able to both increase the flow of information and increase the infrastructure in South Africa, Namibia, Egypt, Malawi, to a small extent in Mali, and Chile.

4. **Policy dialog activities conducted under ABEL indicated that in rapidly "democraticizing" societies it is more critical than ever to bring together a much more diverse group of people around educational issues.** The educational issues must be considered "hot" to create the appropriate level of interest. ABEL found that the major education issues must be, and now can be, dealt with by government, business, community, and NGO groups. Education has become so critical to the economic well being of a nation that all interested parties need to be informed, and need to be part of the solution. Effective approaches to this have been tried under ABEL I in South Africa, Nicaragua, Paraguay, to some extent in Namibia, Malawi, and Chile.

B. WOMEN IN DEVELOPMENT

During the life of ABEL I, Women in Development (WID) has become one of the most important themes of USAID activity, and one of the most enduring aspects of any sustainable development in ABEL countries. The experience of ABEL I has confirmed a now broadly held assumption that..."investment in education for girls increases the economic and social returns to development investments in all other sectors." Many of the findings cited come from African experience, which accounts for just over half (11) of the 21 countries served, and from the Middle East, constituting just under one-seventh of ABEL countries. More specifically these lessons include:

1. **The following relationships between various sectors and maternal or girls education have been documented by CAII and others connected with ABEL:**

   a. Health and Nutrition: An added year of schooling for a mother results in 5-10 percent decrease in mortality among her children; educated women seek health care for sick children earlier and more often than illiterate women. Educated women are capable of reading and interpreting basic health instructions. Educated women have lower rates of sexually transmitted disease and HIV infection.

b. **Population and Family Planning: Worldwide in less developed countries, a mother with no schooling will have on average seven children, while a mother who completes the primary education cycle will have an average of five children;** higher female enrollment in secondary school correlates positively with reduced birth rates, and educated girls, on average, have lower rates of teen pregnancy and postpone marriage longer than uneducated girls.

c. **Economy: In virtually every country, educated girls have a higher income potential than those with no schooling [see ABEL's "Schooling and Labor Force Participation"].** Maternal income has a greater beneficial effect on children than paternal income in many countries. Households headed by educated women have a higher income than households headed by uneducated women. In selected countries, the agricultural productivity gain due to education is greater for women than for men. And, of recent, in some African countries, it was found that countries with a minimal gender gap between men and womens' education had uniformly higher per capita GNP than countries with higher levels of overall education but greater gender disparity.

d. **Education across Generations: Educated mothers are more likely to send both girls and boys to school and to keep them in school longer.** In all countries studied by ABEL, a mother's education has a greater impact on children's schooling than a father's education. Womens' literacy contributes dramatically to efforts to improve general basic education.

e. **Sustainability: Educated girls and women are more likely to understand and participate in other development initiatives** such as environmental awareness, hygiene, sanitation and agricultural improvements than uneducated girls and women or men.

2. **As an issue in girls' education, five years ago the most important concern was access--that is, the supply of schools at a reasonable distance from girl's homes. Increasingly, retention of girls in schools has become a bigger constraint, particularly in parts of southern Africa, such as Malawi.**

3. **Strategies for improving girls' and womens' education must consider both demand and supply-side factors.** Also, as with most culturally involved and specific interventions, a multi-part strategy is critical. The following are strategy areas that ABEL has directly experienced:

   a. Political Will: Positive political motivation and public policy measures are critical to the success of almost all interventions. Most effective efforts involve not just the Ministry of Education, but other government agencies, religious groups, community and parent groups, and traditional leaders. Frequently, "awareness" campaigns involving social marketing approaches have been extremely useful. ABEL experience in Malawi, Mali to a lesser extent, and South Africa bear this out.

   b. Physical Barriers: Distance between home and school at the primary level is a much larger enrollment determinant for girls than for boys. As an example, with a home-to-school distance of 1.5 kilometer or more in Egypt, boys' enrollment drops by 15 percentage points; girls' enrollment drops by almost 30 percentage points. Providing facilities suitable for girls, such as latrines, wells, and privacy are important factors in increasing girls' enrollment and retention in schools. Parents interviewed in the course of the ABEL work consistently rank a girl's safety as a primary concern.

   c. Economic Barriers and Consequences: Fees, uniforms, school supplies and textbooks which must be purchased by parents, continue to serve as a larger barrier to girl's enrollment than for boys. Recently, scholarships for girls have been shown to be beneficial in increasing enrollment, for example in Guatemala and Bangladesh.

   d. Educational Process: Girls' enrollment is positively affected by the perceived quality and relevance of the curriculum, which itself is influenced by the availability of textbooks. Teacher attitudes about girls are critical to effective education. ABEL studies such as in Botswana and Mali indicate that teachers can differ substantially in their expectations about girls' educational performance. Female teachers continue to serve as usually positive role models, and their increased recruitment generally encourages female enrollment.

e. Cultural Factors: Almost every facet of education involving WID issues has important cultural components. In ABEL's work in Bangladesh, Mali, Ghana, Malawi, India, and Egypt, special efforts were needed to carefully tailor both public awareness campaigns and specific interventions to culturally acceptable forms. ABEL demonstrated again that one simple strategy for improving education for girl's is seldom transferrable across countries, or in some instances even across regions in various countries such as Ethiopia.

C. IMPLEMENTATION ISSUES

ABEL I, as with many large, centrally supported USAID basic education projects, experienced a variety of implementation related issues. Some of these issues are known throughout the development environment. Others have been experienced recently with renewed energy. Specifically, these are:

1. **Increasingly, interventions for education have to involve simultaneous activities on both the demand and supply side of education.** This simultaneity has been found in connection with WID--that is both available schools and school places, plus awareness and acceptance of parents are necessary. It has been found in policy dialog efforts in which both the **demand** for information and the **supply** of information need to increase almost simultaneously. It is also found in providing textbooks or curriculum reform.

2. **Community-level involvement is increasingly important as resources shrink, and the need for micro-level planning becomes greater.** In very few countries which ABEL served were national level solutions in education appropriate in each region or in each community. Democratizing countries tend to increase local autonomy and distinction, not decrease it. Accordingly, solutions need to be more sensitive to local requirements, both perceived and actual, in order to be effective. Typically, only at the grassroots level is the true complexity of educational delivery experienced. Direct ABEL experience in this was found in Mali, Namibia, and Jordan.

3. **Education has become everyone's business.** With shrinking resources and rising educational demand throughout the world, education can no longer be primarily the responsibility of a single Ministry. As Chile, Namibia, South Africa, Swaziland, Paraguay, and Nicaragua have discovered, there are not enough resources to educate all who need it. Increasingly, these countries realize that

poor education for an entire group limits national development. Hence, donor-supported educational interventions like ABEL have had to increase national participation. In South Africa this was done through over 52 separate presentations of various policy dialog tools in a three year period. In Namibia this was done through three different large public sessions. In Nicaragua and Paraguay this was done through a broadly representative task force reviewing long-term educational development.

4. **Management of project activities has become even more crucial and just as difficult to teach.** Increasing community involvement, multi-donor cooperation, and the need for managing simultaneous inputs have made the management tasks of a central project and its field offices even greater. Recent developments in computer-assisted accounting, routine procedures for fielding personnel, and certain simplified USAID regulations have helped, but good management remains a critical feature often lacking in many of the USAID-assisted countries. Frequently, host-country counterparts have little experience with understanding the interrelated nature of project objectives, staffing, timing, benchmarks and cost. Many counterparts have little or no experience with budgets or even in estimating the cost of implementing something. ABEL made significant experiments with dramatically improving management in Mali, Namibia, and Uganda.

D. TRAINING

As noted in the text of this report, training in the use of technology has dramatically expanded within countries, and within the Agency. Certain new technologies have allowed new approaches that make training either more effective (people learn better), or efficient (things cost less for the same amount of training), or easier to deliver (more convenient in terms of timing or place or quickness of response). All of these features were experienced during the life of ABEL.

1. **The most effective training that ABEL has accomplished has been in a group context.** Typically, the most effective training by country is when several people in a similar area can attend training in a group together. We have found that a group environment involving several people from the same country creates a "critical mass" for dialog, for discussion, and for creation of new approaches in the context of that country. No other type of training seems to have been nearly as effective, or as efficient. The difficulty is that arranging multiple schedules is sometimes more difficult than a single schedule and this does create problems.

Examples that we experienced directly under ABEL I included area study tours for Mali personnel in the WID and MIS areas; the multiple study groups funded and supported by ABEL South Africa including two groups looking at non-profit organizations, one group reviewing democratic movements, a third looking at new techniques for instruction. As a comparison, on several occasions we had single-person training for a specific technical area. At times the person was submerged within another group, and found it difficult to represent the country's requirements in the midst of the training. In other instances, that person left his/her positionsoon after the training was accomplished and their experiences, while not a loss to the country, were a loss to the agency or ministry from which they came.

2. **Training-oriented simulation tools proved extraordinarily effective in conveying concrete alternatives in a training context, increasing the sense of reality about the training skills, and in engaging various groups in key issues.** Perhaps the single most successful training experience was with the EPICS program used in six different settings over three years. In the case of EPICS, oriented specifically towards a game environment, persons were able to "role play" various positions within a ministry, and then make investment decisions over a 25-year time frame and see the outcome of each investment decision using a modified computer program. While the specific simulation outcomes were considered somewhat "loose," the basic understanding of the relationship between a certain kind of investment and the expectations of a certain kind of outcome became much clearer to participants. ABEL I specifically funded the modification of the EPICS program for a variety of scenarios including the original, oriented towards Pakistan, a modified version generated for an island setting and used at the Caribbean Training Conference, a third version aimed at a sub-Saharan country such as Mali, a fourth variation that could be used in Latin America in a place like Chile, and then an actual modification of EPICS which became DESAFIO created by a Chilean programmer and using a much more highly developed factual database.

The further use of simulation style training surrounded APEX, the first resource estimation program developed for the new South Africa. APEX contained a series of relationships between educational outcomes and costs, and educational inputs and operating factors in a major educational system. Presented in over 52 different locations over the course of two years, APEX served not only to raise the level of understanding about the factors in South African education, but also

created a highly interactive training environment whereby individual participants in the training sessions could actually "try out" different alternatives.

3. **The largest gap that we have discovered in the training experiences is the link between the capacities of a newly trained person and the organization to which they return.** The recurring problem in most of the developing countries is that personnel hired by a ministry typically come in under-skilled, at times under-motivated, and in almost all cases under-resourced. Training provided by donors or large projects such as ABEL I helps to close the skill gap, and oftentimes contributes substantially to the motivation gap, but if not accompanied by a change in the resources, such better-trained people frequently lose their effectiveness very rapidly.

   Additionally, depending a great deal on the type of training, persons can come back more skilled and more trained than the organization can accommodate. In short, such people may have well outreached their superiors in terms of insight and skills, and become rapidly frustrated at the slow pace, or lack of ability to make use of their skills. ABEL I attempted to bridge this gap better with each successive year by focusing on training outcomes, and the readiness of the organization to absorb such improved performance people. Additionally, and this aspect is not radically new, we attempted to develop training programs as early in the project sequences as possible so that the project benefitted from the better trained people and resource growth was occurring at the same time that the training skills were being updated. This occurred in part in Namibia, it certainly occurred in Malawi, and it began to be implemented in South Africa which was in a different situation because of the NGO environment.

4. **With the exception of South Africa (which clearly has been a special case), as well as Jordan and Chile, all client countries required substantial support from project ABEL in order to provide training to a U.S. or developed country standard.** Usually, training firms in-country had as the chief client the government. As a result they typically were linked to a particular group within the government and their training was frequently highly integrated with that area. Such training, on a case-by-case basis, sometimes lacked a recognition of newer techniques. The types of training being used in Europe or the U.S. was sometimes not delivered in a hands-on interactive style, and seldom involved computer- or video-assisted components. While quite understandable, these gaps in training capacity, despite a usually lower price, created a number of problems with counterparts. Additionally, we found that a central project, such as ABEL,

had great difficulty controlling the quality and pace of delivery to ensure standards that we thought appropriate to our USAID clients.

While for cost reasons alone there will have to be increasing Agency attention to in-country training, we believe a large central project should not underestimate the support and technical assistance requirements needed to ensure that in-country training is at a standard and a quality appropriate to the projects. Since training quality itself tends to be harder to measure than many other things, it is easy for quality to slip while cost itself drops. On the positive side, newer techniques, such as video system learning, could be made easily available to private firms within a country, and these could help provide a quality control for the effort. ABEL I found short-term training to be the most project-effective training. Usually two-to-three-week training involving simulations created a high return in terms of understanding core concepts, gaining some specific technical skills, and being able to apply such experience quite readily upon return. ABEL I found that direct project results were most closely linked to short-term training closely linked with a particular phase of project development.

5. **Particularly in more traditional countries, training must be understood as a technique for clarifying different ways of approaching problems.** One of the must enduring difficulties, particularly in certain parts of Africa, is the tradition of learning inherited by many ministry personnel. The learning tradition tends to be authoritarian and passive rather than interactive or proactive, and is generally not oriented towards problem solving, but rather towards providing the correct answer. In a transitional or developmental environment, such an approach to learning is at times a hindrance and frequently does not provide a base for applications of known skills. This issue of orientation is critical to long-term development in many countries, and is usually not explicitly addressed, particularly with regards to short-term training. Without special attention, the result is that short-term training can become a veneer on top of an underlying pedagogical orientation.

E. MANAGEMENT INFORMATION SYSTEMS (MIS)

1. **ABEL I was involved in several management information system issues, the biggest single one of the project involved Mali. MIS has special conditions for success.** MIS was also a factor in Jordan, Malawi, and in the Chilean work. As a supporting factor to the South African policy development work, it was also critical. In **Appendix H**, Dr. Luís Crouch makes the case that MIS is only an

effective investment when made in a climate of rapid democratization, in which the public becomes a major user of information, or in a time of rapid transformation from an autocratic situation to a democratic one, in which the demand for information rises to a level that exceeds that of the supply. He contends that most MIS efforts of the last 10 years have been supply driven and have resulted in substantial investments in technology, training, and personnel , without a commence rate increase in the level of information based understanding in the society at large. Our experience in Mali and South Africa in particular, and to a modest extent in the other countries mentioned, bear this out. In these countries, the development of effective information communicated to what could be called an "ultimate user" did not occur until the political and social environment with each country had begun to change. In the case of Mali, the social and political environment changed fairly dramatically towards the end of the ABEL I involvement in the BEEP project. In South Africa it had occurred earlier.

The change in the political and social environment means a change that fundamentally creates a need to know so as to elevate the basis for decision making, to a whole new level within the society. As Luís Crouch points out, authoritarian regimes have very little need to explain any decision in detail or substantive way. Many of the countries, in fact most of the countries, in which development is taking place have a long legacy of some form of authoritarianism.

Centralized projects such as ABEL, that need to be major consumers of fairly recent information may remain a big reason for MIS investment. For example, if in Mali the MIS effort had not been supported, by the end of ABEL I, the government would have found itself five years out of date in terms of current information and in a terrible situation as regards what had actually been occurring within schools in the country. Additionally, portions of the MIS work, most of which involve survey development data collection via survey processing, data editing, and data presentation, require a sufficient lead time that stopping the effort creates enormous negative inertia which itself would have to be overcome. The point here is that creating a maintenance level of funding is often crucial to establishing a consistent baseline, despite the recognition that the MIS investment may be initially a poor payoff situation.

2. **Most established MIS systems with which we have dealt, tend to collect more information than can be used, and/or meet some standard of accuracy.** Strangely enough, rather than having an information deficit, most MIS systems designed along traditional lines create too much information to be absorbed in any reasonable way. Frequently there is too much information to be processed quickly and easily. The result is that accuracy itself suffers, and decisions are not improved. One lession learned is to reduce the amount of information routinely collected, increase the speed with which it is processed, and dramatically improve its presentation and clarity.

F. ADMINISTRATIVE

1. **In providing financial reporting to missions, most missions initially have very simple requirements, such as line-item allocation of funds and projections of the use of the funds as well as balances. For most missions the amount in a particular task order, work order, or delivery order is the most important.** As a project becomes more sophisticated, however, most missions desire more detailed breakdown by programmatic area or category of work. If this requirement is anticipated at the beginning of the project, the process of reporting in this fashion is a great deal easier. Hence, large projects such as ABEL should anticipate right from the beginning reporting in a programmatic fashion to the USAID Missions, regardless of whether that is the initial request from a Mission.

   In the future, the developing approach within USAID of outlining very clear objectives, determining activities, and then controlling according to results which themselves provide targets, will add an extra dimension to financial reporting. Effective reporting at the programmatic level will mean that the program areas which draw upon resources must be matched with how resources are accounted for and subdivided to the Mission. As long as this is contemplated at the very beginning of the project it should not be quite so difficult to accomplish and thereby create a historical analysis stream.

2. **There is no substitute for frequent interaction with the key USAID, ministry, and donor client.** In many of the developing countries, the country environment changes very rapidly, often on a month-to-month basis--one of the factors that makes development work so challenging. In this environment, rapid rethinking of a particular path for implementation is critical so as not to unduly waste resources and at the same time continue to focus on the results necessary. This rapid change in the environment can quickly put a series of project agreements out

of date, particularly those made between stakeholders. Accordingly, top-level, and frequent communication particularly between project leadership and mission leadership is critical. We have found in the past that no more than two weeks should elapse before a telephone call, quick fax, or e-mail inquiry is made. With the much more widespread use of e-mail throughout USAID, and its increased reliability even to quite remote Africa missions, the ability to do this should increase dramatically, and the cost of doing it should drop dramatically. In just the last six months of ABEL I, when e-mail had become a much more routine feature of daily life both in the mission and the project, the level of communication itself increased quite rapidly since many of the traditional barriers to communication were falling. One of the biggest single barriers to routine communication is often the difficulty of getting telephone calls and faxes through to remote missions. E-mail has gone a fair distance in removing that major impediment.

3. **Until substantial changes are made in the reporting cycles and formats of USAID central reporting, the projects will remain the most reliable and most up-to-date sources of financial and level-of-effort information for the immediate future.** While not believing that this is a healthy situation, this may remain so for some time within the Agency. As noted in the description of administration, under ABEL I the project felt compelled to be able to provide weekly updates on the status of the project in terms of expenditure levels, incumbrance levels, balances remaining by fund group, and relationships between project activities and ceilings. Considerable effort was expended in making sure this information was as accurate as possible, as up-to-date as possible, and as readily available as possible. As noted in several of the reporting forms, considerable detail was available quite readily and this information was shared at least monthly if not more often. Frequent informal exchanges of information were made with a "quick" update on the status of a particular event.

   The biggest single barrier that we found to USAID having its own very current information was the time lags between submissions of vouchers, their processing and double checking, and their entry into the MACS accounting system. These lags, primarily due to processing and actual data entry, left the missions and often the central office with information that had not been updated frequently enough to really assist management decisions. In general, AED, and by implication, subcontractors, usually process vouchers within four to six weeks. This represented legal expenditure of funds, and therefore could serve as the base for official figures on the part of USAID.

4. **Transparency of management is critical to the maintenance of a smooth running project consortium.** As noted in the administrative description, the majority of projet partners, even those who may have a marginal role to play, must understand the basis for decisions, believe that most of the decisions have been made fairly, according to previously established rules, and share a joint commitment, which is reinforced by the prime contractor, that the service to the client and the good of the project are the most important things to project activities. The latter agreement on philosophy of approach is critical to making the sometimes frequent trade-offs necessary in the light of consortia agreements. Wherever possible and as frequently as possible, consistent with maintaining a reasonable level of administrative expenditure, ABEL tried to share their financial situations with all sub-contractors, and provide an opportunity to deal with the financial and programmatic situation on a routine basis. It is worth repeating that the routine two-week, open (USAID/CTO/Bureaus/Subs) management meetings, and the distribution of the minutes assisted greatly with this transparency. Had the financial situation been slightly different, and had e-mail been a more routine part of our lives, ABEL I would have expended more time in consortia communication.

IV. DETAILED DESCRIPTION OF ACTIVITIES

This section outlines, in more detail, the objectives, description, accomplishments, and activities/mechanisms used under ABEL I. Since Mission and USAID Regional Bureau "buy-ins" to ABEL represented just under 60% of expenditures, the largest recipient efforts are described in detail below, followed by major activities not covered elsewhere, undertaken with USAID Bureau funds (such as WID and the Africa Bureau) and "core" monies provided under the basic contract to AED and the consortium. In some cases, multiple sources of funds were used.

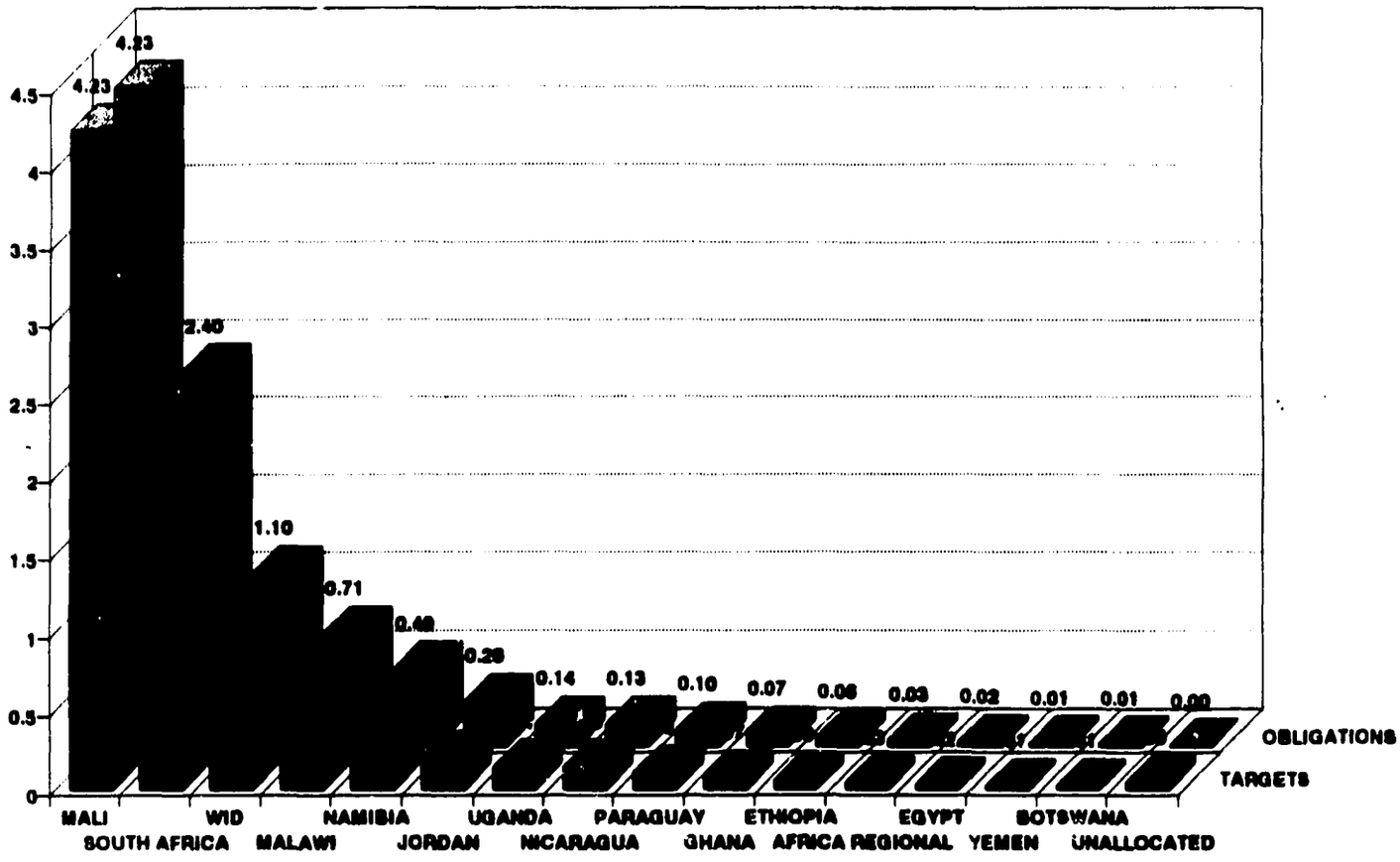
A. MISSION BUY-IN DESCRIPTIONS

ABEL I had 13 formal country/Mission "buy-ins" during its five year life. **Exhibit 9** shows the distribution by country and bureau. Buy-ins used a variety of actual procedural mechanisms including, modifications to the ABEL core contract (in the case of South Africa), bi-lateral funding with amendments (7 in the case of Mali), and non bi-lateral funding. In total, just over $ 9.0 million of the project's $ 14.65 million ceiling was committed to buy-ins. The majority of these monies, over 84% were spent on direct technical assistance and design efforts. Given the range of special activities, **Appendix I** provides copies of the Annual Report sections for 1989/91, 1992, 1993, and 1994 which provide considerable additional detail on various components.

The following descriptions highlight ABEL's activities. Countries are presented in order of magnitude of ABEL involvement.

EXHIBIT 9

PROJECT ABEL
TARGETS VS. OBLIGATIONS



1. MALI

Duration:	June 1990 - July, 1994,	
Expenditures:		
	Buy-In:	$ 4.23 million
	WID:	$ .06 million
	Core:	$ .07 million
Persons Effected:		
	Staff:	300
	Organizations:	10 per year
	Students:	750,000 - 1 million
ABEL Staff:		
	Field:	3 Long-Term
	Local:	5 Long-Duration, 12 Short-Duration
	Home:	1
	Consultants:	65 (including local, 107 p/m of assistance)
Consortium Participation:	AED,RTI,CAII	

a. Objectives:

The ABEL I Mali effort was part of a much larger Basic Education Expansion Project (BEEP) begun in 1990 by USAID. The start-up requirement was so severe for BEEP that the formal project paper was completed after allocation of $ 10 million in USAID funds from FY 1989. The goal of the BEEP project was:

"...the support, through education, of sustained national development."

This was to be accomplished by increasing the efficiency of Malian basic education, involving grades 1-6 (fundamental education) through the improvement of quality and access. ABEL I's specific objectives in this effort were:

1) improvement of primary education resource management via assistance to the Ministry and later regional offices in resource use;

2) development of an Educational Management Information System (EMIS) via assistance to the Ministry of Education;

3) development of a monitoring and evaluation capacity via assistance to the Ministry of Education and staff; and

Additionally, as the project progressed over four years, certain coordination features were added to the ABEL I responsibility, specifically:

4) coordinating and providing on-site logistical support for ABEL I personnel and backstopping other BEEP efforts.

The basic objectives of the ABEL/Mali effort remained the same through four years, however the exact magnitude of change expected, and the implementation approach altered considerably during this time.

b. Description:

The BEEP project, of which ABEL I was a part, consisted of a project and non-project (NPA) component. Of the initial $ 10 million, $ 3 million was set aside for NPA, however the Mission was only able to disburse $ 1 million of the amount. The remainder supported project activities. By 1991, an additional $ 10 million in project funds were provided to the BEEP effort. This allowed some expansion of ABEL I.

The BEEP project addressed six sub-sectors of the education system:

1) in-service training of teachers and administrators;
2) increased opportunities for girls' education;
3) creating community support for education through reconstruction and community support (FAEF);
4) creation of an EMIS;
5) monitoring and evaluation of school performance; and
6) management of the educational process.

Of these six areas, ABEL I provided the primary assistance, via three long-term personnel (all of whom stayed almost the full term of four years), plus in April 1992 adding a full-time local hire to provide logistical

coordination and support, plus additional assistance to the first three BEEP components. **Exhibit 10** shows diagrammatically the organization of BEEP and ABEL I. Additionally, of the 65 consultants engaged under ABEL I, approximately 1/4 supported the strictly BEEP components.

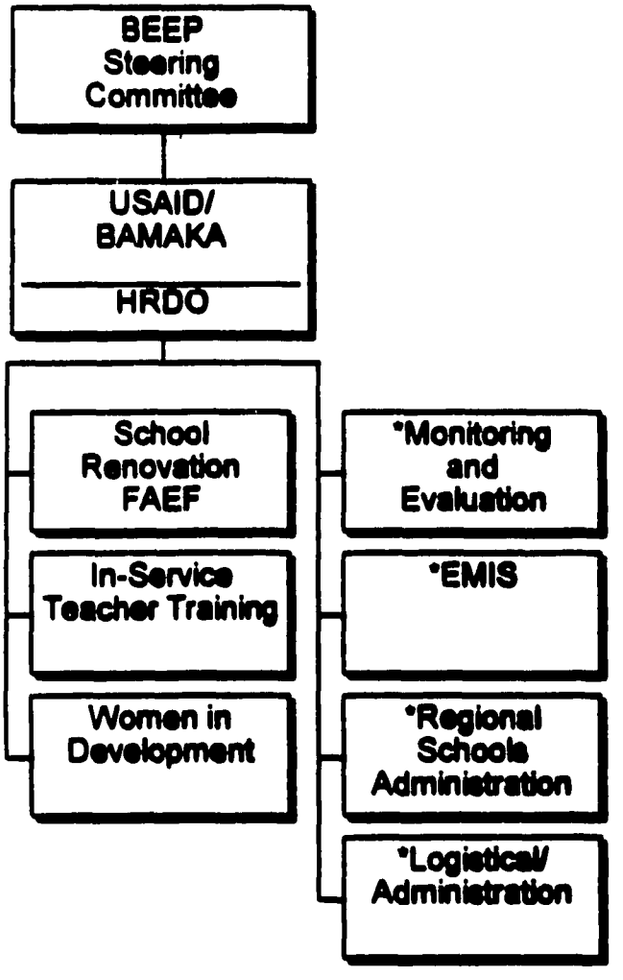
During the course of ABEL I in Mali, the government changed seven times, the Ministry with which it worked reorganized three times in three years, and the project dealt with six Ministers of Education or Basic Education (Educación Fundamental). Additionally, on average, schools closed five times, sometimes up to six weeks, in the course of three years. Until August 1993, the ABEL/Mali project did not have a Chief of Party, which created additional coordination tasks for each technical specialist. Additionally, in August 1992, ABEL I became responsible for all project vehicles and drivers (7), management of almost all consultants for BEEP, and continuing support to financial operations of the BEEP/FAEF project office. USAID's focus in BEEP, in addition to the Ministry, was on four key regions in the country (out of a total of eight)--namely, Bamako, Koulikoro, Sikasso, and Segou. The ABEL I effort largely supported these regions, although EMIS and Evaluation efforts touched on all regions, particularly in the last year.

In the course of four years of operation there were changes in project operation. In the first year, the project had many elements that mirrored refugee-type operations (schools needed to be rebuilt or supplied), no EMIS work had been done for two years, and little was known about actual school conditions. There was modest improvement in the second year in overall conditions, however the Ministry continued to lack skilled personnel, and stability in operation. By April 1992, reflecting the need for greater regionalization, the LT management specialist became the Regional School Administration Technical Assistant (RSA).

Substantial organization changes and considerable progress occurred in 1993 with the appointment of a chief of party, the increased coordination of BEEP elements, and enhanced Home Office coordination from ABEL I, resulting in seven management trips to Mali in 18 months.

EXHIBIT 10

MALI BASIC EDUCATION EXPANSION PROJECT



Several important features of ABEL I assistance included:

1) for EMIS, in 1992, a local hire, long-duration, third-country national was brought in to assist with EMIS. He proved invaluable in providing additional technical help.

2) for monitoring and evaluation, the Long Term Technical Assistance began immediately to create a local team within the Ministry to learn, develop, and implement the monitoring and evaluation approach. The team eventually grew to 13 people.

3) for the Management Specialist and later Regional School Administration specialist, early efforts were made to keep a high volume of supplies, furniture, physical upgrades in motion during the project life.

4) for the Project Administrator/Planner, the focus was on effective training for five local hires, computerization of major logistical activities, and the maintenance of an automated project management and scheduling system. A sample of this can be found in **Appendix I.**

c. **Accomplishments:**

Despite the considerable turmoil in Mali during the life of the project, considerable progress was made in each area of assistance. **Exhibit 11** provides a summary of the Project level outputs according to the most recent project amendment.

More specifically the following accomplishments are noted by area:

1) Development of an Education Management Information System (EMIS)

- created an EMIS capacity that provides annual figures on enrollment, repetition, promotion, dropouts, multigrade classes, and school materials and data from 1992/1993/1994;

EXHIBIT 11

MALI ABEL OUTPUTS

ITEM	*RESPONSIBILITY*	*STATUS*	*COMPLETION STATUS*
1. Three Regional Directions of Education (DRE) and Regional Educational Infrastructure Strengthened	*AE*	*The DRE of Koulikoro and Bamako fully renovated and received equipment. The DRE of Sikasso and Segou renovated and equipped in preparation to receive computer equipment.*	*Done*
2. Key Student Checklists Developed for at Least 2 Grades of the Cycle 1 Curriculum	*TTA/M&E*	*List of competencies for pupils grades 1-3 developed and used for student achievement testing by monitoring and evaluation component.*	*Done*
3. Fifteen Appropriate Regional Ministry of Education Professionals Trained in Monitoring and Evaluation Approaches and Instruments	*M&E*	*Monitoring and Evaluation component trained regional cadres from DRE as well as inspectors and pedagogical advisors from all project regions in M&E applied methodology. Several seminars & workshops held in 1991-92 and field work conducted with trainees in region schools.*	
4. All 31 Inspectors Trained in Monitoring and Evaluation Tools Related to Their Responsibilities and to Sustainability of Interventions	*M&E*	*In 1993-94 M&E team created monitoring and evaluation regional units in each DRE and inspectorate of every project region.*	*Done*
5. In-service Training Program Designed and Operationalized to Upgrade Management Effectiveness of Field-based Personnel in Project Area	*TTA*	*First management training program implemented 1992 with ABEL subcontractor—Clark Atlanta Univ. All MOE central and regional staff received training. In 1994 girl school component received further management training. Bamako-based management consulting firm—CAPES—responsible for follow-up and long-term implementation to ensure sustainability and national capacity-building.*	*Done*

Exhibit 11 (continued)

ITEM	*RESPONSIBILITY*	*STATUS*	*COMPLETION STATUS*
6. Regional Monitoring and Evaluation System in Place to Reach Four Regions. M&E Guides Available in Every DRE	*M&E*	*M&E regional units created in each DRE and inspectorate of every project, and M&E action plan developed by every unit. The Guide currently in process of validation by MOE.*	*Done*
7. Strengthened Coordination and Planning Between All MOE Divisions: DNEF, IPN, DRE, IPEG, and IEF	*All*	*MIS allows school data to be communicated vertically and horizontally from schools to central offices, and between central offices to MOE. ARIZ, computerized central and regional action plan was tool used to promote coordination of planning and activities between various institutions at MOE, strengthened by training in planning and management. Poor communication lines in some regions and inspectorates make this objective nearly impossible to fully accomplish.*	*Done*
8. All Pedagogical Advisors and Inspectors Trained in Monitoring and Evaluation and Disseminated to Others	*M&E*	*See items 03,4,6*	*Done*
9. Functional Training Program in Data Collection and Analysis Implemented at Three Project Regional Levels.	*MIS*	*Training program in data collection, data entry and analysis implemented nationwide. Guidance counsellors in charge of educational statistics in their own regions were trained and provided with field practice and follow-up from 1993-94 by MIS Technical Assistant.*	*Done*
10. Functional System Developed to Evaluate Educational Practices Planned and Implemented by In-service Training Centers	*TTA*	*All evaluation instruments in place. Regional training centers not yet operational in Mali.*	*Done*
11. Auto-evaluation Component Functional; Auto-evaluation Techniques and Tools Developed to Form Integral Part of All Evaluation Plans	*M&E*	*All auto-evaluation instruments developed and monitoring and evaluation team at MOE trained in use of instruments. Auto-evaluation guides still being evaluated by MOE (see item 06).*	*Done*

Exhibit 11 (continued)

ITEM	*RESPONSIBILITY*	*STATUS*	*COMPLETION STATUS*
12. Personnel Staffing Plan Completed	*MIS*	*Being implemented with Communiqué à la Réforme Administrative. Personnel census conducted in 1991 by MIS component. Several studies conducted related to personnel staffing plan, and one study on reorganization of DRE completed.*	*In process*
13. Appropriate Regional Ministry of Education Professionals Trained in EMIS System Developed under ARIEL	*MIS*	*See Item 09.*	*Done*
14. Appropriate DNEF and IPN Professional Trained in Interpretation of Data from Test Sites for Future Use at Classroom, School, Circumscription, Region or Central Office Levels	*MIS/M&E*	*DNEF (IEF and DRE) and IPN professional trained in data interpretation and use both by MIS and M&E evaluation components.*	*Done*
15. EMIS in Place in at Least 2 Regions that can Inventory and Monitor School Instructional Materials	*MIS*	*Data collection system put in place by MIS includes inventory of all instructional materials nationwide. Regional manual inventory system put in place in Kouilhero regional, but all computerized regional inventory MIS depend on setting up of computer facilities and use in the regions.*	*Done*
16. EMIS in Place in At Least 2 Regions that Can Maintain and Update Inventory of Teachers who Have Had Special Instruction in New Materials and Methods.	*MIS/TEA*	*Computerized program developed by MIS component and installed at the DAF. However, regional teacher databases depend on operationalization and use of computer facilities.*	*Done centrally*
17. Reliable Data Collection Program Developed	*MIS*	*All statistical data now collected at school level, check by inspectorate, regions and central MIS unit. Extra checking done at data entry and data analysis levels. Reliability found to be excellent when monitoring and evaluation component conducted comparison between sample of schools and data collected nationwide by MIS.*	*Done*

Exhibit 11 (continued)

ITEM	*RESPONSIBILITY*	*STATUS*	*COMPLETION STATUS*
18. Accurate Statistical Data Available for Enrollments, Personnel, Achievement and Placement, Type and Condition of Infrastructure in Each of the Project Regions	*MIS*	*See items 15, 16, 17.*	*Done*
19. Program Management Tools Established and Regional Personnel Trained in Their Use	*RSA*	*Computerized ABEL project planning tool issued monthly and regional staff in all project regions received training in project planning and use of the project planning software.*	*Done*
20. Ministry of Education Management Personnel Trained in Various Aspects of Management	*TTA*	*See item 65*	*Done*
21. Computer Installed and Operational in Regional Offices	*RSA/MIS*	*Computer installed after major renovations done to DRE infrastructure, and equipment provided. Training provided in use of computers. Two types of computers installed in regions: IBM and Mac Intoshes. Training provided for both in 1993-94.*	*Done*
22. Regional Office Staff Trained in Computer Use	*MIS*	*Regional office staff in all 4 project regions received initiation to computer use and data entry; administrative staff trained in word processing and project planning.*	*Done*
23. Functional Computer Support System for Maintenance, Logistics, and Supplies in Place	*MIS*	*Installment of computers is too recent to have such a support system in place. A manual system developed for DRE in Kouilloro by RSA Technical Assistant.*	*In process*
24. Improved Management of Scarce Resources	*All*	*Management training, in-service teacher training, and all capacity-building activities conducted for MOE staff aimed at assisting MOE define priorities and improve management of resources in general.*	*Done*

Exhibit 11 (continued)

ITEM	*RESPONSIBILITY*	*STATUS*	*COMPLETION STATUS*
25. Rehabilitation and Equipping of At Least 50 Classrooms	*RSA*	*Through FAHF component, 81 classrooms and 23 schools in Kouilhoro region were rehabilitated and equipped.*	*Done*
26. At Least 50 Schools Brought Up to the Level of Complete Schools and Maintained at That Level.	*RSA*	*List of 50 complete schools in Kouilhoro region were concept was developed is available.*	*Done*

- created EMIS capacity in two regions, and the potential for same in two more;

- developed a customized, documented, stable, DBase IV statistical processing system now used routinely during the last two years for basic education;

- created, with EMIS data, three advanced policy dialog products including:

  - a brochure on the state of education in Mali, 1994
  - a storyboard on Basic Education in Mali with recommendations (See **Appendix J**)
  - a video of the storyboard presentation

- provided training in six major sessions to central, regional, and local Ministry personnel in data collection and analysis;

- provided three national seminars on education finance, school statistics, and statistical analysis;

2) Monitoring and evaluation of school performance

- developed the first major assessment of educational capacity in grades 2 and 5 with 6,000 students. This effort substantially changed the focus of BEEP assistance towards the earliest grades (**Appendix K**);

- created three annual monitoring and evaluation reports for 1990/91, 1991/92, and 1992/93/94;

- trained over 150 personnel in monitoring and evaluation techniques in ten sessions; developed the capacity to continue this among 13 team members and the staff at IPN--the "first national testing capacity in Francophone Africa";

- trained five team members in the U.S. and Europe in curriculum evaluation, testing, and training for evaluation;

- provided direct technical support to WID activities under project BEEP.

3) Regional School Administration

- conducted an on-site survey of 320 schools in Koulikoro Region. Developed the process and forms to do the same in three other regions;

- organized an awareness campaign on school management, construction, renovation, and maintenance for three regions;

- renovated and equipped four Regional Directorates of Education (DRE) for EMIS, school administration, and ongoing maintenance;

- identified and ensured that 50 schools in Koulikoro Region contained a "complete" set of materials for effective education;

- organized the delivery of school furniture and equipment to 50 schools, and the process for 320 more;

- supported the administrative requirements of other project components.

4) Project Administrator/Planner

- developed a management system for all BEEP project vehicles;

- managed all financial activities and trained BEEP Project Office staff in same;

- trained five local personnel, who can now administer USAID-type assistance programs;

- trained regional Directorate (DRE) in project planning and project administration techniques.

5) Other Areas of Accomplishment

ABEL consultants supported studies in personnel, reorganization, training for administration of 500 teachers, special studies, and efforts.

2. SOUTH AFRICA

Duration:	June 1991-September 1994 (Ongoing under ABEL II)	
Expenditures:	Buy-In:	$ 2.3 million
	Core:	$ .11 million
Persons Effected:		
	NGO Staff:	approximately 580 per year
	NGOs Serviced:	70-80 per year
	Students:	200,000 - 4 million
ABEL Staff:		
	Field:	3-5
	Home:	1.2
	Consultants:	32
Consortium Participation:	AED,CAII,RTI,HIID	

a. Objectives:

Under ABEL I, USAID/South Africa, prior to the 1994 elections gave priority attention to assisting non-governmental organizations (NGO) in the country build their technical, managerial, information systems, and pedagogical capacities to participate effectively in the educational development of a new South Africa. ABEL I was the primary mechanism to help USAID-assisted NGOs to:

1) support moderate educational design efforts;

2) conduct applied research on educational topics;

3) conduct workshops and training sessions;

4) provide environmental education; and

5) develop training modules for NGOs.

b. Description:

During ABEL I, the South African Mission desired to use ABEL as a mechanism to assist Mission funded NGOs under its two basic education projects--(ESAT) Education Support and Training Project, and (SABER) South Africa Basic Education Reconstruction Project, both of which provided funding to NGO activities throughout the nine regions of the country. The Mission desired that there be continuity in support to the NGOs, that there be readily available and knowledgeable, analytical capacity at the ABEL office, and that the broadest impact be sought.

In the beginning, the ABEL/SA office provided a great deal of direct technical assistance to USAID supported NGOs involved in early childhood, primary, and adult basic education. In 1991, it conducted over six major activities with just three staff, a Director, Organizational Development specialist and clerical support. As the office matured, the staff expanded to five persons, now including an office manager and more clerical support, and the level of activity increased to an average of 37 major activities each year.

By the end of 1993, ABEL ceiling limits began to limit the amount of funding that could be committed to the ABEL/SA office. Accordingly, the Mission began using other funding mechanism, and relying upon the ABEL office to manage and coordinate activities. In addition, a greater use was made of local South African firms and consultants. The ABEL/SA office was staffed by two members of the consortium (AED and CAII) and supported by two others--RTI predominantly and HIID for certain training.

RTI and AED initially, began in 1991 to develop a modeling and policy support effort within South Africa. This activity was conducted primarily with South African counterparts, and though coordinated with ABEL/SA office, worked largely independently of other ABEL/SA activities.

c. Accomplishments

During its nearly 40 months of operation ABEL/SA accomplished:

1) Technical and Managerial Support to NGOs and the USAID Mission in terms of:

- Design assistance with ESAT and SABER projects (2);
- Managerial assistance to NGO school administrators (25);
- Educational sector studies and policy modeling -- (3) models [South Africa Family of Models], (3) sector studies and (4) SAT Socio-Educational Survey;
- Dissemination of FORUM and ABEL Bulletins--in 1993/1994 distribution of the ABEL/SA Bulletin.

2) Pilots Projects, Research and Evaluation

- Provided organizational management workshops for NGO administrators (approximately 3 per year);
- Provided program evaluation workshops for NGO administrators and consultants (approximately 2 per year);
- Evaluation of Educational Technology (3 studies)
- Facilitated conferences and Meetings--(approximately 40 per year);

3) Short-term Training

- Conducted seminars with a wide variety of stake-holders on educational policy issues (ABEL/SA approximately two per year, ABEL and Education Foundation Policy Dialog, 52 in three years);

- Trained NGO Administrators in managerial techniques and evaluation (12-15 site visits per year);

- Organized NGO and staff visits to the U.S. for summer programs and study tours--(on average four group/visits per year)

4) Special Accomplishments

- The model of ABEL training and technical assistance (involving both ABEL staff and experienced local consultants) was readily accepted by SA NGOs, in fact, faster than expected by 1992;

- ABEL/SA was called upon by three other USAID Missions (Namibia, Malawi, and Swaziland) to describe the approach, techniques and tools being used to involve NGOs;

- ABEL/SA identified and helped develop a group of local firms to assist in its mission. These groups included The Leadership Institute in Johannesburg, the Human Awareness Program (HAP), and over 12 local consultants;

- Cultural awareness, evaluation, and inter-racial approaches became a centerpiece of ABEL/SA participation in the NGO community At least four workshops /seminars / conferences were developed per year to address these issues.

- The ABEL/SA office effectively transitioned with its clients from base-level skills training to higher level skills supported by local African consultants;

- The Policy Dialog work, built around the three ABEL supported models, and involving the development of local capacity via university Educational Policy Units (EPUs), and the Education Foundation increased, dramatically, the acceptability and sustainability of South African dialog.

- Each year, ABEL/SA conducted an ABEL Review Conference with its NGO "clients." Consistent outcomes noted a fast response by ABEL/SA to grantee needs, high quality technical service, and increased dialog with ABEL/SA intervention among participants. Virtually all NGO's desired greater and more personalized help with their programmatic, strategic, and organizational problems.

  Exhibit 12 provides a table synopsis of a typical year of ABEL/SA operation, with additional detail on workshops, conferences, study tours, as well as Short-Term assistance. **Appendix L** contains the complete series.

3. MALAWI

Duration:	September 1990 - September, 1994	
Expenditures:	Buy-In:	$ .78 million
	WID:	$ .06 million
Persons Effected:		
	Staff:	Approximately 20 per year
	Organizations:	6 per year (including Ministries and MIE)
	Students:	1 million
ABEL Staff:	Field:	1-4 Intermittent (no long-term)
	Home:	.3
Consortium Participation:	HIID, CAII, RTI	

a. Objectives:

The USAID Mission, in part based upon a study conducted under ABEL I entitled "Constraints in Girls' Persistence in Primary School and Women's Employment Opportunities in Education Service" in 1990, developed a major basic education program entitled (GABLE) "Girls' Attainment of Basic Education and Literacy" Program. The primary

EXHIBIT 12
REVIEW OF ABEL ACTIVITIES: 1993

NAME OF ACTIVITY	ABEL (CONSULTANT/CONTRACTING FIRM)	LOCATION	DATES	NUMBER OF PARTICIPANTS
Training of Trainers: Literacy Focus	ABEL-JR, FAAE, PROUT and ILL	PWV	Mar. 1993	18
Dorothy's literacy consultancy and literacy workshops	Robert Arnove, Elizabeth Peterson, Hernando Bernal Alzate	PWV, Natal and Cape	Feb. 1993	50
Training Management Consultants	Literacy lessons, Lutando Mathews, Rai Fadzewaitse, Rose Ramotsa (with ABEL & TIPS staff)	PWV	May 1993	20
Education Quality Workshop	Diane Prouty	PWV	Apr. 1993	30
ELTIC Peer Facilitation Skills Workshop	ABEL - JR	PWV	May 1993	30
NEAD Conference on HIV/AIDS	ABEL - Staff	PWV	May 1993	10
FAAE Advanced Instruction Workshop	ABEL - JR and JJ	PWV	June 1993	18
Basic Research Skills Training	Debbie Budlender, Jonathan Van Niekerk and ABEL staff	PWV	June 1993	18
Basic Skills for Managing Organisation	HAP Organisational Dev. Services	PWV	June 1993	26
ABE Study Tour	ARPP - JR	USA	Jun-Jul 93	9
Namibia Policy Dialogue Conference	ABEL staff	Namibia	July 1993	20
Educare Workshops	Rachel Samoff	PWV, Natal and Cape	July 1993	100
NAALD: National evaluation	Lorraine Silverman (and ABEL staff)	Nationwide	Jun-Aug 93	
Karoo Literacy Conference Consultancy	James Maree	N. Cape	Jul-Sep 93	36
Technology Curriculum Consultancy	Prof. Wahr	PWV	Aug 1993	40
Evaluation Training (Phase 1&2)	Juliana Mahomed and Lorraine Silverman	PWV and Cape	Jul-Sep 93	32
Homeless People in NGOs	Sonia Pedlowski (and ABEL staff)	PWV, Natal and Cape	Aug-Oct 93	11
Report-back Conference on Education Policy in Namibia	ABEL staff	PWV	Sep. 1993	63
ELTU Evaluation Workshop	ABEL - JJ	Cape	Sep. 1993	26
Anti-Bias Study Tour	ABEL - JR	USA and Canada	Nov. 1993	3
Liberty Life Matric Tutor Support	Fortune Jamalubeen	PWV	Oct-Nov 93	-
Developing Policies for Education Broadcasting	Milton Chen	PWV	Nov. 1993	-

* ABEL - Julie Reddy - JR
- Jonathan Jansen - JJ

Exhibit 12 (continued)

[illegible] ORGANIZATIONS	[illegible]	LOCATION	[illegible]	TYPE OF ASSISTANCE
[illegible] Foundation	JR	[illegible]	January 19[illegible]	[illegible] guidelines and materials for [illegible] Plan
[illegible] Organizations	JR	N. Cape	Feb. 19[illegible]	[illegible] of Needs Assessment workshop
[illegible] National Coalition	JR	PWV		Assisted in the design of research study for a National Women's Charter
[illegible]	JJ	PWV	March 19[illegible]	Evaluation of youth development program [illegible]
[illegible]	JR	[illegible] and Cape	[illegible] - December 19[illegible]	[illegible] with revision and editing of curriculum materials for Basic Course for Adult Educators (BCAE)
[illegible]	JJ	PWV	April-June 19[illegible]	Assisted in the design of a national curriculum policy framework for South Africa
[illegible]	JJ	PWV	April-June 19[illegible]	Assisted in development of [illegible] curriculum [illegible] workshops
[illegible]	JJ	PWV	April 19[illegible]	[illegible] education policy [illegible] conference
[illegible]	JJ	Natal	April-June 19[illegible]	Assisted in [illegible], implementing and evaluating a three day conference
[illegible]	JJ	PWV	April-June 19[illegible]	Assisted with curriculum development initiative
[illegible]	JR	PWV	April-Aug. 19[illegible]	[illegible] guidelines [illegible] Adult Educator's Course
[illegible] Schools	JJ	Natal	May 19[illegible]	Facilitated one day curriculum policy workshop
[illegible]	JJ	PWV	April-June 19[illegible]	Assisted in designing options for computer-based Management Information Systems (MIS) for adult education [illegible]
[illegible]	JR	PWV	May 19[illegible]	Presented paper on Status of Literacy Provision in South Africa to National [illegible]
[illegible] & Youth Literacy	JR	PWV	June 19[illegible]	Assisted with [illegible]
[illegible]	JR	Cape	June-Dec. 19[illegible]	Assisted in the designing and monitoring of National [illegible] Training course
[illegible]	JR	PWV	July-Dec. 19[illegible]	Assisted [illegible] curriculum development [illegible]
[illegible] & Youth Literacy	JR	PWV	July 19[illegible]	Assisted with Literacy Teacher Training course
[illegible]	JJ	PWV	July-Dec. 19[illegible]	Evaluation of [illegible]
[illegible]	JR	Cape	September 19[illegible]	Presented paper at [illegible] symposium
[illegible] - Natal [illegible]	JR	Natal	September 19[illegible]	Facilitated a session at a [illegible] Development Conference
[illegible]	JR	Natal	September 19[illegible]	Assisted Regional Coordinators with planning for 19[illegible]
[illegible]	JR	PWV	September 19[illegible]	Assisted in the [illegible] of regional coordinators
[illegible]	JR	PWV	October 19[illegible]	Provided support and input in the design of research project
[illegible]	JR	PWV	October 19[illegible]	Assisted in the design and preparation of a [illegible] report for USAID
[illegible]	JR	PWV	October 19[illegible]	Assisted in the design and preparation of a [illegible] report for USAID
[illegible]	JR	PWV	November 19[illegible]	Facilitated one day strategic planning workshop
[illegible] Youth [illegible]	JR	Natal	November 19[illegible]	Facilitated one day strategic planning workshop
[illegible]	JR	PWV	November 19[illegible]	Participated in a three day National Adult Education Conference
[illegible]	JR	Natal	November 19[illegible]	Assisted in preparation of a Needs Assessment Report for [illegible]
[illegible]	JR	PWV	[illegible] 19[illegible]	[illegible] Evaluation [illegible]
[illegible]	JR	[illegible]	[illegible]-Dec. 19[illegible]	[illegible] for BCAE course
[illegible]	JR & CP	[illegible]	[illegible] 19[illegible]	[illegible] review and assessment of USAID [illegible]

- [illegible] - JR
- [illegible] - JJ
- [illegible] - CP

BEST AVAILABLE

purpose of the program is to reduce fertility via increasing girls' attainment in basic education.

GABLE I, with a total of $ 20 million in funding ($ 14 million to the MOEC in non-project assistance, and $ 6.0 million in project assistance), had as its objectives:

1) increase the financial resource base and internal efficiency in the education sector;

2) improve the quality of primary education; and

3) improve girls' access to quality education.

b. Description:

To accomplish the above objectives, ABEL I was asked to complete a series of activities. These included:

1) provide technical assistance to plan and coordinate GABLE activities;

2) carry out studies the will assist the Government of Malawi to meet GABLE's objectives;

3) provide technical assistance to the Malawi Institute of Education (MIE) to develop, test, and implement gender sensitive curriculum for schools and teacher training institutions and programs;

4) provide TA to organizations to develop, test, and implement a national campaign to raise gender awareness;

5) evaluate the need for "radio schools" for out-of-school children;

6) develop and implement a monitoring and evaluation mechanism for GABLE; and

7) assist with procuring commodities in support of project and program activities.

A major innovation/experiment in this buy-in was the use of long duration, short-term consultants, who would agree to commit to the project for three years, on a part-time basis to ensure consultant continuity. Dr. Philip Matthews, the GABLE Planner became the effective team leader of this group of long duration consultants. He remained in-country for approximately six months per year on two trips each for three years. Additionally, the USAID Mission used conditionality in three tranches to encourage Government of Malawi compliance with GABLE goals. ABEL, largely through HIID, recruited and fielded:

1) an educational planner;

2) a monitoring and evaluation specialist;

3) a curriculum development and gender integration specialist; and

4) several technical specialists for registration, repetition, budgeting, and double shifting analysis.

As noted in the evaluation, one of the ongoing problems, except at the MIE, where a key person was involved during the entire project, was the lack of consistent follow-through work by counterparts in various Ministry positions. This had the effect of diminishing the impact of well-conducted technical studies, primarily in the budgeting and repetition area.

Additionally, in 1994, ABEL I fielded a three-person assessment team to develop the key elements of a GABLE II investment for the USAID Mission. This assessment team provided both continuity and innovation involving NGOs in the final part of GABLE I.

c. **Accomplishments:**

1) Technical and Managerial Support to the Ministry and the USAID Mission in terms of:

- implementation plans integrating external TA, monitoring progress toward GABLE I conditionality for three tranches, and development of counterpart relationships and assignments;

- development of a Gender Unit at the MIE including determining staffing, resources, action program, and additional TA required. This also involved, over a multi-year period, the development of curriculum materials, teacher workbooks, and training guides for increasing gender sensitivity; and

- assistance to the Ministry of Education and Culture (MOEC) and the Malawian National Examinations Board (MANEB) in designing data collection instruments and a processing system, as well as follow through on results. The work was conducted primarily in 1992, and resulted in the registration of all students in Standards 1-4. In 1993, registration was expanded to Standards 5-6.

2) Pilots Projects, Research and Evaluation

- performed a special study on Reduction of Repetition including establishment of criteria for the 1992/93 school year, and assignment of responsibility for enforcement;

- conducted a Budgeting and Planning Study involving assistance to the Project Implementation Unit (PIU), recommendations on accounting, auditing, and maintenance of records in support of GABLE implementation;

- conducted a special Double Shift and Multigrading Study to identify schools with persistent overcrowding, inefficient pupil to classroom ratios, and techniques for gathering routine information from Malawian schools; and

- established baseline data, designed systems and guidelines for monitoring, devised a reporting system, and prepared

materials for training personnel in routine evaluation of gender sensitivity implementation.

3) Short-term Training

- developed several study tours in the U.S. and third countries for senior staff of the MIE including contacts with groups like AWID, local school districts, and the University of Illinois active in international WID issues;
- incorporated on-the-job training into all technical components of the above activities; and
- developed extensive Malawian classroom based training guides for on-the-job training.

4) Special Accomplishments

- the Malawi MIE training work represents the first complete gender sensitivity material directly developed under ABEL I. Portions of the work are being evaluated for effectiveness to determine how cost-effective curriculum change is in altering girls' participation in primary schooling.

4. NAMIBIA

Duration:	December 1991 - May, 1994	
Expenditures:	Buy-In:	$ .49 million
Persons Effected:		
	Staff:	Approximately 60 per year
	Organizations:	3 per year (including Ministries and MIE) MIE)
	Students:	.2 million

ABEL Staff:

	Field:	5 Short-term
	Home:	.3

Consortium Participation: CAII, AED

a. **Objectives:**

Following the independence of Namibia in 1990, USAID and the Government of Namibia began a program of education assistance to the new government. Entitled the Basic Education Reform Program (BERP), it began as a six-year, non-project-assistance (NPA) effort. The program began in March, 1992 and terminated in 1995. The objectives of the NPA were to establish effective, efficient and sustainable basic education for all Namibian children.

ABEL I was responsible for conducting periodic evaluations with the following objectives:

1) assist the MOEC in developing baseline data and indicators;

2) determine progress towards goals and objectives of BERP;

3) assess barriers to implementing the program; and

4) document the evolution of the program and measure impact.

b. **Description:**

ABEL I was responsible for fielding a three-to-four-person team to conduct periodic evaluations of BERP using modified fourth generation evaluation techniques, in order to establish whether each of five tranche conditions were being met. The evaluation team conducted three large, multi-day sessions over the space of one year with a core team of MOEC officials.

During this time, it was determined that tranche conditions were poorly understood; that many of implementation responsibilities had not been clearly assigned within the MOEC; and that certain routine data collection instruments could not provide the necessary baseline data in a timely

manner. Accordingly, a variety of exceptional efforts much more akin to TA, were required to set up the Ministry for NPA type assistance.

Eventually, the NPA effort was terminated short of the expected date, and other forms of assistance were designed, with ABEL I assistance.

c. **Accomplishments:**

Including the formal NPA style assessment, ABEL also supported a revised project paper for an expanded assistance effort to the MOEC. The specific accomplishments include:

1) three evaluation documents, including two formal evaluations in 1992 and 1993, and an amended document in July 1993 with modified tranche conditions;

2) a Project Paper in May 1994, that provided the design for an expanded project assistance effort involving substantial local assistance, NGO assistance, and a focus on curriculum, admissions, and teacher training.

5. JORDAN

Duration:	December 1990 - September, 1992	
Expenditures:	Buy-In:	$ .19 million
Persons Effected:		
	Staff:	Approximately 75
	Organizations:	3 (including Ministries)
	Students:	150
ABEL Staff:		
	Field:	3 Short-term
	Home:	.1
Consortium Participation:	MSU, AED	

a. Objectives:

The Government of Jordan and USAID, beginning in late 1990, began a discussion about upgrading the quality of teacher training for teachers of basic education throughout the country. In response to the declining quality of in-country teaching, Jordan had instituted special in-service programs run by their community college system. The Government of Jordan desired to upgrade, on a more permanent basis, and in cooperation with the World Bank, the University based teacher training. Specifically, they wanted assistance in:

1) providing increased practice teaching as an inherent part of formal teacher training conducted at the public universities;

2) improving the understanding of key university teacher training faculty of techniques for in-classroom training;

3) providing a base of materials that could be adapted and modified for broader use in Jordan; and

4) providing an action plan for future development.

b. Description:

ABEL I determined that a U.S.-based teacher training experience would be key to an effective assistance to Jordan. Accordingly, the Michigan State University School of Education was tasked with the majority of work for this effort. Under the head of teacher training for MSU, which had recently pioneered more advanced technique for in-classroom instruction, a two-person team, including one AED representative, visited Jordan, interviewed key personnel, and developed a plan of action.

In addition to the specific universities including Yarmouk, the University of Jordan, and the southern regional centers, cooperation was sought from the Ministry, from the National Education Research Center (NERC), and from the Crown Prince, responsible for many of Jordan's education related activities.

Unfortunately, before the final teacher training sessions could be conducted

and final implementation plans made for installing a revised curriculum, the Gulf War erupted in January 1991. Work on the project was suspended, and the reports and action plans placed on hold, subject to action in individual universities.

c. **Accomplishments:**

In the course of 18 months of work, ABEL I team members completed the following:

1) development plan for teacher training in basic schools;

2) two, two-week teacher training workshops for 30 Jordanian educators each hosted at MSU facilities;

3) three, on-site Jordanian training sessions with key university personnel on techniques for in-class instruction and monitoring; and

4) summary of actions and possibilities contained in "The In-Service Teacher Training Project", September 1992.

6. UGANDA

Duration:	January 1990 - October 1992	
Expenditures:	Buy-In:	$ .14 million
	Core:	$ .05 million
Persons Effected:		
	Staff:	Approximately 150
	Organizations:	5 (including Ministries)
	Students:	2.0 million
ABEL Staff:		
	Field:	4 Short-term
	Country Local:	4 Short-term
	Home:	.1
Consortium Participation:	AED, CAII, RTI	

a. Objectives:

Over a span of nearly three years, the USAID Mission UGANDA has requested considerable assistance from ABEL I in key design efforts for basic education improvement. Specifically, ABEL I has supported the creation of:

1) a Program Assistance Initial Proposal (PAIP);

2) a Program Approval Authorization Document (PAAD);

3) a SUPER PAAD involving multi-donor cooperation.

b. Description:

In November 1991, ABEL provided a team of four to create a PAIP document, aimed at improving:

1) quality of instruction in the classroom;

2) efficiency of the governance structures, with particular attention to decentralizing responsibility; and

3) increasing access to primary education for Ugandan children.

In February 1992, ABEL I was asked to prepare a PAAD document. This was done through a four-person team involving two of the previous PAIP members. Special attention was given to confirming Ministry relationships and linkages during this consultancy.

In June 1992, a special inter-donor cooperative effort was developed to launch a new Teacher Development Management System which would assist with devolving responsibility for school management to the local and district level. The World Bank, the Ministry of Education and Sports (MOES), and USAID have made this a joint effort.

c. **Accomplishments:**

1) completed PAIP and PAAD written and accepted by all major stakeholders;

2) completed SUPER PAAD design completed with the result that a major new USAID project has been competed, contracted, and is under implementation.

7. NICARAGUA

Duration:	September 1993 - July 1994	
Expenditures: Buy-In:	$ .13 million	
Persons Effected:		
	Staff:	Approximately 50
	Organizations:	2 (including Ministries)
	Students:	1.4 million
ABEL Staff:		
	Field:	3 Short-term
	Country Local:	30 Short-term
	Home:	.1
Consortium Participation:	RTI, AED	

a. **Objectives:**

In the newly democratizing Nicaragua, the USAID Mission and the Government of Nicaragua realized how poor the base of information was on the existing efficiency and quality of the educational system. Key information lacking was on repetition and drop-out, as well as parental understanding of these factors. The objectives for the ABEL I team were:

1) design an effective repetition and school dropout survey;

2) determine primary causes of repetition and dropout; and

3) make the information known to stakeholders within Nicaragua.

b. Description:

The RTI and local researchers studied 2,500 randomly selected families who were responsible for just under 6,700 school children. The process used over 30 specially trained junior interviewers, who conducted surveys in each major area of the country. The survey was able to estimate actual dropout and repetition to the 95% confidence level.

As noted below, the results themselves were sufficiently "non-intuitive" that special efforts were made to publicize the findings; to create a "storyboard" presentation of the findings and implications, and to begin to alter Ministry policy regarding the treatment of repetition.

c. Accomplishments:

1) presentation of the study in English and Spanish in March, 1994. The key finding was that repetition was a much more important factor than dropouts for Nicaraguan education, and that repetition had been considerably under-reported;

2) creation of a storyboard presentation disseminated broadly within the Ministry of Education and at two public meetings; and

3) presentation of a follow-up action plan for Ministry activity, which has subsequently been implemented under the BASE project, funded by USAID.

8. PARAGUAY

Duration:	August 1992 - March 1993	
Expenditures:	Buy-In:	$ .10 million
	Core:	$ .03 million
Persons Effected:		
	Staff:	Approximately 200
	Organizations:	20 (including Ministries)
	Students:	1 million

ABEL Staff:	Field:	6 Short-term
	Country Local:	9 Short-term
	Home:	.1

Consortium Participation: HIID

a. Objectives:

In August of 1992, USAID and the Government of Paraguay, newly democraticized, requested ABEL I assistance in:

1) identifying policy priorities for educational reform in Paraguay;

2) identifying the key groups necessary for cooperation and joint implementation; and

3) outlining a plan of action for the reform of the educational system.

b. Description:

As part of the democratization effort, Paraguay had appointed a National Commission on education policy reform. HIID, on behalf of ABEL I, constituted an in-country team with the Centro Paraguayo de Estudios Sociológicos (CPES). A fifteen person team worked from September through October of 1992, to create the necessary background information, policy barriers, policy reform options, and identify additional areas of research needed.

In addition to reviewing educational materials from the last 10 years in Paraguay, over 150 interviews were conducted in three ministries, among employers, and other stakeholders. The primary focus of the work was on what actions the Ministry of Education could take organizationally, programmatically, administratively, and in terms of policy to substantially upgrade education. The recommendations were presented at the National Policy Reform Conference in November, 1992.

c. **Accomplishments:**

Despite the comparatively short time involved, this effort produced:

1) a detailed assessment of existing constraints in the educational system including:

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

2) presentation and leadership for the National Education Policy Reform Conference involving scores of stakeholders; and

3) a widely disseminated summary report in Spanish and English containing policy recommendations.

9. GHANA

Duration:	January 1990 - September 1991	
Expenditures:	Buy-In:	$ .07 million
	WID:	$ .08 million
	Core:	$ .02 million
Persons Effected:		
	Staff:	Approximately 30
	Organizations:	2 (including Ministries)
	Students:	200,000

ABEL Staff:	Field:	2 Short-term
	Home:	.1

Consortium Participation: CAII

a. Objectives:

The USAID Ghana Mission and the Government of Ghana, beginning in 1990, embarked upon an ambitious non-project assistance (NPA) approach to basic educational reform. The Mission needed assistance with creation of a Program Assistance Approval Document (PAAD), as well as assistance will a pilot program for gender equity.

The Mission requested assistance with:

1) the social analysis component of a PAAD document; and

2) design of a pilot program on gender equity, encouraging decentralization.

b. Description:

Under the leadership of CAII, on behalf of ABEL I, Ms. Möll-Druecker was on-site in Ghana during the Spring of 1990, to assist with the social analysis component of the PAAD. This subsequently became part of one of Africa's largest NPA efforts. Key problems at the time involved Ministry turnover of personnel and conditions surrounding monitoring and implementing tranche conditionality.

Approximately one year later, the Associate Director of ABEL for WID spent three weeks on-site both visiting potential pilot project sites and developing commitment to a program involving over 75 schools. A portion of the pilot effort was subsequently implemented, although Ministry action, particularly in 1992, diluted the ability to directly judge effects of new gender approaches.

c. **Accomplishments:**

1) contribution to a major PAAD effort in the area of Social Analysis; and

2) a plan of action, entitled "Equity Improvement Program (EIP) Proposed Pilot Activities" in July 1991.

10. ETHIOPIA

Duration:	November 1992 - August 1994	
Expenditures:	Buy-In:	$ .06 million
	Core:	$ .12 million
Persons Effected:		
	Staff:	Approximately 60
	Organizations:	2 (including Ministries)
	Students:	2.5 million
ABEL Staff:		
	Field:	4 Short-term
	Local:	2 Short-term
	Home:	.2
Consortium Participation:	AED, RTI	

a. **Objectives:**

In late 1992, the USAID Mission in Ethiopia and the Government of Ethiopia agreed to undertake a Sector Assessment. The objectives of the assessment were:

1) to engage the government in the process of assessing the state of education;

2) understand the Government's sectoral objectives and priorities;

3) gather standard data on the structure and operation of the system;

4) gather information on donor, PVO, and other interest in education;

5) identify principal sector constraints; and

6) identify priorities for USAID in education.

b. Description:

Because of the severe time constraints, the Sector Assessment was done in two parts--the first in December 1992, and then a follow-up completion of the assessment by June 1993. For both phases, the USAID Africa Regional Bureau provided a key member of the two-person team, and ABEL I provided one consultant experienced as an educational planner, systems analyst, and evaluation specialist. Two Ethiopian Ministry of Education officials were also assigned to the effort.

Immediately following upon the Phase II results, several additional efforts were launched. It was determined that a Policy-Dialog-oriented effort was needed and ABEL I contributed $ 121,000 to launch a policy dialog preparation phase, with particular focus on the financial feasibility of proposed reforms. Additionally, in December 1993, the USAID Mission also launched, with a very small amount of ABEL I support, an education demand study focussed primarily on the causes for the alarming drop in girls' enrollment in basic education during 1992/93. The results of that study will be published under ABEL II.

c. Accomplishments:

1) completion of a Sector Review in two parts in December 1992 and June 1993;

2) development of a customized Ethiopian financial planning model (noted in Section II) capable of simulating the resource consequences of changed educational policy; and

3) support for a massive educational demand study, focussed primarily on girls' and their parents in every region of Ethiopia.

11. OTHER MISSION BUY-IN EFFORTS

There were three other Mission buy-in funded efforts, each involving under $20,000 and typically of short duration. These are described below.

a. **Egypt:** In February 1990, ABEL I provided a senior examinations consultant to the Ministry of Education to design a National Center for Evaluation and Examinations. Portions of the report, developed in cooperation with the U.S. Educational Testing Service of Princeton, NJ, were adopted by the Ministry.

b. **Yemen:** In July, 1992, ABEL I, with the leadership of CAII, provided a senior consultant to assess the participation of Yemeni women in national development. Working through NGO style women's association, the report entitled: "Expanding Opportunities for Yemeni Women: Exploring the Provision of Basic Literacy" has now been published and disseminated with WID assistance and funding.

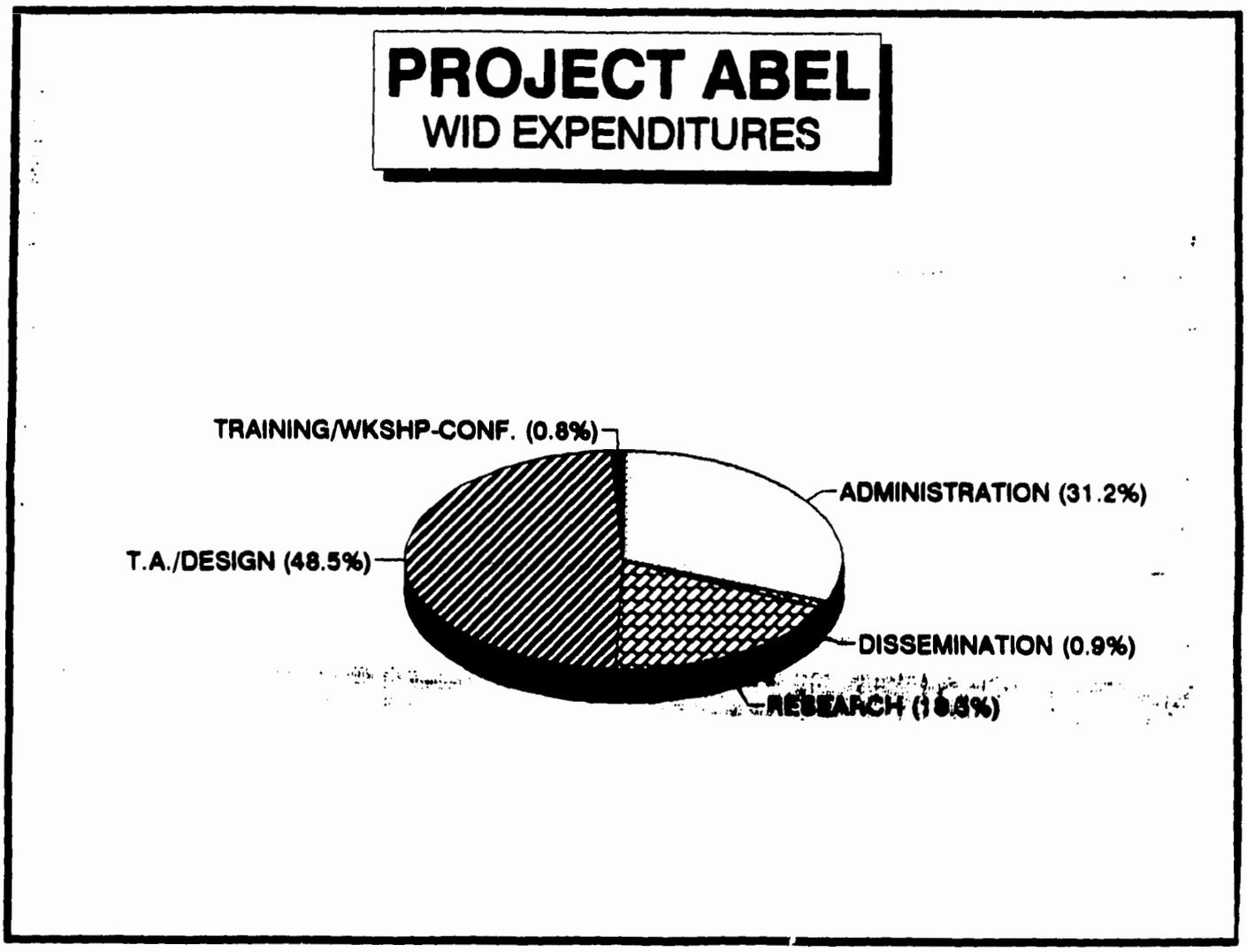
c. **Botswana:** With approximately $ 30,000 in WID assistance, the Botswana Mission supported several studies including three gender related studies between 1991 and 1993. The studies including "Contributing Factors to Higher Achievement in Botswana Secondary Schools: An Analysis of Educational Gains of Female and Male Students" and "Female Teachers and Teaching in Botswana Classrooms" have been published as country reports.

B. REGIONAL OR CENTRAL BUREAU BUY-IN DESCRIPTIONS

As noted, another source of funds, constituting roughly 6% of total funds for ABEL I came from Regional or Central Bureaus. By far the largest contributor was the WID office, which provided over $ 1.05 million to ABEL I activities. **Exhibit 13** shows the allocation of these funds across areas. As noted, TA/Design efforts constituted just under 49%, research almost 19%, support to ABEL I's Associate Director for WID just over 31%, and dissemination and training components were largely funded through other core monies. A portion of "WID Administration" costs represents time also spent supporting WID research reports and in project design. Additional Regional Buy-Ins were very small, usually less than $ 40,000. These came from the Africa Regional Bureau and the Near East Bureau.

EXHIBIT 13

PROJECT ABEL
WID EXPENDITURES THROUGH 94



Below, these contributions are described in more detail.

1. WID SUPPORT

During the course of five years, WID supported design efforts in over ten countries, usually linked to other ABEL I design efforts. In addition, as indicated in Section II, the WID office directly supported the majority of Research Reports related to WID and Girls' issues. Those outputs are described as significant accomplishments in that section. Three specific efforts not otherwise described include:

a) **In-Service Teacher Training in Croatia**
In January 1994, the USAID Mission in Zagreb requested assistance with assessing educational conditions for Bosnian refugees and displaced children in Croatia. The results of the field visit are contained in a March 1994 report which subsequently led to the training of 35 refugee teachers between July and August 1994--all supported by USAID WID. It is expected that this effort will be more fully supported and expanded under ABEL II. Approximate cost $ 60,000.

b) **African Academy of Sciences (AAS)**
Beginning in July 1993, ABEL I management held conversations with the African Academy of Sciences, at that time one section of which was administered by Dr. M. Mandela. The AAS agreed, in exchange for support at the level of approximately $ 20,000 per study, to conduct three studies on WID issues involving local researchers, with approved research designs, and whose work could be finished by September 1994. As noted in Section II on Research Publications, the AAS has submitted three reports entitled:

- A Study on the Role of Religious Institutions on Female Education in Kenya
- Developing a Teacher Education Activity While Researching Students' Understanding of Acquired Inheritance
- Attitudes of Women and Girls Towards Math and Science in Classrooms in South Africa

c) **Education's Impact on Girls: Five Generations of an Indian Family**
WID as well as core funds have supported a remarkable, anthropological study of values effecting girls education across five generations of the same Indian Family. The results of the work, involving two months of site visits, are expected to provide a more rounded view of specific factors that effect decisions about girls' schooling. This study was a joint effort with the HPN Bureau of AID.

2. NEAR EAST REGIONAL BUREAU

The Near East Regional Bureau, in the early 1994, began discussions about funding a study of Girls' Participation in Basic Education in Egypt. This effort, with a substantial contribution from core monies ($ 62,000) was begun in February 1994. Originally focussed on several countries, the study was narrowed to Egypt, where the primary focus is on identifying project elements that contribute to successful project interventions. This work includes:

- a literature review
- special analysis of a database of 18,000 interviews already conducted
- field interviews
- discussions with key USAID/Cairo Mission personnel

3. AFRICA REGIONAL BUREAU

Africa Regional Bureau, along with contributions from ABEL I core, supported the development of Overview of African Education Programs. This overview, for 1992, summarized the status of all on-going programs in education, and served the regional HRDOs.

C. CORE FUNDED, SEPARATE CONTRIBUTIONS TO COUNTRIES

In addition to the periodic contribution of monies from ABEL I core funds, in terms of its dissemination, training and overall project management, and in addition to the elements listed in Section II, several other small efforts, largely country specific studies were completed by ABEL I.

These studies included:

1. **Chile: Early Intervention Program**
   This study conducted by Case Western Reserve University's Institute of Nutrition (INTA) conducted between April of 1992 and early 1994, is aimed at evaluating how to improve infant-parent interaction to increase receptivity to education. The study indicates materials and information approaches useful for this.

2. **Thailand: The Social Research Institute**
   ABEL I, beginning in September of 1993, supported MSU's role in implementing, with the Social Research Institute in Thailand, a project to increase environmental awareness in Thai public schools, and to modify school curriculums to provide an actual environmental education component. A preliminary report was provided in March 1994, a workshop was held in Thailand, and a final report was presented in July, 1994.

3. **Swaziland: Factors Related to Student Achievement in Swaziland**
   In February and March, 1992, ABEL I supported a special assessment on behalf of the Mission on factors affecting student achievement in Swazi schools. All data used were from existing, routine data collection instruments. The report was submitted April 1992.

4. **Venezuela: Schooling and Maternal Behavior in a Venezuelan Barrio: Pathways to Child Survival**
   This study received partial support from ABEL I. It describes the special circumstances in a Latin American barrio that serve as barriers to schooling, health, nutrition, and overall child survival. This study and ABEL's support of it represents one example of cross-sectorial cooperation.

   Other major accomplishments related to core funded activities are noted in Section II.

V. ABEL I MANAGEMENT

A. INTRODUCTION

ABEL I management was built around a multi-layered concept of management. That is, the strategic objectives of USAID needed to be periodically reviewed and reflected in the ABEL I task structure, and then the day-to-day issues also needed to be addressed. This section addresses the more basic management approaches, a separate report addresses the detailed financial results.

Because the ABEL I project needed to reflect USAID priorities during its project life and the various interests, skills, commitments, financial targets, and performance by members of the ABEL I consortium, the management approach was guided by four fundamental principals:

1. **The process of management should be as "transparent" as possible.** Within the time limits imposed by the need to be responsive to USAID, missions, and USAID Washington, members of the ABEL consortia should be aware of what decisions were being made and why various actions were taken.

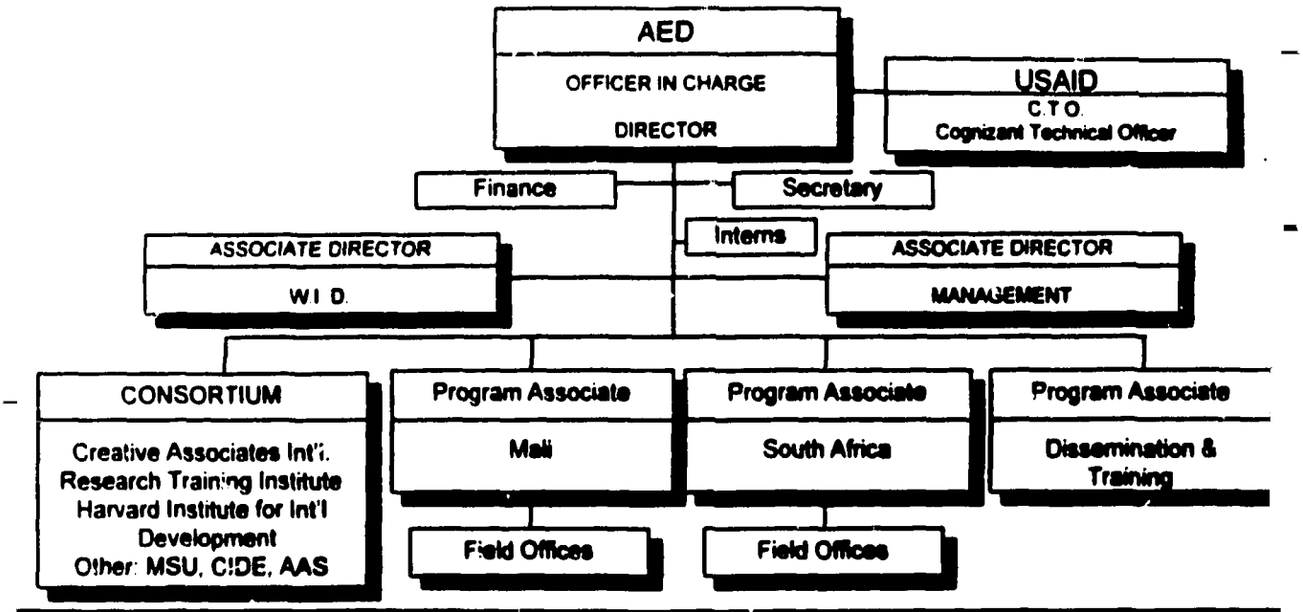
2. **ABEL I must be a predominantly "service oriented" central project.** The service orientation meant that within USAID regulations, every effort was made to allow project personnel, responsible for implementation, as much latitude as possible. This meant that communications, even from subcontractors, could flow routinely and directly to Missions, with copies sent to centrally responsible ABEL personnel. Considerable emphasis was placed on planning and agreement on general direction as early in the process as possible, but then implementation conducted in as a direct fashion as possible.

3. **Communications flows for pertinent information were kept open, and there was constant emphasis on "closing the loop" of communication**--ensuring that any party to discussions or implementation was fully informed. This commitment meant periodic updates to Missions, if ABEL was recruiting, and status reports as frequently as necessary.

4. **The simplest workable management arrangement should be used. Exhibit 14** shows the organization structure for most of ABEL I.

EXHIBIT 14

ABEL I MANAGEMENT



B. COMMUNICATIONS/REPORTING MECHANISMS

Attention to project goals and objectives and then implementation occurred in several ways. Each element assisted to a degree in keeping ABEL actions directed towards the project goals and objectives.

1. ANNUAL PLAN

Each year, beginning in 1990, ABEL I management prepared an Annual Plan of action. Up until the year 1994, the last effective year of the project, each member of the consortia prepared a draft annual plan for themselves. These plans reflected:

a. Commitments made during the prior year which needed to be continued;
b. Anticipated actions related to, particularly, Mission needs; and
c. Suggested areas of emphasis and proposed Core Money funded investigations--this area included suggested Applied Research (such as the Social and Economic Impact of Girls Education, certain Policy Dialog Modeling efforts) and dissemination activities.

AED then merged these plans and included its own suggestions regarding Core-Funded Activities, and a special section outlining projected activities for Mission Buy-Ins. These activities were linked in a matrix, and where a policy issue was involved, the most important items were then discussed at the bi-weekly management meeting.

The Annual Plan, because of the fast changing nature of ABEL I, was always viewed as a guideline for action, and not the determinative document. This was particularly true for Mission Buy-Ins. In virtually every instance, the major ABEL Buy-Ins occurred in countries with rapidly changing political and social conditions--South Africa, Mali, Namibia, and Malawi (as it prepared for elections).

2. WEEKLY/BIWEEKLY MEETINGS

At the beginning of ABEL I, in October 1989, the CTO suggested that a weekly meeting of ABEL personnel would be a very useful way to ensure communication. Each meeting included an agenda, usually based on the last weeks meeting. Each meeting was attended usually by the leadership of ABEL, the Director and

Associate Directors, any members of the Consortia available, and other members of USAID interested in ABEL activity. Particularly during the start-up phase, members of the USAID Africa Bureau (AFR/ARTS) were frequent attendees.

The formats of meetings were straightforward: Old Business including Long-Term Activities, Short-Term Activities, Publication and Dissemination, and New Business. Agenda items were broken down according to key countries, with the long-term countries appearing first, followed by short-term activities, typically design or dissemination efforts. For centrally funded activities, thematic issues were identified and highlighted. At the end of each item, an ACTION line was included with responsibility and timing for any outstanding items. In all, there were 148 meetings in five years. **Appendix M** provides a sample.

Periodically, when field office personnel returned for home leave, or when key USAID staff returned from field visits, they too attended the ABEL meetings. This usually provided an excellent opportunity to exchange views, get a "concrete" update on recent events, and "take the pulse" of the project efforts. ABEL meetings also became, on occasion, part of the pre-briefing sequence for design teams. Overall, these meetings and the subsequent notes assisted with conveying the scale and scope of activities and provided some opportunities for cross-fertilization of ideas in an informal setting.

For bi-weekly meetings begun in 1991, there was an attempt to hold discussions to two or two and a half hours. Agendas were held to approximately six pages, and subsequently distributed to all ABEL team members, all ABEL field offices, and all affected USAID central and mission offices. The agenda ACTIONS were usually reviewed within three to five days to determine results and assist with completing items.

Overall, the weekly and then bi-weekly meetings were considered the most effective management tool for the entire ABEL project.

3. MONTHLY CENTRAL AND MISSION REPORTS

To ensure that activities were monitored from both a programmatic and financial standpoint, ABEL I updated both statuses on a monthly basis. During the initial years, this often required a two month lag, but by 1992, a regular reporting cycle had been established. **Appendix N** provides a sample of such a report provided to the Mali USAID Mission later in the project life.

All ABEL I activities were organized according to Activity Number, and all subcontracts organized by Task Order. **Appendix O** shows a Task Order financial report. By the end of ABEL I, there had been 103 Task Orders processed. These in turn were used to monitor allocation of subcontractor efforts under ABEL I.

To ensure that the CTO and USAID/Washington had current information, all project budgets, core expenditures, and buy-in expenditures were monitored monthly using AED cost reports, as well as detailed consortia submissions which indicated, Task Order, Level of Effort, Budget, Expenditures to Date, Balance, and notations for any exceptional requirements. A sample is noted in **Appendix P**. Periodically, central expenditures were matched against records from the MACS system, and from USAID Washington accounting. As noted, differences in the time of submission and processing (some as long as five months from an AED voucher until processing in MACS) accounted for frequent differences in reports.

4. QUARTERLY REPORTS

Per the ABEL I Core Contract, ABEL provided, usually two months after each Quarter, a Quarterly Report of activities. As exemplified by the sample in the Appendix, the bound Quarterly Reports highlighted progress to date in each area, summarized the scope of activities, both graphically and in matrix form (see **Exhibit 15**), and described any activities carried over from previous quarters.

The Quarterly Reports were circulated to USAID Central Offices, USAID Missions who were participants in ABEL, ABEL consortium members, and those requesting more detail on project activities. These were usually submitted in quantities of 400. In addition, to the formal Quarterly Reporting, USAID Missions, such as Mali, requested additional details as part of a monthly reporting cycle.

The Malian Quarterly Reports on ABEL staff participation in Project BEEP, by the end of the project work in August, 1994, were some of the most comprehensive and detailed of all the field reporting. Built around MS Project software from Microsoft Corporation, as a monitoring tool, the USAID Mali monthly and quarterly reports highlighted progress by individual tasks, (on which

EXHIBIT 15

ABEL ACTIVITIES MATRIX

	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
Term Activities																
ncy Collaboration	✓		✓													
	✓		✓												✓	
ity in Education				✓	✓	✓							✓			
evelopment	✓									✓		✓				
valuation	✓	✓					✓	✓								
	✓							✓								✓
mation Management	✓							✓								
ment Testing	✓	✓	✓	✓			✓									
hool Development	✓			✓						✓	✓		✓		✓	
Instruction		✓	✓	✓	✓	✓			✓							✓
	✓										✓					
acity Building	✓		✓									✓	✓			
ate of Education in Mali		✓							✓							✓
Decentralization	✓		✓				✓			✓		✓				
	✓		✓					✓			✓					
of Education Ministry	✓	✓	✓					✓		✓		✓				
y	✓	✓									✓					
a																
	✓	✓												✓	✓	✓
nal Workshops - Conferences	✓		✓												✓	
g Workshops & Conferences																
	✓	✓	✓	✓		✓	✓						✓			
s & Workshops	✓														✓	
ogue	✓									✓			✓			
y Tours	✓										✓			✓		
Analysis Modeling																
Administration Training	✓		✓												✓	
ctum Development																
ation of SAAECE	✓	✓													✓	✓
ing & Program Development																
& W/																
nsitivity	✓	✓			✓	✓							✓			
nsitive Teaching Guide	✓	✓											✓			✓
ctivities		✓					✓						✓			
al Planning	✓	✓						✓		✓						
y	✓	✓											✓			✓

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Exhibit 15 (continued)

ABEL ACTIVITIES MATRIX (January-March, 1994)

	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
...ts																
...Review / Demand Study		✓	✓							✓					✓	✓
...abase Project		✓														✓
...ication		✓										✓	✓			✓
...ulletin No. 40		✓														✓
...2		✓														✓
		✓											✓			✓
...Study		✓								✓					✓	
		✓								✓					✓	✓
...se Study		✓											✓			✓
...y		✓											✓			✓
	✓		✓							✓						

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each of four ABEL task areas reported), attendant costs associated with completion or non-completion of tasks, and expectations for the next quarter. **Appendix Q** contains a sample of these reports. In the last year of the ABEL/BEEP project, these Quarterly reports were shared with Malian counterparts to ensure that progress and delays were jointly understood and addressed. By the end of the ABEL I under project BEEP, Quarterly reports were used as a mechanism for "mid-course corrections", a critical factor in maintaining progress in a country with six governments in three years.

Field generated Quarterly Reports, in the case of South Africa and Malawi, were also used as management tools for discussion of problems, anticipation of issues, and for general communication of changing needs and perceptions.

5. SIX-MONTH IN-DEPTH REVIEW

In addition to the above routine reporting, both at the field and central USAID levels, ABEL also conducted, under the sponsorship of USAID/S&T/ED, until the Spring of 1994, a six-month "in-depth" review of activities. The major purpose was to provide a lengthy discussion (usually three hours) of the possible uses of new products and lessons learned. These sessions frequently provided more immediate information for planning in other countries. The major audience for these sessions were the various Regional Bureaus, but most specifically the Africa Regional Bureau. **Appendix R** provides a sample of the reporting format and areas for discussion.

As noted, the group would usually consider:

- Progress to Date in Key Areas
- Any Problems Encountered
- Observations from the Regional Bureaus
- Special Programmatic Presentation--New Ideas
- Financial Overview
- Next Steps

From these discussions came suggestions for new applied research, for new audiences for particular products, and for new collaborators on various projects.

6. ANNUAL REPORT

Approximately two months after the end of each project year, an Annual Report was submitted. This report, "rolled up" the actions of the preceding year, recategorized ongoing activities, and provided an occasion to update all publications and products. A sample of these can be found in **Appendix I.**

7. MONTHLY CONVERSATIONS WITH MISSIONS/ WEEKLY CONVERSATIONS WITH THE USAID/CTO

In addition to all the formal reporting mechanisms, ABEL I relied as well on conversations, at least monthly with USAID Missions personnel where activities were being conducted, as well as with field personnel. These conversations were an attempt to anticipate problems and find simple solutions.

Additionally, except for travel, the Director or Associate Director of ABEL I was in contact with the USAID/CTO virtually every two days, but at a minimum weekly. This frequently allowed rapid response to emerging buy-in issues and resource allocation problems.

C. SERVICE ORIENTATION

The strongest factor in assuring good management in ABEL I was a consistent service orientation throughout the project. Every staff member was trained to respond as quickly as possible to any USAID query, and where a full response was not possible to indicate what was being done. Intermediate deadlines were frequently established so that all parties knew what was happening. In most cases, this approach worked well--at times to the detriment of the communications costs. As of 1994, INTERNET was becoming a more reliable mechanism for frequent and rapid communication with both consortium members and USAID, both centrally and at the Mission level.

VI. SPECIAL ISSUES

This section describes special issues that affected the conduct and success of ABEL I. Several, if addressed, will make the work of ABEL II more successful, and the integration of activities more thorough.

A. CEILING-BASED FUNDING

By the end of 1993, ABEL I was 92% committed in terms of "buy-ins" that it could accommodate within the project buy-in ceiling that was originally set at $9.01 million. Reaching the ceiling comparatively early in the life of the project is attributable to the circumstances noted in the introduction. As a result, considerable time was spent in the latter part of 1993 and 1994, juggling, adjusting, de-obligating, and trading individual country ceilings in order to accommodate real Mission demand. In the last quarter of 1993, approximately three USAID Missions were turned down for ABEL assistance, and in 1994, another four were either turned down or seriously delayed. Staff time of both USAID central personnel and ABEL project personnel became considerable, and Mission frustration increased dramatically.

ABEL I would have benefitted dramatically from mechanisms to increase, modify, or nullify ceilings. While the Q-type contract is becoming the norm, ABEL's experience should be noted should ceiling approaches ever be reconsidered within USAID.

B. EMPLOYMENT OF LOCAL FIRMS AND CONSULTANTS

In a number of emerging countries with whom ABEL I has worked--specifically South Africa, Chile, Thailand, and Jordan, there is substantial local expertise accessible to a USAID central project. The primary difficulty is in setting effective local compensation--compensation that may be above a strictly local wage scale, but is below international scale. Varying criteria for special benefits (such as medical, retirement, and social insurance in South Africa) make the calculation of "fair" compensation quite complicated, and certain centrally established USAID rules made the process even more difficult. ABEL I spent considerable time creating compensation rationales so that local groups could be expeditiously and fairly employed. This represented a considerable overall savings to the U.S. government.

ABEL I would have benefitted from more decentralized local administrative approaches that accommodated national caliber local consultants at a "fair" compensation. In some instances, Mali specifically, an inter-donor agreement was eventually worked out, that the

USAID Mission then supported and allowed a much fairer compensation package for extremely qualified personnel.

C. DISSEMINATION OF FORUM

As noted in the ABEL I evaluation, the FORUM publication was very widely respected by those who received it. It was considered useful, timely, attractive, and properly paced. The two biggest concerns were that it was in English, and that it needed to be more targeted in distribution. Our previous discussion indicates how some of this occurred, and in 1994 ABEL I wished to make these changes. ABEL II should be funded to repackage the existing twelve issues of FORUM, translate them into French and Spanish (some articles have already been translated individually) and distributed much more broadly. This should occur as soon as core funding for ABEL II reaches a reasonable level, since FORUM represents a substantial, and, we think, productive investment in relevant, development material.

D. INTERNET USE

The use of INTERNET grew geometrically in the last two years of ABEL I. In 1994, a majority of U.S. research institutions and a growing number of colleges have arranged easy INTERNET links for the majority of their faculty. Increasingly, U.S. NGOs are also linking to clients and to one another via INTERNET. This has created a substantial and inexpensive communication option for faculty and development professionals who are traditionally isolated from all but their specialty colleagues.

The majority of institutions in Africa have no routine access to INTERNET. Many institutions are still required to make expensive toll calls to get to an INTERNET node. This has deepened the isolation of African institutions from on-going dialog and collegial relations--not only within Africa, but internationally. This situation could be relatively inexpensively changed if ABEL were to directly support INTERNET access in Africa, for say 10 institutions. Those institutions could be determined competitively or by choice linked to other ABEL projects.

An initial thought is that subsidized access to INTERNET for two-three years, funded by ABEL II, would create a dramatically new dynamic for many potential African collaborators. It would also provide a certain "proof of concept" for the use of these advanced/standard tools. INTERNET would give many institutions, otherwise totally dependent on donors,

a chance for access to libraries, information, and communication hitherto virtually impossible. This one intervention could create a set of pressures for governments to make additional investment in data networks.

E. SUMMARY

In its 5 years of operation, ABEL I, we believe, expanded the tradition of USAID-funded, central projects in education. It did this by increasing the level of service to Missions (both in terms of substance and procedure), dramatically increasing the place of policy analysis and dialog in the "tool-kit" of developmental interventions, perfecting other tools, such as EPICS, as part of a training focus, and firmly establishing the role of WID in major new projects, particularly in Africa.

ABEL I lived through the transformation of development community opinion from strictly centrally oriented intervention (through ministries and large governmental bodies) to the refocus on NGO activities and capacities. ABEL's work in South Africa helped perfect techniques for making NGOs more responsive and efficient, and helped some of them reshape themselves in support of a popularly elected government--a transformation we all hope to see in the next decade. The project, through attractively written and designed case studies, further described major NGO work like BRAC in Bangladesh, and the excellent educational work conducted by CIDE in Chile.

ABEL I also began the systematic linkage of education changes with those of other sectors. Examples of this include early design work in infant nutrition in Chile, the Venezuelan barrio work on child survival, and investments in environmental education design and curriculum in Thailand. The FORUM magazine itself quite deliberately focussed, in its last year of ABEL I publication on cross-sectoral themes--further linking investments in education with productivity, health, and nutrition changes in developing countries.

Finally, we think ABEL I helped develop and then use a more modern infrastructure--bibliographic and training databases, INTERNET (in its last year), and modern simulation techniques to present clearly and forcefully the role of education in national development. We think the combination of attractive presentation, clear messages, and solid applied research allowed USAID to maintain a preeminent position in the development dialog about education.

ABEL I -- FINAL REPORT

APPENDICES

APPENDIX A

USAID ABEL Project Components

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Progress in rationalizing public sector spending must involve the education sector. Spending for education represents 15% to 35% of central government spending in most developing countries. Greater efficiency in the public sector is inextricably linked to educational policy and budget practices.

3. ABEL PROJECT ACTIVITIES

ABEL is designed around three components: (1) technical and managerial support to the field; (2) pilot projects, research, and evaluation; and (3) short-term training to assist developing countries and USAID field missions across a variety of basic education efforts. This section reviews activities, deliverables, funding sources, and anticipated person-months of technical assistance required for each project component.

Component 1. Technical and managerial support for governments and USAID field missions

This component of ABEL provides a mechanism for assisting governments and USAID missions in designing and implementing basic education activities linked to improving quality and efficiency. This may include assistance in conducting sector or subsector studies, writing design documents, liaison with governments and USAID field offices, and/or facilitating technical and managerial back-up for new activities in host countries.

t contains two discrete field support strategies. ination activities shall be mounted by the ABEL at draw on tools, methods, and research findings r current and future ST/ED projects. Second, the y collaborate with USAID missions and ST/ED in forms of technical assistance, particularly supporting efforts to address management problems that occur entral ministry and local schools. The ABEL project ototype tools and strategies already developed and ED and embark on new forms of assistance that match fic needs. Some initial short-term technical A) will be funded by central (ST/ED) resources. long term or repeated short term assistance is planned lar country, financing will be through a USAID mission ABEL contract.

Dissemination. In order to effectively provide assistance to countries with greatest need, the contractor will proactively disseminate and adapt extant tools, prototypes, and research findings to country-specific needs. Dissemination efforts will target developing country educators and government officials, A.I.D. missions, and other donors active in basic education. The contractor will have full access to products and expertise of other current and previous ST/ED projects. These projects have developed, for example, documented methods for conducting sector assessments to identify options and key points for intervention; strategies and guidelines for engaging in policy dialog and adjustment; management information designs and software; cost-effective learning

technologies, including use of interactive radio and competency-based curricula to better structure classroom lessons; research summaries on the effectiveness of interventions and training materials for educational administrators. The ABEL contractor will be charged with assisting countries to efficiently apply these ST/ED products in order to improve basic education initiatives. The expected steps in the dissemination/technical assistance effort are:

(a) assemble useful tools, prototypes, and research findings from prior work in this area supported by ST/ED;

(b) assemble exemplary research findings and lessons learned about school effectiveness projects from USAID missions and other donors;

(c) compile relevant literature on girls' enrollment, persistence, and achievement in basic education;

(d) develop and implement a strategy for disseminating these products and information;

(e) explore options with host country counterparts and USAID missions for design of basic education initiatives;

(f) develop country plans for adapting, using, and evaluating tools or prototypes where feasible; and

(g) provide technical and managerial assistance for implementation.

Project descriptions are available which review the tools, methodologies, and research that may be selected for consolidation and dissemination. (These descriptions are available if requested in writing.)

Within its dissemination responsibility, the ABEL contractor will collaborate with ST/ED in consolidating and describing existing tools and methods, and in conducting limited analytic work.

Ministry-school management problems. As new basic education projects are being implemented, governments will require assistance in 'nuts-and-bolts' of local schools. This might include, for example, addressing problems related to the design, production, and distribution of learning materials; teacher deployment; distribution of salaries; school supervision; applications of learning technologies; administrative linkages between the central government and the schools; management information systems; private sector involvement in the education sector; or improving national exam systems. The contractor will provide appropriate forms of technical assistance targeted on these and other areas in which U.S. educators and technical specialists have much to offer.

Specific deliverables under Component 1 are found in Section F of this contract.

Component 2. Pilot projects, research, and evaluation

Further development of a usable knowledge base related to school effectiveness is required for A.I.D. and other donors to target limited resources on cost-effective interventions. Under Component 2, the contractor will design and help implement pilot projects that test the effectiveness of small-scale interventions. Many of these pilot projects will focus on encouraging greater female participation in, and persistence through, primary school. Some pilot projects are expected to "test the water" in preparation for major initiatives in particular countries.

-- --ition, the contractor will conduct or subcontract for long and term empirical studies. This analytic work may focus on y-specific policy issues or related school-level factors that pupil achievement. Among other issues, it is anticipated esearch will be conducted to (a) illuminate the causes of low participation in basic education, and/or (b) identify school and pedagogical practices that cost-effectively boost pupil ement. Both qualitative and quantitative research methods may loyed.

Research activities should be directly linked to the design and implementation of pilot or full-scale bilateral projects. ST/ED intends to work with USAID missions to establish co-financing of pilot projects and research activities. In general, two short term technical assistance visits of one month each will be supported by ST/ED to design or plan pilot projects or research. In-country costs and continuing technical and managerial assistance are expected to be supported by buy-ins financed by field missions. Resident technical advisors can be posted in conjunction with pilot projects and research activities through co-financing arrangements.

As increasing numbers of basic education activities are supported by A.I.D. and other donors, formative evaluations will become critical to assess how well projects are doing mid-stream, and how their effectiveness can be raised. The contractor will provide ongoing formative evaluation services, as well as summative evaluation capacity. The contractor may be requested to conduct program evaluations of field and central projects. Funding for evaluation services typically will be provided by the office or mission requesting the services. (Evaluations of the ABEL project will be conducted through a separate mechanism by ST/ED).

The following are illustrative pilot projects and research that may be undertaken:

(a) Pilot projects to test the efficacy of incentive programs to increase girls' participation;

(b) Research on gender issues in classroom interactions, teacher performance, and/or curriculum;

(c) Pilot programs to reach girls outside of school settings using new learning technologies;

(d) Research on social and economic constraints to girls' completion or achievement;

(e) Research or pilot interventions on 'nuts and bolts' management problems, particularly where such research contributes to host country/mission initiatives in basic education;

(f) Long-term assistance on formative evaluation, to ensure that plans for investments in basic education can be adjusted as new projects unfold; and

(g) Pilot projects to apply tools or learning technologies developed under other ST/ED projects.

Specific deliverables under the pilot projects component are found in Section F of this contract.

Component 3. Short-term training

Sustainable improvements in educational quality and efficiency depend upon raising countries' management capacity at all three levels addressed by this project. The project will develop short-term training linked to basic education activities in the field. Training will be designed to boost participants' analytic and hands-on skills, as well as to familiarize trainees with pertinent strategies, tools, and research findings.

The contractor will undertake three types of short-term training activities:

(a) Country-specific seminars (approximately 5 with some focusing on female participation issues) will be supported for the benefit of government or others active in the education sector within a country;

(b) Two regional seminars per each year may be supported when educators or government officials from a group of countries would benefit from training in the same field, including exploration of co-financing of a regional training center. Training seminars will typically last two weeks. It is assumed that 20 participants will attend each seminar (20 participants x 2 annually x 5 years). Note that USAID buy-ins to the ABEL contract will be required to fully fund these in-country training activities; and

(c) Two U.S. based summer seminars per annum with up to 30 participants in each seminar may also be provided, aimed at host country professionals and overseas students who may be involved in the education sector (in their own country) and who are attending U.S. universities.

Participant costs for all three types of training will be supported with buy-in funds from USAID missions. Central resources will support the development of regional and U.S. based training courses, including curriculum, materials, staff, and teaching site. Buy-in funds will support country-specific training sessions. The contractor will provide only technical materials, course development and training staff for U.S. and major regional training. All logistical support for these training events will be supplied through a separate contractor with which the ABEL contractor will collaborate.

Technical support on the following topics may be required in preparing these short-term training activities:

(1) In-country and regional workshops on shared areas of interest such as policy and budget analysis, instructional materials production, management information systems, learning technologies, school supervision, headmaster training, and sharing classroom interventions that work;

(2) Development and provision of a course or courses in the U.S. on fundamentals of teaching, supervision, logistics, testing and measurement, use of learning technologies, or central administration of educational systems. The course would be attended by developing country students pursuing degrees or long-term training in the U.S. It is expected that many of these students will be from disciplines other than education, but will have teaching or administrative responsibilities in education.

Specific deliverables under the training component are found in Section F of this contract.

6. AID PROJECT MANAGEMENT AND SPECIAL PROVISIONS

The project Cognizant Technical Officer (CTO) for A.I.D. holds authority over the following activities:

(a) Coordinates all project activities with the regional bureaus and USAID missions, including travel and scopes-of-work for technical advisors working in collaborating countries;

(b) Approves annual implementation plans, research reports, and all other publications stemming from project activities;

(c) Reviews and transmits to the contracts office all buy-in requests submitted by USAID missions;

(d) Certifies vouchers submitted by the contractor; and

(e) Provides technical input on how project strategy can be improved and carried out.

DELIVERIES OR PERFORMANCE

1. PERIOD OF CONTRACT

The effective date of this contract is the date of the Contracting Officer's signature on the cover page, and the estimated completion date is five years thereafter.

2. TECHNICAL DIRECTIONS

rformance of the work hereunder shall be subject to the technical rections of the cognisant A.I.D. Project Officer. As used herein, echnical Directions" are directions to the Contractor which fill details, suggest possible lines of inquiry, or otherwise complete e general scope of the work. "Technical Directions" must be thin the terms of this contract, shall not change or modify them any way, and shall not constitute changes (as described in the ause of this contract entitled "Changes - Cost Reimbursement" (FAR .243-02, Alternate II), which may only be issued by the ntracting Officer. The Contractor shall comply with the clause of is contract entitled "Notification Of Changes" (FAR 52.243-07).

3. DOCUMENTATION REQUIREMENTS

In addition to the requirements set forth for submission of reports in the clause of this contract entitled "Reports" (AIDAR 752.7026), the Contractor shall be responsible for submission to the CTO of the following deliverables:

prepare, within the first two months of the iled implementation plan, in consultation with thereafter the contractor shall prepare a mentation plan (AIP) that must be approved by is obligated for the coming year. The AIP must llaborating country, the following elements: (a) ct objectives and concrete indicators of e objectives, (b) a candid discussion of ems in reaching objectives, (c) a budget with w funding is allocated, and (d) a staffing should distinguish between activities funded by hose activities supported by USAID missions. should assess how dissemination, research, and -- not always linked to specific countries -- untry needs and interests. The contractor is , and measurably, improve A.I.D.'s capacity to nd assist countries in improving quality, le participation.

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The AIP will help to ensure that all parties, particularly governments, are aware of what commitments and conditions are being put forward. The AIP also should be explicit in communicating to USAID missions information regarding project commitments and staff responsibilities.

In addition to the annual plan, the contractor will submit a quarterly report that summarizes project activities, accomplishments, and pressing problems. Each fourth quarterly report will be an annual report suitable for broad distribution. Specific requirements and formats for these reports will be developed by the project director in collaboration with the CTO.

The contractor will prepare a final report at the conclusion of the contract which summarizes accomplishments of the project. The CTO will further specify, and must approve, the contents of this final report.

Component Deliverables

1. Dissemination and School Management Component

Under the dissemination component the following deliverables are required: (a) a plan, completed during the first 4 months of the project, for selecting and packaging a subset of ST/ED tools, methods, and research findings; this plan should specify what dissemination methods will be employed and how they will be integrated into field work with at least three USAID missions per year; note that the contractor will work with AID/Washington to decide within which countries and USAID missions field support will be concentrated; (b) basic products shall be prepared for dissemination, drawing from the basic ST/ED priorities of management information software, sector assessments, policy dialog processes, learning technologies, social marketing and communication, and empirical school-level research; (c) at least two research reviews related to female participation in basic education will be produced in year 1; (d) application of ST/ED tools and methods within project preparation activities in at least three countries per year; and (e) two regional workshops shall be organized each year, aimed at disseminating tools, methods, and research findings; these meetings could involve, and are not necessarily in addition to, the training activities specified in Component 3.

In addition, (a) a roster will be developed of consultants available to ST/ED, drawing from U.S. educators who can address management issues; (b) the contractor will conduct case studies of successful projects in the school management areas specified above, not to exceed three case studies or reviews per year; and (c) the contractor's annual implementation plan (detailed below) shall specify how these educational management issues are being addressed within field support activities.

2. Pilot Projects and Research Component

Under the pilot projects and research component, the following deliverables are required: (a) at least three research activities per year, largely focused on the determinants and consequences of higher female participation; (b) a major annex to the annual implementation plan that outlines how research and pilot projects will address female education problems; this annex will be developed in collaboration with AID/Washington's Women in Development Office, participating USAID missions, and ST/ED; (c) pilot projects aimed at increasing female participation in basic education shall be developed, preferably within broader project preparation efforts, in at least eight countries over the life of the project; and (d) additional analytic tasks shall be carried out as requested by ST/ED and participating USAID missions.

3. Training Component

The minimum level of deliverables under the training component include: (a) approximately 5 country-specific seminars over the life of the project focusing largely on female participation in basic education; (b) two regional seminars each year providing training for government officials and educators from host countries; (c) two summer seminars in the U.S. for overseas students who will work in the education sector; and (d) additional short-term training or in-country workshops developed in collaboration with ST/ED and USAID field missions.

4. PERSONNEL REQUIREMENTS

Based on the nature of this contract, a number of important factors have been identified which must be accommodated in order to maximize effectiveness and efficiency.

A. Technical Qualification

e contractor must stay abreast of current international efforts in e field in order to: (a) advise A.I.D. of new developments and eir implications for the Contract; (b) manage effectively oblem-solving components; and (c) incorporate findings and adapt e contract approaches to those findings, as appropriate.

The contractor must also be capable of deriving from project experiences the technical and implementation findings appropriate for dissemination to a wide audience of researchers, program sponsors, and implementors.

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B. PROJECT STAFFING AND MANAGEMENT

Home office staff positions

The project will support two key professionals throughout its operation: the project director and an associate project director. A third centrally funded key professional will be added to staff in about month 5 of year one. This person might be, for example, a junior professional with strong research skills who could direct and monitor work towards some contract deliverables and serve as a liaison to A.I.D. The exact nature of this position will be defined by the project director and A.I.D.'s cognizant technical officer (CTO) early in Year 1 as the hiring process begins.

Project director - Key Personnel. This key senior professional will exercise management responsibility and authority for all project activities, in consultation with A.I.D.'s CTO. Responsibilities over the 60 person months include:

(a) Plan, coordinate and manage the design, development, and execution of technical and managerial assistance for USAID supported basic education initiatives in developing countries;

(b) Plan, coordinate and oversee the design, development, and execution of pilot projects, research, and evaluations; and

(c) Provide for administration of the overall contract, support for short and long term technical consultants, and resident technical advisors to the field, and ensure timely and accurate project reporting to AID/W and USAID missions; and

(d) Liaise with the CTO, an interbureau advisory group within AID/Washington, and USAID missions.

sociate director - Key Personnel: assists the project director in anning for, and achieving, overall project objectives. As such, is person should be able to assist with all elements of the rector's scope of work, and should offer most of the experience d qualifications required of the project director, in addition to e special qualifications noted below.

The associate director (or project director) will focus at least 50% of his/her time on implementing those elements of the project that seek to increase female participation and achievement in basic education. The associate director may be supported by a subcontractor which provides specialized expertise in this area, but the associate director is expected to work on site with the project director even if employed by a subcontractor.

Training/research specialist - Key Personnel: This junior professional will support project activities both in the home office and the field. This individual will have responsibility for compiling tools and prototypes for dissemination, report and publication preparation, and support for design, logistics, & implementation of training programs. He/she will also serve as liaison with A.I.D.

Program assistant/financial specialist. Funding will be available to support one FTE mid-level position in the project's central office. Mid-level staff will be utilized to provide assistance with administrative, budget, and accounting tasks. This position could be filled with two part time individuals who have complementary skills.

Secretary. Funding will be provided to support one FTE secretary.

For positions designated "Key Personnel", any change of individual designated in that position must have the written concurrence of the CTO.

5. SPECIAL PERFORMANCE REQUIREMENTS

In addition to the contractual provisions specified in this contract, the contractor shall satisfy the following requirements:

(a) The Contractor will provide evidence of availability of key personnel to begin work on this project within 30 days of award of the contract.

(b) When specialized services in support of the project activities are required, but are not available within the contracting organization, they may be subcontracted subject to the prior written approval of the CTO and the Contracting Officer, and subject to the clause of this contract entitled "Subcontracts Under Cost-Reimbursement and Letter Contracts (FAR 52.244-02)". Examples of specialized services might include video production, computer hardware/software services, consulting services, etc.

(c) Copies of all correspondence pertaining to substantive project matters between the Contractor and local organizations shall be forwarded to the CTO and the local USAID Mission.

In addition to the scope-of-work specified in Section C, the following provisions will apply to the contractor in managing the project:

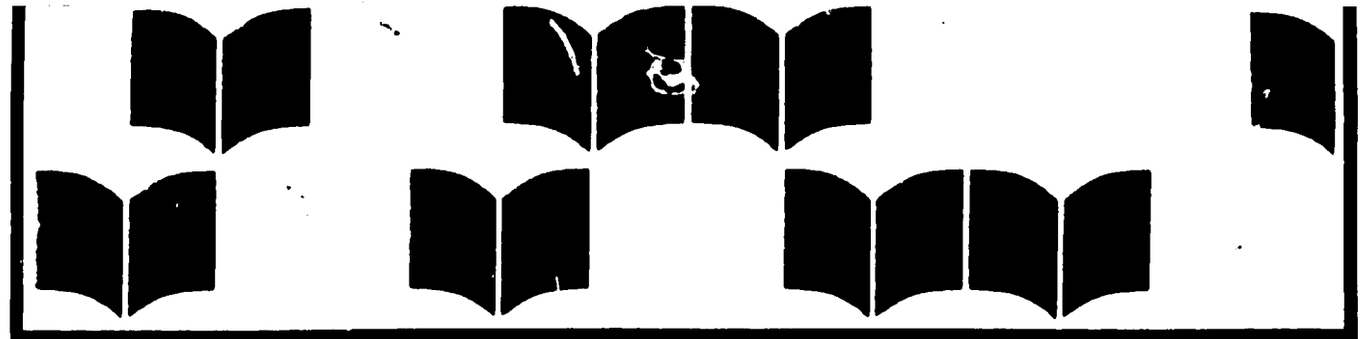
(1) All foreign travel requires prior clearance in writing by the CTO and the relevant USAID mission. Such requests should arrive at the CTO's office three weeks prior to start of travel.

(2) The contractor will be authorized to enter into subcontracts with U.S. and participating country organizations providing technical assistance with prior approval of the CTO. Subcontracts with countries outside the U.S. for the delivery of technical assistance, especially when particular language skills are required, will be permitted. In general, the contractor must regularly provide language skills in English, French, and Spanish.

(3) AID will conduct a mid-term and a final evaluation of the]ect. These activities will not be funded within the project. The :ractor will cooperate fully with these evaluation activities, and l be expected to fully document project activities and data relevant ıvaluations of inputs, outputs, and basic education outcomes in ıtries where project assistance is extensive.

(4) The contractor will submit monthly financial reports according to AID requirements.

(5) A trip report, in three copies, must be submitted to the CTO within 21 days of any trip completion.

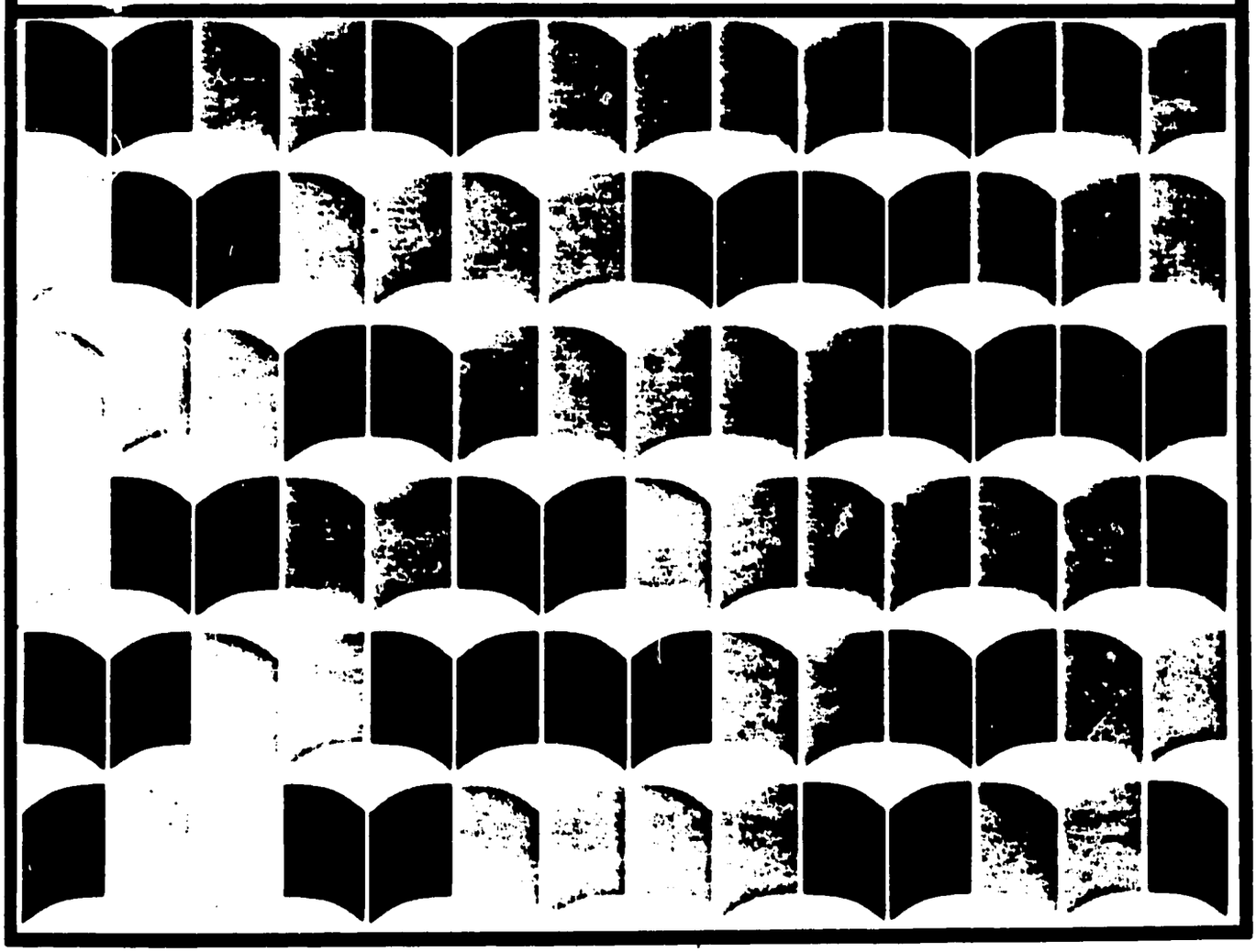


A B E L

Advancing Basic Education & Literacy

PUBLICATIONS

1989-1994



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Advancing Basic Education and Literacy

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Project ABEL is a worldwide education project to enhance literacy and promote basic education. This project provides direct technical assistance, reports on applied educational research, and information on proven educational techniques throughout the world. The project is conducted by the Academy for Educational Development (AED) in consortium with Creative Associates International, Inc. (CAII), the Harvard Institute for International Development (HIID), and the Research Triangle Institute (RTI). Project ABEL is funded by the United States Agency for International Development (USAID). Contract No. DPE-5832-Z-00-9032-00. Communications should be directed to

Project ABEL
Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20009-1202
USA

TEL: 202-884-8000
FAX: 202-884-8400

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INFORMATION BULLETIN SERIES

The purpose of the ***ABEL Information Bulletin*** is to research and disseminate to educational practitioners and policy makers practical and cutting edge educational technologies, tested policy tools, inspiring innovations, and effective strategies for the expansion of quality basic education around the world. Each bulletin is designed to provide sufficient information to stimulate action and dialogue or further inquiry into a specific topic. Each bulletin is approximately five to eight pages long.

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Breakthrough to Literacy, Bulletin Number 3

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Development Communications, Bulletin Number 6

Development of a Continuous Assessment Program for Primary Schools, Bulletin Number

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The Teacher Personnel Management Information System, Bulletin Number 24

Thaba-Tseka Skills Training Center, Bulletin Number 25

Learning Technologies for Basic Education, Bulletin Number 26

Classroom in a Suitcase: An Indian Experiment, Bulletin Number 27

The Economic and Social Impact of Girl's Education in Developing Countries, Bulletin Number 28

Restructuring a U.S. School, Bulletin Number 29

System to Help Access Reports of Effective Education (SHARE), Bulletin Number 30

Curriculum Reform in Egypt, Bulletin Number 31

IBM Education Projects and Courseware for ABEL: Innovations in the "Hard" Technologies of Learning, Bulletin Number 32

The Radio Language Arts Project (RLAP) in Kenya, Bulletin Number 33

Introducing National Languages in the Primary Education System in Mali, Bulletin Number 34

An Ethnographic Study of Factors Affecting the Education of Girls in Southern Malawi, Bulletin Number 35

School Feeding Programs and Educational Achievement, Bulletin Number 36

Primary Education for All: Learning From the BRAC Experience, Bulletin Number 37

Guatemalan Development and Female Education, Bulletin Number 38

Interactive Radio Instruction: Making Quality Education Accessible, Bulletin Number 39

Factors Contributing to Higher Educational Achievement in Botswana: An Analysis of Educational Gains of Male and Female Students, Bulletin Number 40

THE FORUM FOR ADVANCING BASIC EDUCATION AND LITERACY

The FORUM for Advancing Basic Education and Literacy is a quarterly publication that aims to stimulate dialogue on and informs educators and educational policy makers worldwide about issues of educational policy, quality, planning, management, and other dimensions of basic education concerns. This forum also examines the interface between education and productivity, the environment, health, general social well-being, and democratic practices.

Solving Access Problems, Volume 1, Issue 1, June 1991

Improving Efficiency, Volume 1, Issue 2, September 1991

Redefining Quality, Volume 1, Issue 3, January 1991

Equity, The Ultimate Challenge to Education for All, Volume 1, Issue 4, May 1992

Teacher Training for Teacher Learning, Volume 2, Issue 1, October 1992

Curriculum: The Work of Schools, Volume 2, Issue 2, February 1993

Education, (De)Centralization and the Democratic Wish, Volume 2, Issue 3, May 1993

Resources for Education for All, Volume 2, Issue 4, August 1993

Work, Productivity, and Schools, Volume 3, Issue 1, November 1993

Education and Health: From Vicious to Virtuous Cycles, Volume 3, Issue 2, February 1994

Education for Sustainable Development, Volume 3, Issue 3, June 1994

Approaching Democracy and Education, Volume 3, Issue 4, August 1994

The ***Research Report Series*** is research documents on a broad range of issues about basic education. These documents are based on extensive field or document research on particular education-related subjects and are available for dissemination on request.

The Economic and Social Impact of Girl's Primary Education in Developing Countries, Maria Floro and Joyce Wolf, December 1990 (document research)

French translation available: *Les Impacts Economiques et Sociaux de L'Education Primaire pour Filles dans les Pays en Voie de Développement*, December 1990

Educating Girls: Strategies to Increase Access, Persistence and Achievement, Karen Tietjen and Cynthia Prather, December 1991; (document research)

French translation available: *L'Education des Filles: Strategies pour Accroître Access, Persistance et Résultats*, December 1991

Testing to Learn...Learning to Test: A Policymaker's Guide to Better Educational Testing, Joanne Capper, October 1993 (document study)

Schooling and Labor Force Participation, Nancy Horn, August 1993

Education's Impact on Girls: Five Generations of an Indian Family, Joy Wolf (forthcoming)

COUNTRY REPORTS

ABEL country reports represent a wide range of data gathering and presentation formats depending on their targeted objectives. Country reports may be education sector assessments, case studies, surveys on specific education problems such as repetition, drop out rates, gender issues in teaching and learning, curriculum design, education information management systems, institutional capacity assessment, evaluation of environmental education, and the like.

BANGLADESH

"Primary Education for All: Learning From the BRAC Experience, A Case Study," Manzoor Ahmed, Colette Chabbott, Arun Joshi, Rohini Pande (Cynthia J. Prather, editor) 1993

"BRAC Nonformal Primary Education (NFPE) Case Study Phase 1: Preliminary Findings and Conclusions," April 1992

BOTSWANA

"Contributing Factors to Higher Achievement in Botswana Secondary Schools: An Analysis of educational Gains of Female and Male Students," Haiyan Hua, 1993

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"Refugee and Displaced Children in Croatia: An Assessment of Their Educational Needs," May Rihani, March 1994

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

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"Education Sector Review, Part II," June 1993

"Education Sector Review: Preliminary Report," Joseph DeStefano and Bernard Wilder, December 1992

"Education Sector Review, Part I," December 1992

GHANA

"Equity Improvement Program (EIP) Proposed Pilot Activities," May Rihani, July 1991

"Social Analysis for Program Assistance Approval Document (PAAD)," Bettina Moll-Druecker, 1990

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"Monitoring and Evaluation Plan, Final Draft," Margaret Sutton, June 1992

"Establishment of a Primary Pupil Registration System," Phil Matthews, June 18, 1992

"Development of a Gender Appropriate Curriculum," Phil Matthews, June 18, 1992

"House and Classroom Building Program," Phil Matthews, June 18, 1992

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

"Social Mobilization," Doe Mayer, 1991

"Institutional Analysis of GABLE," Richard Fehnel, 1991

"Social Feasibility Analysis," Tom Painter, 1991

"Social Analysis," Bettina Moll-Druecker, 1991

"Constraints to Girls' Persistence in Primary School and Women's Employment Opportunities in the Education Service," Sue Grant Lewis, Robin Horn, Catherine Kainja, Saulos Nyirenda, Jennifer Spratt, September 1990

MALI

"ABEL/BEEP Planning Seminars: Bamako-Kangaba," Jesse J. McCrorry, Jr., January 1994

"Revised Report on Reorganization of Mali Basic Education Expansion Program Filing System and Secretarial Handbook", Lucille Touré, August 1993

"Rapport Technique & Rapport Analytique," C. Monseur, G. Henry, 1993

"Aide-Memoire pour les Maitres-d'Ecole," Jeff Hittenberger, 1993

"Factors that Affect Girls' Access to and Retention in School in Mali 1965-1992," Aminata M Soumaré, 1993

"Analyse de Données de l'Enquête d'Evaluation: Rapport Technique and Rapport Finale," C. Monseur, July 1992

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"Un Système Integré d'Information Orienté vers la Gestion et la Planification," Serge Cuenin, June 1992

"Rapport Final sur la Confection de l'Annuaire des Statistiques Scolaires pour l'Année, 1990-1991," Nseka Vita, April 1992

"Training in Management for the Ministry of National Education, Mali," M. Clément Lufuluabo, February 1992

"Rapport de la Mission Operationnelle Effectuée à l'Institut Pédagogique National de Bamako," Christiane Strauven, February 1992

"Training of Administrators for the Educational Administration Component of BEEP (Basic Education Expansion Project)," Dr. William Rideout, January 1992

"Evaluation des Apprentissages des Elèves de 2e et 5e Années de l'Enseignement Fondamental en Français et en Mathematiques," G. Henry, SEDEP, December 1991

"Equipe Nationale Chargée du Recensement du Personnel du Ministère de l'Education Nationale," November 1991

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"Evaluation of the Experimentation in National Languages in Primary Education in the Republic of Mali: Final Report," John Hutchison, June 1990

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

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

Available in French: "Evaluation de l'Experimentation en Langues Nationales dans l'Enseignement Fondamental en Republique du Mali"

NAMIBIA

USAID/MEC Basic Education Support (BES) Project, Project Paper, Mark Lynd, May 1994

"Basic Education Reform in Namibia: Amended Program Assistance Approval Document and Project Paper," Brenda Bryant, James Cobbe, and Paul Holmes, July 1993

"Namibian Basic Education Reform Program Second Annual Review," Creative Associates International Inc., March 1993

"Evaluation of the Namibia Basic Education Reform Program," Brenda Bryant, James Gant, William Rideout, February 1992

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

NICARAGUA

"Nicaragua. Schooling, Repetition, Dropouts: Results of a National Study,"Carlos Gargiulo, Luis A. Crouch, April 1994

SOUTH AFRICA

"An Assessment of The Federated Union of Black Arts (FUBA) Academy," Donal Lease

"Developing Policies for Educational Broadcasting for South Africa," Milton Chen, January 1994

"ESAT Socio-Educational Survey 1992/1993," Jonathan Jansen, 1993

"An Evaluation of the Liberty Life Matric Re-Write Program," Furhana Jamaludeen, Ph.D., November 1993

"Report on Evaluation Workshop," Julian Meharchand, October 1993

"SAT Socio-Educational Survey 1991/1992," Joseph Diphofo, William DeWee, Ronald September, 1993

"Report: ABEL Workshop 22-26," June 1992

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

"Report on Evaluation Seminars," Sharon Harpring, March 1992

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

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

"ELET Evaluation Report," Julie Reddy, 1992

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

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

"Human Awareness Program (HAP) Workshop," 1992

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

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

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

SWAZILAND

"Factors Relating to Student Achievement in Swaziland," Rick Johnson, April 1992

THAILAND

Baseline Data: Social Forestry, Education, and Participation in Thailand," Christopher Wheeler, Benjalug Sookpokakit, Chayan Vaddhanaphuti et al, March 1994

UGANDA

"Support for Ugandan Primary Education Reform (PAIP)," Jeanne Moulton, Abby Riddell, Karen Tietjen, Paul Coates, December 1991

"Uganda Education Sector Review: Issues and Options for USAID," Robert Cole, Dave Evans, Robin Horn, Sue Grant Lewis, V. Byabamazima, Katherine Namuddu, March 1990

VENEZUELA

"Schooling and Maternal Behavior In a Venezuelan Barrio: Pathways to Child Survival," Beatrice de Acedo, Ileana Recagno-Puente, Cristina Otálora and Mariela Guillén, November 30, 1993

YEMEN

"Expanding Opportunities for Yemeni Women: Exploring the Provision of Basic Literacy Through the Yemeni Women's Union," Nasrine Abide and (Cynthia Prather, editor), (field research), October 1992

The executive summary of this study is available in Arabic.

OTHER REPORTS, AUDIO-VISUALS, AND DATABASES

ABEL REPORTS

ABEL Project Profile 1989-1991 describes Project ABEL technical assistance and dissemination activities over a two-year period—since the launching of Project ABEL IN 1989 to December, 1991. A matrix of ABEL activities over the two-year period and a summary of all technical assistance (both short- and long-term) provide the reader with a detailed illustration of ABEL project activities.

ABEL quarterly reports provide a qualitative and quantitative summary of long-term and short-term project activities, progress, and constraints in different regions and countries on a quarterly basis. Each quarterly report has an activities matrix and a map of ABEL activity sites that provide a bird's-eye view of the depth and breadth of programs.

January-March 1992
April-June 1992
July-September 1992
Fourth Quarter/Annual Report 1992

January-March 1993
April-June 1993
July-September 1993
Fourth Quarter/Annual Report 1993

AUDIO-VISUAL MATERIALS

Partnership in Basic Education, a 4-minute video prepared for WCEFA in Thailand

Empowering the Education Manager, a 12-minute video prepared for WCEFA in Thailand

Girl's Education: Benefits and Constraints, a 14-minute video prepared by CAII for the World Conference for Education for All in Thailand

The Lesser Child, a 32-minute video describing the problems Kenyan girls face as observed by different specialists, including educators, UNICEF, 1993 (NTSC)

EPICS Workshop for Mali delegates under BEEP/ABEL, two 2-hour video tapes on EPICS training workshop, April 23, 1992, (French, NTSC)

Conference on *Education for All*, 31 video cassettes on diverse basic education issues, March 1990, (English, NTSC, PAL)

USAID: A Partner in Improving Basic Education, EFA Conference, March 1990, (NTSC, PAL)

A Low-Cost Data-Logger for The Third World, a 30-minute video on computerization of data, presented by Michael Robson, the University of Zimbabwe (English, NTSC)

Girls' Education: Benefits and Constraints, two 2-hour video tapes on EPICS training workshop EFA Conference, March 1990, (English, French, NTSC)

There Was a Time, an 8-minute cartoon video tracing the evolution of girls' participation in schools beginning with the 20th century reality and projecting a bright schooling future for both boys and girls, UNICEF (NTSC)

Groupos Solidarios, an 11-minute education and training video showing how the poorest business people in South America get loans to help their business, (English, NTSC)

EDUCATIONAL DATABASES

SHARE-System to Help Access Reports of Effective Education (available for distribution)

InMagic Educational Database (available for reference in Washington, DC)

SARA Library, Girls' education database (available for reference in Washington, DC)

PRODUCTS OF CONFERENCES

"Educational Policies Workshops," (report), conference cohosted by The Ministry of Education, Jamaica and the U.S. Agency for International Development-Jamaica, March 21-24 1993

Creating Capacity for Educational Progress: Empowering the Education Manager, Basic Education Conference—Thailand, September 1990

Lessons Learned in Basic Education in the Developing World, Product of a workshop convened by R & D/ED, Washington, DC, February 1990

TECHNOLOGICAL INNOVATIONS FOR BASIC EDUCATION

"Ethiopia Financial Simulation and Policy Dialogue." This computer model is an educational planning tool that projects enrollment and transition rates by region, disaggregated by gender, and translates these projections into resource requirements (teachers, books, schools) and costs at the regional level.

"Report on Selected IBM Education Projects and Courseware for ABEL," Dr. Ralph Grubb, January, 1990

"South Africa Policy Modeling." This model simulates different policy alternatives for South Africa's educational system, including changes in the budgetary allocation to different ethnic sectors and the impact of resource reallocation the correspond with the end of apartheid.

"South Africa Teacher Supply and Utilization Model." This model predicts the budgetary implications of changes in teacher training and salaries after apartheid as well as the impact of school subsidies and other policies.

"Summary Report on Digital in the K-12 Marketplace," Digital Equipment Corporation, June 1990

"EPICS: Educational Policy Simulation Module," (complete with game board and computer program to generate simulation game results), Christina Rawley and Clair Brown

"Governance Options Model." This model looks at the budgetary implications for education that result from changes in governance, including decentralization, and cost-sharing at different levels.

APPENDIX C

FORUM

To Our Readers

Access to primary education should not be rationed according to ability to pay.

– Marlaine Lockheed & Adriaan Verspoor, Improving Primary Education in Developing Countries: A Review of Policy Options

"We need to give children's essential needs a first call on society's resources, whether times are good or bad."

– James Grant

Finance may be the greatest hurdle to education for all. Extending basic education to all children and upgrading existing systems to minimum levels of quality will require greater resources just as it becomes increasingly difficult to maintain current funding. Already, education accounts for a large part of government expenditures. Even as demand grows, governments are seeking ways to reduce their financial burden. Finance is a universal issue, and few countries have the money they would like to spend on education. Yet some countries are clearly worse off.

The global trend toward market-based development strategies derives in part from the failure of governments to provide quality services to all. Yet both states and markets can fail in providing social services or attending to the common good. The debate over "states vs markets," like many such debates, has generated more heat than light. What is important, in my view, is the opportunity to renegotiate linkages among the people, state and market, to achieve better social aspirations. Rather than forcing a choice, we should be looking at other questions:

- *How can the market and the state best be related to each other and to the people to realize the goals of society? What mechanisms will ensure that the state and market continue to serve the common interest?*
- *Given the special importance of basic education in national and individual development, how can schooling best be related to the state and market? What resource priority will society give to education, especially basic education?*
- *What strategies can government adopt to improve education with existing resources? How will such strategies likely affect national goals--access, efficiency, quality, equity, gender, voice, choice and collective identity?*
- *Who pays, and should pay, for education? Who benefits? How should resource allocation decisions be made?*

A number of countries have asked these questions. This issue of The FORUM reports on some of their experiences and on perspectives that have emerged in the process.

In the first article, I outline a framework for thinking about policy options in education finance. The next article, by William Cummings and Abby Riddell, sharpens issues in the debate over education provision, placing them in the context of history and empirical research.

The next two articles look at education finance in Zimbabwe. Fay Chung, former Minister of Education, describes the Government's strategies for increasing access in an inherited elitist education system. Some of the strategies have been controversial, especially the 1992 levy of school fees on urban primary pupils. In a study of school choice, school type and pupil background, Lynn Ilon examines the actual meaning of choice in Zimbabwe.

Fernando Reimers challenges both sides of the debate on structural adjustment and education. On the one hand, he wonders why we do not ask whether education – an essential component of development – has improved under structural adjustment. On the other, he stresses the importance of government choices, even under austerity. Kristi Fair looks at sustainability in the case of basic education reform in Namibia. While acknowledging the need to balance resources and expenditures, she points to the difficulty of forecasting the long-term economic or political sustainability of reform.

Market mechanisms are commonly suggested as means of increasing education resources. Christopher Colclough discusses one such mechanism, user fees, in light of economic recession. Mark Bray provides an overview of the potential and limitations of another common proposal, community finance. Cheng Kai Ming describes the Chinese experience with decentralization of basic education finance.

NGOs often play an important role where governments fail. Manzoor Ahmed, Colette Chabbott, Arun Joshi and the Academy for Educational Development look at BRAC in Bangladesh. The lesson for finance is not that BRAC's programs are cheaper than those of the formal schools but that BRAC is able to use its resources in such a way that a much higher proportion of BRAC pupils persist and complete their studies.

Finally, we conclude this issue with statistics that suggest patterns and problems with existing human resource investments.

With this issue we finish Volume 2 of The FORUM and step up preparations for Volume 3. In Volume 1 we examined goals of education—access, efficiency, quality and equity. Volume 2 has turned within, to issues of teacher training, curriculum, governance and finance. Volume 3 will look out again to the wider consequences of education—on work, health, the natural and socially-created environments. Please write us with articles, photographs and suggestions.

— James Williams, Editor

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Options and considerations for improving education with existing resources

4 **Finance and Delivery of Education in Developing Countries** — *William Cummings and Abby Riddell*
Historical and empirical perspectives on the provision of education

6 **Resources for Education: One Country's Strategies** — *Fay Chung*
Zimbabwe works to finance education for all

7 **School Choice and Real Choices** — *Lynn Ilon*
School choice means little unless the choices are real: evidence from Zimbabwe

9 **Sustainability in Namibia's Basic Education Reform** — *Kristi Fair*
The meanings and uses of "sustainability"

10 **Economic Adjustment and Choices in Education** — *Fernando Reimers*
The effects of adjustment depend on choices, made by international agencies and by governments

11 **Why User Fees Are Unlikely to Work in Sub-Saharan Africa** — *Christopher Colclough*
An argument for public finance of education

12 **Community Financing of Education** — *Mark Bray*
Communities can and do supplement government resources

13 **Decentralising of Basic Education in China** — *Cheng Kai Ming*
Finance of Chinese basic education has become virtually localised

14 **Lessons in Management and Finance from BRAC** — *derived from a Project ABEL report*
A no-frills curriculum fully implemented is better than a progressive curriculum incompletely taught

16 **Finance Statistics & Additional Reading**
Statistics on the uses of money for and against education

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The Forum
for Advancing Basic Education and Literacy
Harvard Institute for International Development
One Eliot Street
Cambridge, MA 02138, USA
Tel. 617-495-0478
Fax 617-495-0527
Telex 275276
Cable Address: HIID
TWX No. 7103200315

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The Forum is published by the **Harvard Institute for International Development** for the Advancing Basic Education and Literacy Project (ABEL) in collaboration with the **Academy for Educational Development, Creative Associates International,** and **Research Triangle Institute**. The Forum informs educators worldwide of the latest innovations in basic education. The Forum publication is supported by U.S.A.I.D. Contract No. DPE 5832-Z-00-9032-00 (Project No. 936-5832). Research findings, views, and opinions expressed herein are solely those of the authors and no endorsement by U.S.A.I.D. should be construed. All individuals and organizations are encouraged to copy and distribute articles contained herein: please acknowledge the source as The Forum for Advancing Basic Education and Literacy.

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Mobilizing Resources for Education

by James Williams

Despite ignorance in many areas, there are some things we do know about education finance.

1. Education, especially basic education, is a good social investment.

Primary education provides a high return for money spent. Rate of return studies consistently show high returns to primary schooling, usually higher than to secondary or tertiary education and comparable to investment in physical capital. There are important non-market benefits to education, such as higher productivity in formal and informal economic sectors, lower population growth and improved health. Many benefits of basic education accrue to society at large, so educational investment is in the collective interest. Though difficult to quantify, there appear to be high opportunity costs of not investing in education, and these costs are paid over a long period. These ideas, though well-known, are often not reflected in national spending priorities.

2. There are options for addressing schools' resource problems, some of which involve little financial cost.

Assuming the standard educational technology of teacher-led classroom instruction, there are two general ways to address resource problems in education: either additional resources can be generated or better use can be made of existing resources. As shown in Table 1, each of these general approaches can be broken down into a number of specific strategies. A few general comments on these strategies:

- More potential resources become available, especially from communities in cash-poor areas, when finance is broadened to include non-monetary resources. Communities lacking cash will often contribute labor, materials or expertise. In addition, many essential education resources are not financial but social, cultural or psychological.
- Not all spending is equal: some spending pays for itself in reduced costs and/or increased benefits. Thus, some inputs are critical for the success of others. For example, teachers need to be oriented to a new curriculum for the curriculum to be implemented effectively. Teachers need chalk and instructional guides, pupils need textbooks, inspectors need transportation and gas. Cost reduction strategies that eliminate such necessary inputs are likely to backfire.
- Some quality improvements also pay for themselves. Research in Northeast Brazil suggests that the poorest schools may have such high rates of repetition and dropout that improvements in quality can lead to gains in efficiency that will more than offset the cost of improvements (see Harbison and Hanushek, 1992).
- Some human and organizational factors seem to act as catalysts for material inputs. Thus for example good, close supervision of teachers and a basic, highly-structured curriculum may substitute for extensive teacher training, as discussed in the BRAC article on page 14. Schools or systems having such catalysts need less money to achieve the same results. Other catalysts include: clarity of purpose; leadership and good management; commitment and engagement; instructional collaboration among teachers and school leaders.
- Similarly the contexts of schooling affect the effectiveness of resources. Students seem to achieve more, for example, when values of home and school are complementary. The most important contribution of the community may be in providing a social context that reinforces the school's work. By actively involving parents in the school, the Philippines' PLSS program has increased pupils' achievement and motivation at very little financial cost (Carino & Valisno, 1992).

Table 1. Options for Addressing School Resource Problems

Strategy 1 Generate Additional Resources	
Increase share of government or general education budgets	Allocate more to education, more to basic education
Get more resources (of same kind) from same sources	Increase taxes
Tap new sources of resources	Impose new taxes, permit private schools without subsidy
Develop new kinds of resources	Parental support — monetary, labor, in-kind, moral support
Shift burden to other levels of government or outside government	Privatize; increase local (or central) responsibility for education
Strategy 2 Make Better Use of Existing Resources	
Reduce Costs	
Use cheaper inputs	Use fewer core teachers
Use fewer inputs	Use fewer teachers
Reduce waste	Reassign teachers from overstaffed to understaffed schools
Increase Efficiency	
Use more cost-effective inputs	Educate some pupils with distance education
Develop a more effective mix of inputs	Ensure that all pupils have textbooks but reduce teacher-pupil ratios
Use existing resources more efficiently	Better classroom management, double shifts
Strengthen critical linkages and supplies	Link teacher training to curriculum reform; provide teachers with chalk, pupils with textbooks
Improve quality and internal efficiency	Reduce grade repetition
Reallocate existing resources	From defense to education; from higher to basic education; from subsidies of rich to subsidies of poor
Use catalysts	More teacher supervision
Create more facilitating contexts	Increase parental involvement

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3. Finance strategies have implications for access, efficiency, quality, equity, gender, voice, choice and the collective identity.

Finance policies have differential impacts on different social groups and types of schools. For example a finance strategy such as school fees that increases the costs of education is likely to reduce girls' attainment if parents place less value on educating girls than boys. The same is likely to be true of any social group that values costs and benefits differently than planners do.

Averages may conceal large variations. The most advantaged are likely to be many times better off than the disadvantaged. The negative effects of spending cuts may be multiplied for the poor.

During periods of austerity, central governments are generally eager to shift the burden of finance onto other levels of government or to private organizations. To minimize negative impacts, it is important to pay careful attention to the capacity of those to whom finance is shifted. Shifting costs to groups that cannot or will not bear them will not increase educational resources. It is also important to pace the speed of the cost-shifting carefully. In many cases structural adjustment policies have been implemented so quickly that education has been unable to adjust. Because of size and dispersed organizational structures, education systems may need more time than other sectors to adjust to structural adjustment. Table 2 suggests possible criteria for evaluating finance plans.

4. Some strategies are unlikely to work.

Choice is meaningless unless parents have choices and the choices are feasible. Resource-based quality differences across schools will not improve if schools lacking capacity and access to resources are put in a competitive market with schools with more resources. Schools are unlikely to improve if responsibility for providing schooling is decentralized without authority to raise funds or decide how funds should be spent. Promises of future provision for people disadvantaged by certain policies are unlikely to be met without concrete commitments in the present. It is not known if and when the market can serve as the engine for improving school systems rather than just individual schools.

5. Design and fit are critical.

Finance and other reform strategies cannot be evaluated in the abstract but must be seen in terms of their specific design and how well they fit the needs of particular contexts. Some school choice plans in the United States, for example, lead to greater segregation of ethnic and income groups, while other plans increase within-school diversity.

6. Regardless of mode of provision, education systems need a center to ensure minimum standards and address inequalities.

Education systems without a central coordinating body have difficulty providing all children with minimally-acceptable levels of schooling. Decentralization tends to result in inequalities that only a central group can identify and rectify. Without some central coordination, communities end up with schools that reflect their current income. (See articles by Ricardo Lagos and Donald Winkler Volume 2, No 3 The FORUM).

7. A system's technical and managerial capacities and political will may be as important as its financial resources.

Technical and administrative capacity is needed to monitor the system, to identify and address problems. Political will is needed to act for the common good, for example in reallocating resources toward more productive uses. Substantial capacity is needed to establish and maintain a political system in which the people manage both the state and the market (not vice-versa). Governments need to be competent and accountable. Markets need equalizing mechanisms and must operate within legitimate policies. Wealth is only part of the picture. Some very poor countries have attained universal primary education, while some much richer countries have not. ◆

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Table 2: Criteria for Evaluating P[illegible]

What are the likely effects of a particular [illegible]

- **Girls and [illegible] groups (for whom [illegible] lower)?**
- **Families, communities and schools lacking [illegible]**
- **Incentives/disincentives for staff in [illegible]**
- **Principals' and teachers' engagement in [illegible]**
- **Pupils' attendance and engagement in educational [illegible]**
- **The engagement and enthusiasm of parents [illegible] work?**

Does the plan address:

- **Private costs and benefits (individual [illegible] decisionmakers (eg, rural [illegible] ters)?**
- **Necessary linkages – what other [illegible] or changed to make inputs work?**
- **Differences in pupil background, including [illegible]**
- **Steps that will be taken to improve poor schools [illegible]**
- **Whether groups to whom costs are being [illegible]**
- **How much money will actually be raised/saved?**
- **Opportunity costs?**

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Finance and Delivery of Education in Developing Countries

by William Cummings and Abby Riddell

Financial austerity has focused attention on alternatives to central government funding and delivery of basic education. Various measures have been proposed to shift some of the burden of education provision from the public sector to private and subnational organizations. Such measures include increased user fees, a larger private sector involvement and other forms of "privatization" along with various decentralization initiatives. We undertook a study to gain a better understanding of the historical and empirical issues involved in such policies.

Diversity of Funding and Delivery Strategies

In approaching the subject, we found confusion between the funding of education and its delivery. Table 1 shows the results of classifying education systems along these two dimensions in 1975. (These data were the most complete available, and describe conditions before the recent wave of decentralization).

The horizontal axis classifies education systems according to source of funding. Responsibility for financing education may be fully assumed by central government or shared by central and other levels of government. Central government financing is the most common pattern.

A separate issue is whether governments give subsidies to private schools. Thus the subsidy/no subsidy option exists for both central and shared modes of funding.

There is more diversity in the delivery of education as shown below by the vertical axis.

Photo: Stephen Thomas

Governments may forbid or permit private delivery of education at primary or secondary levels (or both). The most common pattern is to permit private schools to supplement government schools at the secondary level. Private schooling is much less common at the primary level, reflecting the significant role of basic education in forming national culture and the relative lack of diversity in primary education.

Thus our first major finding was a much greater diversity of possibilities and practices than is suggested by the common public-private dichotomy. These debates suggest that public, highly centralized education systems are the norm. Our analysis found that completely public systems are more the exception than the rule. Only 17% of the 127 countries for which we found data had no private schools at primary or secondary levels. Only 12% had neither private schools nor any decentralized funding below the national level. Perhaps more significantly, centralization of funding (and control), type of delivery, and subsidization are independent options. Many centralized systems, for example, have extensive private delivery of education. Still, of the 24 possible options, only nine were widely prevalent. To account for this limited number, we engaged in an historical analysis.

Historical Models of Education Provision

Pre-modern education was almost entirely funded by private sources. With the emergence of the modern nation-state in the mid-19th century, governments became involved in supporting education. In early modern education, central governments usually developed public school systems in cooperation with local governments. Later, the centralized approach became more common. The most influential models were developed over the long modern century from the French Revolution in 1789 to the Russian Revolution in 1917. Two families of approaches emerged: a more centralized Continental type with Japanese and Socialist variants and the more decentralized English and American type.

Most other education systems have adopted one or the other of these models through imitation or imposition. Thus the education structures inherited by most Third World nations were developed for other contexts and were imported with little thought to local economic, social or institutional conditions. The more recently a system developed, the more centralized it has tended to be. Somewhat surprisingly, decentralized systems tend to have more levels of administration and more administrative staff than centralized systems. Over time few systems have made radical changes in the extent or form of control.

FUNDING	Only Central Funding	Shared Funding	Total
[illegible]			
No Private			
Minimal Private			
Primary [illegible]			
Private at [illegible]			
Secondary [illegible]			
Minimal Private			
Number of [illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
Minimal Public Private [illegible]			
other			

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Micro Evidence and Macro Policy

Our literature review uncovered no macro, crossnational evidence on the effects of privatization and/or decentralization at the system level. Thus at this time, it is impossible to draw conclusions about the relative effectiveness of different systems of finance and control.

However, a number of studies have examined the effectiveness of public and private schools at the micro level within countries. Many of the results need to be viewed skeptically. Nonetheless, certain lessons can be learned.

Findings

1. Research does not yet show a clear advantage to private or public schools, despite claims by some studies that private schools are more effective and no less efficient. Such conclusions need to be understood in their national contexts. Schools that are cost-effective in one context may not be so in another.

2. The advantages of private or public schools must be seen in light of particular goals. Effective schools in a system that values access are different from those in a system that values quality.

3. Though private schools may improve access and in some cases offer greater choice (eg single-sex and home language schools), privatization generally reduces equity. This is likely to be the case in countries that do not subsidize private education as well as in countries that permit decentralized control and subsidized schools.

4. All systems must balance access, equity and quality. A small group of high quality schools is likely to increase social differentiation. The increased access afforded by community-provided schools such as Kenya's harambee schools may be offset by lower quality. Access to schooling is sometimes increased without provision of sufficiently high quality instruction for children to pass examinations.

5. State intervention is essential to address imbalances. Increasing access and equity requires programs designed specifically to address equity problems. But the success of such interventions depends on the capacity of the system, and the political desires of those at the helm. Addressing disparities requires a management information system able to highlight needy cases and a financial system able to compensate for them. Many systems lack these capacities.

6. It appears that in developing countries schools explain more of the variation in pupil achievement than in industrialized countries. In industrialized countries, an average of 12% of the total variation in achievement test scores is explained by differences across schools (Bosker and Scheerens, 1989). Evidence from developing countries is sparse. But the available studies find an average of 47% of the differences in primary pupil achievement is explained by differences between schools (average 41% at secondary level). However, we do not know whether these between-school differences are primarily a result of variations in school quality or of differences in the socioeconomic backgrounds of students attracted to different schools (Riddell, 1993).

7. For schools to have meaningful autonomy and for a national education system to be both efficient and of high quality, a central hub is needed to set standards and regulate disparities. Without such a hub, a country is likely to end up with an educational system that fails to meet national goals.

Conclusion

Circumstances in many Third World countries are very different from those in the United States, the United Kingdom and other industrialized countries, where choice is most strongly advocated. Competition is meaningless unless there are sufficient numbers of schools from which to choose. There must be price elasticity for competition to drive efficiency in the marketplace. Neither of these conditions hold in many Third World countries. For school autonomy to work, schools need sufficient management skills to function independently. These skills are not always available, especially without explicit training. If user fees are to be charged, careful attention must be paid to the most vulnerable groups who are likely to suffer disproportionately.

Privatization may hold potential for increasing educational revenues in Third World contexts. Decentralization, especially at the school level, may foster greater creativity and diversity in a nation's schools. But the ramifications for wider society must be acknowledged explicitly, and the prerequisites for success must be provided. Whatever path of educational development is taken, there will be tradeoffs in equity, efficiency and effectiveness. The decision to choose one path rather than another will be a matter of politics in the end. Policy analysts can only better inform decisionmakers. ❖

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William Cummings is Professor of Comparative Education at the State University of New York at Buffalo. Abby Riddell is Institute Associate at the Harvard Institute for International Development. [illegible] forthcoming issue of the International Journal of Educational Research [illegible] greater detailing of the material [illegible]

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Resources for Education: One Country's Strategies

by Fay Chung

For many African countries, independence in the 1960s brought a commitment to free public education for all. Three decades later the picture in Africa is uneven. There is far more literacy and numeracy. But universal primary education is still not attained in many countries, and access to secondary education is often severely limited.

Zimbabwe is certainly one of the more successful cases, for virtually all its children enter primary school. Although only 75% complete the full seven years, even dropouts get 4 or 5 years of schooling. Secondary enrolment rates are relatively high, 49% of boys and 42% of girls. Most students who enter secondary school complete the 4 years up to 'O' levels, equivalent of the British school certificate. After 'O' levels, selection is very stringent, with less than 7% of the age group able to enrol in higher education and less than 1% in university.

A major obstacle to attaining full basic education is finance. There are never enough resources for education in underdeveloped countries. Even in countries like Zimbabwe which have made education the foundation of the national development programme, resources are very tight. Government investment in education has increased from Z$127.6 million in the 1979-80 financial year to Z$2,302.4 million in 1992-93, an eighteen-fold increase in nominal terms. Education now comprises 15.7% of the budget, down from a high of 24.6% in 1985-86. Within a short period primary enrolments nearly trebled, and secondary enrolments increased tenfold, as shown in Table 1.

This increase was made possible by sharing responsibility for education among Government, local authorities, churches and parents and by choosing low-cost routes to democratizing education over more attractive and popular higher cost alternatives. Thus it was possible for local communities to contribute fully to construction and administrative costs, whereas higher cost alternatives would have excluded them.

Table 1. Primary and Secondary School Enrolments in Zimbabwe: 1979 & 1989

	1979	1989	% Increase
Primary	819,588	2,274,000	278
Secondary	66,125	696,882	1,051

Shared Responsibility Policy

In 1981 the Ministry of Education undertook a detailed study of existing schools, their locations and populations served. Following this exercise, it was decided to allow local authorities to establish schools according to demographic needs. Schools were to be located 22 kilometers apart to enable children to attend school as day students. Local authorities were permitted to establish schools according to the Ministry's school mapping exercise. The Government contributed building school grants, teachers' pay and a per student grant for school materials. In order to receive these subsidies, local authorities had to build schools to the specifications and plans supplied by the Ministry. The actual location of schools was determined jointly by the Ministry of Education, local authorities and the Physical Planning and Water Development Departments.

Under the Reconstruction Programme immediately after Independence and the end of the civil war, Government subsidies for the construction of primary schools were substantial. The Reconstruction Programme was later replaced by the Deprived Schools Programme which provides subsidies to deprived schools, particularly those in remote rural areas. Secondary school construction is also subsidized. Subsidies cover materials which must be purchased—cement, window and door frames, roofing, etc.. Local communities are expected to provide free labour, water and sand: to make bricks and to pay for local builders.

This arrangement catalysed widespread community organization and participation in building schools. Since communities had to do so much to qualify for subsidies, people identified very closely with their schools and were determined to ensure their success.

While the exact amount is difficult to gauge, a rough estimate of parental contribution is about Z$5 million per year for primary and Z$12.6 million for secondary school construction (estimated at Z$2.27 and Z$18 per child respectively). This amount is substantial, almost equaling the Government's annual investment.

Through school fees, parents also contribute substantially to the recurrent costs of secondary schooling. A three-tier system of school fees has been developed—Z$150, Z$70 and Z$50 per term for residents of middle class urban areas, low-income urban townships and rural areas, respectively. There are three terms a year, and the unit cost of secondary education is about Z$500 per year. Thus the upper tier pays for 90%, the middle

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School Choice and Real Choices

by Lynn Ilon

Advocates of school choice argue that privatizing schools will improve access, the efficiency of distribution of educational resources and the quality of school choices to various groups in society. This note summarizes a study I carried out on school markets in Zimbabwe, where parent-financed schools exist at both upper and lower levels of quality. Findings suggest that school markets are stratified both by school quality and the socioeconomic status of parents. The existence of private schools alongside public schools provides educational options primarily for those currently attending elite schools. When only the elite enjoy real options, school "choice" replicates existing social inequities rather than providing a true "choice."

Market solutions have been proposed to address problems of austerity, inefficiencies in educational delivery and continuing high demand for education. User fees have been proposed as one way of increasing resources for schooling in a context of "excess" demand. Another solution involves a mixture of relatively inexpensive public schools alongside a robust private school market. Such an arrangement, it is argued, will permit parents to choose appropriate schooling from a range of options based on their children's abilities.

Zimbabwe is an excellent country in which to test theories of school choice against reality. The country is a model of World Bank recommendations. There is a range of schooling options of varying price and quality. It has a highly-developed private school sector, and public schools charge fees at all levels. The country has a relatively strong economic base. The government has allocated a large portion of the national budget to education.

Zimbabwe has a multi-layered education system, in which private schools represent 85% of all secondary schools. The government attempts to guarantee a minimum level of quality by paying teacher salaries at all schools.

At the high end of Zimbabwe's quality/cost spectrum are the "high fee-paying schools," which serve only a tiny fraction of the country's students. The next rung, "middle fee-paying" mission schools, are more accessible to the general public. Mission schools make up 15% of Zimbabwe's secondary schools and are well-financed, have high admissions standards and produce graduates who score well on exit exams. Government schools (another 15% of secondary schools) are of moderate quality, with trained teachers, government-supplied textbooks and adequate facilities. Community schools, representing 70% of the country's secondary schools, are schools that were built by rural communities, who, before Independence, had no schools. The government pays for teacher salaries but leaves the building and maintenance of schools to local communities. Community schools tend to have high student-teacher ratios, poorly trained teachers and poor facilities.

My study included a survey, in January 1989, of 444 Form II and 405 Form IV children in 74 classrooms and 39 schools of different types. Each child was given a short questionnaire on his/her family and self. Demographic and quality data were also gathered on each school.

Results indicate that community school students (the poorest group) have only a small chance of switching to government (18%) or mission schools (12%). In contrast a typical

Table 1. Some Schools Are Much Poorer Than Others

	Community Schools	Government Schools	Mission Schools
Students per Teacher	29.8	27.0	24.8
Texts per Student	0.5	0.6	1.0
Uniforms per Student	1.5	2.6	3.0
Unit Expenditures*	$Z154	$Z21[illegible]	$Z520

Table 2. Poorer Students Go to Poorer Schools

	Community Schools	Government Schools	Mission Schools
Average Years of:			
Mother's Schooling	5.4	8.6	8.5
Father's Schooling	6.6	9.6	9.8
Average Proportions of:			
Mothers Earning Income	19%	34%	43%
Fathers Earning Income	54%	79%	86%
Families Owning Car	11%	4[illegible]	56%
Value of Household			
Durables*	$Z56	$Z132	$Z182

Table 3. Students' Prospects Vary According to School Type

	Community Schools	Government Schools	Mission Schools
Community School Students	70%	18%	12%
Mission School Students	40%	34%	26%

† Students' "prospects" were simulated statistically using data on school types, school quality, cost factors, family and individual characteristics. Refer to my 1992 article (referenced below) for details of estimation procedures.

* in Zimbabwe Dollars, 1989 (SUS 1 = $Z 2.13)

School Choice continued on page [illegible]

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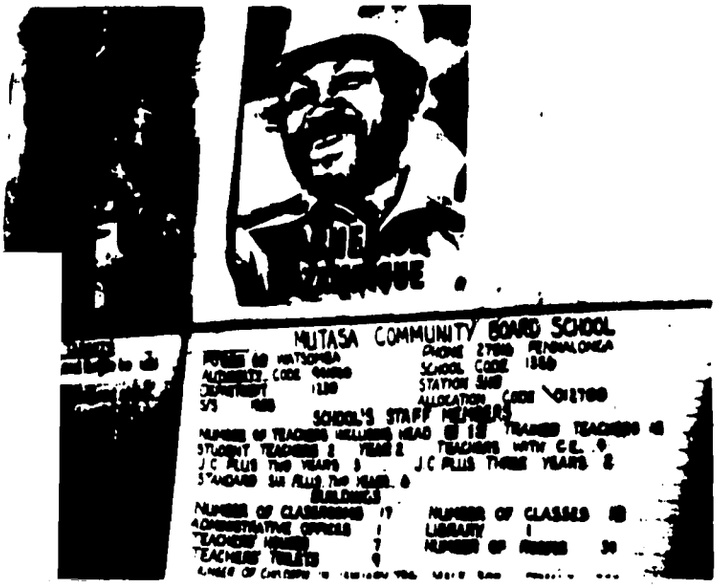

Resources *continued from page 6*

tier 42% and the lowest tier 30% of the cost of education.

At the primary level until 1992, parents paid only for capital costs. Parents decided the level of payments according to their needs, the quality of work they required (equal to or above minimal building safety standards laid down by the Ministry of Education) and their ability to pay. In 1992 it was decided to charge urban parents for primary school. Rural areas, where 75% of Zimbabwe's population lives, are still exempt. Urban parents pay on a two-tier system of Z$70 and Z$20 per term (for middle class and low-income areas respectively). In addition to fees, parents are allowed to supplement Government efforts through voluntary "levies," which permit schools to acquire libraries and computers.

People identified very closely with their schools and were determined to ensure their success

This system of building fees and school levies has played an important part in Zimbabwe's school expansion programme, though it has its disadvantages. Richer communities can afford lavish provision, whereas very poor communities can afford little or nothing, thus widening gaps between rich and poor schools. The Government has tried to offset this by making special provision for deprived schools.

On the positive side, communities identify closely with the schools they have built. Communities work to improve school facilities, laboratory and workshop equipment and the quality of staff. Thus fees have had a positive and sustained impact on school improvement.

Lower Cost Policy Alternatives

In order to make massive expansion feasible Zimbabwe selected a number of lower cost policy alternatives. One of these was day secondary schools instead of the more traditional and popular boarding schools. As capital costs of boarding schools are 8 times those of day schools and recurrent costs 5 times higher, the day schools make better economic sense. Boarding schools are still permitted but receive little state subsidy. In addition, the decision to permit construction of basic facilities, within minimal building standards, meant that both costs and technology were within the grasp of the largely peasant population. More expensive provision would have made secondary schools both financially and technologically inaccessible.

To lower the cost of education, Zimbabwe adopted innovative educational technologies. The best known of these is the science kit, which at 1/20 the cost of a laboratory, has played a critical role in introducing an experiment-based secondary science programme. In addition, though space limitations prevent discussion here, distance education has been integrated into both formal and non-formal programmes to good effect.

Conclusion

Whilst education is expensive, the cost of ignorance can be devastating. An ignorant, illiterate population is powerless in the face of tyrannical dictators on the one hand and runaway population growth on the other. Education is part of the process of empowerment, and the democratisation of education must be seen as part of the spread of democracy everywhere. Moreover the cost of education is not fixed: different policies and technologies can provide education at lower cost.❖

Currently Minister of State for National Affairs, Employment Creation and Cooperatives of Zimbabwe. Fay Chung was Minister of Education until 1992.

School Choice *continued from page 7*

mission school student has a greater probability of choosing other options: 34% government, 40% community and 26% mission.

Why are community school students so unlikely to choose mission or government schools? Parents of children in community schools, undoubtedly, do not feel they face a menu of school choice options. Their only realistic choice is the local community school, poor in quality as it may be. Mission and government schools are too expensive, inaccessible, and "scholarships" are too difficult to obtain. For most families, the only choice is whether to send the child to school at all and for how long.

Thus, researchers need to examine the assumptions underlying their school market-public choice models. Apparent "choices" may not be available. In countries such as Zimbabwe, real choices are only available to those with the resources to afford the different options.❖

Lynn Hon is Adjunct Assistant Professor at the State University of New York at Buffalo. She has consulted for the Harvard Institute for International Development, the World Bank and USAID, has lived in Zimbabwe for two years and in the Pacific and Middle East. This article is based on a study written up in more detail in "School Choice in a Privatized Market: Equity Implications in Zimbabwe," Journal of Education Finance 17(4) Fall 1992.

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Sustainability in Namibia's Basic Education Reform

by Kristi Fair

Since the late 1970s, following the failure of numerous projects after the initial phases, donors made aid contingent on "sustainability"—the ability of a country to finance programs long-term. While it is reasonable for donors and recipients to analyze expected costs and resources, such studies are poor predictors of sustainability. However these exercises can serve other purposes, as illustrated by a recent study in Namibia.

At independence in 1990, Namibia began restructuring its education system to consolidate 11 separate ethnic administrations into a unified system. The Constitution mandates universal, free, compulsory basic education from ages 6 to 16. The Ministry of Education and Culture (MEC) is concentrating much of its effort on reform of basic education (which includes upper and lower primary, junior secondary, adult and nonformal education).

Through non-project assistance USAID is contributing $35 million over 5 years to the reform. Funding is released in "tranches," or stages, subject to conditions. One condition for release of 1992 funds was a study of the resource base to determine whether the basic education program was sustainable. This study led to preparation of a report. The study estimated costs of operationalizing the reform under four sets of policy assumptions, in addition to design and implementation costs:

1. "Baseline" estimate. Access, transition rates, class size and so on to remain at 1992 levels for the decade. (Issues such as inter- and intra-regional inequities in access, internal efficiency and unit spending would not be addressed. For example, the highest-paid teachers receive over 12 times the salaries of lowest-paid teachers.)

2. Costs of gradually enrolling all 6-year olds in grade 1, with automatic promotion but opportunity for repetition in grades 3 and 7.

3. The above, as well as costs of equalizing class sizes by 1998 and provision of needed facilities.

4. The above, plus equalization by 1998 of "non-teaching" salaries (headmasters, department heads, etc) across regions.

Annual shortfalls were predicted for all scenarios (calculated by subtracting expected costs from the midpoint of high and low estimates of resources). Projected total deficits, 1993-2002, ranged from 1.7 to 2.5 billion rand (US$1= R2.62 in 1989). Yet the study, while acknowledging that costs exceeded resources, concluded: "Overall, the analysis suggests that although resources will be tight, the Reform Programme is feasible and sustainable."

If sustainability means staying within budget, then basic education reform—given the assumptions and best estimates of costs and resources—is not sustainable with the MEC's resources. However, is the reform "sustainable" if external assistance supplements Namibia's resources? If such assistance were given for a limited period, would the reform be unsustainable in the near future but sustainable in the long term?

The report recommends the government base decisions of external aid on long-term sustainability. But how can this be determined? Long-term macroeconomic projections are notoriously unreliable. GDP will be shaped by unknown factors such as drought, prices of uranium and diamonds, results of offshore oil drilling and so on. Also uncertain is the size of future allocations to general and basic education. These questions raise a larger issue. If cost and resource projections are unreliable, why are these studies done and what purposes do they serve?

Legitimation of Government and Donor Activities

While the predictive power of sustainability studies is low, their legitimation value is high. Namibia's newly elected government opted for reconciliation rather than confrontation with the old guard. There is strong resistance to social reform and cost is one objection. The national climate of austerity and the realization that the MEC's operating costs exceed its resources have pressured it to show that its reforms are affordable. In this context the study's conclusion that the reform is sustainable but that funds are tight is useful in both legitimating reforms and lowering expectations of immediate reform without tradeoffs.

In addition to its domestic political value, the study helps the MEC in its dealings with donors. The study satisfies a conditionality for release of USAID funds. It illustrates the MEC's efforts to institutionalize assessment of resource needs. The conclusion of sustainability confirms the reform as worthwhile investment. The gap between expected revenues and costs underscores the need for additional external funds. For USAID the overt meaning of sustainability is a country's ability to assume a project's recurrent costs. Another meaning is the donor's continued involvement in development work. A donor that does not provide funds and expertise is out of business.

Is sustainability then a meaningless term? Doubtless, resource needs must be considered, though studies may add little new information. Given the uncertainty of future conditions and the heroic assumptions required to calculate needed resources, sustainability is unpredictable. A wider consideration of the political and social climate is indispensable but is as unpredictable as economic projections. In Namibia a critical question is the persistence of political and societal will to pursue equitable access and operational efficiency. Assuming consensus on these goals and that improved efficiency will free funds for increasing access, the two goals will still compete for limited resources. Finally, sustainability depends on another unknown—the continued willingness of donors to support projects. In short, none of the broad or narrow views of sustainability can answer the unknowable – whether reform will continue and in what form.

Is sustainablility then a meaningless term?

This study intends to provoke an explicit discussion of the several, often conflicting purposes of sustainability studies. Such studies do not answer the question they pose, partly because of the uncertainly of future economic, political and social conditions and partly because assessing sustainability is not their sole or primary purpose, which is legitimation. Legitimation is not necessarily negative. A young democracy such as Namibia, with its still divided people, needs to justify its reforms as fully as possible, and economic analysis has great currency. However if donors and governments use sustainability studies solely as means of legitimation, there is room for alternatives. ❖

Kristi Fair was Research Assistant for the Ministry's Basic Education Reform Project, for which she conducted background research for the study. She can be contacted at Educational Foundations and Policy Studies, Florida State University, 306 Stone Building, Tallahassee FL 32306, U.S.A.

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Economic Adjustment and Choices in Education

by Fernando Reimers

Economic adjustment shapes the new context within which education policymakers must make choices. It brings a new set of challenges to achieving the goals of Education for All. The social impacts of structural adjustment have been the subject of much debate. However, this discussion, it seems to me, has asked the wrong question.

The Essential Question

Much of the debate centers on whether declines in social indicators should be attributed to adjustment. It is hard to know, the argument goes, how things would have turned out without adjustment. The basic point, however, is not whether adjustment is to blame for declines in social conditions but whether adjustment has led to improvements. Adjustment was intended to restore long-term economic growth. One appropriate test is to examine the fundamental requirements of economic growth, such as education and human resource development. From this perspective, structural adjustment should be given due credit or blame in response to a different question: After up to a decade of policies aimed at improving resource allocation and efficiency, are countries doing better in education and human resource development?

Effects on Families and Governments

The 1980s were a time of growing austerity for many countries. Per capita income fell in 25 of 39 countries with available data in Sub-Saharan Africa and in 14 of 18 such countries in Latin America. In Sub-Saharan Africa income fell more commonly in adjusting countries. While 71% of "adjusting" countries experienced falling incomes between 1980 and 1988, 45% of the non-adjusting countries did so.

Economic adjustment influences both supply and demand for education. In terms of demand, education involves direct costs to parents as well as opportunity costs, both of which are influenced by the economic conditions families face. Reductions in incomes led to deteriorating living conditions and reduced potential household contributions to schools. The implication is that in hard economic times, the State must increase rather than decrease its contribution, to maintain levels of education provision. In highly inequitable economies, declines in per capita income may lead to further inequities for the very poor. UNICEF has estimated that a 2-3% decline in average income in Africa means a 5-fold income drop for the poorest (UNICEF, 1984).

In supply terms, education provision depends on the proportion of government revenues allocated to education and the structure of the education budget. Under pressure to close fiscal gaps, many governments reduced education expenditures. This was done in the context of both overall reductions in government expenditures (net of interest payments) and disproportionate reductions to spending in education. The short-term focus of adjustment did not permit special treatment of education.

The costs of adjustment must also include costs of missed opportunities

As a result, education expenditures declined as percentages of GNP and of government budgets and in real terms, especially in countries undergoing adjustment. While education spending as a percentage of GNP declined in 52% of Sub-Saharan countries, declines were 5 times more likely in adjusting countries. In Latin America where education expenditures as a percentage of GNP declined in 41% of countries, declines were twice as likely in adjusting countries. Education spending declined in real terms in 38% of sub-Saharan African countries and in 53% of Latin American countries.

These findings are consistent with other studies. A World Bank analysis of the impact of structural adjustment found that:

"Expenditures on health and education have increased in non-adjusting countries. [But] Most of the intensely adjusting countries...show a decline in per capita expenditures for health and education...[these] are cause for concern, especially for those countries that, by any account, need significant improvement in their social sector infrastructure. ...Because providing health and education services is an investment in human capital, such greater emphasis can be fully comparable with adjustment policies that aim at long-term sustainable growth (Kakwani et al. 1990, 21-23)."

Facing cuts in funding, education ministries first cut funds for building construction and maintenance, then for teaching materials. The high wage component of education budgets meant that teacher salaries had to be cut to reduce government spending, and so teacher salaries eventually fell in real terms. Class sizes increased. Teachers had less time to prepare classes, fewer teaching resources and poorer facilities. Deteriorating economic conditions put added stresses on students' households. Students were more frequently tired, hungry or sick and brought fewer supplies such as notebooks and textbooks. These changes in household and learning conditions led to declines in primary enrollment rates in many adjusting countries. In addition, the opportunity to move from primary to secondary education was substantially lower in adjusting than in non-adjusting countries.

Choices in Adjustment

These unfortunate developments resulted from choices made by governments with the support of international agencies. In many countries adjustment programs promoted by the World Bank and IMF have not worked to promote educational development. Rhetoric about the difficulty of establishing causality between adjustment and deteriorating conditions in education and other social sectors must give way to accountability. International financial institutions should be part of the solution, not part of the problem. Their record must be assessed by the number of successes they can claim not by whether or not they are to blame for failures. It is true that countries must live within their means. But there is room for creativity on the speed and mechanisms by which severely distorted economies are brought back to equilibrium. International institutions should dialogue with national counterparts to identify solutions fitting the economic, social and political realities of each country.

Countries also have choices in how they treat education within adjustment and how the education sector itself adjusts to new economic realities. International institutions can too easily become scapegoats for a lack of national capacity to restructure the economy. Developing human resources is not easy and does not happen simply by increasing financial resources, though resources are necessary. A number of adjusting countries chose to increase education spending as a percentage of GNP, including Bangladesh, Burundi, Brazil, Colombia, Gabon, Gambia, Ghana, Jamaica, Morocco, Nepal, Pakistan, Panama, the Philippines, Tunisia, Uganda, Uruguay and Zimbabwe. There is nothing inevitable about how education will fare under adjustment. There is no magic or universal way to treat the education sector or "protect" it from adjustment. In a context of declining resources, high

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Why User Fees Are Unlikely to Work in Sub-Saharan Africa

by Christopher Colclough

Reform of educational finance is needed in many developing countries. Current financing schemes do not generate the resources to provide formal education to all. Resources that are available are often not used most efficiently. And the wealthy capture more than their share of educational benefits. Less clear are the best ways to go about reform. Arguments tend to support a strong role for either public finance or for market mechanisms.

The Argument for Public Finance

Public finance of education has traditionally been justified because benefits accrue not only to those educated but to society at large. Thus individuals will not invest in as much education as society needs. Education is expensive. In the absence of public financing, poor families could not afford schooling, especially at tertiary levels. In such cases society's scarce educational resources would be invested in those most able to pay and not necessarily those best able to learn. Moreover, education helps determine future incomes. If access to education is determined by ability to pay, education will increase rather than reduce economic inequality.

The Case for the Market

In recent years an influential group of researchers has challenged these arguments. They have argued that public provision of education leads to inequity and inefficiency. Solving educational finance problems requires market mechanisms to allocate educational services and a reduced role for the state. Markets will allocate resources more efficiently than the state. Costs will be reduced and additional resources generated. The state can ensure equity by intervening with specific measures to address inequalities. Four specific reforms are proposed:

1. User fees at tertiary and sometimes secondary levels of schooling to shift some of the cost of education from the state to students and their families. Scholarships would enable poor bright children to attend school.

2. Student loans at tertiary levels would have several positive effects: Loans would encourage student diligence. Education would be financed by students' future rather than present income, thus generating dynamic effects. And private demand for tertiary education would more accurately reflect social demand.

3. Private provision of education at all levels would generate additional resources and promote greater efficiency. The state could provide grants to equalize quality across schools.

4. Reallocation of public resources, using the above measures, to more socially profitable sub-sectors of education notably primary and junior secondary education.

My analysis suggests that these measures are not likely to reduce costs, generate additional resources or increase equity, particularly in sub-Saharan Africa. Instead they will exacerbate existing inequalities and reduce the efficiency of education. To clarify, let us look at user fees.

Cost Reduction. Under-investment of public funds in primary education can be addressed by either reducing costs or increasing user charges. Interestingly, market proponents do not propose direct ways of reducing costs, such as by reducing teacher-pupil ratios. Instead they propose to shift costs from government (or the taxpaying public) to students and their families, educational "consumers." As consumers, students and parents are expected to pressure education managers to reduce operating costs and develop cheaper, more efficient institutions. However there is little evidence that these results will follow.

Resource Generation. The primary rationale for user fees and other market reforms is to induce people with more money to pay more for education and thus to generate additional resources. Such proposals make strong assumptions about people's response to increases in the price of education. They assume a sufficient number of people will be willing to pay for education to meet social goals. They also assume neutral or positive effects of market reforms on equity and quality.

Resources that are available are often not used most efficiently

The notion that people will pay more for education is based on rate of return studies. Yet the evidence is weak. According to a World Bank policy paper (World Bank, 1986), the private rate of return to higher education in sub-Saharan Africa is 32%. This figure is based on data from 16 countries. Yet only four of these countries report data after 1980. These countries, Botswana, Malawi, Lesotho, Somalia, represent only 4% of Africa's population and are hardly typical.

A more serious problem is that rate of return calculations are based on differences in relative prices. The assumption that prices have not changed over the past decade would be risky even in a more prosperous and stable period than the 1980s. My examination of real non-agricultural wages revealed a substantial drop in earnings from the 1970s to the 1980s. Wages in sub-Saharan Africa fell in almost every country for which data are available, typically halving in value between 1970 and 1985. Thus benefits of education in terms of future income have fallen considerably. In

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levels of internal inefficiency and inequity remained (completion rates, gaps between primary and university unit expenditures). The costs of adjustment must also include the costs of missed opportunities. ❖

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Fernando Reimers is Institute Associate at the Harvard Institute for International Development. This note is based on "Education and Structural Adjustment in Latin America and Sub-Saharan Africa," International Journal of Educational Development (in press).

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Community Financing of Education

by Mark Bray

Fiscal austerity has led many governments to consider alternative ways of financing education, including the use of community resources. Experiences in a number of countries suggest that communities can and do provide schools with extensive resources. The extent and forms of community finance vary widely. Some communities have assumed the entire burden of building, managing and financing schools. Other communities supplement government resources with voluntary cash, labor or in-kind contributions. Community finance is attractive to governments for non-financial reasons. Community contributions can heighten parents' commitment to their children's education. However the primary appeal for governments is that community resources can reduce fiscal pressure.

Yet there is a danger in idealising the role that communities can play in an education system. Community finance may have negative effects on equity, quality and social cohesion. Community schools, whether better or worse than government schools, often serve as instruments of social stratification. Community finance may also exacerbate regional disparities. When community-provided schools lack resources and expertise, they are likely to be poorly-managed and of low quality. If community finance helps schools maintain independence from national authorities, use of local resources may divert attention from national goals. Before encouraging community finance, governments must ask whether the likely returns are worth the costs.

If governments decide to encourage a community role in financing education, the question becomes how can community finance be encouraged and negative consequences minimized.

To Encourage Community Finance

Neglect Education. The greatest encouragement to community provision of education may be government neglect of a community's perceived needs. However, this is hardly to be recommended!

2. **Publicize.** Governments can encourage community finance more positively through publicity—radio, newspapers, public announcements and information campaigns. Publicity is useful for reaching a broad audience. However, more specific guidelines are needed to help communities provide schools with useful and appropriate support. Most communities can provide some resources, if not cash then labor, materials or other contributions.

3. **Offer Grants.** Government grants, particularly matching grants, can be quite effective in mobilising community resources. The relative contributions of government and community can be varied according to community demand and available resources. Labor and in-kind donations may be included in calculating the value of community contributions.

4. **Permit Fees and Levies.** Few community-run schools can operate without fees. School fees of course often keep poor children out of school, directly or indirectly. A school system that permits fees and is concerned about equity must devise ways of identifying and exempting poor children from fee requirements and pay careful attention to the effects of fees on different social groups. Centrally imposed and collected fees tend to be rigidly enforced and involve high administrative costs. Local collection permits flexible adaptation to local circumstances. Fees place the burden of financing schooling on a narrower group than do voluntary community contributions or taxes but may be necessary for schools with big catchment areas.

Community contributions can heighten parents' commitment

5. **Define (and Reduce) School Catchment Areas.** Communities are more willing to contribute to a school they know. Defining and reducing school catchment areas often increases community identification with the school.

6. **Threaten Take-Over.** Governments can sometimes encourage communities to take greater responsibility for make-shift schools by threatening to take them over. In other cases, governments can enhance community commitment to schools by promising to leave them alone, provided certain conditions are met. To be effective, such threats and promises must be credible and consistently followed.

7. **Give Technical Assistance.** Communities may need technical expertise to make their contributions effective. Thus a community may be able to construct a school building with donated labor and building materials if provided with advice and an appropriate design. Communities may be able to play a significant management role if given guidance, particularly in technical areas such as accounting. Enabling communities to contribute to schools may thus require training and support.

8. **Relax Restrictions on Resources from Abroad.** Some communities can draw on resources from outside the country—money, instructional materials, teachers. Such resources are less likely to be forthcoming if they are taxed or heavily regulated by central government.

To Control Community Finance

Despite its potential for enhancing the resources available to schools, community finance may increase economic disparities, reducing the social cohesiveness of schools and diverting attention from government to community goals. Most governments decide to impose regulations and controls on the community's role in schooling. Regulations and control must be balanced against local initiative and autonomy.

Governments need to decide whether to permit unaided schools to operate alongside government schools. Such schools by definition require no government money, but are difficult for the government to control. Governments must decide the extent to which community schools will be permitted to determine admissions, fees, curricula and teaching staff. Groups that contribute to schools will expect something in return. The rights and responsibilities of all participants need to be specified. Finally, governments need to develop ways to identify and compensate for inequalities arising from community finance.

Community resources can provide a valuable supplement to government inputs. However, community initiative should not be seen as a panacea for the ills of education systems. ❖

Mark Bray is Head of the Department of Education, University of Hong Kong. This article was abstracted from Community Financing of Education: Issues and Policy Implications in Less Developed Countries, edited by Mark Bray with Kevin Lillis (Pergamon Press, 1988). It is now available from The Education Programme, The Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, U.K.

Communities vary widely in their composition, size and defining characteristics. For present purposes a community is defined as a group of people who share economic, social and cultural interests. Its members recognize social obligations to each other, hold at least some common values and identify themselves with each other as "we."

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Decentralising Basic Education Finance in China

by Cheng Kai Ming

With the reforms of the early 1980s, the financing of basic education in China has become virtually localized and heavily dependent on community funding. Before 1980 local Chinese governments were simply administrative arms of the central government with little financial power. Now local governments retain many of the revenues collected in their areas and are responsible for managing their expenditures, subject to central government guidelines. Relying on local finance has fostered local ownership of schools and has mobilised untapped local government and community resources. As a result, overall levels of funding in basic education have increased significantly. At the same time, however, disparities in regional funding have increased.

Localisation of Revenues

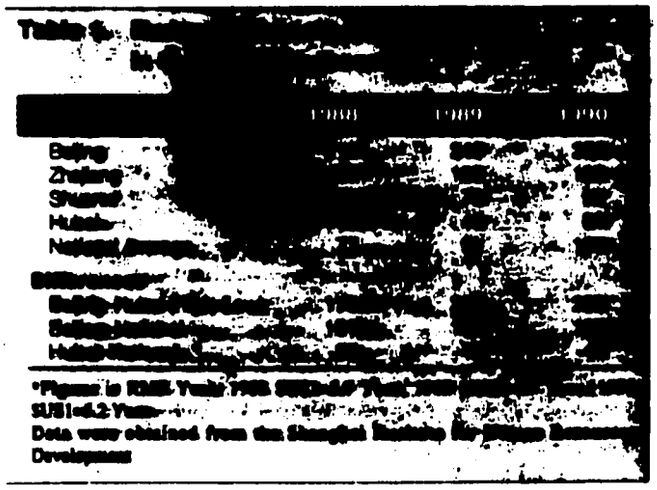
In China the term "local" may refer to provincial, county or township governments. Policies to localize finance were implemented to give local resources the primary role in supporting basic education. In most provinces, counties have become the major cost centers for basic education, though township governments have assumed the main responsibility for financing rural schools. Local revenues are spent primarily on basic education. Local governments may levy educational surcharges beyond local taxes, but such funds must be used entirely to support basic education.

The reform has created a situation in which each school's funding comes from several sources. The central government covers recurrent costs, mainly administrative expenses and salaries of teachers on the government payroll. Government teacher salaries follow a uniform pay scale which allows little variation among provinces. In rural villages however, many

primary school teachers are not on the government payroll. These teachers, representing 40% of all primary school teachers in the country, are partly subsidized by central government appropriations and partly supported by local finance.

Fishing

Much of the reform rests on a matching grant or incentive system. Popularly known as "fishing," this system maximizes community contributions while minimizing central government costs. Typically the local government provides incentive money (the bait) from local revenues to attract community contributions (the fish). Local donors include enterprises and individuals, who contribute either in cash or in kind. In-kind donations usually come in the form of discounted building materials or construction fees. Community contributions are used primarily to finance the building of schools. As a result school construction now relies heavily on community donations, whereas previously the central government was expected to pay for most school construction. Other non-recurrent expenses such as improvements in school facilities are funded through "work-study" programmes. Typical work-study activities include school-operated factories, shops or farms or income from renting school facilities to commercial concerns. Income from such activities is exempt from taxes if spent on school facilities.



Mobilisation of Local Resources

These policies have proved effective in mobilising local resources. In 1990 community contributions represented 88.5% of overall national education expenditures. Local government revenues accounted for 86.9% of government appropriations (ie budgeted expenditures).

One of the most significant achievements of local resource mobilisation is the campaign to build/rebuild schools. Begun in the late 1980s, this campaign has reduced the proportion of dilapidated buildings from 17% in 1980 to 4.4% in 1989. In many villages now, particularly in less-developed areas, the school is the village's most impressive building.

Increases in Regional Disparity

Unfortunately, financial decentralization has increased regional disparities in most aspects of basic education. Localizing funding has tied school finance to local economies. Thus economically stronger areas are able to provide more money for education in both donations and tax revenues as illustrated in Table 1.

Regional disparities have particularly harsh implications for teacher salaries because community teachers are paid with a combination of state subsidy and local supplement, plus community contribution. Similarly the success of work-study programmes depends on prosperous local economies. Where the economy is stagnant, there is little schools can do to generate income. However such programmes are quite effective in economically strong areas. Thus the net effect is to increase regional disparities.

These economic disparities are reflected in enrolment rates. The greater a province's income, the higher the proportion of counties in that province with universal primary enrollment. Thus poor areas are likely to suffer from both poor finance and poor access. While many of China's achievements in basic education over the past decade result from financial decentralization, the country is not immune to the equity implications of such policies. ❖

Cheng Kai Ming is Dean of Education at the University of Hong Kong. For additional information, contact Dr KM Cheng, Faculty of Education, University of Hong Kong, Hong Kong. Tel. (852)-8592355. Fax (852)-5170075. E-Mail: hrad km@hkuxi.hku.hk

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Lessons from BRAC

derived from a Project ABEL report

Bangladesh's largest non-governmental organization, the Bangladesh Rural Advancement Committee (BRAC), is recognized throughout the world for its rural development, credit and health programs. BRAC initiated the Non-Formal Primary Education (NFPE) program in 1985 in response to requests from participants in its rural development programs. The objective of the NFPE program is to develop a national primary education model to provide, in a 3-year period, basic literacy and numeracy to the poorest rural children unreached by formal schools. Girls are given special emphasis. By 1992 over 8,000 BRAC schools were in operation. The target of 70% girls enrollment was achieved.

Minimizing Direct Costs

BRAC schools are of two types: 3-year NFPE schools for 8-10 year-olds who have never attended primary school; and 2-year schools for 11-16 year-olds who have dropped out of primary school and are unlikely to return.

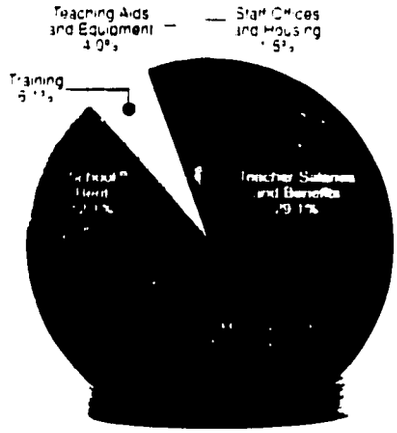
Bangladeshi parents identify poverty as the major reason for dropout. Thus the NFPE program is designed so that parents incur practically no direct costs for sending their children to BRAC schools. Books and supplies are supplied by BRAC. No uniforms are required. The cost of the child's time is lessened by allowing parents to choose and vary school hours according to the farming cycle. Because schools are located close to students, little time is lost in travel. Children's attendance in BRAC schools results in less loss of income than in formal schools.

A school consists of 30 children living within 1 km of the school. A majority of BRAC pupils are rural girls. Teachers are generally married adults, 60-70% women, who have completed 9 or more years of school and live within walking distance of the school. Teachers are hired on a temporary, part-time basis and are paid modest wages. There is one teacher for 30 students. Teacher training consists of 15 days of initial training at a BRAC training center, 1-2 day refresher training sessions conducted each month by BRAC staff at an office near the school and weekly visits from BRAC field workers.

The school is in session about 3 hours a day, six days a week, 268 days per year. Students enroll at the beginning of the three years. At the end of a three-year cycle, the school begins again if there are enough children in the community. Instruction is provided in 1-room houses and storerooms rented for 3 hours per day. The children sit on bamboo mats on the floor and hold slateboards on their knees. The teacher has a stool and a metal trunk that doubles as a desk and supply cabinet.

The parents of most BRAC students are illiterate and socio-economically disadvantaged. While they make no monetary contribution to the school, they are expect to support the program in other ways. Prior to a new school opening, parents and BRAC staff meet several times. Parents must also pledge to attend monthly parent meetings and to send their children to school each day.

Figure 1. Breakdown of BRAC Expenditures



Student Achievement

BRAC students achieve as much as or more than formal school students. More than 90% of the children who start BRAC schools graduate. A large proportion of NFPE program graduates are admitted into the government system. BRAC students completed Class III and entered Class IV at a significantly higher rate than other students.

By any standard, BRAC's costs are low. Current costs per student are about $US18 per year, approximately equal to the costs of government schools. The distribution of BRAC's costs (Figure 1), however, reflects a greater emphasis on management than in government schools. Because of higher attendance rates, lower repetition rates, higher completion and continuation rates, BRAC schools are substantially more cost effective per graduate than government schools. Even so, BRAC has had to rely on donors for much of its operating budget.

Lessons from BRAC

Several lessons can be drawn from the successful experience of BRAC's primary education program:

1. Part-time paraprofessionals can make good teachers for lower primary school, if they are adequately trained, supplied with a very structured curriculum, and most importantly, adequately supervised. BRAC's model for teachers is part-time paraprofessionals plus continuous training plus intense supervision. Government schools that use paraprofessional teachers without such supervision do not

BRAC (continued on page 5)

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BRAC *continued from page 4*

achieve the same results as BRAC schools. Thus while BRAC has been able to economize on teacher salaries, it has maintained quality with a simple curriculum and close supervision.

2. Primary school participation can be improved, even with traditionally hard-to-reach populations. Features needed to increase girls' access to and persistence in primary school are not necessarily expensive. What is required is a targeted approach that minimizes direct and opportunity costs of school attendance and persistence.

3. A basic curriculum that is fully implemented is better than a more progressive one that is not. BRAC schools with a simpler curriculum are achieving as much as government schools with more elaborate curricula. Thus, again, good basic education need not be expensive but must be implemented well.

4. NFPE schools are not handicapped for lacking permanent school buildings. Rented rooms provide space, at minimal cost, for BRAC's small group format. The program is thus able

to concentrate resources on other aspects of their program more closely related to program objectives: enrollment, persistence and achievement.

5. Parental engagement helps ensure pupil interest and attendance. Securing significant participation by illiterate parents requires appropriate participation structures and ongoing follow-up. BRAC staff hold monthly parent meetings and follow up absentee students with home visits.

6. Technical expertise may be less important than managerial expertise in developing a basic education program of adequate quality. The success of NFPE's programs is due less to the rigor of BRAC's original design and more to its willingness to "learn as it goes" and its determination to fully implement its basic approach. ❖

This article is derived from recent work on BRAC conducted by a joint USAID, UNICEF and Rockefeller Foundation team. The team included Colette Chabbott, Manzoor Ahmed, Arun Joshi and Rohini Pandit. Copies of the completed case study on BRAC will be available after September 1993 from Project ABEL, AED, 1255 23rd Street NW, Washington DC 20037, USA.

User Fees *continued from page 11*

addition, differences in earnings between secondary school leavers and university graduates have fallen dramatically over the past 20 years. This further erodes the value of education. We cannot know the precise effects of increasing direct costs of education through user fees in such contexts. But there are certainly grounds for concern about the effects of such policies on equity and the composition of the student population.

Efficiency and Equity. Even if gross enrolments are not affected by user charges, the composition of the student body is likely to change to reflect ability to pay rather than ability to learn. This has major implications for the technical manpower capacity of countries with skill shortages.

Student aid schemes for bright but poor children have been suggested as a way of mitigating the equity and efficiency costs of user charges and private sector provision. Yet scholarships schemes in Europe have not efficiently captured intended beneficiaries. There is little reason to suppose other regions will do better. Unless scholarships are provided on a sliding scale, families just above the maximum level of income qualifying for scholarship would be disadvantaged. Such a system would doubly disadvantage the non-bright poor, who would neither qualify for scholarships nor be able to afford private schools.

Student loans (at tertiary levels) have also been proposed as a way to retain the benefits of the market without excluding the poor. By taxing the future income of the student rather than the family, student loans are more equitable than fees. Even so there are costs to taking out loans, and such costs weigh more heavily on the poor. Moreover, loans to be paid back in the future do not solve the government's short-term finance problems. Finally, repayments of student loans will not increase educational resources unless future governments earmark such funds for education.

School fees in sub-Saharan Africa exemplify market solutions that are not likely to work. They are strategies to shift rather than reduce costs. A more efficient and equitable way of raising additional education resources would be to increase rates of taxation in the context of a progressive tax structure. Opportunities for fiscal reform are not limited to increasing rates of direct taxation on individuals. Various reforms to accompany taxation are desirable in many countries, including payroll taxes on individuals trained to high levels at public expense. Significant opportunities to reduce educational costs exist in most countries (Colclough with Lewin, 1993), even in those African cases which are amongst the poorest and most indebted. ❖

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Finance Statistics

Public unit expenditures, all levels of education, 1988 (1988 $US) [illegible]:

Developed countries	$2,898
Least developed countries	45

Average public spending on instructional materials, 1985 (1985 $US) (b):

High income countries	$52.40
Upper middle income countries	[illegible]
Low income countries	[illegible]

Total school enrollment, all levels in 1988 as a percentage of school enrollments in 1970, least developed countries (a): 248

Percentage of age group enrolled in (a):

Tertiary education, Sub-Saharan Africa, 1970	0.5
Primary education, Sub-Saharan Africa, 1970	46.3
Tertiary education, Sub-Saharan Africa, 1990	2.1
Primary education, Sub-Saharan Africa, 1990	76.2

Difference between Number of Years to Produce a Graduate and Years in Primary School System (b):

Low income countries, 1970	8.6
Low income countries, 1980	4.5
Low income countries, 1985	5.2

Repeating girls as a percentage of girls enrollment (b):

Low income countries, 1965	[illegible]
Low income countries, 1985	10.9

Social rates of return, 1970s, percentage (b):

Tertiary education, developing countries	13
To primary education, developing countries	24
Tertiary education, Sub-Saharan Africa	13
To primary education, Sub-Saharan Africa	29

Ratio of unit expenditures in tertiary education to unit expenditures in pre-primary, primary and secondary education (a):

Developing countries, 1975	11.4
Developing countries, 1985	7.0
Developed countries, 1985	3.3
In Sub-Saharan Africa, 1975	35.7
In Sub-Saharan Africa, 1985	22.1

Percentage of public subsidy of tertiary education captured in Chile 1983 by [illegible]:

Poorest 30% in population	15
Richest 30% in population	61

Likelihood a child will die of malnutrition or preventable disease rather than war [illegible] 33:1

Estimated cost per year until the year 2000 (in addition to present expenditures) of providing every man, woman, and child on earth with adequate food, clean water, safe sanitation, primary health care, family planning, and basic education, in 1993 $US billion (e): 25

Public expenditure on military, 1987 (1987 US$ billion) (d):

Developing countries, 1987	144
Developed countries, 1987	722

Amount saved in the US in later special education, crime, welfare, and other costs for each $1 spent on quality preschool education (g): $3.00 or more

Amount saved in the US in later crime, welfare, and other costs and lost tax revenues for each $1 spent for comprehensive job training, education, and support services (g): $1.46

Amount saved in the US in later medical costs for each $1 spent on childhood immunizations (g): $10.00

Amount saved in the US in later health care costs for each $1 spent on comprehensive medical care for pregnant women (g): $3.38

Amount saved in the US in medical costs due to low birthweight babies for each $1 spent on food and nutrition counseling for pregnant women (g): $3.13

Annual cost of foreign experts in Sub-Saharan Africa, in US$ billions [illegible]

Total estimated decrease in income due to stagnant or declining export volumes, Sub-Saharan Africa, 1970-1988, in US$ billions [illegible]

Total debt service, Sub-Saharan Africa, 1970-1988, in US$ billions [illegible]

Military expenditure as a percentage of health and education expenditure [illegible]:

Least developed countries, 1977	39
Least developed countries, 1990	146

Soldiers per doctor (h):

Least developed countries	77
World	15

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(b) Marlaine Lockheed & Adriaan Verspoor. 1989. *Improving Primary Education in Developing Countries: A Review of Policy Options*. Washington DC, USA: World Bank.

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(d) Ruth Sivard. *World Military and Social Expenditures 1989*. Washington DC, USA: World Priorities.

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Additional Reading

In addition to the sources listed in the articles, interested readers may wish to refer to:

King, Kenneth. 1991. *Aid and Education in the Developing World: The Role of the Donor Agencies in Educational Analysis*. Harlow, Essex, England: Longman.

Knight, John B and Richard Sabot. 1990. *Education, Productivity, and Inequality: The East African Experiment*. New York: Oxford University Press.

Mingat, Alain and Jee-Peng Tan. 1988. *Analytical Tools for Sector Work in Education*. Baltimore, Maryland: Johns Hopkins University Press.

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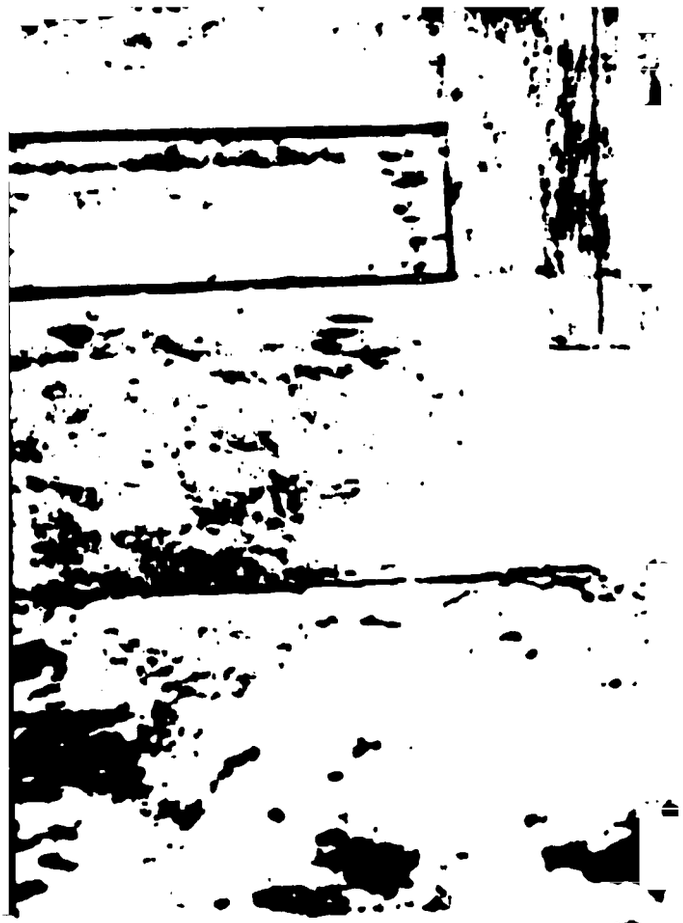

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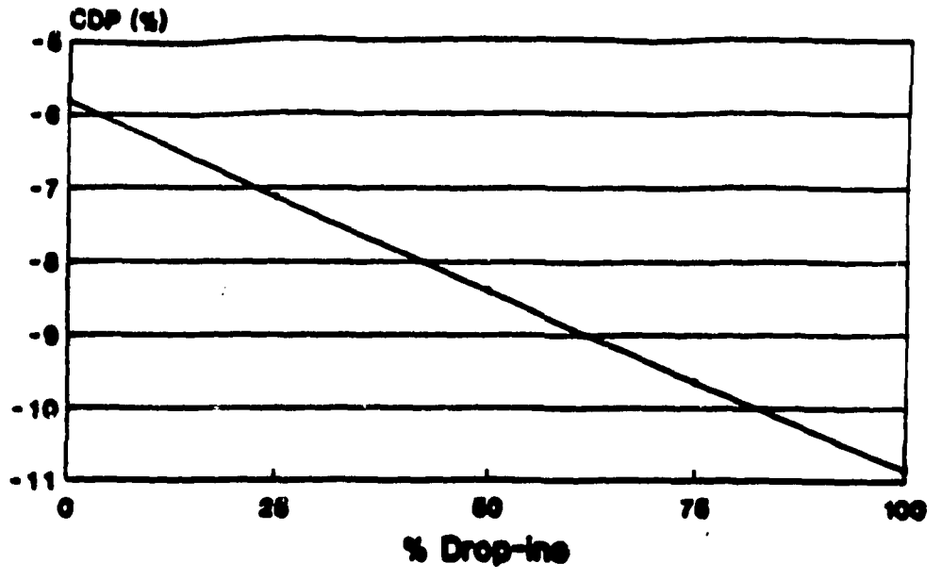
APPENDIX D

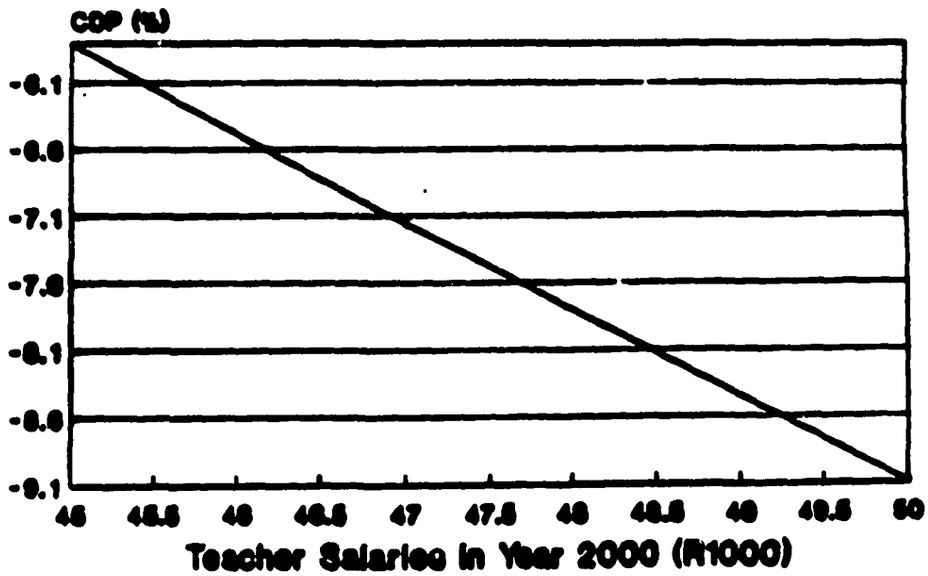
SAMPLE APEX OUTPUT

Table 8. Changes to ERM1 Data Assumptions	
POLICY VARIABLES	Values
Preparatory & Primary	
Pupil-teacher ratio Grade 1	20
Pupil-teacher ratio Grades 2-3	20
Intern-teacher ratio	2
Pupil-teacher ratio Stds. 1-5	40
Pupil-classroom ratio	50
Texts-pupil	10
Exps. percentage of teacher salaries	4%
Expenditures on other inputs	R300
Secondary	
Pupil-teacher ratio	40
Teacher/senior teacher	10
Pupil-classroom ratio	50
Texts-pupil	10
Exps. % of teacher salaries	4%
Expenditures on other inputs	R300

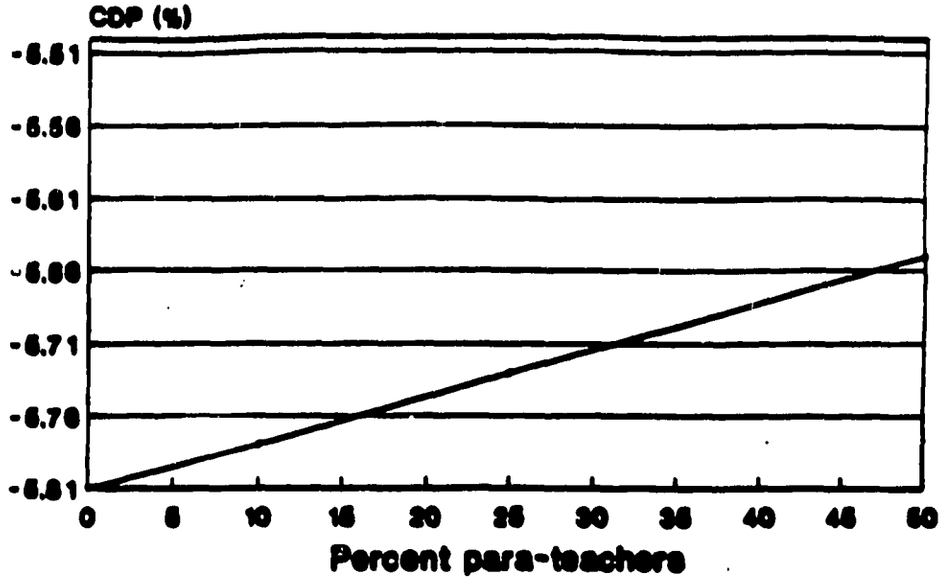
ERM Sensitivity Analysis
% Out of School Population Drop-ins



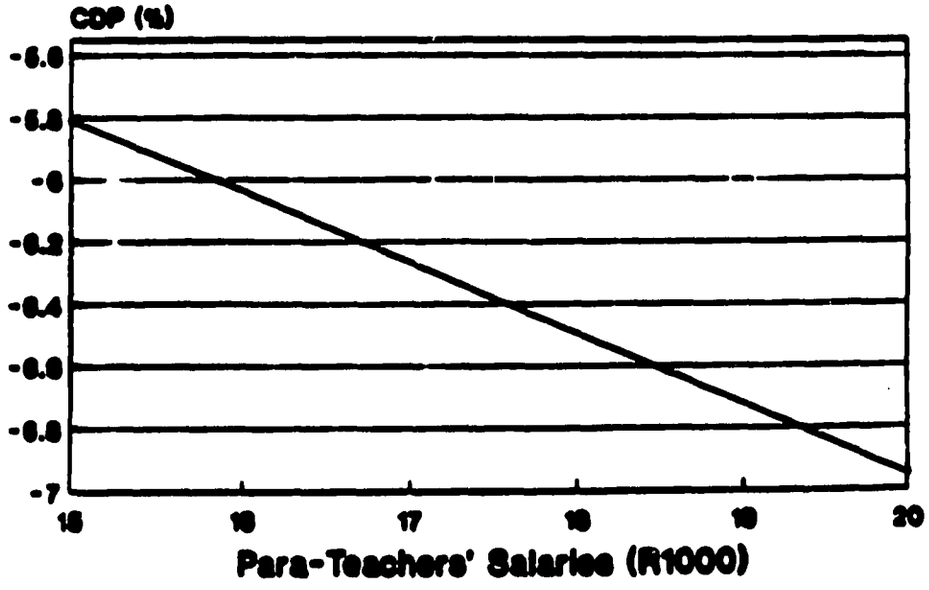
ERM Sensitivity Analysis
Primary & Secondary Teacher Salaries



ERM Sensitivity Analysis
Percent Para-teachers in the Prep Level



ERM Sensitivity Analysis
Para-Teachers' Salaries



APPENDIX E

SHARE DATA STRUCTURE

GOAL-POLICY FRAMEWORK

GOALS

- ACCESS/ EQUITY
- QUALITY
- INTERNAL EFFICIENCY
- EXTERNAL EFFICIENCY
- VALUES EDUCATION

POLICY OPTIONS

1. Provision of information
2. Pre-school stimulation program
3. School admission
4. Selection of pupils
5. Pupil's home environment
6. Involvement
7. Pupil's nutrition
8. School discipline
9. Supplementary schools

1. School size
2. Grades in a building
3. Building design
4. School location
5. Instructional facilities
6. Other facilities
7. Space utilization
8. Furnishing
9. Office equipment

1. Selection & characteristics
2. Deployment & commitment
3. Working conditions
4. Training
5. Teacher abilities
6. Job satisfaction/morale
7. Use of peer tutors, local residents

1. Objectives
2. Coeducation
3. Key schools
4. Curriculum tracking
5. Co- & extra-curriculum
6. Official curriculum
7. Practical courses
8. Allocation of time
9. Language of instruction
10. Exams and evaluation/ research

1. Teaching/learning styles
2. Class schedules
3. Opportunities
4. Class size
5. Pupil grouping
6. Use of student tutors
7. Homework
8. Field trips
9. Classroom management

1. Radio
2. Textbooks
3. Instructional TV
4. Computers
5. Correspondence education
6. Programmed teaching/learning
7. Other technologies
8. Design & production

1. School level
2. Clusters & sub-regional networks
3. Regional/national level
4. EMIS
5. Research
6. Teacher's union

1. Efficient use of resources
2. Private schools
3. Tax base for public education
4. School fees, tuition
5. Renting facilities
6. Community contribution
7. Privitization of school services

APPENDIX F

DELIVERABLES REPORT

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
237	ASIA	Asia Bureau: Human Resources Development Advisor	CAI	33	MI	Kheradjou	"Human Resources Development: Why?", "Girls Education: Why?"
1	Africa	Africa Bureau Overview	AED	017	KM	Guluma	Overview of A.I.D. Basic Education Programs in Sub-Saharan Africa
2	Africa	African Academy of Sciences	AED	094	JH	Mandela	Final Reports: "Attitudes of Women & Girls to Maths & Science in S.A."/"Developing a Teacher Ed. Act
2	Africa	African Academy of Sciences	AED	094	JH	Otieno	N/A
9	Bangladesh	BRAC Case Study Phase I	AED	046	SA	Ahmed	Findings: Phase I Visit; Trip Report
9	Bangladesh	BRAC Case Study Phase I	AED	046	SA	Chabott	BRAC NFPE Study Phase I; Preliminary Findings & Conclusions
9	Bangladesh	BRAC Case Study Phase I	AED	046	SA	Pande	Trip Report: Phase I of Case Study
8	Bangladesh	BRAC Case Study Phase II	AED	082	SA	Ahmed	Status Report
8	Bangladesh	BRAC Case Study Phase II	AED	082	SA	Chabott	Progress Reports; Executive Summary
8	Bangladesh	BRAC Case Study Phase II	AED	082	SA	Hua	Progress Reports; Final Report
11	Bangladesh	BRAC NFPE Curriculum Assessment I	AED	088	SA	Clark	Review of Curriculum Materials
13	Bangladesh	BRAC NFPE Curriculum Assessment II	AED		SA	Clark	Comments on Chapter 2 which were incorporated into BRAC report
10	Bangladesh	BRAC NFPE Report Reader	AED	105	SA	Clark	Review of BRAC Report--General Impressions
10	Bangladesh	BRAC NFPE Report Reader	AED	105	SA	Gant	Written Comments (not in file)
10	Bangladesh	BRAC NFPE Report Reader	AED	105	SA	Rideout	Written Comments (not in file)
12	Bangladesh	BRAC Study Consultant Ext	AED	087	SA	Harp[illegible]ng	Final BRAC Report
3	Bangladesh	Bangladesh Rural Advancement Committee (BRAC)	CAI	30	SA	P[illegible]r	Editorial Comments resulting in final BRAC report
6	Bangladesh	Bangladesh Rural Advancement Committee (BRAC) CANCELLED	HIID	08	SA		Activity cancelled
7	Bangladesh	Bangladesh Rural Advancement Committee (BRAC) CANCELLED	HIID	16	SA		Activity cancelled
14	Bolivia	Bolivia Workshop	AED	099	SR		
242	Bosnia	Shipment of Educational Supplies to Bosnia-Herzegovina	AED		MI		Acknowledgement of receipt of materials from Team Zagreb
15	Botswana	Buy-In, "Women in Development"	CAI	12	MI	Hourihan	Project Paper; "Gender Analysis-A Review of Gender Issues in Education in Botswana"; Trip Report
15	Botswana	Buy-In, "Women in Development"	CAI	12	MI	Kiragu	Research support--no deliverable required
16	Botswana	Buy-In, "Women in Development" (Boston)	CAI	20	MI	Hua	Report: Female Teachers & Teaching in Botswana Classrooms
17	Caribbean	LAC Workshop	AED	095	JH		Workshop agenda and evaluations
243	Chile	CIDE: CIDE Workshops in Bolivia	CIDE		SR		Taller de Methodologias Participativas para la Accion Social
214	Chile	CIDE: Fe y Alegria, Annual Congress	CIDE		JH	Swope	Trip Report, 25 November 1993
18	Chile	Chile CIDE Workshop	AED	085	JH	Cariola	
19	Chile	Early Childhood Intervention	CWRU	050	MI		Site Visit Report; Programa de Apoyo a la Relacion Madre Hij[illegible] Modulos Programa de Apoyo a la [illegible]

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
249	Croatia	In-Service Teacher Training in Croatia	CAI	37	MI	Pearson	Workshop design and materials; Potential Ways to Train the Untrained Teachers in the Bosnian ...
21	Egypt	Evaluation of Testing Systems	AED	003	KM	Woodford	Report: The Establishment of a Nat'l Ctr for Educ. Evaluation & Examinations
248	Egypt	Near East: Girls' Participation in Basic Education	RTI	22	MI	Spratt	Not yet due
235	Ethiopa	Improving the Quality of Primary Education	AED		MI	Lechebo	Teacher Pre-Service Training
22	Ethiopia	Ethiopia: Education Sector Review I	AED	083	MI	Wilder	USAID/Ethiopia: "Education Sector Review"
23	Ethiopia	Ethiopia: Education Sector Review II	AED	089	MI	Hoben	USAID/Ethiopia: "Education Sector Review"
23	Ethiopia	Ethiopia: Education Sector Review II	AED	089	MI	Wilder	Trip Report; USAID/Ethiopia: "Education Sector Review"
211	Ethiopia	Financial Simulation and Policy Dialogue Activities	RTI	19	MI	Mulcahy	Not yet due
24	Ghana	Gender and Decentralization Consultancies	CAI	17	MI	Rihani	Report: Equity Improvement Program (EIP) Proposed Pilot Activities
24	Ghana	Gender and Decentralization Consultancies	CAI	17	MI	Shaw	Report: Equity Improvement Program
25	Ghana	Ghana Buy-In, Gender Related	CAI	07	MI	Moll-Drucker	Report: Annex H - Social Analysis
26	Ghana	IMAPA (CANCELLED)	AED	039	MI	Tsang	Activity cancelled
27	Ghana	PAAD Devt/Ed Sector	AED	008	MI	Cole	Report: Annex H--Social Analysis
27	Ghana	PAAD Devt/Ed Sector	AED	008	MI	Terry	Report: Annex H--Social Analysis
219	India	Indian Family Values Project	AED		MI	Wolf	Education Data Analysis Report, Education's Impact on Girls. Five Generations of an Indian Family
219	India	Indian Family Values Project	AED		MI	Wolf	Trip Report
28	Jamaica	Education Policy Analysis and Planning Workshop	AED		JH	Blank	Report--"Educational Policies Workshop"
28	Jamaica	Education Policy Analysis and Planning Workshop	AED		JH	Rawley	Workshop Report
33	Jamaica	Education Policy Analysis and Planning Workshop	RTI	17	JH	Crouch	Presentation at Conference
29	Jamaica	Educational Policy Analysis and Planning Workshop	HIID	23	JH	McGinn	BRIDGES Presentation at conference
30	Jordan	Jordan Buy-In Final Report	AED	080	LO	Burke	Final Report
32	Jordan	Teacher Training/Policy Planning	MSU	011	LO	Burke	Interim/Final Reports on Teacher Education Seminar
34	Latin America	Escuela Nueva Case Study	HIID	22	MI	Cummings	Not yet received
34	Latin America	Escuela Nueva Case Study	HIID	22	MI	Reimers	Not yet received
35	Malawi	Buy-In (Female Education Persistence & Employment Study)	CAI	10	LO	Horn	Contraints to Girls' Persistence in Prim. Schools & Women Empl Opport. in Educ. Svc.
46	Malawi	Female Education Persistence & Employment Study	AED		LO	Kainja	Constraints to Girl's Persistence in Prim. Schools & Women Empl Opport. in Educ. Svc.

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Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
36	Malawi	Female Educational Persistence and Employment Study	RTI	04	LO	Spratt	Constraints to Girls' Persisitence in Primary School and Women's Employment Opportunities in the Edu
37	Malawi	GABLE (1) {later changed to GABLE 2}	HIID	17	LO	Matthews	House and Classroom Building Program; Prog. ReptEstablishment of a Prim. Pupil Registration System;
38	Malawi	GABLE (2)	HIID	19	LO	Davison	Malawi Education Policy Sector Analysis
38	Malawi	GABLE (2)	HIID	19	LO	Rowley	Closing report on activities undertaken in Malawi
38	Malawi	GABLE (2)	HIID	19	LO	Sutton	GABLE--Monitoring and Evaluation Plan--Final Draft--June 18, 1992
38	Malawi	GABLE (2)	HIID	19	LO	Williams	Establishment of a Primary Pupil Registration System
256	Malawi	GABLE 2: Case Study	CAI	35	MI	Anderson	Gender Issues in Classrooms: A Case Study for Teacher Trainees in Malawi; Teachers Notes
209	Malawi	GABLE 3	AED		LO	Cresswell	Results of the GABLE Budget and Planning Study; Improving Budget Planning in the Malawi Ministry of
40	Malawi	GABLE/Malawi (3)	CAI	28	LO	Moll-Drucker	Gender Appropriate Curriculum Development in Primary Education/Malawi
41	Malawi	GABLE/Malawi (4)	CAI	31	LO	Moll-Drucker	Improving Girls' Attainment in Basic Education and Literacy in Malawi--Technical Paper & Guidelines
42	Malawi	Gender (CANCELLED)	RTI	08	LO		Activity Cancelled
39	Malawi	Malawi - GABLE (3)	HIID	20	LO	Davison	Malawi Education Policy Sector Analysis
39	Malawi	Malawi - GABLE (3)	HIID	20	LO	Rowley	Use of Multigrade Teaching/Doubleshifting in Malawi Primary Schools
39	Malawi	Malawi - GABLE (3)	HIID	20	LO	Williams	Malawi Education Policy Sector Analysis
39	Malawi	Malawi - GABLE (3)	HIID	20	LO	Williams	Reducing Repitition in Malawi's Primary Schools; Trip Report
43	Malawi	Malawi Buy-In (PPC/WID match)	CAI	16	LO	Fehnel	GABLE--PAAD
43	Malawi	Malawi Buy-In (PPC/WID match)	CAI	16	LO	Ilon	GABLE--PAAD
43	Malawi	Malawi Buy-In (PPC/WID match)	CAI	16	LO	Mayer	GABLE--PAAD; Social Mobilization Annex and Executive Summary
43	Malawi	Malawi Buy-In (PPC/WID match)	CAI	16	LO	Painter	GABLE--PAAD
45	Malawi	Malawi Workshop CANCELLED	HIID	09	LO	Fuller	Activity Cancelled
44	Malawi	Orientation on Malawi's Educational Sector	AED		LO	Horn	None required
44	Malawi	Orientation on Malawi's Educational Sector	AED		LO	Larcom	None required
47	Mali	ABEL Field Office Administrator	AED	049	SA		N/A
52	Mali	Buy In: Amd to D.O. #2	AED	069	SA	Ennis	Quarterly Reports
53	Mali	Buy-In, II (8/1/92 - 7/31/93)			SA	Miller-Grandvau	Quarterly Reports
53	Mali	Buy-In, II (8/1/92 - 7/31/93)			SA	Scott	Quarterly Reports
57	Mali	Data Analyst - Short Term Consultant	AED	063	SA	Monseur	Analyse des Donnees de l'Enquete d'Evaluation: Rapport Technique et Rapport Final
58	Mali	DataBase Input Consultancy (Local Hire)	AED	028	SA	El Khoury	N/A (Level of effort consultancy)
59	Mali	Development of Annual School/Statistical Yearbook (Vita)	AED	043	SA	Vita	Rapport Final sur la Confection de l'Annuaire des Statistiques Scolaires pour l'Annee

Act #	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
	Mali	Don Russell Consultancy	AED	021	SA	Hyde	Project ABEL in Mali: A Plan
240	Mali	EPICS Workshop--ABEL/Mali	AED		SA	Brown	"Report on EPICS Workshop Conducted in Bamako, Mali
61	Mali	Education Planning	AED	027	SA	Seymour	Proposed Action Plan for Management Training Within the National Ministry of Education
62	Mali	Education Planning	AED	031	SA	Coumare	N/A (Study Discontinued by AID)
62	Mali	Education Planning	AED	031	SA	Sy	Training Institutions in Admin. & Mgt. for Adminis. officials in Mali
49	Mali	Filing Systems Consultant I	AED	054	SA	Toure	"Reorganization of Mali BEEP Filing System" and "Secretarial Handbook"
63	Mali	Filing Systems Consultant I	AED	090	SA	Toure	Same as for Filing Systems Consultant I, Report on consultancy
236	Mali	Filing Systems Consultant II	AED		SA	Toure	Same as deliverable for Filing Systems Consultant I
65	Mali	Financial Systems Consultant	AED	084	SA	Kone	BEEP Financial Status Report 12/92; BEEP Financial Report by PIL for 12/92 and 1/93
65	Mali	Financial Systems Consultant	AED	084	SA	Kone	Formats for 4 BEEP Financial Report Status; Financial Procedures for Requesting USAID Funds (French)
66	Mali	Financial Systems Consultant Ext	AED	100	SA	Kone	December Financial Reports by PIL and BEEP
64	Mali	Financial and Personnel Systems Planner/Trainer (Serge Cuenin)	AED	034	SA	Cuenin	Analyse Fonctionnelle des Depenses Publiquess d'Education, 11/91
250	Mali	Financing Basic Education	IIEP		SA	Peano	Le Financement de l'enseignement fondamental: Mecanismes de financement et propositions pour...
67	Mali	Gender Activities, PPC/WID matching funds	CAI	04	SA	N'Dyae	N/A
67	Mali	Gender Activities, PPC/WID matching funds	CAI	04	SA	Prouty	Technical Report of Mali/ABEL/BEEP/WID
67	Mali	Gender Activities, PPC/WID matching funds	CAI	04	SA	Rihani	Basic Education Expansion in Mali--Proposed Plan of Action Around Gender Activities
68	Mali	Harvard Project Management Consultant	AED	022	SA	El Khoury	Final Rpt: Outputs for 1) Gen. Proj. Plan 2) Indiv. Plan. 3) Monthly Plan
224	Mali	MEN-USAID-CRA Micro Projects Coordination	AED		SA	Coumare	Mid Term Report & Final Report"
75	Mali	MIS Development and Training	AED	048	SA	Cuenin	Un Systeme Integre d'Information Oriente vers la Gestion et la Planification; Training Rpt; Reforme.
76	Mali	MIS Institutionalization Specialist	AED	108	SA	Cuenin	Reforme du Systeme d'Information dans l'Enseignement Fondamental
77	Mali	MIS Regionalization	AED	051	SA	Vita	Monthly Report; Final Report; Users Manual, Proposition d'un Systeme d'Info. et de Gestion(Koulikoro
74	Mali	MIS Technical Training (Gifondorwa Orientation w/RTI)	AED	013	SA	Johnson	Notes on Training Session
50	Mali	Mali Basic Education: Long-term TA and Short-term TA (Education Decision Support System Workshop)	RTI	02	SA	Gifondorwa	
50	Mali	Mali Basic Education: Long-term TA and Short-term TA (Education Decision Support System Workshop)	RTI	02	SA	Healey	

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Act #	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
50	Mali	Mali Basic Education: Long-term TA and Short-term TA (Education Decision Support System Workshop)	RTI	02	SA	Laveault	
50	Mali	Mali Basic Education: Long-term TA and Short-term TA (Education Decision Support System Workshop)	RTI	02	SA	Moreland	Trip Report
50	Mali	Mali Basic Education: Long-term TA and Short-term TA (Education Decision Support System Workshop)	RTI	02	SA	Young	Trip Report
71	Mali	Management Training Planner	AED	040	SA	Rideout	Training of Administrators for the Educational Administration Component of BEEP
70	Mali	Management Training Planner	AED	041	SA	Lufuluabo	Training in Mgt for the Ministry of National Education
255	Mali	Management Training Workshops	CAU		SA	Lufuluabo	Workshop Report
72	Mali	Maternal Languages	CAI	09	SA	Hutchinson	Eval. of the Experimentation in Nat'l Languages in Prim. Ed. in Mali, Eval of Mali's Nat'l Lang. Sch
72	Mali	Maternal Languages	CAI	09	SA	Rihani	Evaluation of the Experimentation...
72	Mali	Maternal Languages	CAI	09	SA	Schnell de Acd	Evaluation of the Experimentation...
73	Mali	MidTerm Project Review	AED	029	SA		Reports of meetings
82	Mali	Monitoring and Evaluation	AED	014	SA	Moulton	N/A
82	Mali	Monitoring and Evaluation	AED	014	SA	Moulton	Report on a Trip to Mali to Develop the Monitoring and Evaluation Component of a Basic Educ. Project
82	Mali	Monitoring and Evaluation	AED	014	SA	Moulton	Trip Report: Orientation of M&E Technical Advisor, Yolande Miller-Grandvaux
54	Mali	Office Administrator, Long Term	AED	061	SA	Ennis	N/A
83	Mali	Orientation for Daniel Gifondorwa	RTI	05	SA		N/A
84	Mali	Personnel Data Analysis	AED	071	SA	Coumare	Being Revised: Personnel du MEN: Organisation, Utilisation, et Methode
85	Mali	Personnel Study	AED	024	SA	Coumare	Preliminary Report of the Study on Personnel
85	Mali	Personnel Study	AED	024	SA	Sy	L'Administration et la Gestion du Personnel du Ministere de l'Education Nation
226	Mali	Project Management Workshop	AED		SA	McCorry, Jr.	ABEL/BEEP Planning Seminars: Bamako/Kangaba
87	Mali	Quantitative Evaluation	AED	026	SA	West	Final Report: Quantitative Evaluation Consultancy
88	Mali	Rapid Rural Appraisal Trainer	AED	103	SA	Mariko	Final Training Report (Rapport de l'Atelier de Formation a la Methode Acceleree de Recherche Partici
89	Mali	Rapid Rural Appraisal Trainer Ext	AED	104	SA	Mariko	Final Training Report (Extension)
247	Mali	Regionalization of In-service Training	AED		SA	Gagne	Rapport on the Establishment of Regional Training Centers- Mali
90	Mali	Research on Girls' Education	AED	112	SA	Soumare	Data Analysis; Report on Field Work

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
90	Mali	Research on Girls' Education	AED	112	SA	Soumare	Factors that Affect Girls Access to and Retention in School in Mali
223	Mali	SEDEP II	AED		SA	Henry	Rapport Technique & Rapport Analytique
223	Mali	SEDEP II	AED		SA	Monseur	Rapport Technique & Rapport Analytique
246	Mali	SEDEP III	AED		SA	Monseur	Rapport Intermediaire--Evaluation des Apprentissages des Eleves des 3e et 6e Annees de l'Enseignemen
246	Mali	SEDEP III	AED		SA	Rousselet	Rapport Intermediaire
91	Mali	Scholastic Documentation Report Specialist	AED	074	SA	Guindo	Rapport de Rentree Scolaire, Rapport de Fin d'Annee Scolaire, Inventaire du Patrimoine Scolaire
92	Mali	Site Visit	AED	042	SA		Notes on meetings
93	Mali	Supervision Planner	AED	033	SA	Rideout	Trip Report
254	Mali	TDY Kurt Mosea--May 1994	AED		SA		Trip Report
252	Mali	TDY Sandra Alegria--July 1994	AED		SA		Trip Report
230	Mali	TDY Visit	AED		SA	Harrison	Status Report
94	Mali	Teacher Training Manual Consultant	AED	116	SA	Hittenberger	Aide-Memoire pour les Maitres d'Ecole
94	Mali	Teacher Training Manual Consultant	AED	116	SA	Hittenberger	Aide-Memoire pour les Maitres....
95	Mali	Testing & Evaluation Experts (Part 1)	AED	101	SA	Deltour	Trip Report (Aide-Memoire)
95	Mali	Testing & Evaluation Experts (Part 1)	AED	101	SA	Henry	Trip Report (Aide-Memoire)
97	Mali	Testing and Measurements	AED	044	SA	Deltour	Trip Report
97	Mali	Testing and Measurements	AED	044	SA	Henry	Evaluation des Apprentissages des Eleves de 2e et 5e Annees de l"Enseignement Fondamental en Francai
97	Mali	Testing and Measurements	AED	044	SA	Strauven	Rapport de la Mission Operat'l Eftecue a l'Institut Ped. Nat'l de Bamako
98	Mali	Tests & Measurements Consultancy	CAI	21	SA		Activity cancelled
99	Mali	Training Advisor	AED	030	SA	Hittenberger	Comments on Teacher Training Seminars, Summer 1991
102	Mali, Ghana	Database of Qualitative Indicat rs of Education Program Performance, Phase II	AED	066	KM	Prouty	Data Collection Guide and data
102	Mali, Ghana	Database of Qualitative Indicators of Education Program Performance, Phase II	AED	066	KM	Tietjen	Data-Collection Guide and data; Reports on diskette
104	Namibia	Buy-In	AED	019	LO		??
234	Namibia	Namibia Basic Education Support Project Design Team	AED		SR	Harpring	USAID/MEC Concept Paper
234	Namibia	Namibia Basic Education Support Project Design Team	AED		SR	McCorry, Jr.	USAID/MEC Concept Paper
234	Namibia	Namibia Basic Education Support Project Design Team	AED		SR	de Fossard-Nels	Consultant Report; USAID/MEC Concept Paper
106	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Bryant	Evaluation Summary....

Ct.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Bryant	Evaluation Summary.....
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Cobbe	Evaluation Summary...
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Gant	Evaluation Summary Namibia Basic Education Reform Program 1991 1993
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Holmes	Evaluation Summary...
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Lynd	USAID/MEC Basic Education Support (BES) Project--Project Paper-Revised Draft
06	Namibia	Namibia/Education Support and Teacher Training	CAI	25	MI	Rideout	Evaluation Summary...
08	Namibia	Namibia: PP For READ	AED	063	JH	Levine	READ Project Paper: "Reaching out with Education for Adults in Development"
08	Namibia	Namibia: PP For READ	AED	063	JH	Martin	READ Project Paper
08	Namibia	Namibia: PP For READ	AED	063	JH	Moulton	Trip Report; READ Project Paper
08	Namibia	Namibia: PP For READ	AED	063	JH	Simon	READ Project Paper
38	Near East	Near East: Girls' Participation in Basic Education	CAI	36	MI	Jreige	Not yet due
12	Nicaragua	Repetition Study and Repetition Policy Dialogue	RTI	18	MI	Crouch	Nicaragua: Escolaridad, Repeticion, y Desercion Escolar; Trip Reports 29 Nov. 93 & 7 May 94
12	Nicaragua	Repetition Study and Repetition Policy Dialogue	RTI	18	MI	Gargiulo	Nicaragua: Escolaridad, Repeticion...
09	Paraguay	Paraguay Sector Assessment	CPES	070	KM		"Analysis del Sistema Educativo en el Paraguay"
110	Paraguay	Paraguay Sector Assessment	HIID	21	MI	Cummings	Analisis del Sistema Educative en el Paraguay
110	Paraguay	Paraguay Sector Assessment	HIID	21	MI	McGinn	Analisis...
110	Paraguay	Paraguay Sector Assessment	HIID	21	MI	Reimers	Analisis...
110	Paraguay	Paraguay Sector Assessment	HIID	21	MI	Rivarola	Analisis...
110	Paraguay	Paraguay Sector Assessment	HIID	21	MI	Warwick	Analisis...
111	South Africa	Adult Literacy Consultancy	AED	106	SR	Arnove	Final Report--International Donors Conference on Adult Literacy
111	South Africa	Adult Literacy Consultancy	AED	106	SR	Bernal	Final Report--International Donors Conference on Adult Literacy
111	South Africa	Adult Literacy Consultancy	AED	106	SR	Peterson	Final Report--International Donors Conference on Adult Literacy
112	South Africa	Basic Research Skills Training Workshop	AED	113	SR	Budlender	Workshop materials; Evaluation Report; Final Report (nothing in file)
112	South Africa	Basic Research Skills Training Workshop	AED	113	SR	Niekerk	Workshop materials; Evaluation Report; Final Report (nothing in file)
113	South Africa	Buy-In	AED	015	SR		Interviews for South African Buy-in Position
114	South Africa	Community College Study Tour	AED	023	SR		??
115	South Africa	Curriculum Management Support Consultancy	AED	064	SR		??
218	South Africa	Developing Policies for Educational Broadcasting	AED		SR	Chen	Consultancy Report (not in file)
220	South Africa	Development of Teacher Supply and Utilization Policy Support Tool	RTI	20	SR	Crouch	South African Education System Family of Models

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
220	South Africa	Development of Teacher Supply and Utilization Policy Support Tool	RTI	20	SR	Healey	South African Education System Family of Models
117	South Africa	Development of a Governance Options Model for South Africa, Phase II	RTI	15	SR		??
232	South Africa	Educare Workshop	AED		SR	Samoff	Trip Report (not in file)
118	South Africa	Educational Policy Analysis and Model Development - South Africa	HIID	12	SR	Cummings	Toward a Unified Nonracial Educational System in South Africa
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	Crouch	Toward a Unified Nonracial Educational System in South Africa
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	Feldman	same as above
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	Healey	same as above
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	McClintock	same as above
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	Olsen	same as above
119	South Africa	Educational Policy Analysis and Model Development - South Africa	RTI	07	SR	Spratt	same as above
121	South Africa	Employment of a Deputy Director for ABEL/South Africa	CAI	18	SR		N/A--Level of effort task order
122	South Africa	Establishing Field Office	AED	025	SR		Trip Report--Anna Grady TDY
123	South Africa	Evaluation Seminar	AED	052	SR	Harpring	Report on Evaluation Seminars conducted for Project ABEL
251	South Africa	Evaluation Training Workshop	AED		SR	Meharchand	Not yet received
124	South Africa	Evaluation Training Workshop	AED	114	SR	Meharchand	Report on Evaluation Workshop
125	South Africa	Fielding Short-Term Consultant for Fuba Academy under South Africa Buy-In	CAI	22	SR	Leace	An Assessment of The Federated Union of Black Arts (FUBA) Academy
126	South Africa	Gender Workshop	AED	078	SR		Trip Report Gender Awareness Workshop for NGOs in South Africa
127	South Africa	Handspring Puppet Co. Study Tour	AED	032	SR		Participants' Report on study tour on persons involved in innovative science education on the USA
210	South Africa	Ikemeleng Institutional Deveopment in Remedial Education	AED	56	SR	Drew	Institutional Development in Remedial Education
210	South Africa	Ikemeleng Institutional Deveopment in Remedial Education	AED	56	SR	Metcalf	Insitutional Development in Remedial Education
129	South Africa	Inservice Teacher Training Conference	AED	079	SR		Zim. INSET Tour--Learnings for South Africa; An INSET Policy for South Africa: NEPI Perspectives...

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
128	South Africa	Inservice Teacher Training Conference	AED	081	SR		Reports of participants' study tours to Botswana, Lesotho, Swaziland and Zimbabwe
130	South Africa	Interviews/Long-Term Field Position	AED	016	SR		"Interviews for South African Buy In Position
131	South Africa	Jonathan Jansen - TDY to South Africa	CAI		SR	Jansen	No deliverable required
132	South Africa	Karoo Literacy Initiative	AED	115	SR	Marsh	Report on Karoo Literacy Initiative
213	South Africa	Liberty Life Matric Tutor Support Programme	AED		SR	Jamaludeen	An Evaluation of the Liberty Life Matric Re-Write Program
133	South Africa	Management Training Workshop	AED	110	SR	Issacs	
133	South Africa	Management Training Workshop	AED	110	SR	Matthews	
133	South Africa	Management Training Workshop	AED	110	SR	Padayaghy	
133	South Africa	Management Training Workshop	AED	110	SR	Ramashia	
134	South Africa	Meeting with ESAT Grantees	AED	007	SR	Carter	
135	South Africa	Multicultural/Antibias Curriculum Workshop	AED	068	SR	Toliver	Trip Reports from Participants
207	South Africa	Org. Dev. Workshop for South African NGOs	AED	060	SR		??
136	South Africa	Organizational Development Specialist	AED	035	SR		No deliverable required
137	South Africa	Policy Options Workshop II	RTI	10	SR	Healey	Proceedings of the Policy Options Workshop II for South Africa
138	South Africa	Preliminary Discussions: South African Buy-In	HIID	11	SR	Cummings	Report of South African Policy Research and Planning
139	South Africa	Preliminary Discussions: South African Buy-In	RTI	06	SR		Report of South African Policy Research and Planning
140	South Africa	Proposed Administrative Assistant	AED	058	SR		No deliverable required
141	South Africa	Proposed new position, Program Associate	AED	056	SR		No deliverable required
142	South Africa	SAAECE National Evaluation	AED	111	SR	Silverman	SAAECE Evaluation Mid-Term Report and National Report
143	South Africa	Skotaville Publishing	AED	020	SR		Participants' Report: Skotaville Publishers: An Assessment
144	South Africa	Socio-Educational Survey 1991	AED	036	SR	Bengu	ESAT Socio-Educational Survey 1990/91
144	South Africa	Socio-Educational Survey 1991	AED	036	SR	DeWee	same as above
144	South Africa	Socio-Educational Survey 1991	AED	036	SR	Diphofa	same as above
144	South Africa	Socio-Sducational Survey 1991	AED	036	SR	September	same as above
145	South Africa	South Africa Modeling Activities	RTI	14	SR	Crouch	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	Feldman	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	Healey	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	McClintock	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	Newton	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	Olsen	South African Education System Family of Models
145	South Africa	South Africa Modeling Activities	RTI	14	SR	St.John	South African Education System Family of Models
147	South Africa	South Africa Policy Modeling: Canning and conducting Training Workshops	RTI	12	SR		ACTIVITIES ROLLED INTO RTI T.O. 6
148	South Africa	South Africa Policy Options: Document, Storyboard, Conducting Forums in South Africa	RTI	11	SR	Crouch	CANCELLED

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
148	South Africa	South Africa Policy Options: Document, Storyboard, Conducting Forums in South Africa	RTI	11	SR	Healey	CANCELLED
215	South Africa	Technology Curriculum Development & Policy Workshops	AED		SR	Waks	Technology Curriculum in South Africa 1993. Aspirations, Implementation and a proposal for an Opera
150	South Africa	Workshop on "Effective Schools"	AED	077	SR		??
151	Sri Lanka	Case Cluster Study/Sri Lanka CANCELLED	HIID	05	MI	Williams	Activity cancelled
152	Sri Lanka	Expan. of Share Abstracts: Cluster Reform in Sri Lanka; EMIS Dev't, Egypt	HIID	01	MI	Cassidy	Final Reports: SHARE User Manual; Sri Lanka Cluster Study (N/A), EMIS Development in Egypt
152	Sri Lanka	Expan. of Share Abstracts: Cluster Reform in Sri Lanka; EMIS Dev't, Egypt	HIID	01	MI	Cummings	same as above
152	Sri Lanka	Expan. of Share Abstracts: Cluster Reform in Sri Lanka; EMIS Dev't, Egypt	HIID	01	MI	Williams	same as above
153	Swaziland	Data Analysis Project	AED	047	KM	Johnson	"Factors Relating to Student Achievement in Swaziland"; Trip Report
154	Swaziland	Policy Support Systems Presentation	RTI	16	MI	Badcock-Walters	Same as above
154	Swaziland	Policy Support Systems Presentation	RTI	16	MI	Healey	Trip Report and Assessment Policy Support Systems Development Kingdom of Swaziland
229	Thailand	Development of Participatory Environmental Education	SRI		JH		Workshop program plan
229	Thailand	Development of Participatory Environmental Education	SRI		JH	Vaddhanaphuti	Analysis Report (3/94); Findings Report* (4/94); Evaluation Plan, Participant Trip Reports;
156	Thailand	EFA--World Conference on Education for All/Bangkok	AED	005	KM	Wheeler	Written Comments
156	Thailand	EFA--World Conference on Education for All/Bangkok	AED	005	KM	White	Provided editorial/production assistance
208	Togo	West Africa Conference: Participant Support	KCOM		KM		Project/Trip Report
244	USA	Assessment and Examinations Study Tour of the USA	AED		SR		Trip Report (not yet received)
225	USA	EPICS Presentation for Guinean Educators	AED		SA	Rawley	Summary Report
233	USA	Indian Family Values Project	HIID	24	MI	Williams	Descriptive Report; Data
157	Uganda	PAAD Team	AED	057	MI	Coates	USAID/Uganda Education Program Program Assistance Approval Document (PAAD)
157	Uganda	PAAD Team	AED	057	MI	Moulton	Same as above
158	Uganda	PAAD Team	CAI	27	MI	Levine	USAID/Uganda PAAD
160	Uganda	PAIP	AED	038	MI	Coates	PAIP Document
160	Uganda	PAIP	AED	038	MI	Moulton	PAIP Document
162	Uganda	PAIP Team	HIID	15	MI	Riddell	PAIP Document

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
163	Uganda	Preliminary Ed Sector Assessment	AED	004	MI	Cole	Uganda Education Sector Review--Issues and Options for USAID
163	Uganda	Preliminary Ed Sector Assessment	AED	004	MI	Evans	Uganda Education Sector Review- Issues and Options for USAID
163	Uganda	Preliminary Ed Sector Assessment	AED	004	MI	Horn	Executive Summary of Uganda Ed. Sector Review and Options
163	Uganda	Preliminary Ed Sector Assessment	AED	004	MI	Horn	same as above
163	Uganda	Preliminary Ed Sector Assessment	AED	004	MI	Horn	samea as above
164	Uganda	Support to Uganda Primary Education Reform (SUPER) PAAD Consultancy	AED	065	MI	Evans	USAID/Uganda PAAD
159	Uganda	Uganda PAAD Team	HIID	18	MI	Evans	USAID/Uganda PAAD
161	Uganda	Uganda PAIP Team	CAI	24	MI	Moskowitz	PAIP Document
161	Uganda	Uganda PAIP Team	CAI	24	MI	Prouty	PAIP Document
161	Uganda	Uganda PAIP Team	CAI	24	MI	Tietjen	PAIP Document
165	United States	Administrative Expenses	RTI	01	MI		N/A
168	United States	CIES Conference/California	AED	006	KM	Russell	Copies of presentations given
169	United States	Database of Qualitative Indicators of Education Program Performance, Phase I	AED	053	GL	Sutton	Policy Questionnaire
169	United States	Database of Qualitative Indicators of Education Program Performance, Phase I	AED	053	GL	Tietjen	Policy Questionnaire
170	United States	Development of SHARE	RTI	13	MI	Feldman	SHARE Diskettes and User Instructions
173	United States	EFA Girls Education	CAI	02	MI		Video--Girls' Education Benefits and Constraints
174	United States	EFA Graphics Activity	CAI	06	MI		Conference Displays
167	United States	EFA--Basic Education Conference	CAI	05	MI		"Lessons Learned in Basic Education in the Developing World"
196	United States	EFA--US Coalition EFA	AED	018	KM	Cuervo	Progress Reports; "Program Overview"
196	United States	EFA--US Coalition EFA	AED	018	KM	Hubbard	Nothing in file indicates that this consultant worked on this activity
175	United States	EIM Development	HIID	06	MI	Cummings	Reaching Peripheral Groups
175	United States	EIM Development	HIID	06	MI	Reimers	Reaching Peripheral Groups
171	United States	Economic and Social Impacts of Girls' Primary Education	CAI	08	MI	Wolf	"The Economic and Social Impacts of Girls' Primary Education in Developing Countries"
172	United States	Educating Girls: Strategies to Increase Access, Persistence and Achievement	CAI	26	MI	Tietjen	"Educating Girls: Strategies to Increase Access, Persistence and Achievement"
176	United States	Final Dev't & Testing: EPICS (Educ.Pol. Implementation Simulation) Game	HIID	03	MI	Rawley	EPICS Training Program
177	United States	Formal/Non-Formal Cost Benefits Analysis	CAI	14	MI	Hyde	Educating Girls....
177	United States	Formal/Non-Formal Cost Benefits Analysis	CAI	14	MI	Tietjen	Educating Girls--Strategies to Increase Access Persistence and Achievement
178	United States	Gender Research Dissemination	CAI	13	MI	Hudgins	"Economic and Social Impact of Girls' Primary Education" Translation and Printing

Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
178	United States	Gender Research Dissemination	CAI	13	MI	Prather	"Economic and Social Impact of Girls' Primary Education" Translation and Printing
179	United States	Gender Specialist Panelists for the Coalition Conference	CAI	23	MI		Conference Program
180	United States	Gender Support Back-Stopping, PPC/WID Funded	CAI	01	MI	Reese	N/A (Level of effort task order)
239	United States	Humphrey Fellow, Dr. Chrissie Mwiyeriwa	AED		JH		Status of Girls' Education in Malawi
181	United States	Instructional Technologies DEC	AED	010	KM		Summary Report on Digital in the K-12 Marketplace
182	United States	Instructional Technolcgies IBM	AED	002	KM	Grubb	Report on Selected IBM Education Projects and Courseware for ASEL
183	United States	Literature Review	HIID	02	MI	Cummings	Alternative Policies for the Finance, Control and Delivery of Basic Education (cover sheet)
183	United States	Literature Review	HIID	02	MI	Riddell	Alternative Policies for the Finance, Control and Delivery of Basic Education (cover sheet)
184	United States	OPES Development CANCELLED	HIID	07	MI	Cuadra	CANCELLED
184	United States	OPES Development CANCELLED	HIID	07	MI	Cummings	CANCELLED
253	United States	Participation in 1994 CIES Conference	AED		JDH		Trip Report
185	United States	Printing the Document: Lessons Learned	CAI	19	MI		2,200 Copies of the Document
186	United States	Publishing FORUM	HIID	10	MI	Rawley	First 4 issues of FORUM
186	United States	Publishing FORUM	HIID	10	MI	Rawley	Issue 5
186	United States	Publishing FORUM	HIID	10	MI	Williams	Issues 6-8
245	United States	R&D/Ed Operating Costs	HIID	00	MI		Multiple Trip Reports
190	United States	Research/Training Specialist (Long Term)	AED	111	MI	Zewde	N/A
193	United States	SHARE (System for Accessing Res. on Effective Educ.) Dev't & Dissem.	HIID	04	MI	Cuadra	Diskettes and User Manual
193	United States	SHARE (System for Accessing Res. on Effective Educ.) Dev't & Dissem.	HIID	04	MI	Cummings	Diskettes and User Manual
192	United States	Schooling and Labor Force Participation	AED	098	AZ	Horn	"Schooling and Labor Force Participation"
192	United States	Schooling and Labor Force Participation	AED	098	AZ	Morris	Editorial changes
204	United States	Sponsoring One S.A. to Attend Harvard Univ. Summer Educ. Workshop	HIID	13	MI		CANCELLED
194	United States	Strategies for Tests as a Policy Tool to Improve Educational Quality	AED	097	MI	Capper	"Learning to Test--Testing to Learn" and Executive Summary
194	United States	Strategies for Tests as a Policy Tool to Improve Educational Quality	AED	097	MI	Cook	Edited version of Executive Summary
194	United States	Strategies for Tests as a Policy Tool to Improve Educational Quality	AED	097	MI	Dehasse	Translated document
195	United States	UNICEF Conference--"Educating Girls"	AED	045	SA	Abdu	Trip Report

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Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
195	United States	UNICEF Conference--"Educating Girls"	AED	045	SA	Friedman	"Educating the Girl Child--Her Right, Society's Gain"
195	United States	UNICEF Conference--"Educating Girls"	AED	045	SA	Nunez	Trip Report
205	Various	EFA Education Test Video	CAI	03	KM		Video--"Education Managers" Cliff Block
105	Various	Girls Education, Literature Database	CAI	32	MI	Bolejack	Progress Reports
105	Various	Girls Education, Literature Database	CAI	32	MI	Penner	Progress Reports
197	Various	Maternal Literacy and Language Study	AED	096	JH	De Puente	Same
197	Various	Maternal Literacy and Language Study	AED	096	JH	Dexter	Same
197	Various	Maternal Literacy and Language Study	AED	096	JH	Guilln	"Schooling and Maternal Behavior in a Venezuelan Barrio: Pathways to Child Survival"
197	Various	Maternal Literacy and Language Study	AED	096	JH	Joshi	Same
197	Various	Maternal Literacy and Language Study	AED	096	JH	Levine	Field Guide (in file); Final Report (in revision process)
197	Various	Maternal Literacy and Language Study	AED	096	JH	Ota'lora de Cas	Same
197	Various	Maternal Literacy and Language Study	AED	096	JH	Schnell de Acd	Same
197	Various	Maternal Literacy and Language Study	AED	096	JH	Stuebing	Progress Reports; "Maternal Educational Factors as Predictors of Child Health in Urban Zambia"
197	Various	Maternal Literacy and Language Study	AED	096	JH	Velasco	Trip Report; Final Draft of the tests
198	Various	Reaching for the Periphery	HIID	14	MI	Cummings	Reaching Peripheral Groups: Community, Language and Teachers in the Context of Development
198	Various	Reaching for the Periphery	HIID	14	MI	Gunawardena	Reaching Peripheral Groups...
198	Various	Reaching for the Periphery	HIID	14	MI	Rowley	Reaching Peripheral Groups...
198	Various	Reaching for the Periphery	HIID	14	MI	Williams	Reaching Peripheral Groups...
199	Various	S & T/Ed Operating Costs	CAI	00	MI		Multiple Trip Reports
202	West Africa	Preplanning and Coordination of West African Conference	RTI	0.9	MI	Diallo	"Planning Document"
202	West Africa	Preplanning and Coordination of West African Conference	RTI	0.9	MI	Healey	"Planning Document"
200	West Africa	West African Conference	CAI	11	MI	Rihani	None required (was unable to participate in Conference)
201	West Africa	West African Conference Coordination	RTI	03	MI	Healey	Activity and Trip Report
201	West Africa	West African Conference Coordination	RTI	03	MI	McClintock	Activity and Trip Report
201	West Africa	West African Conference Coordination	RTI	03	MI	Spratt	Activity and Trip Report
203	West Africa	West African Conference: Analysis of Workshop Findings	RTI	09	MI	Healey	Analysis of Togo Workshop Findings (not in file)
203	West Africa	West African Conference: Analysis of Workshop Findings	RTI	09	MI	Spratt	Analysis of Togo Workshop Findings (not in file)
206	Yemen	Women's Union Basic Education	CAI	29	MI	Adibe	"Republic of Yemen: Women in Non-formal Education"
222	Zimbabwe	AFR/ARTS Workshop	CAI	34	MI	Bryant	Presented paper on Namibian education.

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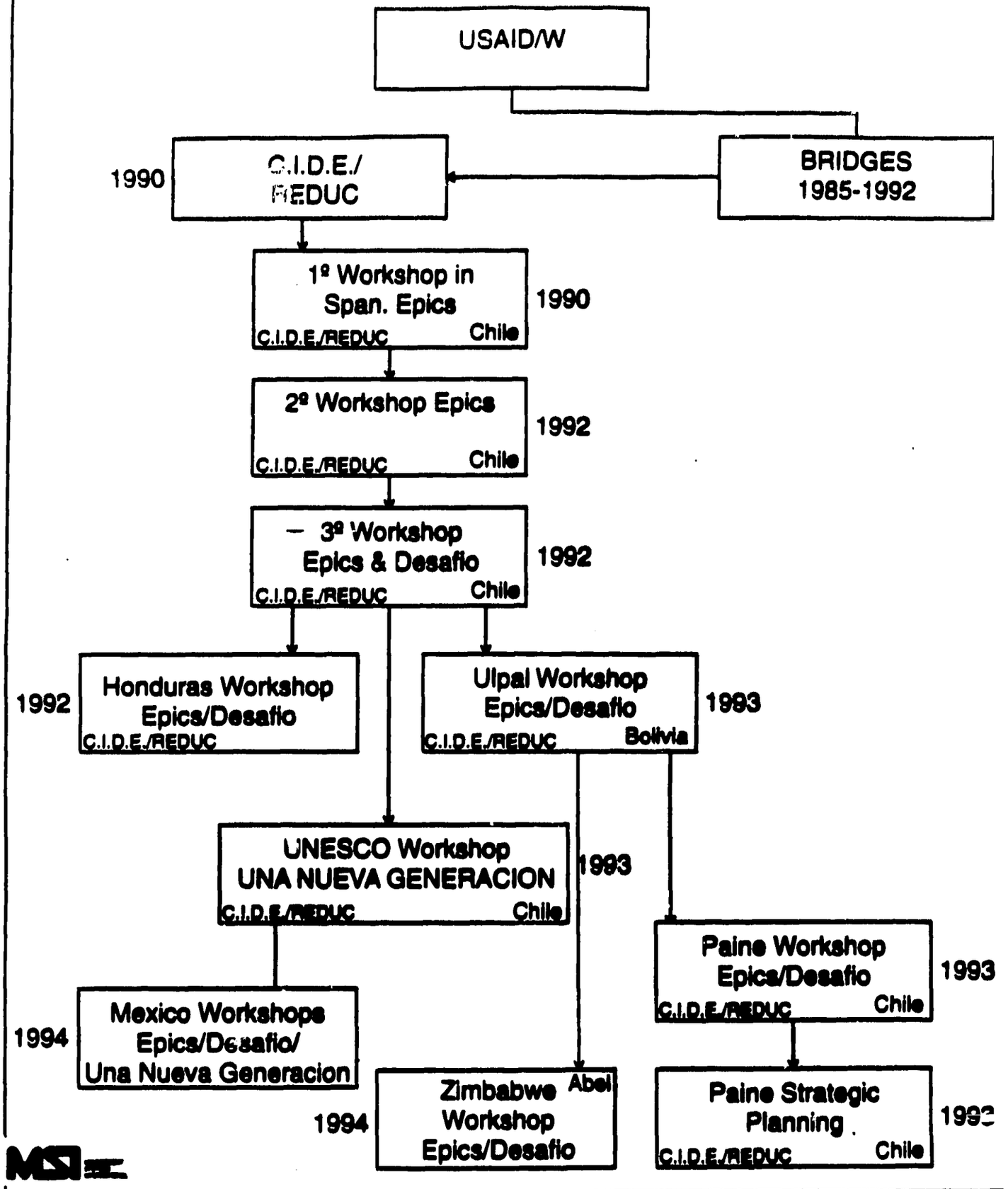
Act.#	COUNTRY	Title	SUB	NO.	Cnt	Consultant	Deliverable
221	Zimbabwe	AFR/ARTS Workshop	RTI	21	MI	Crouch	Trip Report

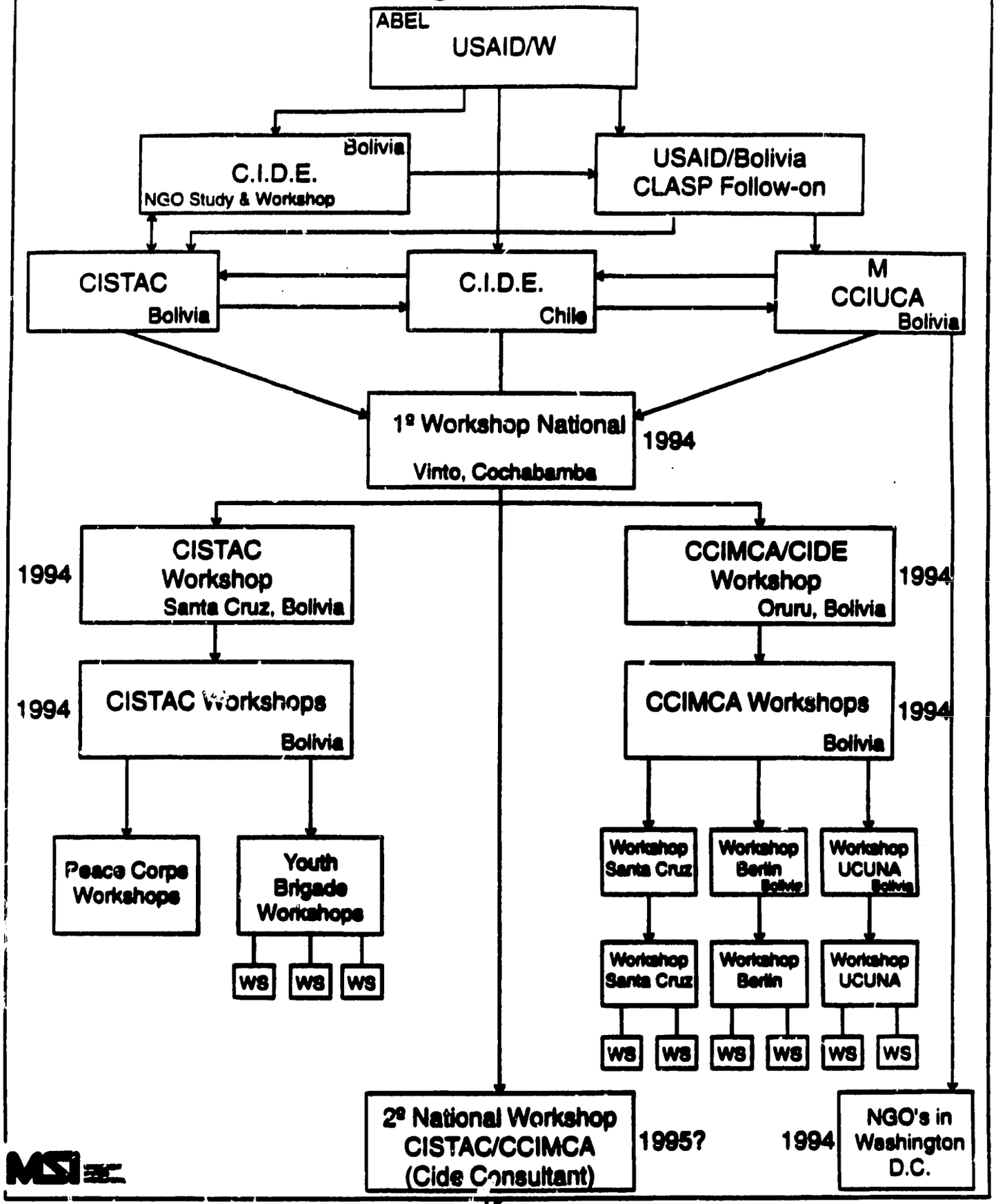
APPENDIX G

ILLUSTRATIVE LINKS AND DISSEMINATION OF USAID TOOLS AND PROJECTS

ks and Dissemination of USAID Tools and Projects



Dissemination Linkages Between Chile and Bolivia



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APPENDIX H

EMIS, DATA ANALYSIS, AND POLICY REFORM

EMIS, Data Analysis, and Policy Reform

Luis Crouch
Research Triangle Institute
September 1994

Introduction

Under the sponsorship of the ABEL project, RTI worked mainly in two areas: education policy reform, and EMIS or other data-related tasks. There were some exceptions to this main thrust of work, such as gender-related issues in Egypt and Malawi, but the overwhelming preponderance of the work was in those two main areas, and therefore we restrict our comments to them. Most of the work took place in three countries that saw major activity: Mali, South Africa, and Nicaragua.

It is particularly appropriate that RTI submit "lessons learned" on these activities, since most of RTI's work was not based on core funding but on Mission buy-ins. In those cases the "lessons learned" have a natural tendency to be fugitive and not be captured by AID's institutional memory, and not be available to other implementors.

We will address data and EMIS issues first, even though these are the more specific, less generic issues. It may seem odd to discuss the less generic issues first. But it will be clear that the main lesson learnt is that if EMIS efforts are not linked to thorough-going education reform efforts, if they are seen as simply another "brick" in "brick and mortar" projects, they are likely to fail in being sustained. This will then lead to the more generic lessons learned in policy reform dialogue.

EMIS lessons: country selection is key

It is impossible to separate out EMIS lessons learnt only during ABEL from lessons learnt by RTI from other AID and non-AID EMIS efforts. During the time when RTI was implementing the EMIS effort in Mali and South Africa, RTI was also involved in implementing, designing, or evaluation major EMIS efforts by AID and other donors in Egypt, Pakistan, Nicaragua, Indonesia, the Philippines, and Swaziland. It would be literally impossible, given normal human tendencies, and indeed it would be unwise, not to take advantage of those experiences in extracting lessons learned for ABEL and for AID in general.

EMIS project and efforts have two aspects: demand and supply. By "supply-side" projects we mean activities and programs that supply funds and technique. This can range from the mechanical, (such as providing hardware, software, training, assistance with form design and data gathering protocols, etc.), to the more institutional (how to set up and EMIS office, where and by whom it should be controlled, e.c.). By "demand-side" activities we mean actions aimed at increasing policy-and decision-makers felt need for data and analysis.

We would argue that most donor efforts can be characterized as supply-side efforts: in our experience, nearly 100% of donor EMIS efforts are supply-side efforts. The main lesson learned about EMIS is that in cases where there is no real local demand, and if, given this inexistence, the project does not bolster the demand side BEFORE it works on the supply side, then the project is not only likely to be unsustained after termination of donor funding: it is not even likely to have much of an impact during its donor-funded life. Below we will explain and defend this claim, and we will state, based on our experiences and reflections, under what conditions demand is likely to be pre-existing (and hence supply-side projects are likely to be successful), under what conditions demand can be created if it does not pre-exist, and, finally, how to do so. This has obvious implications for selection of countries as likely candidates for EMIS projects, or EMIS components of larger projects, and for project design of such components.

Our premise, which would be beyond the scope of this paper to defend, but which a little common sense and knowledge of the history of management in both private and public sectors in the industrialized democracies will show, is that the demand for information and systematized EMIS or EMIS-like operations is a function of the demand for rational decision-making. Another premise is that information is costly. It may be beneficial, and under some circumstances the benefits might be seen to outweigh the costs, but it does have a very real cost in terms of bureaucratic effort. Bureaucracies, in turn, are not inherently rational; they are not inherently attempting to optimize a social welfare function. Again, a cursory understanding of history and of most Third World politics makes it clear that the main motivation of most governments and bureaucracies is simply to stay in power and to perpetuate the conditions that make that power possible. Thus, most bureaucracies and governments throughout history have followed very simple policy- and decision-making rules: do tomorrow what you did yesterday, except as crises arise that threaten the hold on power, and at that point crisis-resolution is essentially "political" rather than "technocratically rational." To support this modus operandi, there is very little need for sophisticated, self-conscious information strategies. Under these conditions, the cost of information is actually more likely to be seen as complete waste, or worse—information costs are seen as being caused by a system that poses a real threat to continued autocracy and arbitrariness in decision-making.

Clearly, however, in some societies a rationality-seeking, socially- optimizing ethos has imbued governments and bureaucracies, if not as much as in the private sector, then at least to a considerable degree. This has led to a demand for information, since rational decision-making is based on a) some theory or modeling of reality, or the existence of systematic, "scientific," shared mental constructs of reality, and, importantly, b) the systematic empirical comparison of alternatives based on objective information. But how does this arise in the public sector in advanced industrial democracies? We would argue that it arises for the exact same reasons it arises in the private sector: competitive pressure. In the private sector, under the threat of competition, firms that do not engage in modern rationality based on objective information would succumb to those that do, due to the pressures of the marketplace and due to the fact that the marketplace enforces the obvious superiority of rationalized decision-making in lowering costs. This happens even in monopolistic situations, since there is almost always an alternative: if the airline

industry was heavily monopolized, there would be more of a tendency for people to relv on automobile or bus transport. Thus, the private sector clearly has a demand for information systems and data on which to base objective decisions, and the disciplining drive is the pressure of the marketplace.

What characterizes the public sector in developed countries over that in developing countries is the fact that in developed countries there is systematic competition for control over the public sector by organized parties and ideologico-political groups, and there is also a direct ability of civil society to impact on the public sector via lobbying. This means that executive branches are under the control, directly or indirectly, of high levels within the executive branch, and the legislative branch, which are in turn subject to competitive pressure. This forces executive branches of the public sector to defend their actions as rational. Note that this does not mean that the actions have to BE rational. It simply creates a need to defend them as rational. This may be ex-post-facto rationalization more than true goal-seeking, socially optimizing rationality. We are not defending or arguing about whether the public executive sector possess true rationality. To some extent that is beside the point for our purposes, though it is obviously interesting in general. The point is that, whether it is true rationality or mere ex-post-facto rationalization, this drive creates a tremendous derived demand for information, so that decisions can be defended as rational. This in turn leads to the emergence and sustaining of MIS and policy-analytical systems in the public sector.

These pressures are becoming common in the more substantial of the developing country democracies, such as Chile, Colombia and, to a more limited degree, India. But these are, precisely because of the maturity of their economies and democracies, the kinds of countries where bilateral donors do not tend to work. In the countries where donors work, both poverty and non-systematic and/or non-competitive means for allocation political power over the public sector predominate.

Note one apparent exception to the generalizations above: the technocratically authoritarian regimes of East and Southeast Asia (Korea, Taiwan, Malaysia, Thailand, Indonesia, to varying degrees) or Chile under the military dictatorship. These were clearly not situations where the public sector was subject to systematic competitive pressure due to electoral competetitiveness. But this is an interesting exception that tends to prove the rule. These countries' avocation was international technical and economic competitiveness, and they were ruled by relatively enlightened technical elites that realized that rational, optimizing investment in human capital (hence in the social sectors) is part of a socially and economically sustainable strategy of international economic competitiveness. Thus, many of these countries, undemocratic as they may be (or may have been at that time), have achieved remarkable improvements in both access and equity in their social sectors. Furthermore, their social sectors are managed with a great deal of use of information. In these cases the defense of actions as rational is not due to the political pressure of the higher executive branch, the legislative branch, or the NGO sector, but due to the pressure of powerful and technically very competent ministries of plan or similar ministries. Note, however, that the very process of development in these countries has led to increasing pressures of public accountability,

which almost of all them have yielded to, in varying degrees (e.g., Chile, Korea).

It may be interesting to ask WHY supply-side solutions in EMIS and education policy analysis tend to be favored by donor agencies. We can only hypothesize, and we present two hypotheses. 1) Most donor agency staffers themselves come from developed democracies, where indeed governments are, at least relative to those of the countries where donor agencies work, relatively accountable. Thus, their own mental tradition is one where government is by definition assumed to be relatively benevolent and rational. The unspoken assumption seems to be that governments in host countries are also benevolent and rational. If such a sweeping assumption is not implicit, at least donor staffers and donor projects seem to believe that particular individuals (counterparts) with whom they are working are well-meaning and rational, and this is enough to ensure the success of the projects in question. But sustainability and replicability, particularly of activities oriented at decision-making, require a society where order, rationality, and accountability permeate public sector behavior. Their presence in particular individuals is not sufficient. In short, the mental attitude of donor staffers is supply-oriented because they have difficulty imagining social interventions based on assumptions other than that governments are, in general, benevolent and rational. 2) Most donor-funded education policy analysis are implemented by academic or quasi-academic institutions whose natural avocation is the supply of analysis, and who regard the "marketing" of analysis needed to create demand as intellectually beneath them. Thus, donor projects in policy analysis have tended to become, to some degree, funding mechanisms for foreign MS and PhD students, or American students interested in development, under the tutelage of US-based academic leaders.

Finally, it is important to document, empirically, how our experience leads to the conclusions we have stated above. Where have we seen EMIS or EMIS-type projects succeed and under what circumstances?

> Mali provides an interesting case in point, in that ABEL activities straddled a period of transition from dictatorship to democracy. Under the latter, interest in EMIS and policy analysis was less than zero. As the country entered a period of transition, the attitude toward EMIS turned to at least tolerance. The democracy in Mali is too fragile and too young to really create solid, sustainable "need to know" since true legislative and community oversight over the public sector is minimal. Thus support for EMIS and policy-analytical activities cannot be expected to be very high.
>
> South Africa presents a case where, during the transition to democratic rule and after, there has been such a seething interest in data as a weapon of critical analysis that it has been possible for ABEL to work with an NGO whose sole purpose is data-analytical. This NGO meets a demand in both civil society and in government for massive amounts of data and information about education. In fact, most of the data this NGO processes comes from government, and its main client is government. It simply has discovered how to take raw government data, massage and store it, and then supply it back to government in more easily consumable ways.

Egypt and Pakistan present cases where, in spite of nominal democracy, the demands for data for purposes of real policy decisions, are minimal. Thus, in spite of success on the supply side, the replicability and sustainability of EMIS-type activities beyond donor support are highly questionable. (These were not ABEL activities.)

Indonesia presents a case where the pressure for knowledge-based decisions comes not from a democratic accountability impulse, but from a technocratic-authoritarian impulse, in a very open, export-oriented economy impulse to compete in the international market. The demand for data within the public sector in Indonesia is driven by a need to be accountable to bureaucratic pressure within the system itself. It is clear that this demand is limited, however, by the technical competence of the bureaucracy to digest (on the side of the demanders) and supply (on the side of the Ministry of Education) interesting data. This is not surprising. As in the East Asian model in general, where government intervention in economic development has been high, a key constraint overall is the quality of the technocracy in the public sector.

In conclusion, we state that conditions in the enormous majority of countries where donors work are totally antithetical to a pre-existing demand for information, policy analysis, and EMIS. The lessons for country selection for EMIS-type activities are clear: a) countries that are still rather dictatorial, or where democracy is still very new, and democratic and dictatorial impulses are still vying for control, are clearly not good risks for any type of EMIS or EMIS-like activity, and b) countries that have a long tradition of democratic accountability probably do not need much assistance in this area. By definition (since donor countries almost by definition are countries that are in "bad shape") a great deal of donor activity is taking place in countries that are either dictatorial or are democratic only in a very fragile manner. This means that most supply-oriented projects are doomed to failure. To have a greater chance of success, donors need to take into consideration the country selection implications of the ideas presented here. The basic recommendation and lesson learned is that **EMIS projects and policy analysis projects should generally be restricted to countries that are solidly democratizing**, countries where the execution of public programs is under increasingly solid, open scrutiny by competitive elected legislatures, high executives, and civil society at large as represented by communities and NGOs. If that is not the case, other education sector interventions might be needed, but, more likely, basic democratization activities are more relevant than education sector activities. Countries of the "technocratic authoritarian" orientation, such as Indonesia, can also be good candidates for EMIS and policy-analytical activity.

Policy analysis and research-based policy advocacy

While the above ideas are useful in selecting countries and cautioning about where not to invest in EMIS and policy analysis, country selection is not enough to ensure success, where defined as replication and sustainability of the efforts. The problem is that even in solid but fledgling democracies (which are the only countries that both need this type of

work and have a potential for sustaining it) demand for EMIS and data often needs to be created.

Thus, the second lesson learned is that not only do EMIS projects have to be placed in the "right" countries, but that even in those situations much of the effort needs to go into creation of demand for data and analysis. Fortunately, the creation of demand for data and analysis is not a simple exercise in marketing, is not a matter of "inducing" a demand for a frivolous service. First, the service is clearly useful: rational decision-making is obviously in the public interest, even when the effective demand is not present. Thus, creating demand in those situations is hardly a frivolous "marketing" undertaking. Second, and perhaps more importantly, the real way to create demand is to engage in policy reform activities that are, in themselves, sorely needed. Why do we have this happy coincidence?

First, we note that governments in fledgling democracies are easily captured by the power of special interest groups. In the education sector, for example: 1) the bureaucracy itself is an interest group, with the result that public sector project execution favors the bureaucracy, and thus there is minimal contracting-out; 2) teacher unions (formal or informal) dominate, with the result that paper-chase, theoretical training is the norm; 3) university student unions are enormously powerful, with resulting grossly unjust and inefficient over-allocation to the tertiary sector. Education itself is a relatively powerless interest, which means that the education budget itself is very small. Since it is carved out according to bureaucratic and pressure group interest, the small budget is also badly spent.

Second, we note that special interests never defend their interests in terms of the private, special interest. They always defend their interests in terms of the public interest. University unions always couch their defense of university budgetary allocations in terms of the nation's need for technology, or the nation's need to fight communism, or whatever other public interest notion is in fashion. This means that actions and allocations, if they are to be publicly defended, they are nominally defended as rational and in the public interest. Thus, they must have access to information and data.

But, and third, we note that when informational and ideological power are too asymmetrically distributed in a society, there is a low-level equilibrium in the demand for data and information. If one group is so overwhelmingly armed with informational weapons that it totally controls the situation, the demand for information and analysis will remain low. There is no gradual ratcheting up of demand for information as groups of approximately equal power compete in the public policy arena for policy attention and budgetary allocation.

The implication is clear. If a donor is interested in reforming policy, and wants to do so via the use of information and analysis, the only relevant solution is to create informational disequilibria that will ratchet up the demand for data, as different groups compete in the marketplace of public-interest ideas. The equilibria that are being broken must be important equilibria, they must be things people are willing to fight for, they

must be topics over which zeal and passion can be generated. One cannot break low-level equilibria by focusing on issues that are not "hot" in the society, or can easily be made "hot."

This is indeed a happy coincidence. It has been demonstrated elsewhere that–at least, in a democratic situation–the only sure means for permanent, sustainable policy reform is through locally based analysis, information, discussion, and mutual persuasion. And we have also shown that the only way to create a real demand for information and analysis is to create informational disequilibria. It thus turns out that the needs of EMIS and policy analytical projects are the same as those of policy reform projects. One without the other will not work.

Again, what specific country experience can we cite as producing these "lessons learned?"

Clear evidence about "ratcheting up" of demand for information comes from South Africa. When the ABEL project came to the assistance of the democratic opposition, this opposition had no "heavy" informational weapons at its disposal. Its only policy/political weapons were mass action and rather ideological discourse. ABEL's intervention enabled these forces to produce systematic, data-based policy positions supported by modeling, dynamic budgeting exercises, systems analysis, etc. Interestingly, though the government had access to masses of highly sophisticated data, they had not used them in developing their own policy proposals via the development of systematic dynamic budgeting for the cost of eliminating apartheid. The government did so only in response to the injection of these weapons into the policy debate by the democratic opposition. In fact, since ABEL was friendly to specific individuals in government (though of course did not work with government), it was clear that the government's own model was to a large degree inspired by the very numerical and analytical categories that the ABEL model used! A clearer case of a ratcheting of demand for analysis and data based on policy reform could hardly be dreamed up. The ABEL project and its local counterparts also saw that when the ANC acceded to power there would be a new tendency to monopolize information, this time on the "progressive" side. Thus, we worked hard to bolster, in civil society, the ability to process and analyze information for critical policy analysis by assisting in the building up of an NGO whose main purpose this was. Today the demand for information on that NGO is overwhelmingly from the government itself.

Another interesting experience of how analytical tools injected into a "hot" policy situation can generate demand was the case of the ABEL repetition study in Nicaragua. There is a long tradition in Latin America for education ministries to think that dropout is a much bigger problem than repetition, and that "society" is to a very large degree to "blame" for educational problems, because children are pulled out of school (drop out) for social reasons. An opposing tendency has said that at least a significant share of the "blame" must fall on the Ministries themselves, since they are bloated, uncreative bureaucracies with little concern for providing relevant, community centered education. This tendency has bolstered its opinion partly on the

notion that repetition is a much worse problem than dropping out, that repetition is a function of low quality schooling, and that it is repetition to a large degree that leads to dropping out. The ABEL study in Nicaragua demonstrated, in a highly charged environment, that repetition was indeed a serious problem--much more serious than dropping out. It also provided some evidence that parental involvement is critical to lowering repetition. The policy environment was charged because certain interest groups were pushing for education reforms aimed at making the Ministry enhance quality, provide relevance, and provide for community input, while other political tendencies were pushing to first solve political and social problems in society at large. The result was a great deal of discussion, and strident calls for much more research into the determinants of school failure. It would be nice to say that it also resulted in bolstering the political strength of the groups calling for quality improvements and community involvement, but it is too early to tell whether this in fact took place.

We have seen that EMIS is most likely to be successful in the context of serious policy reform in solidly democratizing societies where public policy debate has been abetted by the donors and has been assisted with data from the EMIS. It would be germane, therefore, to offer pointers and lessons learned on processes of policy reform and policy dialogue as such. However, this is a large subject, and space limitations prevent us from discussing it. Other AID projects have generated sufficiently detailed information on how this kind of thing can be orchestrated (Crouch, Vegas, and Johnson 1993).

Summary

We will conclude by summarizing our main points:

- The demand side in EMIS is critical. If demand is inelastic, improving the supply will never result in much increase in data use, which in turn will eventually call into question the sustainability of the supply improvement once donor funding ceases.

- Demand for data and analysis is only likely to exist in two types of societies where donors work: strongly democratizing societies where public accountability via legislatures and NGOs is becoming the institutional norm, and quickly modernizing, export-oriented, technocratically authoritarian societies. In the majority of poor, totalitarian, or very fragile democracies EMIS, particularly supply-driven EMIS, is likely to be a waste of money. Counted exceptions may exist if much is invested in demand creation. In highly advanced democracies EMIS as supplied by donors is likely to be unnecessary, because most of them are beyond this stage. These should be the key criterion for country selection for EMIS activities.

- Even in the solidly democratizing societies, the demand side for data has to be

bolstered. Its existence is more potential than real because policy debate is the key to data demand, and policy debate is mired in a low-level equilibrium caused by the asymmetry of informational power that characterizes immature democracies.

- The way to bolster demand for data, information, and analysis in the education sector is, therefore, to foster information disequilibria in public policy debate. This creates a ratcheting of the demand for data. Merely supplying data will not be sufficient. The supply must be injected into public discourse and debate, using marketing and political economic techniques. If such debate is non-existent or too incipient, it might actually have to be created and abetted by the donor's project. This is a highly delicate task requiring patience, sensitivity, and hands-on local involvement with strong counterparts.

Crouch, Luis, Emiliana Vegas, and Ronald Johnson. 1993. **Policy Dialogue and Reform in the Education Sector**. USAID. Bureau for Latin America and the Caribbean. Office of Development Resources. Education and Human Resources Division. Education and Human Resources Technical Services Project, Advocacy Series No. 3.

A B E L

Advancing Basic Education & Literacy

ANNUAL REPORT

1992

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

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ADVANCING BASIC EDUCATION AND LITERACY (ABEL)

ANNUAL REPORT 1992

Prepared by:

PROJECT ABEL
The Academy for Educational Development
1255 23rd. Street NW, Suite 400
Washington D.C. 20037.

This publication of Project ABEL reports on its diverse undertakings during 1992 to help improve basic education quality and accessability worldwide. Project ABEL (Advancing Basic Education and Literacy) is operated by the Academy for Educational Development with subcontractors Creative Associates International Inc., Harvard Institute for International Development, and Research Triangle Institute. ABEL is funded by the U.S. Agency for International Development (R&D/ED/PPC/ WID), Contract No. DPE5832-Z-00-9032-00 (Project No. 936-5832).

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Project ABEL is designed to assist USAID and host governments improve basic education systems through 1) dissemination of proven tools, methods and research findings, 2) provision of short and long-term technical assistance to build technical capacity within ministries of education and other levels of educational establishments, 3) provision of technical and managerial support for USAID missions engaged in basic education 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
ANC	African National Congress
APEX	Assessing Policies for Educational Excellence
ARTS	(Office of) Analysis, Research, and Technical Services (of AID)
BEEP	Basic Education Expansion Project (Mali)
BPE	Bureau des Projects Education
BERP	Basic Education Reform Programs
BRIDGES	Basic Research and Implementation in Developing Education Systems
BRAC	Bangladesh Rural Advancement Committee
CAII	Creative Associates International, Inc.
CAU	Clark Atlanta University
CBO	Community-based Organization
COSATU	Congress of South African Trade Unions
DAF	Direction Administrative et Financière
DNEF	Direction Nationale de l'Enseignement Fondamental
ELET	English Language Education Trust
EMIS	Educational Management Information System
EPICS	Educational Policy Simulation
ESAT	Early Support and Training
GNP	Gross National Product
HAP	Human Awareness Program
GABLE	Girls Attainment in Basic Literacy and Education
GOM	Government of Malawi
GRN	Government of the Republic of Namibia
HIID	Harvard Institute for International Development
HRDO	Human Resource Development Officer
IDA	International Development Assistance
IEEP	Improving the Efficiency of Educational Systems
IIEP	International Institute for Education Planning
INSET	Inservice Education of Teachers
INTA	Institute of Nutrition
IPN	Institut Pedagogique National (Mali)
KETA	Koulikoro Education Technical Assistant (Mali)
LAC	Latin America and Caribbean (Bureau of AID)
MANEB	Malawi National Examination Board
MEC	Ministry of Education and Culture (Namibia)
MEN	Ministère de l'Education Nationale
MIE	Malawi Institute of Education
MIS	Management Information System
MOE	Ministry of Education
MOEC	Ministry of Education and Culture (Malawi)
MTA	Management Technical Adviser
NECC	National Education Coordinating Committee
NGO	Non-Governmental Organization
NFPE	Non-formal Primary Education
OIT	Office of International Training
PAAD	Program Approval Assistance Document
PID	Project Identification Document
PVO	Private Voluntary Organization
READ	Reaching Out With Education to Adults for Development
RTI	Research Triangle Institute
SEDEP	Service de Developement et d' Evaluation

ACRONYMS USED IN THE MAIN TEXT

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

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ABEL Activities	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																	
ent Information	1992								✓								
nsitivity in Ed.	1992				✓	✓	✓							✓			
Schools Admin.	1992	✓	✓						✓								
Information Management	1992								✓								
Training	1992								✓			✓					
	1992												✓				
tion	1991-1992				✓	✓											✓
on Quality	1992		✓	✓									✓		✓		
ICA																	
ies	1992	✓	✓			✓									✓	✓	✓
ing Workshops & Conferences	1992															✓	
ional Survey	1991-1992		✓														
elop & Disseminate	1991-1992		✓														
USAID Grantees	1992	✓		✓													
MALAWI																	
Sensitivity	1992	✓	✓			✓	✓							✓			
ter Management System	1992	✓										✓					
Activities	1992		✓					✓						✓			
ring & Evaluation	1991-1992							✓									
ion of Repetition	1992		✓														✓
Planning	1992	✓	✓														
t at MIE	1992				✓	✓	✓							✓			
Activities																	
h-BRAC Study	1992		✓														✓
d. Sector Review	1992		✓	✓													
Review of Education Reform/READ	1992		✓	✓													
Swaziland: Policy Making	1992										✓						
Botswana	1992		✓											✓			✓
iorities	1992		✓								✓						
omen's Organizations	1992	✓	✓														
	1990-1992									✓							✓
t & Dissemination	1991-1992		✓								✓						✓
d Publication & Dissemination	1992	✓				✓			✓								
lication	1992		✓														✓
Bulletin	1992		✓														✓
3 & 4	1992		✓														✓

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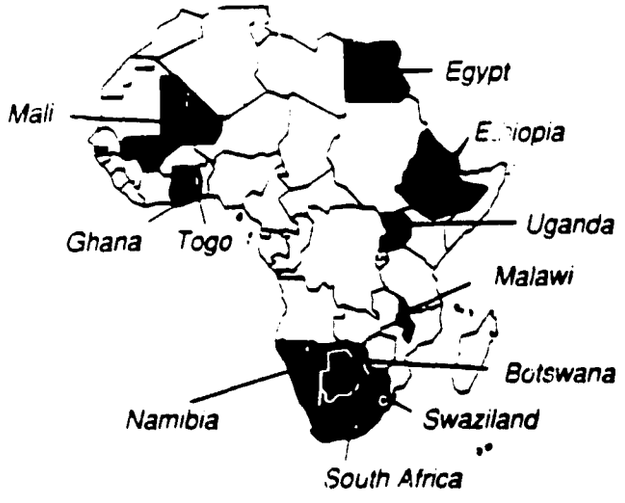
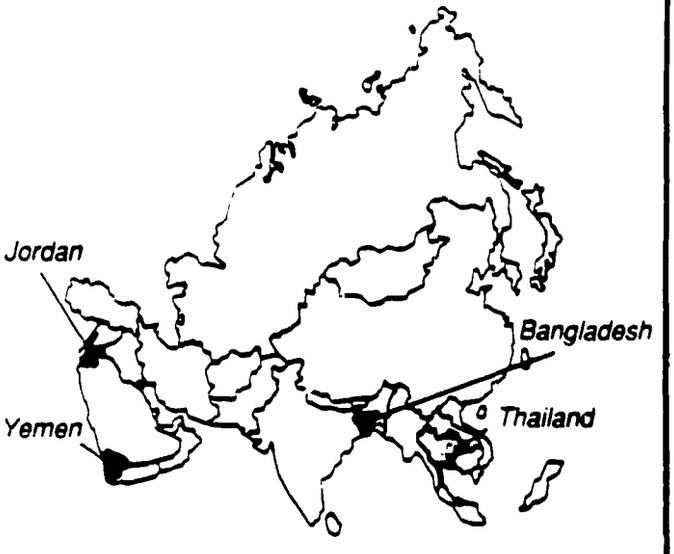


AFRICA



ASIA & THE NEAR EAST

CENTRAL & SOUTH AMERICA

NORTH AMERICA

Site of long- and short-term ABEL activities.

Site of ABEL Conference.

APPENDIX I

FOURTH QUARTER/ANNUAL REPORTS 1992/93/94

MALI

The primary objective of ABEL/Mali is to improve the Ministry of Education's capacity to effectively provide equitable and quality education that is relevant to the country's needs. ABEL provides both long- and short-term technical assistance for primary education reform and the development of a Management Information System (MIS) and Monitoring and Evaluation (M & E) component.

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

MANAGEMENT INFORMATION SYSTEMS (MIS)

Designing an Information System

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

Decentralizing MIS

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

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

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

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

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

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

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

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

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

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

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

Data Collection Instruments

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

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

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

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

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

Policy Options Review Model

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

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

Data Analysis of the MEN Personnel Census

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

MONITORING AND EVALUATION (M & E)

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

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

Monitoring and Evaluation Capacity Building

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

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

Collaborative Efforts

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

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

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

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

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

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

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

REGIONAL SCHOOLS ADMINISTRATION

Equipping Schools

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

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

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

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

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

School Inspection Survey

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

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

MANAGEMENT TRAINING - CLARK ATLANTA UNIVERSITY

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

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

Planning and Preparation

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

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

In-Country Training

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

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

WID ACTIVITIES

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

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

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

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

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

STUDY ON GIRLS ACCESS TO SCHOOLING

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

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

VISIT BY ABEL STAFF

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

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

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

STAFF APPOINTMENTS

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

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

IMPACT OF ABEL IN MALI

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

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

COMPUTER MANAGEMENT SYSTEM FOR REGISTRATION

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

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

MONITORING AND EVALUATION

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

REDUCTION OF REPETITION STUDY

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

BUDGETING AND PLANNING STUDY

Anthony Creaswell, the Budget and Planning Study Consultant, is resp[illegible] ing the institutional capacity of the MOEC and the Project Implementa[illegible] plan and budget for GABLE activities. He is also responsible for assess[illegible] PIU's ability to maintain accurate and current accounting records, mai[illegible] and provide an audit trail for all GABLE funds, as well as recommendi[illegible] can strengthen forward-planning and budgeting procedures, and prep[illegible] detailing findings, conclusions and recommendations. Creaswell arriv[illegible] mid-July 1992 and returned to the U.S. in late August 1992. He condu[illegible] participants in the budget and planning processes, reviewed docume[illegible] reports, and observed some planning and administrative work in pro[illegible] in recommendations for changes and further developments. Creaswell will [illegible] Malawi for a six-week follow-up period in 1993.

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GENDER UNIT AT MIE

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

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

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

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

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

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

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

DOUBLE SHIFTS AND MULTIGRADING STUDY

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

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

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

Rowley travelled to Malawi for a four-week period beginning mid-April to assist in the registration of students in Standard 4-6. He returned to Malawi in late September to begin work on the eight-week Double Shifts and Multigrading Studies in collaboration with the Center for Educational Research. He will return next year to assist in the registration of students in Standards 1-5, and to coordinate those activities with the Reduction in Repetition Study activities to be carried out by James Williams.

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

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SOUTH AFRICA

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

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

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PLANNING INTERVENTIONS IN EARLY 1992

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

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

Other projects undertaken in 1992 included:

- policy development and support to the National Education Policy Investigation (NEPI) group
- curriculum analysis support to SACHED (South African Council for Higher Education)
- design and assessment of an evaluation plan for PROLIT (Project Literacy)
- cooperation with two consultants in designing and implementing a conference "Effective Schools in South Africa" in November 1992. A final report on the Conference is due at the end of March 1993.
- design and support of curriculum services conducted by the Independent Examinations Board (IEB).
- at the request of the English Language Education Trust (ELET), ABEL played a major part in conducting a short-term evaluation of the organization's (ELETs) structure and administrative functions.

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SOUTH AFRICA

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ABEL staff also attended and participated in the following programs:

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

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

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

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

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

INTERVENTIONS IN THE NGO COMMUNITY

WORKSHOPS AND SEMINARS

The Leadership Institute

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

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

Organizational Development and Management Workshop

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

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

Curriculum Development Workshops

In the months of June and July ABEL South Africa staff planned and implem interventions. Chief of Party, Jonathan Jansen conducted four one-day curric development workshops for USAID grantees. Lebs Amphahiele, a graduate Education, was selected to assist with conducting the workshops. This provi excellent opportunity for a black South African student to gain practical expe training in curriculum development. Approximately one hundred participan non-governmental organizations (NGOs) attended the workshops held in Jo Cape Town and Durban.

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

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

Multicultural Anti-bias Workshops

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

- to introduce USAID Educare grantees to issues and problems in dealing with multicultural/anti-bias
- to provide an opportunity for participants to share ideas and information on their particular experiences in the field of multicultural education, and
- to provide participants with basic skills and new approaches for developing multicultural/anti-bias curricula and resources.

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

Retsweletse English Language Support Program

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

Strengthening IREC

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

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

Gender Awareness Workshop

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

Workshop on Evaluation Design

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

EVALUATION OF ABEL GRANTEES

NECC Evaluation

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

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

The ELET Evaluation

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

CONFERENCES

Human Resources Development Officers Conference

On May 19-21 USAID/South Africa, and the Office of Human Resources with the support of project ABEL, convened a conference to discuss imp in promoting human resource development, education and training in s May Rihani, ABEL's Associate Director, facilitated the Conference. The c conference were to provide the Human Resource development staff of th of USAID in southern Africa with the following: a forum to share experie grams/projects and policies in educational development; an opportunity and debate strategies, approaches, and experiences; and a platform to cor lessons and their implications for educational restructuring in South Africa.

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

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

NECC Conference

Jonathan Jansen participated in the National Education Coordinating "People's Education for All" Conference held in Bloemfontein Octob ence examined the possibilities for introducing alternative curricula on appropriate teacher preparation, enhanced community participati learning. The conference was funded by USAID/South Africa and w ABEL-led national strategic evaluation of the NECC. ABEL assisted conference preparations and presented a paper entitled, "The relatio PTA's and the State". The purpose of the commissioned paper was t options for a democratic governance structure in education. The doc quite successfully to facilitate a national discussion on the topic.

INSET Conference

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

Conference on Effective Schools

A conference on the subject of effective schools was held on Novemb sity of the Witwatersrand. Approximately fifty participants from univ community, and independent schools convened to identify the conte of effective black schools in South Africa. The conference raised some issues: firstly, schools in South Africa display considerable diversity. ness was defined by schools to include not only high examination sco cratic management of schools, strong parental participation and invol in volunteer work in their communities. Third, despite the disruption of violence and disturbances, there are still cases of effective schools. for ongoing dialogue amongst schools towards sharing innovations, i

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

ABEL Review Conference

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

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

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

Constructive criticisms included:

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

MEETINGS WITH NGOS

Early Learning Centers

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

Literacy Organizations

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

ESAT Grantees

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

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

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

STUDY TOUR

INSET Study Tour

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

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

- to identify various models of INSET, their salient elements and operational context
- to assess the limitations and successes of international INSET programs
- to determine the extent to which different INSET programs can be transferred within the South African context, and
- to outline emerging policy options for South Africa based on the review of INSET programs in the region.

SURVEY

Socio-Educational Survey 1992-93

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

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

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

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

POLICY MODELING ACTIVITY

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

Policy Options Workshop

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

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

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

STAFF APPOINTMENT

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

SITE VISITS

Sonjai Reynolds' TDY

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

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

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

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

Visit to the Karoo Region

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

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

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

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

Project Director's Visit to South Africa

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

Participation in CIES Regional Conference

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

BANGLADESH

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

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

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

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

Phase 1

ABEL fielded a three-member team in March, Manzoor Ahmed (UNICEF), Colette Chabbott (USAID) and Rohini Pande (Rockefeller Foundation), to evaluate BRAC activities. The purpose of this team was to formulate a Terms of Reference for a case study and to determine what information was necessary or missing. The team spent three weeks in Bangladesh and the U.S. interviewing BRAC personnel, donors, government officials and recipients. The team also observed classroom teaching in rural schools.
Phase I trip to Bangladesh accomplished the following tasks: 1) collect relevant documents relating to the BRAC program, 2) interview the NFPE staff, donors, the Bangladesh government, individuals involved in policy development and implementation of primary education in Bangladesh, and 3) conduct site visits to NFPE centers and training sessions.

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

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

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

Phases II and III

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

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

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

BOTSWANA

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

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

CHILE

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

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

DATABASE OF QUALITATIVE INDICATORS OF EDUCATION PROGRAM PERFORMANCE

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

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

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

NAMIBIA

Basic Education Reform Program (BERP)

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

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

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

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

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

assist the MEC to use evaluation results to benefit Program implementation

recommend actions to remove barriers to Program implementation

document the evolution of the Program, and

measure the impact of the Program.

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

Reaching Out With Education to Adults for Development (READ)

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

READ was designed to give a second chance to groups who have suffered f neglect and discrimination under apartheid, and who have been left ou of ment process. The project also provides training and technical assistance to financial, technical, and management capacities of the participating NGOs/ gains will promote and deepen democratic processes by promoting broad b able development and helping to overcome isolation between different ethn groups in Namibia.

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

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

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

PARAGUAY

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

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

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

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

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

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

SWAZILAND

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

UGANDA

PAIP

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

PAAD

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

SUPER PAAD

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

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

YEMEN

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

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

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

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

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

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

ETHIOPIA EDUCATION SECTOR REVIEW

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

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

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

PUBLICATIONS

The purpose of the *ABEL Information Bulletin* is to share practical and relevant info tion on basic education initiatives worldwide with the end-result of generating dialo about and inspiring innovation in basic education reform. (Approximately 5 pages e

ABEL INFORMATION BULLETIN SERIES

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

Bulletin #24 The Teacher Personnel Management Information System

Bulletin #25 Thaba-Tseka Skills Training Center

Bulletin #26 Learning Technologies for Basic Education

Bulletin #27 Classroom in a Suitcase: An Indian Experiment

Bulletin #28 The Economic and Social Impact of Girl's Education in Developing Countries

Bulletin #29 Restructuring a U.S. School

Bulletin #30 System to Help Access Reports of Effective Education (SHARE)

Bulletin #31 Curriculum Reform in Egypt

Bulletin #32 IBM Education Projects and Courseware for ABEL: Innovations in the "Hard" Technologies of Learning

Bulletin #33 The Radio Language Arts Project (RLAP) in Kenya

Bulletin #34 Introducing National Languages in the Primary Education System in Mali

Bulletin #35 An Ethnographic Study of Factors Affecting the Education of Girls in Southern Malawi

Bulletin #36 School Feeding Programs and Educational Achievement

THE FORUM FOR ADVANCING BASIC EDUCATION AND LITERACY

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

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

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

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

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

ABEL RESEARCH REPORT SERIES

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

Educating Girls: Strategies to Increase Access, Persistence and Achievement prepared by Karen Tietjen and Cynthia Prather. Length of document: 120 pages

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

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

ABEL LONG-TERM COUNTRY REPORTS

This extensive literature review incorporates research conducted around the world to ga a broad perspective on the impact of girl's education in the developing world. The repor is an analysis of data from countries in Latin America, Asia, and Africa and captures the diverse circumstances that influence the impact of education on women.

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Rapport Final sur la Confection de l' annuaire des Statistiques scolaires pour l' annee, 1990-1991. Nseka Vita, 1992.

Training in Management for the Ministry of National Education, Mali. M. Clément Lufuluabo, 1992.

Un Systeme Integre d' Information oriente vers la Gestion et la Planification. Serge Cuenin, 1992.

Analyse de donnees de l'enquete d' evaluation: Rapport Technique and Rapport Finale. C Moneeue, 1992.

Rapport de Rentree Scolaire, Rapport de Fin D'Annee Scolaire, Inventaire Du Patrimoine Scolaire, Bouciber Guindo, 1992.

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Final Report: Quantitative Evaluation Consultancy. Walter West, 1991.

Proposed Action Plan for Management Training Within the National Ministry of Education. Matt Seymour, 1991.

Project ABEL in Mali: A Plan. Don Russell, 1991.
Mid-Term Status Report on ABEL/Mali. Don Russell, 1991.

Equipe Nationale Chargee du recensement du Personnel du Ministere de l' Education Nationale. 1991.

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Evaluation des apprentissages des eleves de 2e et 5e annes de l'enseignement fondamental en francais et en mathematiques. G. Henry, SEDEP, 1991.

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

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

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

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

SOUTH AFRICA

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

Report: ABEL Workshop 22-26 June 1992.

ELET Evaluation Report. Julie Reddy, 1992.

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

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

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

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

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

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Constraints to Girls' Persistence in Primary School and Women's Employment Opporti ties in the Education Service. Sue Grant Lewis, Robin Horn, Catherine Kainja, Saulos Nyirenda, Jennifer Spratt, 1990.

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

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

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Female Teachers and Teaching in Botswana Classrooms. Haiyan Hua, 1992.

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

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Uganda Education Sector Review: Issues and Options for USAID. Robert Cole, Dave Evans, Robin Horn, Sue Grant Lewis, V. Byabamazima, Katherine Namuddu, 1990.

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Factors Relating to Student Achievement in Swaziland. Rick Johnson, 1992.

YEMEN

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

OTHER REPORTS

ABEL PROJECT PROFILES

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

TECHNOLOGICAL INNOVATIONS IN BASIC EDUCATION

Report on Selected IBM Education Projects and Courseware for ABEL. Ralph Grubb, 1990.

Summary Report on Digital in the K-12 Marketplace. Digital Equipment Corporation, 1990.

PRODUCTS OF CONFERENCES

Education of the Girl Child: Her Right, Society's Gain. Prepared by Sara Ann Friedman. This is a Report of the NGO Conference - Education Working Group and NGO Committee on UNICEF, held 21-22 April 1992. The conference and this report were supported in part by Project ABEL.

Creating Capacity for Educational Progress: Empowering the Education Manager Basic Education Conference - Thailand, September 1990.

Lessons Learned in Basic Education in the Developing World.
Product of a workshop convened by R & D/ED, February 1990, Washington DC.

AUDIO-VISUAL MATERIALS

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

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

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

CIDE Workshop

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

UNICEF Conference

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

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

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

ABEL LIBRARY

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

REQUESTS FOR ABEL INFORMATION

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

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

Sponsored by the Bureau for Research and Development/Office of Education/Office of Women in Development of the United States Agency for International Development (AID), Project ABEL assist USAID missions and host-country governments in using proven educational tools, methods, and approaches to design and implement basic education programs. ABEL is AID's primary mechanism for assisting host-country governments and USAID missions in creating new initiatives to improve t quality and efficiency of basic education. ABEL draws on tools, methods, training techniques, and research findings from USAID and other donors during the past three decades and adapts these materials to country specific needs.

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

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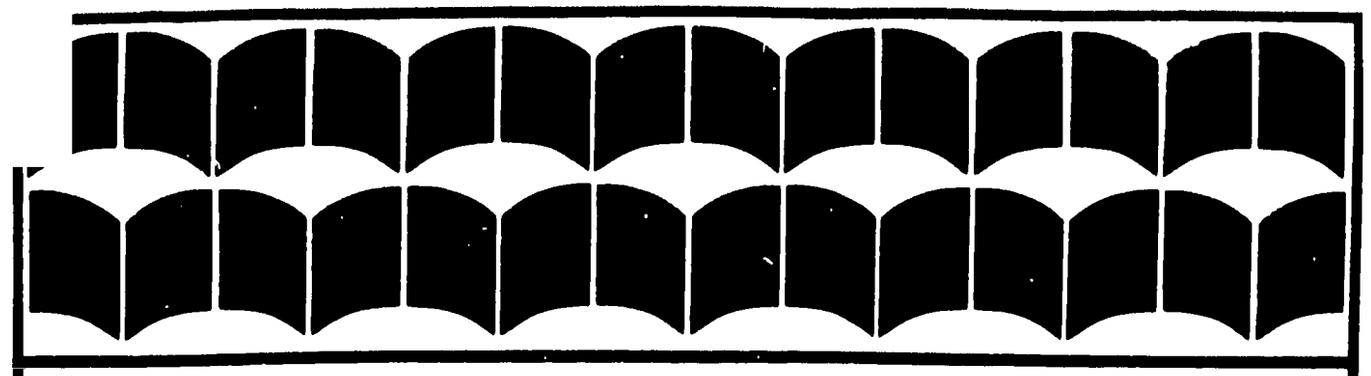

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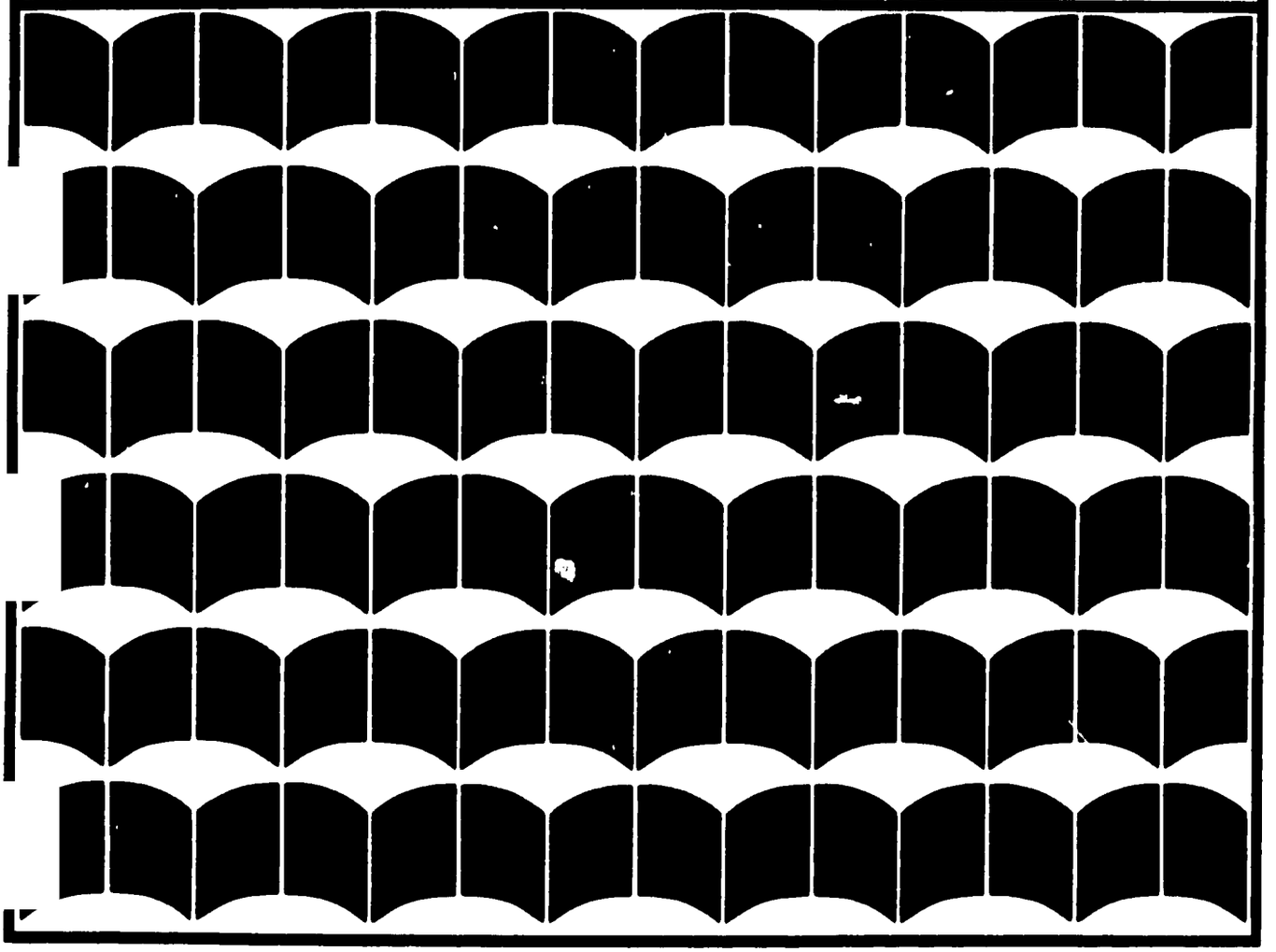
Advancing Basic Education & Literacy

FOURTH QUARTER/ANNUAL REPORT

1993



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FOURTH QUARTER/ANNUAL REPORT

1993

Prepared by

Almaz Zewde, Ph.D.

Academy for Educational Development
1875 Connecticut Avenue N.W.
Washington, D.C. 20009-1202

This Last Quarter/Annual Report for 1993 is a publication of the Advancing Basic Education anc Literacy (ABEL) Project operated by the Academy for Educational Development with sub-contrac tors Creative Associates International Inc., Harvard Institute for International Development, anc Research Triangle Institute. ABEL is funded by the US Agency for International Developmen (R&D/ED/WID) Contract No. DPE 5832-Z-oo-9032-00 Project No. 936-5832

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ACRONYMS USED IN THE MAIN TEXT

AAS	African Academy of Sciences
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
DAF	Direction Administrative et Financière
DNEF	Direction Nationale de l'Enseignement Fundamental
DRE	Directions Regionales de'l Education
DRUC	Koulikoro Division of Rural and Urban Construction
EEI	Enterprize Education Initiative
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
EPU	Education Policy Unit
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
HSRC	Human Sciences Research Council
IEB	Independent Examinations Board
IIEP	Institute of Educational Planning (UNESCO)
INSET	Inservice Education of Teachers
IPN	Institut Pédagogique National
IRC	Imbali Rehabilitation Center
ISTT	Inservice Teacher Training
KRC	Karoo Resources Center
MBC	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
OLSET	Open Learning Systems Education Trust
PAAD	Program Assistance Approval Document

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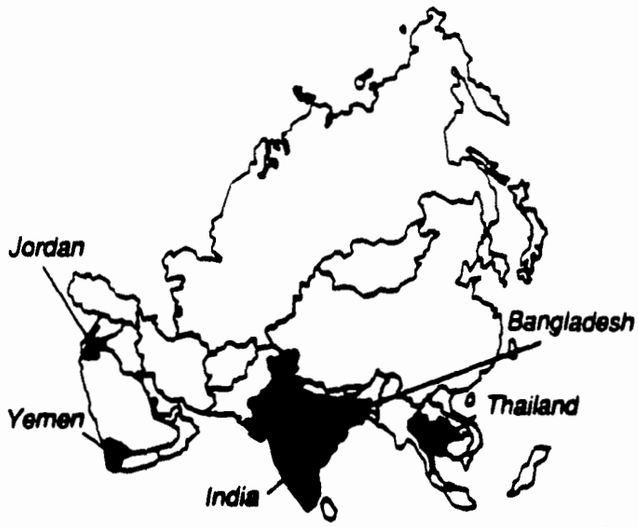
PAIP	Program Assistance Initial Proposal
PESA	Primary Education Sector Assessment
PAAD	Program Approval Assistance Project
PROLIT	Project Literacy
RSATA	Regional School Administration Technical Advisor
RTI	Research Triangle Institute
SAAECE	South African Association For Early Childhood Education
SACHED	South African Council on Higher Education
SEDEP	Service de Développement et d'Evaluation
SRI	Social Research Institute
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 Fund
USAID	United States Agency for International Development
WID	Women in Development

AFRICA



ASIA & THE NEAR EAST

CENTRAL & SOUTH AMERICA

NORTH AMERICA

Site of long- and short-term ABEL activities.

Site of ABEL Conference.

INTRODUCTION

This last quarter of 1993 marks the fourth year of the project for Advancing Basic Education and Literacy (ABEL). Project ABEL was designed to assist host countries, educational NGOs in host countries, and USAID missions to improve the quality and equitable accessibility of primary education. The project has already accomplished a variety of long-term programs aimed at strengthening indigenous educational capacity and educational management skills. Short-term programs aimed at specific educational issues.

ABEL's short-term programs have enabled many countries to assess constraints and problems in the education sector and to arrive at alternative solutions. These programs included activities such as evaluative studies to understand the factors contributing to educational problems like low access, lower student achievement, and gender inequality (for example in Botswana, Malawi, Mali, Yemen); assessment of available resources for improving and expanding quality primary education (Uganda, Ghana, Jordan, Nicaragua etc.); creating educational policy models and tools to assess the pedagogical, fiscal, and financial implications of different policy options (general policy models such as EPICS, Educational Impact Model (EMI), APEX models for South Africa, and Swaziland); sector assessment and educational demand study (Ethiopia); case studies to discover the essential elements of successful educational innovations for global dissemination (BRAC of Bangladesh); workshops and seminars to share regional educational experiences (the Caribbean workshop (May, 1993) and the South African/Namibia Policy dialogue of 1993); survey studies to determine educational achievement correlates (Botswana, Swaziland); and a host of other programs in Latin America to address specific educational issues.

Gender issues have been an important part of ABEL's short and long-term program activities. These activities involved focusing on the study of gender problems in education, the formation of concepts and strategies to address these problems, and designing and implementing concrete programs. The Short term efforts included three comprehensive studies. In 1990, a literature study on the *Social and Economic Impacts of Girls' Primary Education in Developing Countries* was completed. In 1991, another study was done on *Educating Girls: Strategies to Increase Access, Persistence, and Achievement*. These publication have been widely disseminated among Third World educators and education policy makers, donors to Third World education, education departments of universities, and educational research institutions and broadcasters world wide. A third study on *Female Schooling and Labor Force Participation* was completed in 1993 and its dissemination format and strategy are being completed. Field studies on Female Education were conducted in Botswana and other countries and their results are being disseminated through ABEL Information Bulletins and other mechanisms.

ABEL's long-term efforts comprised programs to promote the participation of girls and women in education. A variety of programs in several host countries have been developed and implemented. In Mali and Malawi, gender sensitive curriculum and teaching materials development, teacher training programs, and classroom instructional approaches were developed and implemented to enhance the general gender sensitivity of the educational system and to encourage girls' participation in education. A database on female education, the System for Advancing Research in Girls'

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Education, has been designed to continuously inform educators on the conceptual and practical issues and benefits of female education.

The primary program focus of ABEL has remained the quality improvement and accessibility of primary education, female education forming a part of this overarching concern.

The most vigorous long-term programs are primarily centered in Mali, South Africa, and Malawi. They are designed to help build indigenous capacities in pedagogical, curriculum, teaching materials development, teacher training, education information management, evaluation, gender equity, educational decentralization, and general infrastructural development. While project activities in Mali and Malawi are located in educational ministries, institutes, and regional educational offices, South African activities have focused primarily on educational NGOs.

South Africa's more than 2,000 educational NGOS have historically been the providers of education for the black majority underserved or unserved by the public education sector. As South Africa moves towards a multi-racial, democratic society, education will be the key area of contention between the traditional and emergent power and interest centers. For South Africa, the better NGOs with varied experiences in the education of the black majority and other marginalized groups, are equipped with improved skills and capacities in education, the more effectively they can help mediate a smoother transition from apartheid to democratic educational institution building. ABEL has consistently worked to strengthen and build the capacities of educational NGOs. This report provides a summary of the major long-term and short-term activities undertaken by ABEL during the last quarter of 1993, with reference to previous quarters when showing essential continuity and program linkages over time.

SOUTH AFRICA

ABEL/South Africa continued its diverse activities to enhance and strengthen the technical pedagogical, and management capacities of educational NGOs. Capable NGOs can participate effectively in the country's transition to a multi-ethnic society with an educational system that serves all citizens equally. Historically, educational NGOs had emerged out of the country's segregated educational experiences which marginalized and undeserved the black majority.

Traditionally, South African NGOs had worked independently of government, in spreading education among the underprivileged. With the rapid social and political changes, NGOs across the education spectrum are being challenged to consider both their relationship to the future democratically elected government and their role in the restructuring of the country's education system. Currently, the number of educational NGOs active in South Africa is estimated at around two thousand.

Over the past three years, USAID/South Africa has given priority attention to assisting NGOs build their technical, managerial, information systems, and pedagogical capacities to participate effectively in the educational development of the new South Africa. ABEL has been the primary mechanism for USAID assistance to NGOs in South Africa to:

- support moderate design efforts;
- conduct applied research on educational topics;
- conduct workshops and training sessions;
- environmental education; and
- develop training modules

PROGRAM ACTIVITIES

Multicultural, Anti-Bias Education and Training Program

A group of three South African Early Childhood, Anti-Bias, Multicultural Educators received a one-month training in the United States and Canada from October 30 to December 3, 1993. Among other things, the group attended the 1993 annual conference of the National Association for the Education of Young Children (NAEYC) in Anaheim, California, and the National Early Childhood Education Diversity symposium in Vancouver, Canada. This training is expected to enhance the contribution of the participants to the evolution of a multi-cultural early childhood education in South Africa.

The three participants who came for training work for different South African non-governmental organizations providing new programs of education reform consistent with the needs and realities of an emerging multi-racial, multicultural society. They had already played key roles in mobilizing educators and the broader South African community to participate in multiculturalism, tolerance, and mutual understanding in education. They were part of a 12 person group developing modules for NGO work under the Early Learning Resource Unit. Their North American training was designed to offer them opportunities to learn from the initiatives and curriculum

designs of various US and Canadian organizations addressing similar issues of cultural and racial pluralism.

The Early Learning Resource Unit (ELRU)

In November, ABEL/South Africa assisted ELRU in the design and monitoring of a National Anti-racist Facilitators Training course funded by USAID, in addition to continuing to provide curriculum development assistance to the Training in English Language and Literacy (TELL). ABEL also conducted an evaluation of organizational effectiveness of the Teaching English Language Development Program (TELIP). These programs come under ELRU's umbrella.

Evaluation Training and Symposiums

ABEL conducted a series of training workshops on *Evaluation of Educational NGOs* in November and December and was called upon to make presentations at a National Evaluation Symposium. ABEL's input to the symposium was both experiential and theoretical and made significant contributions to explicating the purpose and methods of evaluation of NGOs.

The Center for Adult and Continuing Education

The Center for Adult and Continuing Education of the University of Natal-Pietermaritzburg requested ABEL's participation at and facilitation of some sessions of a three-day Materials Development Conference in November. ABEL's senior staff made their contributions as requested.

Assistance to the Training and Research in Early Childhood Educare (TREE)

The regional coordinators of the organization called Training and Resources in Early Childhood Educare (TREE) were assisted with a series of strategic planning workshops in October. Interest in strategic planning and staff development are spinoffs of ABEL's initiatives to enhance NGO competence.

The National Literacy Cooperation (NLC)

In November 1993, ABEL assisted the NLC in designing the scope of work for a National Coordinator. The organization was also assisted with the recruitment of the National Coordinator.

Evuation Training Workshop, Phase II

Phase II of the Evaluation Training Workshop was completed. The dates, venues, and number of participants of the workshop were as follows:

Durban	September 6-7 1993	(18 participants attended the workshop)
Cape Town	October 7-8 1993	(14 participants attended the workshop)

The objective of the workshops was to provide participants with practical skills to design and conduct program evaluations. The first phase of this workshop series had focused on the design of evaluations, including the selection of appropriate data gath-

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ering tools and methods including the design of data collection instruments. The management of the evaluation exercise was a big part of the series of workshops in phase one which was completed during the third quarter of 1993.

Phase II of the evaluation training workshops focused on methods of data analysis and presentation. This phase was designed and implemented by a local consultant, Julian Meharchand in cooperation with ABEL senior staff. This activity was successful in achieving its goals as indicated by the Participants Review and Evaluation of ABEL Training Activities summarized later in this report.

The Evaluation of the Liberty Life Matric Examination Re-Write Program

Apartheid's legacy of chaos in black education has created a myriad of projects and programs to deal with it. Despite NGOs efforts, blacks received inadequate education. Today, black South Africans leaving various high schools are faced with prospects of being refused admission to decent colleges. To cope with this problem, black South African youth have organized themselves into self-study groups to help prepare themselves to more successfully re-write their matriculation or final examinations.

In response to such youth initiative, a range of organizations have also emerged with the aim of supplementing the inadequate education received by black secondary school students and to help them perform better on external examinations. Collectively, these programs are known as Supplementary Tuition Programs (STPs).

ABEL/South Africa hired a local consultant, Dr. Furhana Jamaludeen, from September 15 to October 15 to conduct an evaluation of the Liberty Life Matric Re-Write Program. This is a supplementary tuition program currently funded by the Liberty Life Foundation. The purposes of the consultant's evaluation of Liberty Life Matric Re-Write Program were:

- to assess its impact on the participants of the program who are drawn from several student self-study groups
- to examine the feasibility of funding this education initiative through organizations like USAID

The consultant concluded that the Liberty Life Matric Re-Write Program is worthy of additional support. The program provides adequate supplemental education which is critical for improving student performance in mathematics, science, and English. The consultant also developed guidelines and conditions for funding the Liberty Life Matric Re-Write Program and others like it.

Developing Policies for Educational Broadcasting

During the first half of November, Dr. Milton Chen, Director of the Center for Education and Lifelong Learning at the Public Broadcasting Station (WQED) in San Francisco, two other international and three South African experts were formed into ABEL/South Africa's team of national and international experts to study educational broadcasting in South Africa. Policy recommendations to the Democratic Movement are expected to result from this consultancy.

The team conducted the necessary research in South Africa from October 14 to November 5, 1993 and developed policy recommendations on the structure, financing, and activities of a future educational media. The draft recommendation proposed several policy options which could be discussed and deliberated on by the relevant authorities within the Democratic Movement.

During the consultancy, the team met with a diverse range of South African governmental and non-governmental agencies for discussion and fact finding. Discussions generally focused on the institutional arrangements for the creation of an independent educational media organization.

Assisting the Underprivileged Children in Informal Settlements Educare Agency (UCISEA)

ABEL/South Africa was called upon to assist UCISEA in the design of an educare teacher training plan and program to which it promptly responded. The development of the teacher training plan and program was sponsored by USAID/South Africa.

Other Technical Assistance to NGOs

ABEL/South Africa undertook more than twenty additional short-term technical assistance activities in response to priority needs identified by South African beneficiary organizations supported by USAID/South Africa. The following are among the more important in this category:

- designed a research project for the Funda Center in Transvaal in October 1993. The purpose of the research is to assess the needs of the communities in Soweto for adult education;
- assisted the Hluvakani Literacy Organization in Transvaal in the design and preparation of a strategic planning report. The strategic support was required to outline the organizational and managerial development of the Hluvakani Literacy Organization over the next two years and the assistance that may be required;
- assisted the Underprivileged Children in Informal Settlements Educare Agency (UCISEA) in the design and preparation of an educare teacher training plan;
- facilitated a one-day strategic planning training workshop for the Northern Transvaal Association for Early Childhood Education (NTAECE);
- through ABEL technical assistance, a national evaluation of the South African Association for Early Childhood Education (SAAECE) was completed. The purpose of the evaluation was to assess the effectiveness of SAAECE as a national educare body in the current South African context;
- assisted the regional coordinators of Training and Resources in Early Childhood Educare (TREE) with strategic planning for 1994;

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— conducted a one-day workshop on strategic planning for the Natal Interim Youth Development Committee (NIYDC);

— facilitated a three-day National Adult Basic Education Conference convened by the Center for Education Policy Development (CEPD);

— constructed and reviewed guidelines for the Forum for Adult and Continuing Education (FACE) based on an assessment of adult basic education needs;

— edited an Evaluation Handbook based on the advanced evaluation course presented by ABEL/TEPS to the staff of the Forum for the Advancement of Adult Education;

— edited the Facilitators' Manual for the basic course in Adult Educators produced by the South African Council for Higher education Development (SACHED); and,

— facilitated a short course in Literacy Teacher Training sponsored by a group called Learn and Teach for literacy teachers in mother tongues.

Participant Review and Evaluation of ABEL's Training Activities

ABEL conducted a follow-up review and evaluation of its workshop, seminar, and other training programs by representatives of USAID grantee NGOs who participated in such programs in 1993. Twenty questions were answered by ABEL training and workshop participants of 1993, and five questions were answered by their supervisors. In general, the participants revealed that they gained useful tools and knowledge from the seminars and workshops and that in most instances they utilized their newly acquired knowledge in their professional responsibilities. They indicated that this has allowed them to make more meaningful contributions to operational and structural changes within their organizations.

The evaluation also revealed that almost all participants in ABEL training were required by their supervisors to report to their colleagues. Reports took the form of workshops, written reports, and discussion sessions. Some organizations placed the written reports and resource materials provided by ABEL to participants in their resource centers for reference purposes, indicating NGO responsiveness to new skills and knowledge. Most respondents also expressed preference for regional workshops as these facilitate networking beyond the duration of the workshops.

Participants and supervisors were very appreciative of the demonstrated skills, knowledge, and commitment of ABEL's workshop facilitators and the relevance of the resource materials they provided. There was a consensus recommendation that ABEL should support professional development programs for NGO employees. NGOs need to promote the professional development of their staff if they are to retain better qualified people. Many NGOs have already started to formulate staff development policies with ABEL's assistance and the implementation of these policies is likely to be the major point of emphasis during 1994 and beyond.

Staff Appointment

On November 1, Dr. Jonathan Jansen, Chief of Party for ABEL/South Africa resig from ABEL. CAII and the Academy for Educational Development (AED) met to fi ize the recruitment process and procedures including advertisement of the positio and interviews with the candidates.

The position was advertised in several newspapers in South Africa. The process o interviewing and selecting candidates will begin in January. Julie Reddy, who has been with ABEL/South Africa for two years, is presently Acting Education Directc

As ABEL/South Africa's technical assistance to educational NGOs expanded, addi tional services of a part-time Organizational Development and Training Specialist were required. Such a part-time specialist was hired beginning in June 1993. The growth of project activities also necessitated the recruitment of an Administrative Assistant during the third quarter of the year.

A full-time Administrative Assistant, Ms. Dudu Tlhothalemaje-was hired.

SITE VISIT BY KURT MOSES AND SONJAI REYNOLDS

Mr. Kurt Moses, Vice President and Director of Project ABEL, visited ABEL/South Africa from November 14 to 24, 1993. The purpose of the visit was to liaise with an clarify the functions of Dr. Julie Reddy who has been Acting Education Director sin the resignation of Jonathan Jansen in early November. During his visit, the Directo also spoke with a number ABEL/South Africa service recipients and reviewed outstanding activities initiated by the former Education Director.

Ms. Sonjai Reynolds, ABEL Program Associate, visited ABEL/South Africa from November 10 to December 5 to:

- assist in the recruitment of a new ABEL/South Education Director
- train the new Administrative Assistant in financial management and ABEL/AED financial procedures and policies
- reconcile office expenses, process imprest report, and provide instructions to staff who will assume this responsibility on a permanent basis
- review, with USAID/South Africa and Julie Reddy, the financial policies, practices, and procedures necessary to meet the established objectives of ABEL/South Africa

Ms. Reynolds wrote the advertisement for the post of Education Director to appear the local papers- the Sowetan and the Star. She trained Ms. Tlhothalemaje and the part-time Administrative Assistant in contract processing and developed a concise of written procedures for preparing imprest reports and other office routines. She trained ABEL/ South African staff to assume future responsibilities for the prepara tion of imprest reports and participated in review sessions with ABEL and USAID staff on procedures and financial policies that need to be followed in project implementation.

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OBSERVATIONS

ABEL/South Africa continues to be effective in assisting South African NGOs to successfully address the need of the country's changing and restructuring educational environment. It was realized early on that successful participation in this process requires NGOs to acquire enhanced capabilities in all dimensions of educational planning, management, and delivery. ABEL has continued to strive to strengthen the NGOs in these respects through appropriate program interventions. The need of NGOs for organizational and technical development is likely to continue into the future. Faced with the highly complex and turbulent environment, they will need to look for continued sophistication in skills, and the flexibility to adapt their objectives and programs to emergent situations if they are to play meaningful roles in a successful educational transition.

The experience of the last few years of work in South Africa indicate that ABEL's intervention to help build NGOs' pedagogical capacity and management skills to face up to the challenges of effectively contributing to the inevitable transformation of South African education has been consistently valued by beneficiary organizations. ABEL generally focused its activities on serving two categories of NGOs: those with moderate pedagogical skills and management capacities, and those with low skills and management capacities both of which largely serve the black community. Well run NGOs primarily run by whites for whites have only requested and received a few highly specialized assistance from ABEL.

Practical and observable results of ABEL interventions to-date include:

- The models of ABEL training and technical assistance for NGOs is being adopted by NGOs at an increasing pace.

- Because its basic training modules are adopted by NGOs for in-house training purposes, ABEL has felt the need to design modules with transferability of know-how and methods in mind. ABEL is striving to consolidate its training modules through more intensive on-site practical trials and fine-tuning of content and strategy. Such modules can be distributed to the fast growing number of USAID funded NGOs and others whose request for technical assistance could not be accommodated owing to staff and financial constraints.

In the future, ABEL/South Africa can have even greater impact on the large assortment of educational NGOs if some strategic adjustments are made in its operational orientation. These adjustments should include:

- emphasizing assistance to NGOs' staff development through the provision of training opportunities

- assisting NGOs with strategic and operational planning and implementation so that they could provide services to scale which would make them more efficient

- assisting NGOs to make the shift from educational policy development to policy implementation

- assisting NGOs to deal with consolidations, mergers, and restructuring that may be needed in this educational sector rationally to minimize staff turnover

— assisting NGOs to learn to explore the issues and conduct feasibility studies as first steps to designing and implementing programs

These adjustments in ABEL's technical assistance intervention should enable it to navigate NGO program perspectives towards evolving effective strategies and programs supported by enhanced capacities and skills to deliver them.

MALI

The objective of improving Mali's educational equity, quality, efficiency and accessibility continued to be guideposts of BEEP/ABEL during 1993. The Basic Education Expansion Project (BEEP) under whose project structure ABEL operates, was supported by ABEL's educational activities which were implemented through discrete program components: Monitoring and Evaluation (M & E); Regional Schools Administration Technical Assistance (RSATA); and Education Information Management Systems (EMIS). The BEEP effort includes Women in Development (WID), Inservice Teacher Training (ISTT), and Physical Reconstruction (FAEF) programs.

PROGRAM ACTIVITIES

MONITORING AND EVALUATION

The Monitoring and Evaluation chief Technical Advisor at the Ministere de l'Education de Base et Institut Pédagogique National (IPN), Dr. Yolande Miller-Grandvaux, consistently worked on gender equity, improving the pedagogical methods, curricula, and teaching materials development to improve educational quality, student achievement, the education of girls. The following are among the major monitoring and evaluation activities of this quarter.

Achievement Testing

Following the administration of achievement tests in reading, writing, and mathematics, for grades 2 and 5 in 78 primary schools in the regions of Segou, Sikasso, Koulikoro, and the district of Bamako from June to July 1993, the testing team proceeded to analyze the results during the months of November and December. A total of 3,536 public school students were tested. The evaluation of student achievement in 18 "école de base" (community schools) was conducted simultaneously with public schools. The achievement test was administered to 615 students in 18 randomly selected community schools.

The analysis of test results is a labor intensive task requiring sophisticated statistical skills. Training of Malian junior research staff in data analysis was conducted in October and November by the Malian testing team, the ABEL Monitoring and Evaluation Technical Advisor in collaboration with the University of Liége, Belgium. The Monitoring and Evaluation team had maintained working links with the University since 1991. Five Malian members of the testing team received training in basic statistics and data analysis which enabled them to successfully analyze the achievement test data. As a result, the Malian team from the Ministry of Basic

Education was able to produce the technical report by itself. The following competencies have been acquired in the national testing team and institutionalized by the Ministry of Basic Education:

- test item construction
- testing procedures and processes (pretest, test administration, code book construction, coding...)
- data analysis (frequency distributions, intervals...)
- production of research report

The goal of training and building sustainable testing methods and skills within the Ministry of Basic Education has been largely fulfilled.

Some Results of Achievement Tests

Test results show the following general trends for both 2nd and 5th graders:

- Basic literacy and numeracy skills are still below reasonable expectation. Reading skills are particularly weak. After two or three years of schooling, one third of the 2nd graders still cannot write a simple word.
- Analysis of the school curriculum, through the test results, shows that the curriculum is overly ambitious and, perhaps irrelevant to the current Malian educational reality.
- Girls' achievement results are similar to those of boys'.
- Community schools have a much higher achievement rate than public schools, particularly in reading and writing skills.

The entire body of analysis of test findings will be compiled in a comprehensive document to be issued in January 1994.

The Early Language Instructional Study

The Early Language Instruction Study was launched in the first grade in January 1993. The study was supported by the Monitoring and Evaluation team, the Institut Pedagogique National, the Institut Supérieur de Formation et Recherche Appliqués (ISFRA) and the Institute for International Research (IIR) through the Improving Educational Quality (IEQ) Project. The Monitoring and Evaluation team started the analysis of field findings in June of 1993 and completed the task on December 17, 1993. Concrete recommendations based on the results of the analysis are expected early in 1994.

The combination of the Language Instruction study and the Achievement test results has created a rich and instructive database on many aspects of the basic education situation in Mali. This can inform present and future educational polices and programs in Mali.

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Decentralization and Regionalization of Monitoring and Evaluation

This year, ABEL's intervention focus included the decentralization of project activiti from regional directions to regional inspectorates and district levels. The decentralization of monitoring and evaluation programs was to be implemented during the la quarter of 1993. The objective was to establish a school-based auto-evaluation syste which would allow school principals and teachers to monitor their own efficiency ar performance in an autonomous fashion.

The first decentralization effort started in the Koulikoro Regional Office of Educat but faced considerable resistance due to the perception that decentralization was a "project assistance" program rather than a national program. The result was that decentralization activities were postponed to 1994.

Adequate alignment of project and national education improvement and ment objectives continued to be constrained by the socio-political turbul of progress in the formulation of a national educational policy. The conf and division of labor between national and regional educational authori the problem. This in turn added to the many obstacles in designing and ing a decentralization plan. Much work remains to be done at the natior begin to address the issues of regionalization and decentralization.

A USAID financed national seminar on regionalization was held in Kangaba from December 6 to 11 1993. Regional education officers debated the meaning of regionalization and decentralization and drafted regional plans of action to be financed through technical assistance in 1994. It is expected that the plans will be implemente over the next year and that decentralization and regionalization efforts can be supported by all educators concerned in the interest of improving educational accessib ty.

ABEL/Mali has started a series of studies on regionalization. The studies are being conducted by consultant Fodé Coumaro and will be completed by July, 1994.

Monitoring Community/School Development Seminar

The Monitoring and Evaluation team monitored a series of seminars conducted the EMIS component of ABEL/Mali. The seminars were designed to feed the Regional Direction of Education of Koulikoro with the information it needs to de a sustainable and efficient community/school development program. The semin are also expected to help refine the concept of complete school, which is an emer Malian idea, and to sensitize all concerned to the need of maintaining and protec schools in each community.

EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

In 1993, the EMIS Technical Advisor, Dr. Daniel Gifo Lorwa emphasized the development of school statistics, staff development, and personnel statistics. Delayed school openings caused by student unrest and political confrontation between students and government resulted in a month's delay in the opening of schools. Traditionally, public and private schools open on October 1 but in 1993, government schools opened on November 1, causing a one month delay in EMIS activities. Private, parochial, and community schools opened on October 1 despite the social and political disturbances.

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Since 1987, the Malian government, on the recommendation of the International Monetary Fund and the World Bank, imposed a hiring freeze on teachers. Consequently, the number of unemployed youth graduating from colleges increased even as schools were starved for teachers. Regular school activities suffered as a result. In 1993, the Canadian International Development Agency agreed to recruit one thousand temporary teachers from among unemployed graduates while the government makes plans to redeploy trained teachers currently employed in non-teaching functions in schools and educational administration offices. Personnel statistics compiled during 1991 and 1992 have been very relevant for this activity.

Personnel Statistics and Staff Redeployment Schemes

The personnel database constructed by the EMIS Technical Advisor (TA), has served as the only source of data on which staff redeployment could be planned. The database has been improved and fine-tuned to sort teaching and non-teaching personnel into categories such as teaching status, educational level, recent in-service training participants, trained teachers who left the profession and the like.

In September 1993, the Cellule de Plannification et de Statistiques (CPS) held its first meeting in which the EMIS TA, the Direction Nationale de l'Enseignement Fondamental (DNEF), Direction Administrative et Financière (DAF), and representatives of the Teachers' Union were represented. Some 2,250 trained teachers currently in non-teaching positions were considered potential candidates for redeployment. But after consideration of many factors and options, only 349 of these 2,250 non-teaching "teachers" in the school system were considered for redeployment. The Teachers' Union objected to the redeployment of even these few candidates, arguing that the government should reassign those teachers who left the education sector altogether before tampering with those who have remained within the sector.

In early November, a new Minister of Basic Education was appointed. The minister requested that the redeployment plan be presented to an interministerial committee representing the entire government. The EMIS TA and his colleague Gaye Traoré were assigned by the committee to sort the personnel database to provide information on the status and whereabouts of trained teachers. This work was in progress when the EMIS TA had to shift his time to organizing a seminar on data analysis and projection techniques. It is hoped that Gay Traoré will take the task to completion as he has sufficient experience with the management of the database.

Student Statistics

Over the past two years, Project BEEP/ABEL encouraged Malian educators to realize that public education alone would be unable to solve the country's problems of accessibility, efficiency, and equity and that private and community sector educational efforts need to be recognized as vital parts of the national educational efforts. The result of this realization has been the beginning of government encouragement of "écoles de base" or community schools and traditional Koranic schools as components of the nation's education network.

As early as 1990/1991, the EMIS TA Daniel Gifondorwa had taken steps to gather relevant statistics on community and *médersas* (Koranic schools) and included the compiled data as appendix to the Annual Statistical Yearbook. But the statistics were not

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sufficiently accurate and comprehensive owning to the limited time and resources available for data collection. This year, the EMIS TA designed and tested new data collection instruments for médersas and community schools within the ABEL program regions which include Bamako, Sikoroo, Ségou, and Koulikoro. About 2,500 community and médersas schools are estimated to exist in these regions.

Data collection instruments were printed and distributed to these schools in November, 1993. The logistics for distribution were the most challenging aspect of the work as distribution teams had to be escorted by military convoys to journey between remote towns and villages. This caused much inconvenience and delay.

Four copies of data collection instruments were distributed to each school: one to be completed and retained by the school director, a second to be sent to the local inspectorate, the third to the regional education office, and the last to the DNEF and CPS. This way, all concerned receive identical data. January 15, 1994 was set as the deadline for submission of completed statistical instruments by schools to all of these offices.

Through the sustained efforts of the EMIS component, the CPS and DNEF have acquired adequate skills to compile and manage educational data. More importantly, the two departments have been encouraged to work cooperatively through the sustained initiatives of the EMIS TA. At present, the EMIS TA estimates that no technical assistance will be needed in this area beyond 1994. There will, however, be continued need for financial and logistical support to these departments suffering from resource shortages.

Seminar on Data Analysis and Projection Technique

The seminar on data analysis and projection techniques was conducted from December 20-24. The CPS and the EMIS TA collaborated in this activity. Fifty-six people, generally responsible for applying statistical information in their work and supplying such information to decision-makers, participated in the seminar. They included all guidance counselors in the schools and inspectorates, planning division heads in the DRE, employees of CPS, DNEF, and the Ministry of Secondary and Higher Education. In addition, all of the regional education offices, except the newly created ones at Kidal in Kidal region and Niafunke in the Timbuktu region, were represented.

The main reference document of the seminar, *Méthodes d'analyse des statistiques et de projection des effectifs*, was written and edited by the EMIS TA Daniel Gifondorwa and Mamadou Diakité. The latter was also the chief instructor of statistical analysis methods and projections at the seminar.

At the end of the seminar, participants requested that more seminars and training sessions, like the one they completed, be held from time to time on topics related to school mapping and other educational issues. They also requested to be included in mailing lists of organizations and departments issuing current educational materials. ABEL was particularly singled out for publications of interest.

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REGIONAL SCHOOL ADMINISTRATION TECHNICAL ASSISTANCE (RSATA) ACTIVITIES

Comprehensive Evaluation of School Personnel, Equipment, Transportation and Office facilities at the Koulikoro Regional Inspection

Dr. James Toliver, the Regional School Administration Technical Advisor (RSATA), focused on the evaluation of personnel and personnel management, school equipment, office facilities, transportation, and other communication facilities during the last quarter of the year. A comprehensive administrative evaluation of the five Koulikoro regional inspections was conducted. The objective of the evaluation was to determine the administrative needs of this very important regional educational administration. The specific locations of the evaluation included Baguineda, Dioila, Kati, Kolokoni, and Koulikoro.

The evaluation resulted in specific recommendations on appropriate educational equipments, school supplies, and development of office facilities to enhance school effectiveness. The evaluation report and recommendation are under review by USAID/Mali. The RSATA team and the Koulikoro inspections considered the recommendation for meeting the identified needs crucial to any meaningful educational decentralization/regionalization plan. The Koulikoro personnel were very supportive of the evaluation effort and appreciative of the fact that conditions at the local level were finally receiving serious review and acknowledgement. In their view, this represents a new and encouraging trend.

Community School Maintenance Seminars

Over 750 community school representatives from forty-one regions participated in a series of community-school maintenance seminars organized and sponsored by ABEL/Mali. The seminars were conducted in French and Bambara (the major local language). The seminar was based on a plan developed by a Community Development Task Force set up for the purpose earlier in 1993. During the months of April-June, the Task Force articulated concepts related to improved community-school participation. A bi-lingual (French and Bambara) curriculum developed by a Koulikoro staff and the RSATA team served as a seminar guide.

A number of practical insights were contributed by participants of the seminar into issues of community-school participation. The more important of these pertained to the concern of villagers (community members) that new structures such as village committees recommended by the Community Development Task Force not be allowed to replace the existing local Parent Education Associations (APEs), though the latter have generally been ineffective to date. Possibilities for integrating the recommended structure and the old parent education association were considered at the seminars, and this may be followed up later.

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The Renovation and Rehabilitation of the Regional Direction's Garage into a Regional Training Facility

The Koulikoro Regional Department for Urban and Regional Construction (DRU has plans to convert a large garage into a renovated facility for regional training. Implementation of this plan started during the last quarter of 1993. The Regiona School Administration TA assisted the DRUC with the detailed planning of the garage's renovation/rehabilitation on the basis of a plan developed by one ABEL/Mali RSATA consultant Bernard Gagne. This planning effort was funded USAID/Mali. On completion, the renovation/rehabilitation plan was tendered bid. When completed, the new facility will serve as a regional training center for training of inspectors, pedagogical counselors, school directors, and teachers.

Monitoring The Delivery of Project Funded School Furniture, to Koulikoro Primary Schools

Jim Toliver participated on the committee set up to review and select qualified bi ders for the production of an assortment of over 5,000 student desks, teacher desl and chairs, and metal storage cabinets. Over 383 schools in the Koulikoro region evaluated earlier to determine priorities and level of furniture needs. USAID/Ma has revealed its plans to release the $75, 000 allocated for the purchase of school f ture in three $25, 000 installments.

This activity experienced some implementation delays because of slow responses from bidders. Additionally, the lowest bidder selected in conformity with Malian law, lacked the necessary production capacity to meet the three month furniture delivery schedule agreed on. A waiver on the supplier selection has been secured from the government, and twenty-five firms with adequate production capacity h been identified to rebid.

SITE VISIT BY ABEL DIRECTOR

Mr. Kurt D. Moses, Director, Project ABEL and Vice President, AED, visited ABEL/Mali from October 3 to 8, as well as December 18 to 24, 1993. The two visi had several purposes:

- To conduct a Third Quarter evaluation and management review of ABEL/BEEP progress during 1993 and to participate in a multi-part progr review. The review and evaluation involved Ms. Julie Rea, USAID/ AFR/ARTS; Mr. Jim Hoxeng, CTO ABEL; senior technical advisors of ABEL/Mali; and project personnel from USAID/Mali.

- To further specify and illuminate the responsibilities of project staff and th working relationships between the newly appointed Chief-of-Party, Dr. Yolande Miller-Grandvaux and the USAID Mission.

- To establish a short-term working requirement that would allow technical assistance members to complete the expected scope of work as recently amended.

- To oversee the smooth handover by, and repatriation of the EMIS TA, Dr. Daniel Gifondorwa.

These year-end visits helped to accomplish all of the four purposes outlined abov and to ensure continued efforts to further enhance project effectiveness.

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Staff Appointment

In addition to her responsibility as the Monitoring and Evaluation Technical Advisor, Dr. Yolande Miller-Grandvaux was appointed Chief-of-Party for the ABEL technical assistance team. On Dr. Daniel Gifondorwa's departure, Dr. Fodé Coumare, a consultant who worked with Gifondorwa during the quarter, will continue the EMIS activities. Dr. Coumare's immediate activities will emphasize three areas:

— Identify Ministry of Education and other education authorities who will continue to collaborate with the EMIS consultant; elaborate project conditions for continued collaboration; plan program implementation schedule and determine indicators as well as the methods for the application of indicators.

— Elaborate the terms of reference and selection of local consultants for ABEL programs; help select appropriate participants for ABEL sponsored refresher training programs, and

— Plan and present a revised teacher redeployment plan

The consultant will proceed with his duties as soon as his detailed proposal on these activities is presented to and approved by ABEL.

Project ABEL continues to provide the core logistic support to other BEEP activities including WID, the distribution of FAEF funds, and the ISTT activities at the IPN.

MALAWI

STUDY TOUR FOR A SENIOR STAFF OF THE MALAWI INSTITUTE OF EDUCATION

ABEL responded to a request by USAID/Malawi to develop a six week US study tour for Dr. Dora Mwalwenje, Director of the Gender Appropriate Curriculum Development Unit at the Malawi Institute of Education (MIE). Dr. Mwalwenje worked closely with Dr. Bettina Moll-Druecker at the Gender Unit of the MIE. Her study tour is expected to contribute to the sustainability of ABEL programs and initiatives in gender equity in education including the development of gender-sensitive curriculum, teacher training, and teaching materials.

Mwalwenje's study tour was designed by Creative Associates to incorporate several elements providing extensive exposure to gender issues from diverse points of view. Barbara Reese organized and coordinated the tour which included formal training in a university program; participation in a conference sponsored by the Association of Women in International Development (AWID); observation of elementary classrooms, and participation in an elementary in-service teacher training workshop.

The site chosen for the formal training was the University of Illinois, Office of Women in International Development under Dr. Kate Cloud, Program Director. The formal training focused on academic perspectives on gender issue, as well as gender-sensi-

tive teacher training methods and the development of gender-sensitive or gender-neutral educational materials. The overall structure of the six-week program was as follows:

- participation in weekly seminars focused on discussion of issues of women and development and the policy implications of women's participation in development;
- informal weekly group meetings with the WID Program Director of the University of Illinois and several international graduate students interested in issues of gender, education, and development;
- supervised studies, attendance of selected classes, and meetings with faculty in areas related to gender and Mwalwenje's other professional interests;
- participation in a workshop on training of gender trainers; and,
- observation of multicultural classrooms in Montgomery County.

Mwalwenje started her tour by attending the Sixth International Forum of the Association of Women and International Development held in Washington DC from October 20 - 24, 1993. Following that, she observed elementary classes in Montgomery County schools, and attended an in-service teacher training workshop which addressed issues of gender equity and diversity in the classroom. She then proceeded to complete the other components of her program.

COMPLETION OF CONSULTANCIES

Betina Moll-Druecker's Consultancy

Dr. Betina Moll-Druecker worked on gender related educational issues in Malawi over the past two years. In 1993, her major accomplishments included:

- developing guidelines for writing gender-appropriate instructional materials with descriptions and illustrations of techniques for writing gender-appropriate teaching materials; and,
- designing workshop guidelines for teaching material developers in:
  - gender, mathematics, and sciences;
  - gender, general and social studies;
  - gender, language and instructional materials;
  - gender-typing, aspirations and attitudes;
  - gender sensitive classroom observations; and,
  - equitable learning assessments.

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These gender activities have contributed to the building of gender-sensitivity into Malawi's educational institutions, especially the Malawi Institute of Education (MIE) where Moll-Druecker has been working.

The report jointly written by Drs. Mwalwenje and Moll-Druecker on *Improving Girls Attainment in Basic Education and Literacy in Malawi: a Technical Paper and Guidelines*, was submitted in November 1993. This report provides many useful and practical "how to" ideas for promoting girls education.

Phil Matthew's Consultancy

Dr. Phil Matthew's work on educational planning for the project on Girls Attainment in Basic Education (GABLE) had focused on the following educational concerns:

- articulation of the concept and modeling of double-shift school programming and conducting a double-shift pilot project;
- gender-appropriate curriculum development at the MIE;
- improving the primary student registration system;
- privatization of procurement and distribution of school supplies; and,
- developing a one-year teacher training program.

Matthew's consultancies in these areas were completed and all documents handed to Malawi's educational authorities and project sponsors. These efforts helped to clarify concepts and create methods and models that could be applied in furthering girls' educational participation and improving the quality and accessibility of Malawi's education.

The double-shift pilot project, in particular, was a complex effort aimed at increasing school enrollment through carefully conceptualized and planned multiple usages of existing school facilities. The concept and proposed program of double-shift primary school enrolment are under consideration by educational policy makers in Malawi.

THE AFRICAN ACADEMY OF SCIENCES (AAS)

Mr. John Hatch of Project ABEL continued to work with the African Academy of Sciences. The three gender-relevant research projects in which ABEL is interested are progressing, though the AAS's work has been slowed by the recent departure of Dr. Mandela to participate in the democratic transition in South Africa. Dr. Mandela is one of the key figures in the Academy and is expected to return to her post in a few months.

BANGLADESH RURAL ADVANCEMENT COMMITTEE (BRAC) NON-FORMAL PRIMARY EDUCATION (NFPE) CASE STUDY

Early in August 1993, the case study on the Non-Formal Education Program of the Bangladesh Rural Advancement Committee (BRAC) entitled *Primary Education for All: Learning from the BRAC Experience* was printed in 4,000 copies, with the same number of Executive Summaries. The study was ready for the *World Conference on Education for All Revisited*, held in New Delhi in September. Over 200 copies were sent to the Conference for distribution among participants, and 3,000 additional copies were disseminated to strategically selected educators, Third World education ministries, donors to Third World education, and research institutions and others around the world.

BOSNIA HERZEGOVINA

The school supplies purchased by ABEL under funding from USAID/WID were shipped to Bosnia Herzegovina in November and December. The supplies were expected to be distributed to schools that needed them as soon logistic facilities made distribution possible.

BOTSWANA

The research project on *Female Teachers and Teaching: Contributing Factors to Higher Achievement in Botswana* by Haiyan Hua was completed. Creative Associates invited and received comments from appropriate offices of AID and AED on the report submitted by the researcher. Cynthia Prather worked with the author/researcher to incorporate the received comments into the revision of the research monograph. The monograph was finalized on December 31, 1993.

EDUCATION PLANNING SEMINAR

A one-week seminar on Education Planning and System for Education Policy Simulation (EPICS) was sponsored by ABEL in Bolivia. Twenty Bolivian educators participated in the seminar which was facilitated by two Chilean and one Mexican consultants.

ETHIOPIA

An educational policy dialogue was initiated in Addis Ababa on the basis of Phases I and II of the sector assessment completed by ABEL in December 1992 and June 1993 respectively. Additionally, the alarming rate of decline in primary enrollment indicated a need for a demand study. The study was launched in December 1993 with the data gathering and analysis process scheduled for completion by February 1994.

EDUCATIONAL DATABASES

SHARE- System to Help Access Reports of Effective Education (Available for distribution)

InMagic Educational Database (available for reference in Washington DC)

SARA Library, Girls Education Database (available for reference in Washington DC)

PRODUCTS OF CONFERENCES

Creating Capacity for Educational Progress: Empowering the Education Manager Basic Education Conference - Thailand, September 1990

Lessons Learned in Basic Education in the Developing World, Product of a workshop convened by R & D/ED, February 1990, Washington DC

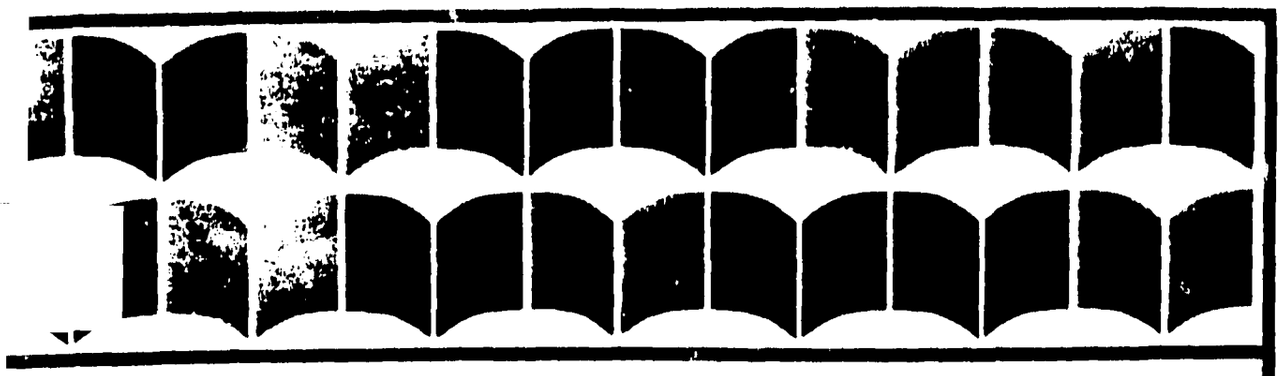
Educational Policies Workshops, (Report) Co-Hosted by The Ministry of Education, Jamaica and the US Agency for International Development-Jamaica, March 21-24 1993

TECHNOLOGICAL INNOVATIONS FOR BASIC EDUCATION

Report on Selected IBM Education Projects and Coursewares for ABEL, Dr. Ralph Grubb, January, 1990

Summary Report on Digital in the K-12 Marketplace, Digital Equipment Corporation, June 1990

EPICS: Educational Policy Simulation Module (complete with game board and computer program to generate simulation game results), Christine Rawley and Clair Brown

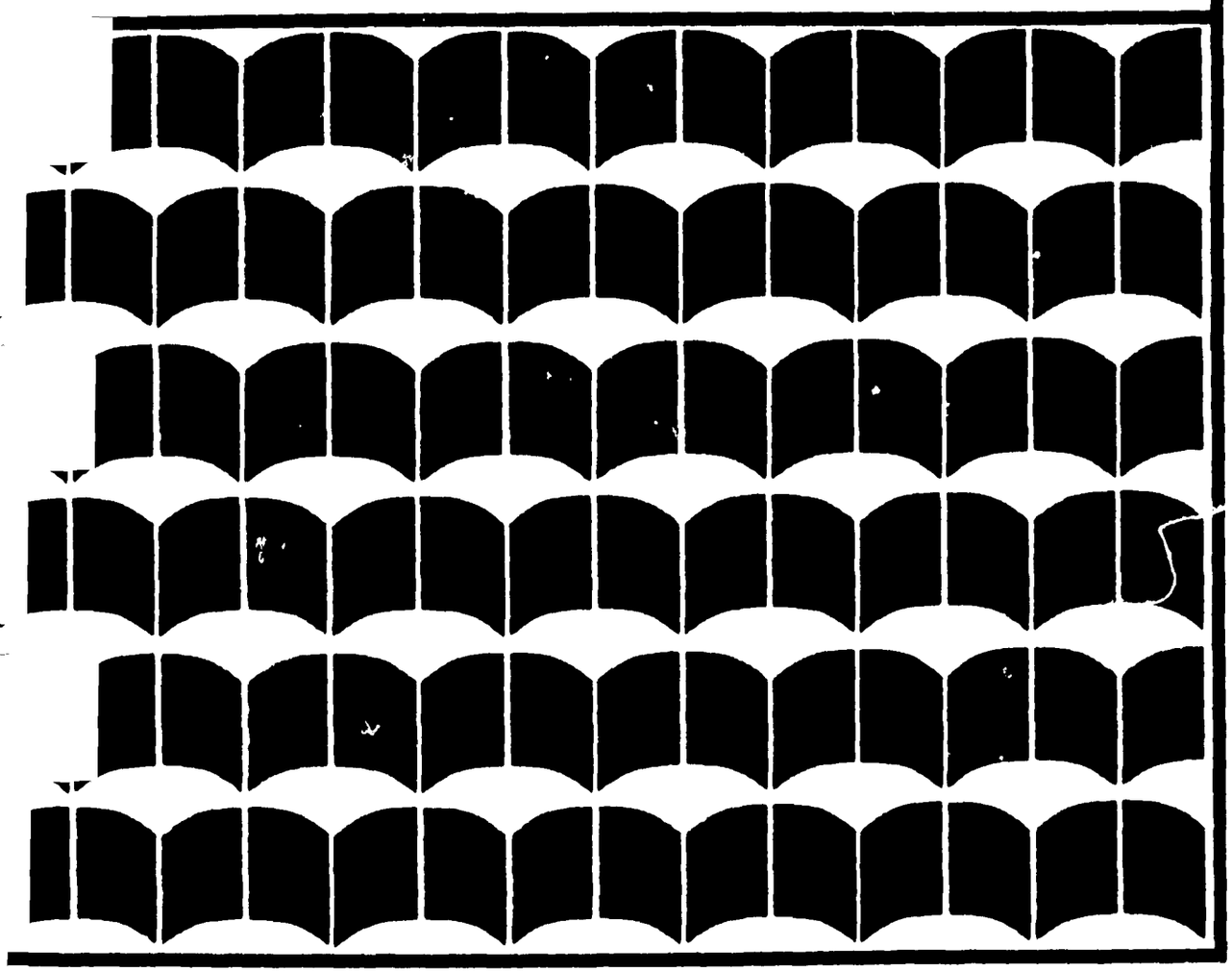


A B E L

Advancing Basic Education & Literacy

QUARTERLY REPORT

January-March 1994



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QUARTERLY REPORT

January-March 1994

Prepared by

Almaz Zewde, Ph.D.

Academy for Educational Development
1875 Connecticut Avenue NW,
Washington D.C. 20009-1202

This First Quarter Report for 1994 is a publication of the Advancing Basic Education and Literacy (ABEL) Project operated by the Academy for Educational Development with sub-contractors Creative Associates International Inc., Harvard Institute for International Development, and Research Triangle Institute. ABEL is funded by the US Agency for International Development (R&D/ED/WID) Contract No. DPE 5832-Z-oo-9032-00 Project No. 936-5832

Project ABEL is designed to assist USAID, host governments, and non-governmental education organizations improve basic education systems through: 1) dissemination of proven tools, methods, and research findings, 2) provision of short- and long-term techn cal assistance to build technical capacity within ministries of education and other levels c education 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.
CEPD	Center for Education Policy Development
CPES	Centro Paraguayo de Estudios Sociologicos
CPS	Cellule de Planification et de Statistiques
COSAS	Congress Of South African Students
CRA	Commissionership for Administrative Reform
DAF	Direction Administrative et Financiére
DNEF	Direction Nationale de l'Enseignement Fundamental
DRE	Directions Regionales de'l Education
DRUC	Koulikoro Division of Rural and Urban Construction
EEI	Enterprise Education Initiative
EHRDO	Education and Human Resources Development Office(r)
ELET	English Language Education Trust
ELRU	Early Learning Resource Unit
EMIS	Education Information Management System
EPICS	Education Policy Simulation
EPU	Education Policy Unit
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
GIS	Geographic Information System
GRN	Government of the Republic of Namibia
GOU	Government of Uganda
HIID	Harvard Institute for International Development
HSRC	Human Sciences Research Council
IEB	Independent Examinations Board
IIEP	Institute of Educational Planning (UNESCO)
INSET	Inservice Education of Teachers
IPN	Institut Pédagogique National
IRC	Imbali Rehabilitation Center
ISTT	Inservice Teacher Training
KFW	Kreditanstalt Fur Wiederaufbau (A German NGO)
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

ACRONYMS USED IN THE MAIN TEXT

NPA	Non-Project Assistance
OLSET	Open Learning Systems Education Trust
PAAD	Program Assistance Approval Document
PAIP	Program Assistance Initial Proposal
PESA	Primary Education Sector Assessment
PAAD	Program Approval Assistance Project
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
SEDEP	Service de Développement et d'Evaluation
TELIP	Teaching English Language Improvements Project
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

	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																
Interagency Collaboration	✓		✓													
inar	✓		✓												✓	
der Sensitivity in Education				✓	✓	✓							✓			
Infrastructure Development	✓									✓		✓				
Monitoring & Evaluation	✓	✓					✓	✓								
School Statistics	✓							✓								✓
Improving Information Management	✓							✓								
Student Achievement Testing	✓	✓	✓	✓			✓									
Community/School Development	✓			✓						✓	✓		✓		✓	
Early Language Instruction		✓	✓	✓	✓	✓			✓							✓
Training	✓										✓					
Institutional Capacity Building	✓		✓									✓	✓			
Brochure: The State of Education in Mali		✓							✓							✓
gionalization/Decentralization	✓		✓				✓			✓		✓				
udget Planning	✓		✓					✓			✓					
Improving the Capacity of Education Ministry	✓	✓	✓					✓		✓		✓				
Clark Atlanta University	✓	✓									✓					
SOUTH AFRICA																
NGO Activities	✓	✓												✓	✓	✓
Regional/National Workshops - Conferences	✓		✓												✓	
Teacher Training Workshops & Conferences																
Study Tour	✓	✓	✓	✓		✓	✓						✓			
Conferences & Workshops	✓														✓	
Policy Dialogue	✓									✓			✓			
Study Tours	✓										✓			✓		
Policy Analysis Modeling																
Office Administration Training	✓		✓												✓	
Curriclum Development																
Evaluation of SAAECE	✓	✓													✓	✓
Planning & Program Development																
MALAWI																
Gender Sensitivity	✓	✓			✓	✓							✓			
Gender Sensitive Teaching Guide	✓	✓											✓			✓
GABLE Activities		✓					✓						✓			
Educational Planning	✓	✓						✓		✓						
Case Study	✓	✓											✓			✓

ABEL ACTIVITIES MATRIX (January-March, 1994)

	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
Short-Term Activities																
Ethiopia-Ed. Sector Review / Demand Study		✓	✓							✓						
Girls' Education Database Project		✓														
ABEL Research Publication		✓										✓				
ABEL Information Bulletin No. 40		✓														
Forum Vol. 3, Issue 7		✓														
AAS Research		✓														
Nicaragua Dropout Study		✓								✓						
SRI Study / Thailand		✓								✓						
Intergenerational Case Study		✓														
Venezuela Study		✓														
Namibia	✓		✓							✓						

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INTRODUCTION

This first quarter report for 1994 summarizes the substantive long and short-term activities and programs of the Advancing Basic Education and Literacy (ABEL) Project.

MALI

OBJECTIVES

The objectives of ABEL programs in Mali are as follows:

- improve school administration systems nationwide;
- improve the quality of education through improved teacher training, teaching materials, classroom facilities, and community participation;
- strengthen national and regional educational planning through building adequate education information management capacity;
- support regional and gender equity in education;
- support the development and improvement of educational infrastructure;
- support educational decentralization efforts; and,
- facilitate and encourage the cooperation and networking between NGO, bilateral, and multilateral assistance to Malian educational development.

MICRO-PROJECT ACTIVITIES

In 1993, a micro-project agreement was concluded between USAID/Mali and the Malian Commissionership for Administrative Reform (CRA) to continue work on activities started under ABEL earlier:

1) to define new personnel training and refresher course needs;
2) to reorganize the education information database established through earlier Education Management Information System (EMIS) technical assistance to the Direction Administrative et Financiére (DAF) of the Ministry of Basic Education;
3) to prepare staff redeployment plan and training personnel in data management;
4) to identify and specify non-teaching employment opportunities within the education sector; and,
5) to conduct feasibility study of prospective regional service centers to meet demand for educational services not provided at subregional and local levels.

Consultant Dr. Fodé Coumare was contracted to implement the micro-project agreement with the above program elements. The consultant conducted a series of meetings with USAID/Mali, the Bureau de Projets Education (BPE), CRA, and the Cellule de Planification et des Statistiques (CPS). The meetings pertained to the methods the consultant developed for the implementation of the micro programs. As part of his planning activities, Dr. Coumare contacted relevant government institutions in different regions.

Three feasibility studies on the establishment of regional service centers were planned and launched by the consultant after a minor delay caused by lags in releasing project funds designated for the activity. Proposals on the process of integrating the management of the reorganized and updated EMIS personnel database into the institutional operation of the Ministry of Basic Education were prepared and presented by the consultant. The proposed date for the completion of the integration process is August, 1994. Dr. Coumare also made progress in working with the Ministry of Basic Education on a personnel redeployment plan. This included the study and analysis of two documents seminal to planning personnel redeployment- the Decree 94-026 PRM from the Prime Minister's office, and Decision 94-0125/MEB-CAB from the office of the Minister of Basic Education. Both documents pertained to the creation of an Interministerial Commission on the Redeployment of Education Personnel. The Commission started work on February 18, 1994 and is expected to complete its work and submit the final report on May 18, 1994.

The consultant made working contacts with the relevant members of the National Assembly on the issues of the planned decentralization of education. These contacts were designed to ensure the coherence and harmony between project decentralization goals and strategies, and those of the national education sector. Additionally, consultant Coumare coordinated his work with that of the Canadian Technical Assistance team also focusing on the study of educational decentralization.

EMIS ACTIVITIES

Consultant Dr. N'eska Vita continued the Education Information Management System (EMIS) development that has been on-going during the last three years under BEEP/ABEL support. Data on schools continue to be collected to provide information on educational capacity, quality, and accessibility. Data collection questionnaires distributed to schools during the last quarter of 1993, were expected to be returned for compilation. From January 16-24, 1994, the consultant and nine assistants (seven from the Planning and Statistical Unit (CPS), two from the District Nationale de l"Enseignement Fondamental (DNEF)) accompanied Dr. N'seka Vita on travels to different regions to monitor the proper completion of questionnaires by school directors, and to collect completed ones.

The collected questionnaires were reviewed, coded, and handed over to a team of four research assistants trained in data processing. Three of these four trainees are from the CPS, and one from DNEF. The first part of the collected data containing variables like school location, region, size, number of classrooms, double shift program, multigrade classes, number of repeaters etc. was entered into the computer by March 18, 1994. The remaining variables are scheduled for entry into the database to be ready for computation in April and May.

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REGIONAL SCHOOLS ADMINISTRATION TECHNICAL ASSISTANCE (RSATA) ACTIVITIES

Collaboration with the Canadian Center for Research (CECI) to Develop a BEEP/ABEL and CECI Partnership Plan

A series of planning meetings were held between BEEP/ABEL staff, the Regional Director of the Canadian Center for Research (CECI), and NGOs working in Bamako. The major topic of discussion was the collaboration of the different organizations and technical assistance programs in a prospective *Project for Koulikoro Primary Education Assistance*. When implemented, this project will be supported by USAID, the Government of Mali, and CECI. The project will have the following elements:

- Organization, training, and mobilization of local communities to support their schools;
- Development and implementation of participatory governmental and non-governmental schools;
- Training of educational staff in decentralization and participatory approaches in school management; and
- Development of a program to enable local communities to collaborate with local government offices to enhance the role of the community in the governance and support of local schools.

The goal of this project is to support the Malian government's educational decentralization and democratization initiatives. School committees will be organized and mobilized at the village level. These committees will participate in the development and maintenance of local school facilities. The school committees are expected to be the central participatory mechanisms for communities to support the democratization and decentralization of education and its increased efficiency, partly measured by the increased persistence of children in school.

Launching this project faces certain problems. Many educational authorities show signs of resisting the project plan because of its strong focus on decentralization. Since the CECI and the RSATA component of BEEP/ABEL technical assistance see decentralization as crucial to their involvement, the Ministry of Education is expected to accept the central elements of the project.

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Collaboration and Orientation with a German NGO, Kreditanstalt Fur Wiederaufbau (KFW)

The Regional School Administration Technical Advisor, Dr. Jim Toliver, and Malian staff from the Koulikoro Regional Direction, hosted the Director and Deputy Director of the German NGO, Kreditanstalt Fur Wiederaufbau (KFW). The purpose was to explore the most feasible ways of assisting school construction programs in the Koulikoro region. Koulikoro educators explained the need for Koulikoro classroom construction and described the role BEEP/ABEL played in improving the region's education system to the KFW officials. Impressed by the description of BEEP/ABEL efforts, the KFW officials agreed in principle to construct 400 primary school classrooms in the Koulikoro region and expressed the hope that their contribution to classroom construction may help the current educational progress. Typically, the Malian government requires that a certain percentage of external assistance designated for Koulikoro be allocated for Bamako. This will have to be carefully negotiated at a later date to ensure that the implementation of KFW classroom construction will remain exclusively for Koulikoro since this vast region has a grossly underdeveloped educational system.

Koulikoro Plan and Budget Preparation

A financial disbursement and activity plan for a USAID/Mali supplemental budget for April-December 1994 was developed during the first quarter of the year. This budget of $500,000 is designed to support the following activities, mostly for the Koulikoro region:

- classroom rehabilitation;
- purchase of classroom furniture and equipment;
- short-term teacher training;
- training of monitoring and evaluation staff;
- special education;
- purchase of equipment for the Regional Training Center;
- vehicle maintenance;
- technical assistance and monitoring of school related community initiatives;
- computer training of Ministry of Education staff;
- promotion of girls' education;
- regionalization of school rehabilitation activities; and,
- improvement of educational personnel conditions in Koulikoro's five inspectorates.

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The budget planning process benefitted from the excellent budget training offered by ABEL consultant Jesse McCorry in December of 1993. The Koulikoro region's educational administrators participated in the training and the impact of the new skill they acquired was evident in their management of the budget and activity planning process.

Production and Delivery of School Furniture Allocated in the 1993 Supplemental Budget

Contractual delays in the delivery of school furniture allocated in the 1993 supplemental budget were reported in the Fourth Quarter/Annual Report for 1993. The key problem was the inadequate capacity of local producers to meet the terms of delivery agreements. The production capacity of twenty seven local shops was reassessed and their delivery contracts rewritten. According to the new contracts, 554 student desks, 22 metal storage cabinets, and 22 teacher chairs and desks are expected to be delivered between April and June 1994.

Computer Training

All of the computer facilities in the four project regions of Koulikoro were completed and rehabilitated and updated by March 4, 1994. Computer training for secretaries and financial planners were started on March 7. A Malian Mackintosh trainer, Mr. Moussa Sidibé, was hired to conduct the training.

The purpose of this training program is to provide basic word processing and spreadsheet skills to the administrative support staff in each regional direction. Since computer competence is cumulative and experiential, ABEL/Mali's John Ennis and Jim Toliver designed a training program that uses actual projects and assignments. The training programs are being held on-site at the regional directions in a series of four separate two-day workshops. Sixteen training sessions will be offered in the training series. To date, training sessions have been offered in Sikasso and Segu.

The Regional Training Center

The conversion of a regional government garage into the Regional Training Center through USAID/Mali financial assistance and ABEL's technical management is completed. The facility has two large, air-conditioned classrooms, a storage room, and a duplication center with project supplied xerox copier. The furniture for the two classrooms has been budgeted for in Koulikoro's educational budget for 1994. Selected staff and inspectors of the Koulikoro region have received the necessary preparation to conduct the pedagogical training of the region's teachers at the Regional Training Center. The initial resistance to the idea of establishing this regional training center have died, and the Center's work is expected to go forward smoothly.

Regionalization of School Rehabilitation Activities

Five local BEEP/ABEL employees have been assigned to the Koulikoro Region to work with communities on school rehabilitation. The initiative to assist communities to rehabilitate their run-down schools has generated widespread interest among communities and many requests for school rehabilitation technical and material assistance are received by the employees handling this aspect of project intervention.

Decentralization of Project Vehicles

Providing logistic support for project activities in Koulikoro from Bamako had presented problems in the past. ABEL management drew up plans to decentralize the use and control of project vehicles to Koulikoro and assigned one vehicle on a trial basis. The plan included a system for allowing the regional direction to program and monitor the deployment and maintenance of the vehicle. A driver was trained by the local Chrysler/Jeep servicing agent and he was put in charge of driving and caring for the vehicle. Mr. Abdoul Kader Sall, the administrative assistant and transport manager for Project ABEL, will travel to Koulikoro to help consolidate the vehicle decentralization plan. He will also help the regional directions to develop operating procedures for monitoring the use of motorcycles purchased for school inspectors.

Brochure on the State of Education in Mali

In March, ABEL Chief of Party, Dr. Yolande Miller-Grandvaux, Mary Young of Research Triangle Institute, and John Ennis, ABEL Project Planner/Field Office Coordinator for Mali, initiated data compilation and summary for a brochure on the *State of Education in Mali*. The brochure uses data from World Bank statistical reports and UNESCO's Statistical Yearbook, as well as statistics from the Malian Ministry of Basic Education to show the state of education in Mali as compared with other countries in the Sahel and the "Asian Tigers"- Singapore and Malaysia. The brochure will be titled *Ten Reasons to Invest in Education*, and focuses on highlighting the comparative advantages enjoyed by countries with high rates of primary education. The purpose is to make a case for greater investment in Mali's education sector.

MONITORING AND EVALUATION OF EDUCATIONAL QUALITY

Monitoring Educational Quality

The tumultuous student unrest notwithstanding, the Monitoring and Evaluation component consolidated the analysis and dissemination to relevant Malian authorities, of the results of the achievement tests conducted in 1993 in Segu, Sikasso, Koulikoro regions and the Bamako district. The preliminary report on test results was issued in February, 1994. The final report is expected in April-May 1994.

The tests were administered to schools that enjoyed project inputs such as teacher training, improved teaching materials, and school renovation and rehabilitation as

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well as schools without these inputs, and community (private) schools. This gives the testing regime the character of a quasi-experimental exercise in which project impact on educational quality could be apparent by the demonstrated achievement disparities of schools with and without project inputs. Test results will be used by the Monitoring and Evaluation Technical Advisor, Dr. Yolande Miller-Grandvaux as one of the indicators of Project Impact in Schools.

A new testing cycle is planned for later in 1994. The purpose is to determine 3rd and 5th grade students' achievement level, as a considerable amount of project focus was accorded to the improvement of teaching materials, methods, and facilities at these grade levels in previous years.

Improving the Capacity of the Ministry of Basic Education to Evaluate and Monitor Educational Programs and Resources

In 1993, BEEP/ABEL conducted programs designed to encourage the Ministry of Basic Education to decentralize the education system to give regions and inspectorates a greater role in the planning, implementation, and monitoring education. Decentralization is expected to increase the efficiency and effective ss of the educational system by bringing it closer to direct stakeholders such as communities, parents, teachers, and regional and local education authorities.

The BEEP/ABEL decentralization strategy has short-term and longer-term objectives. The long-term objective is to establish a school-based auto-evaluation system which is designed to allow school principals and teachers to monitor their own efficiency and performance effectiveness. The auto-evaluation system was developed and tested for successful implementation at the school level. The short-term objective is to create a regional monitoring and evaluation unit in each Regional Direction and to give it charge of the monitoring and evaluation work in that region.

The decentralization proposition met with considerable resistance in 1993 and a new educational policy is being formulated by the Ministry of Basic Education which is more supportive of decentralization. As a result, the Monitoring and Evaluation team has initiated three regional evaluation and monitoring units in the regions of Segou, Sikasso, and Koulikoro in February, 1994. The staff of each of these units received hands-on training in basic monitoring, evaluation, and other pedagogical techniques. This enabled them to design their action plans for 1994. The actions planned have been received enthusiastically by their respective regional directions, indicating the durability of the educational decentralization strategy initiated by BEEP/ABEL.

Institutional Capacity Building

The demonstrated value of the testing and evaluation programs and outcomes of the BEEP/ABEL Monitoring and Evaluation team has gradually led to the realization of Malian educators that the Ministry of Basic Education needs institutionalized testing and evaluation mechanisms. During several work sessions conducted by the testing team, the Ministry of Basic Education officials acknowledged the need to continue this newly acquired testing capacity. They also recognized the role of testing and evaluation in modernizing the National Pedagogical Institute. Consequently, verbal agree-

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ment was reached to work towards the creation of a testing and measurement unit within the Ministry of Basic Education. The Monitoring and Evaluation team submitted a proposal on the structure and function of the prospective testing unit. The proposal is being circulated among different departments of the Ministry and its approval is expected in the coming few months.

As a spin-off of the initiative to establish a testing unit, a curriculum development unit within the Ministry of Basic Education is also being considered and is under study by ABEL advisors. It is accepted that both the testing and curriculum development units should be so designed to enhance their ability to collaborate and interact with each other to ensure their effectiveness and efficiency in improving the educational quality and efficiency in Mali.

Early Language Instruction Study

The Early Language Instruction Study for the first grades of primary school was launched in 1993 under the sponsorship of BEEP/ABEL and the Institut Pédagogique National (IPN), the Institut Supérieur de Formation et Recherche Appliquécs (ISFRA), and the Institute for International Research (IIR). By mid March, data analysis had been completed and the preliminary report issued with results providing a clear indication of the quality of the language curriculum, teaching methods, teaching materials as well as learning outcomes. This research supplements the ABEL monitoring and evaluation activity of the past three years. The practicality of the research findings were instrumental in getting the participation of one key member of the Monitoring and Evaluation team on the research panel. Mr. Bréhima Tounkara was later sponsored to attend the CIES conference in San Diego and the Improving Educational Quality Workshop at the University of Pittsburgh in March, 1994.

Summarizing the State of Primary Education in Mali

In February, RTI presented a computer-based graphic "storyboard" on the Status of Basic Education in Mali. The purpose of the presentation was to promote high-level discussion about the status of primary education in Mali, with special emphasis on girls' education, and to generate interest in the use of the education information system developed through ABEL over the past three years. It was also hoped that the participation of the staff of the Planning and Statistics Office (CPS) of the Ministry of Basic Education in the preparation of this presentation would help them to strengthen their information management and computer capacity. Following this presentation, an idea was born to present the ten primary reasons for investing in basic education in Mali. A brochure on the ten reasons for investing in Malian education, illustrated by graphs and pictographs showing the economic, political, and social well-being benefits of investing in basic education, was prepared for dissemination to the National Assembly, and the nation at large after the upcoming national election.

The basic education presentation was made for three audiences by the Director of CPS: the Ministry of Basic Education cabinet and national directors; the regional directors of the Ministry of Basic Education; and, sub-regional inspectors and representatives of NGOs working in Mali. The same presentation was made to USAID/Mali by ABEL consultants.

SOUTH AFRICA

OBJECTIVES

The major objectives of ABEL/South Africa are:

— strengthen and develop the management and pedagogical capacities of educational NGOs assisted by USAID/South Africa, through training and other forms of technical support;

— promote networking and exchange of ideas between South African and US educators, South African educators in different regions, disciplines, and participating in other projects; and South African and other African educators; and

— provide strategic technical support to USAID/South Africa in its educational assistance efforts.

Generally speaking, the first quarter of 1994 was a transition period. First, the central ABEL project had reached the buy-in ceiling and could not obligate further funds for planned project activities. Secondly, three staffers who left their project positions in late 1993 had to be replaced, and the process of selection and appointment of these replacements took time. Thirdly, the first democratic election drew many of the NGOs working with ABEL into active election participation. This reduced the volume of technical activities in their regular educational concerns. In addition, political uncertainties made it difficult to plan and implement long-term technical assistance activities until after the elections were over.

During this period of reduced technical activity, ABEL/South Africa's organizational format was restructured to reflect the new operational need of the Project. The chief technical position in the project is now Director of Education, offered to the former Associate Director of ABEL/South Africa, Dr. Julie Reddy. The post of Project Manager is now transformed into one of Project Coordinator. Mr. Lando Malella was recruited for the post. The recruitment of an Education Specialist/Deputy Director has been started as of end of March.

Additionally, the ABEL team, in cooperation with USAID/South Africa, utilized the slack time of the election period to focus on preparing and consolidating its bi-annual action plan for January-June 1994 to provide short-term technical support to USAID grantee NGOs who remained focused on their regular educational services.

PROGRAM ACTIVITIES

During the first quarter, ABEL South Africa was engaged in four principal program categories:

a) management and implementation of activities carried over from the 1993 plan of action;

b) the design of new activities targeted for the first six months of 1994;

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c) the provision of short-term strategic support to USAID and USAID grantee NGOs continuing their regular services during the national election fervor; and,

d) participation in regional and national workshops/conferences and other fora.

ACTIVITIES CARRIED OVER FROM 1993

TELIP Evaluation

More than a year ago, ABEL had begun this small-scale evaluation of the Teaching English Language Improvement Project (TELIP). TELIP is a small educational NGO based at Wits University. The effort pertained to the evaluation of TELIP's organizational competence and effectiveness in relation to the research, development, and training functions expected of it. The evaluation was not completed through earlier initiatives, and TELIP requested ABEL to complete the evaluation. ABEL staff met with the organization and developed the time-frame and parameter of activities to complete the evaluation in 1994.

National Conference on Basic Education: Preparatory Workshops

The first national conference on basic education in South Africa was scheduled to be held in March 1994. Early in 1993, ABEL had agreed to support five pre-conference planning workshops bringing together leading educators in primary/basic education to conceptualize the issues of the conference and to plan the conference agenda and procedures. Three workshops were held in 1993 and two more were held during the first quarter of 1994 to bring the work to closure.

National Evaluation of South African Association for Early Childhood Education (SAAECE)

Part of the agreement between SAAECE and ABEL/South Africa following a 1993 evaluation of the former, was to have the results of the evaluation discussed at a one-day workshop later in the year. As the intended workshop did not materialize in 1993, SAAECE approached ABEL to implement it in 1994. A series of meetings were held to concretize plans for such a workshop. It is hoped that the workshop will take place around the middle of 1994.

Experiential Learning Workshop

ABEL and the British Council in Pretoria co-sponsored a five-day training workshop on Experiential Learning and Work Experience. The workshop was held in February 1994. Dr. Roland Azor, Director of School, Curriculum, and Industry Partnership (SCIP) of the United Kingdom, was contracted to conduct the workshop in which seventeen representatives of educational NGOs involved in technical and vocational education, career development, and counselling throughout South Africa participated.

A local firm, Program for Technological Careers (PROTEC), coordinated the workshop. It introduced experiential learning as an educational model. Methods of organizing work/experience and industry/education partnership were stressed during the different sessions of the workshop.

DESIGN OF NEW ACTIVITIES TARGETED FOR THE FIRST SIX MONTHS OF 1994

Anti-bias/ Multicultural Study Tours

The planning of three regional, one-day report-back workshops to be held in June, 1994 was completed. The workshops will provide report-back opportunities for three Anti-bias/Multicultural educators sent to the United States and Canada for study tours from October 30 to December 1, 1993. The three anti-bias educators will share their knowledge and insights into multi-cultural education with NGO educators from different regions of South Africa.

Basic Skills Training for Managing Organizations

Plans were completed for ABEL to sponsor 25 participants representing different NGOs to a national workshop on basic skills for managing organizations. The workshop will be held in Johannesburg around the middle of 1994. It will be designed and conducted by a South African consulting firm - the Human Awareness Program (HAP), in consultation with ABEL. The workshop will be modelled after the prototypes developed by ABEL during 1992 and 1993 and will offer a five-day overview on key concepts of organizational management, planning, monitoring, basic systems for managing people, and skills in budgeting and proposal writing.

Office Administration Training Course

ABEL has completed plans to sponsor 10 NGO office administrators to a ten-day regional course in office management in Johannesburg. A local consulting firm, Human Awareness Program, has been selected to design and conduct the workshop in consultation with ABEL staff. The overall objective of the workshop is to transfer improved administrative skills to participants. The workshop will cover the following areas:

- the role of administrators;
- receptionist and telephone answering ethics;
- correspondence management;
- management of meetings;

— filing of documents;

— petty-cash management; and,

— time management

The formal workshop training will be supplemented by a supervised two-day, hands-on application of the subjects learned in the workshop in each organization.

Evaluation Workshops (phases 1 and 2)

ABEL completed a plan to offer a two-phased workshop series on *How to Design and Conduct Evaluations* to NGOs based in the Transvaal. The workshop series will be facilitated by a local consultant, Julian Moodley. Similar workshops conducted in Durban and Cape Town in 1993 were successful. The 1994 initiative is a response to numerous requests from NGO grantees of USAID/South Africa in the Transvaal region. The workshops will focus on imparting practical skills on how to design and conduct evaluations. Phase 1 (five days) will concentrate on evaluation design, selection of appropriate data gathering methods and design of data gathering instruments as well as the management of evaluations. Phase 2 is designed to focus on data analysis and writing the evaluation report. After the completion of phase 1, participants will have opportunities to return to their respective organizations to conduct evaluation exercises (under the supervision of workshop facilitators) using a format designed during the course of the workshop. They will analyze their evaluation results as part of their training in phase 2.

Project Management Workshop

ABEL had recognized that one of the evident shortfalls in the advanced training of South Africa's education NGOs is in the area of project management. Most NGOs serving the majority black population lack the necessary project management skills to enhance their effectiveness. There are no organized courses on NGO management or the management of private non-profit organizations in South Africa that could train NGO staff. Locally available project management courses offered by South African higher education institutions are geared to the construction industry. In 1993, ABEL organized project management workshops and technical assistance to deal with this situation.

Dr. Albert Weidemann, leader of the English Language Methods and Programs (ELMAP), a successful USAID grantee NGO, modified an Executive Education course designed for construction project managers to fit education NGO needs. He has offered to conduct a three-day training workshop under ABEL sponsorship. The offer is under discussion.

OTHER SHORT-TERM ACTIVITIES DURING THE ELECTION PERIOD

A one-day strategic planning workshop was conducted for eight Ekuhlaleni community pre-school staff in Cape Town. The purpose of the workshop was to:

— evaluate Ekuhlaleni's 1993 pre-school projects and to formulate an action plan for 1994; and,

— assess the strengths, weaknesses, and potentials of the pre-school project to determine its capacity to meet growing demands for pre-school services by the community

ABEL facilitated a three-day Anti-Racist workshop (Module 5 workshop) sponsored by USAID/South Africa and conducted by the Early Learning Resource Unit (ELRU) in Cape Town. The workshop is part of a three-year project with a 1993/1994 pilot program setting the stage for 1994/1995 regional workshops. The Module 5 workshop provided anti-racist training for trainers and others within the fields of pre-school and primary education. ABEL's Education Director assisted in the design of workshop materials and methods and participated in their execution at the workshop. At the request of USAID/South Africa and ELRU, ABEL helped to design future anti-racist training modules.

ABEL continued its ongoing technical assistance to the National Literacy Cooperation (NLC). The NLC is an association of literacy NGOs throughout South Africa. ABEL assisted the association with its regional and national efforts to consolidate the content and format of literacy services.

The Training Director of Early Childhood Educare (TREE) was assisted in assessing staffing and staff development needs. ABEL helped design the scopes of work for different positions in this fast growing organization.

The Material Development and Training Teams of Operation Upgrade was assisted with the design, implementation and evaluation of "Train the Tutor". Operation Upgrade is a Durban based literacy training organization. The organization trains literacy teachers and develops teaching materials. At the request of Operation Upgrade, ABEL has started to develop a post-training networking plan which would involve the training and resourcing of regional coordinators.

The Education Foundation Policy Unit was assisted with the design and implementation of a survey study in the Western Cape on community perceptions of the South African education system. The study was conducted in collaboration with graduate students in Educational Policy at the University of Cape Town.

A community based vocational college, the Funda Center, requested and received ABEL's technical assistance to design and implement a needs assessment study of adults in the Soweto area. Through this study, the adult education needs of different communities in the Soweto township will be identified and estimated. The design of the study also includes inventorying and evaluating training institutions and programs currently available in the Soweto township. When completed, the study can inform the proposed restructuring of the Funda Center into a full fledged community college able to address the different dimensions of educational needs in the township.

ABEL designed and conducted a one-day strategic planning workshop conducted in Natal for the coordinating committee under USAID sponsorship. The coordinating committee consisted of eleven members of the Forum for Adult and Continuing Education (FACE). The workshop analyzed the operational context of FACE and identified an appropriate planning approach.

The final draft of course materials produced by the South African Council on Higher Education (SACHED) was reviewed and edited by ABEL. The materials pertain to basic courses designed for adult educators and include a facilitators manual and trainees handbook.

USAID/South Africa's request to ABEL to assist the Congress of South African Student (COSAS) to assess its needs for long-term training and assistance for organizational development was implemented. USAID financed this important intervention. After assessing the organization's multi-dimensional needs, ABEL participated in the development of a proposal to be sent to prospective consultants who would provide longer-term technical assistance to deal with the long- term training and organizational development needs of COSAS.

PARTICIPATION IN REGIONAL/ NATIONAL WORKSHOPS/ CONFERENCES

During the first quarter of 1994, ABEL/South Africa participated in the following conferences/workshops:

1) A meeting of NGOs convened by the Development Resource Center (DRC) to discuss the status of women in NGOs;

2) A national workshop convened by the Institute for Personnel Managers, The Forum for The Advancement of Adult Education, and others, to develop a strategy for adult education negotiations at a national level;

3) A meeting at Sangonet, an electronic networking service for NGOs to discuss the current provision of electronic networking within the NGO sector;

4) A Literacy Alive workshop; Literacy Alive is a weekly half-hour television series targeting the illiterate adult. ABEL was invited to contribute ideas towards the production of an upcoming generation of television series for the Literacy Alive program;

5) A conference of NGOs involved in mathematics education; This conference convened by the Mathematics Center for Primary Teachers was financed by USAID/South Africa. Its purpose was to debate the need for a forum to provide a national voice for all service organizations involved in mathematics education;

6) A Community Awareness Program Seminar convened by Ikemeleng Remedial Education Center (IREC).

7) **A report-back workshop** to share the findings of an evaluation study of a school readiness course instituted by the Training and Resources in Early Childhood Development (TREE) in Natal. The workshop was sponsored by USAID/South Africa and conducted by Dr. Jane Kvalsvig of the Child Development Unit, Human Science Research Council;

8) **A one-day Education and Training Conference** convened by the African National Congress for the PWV region. The purpose of the conference was to air diverse organizational views on education matters and recommend amendments to the draft Education and Training Policy Document drawn up by the ANC in January, 1994;

9) **ABEL was invited to attend the launching of the South African Congress for Early Childhood Development.** The theme of the launching ceremony was **Putting the Young Child First in The Reconstruction and Development of Our Nation.** The South African Congress for Early Childhood Development is a union of all organizations involved in early childhood education.

Installing a Rigorous ABEL Management Information System

ABEL installed a computerized system to track, record, and analyze data/information on its NGO training and workshop activities going back to mid-1991. The racial and gender mix of trainees, their qualification, and other professional variables will be included in the new information database. This information system is expected to help preserve institutional memory and inform future USAID technical assistance interventions among education NGOs.

SITE VISITS

Mr. James Hoxeng, International Education Specialist and AID Project Manager for ABEL and Mr. John Hatch, Associate Director of Project ABEL, visited ABEL/South Africa in January 1994. Mr. Hoxeng reviewed ABEL programs for South African education NGOs and held discussions with representatives of NGOs who are among USAID grantees and observed the final selection process of the ABEL education director. Mr. Hatch's primary purpose was to participate in the screening and rank ordering of applicants for two senior positions in ABEL/South Africa- the Education Director, and Program Coordinator, and presenting these for final approval by USAID/South Africa. He successfully accomplished this task. Visits to USAID/South Africa grantees under ABEL's technical assistance were part of Mr. Hatch's itinerary. He visited grantee institutions in Johannesburg on January 27, Cape Town on January 28, 1994. The NGOs he visited in Cape Town: the Early Learning Resource Unit, the Primary High School Tuition Project, and the Educational Support Services Trust, were found to lack in mutually beneficial networking and coordination of activities even though their services to the community are complementary.

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STAFF APPOINTMENT

Dr. Julie Reddy, formerly Associate Director of ABEL/South Africa, was offered the position of Educator Director as she proved to be the best qualified candidate for the post. The search for an appropriate candidate for the position of Project Manager continued during February. As the most successful candidate was short on practical experience required by the position, USAID/South Africa and ABEL made the decision to restructure the staffing plan. The successful candidate Mr. Lando Malella was appointed to one of the restructured posts, that of the Program Coordinator, with responsibilities tailored to fit this restructured position. Mr. Malella began his duties on March 15, 1994.

THE AFRICAN ACADEMY OF SCIENCES (AAS)

Research Priorities for The Education of Girls and Women in Africa; The ABEL supported research projects under AAS are progressing. The first research reports are expected by June, 1994.

BOLIVIA

Workshop on Popular Education and Elaboration of Educational Materials; In October of 1993, ABEL had subcontracted two Latin American facilitators to conduct a workshop on Educational Materials Training Workshop for Bolivian educators. As a follow up to this workshop, ABEL is planning a series of workshops on Popular Education and Elaboration of Educational Materials, under USAID sponsorship. The workshops will involve intensive training in diagnosis and planning of education, educational materials development, improving administrative management systems, and evaluation. This intervention is scheduled to take place from March 7 to September 30, 1994. The Centro de Investigacion Y Desarrollo de la Educacion (CIDE) is the Latin American subcontractor selected to conduct the workshop.

CROATIA

At the request of USAID/Zagreb, Ms. May Rihani of Creative Associates served as ABEL consultant to assess the educational condition of refugee and displaced children in Croatia. The objective of the assessment was to identify the condition and needs of Bosnian refugee children in Croatia. The assessment report submitted in March 1994 revealed that there are 20,269 displaced and 27,452 refugee students in Bosnian primary schools and 8,636 displaced and 7,571 refugee students in secondary schools.

At the primary level, refugee students attend two types of schools: a) regular Croatian schools where the majority of the refugee students are enrolled, and b) extra-territorial schools which are schools under the supervision of the Bosnian government and recognized by the Croatian government. Approximately 22,000 refugee students are enrolled in regular Croatian primary schools and 3,000 in extra-territorial schools. Only a small percentage of primary school-age refugees remain out of school.

The report identified the type of technical assistance needed by schools catering to Bosnian refugees in Croatia: improving the planning and information system to plan a more adequate refugee education in extra-territorial schools; establishing a coordinating mechanism to streamline the efforts of national, international, multilateral, bilateral, and NGO in refugee education; the formation of parent associations among refugees; and improvement in the inservice-teacher training offered to Croatian teachers to help them deal with the complex problems of refugee children.

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EGYPT

Assessing Girls' Participation in Basic Education in Egypt

Over the past 30 years, AID has provided technical assistance to basic education in Egypt and other Middle Eastern countries. The main focus of this assistance has been the reduction of gender inequities through the enhancement of girls' access to and persistence in basic education.

USAID is now interested in assessing the general outcome of its assistance and the assistance of other donors to basic education. Under Project ABEL, Creative Associates has been requested to assess the positive achievements accruing from external assistance to Egypt's basic education generally, and girls' achievement specifically.

The primary objectives of the assessment are: to identify programs and projects that have worked and have not worked in terms of the intended assistance goals; to identify the project elements that contributed to successful project interventions; and to find the underlying variables in successful project interventions. These findings will be of particular value in informing future USAID or other donors and government partnerships. The assessment exercise has been divided into several components: 1) a literature review on girls' education to be conducted at CAII's SARA Library complemented by the latest materials to be collected from the Center for Development Education Information (CDIE), and other sources; 2) an analysis of the Egyptian Census data, the database of the results of 18,000 interviews conducted during a USAID Basic Education Project, and the results of the 700 questionnaires on never schooled and school dropout girls in Cairo and Sharqiyya province which was conducted by the Third World Forum and UNDP. A consultant in Egypt, Jennifer Spratt of RTI, has been designated to do this part of the assessment; 3) field interviews focused on the results of donor assisted projects to identify what programs with external assistance component worked. A local consultant, Dr. Nivine Hamadan will do this component. Dr. Linda Padgett, AID/ED/DC will go to Egypt to coordinate these activities. This assessment initiative is scheduled to begin around May 10, 1994.

ETHIOPIA

proving the Quality Primary Education

In view of the new Ethiopian education policy due for implementation in the near future and USAID/Ethiopia's interest in developing an assistance program in the education sector, an assessment of the constraints to and opportunities for enhancing the quality of primary education was requested by USAID. A study and assessment focused on issues of teacher education and performance, curriculum, and instructional material inputs will provide USAID/Ethiopia and the Ministry of Education with recommendations on policies, procedures, and programs which will increase primary school quality within the framework of an expanding and de-centralized system.

ABEL deployed a team of education specialists and researchers, some of whom were Ethiopians, to conduct the study. The collective task of the team was to produce a combined Program Assistance Initial Proposal (PAIP) and Project Identification

Document (PID) informed by empirical data. The review of available background materials and planning took place from February 1-5. The field and survey research in Ethiopia, compilation and analysis of data began on February 7 and was completed on March 5, 1994. The final report revised according to the suggestions of USAID/ Ethiopia, was presented on March 5, 1994.

Education Policy Dialogue Through the Research Triangle Institute

Following the two-phase 1993 Education Sector Review, two major issues emerged as areas for dialogue to clarify the linkages between intended ends and available means. The first issue is the overall government policy of regionalization. The second is the financial implication of implementing the government's proposed sectoral objectives which call for universalization of primary education and improving its quality. The Research Triangle Institute (RTI) designed a set of activities to articulate the ramifications of both issues. In January, RTI gathered financial data for its simulation model development and policy dialogue presentation format. It also contacted appropriate education authorities and stakeholders for the policy dialogue. Both the simulation model and the policy dialogue presentation will take place later in the year.

INTERGENERATIONAL CASE STUDY

Jim Williams of the HIID and the researchers Drs. Joy Wolf and Mehira Karra continue to cooperate in data processing. Additional finances required to complete data entry are being negotiated with ABEL and AID/WID offices.

NAMIBIA

A Teacher Training Specialist, Dr. Mark Lynd, was fielded to Namibia through the amended Basic Education Support Project. The Basic Education Support Project has been providing intermittent technical assistance to Namibia in its needs assessment, teacher training, decentralization, and testing, and continuous educational assessment and other areas of education.

In his current consultancy, Dr. Lynd assessed in-service teacher training needs and accorded it an important role in the Program Supplement. The Program Supplement is designed to streamline technical assistance to address key educational issues articulated in a previous needs assessment. Other dimensions of the Program Supplement include curriculum development, instructional materials development, and examination and assessment. Alternative approaches and strategies for English language instruction for teachers and students were formulated by the Consultant as components of the Program Supplement document. The possible use of Peace Corps volunteers is considered in this overall English instruction strategy.

Analyses and review of social soundness, political and institutional environments which condition the overall conceptualization of educational programs and technical assistance to strengthen them, were also presented by the Consultant. USAID/ Namibia has requested the return visit of Dr. Lynd in May, 1994.

NICARAGUA

Schooling, Repetition, and School Dropout Survey

This study was designed and undertaken to fill the information vacuum on important aspects of Nicaraguan Education at the request of USAID/Nicaragua. ABEL subcontractor Research Triangle Institute (RTI) was responsible for the design and implementation of the study. Drs. Luis Crouch of RTI, Carlos Gargiulo, and a member of the Instituto de Estudios Nicaraguenses are the senior researchers. A team of 30 trained junior researchers assisted the senior research specialists.

The researchers studied 2,500 randomly selected families generating 6,681 school age children interviewed for the study. The final research report will be submitted to ABEL in April, 1994. The study is expected to provide benchmark rates of repetition and dropout in Nicaragua at the 95% confidence level. The research will specify the major variables accounting for the phenomena of repetition and dropping out of school. The results of the study will be presented and discussed at workshops in Nicaragua later in March.

SYSTEM FOR ADVANCING RESEARCH IN GIRLS' EDUCATION (SARA LIBRARY)

On March 21, 1994, the first one hundred documents abstracted and processed by Creative Associates following the ERIC format for document processing, were sent to Ms. Jane Hanson, Associate Director of ERIC at Indiana University. Ms. Hanson complimented Paul Bolejack who worked on the processing of the documents for the thorough and accurate work done. Accuracy in following ERIC procedures and standards for creating abstracts and identifying key words, will expedite the rate at which the documents can be incorporated into ERIC.

THAILAND

Research on Social Forestry, Education, and Participation in Thailand: The Academy for Educational Development through Project ABEL has been supporting this research in which the College of Education, Michigan State University, the Social Research Institute of Chiang Mai University, the Ford Foundation, and the Ministry of Education of Thailand cooperate. The first report of this study was submitted to ABEL on March 1, 1994. The constructive role that schools can and must play in educating public opinion and practice in environmental protection and preservation is clarified in the report.

VENEZUELA

Schooling and Maternal Behavior Study: This study of a random sample of women in a poor urban barrio, seeks to provide new evidence on how women's schooling affects health and reproductive behavior in Venezuela. The findings are expected to provide a cross cultural complement to similar studies previously undertaken in Nepal, Mexico, and Zambia. The principal researchers are Drs. Beatrice de Acedo, Ileana Recagno-Puente, Cristina Otálora, and Mariela Guillén of the Instituto de Psicologia, Facultad de Humanidades y Educación, Universidad Central de Venezuela. The first report of this research is being edited by Dr. Sarah LeVine.

PUBLICATIONS COMPLETED THIS QUARTER

The FORUM for Advancing Basic Education and Literacy Vol. 3, Issue 2, *Education and Health: From Vicious to Virtuous Cycles*

ABEL Information Bulletin No. 40, *Factors Contributing to Educational Achievement in Botswana: An Analysis of Educational Gains of Male and Female Students*

Baseline Data, Social Forestry, Education, and Participation in Thailand, Vaddhanaphuti, Chayan; Benjalug Sookpokakit, and Christopher Wheeler, March 1994

Factors that Affect Girls Access to and Retention in School in Mali, Aminata M. Soumaré

Schooling and Maternal Behavior in A Venezuelan Barrio: Pathways to Child Survival,

Beatrice de Acedo, Ilena Recagno-Puente, Christina Otálora and Mariela Guillen

PUBLICATIONS IN PROGRESS

The FORUM For Advancing Basic Education and Literacy, Vol. 3, Issue, 3, *Education for Sustainable Development*

Schooling and Labor Force Participation, WID/ABEL

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

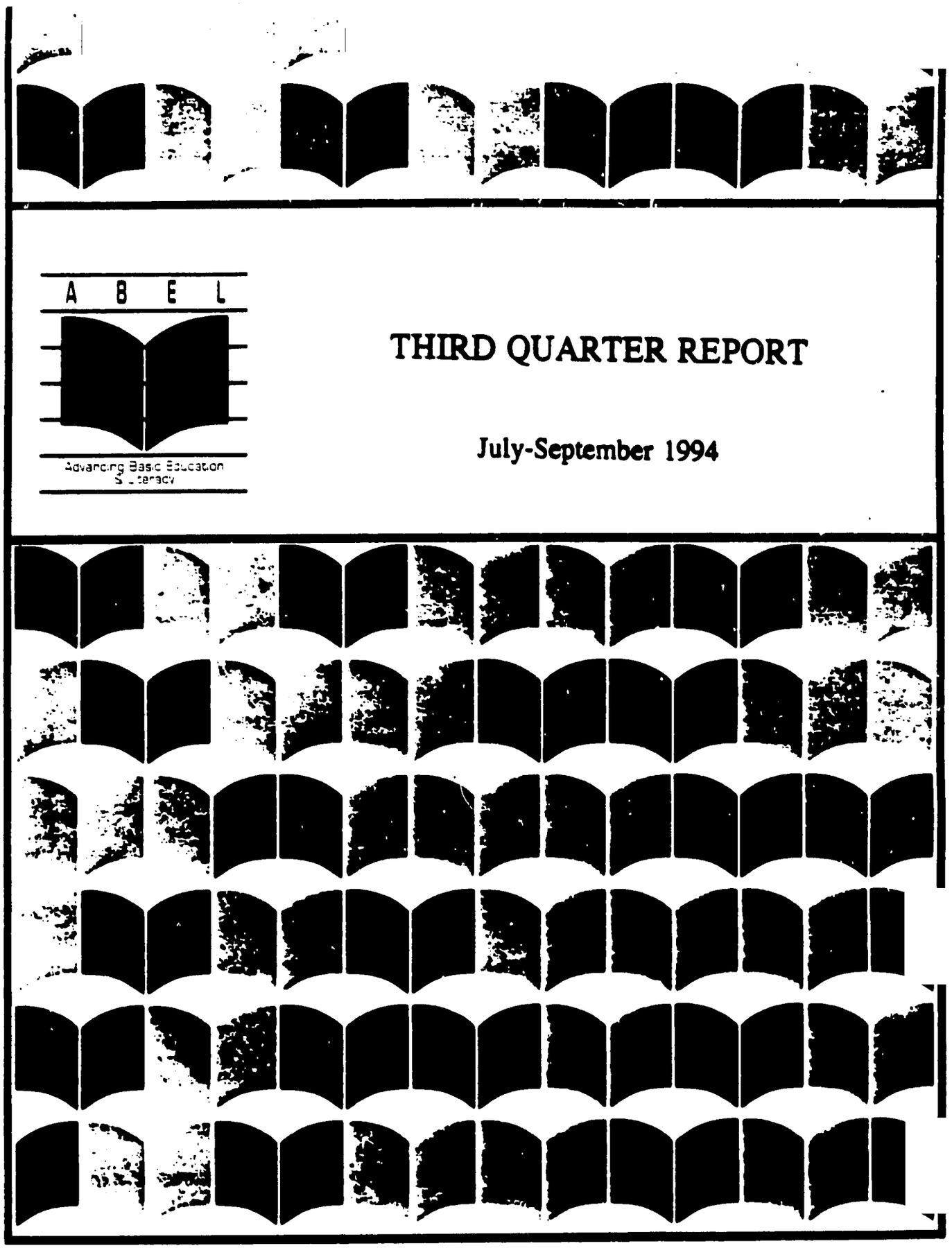
DISSEMINATION OF ABEL PUBLICATIONS, RESEARCH REPORTS, AND OTHER EDUCATIONAL MATERIALS

The FORUM For Advancing Basic Education and Literacy, Vol. 3, Issue 2, and a LearnTech supplement to ABEL Bulletin No. 39 were disseminated to over 4,500 addresses worldwide. The addressees included ministries of education, teacher training institutions, non-governmental education organizations, education policy makers, researchers, universities, USAID missions, donors to Third World Education and other institutions.

In addition to this mass mailing, ABEL disseminated an average of 80 publications, research monographs, educational modules, and video cassettes per month on demand.

THE ABEL LIBRARY/ ARCHIVE

The ABEL Library/Archive educational collection has grown to about 700 publications, three educational (policy) modules, and 42 audiovisual materials. The library's Inmagic database is updated on a monthly basis to facilitate access by users.



A B E L

Advancing Basic Education & Literacy

THIRD QUARTER REPORT

July-September 1994

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

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THIRD QUARTER REPORT

July-September 1994

Prepared by

Almaz Zewde, Ph.D.

Academy for Educational Development
1875 Connecticut Avenue NW,
Washington DC. 20009-1202

This Third Quarter Report for 1994 marks the end of the first phase of ABEL.
Project ABEL- Advancing Basic Education and Literacy- has been operated by the Academy for Educational Development with sub-contractors Creative Associates International Inc., Harvard Institute for International Development, and Research Triangle Institute. ABEL has been funded by the US Agency for International Development (R&D/ED/WID) Contract No. DPE 5832-Zoo-9032-00 Project No. 936-5832.

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THIRD QUARTERLY REPORT

(July-September 1994)

LONG-TERM ACTIVITIES

This quarter marks the end of ABEL1. While some field programs like those in Mali ended on august 1, ABEL programs in South Africa have continued, and are expected to phase into ABEL 2 smoothly. The contract for ABEL 2 is expected to be announced soon. The following report provides a summary of activities during the last quarter of ABEL 1.

MALI

ABEL programs in mali were in the process of closing down during the month of July. Project activities were either handed over or incorporated into government institutions by the end of July, and the ABEL/Mali field office closed on August 5, 1994. Prior to project closure, RTI finalized the French version of the flip chart Ten Reasons to Invest in Education earlier prepared in English. An End of Project Report was prepared by the field staff and submitted to ABEL/Washington at the end of project activities.

Sandra Alegria, Project Assistant to ABEL/Mali, went to the country to help with the close down of project activities.

SOUTH AFRICA

ABEL/South Africa's objectives during this quarter focused on:

* Strengthening and enhancing the management and technical capacities of USAID/South Africa grantee educational NGOs through training and technical assistance;

* Promoting educational dialogue and the exchange of ideas within South Africa. Dialogue among South African educators, and between US and South African educators were conducted to clarify policies that need to be articulated and implemented to maximize South African educational growth and continuity;

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* Providing technical support to the USAID/South Africa Mission.

WORK WITH NGOS

Report-back Workshops

ABEL/South Africa prepared and implemented a series of **report-back workshops** at which three South African early childhood educators who had completed a study tour in the US and Canada made presentations. The South/African educators had participated in a study tour which was designed to enable them to observe innovative anti-bias educational methods, to learn from research findings, and to observe multi-ethnic and multi-cultural education in the US and Canada. The group had, in addition, participated on the annual conference of the National Association for the Education of Young Children held in Anaheim, Ca. and the Early Childhood Education Diversity Symposium of the Canadian Council for Multicultural and Intercultural Education held in Vancouver in November, 1993.

The report-back workshops took place at the following venues during the designated dates: a) Johannesburg, July 18 b) Durban, July 19, and c) Cape Town, July 21. All of the workshops were a great success, and participants felt that ABEL/South Africa should facilitate more of such short-term training programs in different skill areas for South African Educators on a continuous basis.

Evaluation of the Pretoria Witswaterstand Vall (PWV) Region, Phases I & II

The government of National Unity has introduced changes and new expectations in the responsibilities of NGOs. With the previous government, most NGOs did not have to account to anyone regarding their activities. However, most sponsors and funding organizations demanded transparency and accountability though the management skills of most NGOs did not make compliance with this demand always possible. ABEL introduced evaluation training programs earlier in the year. The practice of systematic evaluation is new in concept and practice to most NGOs, but as it is becoming a standard expectation of external program sponsors, something needed to be done to build adequate NGO evaluation capacity.

ABEL/South Africa has been the main instrument for building NGO capacity for program evaluation. During this reporting quarter, ABEL conducted phase I of a series of evaluation workshops from August 8-12, 1994 for different NGOs in the PWV region.

The workshop focused on training participants in practical skills to design and conduct evaluations on the performance of their organizations. Phase I (five days) of the workshop series on evaluation design, selection of appropriate data gathering methods, design of data collection

instruments and the general management of the evaluation process.

Phase II will take place during November 28-30, 1994. It will to focus on methods of analysis and report writing. The participants will be those that completed phase I, and will be given opportunities to go back to their respective organizations to implement the data collection instruments they designed during phase I and complete the other phases of the evaluation process under the supervision of the trainers.

Evaluation of Technology Education in South Africa

Dr. Dyrenfurth, a professor of technology and industry at the University of Missouri, was requested by PROTEC to come and do an evaluation on the technology education in South Africa. PROTEC approached ABEL/South Africa to facilitate Professor Dyrenfurth's consultancy. Accordingly, ABEL/South Africa prepared his scope of work and planned all the necessary activities related to the consultancy and facilitated the professor's activities. The consultancy was funded through an IQC by USAID/South Africa. The consultancy was completed in August and Professor Dyrenfurth's report is expected within a few weeks.

Organizational Management Workshop (Course)

ABEL/South Africa organized a training workshop on **organizational management** for a group of NGO managers. The workshop was conducted by the Human Awareness Program consultants form South Africa under purchase order from USAID/South Africa.

Short-Term Visits to Provide Strategic Support to NGOs

A team of ABEL/South Africa staff visited different NGOs receiving project assistance over the years. The visits had three purposes: 1) to assess the impact and value of project interventions on the performance of served NGOs; 2) to conduct a needs-assessment for future programs; and 3) to provide the new Deputy Director of ABEL/South Africa, Dr. Zodwa Dlamini opportunities to be acquainted with USAID grantee NGOs. The team visited the following NGOs and projects:

Training and Resources in Early Education: The team visited the Training and Resources in Early Childhood Education (TREE) and the **Education Foundation** in Durban. TREE trains pre-school teachers, and the Education Foundation supports a clearing house of educational data collection and research-Edusource. Both organizations expressed satisfaction with the training and organizational support services offered to them by ABEL. They declared that ABEL programs have been beneficial to them in upgrading the procedures and content of their service activities.

Operation Upgrade: The team also visited Operation Upgrade in Natal. This NGO is involved in training teachers for Adult Literacy programs in the Natal/Kwazulu region. Here too, the feedback on ABEL's technical assistance was positive and encouraging. The participants in

ABEL workshops and training programs from this organization urged that in the future, certificates of participation issued at the end of ABEL seminars, workshops and other training programs contain a detailed list of courses offered and subjects covered

READ-Pietermaritzburg: This is an organization that promotes English curriculum development for rural schools in Natal. Although this organization is no longer a USAID grantee, ABEL/South Africa felt that it would be important to get their assessment regarding previous ABEL/South Africa interventions and a visit was made to this organization. The overall feedback received from READ was satisfactory. Senior staff of READ enquired if they could participate in future ABEL programs. Their request will be studied.

Cape Town- Ekuhlaleni: This is a community based training program for educare workers and parents and operates in townships around Cape Town. Ekulaleni, like many other organizations, was started as a small and struggling organization. It has now grown and is a strong and expanding institution. Ekuhlaleni attributes most of its growth to ABEL/South Africa's technical support. Ekuhlaleni is one of ABEL/South Africa's success stories.

Use, Speak, Write, English (USWE): This is an adult literacy organization providing teacher training for literacy teachers in the Western Cape. During discussions, USWE was very specific as to what they needed. A workshop or training program on Conflict Management was on top of their agenda. They also asked ABEL/South Africa to conduct a training on **Managing Diversity** at the work place. ABEL/South Africa plans to include these requests in its 1995 program activities.

Grassroots: This organization provides training of educare teachers in the townships of Cape Town while serving as a learning resource to other educare centers in the townships. The feedback received from this organization on ABEL/South Africa's intervention was very positive. A suggestion that ABEL/South Africa collaborate with **Grassroots** in some of its future interventions was offered.

FACILITATING CONFERENCES & MEETINGS

The Strategic Planning Meeting with Western Transvaal Education Foundation

The Western Transvaal Education Foundation has been one of the USAID grantees. Technical assistance to this organization mainly focused on strengthening its managerial and pedagogical capacity to conduct training for educare teachers in Western Transvaal. During the preparation for this strategic planning meeting, USAID/South Africa requested ABEL/South Africa to provide the necessary technical support for the successful implementation of the meeting. Dr. Zodwa Dlamini was the key person providing the said technical support.

The Sacred Heart College: the planning of a study tour which is expected to bring nine South Africans to observe the operation of Essential Schools in the US, and to attend the Coalition of

Essential Schools' Forum to be held in November 1994, is underway. This initiative arose from a proposal submitted to USAID/South Africa by Dr. Dawn Butler following the visit of Dr. Ted Sizer of the Coalition of the Essential Schools. Dr. Sizer's visit was hosted by Drs. Neil McGuirk and Dawn Butler at WITS University earlier in the summer. The purpose was to discuss the achievements of the Essential School approach and to explore ways in which South Africa could adopt the idea.

A number of key and influential South African educators were present at the WITS University discussion, and Sizer's presentation impressed all. This made the acceptance of Dr. Butler's proposal easy. The study tour of the nine South African educators will be funded by ABEL/South Africa (funding six participants), and the USIS (two participants). The ninth participant will be funded through private sources. Dr. Zowda Dlamini will be among the study group. The group is expected to leave South Africa on October 29, and stay in the US until November 11, 1994.

The PWV Curriculum Development Committee: A Curriculum Development Committee was initiated by Mrs. Mary Metcalfe, Minister of Education for the Pretoria Witswaterstand Vaal region. The purpose of the Committee is to develop strategies on initiating dialogue around curriculum issues. ABEL/South Africa has been associated with this Committee which has worked well so far. Regional workshops on the topic are envisaged in the Committee's plan, and proposals have been written for funding of some of the regional workshops.

ABEL/South Africa has written a letter to the Ministry of Education offering technical services in staff development and institutional capacity building and is waiting for a reply. It may be expected to participate in the running of the workshops.

South African Congress for Early Childhood Development: Many education organizations were represented at the launching of a committee dealing with early childhood development. The committee is going to play an important role in articulating some of the issues facing the educare community. Mr. Williams from the Pretoria Witswaterstand Vaal Ministry of Education represented the Minister of Education Mrs. Metcalfe. ABEL/South Africa attended this committee meeting and may have important roles in its future functions.

North West Region Thousand Schools Project: ABEL/South Africa was invited to attend the Thousand Schools Project conference held in Orkney. The aim of the conference was to get a directory of all NGOs operating in the North West willing to sell their services to the Thousand Schools Project.

Multicultural Conference, Potchefstroom University: Dr. Zodwa Dlamini was requested to present a paper on Multicultural Education and Education Colleges at a conference on Multicultural Education: New Challenges for South Africa hosted by the University of Potchefstroom on August 4-6, 1994. Dr. Dlamini's paper was well received.

Dr. Dlamini had scheduled a meeting with the Premier and the Minister of Education of the Orange Free State on September 20, 1994. The meeting was postponed for unforeseen reasons, but is expected to be rescheduled soon.

Planning activities: Dr. Julie Reddy, Education Director of ABEL/South Africa has been working with TELL to design an evaluation instrument for literacy teacher trainers. She also works with the Education Foundation on designing an appropriate format for reporting on Education Sector Analysis to USAID/South Africa.

SHORT-TERM ACTIVITIES

AFRICAN ACADEMY OF SCIENCES

In Septermber, the African Academy of Sciences submitted three research reports. A report by Dr. Eileen Kwamboka, A Study on The Role of Religious Institutions on Female Education in Kenya assesses the role of religious institutions and their social networks in the education of women. The second report is a progress report by Dr. Aletta Zietsman entitled Developing a Teacher Education Activity While Researching Students' Understanding of Acquired Inheritance. This research will investigate the impact of traditional mysticisms and spiritual beliefs in rural Mozambique (Gaza province) and South Africa (Gazankulu region), on students' understanding and interpretation of scientific subjects like genetics.

Dr. Zietsman has, in addition, submitted a preliminary report on another study, Attitudes of Women and Girls Towards Math and Science in Classrooms. The research investigates girls' attitudes towards situations in classrooms that influence their choice of science and mathematics subjects.

BOLIVIA: CIDE WORKSHOPS

The three remaining workshops for Bolivian non-formal educators were completed at the end of September. The workshops focused on Popular Education and The Elaboration of Educational Materials.

CROATIA

The first in-service teacher training workshop for teachers of Bosnian refugee children was completed during late August. The trainers noted with satisfaction that the workshop achieved more than expected; in addition to the pedagogical benefit of the workshop, participants demonstrated a visible therapeutic benefit. At the end of the workshop, even the most despondent, and many were in this state of mind given the extreme emotional and social stresses they live under, displayed optimism and "playfulness'. The physical exercise and other extra curricular activities helped new and more positive perspectives to the life circumstances of being

and dealing with refugee educators and refugee education.

On September 9, 1994, Dr. Robert P. Pearson, who worked on the in-service teacher training effort for Croatian refugee teachers, completed and submitted a document titled Potential Ways to Train the Remaining Untrained Teachers in The Bosnian Extra-Territorial Schools of Croatia. The document envisions programs that use the currently trained teachers for the training of still untrained teachers serving in 12 extra-territorial schools for Bosnian children. The report provides a day-to-day program of training sessions for the Winter Quarter which is proposed to run from Dec. 28, 1994 to January 15, 1995. The Bosnian schools close for winter vacation and the program is designed to take advantage of the break to training the teachers.
Creative Associates Inc. backstopped both activities.

EGYPT

The literature review was completed and delivered to the researchers dealing with the other dimensions. Dr. Jennifer Spratt completed the analysis of the Egyptian Census data and the database of the results of 18,000 interviews and 700 questionnaires. Drs. Nivine Hamden and Linda Padgett worked on the analysis of lessons learned: what worked and what did not work, in donor assisted projects, intended to promote girls' education. The draft report on each of these was submitted to Creative Associates and Ms. May Rihani conducted a series of meetings with Drs. Nagat Sanabary, Linda Padgett, and Jennifer Spratt to decide on how best to integrate the analyses into a unified final report. The final report is expected within the next few weeks.

ETHIOPIA

The following areas are being addressed by the project and nonproject technical assistance plan which has been designed on the basis of the results of the sector reviews, demand study, and policy dialogue completed in July, 1994: 1) school leadership (in-service training); 2) school-based strategic planning modeled after Benin, Mali, South Africa, and Uganda; 3) effective curriculum; 4) testing and assessment; and 5) building institutional capacity for educational self-evaluation at decentralized levels. The implementation of the technical assistance plan has started on a modest scale, and is expected to be in full swing under ABEL2.

EVALUATION OF ABEL 1

ABEL 1 staff held a series of meetings with the evaluators of ABEL 1 from Management Services International (MSI). A number of documents, summary reports, and data breakdown were prepared for the evaluation team to facilitate its work.

GIRLS EDUCATION DATABASE PROJECT

The work on this project is progressing, with Creative Associates submitting about 50 processed document a month to ERIC for incorporation into that database. The bottleneck in ERIC's

absorbptive capacity remains the major constraints on the completion of the work in scheduled time.

INTERGENERATIONAL CASE STUDY (INDIA)

The draft report on the intergenerational case study, called Education's Impact on Girls: Five Generations of An Indian Family was submitted to ABEL in July. The researchers, Drs. Joyce M. Wolf and Mihira Karra, presented their major findings and implications for social policies and programs pertaining to girls' educational and family planning at the ABEL staff meeting on July 20. The findings of the study provide some novel insights including the significant role men continue to play in decisionmaking regarding family planning and girls' education across educational levels of female family members. The final report is under completion.

REACHING PREIPHERAL GROUPS

The manuscript entitled Reaching Peripheral Groups: Community, Language, and Teachers in the Context of Development, was completed and submitted to ABEL. This project was subcontracted by the Graduate School of Education, State University of New York at Buffalo in 1993. The Editor of the manuscript is Professor William Cummings and contributors are: Drs. John H Williams, Zeynep F. Beykont, and Maria Teresa Tatto.

SCHOOLING AND LABOR FORCE PARTICIPTION

The suggestions of different reviewers and the AID/WID office were incorporated into the final report of this document study. The document is now available for dissemination.

VENEZUELA: SCHOOLING AND MATERNAL BEHAVIOR

The study on Schooling and Maternal Behavior in a Venezuelan Barrio: Pathways to Child Survival, by Beatrice de Acedo, Ilena Recagno-Puente, Cristina Otálora and Mariela Guillén of the Instituto de Psicologia, facultad de Humandades y Educacion, Universidad Central de Venezuela, was completed, edited by the ABEL Research/Training Specialsit and others, and disseminated.

PUBLICATION AND DISSEMINATION

PUBLICATIONS COMPLETED THIS QUARTER

FORUM For Advancing Basic Education and Literacy, Vol.3, Issue No. 4, *Approaching Democracy and Education*, Sept. 1994.

ABEL Bulletin No. 41, *Nicaraguan Study on Schooling, Repetition, Dropouts: A National Study and Implications*, August, 1994.

Schooling and Maternal Behavior in a Venezuelan Barrio: Pathways to Child Survival, by Beatrice de Acedo, Ilena Recagno-Puente, Cristina Otálora, and Marela Guillén.

DISSEMINATION

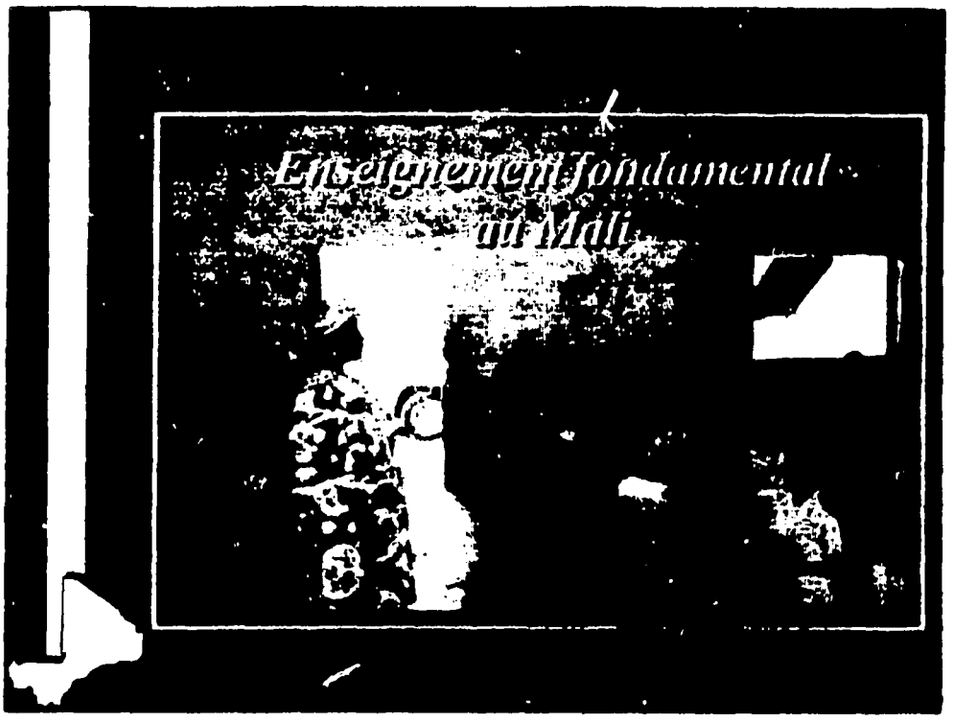
The FORUM, Vol. 3, Issue No. 4 and ABEL Information Bulletin No. 41 have been disseminated to the usual 4, 500+ addresses worldwide, while the dissemination of other education materials collected and generated by ABEL continued in response to the growing international demand for these materials.

THE ABEL LIBRARY AND DATABASE

The ABEL library and database were maintained. The library scaled down material acquisition in preparation for the close down of ABEL 1. The database was updated.

APPENDIX J

FUNDAMENTAL EDUCATION IN MALI
(Enseignement fondamental au Mali)



Bienvenue, la présentation sur l' Enseignement fondamental au Mali.

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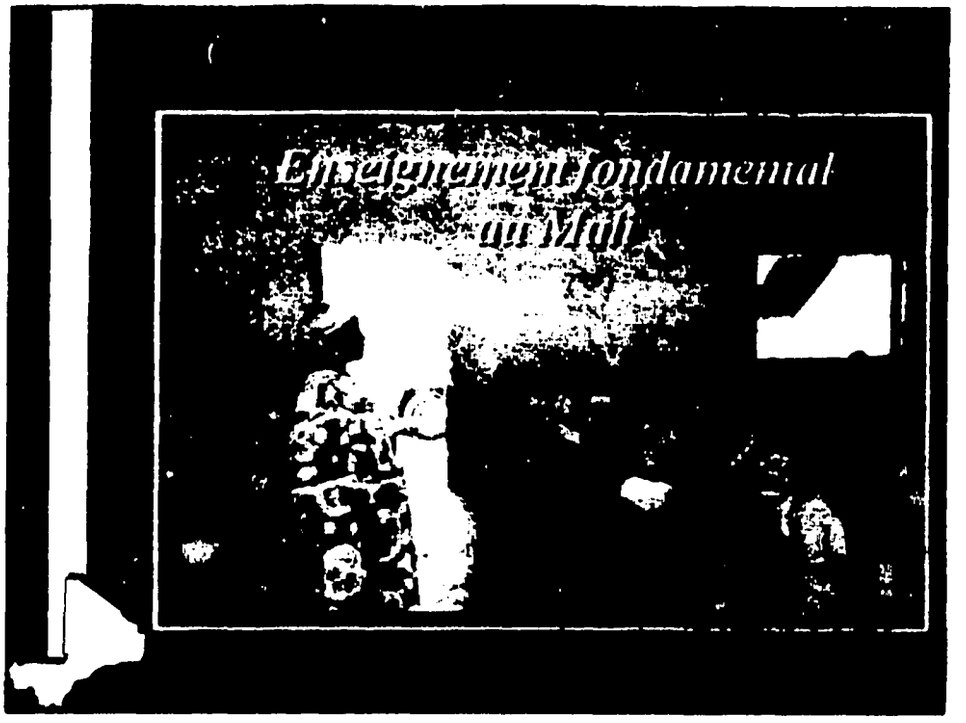

Bienvenue la présentation sur l' Enseignement fondamental au Mali.

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Cette présentation a été élaborée par :

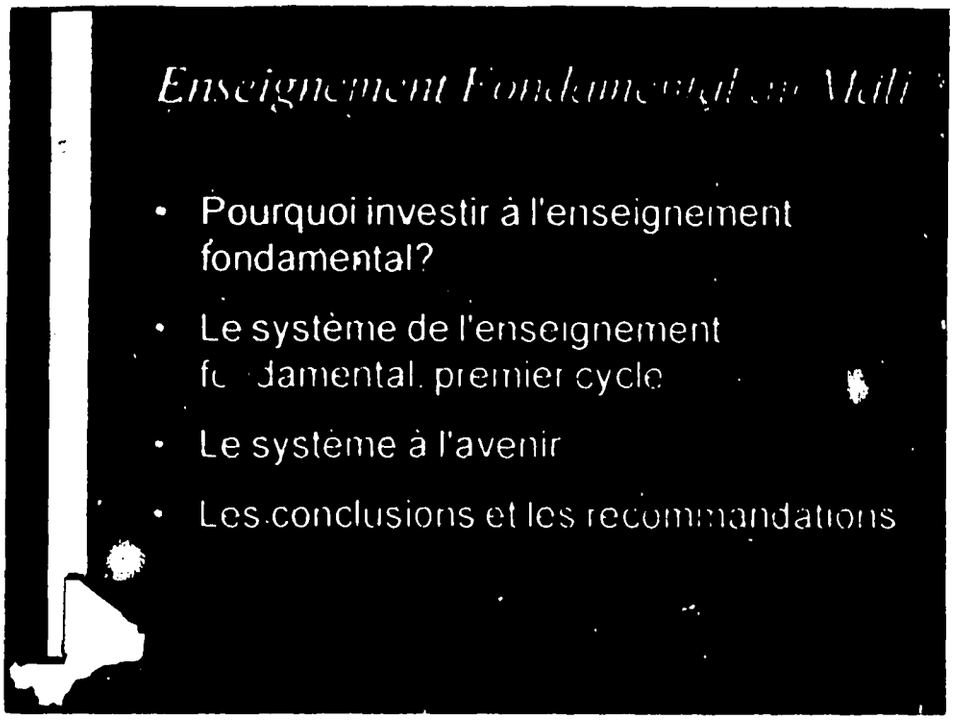
La Cellule de Planification et de Statistique

du

Ministère de l'Education de Base

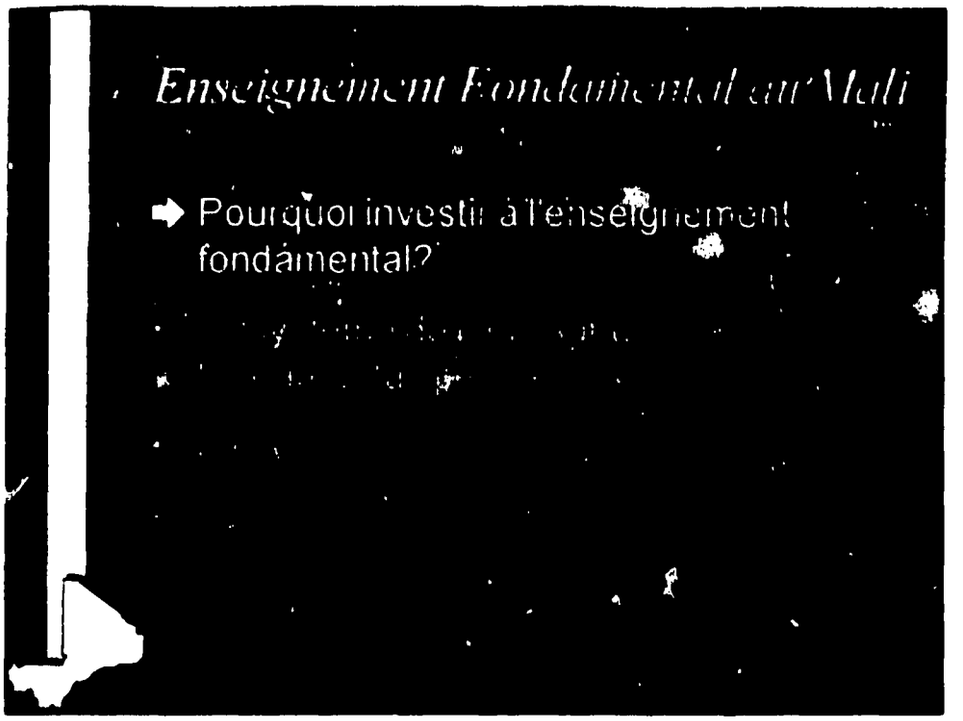
en collaboration avec

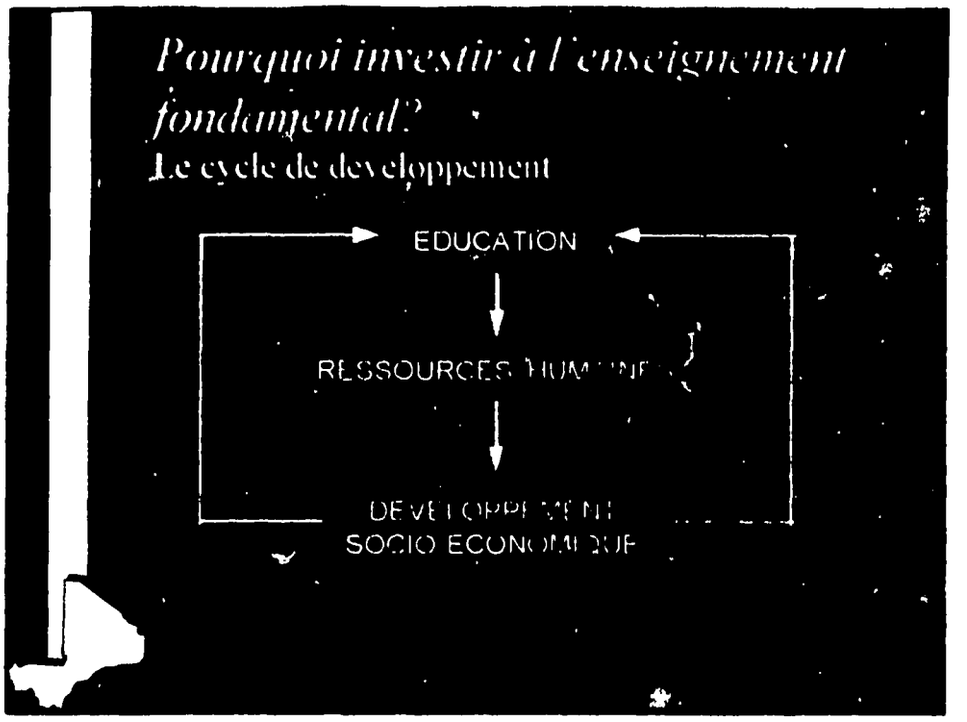
Le Projet de Developpement de l'Education de Base de l'USAID



Cette presentation est essentiellement consacrée au premier cycle de l'Enseignement fondamental Quatre aspects y seront traités à savoir

- L'importance de l'investissement dans l'Education
- La situation actuelle du Mali compte tenu d'un certain nombre d'indicateurs du secteur éducatif
- La situation à l'avenir du Mali
- Les conclusions et les recommandations


Enseignement Fondamental au Mali
Pourquoi investir à l'enseignement fondamental?



L'éducation contribue à la promotion des cycles de développement Par exemple, un relèvement du niveau de l'éducation débouche sur des ressources humaines plus qualifiées qui pourraient contribuer à améliorer la situation social et la productivite et finalement aboutir a une meilleure performance economique Ce qui créera des ressources additionnelles qui pourraient être reinvesties en éducation et le cycle recommencera

Il est généralement admis que l'Education est un élément clé du développement national en ce sens que pour soutenir un démarrage économique, les nations ont besoin d'atteindre un certain niveau d'éducation. A titre d'exemple, 25% de la main-d'oeuvre en Corée, Hongkong et Singapour avaient déjà termine l'enseignement secondaire quand ces pays ont entamé leur période de croissance economique rapide dans les années 60

Pour montrer les effets de l'Education sur le bien-être social, nous considérons d'une part les relations entre le Taux Brut de Scolarisation des filles (TBSF) et le Taux de Mortalite Infantile (TMI) et l'Indice Synthétique de Fécondite (ISF).

Cette relation est l'une des plus fortes dans le développement socio-économique.

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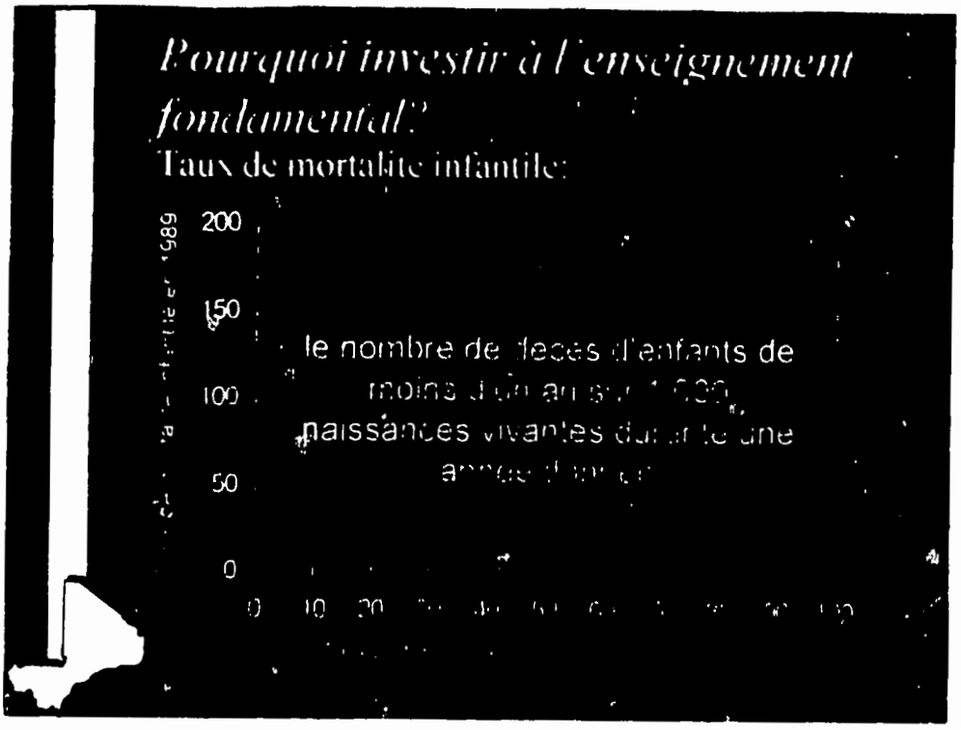
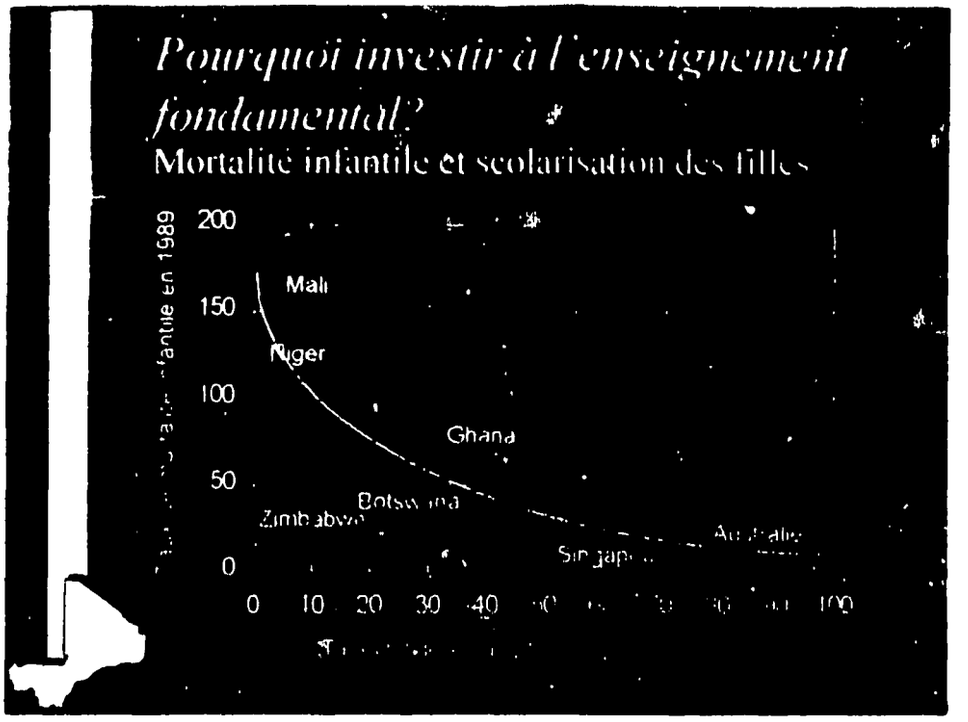
Pourquoi investir à l'enseignement fondamental?

Taux brut de scolarisation:

$$\frac{\text{les effectifs}}{\text{la population scolarisable}}$$

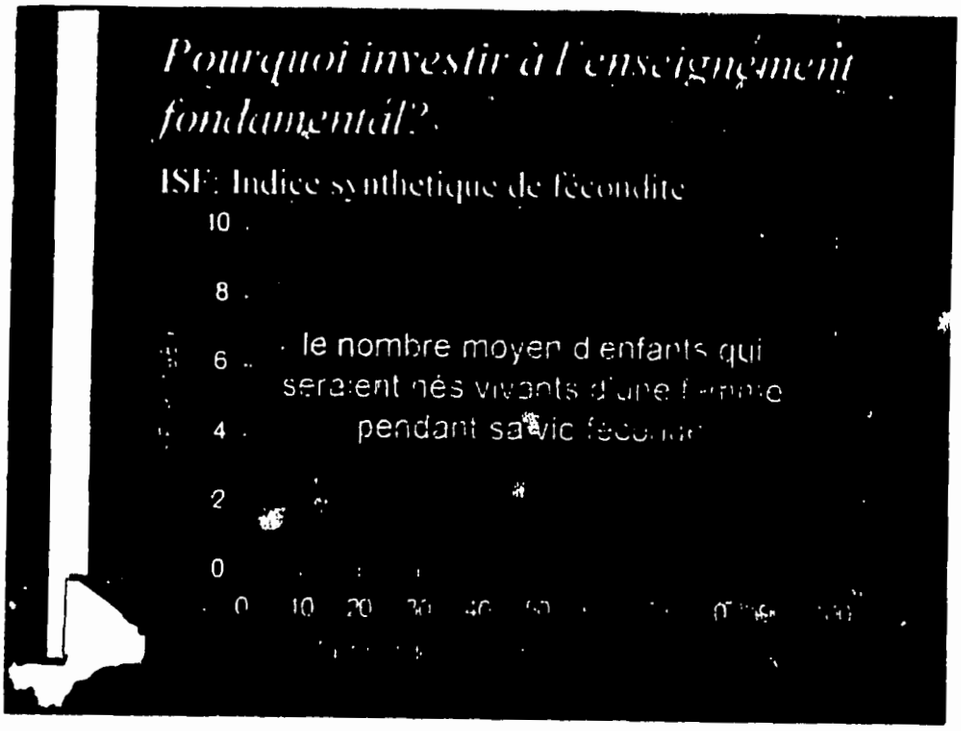

Pourquoi investir à l'enseignement fondamental?
Taux de mortalité infantile:
200
150
100
50
0
0
10
20
le nombre de décès d'enfants de
naissances vivantes

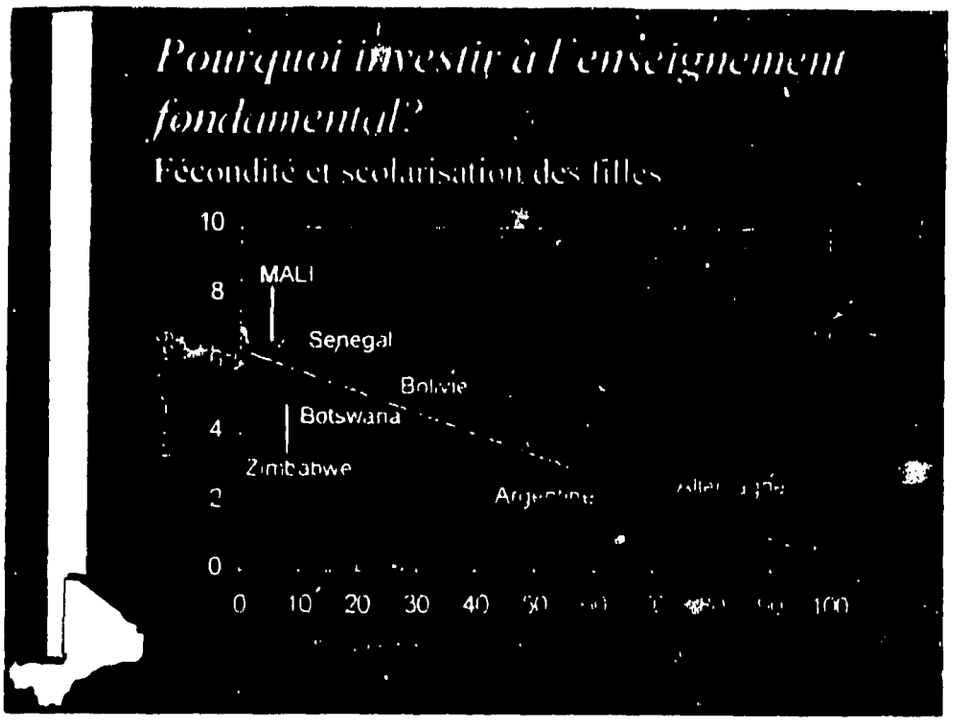


D'autre part les relations entre le taux brut de scolarisation au secondaire des filles (TBSSF) et mortalité infantile (TMI) font ressortir que plus les filles reçoivent d'instruction plus la mortalité infantile diminue.

Le graphique donne pour le Mali un TBSSF de 3% en 1975 pour un TMI en 1989 de 167 décès pour 1000 naissances vivantes alors que l'Australie a un TMI de moins de 10 decès pour 1000 naissances vivantes avec un TBSSF de plus de 85%

210

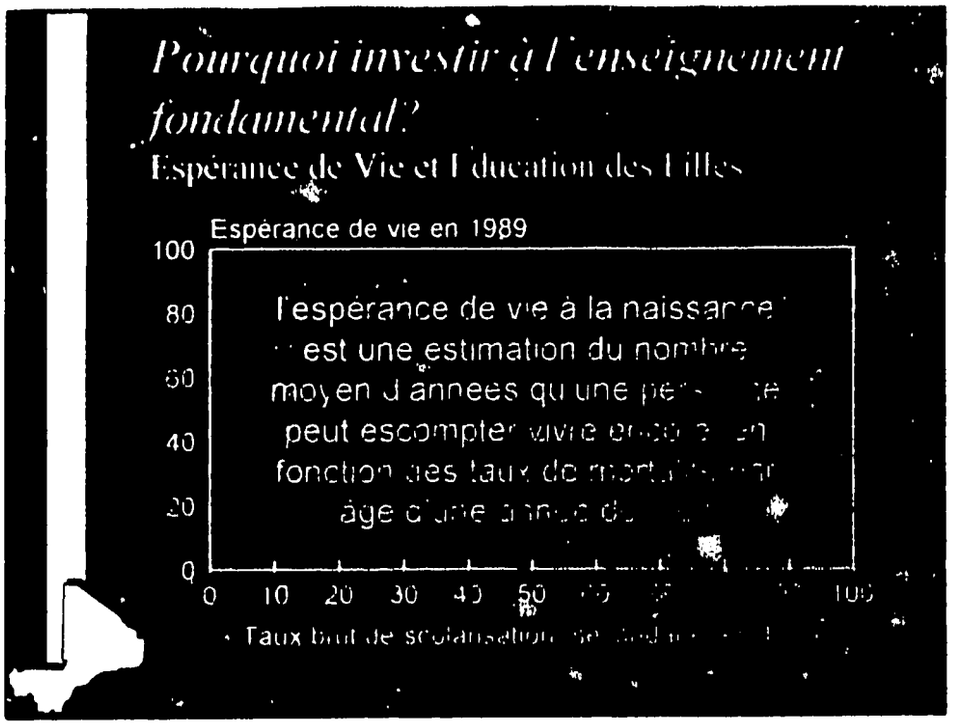

Pourquoi investir à l'enseignement fondamental?
ISF: Indice synthetique de fécondite
10
8
6
4
2
0
le nombre moyen d enfants qui
seraient nés vivants d'une femme
pendant sa vie fécondite
0
10
20

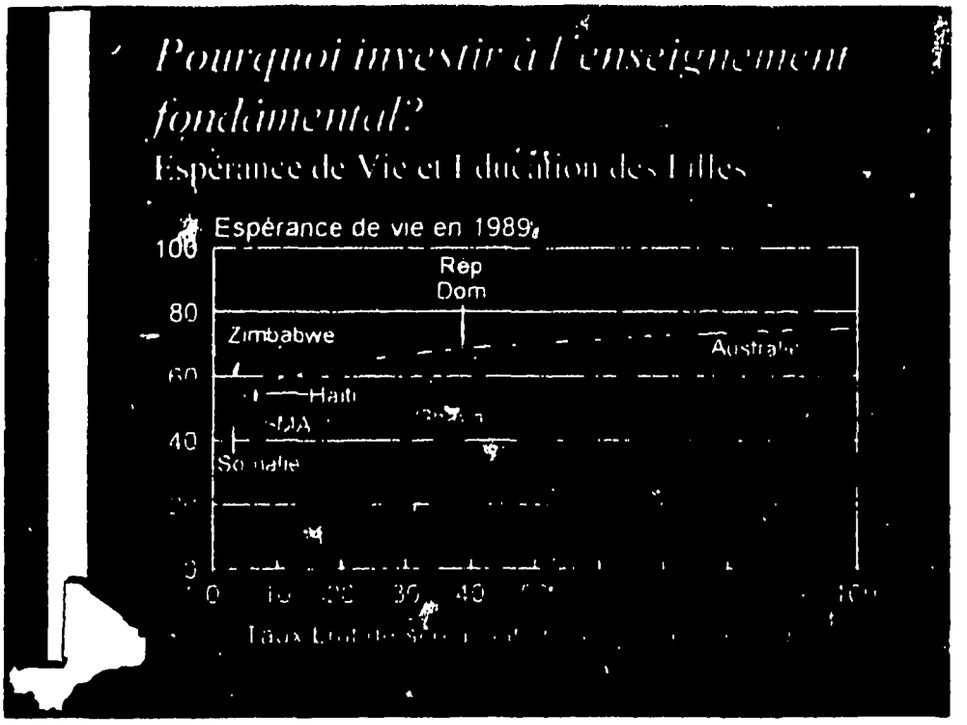


Les relations entre TBSSF et fécondité, plutôt l'indice synthétique de fécondité (ISF), font ressortir que plus les filles reçoivent d'instruction plus l'indice synthetique de fécondite (ISF) diminue.

Le graphique met en relief deux cas extrêmes Le Mali et l'Allemagne On remarque que l'ISF au Mali est de 7,0 pour un TBSSF de 3% pour les filles au secondaire en 1989 tandis qu'en l'Allemagne l'ISF est de moins de 2 pour un TBSSF de plus de 85%

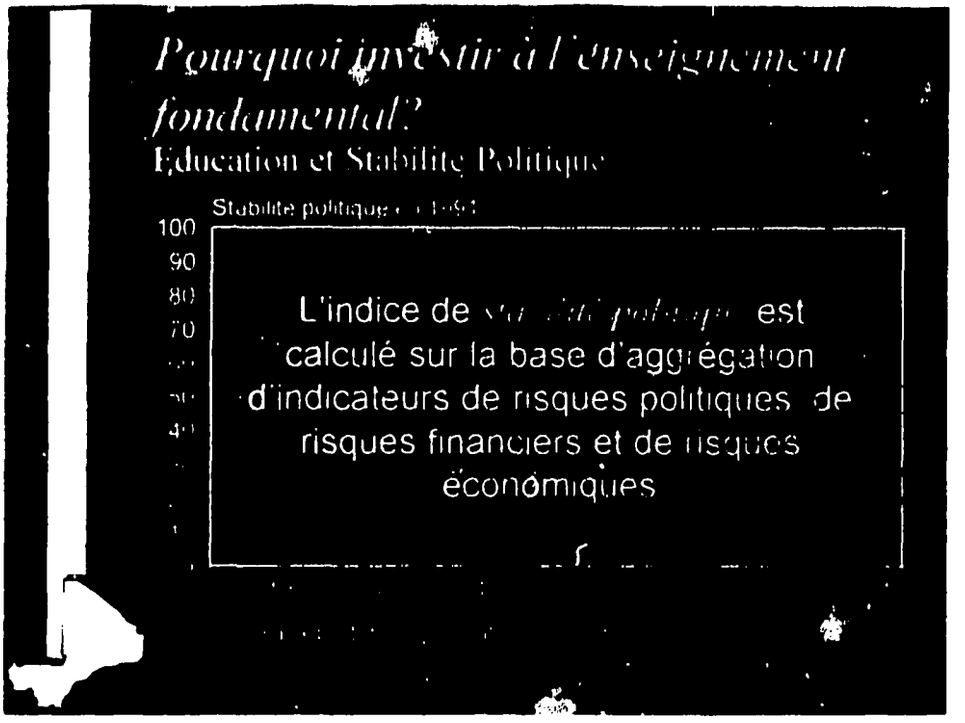
312


Pourquoi investir à l'enseignement fondamental?
Espérance de Vie et Education des Filles
Espérance de vie en 1989
100
80
60
40
20
0
0
10
20
30
40
50
100
l'espérance de vie à la naissance
est une estimation du nombre
moyen d'années qu'une
peut escompter vivre
en
fonction des taux de
âge d'une année
Taux brut de scolarisation



D'autre part, les relations entre TBSS et l'espérance de vie à la naissance font ressortir que plus les filles reçoivent d'instruction plus l'esperance de vie augment.

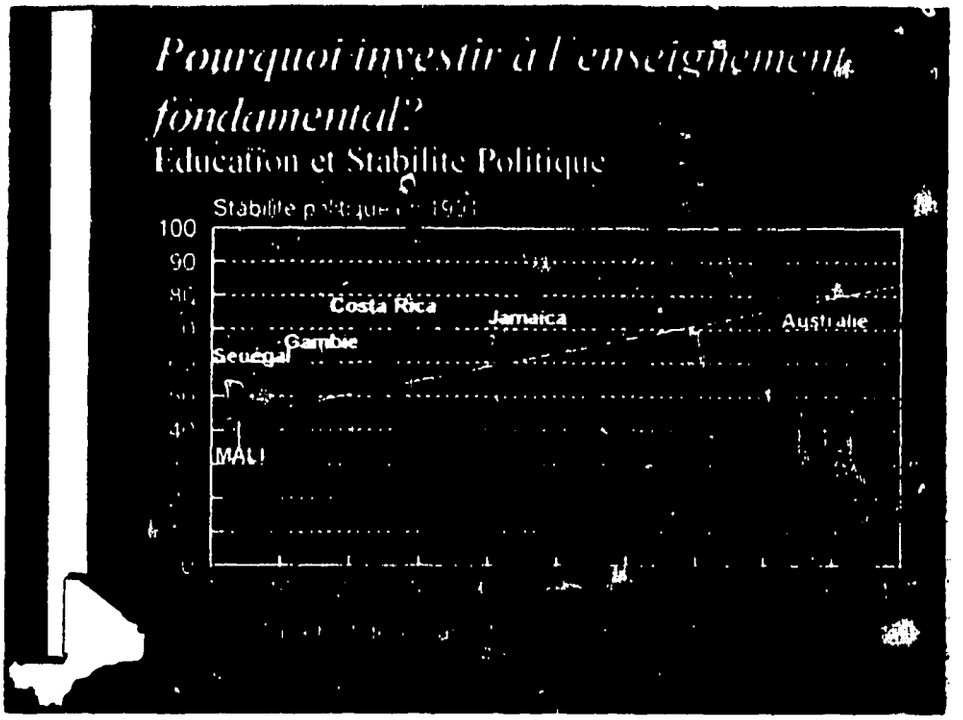
Le graphique donne pour le Mali un TBSS de 5% en 1975 pour un espérance de vie en 1989 de 47 ans alors que l'Australie a un espérance de vie de presque 80 ans avec un TBS de plus de 85%



L'indice de *stabilité politique* est calculé sur la base d'aggrégation d'indicateurs de risques politiques, de risques financiers et de risques economiques

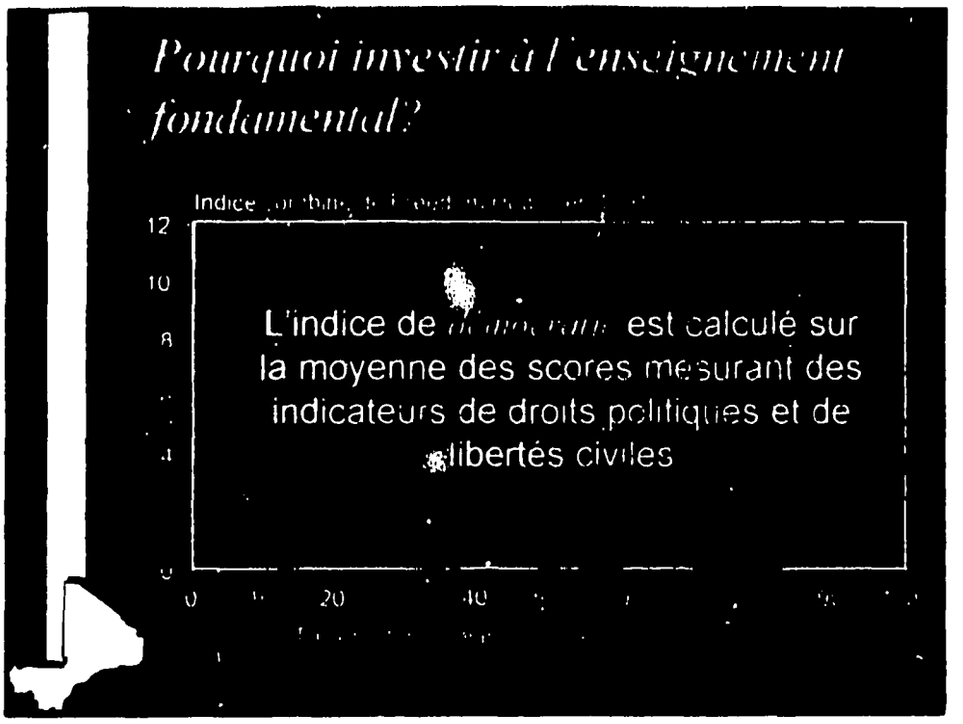
Le niveau de l'indice permet aux investisseurs de décider de la nature et de l'opportunité de l'investissement a faire dans un pays donne

315

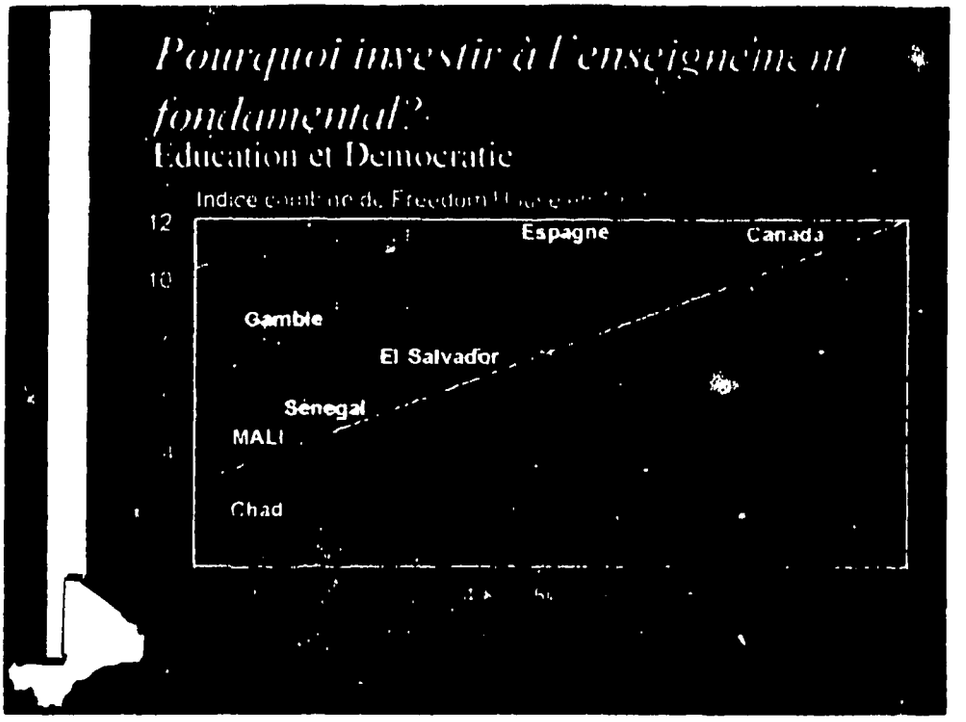


Les relations entre TBSS et la stabilité politique font ressortir que plus les filles reçoivent d'instruction plus la situation politique soit stable.

Le graphique donne pour le Mali une indice de stabilite politque de 40 en 1991 avec un TBSS de 5% en 1970 alors que l'Australie a une indice de presque 80 avec un TBSS de plus de 85%



L'indice de *démocratie* est calculé sur la moyenne des scores mesurant des indicateurs de droits politiques et de libertés civiles



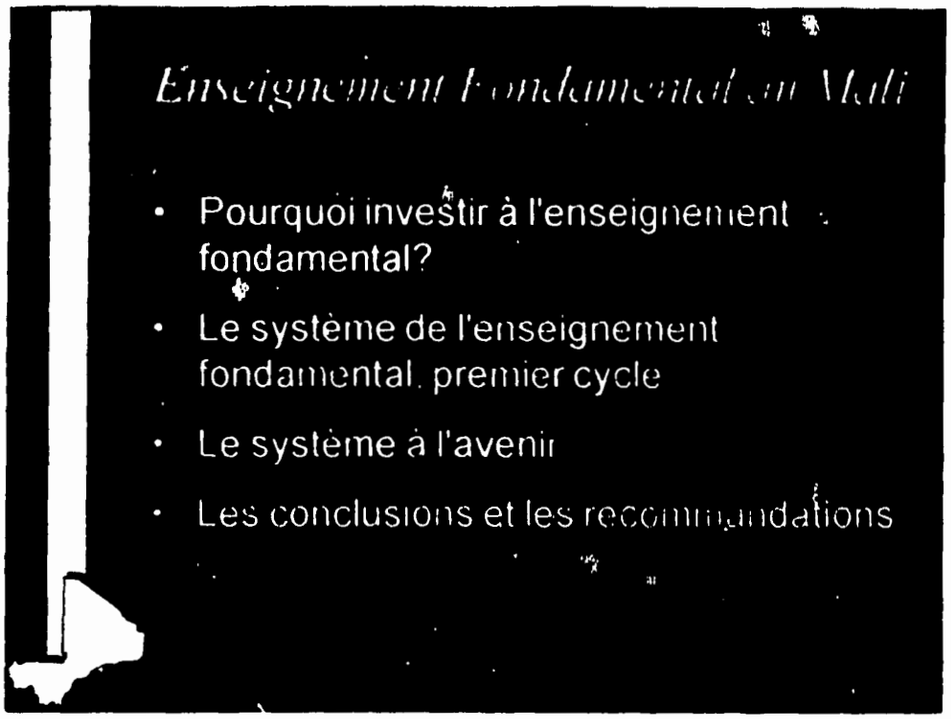
Les relations entre TBSS et la democratie font ressortir que plus la population reçoivent d'instruction plus de tendance sur la democratie augment.

Le graphique donne pour le Mali un TBSS de 7% en 1975 pour une indice de la democratie en 1991 de 4 (maximum de 14) alors que le Canada a un indice de 11 avec un TBS de plus de 80%.

Il est généralement admis que l'Education est un élément clé du développement national en ce sens que pour soutenir un démarrage économique, les nations ont besoin d'atteindre un certain niveau d'éducation. A titre d'exemple, 25% de la main-d'oeuvre en Corée, Hongkong et Singapour avaient déjà terminé l'enseignement secondaire quand ces pays ont entamé leur période de croissance économique rapide dans les années 60.

Pour atteindre un taux d'éducation au secondaire propre à stimuler le développement économique, il faut qu'il y ait un bon taux au primaire.

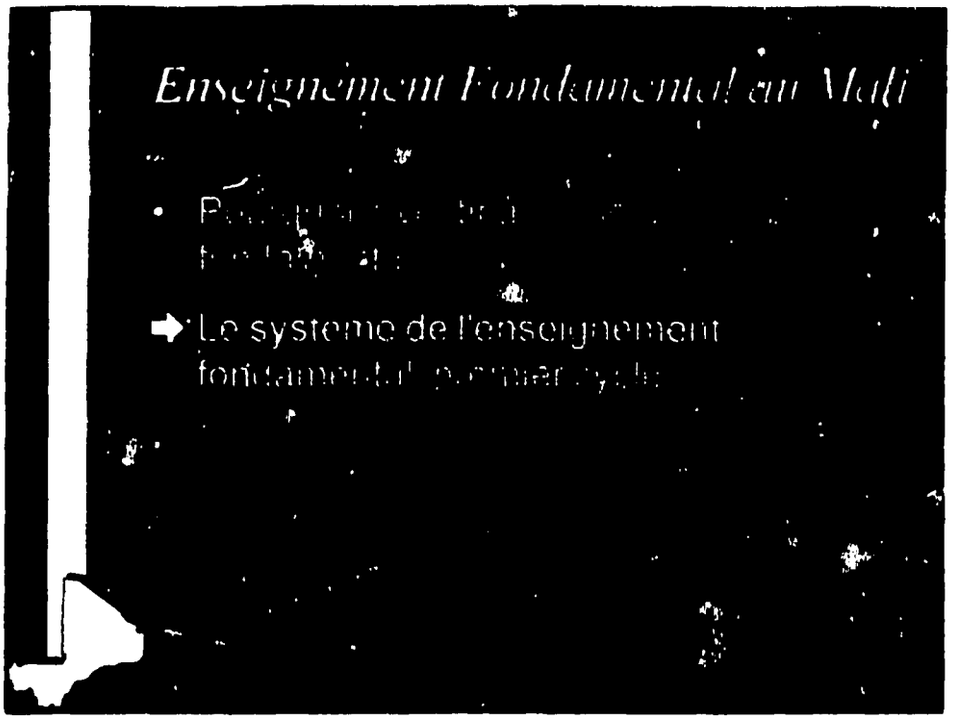
318



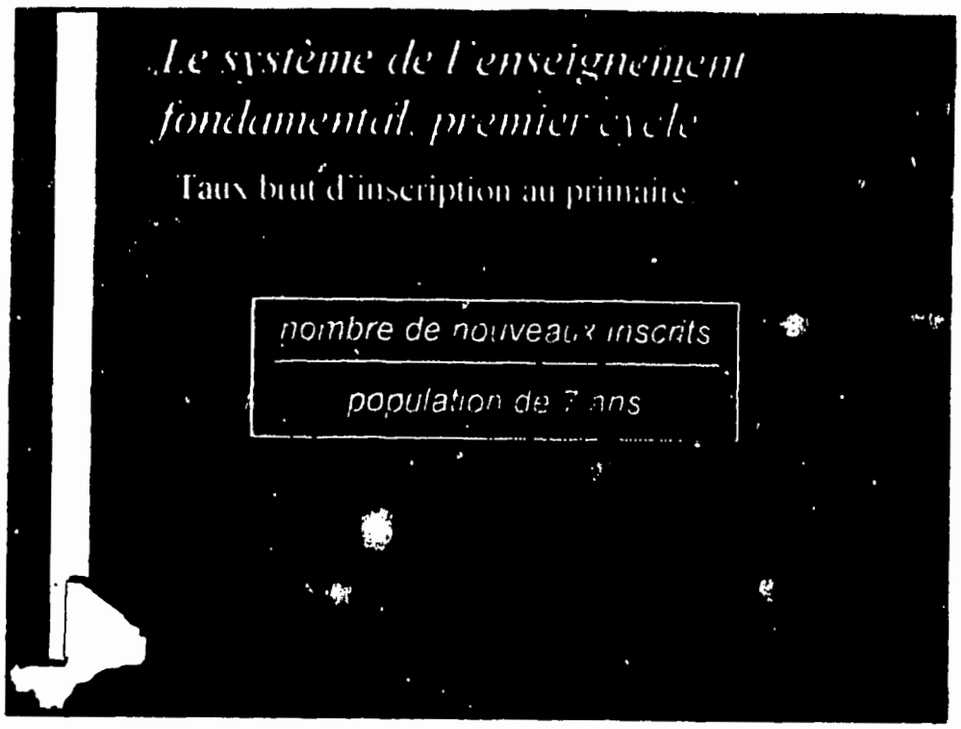
Nous allons examiner la situation actuelle du Mali compte tenu d'un certain nombre d'indicateurs du secteur éducatif et les comparer aux autres pays

Pour atteindre un taux d'éducation au secondaire, il faut qu'il y ait un bon taux au primaire qui lui même est conditionné d'abord par un bon taux d'inscription (TBI).

Quel visage le Mali présente-il en terme de taux d'inscription?

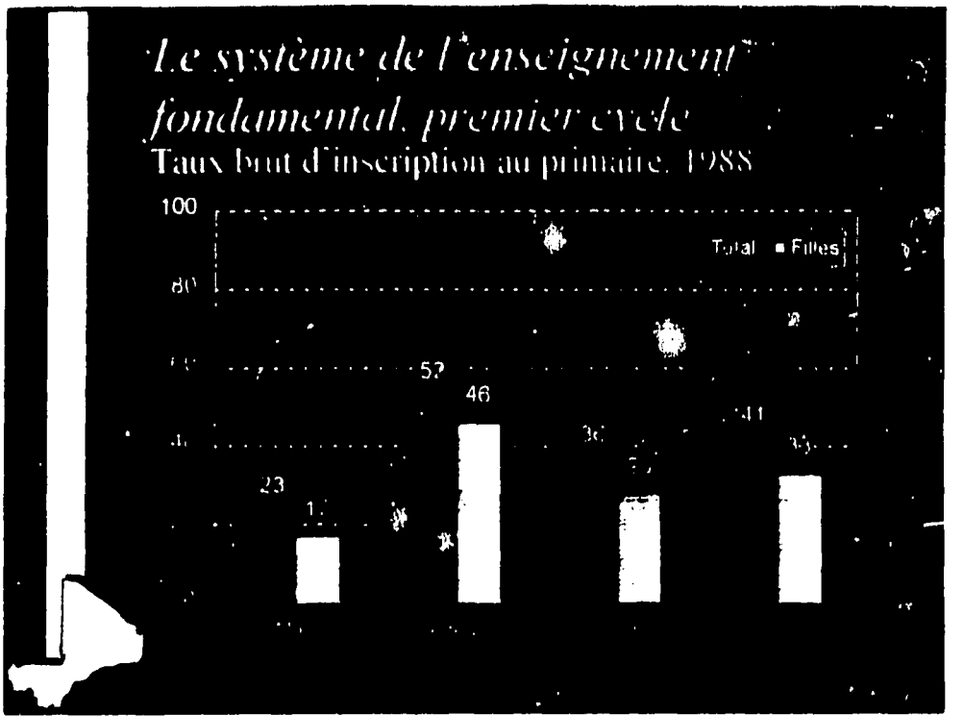

Enseignement Fondamental au Mali
Le systeme de l'enseignement

320



Le taux represente l'age officiel d'entrer a l'école

321



Le graphique montre le taux de quelques pays du Sahel. En 1988, le taux brut d'inscription (TBI) etait de 23 % pour le Mali. Cela signifie que sur 100 enfants en âge d'entrer à l'école, 23 seulement pouvaient cette année là y acceder. Consequemment 77 enfants qui devaient être recrutés ne l'ont pas ete

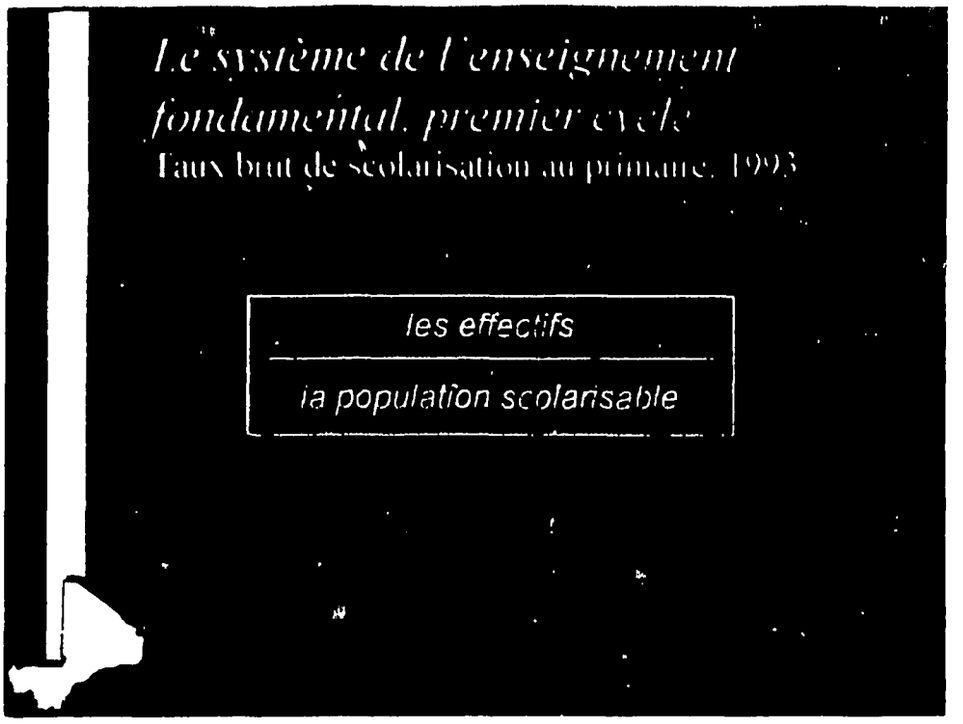
Du reste, il est à constater que le Mali avait en 1988 le taux d'inscription le plus bas de tous les pays du Sahel. La moyenne est de 33% pour le Sahel (Tchad 54, Mauritanie 48, Niger 32) (Cfr Unesco - Office des Statistiques)

Plus inquiétante était la faiblesse du TBI pour les filles. Tout le monde connaît le rôle essentiel de l'instruction chez les filles. Les graphiques précédents l'ont démontré.

Le TBI du Mali en 1988 était de 17% pour les filles tandis que le TBI moyen du Sahel était de 33%. C'est dire qu'au Mali en 1988, sur 100 filles en âge d'aller à l'école, 17 ont pu y aller tandis que 83 n'ont pas eu la chance d'être recrutées alors qu'au Sahel en général sur 100 filles en âge d'aller à l'école, 33 ont pu y aller tandis que 67 n'ont pas eu la chance d'être recrutées.

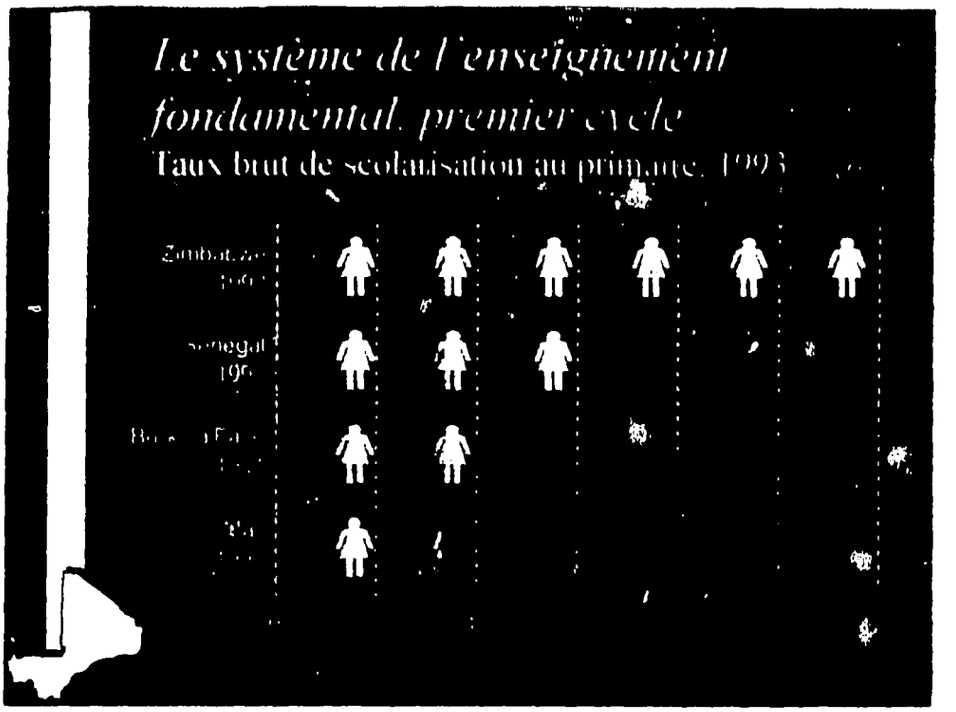
Il ne suffit pas de recruter un grand nombre d'enfants à l'école, encore faut-il les y maintenir pour qu'ils puissent achever le cycle d'études. Ceci nous amène à parler du Taux Brut de Scolarisation (TBS).

322



Taux brut de scolarisation : proportion des effectifs totaux dans la population qui devrait être scolarisee au niveau etudie

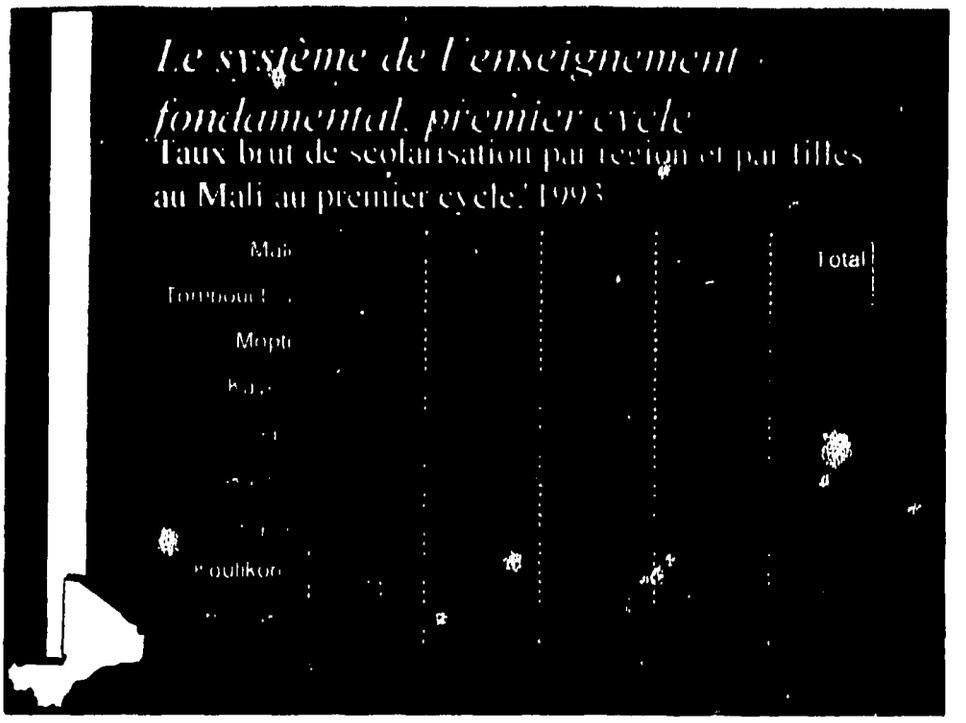
323

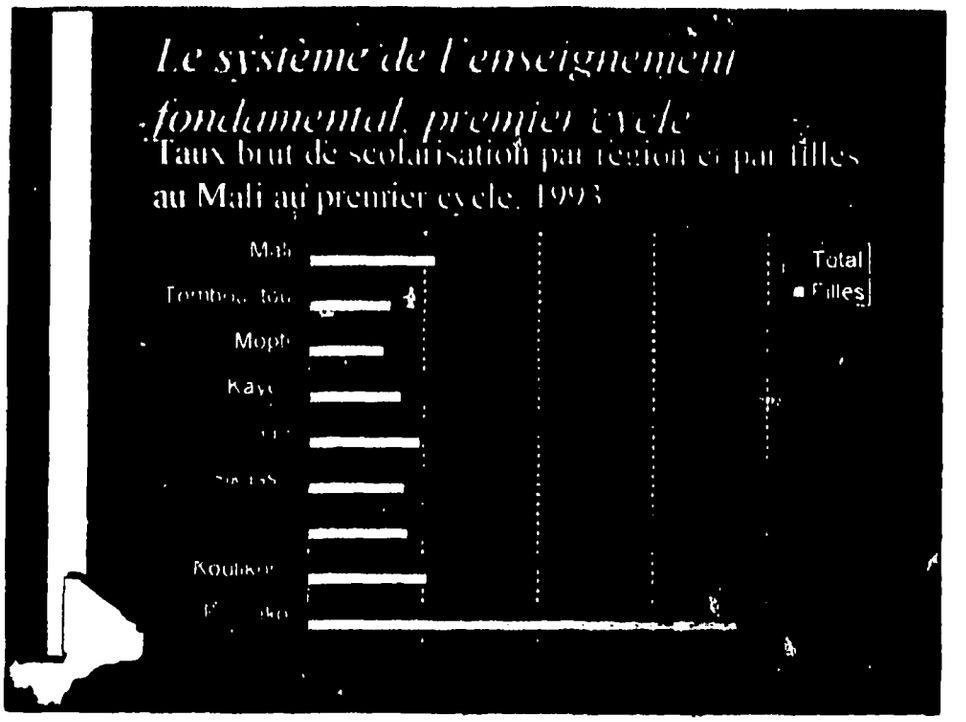


Voici la couverture de l'enseignement primaire en regardant le taux brut de scolarisation au primaire (TBSP)

Pour le Mali en 1991, le TBS était de 25% c'est-à-dire que sur 100 enfants en âge d'aller à l'école primaire 27 y sont allés, et 73 n'ont pas pu y aller. En 1991 le TBSP du Mali était de 25% en 1991 au Burkina Faso et de 37% en 1990 au Senegalet de 59%. Le TBSP de Zimbabwe était 119% en 1992. Le TBSP de Zimbabwe dépassant les 100%, le dépassement qui s'expliquerait à ce niveau par la scolarisation des enfants hors d'âge officiel d'aller à l'école (7-12 ans).

324

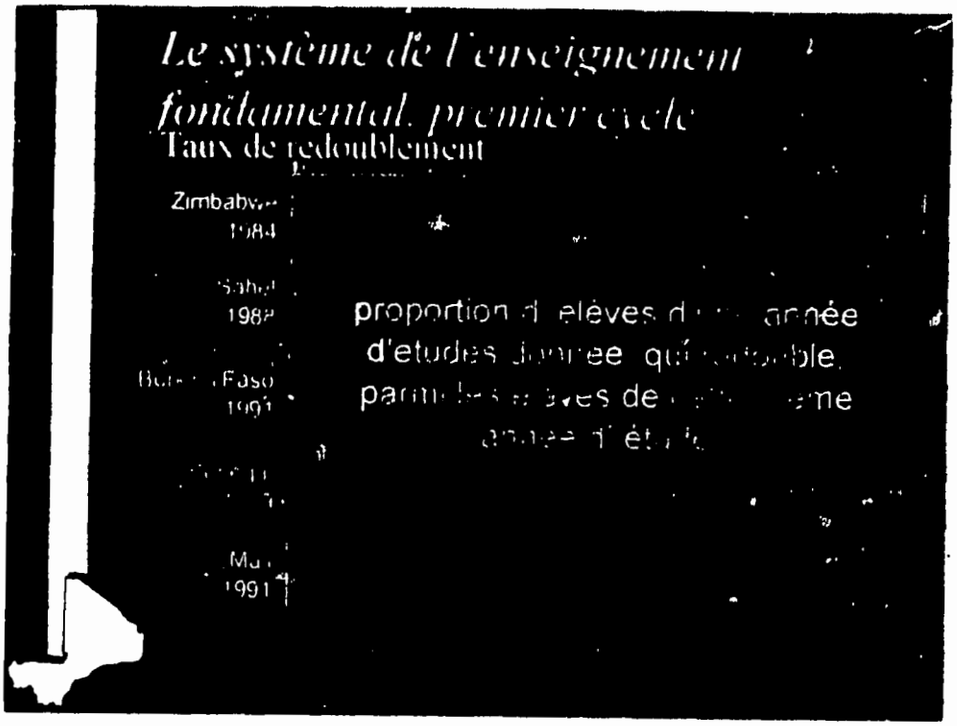

Le système de l'enseignement fondamental, premier cycle
Taux brut de scolarisation par région et par filles au Mali au premier cycle, 1993
Mali
Mopti
Total



La comparaison du TBS par région montre qu'en 1993 (Année scolaire 93/94) le district de Bamako a le TBS le plus élevé soit 86% suivi de Koulikoro avec 30%, Sikasso avec 25, Ségou avec 24%, Gao avec 26%, Kayes avec 24% et Tombouctou avec 17 et Mopti avec 18%. Le moyen pour le Mali est 29%

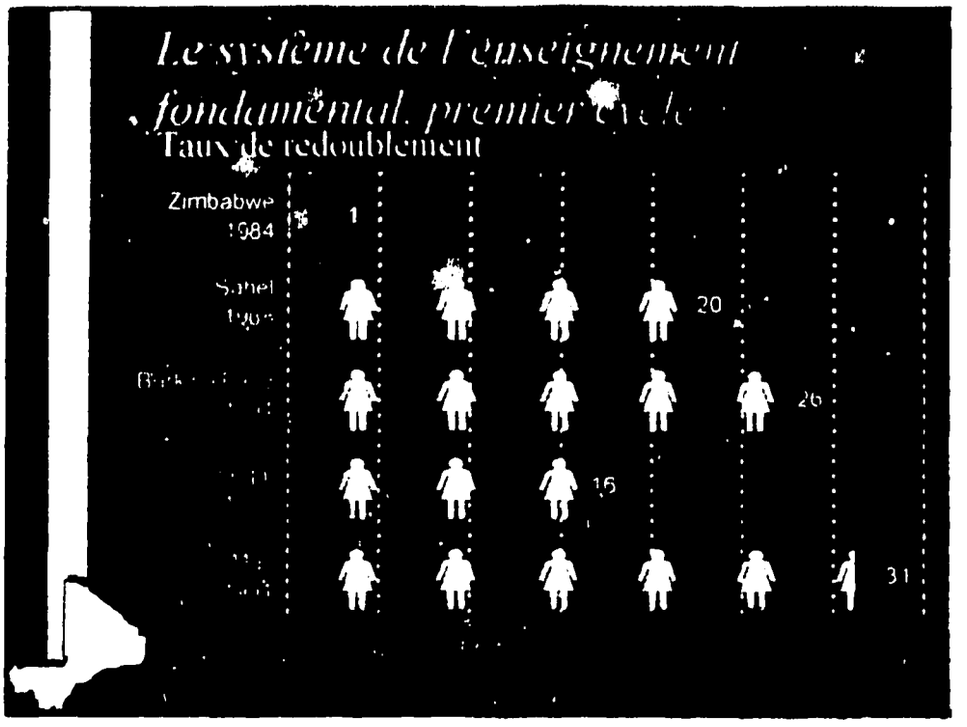
La comparaison du TBS pour les filles fait apparaître un TBS plus bas que chaque region et le pays. Le TBS des filles au Mali est 22% en 1993

326



Il est universellement reconnu que le nombre élevé des redoublants diminue la capacité d'accueil de système éducatif

327

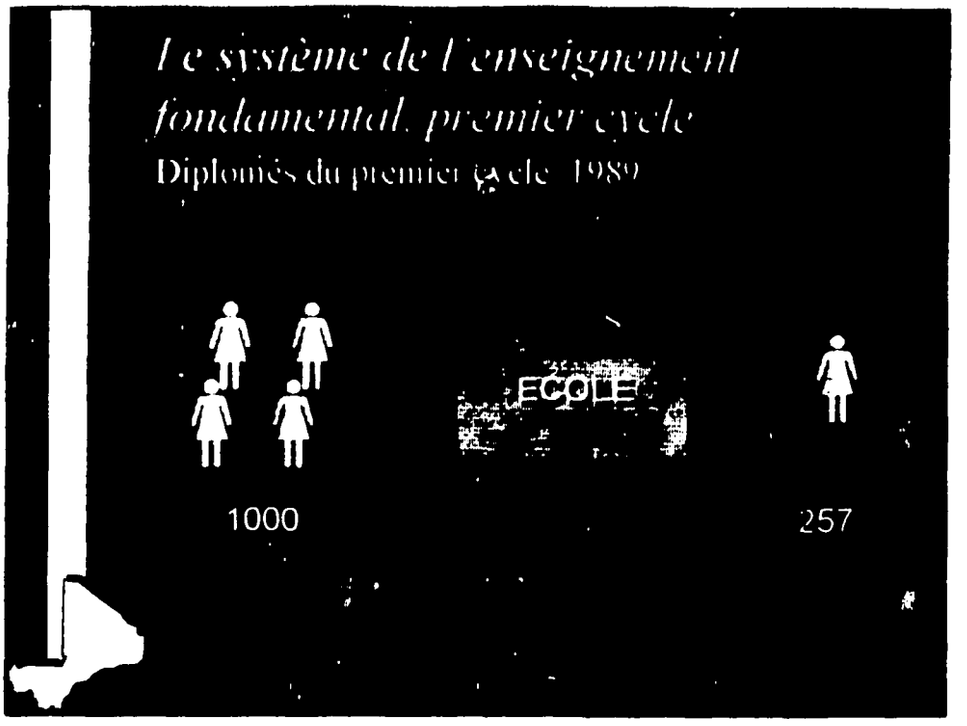


Or, le taux de redoublement au Mali était très élevé et tournait à 31% en 1991 contre 16% au Sénégal en 1989, 26% au Burkina Faso en 1991, et 1% au Zimabwe en 1984

Ceci diminue la capacité du système d'accueillir un plus grand nombre d'enfants à l'école

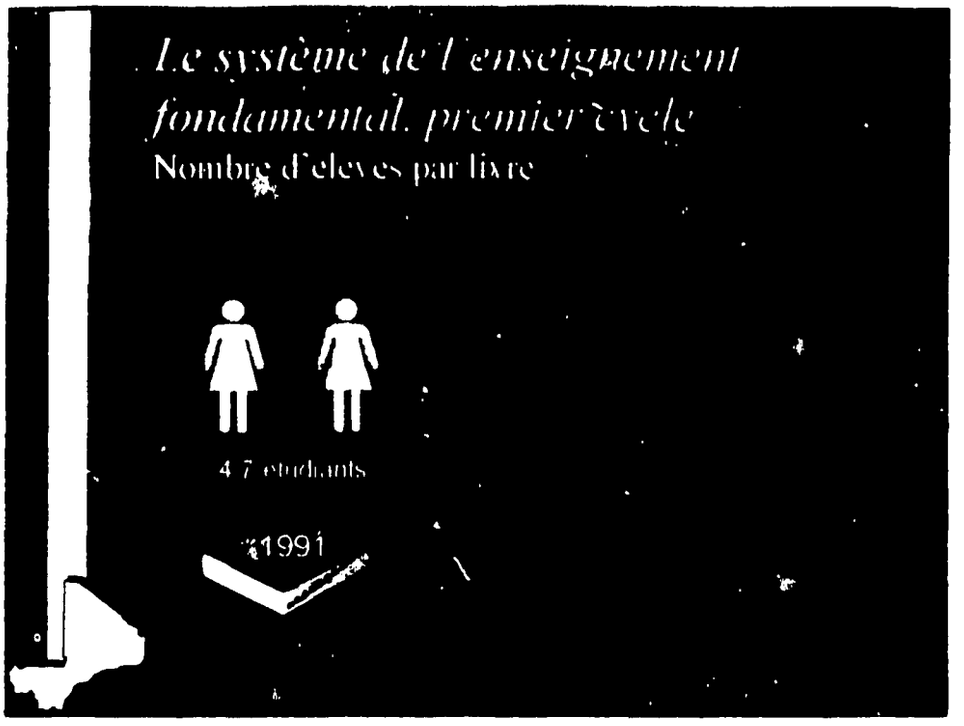
Les décideurs de l'éducation peuvent influer sur ce paramètre pour augmenter la capacité d'accueil du système.

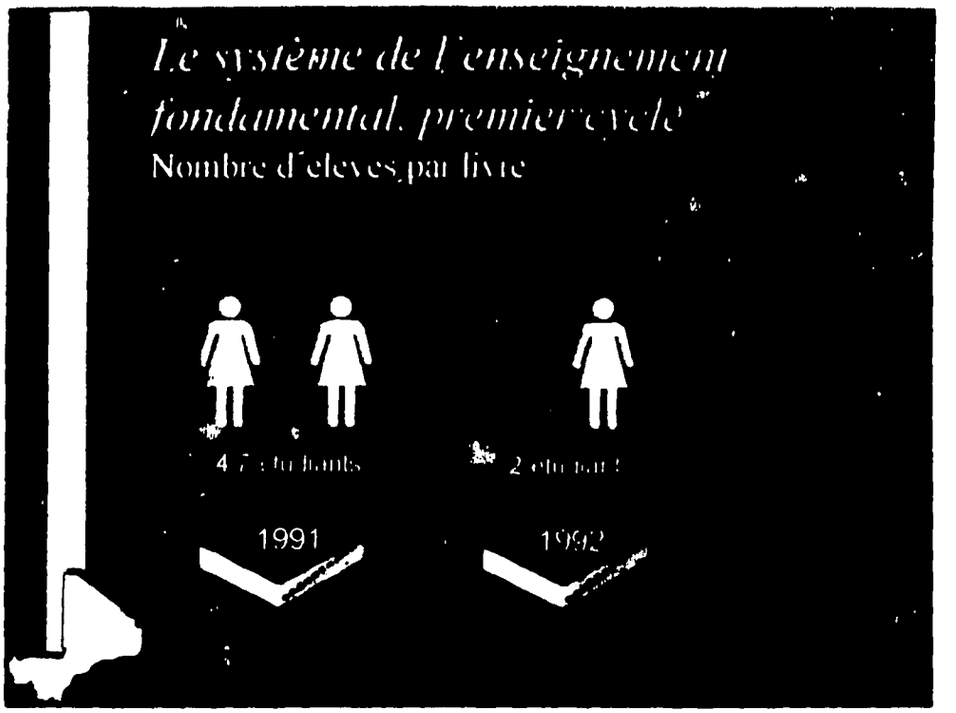
328



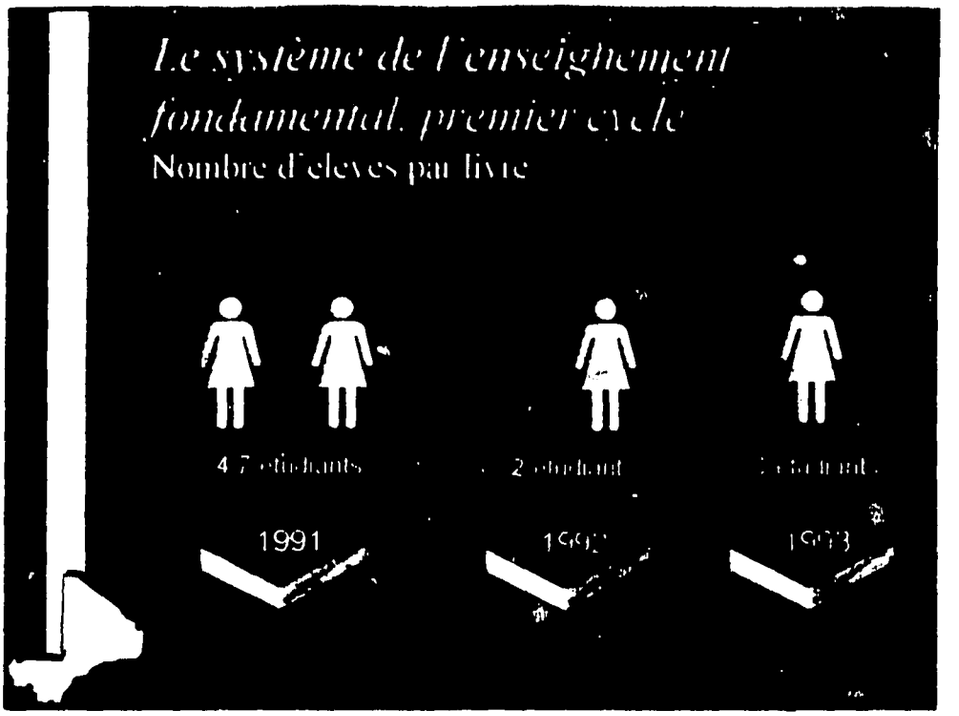
L'efficacité interne du service montre que pour 1000 élèves entrant au premier cycle, 257 terminent avec succès. (L' ficacité interne aux autres régions Koulikoro 209; Sikasso 223, Sego .8; Bamako: 530.)

329


Le système de l'enseignement
fondamental, premier cycle
Nombre d'élèves par livre
47 étudiants
1991

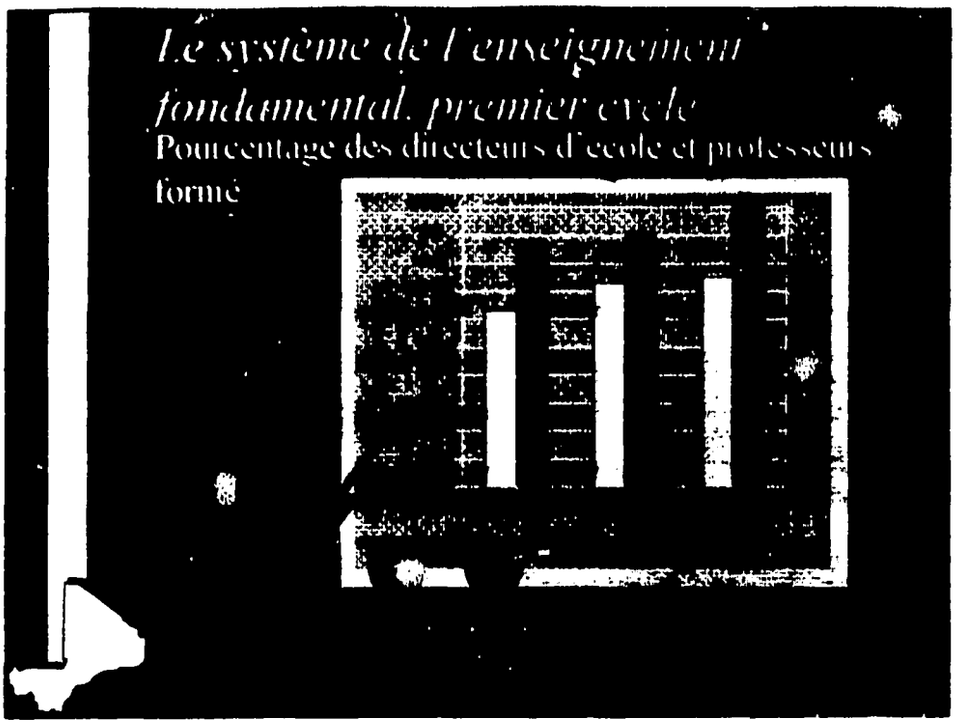

Le système de l'enseignement fondamental, premier cycle
Nombre d'élèves par livre
1991
1992

231



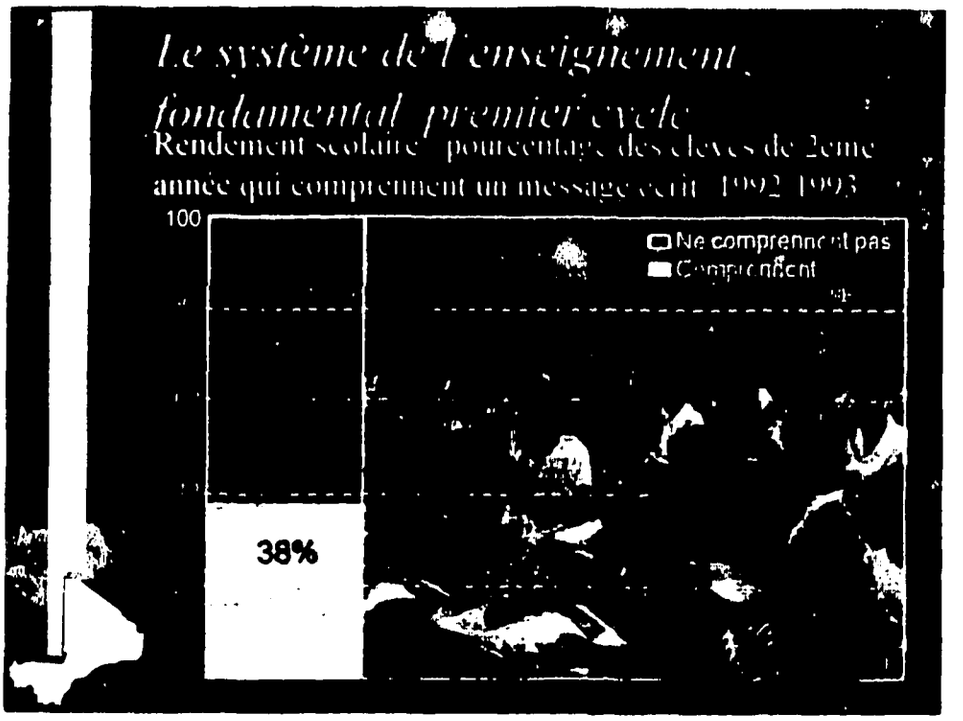
Le nombre d'eleves par livre a diminué de 4,7 en 1991 à 2 en 1992. Mais il a augmenté à 3 en 1993. C'est possible qu'il s'explique par l'augmentation plus rapide de nombre d' étudiants que d'achat de livres.

332



Le pourcentage de directeurs d' école et de professeurs formé annuellement a augemente depuis 1991 a 1993. Autour de 60% des professeurs ont été formé en methodes pedagogique en 1991. En 1993, presque 75% ont été formé. En 1993, 100% des directeurs d'ecole ont ete forme

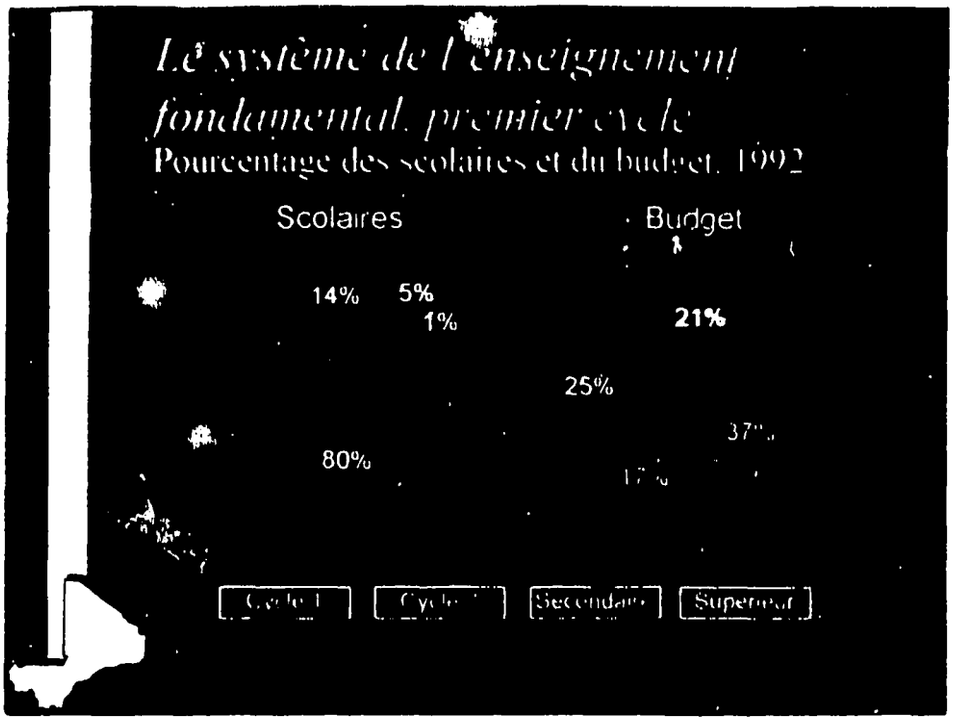
332



Rendement scolaire : pourcentage des élèves de 2eme annee qui comprennent un message ecrit. 1992/1993

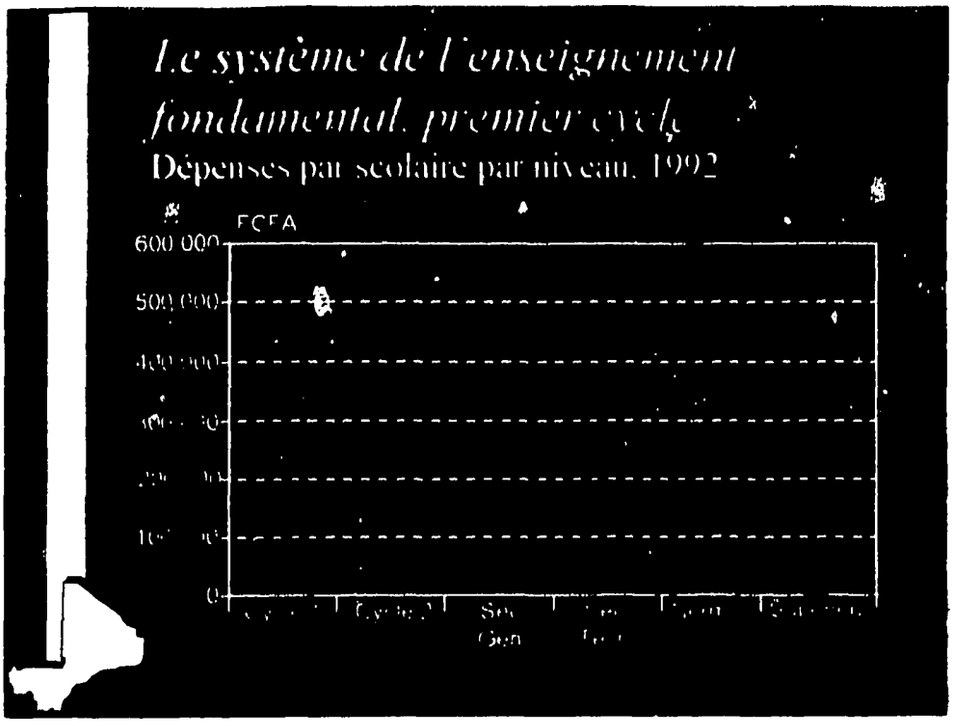
Les resultats de l'évaluation de l'IPN en 1992/1993 ont démontré que 38% des eleves à la fin de la deuxième année savent associer un sens à un mot écrit. C'est a dire que 62% ne comprennent pas ce qu'ils lisent.

Ce resultat est basé sur un des critères selectionné de rendement en lecture et comprehension, à savoir la capacité des elèves à lire et comprendre un simple message ecrit de 4 mots.

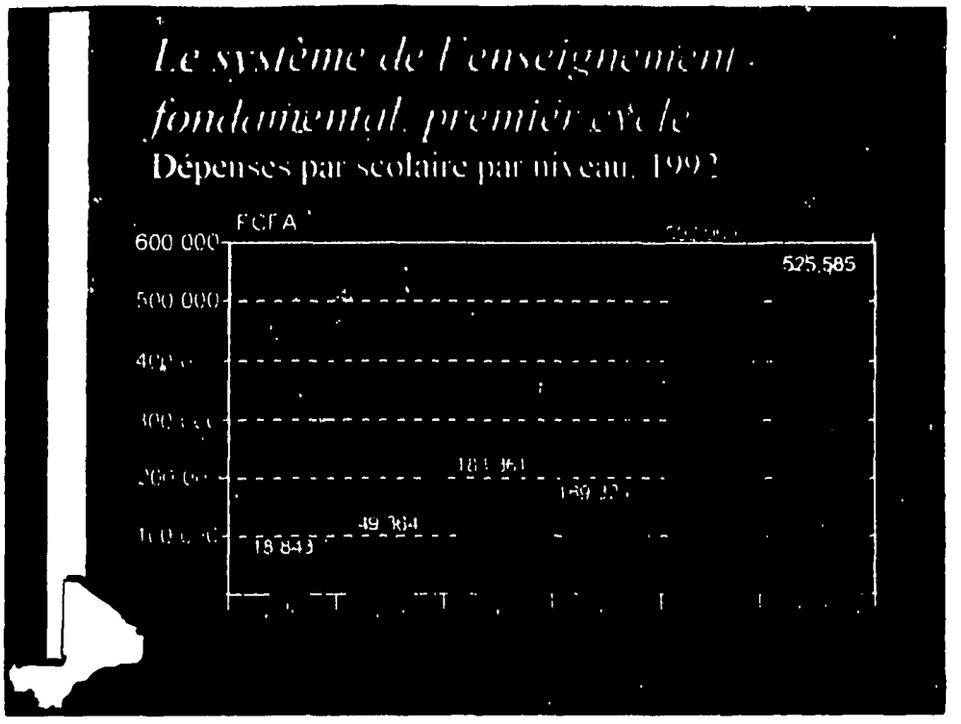


On compare le pourcentage des scolaires et du budget à chaque niveau d'étude en 1992. Au premier cycle, les élèves constituaient 80% des scolaires, mais seulement 37% pour-cent du budget leur était consacré alors que le secondaire et le superieur avec 6% de scolaires ont 46% du budget total

235


Le système de l'enseignement
fondamental, premier cycle
Dépenses par scolaire par niveau, 1992
FCFA
600 000
500 000
0

336



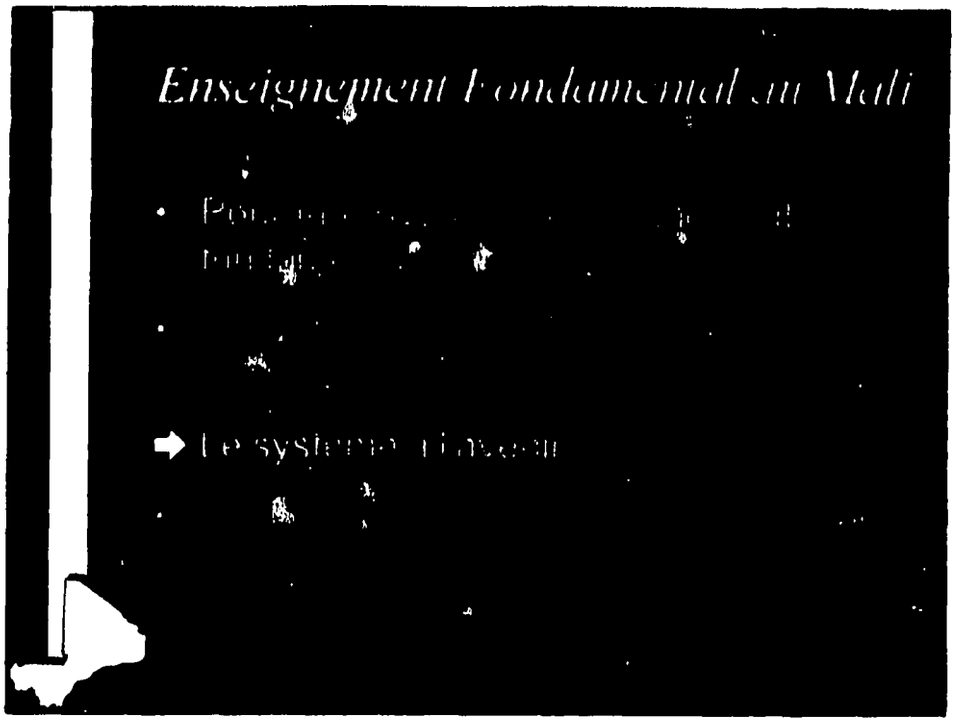
Voici les dépenses par scolaire par niveau en 1992.

- La dépense par scolaire au premier cycle est le plus bas à 18 843 par scolaire
La dépense par scolaire au Normal et au Superieur est presque 30 fois plus grand que celle de premier cycle

337

Enseignement Fondamental au Mali

- Pourquoi investir à l'enseignement fondamental?
- Le système de l'enseignement fondamental, premier cycle
- Le système à l'avenir
- Les conclusions et les recommandations



Nous allons examiner l'impact de la croissance de la population sur le systeme d'enseignement fondamental

239

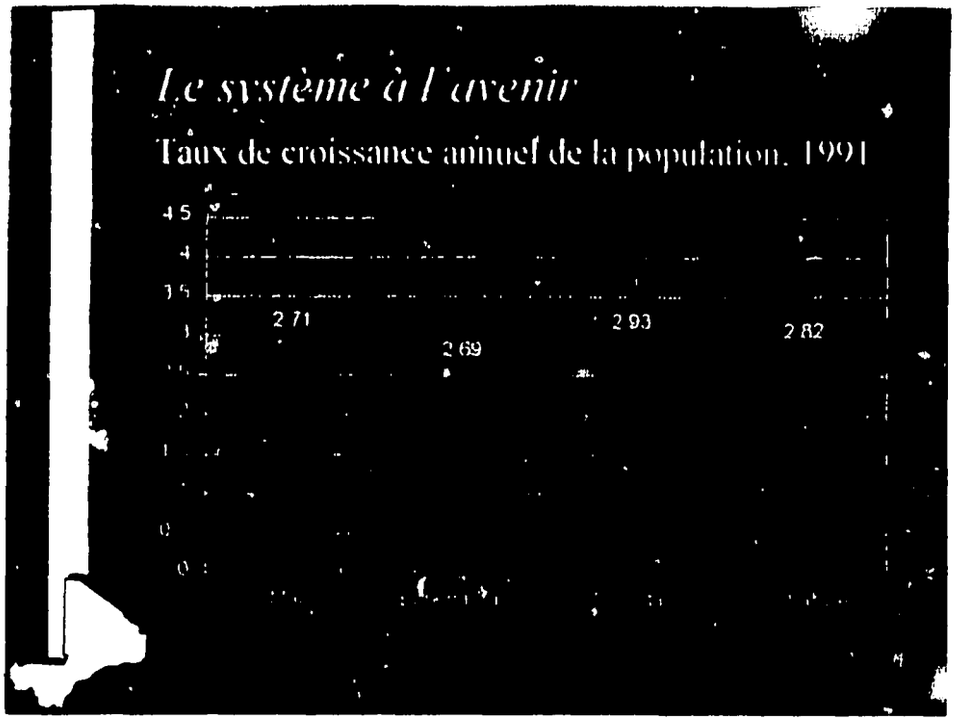
Le système à l'avenir

La couverture de l'enseignement fondamental au premier cycle – 1993

L'objectif du gouvernement de taux de scolarisation est de 50% d'ici l'an 2000
Actuellement, nous nous trouvons à 32% en 1993

Mais maintenant nous allons examiner l'impact de la croissance de la population sur l'atteint de cet objectif

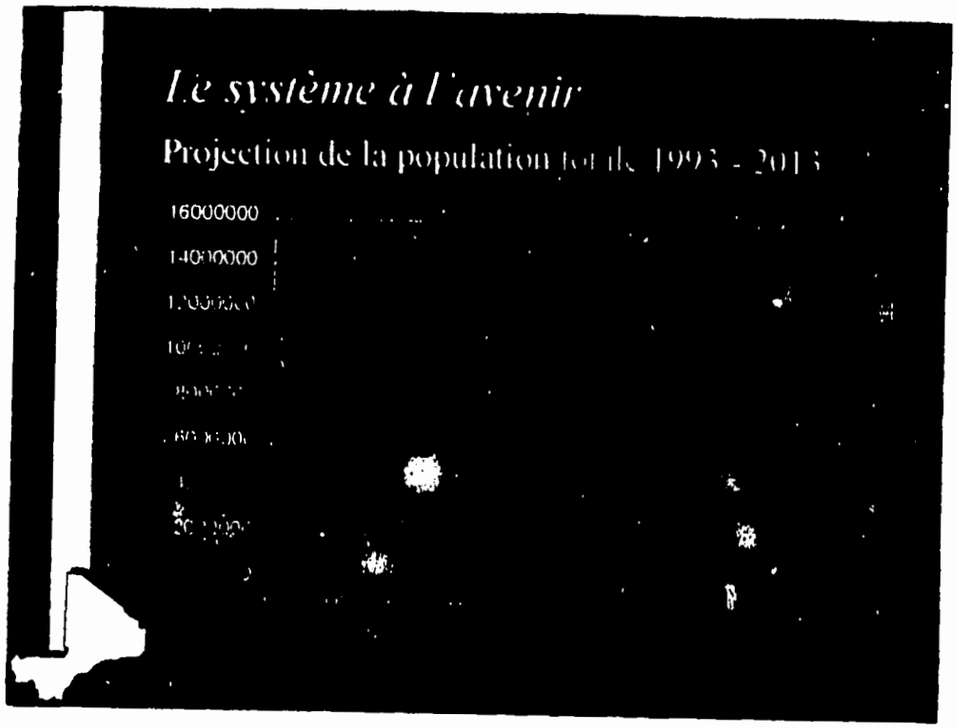
2,41



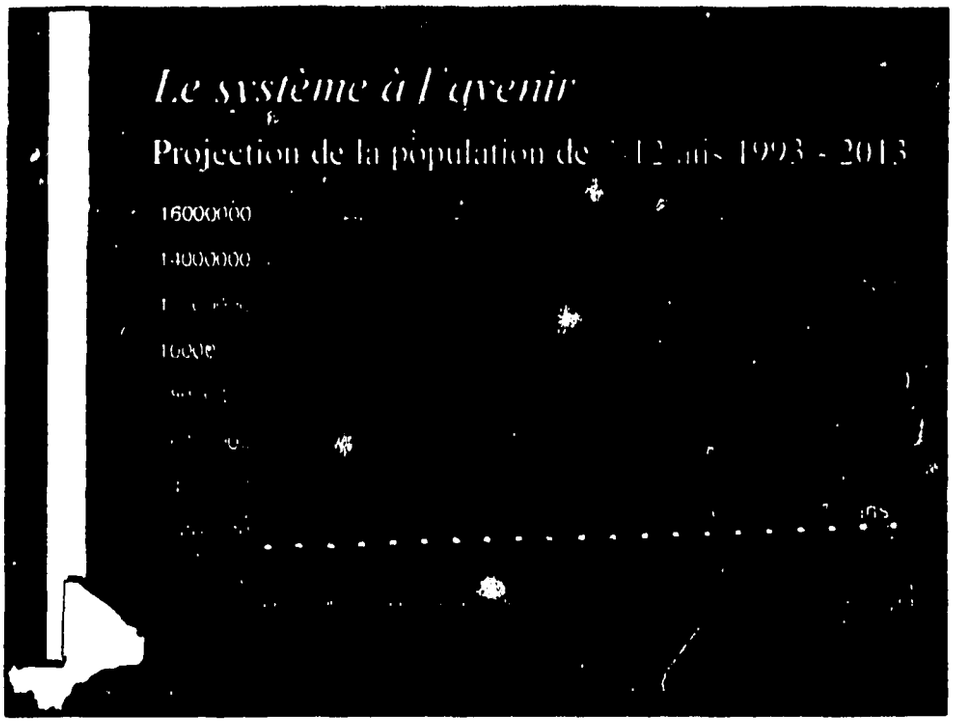
Le taux de croissance annuel de la population au Mali en 1990 était 2,7. Le taux de croissance a été presque le même que celui de Burkina Faso, 2,69, moins que celui do Sénégal, 2,93 et de Zimbabwe, 2,82.

Mais, le taux de croissance annuel de la population se traduit facilement en nombre d'années de doublement de la population. Avec un taux de croissance de 2,7, la population de Mali aura doublé en 25 ans, ou 2018. Quel est l'impact sur la population scolarisable?

342

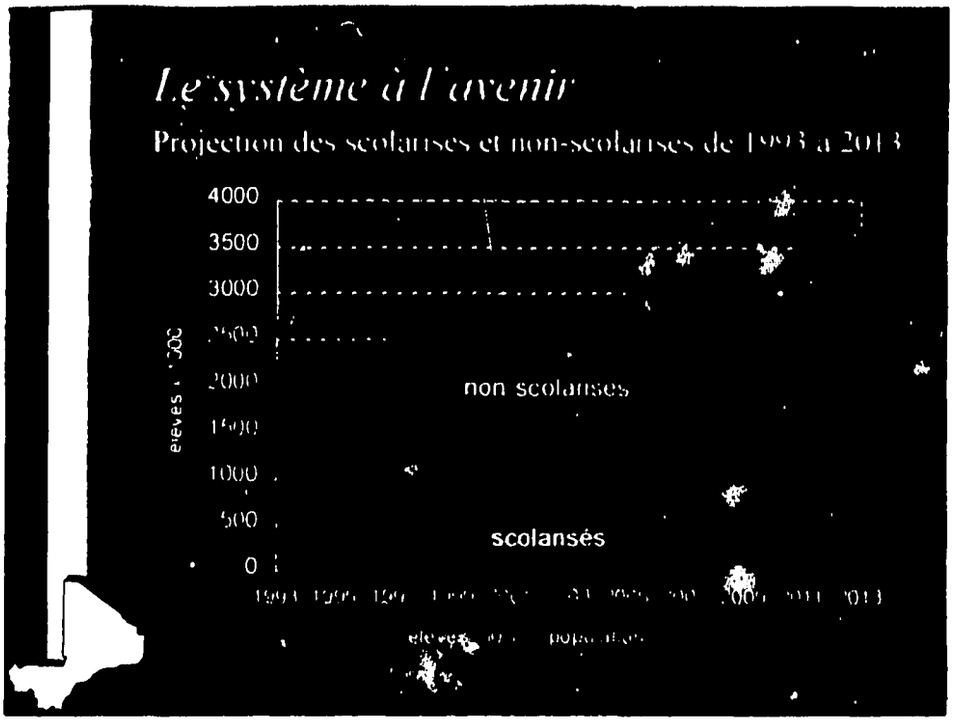


Sur la base des donnees du recensement de 1987, la population totale du Mali est estimee a 8 648 599 millions en 1993 et a 14.136.242 millions en 2013



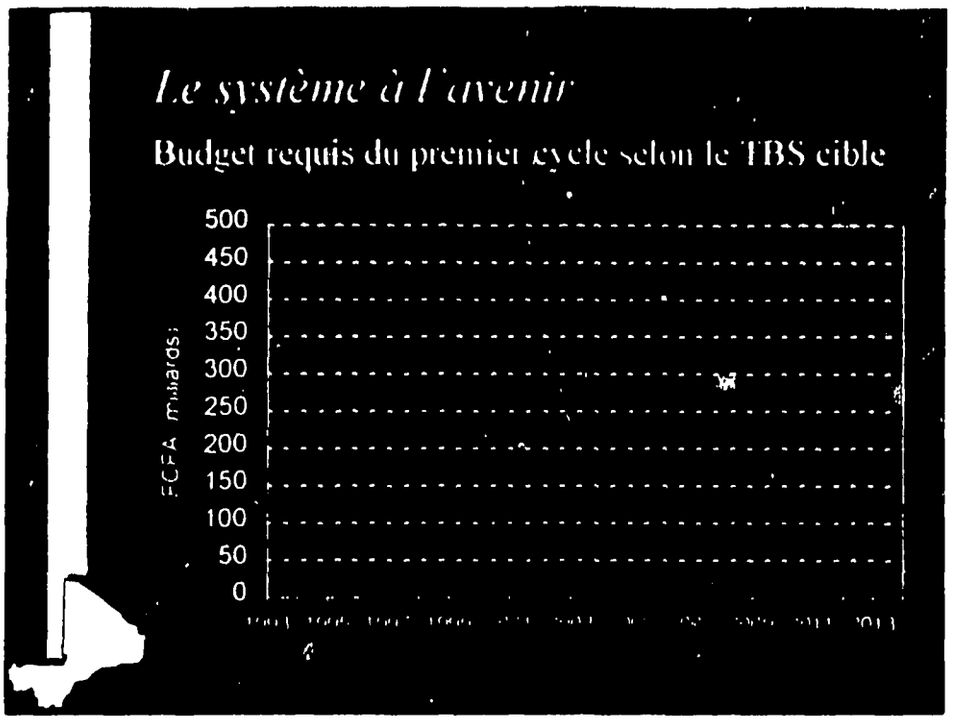
La population scolarisable est estimee à 1 509.789 millions en 1993 et à 2 475 761 millions en 2013 Voici represente les enfants qui voudraient faire l'ecole primaire'

344



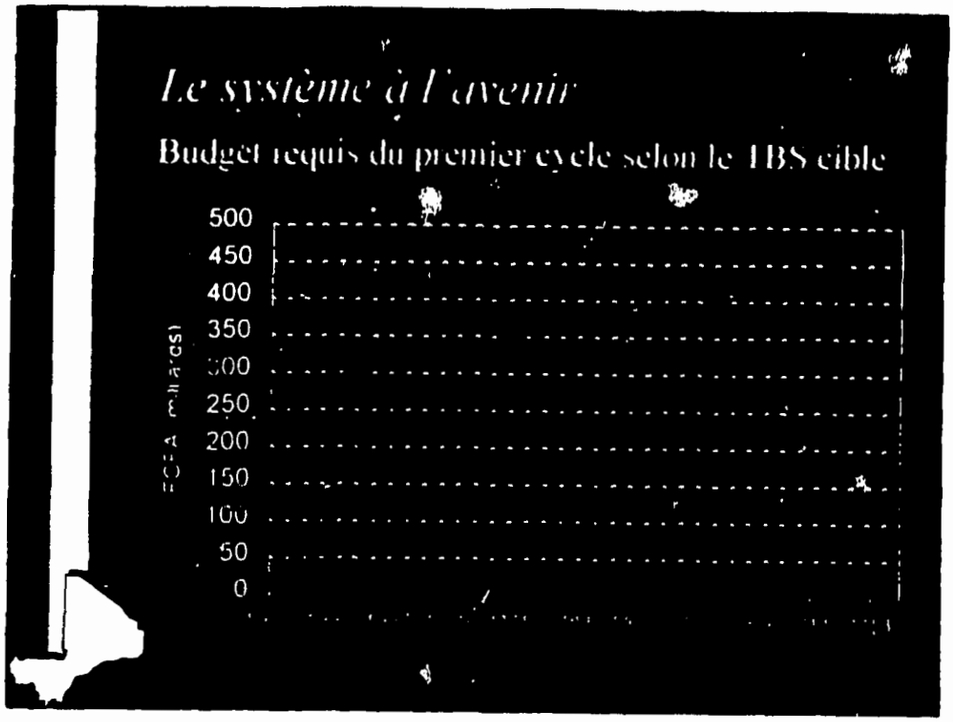
L'objectif etant d'atteindre 50% en l'an 2000, il faudrait scolariser au moins 912 691 eleves a l'horizon 2000 c'est-a-dire doubler l'effectif actuel Et pour maintenir ce taux constant jusqu'en l'an 2013, il faudra arriver à scolariser au moins 1 237 880 eleves en l'an 2013 C'est a dire, il y aura 1 237 880 qui ne ira pas l'ecole en 2013

345



En utilisant le coût unitaire par élève de 1992 (soit 18842 FCFA), ceci impliquerait un budget de 343 milliards FCFA en l'an 2000 et de 466 milliards en l'an 2013 à consacrer au premier cycle de l'enseignement fondamental pour maintenir le TBS à 50%.

346



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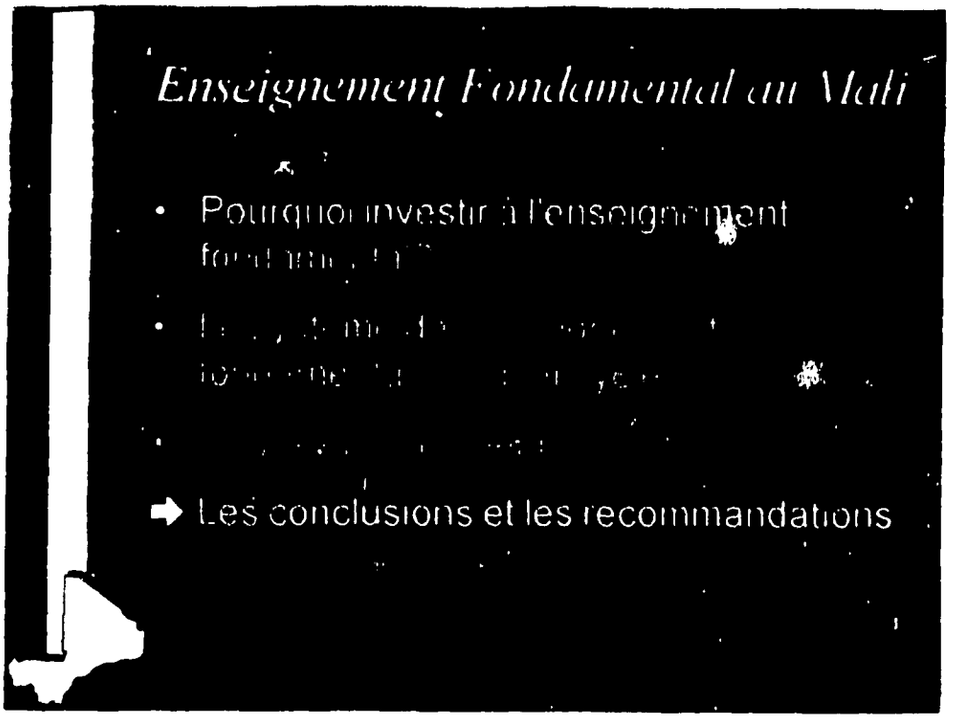
Enseignement Fondamental au Mali

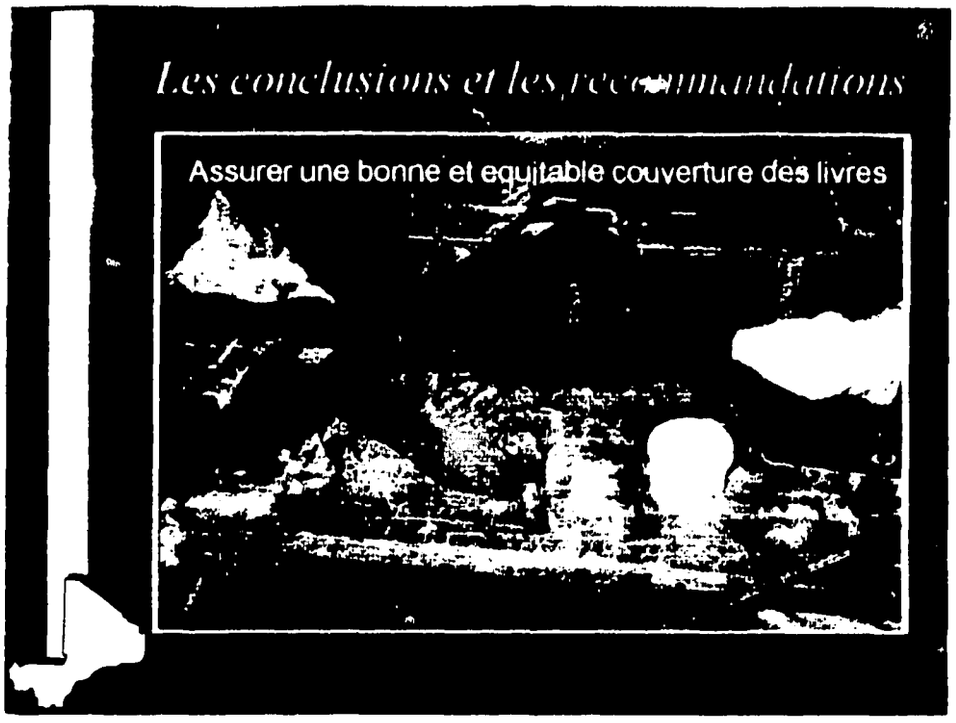
- Pourquoi investir à l'enseignement fondamental?
- Le système de l'enseignement fondamental, premier cycle
- Le système à l'avenir
- Les conclusions et les recommandations

345



Comment on pourraient maintenir le progress de l'accès et la qualité du systemede l'enseignement fondamental, la base de l'enseignement secondaire et developpement socio-economique? Les conclusions et les recommandations ont ete developpe des analyses precedents et les resultats de recherche sur Mali et le resultats de recherche internationale pour guider les efforts de promouvoir l'enseignement de qualite eleve pour tout le monde aujourd'hui et a l'avenir

349



Assurer que les eleves ont l'acces, sufficiant et equitable, aux livre par:

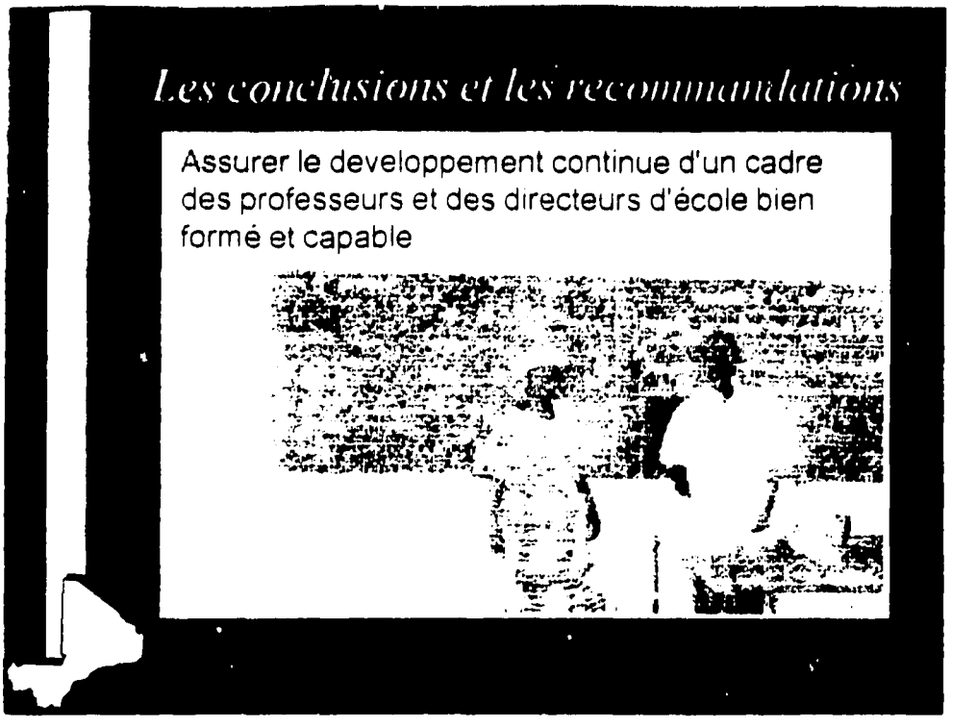
- Le support de la production et l'achat des livres et,
- Le suivie de la distribution des livres

Enlgish

Screen: Ensure sufficient and equal textbook coverage for all students

Text: Ensure that all students have sufficient and equal access to school books via

- supporting the production and purchase of textbooks
- monitoring textbook distribution

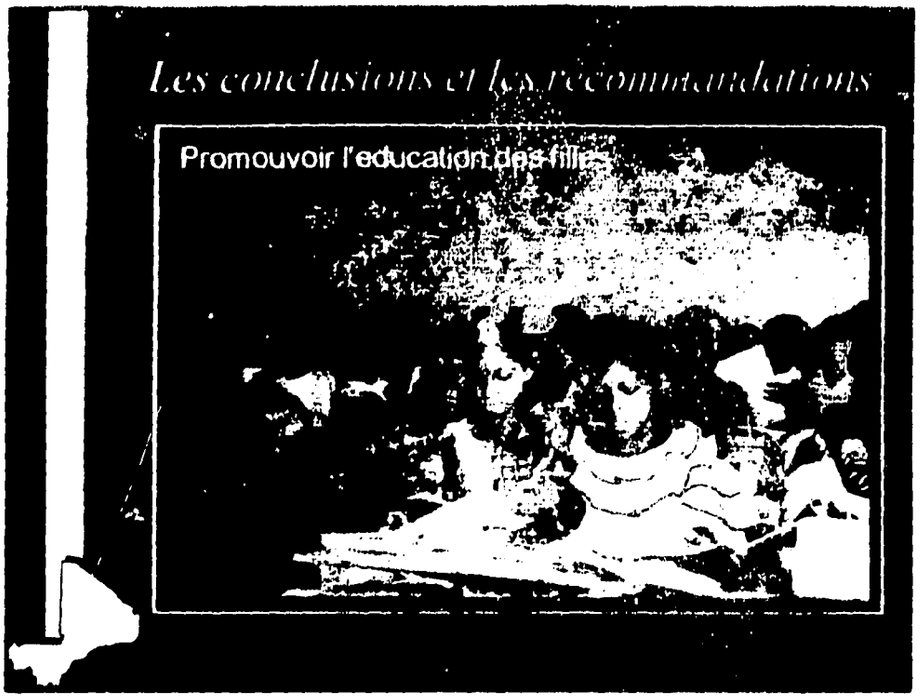


Assurer le developpement continue d'un cadre des professeurs et des directeurs d'école bien forme et capable par l'institutionalisation de la recyclage et la formation des professeurs et des directeurs d'école en methodes pédogogique

English

Title: Ensure the continued development of a well trained and capable staff of teachers

Ensure the continued development of a well-trained and capable staff of teachers and principals by institutionalising in-service training in pedegological methods.

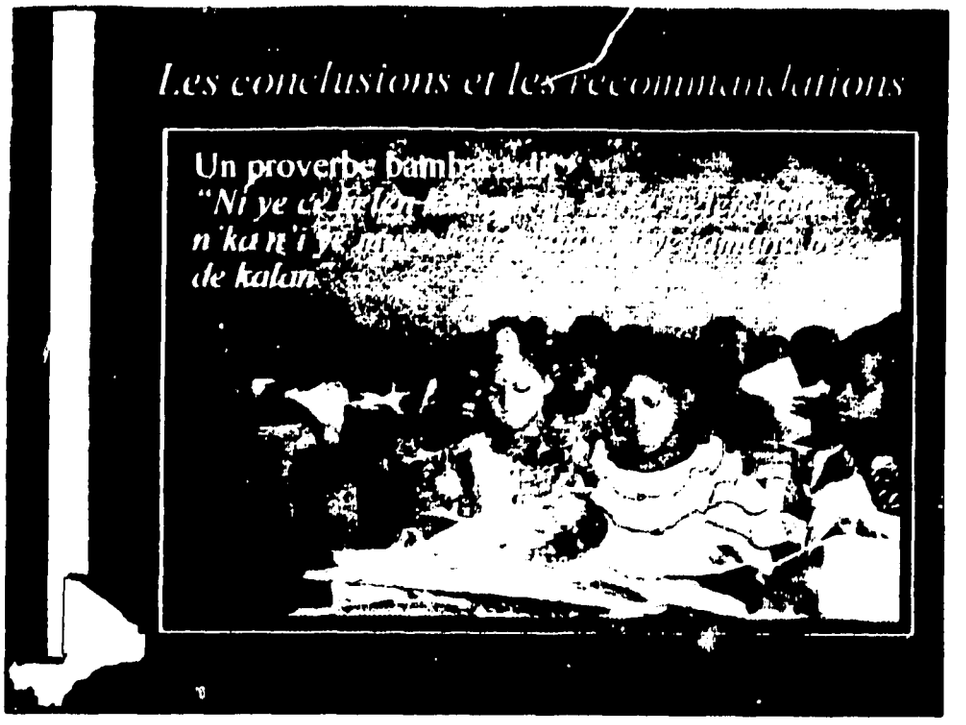


La faiblesse du TBI pour les filles était inquiétante. Tout le monde connaît le rôle essentiel de l'instruction chez les filles. Les graphiques precedents l'ont demontre

Un proverbe bambara dit "Ni ye ce kelen kalan, i ye mogo kelen kalan, n'ka n'i ye muso kelen kalan, i ye jamana bee de kalan".

L'augmentation de nombre des filles aux ecoles est mesure par un augmentation au

- taux d'incription des filles
- taux de scolarisation des filles



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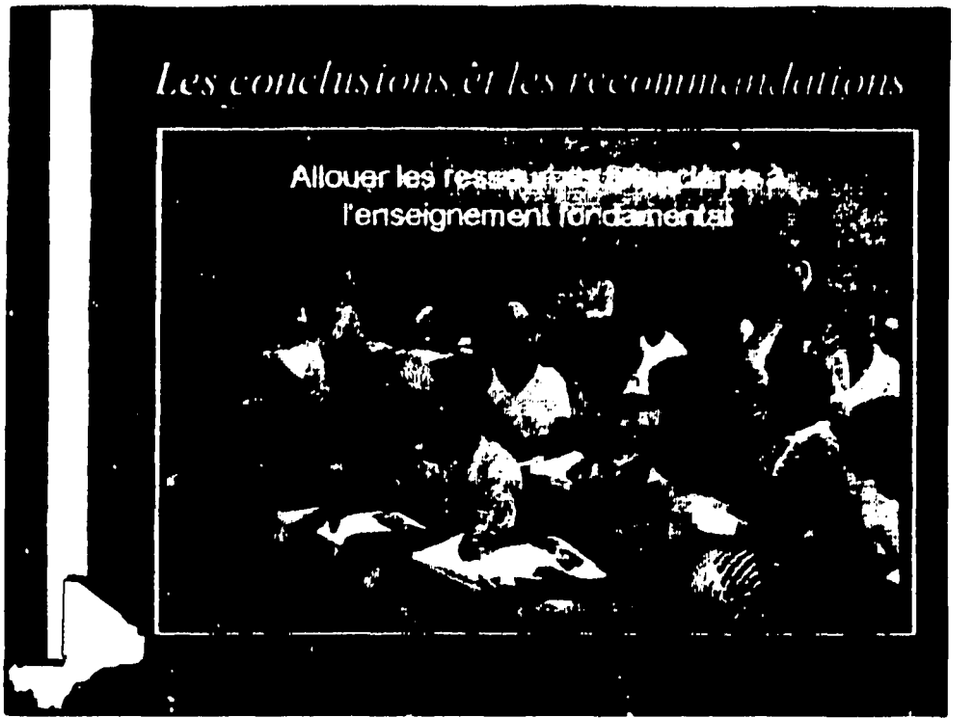
353



Comment on va financer le system future? Il faut allou les ressources financieres a a l'enseignem t fondamental par

•une augmentation nette et reale au budget de l'education de base et ou

•une readjugement des budgets de niveaux superieure et secondaire au fondamental

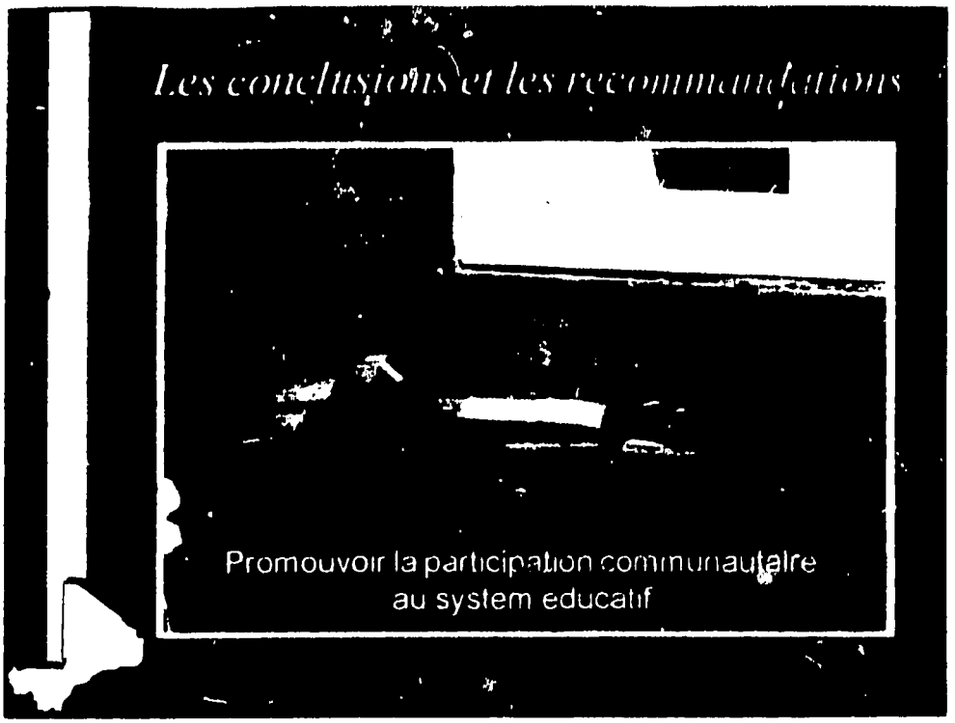
English

Screen: Allocate financial resources to fundamental education

Text: How will the future fundamental education system be financed? Financial ressources must be allocated to fundamental education by either:

•a net and real increase in the basic education budget and/or

•a reallocation of the tertiary and secondary education budgets to the basic education budget.



La participation communautaire au systeme educatif promouvoit.
- Un processus de faire des decisions sur le systeme educatif local
- L'augmentation de scores de achevement des eleves
- Un systeme d'education plus efficace

Deja nous voyons une augmentation des ecoles communautaire.

English

screen: Encourage community participation in the local education system

text: More community participation in education leads to
- more appropriate decision making on local education issues
- Increased academic achievement by students
- More cost-effective education

APPENDIX K

BEEP GRADES 2 AND 5 STUDENT TESTING

APPENDIX L

REVIEW OF ABEL SOUTH AFRICA ACTIVITIES: 1991/92/93/94

APPENDIX 1

REVIEW OF ABEL ACTIVITIES: 1991 TABLE 1
WORKSHOPS/STUDYTOURS/CONFERENCES

NAME OF ACTIVITY	ABEL (CONSULTANT/CONTRACTING FIRMS)	LOCATION	DATES	NUMBER OF PARTICIPANTS
Socio - Educational Survey I	Tony Murphy	Transvaal	Feb - Mar 91	-
Skotaville Marketing Survey	Andrisan Higham & Mike Kantey	Transvaal	Aug - Sep 91	-
FUBA Evaluation Consultancy	Donald Lease	Transvaal	Oct - Dec 90	-
Socio - Educational Survey II	Ronald September, Khotso de Wee and Joseph Diphofa	Transvaal	Oct - Nov 91	-
TREE Organisational Assessment Study	ABEL/JR	Natal	October 91	-
USAID, Grant Proposals Review	ABEL/JR & JJ	Transvaal	November 91	-

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APPENDIX 2

REVIEW OF ABEL ACTIVITIES: 1992 — TABLE 1

WORKSHOPS, STUDYTOURS, CONFERENCES

TYPE OF ACTIVITY	ABEL [illegible] ACTIVITIES (Trainers)	LOCATION	DATES	NUMBER OF PARTICIPANTS
Evaluation Seminars	Dr Steven Ramphing & The Leadership Institute	Hotel, Cape & PNV	Feb - March 92	40
Organizational Development Seminars	HUMCOD	PNV	22-26 June 92	40
Counselling Remedial Education Consultancy	Mary Mbatsha and Marion Brown	PNV	October 92	
Maths Centre Evaluation	Sam Nordasen and John Venkatel	PNV	October 92	
Rationalise English Language Support Program Consultancy	Harrison Kalira	PNV	November 92	
Education Summer Conference	Hassan Gaudes, Yusuf Chisiam and ABEL staff	PNV	November 92	
Management Information Systems consultancy	Hassan Gaudes and Al Hamed	PNV	October 92	
ABEL Review Conference	All Ultimate	PNV	May - June 92	[illegible]
TRIDE Assessment	ABEL JR	Hotel	October 91	
[illegible] evaluation	ABEL - JR	Hotel	January 92	
ABEC National Strategic Evaluation	ABEL - JJ	PNV	Jan - Feb 92	
PUMTA Convention Evaluation	ABEL - JJ	PNV	June - Aug 92	
Curriculum Development Workshop	ABEL - JJ	Hotel, Cape & PNV	June/July 92	160
Multicultural/antiBias Curriculum Workshop	Helen Reddy & ABEL - JR	CRS & PNV	July 92	160
SACHEC/RCAM national advisory forum	ABEL - JR	PNV	May - Dec 92	
Private Evaluation Panel	ABEL - JR	PNV	May - Dec 92	
NEPI - Education Policy Research and Development	ABEL - JJ	PNV	June 91 - July 92	
Education Development Trust (EDT) Strategic Planning	ABEL JJ	PNV	June - Dec 92	
ABEC Governance Conference	ABEL - JJ	PNV	July 92	
TRIDE Workshop on Techniques for Generating a Future Perspective in Preschool Education	ABEL - JR	Hotel	September 92	60
FAME Evaluation Workshop	Richard Rahnel & ABEL - JR	PNV	Oct - Nov 92	
Monitor Workshop	Mond Gaster	PNV	December 92	16
TRIDE Strategic Planning Support	ABEL - JR	Hotel	November 92	
Maths Study Improvement Project (Maseriane)	ABEL - JJ	PNV	May - Dec 92	
TRILL Curriculum Development Assistance	ABEL - JJ	PNV	Aug - Late 92	
Science Resource Centre Curriculum Development and Library Planning Support	ABEL - JJ	PNV	Aug - Oct 92	
Independent Examination Board	ABEL - JJ	PNV	Jan - Feb 92	
Senior Secondary Study (NP)	ABEL - JJ	Various points	July - Dec 92	
National Trust Outlings Curriculum Board	ABEL - JJ	PNV	Sep - Dec 92	
NASET conference	ABEL - JJ	PNV	November 92	
Needs Assessment Survey	TEPS and ABEL staff	Various points		
The Centre for Foundation and Development Studies Women in Management Training	ABEL and TEPS staff	USA		
CEDPA Management and Institution Building Training	ABEL and TEPS staff	USA		
NASET Study Tour	TEPS	Swaziland, Namibia, Botswana, Lesotho, Swaziland	July - Aug 92	16
Curriculum Planning	ABEL and TEPS staff	PNV	October 92	
ELET Team Building Workshop	Marvel Shapiro/ABEL - JR	Hotel	November 92	
Harvard Policy Training Course	ABEL - JJ	PNV	April - May 92	16

ABEL = [illegible] - JR

* JJ = Jeremy - JR

APPENDIX 5

REVIEW OF ABEL ACTIVITIES: 1994 — TABLE 1

WORKSHOPS/STUDYTOURS/CONFERENCES

NAME OF ACTIVITY	ABEL (CONSULTANT/CONTRACTING FIRMS)	LOCATION	DATES	NUMBER OF PARTICIPANTS
School Curriculum Industry Partnership [illegible]	Programme for Technological Careers (PROTEC)	Transvaal	Feb. 1994	25
Anti Bias Report Back Workshop	Helen Robb, Jacky Vambe and Victoria Mokgatle	Tvl, Natal and Cape	July 1994	126
Evaluation (Phase 1) Workshop	Jullann Moodley	Transvaal	Aug. 1994	18
Basic Skills for Managing Organisations (USAID Purchase Order)	HAF (Jean Dicks)	Transvaal	Sept. 1994	19
Technology Curriculum Consultancy (USAID/IQC contract)	Prof. Michael Dyrenfurth	Transvaal	Aug. 1994	-

APPENDIX 6

REVIEW OF ABEL ACTIVITIES IN 1994
MEETINGS/CONFERENCES/WORKSHOPS ATTENDED BY ABEL STAFF

TABLE 2

ORGANIZATIONS	ABEL STAFF	LOCATION	DATES	TYPE OF ASSISTANCE
[illegible] Learning Resource Unit (LRU)	JR	[illegible]	[illegible] Jan - Feb	[illegible] University of [illegible] National Consultant [illegible] training session
[illegible] Early [illegible] (TNUL)	JR	Hotel	[illegible] - 24 Jan	Attended a feedback session on the findings of evaluation [illegible] U.S. school readiness project
[illegible] Consulting [illegible] (ACAL)	JR	Hotel	17 March	Designed and conducted a one-day strategic planning workshop for the coordinating committee
[illegible] of Early [illegible] (SACECD)	JR	Port Elizabeth	23 - 25 March	Invited to a panel of the Council of a United National Early Childhood Survey workshop
[illegible] Education	LM	PMV	[illegible] March	Attended Report back on Community Awareness Programme
[illegible] Centre [illegible]	JR	PMV	[illegible] April	Attended a PMV NGO Summit, to discuss the draft and legal [illegible] recommendations put forward by TVL working group to promote [illegible]
African National Congress (ANC) Civil Services Organisation Forum (CSOF)	JR	PMV		Attended a working outlining process awareness for a social NGO Multilateral at provincial level
African National Congress (ANC) Education Department	JR & LM	PMV	18 April	National Consultative conference to discuss Education and training plans
[illegible] English Literacy [illegible] Improvement Project (TELIP)	[illegible]	PMV	18 April	[illegible] chaired by Jonathan [illegible]
PMV Evaluation Working Group	JR	PMV	21 April	To constitute the working group that will audit evaluation [illegible] in their respective regions
PMV Anti-Racist Planning Team	JR	PMV	April	Prepared an assessment questionnaire for school staff/parents, USAID grantee
[illegible]racy Allow TV Series	JR	PMV	3 May	Studio guest on "The Psychological effects of illiteracy on the illiterate adult"
[illegible] University PMV Reconstruction Development [illegible]	DD & LM	PMV	June 1994	Participated in the "Rebuild of the Township" Summit
[illegible] TVL Education Foundation [illegible]	DD	PMV		To assist the grantee in implementing the program
[illegible] Project	DD	PMV		To negotiate a [illegible] with Mulbrow Project
[illegible] Services organisation Forum	LM	PMV	[illegible] June	Attended Civil Services Organisation Forum workshop on Accreditation
Teachers Opportunity Programmes (TOPS)	DD	DPS	15 July	Attended the TOPS Facilitators Training Programme in school Management and Leadership
Attendance Referred High Schools	DD	PMV	27 July	Attended a meeting where Prof Steer of the US board presented [illegible] on Policies for School based Reforms and Principles of School Based Reformed
PMV (MEC)	DD	PMV	3 September	Attended a meeting of all task groups, to discussing Curriculum Development, and the Provincial Implication of implementation of the process
University of Potchefstroom	DD	DPS	3 - 6 August	Attended conference on Multicultural Education - New Challenges for new South Africa
Childhood Development (SACECD)	DD	PMV	23 August	Attended a Regional Launch of the South African Congress for Early Childhood Development
Education Upliftment Project	DD	PMV	27 August	Attended a workshop for the Education Upliftment Project which is a finishing school for students who failed matric and are having difficulties in order to resolve consultation
[illegible] (EDT)	DD	[illegible]	31 August	Attended the Hendrikse Primary School Project
USAID	DD	PMV	30 August	Attended a reception at Ubuntu Ward Bowl a house for a Congressional delegation from the US
Independent Examination Board (IEB)	JR	PMV	24 August	Met with Juliana Meadow to discuss Authentic Assessment Transitions
Nature Associates	JR, DT & JM	[illegible]	24 August	Attended a presentation by Prof. Steele from U. of Indiana - Teaching Literacy in a challenge facing South Africa, How can this way we have practice a big part of NGP
Project for Technological Services (PROTEC)	DD, JR & DT	PMV	[illegible] August	Attended a reception for Prof. Uyanovich where he based upon [illegible] of Economic Growth in SA
Little Libraries	JR	PMV	30 August	Met with Sue Hopper of the Little Library's Project
HAP/Organisational Development	DD	PMV	3 September	Attended a session of HAP to discuss ABEL Interventions as funded by [illegible]
Training in English language and Literacy (TELL)	DD	PMV	3 September	Met with Sonya Kale to provide assistance for an internal evaluation of a training of trainers course
Solution	JR & DD	PMV	7 September	The purpose of the meeting was to establish whether ABEL/JA was interested in doing a same strategic planning session
PVL Youth in Organisation	DD	PMV	10 September	Invited as a guest speaker to present a paper on Multicultural Education and Colleges of Education
Training in English language and Literacy (TELL)	JR	PMV	20 September	Met with Sonya Kale & Mel Gaus to provide assistance for an internal evaluation of a training of trainers course
Education Foundation	ABEL STAFF	PMV	20 September	Attended a presentation by Education Foundation of USAID, Discussion for the African and Community School in a workshop
Open Learning System in Education and Training	DD	PMV	20 September	Met with Al Ronald to discuss Electronic Mail and Collaboration in the ABEL

- Judy Reddy - JR
- Lettie Lessing - LD
- Lizzie Mabela - LM
- Joyce Mgabani - JM
- Dulu Thabethe/Nomvula - DT

APPENDIX M

SAMPLE OF ABEL I MINUTES

ADVANCING BASIC EDUCATION AND LITERACY
Coordination Meeting No. 106
Wednesday, December 16, 1992

Participants:

Jim Hoxeng (JH), AID/R&D/ED
John D. Hatch (JDH), ABEL/AED
Tom Tilson (TT), ABEL/AED
Furhana Bhoola (FB), ABEL/AED
Michelle Washington (MW), ABEL/AED
Jane Schubert (JS), IEQ/IIR
Kurt Moses (KM), ABEL/AED
May Rihani (MR), ABEL/CAI
Barbara Reese (BR), ABEL/CAI
Sonjai Reynolds (SR), ABEL/AED
Linda Caswell (LC), ABEL/AED
Laurie Owen, (LO), ABEL/AED

CURRENT BUSINESS

ABEL LONG-TERM COUNTRY ACTIVITIES

1. MALAWI

MR handed out a draft of Bettina Moll-Drucker's report, which had been read by Lynel Long (LL) and has feedback from the Mission on all sections except that on policy. MR will fax policy section to Larcom for review.

LO said that Tony Creswell is slated to go out on January 2nd. She said that an amendment to Delivery Order #10 was going out the door for one year funding of budgeting and planning work.

JH brought a note from Bruce Fuller endorsing the research being done in Malawi. MR said that Stephanie Funk would be in Washington, DC for a week beginning January 20th, and would be invited to a meeting.

ACTION: MR to fax policy section of Moll-Drucker report to Larcom. KM/JH to review Moll-Drucker report and get comments to MR. JH to invite Funk to meeting.

2. MALI

Aminata is moving forward; has submitted receipts and $2000 has been released. MR has been keeping University of Illinois informed. JS said that as IIR was planning to hire Dembele for an ethnographic study, she was pleased to find that we were also using him.

LC handed out copies of Yolande's learning assessment report in French and reported that Mary Young's trip report on Policy Dialogue activities is en route.

Daniel is working on MIS regionalization with Nseka Vita, whose contract has been extended through January, 1993. Toliver is working with the Koulikora schools, ordering furniture and

The Academy for Educational Development, Inc.
1255 23rd Street, N.W.
Washington, D.C. 20037
Telephone: (202) 862-1900
Fax: (202) 862-1947
Telex: 197601 ACADED WSH

In Consortium With:
Creative Associates International, Inc.
Harvard Institute for International Development
Research Triangle Institute

16. NICARAGUA REPETITION STUDY

KM said that there has been no response from Williams, but JH said that the SOW was probably making its rounds at the Mission in William's absence. There is some question of what the budget might be.

ACTION: **KM/JDH to follow up.**

17. **AFRICA BUREAU'S BASIC EDUCATION OVERVIEW**

Awaiting word from Julie Rea that the document is available.

ACTION: FB to check with Julie and get copies to distribute.

ABEL PUBLICATIONS

18. **THE *FORUM***

Both issues 5 and 6 are in process. Text on 6 expected by the 25th.

ACTION: FB to monitor.

NEW BUSINESS

19. **WID/GAO**

JH said that no further action needed.

20. **EPICS DISSEMINATION**

TT said that he might have a fax number by which FB can contact INNOTECH.

ACTION: FB to contact TT for INNOTECH fax number.

21. **WID ACTION GROUP**

FB and Mari Clark have been talking about the indicators wanted, and FB is working full-time on them. MR reported that Lynel Long (LL) has finished writing her congressional presentation.

ACTION: FB will share a draft of her work with MR. MR will distribute the Congressional Presentation by LL once she has it.

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ACTION TO DO STATEMENTS

Jim Hoxeng

MALAWI: MR to fax policy section of Moll-Drucker report to Larcom. KM/JH to review Moll-Drucker report and get comments to MR. JH to invite Funk to meeting.

NAMIBIA: JH will ask Belding to contact Evans for Jansen's release. MR to forward candidates to Shortlidge.

May Rihani

MALAWI: MR to fax policy section of Moll-Drucker report to Larcom. KM/JH to review Moll-Drucker report and get comments to MR. JH to invite Funk to meeting.

NAMIBIA: JH will ask Belding to contact Evans for Jansen's release. MR to forward candidates to Shortlidge.

BOTSWANA: MR to complete the review of Hua's report, and circulate by late January.

YEMEN: MR to integrate Herriott's comments; through KM send Herriott a draft of the Executive Summary by end of '92; and produce the report and translation of the Summary by end of January.

WID ACTION GROUP: FB will share a draft of her work with MR. MR will distribute the Congressional Presentation by LL once she has it.

Kurt Moses

YEMEN: MR to integrate Herriott's comments; through KM send Herriott a draft of the Executive Summary by end of '92; and produce the report and translation of the Summary by end of January.

MALI: LC to disseminate Young's report when it arrives. KM will try to coordinate his visit with Freda's travel.

SOUTH AFRICA: SR to contact Jansen to be sure that existing financial information goes to USAID. KM to invite Healey and Reddy to January 6 meeting.

BRAC: KM to read ethnographic study before sending out for comments. KM to try to set conference call with Ahmed and Chabbott. LC to get an electronic copy of study data from Arun Joshi.

365

BRAC: KM to read ethnographic study before sending out for comments. KM to try to set conference call with Ahmed and Chabbott. LC to get an electronic copy of study data from Arun Joshi.

MALI: LC to disseminate Young's report when it arrives. KM will try to coordinate his visit with Freda's travel.

APPENDIX N

MONTHLY DETAILED AND SUMMARY COST SHEETS

MEMORANDUM

TO: Chahine Rassekh, BEEP Administrator
USAID/Mali

FROM: Sandra Alegria, Home Office Coordinator
Project ABEL/Mali

DATE: July 14, 1994

SUBJ:
1) Monthly Detailed and Summary Cost Sheets
2) Monthly Financial Reports by Component & Summary
3) Quarterly Financial Report

Enclosed please find the June, July and August 1994 cost sheets, the monthly financial reports by component and summary, and the quarterly financial report.

Please let me know if you have any questions on these reports. Thank you very much.

cc: Freda White-Henry, EHRDO, USAID/Mali

Academy for Educational Development, Inc.
1875 Connecticut Avenue, N.W.
Washington, D.C. 20009-1202
Telephone (202) 884-8000
Fax: (202) 884-8400

In Consortium With:

Creative Associates International, Inc.
Harvard Institute for International Development
Research Triangle Institute

JUNE - AUGUST 1994
QUARTERLY FINANCIAL REPORT
MALI BASIC EDUCATION PROGRAM
PROJECT NO. 122104/0321
CONTRACT NO. DPE-5832-Z-9032-00

CATEGORY	ORIGINAL BUDGET	REVISED BUDGET	EXPS AS OF 8/31/94	Expenses 6/94	Expenses 7/94	Expenses 8/94	EXPS THIS QUARTER 6/94-8/94	FUNDS REMAINING
1. SALARIES & WAGES	$290,282	$776,857	$734,934	$17,398	$9,141	$9,830	$36,370	$41,923
2. EMPLOYEE BENEFITS	75,473	$214,824	205,285	4,614	2,742	4,172	$11,528	$9,539
3. CONSULTANT FEES	59,157	$390,652	347,142	7,506	0	15,330	$22,836	$43,510
4. TRAVEL & TRANSPORTATION	268,629	$448,185	420,318	20,262	3,232	33,393	$56,887	$27,867
5. OTHER DIRECT COSTS	79,518	$486,016	498,228	18,609	14,354	41,515	$74,477	($12,212)
6. INDIRECT COSTS	216,457	$667,580	647,506	20,517	8,841	31,272	$60,630	$20,074
7. OVERSEAS ALLOWANCES	318,517	$471,532	460,387	6,291	1,263	5,822	$13,376	$11,145
8. EQUIPMENT	7,700	$41,254	41,254	0	0	0	$0	$0
9. SUBCONTRACT EXPENSES	534,090	$706,600	693,208	11,579	9,920	54,074	$75,573	$13,392
10. SUBCONTRACT G & A	10,682	$17,086	19,309	347	298	1,622	$2,267	($2,223)
11. TOTAL	$1,860,505	$4,220,586	$4,067,570	$107,124	$49,790	$197,030	$353,944	$153,016

28 Sep

MONTHLY SUMMARY FINANCIAL REPORT
PROJECT ABEL/MALI [illegible]-Z-00-9032-00

COMPONENT	JAN 1994	FEB 1994	MAR 1994	APR 1994	MAY 1994	JUNE 1994	JULY 1994	AUG 1994	TOTAL MAY 1993 TO AUG 94
ABEL OFFICE	15,348	39,598	35,785	35,785	27,296	23,955	77,930	75,507	637,406
M & E	14,942	25,113	18,170	9,266	13,434	21,584	13,329	24,748	252,778
RSA	12,584	12,278	16,953	14,422	6,612	5,404	1,737	(633)	202,571
E/MIS	108	8,670	2,583	17,082	4,573	15,178	4,626	9,652	286,047
IST	315	3,068	6,617	507	7,622	9	988	0	22,334
WID	0	2,646	56	3,322	60	31	0	0	15,971
FAEF	55	1	0	0	9	14	0	0	301
TOTAL	43,352	91,374	80,164	80,384	59,606	66,175	98,610	109,274	1,417,408

MONTHLY FINANCIAL REPORT ABEL OFFICE-HOME & FIELD

PROJECT ABE_MALI-CPE 5832-Z-00-9032-00

CATEGORY	1994 JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTAL 5/93-Present
ABEL OFFICE-HOME & FIELD									
Salaries & Wages	7,187	7,076	7,579	9,818	8,459	7,214	9,446	2,871	134,352
Field Office Coordinator	2,379	2,274	2,616	2,388	3,677	2,802	2,675	1,274	39,911
Home Office Coordinator	2,324	2,324	2,813	2,446	2,324	2,325	2,334	1,597	37,914
Field Office Admin. Staff	2,484	2,478	2,150	4,984	2,458	2,086	4,437	0	56,627
Employee benefits	2,868	1,379	1,629	3,228	1,800	1,538	4,973	861	46,193
Local Hire Benefits	1,457	0	0	1,778	0	0	3,469	0	24,875
US Benefits (92-29%, 93-30%)	1,411	1,379	1,629	1,450	1,800	1,538	1,503	861	23,317
Consultant Fees	0	6,620	0	982	1,321	0	1,000	0	28,317
Fode Coumare	0	0	0	982	1,321	0	1,000	0	15,019
Lucille Toure	0	0	0	0	0	0	0	0	6,678
Jesse McCorry	0	6,620	0	0	0	0	0	0	6,620
Travel & Transportation	194	9,464	2,381	4,178	2,698	4,131	15,156	2,243	73,966
Intl Airfare	0	0	0	0	0	0	3,232	0	9,889
Intl Ground Trans	194	3,209	1,844	3,965	2,403	3,685	11,582	853	50,079
Intl Other	0	0	0	0	0	0	0	20	118
Intl Per Diem	0	6,255	152	213	296	446	342	1,150	13,068
Domestic, Airfare	0	0	150	0	0	0	0	0	242
Domestic, Ground Transport	0	0	149	0	0	0	0	22	171
Domestic, Per Diem	0	0	67	0	0	0	0	0	67
Pre-Departure Costs	0	0	0	0	0	0	0	198	333
Other Direct Costs	1,557	5,920	15,969	9,376	6,718	5,544	21,561	16,079	161,863
Temporary Help	364	704	2,938	309	1,100	855	1,155	588	21,577
Telephone	0	1,158	3,887	3,772	1,873	1,708	3,758	1,968	41,650
Fax Rental & Supplies	0	0	0	0	0	0	0	0	36
Equipment Rental & Repair	0	156	345	283	106	0	1,334	0	5,741
Domestic Delivery	0	196	16	25	20	62	16	116	879
International Delivery	109	806	1,267	417	266	911	(31)	1,114	10,108
Freight and Delivery	0	0	612	0	0	0	0	2,450	3,347
Postage	3	0	25	29	11	6	1	16	176
Printing	94	168	0	0	0	0	9,111	3,325	13,472
Photocopy & Supplies	0	1,833	4,344	1,230	478	564	1,585	4,062	22,274
Books & Publications	0	0	0	0	0	0	74	0	175
General Office Supplies	562	558	1,345	1,671	566	69	867	278	16,371
Expendable Equipment	0	100	0	0	0	308	0	0	2,329
Supplies-Software & Hardware	0	0	0	260	107	0	398	159	2,290
MEDEX/DBA Insurance	0	0	0	0	0	0	0	68	5,752
Maintenance Contracts	364	68	562	658	1,319	244	1,424	892	7,522
Outside Services	0	0	507	0	507	191	0	0	1,204
Translation Services	15	19	0	134	129	397	623	471	2,906
Bank Charges	0	0	13	120	0	120	40	43	329
Security	0	0	0	0	0	0	0	0	26
Utilities	0	46	0	267	111	0	258	0	1,597
Miscellaneous	46	99	99	0	105	110	948	530	2,098
Total Direct Costs	11,806	30,460	27,527	27,581	20,997	18,427	52,136	22,054	446,689
Direct Overhead @ 30%	3,542	9,138	8,258	8,274	6,299	5,528	15,641	6,616	134,007
Subcontracts	0	0	0	0	0	0	9,920	44,703	54,623
IIEP	0	0	0	0	0	0	9,920	0	9,920
Clark-Atlanta univ.	0	0	0	0	0	0	0	44,703	44,703
Q&A	0	0	0	0	0	0	99	1,341	1,440
Overseas Allowances	0	0	0	0	1,846	472	134	793	3,245
J.Ennis - Rent	0	0	0	0	1,839	0	0	500	2,339
Security	0	0	0	0	0	69	72	0	141
Utilities	0	0	0	0	6	403	63	293	765
Equipment	0	0	0	0	0	0	0	0	0
TOTAL	15,348	39,598	35,785	35,855	29,142	23,955	77,930	75,507	637,664

MONTHLY FINANCIAL REPORT/M&E COMPONENT

PROJECT ABEL/JALI DPE 5632 Z 00 6032 00

CATEGORY	1993 MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	1994 JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	TOTAL [illegible]
M&E COMPONENT																	
1 Salaries - Wages/Fringe Benefits	3,345	3,504	3,504	3,504	3,504	3,345	6,735	4,508	4,116	3,935	4,525	4,132	4,328	4,328	4,132	0	[illegible]
2 Employee benefits (92-29% 93 30%)	1,003	1,051	1,051	1,051	1,051	1,003	2,021	1,352	1,235	1,180	1,357	1,238	1,298	1,298	1,238	0	[illegible]
3 Consultant Fees	0	1,109	0	0	0	0	0	0	0	13,325	0	0	0	0	0	6,868	[illegible]
Georges Henry	0	0	0	0	0	0	0	0	0	8275	0	0	0	0	0	0	[illegible]
Nicole Dallier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Christian Monsour	0	0	0	0	0	0	0	0	0	5060	0	0	0	0	0	3434	[illegible]
Sophie Rousselot	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3434	[illegible]
Mudibo Mavilo	0	1109	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
4 Travel & Transportation	2,822	133	134	9	121	0	3,088	6,822	0	35	4,915	0	1,674	9,218	0	6,944	[illegible]
Intl Airfare	2,822	0	0	0	0	0	1,826	1,449	0	0	4,908	0	1,606	8,183	0	6,116	[illegible]
Intl Ground Trans	0	0	134	9	0	0	23	298	0	16	7	0	68	15	0	278	[illegible]
Intl Other	0	0	0	0	0	0	66	65	0	0	0	0	0	0	0	70	[illegible]
Intl Per Diem	0	133	0	0	121	0	1,738	4,979	0	20	0	0	0	626	0	477	[illegible]
Domestic Ground Transp/Lodging/M&IE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Domestic Airfare-YMG	0	0	0	0	0	0	0	0	0	0	0	0	0	449	0	0	[illegible]
5 Other Direct Costs	45	1,084	285	62	38	807	656	5,040	14	23	885	194	1,856	315	2,304	4,650	41,532
Temporary Help	11	77	14	10	8	28	10	460	5	4	8	56	8	3	0	0	[illegible]
Communications Expenses	0	0	0	0	30	0	381	1,082	0	0	20	66	97	72	48	132	[illegible]
Storage Fee-YMG	0	0	0	0	0	0	0	618	0	0	250	0	250	0	0	0	[illegible]
Printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Equipment Rental/Repair	0	0	165	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Moving Expenses			0	0	0	0	0	408	0	0	0	0	0	0	0	0	[illegible]
Freight and Delivery	0	408	64	61	0	110	0	2,421	0	0	0	0	356	0	1,627	3,404	[illegible]
Air & Surface Shipments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Postage	3	0	0	0	0	0	0	0	1	0	0	0	61	0	0	172	[illegible]
Photocopy Costs	0	0	0	0	0	0	0	0	0	0	0	0	65	0	224	0	[illegible]
Buc[illegible] Publications	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Supplies	13	648	62	0	0	662	0	12	8	0	17	0	34	0	0	0	[illegible]
Legal Fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
MEDEX/DBA Insurance	0	0	0	0	0	78	0	0	0	0	340	0	0	0	0	0	[illegible]
Maintenance Contracts	0	17	0	0	0	0	0	0	0	0	0	49	0	0	0	0	[illegible]
Miscellaneous	0	0	0	0	0	8	285	118	0	19	253	0	926	240	115	881	[illegible]
1-5 Total Direct Costs	7,815	6,861	4,978	4,626	4,715	5,256	13,080	17,731	5,364	18,488	11,682	5,545	9,158	15,160	7,678	18,482	266,306
6 Direct Overhead @ 38%	2,166	2,056	1,493	1,388	1,416	1,577	3,924	6,319	1,609	6,640	3,508	1,670	2,748	4,548	2,303	5,538	79,892
7. Overseas Allowances	6,016	2,581	3,08[illegible]	2,306	2,706	1,362	2,968	6,666	7,669	1,417	3,753	3,715	2,512	1,876	3,351	747	79,581
Post Allowance-YMG	333	333	[illegible]	663	347	167	170	170	170	0	639	166	461	167	197	0	[illegible]
Post Diff-YMG	666	666	666	666	666	666	1,874	2,739	2,739	1,066	2,131	1,625	1,066	1,066	1,066	0	[illegible]
Housing Allowances	3,817	1,382	1,604	777	1,672	329	1,107	6,746	5,060	352	783	1,724	685	614	2,088	747	[illegible]
Rent	0	0	0	0	641	0	639	3,747	3,747	0	0	1,607	0	0	1,16	0	[illegible]
Furniture	223	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Security	222	111	270	103	101	108	66	289	0	176	70	76	66	45	231	0	[illegible]
Utilities	3,371	1,280	1,634	674	730	223	168	1,730	1,313	176	714	41	649	669	703	747	[illegible]
8 Equipment & Freight	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
TOTAL	14,136	11,487	9,471	8,320	8,815	8,184	19,954	31,708	14,842	25,464	18,853	10,850	14,418	21,584	13,329	24,748	426,077

MONTHLY FINANCIAL REPORT/RSA COMPONENT

PROJECT AREC/MALI LPE 5832 200 6032 00

CATEGORY	1993 MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	1994 JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL [illegible]
REGIONAL SCHOOL ADMINISTRATION																	
1 Salaries & Wages/Tellver	6,265	6,563	6,563	6,563	6,563	6,265	6,563	7,204	6,578	6,264	7,204	6,578	0	0	0	0	[illegible]
2 Employee benefits (92-28% '93 30%)	1,878	1,969	1,969	1,969	1,969	1,878	1,969	2,161	1,973	1,878	2,161	1,973	0	0	0	0	[illegible]
3 Consultant Fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4 Travel & Transportation	236	0	0	286	0	21	178	0	0	50	0	449	481	3,420	0	0	[illegible]
Int'l Airfare	0	0	0	0	0	0	0	0	0	0	0	170	478	3,420	0	0	[illegible]
Int'l Ground Transport	209	0	0	65	0	0	78	0	0	50	0	114	3	0	0	0	[illegible]
Int'l Per Diem	27	0	0	233	0	21	100	0	0	0	0	0	0	0	0	0	[illegible]
Domestic, Ground Transport	0	0	0	0	0	0	0	0	0	0	0	42	0	0	0	0	[illegible]
Domestic, Per Diem	0	0	0	0	0	0	0	0	0	0	0	123	0	0	0	0	
5 Other Direct Costs	431	810	274	1,380	103	70	176	81	447	8	182	262	5,084	0	1,336	0	[illegible]
Temporary Help	0	0	16	0	6	0	0	5	16	0	7	64	0	0	0	0	[illegible]
Storage	0	62	0	0	0	62	62	62	0	0	62	0	0	0	0	0	
Air & Surface Shipments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Freight & Delivery	0	408	0	0	0	0	0	0	0	0	0	0	5,084	0	1,336	0	[illegible]
Translation Services	166	0	103	0	0	0	63	0	0	0	0	0	0	0	0	0	
Printing	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Supplies	265	30	18	10	94	0	27	0	0	8	16	7	18	0	0	0	[illegible]
Local Health Facilities Cost	0	0	0	1,125	0	0	0	0	400	0	0	0	0	0	0	0	[illegible]
Maintenance Contracts	0	0	0	255	0	0	0	0	14	0	108	0	0	0	0	0	[illegible]
MEDEX/DBA Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Miscellaneous	0	0	136	0	0	8	24	0	17	0	0	202	0	0	0	0	[illegible]
1-5 Total Direct Costs	8,811	9,042	8,606	10,219	8,635	8,238	8,887	9,432	8,888	8,202	9,558	9,263	5,565	3,420	1,336	0	[illegible]
6 Direct Overhead @ 30%	2,643	2,713	2,642	3,066	2,591	2,471	2,666	2,830	2,666	2,461	2,867	2,779	1,670	1,026	401	0	[illegible]
7 Subcontractor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
8 Subcontractor Fee @ 3%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
9 Overseas Allowances	5,896	4,244	6,261	6,362	2,861	2,814	4,660	6,687	887	1,815	4,528	2,602	0	858	0	(633)	[illegible]
Education Allowance	204	345	498	128	0	0	467	1,611	111	804	128	463	0	656	0	(633)	[illegible]
Post Allowance	566	566	566	1,130	421	284	289	284	0	0	1,074	284	0	0	0	0	[illegible]
Post Differential	1,622	1,622	1,622	1,622	1,622	1,622	1,622	1,518	0	811	3,325	1,825	0	0	0	0	[illegible]
Housing Allowances	3,503	1,710	3,595	3,501	818	886	2,582	2,673	776	0	0	0	0	0	0	0	[illegible]
Rent	2,661	0	2,646	2,671	0	0	1,692	0	422	1,267	0	0	0	0	0	0	[illegible]
Security	103	214	103	89	88	102	212	266	0	121	70	78	0	0	0	0	[illegible]
Utilities	718	1,496	797	831	721	806	878	2,406	353	631	18	442	506	0	0	0	[illegible]
10 Equipment & Freight	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
TOTAL	17,350	16,000	17,720	19,687	14,687	13,626	16,613	18,349	12,564	12,278	16,953	14,644	7,235	5,404	1,737	(633)	514 [illegible]

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MONTHLY FINANCIAL REPORT/MIS COMPONENT

PROJECT ABEL/MALI DPE 5832 Z-00-6032-00

CATEGORY	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	1994 JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL
MIS COMPONENT																	
1 Consultant Fees	1,888	6,726	8,141	720	4,287	10,088	6,050	12,800	0	6,268	0	6,077	2,164	2,331	2,449	0	113,304
Serge Cuenin	0	0	3,676	(3,676)	0	3,676	0	0	0	0	0	0	0	0	0	0	[illegible]
Nadia Vila	1,888	6,726	4,666	4,296	4,287	6,613	6,050	12,800	0	3,602	0	4,434	2,164	2,331	2,449	0	[illegible]
Lude Coumare	0	0	0	0	0	0	0	0	0	2,666	0	1,643	0	0	0	0	[illegible]
2 Travel & Transportation	361	17	2,150	0	2,176	0	0	2,448	61	3	102	0	1	0	14	0	[illegible]
Intl Airfare	0	0	1,691	0	2,176	0	0	2,323	0	0	0	0	0	0	0	0	[illegible]
Intl Ground Transport	361	0	146	0	0	0	0	24	0	3	2	0	1	0	0	0	[illegible]
Predeparture Costs	0	17	17	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Other Travel Costs	0	0	31	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Intl Per Diem	0	0	363	0	0	0	0	102	61	0	99	0	0	0	14	0	[illegible]
3 Other Direct Costs	237	718	121	187	18	0	297	6,265	2	178	241	608	1,352	170	310	0	14,671
Storage Fee	41	115	115	115	0	0	230	0	0	115	230	0	0	0	0	0	[illegible]
Air & Surface Shipments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Freight & Delivery	0	405	0	0	0	0	0	1,487	0	0	0	616	1,343	170	0	0	[illegible]
Moving Expenses			0	0	0	0	0	3,469	0	0	0	0	0	0	0	0	[illegible]
Books & Subscriptions	84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Postage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Printing	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Photocopying	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Supplies	116	168	6	0	16	0	41	34	2	33	10	36	9	0	0	0	[illegible]
Translation	0	0	0	0	0	0	0	0	0	30	0	0	0	0	0	0	[illegible]
Equipment Rental	0	0	0	0	0	0	0	291	0	0	0	54	0	0	310	0	[illegible]
Temporary Staff	4	0	0	72	0	0	0	6	0	0	0	0	0	0	0	0	[illegible]
M&E & DBA Insurance	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Miscellaneous	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0	0	[illegible]
1-3 Total Direct Costs	2,584	7,480	10,412	807	6,476	10,088	6,366	20,614	63	6,447	343	6,684	3,518	2,501	2,772	0	143,181
4 Direct Overhead @ 30%	769	2,238	3,124	272	1,944	3,026	1,907	6,184	25	1,934	103	2,005	1,055	750	832	0	[illegible]
5 Overseas Allowances	1,670	1,666	1,263	1,783	1,272	1,720	1,169	4,187	0	289	0	0	0	0	1,022	0	[illegible]
Education Allowance	0	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
Post Allowance	253	505	0	504	188	127	129	316	0	289	0	0	0	0	0	0	[illegible]
Housing Allowances	628	1,000	1,253	1,289	1,085	1,594	1,070	3,871	0	0	0	0	0	0	1,022	0	[illegible]
Rent	715	741	719	699	675	705	253	2,694	0	0	0	0	0	0	1,022	0	[illegible]
Security	69	63	69	68	64	69	124	262	0	0	0	0	0	0	0	0	[illegible]
Utilities	21	188	444	617	326	801	653	735	0	0	0	0	0	0	0	0	[illegible]
6 Equipment & Freight	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
7 Subcontractor-RTI	31,236	0	0,132	11,066	0	26,734	0	43,366	0	0	2,876	0,148	0	11,578	0	0,371	[illegible]
8 Subcontractor Fee @ 3%	937	0	274	332	0	802	0	1,301	0	0	62	244	0	347	0	281	[illegible]
TOTAL	36,978	11,284	24,186	14,[illegible]	9,695	42,371	9,462	75,663	168	8,670	2,583	17,082	4,573	15,178	4,626	9,652	[illegible]

MONTHLY FINANCIAL REPORT/IN-SERVICE TRNG COMPONENT

PROJECT ABEL/MALI DPE 5832 Z 00 0032 00

CATEGORY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	1994 JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL [illegible]
IN SERVICE TRAINING																
1. Consultant Fees-Hittenberger	0	0	310	0	0	0	0	0	0	0	0	0	0	0	0	3
Consultant Fees-B.Gagne	0	0	0	0	0	0	0	0	0	0	0	10760	0	0	0	10
2. Travel & Transportation	0	4	235	0	10	85	53	152	85	3,808	4	5,863	0	0	0	10
Domestic, Ground transport	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
Pre Departure Costs	0	0	0	0	0	0	0	0	0	0	0	35	0	0	0	
Int'l Airfare-Gagne	0	0	0	0	0	0	0	0	0	3,603	0	0	0	0	0	[illegible]
Int'l Per Diem	0	0	208	0	0	0	41	152	0	51	0	5,740	0	0	0	[illegible]
Int'l Ground Transport	0	4	30	0	10	85	13	0	85	154	4	123	0	0	0	[illegible]
3. Other Direct Costs	50	0	53	13	208	118	1,286	90	2,275	1,282	386	0	7	760	0	11,7
Communications	0	0	15	0	0	0	0	0	0	0	0	0	0	0	0	
Postage/Delivery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Printing	0	0	0	0	0	0	0	0	0	86	0	0	0	0	0	[illegible]
Photocopy Costs	0	0	28	0	67	0	968	84	1951	0	0	0	0	760	0	[illegible]
Equipment Rental/Repair	0	0	0	0	141	0	0	0	0	68	0	0	0	0	0	[illegible]
Temporary Staff	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	[illegible]
Maintenance Contracts	0	0	0	0	0	0	0	0	42	814	80	0	0	0	0	[illegible]
General Office Supplies	50	0	10	13	0	118	0	5	282	304	305	0	0	0	0	[illegible]
Security	0	0	0	0	0	0	268	0	0	0	0	0	0	0	0	[illegible]
Expendable Equipment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]
1-3 Total Direct Costs	50	4	508	13	217	203	1,340	242	2,360	5,090	390	5,863	7	760	0	25,[illegible]
4. Direct Overhead @ 30%	16	1	180	4	65	61	402	73	708	1,527	117	1,759	2	228	0	7,[illegible]
TOTAL	77	5	779	17	282	264	1,742	315	3,068	6,617	507	7,622	9	988	0	33,257

28 Sep 94

MONTHLY FINANCIAL REPORT/WID COMPONENT

PROJECT ABEL/MALI DPE-5832 Z-00-0032-00

CATEGORY	MAY	JUN	1993 JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL 5/93 Phase
WID																	
1. Consultant Fees	0	0	0	0	2,700	0	0	0	0	0	0	0	0	0	0	0	2,
2. Travel & Transportation	0	0	12	3,661	5	17	18	46	0	6	43	2,555	46	22	0	0	6,4
Int'l Airfare(C. Brown)	0	0	0	3,645	0	0	0	0	0	0	0	0	0	0	0	0	3 1
Int'l Per Diem	0	0	0	0	0	0	0	41	0	0	0	2,504	0	0	0	0	2
Int'l Ground Transport	0	0	12	16	5	17	18	6	0	6	43	51	46	22	0	0	
3. Other Direct Costs	0	19	2,400	0	92	144	286	3,333	0	2,029	0	0	0	2	0	0	8,3
Communications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Postage/Delivery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Photocopy Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Equipment Rental/Repair	0	0	0	0	58	0	0	0	0	0	0	0	0	0	0	0	
Temporary Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Maintenance Contracts	0	0	0	0	0	0	286	0	0	29	0	0	0	0	0	0	3
General Office Supplies	0	19	0	0	17	112	0	333	0	0	0	0	0	2	0	0	
Report Production/Animate	0	0	2400	0	0	0	0	3000	0	2000	0	0	0	0	0	0	7
Expendable Equipment	0	0	0	0	0	32	0	0	0	0	0	0	0	0	0	0	
Miscellaneous	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	
1-3 Total Direct Costs	0	19	2,412	3,661	2,797	161	304	3,379	0	2,035	43	2,555	46	24	0	0	17,4
4. Direct Overhead @ 30%	0	6	724	1,098	839	48	91	1,014	0	611	13	767	14	7	0	0	5,2
TOTAL	0	25	3,136	4,759	3,636	209	395	4,393	0	2,646	56	3,322	60	31	0	0	22,668

MONTHLY FINANCIAL REPORT/FAEF COMPONENT

PROJECT LABEL/MALI-DPE-5832 Z 00-9032-00

CATEGORY	MAY	JUN	1993 JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL 5/93 Present
FAEF																	
1. Consultant Fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Travel & Transportation	0	111	0	10	0	7	5	68	0	1	0	0	7	11	0	0	220
Int'l Per Diem	0	111	0	0	0	0	0	41	0	0	0	0	0	0	0	0	220
Int'l Ground Transport	0	0	0	10	0	7	5	27	0	1	0	0	7	11	0	0	68
3. Other Direct Costs	0	0	0	12	10	0	0	0	42	0	0	0	0	0	0	0	64
Communications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Postage/Delivery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Photocopy Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Computer Rental	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temporary Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maintenance Contracts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General Office Supplies	0	0	0	12	10	0	0	0	42	0	0	0	0	0	0	0	64
Expendable Equipment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1-3 Total Direct Costs	0	111	0	22	10	7	5	68	42	1	0	0	7	11	0	0	284
4. Direct Overhead @ 30%	0	33	0	7	3	2	2	20	13	0	0	0	2	3	0	0	85
TOTAL	0	144	0	29	13	9	7	88	55	1	0	0	9	14	0	0	369

APPENDIX O

SAMPLE OF SUBCONTRACT VOUCHER DETAIL

Printed January 1990
Department of the Treasury
ITEM 1-2000

VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL

VOUCHER NO. #60

U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION
Ms. Sheila Rabaglia
Associate Director of Contracts Mgt.
Academy for Educational Development
1875 Connecticut Avenue, N.W.
Washington, D.C. 20009-1202

DATE VOUCHER PREPARED: December 7, 1994

CONTRACT NUMBER AND DATE: Subcontract

REQUISITION NUMBER AND DATE:

SCHEDULE NO.:

PAID BY:

PAYEE'S NAME AND ADDRESS:
Creative Associates International, Inc.
5301 Wisconsin Ave., N.W.
Suite 700
Washington, D.C. 20015

Project (ABEL) # 530

DATE INVOICE RECEIVED:

DISCOUNT TERMS:

PAYEE'S ACCOUNT NUMBER:

SHIPPED FROM: TO: WEIGHT:

GOVERNMENT B/L NUMBER:

NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES (Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)	QUANTITY	UNIT PRICE COST	UNIT PRICE PER	AMOUNT
12/7/94 #60	P/E 9/30/94	"I certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the contract." Mimi Tse, V.P., Treasurer				$290.02

(Use continuation sheet(s) if necessary) *(Payee must NOT use the space below) TOTAL $290.02

PAYMENT: PROVISIONAL / COMPLETE / PARTIAL / TOTAL / PROGRESS / ADVANCE

APPROVED FOR = $ | EXCHANGE RATE = $1.00 | DIFFERENCES

BY *

Amount verified; correct for

TITLE

(Signature or initials)

Under the authority vested in me, I certify that this voucher is correct and proper for payment.

(Date) (Authorized Certifying Officer)* (Title)

ACCOUNTING CLASSIFICATION

PAID BY: CHECK NUMBER | ON ACCOUNT OF U.S. TREASURY | CHECK NUMBER | ON (Name of bank)

CASH $ | DATE | PAYEE *

*When stated in foreign currency, insert name of currency.
*If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title.
*When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: "John Doe Company, per John Smith, Secretary", or "Treasurer", as the case may be.

PER

TITLE

Previous edition usable

PRIVACY ACT STATEMENT

379

October 1994
Creative Associates Inc

Voucher #60 Project #530-000
Basic Core
Budget

	5 YR. BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
DIR LABOR	175,942.69	0.00	180,772.95	180,772.95	(4,830.26)	-2.75%	29.41
FRINGE	52,782.51	0.00	54,231.89	54,231.89	(1,449.38)	-2.75%	
O H	78,645.80	0.00	80,805.50	80,805.50	(2,159.70)	-2.75%	
CONSULTANTS	63.00	0.00	63.00	63.00	0.00	0.00	0.04
TRAVEL EXP	6,485.18	0.00	6,485.18	6,485.18	0.00	0.00	
O D E.	18,310.82	4.56	12,326.04	12,330.60	5,980.22	32.66%	
SUBTOTAL	332,230.00	4.56	334,684.56	334,689.12	(2,459.12)	-0.74%	
G & A	40,200.00	0.55	40,496.81	40,497.36	(297.36)	-0.74%	
FEE	18,767.00	0.00	18,767.00	18,767.00	0.00	0.00%	
TOTAL AMOUNT	391,197.00	5.11	393,948.37	393,953.48	(2,756.48)	-0.70%	29.45

"The undersigned certifies that the cost of services reimbursable to the contractor and the amount of fee earned by the contractor up to the date of this certificate are not less than the total payments received as claimed by the contractor under the contract (including the payments claimed herewith), and that the contractor to the best of his knowledge and belief has fully complied with the terms and conditions of the contract."

Creative Associates International, Inc.

Mimi Tse

Mimi Tse, V P./Treasurer

October 1994
Creative Associates, Inc
5301 Wisconsin Avenue N W
Suite 700
Washington, D C 20015

Voucher #60 Project #530-000
Basic Core
Budget

DIRECT LABOR		HOURS	RATE	AMOUNT
	M. Rihani		41 50	0.00
	C Prather		20.87	0.00
	M. Amoux		9.09	0.00
TOTAL DIRECT LABOR				0.00
FRINGE BENEFIT @ 30%				0.00
OVERHEAD @ 44.7%				0.00
Travel				
Subtotal		0.00		
Per Diem				
Local				
Subtotal		0.00		
TOTAL TRAVEL EXP				0.00

CONSULTANT	Days	Rate	AMOUNT
TOTAL CONSULTANTS			0.00
OTHER DIRECT EXPENSES			
Telephone		4.56	
TOTAL OTHER DIRECT EXP			4.56
SUBTOTAL			4.56
G & A @ 12.1%			0.55
SUBTOTAL			5.11
FEE			
TOTAL AMOUNT CLAIMED THIS PERIOD			5.11

over budget

October 1994
Creative Associates, Inc

Voucher #60 Project #530-001
Gender Support

	BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
DIR LABOR	77,742.30	0.00	77,014.90	77,014.90	727.40	0.94%	23.51
FRINGE	22,798.19	0.00	23,104.51	23,104.51	(306.32)	-1.34%	
O.H.	33,750.51	0.00	34,425.67	34,425.67	(675.16)	-2.00%	
O.D.E.	5,400.00	36.39	5,831.34	5,867.73	(467.73)	-8.66%	
SUBTOTAL	139,691.00	36.39	140,376.42	140,412.81	(721.81)	-0.52%	23.51
G & A	16,902.00	4.40	16,985.57	16,989.97	(87.97)	-0.52%	
FEE	7,732.00	0.00	7,732.00	7,732.00	0.00	0.00%	
TOTAL AMOUNT	164,325.00	40.79	165,093.99	165,134.78	(809.78)	-0.49%	23.51

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Creative Associates International, Inc

Mimi Tse, V.P./Treasurer

October 1994
Creative Associates, Inc
5301 Wisconsin Avenue N W
Suite 700
Washington, D C 20015

Voucher #60 Project #530-001
Gender Support

DIRECT LABOR		HOURS	RATE	AMOUNT
	B Reese		20 84	0 00
TOTAL DIRECT LABOR				0.00
FRINGE BENEFIT @ 30%				0.00
OVERHEAD @ 44 7%				0.00
OTHER DIRECT EXPENSES				
Telephone		25 39		
Travel-Local		11 00		
TOTAL OTHER DIRECT EXP				36.39
SUBTOTAL				36.39
G & A @ 12 1%				4.40
SUBTOTAL				40.79
FEE				
TOTAL AMT CLAIMED THIS PERIOD				40.79

over budget

October 1994 Voucher #60 Project #530-018

Creative Associates, Inc South Africa

Source of Funds
AED Project# 122104-1024
PIO/T # 674-0302-3-10031
Appropriation # 72-11/21014
Allotment Symbol N/A
Budget Plan Code GSSI-91-21674-IG13

	BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
DIR LABOR	122,170.76	0.00	119,384.77	119,384.77	2,785.99	2.28%	7.65
FRINGE	36,651.22	0.00	35,815.44	35,815.44	835.78	2.28%	
O H	54,610.30	0.00	53,364.95	53,364.95	1,245.35	2.28%	
CONSULTANTS	4,924.90				4,924.90		
ALLOWANCE	41,924.04	0.00	41,924.04	41,924.04	0.00	0.00%	
O D E	13,156.91	21.41	12,304.38	12,325.79	831.12	6.32%	
SUBTOTAL	273,438.13	21.41	262,793.58	262,814.99	10,623.14	3.89%	7.65
G & A	33,086.01	2.59	31,798.04	31,800.63	1,285.38	3.88%	
FEE	15,326.23	0.00	15,326.23	15,326.23	0.00	0.00%	
TOTAL AMOUNT	321,850.37	24.00	309,917.85	309,941.85	11,908.52	3.70%	7.65

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Creative Associates International, Inc.

Mimi Tse, V P /Treasurer

October, 1994 Voucher #60 Project #530-018

Creative Associates, Inc South Africa

5301 Wisconsin Avenue, N W

Suite 700

Washington, D C 20015

DIRECT LABOR	HOURS	RATE	AMOUNT
B. Reese		20.84	0.00
TOTAL DIRECT LABOR			0.00
FRINGE BENEFIT @ 30%			0.00
OVERHEAD @ 44.7%			0.00
ALLOWANCE			
Housing			
TOTAL ALLOWANCE			0.00
OTHER DIRECT EXPENSES			
Telephone	21.41		
TOTAL OTHER DIRECT EXP			21.41
SUBTOTAL			21.41
G & A @ 12.1%			2.59
SUBTOTAL			24.00
FEE			
TOTAL AMT CLAIMED THIS PERIOD			24.00

12 21 04

1029

October 1994 Voucher #60 Project #530-032

Creative Associates, Inc. SARA

	BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
DIRECT LABOR	34,179.00	0.00	22,904.08	22,904.08	11,274.92	32.99%	11.45
FRINGE BENEFITS	10,253.69	0.00	6,871.22	6,871.22	3,382.47	32.99%	
OVERHEAD	12,476.50	0.00	10,238.14	10,238.14	2,238.36	17.94%	
O D E	1,000.00	1.90	3,769.02	3,770.92	(2,770.92)	-277.09%	
SUBTOTAL	57,909.19	1.90	43,782.46	43,784.36	14,124.83	24.39%	11.45
G & A	7,007.01	0.23	5,297.65	5,297.88	1,[illegible]09.13	24.39%	
FEE	3,245.81	0.00	3,245.81	3,245.81	0.00	0.00%	
TOTAL AMOUNT	68,162.01	2.13	52,325.92	52,328.05	15,833.96	23.23%	11.45

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Creative Associates International, Inc.

Mimi Tse, V.P./Treasurer

October, 1994 Voucher #60 Project #530-032

Creative Associates, Inc. SARA

5301 Wisconsin Avenue, N.W

Suite 700

Washington, D.C. 20015

DIRECT LABOR	HOURS	RATE	AMOUNT
P. Bolejack		17.79	0.00
J. Jreige		11.54	0.00
T. Shanff		9.62	0.00
TOTAL DIRECT LABOR			0.00
FRINGE BENEFIT @ 30%			0.00
OVERHEAD @ 44.7%			0.00
OTHER DIRECT EXPENSES			
Telephone	1.90		
TOTAL OTHER DIRECT EXP.			1.90
SUBTOTAL			1.90
G & A @ 12.1%			0.23
SUBTOTAL			2.13
FEE			
TOTAL AMT CLAIMED THIS PERIOD			2.13

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387

October 1994 Voucher #60 Project #530-036

Creative Associates, Inc Near East: Girls' Participation

	BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
DIR LABOR	7,997.30	0.00	6,362.03	6,362.03	1,635.27		2.52
FRINGE	2,399.19	0.00	1,908.61	1,908.61	490.58		
O.H.	3,574.79	0.00	2,843.83	2,843.83	730.96		
CONSULTANTS	31,440.00	0.00	3,375.00	3,375.00	28,065.00	89.27%	2.04
TRAVEL	13,797.00	0.00	210.64	210.64	13,586.36	98.47%	
O D E	7,225.68	143.02	1,257.12	1,400.14	5,825.54	80.62%	
SUBTOTAL	66,433.96	143.02	15,957.23	16,100.25	50,333.71	75.77%	4.56
G & A	8,038.51	17.31	1,930.83	1,948.14	6,090.37	75.76%	
FEE	3,723.62	0.00	3,723.62	3,723.62	0.00	0.00%	
TOTAL AMOUNT	78,196.09	160.33	21,611.68	21,772.01	56,424.08	72.16%	4.56

"The undersigned certifies that the cost of services reimbursable to the contractor and the amount of fee earned by the contractor up to the date of this certificate are not less than the total payments received as claimed by the contractor under the contract (including the payments claimed herewith), and that the contractor to the best of his knowledge and belief has fully complied with the terms and conditions of the contract."

Creative Associates International, Inc.

Mimi Tse, V P /Treasurer

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October, 1994 Voucher #60 Project #530-036

Creative Associates, Inc. Near East: Girls' Participation

5301 Wisconsin Avenue, N W

Suite 700

Washington, D C 20015

DIRECT LABOR	HOURS	RATE	AMOUNT
C Prather		20.87	0.00
T Shanff		9.62	0.00
R. Amoux		9.09	0.00
TOTAL DIRECT LABOR			0.00
FRINGE BENEFIT @ 30%			0.00
OVERHEAD @ 44.7%			0.00

CONSULTANT	DAYS	RATE	AMOUNT	AMOUNT
			0.00	
TOTAL CONSULTANT				0.00
TRAVEL & PER DIEM				
TOTAL TRAVEL & PER DIEM				0.00

OTHER DIRECT EXPENSES		
Telephone/Fax	117.02	
Delivery	26.00	
TOTAL OTHER DIRECT EXP		143.02
SUBTOTAL		143.02
G & A @ 12.1%		17.31
SUBTOTAL		160.33
FEE		
TOTAL AMT CLAIMED THIS PERIOD		160.33

12104

6074

October, 1994
Creative Associates, Inc.

Voucher #60 Project #530-037
Croatia Inservice

	BUDGET	AMT CLA THIS PER	PREVIOUS AMOUNT	CUMM. AMOUNT	AVAILABLE FUNDS	PERCENT AVAILABLE	LEVEL OF EFFORT
CONSULTANTS	31,586.00	0.00	14,805.72	14,805.72	16,780.28	53.13%	5.37
TRAVEL	17,260.00	0.00	13,084.83	13,084.83	4,175.17	24.19%	
O.D.E.	4,169.00	51.44	11,817.43	11,868.87	(7,699.87)	-184.69%	
SUBTOTAL	53,015.00	51.44	39,707.98	39,759.42	13,255.58	25.00%	5.37
G & A	6,415.00	6.22	4,804.67	4,810.89	1,604.11	25.01%	
FEE	2,972.00	0.00	2,972.00	2,972.00	0.00	0.00%	
TOTAL AMOUNT	62,402.00	57.66	47,484.65	47,542.31	14,859.69	23.81%	5.37

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Creative Associates International, Inc.

Mimi Tse, V.P./Treasurer

390

October, 1994 Voucher #60 Project #530-037

Creative Associates, Inc. Croatia Inservice Girls Participation

5301 Wisconsin Avenue, N.W.

Suite 700

Washington, D.C. 20015

CONSULTANT	DAYS	RATE	AMOUNT	AMOUNT
Teach Train Designer				
(R. Pearson)		275.00	0.00	
3 Croatian Designers		90.00	0.00	
T. Shariff		76.96	0.00	
TOTAL CONSULTANT				0.00
TRAVEL & PER DIEM				
Travel-Per Diem:				
TOTAL TRAVEL & PER DIEM				
OTHER DIRECT EXPENSES				
Telephone		51.44		
TOTAL OTHER DIRECT EXP.				51.44
SUBTOTAL				51.44
				6.22
G & A@12.1%				57.66
FEE				
TOTAL AMT. CLAIMED THIS PERIOD				57.66

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APPENDIX P

TASK ORDER REPORT

07 Jun 95

SUB	TO#	DESCRIPTION	R&D/ED	R&D/WID	MISSION	TOTAL BUDGET
CAI						
	00	R&D/ED OPERATING COSTS	$293,674	$97,523	$0	$391,197
	01	GENDER SUPPORT BACKSTOP, PPC/WID	$0	$168,040	$0	$168,040
	02	EFA GIRLS EDUCATION	$13,752	$0	$0	$13,752
	03*	EFA EDUCATION TEST VIDEO	$20,375	$0	$0	$20,375
	04	MALI BUY IN GENDER RELATED, PPC/WID	$0	$147,926	$0	$147,926
	05	BASIC EDUCATION CONFERENCE	$20,000	$0	$0	$20,000
	06	EFA GRAPHICS	$1,676	$0	$0	$1,676
	07	GHANA BUY-IN GENDER RELATED	$0	$8,400	$3,466	$11,866
	08	SOCIAL & ECONOMIC IMPACTS GIRL'S ED.	$19,378	$44,426	$0	$63,804
	09	MALI MATERNAL LANGUAGES	$0	$0	$34,172	$34,172
	10	MALAWI BUY-IN	$0	$0	$18,995	$18,995
	11	WEST AFRICA CONFERENCE	$2,204	$3,307	$0	$5,511
	12	BOTSWANA FIELD WOMEN IN DEVELOPMENT	$0	$12,216	$6,146	$18,362
	13	GENDER RESEARCH DIS	$7,696	$10,544	$0	$18,240
	14	FORMAL/NONFORMAL COST BENEFITS ANALYSES	$36,178	$54,267	$0	$90,445
	15	JONATHAN JANSEN TDY TO SOUTH AFRICA	$0	$0	$26,212	$26,212
	16	MALAWI BUY IN	$0	$51,942	$38,182	$90,124
	17	GHANA GENDER & DECENTRAL. CONSULTANCY	$5,408	$1,699	$21,990	$29,097
	18	JONATHAN JANSEN LONG TERM	$0	$0	$321,850	$321,850
	19	PRINTING THE DOCUMENT LESSONS LEARNED	$7,046	$0	$0	$7,046
	20	BOTSWANA WOMEN IN DEV RSA	$0	$17,517	$4,000	$21,517
	21	TESTING AND MEASUREMENT	CANCELLED			$0
	22	FUBA ASSESSMENT - LEACE	$0	$0	$18,636	$18,636
	23	GENDER SPECIALISTS COALITION CONFERENCE	$0	$4,412	$0	$4,412
	24	UGANDA PAIP TEAM	$9,741	$0	$0	$9,741
	25	NAMIBIA/EDUCATION SUPPORT TEACHER TRAINING	$0	$0	$256,630	$256,630
	26	EDUCATING GIRLS: STRATEGIES TO INCR. A,P&A	$3,053	$3,640	$0	$6,693
	27	UGANDA PAAD TEAM	$0	$0	$14,090	$14,090
	28	MALAWI GABLE 3	$0	$0	$23,970	$23,970
	29	YEMEN: WOMEN'S UNION BASIC EDUCATION	$0	$10,519	$13,713	$24,232
	30	BANGLADESH RURAL ADVANCEMENT COMMITTEE (BRAC)	$12,745	$0	$0	$12,745
	31	MALAWI GABLE 4	$0	$5,332	$38,856	$44,188
	32	GIRLS EDUCATION, LITERATURE DATABASE	$0	$68,162	$0	$68,162
	33	HUMAN RESOURCES DEV. ADVISOR/ASIA BUREAU	$5,000	$9,218	$0	$14,218
	34	ZIMBABWE - AFR/ARTS WORKSHOP	$12,803	$0	$0	$12,803
	35	MALAWI - GABLE 2: CASE STUDY	$0	$0	$21,894	$21,894
	36	NEAR EAST: GIRL'S PARTICIPATION IN BASIC EDUCATION	$61,829	$0	$0	$61,829
	37	CROATIA IN SERVICE TEACHER TRAINING IN CROATIA	$0	$62,583	$0	$62,583
		TOTAL	$532,558	$781,673	$862,802	$2,177,033

07 Jun 95

TO#	DESCRIPTION	R&D/ED	R&D/WID	MISSION	TOTAL BUDGET
HWD					
00	R&D/ED OPERATING COSTS	$52,300	$0	$0	$52,300
01	EMIS	$12,380	$0	$0	$12,380
	SHARE	$17,086	$0	$0	$17,086
	SRI LANKA	$17,385	$0	$0	$17,385
02	LITERATURE REVIEW	$38,565	$0	$0	$38,565
03	EPICS SIMULATION DEVELOPMENT	$37,507	$0	$0	$37,507
04	SHARE 1991	$107,044	$0	$0	$107,044
05	CLUSTER CASE STUDY/SRI LANKA	CANCELLED	$0	$0	$0
06	EIM DEVELOPMENT	$51,994	$0	$0	$51,994
07	OPES DEVELOPMENT	CANCELLED			$0
08	BANGLADESH RURAL ADVANCEMENT COMMITTEE	CANCELLED			$0
09	MALAWI WORKSHOP	CANCELLED			$0
10	PUBLISHING FORUM	$297,104	$0	$0	$297,104
11	S. AFRICA PRELIM. HWD	$0	$0	$14,334	$14,334
12	ED. POLICY ANALYSIS AND MODEL DEV. S.A.	$0	$0	$20,853	$20,853
13	SPONSOR S.A. TO HWD WKSHOP	CANCELLED			$0
14	REACHING FOR THE PERIPHERY	$111,210	$0	$0	$111,210
15	UGANDA PAIP TEAM	$10,936	$0	$0	$10,936
16	BANGLADESH RURAL ADV. COM. (BRAC)	CANCELLED		**UNSIGNED**	$0
17	GABLE MALAWI	$0	$0	$149,563	$149,563
18	UGANDA PAAD TEAM	$0	$0	$16,404	$16,404
19	GABLE/MALAWI 2	$0	$0	$357,726	$357,726
20	MALAWI GABLE 3	$0	$0	$120,502	$120,502
21	PARAGUAY SECTOR ASSESSMENT	$0	$0	$82,253	$82,253
22	ESCUELA NUEVA CASE STUDY	$48,948	$0	$0	$48,948
23	ED. POLICY ANALYSIS & PLANNING WKSHP	$7,173	$0	$0	$7,173
24	INDIAN FAMILY VALUES PROJECT	$4,388	$0	$0	$4,388
	TOTAL	$814,020	$0	$761,635	$1,575,655

07 Jun 95

TO#	DESCRIPTION	R&D/ED	R&D/WID	MISSION	TOTAL BUDGET
ATI					
90-1	PREPLAN AND COORD OF WA CONFERENCE	CANCELLED	$0	$0	$0
01	ADMINISTRATIVE EXPENSES	$73,380	$0	$0	$73,380
02	MALI	$0	$0	$458,334	$458,334
03	WEST AFRICA CONFERENCE AFB	$30,000	$0	$0	$30,000
	WEST AFRICA CONFERENCE	$15,000	$0	$0	$15,000
04	MALAWI	$0	$0	$14,626	$14,626
05	MALI ORIENTATION VISIT	$0	$0	$21,654	$21,654
06	SOUTH AFRICA BUY-IN	$0	$0	$228,557	$228,557
07	EDUCATIONAL POLICY AND MODEL DEV.S.A.	INCLUDED IN #6	$0	$0	$0
08	MALAWI/GENDER	CANCELLED			$0
09	TOGO WORKSHOP "FINDINGS"	CANCELLED			$0
10	POLICY OPTIONS WORKSHOP II	INCLUDED IN #6	$0	$0	$0
11	S.A. POLICY OPTIONS: DOCUMENT STORYBOARD	INCLUDED IN #6	$0	$0	$0
12	CANNING & CONDUCTING TRAINING WORKSHOPS	INCLUDED IN #6	$0	$0	$0
13	DEVEOPMENT OF SHARE	$337	$0	$0	$337
14	SOUTH AFRICA MODELING ACTIVITIES	$0	$0	$252,251	$252,251
15	DEVELOPMENT GOVERNANCE MODEL PHASE I	$130,414	$0	$0	$130,414
16	SWAZILAND. POLICY SUPPORT SYSTEMS PRESENTATION	$7,432	$0	$0	$7,432
17	ED POLICY ANALYSIS & PLANNING WKSHP	$1,059	$0	$0	$1,059
18	NICARAGUA/REPETITION STUDY & REPETITON DIALOGUE	$0	$0	$130,932	$130,932
19	ETHIOPIA FINANCIAL SIMULATION & POLICY DIALOGUE	$120,979	$0	$0	$120,979
20	S.A. DEVELOPMENT OF TEACHER SUPPLY & UTILIZATION	$0	$0	$80,783	$80,783
21	ZIMBABWE - AFR/ARTS WORKSHOP	$17,081	$0	$0	$17,081
22	NEAR EAST: GIRL'S PARTICIPATION IN BASIC EDUCATION	$13,747	$0	$0	$13,747
	TOTAL	$409,429	$0	$1,187,137	$1,596,566

SUBTOTAL	10/89-9/94	$1,756,007	$781,673	$2,811,574	$5,349,254

DATE	SUBCONTRACTOR	R&D/ED	R&D/WID	MISSION	TOTAL BUDGET
OTHERS					
8/16/93	AFRICAN ACADEMY OF SCIENCES (AAS)	$15,000	$43,273	$0	$58,273
12/6/89	APPLIED COMMUNICATION TECHNOLOGY (ACT)	$14,406	$0	$0	$14,406
2/12/90	APPLIED COMMUNICATION TECHNOLOGY (ACT)	$1,707	$0	$0	$1,707
6/4/92	CASE WESTERN RESERVE UNIVERSITY (CWRU)	$15,000	$0	$0	$15,000
8/5/93	CENTRO DE INVESTIGACION Y DESARROLLO (CIDE)	$16,130	$0	$0	$16,130
4/94	CENTRO DE INVESTIGACION Y DESARROLLO (CIDE)	$77,600	$0	$0	$77,600
11/16/92	CENTRO PARAGUAYO DE ESTUDIOS SOCIOLOGICOS (CPES)	$28,000	$0	$0	$28,000
5/21/92	CLARK ATLANTA UNIVERSITY (CAU)	$0	$0	$143,312	$143,312
4/94	CLARK ATLANTA UNIVERSITY (CAU)	$0	$0	$44,703	$44,703
2/23/90	DECISION RESOURCE CORPORATION (DRC)	$8,000	$0	$0	$8,000
5/28/91	DELOITTE PIM GOLBY (DPG)	$0	$0	$2,289	$2,289
12/18/91	DELOITTE PIM GOLBY (DPG)	$0	$0	$1,623	$1,623
7/9/90	EDUCATIONAL TESTING SERVICE (ETS)	$16,300	$0	$0	$16,300
7/9/90	EDUCATIONAL TESTING SERVICE (ETS)	$9,304	$0	$0	$9,304
6/2/92	HUMAN AWARENESS PROGRAMME (HAP)	$0	$0	$31,000	$31,000
8/30/90	K-COM MICROGRAPHICS	$60,026	$0	$0	$60,026
2/14/92	LEADERSHIP INSTITUTE	$0	$0	$17,143	$17,143
8/6/90	MICHIGAN STATE UNIVERSITY (MSU)	$0	$0	$143,058	$143,058
12/21/93	SOCIAL RESEARCH INSTITUTE (SRI)	$24,006	$0	$0	$24,006
5/9/94	INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)	$0	$0	$9,920	$9,920
	TOTAL	**$285,479**	**$43,273**	**$393,048**	**$721,800**
	GRAND TOTAL	**$2,041,486**	**$824,946**	**$3,204,622**	**$6,071,054**

APPENDIX Q

SAMPLE BEEP/ABEL ACTION PLAN
(including completions)

SAMPLE BEEP/ABEL ACTION PLAN

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

PLAN 1994

ID#	VOLET	TACHE	DEBUT PLAN	DEBUT REEL	FIN DU PLAN	FIN REEL	LIAISON	REMARQUE
100	ISTA	SÉMINAIRE À L'INTENTION DE L'ÉQUIPE DU C.F.C	28/3/94	NA	15/4/94	NA		
100.1	ISTA	DÉFINIR LE CONTENU DES MODULES (ANCIENS ET NOUVEAUX)	28/3/94	NA	15/4/94	NA		
100.2	ISTA	ELABORER L'ENSEMBLE DES DOCUMENTS RELATIFS AUX THEMES	28/3/94	NA	15/4/94	NA		
100.3	ISTA	EXÉCUTION DU SÉMINAIRE	28/3/94	NA	15/4/94	NA		
100.4	ISTA	DISCUTER DU CONTENU DES DOCUMENTS POUR LES AMÉLIORER	28/3/94	NA	15/4/94	NA		
100.5	ISTA	ADOPTION DES DOCUMENTS APRES AMENDEMENTS.	28/3/94	NA	15/4/94	NA		
100.6	ISTA	RÉDACTION DU RAPPORT FINAL SUR LE SÉMINAIRE.	28/3/94	NA	15/4/94	NA		
101	ISTA	SÉMINAIRE À L'INTENTION DES DRE - IEF - CHEFS DIVISION	18/4/94	NA	29/4/94	NA		
101.1	ISTA	EXPOSÉS DISCUSSION ET FINALISATION DES DOCUMENTS.	18/4/94	NA	29/4/94	NA		
101.2	ISTA	RAPPORT FINAL	18/4/94	NA	29/4/94	NA		
102	ISTA	ORGANISATION SESSION FORMATEURS REGIONAUX	1/7/94	NA	1/9/94	NA		
102.1	ISTA	LIVRAISON MANUELS SCOLAIRES	1/7/94	NA	1/9/94	NA		
103	ISTA	AMÉNAGEMENT DES BUREAUX	1/3/94	NA	30/12/94	NA		

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE
PLAN 1994

ID#	VOLET	TACHE	DEBUT PLAN	DEBUT REEL	FIN DU PLAN	FIN REEL	LIAISON	REMARQUE
103 1	ISTA	FOURNITURES DE BUREAU	1/3/94	NA	30/12/94	NA		
103 2	ISTA	EQUIPEMENT BIBLIOTHÈQUE	2/5/94	NA	31/5/94	NA		
104	ISTA	SÉMINAIRES DE FORMATION DES FORMATEURS AVEC EXPERTISE INTERNATIONALE	1/4/94	NA	1/10/94	NA		
104 1	ISTA	ELABORATION DU MANUEL D'EXÉCUTION DU PDEB	1/4/94	NA	1/10/94	NA		

400

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

PLAN 1994

ID#	VOLET	TACHE	DEBUT PLAN	DEBUT REEL	FIN DU PLAN	FIN REEL	LIAISON	REMARQUE
200.01	FAEF	REHABILITATION DES SALLES DE CLASSES KRO	5/1/94	5/1/94	31/8/94	NA		
200.02	FAEF	IEF KOULIKORO (1 ECOLE)	5/1/94	5/1/94	31/8/94	NA		
200.03	FAEF	IEF KOLOKANI(2 ECOLES)	5/1/94	5/1/94	31/8/93	NA		
200.04	FAEF	IEF DIOILA(21 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
200.05	FAEF	IEF KATI (3 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
200.06	FAEF	IEF BAGUINEDA (16 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
201.01	FAEF	SUIVRE L'EXECUTION DES PROJETS	5/1/94	5/1/94	31/8/94	NA		
201.02	FAEF	IEF KOLOKANI(2 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
201.03	FAEF	IEF DIOILA(21 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
201.08	FAEF	IEF KATI (3 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
201.4	FAEF	IEF KOULIKORO (1 ECOLE)	5/1/94	5/1/94	31/8/94	NA		
201.5	FAEF	IEF BAGUINEDA (16 ECOLES)	5/1/94	5/1/94	31/8/94	NA		
202.01	FAEF	REHABILITATION DES SALLES DE CLASSES BKO	15/2/94	11/3/94	15/2/94	11/3/94		

PROJET DE DEVELOPPEMENT DE L'EDUCATION DE BASE

PLAN 1994

ID#	VOLET	TACHE	DEBUT PLAN	DEBUT REEL	FIN DU PLAN	FIN REEL	LIAISON	REMARQUE
202.02	FAEF	REUNION DE COMITE DIRECTEUR	15/2/94	11/3/94	15/2/94	11/3/94		PROCHAIN CD 11 MAI '94
203.01	FAEF	APPUI PHASE PILOTE DEVELOPPEMENT DES APE	5/1/94	5/1/94	30/4/94	NA		
203.02	FAEF	EXECUTER PROJETS RETENUS	5/1/94	5/1/94	30/4/94	NA		
204.01	FAEF	INCITER AU DEVELOPPEMENT D'UN SECTEUR PRIVE COMMUNAUTAIRE	1/1/94	NA	28/2/94	NA	URBAIN DEMBELE, SE, CABINET	
204.02	FAEF	FINALISER L'ETUDE SUR LE SECTEUR PRIVE	1/1/94	NA	28/2/94	NA		
204.03	FAEF	DEFINIR CRITERES ET MODALITE DE FINANCEMENT	1/1/94	NA	28/2/94	NA		
204.04	FAEF	OCTROYER AIDE FINANCIERE ECOLES DE BASE	1/1/94	NA	28/2/94	NA		
204.05	FAEF	SUIVRE ET EVALUER LES ACTIONS ENTREPRISES	1/1/94	NA	28/2/94	NA		
205.01	FAEF	OUVRIR ANTENNE FAEF KOULIKORO	15/1/94	15/1/94	20/4/94	NA	GDO, AID, SET, BPE	
205.02	FAEF	AMANGEMENT BUREAU KOULIKORO	31/1/94	31/1/94	31/3/94	NA		
205.03	FAEF	DEMARRAGE ACTIVITES	15/1/94	15/1/94	20/4/94	NA		

CHRONOGRAM

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
[illegible]	[illegible]	SCHOOLS CLOSED	STUDENTS ATTACK POLICE	[illegible]		SCHOOLS CLOSE FOR VACATION	[illegible]	NATIONAL DEBATE ON EDUCATION TAKES PLACE		NATIONAL ASSEMBLY CONVENES	
SCHOOLS CLOSED	[illegible]	LYCEES ATTACKED	[illegible]	[illegible]		NATIONAL CONFERENCE ON ELECTIONS	SCHOOL VACATION CONTINUES			[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]							
		[illegible]	[illegible]	[illegible]							
		[illegible]	[illegible]	[illegible]							
		[illegible]	[illegible]	[illegible]							
		[illegible]		[illegible]							
		A T T TAKES CHARGE IN COUP D'ETAT		[illegible]							

Educational Consequences:

Children prevented from attending school, no failing or expulsions of students allowed, entire curriculum was reduced to just French and Math (all other subjects were dropped), schools closed for four to six months depending on location, 3 education ministers with 3 different cabinets were named during this period, students were terrified of going to school, completely unmanageable school climate. All practical activities in schools came to a halt for a considerable part of 1991. Previous UDPM administrators were forced to teach in schools after the coup. Some had not had pedagogical experience for 20 years. All had to be re-trained. Teacher Training program had to be revised accordingly.

ABEL Actions:

MIS- Conducted personnel census, produced 1990-1991 annual school statistics, trained DAF staff in MIS, produced primary school selected statistics for amendment annex F1, study tour inSenegal

MTA- Implemented and initiated field office operations. Initiated national personnel study.

M&E- On-going project monitoring in four regions, implemented evaluation design, project school data collected. Issue paper on textbooks produced and released, annual project evaluation report produced.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]		[illegible]

Educational Consequences:

All school statistics have become untimely and unreliable. Project trained school principals, national directors and pedagogical counselors were reshuffled. ABEL staff had to reestablish relations with MDE personnel. AEEM was directly negotiating with the MDE. Third MDE was installed.

ABEL Actions:

MIS- Census continued in Gao and Tombouctou throughout March and July, data entry of statistics, visited new regional Directorates (MIS team had to travel by boat up the Niger to avoid rebel hostilities/redeployment study conducted.

MTA- Printed National debate documents, managed training with Clark Atlanta University, changed to Regional School Administration technical assistant, supervised infrastructure evaluation and survey, rehabilitated at Bamako and Koulikoro directorate offices.

MBE- Conducted testing and measurement training, produced regionalization plan, teacher training conducted at directorates and inspectorates. Trained IPN staff in management, curriculum development, textbook writing. Annual project evaluation report issued and public dissemination conference held at MDE.

AOA- Installed April 1992, supervised rehabilitation of DNEF WID cells and IPEG teacher training facilities, computerized project inventory, hired and trained staff of seven, negotiated for 4 additional staff members at MDE, set up vehicle management plan.

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	SCHOOL VACATION [illegible]					

Educational Consequences:

Schools closed February through May of 1993. Project was forced to reestablish relationships for the fifth time with national directors, cabinet, and others. Since 1991 this was the 5th cabinet, the 3rd IPN director, the 3rd BPE director. Transition of project disbursements from MTA to BPE delayed some project activities. On a regular basis from February through April, the ABEL staff had to evacuate its office because tear gas came pouring in through the windows and air-conditioning ducts.

ABEL actions:

MIS- Project plan produced, computer training conducted, new statistical data collection instruments tested, decentralization plan produced, supervised and published annual school statistics 1991, 1992, 1993, assisted in policy dialogue issues, initiated preliminary school mapping work.

MTA- Project plan produced , developed Community Task Force, developed complete school concept, developed proposal for the handicapped, arranged for computer and data processing training of Kaufmann staff.

MSE- Project plan produced, replication feasibility studies conducted, issue paper on FAEF in Kaufmann, produced issue paper on book situation in Kaufmann, conducted training of testing and measurement, annual project evaluation initiated (data collection used1/2 sample due to school closings).

ADA- Computerized office systems to include payroll and budgets, created project outputs database, computerized and disseminated the entire education project's annual implementation plan.

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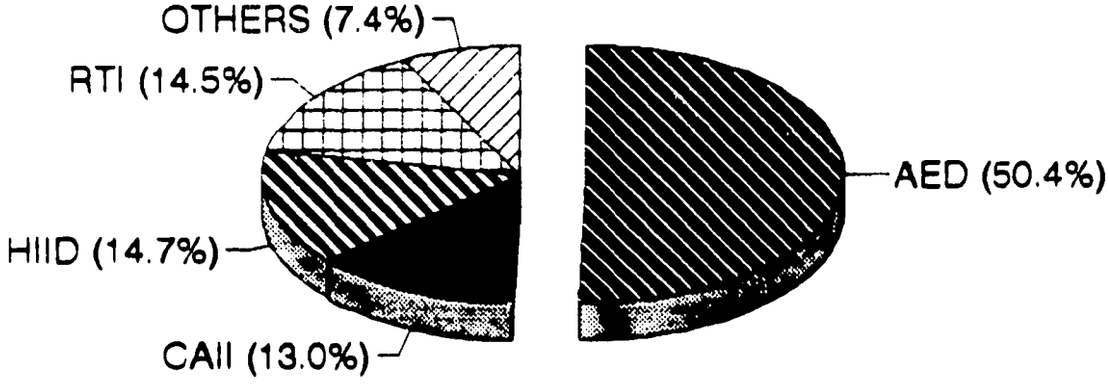
APPENDIX R

PROJECT ABEL: SEMI-ANNUAL REVIEW 3/94

PROJECT ABEL

SEMI- ANNUAL REVIEW 3/94

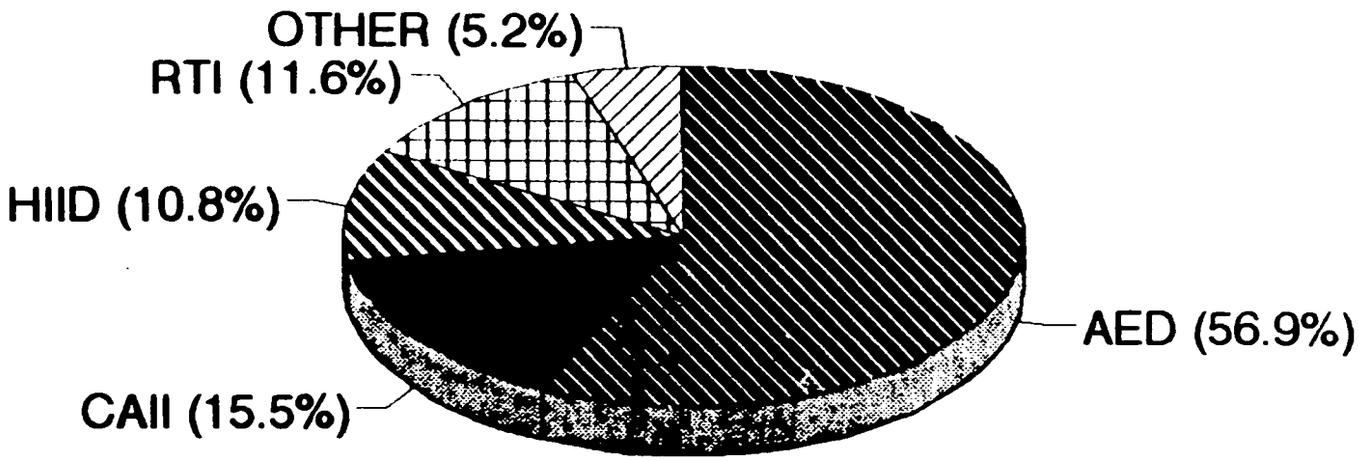


Academy for Educational Development, Inc.
1875 Connecticut Avenue, N.W.
Washington, D.C. 20009-1202
Telephone (202) 884-8000
Fax: (202) 884-8400

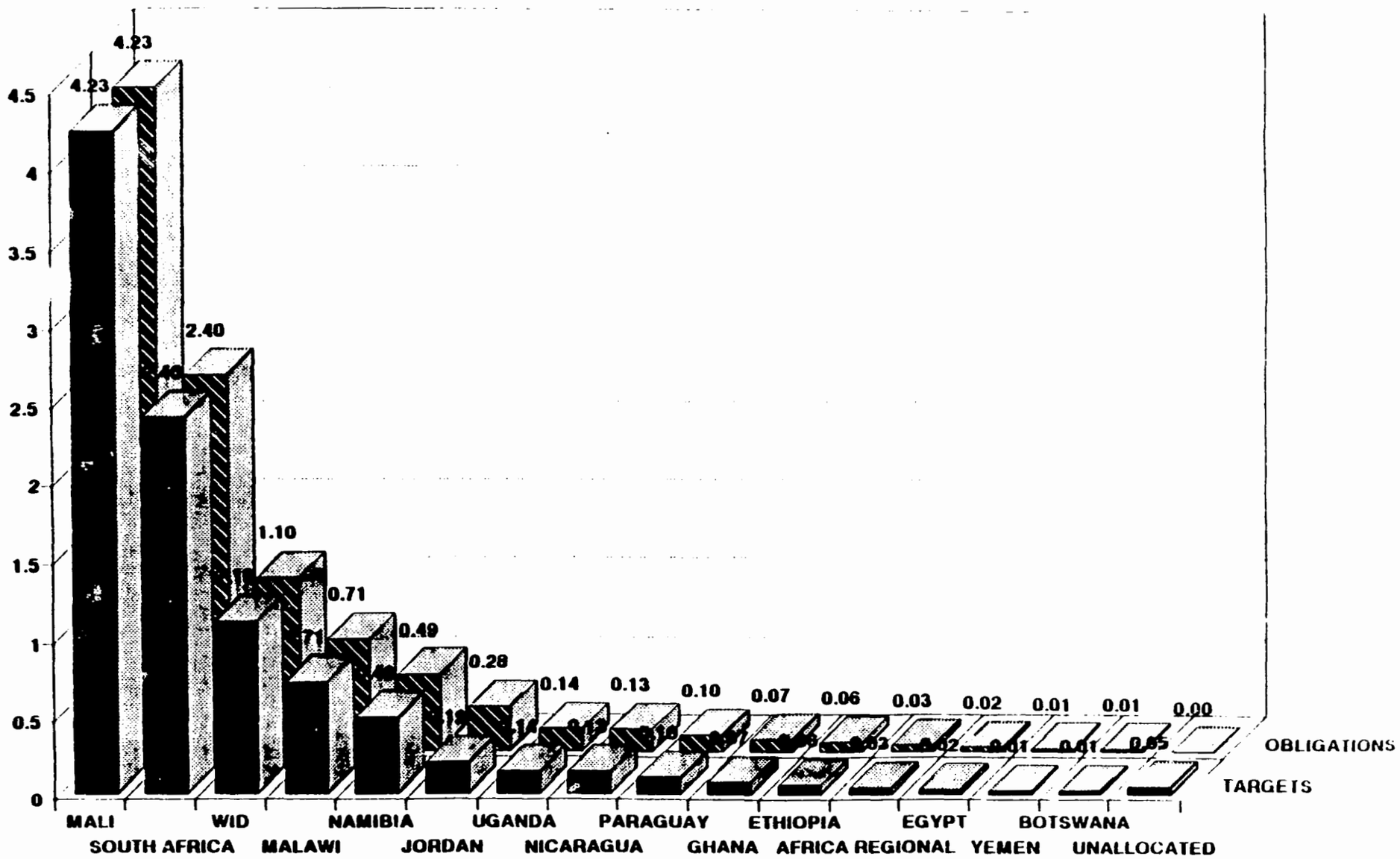
In Consortium With:

Creative Associates International, Inc.
Harvard Institute for International Development
Research Triangle Institute

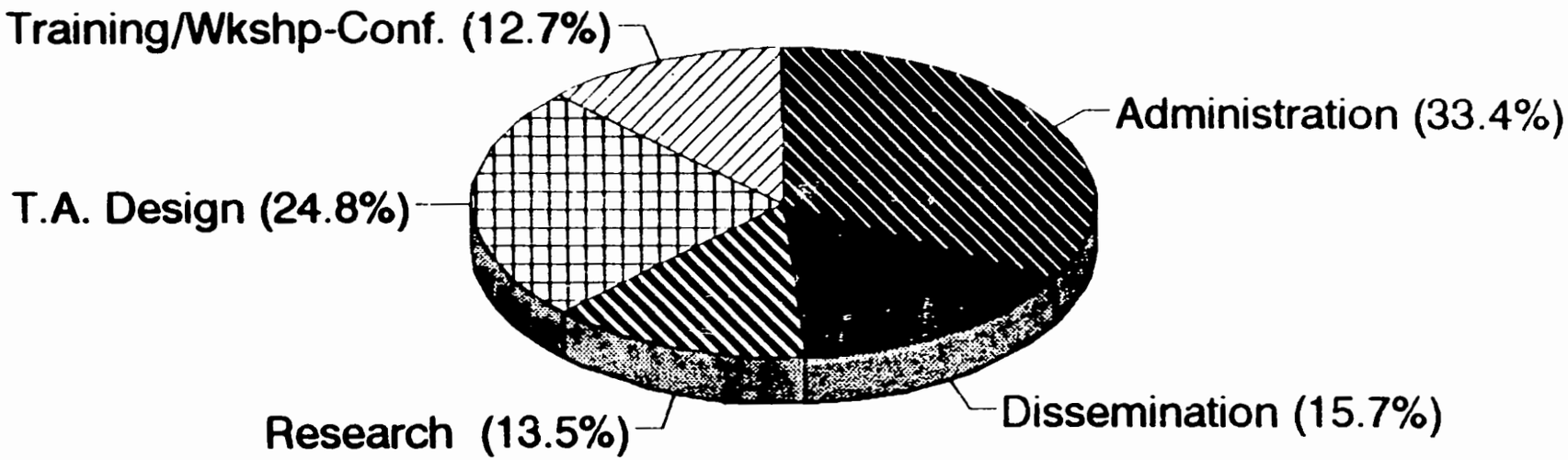
ROJECT ABEL
CURRENT OBLIGATIONS



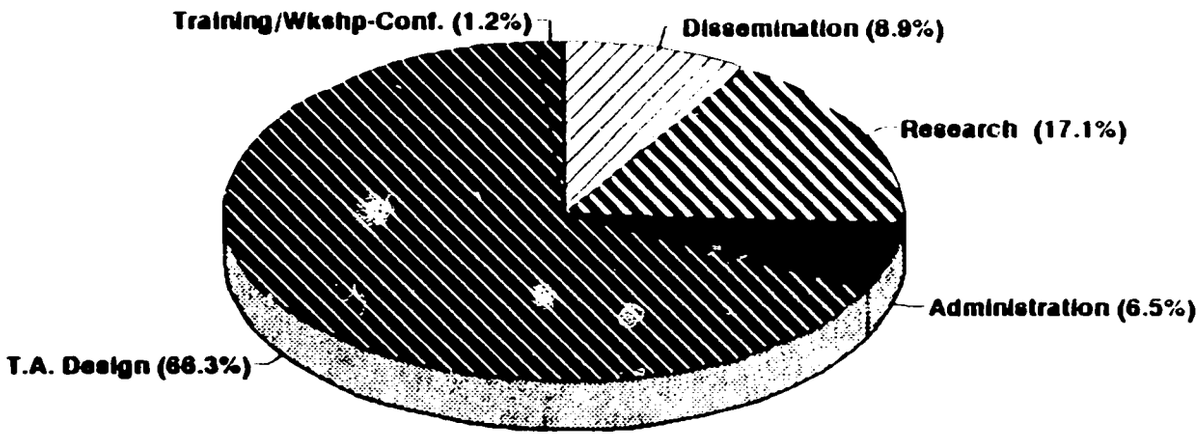
PROJECT ABEL
TARGETS VS OBLIGATIONS



PROJECT ABEL
CORE EXPENDITURES



PROJECT ABEL
WID EXPEDITURES



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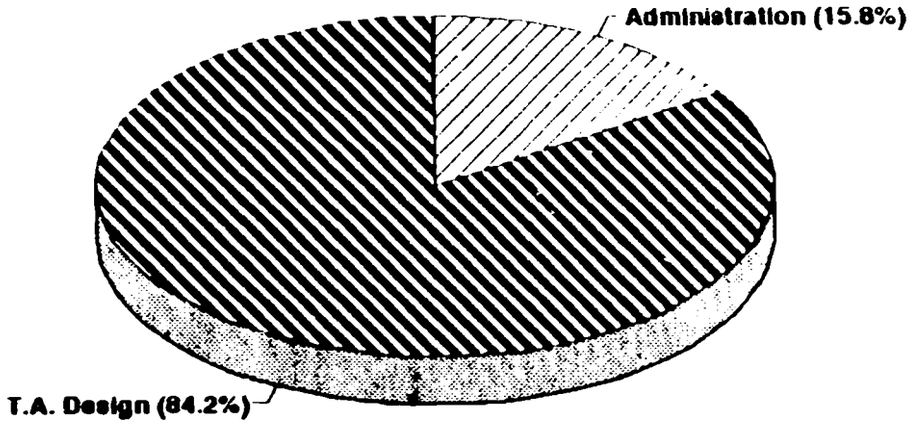
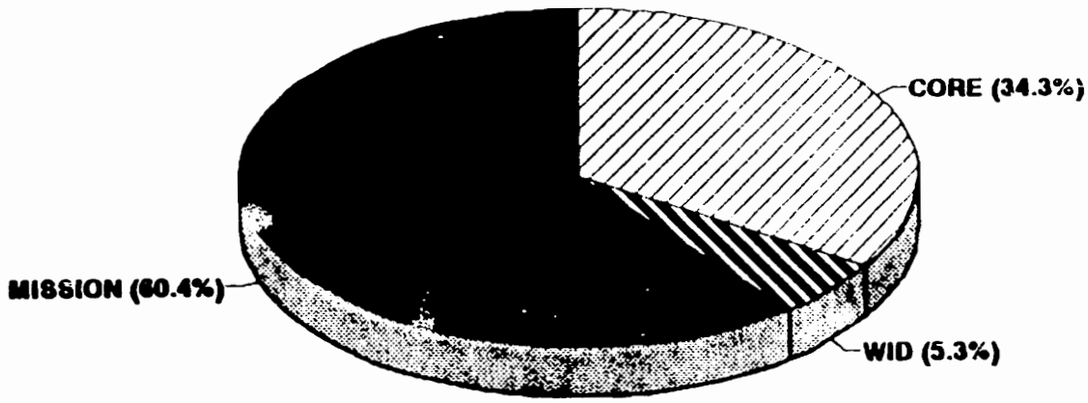
PROJECT ABEL
BUY-IN EXPEDITURES

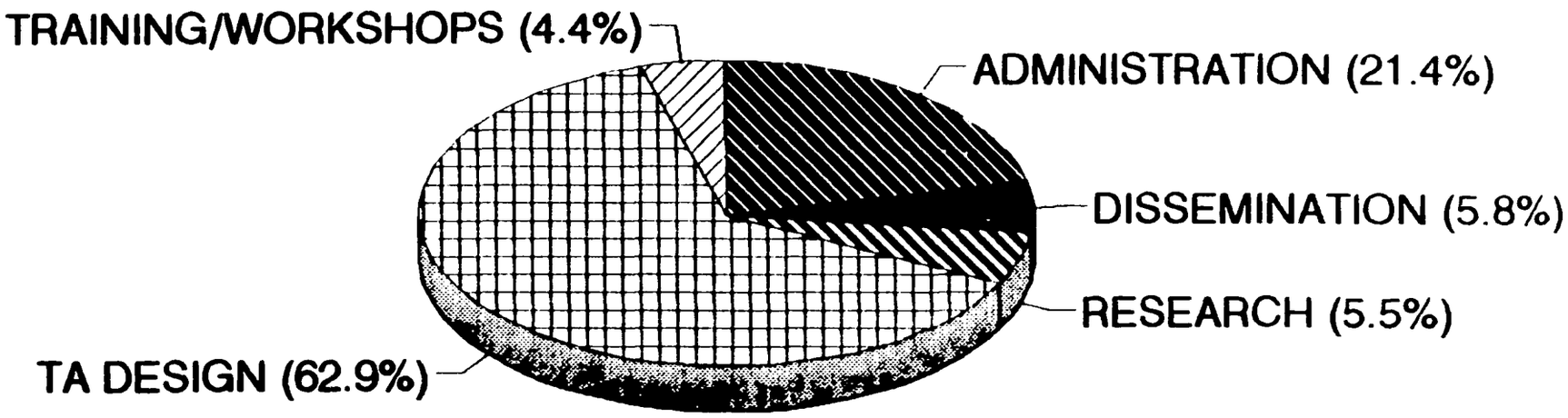


PROJECT AL L
TOTAL EXPEDITU ES



PROJECT AL

SUMMARY OF EXPENDITURES



PLANNED EXPENDITURES VS CURRENT OBLIGATIONS

3/9/94

(LIFE OF PROJECT) (THROUGH 3/9/94)

	R&D/ED	PERCENT	BUY-IN/ R&D/WID	PERCENT	TOTAL	PERCENT
Planned (Best & Final)						
AED	$2,316,196.00	41.5%	$5,038,989.00	55.9%	$7,355,185.00	50.4%
CAH	$833,928.00	15.0%	$1,063,251.00	11.8%	$1,897,179.00	13.0%
HHD	$1,140,317.00	20.5%	$1,000,751.00	11.1%	$2,141,068.00	14.7%
RTI	$805,085.00	14.4%	$1,305,359.00	14.5%	$2,110,444.00	14.5%
OTHER	$479,994.00	8.6%	$602,025.00	6.7%	$1,082,019.00	7.4%
TOTAL	$5,575,520.00	100.0%	$9,010,375.00	100.0%	$14,585,895.00	100.0%
Current Obligations						
AED	$2,860,234.00	58.3%	$5,494,082.00	56.2%	$8,354,316.00	56.9%
CAH	$470,729.00	9.6%	$1,809,632.00	18.5%	$2,280,361.00	15.5%
HHD	$853,360.00	17.4%	$730,994.00	7.5%	$1,584,354.00	10.8%
RTI	$378,600.00	7.7%	$1,331,759.00	13.6%	$1,710,359.00	11.6%
OTHER	$346,652.00	7.1%	$415,681.00	4.2%	$762,333.00	5.2%
TOTAL	$4,909,575.00	100.0%	$9,782,148.00	100.0%	$14,691,723.00	100.0%

3/9/94

PROJECT ABEL BUY-INS
TARGETS vs OBLIGATIONS

BUY-IN SOURCE	TARGET	OBLIGATIONS (as of 3/9/94)
MALI	$4,230,586	$4,230,586
SOUTH AFRICA	$2,400,000	$2,400,000
WID	$1,100,017	$1,100,017
MALAWI	$708,475	$708,475
NAMIBIA	$488,306	$488,306
JORDAN	$189,835	$276,049
UGANDA	$135,556	$135,556
NICARAGUA	$134,860	$134,860
PARAGUAY	$100,000	$100,000
GHANA	$72,303	$72,303
ETHIOPIA	$55,990	$55,990
AFRICA REGIONAL	$30,000	$30,000
EGYPT	$24,646	$24,646
YEMEN	$14,124	$14,124
BOTSWANA	$11,236	$11,236
UNALLOCATED	$45,135	$0
TOTALS	$9,741,069	$9,782,148

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3/9/94

PROJECT ABEL
CORE EXPENDITURES

ACTIVITY	EXPENDITURES (as of 1/31/94)
Administration	$1,316,931
Dissemination	$618,554
Research	$531,854
T.A. Design	$978,034
Training/Wkshp-Conf.	$499,594
TOTALS	$3,944,967

3/9/94

PROJECT ABEL
WID EXPENDITURES

ACTIVITY	EXPENDITURES (as of 1/31/94)
Dissemination	$54,163
Research	$104,535
Administration	$39,546
T.A. Design	$404,736
Training/Wkshp-Conf.	$7,168
TOTALS	$610,148

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PROJECT ABEL
BUY-IN EXPENDITURES

ACTIVITY	EXPENDITURES (as of 1/31/94)
Administration	$1,102,481
T.A. Design	$5,853,237
TOTAL	$6,955,718

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PROJECT ABEL
TOTAL EXPENDITURES

SOURCE	EXPENDITURES (as of 1/31/94)
CORE	$3,944,967
WID	$610,148
MISSION	$6,955,718
TOTALS	$11,510,833

PROJECT ABEL
SUMMARY OF EXPENDITURES

ACTIVITY	
ADMINISTRATION	$2,458,958
DISSEMINATION	$672,717
RESEARCH	$636,389
TA DESIGN	$7,236,007
TRAINING/WORKSHOPS	$506,762
TOTAL	$11,510,833