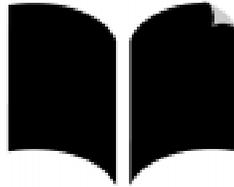


Advancing Basic Education and Literacy Project, Phase 2

Final Report

ABEL 2



Advancing Basic
Education and Literacy
Phase 2

**Submitted by
The Academy for Educational Development**

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Introduction

The U.S. Agency for International Development's Advancing Basic Education and Literacy (ABEL2) project was a five-year \$30 million activity supported by the Global Bureau's Center for Human Capacity Development, the Global Bureau's Women in Development Office, the Africa Bureau's Office of Sustainable Development, the Latin America and Caribbean Bureau's Office of Regional Sustainable Development, and various USAID missions. ABEL2 was managed by a consortium of organizations with extensive resources and experience in strengthening education systems throughout the world. The consortium provided continuity from previous USAID projects and made it possible to share ideas and experience among countries, institutions, and substantive areas. The Academy for Educational Development (AED) headed the consortium, which included Creative Associates International, Inc. (CAII), Education Development Center (EDC), Florida State University (FSU), the Harvard Institute for International Development (HIID), and the Research Triangle Institute (RTI).

Purpose of ABEL2

ABEL2 activities aimed at expanding access to and improving the quality of basic education, early childhood education, and nonformal education for out-of-school youth and adults. In over 20 countries in Africa, Asia, Latin America, and the Middle East, ABEL2 assisted governments and USAID missions in project design, evaluation, policy reform support, pilot projects, and applied research; provided managerial and operational support to USAID missions initiating basic education programs; and provided both short- and long-term technical assistance and short-term training to build capacity within education ministries and local schools. In sum, ABEL2 concentrated on:

- strengthening the policy reform process;
- developing institutional and management capacity;
- promoting innovative educational research;
- increasing girls' participation in basic education;
- increasing communities' participation in basic education;
- researching alternative primary school systems;
- facilitating the use of technology in education; and
- improving teacher quality.

In addition to these activities, ABEL2 produced and disseminated information packages, publications, databases, and software that made available to a wide audience the most current findings in the field of basic education and results of the project's own research and field studies.

How ABEL2 Worked

ABEL2 worked at three levels—internationally to strengthen multilateral and regional networks, nationally to support the transformation of education systems, and locally to build community participation in education. ABEL2’s services included:

1. Technical assistance for strengthening education ministries, stimulating policy dialogue, conducting sector assessments, identifying design options, and implementing education activities;
2. Pilot projects, applied research, and training related to such areas as girls’ education, learning technologies, and nonformal education and literacy innovations; and
3. Information sharing through adapting lessons learned from research and field experience to specific contexts, networking with international and regional organizations, conducting seminars and workshops, training “champions” and other resource people, and adapting materials for specific needs, e.g., translating into other languages and creating Web sites.

Partner Specialization and Focus

The consortium partners decided project management, planning, program, and other issues through a democratic and participatory decision making process organized around biweekly management meetings, the minutes of which AED has recorded and archived. Within this structure, each partner had areas of primary focus.

AED took the technical leadership role in the areas of educational management information systems (EMIS) and teacher development. The development of the ED*Assist EMIS tool and the teacher development handbook were funded in great part through ABEL and were later applied in specific countries, also with ABEL funding. In addition, AED managed the ABEL contract, the consortium, and the dissemination of project publications and tools.

CAII took the lead on girls’ education and community participation, producing several important publications and tools such as *Involving Communities* and *Beyond Enrollment*. CAII applied some of its research in countries such as Malawi and Ghana.

EDC focused on research about and application of learning technologies, with a particular focus on interactive radio instruction. ABEL funding helped support various projects to start or improve the quality of interactive radio instruction and multichannel learning efforts in over 14 countries (all of whom are part of a listserv support network organized by EDC).

RTI (along with AED) contributed research and technical assistance in education policy reform support and management and information systems. RTI took leadership in the development of the

Education Reform Support publication series (assisted by AED) and applied the ideas in a number of countries in Africa, Latin America and the Caribbean, and Eastern Europe.

FSU promoted the generation and application of innovative, African-led action research in the area of nonformal education.

HIID developed a simulation, *DECIDE*, that introduced and explained key aspects of the educational decentralization process.

Development, Application and Dissemination of Tools and Publications

Development of Tools and Applications

While ABEL was designed to be responsive to the program needs of the Global Bureau's Center for Human Capacity Development (G/HCD), the Bureaus for Africa and Latin America and the Caribbean, the Women in Development Office and USAID country missions, the project also generated a distinguished body of research and tools. Because the project was designed to encourage consortium partners to creatively mix fieldwork with reflective research, lessons learned from early fieldwork and research could be developed into publications and tools that could later be applied in a number of countries. For example, much of RTI's work in policy reform in Africa and Ecuador led to the synthesis of their lessons in the *Education Reform Support* publication series. Then, during the final two years of the ABEL project, RTI applied the approach in partnership with the Soros Foundation in a number of countries in eastern Europe and the former Soviet Union. In 1999, EDC invited a large group of nongovernmental organizations (NGOs) and government partners, many of whom had been assisted under ABEL, to a conference in Paris to share research and lessons learned in implementing interactive radio instruction programs and to build a network to continue this exchange via e-mail and a secretariat. CAII's research on community participation was first commissioned by ABEL and then subsequently applied in Ghana. Similarly, AED's work on ED*Assist was developed and tested first in Benin and then expanded to Uganda and introduced to Zambia with additional funding support from ABEL. AED also organized global meetings for the USAID Global and Regional Bureaus so that lessons from all of the applications work could be shared across USAID countries.

The summary of activities presented below provides more detail on the various approaches to development problems that were developed by the ABEL project, collected in research publications and tools, and subsequently applied or shared with other countries or development partners.

Since 1997, much of the project's technical work focused on the application or dissemination of ABEL's tools and approaches in specific countries, or to broader audiences at conferences, workshops, and training sessions with ministry, USAID, or other development practitioners.

Other Dissemination Strategies

The high quality and timeliness of the ABEL project's research studies, handbooks, and tools have been widely recognized by educational experts around the world. All of the partners contributed to ABEL2's rich legacy of innovative publications and tools, all of which were disseminated through multiple means. In addition to traditional methods of dissemination, a series of "champion training" sessions were initiated toward the end of the project with the idea of sustaining interest in and use of these products after the project ended.

Some of the dissemination strategies ABEL used to share its publications and tools included the following:

Partnerships with other Donors and International Organizations

Several publications were co-produced with the World Bank (Teacher Development: Making an Impact, Education for All: The Ugandan Experience (video), and Interactive Radio Instruction: Impact, Sustainability, and Future Directions). ABEL2 collaborated on other publications with the Inter-American Development Bank under DO 25 (*Perspectivas Sobre la Reforma Educativa*, translations of publications on teacher development and community participation, and proceedings of a joint USAID-IDB conference). ABEL also collaborated with the Latin American organizations PREAL and CIDE on publications on education evaluation and reform and community schooling initiatives. All partners worked with various regional educational groups made up of high level ministry representatives in very creative ways. FSU's work on innovative action research over the past two years was done in partnership with the Association for the Development of Education in Africa (ADEA), whose Working Group on Non-Formal Education developed effective dissemination strategies targeting policymakers, university personnel, adult education practitioners, and community-based organizations. They compared previous ABEL2 study results to ongoing activities of local groups, thus validating research results and providing an excellent training exercise for all participants, including policymakers, donors, researchers, and local stakeholders. AED consulted the ADEA working group on EMIS in the development of ED*Assist. In 1997 at a workshop held in Lesotho, RTI introduced the education reform support ideas to member organizations of the Education Research Network of Eastern and Southern Africa (ERNESA), helping lay the foundation for ERNESA to shift from an academic research support network to an organization that supports more policy-relevant education research. Finally, EDC worked closely with the Southeast Asian Ministers of Education Organization (SEAMEO) to conduct a workshop in 1999 for representatives of educational organizations in Southeast Asia on interactive radio. These cooperative ventures and partnerships ensured wide and high impact dissemination of the ABEL project's work.

ABEL 2 Web Site and Publications Catalogue

All ABEL tools and publications were advertised on the project's USAID-based Web page. In addition, the project printed and distributed two editions of an annotated tools and publications catalogue. Both of these mechanisms enabled interested people to easily learn about and obtain ABEL products. Over 800 organizations and individuals from 65 countries requested and received over 2,500 documents from ABEL2 since the project set up a database in 1998 to track these requests. ABEL took advantage of other distribution mechanisms as well, including links to the World Bank home page, CDIE's Development Experience Clearinghouse, USAID's Research and Reference Services project, the SARA project's mailing list, and informal or opportunistic dissemination to research contacts, USAID missions, contractor and donor agency staff, and selected education ministries. Publications were also distributed at conferences, workshops, and seminars both in the United States and abroad.

ABEL made available multiple copies of publications on community participation, social forestry, policy reform support, policy implementation, and girls' education for use in university classrooms and international training sessions.

Participation in USAID Workshops and Conferences

ABEL facilitated or participated in most major workshops organized by HCD and the Africa and LAC Bureaus. Most recently, ABEL2 facilitated the August 1999 "HCD for the 21st Century" conference in Washington, DC, the September–October 1999 joint LAC Bureau-IDB conference in Miami, Florida, and assisted with the Africa Bureau's April 1999 "Exchange" in Dakar, Senegal. ABEL staff also presented papers or panels at major annual meetings of organizations such as the African Studies Association and the Comparative and International Education Society. All of these conferences provided useful venues for sharing ABEL publications and tools with the education staff at missions all over the world.

Summary of Activities

The following is a representative and substantial sampling of activities undertaken by the ABEL2 partners since 1994. Activities are organized by the major themes of work developed by ABEL2 over the life of the project, by the "responsive" support ABEL2 provided to the LAC and Africa Bureaus, and by the support ABEL provided on a number of conferences.

Education Policy Reform and Implementation

Education Reform Support

Two of the most notable achievements under ABEL2 were the development of the six-volume Education Reform Support (ERS) series (1997) and *Paradigm Lost*, a detailed study of policy reform implementation in five African Countries (1999). The ERS series described a formal strategy for designing and implementing systemic education reform efforts. The ERS approach reflects lessons learned from development in general and education development in particular, the authors' experience working in policy dialogue, and insights from related fields of inquiry including democratization, political economy, organizational learning, change management, and implementation.

RTI, using DO 19 funds, began to apply the ERS approach in partnership with the Soros Foundation's Open Society Institute and its Institute for Educational Policy (OSI/IEP) in 1998. For two years RTI worked with OSI/IEP and education ministries in Bulgaria, the Czech Republic, Georgia, Slovakia, Tajikistan, and Albania to initiate education reform processes. A series of ERS workshops led to specific follow-up plans to promote the educational reform process in these countries. ABEL2 funds helped RTI to leverage support from the Soros Foundation and the World Bank to continue this work.

In Ecuador, RTI applied the ERS approach from 1996 to 1999. The purpose of this intervention was to generate reforms that would lead to higher educational quality. Working closely with *Fundación Ecuador*, RTI began to generate a policy reform framework, based on the principles of *equity*, *accountability*, and *efficiency*. Under DO's 15 and 803, RTI helped form a consultative group of well-known personalities in the education sector, with the intent of representing the interests of parents and civil society in the formulation and discussion of education reform. RTI also provided technical assistance to increase the capacity of the consultative group to formulate specific reform proposals based on an informed consensus, improve its ability to target groups to engage in policy dialogue, and to improve its capacity to promote an education system compliant with the principles of equity, efficiency, and accountability.

The biggest success of ABEL2 in Ecuador was its direct contribution to the country's new constitution. During the interim government of President Fabián Alarcón, a Constituent Assembly was put in charge of drafting a new Constitution. ABEL project staff activated the consultative group to lobby all those involved in the drafting of the language pertaining to education, and to promote the group's own views among competing interest groups lobbying the Assembly. In the end, the language drafted by the ABEL-assisted consultative group was adopted almost verbatim in the new constitution.

As part of DO 803, RTI also assisted civil society NGOs in the acquisition of technical and marketing skills to become more effective instruments for bringing about educational reforms that benefit parents

and students. NGOs active in education were helped in institutional management, policy advocacy, and policy marketing.

In September 1999, under DO 23, RTI developed a concept paper to guide USAID in its discussions with the Government of Haiti for the purposes of establishing a Strategic Objective Agreement (SOAG). The concept paper presented a framework for assisting the government to create a semi-autonomous public/private National Partnership Office that would provide a forum for policy discussions between the government and representatives of the private education sector, eventually setting private education policy. In November 1999, RTI assisted the Ministry of Education, Youth and Sports to develop an action plan that would guide the implementation of the SOAG). This action plan aimed to establish the National Partnership Office and support its efforts to develop policies in the areas such as private school accreditation and teacher qualification.

Policy Implementation in Sub-Saharan Africa

While ERS focused on the mechanics of supporting an education reform process, *Paradigm Lost* (1999) took a retrospective look at how major primary education reform efforts were actually implemented in five sub-Saharan African countries (Benin, Ethiopia, Guinea, Malawi, and Uganda). The authors analyzed the development and implementation processes in each of these countries according to a common framework that explains the content of the reform, or its technical dimension; the actors who implemented it, or its political dimension; and the context that influenced the actors. A synthesis chapter searches the five cases for patterns and cross-cutting themes. The study found that many policies and programs had been successfully implemented, but in a piecemeal manner rather than as comprehensive, coordinated reforms based on technically sound plans developed by the ministry and supported by funding agencies. The paper suggests that one alternative approach to the traditional *comprehensive planning paradigm* of reform is the *diffusion-of-innovation paradigm*, in which a single policy, program, or practice becomes diffused throughout a system or among many systems. The emphasis would not be on preparing a plan in which all parts fit together but on supporting small-scale successes. This does not mean that all innovations must be brought to scale, but they must be protected, supported, and publicized. The ministry and funding agencies must help them survive in the broader education system, reforming that system as needed to accommodate sound innovations.

In 1995 and 1996, ABEL2 assisted USAID in supporting Guinea's education sector reform. This activity had as its primary objective increasing access to primary education through policy reform, increased financial management capacity and administrative efficiency, and more effective and efficient management of scarce financial and human resources. Under this activity, CAII and FSU designed and implemented computer-based systems to provide educational and financial statistics to enable the

government to strategically manage the education sector and effect educational policy reform. Training was provided for financial management specialists and educational policymakers to enhance their skills in maintaining and using the statistics and other data generated by the improved financial/management information systems. CAII also fielded a consultant that focused on Curriculum Development.

In 1995, under DO 3, ABEL2 supported the Moroccan Ministry of National Education's national education reform effort, part of which was intended to improve access to education in rural areas, particularly for girls. FSU provided an educational economist to assess the feasibility of the proposed educational reforms and to make recommendations for changes to enhance feasibility.

Again in 1995, under DO 8 in Malawi, FSU assisted the government to review education budgets to determine how to increase and sustain budgetary allocations to primary education over the long-term. The study also examined options for increased cost-recovery measures in the higher education sector.

In Ethiopia, RTI initiated a broad-based dialogue over technical issues related to education reform and efficiency-induced measures to help pay for reform. For that, RTI developed a policy support tool to help policymakers better understand how the education system works, including the existing tradeoffs and constraints. RTI led in-country training of Ethiopian counterparts and organized workshops with ministry officials and other stakeholders. In a second stage, RTI started disseminating the policy reform tool to the regions of Tigray and Southern Ethiopia.

For the LAC region, RTI developed a prototype for the SPELAC (Statistical Package for Education in Latin American and the Caribbean) Education and Development Indicators Database. This Web-based and standalone database viewer of over 130 education and development indicators for over 200 countries worldwide spans the years 1960 to the present. It allows users easy access to cross-country comparative data illuminating issues of education and development. Users can compare up to 10 countries of their choice in an attractive chart format, viewing trends over time on any one of the 130 indicators. Any number of countries can be compared in tabular format. Major data sources include UNESCO and the World Bank.

Under DO 1 in 1995 and 1996, RTI assisted the National Department of Education in South Africa with technical assistance on education financing and medium and long range strategic planning

Institutional and Management Capacity

ABEL developed three tools for improving—or at least enlightening people on the issues of— institutional and management capacity of educational managers in education ministries: ED*Assist, EPICS, and DECIDE. All three tools were aimed at various aspects of what countries might need to accomplish to spur educational reform and hence, arguably could be counted along side the ERS series. The following is a brief summary of the development and application of all three tools.

ED*Assist (Education Automated Statistical Information System Toolkit) was developed by AED under DOs 14 and 18 as an approach to providing easy access to relevant, timely, and accurate education data to education decision makers. As democratic processes spread to increasing numbers of countries, data are needed by wider categories of users (local school administrators, local government officials, textbook publishers, NGOs, etc.). However, such diverse communities use and share information differently from trained management information staff in central education ministries. Thus, while democratization makes addressing the information access challenge more difficult, it also makes it more critical than ever. To address this challenge, USAID's Africa Bureau, in collaboration with the ADEA Working Group on Education Statistics (WGES) sponsored the development of ED*Assist.

ED*Assist is Windows-based software designed for the collection, processing, and dissemination of education data, and for the planning and management of these activities. ED*Assist provides a baseline of proven standard software and a collection of techniques, illustrative examples, and related tools, which can dramatically shorten the education data collection and reporting cycle from years to months. Hence, ED*Assist can be used in decentralized and demand-driven environments, be implemented quickly, address multilingual needs, and help disseminate understandable analyses of data. The program's simplicity makes training users easier and enhances the likelihood of sustainability. Full customized implementation is possible in six months to one year, depending on country conditions and political will. ED*Assist's flexible design enables users to incorporate existing applications or modules (data entry, school mapping, previous year data, etc.) if so desired.

ABEL 2 helped leverage the application of ED*Assist in Benin, Lesotho, Uganda, and Zambia. The first three countries have provided rich testing grounds to refine and improve ED*Assist. ABEL funded initial training in ED*Assist for two members of the Ministry of Education's Planning Unit in Uganda during 1999 as part of their effort to decentralize data collection and decision making to the district level. In Zambia, ABEL2 provided the opportunity for the USAID Mission and key member of the Ministry of Education to assess how ED*Assist might be applied to help improve Zambia's EMIS system.

HIID developed and revised a computerized educational simulation whose aim was to help ministry of education staff at various levels understand the process of decentralization that accompanies educational reform efforts. *DECIDE* (Decide About Decentralization), which was completed in late 1999, simulates an academic school year, provides various challenges (from natural disasters that destroy facilities to decisions about personnel) that an education system management group might face. The game presents options that illustrate the need to decide where decision making for the education system should be located to respond effectively and in a timely manner to the challenges and tasks of system management. While the game is entertaining, it also stimulates discussions that lead participants into serious engagement with the key issues of decentralization.

Accompanying the game is a monograph summarizing what has been learned through experience about decentralization of authority for decision making in public education systems. The monograph begins with some conceptual definitions of decentralization and then discusses the major questions about decentralization policies, including: Why should decentralization be considered? Which decisions should be relocated? And, When is it most appropriate to begin a decentralization reform? The monograph concludes with recommendations for general principles to be followed with respect to decentralization.

HIID conducted many trial tests of *DECIDE* in many different countries, most recently in South Africa and Abu Dhabi in the United Arab Emirates. For players with widely varying knowledge of and experience with decentralization, the game has always proved useful, eliciting passionate and meaningful discussions on the notion of decentralization and its usefulness.

HIID and CAII led the effort to develop and test *EPICS* (Education Policy Simulation) and, in 1998, to revise the simulation. *EPICS* is a dynamic computer-aided simulation created to explore the complexities of educational policymaking and planning at the national level in a low-income country. The simulation provides a realistic environment in which to experience and experiment with fundamental concepts and issues in planning for educational change. The game simulates the way that relationships among factors within the education system can hinder or promote access and retention in basic education. Specific attention is given to countries that are decentralizing and diversifying their education systems.

Supporting Specific Educational System Reform Efforts

Under DO 1 in South Africa from 1994 to 1997, AED led the ABEL project's effort to support the national and provincial departments of education and NGOs as part the new South African governments massive challenge to reorganize the education system. The support focused on the management of organizational change, and providing discrete technical assistance as needed. One of the most important efforts was the provision of multicultural/antibias training workshops for six of the nine provincial departments of education. The workshops helped participants to recognize and begin to overcome the various attitudes that may prevent collaboration. Support to NGOs focused on improving sustainability through the formation of strategic partnerships, organizational development, and capacity building given the much more competitive funding environment as donors shifted from supporting NGOs prior to 1994 to supporting the government of South Africa after 1994.

Finally, under DO 12 in Cambodia, EDC and AED used a number of tools developed under ABEL to improve the capacity of the Planning Unit of the Ministry of Education, Youth and Sport to sustain gains made in a previous USAID project. Unfortunately, the project was terminated before completion due to a national political emergency in 1997.

Innovative Educational Research on Nonformal Education

From 1998–2000, under DO 19, FSU took a leadership role in ABEL2 to promote the generation and application of innovative educational research both within Africa and by African researchers. In the first phase, African researchers proposed and implemented small-scale research projects focusing on three themes that had been selected as priorities by ADEA’s Working Group on Nonformal Education (WG/NFE). These were:

- How local communities, associations, and businesses acquire the skills needed to meet the challenges of decentralization and privatization;
- New strategies of collaboration between adult basic education and formal primary schooling on the continent; and
- New models for cooperation between public and private sectors in the delivery of nonformal education services.

The ADEA/ABEL2 studies were piloted as both institutional and individual capacity-building exercises. The objective to build capacity was linked to the creation of incentives to transform research results into policies relevant to a multitude of stakeholders in Africa. The ADEA/ABEL2 studies had a concurrent objective and evaluation criterion: producing optimum impact on the training and professional development of participants (including local beneficiaries) through hands-on participation in the design, budgeting, implementation, and evaluation dimensions of the studies.

The first phase of the ABEL2 effort promoted ownership of project results by institutions and policymakers by encouraging African direction and authorship of the research while furnishing support for capacity-building among the participating African researchers who provided links between NGOs, government personnel, and international research teams. Involving the practitioners in the conception, execution, and interpretation of studies in participatory and action research modes enabled the African collaborators to better “own” their work. In the second phase, the study results were disseminated through the WG/NFE.

ABEL2 sought to apply the lessons of basic research and localizing research capacity in Benin, Botswana, Chad, Gambia, Kenya, Senegal, and Uganda. New dissemination strategies to reach relevant stakeholders were created by the working groups in these countries to target particular groups of policymakers, local university personnel, community organizations, extension agents, and other researchers and educational practitioners. Local institutions involved in the project then selected specific studies and applied them to their local contexts. They compared ABEL2 study results to specific activities of stakeholder groups in their own countries, highlighting the research in new contexts as well as presenting relevant findings from all of the studies and engaging in discussion and reflection exercises

that brought together local, national and international researchers, representatives from NGOs and members of community organizations.

The major accomplishments of the FSU's ABEL2 activities centered on 1) creating WG/NFE in Botswana, Chad, and Gambia and 2) providing opportunities to support and strengthen existing WG/NFE in Benin Kenya, Senegal, and Uganda. Other activities are summarized below by country.

In Botswana, the working group, comprising representatives from three organizations from both the public and private sectors, engaged in a dissemination activity centered on research from the ABEL2 and ADEA projects. The group held a workshop to report results of local research studies, held a national meeting, and published final reports.

In Chad, the working group engaged in research and dissemination activities based on new data from field visits and themes from previous ABEL2 studies and the PADLOS-Education¹ study of capacity building and decentralization in West Africa. A workshop engaged participants from government ministries, Chadian NGOs and village groups, and one consultant from FSU in a dissemination exercise and provided feedback for the WG/NFE preliminary report. The final report was distributed to local researchers, community groups, and national NGOs. The working group is now seeking funding to become a permanent organization.

The working group in Gambia engaged in an ABEL2-funded short-term research and dissemination project in 1999. The group held a national meeting to disseminate and discuss the results of the initial PADLOS study and compare them with the experiences of grassroots community groups, focusing on skill and knowledge acquisition strategies of group members. A second meeting included representatives from government ministries, private research organizations, leaders from community groups, and a consultant from FSU to summarize and discuss findings of recent research studies conducted in Gambia.

The working group in Benin also participated in the ABEL2 dissemination project. Three NGOs collaborated on dissemination activities in 1998, first choosing themes from recently completed ABEL2 research for dissemination, then identifying stakeholder groups involved in grassroots educational activities that would be interested in learning about ABEL2 research themes. The working group next organized dissemination and reflection activities, soliciting feedback from these groups regarding the results and conclusions of ABEL2 research done in other African countries. Finally, the working group wrote reports detailing these dissemination efforts.

¹ PADLOS-Education is a participatory research project in five West African countries on how local communities and businesses acquire the skills necessary to assume new functions in an era of decentralized government.

In Senegal, the WG/NFE engaged in research and dissemination activities designed to capitalize on previous research activities (gathered through the ABEL2 and PADLOS-Education projects that FSU supported in Senegal), while gaining new perspectives based on recently gathered longitudinal data on decentralization and capacity building for Senegalese NGOs.

In Uganda, the working group engaged in dissemination activities concerning the themes of practical applications of Koranic learning and strategies of West African women for literacy and numeracy acquisition and their potential for replication. The group visited grassroots groups to disseminate ABEL2 themes and published a final report on these themes. The Uganda WG/NFE is working to consistently maintain its research activities since the end of the ABEL2 project.

The educational research and dissemination activities conducted by the FSU Learning Ventures Cooperative have been valuable in many ways, including the following:

- Validating the importance of disseminating research results—both substantive and methodological—and of including dissemination components in future projects;
- Helping build African research capacity and fostering collaboration with and *between* African researchers;
- Developing growing research networks, composed of local and national research groups (representing both the public and private sectors), NGOs, and community groups; and
- Increasing the University’s capacity to support research and dissemination activities in the field.

Besides the work of FSU, ABEL2 also took a retrospective look at the impact of an NFE project in Ecuador 25 years later. *Literacy’s Rainbow* examines what has occurred in the years since USAID’s Nonformal Education project ended, tracking many of the participants who participated and received training in a project that ended in 1976.

Girls’ Education

CAII took leadership in producing research studies and guides on improving girls’ participation in education through DOs 14, 18, and 19 as well as several major USAID mission buy-ins as described below.

With activities ranging from project design, policy reform support, evaluation, pilot projects, and applied research, CAII focused on increasing girls’ participation and persistence in basic education, particularly in sub-Saharan Africa and South Asia. Between 1994 and 1997, CAII coordinated the publication of six important research studies, including *Beyond Enrollment* and *Exploring Incentives* that provided informed research that was later applied to various projects.

For example, CAII assisted Haiti in identifying areas for strengthening its inservice teacher training program and in designing the ED2004 project, a long-term activity to increase the contribution of education and development training to the improvement of employment and democracy. In Croatia, CAII provided inservice training to unqualified teachers who were establishing an education program for refugee children. CAII also provided technical assistance to South Africa, Morocco, and Guinea.

Under the Africa Bureau's DO 14, CAII developed a framework for promoting indigenous, nongovernmental involvement in African education reform efforts. Under a series of task orders, CAII summarized classroom practices to improve girls' and boys' performance in school, incentives to increase girls' enrollment, attendance, and performance, and lessons learned from USAID's girls' education programs.

CAII applied the major strategies for promoting gender-sensitive classroom practices summarized in *Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms* in Uganda for teaching/learning material writers and the formal school counterparts for the UNICEF-sponsored Complementary Opportunity for Primary Education (COPE) program; educators involved in USAID/Uganda's SUPER project; and in Malawi for teacher trainers and curriculum developers.

Community Participation

CAII coordinated the publication of *Involving Communities* in 1998 which was widely circulated and later abridged and translated into Spanish (under a LAC-Bureau DO). The paper provides an understanding of ongoing and previously implemented community participation strategies and suggests ways to utilize these strategies in future initiatives. Another important tool developed was the software for *Planning for Community Participation in Education*, developed in 1997, which aimed to assist program planners to make informed decisions about the design of a community participation strategy by drawing on the lessons learned from a variety of experiences around the world.

Working with the Ghanaian chapter of the Forum for African Women Educationalists (FAWE), CAII developed and tested a process in Ghana for applying the concepts identified in *Involving Communities* to help improve FAWE's girls' education initiatives. CAII trained a cadre of local trainers, cofacilitated application sessions in two villages where community participation strategies identified by ABEL2 were introduced, and codirected district sessions with district-level officials. Training materials on community involvement strategies based on ABEL2 "best practices" and the Ghanaian audience were developed. CAII prepared a companion guide to the community participation study to use in applying this process in other districts in Ghana as well in other countries.

ABEL2 also funded the continuation of another community participation approach developed by CAII under USAID/Malawi's GABLE Project. Beginning in 1993, CAII launched the GABLE social

mobilization campaign (SMC) to help change people's attitudes and behavior regarding girls' primary education. The success of this campaign encouraged the mission to continue it with a new focus—the promotion of community involvement in educational quality (SMC-EQ). The new activity began with ABEL2 support in 1998 not only continued the social mobilization campaign but aimed to establish a Malawian NGO that would tackle a variety of social mobilization issues.

Following the successful model of SMC-EQ, CAII's *Social Mobilization Campaign for AIDS Awareness (SMC-AA)*, under DO 19, was a limited pilot activity designed to tackle what, in the words of Project HOPE, "has become the most dangerous health problem for all Malawians." HIV/AIDS. SMC-AA worked in one traditional authority area in Salima District in Malawi for six months. Utilizing the social mobilization campaign model, SMC-AA conducted village level research, trained peer outreach workers and held sensitization meetings with school committees and communities:

Alternative Primary School Systems

ABEL2 documented a number of well known experiments around the world in supporting primary school systems that acted as an alternative to government systems including the BRAC program in Bangladesh, *Fe y Alegría* in 12 Latin American countries, and two community schools models in Mali.

AED (with PREAL) funded a series of country studies and a synthesis report on *Fe y Alegría* (Faith and Joy), an educational movement in Latin America founded by the Jesuits in 1954. *Fe y Alegría* offers a range of services to underserved populations in 12 Latin American countries, and its basic education system of over 500 schools has long been acknowledged to offer schooling that is more efficient and costs the state less per student than does the public system. This study examines how *Fe y Alegría* achieved these efficiencies through its fundamental principles of administrative decentralization, school autonomy, parent and community participation, and strong emphasis on pupil retention. As an alternative system rather than a random set of innovations, *Fe y Alegría* offers many useful lessons to countries undertaking serious and comprehensive education reforms.

AED managed a multidonor, multidisciplinary investigation of the Bangladesh Rural Advancement Committee's (BRAC) Non-Formal Primary Education Program. BRAC provides primary education to the most disadvantaged communities of Bangladesh and has proven successful in expanding access to those historically neglected by the formal primary education system: children—especially girls—from poor, rural, landless and near-landless families. The study begins with a description of BRAC and the economic, educational, and social context in which this NGO began the non-formal primary education program. The study provides detailed descriptions of BRAC's program elements, lists issues to consider for program improvement and expansion, and analyzes the implications of the program relevant to the global Education for All community. AED managed a second study of BRAC five years later that focuses on

understanding the perspectives of the beneficiaries of the Non-Formal Primary Education program, including students, parents and community members, teachers, program staff, and some who work in public education. By employing participatory research methods, the research team gave those directly involved in the program the opportunity to share their perspectives as well as to answer questions that arose from the team's review of written materials and interviews in BRAC's Dhaka headquarters. By coming to an understanding of the relationships between the Non-Formal Primary Education activity and those affected by it, the research team gained an appreciation of the sociocultural factors that affect the sustainability of the effort and of the overall contribution BRAC, as an NGO, makes toward the building of social capital in Bangladesh.

Finally, ABEL 2 funded a study comparing the costs two models of community schools (supported by Save the Children and World Education) and government schools in Mali. The major lesson derived from the two community school models' cost and funding structure is that primary education can be provided at a lower cost, and tailored to fit the needs and budgets of different populations. However, the study also notes that as donors such as USAID fund more community school programs, it is imperative that they understand the true costs of operating these schools, relate them to the national resource envelope for education, and plan so that community schools are integrated into the mainstream national education system from the outset.

Learning Technologies

EDC and its growing network of collaborating organizations undertook numerous activities to develop, promote, and apply the interactive radio instruction (IRI) and multichannel learning methodologies to support basic education in developing countries.

Publications

EDC completed a publication in 1996, *Making Interactive Radio Even Better for Girls* (later translated into French) related to gender differences and the use of IRI. Assistance was provided to a UNICEF-supported pilot project in Nepal for treating gender differences in programming. A similar workshop was conducted in Guinea in 1998. A presentation of gender differences and IRI was made at the 1997 CIES Conference in Mexico.

EDC prepared a publication in 1999 reviewing 25 years of experience with IRI in collaboration with the World Bank, *Interactive Radio Instruction: Impact, Sustainability and Future Directions*. A joint ABEL 2-World Bank presentation on the findings of the publication was delivered at the World Bank in 2000.

Project Design, Scriptwriting Workshops and other Training

In Haiti, between 1995 and 1997 under DOs 10 and 17, EDC assisted in the design of an IRI/MCL pilot project in Haiti. This included activities to examine the IRI experience in other countries. With support from G/HCD and USAID Haiti, a pre-pilot of IRI lessons for civics education was conducted, followed by a longer pilot project to develop and test IRI in reading and mathematics. The pilots were completed successfully and USAID/Haiti elected to include an IRI/MCL learning component in its ED2004 project, which will extend instruction to three grade levels (reading and mathematics) and 1,000 schools across the country. EDC wrote up lessons from this work in the publication *Meeting the Needs of a New Democracy: Multichannel Learning and Interactive Radio Instruction in Haiti*.

In the Philippines, under DO 19 in 1999, EDC was invited by the Southeast Asian Ministers of Education Organization Regional Center for Educational Technology and Innovation (SEAMEO/INNOTECH) to conduct a workshop for representatives of educational organizations in Southeast Asia on IRI as part of a regular INNOTECH training course. EDC built on their earlier work at two plenary presentations on IRI at INNOTECH's 1995 and 1997 international conferences.

In Bolivia, in 1996-1997 under DO 6, EDC provided assistance for the completion of the Bolivian program to teach health using IRI as well as to complete the development of an IRI program for early childhood development.

In Ecuador, EDC furnished technical assistance for the development of a pilot program to use IRI for conflict resolution skills in early childhood education.

EDC conducted scriptwriting workshops for participants from Haiti, Philippines, and South Africa in 1995. A materials dissemination workshop was held for participants in Djibouti in 1998. EDC also supported participants from Nigeria and Zambia to attend a scriptwriting workshop in 1999.

Under DO 19 in 1999, EDC organized, in collaboration with UNESCO, a practitioners forum for representatives from 14 developing countries using IRI. As a follow-up to this meeting, a listserv network, IRINet, was established to facilitate continuing exchange among IRI practitioners.

EDC organized numerous plenary discussions, panels, and other conference presentations on IRI/MCL for the British Open University, SEAMEO/INNOTECH, the international conference on distance education in Ghana (1997), and the 1997 UNICEF regional meeting on Multichannel Learning and Distance Education held in Cairo. In Venezuela, EDC offered a presentation on ABEL 2 experience with IRI at the CENAMEC Seminar.

In Zimbabwe, EDC provided a technical consultation on the establishment of the Multichannel Learning Base for Eastern and Southern Africa (1999) under DO 19.

Besides the work in IRI/MCL, EDC led ABEL2 efforts in distance education and educational technology in the following examples:

- *Seminars in Asia.* In collaboration with the Secretariat of SEAMEO, EDC conducted a seminar on “Strategic Leadership for Using the New Technologies in Education” prior to the twenty second SEAMEO High Officials meeting in Bangkok (1999). A country-specific follow-on seminar was prepared and conducted for Ministry of Education officials in Laos (2000).
- *Teacher Development.* EDC prepared a trainer’s guide on the use of distance education in developing countries, which included a series of case studies. A presentation on distance education and teacher development was made in Colombia in 1999 for the International Meeting on Distance Education and Open Learning in Latin America. EDC also provided a resource person on distance education and teacher development at the 1996 UNESCO/IBE meeting on teaching in Geneva.
- *Distance Education and Literacy.* EDC prepared a chapter on the use of distance education to support literacy for *Literacy: An International Handbook* published in 1999 by Westview Press.
- *Educational Television.* EDC undertook a review of China’s experience to use educational television for in-service teacher education. This included field visits to sites using ETV. A publication on China’s experience, together with a monograph on recent developments on using ETV in developing countries, appeared in 2000.
- *Rural Radio.* EDC participated in a workshop in Burkina Faso in 1996 on the development of rural radio for Africa.

Adult education

Projects

Under DOs 1 and 801, AED led the effort to support the Adult Basic Education and Training (ABET) being developed by the government of South Africa to address the needs of a majority of the population long denied access to quality, basic education. The ABET component of ABEL2 initially supported the design and implementation of government and NGO delivery projects. The focus then shifted to supporting USAID’s bilateral objective of assisting the National Department of Education in assessing the needs of, and establishing a national policy and implementation framework for adult education. This was followed by technical assistance to, and capacity building of, government and NGO structures at national and provincial levels. In its final phase, the project provided dedicated technical support to the National Adult Education and Training (AET) Directorate to carry out selected activities in the Northern and Eastern Cape provinces, including the development of an integrated learning program which included policy and planning, curriculum development, advocacy and mobilization, and practitioner development for two electives: Agriculture and Small, Medium and Micro-Enterprise (SMME).

Publications

ABEL2 published four studies about adult literacy, the most notable of which were *Literacy's Rainbow* mentioned above under innovative research on NFE and a look at World Education's Adult Literacy Program in Nepal.

Strengthening Teacher Quality and Classroom-Level Improvements

A series of publications on classroom issues were produced under ABEL2. Three of them deserve special mention given the impact they have had and the demand for them by practitioners.

Teacher Development: Making an Impact (1998) was applied in ABEL's work (conducted by AED) in South Africa in assessing the needs for teacher and student resource centers in four provinces under a 1999 mission buy-in (DO 805). The principles were also applied in work in Bhutan and a series of teleconferences, both funded by the World Bank during 1998 and 1999.

Children's Health and Nutrition as Education Issues has contributed to renewed interest in school health. The study points out that a number of conditions amenable to treatment (including deworming and vitamin A deficiency) are known to affect the ability of children to learn. DO 18 funded a visit by a consultant to Zambia in 1999 to assess the feasibility of supporting a school health initiative and led to the mission's approving a new strategic objective focusing on health education linkages.

Finally, *Testing to Learn... Learning to Test* continues to be a popular guide for practitioners interested in the issue of continuous assessment. The author offers concrete examples of ways to measure student learning and techniques and guidelines for the involvement of partners, teachers, and students in the use of tests.

Africa Bureau Buy-Ins (DO's 14 and 18)

AED coordinated the effort that included the participation of all of the partners to support the Africa Bureau on a variety of initiatives from 1997–1999 on two buy-ins, DOs 14 and 18. A separate report (see appendix 3) has been prepared for DOs 14 and 18. However, the following are highlights of the accomplishments achieved under the DOs:

- Development and application in Benin and Uganda of ED*Assist
- Production and dissemination of the Uganda Education Reform Video
- Research and compilation of case studies on education reform in African countries (*Paradigm Lost*)
- Research on health-education linkages in Ghana
- Support for ADEA working groups
- Development of Community Participation software
- Compilation of DHS Profiles of African Countries where USAID invests in Education

- Dissemination and training on ERS
- Support for Biennial Education Exchange in Dakar, Senegal, April 1999
- Support to USAID/Mali on strategy for USAID role in primary school curriculum reform
- Support to participants in two CIES conferences
- Research and position papers on USAID-Peace Corps collaboration in supporting basic education
- Research on how USAID might support education for countries in (or emerging from) crisis

LAC Buy-Ins (DO's 13, 20 and 25)

Delivery Order 13

Under this delivery order, AED provided a senior technical advisor in basic education to the LAC Bureau for two years. The initial activity was focused on launching USAID's Partnership for Educational Revitalization of the Americas with a concept paper and a conference. Following those events, the advisor organized and directed studies to be carried out by local researchers on educational reform efforts in Latin America and the Caribbean. These studies culminated in a seminar and a publication in English and Spanish, *Paths of Change: Education Reforms Underway in Latin America and the Caribbean*. Next, the advisor organized and directed a series of studies on subjects related to evaluation of education reform at the national, school, and student levels. The materials included state-of-the-art papers on evaluation as well as case studies of recent evaluation efforts in the United States and Latin America. Again, a seminar for policy makers was held and a major publication was produced in English and Spanish, *Evaluation and Educational Reform: Policy Options*.

Delivery Order 20

Under this DO 20, ABEL provided two senior technical advisors for the education unit of the LAC Bureau. Each advisor worked for one year. The advisors provided technical assistance to the LAC Bureau in supporting education initiatives launched by the Summit of the Americas activity. The culmination of the work of the first advisor was the design, approval, and funding of a major initiative in education technology between the U.S. and Brazilian governments. The second advisor focused more directly on the role of the USAID in supporting particular education themes identified by the Summit of the Americas.

DO25

This buy-in funded a workshop held in Miami, Florida, where representatives of USAID/Washington, LAC missions, and the IDB met to agree on strategies to work together in support of the objectives of the Summit for the Americas. Under this DO, AED also provided technical assistance to missions interested in competing for additional education funds that the LAC Bureau had made available. Finally, the DO

funded the translation and/or publication of studies on educational reform, teacher development, and community participation.

HCD Conferences

ABEL organized two conferences for the Center for Human Capacity Development, the first in 1997 and the second in 1999. The first “USAID Human Capacity Development for the 21st Century,” was organized to share experience and discuss issues, best practices and new approaches in the theme areas of basic education, higher education, training, information and technology, gender, and workforce development. The second, “HCD for the 21st Century,” also focused on these theme areas, but added a focus on rethinking the role of HCD in transition and conflict societies, highlighting key programming needs and applications, and developing networks of practitioners, scholars, and donors.

ABEL Reflections Forum

In December 1999, AED organized a “reflections” meeting, where current and former USAID staff, contractors, and consultants with involvement in the ABEL project gathered to reminisce and reflect on the ten years of activities under the two ABEL projects. Organized by the project’s theme areas of system reform, girls’ education, etc., the free-flowing conversations ranged widely over lessons learned, current experience, and future directions of assistance to basic education initiatives in developing countries.

Appendix 1: ABEL 2 Delivery Orders

The following is a list of all major Delivery Orders that funded ABEL Activities from September 1994 through March, 2000

DO #	Period	Obligated Amt.	Description of Services
Core Contract	9/94–9/97	\$7,965,630	HCD: Management and technical services (all partners)
DO 1	9/94–9/98	\$4,372,056	Technical support to USAID South Africa (AED, CAII, EDC, RTI)
DO2	4/95–11/95	\$114,977	Malawi: Assist USAID in planning for GABLE project (AED)
DO3	3/95–5/95	\$60,342	Morocco: Assist MOE in educational reform and girls' education (FSU, CAII)
DO 4		\$0	Mali: Cancelled
DO 5	5/95–7/95	\$49,982	Malawi: Assist MOE in design of sampling plan for schools (AED)
DO 6	5/95–6/95	\$66,120	Egypt: Assist USAID Egypt in establishing rationale for SO for girls' education (EDC, CAII)
DO 7	7/95–6/96	\$282,197	Bolivia: IRI for Math and Science (EDC)
DO 8	7/95–10/95	\$148,743	Malawi: Assist MOE in Education Planning (AED, FSU)
DO 9	9/95–3/97	\$822,905	Guinea: Provide support to MOE in education reforms in primary education (CAII, FSU)
DO 10	9/95–7/97	\$223,550	Haiti: Provide technical assistance to MOE in support of multichannel learning program for primary schools (EDC)
DO 11	2/96–4/96	\$46,775	Malawi: Mid-term evaluation of Save the Children Village Schools Project (AED)
DO 12	10/96–9/97	\$637,093	Cambodia: Assist MOE in consolidation of gains made in the Cambodia Assistance to Primary Education Project (AED, EDC)
DO 13	9/96–10/97	\$225,000	LAC Bureau: Applied research and analysis in support of the Partnership for Education Revitalization in the Americas (PERA) initiative
DO 14	9/96–1/2000	\$868,638	Africa Bureau: Technical assistance (all partners)
DO 15	9/96–3/98	\$255,462	Ecuador: Technical services to strengthen <i>Fundación Ecuador</i> to carry out education policy research and advocacy (RTI)
DO 16	1/97–4/97	\$84,481	Cambodia: Interactive radio feasibility study (EDC, CAII)
DO 17	3/97–3/98	\$322,570	Haiti: Assistance to selected Haitian primary schools for a multichannel learning program

DO 18	9/97–1/2000	\$432,006	Africa Bureau: Technical assistance (AED, EDC, RTI)
DO 19	9/97–3/2000	\$3,375,000	HCD: Management and technical services (all partners)
DO 20	9/97–11/98	\$294,406	LAC Bureau: Technical services and education policy analysis (AED)
DO 801	10/98–3/2000	\$1,599,869	South Africa: Development of materials for adult education program (AED, CAII)
DO 803	9/98–10/99	\$253,209	Ecuador: Strengthen education civil society organizations' advocacy capacity (RTI)
DO 21	11/98–11/99	\$1,177,056	Malawi: Implement social mobilization campaign for educational quality (CAII)
DO 804	6/99–10/99	\$329,803	South Africa: Needs assessment for administrative, finance, human resources, and logistics operations of Kwa-Zulu Natal's DOE (AED)
DO 25	7/99–3/2000	\$300,000	LAC Bureau: Technical assistance in support of the Summit of the America's Action Plan for Education (AED, RTI)
DO 26	7/99–9/99	\$59,984	HCD Bureau: Assist in delivery of skills training workshop (AED)
DO 805	9/99–1/2000	\$150,936	South Africa: Assist USAID/South Africa in assessment of feasibility of teacher/student resource centers plan for four provinces (AED)

Appendix 2: Publications and Tools

System reform

Education Reform Support—Volume One: Overview and Bibliography

Soutien à la réforme de l'éducation—Volume un: Vue générale et bibliographie

Apoyo a la reforma de educación—Sumario

Volume Two: Foundations of the Approach

Volume Three: A Framework for Making it Happen

Volume Four: Tools and Techniques

Volume Five: Strategy Development and Project Design

Volume Six: Evaluating Education Reform Support

Education Reform Support: A Framework for Scaling Up School Reform

by Luis Crouch, Joseph DeStefano, and F. Henry Healey, AED and RTI, 1997

Paths of Change: Education Reforms Under Way in Latin America and the Caribbean

Senderos de cambio: Génesis y ejecución de las reformas educativas en América Latina y el Caribe

edited by Benjamín Álvarez H. and Mónica Ruiz-Casares, AED, 1997, 1998.

Evaluation and Educational Reform: Policy Options

Evaluación y reforma educativa: Opciones de política

edited by Benjamín Álvarez H. and Mónica Ruiz-Casares, AED, 1998, 1997.

An International Curricular Perspective on Decentralization

working paper by Richard Kraft, AED, 1995.

DECIDE About Decentralization

by Thomas Welsh and Noel F. McGinn, HIID, 1999.

Education Automated Statistical System Toolkit (ED*Assist)

by Vivian Toro, Johnson Sikes, and Kurt Moses, AED, 1997.

Education Policy Simulation (EPICS): A Decision-Making Model to Improve Access to Schooling

EPICS (Simulation de politique éducative): Modèle décisionnel stratégique pour amplifier l'accès à la scolarisation dans l'équité

by Claire Brown, Haroona Jatoi, and Christina Rawley, CAII and HIID, revised 1998.

Improving Capacity for Policy Analysis and Planning in Cambodia's Ministry of Education, Youth and Sports

working paper by Christopher Wheeler, Kay Calavan, and Melinda Taylor, AED, 1997.

Patterns of Public–Private Sector Collaboration in the Promotion of Non-Formal Education and Training:

by Peter Easton, Rosemary B. Closson, and Paul Mavima, FSU, (available in draft).

The Practical Applications of Koranic Literacy Schooling in West Africa

by Peter Easton and Mark Peach, FSU, (available in draft).

Skill Learning for Economic Success: Strategies of West African Women for Literacy and Numeracy Acquisition and the Role of Women's Voluntary Organizations

by Vandra Maseman, Mwenene Mukweso, and Chris Cappacci, FSU, (available in draft).

Widening the Circle: Enlisting the Collaboration of New Partners in African Educational Development

by Peter Easton and Rosemary Closson, FSU, (available in draft).

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia

by Joyce Wolf, Grace Lang, L.L. Bekett Mount, and Diane Prouty, CAII, AIR, and AED

Paradigm Lost?

by Jeanne Moulton, Karen Mundy, Michel Welmond, and James Williams, AED and AIR, 1999 (available in draft).

Girls' education

How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana

by Joyce Wolf and Martina Odonkor, CAII, 1997.

Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms

Après l'inscription: Comment améliorer l'expérience des filles dans les classes du primaire

by Chloe O'Gara and Nancy Kendall, CAII, 1996.

The Economic and Social Impacts of Girls' Primary Education in Developing Countries

Les impacts économiques et sociaux de l'éducation primaire pour filles dans les pays en voie de développement

by Maria Floro and Joyce Wolf, CAII, 1990.

Educating Girls: Strategies to Increase Access, Persistence, and Achievement

L'éducation des filles: Stratégies pour accroître accès, persistance et résultats

by Karen Tietjen, CAII, 1991.

Education's Impact on Girls: Five Generations of an Indian Family

by Joyce Wolf and Mihira Karra, 1994.

Exploring Incentives: Promising Strategies to Improve Girls' Participation in School

by Cynthia Prather, with Islam Balouch, Carl Monde, Eugenia Monterroso, and Taufiqur Rahman, CAII, 1996.

Gender, Culture, and Learning

by Eileen Kane, EDC, 1996.

Early Intervention: HIV/AIDS Programs for School-Aged Youth

by Kim Siefert, CAII, 1997.

Including Girls in Basic Education: Chronology and Evolution of USAID Approaches

working paper by Christina Rawley, CAII, 1997.

Learning technologies

Writing for Interactive Radio Instruction

Ecrire pour l'enseignement interactif par la radio

by Esta de Fossard, EDC, 1994.

Interactive Radio Instruction: Impact, Sustainability, and Future Directions

by Alan Dock and John Helwig, EDC and The World Bank, 1999.

Making Interactive Radio Instruction Even Better for Girls: The Data, the Potential and the Scripts

Rendre l'enseignement par la radio interactive encore meilleur pour les filles: Les données, les scripts et le potentiel

by Andrea Bosch and Lisa Hartenberger, EDC, 1996.

Classroom-level improvements

Teacher Development: Making an Impact

by Helen Craig, Richard J. Kraft, and Joy du Plessis, AED and The World Bank, 1998.

Bringing Together Health and Education for School-Aged Children

by Kera Carpenter, HIID, 1998.

Exam Fervor and Fever: Case Studies of the Influence of Primary Leaving Examinations on Uganda Classrooms, Teachers, and Pupils

working paper by Conrad Snyder, AED, 1997.

Children's Health and Nutrition as Educational Issues:

by James Williams and Mary Catherine Leherr, AED, 1998.

Partnership for Change: Using Computers to Improve Instruction in Jamaica's Schools

by Errol Miller, AED, 1996.

Can High Stakes National Testing Improve Instruction? Reexamining Conventional Wisdom

working paper by David W. Chapman and Conrad Wesley Snyder, Jr., AED

Testing to Learn...Learning to Test

by Joanne Capper, AED, 1996.

A Child/Learning-Centered Vision of Education: Implications for Education Reform

Visión de la educación centrada en el aprendizaje y el niño: Implicaciones para una reforma educativa

by F. Henry Healey, RTI, (available in draft only).

Community participation

Toward School and Community Collaboration in Social Forestry: Lessons from the Thai Experience

by Maureen H. McDonough and Christopher W. Wheeler, Michigan State University, 1998.

Planning for Community Participation in Education

by Joyce Wolf, Eileen Kane, and Brad Strickland, AED and CAII, 1997.

From Information to Action: Tools for Improving Community Participation in Education

by Joyce Wolf and Eileen Kane, AED, 2000.

Involving Communities: Participation in the Delivery of Education Programs

by Andrea Rugh and Heather Bossert, CAII, 1998.

Alternative primary school systems

Where the Asphalt Ends: The *Fe y Alegría* Schools in Latin America

Comunidades educativas donde termina el asfalto: Escuelas Fe y Alegría en América Latina

by John Swope and Marcela Latorre, CIDE and PREAL, 1998.

Escuelas Fe y Alegría en América Latina: Bolivia

Escuelas Fe y Alegría en América Latina: Colombia

Escuelas Fe y Alegría en América Latina: Ecuador

Escuelas Fe y Alegría en América Latina: Guatemala

Escuelas Fe y Alegría en América Latina: Peru

Escuelas Fe y Alegría en América Latina: Venezuela

Edited by Alejandra Morales and Patricia Romero, CIDE, 1998.

Lessons from the BRAC Non-Formal Primary Education Program

by Anne T. Sweetser, AED, 1999.

Primary Education for All: Learning from the BRAC Experience—A Case Study

by Colette Chabbott, Manzoor Ahmed, Rohini Pande, and Arun Joshi, AED, CAII, Unicef, Rockefeller Foundation, 1993.

Adult literacy

An Analysis of the Impact of Literacy on Women's Empowerment in Nepal

by Shirley A. Burchfield, HIID, 1997.

Adult Literacy Programs: Design, Implementation, and Evaluation

by John Comings, Cristine Smith, and Chij Shrestha, World Education, 1995.

Adult Education in Asia and the Pacific: Policies, Issues, and Trends

working paper by Lorecia (Kaifa) Roland, AED, 1997.

Literacy's Rainbow: The Ecuador NFE Project, Twenty-Five Years Later

El arco iris de la alfabetización: El proyecto de ENF del Ecuador, venticinco años después

Siguiendo el arco iris: Hablan los facilitadores 25 años después

by Enrique Tasiguano, EDC, 1999.

Anthologies of experience

The ABEL 2 Information Packages contained collections of materials from worldwide literature that report project experience, research, and strategies for education improvement. The packages provide a range of perspectives on important educational issues in the areas of:

Early Childhood Education

Educating Girls and Women

Educational Quality

Grade Repetition/Automatic Promotion

Improving the Quality of Teachers

Interactive Radio Instruction

Inter-Sectoral Impact of Education

Mobilizing Community Support for Education

Policy Reform

Proceedings

USAID Human Capacity Development for the 21st Century: Reaping the Results of Investment and Experience—Workshop Proceedings

AED, 1997.

Appendix 3: Africa Bureau Final Report

Delivery Orders 14 and 18 (Africa Bureau)

Introduction

The U.S Agency for International Development's Advancing Basic Education and Literacy (ABEL2) was a five-year \$30 million project from September 1994 to March 2000 supported by the Global Bureau's Center for Human Capacity Development. The Africa Bureau's Office of Sustainable Development supported two Delivery Orders under ABEL2. Delivery Order (DO) 14 was in place from September 1996 to January 2000 with \$868,638 in obligated funds. Delivery Order 18, which complemented the work done under DO 14 was in place from September 1997 to January 2000 with \$432,006 in obligated funds. This report covers activities under both DO14 and 18 as the work under each was so closely intertwined. As with other ABEL2 work, the Africa Bureau projects were managed by the ABEL2 consortium, which was led by the Academy for Educational Development (AED), and included Creative Associates International, Inc. (CAII), Educational Development Center (EDC), Florida State University (FSU), the Harvard Institute for International Development (HIID), and the Research Triangle Institute (RTI).

Purpose

ABEL2 Delivery Orders 14 and 18 supported the Africa Bureau's work in developing a research and analysis agenda that focused on issues of direct relevance to people involved in human resource development in Africa. The project also emphasized the participation of Africans and African institutions in the design and implementation of the research and analysis activities and the dissemination of findings. To guide its research and analysis, the Africa Bureau developed a basic education research agenda that focused on five target areas: stakeholder participation in the policy process, management of education systems and of USAID interventions, instructional systems, equitable distribution of goods and services, and availability and accessibility of school places. This agenda was defined in the initial delivery order but evolved to reflect some of the shifting priorities of the Africa Bureau (examples include interest in school health and education for countries in crisis). Unlike DO 19, where consortium members

identified projects and research themes to work on, for Dos 14 and 18, the ABEL2 consortium responded to issues and needs that were defined by the Africa Bureau. Finally, the Africa Bureau supported the development of some very important tools used in Africa and other locations including the education reform support publications, ED*Assist education management information systems software, and community participation software.

Project Activity Summary

Following is a brief summary of the major activities accomplished under DOs 14 and 18.

Activities completed under Delivery Order 14

- **Development and application in Benin and Uganda of ED*Assist:** AED developed and initially applied the software in Benin in 1997. The approach was also presented to the ADEA (Association for the Development of Education in Africa) Working Group on Statistics. Lessons learned from Benin and other countries played a key role in helping to refine ED*Assist. ABEL2 also supported the introduction of ED*Assist to Zambia.
- **Production and Dissemination of the Uganda Education Reform Video:** EDC and the Africa Bureau coordinated the production of the Uganda video, with funding from ABEL2 and the World Bank. DO 14 supported early pre-production costs. The video showcased education reform efforts by the Ministry of Education in Uganda that were supported by USAID (through the SUPER project) and the World Bank.
- **Research and compilation of case studies for the study of education reform in five African countries entitled *Paradigm Lost?*:** Support was provided for the research and production (in late 1999) of this publication, which describes the implementation of major primary education reform effort in Benin, Ethiopia, Guinea, Malawi, and Uganda.
- **Research on health-education linkages:** Research in Ghana led to the publication of “Children’s Health and Nutrition as Educational Issues” in 1998. In early 1999, a series of activities, including a program design trip to Zambia, were carried out to advocate for school health programming for USAID, the World Bank, and other development partners.

- **Research on Girls' Education in Ghana:** CAII coordinated this research and publication (in 1997) that focused on multigenerational decisions and practices of an extended family in Ghana with regard to the education of girls.
- **Community Participation software:** DO 14 supported the development of two community participation tools. First, a manual and diskette were developed entitled *Planning for Community Participation in Education* in 1997. The software was aimed at policy and program planners designing community participation components of their education programs. Building on this earlier work, the same design team worked on software aimed at providing guidance to practitioners on how to work with communities on education. Design of a CD entitled *From Information to Action: Tools for Improving Community Participation in Education* was begun in the fall of 1997 and completed in early 2000.
- **Compilation of DHS Country Profiles:** This activity built on the recommendations of an experts panel funded by DO14 that worked on revising the DHS survey to capture education data. Profiles were put together on seven African Countries where USAID invests in Education (Mali, Benin, Ghana, Malawi, Zambia, Uganda and Namibia) reflecting data from the new DHS questions on education.
- **Dissemination and Training on Education Reform Support:** Support was provided for the final editing and production of the six-volume document produced as a result of research carried out by earlier ABEL funding. Funding was also provided to translate the first volume of the series into French.
- **Support to Participants in Conferences:** Support was provided for participants invited by the Africa Bureau to attend the CIES conference in 1997 and various ADEA working groups.
- **Research and Position Papers on USAID-Peace Corps Collaboration in Education:** Two papers were written that documented successful partnership efforts in education in Africa between USAID and the Peace Corps.
- **Research on How USAID might support Education for Countries in Crisis:** ABEL supported several researchers to identify best practices and strategies on how the Africa Bureau could support

education for countries in crisis (under the working title of “Where there is no Teacher”). Preliminary research was compiled but not completed by the time the contract ended.

Activities completed under Delivery Order 18

- **Production and Dissemination of Africa Bureau funded ABEL publications:** ABEL supported a part-time editor who helped finalize all publications mentioned in this report and in the ABEL publications handbook.
- **Dissemination of ERS Materials:** RTI led an effort to share the Education Reform Support approach with the members of ERNESA (Education Research Network for Eastern and Southern Africa) in Lesotho in 1997.
- **Support for Biennial Education Exchange in Dakar, Senegal, April 1999:** ABEL provided support for key participants to attend the Africa Bureau conference, which was attended by USAID education staff from various USAID missions in Africa.
- **Support to USAID/Mali on Strategy for USAID role in Primary School Curriculum Reform:** In 1999, two consultants spent three months assisting the USAID Mission in defining the role it should play in helping to support primary school curriculum reform in Mali. Two reports were produced, one focusing on analyzing and making recommendations on overall curriculum reform issues, the other on a survey of examples of Life Skills Curriculum being used by projects in Mali
- **Application in Uganda of ED*Assist:** Subsequent to Benin, other funding sources supported the refinement of the software and the implementation strategy. ABEL funds then supported the training of two Ministry of Education Planners in Uganda in 1999 to begin using ED*Assist in the Ministry’s effort to decentralize the EMIS system.
- **Support to Conference Participants:** Support was provided for participants invited by the Africa Bureau to attend the CIES conference in March 1999 and the African-African American Summit in Ghana in May 1999.
- **Production and Dissemination of the Uganda Education Reform Video:** Combined funding with DO 14 led to the production and dissemination of the Uganda Video. DO 18 focused on final production costs and actual dissemination. The video showcased the story of education reform in

Uganda. The official launch and screening was held in April 1999. The launch leveraged a significant effort by the Africa Bureau to disseminate the video through the World Bank and other public television networks.