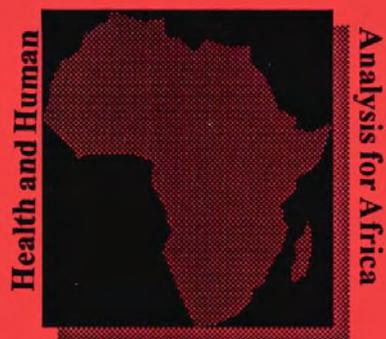


Resources



**HHRAA
AFR/SD/HRD**

**Mid-Term Assessment
Briefing Book**

Volume 5: Basic Education

November, 1994

TABLE OF CONTENTS :

Strategic Framework **1**

Analytic Agendas **2**

Sub-Sector Report **3**

RTA Reports **4**

Publications List **5**

AFR/SD/HRD STRATEGIC FRAMEWORKS DEVELOPMENT

ANALYTIC AREA	SARA POINT PERSON(S)	ARTS/HHR POINT PERSON(S)	STATUS as of 10/04/94
1. Population/Family Planning	Rhonda (PRB) Toure (Morehouse) SPJ, DS	R. Haladay & L. Kangas	Final draft dated 5/11/94
2. Education	Jeanne Moulton (AED) SPJ	J. Rea J. DeStefano	Current draft dated 9/28/94
3. Child Survival			
a. Sick Child	Hermann (Morehouse)	P. Gestrin	Current draft dated April 94
b. Behavior change	J Graeff (AED)	P. Gestrin	Current draft dated 9/19/94
c. Human resources development	B. Bertrand (Tulane) SPJ, DS	A. Ross	Issues paper being discussed
4. HIV/AIDS, STDs, & TB	(Morehouse) M. Post (Tulane) DS	W. Lyerly	Current draft dated 08/25/94
5. Malaria & Emerging Health threats	D. Krogstad (Tulane) DS	W. Lyerly	Current draft dated 08/11/94

6. Safe Motherhood & Reproductive health	Lala Toure (Morehouse) May Post (Tulane) DS	Lenni Kangas	Current draft dated July 94 was discussed by working group on 6/15/94
7. Nutrition: Infant & child feeding	Ellen Piwoz SPJ	H. Sukin	Current draft dated April 94 was discussed a consultative meeting 6/30/94
8. a. Health financing & sustainability	N. Mock (Tulane) Kutzin (consultant) H. Waters DS, SPJ	A. Bekele	Current draft dated 6/16/94
9. Information dissemination	(AED) JB	Subhi Mehdi	Being drafted



AFR/SD

Africa Bureau
Office of Sustainable Development

*BASIC EDUCATION STRATEGIC FRAMEWORK
FOR ANALYSIS,
RESEARCH AND DISSEMINATION*

Prepared by
AFR/SD/HRD

DRAFT
September 28, 1994

DRAFT

TABLE OF CONTENTS

List of Acronyms	ii
Section I: BACKGROUND	3
1.1 Status of Education in Africa	3
1.2 Main Issues	5
1.3 USAID's Current Efforts and Focus	6
Section II: USAID'S OBJECTIVES IN SUPPORTING BASIC EDUCATION	8
Section III: PURPOSE OF THE STRATEGIC FRAMEWORK	9
Section IV: ISSUES IDENTIFICATION PROCESS	10
4.1 Consultations with Missions	10
4.2 Consultations with African Decision-Makers	12
4.3 Literature Survey	14
Section V: PRIORITIZATION OF ISSUES AND INFORMATION NEEDS	16
5.1 Summary of Issues Identified	16
5.2 Criteria for Selecting Specific Studies	27
SECTION VI: RESEARCH, ANALYSIS, AND DISSEMINATION APPROACHES	29

LIST OF ACRONYMS

ABEL	Advancing Basic Education and Literacy
AERA	American Education Research Association
AFR/SD/HRD	Africa Bureau/Office of Sustainable Development/Human Resources and Democracy
BOLESWA	
BRIDGES	Basic Research and Implementation in Developing Education Systems
CIES	Comparative and International Education Society
DAE	Donors to African Education
DFA	Development Fund for Africa
EE&C	Environmental Education and Communication
EDI	Economic Development Institute
EFA	Education for All
ERNWACA	
GDP	Gross Domestic Product (used only once in text)
NESIS	National Education Statistics Information System
NGOs	Non Governmental Organizations
OYB	
REDSO/WCA	
R&D/EID	
SARA	Support for Analysis and Research in Africa
SHARE	System to Help Access Reports of Effective Education
SID	Society for International Development
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations
UPE	Universal Primary Education
USAID	United States Agency for International Development
WGES	Working Group on Education Statistics

Section I

BACKGROUND

Economic development in simple terms means improving people's living conditions. A more developed country has a more literate, healthier, more productive, and wealthier population. Education contributes to development in two essential ways. More educated people are in general more productive, have greater access to wage employment, and earn higher incomes. They have also been shown to live longer and healthier lives and to have lower rates of fertility and infant mortality. It has also been demonstrated that a society reaps even greater economic and social returns if its girls and women are educated.

On the basis of the broad and robust evidence of the relationship between education and the indicators of development mentioned above, it is widely agreed that education is a necessary, though not sufficient, element for economic development and improved quality of life. In addition, recent research demonstrates the importance of the positive intergenerational effects of basic education. In effect, the sons and daughters of educated parents are more likely to attend school themselves and to live longer and healthier lives. This is especially true for educated mothers.

As Africa undergoes rapid political, social, and environmental change in the 1990s, education will also be the principal vehicle for responding to emerging needs. Be it redefining the roles of citizens in nations establishing democratic institutions, curtailing the spread of AIDS, or promulgating environmentally sound agricultural, commercial, and industrial practices, primary education will provide the means to shape future generations' capacity to confront these challenges.

1.1 Status of Education in Africa

At independence most African countries inherited education systems that offered schooling to a small percentage of the population. In addition, the primary objective of the education provided was to train low- and mid-level civil servants for the colonial administration. The post-independence development of education attempted to redress the former limitation of these systems. However, instead of training for the administrative needs of the colonizers the emphasis shifted somewhat and training personnel for the burgeoning newly forming civil service was now the primary thrust of the education program.

Newly independent African governments made a concerted effort to expand formal education through an increased allocation of government resources to education. As a result, the 1960s and the early 1970s witnessed a remarkable increase in the percentage of eligible children enrolled in school. Between 1960 and 1983 the primary enrollment rate for Sub-Saharan Africa as a whole increased from 36 percent of the age eligible population to 75 percent. Similarly for secondary level schooling, the overall enrollment rate increased from 3 to 20 percent.

While the educational accomplishments during the first 15 to 20 years of independence were remarkable, continued educational development in most of Africa has been hampered by the continent's high rate of population growth and by its persistently low rates (in some cases negative) of

economic growth. Recent experience in basic education in many African countries can be summarized by two general trends: a stagnation of enrollment rates and a decline in the quality of education delivered to those children who are enrolled.

Access: Growth in enrollment in African school systems has slowed dramatically, especially in the last decade. In absolute terms, for much of Africa the numbers of additional students able to be accommodated by formal school systems has declined as funds for expansion dried up. In terms of the percentage of school age children gaining access to public education population growth has outstripped the rate of expansion of schooling, with the average gross enrollment rate for the continent dropping from 79 to 71 percent over the decade from 1980 to 1990. Furthermore, there are still 14 African countries with fewer than half their girls enrolled in school.

Demand for primary education will continue to increase as a result of growing population pressure. School systems will need to grow at least as quickly as population just to maintain their already unacceptably low enrollment rates. With an estimated overall growth rate of 3 percent, efforts to expand access to a greater percentage of the school-age population will further stress the system.

Financing: In addition to the burden of continuous expansion, African education systems have for the most part suffered from a reduction in available resources. During the 1980s, African countries were subject to three types of external shock: export prices of major commodities fell; international flows of capital decreased substantially; and real interest rates rose dramatically. The economic effects of these shocks drastically constrained, among other things, governments' capacities to finance non-salary inputs to education. Primary education, lacking a politically vocal constituency, suffered most from this reduction of financing. In the poorest of the low income countries, unit expenditure on primary education between 1980 and 1990 dropped from \$45 to \$25 per pupil. What minimal levels of unit non-salary expenditures did exist were consumed by growing salary budgets as teachers were hired for expanding school systems. Add to the equation the relatively high rates of inflation experienced in most of Africa and the net result has been a reduction in real per student expenditure, especially for material inputs.

Quality: As could be expected, educational quality in Africa has declined severely. This erosion of the quality of primary schooling is characterized by shortage of classroom spaces and materials, long distances between schools and homes, costs (direct and indirect) of schooling that are high relative to incomes, insufficient and overburdened teachers, deteriorating buildings, and a schooling experience that is increasingly perceived as inappropriate or of poor quality. The poor quality of education in Sub-Saharan Africa, which produces the world's highest repetition rates and dropout rates, and the world's lowest levels of literacy and numeracy acquisition, is taking its toll on both the demand for schooling and on schools' capacity to efficiently produce literate graduates.

Management: The demographic and economic impact on educational quality and access is exacerbated by poor management of the limited resources available for education. Mismanagement of education systems characteristically includes over-subsidization of higher levels of education at the expense of the primary sub-sector, large salary budgets with little or no provision of operating expenses, and over-staffing in administration or secondary and tertiary education concomitant with under supply of primary teachers. In addition, administrative inefficiencies are evident in the over-centralization of authority, lack of rational planning and budgeting, insufficient systems for

monitoring expenditures and evaluating programs, and in general, inadequate collection and use of information for decision-making. Donor and government investments in education have had little impact on management capacity because system administration has not traditionally been addressed by education projects, and where it has been addressed, donors' interventions have often been fragmented. What little resources have been recently available for education in Africa are, as a result, being wasted through poor management and the lack of adequate administrative capacity.

Equity: All African education systems confront the problem of equitable provision of access to schooling for diverse population groups. In some African countries, where enrollment rates are among the lowest in the world, those children who do attend primary school tend to be from the most advantaged segments of the population (urban, relatively wealthier). The majority of the population – rural, low income – is denied access to schooling either because of under-supply of school places in their areas of the country or because of demand side constraints such as the need for children's contribution to household work or income-generation or inability of families to support the direct and indirect costs associated with school enrollment.

In other countries, equitable provision of basic education is confronted by the particular constraints to girls' enrollment in primary school. Parental and societal attitudes and the heavy demands placed on young girls' time conspire to limit their access in many countries. In addition, schooling often perpetuates inherent biases against girls' successful participation and persistence in school (i.e., teacher classroom behavior, gender-biased materials, education of girls being seen as less important).

Similarly, other groups, both ethnic and regional, within the population may be traditionally underserved by the education system. Nowhere on the continent is this more of a challenge than in South Africa and Namibia. As attempts to construct an equitable society, occur one of the greatest challenges faced by a democratically elected post-apartheid government will be to provide equal educational opportunity to all populations especially those that had been previously disadvantaged.

In conclusion, African primary education systems can be characterized as under financed and poorly managed and suffering from poor quality with inherent inequities in the provision of access and general insufficient supply to serve growing populations. As a result, the foundation for human resource development in Africa is sorely lacking. Compared to other regions of developing countries, Africa ranks lowest in terms of the quality of its stock of human capital. This is even more significant when one considers that Africa comparatively expends a larger share of GDP on education. Because the population over 25 in Africa has on average had only 2.4 years of education, with just 7.6 percent of the people having completed primary school, this poorly educated pool of human resources may represent the continent's most important constraint to economic and social development.

1.2 Main Issues

The most critical challenge facing education systems in Africa is how to make the best and most equitable use of available resources in order to effect concrete classroom-level improvements in the quality of the learning experience for an increasing number of students. Experience in the education sector in Africa and a review of the literature have raised several key questions concerning how African education systems can meet this challenge.

One facet of the challenge referred to above confronts education systems with the need to deliver a better quality product. This issue addresses the quality of the teaching-learning interaction that occurs in African classrooms. It is primarily dependent on teacher behavior, the culture or atmosphere of the school and the availability of key inputs. The crux of the challenge, from the perspective of the education system can be captured in the question, How can the administration and management of education systems promote, incite, or lead to the development and promulgation of effective primary schools? Or how can the administration of the sector maintain a focus on improving what take place inside primary school classrooms?

Another aspect of the challenge relates to the need to make the best use of a limited pool of resources. Key questions arising in relation to this issue include, How can resources be used most efficiently? Are resources being allocated to education in a way that obtains the best possible value for money in terms of impact on the quality of the school environment? Is the system being managed so as to eliminate waste and inefficiency yet still promote equity? These questions address the management of the education sector in the broadest sense; in terms of allocative decisions, rational planning and efficient and equitable resource use.

1.3 USAID's Current Efforts and Focus

A number of factors combined to lead USAID to adopt a new approach to assist the development of primary education in Africa. The Development Fund for Africa (DFA) and the basic education earmark were legislative mandates. Another driving force was from the lessons learned from the weaknesses of previous approaches both within USAID and other bilateral and multilateral agencies.

A recent review of USAID experience carried out by AFR/SD/HRD concluded that the complexity and interrelatedness of the problems facing basic education require a system-wide approach to improving the delivery of educational services. As a result, USAID has moved away from project assistance to program-level assistance. Similarly, a World Bank study of its role in the development of human resources in Sub-Saharan Africa concluded that one positive recent trend has been a focus on a systems approach (or a focus on the "whole package of inputs") and a greater emphasis on policy change as necessary for successful long-term development of the education sector. Both studies concur on three general conclusions:

- The need for policy-level intervention to define the context for development of the education sector;
- The focus on developing the institutions that will serve as the foundation for sustainable capacity to implement policies and programs; and
- The necessity to view the education delivery system as a whole, to work on the package of inputs and institutions, and not to focus simply on individual components.

In addition to these lessons, a more pragmatic evaluation of the possibilities for educational development has begun to emerge. While the 1960s and 1970s saw developing countries and donors agree on the call for universal primary education, the harsh economic realities of the 1980s made it obvious that the financial constraints to achieving this were considerable. Following the Jomtien Conference on Education for All, the objective of universal primary education is still supported, but

the discussion of what measure of access to primary education is achievable in a given country and within a given time is framed by what can realistically be financed.

USAID's approach to assisting education in the Africa Bureau represents an attempt to link development of basic education to the fiscal constraints and real resource allocation decisions faced by most Sub-Saharan countries. This model for assisting the development of education embraces the means to improve on previous approaches to projectized assistance, especially through the following four types of interventions:

- Linking development of the education sector to sustainable government allocative decisions within the framework of macro-economic constraints;
- Dialoguing with governments about the policy changes required to create the environment most conducive to the attainment of education sectoral objectives;
- Concentrating on the development of the administrative, managerial and technical capacities of Ministry of Education institutions (as well as other key actors in the sector – communities, parent associations, NGOs);
- Working within the context of a sectoral reform, with consideration to the "education system" and the interaction of the different policies, institutions, processes, and inputs impacting the delivery of basic education and their links to desired student attainment and achievement.

The goal of educational reform in countries where USAID supports basic education is to increase the number of children entering and completing primary school and to improve the quality of their learning in ways that are efficient and sustainable. This goal has four dimensions, not mutually exclusive, to which each country, and each USAID program, gives varying emphasis, depending on the country's level of development and other contextual factors. These goals which are not mutually exclusive are to:

- Increase access to and participation in basic education;
- Improve equity;
- Enhance the quality of schooling;
- Improve efficiency, including both management efficiency, and internal and external efficiency.

The design of the USAID programs in education since the creation of the DFA has been governed by new thinking about how to enhance sustainable education system reform. In eight of eleven countries where USAID has an education program in Africa, support to basic education is provided through non-project assistance. In keeping with the management principles of the DFA, all of these programs have focussed on broad systemic policy and institutional changes.

Section II

USAID'S OBJECTIVES IN SUPPORTING BASIC EDUCATION

The inauguration of the DFA in 1987 established as the overall goal for USAID's Africa programs to encourage economic growth that is broad-based, market-oriented and sustainable. The Bureau-wide action plan elaborated in 1989 established a strategy for achieving this goal with the following four objectives:

- *Improving the management of African economies by redefining and reducing the role of the public sector and increasing its efficiency;*
- *Strengthening competitive markets to provide a healthy environment for private sector-led growth;*
- *Developing the potential for long-term increases in productivity in all sectors;*
- *Improving food security.*

The Agency's assistance to improving basic education in Africa contributes to two of the DFA strategic objectives. Under the first objective, USAID has been working generally to improve public sector management and specifically to improve equity and efficiency in providing key public services such as basic education. In addition, the third strategic objective of long-term increases in productivity also contains an education-related sub-objective: the improvement of job-related skills. These two DFA strategic objectives therefore define the context within which USAID is supporting basic education.

As identified by the third DFA strategic objective, basic education assistance can be seen to be contributing to an overall goal of *improving Africa's human capacity*. Basic schooling is essential to the development of the human capital base that will facilitate Africa's economic and social development.

This overall goal is supported by the sub-goal which relates more directly to how education contributes to improving human capital. Namely, it targets *increasing the percentage of the population who are functionally literate and have basic competencies*. In order to make the long-term improvements in human capital, African countries must raise the proportion of their populations that have a basic education.

The education-specific strategic objective pursued by the Africa Bureau contributes to the attainment of this sub-goal. Governments need to develop a sustainable capacity to provide good quality basic schooling to all segments of society. They must give opportunities to more children, especially those from segments of the population that had previously been disadvantaged, to attend and complete primary school. At the same time, they need to deliver the best possible quality education within the constraints of their limited resources. Therefore the strategic objective can be stated as:

Sustainable, equitable provision of quality basic education.

This strategic objective is being pursued through USAID-supported efforts targeted towards the following accomplishments:

- ***Improved instructional systems:***
Teaching, textbooks and materials, curriculum, and student assessment.
- ***Broader, more active stakeholder participation:***
In policy formation and implementation, resource allocation decisions, system and school management, etc.
- ***Better management:***
Policy analysis and dialogue, information management and use, planning, budgeting, financial management, etc.
- ***Equitable distribution of goods and services:***
Of distribution of educational goods and services
- ***Increased availability and accessibility of school places:***
Availability to more children of school places near their homes and quality instruction.

Section III

PURPOSE OF THE STRATEGIC FRAMEWORK

The purpose of the strategic framework is to place analytic agenda activities within the broader framework of what the DFA and USAID hope to achieve in Africa. The strategic framework links education and human resource development—the purpose of USAID’s efforts in supporting basic education—to the broader DFA goal of sustainable, equitable economic development and social well-being. The strategic framework derives from the analysis of the linkage between education and development, the linkage between program interventions and educational reform, and the specific organizational objectives of SD/HRD education. These include:

- ***To analyze the processes and contexts of change in African education*** to better understand and design programs that effect systemic, sustainable change. This research and dissemination of findings will inform the development of educational programs in Africa and other bureaus. It will also serve as a useful tool to host country educational leaders, ministries, and researchers.
- ***To provide technical assistance to missions and to USAID/Washington*** Activities include technical participation in field missions to assist with program design, management and evaluation; conducting workshops and regional conferences; and providing a network for dissemination of relevant analytical literature on education reform. This support is designed to provide close linkage between analytic and management issues in the field and Washington.

- ***To establish USAID's links to the African, international, and domestic professional communities*** This audience of scholars, researchers and policy leaders includes African and donor institutions, regional and international professional associations and leading U.S. research organizations. Key groups include: the Donors for African Education (comprised of more than 45 ministers of education and over 40 donor organizations with seven active working groups), the Comparative and International Education Society (CIES), the American Education Research Association (AERA), the Education Research Networks for East & Southern and West & Central Africa, the African Students Association, the Society for International Development (SID), and the African Studies Association. These linkages will enable the SD/HRD Education team to monitor research taking place in the United States and elsewhere that is relevant to the African context, enhance collaboration and dialogue with African researchers, and present USAID's analytic agenda and experience in African education to the international and domestic community.

The Africa Bureau's comparative advantage in research and analysis in education is two fold. First, the Office for Sustainable Development, because it is also mandated to provide technical support to USAID operations in the field, is well positioned to draw an analytical foundation from practical experience in supporting the development of education systems in Africa. Second, because it is in the Africa Bureau, SD/HRD is focused on the issues most relevant to the African context.

Given this comparative advantage, the defining framework for AFR/SD/HRD Education's analytical work is that it be rooted in the issues relevant to African education systems, institutions and personnel, that research activities be operationally oriented – from the perspective of African efforts to improve primary education and USAID's capacity to support those efforts, and that they promote sustainable education system reform.

Section IV

ISSUES IDENTIFICATION PROCESS

Over the past year, the SD/HRD Education team has engaged in a comprehensive process for identifying key issues for a strategic framework for educational analysis and research. The steps in this process that have been completed include: (i) consultation and input on specific research agenda areas from the Missions; (ii) consultations with African policy makers and the international donor community; (iii) a survey of the literature on issues in improving primary school education in Africa; and iv) internal analysis of SD/HRD resources and capacity.

4.1 Consultations with Missions

The first input into the development of a strategic framework has been consultations with Missions. Two activities have contributed to this process.

First is the technical field visits that all members of the SD/HRD education team regularly make to countries with basic education programs. These visits have specific scopes of work, but always

include the identification of analytic issues specifically related to the implementation of the USAID education program. These issues are:

- Greater understanding of the process of educational reform and better appreciation of intermediate, system-level changes that lead to lasting student-level impact
- Stricter definition and application of criteria for where and when to implement an education reform support program; analysis of the political and economic context
- The best use of time and effort, both up-front and at every level throughout a program, in assisting the process of policy dialogue
- The most appropriate means of donor collaboration
- Better coordination between project and non-project assistance to mutually reinforce the objectives of sustainable, system-level improvements in education
- Refinement of methodologies for determining levels (and types) of assistance and for setting sectoral expenditure targets
- Means of building flexibility into program targets and conditions while insisting on consistent interpretation of results and compliance
- Identification of key policy and institutional reforms as the targets of program conditionality, and guidance in avoiding use of conditionality as a mechanism for implementation monitoring
- Recognition of the management demands of the program approach and, in response, adequate staffing of concerned Missions.

A workshop for all Africa USAID staff in the education sector held at Kadoma, Zimbabwe from January 17-21, 1994, was a second activity to gain input in the process. The purpose of the workshop was to examine the current state of USAID's experience supporting basic education reform programs in Africa, and to formulate recommendations on how to maximize the impact of our efforts through improved design, management, and evaluation of the education programs. One specific objective for the workshop was to "contribute to the formulation of the Africa Bureau framework for research on basic education, and establish consensus on research priorities."

One session of the workshop was devoted to defining the SD/HRD framework for the analytical agenda for FY 95 research activities. Mission education staff were asked to respond to a questionnaire which identified areas of analysis and research in which they were seeking more information on available research and information. They were also asked to identify areas that they would support with program funds and/or management services. Finally, they were also invited to describe up to two specific analytic/research activities they would like undertaken over the next two to three years.

Regarding both research and information issues, Mission education staff gave highest priority to three broad areas:

- Improving learning achievement
- Strengthening institutional capacity
- Improving teaching.

They gave second priority to these areas:

- Improving equitable access to education
- Strengthening the resource base (education financing)
- Improving policy-making and implementation.

Within the broad categories, three sets of specific topics received the most attention:

- Teacher training (pre-service and in-service) and motivation/incentives
- Evaluation (measuring learning and monitoring progress)
- Strengthening the local school resource bases (increasing community resources and encouraging private schools).

4.2 Consultations with African Decision-Makers

The second step in the process has focussed on consultations with key African policy makers and the donor community. The ARTS/HHR/Education staff have used two channels for these consultations.

The first is the Donors for African Education (DAE), an active consortium of African Ministers of Education and some fifty international, national and private development and donor agencies. It was formed in 1988 to provide a forum for policy dialogue, consultation and joint planning focussed on education and training in Sub-Saharan Africa.

USAID has worked with the DAE in three types of activities.

- The first is a continuing policy dialogue, between African Ministers of Education and scholars, and the international, national and private donor agencies supporting educational development. This dialogue is conducted through regular and special meetings of the DAE Task Force.
- The second activity supports analysis and research on key issues, identified by the Task Force, through the DAE Working Groups. Working Groups have been formed around such key issues as sector analysis, female participation, examinations, education statistics, textbooks, teacher management, higher education, vocational education, and a new group on education financing.
- The third activity of DAE is the dissemination of the results of the working groups' deliberations and the debate on policy options for education in Africa through a newsletter and sponsored publications.

USAID, through ARTS/HHR/Education, participates actively at all levels of DAE activities, contributing experience, research and analysis to the policy dialogue, and benefitting from the collaborative consultations between Ministers, senior African decision makers and other donors. This participation enables SD/HRD to effectively identify key policy issues from the perspective of African leaders.

In October 1993 a Task Force meeting was held in Anger, France. Forty Ministers of Education (many accompanied by permanent secretaries) and some 70 representatives from multi-lateral, bi-lateral and non-governmental organizations attended this three-day meeting. Participants were seeking new approaches for improving the implementation of policies, programs and projects.

A central concern emerging from the discussions was *ownership* of policies and programs. The nature and quality of participation in policy analysis, formation, program design and implementation was seen as critical. Reiterating earlier analysis, the Task Force consultations emphasized the need for African countries to formulate coherent *national education action plans*. Such plans should be developed through a process of widespread consultation until genuine consensus is reached among all parties concerned - teachers, parents, communities, NGOs - on the goals of education. Wider debate is seen to be essential in such issues as *education for what? For Who? On What?* In this way a sense of *ownership* can be created which will facilitate mobilizing support and resources for implementing plans of action. One implication of this analysis is that a longer time frame is necessary to establish a policy context conducive to program implementation.

The second channel is regional and sub-regional workshops and conferences that have provided useful input into the development of the strategic framework.

In February 1993 REDSO/WCA co-sponsored a workshop on Basic Education with the African Development Bank. The issues discussed at that workshop, and the response to a questionnaire which identified central research/analytical concerns were synthesized and presented in a report commissioned by SARA, *Report to Health and Human Resources Analysis for Africa Bureau, USAID on the Basic Education Workshop* (February 1993 Abidjan, Ivory Coast). The broad issues and concerns of participants are:

- Parent and community participation in schooling
- Decentralization of financing and authority
- Monitoring and evaluation
- Curricula and instruction
- Teaching math and science
- Support for teachers.

In June, 1993 SD/HRD Education participated in a sub-regional conference sponsored by the Botswana, Lesotho and Swaziland Education Research Association, at which more than 100 papers from African education researchers were presented and discussed. Key areas for analysis included:

- Planning and managing reform
- Sustaining reform
- Equity among boys and girls

- Education outside primary school
- Intersectoral reform.

The Africa Bureau, since 1993, has also been assisting the formation of a West African research network called the Education Research Network for West and Central Africa (ERNWACA). This network is being formed with the intent of i) sharing research among countries in the region and conducting regional research activities, ii) improving the educational research capacity of the region, iii) building bridges between anglophone and francophone educational research communities, and iv) improving the research ethos of member countries and helping research be more practical and play a greater role in education policy decision-making. Africa Bureau assistance to ERNWACA has been through two channels: the REDSO/WA Office in Abidjan and the SARA project of AFR/SD/HRD. The members of ERNWACA have identified four "transnational" research topics to be implemented during the networks second phase. These are:

- Factors affecting access and retention of pupils in the Gambia and Ivory Coast
- Effects of community participation on access to and quality of basic education in Benin, Cameroon, Ghana, and Mali
- Analysis of the impact of community participation on quality of education in Togo and Senegal
- Complementarity between formal and non-formal education in Aierra Leone and Burkina Faso

4.3 Literature Survey

The SD/HRD/HHR staff commissioned a survey of key issues related to basic education reform in Africa. Completed in December 1993, the report on the survey addresses three questions:

- What are the key issues identified?
- What research is being conducted on those issues?
- What are the key documents in these areas?

The survey focusses on Africa and examines literature published in the U.S. academic and international donor communities. The latter are documents from the World Bank, UNICEF and UNESCO, and African regional- and country-level research and analysis. The comprehensive study, *Improving Primary Education in Developing Countries*, which was prepared in draft for the World Conference on Education for All and published in 1991, provides the organizing categories for the literature review.

This literature review covers overviews of research done for the World Bank - notably the 1988 policy study *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion*, and more recently *The World Bank's Role in Human Resource Development in Sub-Saharan Africa, Education, Training, and Technical Assistance* (1993), the analytic overview provided for the Donors for African Education, the policy research/analysis software system (SHARE) developed by the Harvard Institute for International Development under the BRIDGES program, and the summary of research carried out through USAID's ten-year centrally funded project, Improving the Efficiency of Education Systems (IEES). A rich source of information on

current research and analysis was compiled for the 1990 World Conference on Education for All and documentation for subsequent meetings such as the recent *Nine Country Summit on EFA* held in December, 1993 in India.

The literature review first identifies the unifying themes on priority policy concerns (access, quality, equity and efficiency) and then identifies the strategic issues and research related to the means of attaining policy goals. The major categories of issues (following the *Improving Primary Education* organization) are: Improving learning achievement; strengthening institutional capabilities; improving the preparation and motivation of teachers; improving equitable access; and strengthening the resource base.

Within each of these categories the review indicates the amount of research on that issue that is cited in the pre-1990 literature, and citations of research published or available after 1989 on that issue. The literature survey concludes by identifying major gaps in the research, and identifies areas that would benefit from concerted research efforts that USAID might support.

Gaps that have been identified through the literature review, which would benefit from concerted research efforts that USAID might support, include:

- Implementation of reform. Problems of moving from policy decisions and program design to effective, sustainable implementation of reform. The base of available research seems to lack empirical studies analyzed in the context of theoretical models.
- Schools as units of analysis. The *Improving Primary Education* overview argues that the most successful reform efforts focus on the school as a whole unit rather than on curricula, teachers, students, or administrators in isolation. Yet much research focuses on the effectiveness of inputs (textbooks, teacher training, and management) across countries. Some of the "effective schools" researchers are now advocating that research be site-specific and culturally situated.
- Intersectoral cooperation. Although nutrition, health, and family and community welfare are included in models of effective schooling, little research appears on how schools can incorporate other sectoral programs into their own goals and activities
- Community links to schooling and increasing community support for basic education.

Section V

PRIORITIZATION OF ISSUES AND INFORMATION NEEDS

This section begins with a summary of the issues raised in the issues identification process, sets forth the overall framework for prioritizing those issues, and then describes criteria for selecting specific research and analytic studies. Issues will be classified by the elements of the Africa Bureau objective tree, and the first order classification will consist of topics for possible areas of research and analysis. Within each topic research concepts will be identified. Concepts represent the genesis of actual analytical activities. However, not all concepts will be translated into specific activities in any given year. They are intended to mark the areas in which the SD/HRD education team, through the consultative process described above, has determined that the HHRAA project could support analytical work.

5.1 Summary of issues identified

The preceding section related issues on basic education in Africa that have been raised in three main sources of expertise: USAID missions, African education leaders, and the recent literature. The presentation of these issues varies in several ways. Some are general, such as "improving learning achievement," while others are more narrowly defined, such as "improving math and science curricula." Some relate to classroom activities, while others relate to USAID procedures.

This variety is a result of the differences between fora in which issues were raised, the role and viewpoint of those who raised them, and the manner in which the issue-raisers were probed. The concerns of USAID education officers, for example, are expressed in a structured survey, formal discussions, and interaction with SD/HRD education staff during the course of program designs and studies. The viewpoints of African educators come from formal meetings and a structured survey. And the literature reviewed ranges from statements of larger issues to studies on specific topics.

For the purpose of putting order into this uneven assortment, the issues are expressed below simply as topics and organized in terms of the Objective Tree as depicted below.

STRATEGIC OBJECTIVE
SUSTAINABLE, EQUITABLE PROVISION OF QUALITY BASIC EDUCATION

Topic: Development of National Programs of Educational Reform

Topic: USAID's Support for National Reform Programs

TARGET 1

IMPROVING INSTRUCTIONAL SYSTEMS

- Topic:** Teaching and Instructional Methods
Topic: Teacher Training
Topic: Teacher Management, Support, Incentives, and Motivation
Topic: Evaluation: Measuring learning, Exam Systems, and Assessment in the Classroom
Topic: Textbooks and Curriculum

TARGET 2

PARTICIPATION OF STAKEHOLDERS

- Topic:** Increasing Participation
Topic: Links between Schools and Communities
Topic: School-Based Participation
Topic: Decentralizing Financing and Authority

TARGET 3

BETTER MANAGEMENT

- Topic:** Monitoring Progress Toward Goals
Topic: Policy Implementation
Topic: Planning, Information Systems, and Decision Making
Topic: Educational Finance
Topic: Strengthening institutional capacity

TARGET 4

EQUITABLE DISTRIBUTION OF GOODS AND SERVICES

- Topic:** Incentive Programs for Increasing Equity
Topic: Female Participation

TARGET 5

INCREASED AVAILABILITY AND ACCESSIBILITY OF SCHOOL PLACES

- Topic:** Student Flow
Topic: Education Outside Primary School

The SD/HRD staff has selected from this list an even more limited set of items or concepts, based on certain criteria:

- The concept must fit within the Objective Tree (all of these do)
- The concept must be of concern to many USAID education officers in the missions
- It must be the consensus of African educators and the literature reviewed that the concept is of serious concern and represents a gap in analytical and research studies.

Based on these criteria, the concepts that the SD/HRD Education staff has placed on its analytic agenda are outlined according to the objective tree framework and topics at the strategic objective and target levels.

In relation to the Africa Bureau's education strategic objective two topics summarize the possible areas of research concerned with the reform of education systems. Within those topics, several concepts have been identified.

STRATEGIC OBJECTIVE: SUSTAINABLE, EQUITABLE PROVISION OF QUALITY BASIC EDUCATION

Topic: Development of National Programs of Educational Reform

Concepts:

- *A Framework of Basic Education Reform* – The intent is to re-examine the attempt to develop a framework that will assist USAID analyze the design, interventions, impacts and outcomes of its education programs. Three lines of investigation are suggested: i) review literature and experience within the USA and Europe on education reform; ii) draw on emerging contemporary theory and insights on organizational development and social system change (such as complexity theory, cellular automata, neural networks, etc.); iii) Analysis of the experience of policy reform in Africa, building on the initial cases done through Evans, and our own work in tracking the process of reform within the twelve countries USAID is assisting.
- *Improving the Process of Policy Analysis and Dialogue* – Development of an approach for facilitation of policy dialogue as part of program development and implementation. Focus on issues of stakeholder analysis and participation, information availability and use, negotiation, consensus building, strategic planning, etc.
- *Conditionality: analysis of intents, compliance and results* – Examine experience with design and application of conditionality in conjunction with education sector reform programs (USAID and World Bank experience). Analyze intent and nature of conditions compared with results of compliance (or non-compliance).
- *Policy and Strategy Formulation* – The analysis would attempt to identify successful patterns of process leading to committed action on the part of government and private sector towards educational improvement. Assuming a process that includes the following steps, the content would address (i) how to identify the groups which should be involved in national strategy development, (ii) how to arrive at an empirical and shared definition of the problem, (iii) how to reach consensus on attainable goals, (iv) how to develop a strategy which encompasses policy reform and programmatic intervention, and (v) then how to put it into effect and keep it going.
- *Education Expenditures in Reforming Systems* – Analyze changes in education budgets and expenditures during periods of reform accompanied by external budgetary support (USAID and World Bank). Examine details of non-salary expenditures. What was money budgeted for, what was it spent on, what was the result?

- ***Decentralization*** – A variety of possible actions and policy changes are covered by the term decentralization, and it is necessary to be concrete to be useful. This activity could develop several things: a map of potential policy options for decentralization, a set of conditions and linkages necessary for these policy options to work, a description of decentralization reforms that have been attempted in Africa and, so far as possible, an analysis of what has worked, not worked and why. In this regard, it seems particularly important to consider the capacity of those to whom decisions are being decentralized.

TOPIC: USAID's Support for National Reform Programs

Concepts:

- ***Program Design Process*** – The content of a program design document has been identified and codified. The different analyses and information required are clearly stated in a PAAD outline and its table of contents. What is lacking, however, appears to be a sense of how these elements are sequenced and combined in order to produce a coherent analysis of sector problems and constraints to inform program definition, and—subsequently—justification of the program itself. Analytic guidance which choreographs the program design process would assist Missions both plan and improve program design. The purpose is to explicate the approach implicit in the PAAD outline, explain the role and usages of various analyses to program development, and outline the sequence, time and resources needed at each stage. Included would be guidance, examples and suggestions of how government personnel are integrated into the process so that ultimate program design is as much a product of the government as of USAID.
- ***Economic Analysis of AID Education Programs*** – The objective of this study is to provide guidance on the use and conduct of economic analysis in education program design and planning by identifying and discussing the multiple roles and purposes of the economic/financial analysis required of all AID education program designs. The study would review both the conceptual and practical problems hindering analysis, articulate the generic analytic questions posed by education program design, and examine the various analytical methodologies used to justify program design in the past, as well as attempt to clarify expectations of design review committees.

At the target level, where issues are delineated more specifically, topics have been identified in reference to all five targets. Within those topics, different research and analytical concepts have been put forward.

TARGET: IMPROVING INSTRUCTIONAL SYSTEMS

Topic: Teaching and Instructional Methods

Concepts:

- *Development of Child-Centered Instructional Systems* – This research would build upon the ARTS' earlier study of African success in using primary and secondary curricula to prepare children for leading lives more healthy, wealthy, and wise. The study would aim to round out analysis of current programs in Africa in this regard. In addition, it would seek to capture success stories from around the globe in using new pedagogical methods in primary and secondary schools to sharpen basic skills while simultaneously raising understanding and problem-solving skills related to areas such as AIDS, environmental protection, and family planning.
- *Schools as the Unit of Analysis* – The most successful schools tend to see inputs in a holistic way rather than through the identification of discrete aspects that together make an overall learning program and classroom environment such as curriculum, assessment, subject matter, teaching practices, etc. Reform movements currently occurring in the US have employed the framework of looking at the school as the unit of analysis and input. This shift in perspective places critical importance on the role of the principal or headteacher in developing a positive working environment in which school-based forward planning and site-based management is implemented. It also re-examines the role of the classroom teacher and places higher priority on the non-classroom activities that take place which empower and legitimate the contributions of practitioners. Research which looks at this issue in a Third World context is badly needed. An examination of the relationship between the school, as a microsystem in the larger educational hierarchy, needs to be identified in order to assess how site-based management can be successful in highly centralized educational systems.
- *Rethinking the Roles of Principals, Head Teachers and/or Inspectors* – Many desired improvements in school quality depend on action at school and local levels, yet little research and policy attention has been devoted to enhancing the roles of principals and inspectors. If local education leaders are to be actively involved in school improvement efforts, it would be useful to think through what policies and training programs might improve school quality through increasing the instructional leadership function of local school authorities, as opposed to their enforcement and bureaucratic roles.

Topic: Teacher Training

Concepts:

- *Cost Effectiveness of Teacher Training* – Comparative analysis of cost effectiveness of pre-service and in-service training and/or of different approaches to in-service delivery. Examination of ways in which pre-service and in-service training are linked into comprehensive programs of professional development for teachers.

Topic: Teacher Management, Support, Incentives, and Motivation

Concepts:

- *The Teaching Profession* – Descriptive analysis of teaching career structures (pay, salary scale, training, workload, etc.) and examination of links between those structures and quality of instruction.
- *Teaching Support Services* – Develop methods for training inspectors/administrators in techniques for supporting teachers and schools and for using them as resources and generators of information for policy and planning decisions.
- *Teacher Motivation and Incentives* – These studies need to focus on ways in which teachers as stakeholders are provided a voice in the reform process and given opportunity to take an active role in professional development, policy formation and administrative decision-making. In addition, given the economic pressure in most African countries, a range of low-cost or cost-free incentives need to be explored as mechanisms to improve the morale of the teaching force and increase the supply of competent candidates willing to work in the profession.

Topic: Evaluation: Measuring learning, Exam Systems, and Assessment in the Classroom

Concepts:

- *Linkages between Assessment, Support Systems, and the Teaching/Learning Process* Activities that can take place under this heading include: i) continuing work in pulling together international experience and practice in the development of effective assessment mechanisms and procedures - informed by learning theory (e.g., Capper, 1994); ii) working with selected country/USAID programs to develop 'model' practices, and to disseminate the results of those to other countries through DAE and other (African) institutions; iii) providing training/dissemination workshops/fora.
- *Qualitative Measures to Assess What Is Happening at the School-Level* – Although quantitative research can provide some information about what takes place there, this research approach is seriously limited in ferreting out and highlighting daily practices that influences both learning and teaching. Although there are few agreed-on canons for conducting qualitative research, recent efforts have been made to address concerns and a codification of the ground rules in conducting research is developing. Unfortunately, the movement to development these skills

has been somewhat limited in the African context. There is a double need not only to disseminate the findings of outstanding qualitative research which focusses on the African context but to inform African educators and improve their skills in the use and application of this research approach.

Topic: Textbooks and Curriculum

Concepts:

- *Health and Education Linkages* – Many of the instructional problems faced by schools are related to the health and nutritional status of the child, i.e., child quality, as well as to the quantity and quality of school inputs. This study would seek to provide policymakers and donors with a handbook on school-based health and nutrition interventions, especially in the African context. Such a study/report might: 1) review existing literature and projects on school-based health interventions, 2) describe existing projects and the range of intervention options, and 3) discuss issues of cost, design, and implementation.
- *HIV/AIDS Education and Teenage Pregnancy* – HIV/AIDS statistics present a grim picture throughout Africa. Not unlike much of the world, children are engaging in sexual activities that put them at risk for STDs and HIV/AIDS at younger and younger ages. In addition, the percentage of young girls who are becoming pregnant and single parents is on the increase. Initiatives need to focus on prevention activities and place an emphasis on educating school-age children about protection for both disease and birth control. In order to accomplish this, more information is needed about sexual practices and activities, topics that are highly sensitive and traditionally taboo. Research needs to be conducted that demonstrates what kinds of risk behavior exists and how curriculum can be developed that will enable students to make informed decisions.

TARGET: PARTICIPATION OF STAKEHOLDERS

Topic: Increasing Participation

Concepts:

- *Definition of Participation* – Given the importance and the interest in issues of "participation," it would be useful to think carefully about what this means for USAID's education work in Africa. Such an undertaking would involve: an elaboration of the word "participation" and its various meanings, some thought as to why and how the various concepts are important in relation to African education; a detailing of ways in which participation can be promoted; a description of hindrances to participation and ideas about how to overcome such problems.

Topic: Links between Schools and Communities

Concepts:

- *School/Community Relations (How do we positively or negatively effect them?)* – Examine how USAID interventions effect school community relations and develop approach for sponsoring NGO support to improve school–community relations and increase capacity for school-based management. What percent of school operating costs are contributed by communities and through what means? What are those resources used for? What roles do communities play in management of school level-resources?
- *Role of NGOs in Education* – New AID directives emphasis the use of NGOs to support and deliver AID programs. Several Missions are considering (or have embarked on) the use of NGOs to carry out activities in the education sector. This study would explore AID experience with NGOs in education in order to determine how to make most effective use of their services by developing a typology uses, categories of NGOs, and roster of issues to be considered in their employ.
- *Role of Parent-Teacher, Parent-Student Associations in the Reform Process* – Parent-teacher or parent-student associations provide the nexus between the school and the community (or household), and as such may be key to achieving steps in the educational reform process and reform objectives themselves. For example, improving quality may largely depend on teacher performance which depends on teacher accountability which may emanate from parents and the community. Similarly, these associations may play the role of distributing subsidies or educational supplies to targeted populations or administering school improvement grants. This study would examine the questions such as: i) what traditionally has been the role of PTAs, ii) what are the examples of where they have played a key role in the reform process, iii) how have ministries and donors attempted to use APEs, etc.

Topic: School-Based Participation

Concepts:

- *Policy Change through Grassroots Developments* – Outside of Africa there are a growing number of examples and initiatives which illustrate a process of reform that links grassroots, school-level improvements to national policy change, in which school-based reform is articulated as a strategy for policy reform. Such cases are in Egypt with the Community Schools, Columbia with Escuela Nueva, Guatemala, Bangladesh (BRAC) and others. There could be three types of analytic activities within this concept: i) pull together, analyze and synthesize experience outside of Africa in which grassroots innovations/reforms contributed to national policy reform; ii) examine experiences within Africa, particularly within the countries having USAID basic education support; iii) Provide technical support and an analytic/research framework to those Missions which are supporting this approach through government and NGOs. This activity would build on work taking place at the World Bank (Heneveld) and UNICEF.

- *Teachers as "Policy Brokers"* – Although teacher behavior is significantly influenced by culturally-defined templates of the role and responsibilities of teachers, their isolation and ultimate autonomy in the classroom places them in a critical position to implement and redefine educational policy and reform initiatives. Research in developed countries which has focussed on this issue has demonstrated the necessity of including teachers in the policy dialogue and forum to outline reform agendas. Research in African classrooms needs to be conducted in this area to determine: i) what the impact of teacher as policy-broker is and how this influences educational reform initiatives; and ii) what effort can be made to better prepare teachers for this critical role.

Topic: Decentralizing Financing and Authority

Concepts:

- *Private and Community Finance of Primary Schools* – The purpose of this study would be to better understand the extent to which communities/private sector in Africa can be expected to finance (primary) education, the more probable types of support, and methods for encouraging support and managing interventions in this area. This study would look at the state of private primary education in Africa, the studies which have examined viability of shifting the finance burden, and notable cases of private/community financing both spontaneous and that initiated by donors. From AID's perspective, the study would examine programs which have addressed the question of private (such as Mali, Guinea,...). It will describe the interventions and their status, how community support was generated (if applicable), the context, investment criteria and analyses implemented to justify intervention, the evaluative framework, how they are managed, etc.

TARGET: BETTER MANAGEMENT

Topic: Monitoring Progress Toward Goals

Concepts:

- *Guidelines on Impact Assessment: Identification of Process Indicators* – People-level impacts—or improved student outcomes—may be too far down the line in the life of an AID education support activity to provide a valid measure of the activity's success, viability and contribution to the reform process. In follow-on to the arguments presented in the Basic Education report, guidance would be provided to education program designers and evaluators on the various benchmarks at the system level associated with educational reform and a set of the more "compelling" intermediate and process indicators developed, based—where possible—on program experience. These indicators would be accompanied by a discussion of why they have proved or could prove that student level change imminent. Further, the indicators could be tied to a loose chronology of steps of system reform, which could contribute to a series of templates based on the various starting points of the different education programs.

Topic: Policy Implementation

Concepts:

- *Policy Implementation Process* – The routes taken by policy reforms, from their formation in central ministries to their actual implementation in the context of school and community, have many points during that process where obstacles, reinterpretation, re-routing, etc. occur. In order to assist in the speedy and consistent implementation of policy changes, research is needed into the routes policy changes generally take and analysis of what types of things happen along these routes, what personnel are involved, and what could be done to improve implementation at each juncture.
- *Decentralization* – What role does decentralization of administration and management play in the successful planning and implementation of educational reform? How much of the relative success of different reform programs (or different aspects within a given program) depends on the degree to which their development and implementation was managed in a decentralized way?

Topic: Planning, Information Systems. and Decision Making

Concepts:

- *Utilization of (Existing) Data* – The effort involved in starting up education information systems is so consuming, it seems, that relatively little attention is devoted to the use of data. As a result, even existing information is rarely used to make policy and decisions, or to understand the status of the school system. This concept would propose developing simple, decision maker friendly ways in which existing data can be analyzed to raise questions about school systems.
- *African Education Indicators Database* – The DAE, through agreements with the UNESCO Bureau of Statistics and the World Bank has compiled a dataset on key statistics and indicators for African education from 1980 through 1990. These are currently only available in summary form in printed tables. Through an agreement with the DAE, AID/SD has acquired the full dataset in spreadsheet form. SD/HHR intends to make this data set available in an interactive micro-computer based program that allows users to pose and answer questions related to key indicators of educational development.
- *Indicators of School-Level Quality* – The indicators that education policy-makers, planners and researchers currently use to monitor the performance of African education systems fall into the category of macro-system indicators; mostly constructed from national aggregate statistics. What is needed are micro-indicators, focussing on school effectiveness, and measuring the dispersion of quality. These micro-indicators would be designed to help education planners monitor and direct educational resources to assure that children in every part of the country have access to schools capable of supporting student achievement, and, to that end, that sustainable systems are in place to prepare, manage, and deliver resources and talent. They will measure performance at three levels: the school, the district or region, and the central ministry.

Topic: Educational Finance

Concepts:

- *Finance Mechanisms* – How can central financing mechanisms be designed to promote greater equity, efficiency and instructional quality at the school level? What experience have African countries in using different financing mechanisms (block grants, matching grants, etc.)? Is U.S. or other OECD experience in using these kind of mechanisms applicable to Africa, and if so, what lessons can be drawn from it?

Topic: Strengthening institutional capacity

Concepts:

- *Building Institutional Capacity to Manage Reform* – Development of an approach for including in program design and implementation strategies specific to the development of Ministry of Education capacity to manage the process of reform. In particular addressing issues of how to foster institutional capacity to seek out stakeholder participation and make use of it in decision-making, planning and budgeting.

TARGET: EQUITABLE DISTRIBUTION OF GOODS AND SERVICES

Topic: Incentive Programs for Increasing Equity

Concepts:

- *Formulation of Incentive Programs for Communities, Parents, Students, etc* – Incentive programs serve as mean of offsetting direct and opportunity costs and effecting income transfers to alleviate the financial and economic burdens frequently associated with non-enrollment and lack of persistence of children, particularly in certain disadvantaged groups—such as girls, ethnic groups and rural children. While a handful of incentive programs have been termed successes, we have little notion of the design considerations and the implementation arrangements made to ensure their effective operation nor do we know much about their longer term implications—such as future willingness to pay, sustainability of costs, etc. This study proposes to take a detailed look at incentive programs which have been tried to improve educational participation (whether aimed at alleviating household factors or improving school factors), augmenting the roster with an examination of those implemented by both governments and NGO's and private sector organizations.
- *Analysis of Social Marketing in USAID Education Programs* – In many African countries where AID has education programs, educational demand by households is low. Frequently, suggestions to address this problem consist of the use of information, IEC, publicity or "social marketing" campaigns to encourage parents to enroll their children in school. This study would document the information campaign approaches used in education programs (in Africa and elsewhere) aimed at enrollment/persistence issues and attempt to distinguish among the different

types of programs. It would examine the components and different approaches, describe the strategies used, and attempt to determine under which circumstances these programs can be productive. Further, it would provide guidance on the steps necessary for launching a program and the required resources and timeline, and provide a generic evaluative framework.

Topic: Female Participation

Concepts:

- *Process of Translating Girls' Education into Social Change* – Correlations between girls' education and a series of social changes, such as decreased fertility, increased child health, etc., have fueled enthusiasm for educating girls. New programs and policies designed to promote girls' education are beginning to appear in response to the impacts suggested by these correlations. Yet, in order to guide the focus of these programs and policies, little research has been conducted to: 1) investigate what aspects of the education process and/or what definition of education (number of years of formal schooling, literacy, etc.) are significant in creating the desired impacts and 2) what changes in the girl who receives the education (in her social and economic relationships, in her status, in her behavior, etc.) that can be related to her having fewer children, having more healthy children, etc.

TARGET: INCREASED AVAILABILITY AND ACCESSIBILITY OF SCHOOL PLACES

Topic: Student Flow

Concepts:

- *Repetition* – Throughout Africa high repetition rates are viewed as one of the major factors eroding the efficiency and quality of education offered as well as limiting the availability of school places. Reasons given for repetition vary according to country and to who is offering them. Governments want to reduce repetition rates, as they can radically increase the cost of the education system, yet are often unsuccessful without adopting a form of automatic promotion. Research into why students repeat, why parents and teachers often encourage their repetition, whether or not and how students benefit from repetition, and what effectively discourages repetition would be of great use to governments and donors attempting to deal with this problem.

5.2 Criteria for selecting specific studies

Within this framework, the HHR/SD/HRD staff will conduct and commission analysis and research studies. They will determine the subject and scope of each of these studies on the basis of these criteria:

- Who is the intended audience for the study? Written and other reports on studies should assist missions, other USAID officials, and governments in their reform efforts. They should be presented in a format and language that is useful in the field.
- Is the study directly relevant to the concerns and programs of at least two African governments? The SD/HRD Education staff have made explicit efforts both to survey those intimately involved in the education sector of African countries and to listen to their concerns during the course of work on programs and projects. The record of those concerns provided in this document is the basis for determining field-based interest in analysis and research.
- Is the study grounded in specific contexts? Research should be operational (concerned with specific programs) rather than scientific (seeking general knowledge).

The problem in education decision-making for effective reform identified by this review is *not* the lack of information or relevant research. Rather it is the policy and organizational problems that prevent the effective use of information. It is an institutional failure, not a failure of knowledge.

- Does it build on and make use of existing data? Studies should preclude the need for extensive collection of primary data that entails costly field activities.

One of the considerations that emerges from the review of literature, and particularly the wider body of literature on effective learning and educational reform outside of Africa, is that there is an enormous body of knowledge that is seldom applied. This is particularly the case in Africa, where there is a gap between stated intents and action, and where, in part due to the lack of human and material resources, there are relatively few systematic efforts to use a base of appropriate knowledge to develop reform programs.

- Can it involve Africans as analysts as well as consumers?

Research findings are more likely to be used when those in a position to use them feel some ownership of the study or at least some conviction that the results are relevant to their situation. The SD/HRD Education team encourages those who will use the research to be involved in its production. Institutional development is *not* the guiding purpose of the SD/HRD project, although the SARA project, which supports HHR activities, does aim to support African research networks and, through those networks, African research institutes. USAID has often overestimated the capacity for research by some African institutions. The technical objectives of research to contribute to policy dialogue and sector analysis require both a longer time frame and more training than is generally acknowledged. The intent here is not to build institutional capacity but to involve stakeholders in these projects.

- Can it be completed within the time and with the resources available, including SD/HRD's 1996 horizon and budget?

This also includes consideration of feasibility in terms of competing demands on AFR/SD/HRD Education staff time.

Though they will be treated as guidelines rather than regulations governing the specific studies put on the education analytic agenda, these criteria will be the prime considerations of the SD/HRD Education team in commissioning analytic and research studies.

In addition to the selection criteria for individual activities discussed above, the SD/HRD Education team will try to assure that the complete portfolio of analytical activities is balanced in terms of the various stakeholders and concerns which the Africa Bureau serves. Specifically balance will be sought in terms of the audiences or clients of the analytical activities, the level of an education system at which the activities are targeted, and the nature of the research undertaken by the activities. It would be expected that the research portfolio would include items in as many of the categories listed below as possible.

Audiences & Clients: USAID Field Missions, USAID/Washington
Donors for African Education
African Institutions
PVOs/NGOs

Point of Intervention: Policy Formulation
Policy Implementation
Program and Strategy Development and Implementation
School-Based Concerns
Grass Roots Initiatives

Nature of Research: Initiating new theoretical approaches
Field work
Collation and dissemination of existing knowledge
Advocacy

Section VI

RESEARCH, ANALYSIS, AND DISSEMINATION APPROACHES

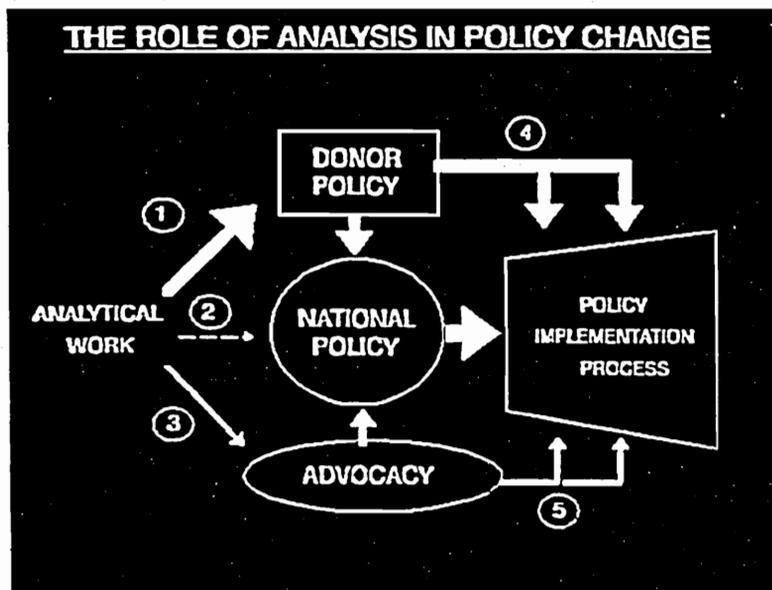
In order to conduct the analyses and research outlined in this strategic framework, the SD/HRD Education staff will look first to its own staff and next to the SARA project for assistance in commissioning and managing the analysis and research projects. These projects can be sorted into two tiers: (i) studies of USAID's programs and operations and how to improve them, and (ii) background, theoretical, and other related studies needed for the first-tier analyses. In most cases, SD/HRD staff will themselves conduct studies on the first tier and work with SARA to commission studies on the second tier.

The HHRAA project's intent is to conduct research and analysis that will have an impact on policy formation and implementation in the health and education sectors in Africa. A recent review of the literature on policy formulation and, in particular, on the role of information and research in the policy decision-making and implementation processes underscores that the linkage between policy research and analysis and policy decisions is problematic. If researchers and analysts hope to

influence policy they cannot content themselves to the production of "findings" which are disseminated by other individuals and groups (Porter and Hicks). Although analysis and knowledge are critical roles in the formation and implementation of policies, the avenues through which they intervene are not necessarily direct. Consequently, the role that dissemination plays in the process of policy formation can't be stressed enough.

A simplified conceptualization would postulate that information merely needs to be made available to decisions makers in order for them to exploit it in their development of policy alternatives. This approach is based on an information-gap-view of the policy process – i.e., if decision makers only had the right information they would make better policy choices. This perspective sees knowledge use only from the supply-side, and fails to capture the true nature of decision making because it does not address the demand-side of the process – i.e., Do decision makers see the need for information? What information? In what form? etc.

For these reasons the direct link between analytical work and national policy formation (represented as arrow 2 in the figure below) is depicted as a weak one. This does not mean that new research findings and knowledge do not influence policy decisions. To the contrary. However, their influence is usually gradual and directly dependent on the flow and ebb of priorities or opportunities which drive whether policy brokers are interested in a specific issue or not. Simply supplying government officials with data (regardless of how it is packaged and represented) cannot alone place an issue on the policy agenda unless other factors combine to make that topic a priority.



Another vector through which analytical work can impact the policy process is through the policy positions donor agencies select to advocate. Because donors have resources to offer in support of programs that are aligned with their priorities, they can persuade governments to adopt certain policy positions. Structural and sectoral adjustment and any policy-based, conditioned financing are predicated on this principle. Although policy positions are not devoid of political or bureaucratic agendas, donor agencies tend to be more responsive to those which are grounded on an analytical foundation. Therefore analysis and research can influence national policy agendas through their input into the policy agenda of donors. This arrow (#1) is depicted as more influential than the first arrow in the above figure.

An area gaining wider influence in the policy process in developing countries is the involvement of non-governmental entities in the role of policy advocates (arrow 3). Access to research findings by interest groups, public advocates, coalitions of stakeholders, or the media can influence the policy debate. Providing these kinds of groups with research findings, or the tools to conduct research, polls, or analysis can enrich the policy dialogue and forum.

These three means through which analytical work influences the policy process focussed on the agenda setting aspects of that process. Another area worth exploring is how analytical work can feed into the continuous process of policy implementation, evaluation, and reformulation. Two possibilities are indicated in the figure above:

Using research and analysis to improve the way donors support the development and implementation of programs intended to realize specific policy objectives (arrow 4), and

Using analytical work to help facilitate a continuous dialogue between stakeholders or advocates and policy implementors, helping to ensure greater responsiveness, transparency, and accountability in policy implementation (arrow 5).

HHRAA funded research and analysis should pursue several if not all of these means of influencing/improving the policy process in African education systems. Some of the analytical work supported by the SD/HRD education team will address USAID (and other donors) policies regarding educational reform. Research and analysis findings would be intended to improve the Agency's capacity to support the process of education reform, whether that is in helping to set national agendas, developing capacity within government institutions to manage reform, or in facilitating the implementation process. Other aspects of the education analytical agenda could explore the role of "advocacy" in the reform process and could lead to the development of approaches or methodologies for encouraging stakeholder advocacy of policy positions as well as local government openness and responsiveness to wider participation in policy dialogue and implementation. Still others could pursue both supply and demand side aspects of policy decision-makers use of information.

What is critical for the HHRAA project and the analytical agenda setting process is to recognize that pursuit of "policy impact" through the various avenues, will necessitate different strategies and analytical methodologies. It is not adequate just to employ different dissemination strategies. Instead it is essential that different approaches in the design and implementation of the analytical work which takes into account the potential vector(s) through which the work intends to try and influence the policy process be employed.

The analytical activities themselves will be designed with the intended vector of influence in mind. For example, little AFR/SD/HRD activity should be directed at "pure research". The likelihood for direct impact on decision-making and policy implementation is remote if we content ourselves with simply adding additional information to the body of knowledge on education in Africa. The dissemination strategies developed as integral aspects of each specific analytical activity will need to take into account the intended avenue of influence, the form, nature and content of information that would be useful to the intended audience, the modality most likely to maximize the return to disseminating information (return defined as informed policy decision-making), the potential for interaction among different audiences, and the synergies that may be exploited between different research activities and bodies of knowledge (including across sectors)..



AFR/SD

Africa Bureau
Office of Sustainable Development

**AFR/SD/HRD EDUCATION
ANALYTICAL AGENDA ACTIVITIES
FY95 PROPOSAL**

26 September 1994

AFR/SD/HRD EDUCATION: ANALYTICAL AGENDA ACTIVITIES (PROPOSED FY 95)

ACTIVITY	DESCRIPTION	MANAGER	MODALITY	BUDGET
TOPIC: Development of National Reform Programs				
1. The Process of Policy and Program Formation	Case studies of the policy process in several countries; Analysis and background papers for DAE Task Force meeting on the policy process.	Ash Hartwell Karen Teitjen	Contract for case studies. Consultant support for analysis	135,000
2. Analysis of the Design and Use of Conditionality in Support of Education Reform	Literature review; Analysis of intent, compliance, and outcome of conditionality	Joe DeStefano	In house	30,000
3. Policy Analysis and Dialogue	Development of modules for stakeholder assessment, agenda setting, policy analysis, financial simulation, and policy dialogue	Joe DeStefano	Buy-in to ABEL II	310,000
4. Educational Decentralization	Review of literature and experience, focused on non-financial aspects of decentralization	Jim Williams	In house w/ consultant support for case studies	54,000
5. Policy Implementation Process	Literature review; case studies of experience in implementing specific policies; analysis of case studies	Joy Wolf	In house w/ some consultant support	41,000
TOPIC: USAID's Support of National Reform Programs				
Education Program Design Process	Develop guidelines for the sequencing and conduct of the different inputs to the design process, specific to education reform support programs	Karen Tietjen	In house	5,000
TOPIC: Improving Instructional Systems				
7. Qualitative Research	Workshops to train local participants in the use of qualitative research methods.	Diane Prouty	In house w/ some consultant support	70,000
8. Analysis of the Impact of HIV/AIDS and Teenage Pregnancy in the School Environment	Field analysis of HIV/AIDS and sex education curricula; interviews with students to assess impact	Gretchen Hummon	In house w/ some consultant support	75,000
9. Improving Learning Assessments and Instructional Systems	Support development of a network in Africa on issues of assessment and instructional design	Ash Hartwell Diane Prouty	Contracted through SARA and ABEL II	200,000
10. Education and Health Sector Linkages	Case studies of links (in Africa and elsewhere) between education and health services	Jim Williams	In house w/ consultant support for cases	54,000
TOPIC: Participation of Stakeholders				
11. Reform Strategies through School Community Interventions	State of the art review of literature and experience in community/school based reforms	Ash Hartwell Diane Prouty	Contracted	150,000
12. School as Unit of Change	Literature review and field data collection on role of classroom teacher in policy dialogue and implementation	Diane Prouty	Contracted thru SARA	90,000

AFR/SD/HRD EDUCATION: ANALYTICAL AGENDA ACTIVITIES (PROPOSED FY 95)

ACTIVITY	DESCRIPTION	MANAGER	MODALITY	BUDGET
TOPIC: Better Management of Education Systems				
13. Education Program Impact Assessment	Development of framework for indicators of impact, with attention to intermediate indicators. Literature review, field data collection	Karen Tietjen	In house w/ some consultant support	28,000
14. Development and Dissemination of the School Quality Indicators	In conjunction with DAE working group on ed statistics, elaborate work done on FQL in Benin and develop strategy for disseminating procedures for developing SFQI system	Ash Hartwell	Benin In house w/ some consultant support	15,000
15. Development of African Education Data Base	Develop interface for DAE database on ed systems in Africa	Gretchen Hummon	In house w/ some consultant support	15,000
TOPIC: Equitable Distribution of Goods and Services				
16. Educational Incentive Programs in Africa	Case studies of five education programs in Africa making use of incentives to increase participation	Karen Tietjen	In house w/ some consultant support	79,000
17. Impact of Education on Girls	Study of a large multi-generational family to assess relationships between education and fertility, child health and education	Joy Wolf	In house w/ some consultant support	8,200
TOPIC: Increased Availability and Accessibility of School Places				
18. Improving Pupil Flow	Examine existing data on repetition and dropout to discern patterns across countries	Jim Williams	Contractor	32,000
TOTAL				1,391,200



ANALYTICAL ACTIVITY SUMMARY

TITLE: The Process of Policy & Program Formation

THEME: Development of National Reform Programs

QUESTION: What are essential elements of a sound policy development and implementation process for the education sector in Africa, and how can donors assist governments in formulating educational policies, strategies and programs?

WHY IS THIS QUESTION IMPORTANT: Central to the sectoral reform approach advocated by USAID, the World Bank and DAE (Donors for African Education) is the need for a national education program, which delineates the objectives and strategy in the sector, and translates these into actionable policy and programs. Several studies conducted or supported by the AFR/ARTS/HHR education team have included analysis of the processes of policy formation and implementation. The comparative study of five countries, Education Policy Formation in Africa, originally commissioned through the Donors for African Education has recently been completed. A central conclusion of the study is that "effective development of education systems in Africa ultimately depends on the ability of African governments to develop a workable process for formulating coherent educational policies and the capacity to translate policy into realistic investment and implementation plans." (Evans, p.6).

Within USAID there is growing interest in the process of reform from the perspective of increasing social participation in public policy, a critical aspect of democratization. A growing consensus, across all sectoral work, is that systemic, policy-based reform is essential to achieving sustainable development in Africa.

At the Donors to African Education Task Force meeting in October 1993 the defining theme for deliberations was the issue of improving implementation of education projects and activities. A central conclusion of the discussions among donors and African education ministers and policy-makers was that ownership of sectoral objectives and strategies is a key factor determining the relative success of activities intended to improve education. Ownership was conceived as the extent to which sectoral objectives, policies, strategies, programs and specific activities are defined by local stakeholders. The central question arising from these deliberations is through what process or processes can governments and donors develop policies and implementation strategies, plans and activities grounded in a concern for local ownership.

It is becoming increasingly evident, to African policy leaders, in the research literature, and in the central agendas of donors and USAID that an understanding of how policy is developed, how the formation, formulation, and implementation are linked, how local

participation and ownership can be enhanced, and how governments and donors can improve the processes of policy formation and implementation is critical to successful reform of African education systems in the 1990s.

RESEARCH DESIGN: Following from the central question, "what are the essential elements of a sound policy development and implementation process?" are the questions:

- How do African countries develop and implement educational policy through a process based on those elements?
- What are examples of successful policy/strategy formulation process which have led to committed action by government and/or the private sector toward educational improvement?
- What are best practices and lessons learned?
- What capacities and structures are needed in and outside government to do this?-
- How do donors support the development of those capacities and the implementation of the policy process?
- What are the implications of the above for the modality, mechanisms, and the nature of donor assistance?

The design of activities are intended to address these questions, drawing on the literature on the literature on policy process, both in the education and other sectors. This set of activities intends to formulate a strategy, define a structure(s), and identify specific activities that donors can support to improve policy formulation and implementation. Specifically, this involves:

- Utilizing a conceptual framework for analyzing the process of policy formation and implementation relevant to the education sector in Africa;
- Conducting further country level case studies, drawing on the conceptual framework, to identify, describe and analyze successful examples of particular elements of the policy process. Cases of successful efforts may include both overall educational strategy, some particular phase of policy formulation (e.g. establishing an agenda, or engaging key groups in consultations and analysis, or disseminating policy intents), or some particular sub-sector strategy (e.g. girls' participation).
- Utilizing the experience and literature from other regions, from other sectors, and the case work on African education policy, to identify key analytic principles, processes, processes and structured activities that define effective policies;
- Structure a dialogue with African ministers, education stakeholders and donors about the implications of these findings, leading to structured activities intended to improve the policy process.

While parts of the analytic and case work can be done directly by USAID, the nature of this activity calls for collaboration with other donors and with African leadership. The Donors for African Education will provide the organizational framework for the activities, and the dialogue on the results of the analytical work and case studies will be carried out through DAE, specifically the Task Force meeting scheduled for (October?) 1995.

The specific activities to carry out the work are:

Consultative Process:

A framework for analyzing the policy process in the education sector can be derived from existing literature and experience, drawing on work such as Grindel and Thomas, Rondinelli, Crouch, Nelson, White and Porter. A consultative process would bring together a group of academics, practitioners, and African policy-makers to agree on a useful framework for examining specific cases of policy development and implementation in African education systems.

Additional Case Studies

Following on the five case studies and the overviews of those in the Evans study, an additional four to five cases would be done to study/illustrate specific aspects of the policy development and implementation process. Based on the seminar held to review Evan's study, and considerations of countries with interesting policy experience, it has been proposed that Guinea, Ghana, Mauritius, Benin(?) be considered. Also, Mozambique has been proposed as a country about to initiate an educational policy exercise. The case studies would be carried out by persons within each country. The work would be initiated with a workshop bringing together the authors and resource persons to design the country studies.

Presentation and Analysis from the Case Materials

Following the completion of the case studies, a workshop would examine the results of the cases, make recommendations for their finalization, and begin the process of analysis. The results of the case work and the workshop would serve as the basis for developing issues papers and an agenda for the DAE Task Force meeting, at which policy formation and development is likely to be the central topic of discussion.

WHO IS GOING TO DO IT: DAE providing organizational framework; A contracted resource person/consultant; SARA to provide contracts to African case study persons and additional resource persons.

WHO IS GOING TO MANAGE IT: Ash Hartwell with Karen Tietjen, with support from Joe DeStefano, Jim Williams and Gretchen Hummon.

WHAT ARE THE EXPECTED OUTPUTS: i) A conceptual framework on education policy formation; ii) Case studies of elements from that framework from 4/5 countries; iii) An analysis (based on the conceptual framework, case studies and other literature) of the key analytic principles, processes, processes and structured activities that define effective policies; iv) A dialogue with African ministers, education stakeholders and donors about the implications of these findings, leading to structured activities intended to improve the policy process.

PRIMARY AUDIENCES: African policy leadership; Donors to African Education; USAID Missions; Other social service sector policy analysts

DISSEMINATION: Dissemination of the African experience in education policy formation and the principals arising from the case studies is built into the design of this activity. Specifically the DAE Task Force meeting scheduled for Fall 95 will serve as a forum for discussion/dissemination of findings. Further activity and dissemination will follow on the results of the Task Force meeting.

FUNDING SOURCES: HHRAA, DAE

Staff Time:	Ash Hartwell, 30 days	
	Karen Tietjen, 40 days	
	Other SD/HRD Staff, 40 days	
Budget:	Consultative review	10,000
	Initial Workshop	40,000
	Case Studies	25,000
	Follow-up workshop	40,000
	Issues paper and agenda	<u>20,000</u>
		135,000

STARTING AND COMPLETION DATES:

October 1994: Consultative process and meeting
December 1994: Workshop to design case studies
Spring 1995: Workshop, finalization of case studies
Summer 1995: Develop issues papers and agenda for DAE
October 1995: DAE Task Force
Develop strategies for specific activities, donor support

\aapolfor



ANALYTICAL ACTIVITY SUMMARY

TITLE: Analysis of the Design and Use of Conditionality in Support of Education Reform

THEME: Development of National Reform Programs

QUESTION: What have been the results of the application of conditionality in education reform support programs in Africa? How have the design and application of specific conditions determined the nature of those results?

WHY IS THIS QUESTION IMPORTANT: Over the last six years USAID (and other donors) have increasingly made use of conditionality in conjunction with budgetary support as a modality for assisting education sector reform in Africa. No comprehensive review of the impact and outcomes of conditionality has to date been conducted. An analysis of how different types of conditions, relative to different elements of sectoral reform, applied in different situations have led, or not led, to desired outcomes. This analysis would provide a concrete analytical and experiential basis from which design and implementation of conditionality could be improved.

RESEARCH DESIGN: Following a review of the literature on policy reform and conditionality (Berg, Nelson, White, McCleary, Crouch, etc.), conduct a comprehensive review of conditionality applied in USAID and, where possible, World Bank and other donor, education reform support programs. The review of conditionality would involve developing a typology of education reform related conditions -- e.g. reforms targeted, nature of the condition, manner in which it was applied. A record would then be established of how a sample of each type of condition was applied, under what circumstances, and to what result. Analysis of the findings laid out in that record would lead to conclusions in the form of lessons learned and recommendations for designing and implementing different conditionality best suited to support different kinds of reforms.

WHO IS GOING TO DO IT: The literature review would be contracted through SARA, based on a SOW developed by Joe DeStefano. The universe of conditionality would be established by review USAID program documents, World Bank credit agreements, and other donor project documents. Additional information would be gathered from USAID field missions, World Bank and other donor task managers and resident missions. Field trips would be made to collect detailed information on the results of conditionality from the donor and host government perspectives.

WHO IS GOING TO MANAGE IT: Joe DeStefano

WHAT ARE THE EXPECTED OUTPUTS: A literature review; An analytical report on the results of conditionality in education reform programs; Recommendations/guidelines for conditionality design and implementation.

PRIMARY AUDIENCES: USAID and other donors; African Governments

DISSEMINATION: Presentation of results in seminar with USAID, World Bank, and other interested donors an PVOs. Possible presentation at DAE Task Force Meeting, Possible links to SPA working groups on sectoral adjustment.

FUNDING SOURCES:	HHRAA, SARA		
	Staff Time:	Joe DeStefano, 3 months	
	Budget:	Research Assistant (literature review, data collection)	25,000
		Dissemination	<u>5,000</u>
			30,000

STARTING AND COMPLETION DATES: October 1994 -- June 1995

\aacondit



ANALYTICAL ACTIVITY SUMMARY

TITLE: Policy Analysis and Dialogue Relative to Education Reform Issues

THEME: Development of National Reform Programs

QUESTION: What are the techniques for **facilitating, expanding participation in, and developing capacity for conducting policy dialogue** as an aspect of the process of education reform?

WHY IS THIS QUESTION IMPORTANT: With an increased focus on sectoral reform as the key to sustainable improvements in and expansion of basic education in Africa, donors need to shift their programmatic emphasis from implementing specific components of reform to one of facilitating the indigenous process of reform. Two critical aspects of that process are policy analysis and dialogue. Policy analysis concerns primarily the use of information as a tool for framing policy issues, for assessing the costs and benefits associated with different policy options and the potential impacts of different policy choices. Policy dialogue refers to a participatory process through which stakeholders can exchange points of view on the viability of different policy options. Analysis and information are the currency of that dialogue. Wanting to not only support sectoral reform in education, but also to build national capacity to manage that reform, USAID has an interest in exploring techniques for facilitating the processes of analysis and dialogue, in helping enlarge stakeholder participation in them, and in developing institutional capacity to carry them out.

RESEARCH DESIGN: This analytical activity would focus on developing a structured approach to facilitating policy analysis and dialogue. A review would be conducted of experience in facilitating and assisting different aspects of the processes of analysis and dialogue, such as stakeholder analysis and participation, information availability and use, negotiation, informed dialogue, policy advocacy, decision making. On the basis of that review, specific, modular approaches would be developed for providing assistance to the different aspects of policy analysis and dialogue. These could include guidelines and mechanisms for supporting elements of the analysis and dialogue processes such as information use and analysis, policy agenda setting, stakeholder analysis and participation, structuring dialogue and negotiation, etc. The modular approaches would consist of training designs, workshop formats, outlines and guidelines for developing analytical and dialogue tools, methods for conducting stakeholder analysis and improving stakeholder participation, etc.

WHO IS GOING TO DO IT: Joe DeStefano would work with the ABEL II project through a buy-in to conduct the review of experience and to develop a structured approach to facilitating policy analysis -- dealing with MIS and simulation and planning models -- and

policy dialogue -- dealing with stakeholder analysis, creating fora for dialogue, building national capacity for conducting/promoting dialogue.

WHO IS GOING TO MANAGE IT: Joe DeStefano

WHAT ARE THE EXPECTED OUTPUTS: An analytical review of experience in supporting policy analysis and dialogue; A series of defined approaches for assisting different aspects of policy analysis and dialogue

PRIMARY AUDIENCES: USAID Field Missions and Programs, African Ministries of Education

DISSEMINATION: Development of modules would be in collaboration with interested countries and USAID Missions. Application of modules would then be tested in some 3 to 4 countries through a short series of training/dialogue workshops.

FUNDING SOURCES:	HHRAA		
	Staff Time:	Joe DeStefano, 4 months	
	Budget:	Review:	10,000
		Development of Modules	150,000
		Application of Modules	<u>150,000</u>
		(workshops in 3-4 countries)	
			310,000

STARTING AND COMPLETION DATES: November 1994 -- September 1995

\aapoldia

ANALYTICAL ACTIVITY SUMMARY

TITLE: Educational Decentralization

THEME: Development of National Reform Programs

QUESTION: What policy options exist for decentralizing decision-making in education, and what are the factors and conditions necessary for successful implementation?

WHY IS THIS QUESTION IMPORTANT: Growing pressures to decentralize education and other government functions are often not matched by increases in awareness of when decentralization is appropriate, what options there are for decentralization of educational decision-making, and what is necessary for decentralization to work. Decentralization is too general a term to be useful for policy guidance and can include many specific measures with decentralizing effects. Thus, it would be useful to have a "map" which listed and organized policy options for decentralizing education. Decentralization is often undertaken with insufficient attention to implementation. As a result, decentralization efforts fail, and an important mechanism of reform is discredited. Thus a second need is for a specification of the conditions necessary for successful implementation of decentralizing reforms.

RESEARCH DESIGN: The research will be carried out by a review of theoretical and project literature as well as extensive discussions with researchers, USAID and other donor personnel in the US and overseas, and host country Education Ministry officials. Due to the complexity of these questions, this study will concentrate on non-financial aspects of educational decentralization.

WHO IS GOING TO DO IT: Jim Williams, with input from interested USAID staff; Translation and graphic design by professionals.

WHO IS GOING TO MANAGE IT: Jim Williams

WHAT ARE THE EXPECTED OUTPUTS: The research is expected to lead to two primary outputs -- 1) an extended issues paper, and 2) a set of instructional materials, accessible to policy-makers in language, format and length. The larger paper is expected to be of interest to a relatively small audience, but will serve as source for the instructional materials, which will be explicitly instructional, designed to help policy-makers formalize their implicit knowledge of their school systems and apply that knowledge toward design of successful decentralization initiatives. The instructional materials will consist of at least three components:

1) A "map" of policy options for decentralizing education. These options will be linked with problems each policy is likely to address and with conditions needed for successful implementation.

2) An *analytic framework* designed to help policy-makers:

a) analyze past initiatives to determine what happened, what went right and wrong, and what other approaches might have been successful.

b) anticipate and (hopefully) prevent future implementation problems.

c) develop implementation strategies and decide what needs to be done.

3) A *listing* of generalizations and lessons learned (or hypothesized) about decentralization, based when possible on cases from Africa and other contexts.

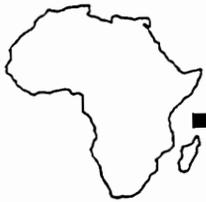
PRIMARY AUDIENCES: Ministries of Education and Finance; Donors interested in decentralization; NGOs

DISSEMINATION: Outputs are designed with users in mind. The instructional materials will lend themselves to a workshop format, that can be carried out alone or in conjunction with other workshop sessions (such as the Policy Implementation activity). Material will be designed to permit former participants to facilitate workshop sessions. All materials will be translated into French.

FUNDING SOURCES:	HHRAA/SARA		
	Staff Time:	Jim Williams, 2 months	
	Budget:	U.S. Consultant (cases)	30,000
		African Researcher	4,000
		U.S. Researcher	10,000
		Dissemination	<u>10,000</u>
			54,000

STARTING AND COMPLETION DATES: October 1994 - August 1995

\aadecent



ANALYTICAL ACTIVITY SUMMARY

TITLE: Education Program Design Process

THEME: USAID's Support for National Reform Programs

QUESTION: What are the process, steps, sequencing and guidelines governing the design of a USAID education program? How can our goals of sectoral reform, policy dialogue and participation be incorporated into the program design process? What are the hallmarks of a successful program design process in education and how can they be replicated?

WHY IS THIS QUESTION IMPORTANT: The content of a program design document (PAAD) has been identified and codified. The different analyses and information required are clearly stated in a PAAD outline and its table of contents. What is lacking, however, appears to be a sense of how these elements are sequenced and combined in order to produce a coherent analysis of sector problems and constraints to inform program definition, and--subsequently--justification of the program itself. In addition, the design process is frequently conducted in an isolated context, in which a team of AID consultants brainstorms and argues ideas with little interaction with the host government or other stakeholders. The result of this approach can be that AID is largely ignorant about the level of government commitment and its conceptualization of educational reform, that government goals may not coincide with AID objectives, that AID-supported interventions will be treated as "step-children" by the ministry, or that lack of understanding of the modality and expectation governing the release of funds can lead to strained or failed relations. Analytic guidance which choreographs the program design process would assist Missions both plan and improve program design.

RESEARCH DESIGN: The purpose is to explicate the approach implicit in the PAAD outline, explain the role and usages of various analyses to program development, and outline the sequence, time and resources needed at each stage. Included would be guidance, examples and suggestions of how government personnel and other stakeholders are integrated into the process so that ultimate program design is as much a product of the government as of AID. Based on what we know about design, a general framework detailing the chronological process would be developed. Elaboration of different dimensions (eg. policy dialogue) and techniques (eg. participatory objective tree development) would be presented through example of actual experience. The latter information would be collected through phone interviews with program designers from various agencies and institutions. Specific reference would be made to what education officers must do to initiate and oversee process.

WHO IS GOING TO DO IT: Karen Tietjen

WHO IS GOING TO MANAGE IT: Karen Tietjen

WHAT ARE THE EXPECTED OUTPUTS: An analytical and "annotated" guide to education program design.

PRIMARY AUDIENCES: USAID; Program designers; Contractors

DISSEMINATION: Dissemination activities would include: "Handbook" review meeting with USAID design specialists; At-home review by selected program designers (ie. frequently hired consultants); Review/presentation with meeting with program designers (contractors and USAID); Possible "lessons learned" presentation on program design at Education conference (depending on timing) and solicitation of comments/revisions/experiences; Distribution by mail

FUNDING SOURCES: HHRAA
Staff Time: Karen Tietjen, 3 months
Budget: Dissemination 5,000

STARTING AND COMPLETION DATES: November 1994 -- October 1995

\aadesign

ANALYTICAL ACTIVITY SUMMARY

TITLE: Policy Implementation Process

THEME: Development of National Reform Programs

QUESTION: What routes do policy changes generally take, what things happen along those routes, what personnel are involved, and what could be done to improve implementation at each juncture?

WHY IS THIS QUESTION IMPORTANT: The current interest in the policy formation process and how to improve it often neglects that part of the process which occurs after new policies have been agreed upon. In most African countries a "policy" seems to mean a piece of paper. What happens to that piece of paper is not generally spelled out in even the most prescriptive program conditionality, and frequently is not understood within ministries of education. Does a policy exist if it has never been implemented? What is required to "implement" it? These are questions that appear to be rarely addressed within the context of programs designed to have an impact on the policies of a government. The expectation is that policy changes will lead to beneficial changes on the school level, yet they might never reach the school and/or might be radically altered by the various interpretations encountered along the route to the school, and even within the school itself. There are many routes and possibilities, but the distance between policy formation and actual enactment on the school level have to be considered an essential part of the process of policy change if any impact is to be realized.

RESEARCH DESIGN: The research would involve a five-step process: 1) a review of the literature on the policy implementation process; 2) construction of a case study model based on the literature and personal experience in African countries; 3) use of this model to instruct African researchers from each of the countries where the process will be analyzed about what types of information to collect as they follow the implementation a single, specific, recently-issued educational policy; 4) compile, compare, and analyze the studies; and 5) invite African educators to share experiences with researchers.

WHO IS GOING TO DO IT: The literature review would be contracted through SARA. Joy Wolf would construct the case study model, use the model to instruct the African researchers, and compare and analyze the completed case studies. An African researcher, who is familiar with the government in his/her country, would be contracted in each place where research would be conducted to collect information for and write a case study of a single, specific policy implementation process.

WHO IS GOING TO MANAGE IT: Joy Wolf

WHAT ARE THE EXPECTED OUTPUTS: 1) a literature review; 2) a model for doing case study research on a process; 3) an analytical review of experiences in policy implementation in a number of African countries; and 4) guidelines for improving the process of policy implementation.

PRIMARY AUDIENCES: African policy-makers, USAID and other donors

DISSEMINATION: As a sub-section of a larger conference (perhaps in collaboration with the Education Decentralization or Conditionality research), invite African education ministry personnel and African researchers to examine and analyze the case studies and analyses, and contribute their own experiences in policy implementation and their suggestions for improving the process.

FUNDING SOURCES: HHRAA/SARA

Staff Time:	Joy Wolf, 4 months	
Budget:	Literature review	3,000
	African researchers	18,000
	Dissemination Workshops	<u>20,000</u>
		41,000

STARTING AND COMPLETION DATES: October 1994 - September 1995

\aapolimp

ANALYTICAL ACTIVITY SUMMARY

TITLE: Qualitative Research

THEME: Instructional Systems

QUESTION: How can the capacity to conduct qualitative research at the classroom level be improved?

WHY IS THIS QUESTION IMPORTANT: Efforts to qualitatively improve what's happening to students in the classroom from improved access and participation to girls and rural children to improved instructional techniques is a primary objective of many of the USAID-funded programs. Reform initiatives that focus on qualitative impact at the people level increasingly demand that data be collected in classrooms. Substantive changes which focus on interaction patterns, the ways in which materials are being used, higher order skills and critical thinking activities, time on task, etc. all require a more nuanced form of data collection than typical quantitative research methodologies can provide.

The demands of conducting good qualitative research can be great. Data collection is labor-intensive with the negative potential for data overload. Even with multisite and multimethod qualitative studies, sampling is problematic as is the generalizability of a given research study. In addition, qualitative research can be highly influenced by researcher bias and the critical issue remains concerning replicability and the "looseness" of methodology.

Despite these concerns, there is a great need for research that focusses on what takes place at the classroom level. Although quantitative research can provide some information about what takes place there, this research approach is seriously limited in ferreting out and highlighting daily practices that influences both learning and teaching.

Although there are few agreed-on canons for conducting qualitative research, recent efforts have been made to address concerns and a codification of the guidelines in conducting research is developing. Unfortunately, the movement to develop these skills has been somewhat limited in the African educational and research community. There is a double need not only to disseminate the findings of outstanding qualitative research which focusses on the African context but to inform African educators and improve their skills in the use and application of this research methodology.

Although this activity will be a discrete activity in the SD/HRD analytical agenda, this work builds on the initiatives currently being implemented of the Improving Educational Quality Project (IEP).

RESEARCH DESIGN: Working in collaboration with local USAID offices and Ministry of Educations 1-2 week long workshops will be conducted to train local participants in the use of qualitative research methodology. Follow-up support to advise them on individual research activities will be required which includes both intra- and extra-country researcher exchanges and visits.

WHO IS GOING TO DO IT: Exemplary classroom ethnographers will be identified and contracted to conduct regional workshops that provide for a forum for dialogue as well as a dissemination mechanism for techniques. The SOW will be written by Diane Prouty who will also assist the efforts to conduct the workshops.

WHO IS GOING TO MANAGE IT: Diane Prouty

WHAT ARE THE EXPECTED OUTPUTS: Materials to conduct qualitative research workshops; African counterparts trained in qualitative research methodologies; development of a framework and design to conduct future workshops; collection of modules for conducting research at the classroom level

PRIMARY AUDIENCES: African ministry of educations, African researchers, African practitioners

DISSEMINATION: This activity is, in large measure, a dissemination activity. It will make use of workshops and modular format materials to prototype the dissemination of state-of-the-art classroom, ethnographic research methodologies directed at understanding and improving classroom learning.

FUNDING SOURCES:	HHRAA/SARA		
	Staff Time:	Diane Prouty, 3 months	
	Budget:	Researchers	40,000
		Other Direct Costs	<u>30,000</u>
			70,000

STARTING AND COMPLETION DATES: October 1994-September 1995

\aaqualit

ANALYTICAL ACTIVITY SUMMARY

TITLE: Analysis of the Impact of HIV/AIDS and Teenage Pregnancy in the School Environment

THEME: Instructional Systems

QUESTION: What is the impact of HIV/AIDS and teenage pregnancy in the school environment? What can be done to curb the grim impact of these two negative forces on African's youth?

WHY IS THIS QUESTION IMPORTANT: HIV/AIDS statistics present a grim picture throughout Africa. Not unlike much of the world, children are engaging in sexual activities that put them at risk for STDs and HIV/AIDS at younger and younger ages. In addition, the percentage of girls who are becoming pregnant and single parents is on the increase. Initiatives need to focus on prevention activities and place emphasis on educating school-age children about protection for both diseases and birth control. In order to accomplish this, more information is needed about both what is currently taking place in schools to address these issues as well as information about student sexual awareness and sexual practices. Research needs to be conducted that demonstrates what kinds of risk behavior exists and how curriculum can be developed that will enable students to make informed decisions.

RESEARCH DESIGN: This activity will build on the work of the Curriculum Study and explores the possible cross-sector initiatives that can take place. Although a partial literature review has already been conducted, this will need to be expanded upon which can be completed through SARA. Gretchen Hummon will write the SOW for this activity. Field visits to select countries will be conducted to 1) examine the HIV/AIDS and sex education curriculum and 2) interview school age students about their sexual awareness and activities. Gretchen Hummon in collaboration with consultants will complete these field visits.

WHO IS GOING TO DO IT: The completion of the literature review will either be conducted by Gretchen Hummon or be contracted through SARA. A U.S.-based consultant will work with Gretchen Hummon to design the research and construct interview forms/questionnaires. One local researcher will be hired in each country the study is conducted to assist the consultant in arranging logistics, fine-tuning the instruments, conducting the interviews, and reporting the findings.

WHO IS GOING TO MANAGE IT: Gretchen Hummon

WHAT ARE THE EXPECTED OUTPUTS: An expanded literature review; an analytical report on the HIV/AIDS and sex education curricula in select countries and a report about student sexual awareness and behaviors, recommendations about curriculum changes

PRIMARY AUDIENCES: USAID, other donors, African educators and health officials

DISSEMINATION: Send report directly to primary audience. Present monograph at already planned HIV/AIDS and educational research conferences

FUNDING SOURCES: HHRAA/SARA
Staff Time: Gretchen Hummon, 2 months
Budget: U.S. Researcher 20,000
African Researchers 30,000
Dissemination 5,000
Other Direct Costs 20,000
75,000

STARTING AND COMPLETION DATES: October 1994-September 1995

\aahiv

ANALYTICAL ACTIVITY SUMMARY

TITLE: Improving Learning Assessments & Instructional Systems

THEME: Improved Instructional Systems

QUESTION: How can country capacity to improve instruction and assess student learning be improved?

WHY IS THIS QUESTION IMPORTANT: Throughout Sub-Saharan Africa, numerous strategies for improving primary school are being considered including increasing the availability of textbooks, improving the effectiveness of teacher training, rehabilitating school buildings, and revising curricula. Evidence has shown that teachers and students devote great amounts of time to teaching and learning what they expect to encounter on tests. National and continuous assessments can also influence teaching and learning, and both provide essential feedback to policymakers and practitioners (including teachers) regarding student achievement and system effectiveness.

The field of testing (assessment of student learning) has been undergoing dramatic changes in the U.S. and abroad aimed at harnessing the power that tests have to influence teaching and learning in positive ways. If done properly, and integrated within a curriculum and textbook reform process, testing holds great promise for contributing to substantial improvements in educational quality. If done poorly, it undermines effective learning. Donors and African education policy-makers have expressed a strong interest in this area. Most of USAID's current basic education programs in Africa include support for programs and capacity building to develop pupil assessment and improving instruction.

RESEARCH DESIGN: The major goal of the analytic activity is to enhance ongoing efforts to improve the quality of teaching and learning in primary classrooms in selected African countries. This goal is to be pursued by:

- Disseminating technical information and training related to pupil assessments and instructional systems aimed at developing the technical and problem-solving expertise of selected educational policymakers and practitioners;
- Promoting cooperation among those individuals and groups within a country which most directly influence the effectiveness of teaching and learning;
- Developing a mechanism for technical specialists within and across regions to share expertise, information, strategies, technical approaches, materials and products;
- Creating opportunities for internships and exchanges with U.S.-based testing and educational organizations.

The first phase of the activity is to organize a consultative meeting among selected African practitioners and policy-makers, and representatives of selected donor representatives to analyse prior experience and plan a strategy for a program of analysis, dissemination and support. The analysis will involve examining policy, organizational and technical experience and issues related to implementing effective assessment and instructional systems. Phase 2 will involve dissemination, training, & support activities planned during and following the consultative meeting. USAID will take the lead in financing the technical and management support for Phase 2, but as a condition of moving to Phase 2, other participating donors will be providing financing for regional and country level activities.

WHO IS GOING TO DO IT: The preparations for the consultative meeting will be carried out by Joanne Capper, working through the Association for Educational Assessment in Africa, and in cooperation of the DAE Working Group on Research (K. Kinyanjui), the World Bank, the Aga Khan Foundation, DANIDA and the Rockefeller Foundation. Following the consultative meeting a framework for multi-donor and multi-country activities will be finalized, including funding sources and support.

WHO IS GOING TO MANAGE IT: Ash Hartwell

WHAT ARE THE EXPECTED OUTPUTS: From stage 1: i) A review of country and donor experience in Africa relating to improving assessment and instructional systems; ii) an analysis of alternative strategies for overcoming barriers; iii) A coordinated plan of action for an (East African) training and technical support network to support the development and improvement of pupil assessment and instructional systems; iv) the planning of specific country activities related to ongoing donor-supported reforms. The planning of the outputs for stage 2 will be a focus of the consultative meeting. In general they will include compendia of relevant research materials, training materials, regional and country level impact reporting and evaluations.

PRIMARY AUDIENCES: African policy-makers in the fields of examinations & assessment and curriculum (members of the African Association for Examinations and Assessment); donors providing African country support for improving instructional quality; USAID Education Programs in Africa.

DISSEMINATION: This activity is designed as a dissemination activity. Its central purpose is to establish a process for applying a body of knowledge and techniques to the improvement of instruction in African countries.

FUNDING SOURCES: HHRAA/SARA, ABEL II, World Bank, DANIDA, Aga Khan, USAID Field Missions.
Staff Time: Ash Hartwell, ?
Budget: Phase 2 200,000
(12 months of activity)

STARTING AND COMPLETION DATES: March 1994 - September 1995 - \aaassess

ANALYTICAL ACTIVITY SUMMARY

TITLE: Education and Health Sector Linkages

THEME: Instructional Systems

QUESTION: How can education and health sectors be linked to improve the access, quality, efficiency or equity of school systems?

WHY IS THIS QUESTION IMPORTANT: Education and health sectors share many of the same concerns -- delivery of services to large and diverse clientele; shortage of resources; historically over-centralized administration. Education and health are closely related -- the status of children's health, for example, has a great impact on the effectiveness of educational inputs. Similarly, better educated children are better able to care for their own and their children's health. Yet there is little collaboration among social sectors because of competition among ministries for resources, conflicts over authority, professional isolation, etc.. As a first step toward promoting education-health sector linkages, this study will specify a range of models of collaboration between education and health sectors, which could be adapted to the needs of particular contexts.

RESEARCH DESIGN: Case studies and analysis; Review of project literature; Interviews with ministry officials, NGOs, international agencies, donors.

WHO IS GOING TO DO IT: Outside agency

WHO IS GOING TO MANAGE IT: Jim Williams

WHAT ARE THE EXPECTED OUTPUTS: A series of case studies; A handbook, consisting of: 1) models of education-health sector collaboration, 2) guidelines for deciding whether and how to link.

PRIMARY AUDIENCES: Education and Health Ministry officials; Donors; Project designers

DISSEMINATION: Documents disseminated through ABEL, DAE, SD Health, HHRAA networks; Possible workshop. Materials will be made available in French and English. The handbooks and case studies can stand alone or be presented in a workshop format.

FUNDING SOURCES: HHRAA/SARA
Staff Time: Jim Williams, 2 months
Budget: Consultant for cases 30,000
African researcher 4,000
U.S. research 10,000
Dissemination 10,000
54,000

STARTING AND COMPLETION DATES: October 1994 - August 1995

\aahealth

ANALYTICAL ACTIVITY SUMMARY

TITLE: Reform Strategies through School/Community Interventions

THEME: Participation

QUESTION: How can activities initiated at the local level (through schools and communities) can inform and guide national policy and planning?

WHY IS THIS QUESTION IMPORTANT: The evidence of experience and contemporary research is that educational reform must focus on the school and community as a key locus of change. The *Improving Primary Education* overview argues that the most successful reform efforts focus on the school as a whole unit rather than on curricula, teachers, students, or administrators in isolation. Yet much research focuses on the effectiveness of inputs (textbooks, teacher training, and management) across countries. Some of the "effective schools" researchers are now advocating that research be site-specific and culturally situated. However, the research also shows that simply focussing on the school, without addressing the larger policy context, leads to non-sustainable, non-systemic reform. Outside of Africa there are a growing number of examples which illustrate a process of reform linking community, school-level improvement to national policy change. Within Africa there is a rich tradition of individual quality schools, and increasing interest in focussing on the community-school level of change, but few (if any) examples of school-based change as a policy focus. Many of the USAID Missions with basic education programs have shown strong interest in developing a school-based approach to education reform. This is also a focus for the centrally funded *Improving Educational Quality* project, now established in Ghana, Mali, South Africa and Uganda.

RESEARCH DESIGN: Conduct a state of the art review of literature and experience on community/school based reforms in Africa, and other developing areas. Pull together, analyze and synthesize that work to formulate basic findings and principles. Provide for the dissemination of this information to Missions, other donors, and African institutions (e.g. DAE, ERNWACA, ERNESA) through printed and visual (including video) materials, and through forums such as regional workshops and conferences.

WHO IS GOING TO DO IT: This work would be contracted, and done in collaboration with African regional and/or national institutions, and relevant donors. Dissemination activities will be managed through SARA.

WHO IS GOING TO MANAGE IT: Ash Hartwell/Diane Prouty

WHAT ARE THE EXPECTED OUTPUTS: A report, with supporting modular materials, on school-based reform strategies and experiences. A workshop directed to African

educators and interested HRDOs to examine issues and strategies on school-based reform. Evidence of increasing policy articulation and implementation of community/school based reform strategies.

PRIMARY AUDIENCES: African policy-makers; donors involved in DAE, HRDOs.

DISSEMINATION: The dissemination of information on community/school based reforms will be targeted to Missions and countries which have planned or which have ongoing programs incorporating this strategy. Information would be disseminated through distribution of printed and visual materials (including a video) and through at least one workshop. Dissemination to other countries (education ministries or training institutions) and to other donors will be in the form of printed documents and through the DAE newsletter.

FUNDING SOURCES: HRRRA, Missions(through requested TDYs on this activity)
Staff Time: Ash Hartwell, 40 person days
Budget: 150,000

STARTING AND COMPLETION DATES: January 1995 - June 1996

\aaschcom



ANALYTICAL ACTIVITY SUMMARY

TITLE: School As Unit of Change

THEME: Participation

QUESTION: How are policies aimed at the school level interpreted or redefined by teachers and headteachers? What impact does this have on efforts to improve student access, classroom interaction or introduce more effective teaching/learning initiatives?

WHY IS THIS QUESTION IMPORTANT: Educational systems can be highly resistant to change. This is particularly evident at the lowest level of the hierarchy--the school and classroom. Although teacher behavior is significantly influenced by culturally-defined templates of the role and responsibilities of teachers, their isolation and ultimate autonomy in the classroom places them in a critical position to implement and redefine educational policy and reform initiatives.

Not only has the effective schools research shown that head teachers have a key role in developing a well-functioning schools, but efforts must also be made to identify a vital role for teachers in the policy dialogue. This necessitates a paradigm shift in which the role of the classroom teacher is reexamined and places a higher priority on the non-classroom activities that take place which empower and legitimate the contributions of practitioners.

This work builds on efforts taking place with the Improving Educational Quality Project (IEQ).

RESEARCH DESIGN: A literature review would need to be conducted to explore this issue more closely particularly in a Third World context. Field visits to collect data at the school level--extensive interviews with teachers and headteachers and classroom observations--would be conducted.

WHO IS GOING TO DO IT: Contract with SARA. SOW would be written by Diane Prouty. Field visits would be completed by consultants and SD/HRD personnel. Literature review will be completed by SD/HRD personnel.

WHO IS GOING TO MANAGE IT: Diane Prouty

WHAT ARE THE EXPECTED OUTPUTS: A literature review; an analytical report on the field visits; recommendations about the inclusion of teachers in the dialogue process and ways to professionalize the teaching force.

PRIMARY AUDIENCES: USAID, other donors, African educators

DISSEMINATION: The literature review and analytical report would be disseminated through publications sent to a network including USAID Missions, the DAE, and contractors working with USAID on education in Africa. In addition, in cooperation with the analytical activities related to the analysis of policy implementation and decentralization, a workshop (or workshops) could be organized for USAID and education ministry personnel.

FUNDING SOURCES: HHRAA/SARA

Staff Time:	Diane Prouty, 3 months	
Budget:	U.S. Researchers	60,000
	African Researchers	10,000
	Other Direct Costs	<u>20,000</u>
		90,000

STARTING AND COMPLETION DATES: October 1994-September 1995

\aaunit



ANALYTICAL ACTIVITY SUMMARY

TITLE: Education Program Impact Assessment

THEME: Better Management of Education Systems

QUESTION: What intermediate benchmarks or process indicators are meaningfully associated with educational reform? How can the success of a government in implementing educational reform be judged in the extended period before the impact of the reform can reasonably be expected to manifest itself in improvements in student participation and performance?

WHY IS THIS QUESTION IMPORTANT: People-level impacts--or improved student outcomes--may be too far down the line in the life of an AID education support activity to provide a valid measure of the activity's success, viability and contribution to the reform process to be useful to program planners and evaluators. Nonetheless, there will be continued pressure on USAID education programs to demonstrate that they are having an impact. To appropriately gauge the extent of impact and the viability of the programmatic approach, to justify the budget allocated to education, and to encourage both education and non-education specialists to set realistic expectations vis-a-vis outcomes and results of education programs, a set of process indicators or benchmarks noting progress in education systems improvement is needed.

RESEARCH DESIGN: In follow-on to the arguments presented in the Basic Education report, guidance would be provided to education program designers and evaluators on the various benchmarks at the system level associated with educational reform and a set of the more "compelling" intermediate and process indicators developed, based--where possible--on program experience. These indicators would be accompanied by a discussion of why they have proved or could prove that student level change imminent. Further, the indicators could be tied to a loose chronology of steps of system reform, which could contribute to a series of templates based on the various starting points of the different education programs. (eg. In Mali, where government may not be an appropriate partner, what would be the approach and type of impacts and indicators which could be expected.) A detailed, generic type of logframe for education reform programs would be presented, with discussions of what constitutes a purpose, goal, etc. and what acceptable wording is. Additionally, guidance on the role and conduct of evaluation in attempting to measure change, such as the types of questions most appropriate to the activity and the type of data/analyses required, would be outlined.

An abridged and targeted literature review of educational indicators would be conducted to identify process indicators. The methodology would include review of USAID program logframes for process indicators, and analysis of program evaluations to determine which

indicators appear viable according to to-be-established criteria. Additional information would be obtained from telephone interviews. A single field visit would be scheduled to countries demonstrating change at the student level to determine what occurred at the system level.

WHO IS GOING TO DO IT: Karen Tietjen with some research and consultant assistance.

WHO IS GOING TO MANAGE IT: Karen Tietjen

WHAT ARE THE EXPECTED OUTPUTS: An analytic report on how to gauge the progress toward educational reform in the early and mid-stages of program implementation, including a literature review.

PRIMARY AUDIENCES: USAID; Program designers; Program evaluators; Donors; DAE members

DISSEMINATION: Dissemination activities would include: Review meetings with USAID evaluation specialists; At-home review by selected, frequently used consultants; Review/presentation meeting with program evaluation specialists; Possible "lessons learned" presentation on program design at Education conference (depending on timing) and solicitation of comments/revisions/experiences; Distribution by mail

FUNDING SOURCES: HHRAA, SARA
Staff Time: Karen Tietjen, 3 months
Budget: Literature review 3,000
Consultant 20,000
Dissemination 5,000
28,000

STARTING AND COMPLETION DATES: November 1994 -- October 1995

\aaimpact

ANALYTICAL ACTIVITY SUMMARY

TITLE: Development and Dissemination of the School Fundamental Quality Indicators

THEME: Better Management of Education Systems

QUESTION: How can information focussing on the school as a unit be used to better inform school, regional and national management about issues related to school quality and efficiency?

WHY IS THIS QUESTION IMPORTANT: The indicators that education policy-makers, planners and researchers currently use to monitor the performance of African education systems fall into the category of macro-system indicators; mostly constructed from national aggregate statistics. What is needed instead are micro-indicators, focussing on institutional and school effectiveness, and measuring the dispersion of quality. These micro-indicators would be designed to help education planners monitor and direct educational resources to assure that children in every part of the country have access to schools capable of supporting student achievement, and, to that end, that sustainable systems are in place to prepare, manage, and deliver resources and talent. These indicators will be designed for the use of host countries themselves. USAID and donors will also be able to use these indicators to assess how effectively development assistance programs help a country's education system deliver effective, efficient, and equitable educational services. They will measure performance at three levels: the school, the district or region, and the central ministry. They are designed to provide the missing link between performance monitoring and strategic and financial planning.

RESEARCH DESIGN: This Activity builds on the prior work on the definition of a Fundamental Quality Indicator system by Robin Horn, and the incorporation of that concept within USAID education programs in Benin and Namibia, as well as the work carried out by Ward Heneveld at the World Bank. It will be carried out in collaboration with the DAE Education Statistics Working Group, forming an integral part of the National Education Statistics & Information System program of the ESWG and SIDA/UNESCO. The activity will build, in the first instance, on the work being done in Benin to develop a generalizable module describing the concept and process of development of the School Fundamental Quality Indicators System, and at a second stage to provide a dissemination strategy and training for countries wishing to implement the SFQI system.

WHO IS GOING TO DO IT: The main part of the work will be done by Francine Ageu and counterparts in the Ministry of Education of Benin, who are designing and implementing the SFQI as a part of the CLEF program in basic education. The incorporation of that work into module form will be assisted by Ash Hartwell, assisted by a consultant (Jeanne Moulton), and provided technical review and feedback through the ESWG.

WHO IS GOING TO MANAGE IT: Ash Hartwell

WHAT ARE THE EXPECTED OUTPUTS: A module, meeting the criteria set by the WGES, defining the concept and process of implementation of the SFQI system. Implementation of the system in at least two countries, and dissemination to other countries in the region (e.g. Ethiopia, Namibia, Uganda).

PRIMARY AUDIENCES: DAE Working Group on Education Statistics and the twenty African Ministries of Education working with the WGES. USAID basic education programs.

DISSEMINATION: This activity has dissemination as a central objective, and it is built into the research design. The dissemination beyond the initial two countries where the system is under development will be organized through the DAE Working Group for Education Statistics

FUNDING SOURCES: HHRAA, DAE
Benin/CLEF doing the basic technical work.
Staff time: Ash Hartwell, 30 p/days
Budget: Write-up of Module 15,000

STARTING AND COMPLETION DATES: August 1994 - September, 1995

\aasfqi

ANALYTICAL ACTIVITY SUMMARY

TITLE: Development of African Education Data Base

THEME: Better Management of the Education System

QUESTION: What are the central trends in African education as reflected by a set of standart indicators?

WHY IS THIS QUESTION IMPORTANT: The availability of consistent and viable information on the status of education systems in Africa has long been a constraint to informed dialogue and education reform. Two aspects of this problem in particular are being addressed through concerted efforts in the donor community. One involves a more systematic approach to the compilation and dissemination of cross-country comparative data sets. The UNESCO statistical yearbook has often served as the only regular source of data on education systems, however, its limitations are widely recognized. What has been needed is a more comprehensive set of cross-national data available in a more interactive and accessible format. The second involves helping individual African countries develop better information systems. Donors have targeted education statistics and management information systems in numerous projects. However, emphasis has too often focussed on hardware components of MIS, and not the issues of what information, for whom, and why. It has begun to be recognized that a more rational approach to assessing each countries information needs, determining the status of its current "information system" and developing a strategy for rationalizing data collection and use is needed.

RESEARCH DESIGN: The DAE, through agreements with the UNESCO Bureau of Statistics and the World Bank has compiled a dataset on key statistics and indicators for African education from 1980 through 1990. These are currently only available in summary form in printed tables. Through an agreement with the DAE, AID/SD has acquired the full dataset in spreadsheet form. SD/HHR intents to make this data set available in an interactive micro-computer based program that allows users to pose and answer questions related to key indicators of educational development. In addition to the educational data provided through the DAE dataset, SD/HHR will access and use current data on basic population, economic and social indicators on each of the sub-Saharan countries as a part of this system. The database application will be a standalone system, user-friendly, with a query system similar to the World Bank STAR database system and the OECD *Education at a Glance* Indicators.

WHO IS GOING TO DO IT: The basic design for the interactive system will be done by Ash Hartwell and Gretchen Hummon, vetted through the DAE Secretariate and a technical review. The programming of the system will be contracted.

WHO IS GOING TO MANAGE IT: Gretchen Humon

WHAT ARE THE EXPECTED OUTPUTS: An interactive, self-contained, user-friendly software application that provides users with easy access to basic education indicators and statistics for all sub-Saharan African countries for the period 1975-1990. This will be updated on a regular basis through datasets provided through DAE.

PRIMARY AUDIENCES: USAID and other donors involved in the DAE. African Ministries of Education and governments. Universities and Research Institutions concerned with African education.

DISSEMINATION: The dissemination of the software application with the database and indicators will be organized through the DAE in the form of a diskette and short handbook. All DAE members will receive this. In addition, through announcements in publications such as FORUM and the DAE newsletter, universities, institutes and individuals will be able to order and pay for the application.

FUNDING SOURCES: HHRAA/SARA
Staff time: Gretchen Hummon, 40 p/days
Ash Hartwell, 15 p/days
Budget: 15,000

STARTING AND COMPLETION DATES: July 1994 - June 1995

\aadata

ANALYTICAL ACTIVITY SUMMARY

TITLE: Educational Incentive Programs in Africa

THEME: Equitable Distribution of Goods and Services

QUESTION: What are the different types of incentive programs? What is the experience of incentive programs? Have they been successful? In what ways? What are the considerations in designing, implementing and evaluating these programs?

WHY IS THIS QUESTION IMPORTANT: With the growing recognition of the decisive role that educational demand by parents, communities and even students plays in enrollment decisions and school support, planners have turned to incentive programs as a way of encouraging educational consumption/investment and influencing behavior vis-a-vis schools and schooling. These have ranged from matching grants to APEs and scholarships for girls to national fee/tuition waiver schemes and the provision of supplies to students. However, the central idea is the same; incentive programs serve as mean of offsetting direct and opportunity costs and effecting income transfers to alleviate the financial and economic burdens frequently associated with non-enrollment and lack of persistence of children, particularly in certain disadvantaged groups--such as girls, ethnic groups and rural children.

While a handful of incentive programs have been termed successes, we have little notion of the design considerations and the implementation arrangements made to ensure their effective operation nor do we know much about their longer term implications--such as future willingness to pay, sustainability of costs, etc. Incentive programs may prove double edged swords as planner/managers confront these issues and the inherent dilemmas on equity and preferential targets. This study proposes to take a detailed look at incentive programs which have been tried to improve educational participation (whether aimed at alleviating household factors or improving school factors), augmenting the roster with an examination of those implemented by both governments and NGO's and private sector organizations. (Some scrutiny of programs in other social sectors may be helpful, also some of the child sponsorship/community development programs could prove fruitful.) Emphasis, however, will not be on the descriptive but instead on the operational in terms of developing a list of key issues which affect these programs and the solutions designers/implementers have built into their programs. For example, how were they able to establish "fair" selection criteria for recipients which was accepted by the community or constituency? How were they able to ensure that targeted populations did indeed benefit? How did they measure behavioral change and when? What mechanisms did they use to manage and implement their programs (on-the-ground NGO's...) and what were the problems? How did they deal with financial accountability? These questions and similar ones could prove useful in developing a set of

practical lessons/experiences on incentive programs, as more of AID's education programs contemplate their inclusion in the education portfolio.

RESEARCH DESIGN: Case studies (up to five) of significant educational incentive programs in Africa will form the core of the study, from which lessons will be drawn about the different dimensions and considerations in establishing incentive programs. A possible major foci could be the fee waiver programs in Benin and Malawi, school grants in Uganda and Benin and Mali, soap and supplies in Ethiopia, cautionary tale of Ghana attempts, publicity campaigns in Guinea and Mali, etc. (Scholarships and school feeding programs have been studied previously, but may be considered.). An analytical framework will be developed through a literature review. Field research will be conducted in case study countries.

WHO IS GOING TO DO IT: Karen Tietjen with research and consultant assistance from either IIR or SARA.

WHO IS GOING TO MANAGE IT: Karen Tietjen

WHAT ARE THE EXPECTED OUTPUTS: An analytical study of experience with incentive programs, with major emphasis on the "how-to" of planning, implementing and evaluation as a means of reaching disadvantaged populations.

PRIMARY AUDIENCES: USAID; Contractors; Donors; Program designers; Program evaluators

DISSEMINATION: Dissemination activities would include: Planning and review workshops with USAID and local personnel in case study countries; Travelling roadshow for completed draft of study; Washington-based seminar for contractors and USAID personee; Presentation at DAE forum (Girls' Working Group); Distribution by mail

FUNDING SOURCES: HHRAA, SARA

Staff Time:	Karen Tietjen, 4 months	
Budget:	Literature review	3,000
	Consultant	20,000
	Dissemination:	
	review workshops	5,000
	roadshow	30,000
	Washington seminar	1,000
	DAE presentation	<u>20,000</u>
		79,000

STARTING AND COMPLETION DATES: November 1994 -- October 1995

\aaincent



ANALYTICAL ACTIVITY SUMMARY

TITLE: Impacts of Education on Girls

THEME: Equitable Distribution of Goods and Service

QUESTION: What changes in a girl when she receives an education that influences the woman she becomes to have fewer, healthier, and better educated children?

WHY IS THIS QUESTION IMPORTANT: Throughout the late 1980s, a growing number of studies began to report that the amount of education that girls in countries all over the world had received was highly correlated with declines in fertility, decreases in child mortality, and increases in children's education. Interest in educating girls has now reached a point where the governments in poor nations, that desperately want to reduce their population growth and improve the survival rate of their children, and the donor agencies, attempting to support those objectives, are considering a range of policy changes and/or programs that target girls' education. However, before these policies and programs are designed it may be important to explore what is going on in the relationships between increases in girls' education and fertility declines, child health improvements, and gains in children's education. Knowing why and how education has these effects, as well as what kind of education, could make a real difference in selecting an approach that will achieve the desired impact. For example, if it is the social experience of school, which strengthens the confidence and decision-making power of the girl, that leads to women doing things that, in turn, lead to reduced fertility and improved child health and education, then will enhancing the quality of the schooling she receives make a difference? Is literacy important? What are the factors, such as working outside the home, that might augment or diminish the impact of a girl's education? This study is designed to contribute to our understanding of the nature of the relationship between girls' education and fertility, child health, and child education, what changes when a girl is educated, how those changes are played out to influence social changes, and what other factors influence the education girls receive and the impact that education has on their lives. The inter-generational research design will allow insight into how the changes produced by educating a girl are played out over the succeeding generations.

RESEARCH DESIGN: The research would be carried out jointly with the USAID Office of Population, as was a similar study conducted last year in India. A large, multi-generational family in an African country will be asked to serve as the subject of inquiry. It is important that the family include female members who have had a range of different educational experience. In-depth interviews will be conducted with all family members, following the family into each city, town, or village in which members are located.

WHO IS GOING TO DO IT: Joy Wold and Mihira Karra, of the Office of Population, would construct the interview form, conduct as many of the interviews as could be carried out in English, and analyze the data collected. A member of the family would be hired to help locate family members and to conduct interviews in which English could not be used. A research assistant would be contracted for coding the information from the interviews and for data entry.

WHO IS GOING TO MANAGE IT: Joy Wolf

WHAT ARE THE EXPECTED OUTPUTS: 1) a report in which the data collected are examined using both qualitative and quantitative methods of analysis and 2) a larger, comparative study which combines this research with the previously conducted study from India to address issues of cultural differences in impacts of girls education.

PRIMARY AUDIENCES: African policy-makers; USAID and other donors.

DISSEMINATION: Due to the cross-sectoral nature of this activity and to the current high interest in the topic, the research reports should be in demand for conferences, workshops and publications. Special effort will be made to disseminate the findings within the population and health sectors through the collaboration of the Global Population and Health Offices.

FUNDING SOURCES: HHRAA/SARA
Staff Time: Joy Wolf, 3 months
Budget: African Researchers 6,000
Data Processing 2,200
8,200

STARTING AND COMPLETION DATES: October 1994 - September 1995

\aagirls



ANALYTICAL ACTIVITY SUMMARY

TITLE: Improving Pupil Flow

THEME: Availability and Accessibility of School Places

QUESTION: What are the patterns of primary pupil flow (promotion, repetition and dropout) and policies in sub-Saharan Africa?

WHY IS THIS QUESTION IMPORTANT: Given the austere conditions facing education systems in sub-Saharan Africa, existing resources must be used as efficiently as possible. Problems with pupil flow -- high rates of dropout and/or repetition -- waste scarce educational resources, prevent individual pupils from learning what they might, and increase the private and public cost of schooling. Despite a number of individual studies, there is no cross-national picture of the incidence of pupil flow problems and policies across sub-Saharan Africa. Such a picture would provide a basis for determining where pupil flow problems are most severe and what policies have been attempted in Africa.

RESEARCH DESIGN: Much of the success of this study will depend on the willingness of host country governments and USAID missions to cooperate in giving access to data and government documents. The proposed plan is: 1) to gather existing primary pupil flow data from cooperating African governments by grade, sex, and region; 2) to calculate aggregate repetition, dropout and promotion rates; 3) to survey actual and de facto government policies toward repetition, dropout and promotion; and 4) to survey government uses of pupil flow data.

WHO IS GOING TO DO IT: Outside Agency

WHO IS GOING TO MANAGE IT: Jim Williams

WHAT ARE THE EXPECTED OUTPUTS: 1) A statistical portrait of the incidence and patterns of primary pupil flows in sub-Saharan Africa. 2) A listing and description of official government pupil flow policies. 3) An assessment of pupil flow as a problem in sub-Saharan African education systems.

PRIMARY AUDIENCES: Ministries of Education, donors, principals, and teachers.

DISSEMINATION: Dissemination of findings would be handled through DAE, ABEL networks and to DAE Working Groups. Final products will be presented in report and presentation formats. Presentations can be made alone or in conjunction with topically related activities (such as School as Unit of Change or Assessment). All materials will be translated into French.

FUNDING SOURCES: HHRAA/SARA
Staff Time: Jim Williams, 1 month
Budget: U.S. Consultant 20,000
 African Researcher 2,000
 U.S. Researcher 5,000
 Dissemination 5,000
 32,000

STARTING AND COMPLETION DATES: October 1994 - August 1995

\aapupflo



HHRAA Project

Education

Sub-Sector Results Report

January - May, 1994

Introduction

The first five months of Calendar Year 1994 have proven challenging for AFR/SD/HRD Education on many levels. At the Mission level, we have provided direct design support for four programs (Ethiopia, Benin, Guinea and Namibia), and rallied our field counterparts to a workshop where we exchanged lessons learned, honed our technical skills, and shared visions for the future. Building on this training and dissemination effort, we have given presentations both in AID/W, and to domestic and international colleagues, and have planned and participated in various other workshops. In terms of African institution building, we have strengthened networks which support both research and testing. In addition, through support to the Donors to African Education (DAE), a network for cooperation between parties intent on improving basic education in Africa, we have helped to lay a foundation for improved teacher management, education statistics, girls' education, and education finance. And, through support to a Global Bureau project, we have begun to lay a foundation for using primary education as a means of educating Africans to safeguard their finite natural environment. Finally, we have come closer to the completion of HHRAA-led analysis. Some will help donors and Africans improve basic education through more creative uses of policy formulation, curriculum development, and equity initiatives. The major piece of analysis will provide an institutional memory and guidance to USAID and other interested parties on the use of non-project, or budgetary support, for education sector strengthening.

It has been a most challenging period, full of travel and writing and negotiations. The results, we hope, will benefit African children by giving them improved access to better quality education.

The following sections describe elements alluded to above. Each section will address what was accomplished, how, and with what results. An annex at the end contains the individual reports of those who accomplished the work summarized below.

WHAT, HOW, RESULTS

1. Design Support

A. Ethiopia: What: AFR/SD, previously instrumental in carrying out an education sector assessment, helped USAID Ethiopia to develop and implement a project/program design process which included studies to fill in knowledge gaps and allowed time for ample host country participation. How: Two of our staff, using experience from other countries, worked with the Mission to this end, and three of our staff carried out specific studies, dealing with the demand for education as well as the plight of teachers. Result: USAID Ethiopia made progress on time to improve basic education services, despite complex political, cultural, technical and economic constraints.

B. Benin: What: AFR/SD helped Benin to review its approach to basic education, and to modify its future strategy. How: Two education team members worked with Mission and Regional USAID staff to review past performance and provide mid-course corrections.

Result: The Mission is continuing to emphasize the importance of policy reform, but is increasing its capacity-building assistance for effective reform implementation. Thus, the momentum of USAID's initial approach is safeguarded, yet much needed improvements are in the works.

C. Guinea: What: We provided help to Guinea for the continuation of its basic education program. How: We worked with the Mission to plan a process for designing a program amendment, and we assisted with the actual design of this amendment. This proved challenging, as the Mission decided not to follow our advice, given last November and January, on design process, and wound up with too little time to do too much. We therefore urged the Mission to reduce the size of the amendment. Result: The Mission moved towards the completion of a design which was manageable in size (approximately 5 rather than 30 million), and built on previous efforts, for which information and analysis were reasonably available. Over the coming year, AFR/SD/HRD hopes to help the Mission produce the information and analysis necessary for a larger scale amendment.

D. Namibia: What: We helped the Mission design an amendment to its current program. As we did so, a number of transitions were taking place. First, Mission management was changing. Secondly, the Ministry of Education wanted us to change our approach from budgetary support to projectized assistance. How: Two AFR/SD team members spent a total of three months in Namibia working in an environment fraught with tensions. The Government was displeased with much of our assistance to date. Mission personnel were unsure of how to proceed. AFR/SD/HRD provided the continuity and breadth of sectoral understanding necessary to preserve USAID's basic education program. Result: The basic education program is evolving, with enough that is new to please those unhappy with our past efforts, and enough of previous efforts to safeguard momentum. At long last, the Ministry of Education appears to be pleased with USAID's efforts.

2. Training/Dissemination:

A. Kadoma Workshop: What: This workshop brought Mission and AID/W staff together to share lessons learned in basic education, develop a vision for the future, and identify support required to carry out this vision. How: The education team, with assistance from SARA for logistics and organization, designed the workshop, which rallied approximately 60 participants, including approximately 8 resource people. Participants included those responsible within USAID for supporting basic education programs, such as a regional lawyer. Resource people included those with skills key to program success, in areas such as social marketing, evaluation, and policy dialogue. Result: AID/W and field colleagues developed a language, vision, and skills for improving the sector. Obviously, work on all three must be continual, but all participants now in spirit are a team, spanning Africa, with lifelines to the U.S..

B. Workshop on Qualitative Research/Swaziland: What: This workshop aimed to hone Swazi skills for conducting qualitative research at the classroom level. How:

AFR/ARTS/HRD planned the format and content of the workshop, led it (with a key role in presenting certain lectures and activities), and helped with the preparation of the workshop report. Workshop planners made a special effort to assure the participation of a qualitative researcher from Ghana, who shared her experience working through a USAID central education project to get this kind of work going in her country. Result: Fourteen Africans, strategically positioned in Swaziland's Ministry of Education, at both the central and in schools, as well as various volunteers, have developed the vision and skills to carry out qualitative research at the classroom level. this end.

C. ERNWACA Workshop: What: A workshop to harmonize transnational research projects took place in the Gambia. Participants hailed from ten West and Central African countries, as well as three North American universities, and various donor and PVO institutions. How: AFR/SD/HRD, through SARA, provided logistical as well as technical support for the planning and implementation of subject workshop. Result: West and Central African education researchers are designing a group of research efforts which will develop their capacity to help policy makers and implementors improve education in the region, and which will enhance the basic education programs which USAID has in the region.

D. Examination reform workshop: What: Through SARA we are planning a workshop for Africans which will help them to examine whether they are testing to learn, or learning to test. How: A specialist in testing and examination development met with education officials in such countries as Uganda, Tanzania, Ethiopia, Kenya, and South Africa, and with an African organization, based in Ghana, and responsible for coordinating examination reform for Africa. She also participated in a number of donor meetings to rally support for examination reform. Result: A workshop on this subject is shaping up for December 1994. The workshop will increase African awareness of the linkages between teaching, curriculum, and testing and examinations. Understanding of this synergy will enable Africans to improve the quality of educational services for their children.

E. Presentation on Africa Bureau's use of conditionality to increase girls' access to and retention in primary school/ Oslo, Norway: What: This entailed presenting to other donors, PVOs, and Africans our experience in using budgetary assistance to introduce policy changes that enhance African girls' chances for entering and completing primary school. How: A member of our education team worked with AFR/DP on preparing and delivering this presentation at a Special Programs for Africa (SPA) meeting. Most of the participants were economists. Result: Other donors, as well as PVOs and Africans, have an increased awareness of the potential of using conditionality to shape policies that will result in increased education opportunities for girls, and hence, with time, decreased fertility rates, improved economic growth, and many other positive impacts.

F. SOA Presentation: What: We gave a presentation on our experience with non-project assistance in the education sector. Our audience was senior management in the Africa Bureau, as well as any other interested parties from our as well as other Bureaus. How: We used our work on Non-Project Assistance study, as well as findings from our meetings with field counterparts at the Kadoma workshop, to design a presentation which lasted one hour, with an additional hour for discussion. Result: Colleagues from around the

Agency are aware of the constraints and successes we have encountered in using non-project assistance in the education sector. Of particular interest to all was the impact we have had on policy dialogue and eventual reform, and the length of time we have found it takes to effect sustainable development. Senior level PPC leadership suggested we make a few minor changes to the presentation and give it to the USAID Administrator as an example of the utility of non-project assistance.

G. CIES Presentation: What: We planned and implemented a panel on USAID's experience in basic education in Africa. How: As for the SOP presentation above, we used our Kadoma and non-project assistance report to develop this presentation. Result: Colleagues outside USAID, both domestic and international, have a better understanding of our work in the sector. This understanding should lead to improved collaboration and support for basic education in Africa.

3. Institution Building

A. ERNWACA: What: A network which supports sharing among African education researchers is evolving. It particularly encourages sharing which supports the kind of research useful to education policy makers and practitioners. How: Through SARA, we are providing logistical as well as technical support to ERNWACA. Our key player is a SARA consultant who made three visits to ERNWACA during this period to help with Secretariat organization (record keeping, forward planning, etc.). In addition, various specialists helped with the development of documentation and dissemination services, as well as workshop planning. Result: ERNWACA is gaining steam. It still has a long way to go to become a pragmatic, truly helpful research network. However, the seed are in the ground, and sprouting.

B. DAE: What: A mid-term evaluation of the DAE is planned, and about to begin, certain specific Secretariat activities are underway, and working groups on special education issues, particularly education statistics, girls' education, and teacher management, are making progress. In addition, HHRAA has provided an additional \$400,000 support to the DAE. How: AFR/SD/HRD has worked with the DAE Secretariat to develop the scope of work for the mid-term evaluation, and directly has contributed to making a data-base on African education statistics user-friendly. In addition, we have gotten the DAE Secretariat to review and enrich a study on education policy making in Africa, and we are working on plans to disseminate this study through the DAE. Finally, we have made headway with the Statistics working group, which is introducing a model for improved statistics gathering in twenty African countries, and, with our help, developing another model for helping countries to set targets for improving educational quality. Result: The DAE is bringing players in African education closer together. We can see the benefits of this networking in terms of improved coordination of resources, and more creative problem solving, which includes more south-south interaction, as in the case of the Minister of Mauritius helping the Minister of Namibia improve upon a very messy donor coordination predicament.

C. Testing: What: We are strengthening an African institution to improve testing and

learning on the continent. How: Through SARA, we are supporting a consultant with expertise in this domain to work through this institution to organize a workshop on testing and learning. Result: This workshop should give us and other organizations capable of support an opportunity to understand the technical as well as logistical and organizational needs of this African institution. With this understanding, we can think through how we might be of future help.

4. Cross Sectoral

A. GREENCOM: What: AFR/SD/HRD has contributed \$200,000 to the central GREENCOM project, which aims to promote environmentally sound patterns of thinking and behavior around the world. Our contribution specifically has financed five studies in African countries of institutional capacity to foster such patterns. How: The GREENCOM contractor has made progress in carrying out subject studies in the Gambia, Guinea, Madagascar, Namibia, and Uganda. Fact finding and analysis has included much host country participation, and, of course, close collaboration with USAID Missions. Results: The studies remain in draft form. Their development has generated much interest, African and donor, in ways to enhance African institutional capacity to safeguard the environment. In the coming months we expect the dissemination of these studies to result in increased use of primary and secondary schools for environmental education.

5. Analysis Products

A. David Evans Policy Study: What: This is a study of education policy making in five African countries. The study has evolved over the past three years, and during this six month period underwent review by the DAE, as well as expansion to include an overview of the peculiarities of policy making in French countries, and final editing by the AFR/SD publication team. We are developing a dissemination plan for the study with the DAE. How: AFR/SD/HRD coordinated the above steps with the DAE and the AFR/SD publication team. Result: We promise soon to have a published study which may serve as the prime document for discussion at a plenary session of the DAE in the fall of 1995. This meeting will rally approximately 300 participants, including African Ministers of Education, and a wide range of donors and other concerned organizations. It should serve as an excellent opportunity to shape education policy making in Africa.

B. Curriculum Study: What: This study aims to start everyone thinking about basic education as a means for improving development performance across all sectors. It specifically looks at African experience to date in using basic education to prepare children to cope with AIDS, family planning, environmental, private sector, and governance responsibilities. How: Over the past six months one of our SD/HRD education team members has labored to improve and edit a contractor written report, which has gone to print. We have begun to think about a dissemination strategy. Result: This report has gotten people within USAID thinking about how to improve cross-sectoral coordination. It has similarly influenced those Africans who helped to develop the report. We cannot yet

point to any impact on policy-making in Africa.

C. Equity Study: What: This is a study of racial, gender, and rural/urban equity in African education. How: A member of the HRD Education team has been working on this report for the past two years. Progress has been frustrating, as African political as well as USAID personnel changes have constrained opportunities for data collection and analysis. However, during this period, the author was able to complete the field work necessary to bring the report to closure, and now is ready to start on her final draft. Result: We should soon have a study which enhances everyone's capacity to design equity programs in the education sector which will prove effective, not just window dressing.

E. NPA Study: What: This report aims to capture our experience in using non-project assistance to improve education, the lessons we have learned to date, and the challenges which lay ahead. How: The authors conducted interviews in the field, and used their experience gained through technical assistance to Missions, to draft this report. They vetted it at Kadoma, and are in the process of completing it. Result: This report will provide a guide to non-project assistance in basic education. For the first time, practitioners will be able to find in one place the vocabulary, rationale, and guidelines for designing and implementing non-project assistance. In sum, this report will help to "demystify" non-project assistance, a modality which the Agency began to promote in the education sector around six years ago, but with very little guidance. This guidance should prove especially useful, as it is born from hard experience.

F. Analytic Framework: What: This document aims to provide the Africa Bureau with a rationale for carrying out education research and analysis. It looks at research and analysis completed to date, and identifies gaps, as well as African, Bureau, Mission and other donor priorities for research and analysis. How: With help from SARA, we hired a consultant to conduct a literature review of research and analysis. This same person helped us to survey the needs and priorities of various Africans, Missions and donors, and to draft an analytic framework. Result: We have a draft framework, which we as a group need to edit into a final draft for vetting with our Missions, the Bureau, and other donors and organizations, as the Bureau sees fit.

G. Analytic Agenda: What: This is a matrix of research and analysis activities. Attached to the matrix are activity descriptions, which provide the rationale, as well as strategy and budget, for implementation. How: The Bureau's education team, in concert with our Missions, other donors, and Africans, has identified, developed, and begun to prioritize, these activities. Result: We are well on the way to completing an analytic agenda for sharing with concerned parties. This agenda should help to assure African access to quality education, especially at the primary level.

Conclusion

During this period we have seen slow but steady progress in promoting basic education in Africa through improved technical support, analysis and research. Many thanks for these efforts go to all in HRD and SARA for their patient and generous support to the education team.

Attachment: Individual team reports.

Date: Revised 10/13/94

Karen Tietjen
 June - September, 1994

Activity/Output	Description	Result/Impact	Collaborators/Audience	Products
<i>i. TDYs:</i>				
Education Sector Assessment Plan (Haiti, 6/5-12/94)	Development of a detailed plan and scope-of-work for a diagnostic and analysis of the education sector in Haiti, aimed at generating consensus on problems and solutions across public and private sectors.	<ul style="list-style-type: none"> ● Plan and rationale for participatory education sector assessment in Haiti ● Defined levels of effort, schedule and individual scopes-of-work for technical assistance team ● Chronology and map of activities leading to development of national education plan in Haiti ● Development of a plan and approach to maximize participation and consensus-building 	<ul style="list-style-type: none"> ● LAC Bureau ● Global Bureau ● Research Triangle Institute ● Harvard Institute for International Development ● Haitian Government-in-exile office and former Minister of Education ● USAID/Port au Prince ● Haitian Ministry of Education, Minister and Cabinet (deposed constitutional government) ● Haitian Foundation for Private Education (FONHEP) 	<ul style="list-style-type: none"> ● Scope-of-work for education sector assessment in Haiti
PAAD Amendment (Benin, 6/20-30/94)	Assisted Mission with the definition and drafting of two amendments to the education sector support program (CLEF)	<ul style="list-style-type: none"> ● definition of purpose and structure for supplemental funding ● updated constraints analysis ● plan and indicators for assessing improvements in financial management capacity of the Ministry of Education ● recommendations and justifications for new and revised performance conditions for the government 	<ul style="list-style-type: none"> ● USAID/Benin ● CLEF technical assistance staff ● REDSO/WA ● AFR/CCWA 	<ul style="list-style-type: none"> ● Two amendments (#3A and 4) to PAAD

Karen Tietjen
June - September, 1994

Activity/Output	Description	Result/Impact	Collaborators/Audience	Products
<i>ii. Technical Assistance and Analysis</i>				
Demand for Primary Education in Rural Ethiopia Research Study	Finalization of draft report on study of the demand for primary education and school finance in rural village in four regions of Ethiopia	<ul style="list-style-type: none"> ● empirical determination of factors affecting demand for schooling in rural Ethiopia ● policy recommendations for USAID program development in education ● provision of leveraging tool for dialogue with TGE on educational policy and strategy ● training Ethiopians in research design and data collection and analysis 	<ul style="list-style-type: none"> ● USAID/Addis 	<ul style="list-style-type: none"> ● draft report
Basic Education Report	Continued input to ARTS report analyzing USAID's approach to and experience with basic education program in Africa, instituted under the DFA and focussing on educational reform	<ul style="list-style-type: none"> ● articulation and systematic deconstruction of approach to basic education, rationale and justification ● compendium of lessons learned in program design, implementation and evaluation, and various strategies for educational support ● affirmation of USAID's support of comprehensive educational reform ● identification of boons and barriers to program success at different 	<ul style="list-style-type: none"> ● R&D/Ed office ● AFR/DP office ● Missions and HRDOs in Africa ● African Ministries of Education ● members of DAE 	<ul style="list-style-type: none"> ● draft report ● individual country reports
Guinea PAAD Amendment Review	Preparation of analytical memorandum on the proposed PAAD amendment to the Guinea basic education project in response to CCWA request	<ul style="list-style-type: none"> ● identification of issues for Mission consideration in presenting amendment and considerations for future project design 	<ul style="list-style-type: none"> ● CCWA ● USAID/Guinea 	<ul style="list-style-type: none"> ● memorandum to CCWA ● cable to Mission

Karen Tietjen
June - September, 1994

Activity/Output	Description	Result/Impact	Collaborators/Audience	Products
Guinea PID Preparation Proposal	Development of a proposal for AFR/SD/HRD assistance to USAID/Conakry on PID preparation for education sector support project	<ul style="list-style-type: none"> work plan, schedule and required resources delineated 	<ul style="list-style-type: none"> CCWA USAID/Guinea 	<ul style="list-style-type: none"> cable to USAID/Guinea
Guinea Fund Transfer Proposal Review	Review of USAID/Conakry's proposal to terminate debt service repayment for NPA portion of education sector support program	<ul style="list-style-type: none"> set of issues identified which could impinge on program operations and compromise USAID intentions 	<ul style="list-style-type: none"> CCWA 	<ul style="list-style-type: none"> comments incorporated into cable to USAID/Conakry
Education Strategic Framework and Analytic Agenda	Completion of analysis and development of strategic framework to set agenda for ARTS/HHR/ED	<ul style="list-style-type: none"> research and dissemination activities prioritized and selected activity information sheets prepared, including budget 	N/A at this stage	<ul style="list-style-type: none"> strategic framework and analytic agenda put in final draft and presented for consideration/comment
Process of Policy and Program Formation	Preparation for consultative meeting to discuss/formulate models of policy formation, discuss design considerations for case studies	<ul style="list-style-type: none"> goals/purpose of meeting defined program drafted invitation list prepared consultants identified logistic arrangements underway 	<ul style="list-style-type: none"> DAE 	<ul style="list-style-type: none"> invitation list draft of purpose and agenda of meeting
<i>iii. Dissemination Activities</i>				
Brown Bag Presentation of Ethiopia Research	In conjunction with teacher motivation research team, presented educational demand data and analysis at brown bag lunch	<ul style="list-style-type: none"> inform audience on issue affecting educational demand, as well as implications for program design 	<ul style="list-style-type: none"> AFR/ARTS R&D/Ed AFR/DP consulting firms 	<ul style="list-style-type: none"> organized presentation notes overheads
CDIE Workshop on Indicators	Participate in series of presentations on issues of measurement and evaluation in USAID activities	<ul style="list-style-type: none"> present measurement dilemma, consideration and concerns in education programs 	<ul style="list-style-type: none"> Agency-wide 	NA
Meeting with GDO/Malawi	Discuss with A. Sisson issues confronting education programs in Africa	<ul style="list-style-type: none"> present AFR/SD analytical findings discuss possible future areas for assistance 	<ul style="list-style-type: none"> USAID/Malawi 	NA

Karen Tietjen
June - September, 1994

Activity/Output	Description	Result/Impact	Collaborators/Audience	Products
<i>iv. Other</i>				
HHRAA Evaluation Issues	Meet with Evaluation specialist to discuss possibilities for "impact vignettes" in education sector	● identify possible activities to track/monitor impact	● AFR/SD ● HHRAA (SARA)	NA

ACTIVITY/DESCRIPTION	RESULTS/IMPACT	COLLABORATORS/ AUDIENCE	PRODUCTS
<p>TDY: Ethiopia, June 1-23, for research on Teacher Motivation and Incentives</p>	<ul style="list-style-type: none"> ● Researched teacher motivation and incentives for USAID/Ethiopia education office 	<ul style="list-style-type: none"> ● USAID missions ● MOE Ethiopia ● Ethiopian Education Consultants (ETEC) ● Other Donors 	<ul style="list-style-type: none"> ● draft report
<p>TDY: Ghana, September 22-30, for Teacher Motivation and Incentives study headed by UNICEF</p>	<ul style="list-style-type: none"> ● Collaborated in the development of a teacher management study that will be used as a prototype for the DAE 	<ul style="list-style-type: none"> ● USAID missions ● MOE Ghana ● UNICEF/Ghana ● DAE 	<ul style="list-style-type: none"> ● survey instruments ● overview of study parameters
<p>Other: Analytical Agenda and Strategic Framework</p>	<ul style="list-style-type: none"> ● Wrote proposals for analytical agenda activities for FY 1995-96 	<ul style="list-style-type: none"> ● AFR/SD/HRD ● HHRAA ● SARA ● USAID Missions ● Other Donors ● DAE 	<ul style="list-style-type: none"> ● analytical agenda for next two years
<p>Other: Basic Education NPA Report and Strategic Framework Paper</p>	<ul style="list-style-type: none"> ● Editing 	<ul style="list-style-type: none"> ● USAID missions ● USAID/Washington ● Other Donors ● HHRAA ● SARA 	<ul style="list-style-type: none"> ● draft strategic framework and NPA paper

ACTIVITY/DESCRIPTION	RESULTS/IMPACT	COLLABORATORS/ AUDIENCE	PRODUCTS
Other: Brown Bag on the USAID education program in Ethiopia	●Presented research completed in Ethiopia on teacher motivation and incentives	●USAID Washington ●USAID contractors ●World Bank	●presentation
Technical Support: Provided research support to the Swaziland qualitative workshop participants	●Reviewed research proposals and preliminary data and analysis	●USAID/Swaziland ●WUSC ●World Bank ●MOE Swaziland	●evaluation of current work and recommendations on next steps
Technical Support: Assisted USAID/Botswana for upcoming API requirements	●Identified and contacted classroom ethnographers and forwarded CVs to mission	●USAID/Botswana ●MOE	●packet of observation guidelines and

ACTIVITY/DESCRIPTION	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
TDY: Ethiopia, June 1-23, for research on Teacher Motivation and Incentives	<ul style="list-style-type: none"> ● Researched teacher motivation and incentives for USAID/Addis Ababa education office 	<ul style="list-style-type: none"> ● USAID missions ● MOE Ethiopia ● Ethiopian Education Consultants (ETEC) 	<ul style="list-style-type: none"> ● draft report
Technical Assistance: Database of African Education Indicators	<ul style="list-style-type: none"> ● Began development of a computer-based, interactive program that will facilitate the exploration and analysis of African education data 	<ul style="list-style-type: none"> ● USAID Africa Bureau ● USAID missions in Africa ● Donor members of the DAE ● African Ministries of Education 	<ul style="list-style-type: none"> ● database design ● data tables
Other: Brown Bag on Teacher Motivation and Incentives in Ethiopia	<ul style="list-style-type: none"> ● Presented the research completed in Ethiopia 	<ul style="list-style-type: none"> ● USAID Washington ● USAID contractors 	<ul style="list-style-type: none"> ● presentation
Other: Brown Bag on the new USAID education program in Ethiopia	<ul style="list-style-type: none"> ● Developed a computer-based presentation to display the design of the Ethiopian education program 	<ul style="list-style-type: none"> ● USAID Washington ● USAID contractors 	<ul style="list-style-type: none"> ● presentation
Other: Education Strategic Framework for Research and Analysis and Analytical Agenda	<ul style="list-style-type: none"> ● Supported formulation of strategic framework: editing, graphics ● Brainstormed analytical agenda activities and wrote proposals for activities 	<ul style="list-style-type: none"> ● AFR/SD/HRD ● HHRAA ● SARA ● USAID Missions in Africa ● Other Donors ● DAE 	<ul style="list-style-type: none"> ● draft strategic framework ● analytical agenda for next two years

ACTIVITY/DESCRIPTION	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
<p><u>Analysis:</u> wrote three case studies of following USAID attempts to incorporate equity issues into NPA programs in Ghana, Malawi, and Namibia; analysis of case studies.</p>	<p>Analysis of process involved in attempting reform of inequities in educational systems, nature of difficulties, and variations among types of inequity addressed.</p>	<p>USAID/AFR/SD/HRD, Missions in Africa, other donors, and DAE</p>	<p>Draft of research report</p>
<p><u>Analysis:</u> development of analytical agenda activities</p>	<p>Defined area of research and preliminary design for those activities will have primary responsibility for managing</p>	<p>USAID/AFR/SD/HRD, Missions in Africa, other donors, and DAE</p>	<p>Draft of analytical agenda</p>



AFR/SD

Africa Bureau
Office of Sustainable Development

August 31, 1994

MEMORANDUM

TO: Julie Owen-Rea, AFR/SD/HRD
CC:
FROM: Joe DeStefano, AFR/SD/HRD
SUBJ: RTA Report

Attached is my summary of activity or RTA report for the period from January to June, 1994. If you have any questions or concerns, please contact me.

ACTIVITY	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
<p>TDY: Benin 1/24/94 to 2/5/94 Support to Mission for review of education NPA program (CLEF) finance mechanism</p>	<ul style="list-style-type: none"> ● Reviewed financial impact of NPA program to date ● Drafted analysis outlining options for restructuring finance mechanism ● Drafted section to be included in program mid-term reassessment ● Provided input and advice to USAID/Benin on structuring program reassessment, finance mechanism options, and relevant conditionality ● Provided input to Price Waterhouse team conducting financial assessment of GOB 	<p>USAID/Benin</p> <p>Ministry of Education officials</p> <p>Price Waterhouse team conducting financial assessment</p> <p>Ministry of Finance officials</p>	<p>Report on financial impact of CLEF program and outlining options for restructuring the finance mechanism of the CLEF program</p>
<p>TDY: Ethiopia 2/6/94 to 2/25/94 Led USAID and consultant team developing PAIP for an education program</p>	<ul style="list-style-type: none"> ● Structured PAIP design approach, assigned team responsibilities, and established calendar and deadlines ● Coordinated consultant and USAID team member inputs and wrote the finance and administration sections of the program design ● Drafted the full PAIP document ● Led workshops to solicit Ethiopian ministry official input ● Provided input to defining subsequent studies and elaborating design calendar 	<p>USAID/Ethiopia</p> <p>REDSO/E</p> <p>Ministry of Education officials</p> <p>ETEC, Ethiopian consulting firm</p>	<p>Ethiopia Education Program (BESO) PAIP</p>

ACTIVITY	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
TA: Benin MER team Briefing	<ul style="list-style-type: none"> Helped prepare team going out on TDY to help mission establish its country program monitoring and evaluation system 	AFR/SD/HRD AFR/DP AFR/CCWA	
TA: Guinea Education Project Paper Review	<ul style="list-style-type: none"> Reviewed USAID/Guinea's proposed project amendment to the Education Reform Support Program 	AFR/CCWA USAID/Guinea	Memorandum analyzing content of program amendment and making recommendations for project redesign
TA: Ethiopia Education Strategic Objective Defense	<ul style="list-style-type: none"> Participated in review of proposed education sector and health sector activities a part of USAID/Ethiopia's defense of its social sector strategic objectives 	AFR/DP AFR/EA G/R&D/Ed G/R&D/PHN	
TA: Ethiopia PAAD team SOW development and scheduling	<ul style="list-style-type: none"> Provided advice to USAID/Ethiopia on composition and scopes of work for education program design (PAAD) team. Developed and outlined strategy for design process 	USAID/Ethiopia	SOWs for design team members Design strategy, calendar and assignment of responsibilities

ACTIVITY	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
Analysis: Basic Education Report	<ul style="list-style-type: none"> • Analysis of Agency approach to supporting basic education • Analysis of emergence and use of NPA as principal modality of assistance in the education sector in Africa • Comparison and contrast of design features in eight education NPA programs • Review of experience and articulation of lessons learned. • Recommendations to the Agency on how to better design, manage and evaluate NPA programs in the education sector 	Africa Bureau Global Bureau All USAIDs in Africa Other Donors USAID Contractors Africa education policy makers and technicians	Completed Sections I and II of report Draft Section III (recommendations and where do we go from here)
Analysis: Workshop on Basic Education, Kadoma, Zimbabwe	<ul style="list-style-type: none"> • Defined objectives, planned, designed and facilitated sessions for a five day workshop on USAID's experience in supporting policy reform in the education sector • Conducted workshop sessions relating to: i) the process of education reform, ii) policy dialogue, iii) donor coordination, iv) design and use of conditionality, v) capacity building, vi) impact assessment, and vii) the process of program design • Solicited experiences of and insight into USAID's efforts to support education reform • Obtained valuable feedback from participants on Agency strategy for supporting education reform 	USAID Human Resource Officers and FSN staff Global Bureau REDSO/W and REDSO/E USAID Contractors	Workshop activities Recommendations from participants to USAID on how to better design and implement education programs Suggested topics for future research and analysis Input for final section of Basic Education Paper Workshop report

ACTIVITY	RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
Analysis: State of the Art Presentation on Basic Education and NPA	<ul style="list-style-type: none"> ● Summarized findings of analysis conducted for Basic Education Paper ● Synthesized results of Zimbabwe workshop ● Presented analysis of Agency's strategy and experience in implementing programs to support education reform in Africa ● Made recommendations to Africa Bureau on how to better design NPA supported efforts in the education sector 	Africa Bureau AFR/DP Global/R&D/Ed LAC Bureau	Presentation and accompanying text and diagrams
Analysis: Education Strategic Framework for Research and Analysis	<ul style="list-style-type: none"> ● As part of the analytic agenda development process for the AFR/SD office, formulated strategic framework for education analytical work ● Drew up SOW for consultant to conduct literature review ● Drafted summary of issues relating to education reform in Africa ● Drafted review of status of AFR/SD/HRD analytical activities in the education sector 	AFR/SD/HRD HHRAA SARA USAID Missions in Africa Other Donors DAE	<ul style="list-style-type: none"> ● Draft strategic framework ● Analytical agenda for education for next two years
Analysis: Review of "The Process of Policy Formulation"	<ul style="list-style-type: none"> ● Met with Robert Porter to review and provide input to the paper being developed for HHRAA on the process of policy formation and the role of research and analysis in policy decision-making 	HHRAA SARA AFR/SD/HRD	

ACTIVITY		RESULTS/IMPACT	COLLABORATORS/AUDIENCE	PRODUCTS
Analysis:	Reviewed SOW and implementation plan for DAE working group on Education Finance	<ul style="list-style-type: none"> Continuing support to the development of a working group designed to address issues of education finance Reviewed CIDA proposals for contracting arrangements, terms of reference, and an initial workplan and budget for the working group. 	DAE CIDA African Researchers Ministries of Education	<ul style="list-style-type: none"> Workplan for Finance working group
Other Activities:	CIES Conference presentation	<ul style="list-style-type: none"> Presented a summary of the Basic Education Paper reviewing USAID's strategy for supporting education reform in Africa and presenting a synopsis of lessons learned at the annual Comparative and International Education Society meeting 	AFR/SD/HRD/Education Academics and other donors	

TO: Julie Rea
CC: Hope Sukin, Subi Medhi
FROM: Karen Tietjen
RE: RTA Report--January 1-May 31, 1994

The following presents my activities for the above-referenced time period. I have altered the format somewhat, which I believe responds to the information required in a more efficient mode of presentation and eliminates some of the more avoidable redundancies. I think the report format should be revisited, if others experienced the same difficulties.

Activity/Output	Description	Result/Impact	Collaborators/Audience	Products
<i>i. TDYs:</i>				
Basic Education Conference (Zimbabwe, 1/13-23/94)	Implementation of workshop on USAID approach to and lessons learned about education program definition, design, implementation and evaluation in Africa, aimed at USAID education personnel. Presentation of Basic Education Report Draft.	<ul style="list-style-type: none"> • identification of problems and constraints to program development and operation • shared understanding of theoretical foundations/rationale of program approach • demonstration/dissemination of planning and evaluation tools for use at Missions • consensus on required changes in agency expectations, operations 	<ul style="list-style-type: none"> • USAID education personnel in Africa (HRDO's, PSCs, FSNs) • USAID R&d/Ed staff • selected education consultants 	<ul style="list-style-type: none"> • planning and assessments tools • report on proceedings and evaluation of conference • "message to Washington" cable from participants
Demand for Primary Education Research Study (Ethiopia, 1/23-3/12/94)	Data input and analysis of school, household and community surveys/interviews on status and dimensions of demand for primary education in rural villages in Ethiopia	<ul style="list-style-type: none"> • empirical determination of factors affecting demand for schooling in rural Ethiopia • policy recommendations for USAID program development in education • provision of leveraging tool for dialogue with TGE on educational policy and strategy • training Ethiopians in research design and data collection and analysis 	<ul style="list-style-type: none"> • Ethiopian Institute for Curriculum Development and Research personnel • University Institute for Educational Research personnel • Southern Peoples Region Office personnel • Ethiopian field enumerators • USAID Mission 	<ul style="list-style-type: none"> • data base on schools and households in 4 regions • draft report • presentation to TGE and donors

<i>ii. Technical Assistance and Analysis</i>				
Basic Education Report	ARTS report analyzing USAID's approach to and experience with basic education program in Africa, instituted under the DFA and focussing on educational reform	<ul style="list-style-type: none"> • articulation and systematic deconstruction of approach to basic education, rational and justification • compendium of lessons learned in program design, implementation and evaluation, and various strategies for educational support • affirmation of USAID's support of comprehensive educational reform • identification of boons and barriers to program success at different 	<ul style="list-style-type: none"> • R&D/Ed office • AFR/DP office • Missions and HRDOs in Africa • African Ministries of Education • members of DAE 	<ul style="list-style-type: none"> • draft report • individual country reports
Guinea Project Paper Review	Preparation of analytical memorandum on the draft project paper for the Guinea basic education project in response to CCWA request	<ul style="list-style-type: none"> • identification of lacunae in analysis which compromise activity justification and authorization • based on recommendations, change in Mission approach from 5-year \$30 million project to one year, \$5 million amendment and extended timeline for redesign 	<ul style="list-style-type: none"> • CCWA • USAID/Guinea 	<ul style="list-style-type: none"> • memorandum to CCWA
Education Strategic Framework	Ongoing analysis and development of strategic framework to set agenda for ARTS/HHR/ED	<ul style="list-style-type: none"> • articulation of rationale for education and development of objective tree • literature review to identify priority areas for research and analysis • preparation of concept proposals for research and analysis 	<ul style="list-style-type: none"> • Africa HRDOs and education staff • R&D/Ed • DAE membership • African education leaders (DAE, Ministries of Education, ERNWACA, ERNESA) 	<ul style="list-style-type: none"> • completed objective tree • completed literature review • concepts proposed and selection criteria developed • uncompleted draft of analytic agenda
Demand for Primary Education Research Study (see above)	Completion of analysis of data and report preparation on educational demand for primary schooling in rural villages in Ethiopia	<ul style="list-style-type: none"> • see above • completed draft sent to Mission for response/revision • used by design team to formulate USAID basic education program 	<ul style="list-style-type: none"> • see above 	<ul style="list-style-type: none"> • completed draft report

Haiti Education Sector Assessment Preparation	Attend series of meetings relevant to development of plan and scope of work for education sector assessment in Haiti	N/A	<ul style="list-style-type: none"> • LAC Bureau • Global Bureau • Research Triangle Institute • Harvard Institute for International Development • Haitian Government-in-exile office and former Minister of Education • USAID/Port au Prince 	N/A
<i>iii. Dissemination Activities</i>				
Basic Education Conference	(see above)	(see above)	(see above)	(see above)
Comparative International Education Society Conference Panel	Present panel discussion of experience of USAID in basic education programs in Africa, based on analysis contained in Basic Education Report (see above)	<ul style="list-style-type: none"> • inform wide audience of USAID program approach and lessons learned • demonstrate USAID analytical capacity in education • open debate on role of donor agencies and conditionality in educational reform in Africa 	<ul style="list-style-type: none"> • academics • researchers • other donors • development firms, contractors 	<ul style="list-style-type: none"> • re-organized and abridged paper on AID experience in Africa
State-of-the-Arts Presentation on Education	Present analysis of agency experience and lessons learned from basic education programs and educational reform in Africa to USAID policy-makers and staff	<ul style="list-style-type: none"> • inform agency of programs and results in education under DFA • flag program successes, as well as constraints to successful program design, implementation and evaluation • suggest changes in USAID strategies and procedures • stimulate debate on viability of education programs and p "people-level" impacts within and outside Africa Bureau 	<ul style="list-style-type: none"> • Africa Bureau personnel (DP, ARTS, DAA, etc.) • R&D/ED • CDIE • LAC Bureau 	<ul style="list-style-type: none"> • presentation materials (overheads, handouts, etc.)
<i>iv. Other</i>				
(see above)	(see above)	(see above)	(see above)	(see above)

AFRICA BUREAU - USAID
Office of Analysis, Research & Technical Support
Health & Human Resources/Education

RTA REPORT: 1/1/94 - 5/31/94
Ash Hartwell

A. OUTPUTS

i) TDYs

I have worked in Ghana with the Ministry of Education on a multi-donor initiative to prepare a government policy paper on basic education.

During this period I was in Ghana from 3 - 13 March and from 25 March to 8 April. I assisted the MoE in preparing the policy paper and in organizing a national forum (with 150 participants, chaired by the Minister of Education), held on 30 April. The policy paper lays the framework for expanding access and improving quality of basic education in Ghana, and is supported by all major donors.

As a follow-up to this activity, I will be in Ghana in July to develop a joint World Bank-USAID program design activity using the basic education policy framework, led by a Ghanaian team, which will result in a joint Bank-USAID program of support (under PREP II).

ii) Technical Assistance

The ARTS Bureau with support from SARA organized a workshop on basic education for all USAID HRDOs, PCs and FSNs working in education in Kadoma, Zimbabwe from 17-21 January. I was the task manager for this effort. The workshop reviewed our intents and experience, and led to specific recommendations on design, management and evaluation of basic education activities. A reporting cable captured the main findings and recommendations of the participants. The conference report is a comprehensive account of the week's activities.

I participated in the API reviews in February, writing technical notes on the APIs submitted by Ghana and Botswana. I also wrote a short technical note on the review of the PRISM system.

iii) Research and Analysis

1) The education group's major effort over this period has been the review of the eleven basic education program. This is represented in a draft document: *Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990s*. This draft was sent to all participants prior to the Kadoma conference, and has received critical comments from both internal and external reviewers. We are now completing the redrafting of the first two parts of the report, and preparing a final section that contains recommendations on next steps.

The education group put on a **State of the Arts** presentation to a group of about 30 persons on April 14 and received favorable, and useful critical responses to the central points of the review.

2) I am task manager of an activity to develop better indicators of educational performance - specifically to examine means of improving pupil assessments and examinations. The technical leader of this activity, JoAnn Capper, has recently completed a handbook - *Testing Learning and Learning to Test* - which integrates recent domestic and international research/knowledge on pupil assessment related to key learning processes. The initial event for this activity is convening a workshop (Nairobi-October) under the leadership of the African Association for Educational Assessment for key donors and African experts to examine strategies for disseminating and implementing the body of knowledge represented in the handbook (and other current sources). I have been involved in a series of meetings with SARA, Capper, the World Bank, other donors and the Chairperson of the African Association on this activity.

3) I have been task manager for the completion of an analytic activity which started in 1992 on analyzing policy formation in Africa. The study is now completed and is in the hands of the AID publications office: *Education Policy Formation in Africa* (edited by David Evans). I co-authored one of the case studies and wrote one of the analytic chapters.

4) I have been active as a team member in preparing the Strategic Framework and analytic activities in line with the process guidelines developed by HHRAA and SARA. The review of literature, central issues articulated by African experts and donors, and input from Missions (via the field missions and the Kadoma Conference) has been finalized, and we are now at the final stage of defining the strategic framework and analytic activities for 94/95 for review by Missions and a consultative group.

5) I have distributed analytic and research papers to Missions on their request, and to provide them with some current, relevant international and domestic thinking. This includes papers from the World Bank, UNICEF and the Office of Education.

iv) Collaboration with African individuals and institutions

As indicated under iii), I am task managing an activity that is led by the African Association for Educational Assessment.

An important collaborative activity of ARTS/HHR education group is with the Donors for African Education and its working groups. Both DAE and the working groups have active membership and professional participation of African educators. I am a member of the steering committees for two of the working groups: the Education Statistics Group and the Education Sector Assessment group. I participated in a two

day meeting on January 28-29 in Paris to plan the activities of the Education Sector Assessment working group. USAID is carrying out two activities with the Education Statistics Working Group - in cooperation a number of country programs. One is the development of a system of indicators: Fundamental Quality Indicators - which is underway in Benin and intended for Namibia. A second is the development of a software system for processing basic education data. Kurt Moses, under the ABLE project, is providing technical assistance to this activity. In both working groups African participation is central.

v) Other Meetings/Activities

The ARTS/HHR education group organized a panel presentation at the annual conference of the Comparative and International Education Association, held in San Diego from 17-20 March. The panel included an introduction by Julie Rea, presentations by myself, Joe DeStefano, Karen Tietjen and Diane Prouty, with Prof. Don Adams as respondent. We prepared a lengthy paper for this presentation, based on the review of AID support to basic education in Africa. The presentation received a very positive response.

From 24-26 February there was a conference in Tallahassee, Florida to review the work of the Improving Educational Efficiency Systems project (a ten year centrally funded project to improve education systems). I made a presentation on an opening-day panels (Education Management and Information Systems) and participated in reporting on working group activity.

B. IMPACT

- Ghana's basic education policy framework and donor collaboration in place;
- HRDO/Mission and ARTS common analytic framework and strategies (Kadoma) in terms of policy dialogue, design issues, evaluation framework;
- DAE working groups: Ed.Statistics and Sector Assessment agenda and work plan reflects input and support;
- Interest and activity from the African Association for Educational Assessment in taking leadership to convene a working meeting of donors and African experts;
- Impact within AID Africa Bureau, and more generally the education sector work of R&D and other bureaus, from the review and analysis of our experience in basic education is, as yet, not certain. But the work is having an influence.

AFRICA BUREAU - USAID
Office of Analysis, Research & Technical Support
Health & Human Resources/Education

RTA REPORT: 1/1/94 - 5/31/94
Gretchen Hummon

A. OUTPUTS

i) TDYs

In January, I attended a one-week workshop in Swaziland, the primary objective of which was to support the Ministry of Education (MOE) in developing the capacity to conduct qualitative research at the classroom level. Approximately 30 people, including university researchers, ministry officials, primary level classroom teachers and donor representatives, participated. Both the MOE and the media strongly supported the workshop. The effort to develop qualitative capacity was a major conceptual move in the thrust for improvement in the quality of education in Swaziland.

The education group put on a State of the Arts presentation to a group of about 30 persons on April 14 and received favorable and useful critical responses to the central points of the review.

Starting in June and continuing for four weeks, I will be conducting a teacher incentives study, a pre-designed activity which has the primary objective of informing both USAID and the MOE on which incentives might be the most effective at improving teacher performance at the classroom level.

ii) Technical Assistance

In January, I gathered information for introduction and overview of education in Africa.

In February, I gathered research Ash Hartwell needed in the development for the co-financing between USAID, WB MOE, and UNICEF in education.

In March, I assisted in the development, revision and editing of graphics, tables and country reports for the BASIC Education Report.

In May, I spent about a week and a half gathering materials/research, reading reports and developing data in graph form for part of the demand study report on Ethiopia.

iii) Research and Analysis

The education group's major effort over this period was the review of the eleven basic education program. This is represented in a draft document: Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990's. This draft was sent to all participants prior to the Kadoma conference, and received critical comments from both internal and external reviewers. We are now completing the redrafting of the first two parts of the report, and preparing a final section that contains recommendations on the next steps. The education group put on a State of the Arts presentation to a group of about thirty people in April and received favorable, and useful critical responses to the central points of the review.

In May, I did some research for Ash Hartwell on policy reform effecting actual change on the school level.

iv) Collaboration with African individuals and institutions (they sent nothing over for on this)

v) Other Meetings/Activities

B. IMPACT

- Effort to develop qualitative capacity was a major conceptual move in the thrust for improvement in the quality of education in Swaziland
- Final report of the Curriculum study was written and has limited dissemination

AFRICA BUREAU - USAID
Office of Analysis, Research & Technical Support
Health & Human Resources/Education

RTA REPORT: 1/1/94 - 5/31/94
Diane Prouty

A. OUTPUTS

i) TDYs

In January, I attended a one-week workshop in Swaziland. The primary objective of the workshop was to support the Ministry of Education (MOE) to develop the capacity to conduct qualitative research at the classroom level. Approximately 30 people, including university researchers, ministry officials, primary level classroom teachers and donor representatives, participated. Both the MOE and the media strongly supported the workshop. The effort to develop qualitative capacity was a major conceptual move in the thrust for improvement in the quality of education in Swaziland.

In February, I worked in Namibia in the following capacities: supporting the mission in a pre-amendment technical assessment in the areas of teacher training, curriculum and assessment; completing a fact-finding visit to collect qualitative information from one of the more marginalized regions to determine what kind of criteria might be established in order to target at-risk schools and marginalized students; working with the Peace Corps to determine the capacity there might be to couple USAID's initiative in education with their program. I collaborated with Joy Wolf in the development of a concept paper for the project design using PC volunteers framed around the equity issue there as well as serving as an advisor and basically providing continuity to the amendment team who were designing the project.

In May, I participated in a two-day forum convened by the US Department of Education to determine research priorities - linked to the curriculum 2000 education act - in special education for the next five years. I was one of fifteen educators/researchers invited to participate and was selected because of my interest in this area as both a parent of a special needs child and an advocate in this area in the international arena. One issue that I introduced was the need for inter-agency collaboration in special education in order to support the fledgling efforts in many LCDs.

In June, I travelled to Ethiopia with my Gretchen Hummon to conduct a four-week teacher incentives study. This was a pre-design activity which has the primary objective of informing both USAID and the MOE on which incentives might be the most effective at improving teacher performance at the classroom level.

ii) Technical Assistance

For the State of the Arts Presentation in April, I was a timekeeper and also helped acquire some graphs and charts for the others involved in the presentation.

iii) Research and Analysis

The ARTS Bureau with support from SARA organized a workshop on basic education for all USAID HRDOs, PCs and FSNs working in education in Kadoma, Zimbabwe from 17-21 January. The workshop reviewed our intents and experience, and led to specific recommendations on design, management and evaluation of basic education activities. A reporter captured the main findings and recommendations of the participants. The conference report is a comprehensive account of the week's activities.

In January, for the State of the Arts presentation, I gathered information for introduction and overview of education in Africa.

I also followed through on the final production of the Curriculum Study, which included development of brochures in curriculum theory overview, family planning/HIV/AIDS, and the environment. A larger scale, final dissemination of the brochures, which have already been created and translated, is being coordinated through ARTS publication representative, SARA and CAI.

iv) Collaboration with African individuals and institutions

v) Other Meetings/Activities

The primary objective of the San Diego CIES conference was to network with other education researchers and education policy makers and to better inform them about USAID's role in education in Africa. I took part in four sessions at the conference. One session, which was a disability simulation won an award for the most innovative session. As well as being the discussant for a session that looked at the issue of at-risk students, I was also on a panel that presented USAID's work in girls' education globally. Finally, I took part in the ARTS basic education panel and gave a view from the classroom.

In March, I took part in the development of a presentation for a workshop hosted by Norway and convened by the World Bank for multi-lateral and bi-lateral donors working on the Structural Programs for Adjustment Policy Guidelines. The focus was on using SPA at the sector level to target women and girls. USAID was asked to present the approach that has been used in the

education sector in Africa through sector NPA and conditionality. This paper was presented at the four-day workshop hosted in Lysebu, Norway and was accomplished jointly with DP under Joan Atherton's direction.

B. IMPACT

- Effort to develop qualitative capacity was a major conceptual move in the thrust for improvement in the quality of education in Swaziland;
- Advised USAID/Namibia as they developed proposed project inputs;
- Dissemination of final report of the Curriculum Study; dissemination;
- Both the multi-lateral and bi-lateral agency representatives were considering how the USAID approach could be used more generally;
- Special Education Forum will influence US policy.

USAID - AFR/SDHRD
HHRAA Project, RTA Report #1

Joyce Wolf
1/1/94 to 5/31/94

ACTIVITY	RESULTS/IMPACT	COLLABORATORS /AUDIENCE	PRODUCTS
TDY: Basic Education Conference 1/13-1/23/94	Shared understanding theoretical foundations and experiences of specific programs.	USAID education personnel in Arica, USAID R&D Education, and selected consultants	Report on proceedings and evaluation of conference and cable from participants to USAID/Washington
TDY:Pre-design for Admendment to Namibian education project 1/24-2/11/94	Established procedures for interaction with Ministry of Education and gathered data to be used to evaluate and design components	USAID/Namibia and Ministry of Education in Namibia	Plans and schedules for the design of admendment
TDY: Development of Admendment to Namibian education project 3/12-3/26/94	Drafted documents to be used in admendment and organized workshop to solicit Namibian ministry input	USAID/Namibia and Ministry of Education in Namibia	Draft admendment distributed to Mission and Ministry personnel
TDY: Gather data for Equity Study and to assist design of admendment to Malawian education program 4/14-5/10/94	Regional and District evaluations of USAID program and evidence of impacts on school level in all 3 regions	USAID/Lilongwe and Ministry of Education in Malawi	Data incorporated into on-going admendment design and Malawi case study in Equity Paper
TDY: Write final draft of admendment to Namibian education project 5/11-5/18/94	New project admendment written and distributed to Mission and Ministry personnel	USAID/Namibia, Ministry of Education in Namibia, and REDSO/East	Amendment to Project completed and authorized

TA: Wrote Institutional and Social Analyses for Namibian admendment	Technical analyses to guide design of new admendment	USAID/Namibia and Ministry of Education in Namibia	Documents completed for technical analysis section of new admendment.
Analysis: Development of strategic framework	Structure and information to define research agenda for the next year	USAID/AFR/SD/HRD, Missions in Africa, other donors, and DAE	Draft strategic framework
Analysis: Gather data for Ghana, Malawi, and Namibia Case Studies of attempts to address inequities in education systems	Interviews with USAID, Ministry, and school personnel from each country on current status of reforms being attempted	USAID/AFR/SD/HRD, Missions in Africa, other donors, and DAE	Drafts of research reports

HHRAA/Education Activities

TECHNICAL ASSISTANCE TO EDUCATION PROGRAMS SUPPORT

Design Support for Ethiopia PAAD

Strategic Planning for Basic Education in Benin

Design Support for Amendment of Basic Education Program in Guinea

Design Support for Amendment of Basic Education Program in Namibia

TRAINING/DISSEMINATION

Kadoma Workshop/Supporting policy reform in education sector

Swaziland Workshop/ Capacity building for qualitative research

ERNWACA Workshop/Capacity building for education research

Assessment Workshop/ Capacity building for examination reform

State of the Art Presentation/Dissemination lessons learned NPA for senior Africa Bureau staff

CIES Presentation/Dissemination lessons learned NPA U.S. and international academic communities

SPA Presentation/ Dissemination lessons learned NPA other donors

INSTITUTION BUILDING

Institution Building/ERNWACA Secretariat

Support to DAE (mid-term evaluation, support for database)

Support to Association for Educational Assessment in Africa

CROSS-SECTORAL WORK

GREENCOM

ANALYSIS PRODUCTS

Study of Education Policy

Curriculum Study

Equity Study

NPA Study

**Education Sub-Sector
Publications List
10/28/94**

Kadoma Workshop Report

ERNWACA Workshop Report

Examination Reform Workshop Report

CIES Presentation

David Evan's Study

Curriculum Study

Equity Study (incomplete. 2nd draft expected end of Oct. Contact Joy Wolf at IIR for details)

NPA Study

Profiles of Basic Education Program with Non-Project Assistance

State of the Arts Presentation

Guinea PAAD Amendments (2) 1993, 1994

Benin PAAD Amendments (3) 1992, 1993, 1994

Ethiopia PAIP

Ethiopia PAAD

Ethiopia Demand Study

Ethiopia Teacher Motivation

Namibia PAAD Amendment

Benin MER Report

Guinea Technical Note (1992)

Benin Technical Note (1994)

Cable - January 17-21, 1994 Basic Education Workshop

Development of African Education Data Base (Draft)

Trip Report - Joe DeStefano. Technical support OAR Benin: Children's Learning and Equity Foundation (CLEF), March 1 - 5, 1993.

Trip Report - Joe DeStefano. Guinea: Education Sector Reform Program, Conakry, Guinea September 13 - 19, 1992.

Trip Report - Joe DeStefano. Cotonou, Benin. Technical support CLEF, September 6 - 12, 1992.

CLEF Design Review Financial Mechanism, February 28, 1994.

Limited Technical Assessment Selective Analysis of Elementary Education Sector Reform in Guinea. Presented by Education Development Center, Inc. on behalf of USAID/Guinea, February 9, 1994.