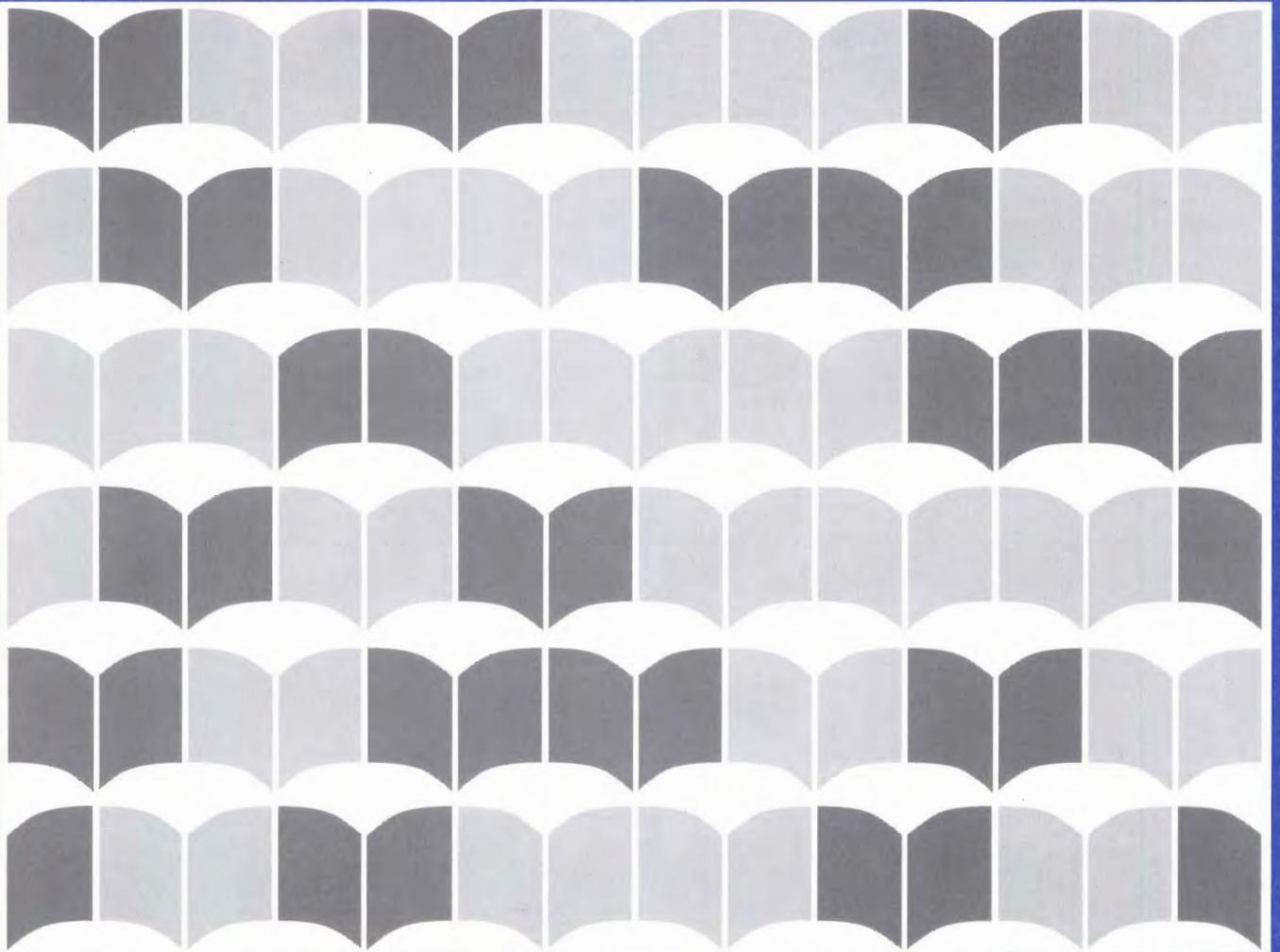
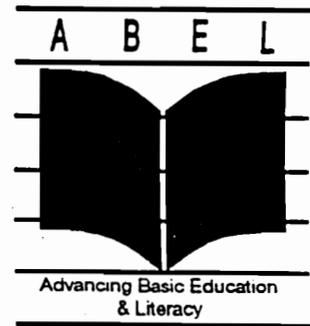


QUARTERLY REPORT

JULY - SEPTEMBER, 1992





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Academy for Educational Development

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Prepared by

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Sponsored by the Bureau for Research and Development/Office of Education/ Office of Women in Development of the United States Agency for International Development (USAID), Project ABEL assists USAID missions and host country governments in using proven educational tools, methods, and approaches to design and implement programs and pilot projects in basic education. ABEL is USAID's primary mechanism for assisting host-country governments and USAID missions in creating new initiatives to improve the quality and efficiency of basic education. ABEL draws on tools, methods, training techniques, and research findings from USAID and other donors during the past three decades and adapts these materials to country specific needs.

ABEL helps to improve basic education systems through 1) dissemination of proven tools, methods, and research findings; 2) technical and managerial support for USAID missions initiating basic education projects; 3) design and implementation of pilot projects and research; and 4) provision of short-term training to build capacity within education ministries, schools, and classrooms. Issues of gender, access, and equity are threads that cut across the above four components of the project and need to be addressed in all ABEL activities.



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ACRONYMS USED IN THE MAIN TEXT

BEEP	Basic Education and Expansion Project
BRAC	Bangladesh Rural Advancement Committee
CPES	Centro Paraguayo de Estudios Sociologicos
DRE	Directions Regionales de l'Education
ELRU	Early Learning Resource Unit
EMIS	Educational Management Information System
ESAT	Educational Support and Training
GABLE	Girls Attainment in Basic Literacy and Education
GOM	Government of Malaŵi
HIID	Harvard Institute for International Development
INSET	Inservice Education of Teachers
MIE	Malaŵi Institute of Education
MIS	Management Information System
MOEC	Ministry of Education and Culture
NGO	Non-governmental Organization
NFPE	Non-formal Primary Education
PAAD	Program Approval Assistance Document
PIU	Project Implementation Plan
READ	Reaching out with Education to Adults for Development
R&D/ED	Research and Development/Education
SUPER	Support to Uganda Primary Education Reform
TA	Technical Assistance
USAID	United States Agency for International Development
WID	Women in Development



ABEL ACTIVITIES MATRIX

ABEL Activities	Year	Study Tour	Workshops	Training	Publications	Research	Evaluation	Girls Ed./WID	PAAD Design	Technical Support
I ABEL LONG-TERM ACTIVITIES										
MALI										
Management Information Systems (MIS)	1992			✓						✓
Data Analysis of the MEN Personnel Census	1992						✓			
Evaluation of Grades	1992						✓			✓
MALAWI										
The GABLE Project	1992							✓		
SOUTH AFRICA										
Curriculum Development Workshops	1992		✓							
Multicultural/Antibias Workshops	1992		✓							
INSET Tour	1992	✓								
Interventions in the NGO Community	1992		✓							
II. SHORT-TERM TECHNICAL ASSISTANCE										
Bangladesh	1992					✓	✓			
Database of Qualitative Indicators	1992									✓
Escuela Nueva	1992					✓	✓			
Namibia	1992								✓	
Paraguay	1992					✓				
Uganda	1992								✓	
Yemen	1992							✓		
III. DISSEMINATION										
PUBLICATIONS										
Conference Report Ed. of the Girl Child: Her Right, Society's Gain	1992				✓					
Field/Activity Reports Results of the GABLE Budget	1992				✓					
Analyse de donnees de l'enquete d'evaluation: Rapport Technique, Rapport Finale	1992				✓					
LIST OF ABEL PUBLICATIONS										
REQUESTS FOR INFORMATION										



MALI

MANAGEMENT INFORMATION SYSTEMS

August begins the first month of a one year extension approved for the ABEL/Mali buy-in.

Decentralization of education under the Basic Education Expansion Project (BEEP) will continue into the second phase. To achieve this goal, the Directions Regionales de l'Education (DRE-Regional Offices of Education) will focus its efforts on establishing a regional administrative system to manage schools, inspectorates, and the regional office itself. One of the tools that will be used to attain decentralization is the implementation of an Educational Management Information Systems (EMIS) to include school statistics and projections, human resources management, school equipment inventory, and infrastructure management.

The EMIS will be implemented in such way that it can be transplanted to other regional offices of education in the Republic of Mali. The MIS Technical Advisor, Daniel Gifondorwa will concentrate his efforts in the Segou and Sikasso regions, and also work in the Koulikoro and Bamako areas. Gifondorwa's work will strive towards compatibility between the regional and central administration EMIS initiatives.

ABEL consultant, Nseka Vita, continued his work with the regionalization efforts for the Education Management Information System (EMIS). While Daniel Gifondorwa continues to develop the MIS and work with Central Ministry of Education staff in Bamako, Mr. Vita will bring the system out to the three project regions beginning with Koulikoro and later reaching Segou and Sikasso. This will be an on-going effort that will continue through the next year.

DATA ANALYSIS OF THE MEN PERSONNEL CENSUS

Dr. Fode Coumare, formally of the Ministere de l'Education Nationale (MEN), is working with project ABEL for one month to analyze the data collected in the MEN Personnel Census by Daniel Gifondorwa and the MEN staff in late 1991 and early 1992. The objective of this effort is to generate automatic data processing and a descriptive analysis according to the following characteristics:

- Personnel structure;
- Personnel distribution;

- Adequacy between the posts and qualifying profiles of their actual occupiers; and
- Comparison between the posts actual structures and organize frames adopted for the Ministry of Education.

Dr. Coumare is a Personnel Systems Specialist and will analyze the census data to determine weaknesses in the present personnel allocation, and recommend improvements that need to be instituted to achieve an efficient and effective personnel structure in the Ministry.

EVALUATION OF GRADES 2, 5 AND IMPROVING SCHOOL QUALITY

Yolande Miller-Grandveaux on her recent trip to the U.S. provided a detailed overview of ABEL supported activities in Mali. She noted that the project, so far, had completed over 3/4ths of its objectives. These included provision of three books per student in the four USAID assisted regions; one national curricula for each school targeted; seventy three percent rather than just fifty percent of all teachers trained in the new, learning objective based curriculum approach; and one hundred percent of principals have been trained at least once. In addition, a preliminary base-line evaluation has been conducted for Grades 2 and 5 with 6,000 children. The results of testing on the "3Rs" still show very low levels of achievement. fewer than 25% of students in the 2nd grade can read the letter "F." Numeracy is also extremely poor.

MALAWI

THE GABLE PROJECT

The Girls Attainment in Basic Literacy and Education (GABLE) Project is designed for short-term, long-duration consultant activity—consultants work in country for a period from six weeks to three months at a time, return to their home base, and then go back to Malaŵi several more times over the three-year life of the project. Since January 1992, the GABLE Project has fielded five consultants on a short-term basis to Malaŵi. GABLE activities in the third quarter were implemented as follows:

- Gable Planner—Mr. Philip Matthews, the GABLE Planner, has primary responsibility for the implementation, planning, specification of external technical assistance, and monitoring of progress toward meeting GABLE conditionality for each of the three funding tranches. Mr.



Matthews arrived in country in April 1992 and departed late July 1992. During this period, Mr. Matthews made contact with Malawian counterparts and formulated plans for the Primary Pupil Registration System, the Gender Appropriate Curriculum Unit, and the Teachers' Houses and Classroom Block Construction Program. Mr. Matthews will return to Malawi the latter part of 1992 for another three-month period.

- **Reduction of Repetition Study**—Mr. James Williams, the Reduction of Repetition Study Consultant is responsible for identifying and developing criteria by 1992/93 school year to determine which pupils should repeat a standard; recommending which individual (teacher, headmaster, etc.) should apply these criteria; determining the penalty that guardians should pay for children repeating in spite of recommended promotion; providing a detailed implementation plan for reduction repetition rates throughout the primary school system; and reviewing causes and effects of repetition in primary schools. Mr. Williams arrived in Malawi in late May 1992 and departed in late July 1992.
- **Budgeting and Planning Study**—Dr. Anthony Cresswell, the Budget and Planning Study Consultant is responsible for analyzing the institutional capacity of the Ministry of Education and Culture (MOEC) and the Project Implementation Unit (PIU) to plan and budget for GABLE activities; assessing MOEC's and PIU's ability to maintain accurate and current accounting records, maintain accountability, and provide an audit trail for all GABLE funds; reviewing and assessing MOEC's inventory, procurement and distribution systems; working with the Accounting Section of MOEC; analyzing relationship between different stages in the budgeting cycle in the Government of Malawi (GOM); making recommendations for tracking MOEC recurrent expenditures in the primary education subsector; recommending ways the MOEC can strengthen forward planning and budgeting procedures; and preparing a report detailing findings, conclusions and recommendations. Dr. Cresswell arrived in Malawi in mid-July 1992 and returned to the U.S. in late August 1992. Dr. Cresswell conducted interviews with participants in the budget and planning processes, reviewed documents and previous reports, and observed some



planning and administrative work in progress, the result of which was a study and recommendations for changes and further developments. Dr. Cresswell will return to Malaŵi for a six-week period in early 1993.

*Up-coming
GABLE Activities*

- **Gender Unit at Malaŵi Institute of Education (MIE)**—Dr. Bettina Moll-Druecker, the Consultant for the Gender Unit, is responsible for assisting the Gender Unit at MIE in designing and implementing a work plan for developing a gender appropriate curriculum for use in primary schools, teacher training colleges, and in-service teacher training; identifying requirements for staff, office facilities, supplies and materials, and additional technical assistance to implement program; assisting the Gender Unit in setting and meeting implementation targets; conducting in-service training courses for teachers to sensitize them to gender issues; designing a training program and guidelines for teacher training colleges to address gender issues in primary schools; conducting research on girls' performance on leaving examinations; and identifying national and local restraints to female participation and persistence in primary schools, and making recommendations on ways to eliminate and/or address constraints. Dr. Moll-Druecker will depart for Malaŵi in mid-September for six weeks.
- **Double Shifts and Multigrading Study**—Mr. Dunham Rawley, the consultant for the Double Shifts and Multigrading study, is responsible for identifying primary schools with persistent overcrowding, high pupil/classroom ratios, and suggesting schools appropriate for pilot study; analyzing and assessing practices currently employed in utilizing classroom space and efficiency of overlapping shift system in three school districts; identifying rural primary school having very crowded lower standards and under-enrolled middle standards and assess which such school would benefit from multigrade standards; assessing the feasibility of incentives for teachers to teach multigrades; and the potential of teacher training colleges teaching multigrade techniques. He will assess the nature and quantity of commodities needed for multigrade teaching; recommend specific options for double shift and multigrade policies; prepare implementation plans for a variety of issues; and prepare monitoring and evaluation plans to determine the efficacy of policies. Mr. Rawley is scheduled to arrive in Malaŵi in late September and return to the U.S. in late November.



SOUTH AFRICA

CURRICULUM DEVELOPMENT WORKSHOPS

In the month of July, ABEL South Africa staff planned and implemented two interventions. Chief of Party, Dr. Jonathan Jansen conducted four one-day curriculum development workshops for USAID grantees.

Approximately one hundred participants from forty non-governmental organizations (NGOs) attended the workshops held in Johannesburg, Cape Town and Durban. The ABEL staff selected Lebs Amphahlele, a graduate student in education to assist with conducting the workshops. This provided an excellent opportunity for a Black South African student to gain practical experience and training in curriculum development.

The workshops were designed in response to two needs assessments which identified curriculum development as an important tool for strengthening organizations. The workshops covered seven basic principles of curriculum development, and utilized a case study methodology around design issues. The case studies covered three areas: teacher training, educare, and literacy.

Each participant was required to design a model curriculum, using the course information, tailored to particular organizational needs. ABEL staff will evaluate and provide detailed feedback to the organizations' participants.

The workshops were a tremendous success and other organizations have requested similar workshops.

MULTICULTURAL/ ANTI-BIAS WORKSHOPS

Organizational Development Specialist, Dr. Julie Reddy assisted by local consultant, Helen Pooler conducted four one-day workshops on multicultural/antibias curricula. The workshops were held July 27th - 31st in Nelspruit, Pretoria, Viljoenskroen and Soweto. The impetus for this intervention was a May 1992 meeting of educare organizations who expressed a strong need for training in this area. Objectives of the workshops were as follows:

- To introduce USAID educare grantees to issues and problems in dealing with multicultural/antibias;
- To provide an opportunity for participants to share ideas and information on their particular experiences in the field of multicultural education; and

- To provide participants with basic skills and new approaches for developing multicultural/anti-bias curricula and resources.

INSET TOUR

The intervention underway during the month of August is the Inservice Education of Teachers (INSET) Tour. The purpose of this educational study tour is to provide South African teacher educators with the opportunity to observe, assess, compare and derive lessons from INSET programs in other Southern African countries.

Teams of three and four delegates spent a week in Lesotho, Swaziland, and Namibia. A fourth team will tour Botswana in early September. The objectives of the INSET program are as follows:

- To identify various models of INSET, their salient elements and operational context;
- To assess the limitations and successes of international INSET programs;
- To determine the extent to which different INSET programs can be transferred within the South African context; and
- To outline emerging policy options for South Africa based on the review of INSET programs in the region,

INTERVENTIONS IN THE NGO COMMUNITY

Dr. Jonathan Jansen spent approximately a week and a half in the Cape Town area visiting Educational Support and Training (ESAT) USAID grantees. The primary objective of his visit was focused on new grantees which were added to the ESAT portfolio since April 1992. Dr. Jansen conducted several small workshops in strategic management during these Cape Town site visits.

Organizational Development Specialist, Dr. Julie Reddy serves on the advisory panel of a national literacy council and is currently reviewing curriculum materials for a national literacy course. Dr. Reddy attended a seminar focused on attitude change, and antibias/multicultural approaches to the education of preschool children. The three-day seminar was held in Cape Town, August 28-30 and was sponsored by an ESAT grantee, the Early Learning Resource Unit (ELRU).

**BANGLADESH**

Phase II and Phase III of the Bangladesh Rural Advancement Committee (BRAC) Non-Formal Primary Education (NFPE) Case Study were conducted during the third quarter, July-September 1992.

PHASE II

Based on the scope of work which was the output of Phase I of the BRAC study, a three person team worked in Bangladesh in July and August. The scope of work set forth the following issues to be addressed in the BRAC Case Study report:

- What are the strengths and weaknesses of BRAC's Non-Formal Primary Education (NFPE) program?
- What is the potential for rapidly expanding the NFPE in Bangladesh? In particular, what might be the relationship between a large-scale NFPE program and the national system of primary education?
- What lessons learned from the BRAC NFPE may be useful in rapidly expanding primary education systems in other countries, particularly those in West and North Africa?

The three person team of BRAC Phase II consisted of: Team Leader, Colette Chabbott (Independent Consultant) and Manzoor Ahmed (UNICEF) who were both team members during Phase I. In addition, Arun Joshi (Harvard University), joined the team with a background in education, anthropology and women in development (WID).

The team followed up on two studies, a Cost Study and an Ethnographic study, conducted by two local Bangladesh firms during Phase I of this activity. These two studies are expected to fill in the gaps of available information resources needed to address the above issues. The team conducted their research in Bangladesh for one month from July-August 1992 responding to the issues set forth in the scope of work, using the information presented in the commissioned studies, and by conducting on-site school visits and interviews with BRAC education officers, teachers, parents, and students. The team also met with a variety of donors and NGOs working in education in Bangladesh.

PHASE III Upon return to the United States, the BRAC team began writing up the findings of their in-country research. The team will work on this report through September 1992. A final report will be available at the end of the year.

**DATABASE OF
QUALITATIVE
INDICATORS OF
EDUCATION
PROGRAM
PERFORMANCE**

Diane Prouty and Karen Tietjen have returned from their site visits to Ghana and Mali, and Joy Wolf and Joe de Stefano have returned from site visits to Malawi and Namibia. The team will be holding a debriefing meeting with Project ABEL staff including USAID Africa Bureau and R&D/ED staff. Work on this project will continue through November 1992.

ESCUELA NUEVA

Escuela Nueva is an education model developed fifteen years ago targeting children in rural areas in Colombia. The study under ABEL will identify the core elements of the model and the lessons learned from implementation in three settings: the initial development of the innovation; the extension of the project into a national program; and its adaptation to other countries. Among the basic features of the model are the development of self-instructional materials, and a curriculum focusing on developing social and academic skills. Researchers, William Cummings and Fernando Reimers will analyze the model, identify critical elements, and evaluate the experience of countries that have tried to duplicate this effort. Cummings and Reimers will collect data in Colombia, and in Bolivia and Guatemala where some of the model's components have been adapted. This activity will be conducted from September through December 1992.

NAMIBIA

The READ (Reaching Out With Education to Adults for Development) team have returned after spending four weeks in Namibia. Consulting agreements for the Financial Analyst (Victor Levine and the Team Leader (Murray Simon) have been extended. The Project Paper is now being revised to include Annexes and other information.

PARAGUAY

As part of its process of democratization Paraguay is designing a program to reform its education system. To this end a National Commission has been appointed to formulate policy recommendations



for change. This activity calls for a collaborative research effort between the Centro Paraguayo de Estudios Sociologicos (CPES) and the Harvard Institute for International Development (HIID) to provide such research-based policy recommendations.

Under this activity HIID and CPES will collaborate with the Ministry of Education in an exercise to identify the main problems and policy priorities of the education system. This effort will review all existing research reports and documents that have been done within the last 10 years. In addition the HIID/CPES team will interview key participants in various Ministries in Paraguay (Education, Labor) and other relevant groups (employers), and analyze primary and secondary data.

The assessment will pursue the following objectives:

- Identify policy priorities for education reform;
- Develop strategies to address those priorities;
- Develop a baseline description of the status and operation of the education system of Paraguay that can be used to assess progress in the future;
- Identify priority areas for further policy analysis and research;
- Inform policy debate in the National education Congress that will take place in November 1992.

The assessment will address the following nine themes:

- Internal efficiency and equity of basic education;
- Internal efficiency and equity of secondary education;
- University reform;
- Bilingual education;
- Rural and adult education;
- Administrative reform within the MOE;

- Teacher education;
- Evaluation and assessment; and
- Implications of regional economic integration for human resource development

The assessment will use a systematic approach to examine the education sector, with attention to both relationships between institutions within the system, and relationships with other sectors. The assessment will focus specifically on activities which are under the responsibility of the Ministry of Education and describe the institutions and programs examined, evaluate their performance, analyze constraints and recommend strategies to improve efficiency and effectiveness. Three groups of people will participate in the assessment: staff from the Ministry of Education in Paraguay, consultants from the CPES and consultants from HIID. Team members include William Cummings, Magdalena Rivarola, Noel McGinn, Donald Warwick, and Fernando Reimers.

The sector assessment will be completed by October 31, 1992. A fifteen-person team will work in Paraguay commencing September and ending in October 1992.

UGANDA

The Support to Uganda Primary Education Reform (SUPER) Program Approval Assistance Document (PAAD) activity has been completed. A final copy of the SUPER PAAD is currently under way.

YEMEN

WOMEN IN DEVELOPMENT

USAID initiated the process of planning a Women in Development (WID) program in Yemen in September 1987. In March 1989 the Mission developed its WID action agenda which included a proposal to support training, income generation activities, institution building and other programs of priority concern as expressed by the Women's Associations in Taiz and Ibb. The Mission also has an education project which is supporting the development of a primary education curriculum and outcome based education techniques.



USAID is now exploring the possibility of expanding opportunities for females through increasing the capabilities of the women's associations so that they can increase the number of girls and women who complete primary school programs. The overall objective is to increase the participation of Yemeni women in the national development process, and to increase the opportunities for females to start and finish basic education program. Project ABEL has contracted Nasrine Adibe to work directly with selected women's unions branches, the Ministry of Social Affairs, and USAID office of Project Management in Yemen. Women's Unions branches are the primary non-governmental organizations providing services and training to women in Yemen. There are eleven women branches in Yemen. The aim of the branches is to enable the women to become economically productive. The branches provide services in the field of education and vocational training. All branches in agreement with the Ministry of Education, offer primary school programs.

The objective of this effort is as follows:

- To assess the Union's branches and their individual priorities with regard to increasing their basic education programs;
- Assess the local demand for these programs;
- Specify the assistance needed to expand their basic education program;
- Prepare work plans to implement programs; and
- To identify available resources for the activity.

The period of performance for this ABEL supported activity is from July through the end of August 1992.

Yemen is becoming increasingly urbanized, health and education opportunities are increasing and democratically elected bodies are being established. These changes are beginning to have an impact on women and girls. For example, female enrollment in primary schools in the



north increased from 51,000 in 1980/1 to 211,000 in 1986/7. Nevertheless, in spite of these advances in education, primary gross enrollment rates are only about 22 percent for females, compared with 67 percent for males. Segregation of the sexes is also a factor having a negative effect on girls' education — girls are most often the ones whose opportunities for education are curtailed when facilities are in short supply. The key factors limiting women's participation in Yemen are illiteracy and lack of education. The formal public school education system is thus hard pressed to meet the increasing demand for basic education.



**PUBLICATIONS
COMPLETED
THIS QUARTER**

Conference Report *Education of the Girl Child: Her Right, Society's Gain.* Prepared by Sara Ann Friedman. This a Report of the NGO Conference - Education Working Group and NGO Committee on UNICEF, held 21-22 April 1992. The conference and this report were supported in part by Project ABEL.

Field/Activity Reports

Malawi

Results of the GABLE Budget and Planning Study. Anthony Creswell, August 21, 1992.

Mali

L'Education des filles: Strategies pour accroitre l'accès, l'assiduite et l'accomplissement. Creative Associates International Inc. August, 1992

Analyse de donnees de l'enquete d'evaluation: Rapport Technique, Rapport Finale. C. Monseur, July, 1992.

Reforme du Systeme d'Information dans l'Enseignement Fondamental. S. Cuenin, July, 1992.

**ABEL
PUBLICATIONS
1989 - 1992**

**ABEL
INFORMATION
BULLETIN SERIES**

The purpose of the *ABEL Information Bulletin* is to share practical and relevant information on basic education initiatives worldwide with the end-result of generating dialogue about and inspiring innovation in basic education reform. (Approximately 5 pages each).

BULLETIN NUMBER



- 1 The Agricultural Teacher Education Programme of the National Teacher Training College
- 2 BANFES Training
- 3 Breakthrough to Literacy
- 4 DACUM: Developing a Curriculum
- 5 Designing Supplementary Teaching Materials
- 6 Development Communications
- 7 Development of a Continuous Assessment Programme for the Primary Schools
- 8 Educational Library Services
- 9 English in Action
- 10 The Evening and Weekend College Programme
- 11 Financial Management Initiatives at Lesotho's National Teacher Training College
- 12 Income Generation at Thaba-Tseka Skills Training Center
- 13 Instructional Materials Resource Center
- 14 Mahlaseli: Sun-Beams - Lesotho Monthly Reader for Primary School Children
- 15 The National Dissemination Programme
- 16 The Non-Formal Education Subproject
- 17 Operations Management at the National Teacher Training College
- 18 Primary Education News
- 19 Primary In-Service Education Programme
- 20 The Resources Directory for Self Reliance and Enterprise Development in Lesotho
- 21 Schemes of Service
- 22 School Supply Unit
- 23 Small Business Studies Series
- 24 The Teacher Personnel Management Information System
- 25 Thaba-Tseka Skills Training Center
- 26 Learning Technologies for Basic Education
- 27 Classroom in a Suitcase: An Indian Experiment
- 28 The Economic and Social Impact of Girl's Education in Developing Countries



- 29 Restructuring a U.S. School
- 30 System to Help Access Reports of Effective Education (SHARE)
- 31 Curriculum Reform in Egypt
- 32 IBM Education Projects and Courseware for ABEL: Innovations in the "Hard" Technologies of Learning
- 33 The Radio Language Arts Project (RLAP) in Kenya
- 34 Introducing National Languages in the Primary Education System in Mali
- 35 An Ethnographic Study of Factors Affecting the Education of Girls in Southern Malawi
- 36 School Feeding Programs and Educational Achievement
- 37 Factors Relating to Student Achievement in Swaziland

**THE FORUM FOR
ADVANCING
BASIC
EDUCATION
AND LITERACY**

The Forum for Advancing Basic Education and Literacy is a sixteen-page quarterly publication which informs educators worldwide of the latest innovations in basic education. Each issue is dedicated to a major theme relevant to basic education.

Vol. 1, Issue 1, June 1991
Solving Access Problems

Vol. 1, Issue 2, September 1991
Improving Efficiency

Vol. 1, Issue 3, January 1991
Redefining Quality

Vol. 1, Issue 4, May 1992
Equity: The Ultimate Challenge to Education for All

**ABEL RESEARCH
REPORT SERIES**

The Research Report Series are publications for dissemination on a broad range of issues about basic education. The monographs are based on extensive research on a particular subject.

Educating Girls: Strategies to Increase Access, Persistence and Achievement prepared by Karen Tietjen and Cynthia Prather. Length of document: 120 pages.

This study reviews the interventions — policies, programs, and projects that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the



primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls.

The Economic and Social Impact of Girl's Primary Education in Developing Countries prepared by Maria Floro and Joyce Wolf. Length of document: 110 pages.

This extensive literature review incorporates research conducted around the world to gain a broad perspective on the impact of girl's education in the developing world. The report is an analysis of data from countries in Latin America, Asia, and Africa and captures the diverse circumstances that influence the impact of education on women.

ABEL COUNTRY REPORTS

MALI

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

Rapport de la Mission Operationnelle Effectuee a l'Institut Pedagogique National de Bamako. Christiane Strauven, February 1992.

Analyse Fonctionnelle des Depense Publiques D'Education. Serge Cuenin, November 1991.

Evaluation de l'Experimentation en Langues Nationales dans l'Enseignement Fondamental en Republique du Mali. John Hutchinson, July 1990.

L'Administration et la Gestion du Personnel du Ministère de l'Education Nationale. Dr. Adama Sy, July 1991.

Final Report: Quantitative Evaluation Consultancy. Walter West, July 1991.

Proposed Action Plan for Management Training Within the National Ministry of Education. Matt Seymour, August 1991.

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

Project ABEL in Mali: A Plan. Don Russell, March 1991.

Mid-Term Status Report on ABEL/Mali. Don Russell, July 1991.

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



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

Equipe Nationale Chargee du Recensement du Personnel du Ministère de l'Education Nationale. November 1991.

Evaluation des Apprentissages des Eleves de 2e et 5e Annes de l'Enseignement Fondamental en Francais et en Mathematiques. G. Henry, SEDEP, December 1991.

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

Un Systeme Integre d' Information Oriente vers la Gestion et la Planification. Serge Cuenin, June 1992.

Analyse de Donnees de l'Enquete d'Evaluation: Rapport Technique et Rapport Finale. C. Monseue, July 1992.

SOUTH AFRICA

ESAT Socio-Educational Survey 1990/91. Ronald T. September, November 1991.

ESAT Socio-Educational Survey 1991. Joseph Diphoho, William DeWee, Ronald September, November 1991.

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

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Female Teachers and Teaching in Botswana Classrooms. Haiyan Hua, January 1992.

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**UGANDA**

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**TECHNOLOGICAL
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**PRODUCTS OF
CONFERENCES**

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

Lessons Learned in Basic Education in the Developing World.
Product of a workshop convened by R & D/ED, February 1990,
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**AUDIO-VISUAL
MATERIALS**

Partnership in Basic Education, a four minute video prepared for WCEFA in Thailand.

Empowering the Education Manager, a twelve minute video prepared for WCEFA in Thailand.

Girl's Education: Benefits and Constraints, a fourteen minute video prepared by CAII.

**ABEL PROJECT
OVERVIEW**

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

**REQUESTS
FOR ABEL**

The number of requests for ABEL publications continued in this third quarter. AN increasing number of requests have come from international donor agencies such as the World Bank and UNESCO. Requests from

**INFORMATION**

Ministries of Education in developing countries have come from several countries including Uganda and Pakistan. Specific requests for ABEL publications from USAID Missions in Namibia, Mali, and Cape Verde have also come in. Non-governmental organizations and research institutes from many parts of the world such as the Grassroots Educare Trust in South Africa, the Aga Khan foundation in India, the Institute for Educational Research at Addis Ababa University have requested ABEL materials.