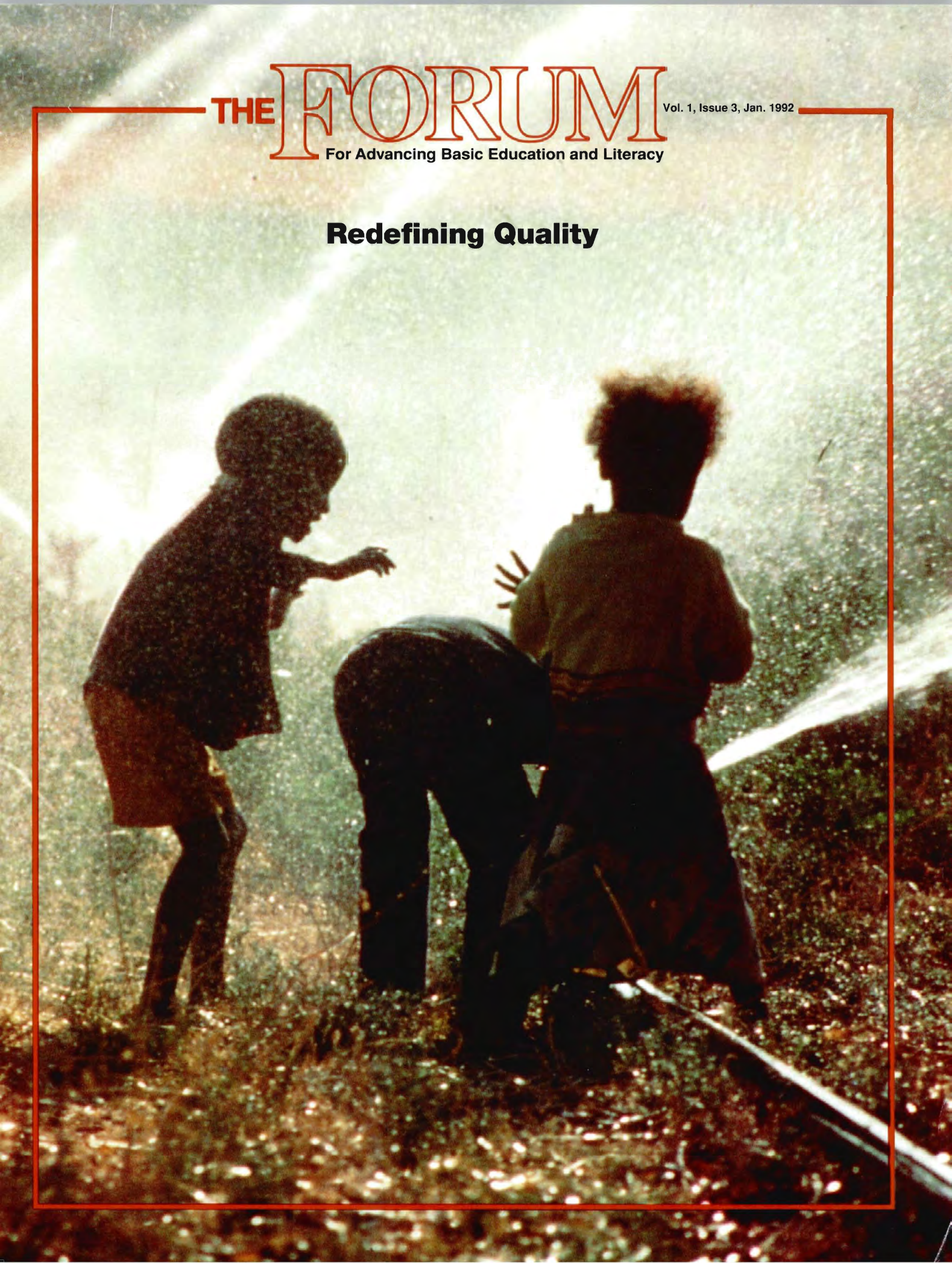
THE FORUM
For Advancing Basic Education and Literacy
Vol. 1, Issue 3, Jan. 1992

Redefining Quality



To Our Readers

It has been shown that education increases agricultural productivity even more than irrigation systems do. However, the children in the cover photograph seem to be learning about irrigation as they play in the water spraying from the pipes in the field. We call it play, and certainly the quality of the feeling captured in this photograph is one of the pleasure and delight that is associated with play. Though their activities would not seem at first glance to be of the immediate business of life, for

FAO Photo

many rural children this play is a rehearsal for the work that they will be involved in throughout their lives. They know that the job of turning on the spigot is important because without the water the crops will not grow. They may also be learning about the changes in the velocity of the water as they redirect it by placing their hands over the holes in the pipe. And they may catch the sight of the sunlight as it shines through the water droplets falling on the field crops and notice the colors of the rainbow that are similar to the colors in their clothing. They also know that without the water, the fields will not produce crops, the animals will die, and the people will starve. The dynamic in this photograph is one of total involvement in the moment—the time when learning takes place. How will their education relate to their experience in the field and their quality of life?

An integrated view of development proposed by Sheldon Shaeffer's redefinition of quality would ask the system to make these children more aware of how their actions individually and collectively hinder or help the watering of this field. Whether they decide to be farmers or not, a quality education should help them develop the skills for participating in their environment—work, community, family, friends—as fully as they are in the picture on the cover.

Manzoor Ahmed discusses the importance of the connection between quality and relevance. He says that cognitive skills are best developed among rural learners when the learning content deals with the local environment or agricultural practices. The teaching methods in quality education have to follow an active, empirical, and exploratory approach instead of a didactic passing on of facts.

An article by Unna Huh on the Korean educational reform describes the first large-scale application of systems analysis and planning based on the development of creativity, critical analysis, global thinking, and problem solving. From Burundi, a group of researchers talk about the importance of teaching in the mother tongue, and improving the fit between education and work by integrating science and agriculture in the curriculum. In the ALPS Project in Indonesia, we see how teacher training is necessary to support child-centered learning.

For the first time, The Forum *carries a story about a U.S. school in a poor, rural area, where issues about quality education are similar to those in many other parts of the world.*

The Changing Views section features a commentary that was written as a rejoinder to the access issue of Forum. We welcome this contribution and invite others to write us.

The article on the SHARE data base describes a software tool that allows educators, researchers planners, consultants and librarians to examine 700 abstracts, many of which are hard to obtain, of educational projects and programs.

Finally, we profile Maria Mendes Abreu, an educational innovator from Brazil, who has designed a teacher training program that helps teachers find the child in themselves.

–The Editor

Contents

The Forum
for Advancing Basic Education and Literacy
Harvard Institute for International Development
One Eliot Street
Cambridge, MA 02138, USA
Tel: 617-495-9478
Fax: 617-495-0527
Telex: 275276
Cable Address: HIID
TWX No: 7103200315

Christina Rawley, Editor
Pamela Summa, Assistant Editor
Kurt Cybulski, Graphic Designer

Educational Quality Redefined

by Sheldon Shaeffer

The changes occurring in the world today — the transformation of the political landscape, the promise of expanded democratization and the threat of narrow nationalisms, the increasing risks to environmental sustainability and the spread of diseases such as AIDS — have once again raised the profile of education. Education is more and more urgently assigned the task of developing the human resources needed to meet these crises in the world's development.

The renewed interest in education must lead to a new definition of what education of good quality means. Quality in education has traditionally been defined in terms of inputs, outputs, and processes. Inputs include materials — desks, blackboards, textbooks — as well as teachers and students. The quality of these inputs is often measured quantitatively or through characteristics such as the qualifications of teachers, textbook relevance, and students' intellectual and nutritional status.

Outputs include proxies of achievement (promotion and completion rates) and measures of actual achievement, such as the kinds and quantity of facts and skills learned.

More recently, quality has been defined in relation to the nature of the educational *process*. Thus, the proper organization of a lesson, the correct use of texts and homework, the encouragement of child-centered learning, the absolute amount of time spent on task — all of these are seen as defining the quality of education as a process.

The changing perception of development among governments and donor agencies, where greater attention is being given to mobilizing formerly passive "recipients" of aid into more active participants, must alter our perceptions of what education of good quality is. In such a context, quality is defined not only in relation to the extent to which the education system is well-supplied; teaches literacy, job skills, and "facts for life"; and facilitates an effective teaching-learning process. Good education must also (1) encourage a more integrated view of development by making students more aware of how their actions, individually and collectively, hinder or help to meet the changes described above; and (2) mobilize and empower people with the knowledge and skills for more participatory and democratic processes.

An education system linked to such a definition of quality will need to focus much more than traditional education does on teaching the skills of critical analysis, collective action, and community organization, and on imparting attitudes and values that support economic co-operation, social interaction, and greater participation in, and ownership of, development activities. Such a system must itself become more participatory in nature — in needs assessment, research, planning, management, evaluation and other activities in which parents, communities, and teachers can be involved more fully.

This definition of quality presents many challenges to educational planners and managers. First, planners will need to reorganize and reform educational systems and processes in response to a much broader context. Problems such as poverty, environmental degradation, and AIDS will

Inservice training for primary school teachers in science helps them learn about water organisms important for maintaining a healthy environment.

S. Karunaratne

United Nations / B. Wolff

need to intrude much more sharply into the consciousness and everyday work of planners and managers. Education systems will need to discuss such problems more, deliver messages about them more effectively, and respond more immediately and forcefully to their impact.

Secondly, planners and managers will need to concern themselves with larger issues than the nature of the inputs and outputs in narrowly focused, formal education systems. They will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom, and ways to develop more literate and supportive environments in the family and the community surrounding the school. Thus, for example, they will need to link more closely the educational activities of the school with the more non-formal, frequently more innovative and non-governmental education programs often available for mothers, out-of-school youth, and adult learners.

Thirdly, in order to reach and affect those marginal populations often most in need of greater involvement in development programs, planners and managers will need to create systems and processes more flexible and non-formal in nature. These will likely be characterized by school calendars and class timetables, entry ages, curricula, and teaching methods quite different from standard age- and grade-bound classrooms.

Finally, planners and managers will need to translate the rhetoric of participation into reality at all levels of the system. They will need to develop ways to open the system to the gaze, intervention, and support of others, including parent and community associations, private enterprises, and non-government organizations. This is particularly true at the school level where more collaborative approaches will need to be developed in areas such as the collection and management of resources, school policy and governance, teacher training, curriculum development, and the teaching-learning process.

To do this, planners and managers will need to define their work quite differently to become enablers and facilitators, rather than controllers, of education and development. This implies that the often entrenched and conservative education bureaucracy must become more adaptive, and be able to work out flexible divisions of labor and "hybrid" management systems among various levels and partners in education. Systems such as these will likely have the best chance of producing the "education of good quality" needed to meet the challenges of the new century. ❖

Sheldon Shaeffer is a Senior Research Fellow at the International Institute for Educational Planning in Paris, France.

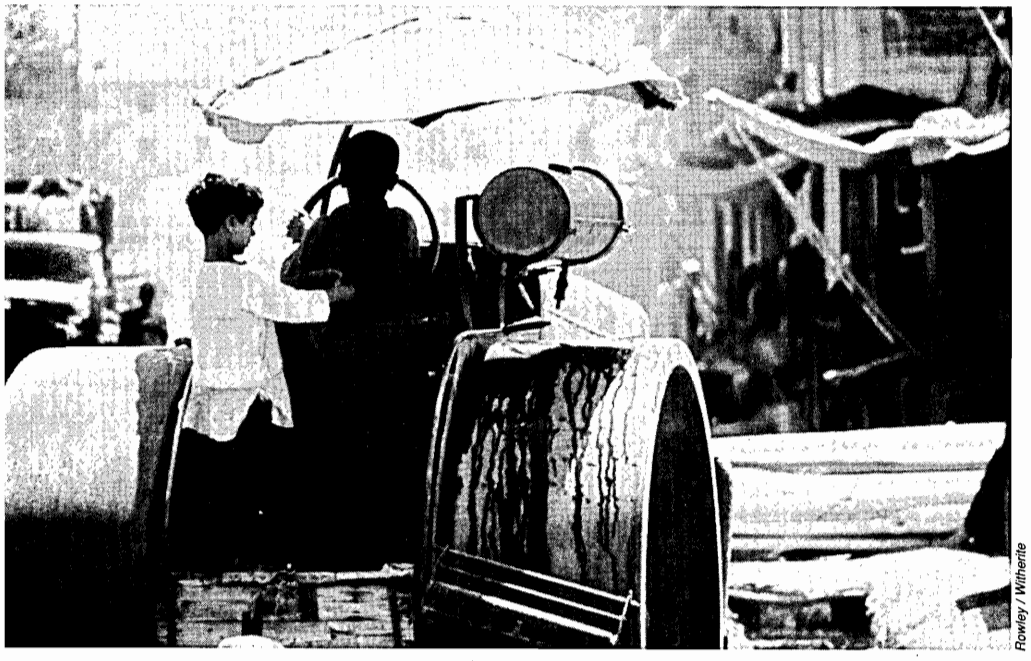
UNESCO / Dominique Roger

Quality and Relevance: Concept and Practice

by Manzoor Ahmed

To ensure that quality is achieved in basic education, it is essential to set minimum or common levels of achievement in learning for all. Essential inputs have to be guaranteed equitably for the concept of quality to become meaningful in practice.

The quality of basic education or any educational program has no absolute definition. It is intricately and integrally linked with the goals of the educational program — what is to be taught and who are to be taught. The process and inputs of education — how teaching-learning occurs, who teaches with what learning materials and in what kind of facilities — are usually raised as quality-related questions. These are appropriate and important questions, answered adequately only in relation to the goals to be achieved. It is, after all, possible to move with great efficiency and speed towards the wrong destination. This is not an abstract issue, because the single-minded attention in primary education in China and India, as in many other countries, to preparing children for the next level of formal education dominates the criteria and consideration of quality of primary education.



Rowley / Witherite

A young team of road workers on a steam roller in Kabul, Afghanistan.

There is much current discussion about the "relevance" of basic education. The concern about relevance arises precisely from the fear that basic education, especially primary education, may have become a ritual unrelated to the life of the learner or the society he or she lives in — that it has become a rite of passage for young people, rather than having anything to do with problems of living in their own environment. This concern about relevance converges with the concern about quality when quality is viewed operationally in terms of what is to be taught, for what purpose, to whom and how. In other words, the question to be asked before questions about quality and relevance can be answered is: Should primary education focus on basic knowledge and skills for living and further life-long learning for the benefit of all children, or does it perform its function when learners memorize and reproduce information related to academic subjects in the secondary school?

Relevance is not promoted by handing a stockpile of "relevant" facts to learners. Facts have their place, but reasoning, problem solving, analysing, assessing options and accessing information are more relevant in an age of ever-faster data accumulation. An emphasis on skills rather than facts also addresses the problem of the over-burdened curriculum and primary education texts that are crammed with more and more "useful" information as new public concerns and issues emerge.

There is a great need for clarity about how to strike a balance among goals — academic preparation; practical knowledge for life; developing creativity, reasoning and problem-solving skills; and teaching morality and ideology. This balance would in part determine the criteria of quality.

There is no real dichotomy between skills and facts or, for that matter, academic preparation and practical knowledge for life if the curriculum defines the content in terms of building skills and competencies rather than accumulating facts; and if teaching and learning practices can integrate facts, skills, knowledge and their use in life. For example, cognitive skills are developed effectively among rural learners when the learning content deals with the local environment or agricultural practices. The teaching methods and practices then have to follow an active empirical and exploratory approach instead of a didactic passing on of facts.

Quality and Quantity

Who and how many are to be taught, while clearly questions of quantity, also relate to quality. How widely and equitably the educational program is expected to serve the population is a question that deeply affects the character of the program. A system that serves a small minority with a "high standard" and the large majority poorly cannot be said to have achieved high quality.

Trade-off unavoidable. There is an undeniable trade-off in the case of basic education between a student body's learn-

ing performance and the actual numbers served — if only because providing the inputs necessary for effective learning is a problem in most developing countries. Compromises, therefore, need to be made so that all or most can be served at an acceptable level of learning performance. The tendency generally is to arrive at this compromise willy-nilly, without serious consideration of the options regarding the learning performance levels in a system which is intended to be universal in coverage but in reality is not, consequently undermining the very principles of universality.

It is clear that the conflict between quality and quantity in basic education has to be reconciled by redefining quality in a way that will incorporate considerations of equity and universality.

Other Dimensions. In India the speed of progress in the spread of literacy and basic education is an important and independent factor in achieving the social objective of empowering the disadvantaged and equitably sharing the benefits of development. At the community level a very gradual change in access to and participation by the poor in basic education dampens the dynamism of social change and the psychological momentum and allows the powerful the time to devise new ways of perpetuating their domination. The urgency of accelerating the development of the awareness, capacities, and skills of the disadvantaged is more critical than that of injecting physical and monetary resources into existing structures. Moreover, without a significant speeding up of the present rate of growth of basic education universal elementary education will not be achieved in the foreseeable future.

In the context of adult literacy programs, the concept of quality often extends beyond the strictly defined learning objectives of literacy and numeracy skills. In India, many voluntary agencies engaged in literacy campaigns trained instructors to initiate discussions among the adult learners on locally relevant ideas and issues emanating from words and sentences used in the literacy lessons. Several studies conducted by social science research institutes were, in fact, able to discern the immediate social impact of such a method-

Quality and Relevance *continued on page 11*

Selective protection of quality: Lessons from India and China

FAO Photo

The pressure of quantitative expansion strains the resources available for essential inputs. A trend in some countries, therefore, has been to protect "quality" for some students by providing extra resources to selected institutions. Cases in point are Navodaya Vidyalaya ("New Ascendance School") in India and "key schools" in China. On the recommendation of the National Policy on Education of 1986, the Government of India launched a program of establishing special schools called Navodaya Vidyalaya at the upper-primary and secondary level, to provide quality education for selected talented children. They were also intended to set the pace for improved educational quality in their respective district. As a category, these schools are of interest because of the concept of quality and the response to quality concerns they represent. Many private institutions, although mostly open to those who can pay the high fees, also claim to answer the need for maintaining adequate quality, which publicly funded schools do not do.

Considerable skepticism about the validity of the idea of a publicly supported special category school for a small minority of "talented" children put a halt to the expansion of Navodaya Vidyalaya (NV) project within three years of its inception. The Ramamurti Committee (set up by the government of India to review the recommendations of the National Policy on Education of 1986) reflected the critical view about the approach of protecting quality for a few: *"...government support for this high cost education for a selected few while lakhs of children are denied their legitimate claims for provision of moderately good education, is discriminatory and inconsistent with the principles for which a democratic republic committed to equity and social justice stand...Children with special talent or aptitude...need [not] be separated from the rest in special residential schools in order to be nurtured...A large majority of children, if not most of them, do have a special talent or aptitude in one or the other dimensions of life ranging from academic disciplines to co-curricular and socio-cultural spheres...the narrow and restrictive definition adopted by the NV Scheme does not appear to be fair to most of the rural children...pace-setting is a process of setting a faster pace among those who are relatively equal...None of the NVs visited were in a position to perform this role; most of them were totally alienated not only from the surrounding schools but from the neighbouring villages as well."*

The key schools idea in China arose in the post-Cultural Revolution period in order to restore and maintain quality, at least in some of the schools. These schools were allocated substantially higher public funds both for capital construction and operating costs, given the pick of teaching staff, could restrict entry by strict selection tests and were able to ensure that most of their students were admitted to the next level of formal education. They were also expected to provide professional leadership and support to other schools in the locality. As it turned out, the key schools were seen to be draining scarce and much needed funds from the total public system, giving undue privilege to a few, and failing in their technical and professional support role to other schools. The practice of designating some institutions as "key schools" therefore ceased, but in a system of highly decentralized and localized management, in reality the former key schools continue to receive preferential treatment and attention from the local administration.

Designing Education for the 21st Century: The Korean Experience

by Unna Huh

The first large-scale application of systems analysis and planning shows major improvement in the quality of education.

In order to enjoy a meaningful human existence, a person must: be able to contribute to others and to society as a whole; function effectively as a member of differing organization; and be a happy, self-fulfilled, and confident person. In order to achieve these things in the next century, new, or perhaps different, areas of human potential need to be explored, and new perspectives and visions formed. Much more emphasis in education needs to be placed on developing higher-order human qualities such as creativity, critical analysis, global thinking, and problem-solving. To do so will require fundamental changes in the way we design, develop, and implement education–indeed, we must even change the way we view education.

Korea's national educational reform project, undertaken in the '70s, was the first large-scale application of systems analysis and planning, and it brought major improvement in educational quality. In 1970 the Korean government created a Long-Range Educational Planning Committee to explore the possibility of a national educational reform. Both the Long-Range Planning Committee and a team from the Learning Systems Institute and Florida State University recommended the creation of a national institute for educational research and policy studies. The Korean Educational Development Institute (KEDI) was established by the Korean government in 1972.

The Reform Strategy

The first task for the new KEDI was to carry out the Elementary/Middle School Reform Project (EM project), which was markedly different from other reform efforts. It looked at the total school system rather than focusing on isolated components, and was planned as a systematic, full cycle of research, planning, development, field testing and revision, and diffusion activities.

From the outset the EM project undertook to insure that new curriculum would faithfully reflect the ideals and objectives of the Korean people. Town meetings were held throughout the country, involving people from all levels of society in the goal-defining process.

The specific objectives of the EM project were to:

- develop new curricula that reflect Korean national ideals and needs, and are balanced in terms of cognitive, affective, and psychomotor learning;
- increase student achievement;
- improve higher order cognitive processes, such as problem solving, critical analysis, and creative thinking;
- narrow the gap between rural and urban areas in terms of student achievement, educational opportunity, and the quality of instruction;
- make public education more accountable and more credible to the general public in order to foster nationwide support for education.

An Alternative Education System

With these goals in mind, KEDI designed a detailed instructional development plan that included: 1) a totally new curriculum; 2) an effective and efficient instructional delivery system; 3) an appropriate school administration and management system; 4) improved, learner-centered instructional materials; 5) a continuing evaluation function; and 6) a coordinated teacher training and staff development program.

Curriculum development. The new curriculum was designed to lead to the attainment of the national goals and objectives. KEDI mounted a number of studies early in the project to translate the broad goals and objectives into specific, operationally defined student outcomes for all grades and subject areas. Again, through seminars and community meetings involving a cross-section of Korea's citizens, consensus was obtained. From this process came an encyclopedic set of objectives for the new instructional system and evaluation criteria.

Instructional delivery system. In the *planning stage* task analysis, lesson planning, and development of an instructional management plan were carried out. One result of this was a teacher's guide for each subject and grade, which identified the subordinate and intermediate objectives and the expected learning outcomes. It also provided guidelines for the teacher's use of the new materials and for the structured learning tasks.

The *diagnostic stage*, usually missing in conventional classroom instruction, identified each student's deficiencies in the requisite skills and knowledge for each learning task, and provided any necessary remediation before the actual lesson began. Building diagnostic tools and techniques that regular classroom teachers could use, as well as developing remedial materials, was a big job for the project, and one that was considered absolutely essential.

In the *teaching/learning* stage teachers used the teacher's guide to present specific learning goals, motivate students, relate prerequisite learning to the task at hand, and clarify the instructional sequence. Then the content of the instruction was presented through teacher presentation, small group work, self-instruction, print or audiovisual materials, etc. All instructional products and processes were tried out and revised in representative classrooms. Finally, the teacher reviewed and summarized what had been studied, and helped students make applications and generalizations from what they had learned.

In the *extended learning* stage the major activities are: formative student testing;

review of test results; classifying students by level of mastery; providing enrichment or supplementary instruction according to individual needs. Formative testing was regularly done to identify any learning problems and improve instructional strategies. This testing was designed to assess how much the student had learned, as well as what the student had not learned, instead of comparing students to each other on a relative scale.

In the *evaluation stage* each student was tested on major instructional objectives in the cognitive, affective, and psychomotor domains. Other unintended educational effects were also assessed.

School management system. School management practices were changed to facilitate, and not constrain, teaching and learning. Administration and management went through a planning, implementation, and evaluation process, which resulted in changes in personnel policy and facilities use. Coordinating instructional support was given priority. In the new school management system different staffing structures, management-by-objectives, grade-centered management, and cooperative teaching/learning systems were designed and built.

Instructional materials. All of the instructional products and processes were designed using Instructional Systems Design (ISD) methods. These materials most dramatically distinguish the KEDI schools from traditional schools. The instructional resources include the teacher's guide, student workbooks, and student learning-assessment materials. These three elements fit together to insure a uniform and relatively high level of student achievement. For every module of instruction the student workbook: spells out the unit objectives, provides instructional sequences, routes the student to other relevant learning experiences, and provides the means for the student to assess his/her own progress. During the seven years of development the materials underwent successive tryout/revision cycles in classrooms, to make sure they were effective. The type of materials varied with the stage of instruction, student characteristics, and type of learning.

Evaluation system

During the eight years of development each element of the new system was constantly being tested and evaluated. Included among the evaluation instruments were formative tests to evaluate student progress and instructional effectiveness; summative tests to give information to developers, teachers, students and parents; questionnaires to elicit opinions and reactions of administrators, teachers, students, and parents. In addition, classroom observations and interviews by KEDI researchers provided supplemental data. If something didn't work, it was changed until it did, or replaced.

Teacher training

In addition to basic studies for the general improvement of teacher education, KEDI focused on: inservice teacher education programs for teachers involved in the field tryouts of the new system; and planning for a nationwide preservice and inservice teacher training program for the time when the new system was implemented.

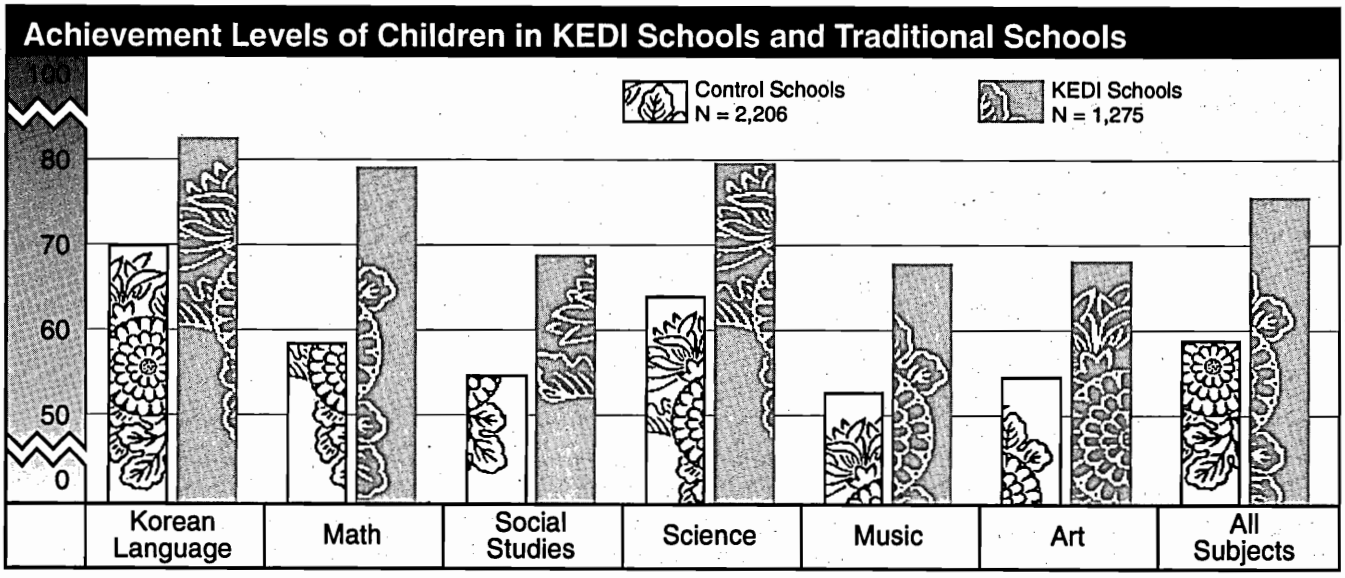
KEDI developed a variety of teacher training materials, including radio and TV programs, held teacher training conferences, and engaged in group and individual instruction in the participating demonstration schools.

Outcomes

A network of representative schools became the test sites for components of the new system, and ultimately the demonstration schools for the completed system. Initial field testing lasted from 1971-79 at the elementary school level. As reports of the small scale field trials revealed the effectiveness of the new system, other schools throughout the country became interested in the KEDI system, which led to a policy recommendation that the new system be used nationwide. By 1980, more than a third of the schools in Korea were using all or part of the new system.

A comparative study was made in 1978-79, which showed that the KEDI curricu-

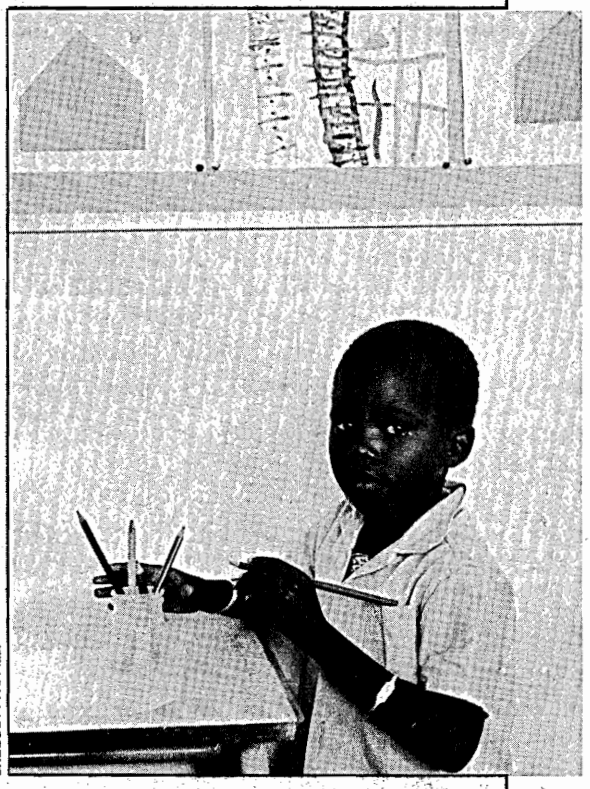
The Korean Experience *continued on page 13*



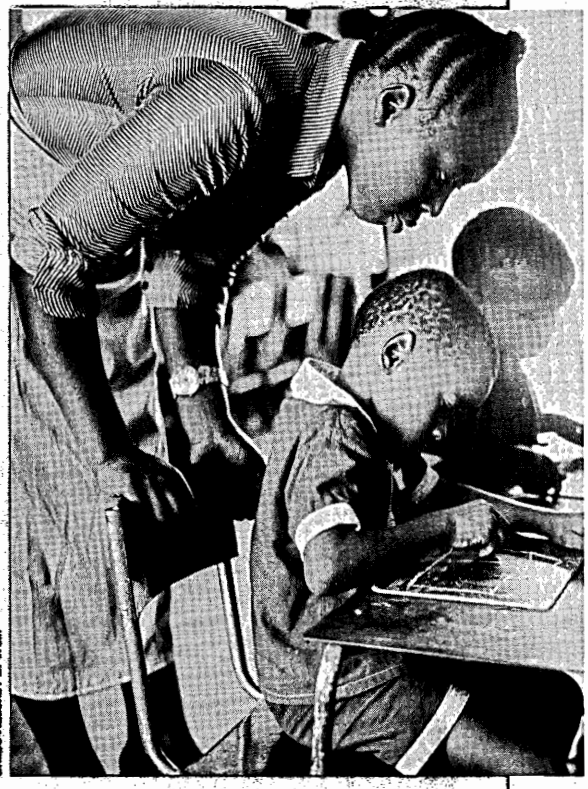
Facing Up to the Dilemmas of Quality

Lessons from Burundi have strong implications across countries

by J. Schwille, T. O. Eisemon, F. Ukobizoba, R. Prouty, J. Lawrence, J. Ndayikeza, and D. Kana



UNESCO / P. A. Pittet



United Nations / B. Wolff

Burundi is a small, landlocked country with a population of about 5 million. It has few natural resources other than fertile soil and water to support its rapidly growing population (about 3% per year). More than 90% of the population depend on subsistence agriculture; the private modern sector is still in its infancy. The average farm size per household is shrinking: by 1995 it is expected to fall to 1.1 hectares. Given these characteristics, the development of human resources is a critical and urgent priority.

Fortunately, BRIDGES research carried out between 1986-89 indicates that Burundi is better off than certain other developing countries in having a relatively well-organized school system. Nevertheless, this research highlights the dilemmas of educational quality; the lessons drawn from these studies call upon researchers and policymakers not to act as if one could, for example, expand access indefinitely without losing quality, evaluate repetition without knowing what children have learned, add more and more to the syllabus without checking on what actually gets taught, put more and more emphasis on first languages without regard for the effects on a second, and finally assess the effects of any one policy in isolation from the interactive effects of other policies

Lesson 1: Evaluate access, retention, and selection policies for their effect on learning. Since 1982 the government of Burundi began to move swiftly toward universal primary schooling through a policy of double shifts and collective promotion. Enrollments in primary school nearly tripled in six years from 1981-82 to 1987-88. The policy of double shifts was by far the most important in explaining this growth. In contrast, the policy of collective promotion was unsuccessful. In 1988-89 the repetition rate varied from approximately 18% in first and second grades to a nationally reported 51% in sixth grade. The failure to implement the collective promotion policy is largely due to the fact that in Burundi, all sixth graders are permitted to take the secondary school entrance examination and nearly all do so, but only 10% are allowed to pass, producing a secondary school enrollment ratio of perhaps 4%. The number of passes is fixed as a function, not of student competence, but of the number of openings in secondary schools. Most students who do not pass are eager to repeat.

The findings of BRIDGES research in Burundi raise questions about the presumed wastefulness of repetition—a view strongly influenced by studies in industrialized countries. The repetition of grade 6 had the strongest positive relationship with BRIDGES test scores of any of the factors examined. Repeaters did much better than nonrepeaters and these differences were the largest for the most school-based tests—where the knowledge being tested is least likely to be learned outside school. This example forces us to recognize that the nature and effects of repetition may vary from country to country.

Lesson 2: Competence in both mother tongue and one or more second languages is required. No national system can afford to be exclusively monolingual in schooling its people, but each educational system is left to search for a balance between languages that is best suited to its context. Too much emphasis on either mother tongue or a second language is likely to be detrimental to overall school quality. In Burundi BRIDGES research found that students did much better in Kirundi, the mother tongue, than in French for all subjects except mathematics. The

Rowley / Witherite

more scholastically capable students were most disadvantaged by testing in French; the weaker students did poorly in either language.

Lesson 3: Attention to the implementation of curricula is required (including such matters as the difficulty of the curriculum and the impact of external examinations). Primary schoolteachers in Burundi have been faced with a curriculum so extensive that it was extraordinarily difficult to implement in an effective manner. To reduce the curriculum to manageable proportions, teachers have responded with various expedients and adaptations. These can best be understood and dealt with through systematic classroom research.

Lesson 4: School management policies should deal with teacher performance in ways which are responsive to the particular circumstances of schools and school systems. In Burundi the supervision of teachers by school directors is an important means through which the amount and quality of instruction is influenced. Additionally, insistence on pedagogical leadership (e.g., conducting inservice training, giving demonstration lessons, analyzing test results) shows promising results in Burundi.

Lesson 5: Interactive effects of different policies must be analyzed with the intent of reducing tensions among them. All educational systems have multiple objectives. Policies that attempt to maximize single objectives (e.g., use of double shifts and Kirundi to universalize access) are likely to hinder the realization of other objectives. Such dilemmas are endemic to education, and policymakers need to know how much they are losing in one direction by emphasizing another too much.

Lesson 6: Outputs of the educational system must be reconciled with the demands of the economy, in agriculture as well as the modern sector. Improving the fit between education and work is one of Burundi's most pressing priorities. A pilot study of the relationship between schooling and work in agriculture showed that, despite the fact that the reforms of 1973 had called for ruralization, agriculture as a separate subject was a low priority in Burundian primary schools. Integration of science and agriculture is likely to have better results.

Lesson 7: Good data are required on what all children are learning in school. BRIDGES Burundi data indicated that, while test scores were low, substantial learning was taking place even under very difficult circumstances. But information on student learning becomes truly meaningful only as the scores of subgroups of students are analyzed and explained in terms of how well they are served by schools. These breakdowns allow us to answer such questions as: How well do schools meet the needs of rural students? How does the learning of repeaters compare with nonrepeaters? Within school clusters, how do the scores of children in satellite schools compare with the scores of children in core schools? Without such data, assumptions are likely to be made about student learning that are unsubstantiated and unjustified. A particularly flagrant example is to be found in the practice of operationalizing educational efficiency in terms of whether children finish school in the prescribed amount of time rather than in terms of how much they have learned. ❖

This article is condensed from the paper "Facing Up to the Dilemmas of Quality: The Lessons of BRIDGES Research in Burundi" which is available from Project BRIDGES, HIID, One Eliot Street, Cambridge MA 02138 USA.

Active Learning Through Professional Support (ALPS) Project

by Dr. Moegiadi and Mr. A. Tangyong

At the end of the 1970s the Indonesian government commissioned a study that concluded that the teacher was the major resource influencing quality. A pilot project to improve quality was begun in 1979. In 1985 it was replicated in other provinces, and became the ALPS project, which by 1990 had spread to seven out of the 27 Indonesian provinces. Its approaches have been adopted as national policy, and a new curriculum was drafted to include the ALPS emphasis on new teaching styles in primary schools.

Traditionally in Indonesia rote learning characterized every level of education. Children sat in rows. They often were crowded together, but they worked alone, with little or no interaction. Their relationships with the teacher were usually distant, dominated by teacher-led classroom sessions. The ALPS project, which focuses on a child-centered approach to learning, is changing that.

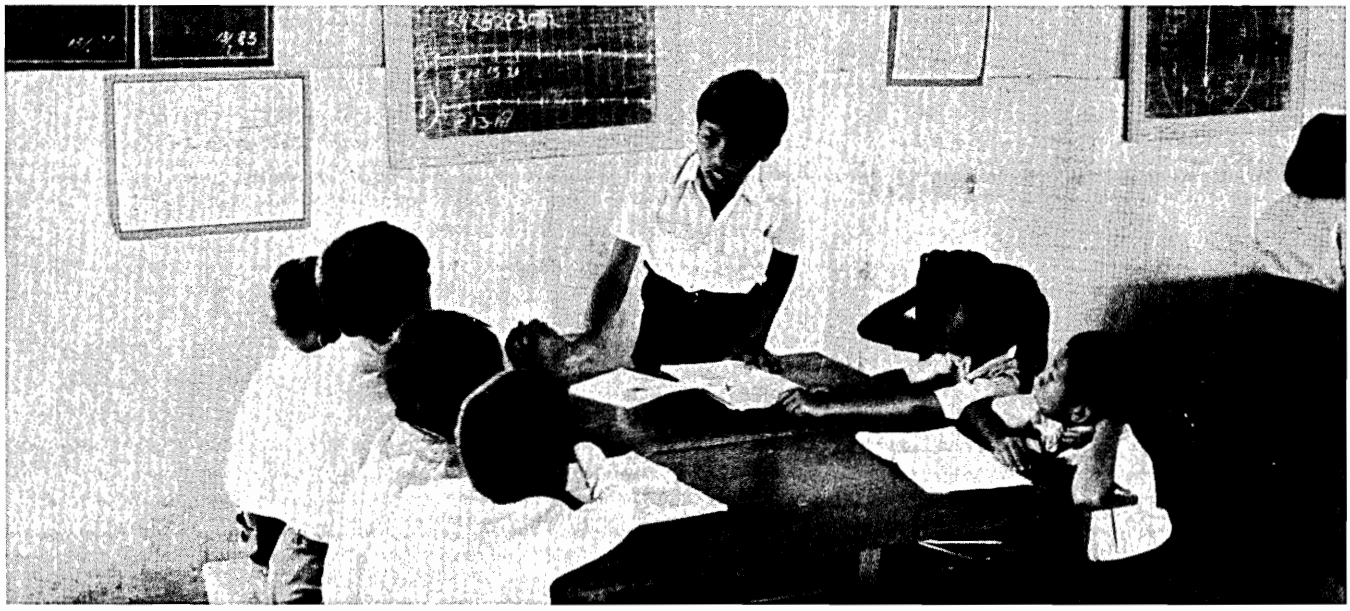
The learning and teaching strategies of the ALPS project made a sharp and deliberate break from previous practice: The classroom was rearranged and the children divided into groups; children worked together to solve problems, each child contributing to the group from her/his own strength. The project worked to improve the quality of the learning material, as well as to encourage interaction and peer learning among the children. From the beginning, project developers were aware of the potential impact on children's social growth, which made the sometimes frightening reorganization of class learning a risk worth taking. The project hoped to stimulate personal as opposed to purely intellectual growth in order to affect children's attitudes towards problems in their own lives.

It was obvious that to introduce such wide-ranging changes in classroom practice, teachers would need considerable induction in the new ideas and practices, as well as long-term support.

The ALPS project has concentrated on in-service teacher training which consists of:

- An annual three-month course at the Institute of Education, University of London for senior personnel in Balitbang and the provinces to orient participants to activity-based learning and to issues in the design and implementation of training programs in Indonesia.
- An annual four-week Professional Leadership Course in Jakarta to induct other senior personnel from Balitbang, the Directorate of Primary Education, and the provinces, intended for those who will provide local leadership for conducting activity-based learning.
- Annual two-week workshops in the provinces for teachers, headteachers, and school supervisors to learn to work together collaboratively. Tutors from Balitbang and the UK initially led these workshops but soon local tutors who had taken part in the Professional Leadership course began to run the workshops.

Teachers' Clubs were organized to provide long-term support. Schools held meetings during school time to give teachers a chance to exchange ideas, identify problems, and help each other solve them. Similar meetings were organized for head-teachers and local inspectors. The local inspector's role changed its emphasis from administrative inspection to



D. Nielsen

Classrooms rearranged with children sitting in groups rather than rows encourages peer learning. Here an older student tutors a group in problems solving.

one of support for teachers and schools.

Two kinds of materials were developed. The first, and so far major, type of material has been the Handbooks for Teachers in each subject — language, math, science, and social studies — that provide ideas, activities, and explanations. Other books have been produced on general information about the project. Developing materials at the local level to use in classrooms is the second kind of materials development, and is expected to receive more emphasis in the future.

In the original design, improvements in quality were seen as the teacher's ability to:

- plan and manage learning time effectively;
- recognize and understand objectives related to thinking processes as well as concepts;
- recognize and provide for individual differences in students, both gifted children and slower ones;
- organize and manage teaching/learning through a combination of class, group, and individual activities appropriate to students' needs, the level of study, and the nature of the subject;
- use the environment and children's direct experience as a learning resource;
- use stimulating teaching techniques based on process skills and leading towards a more active and problem-solving approach;
- provide better feedback between teacher and student and stimulate feedback between students themselves;
- better evaluate learning results not only through the students' work but also through attitudinal changes.

Discussion during the project led to statements of the student's role in learning. Some of the necessary qualities were:

- a willingness to participate and contribute to the design and conduct of learning situations;
- being inquisitive, observant, and willing to solve problems with confidence and clarity of purpose;
- looking outward toward the community and environment as a source of learning;
- developing strategies for a cooperative approach to learning. ❖

RESTRUCTURING A U.S. SCHOOL

Restructuring, empowerment and accountability are achieved by a school in a poor, rural community

by Kenneth D. Jenkins

Toler-Oak Hill is a small school of approximately 270 students located in the rural Appalachian mountain region of North Carolina, USA. Four years ago, the Oak Hill community was approximately 50% illiterate and most of the families lived below the poverty level. Over 90% of the children who attended school qualified for a free or reduced-price lunch from the government. Toler-Oak Hill, being quite isolated from the mainstream of the surrounding community, was a school with every reason to fail, but it didn't.

Instead it entered into a new and challenging program called Project Design, a program that established a basic exchange between Toler-Oak Hill and the School Board. The school staff would take on more responsibility for student performance and, in return, would be given nearly total freedom to organize the school as *they* thought best.

Restructuring and Empowerment

One of the first developments was the creation of a position called "Lead Teacher." A person with excellent teaching skills, the lead teacher was given some time off from the classroom to assist other teachers and to assume more leadership in how the school's curriculum was organized. Toler-Oak Hill elected two lead teachers, dividing the teaching staff into two "teams." The two lead teachers and the school principal became the leadership team for the school.

The lead teachers were responsible for helping teachers learn to use test scores better and for arranging staff development activities that teachers needed or requested. They conducted classroom observation, not to evaluate, but to learn what other teachers were doing. They handled textbook and instructional material orders, while continuing to teach students for half of the day.

The role of the principal changed because two other people now handled part of his previous duties. This increased the amount of time the principal had to focus on efficiency issues such as the management of budgets, reports, attendance, transportation, discipline, food services, and teacher evaluations. The principal, however, did not abdicate responsibility for instructional leadership; rather, he shared it with the lead teachers, who, in turn, shared it with the members of their respective teams. The principal became an *influencer* of the curriculum, rather than a *director* of the curriculum.

Accountability

The next development was a far-reaching accountability plan that included standardized test scores, student attendance, records of parent contacts, assessment of faculty morale, measures of students' and parents' attitudes toward school, number of discipline referrals, and students' grades. Toler-Oak Hill also opened its doors to visitors who came to observe the new system and learn about it first hand. It was a bold statement for a school to publicly reveal how it had performed.

Other elements of the plan included the use of an outside monitor, a person not in the school system, who would make periodic visits, gather information on how the school seemed to be doing, and report back to the leadership team and the faculty. The two teams of teachers developed a way to discuss and vote on major decisions that would affect them. Finally, the school agreed to define an annual critical objective, for example, "To increase parent involvement, I will make at least one face-to-face contact with each of my homeroom student's parents". Those who achieved the objective would receive a small bonus.

The excitement in implementing the plan was electric. Like anything new, the excitement was mixed with anxiety as mistakes were made, as poor judgements turned into poorer decisions, and as the whole school struggled to participate in the deci-

Toler-Oak Hill School *continued on page 11*

Toler-Oak Hill School *continued from page 10*

sion-making process, and teachers spent much more time than usual involved in school improvement and accountability. However, frustration turned to satisfaction as the teachers became more adept at being in the middle of decisions, rather than on the outside. Students felt the positive effects when the teachers became more disciplined, better organized, and more enthusiastic. Even parents, who had seldom bothered to visit school for any reason (other than a negative one), were now participating and volunteering whenever they could. It took time, but the metamorphosis was happening—Toler-Oak Hill was becoming a different school.

Accomplishments

In the four years since the implementation of PROJECT DESIGN, the school has accomplished many things. Among the most noteworthy are:

1. Higher achievement scores, higher attendance, and higher performance on state-mandated assessments;
2. Increased parent involvement. When the project started, there were two parent volunteers—there are now over 40;
3. Modified grouping practices. The school moved from grade-level/ability grouping to grouping based on considerations such as, how ready the child was for the next set of concepts. In this way, students were more likely to be in classes where they could succeed;
4. Increased teacher involvement in the development of school policy. Teachers were involved in determining the school mission statement, instructional priorities, and program initiatives;
5. Adoption of cooperative learning activities within the entire curriculum;
6. Development of a system for reporting to parents every four and a half weeks, instead of every nine weeks. ❖

For more information, please contact: Kenneth D. Jenkins, Ed.D., School of Education, Appalachian State University, Boone, North Carolina, 28608, USA or Project ABEL, Academy for Educational Development, 1255 23rd Street, N.W., Washington, DC 20037 USA, (202) 862-1900.

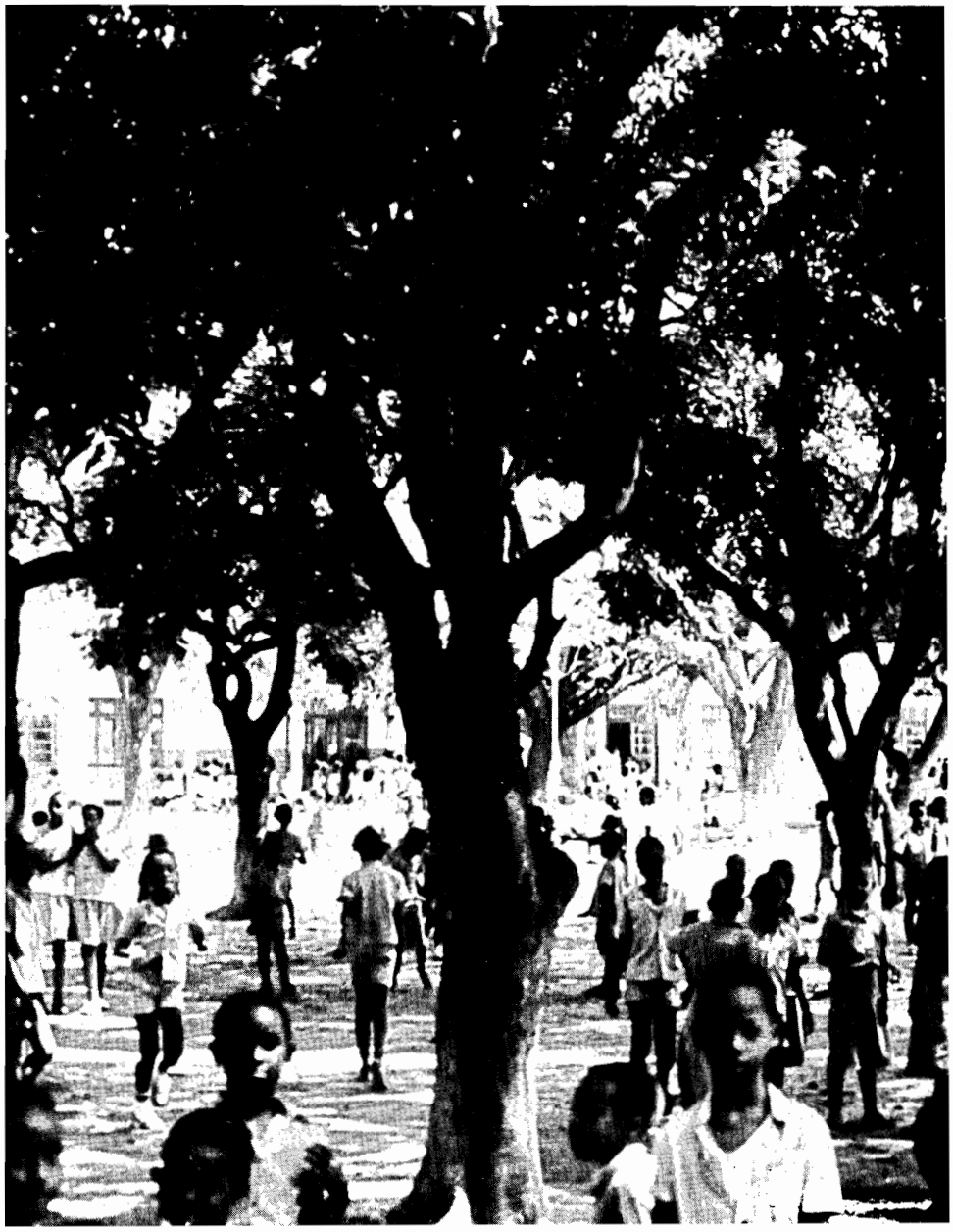
Quality and Relevance *continued from page 4*

ology of literacy teaching and learning, particularly among disadvantaged communities and women.

Internal Criteria

There are internal criteria for educational programs which attempt to take into account both the quality and quantity aspects of a particular program's performance. Commonly used performance criteria are rates of enrollment, repetition, drop-out, promotion, graduation and entry into the next level of education. These efficiency criteria turned into indices when expressed in quantitative terms, can be regarded as proxy measures of quality. While they are valuable when systematically used, they remain heavily biased towards the "academic preparation" part of learning goals. The main instrument of assessment from which the value of the indices are derived is the annual examination, which essentially tests accumulation and reproduction by students of prescribed sets of information. Neglected are criteria and indices related to practical knowledge and skills, as well as those concerned with progress towards equity and universality of basic education. Not much attention has been given to the methodology of applying these latter criteria and indices to basic education programs.

To sum up, quality is not an absolute concept, but is related to defined goals in terms of learning outcome and the universality of basic education coverage. Clarity of goals helps develop the concept and criteria of quality. An operational concept



of quality focusing on what is learned, by whom, and how is synonymous with the concept of relevance. To ensure that quality criteria are applied and quality is achieved in basic education it is essential to set minimum or common levels of achievement in learning for all, define to the extent possible measurable indices for achievement, and assess the performance of the educational program.

Key role of system assessment. Progress towards quality with equity in basic education cannot be assured without some form of system assessment.

Many questions are legitimately raised about the difficulty of introducing a method of assessing the system performance, including the need for technical resources and capacities for this purpose; whether it would reinforce the prevalent centralized control of education; whether the learning process would become narrowly and exclusively preoccupied with the assessment test; whether any external assessment could measure all the important learning goals; and if the minimum learning achievement intended to be promoted by the assessment would not indeed become the maximum for most learners.

The sceptics also argue that any kind of external assessment is bound to subvert the creative and personal process of intellectual and emotional growth and development and make learning a mechanical process of preparing for tests — the very antithesis of improving the quality of teaching and learning in basic education.

These are all legitimate concerns and pitfalls that the promoters of the assessment of a system performance must be aware of.

The World Conference for Education for All, in advocating setting learning achievement targets for the universalization of basic education and indicating the need for learning assessment, did not distinguish between the continuous assessment of individual learning and assessing the primary education system by district or province or country. Although ultimately related in their aim to improve individual learning performances, the two processes can be separated in their implementation. This separation can help resolve many of the anticipated difficulties.

The day-to-day classroom assessment of learning needs to be strengthened as part of improving teaching-learning practices. At the same time, steps can be taken to introduce a system assessment based on sample surveys of learners at school and/or in households to determine if the goals of universalizing basic education are being achieved. It can begin by focusing on easier-to-measure learning skills (reading, writing and calculation) and can gradually include elements of life skills and knowledge. This simple sampling procedure would provide more useful information about the performance of basic education programs than all the volumes of routine education data now collected, but not used effectively.

To diagnose the problems of basic education and to indicate remedies, the sampling of learner achievement has to be used as an integral part of a management information system in conjunction with other process and input data. It is possible to initiate the sampling process prior to settling the question of minimum learning levels, which may well generate considerable debate before agreement is reached. Actually, an indication of present learner performance levels may help to settle debates about appropriate minimum learning levels. ❖

Manzoor Ahmed is the special advisor for Program Development at UNICEF in New York. For more information we recommend the new book entitled **Basic Education and National Development: Lessons from China and India** *by Manzoor Ahmed with Cheng Kai Ming, A.K. Jaluddin and K. Ramachandran, available from UNICEF, (H-12G) 3 UN Plaza, New York, NY 10017 USA (ISBN: 92-806-1053-8; Sales No. E.91.XX.USA.4 002495)*

Changing Views

Lydia E. Luma and Nelson Daniel Ngoh sent this article as a rejoinder to the access issue of Forum magazine (June 1991). Dr. Luma is Head of the Department of Sciences of Education and Dr. Ngoh is a member of the faculty at Ecole Normale Superieure, Yaounde, Cameroon.

The first issue of *Forum* magazine stated that school enrollments have decreased in general in Africa. This is not the situation, or the reason that access to education remains a problem, in Cameroon.The Cameroon government's policy on access to education does not discriminate against girls, even though girls' education may lag behind boys' education. Also, many Cameroon families now realize the importance of education and are willing to spend money to educate their children, both boys and girls. The problem in Cameroon is less a matter of improving general access to education than it is of improving access to specific subjects that have been designated as 'taboo' for either girls or boys, as well as for subjects that both sexes avoid. This is an access problem that is psychologically or culturally determined, and not truly based on innate mental or physical limitations.

Girls presently enroll in school in large numbers, but they are without confidence or interest in male-dominated subjects such as mathematics, history, and science, while boys know nothing of traditionally female subjects such as nutrition, cooking, child-care, domestic science, or typing. But all knowledge is valid. Different kinds of disciplines are interwoven and therefore inform each other (a knowledge of science can be useful in childcare, and vice versa).

Also, as more women join the labor force, men need to learn to be adequate homemakers. The home is no longer the working domain of women only, but a place where men and women have to share responsibility.

The decision-making levels of academic, technical, and administrative professions are dominated by men. Women at these levels have to work three times as hard as men to have any credibility, and are often sexually harassed by their male colleagues. If they don't put up with this kind of treatment, they are vilified for being 'wicked' or 'emancipation-drunk'. Since serious and hardworking women are mistreated in this way, how can there be any positive role models for younger women? These negative attitudes toward women will also, of course, have a negative effect on young men, making it twice as difficult for real education to occur. Hence the very attitudes we want eliminated recur in both sexes.

As G. Mialaret (1985) said in *Introduction to the Educational Sciences*, "the possibility for women to exercise their right to education will require a reorganization of social life... and we cannot pose problems solely in educational terms while neglecting the social components." A change in attitudes and values is imperative. (If it were televised in Africa, the 'Bill Cosby Show' could serve as a teaching model for family relationships based on mutual respect, tolerance, and open discussion.)

Despite government reforms and attempts to change people's attitudes about manual work, students continue to look down on these kinds of jobs. Most people want to live like the 'big people'– the doctors, professors, and other educated people who own big cars, modern houses, and can afford to employ domestic servants to do manual work.

The ability to read and write alone is not literacy. Many people with the money and paper qualifications are still 'illiterate'. Is a man really literate when he knows the proper function of a computer, yet uses it to delay service to others? Are we literate when we have learned western science and do not strive to bring that development to our own country (instead of using it to benefit only ourselves or our own tribe)? Is a man literate who does not want his wife to have the same opportunities for education that he has?

There is a maxim that "children learn what they live". People cannot accept or practice democracy when the basics of democracy are taboo in homes, schools, churches, and work situations. People cannot be democratic when they have not learned to share, consider, or put forth an opinion different from that of whoever has authority over them. ❖

The Korean Experience *continued from page 6*

lum surpassed the traditional curriculum in all subjects. The Ministry of Education recommended to the President that the new curriculum be installed nationwide. However, the President, Mr. Chung-Hee Park, was a person of skeptical temperament and ordered a special Presidential Commission to undertake another in-school evaluation — one in which the Ministry of Education and KEDI played no part. The results from this evaluation were even better! The overall difference in average achievement was 25% in favor of the KEDI schools—which means the average student went from a C to a B+ or A-. Furthermore, failures were virtually eliminated. During the life of the project, the focus was deliberately shifted by the KEDI developers away from reduced cost and toward qualitative improvement. However, despite this change the annual per student cost of the new program was no more than for students in conventional schools.

Some cost-saving features that were included on the original design but not fully implemented were in-class use of television and radio, increased student/teacher ratios, differentiated teaching functions, and others. Yearly growth in the Korean GNP from 1972-80 was considerably higher than predicted (12.5% vs. 8.5%), and population growth was lower. This resulted in a level of national prosperity that lessened the pressure on KEDI for reducing educational costs. Some educators believe that if the cost-reduction strategies had been fully implemented, the predicted 15 to 20% reduction in per student expenditures would have been realized — and without reducing the student achievement gains which resulted from the reform effort. ❖

Unna Huh is Head of the Department of Education Technology and Director of the Educational Computers at Hanyang Unversity in Seoul, Korea.

SHARE: Systems to Help Access Reports of Effective Education

by William Cummings and Florence Kiragu

SHARE is a software package containing an educational data base that is useful throughout all levels of education policy planning. **Planners** see it as a resource for stimulating ideas about new projects. **Consultants** think of it as an efficient way of reviewing available knowledge. **Researchers** use it as a tool to ensure that they have covered all the relevant literature. **Librarians** think of it as an indispensable resource for informing their users of studies that have been conducted but that are not readily available.

The software currently holds 700 abstracts of educational projects and programs sponsored by the World Bank, USAID, UNESCO, UNICEF, and others, many of which are from documents that are difficult to obtain. Each SHARE abstract contains a description of the principal educational ideas in the initiative, and comments on their impact.

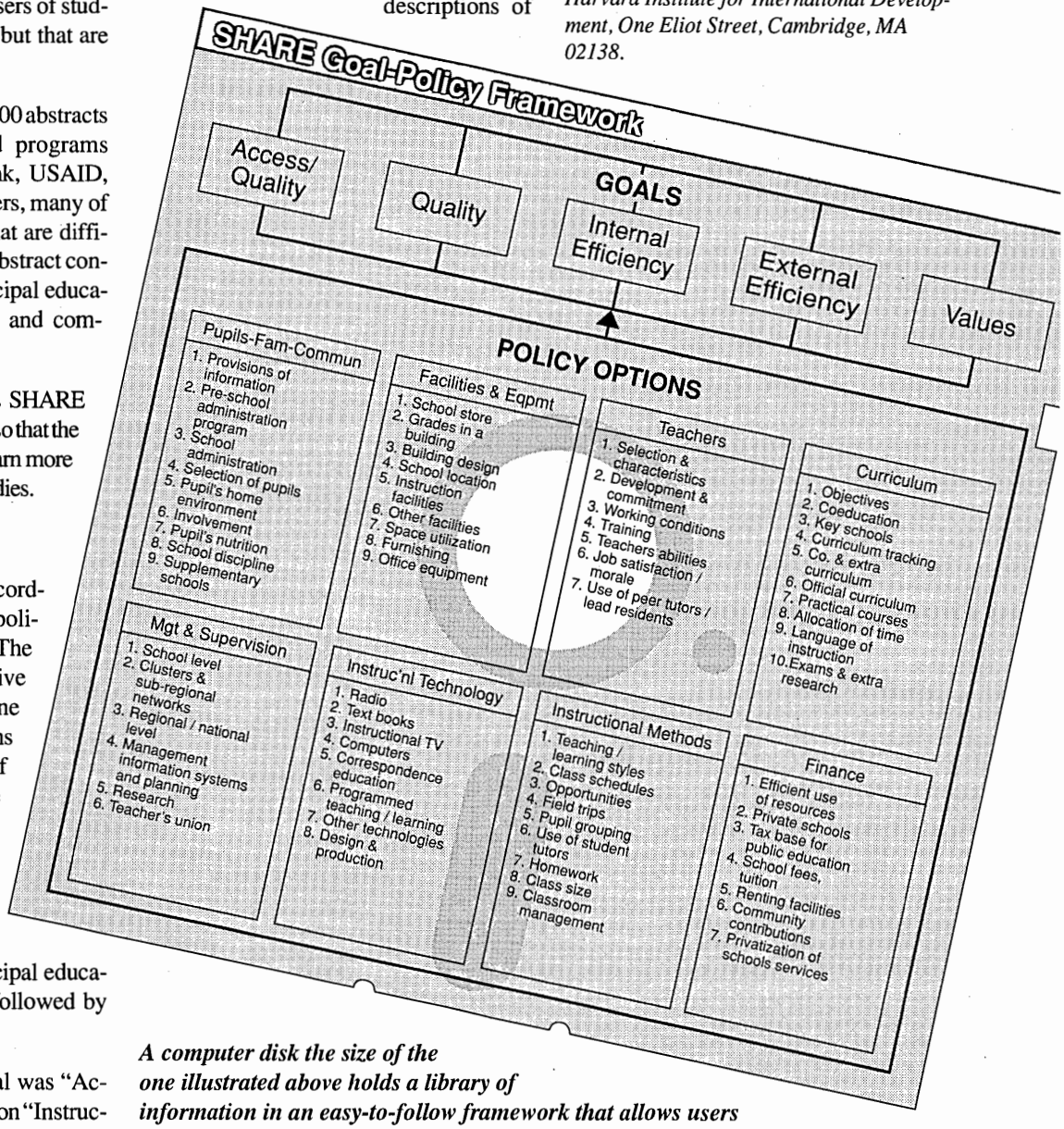
Along with titles and abstracts SHARE also gives names and addresses so that the user knows where to write to learn more about any of the projects or studies.

Simple to Use

The software is organized according to educational goals and policies that address those goals. The user first selects one of the five major educational goals and one of eight major policy options (see chart). The intersection of the user's major goal and the policy produces a list of specific policy options. By choosing from this list, the user can then read the abstracts, each of which starts with a description of the principal educational ideas in the initiative followed by comments on their impact.

For example, if the major goal was "Access" and the major policy option "Instructional Methods," and the user had chosen the specific policy option of "Class Size," the following descriptive titles might appear on the screen: "Class size was increased in order to improve access in Thailand," and "Class size was reduced in order to improve access in Pakistan." From this list, the user chooses the titles of greatest interest and proceeds to read the abstracts. Alternatively, the reader can print a selected list of abstracts for later perusal. In addition to descriptions of projects, the software also includes separate entries for reports, research findings, literature reviews and theoretical studies. ❖

If you have reports to include in the SHARE data base, inquiries about the system, or would like to request a copy of SHARE, please write to: William Cummings or Florence Kiragu, SHARE, Project ABEL, Harvard Institute for International Development, One Eliot Street, Cambridge, MA 02138.



A computer disk the size of the one illustrated above holds a library of information in an easy-to-follow framework that allows users to access abstracts of educational projects and programs, many of which are difficult to obtain.

Innovators in Education

Maria Mendes Abreu, after years of studying children's literature and teaching primary school, is working at the roots of illiteracy by training teachers to look at the tasks of reading and writing through children's eyes.

The Problem

Nearly 26 percent of Brazilians are illiterate. For every 1,000 children that begin primary school in Brazil, only 107 finish; and each year 600,000 Brazilians reach the age of 15 without knowing how to read or write.

Several factors explain the state of the country's educational system. For one, the Brazilian government spends only 5 percent of the federal budget on education. Poor children attend primary schools that lack funds, materials, and qualified teachers, and administrators often shorten the school day to accommodate several shifts of students. Consequently, students slip through the system without learning the basics, and dropout and repetition rates are high.

Another factor is the poor quality of the teacher training programs. Those studying to be teachers get very little practical teaching experience. Only when they enter the classroom for the first time, says Maria, do new educators realize that they've never learned how to teach. Society usually blames the student for his or her failure to attain literacy, but Maria believes "the problem is not with the student, but with the teacher."

The Idea

According to Maria, many Brazilian children don't know how to read or enjoy books because most teachers don't know how to make the written word come alive for their students. To address the problem, Maria has designed a simple but innovative methodology for teaching reeducation called *rever* (meaning "to look or see again"). The methodology trains educators to teach reading using language, logic, and symbols that are easily understood. The result is that both students and teachers gain a new enthusiasm for the task and become more competent, creative, and critical readers.

The Strategy

In conjunction with the state Secretary of Culture, Maria is introducing *rever* into the Sao Paulo public school system through three-day reeducation workshops for preschool and primary school teachers from the city.

... teachers get very little practical teaching experience. Only when they enter the classroom for the first time do new educators realize that they've never learned how to teach.

The main goal of the reading workshops is to help teachers exploit even the simplest text to the fullest. They learn to read expressively, pull out key words, talk about sequence and chronology, and help students to speak, write, and draw pictures about a book after reading it. They also learn how to correct children without inhibiting them, and how to determine whether the children have understood what they have read. Finally, the workshops show teachers how to create low-cost didactic materials using newspapers and magazines.

The philosophy behind these techniques is simple. "We help teachers find the child in themselves," says Maria. Bringing children to the workshops daily to test out the methodology helps demonstrate its effectiveness to participants. "The kids are what gives credibility to the project," she says.

On the final day of the workshop, participants prepare their own reading texts and present them to their students during the month that follows. Workshop leaders accompany the teachers in their classrooms to observe the techniques in action. The teachers return for a final follow-up session to evaluate problems and experiences with Maria and workshop leaders.

Ultimately, Maria wants to see all 4,000 of Sao Paulo's first through fourth grade teachers take the reeducation workshops. To make this happen, she plans to spend a year training a core of "multipliers" to give the workshops, who will, in turn, train more multipliers.

The Person

Born in Portugal in 1942, Maria received undergraduate and graduate training in languages and literary theory at the Pontifical Catholic University (PUC) of Sao Paulo. Since 1966, she has taught Portuguese, literary theory, and Brazilian and children's literature at the PUC. She began to coordinate teacher training courses in the Sao Paulo public system during the mid-1970s, focusing on reading and language. She has published many articles on primary education, and written and translated several children's books. ❖

Maria Mendes Abreu is an Ashoka Fellow. For more information, please write to the Ashoka Foundation, 1700 North Moore Street, Suite 1920, Arlington VA 22209.

Please send your story about an innovator in education (with a photo, if possible) to* The Forum *Editor.

What's Happening

March 9-11, 1992
Regional Consortium for Education and Technology
"Midwest Education and Technology Conference"
St. Louis, Missouri, USA
Contact: Regional Consortium for Educational Technology
13480 South Outer Forty Rd., Suite 101
Chesterfield, MO 63017
Tel: 314-863-6300
800-241-3333
Fax: 314-863-7486

March 12-15
Comparative and International Education Conference
"Crisis in the Quality of Education"
Annapolis, Maryland U.S.A.
Contact: Stephen Heyneman
The World Bank
1818 St. NW
Washington, DC 20433 USA

Mid-March
Association of Canadian Community Colleges/International Development Program (Australia)
"Academic Exchange and Institution Building"
Singapore, Malaysia
Contact: J.S. Singh
Commonwealth Secretariat
Marlborough House, Pall Mall
London SW1Y 5HX UK

March 17-19
Ninth International Conference on Technology and Education
Paris, France
Contact: J. Alexander
1600 One Tandy Centre
Fort Worth TX 76102 USA

March 19-22
Technische U Berlin/Protestant Academy
"Education and Training in and for the Informal Sector in the Third World"
Bad Boll, Germany
Contact: W. Karcher
Technische University
Berlin FB22, FR 4-8
Franklinstrasse 28/29
D-1000, Berlin 10 Germany

Late March/Early April
Institute on African Affairs
"Old Problems, New Circumstances: Africa and the New World Order"
Contact: Institute on African Affairs
733 15th Street NW
Suite 700
Washington, DC 20005 USA

April 13-15
Building Experiences Trust/ EEC
"Built Environment Education in Schools"
Cambridge, England
Contact: N. Frost
C/0 Jordan & Bateman
5 Cairngorn House
203 Marsh Wall, Meridian Gate
London E14 9Y27 UK

Mid-April
Scottish Schools Equipment Research Centre
"Information Technology Application in Science & Technology Education"
Edinburgh, Scotland
Contact: The Director
SSERC, 24 Bernard Terrace
Edinburgh EH8 9UX Scotland

April 27-30
UNESCO
"First Biennale on Education and Training: Discussion on Research and Innovations"
Paris, France
Contact: Secretariat for the Biennale on Education and Training
8 rue Rambuteau, 75003 Paris, France

April 29-May 2
National Network of Principals' Centers 9th Annual Conversation
"Education for All Children: Implications for School Leaders"
Atlanta, Georgia USA
Contact: Sandra Childs
Georgia State University
P.O. Box 4044, University Plaza
Atlanta GA 30302-4044 USA
Tel: (404) 651-2529
Fax: (404) 651-1009

June 8-14
VIIth World Congress of Comparative Education
"Education, Democracy, and Development "
Prague, Czechoslovakia
Contact: Prof. Frantisek Singule
M D Rettigove 4
CS-116 39 Prague 1, Czechoslovakia
Fax: 0042-2-290225

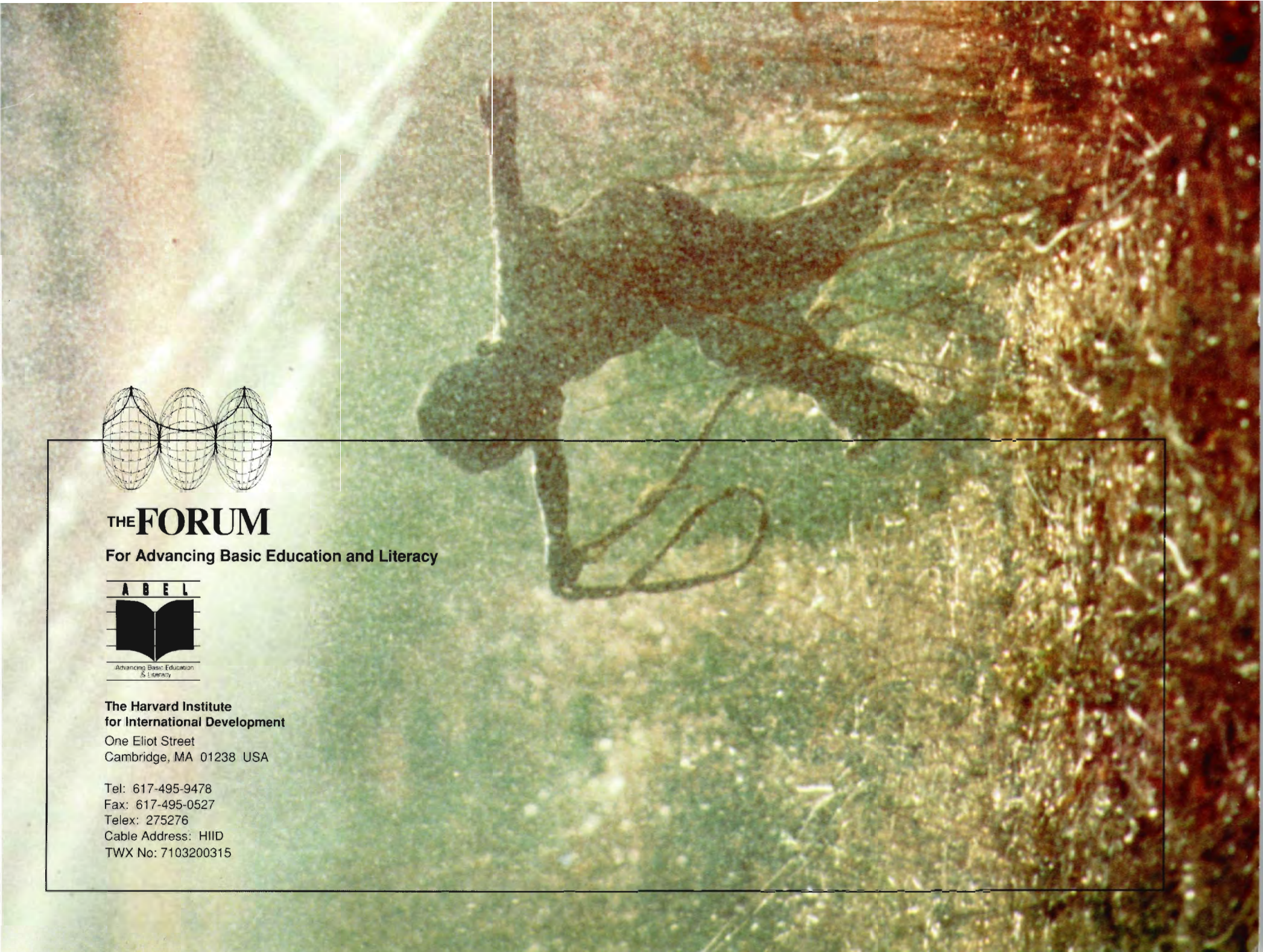
June 28-July 2
Association Francophone d'Education
Comparee/University of Bourgogne
Fifteenth CESE Conference
"Evaluation of Education and Training: Comparative Approaches"
Dijon, France
Contact: A Goguel
IREDU, University of Bourgogne
BP 138, 21004 Dijon
Cedex France

June 22 - July 31
Harvard Institute for International Development
"Educational Policy and Planning Workshop"
Cambridge, Massachusetts USA
Contact: Education Group
HIID
One Eliot Street
Cambridge, MA 02138 USA
Tel: 617-495-9720
Telex: 275276
Fax: 617-495-0527

July 18 - September 18
Gender Analysis and Equity in Development
Norwich, United Kingdom
Contact: The Course Coordinator
Overseas Development Group
University of East Anglia
Norwich NR4 7TJ UK
Telex: 975197 UEA CPC G for ODG Fax: (0603) 505262

Please send calendar submissions to:
The Forum
HIID
One Eliot Street
Cambridge MA 02138 USA
Tel: 617-495-9478
Fax: 617-495-0527
Telex: 275276

The Forum is printed on recycled paper.



THE FORUM

For Advancing Basic Education and Literacy

ABEL

Advancing Basic Education & Literacy

The Harvard Institute for International Development
One Eliot Street
Cambridge, MA 01238 USA

Tel: 617-495-9478
Fax: 617-495-0527
Telex: 275276
Cable Address: HIID
TWX No: 7103200315