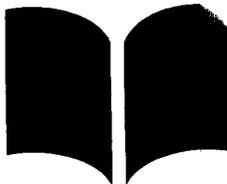


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ABEL 2



Advancing Basic  
Education and Literacy  
Phase 2

**Annual Report**  
1994 - 1995

**Advancing Basic Education and Literacy 2**  
**Project**  
HNE-5832-C-00-4075

**Conducted by**

The ABEL 2 Consortium  
Academy for Educational Development with  
Creative Associates International, Inc.,  
Educational Development Center,  
Florida State University,  
Harvard Institute for International Development,  
and Research Triangle Institute

**Conducted for**

Office of Field Support and Technical Assistance  
Center for Human Capacity Development  
Bureau for Global Programs, Field Research, and Support  
U.S. Agency for International Development  
Contract No. HNE-5832-C-00-4075-00

## **Annual Report**

**1994-5**

### **ADVANCING BASIC EDUCATION AND LITERACY 2 PROJECT**

The Advancing Basic Education and Literacy 2 (ABEL2) project was designed to carry on the work of Project ABEL (1989-1994) with the education of girls and women; support to USAID Missions, and the governments with which they work, in educational planning and management; and the dissemination of materials on best practices in basic education. ABEL 2 added to those objectives the incorporation of USAID projects for which support had ended or would soon be ending: the Clearinghouse on Development Communications, the LearnTech Project, and the Education and Human Resources Technical Support (EHRTS) Project.

The Project consists of a level-of-effort Core contract to carry out and manage basic education activities of interest to the USAID Global Bureau, Human Capacity Development Center, Field Support and Technical Assistance Office and USAID Field Offices, and Requirements of Buy-in contract which allows USAID Missions to buy services in support of basic education. Both contracts are for two years and have the option of being extended for three one year periods. Initial Core funding, anticipated to be \$4,200,000 for the first year, was only \$2,240,436 from the Bureau and included \$1 million from the Women in Development Office.

The Academy for Educational Development is the prime contractor for a consortium which consists of five other major partners: Creative Associates, Inc; the Educational Development Center; Florida State University; Harvard Institute for International Development; and the Research Triangle Institute. There are also thirteen collaborating institutions located in the USA and overseas. Management Committee meetings, which take place every two weeks and began after an initial meeting of the whole consortium, provide a forum for discussing Project work and direction and assigning responsibility amongst the partners' representatives for seeing that the work of the Project is carried out. David Chapman is the Project Director, and he is assisted by Associate Directors for Administration, Learning Technologies, the Clearinghouse and Girls Education, and a Financial Assistant. Jim Hoxeng is the Cognizant Technical Officer (CTO) for USAID.

#### **I. Summary Introduction**

The Project began both quickly and slowly. Quickly because on the day the ABEL 2 contract was signed a buy-in contract was received, and responded to the next day, from South Africa which provided \$1.5 million to continue the efforts begun under the ABEL project. Quickly because the reduced level of Core funding, one half of what was anticipated, meant that agreed to shares of effort had to be proportionally reduced, Project objectives prioritized, plans made to notify USAID missions of the Project's existence and capabilities, and Mission buy-ins sought. Changes in USAID funding practices, which would soon be putting Bureau and some country buy-in funds directly into the Core contract also had to be accounted for. Slowly because the planning took time, because the new fiscal year's monies seem to take for ever to arrive, and

because it just takes time to get an new effort started and have people respond to its opportunities. At the requests of Missions, visits were made to Nepal, Egypt, Ethiopia, South Africa and Cambodia in the first four months to help them with planning basic education activities that might later result in buy-ins to the Project

By the end of the year, the Project has produced a dozen reports and monographs as the result of Core and Buy-in activities, eight *Information Packets* on current issues in basic education and development, and was well on its way with the production of seminal information on the fields of girls education and of decentralization. Support to activities had been completed in Egypt, Morocco, Croatia, Malawi, Ethiopia and Haiti while other activities continue in some of these countries and others. Table 1 shows the level-of-effort contracted for, though not necessarily spent, in the first year of the Project as well as the level of the funds committed.

**Table 1**

<b>FISCAL/LOE DATA</b>	
<b><u>Core Contract</u></b>	
Ceiling	\$8,158,047
Core Funds (HCD)	\$2,510,630
Bureau/Mission Funds	\$3,850,000
Balance:	\$1,797,417
LOE Projected	480 p.m.
LOE Obligated	379 p.m.
<b><u>Buy-in Contract</u></b>	
Total Funds Received	\$4,904,927
Total Estimated LOE	223 p.m.
<b>Total Project Funds Received</b>	<b>\$11,265,557</b>
<b>Total Estimated Project LOE</b>	<b>502 p.m.</b>

## II. Achievements by Contract Areas of Focus

The Core contract specifies that work under the contract will take place in three major areas: Technical and Managerial Support to USAID Bureaus and Missions; Pilot Projects, Research, Evaluation; and Short-term Training. Table 2 delineates the eight areas under Technical and Managerial Support and the Missions or Bureaus served. It also includes an extra category: Bridging Activities, because the project has been used, appropriately, by Missions to assist with getting major project activities underway prior to the actual awarding of the contract for those projects. While Ethiopia, Guinea (where work has just begun) and Malawi are explicitly named bridging activities, the on-going work in Haiti in planning/running pilot projects/designing option activities for basic education are forerunners for a major education project in that country.

**Table 2**

<b>TECHNICAL/MANAGERIAL SUPPORT</b>	
● Project Design	Egypt, Ethiopia, Haiti, Morocco, South Africa, HCD Bureau, WID Office
● Teacher Training	Bolivia, Croatia, El Salvador, Ethiopia, Thailand, HCD Bureau, WID Office
● Adult Literacy	Nepal, South Africa, HCD Bureau
● Curriculum Development	Bolivia, Ethiopia, Guinea
● NGO Development	El Salvador, South Africa, LAC Bureau, HCD Bureau
● Education Planning	Ecuador, Ethiopia, Guinea, Indonesia, Malawi, South Africa, Africa Bureau, LAC Bureau
● Finance	Ethiopia, Malawi
● EMIS	Ethiopia, Guinea, Africa Bureau
—————	
● Bridging Activities	Ethiopia, Guinea, Malawi

Focal area two, Pilot Projects/Research/Evaluation, has less work completed but much under way, most of which should be completed by the end of the first half of year two.

**Table 3**

<b>PILOT PROJECTS, RESEARCH, EVALUATION</b>	
● Girls' Education	Egypt, Haiti, Indonesia, Morocco, Africa Bureau
● Testing	Malawi, El Salvador, Africa Bureau
● Project Evaluation	Malawi, LAC Region, Africa Bureau
● Distance Education	Bolivia, Haiti, HCD Bureau

Short-term Training has mostly been in-country, with the exception of one study tour to the USA from South Africa. Teacher Training activities have included as much focus on the training of teacher trainers as the actual training of teachers, thus increasing the multiplier effect of ABEL 2's efforts.

**Table 4**

<b>SHORT TERM TRAINING</b>	
● Decentralization	Ethiopia, Africa Bureau
● Teacher Training	South Africa, Ethiopia, Croatia

Together, these activities represent requested assistance to 14 countries, the Latin America and Caribbean region and three USAID Bureaus.

### **III. Dissemination Activities**

An initial major focus of the Project was to be the Clearinghouse on basic education which would disseminate information on best practices, innovations and lessons learned from projects and writings on basic education through publications, workshops and seminars. In prioritizing

Project activities because of the reduced level of funding for the Core contract, the Clearinghouse was given lowest priority requiring a rethinking of its role. It was decided that in supporting other Project activities, initially the Clearinghouse could respond to requests for information, provide information to support technical assistance contracted for under ABEL 2, and support and cosponsor appropriate workshops and seminars.

The Clearinghouse inherited documents collected over 15 years under the USAID-funded Clearinghouse for Development Communication. As there were not sufficient funds to maintain this collection and its *Development Communications Report*, it was decided to pare the collection down to recent acquisitions specifically focused on basic education concerns and find some institution which would like to house the remainder of the collection. The University of Texas-Austin happily took over the collection and the materials retained were shelved in a center at the Academy for Educational Development. To those documents were added the products and collection of the ABEL Project, and selected documents from previous USAID projects.

To more effectively and efficiently respond to Mission needs for information on topics related to basic education, it was decided to be proactive and collect seminal documents on a variety of topics and make them available as *Information Packets*. During the first year eight titles were completed and over 400 copies of an original run of 2000 had been distributed, mostly from word-of-mouth information. Three additional *Packets* are in the planning stage. The current titles are:

**Inter-Sectoral Impact of Education**  
**Mobilizing Community Support for Education**  
**Educating Girls and Women**  
**Educational Quality**  
**Early Childhood Education**  
**Grade Repetition/Automatic Promotion**  
**Policy Reform**  
**Improving the Quality of Teaching**  
**Basic Education NGOs and Sustainability (will be available soon)**  
**Interactive Radio Instruction (will be available soon)**

Other publications of special note in production or completed during the first year are: Adult Literacy Programs: Design, Implementation & Evaluation; Improving School Practices, being published by IIEP; Testing to Learn...Learning to Test, developed under ABEL 2 and being published by the International Reading Association; and a five volume workbook set on Decentralization: The Governance of Education. Eight publications on girls education and on decentralization are in process and will give the Project a special wealth of information and expertise in those areas.

ABEL 2 has supported or co-sponsored eight workshop, seminars or conferences during its first year. Four others have been planned and will be completed by the end of the first quarter of year two. They are presented in Table 5.

Table 5

### WORKSHOPS AND CONFERENCES

- US Education for All (Baltimore)
- RAPID-ED: Rapid Response Education Program
- 17th World Conference on Distance Education (England)
- Training for Sustainability for NGOs (South Africa)
- National Conference on Teacher Development (South Africa)
- Dialogues in Diversity (South Africa)
- Fourth World Conference on Women (China)
- Interactive Scriptwriting Training (Washington, D.C.)
- Multi-cultural Sensitivity Workshop (October '95- South Africa)
- Curriculum Development Seminar (October '95- Ethiopia)
- The Use of Information for Improving School Practices (November '95- Philippines)
- Interactive Scriptwriting (December '95- Philippines)

#### IV. Participation Across Consortium Partners

In suggesting that ABEL 2 be managed and supported by a consortium, the Academy for Educational Development proposed that the six major partners receive specific levels-of-effort under both the Core and Buy-in contracts. Similarly, the collaborating institutions would share in smaller percent of effort under both contracts. Distribution objectives of the first year were to assure that the proposed levels were maintained, that the collaborating institutions received as much of their proposed two year share as possible in the first year, and that host country institutions be used whenever possible on ABEL 2 activities.

As Tables 6 and 7 show, the actual distributions of Core levels of effort during year one were very close to the two year averages, with the collaborating institutions exceeding their 7.5% total. One of the reason for that was that the Harvard Institute for International Education (HIID) was unable to agree to USAID contractual conditions until the very end of the first year. A major part of the HIID share of first year activity was distributed to the collaborating institutions.

**Table 6**

**Distribution of Core Funds to Date**

Group	Target Share	Target pm **	HCD/ WID	AFR-1	AFR-2	Boliv	LAC	El Salv	Ecud	Ethio	Haiti	Nepal	Indon	TOTAL p/m	TOTAL % LoE
Amount			3.24M	600K	500K	70K	205K	100K	250K	400K	600K	25K	100K		
p/m		362.5	193pm	35.7pm	29.8pm	4.16p	12.2pm	5.9pm	14.9pm	22.25pm	35.7pm	1.48p	5.9pm	361	
AED	44.0%	159.5	84.9	5.0	17.9		8.2		7.5	11.75	4.00		5.9	145.2	40.2%
EDC	14.7%	53.3	28.4			4.16					13.38 +7.30			53.2	14.7%
CAII	15.8%	57.3	30.5	4.2	11.9						11.0%			57.6	16.0%
RTI	7.5%	27.2	14.5	16.3			2.0		7.4	2.0				42.2	11.7%
HIID**	6.7%/2	24.2 /2**	12.9									1.48		14.38**	4.0%**
FSU	3.8%	13.8	7.3	5.0										12.3	3.4%
Other	7.5%	27.2	14.5 (see below) 10.37	5.9			2.0	5.9		8.5				32.67	9.0%
ChianMai			2.0											2.00	
IIR				1.9						.5				2.40	
ABT				4.0										4.00	
Juarez							2.0	2.9						4.90	
CIDE			5.9					3.0						8.90	
INNOTECH			1.47											1.47	
WEd			1.0											1.00	
SAVE										8.0				8.00	
AVAIL			4.13	0	0		0	0	0	0	0		0	4.13	1.0%

\*\* = HIID did not participate until end of Project Year 1.

Note: est pm = \$16.800

KEY: Human Capacity Center/Women in Development Africa Bureau Ecuador Ethiopia Bolivia  
Latin America Bureau El Salvador Haiti

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Table 7

Distribution of Buy-in Funds to Date

Group	Target Share	Guinea	Malawi	RSA1	Morocco	Haiti	Boliv	Egypt	Total per.months	TOTAL %
Amt.		810M	213K	3.0M	185M	255K	291K	82K		
formula p/m est.		34.0pm	12.7pm	221.2	2.55	13.4	13.6	4.5	301.95	100%
AED	30.9%	1	6.5	126	.55	.60	.75		135.4	44.8%
CAII	20.0%	20		20.5	1.0			1.5	43.0	14.2%
EDC	20.0%			12.0		12.8	equiv 12.9	1.5	39.2	13.0%
RTI	14.5%							1.5	1.5	0.5%
FSU	4.0%	13	2.0		1.0				16.0	5.3%
HIID	3.3%								0	0
IIR	1.3%								0	0
Clark Atl Univ										
Malawi Cnt for Soc. Res.			3.5						3.5	1.2%
World Educ	about									
SAVE	2.0%									
UPenn										
Not Yet Allocated				62.7					62.7	20.8%

The distribution of ABEL 2 work in countries across the consortium was another goal. The results from this effort to have multi-institutional teams can be seen in Table 8. One of the reasons for this goal was to avoid potential conflict-of-interest problems that could be caused by the nature of the planning, bridging and assessment work that would be expected of the Project. Table 8 shows that individual institutions have also been involved in multiple countries, avoiding the potential internal conflicts that might arise if one institution “specialized” to the exclusion of others in one or more countries.

**Table 8**

**Consortium Partners' Participation in ABEL2 by Country**

Consortium Member	AED	EDC	CAII	RTI	FSU	HIID
% of Core	44.0%	14.7%	15.8%	7.5%	3.8%	6.7% / 2**
% of Requir.	30.9%	20.0%	20.0%	14.5%	4.0%	3.3%
Countries	AFR Ecuador Ethiopia Haiti HCD Indonesia LAC Nepal S.Africa WID	Bolivia Egypt Haiti HCD WID	AFR Egypt Haiti HCD Morocco S.Africa WID	AFR Ecuador Ethiopia HCD WID	HCD Malawi Morocco WID	HCD WID

Consortium Member	SAVE	WEed	CIDE	Abt	IIR	Juarez	Chang Mai	Clark Atlanta	INNOTECH
Countries	Ethiopia	HCD	El Sal HCD	AFR	Ethiopia	LAC	Thailand	Malawi	HCD

In an effort to both meld the skills and expertise which individual institutions bring to the consortium and to recognize that most of these skills are not exclusive to any one of the partners, care was taken to build the best teams possible to respond to requests for USAID assistance. Table 9 shows the result of this distribution across the three major areas of assistance for which ABEL 2 is responsible.

**Table 9**

**DISTRIBUTION OF KINDS OF WORK ACROSS PARTNERSHIP**

**Technical/Managerial Support**

- |                          |  |
|--------------------------|--|
| • Project Design         | AED, EDC, CAII, FSU                      |
| • Adult Literacy         | AED, CAII, World Education               |
| • Curriculum Development | AED, EDC, CAII, Chiang Mai               |
| • NGO Development        | AED, EDC, CAII, CIDE, Juarez             |
| • Educational Planning   | AED, CAII, RTI, Save, IIR                |
| • Finance                | RTI, FSU                                 |
| • EMIS                   | AED, CAII, RTI, INNOTECH                 |
| <hr/>                    |  |
| • Bridging Activities    | AED, CAII, FSU, RTI, Clark Atlanta, Save |

**Pilot Projects, Research, Evaluation**

- |                      |                           |
|----------------------|---------------------------|
| • Girls' Education   | AED, EDC, CAII, FSU       |
| • Research           | AED, CAII, RTI            |
| • Testing            | AED, CIDE                 |
| • Project Evaluation | CAII, CIDE, Clark Atlanta |
| • Distance Education | EDC                       |

**Short Term Training**

- |                    |                          |
|--------------------|--------------------------|
| • Decentralization | AED, CAII, RTI, Abt, IIR |
| • Teacher Training | AED, CAII, INNOTECH      |

Finally, ABEL 2 attempts to involve as many host country or not US regional support institutions based in the areas they serve as possible in order to build their expertise. Table 10 shows the result of this effort during this first year.

**Table 10**

<b>NON-U.S. INSTITUTIONS CONTRACTED FOR WORK UNDER ABEL 2</b>	
Bolivia	Programma de Educación por Radio Miguel Callejas
El Salvador LAC Region	Centro de Investigación y Desarrollo de la Educación
Haiti	EDUCAT
Malawi	Centre for Social Research, University of Malawi
Philippines	INNOTECH
South Africa	Olive Associates
Thailand	Social Research Institute, Chiang Mai University