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Final Report

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Health and Human Services (HHS)

Africa Bureau Basic Education Support
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October 17, 2001

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Ref: Contract No. 282-98-0029/Task Order 10

Dear Mrs. Freeman:

This letter accompanies the delivery of two (2) copies of the final report required under the Health and Human Resource Analysis for Africa, Task Order No. 10, on Contract No. 282-98-0029.

Please sign below to acknowledge receipt of this document, and return it by fax to my attention at 703-527-4661.

Sincerely,

Carolyn Carpenter

Carolyn Carpenter
Administrative Assistant

Cc: Janet Miller, Contracting Officer

Encl.

_____
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Introduction

This document represents the final report for an eighteen-month effort in support of the USAID Africa Bureau Office of Sustainable Development (AFR/SD/ED). The work builds on efforts begun under the Africa Bureau-funded HHRAA project which has a primary objective to increase the utilization of research, analysis and information in support of strategies, policies and programs in Africa for improved health, nutrition, education and family planning. Work in education supports the Africa bureau SD objective to improve ***"education reform policies, strategies, approaches and methods" through "state of the art knowledge guidance on education reform and to support an enabling environment that promotes education sector reform."*** The period of performance for this work began on 6 January 1999 and initially ended on 5 February 2001. This was later extended to 15 June 2001.

In brief, this contract supported AFR/SD/Ed to reach three primary audiences with the following services:

- USAID Bureaus—grant oversight, develop concept papers and policy briefs and to provide technical support for inter-bureau initiatives and inter-agency initiatives;
- Development partners—development of technical papers, participate in joint meetings and inter-agency initiatives; and to
- USAID missions—development of technical modules and concept papers, technical backstopping, technical field support, and review of R4s.

In addition to the routine support to the bureau and team participation including country backstopping and design and evaluation technical oversight, six areas of technical input were identified to support activities through this task order. A summary of deliverables (document, workshops, study tours, videos and services provided) for each task, and update on the status of each activity and information concerning on-going work or proposed follow-up activities follows.

1. Facilitate the introduction and implementation of USAID's Strategic Framework for Basic Education in Africa:

1.1 ***Sustainability Study***—this work began with field support (TDY) to examine the sustainability of the community participation component of the basic education program in the southern region of Ethiopia (***This School Is Ours We Own It***). Findings from this work, lead to a longer-term study to further examine the issue of sustainability. A two-country case study (Ghana and Malawi) was undertaken to explore the long-term impacts of work begun under the Improving Educational Quality Project. This study examined what effects of the IEQ work are still in evidence—through the institutional or individual capacity building, increased knowledge through the research carried out and the processes that were introduced to use findings from classroom level research to inform and leverage change in both practice and policy. The HHS task order funded the data collection activities. These

activities are complete. Work on this activity is ongoing and is funded through a subsequent contract. A preliminary report is expected by mid-November.

1.2 Amherst Workshop—support was provided for the two-week training workshop hosted for USAID field personnel. AIR provided key logistical support and technical presentations for modules on quality, indicators, and performance monitoring and assessment issues. The purpose for this workshop was to provide technical training in management, operational and technical areas for newly appointed education professionals and field-based basic education staff (HRDOs, PSCs and FSNs).

1.3 Uganda Video—funding for on-going dissemination of the Uganda video was provided through this contract. This video shares the story of the reform process to improve basic education undertaken by the Government of Uganda with the development partners the World Bank and USAID.

1.4 In My Classroom: A Guide to Reflective Practice—a collection of 6 modules to be used in partner with a country's staff development program and/or pre-service training. These modules are in draft form and have been vetted in a series of workshops including the IFESH orientation. The six modules cover the following topics: overview and facilitation guide, girls education, teaching and instructional materials, classroom management, community participation, and continuous assessment. This is an on-going activity and other modules have been suggested in the following areas: HIV/AIDS, children at risk/special education, radio education and other alternative delivery systems and language of instruction. The continuation of this activity is being funded through a subsequent contract.

1.5 Continuous Assessment: A Practical Guide for Teachers—is a collection of materials to provide a range of teachers—from those with limited skills to more experienced teachers—an overview of techniques to implement classroom-based authentic assessment procedures. This tool is to be used in conjunction with the ***In My Classroom*** modules and provides more extensive content information about continuous assessment strategies.

1.6 Quality Working Group—this contract supports on-going participation in a multi-donor working group lead by UNICEF that examines issues surrounding the quality of education. Development partners in this activity include DFID and the World Bank. On-going activities include participation for five primary school teachers from five SSA countries at a workshop hosted in Uganda (total of 25 teachers) and funding for dissemination of ***In My Classroom: A Guide to Reflective Practice.***

1.7 Country Backstopping and Technical Support—virtual and field-based technical support and country backstopping have been provided to Benin, Ethiopia, Ghana, Mali, Senegal, Uganda, and Zambia through this mechanism.

1.8 ***Briefing Notes***—contributed to the development of the SD education briefing notes. Personnel funded through this task order developed or supported the writing of the following briefing notes: assessment, school feeding, teachers, community participation, quality of education, development partners, and girls education.

1.9 ***MTT***--funds were provided through a grant to the University of Natal, Durban, to support the Mobile Task Team (MTT) to conduct HIV/AIDS planning and implementation workshops. This activity builds on Phase I outcomes to continue capacity building training workshops. Funds were also used to develop a ***New Situation Tool*** which allowed MoEs, Mission and the MTT to review the status of a country's strategic plan and identify areas of concern and needed inputs.

1.10 ***IFESH***—assist with ongoing technical support and backstopping on the International Foundation for Education and Self Help (IFESH) grant. Technical support to IFESH included a presentation on African classrooms and strategies on ways to strengthen the linkages between IFESH activities and USAID basic education programs in the countries with IFESH volunteers. Provided technical support to IFESH coordinators and volunteers in the field in areas of teacher professional development and classroom support.

1.11 ***African-African American Summit***—assisted Howard University in the development of the education modules for the summit. Took the lead on the development of a module on basic education and assisted with the framing of the other modules on IT, HIV/AIDS, workforce and higher education.

1.12 ***Quality of Education***—on-going guidance is provided to the Africa bureau (global and DP) surrounding the quality of education and processes that affect teaching, learning and issues surrounding equity in education. Within this context the work intersects with the bureau and agency policy arena.

2. Develop appropriate indicators to diagnose and measure effective teaching and learning in schools in classrooms.

2.1 ***Performance Monitoring Work***—on-going guidance is provided to the Africa bureau (global and DP) on performance indicators. This work intersects with the bureau and agency policy arena. Support provided to regional performance monitoring workshop held in Africa to assist education strategic objectives in improving performance monitoring plans.

2.2 ***DHS***—on-going support to the Global Bureau and Macro for the development of an education module for the Demographic and Health Survey (DHS) including refinement of questionnaires. Partial funding for work on "DHS EdData Profiles for Africa" was provided under this contract. Proposed work includes support to missions that implemented the DHS education module both at the pre-implementation and post-implementation phases.

2.3 ***EDDI Indicators***—support was provided to the Senegal mission to develop their indicators, performance monitoring plan, and a data collection plan for the Education and Democracy Initiative (EDDI) initiative education program.

2.4 ***DHS National Seminar***—facilitation services were provided for the national DHS seminar hosted in Guinea. The purpose of the workshop was to share the findings from the pilot testing of the education module of the Demographic and Health Survey (DHS) at a national consultative meeting.

2.5 ***Indicators Study Tour***—Designed and hosted a study tour for Uganda and Ethiopian participants that examined ways to capture community-based participation and support to schooling initiatives. Facilitated the development of a framework for a guide on indicators to measure community support and school board development.

2.6 ***R4 Review, Wrap-up and SD R4 Development***—technical oversight on the review and development of R4s with missions and the Office of Sustainable Development.

2.7 ***Classroom Videotape Library***—designed and partially funded a collection of raw footage of African classrooms. The videotapes were done with a critical analysis of academic and social interactions of primary level classrooms in mind. Videotapes include a wide selection of schools in Ghana and Ethiopia including multi-grade, urban/rural, public-private and church run schools. Limited videotapes are available for Angolan classrooms.

3. Strengthen the role of the community as critical to the improvement of the quality of schooling.

3.1 ***NGO Study***—data has been collected in Malawi and Ethiopia and analysis is underway for the cross-country paper examining Non-government Organizations (NGOs). Work is ongoing for the individual country case studies. A preliminary report for the cross-country study will be available by mid-December.

3.2 ***This School Is Ours We Own It***—partially funded a study that examined issues of sustainability in the Basic Education Support Overhaul community project in Ethiopia. This study was done in collaboration with the regional evaluation of the community component of the USAID-funded community project and consisted of visits to over 20 schools.

4. Enhance cross-sector linkages.

4.1 ***Zambia Street Kids Video***—provided funding to design and complete editing on the Zambia Street Kids video. This video examines the plight of orphaned and neglected school-aged children living on the streets of Lusaka and raises issues central to their at-risk situation—lack of schooling opportunities, vulnerable living conditions and risk for sexual exploitation, HIV/AIDs and other diseases.

4.2 ***Food-aid Consultative Workshop***—the development and implementation of a seminar on food-aid was provided through this contract. Support included technical oversight, some logistical support and funding the participation of several technical experts. This workshop examined different modalities and strategies to use food-aid assistance, shared lessons learned and identified next-steps.

4.3 ***Technology Workshop***—funded and facilitated a two-day workshop through this contract that brought together specialists in the field to examine ways that IT can support/enhance the quality of education.

4.4 ***HIV/AIDS Strategy***—Developed three-prong strategy to mitigate the impact of HIV/AIDS on the education sector. This strategy was piloted in five countries.

4.5 ***Consultative Group for Ministers***—Designed and hosted the Durban workshop which brought together Ministers of Finance and Ministers of Education in SSA to discuss the impact of HIV/AIDS on the education sector and discuss ways to mitigate the impact on the education sector.

4.6 ***Interagency Working Group on HIV/AIDS and Education***—Helped to design the working group and supports on-going participation on the working group.

4.7 ***Wildlife Clubs***—designed, implemented and assisted in the dissemination of the Zambia wildlife clubs that focus on environmental issues.

4.8 ***Lessons From School-based Environmental Education Programs in Three African Countries***—Collaborated with Global Bureau GreenCom Project to conduct an analysis of school environmental programs in Mali, Tanzania, and Zambia.

4.9 ***School Health and Malaria Committee***—helped to create and coordinate an interagency working group to address school health and malaria. Funded, on-going participation on the committee.

4.10 ***GAO Evaluation***—funded the participation of a member of the GAO evaluation that looked at food feeding in education initiative.

4.11 ***Life Skills and Reproductive Health Initiative***—designed and coordinated the PHN-ED initiative. Funded, on-going participation on the committee.

4.12 ***Child Labor***—Funded point person for AFR/SD/ED on the inter-agency (DOL) child labor initiative. Helped to design the initial framework for the initiative.

5. Strengthen the Education Network for West and Central Africa (ERNWACA).

Although this task specifically identifies ERNWACA, support was provided more broadly to African networks and other professional activities that would enhance the capacity of African educational professionals to better engage in sector reform work.

5.1 ***Support to CIES and Study Tour***—supported the participation of representatives from three African networks—ERNESA, ERNWACA and FAWE. The study tour consisted of visits to NGOs and professionals groups in the DC area. ***DHS profiles*** presented at Comparative and International Education Society (CIES) as well as a presentation on ***Fostering Educational Networks in Africa***.

5.6 ***ADEA***—ongoing support to the Association for Development of Education in Africa (ADEA) working groups teacher management, early childhood and education statistics. Support also included finalization of the working group evaluation, presentation to the steering committee and participation in a task force on working group follow-up activities. Support also included participation in a special WGES meeting to address graduation issues and the biannual steering committee meeting.

6. Support countries coming out of crisis.

6.1 ***Special Education and Children at risk study***—a comprehensive overview of activities, programs and initiatives that provide support to children at risk by development partners including multi- and bi-lateral partner, NGOs and foundations. This work supported on-going work on orphans and vulnerable children (OVCs) and a follow-up to the initial countries in crisis overview.

Staffing

The primary purpose of this contract was to provide technical staff to the Africa Bureau. Two full-time staff members (an HIV/AIDS specialist and administrative assistant) and three part-time (an educational specialist and demographer at 65% and a community participation specialist at 60%) were hired through this mechanism. The contract also provided for the services of consultants in a wide array of areas including experts in the following areas: girl's education, special education, qualitative researchers, teacher development, HIV/AIDS, and performance monitoring.

This is the final report submission under the Health and Human Resource Analysis for Africa, Contract No. 282-98-0029, Task Order 10.

Deliverables:

Documents

ADEA Working Group Evaluation*
Diane Prouty (June 2000)

Inclusive Education in Developing Countries: Context and Challenges*
Mary S. Thorman (draft April 2001)

Continuous Assessment: A Practical Guide for Teachers*
Joy du Plessiss, Diane Prouty, Jane Schubert (draft April 2001)

Proceedings for Dakar Basic Education Exchange
Joy Wolf

DHS EdData Education Profiles for Africa*
Tracy Brunette (2000)

Food For Education/School Feeding Stakeholders Meeting Proceedings*
Tracy Brunette, Brad Strickland (2000)

In My Classroom: A Guide to Reflective Practice* Modules 1-6
Joy du Plessiss, Diane Prouty, Jane Schubert (on-going)

NGO Case Studies Malawi and Ethiopia
Joy Wolf

Sustainability Study
Eileen St. George, Jane Schubert, Diane Prouty (on-going)

Africa Bureau Policy Briefs: Assessment, Teachers, Partners, Girls, Quality, School Feeding*
Tracy Brunette, Diane Prouty, Jane Schubert, Joy Wolf

Lessons From School-based Environmental Education Programs in Three African Countries*
Renata Seidel

Fostering Networks in Africa
Diane Prouty

This School Is Ours We Own It: Study of the Sustainability of Ethiopia's School Board Community-Based Program
Diane Prouty

Africa Bureau Basic Education Team Brochure*
Carolyn Carpenter

Guide for Indicators on Community Support
Tracy Brunette, Diane Prouty

Strategy for the Mitigation of HIV/AIDS For Ministries of Education in Africa
Brad Strickland

Videos

Zambia Street Kids
Classroom Videotape Library (Ethiopia and Ghana)

Workshops/Consultative Meetings/Training Seminars

DHS Consultative Meeting Guinea
Information Technology
Food-aid
Amherst Training Seminar
Multi-donor Quality Working group
Durban Ministers Workshop
Michigan State University Seminar

Study Tours

Ethiopia/Uganda Indicators Workshop and Study Tour
Networks in Africa Study Tour (CIES)

Presentations

CIES DHS Profiles*

**Copies of these documents are included in the final report.*

Association for the Development of Education in Africa (ADEA) Working Group Evaluation

StCom00/2/6

Association for the Development of Education in Africa (ADEA)

WORKING GROUP EVALUATION REPORT
Final Report/July 2000

Aime DAMIBA
Diane VAN BELLE-PROUTY
with
Anders WIRAK

IN MEMORY OF MODESTA OMONA AND JOSEPH CARASCO

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Acronyms and Abbreviations

AATO	All African Teachers' Organization
AAU	Association of African Universities
ACAFE	Alliance for Community Action on Female Education
ACBF	African Building Capacity Foundation
ACCT	Agence de coopération culturelle et technique
ACDI	Agence canadienne de développement international
ACTIONAID	Actionaid
ADEA	Association for the Development of Education in Africa
AED	Academy for Educational Development
AIR	Association for International Research
APNET	African Publishers Network
BED of GES	Basic Education Division of Ghana Education Service
CIDA	Canadian International Development Agency
CODESRIA	Council for Development of Social Science Research in Africa
CRDI	Centre de recherches pour le développement international
CSAP	Community School Action Program
DAE	Donors to African Education
DANIDA	Danish International Development Agency
DE/OL	Distance Education/Open Learning
DFID	Department For International Development
ECA	Education Commission for Africa
ECD	Early Childhood Development
ECDNA	Early Childhood Development Network for Africa
ECDP	Early Childhood Development Program
EDC	Education Development Center
EFA	Education For All
ER&PA	Educational Research and Policy Analysis
ERNESA	Education Research Network in Eastern and Southern Africa
ERNWACA	Education Research Network for West and Central Africa
FAWE	Forum of African Women Educationalists
FEMSA	Female Education in Mathematics and Science Association
FINNIDA	[1]Finnish International Development Agency
GAPS MOE	Gender and Primary Schooling in Africa/Ministry of Education (Ghana)
GES	Ghana Education Service
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit [2]German Agency for Technical Cooperation
HE	Higher Education
HEDCO	Higher Education for Development Cooperation
IDRC	International Development Research Center
IGOL	Interest Group On Literacy
IIEP	International Institute for Educational Planning
ILO	International Labor Organization
IMAGE	International Multi-Channel Action Group for Education
INEADE	Institut national d'étude et d'action pour le développement de l'éducation
LFA	Logframe Analysis
MINED	Ministère de l'éducation
MINEDUC	Ministère de l'éducation
MOE	Ministry of Education
NAN	News Agency of Nigeria

[1] Dissolved , now called Ministry for Foreign Affairs of Finland Department for International Development Cooperation
[2] Used acronym

NESIS	National Education Statistical Information Systems
NGO	Non-Governmental Organization
NIED	National Institute for Education Development
NORAD	Norwegian Agency for Development Cooperation
OAU	Organization of African Unity
OECD/Club du Sahel	Organization for Economic Cooperation and Development
OFSE	Österreichische Forschungsstiftung für Entwicklungszusammenarbeit (Austria)
PABA	Pan African Booksellers' Association
PRISME	Program and Project Information System on Education
PROFIL	[3]Database
ROCARE	Réseau Ouest et Centre africain de recherche en éducation
SADC	Southern African Development Community
SC	Steering Committee
SISED	Systèmes nationaux d'information sur les statistiques éducatives
SRP	Strategic Resource Planning
TAB	Technical Advisory Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-BREDA	Bureau régional pour l'éducation en Afrique
UNICEF	United Nations International Children's Education Fund
UNIV	University
UQAM	Université du Quebec à Montreal
USAID	United States Agency for International Development
WFP	World Food Program
WG	Working Group
WGBLM	Working Group on Books and Learning Materials
WGDE/OL	Working Group on Distance Education and Open Learning
WGECD	Working Group on Early Childhood Development
WGERPA	Working Group on Education Research and Policy Analysis
WGES	Working Group on Education Statistics
WGESA	Working Group on Education Sector Analysis
WGFE	Working Group on Finance and Education
WGFP	Working Group on Female Participation
WGHE	Working Group on Higher Education
WGNFE	Working Group on Non formal Education
WGTP/a.s.	Working Group on Teaching Profession (anglophone section)
WGTP/f.s.	Working Group on Teaching Profession (francophone section)

[3] Database that provides information on WG activities and members by group and African country.

EXECUTIVE SUMMARY

1. The 1988 study entitled *Education in sub-Saharan Africa: Policies of Adjustment, Revitalization, and Expansion*, published by the World Bank, marks a turning point in a series of major reference documents on education in Africa. It gave birth to the Donors to African Education (DAE). DAE was established in 1988 to facilitate discussion among funding agencies on the harmonization of their intervention policies in education in Africa within the context of the global economic crisis and structural adjustment.

2. The role of the African ministers of education evolved from the status of observers to that of partners in 1996. This change in status occurred during the transformation of DAE into the Association for the Development of Education in Africa (ADEA). Over the years, ADEA appears to have made a success of this change, which is a permanent process of adaptation to a continuously evolving environment.

3. Today, ADEA comprises five constitutive elements. The first is a biennial conference. The fifth session was recently held in Johannesburg in December 1999. The second is the Forum of African Ministers of Education, which meets during the biennial meeting. The third is the Steering Committee composed of twenty bilateral and multilateral funding agencies and ten African ministers elected by the Forum of Ministers to represent five African regions (West, Central, East, South and Indian Ocean). A Secretariat and eleven WGs form the last two elements. The WGs are involved in the following areas: books and learning materials, education statistics, finance and education, the teaching profession, education sector analysis, female participation, educational research and policy analysis, higher education, non formal education, early childhood development, and distance education and open learning.

4. The WGs are the vehicle through which the ADEA partnership develops and promotes creative response to the problems of education in sub-Saharan Africa. They also contribute to the strengthening of institutional capacities within African countries, as well as to the improvement of the coherence and coordination of external assistance to Africa.

OBJECTIVES OF THE EVALUATION

5. The partners of ADEA demanded an evaluation of the WGs. To a large extent, the need for this evaluation comes from the perception that the WGs' activities are not sufficiently known within the ministries of education and among African professionals. Funding agencies expressed concern that the increasing success of the WGs, both in terms of increased activities and funding, prompted the need for greater accountability.

6. The themes of the evaluation suggested in the Terms of Reference fall into two categories that embrace the two major objectives guiding the exercise. First, there is the issue of determining the impact of the WGs that gave rise to the theme of Africanization. Secondly, the issues surrounding the operation and management of the WGs brought about the theme of coordination.

METHODOLOGY AND ACTIVITES UNDERTAKEN

7. The overall performance of ADEA through its WGs, not the performance of a particular WG in relation to others, is what counts in this exercise. The idea is to assess the extent to which ADEA responds to the needs of its partners and the degree to which it justifies its *raison d'être*. This could only be achieved by conducting an assessment of the process that aimed at improving the functioning of the system. It also meant involving the various concerned parties. In other words, the evaluation should be formative and participatory in its approach.

8. The methodologies used to conduct the evaluation are outlined below. Work began with a review of the literature that provided insights into the overall work of the WGs and into each WG's evolution. Participation in activities organized by the WGs and ADEA during the period of assessment made it possible to observe the WGs in action. Discussions with the leaders and coordinators of the working groups, ministers, representatives of agencies, and various professionals of African education or those working in Africa or for Africa provided multiple perspectives about the contexts and modalities within which the WGs and ADEA work. Finally, the case studies conducted by national researchers provided an in-country perspective.

9. Information gathering using the methodology described above covered the period from August to December 1999. Case studies, analysis of the information, and writing of the report took up the first quarter of 2000.

10. The report contains the following three chapters and a section on conclusions and recommendations. The annex includes a summary box on each WG, tables on reporting and budgeting issues, a matrix on the maturation phases of the WGs and the list of individuals who were contacted during the evaluation process.

- An overview of the WGs and their evolution.
- The operation of the WGs.
- The impact of the WGs.

OVERVIEW AND EVOLUTION OF THE WGs

11. The WGs present varied and contrasting situations. The following situations were identified: difficult beginnings, lethargy, redefinition of strategic actions, expansion, search for anchorage to Africa, and discreet behind-the-scenes engagement.

12. *Difficult beginnings.* The WG on Early Childhood Development and, to a greater extent, the WG on Distance Education and Open Learning found it difficult to begin. The first group has not yet elicited explicit commitment from the ministries of the African countries in favor of early childhood development. For the second, the explicit will of an African minister of education was enough to establish it, but this was without due consideration to the vagaries of politics, which left the group without a future.

13. *Lethargy.* The WG on Research and Policy Analysis has been stalled since 1996 after a promising beginning. Internal changes in the lead agency and the availability of staff affected its ability to fulfill its commitment vis-à-vis the WG. Moreover, by deciding to inspire and sustain networks of individual researchers rather than networks of research institutions, the WG was only able to partially respond to demands from the research communities and even less effectively to demands from the ministries.

14. *Redefinition of strategic action.* The WG on Higher Education is still searching for its *raison d'être* after ten years of activities. Should the WG be, first and foremost, a forum for the exchange of information and experiences? It seems that the WGHE did not have a mandate to implement programs and projects since that role belongs to states and cooperation agencies. The responses to these questions from the evaluation conducted in June 1999 will guide the future orientation of the WG on tertiary education. The WGHE has already begun to be more directly involved in activities that will likely help to improve tertiary education in Africa.

15. *Expansion.* The dominant trait of the WGs is expansion. This includes: growth in the number of activities in the three domains of advocacy, analytical work, and capacity building; wider coverage of countries; and the progressive engagement of more education specialists and professionals beyond the limited scope of the ministry officials. Three WGs have demonstrated this dynamic.

16. The WG on Education Statistics (WGES) is involved in the implementation of sustainable institutional capacity building in educational management and information systems in twenty-two countries. In addition to strengthening educational statistics units in the ministries, the group has gained renewed momentum by the establishment of networks of African experts in statistics.

17. The WG on the Teaching Profession (WGTP) is active in twenty-nine countries, thirteen of which are francophone. Its key feature is the establishment of a national team in which the main interested parties are represented in each country. This approach meets the demand for participation and increases the level of involvement. The group, especially the anglophone section, has set in motion a major component for the training of personnel.

18. The Working Group on Female Participation (WGFP) has registered the most spectacular expansion. The WG has attracted twenty-two member organizations and funding agencies. Under the auspices of thirty-one national chapters of the Forum of African Women Educationalists (FAWE), as many African countries participate in the WG. The latter has developed several components including a mathematics and science curriculum for girls (FEMSA), strategic resource planning for the education of girls and women (SRP), and an alliance of NGOs to support the education of girls and women (ACAFE). The development of this WG has attained such a high level of success that the question of the WG's autonomy and the development of a new type of relationship with ADEA to accommodate their achievements must be raised.

19. *Anchorage in Africa.* Anchorage in Africa is the preoccupation of all the WGs. The case of three WGs illustrates how this is done.

20. The Working Group on Education Sector Analysis (WGESA) illustrates a top-down movement. Between 1989 and 1995, the WGESA responded more to the needs of the countries of the North than to those of the South, even though the inventories and summaries of analytical sector studies dwell on Africa. However, since 1995 the WGESA has shifted the center of gravity of its activities toward Africa by promoting activities initiated by African countries, by encouraging the use of African experts, and by facilitating access to sector studies.

21. The Working Group on Non Formal Education (WGNFE) employed a bottom-up approach. The core of this WG's approach has been the way in which it has built local consensus around the theme of non formal education, beginning with the clear mandate for its creation by several ministers. The on-going use of researchers, consultants and experts from Africa adds to the WG's efforts to build local constituencies. The whole strategy of the WG consists of supporting the local dynamics among educational professions in a country in order to form national WGs emanating from national forums on non formal education. This WG, more than any other, highlights the dynamics and intersection of the time and process that it takes to establish both visibility and impact.

22. The Working Group on Finance and Education (WGFE) was conceived with the primary concerns of anchorage and appropriation. Anchorage in Africa has been sought through the location of its coordination at the Council for the Development of Social Science Research (CODESRIA) in Dakar. Appropriation is being pursued through the hiring of an African specialist as coordinator. Finally, the progressive appropriation by countries is actively sought as more countries are getting involved in the activities of the WG.

23. *Discreet, behind-the-scenes activity* ADEA and its WGs have a rather low profile in terms of visibility in African countries. This has added to the difficulty of determining their effect and impact. Is this a deliberate attempt to achieve an indirect effect through partners that are the ministries, agencies and education professionals?

24. The WG on Books and Learning Materials (WGBLM) illustrates discreet behind-the-scenes

actions. In fact, this WG operates in a domain where significant divergent economic, financial, and cultural interests come into play. These interests can obstruct the main goal, which is to put sufficient and affordable quality books at the disposal of African pupils and teachers while encouraging the emergence of an indigenous book chain capacity with its own margin of autonomy. The establishment of positive interaction between all the potential partners—institutions, private sector, NGOs and users—can come through several channels, excluding any direct intervention.

THE OPERATION OF THE WGs

25. As is the case with every organization, a certain number of functions should be carried out by each WG and for all the WGs. These have to do with management (coordination, setting of priorities), information, administrative and financial functions, and evaluation (self-evaluation, reporting briefs). These responsibilities are linked to specific activities undertaken by the organization to meet its objectives and its mission. In this case, they are to promote advocacy, research, analytical work, and capacity building undertaken by the WGs in keeping with the general program of ADEA.

THE MANAGEMENT FUNCTION

26. The first issue to be examined is the mechanisms that govern the establishment of WG programs. Ideally, the work plans of the WGs would originate from agendas set by African countries. In theory, the possibility of work plans originating from the expressed needs of African ministries is higher for WGs that have national teams as a strategy.

27. The lead agency, particularly the leader (whether or not she or he is guided by a steering committee), plays the principal role in the establishment of the WG's work plans as one moves from a bottom-up process to a top-down process.

28. This assertion leads to the second issue: the responsibility exercised by the partner ministries. Since only ten African ministers sit on the Steering Committee in a rolling fashion, not all of them are familiar with the way ADEA functions. This situation is compounded by the fact that the position of minister is unstable in the African context. Therefore, a more active role for ministers in the orientation of the WGs' programs should begin in their countries. This can be facilitated by the existence of functional national groups working under the auspices of a national coordination mechanism.

THE COMMUNICATION FUNCTION

29. The communication function is handled at the Secretariat through the databases PRISME (programs/projects), PROFILE (activities of the WGs in countries), and MAILER (address directory); a quarterly *Newsletter*; a catalogue of publications; and a web site. Parallel to these, some WGs have their own newsletters: WGESA, WGFP, WGNFE, and WGECD (anglophone and francophone sections). Three WGs run their own web sites: WGESA, WGES, and WGNFE. In spite of all this, the widely accepted opinion is that communication continues to be a problem for all the WGs and the products of the WGs are not widely disseminated.

30. In response to these concerns, a number of WGs have expressed the desire to benefit from the assistance of the Secretariat in handling certain functions associated with publication and circulation of information. This could involve a more integrated system that may eventually offer the possibility of an economy of scale.

31. All key personnel within a ministry should be targeted for distribution of information and documentation on the ADEA and the WGs.

ADMINISTRATIVE MANAGEMENT FUNCTION

32. The issues that fall under this heading are the degree of autonomy of the WGs, sustainability, the role of pilot and coordination units, and the number of WGs.

33. *Autonomy.* Autonomy is a virtue in a network system, particularly one composed of persons in more than one institution. Autonomy makes it possible for each entity to give the best of its talents and dynamism. This is especially true in the case of the WGs. In reality, the autonomy of the WGs is determined by the expressed needs of ADEA for synergy between WGs and for effective leadership of the Steering Committee with the consequences in terms of activities for the Secretariat.

34. *Sustainability.* There are WGs that are ready to stand on their own like the WG on Female Participation. But there are also those that do not see ADEA as a fertile ground for growth, such as the WG on Education Research and Policy Analysis. These WGs represent the two extremes of the problem of sustainability. They highlight that it is not the actual WG that matters, but rather the themes it initiates. Themes can either fail or mature and institutionalize themselves in the policies, practices, and programs of education in Africa. On this premise, each WG should develop its programs with precise objectives and with a calendar in tune with its own existence.

35. *The role of lead and coordinating agencies.* The role of lead and coordinating agencies is not only financial and technical. There is a link to the interest of the lead agency in the theme addressed by the WG. The variety of the modes of leadership and coordination illustrate this interest and the unique constraints of each agency. However, no situation is static and roles change as one common concern to all involved arises: getting Africa to play a leading role in finding solutions to Africa's problems. Therefore, it is more a problem of impact than of management.

36. *The number of WGs.* The issue of the number of WGs could arise from the perspective of the management capacity of ADEA. Every new initiative from ADEA (multiplication of the activities of existing WGs, consideration of every new theme irrespective of the modality) would affect the WGs in their management capacity first. The Secretariat should strengthen its role in activities involving circulation of information, coordination of the activities of the WGs for greater synergy, and promoting mechanisms for coordination within countries. Before evidence is provided that existing staff are effectively employed and fully utilized, the undertaking of new tasks does not necessarily imply a need to increase the number of personnel at the Secretariat.

FINANCIAL MANAGEMENT FUNCTION

37. Three aspects of financial management are examined: the WGs' work plan and budget; the formula for funding; and the reporting on WG expenditures.

38. *The WGs' work plan and budget.* The work plan is a tool that has implications that reach beyond the limited purposes of financial management. According to the procedural guidelines, each leader/coordinator of a WG has to "prepare a rolling plan and budget for the two upcoming calendar years using the standard format and to submit this work plan to the Secretariat for approval by the Steering Committee before October 1 of every year. In addition, the work plans should include information on how the WG ensures the functions of financial management and auditing."

39. It was noted that:

- There are difficulties in meeting the deadline for delivery of work plans and budgets.
- The summary descriptions of programmatic activities in the three-year rolling plan seem to create problems. They describe processes, not projects that have definite starting and terminating points. Processes, on the other hand, take place in many countries and can be at different levels. Consequently, strategies and results may not be identical. WGs tackle

these problems in different ways, though not necessarily consistently from year to year. WGs also have different constituencies to satisfy.

- The costing of work plans are done using ready-made tables which can be adjusted to each WG's style and needs.
- The coherence between planned activities and proposed budget is achieved in five of the WGs' work plans and budgets for the year 2000.
- The time frame of work plans may vary from one WG to another.

40. *The formula for funding.* WGs have unrestricted funds allocated by the Secretariat and secured funds at their disposal. The unrestricted funds function as a sort of "basket funding" allocated on the basis of a formula recognized as an objective tool.

41. *Reporting on WG expenditures.* There is limited information in the ADEA system on expenditures due to the concentration on planning, instead of reporting, in ADEA. The Steering Committee has not been provided with final audited figures identified by WGs and activities in any detail. Steering Committee members voiced concerns regarding the limited knowledge about the WGs' total expenditures since available information only covers funds channeled through the ADEA system.

THE EVALUATION FUNCTION

42. There has not been a tradition of writing and submitting annual progress reports in ADEA. There was not a formal regulation indicating that WGs prepare annual reports before 1999. Planning and reporting documents had a tendency to mix descriptions from the past and the future.

43. The lack of report information was raised several times by the Steering Committee members and led to the latest issue of Procedural Guidelines stipulating that WGs should prepare annual progress reports before February 15.

44. The objectives of the logframe methodologies were to develop a coherent, common framework for identifying relevant internal evaluative benchmarks, indicators, and the assumptions behind them to ensure that the strategies of each WG are on track. Despite a test period, the logframes rarely function as useful guides for outsiders trying to understand what the WGs are doing. The use of logframes needs to be reconsidered.

45. Finally, the assessment of performance is based on a set of six criteria established by the ADEA Steering Committee which are:

- the WG is demand-driven by the African education community;
- the WG's work plan is related to the broader ADEA program;
- the WG possesses an institutional structure that is sufficiently robust for effective management and leadership;
- the WG has real commitment from its leader/coordinator;
- the WG is a multiple-partner alliance;
- the WG contributes to capacity building and skill development in Africa.

46. There is evidence that these criteria should be used as part of the annual progress report.

MANAGERS OF WGs

47. This evaluation found that there were certain characteristics that all the coordinators shared and which had a profound impact on their work. Listed below are these common characteristics:

- they are all highly qualified and have excellent experience in their technical areas;
- they are all individuals who have broad experience working in development and in Africa;

- they are all committed to the issues of their WGs;
- they are all people who have clear ideas about the importance of their work and the centrality of WGs as a means to achieve results;
- they are all busy to the point of almost being overwhelmed by the responsibilities of their work demands.

48. The coordinators are the keys to the success of the WGs. It is unlikely that the high level of impact and the range of activities that are currently taking place will continue in the future unless some of the coordinators are given more support to engage in WG activities.

IMPACT OF WGs

49. The report includes the views of a wide variety of educational professionals who are interested in the concept and activities of ADEA. Many people were interviewed, even those who were not active members of ADEA, about the appropriateness and effectiveness of the WGs, their responsiveness, the activities, and the outputs. In this respect, the term impact is used in a very broad sense.

50. The questions were grouped into guiding themes because of the wide range of issues that needed to be examined in the Terms of Reference. Four of them will be discussed in this section on the impact of the WGs. The four themes are:

- visibility of the WGs;
- Africanization of the WGs;
- coordination of the WGs;
- future of the WGs.

51. ADEA is a mystery to many people. Furthermore, many misconceptions exist about ADEA, such as what it is and what it does. In a network that is so thoroughly grounded in issues of transparency, trust, and open disclosure, this lack of awareness about ADEA's function poses a problem because people are unable to access it and benefit from what it has to offer. Without exception, people were surprised to learn about the number of WGs, the issues they were addressing, and the activities that WGs undertook. They were anxious to know how they could benefit from what was being done and become more active in ADEA and the WGs.

VISIBILITY AND IMPACT

52. ADEA's role in general is a behind-the-scenes prodder of action and catalyst for change. Although this flexibility allows ADEA to support efforts in a country, the trade off is that ADEA's two key partners, ministry officials and agency representatives, are not always aware of contributions that are being made. This problem of attribution is even more of an issue for WGs.

53. *Definitions of visibility and impact.* For most people, visibility and impact were often interchangeable concepts. WGs fall into several categories in terms of visibility and impact. Visibility, in this case, means that people working at a country level commonly know of a WG's existence, although not necessarily of its relationship to ADEA. Impact refers to the contribution that the cluster of activities (advocacy, capacity building, and/or research) has on the daily work of educational professionals. It is important to note that many WGs have demonstrated results in their WGs, particularly within the WG membership. However, relatively few WGs had demonstrable impact on educational professionals who were not members of the WG. For the purposes of this evaluation, the assessment of impact was based on the latter interpretation. Therefore, results of the WGs were considered within the broader sense of the word—impact beyond the limited sphere of WG membership. This working interpretation seemed the more appropriate measure given the overall mandate and philosophy of ADEA.

WORKING GROUP	VISIBILITY	IMPACT	CONTRIBUTING FACTORS * contributes to visibility
• Non Formal			• Too soon to assess
• Distance Education/ Open Learning	None	None	• No activities/basically defunct
• Educational Research and Policy Analysis	Low	Very Low	• Poor leadership from coordinating agency • No efforts to work with ministry research institutions
• Teaching Profession/f.s. • Early Childhood Development • Higher Education	Low	Low	• Lack of clear mandate/objectives • Relationship with lead agency • Lack of consistent leadership by funding agency • Multi-sector constituency • Rolling membership • Low % of coordinators time • No link to ministry/limited target audience
• Finance and Education	Low	Medium	• Multi-sector • Limited number of countries
• Education Sector Analysis	Low/Medium	Medium/High	• Contract-based research activity • Closed enrollment by country • Pilot first phase
• Books and Learning Materials	Low	High	• Behind the scenes • Multi-sectored/ Multi-partners • Rolling membership
• Teaching Profession/a.s.	Medium/ High	High	• Country WGs* • Formal links between countries*
• Female Participation • Education Statistics	High	High	• Country chapters* • Formal links between countries * • Advocacy activities* • Partnership between agencies * • Broad focus to activities* • Link with EFA* • Large number of countries active in WG*

54. *Lack of attribution.* On more than one occasion, WGs were involved in activities that were viewed as positive, yet there was little awareness that the WG had played any kind of role in the development or implementation of that activity. One example of this is the support the WGBLM provided to the ministry of Zambia in their efforts to liberalize textbook publishing and procurement. Senior level ministry officials praised the WG's contribution, underscoring how valuable the WG workshops were in facilitating discussion around key points. However, agency representatives questioned what the WG had contributed to the work in that sector. As the discussion evolved, the WGBLM's role in the textbook policy was highlighted—as well as other contributions made by various WGs active in Zambia—it was clear that agency representatives working there knew very little about ADEA and the WGs. What was learned in Zambia was consistent with other countries.

55. The role that ADEA and the WGs have in the development of documents may not be recognized. An example is that of the modules developed by the WGTP/a.s. Part of the initial

problem was that ADEA's role in their development was not mentioned in the early publications. Even with more recent modules in which ADEA's support is clearly marked, the link with ADEA is still not made. This becomes even more complicated when publications are modified and become a country product without mention of ADEA.

56. The overall lack of ADEA attribution does not constitute a problem as long as there is an understanding and acceptance that ADEA's accountability for impact is somewhat intangible and difficult to link to a country's reform efforts. However, there is a broad range in people's thinking about ADEA's role and the level of accountability needed to show impact at the country level. The two opposite positions are that, on the one hand, ADEA and the WGs are a loosely linked network that provides a forum for discussion on education policy and practices. On the other hand is the attitude that ADEA should have a clearly defined country focus that must be linked in some definite way to reform efforts. Those that have been affiliated with ADEA since its inception appear to be more comfortable with the loosely linked network and forum philosophy. Newer members tend to take the other position.

57. There is little institutional memory of ADEA. This is largely due to the tremendous amount of change that takes place in membership particularly of senior ministry officials. The constituency of ADEA has also changed over the years. This confounds the problem of ADEA's need for accountability. The *raison d'être* for ADEA and the WGs is not always remembered and clearly understood.

58. Another factor contributing to the problem of attribution arises in cases where activities that were initially sponsored through ADEA have developed into a country program with its own identity. This contributes to sustainability and is a high-level form of impact.

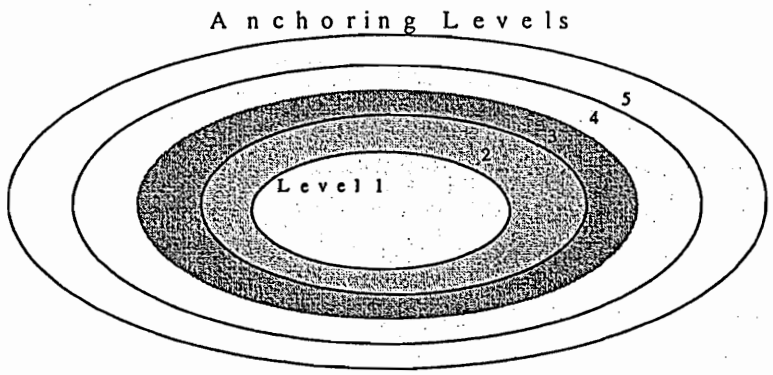
59. An overview of what was learned about the three categories of activities undertaken by each WG (advocacy, research, and capacity building) and how they influenced the three main target audiences (ministers, educational professionals, and agency representatives) is a supplementary means to assess WG impact.

60. Finally, in the search of impact of the WGs, a review of the documents from the various WGs revealed the following:

- Two WGs benefited tremendously from the change in leadership of the coordinators mid-point in the work. This influenced the quality of the work and changed the focus of the work as well.
- Secondly, WGs have a learning curve. Each one started at a different point in terms of the skill levels of the coordinator and members of the WG.
- Finally, not all WGs have the same level of need to engage in all three kinds of activities or to target all three audiences.

ANCHORING

61. The use of the word "Africanization" was challenged by almost everyone that was interviewed. There was a strong reaction that the word sent a message of exclusion and paternalism. It was concluded that Africanization meant to be grounded or anchored in the reality of the conditions and work in the sector in Africa.



LEVELS:

1. Born, raised, schooled in Africa, and works in education in Africa.
2. Lived in Africa and worked in an African educational institution; No longer lives in Africa but continues to work in education/ visits frequently..
3. Lived in Africa and worked for an NGO, funding agency, etc. No direct work experience within an educational institution in Africa.
4. Never lived in Africa but works on issues of education in Africa; visits Africa frequently.
5. Has no experience in Africa but has technical expertise, unavailable on the continent.

62. *Anchoring model.* A conceptual model illustrates different kinds of contributors and how anchored they are. Although this model does not totally capture the intersection between technical capacity and insider knowledge, it does provide a better frame of reference to discuss what Africanization or anchoring means.

63. A WG that has a broader representation of individuals from the core is more anchored than one that predominantly consists of agency representatives. A WG that hires more consultants from the South is more anchored than a WG that tends to hire consultants from the North. A WG headed by someone born, schooled and who has worked in an African education institution, is more anchored than one that is lead by an agency representative not from Africa.

64. WGs represent four examples of anchoring in reference to leadership and coordination:

- WG on Female Participation;
- WG on Finance and Education;
- WG on Teaching Profession/a.s., Non Formal Education, and Educational Research and Policy Analysis;
- WG on Books and Learning Materials, Education Sector Analysis, Education Statistics, Higher Education, and Early Childhood Development.

65. WG coordination by an African does not mean that it is more responsive to African priorities or that it engages African decision-makers more broadly. Factors influencing this are that greater numbers of Africans attend the WG meetings and, more importantly, are active members of their steering committee. To be active, members must:

- realize that they can propose items on the agenda;
- feel comfortable challenging recommendations and decisions being made by the representatives of the funding agencies;
- attend steering committee meetings on a regular basis;
- understand their on-going and future role in the WG.

66. African participants did not always comprehend their role on a steering committee; nor did they always feel comfortable with their role. Some were frustrated that advice seemed to be ignored. Individuals on technical advisory boards shared this view.

67. To be well grounded, a WG must have a clearly defined conduit to channel information to and from critical decision-makers in ministries and African institutions. When information about WG activities does not reach the highest levels of ministries and other decision-making bodies, their contribution is not maximized. When WGs are not able to know what the priority issues are, their work is not maximized. The value of their work is also less sustainable.

68. *Regional and cross-country exchange.* A dimension of the anchoring of ADEA and the WGs is the extent to which they contribute to regional and cross-country exchange. The three WGs most successful at orchestrating this exchange in a consistent and structured way are WGFP, WGTP, and WGES. This is largely due to the establishment of country level chapters and national teams. However, two other factors contribute to both the exchange and institutionalization of activities. First, they have clearly defined objectives and an established program that is implemented at both the regional and country level. Secondly, they target specific individuals who have, for the most part, consistent and on-going participation in the WG. This enables colleagues from other countries to collaborate and benefit from each other's experience more easily.

69. The regional and cross-country exchange appeared to be more value-added in countries that are smaller and/or have fewer resources and fewer individuals who can provide technical expertise, than in larger ones or countries with more resources. For instance, it was explained that the minister in Mozambique had used the ADEA WGs as a prototype for the formation of country WGs to address key issues in the reform efforts.

70. *North-South exchange.* The North-South exchange has also been profoundly influenced by ADEA. ADEA provides a strong foundation for goodwill to grow between the partners. In general, the close working relationship and mutual respect among WG members contributes significantly to an improved working relationship among partners even outside the sphere of the ADEA mechanism.

71. *Comfort zone.* There is the risk to define "Africanization" as ownership. This masks the over-arching and fundamental value of the partnership and collaboration that is the strength of ADEA and the WGs. African officials and professionals spoke of the process in which different partners engage in sector work and felt comfortable taking part in the informal dialogue that ADEA provided.

72. The idea of a comfort zone emerged frequently. People feel more comfortable challenging the leadership of a colleague from Africa than one from an agency. In the same vein, people talked about the cocoon that ADEA provided, permitting them to talk more openly about sensitive issues without fear of reprisal.

73. *Funding.* WGs also offer agencies a means to fund programs that would not be feasible through multilateral or bilateral mechanisms. Funding was a key factor affecting views on anchoring. It was suggested that it is critical to strengthen the role of the ADEA Steering Committee to determine how money was allocated to WGs and other activities. Some people felt that as long as funding could be restricted by agencies to specific WGs and select activities, the overall ADEA philosophy was marginalized and the commitment to the role of African participation and leadership in establishing priorities was compromised.

74. Although nearly everyone recognized how much transformation had taken place in creating a real partnership between the two partners of ADEA since it was first created in 1988, some wondered if it was not time to re-examine the composition and structure of the ADEA Steering Committee. The term "equal partnership" was used repeatedly to describe what ADEA is, but "equal representation" was an objective yet to be achieved.

75. *Indications of anchoring.* WGs are more or less meeting the following anchoring indicators identified in interviews:

- Supporting more visible leadership and representation from the South is an area that needs more attention.
- WGs do an excellent job of supporting regional and cross-country exchange.
- The use of African expertise/consultants is increasing, particularly WGFP and WGTP/a.s., but more effort needs to be taken to identify technical experts in each of the WGs.
- There is an excellent on-going North/South exchange in most WGs. However, as groups have become more anchored there appears to be less exchange.

- Better mechanisms need to be established to determine the priorities of the ministries. It is unclear how priorities are identified in some of them. In those that have mechanisms, efforts need to be taken to ensure that the views reflect the wider educational community.
- Not all WGs have steering committees. Those that have them need to ensure that roles, responsibilities, and expectations are clearly understood and people feel comfortable with the roles. WGs without steering committees should consider establishing them. A technical board does not replace the need for a steering committee.
- More effort needs to be taken to ensure that Africans attend WG meetings and sessions. There should be mechanisms established that provide for on-going participation of individuals over a period of time so that WGs benefit from their longer term understanding of WG activities and capacity building activities.
- Financial contribution by African ministries and partners is not occurring on any regular or substantive basis. However, in-kind contributions are increasing. It was suggested that each ministry that participates in ADEA should be encouraged to allocate a sum to support a coordination mechanism in country as a good faith contribution of the commitment to ADEA.
- More meetings are being held in Africa.

STAGES OF GROWTH

76. The WGs can be classified by their stage of growth. The stages of growth are dormant, expanding, anchoring, and mature. It is important to keep in mind that the maturation process of a WG is not a linear process and reflects a learning curve that varies by individual WG, although there is a rubric to classify them. Indeed, a WG may exhibit characteristics of a mature WG but be classified at a much earlier phase in the maturation process. It is important to remember that the gestalt of a WG's characteristics determine what stage of growth the WG is at, rather than one or two specific characteristics it may exhibit. Taking a broader view of a WG's stage of growth provides a more accurate reflection of the overall capacity of a WG. This takes into account the potential the WG has to influence policy, programs and practice on a regional scale (or even beyond the pan-African context), the anchoring mechanisms, the management capabilities, and finally, its readiness to graduate from dependency on ADEA WG status.

77. The following criteria can be used to guide the dismantling or graduation of WGs:
- restricted funding levels through the ADEA mechanism of $800,000 or more a year;
- budgets in which 30% or more of the monies are through direct agency funding or other sources;
- the WG employs ten or more full time paid staff in either regional and/or country offices;
- the activities to respond to issues in the theme area are coordinated and bring together technical and funding agencies with African agencies and African experts and educational professionals.

COORDINATION

78. *Coordination of coordinators.* A first kind of coordination deals with substantive exchange between the different WGs at the coordinator's level. Attention tends to be focused on logistical, rather than substantive, issues at coordinator's meetings. There have been many cases of joint meetings bringing several WGs together. However, little evidence existed that any kind of on-going exchange or dialogue exists, particularly at the country level. There is not an incentive to encourage any kind of substantive exchange between the WGs. No one is presently accountable to ensure that links are made: not the coordinators; not the Secretariat; not the ADEA Steering Committee. Also, there does not seem to be any organizational head of the WGs that could oversee these kinds of issues.

79. Two kinds of coordination are needed at the country level. One is the need for coordination between WGs. The other is to address the need for the impacts to extend beyond the limited membership of a WG to other professionals who are not members of the WG. In general, little evidence of either kind of coordination was found, though there was a general consensus that it was badly needed.

80. *Coordination at the country level.* It was agreed that a country coordinator should be someone who has easy access to information about the sector and is able to provide a broad perspective on what is taking place. It also needs to be someone who can act freely and is not hampered by bureaucratic rules and procedures.

81. *Coordination of agencies.* A final kind of coordination relates to the agencies. Although representatives of agencies were somewhat better informed about ADEA activities and what was taking place in various WGs, there were broad gaps in their knowledge, even when their agency was the one coordinating a WG. This lack of information contributed to their perception that ADEA contributed little that had relevance to their work and had tremendous sway on their decisions about financially supporting a counterpart's participation in WG activities.

FUTURE OF THE WGs

82. The central issue that ADEA must examine in the future is ADEA's capacity to respond to issues and priorities of African ministries and the WGs' role in doing this.

83. *Emerging issues.* A number of issues emerged about the on-going development of ADEA and the WGs. They are the following:

- What is ADEA's role as a designer and implementer of activities?
- Are the WGs the most cost-effective mechanism to engage in advocacy, capacity building and research?
- What is the risk that ADEA is reinventing the wheel and that WGs engage in overlapping activities that other funding agencies are currently implementing?

84. There was a prevailing attitude that ADEA had reached its capacity within the current structure and that on-going expansion of activities might become counterproductive. People did, however, think that there were issues that demanded ADEA's response.

85. HIV/AIDS was paramount among those mentioned. In every interview with ministers and senior ministry officials HIV/AIDS was identified as a crisis situation. A second issue that repeatedly emerged was for assistance in information technology. Other frequently mentioned issues were special education, quality of education, curriculum, and assessment of student learning.

86. *Alternative to creating more WGs.* Some people questioned if some of the issues that need to be addressed could be undertaken by WGs that already exist rather than creating new WGs.

87. It was proposed that ADEA explore other mechanisms to address critical issues other than WGs. One proposed mechanism was to establish task forces for urgent issues that demanded a cross-cutting response. Task forces should be a short sitting group whose services are used to stimulate response in the existing mechanisms, identify resources and groups to collaborate with, and provide some level of quality control for subsequent actions that take place.

RECOMMENDATIONS

General Recommendations

88. The findings demonstrate that ADEA is providing support to African countries in their efforts to improve both the access to and quality of education. However, there is evidence that the activities that are taking place are not maximized. Furthermore, the level of responsibility that ADEA activities places on some of the individuals who have an active leadership role in ADEA (Steering Committee members, WG coordinators, etc.) needs to be redefined in order to ease the burden of both preparation and utilization of the information. Although the current structure of the ADEA network has provided the maximum tension between flexibility and formalization, the network has grown in terms of funding, membership, and activities to a point that it risks losing cohesion if changes are not made. These recommendations are suggested to enhance the role of ADEA and ensure that the greatest benefit can be achieved from its activities.

Recommendation #1

89. *The rationale and current configuration of WGs.* Historically, ADEA has been a forum for exchange about policy. More recently, it has begun to focus on issues surrounding practice as much as policy. This is a logical step forward since the formation of policies alone does not produce the desired effect. ADEA's role as an implementing agency needs to be clarified. It is likely that the actual role of the WG as forums for exchange about experience and information will fade. WGs are in a unique position to try innovations around key policy areas in which there is a consensus at the political level. Rather than implement broad scale activities, the WGs should try experimental or pilot activities that allow them to determine the most effective ways to implement policy decisions in their discrete thematic areas. A five year trial period could be used to develop an approach and then, when the activity is running smoothly, a host institution could be identified to assume the primary responsibility for wider implementation.

Recommendation #2

90. *Dismantling or graduation of WGs.* All WGs should evolve from the expanding to the anchoring phase. Not all WGs would achieve mature status. However, all of them should ensure that their activities are grounded in some way in an African institution. Criteria that can determine when WGs should be dismantled or graduated are:

- the mandate no longer exists;
- the working group is dormant for two years;
- the WG is anchored into an African institution and no longer needs the status of an ADEA WG to effectively function.

Recommendation #3

91. Within the next two years, WGFP and WGES should be graduated from WG status. A new category of ADEA affiliation needs to be established to keep these two WGs and other emerging constituent partners (i.e. APNET, PABA, ERNWACA, ERNESA, etc.) within the ADEA family. WGERPA should be dismantled.

Recommendation #4

92. *Number of WGs.* No more WGs should be established. ADEA should address new issues and themes in consideration of its structures or establish a quick response mechanism, such as a task force.

Roles and Responsibilities of WGs

Recommendation #5

93. *Strengthen the role of senior ministry officials.* Under the current ADEA structure, ministers and less senior technical personnel are effectively reached in ADEA activities. However, permanent secretaries, deputy ministers, and director generals are not effectively targeted. A mechanism needs to be developed to ensure that they are aware of ADEA activities, particularly as they relate to the formation and implementation of policies.

Recommendation #6

94. *Ministers and ministry participation.* Ministers should not be asked to sit on WG steering committees. Their participation is problematic on several counts:

- their presence might be intimidating to other SC members;
- the political nature of their job limits their ability to make a long-term commitment;
- access to ministers can be limited;
- likewise, ministries are not in a good position to lead out or coordinate a WG.

Recommendation #7

95. WG steering committee members can benefit from team building exercises and skills development. Some of the potential steering committee members are less experienced than many of the agency representatives at serving on steering committees or boards. Their participation could be enhanced with a brief but focused training exercise that stresses what their role is.

Dissemination Functions

Recommendation #8

96. The WG coordinators appreciate the role of the Secretariat in support of dissemination activities, particularly help in translation services. The Secretariat should take a more active role in this.

Recommendation #9

97. All key personnel in a ministry should receive the ADEA *Newsletter* and publications.

Management and Administration Functions

Recommendation #10

98. *Role of coordinators of WGs.* The level of effort that it takes to coordinate a WG is considerable. If coordinators are to continue to provide the programming that is currently available to greater numbers of people and countries, they need institutional support and scopes of work that officially allocate more time to coordination activities. It is estimated that a coordinator requires a minimum of 60% of his/her workload to effectively coordinate a WG. The larger the number of countries involved, the greater the work demands and the more time that is needed.

Recommendation #11

99. *Planning and reporting.* The use of more traditional logframes and reporting tools should be discontinued. They are inappropriate for ADEA given its current mandate and structure and are too

cumbersome and time consuming for everyone involved to use. Instead, a planning tool should be used which focuses on actions taken, what the results of those actions are and how the funds were spent. This is more of a critical incident analysis that more clearly demonstrates the link between activities that ADEA supports and how it leads to changes in policy and practice. ADEA should use a two year planning period, with any rolling design changes clearly identified so that ADEA Steering Committee members can easily see how changes in the original plan differs in the course of the two year implementation period.

Recommendation #12

100. *Guidelines for the leading/coordinating agency.* Guidelines for agencies considering the role of coordinating/leading a WG should be developed. These guidelines should reflect lessons that have been learned from both successful and more problematic experiences in agency leadership and coordination efforts. Characteristics that influence "institutional fit" should be considered and suggestions provided on ways to strengthen the coupling. The WGFP is an excellent example of both institutional fit and the gradual institutionalization process from a lead agency to a more anchored coordinating institution. It is also an excellent example of the way strategic mobilization of resources provided ample money and support to those responsible for implementing the WG's work plan. WGTP/a.s. is another example of good institutional fit. The WGFE provides an interesting scenario on how to establish a partnership with an African institution with an African expert in a lead coordination role from the onset of the WG's creation. Although the guidelines would have no legal bearing on the relationship between ADEA and the lead agency or the lead agency and the WG steering committee, they do provide common ground for all interested parties to reflect on their relationship with each other and work at establishing stronger working relationships.

Recommendation #13

101. *Planning period.* A two-year work plan that clearly identifies changes from year to year should be adopted. This will facilitate the Steering Committee members to assess the implementation process of a WG's work plan.

Financial Management Functions

Recommendation #14

102. *Funding.* Restricted funding should be phased out over the course of the next five years. The Steering Committee should be fully vested to determine how funds are used. This provides them more leverage to be responsive to priority needs.

Recommendation #15

103. *Fundraising consultants.* Given the importance that increased revenues play in the formula for the allocation of unrestricted funds coordinators less skilled at fundraising or who have little time available to work on this are at a distinct disadvantage. Consequently, the services of a fundraising and/or marketing consultant might be engaged to advise them on how to present their message and develop effective strategies to disseminate information about the objectives, work plans, etc. The consultant would not be engaged in any kind of fundraising activities for the WGs or ADEA.

Evaluation Functions

Recommendation #16

104. *Evaluation and annual report.* An external consultant proposed amendments to the Procedural

Guidelines in 1998 and recommended that the criteria for performance be moved to an Appendix and that they be included as one aspect of the WG Annual Reports. The Secretariat has not yet implemented this. The present evaluation proposes that the Secretariat indicate in which document these issues should be addressed. The way they are currently presented in the Procedural Guidelines may create confusion.

Recommendations on Visibility and Impact

Recommendation #17

105. *Utility of WG.* It is difficult for each WG to show its utility. To show greater utility, WGs should concentrate on cross-cutting issues as a basis of common programs. This will increae synergy between the WGs, as well as sustainability. Special funds should be provided for activities that bring WGs together in a sustained and substantive way.

Recommendation #18

106. *Membership of ADEA.* Efforts need to move forward on the CD-ROM profile of members. Efforts to coordinate and improve visibility of ADEA will be hampered until this information is accurate and readily available.

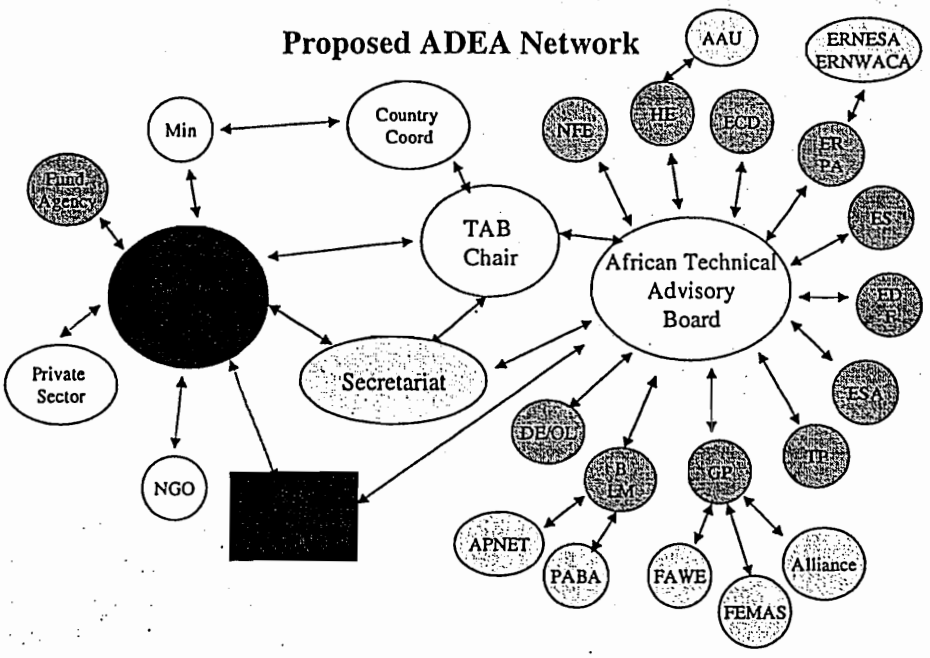
Recommendation #19

107. Efforts to develop strategic dissemination activities that move into the utilization of information have been developed at the Secretariat. Implementation of these activities should begin.

Anchoring Functions

Recommendation #20

108. *Restructuring of ADEA network.* Structural changes of the ADEA network should be considered. The following figure provides an overview of what this might look like. Based on findings from the evaluation exercise, the restructuring needs to take into consideration: the need for more anchoring of WGs and ADEA; changes in ADEA's constituency; more equal representation on the ADEA Steering Committee; coordination support to WG coordinators; more visible presence of African experts and educational professionals; a more prominent role for permanent secretaries; greater regional exchange; a "home" for country coordination units; and new mechanisms to accommodate both graduated WGs (and other networks) and short-sitting task forces.



The proposed network introduces a WG Technical Advisory Board (TAB) which would consist of an African expert in each of the identified WG areas. The board members would be part-time consultants who have scopes of work with clearly defined tasks. One key role would be to co-chairs various WG steering committees. The chair of the TAB would be an ADEA employee who has full-time responsibilities for ensuring both the logistical and substantive coordination of the WGs. This person would also be an observer on the Secretariat Steering Committee. A second task of the TAB would be to host annual regional meetings with the permanent secretaries, director generals, deputy ministers, etc. TAB members would organize these so that discussions around all the WGs take place at the same time, rather than on an individual WG basis. The meetings would provide a valuable conduit for information exchange about what is taking place substantively in WGs, as well as a means to identify the priority issues. This enables countries that are not active in a particular WG to benefit from the research and overall activities of all WGs. The TAB anchors the WGs with more visible African leadership and provides a mechanism to ensure that information about the WGs reaches key decision-makers on a regular basis.

Recommendation #21

109. *Equal representation on the Steering Committee.* The number of African ministers and funding agency members should be equalized. The current number of African ministers should remain at ten. Representatives from the funding agencies should be elected to serve a three to four year term on the Steering Committee. Non-elected agency representatives who pay the $50,000 annual fee could maintain observer status on the Steering Committee.

Recommendation #22

110. *Observers.* NGOs and newer members of the ADEA constituency should be allowed to be observers on the ADEA Steering Committee.

BEST AVAILABLE

Recommendation #23

111. *Contribution of African ministries.* In-kind and financial contributions of ministries of education and African institutions need to increase. While there is an understanding that ministries are not in a strong financial position to make large investments, good faith contributions will have a considerable positive impact. The suggestion was made that each ministry that actively participates in ADEA should make a nominal contribution to the expenses of ADEA coordination at the country level.

Recommendation #24

112. *Task forces.* As issues arise that need urgent response, WG members and/or other ADEA members would be identified to participate on a task force to identify ways that ADEA can respond to the issue at hand. These would be short sitting groups as opposed to more established ones like the WGs.

Recommendation #25

113. *Regional exchange.* The SADC region has been more successful at leveraging ADEA inputs than any other region of Africa. Efforts should be taken to foster the regional exchange in the other parts of Africa. This can be a responsibility of the Technical Advisory Board members (TAB).

Coordination Functions

Recommendation #26

114. *Coordinators of WGs at national level.* If ADEA is to be as effective as possible at the country level, there needs to be some kind of coordination mechanism that brings together both country representatives and representatives of the agencies. Someone has to assume the responsibility to keep informed about what is happening and who is involved in order to maximize ADEA inputs. Several different scenarios are presented on how this could be accomplished.

- *The National Commission (for UNESCO).* National Commissions are an excellent option as a local coordination mechanism for ADEA. They are officially linked with the ministry; have a broad sector perspective; know the educational professionals; and have official links with the funding agency community. Although capacity of National Commissions vary considerably, they serve a role in the sector that places them in a strategic position to carry out coordination activities. This option might provide an opportunity for ADEA to help strengthen the capacity of the National Commission Offices.
- *Ministry of Education.* A second scenario could be for a ministry to identify an office/individual to assume this task. This could be a possible coordination mechanism in countries in which there is one ministry that has responsibility for the whole sector—from early childhood to higher education. For this option to work effectively, there must be free access to information for the ADEA WG members who are outside the official ranks of the ministry.
- *Local WG Coordination Board.* In this scenario, WGs would organize an ad hoc coordination board. WGs might take on the coordination responsibility on a rotation basis (similar to what the ministers do with the ADEA Steering Committee). Information should be readily accessible and efforts should be encouraged to develop synergy and links on a programmatic basis.
- *Consultant Appointment.* A final option is to enlist the part-time services of an educational professional to coordinate efforts at a country level. Ideally, this could be a retired individual who has both high credibility and strong professional links in the education community.

Recommendation #27

115. *Role of a focal point.* The following tasks should be undertaken to coordinate WG activities.

- Disseminate information.
- Market ADEA. Host an ADEA day, an ADEA fair; organize conferences, seminars and brown bags on ADEA activities and research; prepare an ADEA newsletter; and coordinate ADEA information exchange with the media.
- Develop links between the WGs, i.e. regular meetings for information exchange, etc.
- Monitor special common programs in which several WGs are involved.

Specific WG Recommendations

Recommendation #28

116. *WGECD.* The Steering Committee should revisit the issue of ECD to determine if this continues to be a priority for African ministries. If this is an area of priority, the ministries need to be visibly supportive. The link with the Early Childhood Development Network in Africa (ECDNA) should be strengthened. If the Netherlands is unable to make a long-term commitment of five years to the coordination activities for this WG, another lead agency needs to be found to assume the role.

Recommendation #29

117. *Research.* A new mechanism needs to be established to support research networks in Africa, particularly if it focuses on supporting the research capacity of ministries. Discretionary funds should be appropriated to the proposed TAB to support exemplary research proposed by ERNWACA, ERNESCA, or other African institutions. These funds should be limited and ought to focus on supporting research that addresses the formation and implementation of policy in areas other than those addressed by the WGs.

Recommendation #30

118. *WGDE/OL.* There appears to be a clear mandate for WGDE/OL, particularly if it includes the use of information technology. A new lead agency should be identified to coordinate this WG if the Ministry in Mauritius cannot assume the leadership role. Efforts are underway to engage the Commonwealth of Learning to lead the anglophone countries and a French NGO to lead the francophone countries. Because the link with the Ministry of Education in Mauritius has already been established, it may be necessary to continue with this arrangement. However, it should be pursued with an understanding that ministries are not in a good position to lead a WG. When coordination is shared between two organizations to accommodate the need for French and English, there should be a mechanism between them to ensure that they are moving forward together.

Recommendation #31

119. *WGNFE and WGFE.* The WGNFE and WGFE are moving forward and need more time to demonstrate impact beyond the sphere of WG membership and to have a greater influence on policy, programs, and practice on a broader constituency throughout the region.

Recommendation #32

120. *Forum on the future of ADEA.* There was wide consensus that a large forum be engaged to discuss the future of ADEA in the coming decade similar to the one that was held to create ADEA. Everyone wanted to underscore his/her on-going support to the network. People were reluctant to

define exactly what they thought the next five to ten years should look like without broader consensus.

CONCLUSION

121. ADEA has played an important role in the sector during the past decade. It presents a model of democracy and governance that fosters both mutual trust and respect. This is built on transparency and a high level of commitment of all the partners based on the shared vision to improve educational opportunity for Africa's youth.

122. People are anxious that it continues to play this role in the next decade and new millennium. Despite progress that has been achieved on the continent, the challenges that Africa faces in educating its youth as well as its adult population are overwhelming. Internal conflict, economic crisis, and pandemics like HIV/AIDS and natural and environmental disasters are just a few of the factors that erode progress and place tremendous strain on both the human and financial resources to move Africa into a new age of economic and social development.

123. But the story of ADEA brings hope. As one person cautioned: *"It's too important to mess up. We want to move forward in the next decade in the same fashion that we did for the last one. We need to jointly identify what our needs are and come up with a formula of success that will work for everyone. And when we get done with these discussions we'll be able to say with confidence—that's where ADEA has to go."*

FULL REPORT

INTRODUCTION

CONTEXT

1. The study published by the World Bank in 1988 entitled, *Education in sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion,* was a turning point in the long line of major reference documents on education in Africa. This series was inaugurated by *"A general framework for a development plan for education in Africa"* which was adopted by the Conference of African states on the Development of Education in Africa, held in Addis Ababa in May 1961.

2. After a quarter of a century, the context has completely changed in the education sector, just as it has in the economic and social sectors. The latter, which is generally in crisis, led to the implementation of structural adjustment policies.

3. Although the actors in the development of education in Africa could agree on the acknowledged state of African education, the governments and their partners barely agreed on the remedies. The proposed adjustments, revitalization, and expansion strategies deserve the seeking of a consensus for its implementation. In *Education in sub-Saharan Africa,* the authors conclude that, "in this new era of international aid for education and training, agencies and governments should meet and discuss the concrete measures to be taken in order to support the adjustment, revitalization and selective expansion of the education sector in Africa." (page 117).

4. *Creation of ADEA.* One result was the creation of Donors to African Education (DAE), which was established in 1988 to harmonize donor intervention policies in order to better serve the development of education in Africa. The agencies started meeting among themselves and inviting select African ministers as observers. The observers were promoted to the status of partners in 1992 when the consortium was transformed into the Association for the Development of Education in Africa (ADEA). Over the years, ADEA has demonstrated success in adapting to an ever-changing context.

5. *ADEA's fifth Biennial Conference.* ADEA held its fifth Biennial Conference session in December 1999 in Johannesburg. It was attended by two hundred fifty participants from forty-two countries, thirty-five multilateral/bilateral agencies and non-governmental organizations. ADEA is also a forum for African ministers of education who meet during the biennials. It has a ten-member bureau that participates in ADEA's Steering Committee. In addition to the African ministers, representatives of eighteen agencies that participate in ADEA sit on the Steering Committee. They pay an agreed upon membership fee. ADEA also covers eleven WGs that focus on themes that concern education in Africa. These WGs are active in practically all the African countries. The Secretariat for ADEA is based in Paris.

6. *The WGs.* WGs form the focal point for the professional communities' various inputs. According to ADEA's statutes, "*WGs are an instrument through which ADEA's partners develop and promote creative responses to education problems in sub-Saharan Africa and work for the reinforcement of institutional capacities. All the groups are involved in the development of African institutional capacities and endeavor to improve coherence and coordination of international aid to Africa.*"

7. The eleven WGs are: (lead agencies are marked in brackets):
   - Books and Learning Materials (British Department for International Development),
   - Education Statistics (Swedish Agency for International Development, coordinated by UNESCO in Harare),

- Finance and Education (Canadian Agency for International Development, implemented by CODESRIA based in Dakar),
- Teaching Profession (the Commonwealth Secretariat for the anglophone section and the French Ministry of Foreign Affairs for the francophone section),
- Education Sector Analysis (UNESCO),
- Female Participation (FAWE),
- Educational Research and Policy Analysis (International Development Research Center),
- Higher Education (World Bank),
- Non Formal Education (Swiss Agency for Development and Cooperation in conjunction with the Commonwealth Secretariat, UNESCO, and the OECD/Club du Sahel),
- Early Childhood Development (Netherlands' Ministry of Foreign Affairs),
- Distance Education and Open Learning (Ministry of Education, Mauritius).

8. It should be noted that two WGs have been terminated. Of the two groups, the WG on Examinations completed its work, published its report, and was dismantled. The other, the WG on Vocational Education and Training, never initiated activities as a result of insufficient commitment on the part of the lead agency. It stopped operating in 1995.

OBJECTIVES

9. *Reasons for the evaluation.* The push for an evaluation of the WGs came from ADEA's partners. There was a perception that WG activities were not sufficiently known to African ministers of education and African professionals. Embedded in the broader issue of what is known about WG activities are two key questions: Who determines the WGs' priorities? To what level are (or should) WGs be integrated into the activities of the ministries?

10. Funding organizations also expressed concern that the growing success of the WGs and the subsequent increased activities and financial resources demanded the need for increased accountability.

11. *Purpose of the evaluation.* Consequently, the purpose of the evaluation is to ensure that WGs develop professionally, especially with regard to their usefulness to ADEA's partners (ministries and organizations) and by seeking the best solutions in terms of management, organization, and accountability.

12. *Themes of the evaluation.* The themes of the evaluation, as outlined in the Terms of Reference, can be divided into two categories that encompass the main objectives of the evaluation, i.e. the impact and the functioning of the WGs.

13. Questions about the impact of the WGs based on the Terms of Reference themes include:
- *The raison d'être and the current configuration of the WGs.* Do the WGs correspond to what ADEA's partners expect?
- *The WGs' usefulness, efficiency and relevance as perceived by ADEA's client group (ministries, agencies and professionals).* Do the client groups have similar perceptions of the usefulness of the WGs or to the contrary, varied perceptions?
- *Ownership.* Do the current practices and measures guarantee shared ownership of the WGs between ministries and agencies?
- *Participation, leadership and level of implication of the activities of the WGs.* Do individuals engaged in WGs represent appropriate language, regions, professionals and gender groups?
- *The Africanization of WGs in terms of institutions and people.* Taking into account the needs of all ADEA's partners, how should the concept of Africanization be defined?

- *WGs' contribution to the critical perspectives.* How does a consensus emerge between political decision-makers in African ministries of education and agencies with regard to the policies of each WG?

Questions on the functioning of WGs include:

- *The mechanism governing the establishment of WGs programs.* Do tensions exist between the partners of ADEA WGs? What factors affect the partner relationships?
- *Responsibilities of the ministerial partners.* How should ministerial partners be reinforced?
- *Dissemination.* To what extent do WGs make their work known beyond the small circle of colleagues? Is the dissemination done in a user-friendly manner? Are dissemination activities adequate?
- *The pertinence of the current measures applicable to WGs. The level of autonomy, sustainability, and efficiency.* Should the ADEA/WG relationship continue as long as the relationship continues to be beneficial to the lead agency? Should there be a mechanism for dismantling and graduation of WGs?
- *The role of the lead agencies and coordination.* Are there too many WGs? Are others needed? Does ADEA have the capacity to manage WGs, follow-up, coordinate and use WG outcomes?
- *Financing the WGs*: Are the modalities satisfactory? Can they be considered as good practices?
- *Accountability:* What are the expectations, standards and practices for monitoring activities and determining impact? Are they adequate or are changes needed?

WORK TO BE DONE

14. *Components of ADEA.* ADEA and its WGs constitute an evolving system that may have certain analogies with a teaching system. ADEA system's components are: the Biennial Meeting, the Forum of Ministers, the donor agencies, the Steering Committee, the Secretariat, and the WGs. All these elements are focused in a dynamic relationship with the global objective of developing education in Africa in all its qualitative and quantitative aspects. This is to be accomplished through education policies, efficient teaching, and administrative practices. WGs form the "operational center" of the system. Most of their outputs, especially in terms of policy analysis, capacity building (individual as well as institutional), and advocacy, are elaborated here.

15. In order to evaluate a system like ADEA, it is important to consider that comparing its objectives in the absence of a reference measure, the impact produced by the system, and the functioning of the system, requires the identification of current and future problems and possible solutions. Consequently, the evaluation process is a formative one that engages "a circular, or rather spiral, approach through which efforts are made to constantly improve the system".

16. *Development of the method of evaluation.* Comparing the WGs using a single measure that ignores the WG differences in terms of structures, membership categories, stage of development, and funding level could have been used in this evaluation. Such an approach would have been problematic because it is not the performance of a particular WG that matters, but the overall performance of ADEA through the actions of all the WGs that was deemed important. How ADEA responds to the increasing and varying needs of its partners and the affirmation of its *raison d'être* are of the utmost importance. WGs are autonomous structures with distinct characteristics and their own management mechanisms. Therefore, it was important that, to the extent possible, the evaluation consider each WG separately, but within an integral overview of the ADEA mechanism and objectives. Even though each WG deals with a given problem or a series of specific problems, overlaps do exist. One of the objectives was to identify examples of synergy between the WGs. This "separate but integral" aspect of WGs added complexity to the evaluation process.

17. In order to take a deeper look at the issues concerning the WGs' finances and to determine the expectations relative to standards and accountability, a third member joined the evaluation team in mid-January.

18. A meeting held in Oslo with the Chair of ADEA and the Executive Secretary enabled the members of the evaluation team to discuss their views with their new colleague, clarify his mandate, and harmonize their methods of work.

METHODOLOGY

19. To perform the evaluation, the following means were used to collect the data: review of documents, observations, interviews, focus, and case studies. The progressive and cumulative approach enabled reviews at various critical moments during the evaluation in order to gain a better understanding of what was happening in the various WGs. Fax, telephone, and e-mail exchanges were also used to communicate with WG members.

20. *Review of documents.* An extensive review of documentation on the WGs and ADEA was the first and indispensable phase of the evaluation. This activity provided essential information about the history of a WG, identified their key objectives, as well as a chronology (albeit limited in some cases) of activities undertaken by WGs. In some cases, it also provided an overview of individuals who had been active in the WG. This review marked the beginning of a diagnosis of the situation.

21. *Observation.* As suggested by the WGs' leaders/coordinators, the evaluators participated, whenever possible, in the different activities organized by the WGs and ADEA during the evaluation period. This participation provided a lens through which it was possible to see ADEA and some WGs in action and to determine their general atmosphere, group dynamics, work methods, etc.

22. *Interviews.* This was an important feature of the approach since it provided multiple perspectives. There was a need to interview the leaders and coordinators of each WG, members of the Steering Committee, African ministers of education, WG participants, various African education professionals, and professionals working in Africa or for Africa. Nearly 450 individuals were interviewed during the evaluation.

23. The Terms of Reference suggested the usefulness of undertaking case studies in order to take into account for the various levels of maturity of the WGs. This also allowed for the appraisal of actions and impact of WGs in countries where their presence is most remarkable. Criteria that guided country selection were:

- the number of active WGs in a country,
- geographical representation,
- wide donor representation working in the sector,
- a country that had been active in ADEA for a minimum of five years,
- significant changes in education policies in the past decade,
- whether a country hosts a WG coordination body,
- linguistic balance,
- ministerial representation on ADEA's Steering Committee,
- the number of Biennial Meeting in which the same minister has participated.

24. In order to gain an insider's perspective, two national researchers from each country were chosen to carry out the case studies. These researchers collaborated with the team of evaluators and employed the same methodology for data collection and analysis. The evaluation team met with the researchers in late January in Dakar. During this meeting, they discussed the overall evaluation and methodology and identified emerging themes in the broader evaluation exercise. The evaluation team,

in collaboration with the country research teams, developed an overall approach to use in the case studies, identified categories of people to interview, and discussed the themes to address. This provided consistency between the case studies, which were a common framework for analysis. The researchers met a second time after data had been collected to compare what was learned. In this way, overarching themes were identified.

25. The important issues to be considered include:

- knowledge about ADEA and the WGs in a given country, the procedures of WGs and especially the coordination of activities within a country and how they are linked to ministries of education;
- the WGs impact and usefulness, particularly their influence in terms of reform efforts in the education sector on country policies, programs and practices.

26. Senegal and Uganda were chosen using these criteria. The presence of most of the criteria mentioned above enabled one to see the visibility of ADEA and the tangible impact of the WGs. Burkina Faso provided a third case study that represented an intermediate scenario. Unfortunately, the case study on Uganda could not be undertaken following the tragic death of the two researchers who were selected to undertake the study.

ACTIVITIES UNDERTAKEN

27. Although activities undertaken are interdependent, they can be regrouped into four periods corresponding to the following rubrics: preparation, collection of information, case studies, and analysis and report.

28. *Preparation.* The period from June to July 1999 was devoted to initial contacts between the evaluators and the leaders/coordinators of WGs during their meeting in Cotonou, 1 - 3 July 1999. The evaluators presented the methodology that was composed of three essential elements: research of documentation, interviews and the implementation of case studies. The WG coordinators proposed an additional dimension in the process. They suggested that the evaluation team participate in activities organized by the WGs. This enabled them to better understand WG specificity and dynamics and to be able to meet as many members of WGs as possible. The calendar of the evaluation became highly dependent on WGs' scheduled activities due to this change in methodology. This change provided limited input since meetings with WG members for a week or less during an intense period of time with a fixed agenda did not always provide the best opportunity for lengthy interviews. These meetings provided numerous, but often superficial, contacts.

29. *Data collection (August to December 1999).* In addition to studying the documentation provided by the Secretariat, the evaluators participated in the following activities of the WGs and ADEA, or other events allowing them to meet members of the ADEA.

- 21 - 23 July 1999: participation in a meeting held in Ouagadougou to investigate the creation of a foundation for non formal education in three Sahel countries (Burkina Faso, Mali, Senegal).
- 27 July - 6 August 1999: International Book Fair in Zimbabwe and meetings organized during this event by the WGBLM. This was followed by a visit to Zambia.
- 26 - 27 August 1999: participation in a national forum held in Ouagadougou on the National Review of the Education Sector Analysis in Burkina Faso (1994-1999) organized by the WGESA in Burkina.
- 27 September - 5 October 1999: participation in a regional meeting held in Harare convened by the WGES and organized under the framework of EFA 2000.
- 17 September - 10 October 1999: participation in a meeting of the WGTP (anglophone section) in Maputo combined with a stay in Accra for an activity of the WGES.

- 25 October 1999: report to the Steering Committee meeting in Paris on the progress of the evaluation and initial contacts with various African delegates participating in UNESCO's General Conference.
- 27 October - 3 November 1999: participation in a meeting of the WGTP (francophone section) in Dakar and talks with the IDRC in reference to the WGERPA and at CODESRIA with the WGFE.
- 5 - 10 December 1999: participation at the Biennial Meeting in Johannesburg.
- 11 - 19 December 1999: meetings in Kenya with FAWE, FEMSA, the National Commission, Ministry and University representatives.
- February and March 2000: the Burkina Faso researcher attended meetings organized by the following WGs: WGNFE, WGFE, WGSE, WGFP.
- 29 April 2000: preliminary presentation of draft report at the ADEA Steering Committee meeting in Dakar.
- 18 - 19 June 2000: discussion of the draft report with leaders/coordinators of WGs at their meeting in Nairobi.
- 6 - 16 July 2000: revision meeting with a sub-committee of the ADEA Steering Committee Copenhagen. Final editing of the report.

30. Others missions were necessary in order to meet leaders/coordinators of WGs or important partners of ADEA and the WGs: Washington (USAID, World Bank), New York (UNICEF), Ottawa (CIDA), London (Commonwealth Secretariat, British Department for International Development), the Hague (Ministry of Foreign Affairs), Oslo (NORAD), and Paris (UNESCO, IIEP, Secretariat of ADEA).

31. *Case studies.* The months of January and February 2000 were devoted to the preparation and implementation of the case studies. A preparatory seminar took place in Dakar, 24 - 29 January 2000. Fieldwork was undertaken in countries during the course of February. A joint meeting was held in Ouagadougou from 6 - 10 March 2000. The conclusions of the case studies support the trends that emerged from the more global evaluation.

32. The analysis of the collected data has been the object of a continuous process since beginning the evaluation exercise. Nevertheless, most of the analytical work took place in March 2000 when the draft of the report was written.

CONTENT OF THE REPORT

33. The report comprises four chapters focusing on the following topics. There is an annex that includes a matrix of the stages of growth of WGs, budget and reporting tables and an interview list.

- An overview of the WGs of the ADEA and their evolution.
- The operation of the WGs of the ADEA.
- The impact of the WGs.
- The conclusions and recommendations.

CHAPTER I

OVERVIEW AND EVOLUTION OF THE WGs

34. *WG themes and activities.* The picture of the ADEA WGs is very rich. First of all, it presents a variety of themes and activities, some of which are sectoral in nature such as the development of early childhood, distance education, higher education, and non formal education. Other themes of a cross-cutting nature focus on specific issues, such as the education of girls and women, the teaching profession, means of teaching, books and learning materials, and finances and education. They also deal with tools for the formation of education policies and tools of the management of education systems such as research in education and analysis of policies, education sector analysis, education statistics.

35. Many activities that harmonize themselves emerge from these themes. Activities in the above themes fall into three main categories of tasks: advocacy activities, research and analysis activities, and individual and institutional capacity building.

36. *Goal of the overview of WGs.* The goal of this overview of the WGs is to identify characteristics in terms of organization and activity. It is hoped that this will provide a perspective that shows the dynamics of each group.

37. *WG phases and situations.* Based on these tasks, the WGs fall into one of several phases and situations: difficult beginnings, lethargy, a redefinition of action strategies, expansion, the search for anchorage to Africa, and discreet behind-the-scene action.

38. Each situation illustrated by one or several WGs allows one to touch on a particular theme of the evaluation such as:

- the pertinence of institutional structures,
- the *raison d'être* of WGs,
- the efficacy and efficiency of WGs,
- the Africanization of WGs,
- the contribution to critical perspectives.

REASONS FOR DIFFICULT BEGINNINGS

39. ADEA has already had a WG that could not move forward. The WG on Vocational Education and Training never operated due to the insufficient commitment of its lead agency, the ILO. It ceased to exist in 1995.

40. After the experience with this WG, ADEA developed criteria for the establishment of any new group. The criteria are:

- the creation should correspond to a demand from the community of African educators;
- activities should be in relation with the broad program of the ADEA;
- the institutional structure should be sufficiently strong in order to ensure efficient management and leadership;
- there must be a real commitment from the leader;
- the group should represent a multiple partnership;
- the group should contribute to the development of African capacities and skills.

41. Are these conditions sufficient for all cases? This question can be asked in the case of the WG on Early Childhood Development and in case of the WG on Distance Education and Open Learning.

THE WG ON EARLY CHILDHOOD DEVELOPMENT

42. Box 1 in the annex summarizes the objectives, organization, and the main activities of this WG. By referring to the criteria for the performance of WGs, it is understandable why the WGECD encountered difficulties.

43. *Response to a need.* The creation of WGECD does not seem to correspond to a high degree of demand of the community of African educators. Although all African countries recognize the importance of the development of early childhood in their education policies, very few have specific objectives and programs of action on the subject. This is partially due to the requirements and emergencies in the other sectors of education. Consequently, the existence of the WG does not correspond to a clear commitment by the governments of African countries. Therefore, the WG has struggled to get the ministries visibly committed.

44. *Institutional structure.* The institutional structure is still expanding and being established. In this transitory phase, the WG is comprised of the lead agency and a consultative group of eight countries that determine the activities that will be undertaken.

45. *Adherence to ADEA objectives.* The link between the activities and the broad program of ADEA still needs to be strengthened. It was noted that the activities that facilitate the involvement of the communities at the grassroots level, NGOs, and the private and public sectors do not take place because of a lack of appropriate institutions. The field of ECD is also the object of various interests that are fragmented and uncoordinated. Until now, activities have focused on commissioning studies and the assessment of needs.

46. *Level of commitment.* Efforts to move this WG forward were exacerbated by the difficulties to find a lead agency to carry out the mandate over an extended period of time. Since coming under the leadership and coordination of the Netherlands, there appears to be a higher level of commitment. Nevertheless, it is necessary to recognize that the lead agency did not, from the outset, measure the breadth of the work to be accomplished. Furthermore, the lead agency underestimated the delays involved in getting the WG on its feet and under the coordination of an African institution.

47. *Multiple partners.* The establishment of a multiple partnership is well on its way, but the WG is experiencing problems in its collaboration with the Early Childhood Development Network for Africa (ECDNA).

THE WG ON DISTANCE EDUCATION/ OPEN LEARNING

48. Does this group experience problems because an African ministry of education created it? After the examination of the six criteria for the establishment of a WG, it is evident that some were not fulfilled in a sustainable manner.

49. Mauritius, as a small island, cannot offer all higher education opportunities within its borders and is well aware of the advantages it gains from distance education. Other countries have been interested in the opportunities offered by distance education: Cameroon, Ghana, Guinea, Gambia, South Africa, and Uganda. The objective of the WG is to help African ministries of education, educational institutions, non-governmental organizations, and the private sector improve access, quality, and equity through mixed educational approaches using methodologies and well established technologies of distance education and open learning.

50. *Institutional structure.* The institutional structure is complete. It is composed of the Tertiary Education Commission of Mauritius that is the coordination agency for the WG. There are four sections that consist of an anglophone section and a francophone that reflect the representative language groups. There are also WGs of ADEA to ensure the synergy with the other WGs and a section responding to sub-regional organizations such as the francophone African Association of Distance Training and the West African Association of Distance Education.

51. *Multiple partners.* There are other partners besides the six African countries already mentioned. There are financial and technical partners: ACCT, France; Commonwealth of Learning, Canada; Commonwealth Secretariat; United Kingdom; Ministry of Foreign Affairs, the Netherlands; UNESCO; and the World Bank. The private organization World Space is also a part of this WG.

52. *Adherence to ADEA objectives.* The program of activities of 1998 to 1999 contains proposals for advocacy and distribution of information, study, and research, as well as training and pilot experiences. These would make a vital contribution by the contribution of the WG to strengthen capacities and development of skills.

53. *Level of commitment.* The act of launching the initiative of the WG on Distance Education demonstrates the degree of commitment of the then Mauritian Minister of Education. However, ministers are not well suited to lead WGs and, when placed in a key position in the formation and/or implementation of a WG, can derail progress because of their ministerial "Achilles heel"—shifts in political winds.

54. Shortly after launching the WG, the minister left the ministry with little implementation of the 1998-1999 program. Unfortunately, the in-coming minister who assumed this task had different priorities and contingencies. Consequently, WG activities came to a stand still.

55. What happened in the case of this WG is an important lesson to all the WGs. It is important to consider what happens if the person in the role of leader/coordinator leaves. To limit this risk, the initiative/leadership for the creation of the WG should have an external partner under joint leadership.

56. A revival of the WG in accordance to an arrangement of this type is currently being studied with the Commonwealth of Learning as an organizer for anglophone countries.

LETHARGY

THE WG ON EDUCATIONAL RESEARCH AND POLICY ANALYSIS

57. The WG on Educational Research and Policy Analysis illustrates a case of lethargy that leads ADEA to question the life span of the groups. The theme of a WG can become outdated. Should ADEA maintain the WG at all costs, or should it assess the situation and determine if maintaining the WG is advisable? Another way to approach the problem is to have a permanent system of evaluation or self-evaluation within ADEA that allows it to anticipate this type of situation.

58. The summary in Box 2 in the annex illustrates a substantial level of activity from the creation of the WG until 1996. The group has since become less visible. An examination of the six criteria reveals that three have not been met.

59. *Response to a need.* The theme of education research and policy analysis is not the most attractive theme among the WGs. For example, it does not compare with the theme of the education for girls and women. The visibility of the WG on Education Research and Policy Analysis is also problematic. However, a demand exists for education research and policy analysis and the group has not yet succeeded in responding to it.

60. By choosing to give rise to and support the creation of networks for researchers as opposed to networks of research institutions, the WG is not automatically connected to the national research agendas of the various ministries of education. This observation underscores that the WG only made a partial response to the demand of the education community in Africa.

61. *Level of commitment.* The lead agency and the coordinator are based in Africa, which is an ideal condition for the operation of a WG. However, the group's program had not been updated since 1996 and the leader/coordinator has not participated in the meeting of leaders/coordinators since 1998. Finally, the Secretariat has been informed that the current coordinator will not continue his activities with the WG. From what is known, the leader/coordinator had been promoted to a position of responsibility that no longer allows him to continue his commitments. No one was appointed as a replacement. Additionally, the lead agency experienced internal restructuring that seems to have affected the feasibility it overseeing a WG. In this agency, as in others, it is not possible to have a person exclusively in charge of the WG. To summarize, the internal management of the lead agency affected its ability to fulfill its commitment vis-à-vis the WG. Therefore, ADEA is facing a *fait accompli* without a means of proposing an intervention.

62. *Capacity building.* The WG has invested far more effort in supporting individual skills than in institutional capacity building. This has been highly problematic, in part, because of the mobility of individuals. The personnel changes at the lead agency took place at the same time as changes in the leadership of ERNWACA and ERNESA. These combined changes had a significantly negative impact on the functioning of the WG.

REORIENTATION

63. Based on the experience accumulated during the ten years since the creation of the WG concept in 1989, the time has come to reflect on the future of the ADEA WGs. This was a major impetus for conducting the present evaluation exercise. As the WG evaluation was taking place, the WGHE was undertaking its own evaluation. A summary of the WG's efforts in this exercise has been presented in Box 3 in the annex.

THE WG ON HIGHER EDUCATION

64. The case of WGHE illustrates a problem common to other WGs and to ADEA as a whole. The WGs are, first and foremost, forums for the exchange of information and experience. Their primary concern is not the implementation of programs and projects; implementation is the role of the ministries with the assistance of funding agencies. Many of the WGs avoid engagement in that area. Instead, they present their operational actions as experimental pilot projects exploring new and interesting territories. The *raison d'être* of the WGs is a central theme that needs to be discussed. Are ADEA's partners—African ministries of education, agencies, and education professionals—sufficiently informed about the efficacy and relevance of the WGs? The WGHE, with the support of the ADEA Steering Committee, is redefining its role and distancing itself as a forum for exchange and information in an effort to increase its visibility and become more directly involved in the improvement of higher education in Africa (*Newsletter*, Vol.10, No.4, pg.3).

65. This reorientation of the WG appeared necessary. Comments from a note prepared for the ADEA Steering Committee meeting of January 1998 are noted below. The comments are organized around the criteria for the evaluation of the WGs.

66. *Response to a need.* Activities addressing the requests of the African community in the sector of education are very slow to be implemented. The work program has not been updated since 1996.

67. *Adherence to ADEA objectives*. The objectives correspond to the orientation and mission of ADEA. Coordination with the other WGs is limited.

68. *Institutional structure*. There is no formal authority for the WG, nor has the institutional structure been defined. The WG does, however, collaborate closely with the AAU.

69. *Level of commitment*. The coordinator for this WG has participated in very few meetings of WG leaders/coordinators. This WG has one of the lowest levels of time officially allocated by the lead agency to the individual responsible for its activities.

70. *Multiple partners*. The WG partners include AAU and six financing agencies. This WG illustrates the importance of on-going participation. It appears to have a rolling membership in which participation at various meetings varies considerably from one meeting to the next. Consistent participation seems to depend on the region in which the meetings are held and the ability to find the necessary resources to sponsor individual participation. Even participation of those individuals representing agencies is sporadic. This factor has contributed to both the low visibility and the overall impact of the WG. The lack of a consistent membership was identified as one reason why it failed to effectively address one of the most fundamental issues facing higher education today—funding.

71. *Capacity building*. The contributions of the WG to build capacity and to develop competencies are not obvious. The work program does not include any systematic activities in this field.

72. These concerns were sufficient to justify an evaluation that began in June 1999. The assessment was framed on the following criteria:

- the utility of the WG,
- the future objective of the WG and to determine if the WG was perceived as useful,
- the membership of the WG which has been mostly voluntary,
- the broadening of the WG in order to open it to higher education institutions,
- the capacity of the WG in terms of accomplishing its initiatives,
- the leadership and coordination by the World Bank and under the leadership of the same individual,
- the balance between English, French and Portuguese-speaking participants.

73. Recommendations were presented in the form of scenarios. They are incorporated into this evaluation report because of the insightfulness and utility they provide for all WGs. The recommendations of the WGHE evaluation were reviewed and implementation will begin in 2000. The following is a summary of the WGHE recommendations.

74. The mission of the WGHE will be as follows:

- Scenario A: to move from its role as a simple forum for information exchange to the more active role of promoting greater cooperation between agencies in order to bring about creative responses to the problems of higher education in Africa. This could include promoting pilot projects.
- Scenario B: the WG is a forum and a meeting place for agencies and for those involved in higher education in Africa. In this sense, it would not be qualified to undertake pilot projects.

75. Membership/Participation:

- Scenario A: a small group will be created at the heart of the WG. Institutions of higher education will participate by rotation.
- Scenario B: the WG will remain relatively limited to agencies, to the AAU, and to university representatives. The WG will have a clearly defined mandate, which will help sustain the dynamism of a discussion group.

- Scenario C: the group will be maintained as an informal and pragmatic forum. A small group will be created at the heart of the WGHE steering committee in order to ensure the planning, follow-up, and coordination of its work.

76. Coordination of the WG:
- Scenario A: establish the AAU as the coordinating organ of the WG.
- Scenario B: share the role equally between the World Bank and the AAU.
- Scenario C: maintain coordination as the responsibility of the World Bank.
- Scenario D: select another agency from the North to coordinate the WG.

77. Institutional relationship with the ADEA:
- Scenario A: present relationships are satisfactory.
- Scenario B: maintain the group within the institutional framework of the ADEA, but with ADEA's Steering Committee taking a more pro-active role in the coordination of policy orientations and the Executive Secretary taking a more pro-active role through coordination between the ADEA WGs.

78. Financial questions:
- Financial allocation through ADEA. The WG needs to achieve a higher order of priority in ADEA than it has at present.
- Financial allocation through the donor agencies. The WG needs to achieve a long-term level of financing.
- Financial allocation via the World Bank. There should be additional resources in personnel and in financing from the World Bank if it is to remain lead agency of the group.
- Financial allocation via a public-private partnership needs reinforcement.

THE DYNAMICS OF EXPANSION

79. From a broader point of view, there are several long-term goals of the WGs. These are to expand activities, increase membership, broaden coverage in terms of countries, and progressively move from interaction with a few select individuals within the sphere of ministries of education to a broader representation of education specialists and education professionals in the country. Three WGs are engaged in these goals: the WGES, the WGTP, and the WGFP. Their activities in this area provide an opportunity to discuss various issues and themes of the evaluation. These are: the utility and efficacy of the WGs; the degree and nature of participation and leadership of WGs; the relevance of institutional mechanisms; and, most importantly, the WGs' level of autonomy.

THE WG ON EDUCATION STATISTICS

80. The WGES focuses on the development of technical competencies, especially in ministries of education. Box 4 in the annex gives a synopsis of the WGES. The WGES illustrates the shared perception of the various partners in education—ministries, agencies and education professionals. With regard to the six criteria used in the evaluation of the performance of WGs, the following findings should be noted.

81. *Response to a need.* Ample attention is given to the requests of ministries and technical and financial partners. Twenty-two countries have undertaken diagnostic examinations (phase 1), thirteen countries have developed technical modules (phase 2), and the headquarters for the WG and program activities have been decentralized to Africa (phase 3).

82. *Adherence to ADEA objectives.* The global objective of the WG is to set up a lasting institutional capacity for orientation. Implementing an effective policy concerning statistical information is in agreement with ADEA's mission.

83. *Institutional structure.* Decentralization and anchoring activities in Harare has been achieved, as has the establishment of two sub-regional poles. This constitutes a great step forward in increasing the appropriateness of the WG's institutional structure, a trend supported by the African countries and the partners.

84. *Level of commitment.* The same person has served as coordinator since the group's creation. The group benefits from the increased support of the agency leader. The group has numerous ties to other groups and supports various joint activities such as the recent EFA exercise.

85. *Multiple partners.* The WG is supported by seven financing agencies. Consultative and national information committees have been established. Membership is generally stable.

86. *Capacity building.* Training modules have been prepared within the framework of the NESIS and corresponding training programs. It should also be noted that a network of African experts in education statistics has been established.

THE WG ON THE TEACHING PROFESSION

87. The WG boasts extensive geographical coverage—thirteen francophone countries and sixteen anglophone and Portuguese-speaking countries. The objective of establishing a national team in each country is a key characteristic of this WG. This structure and approach addressees the issues of participation, leadership, and level of commitment. A review of the evaluation criteria supports this conclusion.

88. *Response to a need.* The WG is divided into francophone and anglophone sections to better accommodate the particularities of the education systems and their organizational structure (see Box 9). The majority of sub-Saharan countries—twenty-nine countries to be exact—participate in one of the two WGs on the Teaching Profession. This level of participation is a strong indicator of the level of interest that exists concerning matters of support, management, and mobilization of teaching personnel.

89. *Adherence to ADEA objectives.* The general objective of the WG is to help African ministries of education improve basic education through the establishment of appropriate systems of teacher management and support. It also addresses the issue of what kind of an environment is conducive to teaching and learning. This objective is in agreement with ADEA's overall program, which recognizes the central role of the teaching profession in policies pertaining to African ministries of education. The anglophone section works in close cooperation with other groups: WGFP, FAWE, WGES, WGNFE, and WGBLM. At the same time, it maintains a privileged relationship with its francophone counterpart, which also works in cooperation with these other groups, though to a lesser degree.

90. *Institutional structures.* The anglophone section is led by the Commonwealth Secretariat, which also coordinates the group. The group is characterized by the process of setting up national teams that draw their representatives from the ADEA constituency. In the years since 1995, two sub-regional structures have been created—one for the SADC countries (the Southern African Development Coordination Conference), the other for East Africa. These structures reinforce appropriation of activities at a local level.

91. The francophone section has adopted the same approach of creating national teams. WGTP/f.s. is led by the French Ministry of Foreign Affairs and coordinated from the Ivory Coast by

an official at the national ministry of education. The group has a steering committee of five members. The University of Burgundy in Dijon collaborates by providing technical advice.

92. The overall institutional mechanisms are adequate and operational as is evident from, among other things, the degree of transparency in their functioning.

93. *Level of commitment.* In both sections of the WG, the leaders/coordinators participate in the work in a regular manner. The support of the lead agencies is also consistent. The work of the coordinator of the WGTP/a.s. is an example of how WG activities are totally embedded in the overall scope of work of the coordinator. This represents an effective institutional fit with the lead agency and contributes to a long-term commitment to the WG on the part of the lead agency.

94. *Multiple partners.* The anglophone section has sixteen partnership bodies, of which six are financing agencies; the francophone section has four financing agencies.

95. *Capacity building.* This aspect of the WG agenda is addressed through:

- the professional activities,
- the support given by national teams,
- the setting up of regional structures,
- the creation of a network of national and inter-African experts,
- the logistical and methodological support given to national teams.

THE WG ON FEMALE PARTICIPATION

96. Of all ADEA's WGs, the WGFP has undergone the largest expansion. Box 7 in the annex presents the principal elements of the WGFP. A review of the six criteria confirms the expansion of the WGFP.

97. *Response to a need.* The education of girls and women was a key theme in the mobilization of Education for All in the 1990s. A key concept of the WG was to build a strategy around the women themselves. In creating the Forum of African Women Educationalists (FAWE), the WG created and put at its disposal a powerful group of women with political leverage who had a significant degree of influence over decision-makers at both an international and pan-African level.

98. *Adherence to ADEA objectives.* The idea of improving access and quality of education for women is essential to the overall development of education in Africa. The promotion of education for girls and women is a transversal theme, which demands coordinated action in various areas of education, many of which are of specific interest to other WGs—Books and Learning Materials, Higher Education, Finance and Education, Education Statistics, and Teaching Profession. The WGFP has been the most proactive WG to organize, host and co-finance joint WG meetings

99. *Institutional structure.* The institutional structure has shown itself to be satisfactory in accommodating the development of various initiatives. It has also been effective in its response to demands for efficacy at national and international levels.

100. *Level of commitment.* The permanence of the leader's sustained involvement in the ADEA's activities should be highlighted. The lead agency has given solid support to the WG through diverse methods of mobilization of financial resources and by soliciting strategic support from other institutions. The lead agency has recently turned over the leadership to FAWE, which has been functioning as leader and coordinator of the WG since July 1999. This is a noteworthy development within ADEA.

101. *Multiple partners*. Members of the WG include twenty-two organizations, financing agencies and foundations. Thirty-one African countries, under the auspices of FAWE's national groups, are also participating in the WG.

102. *Capacity building*. Since its creation, FAWE has been continually reinforced by the WG. Various programs of the WG, such as FEMSA and SRP, have been incorporated into ministries of education as elements of institutional capacity building aimed at achieving the objectives of female education.

THE SEARCH FOR ANCHORAGE IN AFRICA

103. ADEA is still marked by its origin as a consortium of sponsors, which undertook programs and structures that were conceptualized and implemented from the North. The creation of the ADEA represents an effort to adapt to the evolving context of education in Africa. Each WG, in its own individual manner, operates in this same manner.

104. Each WG contributed responses to the evaluation questions, notably those relating to Africanization and appropriation. How should the concept of Africanization be defined in terms of institutions and persons so that it takes into account the needs of all ADEA's partners (ministries, agencies, and professionals)? Do the mechanisms in place guarantee that appropriation of WG products and processes will be shared between ministries and the various bodies involved?

105. These themes of anchorage and appropriation will be illustrated by the examples of certain WGs. The WG on Education Sector Analysis illustrates a top-down movement. The WG on Non Formal Education adopts a bottom-up approach and the WG on Finance and Education uses an intermediary approach.

THE WG ON EDUCATION SECTOR ANALYSIS

106. *'The WG on Education Sector Analysis or the movement of the center of gravity towards Africa'* was the title of one edition of the ADEA *Newsletter*. Examination of the diverse criteria shows how the WGESA works to adopt new approaches for improving education sector analysis and reinforce its relevance in the formulation of national policy in Africa.

107. *Response to a need*. In the first phase of its activities between 1989 and 1995, the WGESA responded more to the needs of northern countries, even though the work focused on inventories and analytical summaries of sector studies in Africa. Since 1995, the WGESA has progressively shifted the center of gravity for its activities towards Africa. The WGESA is more responsive to the demands of the community of African educators because it accentuates the use of institutional capacity and individual competency building in Africa.

108. *Adherence to ADEA objectives*. The WGESA tries to promote the works of sector analysis undertaken by the countries rather than the agencies and to improve the overall access to education sector analysis. It also encourages the use of African experts.

109. *Institutional structure*. Even though it is piloted and coordinated by UNESCO, WGESA has a steering committee in which African ministries of education (Burkina Faso, Madagascar, Mozambique, Namibia), the African research community (the coordinators of the networks ERNESA and ERNWACA), and technical and financial partners are represented.

110. *Level of commitment*. The lead agency has reaffirmed its commitment to the WG. The principal coordinator participates regularly in the WG meetings. However, recent actions of the lead agency underscore how the interest of an agency in a WG's mandate may wane and the institutional fit

between the lead agency and a WG may become problematic. Managerial decisions on the part of the lead agency raises the issue about the role and autonomy of a WG's steering committee to determine the on-going direction of the WG.

111. *Multiple partners.* Activities in this WG began in six pilot countries. Currently, there are eighty-two associated members and interested parties from thirty-seven countries in Africa, Europe, and North America. The fifty-six African members are drawn from twenty-four different countries. The WG benefits from the financial support of six financing agencies.

112. *Capacity building.* The WG organizes training seminars and prepares training material in liaison with the IIEP. The activities of the WG have brought about the creation of national WGs in certain countries. This is one example of institutional capacity building.

THE WG ON NON FORMAL EDUCATION

113. The WG on Non Formal Education presents a bottom-up approach. The coordinator at the lead agency facilitates this process in each country.

114. *Response to a need.* The theme of non formal education was brought to the foreground by African ministers of education and addresses an area of priority among African communities. Various ministers were present at the WG's founding workshop in Dakar, February1996, as were a number of NGOs.

115. *Adherence to ADEA objectives.* The following is among the specific objectives of the WG: to facilitate the communication and exchange of information among African ministries of education, NGOs and the development partners in matters of management strategy and in the follow-up of non formal education. In doing this, the WG seeks to maximize its contribution to the objectives of national education, including encouraging non formal education within basic education. Consequently, coordination with other WGs is actively sought, especially with WGBLM, WGFP, and WGTP.

116. *Institutional structure.* The WG begins work in each new country by establishing national associations that bring together all those parties who are interested in NFE. The proposed structure of the WG includes:

- national WGs from the national forums on non formal education;
- a general assembly of all interested parties at the biennial meeting of ADEA;
- a steering committee presided over jointly by an African minister of education and an agency representative;
- a lead agency: the Swiss Agency for Development and Cooperation.

117. *Level of commitment.* The lead agency gives active support and participates regularly in the meetings.

118. *Multiple partners.* The WG benefits from the contributions of six financing agencies.

119. *Capacity building.* At this point, the momentum of the WG focuses on raising a constituency, seeking secure funding and advocating its program. The lack of contribution to competency and capacity building activities are more a reflection of the maturity level of the WG since it is a relatively new WG, and less an indicator of a lack of responsiveness in the overall WG work plan.

THE WG ON FINANCE AND EDUCATION

120. From the very beginning, the WG on Finance and Education was concerned with issues of anchorage and appropriation: anchorage in Africa with the WG's home at CODESRIA in Dakar;

appropriation through nomination of an African specialist as coordinator; and progressive appropriation by the countries themselves throughout the implementation period. The summary of this WG in Box 6 in the annex shows that all the criteria for performance monitoring of a WG have been met.

121. *Response to a need.* Of the fourteen countries that expressed an interest in taking part in a pilot exercise in education and finance, six were selected to participate in the first phase of activities. Selection of the six countries took into consideration linguistic and geographic balance. A national case study was carried out in each country with special respect paid to the priorities, orientations and needs of that country.

122. *Adherence to ADEA objectives.* The general objective of the WG is in accordance with that of ADEA. Only occasional coordination with the other groups takes place at this time.

123. *Institutional structure.* Anchorage in CODESRIA represented a daring initiative. Practice has shown that it was a risk worth taking.

124. *Level of commitment.* Commitment remains constant at the level of the lead agency, the coordinating institution, and the coordinator.

125. *Multiple partners.* The WG has five funding partners.

126. *Capacity building.* National teams conduct the case studies. Training programs concentrate on budgetary and financial management and the planning and implementation of budgets.

ACTION BEHIND-THE-SCENES

127. The nature of ADEA and its WGs seems somewhat paradoxical. First of all, the Association, which has as its objective the development of education in Africa, sees itself as a forum for dialogue and exchange, rather than as a field operator.

128. For this reason, the WGs, the association's frontline in the countries and areas where concrete action takes place, restrain themselves to the following tasks: advocacy; carrying out research and analysis; and undertaking capacity and competency building. The WGs implement pilot projects to illustrate new "economically feasible and politically acceptable" approaches in certain cases.

129. Another paradox is that while ADEA's visibility in the international arena has increased due largely to the biennial meetings, ADEA's notoriety in countries remains minimal outside a restricted circle of "initiated" actors. ADEA is often recognized through a particular group or a program, such as FAWE or NESIS. Until now, the association has had no marketing policy. As a consequence, ADEA is particularly vulnerable to the misconceptions that exist about its mandate, level and type of operations, and the open enrollment for membership in various WGs.

130. This makes it difficult to determine the impact of the WGs. Since its creation, ADEA has made an almost deliberate decision to have an indirect impact through constitutive entities such as ministries of education, agencies, and professionals in education. This approach raises the dilemma of achieving an observable impact from ADEA and the WGs through indirect interventions. Moreover, it raises questions about how the political decision-makers in the African ministries of education and other interested bodies come to a consensus on the policies and strategies to be applied in the respective areas of each WG.

THE WG ON BOOKS AND LEARNING MATERIALS

131. The case of the WG on Books and Learning Materials illustrates the problem of action behind-the-scenes. Box 11 in the annex gives a summary of the objectives, the organization and the principal activities of the group. The WGBLM works in an area of the education sector where there are high cultural, economic and financial stakes. These interests are not always immediately convergent. However, they can overshadow the principal objective, which is to put affordable, quality books into the hands of African pupils and students. This WG also seeks to support the emergence of an indigenous book chain sector that occupies a place in a global marketplace.

132. The creation of positive interaction between all potential partners—institutions, private sector, NGOs, and users—passes through various channels, excluding any direct action. This is seen from the examination of the performance criteria applied to the WG's actions.

133. *Response to a need.* The WG communicates through dialogue with representatives of the ministries of education in Africa and financing agencies like the World Bank. The group cooperates with APNET, gives support to the forum on national book policy, and undertakes various studies in numerous countries.

134. *Adherence to ADEA objectives.* The group has ties with other WGs: Non Formal Education, Education Statistics, Female Participation, and Teaching Profession.

135. *Institutional structure.* This particular WG is not preoccupied with the idea of creating national groups that will strengthen its structure through improved coverage at the individual country level. However, it works in partnership with APNET, PABA, and IGOL. There was a change in the leadership of the WG coordinator mid-point in the work of the WG. This had an impact on the focus of the work that is reflected in the change of the name of the WG on Textbooks and Libraries to WGBLM.

136. *Level of commitment.* The continuity of the leadership is ensured. The support of the lead agency is very important both financially and from a technical and logistical standpoint.

137. *Multiple partners.* The group is comprised of fifteen African ministries of education, sixteen non-African bodies or associations, and nine financing agencies.

138. *Capacity building.* As part of its range of activities, the group provides support to the resource center of APNET and other emerging NGOs and associations in this area. It trains specialists in the book sector on issues of procurement and textbook selection. It also organizes workshops for the development of reading materials.

CHAPTER II

FUNCTIONING OF THE ADEA WGs

139. *Composition of ADEA.* Understanding the type of organization represented by the WGs and ADEA will facilitate the response to the evaluation questions. This large network composed more of people than of institutions is difficult to classify within well-defined, theoretical categories. Taking on the characteristics of a school of human relations, ADEA is founded on the principle of shared authority with a personalized structure; it is influenced by the use of technology (especially communication), the global environment, and a wide range of national characteristics (J. Orsoni, Strategic Management, pp. 13 - 48).

140. *General functions of ADEA.* As in any organization, a certain number of general functions must be ensured in each WG and for all the WGs. These functions are as follows: general management (coordination, establishing of priorities); information, administrative and financial management; and evaluation (self-evaluation, reporting to governing and funding bodies). These functions are related to specific actions undertaken by the organization to fulfill its objectives and its missions, such as advocacy work, research and analysis, and capacity building undertaken by the WGs in compliance with ADEA's general program.

THE MANAGEMENT FUNCTION

141. Two main issues need to be examined: the mechanisms governing the establishment of WG programs and the responsibilities fulfilled by involved ministers.

142. In general, when reviewing the WGs it should be noted that their programs are all in line with ADEA's guidelines. That does not, however, answer the question of who establishes the programs.

143. *Work plans.* Ideally, a work plan would emerge from the African countries. This is a reality in the case of the WGNFE, where the national groups play the principal role in the preparation of programmatic activities. In the WGTP, the national groups also identify project themes and submit them to ministerial bodies that make the final decisions. The work plans are thus embedded in the national political agendas. In general, WGs which have deliberately extended their organizational structures through creation of, and collaboration with, national WGs are more likely to have work plans that stem from a demand at the base: WGFE, for example, or WGERPA, through the national networks ERNWACA and ERNESA. Everything is related to the effective and operational character of the national groups. The national groups have a small number of participants when they are new. These participants are not always an accurate reflection of the relevant professional environment, nor are they in close contact with ministerial structures. It seems unlikely, therefore, that such young groups would be able to make a significant contribution to the establishment of plans. This can be seen in the case studies undertaken by two countries for the purpose of this evaluation exercise.

144. With or without national WGs, the WGES would find it difficult not to comply with the needs of the countries. This is because the most essential part of WG activities take place within the ministerial structures themselves within the education statistics unit. Therefore, this WG optimally covers the whole area of management of educational planning. The WGs that do not have national antennae, like the WGHE, proceed by *ad hoc* consultations, particularly on the occasion of annual forums. The WGBLM, which is in somewhat the same position, proceeds under the cover of its steering committee that provides a certain level of grounding for what the WG undertakes.

145. The further away one moves from a bottom-up process and towards a top-down process, the more the lead agency, particularly the leader (whether or not she or he is guided by a steering committee), plays the principal role in the establishment of the WG's plans.

146. WGBLM, WGESA, and WGHE are evidence of this. In these instances, the establishment of WG work plans is highly influenced by the manner in which the agencies perceive the matter and mobilize the necessary resources. Does this situation create tension between the sponsors and the African countries involved? Apparently, it does not. Does that necessarily mean that all parties are in agreement? In other words, the problem of the responsibilities of partner ministries needs to be broached.

147. The plans of the WG are submitted to the ADEA Steering Committee, in which African ministers who are members of the Bureau of the Forum of Ministers participate. The WGs' work plans are presented within their respective logical framework, detailing points of reference and time frames; this responds better to the demands of the Steering Committee as far as follow-up, quality control, and an improved coordination between the groups is concerned. Even if the mechanisms at this level allow for the full involvement of the ministers, the immobility of their jobs and the time-consuming nature of their responsibilities severely limit the amount of attention they can dedicate to WG-related work. Furthermore, it is well known that ministers are not sufficiently acquainted with the WGs in their own countries. They are often only aware of two or three out of the half dozen that are active in their country. Consequently, they request nothing from the WGs and maintain a benevolent but neutral stance towards the work plans presented. Ministers must play a more active role in the WGs; they must start by doing so in their own countries. This is facilitated by the existence of national WGs, which function effectively under the auspices of national coordination mechanisms.

INFORMATION DISSEMINATION

148. The dissemination and exchange of information is essential in a network. Consequently, the overall low level of visibility of the ADEA and its WGs is both a surprise and a concern. It demands that questions that relate to the dissemination function be raised. What system of distribution is used? Who assumes the responsibility for dissemination? What is distributed and who receives information and materials? A discussion of these aspects of dissemination follows.

149. *Current information dissemination.* Both the Secretariat and WGs are engaged in activities to disseminate information and materials. The Secretariat has developed a multi-pronged dissemination strategy that includes several databases: PRISME (the Projects), PROFILE (WGs), and the MAILER (list of addresses). It should be noted that not all of the information in the databases are accurate and adequately reflect the current membership. The ADEA Secretariat publishes the quarterly *Newsletter* in both French and English. It is sent to a substantial number of people from a wide array of ministries and institutions throughout the world including Africa, Europe, and North America. Individuals on the mailing list were identified when they participated in an ADEA sponsored activity. At present, 7,500 copies of the *Newsletter* are distributed.

150. As there are increasingly large numbers of individuals participating in ADEA sponsored activities, it needs to be decided how much circulation should be increased given the cost of distribution. The Secretariat also distributes an up-to-date catalogue of nearly two hundred publications from which requests come for copies of ADEA materials. A modest number of the titles are available in both French and English. Finally, the Secretariat has developed an ADEA web site.

151. Many of the WGs have developed their own systems of distribution that relate to the expansion of their activities. Each WG also publishes and distributes various works and documents, the most important and the most recent of which appear in the ADEA's publications catalogue.

152. The following WGs publish a newsletter: WGESA, WGFP, WGNFE, and WGTP. Three WGs have their own web sites: WGESA, WGES, and WGNFE.

153. The numerous sources of available information are not a bad thing in and of themselves since they provide for complementarity and a denser provision of information. However, it is widely felt that distribution is a serious problem for all the WGs and that the products of the WGs are not distributed widely enough.

154. *Distributed products.* The ADEA *Newsletter* gives general information about ADEA and the various WGs. Each edition deals with a specific problem while providing information on the most interesting activities being undertaken by the WGs. The *Newsletter* was frequently cited as both an interesting and valuable source of information, but many individuals who received the *Newsletter* did not have a sense of belonging to the "group". Furthermore, it was indicated that the *Newsletter* presents an incomplete image of ADEA. Separate newsletters in some WGs blur the links between the WGs and ADEA. This contributes to the overall sense of not belonging and being "in the loop" because of people's difficulty in fitting the different pieces into some kind of interconnected system. This adds to a feeling of a lack of transparency in ADEA. The sense of a lack of transparency is related to the scattered pockets of information presented by each individual WG that are not presented in a highly accessible manner.

155. Specific information about themes of substance is organized around three types of WG activities: advocacy, research and analysis, and capacity building. These activities have been the subject of numerous publications. For example, WGHE documentation was sent to more than four hundred people. WGESA distributed 1447 copies of '*The inventory and the analytical review of sector studies on education in Africa 1990-1994*'.

156. The WGBLM distributes some of its publications free of charge to the ministries and to the NGOs; others are sold. There is no overall system of distribution for the WGs. Many WGs would appreciate the help of the Secretariat in assuming certain tasks related to publication and distribution such as translation, printing, and distribution itself. An overall system would allow for economies of scale. In the absence of such a system, each WG runs the risk of relying too heavily on the institutional environment of the lead agency or coordinator for matters of publication and distribution. The identity of ADEA loses some of its clarity and potential for the visibility that it deserves in the process.

157. *The target audience.* A large part of the problem of visibility of ADEA and the WGs arises from dissemination schemes that provide copies to a relatively limited number of individuals in each country. An agency representative located in West Africa underscores the value of meetings in his comment: *"what seems to have the greatest impact in terms of distribution of information and documentation on the WGs and on ADEA are the meetings. One single meeting allows an individual to gather an abundant documentation on ADEA and on the WGs, more than any other system of distribution."* This is particularly true of the biennial meetings where all the WGs compete to present the results of their activities. It should be noted that this is a very uncertain and unequal system of distribution because of the way in which WGs compete against each other and the overall program for an adequate amount of time to present what is taking place in their WGs. However, this view underscores the fact that engagement with a specific WG and ADEA often starts from participation in a meeting.

158. Participation in meetings significantly affects who receives the *Newsletter* and other publications. To have the greatest impact, newsletters, documents, and information about ADEA and the WGs should be disseminated in such a way that key ministry personnel and educational professionals receive the information. In reality, those who are reached are those who have participated in one or more of ADEA or WG's activities. Thus, a permanent secretary of a ministry or

a director general of education who have never participated in an ADEA activity could remain outside the distribution circuit. The current situation is exacerbated by frequent personnel changes in ministries and the absence in many countries of an ADEA focal point that serves as an information center.

THE ADMINISTRATION MANAGEMENT FUNCTION

159. In this section of the report the level of autonomy, the life span, the role of the leading and coordinating agencies, and the number of WGs will be discussed.

LEVEL OF AUTONOMY

160. The WGs function on a mostly autonomous level within ADEA. It is a network characterized by its "structured informality" together with its collegiality and professionalism. Given ADEA's current structure, individuals who are involved—particularly the professionals—have the opportunity to communicate laterally, thanks to the increasing availability and democratization of modern means of communication. This allows ADEA and WG members to adapt themselves easily to each new situation and to maintain their independence to enter and leave the network (*Newsletter*, vol. 10, 2 April – June 1998).

161. It is not useful to construct theories on the advantages and disadvantages of the structured informality. It is preferable to note the results of ADEA's work as it is in practice. Autonomy concerns the leaders/coordinators of the WGs, the Steering Committee, the Secretariat, and, to a lesser extent, the individual members of the WGs.

162. *Difficulties in determning the level of autonomy.* For the leaders/coordinators of the WGs, it is a welcome situation, which allows them to use their talents and their dynamism to the utmost. As a consequence, there is a tendency to associate the success of a WG and the expansion of its activities to the degree of autonomy of the leader/coordinator, with the autonomy of action in reference to ADEA, and to the lead agency of the WG in question. However, not all the leaders/coordinators work in an identical institutional environment. Some of the coordinators are assigned to their WG on a full-time basis while others give only a percentage of their working hours. Under these conditions, autonomy helps in the adjustment to the various constraints. In an extreme case, when nothing is going right in the WG as far as starting up is concerned, or it is stagnating or regressing, is it because of the autonomous state which is too permissive and lacking in counterbalance?

163. A high level of autonomy could limit exterior influence. It could mean that fewer questions are asked about how the funds and experts are used and fewer questions about the choice of themes. This type of autonomy is not value-added since it does not contribute to greater transparency with ministries of education and other ADEA partners.

164. WGs were totally autonomous in the first phase of their development. They remain attached to this autonomy. A move to provide more structure and transparency was introduced through the preparation and presentation of a work plan together with a logical framework and reports of activities to the Steering Committee. The Steering Committee makes a joint decision on the distribution of unrestricted funding. These actions were taken in order to facilitate and ensure follow-up, insight, and evaluation of WG activities. The question that should be asked for the members of ADEA's Steering Committee and for the ministers of education who participate is: What level of autonomy should be given to the WGs that at the same time preserves the Steering Committee's management role?

165. These various planning and reporting tools give meaning to the management role of the Steering Committee. Beyond these measures, would the Steering Committee like to have a more

defined role to play? It is unsure since the basic premise of ADEA is framed on the structured informality that attempts to limit rigid structures, rules and regulations. A more prominent role for the Steering Committee would mean additional structuring, another form of Secretariat, and much demand on people's time.

166. *Autonomy is essential.* Autonomy is essential if the Secretariat is to remain small in size and empowered to operate with flexibility. (The size of the Secretariat will be considered later.) For the moment, the Secretariat is contacted on an *ad hoc* basis by the WGs concerning issues of coordination and synergy between the WGs. WGs also coordinate directly with each other. A more pro-active role undertaken by the Secretariat would help in making progress in this area.

167. Finally, the autonomy of WGs is also an issue in reference to the coordination and synergy of WGs at the country level. The high degree of individual autonomy of the WGs has contributed to the problems of visibility of ADEA and the WGs within countries.

THE LIFE SPAN

168. The development of education in Africa is an inexhaustible subject that justifies the kind of structure that ADEA and the WGs represent. Of course, there are themes in education which are permanent (i.e. research in education), topical themes (i.e. the education of girls), and themes which seem to wax and wane (i.e. examinations). Some themes are not considered by ADEA and its WGs (i.e. the curriculum) and some themes explode on the horizon (i.e. HIV/AIDS). The question of the life span of the WGs is not undertaken with this broad perspective in mind. It is framed in two points in order to facilitate the discussion. An analogy of the forestry nursery can be used to better explain this concept. In the nursery there are plants that are ready to be transplanted, but there are also species that will never become acclimatized.

169. *The Baobab plants.* Baobab plants can be grown in a nursery. If the plants stay, the nursery soon suffers and becomes overrun. The same thing occurs in the case of a successful WG that is internally dynamic with a growing budget and expanding action plan. The most typical case is that of the WGFP. The success of the WG is such that many believe that it could undertake its action in a manner entirely autonomous from ADEA. Many people interviewed thought this WG was a large NGO, if not ADEA itself.

170. For others, it is a large project that has developed numerous component parts that are becoming institutionalized in the countries and in the ministries of education. It is probably the destiny of each WG that the themes that it supports become rooted in the policies, programs, and practice of the countries and ministries of education. At such a level of development, does a WG change its nature and role to such an extent that its mission and objectives have to be re-evaluated, in which case it might cease to exist as a WG of ADEA? No one suggests this. On the contrary, the emphasis is placed on the need to remain together, to participate in the forum of exchange of information and experience.

171. The existence of ADEA represents a way of meeting with African ministers of education and the principal technical and financial partners, which would not be easy for each individual WG to accomplish whatever its state of development. Finally, the positive effect of the synergy between the WGs and the cross-cutting actions represents a strong argument against any form of separation.

172. *Plants that do not become acclimatized.* The plants or WGs which do not take root are those that do not present the following favorable factors: a sufficiently high allocation of human and financial resources from the lead agency; active leadership by the persons in the agencies or African bodies; a strong commitment on the part of the African participants with an active role from African partner institutions; sharing of responsibilities with other bodies; and continuity in participation of the

key members.

173. ADEA should not struggle to maintain an inactive WG, one with on-going problems in starting up, or one that is in regression. A WG should be dismantled if it does not contribute to the development of education. It should be noted that there is a distinct difference between lack of activity and ineffective results. The idea of closing down a WG simply because effective solutions have not been found is disconcerting due to the high stakes involved in education—work must continue until viable solutions are found. Perhaps for certain themes of education, solutions are not to be found within a WG and in the present mode of WG organization and operation. This observation brings to mind again the concern about the basic nature of the WGs.

174. *The nature of WGs.* If a WG functioned like a project, it would be natural to raise the question about its life span. Looking at it from this perspective, a WG should have an objective, a work plan, and exist for a defined period, at the end of which an evaluation should take place and eventually, a new phase of activities decided upon.

175. The most widely held opinion is that the WG lies somewhere between a forum for the exchange of information and experience, as in the case of ADEA, and an operational pilot project destined to develop and promote creative responses to the problems of education in sub-Saharan Africa. Looking at it from this point of view, the problem is not that of the life span of the WGs, but that of the durability of ideas and themes. The WGs should be incubators for ideas and projects to disseminate as soon as they have matured. Thus, the WG could be allowed to dissolve because the ideas and the projects have attained their objectives. In theory, the WGs should give themselves programs with precise objectives as well as defined timeframes in which to complete the tasks.

THE ROLE OF LEAD AGENCIES AND OF COORDINATION

176. Lead agencies provide the necessary means for the functioning of the WGs and coordination bodies take care of the implementation of activities. In reality, the roles on the ground are not shared in such a simple manner.

177. Among all the WGs, there are five that operate under the leadership of one person. These are: WGSE, WGREPA, WGESA, WGTP/a.s., and WGECD. In these cases, the person who is responsible for the WG represents the lead agency and oversees the coordination of activities. In practice, certain leaders have *ad hoc* support, for example, the support of AAU to the WGHE and the support of a principal adviser to the WGESA.

178. In other groups, there is a distinction between the function of leader, which is assumed by a representative of the agency, and the function of coordinator, which is conceded to another organization. For example, there is an African expert in the case of the CODESRIA for the WGFE and an international expert from UNESCO in the case of the WGES. The WGTP/f.s. co-opts a person from the Ivory Coast to undertake the role of coordinator.

179. The WG on Distance Education presents a separate case. The WG on Female Participation has also introduced an unusual element. The NGO, FAWE, becomes leader/coordinator of the WG and replaces the Rockefeller Foundation in this role.

180. This variety of situations has not come about by chance. It is the result of specific constraints in each WG and to the prevailing autonomy of organizational structure within the ADEA. What sort of problems can stem from this? Does an ideal scenario exist?

181. *Problems arising from the variety of situations.* The possibility exists that the lead agency might find it difficult to allocate sufficient human and financial resources to the WG in situations

where the lead agency also assumes the coordination role. As a result, the person responsible for the functioning of the WG has a very heavy workload. In addition, some elements of their work plan must remain in abeyance. There is also the potential that the culture of the lead agency could have an undue influence over the program of activities of the WG. This is particularly true in WGs that do not have a steering committee, which would normally take an active role in defining the WG activities. From this point of view, the WG could constitute a supplementary means by which an agency could undertake its bilateral programs.

182. Tensions could arise from a difference in interpretation of the missions, of the conception of strategies, and of the appreciation of the realities and needs of the countries concerned. These are hypotheses which data collection has not shown to be of a particularly preoccupying level.

183. Why has the WG on Distance Education not functioned? When African ministries of education take on the role of leader of a WG, it presents an uncertainty for objective reasons that concern availability of resources: availability of expertise and finance, as well as issues of stability. In order to succeed in such an operation, it would be necessary to create a close partnership between the African minister and a funding agency. This would place the coordination functions within a structure that can exercise a high level of autonomy in partnership with the ministry's technical management units. The arrangement implemented by the WGFE appears to be an appropriate one that provides for African leadership, but also a viable organizational structure with capacity to implement and an availability of resources.

184. The WG on Female Participation and FAWE have inaugurated quite another form of leadership and coordination of a WG.

185. The evolutions in the roles of both lead agencies and coordination stem from a systemic problem: how to enable Africans to play a more prominent role. This question will be examined further under the theme of "Africanization."

186. *The number of WGs.* The number of WGs is viewed from the perspective of the management capacity of the ADEA. Is there a sufficient number of WGs or is there a limit to the capacity of the ADEA to manage the WGs, including the capacity to follow, integrate, and use the products of the WGs?

187. In order to reflect on this question, one must consider: ADEA as a whole; country specific situations in reference to ADEA; and, finally, the level of each WG. This means, that it is necessary to examine the managerial capacity in reference to the extent to which a WG covers countries, the number of people engaged in the work, and the variety of activities undertaken. Analysis of the opinions expressed on this question demonstrates two contradictory points of view, but they converge on a single point: the WGs must respond to both evolving and emerging needs.

188. *There are too many WGs.* The WGs were specifically created and reflected the interests of agencies that offered to support and lead them. They were not created with a global perspective in mind; their development was autonomous and the link between them was weak. The result is an impression of dispersion, a fear of overlapping. Furthermore, there was a belief that the managerial capacity of the Secretariat would be stretched to the maximum with eleven WGs. This was beleived to be an even greater concern if the Secretariat were to play a more pro-active role in the field of coordination and synergy. The time may have come to redefine ADEA, which could eventually lead to a reduction in the number of WGs.

189. A reduction in the number of groups would come about through various combined measures. First, and in the short term, it would be necessary to close down the WGs that are not functioning successfully. Some of the existing groups could absorb the themes of the WGs in question instead of

simply dismantling them.

190. A second measure in the medium term would consist of restructuring existing mechanisms through cross-cutting themes that provide a link to the entire education system. The WGs would correspond to these cross-cutting themes in this scenario. However, in ADEA's present form, apart from the WG on Higher Education and the WG on Early Childhood Development, the WGs can claim to have cross-cutting themes. Consequently, there is a need to make a selection in order to choose key themes that merit priority. The suggestion that the WGs should correspond to different levels of the education system should be noted, even if it is only made by a small number of people. These suggestions give weight to the opinion expressed by a large number of people that ADEA is too highly centered on basic education.

191. Finally, the third measure foresees the closing down of each WG in the long term. From this perspective, what is important is not the existence of the groups themselves, but the reinforcement of African institutions and the reinforcement of the structures of ministries of education to enable them to carry out their work. The disappearance of the WGs through the integration of the WG functions into the ministries and into African institutions would be an integral part of the WGs' long-term objectives.

192. *The number of WGs does not matter.* The present number of WGs is not the salient point. The on-going development of education in Africa, however, is critical. In fact, several important areas are not covered by the present eleven groups: the quality of education, curriculum, special needs students, education in citizenship, human rights and education, new technology, etc. Furthermore, dire problems of great urgency face ADEA and the WGs: HIV/AIDS and its relationship to education is one of those. As a result, the number of WGs is less important than the capacity of ADEA to respond to emerging problems.

193. This principle does not necessarily work in favor of a multiplication of WGs. It can be accomplished by a reduction in the number of WGs coupled with a reduction in their life span. This would allow ADEA to open up new fields of investigation and action, adapting itself to the evolution of needs. This adaptation could mean operating through a way other than the use of the WGs' methods alone.

194. We need to know whether these proposals are compatible with demands for the impact and utility of the WGs. (This issue will be considered in the next chapter.) However, there is nothing to prevent the belief that the existence of numerous WGs represents an opportunity to keep people's and a ministry's attention fixed on important areas of education in Africa.

195. *The problem of managerial capacity.* Will the development of the eleven WGs be a threat to ADEA's managerial capacity and represent a challenge to its present way of functioning and its structured informality?

196. In the scenario of a multiplication of WGs and more importantly, of their activities at the level reached by the WGs on Female Participation, Education Statistics, and Teaching Profession, one can imagine the pressure on the WGs managerial capabilities because of their autonomy. Then ADEA's capacity, particularly its Secretariat, would also be taxed to an extreme.

197. In its present situation, the Secretariat is concerned with the payment of funds to the WGs and the administrative work that this entails. It should be noted that the volume of funds managed by the Secretariat has increased five-fold since 1994.

198. The planning capacity, the managerial capacity, and the availability of powerful management tools are what count in the performance of contemporary organizations; not the multiplication of

structures and the increase in the number of personnel.

199. The Secretariat has limited itself to five persons based on the above assumption. Its high level of efficiency is widely recognized. However, a large percentage of people believe that the Secretariat should expand its role in the functions relating to the dissemination of information and coordination of the WGs. In order to increase the synergy between the groups, it is necessary to systematically promote programs of activities common to various groups. This requires increased attention to issues of substance.

200. Furthermore, there is a grave problem that has been noted concerning the visibility of ADEA and the WGs at the level of African countries, where there is a partial and fragmented perception of ADEA. The autonomous action of each WG does not always carry ADEA's overall message. It is not sufficient to imply that this is the responsibility of the minister of education of each country. The Secretariat must try and help in finding and in promoting mechanisms of coordination of the WGs based in the various countries that are of a kind that will help in promoting ADEA's own image.

201. The undertaking of new tasks does not necessarily imply an increase in the number of the present staff, at least not before evidence is given that the competencies of those presently employed are used effectively and to the full extent of their skills and qualifications.

THE FINANCIAL MANAGEMENT FUNCTION

202. There is a long and strong tradition in ADEA of being relatively tolerant regarding reporting. In an atmosphere of collegiality and friendship, the signals reflecting a need to improve or strengthen reporting routines are neither frequent nor firm. There has, however, been a tendency for the Steering Committee meetings to address the quality of WG reports in the last few years.

203. ADEA is growing and evolving from a limited group of people and institutions in which "everyone knows each other" into a network of complex and wide ranging processes in many countries. The question posed by members of the Steering Committee and other stakeholders (agencies, ministers, and educational professionals) is whether the reporting routines are driving ADEA's speed and direction with a sufficient degree of precision. In order to assess whether the WG budgets, plans, and reports provide appropriate criteria for the Steering Committee to evaluate WG performance, it is necessary to describe the background and process that lead up to the situation today.

204. It is noted in the Terms of Reference for the evaluation that "the Secretariat is largely concerned with disbursements and associated administrative work". The volume of funds administered by the Secretariat for the WGs has increased significantly. It is also noted that the success of the WGs increased activity and funding brings concerns for heightened scrutiny and accountability.

205. This section intends to answer questions related to the WG funding. Are the current arrangements satisfactory? What, if any, are the 'best' practices? In order to address these questions, three aspects of WG funding will be considered: the WG work plan and budget, the formula for funding, and the reporting on WG expenditures.

THE WG WORK PLAN AND BUDGET

206. The work plan is a management tool that has implications far beyond the limited purposes of finance and management. According to the ADEA principles, the WGs are expected to elaborate a detailed work plan, using standardized format and presentation as defined in the By-Laws and the Procedural Guidelines. According to these guidelines, "the work plan should be defined in such a way that it is directly relevant to the development of education in Africa." The work plan is then submitted to the Steering Committee for approval.

207. The October 1999 Procedural Guidelines state that it is the role and responsibility of the leader/coordinator of the WG to "prepare a rolling plan and budget for the two upcoming calendar years using the standard format (Annex 1) and to submit this work plan to the Secretariat for approval by the Steering Committee before October 1 every year. (3.3.[b]) Furthermore, the work plans should include information on how the WG ensures the functions of financial management and auditing."

208. There are several new formulations in this version of the Procedural Guidelines. One of these is the rolling aspect of the work plan; another is the deadline of October 1. In addition, the content of work plans has changed considerably during recent years.

209. *Development of work plans.* Different individual contributions with large variations in context and format were presented at the Twelfth Session of the Steering Committee held in Paris in October 1999. There were frequent discussions about the planning framework of the WGs during the meeting. This development was necessary and the latest work plans present the real situation of the WGs much better than previous versions.

210. *Timeliness of delivery of work plans and budgets.* The October deadline for delivery of work plans and budgets was presented in the latest issue of Procedural Guidelines. This deadline was set specifically to enable the Secretariat to include work plans in the Steering Committee Document (StCom99/2/6). Only seven WGs submitted work plans for 2000 by this deadline. The work plan for the WGES was received after the deadline and was circulated immediately prior to the Steering Committee meeting. The other WGs had not submitted any work plan for 2000 at the time of this assessment (February 2000).

211. The coordinator of the WGECD suggests that it is not necessary to submit a new work plan for 2000 since the plan submitted at the N'djamena meeting in April 1999 covered both 1999 and 2000. This stance is not in line with the Procedural Guidelines that mandate WGs to submit a rolling two-year work plan every year.

212. Nothing has been received from the WGs on Educational Research and Policy Analysis, Female Participation, and Distance Education/Open Learning. The absence of a work plan for WGFP may be explained by the fact that FAWE recently took over leadership from the Rockefeller Foundation. As for the other two WGs, they have been more or less dormant for some time; their silence, therefore, is not surprising.

213. Routines should be strengthened and the WGs should not be allowed to operate as freely as they currently do. On the other hand, there is an evident need for changes to be made regarding planning and reporting requirements. Such changes would aim at simplifying routines and reducing the burden on the WGs. These changes would, in turn, make the information on which WG assessment is based more comprehensible and logical for the Steering Committee and the ADEA Secretariat. Considering the large amount of funding channeled through the system, it is easy to propose to the WGs that they can submit "any revision of previously submitted plans." (e-mail from Secretariat 2/11/2000)

214. *Summary description of programmatic activities.* The "summary description of programmatic activities for two upcoming calendar years" indicated in the Procedural Guidelines consists of nine points. Seven of them are traditional planning concepts organized hierarchically with the most important first and the "measurable benchmark" last. The eighth is relational—how the group is linked to other WGs. The ninth is a listing of WGs members.

215. The WGs' reactions to the request to utilize the "summary description" are very different. Only five WGs use the summary descriptions (see Annex 2, Table 1). There is also a large variation between WGs as to how these points are interpreted and presented. There is a clear tendency to "cut

and paste"—to start with last year's report and add new information in the form of words, sentences and paragraphs where needed. It is a demanding task to identify new information in page-by-page comparison between two versions. There is an acute need to better identify changes since the bulk of information provided often remains the same over the years.

216. The work plan for WGBLM that is presented twice in the Steering Committee document from April 1998, is one example of this[1]. The only differences found between these two documents is a split in three parts of the "program content" and "anticipated results" and one new item stating that the WGs will continue to collaborate with other groups. The new version also omitted the list of WG members and added a logframe. The two documents are otherwise identical. The question is whether this method of presenting a WG's work plan is cost-efficient, considering the time many decision-makers must invest in order to determine which are the main points. Using this particular example, changes could be mentioned in one paragraph and followed by the logframe.

217. The problem faced by the WGs is that they are describing processes, not projects that have definite starting and terminating points. These processes are taking place in many countries and often at different levels. It is unlikely for strategies and results to be identical. WGs are tackling these problems in different ways, but not necessarily consistently from one year to the next. In addition, the WGs have different constituencies (funding agencies, African MOEs, country WGs, etc.) to satisfy.

218. Annex 1 to Procedural Guidelines ("summary description") tends to become overly general. It is sometimes difficult to link it to activities taking place in the WG. Looking at the specific points, the first four (Issue/Problem, Global Objective, Specific Objectives and Strategy) do not normally change much from year to year, and therefore do not need to be repeated in the work plans. The following three points—Anticipated Results, Program Contents, and Measurable Benchmark—are related to annual activities. The Steering Committee needs information about these three aspects and how they relate to a budget for planning purposes.

219. *Costed work plans.* According to the Procedural Guidelines (both the old and new versions) the WGs are to use the ready-made tables annexed to the guidelines. Specific tables are presented for meetings, research/commissioned studies, publications, study visits/facilitating visits, and WG coordination. Tables for "programmatic activities" were also included in earlier versions of the guidelines. The WGs are free to modify these tables according to their particular planning needs.

220. The impression is that the WGs are generally satisfied with the cost tables as long as individual groups can make adjustments to fit their own working styles and needs. Again, there are large variations between the WGs and the information presented to the Steering Committee as a basis for its decision making is uneven and limited (see Annex 2, Table 3).

221. *Coherence between planned activities and proposed budget.* An obvious criterion for planning is whether or not there are clear and coherent links between the text part describing planned activities and the budgets presented. The work plan's ability to present the links between text and budgets so that the Steering Committee can take appropriate decisions is questionable. A review of the year 2000 work plans reveals that five of the WGs have written their work plans in a way that makes it easy to comprehend relationships between the description of plans and their related costs and budgets see Annex 2, Table 3). One way of solving the problem of presentation is to include the text description close to the tables or even as part of the tables. There is, however, a tendency for the budget figures to be presented as rough estimates; sometimes the basis for calculation is not even given.

222. *Time frame of work plans.* After assessing the documents presented at the WG meeting of October 1998, it was found that five groups covered the period from January 1999 to December 2000.

[1] Ninth Session of the Steering Committee, 16-17 April 1998, Entebbe, Uganda, StCom98/1/5 and "Updated Appendices from the WG" in the same document.

One heading did not indicate the time period, but the related budget covered January 1999 to January 2000. Four groups had not delivered work plans. Only five out of twelve WGs had delivered work plans covering the same time period.

THE FORMULA

223. Roughly speaking the WGs have at their disposal the following funds:

- unrestricted funds allocated to the WG by the Steering Committee;
- secured funds, which could be either direct contributions to the WGs or restricted funds channeled through ADEA.

224. The unrestricted funds function as a sort of "basket funding" mechanism. The contributing agencies often select this channel of donation in addition to restricting portions of their funds for certain WGs. There was previously a great deal of discussion and tension regarding the distribution of the unrestricted funds. There were complaints that the system of allocation was not transparent or logical. After the "formula" was introduced, the tension seems to have abated.

225. Other than concerns about the weight of the role of fund raising as criteria for increased allocations, none of the evaluation team informants had negative comments on the "formula". There is a general consensus that the formula takes into consideration the equity principle that everybody will get a share of the "carrot" of a higher funding level based on a higher budget and greater activity levels. There appears to be evidence that the formula does work and provides some rationale to allocation decisions.

THE REPORTING OF WG EXPENDITURE

226. One effect of the concentration on planning instead of reporting in ADEA is that there is limited information in the ADEA system on expenditures but considerable information on budgets (see Annex 2, table 4). In practice, the Executive Secretary of ADEA has reported on behalf of the WGs to the Steering Committee as part of the general reporting of ADEA.

227. On the basis of the documents reviewed, the Steering Committee seems to not have been provided with final audited figures split by WGs and activities in any detail. Based on the documentation presented to the WG, the "connection lines" between the WGs' budgets and planned activities on one hand, and the audited expenditures, on the other, were relatively difficult to comprehend.

228. Procedural Guidelines (3.3.f.) require the WGs to report to the ADEA Secretariat by December 31 on the amount of committed secured funding at that date, including funds directly contributed to the WG. The Steering Committee needs this information in order to obtain a complete overview of the WGs' funds. The information on direct contribution to the WGs is very limited. This makes it difficult for the Steering Committee to consider real needs of the individual WGs. Steering Committee members and central IIEP staff have raised concerns regarding the limited amount of knowledge about WGs' total expenditures, as the presented information only covers funds channeled through the ADEA system.

229. Planned budgeted figures tend to be of theoretical interest since the necessary information is not collected, nor is it available during the period when budgets are made. The Steering Committee is permitted to exceed budgets for WGs by 180%. Although this is perhaps extraordinary, it nonetheless illustrates the problems faced byADEA. Approval seems to be based largely on a monetary/technical basis and not on discussion of what activities are needed and are representative of African priorities.

THE EVALUATION FUNCTION

230. In any organization there is a formative evaluation mechanism. It may include an auto-evaluation system and an overall reporting system. In looking at the expectations, norms and practices related to reporting and accountability in ADEA, one would like to answer the following questions:

- To what extent are the current reporting practices sufficient?
- What changes might be beneficial without becoming cumbersome and stifling?

231. *WG progress/annual report.* The following elements will be considered in this section of the report: the WG progress and annual reports, the logical framework, and the assessment of performance.

232. One interesting aspect of the WGs reporting structure is that there has been no tradition of writing and submitting annual or progress reports. Such reports normally serve the important functions of describing outputs and the use of inputs. Through their progress reports, most aid organizations, and nearly all organizations and institutions in the public and private sectors, provide information to stakeholders and the public at large, about their performance and their *raison d'être*. The present review has not been able to discern why ADEA WGs have been free from the obligation to present annual progress reports.

233. There was no formal regulation indicating that the WGs prepare annual reports before 1999. Planning and reporting documents had a tendency to mix descriptions from both the past and the future. As part of the "ADEA Report Activities" presented to the Steering Committee meetings in the autumn, lists of ADEA publications produced during the year are put forth. A list providing information about the number of African participants in various activities is made available (Appendix 4.4). These are the only inputs to the Steering Committee concerning results produced by WGs on an annual basis in a structured, summarized format.

234. The lack of report information was discussed by the Steering Committee several times during the recent years. The need to know what the WGs have done, what they are doing, and where they are going was identified at the Entebbe meeting. Consequently, the Committee decided that it would be useful to disseminate the results as well as the lessons learned.

235. The latest issue of the Procedural Guidelines (October 1999) introduces the requirement for progress/annual reporting of the WGs to be prepared before February 15. Unfortunately, at the time of this report in February, no reports have been received by the Secretariat and there are no current reports to assess for this evaluation.

236. *Logical framework.* A meeting of the WGs' leaders and coordinators was held in Paris in April 1997. A sub-committee on the development of an internal monitoring mechanism for the WGs reported that the overall goal of the non-intrusive monitoring mechanism developed by the sub-committee would enhance the performance of on-going and planned WG programs and activities. The specific objectives were to implement a simple, effective strategic monitoring mechanism which would allow the WGs to improve the design of their activities overall and to strengthen approaches to human and institutional capacity building, advocacy, and analytical work. The key objectives identified were:

- to develop a coherent, common framework for identifying both relevant internal evaluative benchmarks and indicators, and the assumptions behind them, in order to ensure that the strategies of each WG are on track;
- to strengthen information, communication, and exchange among and between WGs and related ADEA groupings.

237. A variation of a logical framework was introduced as an option for the WGs to plan and report procedures following a period of discussion within ADEA and a corresponding test of different models. The Procedural Guidelines state in Section 3.6: "Depending on the needs and operating structure of the WGs, they can submit logical frameworks to the Secretariat."

238. Among the eight work plans for the year 2000, five WGs use the logframe as part of or as an addition to their plan presentation. Some of the WG leaders and coordinators express satisfaction regarding the use of the logframe. They argue that it has helped the WG in terms of making plans more logical and comprehensive. However, the following comments and suggestions should be considered after relatively detailed studies of ADEA WG logframes.

239. In comparison with most development oriented activities, projects and programs, the logframes for the structure and function of the ADEA WGs seem to be a poor fit. The broad processes at various levels and in numerous countries where WGs are involved are difficult enough to capture in text, not to mention within the stringently defined artificial relationships typified in the logframe.

240. Despite a test period among several WGs and the fact that some of the WGs' representatives are attracted by the logframes, they rarely function as useful facilitators for outsiders trying to understand what the WGs are doing.

241. The square format—the rows and columns—contributes very little to meaning and content. It also becomes difficult to see the relationship between the text and the logframe. It seems better and more convenient to extract and present the pure text. One of the reasons for this is that the logic behind assumptions is not well considered. Originally, LFA methodology assumptions were defined as the necessary conditions at one level to obtain a "higher" level in the hierarchy of goals. The ADEA WGs do not seem to reflect this in most cases.

242. Indicators do not become more measurable and precise simply by putting text in a table or a box. In general, what is present as an indicator is simply a broad statement of activities. The logframe does not seem to have added new insights or knowledge as compared to simple text in a systematic manner; in many ways the "summary description" seems to be better suited.

243. The planning and reporting arrangement of the WGs should be made simpler, not more complicated. The removal of the logframe is one relatively easy way to contribute to simplification.

244. *Assessment of performance.* Point 3.7 in the October 1999 version (and 3.6 in earlier version) of the Procedural Guidelines states that the "WGs will demonstrate to the ADEA Steering Committee on an annual basis that they meet a set of minimum standards, based on the following criteria."

245. Six points are presented:

- the WG is demand-driven by the African education community;
- the WG's work plan is related to the broader ADEA program;
- the WG possesses an institutional structure that is sufficiently robust for effective management and leadership;
- the WG has real commitment from its leader/coordinator;
- the WG is a multiple-partner alliance;
- the WG contributes to capacity building and skill development in Africa.

246. An external consultant proposing amendments to the Procedural Guidelines in 1998 recommended that these points be moved to an Appendix and that they be included as one aspect of the WG Annual Reports. To date, the ADEA Secretariat has not implemented this. The present evaluation proposes that the Secretariat indicate where these issues should be addressed. The way they are currently presented in the Procedural Guidelines may create confusion.

247. *Managers of WGs.* Not surprisingly, the people leading WGs (and the manner in which they engage with their colleagues) is one of the most important factors contributing to a WG's effectiveness. In WGs where there was little activity, it was observed that the leader's energy, personal drive, and commitment to the issues persuaded others to support the creation of the WG and to continue to support it even when there was little evidence of its impact. It was also noted that the working environment for some of the coordinators prevented them from engaging in their work as effectively as they felt possible. A dynamic, committed coordinator and a supportive, enabling environment were defined as two factors having a significant impact on the effectiveness of a WG.

248. It was observed that there were certain characteristics that all the coordinators shared and that had a profound impact on their work. Listed below are these common characteristics:

- they are all highly qualified and have excellent experience in their technical areas;
- they are all individuals with broad experience working in development and Africa;
- they are all committed to the issues of their WG;
- they are all people who have clear ideas about the importance of their work and the centrality of WGs as a means to achieve results;
- they are all extremely busy to the point of almost being overwhelmed by their responsibilities.

249. *Allocated work time.* In conversations with coordinators, it was evident that continued growth in membership or expansion of the WG into additional countries or new areas would be highly problematic. Given the current burden of their responsibilities, coordinators are unable to take on any more work without added assistance. Some stated that they were *"overwhelmed with the work"* or other similar comments. They realized that they could not be as responsive to requests for information about the WG and for publications and to requests from the ADEA Secretariat. They were concerned by this problem, but were unclear about how to respond to it.

250. ADEA has no procedural guideline or understanding with lead agencies to influence how much time should be allocated to the coordination of a WG. Consequently, the official amount of time allocated to work on WGs by the different funding agencies varies considerably. Official time allocations that are stated in some kind of scope of work range from zero to 100%. One WG coordinator has 20% of his time allocated to WG tasks and several others have approximately 60% of their time allocated to WG activities.

251. Official work time allocations mask the situation since the difference between the planned or official and actual amount of time that WG coordinates devote to their work varies dramatically. With one possible exception (the WGFE), no WG coordinator has the amount of time officially allocated available to work on WG tasks. This is due to the work culture and environment of the host institution in which the coordinators work. Those who have a shared workload between WG coordination and other agency tasks are often assigned an overall workload that demands more than a full-time job commitment. In other cases, even when officially assigned full-time to WG activities, it is difficult for a coordinator to resist being pulled into activities that take place in their institutional home, particularly when there is pressure to assist in periods of pressing institutional activities and deadlines. This is a manifestation of the importance of an institutional fit between a WG's mandate and work plan and the lead agency's interests and agenda. When the "fit" is not right, coordinators are in a vulnerable position because their work may not be valued or even understood. This has implications on their long-term career opportunities. At the very least, in the short-term, it can affect their job satisfaction and have a negative impact on their annual performance evaluations carried out by the host institutions.

252. *Difficulties in leading and coordinating a WG.* Directors and senior managers at several of the lead agencies shared how their agencies were unprepared for the level of effort that it took to lead and

coordinate a WG. Several indicated that their agency had been prepared for the financial resources it entailed but did not realize how much time it would take an individual to coordinate a WG. Nor did they anticipate how long the agency would have to continue in a supporting role before an African institution was identified and agreed to take on the coordination role.

253. Assuming this role after a WG has experienced a difficult beginning with another lead agency can make the transition an even longer process. The conversation with the director of the office responsible for the coordination of the WGECD highlights this kind of a situation. He stressed how complex the situation was when one inherits something in mid-stream particularly when there is the expectation that the coordination of the WG could be co-opted by an African institution within a few years. Their experience has implications for other agencies and African institutions that consider leading a WG, particularly when their expectations are that there will be a relatively short turn-around before an African partner will be identified and ready to lead. Agencies unwilling to make a commitment of a minimum of five years should reconsider assuming this role.

254. Other enabling conditions that affect management performance include space to store publications and materials and the provision of administrative and clerical support with a specific allocation of time to assist the coordinator. Finally, institutional validation of the value of the coordinator's work is essential and influences a coordinator's commitment and morale. In one case, the coordinator is so discouraged by the lack of validation that negotiations with another agency to lead the WG are being considered. This situation raises some quasi-legal issues about institutional affiliation and sponsorship, but it also highlights that providing an office, a budget, and allocating a salary is not enough.

255. *Ownership of a WG.* This situation raises a more central issue of "who owns the WG?" When a funding agency makes the commitment to lead a WG, does the underlying assumption exist that the relationship will last between the agency and ADEA as long as there is an interest in and institutional fit for the WG's theme on the part of the agency? Or does taking on the responsibility of leading and coordinating a WG entail a more involved commitment that takes into consideration the autonomy of a WG's constituency and steering committee?

256. There is no legal contract with ADEA when an agency undertakes the leadership and/or coordination of a WG. Issues that relate to the level and kind of resources, both financial and human, that a lead agency will provide to the WG or to the length of time that a lead agency will commit to this role and responsibility are left to the discretion of the lead agency. The absence of a legally binding agreement has been encouraged in the spirit of "structured informality" and to ensure that an agency or institution (including ministries of education) is not intimated into inaction by the perceived short and long-term obligations of leading a WG. There is the risk that confusion and tensions can arise in the absence of an agreement. Understandably, an agency maintains the autonomy to make routine administrative changes that may involve the allocation of both human and financial resources. In the spirit of "structured informality," what obligations does the agency have to notify and even negotiate with the steering committee of the WG it leads when taking these actions especially when it can affect the WGs work plan and vision?

CHAPTER III

IMPACT OF WGs

257. The questions were grouped into themes since there were so many issues identified in the Terms of Reference. The following themes will be discussed in this chapter of the report:

- the visibility and impact of WGs;
- the "Africanization" of WGs;
- the coordination of WGs;
- the future of WGs.

258. This section of the report also presents the anecdotal information that was learned. It should be noted that the number of individuals contacted in each of the WGs was not equally weighted which could affect the results of the evaluation. This was due to a variety of reasons. WGs that were active in the countries visited varied considerably. Names and contact information for current members of WGs was sometimes unavailable or inaccurate. Gaining access to individuals posed a problem, at times both in terms of overall accessibility and/or the amount of time available to conduct an effective interview. For instance, despite repeated contact by email, fax and telephone with a key constituent of the WGECD in Namibia, a substantive discussion never took place.

259. It should be noted at the onset of this discussion that a great deal of what was learned involves people's perceptions. Even though the perceptions do not always capture the real situation, the perceptions contain a kernel of truth and have a tremendous influence on people's engagement and participation in a network that is so thoroughly grounded in issues of transparency and trust. Because ADEA is such a mystery to people in terms of what it is and what it does, knowing what the perceptions are becomes very important for future planning.

260. *Lack of awareness of ADEA and the WGs.* In most cases, individuals involved in particular WGs viewed their participation as something that added tremendous value to their work and provided intellectual profit. However, individuals involved in WGs represent a very small percentage of people working in the sector. It was noted that in most countries, a large percentage of the educational professionals working in the sector who were interviewed (people in key roles with critical responsibilities and who could provide a valuable contribution to the WGs) were unaware of ADEA and the WGs. Indeed, most of the individuals who were interviewed had very little knowledge of ADEA—what it is, what the WGs are, who is involved in WGs in the country, etc. Interestingly, when asked about ADEA, it was often said, "*Yes, I know what ADEA is—it's FAWE.*" There is also the common perception that ADEA is a funding agency. The Secretariat receives numerous requests to fund research and activities. People think that ADEA is non-responsive and question the association's value when requests for assistance are not met.

261. The lack of awareness of ADEA and misperceptions about its function pose a problem because people are unable to access the network and benefit from the materials and training. A considerable amount of time was spent in meetings with people providing an overview of ADEA and the WGs. Without exception, people were surprised to learn about the number of WGs, the issues that were being addressed, and the activities that were taking place. Individuals were usually anxious to know how they could benefit from what was being done and become more active in ADEA and the WGs.

VISIBILITY AND IMPACT

262. ADEA works in an obscure manner in most countries. It is not a donor agency; it is not a branch of a government or government program; it is not an NGO. ADEA's role in general, even at

the Secretariat level, is a behind-the-scenes prodder of action and catalyst for change. Although this allows ADEA tremendous flexibility to support efforts in a country, the trade off is that ADEA's two main partners, ministry officials and agency representatives, are not always aware of contributions that are being made. The problem of attribution is even more of an issue for the WGs. WGs often operate in a murkier environment because of the autonomous nature of the WGs and the unique way in which each one is structured and managed. Some WGs have no country chapters at the national level, no identified programs or activities, and are working more as a "silent partner" supporting a country-formed (and known) task force.

263. *The concepts.* Visibility and impact were interchangeable concepts for many people. Some individuals found it difficult to move beyond the need to easily see ADEA in what was taking place even when the link could be demonstrated. Unfortunately, this link was not always easy to discern. During the evaluation, it was necessary to untangle activities in order to determine ADEA's contribution—often a time consuming experience. Consequently, ADEA is viewed skeptically by those individuals who are uneasy if things are not in bold relief.

264. WGs fall into several categories in terms of visibility and impact. Visibility, in this case, means that professionals working within a country commonly know of a WG's existence—although not necessarily its relationship to ADEA. Impact refers to the contribution that the cluster of activities (advocacy, capacity building and/or research) has on the daily work of professionals. Although many WGs have demonstrated results in their WGs, particularly within the WG membership, relatively few of the WGs had demonstrable impact on professionals who were not members of the WG. The assessment of impact was based on the latter interpretation for the purposes of this evaluation. Therefore, results of WGs were considered within the broader sense of the word—impact beyond the limited sphere of WG membership. This working interpretation seemed the more appropriate measure given the overall mandate and objectives of ADEA.

265. The following table categorizes information that was learned about the WGs and identifies factors that contribute to visibility. Visibility is not an end in and of itself, but because of the link between visibility and utilization in a user-driven system, knowledge of the WG in order to benefit from its activities becomes an important issue to consider. Therefore, a WG with low visibility is faced with greater challenges to disseminate products and attract members. A caveat is needed. The more visible a WG is, the more subject it is to public debate and criticism, as is the case with the WGFP and its partner FAWE.

WORKING GROUP	VISIBILITY	IMPACT	CONTRIBUTING FACTORS * contributes to visibility
• WGNFE	Unclear	Unclear	• Too soon to assess
• WGDE/OL	None	None	• No activities
• WGERPA	Low	Very Low	• Poor leadership from coordinating agency • No efforts to work with ministry research institutions
• WGTP/f.s. • WGECD • WGHE	Low	Low	• Lack of clear mandate/objectives • Relationship with lead agency • Lack of consistent leadership by lead agency • Multi-sector constituency • Rolling membership • Low % of coordinators time • No link to ministry/limited target audience
• WGFE	Low	Medium	• Multi-sector • Limited number of countries

WORKING GROUP	VISIBILITY	IMPACT	CONTRIBUTING FACTORS * contributes to visibility
• WGESA	Low/Medium	Medium/ High	• Contract-based research activity • Closed enrollment by country • Pilot first phase
• WGTLM	Low	High	• Behind-the-scenes • Multi-sectored/ multi-partners • Rolling membership
• WGTP/a.s.	Medium/ High	High	• Country WGs* • Formal links between countries*
• WGFP • WGES	High	High	• Country chapters* • Formal links between countries * • Advocacy activities* • Partnership between agencies * • Broad focus to activities* • Link with EFA* • Large number of countries active in WG*

266. The experience of some WGs reveal that the number of partners involved in the WG affects its efforts to establish visibility. This may be a consequence of a scattering or watering down effect that takes place when interfacing with multiple partners. For instance, the WGFE collaborates with the ministry of finance in addition to the ministry of education. WGBLM brings together the private sector in addition to a number of ministries and government offices. The WGECD has a membership that is drawn largely from outside the education sector and brings together representatives from seven ministry offices.

267. In several cases, WGs were involved in activities that were viewed positively, yet there was little public awareness that ADEA had played any kind of role in the development or implementation of the activity. One example of this is the support that the WGBLM provided to Zambia in their efforts to liberalize textbook publication and procurement. Senior level ministry officials interviewed emphasized how much the WG helped the ministry in its efforts to change the policy. The WGBLM's training and workshops were considered to be instrumental in identifying issues and facilitating discussions that helped to move the policy forward.

268. Despite the generally positive attitude found in the ministry about this support, there did not seem to be a similar view among agencies. During the meeting with the agency representatives working in the sector, one challenged that ADEA WGs contributed little of note. When asked about the textbook policy, it was agreed that the current policy was a positive move forward. The agency representatives in the meeting, including the individual representing DFID, were surprised to learn that the WGBLM had played a role, albeit a limited one, in the development and implementation of this policy. As the discussion evolved, other examples were noted in which a WG had played some kind of a role, but it was a behind-the-scenes one. In most cases, few were aware of the WG's role.

269. The experience in Zambia is consistent with visits to other countries. In general, both of ADEA's main partners—ministry officials and agency representatives—were equally unaware of ADEA activities in the country even when a person being interviewed represented an agency that led out in or significantly funded a WG.

270. *The problem of attribution.* ADEA's support in the development of documents was not always made. An example is the modules developed by the WGTP/a.s. Part of the problem with attribution of the materials was exacerbated by the initial omission of the WG to identify ADEA's support on the covers of the publications. However, more recent materials that clearly identify ADEA's support are

not necessarily linked to ADEA. People repeatedly identified these materials as something that contributed to their work and were excellent sources of technical and training information. In only a few cases did they make the link between ADEA and the materials. A few indicated that they were vaguely aware of the ADEA support when directly asked if the materials were ADEA publications. The issue of attribution becomes more complex in cases where publications—which are public domain—are translated and/or modified by a country and become a country-developed manual, training program or some other kind of working document. Even though proper citation procedures occur in most situations, cases exist where this has not taken place.

271. In general, the overall lack of attribution does not constitute a problem as long as there is an understanding and acceptance that ADEA's accountability for impact is somewhat intangible and difficult to link to a country's reform efforts. Many people expressed little concern over the somewhat loose coupling between WGs and country reform efforts and activities. As one agency representative said, *"Do we need to wave the flag of ADEA? Isn't this OK?"* Not everyone agrees. It was observed that a broad range in people's thinking exists concerning ADEA's (and the WGs') role and the need to demonstrate impact at the country level.

272. *Building consensus.* On one end of the continuum are those who think that ADEA and the WGs are a loosely linked regional network that provides a forum in which discussion around policies, practices, and programs can take place. On the other end are those who argue that ADEA should have a clearly defined country focus which needs to be linked in some definitive way to reform efforts. Those individuals who have been affiliated with ADEA since its inception are much more comfortable with the loosely coupled regional network perspective than newer participants. This is largely due to their memory of the impetus for creating ADEA and the WGs, the framework in which they were conceptualized, and how they have evolved over the years.

273. Little institutional memory about ADEA was found in any structured or organized way, except at the Secretariat or WG headquarters. There are several reasons for this. One is that the partnership and constituency of ADEA has significantly changed, particularly among the ministers who have tremendous turn over. Change in membership and constituency confounds the dilemma of historically contextualizing both the need for and work of ADEA and WGs. The *raison d'être* for ADEA and the WGs is not always remembered or understood where few records exist.

274. A final factor contributing to the problem of attribution is that activities initially begun or provided support through ADEA funding for which there is on-going support are frequently encompassed within a country's overall reform efforts. This is particularly true in cases where a country chapter exists such as FAWE, FEMSA, WGTP, or WGES national teams. In such cases, the groups are institutionalized and are no longer linked to ADEA even though they still take part in ADEA activities. The creation of country chapters or teams contributes to sustainability and represents a higher order form of impact, but the chapters complicate and may even mask efforts to demonstrate WG impact.

275. WGs varied considerably in both the quality and quantity of their activities. Determining the impact of a WG was difficult in the absence of indicators for WGs (logframes deal primarily with inputs and outputs, not outcomes). No WG is active in all countries. Nor is there a country in which all WGs are present. This was a constraint in the evaluation because it meant that some WGs might be found in the countries visited during the evaluation more than others, making it easier to learn of their impacts (i.e. WGFP, WGES, WGTP/a.s.). Conversely, because one did not hear about the importance of a WG's activities did not mean that it was not providing a positive contribution somewhere else (WGNFE). While it could be argued that involvement in a greater number of countries is a logical long-term goal for a WG, not all WGs were at a phase in their development that wider country engagement was taking place. Nor should it take place in some groups because of the experimental nature of their work (i.e. WGFE, WGESA).

276. *The impact on ADEA partners.* However, patterns did emerge from conversations that provided an overview of the effectiveness and usefulness of the activities and publications of WGs. The following table provides an overview of what was learned about the impact of the three activities WGs engage in: advocacy, capacity building, and research. This has also been shared in cases where the research has been considered of excellent quality. The table presents how impact in the areas of research, capacity building and advocacy has influenced the three main target audiences: ministers, educational professionals, agency representatives, and institutions. WGDE/OL has not been included in the table because of its nearly total absence of activity. WGNFE has not been included because of the more recent start-up of the WG. This has been done in recognition of the time it takes to develop a mandate, identify a constituency and obtain financial support for WG activities and to establish visibility and have discernable regional impact.

	Ministers	**Educational Professionals**	**Agency Representatives/Institutions***
Advocacy	***High*** WGBLM WGFP ***Medium*** WGES WGFE WGERPA WGTP/a.s. ***Low*** WGTP/f.s. WGHE WGESA WGECD	***High*** WGFP WGES WGTP/a.s. WGTLM-restricted audience WGESA-restricted audience ***Medium*** WGHE WGFE WGERPA ***Low*** WGTP/f.s. WGECD	***High*** WGFP ***Medium*** WGES WGESA WGTP/a.s. WGHE WGBLM ***Low*** WGEF WGECD WGERPA WGTP/f.s.
Capacity Building	All WGs are low in this category	***High*** WGFP WGESA WGES WGTP/a.s. ***Medium*** WGFE WGBLM ***Low*** WGECD WGHE WGTP/f.s. WGER PA	***High*** WGTLM ***Medium*** WGFP ***Low*** WGESA WGECD WGFE WGES WGHE WGTP/a.s. WGTP/f.s. WGERPA
Research	***High*** WGFP** WGESA** WGHE** WGBLM** WGERPA / low***	***High*** WGFP WGESA WGFE WGES WGTP/a.s.	***High*** WGFP ***Medium*** WGESA WGECD WGFE

	Ministers	Educational Professionals	Agency Representatives/Institutions*
	Medium WGECD WGFE WGED WGTP/a.s.** WGTP/f.s.	*Medium* WGECD WGHE WGTP/f.s. WGBLM WGERPA	WGHE WGTP/a.s. WGBLM *Low* WGES WGTP/f.s. WGERPA

*In some cases the institution itself was targeted rather than individual representatives of the agencies. The broader the issue and more policy oriented the more it had an institutional focus. The more technical it was the more it targeted a specific individual's skills and competencies.

** Considered by all audiences to be of excellent quality particularly the more recent publications.

*** This WG had greater impact and better quality work in a first phase of work representing approximately their first four years of action than in a more recent second phase which is considered to be of limited impact and relatively poor quality.

277. A review of the documents from the various WGs reveal that:

- Two WGs benefited from a change in leadership of the coordinators mid-point in the work. This influenced both the quality of the work and changed the focus of the work as well (WGESA and WGBLM).
- WGs have a learning curve. Some WGs start at a "higher point" with more experienced coordinators in the skills of management, organization, fund raising, framing research, networking, identifying consultants, developing budgets and action plans, hosting seminars and workshops, etc. The quality and quantity of their WG activities and publications show a corresponding level of improvement as the abilities of the coordinators and their collaborators improve. This learning curve plays a role in the natural progression through the stages of growth of WGs from expanding to functioning to mature and finally graduated status. (The stages of growth of WGs is discussed later in the report. There also is a table in the annex that outlines the characteristics of the process.)
- Not all WGs have the same level of need to engage in all three kinds of activities or to target all three audiences. The nature of what they are doing may logically limit the range of activities and demand a more focused output (WGES).

278. An issue linked to impact is the mechanisms used to identify what is done in each of the WGs and who is targeted to participate in these activities. This becomes an increasingly important question as the partnership and constituency of ADEA changes. Tremendous change has already occurred. Are governance and management structures of the WGs able to accommodate these changes in constituencies? Issues that surround these questions are discussed in the next section of the report.

ANCHORING, NOT AFRICANIZATION

279. What is ADEA today? Who provides the greater contribution to the association? If ADEA's work is supposed to reflect the needs of the African ministries is it doing this? How do we know that those individuals engaged in ADEA are not just a limited number of elite educational professionals who do not adequately reflect the views of the larger educational community in their countries? Is ADEA becoming Africanized?

280. The use of the word "Africanization" was repeatedly challenged. The word caused many people to feel uneasy. When asked if WGs were Africanized, the question was redirected: "What does that mean?" When questioned about what they thought it should mean, there was general agreement that it did not mean "only African." There was a strong feeling that the word sent a message of exclusion and paternalism. Long and involved conversations took place about what the indicators would be that a group was being Africanized. Requests were made to identify a word that better captured the intent of their thinking and illustrated the concepts that they addressed.

281. *Indicators of anchoring.* Indicators that a WG was anchored repeatedly mentioned are listed below. These are not necessarily weighted or reflect any kind of linear progression in terms of timing of implementation. For example, the use of more African experts would not necessarily be considered more important or need to be implemented earlier in a WGs to achieve anchoring than seeing greater numbers of Africans on WG steering committees. To some extent, the order and speed of anchoring factors would depend upon the nature of the theme, level of African capacity and local ownership of the mandate. Consequently, the anchoring might vary considerably from one WG to the next.

- Responsiveness to the priorities of the ministries.
- More visible leadership and representation from the South.
- More use of African expertise/consultants.
- Greater numbers of Africans on WG steering committees.
- Greater numbers of Africans attending WG meetings and sessions.
- More meetings held in Africa.
- Greater regional and cross-country exchange.
- On-going North/South exchange.
- Greater financial contribution by African ministries and partners.

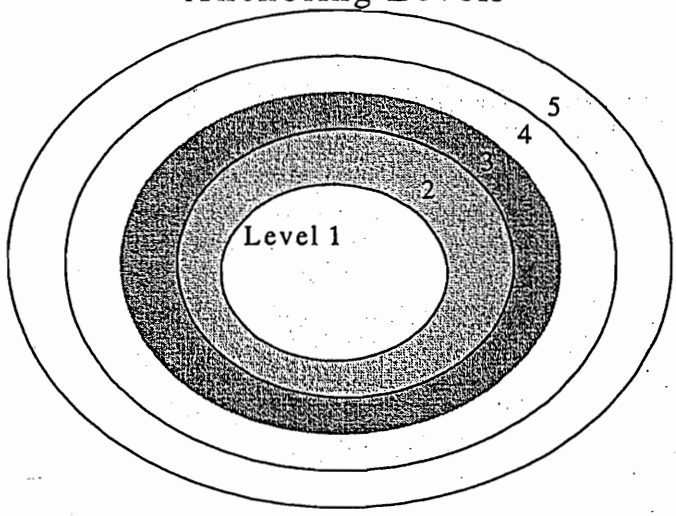
282. In most cases, people did not consider the location of WG headquarters or that of its coordinator as highly important. This was less true in regard to the location of the ADEA Secretariat.

283. The data suggests that anchoring meant to be grounded or anchored in the reality of the conditions and work in the sector in Africa. People can be anchored even though they may not have been born and raised in Africa. Conversely, one can have been born and raised in Africa but no longer live there and not be as knowledgeable about current conditions in the sector as someone who frequently travels and works on the continent.

284. There is the risk to define anchoring as ownership. This masks the over-arching and fundamental value of the partnership and collaboration that is the strength of ADEA and the WGs. There was considerable reluctance on the part of ministry officials and other African professionals interviewed to limit the definition to this catch phrase. They spoke instead of the *process* in which different partners engaged in sector work and felt comfortable taking part in the informal dialogue that ADEA fostered.

285. *Model of anchoring.* In an effort to better illustrate what it means to be anchored, a conceptual model was developed that illustrates different kinds of contributors and how anchored they are. This model may also be used to determine the anchoring of institutions. Work undertaken by African ministries of education, NGOs, universities, etc. is more grounded than the work of an agency work or institution outside of Africa.

Anchoring Levels



LEVELS:

1. Born, raised, schooled in Africa, and works in education in Africa.

2. Lived in Africa and worked in an African educational institution; No longer lives in Africa but continues to work in education/ visits frequently..

3. Lived in Africa and worked for an NGO, funding agency, etc. No direct work experience within an educational institution in Africa.

4. Never lived in Africa but works on issues of education in Africa; visits Africa frequently.

5. Has no experience in Africa but has technical expertise, unavailable on the continent.

286. The most grounded individual—the one at the center of the model—is schooled in Africa and continues to work in education in Africa. As you move from the center outward through the concentric circles, the experience becomes less relevant and specific technical expertise becomes the more critical factor. It should be noted that African consultants should receive preference over those from the North in situations where expertise is available.

287. Tension will always exist between expertise and experience. Questions will also arise pertaining to the critical juncture between a person's technical capacity and personal experiences (assuming that technical capacity is limited). No doubt concerns about the degree to which expertise can be effectively measured in order to make these decisions will be deliberated? As in all self-renewing and learning institutions, open exchange between a wide range of specialists both inside and outside the continent strengthens rather than weakens the overall system.

288. *Examples of anchoring.* During preliminary work on the case studies, several examples of individuals who provided technical assistance to WGs were discussed to determine where they would be on the anchoring model. The individuals were selected because of the value of their contribution highlighted by the WG coordinators. The question probed was, "Could the WGs have moved forward without their contribution in as timely a fashion?"

289. In the first case, the consultant had spent a considerable number of years living in Africa and working at an African educational institution. Even though he no longer resides in Africa, a significant portion of his professional career still centers on issues relating to African education. He continues to consult for the WG, but as the expertise of his African counterparts increased, his direct participation has correspondingly decreased.

290. The second example is a woman who lived and worked in Africa. She was married to a Ghanaian and has several children who were educated in African schools. She no longer lives in Africa, but repeatedly accepts consultencies in Africa. As in the case of the previous consultant, she has worked in an African education institution and has an intimate knowledge of factors influencing education through her links with her children and her husband's family. She too continues to work on issues in the sector in Africa. The value of her contribution waspartially due to the easy access to information that was needed to develop models and frame research pieces. Her services are no longer needed by the WG.

291. A third example is a specialist who began working with one of the WGs at its inception. He had never worked in Africa and had limited overseas experience. He was one of the leading experts in the field at a time when there was limited capacity on the continent to develop information systems particularly those that were computerized. The training that he provided has contributed to increased capacity and his services are no longer required by the WG.

292. Although this model does not totally capture the intersection between technical capacity and insider knowledge, it does provide a better frame of reference in which to discuss what anchoring means. A WG that has a broader representation of individuals from the core of the model is more anchored than one that predominantly consists of representatives from the outer circles—predominantly agency representatives and educational professionals from the North. A WG that hires more consultants from the South is more anchored than a WG that tends to hire consultants from the North. A WG headed by someone born, schooled, and who worked in Africa would be more anchored than one that is lead by an agency representative who is not from Africa.

293. The previous examples are those in which WGs identified expertise outside Africa in the initial stage of WG development and gradually turned to African expertise as capacity increased. The WGNFE presents a different approach a WG can take. This WG approached its creation and development from the very beginning through the appropriation of the member constituencies. This is best illustrated by the concern expressed on behalf of two of its member constituents, one from West Africa and the other from Southern Africa. Both were distressed about the timing of the evaluation and felt that it was inappropriate to expect the WGNFE to show results at this time. When asked about the impact of the WG in Zambia, this comment was made. *"We haven't had enough time to show results. We have just started our work here."* (Emphasis is ours.)

294. *Anchoring of coordinators and steering committees.* There are four examples of the anchoring of WG coordinators. The first example is WGFE. The funding agency identified an African partner at the onset of the WG's creation. In collaboration with CIDA support, the coordinator is an African who is located in an African institution. The second example comes from the WGTP/a.s. and WGNFE. The coordinators are African and received their early education in Africa, but are employed by a multilateral agency. The third example, WGFP, began under the leadership of an agency, but is now transferred to an African institution and has an African coordinator. Final examples are those of WGBLM, WGESA, WGES, WGHE, and WGECD in which WGs are coordinated by agency representatives that are located outside Africa. While the WGES presents a model of being geographically anchored with the WG headquarters in Africa and two sub-regional poles in Dakar and Harare, the coordinator is the employee of UNESCO and SIDA continues to be the lead agency.

295. The fact that someone is African does not necessarily mean that he/she is more responsive to African priorities and engages African decision-makers more broadly. Factors influencing this are that greater numbers of Africans attend the WG meetings and, more importantly, are *active* members of the steering committee. To be active, a member must:

- realize that they can propose items on the agenda;
- feel comfortable challenging recommendations and decisions being made by the representatives of the funding agencies;
- attend steering committee meetings on a regular basis;
- understand their on-going and future role in the WG.

296. On more than one occasion, African participants indicated that they did not comprehend their role on a steering committee or feel comfortable with that role. Individuals on technical advisory and review boards shared this view. Not only did some question what their role on a steering committee or technical review board was, but they were also frustrated that advice provided seemed to be ignored. One WG steering committee member from West Africa shared his first experiences attending steering committee meetings. *"At the first meeting I didn't understand anything that was going on. At the*

second meeting I understood a bit. It wasn't until the third meeting that I felt I understood enough to make a relevant comment." His experience was not uncommon.

297. Another example is that of the APNET representative on the WGBLM steering committee. In conversations with the WG convener and leader, APNET was frequently identified as a full partner whose contribution was both valued and critical and whose leadership role would expand in the future. APNET expressed surprise over this—*"Does this mean I can propose things for the agenda?"* APNET's reaction is less an indicator of the nature of the relationship between the individuals (which is excellent) and more a reflection of the weight of funding. His perception was that the money to fund activities came from the agencies so his presence on a steering committee was to discuss and endorse activities, rather than propose alternative possibilities or challenge what was being done if it did not provide a meaningful contribution. It is important to note that this did not mean that he did not agree with activities, but that he had not realized the centrality of his role and participation.

298. The African members that were interviewed repeatedly mentioned that it is an uneasy partnership since the funding for ADEA primarily comes from the agencies and has the potential to favor agency priorities. As a consequence, many individuals who were interviewed expressed the need for an increased level of financial commitment on the part of African ministries and partners. The link between where the funds come from to support activities and who owns (and controls) Africans mentioned the activities far more frequently than agency representatives.

299. *Channels of exchange.* A final issue that deals with anchoring is that to be well grounded a WG must have a clearly defined conduit to channel information to and from critical decision-makers in ministries and African institutions. When WG information does not reach the highest levels of ministries and other decision-making bodies, their contribution is not maximized. When WGs are not able to know what the priority issues are, the work is not maximized. The value of their work is also less sustainable.

300. In general, there was consensus that ADEA and the WGs had significantly contributed to regional and cross-country exchange. This exchange facilitated the identification of the wide range of expertise available within the continent and fostered the realization that there was much to be benefited from receiving donor assistance regionally rather than bilaterally. Additionally, the regional and cross-country exchange nurtured the growing awareness of the responsibility that African countries had to *"reach out and help other struggling African countries. We not only have the experience to share we have the responsibility to share."* This was perhaps most aptly demonstrated by the generous offer of the government of Botswana to fund the publication and dissemination of the most recent WGTP module on inspectors for other participating African countries representing a considerable expense and level of effort.

301. The three WGs most successful at coordinating this exchange in a consistent and structured way are WGFP, WGTP and WGES. This is partly due to the establishment of country level chapters and national teams. Two other factors contribute to both the exchange and institutionalization of activities. First, they have clearly defined objectives and an established program that is implemented at both the regional and country level. Second, they target specific individuals who have, for the most part, consistent and on-going participation in the WG. This enables colleagues from other countries to more easily collaborate and benefit from each other's experience. An example of this ease of exchange comes from two WGTP members from Namibia and Botswana. The WG member from Namibia shared how his ministry was struggling with a serious issue and he needed to draft a recommendation for the ministry by the end of that day. *"I recalled that I had a conversation with [my colleague] from Botswana about this very thing. I called him and after a forty-minute conversation I knew exactly what recommendation I needed to make. We were able to benefit from their experience and could have more confidence in what we were doing. Had it not been for this WG, I probably would not have met him and had that conversation. The WG has made a tremendous difference in*

supporting regional exchange."

302. The WGTP and WGES target key personnel in the ministries of education to participate in the WG. This establishes a mechanism for information flow and dissemination of activities to key decision-makers. The WGFP benefits tremendously from the visibility and country chapters of NGOs like FAWE and FEMSA. However, the link between the NGOs and ministries was not always a strong one. In one notable case, considerable tension existed between the ministry and the NGOs because of the difficulty they were experiencing implementing the NGO programs within the bureaucratic structure of the ministry. Several other factors, including the proposed salary of the individual selected to coordinate the activity (which seemed inordinately elevated in comparison to ministry salaries), raised concerns. This is important because of the expanded partnership of ADEA and the growing number of stakeholders who will have increasingly more input (direct and indirect) into ministry functions and daily operations.

303. An observation was that the regional and cross-country exchange appeared to be more value-added in countries that are smaller and/or have fewer resources and fewer individuals who can provide technical expertise than in larger ones or those with more resources. For instance, it was explained that the minister in Mozambique had used the ADEA WGs as a prototype for the formation of country WGs to address key issues in the reform efforts. He thought that the ministry could leverage what was being done in the broader ADEA mechanism and incorporate the inputs directly into their own activities.

304. *Results of anchoring study.* Based on the indicators of anchoring identified by those interviewed, WGs are meeting some but not all.

- Supporting more visible leadership and representation from the South is an area that needs more attention.
- WGs do an excellent job of supporting regional and cross-country exchange.
- The use of African expertise/consultants is increasing—particularly WGFP and WGTP/a.s. More effort needs to be taken to identify technical experts in each of the WGs.
- In most WGs there is excellent on-going North/South exchange. However, as groups have become more anchored there appears to be a decrease in the level of exchange.
- WGs need to establish better mechanisms to learn about the priority needs of the ministries. It is unclear how priorities are identified in some of them. In those that have mechanisms, efforts need to ensure that the views reflect the wider educational community.
- Not all WGs have steering committees. Those that do need to ensure that roles, responsibilities and expectations are clearly understood and people feel comfortable with the roles. WGs without steering committees should consider establishing them. A technical board does not replace the need for a steering committee.
- More African professionals should regularly attend WG meetings and sessions. Mechanisms need to be established that provide for on-going participation of individuals over a period of time so that the WG benefits from their longer-term engagement. This participation should include all categories of WG activities (advocacy, research, and capacity building).
- The financial contributions of African ministries and institutions are taking place on any regular or substantive basis. However, there is an increasing level of in-kind contributions. It was suggested that each ministry participating in ADEA should be encouraged to allocate a small sum towards a coordination mechanism in country. This could be a good faith contribution of commitment to ADEA.
- More meetings are being held in Africa.

STAGES OF GROWTH

305. In the absence of indicators of the results of WGs, the characteristics of the WGs' stages of growth became proxies and created some kind of a logical framework on which to base the analysis of WG impact. On-going conversations with coordinators and sponsors of WGs about level of impact and visibility further guided this process.

306. WGs can be classified by their stage of growth into dormant, expanding, anchoring, or mature stages. Although this rubric represents an attempt to classify WGs, it is important to keep in mind, that the maturation process of a WG is not a totally linear process and reflects a learning curve that varies by individual WG. A WG may exhibit characteristics of a mature WG but be classified at a much earlier phase in the maturation process. It is the gestalt of a WG's characteristics that determines the stage of growth of the WG, rather than one or two specific characteristics it may exhibit. Taking a broader view of a WG's stage of growth provides a more accurate reflection of the overall capacity of a WG. It also takes into account the potential the WG has to influence policy, programs, and practices on a regional scale (or even beyond the pan-African context), its anchoring mechanisms, management capabilities, and finally, its readiness to graduate from dependency on ADEA WG status.

307. *Dormant stage.* Dormant WGs are those in which there has been no activity for two or more years. Even though a mandate may still exist for the WG, there is no agency or institution with the capability to lead and/or coordinate the WG.

308. *Expanding stage.* Expanding WGs are those in which there is a mandate for the theme but a need exists to develop the overall work plan particularly in all three types of WG activities (advocacy, research and capacity building). The work plan at this stage often revolves around a pilot activity and efforts to engage in a broader scale of implementation have not yet been undertaken. Although the WG may have clearly identified national chapters or teams, expansion to newer countries constitute a priority for the WG. WGs that fall into the expanding phase have a high need of both unrestricted and restricted funds and can benefit from the support and experience of the more established WGs. WGs that are in an expanding phase are generally in greater need of strong leadership and/or backing from a funding agency since anchoring to an African institution are preliminary and/or at an exploratory stage. Funding for expanding WGs often come from a limited number of agencies that support the WG. There is a high level of dependency on ADEA and agency funding at this stage. A limited amount of documentation including research publications, training modules, and advocacy materials have been developed. However, results of the WG efforts in countries with a WG can be noted, but a broader level of impact on the professional ranks outside the WG's membership are not yet demonstrated. Regional exchange at this stage primarily consists of cross-country exchanges between countries with WG chapters or teams. WGs at this stage have a relatively low visibility and impact of expanding WGs on a broader scale and the WGs ability to leverage broad influence on policies, programs and/or practice has only begun. Sustainability of the results of activities at a WG country level might be sustained at this stage. Sustainability of the overall WG program outside of the ADEA mechanism on a broader basis would be unlikely.

309. *Anchoring stage.* In contrast, anchoring WGs are characterized by clearly identified work plans the areas of advocacy, institutional capacity building, and research. Funding is secure and may engage a wide consortium of agencies. The level of restricted funding is greater than $400,000 although efforts to raise funds outside the multilateral and bilateral community are limited. Need for unrestricted funding is generally low. Membership is quite broad (more than fifteen countries), although expansion activities may still be taking place. Anchoring WGs are in the process of establishing a partnership with an African institution although there may still be a relatively high level of dependency on the leadership and financial backing of funding agencies. Funding for anchoring WGs is characterized by financial backing from many agencies that align themselves with the theme,

mandate and work plan of the WG. It is at this phase, that the WG begins to demonstrate evidence of impact outside the ranks of the WG's membership at the WG country level. Additionally, an anchoring WG has a high level of cross-country and regional exchange that has an on influence policy, programs and practice beyond the scope of the countries in which there is a national chapter, team or WG. The robust work plan at this stage of growth, evidenced by an array of publications, advocacy and capacity building activities, contributes to the visibility and impact of the WG. Sustainability of the WG program without ADEA support is probable.

310. *Mature stage.* Mature WGs have a clear mandate and expanded work plan which begin to explore other areas of activity beyond the original WG mandate. There is a well-established membership that includes both voluntary and staff who are paid from the WG budget. Funding is secure and support comes from a wide array of agencies including external sources of financial support beyond multilateral, bilateral, and foundation sources of funding. This may include private sector grants. WGs that fall into this category have no need for unrestricted funds and may have a combined working budget that exceeds $1,000,000. Three characteristics are key to achieving this stage of growth. The first is that mature WGs have an African institutional partner that plays a direct role in both WG management and coordination. This demonstrates that the WG has become institutionalized in Africa. The second is that the WG assumes a pivotal role in the coordination of agency efforts to address issues in the thematic area beyond those in the WG work plan. The third is that the influence of the WG reaches beyond the pan-African context and there is evidence of the cross-continent leverage of the WG. Consequently, the visibility and impact of mature WGs are well established. WGs at this stage demonstrate a high degree of sustainability and would benefit from graduating from WG status.

311. *Dismantling and graduation.* WGs that are mature can benefit from graduation from ADEA WG status. This should take place within a year or two of achieving this stage once their viability apart from ADEA can be established. It must be underscored that graduating from ADEA WG status does not mean the end of an on-going relationship with ADEA. When the responsibilities for a WG have been graduated and transferred to an African institution the WG issues and concerns need to be kept alive in the ADEA family. A different kind of relationship should be established that better reflects both the role and the resources that the group can bring to bear upon the issues in their thematic area. For example, a special mechanism could be established that allows forums and networks such as FAWE, AAU, APNET, opportunities to both contribute and benefit from ADEA.

312. The following criteria can be used to determine whether or not a WG should be dismantled or graduated:

- restricted funding levels through the ADEA mechanism of $800,000 or more a year;
- budgets in which 30% or more of the monies are through direct agency funding or other sources;
- the WG employs ten or more full time paid staff in either regional and/or country offices;
- the response to issues in the thematic area are not piecemeal initiatives carried out by individual agencies or institutions but coordinated efforts that bring together technical and funding agencies with African experts and educational professionals.

313. All WGs should evolve from the expanding to the anchoring phase. It is not expected that all WGs would arrive at the mature stage of growth. This should not be seen as a realistic goal of all WGs. However, all WGs should ensure that their activities are eventually grounded in some way to the functioning of an African institution. Based on these characteristics and criteria, WGs that are mature include WGFP, WGES, and possibly WGTP. The WGNFE, WGHE, WGFE, WGTP/f.s., WGESA, and WGECD are expanding, although several should arrive at the anchoring stage within the next year or two. The WGDE/OL and WGER&PA are dormant.

COMFORT ZONES, STRONG BONDS AND WARM RELATIONSHIPS

314. The North-South exchange has also been profoundly influenced by ADEA. More than one agency representative referred to the role that ADEA and the WGs provided in creating stronger bonds and warmer relationships. One agency representative explained that *"we exchange information more readily now and trust one another more. There's more transparency. We see one another more often and we have truly established friendships with each other."*

315. ADEA provides a strong foundation for goodwill to grow between the partners. Indeed, the coordinator of the World Bank-funded WGHE has contributed significantly to enhanced relations with the World Bank and the members of his WG. It was explained that in general the close working relationship and mutual respect among WG members contributes significantly to an improved working relationship among partners even beyond the sphere of the ADEA mechanism. Agency representatives in particular were aware of how much their participation in ADEA had influenced their interaction with their government counterparts. A comment made during a discussion with a senior level administrator at a multilateral agency best captures this sentiment and reveals just how much participation in ADEA has forced agencies to reflect on their engagement with the other partners: *"ADEA has made us aware of our arrogance."*

316. The idea of a comfort zone from ADEA and WG participation frequently emerged. People told us that they feel more comfortable challenging the leadership of a colleague from Africa than one from an agency. It was also discussed when people talked about the cocoon that ADEA provided permitting them to talk more openly about sensitive issues without fear of reprisal. A FAWE member shared how her FAWE membership provided her the risk free opportunity to express her opinion in an open forum. She is a senior ministry official and had represented FAWE at a cross-ministry seminar examining the government responsiveness to women's issues. She was stunned the morning after the meeting to discover that her critique of the government's commitment was the headline on the front page of the daily newspaper. Emblazoned with a large photo of herself addressing the audience it read, *"Deputy Permanent Secretary of Ministry of Education Questions Government Commitment to Women's Issues.' I dreaded going to work that morning fully expecting reprisals for what I had said. But no one said a word. Later, I was told that I had every right to say what I thought when I represented FAWE. That was to be expected. To this day there have been no reprisals."*

317. In addition to providing a comfort zone, the WGs also offer agencies a means to fund programs that would not be feasible through multilateral or bilateral mechanisms. Some agency representatives confessed that, *"Agencies have more flexibility to do what they want through ADEA. They should pay for that privilege."* This does raise concerns about whose priorities are being met and who owns the activity, but it nevertheless underscores how ADEA and the WGs provide a more relaxed feeling and form of engagement.

THE ADEA STEERING COMMITTEE

318. Funding was a strong factor influencing views on anchoring. It was suggested that it is critical to strengthen the role of the ADEA Steering Committee to determine how money was allocated to WGs and other activities. Some people felt that as long as funding could be restricted by agencies to specific WGs and select activities, the overall ADEA philosophy was marginalized and the commitment to the role of African participation and leadership in establishing priorities was compromised.

319. Finally, although almost everyone recognized how much transformation had taken place in creating a real partnership between the two main partners of ADEA since it was first created in 1988, some wondered if it was not time to re-examine the composition and structure of the ADEA Steering

Committee. The term "equal partnership" was used repeatedly to describe what ADEA is, but many felt that "equal representation" was an objective yet to be achieved.

320. Many doubted that this could be accomplished without a stronger financial commitment on the part of ministries and African institutions lending more impetus to find ways to increase their financial contribution. It was also suggested that as more African institutions assumed the responsibility of coordinating WGs, their capacity to effectively lead might be limited if their participation on the ADEA Steering Committee was determined by the $50,000 contribution. It was noted that in all cases except one, the major funder or coordinator of a WG was currently represented on the ADEA Steering Committee. The perception exists that participation on the Steering Committee not only provides WG coordinators a mechanism to provide substantive input into Steering Committee decision-making, but also provides them better opportunity to raise funds for the WG.

COORDINATION

321. Four kinds of coordination emerged in discussions. The first kind of coordination deals with substantive exchange between the different WGs at the coordinators' level. The second kind refers to coordination of representatives working within funding agencies at the headquarters and in the field with agency representatives who participate in WGs. The third and fourth kind of coordination take place at the country level. The third kind addresses the need for coordination of the various ADEA partners between the various WGs members. Finally, the fourth kind deals with the flow of information beyond the WG to other professionals who work in the area but who are not members of the WG. Dissemination and information exchange activities are embedded in the broader responsibilities of coordination. It is extremely important not to misinterpret the significance and nuanced difference between dissemination, coordination, and the utilization of information. Coordination activities must focus on more focused and strategic dissemination efforts that lead to utilization. Efforts have been undertaken by the Secretariat to identify and develop strategic dissemination strategies. It remains for these approaches and mechanisms to be implemented.

322. *At the coordinator's level.* Coordination between WGs at the coordinators' level is sporadic and *ad hoc*. It was noted in the coordinator's meeting that attention focused on important logistical issues more than substantive ones around what WGs are doing and ways in which coordinators could intersect the other WGs to create linkages and synergy. Discussions with WG coordinators and the two program officers responsible for WGs at the ADEA Secretariat confirmed these observations.

323. There have been many joint meetings bringing two or more WGs together. In all cases, participants indicated that the joint sessions were informative, yet there was little evidence that any kind of on-going exchange or dialogue existed between WG members at the country level after the initial exchanges. This was particularly true in WGs in which there was high turnover rate in their membership. It was doubtful that any kind of long-term benefit ensued from the joint sessions without strategic planning on the part of WG coordinators to keep issues and contact between WGs alive.

324. There is currently not an incentive to foster a substantive exchange between WGs. In fact, there are mostly disincentives. Joint meetings require an inordinate amount of coordination and consume a great deal of time by coordinators who are already overwhelmed with the management and administration of their individual WGs. Developing individual work plans and activities for a WG is complicated; the added task of creating intersection between WGs risks deadlocking the system.

325. *Role of the Secretariat.* The role of the ADEA Secretariat in facilitating this exchange was unclear. Interviews with coordinators and Secretariat personnel provided somewhat conflicting views. Some thought the Secretariat provided support; others were less certain. Part of the uncertainty stemmed from the lack of a clear mandate on what coordinators expected from the Secretariat other than for more support in the dissemination and translation of materials.

326. One thing was clear, however. No one is presently accountable to ensure that links take place: not the coordinators; not the Secretariat; not the ADEA Steering Committee. Furthermore, nothing in the procedural guidelines addresses the need for linkages between WGs or even suggests that this might be value-added.

327. A confounding factor is that there does not appear to be any "organizational head" for the WGs. When asked who had the authority to ensure that things happened—there was general reluctance to identify a position or person. Consequently, when tasks arise that fall beyond the scope of a WG's specific mandate—such as the CD-ROM membership database (PROFILE)—there is little leverage to ensure things happen in a timely fashion.

328. In discussions about the relationship between the Secretariat and the WGs, the concept of *structured informality* and autonomy of WGs frequently emerged. There is considerable concern that these not be compromised. Someone needs to take charge in order to be as responsive as possible to the numerous requests that come to the Secretariat and WGs for assistance or information.

329. *Dissemination of products.* This was most evident in the dissemination of products. Although ADEA provides a publication's list, it was not always clear who had the ultimate responsibility to follow through on requests in a timely manner. There are cases in which requests for information about WGs or for WG products were ignored or took an incredibly long time to be answered. Because of this, the perception exists that ADEA is non-responsive. The reality is that *everyone* is being as responsive as possible, but the network has become so large that it is cumbersome and almost unmanageable.

330. The coordinator of the WGHE shared his experience after a lead article on Financing of Higher Education was published in the ADEA *Newsletter. "I received an additional thirty e-mails that week. I could respond to some quickly but others demanded a more thorough response. These emails completely bogged me down."* His experience was neither isolated nor uncommon.

331. Conversations with the Secretariat personnel revealed that there have been tremendous increases in demand for information and support in the past five years. Although there was not any kind of reliable data on the requests, it was estimated that there was at least a three-fold increase. As the constituency of ADEA expands—as has already occurred—the Secretariat's capacity to respond will become increasingly taxed. Improvements in technology will enhance the Secretariat's capacity to be responsive but technological improvements can only provide a certain element of responsiveness.

332. It is worth stressing yet again that innovative and strategic approaches to reach out to the broader professional community and achieve greater visibility must be undertaken. This means that the Secretariat, in conjunction with the WGs, country coordinating units, and agencies must work to ensure that information gets to those who will not only benefit from it but are empowered to act as well. Due to the need to achieve more visibility, on-going efforts to build a partnership with the media are to be congratulated. Other innovative strategies such as this one should be pursued.

333. *Targeting permanent secretaries (senior ministry personnel).* The lack of any kind of coordinating mechanism complicates the issue of how to engage key level decision-makers in the countries around WG issues. The strategy used in the WGTP/a.s. is an effective way to actively engage permanent secretaries and introduce information about the WG issues into the system. However, it is pragmatically impossible for a permanent secretary to attend a four-day workshop for each WG. Consequently, the need exists for a more structured mechanism to coordinate linkages between WGs, disseminate what is happening in WGs, and to provide information about WGs in a holistic and structured way. If there is reluctance for the Secretariat to take on this role, another mechanism needs to be defined.

334. Little evidence of coordination of ADEA WGs was found in the countries that were visited. Information at the Secretariat about coordination mechanisms in the countries confirms that few currently have a functioning mechanism. In only two countries, Mozambique and Kenya, were senior level ministry officials able to provide information about active WGs in their countries or identify individuals in their ministries who were members of various WGs. Any information about this was sporadic, incomplete, and/or inaccurate. In many cases, the lists used during country visits, were the first time the ministers had any idea about the number of WGs engaged in activities in country. Each time the request was made: *"How can we get this information? We need this to help us coordinate."* (There was reluctance on our part to leave the lists with them because of the inaccuracies in the current lists.)

335. To some extent, the ministers' lack of information is understandable. Ministers are political appointees and are not in a good position to become involved in the management of these kinds of functions. Additionally, in countries where there are multiple ministries or where the universities do not come under a minister's jurisdiction, a minister would not be in a position to be au current on what is happening more broadly in the sector particularly at this level of detail. During conversations with the ministers, it became increasingly evident that someone needed to take on the task of coordinating ADEA input. It was not always clear who should do this.

336. *Who should coordinate.* The initial response in discussions about coordination was to suggest that the ministry should be responsible for it. As the conversations evolved, it became less clear that this would be advantageous. This is because several WGs do not target educational professionals exclusively and the constituency of ADEA has become quite broad. Furthermore, despite their membership in ADEA WGs, some of the newer constituency members have yet to establish strong links with ministries of education. The WGNFE, WGECD, and WGBLM are the three WGs that would be the most influenced by a decision to place the coordination responsibilities at the ministry. In the two countries where ministry officials were better informed about ADEA WGs and activities (Mozambique and Kenya), there were ADEA coordinators. One was in the ministry and the other was in a foundation at the university.

337. A second concern raised about placing ADEA activities in a ministry was that it risked politicizing WG activities. In one francophone West African country, the second highest-ranking ministry official is tasked the responsibility to coordinate ADEA efforts. His appointment has raised considerable concern about the appropriateness of this role at such a high level in the ministry. Many people suggested (including the official), that the ministerial position was too high to effectively coordinate ADEA activities. Accessibility to someone at this level was too limited and would negatively impact both the level of engagement that he could devote to ADEA work, but the level of engagement of others as well because of their restricted access to him. Finally, WG members raised concerns about the way this appointment had constrained them in their work and influenced the manner in which they engaged in WG activities. It was no longer as easy nor felt as free.

338. There was general agreement that whoever coordinates ADEA and the WGs should be someone who was highly respected and had high visibility and notoriety which would give him/her ready access to information about the sector and would be able to leverage responsiveness. Given the broad scope of ADEA and the WGs, it would also need to be someone who would be able to respond to a broad sector perspective—from early childhood interventions to higher education and alternative schooling opportunities.

339. Finally, the coordination unit must be housed in an organization or institution that is not needlessly hampered by bureaucratic rules and procedures or that would restrict easy and free information flow and dissemination to members of WGs.

340. The second kind of country coordination, or the "trickle out" flow of exchange from

educational professionals who are members of WGs to those who are not members, is a badly needed function in each of the WGs within a country. There are almost no mechanisms or procedures to ensure that the benefits of individual participation in a WG will have a broader impact in the country because of the nature of ADEA participation and the way in which the WGs are structured.

341. When asked how they shared what they learned from participation in a WG with their colleagues who are not members, writing reports and memos was the most common method. Even in cases where training for others was expected, it did not always occur as planned. Nowhere was this more poignantly demonstrated than in the unexpected death of a NESIS team member in Zambia. In an interview with the minister he explained, *"We didn't realize until [his death] that others weren't benefiting from his participation in the WG. We assumed that he was training others in what he was learning but he wasn't. Now, we feel as if we are starting back at the beginning."*

OBLIGATIONS AND AUTHORITY OF MEMBERSHIP

342. In a profession that is noted for isolation within the ranks and that can inadvertently reward those who harbor knowledge rather than share it, this is not a surprising finding. The phenomenon underscores the ambiguity that exists concerning the obligations and authority of WG membership. It is also a factor that affects both WG visibility and impact. Members of some WGs were unsure about what steps they were expected to take or could take. Questions were continually asked about what membership in a WG meant such as, *"What are we expected to do? What are we allowed to do? What authority do I have to take action? Who am I responsible to—my ministry or ADEA? Does being a member of an ADEA WG give me authority to challenge current policies in my ministry?"*

343. Not surprisingly, members of WGs who worked within the bureaucratic structure of a ministry were the most troubled over this. Unless some kind of understanding existed between the ministry and the WG (even a tacit one), WG members were uncertain what specific steps that lead to action (such as a training exercises or seminars) they could take. The example of the ministry official responsible for the textbook council in Ghana exemplifies this ambiguity. She was a new member of the WGBLM and was quite perplexed about what to do with the new knowledge she was excited to share with her colleagues. *"I don't know if I can host a meeting to share what I have learned. I have no idea what steps to take next. Do you think that I could form a WG on textbooks in my country?"* In contrast, a ministry official from Botswana shared her experience in hosting a WGTP meeting several years earlier. *"My job responsibilities are written in such a way that I knew I had the authority to host the meeting. So when Henry raised the question about where to host the next WG meeting at the close of our session, I raised my hand and said that Botswana would like to do this. When I got back to my ministry I told my minister about my decision. He said 'OK'."*

INSTITUTIONAL MEMORY

344. Ministers and senior level ministry officials were also questioned about mechanisms that existed to document decisions about ADEA participation and inputs. This only occurred in a few cases. Most of the ministers explained that it was their immediate subordinate that was responsible for this information. When asked about this, the subordinates agreed that gathering and documenting this information was a logical role for them, but that they did not have any files or records on ADEA. On more than one occasion, ministers wondered who had selected individuals from their ministries (and more broadly their countries) to participate in the WGs—ADEA or someone from the country? Given the high turnover rate in ministers of education throughout Africa, a minister's lack of awareness about these matters is not surprising in the absence of supporting documentation or any kind of structured institutional memory. Confusion that may arise over variations in the way WGs are structured and membership is recruited may also contribute to their lack of knowledge on this matter.

345. *WG brain drain.* Another question pursued during the evaluation centered on identification of

transition procedures when changes were made in the selection of personnel to participate in a WG (particularly those identified by ministries). How were new members briefed to ensure that they were able to fully participate? Did this take place in any structured kind of way that permitted a new member to engage more actively and build on the increased competency and capacity of the previous member. If some countries had developed some procedures to address this, others might benefit from them.

346. What was learned was that in most cases this transfer was an abbreviated one if it took place at all. Additionally, in some cases, people were handed partial files or even empty ones. Unfortunately, this contributes to WG brain drain and can have a negative impact on WG coordinators and other members when these changes occur.

347. An example of this comes from the WGECD when one of the WG's most stable members complained of the continual changes in membership. *"I think I've been at more meetings than anyone else. In Geneva there was one group, in Florence there was another. We think we get the WG steaming ahead and begin working in substantive areas and then we have another meeting and there's a new group of people who want to start the discussions all over again. The meeting in Cape Town didn't help—a considerable amount of money was spent on that meeting and it used the money put there to help ECDNA establish itself and left the WG coffers quite depleted. To be honest, all this coming and going of people in and out of the WG exhausts me. But I do think that things will get better now that the WG has a steering committee. It also helps that the (Dutch) are making a commitment to the WG."*

348. A university administrator suggested that the unstable membership was a reason for his own mediocre participation in the WGHE. *"I think this has had a tremendous influence on the WG's difficulty in moving an agenda forward and keeping members engaged. I try to keep in touch but being in a position of getting to one meeting and then coming to another at a much later point means you aren't a part of the evolution in discussions. I don't feel anchored."* Participation was identified as an issue to address in the recent evaluation carried out by the WGHE and bears out his perspection on the function between on-going participation, a feeling of belonging, and moving an agenda forward.

349. These comments underscore the function between developing a work plan, moving it forward, and creating a sense of membership that anchors a WG. Both WGs have recently made the decision to create a steering committee to better anchor the WGs and help move the agenda forward, but the WGECD and WGHE are characterized by unstable patterns in membership. What about WGs that have a more stable membership? The coordinator of the WGES shared his experience of a member in the WG who had taken part in all the training and then left to work in a multilateral organization. In the absence of any of transition mechanism to bring his replacement "up to speed" his departure left a void in the ministry. The WGES coordinator had to do this.

350. The WGTP is another WG that has an extremely stable membership. Five people were interviewed from that WG who had played a leadership role in an agency or country team (two from agencies and the remaining three from different country teams). None of the five were active members. The agency members had both been transferred to new positions. One country team member was seconded to a new institution, but might return and assume this function again. Another team member was transferred to a different department of the ministry and her new responsibilities prevented her on-going participation in the WG. The third had left the ministry and could no longer be a participating member (ministry decision not WG). Of the five individuals who had been active, only the agency representative had developed any kind of structured process to prepare the new member who replaced her. As in the case of WGES, in the absence of a transition procedure when new members replace long-standing ones the new members have little that ground them in the activities of the WG. This means that in the short term, the WG activities to build capacity benefit the individual

more than the institution. These represent a few examples of a larger problem. Many cases of this were identified during the course of the evaluation. When told of these examples, one WG steering committee member raised a central concern: *"this has implications for sustainability doesn't it?"*

THE ROLE OF FUNDING AGENCIES

351. Funding agencies were not exempt from the need to develop better coordination mechanisms and institutional memories. Although representatives of agencies were somewhat better informed about ADEA activities and what was taking place in various WGs, there were broad gaps in their knowledge even when their agency was the one coordinating a WG. This lack of information contributed to their perception that ADEA contributed little that had relevance to their work. One implication of this prevailing attitude is that it has tremendous sway on their decision on whether or not to provide resources to support a counter-part's participation in WG activities. Few agency representatives in the field who are engaged in operational issues at the country level were active members of WGs. In a significant percentage of cases, the agency representative who had consistent participation in WGs was stationed at the agency headquarters in the North. Further exacerbating this lack of connection with people in the field is that, in some cases, the individual who is the primary liaison for ADEA from the headquarters is also the one who coordinates the WG. This meant the WG coordinators had an additional responsibility to keep field personnel informed about ADEA in addition to what was taking place in all the other WGs—an enormous task for someone who already has numerous responsibilities.

352. The perception that ADEA provided little of value to the daily operations and work responsibilities of funding agencies was particularly evident in those individuals contacted at the World Bank. A senior level World Bank staff said that he hoped to see stronger collaboration and greater participation of task managers in the different WGs. Very few task managers were actively involved in any real on-going role in a WG. Furthermore, many suggested that WGs were engaged in activities that were of limited value to their work. The task managers involved in WGs stressed how difficult it was to justify the use of funds to attend meetings that were in countries other than the ones where they worked. Some found ways to maneuver around this constraint—for instance, some used resources allocated for training exercises. There were, however, concerns that recent cost cuts in this area would limit their participation in the future. World Bank personnel not involved in operational issues and who served in a more technical or administrative capacity generally were more positive about the contributions of the WGs, but they admitted that they had limited time available to become more engaged in the on-going WG activities. Nor did they play any kind of significant role in the exchange of information about ADEA and the WGs with others.

353. In a meeting with three of the four World Bank African Region Sector Managers, the need for a user-friendly way to access information about the issues being addressed in the WGs was discussed. The work cycle of sector investment programs demands that information be readily available when it is convenient for the user, not the person disseminating reports. They stressed that sending out a publication does not guarantee that it will be consulted when it would be most beneficial to the work. *"There has to be a better way to do this."*

354. The failure of task managers and other strategically placed agency representatives who work at the country level to be well informed and actively involved in WG activities is a grave concern. They are the ones who are closest to the action. They are the ones who have a critical role in making funding decisions about the participation of counterparts in WGs. They are also the ones who are involved in technical and substantive decisions in their sector investment programs that often involve issues addressed by the WGs.

THE FUTURE OF WGs

355. The final issue discussed in this section of the report examines ADEA's capacity to respond to issues and priority needs of African ministries. It was clear that people did not always endorse ADEA's role to design and implement activities. The issue that emerged was often one of *"How should [issues] be addressed? Who can best do this?"* as much as *"What needs to be addressed?"*

356. *No new working groups.* Vey few people think that creating new WGs would be advisable. It was felt that this would over-burden ministry personnel who were already participating in too many activities that pull them away from their central responsibilities. Additionally, some doubted that WGs are the most cost-effective mechanism to engage in advocacy, capacity building or research. Many pointed to the experience of WGs as a cumbersome and slow process to engage in activities that demanded a quicker response time. There was concern by some that the current configuration of WGs distorts effective sector planning.

357. One agency representative in Ghana suggested that ADEA might restructure the WGs—*"If you look at ADEA and WGs as a way to engage in dialogue about sector planning—they fragment the issues. Some are cross-cutting and others are more narrowly defined. They should be restructured so that this process can take place more easily."* Based on a *"quite successful"* reform effort in his own country, he suggested that a different arrangement might be to three working groups that focus on broad issues of participation, management, and quality. *"Cascading below these three are sub-groups or task forces if you wish—that examine more specific things such as textbooks, or girls education or staff development issues. I think that you'd find with this structure that links between the working groups could be facilitated much more easily. Right now the current structure doesn't make any sense to me and it makes it harder for me to become involved—to see where I should place my resources and energies."*

358. Rather than create a new WG, some people wondered if emerging issues (or those perennial ones yet to be addressed) could be subsumed by existing WGs. For example, it was proposed that the WGBLM might be an effective mechanism to create a sub-committee to address curriculum and quality. *"If this WG expanded [its] mandate to address the quality of books and learning materials this would make a logical entry point to discuss curriculum and quality."*

359. Many people hoped that the WGDE/OL could be revitalized since expanding opportunities to under-served populations was such a central issue to planners. The need for technical support and capacity building in this area was viewed as a critical area as ministries explored technology as an alternative option.

360. *Emerging issues.* People did think that there were issues that demanded ADEA response however. HIV/AIDS was paramount among those mentioned. In every interview with ministers and senior ministry officials it was stressed that, *"HIV/AIDS is a crisis. It's devastating our teaching force. Something urgently needs to be done to help us."* A second issue that repeatedly emerged was for assistance in information technology. The Minister in Zambia lamented that, *"Africa is already behind in terms of the delivery of quality education. Computers, and in particular the Internet, is redefining the way children are educated. If we don't move forward on this quickly we will never catch up."* Other frequently mentioned issues concerned special needs students, quality of education, and curriculum and student assessment.

361. There was concern that ADEA risked reinventing the wheel. *"ADEA should serve a more central role as a conduit for activities already taking place by funding agencies, other institutions and NGOs. Take the case of HIV/AIDS—why would ADEA create a WG on this when there is UNAIDS? What ADEA should do is create a task force or advisory committee with links to the existing group and assist in the development of an appropriate response."* Efforts to address female education and

quality (SAQMEC) were cited as examples where duplication of efforts may have taken place.

362. Some people doubted that ADEA had the capacity to provide quick response to issues like HIV/AIDS. *"The lack of a formal structure and the way the WGs are organized and managed make it a mechanism that is much slower to generate action. What's happened since the meeting in South Africa to address the HIV/AIDS crisis? I doubt that any WGs have been able to respond to this in any meaningful way."*

363. Although not everyone felt this strongly about ADEA and the WGs capacity to respond, there was a general feeling of uncertainty about the scope of ADEA's future activities. Perhaps one senior level agency representative expressed this best. *"ADEA has to determine whether it has the comparative advantage to become engaged in too many things. It is better for ADEA to remain more focused and facilitate dissemination of what already exists rather than take on activities, particularly if they involve on-going training and implementation of activities."*

364. *Coordination between agencies.* One of the original objectives of ADEA was to provide a mechanism that helped to eliminate or diminish the duplication of activities undertaken by agencies. *"This has been useful and we need to ensure that this objective isn't lost. ADEA has an important role to play in coordinating what's already out there."*

365. Two examples of WGs that have coordinated their efforts with other funding agencies are WGESA and WGFE. Both WGs have established links with IIEP and explore ways to frame their on-going activities into IIEP's existing training programs. Ways to strengthen this kind of collaboration with other funding agencies and with the other WGs need to be pursued.

366. *New mechanisms.* Concerns about replication of activities were much more common among agency representatives. Ministry officials on the other hand questioned whether they had the capacity to support any more demands for personnel to participate in additional WGs. To a large extent, most individuals thought that ADEA had reached its capacity within the current structure. There was the fear that on-going expansion of activities might become counterproductive and begin to erode the progress that has been made to date.

367. It was proposed by many that ADEA explore mechanisms other than WGs to address critical issues. Forming a task force was a suggestion that many embraced as a way to be responsive particularly to issues that demanded a cross-cutting response. When asked how to differentiate between a WG and a task force, it was suggested that a task force should be:

- a short sitting group whose services are used to stimulate response in the existing mechanisms;
- a mechanism to identify resources and groups to collaborate with;
- a body that provides quality control for subsequent actions that take place.

368. A second proposed mechanism was to establish technical review boards. This would be a long-standing body that would review what was happening and would provide technical input about the value of activities and information about the priority needs of both a task force and the WGs.

RECOMMENDATIONS

General Recommendations

369. The findings demonstrate that ADEA is providing support to African countries in their efforts to improve both the access to and quality of education. There is, however, evidence that the activities that are taking place are not maximized. Furthermore, the level of responsibility that ADEA activities places on some of the individuals who have an active leadership role in ADEA (Steering Committee

members, WG coordinators, etc.) needs to be redefined in order to ease the burden of both preparation and utilization of the information. Although the current structure of the ADEA network has provided the maximum tension between flexibility and formalization, the network has grown to a point in terms of funding, membership, and activities that it risks losing cohesion if changes are not made. These recommendations are suggested to enhance the role of ADEA and ensure that the greatest benefit can be achieved from the activities.

Recommendation #1

370. *Rationale and current configuration of WGs.* Historically, ADEA has been a forum for exchange about policy. More recently, it has begun to focus on issues surrounding practice as much as policy. This is a logical step forward since the formation of policies alone does not produce the desired effect. ADEA's role as an implementing agency needs to be clarified. It is likely that the actual role of the WG as forums for exchange about experience and information will fade. WGs are in a unique position to try innovations around key policy areas in which there is a consensus at the political level. Rather than implement broad scale activities, the WGs should try experimental or pilot activities that allow them to determine the most effective ways to implement policy decisions in their discrete thematic areas. A five year trial period could be used to develop an approach and then, when the activity is running smoothly a host institution could be identified to assume the primary responsibility for wider implementation.

Recommendation #2

371. *Dismantling or graduation of WGs.* All WGs should evolve from the expanding to the functional phase. Not all WGs would achieve mature status. However, all WGs should ensure that WG activities are grounded in some way in an African institution. Criteria that can determine when WGs should be dismantled or graduated are:

- the mandate no longer exists;
- the working group is dormant for two years;
- the WG is anchored into an African institution and no longer needs the status of an ADEA WG to effectively function.

Recommendation #3

372. Within the next two years, WGFP and WGES should be graduated from WG status. A new category of ADEA affiliation needs to be established to keep these two WGs and other emerging constituent partners (i.e. APNET, PABA, ERNWACA, ERNESA, etc.) within the ADEA family. WGERPA should be dismantled.

Recommendation #4

373. *Number of WGs.* No more WGs should be established. ADEA should address new issues and themes in consideration of its structure or establish a quick rsponse mechanism such as a task force.

<u>*Roles and Reponsibilities of WGs*</u>

Recommendation #5

374. *Strengthen the role of senior ministry officials.* Under the current ADEA structure, ministers and less senior technical personnel are effectively reached in ADEA activities. Permanent secretaries, deputy ministers, and director generals are not effectively targeted. A mechanism needs to be developed to ensure that they are aware of ADEA activities, particularly as they relate to the formation and implementation of policies.

Recommendation #6

375. *Ministers and ministry participation.* Ministers should not be asked to sit on WG steering committees. Their participation is problematic on several counts:

- their presence might be intimidating to other SC members;
- the political nature of their job limits their ability to make a long-term commitment;
- access to ministers can be limited;
- likewise, ministries are not in a good position to lead out or coordinate a WG.

Recommendation #7

376. WG steering committee members can benefit from team building exercises and skills development. Some of the potential steering committee members are less experienced than many of the agency representatives at serving on steering committees or boards. Their participation could be enhanced with a brief but focused training exercise that stresses what their role is.

Dissemination Functions

Recommendation #8

377. The WG coordinators appreciate the role of the Secretariat in support of dissemination activities, particularly help in translation services. The Secretariat should take a more active role in this.

Recommendation #9

378. All key personnel in a ministry should receive the ADEA *Newsletter* and publications.

Management and Administration Functions

Recommendation #10

379. *Role of coordinators of WGs.* The level of effort that it takes to coordinate a WG is considerable. If coordinators are to continue to provide the programming that is currently available to greater numbers of people and countries, they need institutional support and scopes of work that officially allocate more time to coordination activities. It is estimated that a coordinator requires a minimum of 60% of his/her workload to effectively coordinate a WG. The larger the number of countries involved, the greater the work demands and the more time that is needed.

Recommendation #11

380. *Planning and reporting.* The use of more traditional logframes and reporting tools should be discontinued. They are inappropriate for ADEA given its current mandate and structure and are too cumbersome and time consuming for everyone involved to use. Instead, a planning tool should be used which focuses on actions taken, what the results of those actions are and how the funds were spent. This is more of a critical incident analysis that more clearly demonstrates the link between activities that ADEA supports and how it leads to changes in policy and practice. ADEA should use a two year planning period with any rolling design changes clearly identified so that ADEA Steering Committee members can easily see how changes in the original plan differs in the course of the two year implementation period.

Recommendation #12

381. *Guidelines for leading/coordinating agency.* Guidelines for agencies considering the role of coordinating/leading a WG should be developed. These guidelines should reflect lessons that have been learned from both successful and more problematic experiences in agency leadership and coordination efforts. Characteristics that influence "institutional fit" should be considered and suggestions provided on ways to strengthen the coupling. The WGFP is an excellent example of both institutional fit in addition to the gradual institutionalization process from the lead agency to a more anchored coordinating institution. It is also an excellent example of the way strategic mobilization of resources provided ample money and support to those responsible for implementing the WG's work plan. WGTP/a.s. is another example of good institutional fit. The WGFE provides an interesting scenario on how to establish a partnership with an African institution with an African expert in a lead coordination role from the onset of the WG's creation. Although the guidelines would have no legal bearing on the relationship between ADEA and the lead agency or the lead agency and the WG steering committee, they do provide common ground for all interested parties to reflect on their relationship with each other and work at establishing stronger working relationships.

Recommendation #13

382. *Planning period.* A two-year work plan that clearly identifies changes from year to year should be adopted. This will facilitate the Steering Committee members to assess the implementation process of a WG's work plan.

Financial Management Functions

Recommendation #14

383. *Funding.* Restricted funding should be phased out over the course of the next five years. The Steering Committee should be fully vested to determine how funds are used. This provides them more leverage to be responsive to priority needs.

Recommendation #15

384. *Fundraising consultants.* Given the importance that increased revenues play in the formula for the allocation of unrestricted funds, coordinators less skilled at fundraising or who have little time available to devote to this activity are at a distinct disadvantage. Consequently, the services of a fundraising and/or marketing consultant might be engaged to advise them on how to present their message and develop effective strategies to disseminate information about the objectives, work plans, etc. The consultant would not be engaged in any kind of fund raising activities for WGs or ADEA.

Evaluation Function

Recommendation #16

385. *Evaluation and annual report.* An external consultant proposed amendments to the Procedural Guidelines in 1998 and recommended that the criteria for performance be moved to an Appendix and that they be included as one aspect of the WG Annual Reports. The Secretariat has not yet implemented this. The present evaluation proposes that the Secretariat indicate in which document these issues should be addressed. The way they are currently presented in the Procedural Guidelines may create confusion.

Recommendations on Visibility and Impact

Recommendation #17

386. *Utility of WG.* It is difficult for each WG to show its utility. WGs should concentrate on cross-cutting issues as a basis of common programs in order to demonstrate greater utility This will increase synergy between the WGs, as well as sustainability. Special funds should be provided for activities that bring WGs together in a sustained and substantive way.

Recommendation #18

387. *Membership of ADEA.* Efforts need to move forward on the CD-ROM profile of members. Efforts to coordinate and improve visibility of ADEA will be hampered until this information is accurate and readily available.

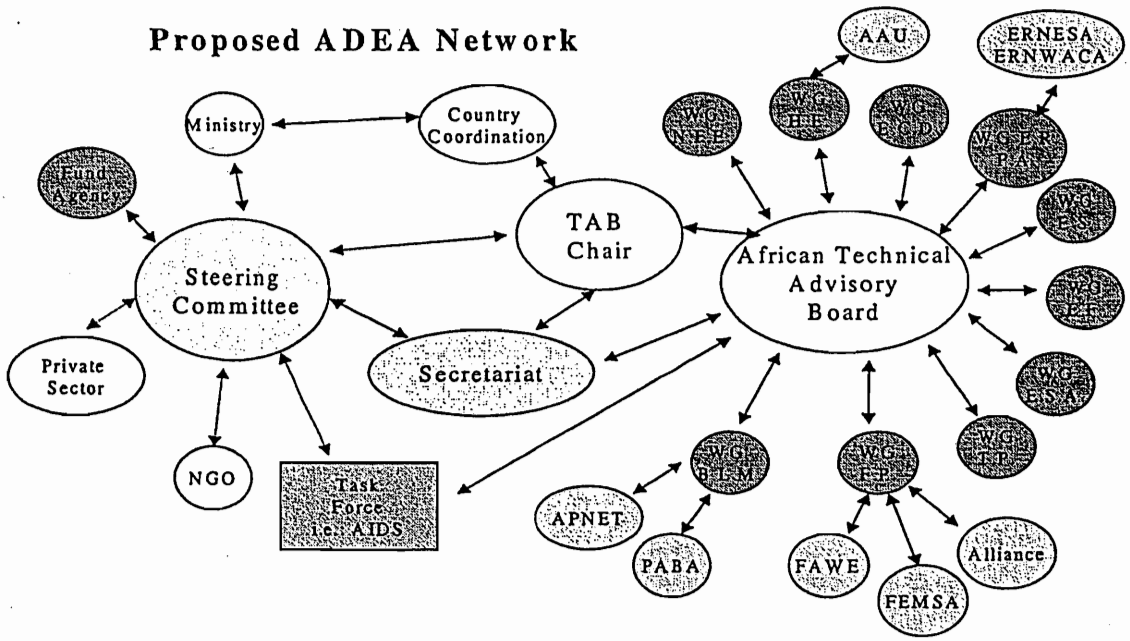
Recommendation #19

388. Efforts to develop strategic dissemination activities that move into the utilization of information have been developed at the Secretariat. Implementation of these activities should begin.

Anchoring Functions

Recommendation #20

389. *Restructuring of ADEA network.* Structural changes of the ADEA network should be considered. The following figure provides an overview of what this might look like. Restructuring needs to take into consideration: the need for more anchoring of WGs and ADEA; a change in ADEA's constituency; more equal representation on the ADEA Steering Committee; coordination support to WG coordinators; more visible presence of African experts and educational professionals; a more prominent role for permanent secretaries; greater regional exchange; a "home" for country coordination units; and new mechanisms to accommodate both graduated WGs (and other networks) as well as short-sitting task forces.



The proposed network introduces a WG Technical Advisory Board (TAB) which would consist of an African expert in each of the identified WG areas. The board members would be part-time consultants who have defined scopes of work with clearly defined tasks. One key role would be to lead out as co-chairs of the various WG steering committees. The chair of the TAB would be an ADEA employee who has full-time responsibilities for ensuring both the logistical and substantive coordination of the WGs. This person would also be an observer on the Secretariat Steering Committee. A second task of the TAB, would be to host annual regional meetings with the permanent secretaries, director generals, deputy ministers, etc. TAB members would organize these so that discussions around all the WGs take place at the same time rather than on an individual WG basis. The meetings would provide a valuable conduit for information exchange about what is taking place substantively in WGs, as well as a means to identify the priority needs. In this way, countries that are not active in a particular WG can still benefit from the research and overall activities of all WGs. The TAB anchors the WGs with more visible African leadership and provides a mechanism to ensure that information about the WGs reaches key decision-makers on a regular basis.

Recommendation #21

390. *Equal representation in the Steering Committee.* The number of African ministers and funding agency members should be equalized. The current number of African ministers should remain at ten. Representatives from the funding agencies should be elected to serve a three to four year term on the Steering Committee. Non-elected agency representatives who pay the $50,000 annual fee could maintain observer status on the Steering Committee.

Recommendation #22

391. *Observers.* NGOs and newer members of the ADEA constituency should be allowed to be observers on the ADEA Steering Committee.

Recommendation #23

392. *Contribution of African ministries.* In-kind and financial contributions of ministries of education and African institutions need to increase. While there is an understanding that ministries are not in a strong financial position to make large investments, good faith contributions will have a considerable positive impact. The suggestion was made that each ministry actively participating in ADEA make a nominal contribution to the expenses of ADEA coordination at the country level.

Recommendation #24

393. *Task forces.* As issues arise that need urgent response, WG members and/or other ADEA members at large would be identified to participate on a task force to identify ways that ADEA can be responsive. These would be short sitting groups as opposed to the more established ones like the WGs.

Recommendation #25

394. *Regional exchange.* The SADC region has been more successful at leveraging ADEA inputs than any other region of Africa. Efforts should be taken to foster the regional exchange in the other parts of Africa. This can be a responsibility of the Technical Advisory Board members (TAB).

Coordination Functions

Recommendation #26

395. *Coordinators of WGs at national level.* If ADEA is to be as effective as possible at the country level, there needs to be some kind of coordination mechanism that brings together both country representatives and representatives of the agencies. Someone has to assume the responsibility to keep informed about what is happening and who is involved in order to maximize ADEA inputs. Several different scenarios are presented on how this could be accomplished.

- *The National Commission (for UNESCO).* National Commissions are an excellent option as a local coordination mechanism for ADEA. They are officially linked with the ministry; have a broad sector perspective; know the educational professionals; and have official links with the funding agency community. Although capacity of National Commissions vary considerably, they serve a role in the sector that places them in a strategic position to carry out coordination activities. This option might provide an opportunity for ADEA to help strengthen the capacity of the National Commission Offices.
- *Ministry of Education.* A second scenario could be for a ministry to identify an office/individual to assume this task. This could be a possible coordination mechanism in countries in which there is one ministry that has responsibility for the whole sector—from early childhood to higher education. For this option to work effectively, there must be free access to information for the ADEA WG membership who are outside the official ranks of the ministry.
- *Local WG Coordination Board.* In this scenario, WGs would organize an *ad hoc* coordination board. WGs might take on the coordination responsibility on a rotation basis (similar to what the ministers do with the ADEA Steering Committee). Information should be readily assessable and efforts should be encouraged to develop synergy and links on a programmatic basis.
- *Consultant Appointment.* A final option is to enlist the part-time services of an educational professional to coordinate efforts at a country level. This could be a retired individual who has both high credibility and strong professional links in the education community.

Recommendation #27

396. *Role of a focal point.* The following tasks should be undertaken to coordinate WG activities:

- Disseminate information.
- Market ADEA. Host an ADEA day, an ADEA fair; organize conferences, seminars, and brown bags on ADEA activities and research; prepare an ADEA newsletter; and coordinate ADEA information exchange with the media.
- Develop links between the WGs, i.e. regular meetings for information exchange, etc.
- Monitor special common programs in which several WGs are involved.

Specific WG Recommendations

Recommendation #28

397. *WGECD.* The Steering Committee should revisit the issue of ECD to determine if this continues to be a priority for African ministries. If this is an area of priority, the ministries need to be visibly supportive. The link with the Early Childhood Development Network in Africa (ECDNA) should be strengthened. If the Netherlands is unable to make a long-term commitment of five years to the coordination activities for this WG, another lead agency needs to be found to assume the role.

Recommendation #29

398. *Research.* A new mechanism needs to be established to support research networks in Africa, particularly if it focuses on support to the research capacity of ministries. Discretionary funds should be appropriated to the proposed TAB to support exemplary research proposed by ERNWACA, ERNESA or other African institutions. These funds should be limited and should focus on supporting research that addresses the formation and implementation of policy in areas other than those being addressed by WGs.

Recommendation #30

399. *WGDE/OL.* There appears to be a clear mandate for WGDE/OL, particularly if it includes the use of information technology. A new lead agency should be identified to coordinate this WG if the Ministry in Mauritius cannot assume the leadership role. Efforts are underway to engage the Commonwealth of Learning to lead the anglophone countries and a French NGO to lead the francophone countries. Because the link with the Ministry of Education in Mauritius has already been established, it may be necessary to continue with this arrangement. However, it should be pursued with an understanding that ministries are not in a good position to lead a WG. When coordination is shared between two organizations to accommodate the need for French and English, there should be a mechanism between them to ensure that they are moving forward in step.

Recommendation #31

400. *WGNFE and WGFE.* The WGNFE and WGFE are moving forward and need more time to demonstrate impact beyond the sphere of WG membership and to have a greater influence on policy, programs, and practice on a broader constituency throughout the region.

Recommendation #33

401. *Forum on the future of ADEA.* There was wide consensus that a large forum be engaged to discuss the future of ADEA in the coming decade similar to the one that was held to create ADEA. Everyone wanted to emphsize his/her on-going support to the network. People were reluctant to define exactly what they thought the next five to ten years should look like without broader consensus.

CONCLUSION

402. ADEA has played an important role in the sector during the past decade. It presents a model of democracy and governance that fosters both mutual trust and respect. This is built on transparency and a high level of commitment of all the partners based on the shared vision to improve educational opportunity for Africa's youth.

403. People are anxious that it continues to play this role in the next decade and new millennium. Despite progress that has been achieved on the continent, the challenges that Africa faces in educating its youth as well as its adult population are overwhelming. Internal conflict, economic crisis and pandemics like HIV/AIDS and natural and environmental disasters are just a few of the factors that erode progress and place tremendous strain on both the human and financial resources to move Africa into a new age of economic and social development.

404. But the story of ADEA brings hope. As one person cautioned: *"It's too important to mess up. We want to move forward in the next decade in the same fashion that we did for the last one. We need to jointly identify what our needs are and come up with a formula of success that will work for everyone. And when we get done with these discussions we'll be able to say with confidence—that's where ADEA has to go."*

ANNEX 1: Terms of Reference

Background

1. The ADEA partnership consists of African ministers of Education, representatives of funding and specialized agencies, and professional educators and researchers. One of the major characteristics of ADEA as it has changed from a Donors' club to a partnership has been its responsiveness to an evolving context. It is fair to state that today's ADEA is a transformed version of the DAE (Donors to African Education) from which it emerged. The context continues to change with new actors, such as the OAU and MINEDAF, and ADEA needs to remain responsive to these changes and promote the synergies that are required.

2. The working groups are the focal point for the inputs from the professional community. As stated in ADEA's Statutes, the working groups are the vehicle through which the ADEA partnership "develops and promotes creative responses to the problems of education in sub-Saharan Africa and acts to strengthen institutional capacity". In practice, this has developed into a sense that the WGs will promote consensus between members of the ADEA partnership on the definition and nature of major policy issues. The Statutes also state that "all groups engage in institutional capacity building in Africa and in activities to improve the coherence and coordination of external assistance to African education. Groups may vary in size and focus as long as their work plan is approved by the Steering Committee". The working groups undertake three types of activities in order to accomplish this: advocacy, analytical work, and capacity building.

3. *Governance.* The working groups are quite autonomous. Working groups "leadership" and "coordination" are assured by an "agency" (this term includes ministries of education and development agencies) and/ or other African stakeholders. Although "led" by an agency, some working groups are "coordinated" (i.e. the implementation of their activities) by another body, usually an African-based institution. As outlined in ADEA's *Procedural Guidelines*, their annual, two-year rolling work plans are submitted to the ADEA Steering Committee for approval and their internal governance is determined by each WG. Their funding comes from a variety of sources. First and foremost, funding comes from their lead agencies. They receive contributions that may be unrestricted or restricted to specific activities from other agencies and sources that come to them directly or through the ADEA Secretariat, as well as complementary funding on a formula basis from ADEA's general fund.

4. All working groups are accountable to the Steering Committee. This accountability has recently been reinforced by the inclusion of logframes in their work plans that include benchmarks and indicators. Accountability also varies according to the nature of the articulation between the working groups and their lead and coordinating agencies.

5. *Overview.* ADEA's working groups are engaged in three types of activities: advocacy, analytical work, and capacity building. A number of groups are working closely with African institutions which both benefit from and contribute to the Association. There are currently eleven working groups. The activities of some groups are implemented by specialized agencies such as UNESCO and African NGOs. The working groups (with the lead agency in parentheses) are: Books and Learning Materials (British Department for International Development, working closely with APNET); Distance Education/ Open Learning (Ministry of Education, Mauritius); Early Childhood Development (Dutch Ministry of Foreign Affairs); Finance and Education (Canadian International Development Agency, implemented by CODESRIA, based in Dakar); Education Statistics (Swedish International Development Authority, implemented by UNESCO/Harare); Education Sector Analysis (UNESCO); Education Research and Policy Analysis (International Development Research Center); Female Participation(Rockefeller Foundation/Nairobi); Teaching Profession (commonwealth

Secretariat for the anglophone section and the French Ministry of Cooperation for the francophone section); Higher Education (the World Bank, working closely with the AAU in Accra); and Non formal Education (Swiss Agency for Development and Cooperation, in collaboration with the Commonwealth Secretariat, UNESCO, and OECD/Club du Sahel).

6. Eight of the current working groups were established in the first three to five years of ADEA's (then DAE) existence. The themes for these working groups were defined by the issues identified in the World Bank's seminal 1998 study *Education in sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion*—the same document that provided the initial mandate for DAE. Three of the working groups (Distance Education/ Open Learning, Early Childhood Development, Non Formal Education) were established in the past three years. Two working groups have ceased to exist: the Working Group on Examinations completed its work program, published its reports, and disbanded; the Working Group on Vocational Education and Training never got off the ground due to the lack of leadership commitment from its lead agency and in 1995, it too disbanded.

7. There have been two previous critical analyses of the WGs[1].

a) The March 1993 *Best Practices* study identified five factors of WG impact and success:
- commitment of adequate resources, both financial and staff time, by the lead agency;
- strong leadership of individuals, both from African and donor agencies;
- active involvement of African participants and identification and support of competent institutions as African partners;
- sharing responsibilities with other agencies;
- continuity of key members.

b) The *Evaluation Report of 1994* noted the many achievements of the working groups and identified two problems:
- lack of coordination related to the danger of fragmentation and a perception of a lack of coherence of programs;
- too much research and policy dialogue at the expense of action.

8. *Impetus for this evaluation.* The impetus for this evaluation comes from ADEA's ministerial and agency constituencies. The need for this evaluation comes from a perception (which itself could be subject to evaluation) that the WGs' activities are not sufficiently known within African ministries if education and among African professionals. Several ministers of education expressed this concern. From the agency perspective, there is a sense that the success of the working groups (increased activities and funding) brings concerns for heightened accountability. There is also general concern over the effectiveness and relevance of the WGs.

9. The nature and relationship between the working groups and the ministries of education is germane to the evaluation. A number of questions have been raised on this matter, such as:

a) The establishment of the working groups' agendas and the relative roles of ministries and agencies in this process. The major question here is: Who sets the WGs' agendas?
b) The extent to which the working groups are, and should be, integrated into the ministries' agendas.

10. This should be a formative evaluation whose major functions would be to guide:

a) the professional development of the working groups, including their utility to the policy partners (ministries and agencies) of ADEA;
b) the management of the working groups, with attention to fruitful arrangements in terms of governance, organization, and accountability.

[1] An overview of previous critical analyses of the working groups is found in *Notes on the Working Groups*, a Secretariat document presented to the Steering committee and the WGs in early 1996.

This implies that the evaluation should include the views of a broad range of interested parties: the working groups; and their diverse clientele which includes African ministries of education, funding and specialized agencies, and both African and Northern professionals working on the issues covered by the WGs. Opinions should be sought on the appropriateness and effectiveness of the working groups, their responsiveness, and their activities and outputs. It may be necessary to distinguish between the impact and utility of the WGs, taking both into account, but recognizing the methodological limits of focusing on the former.

11. It is in this context that the evaluation will have to address the question of whether or not—and if so, to what extent—there is a need for at transformation of the working groups and the nature of their relationships to the ministries of education.

12. Although the evaluation will have to address a number of specific questions and points (see below), it should be sufficiently open and flexible to allow for serendipity, for coming up with unexpected findings, and answers to unformulated, unforeseen questions. The evaluators will need to take an open approach as they read the documentation and interview people in order to achieve this goal.

13. *Caveats*. It is important to recognize the legitimate variations among the working groups in terms of: their internal governance, organization, and management; their maturity and different stages of development; the specifics of how their mandates and missions affect their working practices; and the impact of the institutional cultures in which they operate (i.e. the lead and coordinating agencies, country working groups, ministries, etc.). It will also be necessary to consider ADEA's culture of informality and pragmatism[2].

14. It should be noted that several creative and useful tensions characterize the working groups. They relate to expectations held by the working groups and by others.

15. Furthermore, different actors are playing different roles within ADEA vis-à-vis the working groups.

a) *Steering Committee.* Until recently, the Steering Committee has provided pro-forma approval of the working groups' work programs and budgets. Recently, it has expressed concerns for quality control, monitoring, and coordination between the working groups. Ministries and agencies are increasingly concerned with understanding the coherence between the working groups and their results. They are also interested in reporting and monitoring.
b) *Working groups.* The working groups are concerned with executing their programs as effectively and efficiently as possible. This explains their relative autonomy.
c) *Secretariat.* The Secretariat is primarily concerned with disbursements and associated administrative work. The volume of funds administered by the Secretariat for the working groups has increased five-fold since 1994.

16. *Evaluation questions.* In this context (and in addition to the points raised in para.14 above), the following is a non-exhaustive set of issues that should be addressed by the evaluation.

a) *Rationale and current configuration of the working groups.* Do the working groups correspond to the needs of the ADEA partnership? Are the working groups the most effective response to the needs of ADEA's partners? Are the themes appropriate? Are they appropriate to the current policy environments, as well as to the current context of external funding (e.g. sector approaches, etc.)? What characteristics of the working groups are of value?

[2] See ADEA *Newletter* article on this subject: R. Sack, "Strengthened partnerships through 'Structures Informality', *ADEA Newsletter*, April-June 1998 (10, 2:4-5).

b) *Utility, effectiveness, and relevance of the working groups as seen by the different ADEA constituencies (ministries, agencies, professionals).* Are their perceptions congruent or do they have different perspectives on the utility of the WGs? How do ministries and agencies use the outputs of the working groups/ From the point of view of those who fund the working groups, how do they view their return on investment? Are the working groups cost-effective? How should "utility" and "effectiveness" be defined? What has been the WGs' contribution to improved coordination between ministries and agencies, and between the agencies themselves? These questions should be asked both for each working group and for all the working groups.

c) In this context, it may be useful to ask if the WGs' utility varies significantly when seen from the perspectives of the agencies and from the countries. Is there tension in terms of who sets the WGs' agenda and the extent to which they are determined by the lead/coordinating agencies and organizations, and the needs of the countries in which they are working? The evaluation should explore the mechanisms used to set the agendas of the WGs.

d) Particular attention should be given to the responsibility of ministerial partners and ways and means for them to play more active roles in WG activities in order to make more effective use of their outputs.

e) *Ownership.* Given that partnership means shared or co-shared ownership, it will be necessary to look into whether the current practices and arrangements are likely to promote a shared ministry and agency ownership of the WGs' outputs and processes.

f) *Participation, leadership, and levels of involvement.* This raises the issue of leadership and participation in working group activities—are they properly balanced in regional, professional, gender, etc. terms? This includes the levels of both ministry and agency leadership and participation, as well as the extent to which broad participation may create synergistic effects. Are there cases of imbalance (e.g. a working group being mainly donor-driven) and if so, what are its consequences?

g) *Africanization of WGs in institutional and individual terms.* The issues here are the effects of capacity building and the sustainability of the work and results of the WGs. It would be useful to develop a concept of Africanization that takes into account the needs of all the ADEA constituencies. Additionally, the question of African representation and leadership in the WGs and the extent to which current levels are reasonably balanced should be addressed.

h) *Dissemination.* Dissemination and the extent to which the WGs make their work known beyond a limited circle of people and whether this is done in a 'user-friendly' manner should be examined. In addition to looking at the effectiveness of the dissemination of WG outputs, it will be necessary to distinguish between target audiences and to assess the extent to which the appropriate audiences are aware of WG outputs. Recommendations would be welcome for more effective dissemination policies and practices, especially in the presentation of working groups' outputs.

i) *Working group contributions to critical perspectives and the promotion of consensus on the policy issues within their purview.* Again, identification of the relevant target audiences is central to this question. It is assumed that the primary audiences are the policy makers in African ministries of education and in the agencies.

j) *Appropriateness of current institutional and management arrangements applied to the WGs.* This includes the following:

- The appropriate level of autonomy and how this is exercised by the different WGs.
- WGs' sustainability, longevity, and both the desirability and effectiveness of long-term arrangements as opposed to short-term, task oriented arrangements where the WG's life span is linked to the accomplishment of a set of tasks related to a specific issue. For example: What is an appropriate definition of "sustainability" in this context? Should ADEA be seen as playing a "midwife" function (WG's theme and contributions are first established within ADEA context and then lives its own life, independent of ADEA), or should the WG-ADEA relationship continue as long as the

former demonstrates "sunset clauses" and a mechanism for closure of working group activities?

- The current arrangements related to the roles of lead and coordinating agencies.
- The relationship between the structures of the working groups and the transparency of their decision-making processes. For example, some, but not all, working groups have steering committees that develop and adopt their work plans.
- Reporting: To what extent are the current reporting practices sufficient? What changes might be beneficial without becoming cumbersome and stifling?

k) Is there an appropriate number of working groups? Are there capacity limits for ADEA management of WGs, including capacity to monitor, digest, and utilize the outputs of the WGs?

l) *Funding of the working groups.* Are the current arrangements satisfactory/ are their examples of best practice?

m) *Reporting and accountability.* Expectations, norms, and practices related to reporting and accountability.

17. In the spirit of a formative evaluation, it is expected that the evaluation will propose recommendations on the questions/issues it examines. It may be useful to develop a minimal set of basic operating principles that could be applied to all WGs.

18. *Documentation.* There is a fair quantity of documentation produced by the working groups and by the ADEA Secretariat that should be consulted, probably before formal interviewing takes place. This documentation relates to the substance of the WGs' production and to the overall governance and management of the WGs. Documents produced by the working groups include books, contact lists, reports, reports of meetings, and annual work plans and reports. Additionally, the evaluators could consult the following ADEA documents:

- ADEA's *Statutes and By-Laws,*
- ADEA's *Information Note,*
- *Evaluation of Donors to African Education* (October 1994),
- *Best Practice for Working Groups* (March 1993),
- ADEA's *Procedural Guidelines* and *Memo* on the allocation of ADEA complementary to the working groups (the "formula"),
- *Notes on Working Groups* (March 1996),
- *Reports* of Steering Committee meetings,
- *Reports* of Working Group Coordination meetings,
- J. Samoff, *Footprints in the Sand or Tracks in the Mud—Evaluation Strategies: A Conceptual Overview* (September 1997; WG on Education Sector Analysis),
- M. Marope, *Capacity and Development through ADEA Working Groups: Applicable Practices and Lessons* (paper for the ADEA Dakar Biennial Meeting).

Conduct of the Evaluation

19. *Methodology.* A two-person team that will have to identify the appropriate methodology for conducting work will conduct the evaluation. Given the number of WGs, their variability, and their different levels of maturity, it will be necessary to take into account the varying degrees of maturity of the working groups and the effectiveness and operations of the working groups in the two to three countries where several working groups are in operation.

20. *Profiles of evaluators.* The evaluation team should be drawn from two sources: African professionals with an understanding of, and experience in, the major policy facing education in Africa; and professionals with an understanding of, and experience in, the operations and concerns of agencies working in education in Africa. It is expected that the two members of the evaluation team will have between them the following characteristics:

- An understanding of the major issues facing education and development in Africa and how they affect the policies and operations of African ministries of education, as well as funding and specialized agencies.
- Strong professional grounding (i.e. an advanced degree and experience) in the social sciences and education.
- Professional competence and practical experience in evaluation methods, particularly qualitative methods.
- Both should be able to work in English and French, with excellent writing abilities in one of the two.

Timing

21. It is expected that the evaluation will occur in 2000. The evaluation team, working through the Secretariat, will keep the steering committee informed of progress and, when appropriate, provide interim reports to the Steering Committee. Working with the Executive Secretary of ADEA, the evaluation team should establish a work and travel plan.

ANNEX 2: Summary of Case Studies: Burkina Faso and Senegal

I. Objectives and Methodology

The purpose of the case studies was to bring national perspectives to the overall evaluation of the ADEA working groups. Senegal and, to a lesser degree, Burkina Faso, should illustrate the maximum effectiveness of the working groups in countries that have a maximum of the following favorable criteria:

- a significant number of WGs active in the country;
- the country has a WG coordinating mechanism;
- the country is a current or former member of the ADEA Steering Committee;
- the number of times the same minister has participated in ADEA Biennials;
- the country has undertaken a major education reform.

Among the themes of the overall evaluation, the case studies should highlight the following:

- the visibility of ADEA and its working groups;
- the impact/utility/effect of the WGs, especially their influence on national education policies and the organization of ministries of education;
- the Africanization of ADEA and the WGs: the concept, indicators, processes, and financial implications;
- the viability of the WGs in terms of institutionalization processes, coordination mechanisms, and financial self-sufficiency;
- the perspectives for ADEA and the WGs in the next decade.

Since the studies are of a qualitative nature. The methodological approach relies on document analysis, observation, semi-directed individual and group interviews, and a triangulation process that gathers varied and complementary information.

An initial methodology seminar that took place before the case studies began and a later conference dedicated to sharing observations made in both countries that took place before the completion of final versions of the reports assured a coherent approach for the studies and a balanced method of presenting results.

II. Case Study Results

The results from the case studies fully corroborate the conclusions of the overall evaluation of the ADEA working groups. In the case of Senegal, it is surprising that there is not greater visibility and impact since the country hosted one of the Association's biennial meetings.

A. Limited visibility of ADEA and the working groups

Despite its low level of visibility, ADEA can boast of a widespread presence in Senegal.
Nearly all the WGs are present and active in the country and most of them already have national focal points.

In Burkina Faso, interviews with a broad spectrum of people, from those who participate in working group activities to those who do not participate at all, reveal the low level of visibility for ADEA and its WGs. Observation of WG activities, which are often confined to a limited number of participants, confirms this.

In both cases, the following are to blame:

- closed-circle method of selecting participants that lacks transparency;
- closed-chamber meetings;
- limited sharing of information;
- lack of coordination;
- too great of a dependence on WG leaders;
- little say given to African members;
- absence of an anchoring and appropriation strategy for the WGs in Africa.

B. Impact/utility/effect of ADEA and the working wroups

This question is examined in relation to the following mandates:

- coordination and coherence of outside educational assistance in Africa;
- capacity building of African educational institutions;
- promotion of research and dissemination of research results, in view of their investment in educational policies and practices.

The overall impact, utility, and effect of the WGs and ADEA are difficult to measure. The most direct effect is on individuals. For structures, institutions, and education policies, the effect is diffused and indirect. It is an induced effect/impact that, considering ADEA's prestige, falls short of expectations.

C. Africanization of ADEA and the working groups

The term does not express the spirit of partnership on which ADEA is founded, but rather implies a certain measure of exclusion. The meaning that the word "Africanization" conveys is that of a process of anchoring in Africa: anchoring at the level of priorities areas for Africa; anchoring at the institutional level by bringing the policy and decision-making centers closer to the ground; anchoring at the level of professionals through capacity building and the use of these capacities; and anchoring by the practice of co-responsibility among Africans and their partners.

D. Viability and future of ADEA and the working groups

ADEA's *raison d'être* is in its future promise more than its achievements to date. The challenge for ADEA is to live up to this expectation. Nevertheless, ADEA remains an indispensable interface between Africans and funding agencies. This is a vital role for long term education development.

This prospect justifies the existence of the working groups in the medium term, but in renewed forms. For future sustainability, the WGs must solve the problem of their financing at the national level. All evidence leads one to believe that the financial viability of the WGs will depend on external contributions for the forseeable future. Nevertheless, short of the complete integration of the WGs into existing structures in Africa (a plan that seems to have few supporters), a new coordination mechanism could ensure long-term viability.

III. Recommendations

General Recommendations for ADEA and the WGs

Recommendation #1: Clarify missions

Of the people contacted, few could adequately explain the following:

- the nature of ADEA and its working groups;
- the relationship between ADEA and other institutions that also have mandates for the development of education, especially bilateral and multilateral cooperation organizations.

False perceptions of ADEA and the WGs' missions arise from this confusion.

Clearer information dissemination is essential, as well as explanations of:

a) the nature of ADEA:
   - a discussion forum;
   - an interface between African education ministers and funding agencies;
   - a network of people and/or institutions;
   - a funding agenda;
   - a program and project operator on the ground;
   - an innovation initiator.

b) ADEA's philosophy:
   - partnership;
   - advocacy strategies, research analysis, capacity and capability building.

c) ADEA and the WGs' organizational structure:
   - an explanation of the anchoring process in Africa.

d) the links with other organizations and institutions in the education field:
   - difference/complementarity
   - joint actions

Recommendation #2: Anchoring process

The term "anchoring" is preferred to "Africanization" and "appropriation," which both denote an overly exclusive nature that contradicts the concept of partnership. "Anchoring" has the advantage of capturing both the idea of appropriation for Africans, yet without connotations of exclusion. Furthermore, it carries the idea of sustainability, which may lead to a real integration into institutional cultures.

In view of the present situation, the following strategies could improve the anchoring of ADEA and the WGs in Africa:

- Create anchoring sites for the refocusing of ADEA's resources in sectors that favor capacity building. These sites should preferably be chosen outside of ministries, e.g. centers of excellence that are likely to become credible, self-sufficient anchoring sites.
- Favor professionals and researchers as anchoring vectors over government ministers, due to the latter's high turnover rate.
- Move ADEA's decision-making centers, either entirely or partially, to Africa in order to bring them closer to the ground. The creation of African Chapters is in this regard an idea that merits further study.

For the country WGs, three recommendations are essential:

- Develop a mechanism that aids the WGs during their formative period and allows them to mature and progressively gain relative autonomy.
- Establish criteria for the status of active member of a country WG.
- For example, the country WGs could consist of a "core" made up of members carefully chosen for their specific skills rather their institutional position. This initial core could eventually expand to include other members.
- Encourage institutional involvement of ministers that results in recognition, institutional support, and the use of WG competencies by ministries.

Recommendation #3: Visibility, dissemination, communication, and public relations

ADEA and the working groups lack visibility in part because of their unassertive communications and public relations policy, which stems from a desire to remain behind the scenes.

- For better visibility at the national level, ADEA should adopt a communications and public relations policy that encourages a greater utilization of media outlets.

- The ADEA *Newsletter*, though regularly received by some institutional managers, is not very accessible to a large audience. This "window" must be showcased for the purpose of increasing its access to professionals and other members of civil society interested in education issues.
- The pertinence of the *Newsletter*, its orientation, and widespread diffusion will not make it a sufficient vector in its own right. There is room to promote other channels of exchange that increase interaction between the actors.
- Establishing "ADEA Resource and Exchange Centers" in every African country is an idea that should be studied.

Recommendation #4: Capacity Building
In this area, it is important to:

- fund studies more than meetings;
- increase the participation of Africa experts in the studies initiated by ADEA;
- improve the representation of African experts in the international WGs;
- encourage African governments to support the country WGs financially and operationally;
- favor the stability of African membership in the WGs for the development of sustainable competencies through a constant accumulation of experience.

Recommendations Specific to WGs

Recommendation #5: WG Institutionalization
For their medium-term viability, the ADEA WGs, in accordance with the anchoring process in Africa, could become institutionalized by:

- integrating, according to their domain, into corresponding structures within ministries of education;
- remaining autonomous entities in relation to ministerial structures while at the same time being financed from sources within the country.

Recommendation #6: Institutional Mechanisms and the Coordination of WGs
The absence of national coordination of the ADEA working groups has resulted in their poor visibility and limited effectiveness, as well as their lack of synergy, openness, and institutional memory.

- In the eyes of many, the activities of ADEA and its WGs give the impression of a private club whose rules are known only to members. This situation creates misunderstanding in what the organization's different actors expect from each other. The nature of the relations that underpin the various decision-making bodies must be clarified, yet without prejudicing the notion of "structured informality".
- The need for a coordinating authority for the country WGs that encourages both interaction and the development of synergy at the national level was mentioned several times by those interviewed. ADEA's African chapters could be created with this in mind, but this strategy should be envisioned within forms that do not affect the autonomy of the WGs.

The following are the principal options suggested for national coordination structures:

- entrust the coordination of the WGs to an existing national body such as the UNESCO National Commission;
- create a streamlined, autonomous coordinating body after having consulted the ministries in charge of education;
- nominate an ADEA focal point and provide him/her with the means to do the work;
- ensure coordination by the WGs based on a rotating system.

Special Recommendation

Recommendation #7: Use of the study at the national level
Many study participants suggested that the evaluation report be widely disseminated at the national level and that its recommendations be the subject of discussions between ADEA's partners and the country WGs.

ANNEX 3: Boxes on the Working Groups

Box #1: Working Group on Early Childhood Development

a) Origin and Objectives

"Since they do not originate from the same ministry, programs conceived to solve a whole set of complex problems on health, nutrition, intellectual development, especially as they concern children who are not in school, often disappear in a 'maze' of the bureaucratic apparatus. The governments should perhaps pay more attention to early childhood development, especially with regard to nutrition and primary healthcare." (Education in sub-Saharan Africa p. 45)

Within the broader perspective of basic education espoused by the World Conference on Education for All (January 1990), the framework of action proposes among the six issues to be considered for the definition of specified objectives for the 90s: "expansion of activities designed for early childhood protection and reawakening, including activities within the family and community, particularly in favor of poor, disfavored and handicapped children."

This explains why UNICEF, in conformity with its mandate in favor of children, took the initiative to create a WG on Early Childhood Development in 1997. UNICEF was to receive support in its role as leader of this group in 1999 from the Ministry of Foreign Affairs of the Netherlands.

The objectives of the WG are to:

- provide support at the country level for the development and implementation of a comprehensive intersectorial early childhood development policy within the framework of national objectives for poverty alleviation, balanced development and education for all;
- define policies (at the level of countries, international organizations and agencies) on the modalities and practices for early childhood development, particularly those rooted in African realities;
- promote partnerships at all levels between the ministerial departments and governments, agencies, local communities and other interested parties concerned with the formulation and implementation of early childhood development policies.

The implementation of these objectives has to pass through a strategy in the country and in collaboration with African countries.

b) Organization

In this transitory phase of the re-launch of the WG its structure comprises:

- The lead agency: the Netherlands. The task of coordinator the working group is assigned to an official of the Ministry of Foreign Affairs. However, this individual is not specially assigned to the task. Consequently, there is a heavy workload. A part-time consultant supports the coordinator.
- A small consultative group that participated in a consultative meeting at The Hague from 10 - 12 March 1999. Countries that participated include Ghana, Ivory Coast, Mali. Namibia, South Africa, Uganda and potentially Mauritius and Chad.
- Members of the WG include eight countries and the Early Childhood Development Network for Africa (ECDNA) and the francophone Prime Enfance network.
- Multilateral Organizations: UNESCO, UNICEF, World Bank.
- Bilateral Agencies: Finland, USAID, the Netherlands and potentially DFID (United Kingdom) and DANIDA.

c) Activities

To date, the activities of the group have primarily consisted of meetings and conducting case studies. To a large degree these activities have been jointly conducted with ECDNA.

National case studies on early childhood development were presented at the ADEA biennial in Dakar hosted in 1997. A workshop was hosted in Cape Town in December 1997. A workshop was organized in Kampala in September 1999.

The focus of the program of activities carried out in 1999-2000 include:

- the restructuring of the WG through the creation of a small consultative group and the establishment of a steering committee;
- to conduct analytical studies examining the formulation and implementation of intersectorial policies on early childhood development; the goal of these studies is to make an impact in terms of advocacy, skills and capacity development and the strengthening of partnerships.

d) Results

Processes

- Dialogue for the mobilization of resources for planning and execution of the African Early Childhood Development Programs (ECDP).
- Development of a communication strategy on ECDP.

Products

- Comparative studies on the transition from home-to-school integration of girls.
- Training workshops and seminars.

Box # 2: Working Group on Educational Research and Policy Analysis

a) Origin and Objectives

"To reinforce analytical capacity, there is need to, and this element is of crucial importance, develop applied research in order to provide the necessary basis for analytical work. African educational research institutions should visibly play a key role in this regard, by ensuring that high quality research in the appropriate domains are conducted at the appropriate time.
Since a number of countries in Africa have hardly started to provide themselves with parallel institutions, one of the first tasks to be carried out will be to reinforce their means and to encourage them to conduct needed research" (Education in sub-Saharan Africa p.89). This preoccupation is no stranger to the creation of the WG on Research in Education and Policy Analysis in 1989.

The overall objective of the WG is to provide decision-makers and practitioners in education the results of research works and policy analysis to guide them in the elaboration of appropriate policies. More specifically, the WG aims to:

- promote the use of research in the process of elaboration of policies and establish a link between the producers and users of research;
- encourage researchers, research networks in education and funding agencies in the pursuit of their research and policy analysis.

b) Organization

The International Development Research Center (IDRC) of Canada is the lead agency of the WG. Its regional bureau in Dakar oversees coordination of the activities. The organizational structure is not formal. The pilot committee of the group has not been operational for more than two years. The group deliberately tried to rely on existing structures especially the two research networks. The network for West and Central Africa (ERNWACA) is composed of sixteen countries and was established in 1987. The network for Eastern and Southern Africa (ERNESA) has a membership of twelve countries and was officially registered as an NGO in 1992. The two networks constituted the organizational base of the WG at the sub-regional and national levels. The technical and financial partners of the group apart from the IDRC are Canada, UNESCO, UNICEF, USAID, USA, and NORRAD.

c) Activities

The key activities of the WG combine advocacy work especially in strengthening the relationship between decision-makers and researchers, with activities geared toward reinforcement of the researchers' skills and institutional capacity. The core of these activities takes place within the framework of the ERNESA and ERNWACA network.

Advocacy

- Organization and participation in forums to establish dialogue between researchers, decision-makers, practitioners in education and funding agencies.
- ERNWACA's meetings on the Segou perspectives (Segou, March 1995).
- ERNWACA's participation in the Pan-African Seminar on the launch of the Year of Education in Africa (Bamako, October 1995).
- ERNWACA's participation in the Pan-African seminar on the use of national languages in the education systems (Accra, August 1996).
- Participation in the Commission on educational policy research at the tenth World Congress on Comparative Education (the Cape, South Africa, July 1998).
- Publication of the ERNESA and ERNWACA *Newsletters*.

Policy Research and Analytical Activities
ERNESA completed four research works.

- Research: Dialogue on policies in Africa with the participation of four national research associations (Botswana, Lesotho, Swaziland, Zimbabwe).
- Research: Impact of non formal school programs (Lesotho, Ethiopia, Namibia, Uganda).
- Research: Promotion of quality basic education for marginalized groups through extramural systems in Botswana.

ERNWACA completed four cross-country research projects.

- Factors which affect access and retention of pupils in primary schools (Ivory Coast, Gambia).
- Effects of community participation on access and quality of basic education (Benin, Cameroon, Ghana, Mali).
- Impact of community participation in terms of results, curriculum development and capacity building (Togo, Senegal).
- Complementarily between formal and non formal education (Burkina Faso, Sierra Leone).

Capacity Building
ERNWACA

- Training workshop (Banjul 1994) for researchers involved in cross-country research.
- Workshop on methodology (Saly, Portugal, Senegal 1994) for researchers in national chapters.
- Seminar (Abidjan 1996) on discrimination, dialogue and policies for national coordinators of ERNWACA and ERNESA.

ERNESA
In addition to various activities on the direct transfer of skills and know-how, ERNESA conducted training courses.

- Course on the quality of research methodology.
- Short courses on policy research and analysis.
- Training on the compilation and dissemination of information.
- Training sessions for researchers and documentalists on the theme: Information, Science and Education and the establishment of networks.

Institutional Capacity
Institutional capacity building impinges, as a matter of priority, on the very organization of networks, the establishment of national chapters or associations of researchers. Particular attention should be given, in the case of ERNESA, to the creation of a computerized bank for summaries of research works.

d) Results

Processes

- Organization of forums designed for policy dialogue between researchers and political leaders.
- Seminar on research methodology.
- Use of research to guide policy and practice.
- Transformation of research works into usable products by political leaders.

Products

- Publications.
- Bulletins.

Direct Outcomes

- Trained researchers.
- Support to ERNESA and ERNWACA networks.

Indirect Outcomes

- Improvement of the quality of educational research.
- Increased interest in educational research.
- Increase in the corpus of research works produced.

Box n° 3 : Working Group on Education Sector Analysis

1. Origins and Objectives:

"Most of the Sahelian countries do not have qualified personnel or adequate facilities for planning, administration and management of basic education. (...) It is therefore necessary to improve the institutional capacity through training programs and material support for national facilities."[5]

Sector analysis has come to play a more and more important role in policy development in Africa. This is due to two reasons: the first is the growing need of most African countries for international aid and secondly, the extensive use of studies commissioned by international agencies to guide their program of activities.
Work undertaken by the Working Group since its creation in 1989 has shown the gaps in both the quality and the use of sector studies. In fact, it seems that these studies, often commissioned and conducted by international agencies, do not sufficiently take into account the local context. Since they hardly involve the main national stakeholders, they limit the sense of ownership and therefore use of these studies in the process of education policy development.
The first task of the WGESA therefore was to investigate the methodology and approaches used by the international agencies with the objective to improve them by making the agencies aware of these problems and insisting on the importance of national ownership.
Presently WGESA attempts, through its activities, to develop and promote African expertise, encourage the dialogues between all the players in education, to develop individual and institutional capacities and facilitate the dissemination of and access to the studies. WGESA works together with three target groups: ministries of education, researchers and international funding and technical assistance agencies.

2. Organization:
UNESCO is the Lead Agency of the WGESA. One of its staff members is Coordinator of the WG, responsible for managing its activities. The activities are directed by a Steering Committee that meets twice a year, with representatives from ministries of education, the research community, and international agencies and NGOs. In order to better respond to demands and to facilitate its anchoring in Africa, the Group has developed a network of representatives of the most important players in the education area. In addition, WGES is in the process of establish close cooperative links with some of them.

The members of the WGESA are:

Members of the Steering Committee:
Ministries of education:
Ministry of Basic Education, Burkina Faso; Education Project Office, Ministry of Education, Madagascar; Ministry of Education, Mozambique, Ministry of Basic Education, Culture, Higher Education, Vocational Training, Science and Technology, Namibia.

African research community:
The coordinators of the ERNESA and ERNWACE; a representative of the Cheikh Anta Diop University (Dakar).

International agencies:
Danida, Copenhagen; DfID, London; French Ministry of Foreign Affairs, Paris; Ministry of Foreign Affairs of Finland, Helsinki, Ministry of Foreign Affairs of The Netherlands, The Hague (shared responsibility with the Netherlands embassies in Harare and Ouagadougou; Sida, Stockholm; USAID, Washington, D.C.; World Bank, Washington, D.C.

International and non-governmental organizations:
ADEA Secretariat, Paris; CONFEMEN (and the PASEC project), Dakar; UNESCO: BREDA, Dakar; UNESCO/IIEP, Paris; UNESCO/Division for the Reconstruction and Development of Education Systems (WGESA Secretariat), Paris.

Financial partners

[5] Project on Sahel Sub-Regional Programme in Support of Education for All by the Year 2000

In addition to financing received from the agencies that are represented on the Steering Committee, the activities of the Group have been supported by other agencies such as the Ministry of Foreign Affairs of Norway and UNICEF Lesotho.

Contact persons
The WGESA network consists of 30 persons of whom 27 in Africa.

Associated/interested members
WGESA has 87 associated/interested members distributed in 39 countries in Africa, Europe and North America. Sixty-one of them belong to 27 different countries in Africa. The members are invited to participate in annual or biennial meetings and receive information its activities on a regular basis. The members represent the following constituencies: African ministries of education and other ministries; the research community in and outside Africa; international agencies; international organizations and NGOs. The Working Group is in the process of considering whether criteria for ordinary membership should be established.

3. Activities
WGESA believes that there are three necessary elements in its support of developing long-term relevant and viable education policies in Africa: enhanced understanding of critical issues in education sector analysis, increased dialogue among the different constituencies and strengthened capacities/skills. In this regards, WGESA combines advocacy, analytic and capacity development strategies.
Over the last years, the Group has concentrated its efforts on national initiatives in education sector analysis. It provides technical and financial support with the aim to improve sector analysis and their use in the process of policy development. This activity, which has taken place in Zimbabwe, Ghana, Lesotho, Burkina Faso and Mozambique, attempts to develop research capacities as well as to promote dialogue between all stakeholders.

Furthermore, WGESA undertakes analytical work, including a study on partnerships between ministries of education and international financial and technical assistance agencies in Burkina Faso, Ghana and Mozambique. This aim of this study is to improve current practices by evaluating their strong and weak points. WGESA also considers to initiate a synthesis study of the lessons learned from the national reviews.

Regarding capacity development, WGESA organizes seminars and workshops. It also plans to collaborate with the IIEP in the development of modules on the process of policy development.

WGESA's communication strategy focuses on the publication of a news poster and a web site that present the Group and contains some publications.

Box #4: Working Group on Higher Education

a) Origin and Objectives

African higher education is considered as the unloved, if not maltreated, sub-sector in "The Study on Education in sub-Saharan Africa." Is this because it has not been accorded priority in relation to basic education, or that this assertion is too severe, or the response inappropriate?

"African higher education suffers from a combination of four problems: too many degree certificates, declining quality, highly expensive and socially unbalanced funding.
Regeneration of higher education should aim at four objectives: to improve quality; to increase efficiency; to modify the teaching network, which could lead to the reduction of the manpower in certain disciplines; and to alleviate the financial burden on the state budget by making the beneficiaries and families bear a large part of the costs. "It may be necessary to apply adjustment policy in almost everywhere" (page 6).

The WGHE was established in 1989. For ten years the WG has functioned mainly as a forum for analysis and discussion of the problems of higher education. The objective of the WG is to assist African nations to reduce their technological, intellectual and economic dependence by providing universities with the means to train competent and well-trained graduates capable of leading their countries in the next century.

The specific objectives are:

- to engender greater understanding of the crisis in higher education in sub-Saharan Africa and find appropriate solutions;
- to work toward achieving a consensus between African governments and development agencies on the priorities in the funding of higher education;
- to test the corrective measures through pilot projects developed in collaboration with other partners;
- to encourage exchange of experiences at the regional level.

b) Organization

The World Bank has been the lead agency of the WG since its creation. The coordination of the WG is assigned to an employee with twenty percent of his time allocated to the job. In reality, he is unable to provide that level of effort to the coordination activities. Since 1995, the World Bank has been collaborating closely with the Association of African Universities (AAU) in the implementation of the WGs work plan. The WG does not have any formal structure similar to a steering or pilot committee. The base of the WGHE is composed of representatives of African universities, technical and financial cooperation agencies, and specialists in higher education from Africa and elsewhere.

It should be noted that representatives of the ministries of education are not involved in WGHE on a permanent basis
The technical and financial partners of WGES include the World Bank, DANIDA, the government of the Netherlands, USAID, NORAD and FINNIDA.

c) Activities

The work plan of the WG consists of advocacy activities aimed at sensitization of the problems of African universities. Advocacy work is based on the activities of research and analysis. A third aspect of the strategy is the implementation of activities, especially training for capacity building.

It should be noted that from 1998 the WGES began to shelve its traditional role as an information exchange forum to involve itself more directly in activities that could help improve higher education in Africa. This decision was spurred by the ADEA Steering Committee.

Advocacy
Each annual meeting of the WGES is centered on one theme that aims to sensitize participants to share information and experiences. For example, the Abuja Nigeria 1999 was about the contribution of new information technologies in teaching in African universities. Other meetings held were:

- Ouagadougou, Burkina Faso 1998: African national networks for tertiary schools and research.
- Saint-Louis, Senegal 1997: the African experience in the domain of distance university education.
- Mauritius 1996: management of higher education.
- Lesotho 1995: the future mission and role of African universities.

Research Analysis
Discussions held at these meetings are generally published and circulated widely among higher education circles. For instance, the report *Tertiary Distance Education in sub-Saharan Africa: Overview and Directory of Programs* was published in French and English and distributed to all African ministries of education, university rectors and vice-chancellors, as well as to a number of African specialists in education and representatives of aid agencies.

Special projects on national experiences were initiated. Three case studies were conducted as part of the ADEA prospective assessment presented at the Johannesburg biennial. The first special project carried out in Mozambique focused on strategic enterprise planning during an eight-year period at the Eduardo Mondlane University. The second special project was devoted to the analysis of major reforms of the national higher education system in the Cameroon. The third study describes a successful experience in regional cooperation conducted by the University of Cape Town in South Africa.

Capacity Building
In this category, one example can be cited from the 1999-2000 WGHE program:
(a) two training workshops destined for universities on strategic planning methods; (b) production and test trials of materials for teaching and orientation for the benefit of university governing councils; (c) production of an inventory of existing resources on the Internet; (d) six training workshops for the teaching staff of universities on the use of the inventory.

d) Results

Processes

- Forum for the exchange of information
- Reaching a consensus between African governments and technical and financial cooperation agencies on priorities in the funding of higher education.
- Using research to identify problems and solutions.
- Reinforcement of the AAU and participation of African specialists in study and research activities.
- Training workshops and seminars.

Products

- Study (eight documents) on the future role and mission of African universities.
- Study (nine documents) on the problems of contemporary higher education.
- Study on distant tertiary education in Africa.
- Evaluation of experiences in strategic planning in African universities.

Direct Outcome

- Trained tertiary education staff.

Indirect Outcomes

- Strategic plans developed by African universities.
- New consensus on 'Revitalization of universities in Africa. Strategies and Principles,' World Bank 1997.

Box #5: Working Group on Education Statistics

a) Origin and Objectives

The WG on Education Statistics was created in 1989 and was one of the first WGs created. At this time practically all the countries had established school statistics units in the ministries of education due in large part to efforts supported by various organizations.

The vision of the report on *Education in sub-Saharan Africa* was for the development of information that could be used at all levels of the system in the formulation and implementation of education policies and management of education systems. This would be a goal of decentralization.

This gave rise to the need for "creating solid mechanisms for follow-up and information in such a way that all managers at all levels dispose of limited information, of strategic utility, on schools, classes, teachers, pupils, materials and the financial situation." (page 89).

This initial approach gave birth to the objectives of the group formulated as follows:

- The principal objective of the WG is to assist in building lasting institutional capacity in sub-Saharan African countries, capable of orienting, establishing and maintaining and automatically managing reliable information data on education. The WGESA thus aims at developing both technical and human resources within the framework of national information statistics on education.
- The more specific objectives of the WG are as follows: to assist the countries in devising; and encourage African countries, development agencies and technical agencies to collaborate and coordinate their efforts.

b) Organization

The WGES relies on tripartite collaboration between African countries, technically oriented organs and funding agencies.

Several partners support the group: the Swedish Agency for International Development plays the role of leader agency. Others who form part of the WG are representatives of bilateral agencies (Sweden, France, United States and the Netherlands), multilaterals (UNICEF, World Bank) and the Rockefeller Foundation.

A team from the statistics division of UNESCO undertakes coordination in the implementation of the activities. The WG headquarters have been located in Harare since 1998.

The WGES can be considered as the political framework for dialogue between the partners: African countries and agencies. The latter is endowed with a technical mechanism for implementation in the form of the Education Statistics Information Development Systems program (NESIS).

In the development of their activities, the WGES and NESIS have evolved into a structure, which includes the following entities:

- At the national level of each African country, a national NESIS team composed of national specialists.
- At the sub-regional level there are two NESIS structures, one for West and Central Africa based in Dakar and the other for Eastern and Southern Africa based in Harare.
- Each structure is linked to a technical group made up of national experts. At the African regional level the regional coordination based in Harare.

- The political authority of this structure at the apex is the WGES Executive Committee along with two sub-regional consultative committees and a national consultative committee in each country.

c) Activities

The WGES is characterized by a general viable capacity building strategy in sub-Saharan African countries for the organization, implementation and sustenance of self-regeneration of efficient statistics information services on education to meet the needs of decision-makers.

This general strategy in implemented by the NESIS program based on the following operational principles:

- national political leadership and appropriation through the establishment of consultative committees;
- applicable programs based on identified needs at the national level anchored on national political agendas;
- methodology based on practical beneficial application modules, elaborated and tested in the pilot projects in the countries;
- training programs and materials across institutions and centers of excellence in Africa;
- systematic development of national statistics;
- cooperative synergy through coordination of efforts between development agencies, technical organs and African countries;
- coherence in coordination with other ADEA WGs on issues concerning information statistics in the various domains.

The implementation of the NESIS program involves the following four phases:

Phase I (1992-1993) Diagnostics from five pilot countries

This was the phase for the identification of problems and priorities. The programs started in five pilot countries– Ethiopia Guinea, Mauritania, Zambia and Zimbabwe. An assessment module was conceived and used in twenty-two countries for the identification of their needs and for the elaboration of their plans of action.

Phase II (1994-1997) Extension to eight other test countries

In response to problems and priorities, pilot projects were launched in a certain number of countries to develop and test the strategies, methods, processes and tools in the following priority areas: management of school registers, annual school assessments (Ethiopia, Zimbabwe); educational development indicators for the evaluation of primary schools (Ethiopia, Guinea, Mauritius, Zimbabwe), data banks, financial statistics. The following were added to the five pilot countries: Botswana, Burkina Faso, Madagascar, Mali, Mauritius, Senegal, Chad and Togo. Their experiences and productions were shared with more than thirty other countries that participated in one NESIS activities or the other. The substance of the work in pilot and test countries was used for the preparation of six self-training modules.

Phase III (1998-1999) Anchorage in Africa and Skills Development

During this phase, the coordination of WGES and the NESIS program was transferred to Africa. This transfer is in harmony with the principal activities envisaged during this phase.

In sum, it has to with the establishment of the system of hiring workers of two kinds:

- transformation of modules prepared as teaching aid games for training, distribution and assistance in implementation in the countries;
- establishment of information exchange center service for coordination and cooperation as well as a network of experts and African institutions.

Phase IV (1999-to present) Capacity Building

With the completion of the technical modules, and the teaching aid games linked to them, and completion of the training of trainers in the NESIS program further concentrated on the capacity building at the level of countries with funding from national resources and bilateral and multilateral support.

d) Results

Processes

- Use of research to identify problems and solutions.
- Use of research to back-up policy and practice.
- Sharing of experiences.
- Sharing information and collaboration at the regional level.
- Use of data to facilitate decision-making.
- Regional training workshops, training with multiplier effects, modalities of phased training.

Products

- Policy recommendations based on national assessment and plan of action.
- Assessment and plan of actions in twenty-two countries.
- NESIS modules.
- From diagnostics to actions plans.
- Management of school registers.
- Data collection.
- Completion of data bank.
- Education development indicators.
- Statistics on funding.

Direct Outcomes

- Improved training for education information system management personnel.
- More reliable information for various users of statistics on education (politicians, researchers, educators, administrators).
- NESIS units in the ministries.

Indirect Outcomes

- Allocation of educational resources based on statistical data.
- Improvement of researchers' skills.

Box #6: Working Group on Female Participation

a) Origin and Objectives

"One wonders how to tackle the education of girls whose lag, in relation to boys education in Africa, can hardly be explicitly attributed to a deliberate policy. The gap between the rate of female and male participation is mainly due to factors linked to demand." (page 61)

To boost the demand for female education at the individual, family, community and national levels as a whole, requires advocacy action of sorts based on the conclusions of highly detailed research on economic, social, cultural, pedagogical aspects as well as policies on the education of girls and women. The appreciation of this problem led to the creation of the WG on Female Participation, among one of the first groups under the Donors to African Education (DAE) and the now ADEA program.

The general aim is "to accentuate the dynamics of the process aimed at closing the gap between boys and girls with regards to training opportunities and school success though national capacity building so as to reduce over-head costs; improve quality and reduce the socio-economic risks borne by the families" (summary of the activities of the 1998-2000 program).

b) Organization

At its inception the Rockefeller Foundation was the lead agency. The Nairobi office of the Foundation handled the coordination of activities. In July 1999, the Rockefeller Foundation transferred its responsibilities as the leader agency and coordination organ to the NGO, FAWE (Forum for African Women Educationalists). FAWE was established in 1992 within the framework of the WGFP. With this change in leadership, the WGFP is going through a unique transition in the history of the ADEA groups.

In addition to FAWE, the members of the WG consist of the Rockefeller Foundation, the Carnegie Corporation, the ACDI, the Commonwealth Secretariat, DANIDA, the Dutch Ministry of External Affairs, FINIDA, the Ford Foundation, the French Foreign Affairs Ministry, HEDCO, IDRC, the Norwegian Ministry of External Affairs, SIDA, UNESCO, UNICEF, USAID, the World Bank, the University of the Cape, the Mazinga Institute (Kenya), the University of Sussex and the twenty-nine African ministries of education under the auspices of FAWE. The WG is run by the steering committee which has a sub-committee charged with various supervisory components of its program of activities.

c) Activities

In terms of overall strategy, the WGFP supports a set of coherent activities to ensure lasting progress both in terms of equity and quality. Developed as in the means of improving women's access to education within the framework of (1) measures aiming at reforming the entire system; (2) educational policies centered on the stimulation of community and parental demand; (3) policies aimed at educational efficiency and the improvement of quality. The program is organized around five major components each of which combines advocacy work, research activities and skills and capacity building.

Component 1: to understand the disparity between sexes in education in within the community perspective and comprehend what produces results. From 1992 to 1997, this component accomplished the program of subvention for research in girls' and women's education in Africa. A total of seventy-one research works were completed in twenty-three countries.

A second program is currently underway under the title *Minds Across Africa School Clubs* which is a research chain for children aimed at encouraging them to explore community perspectives on the quality of the school and equity of access and complete schooling.
Component 2: To translate research into action. The African Educational Forum registered in Kenya as a pan-African NGO, is a consortium without precedent made up of forty-five high-level women policy decision-makers in twenty-nine countries and fifteen male ministers of education who are associated to them. The national chapters which group teachers, school heads, businessmen, NGO leaders and personnel of the ministries of education, were established in twenty-five countries of which fifteen have an active work schedule.
Component 3: To form the partnership for strategic resource planning for the education of girls and women (PSR). A sub-committee of the WG on Female Participation formed a partnership to build capacity in strategic resource planning in Africa. After phase I which involved Ethiopia, Guinea and Tanzania, phase II was extended to the following countries: Mali, Senegal, Ghana, Uganda, Malawi and Zambia.
Component 4: To seek the cooperation of NGOs for action in favor of female education.
The sub-committee of the WG on NGOs set up a new organization, the Alliance for Community Action on Female Education (ACAFE), conceived to channel technical aid and management support accorded the NGO by intentional sources. Zambia and Ghana were the first countries to launch their programs.
Component 5: To improve girls' success in the sciences and mathematics. Another sub-committee of the WG piloted by the international development agency of Norway, created the program, Female Education in Mathematics and Science (FEMSA), designed to encourage the success of girls in the sciences and mathematics and improve the quality and presentation of school syllabus. The countries that participate in the program, are Cameroon, Ghana, Tanzania, and Uganda in the first phase and for the second phase: Burkina Faso, Kenya, Malawi, Mali, Mozambique, Senegal, Swaziland and Zambia.

d) Results

Processes
- Consultations carried out under the auspices of FAWE among ministerial authorities on specific themes.
- National seminars destined for political decision-makers and practitioners.
- Sensitization of personnel in the ministries of education and other key actors on the teaching of science and mathematics for girls.
- Improvement of research methods.
- Use of research to identify problems and solutions.
- Use of research results to guide policy and practice.
- Sharing of experiences, information and collaboration at the regional level.
- Improvement in the mobilization of resources and the use of procedures.
- Improvement of methodologies and collaboration according to sex.

Products
- Seventy-one research projects accomplished in twenty-three countries provided with publications on girls' and women's education.
- Research reports of FEMSA.
- Research reports of FAWE, PSR.
- Training manual for women groups.
- Media products: Films documentaries, cassettes, bulletins, thematic cartoons, Agathe Uwiliyinginana prize).

Direct Outcomes
- Methodology training for researchers.

- Training of researchers for the preparation of national profiles on the education of girls in mathematics and science.
- Training on issues dealing with difference in the sexes.
- Establishment of new organizations: FAWE, FEMSA, ACAFE.

Indirect Outcomes

- Greater awareness on the part of educators at all levels and among the public of the men-women gap.
- Educational policy environment more sensitive to discrimination on ground of sex.
- Better understanding of the underlying reasons why equity is lacking in the education systems.

Box #7: Working Group on Finance and Education

a) Origin and Objectives

Recommendation #1 of the study on *Education in sub-Saharan Africa. For a Strategy of adjustment, revitalization and Expansion' centers on the funding of education* highlights that "Education is, among sectors of the African economy, the best candidate qualified for higher investment... Public expenses in education which actually represent on average four to five percent of national revenue in the region, should be progressively increased in most of the countries...

In addition, there is need for parties other than the state to take charge of the larger part of the education service in such a way that the sector would receive additional private resources proportionally equal or less, to the increase in grants approved by the state" (page 27).

Despite this flagging of the role of funding as a central issue of education, it was only in 1994 that the WG on Finance and Education (WGFE) was established. During an economic assessment mission in Rwanda, an expert of the Canadian Agency for International Development was astonished by the meager resources devoted to education, a sector that is nonetheless crucial for development. Awareness of this reality led him to make a proposal to his organization for the creation within ADEA of the WG on finance and education, which saw the light of day in 1994.

The objective of the WGFE is to improve planning, funding and management of education by reinforcing capacity in the ministries of education and finance in this domain.

The specific objectives of the WG are:

- to bring the management education budgets closer to national financial planning;
- to strengthen the links between the ministries of education and those of finance;
- to strengthen the capacities of the two ministries in the formulation and implementation of effective educational, budgetary and financial policies;
- to ensure better and optimal allocation of resources;
- to highlight best practices in the domain of funding and financial management of education;
- to provide a framework for continuos gathering, exchange and analysis of information on the funding and financial management of education.

b) Organization

The Canadian Agency for International Development is the WGFE leader agency. Other organizations and countries participate in funding activities such as France, Norway, and USAID.

In order to ensure African ownership of the WGFE, an African organization was identified to implement the activities of the WG. The Council for the Development of Social Science Research in Africa (CODESRIA) was identified to coordinate the WG activities. An African coordinator was recruited and posted to CODESRIA. The host institution not only provides administrative and logistical support to WGFE but also seeks to develop, through the WGFE, a new area of competence in its unique domain of activity.

Development agencies, research establishments and NGOs involved in the management of education financing are also involved. In principle, a national WG is established in each country participating in WGFE activities. To date, six countries are involved in the WG according to the approach adopted by the committee for progressive integration.

c) Activities

The activities of WGFE fall within the three categories undertaken by ADEA WGs, that is, advocacy, analytical work and capacity building.

Advocacy
One of the first preoccupations of the WGFE was to sensitize the large majority of African ministers in charge of education, economy finance and planning as well as funding agencies on the importance of financial matters in the overall strategy of improving the quality of education for all. In collaboration with the IIPE, the WG hosted the pan-African seminar on funding and financial management of education, which took place in October 1997 during the ADEA biennial in Dakar.

Analytical Activities
As a prelude to all its activities, the WGFE undertook a review of literature on various experiences in the funding of education in Africa. The objective of the study was "to stimulate research initiatives on the funding of education... and also to draw the attention of the various actors, especially policy decision-makers and funding agencies on the need to adopt more efficient new approaches..."

The study was conceived as the starting point of a series of case studies. In fact, six case studies in six countries were subsequently conducted focusing on policies, practices and mechanisms of funding education. The institutional modalities established between the ministries of finance and education were amply explored for planning and budgetary reallocation.

Capacity Building
- The organization of information and sensitization seminars in countries participating in WGFE programs that brought together political decision-makers, technicians and concerned members of the civil society.
- Elaboration of regional training seminars to promote and share products of the WGFE.
- The completion of training and information materials based on the results of WGFE activities.

d) Results

Processes
The WGFE initiated:
- Consultations between the ministries and other partners interested in the problems of funding education.
- Forums designed for the exchange and dissemination of information on experiences, techniques and possibilities in the domain of education financing.
- Training management staff on financing of education in the ministries.

Products
- An exhaustive biographical research.
- A series of six country case studies.
- An inventory of training and information materials.

Direct Outcomes
- Management staff trained on budgetary techniques.
- Strengthening of CODESRIA and improvement of its resource center.

Indirect Outcomes
- Increased awareness among concerned parties—decision-makers and funding agencies—on the scarcity of resources devoted to education in the context of crisis and structural adjustment.

Box #8: Working Group on Books and Learning Materials

a) Origin and Objectives

"In Africa...act in such a way that every child in each class owns a minimum of learning materials necessary for his apprenticeship ...the countries that attach great importance to the supply of learning materials will be the only ones whose strategy for the development of education could be considered as viable" (Education sub-Saharan Africa p. 99).

Whether in public schools attended by children in the towns or improvised classrooms in the rural regions with voluntary workers, the shortage of good reading materials remains one of the most daunting obstacles to literacy and efficient schooling in the whole of sub-Saharan Africa.

Even if school attendance is on the rise in a number of countries, books are still not readily available to pupils. In many cases, local publishing industries are is still in the infancy stage or find themselves in a situation of crisis, handicapped by the high cost of paper, ink and printing presses, and as a result of feeble distribution networks there is a scarcity of educators capable of producing learning materials of good quality.

Since it was established in 1991, the WG on Books and Learning Materials has been addressing these problems. Since the 1991 biennial meeting that had its central theme books and libraries there has been a change in the WGs focus.

Since then the WG has had the following objectives to:

- Support the process leading to the formulation of appropriate national book policy. This is because the latter will help in improving access to learning materials, effective teaching and literacy in sub-Saharan Africa.
- Sensitize governments, the private sector, development and funding agencies and NGOs on the need to consider a holistic approach to the problem of books, in which African partners would be closely associated, to achieve viable book policies.
- Enlarge the circle of influence by way of a forum of concerned decision-makers, teachers, specialists in school curriculum, publishers, distributors, librarians and authors through the strategic production and circulation of printed materials.
- Remove administrative bottlenecks and fruitless bureaucratic formalities (particularly in the inter-African domain of supply and trade) by prevailing on governments, the private sector, development agencies and the NGOs to adopt common strategies in the elaboration and implementation of national and regional book policy.

b) Organization

The leader agency of the WG on books and learning materials is the Department for International Development (DFID) of the United Kingdom. An organ coordinating the activities assists the official who serves as leader of the WG.

The WG has a Steering Committee of eight members respectively representing the French Foreign Affairs ministry, the ministry of education of Zambia, SIDA, FINNIDA; the African Publishers Network based in Harare (APNET); UNESCO; DANIDA, the Ministry of Foreign Affairs of Denmark, and USAID. The members of the WG consist of the African ministries of education, bilateral and multilateral development agencies and NGOs.

c) Activities

The overall strategy of the WG is to establish a framework for the promotion of the sustainable development of learning materials, production and circulation. The WG supports collaborative research in this domain with a view to bringing awareness in the development of a coordinated book policy at the national, bilateral and multilateral levels for publication in national, local and official languages.

The WG work plan has three components that are closely linked to analytical work, advocacy and capacity building. They are research, circulation, and formation of networks. The following are some example of the program of activities in the1997-2000 work plan.

Research

- Survey of the systems of access to books (school libraries, resource centers for community teacher).
- Study on the fiscal, legal and administrative constraints in inter-African book trade.
- Case study on possibilities for sharing costs and cost recovery in the supply of books.

Distribution

- Campaign for the removal of taxes and laws affecting the book trade across Africa.
- Organization of forums on national book policy.
- Training workshops for publishers, librarians, booksellers, members of the committee on the criteria for book selection (with particular emphasis on the question of gender) at various levels: central, district, and education establishments).

Creation of the Network

- Technical and information support to the APNET resource center for its plan for the collection of complete and up-to-date materials on publishing in Africa.
- Technical and information support to PABA (African Booksellers Association) and or National Association of Booksellers.
- Continuous dialogue with the ministries of education, the World Bank, and other funding agencies on the development of book supply policy which favors the promotion of national and regional capacities in book publishing.
- Support to South-South collaboration in technical expertise on specific aspects of book policy and implementation.

d) Results

Processes

- Consultation with ministries and other potential partners.
- Procedures for book selection.
- Procedures for national dialogue on book policy.
- Procedure for the finalization of a holistic and exhaustive national book policy.

Products

- Annotated Research Bibliography on the book chain.
- Annotated Research Bibliography on traditional learning and reading habits.
- Study on the economic aspects of educational book publishing in Africa.
- Case study on the system of distribution and circulation in West Africa
- Data base on bilateral and multilateral activities in the book publishing.

Direct Outcomes

- Personnel trained in various aspects of the book industry.
- Strengthening of APNET.

Indirect Outcomes

- Elaboration of national book policies.
- Modification of the procedure for the acquisition of books and learning materials.

Box #9: Working Group on Non Formal Education

a) Origins and Objectives

The study on education in sub-Saharan Africa discussed non formal education (NFE) through the perspective of training. "Training of those who have entered active live must be increased. This training should serve both school leavers and those who have had no exposure to formal schooling, and it should be designed to ensure that individuals can acquire the necessary job-related skills and renew these skills during their working lifetime in response to changing market conditions." (page 3) However, faced with the considerable challenge of providing basic education for all their citizens, African ministries of education have progressively become aware that non formal education, literacy activities and post literacy could be valuable instruments for development and social change.

Furthermore, we must remember the forum of the World Conference on Education For All held at Jomtien in 1990. Among other merits, it advocated a larger vision and reviewed engagement for EFA. In effect, "attempting to respond to the need for a fundamental education for all is not simply a question of re-investing in education as it is today, you need a larger vision. A larger vision to go beyond the present means in place, the institutional structures, the training programs and use a better system in the actual practices."

Following this logic, the WGNFE was created through the umbrella of ADEA at a meeting held in March 1996. The theme of non formal education has been identified by the African ministers as a priority area of the African communities.

The fundamental mission of the WG is to contribute to the objective of EFA and constitutes a forum to develop NFE in Africa in a manner that reinforces its contribution to the general performance of the national education systems. Furthermore, WGNFE aims at strengthening and consolidating relations between the partners of African ministries, diverse shareholders and the beneficiaries of non formal education. The working group aspires to be demand driven to the greatest extent possible, rendering service as a first priority to African practitioners and sponsors of non formal education. As an offical organ of ADEA, the WG has as its primary constituency and counterparts public sector representatives of interested ADEA member countries.

Among the specific objectives of the WG are to:

- Facilitate the exchange of information and communication between the African ministries of education, NGOs and development partners in matters of management and monitoring of non-formal education. In so doing, the WG seeks to maximize its contribution to national objectives of education, including making gender issues part of basic education goals.
- Increase the capacity of African educationalists to identify and develop the achievements and successes of non formal education programs.
- Use the existing links and develop new models of partnerships for non formal education between ministries of education and civil society institutions engaged in the management of non formal education.
- Support research targeted on the processes and results of non formal education as well as its role in and contribution to the performance of the entire educational system.
- Help coordinate the efforts of cooperation agencies and facilitate joint investments in the programs and innovative projects that contribute to the development of the potential of non formal education; and intensify the links of complementarity with the rest of the education system.
- Support the efforts of African countries that seek to improve the quality of their programs and activities in the field of non formal education by designing and implementing creative solutions

to problems encountered in the delivery of NFE.

- Promote a sustainable management and better coordination of NFE programs both at national and regional levels.
- Support the strategies and activities geared towards the improvement of the quality of NFE programs.

b) Organization

The organizational structure of the working is as follows:

- *National Working Groups*: As a general strategy, each country is encouraged to constitute a national forum that promotes a discussion and consultation between the representatives of ministries, NGOs and other partners interested in non formal education. These forums would then lead to the creation of national working groups responsible for the implementation of the activities.
- *General Assembly*: The assembly represents the large group of all parties involved in non formal education. The general assembly meets every two years during the ADEA biennale.
- *Steering Committee:* The WG will be jointly presided over by the coordinator and an African minister and a funding agency representative. The agency representative will be designated by the Steering Committee and approved by the General Assembly. They will have a two-year tenure.
- *Coordination:* The Commonwealth Secretariat in London is the coordinating agency for the WG. The Commonwealth Secretariat has the primary responsibility to ensure that activities are implemented. UNESCO and the Club Du Sahel assist the Commonwealth Secretariat in its coordination role. It should be noted that there is a search underway to identify an African organization to assume the primary responsibility for coordination.
- *Lead agency:* The lead agency of the WG is the Swiss Agency for Development and Cooperation.

c) Activities

The content of the work plan consists of advocacy, research and capacity building activities.

Advocacy

- Facilitating dialogue between ministries of education and NFE provider, NGOs and beneficiaries of non formal education.
- Facilitating cross-country visits.
- Encourage and promote constructive national/regional dialogue on policy and practice relating to the provision of non formal education as part of overall education opportunities.
- Supporting seminars and workshops on policies and strategies for improving non formal education and strengthening its links with formal education.
- Supporting meetings and workshops sharing information amongst government mministries, NFE providers, practitioners and other stakeholders.

Research

- Supports training for improved pedagogy; dissemination of successful practices in adult literacy.
- Studies that identify obstacles to NFE in order to maximize the impact and efficiency of the contribution of non formal education and development; formulation of a strategy to overcome these obstacles.
- Identification of the constraints and obstacles in the sub-sector of non formal education.
- Action research has been carried out with local communities in five West African countries on the empowerment for local management of resources through NFE.

- Evaluative research activities are also being undertaken in such areas as community schools, nomadic education, etc.
- The group also plans to support research in emerging priority ares such as the role of NFE in coping with HIV/AIDS or conflict areas in Africa.

Capacity Building

- Develop the research capacity of local actors to analyze the role of non formal education.
- Promote capacity building and capacity utilization in NFE organizations and groups.
- Promote a culture of "learning from each other" amongst NFE groups through exchange visits and sharing expertise.
- Facilitate activities that target the reinforcement and coordination within a country.
- Encourage the formation of national teams to work on non formal education.
- Organize workshops.
- Activities are based on a comparative, contextual and gender sensitive perspective, taking into account cross-country comparisons, contextual assessment and gender sensitive orientation.
- All activities have as a concurretn objective and evaluation criterion producing optimum impact on the training and professional capacities of participants.

d) Results

Processes

- Foster constructive dialogue between all the partners on the policies and practices of non formal education so as to stimulate the development of coherent viewpoints and appropriate advocacy strategies that would enhance the role and status of NFE in participating countries.
- An exploratory mode which involves support for mapping out the field of NFE in terms of actors and activities. This is usually the entry point for the ADEA-NFE-WG and is one of the first activites to be undertaken as a basis for setting up a Country Working Group on NFE.
- A responsive mode, which involves supporting a wide range of field activites in line with needs expressed by Country Working Groups and major NFE organizations.
- An investigative mode, which involves support for research and knowledge building activities in support of community empowerment and a deepened understanding of NFE attributes.
- A reflective mode, which involves supporting work at the conceptual and theoretical levels that can help to clarify the comparative advantages of NFE and locate it within the broader sphere of general provision of education and training opportunites.
- A collaborative mode, which involves support for operating partnerships and local ownership of NFE activities.

Products

- National working groups in several countries (Benin, Burkina Faso, Ethiopia, Guinea, Kenya, Mali, Namibia, Niger, Nigeria, Senegal and Zambia) and training courses in others (Botswana, Ghana, and South Africa).
- Support was provided for a state-of-the-art study of non formal education in Ethiopia in order to map out the field (stakeholders, activities, priorities, support, etc.) and provide a platform for setting up a National Working Group (NWG) for future development.
- A broad study on the impact of NFE was initiated in Burkina Faso with full involvement of the NWG, which is one of the most active of those established so far.
- A series of meetings were held with a widening circle of stakeholders in Zambia, resulting in the setting up of a National Working Group. The NWG was given support for a national symposium to review the state of NFE in Zambia and to broaden the membership of the group by involving stakeholders from across the country.
- The ADEA-NFE-WG supported and participated in a National Forul on Literacy organized in Burkina Faso. This resulted in the formulation of a new ten-year program on literacy for all.

- Support for instiutional development activities to promote NFE policy and capacity building in the West African sub-region. Working in collaboration with the University of Ouagadougou (Burkina Faso), the University of Louvain (Belgium) and UNESCO, the group played a key role in setting up a chair in Burkina Faso for training NFE and adult educators in West Africa.
- A national working group in NFE was set up in Kenya, contributing to a major initiative for the development of NFE in Kenya, involving the Ministry of Education, UNICEF, CIDA and other agencies. As part of this initiative the ADEA-NFE-WG is supproting the settingup of a database in main actors and activites in NFE. It also supported a national forum and exhibition on NFE organized by the Ministry of Educaiton and the Department of Adult Education. A strategic work program for the development of NFE was also discussed and formalized at the forum.
- The ADEA-NFE-WG supported an initiative by three Sahelian Ministers (Burkina Faso, Mali and Senegal) to create a Foundation for NFE, involving partnership between state and civil society. This foundation is now being extended to other countries in the region (Chad, Niger Mauritania, Benin, Central African Republic, Congo, Cote d'Ivoire and Guinea), with support from CIDA and IDRC, as well as assistance from the ADE-NFE-WG. At a special workshop on this initiative the legal and constitutional documents pertaining to the Foundation were set out, and a program of core priority activities was also established.
- The results of an earlier study (Padlos) on the use of NFE to empower communities for local problem-solving were re-negotiated with the countries concerned (restitution) and disseminated to a number of other countries through a participatory research mode. This restitution and dissemination exercise, supported by the ADEA-NFE-WG and led by Florida State University, was designed to promote local ownership and use of the findings and methodologies of the earlier study.
- The ADEA-NFE-WG initiated preparatory work for a study of community schools in Zambia, in collaboration with UNICEF Zambia and the Royal Netherlands Embassy in Lusaka. The study will be jointly funded and it is envisaged that the Zambia NWG will play a major role in the execution of the study. The idea of a three-way joint funding will help to diffuse specific agency ownership labels which may be attached to the study, and to encourage local ownership.
- A workshop was organised in Botswana on issues relating to diversifying education delivery systems. The focus was on reviving the discourse on the interface between formal and non-formal provision and delivery modes in education. The ADEA-NFE-WG worked in collaboration with Education for Development at the University of Reading (UK), the Royal Netherlands Embassy in Pretoria and ERNESA in Botswana, to initiate and organise this workshop for countries in Southern Africa and Eastern Africa. The workshop brought together practitioners in NFE, researchers, ministry officials responsible for NFE, NGOs and funding agencies active in the field, to review the latest concepts, theories, practices and experiences in Africa and elsewhere. It was successful in mapping out promising strategies and policy guidelines for bridging the gap between NFE and the formal education system. It highlighted the advantages of diversified provision as well as the challenge of managing such diversity within a more holistic education framework.
- A highly successful pre-biennial symposium and exhibition was organised in Johannesburg by the ADEA-NFE-WG. The focus was on the dynamics of NFE in terms of empowering communities, creating a literate environment and reading culture, as well as in building capacity for holistic education provision and management.
- A number of publications were produced and widely disseminated as part of the process of information exchange and publicity within the NFE movement. There were two *Newsletters* with contributions relating to activities in several countries, as well as a focus on some international activities involving African countries. A report on the Botswana workshop was published and widely distributed to stimulate the debate on strategies for bridging the gap between formal and non formal education within a diversified delivery system. An earlier workshop report, which was held in Namibia, on the subject of work force education, was also published. This workshop had been sponsored by the ADEA-NFE-WG in the context of a wider regional USAID program. The results of the program were produced in the form of one

comprehensive publication, which included the Namibia workshop.

- The group also circulated brief reports and information documents in a more informal manner.

Direct Outcomes

- Personnel of non formal education trained in different aspects: research, analysis, quality control, etc.
- Understanding how best the ADEA-NFE-WG can respond to local initiatives, as well as how it can be proactive in helping to advance NFE in the country.
- Progress in the understanding of the strengths, weaknesses and potential of NFE in African countries, through state-of-the-art studies, impact surveys and restitution exercises.

Indirect Outcomes

- Support of the joint initiative between the University of Ouagadougou and the University of Louvain in Belgium to create a training chair for adult education at the sub-regional level.
- Support to the initiative of the ministers in the Sahel countries in the creation of a non formal education foundation in nine African countries.
- Advocacy for NFE.
- Promote local ownership.
- Facilitation of community-based approaches to the development and extension of NFE.
- Greater involvement of Anglophone Countries in eastern and southern Africa.
- Progress in bringing a sense of structure and cohesion to the highly fragmented field of NFE by stimulating and supporting the formation of National Working Groups.
- Providing a platform for NFE stakeholders to influence national policy.
- Widening of the range of projects and programs by bringing in new priority concerns such as education for nomadic populations, street children, HIV/AIDS orphans, and other vulnerable groups.

BOX #10: Working Group on the Teaching Profession/a.s.

a) Origins and Objectives

The teaching problem is the Gordian knot of education policies. All countries that face the challenge of providing high-quality education for all must solve the difficult problem of having a sufficient supply of qualified teachers at an affordable cost in relation to the national budget.

Today, primary school teachers are often a beleaguered and dispirited force, their status much eroded and their working conditions poor. The lifting of teacher morale is a great challenge, since most countries cannot afford additional monetary incentives. But not all measures to regenerate teachers' professional pride and enthusiasm need be costly. (Education in sub-Saharan Africa, page 41).

What is true for primary school teachers is also true for almost all teachers in nearly every African education system. The Working Group on the Teaching Profession (WGTP) focuses on this complex yet vital issue.

The working group's global objective is to improve the quality of basic education in sub-Saharan countries by bettering the existing teacher management and support systems as well as the teaching and learning environments.

Some of WGTP's specific objectives are to:

- Improve the quality of basic education in the countries of sub-Saharan Africa through teacher professionalism and the strengthening of teacher support mechanisms such as teacher training institutes and centers;
- Encourage and aid African education ministries formulate new policies and strategies;
- Adopt new practices that will improve teachers' working conditions and, consequently, their performance in the classroom;
- Mobilize education ministries, their local partners, and outside agencies so that they all participate in the TMS program;
- Adopt a holistic approach to management and support problems;
- Ensure that TMS policies take into account gender issues;
- Link management and support activities to the broader objectives of "education for all" for those countries that participate in the program.
- Encourage education ministries to integrate their TMS strategy into national education reform plans and programs.

b) Organization

The WGTP/a.s. lead agency is the Commonwealth Secretariat, which also ensures that coordination is led by a member of the organization who is from Africa. It is worth noting that the WGTP addresses problems and issues that concern other Commonwealth states outside of Africa. This explains the WGTP's seamless integration into the institutional environment of the lead agency. The WGTP/a.s. has national and regional bodies.

At the national level, Country Working Groups were established within the education ministries. The Country Working Groups are:

- Frameworks within which teaching profession issues are addressed;
- Tools for mobilizing local support;
- Vectors of information and advocacy.

At the regional level, several structures have been established:

- Since 1995, a group that includes eight members of the SADC (Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia, and Zimbabwe);
- A group, currently being formed, for Eastern Africa, including Kenya, Tanzania, and Uganda.
- High-level meetings between permanent secretaries from national ministries that provide better leadership and support for the WGTP/a.s. program.

The following countries make up the WGTP/a.s.: Botswana, Ghana, Gambia, Kenya, Lesotho, Malawi, Mozambique, Namibia, Nigeria, Seychelles, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, and Zimbabwe.

Among the organizations that support the WGTP through the Commonwealth Secretariat are: CFBT, DANIDA, FINNIDA, NEDA, NORAD, SATO, AATO, French Foreign Ministry, GTZ, ILO, Rockefeller Foundation, FAWE, SIDA, UNESCO, UNICEF, and USAID.

c) Activities

The WGTP/a.s. implements a "Teaching Personnel Management and Mobilization Program" in each participating country. This program involves advocacy, research activities, and, more importantly, capacity building.

Advocacy

The complexity and diversity of the problems facing the teaching profession in Africa lead the working group to adopt a strategy of consultation with and participation of all the principal actors in the education field.

In line with this strategy, the program on teaching personnel management and mobilization began in October 1993 following a meeting held in Tanzania. Participants included the principal decision makers, planners, and administrators from the ministries of education, representatives from teacher training services, researchers, teaching trainers, representatives from teachers' unions and professional associations, and representatives from international organizations.

In order to follow up and evaluate the progress made by the program, similar meetings were held in 1994 (Harare), 1995 (Accra), 1998 (Zanzibar), and 1999 (Moputo).

At the national level, the strategy for involving the main partners translates into the creation of Country Working Groups. Similarly, the creation of regional groupings bodies, mentioned above, in Southern and Eastern Africa adds to the program's visibility.

Research

The countries undertake national diagnostic studies on the state of teaching professionals and on specific aspects of their action plans, such as working conditions for teachers, teacher management, teacher status, and problems faced by female teachers.

Several studies of interest to all the countries were commissioned by the WGTP itself: for example, *Function and Performance of Teacher Management Systems* and *Legal Framework for Teacher Management.*

Finally, training activities are supported by various research studies that result in the publication and distribution of training documents.

Capacity Building

Many diverse activities contribute to capacity building. These activities are undertaken at the national level within the framework of national action plans as well as by the WGTP/a.s. in the form

of support activities. They include:

- Making and distribution of learning and reference materials. Four modules for the training of school inspectors were created in 1998. Since then, three new supports have been created and distributed.
- Training school inspectors;
- The WGTP/a.s. organized a training system for this field that began in 1998 with instructor training at the regional level followed by local training in the countries. This training method is also used for other types of personnel.
- Periodic WGTP/a.s. meetings, study trips, and working group leader facilitation visits further contribute to capacity building.

The following elements of Botswana's national action plan illustrate the inter-relation of national-level activities and capacity building:

- Improve working conditions, access to housing, and other subsidies;
- Abolish sexual discrimination in manuals;
- Promote women to high-level positions;
- Improve the management of data on teachers and establish a reliable data management system;
- Restructure the inspection system;
- Improve initial teacher training and continuing education;
- Provide career guidance for teachers;
- Improve the evaluation system;
- Provide specific training for teachers of remedial education classes.

d) Results

The WGTP/a.s. is established in the participating countries and has had a number of achievements to date. (see P.T. Mmantestsa, Marope. *Capacity Building Through ADEA Working Groups: Applicable Practices and Lessons*, ADEA 1997 Biennial Meeting, Dakar, page 164-165).

Processes

- Open consultation and dialogue.
- Better participation during the conception, elaboration, and implementation phases of programs.
- Improved research methods.
- Diagnostic studies procedure.
- Needs analysis procedures.
- Use of research for identifying problems and solutions.
- Use of research findings for crafting policies and practices.
- Integration of activities into national policies and training programs.
- Experience sharing.
- Better curriculum evaluation and design procedures.
- Improved TMS.
- Regional information sharing and collaboration.

Products

- Publications.
- National action plans.
- Legal frameworks for teacher management.
- Questionnaires.
- Numerous workshop reports.

Direct Outcomes

- Trained inspectors.

- Trained teachers.
- Improved continuing education for teachers and inspectors.
- SADC: TMS.

Indirect Outcomes

- Better incentives for teachers.
- Better working conditions.
- Better supervision and support for teachers.
- Better incentives for teacher supervision.
- Improved consultation of teachers concerning their working conditions.
- Better relations between teacher unions and ministries of education.
- Civil servants with greater concern for teachers' work conditions.
- Teacher supervisors more sensitive to gender gaps.
- Improved research skills.

Box n° 11 : Working Group on the Teaching Profession (f.s.)

Origins and Objectives

Overcrowded classrooms, irregular salary payments, insufficient training supervision and other such troubles are encountered on a daily basis by the majority of African teachers. These working conditions sap the motivation and performance of teachers, and are damaging to the development of the quality of basic education.

Furthermore, the demographic outburst and the economic constraints which the African countries are confronted with leaves very little room for improving conditions for teachers. A new strategy must be introduced that optimizes the use of existing resources.

The Working Group on the Teaching Profession is moving in this direction. The use of computerized tools in the personnel management and redeployment, using voluntary or temporary help, the role of the hierarchy and continuing education are some of the themes being addressed to ensure a more rational approach to personnel management,. These introduce an educational context which is favorable to a harmonious teaching and learning environment

The objective of the Working Group is to assist the African Ministries of Education in developing a sound basic educational system by working towards improved management systems, providing support to the educational workforce as well as improved teaching conditions. This may be done through:
Upgrading of management
The use of computers
Training in evaluation methodology and techniques
Defining and setting up precise levels of responsibility, from the national to the local levels (*hierarchical problems in the decentralization process*)
Research/actions
Schools/HIV /AIDS

1. Organization:

After the general task aimed at capacity building for management personnel and improving teacher motivation, in 1999, the WGTP/fs decided to put the national teams to work on the research/studies defined by the Ministers which bore on certain aspects of the general action plan which was adopted by each country, (recruitment "employment/posts/staff", internal efficiency and the role of the teacher, teacher unrest, identity and image, redeployment, etc.). In this way, emphasis is put on national team visibility in relation to its direct hierarchy by ADEA and its donors and the formulation of concrete, empirically tested proposals aimed at increasing access to schools and improving the quality of the education system.

Fourteen francophone countries are participating in the program: Benin, Burkina Faso, Côte d'Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, the Central African Republic, Senegal, Chad and Togo.

2. Activites :

Advocacy
- Follow up and development of the internal and external communication capacity of the WGTP/f.s through the newsletter entitled "Lettre du GTPE/SF".
- Consultations between the Working Group's coordinating body and the Ministers of Education of WG member countries.
- Publications.

Research

Evaluate the impact of new alternatives in recruiting teachers, examine the efficiency and formulate proposals to make recruitment strategies more reasonable ; propose measures to motivate and retain

teachers working in particularly difficult environments (Burkina) ; Propose innovative policies which are intended to reduce teacher unrest (a positive identity and image of the teacher) (Côte d'Ivoire) ; define ways and means of trade union participation in school management (Benin) ; identify different types of training, and supervision of teaching personnel for better internal satisfaction (Benin – Togo). Identify the tools for setting up school mapping, better balance of staff, (dialogue/cooperation between the ministries of Education, Finance and Civil Servants (Côte d'Ivoire); make schools more accessible to a larger number of pupils through: a high availability of teaching personnel and with high attendance levels by associating this with the fight against aids and its prevention in schools; pursuit of research/actions defined by the individual ministries for which the national teams are responsible. This was decided during the second semester of 1999 , along clearly defined terms of reference, according to a precise schedule.

Capacity Building

Study trips and/or follow up activities relative to these research actions (technical support by experts from the North and the South):capacity building to southern expertise and "cross fertilization"); methodological workshops and annual meetings for the directors of national teams in order to pool their results and share experiences. The financial partners of the WGTP/f.s are invited to participate in the meetings.

3. **Results :**

Processes

Open consultation and dialogue
Better participation during the conception, elaboration, and implementation phases of programs
Improved research methods
Diagnostic studies procedures
Use of research for identifying problems and solutions
Integration of activities into national policies and training programs
Experience sharing
Better curriculum evaluation and design procedures
Improved teacher management and support (TMS)
Regional information sharing and collaboration.

Products

Publications
National action plans
Teacher career profiles
Numerous workshop reports

Direct Outcomes

Improved continuing education for teachers and inspectors
Establishment of national teams
Constitute a network of African experts

Indirect Outcomes

Better working conditions for teachers
Supervision and support for teachers concerning their work conditions
Better relations between teacher unions and ministries of education
Teacher supervisors more sensitive to gender gaps
Improved research skills

ANNEX 4: Table on WG Stages and Characteristics of Growth

STAGES AND CHARACTERISTICS OF GROWTH	Management Functions	Funding	Membership	Impact on Policy, Programs and Practice	Linkages/ Institutionalization	Outreach/ Exchange	Visibility	Sustainability
Expanding Key characteristic: Limited number of countries represented in WG; pilot activities; lead agency plays coordination/facilitation role Regional exchange primarily limited to countries with a WG Sustainability: limited outside ADEA mechanism as a funded WG	• Lead agency plays a key role in facilitating and managing overall activities	• High need of both unrestricted and restricted funding • Restricted funding comes from a limited number of agencies (around 5) • Restricted funding level less than $500,000 • Audit functions carried out by lead agency • Funds for WG activities primarily through direct ADEA support	• Pilot programs limiting country membership • Limited number of professionals in country members of WG • Some countries have national teams • Country established national team/action less than 10	• Primarily to WG member in country • ADEA mechanism is primarily access to leverage policy makers • Beginning efforts to engage in capacity building	• Limited African expertise/ consultants • Searching for partner African institution • Efforts underway to build on activities of other institutions such as IIEP	• Within WG teams • Cross-country exchange between members of WG • Ad-hoc exchanges between WGs • Publications, advocacy materials and/or training programs are limited	• Primarily limited to countries with a WG • Well-known in ADEA mechanism	• High for individual competencies of WG team members • Low for on-going results of program in-country w/o ADEA funding support

STAGES AND CHARACTERISTICS OF GROWTH	Management Functions	Funding	Membership	Impact on Policy, Programs and Practice	Linkages/ Institutionalization	Outreach/ Exchange	Visibility	Sustainability
Anchoring Key characteristic: Expanded country membership; trickle-out of results to broader professional community; African partnership in progress Regional exchange to countries w/o WG Sustainability: probable	• Appropriated by country teams • WG has a steering committee	• Limited need of unrestricted funding • Restricted funding comes from a wide range of agencies • Funding to support WG from countries/African institutions • Restricted funding level greater than $500,000 • Audit functions carried out by lead agency • Direct funding from agencies outside of ADEA mechanism	• Moved to open enrollment in which any country that wants to can take part in program/new countries still join through WG • Large number of countries participate in WG/national teams (10+)	• Robust work plan in all categories if activities (research, advocacy, capacity building) • Can leverage efforts on ministries, etc. on a regional basis- even in countries w/o WG • Moving beyond ADEA mechanism to leverage policy makers	• High level of African expertise/ consultants • African institutional partner identified but WG still plays coordination role • Links established to other institutions	• Trickles out to professionals who are not members of WG national teams • Regional impact including countries w/o WG national team • Exchange with other WGs at this point are done in a structured, consistent manner est. in work plan • Extensive catalogue of publications, advocacy materials and training programs/ use primarily within ADEA mechanism	• High in countries with WG/ Low in countries w/o WG • High inside ADEA mechanism	• High for individuals in WGs • High for on-going program in country • Low for new programs in new countries w/o ADEA support

STAGES AND CHARACTERISTICS OF GROWTH	Management Functions	Funding	Membership	Impact on Policy, Programs and Practice	Linkages/ Institutionalization	Outreach/ Exchange	Visibility	Sustainability
Mature Key characteristics: African partner plays lead role in WG coordination; membership moves outside function of ADEA WG status Cross-continent exchange Sustainability: high	• Technical Review Board • Appropriated by African institution • 10 or more paid staff at regional and/or national level • Coordinator is African	• No need of unrestricted funding • Fundraising activities extend beyond the development community/ agencies • Restricted funding exceeds $1,000,000 • Wide array of agencies that provide support to WG • 30% or more of budget through direct agency funding • Established own audit functions	• Creation of country/ national teams beyond function of ADEA WG mechanism • WG established as an NGO/African institution	• WG becomes the coordination mechanism for activities in this area outside of ADEA mechanism • No longer needs ADEA umbrella to leverage policy makers • Robust work plan begins to explore ways to address issues and/or use WG approach outside thematic area	• High level of African expertise • WG activities/ theme institutionalized into ministry functions	• Country-established teams • Regional exchange outside of ADEA WG function • WG has cross-continent exchange • WG has a mechanism to maintain substantive exchange with other WGs • Extensive catalogue of publications, advocacy materials and training exercise co-opted and used by other non-ADEA groups	• High in ADEA • High outside ADEA • Name of WG becomes common currency	• High at individual and institutional level • WG can thrive outside ADEA WG status

ANNEX 5: Management of ADEA WGs

Use of Summary Description

WG	Use of summary description of programmatic activities for two calendar years
WG Books and Learning Materials	One year only. Objectives should preferably not be described as processes "to enhance," but as state of affairs.
WG Distance Education and Open Learning	No document.
WG Early Childhood Development	No document.
WG Female Participation	(97-99 version, as the year 2000 plan is not received): No. This document is not covering the same headlines.
WG Finance and Education	No document
WG Higher Education	No use of the summary description. Seems unnecessary.
WG Non Formal Education	Very thorough use of "summary description".
WG Research and Policy Analysis	No document.
WG Education Sector Analysis	Description: Yes, adjusted.
WG Education Statistics	Yes.
WG Teaching Profession/a.s.	Yes.
WG Teaching Profession/f.s.	Yes.

Observations on Work plan and Budget for the Year 2000

WG	Use of summary and detailed tables
WG Books and Learning Materials	Detailed tables presented
WG Distance Education and Open Learning	
WG Early Childhood Development	
WG Female Participation	(97-99-version): Not in the version assessed by the review. Only the total budget for each of the five components is given.
WG Finance and Education	
WG Higher Education	The budget is presented in a summary form. Seems appropriate. More detailed tables not needed.
WG Non Formal Education	Only summary budget tables are presented.
WG Research and Policy Analysis	
WG Education Sector Analysis	Summary table only.
WG Education Statistics	Yes.
WG Teaching Profession/a.s.	Only summary table presented in ST/Com99/2/6.
WG Teaching Profession/f.s.	Yes, both summary and detailed tables are presented.

WGs	**Links between planned activities and budget. Is it easy to comprehend?**
WG Books and Learning Materials	Yes, activities are indicated in the tables
WG Distance Education and Open Learning	
WG Early Childhood Development	
WG Female Participation	(97-99-version): There are very close links between description and budgets, but the budgets consist of one figure only for each component.
WG Finance and Education	No. Activity for 2000, activity calendar and budget for 2000 use different names for activities.
WG Higher Education	Yes. This is very accessible as description of activity, output and budget is included in one table.
WG Non Formal Education	Budget tables include activity information. More details are wanted as the budgets are characterized by very round figures.
WG Research and Policy Analysis	
WG Education Sector Analysis	Links are not easy to define. Difficult to use as a budget/ planning document.
WG Education Statistics	Links between planned activities and budgets items not clear.
WG Teaching Profession/a.s.	No, links are vague.
WG Teaching Profession/f.s.	Yes, the activities are listed under "Content of the Program" and detailed tables presented for each activity.

Annual Report and Report on Expenditures

	How is information on last year's activities presented?	Any discussion about cost-efficiency of last year's expenditure of funds? Results vs. costs?	Any presentation of expenditure vs. budget? Correspondence or difference?
WG Books and Learning Materials	Not found in the work plan and budget.	Not in the work plan and budget.	Not in the work plan and budget.
WG Distance Education and Open Learning			
WG Early Childhood Development			
WG Female Participation	The Stcom98/2/6 document is very general and not year specific.	Such issues are not covered.	No.
WG Finance and Education	Work plan 2000 consists to a large extent of reporting for 1999.	Not found in work plan.	No.
WG Higher Education	"Activity Report" from Oct.98 to Oct. 99 included in StCom99/2/6.	No.	No.
WG Non Formal Education	Work plan does not include report on activities on annual basis, but general.	Not in the work plan.	No.
WG Research and Policy Analysis			
WG Education Sector Analysis	Previous activities are included in the work plan, but not identified on yearly basis.	Not found in work plan.	Expenditures for 1998 presented in summary table, together with budgets for 1999 and 2000.
WG Education Statistics			
WG Teaching Profession/a.s.	Not identified as separate subject but integrated in work plan description.	No expenditures presented. No information about results/costs.	No.
WG Teaching Profession/f.s.	Seems to start the new reporting format with separate annual report as there is little on 1999-year activities in the work plan.	Not in the work plan.	No.

Presentation of Logframes

	Coherence between "Summary Description" and LFA table?	Are the indicators quantifiable?	Does the frame clarify and add new insights compared to "summary description"?	"Assumptions" to explain how one level in the hierarchy is connected to the next.
WG Books and Learning Materials	Difficult to find logical coherence.			It is not formulated this way as only "outputs" are listed.
WG Distance Education/ Open Learning				
WG Early Childhood Development				
WG Female Participation	No.			The table is not this kind of LFA-matrix. Outputs and indicators often more or less the same.
WG Finance and Education	LFA not received.			
WG Higher Education	LFA not received.			
WG Non Formal Education	Difficult to see the direct relationship. Purposes in the frame do not correspond to WG objectives.	Most indicators are not quantified, but many could be.	Difficult to see advantage of "benchmarks and outputs".	"Assumptions" are only related to each output.
WG Research and Policy Analysis				
WG Education Sector Analysis	Yes, purpose and global objectives are similar.	Indicators could be much more quantifiable. "Dialogue and Cooperation" are very vague as indicators. Often activities are included as "indicators".		It is not formulated this way as only "outputs" are listed.
WG Education Statistics				
WG Teaching Profession/a.s.	Global objective same as purpose.	Quantities not indicated.	No, it does not seem so. More overlapping.	No.
WG Teaching Profession/f.s.	No. Difficult to see how "objectives" and "purpose" are related.	No.	The main input from the frame is the listing of concrete activities.	Not used this way.

ANNEX 6: Interview List

	Country	Last Name	First Name	Organization	Title
AFRICA					
	Angola				
		Mbala	Zanaga		
		Zivendedele	Sebastiao		
	Benin				
		Ayedoun	Abdourazck		
		Kouagou	Rigobert	Commission Nationale, UNESCO	Secretary General
	Botswana				
		Bulawa	P.		
		Masendu	Mailhoatsie	Ministry of Education/ Dept. of Secondary Education	Principal Education Officer
		Mogotsi	Topoyame	MOE	Principal Education Officer
		Mokubung	Masego I.		
		Motlotle	Kgomotso		Education Specialist
		Motswakae	Ruben	Department of Secondary Education	Chief Education Officer
		Ramatsui	P. T.	Ministry of Education	Permanent Secretary
		Rayatgui	Philemon T.		
		Senene Mogami	Hermetinah	Ministry of Education	Deputy Permanent Secretary
	Burkina Faso				
		Badini	Amadé	ROCARE	
		Balima	Pierre	Ministère de l'Enseignement de Base et de l'Alphabétisation	Conseiller Technique
		Bationo	Bernadin	ROCARE	
		Boly	Barry	Coopération Suisse	

BEST AVAILABLE

ANNEX 6: Interview List

	Country	Last Name	First Name	Organization	Title
		Compaoré	Youssoufou	Responsable Etudiant	
		Coulibaly	Adama	Ministère de l'Enseignement de Base et de l'Alphabétisation	Secrétaire Général
		Dabiré	Louis	Ministère des Enseignments Secondaires Supérieur et de la Recherche Scientifique	Conseiller Technique
		Daboué	Julien	Ministère de l'Enseignement de Base et de l'Alphabétisation	Conseiller Technique
		Foro	Robert	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Conseiller Technique
		Ilboudo	Ernest	GTASE Burkina	
		Kaboré	Jean Baptiste	Ministère de l'Enseignement de Base et de l'Alphabétisation	Inspecteur Technique
		Kaboré	Tibo Hervé	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Université Ouagadougou
		Korbéogo	Sibiri	Ministère de l'Enseignement de Base et de l'Alphabétisation	Directeur ENEP Loumbila
		Ky	Madeleine	Ministère de l'Enseignement de Base et de l'Alphabétisation	IPB
		Nadié	Abel	Promotion du livre	
		Millogo	Pascal	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Directeur, Bureau des projets
		Ouedraogo	Bintou	ROCARE	
		Ouedraogo	Elisabeth	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Inspectrice Enseig. Secondaire
		Ouedraogo	Jocelyn	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Conseillère Pédag. Sc. Nat.
		Ouedraogo	Michel	Ministère de l'Enseignement de Base et de l'Alphabétisation	DEP (Recherche Planification)
		Piteinga	Etienne	Ministère de l'Enseignement de Base et de l'Alphabétisation	Directeur, Res. humaines
		Saba	Adama	Syndicat Enseignants	
		Sanou	Ouri	Ministère de l'Enseignement de Base et de l'Alphabétisation	Directeur Général IPB
		Sanou	Boworo	Ministère de l'Enseignement de Base et de l'Alphabétisation	Ministre
		Sanou	Salimata	Ministère de l'Enseignement de Base et de l'Alphabétisation	DEP (Statistiques scolaires)
		Sawadogo	Filiga Michel	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Recteur, Université Ouadadougou
		Sawadogo	Laya	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Secrétaire Général
		Sibibé	Kadidia	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	CRAEF (Education des filles)
		Somé	Jeanne	Ministère de l'Enseignement de Base et de l'Alphabétisation	Conseiller Technique

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	Country	Last Name	First Name	Organization	Title
		Sorgho	Zacharie		Inspecteur de l'Enseignement
		Sory	Tiama	GT Finances et Education	
		Tiendrebéogo	Alice	FAWE	
		Traoré	Ambou	Ministère de l'Enseignement de Base et de l'Alphabétisation	IPB (Manuels scolaires)
		Traoré	Malick	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	D.G. Enseig. Secondaire
		Yaméogo	Anatole	APENF	
		Yé	Jonas	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Conseiller Technique
		Yélémou	Robert	Ministère de l'Enseignement de Base et de l'Alphabétisation	Directeur, Enseignement de Base
		Yonly	Bernard	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	S.G. Com. Nat. UNESCO
		Zébango	Marlène	Ministère des Enseignements Secondaires Supérieur et de la Recherche Scientifique	Com. Nat. UNESCO
	Cameroon				
		Etoundi	Charles		Ministre d'Etat Chargé de l'Education
		Ngwane	George	National Book Development Council	Secretary-General
		Tchameni	Apolinaire	Ministère de l'Education nationale	Statistiques scolaires
		Yacouba	Aya	Ministère de l'Education nationale	Directeur Général
	Cote d'Ivoire				
		Afrika	Philbert	African Development Bank	Secretary General
		Diawar	Theresa Zelato		
		Doggoh-Bibi	Paul		Coordonnateur-régional du GTPE/SF
		Sarr	Assane		
	Ethiopia				
		Chung	Fay King	UNESCO International Institute for Capacity Building in Africa	Director
		Diouf	Marcel	OAU	

ANNEX 6: Interview List

	Country	Last Name	First Name	Organization	Title
		Eshete	Almaz	FAWE	
		Ngu	Joseoh	Economic Commissioon for Africa	Secretariat Addis Ababa
		Rowley	Dunham	World Learning	
		Wako	Tegegn	CSAP World Learning	Monitoring and Evaluation Specialist
		Worku	Yelfign		
		Zwedie	Tassew	United States Agency for International Development, Mission to Ethiopia	FSN
	Gabon				
		Maguenas	Mathias	Ministère de l'Education nationale	Secrétaire Général Adjoint
		Mefane	Blandine	Ministère de l'Education nationale	Statistiques scolaires
		Mitondo	M. J. B.		Direction des Ressources Humaines
	Gambia				
		Nadong-Jatta	Hon. Ann	Ministry of Education	Minister of Education
	Ghana				
		Aayeman	D. K.	University of Cape Coast	Prof. of Sociology/ Chairman of Techincal Committee
		Achampong	John K.	National Commission for UNESCO	Secretary General
		Adofo	Felicia	GES	
		Agyewan-Duah	Sara	Girls Education	
		Aidoo	Kate B.	GES	
		Akuffo-Amoabeng	B.A.	Ghana Natinal Commission on Children	Executive Secretary
		Ampeh-Nkmah	Mary J.	Ministry of Education	BED of GES
		Apronti	Mrs.		
		Asamuah	Iris	Catholic Educational Relief Services	
		Awortwi	Sophia G.	GES	

ANNEX 6: Interview List

	Country	Last Name	First Name	Organization	Title
		Awuah-Asare	P.K.	GES	
		Aydiya	Stephen	Ministry of Education	Coordinator for Develoment Partners
		Baku	Joshua J.K.	ERNWACA	
		Barukowski	E.	TMG	Contractor
		Bediako	Thomas Ango	All Africa Teachers Organizations	Secretary General
		Boakye	J. K. A.	Deeds Consult	Consultant (Educational Research)
		Boardman	Jerry	EDC/QUIPS	USAID Contractor
		Bowuona-Hammanad	Chris	Basic Education Division, GES	
		Christensen	Camilla	European Union	Youth Expert
		Colman	Thomas Hutton	Ministry of Education	Chief of Educational Planning and Statistics
		Crabble	Richard A. B.	African Publishers Network	Chairman
		Daaku	Florence	Basic Education Division	Director of Basic Education
		Danson	Yaw A.	Ghana Education Service	
		Degbato	Ellen E.	GES	
		Eghan	Hida	GES	
		Erneargu	Hagan	FAWE	
		Evans	Lynn	USAID	
		Fipson	Rose A.	GES HQ	
		Fobih	K.	University of Cape Coast	Head Department of Primary Education
		Gardner	Barbara	ILP/QUIPS	Teacher Trainning Advisor
		Gbadamosi	Alhaji	ERNWACA	Coordinator of Ghana Chapter
		Mahama	Esther	GES	
		Matos	Narciso	Association of African Universities (AAU)	Secretary General
		Morrison	Regina	Tech./ Voc. Edu. Division	
		Okyere	Beatrice	University of Cape Coast	Education Dept. Head
		Oransey	Sylvia	GAPS MOE	
		Osei	Juliana	ACAFE	National Coordinator-FAWENGO

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	Country	Last Name	First Name	Organization	Title
		O'Shaughnessy	Rosemary	GEU/WUSC	
		Ouaisia	Gerogina	GES	
		Owusu-Darko	Lucy	GAPS MOE	
		Pomary	Cecilia	Girls Education Unit/ MOE	
		Quaise	Georgina	GES	Assistant Director
		Quartey	Kwaku	Viedoforms	
		Reimmer	Fred	MINERVA	Director
		Sawyer	Harry	Advisor to the President	
		Sutherland-Addy	Esi	University of Lagon	Professor/ Institute of African Studies
		Thompson	Ida Fynn		Regional Inspector
		Tingbani	Leonard T.	Curriculum Research & Development Division	Director
		Vandyck	Agnes Ofosua	Ghana Book Education Council	Executive Director
		Watson	Sarah	Regional Education	
		Watson	Malcom		
		Yeboah	Vida Amaadi	FAWE/ Member of Parliament	Coordinator
	Guinea				
		Conde	Alamah	WGTP	Committee Member- Pilotage GTPE/SF
		Maka Kaba	Mme Madeleine	Forum des Education Africaine	Coordonnatrice
		Souare	Saidou	Ministère de l'Enseignement Pré-universitaire et de l'Education Civique	Coordonnateur de PASE
		Sow	Mamadou Aliou	Les Editions Ganndal	Directeur Général
	Guinea Bissau				
		Ba	Marcelina Santos		

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	Country	Last Name	First Name	Organization	Title
	Kenya				
		Aura	Peter M.	National Commission for UNESCO	Deputy Secretary General
		Ceesay	Mariama	FAWE	Director of Planning & Program Administration
		Gachukia	Eddah W.		Gender and Education Consultant
		Guichira	Salome		
		Hyde	Karin A. L.	Latilewa Consulting LTD.	Consultant
		Kabirou	Margaret	Early Childhood Development Network for Africa (ECDNA)	Coordinator
		Kiara	Cousdata K.	Ministry of Education, Science & Technology	Head of School of Health
		Kiugu	Erastus Muthuuri	Kenya National Commission For UNESCO	Secretary-General
		Kyungu	Sammy P.M.	Ministry of Education and Human Resource Management	Director of Education
		Lodiaga	John	Kenyas Education Staff Institute/ Ministry of Education Science and Technology	Director
		Mlama	Penina	FAWE	Executive Director
		Mujidi	Jedidah A.		Senior Inspector of School, Non Formal Education
		Mwende	Mwana	Child Development Trust	Director
		Nyamu	Florence Kiragu	FAWE	Program Manager
		Nzomo	Juliana	Ministry of Education	Economist, Planning Department
		O'Connor	Joseph P.	FEMSA	Regional Coordinator
	Lesotho				
		Kokome	Ms. N.	Ministry of Education	
		Leohla	Hon. Lesao A.	Ministry of Education & Manpower Development	Minister
		Mothibeli	Agnes		
		Oliphant	John	Lesotho National Teacher Training College	Director
		Paneng	Bernard M.	Ministry of Education	Permanent Secretary

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	Country	Last Name	First Name	Organization	Title
	Madagascar				
		Sylvain	Joseph		Direction des Resources Humaines
	Malawi				
		Gunsary	Charles M.		
		Lipenga MP	Ken	Ministry of Education, Sports and Culture	Minister
		Matola	Joseph	Ministry of Education, Sports and Culture	Director, Educational Methods Advisory Services
	Mali				
		Dembele	Moussa Soussin		Directeur national de l'Alphabétisation et des Langues nationales
		Konate	Mamadou		
		Lam	Mountana		
		Madi Keita	Fanta		
		Matola	J.	Ministry of Educaiton	
		Samasekou	Adama		Ministre de l'Education de Base
		Safuli	S.	Ministry of Education	Permanent Secretary
		Toure	Amadou	Les Nouvelles Editions Maliennes	Editor-Distributor
	Mauritius				
		Pen	M. N.	Ministry of Education	Coordinator of EFA
	Mauritania				
		Baga	M.	Ministère de l'Education	Directeur des Etudes et de la Planification
		El Hadj Brahim	Mohamdi Ould	L'Association Mauritanienne pour le Dévelopment et la Protection de l'Environment	President
		Moulaye	Salahoud		

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	Country	Last Name	First Name	Organization	Title
	Mozambique				
		Akuffo-Amoabeng	B.A.		Vice-Rector Academic
		Alitenge	J.D.	Ministry of Education	Pedagogical Inspector
		Bjorkman	Lars	World Food Program	
		Brito	Lidia Arthur Doutora	Universidade Eduardo Mondlane	Professor Catedratico
		Cardoso	C. A.		General Inspector
		Da Cruz	A. J.	Ministry for Education	Secretary General
		De Barca Ndiaye	Docilinda		Education Advisor
		De Fatima	Maria	Ministry of Education	General Inspector
		Duarte Asitenge	Jose	Ministry of Education	
		Francisco	Januario	NIED	Advisor
		Gerdes	Paulus	Universidade Pedagogica	
		Mahumane	G.	Ministry of Education	Pedgagical Inspector
		Mahute	Z.	Ministry of Education	Advisor
		Men-Donca	Paula	Ministry of Education	Head of Department, Human Resources
		Motswakae	R.		
		Muhate	Zefaima		
		Neagro			
		Nhavoto	Arnold Valente	Ministry of Education	Consultant
		Zncula	Carmen	World Food Program	
	Nambia				
		Angula	Hon. N.	Ministry of Higher Education	Minister
		Ilukena	Alfred	National Institute for Educational Development	Deputy Director MBEC
		Katoma	Loini-Nyanyukweni	Ministry of Basic Education and Culture	Permenant Secretary

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Country	Last Name	First Name	Organization	Title
Niger				
	Bondabou	Karimou	Ministère de l'Education nationale	Directeur des Affaires Adimnistratives et Educationnelles
Nigeria				
	Kinyanjui	Chris K.	ACTIONAID	Program Coordinator
	Momoh	Mohammed	NAN	Education Editor
	Olorum Funmi	M. O. A.	International Education	Deputy Director
	Oyalode	S.A.B.		
	Oyekanmi	Rotimi		Journalist
Republique Central Afrique				
	Anguimate	S.E.M. Eoais	Ministère de l'Education nationale	Ministre de l'Education nationale et de la Recherche Scientifique
	Guetewace	Piki Jonas		
Republique Democratique du Congo				
	Nzola	Nkoyo'a	Ministère de l'Education nationale	
	Otepa	Layema		
Sengal				
	Aly Sall	Mouhamadou	Ministère de l'Education nationale	Directeur de l'Education préscolaire et de l'Eseignmement élémentaire
	Aw	Cheikh	INEADE	Directeur
	Ba	Fatimata	Ministère de l'Education nationale	Conseiller Technique du MEN
	Ba	Omar	Directeur de la Planification et de la Réforme de l'Education	Inspecteur Departemental de l'Education nationale, Departement de Guediawaye
	Camara	Danielle	Ministère Délégué à l'Alphabétisation et à l'Education de Base	Conseiller Technique numero 1 du Ministre de l'Education de Base et des Langues nationales
	Coly	Gaston Pierre	GTLME	Membre du GT
	Diadji	Iba Ndiaye	GTASE	Formateur à l'Ecole Normale Supérieure, Secrétaire Général du SUDES

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	Country	Last Name	First Name	Organization	Title
		Diagne	Kassa	GTENF	Directeur du Project d'Alphabétisation Priorité Adulte
		Diaw	Aminata	Direction de la Planification et de la Réforme de l'Education	Inspecteur d'Académie de la région de Dakar
		Diop	Papa Madiop	Ministère du Plan	
		Diouf	Alioune Moustapha	GTAPE	Chercheur au ROCARE
		Dioum	Marieme	GTPF	Chercheur (FAWE)
		Fall	Serigne		Ex membre du GTFE
		Faye	Maguette	Fondation Paul Gerin-Lajoie	Homologue du charge de Project
		Fredette	Monique	CRDI	Consultante
		Garcia	Paco	GTENF	Directeur de l'ONG Club Martin Luther King
		Gueye	Madefall		
		Hammouda	Hakim Ben	CODESRIA	
		Lo Soumare	Fatou	Ministère Délégué à l'Alphabétisation et à l'Education de Base	Ex cadre du MEAB
		Melching	Molly	GTENF	Directice de l'ONG Tostan
		Mveondo	Bonaventure	AUPELF	Directeur
		Ndiaye	Honore	Universités	Directeur
		Ndiaye	Kohdia	CRDI	Chargée de l'Inforantion
		Ndiaye	Valdiodio	Universités	Administraeur du Project d'Appui à l'Enseignement supérieur
		Ndoye	Abdou Karim	GTREAP	Chercheur au ROCARE
		Ngom	Abdourahmane	GTSE	Chef de Division de la Planification de l'Education au MEN
		Ngom	Bougouma	GTASE	Secrétaire Général de la CONFEMEN
		Noumon	Rene Coffi	CODESRIA	Coordonnateur du GTFE
		Sall	S.E. Mame Boumana	Ministère Délégué à l'Alphabétisation et à l'Education de Base	Ministre
		Sangaré	Gaston	Direction de la Planification et de la Réforme de l'Education	Inspecteur Departmental de l'Education nationale du departement de Mbacke
		Sarr	Ibrahiima	Ministère Délégué à l'Alphabétisation et à l'Education de Base	Communication MEAB
		Sarr	Ndiawar	Universités	Recteur de l'Université Gaston Berger de Saint Louis
		Seck	Atou		
		Senghor	Racine	Ministère de l'Education nationale	Directeur de l'Enseignmement Moyen et Secondaire

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	Country	Last Name	First Name	Organization	Title
		Sonko	Andre	Ministère de l'Education nationale	Ministre de l'Education nationale
		Souané	Fossar	GTENF	Coordonnateur/ Secrétaire permanent du Conseil National des Opérateurs en Alpahbétisation
		Sow	Momar	Direction de la Planification et de la Réforme de l'Education	Inspecteur Departemental de l'Education nationale
		Sow	Nar Biram	GTREAP	Chercheur au ROCARE
		Sy	Alfouseyni	GTPF	Chercheur (FAWE)
		Tacko Ndao	Serigne	Ministère Délégué à l'Alphabétisation et à l'Education de Base	Directeur de l'Alphabétisation et de l'Education de Base
		Tapsoba	Sibry J.M.	CRDI	Directeur régional
		Toure	Abdoulaye		Coordonnateur
	South Africa				
		Coombe	Carol		Consultant (Commonwealth Secretariat)
		Niadoo	Gordon	OLSET	Executive Director
		Prah	Kwesi Kwaa	The Center for Advanced Studies of African Society	Professer/ Director
		Taylor	Allan	Ministry of Education	Ministerial Advisor
	Swaziland				
		Mayisela	D.	Ministry of Education	Regional Director
		Mkhoza	A. P.	Ministry of Education	Permanent Secretary
	Tanzania				
		Mwasambungu	Hudson David		
		Possi	Mwajabu	Dar-es-Salam	
	Tchad				
		Adam	Youssouf		Administrateur Général des Ressources humaines

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	Togo				
		Adandogou-Agounke	Kekeli Jeannine	Institut national et de la Recherche	Directrice Adjointe
		Analla	Gnoussirou		
		Bediako	Thomas Ango	AATO	Chief Regional Coordinator (EI), Secretary Genreral (AATO)
		Kudjoh	Ayaya		
	Uganda				
		Malinga	Florence	Ministry of Education, Sports and Culture	Commissioner, Educational Planning
		Nakazzi		Uganda National Commission	Secretary General
		Nkata	J.	TRC Study	Team Leader
		Tibarmbasa	Avitus K.M.	Makerere University	MGMT
		Walugemge	Frederick Edward		
	Zambia				
		Chewa	Chris	IMAGE	
		Chibesakunda	A. G.	Ministry of Education	
		Chikange	Frank W.	UNIV	Registrar
		Chilala	Winnie	UNIV	National Researcher FAWE
		Chilangwa	Barbra Y.	Ministry of Education	Deputy Permanent Secretary (TC)
		Chimuka	Daphne	FAWE	National Coordinator
		Chiputa	S.	Ministry of Education	Department of Teacher Education
		Chiwela	Jennifer M.	People Act Foundation	Freelance Education Consultant
		Hakalima	Shadreck	Ministry of Education	Director—Procurement and Supplies
		Kasanda	Sichalwe	MINEDUC	Permanent Secretary
		Kasonde	Christine	Longman Zambia Ltd.	General Manager

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	Country	Last Name	First Name	Organization	Title
		Kolkoni	John	MINEDUC	Chief Supplies Officer, Education Materials
		Malyenkuku	M. R.	MINEDUC	Senior Education Officer (Planning)
		Miyanda	Hon. Brig. GeneralGodfrey	Ministry of Education	Minister
		Mmenbe	Betram B.	Ministry of Education	Deputy Minister
		Msadabwe	Elizabeth	Zambia Library Service, Ministry of Education	Deputy Chief Librarian
		Munamwimbu	Ray	BPA	
		Muyeba	Kyangubaki Chiika-miyengo	Ministry of Education	Senior Curriculum Specialists
		Mwale	Gracewell	National Commission for UNESCO	Director
		Salahi	Katherine	Ballagio Publishing Network	Coordinator
		Sifunisop	Monde		
		Silanda	Emmanuel M.	Ministry of Education	AG Director—Planning
		Tambulukani	G.	University of Zambia	School of Education
		Yashini	Antonina Ponga	FEMSA	National Coordinator
	Zimbabwe				
		Chawawa	M.	ZOU	Acting Chairman
		Chifunyise	Stephen J.	Ministry of Educaiton, Sports and Culture	Secretary
		Chivore	Boni	Zimbabwe	Professor
		Choga	F.	Ministry of Education, Sports and Culture	
		Chombo	Hon. I. M. C.	Ministry of Higher Education and Technology	Minister
		Dzuimbo	P.K.	Zimbabwe Open University	Acting Vice Chancellor
		Ka	Samba	African Capacity Building Foundation (ACBF)	Administrateur Principal du Programme
		Mabande	Peter	Zimbabwe Teachers Association	Chief Executive
		Machinga	Gabriel M.	Ministry of Education, Sports and Culture	Minister
		Makere			Deputy Director
		Mambo	Michael Ngoni	Ministry of Higher Education and Technology	Permanent Secretary
		Matmati	E.K.	Zimbabwe	Director—Education Development

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	Country	Last Name	First Name	Organization	Title
		Mlambo	M.	Ministry of Education, Sports and Culture	
		Naphosa	Norman	Solusi University	Professor of Education
		Ndamera	Netsai N.		
		Ndlovu	Sikanyiso	Ministry of higher Education and Technology	Deputy Minister
		Ngwenya	S.	School and Standards Control	Director
		Pakkiri	Devi	Zimbawe Women' s Resource Center	
		Pfunkani	Patrick	Ministry of Education	
		Sahaka			
		Sisimayi	R	Ministry of Education	Regional Director
		Utete	Evaristo C.	Ministry of Education, Sports & Culture	Education Officer
		Zuakanaka Mlambo	Manki	Ministry of Education	Deputy Director
EUROPE					
	Austria				
		Bitter	Patrizia	Austrian Development Cooperation	Education and Training/ Sector Analysis
		Perlaki	Gerti	Austrian Development Cooperation	Consultant for Gender Issues
	Belgium				
		van der Eecken	Tineke	Flemmish Office for International Cooperation and Technical Assistance	Representative for Zambia
	Denmark				
		Larsen	Peter		
		Rasmussen	Poul Erik	Royal Danish Ministry of Foreign Affairs	Technical Adviser Education
	Finland				
		Kuuttila	Jarmo		

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	Country	Last Name	First Name	Organization	Title
	France				
		Beaurin	Claude		
		Chabert	Alain		Assistance Technique Française/ Tchad
		Faugere	Pierre	WGTP/f.s.	Assistance Technique Française/ Mali
		Guernou	Thierry		Coordonnateurr
		Ott	Pascal	French Embassy/ Ghana	Assistance Technique Française/ Benin
		Peratoni	Jacques		
		Seren	Annie		Assistance Technique Française/ Togo
		Thaudet	Gilles		Ministère des Affaires Etrangères, France
		Vincent	Jean Jacques		Assistance Technique Française/ Madagascar
	Germany				
		Rauh	Christoph	German Embassy/ Mozambique	
	Netherlands				
		Hellemen-Toxopeus	Claudine	Dutch Ministry of Forgein Affairs	WGECD Coordinator
		Ouedraogo	Adama	Royal Netherlands Embassy/ Burkina Faso	
		Peters	Marianne H.T.	Dutch Ministry of Foreign Affairs	Policy Officer Education and Developing Countries Division
		Tesselaar	Rita	Dutch Ministry of Foreign Affairs	Sr. Policy Advisor Gender/ Women and Development
		Van den Bosch	Kees B.	Royal Netherlands Embassy/ Zimbabwe	
		Van der Zwan	Leo	Royal Netherlands Embassy/ Burkina Faso	
		Wolfs	Lucien	Dutch Ministry of Foreign Affairs	Head of Education and Developing Countries Division
	Norway				
		Volan	Sissel	NORAD	Senior Education Adviser/ ADEA Steering Committee Chair

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	Country	Last Name	First Name	Organization	Title
	Sweden				
		Anderssan	Vanh	Swedish Embassy/ Mozambique	
		Halvarsson	Sigrid	Swedish International Development Cooperation Agnecy	Senior Program Officer, Education Division, Department for Democracy and Social Development
	Switzerland				
		Bartlett	Kathy	AGA KHAN FOUNDATION	Program Officer, Education
		Byll-Cataria	Ahlin	Direction du Dévelopment et de la Coopération	Charge du Programme
		Lagier	Fabienne	Swiss Agency for Development and Cooperation	Consultant
	United Kingdom				
		Abugri	J.A.	Abugri & Associates	Managing Consultant
		Kaluba	Henry L	Commonwealth Secretariat	Program Coordinator, Teacher Management Support, Education Program
		Mannathoko	Changu	Commonwealth Secretariat	WGNFE
		Matlin	Steve	Commonwealth Secretariat	Director, HR Development Division
		Priestly	Carol	WGBLM	Coordinator
		Quist	Dawn		Consultant
		Torkington	Kate	WGECD	Consultant
		Wright	Cream A H	Commonwealth Secretariat	Deputy Director, Head of Education Department/ HR Development Division
NORTH AMERICA					
	Canada				
		Chaplin	Diana	Canadian Agency for International Development (CIDA)	Senior Development Officer
		Grandbois	Alain	University of Quebec at Montreal (UQAM)	Professeur et Directeur de Projets internationaux
		Horsley	Howard	Canadian High Commission for International Development	Education Field Officer/ Ghana
		Lavallee	Claudette	Canadian Agency for International Development (CIDA)	
		McWilliams	Patricia	Commonwealth of Learning	Education Specialist

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	Country	Last Name	First Name	Organization	Title
		Ouedraogo	Fati	Canadian Embassy/ Burkina Faso	
	USA				
		Hartwell	Ash	AIR	Education Specialist
		Lewis	Suzanne Grant	Harvard University	Assistant Professor
		Maamouri	Mohamed	International Literacy Institute	Associate Director
		Miller-Grandvaux	Yolande	AED	Education Specialist
		Moock	Joyce	Rockefeller Foundation	
		Moreau	Talaat	AED	Education Specialist
		Pinnelli	Sheryl	EDC	Education Specialist
		Prysor-Jones	Suzanne	AED	SARA Director
		Rideout	William M.	University of Southern California	Professor and Program Leader/ Division of Administration & Policy School of Education
		Samoff	Joel	Stanford University	African Studies Center
		Strickland	Brad	AIR	Health/ Education Specialist
		Sweikhart	Mark	International Education Programs	NGO Capacity Building and Participating Development
OTHER					
	ADEA				
		Boukary	Hamidou		Program Officer
		Conhye	Jaya Sevamba		Assistant Program Specialist
		Desruelles	Thanh-Hoa		Communications and Publications Specialist
		Sack	Richard		Executive Secretary
		Snijders	Vincent		Program Officer

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	Country	Last Name	First Name	Organization	Title
	DFID				
		Bealtie	Allison		Field Advisor/ Mozambique
		Linehan	Shay		Education Field Manager/ Zambia
		Treffgarne	Carew		Convenor WGBLM
		Walker	Bridget		
	GTZ				
		Antao	Birgit		Secretary General
		Komarek	Kurt	Ghana	Field Representative
		Komarek	Marie-Chantry	Ghana	Consultant
	NESIS				
		Audinos	Bernard	NESIS	Coordinator/ Senegal
		Erikson	Anna	NESIS/ UNESCO	Program Specialist/ Zimbabwe
	UNDP				
		Linzhieler	Sahine		
	UNESCO				
		Bah	Aicha		Director, Basic Education
		Barbieri	Cecelia		Associate Expert, Basic Education, Zambia
		Bokhari	Saba		Specialiste du Programme
		Buchert	Lene		Specialiste Principal du Programme
		Caillods	Françoise	IIEP	Coordinator of Decentralized Programs
		Charck	Hubert		Pedagogical Inspector

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	Country	Last Name	First Name	Organization	Title
		Gordon	Winsome		
		LeFeure	Bruno		Field Represntative/ Ghana
		Madgibe	Kourouma		Chief of UNESCO Office, Ouagadougou
		Mbamba	A. Manuo		Director, UNESCO Office, Harare
		Motivans	Albert		Chief of UNESCO/ Zambia and Botswana
		Ndiaye	Cheikh		
		Ouane	Adama	UNESCO (Hanbourg)	Director
		Parsuramen			Director, UNESCO Regional Office, Dakar (BREDA)
		Peano	Serge	IIEP	
		Ross	Kenneth N.	IIEP	
		Seddoh	Komlavi Francisco		Senior Program Specialist
		Shabani	Juma	UNESCO-BREDA	Specialiste de l'Enseignement Supérieur
		Shankanga	Anderson B.		Coordinator/ Harare
		Tung	Ko-Chih R.		Coordinator WGES
	UNICEF				
		Borys-Adams	Aline		Conseiller régional/ Education
		Dawson	Cooper		Senior Official
		Fall	Mohamed Malick		Chargé du Programme
		Godmaire	Lyne		Education Section Alliance
		Houeto	Collette		
		Kafando	Georges		
		Ndikumana	Jean Baptiste		Chargé du Programme
		Obura	Anna		Regional Education Advisor/ Nairobi
		Oldale	John		

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	Country	Last Name	First Name	Organization	Title
		Pigozzi	Mary Joy		Senior Education Advisor
		Shaffer	Sheldon		Field Officer/ Ghana
		Vere	Joe		
	USAID				
		Evans	Lynn	Ghana	
		Kirby	Mitch	USA	
		Kresage	Peter B.	Ghana	Director, Education & Human Resources Development Office
		McLaughlin	Margaret	USA	
		Miles	Catherine Powell	Namibia	Senior Technical Advisor
		Mullally	Kevin J.	Ethiopia	Chief, Human and Institutional Development
		Owen-Rea	Julie	USA	
		Sullivan-Owomoyela	Joan	Ghana	Education Development Specialist
		Thornicroft	Betsy	Zambia	
	World Bank				
		Abelmann	Charles		
		Adams	Arvil		Education Specialist
		Bal	Salamata		Sector Manager
		Bellew	Rosemary		Chargée du développement à la Base
		Burnett	Nicholas		Sector Manager
		English	Linda		Sector Manager
		Ezzine	Mourad		Economist
		Fredriksen	Birger		Senior Development Specialist
		Hamilton	Don		Sector Director

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	Country	Last Name	First Name	Organization	Title
		Horn	Robin		Senior Development Specialist
		Kulemeka	Noel		Senior Education Economist
		Leno	Jan	Ghana	
		Maiga	Aminata		Senior Education Advisor
		Makha	Ndaw		Education Advisor
		Maropa	P.T.M.		Principle Education Specialist
		Mignat	Alain		Senior Education Specialist
		Moock	Peter		Education Economist
		Mutumbuka	Dzingai		Senior Education Advisor
		Ndoye	Mamadou		Sector Manager
		Nkwanga	Eileen B.		Senior Education Advisor
		Opper	Susan		Principle Education Advisor
		Prouty	Bob		Education Advisor
		Rouag	Djamalddine		Senior Education Specialist
		Saint	William		Senior Education Specialist
		Sakhedar	Diop		WGHE Coordinator
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Inclusive Education in Developing Countries: Context and Challenges

INCLUSIVE EDUCATION IN DEVELOPING COUNTRIES: CONTEXT AND CHALLENGES

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INCLUSIVE EDUCATION IN DEVELOPING COUNTRIES: CONTEXTS AND CHALLENGES

Introduction

This analysis of inclusive education in developing countries was initiated by the American Institutes for Research (AIR) as a follow-up to a previous consultancy that assessed initial donor interest, especially USAID, in responding to an unsolicited proposal in the area of inclusive education.

The general purpose of this report is to better understand the need for increased access and services for children at risk. The general framework for this analysis is provided through the Dakar Framework for Action (2000) mandate and the Salamanca Statement and Framework for Action (1995), discussed below. Within the context of this analysis, children at risk are those who either are not receiving an education, that is, excluded from school, or those who may be attending school, but underperform and are at risk for school failure.

The overall purpose is to identify the major players and to map some current initiatives in inclusive education. A definition of inclusive education is specified below, but, in general, the focus is on vulnerable and marginalized children in developing countries including children with disabilities and special needs and those who are in emergency situations occasioned by ethnic conflict and refugee status. To the extent information was available, issues related to the situation for children with disabilities in transitional economies, such as the Balkans and the CIS countries, are discussed.

At the outset, it is important to point out that the topic, that is, inclusive education in developing countries, is extremely broad. The "mapping" of initiatives has been very challenging, given the breadth and scope of the task. Attempts were made to follow-up on any leads and to document what is happening, and where. Information was obtained in a number of ways, particularly document review and interviews (telephone, electronically, and in person). Leads were followed up on assiduously, the results of which are included, as appropriate, in the text.

Many documents were obtained electronically, and through the generosity of those interviewed. Opportunity was taken, during a stopover in London, to access information directly from Save the Children – UK (SCF), a major player in inclusive education especially for children with disabilities. All of the SCF's documents on disabilities were made available and perused, given the available time. Other "external" sources included the World Bank Mission in India, which supports, along with other donors, the most extensive education reform effort in the world, the District Primary Education Program (DPEP). Efforts to include children with disabilities in that program are included in the text. Those at the "cutting edge" of new initiatives in crisis education such as Catholic Relief Services/India were interviewed and documents shared. Electronic search engines are valuable sources of information, most of which could not be accessed for this report.

As an example, one search engine[1] yielded about 70,500 leads for "inclusive education and Africa."

As the task progressed, it became increasingly clear that it is important to place in a broader context the information gleaned. This comment has particular reference to topics that emerged related to inclusive education for children with disabilities. The topics, per se, are not discussed in great depth but are presented as "placeholders," awaiting further study and inquiry. As one example, one cannot discuss children with disabilities, whether in emerging or developing economies, without examining the institutionalization of children. This has particular reference, and relevance, to children who are without parents, either because of refugee status or because of other reasons such as HIV/AIDs, and to children who are institutionalized because of societal attitudes that do not tolerate diversity and difference.

The report is presented in the following way. First, a presentation of what inclusion and inclusive education means to some of the major players. Second, the legislative framework for inclusive education is presented. Third, major topic areas in inclusive education are discussed, drawing on interviews conducted with key individuals over the course of the two consultancies and document review. In the Appendix is found a listing of the key organizations and major players, a reference and resource list, and, as a separate Appendix, copies of selected documents collected, useful for further inquiry and study.

A caveat: This work is an initial attempt to document the major players, issues, and topics related to inclusive education in developing countries. It can in no way be construed as being definitive or exhaustive. Every effort was made to glean as much information as possible, given the available time. It is undoubtedly the case, however, that some organizations and major players have been overlooked. Networking and collaboration between the mayor and minor players are essential to ensure that information on lessons learned and best practices are widely available and accessible. This requires a systematic approach to the topic of inclusive education.

Scope of the Problem

According to UNESCO, the lead UN organization for special needs education, current programs and strategies have been largely insufficient or inappropriate with regard to the needs of marginalized, vulnerable, and excluded children, especially children with disabilities. Where programs targeting these groups do exist, they tend to function outside the mainstream and often, notwithstanding the best intentions, the result has been exclusion, 'second-rate' educational opportunities, or discrimination.[2]
Nevertheless, reaching the unreached, those children and youth excluded, for reasons of disability, poverty, geographical remoteness, political and economic turmoil, or deeply

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[1] www.google.com
[2] *Inclusive Education and Education for All A Challenge and A Vision* Draft Position Paper for the Education Sector. Paris: UNESCO, 2000.

rooted gender and racial discrimination, has now been accepted as a priority in virtually all countries. Developing countries, for which this endeavor is especially challenging, are being strongly supported by the international development community in the effort to provide Education for All.[3]

It is estimated that several hundred million children and youth are still denied access to even the most basic education necessary to develop their potential for becoming independent and contributing members in their communities, societies, and culture.[4]

Children with Disabilities

A significant constraint is the dearth of statistical information about children with disabilities in developing countries. This is a reflection, in part, of the larger problem of the lack of consensus on the definition of disability. The lack of data is an indictor of the marginalized and invisible status of individuals with disabilities.[5] Children with disabilities are often excluded in assessments and program planning. They experience a double invisibility: of being a child and of being a disabled person. Their needs and rights are often overlooked. Lack of awareness means that unless disabled children are specifically mentioned, they become marginalized within the general children's agenda.

The link between poverty and disability has been established. Disability limits access to education and employment, and leads to economic and social exclusion. Poor people with disabilities are caught in a vicious cycle of poverty and disability, each being both a cause and a consequence of the other. Indicative evidence on poverty and disability is abundant, but comprehensive data on the linkages are not available.[6]

Children and youth with disabilities have fewer opportunities to be part of education and skill development programs. They are much more likely to experience abuse and exploitation. It is estimated that 50 percent of deaf children and youth, and 60 percent of young women with intellectual disability, are sexually abused.[7] Women and girls with disabilities are often excluded from mainstream gender equity programs. They suffer double discrimination, on the grounds of gender and impairment, and their literacy rates are lower than of their male counterparts.

It is estimated that one of every 10 individuals persons is physically, intellectually or sensorially impaired, that is, over 600 million people, of whom 150 million are children below the age of 15. This is corroborated by information obtained from the Roeher Institute (Canada's leading organization that promotes equality, participation, and self-

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[3] UNESCO, *Salamanca 5 Years On A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action*, 1999.
[4] UNESCO, *Salamanca 5 Years On A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action*, 1999.
[5] ADB, 2000.
[6] Elwan, A. 1999. Poverty and Disability. A Background Paper for *World Development Report*. Washington: World Bank.
[7] Michael Bach, Statement delivered at the 2001 General Assembly Special Session for Follow Up to the World Summit for Children, May 31, 2000, at the United Nations.

determination of people with intellectual and other disabilities), that 150 million children and youth globally have a disability. It is estimated that 97 percent of disabled children in developing countries are without any form of rehabilitation and that only two to three percent of children with disabilities receive any education.[8]

It should be kept in mind that these statistics and observations most likely do not take into account the large number of children without obvious problems such as those with learning disabilities or those with mild disabilities. It is estimated that 30 percent of children in developing countries fall into this category.[9]

The data on disabilities is contextual: According to a recent UNESCO communication: The program (for inclusive education) does not keep statistics on the number of children with special needs who receive education. "...What can be regarded as special needs in one context is not necessarily regarded as that in another context. Statistics from one country to another therefore become very difficult to compare, even in countries that keep quite accurate statistics. In several rural areas in Africa, teachers might not necessarily document that they have a child with a disability in their classroom. Inclusion might happen at a natural level, where it is natural that all children in the community go to the same school. The question of the child having a disability is not that important, and teachers do their best to include them. In general, there are not a lot of special needs institutions in Africa, and they are often run by NGOs on a charity basis. The local school therefore is the only realistic alternative. However, in many contexts, regular schools refuse to take in children with disabilities."[10] With respect to data needed for program planning, an evaluation of existing services is proposed, rather than through surveys, according to a Save the Children – UK publication.[11] A copy of the publication is found in the Appendix.

Two target groups are considered in this analysis: Children who are enrolled in regular primary schools but who may, for any number of reasons, underperform, and are, therefore, at risk of either dropping out of school or repeating a grade, and those children who do not have access to mainstream education because of a disability. Access to school and access to the regular education curriculum are separate, but interrelated, factors to consider when discussing inclusive education.

To put this in some context from the perspective of industrialized countries: According to an OECD publication,[12] approximately 35 percent of children have difficulty in accessing the general curriculum. This large group includes all children who are receiving additional resources to help them access the regular curriculum. The tri-partite cross–national classification system includes these categories: Students whose disabilities have clear biological causes; those students who are experiencing learning and behavior

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[8] CRIN, 2002; UNESCO, 2000.
[9] Frank Method, January 2000.
[10] Hildegunn Olsen, February 2000
[11] Saunders and Miles, *The Uses and Abuses of Surveys in Service Development Planning for the Disabled – The Case of Lesotho,* 1990.
[12] *Special Needs Education Statistics and Indicators*, OECD, 2000.

difficulties for no particular reason; and those students who have difficulties arising from disadvantage. It seems axiomatic that if a significant number of children in industrialized countries cannot, without support, access the regular school curriculum, then the needs of these children in developing countries must be addressed, if more than lip service is paid to the goal of an Education for All.

Children in Emergency Situations

Education for children in emergency situations such as ethnic conflicts and war has received increased attention from the international community in recent years. This population of children is very large. During the 1990s, more than two million children have been killed in armed conflict. More than three times as many have been seriously injured or permanently disabled. Currently, approximately 20 million children have been uprooted from their homes, either as refugees or internally displaced. At any given time, more than 300,000 children under the age of 18 are being used in hostilities as soldiers.[13] The United Nations High Commission for Refugees (UNHCR) estimates that only one million, out of approximately 5.5 million potential children in the six to 18 age groups, are enrolled in UNHCR-supported education programs.

A recent survey in Cambodia estimated that disabled people comprise about 1.4 million or 15 percent of the total population.[14] Apart from congenital reasons and illness, disability in Cambodia has been caused by the long and severe war in the country. Although the war ended more than 20 years ago, one of its consequences is the high percentage of disabled people among the population, especially those with mobility handicap.

With respect to landmines, children who survive mine and unexploded ordnance (UXO) injuries face severe medical problems. Worldwide, there are 300,000 landmine survivors. The Berne Manifesto, issued in September 1998 by the Red Cross, UNICEF, WHO and the Government of Switzerland, calls for the rights of child survivors to be respected. It called for appropriate physical care and rehabilitation, psychosocial counseling, education, vocational training, and reintegration into communities.[15]

Context and Policy Frameworks

Jomtien World Conference on Education for All (1990)

The 1990 Jomtien World Conference on Education for All was the catalyst for education reform throughout the world. Principles were formulated by the international community, including governments, which moved education for children with disabilities away from traditional, elitist, and segregated provisions to more inclusive, participatory and community-based approaches. That was the goal, provision for equal access to

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[13] Machel, 2000, p. 5.
[14] United Nations. 1999. *United Nations and Disabled Persons*. Bangkok.
[15] Machel, 2000, p. 30.

education to persons with disabilities within the regular education system. UNESCO, one of the five conveners, and other international agencies and non-governmental organizations has been working toward achieving this goal.

Other significant and relevant conferences and meetings held throughout the 1990s include the World Summit for Children (1990), the World Conference on Human Rights (1993), and the World Summit for Social Development in Copenhagen (1995). The report to UNESCO by the International Commission on Education for the Twenty-first Century (1996) and the *Delors Report* (UNESCO 1996) are of special interest because they, as well as the *Salamanca Statement* and *Framework for Action* that are discussed in greater detail below, have profound implications for the learning process, especially relating to children with special learning needs.

The Salamanca World Conference on Special Needs Education: Access and Quality, (1994)

A World Conference on Special Needs Education: Access and Equity, organized by the Government of Spain in cooperation with UNESCO, including representatives of 92 governments and 25 international organizations, was held in Salamanca, Spain, from June 7-10 1994. From it emerged the *Salamanca Statement on Principles, Policy and Practice in Special Needs Education* and the *Framework for Action on Special Needs Education*. Both reaffirmed the commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system. Both are central to any discussion of inclusive education.

Inclusive education is defined, in part, by who is served. According to the *Salamanca Statement* and the *Framework for Action on Special Needs Education*, the guiding principle is that schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions[16] including:

- disabled and gifted children;
- street children;
- working children;
- children from remote or nomadic populations;
- children from linguistic, ethnic or cultural minorities; and
- children from other disadvantaged areas or groups.

The *Salamanca Statement* reaffirmed the commitment to EFA, recognizing the necessity of educating children with special educational needs within the regular education system, based on the premise that:

[16] World Conference on Special Needs Education: Action and Quality (Salamanca, Spain 6-10 June 1994). The *Salamanca Statement on Principles, Policy and Practice in Special Needs Education* and the *Framework for Action on Special Needs Education,* were adopted to guide policy and actions by governments, international organizations, NGOs, and other agencies, at the regional and international level.

- every child has a fundamental right to an education, with opportunity to achieve and maintain an acceptable level of learning;
- each child has unique characteristics, interests, abilities and learning needs;
- the design of education systems and education programs need to take into account the wide diversity of child characteristic; and
- access to regular (mainstream) schools include a child-centered pedagogy capable of meeting individual needs.

Further, regular schools with this inclusive orientation provide the most effective means of combating discriminatory attitudes, creating welcoming communities, and building an inclusive society. Improvement of the efficiency, and ultimately cost-effectiveness, of the education system benefits all children, not only those with special needs.

Dakar World Education Forum (2000)

A decade later, the goals of Jomtien were reaffirmed at the World Education Forum in Dakar, Senegal. The *Dakar Framework for Action*, adopted by the World Education Forum (26-28 April 2000), reaffirms the vision of the Jomtien World Declaration on EFA "...that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term..." Despite progress over the last decade, the Forum noted that in the year 2000 more than 113 million children do not have access to primary school. Given the paucity of information on marginalized and disabled children, this would be a significant underestimate of the situation.

In preparation for the World Education Forum in Dakar in April 2000, regional action plans, involving more than 180 countries, were developed as part of EFA Assessment 2000. The action plans were reviewed with regard to inclusive education. The relevant statements of goals and challenges are presented as excerpts from each of the regions (italics added) as follows:

- "Reaffirm that education is a basic right and a basic need for all African children, youth and adults, including *those with disabilities*, as recognized in the international instruments, including the Universal Declaration of Human Rights, the African Charter on Human and Peoples' Rights, the Convention on the Rights of the Child and the recommendations of the Salamanca Conference" (Sub-Saharan Africa, December 1999).

- "...Education systems must be able to adapt to the individual needs of the child...within an *integrated and inclusive system of basic education*...specific measures should be taken to ensure the inclusion of women and *girls with disabilities* in all educational processes" (Asia and the Pacific, January 2000).

- "Total inclusion of *children with special needs* in mainstream schools..." (E-9 countries, Janaury/February 2000).

- "...The *inclusion of learners with special needs, especially those with disabilities and learning difficulties*, in educational programs, as a right and an essential means for their self-actualization and social integration" (Arab States, January 2000).

- "To formulate *inclusive education policies and to design diversified curricula* and education delivery systems in order to serve the population excluded for reasons of gender, language, culture, or individual differences (The Americas, February 2000).

As can be seen, all of the regions of the world recognize that inclusive education is a desirable goal. What is needed, of course, is political will. Political will and resources. The Dakar *Framework for Action* recognized this with the statement that political will of governments must be underpinned by resources. Many countries lack the resources to achieve education for all within the time frame: "New financial resources are required, preferably from bilateral and multilateral funding agencies, including the World Bank and regional development banks, and the private sector. We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources." [17]

A theme that permeates throughout the literature on inclusive education is that it is the government that is responsible for educating its citizens. UNESCO conducted a survey on special needs education in 63 countries in 1995. The findings indicated that "integration" is a key policy idea in many of the countries in the sample, although only a small number specified guiding principles of the respective programs. The national ministry of education was responsible for special needs education in 96 percent of the sample countries. Most countries acknowledged the importance of parents in special needs education, some assigned them a central role in assessment and decision-making.[18]

The Convention on the Rights of the Child (1989)

The Convention on the Rights of the Child (CRC) has become one of the most useful tools to assess and advocate for the needs of children, including the rights of children with disabilities and children and young adults in war-affected countries. It sets out minimum standards for every aspect of children's lives, including the right to adequate health care, education, food and shelter, the right to protection from discrimination, and the right of children to be involved in decisions that affect them.

The CRC was adopted by the General Assembly of the United Nations in November 1989 and came into force in September 1990 (Ghana was the first country in the world to ratify the CRC in 1990). By 1997 almost all States had signed the CRC, which

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[17] Dakar *Framework for Action*, April 2000.

[18] UNESCO, *Salamanca 5 Years On A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action*, 1999, p. 9.

establishes that children under 18 years of age (Article 1) have specific rights without discrimination of any kind.

Defining Inclusive Education: Some Views from the Field

Inclusive education is subject to varying definitions. UNESCO, for example, sees it as a "strategy to achieve the education for all" and as a conceptual and contextual policy framework in order to include currently excluded or marginalized groups into education.[19]

A distinction is often made between "integrated" and "inclusive," especially in Save the Children – UK (SCF) publications, although the terms are often used interchangeably. Inclusive education is a wider process of integration, incorporating the idea of access for all, including other disadvantaged groups, *and* the accommodation of the mainstream school to the diverse needs of all children, whereas integrated education is the term used "...to describe the process of bringing children with disabilities into mainstream schools."[20]

A further distinction between inclusion and integration is provided by the Center for Studies on Inclusive Education (CSIE), located in Bristol, England: "Integration applies where disabled and non-disabled people share a common space or activity, usually initiated, designed and controlled by non-disabled people." Inclusion, on the other hand, is "...a philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community, and giving each and every member a valued role. Inclusion requires the restructuring of schools and communities." [21]

The concept of inclusive education in the broader sense is reflected in the comment that inclusion is a generic term that means access to education, health, social welfare and other services offered to non-disabled members of a society. Inclusion does not mean separate services. Inclusion is about access to generic systems, about broadening the support necessary, and about the capacity of those systems to provide support for the diverse learning needs of all children.[22]

Current definitions of inclusive education incorporate the premise that learning is interactive by nature, which in itself represents a shift in thinking over the past decade about response to diversity and difference. Concomitantly, this position necessitates the restructuring of schools, especially through teacher training, with an emphasis on child-centered methodologies. Focus has shifted from the child needing to fit into a school system to that of schools accepting responsibility for ensuring that there are no children

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[19] *Inclusive Education and Education for All A Challenge and a Vision Draft Position Paper for the Education Sector*. 2000. Paris: UNESCO.
[20] Holdsworth and Kay, 1996.
[21] CSIE, 2001.
[22] Anne Smith/US Department of Education, personal communication, March 2001.

who "do not fit." Exclusion of children in the mainstream schools is understood not as a function of any impairment of a child, but as a socially created barrier to participation.[23]

It is well known that children with special learning needs are best served, perhaps only served, if child-centered approaches (e.g., materials, methodologies, classroom environment) are used. The caveat is that close monitoring is required for effective implementation of child-centered approaches. Taking the need for close monitoring into consideration, as well as the constraints faced by teachers in developing countries, including their competence and work situation such as large class sizes, must be 'factored in,' arguing for well-thought through program designs for inclusive education.[24]

UNESCO's action in special needs education is set explicitly within the 'inclusive education' framework: "Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Inclusive education has evolved as a movement to challenge exclusionary policies and practices and has gained ground over the past decade to become a favored adopted approach in addressing the learning needs of all students in regular schools and classrooms. All children should learn together wherever possible regardless of difficulties, disabilities or differences. Such an orientation requires a concerted effort among teachers, schools, parents, families and the community."[25]

Education in Situations of Emergency and Crisis

Since the Education for All (EFA) initiative was launched at the Jomtien Conference in 1990, refugees and displaced persons have been recognized as an 'underserved' group. However, during the past decade, emergency education has not been focused on in great depth.

At the Dakar World Forum, governments and agencies identified conflicts, crisis, and situations of chronic instability and natural disasters as major obstacles to the achievement of Education for All. As a result of a strategy session on education in situations of emergencies and crisis, a recommendation was accepted that UNICEF, UNESCO, and UNHCR should convene a meeting to agree on mechanisms for improved collaboration.[26] The Interagency Consultation was held in Geneva 8-10 November 2000 with 90 participants present. In addition to the three convening agencies, 20 NGOs were represented, as well as bi- and multilateral agencies such as WPF, UNDP, the World Bank, CIDA, SIDA, and USAID. The purpose of the consultation was, as recommended in Dakar, to agree on practical strategies and mechanism to achieve more effective inter-agency collaboration at all levels in the field of education in situations of emergency and crisis. Some major points that emerged from the consultation:

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[23] UNESCO/ICF-EFA 1998:7

[24] Venita Kaul, personal communication, April 5, 2001

[25] UNESCO, Special Needs Education, Mission Statement, December 28, 2000.

[26] *Launching a Global Survey on Emergency Education Programs for Refugee, Internally Displaced, and War-Affected Children and Youth.* Women's Commission for Refugee Women and Children and the International Rescue Committee, September 2000.

- Education for refugees was not an activity that attracted big money during the 1990s. To address this, the Norwegian Refugee Council (NRC) proposed in the autumn of 1997 to the Norwegian Ministry of Foreign Affairs that education should be regarded as the fourth component in humanitarian affairs, next to food, shelter, and medical care. Over the next few years, the proposal for education for refugees was raised by various organizations in different venues, culminating in the Winnipeg International Conference on War-Affected Children. The NRC, by cooperating with other NGOs and UN agencies, has increased resources, through sharing personnel and materials, to benefit the target groups.

- At the global level, UNICEF advocates strongly for three priorities in education: (1) girls' education, (2) HIV/AIDs education, and (3) education in emergencies.

- The International Rescue Committee (IRC) considers the provision of an education for adolescents, a frequently overlooked group, as critical: "Education must be adolescent-friendly and recognize its capacity to facilitate increased psychological and social recovery."[27]

- Catholic Relief Services is moving forward with plans to implement education in emergency situations.

Emergency Education: Examples from the Field

UNICEF holds that access to education is a critical emergency intervention because it is a fundamental right and it contributes to psychosocial well being by creating a sense of normalcy and a safe haven. Education provides a context and a channel for transmission of essential survival information in areas such as landmine awareness or the prevention of HIV/AIDs. Sustained educational opportunities are seen as providing not just immediate relief, but long-term development and economic benefits. Schooling is key to psychosocial rehabilitation for children. Field-based examples include:

- In 1995 UNICEF teamed up with CARE International to introduce a pilot trauma-healing program in schools in Croatia. This led to a revision of the curriculum, as well as helping both teachers and students confront and constructively work with issues of prejudice, trauma, and stress.

- In East Timor, UNICEF, in collaboration with its partners, including OXFAM and the Portuguese Mission, initiated an emergency program to restart schooling in East Timor through distribution of the 'school-in-a-box' (one "school in a box" can serve 80 students for three months) accompanied by teachers' kits and

[27] Wendy Smith, Education Technical Advisor, IRC, November 2000.

recreational kits, incentives for teachers, WFP feeding program, school renovation, and teacher training.[28]

Landmines

Children continue to be killed and maimed by landmines each day, and resources for mine clearance and for support and rehabilitation of victims are inadequate [29] While the Ottawa Convention, *Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-personnel Mines and on their Destruction*, does not address children specifically, protecting children from the suffering inflicted by indiscriminate weapons of destruction is an area of concern.[30]

Some background: The International Campaign to Ban Landmines (ICBL), launched in 1992, is a global coalition of more than 1400 NGOs that are active in 85 countries. The Ottawa Convention became international law in March 1999, having achieved the 40 ratifications necessary. As of 10 August 2000, 138 countries had signed or acceded to the convention and 101 had ratified it. The Ottawa Convention requires states to completely destroy their stockpiles within four years and to destroy all anti-personnel landmines in areas under their jurisdiction within 10 years. Mine clearance is underway in dozens of countries and the number of mine casualties has dropped in some of the most seriously affected such as Cambodia.

Obtaining information on education as it relates to children who are landmine survivors was somewhat difficult and complicated, no doubt, by the perception that association with disabilities does not advance or is not consistent with landmine activists' political agenda. Disability advocates consulted as part of this review corroborated this perception.

The response to inquiry yielded some specific information on assistance to children landmine victims in Russia and in the former Soviet Republics, with respect to prosthetic rehabilitation. One example is the International Institute for Prosthetic Rehabilitation of Landmine Survivors (IPRLS), a U.S.-based nonprofit organization within Tufts University School of Medicine in Boston.[31]

SOME MAJOR PLAYERS AND INITIATIVES

Non-Governmental Organizations (NGOs)

In most developing countries, education and rehabilitation offered to individuals with special learning needs has been the responsibility of NGOs and other voluntary agencies with little or no Government involvement. The efforts of voluntary agencies are often

[28] UNICEF, August 2000.
[29] Machel, 2000, p. 29-30).
[30] NGO Committee on UNICEF's Sub-Working Group on Children in Armed Conflict, May 1999.
[31] Based on electronic communication from Dr. Mark Pitkin, Director of IPRLS.

hampered by shortage of funds, lack of facilities for special needs education, and general attitudes that stigmatize and marginalize persons with disability.

Save the Children – UK (SCF)

Save the Children –UK (SCF) is a key organization in the area of disabilities and education. It has considerable expertise in Asia and in Africa. It has spearheaded efforts in inclusive education in especially difficult circumstances such as in Myanmar were approaches and lessons learned from SCF's experience in Thailand, Laos, and China (e.g., Anhui Province), especially with respect to various aspects of community-based rehabilitation and inclusive education.[32]

In Vietnam, SCF's experience of integrating children with special needs in kindergartens in Vietnam is illustrative of how small initiatives can be successful and make a difference in the lives of children and their families. SCF's special and integrated education adviser, Hazel Jones, reports on experiences in one of 17 kindergartens in Ho Chi Minh City. Initially, only two children with special needs were integrated, but many more children were served as demand increased.

Two aspects were found to be critical: involving from the beginning the local education authorities (initially through seminars), and training for teachers and parents. Some lessons learnt from this experience include: initiatives coming from the mainstream schools, rather than from the special school sector; inservice training that builds on existing skills of teachers and parents, with additional training in areas of self-help and language skills; and introducing new ideas and practices slowly, with the goal of long term changes in the education system.

The 61 page *Annotated Bibliography of Disability Documentation,* produced by Save the Children -UK (August 1999) is included with this report as a separate annex.

Bilateral Donors

US Agency for International Development (USAID)

USAID does not have a focus on inclusive education, per se. Tangential information was gleaned from a number of sources including the Office of Displaced Children and Orphan's Fund. This office has funded projects on children especially HIV/AIDs affected children, street children, and children affected by wars and ethnic conflict, with particular focus on African countries and Cambodia, and, to a lesser extent, Vietnam and Laos. A USAID-funded initiative, through Catholic Relief Services, is a project in Vietnam that has successfully integrated children with disabilities into mainstream schools. The major needs are teacher training and materials development.

[32] Save the Children UK, Country Report Myanmar 1999

Despite international conventions, legislation and constitutional protections, committing governments to an education for all, often this does not occur: "Laws protecting children and adults with disabilities in many nations have no teeth whatsoever." Advocacy is required to translate legislation into action. Governments need to ask for technical assistance to accomplish inclusive programs. Advocates must put pressure on governments, working with local NGOs and the community. Officers working for USAID want to do "the right thing," but competition for resources, staffing pressure and management focus on immediate results has tended to keep inclusion as an afterthought. Projects that include people with disabilities have been sporadic. Some few initiatives have been made through personal connections or because of personal interest. A personal connection may be made in a particular country, such as through a contractor in Egypt or a Non-Governmental Organization (NGO) in Guatemala, which are reported to be successful, but there is no system in place to assure that the protection or education of individuals with disabilities is a priority. This priority will only be spurred by demand from the "bottom up." Governments, Ministers of Education, NGOs and parent organizations will need to become educated about their needs and the role of international donors in helping to accomplish these goals.

USAID can offer technical assistance, in many cases through mechanisms already in place, to work with parent groups to advocate for services for their children. Strategies similar to those that ensure women are integrated into development projects need to be put in place to ensure that children with disabilities are not left out of the development agenda.

As a first step, when USAID conducts its assessments, it needs to ask: Where are the children? In this case, where are the children with disabilities, who are often invisible unless one seeks them out (Janet Allem, Coordinator, USAID Team for Disability Policy, April 16, 2000).

In all reform movements it is vital to think about reform from the perspective of the child. Addressing educational change from the perspective of the child's concerns may lead to the development of alternative approaches.[33] In general, neither the views of disabled children, nor of any children, have been elicited. With respect to children with disabilities, given society's strong negative expectations and assumptions concerning their perceived competence, they are non-participants in policy development and planning.[34]

Canadian International Development Agency (CIDA)

Canada is perceived to be an international leader in setting standards for how individuals with disabilities should be treated.[35] Over the next five years, the Canadian International Development Agency (CIDA) plans to quadruple its investments in basic education. The

[33] Ruth Kagia, World Bank.
[34] CRIN, 2001.
[35] Feika, CCD, October 8, 1996.

premise underlying the investments in basic education is that education is a human right and the obligation of all governments. Canada's goals in basic education, working with its partners in developing countries, countries in transition, the Canadian education community, and other bilateral and multilateral donors, include providing access to and completing primary education of good quality by 2015, with a special emphasis on children with special needs, girls, working children. CIDA's approach includes inclusive education, child-friendly schools, and a focus on learning outcomes.

One example of a CIDA-supported initiative is a distance education project, specifically video conferencing, to make education accessible to special education teachers and parents of children with special needs in Lima, Peru (with involvement of the Rotary Club of Sudbury, Laurentian University, and the Ann Sullivan Center). The Ann Sullivan Center, where the project is based, is widely recognized for its work with children with special needs. This project will equip the Center to share its expertise and modern teaching methods with other teachers and parents in six learning centers across Peru.

Multilateral Donors

UNESCO

UNESCO has assumed a catalytic role in sharing and disseminating new thinking and new practice with respect to addressing special educational needs within the regular education system. The main thrust of its efforts have focused on:

- developing national capacities for policymaking and system management in support of inclusive education; and
- ensuring that the concerns of people with disabilities, as well as other marginalized groups, are on the wider educational agenda and on the agendas of international development organizations.[36]

UNESCO has been active in Central Asian countries in education for a number of years. As part of a sector review in basic education in Kazakhstan, with support of the ADB, the situation for children with disabilities was reviewed and potential partners identified such as the Social and Vocational Center for Handicapped Children (SATR) Center in Almaty.[37] Information on recent initiatives was obtained from UNESCO's Almaty office and is given below:

- Within the "Promotion of Basic Education to Children with Special Needs" project, a contract was signed with the Ministry of Education in Kyrgysztan and with the Ministry of Education in Kazakhstan and the SATR center. Both projects were completed in February 2001. Project activities in Kyrgyzstan

[36] UNESCO, *Salamanca 5 Years On A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action*, 1999, p. 12.
[37] Asian Development Bank (TAR:2308-KAZ). Technical Assistance for the Education and Training Sector Study, Annex 3. Review of Basic Education, December 1995.

include producing a video film on best practices of introducing of inclusive education in pilot schools.

- In Kazakhstan, activity included partners' production of an analytical publication on inclusive education, and manuals and programs for teachers, in Russian, in pilot schools. Both Kazakhstan and Kyrgyzstan would like to continue the work involving inclusive education. Also, Tajikistan is very interested in activities for children with special needs.

- In Uzbekistan, organizations, as potential partners, are interested in inclusive education.

World Bank

A comment made by a disability activitist and advocate, familiar with international development agencies, is that the World Bank "dropped the ball" on inclusion. As a result of contacting a number of persons at the World Bank/Headquarters, that impression was supported, with exceptions. Impetus for moving the inclusive education agenda ahead has been spearheaded by a few key people within the Bank, but the impression is summed up by one comment made: "...for special needs children, there is nothing at the World Bank..."

Some of the problems are not unique to the Bank, of course, such as education for special needs children being perceived as "charity." In the disability area, NGOs are the main players, but not all are necessarily on the right track. What is lacking is a coordinated, national policy. At best, governments have "mixed policies" that supports the institutionalization of children with disabilities. Given Education for All, and what is known about detrimental effects of excluding children from the community, family, and peers, institutionalization of children is not deemed an acceptable goal. The issues need to be addressed proactively. Inclusive education should be provided, except perhaps for children with severe disabilities. It was reported that an SOW has been developed at the World Bank to develop special needs as an area within Education for All.

The following section contains information that was shared about initiatives in West Africa and in India that include a focus on children with special needs.

- According to a project appraisal document on a proposed credit to the *Republic of Mali* for an education sector program: "The objective of this sub-component is to develop a model for providing equal educational opportunity for particularly marginalized students, including the thousands of street children and those with handicaps or special learning needs. These children have generally been overlooked in the Malian education system. Yet investments in these children may be among the most effective that a system can make, helping them to become active members of society. As Mali moves toward Universal Primary Education, it will need to develop creative ways to identify and provide support for those with special earning needs. This fits well with pedagogic reforms focusing on the

individual learning needs of children; active teaching methods will be designed to identify and support various groups of children whose needs are not currently being met by the system, including those with physical and mental handicaps. IDA and other donors to be identified will support SNE."[38]

- The draft of a proposed *Guinea* Basic Education for All (2001) project document notes that children with special learning needs have generally received scant attention in the Guinean education system despite the fact that investments in the needs of these children can be among the most cost-effective investments a system can make, helping them to become fully contributing members of society. The project would support three major activities: (1) data collection to find out more about existing needs, including street children as well as those with specific handicaps or other learning needs; (2) crafting an education policy and strategies based on development of inclusive models ensuring mainstreaming of handicapped children in regular schools, building on the example of the inclusive schools model and the community support programs already in place in Guinea; and (3) mainstreaming children in each region in pilot schools or programs. The proposed activities, during the first phase of the project, would be developed in collaboration with NGO groups, groups in field of disability, and organizations and councils on disability.

- A World Bank project appraisal document (March 20, 2000) on a proposed credit to the Republic of Senegal for a quality education for all program notes that as Senegal moves toward universal primary education (UPE), it has taken the position that it will seek to provide mainstreaming experiences for its special education students to the extent that this is feasible. Particularly noteworthy is the observation that this strategy, i.e., mainstreaming, "...fits well with the pedagogic shift to focus on the basic learning needs of individual students..." Children with physical and mental handicaps, as well as gifted students, are included in the targeted groups.

- The Government of India's District Primary Education Program (DPEP) is one of the largest education reform initiatives in the world, with multilateral funding sources, especially from the World Bank. It was launched in 1994 to increase access and quality of primary education in India's "low-literacy" districts. The DPEP targets disadvantaged children, especially girls, and includes children with mild to moderate disabilities. It now operates in 18 states, covering 242 districts, and has reached approximately 60 million children. By March 2000, 68,823 children with special needs not attending school were identified and approximately half of them have been enrolled in school. Training of teachers and the availability of learning materials were identified as critical to accommodating children in inclusive settings.

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[38] World Bank, November 27, 2000.

European Union

The main emphasis of the support of the European Union in this area is to the District Primary Education Project (DPEP) in India, specifically with respect to improving the quality of education and ensuring participation and learning of all the children, particularly those from disadvantaged groups, with a focus on girls. Special interventions have facilitated the enrollment and retention of children with special needs, children from scheduled castes and scheduled tribes, working children, and street children. In four of the India's states (Karnataka, Kerala, Madhya Pradesh, Uttar Pradesh), inclusive education is discussed and debated primarily in the areas of curriculum and pedagogical renewal. Specific interventions for children with disabilities and special learning needs include community mobilization, early identification through childcare (anganwadi) workers, recruitment of resource teachers, in-service teacher training, resource support from local NGOs, providing educational aids and appliances available from the GOI, removing architectural barriers in the schools. Teacher training and the development of training modules are integral. Some states (e.g., Karnataka and Kerala) are working extensively toward inclusive education, including serving children with dyslexia. The EU also provides support for some NGO initiatives such as the PESLE-Project for enrichment of school level education with the Aga Khan Foundation involving NGO partners from across the country. The project is in a nascent stage, but seeks to improve the quality of school education for all, including children with special needs[39].

Asian Development Bank (ADB)

The Asian Development Bank (ADB) has identified disability as a development issue. The ADB's fact-finding mission in July 2000 to three countries (Cambodia, India, Philippines) laid the groundwork for the current initiative, technical assistance to identify disability issues related to poverty reduction (November 2000) with the purpose of raising awareness of Asian Development Bank (ADB) staff and the developing member countries (DMCs) of the importance of disability as a development issue. The TA will provide guidance on how to (i) improve ADB's responsiveness to the needs, concerns, and potential of people with disabilities and (ii) include them when operationalizing ADB's poverty reduction strategy.

The purpose of the technical assistance is to (i) familiarize the DMCs with ADB's overarching objective of poverty reduction and other related ADB policies to help address the vulnerability and poverty situation of disabled peoples; (ii) identify and analyze the DMCs' national policies, programs, projects, and initiatives concerning disabilities and poverty to be used as a basis for action plans; (iii) provide a forum for ADB, Government, and disabled peoples' groups and organizations to identify and discuss disabled peoples' needs and concerns particularly those related to poverty; and (iv) develop a disability checklist for ADB.

[39] Based on information provided by Mervi Karikorpi, Education Program Coordinator, European Commission and Professor N.K. Jangira, Education Specialist, The World Bank, New Delhi, India.

Collaboration and Partnership: Projects, Conferences, Research, Advocacy

- Information about a community-based project for children with disabilities in Bosnia-Herzegovina was shared by Dr. Margaret McLaughlin, Professor at the University of Maryland, who, as a consultant to the Joseph P. Kennedy Foundation, visited Bosnia to explore possible projects for children with mental retardation. As a result of her visits in September 1997, with the support of UNICEF, Medecins du Monde (a French NGO that has been present in the area of the former Yugoslavia since 1992), the Joseph P. Kennedy Foundation, and the Federal Ministries of Education, a small pilot project, two special classrooms for children with disabilities, were started in a primary school in the city of Gorazde. By the fall of 1998, teacher training seminars and technical assistance were offered through a formal contract between UNICEF and the University of Maryland and the University of Utah, with the participation of Dr. Hardman. Currently over 150 students with disabilities have been served in 10 different locations throughout the region. Initial evaluations indicate that the project has been very successful in reaching its main goals that are to establish special classes for children with disabilities in regular schools and to raise awareness and reduce stigmas regarding mental retardation and other disabilities. There is strong need for this program, according to government officials and the Ministries. The project has been received favorably by teachers, parents, and school administrators.

- An international conference on inclusive education was held in Mumbai, India, February/March 2001, by the National Resource Center for Inclusion – India (NRCII). This activity was the result of collaboration between a Canadian organization, the Roeher Institute, the Canadian International Development Agency (CIDA), and the Spastics Society of India, one of the largest NGOs in India dealing with disability, which came together to establish the NRCII, an India-based institute that has as its goal creating a more inclusive community "...where not only children with disabilities will be included but also other children who have barriers to learning or who have dropped out from the system." [40] The participants included parents, advocates, teachers, administrators, therapists, and policymakers from India, Canada, UK, Bangladesh, Brazil, South Africa, Indonesia, and Hong Kong. The purpose was to share experiences in inclusive education and new paradigms and support systems "responsive to and reflective of respective culture."

- An international symposium on inclusion and professional development[41] was held to examine, from a global perspective, promising professional preparation practices that support the inclusion of students with disabilities in the general

[40] Alur, 2001.

[41] International Symposium on Inclusion and Professional Development, Bethesda, Maryland, September 1998, sponsored by the U.S. Department of Education/Office of Special Education and Rehabilitation Services (OSERS), the OECD, the Georgetown University Child Development Center, and the University of Colorado at Denver.

education curriculum. The symposium addressed two overarching questions: What are the changing roles in general and special education that support inclusive schooling and how will different countries prepare educators to participate in inclusive schooling? Although the symposium did not focus on conditions in developing countries, it is mentioned here because its focus has specific relevance to teacher training issues in any country, providing networking opportunity to promote the cross-fertilization of ideas and strategies.

- The Danish Ministry of Education organized and sponsored a conference, the International Conference on Children's Rights in Education, involving 200 participants from 49 countries. It was held in Copenhagen, Denmark, 26-30 April 1998. Its major purpose was to "advance respect and support for children's rights and the full development of children through education."[42] Three major themes were addressed: the rights of children with special needs; progress made to date to achieve children's rights in education; and directions for advancing children's rights through education.

- Another example of collaborative efforts is the action research and development project, *Developing Sustainable Educational Inclusion Policy and Practice,* initiated and coordinated by the Canterbury Christ Church University College (UK), with the participation of the University of Manchester (UK). UNESCO's involvement is support the action research in Brazil, India, and South Africa. The project plans to draw on the knowledge and experience of researchers and practitioners from all four countries, with the goal of analyzing similarities and differences with the respective countries regarding inclusive education.

- "Thinking outside the box," in terms of potential collaborations, may include involving the Center for Disease Control (CDC), Rotary Clubs, and corporations that are interested in making a contribution internationally such as the Case Foundation, J.P. Morgan, Hewlett Packard. Faith-based organizations such as the Salatians and Catholic Relief Services (CRS), can be tapped to share their expertise in the field. The University of Pittsburgh's network, http://www.ginie.org, is a valuable source for information on inclusive education.

- The International Working Group on Disability, established in 1997, is made up of 24 representative donor and development agencies, international organizations, and governmental and non-governmental organizations (NGOs), including organizations of persons with disabilities. Recognizing the rights of those with disabilities, including children, its mission is to ensure that the concerns of individuals with disabilities are fully integrated into the agenda of donor and other organization that promote economic, education, health, and social development activities, with a focus on developing countries and countries in transition. This is accomplished by sharing information and through dialogue with development agencies on the needs and concerns of people with disabilities. The IWGDD

[42] *Prospects,* Vol. XXIX, No. 2, June 1999, Issue No. 10.

serves as an advocacy group, vis-à-vis development and donor agencies, to promote inclusion in policy and development programs. The IWGDD seeks to achieve its mission through training and technical cooperation, research and evaluation concerning effective interventions, and through dialogue and appraisals among governments, institutions, and civil society. [43]

SOME KEY TOPICS

The topics that are presented in this section are drawn directly from the perspectives of individual stakeholders in the donor, NGO, and academic communities and, to a lesser extent, document review.

Institutionalization of Children

Institutionalization of children with disabilities is widespread, especially in certain regions of the world such as in Central Asia and the Balkans. Save the Children – UK in its country report on Central Asia (Kyrgyzstan, Tajikistan, Uzbeckistan, 1999) states it thus: "Discrimination against disabled children is very widespread. Regardless of the severity of their disability, they are segregated from society in institutions. Once they are admitted to these institutions little attention is paid to their development. Shrinking budgets for social services make this strategy increasingly inappropriate and inadequate. Children in remote regions are most neglected because there are no rehabilitation services outside the urban areas. Institutionalization of children with disabilities, abandoned children ("deprived of the right of parental care"), and other excluded groups is receiving increased attention from international donors.

In late 1999, UNICEF in Macedonia began the process of "de-institutionalization," by spearheading a task force comprised of government ministries, staff of public institutions, international and national NGO partners to work on alternative care for abandoned children living in a special institution in Macedonia. The initiative was based on the realization that to grow up in an institution often means deprivation of parental care and even child rights. The principles of participation, non-discrimination, survival, growth and development, as well as access to education and recreational activities, all of which are encapsulated in the Convention on the Rights of the Child, can be violated in institutions.

As a result of strong representation by UNICEF and WHO, the government has decided to prevent any new admissions to the institution and to support the development of a community-support project for families with children with special needs. The ministerial decision is in accord with the objective of the joint UNICEF/WHO project to de-institutionalize residents of institutions. The project will serve as a pilot for "de-institutionalization" of all children living in public institutions for children with special needs in the selected area. This includes finding alternative care, such as the establishment of daycare centers and small group homes in the community, and support

[43] Jerome Mindes, IWGDD Coordinator.

to the biological as well as foster families. Lessons learned, with respect to the development of comprehensive care, as an alternative to institutionalization for children with special needs, includes:

- Establishing day-care centers;
- Promoting inclusion into mainstream schools; and
- Establishing small group homes.

Training the staff is critical to the accomplishment of each of these components.

A Special Situation: Inclusive Education for Deaf Children

The issue of special schools versus inclusive education for deaf children is complex and requires planning for and implementing initiatives that are in the best interests of the child. Children who are deaf will need to learn to communicate by lip reading or signing before they can learn in a regular classroom. The best interests of the child must be the main consideration. This requires participation in decision-making and flexible solutions to provide properly balanced developmental conditions for each child.

In Mozambique and Tanzania it is estimated that only one percent of children who are deaf attend school, while in China the estimate is that 60 percent of children who are deaf attend special schools.[44] In general, to the extent that deaf children have been educated it has been in special schools, most often in institutions. One of the leading experts on inclusion, Susie Miles, writes that both special schools and community-based rehabilitation programs (CBR) fail deaf children (CBR News, 1995).

Special schools mean, for the most part, institutionalization. The institutionalization of children has many disadvantages, not the least of which is alienation from family and community. The premise is that development of sign language at the community level is an essential part of the process of preparing for inclusive education. A different approach, a positive alternative developed in Mozambique to both special schools and CBR is a system of community-based support (CBS) that aims to strengthen knowledge of and fluency in sign language. As a result of this project, which is run by social workers from a government ministry and supported by a fluent sign language user from Finland, deaf adults teach small classes of deaf children in a poor area of Maputo. Government investment and commitment, and community involvement is needed to ensure that teachers learn sign language and that deaf adults are tapped as teachers for the deaf.

Inclusive education for deaf children was provided through initiatives by the Government of Papua New Guinea (PNG) drawing on changes in preservice teacher training, an inclusive kindergarten started by the community, and the initiation of a screening program. Where the primary school teachers skills in signing were limited, hearing children, who had learned to sign naturally by being educated together with deaf children, acted as interpreters for the teachers.

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[44] Seminar on Inclusion and Deafness, University of Manchester, 14 June 1999.

School Health and Nutrition

A discussion of school health and nutrition is outside the parameters of this report on inclusive education. Health and nutrition interventions are, however, critical to the overall well being of children and their capacity to learn. While the effects of health and nutrition interventions such as deworming and micronutrient supplements on school performance, per se, are difficult to tease out, recent World Bank impact studies of deworming in some African countries (e.g., Guinea) have shown that such a simple intervention as deworming has significant impact on hemoglobin levels. It was reported that deworming activities have shown the greatest success to date in some West African countries. It is easy to do and easy to show effects quickly.

Another aspect of this is that the deworming activities, which are safe and easy, is that they provide a point of entry to reach other goals such as getting ministries (e.g., education and health) to communicate better and to put a system in place for better delivery of services. It is axiomatic that communication between relevant ministries is critical to the effective delivery of services, whether it in areas of school health and nutrition such as HIV/AIDs, health messages, tobacco use or in ensuring an education for all children in the community.

Curriculum and Materials Development: Some Resources

In this section three illustrative initiatives to promote quality education for all are briefly described. These are UNESCO's *Teacher Education Resource Pack: Special Needs in the Classroom*; the *Index for Inclusion*; UNESCO's curriculum differentiation project; and universal design for learning (UDL).

- UNESCO *Teacher Education Resource Pack: Special Needs in the Classroom*, developed to assist member states to adopt more inclusive strategies for responding to children's special learning needs in regular schools and to support regular teacher education. It was developed in the late eighties, field tested in the early 1990s, and produced in final form in 1993. The Resource Pack looks at disabilities and learning difficulties from the point of view of interaction between the learner and the environment. The materials, which can be used flexibly depending on the context, aim to promote supportive school environments, active pedagogy, collaborative teaching and problem solving. Training is required to use the Resource Pack. It has been used in about 80 countries and translated into 20 languages.

- *Index for Inclusion*[45] is a set of materials to support schools in the process of inclusive school development. It is about building supportive school communities that foster high achievement for all students. The process of using the *Index* is itself designed to contribute to the inclusive development of schools by

[45] Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. Index for Inclusion Developing Learning and Participation in Schools. UK: Center for Studies in Inclusive Education, 2000.

encouraging staff to share and build on their existing knowledge to examine possibilities for increasing learning and participation for all the students.

- UNESCO has started to prepare new training material to assist teachers in understanding, developing and using differentiated curriculum. The curriculum is appropriate for preservice and inservice training, and for self-study. Although the materials are based on a 'whole class' approach to teaching and learning, they assist teachers to used objectives/outcomes that vary based on student differences and at the same time provide various strategies to achieve the goals and meet the standards of the general curriculum. The six units of the training material include, for example, student characteristics, instructional strategies, assessment and evaluation strategies.

- Universal Design for Learning (UDL), designed by the Center for Applied Special Technology (CAST), is a new paradigm for teaching, learning, assessment and curriculum development that draws upon and extends principles of universal design as used in architecture and product design. The central premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individual with different backgrounds, learning styles, abilities and disabilities, in widely varied learning contexts. The National Center for Accessing the General Curriculum (NCAC) was established by CAST in 1999, in a collaborative agreement with the U.S. Department of Education's Office of Special Programs (OSEP). The NCAC has these partners: the Council for Exceptional Children (CEC), Harvard Law School, Boston College Department of Education, and PACER, a parent advocacy organization in Minneapolis, Minnesota. The applicability of UDL for inclusive education in developing countries, although very promising, requires further study.

Utilizing Teams for Program Planning at the Community Level

An underlying principle of this approach is that all systems should be involved. This would be especially applicable to program design that is country specific. An example: Representatives of the various ministries, (e.g., health, education), NGOs, community members, family members, persons with disability, including children and youth, as feasible, can come together as a team and, using participatory methodologies such as asset mapping, develop a plan to build capacity of the whole system. Using this approach would contribute to community ownership of education for all.[46]

Professional Development

The major theme that emerged from this review is that professional development is key. The concept of inclusive education is considerably more than simply the placement of children with a disability into regular classrooms. Inclusion "requires radical school reform, changing the existing system and rethinking the entire curriculum of the school in

[46] Anne Smitih, Department of Education/OSERS, March 2001.

order to meet the needs of all children." It is essential that teacher training reflects such a philosophy. Teacher attitude toward persons with disabilities is therefore critical.[47]

It is in this context that a study, part of a collaborative project, was conducted in six universities in Australia and in South Africa to investigate the attitudes of preservice education students toward persons with disabilities, as a basis for developing teacher education courses at the respective institutions. Specifically, the study investigated preservice teachers' acceptance of and social interactions with persons with a disability, using the Interactions with Disabled Persons Scale.[48] The IDP scale is a 20-item six point Likert scale designed to measure attitudes toward persons with disabilities by assessing levels of discomfort in social interactions as a central factor underlying negative attitudes.

Teacher attitudes toward disability are critical to ensuring equitable access for all children. It is well known that negative attitudes lead to low expectations of a person with a disability, whereas positive attitudes lead to higher expectations, increased learning opportunities and increased performance of learners.[49]

Concluding Points: Benefits of Inclusive Education:[50]

- Inclusive education is a development priority and an investment strategy. Special schools and institutionalization of children are not cost effective.
- All students will benefit from teachers trained to look at individual learner differences—the whole system benefits.
- All students will benefit from teachers trained to plan instruction in terms of the learner's needs and to involve parents.
- Approaches to inclusive education need to be "context dependent," with respect to community, country, and region.
- The concept of child-centered pedagogy has evolved to the creation of rights-*based child-friendly schools.* A rights-based child-friendly school represents an ideal or a model toward which inclusive education systems might move.
- Teachers should not be encumbered with expectations and tools that are beyond the reality of the context in which they work, including their own capacities.

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[47] Forlin, 1997.
[48] Gething, 1991.
[49] Beckwith and Mathers, 1995
[50] Based on consultations, January-April 2001.

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NGO Committee on UNICEF's Sub-Working Group on Children in Armed Conflict. Summary of International Treaties to Protect Children in Armed Conflict. (May 1999). UNICEF.

The South African Handbook of Education for Peace by the Quaker Peace Center, Cape Town, South Africa. (1992). Mowbray, South Africa: Quaker Peace Center.

Rugh, Andrea B. (assisted by Hans Zomer). (July 1998). *Education for Afghans A Strategy Paper.* Save the Children UNICEF Afghanistan Supported by The Royal Netherlands Embassy.

Siwakoti, Gopal Krishna. (September 2000). *Statistics of Refugee Influx in South Asia: Developing a More Global Regime.* IAOS Conference on Statistics, Development and Human Rights, Montreux, Switzerland.

APPENDIX

LIST OF SELECTED ORGANIZATIONS AND RESOURCES

Enabling Education Network[51]
Website: www.eenet.org.uk

Save the Children – UK (SCF)
Website: **http://193.129.255.93/**
E-mail: **prc@scfuk.org.uk** (program resource center)

Joseph P. Kennedy, Jr. Foundation
Website: **http://www.familyvillage.wisc.edu/jpkf/**

European Agency for Development in Special Needs Education
E-mail: adm@european-agency.org

International Rescue Committee (IRC)
Website: **http://www.intrescom.org**

UNESCO
Website: **http://www.unesco.org/education/educprog/sne**

International Bureau of Education (IBE)
Website: **http://www.ibe.unesco.org**

USAID
Website: **http://www.usaid.gov**

World Bank
Website: **http://www.worldbank.org;**
http://www.worldbank.org/html/extpb/abshtml/13036.htm

Nordic Development Fund
Website: http://www.ndf.fin

Asian Development Bank (ADB)
Website: **http://www.adb.org**

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[51] An information-sharing network aimed at supporting and promoting the inclusion of marginalized groups in education worldwide. The Center is located at the University of Manchester in the U.K. This website was mentioned by a number of contacts as being extremely useful. It has information on inclusion and deafness, as one example.

UNICEF
Website: http://www.unicef.org

The UNICEF Innocenti Research Center
Website: **http://www.unicef-icdc.org**

Center for Studies on Inclusive Education (CSIE)
Website: http://www.inclusion.uwe.ac.uk/csie

National Institute for Rehabilitation Research (NIDRR)
Website: *http://www.ncddr.org/rpp/lrp_ov.html*

Council for Canadians with Disabilities
Email: ccd@pcs.mb.ca

World Institute on Disability
Website: http://www.wid.org

APPENDIX

LIST OF CONTACTS[52]

UNESCO
Aigul Khalafova
Warren Mellor
Frank Method (Washington office)
Hildegunn Olsen
Latika Padgaonkar (India office)
Jorge Sequeria

UNICEF
Gulaban Habibi
Mary Pegozzi
Macedonia office

World Bank
Thomas Hoopengardner (point person for disability)
N.K. Jangira (India office)
Venita Kaul (India office)
Simone Kirpal
Susan Offer
Robert Prouty
Mary Young

European Commission
Mervi Karikorpi (India office)

ADB
Anne T. Sweetser
Sri Wening Handayani

USAID
Janet Allem (disability point person)
John Hatch
Kay Freeman
Julia Owen-Rea
Cathy Savino
John Swallow

[52] Communications (electronic, telephone, in-person), January – April 2001

U.S. Department of Education/NIDRR
Paul Ackerman (retired)
Robert Jaeger

U.S. Department of Education/OSERS
Anne Smith

National Institutes of Health
F. Gray Handley
Louis A. Quatrano

Catholic Relief Services (CRS)
Carmen M. Madrinan (India office)
Jennifer Smith Nazaire
Michael Pozniak
Giang Wells-Dang[53]

CARE
Jane Benbow
Gita Menon (India office)

International Working Group on Disability and Development
Jerome Mindes

Joseph P. Kennedy Jr. Foundation
Margaret McLaughlin (consultant)

Save the Children –UK (SCF)
Ingrid Lucas (Program Resource Center, London)

Roeher Institute
Michael Bach

Children's Resources International, Inc.
Pamela Coughlin

Landmine Survivors Organizations
Emilie Ketudat (Thailand coordinator)
Becky Jordan
Mark Pitkin

[53] Previously associated with CRS in Vietnam

Annotated Bibliography of Disability Documentation produced by Save the Children

August 1999

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Save the Children

Introduction

This annotated bibliography of disability documentation produced by Save the Children (UK) was compiled by Elena Medi in May 1997. It does not claim to be comprehensive, and up-dates will be produced from time to time. The materials are cross-referenced and so appear in the different sections. It is not an easy task to categorise materials and it is recommended that you search several sections if looking for something in particular. Some of the materials are in the form of notes produced for internal awareness-raising.

Obtaining Copies
Please contact Save the Children's Programme Resource Centre in the first instance as some items are priced. For other items, a charge of 5 pence per page will be made to external agencies unless local organisations in developing countries.

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8: Sue Stubbs 58

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+REF: indicates the box in which a copy of the information material is to be found. An underlined box name indicates the main location, where the master copy can be found. Additional box names indicate cross references, where other copies of the material can be found. The full comments on the document are in the main location section, and sometimes there is only a summary in other sections.

Sue Stubbs, Disability Advisor. E-mail: s.stubbs@scfuk.org.uk
Resource Centre (for requesting copies) l.kwast@scfuk.org.uk

COUNTRIES 1

REPORTS FROM REGIONS (MIXED COUNTRIES)

- **Carey, J (1999) 'Steps to Inclusion – An Example from the Middle East'. A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

This short case study records how a Middle Eastern country, with no formal inclusion work to date, attempted to address and change segregated education.
+REF Inclusive/ Integrated Education; Countries: Middle East
4 pages

- **Jones H (ed) (1997) Southeast, East Asia and Pacific Region: Disability Programme Briefing Papers**

A collection of up-dated, succinct reports on SCF disability programmes in China, India, Laos, Myanmar, Nepal, Philippines, Thailand and Vietnam. These reports provided background material for the Asian region disability meeting in June 1997.
+REF Countries: Mixed Regions
43 pages

- **Holdsworth J & Kay J eds. (1996) 'Towards Inclusion: SCF UK's Experience in Integrated Education', Discussion Paper No. 1, SEAPRO Documentation Series, Save the Children**

Summary of SCF's position and experiences on Inclusive / Integrated Education, produced from contributions of a seminar held in Laos in May 1995. What is meant by inclusive and by integrated education, its characteristics and how to plan for IE programmes is discussed, and work in 5 countries analysed to identify factors of success.
+REF: Inclusive/Integrated Education, Disability Policies, Countries: China, Laos, Lesotho, Thailand, Vietnam
65 pages.

- **SAFOD & SCF(UK) (1995) 'Report on the First Regional Southern African Workshop on Children with Disabilities. Bulawayo, Zimbabwe, 5-7 December 1995'**

Proceedings from this meeting, which implemented one of the recommendations of the 1994 Malalotja meeting, and brought together members of Disabled People's Organisations, parents and CBR/IE workers to monitor progress and exchange experiences of work with disabled children in the region. Participants missed representatives from Angola, Botswana and Malawi but all other countries in the region, including Zambia and Namibia, were represented.
+REF: Countries: Southern Africa
43 pages plus appendices

- **Goodwin, J and Bhatia, S (1994) 'South Asia Regional Disability Workshop. 12th-14th December 1994. New Delhi', compiled by**

Vibrant report on three intense days of learning about disability, attitudes, empowerment, current SCF programmes and thinking about disability, facilitated by B Venkatesh and Sue Stubbs.
+REF: Countries: South Asia
18 pages plus appendices

- **Miles, S (1994) 'Partnership for Change. A Save the Children Fund Regional Disability Meeting for Southern Africa. Malalotja, Swaziland, 17-19 October 1994'**

A coming together of workers from SCF-supported disability programmes in the Southern African region, with some representatives of Disabled People's Organisations and Parents Organisations. The meeting was an opportunity to share information about the Global Meeting in Dunford and about country programmes, and to further discuss the relationship and future cooperation between CBR and DPOs and POs.
+REF: Countries: Southern Africa
24 pages plus appendices

- **Miles, S (1994) 'Report of a Regional Disability Meeting. March 13-14 1994. Maseru, Lesotho'**

First gathering of project staff from SCF-supported Southern Africa disability projects, in preparation of the Global Meeting in Dunford and for sharing experience and networking. First discussions about disability as a development issue, relationships with DPOs, evaluation, integration of disability into general programmes.
+REF: Countries: Southern Africa
18 pages plus appendices

- **Mawer R (1994) 'Mice Amongst the Tigers - Adding Value in NGO-Government Relations in South East Asia'**

Paper presented at the NGO and Development Workshop, University of Manchester, 1994, examining emerging issues over an 11 year period in disability in South East Asia. The paper concludes that added value can be achieved at relatively low cost when there is considerable on the ground experience and a flexible approach.
+REF: Disability Policies, Countries: South East Asia
11 pages

- **Stubbs, S (1994) 'Together It Is Possible. An Anthology of Disability Work in Overseas Programmes: SCF in Africa, The Middle East and Asia. Dunford 14-22 April 1994'**

Collection of reports, case histories, maps, comments and other information about SCF disability programmes by the participants to the global seminar entitled 'Children, Disability and Development', held in Dunford in April 1994. An impressive snapshot of disability work in some twenty countries, useful as a resource for people

within and outside the Fund.
+ REF: Countries; mixed, CBR/Disability Programmes, Inclusive/Integrated Education, Aids for Training & Programme Design
255 pages

- ***South Asia's Children*, Vol. II, No. 2, Winter 1993: Issue on Disability**

The issue is dedicated to disability and illustrates current SCF disability programmes in South Asia (Nepal, Sri Lanka, Pakistan, Bangladesh, India). It includes list of resources.
+REF: Countries: South Asia
29 pages

- **Mawer R (1992) 'SCF Disability Work in the South East Asia and Pacific Region'**

An overview of the situation of disability programmes in the ESCAP region (China, Fiji, Hong Kong, Laos, Papua New Guinea, Thailand, Viet Nam), with a note on the 'WHO model' and the 'NGO pilot project model' for CBR, and on the growing understanding of the possibilities and importance of IE.
+REF: Countries: SE Asia and Pacific, CBR/Disability Programmes

Individual Countries:

CHINA

- **Holdsworth J (1994?) 'Integrated Education Project, Anhui Province',** published in *Making It Happen,* UNESCO 1994 ?

Early description of this project, which started in 1988 with 'small beginnings' in one classroom in one kindergarten in a province with more than 50 million people.
+REF: Inclusive/Integrated education, Countries: China
7 pages

- **SCF (1993) 'Integrated Education in South East Asia. Workshop Report. 24-28 May 1993, Bangkok, Thailand'**

First steps of IE in SE Asia. Useful 'Questions for Discussion' in Appendices.
+REF: Inclusive/Integrated Education, Countries: China, Laos, Thailand, Vietnam
33 pages

INDIA

- **Nair D (1996) 'Integrated Education for the Visually Impaired - Some Insights'**

This paper is an account of a child-centred participatory research project conducted as part of in-house SCF training in India. Gives some very useful feedback on the issues around conducting research with disabled children. Provides insights into disabled children's perspectives and suggestions on integration, and also gives an overview of the background to integration in India, and one small example of what is happening in practice.
+REF Inclusive/Integrated Education, Evaluation and Research, Countries; India
29 pages

KENYA

- **Saunders C & Zinkin P (1990) 'Evaluation of the Kibwezi CBR Programme run jointly by Action Aid Kenya, AMREF, and the Government of Kenya'**

One of the first evaluations of a CBR programme, raising key questions about coverage and staff, relationships with existing PHC programmes, the role of disabled people's organisations and issues of employment opportunities.
+REF: Evaluation and Research, Countries: Kenya
35 pages

LAOS

- **Holdsworth,J; Sacklokham, K; Phommabond, C & Inthirath, S (1997) 'Lao PDR Management of the Integrated Education Programme - Guidelines'. Ministry of Education and SCF(UK)**

This is a guide for helping provincial and district education services and school directors to support and expand the IE Programme. It details the background to integration and the current pilot management plan.
+REF Inclusive/Integrated Education; Countries: Lao
30 pages

- **Manoroth, V (1997) 'Changing Practice in Pre-Schools from Didactic to Active Learning with Low Resources in the Lao People's Democratic Republic' *SEAPRO Forum (SCF UK)*, January 1997 pp3-8**

Discusses steps taken to introduce active teaching methods using minimal additional funding. Looks at problems and changes made through teacher training and how the project has influenced other childhood services.
+REF Inclusive/Integrated Education, Countries: Laos
6 pages

- **Holdsworth J and Thepphavongsa P (1996) 'Don't use mature wood if you want to bend it; don't pick old mushrooms if you want to eat them' Experiences of the Lao People's Republic in provision for children with**

disabilities - using the kindergarten sector

Excellent analysis and discussion of the SCF-supported programmes in Laos which bring together issues of school improvement, education for all and early intervention. The paper discusses how the UNESCO initiative and the experiences of school improvement led to the development of an integrated education programme which began in primary schools, and is now operating in the kindergarten sector. The paper argues for interventions which start with the kindergarten sector when children can most easily be helped. The Laos experience demonstrates that improving quality for all and providing for children with special needs can go hand in hand.
+REF: Inclusive/Integrated Education, Disability Policies, Countries; Laos
14 pages

- **Mawer R & Kay J (1995) 'Integration in Action'. Article for *SEAPRO Forum* (published?)**

Description of difficulties and opportunities encountered in the establishment of the integrated education programmes in Thailand and Laos. Their reciprocal links, similarities and differences are highlighted.
+REF: Countries: Thailand and Laos, Inclusive/Integrated Education
7 pages.

- **SCF (1993) 'Integrated Education in South East Asia. Workshop Report. 24-28 May 1993, Bangkok, Thailand'**

First steps of IE in SE Asia. Useful 'Questions for Discussion' in Appendices.
+REF: Inclusive/Integrated Education, Countries: China, Laos, Thailand, Vietnam
33 pages

LESOTHO

- **Stubbs, S (1999) 'Lesotho – Case Study' - A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

This case study looks at government support for a national IE programme. It illustrates how to overcome resource and class-size barriers and shows the criteria which promote or prevent successful inclusion.
+REF Inclusive/Integrated Education; Countries: Lesotho

- **Mariga L and Phachaka L (1996) 'Background History of Integrated Education in Lesotho'**

A useful summary document on the Lesotho Inclusive Education programme giving a short history, information about materials produced and summary of lessons learnt.
+REF Inclusive/Integrated Education, Countries: Lesotho
14 pages

- **Miles S (1996) 'Engaging with the Disability Rights Movement: the experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol. 11, No. 4, 1996**

In different contexts, CBR has developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which 'services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experiences in Southern Africa.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
17 pages

- **Special Education Unit (1996) 'Preparing Teachers for Inclusive Education' Ministry of Education, Lesotho**

Tutor's guide to the four hour video package which is part of the training course devised by Lilian Mariga, Lineo Phachaka and Roy McConkey for the Lesotho National Integrated Education Programme.
+REF: Aids for Training & Programme Design, Inclusive/Integrated Education, Countries: Lesotho
76 pages

- **Du Toit M *et al.* (1995) 'Evaluation of the Lesotho National Federation of Organisations of Disabled People Development Activists' Training Programme (LDATP). 10-24 May 1995'**

A detailed description of the Lesotho Development Activists' Training Programme (1992-94) for members of organisations of disabled people, highlighting its successes in rising awareness and empowering disabled people. Recommendations include indications of how the training should be continued and expanded, ways of providing more reliable support in income generation and suggestions to strengthen the Federation.
+REF: Evaluation and Research, Countries: Lesotho
46 pages plus appendices

- **Khatleli P, Mariga L, Phachaka L and Stubbs S (1995) 'Schools for All: National Planning in Lesotho'** a chapter in O'Toole B & McConkey R (eds) (1995) *Innovations in Developing Countries for People with Disabilities*, Lisieux Hall Publications

Much of the literature on education of disabled children in developing countries is culturally biased and lacks cross-cultural perspective. Crucial issues of participation of parents and communities are overlooked, and sources of influence such as UN bodies or major donors, even when based on a 'deficit' model, are unchallenged. The innovative example of Lesotho is illustrated, with insights on aspects of the Basotho culture which helped shaping specific aspects of the National Integrated

Education Programme.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries; Lesotho
19 pages

- **Miles S (1995) 'Disability as a Catalyst for Sustainable Development. A Policy in the Making paper'**

Far from just being 'rehab done in the community', CBR focuses on the barriers faced by disabled people and tries to set up strategies to remove them. Examples from Lesotho and Swaziland on solutions that communities and CBR workers 'invented' to overcome three of the most common barriers i.e. poverty, physical environment and negative attitudes.
+REF: Susie Miles, Countries: Lesotho & Swaziland, Disability Policies
13 pages

- **Mohale M *et al.* (1995) 'Evaluation of Scott CBR Project. Lesotho, May 9th-26th 1995' compiled by Caroline Arnold**

At 6 years into project implementation, the evaluation highlights its major strengths (in particular strong community participation, extensive training, attitude changes, and focus on links between poverty and disability and income generation) and areas for improvements (balancing activities in the project, strengthening monitoring and record keeping, redefining roles and responsibilities, networking and strengthening cooperation with other groups, designing a new 3-4 year plan).
+REF: Evaluation and Research, Countries: Lesotho
53 pages plus appendices

- **Mohale M & Miles S (1995) 'Community Based Rehabilitation and its Emergence through PHC. A Policy in the Making paper'**

Detailed account of how the CBR programme was born out of the Scott Hospital PHC work, from the care for the elderly, to disabled children, to community involvement and poverty alleviation.
+REF: CBR/Disability Programmes, Countries: Lesotho, Susie Miles, Disability Policies
10 pages

- **Stubbs S (1995) 'Supporting Sustainable Change in Developing Countries. Lessons from the South: Pioneers of the Future'**

Paper presented at the International Special Education Congress, Birmingham, April 1995, reporting on the Lesotho National Integrated Education Programme as an example of effective, sustainable good practice even in classes with up to one hundred children.
+REF: Sue Stubbs, Inclusive/Integrated Education
14 pages.

- **Stubbs S (1995) 'The Lesotho National Integrated Education Programme: A Case Study on Implementation', Thesis submitted in part fulfilment for the degree of Master of Education of the University of**

Cambridge Faculty of Education.
The study describes the action research on the implementation of the Lesotho Programme, and illustrates in details how the research methodology was prepared and applied, and the conclusions drawn. An enlightening literature review on education of disabled children in developing countries, and a rich bibliography, tables and other information, complement this extremely enjoyable, informative and relevant reading.
+ REF: Sue Stubbs, Inclusive/Integrated Education, Evaluation and Research, Countries: Lesotho
173 pages.

- **Miles S (1994) 'The Interface between Community Based Rehabilitation (CBR) and the Disability Movement in Southern Africa'**

Even CBR can turn into institutionalised routine unless disabled people, their families and organisations are increasingly involved. There is not just one way of achieving a more consumer-focused approach: some key experiences in Southern Africa are reviewed. Part of the Institutional Learning Assignment as ex-Regional Disability Advisor.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa
37 pages

- **Mariga L. & Phachaka L. (1993) 'Integrating Children with Special Education Needs into Regular Primary Schools in Lesotho - Report of a feasibility study by Ministry of Education, Lesotho'**

The report documents a study that was carried out to gather information to assist the MoE with its integrated education policy. It is based on interviews with teachers and pupils, questionnaires and observations. It provides information on the numbers of children with special education needs, on attitudes to integrated education and on facilities. From this are drawn a number of recommendations.
+REF: Inclusive/Integrated Education, Countries: Lesotho
62 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

MALI

- **SCF(UK) (1999) 'Mali – Case Study' - A case study to be included in**

UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'

Demonstrates how inclusive education can be supported in one of the 'poorest' areas of the world. This case study illustrates how education/ inclusive education in a context such as Mali cannot be seen in isolation from broader issues such as survival, food security, agriculture, health, etc.

+REF Inclusive/Integrated Education; Countries: Mali
8 pages

MOROCCO

- **Carey J & McIvor C (1995) *In Our Own Words. Disability and Integration in Morocco***

This book analyses SCF's disability work in Morocco, looking at disabled children's needs and their participation in programmes and services, and the particular needs of disabled women and female caregivers.
+REF: CBR/Disability Programmes, Countries: Morocco
128 pages, also published in Arabic

- **McConkey R & Carey J (1994) *Observing Children Playing*, handbook and video**

Designed for families, teachers, CBR workers, volunteers and others involved with children with and without disabilities, with sections on social play, energetic play, skilful play and cognitive play. The handbook also includes a section to help the course leader use the material with groups of people, simple charts to record the child's starting point and progress, suggestions on which activities to move on to, and how to develop new ideas.
+REF: Aids for Training & Programme Design, Countries: Morocco
33 pages, published in English/Arabic and in French/Arabic

MOZAMBIQUE

- **Medi E (1997) 'How Can A Disability programme based in the Ministry for Social Action help disabled children's education? Education and Disabled Children in Mozambique, and the case of deaf children'.** A Primary Education Booklet Theme Paper.

Discussion on education issues relating to Mozambique Community Based Support programme.
+REF Inclusive/Integrated Education, Countries: Mozambique

- **Miles S (1996) 'Engaging with the Disability Rights Movement: the experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol. 11, No. 4, 1996**

In different contexts, CBR has developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which 'services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experiences in Southern Africa.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
17 pages

- **Miles S (1995) 'The Deaf Dilemma', article for *CBR News*, No. 20, May-August 1995**

Is it better for a deaf child to be in a mainstream school, or in a school for the Deaf? Brief account of the first steps of the work with deaf youth in Mozambique.
+REF: Susie Miles, Inclusive/Integrated Education, CBR/Disability Programmes, Countries: Mozambique
1 page

- **Miles S and Medi E (1995) 'Community Based Support for Disabled Children in Post War Mozambique'**

Published in Disasters Journal. In depth discussion of the impact of war on disabled children. War, combined with poverty and drought, increases the incidence of impairment, but prevalence does not increase because such children are very vulnerable and often do not survive. The paper examines reasons why children do not survive, and discusses an SCF supported programme of training for social workers to change attitudes and offer basic rehabilitation techniques.
+REF: CBR/Disability Programmes, Disability Policies, Countries; Mozambique

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION
+REF: Susie Miles, Countries; South/Southern Africa, Inclusive/Integrated Education
4 pages

- **Miles S (1994) 'The Interface between Community Based Rehabilitation (CBR) and the Disability Movement in Southern Africa'**

Even CBR can turn into institutionalised routine unless disabled people, their families and organisations are increasingly involved. There is not just one way of achieving a more consumer-focused approach: some key experiences in Southern Africa are reviewed. Part of the Institutional Learning Assignment as ex-Regional Disability Advisor.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa
37 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages.

NEPAL

- **Stubbs, S & Ghiasuddin, Q (1999) 'Case Study: Jhapa Refugee Camps' - A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

A brief case study which demonstrates the potential of promoting inclusive education in a refugee situation. It also illustrates challenges of participation and ownership in refugee situations and particular challenges around education for deaf children.
+REF Inclusive/Integrated Education; Countries: Nepal
5 pages

- **Stubbs S (1997) 'Disability and Refugees - The Example of Nepal'**

A summary of the key points which make the Jhapa refugee programme an example of good practice of including disabled people in a refugee programme. Taken largely from reports by Gauri Giri and the Special Needs Support Committee.
+REF CBR/Disability Programmes, Countries: Nepal, Sue Stubbs
2 pages

- **Giri, G (1996) Briefing Notes and other Documents on Jhapa Refugee Programme**

5 documents including evaluation on this pioneering refugee programme which has addressed disability in an inclusive way.
+REF Countries: Nepal, CBR, Evaluation and Research

- **Giri, G (1995) 'Focus Group Discussion: Special Needs, Report of a research project on disabled people in the Jhapa refugee camps in Nepal'**

An informative and interesting report on a small but pioneering research project involving both disabled and non-disabled children as well as parents and community members. A rare documentation of the experiences and opinions of disabled refugee children.
+REF Evaluation and Research, CBR/Disability Programmes, Countries: Nepal
14 pages

- **Special Needs Support Committee (SNSC) (1995) 'Evaluation of Pilot Project for Children with Special Needs, Jhapa Refugee Programme, Nepal'**

An informative report evaluating the pilot stage of a pioneering programme aiming to integrate disability into the refugee programme in Jhapa, Nepal.
+REF Evaluation and Research, CBR/Disability Programmes, Countries: Nepal
25

- **Evaluation Team (1993) 'Evaluation. Save the Children Fund (UK) Baglung Mother and Child Health Programme. CBR Component', compiled by Sue Stubbs**

Part of the wider evaluation of the MCH programme, this very detailed report is full of suggestions for programme improvement as well as for planning other evaluations.
+REF: Evaluation and Research, Countries: Nepal
43 pages plus appendices

PALESTINE

- **Hawwash M and Maas L (1996) 'Pilot Project: Promoting Inclusive Education in Palestine Through the Child-to-Child Approach'**

This is an interesting and useful document including activity sheets and training workshop schedule. It is designed for a project where children are already 'integrated', but where there is still a need to address issues of inclusion and exclusion. The Child-to-Child methodology is used to facilitate children themselves to design and develop an inclusive environment which respects and values difference.
+REF Inclusive/Integrated Education, Countries: Palestine
19 pages

PAPUA NEW GUINEA

- **Evaluation Team (1992) 'Evaluation of Western Highlands Association for the Disabled Programme, Papua New Guinea'**

Undertaken two years after the beginning of the CBR programme to assess ways for programme expansion, government involvement and sustainability. SCF phased out in 1994.
+REF: Evaluation and Research, Countries: Papua New Guinea
42 pages plus appendices

SOUTH AFRICA

- **Miles S (1996) 'Engaging with the Disability Rights Movement: the**

experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol. 11, No. 4, 1996

In different contexts, CBR has developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which 'services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experiences in Southern Africa.

+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe

17 pages

- **Philpott S (1995) ' Amawoti: Responding to the Needs and Rights of People with Disabilities'**

Prepared as a thesis for a Master Degree in Social Sciences, this is an in-depth study of a community-led programme in a poor urban black community, with a particular focus on issues of participation and empowerment.

+REF: Evaluation and Research, Countries: South Africa

182 pages

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION

+REF: Susie Miles, Countries, Inclusive/Integrated Education

4 pages

- **Miles S (1994) 'Disability Awareness and Integration Workshop. Durban, 17 November 1994'**

Notes of a training day with pre-school trainers from the Durban area. Useful examples of awareness-raising activities, and thought-provoking questions.

+REF: Susie Miles, Aids for Training and Programme Design, Countries: South Africa

9 pages

- **Miles S (1994) 'The Interface between Community Based Rehabilitation (CBR) and the Disability Movement in Southern Africa'**

Even CBR can turn into institutionalised routine unless disabled people, their families and organisations are increasingly involved. There is not just one way of achieving a more consumer-focused approach: some key experiences in Southern Africa are reviewed. Part of the Institutional Learning Assignment as ex-Regional Disability Advisor.

+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa

37 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

SRI LANKA

- **(1990) 'An Evaluation of the MENCAFEP Community Based Rehabilitation Programme. Nuwara Eliya, Sri Lanka', compiled by Malkanthi Gunawardena & Chris Saunders**

One of the early evaluations of CBR programmes. MENCAFEP was at the time in its third year of activity and the evaluation helped reviewing the main components of the programme, including its management and future strategy in the view of the introduction of a wider government scheme.
+REF: Evaluation and Research, Countries: Sri Lanka
19 pages

SWAZILAND

- **Miles S (1996) 'Engaging with the Disability Rights Movement: the experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol. 11, No. 4, 1996**

In different contexts, CBR has developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which 'services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experiences in Southern Africa.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
17 pages

- **Miles S (1995) 'Disability as a Catalyst for Sustainable Development. A Policy in the Making paper'**

Far from just being 'rehab done in the community', CBR focuses on the barriers faced by disabled people and tries to set up strategies to remove them. Examples from Lesotho and Swaziland on solutions that communities and CBR workers 'invented' to overcome three of the most common barriers i.e. poverty, physical environment and negative attitudes.
+REF: Susie Miles, Countries: Lesotho & Swaziland, Disability Policies
13 pages

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION
+REF: Susie Miles, Countries, Inclusive/Integrated Education
4 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

- **Mutangira J & Nkosi L (1993) 'Swaziland Community Based Rehabilitation (CBR) Programme. An Evaluation Report for Ministry of Health, Swaziland and Save the Children Fund (SCF)'**

Evaluation exercise set out to assess impact, prospects for integration and sustainability of this CBR Programme run jointly by the Ministry of Health and the local SCF. A major statistical component, not always relevant, makes the report too detailed, extended and difficult to read.
+REF: Evaluation and Research, Countries: Swaziland
102 pages

THAILAND

- **Save the Children Fund (1997) Chang Rai CBR Project: Summary of Evaluation**

Published report of evaluation conducted on pilot rural CBR project supported by SCF from 1994-1996. The participatory evaluation resulted in recommendations for sustainability and discusses several important findings relating to CBR, Integrated Education and gender.
+REF Evaluation & Research, Countries; Thailand, CBR and Disability Programmes
17 pages

- **Mawer R & Kay J (1995) 'Integration in Action'. Article for *SEAPRO Forum* (published?)**

Description of difficulties and opportunities encountered in the establishment of the integrated education programmes in Thailand and Laos. Their reciprocal links, similarities and differences are highlighted.
+REF: Countries: Thailand and Laos, Inclusive/Integrated Education

7 pages

- **Mawer R (1995) 'SCF(UK) Thailand. Integrated Education Programme - 1989-95'**

Internal report on the evolution of IE in Thailand, and of the strategic decisions needed in a context of highly bureaucratic and developed Special Education tradition.
+REF: Inclusive/Integrated Education, Countries: Thailand
7 pages

- **(1994) 'Review. Integrated Education Project for Visually Impaired Children (Teacher Support Program) Northeastern Region / Thailand. March 6th-11th, 1994'**

Review prepared by SCF and the Christian Foundation for the Blind in Thailand to look at ways of improving the delivery of services for visually impaired children, but also and primarily to look at ways of 'scaling-up' and encouraging a wider integration in the education of disabled children.
+REF: Evaluation & Research, Countries: Thailand, Inclusive/Integrated Education
27 pages

- **SCF (1993) 'Integrated Education in South East Asia. Workshop Report. 24-28 May 1993, Bangkok, Thailand'**

First steps of IE in SE Asia. Useful 'Questions for Discussion' in Appendices.
+REF: Inclusive/Integrated Education, Countries: China, Laos, Thailand, Vietnam
33 pages

UK

- **Steele A (1997) 'Sparky Disability Awareness Project. Discussion paper: Inclusive Summer Playschemes'**

This paper briefly looks at some of the arguments for inclusive playschemes. It outlines various models of community and council playscheme provision and then looks at resources and staffing. Finally, two inclusive playschemes are looked at in more detail.
+REF Inclusive/Integrated Education, Countries: UK
34 pages

- **Denizloe J (1996) 'Development of Disability Policy and Practice in the UK'** Paper presented at the Belgrade workshop, March 1996

Clear overview of disability legislation in UK (in general, not specifically referring to SCF) and summary of SCF-supported projects.
+REF Disability Policies Countries: UK

- **Newton D (1995) 'Inclusion in the Early Years: A Report on the work of a partnership between Save the Children and Birmingham Social Services' Published by Playchoice, Michael Parker Building, St Peter's**

Urban Village Trust, College Rd, Saltley, Birmingham, B8 3TE, 0121 327 3966. Available in large print and on tape

A detailed account of the joint initiative 'PLAYCHOICE' focusing on removing barriers which prevent children with disabilities accessing mainstream under 8's child care services. Defines philosophy, policy , legislative background, examines issues and barriers to equal access. Describes the development of the programme, reports on outcomes and achievements. Concludes with recommendations and potential for influence of the PLAYCHOICE project.
+REF: Inclusive/Integrated Education, Disability Policies, Evaluation & Research, Countries: UK
c 50 pages

- **Reiser R (ed) (1995) 'Invisible Children. Report of the Joint Conference on Children, Images and Disability'. Held on 1 March 1995. Organised and published by Save the Children and The Integration Alliance**

Images of disability, from ancient sculptures to modern adverts and films, reflect the way disabled people are marginalised. Packed with thought-provoking comments and suggestions on how to improve the visual and verbal representation of disability.
+REF: Disability Policies, Aids for Training and Programme Design, Countries: UK
64 pages

- **SCF (199?) 'SPARKY Disability Awareness Project'**

Information and resource pack on this project jointly funded by SCF and Strathclyde Regional Council since 1987 to help playworkers make their activities accessible to disabled children, support parent groups, and promote awareness on disability in schools and colleges.
+REF: Aids for Training and Programme Design, Disability Policies, Countries: UK

- **SCF (1994?) 'Spotlight on... Disability'**

Activity pack for use with young people to help thinking about the way society denies basic human rights to disabled people, and about what could and should be done. Includes poster.
+REF: Aids for Training and Programme Design, Countries: UK

- **SCF (1994) 'Think of Someone with a Disability' in *Right Angle*, Issue No. 6, August 1994**

Notes on disability to help the magazine's young readers gain a better understanding and attitudes towards disabled people.
+REF: Aids for Training and Programme Design, Countries: UK

- **PLANET (1993) 'Information Pack'**

Information on the 'Play Leisure Advice NETwork' project, including list of resources, suppliers and map to get to the Harperbury based resource centre.
+REF: Aids for Training and Programme Design, Countries: UK
20 pages

- **SCF UK Dept. (1992) 'Equal Opportunities: A Guide to Ensuring Good Practice on Disability in UK Fieldwork'**

Guidelines to ensure that all SCF's work be open to inclusion of disabled people. A few addresses given are now out of date.
+REF: Disability Policies, Countries: UK
30 pages

VIETNAM

- **Jones, H (1999) 'Integrating a Disability Perspective into Mainstream Development Programmes: The Experience of SCF(UK) in East Asia'**

Provides an outline of SCF's disability strategy. Looks at the strengths and weaknesses of different approaches to disability-related development work through the examples of 5 SCF supported projects. Also proposes some guiding principles for integrating disability into mainstream development.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
15 pages

- **Jones H (1997) 'The Development of an Access Approach in a Community Based Disability Programme' in *Asia Pacific Disability Rehabilitation Journal*, vol.8 no.2**

A brief overview of SCF(UK)'s programme in Vietnam which illustrates a care in the community approach based around responding to actual needs, rather than relying on a standardised solution. The role of volunteers in rehabilitation and advocacy is emphasised, as are the benefits of a holistic approach for the whole community.
+REF CBR/Disability Programmes, Countries: Vietnam
2 pages

- **Jones H (?) Integrating a disability perspective into mainstream development programmes: examples from Save the Children (UK) in East Asia**

A concise article which presents SCF(UK)'s disability strategy. The article aims to encourage a wider range of approaches to be considered within the concept Integrating a Disability Programme, than just CBR. It explains SCF(UK)'s two main approaches to disability (distinct programmes and integrated perspectives) and illustrates them with examples from East Asia.
+REF Evaluation and Research, Disability Policies, Countries: Vietnam
11 pages

- **Jones H (1997) Integrating a Disability Perspective into a Credit and Savings Programme: An Initial Situation Analysis**

An excellent and informative report which documents an initial attempt to integrate disability into a credits and savings programme. The paper includes ideas on methodology, and makes recommendations for the way ahead. Essential reading for

those who want to know 'how to start' to integrate disability as a cross-cutting theme in programmes which do not focus specifically on disability.
+REF Evaluation and Research, Countries: Vietnam
28 pages

- **Jones H (1996) 'Towards a 'Child-Focused' Approach: The Development of a Community-based Disability Programme', in *SEAPRO Forum*, July 1996**

The 'Care in the Community' Programme, first of this kind to begin in one district of Ho Chi Minh City, illustrates the potential of a *child-focused* approach for finding solutions to help the whole family of a disabled child, and to involve bureaucratised but essential community resources in an innovative and empowering way.
+REF: CBR/Disability Programmes, Countries: Viet Nam, Evaluation and Research
5 pages

- **Jones H (1995) 'First Steps to Integration', article for *CBR News* No.20, May 1995**

A summarised introduction to the kindergartens programme for integrated education which also stresses factors which assisted integration, and links with CBR programmes.
+REF: Inclusive/Integrated Education, Countries: Viet Nam
1 page

- **Jones H (1994) A Case-study of an Integrated Education Programme for Young Disabled Children in Ho Chi Minh City, Viet Nam, A dissertation submitted in part fulfilment of the requirements for the degree of M.Ed in Special Education in the Faculty of Education, University of Manchester**

Describes the beginnings of a programme for young children in one kindergarten of District 11 in Ho Chi Minh City. Teachers overcame their fear of integration discovering that they had been already practising it in their own schools ('casual integration); they became interested in more flexible teaching methods and consciously began integrating children not accepted by other kindergartens, spearheading the extension of the programme to other schools. Interestingly enough, CBR is the official strategy for providing services for disabled children in Viet Nam, but its medical orientation, and the existence of about 80 special schools in the country, made people think that educational needs of disabled children could not be managed in mainstream settings.
+REF: Inclusive/Integrated Education, Countries: Viet Nam, Evaluation and Research
110 pages

- **SCF (1993) 'Integrated Education in South East Asia. Workshop Report. 24-28 May 1993, Bangkok, Thailand'**

First steps of IE in SE Asia. Useful 'Questions for Discussion' in Appendixes.
+REF: Inclusive/Integrated Education, Countries: China, Laos, Thailand, Vietnam

33 pages

ZANZIBAR

- **Evaluation Implementing Team (1995) 'Zanzibar CBR Evaluation Report'**

Evaluation of the CBR programme run by the Zanzibar Association of the Disabled in the West District of Unguja, at the end of the agreed funding period. The team found the programme to be offering a good standard of CBR activities utilising resources locally available, and recommended its extension to national level.
+REF: Evaluation and Research, Countries: Zanzibar
91 pages

- **Stubbs S (1994) 'Early Childhood Education / Care Issues in Relation to Disability. Some Examples from East Africa' (draft)**

Issues raised in the course of a visit to the Zanzibar North District Physiotherapy Out-reach Programme, and the South and West Districts CBR Programme. The need to develop a more listening approach is stressed, which takes into account what mothers consider to be sickness, disability and proper child development. In schools, CBR has an important role in promoting a focus on disability which can become the gateway to better teaching for all children, unlike special schools or units, based on concepts now challenged even in the West and often totally alien to the recipients' culture, and yet still promoted by powerful donors.
+REF: Sue Stubbs, Inclusive/Integrated Education
8 pages

- **Khamis Z, Khamis H & Mariga L (1993) 'Zanzibar CBR Course Content'**

Short outline of the CBR Course, part of the programme run by the Zanzibar Association of the Disabled: an example of training for CBR workers.
+REF: Aids for Training and Programme Design, Countries: Zanzibar
8 pages

- **Zanzibar Association of the Disabled (1993) 'Community Based Rehabilitation Programme. Guide for CBR Workers and Parents with Children with Disabilities'**

To complement the 'Course Content', this manual gives short explanations about different impairments, tips for teaching, and a number of examples for breaking tasks into small steps.
+REF: Aids for Training and Programme Design, Countries: Zanzibar
62 pages

- **Juma F & Miles S (1989) 'An Evaluation of the Community Based Rehabilitation Programme of the Organisation of Disabled People of Zanzibar. October 1989', compiled by Susie Miles**

One of the earliest evaluations of CBR programmes and the first of the programme

in the Zanzibar West District (see also the more recent one in 1995).
+REF: Evaluation & Research, Countries: Zanzibar
31 pages plus appendices

ZIMBABWE

- **Miles S (1996) 'Engaging with the Disability Rights Movement: the experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol. 11, No. 4, 1996**

In different contexts, CBR has developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which 'services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experiences in Southern Africa.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
17 pages

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION
+REF: Susie Miles, Countries, Inclusive/Integrated Education
4 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

- **Saunders C & Miles S (1989) 'An Evaluation of the Children's Rehabilitation Unit, Harare Central Hospital, Zimbabwe, Jan-Feb 1989'**

Three years after its inception, the evaluation aimed at assessing the role and functioning of the CRU, which first introduced a wider approach to rehabilitation including social and educational factors, and had a major impact on services within the national rehabilitation network.
+REF: Evaluation & Research, Countries: Zimbabwe
27 pages

CBR/DISABILITY PROGRAMMES 2

- **SCF(UK) (1999) 'Briefing Paper. Global Community-Based Rehabilitation (CBR) Review'**

Provides a background to SCF's global CBR review and its aims. Briefly outlines history, definitions and the current situations and sets CBR within a child rights / child focus perspective. Contains a select bibliography on CBR.
+REF CBR/ Disability Programmes ; Evaluation & Research
11 pages

- **Thomas, K (1998) 'Reaching Out - an evaluation of the Fiji CBR Programme and recommendations for future development'. Fiji Government (Ministry of Health) and SCF(UK).**

This is a very detailed report evaluating all aspects of the programme including the impact of the programme, its organisation and management, training and staff development and institutional learning. This report is illustrated with photographs.
+REF CBR/Disability Programmes; Evaluations & Research
195 pages

- **Save the Children Fund (1997) 'Chang Rai CBR Project: Summary of Evaluation'**

Published report of evaluation conducted on pilot rural CBR project supported by SCF from 1994-1996. The participatory evaluation resulted in recommendations for sustainability and discusses several important findings relating to CBR, Integrated Education and gender.
+REF Evaluation and Research, Countries: Thailand, CBR/Disability Programmes
17 pages

- **Stubbs S (1997) 'Disability and Refugees - The Example of Nepal'**

A summary of the key points which make the Jhapa refugee programme an example of good practice of including disabled people in a refugee programme. Taken largely from reports by Gauri Giri and the Special Needs Support Committee.
+REF CBR/Disability Programmes, Countries: Nepal, Sue Stubbs
2 pages

- **Giri, G (1996) Briefing Notes and other Documents on Jhapa Refugee Programme**

5 documents including evaluation on this pioneering refugee programme which has addressed disability in an inclusive way.
+REF Countries: Nepal, CBR, Evaluation and Research

- **Jones H (1996) 'Towards a 'Child-Focused' Approach: The Development of a Community-based Disability Programme', in *SEAPRO Forum*, Vol. 4, No.2. July 1996**

The 'Care in the Community' Programme, first of this kind to begin in one district of Ho Chi Minh City, illustrates the potential of a *child-focused* approach for finding solutions to help the whole family of a disabled child, and to involve bureaucratised but essential community resources in an innovative and empowering way.
+REF: CBR/Disability Programmes, Countries: Viet Nam, Evaluation and Research
5 pages

- **Miles S (1996) 'Engaging with the Disability Rights Movements: the experience of community-based rehabilitation in southern Africa', in *Disability & Society*, Vol.11, No.4, 1996**

In different contexts, CBR had developed along different lines, but working in a consumers' perspective and in partnership with Disabled People's Organisations is the common direction in which `services' need to develop. Examples of opening up to disabled people's participation are drawn from SCF's experience in Southern Africa
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe.
17 pages

- **Carey J & McIvor C (1995) *In Our Own Words. Disability and Integration in Morocco***

This book analyses SCF's disability work in Morocco, looking at disabled children's needs and their participation in programmes and services, and the particular needs of disabled women and female caregivers.
REF: CBR/Disability Programmes, Countries: Morocco
128 pages, also published in Arabic

- **Giri, G (1995) 'Focus Group Discussion: Special Needs, Report of a research project on disabled people in the Jhapa refugee camps in Nepal'**

An informative and interesting report on a small but pioneering research project involving both disabled and non-disabled children as well as parents and community members. A rare documentation of the experiences and opinions of disabled refugee children.
+REF Evaluation and Research, CBR/Disability Programmes, Countries: Nepal
14 pages

- **Miles S (1995) `Community-Based Rehabilitation-Fact sheet'**

+REF: Susie Miles, Disability Policies
5 pages

- **Miles S and Medi E (1995) Community Based Support for Disabled Children in Post War Mozambique**

Published in Disasters Journal. In depth discussion of the impact of war on disabled children. War, combined with poverty and drought, increases the incidence of impairment, but prevalence does not increase because such children are very vulnerable and often do not survive. The paper examines reasons why children do not survive, and discusses an SCF supported programme of training for social workers to change attitudes and offer basic rehabilitation techniques.
+REF: CBR/Disability Programmes, Disability Policies, Countries: Mozambique

- **Miles S (1995) 'The Deaf Dilemma', article for CBR News, N.20, May-August 1995**

It is better for a deaf child to be in a mainstream school, or in a school for the Deaf? Brief account for the first steps of the work with deaf youth in Mozambique.
+REF: Susie Miles Inclusive/Integrated Education, CBR/Disability Programmes, Countries:
Mozambique
1 page

- **Mohale M & Miles S (1995) 'community Based Rehabilitation and its Emergence through PHC. A Policy in the Making paper'**

Detailed account of how the CBR programme war born out of the Scott Hospital work, from the care for the elderly, to disabled children, to community involvement and poverty alleviation.
REF: CBR/Disability Programmes, Countries: Lesotho, Susie Miles, Disability Policies
10 pages

- **Special Needs Support Committee (SNSC) (1995) Evaluation of Pilot Project for Children with Special Needs, Jhapa Refugee Programme, Nepal**

An informative report evaluating the pilot stage of a pioneering programme aiming to integrate disability into the refugee programme in Jhapa, Nepal.
+REF Evaluation and Research, CBR/Disability Programmes, Countries: Nepal
25 pages

- **Miles S (1994) 'The Interface between Community Based Rehabilitation (CBR) and the Disability Movement in Southern Africa'**

Even CBR can turn into institutionalised routine unless disabled people, their families and organisations are increasingly involved. There is not just one way of achieving a more consumer-focused approach: some key experiences in Southern Africa are reviewed. Part of the Institutional Learning Assignment as ex-Regional Disability Advisor.
REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa
37 pages

- **Stubbs S (1994) 'Together It Is Possible. An Anthropology of Disability**

Work in Overseas Programmes: SCF In Africa, The Middle East and Asia. Dunford 14-22 April 1994

Collection of reports, case histories, maps, comments and other information about SCF disability programmes by the participants to the global seminar entitled 'Children, Disability and Development', held in Dunford in April 1994. An impressive snapshot of disability work in some twenty countries, useful as a resource for people within and outside the Fund.
REF: Countries; mixed, CBR/Disability Programmes, Inclusive/Integrated Education, Aids for Training and Project Design
225 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

- **Mawer R (1992) 'SCF Disability Work in the South East Asia and Pacific Region'**

REF: Countries: SE Asia and Pacific, CBR/Disability Programmes
6 pages

- **Saunders C (1987) 'A Policy for Work with Disability & Rehabilitation Overseas'**

REF: Disability Policies CBR/Disability Programmes, Evaluation & Research
35 pages

- **Carey, J (1999) 'Steps to Inclusion – An Example from the Middle East'. A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

This short case study records how a Middle Eastern country, with no formal inclusion work to date, attempted to address and change segregated education.
+REF Inclusive/ Integrated Education; Countries: Middle East
4 pages

- **SCF(UK) (1999) 'Mali – Case Study' - A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

Demonstrates how inclusive education can be supported in one of the 'poorest' areas of the world. This case study illustrates how education/ inclusive education in a context such as Mali cannot be seen in isolation from broader issues such as survival, food security, agriculture, health, etc.
+REF Inclusive/Integrated Education; Countries: Mali
8 pages

- **Stubbs, S (1999) 'Lesotho – Case Study' - A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

This case study looks at government support for a national IE programme. It illustrates how to overcome resource and class-size barriers and shows the criteria which promote or prevent successful inclusion.
+REF Inclusive/Integrated Education; Countries: Lesotho

- **Stubbs, S & Ghiasuddin, Q (1999) 'Case Study: Jhapa Refugee Camps' - A case study to be included in UNESCO's forthcoming Thematic Study on Inclusive Education and publication 'Lessons from the South'**

A brief case study which demonstrates the potential of promoting inclusive education in a refugee situation. It also illustrates challenges of participation and ownership in refugee situations and particular challenges around education for deaf children.
+REF Inclusive/Integrated Education; Countries: Nepal
5 pages

- **SCF (1998) 'Supporting the development of schools for all. Workshop materials' Materials developed with the help of participants in a workshop in Vientiane, Lao PDR, July 1998.**

Consists of materials to be used by teachers and those who work with them. The stated aim is to create schools where people work together to provide better learning conditions and to overcome barriers to participation. There is also an appendix on handling change. These materials are a supplement to the 'Guidelines on the

Management of the Integrated Education Programme', published in 1997 by the Ministry of Education with SCF(UK) support.
+REF Aids for Training and Programme Design; Inclusive/Integrated Education
22 pages

- **Stubbs, S & Whitehead, S. (1998) 'Save the Children's Work with Disabled Children and Education' - submitted to Encyclopaedia of Special Education**

This paper is a summary of a previous paper submitted to the Oxford Conference. It is a useful overview and summary of SCF's inclusive education experience.
+REF: Inclusive/Integrated Education
2 pages

- **Holdsworth, J.C. (1997) 'The Uses of 'Managed Experience' and the Limitations of Training: Lessons from the Lao Integrated Education Programme'** Discussion Paper No2, SEAPRO Documentation Series

A short paper which uses simple illustrations to discuss what is meant by 'managed experience', 'training' and 'knowledge'. It looks at the differences and relationships between them. The discussion then moves on to training methodology, SCF's work and uses Lao Integrated Education Programme as an example.
+REF Aids for Training and Programme Design, Inclusive/Integrated Education
13 pages

- **Holdsworth,J; Sacklokham, K; Phommabond, C & Inthirath, S (1997) 'Lao PDR Management of the Integrated Education Programme - Guidelines'. Ministry of Education and SCF(UK)**

This is a guide for helping provincial and district education services and school directors to support and expand the IE Programme. It details the background to integration and the current pilot management plan.
+REF Inclusive/Integrated Education; Countries: Laos
30 pages

- **Manoroth, V (1997) 'Changing Practice in Pre-Schools from Didactic to Active Learning with Low Resources in the Lao People's Democratic Republic'** ***SEAPRO Forum (SCF UK)*****, January 1997 pp3-8**

Discusses steps taken to introduce active teaching methods using minimal additional funding. Looks at problems and changes made through teacher training and how the project has influenced other childhood services.
+REF Inclusive/Integrated Education, Countries: Laos
6 pages

- **Steele A (1997) 'Sparky Disability Awareness Project. Discussion paper: Inclusive Summer Playschemes'**

This paper briefly looks at some of the arguments for inclusive playschemes. It outlines various models of community and council playscheme provision and then

looks at resources and staffing. Finally, two inclusive playschemes are looked at in more detail.
+REF Inclusive/Integrated Education, Countries: UK
34 pages

- **Medi E (1997) 'How Can A Disability programme based in the Ministry for Social Action help disabled children's education? Education and Disabled Children in Mozambique, and the case of deaf children'** A Primary Education Booklet Theme Paper.

Discussion on education issues relating to Mozambique Community Based Support programme.
+REF Inclusive/Integrated Education, Countries: Mozambique

- **Stubbs S (1997) 'Learning from the South: Inclusive Education as a Catalyst for Improving Quality and Access'** Paper presented at the Oxford Conference on Education and Geopolitical Change, September 1997

This paper gives an overview of Save the Children's experience in Inclusive Education, beginning an analysis of the overall context of inclusion from a child rights perspective. This paper is mainly a combination of Stubbs (1997) Disabled Children's Right to Inclusion, and Stubbs (1997) Paper presented at the Cuba conference.
+REF Inclusive/Integrated Education, Disability Policies
30 pages

- **Stubbs S (1997) 'The Rights of Children With Disabilities: Disabled Children's Right to Inclusion'** Paper submitted on behalf of the Alliance to the UN Committee Theme day on Disability, Geneva, October 6th 1997

This presents the issue of right to inclusion from the perspective of on-the-ground experience of Save the Children. The CRC and article 23 are discussed, disability as a marginalised issue within 'development fashion', and the importance of addressing ones own feelings and attitudes. Then the example of the education sector is given, and there are examples of overcoming barriers in the early childhood years, and in primary education. Finally there is a summary of key lessons.
+REF Disability Policies, Inclusive/Integrated Education, Sue Stubbs
9 pages

- **Stubbs S (1997) 'Towards Inclusive Education: The Global Experience of Save the Children (UK)'** Paper for the 2nd Ibero-American Special Education Congress, Havana, Cuba, July 1-4 1997. Also available in Spanish.

This paper gives an historical overview of SCF's thinking and practice relating to the education of disabled children from a global perspective. It alternates a discussion of theoretical issues with examples from programmes in Asia, Africa, Middle East and Europe. It discusses the influences which are promoting inclusive education, and presents an in-depth discussion on the differences, strengths and weaknesses of different models such as special/segregated education, small units, integration and

inclusion.
+REF Integrated/Inclusive Education Disability Policies, Sue Stubbs
25 pages

- **Stubbs S (1997) 'Poverty and Membership of the Mainstream: Lessons from the South - Can Poverty Facilitate Inclusion?', in *Asia Pacific Disability Rehabilitation Journal*, Vol.8, No.1, 1997**

Successful integration depends more on commitment and motivation of teachers, head teachers and the community, than on resources. Examples drawn from different contexts (SCF-supported programmes in Lesotho, Swaziland, China, Vietnam and India), show that, despite shortage of resources, dramatic advances in the education and integration of disabled children occur whenever parents and teachers are involved and have access to information and basic skills. The presence of special schools, and excessive preoccupation with the school's academic reputation and achievement, can actually discourage the adoption of teaching methods which seek the inclusion of all children.
+REF: Sue Stubbs, Inclusive/Integrated Education
3 pages

- **Hawwash M and Maas L (1996) Pilot Project: Promoting Inclusive Education in Palestine Through the Child-to-Child Approach**

This is an interesting and useful document including activity sheets and training workshop schedule. It is designed for a project where children are already 'integrated', but where there is still a need to address issues of inclusion and exclusion. The Child-to-Child methodology is used to facilitate children themselves to design and develop and inclusive environment which respects and values difference.
+REF Inclusive/Integrated Education, Countries: Palestine
19 pages

- **Holdsworth J & Kay J eds. (1996) 'Towards Inclusion: SCF UK's Experience in Integrated Education', Discussion Paper No. 1, SEAPRO Documentation Series, Save the Children**

Summary of SCF's position and experiences on Inclusive / Integrated Education, produced from contributions of a seminar held in Laos in May 1995. What is meant by inclusive and by integrated education, its characteristics and how to plan for IE programmes is discussed, and work in 5 countries analysed to identify factors of success.
+REF: Inclusive/Integrated Education, Disability Policies, Countries: China, Laos, Lesotho, Thailand, Vietnam
65 pages.

- **Holdsworth J and Thepphavongsa P (1996) 'Don't use mature wood if you want to bend it; don't pick old mushrooms if you want to eat them' Experiences of the Lao People's Republic in provision for children with disabilities - using the kindergarten sector**

Excellent analysis and discussion of the SCF-supported programmes in Laos which bring together issues of school improvement, education for all and early intervention. The paper discusses how the UNESCO initiative and the experiences of school improvement led to the development of an integrated education programme which began in primary schools, and is now operating in the kindergarten sector. The paper argues for interventions which start with the kindergarten sector when children can most easily be helped. The Laos experience demonstrates that improving quality for all and providing for children with special needs can go hand in hand.
+REF: Inclusive/Integrated Education, Disability Policies, Countries: Laos
14 pages

- **Mariga L and Phachaka L (1996) 'Background History of Integrated Education in Lesotho'**

A useful summary document on the Lesotho Inclusive Education programme giving a short history, information about materials produced and summary of lessons learnt.
+REF Inclusive/Integrated Education, Countries: Lesotho
14 pages

- **Nair D (1996) 'Integrated Education for the Visually Impaired - Some Insights'**

This paper is an account of a child-centred participatory research project conducted as part of in-house SCF training in India. Gives some very useful feedback on the issues around conducting research with disabled children. Provides insights into disabled children's perspectives and suggestions on integration, and also gives an overview of the background to integration in India, and one small example of what is happening in practice.
+REF Inclusive/Integrated Education, Evaluation & Research, Countries: India
29 pages

- **Special Education Unit (1996) 'Preparing Teachers for Inclusive Education' Ministry of Education, Lesotho**

Tutor's guide to the four hour video package which is part of the training course devised by Lilian Mariga, Lineo Phachaka and Roy McConkey for the Lesotho National Integrated Education Programme.
+REF: Aids for Training and Programme Design, Inclusive/Integrated Education, Countries: Lesotho
76 pages

- **Jones H (1995) 'First Steps to Integration', article for *CBR News* N.20, May 1995**

A summarised introduction to the kindergartens programme for integrated education which also stresses factors which assisted integration, and links with CBR programmes.

+REF: Inclusive/Integrated Education, Countries: Viet Nam
1 page

- **Khatleli P, Mariga L, Phachaka L and Stubbs S (1995) 'Schools for All: National Planning in Lesotho'**, chapter in O'Toole B & McConkey R (eds.) (1995) *Innovations in Developing Countries for People with Disabilities*, Lisieux Hall Publications, Whittle-le-Woods, Chorley, Lancashire, England PR6 7DX, 1995.

Much of the literature on education of disabled children in developing countries is culturally biased and lacks cross-cultural perspective. Crucial issues of participation of parents and communities are overlooked, and sources of influence such as UN bodies or major donors, even when based on a 'deficit' model, are unchallenged. The innovative example of Lesotho is illustrated, with insights on aspects of the Basotho culture which helped shaping specific aspects of the National Integrated Education Programme.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Lesotho
19 pages

- **Mawer R & Kay J (1995) 'Integration in Action'. Article for *SEAPRO Forum* (published?)**

Description of difficulties and opportunities encountered in the establishment of the integrated education programmes in Thailand and Laos. Their reciprocal links, similarities and differences are highlighted.
+REF: Countries: Thailand and Laos, Inclusive/Integrated Education
7 pages

- **Mawer R (1995) 'SCF(UK) Thailand. Integrated Education Programme - 1989-95'**

Internal report on the evolution of IE in Thailand, and of the strategic decisions needed in a context of highly bureaucratic and developed Special Education tradition.
+REF: Inclusive/Integrated Education, Countries: Thailand
7 pages

- **Miles S (1995) 'The Deaf Dilemma', article for *CBR News*, No. 20, May-August 1995**

Is it better for a deaf child to be in a mainstream school, or in a school for the Deaf? Brief account of the first steps of the work with deaf youth in Mozambique.
+REF: Susie Miles, Inclusive/Integrated Education, CBR/Disability Programmes, Countries: Mozambique
1 page

- **Miles S (1995) 'Partnership with Disabled People, Parents and the Community: Lessons from CBR in Southern Africa'**

CBR programmes play an important role in promoting integration of disabled children in regular schools, from supporting sustainable, 'customary' education, to

collecting and disseminating information about IE, to promoting actions for improved access to school buildings. Paper presented to the International Special Education Congress, Birmingham 1995.
+REF: Susie Miles, Inclusive/Integrated Education
10 pages

- **Newton D (1995) 'Inclusion in the Early Years: A Report on the work of a partnership between Save the Children and Birmingham Social Services' Published by Playchoice, Michael Parker Building, St Peter's Urban Village Trust, College Rd, Saltley, Birmingham, B8 3TE, 0121 327 3966. Available in large print and on tape**

A detailed account of the joint initiative 'PLAYCHOICE' focusing on removing barriers which prevent children with disabilities accessing mainstream under 8's child care services. Defines philosophy, policy , legislative background, examines issues and barriers to equal access. Describes the development of the programme, reports on outcomes and achievements. Concludes with recommendations and potential for influence of the PLAYCHOICE project.
+REF: Inclusive/Integrated Education, Disability Policies, Evaluation and Research, Countries: UK
c 50 pages

- **Stubbs S (1995) 'Beyond Survival: Towards Inclusive Education'. PDU Seminar Notes, July 1995**

These are notes used for the Policy Development Unit awareness-raising seminar held in July 1995. They give an introduction to why IE is important for SCF, history, and overview of SCF's programmes in IE. A summary of key points from a literature search are included, plus some definitions of terms. The draft statement on IE plus some questions for developing strategy are also included.
+REF Integrated/Inclusive Education, Disability Policies, Sue Stubbs
16 pages

- **Stubbs S (1995) 'Supporting Sustainable Change in Developing Countries. Lessons from the South: Pioneers of the Future'**

Paper presented at the International Special Education Congress, Birmingham, April 1995, reporting on the Lesotho National Integrated Education Programme as an example of effective, sustainable good practice even in classes with up to one hundred children.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Lesotho
14 pages.

- **Stubbs S (1995) 'The Lesotho National Integrated Education Programme: A Case Study on Implementation', Thesis submitted in part fulfilment for the degree of Master of Education of the University of Cambridge Faculty of Education.**

The study describes the action research on the implementation of the Lesotho Programme, and illustrates in details how the research methodology was prepared

and applied, and the conclusions drawn. An enlightening literature review on education of disabled children in developing countries, and a rich bibliography, tables and other information, complement this extremely enjoyable, informative and relevant reading.
+ REF: Sue Stubbs, Inclusive/Integrated Education, Evaluation and Research, Countries: Lesotho
173 pages.

- **Stubbs S (1995) 'What is Inclusive Education? Draft Statement', prepared for the Laos IE Workshop and PDU, June 1995**

Synthetic points stating main aspects of Inclusive Education, complemented by a note on the use of 'inclusive' v 'integrated' education and other terminology such as 'special needs' and 'learning difficulties', and the general guiding principles which should always be used. SCF's main IE programmes are listed and findings from the IE literature are summarised.
+REF: Sue Stubbs, Inclusive/Integrated Education
5 pages

- **Stubbs S (?1995) 'Developing IE Strategy: Some Questions' and 'What is Integrated Education?'**

Why is SCF involved in IE work? Should SCF do it, or should others do it? Why? How? What resources are going/should go into it? Is it 'disability' or 'education' work? Essential thought provoking considerations on one side of an A4 sheet, backed with some statements of what IE is and what it entails in terms of development, rights, disabled identity, formal schooling.
+REF: Sue Stubbs, Inclusive/Integrated Education, Disability Policies
2 pages

- **Stoner J (1994) 'Partnerships in Special Needs Education: NGOs, Governments and People.'**

Paper presented at the UNESCO Special Needs in Education Conference, Salamanca, June 1994. In depth and lengthy discussion on approaches to work and partnerships in general, and them specific examples from integrated education programmes in Thailand
+REF Inclusive/Integrated Education

12 pages

- **(1994) 'Review. Integrated Education Project for Visually Impaired Children (Teacher Support Program) Northeastern Region / Thailand. March 6th-11th, 1994'**

Review prepared by SCF and the Christian Foundation for the Blind in Thailand to look at ways of improving the delivery of services for visually impaired children, but also and primarily to look at ways of 'scaling-up' and encouraging a wider integration in the education of disabled children.

+REF: Evaluation & Research, Countries: Thailand, Inclusive/Integrated Education
27 pages

- **Holdsworth J (1994?) 'Integrated Education Project, Anhui Province',** published in *Making It Happen,* UNESCO 1994 ?

Early description of this project, which started in 1988 with 'small beginnings' in one classroom in one kindergarten in a province with more than 50 million people.
+REF: Inclusive/Integrated Education, Countries: China
7 pages

- **Jones H (1994) A Case-study of an Integrated Education Programme for Young Disabled Children in Ho Chi Minh City, Viet Nam, A dissertation submitted in part fulfilment of the requirements for the degree of M.Ed in Special Education in the Faculty of Education, University of Manchester**

Describes the beginnings of a programme for young children in one kindergarten of District 11 in Ho Chi Minh City. Teachers overcame their fear of integration discovering that they had been already practising it in their own schools ('casual integration); they became interest in more flexible teaching methods and consciously began integrating children not accepted by other kindergarten, spearheading the extension of the programme to other schools. Interestingly enough, CBR is the official strategy for providing services for disabled children in Viet Nam, but its medical orientation, and the existence of about 80 special schools in the country, made people think that educational needs of disabled children could not be managed in mainstream settings.
+REF: Inclusive/Integrated Education, Countries: Viet Nam, Evaluation and Research
110 pages

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION
+REF: Susie Miles, Countries, Inclusive/Integrated Education
4 pages

- **Stubbs S (1994) 'A Critical Review of the Literature Relating to the Education of Disabled Children in Developing Countries'**

Part of the dissertation on the Lesotho National Integrated Education Programme, this also stands as an independent paper on existing literature on education of disabled children in developing countries. It critically considers the use and implications of categories such as special needs and disability, then the role of statistics, and the lack of acknowledgement for community approaches and 'casual integration'. It focuses on the need for a cross-cultural, participatory perspective and includes a comprehensive bibliography.
+REF: Sue Stubbs, Inclusive/Integrated Education

25 pages

- **Stubbs S (1994) 'Early Childhood Education / Care Issues in Relation to Disability. Some Examples from East Africa' (draft)**

Issues raised in the course of a visit to the Zanzibar North District Physiotherapy Out-reach Programme, and the South and West Districts CBR Programme. The need to develop a more listening approach is stressed, which take into account what mothers consider to be sickness, disability and proper child development. In schools, CBR has an important role in promoting a focus on disability which can become the gateway to better teaching for all children, unlike special schools or units, based on concepts now challenged even in the West and often totally alien to the recipients' culture, and yet still promoted by powerful donors.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Zanzibar
8 pages

- **Stubbs S (1994) 'Together It Is Possible. An Anthology of Disability Work in Overseas Programmes: SCF in Africa, The Middle East and Asia. Dunford 14-22 April 1994'**

Collection of reports, case histories, maps, comments and other information about SCF disability programmes by the participants to the global seminar entitled 'Children, Disability and Development', held in Dunford in April 1994. An impressive snapshot of disability work in some twenty countries, useful as a resource for people within and outside the Fund.
+REF: Countries, CBR/Disability Programmes, Inclusive/Integrated Education, Aids for Training and Project Design
255 pages

- **Mariga L. & Phachaka L. (1993) 'Integrating Children with Special Education Needs into Regular Primary Schools in Lesotho - Report of a feasibility study by Ministry of Education, Lesotho'**

The report documents a study that was carried out to gather information to assist the MoE with its integrated education policy. It is based on interviews with teachers and pupils, questionnaires and observations. It provides information on the numbers of children with special education needs, on attitudes to integrated education and on facilities. From this are drawn a number of recommendations.
+REF: Inclusive/Integrated Education, Countries: Lesotho
62 pages

- **SCF (1993) 'Integrated Education in South East Asia. Workshop Report. 24-28 May 1993, Bangkok, Thailand'**

First steps of IE in SE Asia. Useful 'Questions for Discussion' in Appendices.
+REF: Inclusive/Integrated Education, Countries: China, Laos, Thailand, Vietnam
33 pages

- **Jones, H (1999) 'Integrating a Disability Perspective into Mainstream Development Programmes: The Experience of SCF(UK) in East Asia'**

Provides an outline of SCF's disability strategy. Looks at the strengths and weaknesses of different approaches to disability-related development work through the examples of 5 SCF supported projects. Also proposes some guiding principles for integrating disability into mainstream development.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
15 pages

- **SCF(UK) (1999) 'Briefing paper. Global Community-Based Rehabilitation (CBR) Review'**

Provides a background to SCF's global CBR review and its aims. Briefly outlines history, definitions and the current situations and sets CBR within a child rights / child focus perspective. Contains a select bibliography on CBR.
+REF CBR/ Disability Programmes ; Evaluation & Research
11 pages

- **Stubbs, S (1999) 'Engaging with Difference: Soul-searching for a methodology in disability and development research**

This paper is a personal account of research into Inclusive Education in Lesotho. Rather than focusing on IE, however, it analyses the methodological journey of the research, looking at areas such as literature review, preparation, collaboration, ownership, difference, oral testimony, etc. The paper also includes personal reflections and asks searching questions about why and how we do research. An enjoyable read.
+REF Evaluation & Research, Sue Stubbs
27 pages

- **Thomas, K (1998) 'Reaching Out - an evaluation of the Fiji CBR Programme and recommendations for future development'. Fiji Government (Ministry of Health) and SCF(UK).**

This is a very detailed report evaluating all aspects of the programme including the impact of the programme, its organisation and management, training and staff development and institutional learning. This report is illustrated with photographs.
+REF CBR/Disability Programmes; Evaluations & Research
195 pages

- **Jones H (1997) 'Integrating a disability perspective into a credit and savings programme; first steps'** plus **'Including a Disability Perspective into a Credit and Savings Programme: An Initial Situation Analysis'**

Two excellent and informative reports which document an initial attempt to integrate disability into a credits and savings programme. The papers include ideas on methodology, and make recommendations for the way ahead. Essential reading for

those who want to know 'how to start' to integrate disability as a cross-cutting theme in programmes which do not focus specifically on disability.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
report 1; 34 pages, report 2; 40 pages

- **Jones H (?) Integrating a disability perspective into mainstream development programmes: examples from Save the Children (UK) in East Asia**

A concise article which presents SCF(UK)'s disability strategy. The article aims to encourage a wider range of approaches to be considered within the concept Integrating a Disability Programme, than just CBR. It explains SCF(UK)'s two main approaches to disability (distinct programmes and integrated perspectives) and illustrates them with examples from East Asia.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
11 pages

- **Save the Children Fund (1997) 'Chang Rai CBR Project: Summary of Evaluation'**

Published report of evaluation conducted on pilot rural CBR project supported by SCF from 1994-1996. The participatory evaluation resulted in recommendations for sustainability and discusses several important findings relating to CBR, Integrated Education and gender.
+REF Evaluation & Research, Countries: Thailand, CBR and Disability Programmes
17 pages

- **Giri, G (1996) Briefing Notes and other Documents on Jhapa Refugee Programme**

5 documents including evaluation on this pioneering refugee programme which has addressed disability in an inclusive way.
+REF Countries: Nepal, CBR/Disability Programmes, Evaluation & Research

- **Jones H (1996) 'Towards a 'Child-Focused' Approach: The Development of a Community-based Disability Programme', in *SEAPRO Forum*, Vol. 4, No.2, July 1996**

The 'Care in the Community' Programme, first of this kind to begin in one district of Ho Chi Minh City, illustrates the potential of a *child-focused* approach for finding solutions to help the whole family of a disabled child, and to involve bureaucratised but essential community resources in an innovative and empowering way.
+REF: CBR/Disability Programmes, Countries: Viet Nam, Evaluation and Research
5 pages

- **Nair D (1996) 'Integrated Education for the Visually Impaired - Some Insights'**

This paper is an account of a child-centred participatory research projected conducted as part of in-house SCF training in India. Gives some very useful

feedback on the issues around conducting research with disabled children. Provides insights into disabled children's perspectives and suggestions on integration, and also gives an overview of the background to integration in India, and one small example of what is happening in practice.
+REF Inclusive/Integrated Education, Evaluation & Research, Countries: India
29 pages

- **Stubbs S (1996) 'Engaging with Difference, Methodology in Evaluation' published as Letter to Editor of *Asia Pacific Disability Rehabilitation Journal*, Vol. 8, No. 1, 1997**

Short but inspiring considerations on evaluation, followed by suggestions on reading materials and actions, drawn from the experience of the Lesotho Case Study on implementation of the National Integrated Education Programme. There is more than just methods to evaluation methodology: *'giving value to'* (evaluating) a project is ultimately trying to facilitate people to examine their own situations systematically, rigorously, and in depth.
+REF: Sue Stubbs, Evaluation & Research
5 pages

- **Du Toit M *et al.* (1995) 'Evaluation of the Lesotho National Federation of Organisations of Disabled People Development Activists' Training Programme (LDATP). 10-24 May 1995'**

A detailed description of the Lesotho Development Activists' Training Programme (1992-94) for members of organisations of disabled people, highlighting its successes in rising awareness and empowering disabled people. Recommendations include indications of how the training should be continued and expanded, ways of providing more reliable support in income generation and suggestions to strengthen the Federation.
+REF: Evaluation & Research, Countries: Lesotho
46 pages plus appendices

- **Evaluation Implementing Team (1995) 'Zanzibar CBR Evaluation Report'**

Evaluation of the CBR programme run by the Zanzibar Association of the Disabled in the West District of Unguja, at the end of the agreed funding period. The team found the programme to be offering a good standard of CBR activities utilising resources locally available, and recommended its extension to national level.
+REF: Evaluation & Research, Countries: Zanzibar
91 pages

- **Giri, G (1995) 'Focus Group Discussion: Special Needs, Report of a research project on disabled people in the Jhapa refugee camps in Nepal'**

An informative and interesting report on a small but pioneering research project involving both disabled and non-disabled children as well as parents and community members. A rare documentation of the experiences and opinions of disabled refugee children.

+REF Evaluation and Research, CBR/Disability Programmes, Countries: Nepal
14 pages

- **Mohale M *et al.* (1995) 'Evaluation of Scott CBR Project. Lesotho, May 9th-26th 1995' compiled by Caroline Arnold**

At 6 years into project implementation, the evaluation highlights its major strengths (in particular strong community participation, extensive training, attitude changes, and focus on links between poverty and disability and income generation) and areas for improvements (balancing activities in the project, strengthening monitoring and record keeping, redefining roles and responsibilities, networking and strengthening cooperation with other groups, designing a new 3-4 year plan).
+REF: Evaluation & Research, Countries: Lesotho
53 pages plus appendices

- **Newton D (1995) 'Inclusion in the Early Years: A Report on the work of a partnership between Save the Children and Birmingham Social Services' Published by Playchoice, Michael Parker Building, St Peter's Urban Village Trust, College Rd, Saltley, Birmingham, B8 3TE, 0121 327 3966. Available in large print and on tape**

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+REF: Inclusive/Integrated Education, Disability Policies, Evaluation & Research, Countries: UK
c 50 pages

- **Philpott S (1995) ' Amawoti: Responding to the Needs and Rights of People with Disabilities'**

Prepared as a thesis for a Master Degree in Social Sciences, this is an in-depth study of a community-led programme in a poor urban black community, with a particular focus on issues of participation and empowerment.
+REF: Evaluation & Research, Countries: South Africa
182 pages

- **Special Needs Support Committee (SNSC) (1995) 'Evaluation of Pilot Project for Children with Special Needs, Jhapa Refugee Programme, Nepal'**

An informative report evaluating the pilot stage of a pioneering programme aiming to integrate disability into the refugee programme in Jhapa, Nepal.
+REF Evaluation & Research, CBR/Disability Programmes, Countries: Nepal
25 pages

- **Special Needs Support Committees & Office Based Coordinators (1995) 'Internal Evaluation Report. Pilot Project for Children with Special**

Needs'

Internal assessment of 5 months pilot work undertaken with 20 children and their families in two Bhutanese refugee camps in Nepal, to decide the suitability of a community-based response to the children's integration.
+REF: Evaluation & Research, Countries: Nepal
23 pages

- **Stubbs S (1995) 'The Lesotho National Integrated Education Programme: A Case Study on Implementation' Thesis submitted in part fulfilment for the degree of Master of Education of the University of Cambridge Faculty of Education.**

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173 pages.

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- **(1994) 'Review. Integrated Education Project for Visually Impaired Children (Teacher Support Program) Northeastern Region / Thailand. March 6th-11th, 1994'**

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+REF: Evaluation and Research, Countries: Thailand, Inclusive/Integrated

Education
27 pages

- **Evaluation Team (1993) 'Evaluation. Save the Children Fund (UK) Baglung Mother and Child Health Programme. CBR Component', compiled by Sue Stubbs**

Part of the wider evaluation of the MCH programme, this very detailed report is full of suggestions for programme improvement as well as for planning other evaluations.
+REF: Evaluation & Research, Countries: Nepal
43 pages plus appendices

- **Mutangira J & Nkosi L (1993) 'Swaziland Community Based Rehabilitation (CBR) Programme. An Evaluation Report for Ministry of Health, Swaziland and Save the Children Fund (SCF)'**

Evaluation exercise set out to assess impact, prospects for integration and sustainability of this CBR Programme run jointly by the Ministry of Health and the local SCF. A major statistical component, not always relevant, makes the report too detailed, extended and difficult to read.
+REF: Evaluation & Research, Countries: Swaziland
102 pages

- **Evaluation Team (1992) 'Evaluation of Western Highlands Association for the Disabled Programme, Papua New Guinea'**

Undertaken two years after the beginning of the CBR programme to assess ways for programme expansion , government involvement and sustainability. SCF phased out in 1994.
+REF: Evaluation & Research, Countries: Papua New Guinea
42 pages plus appendices

- **Saunders C & Zinkin P (1990) 'Evaluation of the Kibwezi CBR Programme run jointly by Action Aid Kenya, AMREF, and the Government of Kenya'**

One of the first evaluations of a CBR programme, raising key questions about coverage and staff, relationships with existing PHC programmes, the role of disabled people's organisations and issues of employment opportunities.
+REF: Evaluation & Research, Countries: Kenya
35 pages

- **(1990) 'An Evaluation of the MENCAFEP Community Based Rehabilitation Programme. Nuwara Eliya, Sri Lanka', compiled by Malkanthi Gunawardena & Chris Saunders**

One of the early evaluations of CBR programmes. MENCAFEP was at the time in its third year of activity and the evaluation helped reviewing the main components of the programme, including its management and future strategy in the view of the introduction of a wider government scheme.
+REF: Evaluation & Research, Countries: Sri Lanka

19 pages

- **Saunders C (1990) 'Review of the Guidelines on Work with Disabled Children Overseas - Three years on'**

The issues of definitions of disability, surveys and statistics, and participation of disabled people and their organisations are stressed in the review, with the first lessons learnt from the evaluation of the Zanzibar, Kibwezi and Nuwara Eliya projects: CBR is still in evolution.
+REF: Disability Policies, CBR/Disability Programmes, Evaluation & Research
6 pages

- **Saunders C & Miles S (1990) 'The Uses and Abuses of Surveys in Service Development Planning for the Disabled - The Case of Lesotho'**

One of the first voices 'from the field' arguing that surveys before services do not help service provision. Examples are drawn from early programmes in Lesotho and Kenya, where the Kibwezi CBR project has been running since 1982, and a break-down by different impairments, and in particular hearing impairment, is given. Old but still useful and relevant paper.
+REF: Susie Miles, Evaluation & Research
15 pages

- **Juma F & Miles S (1989) 'An Evaluation of the Community Based Rehabilitation Programme of the Organisation of Disabled People of Zanzibar. October 1989', compiled by Susie Miles**

One of the earliest evaluations of CBR programmes and the first of the programme in the Zanzibar West District (see also the more recent one in 1995).
+REF: Evaluation & Research, Countries: Zanzibar
31 pages plus appendices

- **Saunders C & Miles S (1989) 'An Evaluation of the Children's Rehabilitation Unit, Harare Central Hospital, Zimbabwe, Jan-Feb 1989'**

Three years after its inception, the evaluation aimed at assessing the role and functioning of the CRU, which first introduced a wider approach to rehabilitation including social and educational factors, and had a major impact on services within the national rehabilitation network.
+REF: Evaluation & Research, Countries: Zimbabwe
27 pages

- **Saunders C (1987) 'A Policy for Work with Disability and Rehabilitation Overseas'**

SCF's first policy paper for disability work overseas, advocating CBR as the best way of supporting the establishment of services for disabled children, already seen as lying in family and community participation and multi-sectoral co-operation. Interesting to put into perspective the Fund's achievements in the last decade.
+REF: Disability Policies, CBR/Disability Programmes, Evaluation & Research
35 pages

DISABILITY POLICIES 5

- **Jones, H (1999) 'Integrating a Disability Perspective into Mainstream Development Programmes: The Experience of SCF(UK) in East Asia'**

Provides an outline of SCF's disability strategy. Looks at the strengths and weaknesses of different approaches to disability-related development work through the examples of 5 SCF supported projects. Also proposes some guiding principles for integrating disability into mainstream development.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
15 pages

- **Miles, S (1999) 'Strengthening Disability and Development Work. Discussion Paper' (in consultation with the BOND Disability and Development Working Group, DDWG)**

This paper is part of a consultative process between BOND's DDWG and DfID. There has been substantial input from SCF(UK) although it is not an SCF paper. The aim is to influence policy makers to adopt inclusive approaches to development and the paper makes suggestions about appropriate steps to achieve this.
+REF Disability Policies; Susie Miles
33 pages

- **Save the Children International Alliance (1999) 'Child landmine Survivors: An Inclusive Approach to Policy and Practice'** *(forthcoming publication in 1999)*

This detailed paper looks at current legislation and responses to landmines. It documents the situation of children in relation to landmines and their effects. It then looks at programme approaches based on child rights and outlines key guiding principles and recommendations. There is a detailed appendix listing relevant organisations.
+REF Disability Policies
56 pages

- **SCF (1998) Policy on Disability**

Save the Children's Programmes Department policy on disability, outlining issues, definitions and guiding principles for SCF's disability work
+REF Disability Policies
9 pages

- **SCF (1998) Global Disability Strategy**

Programmes Departments 4 year global strategy on disability, providing situation analyses, an overview of strategic objectives and activities, approaches to work and implications for monitoring and evaluation. 8 Annexes provide substantial background information on SCF's history, range of programmes, types of intervention etc.
+REF Disability Policies

58 pages

- **Jones H (1997) 'Integrating a disability perspective into a credit and savings programme; first steps'** plus **'Including a Disability Perspective into a Credit and Savings Programme: An Initial Situation Analysis'**

Two excellent and informative reports which document an initial attempt to integrate disability into a credits and savings programme. The papers include ideas on methodology, and make recommendations for the way ahead. Essential reading for those who want to know 'how to start' to integrate disability as a *cross-cutting theme in programmes* which do not focus specifically on disability.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
report 1; 34 pages, report 2; 40 pages

- **Jones H (?) Integrating a disability perspective into mainstream development programmes: examples from Save the Children (UK) in East Asia**

A concise article which presents SCF(UK)'s disability strategy. The article aims to encourage a wider range of approaches to be considered within the concept Integrating a Disability Programme, than just CBR. It explains SCF(UK)'s two main approaches to disability (distinct programmes and integrated perspectives) and illustrates them with examples from East Asia.
+REF Evaluation & Research, Disability Policies, Countries: Vietnam
11 pages

- **SCF Alliance (1997) The Rights of Children with Disabilities** Paper submitted by the Save the Children Alliance to the UN Committee Theme day on Disability, Geneva, October 6th 1997

A combination of contributions by SCF(UK), Radda Barnen and Disability Awareness in Action on the theme of Children's Rights to life, development and inclusion. This paper includes an edited version of Stubbs (1997) The Rights of Children With Disabilities: 'Disabled Children's Right to Inclusion'. Available in large print and on computer diskette from Save the Children Alliance.
+ REF Disability Policies
17 pages

- **Stubbs S (1997) Learning from the South: Inclusive Education as a Catalyst for Improving Quality and Access'** Paper presented at the Oxford Conference on Education and Geopolitical Change, September 1997

This paper gives an overview of Save the Children's experience in Inclusive Education, beginning an analysis of the overall context of inclusion from a child rights perspective. This paper is mainly a combination of Stubbs (1997) Disabled Children's Right to Inclusion, and Stubbs (1997) Paper presented at the Cuba conference.
+REF Inclusive/Integrated Education, Disability Policies
30 pages

- **Stubbs S (1997) 'The Rights of Children With Disabilities: Disabled Children's Right to Inclusion'** Paper contributing to the Alliance contribution to the UN Committee Theme day on Disability, Geneva, October 6th 1997

This presents the issue of right to inclusion from the perspective of on-the-ground experience of Save the Children. The CRC and article 23 are discussed, disability as a marginalised issue within 'development fashion', and the importance of addressing ones own feelings and attitudes. Then the example of the education sector is given, and there are examples of overcoming barriers in the early childhood years, and in primary education. Finally there is a summary of key lessons.
+REF Disability Policies, Inclusive/Integrated Education, Sue Stubbs
9 pages

- **Stubbs S (1997) 'Towards Inclusive Education: The Global Experience of Save the Children (UK)'**

Paper for the 2nd Ibero-American Special Education Congress, Havana, Cuba, July 1-4 1997. This paper give an historical overview of SCF's thinking and practice relating to the education of disabled children from a global perspective. It alternates a discussion of theoretical issues with examples from programmes in Asia, Africa, Middle East and Europe. It discusses the influences which are promoting inclusive education, and presents an in-depth discussion on the differences, strengths and weaknesses of different models such as special/segregated education, small units, integration and inclusion.
+REF Integrated/Inclusive Education, Disability Policies, Sue Stubbs
28 pages

- **Denizloe J (1996) 'Development of Disability Policy and Practice in the UK'** Paper presented at the Belgrade workshop, March 1996

Clear overview of disability legislation in UK (in general, not specifically referring to SCF) and summary of SCF-supported projects.
+REF Disability Policies, Countries: UK
18 pages

- **Holdsworth J & Kay J eds. (1996) 'Towards Inclusion: SCF UK's Experience in Integrated Education', Discussion Paper N. 1, SEAPRO Documentation Series, Save the Children**

Summary of SCF's position and experiences on Inclusive / Integrated Education, produced from contributions of a seminar held in Laos in May 1995. What is meant by inclusive and by integrated education, its characteristics and how to plan for IE programmes is discussed, and work in 5 countries analysed to identify factors of success.
+REF: Inclusive/Integrated Education, Disability Policies, Countries: China, Laos, Lesotho, Thailand, Vietnam
65 pages.

- **Holdsworth J and Thepphavongsa P (1996) 'Don't use mature wood if you want to bend it; don't pick old mushrooms if you want to eat them'**

Experiences of the Lao People's Republic in provision for children with disabilities - using the kindergarten sector

Excellent analysis and discussion of the SCF-supported programmes in Laos which bring together issues of school improvement, education for all and early intervention. The paper discusses how the UNESCO initiative and the experiences of school improvement led to the development of an integrated education programme which began in primary schools, and is now operating in the kindergarten sector. The paper argues for interventions which start with the kindergarten sector when children can most easily be helped. The Laos experience demonstrates that improving quality for all and providing for children with special needs can go hand in hand.
+REF: Inclusive/Integrated Education, Disability Policies, Countries; Laos
14 pages

- **Stubbs S (1996) 'Disability - Sectoral Review. Background Paper for Global Meeting'**

Prepared for the SCF Global Strategy Meeting, September 1996, this document provides an overview of SCF's work on disability, its influence on internal policy and relevance for external contacts and influence. Useful list of strengths and weaknesses of the Fund's current situation in relation to disability, and list of questions to help defining future strategies.
+REF: Sue Stubbs, Disability Policies
21 pages

- **Newton D (1995) 'Inclusion in the Early Years: A Report on the work of a partnership between Save the Children and Birmingham Social Services' Published by Playchoice, Michael Parker Building, St Peter's Urban Village Trust, College Rd, Saltley, Birmingham, B8 3TE, 0121 327 3966. Available in large print and on tape**

A detailed account of the joint initiative 'PLAYCHOICE' focusing on removing barriers which prevent children with disabilities accessing mainstream under 8's child care services. Defines philosophy, policy , legislative background, examines issues and barriers to equal access. Describes the development of the programme, reports on outcomes and achievements. Concludes with recommendations and potential for influence of the PLAYCHOICE project.
+REF: Inclusive/Integrated Education, Disability Policies, Evaluation and Research, Countries: UK
c 50 pages

- **Miles S (1995) Community Based Rehabilitation Fact Sheet**

An overview of the history and current issues relating to CBR (Community-Based Rehabilitation). This is not strictly a 'fact' sheet as CBR is a term used for a very broad range of strategies broadly relating to disability programmes aiming to support disabled people in the community. This paper is a useful introduction to those new to the concept of CBR.
+REF: Disability Policies, Susie Miles, CBR/Disability Programmes
5 pages

- **Miles S (1995) 'Disability as a Catalyst for Sustainable Development. A Policy in the Making paper'**

Far from just being 'rehab done in the community', CBR focuses on the barriers faced by disabled people and tries to set up strategies to remove them. Examples from Lesotho and Swaziland on solutions that communities and CBR workers 'invented' to overcome three of the most common barriers i.e. poverty, physical environment and negative attitudes.
+REF: Susie Miles, Countries: Lesotho & Swaziland, Disability Policies
13 pages

- **Miles S and Medi E (1995) Community Based Support for Disabled Children in Post War Mozambique**

Published in Disasters Journal. In depth discussion of the impact of war on disabled children. War, combined with poverty and drought, increases the incidence of impairment, but prevalence does not increase because such children are very vulnerable and often do not survive. The paper examines reasons why children do not survive, and discusses an SCF supported programme of training for social workers to change attitudes and offer basic rehabilitation techniques.
+REF: CBR/Disability Programmes, Disability Policies, Countries: Mozambique

- **Mohale M & Miles S (1995) 'Community Based Rehabilitation and its Emergence through PHC. A Policy in the Making paper'**

Detailed account of how the CBR programme was born out of the Scott Hospital PHC work, from the care for the elderly, to disabled children, to community involvement and poverty alleviation.
+REF: CBR/Disability Programmes, Countries: Lesotho, Susie Miles, Disability Policies
10 pages

- **Reiser R (ed) (1995) 'Invisible Children. Report of the Joint Conference on Children, Images and Disability'. Held on 1 March 1995. Organised and published by Save the Children and The Integration Alliance**

Images of disability, from ancient sculptures to modern adverts and films, reflect the way disabled people are marginalised. Packed with thought-provoking comments and suggestions on how to improve the visual and verbal representation of disability.
+REF: Disability Policies, Aids for Training and Programme Design, Countries: UK

- **Stubbs S (1995) 'Beyond Survival: Towards Inclusive Education'. PDU Seminar Notes, July 1995**

These are notes used for the Policy Development Unit awareness-raising seminar held in July 1995. They give an introduction to why IE is important for SCF, history, and overview of SCF's programmes in IE. A summary of key points from a literature search are included, plus some definitions of terms. The draft statement on IE plus some questions for developing strategy are also included.
+REF Integrated/Inclusive Education, Disability Policies, Sue Stubbs

16 pages

- **Stubbs S (1995) 'Avoiding Issue-Overload: Core Principles and Diverse Discrimination', in *Learning from Experience*, March 1995**

Short but sharp considerations on the growing number of 'issues' (gender, disability, HIV, poverty, ethnicity, age) and related 'experts' proposing their particular awareness-raising courses, as opposed to a core of key principles common to all types of discrimination, which can help 'training the muscles of perception' and enable us to acknowledge and respond to a range of differences. Prepared for *Learning from Experience* (newsletter from SCF, March 1995).
+REF: Sue Stubbs
2 pages

- **Stubbs S (?1995) 'Developing IE Strategy: Some Questions' and 'What is Integrated Education?'**

Why is SCF involved in IE work? Should SCF do it, or should others do it? Why? How? What resources are going/should go into it? Is it 'disability' or 'education' work? Essential thoughts provoking considerations on one side of an A4 sheet, backed with some statements of what IE is and what it entails in terms of development, rights, disabled identity, formal schooling.
+REF: Sue Stubbs, Inclusive/Integrated Education
2 pages

- **SCF (199?) 'SPARKY Disability Awareness Project'**

Information and resource pack on this project jointly funded by SCF and Strathclyde Regional Council since 1987 to help playworkers make their activities accessible to disabled children, support parent groups, and promote awareness on disability in schools and colleges.
+REF: Aids for Training and Programme Design, Disability Policies, Countries: UK
30 pages

- **Mawer R (1994) 'Mice Amongst the Tigers - Adding Value in NGO-Government Relations in South East Asia'**

Paper presented at the NGO and Development Workshop, University of Manchester, 1994, examining emerging issues over an 11 year period in disability in South East Asia. The paper concludes that added value can be achieved at relatively low cost when there is considerable on the ground experience and a flexible approach.
+REF: Disability Policies, Countries: South East Asia
11 pages

- **Miles S (1994) 'The Development of Community Based Rehabilitation in Southern Africa. A Review of SCF(UK)'s Support 1988-1994'**

From a medically oriented service-provision approach SCF has shifted to a grater focus on the social, political and economic aspects of disability. Examples from Southern Africa SCF supported programmes illustrate crucial aspects of CBR, such as who are the initiators, the role of committees and parents, relationships with

Disabled People's Organisations, the issues of integrated education and poverty.
+REF: Susie Miles, Disability Policies
9 pages

- **SCF (1994) 'Children, Disability and Development. Achievement and Challenge. Conference Report. Dunford, April 13th-22nd 1994'**

Report from the discussions, panels, country presentations, thought-provoking exercises and participatory methods which packed the week of the global seminar, with staff and partners from SCF projects all over the world. Essential reference.
+REF: Disability Policies, Aids for Training and Programme Design
142 pages

- **Stubbs S (1993) 'Disability & Overseas Programmes. Current Situation and Future Options for SCF. A Discussion Paper'**

Overview of SCF's approach to disability in its overseas programmes, in the context of the international response. Key issues such as disability as a development issue, role of Disabled People's Organisations, evaluation of CBR projects are discussed.
+REF: Sue Stubbs, Disability Policies
44 plus appendices

- **Stubbs S (I993) 'Integrating Disability into Development Programmes'.**

Points to keep in mind in order to ensure a 'disability perspective' when designing development programmes: have disabled people been consulted? Are buildings, offices, toilets etc. accessible? Are disabled people acknowledged in training material, pictures etc.? Are they a part of the general target group of any project? Some indicators to measure projects' impact on disabled people are suggested.
+REF: Sue Stubbs, Disability Policies
5 pages

- **Stubbs S (1993) 'Disability Checklist' (internal memorandum)**

Suggestions to keep disability on the agenda throughout every step of SCF's programmes.
+REF: Sue Stubbs, Disability Policies
3 pages

- **SCF UK Dept. (1992) 'Equal Opportunities: A Guide to Ensuring Good Practice on Disability in UK Fieldwork'**

Guidelines to ensure that all SCF's work be open to inclusion of disabled people. A few addresses given are now out of date.
+REF: Disability Policies, Countries: UK
some 30 pages

- **Saunders C (1990) 'Review of the Guidelines on Work with Disabled Children Overseas - Three years on'**

The issues of definitions of disability, surveys and statistics, and participation of disabled people and their organisations are stressed in the review, with the first

lessons learnt from the evaluation of the Zanzibar, Kibwezi and Nuwara Eliya projects: CBR is still in evolution.
+REF: Disability Policies, CBR/Disability Programmes, Evaluation & Research
6 pages

- **Saunders C (1987) 'A Policy for Work with Disability and Rehabilitation Overseas'**

SCF's first policy paper for disability work overseas, advocating CBR as the best way of supporting the establishment of services for disabled children, already seen as lying in family and community participation and multi-sectoral co-operation. Interesting to put into perspective the Fund's achievements in the last decade.
+REF: Disability Policies, CBR/Disability Programmes, Evaluation and Research
35 pages

AIDS FOR TRAINING & PROGRAMME DESIGN....6

- **SCF (1998) 'Supporting the development of schools for all. Workshop materials' Materials developed with the help of participants in a workshop in Vientiane, Lao PDR, July 1998.**

Consists of materials to be used by teachers and those who work with them. The stated aim is to create schools where people work together to provide better learning conditions and to overcome barriers to participation. There is also an appendix on handling change. These materials are a supplement to the 'Guidelines on the Management of the Integrated Education Programme', published in 1997 by the Ministry of Education with SCF(UK) support.
+REF Aids for Training and Programme Design; Inclusive/Integrated Education
22 pages

- **Holdsworth, J.C. (1997) 'The Uses of 'Managed Experience' and the Limitation of Training: Lessons from the Lao Integrated Education Programme'**

A short paper which uses simple illustrations to discuss what is meant by 'managed experience', 'training' and 'knowledge'. It looks at the differences and relationships between them. The discussion then moves on to training methodology, SCF's work and uses Lao Integrated Education Programme as an example.
+REF Aids for Training and Programme Design, Inclusive/Integrated Education
13 pages

- **Special Education Unit (1996) `Preparing Teachers for Inclusive Education, Lesotho**

Tutor's guide to the four hour video package which is part of the training course devised by Lilian Mariga, Lineo Phachaka and Roy McConkey for the Lesotho National Integrated Education Programme.
+REF: Aids Training and Programme Design, Inclusive/Integrated Education,
Countries:
Lesotho
76 Pages

- **Jones, H & Miles S (1994) 'Disability, Children and Development. Achievement and Challenge. Video Manual'**

Thought-provoking comments and questions about points raised by participants in the video shot during SCF's Global Disability Meeting in 1994.
+REF: Aids for Training and Programme Design
30 pages

Pages 54 and 55 missing

collecting and disseminating information about IE, to promoting actions for improved access to school buildings. Paper presented to the International Special Education Congress, Birmingham 1995.
+REF: Susie Miles, Inclusive/Integrated Education
10 pages

- **Mohale M & Miles S (1995) 'Community Based Rehabilitation and its Emergence through PHC. A Policy in the Making paper'**

Detailed account of how the CBR programme was born out of the Scott Hospital PHC work, from the care for the elderly, to disabled children, to community involvement and poverty alleviation.
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- **Miles S (1995) 'Disability as a Catalyst for Sustainable Development. A Policy in the Making paper'**

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+REF: Susie Miles, Countries: Lesotho & Swaziland, Disability Policies
13 pages

- **Miles S (1994) 'SCF's Experience of Disabled Children in Pre-schools. Southern Africa'**

Short reports from Swaziland, Mozambique, South Africa and Zimbabwe of cases of pre-school integration or related initiatives. Draft NOT FOR EXTERNAL CIRCULATION
+REF: Susie Miles, Countries; South/Southern Africa, Inclusive/Integrated Education
4 pages

- **Miles S (1994) 'Disability Awareness and Integration Workshop. Durban, 17 November 1994'**

Notes of a training day with pre-school trainers from the Durban area. Useful examples of awareness-raising activities, and thought-provoking questions.
+REF: Susie Miles, Aids for Training and Programme Design, Countries: South Africa
9 pages

- **Miles S (1994) 'The Interface between Community Based Rehabilitation (CBR) and the Disability Movement in Southern Africa'**

Even CBR can turn into institutionalised routine unless disabled people, their families and organisations are increasingly involved. There is not just one way of achieving a more consumer-focused approach: some key experiences in Southern

Africa are reviewed. Part of the Institutional Learning Assignment as ex-Regional Disability Advisor.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa
37 pages

- **Miles S (1994) 'The Development of Community Based Rehabilitation in Southern Africa. A Review of SCF(UK)'s Support 1988-1994'**

From a medically oriented service-provision approach SCF has shifted to a greater focus on the social, political and economic aspects of disability. Examples from Southern Africa SCF supported programmes illustrate crucial aspects of CBR, such as who are the initiators, the role of committees and parents, relationships with Disabled People's Organisations, the issues of integrated education and poverty.
+REF: Susie Miles, Disability Policies
9 pages

- **Miles S (1993) 'A Clarification of the Relationship Between SCF and the Southern Africa Federation of the Disabled (SAFOD). A Discussion Paper'**

A documentation of SCF's early support to disabled people's groups in Southern Africa and to SAFOD in particular.
+REF: Susie Miles, CBR/Disability Programmes, Countries: Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe
11 pages

- **Saunders C & Miles S (1990) 'The Uses and Abuses of Surveys in Service Development Planning for the Disabled - The Case of Lesotho'**

One of the first voices 'from the field' arguing that surveys before services do not help service provision. Examples are drawn from early programmes in Lesotho and Kenya, where the Kibwezi CBR project has been running since 1982, and a break-down by different impairments, and in particular hearing impairment, is given. Old but still useful and relevant paper.
+REF: Susie Miles, Evaluation & Research
15 pages

- **Stubbs, S (1999) 'Engaging with Difference: Soul-searching for a methodology in disability and development research**

This paper is a personal account of research into Inclusive Education in Lesotho. Rather than focusing on IE, however, it analyses the methodological journey of the research, looking at areas such as literature review, preparation, collaboration, ownership, difference, oral testimony, etc. The paper also includes personal reflections and asks searching questions about why and how we do research. An enjoyable read.
+REF Evaluation & Research, Sue Stubbs
27 pages

- **Stubbs S (1997) 'The Rights of Children With Disabilities: Disabled Children's Right to Inclusion'** Paper submitted on behalf of the Alliance to the UN Committee Theme day on Disability, Geneva, October 6th 1997

This presents the issue of right to inclusion from the perspective of on-the-ground experience of Save the Children. The CRC and article 23 are discussed, disability as a marginalised issue within 'development fashion', and the importance of addressing ones own feelings and attitudes. Then the example of the education sector is given, and there are examples of overcoming barriers in the early childhood years, and in primary education. Finally there is a summary of key lessons.
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9 pages

- **Stubbs S (1997) Learning from the South: Inclusive Education as a Catalyst for Improving Quality and Access'** Paper presented at the Oxford Conference on Education and Geopolitical Change, September 1997

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+REF Inclusive/Integrated Education, Disability Policies

- **Stubbs S (1997) 'Disability and Refugees - The Example of Nepal'**

A summary of the key points which make the Jhapa refugee programme an example of good practice of including disabled people in a refugee programme. Taken largely from reports by Gauri Giri and the Special Needs Support Committee.
+REF CBR/Disability Programmes, Countries; Nepal, Sue Stubbs
2 pages

- **Stubbs S (1997) 'Towards Inclusive Education: The Global Experience of Save the Children (UK)'**

Paper for the 2nd Ibero-American Special Education Congress, Havana, Cuba, July

1-4 1997. This paper give an historical overview of SCF's thinking and practice relating to the education of disabled children from a global perspective. It alternates a discussion of theoretical issues with examples from programmes in Asia, Africa, Middle East and Europe. It discusses the influences which are promoting inclusive education, and presents an in-depth discussion on the differences, strengths and weaknesses of different models such as special/segregated education, small units, integration and inclusion.
+REF Integrated/Inclusive Education Disability Policies, Sue Stubbs
28 pages

- **Stubbs S (1997) 'Poverty and Membership of the Mainstream: Lessons from the South - Can Poverty Facilitate Inclusion?', in *Asia Pacific Disability Rehabilitation Journal*, Vol.8, N.1, 1997**

Successful integration depends more on commitment and motivation of teachers, head teachers and the community, than on resources. Examples drawn from different contexts (SCF-supported programmes in Lesotho, Swaziland, China, Vietnam and India), show that, despite shortage of resources, dramatic advances in the education and integration of disabled children occur whenever parents and teachers are involved and have access to information and basic skills. The presence of special schools, and excessive preoccupation with the school's academic reputation and achievement, can actually discourage the adoption of teaching methods which seek the inclusion of all children.
+REF: Sue Stubbs, Inclusive/Integrated Education
3 pages

- **Stubbs S (1996) 'Disability - Sectoral Review. Background Paper for Global Meeting'**

Prepared for the SCF Global Strategy Meeting, September 1996, this document provides an overview of SCF'S work on disability, its influence on internal policy and relevance for external contacts and influence. Useful list of strengths and weaknesses of the Fund's current situation in relation to disability, and list of questions to help defining future strategies.
+REF: Sue Stubbs, Disability Policies
21 pages.

- **Stubbs S (1996) 'Engaging with Difference, Methodology in Evaluation', published as Letter to Editor of *Asia Pacific Disability Rehabilitation Journal*, Vol. 8, No. 1, 1997**

Short but inspiring considerations on evaluation, followed by suggestions on reading materials and actions, drawn from the experience of the Lesotho Case Study on implementation of the National Integrated Education Programme. There is more than just methods to evaluation methodology: *'giving value to'* (evaluating) a project is ultimately trying to facilitate people to examine their own situations systematically, rigorously, and in depth.
+REF: Sue Stubbs, Evaluation & Research
5 pages

- **Stubbs S (1995) 'Beyond Survival: Towards Inclusive Education'. PDU Seminar Notes, July 1995**

These are notes used for the Policy Development Unit awareness-raising seminar held in July 1995. They give an introduction to why IE is important for SCF, history, and overview of SCF's programmes in IE. A summary of key points from a literature search are included, plus some definitions of terms. The draft statement on IE plus some questions for developing strategy are also included.
+REF Integrated/Inclusive Education, Disability Policies, Sue Stubbs
16 pages

- **Stubbs S (1995) 'Disabled refugees' (provisional title. To be included in SCF's *Manual on Health and Nutrition Programming in Emergencies,* in 1997)**

Being refugees makes disabled children and adults particularly vulnerable, and yet rarely do provisions exist to ensure that they are effectively assisted. Disability awareness in refugee programme staff is usually absent. Drawing from CBR experience, simple exercises and aids can nonetheless provide initial basic rehabilitation, and basic training can enable teachers to teach more effectively not just disabled children but all children.
+REF: Sue Stubbs
2 pages

- **Stubbs S (1995) 'Supporting Sustainable Change in Developing Countries. Lessons from the South: Pioneers of the Future'**

Paper presented at the International Special Education Congress, Birmingham, April 1995, reporting on the Lesotho National Integrated Education Programme as an example of effective, sustainable good practice even in classes with up to one hundred children.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Lesotho
14 pages.

- **Stubbs S (1995) 'Avoiding Issue-Overload: Core Principles and Diverse Discrimination', in *Learning from Experience*, March 1995**

Short but sharp considerations on the growing number of 'issues' (gender, disability, HIV, poverty, ethnicity, age) and related 'experts' proposing their particular awareness-raising courses, as opposed to a core of key principles common to all types of discrimination, which can help 'training the muscles of perception' and enable us to acknowledge and respond to a range of differences. Prepared for *Learning from Experience* (newsletter from SCF, March 1995).
+REF: Sue Stubbs, Disability Policies
2 pages

- **Stubbs S (1995) 'The Lesotho National Integrated Education Programme: A Case Study on Implementation', Thesis submitted in part fulfilment for the degree of Master of Education of the University of Cambridge Faculty of Education.**

The study describes the action research on the implementation of the Lesotho Programme, and illustrates in details how the research methodology was prepared and applied, and the conclusions drawn. An enlightening literature review on education of disabled children in developing countries, and a rich bibliography, tables and other information, complement this extremely enjoyable, informative and relevant reading.
+ REF: Sue Stubbs, Inclusive/Integrated Education, Evaluation & Research, Countries: Lesotho
173 pages.

- **Khatleli P, Mariga L, Phachaka L and Stubbs S (1995) 'Schools for All: National Planning in Lesotho',** chapter in O'Toole B & McConkey R (eds.) (1995) *Innovations in Developing Countries for People with Disabilities*, Lisieux Hall Publications, Whittle-le-Woods, Chorley, Lancashire, England PR6 7DX, 1995.

Much of the literature on education of disabled children in developing countries is culturally biased and lacks cross-cultural perspective. Crucial issues of participation of parents and communities are overlooked, and sources of influence such as UN bodies or major donors, even when based on a 'deficit' model, are unchallenged. The innovative example of Lesotho is illustrated, with insights on aspects of the Basotho culture which helped shaping specific aspects of the National Integrated Education Programme.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Lesotho
19 pages

- **Stubbs S (?1995) 'Developing IE Strategy: Some Questions' and 'What is Integrated Education?'**

Why is SCF involved in IE work? Should SCF do it, or should others do it? Why? How? What resources are going/should go into it? Is it 'disability' or 'education' work? Essential thought provoking considerations on one side of an A4 sheet, backed with some statements of what IE is and what it entails in terms of development, rights, disabled identity, formal schooling.
+REF: Sue Stubbs, Inclusive/Integrated Education, Disability Policies
2 pages

- **Stubbs S (1995) 'What is Inclusive Education? Draft Statement', prepared for the Laos IE Workshop and PDU, June 1995**

States main aspects of Inclusive Education, complemented by a note on the use of 'inclusive' v 'integrated' education and other terminology such as 'special needs' and 'learning difficulties', and the general guiding principles which should always be used. SCF 's main IE programmes are listed and findings from the IE literature are summarised.
+REF: Sue Stubbs, Inclusive/Integrated Education
5 pages

- **Stubbs S (1994) 'A Critical Review of the Literature Relating to the**

Education of Disabled Children in Developing Countries'
Part of the dissertation on the Lesotho National Integrated Education Programme, this also stands as an independent paper on existing literature on education of disabled children in developing countries. It critically considers the use and implications of categories such as special needs and disability, then the role of statistics, and the lack of acknowledgement for community approaches and 'casual integration'. It focuses on the need for a cross-cultural, participatory perspective and includes a comprehensive bibliography.
+REF: Sue Stubbs, Inclusive/Integrated Education
25 pages.

- **Stubbs S (1994) 'Early Childhood Education / Care Issues in Relation to Disability. Some Examples from East Africa' (draft)**

Issues raised in the course of a visit to the Zanzibar North District Physiotherapy Out-reach Programme, and the South and West Districts CBR Programme. The need to develop a more listening approach is stressed, which take into account what mothers consider to be sickness, disability and proper child development. In schools, CBR has an important role in promoting a focus on disability which can become the gateway to better teaching for all children, unlike special schools or units, based on concepts now challenged even in the West and often totally alien to the recipients' culture, and yet still promoted by powerful donors.
+REF: Sue Stubbs, Inclusive/Integrated Education, Countries: Zanzibar
8 pages.

- **Stubbs S (1993) 'Disability & Overseas Programmes. Current Situation and Future Options for SCF. A Discussion Paper'**

Overview of SCF's approach to disability in its overseas programmes, in the context of the international response. Key issues such as disability as a development issue, role of Disabled People's Organisations, evaluation of CBR projects are discussed.
+REF: Sue Stubbs, Disability Policies
44 plus appendices

- **Stubbs S (1993) 'Integrating Disability into Development Programmes'**

Points to keep in mind in order to ensure a 'disability perspective' when designing development programmes: have disabled people been consulted? Are buildings, offices, toilets etc. accessible? Are disabled people acknowledged in training material, pictures etc.? Are they a part of the general target group of any project? Some indicators to measure projects' impact on disabled people are suggested.
+REF: Sue Stubbs, Disability Policies
5 pages

- **Stubbs S (1993) 'Disability Checklist' (internal memorandum)**

Suggestions to keep disability on the agenda throughout every step of SCF's programmes.
+REF: Sue Stubbs, Disability Policies
3 pages

THE USES AND ABUSES OF SURVEYS IN SERVICE DEVELOPMENT PLANNING FOR THE DISABLED - THE CASE OF LESOTHO

1.1 In our experience ministries are very keen to have base line data which they believe will help in the planning of services for the disabled. As a result of this they often request outside agencies to conduct and/or finance disability surveys. In this paper we will argue that:

a. there is sufficient relevant data for planning purposes;

b. data should be derived from existing services;

c. the methodology used is often suspect;

d. surveys can be wasteful or even counter productive;

e. service development should take priority.

PLANNING

2.1 There is enough information currently available to demonstrate that the common conditions which result in disability occur at a relatively predictable rate, given a knowledge of the particular circumstances of the country. The single most important question relates to the effectiveness of the immunisation programme. Where polio is still endemic, the overall prevalence of physical disability is higher than in countries where new cases of polio are rare. The incidence of polio will be an influence on the style of service provision necessary because the needs of a person disabled by the effects of polio are usually very different to those of a person disabled by cerebral palsy.

2.2 With the information on polio and a knowledge of survey results from other countries it will be possible to predict the prevalence of disabilities in Lesotho. There are however circumstances special to particular countries which will affect the overall prevalence rate of disabilities in a country. In the case of Lesotho the most influential will be

Source: Saunders, Chris and Susan Miles, Save the Children – UK, 1990.

the effect of mining injuries on the adult male population. Additional factors also need to be considered, for instance whether the mountain population is also affected by iodine deficiency. This would need a separate investigation, and one has been completed recently (Todd 1988).

2.3 Compiling data from the above will give sufficiently accurate information for the planning of services in Lesotho. The main problem will be to establish commitment to the development of comprehensive services for the disabled, and this is a qualitative rather than a quantative issue.

2.4 Having established this commitment it is then crucial that these services develop in the most appropriate way possible. We would argue that this should be a community based approach, and establishing this point comes from a true understanding of disability issues rather than a knowledge of statistics relating to prevalence.

METHODOLOGY

3.1 We are not suggesting that data is not important, but it is the way data is collected and then used which is at issue.

3.2 A typical approach would be to conduct a sample survey which would be based on interviews with several thousand heads of households. The interviewers would ask questions about the health of people living in the household, and if there were doubts about this, trying to establish whether the child/adult was disabled or not. The disabilties would then be classified and the prevalence of certain conditions calculated.

3.3 Such surveys often derive a spurious credibility from the methodological sophistication that can be applied to sampling and statistical analysis techniques. But the credibility is unjustified given the crudeness by which the disability is defined and measured.

3.4 Disabilities can only be defined by their context. A classification system based on medical diagnosis tells us little about the person's real problems. For instance, the terms

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cerebral palsy or post paralytic polio will give little clue as to whether the children or adults they are applied to are able to walk, integrate with family, peers, attend school and so on. It is these factors which are most relevant to rehabilitation and yet are most difficult to measure and categorise statistically.

3.5 The handicap that results from physical disability is very much dependent upon the physical environment and social context. The child who has mobility problems and lives in the mountains may be extremely disadvantaged both in terms of his ability to get to school and his potential for earning a living. The same child living in a town with tarmac roads and a school nearby may have few disadvantages compared with his or her peers.

3.6 Even if disability can be measured in some quantifiable way, it is not necessarily possible to determine its effect on the individual. Hearing impairment is a good example of this. Two individuals may have an identical decibel loss, but because of different factors, such as time of onset of the problem, parental support, linguistic ability, availability of a hearing aid and so on, one individual may be far more handicapped by the loss than the other.

3.7 The same applies to mental handicap. It can be argued that this condition can in some way be measured through IQ or attainment tests, although the validity of their application in countries like Lesotho is questionable. Even if some form of measurement can be obtained, it offers no indication of the child's social and functional abilities.

3.8 Some disabilities are accepted as part of the ageing process and are totally acceptable, but these same conditions in a younger person would be considered a major problem. For instance the elderly parent whose mobility, vision and hearing are becoming increasingly impaired may still remain a respected member of the household. A child with similar problems may receive little respect and may even be neglected as a result of these impairments.

3.9 All of the above points lead us to conclude that the enumeration of disabilities is not a helpful way of defining service needs in a country.

3.10 Clearly certain types of service need to exist. For instance, we know that there must be facilities for treating conditions such as otitis media. There is sufficient information from other surveys to tell us that this is a very common problem in any country. It is a condition, which if left untreated, will lead to hearing impairment in a proportion of those suffering from it. Whether it has a prevalence of 25/1000 or 125/1000 in the child population of Lesotho is of little relevance to the question of whether treatment needs to be available or not - of course it does. The condition is a common problem that can lead to a significant disability if left untreated or treated in appropriately.

3.11 In the same way we know that where poliomyelitis is present there will be a need for an orthotics service, and this service will be necessary for many years after the eradication of polio. Without such a service the quality of life of many who contracted paralytic polio will be siqnficantly reduced. There is no question that such a service should exist, only a question of how best to make such a service available to all who need it. A sample survey cannot answer such a question.

3.12 We know that if children with disabilities are going to be given the same opportunities as their able bodied peers that special educational facilities need to be established in some form or other. The questions we need to answer are not whether such a service ought to be established, but what sort of service it ought to be - should it be based on specialist schools, resource units, integration into mainstream, or some combination of all three. This question can't be answered through a survey but only through the careful evaluation of existing programmes in the region, consideration of population distribution factors, and resources available to establish the service.

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3.13 It is as valid that demand determines service development as statistical data acquired through a survey.

3.14 Once basic facilities have been established, then information should be collected to guide the development of these services. Because this information is collected through a service context ie. by the practitioners who are already working with disabled people and their families, they are in a position to obtain the quality of information that is impossible to collect through an enumeration survey method.

3.15 It is really only practitioners who can define the qualitative needs of individuals. It is only they who are able to determine the skills and facilities necessary to meet these needs. Consequently we would argue that information collected through surveys will be of little value compared with that collected through the service delivery context.

3.16 The Kibwezi rural CBR project in Kenya has been running since 1982. This programme has been steadily expanding, and it was argued that as part of this process a comprehensive survey of disabilites should be conducted. This took place in 1987, and included the surveying of part of the existing area covered by the CBR programme, and a new area. Part of the rationale for this was that there was considerable knowledge of families already involved in the programme, but it was necessary to find out whether other families within the same area had been missed out. In addition it was thought timely to expand the service into a new area, and to identify new families for the programme in as systematic way as possible. A house to house survey was conducted using local Community Health Volunteers.

3.7 Reference is made to the results of this study later in the paper. However one relevant finding relates to the type of interventions required in order to meet the particular needs of children and families newly identified by the survey. The existing CBR programme was able to do this. Had no programme been in existence a wide range of problems would have been idebtified recorded and then ignored for an idenfinite amount of time. Such a situation cannot be justified.

3.8 Table 1 is adapted from the survey report (Baldwin et al 1989), and illustrates clearly the range of interventions necessary for an effective response to disabilities occurring in a community survey. It is important to note that some children were referred to more than one intervention. For instance home based follow up would be recommended for most if not all children referred surgical intervention, special schoooling and so on.

TABLE 1

Intervention or activity	No. of new children referred to activity or intervention	No. of children attending the activities or intervention
playgroups	7	6
placement in special school	11	2
surgery	10	9
epilepsy clinic	10	10
mobile eye clinic	8	5
ENT clinic	15	4
placement in ordinary school	26	1
continuing in ordinary school	41	38
home based programme	14	14
speech therapy	3	0
applied nutrition	1	1

EFFECTS

4.1 One of the most negative effects of a survey can be that of raising of expectations which cannot be fulfilled by service delivery methods. This often comes about because governments argue that they need data on prevalence of disability before they will commit themselves to service development. Consequently the effect of a survey is that the provision of services tend to be delayed, and therefore there is inadequate means of meeting expectations.

4.2 It is often argued that a disability survey has the positive effect of raising public awareness, however, we would argue that if that is the goal there are far more effective and economical ways of raising public awareness of disability issues than organising a survey.

SURVEYS AND RESULTS

5.1 Large amounts of information are contained within current data bases. The most recent and comrehensive example of this is the WHO compendium on disability surveys worldwide (WHO 1988).

5.2 In reviewing survey results there are often dramatic discrepancies in prevalence rates for the same conditions between countries. These discrepancies may often be ascribed to "real" differences in the numbers of people with those disabilities. However we would argue that the discrepancies are probably far more a function of a difference in definition than in numbers. Therefore one can arrive at the situation of a child survey in Nigeria presenting the prevalence of severe visual disability and blindness as 0.5/1000 of the child population. This being the smallest major "category" of disablity in the survey results (Saunders 1984). Compare this with the Zimbabwe survey of 1982 (Davies, 1982), where visual disability was the largest category of handicap in that survey. Take the same two surveys. In the Nigeria study, hearing impairment was the largest single "category", in the Zimbabwe survey it is not mentioned as a discreet "category".

5.3 We are certain that neither researcher would argue that such a discrepancy reflected massive differences between countries but would explain the differences in terms of definition, categorization and sampling procedures. Neither person is right or wrong in this, rather decisions were made to record, classifiy and interprete results differently.

5.4 The above points go to emphasize the problem of interpreting the results of blanket surveys. Often authors of the final report resort to making the same conclusions as could be drawn by informed workers who know the country or region and are aware of the main issues relating to disability. The conclusions are rarely directly related to the data obtained from the survey, but are usually some generalized conclusions concerning the fact that the majority of the disabled children identified in the survey receive little or no support or treatment, that they are disadvantaged in some way compared with their peers, and so on.

5.5 The Kibwezi team write the follwing in their concluding statements: "It must be emphasized at the outset that this survey was not undertaken for the single objective of estimating the prevalence and causes of disability ..... It was designed to involve the community and those representatives of the community (CHWs) in identifying handicapped children and in learning what might be done by both health services and the community to help them achieve, as far as possible, their full potential ..... The pattern of disability did not differ markedly from the results of other surveys and was predictable. The 6% prevalence rate for disability has been found widely in childhood surveys and is probably at the lowest limit of the true disability rate."

5.6 There are therefore some firm conclusions that can be drawn from existing survey information:

HEARING IMPAIRMENT

5.5a Congenital deafness has a fairly uniform incidence of around 1/1000. In developing countries acquired deafness at an early age would contribute another 2/1000 due to conditions

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such as meningitis. We can therefore assume that the total incidence of deafness in the child population in Lesotho will be in the region of 3/1000 (Liverpool School 1987).

5.5b Children with a moderate to severe loss, who can benefit from ordinary education with the help of a hearing aid, will be in the region of 4/1000 (Liverpool School 1987).

5.5c Otitis media is an extremely common condition in all countries. Estimates of its incidence are often as high as 20% in the child population. The numbers of children who suffer hearing loss as a direct result of this condition is unclear. It is however well known that there is a strong association between otitis media and hearing loss, and this is often at a significant level.

5.5d Children with mild hearing losses make up the largest group of hearing impaired children. It is within this group that the biggest discrepancies occur in the survey data. This is as much a function of defining the significance of hearing loss as the sampling and measuring procedures. Consequently one could find results suggesting that as many as 17% of all children suffer some form of significant impairment. Such a statement can be justified statistically but the problem of defining significant becomes a major issue. In the European context the slightest impairment is of significance. In the Lesotho context this group would not warrant attention.

VISUAL IMPAIRMENT

5.6a Although visual impairment is represented as a prominent disability in some surveys, in the child population the number with severe problems is relatively small. Usually this is estimated as being less than 1/1000 (Baldwin et al 1989, Saunders 1984, 1985).

5.6b Eyesight tends to deteriorate with age and many elderly people have difficulty seeing. In many cases this is remediable with the provision of glasses.

5.6c Defining visual impairment is difficult because cut off points cannot easily be determined. The question of glasses

also complicates this since correction is a relatively simple process in most cases.

MENTAL HANDICAP

5.7a Down's Syndrome is the single most important condition leading to severe mental handicap. Down's Syndrome has a relatively uniform incidence rate across populations of 1.6/1000 (Baldwin et al 1989, Saunders, 1984, 1985). Survival rates (i.e. the prevalence) in countries differ according to available medical facilities in a country. In rural areas of Lesotho the chances of a child with Down's syndrome reaching late adolescence are slight. With reasonable medical facilities most children with Down's Syndrome will have a good life expectation.

5.7b It can be assumed that 2/1000 children will have conditions that will lead to severe mental handicap, often in conjunction with other disabilities. These may result from a number of rare genetic conditions, or diseases such as meningitis. As with Down's Syndrome the survival of these children depends upon the availability of medical services and the probability of such children reaching adulthood is relatively slight (Baldwin et al 1989, Saunders 1984, 1985).

5.7c The conditions that lead to mild to moderate mental handicap are not usually medical. They are more likely to be a result of a mixture of poor nutrition, under stimulation and so on. Within the population the prevalence of such a handicap can be estimated statistically using measures of intelligence. This, of course, has little functional value. In surveys prevalence estimates vary widely depending upon the method of measurement employed. By definition an IQ screening method will lead to relatively high numbers of children being identified. If parental anxiety over educational progress is used as a means of identifying mental handicap this will lead to variable results, depending on the value placed on the educational system. Measures of social and functional attainment will probably result in relatively low numbers because in fact children with mild mental handicaps are usually able to function very well in family life, and

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are therefore not noticeably different from their peers (Baldwin et al 1989, Saunders 1984, 1985).

CEREBRAL PALSY

5.8a Cerebral palsy is a complex condition as far as prevalence is concerned. It is certainly the major physical disability which affects children in developed countries. Its occurrence is associated with a number of factors including low birth weight, poor birth practice and early childhood diseases such as meningitis. The two main points about the incidence of cerebral palsy are that:-

i) In developing countries the incidence rates are extremely high but few children survive. In developed countries incidence rates are relatively low but most of these children survive because of good medical care.

ii) As medical services in developing countries improve the chances of survival for the cerebral palsied child also improve. It is noticeable that as the incidence of polio decreases with improved vaccination coverage and health education, cerebral palsy becomes a more prominent as a condition.

5.8b The prevalence of cerebral palsy in the population is difficult to measure for a number of reasons, however, in a country like Lesotho, it would be safe to assume that it would have a prevalence of about 2/1000 (Baldwin et al 1989, Saunders 1984, 1985).

POLIO

5.9a Of all the disabling conditions polio has been the most researched in terms of prevalence data in developing countries. Estimates of prevalence range from 2 to 10/1000 in a non immunized population (Bernier, 1983). Vaccination coverage will obviously affect this rate significantly. The most recent survey in Lesotho suggests a prevalence of around 2.2/1000 in the child population (Ward 19..). This rate includes all children showing evidence of paralytic

polio. The prevalence of children who have severe mobility problems as a result of this is smaller and much depends on definition of disability. However we can assume that approximately 60% of this number will have relatively minimal mobility problems, the remaining 40% will require some form of intervention. If this is provided appropriately severe disability can be prevented in the majority of such children. These figures are extremely conservative given that the data being used is nearly ten years old. EPI coverage has improved since then and the number of new cases presenting to hospitals and clinics should now be relatively small.

OTHER PHYSICAL DISABILITIES

5.9a Spina bifida and hydrocephalus in conjunction with a number of less common conditions will contribute a small proportion of the total demand for services for the physically disabled. It may be safe to assume that collectively less than 2.5/1000 in the child population, although studies suggest that these figures will show some variation.

5.9b Club foot seems to be relativey common in many African countries. The Kibwezi survey for instance recorded a rate of 2.4 per 1000 (Baldwin et al 1989). It is a condition which in most cases is easily remediable during the first three months of life. The longer it is left the more problematic it becomes for remediation. The exact incidence of the condition in Lesotho is of academic interest only, what is essential is that health workers are alerted to the importance of early identification and referral, and that an effective service exists for treatment and follow up.

5.9c Burn injuries are also likely to be ralatively common in situation where open fires or kerosene stoves are used at ground level for cooking, and where young children move around freely in the cooking area. The author has no specific data on the incidence of burns and the sequelae of this. However education on prevention must be provided through a variety of channels, and an effective service must exist for treatment and follow up.

5.9d Accidents and mining injuries represent a major "category" of conditions in Lesotho. If specific information is needed for planning purposes, this can be obtained through existing record systems rather than through surveys. However a major service initiative is underway at this point in time, and clearly the addition of specific survey data is unnecessary.

EPILEPSY

5.10 Prevalence of this condition is extremely difficult to estimate. The prevalence of early febrile convulsions can be extremely high. But their occurance is often short lived, and no further problems occur after infancy. There are problems also of under reporting for various reasons. Estimates from UK suggest a prevalence rate as high as 8 per 1000 in the general population, although a significant proportion of these have controlled fits (Saunders, 1984). In the Nigerian survey the prevalence was recorded as less than 1 per 1000 for grand mal epilepsy. In the Kibwezi survey, the prevalence was 10 per 1000. The diffence of course was that in Kibwezi a very effective epilepsy clinic and outreach service has been in operation for a number of years, and for many of the persons identified in the survey the condition was controlled. When a sound and well established service is available, it is likely that under-reporting will be reduced significantly for all the obvious reasons. And this point illustrates the necessity for data to be collected from within an existing service structure rather than as a precursor to service development.

CONCLUSION

6.1 It is a myth that surveys lead to the development of services for the disabled. What will determine such developments is the government's commitment of funds to the training of personnel and the creation of posts.

6.2 The problem with surveys is that they divert funds and human resources into a non-productive and time consuming exercise. Often the argument used is that funding agencies have money

available specifically for research applications and if this is used for surveys it will not detract from service development. We feel that such donors should be persuaded to allocate this "spare" money into service development or evaluation of existing services.

6.3 Data is of course of vital importance, but we have argued that this is best obtained from the evaluation of an existing service when the needs of disabled persons can be met appropriately as and when they come to light.

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Continuous Assessment: A Practical Guide for Teachers

DRAFT

Continuous Assessment
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About Continuous Assessment: A Practical Guide for Teachers

The development of *Continuous Assessment: A Practical Guide for Teachers* is the result of an urgent need in many countries for relevant and practical materials that help teachers and teacher trainers understand and *implement* learner centered teaching in the primary grades. The materials have brought together ideas from developing and developed countries to provide teachers and other educators with up-to-date practices and examples in continuous assessment from around the world.

The materials have been developed for use by teachers who work in a variety of situations and for teachers with a range of experience and training. For teachers with little teaching experience and limited training you will find that the materials provide some basic information to get you started in some of the teaching skills. For those teachers with greater experience and training *Continuous Assessment: A Practical Guide for Teachers* will help you develop your skills further. A teacher at any stage of career development can use the materials in a meaningful way. Although the materials focus on teaching and learning in the primary grades (1-8), secondary teachers may also find them useful.

Because the *Continuous Assessment* materials are designed to be used in different countries and in different situations within a country they are not meant to replace existing Ministry of Education training or curriculum materials or to override Ministry policies or directives. Each country has different policies and programs to improve teaching and learning. Indeed within any one country there are a variety of teaching situations that may exist. The materials are meant to support Ministry of Education policies by helping teachers and other educators with *practical* suggestions for carrying out the Ministry's policies.

Some of the ideas and examples presented in the materials may not be appropriate for your particular educational and/or cultural context. *Continuous Assessment: A Practical Guide for Teachers* provides teachers with opportunities to examine the ideas and examples, discuss them with colleagues and others, and guides them through adapting tasks, practices and materials that may be used effectively in their own context.

Continuous Assessment: A practical Guide for Teachers is draft material. Comments and suggestions on improving the material so that it may benefit more teachers are welcomed. Authors of ideas suggested and used in subsequent materials will be acknowledged. Please send your comments and suggestions to Joy du Plessis at the address on the back cover of the publication.

PART 1 Understanding Continuous Assessment in the Classroom

In this booklet, you will find practical ways to carry out assessment of learners in the classroom in an ongoing or continual way. This chapter will also help teachers as well as principals and inspectors understand the main concepts of assessment and the importance of carrying out continuous assessment. Even though *the booklet* focuses on continuous assessment that is taking place in the classroom, this chapter will also help to understand the difference between exams and continuous assessment.

Objectives for part 1:

- **Clarify assessment terms and phrases**
- **Compare continuous assessment and exams**
- **Identify reasons for using continuous assessment**
- **Demonstrate how continuous assessment is related to remediation and enrichment**

What is assessment?

The words used to describe the different types of assessment are many. And the meanings for those words are different from place to place and even person to person. It is important to come to some understanding among you and your colleagues about the meanings of the assessment words.

Brainstorming: With a group of colleagues brainstorm a list of all of the words that you use that are connected to assessment. It is not necessarily the words listed in the book, but the **words that you and others use** in relation to assessment. (The rules of brainstorming say all suggestions are acceptable, there is no incorrect response and no critical comments are allowed. It is helpful to move quickly when brainstorming so as to keep the momentum flowing. Make it a *brain – storm* and not a *brain – breeze!*)

After brainstorming the list of assessment words sit in pairs or small groups and discuss and write out the meaning of each word. Present your words with their meanings to the other groups for discussion.

Assessment is a way of observing and collecting information and making decisions based on the information. In schools, assessment is concerned with observing learners and collecting information about those observations. Assessment of learners is a way of finding out what learners, know, understand and can do. There are different ways of assessing. This chapter focuses on one way of assessing - assessing learners, by teachers, in the classroom on what has been taught. This is called continuous assessment. Teachers use continuous assessment of learners to make decisions about their teaching. Continuous assessment tells teachers if they need to reteach something, to which students, and what the students need in order to keep on learning.

The box below shows some of the assessment words and their meanings as they are used in this booklet.

ASSESSMENT TERMS	MEANINGS
Assessment	Assessment is a way of observing and collecting information and making decisions based on the information.
Continuous assessment	Continuous assessment refers to making observations and collecting information periodically to find out what a student knows, understands and can do. Specific tasks are given to the learners based on what has been taught. We observe the learners doing these tasks and make a judgment about how well they are doing. Continuous assessment is ongoing and helps the teacher to find out what the learners have learned. Some other terms that are similar to continuous assessment are: *classroom based assessment, running records,* and *teacher grading.*
Evaluation	An overall judgment of student learning based on continuous assessment (and sometimes exams). Evaluation usually comes at the end of a semester, term or year.
Testing	Testing is one way of assessing learners on a continuous basis. Tests usually come at the end of a topic or unit to find out what a student has learnt. Testing can include a wide range of question types, but the most common are multiple choice, true and false, essays and matching.
Exams	Exams are usually carried out at the end of the year or cycle (at the end of primary school, for example). Students do not often get feedback on their performance on the exams apart from knowing what grade they got. Exams are usually written in the same way that tests are written. They often have important consequences for students' future.
Assessment activities	Activities given to learners to find out what they know and can do. An assessment activity is one in which the teacher is checking to see if learners have met the objectives of the syllabus, lesson or curriculum. Children often learn a lot from good assessment activities. Examples of assessment activities are writing a story or paragraph, making a model, solving problems and role playing.

There are a lot of terms that can be used to describe continuous assessment. In some countries people refer to continuous assessment as *teacher grading*, sometimes it is referred to as *running records,* or *curriculum based assessment.* In all cases teachers are given the responsibility for finding out what students in their classes know and can do. When this is done in a variety of ways over time and used to improve instruction then it is considered continuous assessment. Continuous assessment is used to help evaluate the learners overall. That usually means using the continuous

assessment to determine if a student has completed the required grade or course successfully. Continuous assessment helps teachers to evaluate learners' performance.

What is the difference between Continuous Assessment and Exams?

What is the difference between exams and continuous assessment? You might think of these two terms as part and parcel of each other. Continuous assessment is ongoing and is based on observations of student performances. Examinations are one way of assessing learners but they are only a 'snapshot of the learner'. Continuous assessment is like having many 'snapshots" of the learner. Continuous assessments and examinations contribute to the evaluation of a child's learning. Table 1 below compares continuous assessment with exams

Table 1. Comparing Continuous Assessment and Exams

Continuous Assessment	Exams
Ongoing in the classroom throughout the year	Usually at the end of a unit, semester, term, year or cycle
Many different tasks	One exam or few tests per subject
Carried out by teacher	Can be administered by someone other than the teacher
May be developed by teacher	Often written by persons other than the classroom teacher
Marked by teacher	Often marked by persons other than the classroom teacher
Teachers uses assessment results to improve his/her teaching	Teacher doesn't always know learner weaknesses from the exams
Are connected to the syllabus being taught	May not always be connected to what is taught

Working Together: With a group of colleagues discuss the table comparing exams and continuous assessment above. Answer the following questions with your colleagues:

1. What are some others ways in which exams differ from continuous assessment?
2. Which form of assessment is used most in your school? In your classroom?
3. What type of assessment is most beneficial to learners? Give reasons for your answer.
4. How do exams influence your teaching?
5. How does continuous assessment influence your teaching?

In some places educators refer to *evaluation* in the same way we are referring to assessment. This is usually the case when *evaluation* is part of a lesson plan and comes at the end of the lesson. In *Continuous Assessment: A Practical Guide for Teachers* we use *continuous assessment* to refer to what is taking place in the classroom on an ongoing basis. Evaluation we refer to as an overall judgment of a learner that is based on continuous assessment (and possibly tests and exams).

Reflection Activity: With a colleague or a group of colleagues discuss the following questions:

1. What are the different ways learners are assessed at your school? Give examples to show what you mean.
2. What does the word assessment mean to you?
3. How is this carried out in your classroom?
4. Compare the meaning of assessment that you have with the one described in table 1 above. How does the meaning of assessment that you have differ from the meaning of assessment described above?

Why should we use continuous assessment in the classroom?

Reflection Activity: Close your eyes and recall your classroom and the learners in it. Now draw a map of the classroom with the names of the learners as you can remember them at their seats. Now pick a subject such as maths, reading or science and assign a "grade" to each learner from memory. Do not look at your record books for the marks of each learner. Just write down their grade next to their name. Answer the following questions after you have finished writing down their "grades".

1. What information in your head helped you to assign the grades?
2. Are you confident in your grades?
3. Do you think your grades are fair and accurate?
4. Do you think you know your students' abilities well?
5. What would help you in being more confident in assigning grades at the end of the year or term to your learners?

When more of the school age children are given a chance to attend school (as is happening these days in many countries), the range of abilities of the learners in a classroom is much larger. In the past, tests were used to find the best students and pass them on to the next grade or level. These days the emphasis in many countries is on getting all learners to succeed in school. By having all learners succeed the country will benefit by the increased skills and knowledge of the people.

Continuous assessment is a way to ensure that all learners have opportunities to succeed in school. In most classrooms there is a range of learners from slow to average to fast learners. By using continuous assessment the teacher can adapt his or her instruction to the needs of the learners so that all will have the chance to learn and succeed. By continually observing the learners to see what they know and can do the teacher can make sure that no learner fails. Everyone is given a chance to succeed when continuous assessment is used well.

What are the reasons for using continuous assessment?

There are many reasons for using continuous assessment in the classroom. Some of them are described below.

1. *Finding out what students know and can do.*

Continuous assessment is done by the classroom teacher to find out what a student knows, understands, and can do. The assessments a teacher uses helps the teacher get a better understanding of the learning needs of the children. The teacher uses continuous assessment to find out if the learners are learning what has been taught. Continuous assessment is done on an ongoing basis instead of at the end of the semester or year so that we can find out which learners are not learning and help them to learn. When assessment is done only at the end of a semester by giving a test or exam then it is not *continuous assessment.* Assessment done only at the end of the year is too late to help the learner.

2. *Confidence in what we say our students know and can do.*

By assessing learners continuously in different ways a teacher can be confident in her knowledge of what the learners know and can do. If a teacher has only one assessment of learners this will not be enough to tell her what the learner knows and can do. A number of different assessments will give the teacher a better picture of the knowledge and skills of the learners.

3. *Provides all children with opportunities to show what they know*

Each child has many different qualities. Using only one type of assessment may not give learners a chance to show what they know. All learners get a chance to show what they know in continuous assessment because there are different types of assessment activities. Learners are asked to show what they know in different ways.

4. *Promotes learning for understanding*

Because continuous assessment is ongoing, the teacher can catch learners' mistakes and misunderstandings before it is too late. The teacher can find new ways to teach learners who are not learning. Continuous assessment activities focus on student understanding rather than memorization. Continuous assessment activities that are designed to ask learners to think, express their thoughts, and demonstrate their skills help learners to get a deeper understanding than if they were simply memorizing information for a test.

5. *Improves Teaching*

Good continuous assessment activities tell the teacher whether the teaching of that particular topic was effective. If learners' are "getting it" (learning what is expected), it will show in the assessment. If the assessment shows that the learners are not doing well with a particular topic or skill then this tells the teacher to find a new way of teaching that particular topic.

6. *Helps determine what kind of remediation and enrichment activities to provide, and to which students*

Continuous assessment can tell the teacher which students are falling behind in their understanding of particular topics. Looking at the assessment activity of a learner can help the teacher to find out where the problem is for those particular learners. The teacher can then design new learning experiences for those learners. Learners who are fast may need additional lessons or activities to keep them engaged in learning.

7. *Lets the students know how well they are progressing in their own learning*

Receiving ongoing feedback about their learning through feedback from teachers on the continuous assessment activities helps learners to know if they are learning or not. This knowledge can help learners know what to focus on in their improvement efforts.

8. *Lets parents know how their children are progressing*

Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their child's progress on a regular basis, not just at the end of the year.

9. Continuous assessment leads to overall evaluation

Trying to determine whether a student should pass to the next grade or not is often a difficult task. Relying on an exam to tell us what students know and can do may not provide us with a well-developed picture of the learner. With well-designed and frequent continuous assessment carried out throughout the year the teacher has a strong base from which to evaluate a learners' overall progress.

In summary we find many reasons for carrying out continuous assessment. These reasons are listed below. Can you add any others?

1. ***Finding out what students know and can do***
2. ***Confidence in what we say our students know and can do***
3. ***Provides all children with opportunities to show what they know***
4. ***Promote learning for understanding***
5. ***Improves teaching***
6. ***Helps determine what kind of remediation and enrichment activities to provide and to which students***
7. ***Lets the students know how well they are progressing in their own learning***
8. ***Lets parents know how their children are progressing***
9. ***Continuous assessment leads to overall evaluation***

Reflection Activity: Look at the reasons for using continuous assessment above. With a colleague or group of colleagues discuss each purpose. For each purpose answer the following questions:

1. Are you using continuous assessment in your school for this reason? Why or why not?
2. How can you improve your continuous assessment practices

Working Together: Create and perform a song and dance, or poem or role-play, that demonstrates to parents and other community members the reasons why you use continuous assessment. Perform the song and dance, or poem or role-play at the next Parents' meeting.

How does continuous assessment help learners?

Reflection Activity: How do learners benefit from continuous assessment? With a group of colleagues make a chart showing the ways learners benefit from continuous assessment in your school and how they might benefit more than they are presently. Your chart might look something like this:

HOW LEARNERS BENEFIT FROM CONTINUOUS ASSESSMENT

Things we do in continuous assessment that benefit the learners.	Things we can do in the future that will benefit the learners even more.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Feedback

What is feedback? How do learners benefit from continuous assessment? From the previous activity you may have discovered some of the answers to these questions. Feedback refers to the information given to learners by the teacher about their performance on an assessment.

What does it mean to provide feedback to learners after an assessment activity? There are many different ways to do this and most good teachers do provide students with feedback. If we see our role as teacher as someone who is a facilitator of learning and someone who provides opportunities to learn then we will make assessment feedback an opportunity for children to learn. This means that our feedback will provide students with constructive comments and suggestions where they may improve and acknowledgement of the learning and thinking that has been shown in the assessment exercise. Feedback can contain written or verbal communication to the student about their work. The feedback should contain suggestions on how to improve as well as acknowledgement of effort.

Positive feedback suggests to learners what they might do to improve. After all, teachers' jobs are to help children learn, not to keep them from learning. Here are some examples of positive feedback written on student assessment activities by teachers:

- "I can see that you have tried very hard on this task."
- "You have been thinking seriously about this topic."
- "...try writing this sentence so it is clear that you are disagreeing with the author."
- "You have not included any labels for the diagram, check your exercise book if you are having trouble."

Negative feedback does not usually help learners and it should be avoided. The main results of negative feedback are that learners feel unsuccessful, ashamed and unable to do the work. Instead of motivating learners, negative feedback tends to push learners away from accomplishing the desired tasks. Negative feedback may hurt some children deeply. Avoid negative feedback such as: "pull up your socks!", "you can do better" and "you have been lazy"

Feedback should also be timely. That means that the learners should get back their assignments and projects with the feedback soon after they have handed them in to the teacher. If a teacher waits too long to mark and hand back the assignments and give feedback, the learners may not show much interest in the feedback. Learners should receive feedback on the assessment activities while the memory of working on it is still 'fresh' in their mind.

Here are some things to consider regarding providing learners with feedback.

- Feedback to learners from the teacher tells the student how to improve
- Feedback is instructive
- Learners can see their own progress
- Learners start thinking about the quality of their work
- All learners stay engaged in learning
- Learners who are falling behind, receive extra support
- Learners who are moving ahead of others continue to be challenged by school work
- Learners come to know something about themselves
- Learners develop a positive feeling about themselves

Remediation

Remediation carried out by teachers is a way of helping those learners who are not learning the knowledge and skills at the same pace as others in a class. Those learners fall behind others and need additional help. Teachers who use remediation know that all learners can succeed if given the right chances. Teachers who use remediation also know that not all learners learn in the same way or at the same speed. Remediation provides learners who are falling behind with alternative ways to learn knowledge and skills. If the teacher identifies 5 learners in her class that do not know how to add double digit numbers successfully, when 40 other learners in the class are doing it successfully, the teacher has to provide additional support to those 5 learners so they do not fall behind. This might mean the teacher asks some learners to assist those learners. It may also mean that the teacher gives the 40 learners who have mastered the topic a task to do at their seats quietly while the teacher works with the 5 students individually asking them questions, demonstrating procedures and discussing the topics.

Reflective Activity: Think about your class or one of your classes that you teach. Think about two or three students who are not doing well in that class or subject. Write the answers to the following questions in an exercise book:

1. How do you assist those students when they do not learn something that you have taught?
2. What do you say to them about their performance?
3. Do you know the reasons why they do not succeed in your class?
4. Think about each child carefully and think about what may be causing them to fall behind.
5. If someone is a 'slow learner' what does that mean? What are the reasons for someone being a 'slow learner'?
6. How would you change your teaching to help learners who need more assistance
7. What do you do if learners are not learning after repeated reteaching?

As we have said, not all students learn at the same pace. Some possible reasons why children are not learning may be:

1. Learners have not learned the skills required to do the task. For example, students will not be able to write paragraphs or stories if they have not mastered writing complete sentences.
2. The instruction in this particular skill was not adequate for that student.
3. Learners may need more time to practice and understand.
4. The student may not be motivated
5. The student may not be ready developmentally.
6. The student may have emotional, physical or mental problems.

Enrichment

Enrichment means to "make richer". Enrichment activities in the classroom make learners richer in knowledge and skills. Many learners grasp ideas and skills easily and would benefit from further intellectual stimulation. Instead what happens in many classrooms is that the fast learners are ignored by the teacher while the other learners are helped. Sometimes the teacher teaches to the fast learners because they are the ones always participating in class. In this case the 'slower learners' fall behind.

Reflection Activity: Think about the students in your class or one of the classes you teach. Answer the following question in an exercise book.

1. Which students are the brightest and/or fastest learners? Write their names.
2. Why do you think these learners are faster than others? List the reasons. (Putting your hand up first, is not a reason. That is what they do to show they may be fast. What is it about the learners that makes them faster than others?
3. As the teacher, how do you relate to those learners? How do you interact with those learners?
4. List three questions you might ask the fast learners but not the slow learners.
5. Do you treat the "fast learners" differently than the slow learners? Why or why not?

How does continuous assessment benefit teachers?

The teacher's job is to ensure that learners learn. She does this by teaching in a variety of ways. In order to know if the learners are learning, the teacher needs continuous assessment to inform her about the learners' progress. Looking at the assessments tells a teacher many things.

Working together: With a group of colleagues discuss the ways in which continuous assessment benefits teachers. In your group answer the following questions:

1. What do you think you can find out about your learners when using continuous assessment?. Give 3 examples.
2. How does this make you a better teacher?

Here are some things continuous assessments may tell a teacher:

- Which learners are struggling with a topic or skill
- What aspect of the topic is difficult for the learners
- Which learners are grasping the topic and skill well.
- Whether the teaching was effective at helping learners learn

PART 2 – Carrying Out Continuous Assessment in the Classroom

Objectives for part 2:

- Develop different types of continuous assessment activities for the classroom
- Develop grading and scoring tools
- Demonstrate ways of using grading and scoring tools
- Design a learner assessment record book
- Calculate learner end of year evaluation marks

What are the different kinds of assessment activities?

There are many different kinds of assessment activities that can be given to learners to find out what they know and can do. Assessment activities have different purposes and may ask learners to do different things. Some assessments ask learners to recall information while others emphasize processes such as analyzing, constructing or showing a skill. Table 1 below shows some of the different types of assessment activities and how they are usually used. While it is common for exams and testing to use multiple choice tests, in some places exams may include performance tasks. Each of the tasks in the chart is discussed in more detail in the next section.

Table 3. Types of Assessment Activities

Types of Assessment Activities[1]			
Activities Commonly Used for Exams and Testing		Activities Commonly Used For Continuous Assessment	
Selected Response Questions	Brief Constructed Response Activities	Constructed Response Activities	
		Performances	Products
➢ Multiple choice questions ➢ True and False ➢ Matching	➢ Fill in the blank ➢ Short answer ➢ Label a drawing	➢ Oral presentation ➢ Dance/movement ➢ Science activity ➢ Athletic skill ➢ Dramatic reading ➢ Role play ➢ Debate ➢ Song ➢ Practical test ➢ Interviews of learners	➢ Illustration or drawing ➢ Invented dialogues ➢ Making models ➢ Essay/composition ➢ Report ➢ Project

Reflection Activity: With a group of colleagues, look at the type or activities listed in the Constructed Response Tasks columns and answer the following questions.

1. Which of the tasks could be used in a test or exam? What would be the disadvantages and the advantages of using those tasks in an exam?
2. Which of the tasks could be used as a teaching and learning activity? If you used any of these tasks to teach learners, how would yo assess them on the same topic or skills?

[1] Adapted from McTighe, J. and Ferrara, S. (1998). The table lists the types of tasks that are commonly used for exams and those for Continuous Assessment. In fact, tests and exams could and sometimes do use some of the continuous assessment activities listed and tests can be part of continuous assessment.

How can teachers develop good selected response assessment activities?

The most traditional or standard kind of assessments that most teachers are familiar with is the *selected response* type of assessment. In these, the learner chooses a response from several that are provided. This is a common way of assessing learners on exams and tests when there are large numbers of learners taking the tests. These types of assessments are easy to mark. Examples of these types of selected response assessments are multiple choice, true and false, fill in the blank, matching. In this type of assessment the correct response is given, along with other responses. The learner selects which response is the correct one. Because many teachers are familiar with this type of assessment these will not be discussed here. Examples of each type of selected response assessments are given in Table 4 below. In this section we will touch briefly on ways to improve the writing of selected response assessment activities, and focus more on developing good constructed response assessment activities in the next section.

Table 4. Examples of Selected Response Assessments

Multiple Choice	True and False	Matching
1. What is the capital city of Zimbabwe? a. Bulawayo b. Gaborone c. Harare d. Lusaka	1. Beans are a good source of protein. True or False?	For each of the numbers on the left match them with a phrase that describes one of its properties listed on the right. The choices on the right may be used more than once. 1. 1_____ A. divisible by 5 2. 7_____ B. even 3. 12_____ C. odd 4. 15_____

Table 8. Tips for writing good selected response assessment activities.

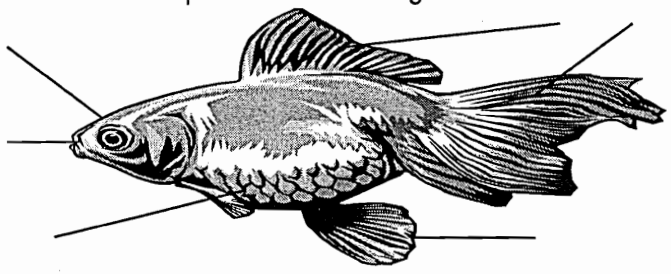
Multiple Choice	True and False	Matching
➢ question is related to the curriculum objectives ➢ each objective is covered by a question ➢ choices should be brief ➢ important objectives may have more than one question ➢ list the choices in alphabetical order ➢ only one correct choice ➢ avoid "none of the above" ➢ avoid "all of the above' ➢ incorrect choices are reasonable not wildly off	➢ statements are stated positively ➢ avoid tricky negatives ➢ the statement is completely true or completely false ➢ the statement is based on a single idea	➢ keep lists short (4-7 items) ➢ arrange lists in alphabetical order (or numerical order if they are numbers) ➢ write clear instructions ➢ tell how many times a response may be used ➢ entire set of matches appears on one page

How can teachers develop good brief constructed response assessment activities?

Many teachers are familiar with questions that ask the learners to fill in a missing word or phrase from a sentence. As well, many teachers ask learners to make short answers such as one or two sentence answers or paragraphs in response to questions. These are often done on tests, quizzes and exams. In addition, many teachers will ask learners to label a drawing in order to tell how much they know about particular parts of a plant, animal, etc. These are all examples of *brief constructed response* assessment items. In this type of assessment activity the learner is asked to provide from memory a word of phrase that completes a sentence. In this case the learner does not choose from a list of answers. The learner has to make the response without the help of lists or phrases.

What is, perhaps, less familiar to many teachers is the use of concept maps, flow charts, graphs, tables and illustrations constructed by learners to show what they know. This section will describe and illustrate some of these less familiar assessment techniques.

Table 5 Examples of Brief Constructed Response Assessments

Fill in the Blank	Short Answer	Label a Drawing
The _____ Ocean is on the East Coast of Africa. The seeds are part of the _____ of the plant.	What are the five requirements a chicken needs to stay healthy? Give the name of each of the following symbols. + _____ = _____ < _____ > _____	Label the parts on the drawing of the fish below. 

Brief constructed response answers are often used on tests and exams. They are fill in the blank, short answer and labeling a drawing. Here are some tips on how to write good brief constructed response assessment activities.

Table 9. Tips for writing good brief constructed response assessment activities.

Fill in the Blank Short Answer	Label a Drawing
➢ statement is related to the curriculum objectives ➢ statement is clear ➢ one and only one brief answer exists ➢ blanks are long enough for written answers ➢ blanks are equal in length ➢ blanks are arranged for easy scoring ➢ statements are stated positively	➢ drawing is clear ➢ lines point clearly to intended part ➢ drawing varies from original ones studied by learners (should be a new example)

How can teachers develop good constructed response assessment activities?

In constructed response assessment activities, the teacher asks learners to make their own answers to questions or respond to directions. The learner does not select the answer from a list. Learners have to use what they know to come up with an answer or response. Constructed response assessments often require learners to spend more time on the assessment activity. There are two types of constructed response assessment activities, *product assessments* and *performance assessments*. The product assessments tasks ask learners to use their knowledge from what they have learned to make something. In the performance assessment activities learners are asked to demonstrate or perform what they know. Each of these two types of constructed response tasks are described in this section. You are also asked to make your own assessment activities based on the examples that are given here.

Good constructed response assessment activities have more than one correct response.

There are an infinite number of ways to assess learners. It all depends on the creativity of the teacher. The development of good assessment activities takes a certain amount of skill and an openness to viewing assessment as finding out what learners know, and understand rather than what they don't know. Good assessment activities also need to be good learning experiences for the learners and not punishments or tricks. In addition, good assessment activities should provide learners with opportunities to show what they have learned. This calls for a certain amount of flexibility in what responses the teacher will accept. In other words, sometimes not all learners will have the same response to a task but they may all be acceptable. They may all be correct. This means teachers have to be ready to accept more than one right answer. It does not mean that the teacher should accept wrong answers or responses. It means that every child is different and each child learns things differently.

Here is an assessment taken from the Namibia Grade 4 primary curriculum. This assessment could have a number of different responses.

Using the words from the list on the chalkboard write three sentences that describe how roots help plants and the soil.

(Words listed on the chalkboard)

erosion	store
collect water and mineral salts	survive
stability	food
trap	transport system

Here is another example from the Jamaica Grade 6 Primary Curriculum that shows an assessment that could have more than one correct response.

> *After listening to an Anancy story read by the teacher the learners are asked to think of a different way the story could end and write the new ending.*

Reflection Activity: Working with a colleague, think of an assessment activity that you have given your learners that could have more than one acceptable response. Write down the assessment and two or three responses that would be acceptable.

Reflection Activity: Look at the two assessment activities below. They are both assessing learners on the same topic. One of the tasks gives learners more of an opportunity to show what they know than the other. What kind of answers do you expect from each assessment activities? Which one gives the learners more of a chance to show what they know? How do you know?

Assessment Activity A	Assessment Activity B
All rivers flow from east to west. True or False?	Many of the rivers in our country flow from east to west. What are the reasons for this? What determines the direction in which a river will flow?

If you said Assessment Activity B gives learners more of a chance to show what they know you are correct. That is because the learners have to think about and describe the reasons for rivers in their country flowing from east to west.

Now take some examples from your assessments of learners. Change them from assessments that ask the learners for limited information to ones that give the learners a chance to show what they know and understand. Make two columns in

In summary, some of the main points to keep in mind when developing good continuous assessment activities are;

- focus on letting learners show what they know, understand and can do, rather than what they don't know
- make assessment an opportunity for learners to learn
- constructed response assessments may have more than one right answer or correct response
- assessments are related to what has been taught (the syllabus or curriculum objectives)
- should be easy to mark
- allow enough time to give feedback to learners
- assessments are assigned after learners have had some practice with the topic

How can teachers develop good performance assessment activities?

In constructed response assessment activities, the teacher asks learners to make their own answers to questions or respond to directions. The learner does not select the answer from a list. Learners have to use what they know to come up with an answer or response. Constructed response assessments often require learners to spend more time on the assessment activity. Remember there are two types of constructed response assessment activities – performance assessments and product assessments. To make good performance assessments keep in mind that the learners are going to *perform*. The learners are going to demonstrate or show in some way what they know and can do. For skills such as athletics and sports, music, drama and dance, it is easy to see how performances could best demonstrate a student's ability. Other subjects can also make use of performance assessments. Oral reports, role plays, and dramatizations, in social studies, languages and science are ways of asking learners to perform and show their knowledge and skills.

In classrooms there are all kinds of performance assessments that teachers can carry out with their learners. The table below gives some examples of performance assessments and describes each one. Remember that most times when you assess, the learners should have enough time to practice and comprehend the information or skill. So it would not be fair to the learners to assess them on something they have just been introduced to, or something they have not had a chance to practice. Therefore, assessment of learners should follow practice.

Table 7. Types of Performance Assessments

Type of Performance Assessment activity	Example of Performance Assessment activity
Oral presentation	After a visit to the village shopping area groups have to make an oral presentation to the class telling what they learned.
Dance/movement	After reading a story, learners are asked to make movements that describe how one of the characters in the story feels.
Science activity	In pairs, learners have to classify a group of objects into two distinct groups and tell why they grouped them the way they did.
Athletic skill	Learners have to demonstrate the ability to dribble a football 50 meters while weaving around 5 objects placed in their path.
Dramatic reading	Learners may dramatize a story or parts of a story they have read to show their understanding of the story.
Role Play	Learners may act out parents explaining and showing children how to keep their bodies clean. Some learners are the parents, some are the children.
Debate	Teams of learners debate whether there should be a village clean up day.
Song/poem	Groups of learners write and sing a song (or read a poem) telling about their community.
Practical test	Pairs of learners have to measure the length, weight and temperature of a set of objects set up around the classroom and record their answers on paper.
Interviews of learners	The teacher interviews individual or small groups of learners with maths objects to find out what they understand about angles.

It may be that the teacher decided to use one of the assessment activities in the table above to teach instead of assess. This is ok. The assessment of the learners should be in a slightly different way or using a different task than when it was taught. By doing this you will find out if the learners really understand the topic at a deep level or if they have only memorized how to do the assessment activity. It is important to keep in mind that with assessment we want to find out what the learners really know and can do. Finding out how well the learners can memorize is important too but it should not be the only thing we look for in learners. That is why assessment should include a wide variety of tasks.

Working Together: With a group of colleagues make a table similar to the one above. Fill in the left column with the names of some performance assessment. Leave the right column blank. Using your own syllabus and curriculum materials develop an assessment activity that is suitable for your learners. Write the description of the assessments in the right column. Your descriptions may look similar to those above but they should be more suitable to the age of your learners, your own curriculu and your social and cultural context

How can teachers develop good product assessments?

Product Assessments can be described as tangible (can be touched with the hands) objects created by the student that can be viewed by the teacher. They differ from performance assessments in that products are physical pieces of student work that can be touched, whereas performances need to be observed or heard in order to assess them.

Often when we ask learners to produce something it is a chance for them to use knowledge that they have gained. And in the process of making the product they gain a deeper understanding of the topic or skills. Product assessments take time. While learners are carrying out the assessment activity they may require guidance from the teacher. The teacher's role is to offer suggestions and feedback so that the learner is staying on track. The conversation between the student and teacher at this stage can be very informative for the teacher. The teacher can find out something about how the learner understands the topic and direct the learner to more understanding.

Some examples of product assessment are listed in the chart below. In a later section we will describe how to judge the products for quality.

Table 6 Examples of Product Assessments

Type of Product Assessment	Description and Example
Illustration or drawing	Learners draw a picture showing the way they felt during the recent harvest.
Invented dialogue	Learners write a dialogue or conversation between two people or things. Learners imagine and write a dialogue between the roots and the soil about how they work together.
Models	Learners make a model of the village when studying their community.
Essay/composition/story	Learners tell or write a story about what they did during the holiday.
Report	Learners visit a fish farm. At the farm they see fish, how they are fed, grown and harvested. They take notes, draw pictures and collect written information. When the learners return to the classroom they work on writing guided reports.
Projects	Lengthy piece of work involving several tasks and skills. An integrated project on transportation might include writing or reading a story about a train (language), drawing a map of the railway system in the country or region (social studies), making a model of trains (science), calculating the cost of a train ride (maths), and making a chart of the different uses for trains (information skills/social studies).
Journals	Learners write for 15 minutes at the end of the week about what they learned in science class.

What other types of product assessments can you think of?

Working Together: With a group of colleagues make a table similar to the one above. Fill in the left column with the names of produc assessments. Leave the right column blank. Using your own syllabus and curriculum materials develop an assessment activity that is suitabl for your learners. Write the description of the assessments in the right column. Your descriptions may look similar to those above but the should be more suitable to the age of your learners, your own curriculum and social and cultural context.

Reflection Activity: Keep a journal of assessment activities that you have developed and tried with your learners. For each assessmen activity in your journal you may answer the following questions:

1. Did the assessment tell you about what students know and can do?
2. Did the assessment take a long time to prepare?
3. Was the assessment related to the curriculum?
4. Did the assessment take learners a long time to complete? Was that ok or not? Why or why not?
5. Would you use this assessment again with your learners? Why or why not?
6. If you use this assessment again, what would you do differently?
7. What other comments can you make about the assessment?

Working Together: With a group of colleagues discuss the advantages and disadvantages of the four different types of assessment described here.. Make a chart showing the results of your discussion. Your chart may be set up like this:

Types of Assessment Activities			
Activities Commonly Used for Exams and Testing		Activities Commonly Used For Continuous Assessment	
Selected Response Questions	Brief Constructed Response Activities	Constructed Response Tasks Products	Constructed Response Tasks Performances
Advantages: ♦	Advantages: ♦ ♦	Advantages: ♦ ♦	Advantages: ♦ ♦
Disadvantages: ♦ ♦	Disadvantages: ♦ ♦	Disadvantages: ♦ ♦	Disadvantages: ♦ ♦

How can learners become more involved in continuous assessment?

Learners can play an important role in assessing other learners. This activity when done with guidance can help learners be more analytical. Involving learners in assessing others is usually done for the improvement of all learners. The learners doing the assessing gain knowledge about what is expected in a particular task. There is also the opportunity that the learners who are assessing learn more about the topic they are assessing. It is important that learners not determine each other's grades for the purposes of evaluation (or record keeping). To assist you in involving learners in assessing each other a few guidelines are described below.

Some guidelines for learners assessing other learners:

- have learners work in a spirit of collaboration
- learners understand that assessment leads to improvement
- assessment is about the product or performance, not about the student(s) being assessed
- include strengths, weaknesses and suggestions for improvement in the assessment
- learners must know the criteria for assessing
- learners have practiced self-assessment before assessing others
- peer assessments are not used for grades, only for improvement
- use professional judgment in determining if it is appropriate to ask learners to assess their peers (some situations may not be suitable for peer assessment e.g. personal journal writing, some initial attempts at new information, important assessments for grades)

Learners can also assess themselves. By learning how to assess themselves learners gain an understanding of their own progress on a particular task, they learn how to be critical and analytical and they engage in metacognition – thinking about thinking. Involving students in assessing their own work also increases student responsibility for learning and improves student-teacher collaboration. It is important that learners use criteria for assessing their products or performances rather than assigning arbitrary grades. Just as the teacher will assess student work using criteria for quality work, so should the students. It is also helpful to involve learners in developing the criteria for assessing their own work.

Here are two examples of how students can be involved in self assessment.

For older learners a rubric, checklist or analytical list with a section for learner marks can be used. See page 33 for a third example using a rubric with opportunities for self assessment. Here is an example of an analytical list where students and peers assess, along with the teacher. In this example, the students were asked to write a persuasive letter to the mayor asking for a town clean-up day. Pairs of students read the letter and gave the peer marks.

Performance Assessment for Persuasive Letter

	Points Possible	Assessment Points Self	Peers	Teacher
1. The first paragraph clearly represents your opinion.	10		10	
2. You presented four reasons why there should be a town clean-up day.	15		15	
3. Each reason is explained.	15		8	
4. At least two ideas for how to operate the clean up day are given.	10		10	
5. Each idea for how to operate the clean up day is explained.	10		5	
6. Ideas are presented in a logical order.	10		8	
7. Technical vocabulary is used correctly.	5		2	
8. Vocabulary is used to appeal to the audience.	10		4	
9. The writing stays on the topic.	5		5	
10. A Strong ending sums up your position.	10		5	
TOTAL	100		72	

For younger learners they can circle one of three faces to show how they feel about their work. If learners were asked to write a paragraph describing their trip to the garden they might use the following scoring tool.[2]

1. I drew a picture for my story.
2. I showed details in my picture.
3. I have a beginning, a middle and an end to my story.
4. My story makes sense and stays on topic.
5. I used sentences.
6. I used capital letters and periods correctly.
7. My drawing and writing are neat and presentable.
8. I used my word dictionary.

[2] Adapted from Region 15 Public Schools. (2001) Middlebury and Southbury, Connecticut, USA.

How can we assess learners when they are working in groups?

Many teachers find it is difficult if not impossible to assess all learners in all lessons every day. This is especially true of primary teachers who teach in a self-contained classroom (one in which the teacher teachers all the subjects and has all of the children for the whole day). But it is not usually necessary to assess all learners every day in every subject. What is important is to keep track of student learning so that students who are falling behind are noticed and given some extra help. And students who are succeeding and moving along quickly are given more challenges to keep them stimulated and learning.

If a teacher has large classes it is very difficult to assess all the learners. The amount of marking for a teacher could be overwhelming! When learners are assigned group assessment activities there are less tasks to mark. In one way this reduces the load of the teacher in marking. The teacher must also make sure that the work being done in the group is shared among all the learners. Each learner should have responsibilities in the group and be held accountable for them. One way to assess learners' participation in group is by using the participation assessment guide below. It can be used by the learners as well as teachers. Note that the guide tells something about the participation of the learners and not about the quality of the work they may submit. To assess the quality of work the learners produce, a rubric may be needed.

Group Participation Assessment Guide

Criteria	Almost Always	Often	Sometimes	Rarely
1. Group Participation				
A. Participated without prompting				
B. Did his or her fair share of work				
C. Tried to dominate, interrupted others				
D. Participated in group's activities				
E. Gave helpful ideas and suggestions				
2. Staying on Topic				
A. Paid attention, listened to others				
B. Made comments to get others back on topic				
C. Stayed on topic				
3. Cooperation				
A. Encouraged others to participate				
B. Gave recognition to others for their ideas				
C. Made inconsiderate remarks about others				
D. Tried to get group working together				
E. Requested input from others				
4. Communication				
A. Spoke clearly, was easy to understand				
B. Expressed ideas clearly				

What is a portfolio and how can we use it with learners?

A portfolio of student work is a systematic collection of a student's work over a year or a term. The work can be collected in a carton box, folder, drawer, filing cabinet or other suitable container. When a student completes an assessment activity or task, it is placed in the portfolio. The pieces of the portfolio contribute to an overall evaluation of student work. The portfolio can show student progress over time and as well as a variety of assessment tasks that show what the student has learned. The teacher and students can decide which pieces of student work to place in the portfolio. In some places portfolios of student work take the place of exams or testing at the end of the semester.

Portfolios have a number of benefits to teachers and learners. Among the benefits are that the students become more engaged in knowing about their own progress as they are able to participate in the ongoing assessment process. Also, the portfolio is able to show a wide range of abilities of a student over time, whereas testing can show only a narrow range of ability at one point in time. Portfolios also place an emphasis on student improvement and achievement, whereas most testing focuses on student achievement (or failure). Portfolios can also be used to exhibit student work to peers, parents and others.

Here are some examples of pieces of student work that could be placed in a portfolio in language arts and social studies. Can you list some student work that might be placed in a portfolio for another subject?

Subject	Some items placed in the portfolio
Language Arts grade 3	drawings of a story they heard, descriptive sentences, spelling checks, story endings made in groups, tape recording of story telling, questions from story telling
Social Studies grade 6	Paragraph describing climatic zones, temperature charts for a semester with summation and analysis, map of earth showing climate zones, assessment rubric showing oral presentation describing seasonal change, model of earth's revolution around sun showing climate changes.

Here are some examples of containers for holding portfolios.

In summary, here are some things to consider when using portfolios for student assessment[3].

- Each student is responsible for his or her portfolio. It is their work.
- Decide on what work samples to be included in the portfolio. Students play a role in selecting.
- Collect and store the samples in the portfolio safely.
- Develop criteria to evaluate each piece of work in the portfolio.
- An overall set of criteria can be developed to assess the whole portfolio.
- Involve students in continually assessing their work.
- Hold conferences with students about the portfolio.
- Hold conferences for parents on student portfolios.

[3] Adapted from Popham, W. J. (1999). *Classroom Assessment: What Teachers Need to Know. (pp. 185-186)* Second Edition. Needham Heights, MA: Allyn and Bacon

What are some ways to grade and record continuous assessment marks?

Scoring, Marking and Grading

Teachers may use different approaches to look at student work, performances and other assessment activities in order to determine the learning of a child. There is no one correct way to mark, score, or grade something. There are many correct ways to indicate the level of accomplishment of a learner. One of the main purposes of scoring the assessment work of learners is to be able to communicate the results. These results can be communicated to the student, principle, parents, education officers and others. Some ways of reporting assessment results are more informative than others. Some methods are very time-consuming, especially if the teacher has large classes. For example, writing a description of how a particular learner is doing requires a lot of time and energy. A more time-saving way of communicating the results of an assessment is by giving grades. The drawback of this method, however, is that it does not give much description of what the learner knows and can do.

Tools for scoring and grading.

In this section we describe four tools you can use to score or grade constructed response assessment activities. We described earlier how many constructed response assessments can have more than one answer. As a teacher this poses a challenge to mark fairly. We must be open and flexible to accept different answers, but the answers must also show understanding of the topic. How do we assign grades and marks fairly to assessment activities that have different correct answers. Three methods of marking an assessment activity are described below. The first is a *rubric,* second is an *analytical list,* the third is a *rating scale,* and the fourth is a *checklist.*

1. Rubric. A rubric is used when an activity has many parts and you want to assess the different parts. Say, for example, you assigned the learners to solve a problem in mathematics. The problem was a complex one and the learners worked in groups. You are interested in the correct answer, of course. However, you also want to see how the learners make connections to previous topics, how they understand the concepts, and the procedure they use and how they communicate the solution to the problem. In this case a rubric could be used. A learner (or a group of learners) is given a score on each of the three categories. The score for each category is based on the point descriptions listed below the rubric. Each learner could receive back a rubric, with the score for each category and the total score at the bottom. In the rubric below there is space for the teacher to write some comments to the learners.

Rubric for
Problem Solving in Mathematics[4]

Name_____Date_____

Criteria	Self	Teacher	Comments
1. Understanding Concepts • Identifies necessary information • Makes connections • Identifies appropriate strategy			
2. Procedure • Follows directions • Use of materials • Clear, orderly collection of data			
3. Solving Problem • Data interpretation • Application of information • Clearly communicates answer			
Total Points =			

Point Descriptions
3 = thorough & complete grasp
2 = general grasp (some minor errors)
1 = poor grasp (major errors)
0 = unrepresentative or inappropriate

[4] Adapted from Berenson and Carter, 1995.

Here is another rubric that could be used to assess learners' analysis of a story. After reading a story, groups of learners identify the main characters, summarize the plot and come to consensus about whether the main characters' actions at the end of the story were justified or not. The teacher uses the rubric to assess each group's presentation to the class.

Story Analysis Rubric

Points	Evaluative Criteria
3	Identifies the main characters, describes the plot, and offers opinions on the ending of the story
2	Identifies some of the characters, and some of the elements of the plot
1	Does not know the characters nor the plot

Here are some tips on developing rubrics to use in scoring student assessment activities:

- Develop the task for assessment that is related to the expected learning (curriculum objectives)
- Identify the main points of the task or activity to be examined
- Identify the qualities for each point that show that learning has taken place
- Write the criteria of those qualities
- Assign points or other score for each criteria (keep in mind your system of calculating marks and the type of scores students understand)
- Weigh the points appropriately for each criteria.

Working Together: With some colleagues develop a rubric for assessing an activity given to your learners. Follow these steps.

1. Identify the knowledge and skills you want to assess in the learners.
2. Develop a task that will show if a learner has the knowledge and skills identified in number one above.
3. Describe how the learners will carry out the task, if they will be in groups or individually, how long the task will take, what they will do etc.
4. Make the rubric to score the assessment activity, keeping in mind the knowledge and skills the task is supposed to demonstrate.

2. Analytical List. An analytical list is a list of criteria for a particular assessment activity. The list includes the expected components that should be present for a particular activity to exhibit learning in this task. Points are assigned for each of the criteria. Analytical lists are similar to rubrics but are considered to be simpler than rubrics. Criteria are stated simply and each criterion represents one idea or component of learning. An analytical list is shown on page 29. Here is another example of an analytical list. This one is for young learners. The students were asked to draw the parts of a particular flower[5]. Note that this list uses symbols rather than

Elements	T (Terrific)	OK	NW (Needs Work)
1. Understanding all the parts.	The diagram shows the correct number of flower parts.	The diagram has some of the correct parts.	The diagram is missing important parts.
2. Use of scientific words to label the diagram.	The diagram uses many appropriate science words to label the flower parts.	The diagram uses some science words to label the flower parts.	The diagram does not use any appropriate science words to label the flower parts.
3. Diagram explains the flower parts' functions.	The diagram explains very clearly what each flower parts' job is.	The diagram gives some explanation of what each flower part's job is.	The diagram gives a very unclear explanation or no explanation of what each flower part's job is.
4. Presentation of the diagram.	The diagram is very neat and well organized and labeled with color.	The diagram is somewhat organized and labeled with color.	The diagram is unorganized an/or not colored.
5. Heading.	The name and date of my work.	The name or date is left off.	The name and date are not included.

[5] Adapted from Region 15 Public Schools. (2001) Middlebury and Southbury, Connecticut, USA.

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3. Rating Scale. Rating scales can be useful when you expect the learners to have a lot of different answers or responses on an assessment activity. Rating scales usually have a number part and a descriptive part. Rating scales such as the one below have a description that tells why something is a 1 or a 2 or a 3 etc. It tells why in a very simple way. An important thing to keep in mind when using rating scales is to try to keep the number of divisions on the scale between 4 and 7. The number of divisions on the example rating scale below is 5. Another thing to keep in mind when making and using a rating scale is to keep the numbers in order of the way the learners are used to knowing them. For example if they are used to a 5 being a high score, than a 1-5 scale would have 1 being the lowest and 5 being the highest. In some places, learners are used to this being reversed, that is the learners are used to a 1 being a high score and a 5 being a low score. Make the scales related to your situation.

Rating scales can be used for tasks that do not have too many parts. Some tasks where a rating scale would be used to assign a mark are:

- Reading aloud
- Demonstrating a skill such as washing hands, kicking a ball, reciting a small poem
- Illustrations and drawings
- Short descriptions or narratives
- Singing a song

A Rating Scale

1	2	3	4	5
Below Class Standards	Acceptable	Good	Very Good	Outstanding

In Summary, here are some guidelines for using rating scales:

1. Use a number and a word or phrase that describes that number on the scale
2. Use 4-7 divisions.
3. Keep the word or phrases simple.
4. Group items on the scale in the order in which they will likely be rated.
5. Use rating scales for simple tasks

Working Together: With some colleagues describe 6 different assessment activities that you could use with the above rating scale.

Working Together: Design a different rating scale with four divisions. Describe four assessment activities it could be used with.

2. **Checklists.** Checklists tell if some knowledge or skill has been achieved or not. The checklist indicates if the learner can do the particular task (or knows the material) or is unable to do the task. The checklist is useful for a range of tasks that students are required to perform regardless of the level of skill demonstrated. Checklists can often be used when there are a large number of elements or tasks to be assessed. In science, for example, a checklist could be constructed to show if learners have mastered the measuring tasks stated in the syllabus. The use of checklists helps the teacher determine if the learners are meeting the objectives of the syllabus. In the checklist below learners have more than one chance to show if they have mastered a particular measuring skill.
   Checklists don't take very much time. The teacher can keep the checklist on her desk or walk around the classroom with it when learners are engaged in one the skills on the checklist. As the teacher observes a learner mastering a particular skill she marks a tick (√). If the learner is unable to successfully carry out a particular skill, the learner gets a zero (0). Looking at the checklist helps the teacher see which learners have mastered the skills and those that need more time and assistance.

Checklists can also be used for readiness skills of young learners. The types of skills in a readiness checklist might be:

- Counting from 1-10
- Recognizing letters of the alphabet
- Saying the alphabet
- Recognizing basic shapes
- Saying one's own name

A Checklist for Science

0 = Unsuccessful attempt √ = Successful attempt

Student Name	Thermometer	Triple Beam Balance	Pan Balance	Ruler	Timer	Ammeter/Voltmeter	Measuring Cylinder	Force Meter	Other
Edward Adams	0√	00		0√	√	√		√	
Bernadette Burke	√	0√	√		√	√		√	
James Hopkins	√	√		√		√		√	
Veronica Smith	√	0			√	√			

Working Together: With a group of colleagues, determine learner readiness skills and design a checklist for them. Or determine the skills fo your subject and design a checklist for use in your class.

Recording and calculating grades.

There are many ways to record and calculate grades. To make an assessment record book use an exercise book and format it in a way that is similar to the example below. Check your Ministry Guidelines on recording and calculating grades. Make sure you have enough columns to record the marks for a semester or term. Also make sure you have enough columns to the right to record totals, averages, and end of term grades. It is often helpful to leave a column or two at the right for comments.

Grade 3 Maths **Ms Sowah** **Nkurumah Primary School** **Term 2 2001**

Learners	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7	Assessment 8	Total of all Assessments	Average of all Assessments	End of Term Grade	Comments
Abner, Michael												
Bokomo, Tebogo												
Chimwemwe, Lazarus												
Davis, Johanna												

It is important to keep student grade books or record books in a secure place. The assessment book is a record of learner progress. Losing the assessment book can be very problematic.

Working together: Locate your Ministry of Education or curriculum guidelines on assessing learners. In your group answer each of the following questions.

1. If you do not have a copy of the Ministry guidelines, where can you get them? Make a plan for obtaining the guidelines.
2. Read through the guidelines and make a summary of each of the following:
   a. How to record learner marks
   b. How to mark student assignments and assessment activities.
   c. What kind and how many assessment activities to assign to learners
   d. How to calculate a learner's end of term grade.
   e. How do you know if a learner has passed a grade or if he or she must repeat the grade?
   f. What is the Ministry guidelines for learners repeating a grade?
3. Present your summaries with demonstration materials to other groups of teachers.
4. What other questions do you have regarding your Ministry guidelines for assessing learners? After listing the questions discuss the answers in your group. For those questions which you cannot answer, make a plan to find out the answers.

In most cases continuous assessment marks must be averaged to find the end of term mark for a learner. The box below shows how to find the average of a group of numbers.

Finding the Average

The average of a set of numbers is the total of all the numbers divided by the number of numbers. Look at th examples below.

Example 1:

- Maria was assessed 8 times in term 1 Maths
- Maria's teacher scored each assessment out of 5 possible points each time
- Maria's 8 marks are: 5, 4, 5, 3, 4, 4, 4, 5
- To find the average, add up all the marks 5+4+5+3+4+4+4+5=34
- Then divide the total of all the marks (34) by the number of marks (8) 34/8 = 4.3
- The average of Maria's marks is 4.3

Example 2;

- Malik's marks for Science in term 2 were: 60%, 75%, 59%, 77%, 87%
- 60% + 75% + 59% + 77% + 87% = 358
- 358 ÷ 5 = 71.6%, rounded off to 72%
- Malik's average is 72%

Continuous Assessment

Glossary of Terms

Assessment	In schools, assessment is concerned with observing learners and collecting information about those observations. Assessment of learners is a way of finding out what learners, know, understand and can do. Teachers gather information informally by observation or by assigning students specific activities related to the curriculum and by analyzing the student performance on those activities.
Assessment activity	Activity or exercise used for finding out what learners know and can do. Sometimes called an assessment task.
Checklists	A list of objectives, competencies, skills or other understandings expected of learners. Teachers indicate learner performance on the checklist by a check or tick (√) to show achievement and a **O** to show an unsuccessful attempt.
Classroom based assessment	Assessment that takes place in the classroom, usually carried out by the teacher.
Constructed Response	An answer to a question or problem that the students must make up on their own as opposed to recalling information or choosing from given information.
Continuous Assessment	Periodic observations of learners to find out what a student knows and can do. This is usually done when teachers ask students to perform activities that have been drawn from the curriculum. The teacher uses assessment to adapt instruction to the learner's needs. Continuous assessment has many different names. Here are some of them: curriculum-based assessment or, curriculum-based measurement, continuous curriculum measurement, running records, or criterion-referenced-curriculum-based assessment.
Enrichment	Providing extra learning opportunities for those who have achieved the required lesson objectives.
Evaluation	Making a judgment about a learner's performance based on the assessment results.
Feedback	Giving information about learners' performance or products back to the learners. Telling a learner how he or she is progressing.
Rubric	A way of scoring or grading learner's work that indicates in a table the general criteria or characteristics of each grade that is possible for a particular assessment activity
Grading	Assigning numbers or letters to student assessment activities.
Group Assessment	Assessing learners for their work in a group. This may include listening skills, leadership qualities, the product of the group's work as well as the quality of the content of the task.
Individual Assessment	Looking at what an individual learner knows and can do. This can be contrasted with a group assessment where learners working in a group are assessed as a group. Even if learners work in a group they can sometimes be assessed individually.

Marking	Checking learner assessment activities for quality. This requires reading and observing. A mark or grade is assigned.
Performance Assessment	An assessment where a learner has to show or demonstrate an understanding or skill.
Rating Scale	A type of scale using numbers and words to tell about the quality of an assessment activity.
Remediation	Providing learning experiences for learners who didn't 'get it' the first time.
Report Card	A list of the individual learners evaluations in all subjects for a term, semester and/or year.
Running Record	This term is sometimes used to mean continuous assessment. The teacher keeps the records of student performances over time. The marks are continually recorded for each student over the period of a term or semester or a year.
Scoring	Similar to grading and marking but refers to giving a number or letter score to an assessment activity.
Selected Response	In a selected response assessment the students choose the best answer from a set of choices. Examples of selected response assessments would be a multiple choice test, true or false questions, fill in the missing word from a list of words
Self-Assessment	Students assess their own performance based on a set of criteria.
Your words	**What other words or phrases do you use in your school or in your curriculum materials for assessment? Make your won glossary in an exercise book with additional words.**

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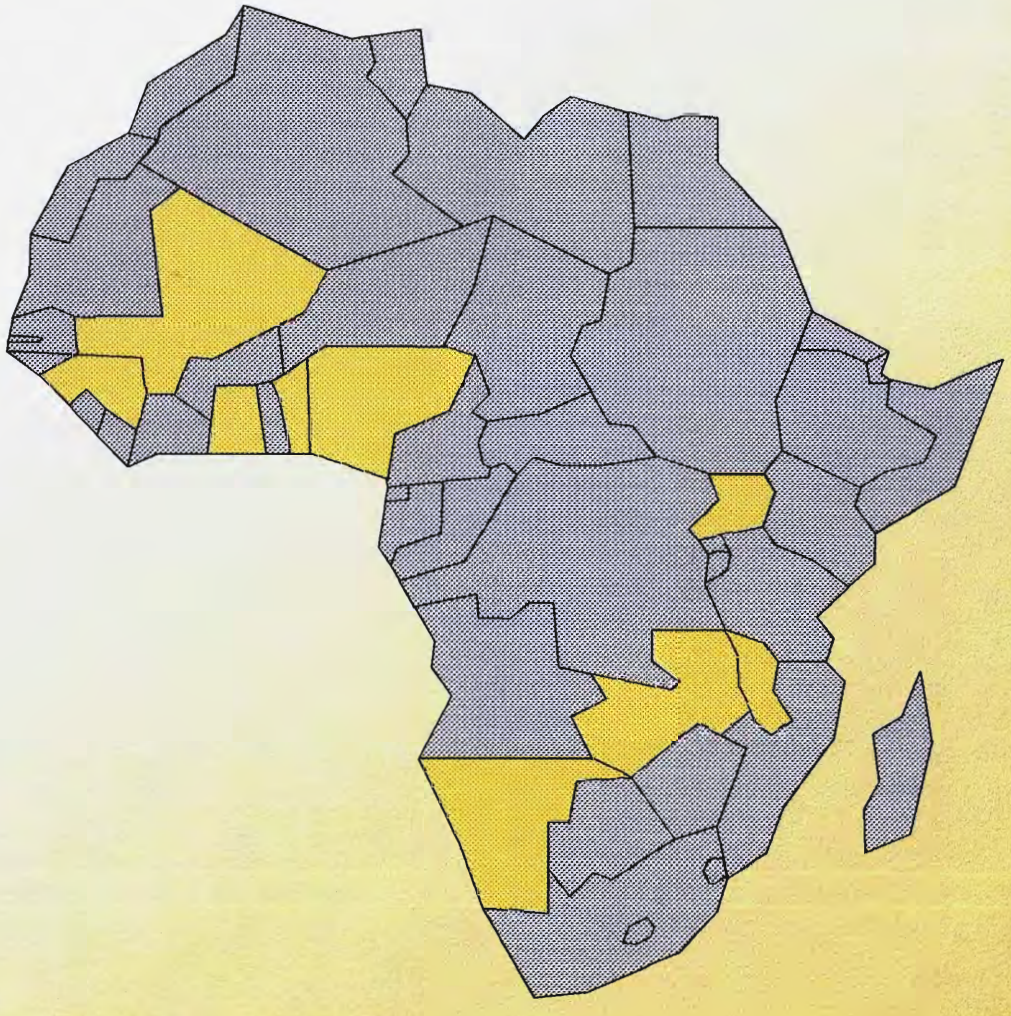
DHS EdData Education Profiles for Africa

DHS EdData Education Profiles for Africa

Data from the Demographic and Health Surveys



DHS EdData

Education Data for Decision-Making

A joint publication of USAID's
Office of Sustainable Development, Bureau for Africa &
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Bureau for Global Field Programs, Field Support and Research

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DHS *EdData* Education Profiles for Africa

This series of country education profiles uses internationally comparable data from USAID's Demographic and Health Surveys (DHS) to characterize children's participation in primary and secondary schooling and adults' schooling attainment and literacy for nine countries in sub-Saharan Africa.

These profiles provide information that, when combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data along with demographic and health data in 1984, these data were not analyzed and presented in a format accessible to educational planners and policymakers until the DHS *EdData* activity began in 1999.

As data from new surveys and new African countries become available, these profiles will be updated and expanded.

Data Presented in the Profiles

These profiles present data from nationally representative household and individual surveys. The household survey provides information on educational status and attainment for every household member. These data allow for the calculation of net and gross attendance ratios for primary and secondary school (disaggregated by sex, urban/rural residence, and region); over-age, under-age, and on-time for grade; age-specific schooling status of youth (currently attending, never attended, left school); and adult primary and secondary school completion rates and educational attainment. From the individual women's and men's surveys, male and female literacy rates and female literacy by years of primary school completed and by age are calculated. Additional data from the fourth phase of the DHS (MEASURE DHS+), which started in 1999, allow the calculation of repetition, dropout, and survival rates. A technical appendix specifies how each indicator is calculated and interpreted.

A Supplement to Other Sources of Education Data

The DHS measures of children's participation in schooling differ from, yet supplement, traditional sources of international education statistics, such as those produced by ministries of education or UNESCO. Statistics on children's school participation are usually derived from country data on children's school *enrollment*, which are collected from school records and are used to produce, among other indicators, net and gross enrollment ratios (NER and GER).

DHS, on the other hand, measures children's participation in schooling using data on school *attendance*, collected from a sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on the DHS question, "Is [name of child] still in school?" and on a question about the highest level attended and grade completed. While the NAR and GAR might be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

DHS *EdData*

DHS *EdData* is a USAID education-sector activity that is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by DHS surveys, DHS *EdData* also conducts in-depth education surveys in a subset of DHS survey households.

Questions asked include: reasons for never attending school, dropping out of school, and absenteeism; the age of first school attendance and school leaving; the frequency of school attendance; the type of school attended; household expenditures on schooling; and household decision-making about education. These questions, together with those asked in the DHS survey, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS *EdData* and DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

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Benin DHS EdDATA Education Profile, 1996

The Benin Demographic and Health Survey (DHS) was conducted in 1996. The survey was administered to 4,499 households and 5,491 women ages 15 to 49 and 1,535 men ages 20 to 64 from those households.

This 1996 snapshot of the primary and secondary education setting in Benin found relatively low rates of participation at both the primary and secondary school levels and great gender, urban/rural, and regional disparities.

- Fewer than half of the school-age children in Benin attended primary school (53% of males and 34% of females).
- 34% of the primary school-age population was over or under the official primary school age range.
- 10% of secondary school-age youth attended secondary school (13% of males and 7% of females).

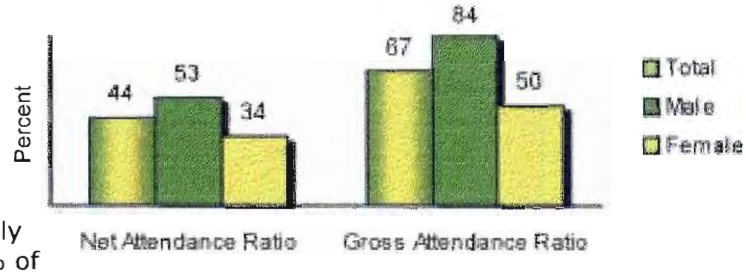
Educational attainment among adults was relatively low, though it has been increasing. Gender disparity was great and literacy rates remained low.

- 15% of the population ages 15 and older had completed primary school.
- 4% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 44% of men reported that they were literate, compared to 22% of women.

Percentage of School-Age Children Attending Primary School in Benin

Less than half of the school-age children in Benin attend primary school; girls are much less likely to attend than boys.

- Only 44% of children ages 6 to 11 attend primary school.
- 53% of males ages 6 to 11 currently attend school, compared to 34% of females.



Source: Benin DHS, 1996

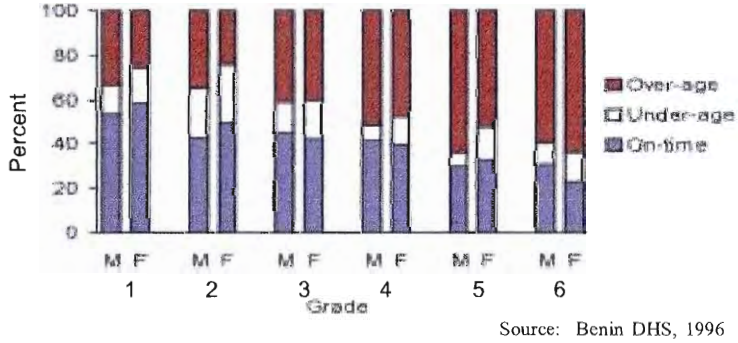
Many children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

- Students over or under the official primary school age range make up 34% of the primary school population.
- Among children of all ages, only 57 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 6 to 11 in Benin) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School

Only about 40% of primary school students are in the appropriate grade for their age; the on-time proportion declines in the higher grades.



Source: Benin DHS, 1996

- 47% of the male primary school students and 40% of the female students are over-age.
- The percentage of males who are over-age ranges from 34% in Grade 1 to 60% in Grade 6. The percentage for females ranges from 24% in Grade 1 to 64% in Grade 6.
- Conversely, females are more likely than males to be under-age: 18% of females are under-age for grade, compared with 12% of males.

The Implications of Over-Age/Under-Age Students

For the system: Both late entry into primary school and grade repetition can cause children to be over-age for their grade. High repetition rates indicate inefficiency in the education system.

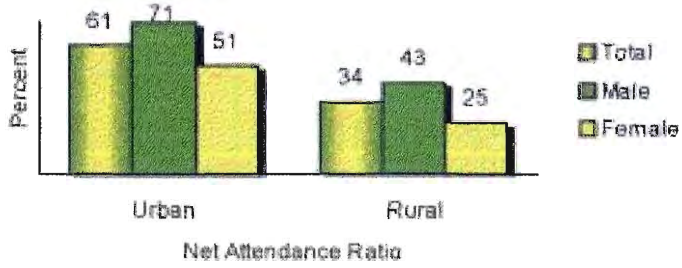
In the classroom: Large numbers of over-age students present a challenge for teachers who must teach a more diverse group with differing levels of maturity and school preparedness.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

Children in urban areas are much more likely to attend primary school than children in rural areas.

- In urban areas, 61% of children ages 6 to 11 attend primary school, compared to only 34% in rural areas.
- Gender disparity in primary school attendance is greater in rural than in urban areas: in urban areas, males are 1.4 times more likely to attend primary school than are females; in rural areas, males are 1.7 times more likely to attend primary school.



Source: Benin DHS, 1996

Primary School Net Attendance Ratio by Region

There are large regional disparities in primary school attendance in Benin.

- Primary school attendance is highest in the Atlantique region (61%), which contains the capital city of Cotonou; attendance is lowest in the Borgou region (30%).
- In four of the six regions, fewer than 50% of school-age children attend primary school.
- Gender disparity is lowest in Oueme and highest in the Mono region.

Primary School Net Attendance Ratio by Region

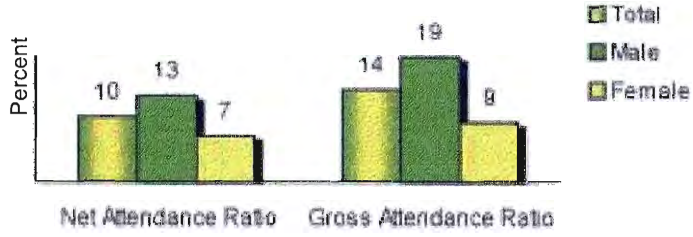
Region	Total	Males	Females
Atakoro	38	46	30
Borgou	30	36	24
Mono	41	55	26
Atlantique	61	73	48
Oueme	52	60	44
Zou	44	52	36

Source: Benin DHS, 1996

Percentage of Youth Attending Secondary School in Benin

10% of secondary school-age youth attend secondary school. And the gender gap is even larger than at the primary level.

- 13% of males ages 12 to 18 attend secondary school, compared with 7% of females in the same age group.
- Considering youth of all ages, (gross attendance) only 47 females attend secondary school for every 100 males who attend.



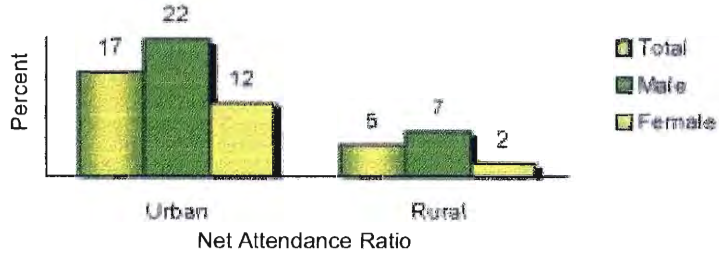
Source: Benin DHS, 1996

The NAR is the percentage of the official secondary school-age population (ages 12 to 18 in Benin) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

Youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 17% of youth ages 12 to 18 in urban areas attend secondary school, compared with only 5% in rural areas.
- In urban areas, males are nearly twice as likely to attend secondary school as are females; in rural areas, the gap is even greater.



Source: Benin DHS, 1996

Regional disparities in attendance are larger in secondary school than in primary school.

- In four of the six regions, fewer than 10% of children ages 12 to 18 attend secondary school.

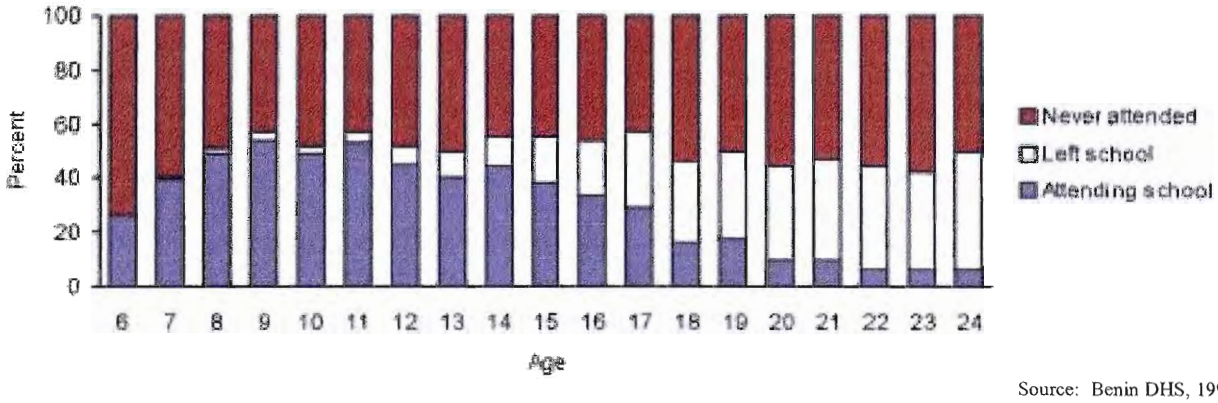
Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Atakoro	6	7	3
Borgou	5	7	4
Mono	8	11	14
Atlantique	20	26	14
Oueme	12	15	8
Zou	9	10	4

Source: Benin DHS, 1996

- Attendance is highest in Atlantique, where the capital Cotonou is located (20%), and is lowest in Borgou (5%).
- Gender disparity is also lowest in Borgou; gender disparity is highest in Mono and Zou.

Schooling Status of Youth Ages 6 to 24 in Benin

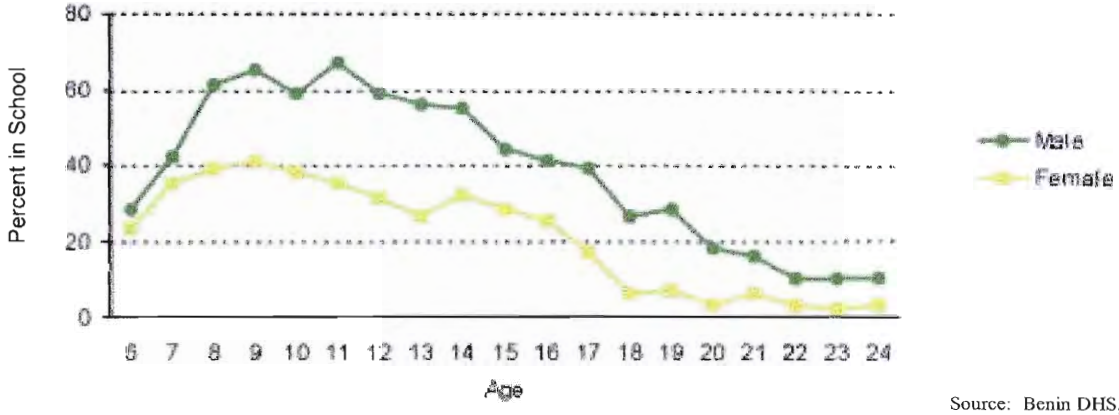


Source: Benin DHS, 1996

At no age do more than 54% of youth attend school in Benin.

- The peak years of attendance are from ages 8 to 11, when about 50% of youth attend school.
- The percentage of youth who have never attended school has not changed dramatically in the past decade, having remained at about 50% among youth ages 8 and older.

School Attendance by Age and Sex



Source: Benin DHS, 1996

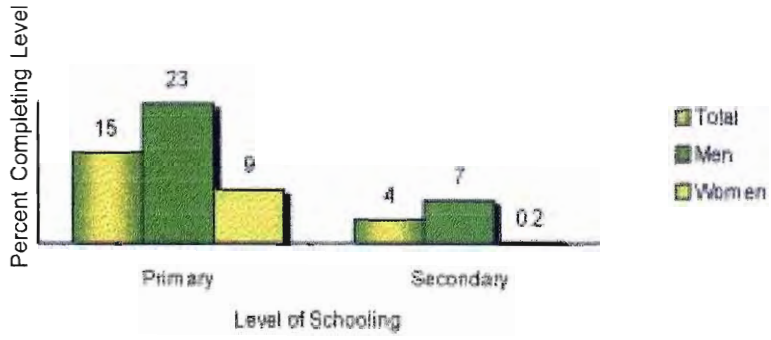
The percentage of males attending school is higher than the percentage of females at every age.

- For males, the highest attendance rate is at age 11 (67%), while for females the highest attendance rate is at age 9 (41%).

Primary and Secondary School Completion Rates in Benin

Only 15% of the population 15 and older has completed primary school.

- Males are more than twice as likely as females to have completed primary school: 23% of males have completed, compared with 9% of females.

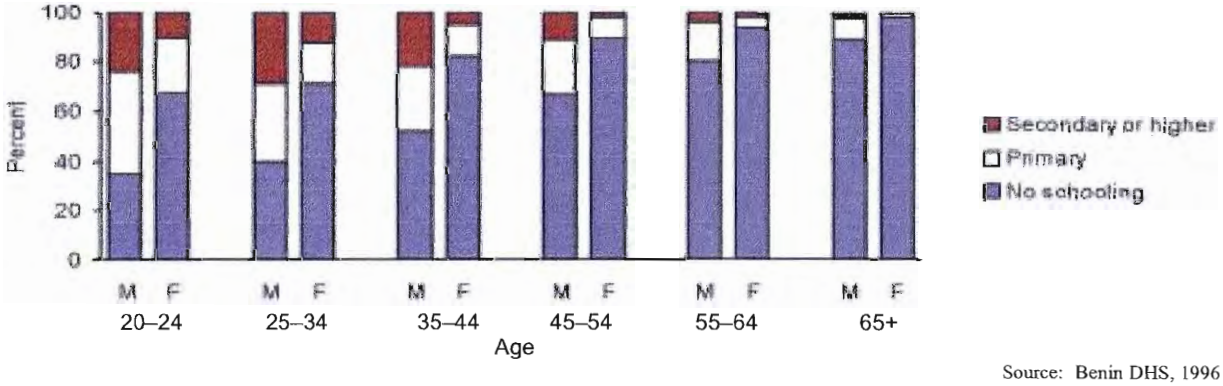


Source: Benin DHS, 1996

Only 4% of those age 20 and above have completed secondary school.

- Males are 35 times more likely than females to have completed secondary school: 7% of males have completed, compared with only 0.2% of females.

Educational Attainment of Adults in Benin



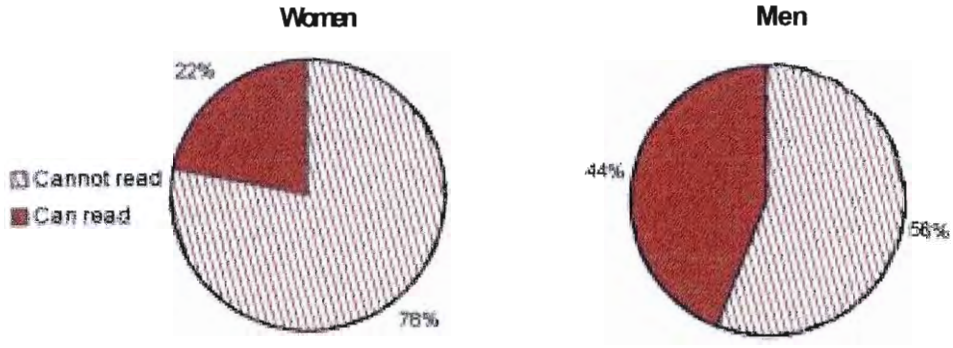
Source: Benin DHS, 1996

Educational attainment has been increasing for both men and women, but women's attainment still lags behind.

- 90% of men ages 65+ had no schooling, compared to 35% of men ages 20 to 24.
- 98% of women ages 65+ had no schooling, compared to 68% of women ages 20 to 24.
- 9% of men ages 65+ had at least some schooling, compared to 41% of men ages 20 to 24.
- Although the percentage of women with some primary schooling is still low, it has increased from 2% in the 65+ age group to 22% in the 20 to 24 age group.

Literacy Among Women and Men

Overall, literacy in Benin is very low; however, men are twice as likely as women to be literate: 44% of men say they can read, compared with only 22% of women.



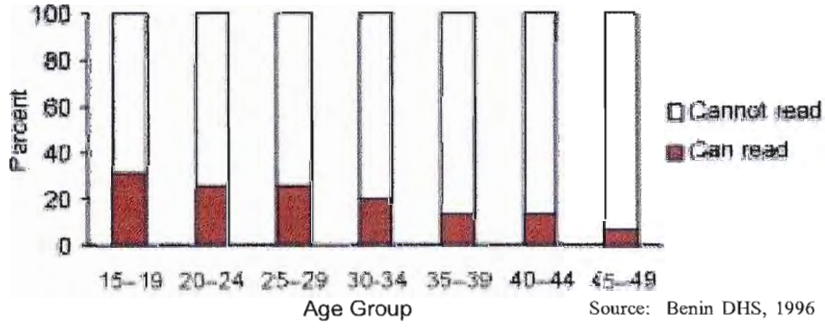
Source: Benin DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Age

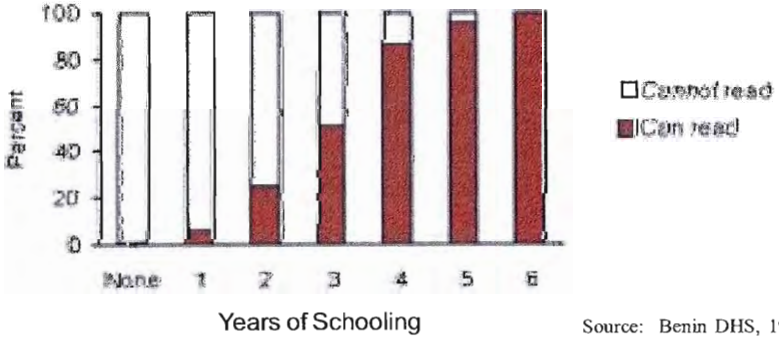
Women's literacy, while still very low, has been increasing over the past 30 years.

- The percentage of women who report being able to read is 7% among women age 45 to 49 and 31% among women age 15 to 19.



Source: Benin DHS, 1996

Women's Literacy

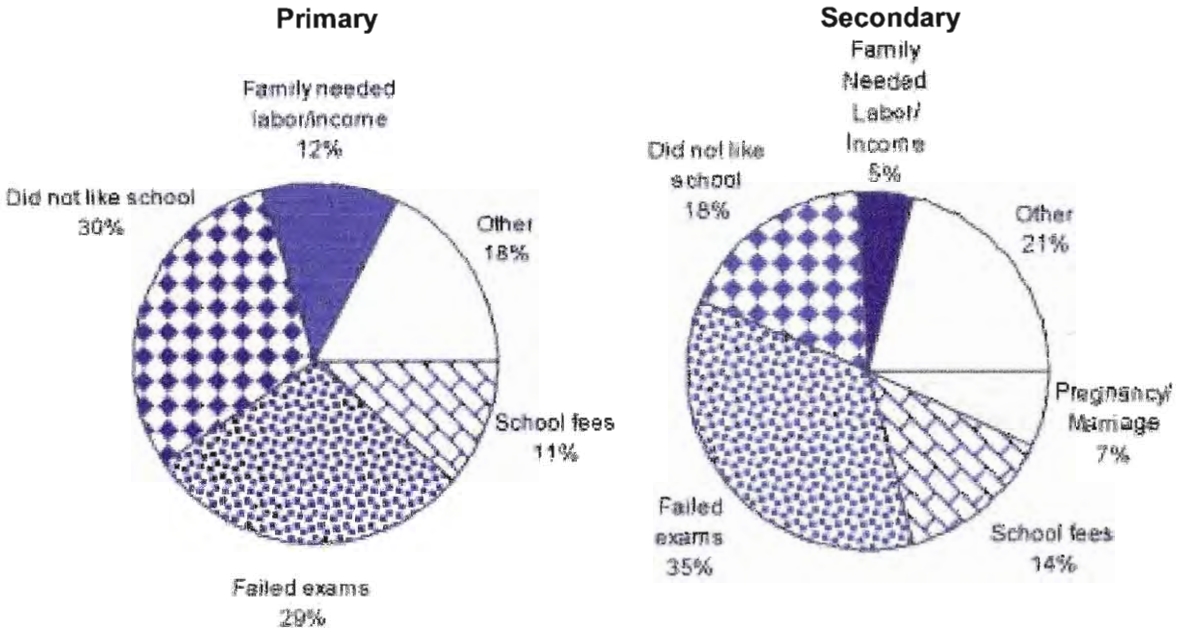


Source: Benin DHS, 1996

86% of women who completed Grade 4 report that they can read.

- Virtually all women who completed Grade 6 report that they can read.

Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended



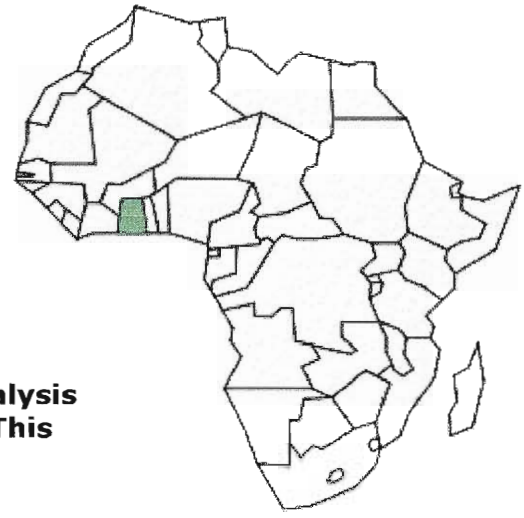
Source: Benin DHS, 1996

The most common reason women gave for leaving school was failure on examinations.

- 29% of those who left during primary school and 35% of those who left during secondary school cited failure on examinations as reason for leaving.
- Not liking school was the second most common reason for leaving school (30% at the primary level and 18% at the secondary level).
- Females also left school because they were unable to pay school fees (11% at the primary level and 14% at the secondary level).
- Pregnancy or marriage was rarely given as the main reason for leaving school (only 1.5% at the primary level and 7% at the secondary level).

Ghana DHS EdDATA Education Profile, 1993 and 1998

The Ghana Demographic and Health Surveys (DHS) were conducted in 1993/94 and 1998/99. The 1993/94 survey was administered to 5,822 households and 4,562 women ages 15 to 49 and 1,302 men ages 15 to 59 from those households. The 1998/99 survey was administered to 6,003 households and 5,054 women ages 15 to 49 and 1,114 men ages 15 to 59.



Having data from two surveys allowed for an analysis of changes in the educational setting over time. This profile analysis found moderate rates of primary school attendance and low rates of secondary school attendance with large urban/rural and regional variation, but relatively little gender disparity in the schooling of children.

Between 1993 and 1998, there was no change in primary school attendance; secondary school attendance increased.

- In 1993 and 1998, three-quarters of the school-age children in Ghana attended primary school.
- 27% of the primary school-age population was over or under the official primary school age range.
- In 1998, 34% of secondary school-age youth attended secondary school; this is an increase from 28% in 1993.

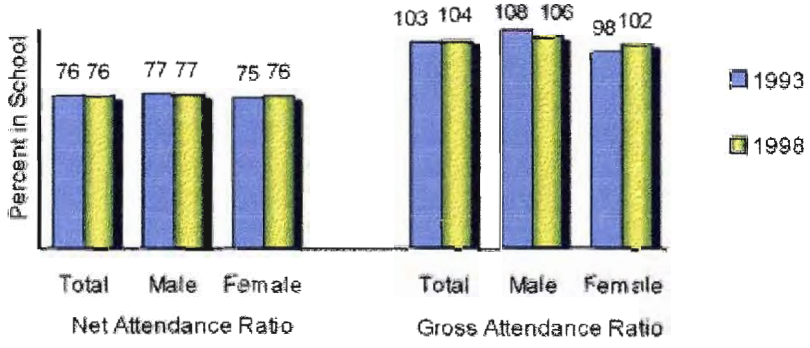
Educational attainment and literacy among adults has been increasing. There was great gender disparity in adult literacy and educational attainment.

- In 1998, 58% of the population ages 15 and older had completed primary school, compared to 52% in 1993.
- In 1998, 9% of the population ages 20 and older had completed secondary school, compared to 6% in 1993.
- Between 1993 and 1998, the percentage of men reporting to be literate increased from 65% to 76% and the percentage of women increased from 43% to 51%.

Percentage of School-Age Children Attending Primary School in Ghana, 1993 and 1998

In 1998, three-quarters of school-age children in Ghana attended primary school—the same as 1993. School-age males and females were equally likely to attend.

- In both 1993 and 1998, 76% of children ages 6 to 11 attended primary school.



Source: Ghana DHS, 1993 and 1998

- In 1998, 77% of males ages 6 to 11 attended, compared to 76% of females.

Many of the children attending primary school are outside of the official age range, as reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

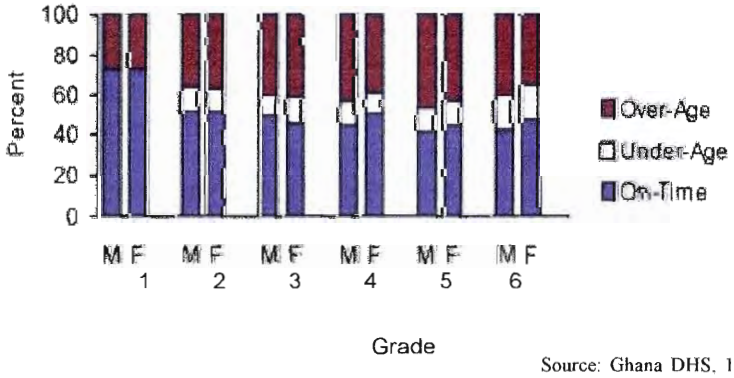
- In 1998, students over or under the official primary school-age range made up 27% of the primary school population—the same as 1993.

Between 1993 and 1998, the gap between the attendance of females and males of all ages decreased.

- In 1998, approximately 96 females attended primary school for every 100 males; in 1993, approximately 91 females attended primary school for every 100 males.

The net attendance ratio (NAR) is the percent of the official primary school-age population (ages 6 to 11 in Ghana) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percent of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School in Ghana, 1998



Source: Ghana DHS, 1998

In 1998, 52% of primary school students were in the appropriate grade for their age.

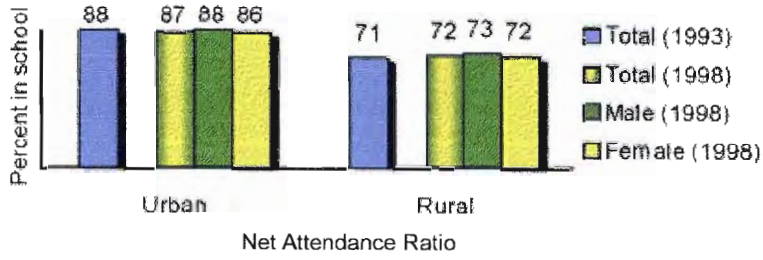
- 38% of both male and female primary school students were over-age.
- Males and females were also almost equally likely to be under-age: 11% of males and 10% of females were under-age.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1993 and 1998

In 1998, children in Ghana's urban areas were 1.2 times more likely to attend primary school than children in rural areas; this figure has not changed since 1993.

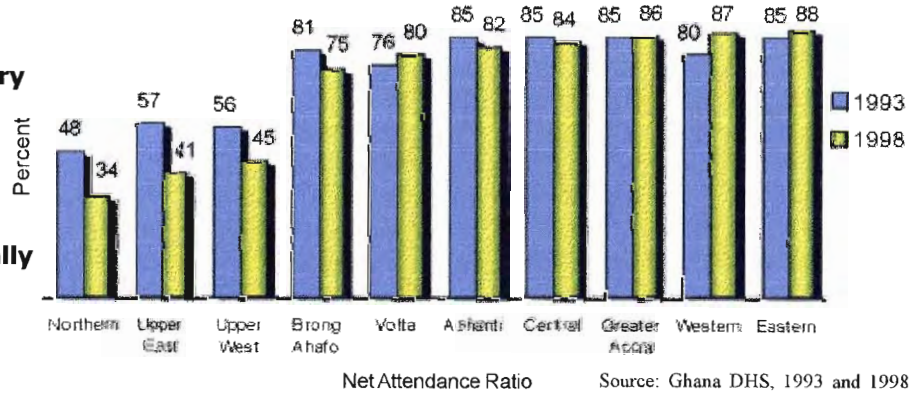
- In 1998, 87% of urban children ages 6 to 11 attended primary school, compared to 72% in rural areas.



Source: Ghana DHS, 1993 and 1998

Percentage of School-Age Children Attending Primary School by Region, 1993 and 1998

In both 1993 and 1998 large regional disparities in primary school attendance were found. Between the two surveys, primary school attendance declined substantially in 4 regions.



Source: Ghana DHS, 1993 and 1998

- In 1998, primary school attendance was highest in Greater Accra and the Western and Eastern regions (86% to 88%) and lowest in the Northern region (34%).
- In 3 of the 10 regions, less than one-half of school-age children attended primary school in 1998.
- Between 1993 and 1998, primary school attendance declined in 4 regions: Northern (from 48% to 34%), Upper East (from 57% to 41%), Upper West (from 56% to 45%) and Brong Ahafo regions (from 81% to 75%).

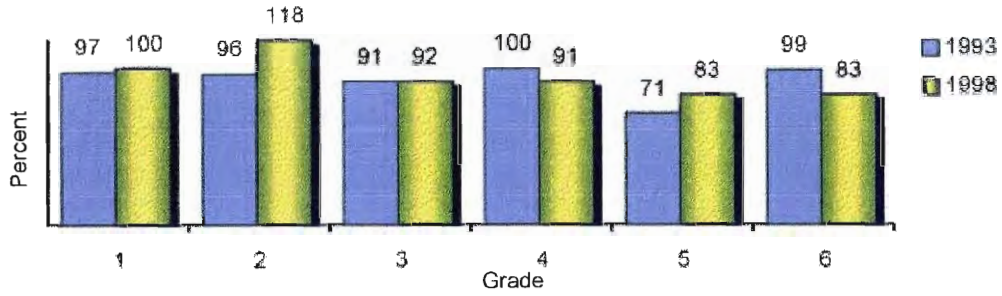
In 7 of the 10 regions, males and females were nearly equally likely to attend primary school.

- In the Northern and Volta regions, however, males are more likely to attend than females, and in the Ashanti region, females are more likely to attend than males.

Primary School Net Attendance Ratio By Sex, 1998

Region	Males	Females
Northern	38	31
Upper Eastern	41	40
Upper Western	44	45
Brong Ahafo	73	77
Volta	85	76
Ashanti	78	85
Central	84	83
Greater Accra	83	88
Western	85	89
Eastern	89	87

Gross Attendance Ratio by Grade, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

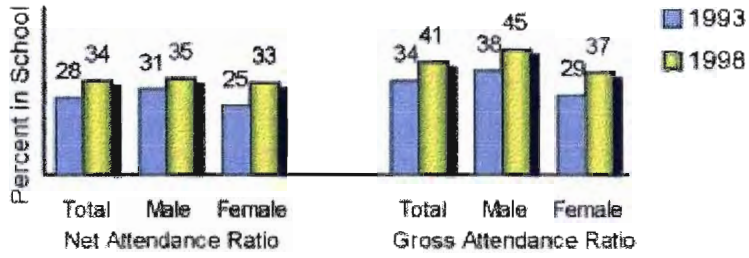
Between 1993 and 1998, primary school attendance by grade did not change substantially for most grades.

- The relative stagnation in the gross attendance ratio for first grade (often referred to as the gross access ratio) is additional evidence that, proportionately, the same number of children had access to primary school education in 1998 as they did in 1993.
- The increased attendance in Grade 6 in 1993 is likely an indication of higher levels of repetition in the final grade of primary school. This attendance increase in Grade 6 was not observed in 1998 and may be evidence of a lower repetition rate in this grade.
- The small decline in attendance levels between grades (with the exception of Grade 2) indicates relatively low levels of student drop out through the primary cycle.

GAR by grade is the number of children attending each grade–regardless of age–divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School in Ghana, 1993 and 1998

In 1998, one-third of secondary school-age youth attended secondary school; between 1993 and 1998, attendance increased and gender disparity decreased.



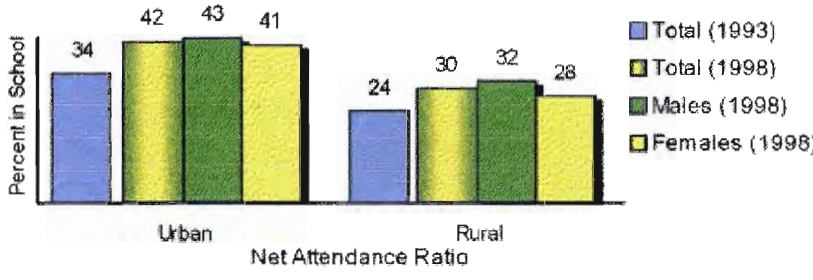
Source: Ghana DHS, 1993 and 1998

- 34% of school-age youth attended secondary school in 1998, compared to 28% in 1993.
- In 1998, 31% of males ages 12 to 18 attended secondary school, compared with 33% of females in the same age group; in 1993, 31% of males and 25% of females attended.
- Among students of all ages in 1998, approximately 82 females attended secondary school for every 100 males who attended; in 1993, approximately 76 females attended for every 100 males.

The NAR is the percentage of the official secondary school-age population (ages 12 to 18 in Ghana) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural), 1993 and 1998

In both 1993 and 1998 urban youth were much more likely than rural youth to attend secondary school.

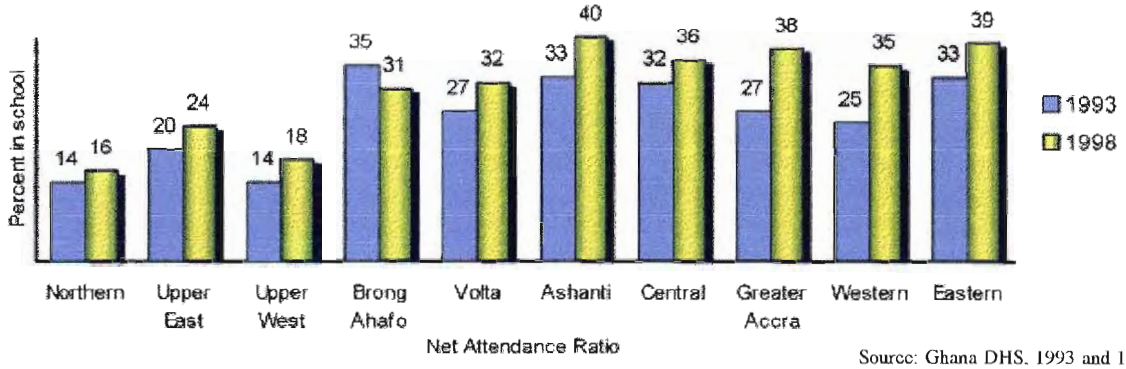


Source: Ghana DHS, 1993 and 1998

- In 1998, 42% of urban youth ages 12 to 18 attended secondary school, compared with 30% in rural areas.
- Gender disparity in secondary school attendance was higher in rural than urban areas.

Between 1993 and 1998, both urban and rural secondary school attendance increased by about 25%.

Percentage of School-Age Youth Attending Secondary School in Ghana by Region, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

Relatively low secondary school attendance was found in the same regions with low primary school attendance.

- In 1998, secondary school attendance was highest in the Ashanti, Greater Accra and Eastern regions (38% to 40%) and lowest in the Northern region (16%).
- In 3 of the 10 regions, less than one-quarter of school-age children attended secondary school in 1998.

Between 1993 and 1998, secondary school attendance increased in almost every region.

- Secondary school attendance increased in all but one region in Ghana: in the Brong Ahafo region attendance decreased from 35% to 31%.

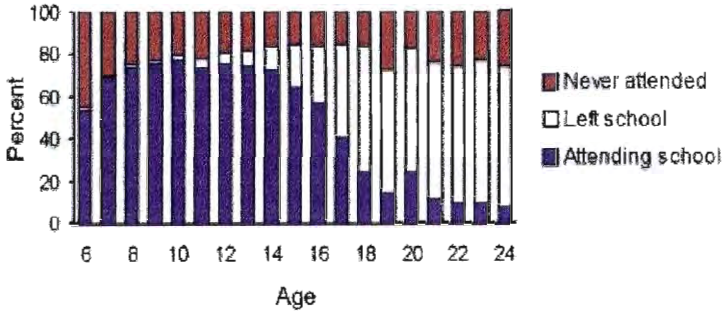
In 7 of the 10 regions, males and females were almost equally likely to attend secondary school.

- In the Northern and Volta regions, however, males were more likely to attend than females (the same regions where male primary school attendance was found to be higher), and in the Brong Ahafo region, females were more likely to attend than males.

Secondary School Net Attendance Ratio By Sex, 1998		
Region	**Males**	**Females**
Northern	18	13
Upper Eastern	24	23
Upper Western	18	17
Brong Ahafo	27	34
Volta	36	28
Ashanti	41	40
Central	34	33
Greater Accra	38	38
Western	36	34
Eastern	34	34

Schooling Status of Youth Ages 6 to 24 in Ghana, 1998

At no age did more than 80% of youth attend school in Ghana in 1998.



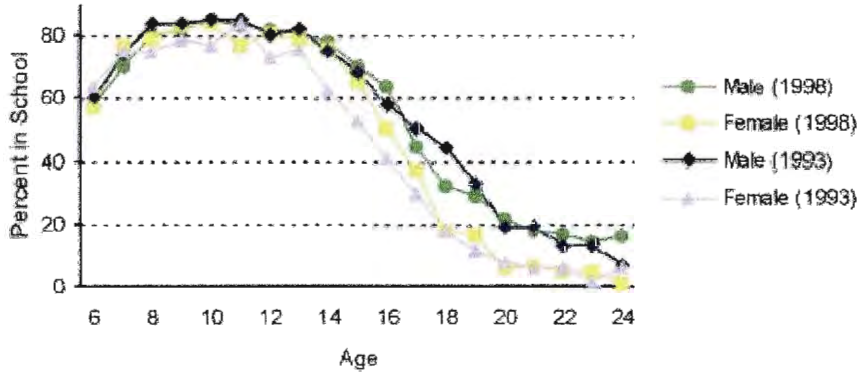
Source: Ghana DHS, 1998

- The peak year of attendance is age 10 when 78% of youth attended school; the peak age range was 8 to 14 years.
- The percentage of youth who have never attended school decreased over time. This percentage fell from between 20% to 25% for those over the ages of 18 to 15% to 20% for those ages 10 to 18.

School Attendance by Age and Sex, 1993 and 1998

In 1998, the percentage of males and females attending school was roughly the same until the age of 15 when female attendance dropped off faster than male attendence.

- For both males and females, the highes attendance in both 1993 and 1998 was at ages 10 and 11 when about 85% of males and females attended school.

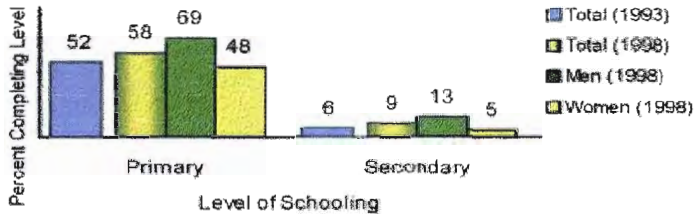


Source: Ghana DHS, 1993 and 1998

Between 1993 and 1998, the attendance of females age 14 to 17 increased; male attendance remained the same.

- In 1993, only 63% of 14-year-old females attended school. By 1998, this percent had increased to 76%. At age 17, 30% of females attended school in 1993, compared to 37% in 1998.

Primary and Secondary School Completion Rates in Ghana, 1993 and 1998



Source: Ghana DHS, 1993 and 1998

In 1998, 58% of the population 15 and older had completed primary school, compared to 52% in 1993.

- In 1998, men were 1.4 times more likely than women to have completed primary school: 69% of men had completed compared with only 48% of women.

This increase in overall primary school completion reflects increases in both male and female completion.

- In 1993, only 61% of men and 43% of women had completed primary school. (1993 data not shown.)

In 1998, only 9% of men and women ages 20 and above had completed secondary school.

- Men were almost 3 times more likely than women to have completed secondary school; 13% of men had completed, compared with only 5% of women.

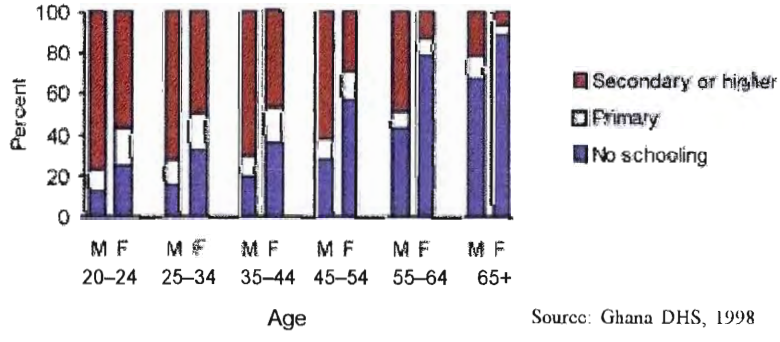
Between 1993 and 1998, the rate of women's secondary school completion increased more than men's.

- In 1993, 11% of men but only 3% of women had completed secondary school (not shown).

Educational Attainment of Adults in Ghana, 1998

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

- In 1998, 67% of men ages 65+ had no schooling, compared to 12% of men age 20 to 24.
- 89% of women ages 65+ had no schooling, compared to 25% among those 20 to 24.

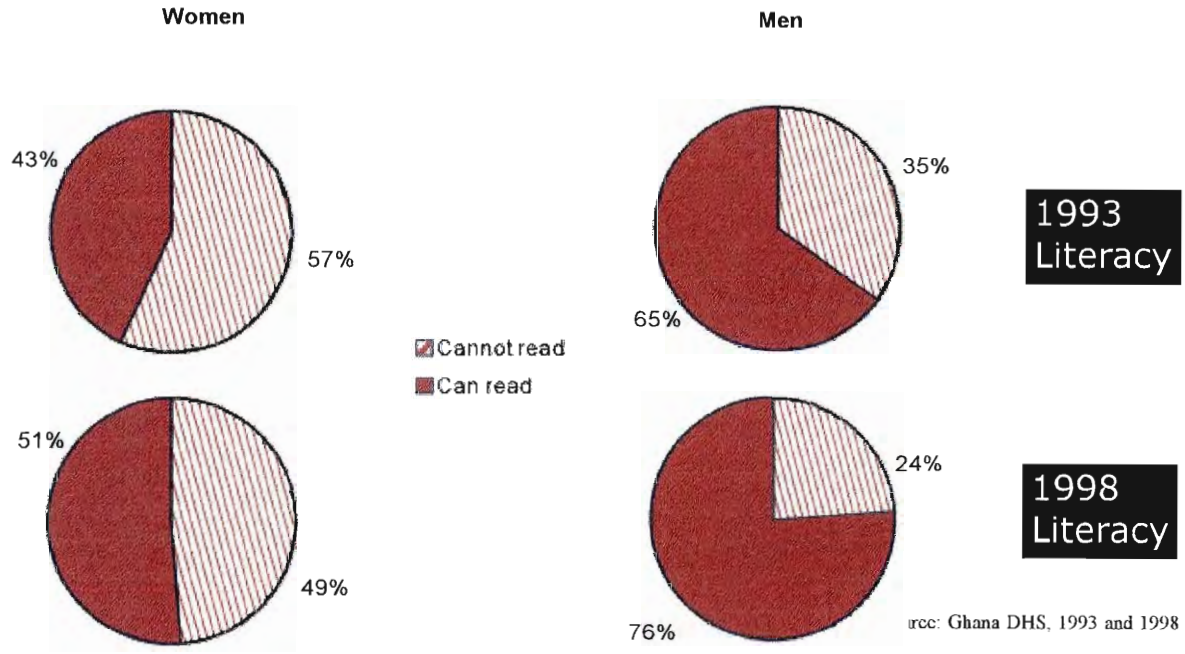


Source: Ghana DHS, 1998

- 11% of men ages 65+ had at least some primary schooling, compared to 77% of men ages 20 to 24.
- 4% of women ages 65+ had at least some primary schooling, compared to 58% of women 20 to 24.

Literacy Among Women and Men in Ghana, 1993 and 1998

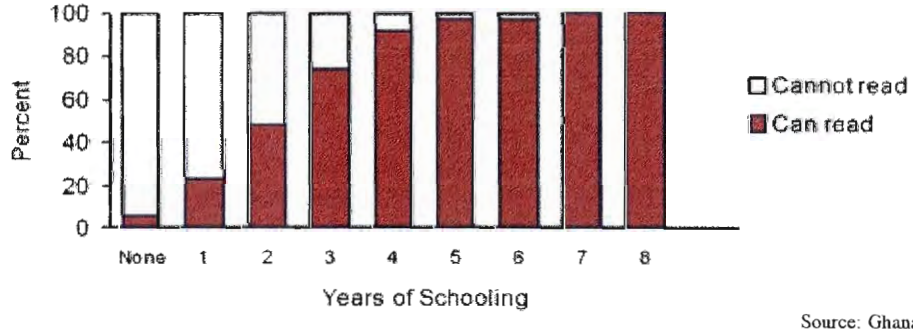
In 1998, men were 1.5 times more likely to be literate than women: 78% of men reported that they could read, compared to 51% of women. In 1993, only 65% of men and 43% of women reported that they could read.



rce: Ghana DHS, 1993 and 1998

Women's Literacy by Years of Primary School Completed, 1998

In 1998, 92% of women who completed Grade 4 and 100% of those who completed Grade 7 reported that they could read.



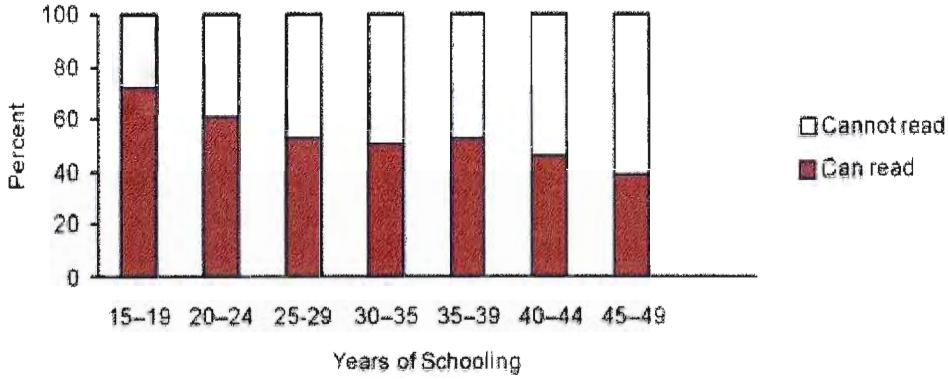
Source: Ghana DHS, 1998

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Age

Women's literacy, while still low, has been increasing over the past 30 years.

- In 1998, 39% of women 45 to 49 reported that they could read, compared to 73% of women 15 to 19.



Source: Ghana DHS, 1998

Guinea DHS EdDATA Education Profile, 1999

The Guinea Demographic and Health Survey (DHS) was conducted in 1999. The survey was administered to 5,090 households and 8,000 women ages 15 to 49 and 2,500 men ages 15 to 59 from those households.

This 1999 snapshot of the primary and secondary education setting in Guinea found low rates of participation at both the primary and secondary school levels and great urban/rural, regional and gender disparities.

- Only 40% of school-age children in Guinea attended primary school (46% of males and 33% of females).
- 34% of the primary school-aged population was over or under the official primary school age range.
- 13% of secondary school-age youth attended secondary school (17% of males and 8% of females).

The survey also found high rates of repetition and relatively high rates of survival to Grades 5 and 6 (for the 40% of school-age children who enter school).

- Between 10% and 15% of students repeated Grades 1 to 5: the repetition rate in Grade 6 was over 20%.
- 89% of children who entered Grade 1 will eventually attend Grade 5 and 84% will attend Grade 6.

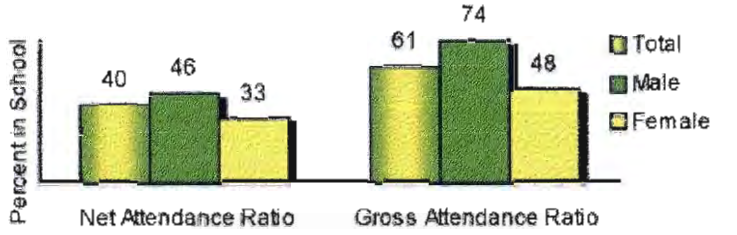
Educational attainment among adults was low, though it has been increasing. Gender disparity was great and literacy rates were low.

- 16% of the population ages 15 and older completed primary school.
- 4% of the population ages 20 and older completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- Men are more than twice as likely as women to be literate in Guinea: 37% of men reported that they were literate, compared to only 14% of women.

Percentage of School-Age Children Attending Primary School in Guinea

Less than half of the school-age children in Guinea attend primary school; females are much less likely to attend than males.

- Only 40% of children ages 7 to 12 attend primary school.
- 46% of males ages 7 to 12 attend compared to 33% of females.



Source: Guinea DHS, 1999

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

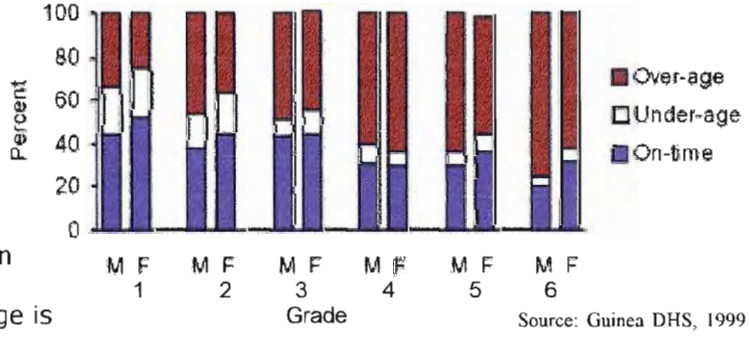
- Students over or under the official primary school age range make up 34% of the primary school population.
- Among children of all ages, 65 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 7 to 12 in Guinea) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school age population.

Over-Age, Under-Age, and On-Time Students in Primary School

Only about 38% of primary school students are in the appropriate grade for their age.

- 53% of male primary school students and 44% of female students are over-age.
- The percentage of males who are over-age ranges from 34% in Grade 1 to 75% in Grade 6. In general, the percentage over-age is lower for females, ranging from 25% in Grade 1 to 62% in Grade 6.

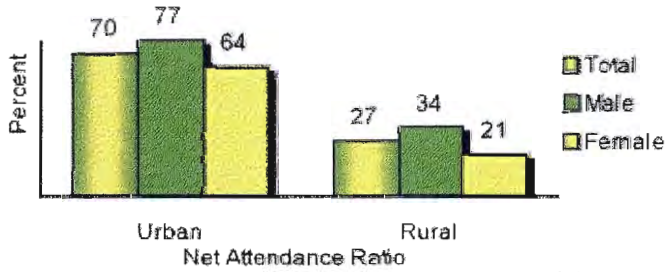


Source: Guinea DHS, 1999

- Conversely, females are slightly more likely to be under-age: 23% of females are under-age, compared to 21% of males.
- The percent of males who are under-age ranges from 22% in Grade 1 to 5% in Grade 6. For females, the range is from 23% in Grade 1 to 6% in Grades 4 and 6.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)



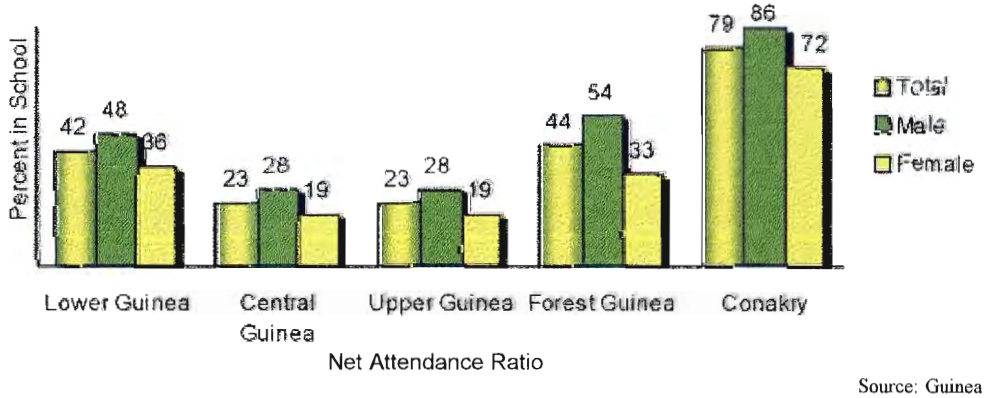
Source: Guinea DHS, 1999

In Guinea, children in urban areas are 2.5 times more likely to attend primary school than children in rural areas.

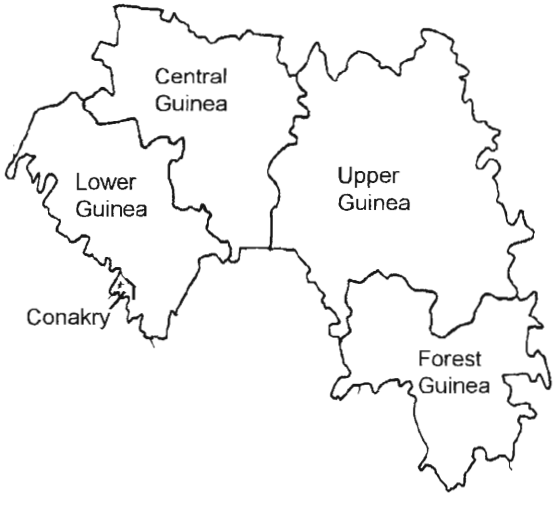
- In urban areas, 70% of children ages 7 to 12 attend primary school, compared to only 27% in rural areas.

- Gender disparity in primary school attendance is greater in rural areas than urban areas: in urban areas, males are 1.2 times more likely to attend primary school than females (77% versus 62%); in rural areas, males are 1.6 times more likely to attend primary school (34% versus 21%).

Percentage of School-Age Children Attending Primary School by Region



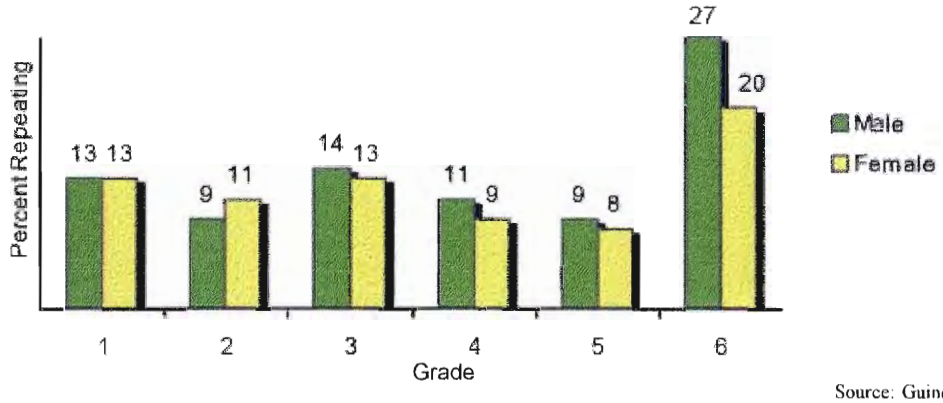
Source: Guinea DHS, 1999



There are large regional disparities in primary school attendance in Guinea.

- Primary school attendance is highest in the Conakry urban area (79%) and lowest in the Central and Upper Guinea regions (23%).
- In 4 of the 5 regions, less than one-half of school-age children (and one-third or fewer females) attend primary school.
- Gender disparity is lowest in the Conakry area and highest in the Forest Guinea region.

Primary School Repetition in Guinea



Source: Guinea DHS, 1999

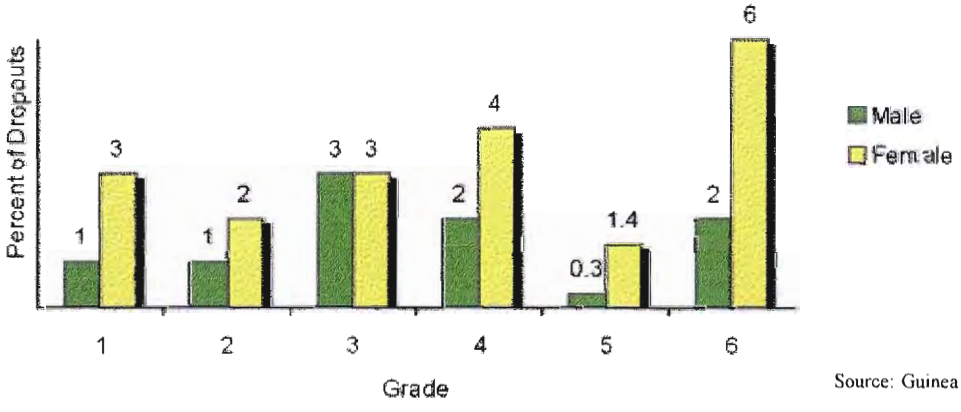
Grade repetition is relatively high in all grades, but especially in Grade 6.

- Between 10% and 15% of students repeat Grades 1 to 5.
- The repetition rate in Grade 6 is more than 20%. This repetition is likely due to failure on the primary school leaving examination that is administered at the end of Grade 6. The exam is used to limit progression to secondary schools.
- The percent of males and females repeating a grade is relatively equal until Grade 6 when a higher percent of males are repeating than females.

Primary School Dropout in Guinea

The percentage of females dropping out is consistently higher than males at all grades except at Grade 3.

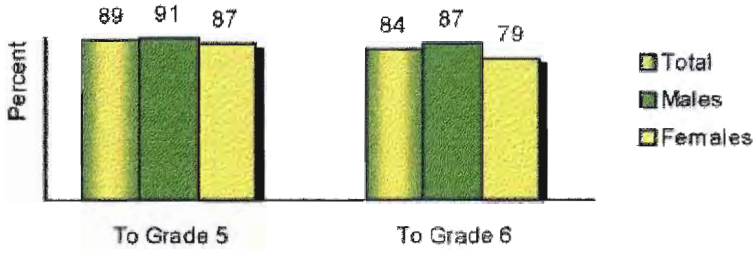
- Females are more likely to drop out at Grade 6, while males are more likely to repeat grades.



Source: Guinea DHS, 1999

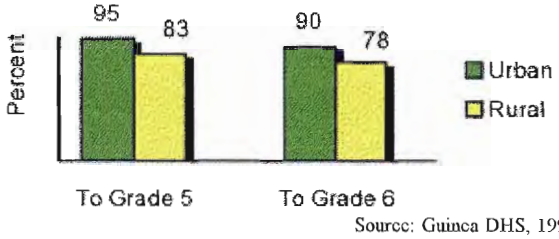
Survival to Grades 5 and 6 in Guinea

89% of children who enter Grade 1 will eventually attend Grade 5; 84% will attend Grade 6. Note: Only 40% of school-age children enter school.



- 91% of males will attend Grade 5 and 87% will advance to Grade 6.
- 87% of females will attend Grade 5 and 79% will advance to Grade 6.

- 95% of urban children in rural areas attend grade 5 compared with 83% in rural areas.
- 90% of urban children attend Grade 6, compared to 78% in rural areas.

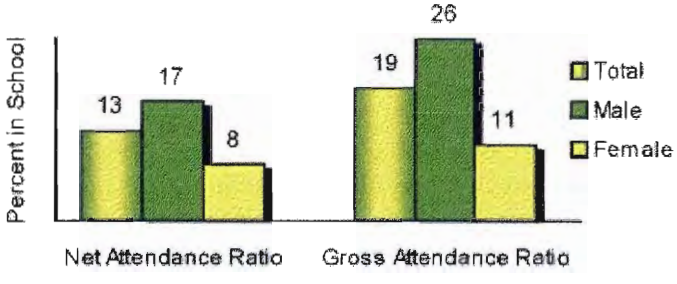


Source: Guinea DHS, 1999

Survival rates assume that each student, regardless of the number of times he/she has been in a grade, has the same probability of drop out or repetition as someone in the grade for the first time.

Percentage of Youth Attending Secondary School

Only 13% of secondary school age youth attend secondary school, and the gender gap is even larger than at the primary level.

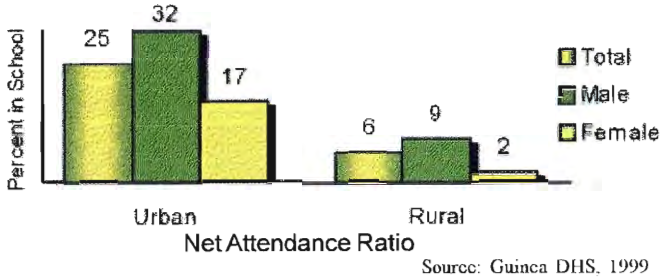


Source: Guinea DHS, 1999

- Males are more than twice as likely to be attending secondary school than females: 17% of males ages 13 to 19 attend secondary school, compared to only 8% of females in the same age group.
- Among students of all ages (gross attendance), only 42 females attend school for every 100 males who attend.

The NAR is the percentage of the official secondary school age population (ages 13 to 19 in Guinea) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



Source: Guinea DHS, 1999

In Guinea, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 25% of youth ages 13 to 19 attend secondary school in urban areas, compared with only 6% in rural areas.

- In urban areas, males are nearly twice as likely to attend secondary school as females (32% versus 17%); in rural areas the gap is even wider with males being 4 times more likely than females to attend secondary school (9% versus 2%).

Secondary School Net Attendance Ratio by Region

- Similar to the primary school attendance findings, the NAR is highest in Conakry (25%), and lowest in Upper Guinea (6%).

Secondary School Net Attendance Ratio by Region

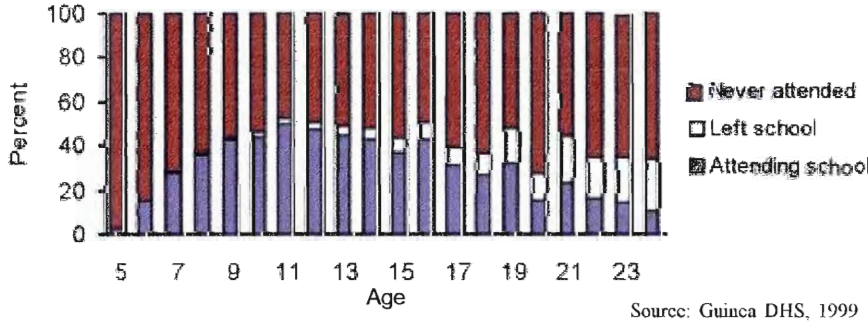
Region	Total	Males	Females
Lower Guinea	14	24	5
Central Guinea	9	11	6
Upper Guinea	6	7	4
Forest Guinea	11	16	5
Conakry	25	32	19

- Gender disparity is greater at the secondary level than at the primary level. Gender disparity in secondary school is lowest in Conakry where males are 1.7 times more likely to attend secondary school than females and highest in Lower Guinea where males are 4.8 times more likely than females to attend secondary school.

Schooling Status of Youth Ages 5 to 24 in Guinea

At no age do more than 50% of youth attend school in Guinea.

- The peak year of attendance is age 11 when 50% of youth attend school.



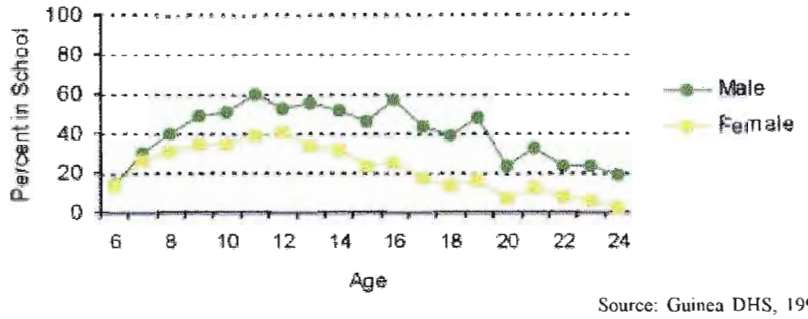
Source: Guinea DHS, 1999

- The percentage of youth who have never attended school has decreased in the past decade; this percentage went from about 65% among those in their 20s to about 55% for those in their early teens.

School Attendance by Age and Sex

The percentage of males attending school is higher than the percentage of females at every age.

- For males, the highest attendance rate is age 11 (60%), while for females the highest attendance rate is age 12 (41%).



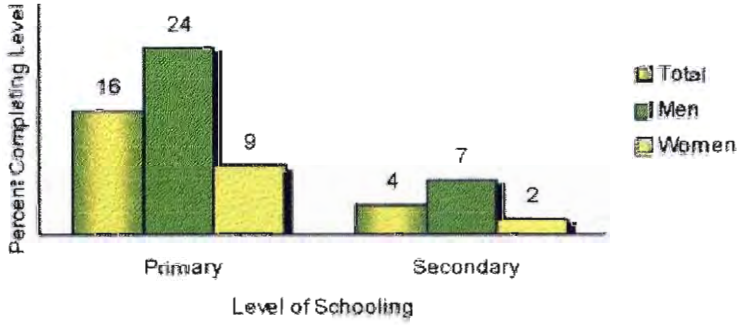
Source: Guinea DHS, 1999

Primary and Secondary School Completion Rates in Guinea

Only 16% of the population 15 and older has completed primary school.

- Men are more than twice as likely than women to have completed primary school: 24% of men have completed compared with only 9% of women.

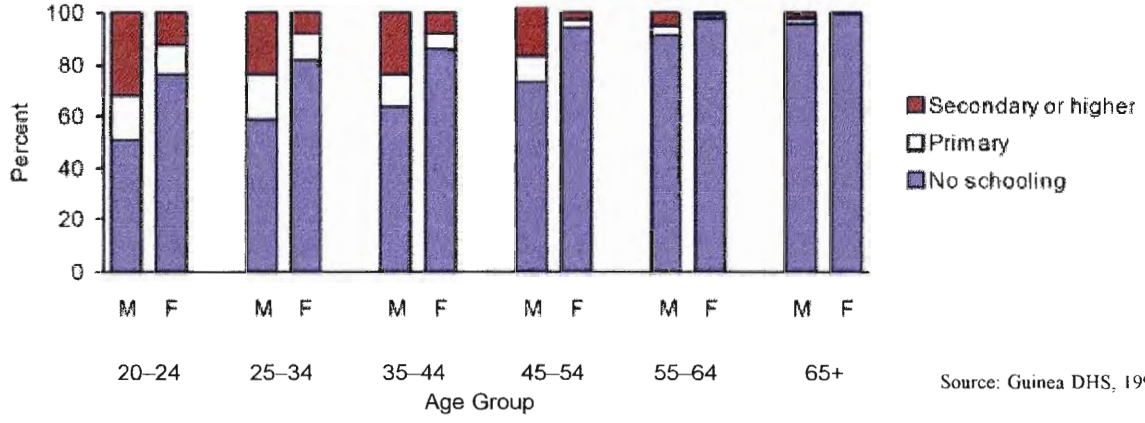
Only 4% of those ages 20 and above have completed secondary school.



Source: Guinea DHS, 1999

- Men are over 3 times more likely than women to have completed secondary school; 7% of men have completed secondary school, compared with only 2% of women.

Educational Attainment of Adults, by Age and Sex



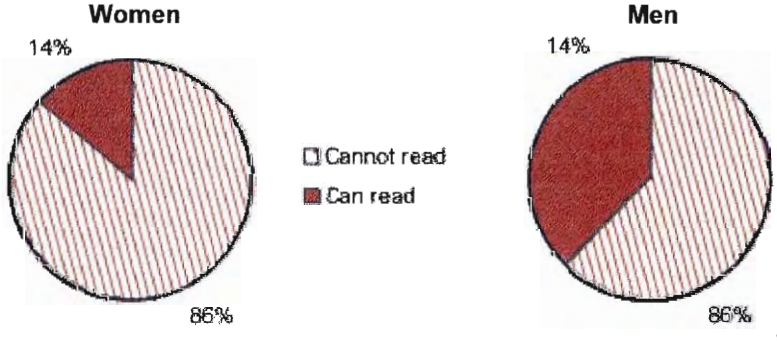
Source: Guinea DHS, 1999

Educational attainment has been steadily increasing for both men and women, but women's attainment continues to be lower than men's.

- 96% of men ages 65+ had no schooling, compared to 51% for men ages 20 to 24.
- 99% of women ages 65+ had no schooling, compared to 76% for women ages 20 to 24.
- 2% of men ages 65+ had some primary schooling, compared to 17% of men ages 20 to 24.
- 0.5% of women ages 65+ had some primary schooling, compared to 12% of women ages 20 to 24.

Literacy Among Women and Men in Guinea

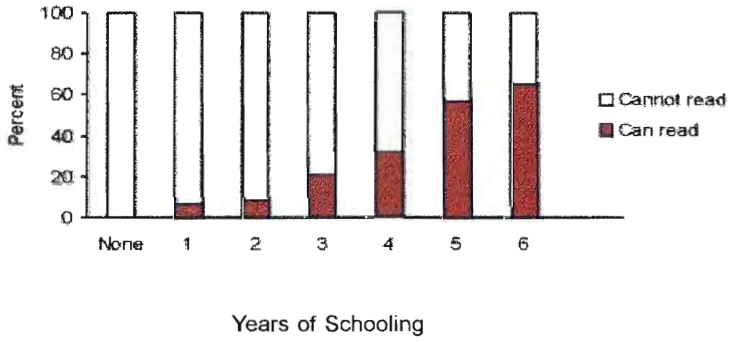
Overall, literacy in Guinea is very low. Men are more than twice as likely as women to be literate: 37% of men say that they can read, compared to only 14% of women.



Source: Guinea DHS, 1999

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Years of Primary School Completed



32% of women who completed Grade 4 report that they can read.

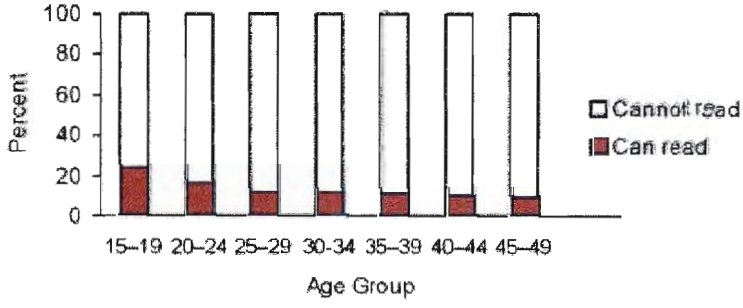
- 64% of women who completed Grade 6 report that they can read.

Source: Guinea DHS, 1999

Women's Literacy by Age

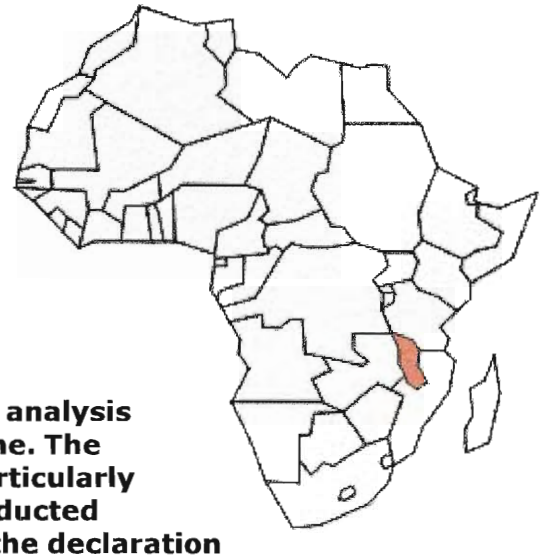
Women's literacy, while still very low, has been increasing over the past 30 years.

- The percentage of women who report being able to read is 8% among women 45 to 49 and 23% among women 15 to 19.



Source: Guinea DHS, 1999

Malawi DHS EdDATA Education Profile, 1992 and 1996



The Malawi Demographic and Health Surveys (DHS) were conducted in 1992 and 1996. The 1992 survey was administered to 5,323 households and 4,849 women ages 15 to 49 and 1,151 men ages 15 to 54 from those households. The 1996 survey was administered to 2,798 households, 2,683 women ages 15 to 49 and 2,658 men ages 15 to 59.

Having data from two surveys allowed for an analysis of changes in the educational setting over time. The timing of the Malawi surveys allowed for a particularly interesting analysis: the first survey was conducted before, and the second survey shortly after, the declaration of free, universal primary education (UPE).

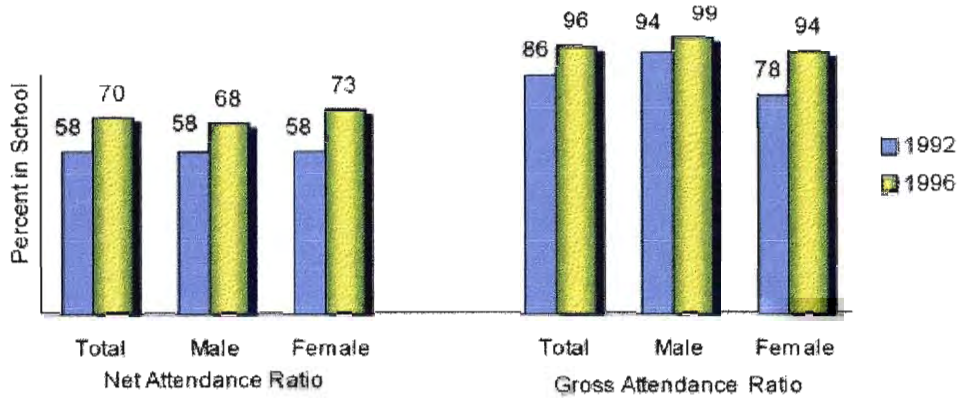
This analysis found moderate rates of primary school attendance with a substantial increase between 1992 and 1996. Secondary school attendance was found to be very low and remained unchanged between the two surveys. Malawi had large urban/rural and regional variation, but relatively little gender disparity in educational participation.

- In 1996, 70% of school-age children attended primary school, up from 58% in 1992.
- Between 1992 and 1996, female attendance increased from 58% to 73% and male attendance increased from 58% to 68% between 1992 and 1996.
- In 1996, students over or under the official primary school age range made up 26% of the primary school population; this percentage is down from 33% in 1992.
- In 1996, 2% of secondary school-age youth attended secondary school, the same as 1992.

Educational attainment was relatively low, as was literacy. There was great gender disparity in educational attainment of adults.

- In 1996, 15 % of the population ages 15 and older had completed primary school, compared to 16% in 1992.
- In 1996, 4% of the population ages 20 and older had completed secondary school, compared to 3% in 1992.
- Between 1992 and 1996, the percentage of men who reported that they were literate remained at 72%, the percentage of women who reported to be literate remained at 45%.

Percentage of School-Age Children Attending Primary School in Malawi, 1992 and 1996



Source: Malawi DHS, 1992 and 1996

In 1996, almost three-quarters of school-age children in Malawi attended primary school, a substantial increase since 1992.

- In 1996, 70% of children ages 6 to 13 attended primary school, up from 58% in 1992.

In 1996, school age females were slightly more likely to attend primary school than males. Female attendance increased more than male attendance between 1992 and 1996.

- In 1996, 73% of females ages 6 to 13 attended primary school, compared to 68% of males. In 1992, 58% of school-age males and females attended primary school.

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom and educational planning.

The percent of students over or under the official school-age range declined between 1992 and 1996, but remained relatively high.

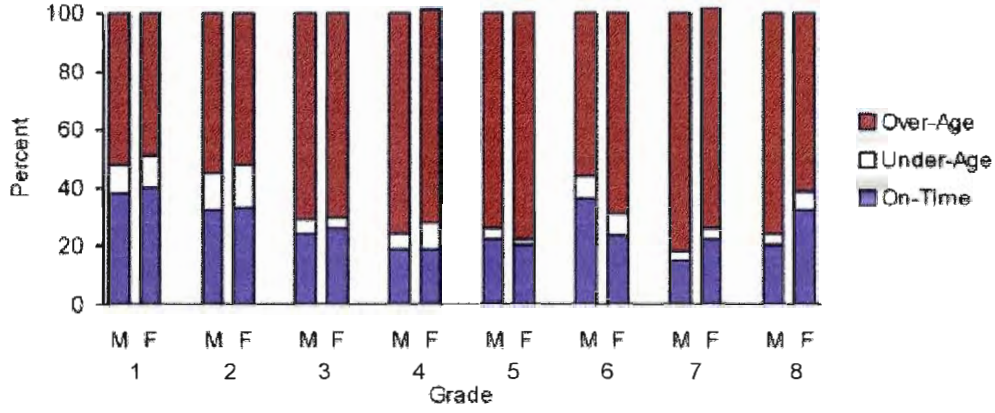
- In 1996, students over or under the official primary school-age range made up 26% of the primary school population, down from 33% in 1992.

Between 1992 and 1996, the gap between female and male primary school attendance (among children of all ages) decreased, but there were still proportionately more males than females in primary school.

- In 1996, 95 females attended primary school for every 100 males who attended. In 1992, 83 females attended primary school for every 100 males.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 6 to 13 in Malawi) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School in Malawi, 1996



Source: Malawi DHS, 1996

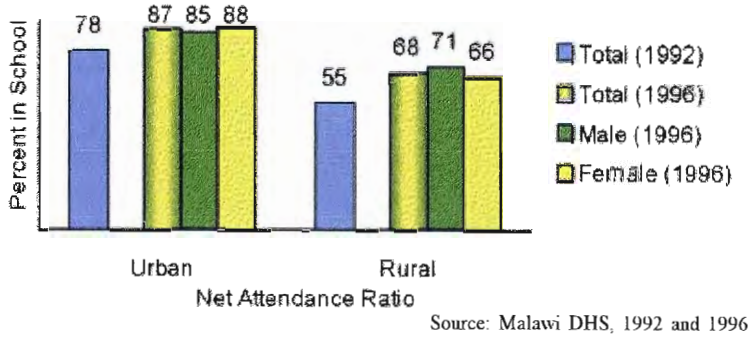
In 1996, 24% of primary school students were in the appropriate grade for their age; this is the same figure as 1992. (1992 data not shown.)

- 76% of male primary school students and 72% of females were over-age.
- Males and females were equally likely to be under-age: 2% of both males and females were under-age. In 1992, a higher percent of females and males were under-age: 7% of males and 10% of females. (1992 data not shown.)

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger. Note: The 1996 DHS did not collect school attendance data for children under age 6, so the percentage of children under-age in Grade 1 is unknown, and the percentage under-age in Grade 2 may be underestimated. The 1992 DHS did collect school attendance data for children age 5 and found that 10% of the children in Grade 1 were under-age.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1992 and 1996

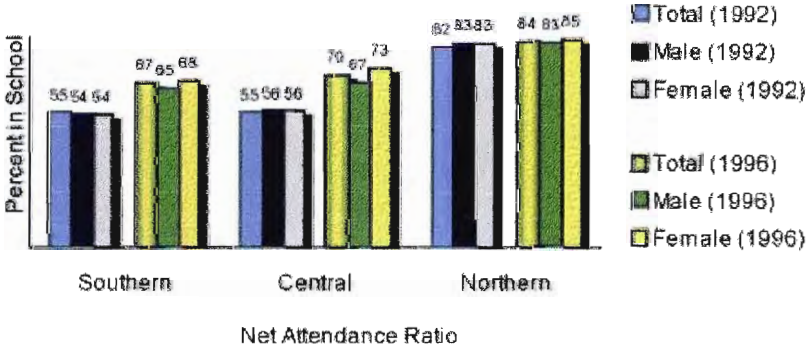
In 1996, school-age children in urban areas were more likely to attend primary school than children in rural areas, but this urban/rural disparity declined between 1992 and 1996.



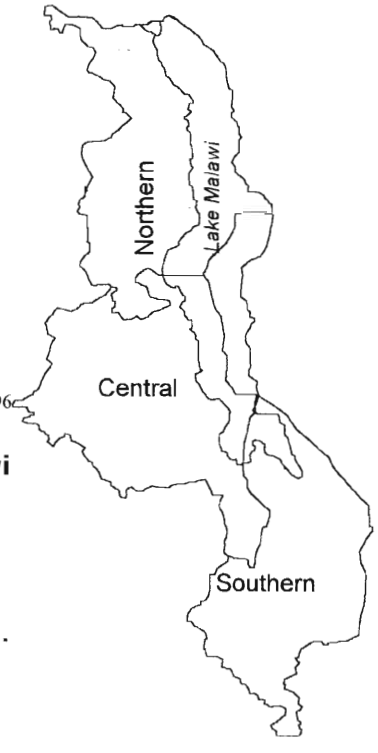
Source: Malawi DHS, 1992 and 1996

- In 1996, 87% of urban children ages 6 to 13 attended primary school, compared to 68% in rural areas, up from 78% of urban and 55% of rural children in 1993.
- In 1996, there was little gender disparity in urban areas, but in rural areas males were slightly more likely to attend than females.

Percentage of School-Age Children Attending Primary School by Region, 1992 and 1996



Source: Malawi DHS, 1992 and 1996



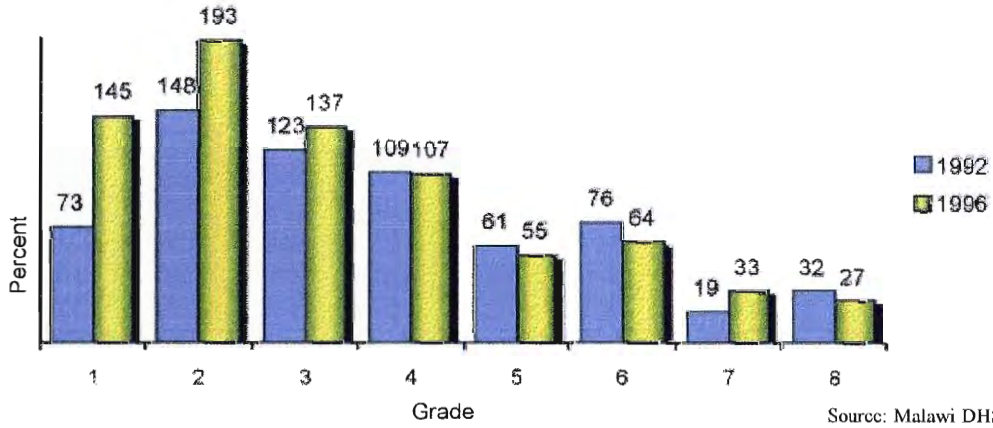
Regional disparity in primary school attendance in Malawi declined between 1992 and 1996.

- Between 1992 and 1996, primary school attendance increased from 55% to around 70% in the Southern and Central regions. The increase in attendance in the Northern region was much smaller: from 82% in 1992 to 84% in 1996.

In all 3 regions, the percentage of school-age children attending primary school was slightly higher for females than for males.

- Gender disparity is greatest in the Northern region where 73% of females and 67% of males attended primary school.

Gross Attendance Ratio by Grade, 1992 and 1996



Source: Malawi DHS, 1992 and 1996

The jump in gross attendance ratios in Grades 1 and 2 between 1992 and 1996 is an indication of the massive influx of students into the primary education system after the declaration of free, universal primary education (UPE) in Malawi in 1994.

- While UPE may have inflated primary school attendance in the earliest grades, drop-out and/or repetition patterns seem to remain the same.
- The pattern of decline in attendance between Grades 2 and 8 (seen pre- and post-UPE) is an indicator of a high level of student drop out over time.

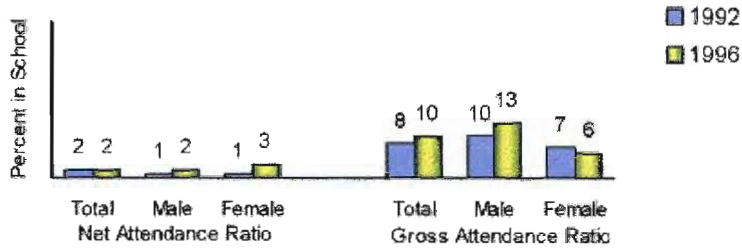
GAR by grade is the number of children attending each grade–regardless of age–divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School

The percentage of secondary school-age youth attending secondary school did not change between 1992 and 1996.

- In 1996, 2% of secondary school-age youth attended secondary school, the same percent as 1992.

Between 1992 and 1996, female attendance increase slightly; male attendance remained the same.



Source: Malawi DHS, 1992 and 1996

- In 1996, 3% of females age 14 to 17 attended secondary school, compared with 2% of males in the same age group; in 1992, 1% of both males and females attended secondary school.

Among students of all ages (gross attendance), gender disparity in favor of males increased between 1992 and 1996.

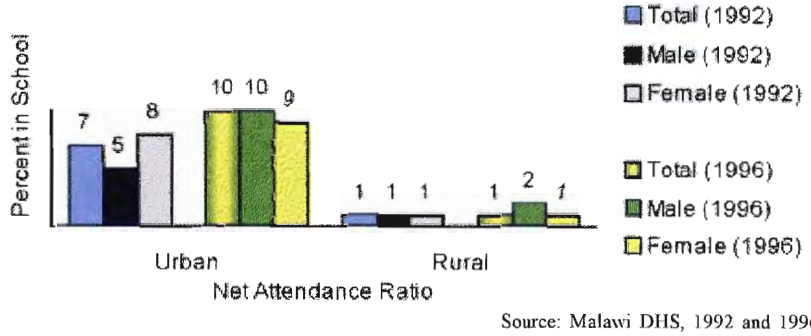
- In 1996, approximately 50 females attended secondary school for every 100 males who attended; in 1992, 70 females attended secondary school for every 100 males.

The NAR is the percentage of the official secondary school-age population (ages 14 to 17 in Malawi) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Malawi, urban youth are much more likely to attend secondary school than rural youth.

- In 1996, 10% of urban youth ages 14 to 17 attended secondary school, compared to only 1% in rural areas.



Source: Malawi DHS, 1992 and 1996

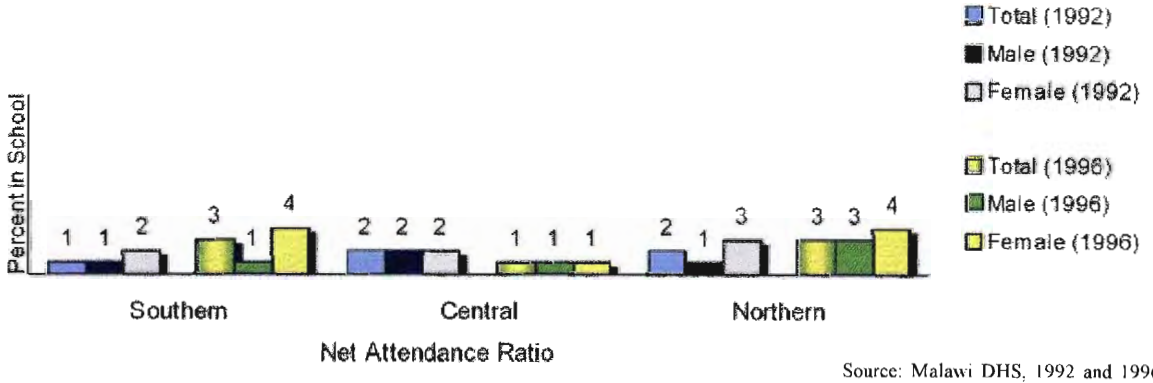
Between 1992 and 1996, male secondary school attendance in urban areas doubled, female attendance remained the same.

- Between 1992 and 1996, secondary school attendance for males in urban areas increased from 5% to 10%; female attendance changed little: from 8% to 9%.

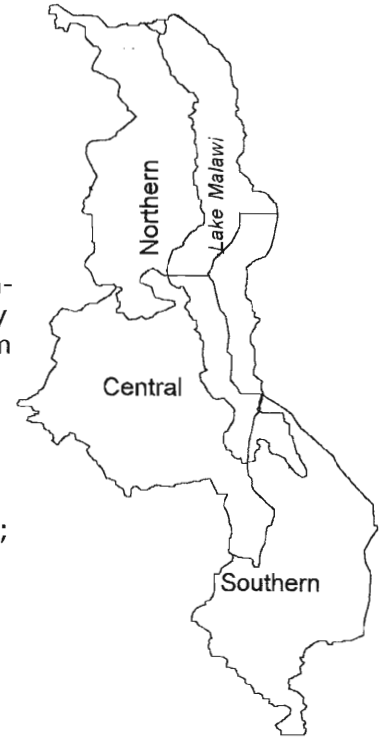
Rural secondary school attendance did not change between 1992 and 1996.

- In rural areas, secondary school attendance remained at 1% in 1992 and 1996.

Percentage of School-Age Youth Attending Secondary School in Malawi (by Region), 1992 and 1996



Source: Malawi DHS, 1992 and 1996



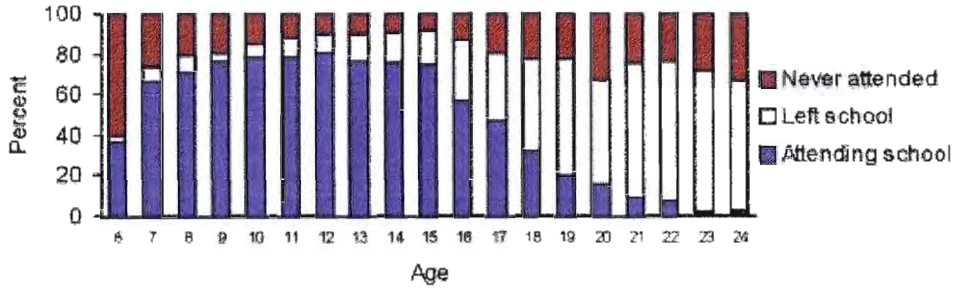
Secondary school attendance is low in all 3 regions in Malawi. Between 1992 and 1996, attendance went up slightly in the Southern and Northern regions, it decreased slightly in the Central region.

- In 1996, secondary school attendance was 3% in the Southern and Northern regions and 1% in the Central region.
- Between 1992 and 1996, attendance increased from 1% to 3% in the Southern region (due to a doubling of female attendance) and from 2% to 3% in the Northern region (due mainly to an increase in male attendance). Attendance declined from 2% to 1% in the Central region.

In 2 of the 3 regions, female attendance was higher than male attendance.

- In 1996, 4% of school-age females attended secondary school in the Southern region, compared to only 1% of males; 4% of females attended in the Northern region, compared to 4% of males.

Schooling Status of Youth Ages 6 to 24 in Malawi, 1996



Source: Malawi DHS, 1996

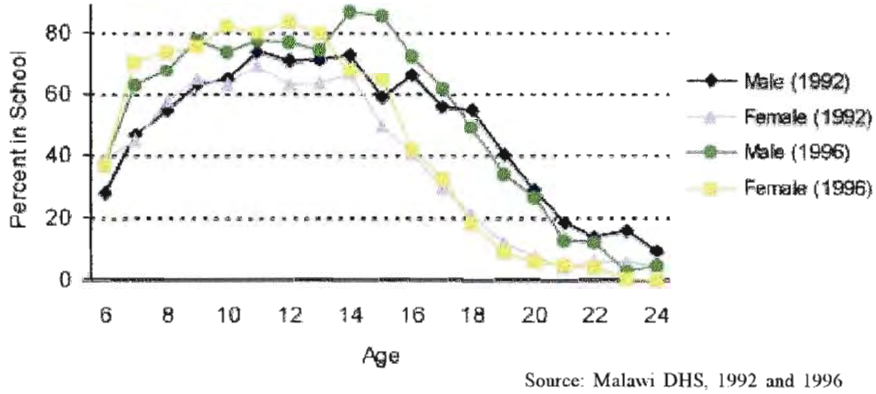
At no age did more than 85% of youth attend school in Malawi in 1996.

- The peak year of attendance was age 12 when 81% of youth attended school; the peak age range was 9 to 15 years.
- The percentage of youth that had never attended school has decreased over time; this percentage fell from approximately 30% for those over the ages 23 to 24 to approximately 10% among youth ages 11 to 14.

School Attendance by Age and Sex, 1992 and 1996

In 1996, the percentage of males and females attending school was roughly the same until age 12 when female attendance drops off and male attendance increases.

- For females, attendance peaked at 84% at age 12, for males, attendance peaked at 87% at age 14.



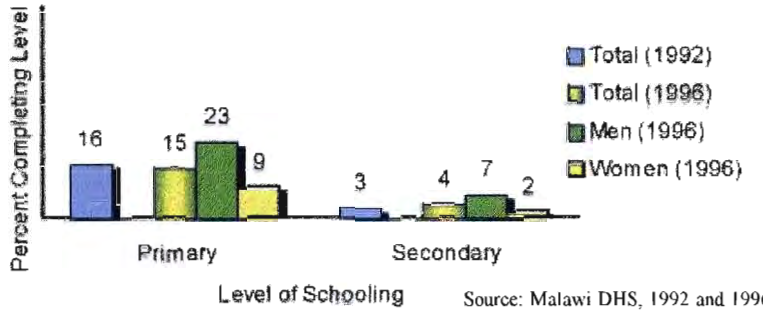
Source: Malawi DHS, 1992 and 1996

Between 1992 and 1996, school attendance of females ages 6 to 13 increased dramatically; attendance also increased for males ages 6 to 17.

- In 1992, only 63% of 12-year-old females attended school; by 1996 this percent had increased to 84%.
- In 1996, 87% of 14-year-old males attended school, compared to 73% in 1992. Between 1992 and 1996, the percent of 15-year-old males attending school increased from 59% to 86%.

Primary and Secondary School Completion Rates

In 1996, 15% of the population 15 and older had completed primary school; there has been virtually no change since 1992. Men are much more likely to have completed primary school than women.



Source: Malawi DHS, 1992 and 1996

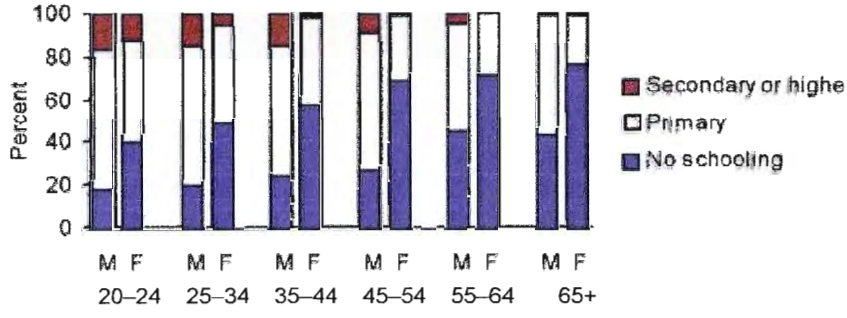
- In both 1992 (not shown) and 1996, men were almost 2.5 times more likely than women to have completed primary school. In 1996, 23% of men had completed compared with only 9% of women.

In 1996, only 4% of men and women ages 20 and above had completed secondary school, the same as 1992.

- In 1996, men were more than 3 times more likely than women to have completed secondary school; 7% of men had completed, compared with only 2% of women which is the same percentage as 1992 (data not shown).

Educational Attainment of Adults in Malawi

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

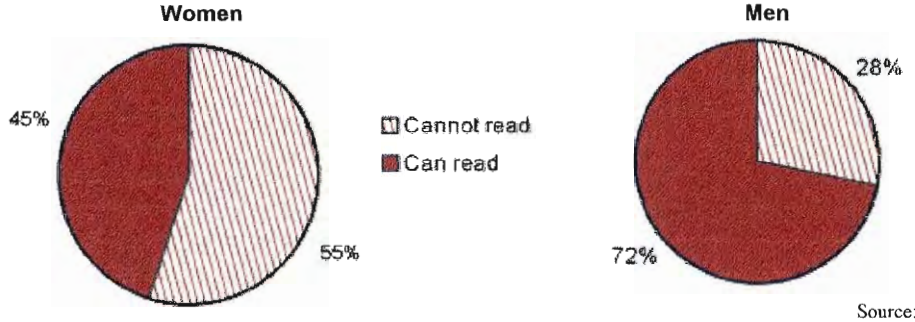


Source: Malawi DHS, 1996

- In 1996, 44% of men ages 65+ had no schooling compared to only 18% of men ages 20 to 24.
- 77% of women ages 65+ had no schooling, compared to 40% of women ages 20 to 24.
- 55% of men ages 65+ had at least some primary schooling, compared to 65% of men ages 20 to 24.
- 22% of women ages 65+ had at least some primary schooling, compared to 45% of women ages 20 to 24.
- Secondary school attainment also increased: the percentage of the population 65+ with some secondary school has increased from 1% among both males and females to 17% of males and 12% of females 20 to 24.

Literacy Among Women and Men in Malawi, 1996

In 1996, men were 1.6 times more likely to be literate than women: 45% of women reported that they could read, compared to 72% of men. Between 1992 and 1996, literacy rates among men and women did not change. (1992 numbers not shown.)

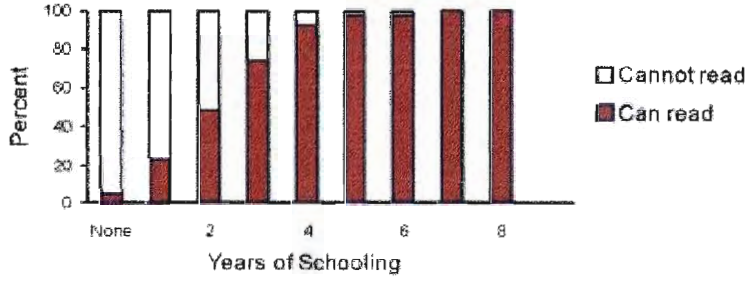


Source: Malawi DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Years of Primary School Completed, 1996

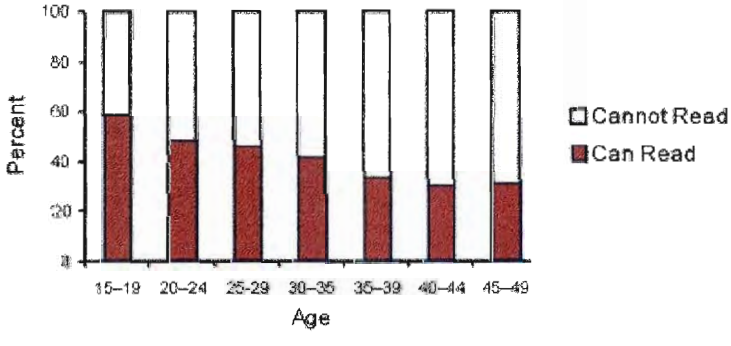
92% of women who completed Grade 4 report that they can read; 100% of those who completed Grade 7 report being able to read.



Source: Malawi DHS, 1996

This figure includes all women (age 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked about their ability to read.

Women's Literacy by Age, 1996

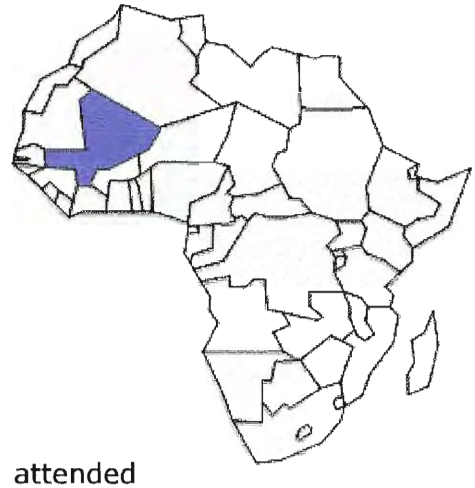


Women's literacy, while still low, has been increasing over the past 30 years.

- In 1996, 60% of women 15 to 19 reported that they could read, compared to only 31% of women age 45 to 49.

Source: Malawi DHS, 1996

Mali DHS EdDATA Education Profile, 1995/96



The Mali Demographic and Health Survey (DHS) was conducted in 1995/96. The survey was administered to 8,761 households and 9,704 women ages 15 to 49,and 2,474 men ages 15 to 59 from those households.

This 1995/96 snapshot of the primary and secondary education setting in Mali found relatively low rates of participation at both the primary and secondary school levels and great gender, urban/rural, and regional disparities.

- Less than one-third of school-age children in Mali attended primary school (34% of males and 25% of females).
- 29% of the primary school-age population was over or under the official primary school age range.
- 8% of secondary school-age youth attended secondary school (10% of males and 6% of females).

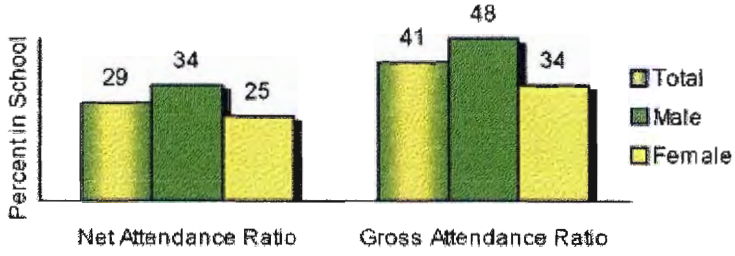
Educational attainment among adults has been relatively low, though it has been increasing. Gender disparity was great and literacy rates remained low.

- 10% of the population ages 15 and older had completed primary school.
- 1% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling is much lower for those 20 to 24 than for those 65 and above.
- 26% of men reported that they were literate, compared to 13% of women.

Percentage of School-Age Children Attending Primary School in Mali

Less than one-third of school-age children in Mali attend primary school; females are much less likely to attend school than males.

- Only 29% of children ages 7 to 12 attend primary school.
- 34% of males ages 7 to 12 attend, compared to 25% of females.



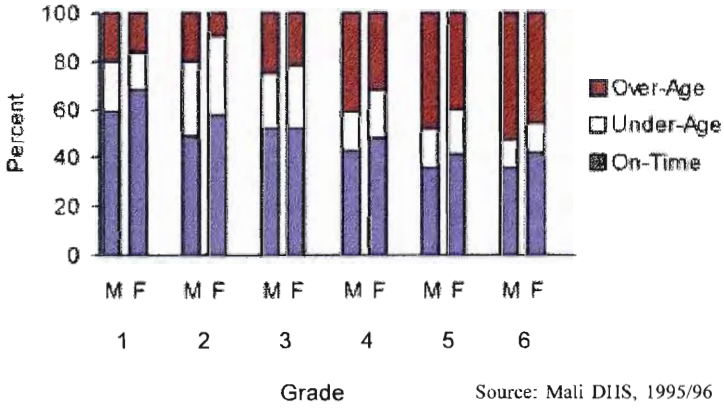
Source: Mali DHS, 1995/96

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

- Students over or under the official primary school age range make up 29% of the primary school population.
- Among children of all ages, 71 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 7 to 12 in Mali) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school age population.

Over-Age, Under-Age, and On-Time Students in Primary School



Source: Mali DHS, 1995/96

Only about 50% of primary school students are in the appropriate grade for their age.

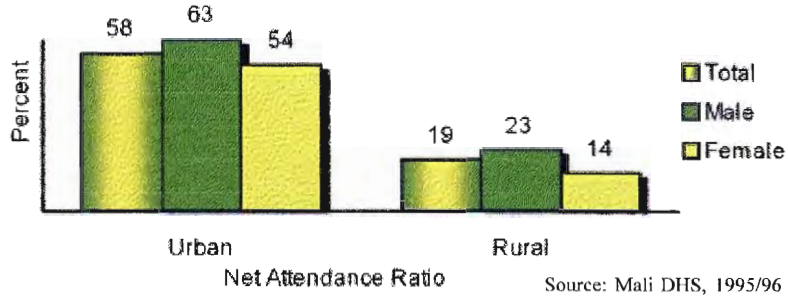
- 32% of the male primary school students and 26% of female students are over-age.
- The percentage of males who are over-age ranges from 20% in Grade 1 to 53% in Grade 6. In general, the percentage over-age is lower for females, ranging from 16% in Grade 1 to 46% in Grade 6.
- Conversely, females are slightly more likely to be under-age: 23% of females are under-age, compared to 21% of males.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

In Mali, children in urban areas are 3 times more likely to attend primary school than children in rural areas.

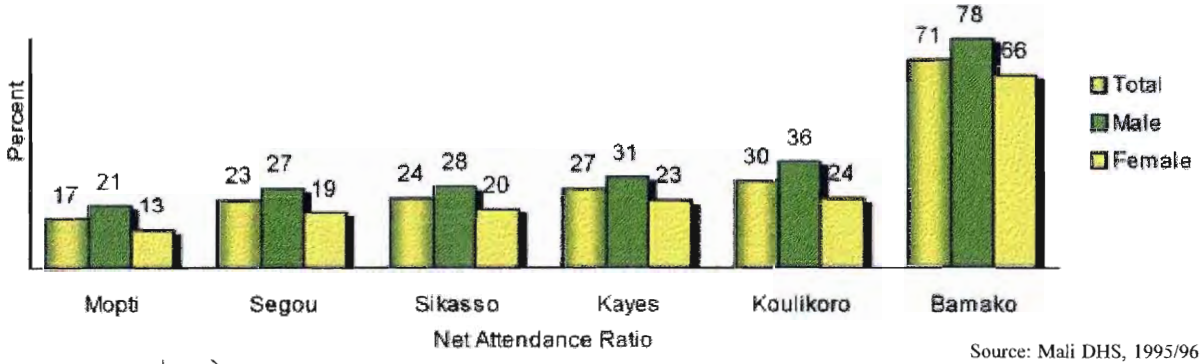
- In urban areas, 58% of children ages 7 to 12 attend primary school, compared to only 19% in rural areas.



Source: Mali DHS, 1995/96

- Gender disparity in primary school attendance is greater in rural than urban areas: in urban areas, males are 1.2 times more likely to attend primary school than females; in rural areas, males are 1.6 times more likely to attend primary school.

Percentage of School-Age Children Attending Primary School by Region



Source: Mali DHS, 1995/96

There is regional disparity in attendance in Mali.

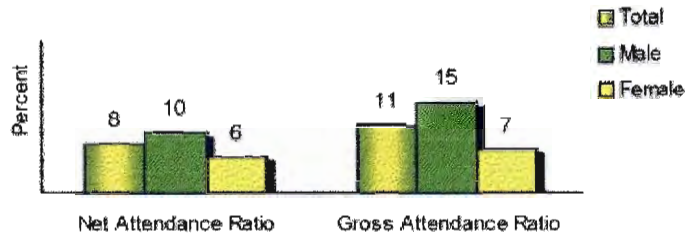
- Primary school attendance is highest in the Bamako urban area (71%) and lowest in the Mopti region (17%).
- In 5 of the 6 regions, less than one-third of school-age children (and less than one-quarter of females) attend primary school.
- Gender disparity is lowest in the Bamako urban area where 66% of school-age females attend primary school and highest in Mopti where only 13% of school-age females attend primary school.

Two regions (Timbuktu and Gao) are not included above because of the extremely small sample sizes.

Percentage of Youth Attending Secondary School in Mali

Only 8% of secondary school-age youth attend secondary school, and the gender gap is even larger than at the primary level.

- 10% of males ages 13 to 18 attend secondary school, compared with 6% of females in the same age group.
- Among students of all ages (gross attendance), only 47 females attend for every 100 males who attend.



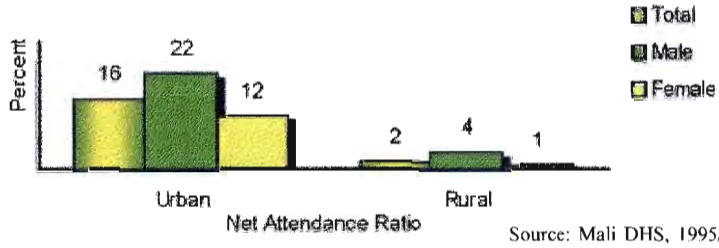
Source: Mali DHS, 1995/

The NAR is the percentage of the official secondary school age population (ages 13 to 18 in Mali) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Mali, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 16% of youth ages 13 to 18 attend secondary school in urban areas, compared with only 2% in rural areas.
- In urban areas, males are nearly twice as likely to attend secondary school as females; in rural areas the gap is even greater with 4% of males attending secondary school, compared to 1% of females.



Source: Mali DHS, 1995/

Percentage of School-Age Youth Attending Secondary School by Region

As in primary school, regional disparities in secondary school attendance are large.

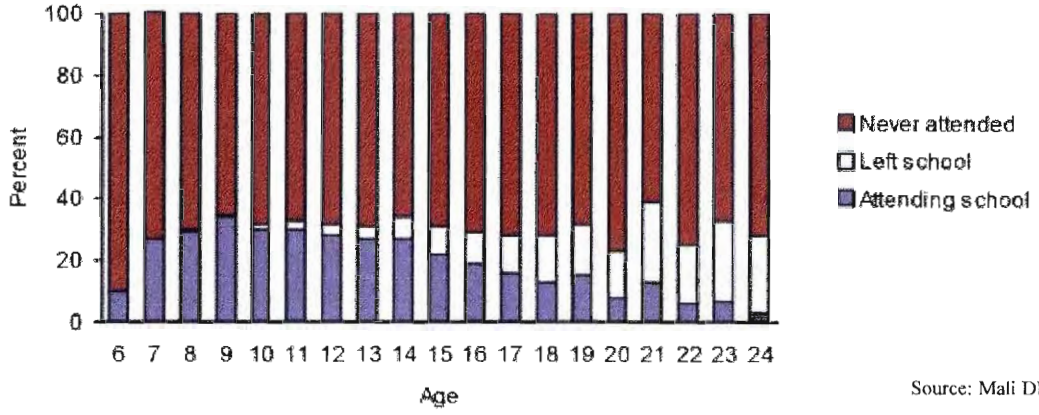
- In 5 of the 6 regions, fewer than 10% of youth ages 13 to 18 attend secondary school.
- Secondary school attendance is highest in the Bamako urban area (20%) and lowest in the Sikasso region (3%).
- Gender disparity is also highest in Sikasso and lowest in the Mopti and Segou regions.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Mopti	4	7	6
Segou	7	7	6
Sikasso	3	5	1
Kayes	6	8	2
Koulikoro	8	9	5
Bamako	20	28	13

Two regions (Timbuktu and Gao) are not included above because of the extremely small sample sizes.

Schooling Status of Youth Ages 6 to 24



Source: Mali DHS, 1995/96

At no age do more than 34% of youth attend school in Mali.

- The peak year of attendance is age 9 when 34% of youth attend school.
- The percentage of youth that has never attended school has not changed dramatically in the past decade: this percent has remained above 65% among youth age 8 and older.

School Attendance by Age and Sex

Source: Mali DHS, 1995/96

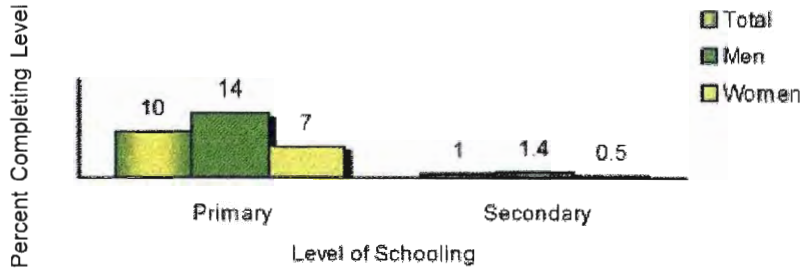
At every age the percentage of males attending school is higher than the percentage of females.

- For both males and females, the highest attendance ratio is at age 9 when 36% of males and 29% of females attend school.

Primary and Secondary School Completion Rates

Only 10% of the population 15 and older has completed primary school.

- Men are twice as likely as women to have completed primary school: 14% of men have completed primary school, compared with only 7% of women.

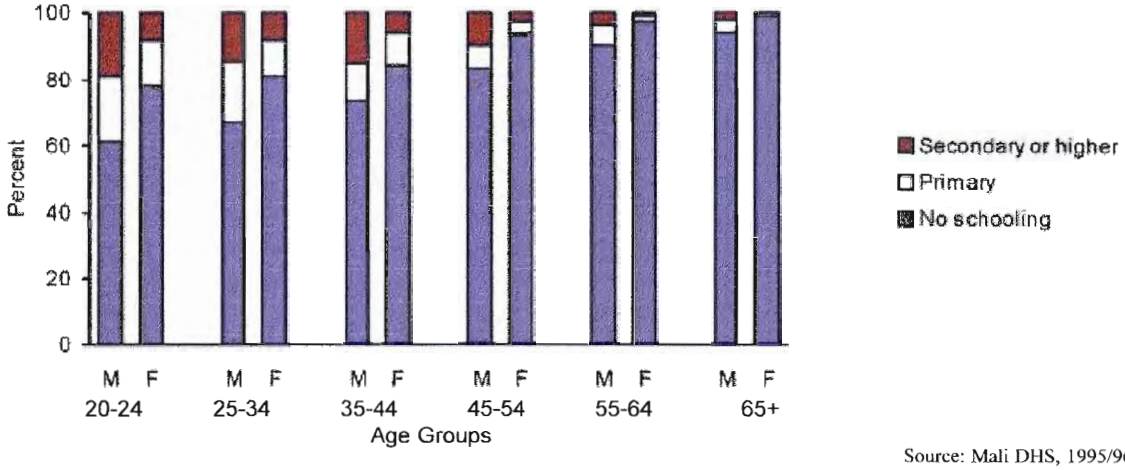


Only 1% of those ages 20 and above have completed secondary school.

Source: Mali DHS, 1995/96

- 1.4% of men have completed secondary school, compared with 0.5% of women.

Educational Attainment of Adults in Mali



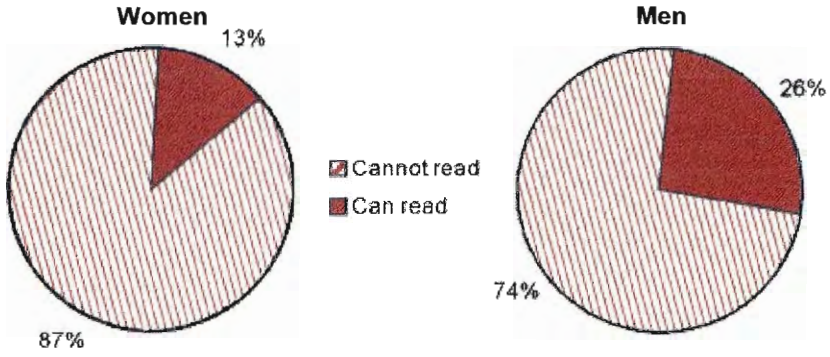
Source: Mali DHS, 1995/96

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags far behind.

- 94% of men ages 65+ had no schooling, compared to 61% for men ages 20 to 24.
- 99% of women ages 65+ had no schooling, compared to 78% for women ages 20 to 24.
- 4% of men ages 65+ had at least some primary schooling, compared to 20% of men ages 20 to 24.
- The percentage of women with at least some primary schooling has increased in the past few decades, but still remains very low: 1% of women in the 65+ age group had some primary schooling, compared to 14% of women in the 20 to 24 age group.

Literacy Among Women and Men in Mali

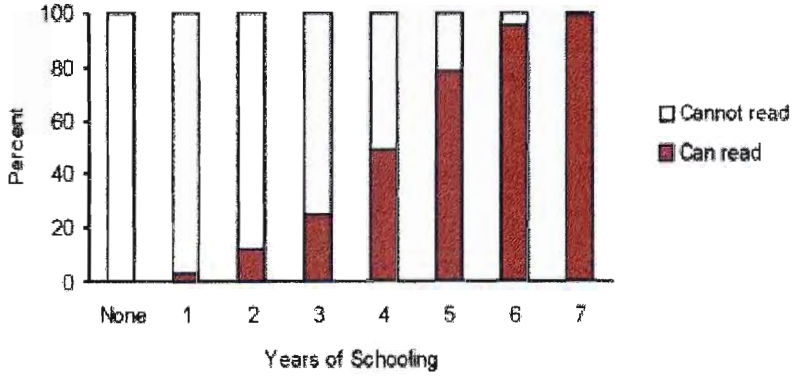
Overall, literacy in Mali is very low. Men are twice as likely as women to be literate in Mali: 26% of men say they can read, compared to only 13% of women.



Source: Mali DHS, 1995/96

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Years of Primary School Completed



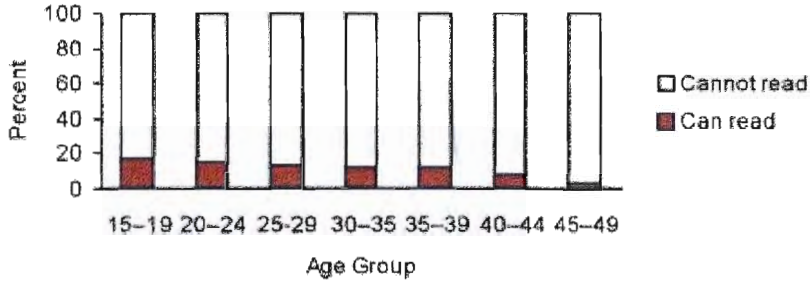
49% of women who completed Grade 4 report that they can read; virtually all women who completed Grade 7 report that they can read.

Source: Mali DHS, 1995/96

Women's Literacy by Age

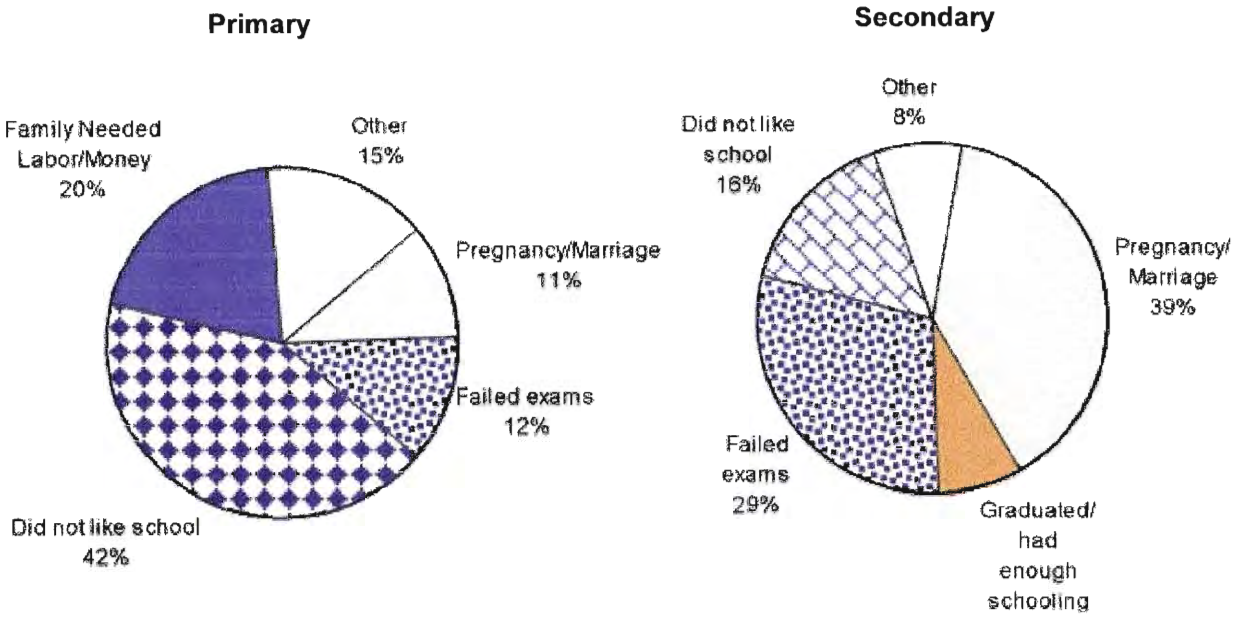
Women's literacy has increased slightly over the past 30 years.

- The percentage of women who report being able to read is 13% among women 45 to 49 and 17% among women 15 to 19.



Source: Mali DHS, 1995/96

Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended



Source: Mali DHS, 1995/96

The most common reason given for leaving primary school was dislike of school.

- 42% of those who left primary school cited dislike of school.
- The second most common reason for leaving primary school is family need of labor (20%) followed by failure on examinations (12%).

The most common reason women gave for leaving secondary shcool was pregnancy or marriage.

- 39% of those who left secondary school cited pregnancy or marriage.
- The second most common reason for leaving secondary school is failure on examinations (29%) followed by dislike of school (16%).

Namibia DHS EdDATA Education Profile, 1992

The Namibia Demographic and Health Survey (DHS) was conducted in 1992. The survey was administered to 4,101 households and 5,421 women ages 15 to 49 from those households.

This 1992 snapshot of the primary and secondary education setting in Namibia found relatively high rates of participation at the primary level, but low secondary school participation with little gender disparity at either level.

- 90% of school-age children in Namibia attended mary school (88% of males and 91% of females).
- 39% of the primary school-aged population was over or under the official primary school age range.
- 19% of secondary school-age youth attended secondary school (16% of males and 21% of females).

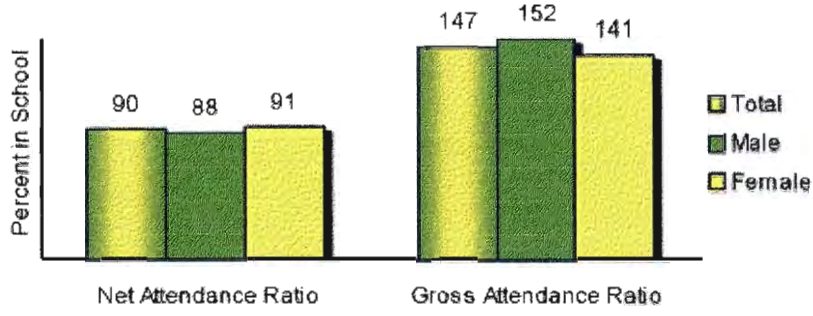
Educational attainment among adults has been relatively low, though it has been increasing. The literacy rate among women was relatively high.

- 38% of the population ages 15 and older had completed primary school.
- 8% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 85% of women reported that they were literate.

Percentage of School-Age Children Attending Primary School in Namibia

The vast majority of school-age children in Namibia attend primary school.

- 90% of children ages 7 to 13 attend primary school.
- 91% of females ages 7 to 13 attend primary school, compared to 88% of males.



Source: Namibia DHS, 1992

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

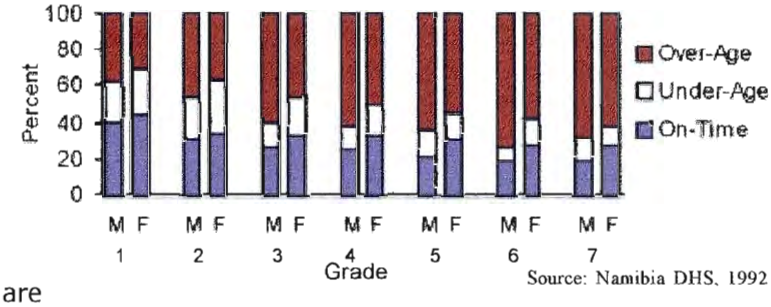
- Students over or under the official primary school-age range make up 39% of the primary school population.
- Among children of all ages, 93 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 7 to 13 in Namibia) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School

Only 31% of primary school students are in the appropriate grade for their age.

- 56% of the male primary school students and 45% of female students are over-age.
- The percentage of males who are over-age ranges from 38% in Grade 1 to 73% in Grade 5. In general, the percentage over-age is lower for females, ranging from 30% in Grade 1 to 61% in Grade 6.



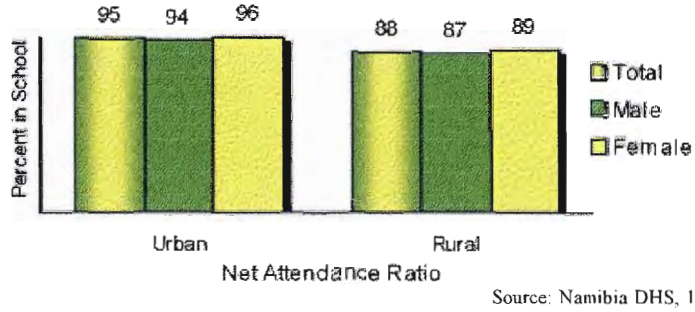
Source: Namibia DHS, 1992

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

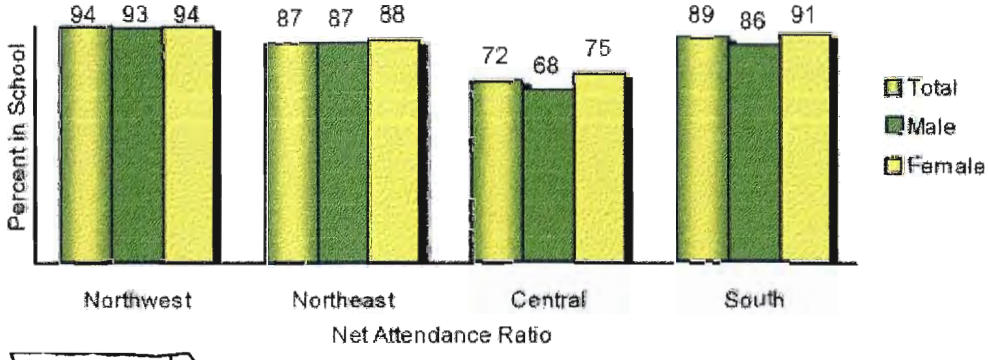
In Namibia, the disparity between urban and rural primary school attendance is relatively low.

- In urban areas, 95% of children ages 7 to 13 attend primary school, compared to 88% in rural areas.
- Gender disparity is very low in primary school attendance in both urban and rural areas.

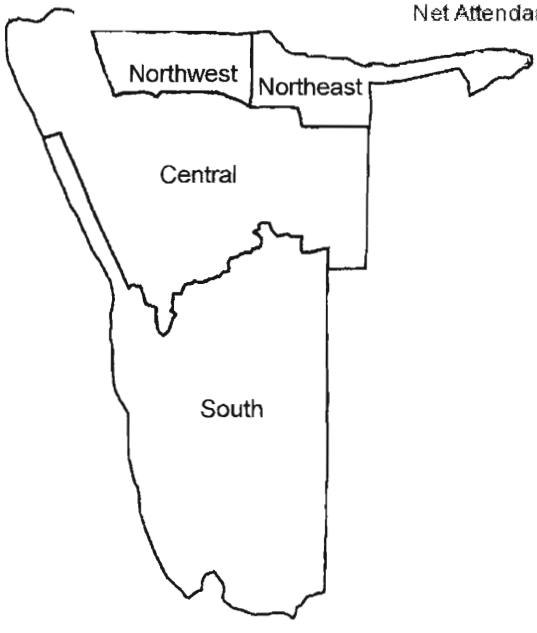


Source: Namibia DHS, 1992

Percentage of School-Age Children Attending Primary School by Region



Source: Namibia DHS, 1992



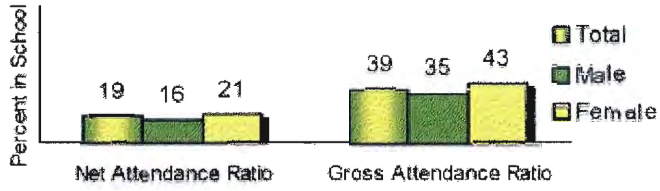
There is some regional disparity in primary school attendance in Namibia.*

- Primary school attendance is highest in the Northwest region (94%) and lowest in the Central region (72%).
- In 3 of the 4 regions, almost 90% of children ages 7 to 13 attend school.
- In all 4 regions, school-age females are equally or slightly more likely to attend school than school-age boys.

* Regional boundries were redrawn since the taking of this survey.

Percentage of Youth Attending Secondary School in Namibia

Despite relatively high primary school attendance, less than one-fifth (19%) of secondary school-age youth attend secondary school, and the gender gap (in favor of females) is larger than at the primary level.

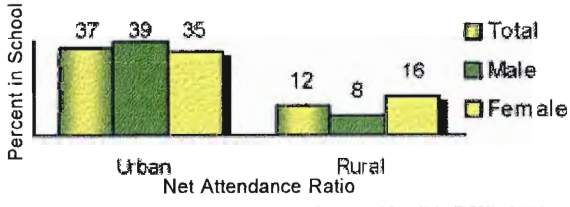


Source: Namibia DHS, 1992

- 16% of males ages 14 to 18 attend secondary school, compared with 21% of females in the same age group.
- Among students of all ages, 81 males attend for every 100 females who attend.

The NAR is the percentage of the official secondary school-age population (ages 14 to 18 in Namibia) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



Source: Namibia DHS, 1992

In Namibia, youth in urban areas are much more likely to attend secondary school than youth in rural areas. This contrasts with the situation in primary school where there is little difference between urban and rural attendance.

- 37% of youth ages 14 to 18 attend secondary school in urban areas, compared with 12% in rural areas.
- In urban areas, males are slightly more likely to attend secondary school; the reverse is true in rural areas where females are twice as likely as males to attend secondary school.

Percentage of School-Age Youth Attending Secondary School by Region

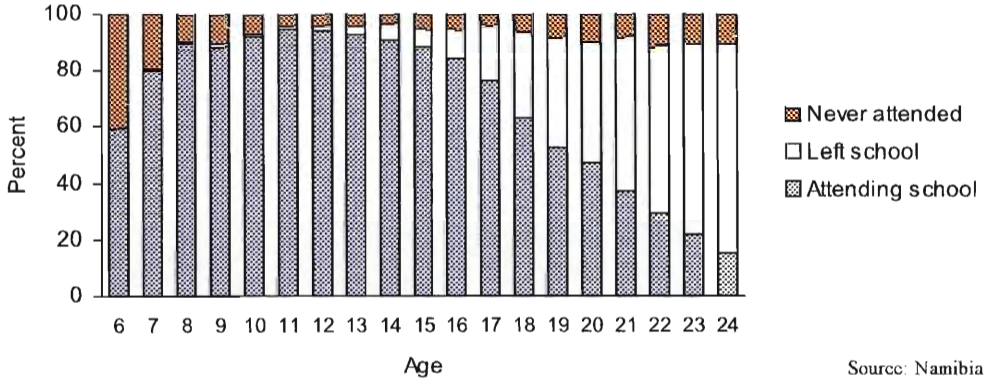
There is great regional disparity in secondary school attendance.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Northwest	12	7	18
Northeast	15	16	14
Central	28	28	27
South	35	35	34

- Secondary school attendance is highest in the South region (35%) and lowest in the Northwest region (12%). This trend varies from primary school where attendance was highest in the Northwest and lowest in the Central region.
- In 3 of the 4 regions, less than one-third of the school-age youth attend secondary school.
- In only 1 of the 4 regions (in the Northwest region) are females more likely to attend secondary school than males (18% versus 7%). This disparity is great enough to make national secondary school attendance higher for females than males in Namibia.

Schooling Status of Youth Ages 6 to 24 in Namibia

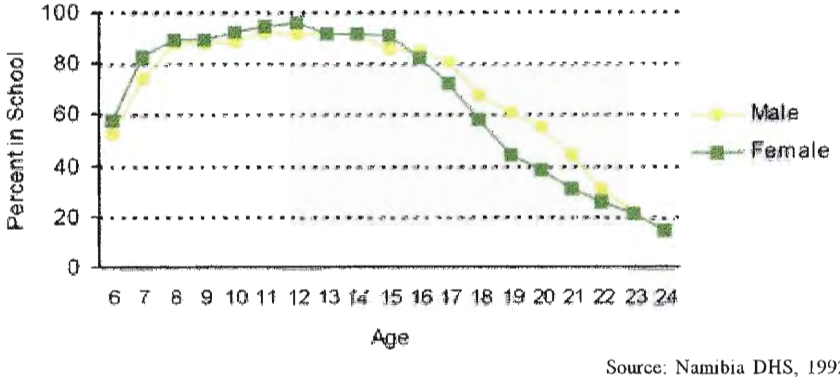


Source: Namibia DHS, 1992

Between the ages of 10 and 14, more than 90% of youth attend school in Namibia.

- The peak year of attendance is age 11 when 95% of youth attend school.
- The percentage of youth that has never attended school has dropped in the past decade from 10% for those 22 to 24 years old to about 4% for those 11 to 15.

School Attendance by Age and Sex



Source: Namibia DHS, 1992

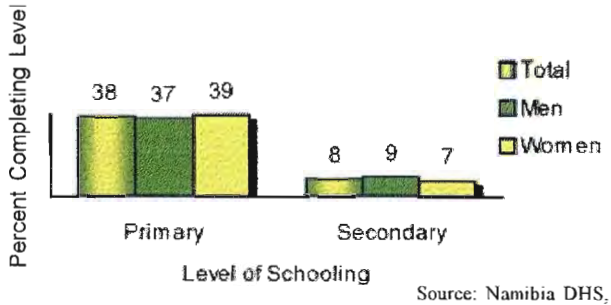
The percentage of males and females attending school is about the same at each age until the age of 15, when female attendance drops off more quickly than male attendance.

- For both males and females, the highest attendance ratio is at ages 10 to 12 when 95% of females and 93% of males attend school.

Primary and Secondary School Completion Rates

38% of the population 15 and older have completed primary school.

- There is little difference in primary completion rates for men and women: 39% of women have completed, compared with 37% of men.

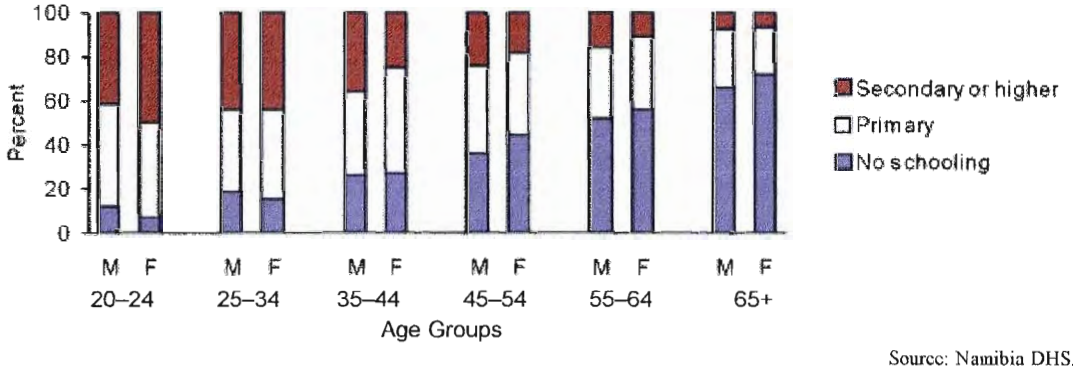


Source: Namibia DHS, 1992

Only 8% of those 20 and older have completed secondary school.

- Like primary completion, there is little difference between secondary school completion for men and women: 9% of men have completed, compared with 7% of women.

Educational Attainment of Adults in Namibia



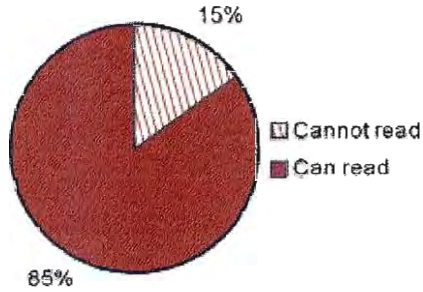
Source: Namibia DHS, 1992

Educational attainment has been steadily increasing for both men and women.

- 66% men ages 65+ had no schooling, compared to 12% of men ages 20 to 24.
- The percentage of women with no schooling has dropped from 72% among those 65+ to 7% for women in the 20 to 24 age group.
- 27% of men ages 65+ have at least some primary schooling, compared to 47% of men ages 20 to 24.
- The percentage of women with some primary schooling has increased from 21% among women 65+ to 43% among women ages 20 to 24.
- The rate of secondary school participation has also increased significantly over the past 30 years: only 7% of men and women ages 45 to 49 attended secondary school, compared to 42% of men and 50% of women ages 15 to 19.

Literacy Among Women in Namibia

85% of women in Namibia say that they can read.

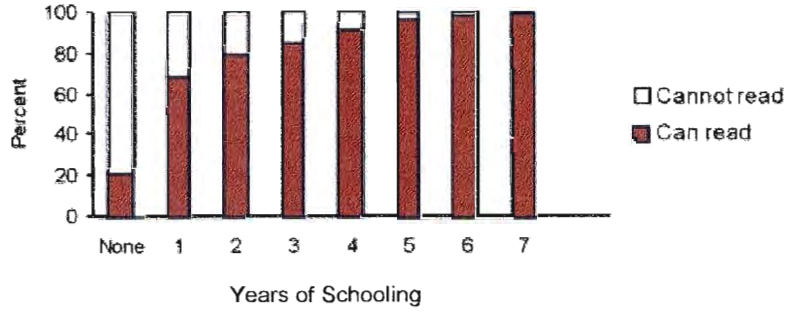


Source: Namibia DHS, 1992

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Women's Literacy by Years of Primary School Completed

92% of women who completed Grade 4 report that they can read, and virtually all women who completed Grade 7 report that they can read.

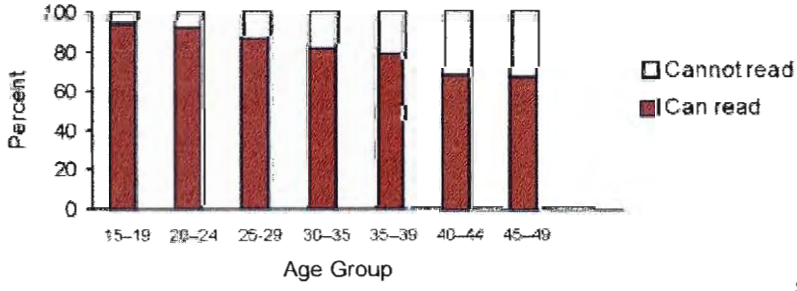


Source: Namibia DHS, 1992

Women's Literacy by Age

Women's literacy has been steadily increasing over the past 30 years.

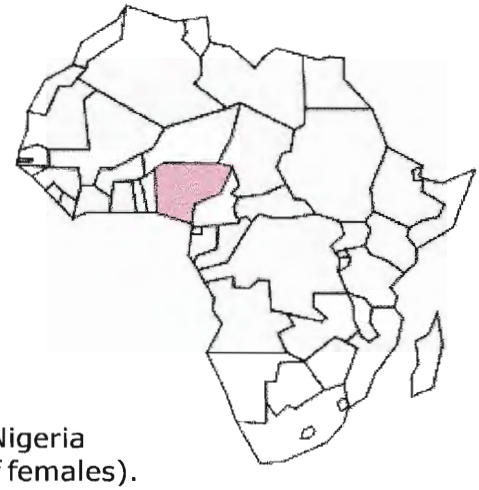
- The percentage of women who report that they can read is 68% among women in the 45 to 49 age group, compared to 94% among women in the 15 to 19 age group.



Source: Namibia DHS, 1992

Nigeria DHS EdDATA Education Profile, 1990

The Nigeria Demographic and Health Survey (DHS) was conducted in 1990. The survey was administered to 8,999 households and 8,781 women ages 15 to 49 from those households.



This 1990 snapshot of the primary and secondary education setting in Nigeria found relatively low rates of participation at both the primary and secondary school levels and great urban/rural and regional disparities.

- Just over one-half of the school-age children in Nigeria attended primary school (57% of males and 51% of females).
- 35% of the primary school-aged population was over or under the official primary school age range.
- 20% of secondary school-age youth attended secondary school (21% of males and 19% of females).

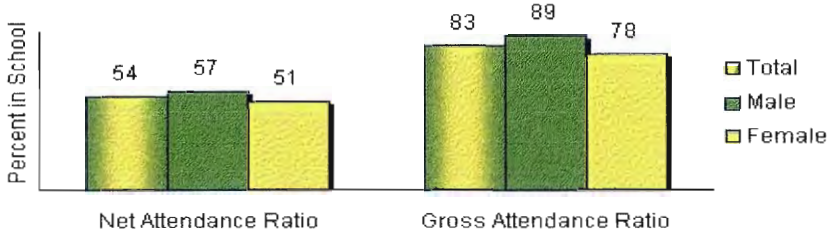
Educational attainment among adults was relatively low, though it has been increasing. There was great gender disparity in educational attainment of adults. The rate of literacy among women was moderate.

- 36% of the population ages 15 and older had completed primary school.
- 13% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 63% of women reported that they were literate.

Percentage of School-Age Children Attending Primary School in Nigeria, 1990

Just over half of the school-age children in Nigeria attend primary school; females are less likely to attend than males.

- 54% of children ages 6 to 11 attend primary school.
- 57% of males ages 6 attend compared to 51% of females.



Source: Nigeria DHS, 1990

Many children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

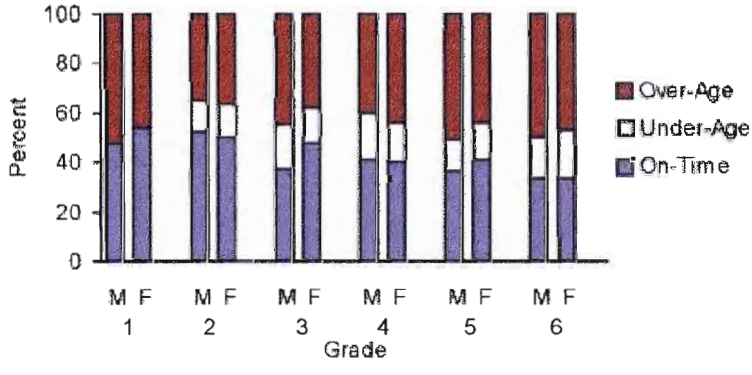
- Students over or under the official primary school age range make up 35% of the primary school population.
- Among children of all ages, 88 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 6 to 11 in Nigeria) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School in Nigeria

44% of primary school students are in the appropriate grade for their age.

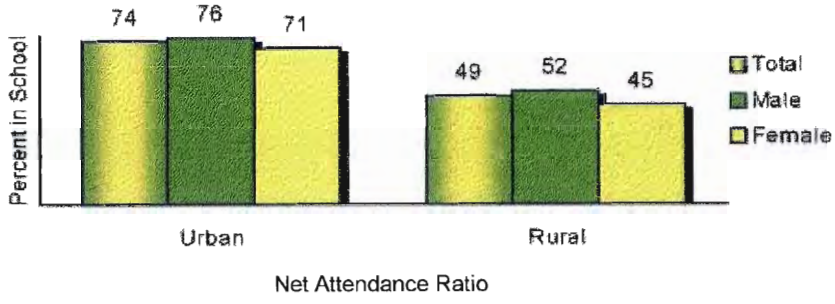
- 41% of the male primary school students and 45% of female students are over-age.
- Females are more likely to be under-age than males: 18% of females are under-age for grade, compared to 13% of males.



Source: Nigeria DHS, 1990

Students are considered to be on-time if they are at, or are one year older than, the official age for the grade; over-age if they are two or more years older; and under-age if they are one or more years younger. Note: The 1990 DHS did not collect school attendance data for children under age 6, so the percentage of children under-age in Grade 1 is unknown, and the percentage under-age in Grade 2 is probably underestimated.

Percentage of School-Age Children Attending Primary School (Urban/Rural)



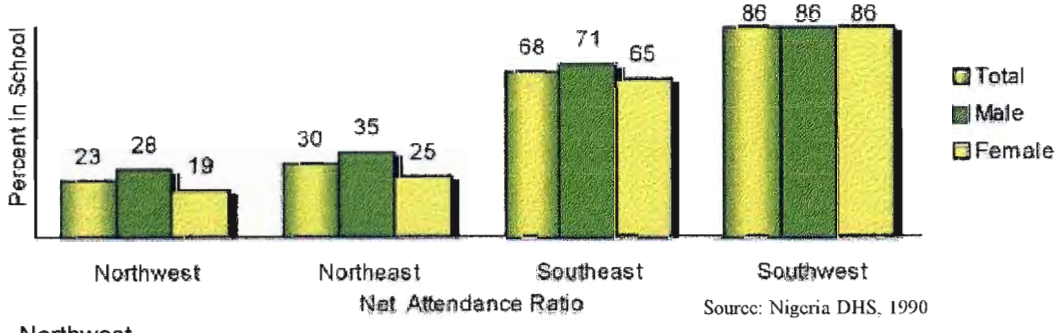
Source: Nigeria DHS, 1990

In Nigeria, children in urban areas are 1.5 times more likely to attend primary school than children in rural areas.

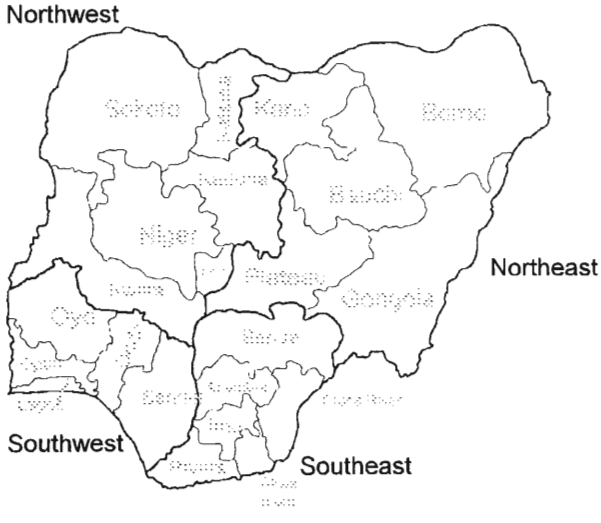
- In urban areas, 74% of children ages 6 to 11 attend primary school, compared to 49% in rural areas.

- Gender disparity in primary school attendance is greater in rural areas than in urban areas: in urban areas, males are just slightly more likely to attend primary school than females (75% versus 71%); in rural areas the gender gap is greater (52% versus 45%).

Percentage of School-Age Children Attending Primary School by Region



Source: Nigeria DHS, 1990



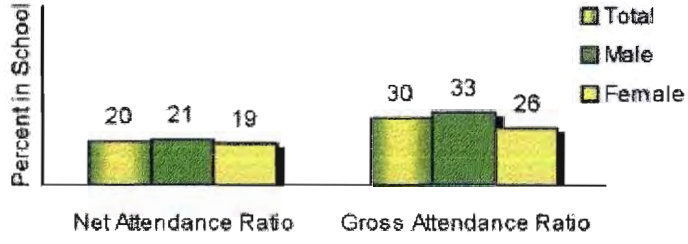
There are large regional disparities in primary school attendance in Nigeria.

- Primary school attendance is highest in the southwest region (86%) and lowest in the northwest region (23%).
- In 2 of the 4 regions, less than one-third of school-age children (and one-quarter or fewer females) attend primary school.
- Gender disparity is lowest in the southwest region and highest in the northeast and northwest regions.

Percentage of Youth Attending Secondary School in Nigeria

20% of secondary school-age youth attend secondary school.

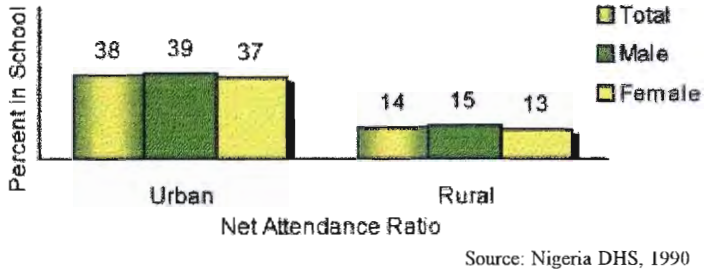
- 21% of males ages 12 to 17 attend secondary school, compared to 19% of females in the same age group.
- Among students of all ages (gross attendance), 79 females attend secondary school for every 100 males who attend.



Source: Nigeria DHS, 1990

The NAR is the percentage of the official secondary school-age population (age 12 to 17 in Nigeria) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)



Source: Nigeria DHS, 1990

In Nigeria, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 38% of youth ages 12 to 17 attend secondary school in urban areas, compared with only 14% in rural areas.
- Gender disparity is relatively low in both urban and rural areas.

Percentage of School-Age Youth Attending Secondary School by Region

Regional disparities in attendance are even larger at the secondary level than at the primary level.

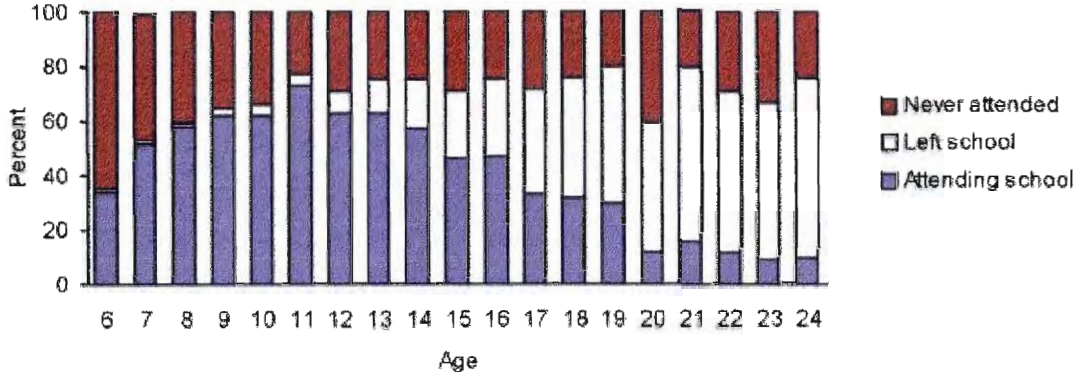
- In 2 of the 4 regions, fewer than 10% of youth ages 12 to 17 attend secondary school.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Northwest	7	9	5
Northeast	5	7	4
Southeast	21	21	21
Southwest	40	43	38

- Secondary school attendance is highest in the Southwest region (40%) and lowest in the northeast and northwest regions (6% to 7%).
- Gender disparity is also highest in the northeast and northwest regions.

Schooling Status of Youth Ages 6 to 24 in Nigeria



Source: Nigeria DHS, 1990

At no age do more than 73% of youth attend school in Nigeria.

- The peak year of attendance is age 11 when 73% of youth attend school.
- The percentage of youth that has never attended school has not changed dramatically in the past decade, having remained between 25% and 30% among youth age 8 and older.

School Attendance by Age and Sex

The percentage of males attending school is higher than the percentage of females at every age.

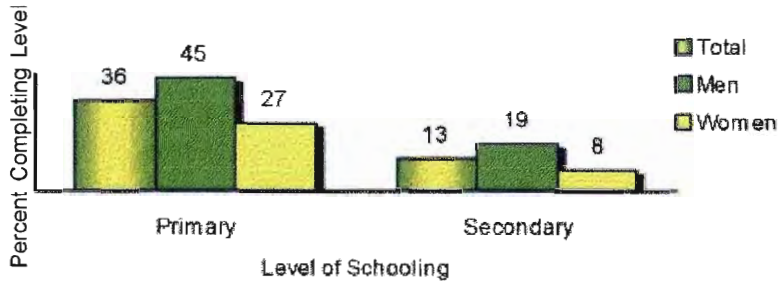
- For both males and females, the highest attendance ratio is at age 11 when 79% of males and 67% of females attend.

Source: Nigeria DHS, 1990

Primary and Secondary School Completion Rates in Nigeria

Only 36% of the population 15 and older has completed primary school.

- Men are 1.7 times more likely than women to have completed primary school: 45% of men have completed primary school, compared with only 27% of women.

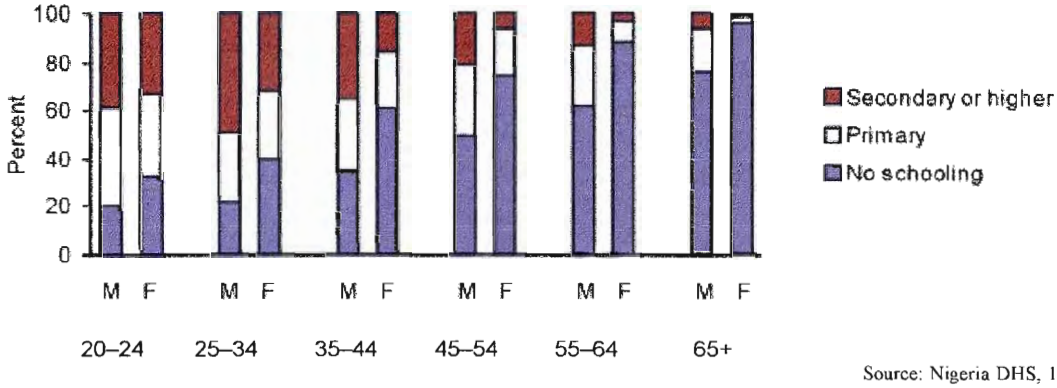


Source: Nigeria DHS, 1990

Only 13% of those ages 20 and above have completed secondary school.

- Men are more than twice as likely than women to have completed secondary school; 19% of men have completed, compared to only 8% of women.

Educational Attainment of Adults in Nigeria



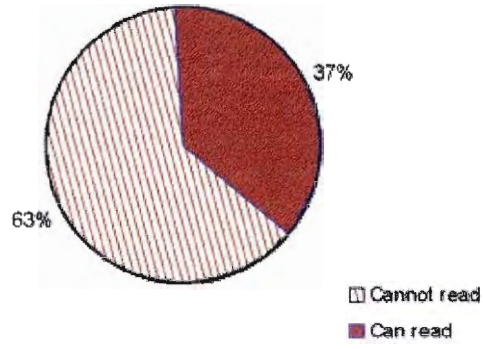
Source: Nigeria DHS, 1990

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

- 76% of men ages 65+ had no schooling, compared to 20% of men age 20 to 24.
- The percentage of women with no schooling has dropped from 96% among those 65+ to 32% for women age 20 to 24.
- 18% of men ages 65+ had at least some primary schooling, compared to 42% of men ages 20 to 24.
- The percentage of women with some primary schooling has increased from 3% among women 65+ to 35% among women 20 to 24.

Literacy Among Women in Nigeria

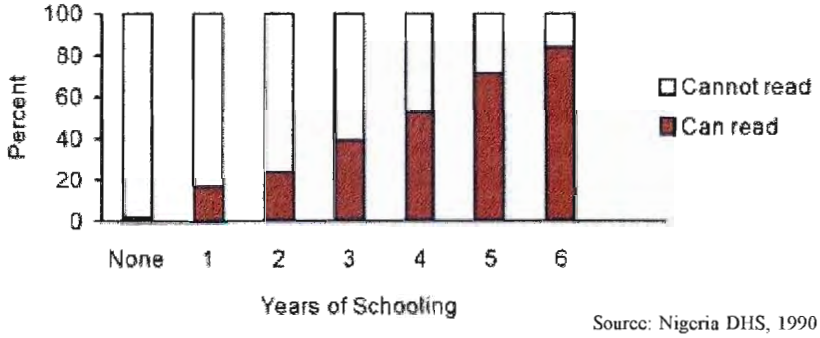
37% of women in Nigeria report that they can read.



Source: Nigeria DHS, 1990

Women who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read." The sample included 8,774 women age 15 to 49.

Women's Literacy by Years of Primary School Completed



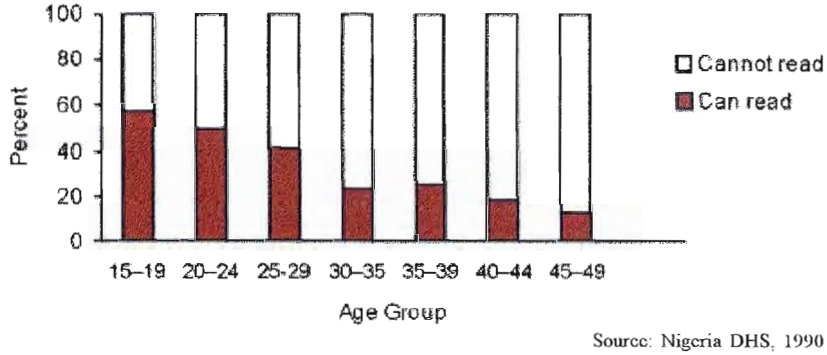
52% of women who completed Grade 4 report that they can read; 84% of women who completed Grade 6 report that they can read.

Source: Nigeria DHS, 1990

Women's Literacy by Age

Women's literacy, while still low, has been increasing over the past 30 years.

- 12% of women 45 to 49 report that they can read, compared to 58% of women age 15 to 19.

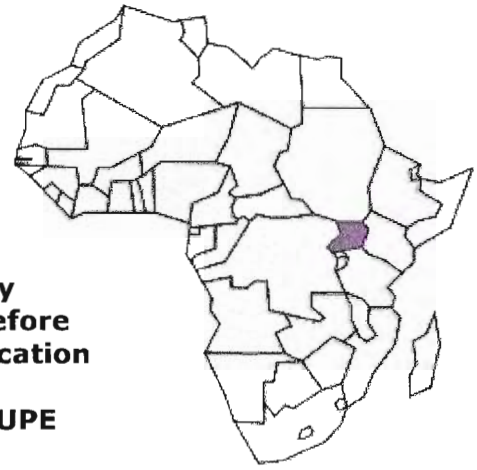


Source: Nigeria DHS, 1990

This figure included all women (ages 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked about their ability to read.

Uganda DHS EdDATA Education Profile, 1995

The Uganda Demographic and Health Survey (DHS) was conducted in 1995. The survey was administered to 7,550 households and 7,070 women ages 15 to 49 and 1,996 men ages 15 to 54 from those households.



This 1995 snapshot of the primary and secondary education setting in Uganda was taken shortly before the declaration of free and universal primary education (UPE). While the level of participation in primary schooling post-UPE greatly increased, many pre-UPE issues remain.

In 1995, the Uganda survey found moderate rates of participation at the primary level and low participation at the secondary school level with urban/rural and regional disparities.

- Just over two-thirds of school-age children in Uganda attended primary school (70% of males and 67% of females).
- 29% of the primary school-aged population was over or under the official primary school age range.
- 10% of secondary school-age youth attended secondary school (11% of males and 9% of females).

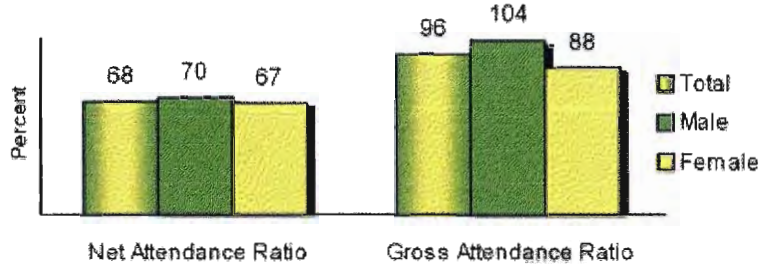
Educational attainment among adults was relatively low, though it has been increasing. Gender disparity was great and literacy rates were moderate.

- 26% of the population ages 15 and older had completed primary school.
- 8% of the population ages 20 and older had completed secondary school.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- 77% of men reported that they were literate, compared to 53% of women.

Percentage of School-Age Children Attending Primary School in Uganda

Just over two-thirds of the school-age children in Uganda attend primary school; females are slightly less likely to attend than males.

- 68% of children ages 6 to 12 attend primary school.
- 70% of males ages 6 to 12 attend primary school compared to 67% of females.



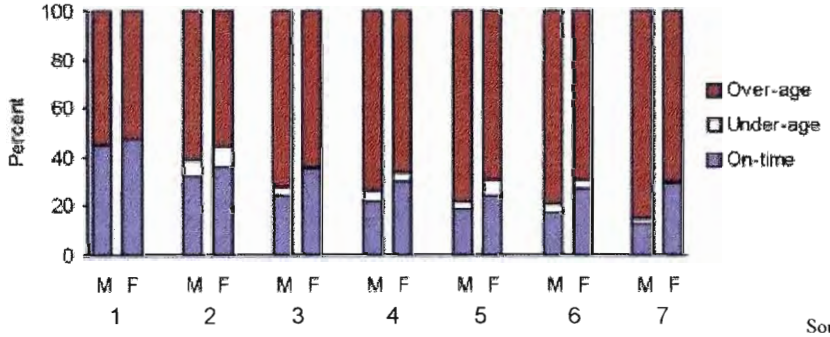
Source: Uganda DHS, 1995

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

- Students over or under the official primary school age range make up 29% of the primary school population.
- Among children of all ages, only 84 females attend primary school for every 100 males who attend.

The net attendance ratio (NAR) is the percentage of the official primary school age population (ages 6 to 12 in Uganda) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school age population.

Over-Age, Under-Age, and On-Time Students in Primary School



Source: Uganda DHS, 1995

Only 32% of primary school students are in the appropriate grade for their age.

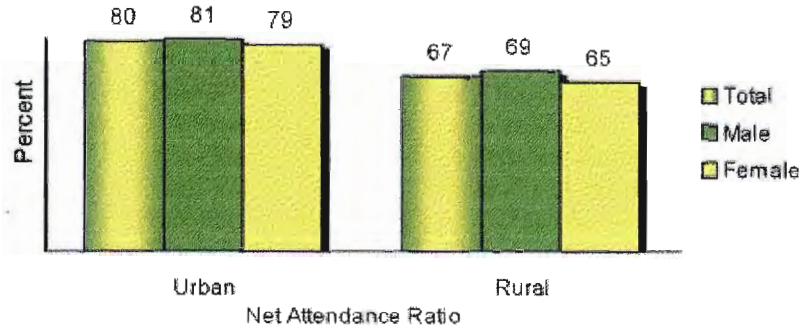
- 67% of the male primary school students and 61% of female students are over-age.
- The percentage of males who are over-age ranges from 55% in Grade 1 to 85% in Grade 6. In general, the percentage over-age is slightly lower for females, ranging from 53% in Grade 1 to 70% in Grade 7.
- 4% of males and females are under-age.

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under age if they are one or more years younger.

Percentage of School-Age Children Attending Primary School (Urban/Rural)

In Uganda, children in urban areas are more likely to attend primary school than children in rural areas.

- In urban areas, 80% of children age 6 to 12 attend primary school compared to 67% in rural areas.
- In both urban and rural areas, gender differences in primary school attendance are small: in urban areas, 81% of males attend primary school versus 79% of females, and in rural areas, 69% of males attend primary school versus 65% of females.

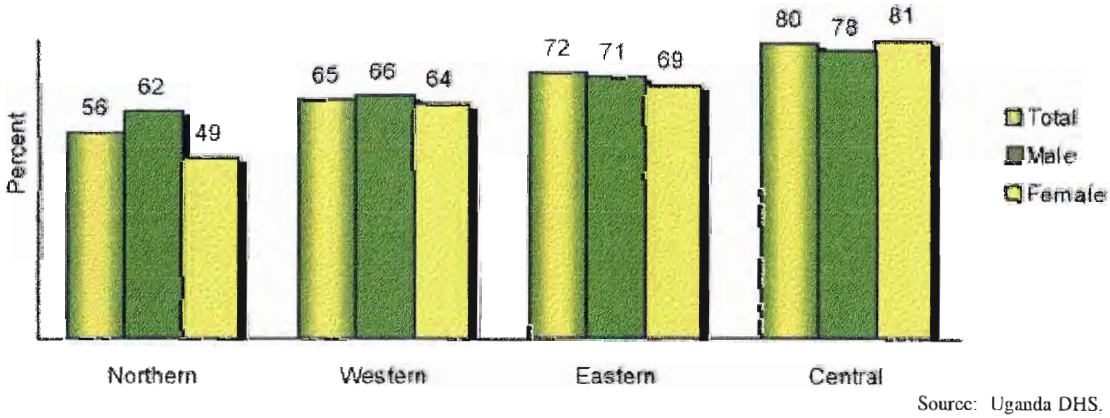


Source: Uganda DHS, 1995

Percentage of School-Age Children Attending Primary School by Region

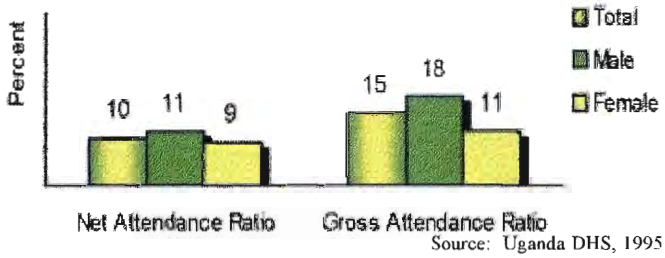
There are large regional disparities in primary school attendance in Uganda.

- Primary school attendance is highest in the central region (80%) and lowest in the northern region (56%).
- Gender disparity in primary school attendance is notable only in the northern region where 62% of school-age males and 49% of school-age females attend primary school.



Source: Uganda DHS, 1995

Percentage of Youth Attending Secondary School



Source: Uganda DHS, 1995

Only 10% of secondary school-age youth attend secondary school.

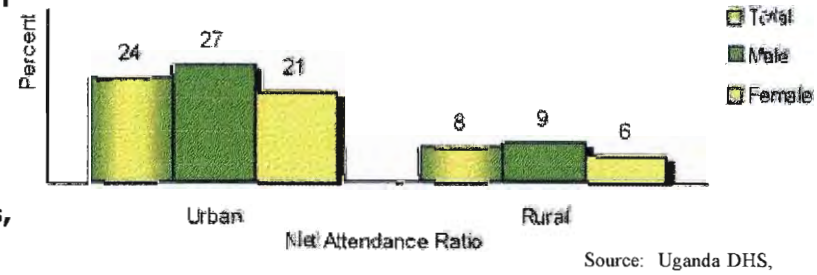
- 11% of males ages 13 to 18 attend secondary school, compared with 9% of females in the same age group.
- Among students of all ages (gross attendance), only 61 females attend secondary school for every 100 males.

The NAR is the percentage of the official secondary school age population (ages 13 to 18 in Uganda) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural)

In Uganda, youth in urban areas are much more likely to attend secondary school than youth in rural areas.

- 24% of youth ages 13 to 18 attend secondary school in urban areas, compared to 8% in rural areas.



Source: Uganda DHS,

In both urban and rural areas, school-age males are more likely to attend secondary school than females.

- In urban areas, males are 1.3 times more likely to attend secondary school than females, in rural areas, males are 1.5 times more likely than females to attend secondary school. This trend is unlike the results for primary school where gender differentials in attendance are small in both urban and rural areas.

Percentage of School-Age Youth Attending Secondary School by Region

As in primary school, there is large regional disparity in attendance in secondary school.

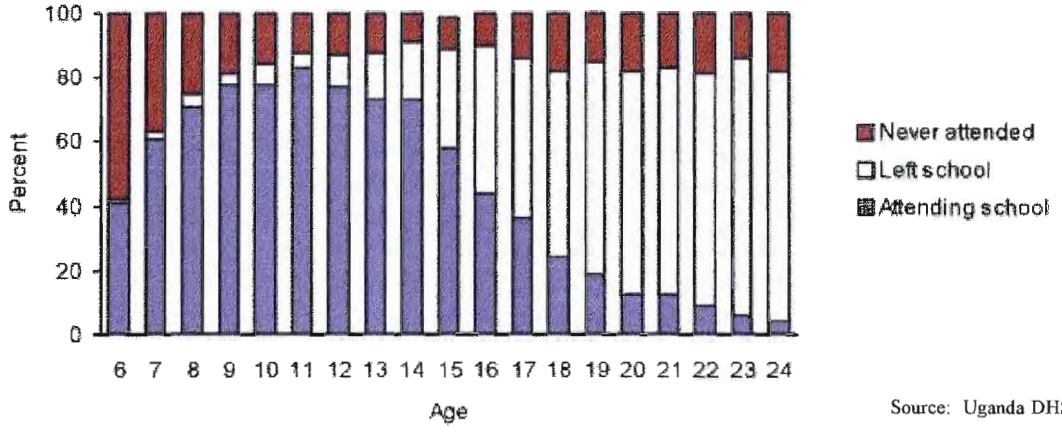
- In 3 of the 4 regions, fewer than 10% of youth ages 13 to 18 attend secondary school.

Secondary School Net Attendance Ratio by Region

Region	Total	Males	Females
Northern	6	8	4
Western	8	9	8
Eastern	9	10	7
Central	15	17	14

- Secondary school attendance is highest in the Central region (15%) and lowest in the Northern region (6%).
- Gender disparity in secondary school attendance is also highest in the Northern region.

Schooling Status of Youth Ages 6 to 24 in Uganda



Source: Uganda DHS, 1995

About 80% of youth ages 9 to 12 attend school in Uganda.

- The peak year of attendance is age 11 when 83% of youth attend school.

The percentage of youth who have never attended school decreased in the past decade.

- The percentage of youth in their 20s who have never attended school is about 18%; 10% of youth ages 14 to 16 have never attended school.

School Attendance by Age and Sex

Source: Uganda DHS, 1995

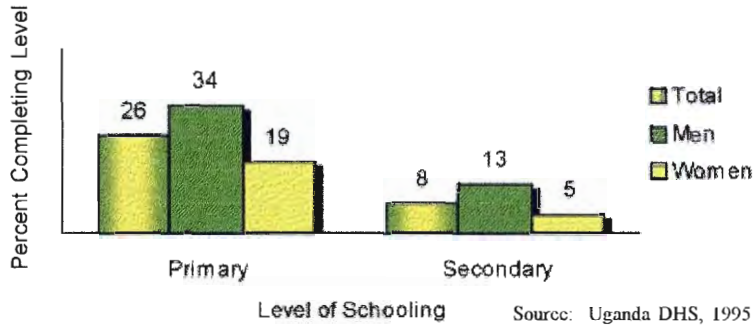
At every age, the percentage of males attending school is higher than the percentage of females.

- For both males and females, the highest attendance ratio is at age 11 when 86% of males and 81% of females attend.
- After the age of 11, female attendance drops off more rapidly than that of males.

Primary and Secondary School Completion Rates in Uganda

Only 26% of the population 15 and older has completed primary school.

- Men are far more likely than women to have completed primary school: 34% of men have completed compared to 19% of women.

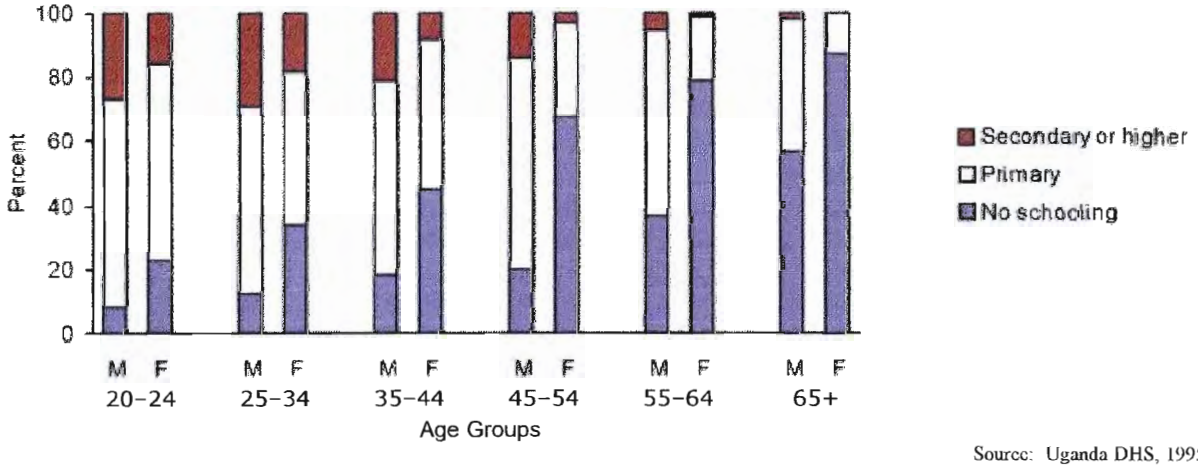


Source: Uganda DHS, 1995

Only 8% of those age 20 and above have completed secondary school.

- Men are almost 3 times more likely than women to have completed secondary school; 13% of men have completed secondary school, compared with 5% of women.

Educational Attainment of Adults in Uganda



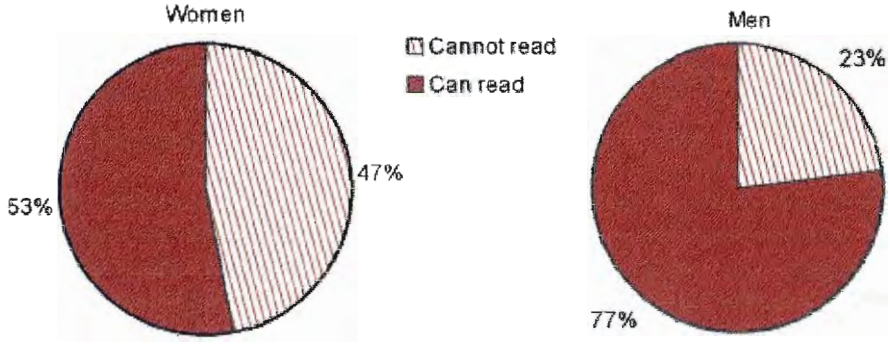
Source: Uganda DHS, 1995

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags far behind.

- 57% of men ages 65+ had no schooling, compared to 8% of men ages 20 to 24.
- 87% of women ages 65+ had no schooling, compared to 23% of women ages 20 to 24.
- 41% of men ages 65+ had some primary schooling, compared to 65% of men ages 20 to 24.
- 13% of women ages 65+ had some primary schooling, compared to 61% of women ages 20 to 24.

Literacy Among Women and Men in Uganda

Men are 1.5 times more likely than women to be literate in Uganda: 77% of men say that they can read, compared to only 53% of women.

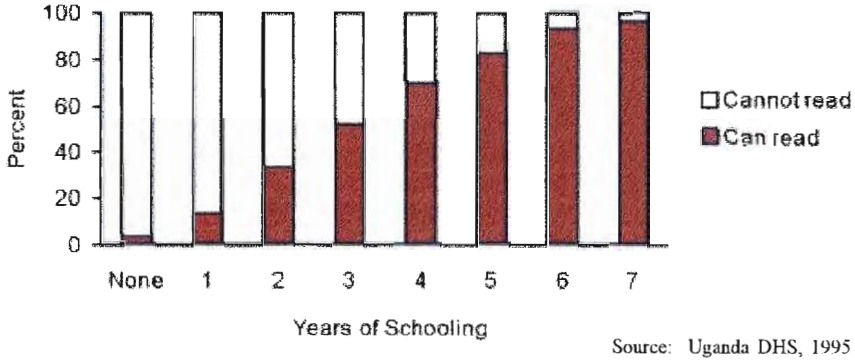


Source: Uganda DHS, 1995

Women and men who never attended school and those who attended primary school were asked to read a sentence in a local language. People who were able to read easily or with difficulty are grouped together as "can read."

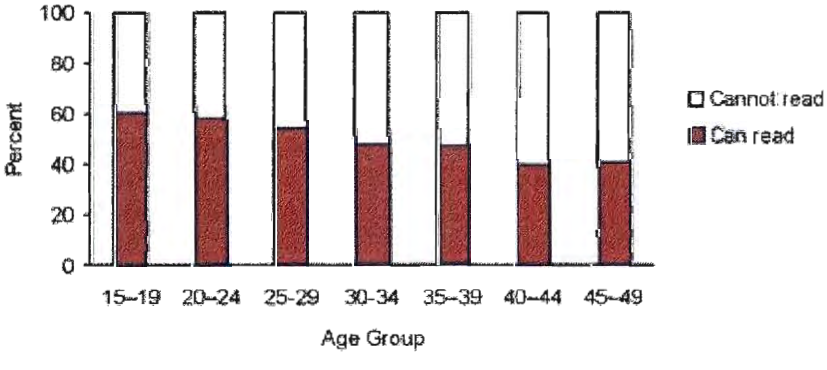
Women's Literacy by Years of Primary School Completed

69% of women who completed Grade 4 report that they can read; 96% of women who completed Grade 7 report that they can read.



Source: Uganda DHS, 1995

Women's Literacy by Age

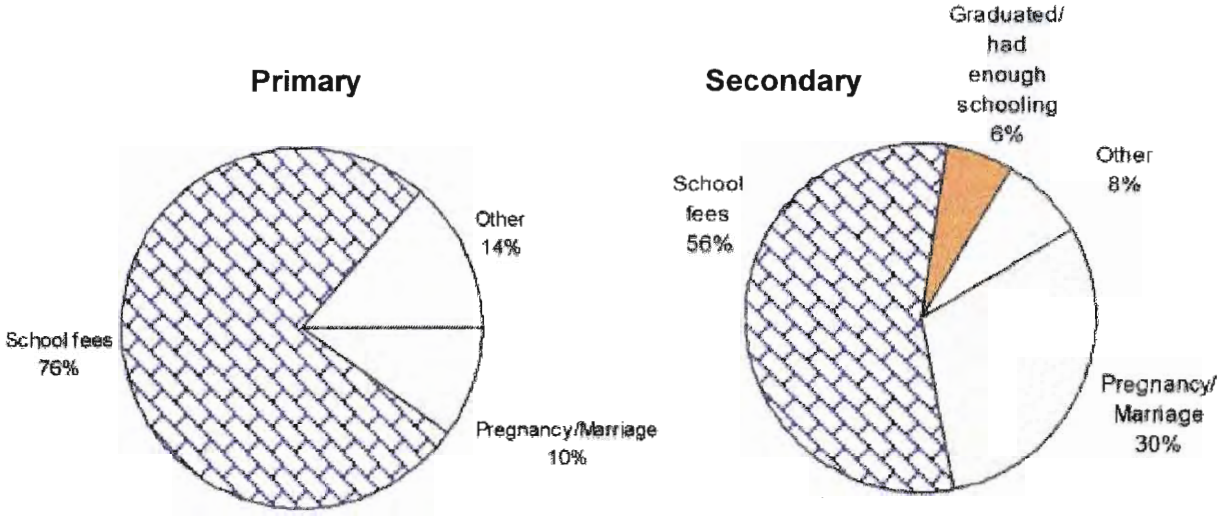


Women's literacy, while still very low, has been steadily increasing over the past 30 years.

- The percentage of women who report being able to read is 40% among women 45 to 49 and 60% among women 15 to 19.

Source: Uganda DHS, 1995

Main Reason for Leaving School Among Women Ages 15 to 24, By Highest Level of Schooling Attended



Source: Uganda DHS, 1995

At both levels of schooling, the most common reason women gave for leaving school was the inability to pay school fees.

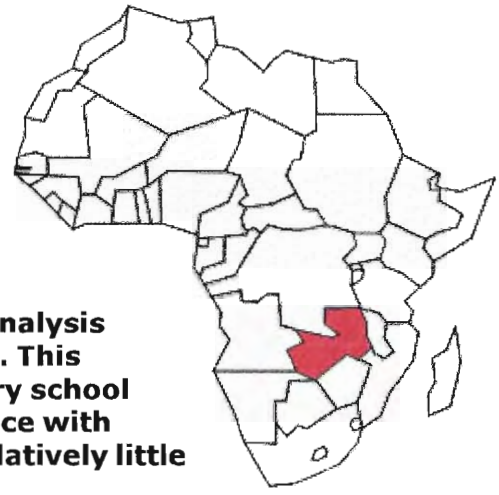
- 76% of those who left during primary school and 56% of those who left during or after secondary school cited inability to pay fees as reason for leaving.

Women cited pregnancy or marriage as the second most common reason they left primary and secondary school.

- 10% cited pregnancy or marriage as reason for leaving primary level.
- 30% cited pregnancy or marriage as reason for leaving secondary school.

Zambia DHS EdDATA Education Profile, 1992 and 1996

The Zambia Demographic and Health Surveys (DHS) were conducted in 1992 and 1996/97. The 1992 survey was administered to 6,209 households and 7,060 women ages 15 to 49 from those households. The 1996 survey was administered to 7,286 households and 8,021 women ages 15 to 49 and 1,849 men ages 15 to 59.



Having data from two surveys allowed for an analysis of changes in the educational setting over time. This profile analysis found moderate rates of primary school attendance and low secondary school attendance with large urban/rural and regional variation, but relatively little gender disparity.

Between 1992 and 1996, primary school attendance declined in Zambia; secondary school attendance remained unchanged.

- In 1996, 67% of school-age children attended primary school, compared to 77% in 1992.
- In 1992 and 1996, 27% of the primary school-age population was over or under the official primary school age range.
- In 1992 and 1996, 18% of secondary school-age youth attended secondary school.

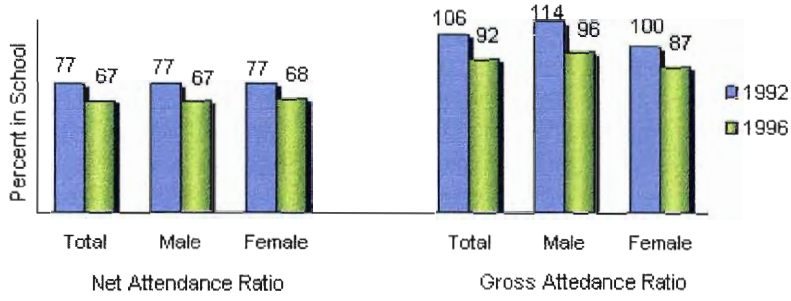
Though educational attainment has increased over the past 30 years, completion rates declined between 1992 and 1996. Literacy rates remained the same. There was great gender disparity in the educational attainment of adults.

- In 1996, 50% of the population ages 15 and older had completed primary school, compared to 57% in 1992.
- In 1996, 3% of the population ages 20 and older had completed secondary school, compared to 10% in 1993.
- Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those 20 to 24 than for those 65 and above.
- Between 1992 and 1996, the percentage of men reporting to be literate remained at 84%, the percentage of literate women increased slightly from 67% to 70%.

Percentage of School-Age Children Attending Primary School in Zambia, 1992 and 1996

In 1996, two-thirds of school-age children in Zambia attended primary school, a decline since 1992.

- In 1996, 67% of children ages 7 to 13 attended primary school, compared to 77% in 1992.



Source: Zambia DHS, 1992 and 1996

In 1996, there was virtually no gender disparity in primary school attendance (at the national level) among primary school-age children.

- 67% of school-age males attended primary school, compared to 68% of females.

Many of the children attending primary school are outside of the official age range. This is reflected in the difference between net and gross attendance ratios. This can have tremendous impact on the educational infrastructure, the experience in the classroom, and educational planning.

- In both 1992 and 1996, students over or under the official primary school age range made up 27% of the primary school population.

Between 1992 and 1996, the gap between female and male attendance among children of all ages (gross attendance) decreased.

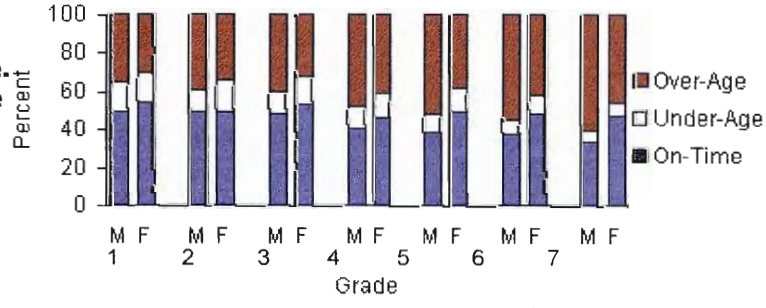
- In 1996, 91 females attended primary school for every 100 males who attended. In 1992, 88 females attended primary school for every 100 males.

The net attendance ratio (NAR) is the percentage of the official primary school-age population (ages 7 to 13 in Zambia) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school–regardless of age–expressed as a percentage of the official primary school-age population.

Over-Age, Under-Age, and On-Time Students in Primary School in Zambia, 1996

In 1996, 38% of primary school students were in the appropriate grade for their age. In 1992, 46% of students were in the appropriate grade for age. (1992 data not shown).

- 46% of male primary school students and 27% of females were over-age.
- 11% of males and 15% of females were under-age.

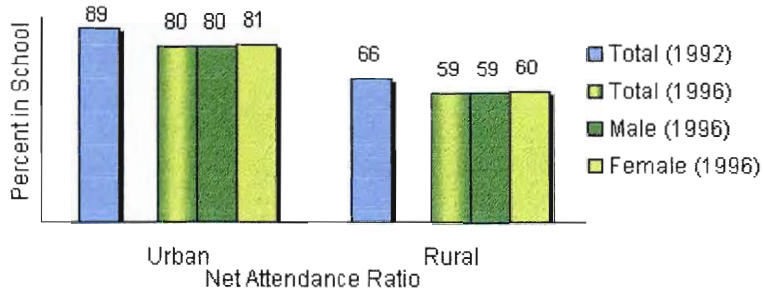


Source: Zambia DHS, 1996

Students are considered to be on time if they are at, or are one year older than, the official age for the grade; over age if they are two or more years older; and under-age if they are one or more years younger. Note: The DHS has not collected school attendance data for children under age 6, so the percent of children under-age in Grade 1 may be underestimated.

Percentage of School-Age Children Attending Primary School (Urban/Rural), 1992 and 1996

In Zambia, primary school attendance is higher in urban than in rural areas. Between 1992 and 1996, urban attendance declined more than rural attendance, thus decreasing the gap.



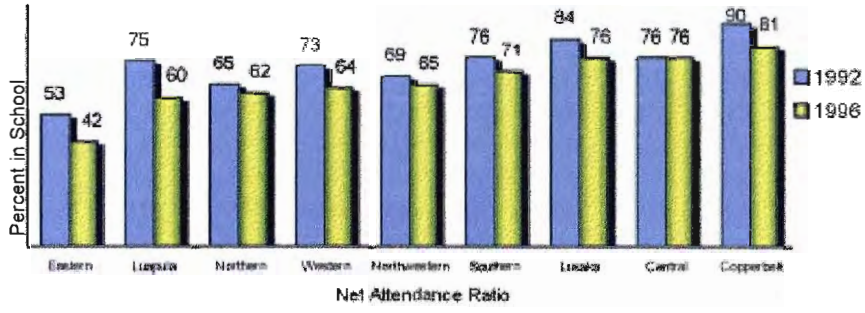
Source: Zambia DHS, 1992 and 1996

- In 1996, in urban areas, 80% of children ages 7 to 13 attended primary school, down from 89% in 1992. Comparatively, in rural areas, 59% of children ages 7 to 13 attended primary school, down from 66% in 1992.
- In 1992 and 1996, males and females were equally likely to attend school in urban and rural areas. (Data for 1992 not shown.)

Percentage of School-Age Children Attending Primary School by Province, 1992 and 1996

Between 1992 and 1996, the percentage of primary school-age children attending primary school declined in all but one province of Zambia.

- The Luapula province experienced the greatest decline in attendance ratios (20% drop), followed by the Eastern, Western, and Copperbelt provinces and the Lusaka urban area, which all experienced decreases in attendance ratios of 10% or more.



Source: Zambia DHS, 1992 and 1996

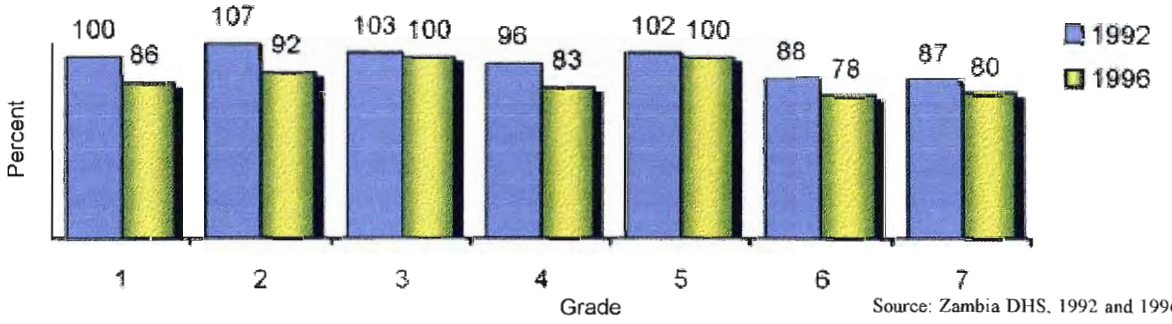
There is no consistent pattern regarding gender equity in primary school attendance by province.

- In 1996, male attendance ratios were higher than female attendance ratios in 4 provinces, female attendance ratios were higher in 2 provinces, and attendance was roughly equal in the other 2 provinces and the Lusaka urban area.

Primary School Net Attendance Ratio By Region and Sex, 1996

Region	Males	Females
Eastern	44	40
Luapula	64	57
Northern	65	59
Western	58	69
Northwestern	68	63
Southern	67	74
Lusaka	75	77
Central	75	77
Copperbelt	80	82

Gross Attendance Ratio by Grade, 1992 and 1996



Source: Zambia DHS, 1992 and 1996

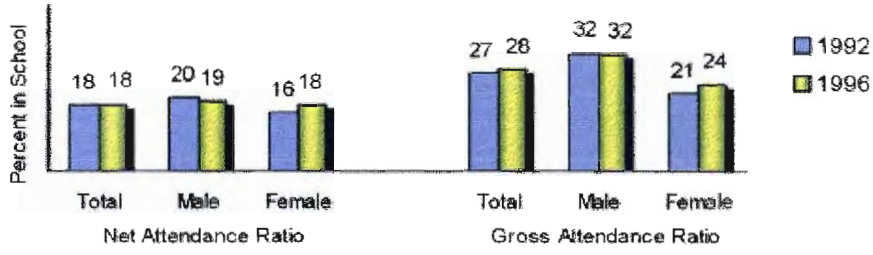
Between 1992 and 1996, gross attendance ratios decreased for every grade in the primary cycle.

- The decline in the gross attendance ratio between 1992 and 1996 in the first grade (often referred to as the gross access ratio) along with the pattern of decline in the remaining grades is further evidence of a drop in the proportion of children in primary school.
- The small decline in attendance levels between Grades 1 and 7 indicates relatively low levels of student drop out through the primary cycle.

GAR by grade is the number of children attending each grade—regardless of age–divided by the number of children in the population that are the official age for that grade.

Percentage of Youth Attending Secondary School in Zambia, 1992 and 1996

In 1996, one-quarter of secondary school-age youth attended secondary school in Zambia. Between 1992 and 1996, total attendance did not change but the male/female disparity in attendance was virtually eliminated.

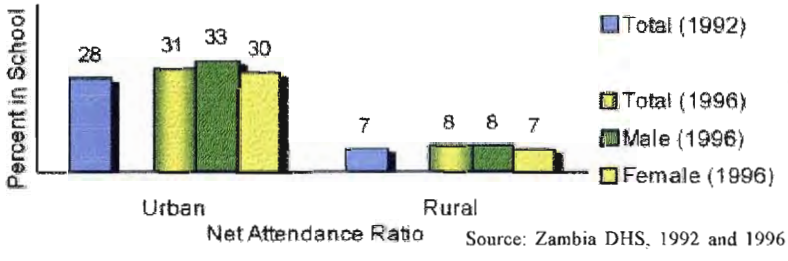


Source: Zambia DHS, 1992 and 1996

- 18% of secondary school-age youth attended secondary school in 1996, the same as 1992.
- In 1996, 19% of males ages 14 to 18 attended secondary school, compared with 18% of females in the same age group; in 1992, 20% of males and 16% of females attended secondary school.
- Among students of all ages (gross attendance), in 1996, approximately 75 females attended secondary school for every 100 males who attended; this is up from 66 females per 100 males in 1992.

The NAR is the percentage of the official secondary school-age population (ages 14 to 18 in Zambia) that attends secondary school. The GAR is the total number of students attending secondary school–regardless of age–expressed as a percentage of the official secondary school-age population.

Percentage of School-Age Youth Attending Secondary School (Urban/Rural), 1992 and 1996



Source: Zambia DHS, 1992 and 1996

Urban youth are much more likely than rural youth to attend secondary school.

- In 1996, 31% of urban youth ages 14 to 18 attended secondary school, compared to only 8% in rural areas.

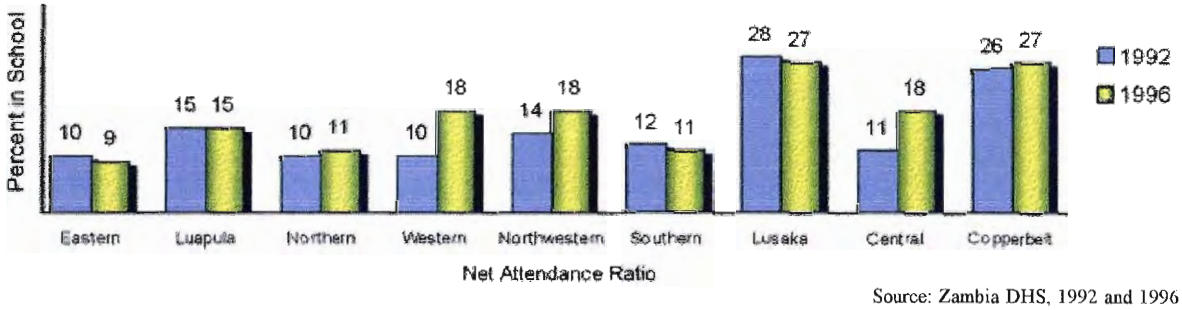
Between 1992 and 1996, secondary school attendance increased only slightly in both urban and rural areas.

- Between 1992 and 1996, secondary school attendance in urban areas increased from 28% to 31% and from 7% to 8% in rural areas.

The increase in secondary school attendance in urban areas was due, in large part, to an increase in female attendance.

- In urban areas, female attendance went from 25% in 1992 to 30% in 1996; male attendance increased from 31% to 33%. (1992, data not shown.)

Percentage of School-Age Youth Attending Secondary School by Province, 1992 and 1996



Source: Zambia DHS, 1992 and 1996

There is large regional disparity in secondary school attendance in Zambia. Between 1992 and 1996, secondary school attendance increased in 3 provinces.

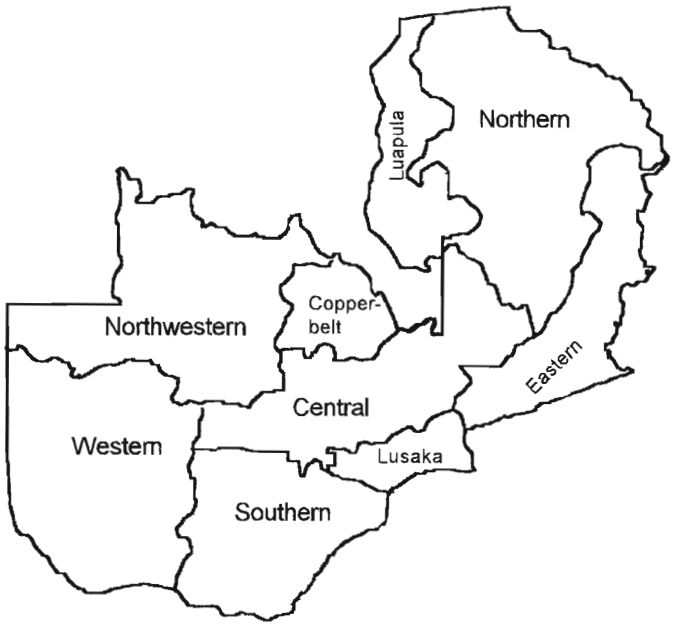
- In 1996, secondary school attendance ranged from a low of 9% in the Eastern Province to 27% in the Lusaka urban area and the Copperbelt Province.
- Between 1992 and 1996, attendance increased in the Western, Northwestern and Central provinces and stayed relatively constant in the other provinces and Lusaka.

There is no consistent pattern regarding gender equity in secondary school attendance by province.

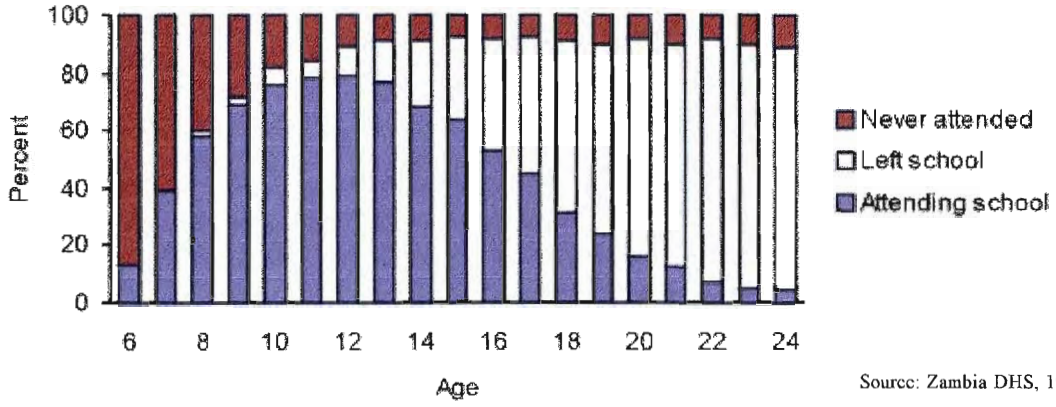
- In 1996, male secondary school attendance was higher than female attendance in the Northern and Copperbelt provinces; female attendance was higher in the Northwestern Province and the Lusaka urban area.

Secondary School Net Attendance Ratio By Province and Sex, 1996

Region	Males	Females
Eastern	10	8
Luapula	14	16
Northern	13	9
Western	18	17
Northwestern	15	20
Southern	12	10
Lusaka	23	30
Central	17	18
Copperbelt	31	23



Schooling Status of Youth Ages 6 to 24 in Zambia, 1996



Source: Zambia DHS, 1996

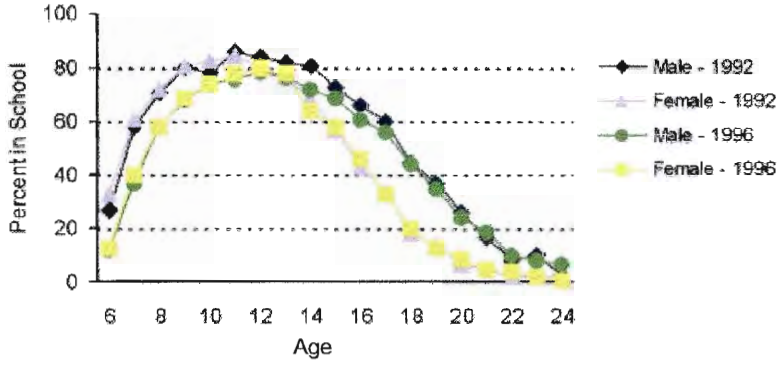
At no age do more than 80% of youth attend school in Zambia.

- The peak year of attendance is age 12 when 79% of youth attend school; the peak age range is from 10 to 13.
- The percentage of youth who have never attended school has not decreased in the past decade; this percentage has remained between 7% and 11% for those over the age 11.

School Attendance by Age and Sex

School attendance was higher in 1992 than in 1996 for the youngest males and females.

- Between 1992 and 1996, attendance fell for females ages 6 to 11 and for males ages 6 to 16.

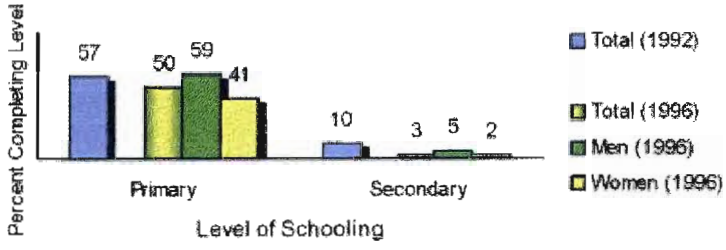


Source: Zambia DHS, 1992 and 1996

In 1996, the percentage of males and females attending school was the same until age 14 when female attendance dropped off faster than males.

- In 1992, the pattern was similar, but female attendance dropped below male attendance earlier, after age 11.

Primary and Secondary School Completion Rates in Zambia, 1996



Source: Zambia DHS, 1992 and 1996

In 1996, 50% of the population 15 and older had completed primary school; this percentage was down from 57% in 1992. Men were much more likely to have completed primary school than women.

- In 1996, 59% of men completed primary school compared to 41% of women.

Since 1992, female completion decreased more than male completion.

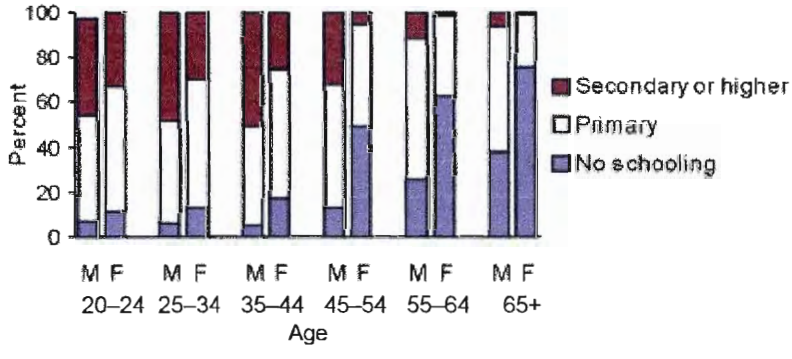
- Female completion fell from 48% in 1992 to 41% in 1996; male completion from 66% in 1992 to 59% in 1996. (1992 data not shown.)

Between 1992 and 1996, the percentage of men and women who have completed secondary school has declined substantially.

- Male secondary school completion declined from 15% in 1992 to 5% in 1996; female completion fell from 6% in 1992 to 2% in 1996. (1992 data not shown).

Educational Attainment of Adults in Zambia, 1996

Educational attainment has been steadily increasing for both men and women, but women's attainment still lags behind.

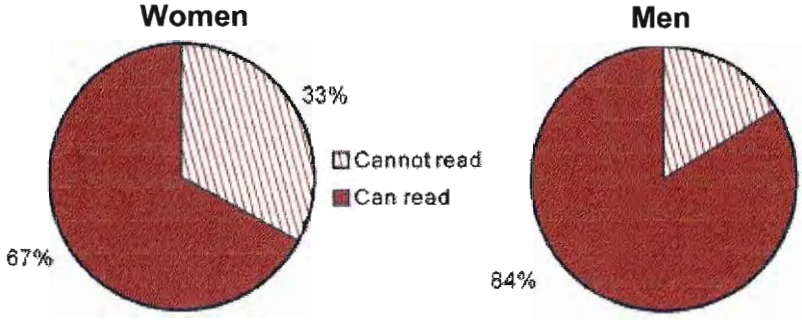


Source: Zambia DHS, 1996

- 38% of men ages 65+ had no schooling, compared to 7% of men ages 20 to 24.
- 76% of women ages 65+ had no schooling, compared to 11% of women ages 20 to 24.
- 6% of men ages 65+ had at least some secondary schooling, compared to 43% of men ages 20 to 24.
- 1% of women ages 65+ had at least some secondary schooling, compared to 33% of women ages 20 to 24.

Literacy Among Women and Men in Zambia, 1996

In 1996, 67% of women reported that they could read, compared to 84% of men. These percentages are the same as those from 1992. (1992 data not shown).



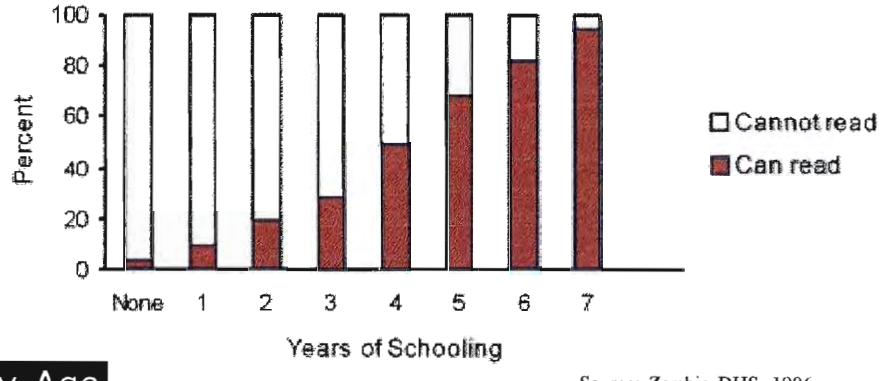
Source: Zambia DHS, 1996

Women and men who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."

Samples include 28,021 women age 15 to 49, and 1,849 men age 15 to 59.

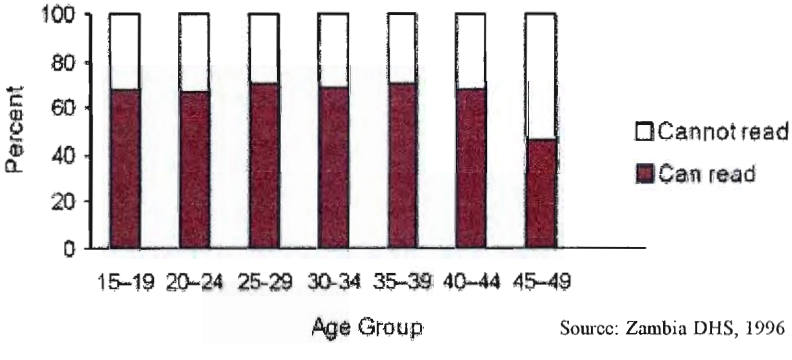
Women's Literacy by Years of Primary School Completed

In 1996, 68% of women who completed Grade 4 reported that they could read; 94% of women who completed Grade 7 reported that they could read.



Source: Zambia DHS, 1996

Women's Literacy by Age



Source: Zambia DHS, 1996

Little progress in women's literacy has been made over the past 25 years.

- 67% of women 15 to 19 report being able to read; this is the same percent reported for women 40 to 44.

This figure includes all women (ages 15 to 49) who were surveyed. Women who attended secondary school or higher were assumed to be literate and were not asked to demonstrate their ability to read.

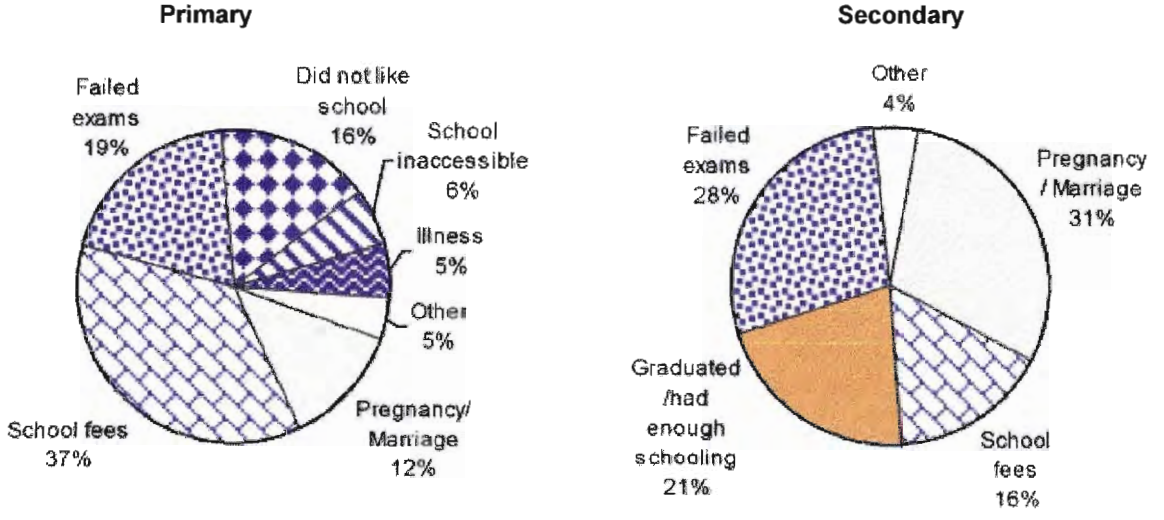
Main Reason for Leaving School Among Women Ages 15 to 24, by Highest Level of Schooling Attended

The most common reason given for leaving primary school was lack of school fees (37%).

- The second most common reason for leaving primary school was failure on exams (19%), followed by not liking school (16%) and pregnancy and/or marriage (12%).

The most common reason given for leaving secondary school was pregnancy or marriage (31%).

- The second most common reason for leaving secondary school was failure on exams (28%), followed by graduating/having enough school (21%) and school fees (16%).



Source: Zambia DHS, 1996

Samples include 2,014 women who left school during or at the end of primary school, and 691 women who left school after attending some or complete secondary or higher education.

Appendix

Indicator Specifications

The methods used for calculating the indicators presented in these education profiles are described below.

Net Attendance Ratio (NAR)

Primary Level:

$$\frac{\textit{Number of children of primary school age attending primary school}}{\textit{Number of people of primary school age in the sample}}$$

Secondary Level:

$$\frac{\textit{Number of youth of secondary school age attending secondary school}}{\textit{Number of people of secondary school age in the sample}}$$

NAR is the percentage of children of school age who are attending school and is calculated separately for primary and secondary school. NAR is an indicator of the extent of school participation of children whose ages fall within the official age range for each level of schooling. A primary school NAR of 95% would indicate that nearly all of the primary school-age children are attending primary school. A primary school NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of primary school-age children are not attending primary school. By definition, the NAR cannot exceed 100%.

Gross Attendance Ratio (GAR)

Primary Level:

$$\frac{\textit{Number of children attending primary school, regardless of age}}{\textit{Number of people of primary school age in the sample}}$$

Secondary Level:

$$\frac{\textit{Number of youth attending secondary school, regardless of age}}{\textit{Number of people of secondary school age in the sample}}$$

GAR for a given school level is the total attendance at that level, expressed as a percentage of the population of the official age range for that level. The GAR is calculated separately for primary and secondary school. Unlike the NAR, the GAR can exceed 100%.

Both a GAR greater than 100% and a GAR greater than the NAR indicate the presence in the classroom of children who are either older or younger than the official age range for their school level. The magnitude of the difference between the NAR and GAR indicates the magnitude of over-age/under-age participation. For example, if the primary school NAR is 35%, while the primary school GAR is 65%, then 54% (35/65), of the students at the primary school level are of primary school age, while 46% are either older or younger than the official primary age range. In some countries, where there is a substantial difference between the GAR and the NAR, the number and proportion of over-age and/or under-age students burdens the school system by absorbing resources that might otherwise be spent on children in the official age range for the level.

Primary GAR by Grade

For each grade in primary school:

$$\frac{\textit{Number of students attending Grade X, regardless of age}}{\textit{Number of people of the official age for Grade X in the sample}}$$

Primary GAR by grade is an indicator of the relative level of total attendance in each grade of primary school. GAR for a given grade is the total attendance in that grade, regardless of age, expressed as a percentage of the total population of the official entry age for that grade. For example, the GAR for third grade in a country in which age 8 is the official entry age for third grade is the total attendance in third grade divided by the total population age 8.

The GAR by grade can vary from grade to grade for a variety of reasons including student repetition and drop out. For each grade, repetition causes an increase and dropout causes a decrease in the GAR. The GAR may also be affected by students who return to school after having dropped out and by fluctuations in Grade 1 intake rates, which may rise or fall dramatically over the years. The exact magnitude of the individual factors contributing to the variation in the GAR from one grade to the next cannot be determined from these data.

Gender Parity/Number of Females Per 100 Males in School

Primary School Gender Parity Index (GPI):

$$\frac{\textit{Female primary school GAR}}{\textit{Male primary school GAR}}$$

Secondary School GPI:

$$\frac{\textit{Female secondary school GAR}}{\textit{Male secondary school GAR}}$$

GPI is the ratio of the GAR for females to the GAR for males. A GPI of 1.0 indicates gender parity. When multiplied by 100, this calculation yields the approximate number of females per 100 males in the classroom. (This calculation is an approximation because it assumes that the school age population is 50% male and 50% female. The closer the GPI is to 0, the greater the gender disparity in favor of boys and a higher proportion of males than females are in school. A GPI greater than 1.0 indicates a gender disparity in favor of females; a higher proportion of females than males are in school. For example, if the primary school GAR is 60% for females and 80% for males, then the GPI equals 60/80 or 0.75 and there are approximately 75 females for every 100 males attending primary school.

Primary School Over-Age, Under-Age and On-Time

Students are considered over-age if they are two or more years older, and under-age if they are one or more years younger than the official age for their grade. Students are considered to be on time if they are of the official age, or are one year older than the official age for their grade. For example, if the official entry age for Grade 1 is 6, a student age 6 or 7 is considered on time in Grade 1, a student age 8 or older is considered over-age, and a student age 5 or younger is considered under-age.

Over-Age for Each Grade in Primary School:

$$\frac{\textit{Number of Grade X students who are 2 or more years older than target entry age for the grade}}{\textit{Total number of students attending Grade X}}$$

This ratio yields the percentage of students who are two or more years over-age for the grade that they are attending. Students who are only one year over-age are not included in the calculation because the data do not distinguish between those who are truly one year over-age and those who had birthdays during the school year. Thus, to a greater or lesser extent, depending on whether the survey was conducted early or late in the school year, this calculation tends to underestimate the true percentage of over-age students for each grade.

Students may be over-age for any number of reasons, including late entry to school and grade repetition. This indicator does not point to reasons for over-age, but only its extent in the school system.

Under-Age for Each Grade in Primary School:

$$\frac{\textit{Number of Grade X students who are 1 or more years younger than target entry age for the grade}}{\textit{Total number of students attending Grade X}}$$

This ratio yields the percentage of students who are one or more years under-age for the grade that they are attending. For example, if the official entry age for Grade 1 is 6, any student age 5 or younger is considered to be under-age. Children who were one year under-age at the start of the school year may not be included in this calculation if their birthdays took place before the survey was conducted. Thus, to a greater or lesser extent, depending on whether the survey was conducted late or early in the school year, this calculation tends to underestimate the true percentage of under-age students for each grade.

On Time for Each Grade in Primary School:

$$\frac{\textit{Number of Grade X students who are the target entry age for the grade or one year older}}{\textit{Total number of students attending Grade X}}$$

This ratio yields the percentage of students who are of the official age or who are one year older than the official age for the grade they are attending. For example, if the official entry age for Grade 1 is 6, any student age 6 or 7 is considered to be on time. Depending on the timing of the survey in relationship to the school year, a larger or smaller number of the children who are one year older than the official age and included in the calculation as "on time" will actually be over-age for their grade. Likewise, some of the children who are counted as being in the official age range for their grade may have been under-age at the beginning of the school year and have had a birthday before the survey was conducted. Thus, this calculation tends to overestimate the true percentage of on-time students.

Age-Specific Attendance Ratios (ASAR)

For each age, from age 6-24:

$$\frac{\textit{Number of people age X attending school, at any level}}{\textit{Number of people age X in the sample}}$$

The ASAR indicates the percentage of a given age cohort that is participating in education, regardless of the level of participation (primary, secondary, or higher). The ASAR cannot exceed 100%, and the closer it is to 100%, the higher the school participation of that age group in the population.

Completion Rate

Primary:

$$\frac{\textit{Number of people ages 15 or older who have completed the last grade of primary (or higher)}}{\textit{Number of people age 15 or older in the sample}}$$

Secondary:

$$\frac{\textit{Number of people ages 20 or older who have completed the last grade of secondary (or higher)}}{\textit{Number of people ages 20 or older in the sample}}$$

The completion rates presented here are indicators of the levels of primary or secondary school completion among those who are beyond primary or secondary school age. Those included in the numerator may have left school after completion of a given level or may have completed any additional amount of schooling.

Many of the younger people included in the denominator but excluded from the numerator of each calculation may still be attending school. Eventually, many of those students may finish the level that they are attending, increasing the percentage completing that level. So, for younger cohorts, this indicator underestimates the completion rates for primary and secondary schooling.

Primary and secondary completion rates are presented for the population ages 15 and older or 20 and older as a whole, while the educational attainment of adults is presented by age group and sex.

Educational Attainment by Level of Schooling Attended (Ages 25 and Older)

No Schooling:

$$\frac{\textit{Number of people ages X to Y (5-year range or 65+) who never attended school}}{\textit{Number of people in the sample ages X to Y}}$$

Primary:

$$\frac{\textit{Number of people ages X to Y with some or completed primary schooling}}{\textit{Number of people in the sample ages X to Y}}$$

Secondary or Higher:

$$\frac{\textit{Number of people ages X to Y with some or completed secondary or higher schooling}}{\textit{Number of people in the sample ages X to Y}}$$

These indicators yield the percentage of the adult population ages 25 to 34, 45 to 54, 55 to 64 or 65 and older that has attained each of three levels of schooling: no schooling, incomplete or complete primary, incomplete secondary or higher. The percentages for these three levels total 100% when they are added together for a particular age group. A full set of calculations for all age groups illustrates how patterns of school attainment have changed over time.

Literacy

Women (and in many countries, men) ages 15 to 49[1] who never attended school and those who left school before secondary school were asked to assess their literacy. The question was: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they could read easily or with difficulty are grouped together as "can read." Literacy data are presented by sex and women's literacy is also presented by age group and by years of primary school completed.

[1]The age range for men is slightly different than that of women, often age 15-59 or 20-59.

Repetition Rates

$$\frac{\textit{Number of students repeating Grade X in year 2}}{\textit{Number of students attending Grade X in year 1}}$$

Repetition rates measure the percent of students in a given grade who also attend that same grade in the following year. These rates are calculated from data on children's participation in schooling from the current and previous school years. For example, if a student is in Grade 3 at the time of the survey, and was also in Grade 3 in the previous school year, the student is repeating.

Survival Rate to Grade 5 (Using the Reconstructed Cohort Method of UNESCO)

To calculate survial to grade 2:

[(Number of students in Grade 1 in year 1) x (promotion rate Grade 1 to Grade 2 in year 1)

+ [(Number of students from same cohort repeating Grade 1 in year 2) x (promotion rate Grade 1 to grade 2 in year 1)] +

+ [(Number of students from same cohort repeating Grade 1 in year 3) x (promotion rate Grade 1 to grade 2 in year 1)]

+ [(Number of students from same cohort repeating Grade 1 in year 4) x (promotion rate Grade 1 to grade 2 in year 1)]

+ [(Number of students from same cohort repeating Grade 1 in year 5) x (promotion rate Grade 1 to grade 2 in year 1)].

For the survival rate to grade 5, the same calculation is used for the transition between grades 2 to 3, 3 to 4, and 4 to 5, taking into account students who drop out of or repeat each grade. For detailed explanation of the reconstructed cohort method, see the"Education for All: The Year 2000 Assessment Technical Guidelines" published by UNESCO for the International Consecutive Forum on Education for All (e-mail: efa@unesco.org; web site www.education.unesco.org/efa).

The survival rate, by grade, is an indicator of how well students progress through a school system. The survival rate, by grade, is the percentage of a cohort of students attending grade 1 in a given year, that is expected to complete each subsequent grade. The survival rate is calculated using rates of promotion, dropout, and repetition. This projection is based on several assumptions, including: a) that there are no new entrants to the school system (including dropouts returning to school): b) that at any grade, the same promotion, repetition, and dropout rates will apply to students, regardless of wether a student is in the grade for the first time or is repeating): c) and that the same promotion, repetition, and dropout rates observed apply for students while they are in that cycle of schooling): d) that the number of times students are allowed to repeat is defined.

Assuming that there are 1000 grade 1 students in 1998, the survival rate to grade 2 in Guinea, for example, is calculated by taking the number of students promoted from grade 1 to 2 in year 1 (85.1% of the 1,000 students, or 851 students), plus those promoted among the students repeating grade1 in year 2 (85.1% of the 130, or 111 students), plus the promotees from the students repeating grade 1 (for the second time) in year 3 (85.1% of the 17 students, or 14), plus the number of students promoted from the students repeating grade 1 (for the third time) in year 4 (85.1% of 2, or 2). The total number of students promoted, then, over a four-year period, is 978/1000, or 97.8 percent. In calculating survival rates, it was assumed that a given student could repeat a grade up to 4 times, without leaving school.

Note on Handling of Missing Data

For all indicators, the calculation excludes people with missing data on key variables. For example, in the calculation of NAR for primary school, there are some children for whom age data are available but school attendance data (whether the child is currently in school, or what level of schooling the child has attained) are missing. These children are not counted in the numerator or denominator. Undoubtedly, some of the children for whom attendance data are missing are attending primary school, while others are not. But since the levels of attendance are unknown, these children are left out of the calculation.

Food for Education/School Feeding Stakeholders Meeting Proceedings

School Feeding/Food for Education Stakeholders' Meeting[1]

October 3, 2000

Purpose

The School Feeding/Food for Education Stakeholders' Meeting brought together fifty top practitioners and experts from USAID, USDA, the World Bank, UNICEF, the World Food Program, and other organizations that either administer or implement school feeding programs (see attached attendance list). The purpose of the half-day session was to share observations and experience about best practices and lessons learned in the design and implementation of school feeding programs, especially in Africa, as well as to identify ways to make food aid "work" to benefit the children's learning.

Background

Food aid has its roots in the disposal of surplus food in the post-World War II era. Public Law 480 (PL 480) was passed in 1954 to distribute this surplus to parts of the world still suffering from post-war shortages. Since that time, PL 480 shifted to a humanitarian focus in the 1960s dependent on Congressionally appropriated funds, and then to a three-pronged focus on food security in the 1990s, assisting to improve availability, access, and utilization of surplus food.

USAID developed a broad policy related to PL 480 funding in 1995, giving both a geographic and sectoral focus, but it was unclear how school feeding programs fit in. Not long after, nearly all standalone school feeding programs were discontinued because there was little evidence that they were having an impact on either nutrition or education. PVOs and NGOs continued to undertake school feeding programs, urging USAID to take a more flexible and varied approach. Under the resulting current policy, USAID is willing to consider funding school feeding and food for education programs if they are part of a larger national educational reform. There are currently programs in four countries in sub-Saharan Africa.

The need for this meeting was realized six months previously when USAID's Food and Nutrition Technical Assistance project (FANTA) began working on an indicators guide for school feeding programs. Through the indicators discussion it became clear that there was a need to develop and articulate the consensus that is emerging on several key issues related to the design and implementation of school feeding programs. The new U.S. Government school feeding initiative (Global Food For Education Initiative), which is about to launch a one-year, $300 million pilot school feeding program, increased the necessity and timeliness of the meeting.

Issues

There was no shortage of issues for participants to explore at this meeting. An initial list was presented by Don Bundy of the UN Sub-Committee on Nutrition. This was augmented by small group discussions, followed by a review by the entire group. These notes summarize the outcome of the presentations and discussions. The issues fell into two broad categories: the rationale for school feeding programs and programmatic lessons.

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[1] The school feeding/food for education stakeholders' meeting was organized by USAID's Africa Bureau Office of Sustainable Development. For more information please contact Tracy Brunette (tbrunette@afr-sd.org) or Brad Strickland (bstrickland@afr-sd.org).

Lessons related to the rationale for school feeding programs

- *Nutritional benefits.* There is little evidence to suggest that school feeding programs have a positive impact on nutrition for participating children. In some instances, parents may provide less food at home, and the school meal simply replaces a home meal rather than adding food to the child's diet. (There is some evidence, however, that providing breakfast rather than lunch could diminish this substitution effect.) In other instances, the food provided by the feeding program may not adequately address the complex nutritional deficiencies in the children's diets (protein-energy malnutrition and lack of micronutrients). Also, the programs may be too irregular to have a meaningful effect on the long-term nutritional status of the children. On the other hand, there is some merit to the argument that in the most impoverished settings, even seemingly minimal, short-term efforts are worthwhile (food as a human right)—even though it is not clear that school feeding programs reach the neediest children.

- *Impact on education and the link between hunger and learning.* Much evidence suggests that children who are hungry or chronically malnourished are less able to learn, regardless of the setting. But the converse—that children in school feeding and food for education programs are better able to learn—only holds true when the food is accompanied by other inputs related to school quality

- *Impact on attendance.* The evidence strongly suggests that school feeding programs can increase attendance rates, especially for girls. School feeding or take-home rations serve as incentives for enrolling children in school and encouraging daily attendance. This is likely a short-term solution, however, because if there is no change in the quality of schooling (or increase in intrinsic demand for education) attendance will likely drop once the food incentive is removed.

Programmatic lessons

- *Relationship to education reform.* School feeding must take place within the context of broad, national school reform programs. These reforms should focus on other essential inputs to education and learning such as teacher development, curriculum reform, and student assessment.

- *Burden on governments and education ministries.* National ministries of education should not be encouraged to "take on" school feeding at the expense of the other educational inputs, as it is difficult politically to refuse food aid. Many governments and education ministries are already struggling to manage barely functioning education systems and may not be equipped, financially or technically, to assume the additional burden of food distribution. (In fact, some models of school feeding programs would require over half of the annual per-pupil education expenditure in many sub-Saharan African countries.)

- *Monetization.* In most cases, some portion of the food commodities can be sold with the proceeds used for implementation of the program and other programmatic inputs. The current proportion of monetization relative to the total of school feeding and food-for-education programs is 15 percent worldwide (Congressionally mandated). The degree to which commodities should be monetized depends on many factors, including the impacts on the local economy and food production. *However, for food to have any impact on learning, additional monetary inputs are required—food has to be accompanied by additional resources* (see above section on relationship to education reform and following section on complementary inputs).

- *Working through communities.* Getting the community involved from the beginning, and giving them ownership of school feeding programs greatly increases the chances for the program's success and sustainability. Parents easily see the need for feeding their children and want to help. Communities can assist in the planning of the program as well as the preparation and distribution of meals.

- *Complementary inputs.* To overcome the reliance on outside food sources such as school feeding programs, it is necessary to focus on complementary health and nutrition inputs to accompany the school feeding. Examples of these are nutrition and health education in the schools or communities. Also, other complementary interventions, such as micronutrient supplementation and deworming, are highly encouraged.

- *Exit strategy.* This is a key concern for donors. Sustainability can most readily be assured by working through communities, as governments simply do not have the financial resources to sustain feeding programs after donor support is withdrawn, and very few governments are committed to school feeding programs over the long term.

- *Targeting.* There is evidence that providing national coverage is not cost effective for national school feeding programs. Targeting the most underserved, food insecure areas, with relatively low rates of school attendance (where the reason for lack of attendance is related to lack of income and not lack of a facility) seems to make the most sense. Regional coverage is often necessary to avoid children transferring to schools as a result of the school feeding. Within the selected regions, girls can be specifically targeted with take-home rations. Areas particularly hard hit by HIV/AIDs could also be targeted.

- *Testing innovations.* There should be room to design food-for-education programs as true pilots, with the flexibility to test new methods of food delivery. USAID/Haiti, for example, has been experimenting with nutrient-rich snack biscuits made from surplus grains, which reduce the need for cooking and other preparations at the school and also provide micronutrients.

Next steps

These notes, which represent the dominant themes that arose at this stakeholders meeting, will be used to guide the UN Sub-Committee on School Nutrition as it develops its school feeding program strategy. The notes will also serve as a starting point for continued discussion among experts and practitioners and will form the basis for the development of guidance for use by USAID Missions and cooperating agencies.

In My Classroom: A Guide to Reflective Practice

In My Classroom
A Guide to Reflective Practice

By
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October 2001

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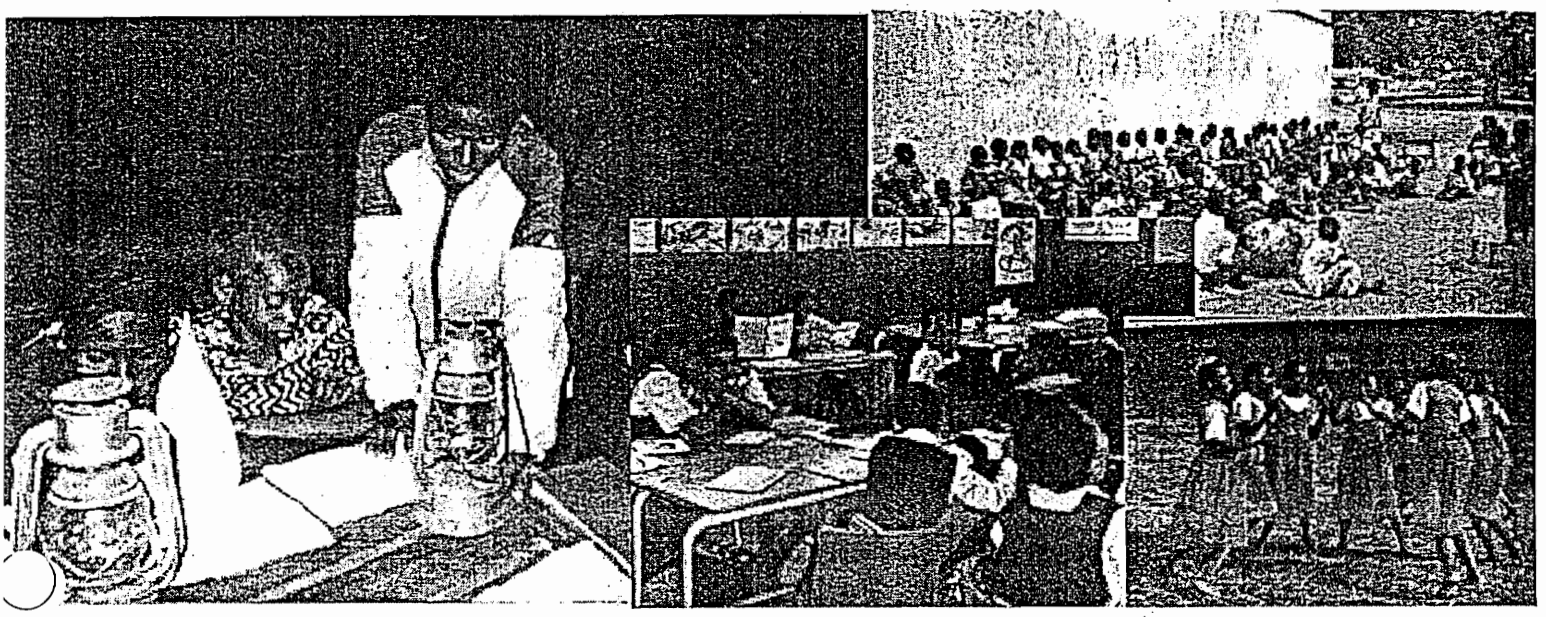
INTRODUCTION TO IN MY CLASSROOM, A HANDBOOK FOR IMPROVING TEACHING AND LEARNING



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IN MY CLASSROOM

Introduction to In My Classroom

a Handbook for Improving Teaching and Learning

"In My Classroom" is a resource for teachers and other educators interested in professional development. This chapter explains the principles and purposes of this handbook.

The development of the *In My Classroom* resource materials is the result of an urgent need in many countries for relevant and practical materials that help teachers and teacher trainers understand and implement learner centered teaching in the primary grades. The materials have brought together ideas from countries from all over the world to provide teachers and other educators with up-to-date practices and examples.

Using the model adopted in the *In My Classroom* materials, teachers are encouraged to work in small groups in peer learning and support activities. Sharing ideas successes and challenges is a practical way to strengthen the teamwork at each school. Adults are lifelong learners and in-service training helps keep teachers motivated to improve their teaching practice.

For teachers with little teaching experience and limited training, *In My Classroom* provides some basic information for getting started in some of the teaching skills. For those teachers with greater experience and training, *In My Classroom* will help to develop skills further. A teacher at any stage of development in his or her career can use *In My Classroom* in a meaningful way. Although the materials focus on teaching and learning in the primary grades (1-8), secondary teachers may also find them useful. In addition to teaching strategies the materials provide background information that may further extend teachers' knowledge.

Because *In My Classroom* is designed to be used in different countries and in different situations within a country, there is an emphasis on adapting the activities to the local context. The *In My Classroom* materials are not meant to replace existing Ministry of Education training or curriculum materials or to override Ministry policies or directives. *In My Classroom* is meant to support Ministry of Education policies by helping teachers and other educators with practical suggestions for carrying out the Ministry's policies. *In My Classroom* can be seen as a tool to assist in the understanding and implementation of local and national policies and curriculum materials. Teachers are asked to use their own syllabus, teacher's guides and other curriculum materials in working with *In My Classroom* materials to develop tasks, materials and practices that are relevant to their own situation.

The *In My Classroom* ideas and examples may not be appropriate for every educational or cultural context. *In My Classroom* provides teachers with opportunities to examine the ideas and examples, discuss them with colleagues and others, and guides them through adapting tasks, practices and materials that may be used effectively in their own context.

Activities

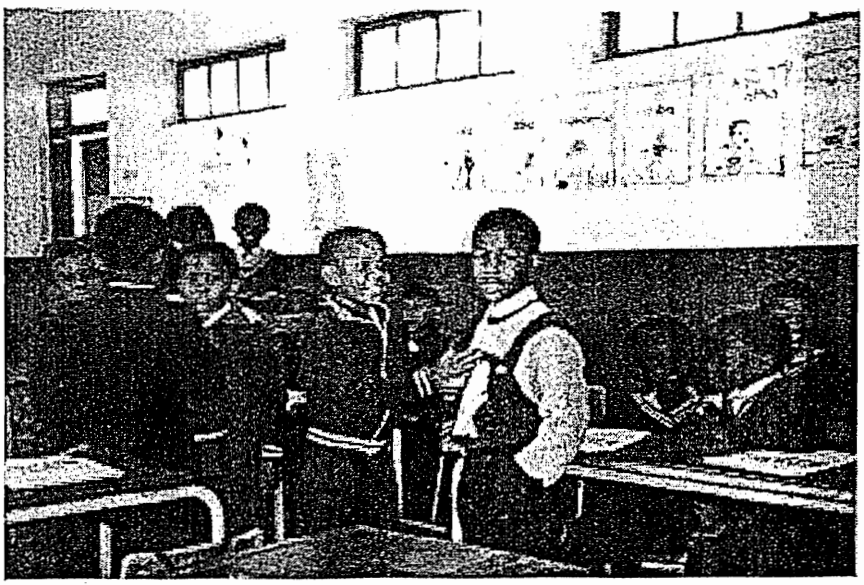
Activity 1: Looking at *In My Classroom*.

1. Read the features of *In My Classroom* as described in the box to the right.
2. With a colleague or group of colleagues discuss each of the features of *In My Classroom* as described above. Do you understand what each feature is referring to? Look through the book to see if you can find examples of each of the features. Rephrase the features another way to help you understand each feature.

Consider this

Features of *In My Classroom*

- Uses concrete examples and suggestions.
- Supplements existing Ministry of Education materials and policies.
- Aimed at facilitators of teacher development (teachers, principals, inspectors, advisors, pre-service tutors, in-service trainers etc.).
- Takes the perspective that all teachers have knowledge of teaching and learning.
- Can be used by any teacher.
- Based on individual reflection, collaboration and dialogue.
- Utilizes a variety of activities.
- Applicable to a variety of contexts.
- Uses an experiential learning approach.
- Engages teachers in reflection on their own teaching context.



Principles of *In My Classroom*

In My Classroom is about change. Teachers and others who use and read this book are interested in changing the way they teach. They want to improve their schools and help communities support children's learning. We believe that most people want to feel good about the work they do every day and that most people want to improve at what they are doing. Teaching, is a complex activity, but there is nothing mysterious about it. There are certain basic activities that make for good teaching and teachers can learn to do these activities.

There are ways of working with teachers and adults that have been developed that make it easier for teachers to learn and apply new skills. Some of these ways of working with adults are applied in this book. Additionally, a lot has been learned in the area of organizational change. Many of these developments in adult learning, group organization and change are incorporated into the *In My Classroom* materials. These may not stand out on their own so we would like to take some time here to discuss these approaches further. The next section describes the seven principles that are applied to the *In My Classroom* manual. For more information on each of them refer to annex A.

1. *Appreciative Inquiry. In My Classroom* uses the principles of Appreciative Inquiry as a basis for the development of the activities in each chapter. Appreciative Inquiry is a method of looking at change and finding out how an organization or group can best undergo change that will be beneficial. With appreciative inquiry, the starting point of change is acknowledging the strengths and skills of what you have. The process of change starts by identifying assets (strengths) rather than problems. You will see that the *In My Classroom* activities ask teachers and other educators to identify their strengths and what they are doing that works well.

   The next stage of appreciative inquiry, which is also incorporated into many of the activities is the Dreaming stage. In this part of appreciative inquiry those involved in the changed are asked to dream about how they might see the organization change. In this manual we often ask teachers to describe how they see their classrooms, their teaching and school in the future. Dream of the ideal school, classroom and community.

   The third stage of appreciative inquiry that you may recognize

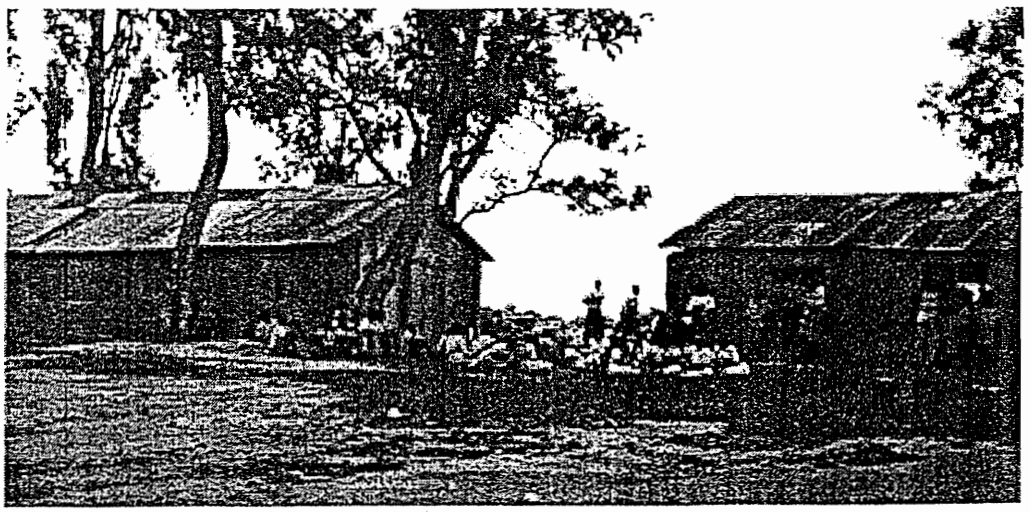
in the manual is designing the future. This is where teachers describe what they will do in order to make the changes they want happen. It is the road map or action plan for accomplishing the goals as described in the dream. Appreciative Inquire is described in more detail in annex A.

2. *Adult Learning (Androgogy)*. You will notice that each chapter focuses on activities. Many of the activities include working together with colleagues. We also include a series of discussion questions and actions that will help teachers to analyze their own teaching context in light of the information provided. These materials embody the principles of Malcolm Knowles' theory of how adults learn (andragogy). The assumption has been made that every adult has had life and job-related experience and has gained some wisdom and insight from this experience. Teachers, headteachers, circuit supervisors and parents, have important perspectives about their school's particular situation. These adults offer a rich source of ideas and talents that may be used to help their schools improve.

   The manual provides some information and activities. It is up to the teachers and users of the handbook to generate knowledge.

3. *Experiential Learning.* Adults learn through experience. Just because someone has an experience it does not mean they have learned anything . Adults are capable of learning from experience, but space will be made throughout the training, to allow participants to reflect on , and analyze what they are learning and then to plan on how they will use this knowledge

4. *Understanding reasons for change*. It is important that adults have opportunities to analyze reasons for change. Most adults resist being told what to do. As adults we make choices about what we will do. For teachers, theory and reasons for implementing new strategies and concepts are an important part of making a decision to try new techniques. Teachers need to understand why a particular innovation is beneficial to the learners.



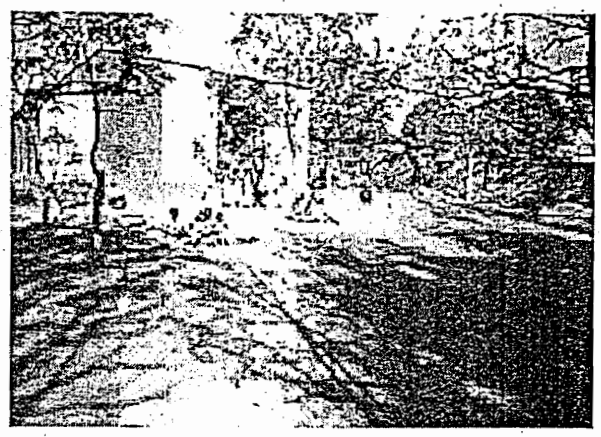
In My Classroom presents some background information that includes research findings from other contexts for many of the strategies, thus providing teachers with reasons for implementing a particular strategy. Some of the background information is included in the 'Consider this' boxes and other background information is included in the Annexes at the end of the manual.

5. *Responsibiltiy for Change rests with the Individual* . Ultimately, teachers, themselves will decide whether or not to apply their new learning to the classroom. They may need to adapt their new skills and knowledge to fit their particular situation. Teachers are the agents of their own change. As people decide to make changes in their teaching, it is helpful to honor the dictum, "know thyself". One of the first steps in changing behavior is to become more aware (conscious) of how one thinks because how one thinks is directly related to how one behaves. Therefore, to change teaching behavior one must also adjust how one thinks (about him or herself, about the teaching process, and about the children).

6. *Power of dialogue*. The possibility for change is increased if people work together to support one another as they change, rather than if they try to change in isolation from other. This may sound like a contradiction to the statement above. It takes support and interaction with others to help foster the environment for change. Ultimately however, it is the individual that must decide what he or she is going to do. Paulo Friere, the well-known Brazilian educator realized the power of dialogue in helping people come to deep understandings. *In My Classroom* promotes dialogue among teachers to generate knowledge. It is through dialogue that people become transformed. In dialogue ideas are exchanged and new ones are created. Dialogue is the vehicle for transforming knowledge into something that is meaningful for those involved.

7. *Constructivism*. *In My Classroom* takes the view that knowledge is dynamic, can be generated and is valuable wherever it is located. The activities in the chapters of *In My Classroom* are based on colleagues working together, listening to each other, sharing ideas and creating innovations and taking action together. *In My Classroom* provides background information, teaching tips and other information that can be used by the teachers in creating their own answers to questions. Most of the questions posed in the activities in the manual have no one correct answer - there are many right answers.

Structure of the Manual



The *In My Classroom* manual starts out with two chapters that help the facilitator understand the purposes and principles of the materials. Chapter One describes the principles of the *In My Classroom* manual and Chapter Two focuses on how to become a good facilitator. In Chapters 3-8 specific topics are addressed. Each of the specific topic chapters are structured in a similar way. The chapter starts out with an Introduction, and is followed by a series of activities. The activities are accompanied by some information that may help you understand the topic more thoroughly. This additional information is contained in a box called "Consider this". Teaching Tips are also in a box and give specific suggestions for improved teaching. The teaching tips are related to the topic being addressed in the activity. Each activity tries to engage groups of teachers in discussion of the topic and how it relates to their own experience. Teachers are also asked to solve problems together and support each other in trying out new teaching strategies. The end of the chapters include an activity to develop an action plan for carrying out the ideas as expressed in the chapter and suggestions for follow-up or checking on how the new ideas are working out.

In summary the chapters are arranged as follows:

Introduction - a short description of the topic to be addressed in the chapter

Activities - The activities include a variety of tasks for teachers or groups of teachers to carryout to help them understand and implement new teaching strategies. Many of the activities are based on discussions. Answering the questions in groups and carrying out the exercises are important aspects in learning how to

Consider This - These boxes provide more information to help you work out a particular strategy or answer some questions.

Teaching Tips - These are suggestions for teaching. They can be tried as they are described or adapted to suit your context.

Action Plan - Activities at the end of each chapter ask you to develop a plan for trying out the new ideas you learned in the chapter.

Follow-Up - In the follow-up activities teachers check on their progress or work with other teachers or educators for support in trying out new ideas and strategies

Suggested Ways to Use *In My Classroom*

In My Classroom materials can be used as a complete program of professional development or as supplemental material for teacher professional development. Some suggested contexts in which *In My Classroom* could be use are:

- professional development for teachers in a school or those in a cluster of schools
- professional development for advisory teachers or inspectors
- pre-service training of teachers
- professional development for in-service teachers
- as a resource for teacher centers
- as a resource for curriculum developers

Please remember that *In My Classroom* has been developed for use in a wide range of contexts. It may be used in many different countries, different kinds of schools, in teachers' colleges and by school inspectors, advisory teachers and in-service teacher trainers. *In My Classroom* materials do not say what should be done in each teaching and learning situation. Rather, *In My Classroom* has brought together examples, ideas and information from many countries in order to illustrate to teachers good teaching and learning practices. Teachers and others who use *In My Classroom* are then engaged in developing their own practices for use in their schools and classrooms.

Objectives of this Chapter

The general objective of this chapter is to sensitize teachers to ways they can manage educational resources to improve student learning

The specific objectives are as follows. By the end of the training teachers will be able to:

- Identify classroom resources that can be used to improve learning;
- Know how resources can be organized for better learning;
- Prepare a plan to improve learning in their own classrooms;
- Manage resources in special environments such as multi-grade classrooms for better learning.

CHAPTER 3
CLASSROOM MANAGEMENT TO FACILITATE LEARNING

Chapter 2 (Unformated)

Facilitation Skills for Teachers and other Educators[1]

Many teachers are asked to help others learn new skills. Indeed more and more teacher educators are being asked to be a 'facilitator' rather than a trainer. What does it mean to be a good facilitator? What is the difference between a facilitator and a trainer? How can we set up the conditions for a deep understanding in workshop and other settings? This chapter aims to identify the qualities of a good facilitator and how these qualities can be applied to teacher development activities.

This guide is designed so that facilitators can work with groups of people in developing their teaching competencies. Anyone can be a facilitator. A principal at a school can be a facilitator with the teachers at her school. A teacher can be a facilitator among a group of colleagues. Teachers can take turns being facilitators for different activities and different topics in the guide. Teacher educators at colleges can be facilitators in their own classrooms. The inspector, subject specialists and student teachers can all be facilitators.

What does it mean to be a facilitator? The term is used in many places with little understanding of its meaning. Let's take some time to explore the meaning of the word facilitator. When talking about a facilitator we might compare it to a trainer. What is the difference between a trainer and a facilitator?

Activity 1: What is the difference between a trainer and a facilitator?

1. Think back to your experiences in workshops, in seminars, at teachers' college and other settings in which you participated in teacher development activities. With a group of colleagues, make a list of all of the qualities or behaviours of a trainer and those of a facilitator. Make a chart like the one below in your exercise book.

Trainer	Facilitator

[1] Many important points in this chapter have been adapted from Presentation and Facilitation Skills at http://p2001.health.org,, Dynamic Facilitation – Transformational Talking by Jim Rough and Associates Inc. at http://www.tobe.net/topics/talking.html

2. What do you see as the differences between the two?

3. Can you think of times when training is needed more than facilitation? What are they and explain why you think that? At what times might facilitation be needed more than training?

4. What is the difference between teacher education and teacher training? How are these terms used in your context?

5. What does teacher development mean? Is that term used in your context? How is it related to teacher education and teacher training?

Principles of Facilitation

- Facilitator orients the groups towards the generation of knowledge. For example the facilitator helps groups to make lists, categorize issues or strengths, and develop solutions to problems.

- Facilitator makes sure that all participants are safe from negative judgements by others. For example, the facilitator responds to a criticism of one participants idea by asking that

- Facilitator helps people express themselves well. For example, if a participant is unclear, the facilitator will ask the participant questions that help clarify the position.

- Facilitator summarizes and reflects to the group what the group is saying or coming up with. For example the facilitator records participants' suggestions on a flip chart or makes a verbal summary of what several participants have said.

- Facilitator understands the group energy and is flexible in dealing with it. For example if a group is excited about an idea or ready to offer some solutions the facilitator may allow the group energy to lead the way even though something different might have been planned.

Activity 2: What makes a good facilitator?

1. On your own, think back to a workshop or class that you attended where you really learned something new. As you think about that workshop or class make a list of all the ways in which that workshop or class changed you.

2. Now make a list of all the aspects of the workshop or class that were important in helping you learn something new. When making the list it may help to think about the following questions:

a. What behaviors did the teacher, or trainer or facilitator have that helped you learn?

b. What did the facilitator say that helped you learn?

c. What was it about the atmosphere or environment (structure of the room etc.) that helped you to learn?

d. How did you feel in relation to the facilitator?

e. How did you feel in relation to your other colleagues?

f. What role did you play in your own learning?

g. What role did your colleagues play in your learning?

3. With a group of colleagues make a list of qualities of a good facilitator.

4. Now with your colleagues make a list of ways in which teachers, trainers and facilitators can actually be obstacles to learning.

Qualities of Good facilitators

- Guides discussion
- Provides good questions
- Promotes dialogue
- Does not necessarily promote own ideas or opinions, although they can be offered where it is appropriate
- Interested in having participants solve problems rather than providing solutions to problems.
- Focus of the activities of a facilitator is on the group activities not the facilitator
- Keeps participants on task
- Offers strategies for carrying on in group work
- Ensures that participants are safe from personal attacks
- Tries to show ways that all can benefit
- Provides opportunities for all to participate

Activity 3: Understanding the qualities of a good facilitator.

1. With a group of colleagues, discuss each of the qualities of a good facilitator. For each one you and your colleagues may answer or carryout the following activities

    a. What does the quality mean to you?

    b. Are there any contradictions in the qualities and your own culture? (e.g. in your culture is it ok for men to ask women to participate equally with men?)

    c. Give an example of how a facilitator would demonstrate each quality in a workshop in your location?

    d. Develop and present short role plays to demonstrate each of the qualities. (You could also demonstrate what NOT to do as a facilitator.) Hold a discussion after presenting each role play.

Consider this

What is dialogue?

Dialogue is an important means of communication. In dialogue, people respond to what others have said and offer their perspective on a topic or issue that is being discussed. Dialouge is not question and answer, nor is it a series of people telling what they know. In dialogue, questions are posed, answers brought forward, discussed, and new questions are raised. In dialogue you may not come up with answers to a particular question, but all who have participated have learned. In dialogue it is expected that all who participate are changed. That is why dialogue is called a transformative process.

Guidelines for facilitators

- Know the content of the workshop
- Know the participants
- Know your preferences and biases
- Prepare well for sessions
- Inform groups of their tasks and the amount of time they have for each task
- Model the kind of traits you want the participants to learn (e.g. being non-judgmental, open-minded, fair, creative, flexible, focusing on assets and possibilities, open to learning and personal change)
- If a team is presenting the workshop, demonstrate teamwork. Work together cordially, help each other with tasks, and share responsibilities.

- Be aware of relationships of people in the groups. Help participants avoid rankism

Consider This

Rankism

Rankism refers to an individual's position in society and how that position affects the way others see them and how the use their position. Rank is usually a status in society that someone has earned through experience, education, lineage or some combination of the three. The person gains respect because of this rank and what they are able to do because of it. Rankism comes into play when a person's rank is used inappropriately. For example, if a medical doctor comes to a workshop for teachers everyone respects that person because of his or her knowledge and skills in medicine. Because they are a doctor of medicine, does not necessarily mean they automatically know about teaching reading in grade 1 classrooms. In workshops and school settings rankism can keep some people from expressing themselves because they are afraid to voice their opinion in the presence of others who hold higher rank. While it is important to respect rank appropriately, we should be aware of times when someone's rank is being used to prevent progress.

In some education workshops in Ghana participants included inspectors, principals, education professors, teachers and parents. To avoid rankism participants agreed to call each other 'sister" and "brother" rather than Dr. so and so, or Mrs. so and so.

Teaching Tips

Getting to know the participants in a workshop, in a class or seminar requires some effort on the part of the facilitator. Here are some important things you may want to know about your group. Can you think of any other aspects of your group the facilitator should know?

- The number of participants
- How many men? How many women?
- Do the participants come from urban areas? Rural areas? Large villages or towns?
- What kind of professional experience do they have?
- What types of children do they teach? What subjects do they teach?
- What are the language abilities of the participants?
- What is the educational and social background of the participants?
- Do the participants know each other? How will you provide opportunities for them to get to know each other?

Teaching Tips

Getting to know one another

Here are a few ideas for helping participants to get to know each other.

1. **Introduce Each Other.** Ask participants to pair up with someone they don't know. Give participants about 10 minutes to find out important information about the other person so that they can introduce each other to the whole group. At the end of 10 minutes each person in the pair introduces the other person to the whole group.

2. **Chain of Introductions.** Make a circle. Start by having one person say their name and when they are from (or another important piece of information). The next person in the circle has to say the first person's name and where that person is from and then tell their own name and where they are from. The third person in the circle has to tell the name and where the first person is from, then the name and where the second person is from, and then his or her own name and where he or she is from. This continues until all of the people in the group have said the name and home of all those before them. This may not work if the group is too large. People may not be able to remember all of the names and the exercise may take too much time.

3. Start by giving each person a small piece of paper (1/2 A4 size). Each person must write three interesting things about herself or himself on the paper. They must **not** put their name on the paper. After each person has completed the task, collect the papers and put them in a box or similar container. Shuffle them up so they are not in any particular order. Now each person selects one of the papers from the box. After everyone has a paper the group is given the following instructions.

   > Find the person on the paper by asking questions that can be answered by "yes" or "no". Ask their name and put it on the paper. When everyone has found the person on the paper they have to introduce that person by telling their name and the three interesting things about them.

Strategies for facilitating groups

1. **Brainstorming.** Good for generating ideas from the group.

   - Be clear about the issue or question to be brainstormed
   - Recording all ideas as they come up
   - Group members to be non-judgmental (all ideas are accepted)
   - Each idea is "fertilizer" for new ideas
   - Sort out ideas according to criteria generated by the group

2. Response Rounds. Good for getting everyone to participate.

    - Participants given time to respond to question or exercise individually (quietly) in writing if necessary.
    - Participants then respond one by one. If someone is not ready to respond they can "pass".
    - Continue until there are no more responses. Summarize each round if necessary.
    - All responses are recorded.
    -

3. Buzz groups. Allows all to participate.

    - Clear task or topic to discuss.
    - Large groups divided into sub-groups of 2-5 people.
    - Set time limit. Group chooses recorder and reporter.
    - Sub-groups report to larger group.
    - Larger group sorts out sub-group responses (e.g common themes, similar responses, opposing responses, stellar ideas etc.)
    -

4. Group Centered Discussion. In some group discussions, you can ask participants in the discussion to orchestrate the flow of the discussion. Instead of the facilitator or the 'chair" calling on the next person, the last one to speak acknowledges the next speaker. This puts the emphasis on the opinions and ideas of the participants rather than the facilitator.

Activity 5: Developing other Group Strategies.

1. With a group of colleagues discuss other group strategies you know about or have participated in in workshops.
2. Write out each strategy and add it to your list of strategies.
3. Develop a new strategy for group participation based on the group strategies you know and those presented here. Try it out among your selves.

Teaching Tip

Report Outs from the small groups to the whole group

- Inform groups ahead of time if they are going to report out to the whole group at the end of the exercise.
- Give guidelines for what is to be reported
- Let participants know how much time they will have for reporting out and stay on the schedule.
- Make sure reporters are concise and clear
- Allow time for clarification
- If time is available allow questions and discussions during and/or after each group
- If there is limited time and each group is reporting on the same topic or exercise don't allow groups to repeat points that have been mentioned in previous groups.

Setting Norms and Expectations for the Group

Just as it is important to set classroom rules so that learners know what to expect in the learning environment, it is also important to set norms (or rules) for working with adults in workshop, seminar, meeting and other settings. By setting norms in the beginning of a workshop or meeting a lot of misunderstandings can be avoided. Norms can vary depending on the purpose of the workshop, the cultural context, the length of time for the workshop etc. In some cases you may find it useful to post norms on the wall for all participants to see. Here are some things to consider when setting norms.

Time. Are you going to start on time? If not how long will you wait for others? If you are going to start on time, what about latecomers?

Completion of certain products. Are participants expect to complete products? If so what is the role of each person in the production.

Roles. What are the roles of all of the participants and facilitators? Is everyone clear on the roles?

Respect for others. How will respect for others be manifested? What does it mean in the workshop context to show disrespect? How will the group avoid disrespect?

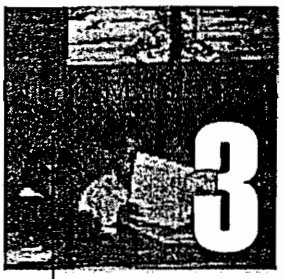
Participation: Who is expected to participate and how will they demonstrate participation? What role will the facilitator play in providing equal opportunities to participate? Here are some norms of participation that have been used by others in workshops and other adult learning settings.

- Self-Monitoring if you tend to talk too much. Allow others a chance to express themselves by not talking all the time if you tend to take the floor too much.
- Listen with an open mind and heart.
- Engage in dialogue with others, not just telling what you know.

Activity 6: Developing Norms for Your Own Workshops or Meetings

1. Norms may be written or non-written. If they are not written are they explicit (that is, does everyone know them because they have been discussed and agreed upon)? Or are the norms implicit (that is, they have not been discussed but everyone follows along because they are understood because of culture or the usual ways of operating)? Do you have norms in your groups and other workshops? Make a list of them with a group of colleagues who have also been in the group (or workshops). Are those norms explicit (talked about and discussed) or are the norms implicit (not talked about but understood by most people anyway)?

2. Develop a set of norms for your groups for working through this guide. (The norms may shift from time to time so make sure you and your colleagues provide time to reexamine the norms periodically.



3 Classroom Management to Facilitate Learning

The way teachers organize classrooms influences student learning. Your skill in managing classroom resources contributes to the improved academic performance of your students.

The box below provides a definition of "classroom management." To manage resources well means to organize them in a way that that they cost-effectively produce the results expected. Classroom management is a very important aspect of good teaching. This chapter offers some ways of improving classroom management techniques.

What is classroom management?

Classroom management is usually understood to mean the way teachers organize the space, time and human resources available to them to increase student learning.

Activities

Activity 1: Looking back on our experiences.

1. On your own, think back to your school days and identify one of your best classrooms. Now write down a few notes in answer to the following questions.

   a. How was the classrooms managed?

   b. What were three things that you liked about that classroom?

   c. What were the main problems in that classroom?

   d. How were they handled by the teacher?

   e. How did you feel as a learner in that classroom?

   f. Describe some of the learning activities in that classroom?

   g. What were the rules and procedures in those classrooms?

   h. Why was that particular classroom so different from others?

   i. Was there any misbehaviour In My Classroom? If yes, describe some of them.

   j. Why were those behaviours considered "misbehaviours"?

2. Now share your notes on your memory of your best classroom environment with a group of colleagues. Take turns telling about your best classroom.

3. In your group, write a list of all the things that you think make a well-managed classroom.

Activity 2
Participants' experience with classroom resources

1. List the resources available to a teacher to help children learn.

2. Imagine an excellent class and a very poor class and describe how the resources in the lists might be used in each to create poor or excellent learning environments.

3. Educators recognize several important resources that are available to classroom teachers. The box on the right lists the most important of these resources.

4. Review the list of resources in the box on the right and determine whether they are the same resources they identified in their lists, and to describe the way you use these resources in your own classroom.

Consider this

Resources Available to Classroom Teachers

- Time for instruction
- Space in which to locate learning activities
- Instructional aids such as books, posters, blackboards, etc.
- Interactions with students to present concepts, to offer practice, to guide learning

Activity 3: Time as a Resource for Learning

The amount of time available for learning and the way it is organized should be one of the main concerns of teachers. A number of school systems have increased the amount of time devoted to instruction.

Ask the participants to:

1. List all the ways time might be important in their own classrooms.

2. Review the box below: "Issues of Time in Student Learning" which summarizes the practices related to time that have influenced learning in other countries; discuss this in relation to their own classes.

3. With a colleague, discuss each of the time issues and how each one effects learners and your school.

Consider this

Issues of time in student learning

The following are practices regarding time that may affect learning

- Weekly, daily, and yearly schedules of schools and holidays
- Absences and tardiness of teachers and students
- Non-instructional activities in the school day such as attendance taking, breaks, moving from class to class, etc.
- The amount of time during instruction when children are engaged
- *The extent to which the curriculum is covered*

4. The Teaching Tips in the box below summarizes the strategies other countries have taken to extend or better organize instructional time. Discuss each strategy to see if it would be useful in improving teaching and learning. Say how you might implement each strategy at your school.

How some other countries address time in school

- *Extending time for learning*
- *Giving students sufficient time in the school year and day for learning*
- *Ensuring students attend school regularly and are on time.*
- *Monitoring by community members of school attendance*
- *Keeping administrative and other non-instructional tasks to a minimum*
- *Adapting schedules to community activities and reducing holidays*
- *Assigning homework practice*
- *Recruiting volunteers for tutoring*

Activity 3a: Looking at learner attendance

School absenteeism is a predictor of repetition. Students who are absent from school do not receive instruction from the teacher, may not have access to textbooks, and miss opportunities to learn from their peers. That is why students who have a high rate of absenteeism, are more likely to repeat ..... School attendance determines the time spent in learning the intended outcomes. Most learning of the curriculum takes place within the classroom. So, those students who attend school regularly have a better chance of learning the curriculum.

1. With a group of colleagues, brainstorm all the reasons why children are absent from school.
2. Identify the students that are often absent in your classroom.
3. Make a profile of two or three of these students. Here are some questions that will help you make a profile.
   a. Is the child a boy or a girl?
   b. What reasons does the child give for being absent?
   c. What reasons do the parents give for the child being absent?
   d. How far from school do they live?
   e. How do they come to school every day?
   f. What home or work obligations do the children have?
4. What are some of the ways you help the learner to avoid absenteeism in school? Brainstorm a list with some colleagues.
5. What strategies would you use to help those learners you profiled (in number 3 above) to have higher attendance in school?
6. Role play a discussion with parents on ways to keep the child from being absent from school.

Activity 4: Managing Instruction Effectively

Instruction is effective if it produces the intended learning. This activity helps you examine how you organize your teaching.

1. Describe the steps you use in teaching a lesson. Compare your steps with your colleagues.
2. Review the box "Managing Instruction Effectively" which summarizes some research findings of practices used by effective teachers to improve learning in other countries. For each point listed describe how you might improve your own inst.....
3. Review "Strategies to improve learning" which summarizes the ways other countries have better organized instructional time. For each strategy describe how you will apply it to improve practices to your school.

Consider this

Managing Instruction Effectively

Effective teachers manage instruction in ways that increase the time spent in learning and use that time effectively. Research studies indicate that effective teachers:

- achieve an orderly environment with few distractions;
- use an orderly sequence to teach lessons (usually specifying learning objectives, reviewing skills needed to learn the new materials, presenting the new concepts, and providing various kinds of practice);
- use a variety of methods and practice tasks; and
- pace lessons appropriate to students' abilities to learn.

Strategies to Increase Learning

Initiatives to increase learning in other countries tend to focus resources more clearly around learning outcomes.

- *Create clear, well-defined learning objectives (curriculum requirements)*
- *Organize instructional aids, teacher training, supervision, and assessment in direct support of learning objectives rather than treating them as independent components;*
- *Establish a system for continuously ....., reflecting on, and improving results .*

lesson Planning

There is more than one way to teach any given lesson. Your ministry of education guidelines may suggest or require teachers to plan and teach their lessons in a particular order. There are the important elements of a lesson plan.

Setting an Objective: Students and teachers need to know what the expected leaning outcome for the lesson should be. What do you want the learners to know or be able to do at the end of the lesson?

Review: Teachers need to check whether students have the prerequisite knowledge and skills necessary to acquire the new materials. What do the students already know about the topic?

Presentation: Teachers need to present the new materials in a variety of ways using concrete examples to clarify the new concepts.

Guided Practice: Teachers need to guide practice of the new concepts and skills in a variety of forms to ensure that students understand the new concepts and can apply the new skills.

Independent Practice: Independent practice is essential in the learning process for it allows children to practice what they have learned by applying it to new problems. Learners try the activities on their own.

Homework: Homework gives the students added opportunities to reinforce learning and for some, to extent their knowledge.

Continuous Assessment: Effective teachers develop ways to determine whether students are grasping the concepts/skills before moving to new materials. They regularly check the learners' understanding.

Activity 5: Looking at Lesson Plans

How do you manage instruction in your classroom and how do your lesson plans relate to these tips?

1. With a group of colleagues look at the teaching tip above (A Suggested Order of Teaching). How does that order compare with the order of lesson planning that you use?
2. What would you change in your plans to make instruction in your classroom more effective in increasing student learning? Ask each group to share their ideas with the whole group.
3. What have you learned about lesson planningthat you can apply in your classroom? And how will you share it with other teachers in your school?

Activity 6: Engaging Students in Learning

Effective teachers actively engage students in learning. They ensure sufficient instructional time and check to make sure students are engaged as much of the time as possible in learning tasks. The more time they spend in learning, the more a student will learn. Research shows that the number of engaged hours in the school day is more important than the length of the school year. The amount of engaged time a student spends in class depends on the way teachers organize instruction.

1. With a group of colleagues make a list of the ways you engage children in learning tasks. Give example of each.
2. Review "Factors affecting engagement in learning" which summarizes practices that affect student engagement; discuss this in relation to their own classes.
3. Review "Initiatives to Engage Students in Learning" which suggests some initiatives to keep children focused on learning tasks; other suggestions appear later in this unit;
4. Discuss these initiatives with your colleagues. Describe how you will adapt these ideas to your own teaching.

Activity 7
Observing Time-on-Task

This activity helps teachers to find out how much time learners spend on learning tasks. By recording the activities in a classroom during a lesson, and who is involved in those activities, we can get an idea about how much time is spent by the learners on the learning tasks.

1. Make an arrangement with a colleague to observe each others' lessons. It maybe helpful to think of this activity as getting feedback from a friend about your teaching. This is not an evaluation!
2. Make a chart like the one below in an exercise book. Make enough columns so that you can keep track of what is happening in the lesson up to the end. If the lesson is 40 minutes long, your last column should be 40 minutes (or the end of the lesson)

Observing Time-On-Task

Date_____ Time_____ Lesson_____ Number of Students in Class_____

Time into the lesson	Start of lesson	After 5 minutes	10 minutes	15 minutes
Teacher/Students	# of Students Engaged 15	# of Students Engaged 2	# of Students Engaged	# of Students Engaged
What is the teacher doing?	Giving instructions to learners.	Asking Learners questions.		
What are the students doing?	Getting their exercise books open.	Answering teacher's questions.		

Some ways to increase time-on-task

1. Teacher comes prepared for class.
2. Teacher uses a variety of teaching and learning strategies.
3. Learners are given time to practice what they have learned. Role plays, show and tell, storytelling allow students to apply new information.
4. Learning tasks require all students to be involved.
5. Learners have enough time to engage in the learning task.
6. The learning tasks are based on the objectives of the curriculum.
7. The learning tasks are appropriate to the developmental level of the children.
8. The learning activities are paced to meet the learning needs of students.
9. Ensure adequate water, bathroom facilities, and shelter so children can focus on learning.
10. Use teaching and learning materials appropriately.
11. Independent study and seat work can be completed concretely before moving on to other tasks.

3. While observing your colleague's classroom use the chart below to record your observations.

4. Every 5 minutes during the lesson, write down what the students are doing and what the teacher is doing. At the top, write down the number of students who are actively engaged in the lesson. A student is actively engaged if they are listening, talking to other students about the topic, reading, writing, calculating, answering a question, drawing, making something related to the topic, and practicing what they have learned. An example is filled in for the first two columns.

5. After the lesson summarize your results by answering these questions:

a. How much time was used by the teacher talking?

b. At any one time what was the maximum number of students engaged in the lesson?

c. What were the main activities of the students during the lesson?

d. Which activity did learners engage in for most of the lesson?

e. Do you think the learners were actively engaged in the lesson for the whole lesson? Why or why not?

6. Based on this observation what would you do differently if you were teaching this lesson again?

7. Switch roles for another lesson. Let your colleague be the observer of your lesson. And repeat the steps above.

Consider this

Classroom Participation and Calling on Students

Students should have the opportunity to participate in classroom discussion and be able to ask and answer questions. If some students are systematically excluded their motivation and capacity for learning is likely to decrease. Teachers who call on students in one obvious order or pattern is more likely able to cover all students, but they may lose the attention of those whose turn has gone or will come later. Teachers who call students randomly, keep the students alert, but may overlook some students.

Activity 8: Looking at questioning techniques.

1. Which of the questioning techniques listed in the table on the right do you use? Order the techniques from 1-7 . For the technique you use most often give it a 1; for the technique you use least often, give it a 7, and so on.
2. Which one is your most common technique for calling on learners?
3. How does that work for you?
4. How does it relate to the tips above?
5. What would you change in your techniques to increase student engagement.
6. How will you apply these techniques in your classroom? How will you share what you have learned with other teachers?

Questioning Technique	Rank order
A. Asking a question and waiting for the whole class to respond in chorus.	_____
B. Calling on a student by name and waiting for a response.	_____
C. Calling on the first person to raise his or her hand.	_____
D. Calling on learners after I give them a few seconds to think.	_____
E. Alternating calling on boys and girls.	_____
F. Calling on learners by alphabetical order in my register.	_____
G. Calling on learners by going around the room from desk to desk in order.	_____

Increasing Learner Participation

Teachers can encourage every student to participate in learning by using every-student-response techniques. This engages students and encourages them to pay attention. Here are some suggested techniques. What others can you think of? Make a poster for your staff room showing these techniques.

1. *When asking students true/false questions, ask all students to put thumbs up for true responses and thumbs down for false responses.*
2. *When going over a list of words, ask the students to read aloud like choral speaking.*
3. *When going over a list of words, ask students to underline, circle, or cross certain words in their exercise books.*
4. *Ask all students to write down their answers, then call on some students to read theirs aloud.*
5. *Give students enough time to think before calling on students. Ask learners to keep their hands down after you ask a question until you give them a signal to raise their hands to be called on. Try giving students 3 seconds after asking a question before they should raise their hands to be called on. This gives learners a time to think and those learners who are not usually the first to raise their hands may have more of chance to give a response.*
6. *When you want to call on a particular student, do not name the student before you ask the questions. If you name the student, only that student will pay attention. Ask all the students to begin thinking of an answer before you name the student.*

Activity 9: Providing Additional Practice (Mentoring and Peer Teaching)

Involving students in teaching other students is an effective technique to increase learning. The best way to learn something is to teach it. Students in the same grade may be of different ages and of varying abilities. Teachers can capitalize on these differences by involving students in group learning. Teachers can organize learning groups in pairs, in small groups, and in cooperative groups.

1. With a group of colleagues list the techniques and strategies used to help learners catch up with the rest of the class.
2. What techniques they use to help weaker students catch up with the rest of the class;
3. Review Box 10 and discuss how they might implement these various ways to improve learning.

Questions to Consider when Doing Group Work

Group work is a type of activity that enables learners to teach one another and learn from one another. Group work also involves cooperative efforts, develops leadership and communication skills, and builds self-confidence. When setting up groups, you may consider these questions.

1. *Will the learning objective be achieved by having learners in groups?*
2. *What type of group will work best for the learning activity? (pairs, three in a group, small group, large group)*
3. *What is the best way to make up the group? (girls in groups and boys in groups, boys and girls together in groups, skilled learners with unskilled learners, learners with the same ability, etc.)*
4. *Are there enough materials for each group to have their own set? How many groups will you be able to make with the amount of materials you have?*
5. *Will the instructions be given before the learners are in groups, or after? Will the instruction be written or oral?*
6. *What will the teacher be doing during the group work? (going from group to group, working with one group while the others work, etc.)*
7. *How will you assess the learners in groups? (Refer to assessment chapter for ideas on this.)*

Activity 10
Organizing groups for learning

1. Take a few minutes and think about how you usually organize groups in your classroom. Make a short list that describes how you organize the groups.

Objective or Competency from the Syllabus	Description of Learning activity	In Groups or Not? Yes/No	Description of the Group

2. Share your strategies for organizing groups with your colleagues.

3. Look through your syllabus. Select some objectives from the syllabus to teach. For each objective, describe the learning activity you develop, tell if the learners will be in groups or not. If they are in groups, describe how you would organize the group. It may be helpful to make a table like the one below in your exercise books to complete this exercise.

4. What have you learned from this exercise?

5. How do you want your classroom to be when organizing groups?

6. Describe two actions you will take to share you ideas with other teachers in your school.

Activity 11
Creating a Learning Environment

A sound classroom management plan includes elements that create a positive learning environment. Such a plan would detail how the teacher would:

- arrange the classroom, students, and materials in a way that makes the physical environment conducive to learning.
- establish rules and procedures for orderly conduct of the day.
- deal with discipline problems that arise

Ask participants to:

1. describe the arrangement of their classrooms, the rules they set for student conduct, and the types of discipline they use to keep an orderly environment;
2. review the sections below and discuss how they might implement these various ways to improve learning in their classrooms;
3. draw a plan of their classrooms and defend why they think this is the best way to arrange children, materials, and other resources to accomplish their learning objectives; ask others in the group to make suggestions about other possibilities..
4. Add something here where they respond to cases, examples. Discuss with a group of colleagues.

Activity 11

Box 7 *Consider this*

Arranging the Classroom.

The physical arrangement of a classroom will not, by itself, guarantee effective management. However, thoughtful arrangement can contribute to the learning outcomes the teacher intends to achieve. The most important element is to select a classroom arrangement that is consistent with learning goals and instructional objectives.

If the instructional approach calls for cooperative work, the classroom can be arranged with clusters of students;

If the instruction consists primarily of presentations, demonstrations, and teacher-led discussions with the whole class, student should be arranged in rows or half circles where they can see the teacher and the blackboard.

Some diagrams here showing some different arrangements, including 60 learners in a class with no desks or chairs, teaching outside without desks, teaching inside with desks, learning corners in less crowded rooms.

Factors to consider in classroom arrangement

Classroom arrangements may differ considerably and still be effective. The points below suggest some of the implications.

Seating Arrangement

Seating arrangement can have an impact on learning. In a classroom that is arranged in rows there is a tendency for the teacher to direct more attention to the students seated in the front. Researchers have found that in many classes students who sit at the back of the class tend to be less attentive and achieve at lower levels than students who sit in the front. Low achieving students who are moved to the front may improve their level of achievement.

Chalkboards

The chalkboard is the focal point in most classrooms. Teachers use the chalkboard to present lessons, explain new materials, provide student practice, write exercises, and give instructions. The teacher should be sure that all the students have a clear view of the chalkboard and that there are no nearby distractions such as a window or a walkway, or glare that makes it hard to see. Often blackboards rest on the ground making it hard to write on and to be seen by those in the back, or it is too high for children to write easily on the upper portions. There should be a nearby holder for chalk and erasers.

Add here about NEU in Guatemala where chalkboards were cut up and pieces given to kids to use.

Establishing class rules and procedures, and communicating expectations

Involving students in establishing rules and procedures increases their participation, builds trust, and encourages them to take an active role in applying the rules.

Rules

Rules are general standards of behavior that apply to most situations in the classrooms. For a clear understanding of what is meant, teachers should work with students to identify and prepare detailed explanations of the rules. If the classroom rules are stated positively, it will be easier to enforce. Examples of positive rules are: Respect each other. (Instead of saying no hitting each other, no talking while another person is talking.)

Procedures

Procedures are standards of behavior that relate to routine activities in a classroom. They answer how-to questions that students might ask about academic and non-academic work in your classroom. For example,

Using the chalkboard

- *Hang the chalkboard so that it is visible to all students*
- *Make sure that chalkboards are the right height for learners and teachers to write on them.*
- *Position the chalkboard so the glare does not prevent the students from seeing.*
- *Be aware of the condition of the blackboard so that writing on the blackboard is legible.*
- *Check the availability of chalk and dusters.*
- *Make sure that no mistakes are left on the board without being either crossed out or erased; so visual learners do not retain incorrect information.*

how does a student excuse him or herself to go to the bathroom, to signal a desire to ask or answer questions, to change to the next subject lesson, to prepare for the start of a lesson, to move out of the classroom for a lesson outside, passing out textbooks, getting into groups, and collecting assignments.

Activity xx: Identifying procedures for learners in your classroom.

Daily Routines

In any classroom there are a number of tasks and activities that have to be carried out on a regular basis. This would include such things as daily cleaning of the classroom, opening and closing windows, collecting and passing out textbooks and other materials, and cleaning the chalkboard. Giving the responsibility to learners for these tasks in an equitable way is important for modeling practices such as responsibility for cleanliness and order, equal participation in tasks and good organizational skills. For younger learners it is important that they learn classroom routines so that they can be free to concentrate on other aspects of learning.

Activity 11

Box 8 *Consider this*

Some common routines in primary classrooms.

Organizing chairs and desks

Sweeping the classroom floor

Opening and closing windows

Cleaning the chalkboard

Updating the calender

Collecting and distributing textbooks and other materials

Helping the teacher with attendance register

Leading other students in preparing for lessons.

What others can you name?

Activity 12
Making a Classroom Activity Chart

Make a Classroom Activity Chart for use in your classroom.

1. For this activity you will need a large piece of Poster board or a carton box (a good size would be around 1m x 75 cm), some additional poster board or carton boxes to cut up into small rectangles for student names, some scissors and a marking pen. You will need some tape or blue tack to stick the names on the chart.

2. On a scratch piece of paper prepare a draft of your Daily Activity Chart. In the TASKS column list all the routine tasks that learners may be involved in. It might look something like this:

3. Ask the learners (or help the learners to) make a card with their name on it.

4. Prepare the large poster board or carton box to look like the draft you have made. Make it large enough so that learners can easily see the chart from their desks. Make it colorful and attractive by using crayons, different coloured marking pens. Learners can decorate their name name cards.

5. Hang the chart on the wall in a prominent place in the classroom so all can see it clearly.

6. Explain to the learners how to use the chart. Here are some ideas for using the chart:

   a. Learners make a list of tasks and how often they should be done.

   b. Learners make a roster of the learners for each task for a one month period.

Daily Activity Chart

TASKS	Monday	Tuesday	Wednesday	Thursday	Friday
	Learners Names				
Sweep Floors					
Open and Close Windows					
Collect and pass out books and papers					
Cleaning the chalk-board					
Updating the Calender					

c. Learners place their name card on the tasks they carry out.

Maintaining an orderly environment

Classroom management and discipline are related to learning. Classroom management covers actions taken by a teacher to facilitate student learning, and discipline relates to the extent to which students behave in a way that lets them and other students engage in learning activities.

Disruptive Behavior

Effective teachers deal with disruptive behavior by developing certain practices to check misbehavior without interrupting classroom instruction. Some teachers use silent signals with students to communicate non-verbally when they feel the students are interfering with the lesson.

Communicating expectations

Classrooms are places where other than academic learning can and should go on. Through their actions teachers can help children develop a healthy respect for learning and their own abilities to succeed in school and in life. Where positive attitudes are cultivated, children are apt to learn more.

Silent Signals

- *Touch your watch. (When a student is wasting time)*
- *Touch your ear. (When a student is not listening.)*
- *Touch your mouth. (When a student is talking too much.)*
- *Hold up your pencil. (When a student should be writing.)*
- *Hold up a book. (When a student should be reading.)*

Other

Other Actions

- *Look at the student. (Make eye contact.)*
- *Walk near the student.*
- *Touch the student's desk or shoulder.*
- *Call on the student to respond.*
- *Speak to the student after class.*
- *Move the student to a different desk.*
- *Hold a parent-student-teacher conference.*
- *What other actions can you think of?*

Promoting high expectations

Teachers who have high expectations for their students give their students confidence and a motivation to learn.

Fostering independence

Teachers who encourage students to assume responsibility for their own learning help children by providing lots of opportunities where they can apply the knowledge they have acquired to new problems. These children tend to do better on tests and feel more self-confident in their ability to do school work.

Building team spirit

Teachers who provide learning activities that require team building, and who verbally recognize good team spirit foster a positive atmosphere in their classrooms.

Managing Multi-grade Classroom

Managing instruction in multi-grade classrooms is similar in many ways to managing single-grade classrooms. However, instructional organization in a multi-grade requires multiple groupings. This section discusses flexible classroom arrangement that accommodates such groupings.

Creating an orderly learning environment

Teaching Tip

- Before dismissing the class for recess have the students get out materials needed after the break. When the students come in, you can begin the lesson.
- Start your lesson promptly.
- Run the classroom in an orderly fashion.
- Maintain a lively pace in your classroom.
- Establish procedures for lining up, giving out materials, sharpening pencils, etc
- List as few important rules and procedures as possible, and post this list.

Classroom Arrangement

Classroom arrangement help to establish clear expectations of classroom routines and student behavior.

Flexible Grouping

In multi-grade classes, instructional organization is characterized by flexible grouping and individualized instruction. In a typical multi-grade classroom, where multiple activities are likely to occur at the same time, the classroom arrangement needs to be flexible to accommodate behaviors that allow for individual teacher instruction, small group work, and student independent study. Some multigrade classrooms have designated areas where students can engage in self-directed leaning activities.

Activity 13
Looking at classroom management

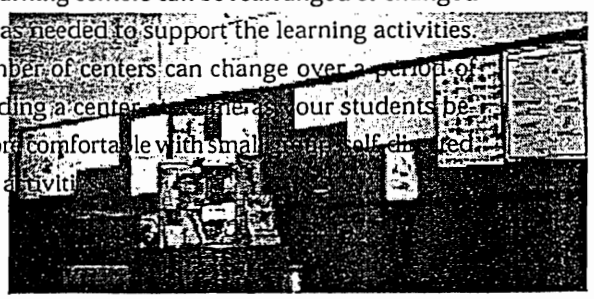
Ask participants to:

1. describe the arrangement of their multi-grade classrooms, the rules they set for student conduct, and the types of discipline they use to keep an orderly environment;
2. review the sections below and discuss how they might implement these various ways to improve learning in their classrooms;
3. draw a floor plan of their classrooms and defend why they think this is the best way to arrange children, materials, and other resources to accomplish their learning objectives for all grades; ask others in the group to make suggestions about other possibilities.
4. describe the learning activities in their classrooms and how they arrange the room to accommodate these activities: how do they ensure that children continue to learn when the teacher does not have direct supervision over them.

Learning Centers

Learning Centers in classrooms are designated areas where students can engage in self-directed learning activities. They are usually furnished with manipulatives and materials that help a child learn a topic or subject. Some educators suggest organizing the classroom around subject areas such as language, math and science to improve instructional efficiency.

Collecting resources in one area saves time in locating materials and encourages children to learn on their own. Learning centers can be rearranged or changed as often as needed to support the learning activities. The number of centers can change over a period of time, adding a center [illegible] as your students become more comfortable with small [illegible] self-directed learning activi[illegible]



Arranging the multi-grade classroom

- Consider the learning activity and the noise that is likely to occur.
- Use furniture to define boundaries of different work areas.
- Chose the area for teacher's resources: table, bookshelf, and chalkboard.
- Specify student-learning centers and label each area
- Consider traffic patterns that permit students to move from one center to another with minimum disruption.
- Accommodate age differences and keep in mind developmental characteristics of the students.
- Assign places where students can store their belongings.
- Make simple rules and behavior standards all children can understand.

Activity 13
Making an Action Plan

Now that participants have discussed the various resources that teachers can organize to improve learning, this section asks them to spend time developing a plan to improve their own management of classroom resources. They should adapt what they have learned to their own classroom settings

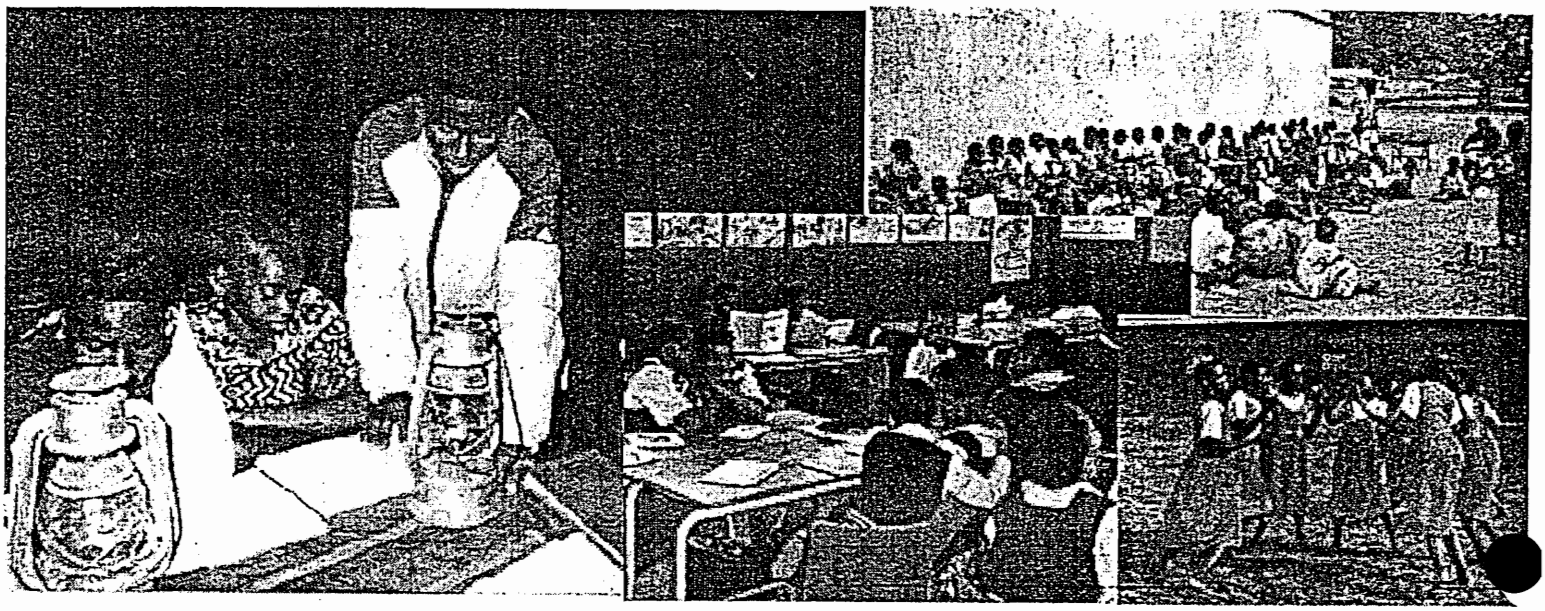
Ask participants to:

1. develop their own plans for better classroom management. They should remember that there is no "correct' way and therefore they need to shape their plans to fit their classrooms;
2. check to ensure that they have addressed all the main issues in this module: time, space, teaching interactions with students, discipline, etc.
3. present their plans to the whole group.

(add something here. It could be a "test" for assessment and a visit by a supervisor for follow-up)

Follow-up

MAKING AND USING TEACHING AND LEARNING MATERIALS



Objectives of this Chapter

Upon completion of this chapter you will be able to

- explain the importance of using teaching aids in your lessons.
- make and use various teaching aids with limited materials.
- use teaching materials to help children learn the given curriculum/syllabus.

BEST AVAILABLE

Making and Using Teaching and Learning Materials

Making and using teaching and learning materials is an important aspect of good teaching. Even in classrooms with few resources, teachers can use locally available materials to improve student learning.

We know that learning takes place in an exciting and active environment. In this chapter we will find out how teaching aids can help to make learning fun and interesting. We will discuss manipulative teaching aids - materials that you, as the teacher, can hold and use; and manipulative learning aids - materials that learners can hold and use during the lesson.

Teaching aids are materials that are used to help learners learn. Teaching aids can be used as part of teacher instruction, classroom practice, or assessment. It is important to understand that teaching aids can be used to help your learners to understand better the curriculum/syllabus.

Some Definitions

Teaching Aids. These are materials that we use in instruction, during the lesson to help our learners better understand the topics we teach. These aids are used mainly by the teacher.

Learning Aids. These are materials that the learners use during the lesson practice or assessment. They are materials that the learners can hold and move around. These aids are used mainly by the learner.

Manipulative. This is something to hold, touch, and move around. It helps to demonstrate a particular aspect of a topic being taught. It helps learners to go beyond memorizing knowledge to understanding the concepts or ideas being taught.

Activities

Activity 1: Why is it important to use teaching aids and materials in teaching?

1. Read the following ancient proverb. Have you read this before?

I hear and I forget

I see and I understand

I do and I remember

2. On your own take a few minutes and think about how you learned something as a result of actually seeing the thing you were trying to learn. Write a few short notes about that experience.
3. Now, take a few minutes and think about something you learned because you actually were involved in doing that thing. What was it you learned. Write a few short notes about that experience.
4. With a group of colleagues share the learning experiences you described in numbers 2 and 3 above.

Learning by Doing

Children learn by doing. It is important that we use teaching aids and activities in which children are engaged in learning not just sitting and listening to talk. Active learning, especially in young children has been found to be very effective for most children. Group work, discussions, singing, playing games, drama, making models, drawing, observing, showing and demonstrating are all ways of active learning that require some type of teaching aid.

The five senses (tasting, smelling, seeing, hearing, and touching) can easily be used to help learners better understand the lesson. When teaching about food in class, for example, bring small amounts of that food to class. Allow the children to touch it and tell you how it feels (smooth, rough etc.). Allow them to smell and see it, again telling you what they find (e.g., brown, white). And lastly, allow them to taste it and then the class can discuss what they have found (e.g., sweet, cold).

5. After you have shared your experiences with a group of colleagues, discuss the meaning of the proverb above. Make a list of what it means for teaching and learning.

6. Can you add anything to the proverb to make it more meaningful? Do you have a similar proverb in your mother tongue or local language? What is it? Does it have the same meaning?

7. In groups, prepare a song, dance or poster to demonstrate the meaning of this proverb. Share your song, dance or poster to the others in the other groups.

Consider this

What are some ways to make teaching aids and materials when there are few resources?

Even with few resources you can still have a classroom with teaching and learning aids. It is important to understand that teaching and learning aids can be made from materials found in your community. You can reuse bottles, bags, string, boxes etc.. to make aids for your learners. Also, you can use materials from the environment. For example, grass or hay, seeds, stones, sand, soil, leaves, sticks, plants, bones and even insects. You do not have to spend money to have teaching/learning aids in your room. Just look around your community and use what you find. Be creative!

You can also bring in objects from home or the local area when studying those particular topics. For example, if you are studying about communication bring a radio to class. If you are studying about care of the teeth, bring an animal skull and teeth to class.

Using the learners as teaching and learning aids.

Teaching Tip

The most important teaching and learning aid that every teacher has in the classroom is the learners' themselves. One of the best learning aids is the learner's body. You can help the learner with counting by showing her/him how to use their fingers to count to ten, by two's and even putting kids in pairs so they have more fingers to count on. They can count by 5's or 10's if the group is large enough.

Once the learners are able to count on their fingers you can then use stones or bottle tops as counters during your mathematics lessons. You can pass these objects out to each student (or small group), or if there are not enough you can use them and show them to the students while counting aloud. One stone, (show them the stone), plus one stone, (show them the second stone) equals two stones (show them both stones together in one hand). Be sure to write this on the board as you are saying it.

Also, student work can be displayed on classroom walls. This gives students a chance to see and reed others work ..... can also feel proud that their work is displayed. It is important that student work does not contain negative feedback by the teacher.

Consider this

The story of the missing materials.

The following story is based on an actual events in a number of schools in different countries.

Ms Motumo had just been appointed a school inspector in her district after 10 years as a grade 3 teacher and another 7 years as a school principal. One of her first tasks as an inspector was to find out what types of teaching and learning materials were available at the schools in her district. The district office needed to know this information in order to prepare a budget and place orders for the coming school year. What she found was truly surprising.

In school after school that she visited the teachers said that they had no teaching and learning materials. They said that they didn't have textbooks or they did not have enough textbooks to let the learners use them. The could only use one copy for their own lesson preparations. When Ms Motumo went to the classrooms she noted that the teachers truly did not have many teaching and learning materials in their classrooms. Walls of classrooms were bare, learners desks contained only exercise books and if bookshelves and cabinets were in the alassroom, they were usually empty.

Ms Motumo knew from her experience as a principal that teaching and learning materials were indeed scarce. But she knew that the district had provided some materials to schools over the past few years. Where were these materials? On her tour around the schools with the principals she came up with a similar situation at each of the schools. The materials were indeed at the school! In almost all of the schools piles of books sat unused and dusty on bookshelves and cabinets in the principal's office or staff room. Equipment and materials were in boxes under desks and beakers and science equipment were used for drinking glasses and pencil holders.

At Ms. Motumo's former school she had her teachers develop a system for storing, using and maintaining the teaching and learning materials. As a result, her teachers were very familiar with the materials and used them often. She also knew that some damage of the materials was inevitable but that is the price to pay for learners gaining a deeper understanding of the things they were learning. She also knew that the use of these books and materials in her school made the learners very interested in learning!

Activity 2: Using and storing teaching and learning materials.

In Bthe story of the missing materials on the previous page, Ms. Motumo found that some of the schools in her district had many teaching and learning materials but they were not being used by teachers. They were stored in boxes and cabinets in stead of with the teachers and students

1. With a group of colleagues make a list of all the reasons why you think the books and materials may not have been used in those schools visited by Ms. Motumo. For each reason you list describe how you might turn the situation around into one where the materials are being used. You may want to use a table like the one below.

Increasing the use of teaching and learning materials.

Reason Why Teaching and Learning Materials might not be used	Ways of increasing the use of teaching and learning materials in the school.

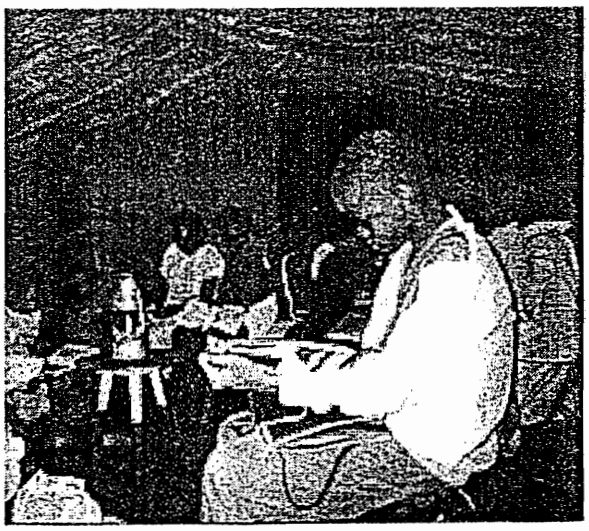
2. On your own, think about the teaching and learning materials in your school. Answer the following questions:

   a. What types of teaching and learning materials are available at your school?

   b. How are they stored and protected from damage?

   c. Are the materials easily available to teachers to use in their classrooms? Why or why not?

   d. Describe three ways you might make better use of the teaching and learning materials at your school.



Utilizing Teaching and Learning Materials

Teaching Tip

A beautiful textbook or globe is absolutely worthless if it is never used. In schools where resources are scarce it is important to take good care of teaching and learning materials so that they last a long time and many learners get to use them. If the teaching and learning materials last a long time but no one has used them it has served no learning purpose. Remember - if it is not being used, no one is learning from it! Here are some storage, sharing and displaying tips for you to consider.

Storing	Sharing	Displaying
Use plastic bags to hang materials such as flash cards, bottle caps and sticks on hooks on a hook on a shelf wall.	Set up routines with learners so they know how to borrow and use materials.	Hang posters on a string along the wall with clothes pegs cover posters with clear plastic to protect them
Use shoe boxes to make kits of materials for groups of learners.	Teach learners how to protect and properly use the learning materials. Make sure learners know safe handling of all materials.	Use carton boxes collected from slops to make posters and flash cards instead of expensive poster paper.
Write down the number of materials before they are handed out to learners. Ask learners to collect and count the materials at the end of the lesson.	Check the number or materials before class to see how many groups of learners you will have. If you have 10 thermometers and 40 learners then you can have 4 learners per group for 10 groups of 4 learners each using one thermometer.	Glue pre-made posters to carton boxes so they last long and can be stood up along the wall or on the chalk .....
Get learners involved in the storing and care of the materials. Make up a schedule so that all learners are responsible for collecting the materials from their storage place and returning them when you are finished.	When organizing groups put one person in charge of collecting materials, another for making sure all learners get a chance to use the materials and another to put the materials away.	Ask learners to sit on the floor or in semi-circles around the teaching and learning material if there are few and they are for demonstration puposes.
		Make sure all learners can see the materials. If you are displaying a poster make sure it is visible to all learners. Check visibility yourself by walking around the classroom to view the material from different places in the room.

Activity 3: Using stones and bottle caps

1. Collect small stones and bottle caps. Place them in separate containers such as plastic bags, tins, carton boxes or baskets.
2. The table below lists a number of uses for each of the objects. Using your curriculum or syllabus materials, identify a curriculum objective or comepetency that can by addressed using bottle caps or stones. Describe an activity that would use bottle caps or stones for each objective.

Using Bottle Caps and Stones

Syllabus Objective	Description of Activity
Count by tens to 100 using objects	In groups of 3, learners place 10 stones on the ground. They draw a circle aound each group of 10 stones. Learners continue making groups of 10 stones until they have 100 stones. Learners from one group come to count a neighboring groups stones and vice versa.
Classify groups of objects.	Groups of learners are given some bottle caps from different types of bottles or drinks. They are asked to make 2 piles with each pile having the same kind of bottle caps in it. Learners explain to the class the reason for grouping them the way they did.

Making Posters for the Classroom

Good posters for the classroom can be made by keeping the following points in mind.

1. *Make letters, pictures and symbols big enough so learners can read the poster from the back of the classroom. Write neatly.*
2. *Use bold lettering by using a thick marking pen, crayon or paint brush.*
3. *Use the whole space of the poster but don't crowd it with too much writing or pictures.*
4. *Plan out the poster by using a pencil to determine where the writing and pictures will be. Try to avoid cutting words up when they don't fit on a line.*
5. *Use a variety of colours if they are available.*
6. *Use carton boxes to make posters that will last longer. Glue plain paper on top of the carton box if you want a white and/or clear surface.*
7. *Laminate the posters or cover with clear plastic to make them last longer.*
8. *Display posters by: i.) hanging them from strings on a peg on the wall, ii.) pegging them on a string across the room, iii.) sticking them on the wall with blue tack or prestick, iv.) leaning them against the chalkboard on the chalk tray.*

Activity 4: Using tins and sticks.

1. You and your learners can collect tins and bring them to school. You can also collect sticks (or grass) to put inside the tins. On the outside of some of the tins write "ones" and on some others write "tens" using a marking pen. Ask learners to count out groups containing 10 sticks. Tie the bundle of 10 sticks together with a string, wire or rubber band.

2. Have students collect 14 pieces of straw (or grass). Then, have them count the straws into a group of tens. They should tie the group of ten with string and place the new group in the "tens" tin. The last four pieces can be placed in the "ones" tin. Make sure they write out: one ten plus four ones equals fourteen. (10+4=14). Once they understand how the tins work you can do more difficult problems such as 2 "tens" plus 3 "ones" equals 23.

Activity 5: Making and using dice

Once learners know how to count on their fingers they can easily begin to use dice. Dice can be used with younger learners to help with addition or subtraction or with the older learners to play multiplication games.

1. You can use a block of wood, cardboard, or a large nut from a tree to make a small block with six sides. On each side draw a different number 1 - 6. You can write the word (three), draw the number (3) or use symbols (. . .)

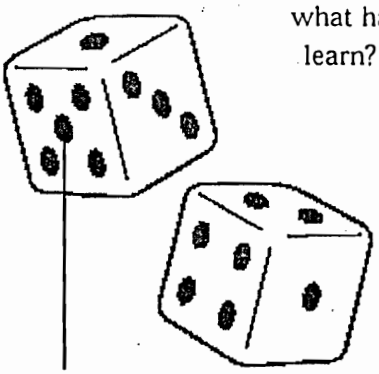
2. Give groups of learners (3 or 4 in a group) 2 dice.

3. They can throw one, then the second and then add the two numbers together. Learners write the addition problem in their exercise books. This can also be done with subtraction.

4. Older learners can do the same game but use multiplication instead of addition or subtraction

5. Young learners throw one die and say and/or write the name or symbol to match what is showing on the die.

6. In a small group try to think of other ways to use dice in your classroom. Try one of these new ideas in you class this week and report back to the group on what happened. Did the learners enjoy the lesson? Did it help them to learn?



Activity 6: Making and using measuring sticks.

Measuring is an important skill for learners to have. You can begin with learners measuring objects in the class with their hands, fingers, length of step, etc.. Once they have done this then they can move on to an actual measuring stick.

1. You can use straight sticks, cardboard or even old cloth, or string. Using a measuring stick, cut out one meter in length (or 50 cm or 20 cm sizes). Mark one edge of the cloth or stick in centimeters with a pen, and continue until you have a meter. Be sure your marks are clear and large enough to read.
2. After you have demonstrated the process of making the meter stick for the learners asks groups to make their own based on the models made already. Each group makes enough for each member of the group to have a meter stick.
3. The measuring sticks (or strings etc.) can be used to measure each other's legs, arms, height,etc.. They can also be used to measure the length of objects in the room(desk, door, window) even the room itself.

Activity 7: Making and using clocks

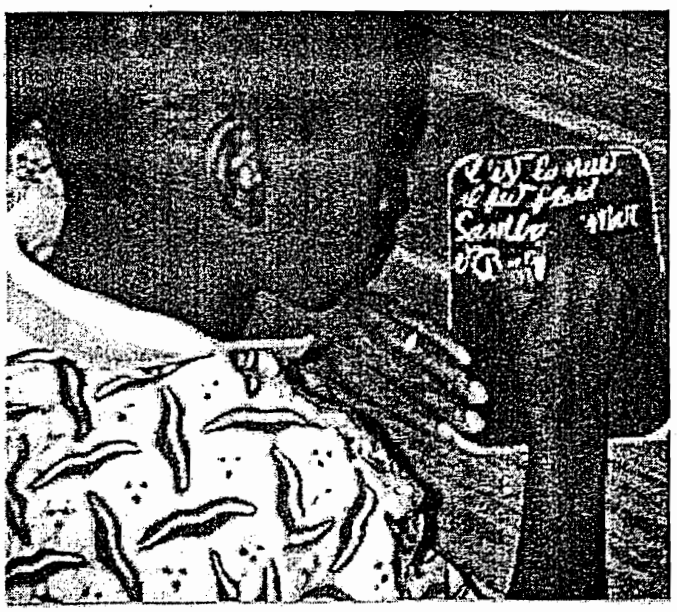
It is important for learners to be able to tell time. If you have a clock on the wall of your classroom or a few "paper" clocks for them to use it will help them to see how a clock works and how to tell time.

1. Use a big piece of cardboard to cut out a circle. Also, cut out two hands for the clock- be sure that one is larger than the other. If possible color the hands a different color so they can be easily seen. Attach the hands to the center of the clock with a paper clip or wire. Write the numbers one through twelve in large writing around the edge of the clock. If you have enough cardboard, make a few smaller size clocks for the learners to use in small groups.
2. Teach the learners the hours of the day and show them where the hands go for the proper time.
3. Tell a story with the clock and have the learners move the hands each time you say a new time. (I wake up at 6:00, at 7:00 I walk to school....)
4. Teach the hour intervals as well as half hour (7:00, 9:00, 8:30, 4:30).

Activity 8: Making and using the alphabet

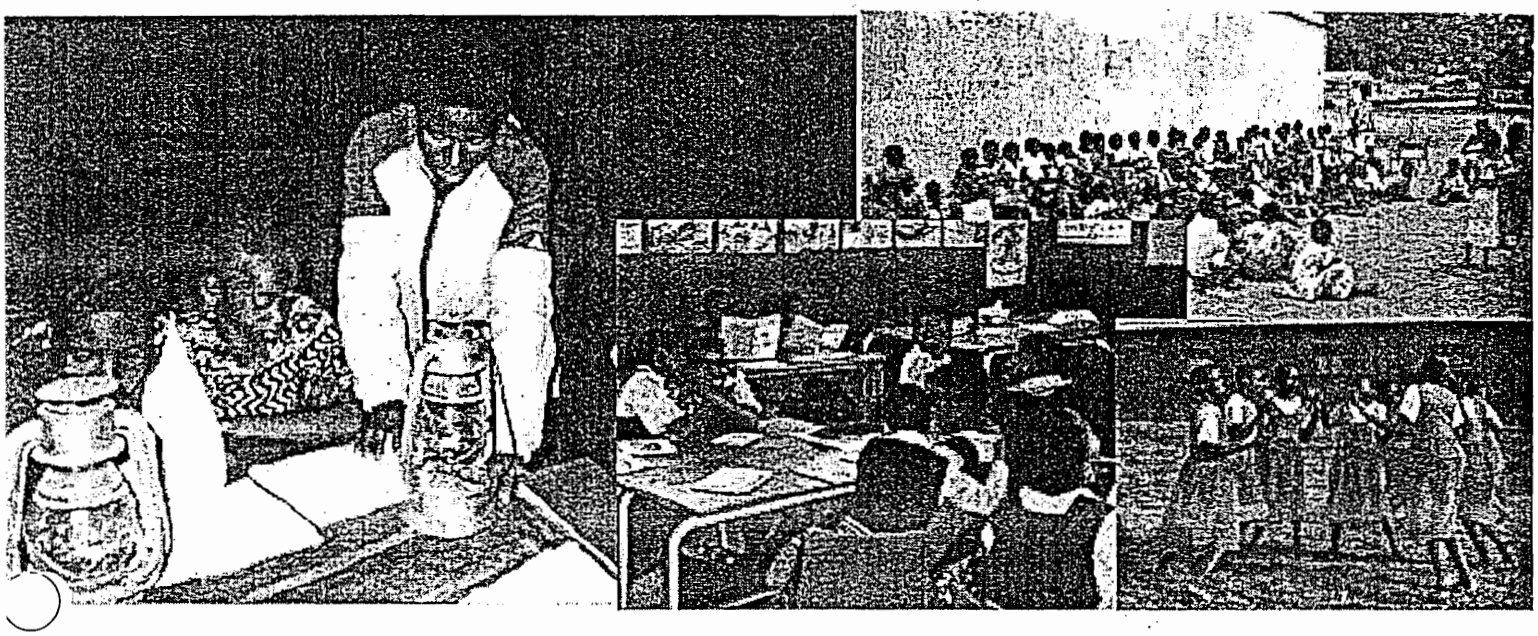
If you have the alphabet posted on the wall in your classroom you are doing two things to help the learners. First, you are allowing the learner to see all of the letters and help commit it to memory, and second you are giving them a reference. In other words, when you are teaching them how to write those letters you can tell them to look at the alphabet on the wall if they are not sure how to write the letter D.

1. To make the alphabet for your classroom it is best to have 26 pieces of cardboard, one for each letter of the alphabet all a similar size. With a marking pen write each letter in upper case as well as lower case on the cardboard. If you have room, try to draw a picture of something that begins with that letter. Drawing a picture will help the learners remember the letter and sound. Hang all of the letters, in order, on the wall of your classroom.
2. Learners can read the letter to you as you point to it.
3. Point to a letter and the learners have to come up with words that begin with that letter.
4. Learners name the picture of each letter.
5. Learners draw their own picture for the letters and post them under your alphabet.
6. Learners use it as a reference when they are writing at their desks (they look up to find the letter)
7. Learners use it to help them remember the alphabet song.
8. Can you think of any other teaching activities using alphabet letters? What have you tried in your classroom? What have you seen other teachers do? How can using these ideas make you a better teacher?



Follow up

CONTINUOUS ASSESSMENT



Objectives of this Chapter

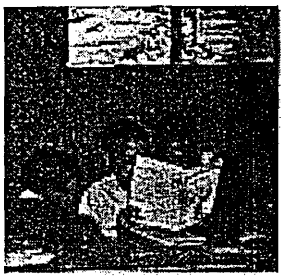
Upon completion of this chapter you will be able to

x x x x x x x x x x x

x x x x x x x x x x x

x x x x x x x x x x x

IN MY CLASSROOM



Continuous Assessment

Continuous Assessment or classroom based assessment poses problems for teachers in almost all countries in the world. It is not an easy topic for teachers to understand or to implement. Most teachers have not been trained in carrying out continuous assessment in the classroom.

In this chapter, you will find practical ways to carry out assessment of learners In My Classroom in an ongoing or continual way. This chapter will also help you understand the main concepts of assessment and the importance of carrying out continuous assessment.

Activities

Activity 1: What is assessment?

The words used to describe the different types of assessment are many. And the meanings for those words are different from place to place and even person to person. It is important to come to some understanding among you and your colleagues about the meanings of the assessment words.

1. With a group of colleagues brainstorm a list of all of the words that you use that are connected to assessment. It is not necessarily the words listed in the book, but the words that you and others use in relation to assessment. (The rules of brainstorming say all suggestions are acceptable, there is no incorrect response and no critical comments are allowed. It is helpful to move quickly when brainstorming so as to keep the momentum flowing. Make it a brain - storm and not a brain - breeze!)
2. After brainstorming the list of assessment words sit in pairs or small groups and discuss and write out the meaning of each word. Present your words with their meanings to the other groups for discussion.

Activty 2: How do you assess?

1. With a colleague or a group of colleagues discuss the following questions:

   a. What are the different ways learners are assessed at your school? Give examples to show what you mean.

   b. What does the word assessment mean to you?

   c. How is this carried out in your classroom?

2. Compare the meaning of assessment that you have with the one described in the definitions box below. How does the meaning of assessment that you have differ from the meaning of assessment described above?

Some Definitions

Assessment. Assessment is a way of observing and collecting information and making decisions based on the information

Continuous assessment. Continuous assessment refers to making observations periodically to find out what a student knows, understands and can do. Specific tasks are given to the learners based on what has been taught. We observe the learners doing these tasks and make a judgment about how well they are doing. Continuous assessment is ongoing and helps the teacher to find out what the learners have learned. Some other terms that are similar to continuous assessment are: classroom based assessment, running records, and teacher grading.

Evaluation. An overall judgment of student learning based on continuous assessment (and sometimes exams). Evaluation usually comes at the end of a semester, term or year.

Testing. Testing is one way of assessing learners on a continuous basis. Tests usually come at the end of a topic or unit to find out what a student has learnt. Testing can include a wide range of question types, but the most common are multiple choice, true and false, essays and matching.

Exams. Exams are usually carried out at the end of the year or cycle (at the end of primary school, for example). Students do not often get feedback on their performance on the exams apart from knowing what grade they got. Exams are usually written in the same way that tests are written.

Assessment tasks. Activities given to learners to find out what they know and can do. An assessment task is one in which the teacher is checking to see if learners have met the objectives of the syllabus, lesson or curriculum. Children often learn a lot from good assessment tasks. Examples of assessment tasks are writing a story or paragraph, making a model, solving problems and role playing.

Activity 3: Why use continuous assessment?

Continuous assessment is a way to ensure that all learners have opportunities to succeed in school. In most classrooms there is a range of learners from slow to average to fast learners. By using continuous assessment the teacher can adapt his or her instruction to the needs of the learners so that all will have the chance to learn and succeed. By continually observing the learners to see what they know and can do the teacher can make sure that no learner fails. Everyone is given a chance to succeed when continuous assessment is used well.

1. Close your eyes and recall your classroom and the learners in it. Now draw a map of the classroom with the names of the learners as you can remember them at their seats. Now pick a subject such as maths, reading or science and assign a "grade" to each learner from memory. Do not look at your record books for the marks of each learner. Just write down their grade next to their name. Answer the following questions after you have finished writing down their "grades".

   a. What information in your head helped you to assign the grades?

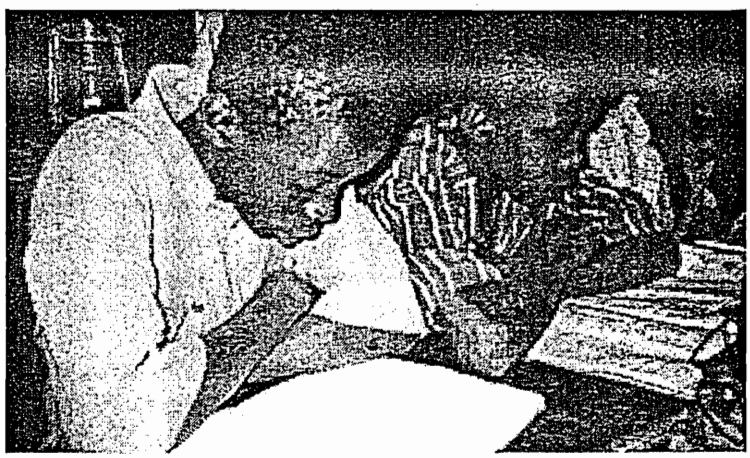
   b. Are you confident in your marks?

   c. Do you think your grades are fair and accurate?

   d. Do you think you know your students abilities well?

   e. What would help you in being more confident in assigning grades at the end of the year or term to your learners?

   f. What is the value in continuous assessment?



Consider this

Why teachers use continuous assessment

There are many reasons for using continuous assessment in your classroom. Some of them are described below.

Finding out what students know and can do.

Continuous assessment is done by the classroom teacher to find out what a student knows, understands, and can do. The teacher uses continuous assessment to find out if the learners are learning what has been taught.

Confidence in what we say our students know and can do.

By assessing learners continuously in different ways a teacher can be confident about in her knowledge of what the learners know and can do.

Provides all children with opportunities to show what they know

All learners get a chance to show what they know in continuous assessment because there are different types of assessment activities. Learners are asked to show what they know in different ways.

Promotes learning for understanding

Because continuous assessment is ongoing, the teacher can catch learners' mistakes and misunderstandings before it is too late. The teacher can find new ways to teach learners who are not learning.

Improves Teaching

Good continuous assessment tasks tell the teacher whether the teaching of that particular topic was effective.

Helps determine what kind of remediation and enrichment activities to provide and to which students

Continuous assessment can tell the teacher which students are falling behind in their understanding of particular topics. Looking at the assessment task of a learner can help the teacher to find out where the problem is for those particular learners. The teacher can then design new learning experiences for those learners. Learners who are fast may need additional lessons or activities to keep them engaged in learning.

Lets the students know how well they are progressing in their own learning

Receiving ongoing feedback about their learning through feedback from teachers on the continuous assessment tasks helps learners to know if they are learning or not. This knowledge can help learners know what to focus on in their improvement efforts.

Lets parents know how their children are progressing

Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their child's progress on a regular basis, not just at the end of the year.

Continuous assessment leads to overall evaluation

Trying to determine whether a student should pass to the next grade or not is often a difficult task. Relying on an exam to tell us what students know and can do may not provide us with a well-developed picture of the learner. With well-designed and frequent continuous assessment carried out throughout the year the teacher has a strong base from which to evaluate a learners' overall progress.

Activity 4

Objectives of this Chapter

General Objectives: to sensitize school staff to the influences of gender on students' participation and performance.

Specific Objectives

By the end of the module, teachers will be able to:

- Distinguished between gender and sex
- Identify the different social roles boys and girls play in their society
- Identify the impact of gender expectations on the performance and attendance of boys and girls
- Recognize some of the impacts of teacher-student interaction on student learning
- Recognize gender bias in the curriculum

CHAPTER 6
GENDER ISSUES

Gender Issues

Gender Issues in ~~My Classromm~~...

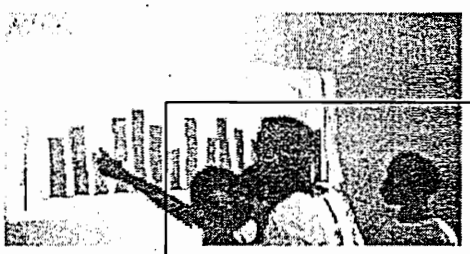
Boys and girls come to school at the same time, they are in the same classroom, learning the same subject, which is taught by the same teacher, yet the outcome of the learning for these two genders always comes out to be different. Why? What are the factors that come into play? What is it in the school environment, In My Classroom environment, and in the way teachers teach (behavior & attitudes), and at home that affect the performances of boys and girls.

Activities

Activity 1: Daily Profile of a Student

Boys and girls have different roles in society, they perform different activities and chores at home and in school that have an impact on their attendance, performance and retention in school. Within your local social/cultural context, what roles are assigned to boys and girls?

1. Make and activity profile of boys and girls. To start with, look at a picture of a boy and girl. Think about all of the activities boys do, and all of the activities girls do. Using the table below, make a listing of all the different activities and chores that boys and girls do during the day. (Refer to the lists of activities below if you need to.)



Some Definitions

What is gender? Gender refers to the differences between men and women based on social expectation, traditional beliefs and norms. Because it is socially constructed, it can definitely be change. The roles boys and girls play in society has an impact on their learning

Gender is different from sex in the sense that your sex is what you were born with. For example my sex is female because I was born a girl. As an African girl my primary role in society is to be mother and wife, because that is what my culture and tradition values the most. This is what gender means. You can never change your sex, because that is what you are born with, but gender roles can be changed.

Daily Time Use Chart

Time	Activities of boys	Activities of girls
Before school		
During school		
After school		

Refer to this list for ideas on activities for the chart above.

Chores Outside of school

- Farming chores
- Marketing
- Gathering wood
- Fetching water
- Washing dishes
- Babysitting
- Cooking
- Pounding grain
- Preparing food for cooking
- Running errands
- Building houses
- Cleaning latrines
- Selling foodstuff
- Caring for the ill
- Caring for the elderly
- Caring for the disabled
- Herding animals
- Washing clothes
- Ironing clothes

Personal

- Bathing
- Eating
- Playing
- Sleeping
- Studying
- Homework
- Watching T.V.
- Reading
- Visiting friends and relatives
- Listening to the radio

School Chores

- Sweeping classroom
- Cleaning blackboard
- Sweeping school environment
- Running errands
- Cleaning latrines
- Clerical work
- Garden work
- Preparing sports fields
- Disposing of wastes
- Monitoring other students
- Cooking
- Cleaning classrooms
- Collecting materials from office or store room
- Repairing school structures

2 Analyze your lists of activities that both boys and girls do. Discuss the following questions with a group of colleagues.

a. What chores or activities do boys do before school?

b. What chores or activities do girls do before school?

c. During school, what chores do boys do?

d. What chores do girls do in school?

e. Who does more work boys or girls? Explain your answer.

f. Is this arrangement fair? Why or why not? Do you think the arrangement of chores and activities can be changed?

3. Describe three things you can do as a teacher to distribute equal workloads to boys and girls.

4. Describe three things you can do as a teacher to convince parents that assigning equal work to boys and girls helps all children in school.

5. Describe three things you will do to help other teachers provide equal chances for boys and girls to learn.

Consider this

Who does more work?

It was found in Malawi that girls spend 30 minuets extra in schools to do domestic chores. They arrive earlier to sweep school compounds and classrooms, fetch water, clean toilets, and water gardens. They also stay later after school to clean up. During class periods, girls are called to run errands for teachers. At home, it was found that girls do more domestic work, thus leaving them little time to do homework and to study.

Activity 2: Division of Labor and the Seasons

There are many factors during the different seasons (rainy and dry seasons) that affect the learning experiences of boys and girls. Boys and girls are required to do agricultural work and off farm work during the different seasons. The division of labor between boys and girls during these seasons affects their attendance and performance. Within your local social context, what kinds of labor are assigned to boys and girls during the different seasons?

(Show a picture of a girl selling in the market with a baby-sitting next to her, while some are farming. Have another picture of a boy tending cattle, while two or three are building huts, or cutting down trees and/or have a picture of a boy and girls holding hands and running fast to school, while the headmaster is ringing the school bell.)

1. Make a chart like the one below in an exercise book or on the chalkboard. Write in the months for the rainy season and for the dry season where you live under the heading Months.
2. Make a listing of the tasks or chores that boys and girls do in the different seasons. Use the table on kinds of children's labor to help you. Add others that may not be in the list.

Daily Time Use Chart

Season	Month	Boys' Task	Girls' Task
Rainy Season			
Dry Season			

Kinds of children's chors

- ❑ farm planting and transplanting
- ❑ weeding
- ❑ hoeing
- ❑ digging
- ❑ watering crops
- ❑ harvesting
- ❑ collecting farm produce
- ❑ selling in the markets
- ❑ fishing
- ❑ clearing land
- ❑ tending crops (from animals)
- ❑ collecting firewood
- ❑ repairing drainage systems
- ❑ transporting produce to home and market
- ❑ felling trees
- ❑ animal herding
- ❑ milking animals
- ❑ fetching water
- ❑ building roofs and mud housing
- ❑ building storage facilities
- ❑ making baskets
- ❑ repairing buldings
- ❑ collecting wild berries and plants
- ❑ hunting
- ❑ making charcoal

3. Consider these questions for discussion:

a. Was it easy to do complete this table? Why or why not?

b. Who spends more time at work in each season? Explain your answer.

c. Who works harder in each season? Why do you say so?

d. Who does the most severe work, boys or girls, and in which season?

e. How does the time spent on labor affect attendance and performance in school?

f. Is your school schedule and calendar arranged so that children can help out at home and still attend school? Give examples to support your answer.

g. Can your school timetable or calendar be rearranged to better support children's attendance and performance at school? What suggestions do you have?

h. Describe three things you will share with other teachers to help them examine the ?

Consider this

Children's work at home

In rural schools in Malawi, most girls are up at 4:30 am and go to bed at 9:30 pm. due to the heavy agricultural workload during the planting season. In Gambia, because of the heavy agricultural work done by boys and girls, the timing of the school calendar was changed. As a result, the enrollment rate for boys and girls dramatically increased. How does work at home affect children where you live? Does work at home affect boys differently than girls? How?

Activity 3: "A healthy child lives in a healthy body."

Most children come to school hungry and tired. They do not have sufficient food and often times, the nutritional value of their meals is very low. Those that come from poor rural and urban backgrounds seldom have sufficient food intake. It has been documented that girls often eat less than boys and they also often eat less nutritious food than boys. Furthermore, the amount and type of food eaten also varies according to the different seasons. When in school, most children do not have any lunches. They are often tired, listless and lacking concentration, which affects their performance

(Pictures here of children having lunch at school. Have a boy and girl eating healthy meals from containers, another boy only eating a mango or sugarcane, while a boy and girl are standing around looking at their peers without any food to eat.)

1. Ask teachers to study the pictures and note what each student is eating. With a group of colleagues answer the following questions:

   a. What types of food do you see?

   b. What advantage do the boy and girl with the food in containers have over the others?

   c. What problems are the children with no food likely to have?

2. How is the above scene like or different from those at your school?

3. Does this scene change depending on the season? How?

4. What does your school do to address the issue of student hunger?

5. What are some further improvements your school can make?

School Feeding Programs

Schools in Guinea, Ghana, the Gambia and elsewhere have developed school feeding programs and this has dramatically affected attendance and performances of students, particularly girls. Here are some things schools have done to address hunger: Can you think of others?

- *Parents are encouraged by the PTA (Parent Teachers Association) to prepare breakfast for learners before school*
- *Parents pay a fee to the school board to hire local people to cook food for learners*
- *Local food vendors are given a monthly subsidy by the school board to sell nutritious food to learners at lower cost on the edge of the school campus*
- *Local community contributes food surplus to school for learners' meals*
- *School boards have fundraising activities such as concerts and school market days to build a school kitchen or canteen*

Activity 5: Health and Disease

During the rainy season, malaria and other sicknesses affect the attendance and performance of students. It has been documented that in rural areas with poor households, boys generaly receive more health care than girls. This has an impact on their learning and performance. Is this true in your context?

1. Draw a seasonal calendar showing climate and diseases. There are two examples of seasonal calendars for you to get ideas from. Draw the seasonal calender for your area.

(Show two different climate and disease calendars here.)

2. Look at the different seasons (rainy and dry) in your calender and consider the following:

   a. What diseases are more common during the different seasons?

   b. Who is absent from illness more frequently, boys or girls?

   c. How does illness affect learning?

   d. What form of treatment is available in your area?

   e. Who receives treatment the most, boys or girls? Why?

   f. How does the season affect walking to school? Who is most affected boys or girls? Why?

   g. What is the rate of absenteeism for boys and girls?

   h. What 3 things have you learned from this activity?

   i. Describe three ways you are going to change your teaching or how your school can change to accommodate these seasonal influences on learners.

   j. Describe three things you will do to help other teachers understand what you have learned.

(Show a picture of a boy sleeping in classroom with mosquitoes around his ears.)

Activity 6: School Environment

There are many factors in the school environment that affects the participation of boys and girls. Poor physical layout of a school; lack of playground for children; lack of water and latrines all affect student learning. The following activities will help you as a teacher

identify what the different factors are, and will enable you to come up with solutions that can lead to quality teaching and learning for all boys and girls.

1. Make a checklist like the one below in your exercise book.

2. Walk around the school environment and directly observe the condition of the school with this checklist in hand.

School Environment/Direct Observation

Fences: ☐ Walls ☐ Sticks around School ☐ None

Play Field: Separate space for boy or girl?

☐ Yes ☐ No

Boys Monopolize Fields ☐ Yes ☐ No

Agricultural Gardens: ☐ Yes ☐ No

Who Works on Gardens? ☐ Boys ☐ Girls

What Types of Work do Boys/Girls Do on the Garden?

☐ Watering ☐ Digging ☐ Planting ☐ Weeding

Domestic Chores on School Grounds/Classrooms:

☐ Boys ☐ Girls

Child Vendors on Ground ☐ Yes ☐ No

Students Carry Preschool Siblings: ☐ Yes ☐ No

Water: Provided by School ☐ Boy ☐ Girl ☐ None

Secure Doors/Windows: ☐ Yes ☐ No ☐ None

Library: ☐ Yes ☐ No

Number of Books _____

Latrines: ☐ Boys ☐ Girls

Water near Latrines: ☐ Yes ☐ No

Doors to Latrine: ☐ Yes ☐ No

Who Cleans Latrine?

☐ Boy ☐ Girl ☐ Caretaker

Food Available: ☐ Yes ☐ No

If yes, then Cost _____ No Cost _____

Children of School Age Who Are Not Enrolled:

Number of Classrooms:

Class Areas: ☐ Building ☐ Outdoors

3. Consider these questions:
   a. What is the condition of the school ~~look like~~?
   b. Are there enough latrines for boys and girls?
   c. Are there enough water for boys and girls?
   d. Identify unsafe places on the map.
   e. Identify things that influence student learning and participation in school (e.g., good/bad quality, lack of resources, lack of fences, lack of latrines etc.)
   f. Do boys occupy play areas more than girls?
4. What have you learn from this analysis?
   a. What is in your school environment that deters boys and girls from learning?
   b. Who is affected the most by the conditions of the school, boys or girls?
   c. What can you do to bring about change?
   d. Share with other teachers what you have learned

A suggested order of teaching

Questions for discussions

- If there are no latrines, where do boys and girls go to use the bathroom? How long does it take them?
- When they take too long, are they punished for being late?
- Who gets more punished more boys or girls, why?
- Do boys and girls use the same latrines, if so, what kinds of behaviors go on when the girls are using the latrines?
- If there is no water in the school compound, where do student go to fetch water and who does it boy or girl?
- If there is no security fences what prevents outside distractions or outsiders from coming into the school ground?
- What prevents younger children from wondering off and who is called boy or girl to bring them back?

Activity 7: Using a checklist to observe teacher-student interaction

There are many factors In My Classroom environment that also affects the participation of boys and girls. What are they? And how can you as a teacher be aware of them in order to create change

Teacher-student interaction: the way teachers interact with their student send a powerful message about who succeed and who fails in the learning environment. Studies in Africa have identified gender biases in teacher- student interaction, which may affect girls and boys' participation and performance in education. It has been shown that teacher tend to interact more with boys than girls, give boys more time to answer questions and positive feedback than they do with girls.

1. For this activity, teachers should invite a colleague to use the checklist in their class... and then reverse roles.

Checklist of student-teacher interaction

Period observing _____

Grade _____ Time _____

Teacher_____

Instructions: Make Tally Marks

Categories	Boys	Girls
Teacher/student interaction	____	____
Teacher asks question	____	____
Student answers correctly	____	____
Student answers incorrectly	____	____
T gives positive feedback	____	____
T gives negative feedback	____	____
T gives no feedback	____	____
Student ask question	____	____
Student leading	____	____
Student to student interaction	____	____
Student engaged in learning	____	____

2. Ask a colleague to observe a lesson n and make tally marks on the checklist each time a particular student teacher interaction is observed.

3. After the lesson sit down with your colleague and discuss the following questions

a. What differences do you notice between boys and girls?

b. Who gets more positive feedback boys or girls?

c. Are there differences in the kinds of feedback, that boys and girls get, what are they?

d. Are there differences in the feedback given to girls/boys based on subject matter (math, English, home economics, metal/wood work, etc). Why do you think this is so?

e. Does teacher's feedback send a message to boys/girls that they can do better/worse? Explain your answer.

f. Does the teacher make negative comments to the students about their learning abilities? If there is negative feedback who receives it most, boys or girls?

Activity 8

Make a list of all the words that you as a teacher use to describe boy/girl

1. When boy/girl gives right answer, list words that you use to encourage him/her
2. When boy/girl gives wrong answer, list words that you use e.g. no, wrong, stupid, dump or negative comment.
3. Does your tone of voice encourage or discourage learning?
4. As you review list, how does it make you feel as a teacher?
5. compare your list with the one below. What do you notice?
6. What are the gender biases found in teacher/student interaction?
7. What are the effects of gender bias on the participation and performance of children?
8. What can you do to bring about change?

Words used by teachers to describe boys and girls in class

Boys	Girls
Clever	Passive
Hardworking	Smart
Intelligent	Strong
Show offs	Emotional
More likely to ask questions	Shy
Strong	Pretty
Active	Neat
Leader	Slow
Bold	Good in local language
Competitive	playfull

Activity 9

Sometimes teachers are not aware that they called on boys more than girls, or that they give more positive reinforcement to boys. Sometimes girls are teased and embarrassed to reinforce gender roles of passiveness and submissiveness in society and within the classroom. Thus an intelligent assertive girl can end up discouraged, weak and passive.

A case would be useful here.)

Sorting is a simple activity that can be used to make teachers aware.

Simply give 10 beans to each student

Have them put one aside each time they are called upon, At the end of the class period, tally the beans with the students to find out the percentage of boys/girls, who actively/passively participates.

Discuss findings with other teachers and think of ways to bring about change

Are there any patterns in which the teacher makes comments about boys and girls?

Does teacher make comments to girls that have sexual meaning?

Are there any teasing of girls going on, who participates in it, teacher, boys girls, and is this reinforced by teachers or do they punish those responsible

When girls/boys make mistakes, does teacher encourage them to redo the work or does teacher dismiss them and move on?

Are girls called to the blackboard to solve problems or to dust board?

Does teacher talk positively about the contribution of women in society?

Teachers' notes. Share and learnFrom this analysis,What is your behavior, as a teacher, that is encouraging/discouraging participation and performance of boy/girlWhat can you do to bring about change?Share your findings with other teachers

Background information:

it has been shown in Uganda, Guinea, Mali, and Ghana, that teachers that underwent gender sensitization training are more responsive to girls. Both male and female teacher called on girls more frequently and provide more positive feedback. They also allowed both students equal time to answer questions and they used more encouraging words to all students. As a result, the performance rate of girls increased.

Expectations-

Teachers' expectations of their students also shape the way they teach and the way student learn. It is common knowledge that having high expectations of learners increases their performance.

Activity 10

List all the possible career choices that you as a teacher expect for boys and girls

Are the expectation gender-based? Compare your list with the table below.

Carriers' teachers picked for boys and girls

Boys	Girls
Pilot	Nurse
Doctors	Teacher
Professors	Home economics
President	Typist
Lawyer	Seamstress
Fisherman	Wife of a president
Carpenter	Pilot
Engineer	Air hostess
Policemen	Lawyer
Fireman	Secretary
Construction worker	Person who collects fire-wood
Cook	Cook
Headmaster	Headmistress
	Doctor

How does your expectation of boys and girls affect the way you teach?

What new behaviors and practices can you adopt In My Classroom?

Curriculum

Research has shown that gender bias is commonly found in African Textbooks and schools. It is reflected in the official curriculum. Women and girls in textbooks are often times marginalized, they are mentioned fewer times than men and boys. When mentioned, they are portrayed as passive, dependent, weak and en-

gaged only in non -paying or poorly paid less prestigious occupations. Even though efforts have been made in recent years to change this, there is still a lot to be done. The following activities will help teachers identify gender biases in curriculums, and will enable them to come up with solutions that can lead to quality teaching and learning for all boys and girls.

Reflective Activity:

Make a chart similar to the one below, in your exercise book. With a colleague examine a textbook for pictures and illustrations of men and women, boys and girls. Answer the questions below the table.

Chart Title ?????

Page #	Girls/Women	Boys/Men

What are boys and men, girls and women doing in each picture or illustration in the text? Write a description of each picture in the appropriate column.

Read through the descriptions in the girls/women column. Make a summary of how you think girls/women are portrayed based on the descriptions in the table. Do the same for boys/men.

With your colleagues discuss the summaries made in 2 above. How do you and your colleagues feel about this summary? Do you think the portrayal of boys/men and girls/women is fair? Why or why not?

Are there any hidden messages in the textbook regarding the roles of boys and girls or men and women? What are they?

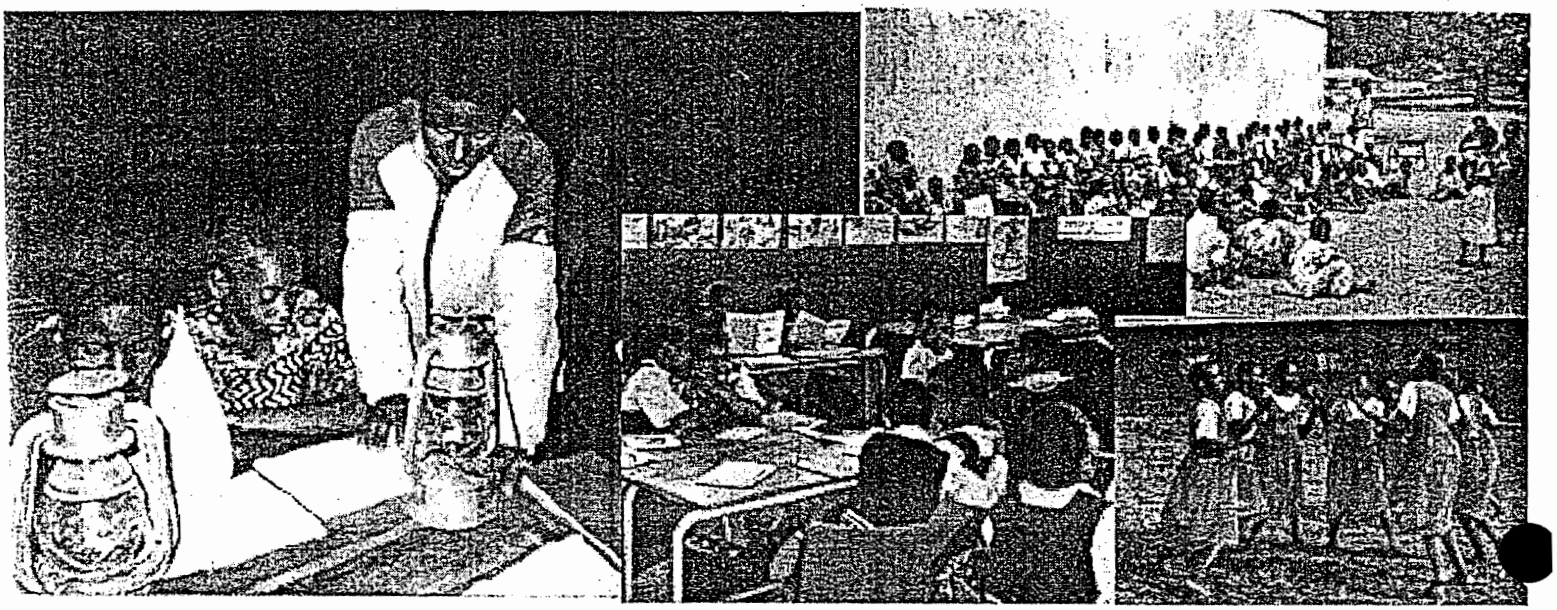
Teachers' Notes share and learn Within your local context what are the gender biases you face in the textbooks?How do you recognize that they are biases?What can you do to bring about change Describe three things you will do at your school or in your classroom to bring about change. (I think we should try to make things as concrete as possible.)Share what you have learned with other teachers.

Follow-up

Follow-up should be undertaken to assess whether the training has had the intended impact in making learning more relevant and interesting to students. The facilitator should visit the participants' schools and determine whether they have implemented the activities proposed in their action plans. The facilitator should discuss with the participant what has worked well and what needs to be modified to achieve the desired outcomes.

Here are some suggested activities for follow-up.

LIFE SKILLS: LINKING LEARNING TO LIVING



Objectives of this Chapter

The general objective of this chapter is to encourage teachers to incorporate relevant information and skill development into their teaching programs; the aim is to motivate students to learn by linking the content of learning to needs in their lives and through encouraging them to become self-confident learners.

The specific objectives are as follows. By the end of the training the participants will be able to:

- Identify the kinds of learning that are relevant to students' needs;
- Use techniques that relate classroom learning to students' lives;
- Assign tasks to students that encourage them to apply new learning in their daily lives.
- Prepare a plan for their classroom instruction that makes learning relevant to their students.

7 Life Skills: Linking Learning to Living

Life Skills Programs are instructional programs that combine practical information and skill development so students can solve their own problems of daily life. These programs often include health, nutrition, first aid and other content relevant to the local area.

Students become motivated to learn when they see value in what they learn and feel confident that they can learn. Students may find it hard to understand why they need math, reading, or science, for example, when the textbook doesn't provide examples of how the content applies to their needs in the local context. Teachers can motivate their students to learn by showing them how school work is relevant to them.

One way to make learning relevant is to build life skills into the instructional program. Good life skills materials can develop learners' ability to analyze their needs, to seek information that relates to those needs, and to solve problems. Students who are capable of using their learning to solve problems tend also to become more confident of their abilities to learn.

This module provides examples of life skills materials used by creative teachers to encourage students to see their learning as a means of solving problems. It proposes simple approaches to make learning meaningful to students.

Activities

Activity 1: Motivating learning

In this activity think about your own experiences motivating learners and getting them interested in learning. If you have never taught, think about the ways in which you got motivated by your teachers to learn more.

1. Individually, think about how you get learners interested in learning in your classroom. Make a list.
2. Discuss these motivating techniques with your colleagues in a group.
3. Make a list of all the ways that you and your colleagues arouse interest and motivate learners toward learning.
4. Which of these ways are the most effective at getting children interested in learning? Why do you say so?
5. List the ways you would like to improve in motivating students.
6. Review the "Strategies to Motivate and Interest Students in Learning" and answer the following questions.
7. Are they the same strategies they identified?
8. Should more be added to the list? What would you add to the list?
9. Make a poster for the staff room to share with your colleagues at your school or another school showing ways to improve student motivation.

Consider this

Strategies to Motivate and Interest Students in Learning

- Use concrete examples from the local context;
- Assess the needs of students for various kinds of information
- Provide opportunities for students to use leaning in their daily life.
- Ask students to apply new learning to local situations and problems
- Use a variety of instructional approaches to collect information;
- Provide students with a reasonable degree of control over their own learning;
- Create positive expectations by specifying clear instructional objectives;
- Build confidence by providing opportunities for students to attain intended outcomes.

Activity 2: Making the curriculum relevant to students' lives

The curriculum can be made more relevant to students' lives by utilizing resources available in the community. For example, community members can be asked to contribute their expertise and skills, and teachers can use local materials as simple as sticks and stones to illustrate math concepts. Local events such as weekly markets can be used to illustrate points, and students can be asked to describe local problems involving health, child care etc that can serve as problem-solving issues for classroom research. Efforts that involve the community in the school and the school in the community will enrich the learning experiences of both participants.

1. With a group of colleagues, list topics in the curriculum that you feel are closely connected to learners' lives. For each topic describe its relevance to learners lives.
2. Now make a list of topics that are not very relevant to learners' lives. Describe why you think the topic is not connected to your learners' lives and describe how you would teach the topic to make it more relevant for learners.
3. Insert table here to demonstrate how to do this.
4. Review the box: Making the Curriculum Relevant to Students' Lives on the next page. Discuss whether the activities might be useful in the local context.

Consider this

Making the Curriculum Relevant to Students' Lives

Simulate situations that require mathematical skills in the market place such as measurement, buying, selling, percentages, profit, loss etc. Use local names, goods, and prices so children can relate to the problem.

Try to select texts and stories that learners can relate to. Characters in a story may be of a similar age, ethnic group, culture, environmental context, etc. When stories and texts seem too far removed from the learners' experiences, use interpretive questions such as what would you do if you were the main character in the story? What do you think would happen to (name the character in the story) if this story took place in your village or town?

Replace textbook examples of foods for local ones when teaching about nutrition.

Replace unfamiliar textbook examples of plants, animals and geographic features with local examples when teaching science and environmental topics.

Use local environmental issues to help learners understand those that are unfamiliar to them

Prepare reading and comprehension materials so children can seek information that meets their needs on illness prevention, clean water, nutrition, first aid, child care, farming, manual skills, etc; these materials might be taken from newspapers or prepared by teachers or local experts

Use farming activities to make geometry meaningful to rural students; Ask them to measure areas, perimeters, volumes of water containers, amount of fertilizers, etc.

Ask students to consult community members and write what they learn: about occupations, family histories, recipes, folklore, etc.. Prepare a map of the community on the school wall with students and community members involved using measurement techniques and other learned skills.

Activity 3: Making math lessons more relevant

1. Read the case in the box below ("A Kenyan exam question"). With your colleagues, consider why so many Kenyan students did not get the correct answer when most of them shop in the local market. Are they likely to have fish in their inland markets? What would be a better item to use as an example?

2. Write three examples of math problems using illustrations relevant to the local environment of the participants' local schools. Present these examples to the group for their critique.

Consider this

A Kenyan exam question

The Kenyan National Examinations Council reported that on the following question 18.5 % of rural candidates and 20.1 % of Nairobi urban candidates answered the question correctly.

Saifa goes to the market to buy a fish. She notices that the pointer of the balance is set as shown at diagram A. When the fish is placed in the pan, the pointer is as shown in diagram B? What is the weight of the fish? Choose the correct answer below

An illustration of two weighing scales:

	Diagram A	Diagram B
	One with a needle pointing to 100 grams	The second with the fish and the needle pointing to 700 grams.
500 grams	_____	_____
600 grams	_____	_____
700 grams	_____	_____
800 grams	_____	_____

Activity 4: Making reading and comprehension lessons more relevant

1. Read the example of an initiative in Box 6 to make reading materials more relevant to students.
2. List the resources available in yout communities that might be used as reference materials by teachers and students to prepare relevant reading materials;
3. Write three reading passages that contain information useful to students; they should make sure that the passages are interesting and use examples from the local context (refer to the annex for ideas and content).

Consider this

A Life Skills initiative in Mali

Students feel reading and comprehension skills are relevant if they are used to seeking information about topics that interest them. In Mali, the Girls' Education Project of the Ministry of Education develop a reading program on *Life Skills* for primary grades 4 to 6. The reading program was based on needs expressed by Malian parents.

The content of the reading and comprehension passages were drawn from different sources including materials published by UNICEF, WHO, Red Cross, Peace Corps, and other printed materials such as "Where there is no Doctor", and materials on first aid, and nutrition.

Making your own Resource Materials

When students must research their own answers to questions, they see how learning is relevant to them. If the classroom does not have access to reference materials on life skills, teachers can ask students to write short paragraphs on topics suggested in the annex of this module. These reading passages then can become resource materials for other students to use to find answers to questions.

Activity 5: Promoting supportive classroom environments

Classrooms impart important socialization messages to students. Positive, supportive classroom environments promote the development of self-confidence in students and enable them to handle the challenges of learning.

Procedure:

1. Read Box 8 that suggests ways to promote a supportive classroom environment.
2. List techniques that you already use to promote learning through student interactions with teachers and other students. For each technique you list write a short description of it.
3. Review the interactive methods in Box 9 and determine whether they are appropriate in your own classroom environments.
4. Consider the examples in Box 10 of supportive techniques to make students feel comfortable in learning. Are they appropriate for use in the participants' classrooms?

Consider this

Supportive Classroom Environments

Use a varieity of methods to develop positive and supportive classroom environments where students feel free to express themselves.:

Permit interaction among the students by giving all children opportunities to speak and listen, encourage learners to ask questions, use praise instead of ridicule, and structure learning experiences so that learners may share ideas.

Set firm boundaries of social behavior. One way to do this is make a list of class rules with the students. Rules should be stated positively (e.g. Respect eachother.)

Model receptive and respectful behaviors when interacting with others by being fair to all learners, being consistent, following through with what you say you will do, listening to all learners, speaking, listening and acting respectfully to all learners.

Consider this

Interactive techniques to promote learning

Group discussion.

Storytelling

Role-play

Dance, song, poetry, group drawings

Round Robin

Roundtable

Games

Play

Consider this

Examples of learning supportive techniques

Many teachers use whole group discussion as a tool to build a sense of classroom community. Some teachers offer an opportunity for each student to speak without interruption. Students may be asked any number of questions such as what they think of the topics explored in the class. Those who do not wish to respond my choose to "pass" and may contribute later. Some teachers pass "talking sticks" or any object to designate who will speak and remind students to speak in turn and listen carefully to what others have to say The learner with the talking stick may pass it to another learner to speak.

Making a Plan of Action

Make a list of the techniques you intend to incorporate in your classrooms to make learning relevant to students needs. For each technique tell when you will carry it out, who will assist you, what materials you will need and what kind of preparation you must do before you try out the tecnique. You may use the table below to help you make a plan

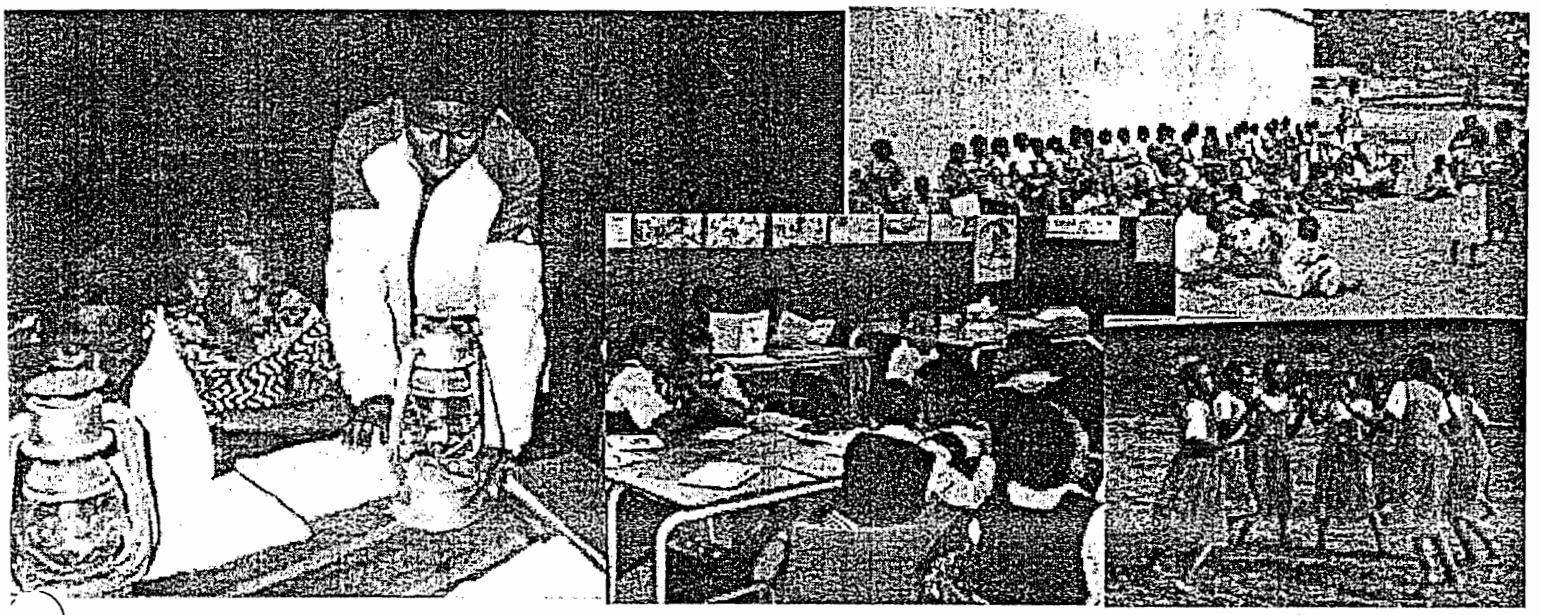
Insert action plan here with examples.

Follow-up

Follow-up should be undertaken to assess whether the training has had the intended impact in making learning more relevant and interesting to students. The facilitator should visit the participants' schools and determine whether they have implemented the activities proposed in their action plans. The facilitator should discuss with the participant what has worked well and what needs to be modified to achieve the desired outcomes.

Here are some suggested follow-up activities.

COMMUNITY INFLUENCES ON SCHOOLING PARTICIPATION AND PERFORMANCE



Objectives of this Chapter

The general objectives of this chapter are to understand ways to mobilize community support for children's participation and performance in primary schools.

Specific Objectives

By the end of the module the participant will be able to:

- identify and describe community influences affecting students;
- identify community assets to support children's participation and performance;
- analyze specific needs and possible ways to mobilize community support; and to
- propose realistic actions to mobilize community support for specific cases.

Community Influences on Schooling Participation and Performance

Increasingly, schools, communities and educators are understanding the valuable role that communities can play in helping to improve the quality of education of provide to children. This chapter addresses ways to bring the community and school together for school development.

The way communities, parents and students perceive the school and act in relation to it has an important effect on decisions about schooling participation and performance. Their support is one of many resources available in efforts to improve schooling outcomes. This chapter looks at these influences, and suggests ways teachers might use these resources to improve classroom attendance and performance.

Activities

Activity 1: How does your community suport schooling?

1. On your own, think about your experiences at school as a student or a teacher. Make a list of all the ways the community has helped in making the school a better place.
2. With a group of colleagues make a list of all the things parents and the community *can do* to improve children's attendance at school. After making that list, make a similar one showing the ways in which the community and parents can help improve student achievement. Remember one list focuses on student attendance. The other list focuses on student achievement.

Some Definitions

Participation means "to be able to attend school and stay in school until the end of primary." It also implies full access to opportunities as a result of being able to attend regularly and arrive on time.

Performance means how much learners learn

Community refers to people who live near a school who benefit from this school.

Activity 2

1. Read the box below which provides a short summary of how communities support schools countries around the world.
2. Compare this information with the lists you have developed for your own communities.
3. What other ways might your community be involved in supporting your school? For each way describe how you might plan for that support to come about.

Consider this

How communities support schools

The way parents perceive the accessibility of schools affects their decisions about schooling. They may perceive the school as:

- being nearby or distant depending on the age and sex of children
- having an environment that is welcoming or discouraging
- requiring the child to walk along a way that is safe or dangerous
- being attended by social groups that are friendly or adversarial
- having school policies that encourage or discourage participation/performance

Parents' perceptions of education's value

Decisions about schooling may be affected by parents' backgrounds, their perceptions of the [illegible] and costs, and [illegible] They are more likely to support education if:

- they a[illegible] and middle or upper class and as[illegible] high value in education;
- they see the benefits outweighing the costs; and if
- community norms and practices such as labor laws, delayed marriage, employment opportunities, and appropriate role models support long-term education and high performance.
- They are less likely to support education if:
- they are illiterate, rural or poor and value other kinds of skills for adult life;
- they perceive the costs of education as burdensome or outweighing the advantages; and if
- community norms and practices surrounding marriage, gender roles, livelihood and other practices discourage long-term education and satisfactory performance.

Children's desire and ability to attend school

Parents say many decisions about schooling are based on whether children themselves are motivated to learn and stay in school. They may be more likely to stay and do well if they feel the

- school's facilities are adequate to their physical needs, treatment is equitably administered by school staff, and/or discipline is fair and not too harsh;
- the acad[illegible]ic program is interesting, relevant to their n[illegible] and they are able to do well;
- t[illegible]y and community encouragement for ed[illegible]
- They are less likely to stay and perform well if they experience:
- inadequate facilities, poor treatment, and harsh discipline;
- a rote, boring academic program; poor test results, and grade repetition;
- individual, personal problems such as conflicts with fellows, illness, family problems, and when other options appear more satisfying such as marriage or work.
- In the absence of strong community and family interest in education these factors may discourage children from continuing and doing well in school.

Note: Resource materials at the end of the unit provide additional examples and describe them in more detail.

Activity 3: How does the community affect learners

1. Identify at least two students whose participation and performance is affected by the community (one negatives and one positively).

2. Select one student who is affected negatively and an other who is affected positively. Write a short description or story showing how the community affects the students' learning or attendance.

3. Present the story before a group of colleagues

a. What are some of the positive aspects from the stories?

b. What are some of the negative aspects of the stories?

c. In what areas might the community improve in their support of the school?

Consider this

Effects of community constraints on participation/performance

Participation	Performance
• Non-enrollment	• Gaps in schoolwork
• Drop-out before the end of primary	• Less instructional time
• Frequent absences	• Homework not completed
• Tardiness	• Poor test results
	• Not promoted
	• Repetition
	• Dropout before the end of primary school

Activity 4: How can community influences be combined in ways that make it easier to address them?

Identifying the common themes among the influences can make it easier to address several at once. One way to accomplish this kind of analysis is to group influences into similar types.

Each participant should:

1. write the local influences they identified in Step 3 above on cards (or pieces of paper)—one influence to a card;

2. divide the cards into piles of similar influences in a way that seems logical;

3. defend their reasons for placing the cards in each group, and give a name for each group

For example. One pile may be called economic influences—harvest work, household work, and poverty, while another may relate to parents' ideas about the importance of schooling—more important for boys, literacy not valued, few local jobs for educated people, etc. The participants should make as many piles as are necessary to show significant differences but they must be able to explain why the constraints in

one pile are similar while differing from those in other piles. (If too many piles are made—with only one or two constraints in each, the participants should be encouraged to combine similar piles).

Box 4 below suggests different ways that the piles might be divided to provide useful insights. The participants might try sorting by all of these different categories if time permits. However, the facilitator should not show this box to participants until they finish developing their own analytical categories. The categories for each participant are likely to differ since they reflect the way each person "sees" the issue.

After participants have defended their categories before the group, the facilitator should ask them to review the assets in their schools and communities that might be mobilized to resolve particular difficulties. They may look for positive examples where efforts have been initiated to resolve similar difficulties.

Consider this

"Categories" of community factors affecting schooling

Any of the following categories might be used to sort or group constraints:

Sorted by source of influence

- Parents' perceptions of accessibility of schooling
- Parents' perceptions of education benefits and costs
- Children's perceptions of schooling
- Community support for education

Sorted by main difficulty

- Inadequate school facilities
- Poor school program
- Irrelevant content
- High economic and opportunity costs
- Lack of benefits (learning, employment)
- Lack of community input

Sorted by source of solution

- Community leaders
- Religious leaders
- Teacher/School staff
- Parents
- Students

Sorted by type of solution

- Advocacy
- Mobilization campaigns
- Quality improvements
- Reduced costs
- Flexible schedules
- Community involvement
- School-community communication

Activity 5: What are some other ways that communities can support schools?

The box below gives examples of community-related initiatives taken elsewhere to improve schooling participation and performance.

1. With a groop of colleagues read this list and add other strategies that might work locally.
2. Identify by a mark (+) the strategies that may solve problems in your own community.
3. Make other marks to indicate who would be the logical person or persons to initiate this activity—such as headteacher (ht), teacher (t), community leader (c), parent (p), head of PTA (pta) or other local organization (o) or agent (a).
4. Underline the strategies for which a teacher or school staff member might take direct or indirect responsibility—such as going to the head of the PTA to ask parents to send children to school on a regular basis.

Consider this

How mobilizing community support for schools

Making schooling more avaliable

- Providing schooling closer to home
- Mobilizing community and other resources for schooling
- Expanding places in existing schools
- Resolving dangers on way to school
- Eliminating institutional barriers (documents, age rules, discriminatory policies)
- Flexible schedules

Encouraging parents to send and keep children in school

- Enlisting community leaders to promote for education
- Initiating enrollment campaigns
- Reducing costs (uniforms, fees, book costs)
- Removing promotional barriers
- Improving teaching
- Providing incentives (scholarships, food rations, etc)
- Establishing PTAs and village management committees
- Involving parents in decisions about schooling
- Passing laws to make education compulsory
- Setting minimum age limits for work and marriage
- Inviting parents to observe lessons
- Holding open days for parents to see student work and visit hte school

Encouraging children to want to go to and do well in school

- Sensitization training to make teachers aware of children's needs
- Making programs more attractive and learning more successful
- Prohibiting harsh punishments
- Providing role models and mentoring programs
- Providing more interesting and relevant learning
- Providing clean, private latrine facilities
- Parents provide breakfast for children
- Parents provide lamps for home study
- Parents set aside homework time

Note: Resource materials at the end of the unit provide additional examples and describe them in more detail.

Activity 6: Making a plan of action

1. With a group of colleague and your school principal make a plan of action for improving community support to your school.

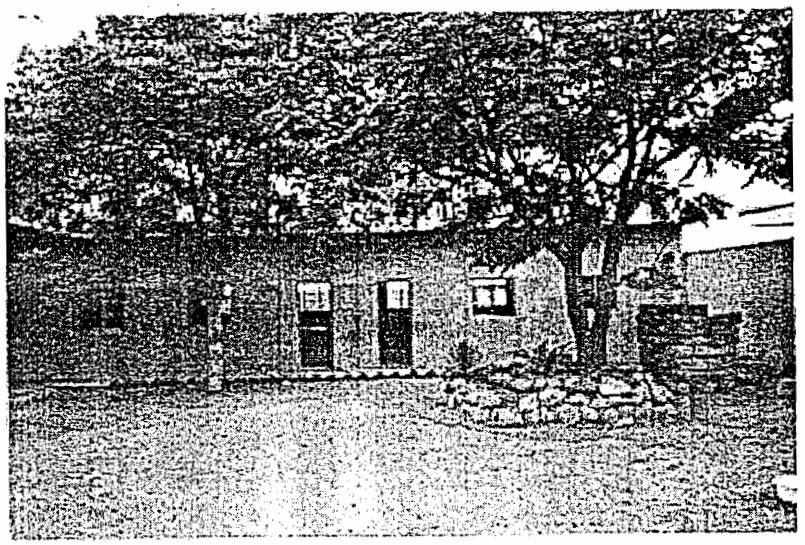
   a. Identify 3 areas you want to improve

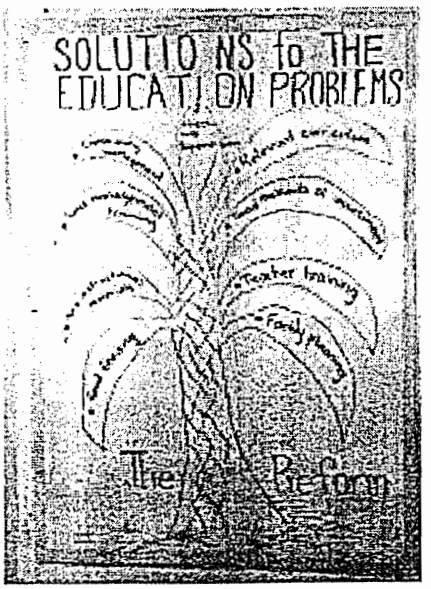
   b. Discuss and decide on which strategies you will take.

   c. Make a timetable for actions to take place that will help reach your goal.

   d. Identify who the target is.

   e. Identify who will be responsible for each action.





Follow-up

Here are two follow up activities to consolidate your knowledge and skills in this topic.

I. What have you learned?

Answer the following questions:

1. Identify 3 ways communities might affect children's schooling participation:
2. Identify 3 ways communities might affect children's schooling performance:
3. Identify and describe a community-related difficulty a student you know is having and suggest an action that might be taken to resolve this problem.
4. List in priority order from 1 (lowest) to 7 (highest) the factors you believe most affect participation of your learners in school. Do the same with performance.

	Participation	Performance
Costs	_____	_____
Parents' feelings about schooling	_____	_____
Children's feelings about schooling	_____	_____
Personal problems with schooling	_____	_____
Community norms about schooling	_____	_____
Schooling facilities	_____	_____
Schooling program	_____	_____

Africa Bureau Policy Briefs: Assessment, Teachers, partners, Girls, Quality, School Feeding

Basic Education in Sub-Saharan Africa

Issue Briefs from USAID's Africa Bureau
Office of Sustainable Development
Division of Human Resources and Democracy

April 2001

3. Increasing community involvement in education

Overview

Every USAID education program in sub-Saharan Africa now includes a community component, based on the belief that community participation can play an important role in improving educational quality and developing civil society. Most community members care deeply about education, and are willing to contribute to efforts to improve and expand local schools. Increased community involvement is clearly related to improved access, and there is growing evidence that community involvement also improves the quality of the education offered.

What has been done

USAID has conducted "social mobilization" programs in a number of countries.[2] Social mobilization campaigns have encouraged parents to send their children, especially girls, to school; others have assisted communities to recognize and overcome barriers to education.

USAID has also implemented programs that strengthen the ability of community members to have a voice in their schools, motivate them to contribute time and labor to schools, and train them in school management and oversight responsibilities. Community involvement in schools leads to appropriate solutions for local problems and increased accountability of school staff. These benefits may then spill over into other areas of community concern, thus strengthening civil society.

USAID community school programs have helped communities found new schools, a means of sharing costs in areas where national systems have been unable to meet the educational demand. In one African country, USAID-assisted community school programs now supply over 10 percent of school places.

Finally, USAID has developed two software tools. The first is a library of diversified approaches to increasing community involvement, and the second explains practical techniques for working with communities. Both tools have been widely disseminated to education ministries, universities, NGOs, and donors.

Challenges

- Most community involvement programs are pilot activities carried out in a limited number of communities. Attempts to "scale up" community involvement activities have often become mechanical and lost the essential quality that made the programs successful. New strategies for expanding programs, either through replication or incorporation into existing systems, need to be explored.
- Community enthusiasm for supporting schools often evaporates after externally funded programs supplying leadership and materials end. New techniques are needed to build sustainability into programs and teach community members the skills needed to look for support both within and outside their communities.
- If the strengthening of community capacity to support and manage their own schools is to be translated into strengthened civil society, such linkages need to be encouraged from the start.

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[2] According to UNDP, community mobilization refers to community involvement in all phases of a development-related activity, including planning, design, implementation, and benefit sharing.

4. Promoting girls' education

Overview

Influenced by numerous studies that show large public and private returns on investments in girls' education, USAID has prioritized support for girls' primary education and for making education more "child friendly." Educated women earn more, have smaller, healthier families, and are more likely to educate their girls. Moreover, interventions that target girls help boys as well. Despite the benefits, fewer than half of girls in sub-Saharan Africa enter primary school, and of those who do, fewer than half reach fifth grade. The largest return to education is gained when girls complete the primary level. Retention, therefore, is key. USAID has learned that a focus on girls' education must include a parallel focus on quality, i.e., an environment must be created to keep girls in school.

What has been done

Assisting in the analysis and development of *policy frameworks*, USAID works with partner governments to remove constraints to girls' education. USAID has been instrumental in school mapping, the disagreggation of data by gender, greater focus on attendance rather than enrollment rates, changes in policies barring pregnant girls or mothers from school, and the provision of incentives for sending girls to school.

Support to regional institutions such as the Forum for African Women Educationalists has brought increased public and ministerial attention to the issue of girls' education.

The *physical condition of schools* has been improved and the number of spaces for school-going children has increased. Efforts have concentrated on building more schools, improving their facilities, and making them more child friendly. Activities have included community involvement in improving school environments and monitoring and managing school affairs.

Girl-friendly *interventions have been introduced at the school and community level.* Examples include scholarship programs, curriculum redesign, recruitment of female teachers, development of alternative forms of delivering education, and investment in labor-saving devices (such as wells) at schools. Building schools closer to girls' homes and providing clean and private lavatory facilities often make a difference in retaining girls. Recognizing the power of parents and community members in determining whether a girl goes to school, many of the above interventions are combined with community-level girls' education advocacy campaigns and mobilization activities.

Challenges

- Girls and boys are more likely to stay in school if they are provided quality education in the best learning environment possible. To improve retention, it is necessary to continue to focus on improving facilities, student/teacher ratios, teacher training, and recruitment of female teachers. Teacher training should stress the need for gender-neutral teaching. Community involvement to improve schools and learning and address barriers preventing girls from staying in school also remains a priority.
- *The HIV/AIDS epidemic has changed the educational landscape dramatically.* Safety issues for girls, in particular, must be addressed, as some schools are risk environments for infection. Schools may be used to deliver critical prevention messages, and they may be called on to take on other development activities, such as food distribution, health and nutrition interventions, and care and education of the growing number of orphans. The role of the school in providing vocational or livelihood training, particularly for girls, must be reexamined given economic pressures and the human capacity losses being experienced in areas hit by the epidemic.

6. Improving educational quality

Overview

USAID has played a central role in leading the discussion in developing countries, not only to define what quality in education means, but also to identify approaches that lead to quality improvements and enhanced student learning. However, despite all the discussion, the reality is that most classrooms in developing countries still fail to create good quality learning conditions. Additionally, there is growing awareness that governments cannot supply quality education for their burgeoning school-age populations. Therefore, parents and other stakeholders must take more responsibility for providing alternative opportunities for their children to gain basic skills.

Definitions of quality are not fixed, but rather evolve as conditions change. Thus, any discussion of quality or action to improve quality must be preceded by an understanding of the learning experiences of individual pupils. Definitions of quality are also determined at the country level: countries determine the relationship between their own quality standards and "internationally accepted" definitions. Again, efforts to define quality and improve learning must be gauged at the school and classroom level and involve ongoing systematic assessment.

What has been done

- *Ongoing research* on quality, particularly at the school and classroom level. This research has provided valuable insight into changes that are needed in policy, programs, and practice
- *Curriculum development* to improve cultural sensitivity and learning pedagogy, and child-centered methodologies that introduce skill-based competencies
- *Development of instructional materials* and improved textbooks that incorporate more active learning and sequenced learning objectives
- *Improved teacher preparation* and ongoing professional development of teachers
- *New methodologies to assess* pupil proficiency and teacher pedagogical skills
- *Introduction of educational data* for policymakers to use for planning and programming
- *Broader stakeholder participation*—NGOs, parents, teachers, school directors, and specialists in educational research networks—in research, discussion of quality and learning, and development of alternative approaches

Challenges

- Efforts to increase access press systems to maintain, let alone enhance, educational quality. This creates a misalignment between the political and educational agendas. The political agenda is to provide free access to increasing numbers of children, while the educational agenda is to maintain the quality of learning.
- Language of instruction continues to be a complex issue. Efforts to reconcile use of former colonial languages with a variety of indigenous languages in ways that respect cultural identity and improve student learning have yet to be resolved.
- Experience suggests that technology can serve a useful role as an instructional medium. Ways to leverage this effectively and ensure that the substance of what is shared through technology is of value remains a critical need.
- There is a tremendous need for more focus on assessment. Many countries have placed high priority on norm-referenced tests that function to limit access to higher levels of education. Efforts to improve quality demand more "authentic" forms of assessment, e.g., curriculum-based tests, continuous assessment, and more holistic classroom-based and teacher-made testing procedures that can better measure what students are learning.

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7. Strengthening teacher development

Overview

Universal access to quality primary education is a priority of all African countries. The movement toward universal access places enormous stress on overburdened education systems, and recruiting, training, and supporting enough teachers to provide quality learning environments is particularly challenging. However, while the success of educational reform efforts depends on teachers, they typically receive only limited preparation and ongoing professional support. Teachers, the keystone of the educational system, on the whole have not fully mastered their subject content, have little training on creative ways to engage pupils in learning, are barely able to survive on their meager salaries, face more pupils than their classrooms can adequately hold, live several miles from their schools, do not speak the same language as their pupils, are periodically "inspected" for administrative compliance rather than instructional guidance, and are devastated by HIV/AIDS, either within their own families or their work environment. Clearly, there is a crisis in the quality of teaching in primary school.

What has been done

The professional development of teachers is receiving increasing attention from policymakers. For example, reforms have been introduced that provide incentives; provide additional training and ongoing support through the establishment of inservice and regional centers; reframe site-based training to focus on learner-centered activities; increase distance learning opportunities; and redefine head teacher and inspectorate roles to strengthen instructional support. Teachers are beginning to participate in dialogue about strategies for improving the quality of teaching and learning and are carrying out "action" research. Their voices are beginning to be heard.

Challenges

Long-term programs for the teaching profession must be strengthened to address long-standing issues that weaken the quality of teaching. Some examples follow.

- Many individuals are recruited to fill "emergency" teaching slots. These individuals lack formal credentials and have little hope of reducing this gap unless there is a mutual commitment between the system and the individual for potential long-term employment.
- Teachers are on the move—often from one class or school to another, transfers due to a spouse relocation, or absenteeism due to personal or family illness. The quality of the learning is critically influenced by both teacher absenteeism and transfer.
- The quality of teaching suffers when teachers do not speak the language of their pupils, cannot read the instructional manuals, do not receive training for new curricula, do not know enough about content to teach, or have scant training in pedagogical methods.
- The impact of HIV/AIDS reaches beyond personal illness to include caring for family members, death of a spouse, adoption of orphaned children, adjusting to absence of professional colleagues in school, and reduced family income.
- Teachers join the system through a variety of mechanisms—community support, government employment, and temporary contracts—with differing salaries, benefits, and incentives for immediate and permanent participation.
- Generalities are typically used to describe problems or issues, e.g., high absenteeism and unqualified teachers, but concrete knowledge is required to accurately pinpoint policy targets and program interventions.
- Teachers are a critical variable in the quality or teaching and learning. Teacher development is a continuum that begins with preparation of new recruits with instructional skills and content knowledge and continues with ongoing professional training and support.

8. Assessing student learning

Overview

The focus on getting African children into school has recently expanded to ensure that the quality of their school experience improves (or at least does not decline) as enrollments expand. But how do we know that children are actually learning the intended curriculum and that education reforms are leading to improved learning? The answer is assessment. Assessment may take many forms, and the type of instrument chosen depends on the type of questions we are trying to answer.[4] AFR/SD recommends a focus on two interrelated assessment activities: *national level assessment* and *continuous assessment* in the classroom.

A national assessment assesses the performance of all or part of the education system. Is learning improving nationwide? How is learning associated with other school characteristics such as student-teacher ratios? National assessments measure learning with student testing, but scores are analyzed and reported at the group level, e.g., school or region, rather than the individual level. National assessments are typically administered every few years to a sample of students in core subjects only. National assessments can be used to hold schools "accountable" for using their resources well, *but their ability to affect individual student learning is neither direct nor immediate.*

Continuous assessment refers to regular activities undertaken by teachers in the classroom to monitor how well students understand lessons or master concepts. The teachers then continuously "feed back" this information into the learning and teaching process. Continuous assessment methods typically include periodic classroom tests and quizzes and informal, observational techniques to render an authentic portrait of what students actually know.

What has been done

In the early 1990s, USAID's Africa Bureau began an activity to help ministry officials responsible for student testing programs to improve those tests, bringing together representatives from African examinations councils of a number of countries and regions. The project foundered, however, on a disagreement over whether to focus on exams or on the entire instructional system (exams, curricula, materials, teacher training). In 1999, AFR/SD inventoried testing and assessment activities in African countries with USAID education activities and is now updating the inventory.

Challenges

While more research is necessary, existing knowledge of testing and assessment is sufficient to allow us to prioritize assessment activities in the following broad categories:

- Encourage missions, ministries, and donors to focus on development of a national continuous assessment system, including a national strategy for continuous assessment (which would include a comprehensive plan for the use of results) and training teachers in its implementation.
- Work with missions, education ministries, and donors to strengthen national systems of student assessment and to use the results to monitor educational quality.
- Testing and assessment are vital to monitoring and improving educational quality. Some assessment activities can even impede improved quality. We must begin making assessment an integral part of overall education reform efforts.

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[4] National and continuous assessment activities are *not* school-leaving or selection exams that serve as gatekeepers for limited secondary school places.

10. Strengthening and expanding partnerships

Overview

The effective political, economic, and social weight of African civil society organizations, of international and local NGOs, PVOs, religious organizations, regional networks, as well as the emergence of the private sector and U.S. business community's interest in development has expanded the scope and outreach of partnering strategies. AFR/SD needs to strengthen existing partnerships and foster new ones because of their many advantages. For example, partnerships can help sustain USAID's sectoral approach by:

- Fostering working relationships between agencies, governments, and civil society
- Establishing a foundation for an educated workforce to support economic competitiveness
- Attracting and mobilizing resources for change
- Maximizing impact on communities through alternative forms of education
- Increasing transparency and accountability

What has been done

New types of donor coordination such as coordinated planning and funding, program reviews, and policy dialogue and advocacy have improved programmatic, funding, and planning strategies. Partnerships with regional African professional networks such as ADEA, FAWE, ERNWACA, and ERNESA[5] provide channels for policy dialogue and information exchange. Partnerships with the private sector have opened up opportunities for information technologies to support basic and higher education programs, school rehabilitation, and science teaching. International and local NGOs and PVOs provide community schooling and strengthen civil society's capacity to deliver and manage education services. New partnerships between African and U.S. universities improve teacher training, distance learning capacity and quality, and provide scholarships. USAID and civil society partnerships are based on synergies between education and democracy and governance programs, providing literacy, democracy, and civic education training to women, journalists, and federations of parent-teacher associations.

Challenges

- While associating with new and old nongovernmental partners is key, support for bilateral partnerships to lead to system-wide change remains a priority.
- Recent experience shows that strengthening NGOs, the private sector, and civil society helps improve education systems.
- AFR/SD's role is to represent the missions' interests and "broker" their support of new mechanisms for collaborating with the private sector. Thus, missions should lead the way in identifying and sustaining the most effective country-specific partnerships.
- Types and scopes of partnership with the private sector need to be explored in collaboration with missions. Guiding principles must be developed, particularly to address ethical issues, procurement regulations, and to respect workers' rights.
- New mechanisms for financing education such as grants, matching funds with private sector contributions, and for-profit and non-profit schemes, need to be further explored.
- Issues related to the management of partnerships, such as balance of power and responsibilities between partners, need exploration.

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[5] ADEA: Association for the Development of Education in Africa; FAWE: Forum for African Women Educationalists; ERNWACA/ERNESA: Educational Research Network for West and Central Africa/Eastern and Southern Africa.

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15. Exploring the benefits of school feeding

Overview

The AFR/SD education team supports the principle of cross-sectoral programming to improve health, nutrition, and education in developing countries. School feeding programs and the Global Food for Education Initiative (GFEI) present opportunities to explore this idea, particularly the use of food to benefit children and their families. However, school feeding programs have not always achieved their intended nutritional and educational objectives. Indeed, the impact of food aid on the education of individuals—and education reform in general—is unclear. It is thus helpful to revisit USAID's experience and findings regarding these programs.

The literature on school feeding programs in Africa suggests three main implementation issues. First, the poorest areas where food supplementation programs may be most needed may be the same areas where the programs are least likely to be effective. In fact, there may be no school for children to attend. Other needy, vulnerable groups such as orphans and those affected by HIV/AIDs may be similarly disadvantaged, because there is no infrastructure to reach them and they are less likely to be attending school.

Second, though the benefits of school feeding programs may appear obvious, in the African context there is little evidence that these efforts contribute either to the nutritional wellbeing or learning outcomes of children who take part.

Finally, school feeding programs are not easily sustained. For the foreseeable future, the provision of food to students should complement other reform priorities, but not be a priority itself.

What has been done

AFR/SD drafted a memo to the Bureau for Humanitarian Response laying out its position on school feeding and the GFEI. In 2000, the team led a school feeding/food for education stakeholders' meeting to share observations and experience about best practices in the design and implementation of school feeding programs, especially in Africa, and to identify ways to make food aid "work" to benefit the children's learning. Finally, AFR/SD assisted the Africa Bureau to review GFEI proposals using criteria developed in the stakeholders meeting.

Challenges

- School feeding should take place within the context of broad, national school reform programs.
- Education ministries should not be encouraged to "take on" school feeding at the expense of other educational inputs.
- Some portion of food commodities should be monetized with the proceeds used for implementation of the program and other programmatic inputs.
- Communities should be involved in a substantive way in planning and implementing programs.
- There should be a focus on complementary health inputs to accompany the school feeding.
- There should be an exit strategy.
- Programs should be targeted to reach the most needy/vulnerable populations (including those impacted by HIV/AIDs).
- Innovative approaches should be encouraged and tested.

Lessons From School-Based Environmental Education Programs in Three African Countries

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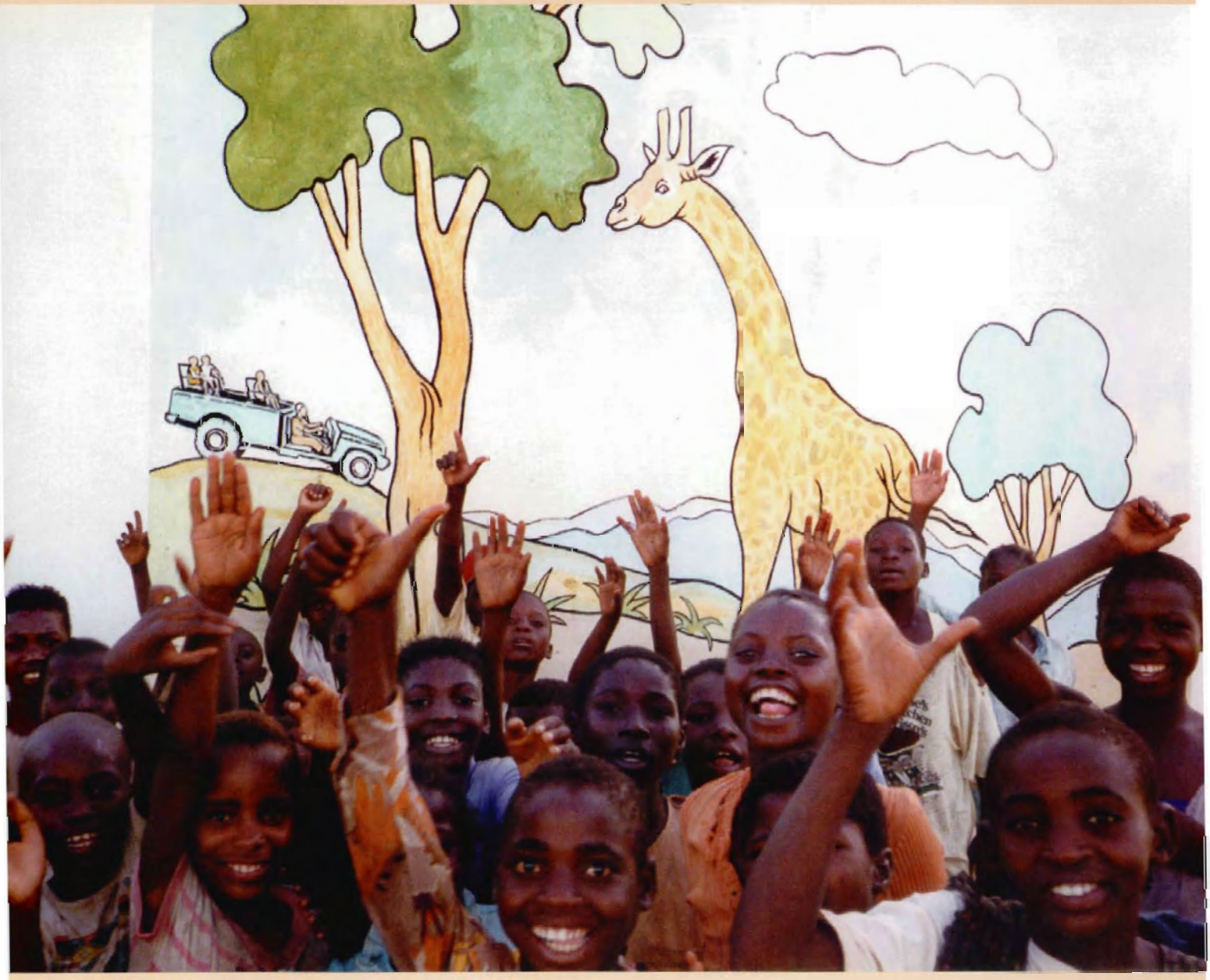
Office of Sustainable Development
Bureau for Africa

GreenCOM
Environmental Education and Communication Project



June 2000

USAID

Lessons From School-Based Environmental Education Programs in Three African Countries

June 2000

GreenCOM
Environmental Education and Communication Project
U.S. Agency for International Development
Bureau for Africa, Office of Sustainable Development, Human Resources and Democracy
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Cover: Chongololo Club members in front of their mural at Yosefi Primary School, Mfuwe, Zambia. Photo by Brad Strickland.

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Acknowledgments

In development work, no sector is an island unto itself. Although any given sector must pay careful attention to internal needs such as funds for paying salaries and information systems for monitoring progress, sectors often can get more for their money by cooperating.

For the past decade, USAID's Africa Bureau has focussed most of its resources on directly strengthening ministries of education. Since the early nineties, however, it has invested in the exploration of ways to weave health, population, environment, democratization, and privatization into basic education programs in Africa. (For more information, please see AFR/SD Technical Series report No. 14 and No. 38).

This report continues this exploration, and provides many exciting examples of ways in which communities and schools are using scarce resources to address environmental as well as educational challenges.

The contributions of many people were instrumental in putting together this report. The Africa Bureau would particularly like to thank Renata Seidel for writing it, and Bruce K. Downie, Irma Allen, and Sékou Oumar Diarra for compiling the individual country reports upon which this document is based. The Africa Bureau is also very grateful to the school-based conservation organizations in Mali, Tanzania, and Zambia, specifically the Chongololo Clubs, Roots and Shoots, Wildlife Conservation Society of Tanzania, Malihai Clubs, and the Training and Information Programme on the Environment, and to the school administrators and teachers who support them. The Bureau would also like to thank the countless staff at numerous government agencies in these countries for their enthusiasm and assistance. Within the Africa Bureau, Brad Strickland and Julie Owen-Rea were instrumental in ensuring that this report was completed and produced. And finally, the Africa Bureau Information Center of USAID's Research and Reference Services Project assisted with the editing and printing of this publication.

List of Acronyms

CC	Chongololo Clubs
CILSS	Inter-State Committee for the Fight Against the Drought in the Sahel
DRC	Democratic Republic of the Congo
EE	Environmental Education
GEF	Global Environment Fund
GMA	Game Management Area
GreenCOM	The Environmental Education and Communication Project
JGI	Jane Goodall Institute
NGO	Nongovernmental Organization
NORAD	Norwegian Agency for Development Cooperation
TIPE	Training and Information Programme on the Environment
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
VSO	Voluntary Service Organization
WCST	Wildlife Conservation Society of Tanzania
WECSZ	Wildlife and Environmental Conservation Society of Zambia

Executive Summary

BENEFITTING FROM THE LESSONS OF OTHERS

This document looks at successful environmental education programs for youth in three African countries: Mali, Tanzania, and Zambia. The programs emerged in quite different circumstances and have aimed at achieving different objectives. All have strived to improve knowledge and attitudes about specific environmental problems and to lay a foundation for wise behavior as children grow into adults. To a great extent these programs have also influenced the actual practices of children, and have achieved an impact upon parents and the local community.

The Africa Bureau's Office of Sustainable Development (AFR/SD) Education Team of the United States Agency for International Development (USAID) asked the GreenCOM project[1] to conduct qualitative assessments of these programs in order to identify key factors of their success. In particular, USAID was interested in analyzing the extent to which schools and communities collaborated, to their mutual benefit. These programs benefit not only community education about environment, but also invigorate the school-community relationship. Community interest and support for their schools is an essential ingredient to sustainable education reform. The purpose of this study is to provide useful ideas for others who are interested in designing or improving school-based programs—whether as implementors, funders, or local partners.

[1]The Environmental Education and Communication (GreenCOM) Project is funded by USAID and managed by the Academy for Educational Development. The programs evaluated for this study are not managed by GreenCOM or by the Academy.

The first four sections of this document provide an introduction and overview of the programs in these countries. The last section attempts to draw out cross-cutting lessons for different audiences. Two annexes include a brief overview of other environmental education activities around the world and a bibliography.

MEETING DIFFERENT NEEDS IN DIFFERENT CONTEXTS

Although the programs described in the pages below are all associated with schools, are all situated in Africa, and are all recognized as successful environmental education (EE) efforts, they might have been chosen for their differences.

In Mali, 320 grade schools have adopted a formal environmental education curriculum designed as part of a regional program to combat desertification in nine Sahelian countries. The European Union has funded the Training and Information Programme on the Environment (TIPE) since the early 1990s. Given the stark conditions of the Malian school system, the program provides striking insights into aspects of a successful school-community strategy.

In Tanzania, conservation clubs for youth sprang from several larger environmental movements. This study looked at three of these, all formed within the last 10 to 15 years.

Roots and Shoots clubs are part of the global activities of the Jane Goodall Institute. Various ongoing conservation projects support clubs associated with the *Wildlife Conservation Society of Tanzania (WCST).* The Tanzania Wildlife Protection Fund supports the *Malihai Clubs of*

Tanzania. These clubs link variously with elementary, secondary, and, in some cases, teacher training institutes in different parts of the country.

Although their stated goals and structures are quite different, these clubs illustrate how nonformal activities can integrate with great benefit into school systems, and contribute to the varied missions of their parent organizations.

Zambia is home to one of the world's oldest environmental education programs for young children—*the Chongololo Clubs*. The National Parks Department first launched these clubs in the early 1970s as part of a public education effort to counter local resistance to the creation of protected areas. Since early on, the Chongololo Clubs have benefitted from a partnership between the nonprofit Wildlife and Environmental Conservation Society of Zambia (WECSZ), the Ministry of Education, and grassroots volunteer efforts.

The class initially targeted children in the upper elementary grades, and then expanded to secondary schools in the 1980s. The Chongololo Clubs are a unique example of an EE program that has developed a national profile and has stood the test of time.

VARYING PROGRAMS, COMMON CHALLENGES

This synthesis document selected several factors critical to the success of all these programs. Overall, *clarity of objectives*, per the Tanzania programs, is fundamental. At the implementation level, the most important principle is to understand the local school system, the community, and the socio-economic pressures in which a program functions. Adjusting wisely to these realities, more than to any fixed rules, will help bring about results.

Benefitting from the School as a Base

In all of these countries, although elementary schools provide the largest available base of operations, enrollment is low and there is a considerable drop off at the secondary level. Limitations are even greater for girls and exponentially so for programs that target older children.

Despite the limitations of a school base, the evaluators of these programs saw the connection as a virtual necessity. In most developing countries there simply *is* no other group that government or nonprofit organizations can use as a bridge to large numbers of children. The lower grades may provide the only way of reaching girls. A school supplies essential infrastructure, as well as connections to the local government and outreach to community members through standard school channels.

A few of the programs studied extend their reach beyond the school. For instance, the Chongololo Clubs make a concerted effort to broaden reach through radio programs. One TIPE school in Mali opened its drama activities to out-of-school youth.

Ownership and support from the school's administration are significant factors in the success of all these programs. The TIPE strategy is effective because it assures the program belongs to the school. It is an institution in itself, not just a particular curriculum.

Administrators were particularly helpful in establishing linkages with other community institutions. Officials connected with the Tanzania and Zambia clubs often saw youth programs as a positive reflection on their schools, and as a way of encouraging support from parents. Mutuality of benefits between school and youth club was a key factor in the success of all these programs.

Crossing Educational Levels

Continuity of contact with students from grade to grade increases the impact of a program many fold. Both children and their families reinforce conservation messages over time. Linkages across different educational levels—primary, secondary, and teacher training institutes—also greatly increase a program's public profile and improve its chances of sustainability.

At the same time, there are tradeoffs to this diffusion of resources and each program needs to find its own proper growth curve.

Utilizing Complementary Channels

A number of factors constrain the reach of any program. However, adding channels that offer different strengths can extend impact. Complementary channels require additional investments, so each program needs to weigh what kinds of impacts are expected for what kinds of costs. Is the purpose of a new channel strictly to reach more of the target audience? To reinforce knowledge and attitudes among the regular members? Or to have some spillover into out-of-school youth and the wider community? Radio can do all of these, as the Chongololo Clubs in Zambia demonstrated.

Negotiating Partnerships

A common element in the success of these youth programs was collaboration with other organizations. This study also found that strong leaders tend to be the ones most likely to seek out such partnerships to help achieve goals. At the local level, linkages are themselves one measure of a program's effectiveness in stimulating environmental awareness.

Almost all of these programs were fortunate to have emerged from a marriage of groups with common objectives. This gave them an expanded base for funding, for expertise, and for meaningful community activities. Programs that had a mandate to work in partnership with national and local groups benefitted enormously from this requirement. Mutual benefit was the key to all of the effective partnerships described in these studies.

Advocacy and Activism

Children are natural activists. The programs that channeled their enthusiasm in tangible ways benefitted youth the most and also benefitted their communities and the cause of conservation.

Educational theory tells us that personal experience is the most powerful aspect of learning for people of all ages. Besides aiming to improve the knowledge of children, these programs all aimed to achieve some level of community outreach.

Art provided the most basic outlet for outreach. A few schools organized true campaigns to raise awareness about local issues. Children in all of these programs had an impact on their school environments. Activities that led to significant conservation benefits generally relied on cooperation with other organizations.

Activism thrives on the conviction that a cause is important to others and also relevant to one's own life. One factor of success in this study was a program's ability to achieve the right balance between a national and local focus.

Recognizing Women's Roles

Many of the behaviors these programs focused on—from the cutting of trees for fuel, to the choice of cooking stove used, to various agricultural practices—are part of women's daily work. Women's groups, therefore, often serve useful advocacy roles in communities. At the same time, young girls are hardest to reach through environmental education programs, because of their low school enrollment.

These studies offered many reminders that an environmental education program cannot be successful if it overlooks the importance of gender in questions of access, pertinence, or advocacy.

Supporting the Grassroots Base

The evaluations found that a sense of isolation can undermine a program more seriously than anything else. Conversely, the opportunity to share ideas and experiences—for both children and leaders alike—is a powerful motivator.

The value of print materials was a constant refrain. Any good material has a life far beyond its planned use in these countries. Three elements were crucial to the effectiveness of a very wide variety of newsletters, posters, magazines, pamphlets, club manuals, and teachers' guides. These were: 1) audience targeting, 2) effective distribution, and 3) continuity throughout a program.

Since materials produced by these programs are often funded by outside donors, publication can be intermittent. Joint funding of publication is one alterative. Distribution to remote areas was also a serious problem and creative strategies are needed.

Effective training and a system for rewarding commitment are essential. Good training is expensive and requires professional input. EE leaders need preparation in content areas and also in group organization and participatory learning skills. Most of this is alien to the traditional classroom techniques familiar to them.

In these studies, training linked directly to availability of substantial funding. Creativity in deploying resources was also a factor. However, for the most part these programs succeeded despite, rather than because of, the level of training provided to the local leaders.

Strategies are also needed to reward volunteers and teachers. Programs elsewhere have found the most powerful motivators are simply peer and community recognition. Activities that can supply this serve simultaneously to promote the organization as a whole and its goals of environmental responsibility.

Searching for Sustainability

In addition to the seven factors identified above, money and the ability to broker support really lie at the heart of this age old challenge. Environmental programs only survive when they appeal to those who can offer support; this requires careful marketing.

The other factor needed is time. Time is needed to establish linkages in the community, develop a network of committed volunteers who can share ideas, create awareness among a critical mass of people, and educate a generation of new leaders.

1. Introduction and Overview

Linking Present and Future

Every society allows itself to focus some hope for a better world on its children. By sheer necessity, even when current conditions seem least bearable, we believe life will be different for those we are raising. Children in turn make us believe their optimism and energy will allow them to accomplish what we might not. We rely on children to embrace a level of idealism and selflessness we may or may not have lost ourselves. As a result, we often find children speaking our conscience. And we are usually more tolerant of their voices than of others.

Perhaps these are all reasons many more environmental education programs focus on children rather than on adults, even though we know it is unfair to hold children responsible for changing attitudes and practices, and, given the speed of degradation, dangerous to wait for children to grow up into environmentally responsible adults. Nonetheless, many school-based programs have become bridges to change within communities.

As an institution sanctioned by the government—or at least the local community—a school is a repository of established values and is often expected to pass these on to its impressionable charges. However, the school is also looked to as a source of new information, skills, and solutions to problems. While every community has different expectations of its educational system, parents everywhere anticipate that their children will come home with facts and ideas they never encountered. Some schools take advantage of this link to the home and plan ways for children to be a channel of information to their parents. Some schools, whether by design or through the influence of one or two individual teachers, inspire students to think critically about the problems around them, and perhaps to take action. Such schools may become powerful sources for social change.

We often find children speaking our conscience. And we are usually more tolerant of their voices than of others.

Like all school activities, environmental education (EE) programs must find a balance between a local system's commitment to both tradition and innovation. Even the oldest school-based EE efforts have been around barely a generation, so most are still struggling to establish their credibility. Those that are voluntary (youth clubs) need to create ways of training and motivating leaders, as well as ways of engaging—rather than simply educating—young members.

Programs that take on roles of advocacy or activism face even greater challenges as they seek productive links with the wider community. Environmental issues often strike at the heart of a community's economic base. Even apolitical issues are likely to be personally challenging. Each program must set its goals within the context of a given educational system, a given community, and a given vision of how it will contribute to a better tomorrow.

THE PURPOSE OF THIS STUDY

This document looks at successful EE programs in three African countries: Mali, Tanzania, and Zambia. The programs emerged in quite different circumstances and have aimed at achieving different objectives. We need to examine their effectiveness in light of their expressed goals. All have strived to improve knowledge and attitudes about specific environmental problems and to lay a foundation for wise behavior as children grow into adults. To a great extent, these programs have also influenced the actual practices of children, and, to varying degrees, achieved an impact upon parents and the local community.

Our purpose is to provide useful ideas for others who are interested in designing or improving school-based programs—whether as implementors, funders, or local partners. The next three sections of this document provide summaries of the individual country assessments. The last section attempts to draw out cross-cutting lessons for different audiences.

While environmental education (and child education *per se)* can be examined in terms of particular models or theories, we have not sought any formulaic answers. Rather, we hope that the diversity of these experiences will shed light on questions others may be facing.

The annexes include a brief overview of other environmental education activities around the world and a short bibliography. We particularly refer the reader to the three evaluation reports that informed this work. Lastly, those interested can consult the GreenCOM web site (http://www.usaid.gov/environment/greencom) for examples of some of the country materials referenced below, links to club web sites, and electronic text versions of this document and the three country evaluations.

EVALUATIONS IN THREE AFRICAN COUNTRIES

Although the programs described here are all associated with schools situated in Africa and are all recognized as successful EE efforts, there are striking contrasts. The three countries face differing economic, political, and social challenges. Their respective environmental problems result from unique combinations of factors. And the five EE programs reviewed are being conducted at multiple grade levels, with quite varying resources and scales of operation, and through a range of approaches. Not surprisingly, however, they have faced some similar challenges.

Widely Varying Programs

In **Mali,** which is two thirds covered by desert, efforts to introduce environmental education in the public schools are part of a 10-year program in nine Sahelian countries. In the early 1990s, the Inter-State Committee for the Fight Against Drought in the Sahel (CILSS)[2] launched the Training and Information Programme on the Environment (TIPE)[3] with funding from the European Union.

TIPE provides a basic curriculum and training program for public elementary schools in the member countries. In Mali, about 320 schools are now involved. Emphasis is on awareness of the problems of desertification and critical drought-prevention behaviors. One of the program's stated goals is to improve practices within the community as well as within the school.

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[2]Comité Inter-Etat pour la Lutte Contre la Sécheresse au Sahel

[3]Programme de Formation et d'Information Environmentales

The present study looked at TIPE programs in grades 3-5 in the formal Malian school system. The evaluators chose schools in three different kinds of communities: urban, rural, and bordering on protected forest areas. Given the stark conditions of the Malian school system, this program provides striking insights into elemental aspects of one successful school-community strategy.

Tanzania, in sharp contrast to Mali, is a country of enormous biodiversity. It is endowed with marine ecosystems, savannah, forests, lakes, and is home to some of the largest remaining herds of wildlife in the world. However, rapid population growth and other factors have spurred efforts to improve management of the country's valuable resources, as part of a sustainable development strategy.

Conservation clubs for youth sprang from several larger environmental movements in Tanzania. This study looked at three of these, all formed within the last 10 to 15 years.

Roots and Shoots clubs are part of the global activities of the Jane Goodall Institute. Clubs associated with the *Wildlife Conservation Society of Tanzania (WCST)* receive support from various ongoing conservation projects. The Tanzania Wildlife Protection Fund supports the *Malihai Clubs of Tanzania*. These clubs link variously with elementary, secondary, and in some cases teacher training institutes in different parts of the country.

Although their stated goals and structures are quite different, these clubs illustrate how nonformal activities can integrate with great benefit into school systems and contribute to the varied missions of their parent organizations.

Zambia is home to one of the world's oldest environmental education programs for young children, the *Chongololo Clubs*. These emerged in the early 1970s as part of a public education effort

This study focused on a formal elementary school program in Mali, three different school-based clubs in Tanzania, and Africa's oldest school-based Chongololo clubs in Zambia.

by the National Parks Department to counter local resistance to the creation of protected areas. Zambia consists mainly of a high plateau of bush and savannah that was once home to abundant wildlife. Approximately one-third of the country's 750,000 square kilometers has been designated as national parks or game management areas to protect this extraordinary resource.

Since early on, the Chongololo Clubs have enjoyed support from the nonprofit Wildlife and Environmental Conservation Society of Zambia (WECSZ) and grassroots volunteer efforts. They initially targeted children in the upper elementary grades. The clubs expanded to secondary schools in the 1980s and some clubs also target younger children. The Chongololo Clubs are a unique example of an EE program that has developed a national profile and has stood the test of time.

Practical Assessments

USAID's GreenCOM Project agreed to conduct small-scale assessments of these programs, primarily through on-site visits and interviews. Field work in each country took place over a period of about three to four weeks and involved one to two researchers working with local club leaders. USAID's Africa Bureau Office of Sustainable Development originally requested that each of the evaluations accomplish the following:

- determine how the program links community and schools;
- assess improvements in student learning;
- assess increased community knowledge and awareness; and
- assess activity impact on environmental conditions addressed.

The evaluations were qualitative in nature. Survey instruments were developed for students, teachers or club patrons, school principals, and parents or other members of the community. The investigations also included observations (of school facilities and of club meetings, for example) and a review of program materials. The evaluators spoke to some participants one-on-one, but in many cases discussions evolved naturally into group gatherings—particularly those with students and community members.

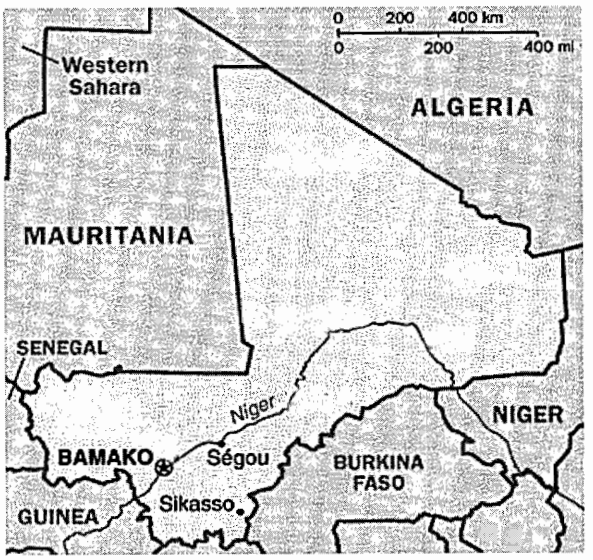
In each country, the evaluators selected sites they considered representative of the typical mix of areas in which a program operated. Recommendations by the sponsoring organizations helped to determine the selection of individual schools and clubs.

The short time period and small, purposeful samples precluded before-and-after measurements of changes in knowledge or behaviors as a result of these programs (whether among students or within the larger community). It is also important to note that the goals of the programs in the three countries (and even from program to program in Tanzania) are distinct. Mindful of USAID's underlying purpose to identify practical lessons about what works, the evaluators probed the unique achievements of these varied school-based environmental education programs and identified factors that were crucial to their success.

2. *MALI—The Basics of School-Community Linkages*

Mali is one of the world's poorest countries. The average citizen survives on an annual income equivalent to just US $200.[4] Three-quarters of the land-locked country falls in the Saharan and Sahelian zones. Only about one quarter of the land is arable; only 5 percent is cultivated; and about one quarter is rangeland. Climate and environmental degradation are life-and-death matters for the population, 80 percent of whom depend on agriculture for their livelihood. Firewood supplies 90 percent of the country's energy. Although the south of the country still includes some dense forests, the current rate of deforestation will lead to their disappearance in 15 to 20 years.

Various social indicators mirror Mali's difficult economic state. Only 38 percent of young children (31 percent of girls) are enrolled in primary schools.[5] The resources with which these institutions operate are predictably stark. This makes the launching of an official environmental education curriculum at this level all the more noteworthy. And in a context where communities have very limited sources of information and school teachers may be the most highly educated local spokespersons, the potential for wider impact of such a program is great.



The evaluator visited schools in Bamako, in the rural area near Sikasso, and in an area bordering the Dioforongo National Forest in Ségou.

Reaching Children, Reaching Communities

The influence of school activities—and of very young children—on attitudes and behaviors in the family and the community are explicit objectives of the Training and Information Programme on the Environment (or TIPE). Mali is one of nine countries involved in this program through membership in the Inter-State Committee for the Fight Against Drought in the Sahel. TIPE is a 10-year effort that began in the early 1990s and is funded by the European Union.

In Mali, 320 public schools have adopted TIPE to date. This formal environmental education program is introduced in all elementary level grades. The fundamental goal of the approach is:

[4]UNDP. Human Development Report, 1999.

[5]UNDP. Human Development Report, 1999.

...to instill in young people—and through them the entire population—attitudes, values, abilities, and skills, as well as an active and aware participatory behavior necessary for a rational management of the fragile resources of the Sahel, and in particular for finding solutions to the problems of drought and desertification.[6]

Curriculum and training materials are produced by a cross-region pedagogical committee. A national pedagogical committee in each country makes appropriate adaptations. In Mali, a central level training task force includes experts from the National Pedagogical Institute and the National Directorate of Basic Education. During start-up training for area schools, the regional education director may also assist, along with basic education inspectors from the individual districts.

The framework for the program includes a range of print materials for both teachers and students and week-long orientation/training for all levels of the school system (supervisors, principals, teachers). Teachers learn how to use a class guide that includes technical content, how to translate this into learning objectives, and how to evaluate students. They are encouraged to adopt the TIPE materials (produced in French) to their own needs. Lesson plans focus on participatory approaches including problem solving, role playing, and various games and puzzles.

Because TIPE is introduced through the regular public school bureaucracy, follow up and in-service training is theoretically incorporated in the district's annual inspection visits. Every school is also expected to form its own pedagogical team to provide professional reinforcement and to train any new teachers.

This essentially top down program approach suits the Malian school system, which tends to be hierarchical. At the same time, a strong element of local and individual initiative livens the TIPE strategy. Children learn to analyze environmental problems in their neighborhoods, to create potential solutions, and to view themselves as messengers for responsible practices. A typical fifth grade lesson, for example, introduces facts about the role of trees in preventing desertification, and then has children working in groups to design messages on the subject. They illustrate their slogans with posters, which are evaluated by their peers, and finally displayed in the community.

Two key factors of the TIPE approach focus on community outreach *by the school institution*, however. Each school must devise an ecological project that students contribute to collectively under the leadership of the school administrator. The projects vary in scope and size, and range from the creation and care of orchards or tree nurseries, to the construction of erosion control measures on school grounds for demonstration purposes, to training in making fuel-efficient stoves.

The projects aim to take advantage of a TIPE site, or piece of land adjoining the school, which is shared in some fashion with the community. TIPE provides each school with basic materials to manage the site—such as fencing, shovels, buckets, and hoes. The school is also expected to invite the community to form a TIPE committee, so local delegates can participate in decisions and monitor site use. TIPE is thus not simply a curriculum, but a strategy for linking the school with its surrounding community.

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[6]Inter-State Committee for the Fight Against Drought in the Sahel and The Institute of the Sahel, 1995.

Selection of Sites, Schools, and Controls

In order to understand how TIPE is working in different contexts, the evaluators selected schools in three different parts of the country:

1) **Bamako,** the economic and political capital of Mali, is located in a valley along the banks of the Niger River. With a population of around 1.1 million, intense crowding and the concentration of numerous industrial complexes have led to serious environmental problems including pollution, a shortage of running water, and major sewage and garbage disposal problems.

2) **Ségou** is located 40 kilometers from the Dioforongo National Forest, a protected site known for its rare plant species. Unfortunately, a national highway passing through the forest has stimulated the sale of wood and charcoal for urban consumption.

3) **Sikasso** is a predominantly rural area in the south where livestock-raising and cotton production support the populace.

For purposes of comparison, the evaluators visited TIPE schools in these areas as well as non-TIPE public schools and community schools. Standard public schools, constituting 90 percent of Mali's elementary institutions, do not provide any materials or teacher training on environmental issues. Community schools (established by parent associations and NGOs in areas the Ministry of Education has not reached) can develop their own curricula and often do include a focus on the environment. For example, Save the Children has helped to establish over 400 community schools in Mali that integrate environmental subject matter into the elementary curriculum.

Pounding millet: The majority of Malians survive on subsistence agriculture.

This assessment covered a total of 14 elementary schools in all three types of institutions. The schools visited served from 200-700 students. The evaluators interviewed students in grades three and five, as well as teachers, administrators, and parents. They made an effort to talk with equal numbers of boys and girls, and men and women in the community.

Bamako Schools

The apparent impact of TIPE in the Bamako area was evident from very basic questions about student knowledge and behaviors. The TIPE students interviewed understood the concepts of desertification—that cutting trees, for example, can lead to reduced rainfall and loss of livestock. They preferred propane gas to wood but knew how to build fuel-efficient stoves. Students in the non-TIPE schools said they prefer using wood in traditional kitchen stoves, and had the idea that deforested areas could be good for farming and construction.

TIPE students claimed that they knew how to maintain gardens, plant trees, construct various erosion-fighting barriers, and build fuel-efficient stoves. They had done some of these things with their parents, although class lessons did not explicitly suggest they do so.

The fact that a school was involved in the TIPE program, however, was usually evident from superficial observation. A TIPE school often had a nursery or an orchard, and was much more likely to be protected by shade. The TIPE schools kept trash cans in each classroom and students poured wastewater in gutters to avoid disease. Students in several of the non-TIPE schools dumped trash and waste indiscriminately.

Villagers referred to one principal as the "gardener principal" because of an area near the river he personally devoted to fruit trees. His school laid out two nurseries for vegetables and seedlings and got the village to establish a neighborhood follow up committee to help transplant them in public spaces. This created a demand in the community for both plants and advice. A neighborhood center asked the school to replant its courtyard. The director of a nearby health center also took plants from the nursery for his center.

Mutual benefit was the key to this school-community linkage. The school asked families to donate sheep and cow manure to fertilize its gardens. The principal also solicited help in digging trenches around the school to solve a wastewater problem.

All of these efforts additionally served as models for the community. A neighboring (non-TIPE) school gradually adopted many of these practices —planting trees, maintaining a garden, and basic sanitary measures. The gardener principal remarked that he lacked the skills for explaining his program, but felt that teaching by example was sufficient.

Personal leadership is obviously an important factor. This principal related his successes to three factors:

- setting up an example through concrete visible achievements in the school;
- soliciting the community to be involved; and
- disseminating information by keeping parents informed of their children's activities and by speaking to groups.

He clearly had an approach to educating children that surpassed the results expected from any standardized training. Although students sometimes stole flowers planted in the TIPE beds, he viewed this as a sign the program was successful and pardoned the offenses.

Schools Near the Protected Forest

An older TIPE school near the Dioforongo National Forest demonstrated this same power of example, although it had the barest resources. It had neither a wall and nor latrines. However, the school did have a garden enclosed by fencing supplied through TIPE, and each child had planted at least one tree on the grounds or in front of his or her own home. Over the course of almost 10 years, the grounds turned into a very wooded area, and the nursery moved to another site.

Influential community members worked with the project from its inception. Village delegates attended periodic meetings on the use of the TIPE site. As a result, the school developed an area to share with villagers—primarily women—interested in growing vegetables. The school well provided water for the plots. On its own share of the land, the school planted young trees, sold these to the villagers, and gave the proceeds to the gardeners.

The principal invited government water and forest officers to give talks on the care and pruning of trees. This partnership was very strategic because local people used the nearby national forest intensively. Rather than confronting some practices directly, the principal mentioned that he attempted

to "persuade through example." A second TIPE school in the area adopted a more direct advocacy role about the environment. Indeed, a sign outside the institution a sign urged "School + People in the fight against desertification." A garden encircling a fuel-efficient stove displayed the slogan, "Fuel-efficient stoves will bring an end to excessive cutting of trees. TIPE yearns for a green Sahel."

The school conducted community outreach partly through demonstration and partly through awareness raising efforts. A theater group including both students and out-of-school youths presented sketches and songs about reforestation. Public campaigns focused on a drought in the north as an illustration of the dangers of deforestation. The school conducted training for the community in how to build fuel-efficient stoves, and several resource people now supply these to villagers.

The village TIPE committee met regularly. After each in-service training, the teachers also convened a meeting with the members to share information. An association of former women students also provided the village with regular updates about school activities.

For its part, the village provided the school with two hectares of land. Local women used half as a vegetable garden and the school used the rest as an experimental tree nursery. The village also worked with the school to convince a donor to fund installation of a solar pump, which now feeds six pools of water on the TIPE site, the school water tap, and other water spigots in the village, and is jointly managed by school and community.

RURAL SCHOOLS

Efforts to establish school-community linkages were not always smooth. A TIPE school visited near Sikasso found that

Children interviewed from the TIPE schools.

distrust lingered from a previous government rural development project carried out in the 1980s. This well-intended program to introduce children to practical skills (animal husbandry, agriculture, and small industry) backfired in some communities when officials pocketed the profits of students' labor. Land contributed to the schools for these activities also found its way into the personal holdings of some school administrators.

The Sikasso school dealt with potential tension by associating itself with other trusted partners. It worked with a Catholic youth group and the agricultural services agent to replant trees at two village sites. The school also found a partner to install a solar pump, giving the community access to drinking water. Students worked with other villagers to keep the area surrounding the pump clean. Lastly, the school demonstrated how to construct fuel-efficient stoves.

In this southern part of Mali, the evaluators also visited three community schools established with Save the Children. Unlike the TIPE schools, these invite their community to participate in the process of curriculum design for pupils in the first three elementary grades. Students in one school learned about local plants and helped their parents keep records of the Village Association by taking notes on the different planting cycles. This school also developed a multi-purpose site for gardening that attracted the attention of the community.

Generally in these schools, the evaluators found that students had a good understanding of environmental issues, but that linking school projects to community activities was rare.

CONCLUSIONS

The TIPE program provides schools with an effective strategy for involving communities in environmental education and activities. Training, curriculum materials, and other resources are clearly important ingredients. In these schools, the provision of wire fencing, wheelbarrows, hoes, and shovels was as important as the provision of books. However, the leadership of a single dedicated administrator seemed to make the critical difference between a weak community link and a strong one.

The choice of a collective TIPE project, the negotiation of a joint piece of land, and formation of a community follow-up committee require effective communication with influential community members. In a country like Mali, a curriculum requiring this kind of interaction can succeed only if supported by the official educational hierarchy. A few teachers, no matter how passionate they might be, cannot spark such collaboration alone and are therefore less likely to try. For example, one school with experienced TIPE teachers but a skeptical director was without a TIPE project.

The principals interviewed saw themselves as teaching primarily by example. Their school projects were visible models to the community as well as to their students. Perhaps equally important, however, was the mutuality of these linkages. Schools had something to offer the villagers, but many schools also asked for help in return—whether manure for garden plots or money for books.

Some of these schools also engaged enthusiastically in public advocacy. Students participated in the ecological projects and also in various public campaigns through theater, poetry, and song. All of these activities, in combination with classroom study, contributed to experiential learning, another key factor in TIPE success.

One final age-old lesson from TIPE is that acceptance of any innovation takes time. Even the growth of a shady school yard or the benefits of a tree nursery become visible only with the passing of seasons. TIPE is a donor funded program whose initial 10 years is almost complete. Its next chapter will be an important one as well.

3. *TANZANIA—Three Youth Clubs*

People around the world are familiar with the beauty and biodiversity of Tanzania, whether they can name the country of these natural treasures or not. The highest point in Africa is located in Tanzania: Mt. Kilimanjaro at 19,340 feet. Tanzania encompasses parts of five different bio-geographical areas including savannah parks and eastern forests; extensive wetlands, coral reefs, and mangrove estuaries; the afro-montane habitats of Mts. Kilimanjaro and Meru; and both soda and freshwater lakes.

One of the world's largest remaining elephant populations finds its home on the Serengeti plain, along with numerous other endangered animals such as the black rhino, the African wild dog, the chimpanzee, and the cheetah. Tanzania's reserves cover 14 percent of the country.

At the same time, Tanzania is a place of severe deprivation. In 1993, the average per capita income was US $580, with the poorest 20 percent of the population surviving on only US $70.[7] The country's natural resources are increasingly threatened by competing demands and economic pressures leading to poaching of both wood and wildlife. Agriculture provides the backbone of the economy, although tourism has gradually become a significant source of foreign exchange along with mining and the service industry. About 84 percent of workers are involved in farming, fishing, or forestry. Pressures of rapid population growth are compounded by a continuing stream of refugees—250,000 from Burundi in 1993; 500,000 from Rwanda the next year; and 70,000 from the DRC (formerly Zaire) in 1996. Today, Tanzania is home to about 570,000 refugees.[8]

As in all poor countries, health and education services in Tanzania are dismal. Enrollment in primary schools dropped from 93 percent in 1980 to 74 percent in 1995. Only 15 percent of elementary students continue on to secondary school, with girls' participation even lower.

NATIONAL CALL FOR EDUCATION

The Government of Tanzania has recognized the need for improved management of natural resources as a precondition of sustainable development. The Tanzania National Environmental Action Plan (1994) called for a public awareness program as part of this effort. Studies conducted for the plan identified six major threats to Tanzania's natural resources:

- loss of wildlife habitats and thus biodiversity,
- deforestation,
- land degradation,
- deterioration of aquatic systems,
- lack of accessible, clean water, and
- pollution.

The need for individual and community participation in these issues was echoed in the National Environmental Policy (1997), which promotes both formal and nonformal education to reach a range of stakeholders.

Even before these official acts, however, government and nongovernmental organizations

[7]UNDP. Human Development Report, 1999.

[8]UNDP. Human Development Report, 1999.

were attempting to educate the public about these potentially disastrous environmental trends. Many international groups also took an interest in preserving Tanzania's environment. The missions of these groups have varied greatly. This study investigated efforts by three different groups that resulted in the formation of youth clubs. The *Malihai Clubs* of Tanzania first emerged in 1985. Clubs associated with the *Wildlife Conservation Society of Tanzania* have been active since the early 1990s. *Roots and Shoots* appeared in 1991.

All three clubs have won respect. However, their basic purposes and much about their structures and resources are quite different. Understanding the effectiveness of these programs requires examining the various sponsors, their aspirations for their members and surrounding communities, and the environments they all share.

MALIHAI CLUBS OF TANZANIA

The Public Relations Department of Tanzania National Parks founded the oldest environmental youth clubs in the country about 15 years ago. Since their beginning, the Malihai clubs have also received funding from the nonprofit Tanzania Wildlife Protection Fund and an array of international organizations, such as World Wildlife Federation, the African Wildlife Foundation, the Global Environmental Facility, and DANIDA.

This mix of government and nongovernmental support has served the clubs well over the years. Today about 270 Malihai clubs are active in secondary schools. In terms of sheer numbers, Malihai's reach is almost 10 times that of the other two youth clubs studied here, and is continuing to expand.

The headquarters of Malihai (which means living wealth) is located in Arusha, less than 100 kilometers from Mt. Kilimanjaro. Most of the clubs are in the northern zone from there to Tanga (on the coast), and in the lake zone (embracing Chinyanga, Kagera, and Mara). The traditional focus of Malihai has been on forestry and soil conservation, reflecting the clubs' origins. However, the educational mission is broad and humanistic. Malihai's objectives are to:

- *Inspire and educate* the people of Tanzania, especially the youth, about the environment in totality;
- *Increase awareness and understanding* of the economic, cultural, scientific, and aesthetic values of our living natural resources; and
- *Promote a spirit of conservation* and wise use of land, so that people can live in harmony and benefit from one another for centuries to come.

Local Initiative— Strong Central Support

The backbones of the Malihai clubs are its patrons—or volunteer club leaders. Not surprisingly, GreenCOM evaluators found that the character of a club and its outreach activities always reflected the experience and commitment of its leader. At the same time, leadership encourages you members to take an active part in deciding their clubs' plans. The head office provides an annual planning form so that members can work together to agree on their programs. The level of member enthusiasm and initiative is impressive.

This strong local initiative works partly because of committed central support. All of the clubs interviewed mentioned the significant help they receive from staff coordinators.

Malihai's head office is small but well supported and its budget has grown in recent years. The director, a publications unit, and an outreach program are housed in Arusha. A small secretariat operates in the Lake Zone. The government pays staff salaries through the Wildlife Department.

When a club is formed, staff coordinators frequently visit from headquarters to help launch activities. Later they visit off and on to share information, show videos, distribute booklets and posters, and help recruit members. Headquarters makes a major effort to support club leaders through training workshops. Periodic seminars encourage relationships between clubs by providing opportunities for students to share lessons learned and plans. Clubs can also submit applications for financial assistance—for field trips, for example. The head office often helps with fuel and accommodation costs.

One school was interested in starting a micro-forestry project. Although Malihai lacked the necessary funds, headquarters helped the club develop a proposal to win outside support.

The clubs also put great value on the print and video materials produced by Malihai. Funding from a major project has allowed the organization to professionalize its in-house production. All members receive the well-illustrated *Malihai News*. The Norwegian Agency for Development Cooperation (NORAD) funds the 16-page quarterly, produced in both English and Kiswahili. It features club, national, and international news, as well as a section on networking, ideas for projects and activities, and games and riddles.

For the last two years the Arusha office has also had its own video unit. Malihai has produced about 15 videos on different environmental subjects that are very popular with clubs and their local communities.

Contributions to School and Community

GreenCOM evaluators visited four Malihai clubs in existence from 2 to 15 years. Membership in these secondary school clubs ranged from 45 to 282 students. Many unofficial members also participated, however. Club leaders, often with an assistant, held meetings anywhere from once a week to once a month.

Project activities selected by the club members and their leaders varied from visits to national parks or factories, to community clean-up activities, to gardening and tree planting. All of the clubs visited were involved in improving their immediate school surroundings. In some instances, students had cleared land around the school in order to plant trees and shrubs. Every administrator interviewed had high regard for the club in his school. One was keen for the group to sell garden produce and noted this could create revenue for the school.

Activities involving the wider community were less common, and mostly initiated by Malihai headquarters. For example, headquarters encouraged eight clubs around Arusha to participate in a project funded by the Global Environment Fund (GEF). The project selected 20 farmers to receive seedlings for their farms. The clubs prepared the seedlings in their nurseries and then helped plant them. One farmer helped by the students said the project created great interest among his neighbors, who are anxious for more seedlings, and glad to pay for them.

Malihai encourages youth to take advocacy roles in their communities. The students interviewed were well informed and often enthusiastic about different issues; clippings and posters covered their classrooms, and they aspired to write newspaper articles and start their own publications. One school in Arusha had applied for the right to convert a government-owned dump along the Themi River into a model of responsible land use by planting trees to curtail soil erosion.

Club leaders said their strategy is to affect the community at large by first developing informed individuals. Thus, they believe the clubs' greatest

impact will derive from a long term process of educating youth to become community leaders. In the shorter term, students reported changing their own families' behaviors in different ways. For instance, the farmer mentioned above who increased the amount of his property devoted to trees said his own children, who were Malihai members, persuaded him to take this initiative.

Expansion to Teacher Training Institutes

Malihai has a strong vision for its clubs in the future and is already training the next generation of club leaders. Teachers-in-training are an enthusiastic, key group that Malihai encourages to form new clubs when they begin to teach.

The Community Development Training Institute in Arusha has sponsored a Malihai club for 15 years. It now has 95 members who meet once a month. The students say they have very little time but seem to have accomplished a great deal. They give talks in nearby primary schools and perform dramas on environmental topics. The club has built a nursery with its own water storage facility, which serves both the school and adjacent areas. The club has also put together a resource center (of somewhat outdated materials) that is open to the teacher training college.

The evaluators also visited Monduli Teachers' Training College, which offers a two-year program leading to certification in the secondary school system. The Malihai club (with 61 members) grew out of the scouting movement and a campus reforestation project. Political leaders challenged the students to demonstrate the importance of trees in preventing soil erosion. The club built a nursery and provides seedlings to neighboring schools. They have a choir that performs in the area and carries environmental messages to the community They also mobilized the institute for special events such as Women and Environment Day.

Trainees at these institutes had a strong sense of responsibility to return to their communities and work for change. The interviewers met several teachers who were members of Malihai clubs while in training and are now club patrons. Malihai's effort to link different levels of the educational system through a simple extension of the club process evidently is working.

THE WILDLIFE CONSERVATION SOCIETY OF TANZANIA

The Wildlife Conservation Society of Tanzania (WCST) is a nonprofit membership organization that carries out numerous conservation projects with funding from different donors. WCST's goal is "the preservation of the natural flora, fauna, and environment of Tanzania for the benefit of mankind." Projects relate almost entirely to forest conservation and to changing public attitudes and practices in order to preserve these areas.

WCST started in 1988. Two years later the society established its first school clubs. At present, there are 31 WCST clubs in Tanzania, primarily in elementary schools, but a few at the secondary level.

Each youth club begins as an offshoot of a local WCST conservation project. This approach provides focus and some stability to nascent clubs.

Partnership with a project means a club benefits from projects that adults in the community are discussing and acting on. It also means regular support from a WCST field office and good communication with headquarters. It creates a channel for technical expertise to reach the schools (via the local forester, for example) and also provides motivation.

WCST also encourages the establishment of village environment committees in their project areas to assure good communication with the community. Conservation efforts can be a focal point for tension—particularly in poor areas where changes in forest utilization involve economic trade-offs. Youth clubs can help the work of these village committees.

Organizational Support

An ongoing conservation project initially funds a school club as part of the project's budget. For example, a forest project in Kisarawe District, first supported by the GEF, and now by the European Union, funds a number of clubs. When a project ends, however, clubs receive support from WCST operational funds. By this time, a club is presumed to be well established.

A full-time education officer at WCST's headquarters in Dar es Salaam has responsibility for the school program. In addition, two field officers are based at Kisarawe and on the coast, where there are concentrations of clubs. WCST supports the groups through regular site visits, training workshops for teachers, seminars and study tours, materials, and video shows for the schools and their communities. WCST also sponsors essay competitions (for secondary schools) and contests for primary school students on improving their school environment.

WCST's regular link to its clubs is the society's quarterly newsletter, *Miombo* (the local name for the Brachystegia tree). According to the evaluators, *Miombo* has something for everybody yet fully benefits the target age group. Articles are of very high quality, written by scientists, the WCST staff, and in some cases by the students themselves (especially the children's pages and a networking page). Since *Miombo* goes to all members, The Royal Netherlands Embassy funds a supplement in both English and Kiswahili. *Miombo* includes stories, poetry, reports of club activities, and information about conservation news around the world.

Volunteer leaders in an elementary school discuss with children the traditional uses of local plants.

WCST also produces learning/teaching materials for teachers, and a variety of posters, pamphlets, and calendars, which all the visited schools prominently displayed. At one time, WCST also produced a radio program. However, all of these materials depend on external funding, so availability can be uncertain.

To provide support for its clubs, WCST looks for ways to collaborate with other organizations. This has led to joint sponsorship of publications and seminars. They recently conducted a study tour in collaboration with Malihai Clubs.

Study and Service

The evaluators visited three elementary schools in a poor, rural area outside of Dar es Salaam. These clubs were only a year or two old. Membership ranged from about 15 to 50 students. The fees were a problem for some families—in one school just a third of the children paid dues.

In keeping with WCST's purpose, all of the clubs focused on protection of the forest and were deeply involved in studying local plants. Students in one

club had gathered extensive information from discussions with village elders on the traditional uses of plants. Another club had experimented to find out which plants were suitable for improving the grounds of their schoolyard. Children planted species that helped to fight soil erosion and rehabilitate a gully. In this process, the club collected seeds, worked in a nursery, and learned to make compost.

For some students, club activities entailed a true study of ecology. Classrooms brimmed with data the children gathered. More than some other groups, WCST clubs tend to focus on subjects in depth and over time, due to their connections to ongoing conservation activities.

Although these children were quite young, their efforts were often visible to the community. One village environment committee working with WCST on a project to halt deforestation had observed the children's work and was interested in collaborating with these youths on tree planting, drama productions, and discussions.

Club leaders recognize it is difficult for these very young children to take some messages home because of the current economic realities faced by their parents. Many of the families, for example, depend upon charcoal production for their livelihood. Leaders saw the main benefits of their work coming from increased community understanding and advocacy, which over time would result in behavior protective of the environment.

Roots and Shoots—Brain Child of Jane Goodall

The name Roots and Shoots not only reflects the environmental focus of this group of youth clubs, but also a commitment to youth themselves and the idea that they too require nourishment and encouragement. The inspirational side of Roots and Shoots, and its inclusive approach as a movement for youth as well as on behalf of global causes, are key aspects of its mission.

Roots and Shoots sprang from a 1991 discussion between Jane Goodall and several youth on her back porch. They talked about the poor treatment of animals and the need for young people to be involved. The students went back to their schools and founded conservation clubs. From this simple beginning the idea spread and has been adopted as an integral part of the global activities of the Jane Goodall Institute (JGI).

The nonprofit JGI is active in 40 countries. To date 85 youth clubs have evolved—mostly in Tanzania and the United States. Tanzania is currently home to about 30 Roots and Shoots clubs, operating in both elementary and secondary schools. The clubs are located primarily in urban areas around Dar es Salaam, Kigoma, and Tabora.

The stated goals of Roots and Shoots go beyond the protection of wildlife, or even of conservation per se, and embrace humanistic ideals. The clubs' objectives are to:

- *foster respect and compassion* for all living things;
- *promote understanding* of all cultures and beliefs; and
- *inspire each individual to take action* to make the world a better place for animals, the environment, and the human community.

International and Local Support

A small administrative unit at JGI headquarters in Dar es Salaam houses two volunteer coordinators from the United States and two paid local coordinators—one for primary school clubs and one for secondary schools—both recent school alumni. In interviews with club leaders,

GreenCOM evaluators witnessed the contagious zeal these young coordinators bring to their liaison work as they organize events with individual clubs and encourage sponsorship by community groups.

However, maintaining strong links with local clubs without benefit of government networks (as with Malihai) or ongoing conservation projects (as with WCST) is challenging for this small staff. The JGI is a membership-based organization, drawing almost entirely on international funding, including a grant from Disney Corporation and assistance from USAID. Providing support to the clubs as the program expands is a constant challenge.

To help meet this challenge, a comprehensive manual is in process, entitled *Making Connections: A Roots and Shoots Guide to Empowering Students Through Environmental and Humanitarian Action Project.* The manual provides guidance on forming and operating clubs, as well as fund raising.

The Roots and Shoots club approach varies somewhat at the primary and secondary levels. In primary schools, the club patron is often an older student. He or she must serve as the contact point for both the parent organization and the school, and also provides guidance in terms of program ideas and implementation. In secondary schools, the volunteer patron has only a supportive role. The students themselves form a 10-person managerial committee that determines club direction and activities.

Caring for nurseries and sharing or selling the seedlings are common activities in Roots and Shoots clubs.

Individual Growth and Community Outreach

The evaluators visited four secondary schools and two primary schools in the neighborhoods of Dar es Salaam. Club membership in the secondary schools ranged anywhere from 14 to 200. In the primary schools, clubs claimed 40 and 200 members, respectively. The absence of dues or strict membership regulations makes such a wide variation fairly typical. Sometimes entire schools consider themselves Roots and Shoots clubs.

A further aspect of the clubs' conscious effort to involve as many youth as possible is the broad mandate for activities. The organization emphasizes community service, understanding other cultures and groups, and developing self-respect and confidence. One way of attracting widespread participation and building group identity is through team sports, and this was a popular part of Roots and Shoots—reflecting the multiple roles a club plays in student life.

The stated goals of Roots and Shoots include bringing about concrete change through care of the environment. As with the Malihai and WCST clubs, students found this easiest to tackle closest to home. All the of clubs visited were active in litter clean-up and in planting trees on their school grounds and often in the local area. One club maintained a fish pond and another organized an anti-litter campaign at a local market. One principal was inspired to start a club in his school because he was so impressed by the clean-up effort at a local hospital organized by a club at a primary school where he once taught.

Though establishing school-community links is not an explicit part of the Roots and Shoots mandate, the evaluators ran into a few examples. One secondary school student saw how tree planting could provide both a community benefit and bring income to people in his area. He discussed the idea with his friends and they started a club. They began a nursery with 100 trees, and expanded to about 1,000 seedlings. Today the club provides trees to neighboring schools and clubs for free, and also supplies the community with trees for a small fee.

Some students interviewed were very interested in disseminating environmental messages through essays, drama, music, and artwork. Secondary schools organized debates and dramas as a form of community outreach. Both students and leaders were eager to play a stronger role in this kind of advocacy, and spoke of cooperating with other clubs to organize concerts and press releases.

Clubs were very aware of the environmental problems right around them. At one secondary school, members were concerned about water pollution in a nearby river. At another school, they had studied the pollution from an adjacent factory complex.

Both students and teachers were cautious about the level of clubs influence on public practices. Roots and Shoots clubs lack the local project connections and governmental mandates that other youth clubs enjoy, and thus it is more difficult for them to influence communities. However, Roots and Shoots clubs are still quite young and early impacts on youth and adults is encouraging.

CONCLUSIONS

GreenCOM's evaluators identified a number of common factors of success in reviewing these three youth programs. The first of these was "clarity and focus of goals and objectives." All of the clubs emerged out of dedicated environmental movements or government mandates, and youth involvement was initiated with clear commitment to achieving critical ends. The divergent nature of these ends, however, also accounted for the differing club profiles and lessons learned.

All of the clubs espouse a strong participatory approach that provides opportunities for learning and initiative unavailable to students in the structured Tanzanian classroom. All organizations channel youth's energy and idealism into concern and initiative for the environment that promises to bear full fruit in adulthood. The potential of children as outreach agents is also clear.

Students in all three club organizations believed strongly that they were effective in raising community awareness and in changing the behaviors of those around them. They gave specific examples of how they had convinced family members to make changes (to plant trees, stop littering, recycle, save energy, and so forth). Group activities in which they modeled environmentally friendly behaviors and demonstrated their impact (creating nurseries and distributing seedlings, running clean-up campaigns) also drew in the broader community and raised public recognition of their objectives.

Given that these clubs work with volunteers and individual student groups—rather than school administrations as does the TIPE program in Mali—it is predictable that formalized school-community linkages emerged only rarely in this study. WCST's local projects and their connections to the village environment committees offered the strongest base for such partnerships. Central rather than local leadership usually initiated these connections, thus highlighting the value of headquarters support.

Roots and Shoots was something of an anomaly in this study, as an international movement committed to personal development and humanistic (as well as environmental) stewardship. Participants were free to pursue their own interests. Such decentralized objectives are more difficult to monitor than most. At the same time, practical learning and the sense of making a difference in the community were highly motivating to the students.

The evaluators did find that the more experienced club leaders were most effective in working with students and establishing links with local communities, including finding local sponsors for club activities.

Malihai's link to the government and its well-known, credible profile allows for helpful connections with other government departments. Their program's shared objectives with the national agenda, and their high profile board, also open the door to international funding. Malihai's expansion to teacher training institutes also helps to expand and sustain the clubs over time.

Attitudes toward growth and sustainability varied among these clubs, though funding is clearly a big concern for all three. Often the desire to expand outstrips an organization's managerial and financial capacity. The WCST, by trying to link clubs to established projects, best ensures sustainability.

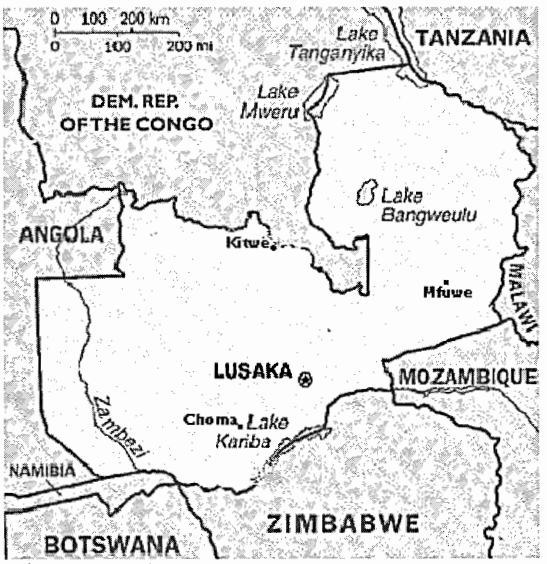
4. ZAMBIA—Legacy of the Chongololo Clubs

Zambia is a land-locked country in South Central Africa consisting mainly of high plateau covered by bush and savannah. At one time this area was home to large herds of elephant and black rhinoceros, among other species. Although Zambia is a relatively large country with a small population (9.5 million people and 750,000 square kilometers), the nation is plagued by a fast growing population and high unemployment. Over half of Zambians live in cities—mostly in the industrialized Copperbelt Province bordering the Democratic Republic of Congo (previously Zaire). The economy has been sustained for years by copper exports, but falling prices have had catastrophic effects. Today, per capita income (about US $290 per year) is lower than when the country became independent in 1964.[9]

Industrialization and poverty have led to over exploitation of resources and serious environmental degradation. Pollution, deforestation, destruction of wildlife habitats, and widespread commercial poaching are all concerns.

As far back as the 1970s, when vast herds of game still roamed these regions, the government attempted to protect its natural resources by establishing National Parks and Game Management Areas (GMAs) over about one third of the land. However, poaching and destruction of forests have continued even in these areas. In the mid-1980s an Anti-Corruption Commission formed to track down the middlemen involved in illegal wildlife traffic. These multiple sources reinforced conservation messages and helped to greatly reduce poaching in target areas.

[9]UNDP. Human Development Report, 1999.



Chongololo Clubs were visited in the areas around Mfuwe, Choma, Kitwe, and Lusaka.

The government has also recognized that it must gradually return custodianship of the preserves to communities. A recent program is helping establish local committees to manage the lands.

CHANGING COMMUNITY NORMS WITH HELP FROM CHILDREN

Years before some of these major efforts (and considerably before Zambia's adoption of National and Regional Environmental Action Plans in 1994), another national conservation program focused on changing community attitudes toward conservation. The program aimed originally to overcome local resistance to the development of national parks and reduce poaching in protected areas by working with very young children.

Zambia's Chongololo Clubs started in elementary schools in the early 1970s. The National Parks Department initially joined with the Wildlife and

Environmental Conservation Society of Zambia (WECSZ) to offer funding and expertise, but today the nonprofit WECSZ entirely manages the program, raising its own funds and working in partnership with other groups. After almost 30 years, the Chongololo Clubs have become one of the largest environmental youth programs in the world.

The long history of these clubs and their connection with a national conservation mandate have given them solid footing in both public and private schools. Their traditional focus on preserving forest areas and the study of local plants and animals projects a clear identity. However, as the clubs attempt to expand throughout Zambia—and to different grade levels—this distinct mission is at times a strength as well as a limitation. In fact, the clubs are beginning to address broader ecological issues.

From a Club to a Movement

The Chongololo Clubs (or CC) constitute a presence in nearly the entire country. GreenCOM's evaluators found it hard to determine exactly how many clubs exist. In 1998, the national office reported that 629 clubs had registered with them, but assumed many more were active. In the areas visited for this study, 7 out of 10 schools sponsored a club. Most schools without a club wanted the program's high profile. Only one school was unfamiliar with the Chongololo concept.

WECSZ originally designed the program for upper elementary students (grades 4-7). In Zambia 72 percent of children enroll in elementary schools (including 71 percent of girls). However, only 42 percent enter secondary schools (a mere 35 percent of girls).[10] So the early years are particularly crucial. The program's primary goal is still to reach a very large group of students at this critical stage in their development.

Since the 1980s, the sponsors have also worked to encourage formation of clubs in secondary schools and teacher training institutes. More and more, CC alumni are turning into second generation leaders. The Chongololo Clubs therefore offer a very interesting study in the growth—and sustainability—of a conservation movement.

Supporting a Nationwide Network

The Chongololo network is coordinated from the WECSZ headquarters in Lusaka and several branch offices. Volunteers lead the individual clubs. Sometimes, depending upon the support of a particular school administration, a teacher may lead a club.

Organizational support for this grassroots operation has varied over the program's long history. However, it has basically consisted of three components.

Materials. One of the strengths of the program is its print materials. A monthly magazine in English serves as a conservation curriculum for the original target grades (4-7). Mr. Chongololo, a millipede who stars in the magazine, is a renowned environmentalist. His adventures are chronicled in a regular cartoon feature. Other sections offer information about Zambian plants, insects, birds, mammals, their habitats, and the functioning of ecosystems. Suggestions for club activities are also included.

Once a club registers its membership list with the head office (along with a nominal fee), it begins to receive magazines and a teacher's guide on a monthly basis. These mailings continue for a complete four-year cycle.

[10]UNDP. Human Development Report, 1999.

Since 1991, the World Wildlife Fund has helped extend this program to grades 8 and 9. Mr. Chimpembele, a rhinoceros, gears his stories to middle school students. This publication is also accompanied by a teacher's guide, with background information and ideas for activities.

Given the dearth of instructional materials available in the public education system, these magazines have found their way into standard classroom activities as well. The evaluators found that Chongololo materials are often used in science classes for their technical content and in English classes for reading comprehension. Chongololo Club staff have, in fact, worked with the Ministry of Education to explicitly tell teachers which magazines may serve to teach components of the national curriculum.

Previously the Ministry of Education paid for postage, but financial pressures have limited distribution of these materials. Direct mailing is often curtailed to save money, and batches of magazines are delivered to clubs when branch representatives can make personal visits. A lack of funds has also restricted publication of the organization's newsletter, which otherwise is a valuable networking channel for club leaders and branch offices.

School children in many parts of Zambia have the barest resources.

The Chongololo Clubs of the Air. Several years after the club's start-up, a series of radio programs evolved to extend the club's reach and reinforce its messages. A full slate of weekly programs builds on the same fundamental elements as the magazine: 1) membership in a club; 2) a focus on learning about the plants and animals of Zambia; and 3) the adventures of Mr. Chongololo. Listeners are invited to join the Chongololo Club of the Air by writing in to the WECSZ. CC of the Air also targets students in secondary schools, but appeals to an even wider audience. In 1998, WECSZ reported that 40,920 people, including adults, considered themselves members.

Training/Leadership Workshops. Leadership training for the local volunteers is crucial to building their knowledge of the environment and teaching skills. WECSZ established a network of teacher workshops and trainings in the clubs' early years. However, since the mid-1980s, lack of funds has severely curtailed these programs. In the regions visited by the evaluators, branch-level initiatives provided training opportunities in two of the four sites. In Kitwe, the WECSZ sponsors conservation education during regular teacher training programs. In Choma, some workshops occurred for area club leaders. The national office also identified a few key leaders and supported their training at environmental education centers outside the country.

VISITS TO FOUR SITES

The evaluators visited Chongololo Clubs in four representative areas of the country. These were Mfuwe (adjacent to South Luangwa National Park), Choma (a rural and largely agricultural area), Kitwe (a major city located in the northern Copperbelt), and Lusaka (the nation's capital and its largest urban center). Interviews were conducted with club leaders, students, and members of the community.

Mfuwe

The Lupande Game Management Area (GMA) near Mfuwe is one of Zambia's premier wildlife areas. This region is typical of the sites where the earliest Chongololo Clubs began. A number of tourist lodges have been established over the past 30 years, and hunting concessions operate within the GMA. The lodges are keen to encourage conservation education. Many are actively involved in local community development, particularly through sponsorship of school clubs.

The Luangwa Integrated Resource Development Project, a donor-sponsored program, has also operated in the valley for many years. It supports national park development and also has provided some help to the CCs.

The evaluators visited seven school clubs, three of which have long-standing links with lodge operations. All of the clubs focused on the upper elementary grades, but two had extended their membership to grades 1 and 2. Membership ranged from 12 to 35 youths. The students interviewed were knowledgeable and forthcoming. They particularly expressed strong personal connections to wildlife.

Many of the club leaders in this area had participated in CCs during elementary school and were all highly motivated. At the same time, these leaders were also sensitive to community concerns. Although the students indicated their parents were in agreement with their participation in the CCs, some club leaders mentioned tension within the community. When the evaluators interviewed parents and other local people, they also found some reluctance to embrace CC views and attitudes, especially when they were faced with economic trade-offs.

The Mfuwe clubs were very active. Whenever they had the opportunity, they participated in game drives sponsored by the local lodges. They also carried out field studies on local plant and animal species; planted trees in the schoolyard and nearby areas to protect the environment, and earn income for their clubs; and performed in drama programs about local issues.

Conservation advocacy is a common theme in club activities. The special role that even very young children can play was illustrated by a drama that one club performed: A young girl comes home from school and tells her parents she is learning from her club that animal poaching is harmful. Her parents are furious and are ready to go to the school and complain. A friend intervenes, however, and invites them to a meeting where a speaker explains that conservation can also bring benefits to the community. The father proclaims he will no longer kill animals in the park.

Exposure to CC of the Air was mixed in this area. Many of the club members, as well as the leaders, said they had picked up ideas from the radio for discussion. Others lacked access to radios or found the signal too weak. Some parents of club members mentioned they had also listened to the programs and considered them an important source of information.

Clubs in this area clearly operated in the way WECSZ originally envisioned. Proximity to the parks and partnerships with the lodges provided vital links for the students, and through them, their families.

Choma

The area surrounding Choma is largely agricultural. Chongololo Clubs here have no access to parks, tourist lodges, or even much wildlife, unless they can find funds for field trips. However, women's conservation groups abound in this

region and provide an opportunity for partnerships. The Choma Environmental Conservation Centre is conducting a major effort to support this cooperation.

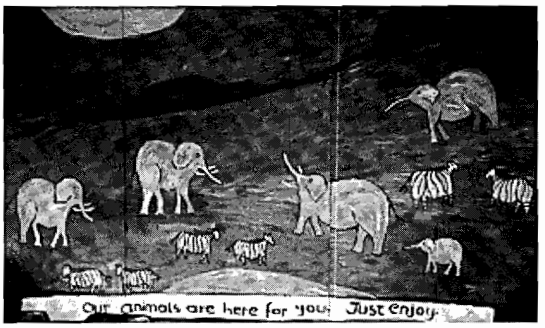
Such partnerships had an obvious influence upon the character of the clubs. The support available to clubs in the town—and relative deprivation experienced by clubs in the rural areas—greatly affected club accomplishments.

The evaluators visited seven schools that sponsor Chongololo Clubs. Membership ranged from about 20 to 50 students. Some clubs included even younger members, and one school sponsored a junior club. All but one of these groups was less than five years old.

Those clubs with experienced leaders tended to make more links with local organizations that could provide sponsorship or ideas for activities. In the remote rural areas, connections with women's associations and, in one case, the Forestry Department, supported agricultural projects. One club was able to build a nursery and greenhouse and planted 307 trees, which generated some income for club activities. Tree planting, vegetable gardening, and clean-up projects (such as digging rubbish pits) were common.

Groups in the town engaged in a much wider range of projects. They built fish ponds, visited wildlife areas in Livingstone, carried out field studies, and went on overnight camping trips. Students in town also had access to CC of the Air and said the programs gave them ideas for activities.

In general, the clubs in the remoter areas felt very constrained by a lack of money for transportation, by sporadic delivery of the CC magazines, and by isolation from other clubs. Leaders expressed a desperate need for both training and materials.



A Chongololo Club mural.

At the same time, students and school administrators remained enthusiastic about the basic mission of these clubs. For example, the evaluator observed that even in a remote area, a school canceled classes to enable a club to present a drama about conservation for community leaders.

Kitwe

Clubs in and around Kitwe illustrated even more strongly the need for clubs to engage in relevant activities to motivate their members. Kitwe itself is an urban center of about 472,000 people situated in the Copperbelt. Copperbelt communities have a very different economic base from those situated near game preserves and have very different environmental problems.

The evaluators were only able to visit two schools, but the clubs were quite large: 55 members in one school and 135 in the other. Students and leaders were well aware of environmental problems in their area—especially the link between air and water pollution, smog, litter, and disease. However, the issues they mentioned tended to be quite different from those covered in the CC materials, even though the clubs used the CC magazine in their classroom activities.

Nature study lessons and quizzes were interesting to the young students. They also were extremely keen to go on field trips to see wildlife, though cost was a constraint. Most of their activities focused on

the school environment with members involved in schoolyard improvement projects, tree nurseries, and fish farming to bring in funds for the club.

Leaders reported that their clubs initially got little support from the community. They started the tree planting project in order to develop the CC profile.

Lusaka

Lusaka, the capital of Zambia, has a population of around 900,000. The evaluators visited five schools with clubs claiming up to about 30 members. Several of the club leaders had been CC members in their youth, as had a number of the parents interviewed.

As in Kitwe, students and leaders alike expressed concerns about pollution and other drawbacks of industry and urban life. And like the Kitwe clubs, they felt a need for materials that addressed the issues faced by their communities. They also yearned for outings to see for themselves the flora and fauna described in the CC magazines.

Their community projects included picking up litter, planting trees, and gardening. Club leaders mentioned the lack of support from other environmental organizations as a difficulty. They were also anxious for more training.

Many parents said that CC activities gave rise to discussions at home about environmental issues. They were well informed about the environment, and knew that drought and the potential extinction of certain animals were major national problems. They too, however, identified local problems such as hazardous waste and illegal quarrying as their greatest concerns. The solutions they proposed centered on changes in government policies and enforcing regulations. Individual responsibility to the environment meant raising public awareness of these issues—rather than changing personal practices, such as killing protected animals.

Conclusions

Zambia's Chongololo Clubs have established a national profile over the course of their nearly 30-year history. Clubs have expanded across the country despite an original mandate— protection of national parks—that has more immediate relevance to some communities than to others. The natural appeal to small children of wild animals and forest life—even if they can only imagine this world—may be one of the simple reasons for this success. CC has also tried to broaden its ecological messages to encompass urban as well as rural communities.

The powerful basic ingredients of the Chongololo program explain much about why these clubs have thrived: a history of government and nongovernment backing; partnerships with major conservation partners; professional materials in an information-hungry context; the added reach of radio; past leadership training; and a growing contingent of alumni who are ready to pass on their enthusiasm to the next generation of members. The wide public recognition of the Chongololo Clubs assures their credibility with school systems and individual communities, and also with international donors.

The difficulties faced by the Chongololo program are also instructive. Maintaining a financial base for an expanding program is always problematic. Leaders interviewed throughout the country were desperate for more training. Yet funding for this critical element has been lacking despite the program's prominence.

Every educational medium presents challenges. Print materials reached areas near branch offices with regularity, but were scarce in more remote areas. The technical content of the magazines and the English language presented difficulties for the

younger students. A supplement for the junior clubs now being formed would be cost prohibitive, however. Lack of funds also limits the powerful potential of the CC of the Air. Additional funding would allow for new radio programs or perhaps taping of broadcasts for those too far from the signal.

Questions about growth and expansion may be the most interesting ones to ponder in connection with the Chongololo Clubs. A restructuring program is going on now to strengthen the national and branch offices and will then fund a full-time education officer. These changes are crucial given the national reach and impact of the program, which in many instances serves as the sole channel for a generation of Zambians to become advocates on behalf of their environment.

What is the proper balance between national and local emphasis in eco-clubs such as these? At what point do students in Kitwe and Lusaka, for example, require a different curriculum for their dedication to conservation to be well served, and their community projects pertinent? How can this network of clubs muster the resources necessary to respond effectively to such issues? Though these questions are thorny, CC has much to be proud of, and a promising future.

5. *Reflections on What Makes a Difference in Successful EE Programs*

Benefitting From The School as a Base

Although all of the environmental education programs described in this document are based in schools, this is not the only option for youth-centered efforts. Given the low primary enrollment in many countries, and the even more dismal situation in secondary schools, it is important to look at the pros and cons.

Questions of Reach

In Mali, only 23 percent of children and only 17 percent of girls are enrolled in primary schools. In Tanzania, about 74 percent enroll in primary schools but only 15 percent go on for secondary education. In Zambia, 83 percent of children enroll in elementary schools but only 25 percent in secondary schools.

School-based programs in these countries thus reach only a preselected segment of children. Limitations are even greater for girls, and exponentially so for programs that target older children. The Chongololo Clubs in Zambia found membership was limited even for those attending school: children living farther away could not participate during nonschool hours. Populations that are least accessible also tend to be those that are least advantaged.

When resources are already severely limited, it may seem a luxury to worry about whether enrolled students constitute sufficient beneficiaries. If reach or equity is a priority, though, programs can find ways of extending participation.

A few of the programs studied extended their reach beyond the school. The Chongololo Clubs make a concerted effort to broaden reach through radio programs. One TIPE school in Mali opened its drama activities to out-of-school youth.

Making the Most of Structure and Resources

Despite the limitations of a school base, the evaluators of these programs saw this connection as a necessity. In most developing countries there simply *is* no other group to act as a bridge to groups of children. The lower grades, in particular, may provide the only way of reaching girls.

Educational institutions are certainly the best way to reach teachers. Even the nonformal clubs relied consistently upon volunteer teachers as their grassroots leadership force. A school also supplies essential resources, as well as connections to the local government and outreach to community members through standard school channels.

Schools provide a base for program sponsors to bring several clubs or groups of leaders together (whether for workshops, debates, joint excursions, or just information sharing), and for clubs to link on their own. The Roots and Shoots program even allied their clubs with inter-school sports activities to take advantage of the team spirit and visibility that school-to-school competition provides.

Administrative Support and Outreach

Support from the school's administration was a factor in the success of all these programs. This was true for both the formal school programs and the separate youth clubs.

Engaging the Institution. The need for a school hierarchy to back the activities of its teachers is paramount but often overlooked. The TIPE strategy is effective because it assures the program belongs to the school as an institution, rather than to just a group of students or teachers, or a particular curriculum. TIPE provides training and orientation to administrative staff and teachers alike. The school as a whole has the task of setting up a site and deciding upon a collective project.

This approach has turned many principals into powerful advocates and models. Indeed, the evaluation found many instances of administrators leading school projects.

The "gardener principal" in one elementary school who planted an orchard was a powerful model for children as well as the community.

In contrast, schools that inherited trained TIPE teachers from other institutions reaped little benefit from their past training. The transferees would take no initiative unless the administration became involved. This is especially true in Mali because of the local hierarchical system that requires that innovation work from the top down.

Advocates for Partnerships and Resources. The TIPE program illustrates the importance of designing a program with the hierarchy of the entire local school system in mind. In contrast to Mali, other programs studied here benefitted profoundly from the movement of teachers or club leaders from one school to another. Zambia's Chongololo Clubs, in particular, found that over their long history, experienced teachers were an important channel of club expansion as they shifted to new posts.

However, administrative support was crucial even in clubs where the school hierarchy was not strategically placed at the center of the program,

Ideas for Strengthening the School Base

Involve the School Hierarchy

☛ **Program Designers**
Make a place for administrators. Give them a defined role. Provide training or regular outreach.

☛ **Implementors**
Make the program belong to the school rather than to a few members. Keep administrators informed of accomplishments. Seek their support in small material ways and in establishing community linkages.

Examine the Limits of Participation

☛ **Program Designers**
Define the target ages. Know area enrollment percentages. Discuss what factors might limit participation and for whom. Consider strategies to include those previously left out.

☛ **Implementors**
Use imagination to reach out. Consider: can a drama performance include out-of-school youth? Are youth associated with some other group outside of school? Is collaboration an option?

☛ **Funders**
Ask about equity and participation of those least advantaged. Consider special funding for activities to involve those just out of reach.

Operate for Mutual Benefit

☛ **Implementors**
Think of the school as a partner. Help promote its profile in the community.

where clubs were highly independent and even run by students.

In these cases, administrators were particularly helpful in establishing linkages with other community institutions. In the Malihai clubs, principals interviewed were all willing to offer transport and other kinds of assistance to assure children could have an occasional field trip or attend some special events.

The School as Beneficiary. Every club studied here benefitted the school. School beautification and plantings were almost universal. Some club projects also brought in income, and club print materials and video showings were important supplements to the regular class offerings. Also, officials connected with the Tanzania and Zambia clubs often saw youth programs as a positive reflection on their schools. This mutuality of benefits between school and youth club is a key factor in the success of all these programs.

CROSSING EDUCATIONAL LEVELS

Continuity of contact with students from grade to grade increases the impact of a program many fold. Conservation messages are reinforced over time among both children and their families. Linkages across different educational levels—primary, secondary, and teacher training institutes—also greatly increase a program's public profile and improve its chances of sustainability.

At the same time, there are tradeoffs to this diffusion of resources, and each program needs to find its own proper growth curve.

From Grade to Grade

Most of the programs studied here began with a clear rationale for focusing on a limited age range. As clubs became successful, students or sponsors sometimes began to push these boundaries. The Chongololo Clubs in Zambia, for example, have long focused on grades 4-7. However, individual schools often extend participation to grades 8 and 9 and sometimes to younger children who are anxious to participate. Some schools even have junior clubs for grades 1-3.

In addition, a program review by the Wildlife and Environmental Conservation Society of Zambia in the 1980s highlighted the gap *after* elementary school. Given the program's impact as a national movement, the Society saw secondary schools as a natural target for expansion, leading to a concerted effort to start clubs among older students and supply members with a new set of print materials.

GreenCOM's evaluator identified the high profile of the WECSZ program and the fact that it reaches a very broad group of students at a critical stage in their education as key factors in its success.

On a more modest scale, the Roots and Shoots program benefits from the links between its elementary and secondary clubs. Older students serve as volunteer leaders for the younger clubs. This also contributes to the program's goal of building youth self-esteem and leadership qualities.

From Generation to Generation

The Malihai program in Tanzania has established effective programs in teacher training institutes. The clubs provide support to local elementary schools—organizing discussions and supplying seedlings from their nurseries. The club prepares eager young teachers to return to their communities and launch clubs.

Alumni of youth programs are usually its most effective advocates. The evaluators encountered numerous examples of leaders, and even headmasters, motivated by personal experiences to support clubs in their own schools.

Constraints to Expansion

Students at different ages have different needs—in terms of activities they can engage in and materials they can appreciate. A formal school curriculum is always designed with specific ages in mind. But nonformal programs find they are playing catch-up with their own successes.

Expanding a program without consideration for the particular needs of a target audience can backfire. With environmental education programs, this may be true for different geographic regions as well as different age groups. A new target audience may require new materials and approaches to training leaders. It may require re-thinking the range of recommended club activities, or the way clubs are managed. All of this demands resources.

The clubs studied here were creative in adjusting to the special strengths and needs of different age groups, but it is clear no program can be everything to everyone. Sometimes club leaders remarked that materials were too complex for their younger students, or that they couldn't follow the English. Monitoring the acceptability of materials and other support mechanisms is always critical as a target group expands.

Geographical Considerations

One of the realities faced by the Chongololo Clubs as they reach further out is that a program with a specific environmental focus has varying immediacy in different parts of the country. The fundamental conservation message of the clubs—to protect wildlife and forest areas—was highly relevant in the original target region, but as the program moved into new areas it also recruited young people concerned about serious urban environmental issues.

A more mundane, but nonetheless serious, geographic dilemma is posed by expansion into remote areas beyond a program's usual distribution

Ideas for Maintaining Continuity Across Educational Levels

Assess Your Capacity for Expansion

☛ **Program Designers**

Manage growth instead of letting it manage you. Define your primary target audience and geographic area. What resources and support systems are essential for a healthy program? How can growth be planned within those contexts?

Make Growth Logical

☛ **Sponsors and Implementors**

- **Assess** where strong participants and leaders may be. Try a pilot linking with a training institute where your program has been for some years.
- **Ask** for small favors from neighboring institutions. Teacher trainers, university professors, or high school students can be guest lecturers or field trip supervisors. Build on these links to establish institutional bonds.
- **Appeal** to your alumni. Encourage them to be leaders, and/or to assist with planning, outreach, and developing resources.

Monitor, Monitor, Monitor

☛ **Sponsors and Implementors**

Monitor the strengths and gaps in your program. Are materials reaching remote areas? Are they comprehensible to young audiences? Are leaders adequately trained?

☛ **Funders**

Use evaluations to support strengthening from within before funding a weak system to expand. Fund pilot expansions to test strategies.

mechanisms. Sponsors need to consider whether they have adequate dissemination systems in place before they create new demand.

UTILIZING COMPLEMENTARY APPROACHES

A number of factors will always constrain the reach of any program. However, adding approaches that offer different strengths can extend impact.

Complementary approaches require additional investments, so each program needs to evaluate what kinds of impact are expected for what kinds of costs. Is the purpose of a new channel strictly to reach more of the target audience? To reinforce knowledge and attitudes among the regular members? Or to have some spillover into the wider community affecting out-of-school youth, parents, younger children, and various influential community members?

Membership of the Air

Radio broadcasting can do all of these, as the Chongololo Clubs in Zambia demonstrated. This is the only program studied that put sustained effort into a complementary channel. Poor reception, lack of access to radios, and overload of the medium variously restricted the impact of the Chongololo Clubs of the Air. However, the anecdotal evidence here was that several audiences appreciated any given program wherever reception was possible.

Thus, although these programs targeted grades 4-7, very young children also enjoyed the broadcasts. A number of children and leaders mentioned that the club programs gave them ideas for enhancing school discussions and other activities. Parents also reported finding the programs interesting.

The WECSZ states that over 40,000 people have written in to become members of the radio clubs. Membership has been a way to offer a minimal element of interaction for listeners, and it has also provided a crude way of monitoring listenership. Assessments indicate that for every member, there are an additional five listeners for each broadcast.

CC of the Air has a broader reach and a more diverse target audience than the club's print materials. Radio has certainly raised the profile of the clubs and the sponsoring organization and may to some extent be influencing community attitudes towards environmental issues.

Short- and Long-Term Investments

With additional funds, this radio club could have broader impact. The programs, like the CC print materials, were originally designed to run on a cycle that is repeated over time. New programs would not be less costly to update and distribute than the volumes of print materials. Taping of broadcasts would also make them available to members with weak reception.

Lastly, translation of the programs would multiply their impact. The programs are now broadcast in English and one local language. However, lack of funds has prevented additional translations.

NEGOTIATING PARTNERSHIPS

A common element in the success of these youth programs is collaboration with other organizations. This study also found that strong leaders tend to be the ones most likely to seek out such partnerships to help achieve goals. At the local level, linkages are themselves one measure of a program's effectiveness in stimulating environmental awareness.

Taking Advantage of Complex Roots

Almost all of these programs were fortunate to have emerged from a marriage of groups with common objectives. This gave them an expanded

base for funding, expertise, and meaningful community activities.

In Tanzania, the Malihai clubs benefit from a mix of government and nongovernment support. Their roots in the national parks program provide connections to other government departments and donor-supported activities in communities. Support from the nonprofit Tanzania Wildlife Protection Fund links them to major international environmental organizations.

Some clubs took advantage of these connections by seeking help from forestry experts or others. One school applied for use of government-owned land along a river in order to prevent soil erosion and turned the badly littered area into a park.

The Wildlife Conservation Society of Tanzania launches clubs as part of local environmental projects funded by a variety of donors. The Society assures initial financial stability and partnership with local conservation work. The projects in turn ensure liaison with the community by facilitating creation of village environment committees.

Roots and Shoots provides clubs with the stability of an international funding base. The standard approach capitalizes on school-to-school linkages and the excitement of learning about issues and friends in other parts of the world.

The Chongololo Clubs in Zambia primarily focus on conservation of wildlife. Schools in proximity to parks establish links with tourist lodges and the Department of Forestry for contributions of seedlings.

Partnership as Mandate

Programs that had a mandate to work in partnership with local groups benefitted enormously from this requirement. The TIPE strategy in Mali—which requires each school to set

Ideas for Sensible Complementary Approaches

Assess the Strengths of Local Media

☛ **Program Sponsors**
Determine which media can provide the reach, frequency, and credibility that will serve your program.

Weigh this Against Needs and Resources

☛ **Program Sponsors**
Which program gaps do you need to fill? Is it reach? Enhanced program profile? What will the costs and tradeoffs be to fill this gap?

- Determine how long this funding could be sustained. Plan for the long term.
- Search for partners—such as radio broadcasting students—who can volunteer writing and production skills.
- Do not go it alone. Search for sponsors. Search for joint program partners.

Use Radio as a Linking Medium

☛ **Program Designers**

- Define your target audience. Radio is more flexible than print media. Design segments for different groups.
- Broadcast in language(s) suitable for your target audiences. Include segments in multiple languages if necessary.
- Motivate local groups. Publicize successes and good ideas. Interview leaders.
- Plan interactive programs. Ask your listeners to respond, to send questions, to join. Monitor your listenership.

☛ **Sponsors**
Tape programs for remote groups. Loan them out or provide at low cost.

up a joint project with the local community and establish school-community liaison through a village follow-up committee—offers its students a real-life experience in conservation activism.

The headmaster at one school contacted forest officers to organize a course for villagers on the proper care and pruning of trees. Another school requested outreach help from its association of women alumni. After one school sensed community distrust of projects lest they incur graft and exploitation of young students, the headmaster asked for cooperation from partners the community trusted, namely a Catholic youth group and the agricultural services agent.

Club to Club Opportunities

The evaluators found a few instances of youth clubs producing joint publications and collaborating in other ways. Malihai and the WEST clubs recently sponsored a study tour together. Roots and Shoots is exploring additional users for their new club manual, and the Peace Corps and the Voluntary Service Organization have already expressed interest.

In general, however, clubs could pursue opportunities to combine strengths and conserve resources more aggressively.

Mutual Benefit—The Key

Mutual benefit was the key to all of the effective partnerships uncovered in these studies.

Relationships between the TIPE schools and their respective village committees were designed to be reciprocal. Sometimes the school could offer garden plots and a well; the villagers could offer manure for fertilizer. Many club partnerships in Tanzania and Zambia were obviously beneficial to all parties. Clubs that sold seedlings helped their communities and earned money for field trips.

Ideas for Bringing About Helpful Partnerships

Take Advantage of Your Roots

☛ **Program Sponsors**
Keep your board informed of youth activities and needs. Strategize ways national partners can provide links at the local level. Bring leaders and youth to board meetings. Highlight youth in your organization's overall profile.

☛ **Headquarters Staff**
Connections with major projects are made more easily by headquarters representatives. Discuss local possibilities during on-site visits.

Design Partnership into the Program

☛ **Program Designers**
Make community linkages an explicit part of program goals.

- Include a component on partnerships in teacher/leader training.
- Highlight successful linkages and good ideas in publications.

☛ **Funders**
Model a collaborative approach in funding activities. Help make links at the top.

Partnerships as Everyday Process

☛ **Implementors**
Partnerships can make leadership easier. Discuss possibilities with the school administration to assure their backing.

- Invite local experts to discuss their work.
- Meet with local conservation groups to see if you can work together.
- Discuss ideas and possible joint activities with other local schools.
- Solicit support from local businesses for projects and outings.

Even connections with tourist lodges benefitted the operators as much as the schools. Students were able to participate in game drives and their schools often received funds for basic improvements; lodges could rely upon students to raise awareness about the value of the game parks.

Sometimes clubs simply need money, and the search for mutuality might seem irrelevant. However, cooperation with a conservation club can raise the profile of private groups who seek association with worthy causes and general income for clubs. For instance, one club sought sponsorship from a local supermarket to provide money for an anti-litter campaign.

ADVOCACY AND ACTIVISM

Children are natural activists. The programs that channeled their enthusiasm in tangible ways benefitted youth the most as well as their communities and the cause of conservation.

Educational theory tells us that personal experience (or practice) is the most powerful aspect of learning for people of all ages. Besides aiming to improve the knowledge of children, these programs all seek to achieve some level of community outreach.

Art As Advocacy

Art provided the most basic outlet for outreach in these studies. Classroom-based programs can involve children in the development of conservation messages and in conveying these through different media. Indeed, posters, songs, and drama were popular activities everywhere.

Moving from entertainment to advocacy is a critical step. Strong programs strategized about reaching audiences—from the school in Mali that put a fuel-efficient stove in the center of its public flower beds, to the touring choir of Monduli Teacher's Training College, to the children's theater group that performed for village leaders in rural Zambia.

A few schools organized true campaigns to raise awareness about local issues. One school in Mali based its public campaign on songs and sketches about reforestation, and a drama about a devastating drought in the north.

Older students are very receptive to environmental advocacy. Many were eager to write articles for the local press, start their own newspapers, and engage in debates with other clubs. Capitalizing on this enthusiasm, the Conservation Society of Tanzania sponsored essay competitions for its secondary school clubs.

The evaluators found that students were always ready with creative ideas for outreach but often lacked resources, including organizational skills. Many potential partners (such as village environmental committees) also recognized that youth could make energetic and entertaining messengers for their local causes. However, few club leaders initiated such collaboration.

Advocacy Begins in the Home

Children need little prompting to take information home. Programs that encouraged even simple contacts required little of teachers and raised awareness in families. One WEST club in Tanzania based a successful project on children interviewing their elders about the traditional uses of plant species.

More often children reported they had independently tried to convince families to adopt behaviors such as boiling water, disposing of trash properly, and planting trees rather than cutting them down. Unmediated communication can cause tension if traditional practices are closely tied to a

family's ability to support itself, however. The TIPE program in Mali recognized that conservation issues merit direct discussion with influential village members so headmasters meet regularly with parents and school committees.

Activism Beyond the Schoolyard

Children in all of these programs had an impact on their school environments. They learned to dig garbage pits and to dump wastewater in gutters; they planted shrubs and carried out anti-litter campaigns; and they tended gardens and orchards. Such work also provides a model for positive practices in the community.

Stronger programs reached out farther. One Roots and Shoots club organized a city-wide beautification campaign. Another club mobilized a major clean-up of the local market. Sustained projects tended to focus on tree planting and nurseries. A Malihai club built a nursery with its own water storage facility to serve both the school and adjacent areas.

These projects often had income-generating aspects. Many clubs grew seedlings or tended fish ponds. They found community demand high for such projects, and profits valuable for the school or club. A school in Mali shared its land with local women, and returned the income from plant sales to the gardeners.

Activities that led to significant conservation benefits generally relied on cooperation with other organizations. In addition, a sponsoring agency rather than a school usually initiated them. This was true, for example, of the Global Environment Fund-funded project that invited eight Malihai clubs to help farmers convert a part of their land to trees.

Youth always can provide energy and ideas. However, strong leadership in developing both

Ideas for Advocacy and Activism with Children

Focus on Experiential Learning

☛ **Program Designers**
Experiential learning is the best way to achieve any EE program goals. This approach is alien to most traditional classrooms. Training should capitalize on it.

Extend the Classroom to the Home

☛ **Implementors**
Find simple ways to involve families. Ask children to do research with elders or try new behaviors at home and in the community. Send something home as often as possible—a drawing or a new song to sing.

Use Art for Outreach

☛ **Implementors**
Encourage children's natural love to entertain. Skits and songs require no resources. Find prominent audiences and display areas.

☛ **Sponsors**
Sponsor competitions for art as advocacy. Highlight the winners to promote the program.

Work with and for the Community

☛ **Implementors**
- Start a school-based project that requires community involvement. (Sell seedlings. Use the money for club activities.)
- Plan a campaign with a partner school and a local sponsor. (Clean up the market. Write to the newspaper about it.)

☛ **Funders**
Provide special funds for regional art competitions or best community projects.

strategies and community alliances is also necessary for environmental education programs to achieve results.

Local Relevance, Local Initiative

Activism thrives on the conviction that a cause is important to others and also relevant to one's own life. One factor of success in this study was a program's ability to achieve the right balance between a national and local focus.

The TIPE program in Mali evolved to address critical deforestation behaviors that were part of the everyday lives of children and their families. Practical project sites emerged in every school. National and local issues were synonymous.

Clubs sponsored by the WCST in Tanzania are only established in locations where the Society has ongoing conservation projects. These might link to game parks or to soil conservation programs, depending on local concerns.

Roots and Shoots clubs have an environmental and humanitarian mandate, which makes their cause universal and very open, but leaves some members with too little direction for their energy. Most clubs engaged in anti-litter or tree planting projects as a general expression of civic-mindedness.

The Chongololo Clubs in Zambia are successful because of their national objectives, but limited because these objectives are too alien to some members. Indeed, the clubs formed to promote the protection of wildlife found only in certain parts of the country. So, the evaluators met urban children who had never seen wild animals, but were nevertheless enthusiastic about saving them. In such cases, additional resources or different strategies are necessary.

For instance, such children could benefit from field trips and even videos of game drives. These children also lacked an avenue for expressing their clear concern about many serious urban environmental problems. The experience of stewarding one's own immediate environment is key to any work with young people.

Recognizing Women's Roles

Gender was a quiet but powerful theme in this study. Many of the behaviors these programs focused on—from the cutting of trees for fuel, to the type of cooking stove used, to various agricultural practices—are part of women's daily work. Women's groups often served useful advocacy roles in communities. At the same time, young girls are hardest to reach through environmental education programs, because of their low school enrollment.

These studies offered many reminders that to be successful, an environmental education program needs to address the importance of gender in questions of access, pertinence, or advocacy.

The GreenCOM evaluators made an effort to interview equal numbers of boys and girls in the country assessments, and to talk with both men and women in communities they visited. Generally they found that girls were well represented in the eco-clubs—about 35-40 percent of members—and that strong leaders included both women and men.

The school program in Mali relied heavily on women's involvement for its success. Community participation in the project sites was mainly via women. They shared responsibility for the multi-purpose gardens and took home income from the sales of produce. Women helped to get communities to use fuel-efficient stoves. More women than men tended to come to the community meetings, and associations of female alumni helped greatly with conservation outreach.

Ideas for Benefitting from Gender Awareness

Start With a Simple Gender Assessment

Program Designers

- Evaluate opportunities to reach girls as part of initial target audience planning. Understand school enrollment patterns. Strategize ways to reach out-of-school girls.
- Assess gender prevalence for practices targeted by the EE program. Understand the determinants of these behaviors and local alternatives.
- Identify women's groups in the area that are involved in conservation activities and could be supportive of or affected by your program.

Sponsors

State a commitment to include gender in program considerations.

Make Gender a Factor in Planning

Program Designers

Include gender awareness in training. Remind editors to discuss women's conservation roles in print materials. Disaggregate important data by gender (e.g., number of members, leaders, award winners).

Implementors

Provide both boys and girls with experiences and models of environment-friendly practices.

- Focus on fuel-efficient stoves one month and erosion-fighting techniques the next. Discuss male/female work burdens.
- Establish linkages with women's as well as men's groups involved in conservation.

Funders

State an interest in gender implications of programs. Ask for gender-disaggregated data.

Although the evaluation results are only anecdotal, the author reported that among students quizzed about local environmental problems, girls were more likely to describe crucial practices. Girls also spoke more often of discussing ideas from the program with their families. This may have been because the behaviors were more relevant to them, because they observed women participating in the project, or for some other reasons.

Multi and bilateral donors and local NGOs increasingly appreciate the importance of addressing women's roles in environmental programs. This awareness is also having a positive effect on some school activities. In Choma, Zambia, for example, the Chongololo Clubs developed links with women's conservation groups supported by UNDP and a local NGO.

SUPPORTING THE GRASSROOTS BASE

Volunteerism is at the heart of most conservation programs. Even in the formal Mali program, teachers and communities give of their time and talent. A successful grassroots program requires strategic planning, materials, training, and motivation to capture all the support it needs to flourish.

Connections

The evaluations found that a sense of isolation can undermine a program more seriously than anything else. Conversely, the opportunity to share ideas and experiences is a powerful motivator for children and leaders alike.

The value of feeling part of a group or a movement is hard to measure. But time and again the evaluators found club members and leaders saying they wanted to meet more peers to understand the problems others face, and to learn about possible solutions.

Groups in remote areas were especially desperate for news of other clubs. When resources are stretched, arranging contact among counterparts can be the simplest and least expensive way of providing feedback and fresh ideas.

Where resources are available, formal networking (through publications or workshops) is invaluable. In addition, the Malihai club field trip program, the essay competitions, and the Roots and Shoots sports clubs all serve valuable educational as well as social functions.

Coordinators, Advocates, and Experts

Personal contact between sponsors and their clubs was a sign of organizational health. Every leader interviewed asked for more visits, in part because they usually signaled the arrival of resources, such as publications or videos. However, it was clear that what these volunteers valued most was reconnecting with the larger club identity. Visits by external advocates and environmental experts also revitalize members and leaders. Many programs invited local forestry officers, agricultural agents, and representatives from local environmental programs to share their knowledge.

Support Materials

The value of print materials was a constant refrain among students and leaders. Any good material also has a life far beyond its planned use in these countries. For example, schools without libraries, and classes with the barest resources, put Chongololo Club publications in the hands of science teachers and English teachers.

Three elements were crucial to the effectiveness of a very wide variety of newsletters, posters, magazines, pamphlets, club manuals, and teachers' guides produced in these countries: audience targeting, effective distribution, and continuity.

Audience Targeting. The age, reading level, technical grasp, socioeconomic background, and home town of an audience all have a bearing on whether materials will be understood and used.

Programs in this study did their best to segment audiences within the limits of their resources. The TIPE materials are geared to specific ages and include detailed teacher's guides. *Miombo*, put out by the WCST, includes a supplement for elementary students and learning materials for teachers. *The Malihai News* has information for both leaders and club members. The WECSZ magazines (*Chongololo* and *Chimpembele*) target upper elementary and middle school students, respectively. Roots and Shoots is preparing a comprehensive club manual.

Every club leader and student interviewed wanted additional and more specific materials, however. In information-starved areas, clubs rely almost entirely on such sponsor support. As programs expand, materials often lag behind the needs of more diverse groups. The Chongololo Clubs have funds to target a new wave of older members, but very young members, and those living in urban areas are relatively neglected.

Effective Distribution. Each program struggled with the problem of getting materials to remote areas. Simple monitoring systems can help sponsors know when areas fail to receive materials. Because of costs, some programs were only able to deliver materials to those clubs they visited. This is another limitation organizations need to take into account when considering the tradeoffs of growth.

Continuity. Materials reproduction and distribution costs easily stretch the resources of a nonprofit organization. Outside donors often funded materials produced by these programs, so publication could be intermittent. Joint funding of publications is an alternative worth exploring.

Ideas for Strengthening Support Mechanisms

Provide Connections and Motivation

☛ Program Designers

Assure that every club experiences connection with others through visits from headquarters, workshops, mailings, or collaboration with a neighbor.

- Promote a program identity and sense of belonging. Consider regional and national events to bring groups together.
- Find ways to reward leaders. Highlight individuals in newsletters or on the radio. Sponsor competitions.

☛ Implementors

Reach out. Find out what other leaders are doing. Share problems. Let headquarters know what your needs are.

Provide Training— The Key to Vital Programs

☛ Sponsors

Plan ways to conserve funds and assure training reaches maximum teachers/leaders:

- Regional workshops save travel costs. These can be rotated in given years.
- Collaborate with teacher training programs or in-service trainings to make the most of school connections.
- Reserve funds for refresher training and networking seminars/tours.
- Overlap training for new and veteran teachers to encourage exchange of ideas.

☛ Training Designers

Design training to include content material, leadership and organizational skills (including how to form partnerships), and participatory learning approaches.

☛ Funders

Training is a major priority. Help assess strategies and professionalize approaches. Fund for the long term, e.g., a training position.

Make the Most of Print Budgets

☛ Sponsors

Plan for the long term. Monitor periodically.

- Plan joint publications to conserve budgets.
- Monitor distribution. Identify gaps. Consider alternate strategies for remote areas.
- Seek feedback from the field. Target real, expressed needs.

☛ Materials Designers

Define target audiences clearly: ages, languages, geographic locations, etc. Gather audience input in the design of materials. Pretest prototypes with audience.

☛ Funders

Help address known gaps for target audiences. Assure distribution is monitored.

Assure Basic Resources

☛ Program Designers

Determine the material requirements of clubs or classes. Do they need fences, rubbish bins, seedlings, or transportation? Have a plan for supplying the minimum essentials.

Training and Motivation

Recruiting leaders with a passion for their work is an elusive task. Effective training and a system for rewarding commitment are essential, however. Environmental education leaders need preparation in content areas and also in group organization and participatory learning skills.

In these studies, training linked directly to the availability of substantial funding. Creativity in deploying resources was also a factor. TIPE has the full backing of the European Union. Malihai headquarters has a healthy budget for training workshops and seminars for clubs. To conserve funds, they conduct training at the zonal level, alternating zones by year. WCST offers workshops and cooperates with other clubs to save funds and encourage exchange of ideas. Roots and Shoots has recently received funds from USAID to strengthen their training program for secondary level clubs. In earlier years, Zambia's WECSZ had strong Chongololo leadership training programs, but lack of funds now curtails them.

For the most part, these programs succeeded despite, rather than because of, the level of training provided to the local leaders. Club patrons in both Zambia and Tanzania typically felt isolated and were acutely aware that their knowledge and experience were limited.

For many leaders, the need is for follow up reinforcement. The TIPE program provides in-service training as part of the regular supervisory visits of school inspectors, thus obviating the need for extra travel funds.

Strategies are also needed to reward volunteers and teachers. Programs elsewhere have found the most powerful motivators are simply peer and community recognition. Activities that can supply this—competitions, newsletter features, or profiles of individuals and their clubs on the radio, for example—serve simultaneously to promote the organization as a whole and its goals of environmental responsibility.

Providing Basic Resources

The TIPE program owed some of its success to the simple fact that it provided a few essential supplies to participating schools. These included wheelbarrows, fencing, shovels, and hoes. Clubs in Tanzania and Zambia provided funds for transportation and for students to stay in hostels.

In the usual scheme of donor funding, such contributions are minimal, yet can make an individual school activity flourish.

Searching for Sustainability

In addition to the seven factors described above, money and the ability to broker support really lie at the heart of this age-old challenge. Environmental programs only survive when they serve those who can offer support. This may be individual members scattered about a country or around the world, international donors, or a supermarket down the street.

The other factor needed is time. Most of these programs are only a few years old. Time is needed to establish linkages in the community, develop a network of committed volunteers who can share ideas, create awareness among a critical mass of people, and educate a generation of new leaders.

ANNEX I

Selected Youth Environmental Programs from Around the World

This annex describes a small selection of youth environmental education programs from around the world. Programs are included in three categories: classroom based, nonformal, and web-supported. These have been chosen because of their particular strengths in encouraging linkages between youth and the community. Nearly every description includes contact information for those wishing to know more.

Classroom-based Programs

1. GLOBAL RIVERS ENVIRONMENTAL EDUCATION NETWORK (GREEN)

- **Sponsor:** National Science Foundation
- **Countries:** United States, Canada, and 135 other countries
- **Focus:** Watershed studies
- **Target ages:** Grades K-12

GREEN is a comprehensive watershed studies program that helps residents link the health of local rivers, including their chemical, physical, and biological characteristics, to the history and lifestyles of the people in the area. Participants gather local data and share information using computer networks in over 135 nations to solve problems locally, regionally, and even globally. GREEN has emphasized creating a "learning community" that includes all sectors—students, families, community groups, citizens, governments, NGOs, and businesses, and anyone possessing the skills and knowledge to understand the issues, and motivated to change. Since 1989, GREEN is initiating cross-cultural links with partner watersheds in other parts of the world to provide regional and international relevance to each student's experience.

In the classroom, study of watersheds is an excellent means of teaching students how to integrate and analyze information from a variety of sources and across disciplines (science, history, art, math, language). Students also learn about the watershed through water quality testing of several chemical, physical, and biological parameters. They share these data with others in their own watershed through computer network conferencing, then meet at a student congress to discuss their results, assess the state of the watershed, and develop concrete action plans to improve their local river's water quality. Experts and others from the community become actively involved in the program to provide valuable advice to students.

The community can also provide financial resources and contribute time to the program. For example, organizations such as the Community Fishermen, Kiwanis, Wal-Mart, Ben & Jerry's, and other businesses funded the watershed education program in Lee County, Florida. In other programs, private labs have provided testing expertise and advice. The role of the community is also key in the advisory committee that provides overall direction and support. Members come from groups such as Rotary, League of Women Voters, Chambers of Commerce, government agencies, universities, churches, and seniors' groups.

For more information about GREEN contact:
green@green.org
http://www.igc.org/green

2. ACTION

- **Sponsor:** Communal Areas Management Programme for Indigenous Resources (CAMPFIRE)
- **Countries:** Botswana, Lesotho, Namibia, Swaziland, Zambia, Zimbabwe
- **Focus:** Environmental and health issues
- **Target ages:** Seventh-grade students (sometimes grades 1 - 6)
- **Outreach:** 1 million school children, 100,000 teachers
- **Funding organization:** Zimbabwe Trust

In rural Africa, conservation and the need to empower people to improve the quality of their lives go hand in hand. For people who live closest to the land, the issue is using resources wisely. Action responds to this need through the CAMPFIRE programme by publishing information in local languages, and involving schools and communities in projects as well as developing new curricula which build on local knowledge. Content of the Action magazines, written in local languages, covers both the environment and health.

In the past, Action magazines were a scarce and valued resource. Participating schools now receive them in sufficient numbers, so every grade 7 pupil can take one home. Recent evaluations have been very positive. One teacher's comment summarizes the importance of the school's role regarding the issue of AIDS awareness. "For as long as there is a need for children to understand, the school is an agent. So as long as the community does not understand the dangers of the disease, the school has got a part to play."

The magazine has reached a much wider audience because children share it at home. Giving each grade 7 pupil a copy has enabled messages to find their way into the conversations of the extended family and the community. Materials in local languages offer distinct advantages in the attempt to make critically important information particularly accessible to remote, disadvantaged, minority, and/or rural communities.

For more information about Action contact:
actionmg@cst.co.zw

3. EARTH FORCE

- **Sponsor and funding organization:** The Pew Charitable Trusts
- **Country:** United States
- **Focus:** Environmental responsibility, development of citizenship skills
- **Target ages:** 10-14

Earth Force is a national, nonprofit organization that is youth-driven and nonpartisan. The creation of Earth Force in 1994 recognized two emerging national trends: young people's overwhelming desire to act on behalf of the environment, and their desire to help their communities through voluntary service. Earth Force has a national Youth Advisory Board (YAB), whose 15 members range in age from 11-16. The YAB advises Earth

Force on the development and implementation of programmatic initiatives. Young people are important resources to their communities; with appropriate opportunities, they together can positively affect environmental issues. Earth Force stresses that young people need direct experience investigating the environment and solving environmental problems in order to develop full environmental understanding, appreciation, and stewardship. Partnerships with other civic and environmental groups, schools, and youth organizations help further common goals and ensure a more efficient use of resources.

Earth Force plans various campaigns such as the "Go Wild For Wildlife" national action campaign that debuted in September 1994. Kids pledged to volunteer time to help wildlife by building habitats, cleaning coastlines, and writing to government officials. Earth Force distributed Wildlife Action Guides to students and educators, providing them with information and ideas for projects. Environmental organizations like The Nature Company, National Parks and Conservation Association, and Nature Center Administrators also contributed their time and efforts. Another program, "Team Up for Trees," allowed kids to gain a greater understanding of the importance of trees. During this campaign, kids voiced their ideas and concerns to community decision-makers, and raised funds to help protect trees around the world. Kids involved themselves in various activities, such as caring for, planting, and adopting trees, reducing the amount of paper they used, recycling newspaper, cardboard and other paper, and buying recycled paper and packaging. The results showed that kids did successfully "Help Trees For a Healthy Planet."

For information contact:
Vince Meldrum, vmeldrum@earthforce.org
http://www.earthforce.org

Nonformal Programs

4. SOCIAL FORESTRY, EDUCATION, AND PARTICIPATION PROJECT

- **Sponsor:** Ministry of Education, Thailand
- **Country:** Thailand
- **Focus:** Community forestry
- **Target ages:** Fifth- and sixth-grade students
- **Funding organization:** Ministry of Education and the Ford Foundation

The Social Forestry, Education, and Participation Project aims to change teaching, learning, and school-community relations by involving students in studies of local village problems related to forest management. Students are taken out of school and into their communities to examine real world problems, and collect data by interviewing villagers. In this capacity, communities are laboratories for information gathering, and their human and physical resources serve to enhance students' understanding of concepts taught in class. As students apply their learning to community problems, the school's role transforms as well, fulfilling a second goal of the project, to have schools contribute to community capacity building.

To facilitate community change, the project helps open a two-way channel of communication between schools and communities. Students' interviews draw upon indigenous knowledge of the origins and consequences of

a specific problem, while increasing awareness by community members about the need to address the problem. Students and teachers present findings to community members to generate interaction between schools and communities regarding strategies to address forest-related problems. The outcome is the fostering of school-community partnerships focused on jointly developed projects.

In Thailand, the three pillars of the local community are the temple, the village headman, and the school. In one village, existing cooperation between the school, village, and temple broadened as a result of the school's focus on involving students in the planting and care of trees in the school forest. In another village, both the village headman and temple abbot strongly supported activities to discourage forest ground burning.

For more information about the Social Forestry, Education, and Participation Project contact:
Dr. Christopher Wheeler, cwheeler@pilot.msu.edu
College of Education, Michigan State University

5. NATIONAL ENVIRONMENTAL AGENCY, THE GAMBIA

- **Sponsor and funding organization:** National Environmental Agency in The Gambia
- **Country:** The Gambia
- **Focus:** Environmental awareness and action
- **Target ages:** Children and adults
- **Funding organization:** United States Agency for International Development

In 1994 and early 1995, the National Environmental Agency in The Gambia designed and implemented an Environmental Award Scheme. In a short period of time, with limited financial resources and in a climate of political uncertainty, the competition captured the imagination of the country. Competitions took place on regional and national levels in eight different categories, including those relevant to schools, businesses, and voluntary organizations. The categories were established to encourage participation from every element of Gambian society—young and old; women and men; rural and urban; industry and micro-enterprises; government and NGOs; groups and individuals. The competition created an infrastructure throughout the country that today serves follow-up environmental planning and projects.

Competitions aimed to generate activities in three broad priority areas: clean and beautiful surroundings, appropriate technology and sustainable development, and clean and safe industry and enterprise. The types of activities that qualified included: school clean-ups, dramatists' performances, entrepreneurs' inventions, and neighborhoods' "clean" income-generating projects. Overall, there were 210 entries; 94 of these were prize-winners, who received certificates and useful prizes.

Students at national first prize winner Tahir Ahmaddiyya Muslim High School turned their school into a model of environmental management by planting drought-tolerant trees, plants, and an orchard. They collected rainwater for use during the dry season, used organic fertilizers for gardening and making compost, and established a waste disposal system with recycling measures. The students also established an Environment Club that produces dramas on environmental issues for neighboring schools and communities. Other schools in the area are copying these initiatives.

Another valuable example comes from the Touba Taffsir Village Community. This village has collectively managed its environment for 18 years, primarily by preventing bushfires. At the end of each rainy season, the village Imam and elders mobilize the community in bushfire control measures. If by accident there is a fire, the entire village is prepared to control it.

For more information about The Gambia Environmental Awards Scheme contact:
Dr. Irma Allen, szallen@iafrica.sz

6. MAGIC EYES

- **Sponsor:** Thai Environmental and Community Development Association (TECDA)
- **Countries:** Thailand
- **Focus:** Pollution, forest conservation
- **Target ages:** youth

Magic Eyes is a mass education campaign to increase youth's awareness of conservation issues in Thailand. It is hoped that awareness will lead to action and then participation in developing the community and the country as a whole. An initial campaign began with a series of cartoon anti-littering advertisements directed at children. The concept of Magic Eyes was to encourage children to police adults and shame them into doing the right thing with the words, "Ah-ah, Don't Litter, Magic Eyes See You." This campaign has been expanded to address water pollution and forest destruction.

Campaigns also have expanded to target entire communities. The purpose is to encourage public participation and raise awareness. Districts hold contests such as cleanest factory, cleanest market, cleanest police station, and best street sweeper. Campaigns are developed with the following sectors of the community: community leaders and members, responsible government officials, the private sector, and schools (when appropriate). It is important to assess the ability of the target group to develop its own programs, according to the community context. Magic Eyes encourages companies to not only fund but also participate in campaigns in order to better understand how to support TECDA in the future.

In 1990, the Bangkok Metropolitan Administration started a Magic Eyes contest. Other past campaigns include the introduction of short- and long-term measures to solve water pollution at the Bangkok Fish Market. TECDA instituted boat-operated garbage collection programs along the Chao Phya riverside.

No contact information is available for this program.

7. VOLUNTEER-LED INVESTIGATIONS OF NEIGHBORHOOD ECOLOGY (VINE)

- **Sponsor:** North American Association for Environmental Education (NAAEE)
- **Country:** United States
- **Focus:** Neighborhood ecology
- **Target ages:** 8- to 11
- **Funding organization:** Varies by city

VINE is an urban environmental education program led by volunteer parents, high school students, and other adults who receive training to take groups of city kids on field trips to learn about the basic ecology of their neighborhoods. VINE recruits and trains volunteers to run these programs. Programs take place in schools, community centers, libraries, and Boys and Girls Clubs. Personnel at host sites say it has enabled them to expand and enhance their program offerings. Teachers find the activities enrich their science curriculum with hands-on, outdoor laboratory experiences. As they increase youth's awareness of wild plants and animals in their neighborhood environment, volunteers also gain the opportunity to interact with a younger generation, gain first-hand experience in schools and agencies for youth, and serve their community.

Target audiences and sources of volunteers vary from city to city. For example, project leaders in Ft. Lauderdale, Florida, began by focusing on schools with disadvantaged youngsters. Volunteers for the project in Arlington, Virginia, were staffed from PTA and Boys Clubs. Other cities recruit volunteers from a variety of sources, ranging from teens to senior citizens. But the guiding principle for all the projects is to focus on local resources. Starting small is another key component. To get a project started, it is best to involve many decision-makers in initial planning meetings. Out of this group and with help from fund-raisers, donors, and supporters who hold key positions in related institutions, a board can form to nurture the planned project. While some funds are essential for starting this kind of project, volunteers reduce costs. Staff changes go most smoothly in cities where community interest is high and a broad base of support for the program exists among the board, volunteers, and staff members of the sponsoring institution(s).

For more info about VINE contact:
VINE Network Coordinator
202-884-8912 or 706-764-2926 phone
membership office e-mail: Beager410@aol.com
http://www.naaee.org/html/vine.html

Web-Supported Programs

8. GLOBAL LEARNING AND OBSERVATIONS TO BENEFIT THE ENVIRONMENT (GLOBE)

- **Sponsor:** Inter-governmental agreements with GLOBE
- **Countries:** 80 countries
- **Focus:** World ecology
- **Target ages:** 6-18

GLOBE is a long-term international educational ecology program intended to unite students, teachers, and scientists in global research and observation of the environment to improve the condition of the world's ecology. GLOBE students in over 7,000 schools make environmental observations at or near their schools, and report their data through the Internet. Scientists use GLOBE data in their research and provide feedback to the students to enrich their science education. Global images based on GLOBE student data are displayed on the World Wide Web (http://www.globe.gov), enabling the public to use the students' environmental observations. In the United States, different organizations undertake responsibility for recruiting schools, training teachers, and mentoring students throughout their area. Worldwide, other support comes in the form of staff development, establishment of classroom Internet connections, and technical troubleshooting.

The Internet expands the concept of community. In a program such as GLOBE, information and technology partnerships occur across schools. For example, students from Eno, Finland, recently donated a new computer modem to their partners in South Africa. The community also refers to the scientists who benefit from the students' data, and help them expand their scientific knowledge. Teachers benefit from GLOBE bulletin boards where they can share strategies with other teachers, as well as their experiences in implementing GLOBE in the classroom. GLOBE conducts teacher workshops multiple times throughout the year.

For more information about GLOBE contact:
The GLOBE Program
744 Jackson Place
Washington, DC 20503
800-858-9947
info@globe.gov
http://www.globe.gov

9. JOURNEY NORTH

- **Sponsor:** Annenberg/CPB Math and Science Project
- **Countries:** United States and Canada
- **Focus:** wildlife migration
- **Funding organization:** Annenberg Foundation, National Fish and Wildlife Foundation

Over 4,000 schools, representing approximately 200,000 students from all 50 of the United States and seven Canadian Provinces, take part in the Journey North Program. The purpose of this free on-line educational service, located at http://www.learner.org/jnorth, is to track wildlife migration. Each spring, Journey North

students can track a dozen migratory animals, including bald eagles, loons, hummingbirds, robins, and manatees. On-line learning is broadening the definition of community. Students in this program share their own field observations with classrooms across the hemisphere and link with scientists who provide expertise directly to the classroom. Several migrations are tracked by satellite telemetry, providing live coverage of individual animals as they migrate.

The migration of the monarch butterfly has become a favorite in the program. The entire eastern population of North American monarchs fly to nine small sanctuaries in central Mexico. This migration is considered by scientists to be an "endangered phenomenon" that may disappear in the next decade. In the spirit of international cooperation, habitat conservation, and animal stewardship, Journey South has evolved as a symbolic monarch butterfly migration to accompany the program's Internet-based ritual. Students in Canada and the U.S. create butterflies out of paper, paint, paste, and other supplies. Each butterfly carries a letter to a Mexican child, and asks him or her to watch over it during the winter months. These butterflies then "migrate" to Mexico for the winter at the same time as the real monarchs' journey south. Over 85,000 children take part in this symbolic migration. Now an annual tradition, the United Parcel Service gives the truckloads of paper butterflies a free ride south. The Children's Museum of Mexico City provides winter homes each year for thousands of butterflies. By sheer participation, Canadian, U.S., and Mexican students are helping adults see they must protect the spectacular monarch migration for future generations. Another "symbolic migration" includes a songbird event that links students in the U.S. and Canada with students in the Yucatan Peninsula.

For more information about Journey North contact:
http://www.learner.org/jnorth

ANNEX II

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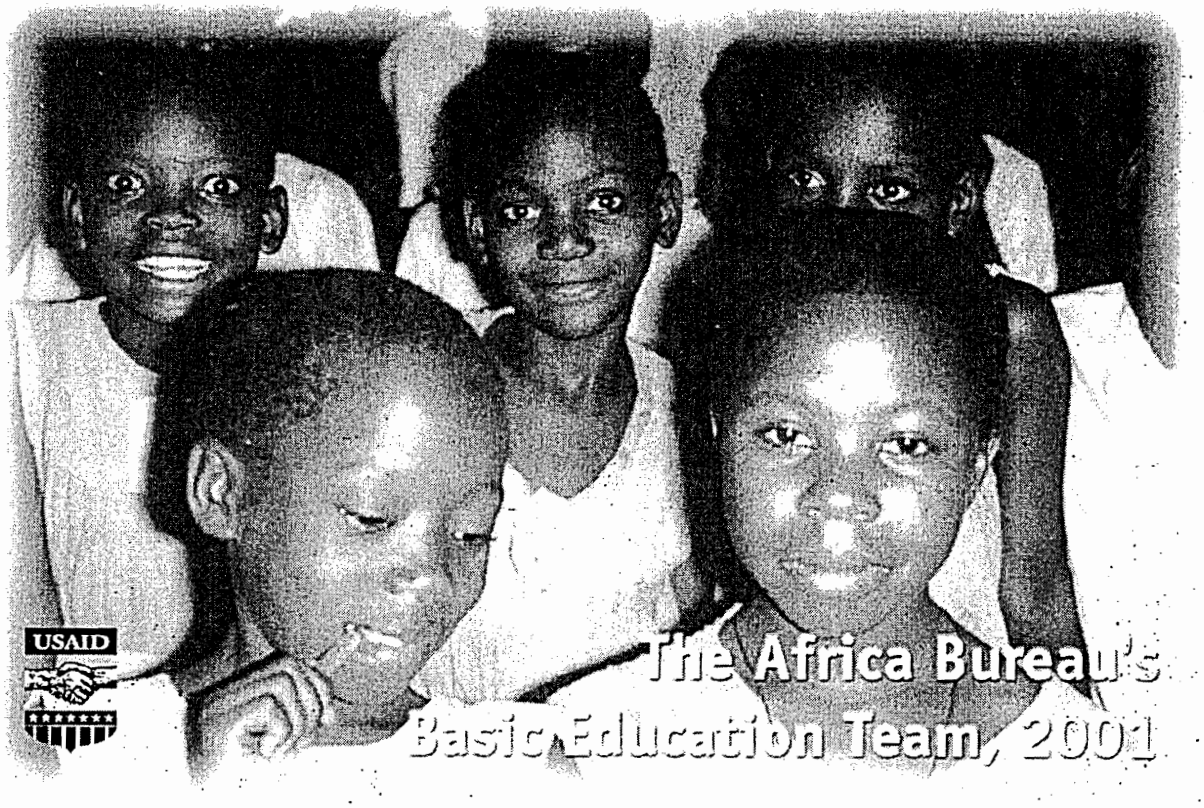
Africa Bureau Basic Education Team Brochure



U.S. Agency for International Development
Bureau for Africa
Office of Sustainable Development
Division of Human Resources and Democracy
September 2001

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Introduction

The Africa Bureau's Education Team provides strategic guidance, research, analysis, and technical support to USAID offices in Washington and in Africa. The Team also works closely with other development partners. This guide aims to introduce you to Education Team resources. We hope it will improve with your feedback. Special thanks go to Talaat Moreau, Sheryl Pinnelli, Carolyn Carpenter, and John Engels for designing and producing this guide and to all the SD/ED Team members for helping to update it.

What does the Africa Bureau's Education Team do?

The Africa Bureau's Education Team, or SD/ED, contributes to a key Agency strategic objective: access to high quality basic education, especially for girls, women and other underserved populations expanded. The Team's primary purpose is to analyze and improve Agency practice so that its sectoral investments lead to sustainable reform and improvement in African education. SD/ED usually works through USAID's bilateral programs and regional networks to improve educational practice in Africa.

SD/ED's* strategy has four interactive and interdependent components

- Analysis, on a comparative basis, of USAID's experience in supporting and effecting educational change in Africa
- Research in the broad categories of school climate, including leadership; effective learning and teaching strategies; and supporting conditions and inputs including community involvement, teacher incentives, and government policy
- Strategic technical support to USAID missions and regional networks for the design, implementation, management, and evaluation of programs
- Dissemination to partners and collaborators (including Congress and the American taxpayer) to ensure better understanding of the critical role that education plays in sustainable development

Typical SD/ED activities include the following:

- Strategic technical support to bilateral basic education programs
- Representation and support for mission objectives and activities at USAID/W, e.g., program reviews
- Strategic support to the Bureau for Policy and Program Coordination (PPC) and the Office of Development Planning (AFR/DP) on educational issues,

* Bureau for Africa, Office of Sustainable Development, Division of Human Resources and Democracy, Education (AFR/SD/HRD/ED)

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including basic education, adult literacy, early childhood development, higher education, and educational needs for countries in crisis
- Collaboration with USAID Global Bureau staff to support missions
- Research
- Support to regional networks
- Ongoing collaboration with other funding agencies and institutions implementing educational programs
- Conference organization and participation, including technical presentations

Central and regionally-funded projects that SD/ED supports

Below is a description of the various central and regional projects SD/ED works through and a brief explanation of how SD/ED uses them.

Basic Education and Policy Support (BEPS) project

BEPS is a five-year initiative designed to improve the quality, effectiveness, and access to formal and nonformal basic education. BEPS operates through both core funds and mission buy-ins to provide both short and long-term assistance to missions and regional offices. BEPS focuses on several important program areas: educational policy analysis and reform; basic education; restorative and additive educational work in countries in crisis; and the alleviation of abusive child labor. Services include policy appraisals and assessments, training and institutional strengthening, and the design and implementation of pilot projects, feasibility studies, applied research studies, seminars and workshops, and evaluations. Under BEPS, USAID compiles and disseminates results, lessons learned, and other generalizable information through electronic networks, training workshops, national conferences, quarterly and annual reports, publications, and other vehicles. The Africa Bureau has asked BEPS to look into working in new areas such as child labor, HIV/AIDS, countries in crisis, and food for education.

For more information contact:
BEPS Project Director
Creative Associates International, Inc.
5301 Wisconsin Ave., NW Suite 700
Washington, DC 20015
Tel: 202-966-5804
Internet: www.info.usaid.gov/educ_training/beps.htm

Support for Analysis and Research in Africa (SARA) project

SARA provides technical expertise, services, and support to AFR/SD and develops and promotes adoption of policies and strategies for health and human resources development. SARA also supports USAID missions, regional offices, and

African institutions and networks. SD/ED relies on SARA for building African capacity for education research.

For more information contact:
SARA Project Director
Academy for Educational Development
1825 Connecticut Ave., NW, Suite 900
Washington, DC 20009
Tel. 202-884-8700
Internet: www.aed.org/sara

The Improving Educational Quality II (IEQ) project

IEQ II introduces innovations to improve educational quality in learning systems through applied research on classroom-related activities. SD/ED uses IEQ II for design of research activities; synthesis of findings; development of databases and indicators; improvement of information systems; networking and coordination with researchers and other donors; and development of strategies and policies in support of reform efforts.

For more information contact:
IEQ II Project Director
American Institutes for Research
1815 N. Fort Myer Drive, 6th Floor
Arlington, VA 22209
Tel. 703-527-5546
Internet: www.ieq.org

The Global Communication and Learning (GC&L) project

GC&L supports the development of connectivity for sustainable development. SD/ED uses GC&L to help bilateral and regional programs improve education systems. For example, GC&L is helping SD/ED to establish learning resource centers in several countries that will enable teachers and students to gain access to libraries in the United States via the Internet. The LearnLink Project is the managing this element of the GC&L.

For more information contact:
LearnLink Project Director
Academy for Educational Development
1875 Connecticut Avenue, NW, Suite 900
Washington, DC 20009
Tel. 202-884-8700
Internet: www.info.usaid.gov/educ_training/llink.htm

The American Association for the Advancement of Science (AAAS)

AAAS provides SD/ED with fellows who function as education specialists.

For more information contact:

Claudia Sturges
Director, Fellows Program
Tel: 202-326-6600
Internet: www.aaas.org

The Department of Labor

The Department of Labor, under a Resource Sharing Special Agreement (RSSA) provides SD/ED with education specialists. (This agreement ends in September 2001, and its future has not been determined.) SD/ED also has staff through the Participating Agency Service Agreement (PASA). SD/ED will add a Center for Development and Population Activities (CEDPA) Technical Advisors in AIDS and Child Survival, Population, and Basic Education (TAACS) position in education.

Africa Bureau Information Center (ABIC)

ABIC provides general development information and support to all sectors through its research services, newsletters, and specialized reference collection. ABIC staff access and disseminate development information to USAID staff in Washington, USAID missions in Africa, and African nongovernmental organizations and institutions. ABIC is part of the Development Information Services project of USAID's Center for Development Information and Evaluation (CDIE).

Specific ABIC services include answering information requests, searching databases, preparing issue briefs, developing bibliographies of current literature, compiling country data, and editing and publishing analysis and research. Research staff can obtain information on USAID projects and documents from USAID's Development Experience Clearinghouse (DEC) and can access worldwide information resources such as Dialog, Lexis/Nexis, UN databases, a wealth of Internet resources, and online catalogues of major U.S. university libraries. SD/ED especially draws on ABIC's editorial and publishing services.

Requests for ABIC services—including research, reference information, or a subscription to any of its newsletters—can be made directly to ABIC staff.

For more information contact:

Africa Bureau Information Center
1331 Pennsylvania Avenue, NW, Suite 1425
Washington, DC 20004-1703
Tel: 202-661-5822
Internet: www.info.usaid.gov/regions/afr/abic/abic.html

SD/ED Online

SD/ED now has a web page incorporated into USAID's public site. Accessible at www.info.usaid.gov/regions/afr/basiced/edmainpage.html, this site currently provides program and country information, background on USAID's involvement in the sector, SD/ED publications, and links to relevant partner sites and resources. As the site will continuously evolve, suggestions and input are greatly appreciated. Please direct these to Sheryl Pinnelli at spinnell@aol.com.

SD/ED collaborative partnerships

Promoting sustainability through African ownership is a central tenet of USAID's approach to basic education. To this end, SD/ED works with a number of development partners. These partners can be contacted directly through the Internet or through AFR/SD.

The Association for the Development of Education in Africa (ADEA)

The central premise of ADEA is that responsibility for educational achievement rests with national governments. The organization fosters a process that gives authority to education ministers and encourages donors to help Africans tackle national education problems with an emphasis on national ownership and leadership. ADEA is headquartered in Paris at the International Institute for Education in Planning (IIEP), an autonomous branch of UNESCO. Its membership works at promoting partnerships between African education ministers and funding agencies. ADEA has several subgroups, including the following: the Caucus, which includes all African ministers; the Bureau, which includes twelve ministers elected by the Caucus as spokespersons; the Steering Committee, which includes the Bureau and serves as both a governing body and a streamlined means of coordination among Africans and donors; and ten working groups engaged in advocacy, analytical work, and capacity building. ADEA holds biennial plenary meetings that rally members to review progress and chart future directions. SD/ED provides a grant to ADEA to enhance the "enabling environment" for the Africa Bureau's bilateral basic education programs.

For more information contact:
ADEA
7-9 rue Eugène-Delacroix
75116 Paris, France
Tel. 33-0-145-03-37-96
Internet: www.adeanet.org

ADEA Working Groups

Books and Learning Materials
Coordinator: Carew Treffgarne
E-mail: c-treffgarne@dfid@gov.uk

Distance Education and Open Learning
Coordinator: Anand R. Rumajogee
E-mail: arumajog@intnet.mu

Early Childhood Development
Coordinator: Jeannette Vogelaar
E-mail: jeannette.vogelaar@minbuza.nl

Education Sector Analysis
Coordinator: Alexandra Draxler
E-mail: a.draxler@unesco.org

Education Statistics
Coordinator: Ko-Chih Tung
E-mail: kc.tung@unesco.org

Female Participation in Education
Coordinator: Penina Mlama
E-mail: fawe@fawe.org

Finance and Education
Coordinator: Coffi Rémy Noumon
E-mail: remy.noumon@codesria.sn

Higher Education
Coordinator: William Saint
E-mail: wsaint@worldbank.org

Non-Formal Education
Coordinator: Cream Wright
E-mail: c.wright@commonwealth.int

The Teaching Profession (Francophone)
Coordinator: Paul Dogoh Bibi
Tel: 225-2221-8393; Fax: 225-2221-8393

The Teaching Profession (Anglophone)
Coordinator: Henry Kaluba
E-mail: h.kaluba@commonwealth.int

The Forum for African Women Educationalists (FAWE)

FAWE brings together African women leaders including ministers in charge of national education systems, vice-chancellors of universities, and other senior education policymakers. Founded in 1992 and registered in Kenya as a pan-African NGO the following year, FAWE has fifty-one members from twenty-seven countries, and twenty-one male ministers of education as associate members. With its influential membership, FAWE is well positioned to stimulate broad policy reform and create an environment conducive to increasing parental demand for girls' education. FAWE's work is an explicit effort toward closing the gender gap and achieving Education for All goals. FAWE's relationship with ADEA, and consequently with USAID, will be redefined over the next year.

For more information contact:
FAWE
12th Floor International House
Mama Ngina Street
P.O. Box 53168
Nairobi, Kenya
Tel. 254-2-330352

The Education Research Network for West and Central Africa (ERNWACA)

ERNWACA, an eleven-country organization founded in 1989, promotes cross-national research by and for Africans. One of its first accomplishments was to catalogue all relevant educational research undertaken by its member countries and to produce a synthesis of this work entitled "Overlooked and Undervalued." Compiling these reports enabled ERNWACA to define three new major research efforts, which are presently underway:

- The effects of community participation on educational access and retention
- The role of community participation in connecting education to society
- The contribution of nonformal education to basic education for all

For more information contact:
Kathryn Touré, Coordinateur Régional
ROCARE
B.P. 1854
Bamako, Mali
Tel: 223-22-77-67
E-mail: rocare@datatech.toolnet.org

The Education Network for Research in Eastern and Southern Africa (ERNESA)

ERNESA, an eight-country organization, shares ERNWACA's mandate. With support from USAID's SARA project (see above), ERNESA recently published a summary of all relevant research undertaken by its member countries. The varied topics include: the status of disabled women; policies of gender in teacher educa-

tion; math and science performance; and sociocultural aspects of primary school attendance. ERNESA plans to help policymakers use these findings to make significant contributions toward educational development. SD/ED helps with the identification, development, and dissemination of ERNESA research.

For more information contact:
Lifelile Mpho Matsoso
National university of Lesotho
P.O. Roma 180
Lesotho
Tel: 266-34-06-01
E-mail: im.matsoso@nul.ls

The International Foundation for Education and Self-Help (IFESH)

IFESH began in 1984 under the auspices of the Reverend Leon H. Sullivan, and concentrates on three major problems confronting poorer countries: low literacy rates, hunger, and unemployment. IFESH works primarily in sub-Saharan Africa. IFESH has plans to train in Africa 100,000 skilled workers, 100,000 farmers, and 1,000,000 literates linked to health care programs. IFESH awards grants to private voluntary organizations and local community-based groups to carry out the training. IFESH recruits American graduate students, primarily from historically black colleges, but also from other academic institutions to work on its African development projects.

In late FY 98, SD/ED assumed management of the Africa Bureau's grant to IFESH and will help IFESH support other bilateral and capacity-building activities.

For more information contact:
Leslie A. (Cap) Dean
Program Specialist, IFESH
5040 E. Shea Blvd.
Phoenix, AZ 85254-4610
Tel: 480 443-1800
E-mail: capdean@primenet.com

Special initiatives

The Education for Development and Democracy Initiative (EDDI)

Following President Clinton's visit to Africa in March 1998, EDDI was launched to strengthen African educational systems, promote Africa's integration into the world community of free market democracies, and extend the vital developmental partnership between America and Africa. EDDI, coordinated by the National Security Council, is an organized effort among the State Department, USAID, and the Peace Corps, with additional support from the Departments of Agriculture,

Defense, Education, Labor, and the Environmental Protection Agency. Activities funded by EDDI include resource centers, school-to-school partnerships, university partnerships, democracy partnerships, technology partnerships, young entrepreneurs training, girls' mentoring networks, and girls' scholarships. One of the key objectives is sustainability, as partnerships are expected to continue beyond EDDI funding.

For more information contact:
EDDI
USAID/AFR/SD
1300 Pennsylvania Ave., NW
Washington, DC 20523-4600
Tel: 202-712-522
E-mail: education.initiative@usaid.gov

Child Labor

USAID received a mandate in calendar year 2000 from the Administration, Congress and the National Economic Council to implement programs and activities to alleviate abusive child labor overseas, particularly through the use of formal and nonformal basic education. The aim of the mandate is to interweave and coordinate child labor activities with USAID's ongoing and planned mission-level programs in democracy, governance, human rights, health and nutrition, education, environmental management, economic growth, agriculture, HIV/AIDS, and other development sectors.

One facet of USAID's new initiative in child labor is the Education to Combat Abusive Child Labor (ECACL) Program, a three-year effort under USAID's BEPS activity (see above).

For more information contact:
BEPS Project Director
Creative Associates International, Inc.
5301 Wisconsin Avenue, NW, Suite 700
Washington, DC 20015
Tel: 202-966-5804
Internet: www.info.usaid.gov/edu-training/beps.htm

John Hatch
USAID G/HCD
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
Tel: 202 712-0147
E-mail: jhatch@usaid.gov

Food Aid

At the July 2000 G-8 Summit in Okinawa, President Clinton announced a commitment of $300 million to the Global Food for Education Initiative (GFEI), a pilot program to use surplus commodities to improve nutrition and access to basic education to children in developing countries. The GFEI is administered by the Department of Agriculture with technical assistance from USAID. Under the initiative, USDA will provide surplus commodities and funds to cover transportation and distribution of the commodities to selected school feeding programs administered by the World Food Program (WFP) and other private voluntary organizations. Recipients are selected using a set of criteria that includes need, contribution of resources by the host government, technical feasibility, and a commitment to the Dakar Forum's Education for All goals. Country programs approved in January 2001 include: Benin, Cameroon, Chad, Republic of Congo, Côte d'Ivoire, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Kenya, Madagascar, Mozambique, Senegal, Tanzania, and Uganda.

For more information contact:

Tracy Brunette
USAID/AFR/SD
1325 G Street, NW, Suite 400
Washington, DC 20005
Tel: 202-219-0473
E-mail: tbrunette@afr-sd.org

HIV/AIDS

Recognizing the serious threat HIV/AIDS poses to education systems throughout Africa, SD/ED has developed a strategy for addressing the impact of the epidemic on the sector. The focus of this strategy is currently in the high-prevalence southern and eastern African regions. This three part strategy, developed in response to mission and ministry of education requests, addresses HIV/AIDS and education through capacity building at the ministry level for management of the impact, life-skills education in the classroom, and promoting innovative educational opportunities to children made vulnerable by HIV/AIDS. Through HIV/AIDS LIFE funding, a Mobile Task Team has been established University of Natal, South Africa to work with education ministries in the south and the east to develop strategic and implementation plans that will address the impacts of the epidemic

on the education system. Although new funds are not available, using this strategy the Team can assist missions to incorporate HIV mitigation and prevention activities into their basic education programs.

For more information contact:
Brad Strickland, Joan Woods, Megan Thomas, or Joe Kitts
USAID/AFR/SD
1325 G Street suite 400, NW
Washington, DC 20005
Tel: 202-219-0505

The Leland Initiative

The Leland Initiative is a five-year (1996–2001) $15 million U.S. Government effort to extend full Internet connectivity to a minimum of 20 sub-Saharan African countries. The initiative builds on existing capacity with the ultimate aim of facilitating Internet access throughout each country. The Leland Initiative hopes to: improve connectivity within Africa, increase access by Africans to information for sustainable development, enhance African ability to find solutions to African problems, and make African-produced information available to the world. Leland has promoted substantial policy reform in its partner countries. Its cost-based tariffing approaches have led to wholesale Internet access rates that are one-sixth the prevailing rates in non-Leland countries, and its support for pro-competitive policy environments has attracted more than eighty firms to set up businesses as Internet service providers. Leland also helps to strengthen in-country capacity to use the Internet for school-to-school partnerships, telemedicine, business development, uniting universities into national networks, and promoting democracy by linking stakeholders to policymakers.

For more information contact:
Lane Smith, Leland Initiative Coordinator
USAID AFR/SD
1300 Pennsylvania Ave. NW
Washington, DC 20523-4600
Tel: 202-712-0826
E-mail: lasmith@usaid.gov
Internet: www.info.usaid.gov/leland

Who is SD/ED?

Individual Team members noted below have a wide range of specialties and experience for working in Africa. The following table briefly identifies Team members, their funding mechanism, and areas of expertise. Following the table, a bio-data profile for each Team member highlights educational qualifications, professional experience, language skills, areas of expertise, and contact information.

Name/Title	Skills	Activities/Areas of Interest	Country Coverage
Tracy Brunette Demographer HHS contractor Full time	Strategic Planning Performance monitoring and evaluation Data collection and analysis Qualitative and quantitative research Needs assessment Sector assessment and program design Facilitation Languages: Basic French	Demographic and Health Survey Strategic planning: indicators, results frameworks ADEA Statistics WG Assessing student learning School feeding	Benin Namibia
Carolyn Carpenter Administrative assistant HHS contractor Full time	Budget management Travel arrangements and clearances Administrative support Conference planning and logistics		
Ciyata Coleman Economist, development /international AAAS fellow Full time	Economic analysis Policy assessment Sector analysis Program evaluation Languages: Basic French; German	ADEA WG on Finance IPC debt relief Poverty reduction strategies Economic impact of HIV/AIDS Budgetary and related economic impact of community schools Impact of food assistance Equity in educational policy	
John Engels Writer, editor IEQ II contractor Part time	Writing, editing, and publication design, production, and dissemination Languages: French, Spanish, Swahili	Dissemination planning, strategies, and implementation	

Name/Title	Skills	Activities/Areas of Interest	Country Coverage
Ash Hartwell Education specialist IEQII contractor Part time	Research on policy and school-based reform Education sector assessments Learning theory applications in educational policy and programs Design of information systems for planning and policy analysis Organizational development and training Languages: Basic French, conversational Arabic	Community organization and participation in education reform Research at classroom, school and community levels linked to policy Assessment of learning linked to improving teaching (IEQII) Networking domestic/ international policy analysts (21st Century Learning Initiative) ADEA WG on Education Statistics	Ethiopia Ghana Nigeria
Yolande Miller-Grandvaux Education advisor AED/SARA contractor Full time	Education planning and policy Program and project design, monitoring and evaluation Needs assessment Teacher training Curriculum development and evaluation Languages: French, Spanish, Italian	NGO/community schools African education research networks support Countries in crisis Youth issues	Benin Mali
Joe Kitts Education advisor PASA Part time	International program design Project management Federal acquisitions and regulations Languages: French, Arabic	HIV/AIDS education project implementation Disaster relief Environment	South Africa
Mitch Kirby Education advisor RSSA Full time	Program design Education sector analysis Organizational development Implementation strategies Languages: Basic Spanish	Strategic planning and program design (Ghana) Instructional materials distribution systems ADEA Textbooks and Sector Analysis WGs IFESH task manager Policy analysis and reform	Namibia Nigeria Malawi
Talaat Moreau Education specialist IEQII contractor Part time	Program evaluation Project design/management Institutional capacity building Nonformal education Girls' and women's education French/English editing Languages: French, Urdu	Higher education Links between universities and private sector Language of instruction ADEA Higher Education and Female Participation WGs Basic education in crisis situations	Guinea South Africa

Name/Title	Skills	Activities/Areas of Interest	Country Coverage
Sheryl Pinnelli EMIS specialist IEQII contractor Full time	MIS Data base design/ management Data analysis and presentation Web authoring	Update of Basic Ed. Overview Data base of program indicators Information technology/ connectivity Countries in crisis Child labor/exploitation ADEA Distance Education WG	Ethiopia Nigeria
Norm Rifkin Education Consultant Juarez and Associates Part time	Sector assessment Strategic planning Program development Activity design Evaluation Languages: French; Indonesian, German	Community schools Decentralization Workforce development Systemic reform Integration of child-centered activities	Francophone Africa
Jane Schubert Director, IEQ II Manager, HHS Part time	Program evaluation, design and implementation Educational equity Action research Strategic planning	Using research findings Strengthening local skills in monitoring and evaluation Systemic reform Donor outreach	
Brad Strickland Anthropologist HHS contractor Full time	Sector assessments and program design Community attitude and behavior studies Anthropological methods Qualitative research, writing and editing Community participation assessments Advocacy strategies and planning Languages: ChiNyanja, ChiChewa, Italian	Partnerships for institutional development School health initiatives Community participation in schools Cross-sectoral linkages in education (environment, technology, civil society) Visual media and dissemination (video, in-school materials, visual arts)	Zambia
Lillu Tesfa Project administrator IEQII contractor Full time	Budgetary tracking Conference planning Travel and clearance arangements Spreadsheet design/management Languages: Amharic, French, Italian	NCNW coordinator	
Megan Thomas Education and health specialist PASA Full time	Multisectoral approaches to HIV/AIDS Organization development Facilitation and planning Language: French	Impact of HIV/AIDS on education sector Girls' education Community participation	Malawi Zambia

Name/Title	Skills	Activities/Areas of Interest	Country Coverage
Diane VanBelle-Prouty Education specialist and ethnographer HHS contractor Full time	Gender analysis and interaction Classroom ethnographies and participatory learning Curriculum and instructional materials design and evaluation School-based staff development Training (qualitative research techniques, gender awareness, curriculum development) Languages: French	ADEA Teaching Profession WG ADEA Early Childhood Development WG IFESH	Ghana Uganda
Joy Wolf Anthropologist and community participation specialist HHS consultant Part time	Fieldwork-based research Analysis of qualitative data Gender analysis Tool design Project design Project evaluation Languages: Newari and German	Community participation Involvement with local NGOS	
Joan Woods School health advisor AAAS fellow Full time	Public health interventions strategies Needs assessment Program and policy design Program monitoring and evaluation Language: Swahili	School health HIV/AIDS and education Reproductive health/rights Linkages between health and education Community mobilization Skills-based learning	

SD/ED also has access to education specialists with valuable experience who have served full-time with SD/ED over the past decade but now prefer to be available as consultants.

TRACY A. BRUNETTE

EDUCATION

PhD, Demography, University of California, Berkeley (1996)
MPH, Maternal and child health, Univ. of California, Berkeley (1993)

AREAS OF EXPERTISE

Strategic planning
Program evaluation and monitoring
Results framework development (performance indicators)
Population-based needs assessment
African demography: fertility and child survival
Research design and methodology
Qualitative and quantitative research
Statistical, demographic, and epidemiological methods of data analysis
Statistical programming

PROFESSIONAL EXPERIENCE

Dr. Brunette started with the Africa Bureau's Office of Sustainable Development in 1997 and is now working under the Health and Human Services Contract. She is currently working on program measurement and monitoring issues (results frameworks and indicators) and education statistics and surveys. Recently, she worked on the *DHS EdData Education Profiles for Africa* and with USAID's Global Bureau in designing education surveys to be undertaken in conjunction with the DHS. Dr. Brunette is the AFR/SD point person for the demographic and health surveys and food for education and is also very interested in measuring the quality of education and student assessment.

Tracy has spent several years teaching in Africa: first as a Peace Corps Volunteer in The Gambia where she taught math and helped produce the first national mathematics syllabus and then in Zimbabwe where she taught math and English at a small community school. Before joining AFR/SD's Education Team, Tracy conducted research on African demographic issues such as infertility, ethnicity and fertility, and child survival.

LANGUAGE SKILLS

Working level French, basic Mandinka

CAROLYN CARPENTER

EDUCATION
BA, Computer science (in progress)
Univ. of the District of Columbia, Washington, DC

AREAS OF EXPERTISE
Budget management
Conference planning/logistics
Administrative support

PROFESSIONAL EXPERIENCE

Carolyn Carpenter joined the SD/ED Team in October 1999 as administrative assistant for the Health and Human Services (HHS) project, where she manages the budget and provides support to long-term and short-term staff and project activities. Prior to joining the Team she worked for six years through another contractor to AFR/SD, providing administrative support to both health and education personnel. Much of her career has been in the international development field. She brings with her a diverse work experience including several years working with the federal government.

Her job background includes positions with many different organizations throughout the metropolitan area including the U.S. Department of Agriculture, Andrew's Air Force Base, Howard University, American University, National Association of Securities Dealers, National Association of Social Work, and various other private organizations.

Carolyn is a native of Washington, DC and enjoys sports, physical exercise, and gardening.

CIYATA DINAH COLEMAN

EDUCATION
PhD, Economics, minor geography
Southern Illinois University, Carbondale (1986)
MSc, Business economics
Philipps University, Marburg/Lahn, Germany (1980)

AREAS OF EXPERTISE
Economic analysis
Policy assessment
Sector analysis
Project-program evaluation

PROFESSIONAL EXPERIENCE

Dr. Coleman is a AAAS Fellow assigned to SD/ED. She is working on economic analysis of education policy in development, investigating questions of equity and efficient financial allocation. Prior to joining USAID, Dr. Coleman served as an Associate Professor of International/Development Economics at Clark Atlanta University, Atlanta, Georgia, where she coordinated the International Economics and Business concentration. She earned a Ph.D. in economics with a minor in Geography from Southern Illinois University, Carbondale, after completing a Master's degree in business economics from the Philipps University in Marburg/Lahn, Germany. Her experience includes working in the export financing division, the international department of the Dresdner Bank, Frankfurt, Germany, and serving as a student assistant in the Bureau of International Organizations, Ministry of Foreign Affairs, Liberia.

LANGUAGE SKILLS
German and French

JOHN ENGELS

EDUCATION
MA, English, University of Alabama (1986)
BA, American studies, St. Michael's College (1982)

AREAS OF EXPERTISE
Writing and editing
Publication design and production
Dissemination

PROFESSIONAL EXPERIENCE

John Engels has worked for the Africa Bureau since 1994 as a writer and designer (of newsletters, conference proceedings, and promotional materials) and editor (of technical and other education-related publications).

Before joining the SD/ED Team, Engels taught secondary-school English in Kenya as a Peace Corps volunteer and American Literature at the University of Burundi as a Fulbright scholar.

LANGUAGES
French, Spanish, and Swahili

KAY FREEMAN

EDUCATION
MBA, University of Maryland, College Park (1983)
BA, Geography and sociology (developing societies)
University of Sheffield (U.K.) (1974)

AREAS OF EXPERTISE
Workforce development
Policy dialogue
Management review and evaluation
Nonproject assistance and privatization
Financial analysis
Systems analysis
Technical and programmatic support to education

PROFESSIONAL EXPERIENCE

Kay Freeman has worked with USAID since 1985. She was the project development officer backstopping Population and Health portfolios in Morocco, and helped design a nonproject assistance program to accelerate Morocco's privatization program; she then served as project development officer backstopping the agriculture portfolio and streamlined operations in Sri Lanka; she was the officer in charge, Indonesia Desk from 1994-96, providing Washington support and liaison to the Indonesia mission; she was the officer in charge, Egypt Desk, from 1996-99 and acted as USAID representative on interagency working groups, including the bi-national commission, coordinated with the State Department on issues affecting Egypt and the Middle East Peace Process and how that affected USAID programs. She was the Washington coordinator for Vice President Gore's trip to Egypt in 1998.

From 1999-00 Kay was the Program Officer at USAID/Egypt, where she designed a new SO to improve the capacity of the Egyptian workforce and provided technical and programmatic backstopping to the mission education portfolio, including basic and girls' education. She was also responsible for the mission outreach program, including media relations and coordination with the U.S. Embassy Public Affairs section. In January 2000 she became the Team leader for "Skills Developed for Competitiveness" in Egypt.

In September 2000, Kay joined AFR/SD as the Officer in Charge of the Africa Bureau Education Unit.

Before working with USAID, Kay worked with Arthur Young and Co, in Washington, DC, as a Senior Consultant, Management Consulting Practice.

LANGUAGE SKILLS
French, Moroccan Arabic

ASH HARTWELL

EDUCATION

EdD, International education, University of Massachusetts (1972)
BA, Literature and philosophy, Dartmouth College (1963)

AREAS OF EXPERTISE

Research on policy and school-based reform in basic education
Instructional systems design
Design of education information systems for planning and policy analysis
Organizational development and training

PROFESSIONAL EXPERIENCE

Since 1993, Ash has served as an education advisor on basic education for the Africa Bureau of USAID. He has twenty-five years of international field experience working at community, national, and international levels on educational policy analysis, planning, and research. Ash has provided technical assistance and training for the establishment and strengthening of national educational planning and information systems in Egypt, Botswana, Lesotho, and Uganda and has provided leadership in establishing innovative designs for basic education reform in Ghana and Egypt. Ash began teaching as a Peace Corps Volunteer in Ethiopia, teaching, and becoming headmaster at a rural K-12 school in a remote Southwestern province.

Ash has held regular and honorary teaching positions in universities in Africa (Uganda, Lesotho, and Botswana) and the United States (American University and the University of Massachusetts). He is currently an adjunct professor of the Center for International Education, University of Massachusetts. Ash also serves on the Board of Trustees for the 21st Century Learning Initiative, a transnational program to synthesize the best of research and development into the nature of human learning and to examine its implications for education, work, and the development of communities worldwide.

Within the United States, Ash was involved in a wide array of innovative educational programs. He was associate director of an Upward Bound Project, designed a Teacher Corps Project for returned Peace Corps Volunteers, served as a consultant to the National Education Association designing a simulation of the process of teacher evaluation used throughout the country, designed and conducted micro-teaching workshops for teachers in the Bureau of Indian Affairs Schools, and taught in an innovative inner-city curriculum development project.

LANGUAGE SKILLS

French: poor speaking, fair comprehension
Arabic: conversational

MITCH KIRBY

EDUCATION
EdM, International education policy, planning and administration
Harvard University (1991)

AREAS OF EXPERTISE
Strategic planning
Program design, implementation, and evaluation
Sector analysis
Policy analysis, dialogue, and reform
Organization development and capacity building
Instructional materials distribution systems
Instructional technologies

PROFESSIONAL EXPERIENCE

Mitch joined the Africa Bureau Education Team in 1998 after nearly four years as USAID/Ghana's Senior Education Advisor. As a member of the AFR/SD Education Team, Mitch focuses on strategic planning, program design, and implementation. Mitch has assisted missions in Benin, Malawi, Namibia, Nigeria, and Zambia with developing strategic frameworks, results packages, and performance monitoring plans. To put these plans into action, Mitch also assists missions with awards and acquisitions planning and writing technical sections for RFPs, RFAs, and APSs.

Mitch is actively involved with the ADEA Working Groups on Education Sector Analysis (ESA) and Books and Learning Materials. With the ESA group, Mitch assisted a team of researchers to review the process and outcomes of education sector analysis activities in Ghana. With the Books and Learning Materials group, Mitch designed the research proposal for the recent ADEA publication, "Upgrading Book Distribution in Africa," which provides a comparative analysis and case studies of book distribution systems throughout sub-Saharan Africa.

While in Ghana, Mitch managed the Primary Education Program (PREP) and assisted the Ministry of Education with strategic planning for a basic education sector improvement program. Mitch has also managed a USAID IQC for Education and Training and assisted with the development of a USAID-funded interactive radio education program. He began his education development career as a teacher trainer and ESL instructor in a refugee camp in Thailand. Prior to his work in international development, Mitch was a manager in the private sector where he developed skills training, marketing, and small business development programs.

JOE KITTS

EDUCATION
MA-level study, International development
California Polytechnic State University, San Luis Obispo
MA-level study, Watershed management, University of Wyoming
BS, Range management, University of Wyoming (1982)

AREAS OF EXPERTISE
International program design and implementation
Project management
Federal Acquisitions and Regulations

PROFESSIONAL EXPERIENCE
Since 1995, Joe has been working on design and implementation of USAID education programs. He participated in the design of program and results framework for a countrywide rural elementary education project in Cambodia from 1995 to 1997. Joe served as the Deputy Chief of Party for the Morocco Education for Girls activity from 1997 to 2000. In SD/ED, Joe works for the HIV/AIDS subteam as an education project implementation specialist. Joe has lived and worked in the international setting for over sixteen years, starting as a Peace Corps Volunteer Range Specialist in Morocco. He has held several positions with USAID including project manager, executive officer, and disaster relief and environment officer. He has also held several community leadership positions including embassy cooperative association board president, Boy Scout secretary/treasurer, and election official for Arlington County, Virginia.

LANGUAGE SKILLS
French and Arabic

YOLANDE MILLER-GRANDVAUX

EDUCATION
PhD, Princeton University (1987)
EdM, Boston University (1989)

AREAS OF EXPERTISE
Educational planning and policy
Program and project design, monitoring, and evaluation
Needs assessment
Teacher training, curriculum development, and evaluation

PROFESSIONAL EXPERIENCE

Dr. Miller-Grandvaux joined the SD/ED Team in 1999 through the SARA project at AED after spending nine years in West Africa. She worked as Monitoring and Evaluation Advisor to the Ministry of Education and Chief of Party in Mali for four years. She survived the coup d'état there and helped set up the Ministry's monitoring and education system, which is still in use today. She then worked in Niger as Education Advisor to the Canadian Agency for International Development and carried out many girls' education development consultancies in Niger, Togo, and Tanzania for such organizations as the Swiss Cooperation Bureau and CARE. In Niger, she worked on basic education programs with Touareg rebels in the desert as well as with the first female politicians of the country. Following the coup d'état in Niger, Yolande became Chief of Party and Education Planning Advisor to the Ministry of Education in Benin. She worked on developing the Fundamental Quality Level School model and organized the first decentralized education policy planning efforts in Benin. Before working in West Africa, Yolande had spent four years on the faculty of Boston University where she also helped set up the Boston University-Niger School of Education Exchange Program. She and her family are now back in the United States and she aims at using her field experience to better inform strategic decisionmaking and planning for USAID education programs in Africa.

LANGUAGE SKILLS
French, Spanish, Italian, and some Bambara

TALAAT MOREAU

EDUCATION
PhD, Comparative literature
The Catholic University of America, Washington, DC (1991)
MA, French studies, The American University, Washington, DC (1979)

AREAS OF EXPERTISE
Nonformal education
Girls' and women's education
Higher education
Language of instruction
Research on basic education in crisis situations

PROFESSIONAL EXPERIENCE

Before joining the Africa Bureau of Sustainable Development in September 1997, Dr. Moreau worked for two years as a consultant with UNICEF in the Central African Republic, particularly in the field of alternative education projects, girls' education, and micro-planning at the community level. She was also responsible for coordinating six research studies undertaken by national experts in the education sector in the areas of girls' education, women's literacy, national language as the medium of instruction, institutional and human resources in education in the Central African Republic, curriculum, and pedagogical methods.

Talaat has worked as a consultant for the World Bank on a higher education project in Madagascar, as well as for the Institute of International Research under the IEQ project, where she participated in a retrospective study on basic education in selected African countries.

Talaat once worked as a columnist for the Pakistani daily *Dawn* where she covered the Washington political and social scene from a Pakistani perspective. Talaat has considerable teaching experience in public and private schools and at the university level, including at the Johns Hopkins School of Advanced International Studies (SAIS). She has lived in France, where she studied political science, and also in England, Zaire, and the Central African Republic and has traveled in other parts of Africa.

LANGUAGE SKILLS
French, Urdu

SHERYL PINNELLI

EDUCATION
Masters Certificate, International security policy
George Washington University (2001)
MA, Economic development and public policy
Certificate specialization in nonprofit management
University of Pittsburgh (1996)
BA, Political science/International affairs
University of California, Santa Barbara (1992)

AREAS OF EXPERTISE
Information technology
Child labor
Data analysis
Program review
Website development

PROFESSIONAL EXPERIENCE

Sheryl joined the Africa Bureau in 1995, focusing on education activities in Ethiopia and Nigeria. Sheryl has varied public- and private-sector experience. Her first Africa-related position was with Direct Relief International, a medical commodities and relief organization based in Santa Barbara, California.

Sheryl's exposure to information technology began in 1992 while managing a small software development company in Santa Barbara, where she gained experience in small business administration, accounting, marketing, and public relations. She left this position to pursue graduate studies at the University of Pittsburgh. In Pittsburgh, Sheryl worked on several domestic and international studies, assisted Habitat for Humanity to develop a corporate marketing strategy and the Brother's Brothers Foundation to develop a proposal on the psychological impact of torture and trauma among refugees in the former Yugoslavia.

In Washington, DC, Sheryl has worked with the World Bank, the International Finance Cooperation and the Tigray Development Association. She also completed a graduate program in international security policy where she conducted research on transnational crime, human commodities trafficking, and terrorism.

In Africa Sheryl has worked with USAID/Nigeria to design a new education activity and developed EDDI strategies with USAID/Nigeria and Ghana. In April 2001, Sheryl planned and cofacilitated a two-day consultative meeting on information technology and quality learning.

LANGUAGE SKILLS
Basic Norwegian and Swedish, limited French

NORM RIFKIN

EDUCATION
MS, Education, Hofstra University (1962)
BA, Binghamton University (1959)

AREAS OF EXPERTISE
Education sector assessment
Strategic planning
Policy reform and negotiation
Activity design and implementation
Evaluation

PROFESSIONAL EXPERIENCE

Norman Rifkin has held several senior positions within USAID and the NGO community, reflecting over twenty years of experience in strategic planning and the design, implementation, and evaluation of basic education, training, and rural development activities in Africa, Latin America, Asia, Eastern Europe, and the Caribbean. He has served in Francophone Africa (Cameroon, Ivory Coast, Mali, and Senegal) over a period of sixteen years. He also supervised the implementation of the first joint USAID/JICA (Japan) activity to strengthen higher education in Indonesia.

Mr. Rifkin is particularly interested in the interaction between investment in education and investment in other sectors that impact upon the child, such as health, nutrition, workforce development, and the social environment.

Over the past five years, Mr. Rifkin directed a London based international NGO, which was primarily engaged in youth and workforce development activities.

Before his career in international development, Mr. Rifkin was a teacher, high school principal, and superintendent of schools.

LANGUAGE SKILLS
French, Indonesian, and German

JANE SCHUBERT

EDUCATION

EdD, Educational planning and curriculum design
Carnegie-Mellon University, Pittsburgh (1973)
MA, Miami University, Oxford, Ohio (1963)
BA, History, Westminster College, New Wilmington (1962)

AREAS OF EXPERTISE

Program evaluation
Educational equity for disenfranchised students
Program design and implementation
Using research findings to guide policy and practice
School-based research
Strategies for strengthening local skills and experience

PROFESSIONAL EXPERIENCE

Dr. Schubert both directs the Improving Educational Quality (IEQ) project and manages a contract through the Health and Human Services project—both of which provide support to SD/ED. Dr. Schubert began her career in education as a secondary school teacher in western Pennsylvania and joined the American Institutes for Research many years ago to develop curriculum materials. She worked both domestically and internationally to develop, implement, and evaluate education programs. She has developed curriculum materials, instructional strategies, and classroom practices intended to provide equitable educational opportunities for all students. In the 1970s and 1980s, she directed several projects funded by the U.S. Department of Education to promote equity for female and minority students. Dr. Schubert has also worked on several evaluation projects for the U.S. Department of Education and the Law Enforcement Assistance Administration.

Since 1991, Dr. Schubert has directed IEQ, whose overall goal is to strengthen the skills and experience of host-country researchers and educators to apply multiple methodologies to generate knowledge about the reality of the local teaching and learning environment. Assessment is the entry point for IEQ's school-based research.

Dr. Schubert's dissertation was a curriculum on the city of Ibadan, Nigeria at three points in time. Since that first visit to Nigeria in 1974, she has worked throughout Africa and Central America—primarily in IEQ countries such as Ethiopia, Ghana, Guatemala, Honduras, Malawi, Mali, Guinea, Egypt, Morocco, Uganda, and South Africa.

BRADFORD S. STRICKLAND

EDUCATION

PhD, Anthropology, University of North Carolina at Chapel Hill (1995)
MA, Aesthetics and political philosophy
University of North Carolina at Chapel Hill (1985)

AREAS OF EXPERTISE

Partnerships for institutional development
School health initiatives
Community participation in schools
Cross-sectoral linkages in education (health, environment, technologies, civil society)
Visual media and dissemination (video, in-school materials, visual arts)

PROFESSIONAL EXPERIENCE

Dr. Strickland has spent much of the past ten years working on anthropology research in eastern Zambia. He has also worked at the University of North Carolina School of Public Health in research on youth violence and served as coordinator for institutional development for UNC's Program in Public Ethics. Brad has been on the Education Team since 1996. His activities with the Team include work on community participation planning tools, field-based research on community schools, and community participation in school health programs. He works with Global Bureau's GreenCom project on in-school materials and community outreach. He has been active in establishing the International School Health Initiative in partnership with the World Bank and produced a video on behalf of AFR/SD and the World Bank about education reform in Uganda for broadcast in the Bank's Global Links television series.

Brad's work has taken him to Zambia, Malawi, Uganda, Ethiopia, Morocco, Kenya, Zimbabwe, South Africa, and Swaziland. Brad's professional life is informed largely by his work in rural villages where his studies of agricultural economy and learning processes have sensitized him to the health and education needs of children.

LANGUAGE SKILLS

ChiNyanja, ChiChewa, and Italian; basic French

LILLU TESFA

EDUCATION
BA, English/French, James Madison University, Harrisonburg, VA (1990)

AREAS OF EXPERTISE
Project budget management
Spreadsheet design and management
Conference organization and management
English proofreading, layout

PROFESSIONAL EXPERIENCE

Lillu Tesfa joined the SD/ED Team in May 1994 as an administrative assistant/ project associate for the Improvement for Educational Quality I (IEQ I) project. Currently, Lillu is the project administrator for IEQ II. Much of her work involves managing the project budget and taking care of the administrative aspects of both short-term and permanent technical staff, assisting with the logistics of conferences and workshops as well as with the dissemination of SD/ED publications.

Lillu's other work experiences include writing and editing for a small newspaper and working as a writer/analyst for a consulting firm. Lillu, originally from Ethiopia, has lived in Lesotho and visited Kenya, Senegal, and South Africa. Her main focus for the near future is on earning a master's degree in computer applications training and design, a skill she hopes to apply toward helping Africa march into the age of information and technology.

Lillu's other interests lie in writing and the acquisition of more foreign languages. Although her current work is a diversion from her initial career aim, Lillu has acquired invaluable insights into the world of development work, insights that may help guide her career path.

LANGUAGE SKILLS
Amharic, French

MEGAN THOMAS

EDUCATION
MS, International development management
American University, Washington, DC (2000)
BA, Studies in religion, University of Michigan, Ann Arbor (1990)

AREAS OF EXPERTISE
Organizational development and strengthening
Methodologies to increase community and organizational participation
Development studies
Gender/girls' education

PROFESSIONAL EXPERIENCE
Megan Thomas joined the Education Team in May 2000 and serves as cross-sectoral specialist on HIV/AIDS. Prior to moving to Washington, DC to complete her MS, she was an organizational development consultant to businesses, not-for-profit organizations, and community groups. She has conducted strategic planning, organizational change and development workshops, and has coached individuals in professional and personal transitions. Her passion for institutional capacity building and increasing organizational participation has led her to development work in India and Zimbabwe conducting organizational assessments and consulting to not-for-profit organizations. Ms. Thomas has worked in USAID/Zambia's education program where she focused on girls' education, school health and nutrition, and increasing community participation in education programs. As a cross-sectoral specialist she is working on fostering cross-sectoral approaches to HIV/AIDS in USAID programs.

LANGUAGE SKILLS
Working level French

DIANE VANBELLE-PROUTY

EDUCATION
PhD, Educational policy, curriculum and instruction
Michigan State University (1991)
MA, Reading and Language Arts, Michigan Sate University (1985)

AREAS OF EXPERTISE
Assessment of classroom practices and instructional patterns
Curriculum and instructional materials design and evaluation
Assessment of student learning
School-based staff development
Qualitative research techniques training
Gender analysis

PROFESSIONAL EXPERIENCE

Dr. Prouty joined the Africa Bureau's Office of Sustainable Development in 1992. For a ten-year period from 1978 to 1990, she lived and worked in Rwanda and the former Zaire where she engaged in community outreach activities. In Zaire, she supported village micro-enterprise and adult literacy programs. In Rwanda, she taught in a teacher education program with both pre-service and experienced teachers. She introduced a school-based staff development initiative in which her students worked with local primary school teachers to introduce new teaching methods. Her students also collaborated with local schools and parents to pilot test a reading program targeting at-risk students for diagnosing and remediation of learning difficulties.

Before joining the SD Education Team, Diane was on staff at Michigan State University where she taught courses in social foundations and methods in reading. She has also been an adjunct professor at American University in Washington, DC where she taught research methods, curriculum development, and analysis of instruction.

LANGUAGE SKILLS
Working level French

JOYCE WOLF

EDUCATION
PhD, Anthropology, University of Michigan (1985)
BA, Psychology, Antioch College
University of Edinburgh, and University of Michigan (1965)

AREAS OF EXPERTISE
Gender analysis
Qualitative research
Community participation
Planning and training tools
NGO roles in education

PROFESSIONAL EXPERIENCE

Dr. Wolf joined the Africa Bureau Office of Sustainable Development in 1991. Prior to working in development, she taught and conducted research in anthropology at the University of Michigan (1982-1985) and Harvard University (1986-1990).

Joy assisted in the design of new education programs in Namibia and Zambia, an evaluation of the Uganda education program, and provided technical assistance for programs in Ghana and Malawi. However, her primary work since joining the Africa Bureau has been as a researcher. She has conducted multigenerational investigations into the reasons for education's impact on women's fertility and the health of their children in two countries. She examined the experiences of three countries as they attempted to use conditionality to address equity issues among urban-rural, gender, and ethnic groups. In two countries, she designed and analyzed research that followed the path of policy implementation from central ministries of education through regional and district offices to schools and communities. As a result of her explorations of programs designed to increase community participation in education, she has designed and produced two computer-based tools to assist in the design and implementation of such programs. She is currently conducting research into the changing roles of NGOs in education in five African countries.

LANGUAGES
Very poor German and Newari

JOAN WOODS

EDUCATION
PhD, Public health-community health sciences
University of Illinois, Chicago (1999)
MPH, Public health-maternal and child health
University of North Carolina, Chapel Hill (1992)

AREAS OF EXPERTISE
Public health policy and intervention
Qualitative research design and implementation
Program monitoring and evaluation
Reproductive health and HIV/AIDS

PROFESSIONAL EXPERIENCE
Joan recently joined the Bureau for Africa Office of Sustainable Development as a AAAS fellow. She was brought on to bring a public health perspective to educational reform and to assist in development and assessment of school health initiatives. Joan taught science at a secondary school in Kenya as a Peace Corps Volunteer. She has conducted research on linkages between family planning programs and HIV/AIDS interventions in Botswana. On the Navajo Nation, she oversaw research on access to health care and coordinated a home-visiting nursing program. She worked with community groups to develop and implement nonformal education programs.

LANGUAGE SKILLS
Swahili

Putting the AFR/SD Education Team to work for you

When you need SD's Education Team support these are the steps to take:

1. Contact Kay Freeman and your country's "contact person" (see pages 15-18). State your need, e.g., assistance in a pre-design activity, evaluation, strategic objective's framework activity, R4 preparation, research, etc. Indicate when and for how long you will need the support and which Team member you would like to assist you with the activity. SD/ED aims to provide quick turnaround technical support; however, as there may be competing demands for services both from the field as well as from Washington, the more notice given, the better.

2. Contact the Team member whom you would like to assist you. Although Team members must obtain approval for their work through the COTR (Kay Freeman), it is also important that you come to agreement with the Team member whose services you are requesting.

3. Once your request has been made, the COTR and the Team member will discuss participation. While there are considerations such as ongoing activities, requests from other missions, etc., every effort will be made to meet a mission's request for assistance within the identified time frame.

Because of limited resources—particularly for travel—a mission's willingness to share expenses for airfare, hotel, and per diem is appreciated, and should be noted in your request to Kay Freeman and the Team member.

Contacting the Education Team

Name	E-Mail	Tel/Fax	Address
Kay Freeman	kafreeman@usaid.gov	T 202-712-4111 F 202-216-3373	1300 Pennsylvania Ave., NW Washington, DC 20523-4600
Tracy Brunette	tbrunette@afr-sd.org	T 202-219-0473 F 202-219-0507	1325 G Street, NW Suite 400 Washington, DC 20005
Carolyn Carpenter	ccarpenter@air.org	T 202-298-2958 F 703-527-4661	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Ciyata Coleman	cicoleman@usaid.gov	T 202-712-1356 F 202-216-3373	1300 PA Avenue, NW Washington, DC 20523-4600
John Engels	jengels@aed.org	T 202-884-8276 F 202-884-8405	1825 Connecticut Ave. NW Washington, DC 20009
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Mitch Kirby	mikirby@usaid.gov	T 202-712-5421 F 202-216-3373	1300 Pennsylvania Ave., NW Washington, DC 20523-4600
Joe Kitts	jkitts@afr-sd.org	T 202-219-0521 F 202-219-0507	1325 G Street, NW, Suite 400 Washington, DC 20005
Yolande Miller-Grandvaux	ymiller@aed.org	T 202-884-8637 F 202-884-8447	1825 Connecticut Ave. NW Washington, DC 2009
Talaat Moreau	tmoreau@air-dc.org	T 202-298-2954 F 703-527-4661	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Sheryl Pinnelli	spinnell@aol.com	T F	
Norman Rifkin	normrifkin@aol.com	T 703-716-1890	2825 Rifle Ridge Road Oakton, VA 22124
Jane Schubert	jschubert@air.org	T 202-298-2953 F 703-527-4661	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Brad Strickland	bstrickland@afr-sd.org	T 202-219-0482 F 202-219-0507	1325 G Street, NW, Suite 400 Washington, DC 20005
Lillu Tesfa	ltesfa@air. org	T 202-298-2975 F 703-527-4661	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Megan Thomas	mthomas@afr-sd.org	T 202-219-0469 F 202-219-0507	1325 G Street, NW, Suite 400 Washington, DC 20005
Diane VanBelle-Prouty	dprouty@air. org	T 202-298-2952 F 703-527-4661	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Joy Wolf	jwolf@shentel.net	T 540-465-5545 F 540-465-3344	1815 N. Fort Myer Dr. 6th Fl. Arlington, VA 22209
Joan Woods	jwoods@afr-sd.org	T 202-219-0481 F 202-219-0507	1325 G Street, NW, Suite 400 Washington, DC 20005

Comparative and International Education Society (CIES) DHS PROFILES

DHS-Education Profiles for Africa:
Children's participation, overage enrollments, and adult literacy

Paper presented at CIES
San Antonio, Texas
March 11, 2000

For questions or comments please contact:
Tracy Brunette (tbrunette@afr-sd.org)

Synopsis: In this paper, children's participation in primary school, overage/underage enrollment and adult literacy are compared in 9 countries in sub-Saharan Africa using data from Demographic and Health Surveys (DHS) conducted between 1990 and 1999. DHS data have been used to monitor indicators of fertility and health in developing countries for decades, it is only now that the education data are starting to be analyzed.

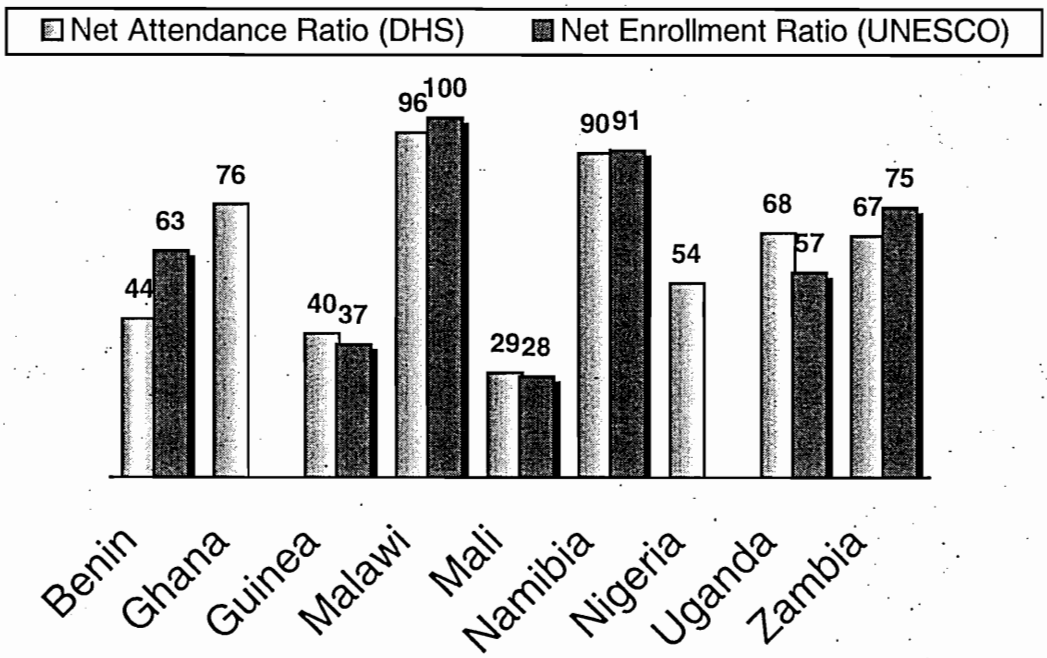
DHS data offer new possibilities in analyzing enrollment data in developing countries. One strength of DHS data is the ability to compare common "indicators" of educational participation across countries. DHS data also allow for gender and age-specific analysis of educational outcomes as well as the power to control for other variables. The analysis of DHS education data can also help to inform the interpretation of macro-indicators of education development from other sources (such as UNESCO).

Country	Year of DHS Survey	Year of UNESCO Data	Number of Households surveyed	Number of Women age 15-49 surveyed	Number of Men age 15-59 surveyed
Benin	1996	1996	4,499	5,491	1,535**
Ghana	1993-4 1998-9		5,822 6,003	4,562 5,054	1,302 1,114
Guinea	1999	1993	5,090	8,000	2,500
Malawi	1992 1996	1994	5,323 2,798	4,849 2,683	1,151*** 2,658
Mali	1995-6	1995	8,716	9,704	2,474
Namibia	1992	1996	4,101	5,421	N/A
Nigeria	1990		8,999	8,781	N/A
Uganda	1995	1986	7,550	7,070	1,996***
Zambia	1992 1996-7	1995	6,209 7,286	7,060 8,021	N/A 1,849

*Age 5-24. **Age 20-64.
***Age 15-54.

In some cases, the "age" of the survey is crucial as in the case of Uganda where Universal Primary Education was declared since the survey was undertaken. In the case of Namibia (one of the oldest surveys) enrollment rates from independent sources (UNESCO) do not indicate a significant increase since 1990, regional boundaries have, however, changed since the survey.

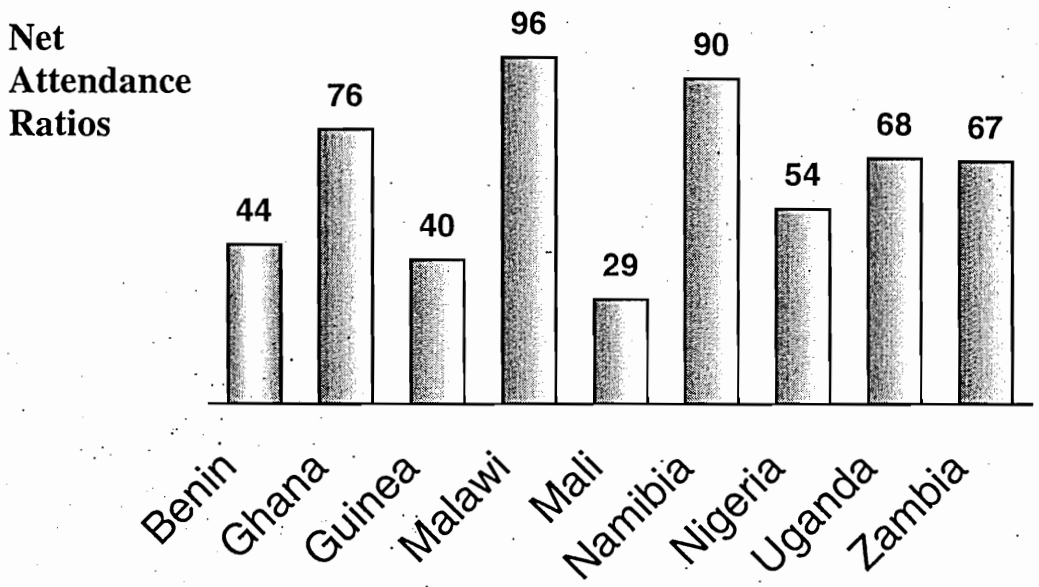
Percent of School Age Children Attending/Enrolled in Primary School in USAID Education Countries in Africa Comparing DHS and UNESCO Sources



Participation rates from UNESCO and DHS sources are close – in general, DHS estimates lower than UNESCO (given time differences in surveys – Uganda UNESCO data 9 years older than DHS, Guinea UNESCO data 6 years older).

Implications: Looking at enrollment may overestimate children's participation in school as they may enroll but not actually attend (or not attend regularly).

Percent of School Age Children Attending[1] Primary School in USAID Education Countries in Africa



Source: DHS, 1990-199

- **The percent of primary school age children attending primary school ranges from 29% in Mali to 96% in Malawi.**

- **The lowest attendance ratios are found in West Africa (Mali, Guinea, Benin).**

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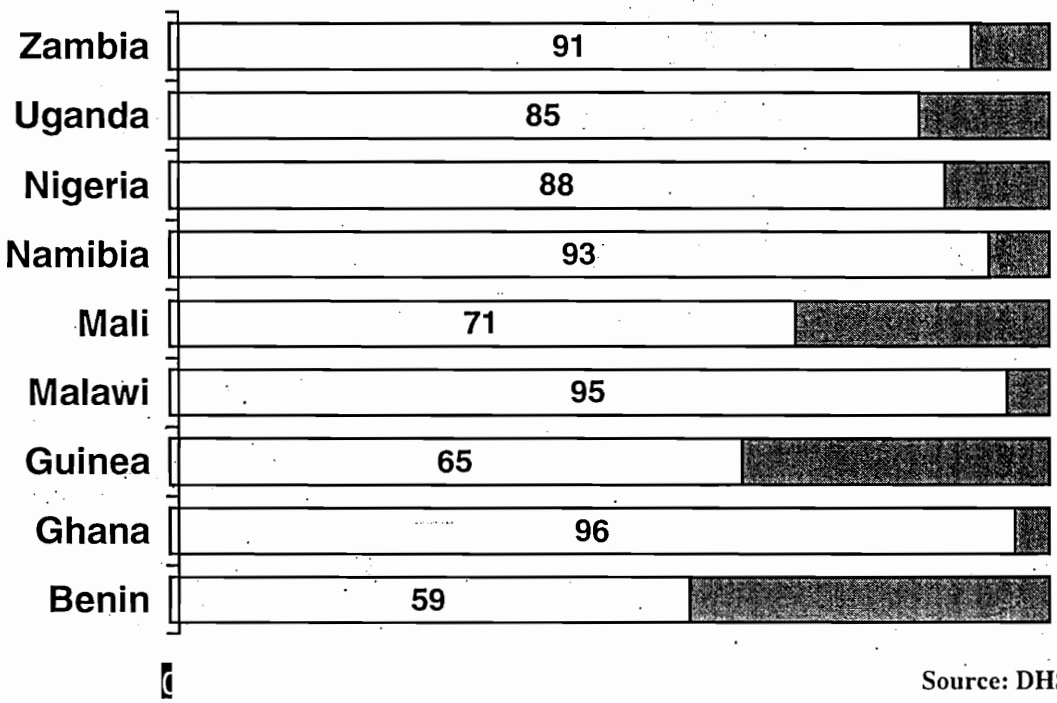
[1] Attendance based on response to question "is (name of child) currently attending school?". The net attendance ratio is the number of children of official school age currently attending school divided by the number of children of official school age in the population (analogous to a net enrollment ratio).

Gender Gap in Primary School

Number of Girls for every 100 Boys[1]



Source: DHS, 1990-199

- **The green portion of the bars represents the shortfall in female primary school attendance.**
- **In all 9 countries there are more boys than girls in primary school.**
- **The countries with the lowest Attendance (Mali, Guinea, Benin) also have the largest gender gaps (Macro-level evidence that poverty interacts with gender to the detriment of female students).**

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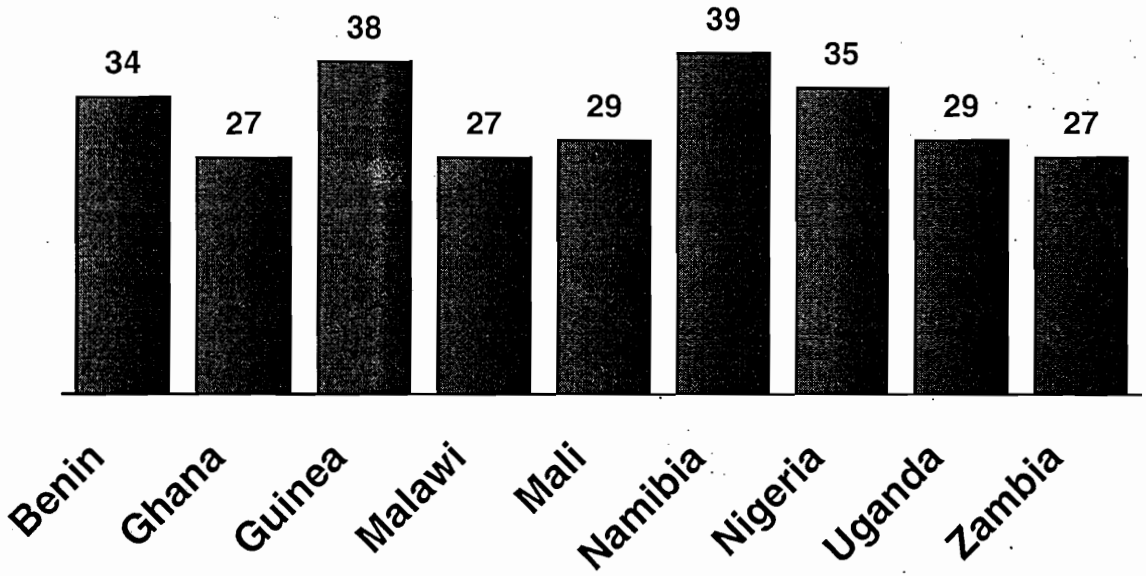
[1] This includes boys and girls of ALL ages (not just those of primary school age) as that more accurately reflects the gender setting in the classroom.

Percent of children attending primary school outside of official age range



Source: DHS, 1990-1999

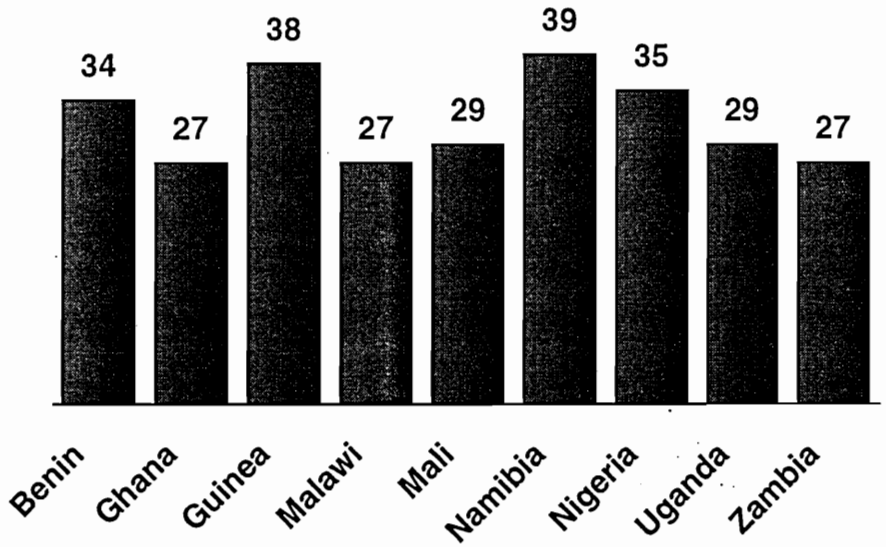
% Students Overage for Grade	
Benin	44
Ghana	38
Guinea	49
Malawi	74
Mali	30
Namibia	51
Nigeria	41
Uganda	64
Zambia	49

Data Implication: If Gross Enrollment Data exist only, a relatively safe assumption is that 30% of those included in the numerator are outside of the official school age range.

Over one-quarter of primary school students are outside of the official primary school age range in all 9 countries – the vast majority of these out of age range students are overage.

This does not include children over/under-age for a particular grade (figures in the box), but for the entire primary cycle.

Percent of children attending primary school outside of official age range



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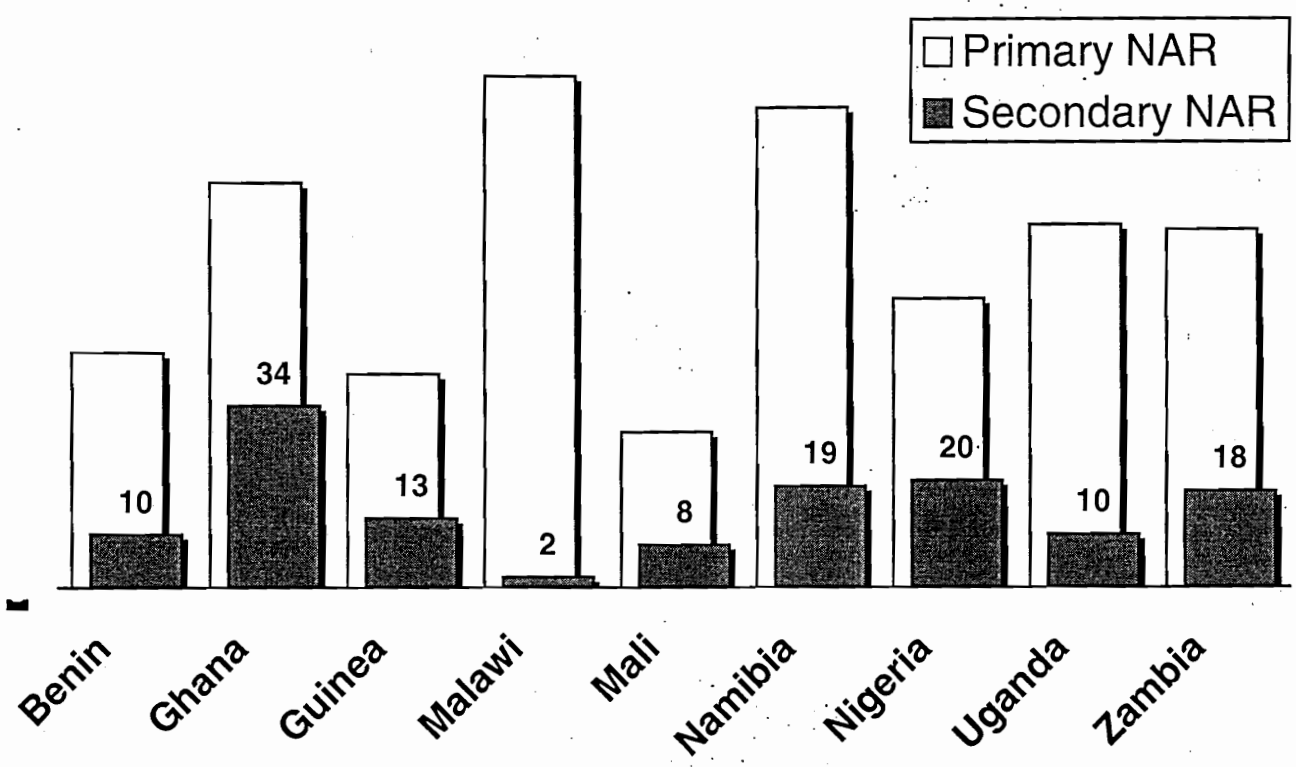
Implications of Over-Age/Under-Age Students

For the system: Both late entry into primary school and grade repetition can cause children to be overage for their grade. Other DHS data suggest that at least half of these overage students are repeaters. Repetition rates indicate inefficiency in the education system.

In the classroom: Large numbers of overage students represent a challenge for teachers as the must teach a more diverse groups of students often with differing levels of maturity and school preparedness. Implications for the system – the learning experience. The fact that boys are more likely than girls to be overage in all 9 countries, in all grades has implications for the experience of girls in the classroom

Percent of School Age Children Attending Primary and Secondary School in USAID Education Countries in Africa

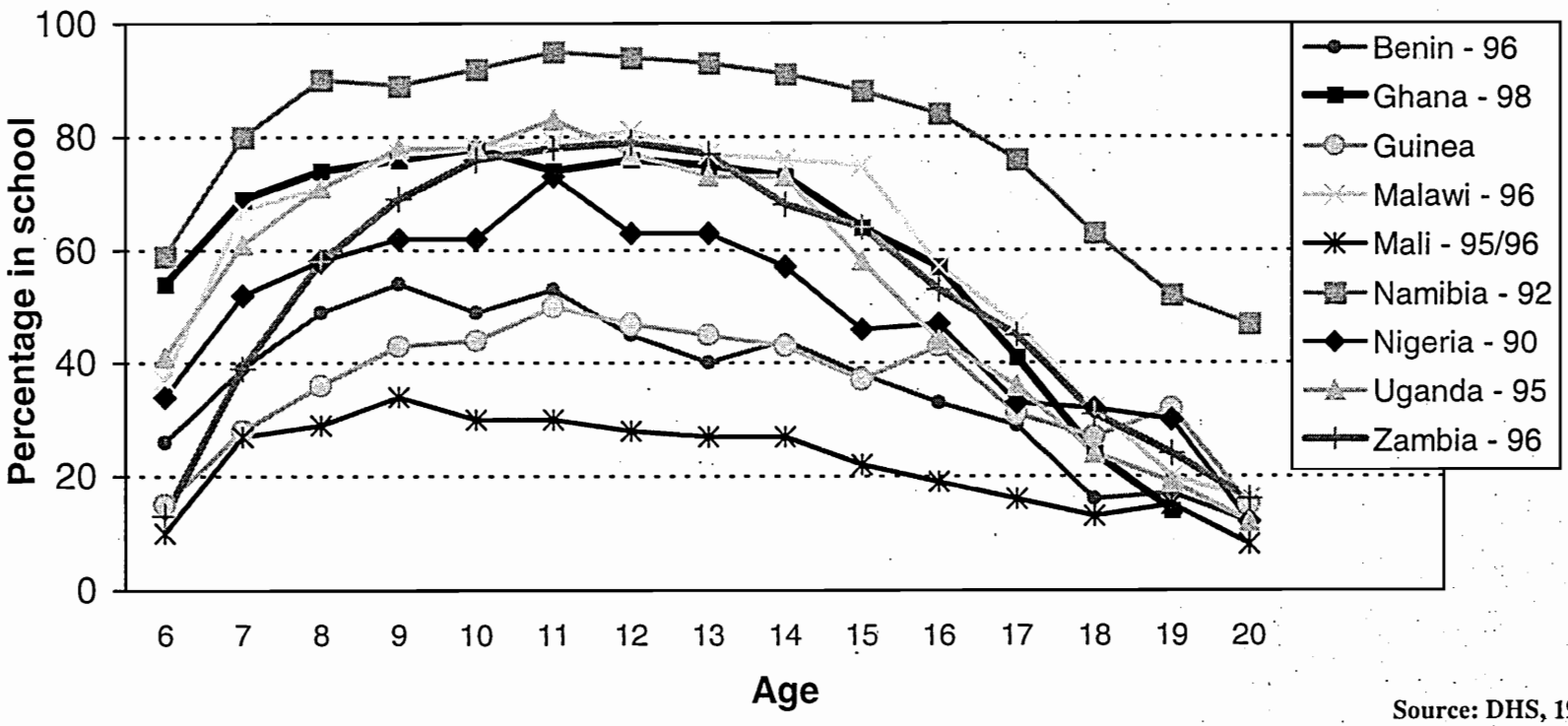


% Going on To Secondary School	
Benin	23%
Ghana	45
Guinea	33
Malawi	2
Mali	28
Namibia	21
Nigeria	37
Uganda	15
Zambia	27

Source: DHS, 1990-199

- Secondary school attendance is very low throughout the region – in no country does more than half of the primary school students go on to secondary school.

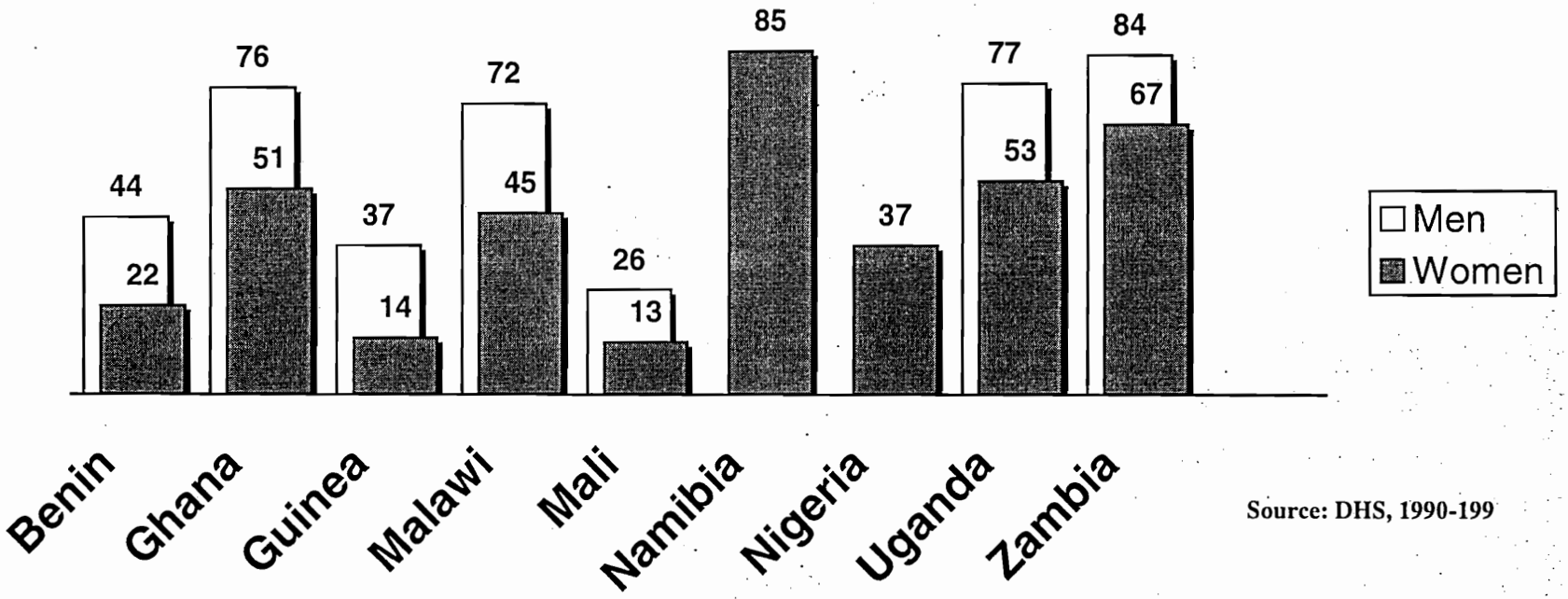
Age-Specific Attendance Ratios (ASAR) for Youth Age 6–20
USAID Basic Education Countries in Africa



Source: DHS, 1990-199

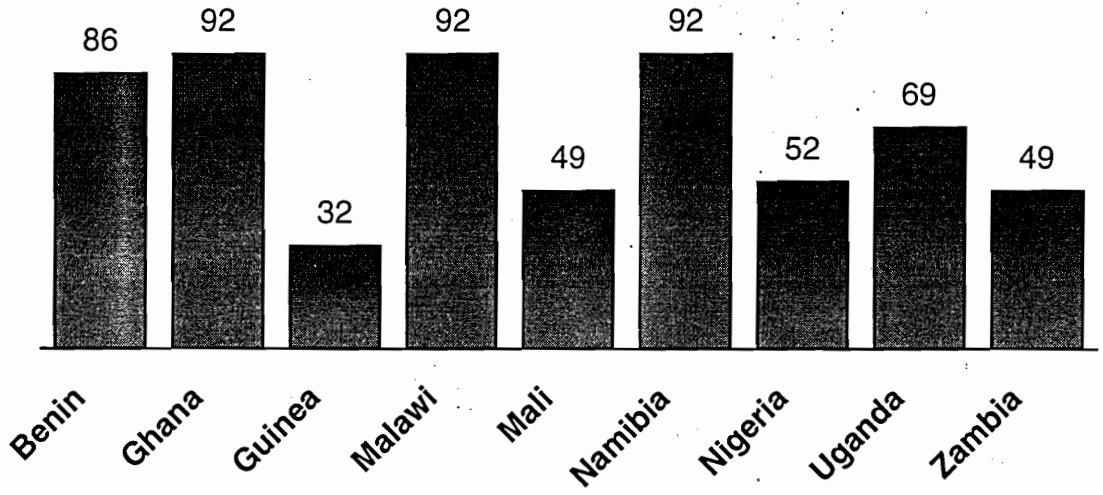
Benin, Guinea, Mali – attendance very low at all ages.
Zambia – same shape, shifted to the right, reflecting the later starting age.
Ghana – relatively high primary and secondary attendance.
Namibia, Malawi – relatively high primary enrollment, low secondary – high overage.
Uganda – curve similar to Malawi, but for different reasons – lower primary, higher secondary

Literacy Among Men and Women



Source: DHS, 1990-199

Percent of Women Completing Grade 4 Who Report To Be Literate[1]



Source: DHS, 1990-199

Completion of primary 4 is often used as a proxy for primary school completion (or literacy) with the assumption that students will have acquired a basic set of skills. DHS data tell us this may or may not be the case. These results should be interpreted with caution: a new literacy assessment question, which will include an actual test, is to be implemented in new surveys.

[1] Women age 15-49 who never attended school and those who attended primary school were asked to assess their literacy with the following question: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they can read easily or with difficulty are grouped together as "can read."