Basic Education Publications

U.S. Agency for International Development
Bureau for Africa

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Sponsors of the Documents in this Catalog

The Health and Human Resources Analysis for Africa (HHRAA) Project

The HHRAA Project was created to increase the utilization of research, analysis, and information to improve health, nutrition, education, and family planning strategies, policies, and programs in Africa. Responding to major issues identified by Africans and USAID missions, HHRAA's emphasis is on conducting research, analysis, and information dissemination activities that have the potential to influence strategic and resource allocation decisions at the regional, subregional, and country levels.

The Office of Sustainable Development (SD)

Within USAID's Africa Bureau, SD is responsible for leading the Bureau's strategic thinking in key technical areas, supporting the Bureau and Africa missions by providing analytical and strategic assistance related to country programs, managing Africa Bureau regional projects, providing intellectual leadership for analysis that measures progress toward USAID objectives, and coordinating with donors and partner organizations to promote social and economic development. Within SD, the Human Resources and Democracy (HRD) division works to help increase the utilization of research, analysis, and information in support of improved democracy and governance, and strengthened education strategies, policies, and programs.

The Africa Bureau Information Center (ABIC)

ABIC provides general development information support through research activities, newsletters, technical publications, and a specialized reference collection. ABIC staff access and disseminate development information to USAID staff in Washington, missions in Africa, and African nongovernmental organizations and institutions. The Center is part of the Research and Reference Services Project of USAID's Center for Development Information and Evaluation (CDIE) and is operated by the Academy for Educational Development. ABIC provides research services such as answering information requests, preparing issue briefs, developing bibliographies of current literature, and compiling country data.

Advancing Basic Education and Literacy (ABEL)

The ABEL Project of USAID's Center for Human Capacity Development was a worldwide project that addressed the broad spectrum of basic education, including formal education systems, early childhood education, and nonformal education for out-of-school youth and adults. Working in over 20 countries in Africa, Asia, Latin America, and the Middle East, ABEL assisted governments and USAID missions in project design, evaluation and implementation of pilot projects, and applied research. ABEL also provided short-term training to build capacity within ministries of education and education sector nongovernmental organizations. ABEL concentrated on strengthening the policy reform process, increasing the participation and persistence of girls in basic education, improving the use of technology in education, and strengthening NGO development.

This catalog lists publications on education produced by USAID's Africa Bureau and its collaborators. It provides information about the English and some French publications on basic education that have been produced for the Office of Sustainable Development of USAID's Africa Bureau. These documents present the research, analysis, and strategies that have guided USAID's investment in basic education over the past nine years.

Many of these documents can be downloaded in full-text free of charge at www.dec.org. Search for the desired document ID number (DOCID), for example, PN-ACD-822, in the fielded search option. To order, or for more information, contact:

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USAID Africa Bureau Basic Education Publications

Cross-Sectoral Linkages

Linkages and possible means of collaboration between basic education and the sectors of health, nutrition, population, and environment.

***Children's Health and Nutrition as Educational Issues: A Case Study of the Ghana Partnership for Child Development's Intervention Research in the Volta Region of Ghana.* James H. Williams and Kay Leherr. SD Technical Paper No. 91. December 1998. PN-ACD-822.**
Examines the linkages between children's health and education. Discusses examples of children receiving basic medical care and health education in school and then performing better on academic assessment tests. Outlines recommended next steps for research and policy reform.

***Collaborative Programs in Primary Education, Health, and Nutrition; Report on the Proceedings of a Collaborative Meeting, Washington, DC, May 7-8, 1996.* Jeanne Moulton. SD Technical Paper No. 38. August 1996. PN-ABY-891.**
Report on a meeting of individuals from USAID, WHO, UNICEF, The World Bank, and other organizations conducting research and developing programs to use schools in improving the health of school-age children.

***DHS EdData Education Profiles for Africa: Data from the Demographic and Health Surveys.* Tracy Brunette and Linda Padgett. 2000. PN-ACK-134.**
Contains demographic data for nine countries including data on literacy, school attendance, and school completion.

***Early Intervention: HIV/AIDS Programs for School-Aged Youth.* Kim Seifert. ABEL Technical Paper No. 7; SD Technical Paper No. 55, 1997. PN-ACA-818.**
Discusses need for HIV/AIDS prevention programs. Describes two programs with a "lifestyle" approach: the Zambia Morehouse/ YWCA program for out-of-school youth and a Peace Corps English-language program in Cameroon that includes a prevention curriculum.

***Education-Health/Nutrition/Population Linkages: A Guide to Resources.* Kaaren Christopherson. October 1996. PN-ABZ-921.**

***Lessons From School-Based Environmental Education Programs in Three African Countries (Mali, Tanzania, and Zambia).* Renata Seidel. June 2000. English: PN-ACJ-162; French: PN-ACJ-163.**
Describes formal and informal environmental education programs in Mali, Tanzania, and Zambia as well as providing detailed suggestions for starting programs in other settings.

***People and their Environment: Environmental Education and Communication in Five African Countries.* Irma Allen, Regis Maubrey, et al. May 1996. PN-ABY-084.**
Describes findings from assessments of environmental education programs in formal, nonformal, and informal education settings, and presents planning guidelines.

Gender Equity

Encompasses policy objectives and practical interventions related to increasing educational opportunities for girls.

***An Analysis of USAID Programs to Improve Equity in Malawi and Ghana's Education Systems.* Joyce M. Wolf. SD Technical Paper No. 10. September 1995. PN-ABX-004.**
Findings from an ethnographic study of interventions in Ghana and Malawi designed to attract more girls to school.

***Educating Girls in Sub-Saharan Africa: USAID's Approach and Lessons for Donors.* Karen Tietjen. SD Technical Paper No. 54. June 1997. PN-ABX-945.**
Describes USAID's approach to girls' education with reference to USAID's programs. Provides framework for analyzing programs and their impact. Presents preliminary report on effectiveness of different approaches and emerging lessons learned for donors.

***Educational Research Information for Practitioners.* Daniel Sifunu, ed. October 1996. Available free of charge from the Academy of Educational Development, SARA Project, 1875 Connecticut Ave. NW, Washington, DC 20009. PN-ABZ-199.**
Compilation of research abstracts in Eastern and Southern Africa that have policy implications for promoting gender equity in education.

Formal and Nonformal Education and Empowered Behavior: A Review of the Research Literature. **Jeanne Moulton. April 1997. English: PN-ACB-230. French: PN-ACB-576.**
Documents the argument that women's participation in nonformal education and other associations has the same effect as formal schooling on demographic change.

Gender, Culture, and Learning. **Eileen Kane. 1996. PN-ABY-898.**
Analysis of the differences in how boys and girls learn and the implications of those differences for the design and delivery of classroom instruction.

Girls' Participatory Learning Activities in the Classroom Environment (GirlsPLACE): A View to the Experiences of Girls. **Diane VanBelle-Prouty and Haddy Sey. May 1998. PN-ACE-093.**
A practical guide to empower classroom teachers to see the gender interactions that occur the classroom. It offers a structured format and activities to identify patterns of instructional interactions, motivation, management procedures, and student-to-student interactions.

How Educating a Girl Changes the Woman She Becomes: An Intergenerational Study in Northern Ghana. **Joyce Wolf and Martina Odonkor. ABEL Technical Paper No. 8. 1997. PN-ACB-730.**
Investigates what changes when a girl receives an education that leads her to become a woman who has fewer, healthier, and better educated children. The emphasis is on the process of how education can have an impact.

Including Girls in Basic Education: Chronology and Evolution of USAID Approaches. **Christina Rawley. May 1997. PN-ACF-196.**
Examines the evolution of strategies for promoting girls' education. Presents several subsector strategies including research, teacher training, staffing and administration, curriculum development, and classroom facilities. Suggests future gender-equity programs.

Making Interactive Radio Instruction Even Better for Girls: The Data, the Scripts, and the Potential. **Lisa Hartenberger and Andrea Bosch. 1996. PN-ABY-899.**
Describes the impact of interactive radio instruction on student, particularly girls, achievement. Includes script analysis and sample scripts.

Schools Are for Girls Too: Creating an Environment of Validation. **Shirley Miske and Diane VanBelle-Prouty. SD Technical Paper No. 41. January 1997. PN-ABZ-885.**
Synthesizes research and experience with girls in classrooms in Africa. Proposes a new approach using knowledge of classroom practices to inform policy. Also describes four promising projects.

Instructional Services

Curriculum, teachers, textbooks and instructional materials, and student assessment methods.

An Evaluation of the Aga Khan Foundation's School Improvement Program in Kisumu, Kenya. **Joanne Capper. February 1997. PN-ACA-329.**
Evaluation of a school improvement program designed to help teachers use child-centered teaching and classroom management methods. Conducted tests to measure student achievement.

Community-Based Primary Education: Lessons Learned from the Basic Education Expansion Project (BEEP) Mali. **Joe DeStefano. SD Technical Paper No. 15. February 1996. PN-ABX-881.**
Findings and conclusions drawn from observation and documentation of a small-scale community schools initiative.

Community Schools in Mali: A Comparative Cost Study. **Karen Tietjen. June 1999. PN-ACF-443.**
This report compares the costs of the two USAID-supported community school models in Mali. Implications for USAID are detailed in the conclusion.

Demand for Primary Schooling in Rural Ethiopia: A Research Study. **Karen Tietjen, Benson Honig, and Jean Davison. May 1994. PN-ABX-946.**

How Do Teachers Use Textbooks? A Review of the Research Literature. **Jeanne Moulton. SD Technical Paper No. 74. August 1997. PN-ACB-240.**
Discussion of research in developing countries that looks at the impact of textbooks on student performance and of research in the United States that looks at how teachers actually use textbooks.

Policy Reform

The goals of education policy reform can be categorized as promoting access, quality, efficiency, and equity.

Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990s. Joseph DeStefano, et al. SD Technical Paper No. 14. September 1995. PN-ABX-005.
Discussion of USAID/Africa's Education Systems Support approach to reform, how to design and implement ESS programs, and findings to date on the impact of ESS programs.

Budgetary Impact of Non-Project Assistance in the Education Sector: A Review of Benin, Ghana, Guinea, and Malawi. Joe DeStefano and Karen Tietjen. SD Technical Paper No. 16. May 1996. PN-ABX-880.
Findings from a review of the USAID's NPA strategy, impact, and constraints to impact in four countries. Summarizes preliminary observations.

Decentralizing Education: The BESO/Tigray Case Study. Marc Sommers. November 1996. PN-ABZ-920.
An account of methods used to discuss policy and action on decentralization in the Tigray region of Ethiopia. Describes general research findings but focuses on the participatory process.

Determinants of Educational Achievement and Attainment in Africa: Findings from Nine Case Studies. Ronald G. Ridker. August 1997. PN-ACA-323.
Summarizes findings of a set of research studies that looked at determinants of educational achievement in Africa.

Education Decentralization in Africa as Viewed through the Literature. Paula Whitacre. January 1997. Available at no charge from the Academy for Educational Development, SARA Project, 1875 Connecticut Ave. NW, Washington, DC 20009. PN-ACA-366.
Review of USAID documents (1990 to 1993) on projects with decentralization components. Analyzes decentralization strategies and issues. Brings together synopses of decentralization components in planning documents and of the literature on decentralization.

Education for All: The Ugandan Experience. USAID/AFR/SD/ED, The World Bank Global Links Television, USAID/Uganda. February 1999. 30 minute video. Available in English, French, and Spanish and in multiple formats.
This video documents the progress and continuing challenges of Uganda's exemplary reform of its education system since 1990. This video looks at what reform has meant to Ugandan teachers, principals, pupils, and parents.

Education Reform Support—Volumes I-VI. Luis Crouch, et al. ABEL Technical Paper Nos. 1-6; SD Technical Paper Nos. 47-52. February 1997. Volume I: PN-ACA-717; Volume II: PN-ACA-718; Volume III: PN-ACA-719; Volume IV: PN-ACA-720; Volume V: PN-ACA-721; Volume VI: PN-ACA-722.
Volume I is an overview of the entire six volume operational framework for policy analysis and dialogue process, procedures, guidelines and tools. Volume II is a discussion of the theoretical basis of policy reform and lessons learned from recent (from 1990 onward) reform experience. Volume III describes activities to get the policy reform process started, create an enabling environment, and enable reform. Volume IV describes means of decision support: data and information; analysis and dialogue (advocacy and consensus building); and social marketing, policy dialogue, and advocacy. Volume V contains advice on how to design a reform-support intervention: how to look at substantive issues, process problems that might result in blockages, and the interaction between these two aspects. Volume VI describes considerations in evaluating education reform support interventions and suggests progress indicators.

Formulating Education Policy: Lessons and Experiences from Sub-Saharan Africa—Six Case Studies and Reflections from the DAE Biennial Meetings (October 1995, Tours, France). 1996. English: PN-ABZ-39; French: PN-ABZ-586.
Account of how recent basic education policies were formulated in each of the six countries.

From Information to Action: Tools for Improving Community Participation in Education. Eileen Kane and Joyce Wolf. SD Publication Series Technical Paper No. 110. March 2000. PN-ACH-912.
A computer software toolkit designed to explain how to maximize community participation in education projects. Includes CD-ROM.

Introduction to Advocacy: Training Guide. **Ritu R. Sharma. February 1997. PN-ABZ-919.**
A curriculum for a workshop, course, or self-training to advocate policies, actions, programs (examples are from health/population sectors).

Kids, Schools, & Learning: African Success Stories—A Retrospective Study of USAID Support to Basic Education in Sub-Saharan Africa. **Philip Christensen, et al. SD Technical Paper No. 56. July 1997. PN-ACB-407.**
Accounts of basic education reforms in six countries in which USAID has provided assistance.

Overlooked and Undervalued: A Synthesis of ERNWACA Reviews on the State of Education Research in West and Central Africa. **Richard Maclure, ed. January 1997. English: PN-ACA-365; French: PN-ACA-852.**
State-of-the-art reviews of educational research in Togo, Sierra Leone, Mali, Ghana, Cameroon, Burkina Faso, and Benin. Highlights recommendations for educational policy and practice, gives directions for future research and devotes attention to ERNWACA's role in capacity building and regional networking.

Overview of USAID Basic Education Programs in Sub-Saharan Africa III. **SD Technical Paper No. 106. February 2001. PN-ACK-735.**
Summary account of status to date of each of USAID's 11 basic education programs in Africa. Areas covered include: country background, status of education reform, USAID program activities, and other donors' activities.

Paradigm Lost: Implementing a Basic Education Reform in Africa—Five Case Studies. **Jeanne Moulton, et al. PN-ACJ-283.**
Describes the implementation of major primary education reform efforts in Benin, Ethiopia, Guinea, Malawi, and Uganda. Analyzes the process in each of these countries according to the content of the reform; the actors who implemented it; and the context that influenced the actors.

Phoenix Rising: Success Stories about Basic Education Reform in Sub-Saharan Africa (Le Phénix Renaissant: Education en Afrique). **Julianne Gilmore. SD Technical Paper No. 76. October 1997. PN-ACB-476.**
This publication is a condensed version of *Kids, Schools & Learning*, written in a more journalistic and informal style. It provides accounts of basic education reforms currently underway in sub-Saharan Africa.

Planning for Community Participation in Education. **Joyce Wolf, et al. ABEL Technical Paper No. 1. February 1997. PN-ACA-364.**

Report on the Basic Education Workshop, Brits, South Africa, July 20-25, 1996. **Jeanne Moulton. Technical Paper No. 46. March 1997. PN-ACA-038.**
Proceedings of a meeting of USAID education officers and their African colleagues. Summarizes the activities of most country programs, and each of the seven topics presented at the workshop.

Setting Priorities for Research, Analysis, and Information Dissemination on Basic Education in Africa. **Jeanne Moulton. July 1995. PN-ABX-085.**

Statistical Profile of Education in Sub-Saharan Africa (SPESSA). **1996. English: PN-ABY-887; French: PN-ABZ-160.**
Interactive computer database on education indicators. Permits creation of graphics and downloading into compatible formats.

Testing to Learn, Learning to Test: A Policymaker's Guide to Better Educational Testing. **ABEL Technical Paper. March 1994. PN-ABX-625.**

USAID's Strategic Framework for Basic Education in Africa. **(Africa Bureau Guidance). SD Technical Paper No. 84. October 1998. PN-ACE-550. A summary in English and French is also available. PN-ACE-551.**
USAID's strategy for supporting education system reforms in Africa. Describes current approaches and delineates guidelines for future design and implementation.

Where Policy Hits the Ground: Policy Implementation Processes in Malawi and Namibia. **Joyce Wolf, et al. SD Technical Paper No. 95. March 1999. PN-ACE-374.**
Discusses barriers to policy reform in two countries and possible strategies to address them.

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