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:

Africa Bureau Information Center
1331 Pennsylvania Ave. NW, Suite 1425
Washington, D.C. 20004
Telephone: (202) 661-5827
Fax: (202) 661-5890
E-mail: abic@rrs.cdie.org
Cross-Sectoral Linkages

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


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.


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.


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.

Gender Equity

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


Findings from an ethnographic study of interventions in Ghana and Malawi designed to attract more girls to school.


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.


Describes formal and informal environmental education programs in Mali, Tanzania, and Zambia as well as providing detailed suggestions for starting programs in other settings.


Describes findings from assessments of environmental education programs in formal, nonformal, and informal education settings, and presents planning guidelines.


Compilation of research abstracts in Eastern and Southern Africa that have policy implications for promoting gender equity in education.


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 in 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.


Instructional Services

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


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.


Policy Reform

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

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.

Findings from a review of the USAID’s NPA strategy, impact, and constraints to impact in four countries. Summarizes preliminary observations.

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.

Summarizes findings of a set of research studies that looked at determinants of educational achievement in Africa.


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.

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.

Account of how recent basic education policies were formulated in each of the six countries.

A computer software toolkit designed to explain how to maximize community participation in education projects. Includes CD-ROM.
A curriculum for a workshop, course, or self-training to advocate policies, actions, programs (examples are from health/population sectors).

Accounts of basic education reforms in six countries in which USAID has provided assistance.

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.

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.

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.

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.


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.


Interactive computer database on education indicators. Permits creation of graphics and downloading into compatible formats.


USAID's strategy for supporting education system reforms in Africa. Describes current approaches and delineates guidelines for future design and implementation.

Discusses barriers to policy reform in two countries and possible strategies to address them.
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