

## **IV. Activities in AFR/SD-SARA Analytic Areas**

### **A. Education (Strategic Objective 18)**

#### **SARA Advisors:**

Yolande Miller-Grandvaux, Education Advisor, AED

Renuka Bery, Dissemination and Advocacy Manager, AED

#### **Results Package: Basic Education**

SARA activities support the following AFR/SD intermediate results for improving provider performance:

- IR 1: Disseminate and promote knowledge and guidance on policies, strategies, approaches, methods and tools for increased sustainability, efficiency and equity in the provision of basic education services
- IR 2: Extend and strengthen enabling environment to promote improved education sector policies, programs and strategies
- IR 18.1: Reform support and policy formation  
Systems management and sector support  
Delivery of instructional services  
Design of equity enhancing policies, programs and strategies
- IR 18.2: Collaboration between agencies and African decision makers  
Capacity of regional institutions

#### **Technical support for AFR/SD**

The SARA education advisor, Dr. Yolande Miller-Grandvaux, has been a full team member of the SD/education team since her arrival at the SARA project so all activities conducted as technical support are constantly framed by and within the SD/ED agenda and implementation plan. The SARA advisor attends the weekly AFR/SD/ED staff meetings. The meetings allow the team to share information, identify and address current and upcoming issues, and plan activities. SD/ED developed several planning components under which the following activities were undertaken and supported by the SARA advisor during the year:

---

## **Education**

---

The SARA advisor continued to review and assess the analytic agenda in the first year of SARA II. This activity was completed in November 1999. The specific activities included: identifying new issues for priority research topics; discussing, revising, and vetting AFR/SD analytic agenda topics and canvassing the missions as to their interest and potential commitment to the topics proposed.

The R4 review: the SARA advisor assisted the team in reviewing all country R4s, especially Mali. She coordinated and produced the review of the Mali R4 with the SD health advisors for Mali. This was presented at the USAID annual R4 review for the education sector in May 2000.

R4 wrap up: SARA assisted the SD team in designing the R4 wrap-up format and content, in identifying the key topics, data and salient results and success stories. The final version of the wrap up was presented to SD staff in June 2000.

SARA assisted the SD team in setting up monthly dissemination meetings to review all SD/ED dissemination needs, prepare dissemination plans, and monitor progress.

### **Issues Identification**

A number of key issues were identified during the year and, in light of the underlying objectives, they were addressed in different ways. Some were analyzed and presented to internal USAID staff, others reviewed and presented to an international audience, and others were central parts of national discussions.

SARA organized a joint USAID/AFR/SD/ED and Academy for Educational Development education panel for the National Summit on Africa held in Washington, DC in February 2000. The SARA education advisor developed the agenda in conjunction with the SD/ED team leader, senior staff from the Academy for Educational Development, and U.S.-based African educators. She formed, coordinated, and convened a team of seven education experts, including: former UNESCO Chief of Education Division and Minister of Culture and Sports in Ethiopia Haklilu Habte, and Dr. Wanjiru Kamau of Pennsylvania State University, former dean of students at University of Nairobi in Kenya, and senior education officers from USAID/AFR/SD/ED and AED. The panel successfully raised key topics such as how the U.S. can contribute to African education in the future, the current challenges to girls' education, and communities involve-

ment in African schools. It provided a forum for discussion on the challenging issues of losing and retaining African identity in African education.

SARA was also instrumental in identifying two other priority issues, which were ultimately chosen for further investigation and/or full-fledged strategic development. SARA assisted the USAID mission in Mali to identify and assess the management and policy issues faced by the community schools models currently in place. The assessment helped facilitate the mission's performance review and upcoming education sector strategy. The issue of community schools management in the context of education reform also led Dr. Miller-Grandvaux to identify a key issue in the SD analytical agenda, namely the new role of NGOs in the formal education sector, which will lead to a research project and consultative meeting in 2001. Dr. Miller-Grandvaux described the context of community schools in Mali in the September issue of *SD Developments*.

SARA assisted the USAID mission in Mali to address and prepare for the potential impact of HIV/AIDS on the education sector. As a result in July 2000, SARA drafted guidelines for a strategy to prevent, mitigate, and prepare for the devastation that the disease is likely to cause in the one of the poorest countries in the world.

Micheline Nturu worked with the CORE Group to develop a conference to engage international NGOs and PVOS in a forum to share lessons learned on school health and nutrition (SHN) activities and to discuss opportunities and approaches for implementing priority SHN interventions. The World Bank School Health Advisor, Mr. Don Bundy, encouraged the CORE Group to spearhead this effort and requested moneys from the World Bank to fund it. Ms. Nturu collaborated with staff from the CORE Group and Save the Children to organize a series of meetings to plan the conference and prepare the proposal and SHN concept paper for the World Bank. SARA was being asked to sponsor some of the documentation for the conference as well as Ms. Nturu's time. Unfortunately, when the proposal was submitted, the World Bank was unable to provide funding at the time.

### **Research and Analysis**

#### ***Access and Affordability of Education in West and Central Africa***

SARA has been supporting the Education Research Network for West and Central Africa (ERNWACA) since 1995. Under SARA I the network had developed a transnational agenda that comprised studies on the access and quality of education in seven different countries, namely Benin, Cameroon,

---

## ***Education***

---

Côte d'Ivoire, Gambia, Ghana, Mali, and Togo. SARA organized and coordinated a committee to review the national reports that had been previously repackaged by the country teams and a consultant. The reports were finalized in early 2000 and the translation process ensued. A synthesis of the reports highlighting the main findings and recommendations will also be produced by the end of the year. The reports consist of two case studies on the access and retention of children in primary school in Cote d'Ivoire and Gambia, and five case studies, conducted in Benin, Cameroon, Ghana, Mali and Togo, devoted to community participation, access and quality of education. The full document will be composed of the seven transnational studies and the synthesis and will be published early next year.

### ***The Role of NGOs in Education***

As part of the SD/ED analytical agenda, the SARA education advisor identified and developed a research proposal on the new role of NGOs in the management of education systems. The proposal was vetted and implementation should start in early FY01. Preliminary research and a literature review were completed in August 2000. The objectives of the study are to: 1) assist donors, USAID missions, and host governments in the design, use and management of the NGO-implemented education programs; 2) provide lessons learned on the design and management of education programs implemented by NGOs to African governments and donors; 3) provide information on the role NGOs currently play or are hoping to play in policy formation; 4) facilitate discussions on the new role of NGOs in education programs and policy among donors, ministries of education, and NGO partners.

### ***Issues Paper on Education in Countries in Crisis***

Dr. Miller-Grandvaux was part of an SD/ED team of three who conducted research, collected data, and produced a paper in February 2000 entitled *Education in Countries in Crisis*. The issue of the delivery of education services in countries in crisis was brought up in response to an increasing need to intervene in countries transitioning from major conflict and/or socio-economic, epidemic, and natural crises. The objective was to provide the AFR/SD education team with current findings, practices, and potential strategic guidelines to address issues of education provision in pre-crisis and post-crisis environments. The paper was presented at the Comparative and International Education Society in San Antonio, Texas, in March 2000. It was also presented to USAID/SD senior management in April to discuss potential involvement of AFR/SD/ED in crisis contexts in Africa. Although it was clear that no funding was available to further the research and activities in that domain, the paper

received praise and support from the senior management meeting participants. It provides a positioning basis for SD's potential involvement should funding for interventions in countries in crisis become a priority.

### **Dissemination and Advocacy**

#### ***SARA Support to the CIES Meeting***

The SARA education advisor organized two panels at the CIES conference in March 2000. One panel was devoted to the presentation and dissemination of the paper entitled "Education in Countries in Crisis." The panelists were Yolande Miller-Grandvaux, Talaat Moreau, and Betsy Mull. As more countries in Africa are either entering a crisis stage or graduating into a post-crisis phase, the opportunity to reflect and share strategies on how to support education in complex situations was of paramount importance. The relevance of the paper was further confirmed by one other panel presented at CIES, which was devoted to the dissemination of information and research on education in countries in crisis.

The second panel was titled "How Professional Networks Support Educational Reform: A Perspective from Africa." With co-funding from SD/ED through the American Institutes for Research, the SARA education advisor brought together representatives of several African networks and institutions: ERNWACA represented by the Senegal chapter, ERNESA represented by the Lesotho chapter, FAWE represented by the Ghana chapter, and ADEA. A representative from the University of Transkei, South Africa, presented "A Conceptual Framework for Evaluating Effectiveness of the Professional Networks in their Support for Education in Africa." The panel gave the African institutions the opportunity to advocate for their own existence, their needs, and their future.

In Washington, DC, SARA organized presentations of the three networks' current objectives and activities from the national and regional perspective to AFR/SD and the Global Bureau.

#### ***Education Briefs***

SARA developed and published *Investments in Education 1992-1999* in September 2000. The briefs offer a comprehensive synthesis of research findings and impact of activities funded by SD/ED over that period in such areas as decentralization, girls' education, policy reform, research networks, community involvement, information management, etc. SARA also produced an ancillary

---

## ***Education***

---

brief entitled “Education Policy Development” to provide insights on the broader education framework within which reforms operate and SD strategies can be most effectively focused. SARA was responsible for writing and reviewing the drafts, coordinating the writing and editing processes, the desktop publishing, and final publication of the documents. 1,500 copies were produced and will be disseminated widely. The updated mailing list managed by SARA will serve as the basis for disseminating *Investments in Education*.

### **Collaboration with African Institutions and Capacity Building**

SARA gave a substantial capacity building boost to the 3 networks it has been supporting over the past few years.

#### ***Support to ERNESA and FAWE***

Following the organization of the panel on education networks in Africa at the CIES conference, Dr. Miller-Grandvaux organized a study tour in the Washington, DC area in collaboration with the International Training Services at AED. FAWE, ERNESA and ERNWACA representatives were thus given the opportunity to learn and benefit from a wide range of US education and advocacy institutions. The visits included: the Office of Educational Research and Design at the US Department of Education, the American Legislative Exchange Council, the Council for Basic Education, the Association for Supervision and Curriculum Development, George Mason University’s department of Instructional Improvement and Instructional Technologies, Edison Friendship Public Charter School, and the African Policy Information Centre. During the study tour many discussions were held on how to best build and sustain the relationships among US-based organizations as well as among the African networks, and how to promote exchanges between them. The networks representatives all recommended training in advocacy skills as well as training in fundraising, grant, and proposal writing skills to allow them to boost and sustain their activities in a more autonomous fashion.

#### ***ERNWACA***

##### ***a. Advocacy training***

The anglophone chapters of ERNWACA received training in advocacy skills in May 2000. The Francophone chapters were trained the previous year in Bamako. SARA organized and coordinated the workshop in Accra, Ghana, with Africa Consultants International, who provided one seasoned trainer, while SARA identified a local advocacy skills trainer. The Ghana chapter of ERNWACA masterfully organized and implemented the on-site workshop.

Many Anglophone chapters who had been “lost” for various reasons were indeed able to attend the workshop. The following chapters received training: Ghana, Gambia, Cameroon, Sierra Leone, and Nigeria. The participants also developed a strategy on the use of the advocacy skills in their own country.

**b. Support for network development**

The leadership of ERNWACA has been a perennial problem that may well have found a solution. Upon request from AFR/SD, SARA is supporting the leadership capacity of ERNWACA through the recruitment and funding of the vacant regional coordinator position. The scope of work was developed with the ERNWACA administrator and shared and vetted with all national coordinators. Issues of strategic support needed to be discussed with IDRC, the lead donor to the network. As a result, SARA met with IDRC to develop common support strategies for the network and particularly for its leadership. This meeting was held in Ottawa in October 1999, with representatives of SARA, University of Montreal, and IDRC/Ottawa and Dakar, as well as Lalla Ben Barka, former ERNWACA coordinator. Agreements were made on cost sharing of the leadership position and recruitment process. The actual recruitment is due to start in December 2000.

**c. Support of technical issues**

SARA has been maintaining contact with FAWE headquarters in Kenya and exploring relationships with other networks, namely UEPA. Training requests for improved capacity are thus likely to emerge from these contacts.

Finally SARA participated in the US State Department Hubert H. Humphrey Fellow Internship Program by hosting a Senegalese intern for 8 weeks in May and June 2000. The SARA advisor mentored and guided the fellow throughout the course of her internship at the SARA project. The fellow will subsequently join the Ministry of Education staff in Dakar, Senegal.