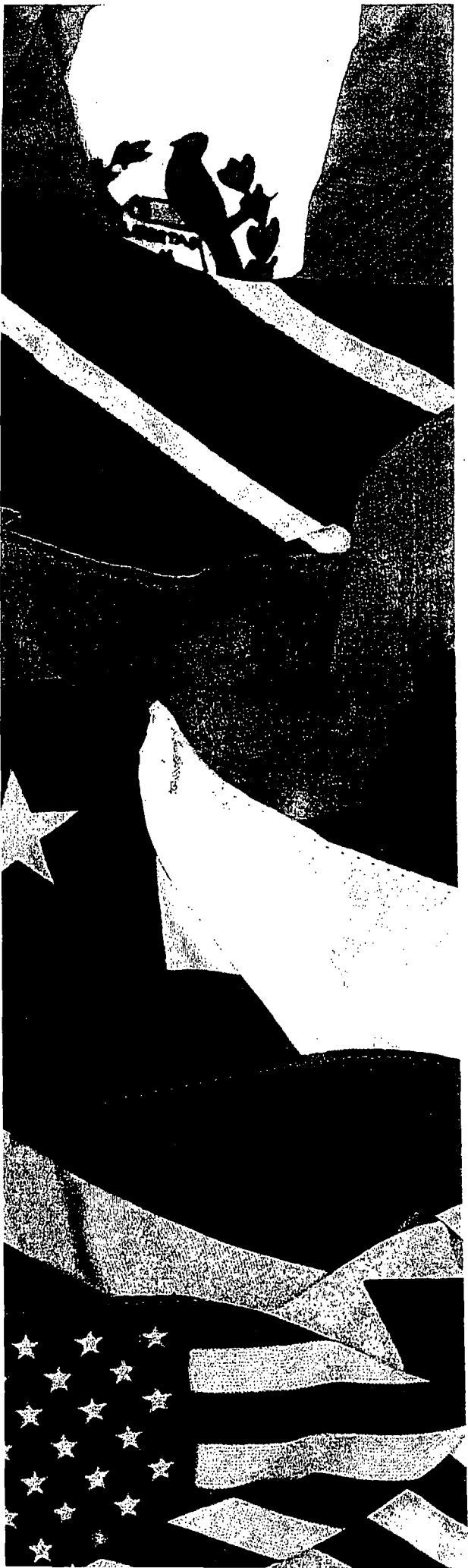




**PARTNERSHIP FOR EDUCATIONAL
REVITALIZATION IN THE AMERICAS**

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INTER-AMERICAN DIALOGUE

POLICY BRIEF

August 1994

AN AGENDA FOR EDUCATIONAL REFORM IN LATIN AMERICA AND THE CARIBBEAN

by Jeffrey M. Puryear and José Joaquín Brunner

The authors point out the disparity between the new economic and political models being applied in Latin America and the Caribbean and prevailing systems of education, which have remained fundamentally unchanged since the 1960s. They outline the principal failings of the education sector in most countries of the region, stress the need for fundamental systemic reform, and present a series of policy options.

FOREWORD

EDUCATION REFORM IS A WAXING ISSUE on the hemispheric agenda. With the dramatic shift in most of the region toward open economies and democratic governance, countries are increasingly concluding that success in world trade and political stability depends more on human resources than on natural resources. Less widely understood, however, are the failings of existing school systems, and the policy options that countries face as they attempt to devise a new approach to educational development. In an effort to address the need for change, the Inter-American Dialogue is establishing, in collaboration with the Corporation for Development Research (CINDE) in Santiago, Chile, a special Task Force on Education, Equity and Economic Competitiveness in the Americas, charged with developing a broader and more active constituency for education reform regionwide.

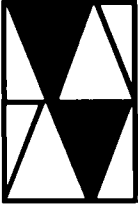
This policy brief provides an overview of the growing debate on educational reform in Latin America and the Caribbean. It seeks to identify some of the principle problems and most promising avenues for reform emerging from the efforts of researchers, policymakers and practitioners. Two volumes exploring some of these issues in greater detail and presenting eight country-specific case studies have just been published by the Organization of American States. Over the next two years, the Dialogue's Task Force hopes to work with teams of opinion leaders in at least six countries to develop a broad, national debate on educational reform and make policy recommendations.



Inter-American Dialogue

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Inter-American Dialogue

The Partnership for Educational Revitalization in the Americas

The Inter-American Dialogue is establishing a hemispheric partnership of public and private sector organizations working for educational reform in Latin America and the Caribbean. The partnership will include governments and non-governmental actors. The business community, international organizations, universities and researchers will all have a role. Initial funding is being provided by the U.S. Agency for International Development.

Goals

- Improve the quality and equity of education throughout the Americas.
- Promote better education policy.
- Identify and disseminate best education policies and practices.
- Develop a broad constituency for fundamental education reform.

Activities

- Working groups on educational policy issues.
- Workshops and conferences examining policy alternatives for reform.
- National policy dialogues on educational reform.
- Professional exchanges for key policy specialists.
- Research on important but relatively neglected issues.
- Mechanisms to monitor progress toward improving education policy and practice.
- Publications.
- An electronic communications network for publishing documents, debating issues, and exchanging information.

Organization

- A broad and diverse membership, consisting of institutions, networks, and individuals throughout Latin America, the Caribbean, the United States, and Canada.
- An advisory council to provide advice regarding key issues, monitor activities, and facilitate access to resources.
- National specialists to generate and monitor program activities.
- An executive committee of distinguished leaders from Latin America and the Caribbean.
- A small, professionally staffed secretariat.

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Honduras: Basic Education for Adults

In 1992, a radio project was initiated in Honduras for out-of-school learners. The basic interactive radio programs teach (1) math skills that are based on the mental math programs designed for school children and (2) reading and writing skills that are based on radio lessons in language arts, but that have been modified for adults. Civics and

legal democratic education; family problems and values; and population and its effects on health, economics, and the environment are also covered. Like RADECO in the Dominican Republic, the project combines radio lessons with print material and assistance from a radio-community monitor.

Prepared by the Latin America and Caribbean (LAC) Education and Human Resources Technical Services (EHRTS) Project for the Education and Human Resources Division (LAC/RSD/EHR) of USAID's Bureau for Latin America and the Caribbean

Produced by the Academy for Educational Development as a publication of the EHRTS Project

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Contract No. LAC-0032-C-00-9036-00

EDUCATIONAL ACHIEVEMENTS OF LATIN AMERICAN AND CARIBBEAN NATIONS

OVER the past three decades, the nations of Latin America and the Caribbean have had a remarkable record of achievement in human development. In the midst of profound economic recessions, political crises, global transformations, and uncertain futures, the nations of this region have achieved substantial and continuous improvements in the quality of life of their people.

Today, more children have greater opportunities for survival, education, and access to basic services than ever before. Infant mortality rates decreased from 105 per 1,000 births in 1960, to 47 per 1,000 births in 1992. Life expectancy for the people Latin American and Caribbean countries increased from 56.0 years to 67.7 during the same period. Costa Rica, Uruguay, Chile, and Argentina have life expectancy indicators of over 70 years. Most children of the region, male and female, attend primary school; and adult literacy rates increased in 20 years (1970-1990) from 76 percent to 86 percent.

In 1970 only 4 of 10 school-age children had access to secondary school in Chile; today, 8 of 10, have that opportunity. Several countries, such as Colombia, Ecuador, Mexico, Trinidad and Tobago, and Nicaragua, doubled their secondary school enrollment rates in two decades. The Dominican Republic tripled its secondary school enrollment rate. Even during the economic recession of the 1980s, the percentage of eligible children and youth enrolled in the formal education system increased from 59 to 62.

The United Nations, using a combined index of life expectancy, educational attainment, and access to basic resources, classified several coun-

tries of the world as "high human development." Among these countries are ten Latin American and Caribbean countries—Argentina, Bahamas, Chile, Colombia, Costa Rica, Mexico, Panama, Trinidad and Tobago, Uruguay, and Venezuela. These countries are not "high income" societies, which indicates that they are achieving human development goals beyond economic predictions. In addition to direct benefits provided to children, this extraordinary expansion of the educational systems of the region has provided Latin America and the Caribbean with a rich set of institutions, expertise, and some highly successful educational innovations and alternatives.

However, the above achievements hide other realities. Three immense gaps motivate Latin American and Caribbean nations to renew their efforts and establish new goals for the welfare of their people:

- The disparity in human resources between the countries of the region and more advanced societies is growing. An analysis of indicators such as school completion rates, outcomes of the system, higher education, numbers of scientists and engineers, and information and communication networks reveals this disparity.
- Persistent economic and social inequalities within the nations of the region hamper the stability of the region, limit economic growth, and violate human rights.

- A great distance exists between our current knowledge and the quality of services provided. For the first time in history, we are able to empirically demonstrate the extraordinary social and economic benefits of the investment made in the environment in which human beings develop. We know what is desirable and reachable, but our utopias have not been able to guide our policies and actions.

For a long time, Latin American and Caribbean leaders in social science and research have acknowledged the limitations of education in their countries. But today, these leaders are actively responding together with other actors to the challenges of a new era. A growing awareness and commitment by all sectors of society is resulting in an unprecedented process of educational renewal. This process includes a mosaic of initiatives such as policy reforms, national and international movements, strategic alliances, school-based innovations, experiments beyond the current system, wide use of information technology, and extensive involvement in education on the part of local communities, families, and private entrepreneurs.

Examples of current movements at both the national and the local levels are discussed below.

Reforming National Education Systems

Several countries of the region are committed to comprehensive reassessments and changes of their educational systems, sometimes under the name of *reforms*, as in the Dominican Republic; other times as deliberate efforts to improve the outcomes of education or its role in national development, as in Chile.

The Dominican Republic: A National Partnership for Educational Reform

The dynamics of the educational reform in the Dominican Republic have been provided by the interaction of the main social actors: the productive sector, the universities, the

government, and the teachers. Business leaders of the Dominican Republic created *Accion Pro-Educacion y Cultura* (APEC) in 1964 to improve the quality of higher education. In 1991 this organization led a national movement of educators and private entrepreneurs aimed at improving the basic education system of the country. Working with government representatives, the National Commission produced a report: *Pacto por la Patria*, which established the basis for the development of the *Ten-Year Plan*. Over 50,000 people and 100 institutions participated in developing the Plan and created a national consensus for education. In only four years, about half of all teachers in the country received specialized training, the primary school curriculum was changed, and all students received learning materials and textbooks. Education has become a high national priority.

Chile: Improving the Quality and Equity of the Educational System

Quality and equity form the axis for profound transformations, which have been underway since 1990, of the educational system in Chile. The role of the State in the Chilean education is changing from that of a central bureaucratic administrative structure to that of a partner, policymaker, and evaluator in a decentralized operation. The main administrative and technical responsibilities are being transferred to individual schools, the teachers, and parents. Enhancing the quality of the schools involves improving basic physical conditions, enhancing pedagogical resources and inputs, enriching teaching, and providing special help to those in need. Rural schools, poor educational institutions, and low-achieving schools and preschools are receiving priority

have been poorly served by the national educational system. Because teachers generally do not speak the languages of the children, the ability to transfer information is limited, and children have been ill served by the school system.

From 1980 to 1984, USAID conducted an experimental pilot project to test the effectiveness of bilingual education in assisting indigenous children to make the transition from their mother languages to Spanish. A new unit, PRONEBI, was attached to the rural education division of the Ministry of Education. This unit trained teachers, developed a curriculum and instructional materials in four of the Mayan languages for grades 1 to 4, and tested these materials in 40 schools.

The successful results of the pilot program led to the formal adoption of the program by the Government of Guatemala and its commitment to expand the bilingual education program from 40 to 400 schools.

Using Technologies to Bring New Learning Opportunities

Several countries in the region have experience with the use of radio, television, and computers for educational purposes. This experience is a crucial asset for both reaching isolated populations and innovating within the regular educational system. Radio Environmental Education in Costa Rica, Radio for Different Audiences in the Dominican Republic, and Basic Education for Adults in Honduras incorporate technology in their programs.

Costa Rica: Radio Environmental Education

Although Costa Rica has experienced some success in addressing environmental and social issues in the past, it also holds records in environmental contamination. Contamination of rivers, oceans, and coastal regions is widespread; plants and animals are in danger of extinction.

Costa Rica's environmental problems are serious, and despite past and continuing efforts, these problems are getting worse.

In 1992, USAID and the Government of Costa Rica agreed to pilot a new approach to boost awareness and teach information about the environment: educational radio. Part of this effort included a program to design a national curriculum at the fourth and fifth grade levels in environmental education. The program aims to teach basic ecological concepts in a systematic way, to instill a positive attitude toward nature, and to stimulate action by community organization. With radio programs such as "Let's Listen to Earth" and "Econauts" students are encouraged to protect the environment. The project broadcasts not only to children in school but also to parents and other community members. These programs encourage active learning by participation in real-life, rather than classroom, activities.

Dominican Republic: Radio for Different Audiences

In 1983 an interactive radio project was designed to reach children who had little or no access to school. RADECO in the Dominican Republic teaches basic math and reading skills as well as some science and social studies, which are written into reading lessons. RADECO is innovative because of the setting in which the programs are broadcast. RADECO created an infrastructure of modest shelters, which were built by villagers and which are used as learning centers. Children congregate at these centers late in the day when they are free of chores. Paraprofessional teachers distribute print materials to accompany lessons and help students follow the radio lessons.

than one-third of indigenous girls complete one year of schooling, and rural women make up at least 48 percent of the illiterate population.

The Government of Guatemala and USAID/Guatemala planned a national conference, "Through Educating Girls, We Will Achieve Guatemalan Development," to address the existing gender gap in education. At this conference, participants formed a commission to draft a national emergency plan for addressing the primary education of girls. National and regional seminars were carried out, small group meetings with policy makers were implemented, and publications and manuals on girls' education in Guatemala were prepared.

As a result of this conference, several nongovernmental organizations, private organizations, and businesses now operate girls' education projects. Key policy makers formed the Guatemalan Association for Girls' Education, which coordinates a number of girls' education projects in the country. The Minister of Education created a \$500,000 scholarship fund to encourage girls' education, and a new policy statement and strategy on girls' education has been proclaimed.

Brazil: Education for Street Children

Over 60 percent of Brazilians live below the poverty line, earning under \$100 per month. Approximately 45 percent of Brazil's population is under 18 years old, and 68 percent of these children live in the large, overcrowded cities of Brazil in extreme poverty. An estimated 9 to 30 million children, about one in every eight children under the age of 15, live or spend the majority of their time on the streets. The majority of these street children have had no schooling and those that attend school tend to drop out after the first grade.

In the 1980s, a strong mobilization of organizations began working with these children by first establishing local, then state, commissions. In 1985, the state commissions organized and elected the first National Com-

mission Movimento Nacional de Meninos e Meninas de Rua (MNMMR). This commission provides training, education, institution building, research, materials development, dissemination, and public policy advocacy related to children working and living in the streets of Brazil. The main priority is to detect, document, and denounce the widespread, and often fatal, violence committed against street children.

Street education is one example of an innovative approach that MNMMR has greatly strengthened through its training and advocacy role. MNMMR supports outreach work that is carried out at the local level through small commissions. Educators use these bodies to hold regular meetings, discussion groups, and other activities with street children. During these meetings, participants discuss the problems faced by individual street children. In addition, members engage in round table discussions concerning public policy.

After years of seeing children as needy or delinquent, the MNMMR is presenting street-based children in a positive light by emphasizing their potential to contribute to society. MNMMR played the lead role in advocating for the Chapter on the Rights of Children and Adolescents, which was approved by the Constitution Assembly in May 1988. Today, MNMMR well organized and well consolidated in 20 states, operates in both national and regional operational structures. MNMMR has impacted tremendously on the way Brazilian society views street children and has greatly improved the quality of services available to them.

Guatemala: Indigenous Education

Most of Guatemala's rural children are members of Mayan groups, who speak 22 different languages and who traditionally

treatment to respond to the twin challenges of equity and quality.

Revitalizing the Public School System

Improving public educational systems from inside may be an elusive and difficult goal to achieve. Recent experiences of imaginative and carefully monitored programs—such as Escuela Nueva in Colombia, the 900 Schools in Chile, and the Jamaican Community Involvement in School Movement—show great potential for internal transformation of a sector considered among the most resistant to change.

Colombia: Escuela Nueva

In the mid-1960s, half of Colombia's rural schools did not offer complete primary education and more than half of rural children between the ages of 7 and 9 had never attended school. To address this problem, unitary schools (multigrade classrooms taught by one teacher) were established in the early 1960s in isolated rural areas. When efforts were made to expand the program nationally, several problems, such as inadequate teacher training, inflexibility of the curriculum, and lack of receptivity on the parts of teachers, arose.

Escuela Nueva was created in 1976 as an official improvement on the unitary school system. Escuela Nueva is a rural school in which one or two teachers offer all five years of primary education in one or two multigrade classrooms. Curriculum and materials encourage the practical application of what children learn in school to life in a rural community. A flexible promotion system allows students to advance at their own pace from one grade or level to another. Teachers and supervisors get special training in how to involve the community and how to use the new educational materials, student guides, and the student library.

By 1989 17,948 schools were serving 80,000 students. A 1987 evaluation indicated that

Escuela Nueva had significantly improved learning outcomes and student and community participation, and had reduced dropout rates. Students achieved higher achievement scores than their counterparts in traditional schools.

Chile: The 900 Schools Program

Chile enjoys a 93.4 percent literacy rate; 96.4 percent of its children between 6 and 14 are enrolled in school and are likely to remain in school for an average 7.5 years. Although these statistics place Chile in an enviable position in Latin America, there are deficiencies, particularly in poorer areas. Even when students do complete the first years of school, many do not have the basic reading, writing, and arithmetic skills essential for further advancement.

Implemented in 1990, the 900 Schools (P-900), a program of "positive discrimination," targets primary schools in poverty areas where the quality of teaching and learning has been low. The program focuses on five areas:

- improving the infrastructure of schools
- conducting weekly inservice training workshops for teachers in the schools to introduce them to the program's method and to change their perceptions of the children's backgrounds
- providing didactic materials for mathematics, reading, and writing; equipping grades one and two with classroom libraries; and supplying teachers with manuals detailing instruction techniques
- distributing textbooks to ensure all primary students in P-900 schools have their own books

- holding learning workshops after school for children with learning difficulties

In the program's first two years, students in grades one to four received 310,000 textbooks. In the first year, 34,000 children attended the learning workshops, which were an average of 28 sessions of 2 1/2 hours each. In 1991, 50,000 children participated in the program. Evaluations of this program show that 41 percent of the schools increased their learning averages. Most school directors praised the inservice teacher training workshops, which encourage participants to change some of their teaching practices. Textbooks and the classroom libraries, together with the language and mathematics teaching manuals, were ranked as the program's most valuable elements.

Jamaica: Community Participation

Although Jamaica has made tremendous strides in providing 96 percent of the school-age population access to primary education, the education system is of poor quality—approximately half of the primary school graduates are considered illiterate. Vandalism is one of the many constraints (such as over-crowding in deteriorating buildings, lack of school furniture and sanitary facilities, and little basic equipment) that contribute to poor quality of the primary school system.

School principals, teachers, and local community leaders were trained in community organization techniques to deal with vandalism in their schools. Participants spent three weeks in the United States, where they visited communities that had experienced vandalism and discussed strategies for involving the community to combat the problem. Teacher-parent organizations were provided with specific strategies that included starting clubs for out-of-school youths, competition among classes within a school to maintain the school's appearance, and soliciting financial support from local businesses through "Adopt-a-School" programs.

All of the schools in the program reported a reduction in vandalism, and over 90 percent of the teachers indicated that the school had benefited from the community's participation. The community programs have been incorporated into the Ministry of Education and operate on a regional basis throughout the country.

Enriching Public Schools through the Collaboration of Nongovernmental Organizations: Fe y Alegria Schools

Partnerships between governments and nongovernmental organizations may also enhance the effectiveness of the educational enterprise, provide new alternatives, and reduce costs. Fe y Alegria (Faith and Joy), a nongovernmental organization, provides formal and nonformal education at different levels in 12 countries in Latin America.

Created in 1955, Fe y Alegria's main purpose is to provide quality education to poor children. It operates in 463 schools and has trained 15,214 teachers. Fe y Alegria integrates educational programs among different levels and between the school and the community.

Most of Fe y Alegria's work is in the formal education system. Typically, the Ministry of Education pays the salaries of the teachers; the communities participate in the construction and maintenance of the schools; and Fe y Alegria trains and supervises the teachers, manages the schools, and coordinates activities so that the schools operate as centers for community development. Most of the schools focus on primary education. Two programs—Padres y Hijos (Program for Parents and Children) and the Interactive

Radio Learning Program (PARI), both in Bolivia, are examples of Fe y Alegria programs.

Programa Padres y Hijos

Programa Padres y Hijos was implemented for parents of children in Fe y Alegria schools and consists of a series of workshops to address problems that influence the quality of family life, such as communication, family relations, and alcoholism and drug addiction. The main objective of the program is to strengthen the contribution of parents to the functioning of the family. In 1991, this program was functioning in three Departments in Bolivia with 27 groups of 945 parents who reach approximately 3,780 children.

Interactive Radio Learning Program

PARI carries out Interactive Radio Instruction (IRI) in mathematics and health. Today, approximately 600,000 primary school children have enrolled in PARI; more than 8,000 teachers have trained and certified in the IRI Methodology, and in 1992, Radio Math achieved national recognition as the official mathematics program of Bolivia.

Anecdotal evidence suggests that graduates from Fe y Alegria schools have better mastery of basic skills in reading, writing, and mathematics. In addition, these graduates improved their social and emotional growth, and have developed better self-esteem.

Addressing the Needs of Special Populations

Some of the most promising educational innovations in the democratic evolution of the region are the initiatives that provide new opportunities for poor children, girls, indigenous people, and isolated communities. These initiatives are providing direct services and new patterns of relationships between civil society and the government. Early education in Peru, girls' education in Guatemala, and education for street

children in Brazil address the needs of special populations.

Peru: Early Education

In 1967, a nutrition-education project for mothers was implemented in several villages in highland Peru, where the infant mortality rate was high and malnutrition was widespread. A preschool program emerged from this initiative to help the children develop mentally and socially and to prepare them for primary education. Five years later, as part of a major educational reform, the government extended this small-scale community-based model and launched a major child care and development initiative in the Department of Puno.

Each nonformal Program of Initial Education (PRONOEI) center has approximately 30 children, ages 3 to 5, who are attended to by preschool teachers called "animators." Mothers of participating children take turns cooking food, which is provided through an international program supplemented by local contributions. Both rural and urban children participate in the program, although it is primarily in rural areas. At present, approximately 8,000 PRONOEI centers are functioning.

An in-depth evaluation of the PRONOEI in 1985 showed that PRONOEI children were socially and intellectually more prepared for primary school than a comparison group of similar children who had not participated in the PRONOEI.

Guatemala: Girls' Education

In Guatemala, problems of low school enrollments, poor attendance, and high repetition rates for females are among the most severe in the Latin American region. Various economic and cultural factors have resulted in a situation in which less

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PROGRAM TO PROMOTE EDUCATIONAL REFORM
IN LATIN AMERICA AND THE CARIBBEAN

Occasional Paper Series

No. 1

PRESCHOOL EDUCATION IN LATIN AMERICA:
"STATE OF THE PRACTICE"

Robert G. Myers



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Advocacy Series #1-Educational Crisis in Latin America. Also in Spanish, *La Crisis de la Educación en América Latina.* Jorge Sanguinetti. 1992.

This document critically reviews the educational situation in Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Panama. A crisis in these educational systems has affected the human resource wealth or endowment of the societies. The analysis and conclusions of the paper are relevant to other Latin American countries as well.

Advocacy Series #2-Can Schools Teach Democratic Values? Also in Spanish, *El Papel de la Escuela en la Enseñanza de Valores Democráticos.* Eleonora Villegas-Reimers. 1993.

This document reviews contemporary literature on moral and values education in school settings and explores the roles schools can play in teaching democratic values. Options with a focus on teaching democratic values are presented to assist USAID to develop initiatives in moral and values education.

Advocacy Series #3-Policy Dialogue and Reform in the Education Sector. Also in Spanish, *Proyecto sobre Reformas Políticas Educativas,* and French, *Concertations sur les politiques de la réforme du secteur éducatif.* Luis Crouch, Emiliana Vegas, and Ronald Johnson. 1993.

This document traces some of the reasons for the lack of satisfactory results from donor projects in education. Alternatives to project assistance, such as program and nonproject assistance are evaluated. The English version is written for the donor audience; the Spanish version, for an audience of host-country policymakers. Therefore, the Spanish is not a direct translation of the English.

Advocacy Series #4-Education and the Consolidation of Democracy in Latin America. Also in Spanish *Innovaciones Educativas y Desarrollo Democrático en América Latina.* Fernando Reimers. 1993.

This document examines three educational programs in Latin America that have succeeded in bringing education of high quality to children of the poor and traditionally disenfranchised. Several critical factors for program success are identified in the report.

Advocacy Series #5-Creating a High-Quality Work Force. Gary Russell. 1993.

This document gives an overview of existing training systems and related policies in the LAC region-public, private, and employer-based-and analyzes the strengths and weaknesses of each provider based on its appropriate role in vocational-technical education and training.

Advocacy Series #6-Education for Democracy: The Role of Schools. Also in Spanish, *Educación para la Democracia: El Papel de las Escuelas*, and in French, *L'enseignement pour la démocratie: Le rôle des écoles*. Eleonora Villegas-Reimers. 1994.

This document presents recommendations for designing and implementing education for democracy programs and activities—programs that promote knowledge, skills, and values necessary to live in a democratic society. The paper informs policymakers, national and community leaders, educators, parents and other interested persons about the critical nature of education for democracy in preschool, elementary school, and high school settings.

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Working Papers Series #1-Towards a Policy for Early Childhood Education in Latin America and the Caribbean. Fernando Reimers. 1992.

This document examines what is known about the need for early childhood education in the LAC region, the benefits from existing early childhood programs both in the United States and in the developing world, and the policies governments should consider in light of the current needs and the potential benefits.

Working Papers Series #2-Effective Multigrade Schools: A Review of Literature. Katherine Hayes. 1993.

This document reviews and synthesizes current research and practical case studies about multigrade schools in Latin America and the Caribbean (LAC) and addresses the effective use of multigrade schools.

Working Papers Series #3-Civic Education in the School Systems of Latin America and the Caribbean. Also in Spanish, *La Educación Cívica en el Currículo en América Latina y el Caribe*. Eleonora Villegas-Reimers. 1994.

This paper compiles the results of a survey conducted in fifteen countries in the LAC region concerning the state of civic education in each country's national curriculum. The report includes a review of literature, country reports, and a listing of key organizations.

Working Papers Series #4-Environmental Education in the School Systems of Latin America and the Caribbean. Also in Spanish, *La Educación Ambiental en el Currículo en América Latina y el Caribe*. Adalgisa Arias-La Forgia. 1994.

This paper compiles the results of a survey conducted in fifteen countries in the LAC region concerning the state of environmental education in each country's national curriculum. The report includes a review of literature, country reports, and a listing of key organizations.

Working Papers Series #5-Education Goals in the Latin American and the Caribbean Region. Lorecia Roland. 1995.

This paper provides an overview of goals in education established by various organizations for the LAC region. The report includes summaries of conferences, studies, reports, and policy briefs, as well as a matrix of organizations and their goals.

Working Papers Series #6–Self Replicating People’s Private Schools: A Concept Paper for a Pilot Project. Also in Spanish, *Escuelas Populares Privadas Auto Reproducibles: Ponencia Conceptual para un Proyecto Piloto*. Luis A. Crouch and Stephen M. Dunn. 1995.

This paper describes a system of franchisable private schools specifically structured to expand access to quality education for low-income students. By providing targeted subsidies to qualifying schools based on aggregate measures of students’ economic background, such a program would encourage schools to expand their enrollment of low-income students.

Working Papers Series #7–Encouraging the Growth of Educational Opportunity: The Concept, Mechanics, and Benefits of an Education Finance Investment Fund. Also in Spanish, *Estimulación del crecimiento de la oportunidad educacional: El concepto, funcionamiento y beneficios de un Fondo de Inversión para el Financiamiento de la Educación*. Stephen M. Dunn and Luis A. Crouch. 1995.

This paper investigates a means by which communities in developing countries could access the pool of charity-capital in developed countries to finance education investment. Vast amounts of money flow through traditional charities to the developing world with little attention given to the ultimate success or failure of the resulting projects and with no financial return to the individual donors. An emerging set of charity-like vehicles represent a promising untapped resource for financing education in the developing world.

Working Papers Series #8–Promoting Educational Excellence via Education Achievement Bonds: An Introductory Concept Paper. Also in Spanish, *Bonos de Logro Educacional: Una Propuesta Conceptual Introductoria*. Stephen M. Dunn and Luis A. Crouch. 1995.

This paper describes a type of financial instrument designed to act as a catalyst for improvements in educational quality, focusing most directly on a means of encouraging family investment in education. By providing a certain near-term monetary reward to carefully measured achievement, such an instrument would serve as an incentive for families to simultaneously exercise voice for educational quality and devote their own resources to achieving a quality education for their children.

Working Papers Series #9–Lessons Learned in Policy Dialogue. Holly Landauer. 1995.

This paper describes the experiences of the Education and Human Resources Technical Services Project in implementing the policy dialogue approach and describes some lessons that can be useful in education policy reform. It is organized by country experience, concluding with a section on general lessons learned.

Working Papers Series #10–Program Overview–Education and Human Resources Development. 1995.

This document provides an annotated listing of all current USAID investments in education and human resources development in the LAC region.

Working Papers Series #11–Educational Revitalization Conference Report. Also in Spanish, *Informe de la Conferencia sobre la Revitalización de la Educación*. Benjamin Alvarez. 1996.

This report summarizes the proceedings of the Conference on Building Partnerships for Educational Revitalization in the Americas, held in Washington, D.C., on December 4-6, 1995. In addition to the summary and sample presentations, it includes the keynote address, conference agenda, and list of participants.

REVIEWS OF EXPERIENCE

Review of Experience-Basic Education. Ray Chesterfield. 1992.

Review of Experience-Training for Development. John Gillies. 1992.

Review of Experience-Vocational Education and Training. Dennis Herschbach. 1992.

Review of Experience-Management Education and Training. John Gillies. 1993.

These documents review USAID's experience in four subsectors of human resources development and focus on investments in the LAC region over the past fifteen years. The studies present lessons learned regarding project design, implementation, and evaluation.

Practical Applications-A User's Guide to Lessons Learned in Project Design, Implementation, and Evaluation

This document summarizes the most important lessons learned from the Reviews of Experience series. This volume is meant to be used by practitioners as they go through the process of designing, implementing, or evaluating a project.

POLICY DIALOGUE

LASER: Strategies for Educational Reform in Latin America. Also in Spanish, *LASER: Estrategías para Reforma Educativa en Latinoamérica.* Luis Crouch.

This paper addresses the question "Why invest in education?" Using the Nicaraguan case, the reply is found through economic, political, and social rationale. Graphics used in the LASER presentation are included.

USAID Donor Collaboration: Assistance to Education in Bolivia. Luis Crouch, Frances Hays. 1994.

This short paper traces the Bolivian government's efforts to reform the educational sector through multidonor collaboration. A donor-consortium provided technical assistance through the World Bank to a semiautonomous unit charged with designing the reform. USAID assisted with efforts to communicate and market the reform.

To obtain copies of any of these documents, contact

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