

Notes on Contributors

David Atchoarena is Senior Program Specialist at the International Institute for Educational Planning (IIEP) of UNESCO where he leads the team working on higher education and specialized training. His research focuses on policies, planning and evaluation issues in technical and vocational education, linkages between education and rural development and on skills development in the context of Education for All (EFA). He has worked in a number of countries in Africa, Asia and in the Caribbean. His recent books include *Revisiting Technical and Vocational Education in Sub-Saharan Africa*, (with Andre Delluc, UNESCO publishing, 2002), *Private Technical and Vocational Education in Sub-Saharan Africa* (with Paul Esquieu, UNESCO publishing, 2002) and *Education for Rural Development* (co-edited with Lavinia Gasperini, FAO and UNESCO publishing, 2003). He is a member of the Working Group for International Co-operation in Skills Development (Swiss Agency for Development and Cooperation/International Labor Office/Northern Policy Review Research and Advisory Network on Education and Training).

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Anne Dykstra is a Visiting Scholar and Guest Lecturer at the University of Minnesota, School of Education, Department of Policy and Administration. Private consultant. Her research interests focus of rebuilding educational systems after conflict, curriculum reform and policy in developing countries. She has thirty years international and domestic experience in more than 15 countries with USAID, UNICEF, UNDP, and International organizations as a designer, manager, and administrator and consultant in education programs primarily in countries emerging from conflict or with transitional governments. Her focus has been to rebuild basic education through technically sound, fiscally sustainable and politically supported policy and practices. She has authored *Education: Relationship to Peace and to Conflict, Desk Study (Draft)*, AED/USAID, October, 2004; "Education in Crisis: Development Sequence and Transitions", Appendix in Miller, Vachel W. and Affolter, Friedrich, "Helping Children Outgrow War", Appendix," USAID Technical Paper no. 116, June 2002, Dykstra, Anne H. & Kucita, Pawan (1997): 'School-Based Management through Cluster Schools: A Case Study from Cambodia', in Shaeffer, Sheldon (ed.), *Innovations in School-Based Management. Dossier for program 'Education for All: Making it Work'*, New York: UNICEF and Paris: UNESCO 1997.

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Ash Hartwell is an adjunct professor at the Center for International Education of the University of Massachusetts and is a senior project manager for the Education Development Center's Global Learning division. Dr. Hartwell has thirty years of field experience working at community, national and international levels on educational policy analysis, planning and research. He has provided technical assistance and training for the establishment and strengthening of national educational planning divisions in Egypt, Botswana, Lesotho and Uganda. He has provided leadership in establishing innovative designs for basic education reform in Egypt, Ghana and Malawi. He has also held regular and honorary teaching positions in several universities in Africa and the United States. He currently is helping lead the team conducting research on community-based approaches to primary schooling for USAID's

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Stephen P. Heyneman received his PhD in comparative education from the University of Chicago in 1976. He served the World Bank for 22 years. Between 1976 and 1984 he helped research education quality and design policies to support educational effectiveness. Between 1984 and 1989 he was in charge of external training for senior officials world wide in education policy. Between 1989 and 1998, he was responsible for education policy and lending strategy, first for the Middle East and North Africa and later for the 27 countries of Europe and Central Asia. In July, 2000 he was appointed to his current position as professor of International Education Policy at Vanderbilt University in Nashville, Tennessee.

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