

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM, REGION 3

Semi-Annual Report, Year I: September 30, 2004 to March 31, 2005
Contract No: RLA-C-00-04-00074-00

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AMBASSADORS GIRLS SCHOLARSHIP PROGRAM

*Le Programme des Ambassadeurs des Etats-Unis d'Amérique pour la
Scolarisation des Jeunes Filles*

Programa de Bolsas dos Embaixadores Americanos para Meninas

SEMI-ANNUAL REPORT: Project Year One September 30, 2004 – March 31, 2005 *Region 3: Southern Africa*



Uukwiyoongwe School Girls at Recess in Namibia. Credit: Winrock International.

Africa Education Initiative (AEI)

L'initiative pour l'éducation en Afrique

Iniciativa educacional na Africa

April 30, 2005



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Ambassadors Girls Scholarships Program (AGSP) Africa Education Initiative (AEI)

Semi-Annual Report

Program Milestones & Deliverables

October 2004 – March 2005

- √ Developed and submitted annual work plan.
- √ Conducted site visits in each of the 13 active countries.
- √ Signed 10 Letters of Agreement (LOAs) with local partners in 9 countries.
- √ 9,110 girls will be served by LOAs awarded, including 8,730 primary school girls and 380 secondary school girls.
- √ Awarded \$1,417,919 in LOAs to partners.
- √ Advanced \$704,464 to partners in seven countries.
- √ Selected 3,283 girls.
- √ 100% of partners have community participation plans.
- √ 10 more NGOs are on track to sign LOAs in April valued at \$499,950 that will support an additional 5,804 primary school girls and 49 secondary school girls
- √ Established directory of partners, mentors and schools.
- √ Designed and launched interim database.

Introduction

On September 30, 2004, Winrock International was awarded a contract by the U.S. Agency for International Development to implement the Presidential Africa Education Initiative Ambassadors' Girls' Scholarship Program (AEI-AGSP) and award approximately 83,333 scholarships to girls in 15 countries in Southern Africa (Region 3) over the four-year life of the contract. Region 3 encompasses the following countries: Angola, Botswana, Comoros, Republic of Congo (Congo), Gabon, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, São Tomé and Príncipe, South Africa, Swaziland, and Zambia. The two crosscutting themes of the program are strengthening the focus of HIV/AIDS mitigation and prevention and increasing and strengthening parent and community involvement in children's education.

AEI-AGSP concentrates on providing bright, academically motivated, yet vulnerable girls in these countries with scholarships to enable them to start school and stay enrolled.

Within AEI-AGSP, girls are considered vulnerable if they are economically disadvantaged, orphaned (one- or two-parent), physically handicapped and/or AIDS-affected. In addition to the scholarships, selected girls participate in mentoring programs to encourage the girls as they pursue their education, to provide role models, and to deliver important information about HIV/AIDS.

Winrock is administering this program in partnership with Weidemann Associates, Inc., as a sub-contractor. Weidemann Associates is tasked with managing the scholarship program in up to four countries in the region (currently they are managing the program in Botswana and Swaziland), developing an on-line reporting mechanism (ORM) and working with partners throughout the region to improve the HIV/AIDS dimension of their work. Both Winrock and Weidemann work through local partner NGOs that have the presence, capacity and desire to implement the scholarship and mentoring program.

Program Start-Up

Participating Countries

Of the 15 countries in the region that could participate, a total of 13 countries responded with proposals to USAID to participate in the Ambassadors' Girls' Scholarship Program since October 1, 2004. Only Comoros and Mauritius are not participating in the program this year. Winrock and Weidemann did not implement any AEI-AGSP activities in these two countries during the reporting period.

Assessment of Existing Environment

Girls lag behind boys' enrollment throughout much of sub-Saharan Africa, and experience higher dropout rates than boys as well. It is estimated that 60% of the 42 million children in sub-Saharan Africa are girls. While the benefits of education have been clearly documented, many girls simply cannot overcome the significant hurdles to education without external assistance.

Among the most common barriers for girls are the cost of school fees, the expense of purchasing uniforms and books, (or the shame and stigma of attending class without the appropriate clothing and supplies their peers enjoy), the cost of taking public transportation to schools located beyond walking distance, the lack of breakfast and/or lunch during the day, among others. Parents with limited resources may favor their son's education over their daughter's education, believing that educating a girl may not be a wise "investment." Early marriage and pregnancy are not uncommon throughout the region, and usually take a girl out of school. Sexual harassment by fellow students, teachers, and school administrators—though not always acknowledged—is a problem that depresses retention rates for girls as well.

In a region ravaged by HIV/AIDS, girls are often pulled out of school to care for dying parents and manage the household chores such as cooking, laundering clothes, and taking

care of younger siblings. Once orphaned, few girls can return to school, but become surrogate parents living in child-headed households or are cared for by grandparents or extended family members with insufficient resources to support the continuation of their education. Adult HIV/AIDS prevalence rates range from 1.7% in Madagascar to a tragic 37.3% in Botswana and 38.8% in Swaziland (the highest prevalence rates in the world). Nine of the 15 countries in the region, representing 73% of the population in the Region 3 countries, have adult HIV/AIDS prevalence rates equal to or greater than 5%, the threshold for a runaway epidemic. Girls themselves also directly suffer from HIV infection, and may be forced to leave school as their health declines. While anti-retroviral therapies are being introduced to more and more populations, the need still far outstrips the capacity to provide such life-prolonging medicine.

In these challenging environments, a scholarship alone cannot always ensure a girl will succeed in school. Members of the community and parents must support and encourage girls to stay in school, advocating for them and making sure that schools are responsive to their needs. The reality of the AIDS virus must be confronted head-on, and girls must be given the, knowledge, wherewithal and confidence to protect themselves. One of the ways of creating an enabling environment for the girls is through mentoring programs that complement the financial assistance the girls receive.

Allocation of Resources for Scholarships, Mentoring and NGO Administration

The division of financial resources between countries posed one of the greatest challenges to implementation in Region 3. Based upon Winrock's experience with EDDI (Education for Development and Democracy Initiative) AGSP, Winrock had assumed that countries would be awarded a specific amount of funding that could be accommodated in full by the contract budget. Winrock's proposed strategy was to put some countries on a "fast-track" for implementation, as there would be very little budget negotiation to be concluded. However, the actual costs required for each country's program were not determined at the outset of the program, in part because of the shift in focus from all different levels of education to primary school educational support.

Winrock first became aware of this approach to country level budgeting in October, as approved program plans were provided by USAID. These plans were the result of dialogues USAID conducted with Embassies and Missions, and included an outline of the program with the target number of girls, a total cost, potential partner and beneficiary information and other data where available. By late October, when we had received the full complement of country level budgets, we identified this as a potential problem. Winrock prepared a spreadsheet to analyze various aspects of the program and when added up, the 13 participating countries' total costs exceeded the Region 3 budget for scholarships, mentoring and NGO administration costs by 42%.

After seeking guidance, Winrock was instructed to verify the budgets needed to implement the program, and report that back to USAID. This became a significant part of

our site visits, which were conducted in November through February, and in the follow-up budget negotiations with NGOs. The budget assessments were not conducted in a vacuum, but rather against the expectations of US Embassies and USAID Missions. Posts had been informed of a budget for the program that “may be adjusted as required by the implementation process.” Due to the delicacy of balancing competing needs within the region, Winrock decided the best course of action would be to present a re-allocation of resources for each country to USAID. In January, after some of the site visits had been conducted, Winrock was able to obtain USAID approval and move forward with implementation. However, this process of fine-tuning budget requirements in each country continued throughout the reporting period and into April.

As of the end of March 2005, Winrock and Weidemann are on track to meet the needs of the 13 participating countries within the budget provided for Region 3.

Identify, Select and Orient Local Partners

Much of the reporting period was devoted to the process of finding the most suitable local implementing partners in Region 3 and ensuring that they had the proper information and tools to make informed decisions about assuming the responsibilities associated with AEI-AGSP. In each country, the Winrock and Weidemann teams began the process during the initial site visits, making contact with all of the prospective partners suggested by the in-country US government teams (i.e. the American Embassy and/or the USAID Mission).

The degree to which the U.S. Government teams were committed to working with these specific partners in each country varied widely. In many countries, former EDDI-AGSP partners had been nominated in part because there was a desire to continue support to the same group of girls. These countries included Angola, Congo, Namibia, South Africa, and Swaziland. In some countries, such as Lesotho, the preference was to steer away from former partners due to dissatisfaction with elements of implementation under EDDI. In other countries such as Mozambique, South Africa, and Zambia, there was a desire to work with NGOs receiving funds from the President’s Emergency Plan for AIDS Relief (PEPFAR) in order to capitalize upon their AIDS-expertise and their reach into AIDS-affected communities.

During the site visits, we focused on making initial assessments of the proposed partners. Winrock found that it was necessary to expand the pool of potential partners in three countries, including Gabon (due to concerns about the proposed partner), in Lesotho (due to concerns about the former partner, and a lack of specific proposals on alternative partners prior to the site visit), and in South Africa (due to the realization that the proposed partners might not be able to reach enough girls or provide the geographic diversity desired by the Mission).

The depth of assessment of all the partners varied from country to country and from partner to partner according to access, scheduling limitations, geographic scope, and the

number of partners to be seen. The Winrock and Weidemann teams were able to visit partner sites in all the participating countries. This was helpful in understanding the approach that different partners use in their development work, and whether this approach would complement the objectives of AEI-AGSP. In some cases, we were able to schedule multiple meetings and discussions with partners, while in other cases we only had the opportunity to hold one meeting. Follow-up was conducted with all prospective partners via e-mail and telephone calls in the weeks following site visits. As partners developed budgets and annual program plans, the Winrock and Weidemann teams offered advice, suggestions, and guidance to strengthen the final proposals. These dialogues also served to indicate the transparency and responsiveness of prospective partners, both important elements of a successful partnership.

Ultimately, all prospective partners that wished to participate in AEI-AGSP in Region 3 were required to submit the following documents:

- A Letter of Agreement Partner Questionnaire (for financial, managerial, administrative assessment and to conduct the required terrorism check).
- An Annual Budget in U.S. dollars with monthly amounts organized into three broad categories: Scholarships, Mentoring and Administration.
- An Annual Program Activity Plan Narrative, diagramming activities on a monthly basis, and also outlining the mentoring plan, how they would incorporate HIV/AIDS information into the mentoring program, and how they would involve community members in the program.
- A Scholar Selection Questionnaire that solicited specific information on how the girls would be recruited, how they would apply, how they would be selected and informed of their scholarship, and the criteria the partners would use for renewal of a scholarship in subsequent years.
- Banking Information (for the first wire transfer of funds to the partner).

Due to the differing levels of capacity of prospective partners, we offered a high degree of support in the development of program plans and budgets. We reviewed numerous drafts, and provided concrete suggestions, queried aspects that were unclear and advised NGOs on what were activities and expenses were within the scope of AEI-AGSP. Some partners with little proposal writing and project planning experience found the forms daunting. A few found it challenging to use Microsoft Excel, and demonstrated the need for Winrock to help develop their capacity in this regard. Winrock eliminated the use one of the planning forms when it became clear that prospective partners were finding it too complicated to complete and the information could be gathered more easily by other means. Winrock consistently focused on finding the right way to obtain necessary and sufficient information to make a judgment about the suitability of a partnership with any given NGO.

Most of the forms partners were asked to complete were translated into French and Portuguese. However, two forms (the LOA Partner Questionnaire and the Banking Information) used by staff in the Finance and Administration unit at Winrock were initially available in English only. However, after continued struggles by some of the

Francophone NGOs, translations were provided to support their English-language responses.

With the strong French language capacity on staff, communications with Francophone countries have proceeded smoothly, with clarifications sought as needed. Most of the partners in the Lusophone countries of Angola, Mozambique and São Tomé and Príncipe have strong English speakers (and in once case a French speaker) to ease communications. However, the language barrier has been a challenge with one NGO in particular in Angola, OCSI. They have recruited the services of a volunteer with ExxonMobil who is a native English speaker and who speaks excellent Portuguese. Winrock has utilized the language skills of the USAID contact at the mission and colleagues in other departments at Winrock to assist in telephone conversations and e-mail messages. In addition, the Winrock Program Assistant will be starting Portuguese language lessons in April to provide some additional capacity.

Once the negotiations were concluded with partners and plans and budgets mutually agreed upon, Winrock or Weidemann issued a Letter of Agreement (LOA). Each LOA specifies the dollar amount reimbursable, the number of primary (and secondary) girls to be assisted, the percent of girls expected to be mentored, and the percent of girls expected to be provided with HIV/AIDS information. The LOAs incorporate the budget and annual program plan as annexes. Immediately upon receipt of the signed LOA, funds were advanced to partners for the first two or three months of operations. The first financial and narrative reports are due on the 10th of the month after the first full month following receipt of the funds. The first reports were due on April 10th from partners that received advances in February. These partners include FEGAB in Gabon, Pact in Madagascar, CRECCOM in Malawi, and STeP UP in São Tomé and Príncipe, and Orphanaid Caritas in Swaziland.

Administrative and Financial Capacity Building

One of the first steps that Winrock took was a systematic review of the forms and procedures that the partners would use in implementing AEI-AGSP and the simultaneous development of administrative procedures at Winrock and Weidemann. The AEI-AGSP team for Region 3 (Winrock and Weidemann staff) started with a solid foundation of forms and systems that had been developed over the life of EDDI. However under AEI, there are some notable differences from EDDI, namely that USAID is the manager of the project, as opposed to a consortium of US Government agencies, and Winrock International is the Prime Contractor, as opposed to acting as a Sub-Contractor. In addition, AEI-AGSP requires a significantly increased level of reporting on the scholarships and the girls benefiting from the program. Also, using lessons learned under EDDI, many forms were significantly revised and improved to eliminate confusion, lessen the reporting burden, and capture the most significant accomplishments of the program. These requirements necessitate the development of the Online Reporting Mechanism (discussed in detail below).

Winrock's AEI-AGSP team is comprised of two full-time staff at the Arlington, VA office, and one full-time plus one quarter-time staff at the headquarters in Arkansas. Using a mixture of conference calls, video conferencing, e-mails and shared computer drives for storing documents and e-mails, the distance between the two Winrock offices is minimized, and the individuals have developed into a team quite effectively.

Regular meetings and constant e-mail and telephone communications between Winrock and Weidemann Associates have helped standardize approaches taken, and share knowledge and experience. Quarterly meetings with USAID and the other contractors have been useful in discussing common challenges and seeking appropriate solutions and approaches.

Assignment of Countries to Weidemann Associates

The sub-contract for Weidemann Associates provided funding for Weidemann to manage the scholarships and mentoring in up to four countries for 1,300 girls. The decision about which countries to assign to Weidemann was a multi-faceted one, and required a detailed review of the scope of each country's program approved by USAID/AFR/SD/ED, the dollar ceiling established by USAID for each country, consideration of Weidemann's focus on HIV/AIDS, the assessment of comparative advantages of Winrock and Weidemann, school-year start dates, language consistency, and the logistics of moving between their assigned countries.

Winrock, in consultation with Weidemann and USAID, decided to assign Botswana and Swaziland to Weidemann. The projected number of scholars for those two countries came close to the number of girls budgeted for in Weidemann's sub-contract (i.e. 1,330 girls versus 1,300). The two countries have the highest adult HIV/AIDS prevalence rates in the world, and one of Weidemann's important responsibilities will be to support partners with their HIV/AIDS work. The official language of each country is English, and the countries, while not adjacent, are close enough to allow same-day travel between them.

The major complication with this decision was the fact that the budgetary ceiling provided to the posts by USAID exceeded the funding that Weidemann had for the scholarships, mentoring and NGO administration by 26%. However, across the region the countries participating had a combined budget ceiling that exceeded Winrock and Weidemann's combined scholarship, mentoring and NGO administration budgets by 42%, so Weidemann's burden was less than Winrock's, which seemed appropriate in a Prime/Sub-contractor relationship.

In fact, as implementation proceeded, Weidemann did not have sufficient resources to address the needs of all the girls desired in these two countries, and Winrock resolved this problem by allocating some of its funding to the program in Swaziland.

Program Implementation

Identification and Selection of Girls

The selection of beneficiaries is a crucial aspect of the implementation of AEI-AGSP, and some broad principles were established to ensure that those selected qualify as academically motivated yet vulnerable. As noted above, an emphasis was placed on serving girls who are economically disadvantaged, physically handicapped, orphaned or affected by HIV/AIDS. Some partners added additional evaluation criteria, including girls from large families, orphans living with feeble grandparents or in child-headed households, etc. Partners were asked to specify how their selection process would reach out to under-served populations, and not discriminate against marginalized populations. In addition, partners were asked about how their selection process would involve parents and members of the community, to strengthen participation and enhance transparency.

In some cases where much planning had already occurred in country prior to the first site visits, the girls had, de facto, been selected. In countries where the program continued with former EDDI-AGSP partners, no new selection process was done at all. In other countries, prospective NGO that had been asked to submit proposals to the posts during the planning phase went ahead and identified girls. With other partners, all the girls served by their NGO were included by virtue of the complementary nature of their mission (i.e. NGOs serving girls abandoned by their families and living on the streets, or NGOs serving AIDS-affected families). The specific selection criteria and process is discussed in the Annexes on each country.

Mentoring Activities

Mentoring can encompass a wide range of activities such as one-on-one tutoring, life-skills training for groups of girls, field trips, sports activities, HIV/AIDS films and discussions, career guidance, advocacy on behalf of the girls and building self-esteem. Women in the community, parents, older girls, community leaders, educators, health workers and other members of the community become involved in mentoring, and making a significant contribution to the future of the girls and their communities at large.

During the reporting period, the emphasis was on helping partners to develop mentoring plans that provide girls with as much support and encouragement as possible, while imparting information on HIV/AIDS. Mentoring touches girls in many different ways—academically, emotionally, intellectually, physically and spiritually. Partners utilize a wide range of mechanisms to reach the AEI-AGSP girls, and a more discussion of the nature of partners' plans is included in the Annexes.

With limited financial resources available to support the mentoring aspects of the program, the nature and scope of the planned mentoring programs varies greatly. Those partners that are already interacting with girls in organized ways are able to effectively and efficiently capitalize upon these contacts and deliver more personalized mentoring.

Other NGOs are relying upon volunteers to stretch the mentoring resources and deliver quality services to their participating girls.

All partners have agreed to reach at least 75% of their girls with mentoring and at least 75% of their girls with HIV/AIDS information. However, Winrock is encouraging partners to reach all the girls in their program, as the benefits of this aspect of the program can be truly profound.

In order to better support partners with HIV/AIDS information, Weidemann developed an information gathering tool that was used during initial site visits to conduct informational interviews with key informants regarding the particular context of HIV/AIDS in country, what information is important for young girls to have, and what (if any) mentoring regarding AIDS was being carried out. The information gathered during these interviews will be used to shape the support that Weidemann will deliver to partners throughout Region 3. In addition, a basic library of useful information on HIV/AIDS has been obtained on CDs for the partners in English, and French and Portuguese materials are being located. On a quarterly basis during the coming year Weidemann will produce HIV/AIDS education reports for partners that is focused on HIV/AIDS mitigation/education efforts targeting young girls with special attention to primary school girls.

Financial Management

As noted above, partners sign Letters of Agreement that stipulate the maximum amount of funding available for implementation during the first contract period (through September 29, 2005). All expenditures must be documented in monthly financial reports with valid, original receipts and exchange rates.

In accordance with AEI-AGSP requirements to track the resources spent on scholarships, mentoring and NGO administration, partners categorize their expenses according to these three areas in their monthly financial reports. Financial reports may be submitted via e-mail in MS Excel, but the original documents are sent (usually via express delivery) to Winrock or Weidemann for review and verification before processing. The transfer of additional funds to partners depends upon the clearance of advances as well as the required funds indicated in the budget.

No partner financial reports were due within the reporting period.

Relationships with USAID and American Embassies

As the very name **Ambassadors'** Girls' Scholarship Program implies, the relationship with the Embassies is crucial. No less important is the relationship with USAID, both in Washington and at the Missions in the region. All are key stakeholders in the

implementation of AEI-AGSP. From the outset, Winrock has established and maintained a close working relationship with the USAID Africa Bureau Office of Sustainable Development Education Division, seeking and receiving guidance and support on an on-going basis. During the site visits, a key objective was to establish contact with the Embassy and the USAID Mission, where present. Region 3 team members found open doors and welcoming support throughout the region, and this proved invaluable as program planning commenced. According to the level of interest, some missions and posts have played a greater role in the activities following the site visits. For example, in South Africa, the USAID Education team has been instrumental in identifying additional potential partners for implementation, and has clearly stated its interest in closely monitoring this program as it relates to its other education activities.

In order to ensure that USAID/AFR/SD/ED remains aware of developments with USG posts, Winrock continues to copy the CTO on all correspondence to USAID and Embassy staff.

Program Reporting

Online Reporting Mechanism (ORM)

During this period Weidemann began the development of an online reporting mechanism (ORM) for Region 3. Weidemann originally planned to do all system design, coding, testing and implementation in-house and complete the ORM in March. Initial discussions concerning USAID's reporting requirements were held at the first meeting of AEI-AGSP contractors at USAID on October 13, 2004. Subsequently, Winrock and Weidemann staff began the process of refining reporting forms and defining ORM requirements. On January 13, 2005, USAID convened a meeting with contractors specifically to determine common required data points for AEI-AGSP reporting systems, which led to further modifications and additions to the requirements of the ORM.

It became evident that the user requirements for the ORM were more complex and far larger than anticipated, including 594 system design screen pages (versus the 300-350 initially projected), more user types, and more functions for data processing and reporting. As a result, the timeframe and method for completion evolved during the reporting period. In order to deliver the quality and complexity required for the ORM while staying within budget, Weidemann sought and received approval to outsource part of the coding and testing work. A firm in India, Genfocus, was contracted and began work in March under close supervision by Weidemann. Here in the United States, Weidemann continued its work on writing business cases, designing screens, developing queries, translating pages, and writing instructional pages.

Weidemann anticipates that it will be October 2005 before the development of the ORM integrated database is completed. The largest sections (for administrative and contractor use) of the design phase of the ORM were completed during this reporting period. A sample of the design pages of the ORM appears in Volume II of this report. This set

consists of design screens for the Admin-AGSP component of the ORM design. ORM design screens and business cases are maintained at the Weidemann office in Arlington, Virginia.

As development and construction of the ORM proceeds, Weidemann is using an interim system to serve the Region 3 requirements for information management that consists of partner databases in Microsoft Access, MS Excel spreadsheets, MS Word files and original documents, as needed. This system is managed, maintained and updated by Weidemann for Region 3 information handling, data processing and reporting. Work on this system began in the early days of this start-up period as Weidemann and Winrock developed reporting formats in MS Word and MS Excel for use by the partners (see detailed comments above in “Administrative and Financial Capacity Building”). MS Word formats were developed for Annual and Monthly Narrative Reports, LOAs and other documents. Spreadsheet formats were developed for numerical annual and monthly reporting (e.g., selected scholar information data collection sheet, annual budget, and monthly program and financial reports). All reporting documents and spreadsheets for partner reporting were translated into French and Portuguese and disseminated to partners this period.

The key elements of the system are:

- LOA Partner Questionnaire (MS Word) – At start-up
- Scholar Selection Questionnaire (MS Word) – At start-up and annually
- Letter of Agreement (MS Word) - Annual
- Annual Budget (MS Excel) - Annual
- Annual Program Plan (MS Word) - Annual
- Selected scholar forms (MS Excel) – At start-up and as new scholars are added
- Monthly Scholar Update Report (MS Excel) - Monthly
- Monthly Narrative Report (MS Word) - Monthly
- Monthly Financial Report (MS Excel) - Monthly
- Scholar Spotlight Form (MS Word) - Periodic
- Success Stories (MS Word) - Periodic
- Photos - Periodic

Under the interim information management system, partners are being given a copy of the MS Access database. They can submit their MS Word and MS Excel reports to the contractor so Weidemann can enter the data into MS Access. Alternatively, partners can directly enter data into their MS Access database. Either way, the databases are repositories for data on the schools, the scholarship recipients, the annual mentoring plan, actual mentoring events that have occurred, and updates on the status of the scholars. They can also generate monthly reports using the MS Access database. The major screens are: Main Menu, Overview and Instruction, Partner Information, Add a School, Selected Scholar, Add a Scholar, View Active Scholars, View Schools, Fill Monthly Scholar Report, Mentoring Plan, Edit/View Annual Mentoring Plan, Enter Mentoring Events, List Mentoring Events, and Mentoring Monthly Report. When the ORM is operational, partners will be able to do all their reporting online.

Monitoring and Evaluation

Winrock and Weidemann are monitoring partners' progress through monthly narrative and financial reporting that is required under the terms of the Letter of Agreement that partners sign. As reports are submitted, they are reviewed against approved budgets and program plans, and e-mail and telephone follow-up is conducted with partners as needed. In addition to the monthly reports, partners are required to submit 10 success stories and 10 photos from the project each contract period so as to capture some of the individual stories demonstrating the impact of AEI-AGSP on the girls' lives.

Just as the first site visits to program countries was devoted to selecting partners, subsequent site visits will be devoted primarily to monitoring and evaluation, training as needs are identified, and planning for future years' implementation. As part of this process, Winrock will develop and use an evaluation instrument to assess the quality of local partner implementation. This will assist us in the process of evaluating whether to continue partnerships in Project Year 2 of the program, as well as pinpoint specific capacity strengthening needs of our partners.

Action Work Plan: April 1 – September 30, 2005

The six-month period from April through September 2005 will be focused on the following major activities:

- Signing remaining Letters of Agreement with partners to reach the targeted number of girls in each country (estimated to be 15 LOAs in 6 countries).
- Supporting the smooth implementation by current partners and monitoring their progress in awarding scholarships, mentoring and imparting HIV/AIDS information.
- Conducting site visits to monitor progress, prepare for Project Year 2 applications, and assist in training partners on financial and narrative reporting and data submission requirements.
- Dissemination of directories to local partners.
- Maintaining and updating directories and databases.
- Developing in country fact sheets for local partners and schools.
- Collecting and disseminating stories about girls being assisted by AEI-AGSP
- Development and dissemination of tools and information to assist partners with HIV/AIDS activities.
- Signing Letters of Agreement with partners for the Project Year 2.
- Completing the development and testing of the ORM, and preparing for its launch with partners overseas.
- Preparation of the Annual Work plan for Project Year 2.
- Preparation of the second semi-annual report.

Annex Introduction

Country information is presented in three separate annexes (A, B, and C).

Annex A provides a profile of the status of the program as of March 31, 2005, and some key development indicators that offer an overview of the country context. The sources of information include: Country AEI-AGSP partners, World Bank and World Fact Book country reports, and the World Bank Group: Millennium Development Goals reports. Data are from 2004-2005 or the most current available year. Most recent estimates factor in the effects of excess mortality due to AIDS. The maps illustrate provinces or districts where the program is or will be active (in hues of blue) and the location of Region 3 partners' headquarters (the red diamonds).

Annex B provides detailed information on each partner's work, including details of the Letters of Agreement and plans for scholar selection, mentoring, HIV/AIDS information and the school year.

Annex C provides a synopsis of important milestones achieved in the month of April, which was a very productive period. In April 2005, Winrock concluded 10 more Letters of Agreement to partner NGOs valued at \$499,950. These LOAs will serve an additional 5,853 girls, including 5,804 primary school girls and 49 secondary school girls. A total of \$420,106 was advanced to partners in April.

Other specific information is included in Annexes D, E, F and G.

Annex D includes the main screen for the interim database plus a selection of key screens for the Online Reporting Mechanism (ORM), which is in development. A more comprehensive selection of 142 screens is available for information purposes in Annex F.

Annex E is an electronic CD-ROM copy of the AEI-AGSP interim database (used in lieu of pending ORM). Please view, click on "WIWAIData" to open.

Annex F is an electronic CD-ROM copy of pending ORM screens. To open:

1. Load your CD
2. View what is on your CD
3. Click on the 3rd icon "AGSP Admin_AGSP_Frames (HTML File)
4. This will open up what looks like an internet explorer page, Navigate at bottom of screen, or
5. On the bar on top click on the phrase "click here for options"
6. Click on "Allow blocked options"
7. Click on "Yes" when you are asked if you are sure you want to allow...
8. View the ORM screens for the Admin-AGSP

Annex G contains the Partner and Mentor Directory plus the Schools Directory, which is currently populated with data from São Tomé and Príncipe.

Annex A: Country Profiles for Angola, Botswana, Congo, Gabon, Lesotho, Madagascar, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, Swaziland, and Zambia

Annex B: Angola

Introduction

Winrock conducted a site visit to Angola from January 24-28, 2005. In Fall 2004, the Angola Mission issued a request for proposals and had received several from a variety of NGOs. The field was then narrowed to three groups who appeared to have workable plans. It was also decided that the Centro Horizonte Azul, a former EDDI partner, would continue to receive funding for the girls served by this residential center.

The four partners selected will enable AEI-AGSP to reach beyond the city/province of Luanda, and serve many more girls than in the previous program. The school year began in February and is scheduled to end in December.

Principal Contacts

- **Centro Horizonte Azul (CHA):** Esperança Maria dos Santos, Director
- **Obra de Caridade da Criança Santa Isabel (OCSI):** Sister Domingas Loureiro, Director General
- **Salesianos de Dom Bosco (SDB):** Pilar Ponce Valasco, Coordinator of Projects
- **Filhas de Maria Auxiliadora (FMA):** Pilar Ponce Valasco, Coordinator of Projects

Funding Details

CHA	\$83,504 projected for LOA, \$0.00 advanced to date, 196 primary and 4 secondary school girls
OCSI	\$32,452 projected for LOA, \$0.00 advanced to date, 100 primary school girls
SDB	\$112,854 projected for LOA, \$0.00 advanced to date, 3,250 primary school girls
FMA	\$53,758 projected for LOA, \$0.00 advanced to date, 1017 primary school girls

Scholarship Components

CHA	School fees, books and study materials, uniforms, food, vocational trainers, transportation and medical care
OCSI	School fees, books and study materials, uniforms, transport, food, shoes and documentation
SDB	Uniforms, shoes, books and study materials

FMA Uniforms, shoes, books and study materials, and for 35 of the most needy girls, food and medical care

Implementation Locales

CHA Viana (suburb of Luanda)
OCSI Viana (suburb of Luanda)
SDB Luanda, Moxico, Benguela, Kwanza Norte, and Kwanza Sul
FMA Luanda, Moxico, Benguela, Kwanza Sul

Program Update

The partners in Angola are primarily focused on economically disadvantaged girls, including war orphans and those abandoned by their families. Like SDB, FMA operates schools in marginalized communities. All the primary school girls enrolled in their schools are receiving scholarships this year. CHA began as a residential center for girls living on the street, most of whom had been abandoned. They have expanded their program to provide primary level education for at-risk girls from the surrounding community (which includes a displaced persons camp) and for older girls who no longer qualify for standard primary school education due to their advanced age. These girls had never received or completed a primary school education. OCSI also reaches war-affected and abandoned girls. All partners have completed the selection of girls.

All the partners already incorporate mentoring into their work with the girls, so they will be able to strengthen their on-going support. CHA is conducting remedial tutoring, lectures, field trips, recreational and sports activities, life skills activities and sessions, films, videos, workshops, one-on-one sessions, speakers, and conferences. They are using lectures, demonstrations, cultural events, and films/videos to address HIV/AIDS issues with the girls. OCSI is using lectures, field trips, study sessions, and one-on-one sessions with girls for their mentoring and HIV/AIDS information. At the schools run by the Salesian Brothers and Sisters (SDB and FMA), students are counseled each month in a different topic including HIV/AIDS, human rights, healthy lifestyles, civic responsibility, and related topics.

All the partners conduct meetings with parents and community members to encourage their involvement in the program and their support of the AGSP girls. In addition, OCSI provides a wide range of social services to the community, including training of literacy volunteers, community literacy programs, maintaining a residential center for orphans, and health programs. The Salesian Brothers encourage parents to be involved in literacy programs as well.

It is anticipated that LOAs will be finalized with all partners in early April and that the first transfers of funds will be made by mid-April. The next visit to Angola by the Winrock team is planned for the month of July 2005.

Annex B: Botswana

Introduction

Weidemann conducted a site visit to Botswana in January and worked with the US Embassy to identify and select a partner. Skillshare was selected as the single AGSP partner. The school year begins in January and ends in December each year.

Principal Contacts

- **Skillshare:** Tiny Healy, Regional Director; Khwezi Mbonini, Acting Country Director and Bakoetse “BK” Tsiane, Country Program Officer and AEI-AGSP contact

Funding Details

\$31,038 in LOA, \$0.00 advanced to date, 110 primary school girls and 40 Pre-School girls.

Scholarship Components

School fees, clothing, study materials, food, books, uniforms, transport, food, shoes.

Implementation Locales

Kang town (in the Kalahari; Basarwa (San) people live in or nearby)

Program Update

Skillshare is primarily focused on economically disadvantaged Basarwa girls. Without this support, these girls would not be able to go to primary school. While the government does provide “free” primary education, it does not provide for uniforms, clothing, and other items necessary for these girls to attend school. The pre-school program, which receives no government funding, is essential to prepare the Basarwa girls for later entry into primary school. The Basarwa do not speak Setswana, which is the language of instruction in primary school. The pre-school program will provide Setswana language learning so that the likelihood of retention in primary school will be higher among the Basarwa girls.

The mentoring program will be conducted as an after-school program four days a week. Each primary school scholar is expected to participate at least 2 days each week. The mentoring program will provide remedial tutoring in Setswana, lectures, field trips,

recreational and sports activities, life skills activities and HIV/AIDS learning sessions, films, videos, workshops, one-on-one sessions, speakers, and conferences.

Skillshare has already conducted meetings with parents and community members to encourage their involvement in the program and support of the AGSP girls. In addition, parents are actively involved in the pre-school program and in the after-school mentoring program.

The first transfers of funds to Skillshare were scheduled in the first week of April. The next visit to Botswana by Weidemann is planned for the month of July 2005.

Annex B: Congo

Introduction

Winrock conducted a site visit to Congo in December to meet with the Congo US Alumni Association (CUSAA), the single local implementing partner. CUSAA had participated in EDDI-AGSP program; more than 200 of the girls that received scholarships under EDDI had not yet finished secondary school. CUSAA was selected to provide support to these girls, so that they could complete the secondary cycle. The school year began in October and it ends late July/Early August

Principal Contacts

- **CUSAA:** Dr. Jean Paul Ngole, President; Gabriel Songa, Treasurer

Funding Details

\$85,974 in LOA, 210 secondary school girls.

Scholarship Components

Tuition, books and school supplies, uniforms, food/meal money, and transport money.

Implementation Locales

Brazzaville, Point Noire, Dolisie, Nkayi, Mouyondzi, Kinkala, Mindouli, Sibiti, Gamboma, Djambala, Lekana, Owando, Makoua, Ewo, Ouesso, and Likouala.

Program Update

All of the scholarship recipients had participated in last year's EDDI program; CUSAA verified the list of former scholars to see which young women were still in school. This verification resulted in a list of 210 students who were eligible for AEI-AGSP.

CUSAA will do training with all mentors from each region. All scholars will have a mentor who works with them on a regular basis. These mentors, especially those working in the interior of the country, will play a large role in monitoring the girls' academic progress. CUSAA is working with *Le Programme National de Lutte contre le SIDA*, or the National Program for the Fight Against AIDS (PNLS), and *Prevention du SIDA dans les Écoles du Congo*, or AIDS Prevention in Congolese Schools (PRESIEC), to provide a wide array of AIDS information for the girls including debates, workshops, films,

presentations by people living with AIDS, and trainings regarding the impact of the disease on Congo. Parents will be encouraged to participate in many of these activities. CUSAA staff will meet regularly with the principals of the participating schools and the parents and guardians of the scholars.

Winrock will return to Congo in early July to monitor the girls' progress. Winrock will also select a NGO to administer the primary school program; the primary school program is expected to begin next school year, once some of the secondary school girls begin to graduate. The primary program is expected to be implemented in a few select provinces.

Annex B: Gabon

Introduction

Winrock conducted a site visit to Gabon in November/December to screen and select NGO partners. With tremendous support from the US Embassy in Libreville, Winrock interviewed more than 12 NGOs. The Association des Femmes Educatrices au Gabon, (AFEG, a branch of FAWE), Femmes Gabonaises, and Lions Club emerged as the best candidates to implement the girls scholarship program. AFEG came highly recommended by UNICEF. FEGAB had previously worked distributing scholarships under EDDI and impressed Winrock with its quick and thorough responses during the AEI application process. Lions Club was highly recommended by doctors as the best NGO in Gabon working in HIV/AIDS. These three organizations were encouraged to continue with the application process. FEGAB signed an LOA on February 2, 2005. AFEG and Lions Club are expected to sign their Letters of Agreement on April 29, 2005. The school year begins in October and ends in late June.

Principal Contacts

- **Association des Femmes Educatrices au Gabon (AFEG)** : Philomène Ayingone Obiang, President
- **Femmes Gabonaises (FEGAB)**: Blandine Engonga Bikoro, President
- **Le Lions Club Samba (Lions Club)**: Mireille Chango, President of Projects

Funding Details

AFEG \$22,189 projected for LOA, \$0 advanced to date, 200 primary school girls
FEGAB \$24,588 in LOA; \$19,450 advanced to date, 150 primary school girls
Lions Club \$15,000 projected for LOA, \$0 advanced to date, 100 girls

Scholarship Components

AFEG Meals, uniforms, and books
FEGAB Books and uniforms
Lions Club Books and tuition for summer courses

Implementation Locales

AFEG Woleu-Ntem, Lolo-Ogooué, and Moyen-Ogooué
FEGAB Libreville
Lions Club Libreville

Program Update

FEGAB has submitted a list of 150 selected scholars. Their selection committee included 5 members of FEGAB, a social worker from the Ministry of Social Affairs, a representative from National Education, 2 representatives from associations that deal with HIV/AIDS, a representative from the Association of Handicapped People, a representative from the parent/teacher association, and a pastor working in HIV/AIDS programs. Applicants submitted an application form, a birth certificate, and a school certificate. The Lions Club is working in partnership with the CTA hospital to target the neediest AIDS-affected girls from families with whom the hospital works. The hospital submitted a list of about 60 needy girls to Winrock during the field visit. The CTA and Lions Club will send the list of the remaining 40 recipients in April. AFEG will work with local communities to select economically disadvantaged, rural girls in primary school grades CP2 – CM2 in five to ten targeted schools in Woleu Ntem, Lolo-Ogooué, and Moyen-Ogooué.

FEGAB is holding a one-day workshop about HIV/AIDS in Libreville for scholarship recipients in April; this event will be presented in coordination with *le Programme National de Lutte contre le Sida* (National Program in the Fight against AIDS) and/or *l'Organisation des Premières Dames d'Afrique contre le Sida* (Organisation of First Ladies of Africa against AIDS). AFEG will train their regional representatives in their initial site visits, and these trainers will continue to work with girls. They will meet with local authorities, education officials, and schools to sensitize them about the program. The Lions Club, in cooperation with the CTA, will offer counseling services to all of the HIV positive girls two times a month. Lions Club will also hold two large workshops on HIV/AIDS for all of the girls that will include participation by parents and guardians as well. Lions Club will use part of the scholarship monies to pay tuition for summer school classes offered by neighborhood schools. These classes will prepare the girls for entry into the next grade level.

FEGAB has sent in its first narrative report and reported that they have selected a facilitator for the AIDS workshop. They are in the process of notifying the recipients, getting their shoe sizes, printing t-shirts for the mentoring event, and getting lists of materials for each scholar from their schools. Winrock plans to visit Gabon in July to do trainings with the implementing partners and to help them to prepare applications for Contract Year 2.

Annex B: Lesotho

Introduction

Winrock conducted a site visit to Lesotho in January and identified Lesotho Save the Children (LSC) as the best potential partner organization. The school year began in January and will end in December.

Principal Contacts

- **Lesotho Save The Children (LSC):** Matselisi-Tseli Shale, Bursaries Program Manager

Funding Details

Budget still under negotiation, program is projected to assist 30 secondary school girls and 80 primary school girls.

Scholarship Components

Primary School Students: tuition for 7th grade students, books and school supplies, uniforms, and testing fees

Secondary School Students: tuition, books and school supplies, uniforms, testing fees and either transport for non-boarding students, or boarding fees

Implementation Locales

Mokhotlong, Mohale's Hoek, and Maseru Districts, plus individual girls from other areas of the country

Program Update

LSC will work with the US Embassy to review applications submitted to the Embassy through Peace Corps Volunteers and through Save the Children's community-based identification of prospective beneficiaries in Mokhotlong, Mohale's Hoek, and Maseru.

LSC plans to do community sensitizations, mentor trainings, and to meet with the girls' guardians, mentors, and teachers in the three districts where they are operational. Mentoring and monitoring will be conducted on a more limited scope with those girls living outside of these districts.

Winrock is finalizing a budget and program plan with LSC. They are expected to sign May 2, 2005. Winrock will conduct a field visit in late May/early June to train Lesotho Save the Children on the financial reporting forms.

Annex B: Madagascar

Introduction

Winrock conducted a site visit to Madagascar in December to meet with Pact, the local implementing partner. Dr. Ravaka Ranivoarianja, the Project Director, is the head of the NGO SIVE (*Sehatra Ivoaran'ny Vehivavy* or Promoting and Expanding the Horizons of Women) that is scheduled to take over program implementation in future years. Under EDDI-AGSP, Dr. Ravaka, then working for John Snow Incorporated (JSI), managed a very comprehensive program. Pact is interested in supporting SIVE's development, and is committed to identifying additional resources to help SIVE grow as an NGO. Meanwhile, Pact hired Dr. Ravaka to implement AEI-AGSP, and will work with some former EDDI-AGSP scholars as well as reaching out to new girls and schools in three provinces. The school year began in September and is scheduled to end in June.

Principal Contacts

- **Pact:** Dr. Ravaka Ranivoarianja, Program Manager

Funding Details

\$163,199 in LOA, \$117,348 advanced to date, 1000 primary school girls

Scholarship Components

\$90 (\$10 per month deposited to scholars' bank accounts) used to purchase school materials, as decided by scholar, in conjunction with her parents and mentor)

Implementation Locales

Antananarivo, Fianarantsoa, and Toamasina.

Program Update

Pact worked in close cooperation with the Ministry of Education and Scientific Research (MENRES) and the Office of Secondary and Primary Education (DIRESEB) in each of the 3 provinces: Antananarivo, Fianarantsoa, and Toamasina. The DIRESEB nominates "Circonscriptions Scolaires" or school districts (CISCOs) to participate in AEI-AGSP. The selected CISCOs then identified schools that met the following criteria: their students' had good official exam results, they were located in one of the selected regions, they had "multi-grade classes," and they were not in partnership with another project. Schools that had former EDDI-AGSP scholars were given priority. A wide range of schools was selected including: public schools, private institutions, schools for disabled students, and centers for orphans.

Selected schools and communities identified scholars within their school systems who met the criteria established for scholar selection. If schools had former EDDI-AGSP scholars who maintained good grades, had not left school, and met the AEI criteria (orphaned, handicapped, economically disadvantaged, or AIDS affected), these girls were given priority. Selection identified girls who are at high risk of leaving school, but who want to continue their studies; selection targeted girls from economically disadvantaged families.

Antananarivo, home of the capital of Madagascar, is the most populous province; Fianarantsao, which includes the highlands and plateaus, is the largest province; and Toamasina, a coastal province, is home to Madagascar's major port and has high rates of prostitution.

There are 21 CISCO's participating in the program. All of them were selected for different reasons including the following:

- *Manjakakandriana, Antananarivo*: UNICEF studies show that many girls from this area become domestic workers in the capital.
- *Vatomandry, Toamasina*: Due to road improvements and a growing tourist industry, the cost of living has become very expensive in this area, and many parents have difficulty keeping their girls in school.
- *Fénérive Es, Toamasinazz*: This is a clove-producing region, and many girls leave school early to work in the clove fields.
- *Ambalavao, Fianarantsoa*: Home to the largest cattle market in Madagascar. Many parents marry their daughters off to the rich cattlemen who are often later abandoned as the cattlemen gain new wives. There are high rates of prostitution and teenage mothers in this zone.
- *Fandriana, Fandriana*: The northern-most zone in Fianarantsao and home to some of the poorest people in the province.

One thousand girls will be selected; Pact plans to provide at least two years of scholarship support to each girl. Bank accounts are being established for all 1000 girls. The girls, with the assistance of their mentors and parents, will be able to withdraw a monthly scholarship of \$10 from these accounts to cover agreed-upon school expenses including tuition and school supplies. Pact will soon begin to begin their mentoring program, which includes home visits to the girls, group discussions on relevant themes, and trainings and trips. Certain activities will have a particular AIDS-focus, including debates to evaluate the recipients' knowledge of AIDS, films about the disease, and verification of health skills learned by the girls. Winrock is planning a field visit in June to monitor implementation.

Annex B: Malawi

Introduction:

Winrock conducted a site visit to Malawi in November and met potential implementing partners. During the application process, the Creative Centre for Community Mobilization (CRECCOM) proved to be the most capable and interested partner. CRECCOM will be implementing in every district in the country. The school year in Malawi begins in January and ends in November.

Principal Contacts

- **CRECCOM:** Suzgo Mwanza, Monitoring and Evaluation Program Manager

Funding Details

\$471,880 projected for LOA, \$217,940 advanced to date, 3330 primary school girls.

Scholarship Components

Books, school supplies, and uniforms.

Implementation Locales

All provinces.

Program Update

Scholars are selected through a transparent process that will increase accountability and inclusiveness. Prospective recipients will be contacted or identified through direct referrals from individuals or organizations, radios, newspapers, flyers/ads, and through an oversight committee (Zonal/Cluster). The process involves PTAs, Government Extension Workers, and Head Teachers. Girls will be required to fill out applications.

Mentors, including project staff, Government Extension staff, and successful women from the communities will provide individual and group mentoring to recipients. Scholars will also participate in clubs such as “Girl Guides,” conferences, and retreats at school, zonal, district, and regional levels. HIV/AIDS information will be featured in retreats, conferences, and clubs using demonstrations, lectures, videos, drama clubs, and cultural events. CRECCOM will also organize field trips to factories, offices, media studios, and airports. All recipients will receive mentoring at

the local level. Approximately half (1500) of the girls will participate in a large group retreat in August.

CREECOM will encourage participation of community members in sensitization, selection, monitoring, and evaluation of this scholarship program through their involvement in committees. Field extension workers will have sensitization meetings and focus group discussions in the village and school communities that address various aspects of the program, mentoring activities emphasizing HIV/AIDS, sexual and reproductive health, career opportunities, role model identification, and utilization so exercises, education visits, mass communication interventions, case study documentation and reporting. CREECOM will also work to inform and sensitize Ministry officials and education officials.

CREECOM had meetings in many of the districts in March, and they were received very positively by both government officials and traditional authorities. Some districts pledged to support more fuel and resources to extension workers to supplement the AEI-AGSP program budget. They met with school officials to address issues affecting girls' education, such as dissuading teachers from having sexual relationships with their students. Scholar lists are being assembled from districts where the briefing has been done, and CREECOM is putting together the master list. CREECOM will continue to brief the remaining districts, compile the master list of scholars, award the scholarships, and begin the mentoring program. Winrock plans to conduct a monitoring visit to Malawi in August.

Annex B: Mozambique

Introduction:

Winrock conducted a site visit to Mozambique in December 2004; the USAID Mozambique Mission proposed implementing partners including Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP), World Vision, World Relief, and Save the Children Mozambique. A few of the international NGOs' overhead rates are preventing them from participating in AEI-AGSP. Winrock is still attempting to pursue relationships with both Save the Children Mozambique and World Relief. Winrock had also met with the Fundação para o Desenvolvimento da Comunidade (FDC), which had been recommended by the Mission, but was unable to directly implement the program. FDC submitted a list of the NGOs and CBOs that do much of their "on the ground" implementation. Winrock contacted this group of NGOs and has had continued communications with Kulima IDR. The academic year in Mozambique begins in January and ends in November.

Principal Contacts

- **ADPP:** Birgit Holm, Director
- **Kulima IDR:** Fcaetano Simbine, Deputy Director
- **Save the Children:** Mark Fritzler, Field Office Program Director
- **World Relief:** Nia Olupona, HIV/AIDS Technical Advisor

Funding Details

ADPP	\$ 269,075 in LOA, \$154,562 advanced to date, 2300 primary school girls
Kulima	To be determined, 600 primary school girls
Save the Children	Participation to be determined
World Relief	Participation to be determined

Scholarship Components

ADPP	Tuition, books, uniforms, food, academic testing, soap, and kerosene
Kulima	To be determined
Save the Children	Participation to be determined
World Relief	Participation to be determined

Implementation Locales

ADPP	Sofala, Maputo, Manica, Nampula
Kulima/IDR	Inhambane
Save the Children	Gaza
World Relief	Gaza, Inhambane, Maputo

Program Update

ADPP will select the girls from the following PEPFAR sites: 1,800 girls from PEPFAR's OVC and HBC program in Sofala Province; 250 girls from a poor fishing community on the outskirts of Maputo will attend "The Children's Town," a school providing education to orphaned and vulnerable children; 50 girls from some of Maputo's poorest townships will attend the ADDP Street Children School in Xipamanine; 1000 one- and two-parent orphans from the outskirts of Chimoio Town will attend the ADPP Street Children School in Chimoio; 100 orphans and girls from the outskirts of Nacala, many of whom come from Muslim communities, who are at risk of not attending school will also attend the ADPP Street Children School in Chimoio.

ADPP will conduct home visits, monthly mentoring sessions, and conduct many activities related to HIV/ AIDS awareness including films, lectures, pamphlets, and cultural activities. At the end of every trimester, selected members from the parents association, selected students, and community representatives will get together to monitor and analyze the program. Another committee consisting of parents, educators, and students will distribute scholarship materials each month and visit students' homes. Each group will deliver materials to approximately 50 girls.

Winrock is planning a site visit to Mozambique in June 2005.

Annex B: Namibia

Introduction

Winrock conducted a site visit to Namibia January 17-21, 2005 and worked closely with the USAID Mission to review program proposals and partner capacity. Meetings were held with four prospective partner organizations as well as other resource organizations working with HIV/AIDS and assistance to orphans. Three of the four partners were selected due to their strong management capacity and the geographic and programmatic balance they provide. A fourth proposed partner, the Namibia Girl Child Organization, operating under the auspices of the National Association of Namibian Women, did not meet Winrock's standards for project implementation. The school year began on February 1, 2005 and is scheduled to end in December 2005.

Principal Contact

- **Evangelical Lutheran Church AIDS Programme (ELCAP):** Pastor Wilfred Nico Diergaardt, National Coordinator
- **Forum for African Women Educationalists Namibia (FAWENA):** Neshani Andreas, Program Officer
- **National Federation of People with Disabilities in Namibia (NFPDN):** Meneze Mikea Matheus, Secretary General

Funding Details

ELCAP	\$73,785 in LOA, \$0.00 advanced to date, 300 primary school girls
FAWENA	\$45,646 in LOA, \$35,744 advanced to date, 213 primary and 5 secondary school girls
NFPDN	\$54,677 projected for the LOA, 216 primary school girls

Scholarship Components

ELCAP	School fees, books and study materials, uniforms, hostel fees (200 girls), food, vocational trainers, transportation, pocket money, and medical care
FAWENA	School fees, books and study materials, uniforms, transport, food, shoes, pocket money, and documentation
NFPDN	School fees, uniforms, clothes and shoes, transport, and pocket money

Implementation Locales

ELCAP	Erongo, Hardap, Karas, Khomas, Kunene, Omaheke, Oshikoto, and Otjozondjupa
FAWENA	Khomas, Kunene, Okavango, Omaheke, Oshana, and Otjozondjupa
NFPDN	Caprivi, Erongo, Hardap, Karas, Khomas and Omaheke

Program Update

ELCAP has selected 200 girls who will be given scholarships and who will reside in their hostels (12) in the target regions. The girls attend one or more schools in the communities where the hostels are located. ELCAP has started the process of selecting the remaining 100 girls who will be supported as day students. As a result of consultations during the site visit, ELCAP staff agreed to be even more inclusive of community and regional education officials in the selection and mentoring process. The first training session for mentors and hostel staff will be held in early April. This training will strengthen staff ability to support the psychosocial needs of girls in the hostels (many of them OVCs) as well as prepare for a mentoring camp for girls to be held later in the year.

FAWENA made visits to 7 schools in Kunene and Oshana provinces during the 6-11th of March to verify scholar status, meet and discuss the project with school staff, and sensitize local communities. Kunene is one of the most marginalized and economically disadvantaged regions; Oshana has an extremely high HIV/AIDS rate. The Kunene Region is home to the Ovahimba, who are a semi-nomadic tribe who often move in search of water to feed their cattle and sheep during the drought. This practice disrupts their children's education. The government has introduced mobile schools in the Opuwo district for this reason. Oshana region has the highest number of orphans attending schools and the 3rd highest HIV/AIDS prevalence rate of the 13 regions in Namibia.

FAWENA verified girls who had been recommended by schools, and in some cases where recipients did not demonstrate a great level of need, recommended that the committees reselect beneficiaries. One of these schools, Omapaandakani Combined School, invited some girls in grades 6-10 to sit on the selection committee. FAWENA distributed funds to each school for scholarships and mentoring.

The finalization of NFPDN's program plan and budget was slowed by a change in the management structure. Meneze Mikea Matheus, Secretary General, is our new primary contact for the program. NFPDN plans to recruit and select 216 girls to receive primary school scholarships in grades 1 -7. The priority will be for girls with disabilities, and the majority of girls will be mainstreamed into the regular school system. Most girls will be identified through NFPDN's affiliated organization, Parents of Children with Disabilities. These parent groups have formed selection committees (2 parents; 2 representatives from the Ministry of Lands; 2 NFPDN executive members; 1 education specialist); NFPDN

was encouraged to have broader participation of community members and a representative from the regional educational forum. A pool of possible candidates has already been identified by the parent-led committees.

The next site visit to Namibia is tentatively scheduled for July 2005.

Annex B: São Tomé and Príncipe

Introduction

Winrock conducted a site visit to São Tomé in December to meet with São Tomé e Príncipe Union for Promotion (STeP UP), the local implementing partner. STeP UP had participated in EDDI-AGSP and came highly recommended from the US Embassy in Libreville. The school year began in October 2005 and will end in July 2005.

Principal Contacts

- **STeP UP:** Roberta d'Almeida Pires dos Santos, Vice-Director and Project Manager

Funding Details

\$58,000 in LOA, \$36,110.00 advanced to date, 400 primary school girls

Scholarship Components

Books and school supplies, uniforms, food/meal money, and transport.

Implementation Locales

Island of São Tomé.

Program Update

STeP UP worked in cooperation with the Ministry of Education, the ASPAF (Family Planning Association), community members, and community associations to conduct scholar selection, targeting economically disadvantaged girls in rural areas. Candidates were nominated by NGOs working with local communities; their academic status was verified with their teachers. STeP UP visited local communities and scholars' homes to verify their status.

STeP UP has already purchased and begun the distribution of the school materials including cloth that local women's groups in the community will sew together for uniforms. Local communities are assisting with the distribution of materials.

STeP UP plans to use one-on-one mentoring, conferences, and teacher and community member training to conduct mentoring activities. They will complement their mentoring

activities with information on and messages related to HIV/AIDS, which will be broadcast on radio and television, as well presented in theatrical and cultural events. Mentors have been selected from local communities and STeP UP has held an introductory meeting with the mentors to talk about program goals and to discuss who the mentoring will be conducted.

STeP UP held a launching ceremony at Trindade Primary School. The Minister of Education was unable to attend, but he congratulated the initiative and gave the backing of his ministry. Attendees included: Michael Garcia, a counselor; Isilda Pinto from the US Embassy; the Director of Primary Education for the Ministry of Education; the Voice of America Director; the principals of some of the schools; a UNICEF representative; and parents and mentors of selected scholars.

STeP UP has submitted a list of 290 girls in grades 1-4 and will be submitting a second list of girls in grades 5-6. They have also submitted a list of the 64 schools that are currently participating in the program. Winrock has a monitoring visit tentatively scheduled for July 2005.

Annex B: South Africa

Introduction

Winrock conducted a site visit to South Africa in February 2005 to find prospective partners. During the field visit, the Department of Education recommended that the AEI-AGSP implement in all provinces. Although Winrock had not planned on implementing a nationwide program or had identified partners in all of the provinces, the USAID Mission in South Africa volunteered to help locate partners in the remaining provinces. Winrock is currently receiving application information from the following partners: Media in Education Trust in Kwa Zulu Natal, Eastern, and Western Cape; South African Girl Child Alliance in Mpumalanga; Methodist Church of South Africa in Eastern Cape; and Friends for Life (FFL) and Humana People to People (HPP) which are both in Guateng. A site visit is planned in May to help identify additional partners. The South African school year runs from January until December.

Principal Contacts

- **Media in Education Trust (MIET):** Wilna Botha, Executive Director
- **South African Girl Child Alliance:** Nomtuse Mbere, National Coordinator
- **Humana People to People:** Lone Torbensen, Director of Partnership Unit in South Africa
- **Friends for Life (FFL):** Lulama Sulupha, Director; and Nkele Moumakwa, City of Johannesburg Social Worker

Funding Details

MIET	\$75,934 projected for LOA, \$0 advanced to date, 600 primary school girls
SAGCA	\$25,261 projected for LOA, \$0 advanced to date, 45 secondary school girls
HPP	To be determined
FFL	To be determined

Scholarship Components

MIET	Tuition, books, uniforms, transport, and toiletries
SAGCA	Tuition, transport, food, and academic testing

HPP To be determined
FFL To be determined

Implementation Locales

MIET Kwa Zulu Natal, Eastern Cape, and Western Cape
SAGCA Mpumalanga
HPP Gauteng
FFL Gauteng

Program Update

MIET will draw recipients from 24 schools (about 25 girls per school), located in three clusters of schools in deep-rural areas from each of three provinces of South Africa: KwaZulu-Natal, the Eastern Cape, and the North West. In each province, clusters comprise approximately eight schools, and will thus involve 200 girls per province.

MIET's scholarship selection criteria includes the following: girls who are severely disadvantaged economically, orphaned girls, girls looking after terminally ill parents/guardians, girls heading their own household, girls who have the ability to benefit from schooling, and girls who are handicapped. The program will target girls between Grades 5 and 7, to ensure that the program can support them until they have finished primary school

SAGCA will work with 45 former EDDI-AGSP scholars who are in their last year of secondary school, primarily in the western province of Mpumalanga. These girls are all from families directly affected by HIV/AIDS.

Winrock plans to return to South Africa in May 2005 to search out and finalize partnerships for implementation in all provinces.

Annex B: SWAZILAND

Introduction

Weidemann conducted a site visit to Swaziland in January. Swaziland does not have a USAID mission. Weidemann briefed the US Embassy on the AEI-AGSP program and worked with Caritas/Orphanaid, the single AGSP partner selected by the Embassy. The school year begins in January and ends in December each year.

Principal Contacts

- **Caritas/Orphanaid Swaziland:** Ms. Delna Karanjia, Coordinator

Funding Details

\$163,954 in LOA, \$123,310 advanced to date, 810 primary school girls and 82 Secondary School girls.

Scholarship Components

School fees and uniforms.

Implementation Locales

This is a national program throughout the four regions of the country. Scholars are enrolled in over 280 schools.

Program Update

Caritas/Orphanaid, the AGSP partner in Swaziland, is primarily focused on orphaned economically disadvantaged girls. Without this support, these girls would not be able to go to primary school. The government does not provide school fees primary education, although it has provided some support for OVCs in prior years that did not have any other source of support. School books are covered by the government, but the government does not provide for uniforms, clothing, and other items necessary for these girls to attend school. Without the uniforms, the orphaned girls (even if they had paid school fees) would leave school because of the additional stigma of not having them.

During this first year, eighty-two secondary school scholars are being supported. These girls were formerly funded under EDDI and are in the last year of secondary school. No secondary school scholars will be supported under the AGSP in the remaining years of AEI.

Caritas/Orphanaid plans an active mentoring program that will continue throughout the school year. Community groups, Caritas community coordinators, and mentors from other NGOs are all contributing to the program or are serving as mentors. Sites such as the NCPs (Neighborhood Care Points), will host the mentoring activities. HIV/AIDS awareness and education is seen as an essential part of the mentoring program. The mentoring program will provide use motivational speakers, peers, role-plays, field trips, recreational and sports activities, and HIV/AIDS and life skills sessions. Large groups, events, workshops, one-on-one sessions, speakers, and conferences may all be used.

Caritas/Orphanaid has already established scholar selection committees and has a well-developed system for meeting with community members to encourage their involvement in the program and support of the AGSP girls and in monitoring the program.

The first transfers of funds to Orphanaid were made in February 2005. The next visit to Swaziland by Weidemann is planned for the month of July 2005.

Annex B: Zambia

Introduction

Winrock conducted a site visit to South Africa in January 2005 to find prospective partners and identified FAWEZA and YWCA as the implementing partners. FAWEZA has worked with USAID to implement last year's AEI scholarship program and is currently an implementing partner for the PEPFAR Program. They will target girls in grades 8 and 9 in the 54 districts where the girls' scholarship programs already exist under PEPFAR and AEI. YWCA was selected to do a relatively small portion of the program. The school year in Zambia begins in January and ends in December.

Principal Contacts

- **Forum of African Women Educationalists in Zambia (FAWEZA):** Daphne Chimuka, National Coordinator
- **Young Women's Christian Association (YWCA):** Stella Nkhoma, Executive Director

Funding Details

FAWEZA LOA amount to be determined, 1000 upper basic girls
YWCA \$24,321 projected for LOA, \$0.00 advanced to date, 125 upper basic girls

Scholarship Components

FAWEZA To be determined
YWCA Tuition, Books, Uniforms, Meals, and Transport

Implementation Locales

FAWEZA Central, Copperbelt, Eastern Lusaka, Northwestern, and Southern Regions
YWCA Lusaka, Copperbelt, Western, and Central Regions

Program Update

The YWCA will utilize community selection committees in all regions to ensure that the community is the final determinant of selection; the details of selection criteria will be determined by each of these committees. Emphasis will also be placed on previous academic performance as well as financial status, orphan status, HIV/AIDS status or HIV/AIDS impact on the girls, and girls with physical disabilities. Parents will receive an information package and will be requested to provide updates as to the scholar's progress and any challenges they are facing.

All mentors will go through a training mentors will be presented with a selection of options and encouraged to initiate their own options for mentoring. They will finalize details with the AEI-AGSP Program Manager. All mentors will be provided with an HIV/AIDS information package, and any questions they may have can be directed to the Program Manager. Mentoring will begin in September 2005 with 20 girls, and 10 girls will be added into the mentoring program every subsequent month. At least 10% of the mentors targeted will be youth members of the YWCA.

The FAWEZA District Executive Committee in each participating district stocks bursary application forms for schools and other potential partners to access. If the school selection committee members are not sure of an applicant's status, they request the parents'/guardians' death certificates. School-based selection committees rank candidates by degrees of vulnerability. Schools will refer OVCs and other candidates to FAWEZA. Applications are submitted through the National FAWEZA Secretariat.

FAWEZA will do mentoring through SAFE Clubs in the girls' schools. These activities will include adolescent reproductive health education, including HIV/AIDS prevention, care and support education and gender awareness, theatre for development strategies, which involves community based research on factors affecting girls' education, drama performances that mirror negative community practices and discussions on solutions, SAFE Annual Conventions, FAN newsletter, and the "Back to Back" Mothers' Project which fosters community participation by providing foster parenting to double orphans from child-headed homes and support vulnerable girls' education through fund raising and exchange of knowledge and skills between mothers' groups and groups of girls.

Winrock is planning a visit to Zambia in May 2005 to coordinate with the Mission, partners and PEPFAR staff and stakeholders. Winrock will work in close collaboration with PEPFAR to ensure that there is not a duplication of services.

Annex C: April Update

Angola

CHA has signed the LOA. The total allocation is \$83,504 for 196 primary and 4 secondary school scholarships. They have been advanced \$38,333 thus far.

OCSI has signed the LOA. The total allocation is \$32,452 for 100 primary school scholarships. They have been advanced \$21,984 thus far.

SDB has signed the LOA. The total allocation is \$112,854 for 3,250 primary school scholarships. They have been advanced \$112,854.

FMA has signed the LOA. The total allocation is \$53,758 for 1,017 primary school scholarships. They have been advanced \$47,678 thus far.

Botswana

Skillshare has been advanced \$24,245 thus far, and they have selected all 150 scholars. AGSP interim electronic data entry/reporting database upgrades have been sent to Skillshare.

Congo

CUSAA has been advanced \$80,806 thus far. All 210 girls are former recipients of EDDI-AGSP scholarships and their status and schools have been confirmed.

Gabon

The **Lions Club** has signed the LOA. The total allocation is \$15,000 for 100 primary school scholarships. No funds have been advanced.

AFEG has signed the LOA. The total allocation is \$22,189 for 200 primary school scholarships. No funds have been advanced.

Lesotho

Final negotiations are being conducted with **Lesotho Save the Children** for a program reaching 80 primary school and 30 secondary school girls. An agreement is expected the first week of May 2005.

Madagascar

Pact has turned in initial monthly narrative and financial reports. They have also submitted a list of 139 schools.

Malawi

CRECCOM continued to do work at the district level to introduce the program and establish selection committees to identify girls.

Mozambique

ADPP has selected an additional 762 scholars, bringing the total number of girls selected to 1,762 as of April 28, 2005.

Namibia

NFPDN has signed the LOA. The total allocation is \$54,677 for 216 primary school scholarships. They have been advanced \$25,299 thus far.

ELCAP has been advanced \$52,504 thus far. They conducted their first mentoring training for 23 hostel workers in “psychosocial support training” and “listening and responding skills training.” Held at a youth training centre 70 kilometers north of the capital city Windhoek, this is the first phase of intensive training that will empower these workers with the necessary knowledge and skills to address the many psychosocial needs of the AGSP scholars. The second phase will include an experiential learning camp with the active participation of about six scholars from each of the hostels where AGSP scholars are currently housed (12 out of 19 ELCRN hostels are involved), meaning that ±72 scholars will participate in this camp.

FAWENA has turned in initial monthly narrative and financial reports.

São Tomé and Príncipe

STeP UP has turned in initial monthly narrative and financial reports. As of April 27, SteP UP reports that all 400 scholars have been selected.

South Africa

MiET has signed the LOA. The total allocation is \$75,934 for 600 primary school scholarships. They have been advanced \$6,934 thus far.

SAGCA has signed the LOA. The total allocation is \$25,261 for 45 secondary school scholarships. These girls are all former recipients of EDDI-AGSP scholarships and are in their last year of school. SAGCA has been advanced \$9,469 thus far.

Swaziland

Caritas/Orphanaid reported that the final 382 scholars had been selected as of April 19, 2005.

Zambia

YWCA signed the LOA on April 28, 2005. The total allocation is \$24,321 for 125 primary school scholarships. They have been advanced \$0.00 thus far.

Annex D: ORM Screen Samples

Interim MS Access Database Opening Screen

frmMain : Form

Partner Information
[Enter and Edit Your Information](#)

<p>Schools</p> <p>Add a School</p> <p>View Schools</p>	<p>Mentoring Plan</p> <p>Edit/View Annual Mentoring Plan</p>
<p>Scholars</p> <p>Add a Scholar</p> <p>View Active Scholars</p> <p>View All Scholars</p>	<p>Reports</p> <p>Fill Monthly Scholar Report</p> <p>View Monthly Scholar Report</p> <p>Enter Mentoring Event(s)</p>

ORM: Add Contract/Letter of Agreement Screen

AGSP - Administrators AGSP Agreement Add - (reference: FSAgreementAddEdit.asp on IGP)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM							
<input type="radio"/> Admin <input type="radio"/> Help <input type="radio"/> Logoff							
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources

Back to List

Academic Year List: 2004-2005 for fall to spring years or 2005 for January to Fall years

An agreement must start and end within a project year. Project years start on October 1 and end September 30.

Verify with Martha that there is a 1 to 1 relationship between scholarships and girls since new scholars cannot be added in the middle of the year.

Add Agreement

Agreement Details

***Local Partner:**

***Agreement Number:**

***Academic Year:**

Agreement Sent Date:
(enter dates as DD/MM/YYYY)

Agreement Returned Date:
(enter dates as DD/MM/YYYY)

***Start Date:**
(enter dates as DD/MM/YYYY)

***End Date:**
(enter dates as DD/MM/YYYY)

***Total Award Amount:**

***Target Number of Scholarships:**

***Total Amount Disbursed:**

Note:

Primary Contractor Contact

***Primary Contractor:**

***Contractor Contact:**

Note on Contractor's involvement with this agreement:

Primary Local Partner Contact

***Local Partner Contact:**

If either local partner or primary contractor changes the page will refresh to display the correct list of contacts for each organization.

Country is determined by country of operation for local partner; Agreements are always for a single country.

Start date and end dates for contractor contact not necessary like it was for IGP grant officers; no history needs to be kept on contractor involvement in this system.

ORM: Add School Screen

AGSP - Administrators AGSP School Add - (reference: new page but sort of like NetworkAddEdit.asp on IGP where organization info and contact info are on same page on IGP)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM							
						<input type="radio"/> Admin <input type="radio"/> Help <input type="radio"/> Logoff	
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources
Add School							
		Local Partner	Country	Local Partner Primary Contact			
		Girls First	Botswana	Kine Cisse			
<input type="radio"/> Back to List	<div style="display: flex; flex-direction: column;"> <div style="margin-bottom: 10px;">*Headmaster Last Name: <input type="text"/></div> <div style="margin-bottom: 10px;">*Headmaster First Name: <input type="text"/></div> <div style="margin-bottom: 10px;">*School Name: <input type="text"/></div> <div style="margin-bottom: 10px;">*Address: <input type="text"/></div> <div style="margin-bottom: 10px;"> <div style="border: 1px dashed black; padding: 2px; display: inline-block; margin-right: 5px;"> <i>Province List: Already sent to Vinod</i> </div> *Province: <input type="text"/> </div> <div style="margin-bottom: 10px;">District: <input type="text"/></div> <div style="margin-bottom: 10px;">*Phone: <input type="text"/></div> <div style="margin-bottom: 10px;">Fax: <input type="text"/></div> <div style="margin-bottom: 10px;">*Email Address: <input type="text"/></div> <div style="margin-bottom: 10px;"> Note: <input type="text"/> </div> <div style="margin-bottom: 10px;"> <div style="border: 1px dashed black; padding: 2px; display: inline-block; margin-right: 5px;"> <i>Highest Grade Level: 0-12</i> </div> *Highest grade level served by school: <input type="text"/> </div> <div style="margin-bottom: 10px;"> *Co-Educational?: <input type="radio"/> Yes <input type="radio"/> No </div> <div style="margin-bottom: 10px;"> *School Type: <input type="text"/> </div> <div style="margin-bottom: 10px;"> *Other Details <input type="text"/> </div> </div>						
							Provide list for state/province list should be <=25 for easy user functionality and definitely <100 for speed of loading pages.
							School Type List: Secondary Primary Primary and Secondary
							Other Details List: Boarding School Only Day School Only Boarding and Day School
<input type="button" value="Save"/> <input type="button" value="Reset"/>							

ORM: Add Scholar Screen 1

AGSP - Administrators AGSP Scholar Add - (reference: This is a new page but you can reference networksAddEdit.asp on IGP.)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM				<input type="radio"/> Admin	<input type="radio"/> Help	<input type="radio"/> Logoff						
Scholars												
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports						
Add Scholar												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #000080; color: white;">Local Partner</th> <th style="background-color: #000080; color: white;">Country</th> <th style="background-color: #000080; color: white;">Local Partner Primary Contact</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Girls First</td> <td style="text-align: center;">Botswana</td> <td style="text-align: center;">Kine Cisse</td> </tr> </tbody> </table>		Local Partner	Country	Local Partner Primary Contact	Girls First	Botswana	Kine Cisse					
Local Partner	Country	Local Partner Primary Contact										
Girls First	Botswana	Kine Cisse										
<input type="radio"/> Back to List	<p>*Scholar Last Name: <input type="text"/></p> <p>*Scholar First Name: <input type="text"/></p> <p>*Date of Birth: <input type="text"/> <small>enter date in format DD/MM/YYYY (If uncertain of the month or day please estimate)</small></p> <p>*Address: <input type="text"/></p> <p>*School: <input type="text"/> <small>← <i>List of schools in partner's list</i></small> Click here to add new school</p> <p>*Primary or Secondary: <input type="radio"/> Primary <input type="radio"/> Secondary <small>← <i>Check against selected school details. Schools attributes should correspond with scholar attributes.</i></small> <small>(Select One)</small></p> <p>*Boarding or Day Student: <input type="radio"/> Boarding <input type="radio"/> Day <small>← <i>Check against selected school details. Schools attributes should correspond with scholar attributes.</i></small> <small>(Select one)</small></p> <p><small>Martha: need to create a grade conversion chart for each country for the Grade help file.</small> *Grade: <input type="text"/> <small>← <i>Grades will be 0-12; a help chart will be provided by winrock to help Local Partners designate the correct grade according to their country's grade scale.</i></small></p> <p>*Rank in grade for previous year: <input type="text"/></p> <p>*Total students in grade for previous year: <input type="text"/></p> <p>*Number of times applicant has had to repeat a grade: <input type="text"/></p> <p>*Disadvantages: <small>(Hold CTRL key to select multiple)</small> <input type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Handicapped</td></tr> <tr><td>Affected by HIV/AIDS</td></tr> <tr><td>Orphan</td></tr> <tr><td>Economically Disadvantaged</td></tr> <tr><td>None</td></tr> </table>						Handicapped	Affected by HIV/AIDS	Orphan	Economically Disadvantaged	None	
Handicapped												
Affected by HIV/AIDS												
Orphan												
Economically Disadvantaged												
None												
<i>This page continues to All Scholars Add 2</i>												

ORM: Add Scholar Screen 2

AGSP - Administrators AGSP Scholar Add - (reference: This is a new page but you can reference networksAddEdit.asp on IGP)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM							
<input type="radio"/> Admin <input type="radio"/> Help <input type="radio"/> Logoff							
Scholars							
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources
...Continued from All Scholars Add							
Add Scholar							
Local Partner		Country	Local Partner Primary Contact				
Girls First		Botswana	Kine Cisse				
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>*# of Years Targeted for Scholarship: <input type="text" value="1"/></p> <p>*# of Years in Scholarship Program: <input type="text" value="1"/> <i>(including current year)</i></p> <p>*Current Scholarship Start Date: <input type="text"/> <i>enter date in format DD/MM/YYYY</i></p> <p>*Current Scholarship End Date: <input type="text"/> <i>enter date in format DD/MM/YYYY</i></p> <p>*Projected Graduation Date: <input type="text"/> <i>enter date in format DD/MM/YYYY</i></p> <p>*Scholarship Components: <i>(Hold CTRL key to select multiple)</i></p> <div style="border: 1px solid gray; padding: 5px;"> Tuition/School Fees Books/Study Supplies/School Supplies Uniforms/Clothing/Shoes Transportation Food/Meals Academic Testing/Evaluation Other </div> </div> <div style="width: 35%; border: 1px dashed gray; padding: 5px;"> <p style="color: red; text-align: center;"><u>Years List:</u></p> <p style="text-align: center; color: red;">1 2 3 4 5</p> </div> </div> <p style="color: red; font-size: small; margin-top: 10px;"><i>The scholarship start and end months will drive the scholar reports start and end times. End date should mark the end of the academic year and therefore, the end of scholar reports for that year. This should be roughly the same month for all scholars for one local partner.</i></p>							
<p>Notes on Scholar:</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div> <div style="text-align: center; margin-top: 10px;"> <input type="button" value="Save"/> <input type="button" value="Reset"/> </div>							

ORM: Scholar Updates List

AGSP - Administrators AGSP Scholar Update List - (reference: This is a new page but you can reference FSAmdendmentList.asp on IGP)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM																				
<input type="button" value="Admin"/> <input type="button" value="Help"/> <input type="button" value="Logoff"/>																				
Scholars Scholars Update																				
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources													
Scholar Updates List																				
<input type="button" value="Add"/>		<input type="button" value="Printer Friendly Version"/>		<table border="1"> <thead> <tr> <th>Local Partner</th> <th>Country</th> <th>Name of Scholar</th> <th>Birth date</th> </tr> </thead> <tbody> <tr> <td>Girls First</td> <td>Botswana</td> <td>Mariama Cisse</td> <td>02-March-1999</td> </tr> </tbody> </table>		Local Partner	Country	Name of Scholar	Birth date	Girls First	Botswana	Mariama Cisse	02-March-1999							
Local Partner	Country	Name of Scholar	Birth date																	
Girls First	Botswana	Mariama Cisse	02-March-1999																	
<i>Only one updated can be added for each project year.</i>																				
Edit	Delete	View	Agreement/ Project Year	Update Date	Grade	# of Years in Program	School	Scholarship Start Date	Scholarship End Date	Projected Graduation Date										
Edit	Delete	View	AGSP 123-3/ 2006	01-10-2006	4	3	Local School A	01-10-2006	30-06-2007	30-09-2007										
Edit	Delete	View	AGSP 123-2/ 2005	01-10-2005	3	2	Local School A	01-10-2005	30-06-2006	30-09-2007										
Edit	Delete	View	AGSP 123-1/ 2004	01-10-2004	2	1	Local School C	01-10-2004	30-06-2005	30-09-2007										
<div style="display: flex; justify-content: space-between;"> 1 <input type="button" value=""/>>> 10 25 100 1000 </div>																				

ORM: Add Mentoring Plan Screen

AGSP - Administrators AGSP Partner Information Mentoring Plan Add - (reference: This is a new page but you can reference FSLocalOrgDataAddEdit.asp on IGP)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM							
				<input type="radio"/> Admin <input type="radio"/> Help <input type="radio"/> Logoff			
Assign Schools		Assign Scholars		Program Plan		Budget	
				Scholar Selection		Mentoring Plan	
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources
Add Mentoring Plan							
Please keep in mind that target mentoring and HIV/AIDS mentoring percentage is 75%							
Local Partner	Country	Agreement #	Start Date	End Date	Primary Contractor Contact		
Girls First	Botswana	AGS-1039-A55	01-Sept-2005	01-Aug-2006	Marie-Ange Binagwaho		
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <input type="radio"/> Back to List </div> <div style="width: 85%;"> <p>*Name of Primary Mentoring Contact: <input style="width: 80%;" type="text"/></p> <p>*# of Mentors: <input style="width: 50%;" type="text"/></p> <p>Names of other mentors: <input style="width: 90%; height: 30px;" type="text"/></p> <p>*# of scholars to be mentored: <input style="width: 50%;" type="text"/></p> <p>*# of scholars to receive HIV/AIDS Information: <input style="width: 50%;" type="text"/></p> <p>*Type of Activities for Regular Mentoring and HIV/AIDS Mentoring: <input style="width: 90%; height: 60px;" type="text"/></p> <p><small>(Hold down CTRL Key to select more than one)</small></p> <p>*Community Based Events?: <input type="radio"/> Yes <input type="radio"/> No</p> <p>*Province: <input style="width: 90%; height: 60px;" type="text"/></p> <p><small>(Hold down CTRL Key to select more than one)</small></p> <p>*Schools: <input style="width: 90%; height: 60px;" type="text"/></p> <p><small>(Hold down CTRL Key to select more than one)</small></p> <p>*Description of Events: <input style="width: 90%; height: 60px;" type="text"/></p> </div> <div style="width: 15%; font-size: small; color: red;"> <p><u>Province:</u> Populated with only Provinces for the partner's country; Winrock will provide list</p> <p><u>School List:</u> Populated with only schools listed by that partner in the partner information pages</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <input type="button" value="Save"/> <input type="button" value="Reset"/> </div>							

ORM: List of Withdrawn Scholars Screen

AGSP - Administrators AGSP Directories and Reports Program Reports Withdrawn Scholars - (reference: none but can reference reports on IGP and MRR)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM							
Directories Program Reports Management Reports Administrative Reports				<input type="button" value="Admin"/>	<input type="button" value="Help"/>	<input type="button" value="Logoff"/>	
Main	Agreements	Schools	Scholars	Partner Information	Partner Reporting	Directories and Reports	Resources
<div style="display: flex; justify-content: space-between; align-items: center;"> <input type="button" value="Back to List"/> <h3>List of Withdrawn Scholars</h3> </div> <div style="text-align: center; margin-top: 10px;"> {Project Year} </div> <div style="margin-top: 10px;"> Project Year <input style="width: 80px;" type="text"/> </div> <p style="text-align: center; margin-top: 10px;">Withdrawn List as of the {today's date} for the project year</p>							
Local Partner	Country	Scholar	Details	Scholarship Components	School	# of AEI-AGSP Scholars Remaining at School	Withdraw Reason
Local Partner A	Country	Name of Scholar	-Handicapped -HIV/AIDS -Orphan	-School Fees -School Supplies -Uniforms -Transportation	School	10	Other Sources of Funds
Local Partner A	Country	Name of Scholar	-Handicapped -HIV/AIDS	-School Fees -School Supplies -Uniforms -Transportation	School	0	Economic Hardship
Local Partner A	Country	Name of Scholar	-Handicapped -HIV/AIDS -Orphan	-School Fees -School Supplies -Uniforms -Transportation	School	10	Other Reason
Local Partner B	Country	Name of Scholar	-Handicapped -HIV/AIDS	-School Fees -School Supplies -Uniforms -Transportation	School	0	Other Sources of Funds
Local Partner N	Country	Name of Scholar	-Handicapped -HIV/AIDS -Orphan	-School Fees -School Supplies -Uniforms -Transportation	School	10	Economic Hardship
Local Partner Q	Country	Name of Scholar	-Handicapped -HIV/AIDS	-School Fees -School Supplies -Uniforms -Transportation	School	0	Other
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="margin-left: 20px;"> <input style="width: 20px;" type="text" value="1"/> >> </div> <div style="margin-left: 100px;"> Country <input style="width: 150px;" type="text"/> </div> <div style="margin-left: 100px;"> 10 25 100 1000 </div> </div> <div style="margin-top: 10px;"> Local Partner <input style="width: 150px;" type="text"/> </div> <div style="margin-top: 10px;"> School <input style="width: 150px;" type="text"/> </div> <div style="text-align: center; margin-top: 10px;"> <input type="button" value="Submit"/> </div>							

ORM: Scholar Next Step Report Screen

AGSP - Administrators AGSP Directories and Reports Program Reports Scholar Next Steps - (reference: none but can reference reports on IGP and MRR)

AEI-AMBASSADORS GIRLS SCHOLARSHIP PROGRAM

Directories
[Program Reports](#)
Management Reports
Administrative Reports

Main
Agreements
Schools
Scholars
Partner Information
Partner Reporting
Directories and Reports
Resources

Scholar Next Step

{Project Year}

Project Year

Local Partner	Country	Scholar	School	Details	Next Step
Local Partner A	Country	Name of Scholar	School	-Handicapped -HIV/AIDS -Orphan	Promoted with Scholarship
Local Partner A	Country	Name of Scholar	School	-Handicapped -HIV/AIDS	Promoted without Scholarship
Local Partner A	Country	Name of Scholar	School	-Handicapped -HIV/AIDS -Orphan	Repeat Grade with Scholarship
Local Partner B	Country	Name of Scholar	School	-Handicapped -HIV/AIDS	Repeat Grade without Scholarship
Local Partner N	Country	Name of Scholar	School	-Handicapped -HIV/AIDS -Orphan	Graduated
Local Partner Q	Country	Name of Scholar	School	-Handicapped -HIV/AIDS	Promoted with Scholarship

>>

[10](#) [25](#) [100](#) [1000](#)

*Promoted with scholarship,
Promoted w/o scholarship,
Repeat with scholarship,
Repeat w/o scholarship,
Graduated*

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AEI-AGSP Region 3

Project Year 1

Annex E: Electronic Copy of Interim Access Database

(Included with this report.)

Annex F: Electronic Copy of Pending ORM Screens

(Included with this report.)

Annex G: Partner, Mentor, and School Directory Data

Africa Education Initiative

AFRICA EDUCATION INITIATIVE - AMBASSADORS GIRLS SCHOLARSHIP PROGRAM

Annex G: School Directory

Country: Sao Tome E Principe
Partner: STeP UP

SCHOOL DIRECTORY

School Name	Street Address/Location	Town, District	Province/State	Principal/School Director	Telephone Number (please include the country code)	Fax Number (if no fax at school, please give nearest fax)	E-mail address	Highest grade served by School	Co-Ed?	Boarding Only?	Day Only?	Boarding and Day?	Primary only?	Primary & Secondary?
Maria de Jesus	Centro da cidade	Agua Grande	S. Tome	Aida Vicente	(239) 222589	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Atanasio Gomes	Mato Quixiba	Agua Grande	S. Tome	Conceição Lima	(239) 221490	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Riboque Capital	Riboque	Agua Grande	S. Tome	Angélica M.Oliveira	(239) 221668	Not Available	Not Available	4th	Y	N	Y	N	Y	N
S. Marçal	Vila de S. Marçal	Agua Grande	S. Tome	Valentim Sousa pontes	(239) 224537	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Bobo - Forro	Bobo - Forro	Agua Grande	S. Tome	João da Silva	(239) 221181	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Mesquista	Mesquista	Agua Grande	S. Tome	Domingas Costa	(239) 222432	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Francisco Tenreiro	Francisco Tenreiro		S. Tome	Álvaro Santos	(239) 221608	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Praia - Gambôa	Praia - Gambôa	Agua Grande	S. Tome	Alvaro Santos	(239) 221608	Not Available	Not Available	4th	Y	N	Y	N	Y	N
1 de Junho	1 de Junho	Agua Grande	S. Tome	Teresa Georgina	(239) 224639	Not Available	Not Available	4th	Y	N	Y	N	Y	N
12 de Julho	12 de Julho	Agua Grande	S. Tome	Francisca Ceita	(239) 223715	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Oque - Del - Rei	Oque - Del - Rei	Agua Grande	S. Tome	Adriana Nek	(239) 225448	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Almeirim	Almeirim	Agua Grande	S. Tome	Joaquim Morgado	(239) 222649	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Almas	Almas	Me-Zochi	S. Tome	Manuel Bobo	(239) 221064	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Pantufó	Pantufó	Agua Grande	S. Tome	António Luís	(239) 226781	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Folha Fedé	Folha Fedé	Me-Zochi	S. Tome	Felisberto Viegas	(239) 271206	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Milagrosa	Milagrosa	Me-Zochi	S. Tome	Felisberto Viegas	(239) 271206	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Java	Java	Cavtagalo	S. Tome	Felisberto Viegas	(239) 271206	Not Available	Not Available	4th	Y	N	Y	N	Y	N
S. Fenícia	S. Fenícia	Me-Zochi	S. Tome	Manuel da Graça	(239) 226780	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Uba - Budo	Uba - Budo	Cavtagalo	S. Tome	Manuel da Graça	(239)226780	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Pedroma	Pedroma	Caué	S. Tome	Manuel da Graça	(239) 226780	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Bombom	Bombom	Me-Zochi	S. Tome	Felisberto Sousa	(239) 221957	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Trindade S. Pontes	Trindade S. Pontes	Me-Zochi	S. Tome	António Amaral	(239)271466	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Monte Café	Monte Café	Me-Zochi	S. Tome	Lazaro	" "	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Batepa	Batepa	Me-Zochi	S. Tome	Anastácio Quintas	(239) 908776	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Januário Garça	Januário Graça	Me-Zochi	S. Tome	Anastácio Quaresma	(239) 271549	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ototo	Ototo	Me-Zochi	S. Tome	Domingas Varela	(239)903982	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Caixão Grande	Caixão Grande	Me-Zochi	S. Tome	" "	(239) 224002	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Lemos	Lemos	Me-Zochi	S. Tome	" "	(239) 224002	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Albertina Matos	Albertina Matos	Me-Zochi	S. Tome	Herculano Lemos	(239) 272139	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Poto	Poto	Me-Zochi	S. Tome	Herculano Lemos	(239) 272139	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ribeira Afonso	Ribeira Afonso	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Praia Reis	Praia Reis	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Colónia Açoriana	Colónia Açoriana	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Anselmo Andrade	Anselmo Andrade	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Claudino Faro	Claudino Faro	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Mendes da Silva	Mendes da Silva	Cavtagalo	S. Tome	Bonifácio Ramos	(239) 265011	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Riboque Santana	Riboque Santana	Cavtagalo	S. Tome	António Mamas	(239) 265155	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Quimpo	Quimpo	Cavtagalo	S. Tome	António Mamas	(239) 265155	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Santana	Santana	Cavtagalo	S. Tome	Cosma Pinheiro	(239) 265139	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Angolares	Angolares	Caué	S. Tome	Abel Conde	(239) 261147	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Dona Augusta	Dona Augusta	Caué	S. Tome	Abel Conde	(239) 261147	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Angra Toldo	Angra Toldo	Caué	S. Tome	Abel Conde	(239) 261147	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ribeira Peixe	Ribeira Peixe	Caué	S. Tome	Abel Conde	(239) 261147	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Vila José	Vila José	Caué	S. Tome	Abel Conde	" "	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Monte Mário	Monte Mário	Caué	S. Tome	Abel Conde	" "	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Porto Alegre	Porto Alegre	Caué	S. Tome	Abel Conde	" "	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ilhéu das Rolas	Ilhéu das Rolas	Caué	S. Tome	Abel Conde	" "	Not Available	Not Available	4th	Y	N	Y	N	Y	N
José Leal Bouças	José Leal Bouças	Caué	S. Tome	José Lopes	(239) 220152	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Boa Entrada	Boa Entrada	Lembá	S. Tome	Honório de Ceita	(239) 220152	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Magodinho	Magodinho	Lembá	S. Tome	Juliano Neto	(239) 220120	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Conde	Conde	Lobata	S. Tome	Jorge Mascarenhas	(239) 220145	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Guadalupe	Guadalupe	Lobata	S. Tome	António Quaresma	(239) 231158	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Praia das Conchas	Praia das Conchas	Lobata	S. Tome	António Quaresma	(239) 231158	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Santa luzia	Santa Luzia	Lobata	S. Tome	António Quaresma	(239) 231158	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Caldeiras	Caldeiras	Lobata	S. Tome	António Quaresma	(239) 231158	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Morro Peixe	Morro Peixe	Lobata	S. Tome	António Quaresma	(239) 231158	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Neves	Neves	Lembá	S. Tome	Armindo Furtado	(239) 233126	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ponta - Figo	Ponta - Figo	Lembá	S. Tome	Armindo Furtado	(239) 233126	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ribeira - Funda	Ribeira - Funda	Lembá	S. Tome	Armindo Furtado	(239) 233126	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Rosema	Rosema	Lembá	S. Tome	Armindo Furtado	(239) 233126	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Santa Catarina	Santa Catarina	Lembá	S. Tome	Mário Moniz	(239) 907290	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Diogo Vaz	Diogo Vaz	Lembá	S. Tome	Mário Moniz	(239) 907290	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Ponta Furada	Ponta Furada	Lembá	S. Tome	Mário Moniz	(239) 907290	Not Available	Not Available	4th	Y	N	Y	N	Y	N
Esprinha	Esprinha	Lembá	S. Tome	Mário Moniz	(239) 907290	Not Available	Not Available	4th	Y	N	Y	N	Y	N