USAID Strengths in Assisting the USDOL-ILAB in Using Basic Education to Combat Abusive Child labor

The United States Agency for International Development (USAID) is charged by Congress to contribute to U.S. national interests by supporting the people of developing and transitional countries in their efforts to achieve enduring economic and social progress, and to assist the countries to participate more fully in resolving their problems, including efforts to save lives and reduce suffering. [See Attachment 1]This mission and our wide range of programming can effectively compliment the efforts of the United States Department of Labor's International Labor Affairs Bureau (USDOL-ILAB) and the International Labor Organization (ILO) when addressing abusive child labor in developing nations.

Following are some of the unique advantages that USAID can bring to a cooperative and collaborative working relationship with the USDOL-ILAB and ILO when addressing a viable basic education solution to child labor:

- **Worldwide programmatic and infrastructure presence** – Critical to working with other countries to implement effective child labor policy reform is having sufficient staff with technical expertise and country specific knowledge regarding the status of political, economic, education, legislative/regulatory, social and cultural reform that impacts child labor. USAID staff could serve as an immediate resource for planning and implementation of education programs to combat abusive child labor. USAID can provide valuable information and guidance regarding foreign policy implications and circumstances to consider when making decisions for selecting countries for basic education and other child labor related programming.

  USAID outreach is very broad, including field offices or development activities in 85 countries spread throughout the four regions of the world, including 25 countries in Africa, 28 countries in Asia/Near East, 15 countries in Europe/Eurasia, and 17 countries in Latin America and the Caribbean. [See Attachment 2] These include the Timebound countries of India, Nepal and Tanzania, as well as those countries considered to have the most significant problems of abusive child labor.

- **Demonstrated, Proven Expertise in Basic Education Programming** – USAID has strongly supported and provided technical leadership for basic education programs, both formal and non-formal, for over 25 years. The Center for Human Capacity Development, a (division, bureau, section) within USAID, is responsible for implementing the Agency's goal of building human capacity through education and training. The Center provides field support, technical leadership and research to help nations and field missions improve education and training and to help develop stable, democratic countries with thriving market economies and healthy, well-educated families. The Center has programs in four comprehensive strategic areas:

  - Basic Education
  - Higher Education, Partnerships and Skills for Employment

- Telecommunications
- Training

Through its Basic Education programs, the Center helps nations to develop comprehensive policies for improved learning environments and universal completion of basic education. A special focus of the basic education objective is to improve opportunities for girls, underserved and disadvantaged populations. Girls are some of the most vulnerable to child labor abuses and often have the more difficult problems of access to education.

The Center works to improve education data and data collection, maintaining a database (Global Education Database 2000) and has developed a child labor module in addition to its education module. Critical to effective child labor programming is having adequate data regarding the level and extent of the problem, why children are not participating in school, and data that provides insights into measures of performance impact and areas to be targeted for continuous improvement.

Additionally, the Center helps to develop cost effective adult literacy and early childhood development programs, and provides support for the implementation and continuous improvement of distance education systems. One of the activities implemented by the Center, the Basic Education and Policy Support, includes a component specifically addressing the use of basic education to combat abusive child labor. [See Attachment 3 and 4]

Because of its years of working on basic education programming, USAID has established an institutionally resident, global, deep technical expertise in basic education. This expertise addresses basic education on a global, regional and country-specific levels and spanning all subsector technical needs. USAID is recognized for its support of innovative approaches to building capacity in basic education, both formal and non-formal. Being a pioneer in this area, USAID has ventured to experiment and take risks toward the objective of identifying and developing processes or practices that are innovative, effective, and replicable.

- **Solid Relationships and Established Program Partnerships** – USAID works in close partnership with private voluntary organizations, indigenous organizations, universities, American businesses, international agencies, other governments, and other U.S. government agencies. USAID has developed working relationships with more than 3,500 American companies and over 300 U.S.-based private voluntary organizations. These relationships include partnerships with leading multi-laterals (e.g. World Bank, United Nations, Asia Development Bank, International Development Bank), bi-laterals and NGOs whose collective capacities and expertise are essential to leveraging broader, higher value solutions to child labor problems and challenges.

  Any basic education initiative should be coordinated through the Ministries of Education of developing countries. USAID has solid, established working relationships with Ministries of Education of developing countries that has been built and reinforced

through years of collaborative development and cooperative relationships.

These strong relationships and established and proven abilities enable USAID to pursue and negotiate solutions to development problems across barriers of language, culture and ethnicity. Child labor can be a very politically difficult issue for a developing nation to face and address. Often such problems appear to be too overwhelming and complicated. However, through USAID foreign assistance programming experience and established relationships, we have the ability to be flexible, tolerant and to work and seek common ground and consensus across differing interest, philosophies, and environments. We work with the developing countries to increase their sensitivity and to help them build their capacity to address their child labor problems.

USAID has positive, long-term relationships with other governmental and non-governmental entitles in developing countries, including associations of municipalities, youth-oriented groups, and groups involved in economic development strategies. USAID has developed over the years the capacity to provide technical assistance to PVO/NGOs and government entities to improve their capacities in the areas of technology, administration and management of programs, and improving the integrity in their use of financial resources.

- **Broad Institutional Expertise in Other Key Sectors** – USAID has developed a broad institutional expertise in key sectors in addition to basic education. USAID programming includes a wide range of activities and resource commitments including:

    - Agriculture,
    - Democracy and Governance,
    - Economic Development,
    - Environment,
    - Health and Nutrition (Food for Schools program),
    - HIV-AIDs,
    - Women in Development, and
    - Workforce Development.

Viable, integrated approaches to child labor solutions in education could also be linked and coordinated with the strategic objectives in each of these areas. For example, the basic education and environment sectors could design a non-formal education literacy module linked to teaching about pesticide risks, workers rights and child health and safety. This application could be applied in any of the eight areas addressed above.

As additional resources become available for child labor programming, USAID could expand its ability to interweave child labor as an issue area within the various programs and activities conducted by USAID. The interweaving of these strategic objectives with child labor could significantly augment the USDOL-ILAB strategy for the elimination of child labor worldwide.

- **Bi-lateral, Multi-national and Regional Project Capabilities** – Child labor problems often do not recognize geographic boundaries. The sale and trafficking of children, using children in drug distribution, and children migrating between nations to perform hazardous work in agriculture and other sectors requires a well designed and orchestrated strategy that recognizes the foreign policy implications and issues that must be addressed. USAID has over 40 years of development experience working specifically on issues that transcends an individual country. These activities include numerous multi-national and regional projects addressing issues related to the environment and HIV-AIDS. This capacity to provide technical assistance, training and on-site detailed monitoring has enhanced USAID's capacity to ensure effective program results. The structure of USAID lends itself to such initiatives, having bureaus related to four regions of the world with direct links to desk officers and mission staff in each of the countries within the region.

- **Administrative and Technical Management Systems** – USAID, with its years of development experience and programming activities, has established effective administrative and technical management systems to facilitate the flow of resources, information and expertise globally. This includes established employee and consultant data banks upon which to draw for needed resources and expertise.

In summary, USAID stands ready to work collaboratively and cooperatively with USDOL-ILAB and the ILO. We acknowledge the exceptional work that the USDOL-ILAB and the ILO have done addressing child labor and believe that USAID can add value and help to augment programs and activities already underway. We recognize the importance of working together effectively for both practical and foreign policy considerations and stand ready to serve as a partner in the efforts using education to eradicate child labor throughout the world.

Attachment 1

Background on USAID

The United States Agency for International Development (USAID) is charged by Congress to contribute to U.S. national interests by supporting the people of developing and transitional countries in their efforts to achieve enduring economic and social progress. Also, we assist the countries to participate more fully in resolving their problems, including efforts to save lives and reduce suffering. This mission and our wide range of programming can effectively compliment the efforts of the United States Department of Labor's International Labor Affairs Bureau (USDOL-ILAB) and the International Labor Organization (ILO) when addressing abusive child labor in developing nations. USAID is eager to join in partnership with the USDOL-ILAB and the ILO to cooperatively and collaboratively work toward the elimination of child labor using basic education. Cooperation and collaboration by our agencies serve to demonstrate an effective approach to ensuring the efficient use of limited resources and avoiding duplication of efforts.

USAID believes that addressing the issue of child labor is an appropriate area to be addressed within its foreign assistance programming. USAID efforts in the past have targeted the issue of child labor mostly in an indirect way—assisting countries to improve their education policy, systems, and quality of teachers and curriculum that results in children's increased access to and retention in schools. However, USAID foresees that further progress could be made to more directly address abusive child labor through interweaving and coordinating strategic objectives with child labor initiatives in three ways.

- Within our development goals, USAID works to help alleviate poverty, supports improvements in governance, builds human capacity through education and training, and opens economies in countries emerging from authoritarian rule. All of these contribute toward the elimination of child labor and the improved access and delivery of quality education.
- Through our aid goals to countries in transition after civil conflict, we can assist with efforts to address the needs of child soldiers, a very difficult and politically sensitive area. For example, we have had past success with child soldier initiatives in Uganda and El Salvador, and are currently working on this issue in Columbia.
- Through our effective and timely humanitarian relief goals to countries in crisis or suffering from natural or man-made disasters, we can help work to ensure that such crisis does not result in increasing the use of children to perform hazardous and dangerous work.

Within these goals lies the foundation for addressing child labor in a holistic and multi-sectoral capacity. Historically, child labor has been viewed as a workforce and economic development issue related to human rights. However, research and practice has shown that child labor can be effectively addressed through basic education, using both formal and non-formal programs. This is a capacity that USAID has effectively developed over the past two decades. For that reason, USAID serves as the lead U.S. coordinating governmental agency linked to the "Education for All" global initiative, within which the provision of basic education is a primary goal.

Attachment 2

USAID has field offices or supports development activities in the following 85 countries:

Africa

Angola
Benin
Botswana
Burundi
Democratic Republic of the Congo
Eritrea
Ethiopia
Ghana
Guinea
Guinea-Bissau (closed in FY 1998)
Kenya
Liberia
Madagascar
Mali
Malawi
Mozambique
Namibia
Niger (closed in FY 1998)
Nigeria
Rwanda
Senegal
Somalia
South Africa
Tanzania
Uganda
Zambia
Zimbabwe

Asia and the Near East

Afghanistan
Algeria
Bangladesh
Burma
Cambodia
China
East Timor
Egypt
India
Indonesia
Israel
Jordan
Laos
Lebanon
Mongolia
Morocco
Nepal
Oman
Pakistan
Papua/New Guinea
Philippines
South Pacific
Sri Lanka
Thailand
Tunisia
Vietnam
West Bank/Gaza
Yemen

Europe and Eurasia

Armenia
Belarus
Bosnia and Herzegovina
Caucasus
Georgia & Azerbaijan
Kazakstan
Kosovo and Montenegro
Kyrgyzstan
Lithuania
Moldova
Romania
Tajikistan
Turkmenistan
Ukraine
Uzbekistan

Attachment 2 (cont.)

Latin America and the Caribbean

Bolivia
Brazil
Colombia
Cuba
Dominican Republic
Ecuador
El Salvador
Guatemala
Guyana
Haiti
Honduras
Jamaica
Mexico
Nicaragua
Panama
Paraguay
Peru

Attachment 3

The Center for Human Capacity Development is USAID's leading team dedicated to promoting human growth as a development tool. The Center is committed to enhancing the quality of life world-wide through achieving improved learning and performance."

Some activities implemented by USAID's Center for Human Capacity Development include:

- Advancing Basic Education and Learning Project
- Advanced Training for Leadership and Skills Project
- American Association for the Advancement of Science Fellowships Support
- Basic Education and Policy Support Activity
- Education Automated Statistical Information System Toolkit
- EdData: Support for the Collection of Education Data
- GreenCOM: Environmental Education and Communication
- LearnLink: Global Communication and Learning Systems
- Global Evaluation and Monitoring Project
- Global Training for Development Project
- Fellowships, Training and Exchange Programs
- Technical Assistance in Human Capacity Development Activities
- Global Workforce in Transition Project
- Higher Education Partnerships for Development
- Improving Educational Quality (IEQ 2) Project
- International Development Partnerships
- United States Telecommunications Training Institute
- Workforce Development Toolkit Compass
- Global Meeting of Generations Sponsorship

Attachment 4

EDUCATION TO COMBAT ABUSIVE CHILD LABOR (ECACL)

The United States Agency for International Development (USAID) has received a mandate from the Administration, Congress and the National Economic Council to implement programs and activities to alleviate abusive child labor overseas, particularly through the use of non-formal and formal basic education. To the extent possible, the aim is to interweave and coordinate child labor activities with USAID's ongoing and planned Mission-level programs in democracy, governance and human rights, health and nutrition, education, environmental management, economic growth, agriculture, HIV/AIDS, and other sectors of socio-economic development. Program activities will be undertaken in the four geographical regions in which USAID operates: Latin America and the Caribbean, Asia and the Near East, Europe and Eurasia, and Africa.

One facet of USAID's new initiative in child labor is the Education to Combat Abusive Child Labor (ECACL) Program, a new three-year effort under USAID's worldwide Basic Education and Policy Support (BEPS) Activity or project. BEPS is designed to support USAID Missions, Regional Bureaus and, if appropriate, non-presence countries to improve basic education by providing assistance in education policy reform, child labor, crisis situations, and basic education generally. BEPS and the ECACL Program are led by Creative Associates International, Inc. (CAII), in partnership with CARE, the George Washington University, and Groundwork.

Education to Combat Abusive Child Labor will complete tasks and activities in the following areas:

- **Technical Assistance and Advisory Services**: These activities will include assessments of the level and extent of in-country child labor problems, policy analyses, assistance with evaluation and monitoring of child labor prevention programs, feasibility studies, attitudinal and other surveys and program planning and evaluation at the national, regional and local levels.

- **Program Planning and Coordination**: These activities will include facilitation of information exchange and stakeholder coordination, as well as collaboration with USAID Regional Bureaus in developing plans for an overall coordinated program.

- **Applied Research**: At least two practical studies or synthesis papers be compiled and disseminated. The first will review and analyze best practices, lessons learned and points to ponder concerning the reduction of abusive child labor, especially through basic education. A second, likely paper could examine scholarships, payments, and other incentives, and the extent to which they can alleviate abusive and hazardous child labor. Another possible synthesis paper or study could identify and review innovative, interesting curricula and related educational experiences for children involved or at risk of becoming involved in abusive child labor, and the preparation of mentors, guides and teachers for such curricula. These papers will be used as planning guides for assisting host countries, USAID Missions, Regional Bureaus and the Global Bureau and in the planning and implementation of

Attachment 4 cont.

innovative pilot, on-the-ground activities.

- **Regional or Country-Specific Conferences and/or Training Workshops**: This assistance includes organizing and conducting workshops in Asia, Europe and Eurasia, Latin America and the Caribbean, and Africa to examine abusive child labor practices, actions to alleviate child labor, and possible solutions.

- **Supplemental Pilot Projects**: This will include technical assistance support to USAID Missions, Regional Bureaus and host countries in order to pilot strategies or projects of child labor prevention in four regions.

- **Provide information networking and dissemination**: These activities will include the development and dissemination of briefing papers, fact sheets and other informational tools that will facilitate information sharing and networking among key policy and program stakeholders, including a formal, annual briefing for USAID personnel.

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Attachment 5

In-Country Education Projects

Africa

USAID currently supports education programs in the following 9 African countries:

Benin
Guinea
Namibia
Ethiopia
Malawi
South Africa
Ghana
Mali
Uganda

USAID previously supported education programs in:

Botswana
Lesotho
Swaziland

It also supports Africa-wide activities:

- Africa Bureau Basic Education Unit
  USAID Africa Bureau efforts to inform, improve, refine and expand USAID's support of African countries' capacities and efforts to develop and sustain the equitable provision of quality basic education to a broad segment of its populace.
- HHRAA (Health and Human Resources Analysis for Africa)
  The objective of the HHRAA's Basic Education sub-sector is to support USAID education programs in sub-Saharan Africa and to develop, for the Agency and other partners, analytic information that will help them foster sustainable educational changes in African countries.
- Leland Initiative
  The Leland Initiative is a five-year $15 million US Government effort to extend full Internet connectivity to approximately twenty African countries in order to promote sustainable development.
- Africa Bureau Information Center (ABIC)
  ABIC provides general development information support and special assistance for democracy activities through its research services, newsletters, and specialized reference collection. ABIC has a set of Internet Resource Guides with links to information available in the World Wide Web, including one on Education.

Below are descriptions of each of the country programs. More information on the background, status of educational reform, basic indicators, and progress indicators can be found at the referenced links.

Benin: USAID Assistance

USAID began supporting primary education reform in 1991 as the government began following up on the nationwide review of the education system. The Mission's strategy mirrors the Beninese priorities of improving quality, efficiency, and equity. One target of sectoral reform is to realign budget allocations in favor of primary education. Another is to support the improvement of institutional capacity for educational planning, management, and accountability, including an emphasis on decentralization. USAID's support also targets key pedagogical systems, such as curriculum reform, teacher training, teacher supervision and support, materials development and distribution, and student assessment.
USAID supports the Ministry of National Education's (MEN) efforts to define standards for the provision of basic quality schooling, known as Fundamental Quality Level (FQL) standards. FQL standards are developed locally and at the provincial and national levels. In defining the FQL standards, parents, teachers, and other participants in the system are learning to coordinate resource management, promote public-private cooperation, and implement a strategy focusing on improving quality and equity, while allowing for controlled expansion.

With support from USAID, Parent Associations (APEs) are more actively supporting schools, school systems are paying teachers regularly, and teachers are absent less often. Following a study of girls' enrollment, the government eliminated school fees for rural girls. USAID is helping the ministry track the results of this policy.

The Mission's central strategy incorporates NPA and targeted technical assistance through the Children's Learning and Equity Foundation (CLEF). CLEF is complemented by the Benin Primary Education NGO Project (PENGOP), which aims to strengthen Parent Associations' ability to participate in school management and regional decision-making.

Botswana: USAID's Assistance

USAID's assistance to education in Botswana began nearly 10 years earlier than in most other African countries. In the 1980s, USAID undertook the Primary Education Improvement Project (PEIP, 1981-92) and the Junior Secondary Education Improvement Project (JSEIP, 1985-91). These helped bring about major advances in access to and delivery of quality basic education programs. The projects focused on improving teaching quality by improving the institutions that train teachers. PEIP strengthened the capacity of the MOE and the University of Botswana to plan, develop, and implement an effective pre- and in-service curriculum for primary teacher education. The university established a Department of Primary Education, primary teacher training colleges have improved their programs, and in-service education networks have been developed. The projects also assisted the government to revise the curricula.
In 1991 USAID initiated its Basic Education Consolidation (BEC) project to help sustain the educational gains of the 1980s. The project assisted the MOE to strengthen its curriculum

development and implementation process. BEC is also helping the ministry to plan, implement, and evaluate an integrated, consolidated, and coordinated basic education program covering the first 10 years of public education. The curricula will incorporate the objectives of teacher training and student assessment to assure a coherent and focused basic education system. Because USAID has been assisting the education sector since 1981, and has provided system-wide reform assistance since 1991, the student-level impact of reform is more pronounced in Botswana than in other countries. Enrollments have increased, as has the system's capacity to accommodate students as they progress through grade levels. Repetition and dropout rates have declined. The rate of girls' enrollment and of female teachers has grown.

Indicators of Progress in Botswana: System-Level Impacts

Policy
- 1994 Revised National Policy on Education extended the duration of basic education from 9 to 10 years
- Criterion-referenced testing system to measure student achievement and competencies tested
- Continuous assessment (CA) program implemented to track student performance
- Teacher training programs reorganized at primary teacher training colleges
- In-service education networks developed

Institutional
- Department of Primary Education established at University of Botswana
- Planning, implementing, and evaluating an integrated, consolidated, and coordinated basic education program begun
- Process to integrate curriculum development, teacher training, and student assessment begun
- 40% increase in trained/retrained primary school teachers over life of program
- 74% of 9,772 primary school teachers female
- 78.7% junior secondary school teachers trained/retrained (42.9% female)

Access
- 192 primary schools constructed

Quality/ Efficiency
- Sufficient capacity for 100% progression from Standard 7 to Form 1
- 81% progression rate from Standard 7 to Form 1
- Primary school repetition rate 2.6%
- 3.8% dropout rate for Form 1 and 2 in 1993

Equity
- Girls' primary school enrollment 53% in 1993 (50% target)
- Girls' enrollment in Forms 1 and 2 is 54.3% of total enrollment

USAID's Assistance to Ethiopia

Ethiopia is the most recent addition to USAID's education portfolio in Africa, and the program has benefited from the lessons learned in other countries. The Mission's strategic objective is

improving the quality of primary education in an expanding and decentralizing system. The Mission will work towards achieving the objective by targeting: decentralized planning, budgeting, and management; the availability of resources for education; and improving key quality and equity enhancing inputs for the sector.

In particular, USAID will support the government's establishment of central and regional reform committees. It will help the government to define institutional responsibilities for various aspects of the reform and to move toward school-based management. Budgetary reform includes maintaining a total level of allocation to education as well as increasing the level to primary education and the amount to non-salary expenses. In terms of improving quality, the program will concentrate on training and supporting teachers: their certification; policies that affect their hiring, assignment, and transfers; and the curriculum of primary teacher training institutes. Using project assistance, USAID will help the ministry strengthen local support for schools.

Indicators of Progress in Ethiopia: System-Level Impacts

Policy

- Program design for BESO has influenced ongoing policy, strategy, and operational decisions of the TGE
- Selected budget items being expended on schedule
- Increased level of regional primary education budget per student
- Nation-wide improvements in teacher compensation and career opportunities made, including increases in salaries and career opportunities for 70,000 teachers
- Increased percentage of recurrent budget allotted to non-salary inputs
- Changes in curriculum and admission policies instituted for women at teacher training institutes

Institutional

- Reform management plan developed: Potential indicators of progress include: test scores for teacher training graduates' completion exams; % of female graduates from teacher training institutes; and improvements in performance measures of school management
- Key program area plans in place and implemented in a timely fashion

Classroom/ Community

- Potential indicators to be examined for textbooks, furniture, and other key inputs

USAID's Assistance to Ghana

USAID initiated its program in Ghana, as well as in several other African countries, in 1991. USAID and the World Bank collaborated on the design and implementation of the assistance. Thus, some approaches to NPA were being tested for the first time. For instance, to improve equitable access, USAID helped the government run a number of pilot programs to help determine which incentives would attract girls to school and keep them there. Also, criterion-referenced tests-judging students' achievement in terms of criteria rather than group norms-were introduced. Both the pilot projects and the new tests met with mixed success.

As in other programs, Ghana's focused on improving the ministry's capacity to undertake reform. USAID assisted the ministry in convening two national committees to review progress. Project assistance enabled the ministry to hire and train MIS specialists, who used donated computers to improve education data collection and analysis. The ministry also began decentralization of authority and financing by hiring and training district and circuit-level staff to manage reform. In addition, the ministry hired hundreds of district-level supervisors and trained them to assist schools.
To improve the quality of teaching, the ministry required higher standards for entry-level teachers, and trained in-service teachers to meet those standards. Non-salary expenditures were increased for such things as textbooks and instructional materials for teachers.

Although USAID was able to measure progress in terms of these system-level changes, it could find no measurable impact by 1993 in the results of the criterion-referenced tests. Through short- and long-term assistance, the Mission continues to help the government implement its reform objectives and to monitor the effects of reform activities in the classroom.

Indicators of progress in Ghana: System-Level Impacts

Policy
- Two National Committees convened to review progress on education reform
- Policy to decentralize finance and management authority implemented
- 40% of government budget allocated to education, 44% to basic education
- 4.5% of primary education budget allocated to instructional materials

Institutional
- MIS specialist hired
- Computers donated and training provided to the ministry
- Standards for entry level teachers raised; 73.3% of teachers met standard
- 84% increase in percentage of teachers who are trained
- 68% of district officers hired and trained
- 91% of circuit supervisors hired and trained
- 100% of district monitors hired and trained

Classroom/ Community
- 73.5% of primary students received textbooks
- 95% of teachers received instructional materials
- Student-Level Impacts

Access
- Percentage increases in eligible children in school: Northern Region, 70%; Upper East Region, 49%; Upper West Region, 68%

Equity
- 75.9% of eligible boys and 64.1% of eligible girls attended school nationwide in 1993

USAID's Assistance to Guinea

USAID and the World Bank collaborated in the design and implementation of program assistance to PASE. The three-pronged assistance strategy was to improve financial and administrative management; enhance equity of access, especially for rural girls; and improve quality of schools and teachers. PASE has accomplished much towards meeting these objectives. Ministry staff have improved their budgeting and management capabilities; data have been computerized and accounting procedures standardized. The ministry has redeployed nearly 3,000 teachers. Approximately 162,000 new students have entered elementary school, bringing the gross enrollment ratio from 28 percent to 40 percent. Equity has improved as well-rural enrollment increases ranged from 14 percent in the Forest Region to 23 percent in Middle Guinea. The girls' gross enrollment rate rose from 23 percent in 1993 to 26 percent in 1994. The quality of inputs is improving as the government reallocates resources towards primary education, in general, and for teaching materials and other operating expenditures, in particular.

Following its assessment of the accomplishments of the first phase of reform in the education sector, the ministry has formulated its strategy for a second phase of sectoral adjustment. USAID plans to help the government intensify efforts to improve the services and materials offered to schools and teachers and to improve access for girls and rural children. This systemic approach to educational development will require the ministry to strengthen its strategic planning capability, performance measurement, and management information systems. USAID will assist in developing Fundamental Quality and Equity Levels (FQELs), similar to those introduced in Benin.

Indicators of Progress in Guinea: System-Level Impacts

Policy

- 125% increase in share of government budget to education, 3% to primary education
- 157% increase in share of education budget to non-salary expenses
- Per pupil and per administrator spending targets exceeded

Institutional

- Ministry computerized and accounting procedures standardized; staff trained
- Accounting procedures standardized throughout ministry
- 2500 additional teachers deployed from surplus of secondary school teachers and administrators
- 80% of primary budget managed at decentralized levels
- National strategy developed and initiated to increase girls' enrollment
- Discriminatory pregnancy policy eliminated
- Female headmistress policy enacted
- Private-public partnership begun to finance and manage school construction

Student-Level Impacts

Access
- Increased gross enrollment rate (GER) from 28% in 1989 to 40% in 1993
- Rural GER rose from 27% in 1993 to 30% in 1994
- Quality/ Efficiency
- 900 classrooms constructed
- 400,000 textbooks procured and distributed
- 7,000 teachers trained in language and math
- 17% increase in teachers

Equity
- Girls' gross enrollment ratio (GER) increased from 23% in 1993 to 26% in 1994

USAID's Assistance to Lesotho

USAID responded to the government's request for assistance in the 1970s, and operated three education projects prior to the current project. The Structuring Non-Formal Education Resources Project (1979-86) aimed to develop and test an innovative organizational approach for assuring technical and financial assistance to organizations and communities involved in non-formal education activities. The Instructional Materials Resource Center Project (1977-86) established a permanent institution to prepare instructional materials for the National Teacher Training College and primary and secondary schools. From 1986 to 1991, USAID assured comprehensive support under the Basic and Non-formal Education Systems Project. Assistance was provided in curriculum development, pupil assessment, teacher training, non-formal education, and skills training. This assistance built on prior project work and on the Government of Lesotho's overall strategy for the reform of basic education.
The current project is the first to offer policy support with NPA. USAID has worked with the government to meet conditionality in the areas of increased finance, improved management, and improved quality of instruction.

With support from USAID, government budget allocations to education increased, and within the education sector, allocations to primary education increased. The reorganization of the ministry and the strengthening of the planning unit's budgeting and financial data tracking capabilities improved management. And the government's establishment and enforcement of policies on overage enrollment and repetition has increased efficiency. To improve the quality of education, the USAID program has addressed the training and support of teachers, resulting in higher salaries and in-service training. Also to improve quality, the program supported the development of new syllabi, textbooks, and radio instructional materials, and new classrooms.

Indicators of Progress in Lesotho: System-Level Impacts

Policy
- MOE reorganization implemented
- 22.4% of government budget allocated to education

- 57.8% of education budget allocated to primary
- Teacher salaries exceeded civil service salaries
- Overage enrollment and repetition policies established
- Underage enrollment policy enforced

Institutional
- Planning Unit developed and tracked annual plans and budgets
- Budget tracking system in place, providing timely financial reports, data collection, and processing
- District level inspectorate offices established and operating
- In-service teacher training system in place; resource centers created and staffed
- 37% of classrooms targeted for construction by 1996 completed
- Student:classroom ratio (excluding church halls) decreased from 99:1 in 1990 to 77:1
- 100% of all schools replenished with Radio English material
- New syllabus in place for all standards and subjects; achievement test designed for Standard 3, 3 subjects tested
- Standard 4 math textbook developed and tested

Classroom/ Community
- Pupil-teacher ratio decreased from 54:1 in 1990 to 46:1 in 1994

Student-Level Impacts

Access
- Net enrollment ratio increased from 68% in 1990 to 70.7% in 1993

Quality/ Efficiency
- Repetition rate decreased from 22.8% in 1990 to 19.1% in 1992

USAID's Assistance to Malawi

Because during the 1980s only 9 percent of all females in Malawi had more than four years of schooling, USAID urged the government to emphasize increasing girls' enrollment rates. The program's strategy for reducing repetition and dropout rates is to improve the quality of basic education. The government has made substantial progress toward this end. Recurrent expenditures in education increased in the early 1990s. The ministry has improved planning and budgeting processes, increased the number of teachers, improved teacher training, built more classrooms, and provided more learning materials. The private sector now participates in the procurement and distribution of learning materials.

With technical assistance from USAID, the ministry launched a social mobilization campaign to encourage girls to enter and remain in school. The government also revised its policy of dismissing pregnant girls. Girls are now permitted to return to school after their first pregnancy. The curriculum is being revised to make it more gender neutral. Other USAID activities provide a number of incentives to women who persist to secondary and higher education.

As a result of these changes, participation rates have increased: girls now outnumber boys in standard 1, and pass rates have risen for all students.

Indicators of Progress in Malawi: System-Level Impacts

Policy
- 6% of government budget allocated to education
- 57% of education budget allocated to primary education
- Registration system established to provide information on pupil flow through system
- Fee waiver enacted for non-repeating girls in primary school
- School fees eliminated for all children
- Discriminatory pregnancy policy eliminated
- Community-based schools policy enacted

Institutional
- Curriculum revised to make it more gender neutral
- Teaching force expanded by 15,000
- Competitive procedures initiated for procurement and distribution of learning materials
- Social mobilization campaign implemented
- Gender unit established in ministry
- Classroom/ Community
- Book distribution increased by 75%

Student-Level Impacts

Access
- Increased gross enrollment rates (GER)
- Quality/ Efficiency
- Reduced repetition rates

Equity
- Girls' GER increased to an estimated 130%; girls outnumber boys in Standard 1

USAID's Assistance to Mali

USAID's project in Mali focuses on increasing enrollment, especially girls' enrollment, while improving quality. The project currently has three main strategies. The first strategy is to coordinate and improve teacher training, instructional objectives, and student testing. About 8,000 teachers have received in-service training. Students have received textbooks. Seven-hundred classrooms have been rehabilitated, and many others have been furnished and equipped. Ministry staff have devised tests of student achievement and collected data on progress over the years. Students have been systematically tested, and testing has been institutionalized. The second strategy is to encourage local communities to support schools, especially the 1,500 schools built since 1991-each school has at least 50 percent girls' enrollment. This component of the project began in one region of the country. As a result of these efforts, the number of seven-

year-old girls entering primary school has increased by 83 percent, and overall girls' enrollment has increased 67 percent. The third strategy is to strengthen the capacity of regional educational institutions to manage and provide pedagogical support to schools. This has helped the system to decentralize. In addition, the central ministry offices have improved their capacity to analyze educational data. An MIS system is in place; data come from all schools and are widely disseminated.

The USAID education program in Mali has a longer history than most programs. In just four years, the project has established a solid foundation for system-wide improvements and has achieved remarkable student-level results. Enrollment has increased by 60 percent since 1989, and the rate of primary school graduates by 65 percent. Efficiency has improved: the average number of student-years to produce a graduate has decreased by 78 percent.

Indicators of Progress in Mali: System-Level Impacts

Policy

- National, regional, and local offices established to administer girls' education initiative
- Student testing initiated and institutionalized
- Legal framework defined and in place for development of private and community schools
- Reformed curriculum policy in place
- Decentralization policy in place

Institutional

- MIS system in place for school and personnel statistics, with data from all schools; analyzed data widely disseminated
- Personnel redeployment plan under development
- System developed and implemented for inventorying classroom resources
- More than 8,000 personnel, mostly teachers, received in-service training
- All school directors trained
- Regional school maps under development
- "Restrictive" criteria for allocating scholarships to higher education
- Classroom/ Community
- Over 5,000 desks and other equipment procured and distributed
- 700 classrooms rehabilitated
- 600,000 textbooks procured and distributed

Student-Level Impacts

Access

- Primary enrollment increased by 60%; girls' enrollment by 67%
- Gross enrollment rate has risen steadily from 22% in 1989 to 32% in 1994
- Quality/ Efficiency
- Sixth grade graduates from an initial cohort of 1,000 increased by 65% between 1989 and 1993
- Drop-out rate decreased by 70% from 1989-94
- Repetition rates decreased by 16% from 1989-94

- Average number of student-years to produce a sixth-grade graduate decreased by 78%

Equity
- Number of 7-year old girls entering primary schools has increased by 83%

USAID's Assistance to Namibia

USAID's support for the reform of Namibia's formal education system aims to help correct an imbalance in resources reaching white schools and black schools. Its assistance has been twofold. The program was designed at the moment of independence, when the government was beginning to set out its reform policies. Over time, a lack of correspondence in the timing and sequencing of the Ministry of Education's reform activities and those targeted by USAID's conditionality became a problem. In addition, USAID had been overly optimistic about the capacity of the ministry to carry out its reform and underestimated the seriousness of the obstacles to be overcome. In 1994, USAID converted the balance into a project designed to focus primarily on alleviating key constraints that affect learner outcomes at the lower primary level, grades 1-4.

The most significant achievement of the initial Basic Education Reform Program (BERP) was the progress made toward completing the curriculum revision. The recently launched Basic Education Support (BES) project, will assist further to build the ministry's capacity for curriculum design and development in primary grades, teaching and learning materials production, and continuous assessment and testing. In cooperation with the Peace Corps, BES will assist volunteers to work in communities in northern Namibia, where a disproportionately small amount of resources have gone, to assist teachers with language and teaching skills.

Indicators of Progress in Namibia: System-Level Impacts

Policy
- Government spending on education increased from 8% of GNP in 1990 to 10.6% in 1993
- Public expenditure on education increased from $185.5 million in 1990 to $254.1 million in 1993
- 14 education agencies consolidated into a single ministry, which, in 1995, split into two units: basic education and vocational/higher education

Student-Level Impacts

Access
- Primary school gross access rate (GAR) rose from 135 in 1990 to 136 in 1992
- Secondary GAR rose from 43.2 in 1990 to 55.2 in 1992

Equity
- Primary GAR for girls rose from 135 in 1990 to 138 in 1992

USAID Assistance to South Africa

Because of the injunction against working directly with the former South African government, until May 1994, USAID worked only with NGOs to formulate policy and to develop and test models for the future unitary education system. Today USAID's strategy is to work on the development and dissemination of non-racial, non-sexist educational models. Increasingly, USAID is working with the new government of South Africa, but unlike most other USAID education efforts in Africa, the program has not yet addressed systemic reform.
NGOs funded by USAID have carried out activities that help the education sector in education policy support, tests and assessment, distance education for secondary education, early childhood development, curriculum and pedagogy, and the culture of learning. The emphasis is on: 1) strengthening capacities of black educational organizations; 2) supporting educational planning and research, especially curriculum reform, school finance, and administration; 3) upgrading the performance and leadership skills of black teachers through in-service training; and (4) supporting pilot and experimental programs for black students, with a special focus on literacy and bridging programs in science, math, and English, and on supplementary curricula in black history and arts.

USAID has two projects, but no NPA program, in South Africa.

Indicators of Progress in South Africa: System-Level Impacts

Policy Level
- Universal education policy established 19 departments of education consolidated into one education system
- 21.4% of government budget allocated to education in 1993-94

Institutional Level
- 2,000 education specialists trained
- 45 innovative education programs introduced through NGOs, reaching more than 620,000 teachers and 3-5 million students
- Beginning of a focus on institution building of historically black universities and colleges

Classroom/ Community Level
- Expanded access to community-based early childhood development training for parents and communities
- Degree programs in higher education completed by 2,000 South African blacks

USAID Assistance to Swaziland

USAID's assistance to basic education in Swaziland has been substantial, starting with the Primary Curriculum Development Project (1975-82) and the Teacher Training Project (1983-89). Given the requirements of economic growth and the government's timely promulgation of and demonstrated commitment to sound educational policies, USAID began the Education Policy, Management, and Technology (EPMT) project in 1989. EPMT provides the education sector

with technical advice and training required for sustained implementation of reforms already adopted by the Ministry of Education.
Technical assistance and training focus on management training for headmasters, criterion-referenced testing, and contract administration. Short-term technical assistance focuses on continuous assessment, interactive radio instruction pilot testing, guidance, finance and budget, human resources, and logistics management.

All 500 primary head teachers and Grades 1-3 classroom teachers have received in-country training through this project, and 32 trainers of teachers and head teachers have also been trained in-country. The core component, continuous assessment, has been implemented in Grades 1-3 nationwide. The project will introduce the continuous assessment program to Grade 4 in January 1996.

With USAID project assistance the Ministry of Education convened a National Education Symposium in May 1994. At this event, the planning ministry paid respect to the education ministry's budget management capability by permitting it to determine on its own which programs to cut, if necessary. The Ministry of Education has used many of the planning tools developed by the project to present a compelling case for education reforms.

Indicators of progress in Swaziland: System-Level Impacts

Policy Level
- Teacher housing equitably distributed

Institutional Level
- Data from the MIS and the planning model used to make key decisions, including budget allocations, allocation of teaching posts, and teacher housing
- Plans developed to reduce the number of teaching posts by 400; MIS data used to make these decisions
- Early data on the impact of continuous assessment and head teacher management training suggest success

USAID's Assistance to Uganda

USAID and the World Bank have worked together with the government to define long-term support for an overall program of education sector reform that places priority on the rehabilitation of basic education. The Mission identified teacher training and support as a critical need and has provided NPA support to the government to raise teachers' salaries. USAID has also lent technical assistance through the project to help establish a system of in-service training and certification. The in-service teacher training program has been designed, materials produced, and tutors are being trained. In addition, program funds are helping the education ministry to reform textbook procurement policy to encourage free and fair competition among private

publishers. Schools now select textbooks from those made available through contracts with eight publishers.

The Support for Uganda Primary Education Reform (SUPER) program is also improving the management of the education system by supporting the government's efforts to decentralize resources and improve accountability at the district and school levels; it has done this in part by training head teachers and district-level officials. With SUPER support, the ministry carried out a nationwide census of all primary schools to obtain reliable baseline data on the number of schools, classrooms, and teachers and their qualifications, as well as the number of pupils disaggregated by sex, grade, and school.

To address equity issues, the program helps the government encourage more girls to attend primary school. The main vehicle for this effort is technical assistance in social mobilization campaigns and funding for a ministry program that rewards schools for encouraging girls' enrollment.

Indicators of Progress in Uganda: System-Level Impacts

Policy Level

- Broad improvements in the education system reflected in recent reports
- Government reformed textbook procurement policy to be based on free and fair competition among private publishers
- $2.75 million allocated directly to primary schools and executed contracts with eight publishers for over 700,000 core textbooks
- Over 9,000 "ghost" teachers removed from the payroll, resulting in savings of $300,000 per month and an increase in qualified teachers
- School staff ceilings set
- Teachers' salaries raised 17%

Institutional Level

- Nationwide census completed of primary schools, providing the ministry of education with reliable baseline data on the number of schools, classrooms, and teachers and their qualifications, as well as the number of pupils disaggregated by sex, grade, and school
- Untrained teachers given competency tests;those who failed laid off
- In-service teacher training program designed, materials produced, and tutors being trained
- 260 in-service tutor posts created at teacher training colleges
- 4% increase in qualified teachers

Classroom/ Community Level

- $300,000 in small grants made to 100 schools to encourage girls' persistence in school

Student-Level Impacts

Equity

- Girls enrolled in Grade 7 as percentage of girls who start school rose from 24% in 1990 to 28% in 1992

Asia And Near East

Girls Education
Egypt
Morocco
India
Cambodia

Women's Empowerment through Education
Nepal
Pakistan

Higher Education Linkages for Enhanced Development
Egypt
Lebanon

"Most of USAID's human capacity development programs in the ANE region are relatively new, and hence results, except in the form of policy dialogue, have not yet been achieved. The program with the greatest tangible results to date is Nepal's female literacy program. Since the beginning of USAID's assistance with a national literacy program, over 500,000 woman have benefited, with impressive results, increasing the literacy rate of adult women in Nepal from 22 percent in 1991 to 32 percent in 1997."

Egypt

Female access to education remains a critical problem in Egypt, with only 64 percent of rural girls attending school. With U.S. assistance, Egypt has increased female primary school attendance by 30 percent over the last five years to 74 percent nationwide and male attendance by 20 percent to 84 percent. However, literacy rates clearly show the disparity between female and male access to education: the current literacy rate for women is only between 34 percent to 38 percent, compared to 63 percent for males. USAID is now addressing this problem by providing access to primary education for rural children, especially girls. Notable achievements in the area of education, participant training , and university research include:

- Approximately 2,000 primary schools have been constructed throughout Egypt, serving approximately one million children.
- USAID grants provide 4,800 scholarships each year to girls from low income areas to attend primary school. These students would otherwise not go to school or be forced to drop out because of financial constraints.
- Over 13,000 Egyptian professionals have been trained in U.S. academic and technical institutions in areas such as agriculture, health, and management.
- USAID has sponsored over 19,000 students through scholarships to training programs in the U.S.
- Over 450 joint research activities between U.S. and Egyptian universities have taken place.

Morocco

- USAID support for rural girls' education is expected to increase the percentage of rural girls who complete six years of primary school from about 16 percent in 1996-97 to 35 percent by 2002-03, in 20 pilot rural primary schools.
- The activity assists the Ministry of National Education's program of testing new teaching techniques designed to improve access, retention and attainment of girls and boys in pilot rural primary schools. Promotion criteria for rural teachers are being revised.
- USAID-developed teacher training model was adopted by the World Bank and UNICEF for use in rural provinces. Donor coordination was institutionalized in this sector thanks to USAID initiatives.

India

In India USAID has developed a women's empowerment objective, which includes education girls in one state of Uttar Pradesh. The vision of the objective is to expand the role and participation of women in decision-making. It works with women and girls in three areas: education, financial services for economic empowerment, reduction of domestic violence.

Cambodia

USAID, cognizant of the gender skew of Cambodia, in which 57 percent of the population is female, had developed a "girl-friendly" basic education program, prior to the recent "non-coup", under the Girls and Women's Initiative. This program was focused on developing community-based schools. This is now on hold, and although a mission priority, which was achieving good results, it is unlikely to recommence.

Nepal

This is the Agency's best example of a gender-led strategy, with one strategic objective of three begin specifically stated as "Empowerment of Women".. Intermediate results are focused on literacy, legal rights and advocacy, and economic empowerment for women. In 1997, 200,000 women became literate. Over the next three years, 1000,000w omen will be targeted to receive all three interventions. While literacy is an effective entry point for development, it has already been demonstrated that, when women access to all three empowerment interventions, they are more likely to engage in community actions for social change and more apt to include household financial decisions.

Pakistan

Pakistan has a 3-year NGO grant for women's empowerment through health and education, implement by the Asia Foundation and the Aga Khan Foundation. It is called the Pakistan NGO Initiative. This initiative will be continued of another 1-3 y3ars, for up to another $10 million, at the request of the Secretary of State. Activities focused on education include work with community schools an indicator to measure this involvement is the "percent of community schools established on a sustainable basis"

Higher Education Linkages for Enhanced Development

USAID invest in institutions of higher education in Egypt and Lebanon, in order to provide technical cooperation that focuses on solving development problems.

Egypt- USAID is sponsoring applied research at Egyptian university through partnerships between faculty members in Egypt and the US. These partnerships in research will focus on important development issues in Egypt.

Lebanon- USAID is working closely with the Lebanese American University (LAU) in promotion business outreach and expanded economic opportunity, and with the American University in Beirut (AUB) to identify and address environmental problems, and to assist public and private sector linkages for finding solutions to development issues.

Latin America and the Caribbean

Human Capacity Development Strategy

"Considerable progress is being made in education in the LAC region. Girls now enroll in school at rates equal to or greater than boys do at all levels of schooling (with the exception of Haiti, Guatemala and Bolivia). The region's average student-teacher ratio of 24-1 is comparable to the world average. Excellent progress has been made in increasing access and enrollment rates. Despite this progress, serious challenges remain. LAC schools are the most inefficient in the world with high repetition and dropout rates and low/erratic attendance. The overall quality of education tends to be poor due to the decades-long emphasis on expanding access. In addition, while gender equity has dramatically improved in most countries, other serious inequities still plague education systems. Students from ethnic and indigenous groups, rural populations, and poor families receive fewer years of schooling and poorer quality instruction-ultimately leading to lower educational attainment and income-earning potential.

LAC basic education programs address these challenges and will increasingly emphasize a second generation of reforms to improve the quality, efficiency, equity and relevance of education. Given the recent commitment of the IDB and World Bank to double education funding to the region over the next five years, USAID is demonstrating and supporting innovative approaches for subsequent replication, in order to help ensure that IFI funding is put to best. USAID is also fostering close coordination and sustained effort by the donor community to work toward the Summit goal of ensuring 100% access to and completion of primary school for all children by 2010."

Brazil

USAID/Brazil At-Risk Youth Program

The purpose of the USAID/Brazil At-Risk Youth Program is to improve the ability of at-risk children and youth to become productive, healthy citizens. This prevention and human rights protection program is implemented by the National Associaiton of Partners of the Americas through the POMMAR Project, in Northeast Brazil and in Brasília. It works towards the effective application of international and Brazilian legislation to guarantee the fundamental rights of children and young people.

Since 1994, this program has been seeking to strengthen the capacity of local government and non-governmental organizations to provide services to children and youth aged 7-18 who are separated from appropriate family/parental-like care and protection, or are at risk of becoming separated. The project addresses four priority areas: formal schooling, vocational training and access to quality education; human and children's rights promotion and the protection of children and youth against physical, sexual and mental violence; health promotion to prevent early pregnancy, HIV/AIDS and STDs; and democratic skills building for youth to participate in society as competent citizens.

Recent achievements of the program include:

i. 26% of program-trained youth aged 16-18 have engaged in legitimate, income-generating activities;
ii. 87% of program-assisted children and youth attend regular school; of those, 86% have reported continuous promotion to the next school grade;
iii. 64% of program-assisted youth aged 14-18 have completed vocational training courses;
iv. As of December 1998, the program has assisted a total of 43,000 beneficiaries;
v. Early pregnancy rates of less than 1% have been reported among 1,000 girls assisted in Recife, in comparison to the rate of 18% of all girls nationwide.

Guatemala

More Inclusive and Responsive Democracy

Strengthening of democracy has been an overarching U.S. foreign policy objective in Guatemala since the mid 1980s. This objective focuses both on the national and local levels to improve the effectiveness of democratic institutions and processes and to encourage greater participation, particularly by the indigenous Mayan population and women, in political processes. USAID supports programs for strengthening the administration of justice, human rights observance, local government, congressional modernization and the role of civil society in political decision-making. USAID finances training and civic education, including civilian-military dialogue. As part of its efforts to support democratic values, USAID has initiated activities that provide basic services and protect the human rights of children-at-risk, including street children.

Poverty Reduced in Selected Geographic Areas

A new program of poverty reduction was developed in 1997 aimed at reducing severe poverty, particularly in indigenous communities in the northern and northwestern highlands regions. Activities under this objective are designed to increase incomes of the rural poor through expanded access to credit, training and markets; improved quality of and access to intercultural bilingual education; and improved nutrition status of participants in USAID-supported food aid programs. USAID funded activities target selected geographic areas to strengthen local community-based organizations that provide financial and non-financial services to the very poor, especially the indigenous and women.

Haiti

Education in Haiti remains the weakest in the Western Hemisphere. With an adult literacy rate of 45% and a primary school attendance rate of 65%, education remains a key obstacle to economic and social advancement. Nearly 90% of Haitian schools are run by private or religious organizations. Inadequate coordination between the public and private education sectors hampers progress. USAID education programs focus on improving the quality of primary education in Haiti, increasing access to information technology, and providing services to orphans and at-risk children. Activities aim to improve local school-support organizations, raise attendance rates and enhance learning through food aid. Prior to 1999, accomplishments included: the training of 6,140 teachers and 1,184 school directors; instituting distance learning programs for 78,000 students; distributing nearly 800,000 textbooks; and raising the national primary school pass rate rose from 47% in 1995 to 64% in 1998.
Activities:

The program has the following components:

- Support of the National Plan for Education and Training by training teachers and school directors, providing radio education, improving classroom and school management, using the national curriculum, and testing.
- Support increased collaboration between the public and private sectors to improve national education quality.
- Organize local schools into "clusters" to maximize local education resources through sharing equipment and best practices.

TED2004 students at a school in the South Department

- Support the development of Haiti's private Internet-service providers.
- Coordinate at-risk children's organizations to provide assistance to orphaned children.

Results:

- USAID education activities supported approximately 106,000 students in 400 schools.

- The number of third and fourth graders promoted to the next grade level in 1999 increased to 76% from 71% in 1998. The increase for girls promoted in both grades was 8% versus 3% for grade three boys and 1% for grade four boys.
- Third grade end-of-year tests showed scores improved an average of 16 points (out of 100) in Math and 13 points in Creole after a year of USAID-enriched schoolwork.
- The percent of grade six children who passed the national school-leaving exam in USAID-supported schools was 66% for girls and 62% for boys. This is significantly higher than the national average of just 45%, which dropped significantly in 1999 (from 64% in 1998).

Training of school community counselors

- Title II Food Aid partners provided 400,000 children in nearly 2,000 schools with a daily hot meal.
- Some 52% of USAID-supported schools had active PTAs, which raised funds, secured supplies, worked in the school canteens, and upgraded classrooms, libraries and kitchens.
- Cooperation between the public and private sectors improved with the establishment of a public-private Partnership Commission that will reform national education policy.
- USAID assistance helped establish an organization of Internet service providers, which will provide public computer accesses and services in two cities. Internet subscriptions rose to 15,000 (from 11,300 in 1998).

Honduras

Expanded and Equitable Access to Productive Resources and Markets

Purpose: To reduce poverty and stimulate economic growth by opening the economy and providing opportunities to the vast majority of Hondurans who currently are living in poverty.

Program Description:

This will be achieved through a four-pronged approach:
1. Improved policy environment conducive to poverty reduction through economic growth
2. Improved market access and competitiveness by the poor
3. Increased educational attainment
4. Increased practice of sustainable pine forest management.

Basic Education and Skills Training Project

Purpose: To expand access to quality basic education and vocational training, especially for out-of-school youth and young adults in Honduras.
Major Activities: This project has three major components:

(1) The "Education for All" (EDUCATODOS) Program is implemented by the Ministry of Education. This distance learning approach uses radio or cassette instruction with volunteer facilitators to teach youth and adult participants, most of whom are school drop-outs. This alternative basic education delivery system is certified by the Ministry of Education and allows students to earn up to a ninth grade education.

(2) The Honduran Advisory Council for Human Resource Development (CADERH) is improving vocational education quality and access throughout Honduras by improving 12 existing vocational education centers through teacher training, installation of new equipment, and other remodeling and by constructing and equipping up to 15 new vocational education centers. Trainees will have the opportunity to learn one or more of 30 different skills such as woodworking, industrial sewing, welding, and electrical repair.

(3) Education policy activities improve quality, equity, efficiency, and access in Honduras.

Indicators of Progress:	Baseline			Target	
Number of Youth Passing Alternative Basic Education Programs Levels	Total Female	43,000 22,400	(1996)	110,000 55,000	(2003)
Graduates from PVO and Municipal Training Centers Employed	Total Female	1,202 366	(1994)	3,000 1,050	(2004)

Nicaragua

Improving Health and Education

The goals of USAID/Nicaragua's $35 million Healthy Families Program and the $17.5 million Education and Training Program are better nourished women and children, improved child survival services, increased use of reproductive health services and insuring the best learning environment with active student participation in education.

USAID is setting up full service health centers in the departments of Matagalpa, Boaco and Jinotega through the PROSALUD project. USAID financed the expansion of another private organization, PROFAMILIA, to provide a broad package of family health services.

USAID's Basic Education Program (BASE II) emphasizes quality education in rural multi-grade schools and bilingual education on Nicaragua's Atlantic Coast. Under the second phase of the program, the number of urban, rural and bilingual Model Schools increased from 94 to 175, ensuring at least one Model School in every Nicaraguan municipality.

Reconstruction Profile: Nueva Vida

Vocational employment:

Hurricane Mitch tattered the already fragile structure of the surviving families. The uprooting of these families has brought unemployment to a peak and with a high percentage of youth, gang violence is becoming a growing problem in Nueva Vida.

USAID has funded new programs to address the social needs of the people of Nueva Vida. A partnership between USAID, Fundación Nicaragua Nuestra (FNN), Centro Pro Desarrollo Socio Económico Creativo (CEDESEC)-two local NGOs- and the municipal government of Managua to establish the Aprender Haciendo (Learning by Doing) project. Thirty-five youngsters, both male and female, aged 16-22, participate in the house-building exercises. USAID funds in the amount of $85,000 are financing the three-month training program. During the program participants learn basic aspects of house construction, plumbing and electrical wiring. To put their knowledge into practice, they build houses for Nueva Vida residents who are not able to participate in the self-building initiatives.

Another component of the Aprender Haciendo program attempts to reach young women. The project has selected 40 women for a three-month training module in dress making and tailoring. In addition, they will also be trained in the use of household as well as industrial sewing machines. The goal of the program is to empower and provide the participants with the technical skills to seek future employment and the opportunity to help their families.

Reconstruction Update: Posoltega

Santiago Rueda, 31, the secretary of the Casita Survivors Association lost his wife and 2 small children. *"I couldn't even talk about it before,"* said Rueda. *"The counseling has helped."* In the area of education USAID is supplying 15 schools in Posoltega with notebooks, dictionaries, pencils, pens, crayons, paper and other utensils. Each student receives their own packet of school materials. In addition, teachers receive supplies and maps and globes to aid instruction. Each school has been provided a locking metal cabinet to store materials.

Reconstruction Update Matagalpa

At the Jucuapa Abajo Elementary School students were on their semester break but the school was open. Inside the one room schoolhouse was a metal cabinet with the USAID logo and a world globe perched on top. The walls were covered with posters made from paper and markers donated by USAID. This time it wasn't students filling the classroom but adults from the community registering to vote—a good sign that democracy will be part of the process of building a better life.

Peru

Currently education is being conducted through the following strategic objective activities:

- Democracy
- Economic Growth
- Population and Health
- Environment
- Alternative Development

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