



**BASIC EDUCATION REPORT
TO CONGRESS**

May 21, 2004

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Preface

Section 579 of the House Appropriations Conference Report 108-401 for Fiscal Year 2004 states that:

Of the funds appropriated by Title II of this Act, not less than \$326,500,000 shall be made available for basic education: Provided, that the Secretary of State, in consultation with the Administrator of the United States Agency for International Development (USAID), shall submit a report not later than 120 days after enactment of this Act articulating a strategy for the use of basic education funds in Africa, East Asia and the Pacific, the Near East, South Asia, and the Western Hemisphere (excluding the United States) to include -

- (1) country strategies and brief project descriptions of the uses and proposed uses of all United States Government resources for basic education overseas;*
- (2) a detailed description of the administrative structure currently in place to manage strategic coordination undertaken among the State Department, USAID and other agencies involved in international basic education activities; and*
- (3) a description of actions being taken to expand the administrative capacity of both USAID and the State Department to deliver effective expanded basic education programs.*

This report directly responds to this request.

To identify what activities should be included in this report, we have used the current USAID definition of basic education:

“Basic education is defined to include all program efforts aimed at improving early childhood development, primary education, and secondary education—delivered in formal or informal settings—as well as training for teachers working at any of these levels. USAID also counts training in literacy, numeracy, and other basic skills for adults or out-of-school youth as part of basic education. The common thread among these elements is that they help the learner gain the general skills and basic knowledge needed to function effectively in all aspects of life.”

This report was compiled by USAID, with input from the Department of State, the Department of Agriculture, the Department of Education, the Department of Labor, and the Peace Corps. The report includes an executive summary, followed by a discussion of the administrative structure currently in place to manage strategic coordination, and actions taken to expand the administrative capacity to deliver basic education programs. The report concludes with a set of appendices that summarize the programming strategies and resources of those U.S. Government agencies involved in international basic education, the country strategies, and project descriptions of current and planned uses of all U.S. Government resources for basic education.

I. Executive Summary

Basic education is universally recognized as a critical component of development efforts worldwide. Through its various agencies, the United States has provided more than \$1 billion in direct aid to basic education initiatives since 1998. This report describes the range of U.S. sponsored basic education programs and identifies the federal agency responsible for program administration and implementation and the level of coordination among the agencies involved in basic education program development. In addition, the report includes information on the political and programmatic strategies employed on the ground to improve quality, access, and equity in education for development.

The United States Government (USG) has endorsed the Monterrey Consensus, which emphasizes that host countries bear the principle responsibility for their own development, and that aid is used most effectively when provided to countries already committed to doing what is necessary to support their own development. At the 2002 Kananaskis Summit, the United States and other member nations of the Group of Eight (G-8) agreed that the same principles apply to support for educational development. Accordingly, the U.S. increasingly will focus its resources on countries with the greatest need and strongest commitment. Within basic education, U.S. resources will be directed towards those educational programs that will result in the greatest economic and social benefits and provide the highest developmental returns.

Development assistance, once almost the sole domain of the U.S. Agency for International Development (USAID) and the U.S. Department of State, now is being offered under a myriad of specialized programs and projects that respond to the social, political and economic needs of developing countries. Different U.S. agencies currently involved in basic education for development have various comparative advantages based on the unique set of skills and resources each has to offer. The USG utilizes the capacities of each U.S. agency through a decentralized strategic approach emphasizing coordination based on the country context.

The comparative advantages of the different U.S. agencies involved in international basic education are reflected in the following agency descriptions:

- **USAID** is the primary provider of development assistance in basic education and works to institutionalize education reforms as part of a comprehensive U.S. foreign assistance strategy.
- **The Department of State**, as the main foreign affairs agency for the U.S. government, has traditionally focused on diplomacy and political issues, often at the regional level; training or exchange programs (e.g. the Fulbright program for teachers); or civic education programs. More recently, the Middle East Partnership Initiative (MEPI) has engaged in significant basic education programming on a regional basis.
- **The Peace Corps** provides Volunteers to work at the local level with host country governments, nongovernmental organizations, and communities on projects that provide increased quality of life and access to education, promote sustainable development at the grassroots level, and enhance cross-cultural understanding.

- **The Department of Labor** concentrates on identifying abusive child labor practices overseas and correcting the problem by helping affected children resume normal lives by returning to school.
- **The Department of Agriculture** provides food assistance to students overseas and, in some cases, facilitates the sale of food commodities to support basic education programs in communities.
- **The Department of Education** does limited programming in international basic education but represents the U.S. government on some issues internationally, such as representing the U.S. at the United Nations Education, Scientific, and Cultural Organization (UNESCO).

Basic Education Administration and Coordination

The United States supports the two largest international agreements concerning basic education, the Dakar Framework for Education for All, which consists of an ambitious set of goals that include universal completion of primary school by 2015, and a related agreement, the Millennium Development Goals adopted by the United Nations in 2000. With global expectations at unprecedented levels, the U.S is taking an active role in advancing basic education as a key factor in development. During 2004, USAID will chair the Fast Track Initiative, which is working to accelerate donor assistance for universal primary education, and remains involved in high-level meetings with its counterparts on issues related to achieving Education for All goals.

These and other international commitments have brought new opportunities for coordination and the efficient use of resources among U.S. agencies. For example, USAID, the National Security Council, the Departments of State, Education, Labor, and Treasury, and the U.S. Executive Director's Office at The World Bank have all been engaged in the range of issues presented by U.S. policy on Education for All; the Fast Track Initiative; re-joining UNESCO; and G8 meetings on education.

In response to the range of challenges facing international development, USAID and the State Department have taken several important steps, from drafting a new strategic coordination plan and implementing structural changes in the way programs are managed to improving donor coordination of basic education support in developing countries. In addition, USAID is looking at ways to respond to increasing program demands by streamlining business practices. USAID and the State Department have drafted a Joint Strategic Plan to better link foreign policy and development goals. The plan calls for increased administrative and policy alignment through a Joint Management Council and a Joint Policy Council. These joint councils are intended to enable USAID and the State Department to work more closely within the range of sectors and issues for which they are responsible, including promoting equal access to quality basic education and managing international education commitments more effectively and efficiently.

This strategic approach is being emphasized at a time when funding for USAID's basic education programs has gone from \$103 million in FY 2001 to \$326 million in FY 2004,

while the number of countries with basic education programs has increased from 20 to 43 during the same period. To manage this increasing demand, USAID has hired six new Foreign Service Officers in 2004 to bolster the number of direct-hire education officers. Additionally, two years ago, USAID restructured its administrative functions in order to improve management efficiency. This improved efficiency was achieved by assigning technical leadership and increased responsibility for field support to the central pillar bureaus. Under the Development Readiness Initiative, USAID is also exploring other options to expand its technical and management capacity in the education sector.

Coordination among U.S. agencies involved in international basic education is important and necessary to achieving desired development objectives and ensuring policy coherence. Such coordination takes place in a variety of ways in response to global, regional and country level issues and events. At the country level, the Monterrey Consensus and Education for All movement have reinforced the importance of country-owned plans and strategies as the basis for coordinated donor assistance. Thus, U.S. government agency programs are initially developed through consultations with host country ministers as well as other donors and stakeholders. Strategic coordination among U.S. agencies is then organized through U.S. Embassy Country Team meetings. The Chief of Mission/Ambassador is the head of the Country Team, and team meetings are held regularly to exchange information among high-level U.S. government employees stationed at the post. In Washington, coordination is broader in scope and agencies are able to share information and plans and concentrate on areas of mutual interest to determine program impact. Regional coordination is typically focused on specific regional initiatives.

In examining the international basic education activities of each of the agencies, several factors were considered. Central to this discussion is the fact that each agency focuses on different areas of need according to its mandate, comparative advantage, organizational structure, and internal guidelines. For example, unlike the State Department and USAID, the Departments of Labor and Education usually do not have field offices to support their activities within a country. Unlike USAID, State does not have a central point of contact for international basic education activities. It relies on different program offices to coordinate its activities, such as its Middle East Partnership Initiative, which is handled by a coordination team; the USG re-entry into UNESCO, which is run by staff from the International Organizations Bureau; and educational exchanges, which are administered by the Educational and Cultural Affairs (ECA) Bureau. The Labor Department focuses on international basic education as it pertains to combating abusive child labor practices. The Department of Education, while primarily a domestic agency, has limited activities in the international arena (e.g., sharing experiences in education policy and practice with other countries and active engagement with the education sectors of UNESCO and other international organizations). The Administration's major domestic education reform initiative, No Child Left Behind, with its emphasis on accountability and equity, parallels the goal of achieving Education for All internationally.

Although USAID and the Department of State are both foreign affairs agencies with offices overseas, they also have different mandates. For example, the Department of State represents U.S. government policy and interests internationally, while USAID focuses more specifically

on operational development issues. In addition, USAID programs take a long-term approach (usually five years) and use multi-year funding instruments (e.g. three to five year contracts) to achieve their goals. By contrast, many State Department divisions generally operate on a much shorter timeframe, with activities and funding mechanisms seldom lasting more than a year, apart from long term programs such as the Fulbright Program or International Visitor Program, which are operated by the Educational and Cultural Affairs Bureau.

Inter-agency coordination allows the various agencies to share information on basic education programs that advances U.S. development objectives. For example, the Africa Education Initiative is governed through an Interagency Working Group made up of members from the National Security Council, Department of State, Department of Labor, Department of Education, Department of Agriculture, the Peace Corps, and Health and Human Services. Missions are encouraged to share their Africa Education Initiative activities during country meetings and invite representatives of various agencies to program events. Such coordination strategies that make use of valuable technical expertise are important ways to deliver much-needed development assistance that is efficient and effective.

Actions to Expand Administrative Capacity

The USAID Education Sector Council, representing all geographic and technical bureaus, is expanding its analysis of expenditures, staffing patterns, and technical approaches and results to ensure the most strategic, efficient, and effective use of resources. In addition, the Development Readiness Initiative will allow USAID to increase the number of overseas staff and with it the number of education officers in the field to help bring staffing more in line with program increases. For example, six new Foreign Service Education Officers have been selected through the New Entry Professional Program and will begin training in 2004. USAID is also exploring options to streamline management burdens, such as standardizing more of its planning processes so that results are more easily reported at the agency level and to foster better integration of program and budget decisions.

II: Description of Current Administrative Structure in Place to Manage Strategic Coordination among State, USAID, and Other Agencies Involved in International Basic Education Activities

Strategic coordination among U.S. Government agencies involved in international basic education activities takes place in a variety of ways and at a variety of levels.

Global Level

At the broadest level, coordination is required to support U.S. Government (USG) policy coherence. The U.S. Government supports the two largest international agreements concerning international basic education: the Dakar framework for Education for All (EFA) and the two Millennium Development Goals relevant to education. The relevant Millennium Development Goals are:

Goal 2: Achieve Universal Primary Education. Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote Gender equality and empower women. Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

This policy coherence is reinforced in the Joint Strategic Plan for 2004-2009 of the U.S. Department of State and USAID, which establishes two goals relevant to international basic education: 1) promote equal access to quality basic education; and 2) implement international education commitments.

The joint State/AID Policy Council on Social and Environmental Issues has been meeting to specifically review how coordination can be improved, including in the area of international basic education. For example, the most recent report from this working group to agency senior leadership stated: “We will align State and USAID education objectives in a more cohesive fashion; work to complement State/Education and Cultural Affairs (ECA’s) mission of mutual understanding through investment in individuals with USAID’s emphasis on institutional development; harmonize ECA teacher education priorities with USAID basic education initiatives; and build awareness of ECA’s capacity, technical expertise and external relationships in State and USAID.”

The Department of State, USAID, National Security Council (NSC), Department of Education, Department of Labor, Department of Treasury and the U.S. Executive Director’s Office at The World Bank have coordinated on issues such as USG policy on Education for All; USG policy on the Fast Track Initiative; the U.S. re-joining UNESCO; and, education agendas in G8 meetings. The Department of Agriculture and Peace Corps have also coordinated with the Department of State or USAID on various other global education issues. Currently there is no standing mechanism for inter-agency coordination on international basic

education activities specifically, although improved overall State-USAID coordination is being achieved via the Joint Management Council and Joint Policy Council. Instead, there is a consciously decentralized approach that emphasizes coordination at the country level. As a result, program activities and coordination are grounded in pragmatic needs at the country level, including the need to minimize unnecessary administrative costs.

Regional Level

Strategic Coordination also takes place on a regional level on an ongoing basis. Most regional bureaus of USAID maintain close contact with a variety of USG and international development assistance and/or lending organizations. For example, the Bureau for Latin America and the Caribbean works very closely with the Department of State's Bureau for Western Hemispheric Affairs (WHA), and the National Security Council (NSC) to develop and implement education programs that are strategically important and have a substantial developmental impact. A good example of that cooperation is the Centers of Excellence for Teacher Training. When The White House asked for program ideas, USAID and the U.S. Department of Education developed a proposal for WHA/NSC review, the President announced the idea at the Summit of the Americas in Quebec in April, 2001, and an inter-agency task force guided the development of the program, which has been very successfully implemented by USAID. Similarly, ED, State, NSC and USAID collaborate on a host of education- and summit-related issues, such as the new Accountability in Education Initiative. USAID also regularly consults with the World Bank and the Inter-American Development Bank (IDB) on the design and development of education interventions in specific countries.

The regional Africa Education Initiative, implemented through the USAID Africa Bureau, has an Interagency Steering Committee, which is co-chaired by the NSC and USAID. Members of the Committee represent the Department of State, Department of Labor, Department of Education, Department of Agriculture, Peace Corps, and Health and Human Services. The Committee meets quarterly, and the agencies are in regular communication on issues of common interest contributing to the American foreign policy agenda. Additionally, there is intra-agency and interagency coordination on Muslim education and counterterrorism activities.

Similarly, for the general Asia/Near East region, on policy issues, State's Near East/Asia (NEA) Bureau and USAID's Asia/Near East (ANE) Bureau use both formal and informal coordination mechanisms. For example, at State, Policy Coordination Committees are normally established on specific country issues that require interagency preparation for a State Department Deputies Committee meeting or a Principals Committee meeting. As an illustration, in 2003, the Near East/Asia Bureau held several Policy Coordination Committee meetings on Morocco to determine policy priorities for how any new bilateral Economic Support Funds (ESF) should be invested. This Policy Coordination Committee meeting was chaired by State and included senior representation from USAID to ensure policy and programmatic coordination. State agrees that USAID should be a part of any Policy and Coordination Committee meetings that will affect USAID programming. As another example, State's Near East/Asia Bureau is now included in the development of any new USAID Mission strategy in the region.

Coordination between USAID's Bureau for Europe and Eurasia and the Department of State is unique because the primary resources for USAID's Bureau come from Support for East European Democracy (SEED) and FREEDOM Support Act (FSA) funding. The Bureau also utilizes Economic Support Funds for programs in Cyprus, Ireland, and Turkey. By Congressional mandate, the State Department's Assistance Coordinator for Europe and Eurasia (EUR/ACE) determines how the SEED and FSA funds are distributed among USG agencies to achieve assistance goals. USAID has been entrusted with about two thirds of the funds. Because of this historically very close relationship between USAID and the State Department through EUR/ACE, coordination mechanisms have existed for many years and are functioning very smoothly.

The Europe and Eurasia Bureau and EUR/ACE meet weekly to discuss matters of mutual concern and there are numerous contacts during the week. USAID participates in country assistance reviews led by the Coordinator that cover all USG assistance programs. The Coordinator's Office participates in USAID country strategy and program reviews. USAID and the Coordinator's Office participate jointly in budget reviews to ensure efficient use of assistance resources. USAID contributes major portions to the annual Congressional performance reports on SEED and FSA programs compiled by the Coordinator's Office, and the Coordinator's Office reviews USAID's Congressional Budget Justification and Annual Reports compiled by the Bureau for Europe and Eurasia. The Department of State encourages coordination in the field by requiring Embassies and USAID Missions to submit joint budget proposals for SEED and FSA funds. The Department of State also encourages USAID Missions to participate actively in developing goals and performance indicators for the Mission Performance Plan.

Middle East Partnership Initiative (MEPI): MEPI deserves special mention because it is perhaps the largest new area for inter-agency coordination. Currently, coordination is addressed in several ways. First, MEPI Inter-Agency Pillar Committees meet as needed (normally at least quarterly) to address policy and funding questions pertinent to championing political, economic, and educational reform as well as women's empowerment in the Middle East and North Africa. USAID is a critical player in these meetings, with State's ECA Bureau and the Department of Education also playing an important role. Second, staff from NEA at State participate in USAID/ANE weekly staff meetings. In addition, NEA and ANE (as well as staff from other USAID offices as relevant) hold frequent meetings to develop, design, and implement specific bilateral or MEPI programs that are jointly managed. Third, as instructed by the MEPI Coordinator, Deputy Secretary Armitage, NEA is also responsible for reviewing the USG's current bilateral policy and ESF programming in key Middle East and North African countries that receive large amounts of USG assistance. The goal of these formal reviews is to ensure that ESF programming fully supports current Middle East reform policy goals and priorities. To date, for example, NEA has finalized assessments in Morocco, Jordan and Egypt and is currently reviewing the West Bank/Gaza portfolio.

Country Level

Most coordination, appropriately, takes place at the country level. In countries where more than one U.S. government agency is supporting basic education activities, there is generally an education working group to review the most effective technical and geographic use of funds. Administratively, the working groups are made up of those individuals responsible for the education portfolio for their agency. For USAID, the responsible individuals are the Education Officers and for the Embassies this is generally staff from the Public Affairs Office; for other agencies this is a staff person responsible for education (e.g. Child Labor for DOL).

The most significant breakthrough for coordination has been recent reinforcement from the Monterrey Consensus, Education for All Movement, and G-8 on country-owned plans and strategies as a basis for donor and agency coordination. Broad acceptance of this approach is changing the way donors and host governments operate. An example comes from Honduras, where all education donors, including USAID, participate in a sector-wide approach combining project and program assistance to support a government-owned education plan. Coordination has also been formalized through a memorandum of understanding between donors and the government that includes broad sharing of all agency periodic progress reports.

A more detailed example of an in-country donor coordination structure comes from Mali. The government of Mali leads the way, and coordination is based on a coherent sector investment program and the government finalizing their medium term expenditure framework. Coordination of projects and programs is organized through joint donor and government meetings, co-chaired by the president of the Technical and Financial Partners Group and the minister's representative. The agenda is prepared by the Group's president and discussed with the minister before the monthly meeting. A donor serves as the Group's president for a six-month period. USAID held the position from May 2002 to February 2003.

In addition to the monthly coordination meetings, there are four technical meetings per month--working groups on Quality; Access; Financial Administration and Decentralization; and Non-Formal Education--during which donor partners and the ministry look to improve implementation of the National Education Plan. Donors are cordial and forthcoming with information. As a specific example of coordinated activities, the Canadian International Development Agency (CIDA) and USAID are working in partnership with the ministry in the implementation of the new policy of school-based teacher training, funding complementary activities and supporting different geographic areas for greater coverage. In addition, the French and USAID are both working on curriculum. USAID also participates in joint ministry of education and donor monitoring and evaluation missions every six months. Thus far, however, coordination of financial reporting has been less efficient. All donors report financial expenditures to the ministry and the ministry in turn shares the reports with all donors, although the quality of reporting needs improvement. Overall, for USAID and other bilateral agencies, donor coordination in the education sector is working as well as or better than similar efforts in other sectors and countries.

Another mechanism for coordination is the development of Mission Performance Plans (MPPs): representatives from both the Embassy and USAID Mission meet in developing MPPs and other joint documents, as well as to discuss program strategies, designs, and implementation. Coordination is also particularly active when new activities are being planned. For example, in Indonesia, USAID and Public Affairs staff from the U.S. embassy have collaborated on an ongoing basis to identify how to best coordinate activities in a new Education Strategy under the new Presidential Initiative for Education in Indonesia. In addition, the Ambassador has been actively involved in the development of the strategy for the use of the new funds for education.

Overall, in coordinating on international basic education issues, each USG agency focuses on different areas of need according to its mandate, comparative advantage, organizational structure, and internal guidelines. For example, unlike the State Department and USAID, the Departments of Labor and Education usually do not have field offices to support their activities within a country. Unlike USAID, State does not have a central point of contact for international basic education activities. It relies on different program offices to coordinate its activities, such as its Middle East Partnership Initiative, which is handled by a coordination team; the USG re-entry into UNESCO, which is run by staff from the International Organizations Bureau; and educational exchanges, which are administered by the Educational and Cultural Affairs (ECA) Bureau. The Labor Department focuses on international basic education as it pertains to combating abusive child labor practices. The Department of Education, while primarily a domestic agency, has limited activities in the international arena (e.g. sharing experiences in education policy and practice with other countries and active engagement with the education sectors of UNESCO and other international organizations). The Administration's major domestic education reform initiative, No Child Left Behind, with its emphasis on accountability and equity, parallels the goal of achieving Education for All internationally.

III. Description of Actions Being Taken to Expand the Administrative Capacity to Deliver Effective Expanded Basic Education Programs

The budget for Basic Education for USAID has gone from \$103 million in FY 2001 to \$326 million in FY 2004, and the number of countries with basic education programs has increased from 20 to 43 in this time period. As a result, several actions have been taken, or are being planned, to expand administrative capacity to deliver effective, expanded basic education programs. For example:

USAID

- USAID is actively coordinating with other donors to support a consistent, coherent donor approach to basic education issues in developing countries. As a result, USAID is leveraging results much broader than those that would be achieved by working independently. Efforts to date include supporting UNESCO and the Education for All movement; chairing the World Bank's Education for All/Fast Track Initiative in 2004; and supporting education data access and analysis in preparation for Millennium Challenge Account operations.
- The Education Sector Council, made up of USAID technical education staff from all geographic and technical bureaus in Washington, is planning to expand its capacity for sector wide budget, staffing, and technical analysis. Specifically, data will be captured to analyze and compare basic education expenditures, staffing patterns, and technical approaches and results. This improved information will then inform decision making in the near future to help ensure that USAID is allocating its financial and technical resources for international basic education as strategically, efficiently and effectively as possible.
- USAID is exploring options to respond to new programming demands and to streamline business processes. For example, USAID plans to standardize more of its planning processes so that results are more easily reported at the Agency level and to foster better integration of program and budget decisions. Additionally, the Agency is exploring regional programming approaches to focus sector priorities.
- Six new Foreign Service Education Officers have been selected through the New Entry Professional (NEP) program and will begin training in 2004. The Development Readiness Initiative (DRI) will also allow USAID to increase the number of overseas staff, and with it the number of education officers in the field. This will bring administrative capacity more in line with program increases and further strengthen program management and coordination.
- USAID is currently planning three major regional education workshops where USAID education officers review and exchange state of the art technical innovations. In addition, USAID is taking a fresh look at the technical and management skills required of education officers and will develop improved training content for its education staff.

APPENDIX

A. Summary of U.S. Government Agencies Involved in International Basic Education, Including Programming Strategies and Resources

Several U.S. Government agencies are involved in international basic education. A summary of programming strategies and resources for each agency is provided below:

1. Department of State

Middle East Partnership Initiative (MEPI)

The MEPI education pillar supports education systems that enable all people, especially girls, to acquire the knowledge and skills necessary to compete in today's economy and improve the quality of their lives and that of their families. Within the education pillar, MEPI is concentrating in the following three goal areas.

- **Access:** Expand access to basic and post secondary education for all people, especially girls and women.
- **Quality:** Improve the quality of basic and post secondary education including teacher training, curriculum content, community empowerment, and digital readiness.
- **Skills Development:** Promote the development of employable skills.

Basic Education Programs Funded Through the Foreign Operations Appropriation by the Bureau of Educational and Cultural Affairs

The Department of State's Bureau of Educational and Cultural Affairs implements a small number of basic education-related programs funded through Economic Support Fund (ESF) transfers. In FY 2003 and 2004, transferred funds were expended on the following projects.

Indonesia

FY 2003

- Exchanges for 50 high school students from Pesantrens and Madrassahs to travel to the U.S. to focus on American democracy and pluralism for three months. (\$500,000 – ESF 02/03)
- Scholarships for five high school-age Pesantren/Madrassah students to live in the United States with an American host family and attend an American public high school for an academic year. (\$100,000 – ESF 02/03)
- Four-week U.S.-based seminar and two-week study visit for teachers from Indonesian Islamic Pesantren schools focused on religious freedom, tolerance, and democracy. (\$550,000 – ESF 02/03)

FY 2004

- Scholarships for 14 teachers at the secondary and university level for post-graduate study in the field of education in the U.S. The program will encourage the development and quality of Indonesian education at the K-12 level. (\$1,000,000 – ESF 03/04)
- Three to four week American Studies Seminar in the U.S. for Indonesian high school teachers representing different regions and religions. The program provides an exposure to American society, culture, and history. (\$220,000 – ESF 03/04)
- Scholarships for six high school-age Pesantren/Madrassah students to live in the United States with an American host family and attend an American public high school for an academic year. (\$100,000 – ESF 03/04)
- Four-week visit to the United States for 34 high school age students from Pesantrens/Madrassah, focusing on American concepts of democracy, religious diversity, civic education, human rights, and tolerance. (\$450,000 – ESF 03/04)
- Three-week program for 36 educators and administrators from Pesantrens and other Islamic secondary schools to visit the United States to learn about American education, civic education, and religious freedom and tolerance. (\$450,000 – ESF 03/04)

Other Countries with Predominantly Muslim Populations

English Language Micro-Scholarships: \$1M from Emergency Wartime Supplemental funds will fund scholarships in FY 04 for high school students in non-Arab countries with significant Muslim populations to study English for up to two years. (\$1,000,000 – ESF 03/04)

MEPI provided \$400,000 to develop sets of English language classroom enhancement materials for teachers in Jordan and Morocco. Teacher trainers from those two countries will attend ECA-funded Summer Institutes where they will learn how to use the materials; upon returning to their countries, they will, in turn, offer training to local teachers, and the Embassy will provide 150-200 sets of the materials to trained teachers in each of the two countries. (\$400,000 – ESF 02/03)

Related Programming

In addition to the programs listed above, the Bureau of Educational and Cultural Affairs sponsors a wide range of public diplomacy exchange programs directly or indirectly aimed at secondary school students under the Fulbright Hays Authority.

Coordination

The Joint State-USAID Strategic Plan for FY04-09 reflects the general coordination between USAID and the Department of State. In Washington, there are recently formed Policy Councils to help implement this plan. At the country level, each embassy produces a Mission Performance Plan (MPP) on an annual basis. Each USAID mission provides input into the MPP annually. USAID missions also produce their overall education strategic plans, usually covering five years. Such plans are designed in collaboration and coordination with the Country Team. The Chief of Mission/Ambassador approves the USAID Strategic Plan prior to USAID/W review. On an annual basis, each USAID mission produces a Congressional Budget Justification (CBJ) that outlines its programs and resource request subject to approval by the Chief of Mission/Ambassador prior to submission.

2. USAID

The Basic Education Directive for USAID has tripled since 2001, increasing from \$103 to \$326 million between Fiscal Years 2001 and 2004. During this time, the United States has launched major education initiatives in Africa, Latin America and the Caribbean, and the Middle East to address educational challenges in those regions. In addition, the number of Missions with basic education programs has increased from 20 in FY 2001 to 43 in FY 2004 with additional basic education activities currently being planned. USAID Missions implement a broad range of basic education activities that generally focus on one or more of the following priority areas: primary education, secondary (primarily lower) education, early childhood education, teacher training, and provision of literacy, numeracy and other basic skills for out of school youth and adults. Program approaches within basic education include promoting policy reform, promoting the assessment of learning, building institutional capacity, improving instruction, promoting accountability and transparency, promoting innovation and disseminating proven practices, and developing partnerships and alliances.

Girls' and women's education remains an important focus throughout USAID education programs worldwide and USAID policy requires that every Mission working in basic education assess the degree of educational disadvantage facing girls at the primary level. In addition, USAID's gender mainstreaming approach requires that analytical work during project development look at how gender relations will affect the achievement of proposed project results and how the proposed project results will affect the relative status of men and women—in this case boys and girls. All programs are also carefully monitored and evaluated through biannual portfolio reviews at the Mission level as well as preparation of annual reports which are submitted to headquarters.

Over the past year USAID has demonstrated that it can get new, high USG priority education programs up and running quickly. For example, one of the outcomes from a meeting between President Bush and the President of Djibouti was an agreement to start a new USAID education program for Djibouti. USAID conducted a rapid sector assessment, designed and began implementing a new \$13 million education program in less than six months. Similarly, USAID responded quickly in the immediate aftermath of the conflict in Iraq. From May 2003 to March 2004, USAID engaged in a dual strategy that focused upon emergency interventions to support the resumption of schooling while laying the foundation for critical reform to

ensure that the schools play a constructive role in rebuilding social cohesion and progress in Iraq. Emergency interventions enabled the finalization of the 2003 school year, including exams, the rehabilitation of over 2155 schools, and provision of educational materials, school books, equipment and supplies to schools, students, teachers and Ministry of Education Governorate offices. At the same time, the strategy focused upon sector wide institutional management and administration assessment, the establishment of an education management information system, Iraqi lead secondary school teacher training and the piloting of interventions to bring school dropouts back into the formal system.

There are many commonalities across Missions' basic education programs with respect to priority areas and program approaches. However, programmatic emphases often vary across and within regions depending on Missions' objectives and the specific country context. The following provides a brief overview of USAID's education emphases in the geographic regions: Africa (AFR), Asia-Near East (ANE), Europe and Eurasia (E&E), and Latin America and the Caribbean (LAC).

Africa

In Africa, USAID supports basic education programs in 15 countries: Benin, Democratic Republic of the Congo, Djibouti, Ethiopia, Ghana, Guinea, Malawi, Mali, Namibia, Nigeria, Senegal, South Africa, Sudan, Uganda, and Zambia. In addition, Missions in Kenya, Tanzania and Eritrea are adding education to their country programs. Since 1990, these countries have achieved strong enrollment gains and much greater equity for girls: there were 12 million more children enrolled in primary schools in 2000 than there were in 1990. Other accomplishments include significantly increased public expenditures on education; improved qualifications and conditions of service for teachers; improved education sector management information systems; and increased local, regional, and community participation and decision-making in education. Several important cross-cutting themes continue to be targeted: (a) HIV/AIDS -- in particular, mitigating the impact of this disease on Africa's education systems; (b) gender equity -- increasing educational opportunities for girls, and (c) increasing community participation in education, with an emphasis on local level school ownership and management. Focus remains concentrated on promoting innovative programming, developing effective schools and classrooms, building capacity at both national and local levels, and promoting sustainable systemic reform. Basic education programs in the AFR Region account for approximately 34 percent of the Agency's basic education resources.

Asia and Near East

In Asia and the Near East, USAID supports basic education programs in 15 countries and territories: Afghanistan, Bangladesh, Cambodia, Egypt, India, Indonesia, Iraq, Jordan, Morocco, Nepal, Pakistan, Philippines, Sri Lanka, West Bank/Gaza and Yemen. Most efforts are focused on support for teacher training, enhanced education quality, including English language skills, math and science, opportunities for youth and out-of-school children, youth skills development, literacy and livelihood skills training, girls' education, use of Internet and Communication Technologies (ICT) in education and training, secondary school learning, accelerated basic education, and school rehabilitation and renovation. The ANE region has experienced the greatest increase in the number of country programs of all regions, and now accounts for approximately 46 percent of the Agency's basic education resources.

A unique feature of the region's education efforts is the Regional Education Public-Private Sector Alliance. This pioneering alliance between the government and private sector companies is being developed in five priority countries -- Egypt, Indonesia, Pakistan, Philippines, and Morocco -- each with a unique public-private sector alliance for education integral to the country's education strategies.

Jordan, Sri Lanka, and India also benefit from this initiative through the formation and implementation of education alliances between USAID and private sector corporations in their countries. These alliances add significant additional resources and opportunities to the countries' education strategies, emphasizing improvements in basic educational quality, the use of ICT, and building young people's skills for the workforce.

High-profile education programs are also under way in the war-affected countries of Afghanistan and Iraq. Both countries have struggled with rehabilitating an education system seriously damaged by years of war and oppression. Many of the students, especially girls, were denied educational opportunities. These two programs emphasize reintegration, accelerated learning, improved training methods for teaching, materials development and distribution, and community participation and ownership. Building the capacity of education ministries and implementing partners to manage and reform archaic and broken education systems at the central and local and regional levels is also a priority.

Finally, the ANE Bureau works in partnership with the U.S. State Department on carrying out the Middle East Partnership Initiative (MEPI). Launched by Secretary of State Colin Powell in December 2002, MEPI is an effort on part of the United States and countries in the Middle East to work together to expand economic and educational opportunities and promote political reform. MEPI supports basic education programs in 12 countries and territories in the Middle East. USAID has bilateral programs in six of those twelve: Morocco, Yemen, Lebanon, Egypt, Jordan and West Bank/Gaza.

Europe and Eurasia

In Europe and Eurasia, USAID supports a limited number of activities in basic education. These programs are concentrated in five countries -- in Macedonia and in four of the countries of Central Asia (Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan). With the exception of Tajikistan, the projects target both primary and secondary levels. Unlike many of the other geographic regions, the countries in the E&E region have attained almost universal primary enrollment rates and, for the most part, have been able to maintain them despite the dramatic declines in economic growth that followed the dissolution of the Soviet Union and collapse of the communist bloc. The primary challenge facing most of the countries in the region is to stem the declining rate of attendance and drop out at the upper secondary level, and particularly in technical and vocational schools. The Central Asian region has the most comprehensive basic education program that focuses on improving in-service teacher training, curriculum development that emphasizes child-centered approaches, increased parent and community involvement in schools, strengthening institutional management and technical capacities at the national, regional/local, and school administrative levels, and on improving school infrastructure. In addition to the components mentioned above, the Macedonia

programs address specific learning needs of minorities (Roma); vocational education that tries to strengthen the linkages between instruction and the business community; and incorporating information and communication technology into classroom activities. In addition, basic education activities, such as civic education and Junior Achievement, are also supported by the sectors of Democratic Governance and Economic Growth. During the past few years, two crosscutting themes have emerged as part of activities in the education sector – youth and corruption in education. Several missions are considering and adopting a crosscutting approach to youth throughout their strategic objectives (SO's). Issues of corruption in education are addressed through increased participation of parents and communities in school activities. An innovative approach at addressing issues of corruption as well as access and equity for secondary school leavers is development of an independent national testing organization that promotes transparency in university admissions. Basic education programs in the E&E Region account for 2 percent of the Agency's basic education resources.

Latin America and the Caribbean

In Latin America and the Caribbean, USAID supports basic education programs in eight countries: Dominican Republic, Haiti, Jamaica, El Salvador, Honduras, Guatemala, Nicaragua, and Peru. Programs include private sector alliances for primary education, bilingual education, non-formal alternative primary and secondary education for out-of-school youth, early childhood development and preschool, community-based model schools, policy dialogue, teacher training and early grade reading, math instruction, and interactive radio education. Recently, a new regional strategy was developed for the Central American countries and Mexico (the CAM Strategy) with a focus on social sector investments and transparency. Possible program areas to be supported include national health and education accounts; municipal education and health report cards; policy and budget analysis; national assessment of learning outcomes; health and education management information systems; expenditure tracking and "leakage" analysis; budget formulation and implementation system (local and central); merit contracting and improved procurement processes; policy dialogue with teacher and health worker unions; private sector support and cost sharing; and accreditation procedures for private schools and health facilities. Basic education programs in the LAC Region account for approximately 15 percent of the Agency's basic education resources.

Coordination

USAID has detailed guidelines governing the design, development, and implementation of all development efforts, including those in international basic education (see ADS.200 series). At the macro level, new program efforts require a series of assessments and documentation: concept papers, strategy paper, design, and procurement of services for implementation. There is a format for each document and each step requires consultation with in-country stakeholders. In addition, relevant staff from the Department of State are invited to all concept paper and strategy reviews, with strategy reviews having a particularly wide distribution list. Strategy papers also must be reviewed and approved in headquarters, to ensure that lessons learned from other countries are taken into account, and to make sure that the planned activity is strategically and technically sound and that resources are available. For example, the development of a new Education Strategy for USAID/Indonesia entailed reviewing recent reports from the Ministry of Education and other education donors as well as

meetings with Government officials at all levels, representatives from the private sector, an education sector donor roundtable meeting, and field visits around the country for meetings with district officials, principals, teachers and parents.

Within USAID, the Mission handles in-country coordination and the relevant regional bureaus are responsible for coordinating regional coordination issues. For USG-wide issues, the USAID Office of Education in the Economic Growth, Agriculture and Trade (EGAT) Bureau typically takes the technical leadership role. The office then coordinates with other education staff through the Education Sector Council, which is made up of representatives from regional bureaus and other relevant staff. The Sector Council meets on a bi-monthly basis to discuss education policy and technical issues, state-of-the-art education topics, and to share updates of regional and country education programs.

3. Department of Education

The U.S. Department of Education's international activities typically focus on sharing information on education policies and practices, exchanging educational experts, cooperation between U.S. and foreign educational institutions, and joint research activities, including participation in comparative international assessments of student performance.

The U.S. Department of Education also works in cooperation with international organizations that are active in the field of education, including UNESCO, the OECD, APEC, and the OAS. With the return of the United States as a full member of UNESCO, the department is actively engaged in matters pertaining to the education sector of the global organization, in close consultation with the Department of State and other U.S. government agencies.

The Administration's major domestic education reform initiative, *No Child Left Behind*, has direct relevance to basic education worldwide. The *No Child Left Behind* law is intended to ensure that schooling in the United States responds to the needs of *all* students, not just the most advantaged ones. Under *No Child Left Behind*, U.S. states are responsible for ensuring that all students make adequate yearly progress in academic achievement, regardless of their gender, race or ethnic background, disability or limited English proficiency. This message – that all children can and must learn -- strongly supports the *Education for All* movement coordinated and monitored by UNESCO, and resonates with education authorities in many developing nations.

Through its International Affairs Office, the department provides policy advice and information on international education issues as they relate to U.S. education. The International Affairs Office coordinates the international activities of the department's program offices, and works closely with other federal agencies (particularly the Department of State and USAID) and private sector organizations. Certain domestic programs (e.g. migrant education) have a clear international dimension, and ED also funds international activities in the areas of civics education, building U.S. capacity in language and area studies, and education research and statistics. The department also is actively engaged in encouraging more learning about world regions, languages, and international affairs in U.S. educational

institutions, and fostering linkages between U.S. schools and colleges and their counterparts abroad.

4. Department of Labor

The United States Agency for International Development (USAID) and the Department of Labor share a common goal of improving policies on education and child labor. These include encouraging the harmonization between laws on minimum working age and compulsory school attendance, and developing approaches to increase the access of working children to basic education. The Bureau of International Labor Affairs (ILAB) under the Department of Labor has various mechanisms to fund and administer international child labor projects, and for research to raise awareness of abusive child labor. One funding mechanism is an earmark to the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC). Since FY 2001 this earmark has amounted to \$45 million per year. The Department of Labor also has non-earmarked funding for its Child Labor Education Initiative (EI), which funds projects that promote access to quality basic education to children who are either involved in or are at risk of engaging in abusive child labor. Since FY 2001 the EI has received \$37 million per year. In the development of both IPEC and EI programs, USDOL has consulted with USAID and the State Department at both Washington and field levels.

Related to this, the USAID Basic Education and Policy Support Project (BEPS), has a specific \$4 million program, implemented in 18 countries worldwide, to combat abusive child labor, and increase their access to quality basic education. There has been some communication, coordination and exchange of information with USDOL regarding these activities.

Coordination

The Department of Labor and USAID activities on child labor and education complement each other in serving underserved populations by making sure that they have access to quality basic education for future need and survival. There exists mutual information exchange between the two agencies on strategy recommendations as well as donating of equipment and people in the mission. The USAID EGAT/ED and EGAT/WID offices inform the Department of Labor about their education activities to eradicate child labor, poverty, and improve economic growth, and the Department of Labor reciprocates by working with the regional bureaus.

Also, in countries where USDOL is or might be considering funding activities, USAID and the Department of Labor collaborate to share ideas on programs to remove children from hazardous and abusive work, and increase their access to quality basic education. Coordination between the two agencies at post is organized through the Country Team, and the State Department's Labor or Political Officers are versed and can provide input on USDOL proposed or existing projects. The Chief of Mission/Ambassador is the head of Country Team, and both agencies report directly to him/her. Meetings are regularly held to exchange information among high- level U.S. government employees stationed at the Post. The meetings, usually held on a weekly or monthly basis to gather information, are attended by the heads of all USG agencies and the State Department's Section Chiefs. USAID's

Mission Director or other representative also participates. In addition to the Country Team, many posts organize working groups that have weekly or monthly meetings on issues relating to child labor, education or other topics. Formal working groups and informal collaboration are essential components to good coordination within the USG agencies and with the host country government and others.

Another type of coordination occurs with other USG agencies that may be working with/for other USG agencies. For example, USAID might have employees from the Centers for Disease Control (CDC) or the Department of Labor working directly for USAID on a program that requires such expertise. USAID also hires individuals from USDA and Health and Human Services under a variety of Participating Agency Service Agreements.

5. The United States Peace Corps

Worldwide, a total of 2,415 Peace Corps Volunteers, or 32 percent of all Volunteers, work in formal education projects in 52 countries. Education has historically been the Peace Corps' largest programming sector. The structure and content of Education projects varies by region.

Africa

The Peace Corps' 24 Education sector projects in the Africa region focus Volunteer efforts on teacher training and delivery of instruction to students in a variety of subject areas. Included are the fields of information and communication technology, math, science, Teaching English as a Foreign Language, special education, and deaf education. The Africa region education programs also support the delivery of primary school-level radio instruction, non-formal community and youth education, and girls' empowerment programs. Many formal education sector Volunteers use community content-based instruction to develop lesson plans and materials that help make connections between the formal curricula and issues facing students in their daily lives. Peace Corps and USAID have coordinated in program implementation, especially on programs related to the Education for Development and Democracy Initiative.

Europe, Mediterranean and Asia

Teaching English as a Foreign Language (TEFL) continues to be the core activity of the 22 Peace Corps education projects in the Europe, Mediterranean and Asia region (EMA). In addition, some programs focus on special education, teacher training, resource development, and community development. Throughout the EMA region, Volunteers in education projects and their counterparts collaborate on the following types of activities: teaching at the primary, secondary and university level; supporting the professional development of host country national teachers; improving the quality and quantity of teaching and learning resources; and promoting school-community activities to identify and address local needs.

Inter-America and the Pacific

There are 14 formal education projects in the Inter-America and Pacific region (IAP). Activities for these projects include formal classroom teaching, teacher training, non-formal community education, and rural community development projects. Sub-regionally, community education is most prevalent in the Pacific while South America and the Caribbean have a mix of school-based education and community development projects.

Coordination

Peace Corps' Programming and Training Guidelines call for close coordination with host country governments and Ministries, in-country stakeholders at all levels, as well as other donors and volunteer organizations when designing or revising a project. Education projects also generally have an advisory committee of stakeholders to support coordination on an ongoing basis. In many countries, Peace Corps education staff also participate in country level education donor roundtables or working groups. In some countries, Peace Corps and USAID play complimentary roles in larger projects and there is a long history of collaboration. At the same time, the Peace Corps is an independent agency with its own programs and must ensure that Volunteers are not seen by other organizations as free field workers to implement their projects. Peace Corps Country Directors often coordinate with other U.S. government agencies or endeavors, typically through weekly Country Team meetings held at the U.S. Embassy.

6. United States Department of Agriculture (USDA)

Global Food for Education Program

From September 2001 to December 2003, the United States Department of Agriculture's (USDA) Global Food for Education Program (GFE) operated 48 projects in 38 countries, feeding over 7 million children. The United States committed \$300 million in resources to establish this pilot school feeding program and support education in developing countries, particularly countries with commitments to universal education for their children.

Existing research suggests that school meals bring more children into school, keep them coming back each day and make it easier for them to learn while they are there. Research from USDA, USAID, and others has also provided guidance on the types of food that provide the most nutritional value. The United States has long been committed to providing school meals for children of low-income American families, and under the pilot GFE program this commitment was extended to millions of children in Africa, the Middle East, Asia, Latin America, and Eastern Europe.

The pilot GFE program, administered by the U.S. Department of Agriculture (USDA), builds on ideas promoted by Ambassador George McGovern and former Senator Robert Dole. Under this program, USDA provides surplus commodities, as well as funds to cover commodity transportation and distribution, to the World Food Program (WFP), 13 private voluntary organizations (PVO's), and one national government. These organizations then use the commodities in 48 school feeding projects in 38 countries. The goal of the GFE program is to bring more children into school by providing them with a nutritious meal or take-home ration.

USDA provides technical assistance to projects, and is responsible for program monitoring and evaluation, as well as for reporting on implementation and evaluation results. The final report results show measurable improvements in school enrollment, including increased access by girls. In projects involving approximately 4,000 participating schools, the WFP reports an overall enrollment increase of 10.4 percent, with an 11.7 percent increase in enrollment of girls. The PVO-administered programs report an overall enrollment increase of

6.04 percent in GFE-participating schools. In some projects, increases in enrollment were as high as 32 percent compared with enrollment rates over the previous three years.

According to reports from teachers and administrators, school attendance has increased in the GFE school feeding projects. Due to differences in how schools define and record attendance, there is a lack of accurate, consistent attendance data. School attendance was thus the most difficult GFE indicator to reliably measure and document, and though improvements in attendance and performance could not be quantitatively documented, program monitors did receive feedback through focus group discussions and reports by teachers, school administrators, parents, and students. All projects repeatedly confirmed that attendance rates increased after the feeding program began. School officials and program monitors found this qualitative evidence to be significant and compelling. It is also consistent with the findings of rigorous studies on the relationship between school feeding and attendance.

GFE projects have proven to be a catalyst for change in communities as a whole and in individual schools, resulting in additional benefits beyond those directly related to the program's initial goals. These benefits include increases in local employment and economic activity, greater activity and community participation in local infrastructure and other improvement projects, and greater involvement by parents in their local schools and their children's education. The introduction of school feeding in communities also enabled organizations to gain trust and a foothold to implement other complementary and critical development programs.

APPENDIX

B. Country Strategies, Project Descriptions, and Agency Use of USG Resources for Basic Education by Country

Each developing country has its own multi-year country plan for basic education. Recent development trends, including the Monterrey Consensus as well as the Education for All movement and related Fast Track Initiative in basic education, have reinforced the importance of sound, country-owned plans and strategies as a basis for coordinated donor assistance. The recent G-8 Education Task Force report, for example, states that, “Political commitment at the country level, the provision of adequate domestic financing, and the development of sound education strategies are the foundations for achieving EFA. In countries that have achieved universal primary education or are making sound progress, success has depended on strong political leadership, good governance, transparency, and an unequivocal commitment to poverty eradication, with primary education as a top priority. This commitment has been reflected in transparent national budgets down to the local level and effective public expenditure management systems that ensure resources reach the classroom level and provide the basis for local involvement and accountability. The responsibility for developing and implementing sound education plans must remain with developing-country governments. The sustainability of these plans is enhanced when they are integrated into the country's broader strategy for poverty eradication. Local communities, private providers, and non-governmental organizations should be seriously engaged in the development and implementation of education plans.”

Since these country strategies are so lengthy (generally they are several hundred pages long), they have not been included in this report. Guided by these country strategies, U.S. Government agencies take a decentralized approach to developing their country programs. USAID and Peace Corps, for example, require significant consultation with in-country stakeholders before developing draft country strategies and programs. Proposed programs are then vetted in U.S. Embassy Country Team meetings to support coherence and complementary U.S. Government agency efforts in basic education in given countries.

Some U.S. government education programs are global, regional, or crosscutting in nature. This appendix summarizes global programs, regional programs, and crosscutting programs. This is followed by a lengthy section addressing agency programs by country.

1. Global Programs

Peace Corps

Because the Peace Corps Small Project Assistance (SPA) program provides hundreds of small grants, it is summarized as a global program rather than being presented in terms of activities by country. The SPA program operates under the terms of an Inter-Agency Agreement between the United States Agency for International Development (USAID) and the Peace Corps. The purpose of the SPA program is to increase the capabilities of local communities to conduct low-cost, grassroots sustainable development. Peace Corps Volunteers, with their

communities, can write grant proposals for SPA funds as part of their regular project or as a secondary project. Through the program, Volunteers assist communities to: identify common concerns; develop strategies to address these concerns; and design and implement small-scale, community projects that build capacity and offer the promise of sustainability. During fiscal year (FY) 2003, 64 Peace Corps posts approved \$2.210 million in SPA grant funds to support 1,114 projects. Of this, \$705,333 was spent on 340 different education projects.

In addition to using SPA funds for school and classroom support, many Volunteers are moving beyond their classroom teaching to mentor youth in their community, promote volunteering, sponsor the formation of youth clubs for both in-school and out-of-school youth and develop opportunities for service learning among their students. In all three Peace Corps regions, Volunteers are working with local schools and communities to organize camps that operate during school breaks and summer vacations. Over the years these camps have evolved from merely an opportunity for campers to speak English to opportunities for practicing good citizenship, environmental stewardship and cross-cultural understanding. For example, in Thailand, summer camps that teach English language skills are always in high demand. To build the capacity to meet the demand, teachers, community members, and an education Volunteer organized a three-day training workshop to help develop the skills needed to provide such camps without external assistance. In Africa, sports camps were also implemented for both boys and girls to promote positive messages about healthy lifestyles and prevention of risky behaviors that can lead to HIV/AIDS. In Zambia, for example, a health Volunteer working with a community AIDS prevention club helped the members establish a soccer camp. During the weeklong camp, young boys and girls improved their soccer skills while participating in training activities designed to provide information about preventing HIV/AIDS and promoting healthy lifestyles. Coaches, cooks, and community members all participated in the camp, which led to a greater understanding of the complexity of this worldwide pandemic.

In Bulgaria, an environmental education Volunteer worked with her counterpart NGO to educate children on the importance of environmental stewardship and to promote recycling in ten schools within the local municipality. The early results showed that 4,000 children were educated and 8,000 tons of paper recycled. In some cases, SPA grants have made it possible for communities to establish income-generation projects where a part of the proceeds support the school or otherwise help parents pay the required school fees. In the Republic of Georgia, a new agribusiness company was established with the help of a business development Volunteer. The company focused on beekeeping and honey processing, with the income from sales going to benefit the local school.

2. Regional Programs

In addition to the country-specific information provided below, it may be helpful to note that some programs are organized as regional programs. These are described below.

USAID:

Africa Regional Activities

For over a decade, USAID's Africa Bureau has helped to increase access to quality basic education, especially for girls and women, by supporting host government led education sector reform and providing strategic technical support. The Africa Education Initiative (AEI) focuses on increasing access to quality education through the provision of scholarships for girls; improved in-service and pre-service teacher training; development and distribution of textbooks and related learning materials; and increased involvement of African communities in the education of their children. Innovative approaches to combat HIV/AIDS and mitigate its impact on the education system, and the overall development of Africa's human capacity are integrated throughout the program.

Under AEI's scholarship component, USAID Mission have established the selection criteria and processes for identifying scholarship candidates. Already there are 5,353 girls who have received scholarships. Under the textbook component, Guinea has received 500,000 first and second grade language arts texts, and Senegal has received 270,000 textbooks. Additionally, 62,044 in-service teachers and 6,800 pre-service teachers have received training.

In addition, the USAID Africa Bureau is coordinating closely with field Missions (USAID, State) on how the Africa Education Initiative Ambassador's Girls' Scholarship Program can assist in the Orphans and Vulnerable Children (OVC) track of the President's Emergency Program for AIDS Relief (PEPFAR). One innovative program in Uganda has promise as a model to be used in other Africa PEPFAR focus countries to ensure that education remains a central focus of any OVC intervention.

The Africa Education Initiative is also developing a primary education television channel with the Mindset network in South Africa. Initial programming will focus on: using the Network to deliver high quality educational resources to support basic education in the South African schooling system; and, expanding the Network's services to provide support for the professional development of teachers in South Africa. Complementary programming will also be developed for addressing the role of the community in education issues. The Africa Education Initiative and Mindset are also working closely with a PEPFAR grant to develop behavior change program integration focusing on the age 7 – 13 age cohort to help this generation of children develop strategies to live and survive in an AIDS environment. It is expected that these programs will eventually be tailored for a regional audience.

Asia and the Near East Regional Activity

The Bureau for Asia and the Near East (ANE) supports a new Regional Education Public-Private Sector Alliance. This pioneering alliance between the government and private sector companies is being developed in five priority countries -- Egypt, Indonesia, Pakistan, Philippines, and Morocco -- each with a unique public-private sector alliance for education integral to the country's education strategies.

Jordan, Sri Lanka, and India will also benefit from this initiative through the formation and implementation of education alliances between USAID and private sector corporations in their countries. These alliances add significant additional resources and opportunities to the

countries' education strategies, emphasizing improvements in basic educational quality, the use of ICT, and building young people's skills for the workforce.

Latin America Regional Activities

The Bureau for Latin America and the Caribbean (LAC) supports basic education programs in eight countries: Peru, Nicaragua, Honduras, El Salvador, Guatemala, Haiti, Jamaica, and the Dominican Republic. Most activities are focused on increasing access to quality basic education and supporting host government-led education reform. Major activities include: support for teacher training and improved teacher performance in the classroom; increased accountability in education through involvement of parents, communities, and the private sector in school management and the education of children; developing and piloting innovative approaches and policy for addressing key educational problems; girls' education; and increased opportunities for youth skills development and out-of-school-youth.

The LAC regional program works to support the LAC Mission programs, especially in the areas of pre-service and in-service teacher training, education policy reform and community involvement in schools. The Centers of Excellence for Teacher Training, an education initiative of the President at the Quebec Summit of the Americas, supports three sub-regional centers (Caribbean, Central America, and the Andes) which focus on improving teachers' skills in teaching reading in the early grades (1-3). The program works with 11 higher education institutions in 23 countries and has trained about 3,200 teachers in the first 18 months of the program. The Partnership for Educational Revitalization in the Americas (PREAL in Spanish), created by the Summit of the Americas in Miami, is administered by the Inter-American Dialogue (IAD) and the Corporation for Development Research (CINDE) in Santiago, Chile. The PREAL program seeks to build an active constituency for education reform in LAC countries by promoting informed debate on education policy, identifying and disseminating best practices, and monitoring progress toward improvement through "Report Cards" and other methods of improving accountability in education. A third regional program works with NGOs and community organizations to improve governance and promote policy reform and best practices at the grass root school level.

State Department

Middle East Partnership Initiative

The following are regional MEPI programs:

MEPI Arabic-language Early Reading Program

Region-wide

Provider to be selected via competition.

FY03 \$6,000,000 (project ongoing)

President Bush announced plans to launch a major new effort to provide resources for the Arabic translation of early reading books for use in primary schools in the region. The primary objective is to provide access to Arabic-language reading materials for young readers, and provide accompanying preparatory teacher training and curriculum materials to maximize

the effectiveness of the reading materials in the classroom. The program is intended to encourage independent reading, thinking, and analytical skills in young readers; train teachers; engage parents and local communities in the support of independent reading by young readers; and, provide sustainable resources for classrooms. The MEPI Arabic-language Early Reading Program is expected to focus initially on third and fourth grades and has a goal of establishing school-based libraries in approximately 5,000 schools in the Middle East in the first year of the program.

Junior Achievement: Economic Education and Job Skills Training in the Middle East

Bahrain, Egypt, Oman, Lebanon, UAE, Qatar, Saudi Arabia, Kuwait

Global Development Alliance

FY03 \$1,000,000 (project ongoing)

Junior Achievement International (JAI), in an innovative alliance with Exxon Mobil Corporation, Citigroup, MEPI, USAID, INJAZ Jordan and other private sector companies throughout the Middle East and North Africa, will develop seven self sustaining Junior Achievement organizations in the Middle East. Through this Middle East grant, 98,240 youth in Bahrain, Egypt, Lebanon, Oman, Qatar, (West Bank or Tunisia or Morocco), and United Arab Emirates will complete at least one of twenty time tested, culturally sensitive Junior Achievement programs to gain a fundamental understanding of business, economics and entrepreneurship.

The JAI objective is to help these youth gain the skills required to build and succeed in their nations' economies, and to become productive and participative citizens. This addresses the MEPI objectives: Promote entrepreneurship, especially amongst women; Educate citizenry regarding civic rights and responsibilities; and Increase private sector employment opportunities for university graduates.

English In A Box

Jordan, Morocco

Department of State - Bureau for Educational and Cultural Affairs

FY02 \$400,000 (project ongoing)

The program will provide a collection of up-to-date print and electronic materials suitable for use by Arab middle school teachers of English. English in a Box, featuring both USG-produced and commercial items, is designed to make English language classes lively and productive. The kit will include hands-on practical materials such as lesson plans for group and individual activities; supplementary materials such as pictures, maps, posters, cassettes and CD-Roms; and basic references such as dictionaries and almanacs. These materials will help teachers reinforce independent and critical thinking, encourage participation and debate, and develop students' problem-solving and decision-making skills. English in a Box will be introduced to a core group of Arab teachers at a summer 2003 U.S.-based institute focused on teaching English to young learners. The participants in the summer institute will receive English in a Box for classroom use, and will expand the program through in-service training of their peers, who would then receive English in a Box for their own students.

Creating Child-Centered Schools

Oman, Qatar, Tunisia, Morocco

Children's Resources Center (CRI) - PACT Consortium

FY02 \$1,100,000 (project ongoing)

With implementation support provided by the Children's Resources Center this project will implement a child-centered education program for preschool and early primary school children, starting with four pilot projects in North Africa and the Gulf. Creating Child-Centered Schools introduces modern teaching methodologies that are democratic in nature to teachers of very young children, and draws families into the life of the school community. Initially, CRI will work with 25-30 schools in each of the four pilot programs, conducting a U.S.-based workshop for master teachers, administrators and country team directors, followed by in-country teacher and administrator training utilizing CRI-developed books, curriculum materials and assessment tools. The number of students, classrooms, and grades will incrementally expand with each new school year, following the inaugural classes through their fourth grade year, making the program sustainable throughout the school system.

U.S.-Middle East University Linkages Program

Region-wide

Association Liaison Office for University Cooperation in Development (ALO)

FY02 \$1,000,000 (project ongoing)

FY03 \$1,200,000

The Department of State's Middle East Partnership Initiative (MEPI), in cooperation with the Association Liaison Office for University Cooperation in Development (ALO), and the U.S. Agency for International Development (USAID), announces eight new awards of up to \$100,000 each for partnerships between colleges and universities in the United States and the Middle East. Under the U.S.-Middle East University Partnerships Program, the awards will enable U.S. universities to work together with higher education institutions in six countries in the Middle East to strengthen university programs in a number of different disciplines: business and economics; information and communication technology; education; journalism; and American studies.

Due Diligence on Partnership Schools

Region-wide

NEA/PI Competition and Chugach

FY03 \$9,200,000

The Middle East Partnership Initiative (MEPI) will work with government's and posts to identify a limited number of existing primary, middle and secondary schools, in several different countries (not Syria, Iran, and Libya), for MEPI's Partnership Schools program. Partnership Schools will offer creative, innovative alternatives for quality and relevant education for children. Partnership Schools will also serve as models for governments as they build schools in the future and revamp their educational systems to meet the social and economic needs of tomorrow.

MEPI will work with governments committed to implementing real school reform/transformation in areas that could include: English, math, science or social studies curriculum development; teacher training, methods and certification; technology utilization;

and private sector partnerships. MEPI will work with host governments and USG officers' in-country to identify and partner with innovative U.S. and worldwide businesses and non-governmental organizations to assist in implementing the aspects of Partnership Schools outlined above. For example, partners will be sought to develop appropriate curriculum in English, math, science or social studies coupled with appropriate teacher-training methods. Where appropriate, MEPI will work with cutting-edge technology partners to include digital tools that could be used in the classroom. The technology used will vary from country to country, and in some cases even from school to school, some utilizing computers, hand-held PDAs or a range of other technologies depending on the specific implementer and circumstances in each country or local district.

Partnership Schools also will focus on developing relationships with private industry. Businesses that invest in the schools and/or offer internship or job training opportunities will benefit by molding a prospective workforce. The goal of MEPI's Partnership Schools program is to demonstrate to governments, businesses, and communities that truly "transformed" schools can produce educated youth with the skills necessary to positively contribute to their society and economy.

3. Cross-cutting programs

For the purposes of this report, we have used the USAID definition for basic education. In addition, for USAID programs we have included only those programs that are currently in place and being funded under the basic education earmark. This was done to avoid having an ever-increasing, unmanageable task in compiling the report. At the same time, it may be useful to highlight other USAID-funded education programs that may relate to basic education. These are summarized below:

a. Civic Education

The USAID Office of Democracy and Governance, Bureau for Democracy, Conflict and Humanitarian Relief is working closely with the State Department in promoting and supporting the adoption of civic education programs in basic education (K1-8). These programs focus on the introduction of pedagogies and curricula, which emphasize active-learning, democratic values (tolerance, support for the rule of law), knowledge of democratic political institutions, and civic engagement in local government affairs. The programs feature the training of faculty members at host-country teacher training universities to incorporate the training for student teachers. The Asia and Near East regions are being given the primary emphasis in the initial phase of these programs.

b. Displaced Children and Orphans Fund (DCOF)

USAID's Displaced Children and Orphans Fund, established in 1988, began with the realization that increasing numbers of vulnerable groups of children were slipping the cracks of larger child-centered program. These children were losing the care and protection of their natural families, were being affected by war or HIV/AIDS, and were increasingly at risk of or were actually living and working on the street. The DCOF program provides technical

assistance as well as funding for programs that address the humanitarian and long-term, developmental needs of vulnerable children. Total funding for the DCOF since 1988 is \$134,154,000. The DCOF currently supports more than 28 programs in 19 countries. Although some DCOF activities have a basic education focus, the majority are focused on complimentary services specifically for displaced children and orphans. For example: a) activities in Brazil include furnishing legal and psychosocial support to 1,025 victims of sexual exploitation or abuse, negligence, AIDS-related discrimination, or child labor; b) activities in the Democratic Republic of Congo included developing a comprehensive media campaign to raise awareness of the plight of children accused of witchcraft, etc.

4. Programs By Agency and Country

AFRICA

ANGOLA

USAID: Devastated by civil war, Angola is at a critical juncture in its history as it begins to transition from war to peace. Net primary school enrollment is less than 40 percent and so USAID/Angola has incorporated human capacity development into its strategic objectives. For example, the Association Liaison Office for University Cooperation in Development is assisting Agostinho Neto University in developing a political science and public administration degree program. Under the Agency's civil society initiative, USAID/Angola provides training, technical assistance, and funding for female adult literacy and civic education programs to promote women's knowledge of their rights and increase their participation in the political process. Working with World Learning, USAID has produced monthly newspaper supplements on health, land rights, freedom of the press, children's right to an education, the rule of law, HIV/AIDS, human rights and women's rights, and distributed the information to institutions such as schools, community centers, universities, and local organizations.

The USAID Africa Bureau's Education for Development and Democracy Initiative (EDDI) also provided funding to World Learning, in partnership with an Angolan NGO, to create the Horizonte Azul Street Girls Center, a community-based education and training center for homeless girls and teens. The center offers standard primary classes from grades one to four, adult education, and extra-curricular classes. The program aims to alleviate the poverty of abandoned girls while providing them opportunities to be fully integrated into society through literacy skills and professional training.

BENIN

USAID: The basic education program focuses on improving the quality of basic education and ensuring that more children, especially girls, have access to primary education. The major emphasis areas are: improving teaching and learning, increasing girls' enrollment and completion of primary school, encouraging communities to be more involved in the management of their school and working with the Ministry of Primary and Secondary Education to improve its policy formulation, planning and management. Although Benin's net

primary school enrollment rate is approximately 70 percent, overall adult illiteracy in Benin is 62.6 percent. USAID/Benin addresses critical problems that affect issues of access to quality basic education, such as: the lack of textbooks and other materials, insufficient numbers of trained teachers, the lack of awareness about the importance of completing primary education (particularly for girls), and weak institutional capacity to plan and implement education activities. USAID focuses on raising community awareness of the importance of primary education for girls. Activities cover a broad range including: contests with prizes, peer tutoring, and encouraging full application of laws that protect girls in schools against various types of abuse. Teachers are trained to apply equity principles to encourage girls to remain in school. Members of district, regional and national federations representing all 4,500 school-level parents' associations in the country are being trained through USAID assistance to advocate for policy changes to improve basic education.

USDOL: The U.S. Department of Labor Education Initiative (EI) project in Benin focuses on combating child trafficking through quality basic education. The EI project in Benin is implemented by Catholic Relief Services.

Peace Corps: Volunteers have helped Benin improve the quality of education through teaching English in secondary schools and through the development of improved teaching materials, such as instructor lesson plans and student workbooks. In addition, Volunteers continue to incorporate the international science program and the Global Learning and Observation to Benefit the Environment (GLOBE) into the school curriculum.

BURKINA FASO

USDOL: The Education Initiative (EI) project in Burkina Faso is devoted to supporting education as an intervention tool for combating child trafficking. The Burkina Faso EI project is implemented by Save the Children, Canada.

Peace Corps: Volunteers in the Secondary Education project are assigned to the Ministry of Education to work in underserved middle and high schools as math and science teachers. Teachers typically have large classes, sometimes with over 100 students, and are expected to teach up to 25 hours per week. Math and Science teachers are teaching all their classes in French. Education Volunteers conduct secondary projects during school breaks, in collaboration with their communities and schools. Primary among these secondary projects is a Girls' Camp run in provincial capitals throughout the country during the summer school vacation period. Girls are invited to attend a one week Camp where they engage in a variety of activities including sports and leisure activities, personal health lessons, life-skills, career counseling and shadowing of professional women. During the camps, counterparts and Volunteers work together to increase awareness of basic human rights for women and girls and the importance of their access to education, health care, and mobility.

CAMEROON

Peace Corps: Volunteers prepare students for technical professions requiring math, physics, biology, and economics. Teaching English as a Foreign Language (TEFL) Volunteers teach

English in the francophone regions of Cameroon to aid the Cameroonian government in reaching its goal of full national unification of functional bilingualism. TEFL Volunteers and their Cameroonian coworkers have developed a manual entitled Teach English/Prevent AIDS, which provides HIV/AIDS education materials for use in the teaching of English to secondary school students. Volunteers are also incorporating environmental issues into their teaching curricula.

CAPE VERDE

Peace Corps: The goal of the English as a Foreign Language (EFL) project is to assist the Ministry of Education in providing quality EFL instruction to secondary school students and teachers. Volunteers are involved in direct classroom teaching as well as pre- and in-service teacher training. They develop curriculum based on everyday Cape Verdean life, incorporating situations and problems familiar to their students. EFL Volunteers complement the activities of the Community Development Volunteers through activities outside the classroom. These activities include providing continuing adult education, establishing community resource centers and forming English and sports clubs. Volunteers also assist in pre-school education through training of pre-school host country employees, and monitoring of pre-school compliance with Ministry of Education guidelines.

CHAD

Peace Corps: Education Volunteers in Chad teach English at the secondary school level, assist Chadian teachers in their English teaching skills and methods, participate in the development of English teaching materials for secondary schools, and strengthen the links between the school and the community.

CONGO

USAID: Roughly two-thirds of the country's population lives in rural areas under poverty conditions. This poverty manifests itself in extremely low incomes and purchasing power, abysmal access to and availability of fundamental health services, and a near total lack of basic education. The net primary school enrollment rate is approximately 33 percent, and only 25 percent of students attending school complete five years of primary school. It is estimated that outside of Kinshasa less than 15 percent of girls remain in school until grade five. USAID's program in DRC works with public, private and civil society institutions to help solve problems across sectors. USAID/DRC incorporates human capacity development activities within its strategic objective. For example, USAID has been reinforcing the capacity of communities in Kinshasa to reinsert vulnerable children, especially street children and those accused of witchcraft, into the education, health and income generating services. The largest education program in the DRC is the Ambassadors' Girls' Scholarship Program. This program supports more than 10,000 girls in some of the poorer areas in and surrounding Kinshasa. In addition, several schools have been built or rehabilitated through the Education for Development and Democracy Initiative (EDDI).

ERITREA

USAID: The devastating impact of Eritrea's 30-year war is still being felt through labor shortages from delays in the demobilization of approximately 200,000 former soldiers. Government expenditures on productive sectors and social services are low, with just 6.5 percent to education. The overall adult literacy rate is 53.8 percent, with female literacy at 39.7 percent. To increase and strengthen the participation of Eritreans in their country's development, USAID incorporates education activities into the Mission's three strategic objectives, which include increases in primary health care services, in income through enterprise, and in the capacity of governance. The Mission's goal is achieved by strengthening the capacity of community-based organizations, developing partnerships between community-based organizations and local administrations, and enhancing access to information by expanding the Internet and improving information and communications technologies. USAID/Eritrea activated a Crisis Modifier, under which several new schools have been built. In addition, the Education for Development and Democracy Initiative (EDDI) has provided scholarships to girls to promote greater female student enrollment and retention at the primary education level. Approximately 80 female students are expected to benefit from this project. Access to the Internet has led to a major expansion in opportunities for individuals and businesses. Since its launch, licenses have been granted for 13 cyber cafes, and the demand continues to grow. It also advances human rights and democracy, serving as a popular forum for political and economic debate.

ETHIOPIA

USAID: USAID's objective is to enhance quality, access and equity in basic education to create conditions that promote economic growth and lessen the country's food insecurities. USAID supports low-cost, non-formal basic education centers, teacher training, and textbook purchases that provide learning opportunities for approximately 10,000 out-of-school children, especially girls living in remote areas. USAID also provides school meals and educational services for orphans and children from very poor families. Community-based learning centers are being established in three urban centers where at-risk and disadvantaged youth and children will receive tutorial support. Partnerships currently exist between U.S. universities, Addis Ababa University, and Ethiopian teacher training colleges and institutes. USAID also supports training for primary school teachers and volunteer teacher trainers and has implemented an HIV/AIDS information program at the primary school level using posters, workbooks and teaching guides. One area where USAID has proven most effective is the development of interactive radio instruction (IRI) modules. USAID provides training to hundreds of parent-teacher associations (PTAs) and members of the community to identify and address problems in schools. The training includes project design and implementation, and school management. USAID provides small grants to complement the labor, material and financial contributions provided by the communities to improve school buildings and facilities.

GABON

Peace Corps: Education volunteers in Gabon focus on teaching English; integrating environment and health themes into their Teaching English as a Foreign Language (TEFL) lessons, integrating arts; sports and Information Technology (IT) into their TEFL lessons; engage in collaborative activities with counterparts that include both formal and informal methodological exchanges, class observations and seminars/workshops; and work with counterparts to strengthen the school operations through materials development, the creation of resource centers, and capacity building in technical support.

GHANA

USAID: USAID/Ghana has provided training for more than 10,000 School Management Committees/Parent Teacher Association representatives in school management practices, such as fund collection and usage, community action planning and implementation, and interaction with teachers and administrators. USAID's Quality Improvements in Primary Schools (QUIPS) initiative also is achieving significant success, with students outperforming their peers in math and English. One school improved from a ranking of 41st in the district to 1st since USAID involvement and the program has so impressed government officials that it has integrated a number of activities into its national program. For instance, two young university graduates have been placed in each of the 110 districts to mobilize communities to get involved in the schools. In addition, more than 150 classrooms have been built through USAID assistance, and teachers and principals in more than 150 schools have received on-site, in-service training. More than three million children are now either directly or indirectly benefiting from USAID support.

Peace Corps: Volunteer secondary school teachers are assigned to teach Math, Science, Information Technology (IT), and Visual Arts at many of the new rural schools built as part of the government's massive education reform project. Volunteer teachers demystify science, math and technology through practical hands-on demonstrations and activities using locally available materials. They relate their lessons to the world around them, motivating their students to acquire life skills relevant to their communities and to Ghana's national priorities. Volunteer teachers transfer community organization and planning skills to colleagues by mobilizing their schools to build latrines, wells, dormitories, libraries, and science labs.

GUINEA

USAID: Guinea's progress toward democracy continues to face major social, political and economic constraints. However new opportunities have opened up that could enable the country to address its economic and debt constraints. Among Guinea's assistance goals is to provide quality basic education to a larger percentage of Guinean children, especially for girls and those children living in rural areas. Education funds will be used to finance training in support of administrative and financial decentralization in the education system; in service training for primary school teachers; implementation of a reading instruction program; the development of an education sector HIV/AIDS policy; the reinforcement of 100 community

based organizations to undertake school improvement projects; girls scholarships and enhancing the governments institutional capacity for education planning.

Guinea's current government is highly centralized and has neglected some of the basic social and human needs of the citizens of Guinea. USAID has targeted its resources in four sectors that are key to unlocking Guinea's potential. The uniquely integrated program aims to improving the social and economic well being of all Guineans in a participatory society. The direct beneficiaries of USAID's program are the rural poor who constitute the majority of the population. Children, especially young girls in rural areas, are benefiting from greater access to improved instruction and materials and a better understanding on the part of their parents and the wider community of the value of sending and keeping girls in school, under the Presidential Initiative for Education in Africa. In addition, the Education for Development and Democracy Initiative (EDDI) provides scholarships, a mentoring program and an educational support program. Guinea's net primary school enrollment rate is approximately 48 percent, and approximately 41 percent of primary school age girls attend school.

The program includes capacity-building activities for the Ministry of Education (MOE) and civil society organizations, teacher training for Guinea's primary school teachers, an interactive radio instruction program, and the development of instructional materials for teachers and students throughout Guinea. USAID also supports activities in HIV/AIDS awareness and prevention for teachers, and the development of an HIV/AIDS policy with the MOE.

Peace Corps: Both Math and TEFL Volunteers focus on incorporating themes such as gender equity and HIV/AIDS awareness into their lesson plans and the national curricula. Continued efforts to develop environmental and health lesson and to identify collaborative efforts with health and environment PCVs will be a priority for the coming years. In addition to classroom instruction, Education PCVs are very active in identifying secondary projects with their communities. PCVs have worked with their communities to build schools and health centers, organize mid-wife training, and launch student associations to highlight such events as International Women's Day and AIDS Awareness Day.

KENYA

USAID: Kenya has a strong human resource base and is poised to rebuild an education system that deteriorated during the Moi regime. In 2003, the new Kenyan government initiated a bold policy for universal basic education. Enrollment rates have gone up dramatically and donor agencies are re-engaging to support education reform in Kenya. But there are many challenges to rebuild a high quality education system. Infrastructure has deteriorated and enrollment rates remain low particularly in rural and remote areas. USAID's goal is to incorporate education activities into efforts to help build an economically viable and democratic country. USAID has approved a new education Strategic Objective for Kenya, of which the Muslim education program is the cornerstone. The program will support the Kenya government's education reform program and will focus on providing opportunities for children in marginalized areas, including largely Muslim communities in the Northern and Coastal regions where school enrollment is low; strengthening partnerships between schools,

communities and districts; and in the Coastal Province, assisting communities managing madrassa early childhood development centers to develop primary schools. The program will strengthen school management committees, train teachers, and develop curriculum and learning materials. In the North Eastern Province the program will support primary education for nomadic and pastoral communities. This will include establishing and strengthening distance education and alternative education programs.

Prior to the new education program, USAID-supported nature-based enterprises generated more than \$100,000, providing wages, cash dividends and critical infrastructure improvements such as schools, clinics and water supplies. Through the Conservation of Resources through Enterprise (CORE) Project, USAID funds were used to build the Wasini women's group capacity in governance, leadership and basic financial management skills in 2001. This activity has been tremendously empowering, as women have been able to send their children to school, buy food including other household amenities and are in the process of establishing a scholarship fund for girls' education. In addition, through the Education for Development and Democracy Initiative (EDDI), USAID has supported more than 50 girls through a mentoring program, and has disbursed more than 50 secondary school scholarships.

Peace Corps: In response to the Ministry of Education's focus on education for children with special needs, Peace Corps Volunteers work in deaf education in primary schools and integrate deaf education into other aspects of educational activities. In addition to teaching, Volunteers conduct community outreach activities to educate parents and community about deafness and the importance of providing support for deaf children. Volunteers also give deaf sensitization talks to secondary schools.

In 2002, education Volunteers shifted their efforts from classroom teaching to serving as HIV/AIDS educators in the secondary and primary schools. They work with schools to implement the Government of Kenya's new AIDS Education Syllabus.

LESOTHO

Peace Corps: Education Volunteers work at the primary education level, concentrating in teacher training, special education, and early childhood development. Most of these positions are in predominantly rural locations. Teacher trainers focus on enhancing teacher skills in areas such as classroom assessment, teaching methodology and visual aid design. Special education Volunteers work in support of the Ministry of Education's policy to integrate children with special needs into regular school systems. These Volunteers help the Ministry and individual teachers work toward inclusive education. Early childhood development Volunteers create greater awareness about the educational and developmental needs of children ages 2-6.

MADAGASCAR

USAID: USAID through the Africa Education Initiative and the Education for Development and Democracy Initiative has been supporting an innovative program to train teachers in civic responsibility issues. The aim is to provide national coverage for the Madagascar, Media, and

Message (M3) civic education program focused on middle school and senior high school teachers. This program has benefited communities across the nation by strengthening the capacity of 1,600 civic education instructors from junior and senior high schools, training 150 new teachers and education counselors, and providing improved civic education textbooks for approximately 850 public schools. Unlike many classic school programs, the interactive nature of AEI/M3 would bring significant secondary benefits to parents, community leaders, and local authorities.

Peace Corps: In 1999, the Ministry of Primary and Secondary Education requested that Peace Corps focus on classroom teaching in addition to the teacher training and resource development goals of the original project. Currently, Volunteers are posted in under-served rural communities and work with students, teachers, and the larger community to improve their capacity to speak English and use it in the workplace. Working in cooperation and collaboration with central and regional curriculum professionals, Volunteers support the government's initiatives to raise the standard of teaching, develop teaching resources, and strengthen the links between schools and their communities.

MALAWI

USAID: USAID's education program focuses on establishing effective schools through increased community participation and creative teaching; expanding teachers' professional skills; and developing and monitoring critical reform policies. USAID supports a program to train Malawian post-graduate students in critical areas of primary education. The program, the University Partners in Institutional Capacity (UPIC), is a partnership between U.S. universities and four Malawian Institutions to create the next generation of educational leaders. The campaign to mobilize communities and schools to increase educational quality also has been an effective means of fostering dialogues within and among the communities. Save the Children Federation/US, working in conjunction with USAID, provides much needed resources for in-service teacher training of Grades One through Four teachers in selected districts. In addition, USAID projects have succeeded in influencing most school committees and communities in targeted districts to assume increased responsibility over local schools, bringing children back to school from the local markets, and building classrooms through school and community labor and other inputs. USAID supports an integrated curriculum approach in grades one through four that brings music, physical education and the creative arts into teaching the core subjects, (English, Mathematics and General Studies). The Quality Education Through Supporting Teaching (QUEST) project provides training and support for teachers. The QUEST uses mentors as liaisons between cluster schools to build partnerships among teachers, to share information, and engage them in making decisions to improve the quality of education in their schools. In Namitambo schools alone, the drop out rate has fallen 8 percent demonstrating the impact the training and continuous assessment has had on pupil attendance.

Peace Corps: The Malawi educational system has experienced severe teacher shortages after the initiation of free primary education in 1994. The expansion of primary education has accelerated the demand for secondary education. The Peace Corps/Malawi Secondary Education Project seeks to address this shortage by placing teachers in Community Day

Secondary Schools. The community uses school fees to buy equipment and textbooks and to further develop the school. Volunteers teach physical science, mathematics, biology, and English and are encouraged to integrate girls' education and life skills into lessons by utilizing Community Content Based Instruction techniques.

MALI

USAID: Mali's progress towards sustainable economic development remains fragile. Seventy-two percent of Mali's population lives below the poverty line, and unemployment, especially among youth, is high. Mali's overall adult illiteracy rate is 58 percent. To improve the country's education outlook, USAID has helped to build 1,745 schools for approximately 15 percent of the primary school children. However, teachers are in need of training and the schools lack equipment. To address these needs, most new education efforts are focused on upgrading teaching skills and the education portfolio has been separated from health to manage and track program results. In order to increase the effectiveness of in-service teacher training, USAID is establishing, in association with local offices of the Ministry of Education, a low-cost school-based training program in at least 400 public primary, community-owned and religious schools through which teachers will be trained to create "communities of learning." These communities of learning will decrease teacher isolation (a major problem in Mali due to the great distances between communities and poor infrastructure) and allow teachers to learn from each other, solve educational problems that are particular to their own context and to bring experts in on an as-needed basis. In addition, a national radio program focusing on challenges teachers face in the classroom is being developed.

USAID supports the development of parent and community management associations in the 400 schools participating in the program to improve teacher learning. The training focuses on income generation, transparent financial management, greater involvement of girls in school, adult literacy and advocacy for services from local levels of government.

The Ministry of Education, as with other Malian ministries, is in the process of the decentralization of financing and decision-making. Ministry personnel have been trained in how to make yearly action plans and implement a rigorous data collection system. Yet to date there is little relation between an analysis of school data, target setting and a plan of action; there is virtually no monitoring or evaluation of results. USAID is initiating a program to assist regional offices of the Ministry of Education in data analysis, target setting, monitoring and revision of targets and implementation of action plans based on results achieved.

USDOL: Child Labor Education Initiative (EI) in Mali uses education as a powerful intervention for combating child trafficking in Mali. The Mali project is implemented by CARE.

MAURITANIA

Peace Corps: Volunteers work to strengthen the culture of learning, teaching and service in Mauritania's secondary schools. Volunteers accomplish this by providing boys and girls, young men and women with quality instruction in English and peer coaching Mauritanian

teachers. They develop resources to strengthen linkages between schools and parents' associations, encourage strong participation on the part of the parents, and advocate for the education of all children. They also work to strengthen linkages between schools and communities in the areas of environmental and public health education.

The Ministry of Education and specifically the Department of Secondary Education are primary host partners in this project. Volunteers are placed in middle and high schools in regional capitals. Peace Corps is already working in the public schools in the areas of environmental education and health education. Having a Peace Corps link within the educational structure enhances this already viable partnership.

MOZAMBIQUE

Peace Corps: Peace Corps/Mozambique is collaborating with the Ministry of Education, the British Council and Voluntary Services Overseas (VSO) to provide in-service opportunities for TEFL teachers, produce low-cost materials from local resources, and facilitate projects which link schools with communities. PCVs main responsibilities include teaching English to Grades 8-10, and peer coaching Mozambican teachers who are studying for proficiency certificates in Teaching English as a Foreign Language.

NAMIBIA

USAID: USAID supports basic education reform in the country through activities that result in strengthened instructional support, more effective management systems, increased parental and community involvement, reduced rates of HIV/AIDS infection and more effective delivery of education services through information and communication technology. As a result of USAID support, the country established four teacher resource centers and hired project-trained, out-of-school youth to manage the centers. Namibia has emerged as an African success story just 12 years into its independence from South Africa. It remains committed to a path of reconciliation, maintains an open-door policy for trade and investment, and nurtures a promising parliamentary democracy. Compounding its historical challenges is the rapid spread of HIV/AIDS, which is cutting into the ranks of teachers and other key professionals. USAID provides technical assistance, training and commodities to expand the School Improvement Program in targeted districts in the four northern education regions. School boards are being trained involve parents in the education of their children and to develop plans for improving schools. Namibia's net primary school enrollment rate is 81 percent, and government spending on education is 8.1 percent, the third highest in sub-Saharan Africa.

Peace Corps: To help meet the need for teachers, Peace Corps places high school English, science, math, and computer studies teachers in rural schools. Though teaching is the primary assignment of secondary education Volunteers, they are also actively engaged in secondary projects ranging from upgrading libraries/laboratories to establishing kindergartens.

Volunteers provide part-time classroom instruction at the primary level, and enhancement of parental and community involvement in education.

Currently, PC/Namibia is collaborating with the Ministry of Education, the Washington, DC-based National Science Resources Center (NSRC) and USAID to improve science education at the primary and secondary levels, and, eventually, to redesign science curriculum, test new materials and replicate the process beyond the pilot district.

NIGER

Peace Corps: In 2003 Peace Corps/Niger began a Community and Youth Education project. Volunteers work to create regional English language centers, aimed primarily at adults who need English for their jobs or to gain employment. Additionally, Volunteers work with youth and conduct awareness campaigns on HIV/AIDS and work with girls' education, vocational training, and adult literacy.

NIGERIA

USAID: Half of Nigeria's population is under the age of 15 at high risk of infection and/or becoming orphaned. An estimated 900,000 Nigerian children have already been orphaned by HIV/AIDS and this number could increase to 9 million in the next decade. Just 55 percent of Nigeria's school age children are enrolled in school and the increase in orphan number may reduce this even further. The greatest impact will be among girls. The basic education objective will improve teacher skills, promote community support for primary education and provide skills training for out-of-school youth. To expand the response to imminent health issues, basic education and health care will be integrated and administered as single sector.

SENEGAL

USAID: The success of Senegal's national priorities—reducing poverty, maintaining a low HIV/AIDS prevalence rate, promoting a tolerant and peaceful practice of Islam, and encouraging increased democratic participation in local decision making—is heavily dependent on a school system that provides children with basic life skills and civic understanding. This new program tackles the constraints to expanding enrollment and improving the quality of middle schools, the last four years of the basic education cycle. The program has three components: 1) increase the system's physical capacity by building schools in rural areas; 2) improve the quality of the teaching and learning environment by launching nationwide in-service training programs for teachers and principals in public and private middle schools; and 3) stimulate community involvement by establishing school management committees and by helping local governments assume their responsibilities for financing schools. The Ministry of Education will need to ensure that sector policies are consistent with its program objectives and that national and regional education authorities have the skills needed to provide overall direction to planned reforms. A separate girls' scholarship program is also envisioned. This program's teacher training, community participation, girl's scholarship, and classroom-level activities will contribute directly to achieving the objectives of President Bush's Africa Education Initiative.

SOUTH AFRICA

USAID: USAID's education program targets black South African children and adults who were denied the right to a quality education under apartheid and who need access to such education in order to participate and compete in the modern global economy. The dual education system resulted in poor academic performance among black fourth graders (scores of 48 percent in reading and 30 percent in math), well below the scores of students in several other African nations. USAID assists in overcoming these legacies by reducing gaps at all educational levels. It focuses on teacher development to upgrade classroom skills in math and science, curriculum reform, and skills training for youth and women to become part of a productive workforce. The program addresses ways to improve the management capabilities in educational institutions, develop teaching and learning materials, and revise policies to support effective practices. USAID supports improved policy planning and advocacy to mitigate the effects of HIV/AIDS in education and integrate HIV/AIDS awareness into the school curriculum through training and technical assistance. Takalani Sesame, an educational multimedia program for South African children, now features a character infected with HIV/AIDS as part of an awareness and outreach campaign funded in part through USAID. The agency also supports teacher and curriculum development in more than 900 schools and provides innovative teaching and learning materials, such as science kits and mobile "box" libraries, to improve teacher and student performance. USAID works to strengthen the skills of education managers to improve assessment of student progress and to strengthen the skills of parents serving in parent-teacher organizations through training. The Agency also support efforts in South Africa to develop new secondary school curricula, especially in math, science and technology, to replace apartheid era teaching methods which were lacking in these areas and did not promote critical thinking.

Peace Corps: The School and Community Resources Volunteers support South African primary schools and their communities in strengthening the culture of teaching, learning, and community service. Volunteers work with teachers to develop human and material resources in primary schools in the areas of English, math, and science.

Volunteers collaborate with educators and school administrators, strengthening their teaching and classroom management skills. Volunteers also assist in the establishment of school projects and community activities including: HIV/AIDS awareness and life skills, library development, environmental education, computer literacy development, income generating projects for women, and community gardens.

SUDAN

USAID: The country is engaged in peace talks after 20 years of civil war and some communities have begun rebuilding education and health services. USAID is supporting the country's transition to a durable peace; however, enormous development challenges exist. The lack of basic physical infrastructure and institutional capacity, particularly in the south, impede economic and social development. Approximately 42 percent of the adult population is illiterate and less than half of primary school-age children are enrolled in school. These extremely high rates of illiteracy and limited access to basic education as well as high rates of

child mortality and infectious diseases, an emerging HIV/AIDS threat, lack of economic opportunities, poor quality agricultural production and inaccessible markets are legacies from years of conflict and developmental neglect. Some southern communities have begun rebuilding education and health services but require expanded support to achieve effective and efficient services. USAID/Sudan's education activities include rehabilitation of teacher training institutes, training for female teachers, fostering of partnerships between Sudanese teacher training institutes and their East African and U.S. counterparts; rehabilitation of several primary and secondary schools with community involvement, provision of supplies of school materials (e.g. books), and the use of non-formal education opportunities and distance learning for out-of-school youth and adult learners.

TANZANIA

USAID: Although the mission does not have a Strategic Objective in education, it is able to support education activities. For example, Tanzania received \$2 million in FY 2003 and is slated for the same amount in FY 2004 for Muslim education activities. These activities will enhance teacher training, facilitate the attendance of girls, and promote curriculum development in civic education, math, and literacy. The Africa Bureau also provides support for several targeted education activities in Tanzania. These include: a Southern New Hampshire University partnership with The Open University of Tanzania on NGO capacity building; computer-based resource centers in Kiteto and Terrawatu School Districts and at Karume Technical College in Zanzibar; and a girls' empowerment and peer mentoring program in Kisarawe that focuses on the prevention of HIV/AIDS. Finally, the Africa Bureau provides tuition and other support to more than 1,500 secondary school girls and girls with special needs on the mainland as well as on Zanzibar.

USDOL: The Child Labor Education Initiative (EI) in Tanzania focuses on withdrawing children from work and providing them with quality and relevant education that will enable them to lead productive lives in the future. Education Development Center, Inc., an International NGO administers the project in concert with other projects aimed at eliminating the worst forms of child labor through education.

Peace Corps: Secondary education is a major focus of the Peace Corps program in Tanzania. The country has a critical shortage of math and science teachers at the secondary school level and, due to a lack of financial and human resources, is not able to attract the number of teachers that it requires. Current Volunteers teach mathematics, geography, and science in both private and public schools. They are also involved in teacher training, resource identification and development, curriculum improvement, and extracurricular and community projects. Peace Corps/Tanzania has been active in the development of a Community Content-Based Instruction (CCBI) approach to teaching. Under this initiative, Volunteer teachers strive to incorporate issues important to the surrounding community into their lesson plans. Many Peace Corps Volunteers have been involved in initiatives to address HIV/AIDS education, girls' empowerment, environmental education, computer instruction, leadership development, and school infrastructure improvements.

THE GAMBIA

Peace Corps: Education is a strong Peace Corps program in The Gambia with the majority of Volunteers working as resource teachers and the remainder teaching math and science in secondary schools. The objectives of the education project are to develop regional and school resource centers, and to raise environmental conservation awareness among Gambians. Resource teachers work in school-based or regional teachers' resource centers. These assignments provide opportunities for Volunteers to work with teachers, students, and members of their local communities. Peace Corps plays a vital role in girls' education assisting in the development of girl-friendly teaching materials and encouraging the involvement of girls' families in the educational activities.

Since its inception to date, the education program has registered many significant accomplishments, foremost being the development of computer labs and finding opportunities to expand information technology education throughout the country.

TOGO

USDOL: Education Initiative (EI) project in Togo is an agreement between USDOL and the Togolese Ministry of Social Affairs to combat child trafficking through quality basic education. The project is implemented by CARE and builds upon a USDOL-funded regional initiative by the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC) to combat child trafficking in nine West and Central African countries. The project also uses education as a tool to prevent child trafficking and assist victims by reintegrating them into their villages or towns. As part of the project, a village vigilance committee is established to track and support returning children, and to raise awareness to prevent new cases of child trafficking.

Peace Corps: Volunteers in the education sector in Togo work with counterparts in the development of extra-curricular as well as community outreach activities. They are posted in either small towns or big villages in which there is at least one secondary school or two primary schools. They also work with organizations such as UNICEF, 'Aide et Action' and Plan International to develop non-formal education activities for illiterate or under-educated girls.

UGANDA

USAID: About 50 percent of this population is under the age of 15 years and 85 percent dwell in rural areas. Although free primary education is available to all Ugandan children, only 60 percent complete primary school, and 35 percent of adult Ugandans are illiterate. Since the program was revived in 1980, USAID/Uganda has been a leading partner in primary education reform, and has supported the Teacher Development and Management System (TDMS), an innovative program for improving quality in the primary education. The TDMS strategy has decentralized teacher-training activities from fixed-sites at primary teacher's colleges (PTC) to the peri-urban and rural villages. A key component of TDMS is its use of more than 500 coordinating center tutors (CCT) that support a cluster of schools in their

respective areas. In addition to teacher training, USAID has more than 500 learning resource centers throughout the country used by teachers to meet with their tutors and develop teaching aids from locally available materials. Nearly 100,000 primary school teachers and inspectors have been able to upgrade their skills through USAID supported programs. Both class performance and individual performance on national examinations have begun to improve and the attrition rate among teachers has decreased.

With funds received under the Muslim Education Initiative, USAID/Uganda will track Muslim beneficiaries of ongoing education programs and develop new programs that specifically target Muslim pre-primary and primary age students. Muslim Education funds have been obligated towards two national programs currently underway – the first provides life skills and HIV/AIDS education messages to all primary school students in the country; the second works with community leaders, parents, head teachers, and children to clarify and enhance their respective responsibilities. A third national program will be significant procurement of classroom furniture and HIV readers later this year and Muslim beneficiaries will also be tracked. In addition, three significant grants have been awarded to Muslim Faith-based organizations to expand their community based early childhood development program, expand educational outreach services in one district where many Muslim reside and to undertake in-service teacher training for primary school teachers.

USDOL: The Child Labor Education Initiative in Uganda is devoted to supporting quality basic education for child soldiers and children affected by civil war. The Uganda project is implemented by International Rescue Committee.

Peace Corps: Teacher trainers were requested by the Ministry of Education and Sports to support the Ministry's Teacher Development and Management System Program. Volunteers serve at Coordinating Centers where they work with a Ugandan center tutor. Volunteers and tutors work together to organize and provide the in-service training necessary to upgrade the skills and abilities of primary school teachers in the Coordinating Center catchment area. They train both teachers and principals and mobilize communities to support their primary schools. Additional skills in health extension, environmental education, information technology, youth development, and sustainable agriculture permit Volunteers to explore ways of enhancing school and community ties, assisting the development of schools as community resources, and vice versa.

ZAMBIA

USAID: USAID's basic education program promotes improved quality of basic education for more school-age children by delivering basic education to out-of-school children via an interactive radio instruction (IRI) and community-based program; mobilizing communities to support their children's education, especially girls; mitigating the impact of HIV/AIDS; developing and implementing cost-effective school health and nutrition (SHN) programs for school-age children, including micronutrient and de-worming interventions; and building the capacity of the Ministry of Education to administer an effective education management information system (EMIS) that can result in good decision-making. USAID is exploring options to incorporate Public Private Alliances into its program.

USDOL: The Child Labor Education Project in Zambia is an agreement between the U.S. government and the Zambian government to instigate an education project that will focus on providing quality basic education to disadvantaged children in rural and urban areas, particularly those children in vulnerable situations or at high risk of participating in the worst forms of child labor. The Zambia project is jointly implemented by American Institutes for Research and a local faith-based organization, Jesus Cares Ministries.

Peace Corps: “Learning at Taonga Market” is the name of a daily radio program in Zambia. It also describes a comprehensive learning program, targeted at orphans and children from low income families, that aims to teach children to become literate and numerate and to acquire personal life skills they need to live and work in their ever more complex world. Volunteers helped start the program and now work with the Educational Broadcasting Services (EBS) of the Ministry of Education (MOE) to extend the program’s reach and improve the quality of instruction throughout the country.

ASIA AND NEAR EAST

AFGHANISTAN

USAID: Afghanistan Primary Education Program (APEP) is a three-year USAID program designed to provide educational opportunities for communities that demonstrate a commitment to education. The overall program objective is to provide primary education to Afghanistan’s children through school reconstruction, teacher training, accelerating learning programs and textbook production.

- The school construction component will rehabilitate or build more than 1,000 schools in areas where both the government and the community demonstrate a commitment to support the recurrent costs of education.
- 15 million textbooks were printed for the 2002 school year, and 10.2 million textbooks were printed for the 2003 school year.
- Radio-based Teacher Training is currently being broadcast nation-wide. The programs are being piloted with 3000 teachers and the program will reach an audience of 14,000 teachers through the life of the project. To date, 21 radio programs have been aired.
- APEP will also implement a Provincial Teacher Training Support Program, focusing on strengthening the Ministry of Education’s provincial-level capacity through training education officers in teacher methods, educational leadership, community involvement, and teacher support skills.
- APEP is currently implementing an accelerated learning program designed to move over-aged students, especially the large cohort currently in grade one, and out-of-school youth, into age-appropriate grades. The goal is to enhance retention of older students (especially older females) currently in lower grades and to expand access to students who are not easily accommodated by existing public schools. Currently, 60,000 students have been enrolled in ten provinces.

Complementing the above, a team of APEP education specialists and advisors will work with Ministry of Education counterparts across various areas of intervention, including program development support, education policy development, monitoring and evaluation, finance and budgeting, strategic planning and management, human resource development, communications and public relations, and teacher training.

BANGLADESH

USAID: The education objective, “Improved performance at the early and primary education levels through innovative learning models,” approved in December 2002, seeks to improve school children's performance by creating more participatory, relevant and accountable learning systems. To achieve the objective, the strategy targets three sets of interventions: (1) increased opportunities for effective early learning; (2) innovative learning tools for children and teachers developed and used; and (3) increased capacity of selected institutions to foster education system change.

Activities under this objective complement other donor and Government of Bangladesh efforts, support Education For All objectives and fill critical gaps, in particular, in early childhood education and learning materials development. Interventions target children and teachers directly, from early childhood through primary school - inside and outside the classroom. For example, the Sesame Street Bangladesh program will create a series of episodes in Bangla using local themes and characters and will be able to reach pre-school and older children nationwide by 2005. Other activities are expected to increase public demand for school accountability, quality improvement and effective results in Bangladesh's primary schools.

Peace Corps: The government of Bangladesh views English as an essential tool for integrating the country into the global economy. Peace Corps Volunteers in Bangladesh serve as teacher trainers in English as a foreign language at primary teacher training institutes. They also have assignments with technical training centers, government high schools, and youth training centers serving displaced adolescents from disadvantaged rural and urban backgrounds. In addition, Volunteers work with their Bangladeshi counterparts to develop resources for the school and community.

CAMBODIA

USAID: The USAID basic education objective in Cambodia focuses on increasing the quality of basic education in Cambodia through the development of a new life-skills curriculum that is relevant to everyday life and which uses student-centered teaching methods. Key illustrative activities include: development of a student-centered life-skills curriculum and syllabi; and on-the-job training for teachers in the design and uses of student-centered, competency-based curricula and learning materials.

The program will also expand the capacity of the school system to deliver competency-based education using student-centered teaching methodologies. Activities under this program will

focus on the development and testing of a life-skills curriculum for grades 1-6, and training of teacher trainers and teachers in selected cluster schools in the use of this curriculum. The curriculum is intended to provide knowledge, skills and values necessary for effective participation in community life, maintenance of good health and knowledge and practice of skills relevant to the agro-eco-system as they apply to everyday life. The life-skills curriculum will also reinforce language, math, science and critical thinking skills covered in the core basic education curriculum as they apply to problems faced by students at school, at home and in the community. The curriculum will stress student-centered, activity-based learning. Critical values by subject and grade will be specified. As these are relatively unfamiliar approaches to education in Cambodia, the curriculum development and teacher training process will also entail building an understanding and appreciation of these approaches.

USDOL: Education Initiative project in Cambodia focuses on combating child labor through educational opportunities for child laborers and children at risk of child labor. The goal is to provide quality and relevant educational opportunities to children who are victims of child labor or at risk of becoming involved. The Education Initiative project also assists in educating parents, community leaders, businesses, the media and others on the importance of education for all children and the value of their involvement in expanding educational infrastructure. The education project in Cambodia is implemented by World Education.

CHINA

Peace Corps: Development of English language skills is an integral part of China's plan to modernize and participate in the global community. Volunteers in the English education project have the primary goal of teaching English to students who are training to become middle school English teachers in rural areas. While teaching English is their primary goal, Volunteers also introduce American culture, history, and literature, and attempt to stimulate critical thinking, and enhance problem-solving skills among their students. Volunteers work closely with their Chinese colleagues to exchange ideas and teaching methodologies and to help Chinese teachers become more proficient in English and more confident in their ability to use English in the classroom.

EGYPT

USAID: USAID's Improved Access to Quality Basic Education program has three main components:

- Expanded access for girls and women. This aspect of the education program will be achieved through funding scholarships for education at all levels, targeting girls from poor families; establishing multi-grade primary classrooms for a "catch-up" program providing accelerated learning for girls who wish to enter or re-enter the formal education system at the middle school level; non-formal preprimary, literacy and life-skills programs reaching out-of-school children; constructing new schools where long school commute distances discourage families from sending their girls to school; and organizing awareness campaigns and outreach programs for parents, focusing their attention on the value of education and changed attitudes toward girls' education.

- Improved instructional quality. Instructional quality will be achieved through reforming education management, establishing standards at the teacher colleges, and improving teacher and learner assessment systems. USAID programs will train classroom teachers in learner-centered teaching methods, continuous assessment systems, and materials development. A strengthened and reformed professional development system will support new teacher training. USAID programs will also assist the GOE establish incentive systems to recognize and reward educators who demonstrate excellence in their professional practice. In the non-formal education sector, Egyptian NGOs providing education services will have access to technical assistance on a variety of topics including management and outreach techniques, and to a series of instructor recruitment and training activities designed to expand the cadre of qualified volunteers who are active in supporting non-formal education services. Learning materials will be developed, reproduced and distributed in collaboration with the Ministry of Education (MOE) for both formal and non-formal education programs.
- Public participation in education enabled. A key element of the education reform strategy is to ensure the success of decentralized school governance through a community support program of awareness raising, training courses, workshops, and networking conferences, all aimed at broadening public participation in education. Both the new Education Reform Program, as well as several NGO activities from the current portfolio, support achievement of this program element by mobilizing communities around important education and school governance issues. Scholarships for girls, new school construction, and non-formal education services (such as literacy and life skills classes) are all programs which depend on community participation for successful implementation.

INDIA

USAID: Reaching and Educating At-Risk Children (REACH), USAID/India's program to enhance social and economic opportunities for vulnerable people, emphasizes improved access to education; better access to justice; and new and expanded social and economic opportunities.

REACH focuses upon disadvantaged, vulnerable children both in rural and urban environments and builds on USAID/India's previous Strategic Objective 386-009 (Expanded Advocacy and Service Delivery Networks for Women and Girls). The purpose of the REACH activity is to attract and retain vulnerable out-of-school children into formal schools or alternative educational programs that will lead to formal schooling by:

- Strengthening strong performing NGOs to scale up their delivery of educational services to out-of-school children in urban and rural areas
- Building the capacity of smaller, less mature NGOs to do likewise, and
- Promoting the adoption of best practices within the NGO and state/district education communities.

USAID/India's Quality Education and Skills Training (QUEST) Alliance proposes to build on the experience of three world-class Indian education NGOs that have developed an innovative approach for dealing with problems of education for vulnerable and marginalized youth, and

have parlayed this approach into hugely successful programs that have attracted international attention. Building on their experience, USAID/India will help to create a second generation public-private alliance, with potentially a nation-wide sweep. The objective of the QUEST alliance is to bring about wide-scale, equitable improvements in the quality and relevance of basic and livelihood education for socially and economically deprived youth from ages 6 to 21, through the combined, synergistic efforts of corporations, foundations, NGOs, individuals, and USAID.

USDOL: Education Initiative project in India is devoted exclusively to supporting education of children removed from 10 hazardous labor sectors. The goal is to provide them with quality and relevant education alternatives, since lack of educational opportunity is a major factor that pushes children into child labor. The education initiative project in India is implemented by the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC).

INDONESIA

Department of State:

FY 2003

- Exchanges for 50 high school students from Pesantrens and Madrassahs to travel to the U.S. to focus on American democracy and pluralism for three months. (\$500,000 – ESF 02/03)
- Scholarships for five high school-age Pesantren/Madrassah students to live in the United States with an American host family and attend an American public high school for an academic year. (\$100,000 – ESF 02/03)
- Four-week U.S.-based seminar and two-week study visit for teachers from Indonesian Islamic Pesantren schools focused on religious freedom, tolerance, and democracy. (\$550,000 – ESF 02/03)

FY 2004

- Scholarships for 14 teachers at the secondary and university level for post-graduate study in the field of education in the U.S. The program will encourage the development and quality of Indonesian education at the K-12 level. (\$1,000,000 – ESF 03/04)
- Three to four week American Studies Seminar in the U.S. for Indonesian high school teachers representing different regions and religions. The program provides an exposure to American society, culture, and history. (\$220,000 – ESF 03/04)
- Scholarships for six high school-age Pesantren/Madrassah students to live in the United States with an American host family and attend an American public high school for an academic year. (\$100,000 – ESF 03/04)

- Four-week visit to the United States for 34 high school age students from Pesantrens/Madrassah, focusing on American concepts of democracy, religious diversity, civic education, human rights, and tolerance. (\$450,000 – ESF 03/04)
- Three-week program for 36 educators and administrators from Pesantrens and other Islamic secondary schools to visit the United States to learn about American education, civic education, and religious freedom and tolerance. (\$450,000 – ESF 03/04)

USAID: The USAID Basic Education program is designed to improve the quality of basic education in the world’s largest Muslim-majority country. Indonesia’s education system is failing its youth. Education management is in disarray, funding is inadequate, quality is declining, and millions of children are dropping out each year. As a result, the majority of Indonesian children are being deprived of the skills and knowledge required to participate in a global economy.

In 2001, the decentralization process in Indonesia transferred responsibility for approximately 220,000 primary, junior secondary and senior secondary schools to local governments. Local governments have inherited low-performing education systems in an environment that offers few incentives or capabilities to improve them. USAID assistance is already strengthening local government capacity to manage basic education systems and promote community participation in the education management process. This assistance will be scaled up and expanded to additional schools and regions through the result of ensuring more effective decentralized management and governance of schools.

Quality of teaching and learning will be achieved when teachers, students and schools are all performing at a measurably higher level. The poor quality of basic education in Indonesia is apparent. Results of the 1999 International Mathematics and Science Study showed that out of 38 countries, Indonesian students ranked 34th in math and 32nd in science. There is little active learning and few innovative teaching methodologies. The majority of the schools continue to employ rote methods of learning. Teachers continue to rely on these antiquated learning techniques and teach to the curriculum rather than ensuring that children learn. The national curriculum has been widely criticized. While an updated curriculum will be introduced in 2004, few teachers are trained to teach it. Less than half of the primary teachers meet the 1989 standard of two-year post-secondary teaching diploma. Only two-thirds of junior secondary teachers hold the minimum qualification of a three-year post secondary diploma. A major cause of the poor quality in teaching and learning is poor pre-service preparation and lack of ongoing professional development for teachers. A major thrust of USAID assistance will be improving both the pre-and- in-service teacher training. In districts receiving USAID assistance, higher availability and quality of in-service training will result in measurable improvements in teacher performance in the classroom. In-service training will be systematized, adequately funded and widely available.

Approximately half the children who start primary school do not complete junior secondary school. The combination of reduced public funding as a result of the economic crisis, higher costs of schooling, and lower family incomes result in higher dropout rates. The USAID

assistance will increase educational relevance and workforce skills for youth, both in and out of school, through education and livelihood skills training and job opportunities. In regions receiving USAID assistance, basic education received by students in schools will directly relate to the skills needed upon entering the workforce. Target districts will be incorporating livelihood skills, civic education, and vocational training within basic education curriculum, and through links with the private sector, will be making available opportunities for work and productive engagement for the country's youth.

USAID will seek to leverage private sector funds towards the attainment of its objective. There is a strong interest on the part of the private sector to work with USAID in support of basic education in Indonesia. Given this widespread interest, USAID will cultivate public-private sector alliances under this initiative over time and on the basis of shared objectives.

IRAQ

USAID: USAID has responded quickly in the immediate aftermath of the conflict in Iraq. From May 2003 to March 2004, USAID engaged in a dual strategy that focused upon emergency interventions to support the resumption of schooling while laying the foundation for critical reform to ensure that the schools play a constructive role in rebuilding social cohesion and progress in Iraq. Emergency interventions enabled the finalization of the 2003 school year, including exams, the rehabilitation of over 2155 schools, and provision of educational materials, school books, equipment and supplies to schools, students, teachers and Ministry of Education Governorate offices. At the same time, the strategy focused upon sector wide institutional management and administration assessment, the establishment of an education management information system, Iraqi lead secondary school teacher training and the piloting of interventions to bring school dropouts back into the formal system. These activities were funded through supplemental appropriations specifically for Iraq.

JORDAN

Department of State

Jordan Education Initiative

NEA/PI Competition

FY03 \$4,000,000 (not yet started)

The Government of Jordan has approached the office of the Middle East Partnership Initiative (MEPI) for assistance with the Jordan Education Initiative (JEI), which was launched in 2002 and added the World Economic Forum, as well as over twenty private companies, as a partner in 2003. MEPI anticipates devoting \$4 million to JEI'S Discovery Schools project. JEI Discovery Schools aim to modernize Jordan's education system by enhancing curriculum, teacher training and methods, and expanding the use of broadband technology in the classroom.

MEPI's investment in the Discovery Schools project will be used to develop curriculum and teacher training. Subject matters will likely include both civics and English as a second language. MEPI will work with the Government of Jordan to assess how the funds would be

best distributed. MEPI also seeks to support those countries and governments already taking critical steps on their own to transform their education systems. MEPI's involvement in Jordan's Discovery Schools will help produce educated youth with the skills necessary to positively contribute to their society and economy. Specific curriculum developed with MEPI funds for this project will be available for use in the MEPI's pilot Partnership Schools across the region.

USAID: Jordan's program for basic education falls under its democracy strategic objective, and focuses on improving education and life skills. This Intermediate Result is designed to improve the performance of Jordan's formal educational system by improving the quality and relevance of curriculum, enhancing teacher training, promoting the adoption of standards/accreditation within the public school system, expanding community empowerment, and promoting digital readiness. This will be achieved by focusing on two sub-areas:

- Improved and expanded early childhood and secondary education. USAID will support the equipping and furnishing of Ministry of Education Kindergartens, raise public awareness on the importance of early childhood and secondary education, standardize professional development of early childhood and secondary education instructors through training and accreditation, develop modern and relevant early childhood and secondary education curriculum, and establish a system of continual monitoring and evaluation to assess curriculum and professional teaching standards.
- Greater opportunities for youth through expanded work and life skills – This comprises activities that build the capacities of adolescents in entrepreneurship, leadership, information technology (IT), and other life skills. Additional activities designed to promote digital readiness and life skills will be developed, including support for young leadership activities, school-to-work training, and IT certification.

Peace Corps: Volunteers in Jordan work in the areas of English language instruction and Special Education. In the TEFL project, Volunteers work to improve students' and teachers' English language skills and teaching practices through direct classroom teaching and through formal and in-formal professional development activities. Volunteers in the Special Education project work with students, caregivers, educators and parents to increase the standard of care, acceptance of and respect for the mentally and physically challenged youth of Jordan.

KIRIBATI

Peace Corps: The Education Project is divided into three supporting areas: Primary-Junior Secondary TESL/Math/Science, Kiribati Teachers College and Curriculum Development. The main objectives are to increase the number of trained teachers and to improve the quality of teachers' classroom skills.

Beginning in 1997, Volunteer teachers began supporting the Ministry of Education initiative to expand free compulsory education from primary (6 grades) to junior secondary school (9 grades). Volunteer teacher trainers work in rural schools to co-teach a number of subjects in the junior secondary schools of Kiribati.

Primary and junior secondary education Volunteers work with Kiribati teachers by co-planning and co-teaching. They also present a series of in-service trainings focused on teaching methods. Many volunteers extend this training to underserved islet schools. Because English is one of the official languages of Kiribati and essential for secondary education, Volunteers work with Kiribati teachers to enhance their skills in teaching English as a second language (ESL), with a focus on math, science and environmental science. Curriculum development, lesson planning and creation of appropriate classroom materials are all emphasized in the project.

Peace Corps Volunteers work as lecturers at the country's only teachers college to build capacity by increasing the number of trained teachers in Kiribati. Volunteers are training primary and junior secondary teachers in the areas of accounting and business, teaching methods, math and science. They also contribute to college administration and physical education.

Volunteers develop in-service workshops for Kiribati teachers in the primary and junior secondary schools. In these workshops, new curriculum materials are developed. Volunteers also assist with review and proofreading of curriculum materials written by teachers whose native language is not English. These curriculum materials are in the areas of math, science, English, and arts and crafts.

MONGOLIA

Peace Corps: Peace Corps/Mongolia's English Education and Community Development project places Volunteers as teachers of English as a Foreign Language (TEFL) in secondary schools, universities, and professional institutions. In addition to their classroom teaching duties, Volunteers help to create English language libraries, develop and obtain English resources that incorporate the subjects environment, health, life skills, HIV/AIDS, Information Technology, current events, and geography. Volunteers also work in community-based activities organizing clubs to facilitate life skills development for the community's youth, conducting computer and Internet training, and working with unemployed and disenfranchised youth, especially boys.

MOROCCO

Department of State

Functional Literacy for Women

USAID Rabat

FY03 \$2,000,000 (not yet started)

This program involves providing up to \$2 million to US PVOs and local NGOs engaged in literacy training in Morocco to assist the Government's Secretariat for Literacy in a new initiative to develop literacy training materials that convey in a simple way the concepts of the new family code. The program would include developing, printing and distributing the materials, and training trainers to use the materials.

Increasing Women's Literacy

Helen Keller International

FY02 \$200,000 (project ongoing)

FY03 \$200,000 (project ongoing)

This program will increase an existing grant to Helen Keller International to expand its literacy training efforts. To date, Helen Keller International has provided literacy training to 20,000 women in the south of Morocco, benefiting the local economy through hiring and training of unemployed college graduates as teachers and incorporating business skills into the literacy lessons. With the MEPI funds, Helen Keller International will expand its geographic reach to other under-served areas of Morocco.

Girls Scholarship Program

Comite de Soutien a la Scolarisation des Filles (CSSF) - The Rural Girls Educational Support Committee

FY02 \$240,000 (project ongoing)

FY03 \$300,000 (project ongoing)

This program builds on a successful effort already under way, with the Comite de Soutien a la Scolarisation des Filles (CSSF) - the Rural Girls Educational Support Committee. The MEPI funding will expand the reach of CSSF to provide financial support for an additional 100 girls for three years so that they may complete middle school. CSSF will work with Moroccan non-governmental organizations to provide the 100 girls safe and culturally acceptable living quarters near their school, establishing five new homes. CSSF will also use a portion of the MEPI funding to provide computers and computer training to girls living in fifteen existing and five new homes.

USAID: Morocco represents an island of relative stability in a highly volatile region, and maintaining economic growth and improving education are central to maintaining its stability. Morocco's educational growth and economic development are constrained by an inadequate access to basic education, an unskilled workforce and high unemployment and illiteracy rates, especially for women. The new education program has a two-pronged approach that aims to increase access to quality and relevant education, building on past successes of increasing the number of rural girls completing basic education, and to improve skills training opportunities. The measurement of success is job placement and school completion. Thus the program addresses Morocco's problems of unemployed out-of-school youth, lack of relevant education and training to provide skills for employment, and high illiteracy rates. Coupled with this, the Free Trade Agreement with the U.S. offers Morocco a chance to transform itself and become a full and active participant in the global economy. However, the transition to a new, more open economy will require new skills, with ramifications for both rural and urban populations.

In its strategy, USAID has included partnerships as a tool to increase resources and impact. It defines a public-private partnership as collaboration between one or more public partners with one or more private partners to jointly address a development problem. Partners share resources, risks and rewards in pursuit of a solution to a shared problem. Partners bring innovation, leveraged resources, and in-kind contributions towards jointly realizing the overall objectives of the program.

Peace Corps: Volunteers work in youth centers to provide opportunities for high school age students to practice their English outside of school. Volunteers work primarily in youth development centers throughout the country, where they facilitate community outreach programs using an English curriculum. Volunteers provide community content-based English language instruction, teach vocational skills and assist in the overall development of the centers through a variety of interventions. Programs focus on environmental awareness, health, fitness, arts and crafts, drama, computer education, music, and other activities designed to build leadership skills and community awareness. A sample of these activities are: organizing environmental clubs, planting trees, encouraging community clean-ups, building of latrines, managing sports teams, conducting girls' education activities, youth mentoring, teaching computer skills, and teaching basic literacy to adults.

NEPAL

USAID: The USAID/Nepal program has just begun planning for a new education program. With US \$811,000 secured for 2004, the mission is in the preliminary stages of designing the program. This first installment represents the first for education in the mission. It is expected that the mission will focus its attention on internally displaced persons, reintegration of youth effected by conflict, and on basic education and life skills training for school children and youth.

USDOL: Education Initiative project in Nepal is a component of the Timebound program in the country. The education project supports and complements the Timebound program to eliminate the worst forms of child labor such as child trafficking, children working in mines and domestic service by providing them with quality and relevant formal and non-formal education as a better alternative to child labor. The Nepal education project is implemented by World Education.

Peace Corps: Education Volunteers teach English, math and science in primary and secondary schools. Volunteers also support teacher training by organizing and implementing in-service trainings at schools. They are also involved in community development while continuing their work as classroom and resource teachers. The project also seeks to address the specific needs of girls and other disadvantaged populations who have limited educational opportunities.

PAKISTAN

USAID: The objective of USAID Pakistan's education program is to provide the knowledge, training, and infrastructure necessary to help officials and citizens develop high quality education programs for girls and boys throughout Pakistan.

In August of 2002, USAID signed a five-year \$100 million Strategic Objective Grant Agreement with the Government of Pakistan to support the Federal Ministry of Education's Education Sector Reform Action Plan. This plan will:

- strengthen the national and local capacity to improve education policies, with particular emphasis on expanding access to education for girls;
- provide education and professional development to teachers and administrators to improve the quality of public and private school instruction;
- improve youth and adult literacy by strengthening the National Literacy Commission and testing the use of distance education; and
- increase public-private partnerships that support literacy programs and strengthen community involvement in primary education.

The USAID program is focused on the provinces of Sindh and Baluchistan, two areas with very poor social indicators that have received less donor attention in education over the years.

USDOL: The Education Initiative project in Pakistan is an agreement between both countries to work together on an education project targeting child laborers and children at risk of entering exploitative work in the Punjab Province. The project aims at combating child labor in the carpet industry in Punjab Province, and providing them with quality primary and relevant vocational training. In addition, the project helps to improve the quality and relevance of formal and non-formal education programs in the Punjab Province. The Pakistan education initiative project is implemented by Save the Children, United Kingdom.

PHILIPPINES

USAID: A new strategic objective for education was approved in September of 2003, just prior to President Bush's October visit to the Philippines. This program is the principal means through which USAID is assisting the Government of the Republic of the Philippines (GRP) to consolidate the still fragile peace in Mindanao, and to reduce the potential for Mindanao to become a source of recruits for terrorist organizations. USAID addresses threats to U.S. and global interests posed by the separatist conflict in Mindanao through targeted assistance for individuals and communities in conflict-affected areas, and by helping to bring about a general and equitable expansion of educational and economic opportunity for the people of Mindanao. USAID activities under this program are grouped into the following components: 1) educational and economic reintegration of youth affected by conflict in Mindanao; 2) improving performance in math, science and English; 3) strengthening policy and implementation capacity at all levels; 4) increasing access to learning and employment opportunities for youth in conflict-affected areas.

USAID/Philippines recognizes that partnerships with the private sector encourage innovative approaches and effective problem-solving, leading to substantially greater development impact. The Mission also appreciates the importance of such partnerships for leveraging scarce resources unique to the private sector. The Mission's new education program will rely heavily on partnerships with private sector entities and non-governmental organizations to help implement the program. A group associated with the Makati Business Club has already signed an MOU to provide computers for several schools in Mindanao, and other partners are coming forward to provide training for teachers and students, classroom rehabilitation, equipment, electricity, and teaching staff.

USDOL: The Education Initiative project in the Philippines is a component of the USDOL Timebound program. The goal of the project is to eliminate the worst forms of child labor activities such as commercial sexual exploitation, and children involved in hazardous industries, for example the fishing and fireworks industries, and to provide them access to quality basic education. The project has provided thousands of former child laborers and their younger siblings with quality and relevant educational opportunities, an alternative to exploitative work. The education project in the Philippines is implemented by World Vision.

Peace Corps: Peace Corps supports educational goals in Philippines through five areas: Primary Teacher Training, TEFL, Special Education, Secondary School Information Technology and Community Services. Volunteers in the Basic Education and Technical Assistance (BETA) project work primarily with schools and school districts in a wide variety of activities designed to increase the English fluency, teaching skills, and effectiveness of Filipino teachers. The Volunteers work with Filipino counterparts to plan, design and implement content-based English curriculum in math, science, computer technology, and special education sectors. In the Community Services Education (CSE) component, Volunteers work as mentors for abused children and youth offenders. Volunteers also train Filipino educators through workshops, seminars, and consultations.

SAMOA

Peace Corps: More than 25 percent of Volunteers serve either formally or informally in Information Technology (IT) by mentoring teachers and government officials or teaching computer skills to community youth and counterparts. These Volunteers enable future information technology professionals to make better decisions through technology and training. To support these activities, an Advisory Board, with Host Country Agency membership, meets regularly to coordinate and leverage new resources. Currently, Volunteers with experience in Special Needs Education, such as autism, speech/language therapy and art therapy, are working as teacher trainers for the Ministry of Education and the first “Second Chance” education institution in Samoa. Volunteers assigned to the Ministry of Education have conducted workshops for special needs teachers working at the primary and secondary levels.

SRI LANKA

USAID: USAID/Sri Lanka’s portfolio consists of four programs that concentrate on: 1) laying the foundations for economic growth; 2) promoting inclusive and peaceful approaches to politics and governance; 3) improving the social and economic status of disadvantaged groups; and 4) supporting the peace process. These programs were developed and approved in 2003 in response to new opportunities to support the peace process while laying the foundations for long-term development. The new vision for the built-in education program is of a more flexible, better-trained and productive labor force, able to rise out of the low wage trap – e.g. the garment industry – and to adjust to the changing conditions and demands of global markets.

Cognizant of the strong correlation between un- and underemployment among youth and outbreaks of social unrest in Sri Lanka, USAID will seek to support short-term initiatives that provide targeted groups with demand-driven skills and training or the facilities through which these skills can be obtained, through its “Improve Livelihood and Skills Training” program. Training and livelihood development will target families engaged in farming and fishing, female-headed households, and youth.

Through its Disability Support Program, USAID will train physical therapy assistants how to assess, prescribe, and fit civilians with mobility disabilities with an appropriate technology wheelchair that corresponds to the nature of the injury. This program will maintain a continued focus on advocacy and employment activities, and on providing training and technical assistance to establish and maintain quality standards for the production of prosthetics, orthotics, and wheeled mobility devices.

Under the Workforce Development program, the junior achievement program will continue to expand to rural areas and government held areas in the North and East. USAID will initiate short-term skills training pilots to increase the employability of recent graduates who pass the entrance exams but are unable to pursue university education. Training will focus on skills demanded by the private sector such as English and information technology. The program will also promote public-private partnerships to create industry-led demand for employment, and training to job-seekers in sectors relevant to USAID’s industry partners. This will begin to address the gap between the skills of current job-seekers and the demands of the private sector.

THAILAND

Peace Corps: The Teacher Collaboration and Community Outreach project focuses on two areas: 1) student-centered learning reforms and enhancements of English language teaching and learning in primary schools, and 2) school and community collaboration on small-scale, community-initiated education and development projects. In addition to teaching in Thai schools, Volunteers also support the professional development of their Thai colleagues.

TONGA

Peace Corps: Most School Based Community Education Volunteers teach classes in secondary schools. They teach 10 – 15 class hours per week in a formal classroom situation, working in English literacy, business education, basic computer skills, and industrial arts. Teacher-trainer Volunteers conduct English lessons in multiple schools, modeling proven and creative teaching techniques. Volunteers are developing science and creative writing curriculums. In addition to formal classes, Volunteers are developing libraries, computer-assisted reading programs, community computer classes, school gardens, and practical skills for girls. In the communities, Volunteers are working with youth groups and several have organized workshops for women and girls.

The School Based Community Education Project emphasizes: the development of English usage, computer, vocational, and life skills for students; the strengthening of teachers’ and

support staff's professional development, including bilingual capabilities; the expansion of learning options within the schools and the communities; and creating school-community linkages to increase collaboration in implementing activities to assist Tongan young people in becoming productive members of their communities.

VANUATU

Peace Corps: To alleviate the shortage of secondary school teachers, Volunteers serve as teachers of math, science, and business studies. Given the inadequate numbers of Ni Vanuatu teachers, the Post strategy is to maintain Peace Corps commitment to Vanuatu's education system through the assignment of teachers at disadvantaged secondary schools in rural areas. Volunteers are also assigned to teach information technology in secondary schools. Peace Corps Vanuatu has established a new direction to its Education Project that also promotes assignments in primary and secondary education designed to improve the quality of teaching through in-service training, curriculum design and improved school administration. Volunteers in Rural Training Centers provide basic vocational and academic courses to young people living in rural areas who cannot be absorbed into the limited number of secondary schools.

YEMEN

Department of State

American Institute of Yemeni Studies (AIYS)

Department of State - Bureau of Educational and Cultural Affairs

FY03 \$500,000 (project ongoing)

MEPI will provide co-funding to the American Institute of Yemeni Studies (AIYS) to acquire a permanent location. AIYS is the only U.S.-based multi-disciplinary scholarly and cultural institution on the Arabian Peninsula. Since its establishment it has developed long-lasting and productive scholarly partnerships in Yemen. AIYS acts as the official intermediary for all U.S. researchers and scholars in Yemen, providing a full range of support services in addition to a fellowship program for both U.S. and Yemeni researchers. AIYS uses its core grant to marshal additional support from private resources to leverage the impact of federal funding.

Increasing Women's Literacy

CARE Yemen

FY02 \$2,000,000 (project ongoing)

This program will test new approaches to literacy learning, encouraging and supporting partnerships that enhance the capacity of local non-governmental organizations to work on literacy programs and that strengthen community involvement in adult and youth literacy programs. The program, which will be piloted in two governorates of Yemen (to be determined), will incorporate a full array of activities to make literacy training relevant and functional, such as agricultural production, women's savings and loan clubs, environmental management, maternal and child health including HIV/AIDS awareness, and women's political participation and women's rights.

Internet for Yemeni High Schools

Amideast Yemen and DOT.EDU

FY02 \$1,500,000 (project ongoing)

This e-learning pilot project will create a communication and collaborative learning network for 24 high schools throughout Yemen, with each other and with high schools in the United States. The project will be implemented in three phases. Phase I will focus on basic connectivity issues, to assess existing infrastructure, refurbish and equip Internet classrooms, and provide basic computer/Internet training to teachers and students. Phase II focuses on professional development for the teachers in the pilot schools: linking them to e-learning resources in the region and in the United States; providing teacher-training materials in Arabic; helping them develop lesson plans that effectively incorporate the Internet and multimedia materials; and sensitizing them to gender-specific behaviors to ensure girls' access and involvement. The third phase will introduce tele-collaborative projects for Yemeni students to work together, to work with American students, and to interact in less structured and creative activities such as publication of online newspapers.

USAID: The USAID program in the education sector is focused on improving basic education, especially for women and girls in the five remote and underserved governorates targeted by USAID. The program has three categories:

- **Enhanced Access to Quality Primary Education in the Public Sector.** The USAID program will construct, renovate and equip a limited number of elementary schools in partnership with community organizations with special attention to physical constraints to girls' participation (e.g. separate latrines). To improve the quality of education, USAID will also train teachers (especially female teachers) and administrators with an emphasis on interactive, inquiry-based, teaching methods. USAID will also explore opportunities to provide nutrition and other incentives to increase enrollment and retain children in school through other USDA programs (e.g. Food for Education).
- **Increased Literacy and Numeracy Opportunities at the Community Level.** With large numbers of children out of school (especially girls) and virtually all rural women uneducated and illiterate, USAID education activities must reach out and provide life-experience-relevant, essential literacy and numeracy opportunities in rural communities.
- **Improved Public Sector Environment for Education.** Develop and implement district and governorate education plans with community participation; fund education planning and program grants; promote new teaching approaches such as interactive and inquiry-based, learning; improve policies and regulations; include life-skills in the curriculum; develop policies and activities for out-of-school youth; provide technical assistance to the Ministry of Education and to district and governorate education offices to implement the ROYG decentralization objects and the ROYG Basic Education Strategy; provide technical assistance to ROYG at all levels to collect, use and share education data for planning and management; explore IT applications to support program objectives.

EUROPE AND EURASIA REGION

ALBANIA

Peace Corps: Beginning in 2004, Volunteers will work in Albania's public secondary schools and universities to teach English as a foreign language and work with teachers of English to improve their skills. They will also develop and implement extracurricular and community activities, such as math and science clubs, computer classes, art workshops, HIV/AIDS awareness classes, and sports, to promote the use of conversational English.

ARMENIA

Peace Corps: The Peace Corps English Language Education Program is designed to assist the Republic of Armenia in enhancing its participation in the international community by increasing the quality of English education. The program often incorporates information technology into instruction. Education Volunteers teach English in secondary schools, colleges, universities and educational NGOs. English language instruction is provided through regular classroom teaching as well as non-formal educational activities. Volunteers also provided professional development opportunities for the local teachers through on-going feedback and assistance, such as lesson observations, team teaching, and teacher workshops.

AZERBAIJAN

Peace Corps: The Education project focuses on developing Azeri students' skills so that ties with the West may be strengthened and to create greater access to information and technological resources. Peace Corps Volunteers in Azerbaijan teach English at the secondary and university level.

BULGARIA

Peace Corps: Volunteers work in the primary and secondary schools to improve students' and teachers' English language skills and teaching practices. Volunteers also helped upgrade existing language resource centers and equip schools with books and other print and web-based teaching and learning materials. Volunteers are also involved in community projects such as youth camps, adult English courses, diversity training and anti-trafficking. Many Volunteers also work with students and counterparts on fundraising, teaching basic business skills, and offering opportunities to reach out to their communities.

CENTRAL ASIA

USAID: USAID is supporting a three-year project to strengthen basic education in the Central Asian Region. The project is being implemented in Kyrgyzstan, Tajikistan, Uzbekistan, and Turkmenistan by the Academy for Educational Development (AED) in partnership with the Open Society Institute, the Soros Foundation, Save the Children U.S. and UK, and Abt Associates.

In Tajikistan, USAID also collaborates with the World Bank on program implementation and in additional regions it cooperates with the Aga Khan Foundation to implement activities. USAID supported projects focus on teacher training that encourages critical thinking and active learning in the classroom; curriculum and textbook development; strengthening community involvement in the schools; research to inform policy reforms; administrative capacity building; and infrastructure improvements. The project requires close collaboration with donors such as the Asian Development Bank, UNICEF, and the World Bank to ensure program sustainability.

In Kazakhstan and in Tajikistan, USAID works with the Soros Foundation to train primary and secondary educators to use democratic principles in the classroom, build critical thinking skills, and involve parents. In Kazakhstan, USAID also supports debate clubs and volunteer activities for secondary school students. In Uzbekistan, USAID has donated 1028 computers to provide students and teachers with an opportunity to learn modern computing and Internet access in 102 schools.

USAID/CAR also supports the development of an independent testing organization in Kyrgyzstan that will design and implement a national standardized scholarship test to improve university enrollment among underrepresented students, especially those from rural areas. In 2002, 14,500 students took the first independent national scholarship exam and in May 2003, 52,500 students took the exam at 83 sites. The test is available in three languages – Kyrgyz, Russian, and Uzbek. This project also includes work with the Ministry of Education on laws and decrees that promote transparency and citizen engagement in the procedures related to the distribution of state-funded scholarships. On March 29, 2003, the President of the Kyrgyz Republic signed a presidential decree calling for national standardized testing in 2003.

GEORGIA

Peace Corps: The Peace Corps Education project supports the Georgian Ministry of Education's goal of improving English language skills. This provides Georgian citizens the possibility of further education, career advancement, the ability to access information and technology, the chance to forge closer relationships with Western democracies, and the ability to understand new business practices. Volunteers work in the secondary English language education program, a University English lecture program, and an English Language Teacher Training Program. Peace Corps Volunteers also work with community members on various projects identified and prioritized according to the needs of the communities.

KAZAKHSTAN

Peace Corps: Volunteers provide English language instruction, establish English language resource centers, develop and conduct workshops for teacher education, and facilitate the formation of both local and national organizations of teachers of English. Volunteers teach students to effectively use English as a means of communication, while developing critical thinking skills. Some Volunteers currently teach ecology in secondary schools and universities, assisting teachers to integrate environmental subjects into their lessons. Outside the classroom, Volunteers host an English-language television program, organize summer

camps, start ecology clubs, work with orphanages, coach drama groups, teach ballet and modern dance, and organize community youth baseball leagues.

KYRGYZ REPUBLIC

Peace Corps: The Education project addresses the need for English teachers, new methodologies, and resources at secondary schools and institutes of higher education.. Through English and content-based instruction Volunteers address the areas of youth development, environment, health, and women's issues. They introduce new learning strategies and work with students to develop analytical, problem-solving, and decision-making skills. Volunteers have worked with their counterparts to establish resource centers and to enrich the English sections of school libraries. Outside the classroom, Volunteers produce English-language newspapers, organize women's career days, coordinate summer English camps, featuring courses in art, music, and sports, and work with the elderly.

MACEDONIA

USAID: USAID supports a school reform initiative in 18 high schools and 45 basic schools in the Republic of Macedonia that engages students in educational projects that encourage the development of creative and critical thinking skills. The Creative Teaching and Learning Project develops comprehensive school reform models that actively involve students in and outside of the classroom and train teachers in the use of professional journals and networking to promote on-going development and the exchange of ideas and experiences with the Reading and Writing for Critical Thinking Project (RWCT). This project offers training to teachers at all levels in methodologies that develop critical thinkers and writers. Participating schools receive computer equipment, Internet connectivity and Media Labs to encourage students to research, investigate and experiment.

USAID also supports two additional activities for high school students, the Street Law civic education program and High School Debate with the expectation that the activities can be incorporated into school improvement efforts.

Peace Corps: Peace Corps Volunteers work to improve the effectiveness of English language instruction in primary and secondary schools through teacher training and resource center development, particularly in smaller towns where the need is greatest. Volunteers also conduct summer camps in girls' leadership training as well as conduct English clubs after school. Volunteers also incorporate IT skills into the clubs when computers are available at school or into local Citizen Information Centers.

MOLDOVA

Peace Corps: The TEFL project in Moldova assists the country in integrating into the world market and developing the potential of its communities by expanding and improving the quality of language instruction and enhancing students' critical thinking skills. Volunteers in Moldova teach English at the secondary and university levels, conduct formal and informal teacher training activities, and work with counterparts to develop learning and teaching

resources. Volunteers also use content-based instruction to promote in environmental awareness, life skills, and other topics relevant to Moldovan youth.

ROMANIA

Peace Corps: The TEFL project in Romania assists the country in increasing the quality and availability of English language instruction, with the ultimate goal of helping Romanians integrate into the world market. Volunteers in Romania teach English at the secondary level, conduct formal and informal teacher training activities, work with counterparts to develop and obtain learning and teaching resources. They also participate in cross-sectoral community-based activities, such as girls' empowerment camps, information & communication technology clubs, and environmental awareness campaigns.

TURKMENISTAN

Peace Corps: Peace Corps Volunteers teach English in primary and secondary schools, institutes of higher education, business centers, and health care facilities. They also organize and conduct training workshops on current teaching practices and materials development. In addition to teaching English, business, ecology, and health to their students, Volunteers and their counterparts have organized English Teachers' Methodology Camp and Conferences for local teachers as well as summer English immersion camps for students. Volunteers have also develop resource and computer centers, organize English, drama and sports clubs, coordinate summer language camps, work with orphanages, coordinate singing lessons and performances, and provide life skills education.

UKRAINE

Peace Corps: The TEFL project in Ukraine assists the country in expanding and improving the quality of language instruction at secondary schools, universities and teacher training institutes. At educational centers, Volunteers in Ukraine teach English at the secondary and university levels, conduct formal and informal teacher training activities, and work with counterparts to develop learning and teaching resources. Volunteers also participate in cross-sectoral community-based activities to promote girls' empowerment, drug and alcohol abuse prevention, life skills, information & communication technology, and environmental awareness.

UZBEKISTAN

Peace Corps: Volunteers work closely with Uzbek universities and primary and secondary schools to improve the quality of English instruction and to increase access to internationally available information and resources. Emphasis is placed on teacher training activities and information exchange. Volunteers also work in primary schools, where they teach and play an integral role in developing a national curriculum for primary English instruction. Volunteers also organize community outreach activities, including English summer camps, Earth Day activities, dance classes and the creation of debate, ecology and English clubs.

LATIN AMERICA AND CARIBBEAN REGION

BELIZE

Peace Corps: Peace Corps volunteers provide teacher training workshops, assist with curriculum development, and produce relevant educational materials. Volunteers focus on literacy/reading skills and training in support of the Ministry of Education's reading campaign.

Volunteers also provide computer training to teachers and primary school students throughout Belize as part of a national computer literacy project being carried out in partnership with the Ministry of Education and Sports. Through the School Wide Area Network Project (SWAN), Volunteers will continue to provide computer skills, website development, and internet maintenance to community and other local development organizations.

Simultaneously, Peace Corps/Belize is expanding its role in the HIV/AIDS Project within the framework of the existing national plan. The piloting of the prevention and education activities by previous Volunteers has resulted in the formalization of the HIV/AIDS Education and Prevention sector within the Education project. Volunteers focus their HIV/AIDS work on women and youth, concentrating on peer education, mass media campaigns, and other behavior change strategies.

BOLIVIA

USDOL: The Education Initiative project in Bolivia is an agreement between the U.S. government and the Bolivian Ministries of Education and Labor to improve access to quality basic education for children working or children at risk of working. The project also focuses on supporting education in small-scale mining communities for children in vulnerable situations. The project is implemented by CARE.

Peace Corps: The Integrated Education project implements the educational goals and objectives of the Agriculture and Basic Sanitation projects. Volunteers focus on reducing high infant/child mortality rates caused by poor sanitary habits and lack of basic hygiene knowledge through hygiene and sanitation education. The project also integrates nutritional education aimed at improving family health. Volunteers work directly with women and children in rural areas, promoting family gardens and nutrition education.

BRAZIL

USDOL: The Child Labor Education Initiative in Brazil is devoted to supporting quality basic education as a powerful intervention mechanism for combating child labor. The project is implemented by Partners of the America.

COLUMBIA

USDOL: The Child Labor Education Initiative project in Columbia aims at combating child labor activities through education in commercial agriculture. The goal of this project is to improve access and quality of basic education for children who have been involved in the worst forms of child labor, or children who are at risk of becoming involved. This project is relatively new and the implementer will be named soon.

DOMINICAN REPUBLIC

USAID: Basic education in the Dominican Republic seriously lags behind countries with similar economies. Efforts to promote equity and improve quality are challenges, particularly for children in rural areas and for a large number of very poor Haitian immigrants that add to the country's poverty and further strain already inadequate education services. USAID provides technical assistance to improve the quality of basic education through increased community and private sector participation. The economic growth portfolio focuses on institutional changes, policy reforms and public private partnerships that will help expand job creation and income opportunities, expand trade and investment, improve environmental protection, and improve educational opportunities. Included among the activities is the U.S. Presidential Initiative, "Centers for Excellence in Teacher Training." The U.S. is the largest bilateral donor; and the Inter-American Development Bank and the World Bank are the two largest multilateral donors.

USDOL: The child labor program in the Dominican Republic has an education component of the Timebound program. The goal of the education project is to support quality basic education as a powerful intervention device to eliminate child labor in commercial agriculture, commercial sexual exploitation and urban informal work. The project is implemented by DevTech Systems, Inc.

Peace Corps: In 2000, the Government of the Dominican Republic requested Peace Corps' assistance in providing technical assistance for a national school-based computer laboratory project, whereby Volunteers train teachers and students in basic computer skills and provide assistance in improving the quality of education by incorporating technology in the classroom. Volunteers also create technology youth groups and help schools develop ways in which the community can access these facilities.

EL SALVADOR

USAID: USAID's program is designed to expand access and economic opportunities for rural poor families through policy reforms that generate additional resources and stimulate economic activity; expand financial services for micro and small businesses; help small-scale farmers gain access to new technology; improve early childhood and primary education services for rural residents; and improve rural infrastructure for local communities.

The Early Childhood Family Education activity (EDIFAM) addresses the developmental needs of at-risk children below the age of six, with special emphasis on children ages 3 and

under. USAID is providing assistance to the Salvadoran Institute for the Protection of Minors (ISPM) to improve the quality of their strategic planning; ensure greater participation by local communities, NGOs, and municipal governments in early childhood development; and develop an effective monitoring and evaluation system.

The program seeks to improve the technical skills of formal and non-formal early childhood caregivers; strengthen key institutions in the public and private sectors that provide early childhood services; and increase awareness of the importance of child-raising skills. As a result of this program, approximately 135,000 rural children under age three will receive better early childhood development services from non-formal caregivers. In addition, over 60,000 parents will receive and put into practice early childhood development concepts and 1,000 pre-school teachers will apply their training in early childhood education techniques and methodologies. The mission is piloting a social mobilization campaign for more than 1,000 rural families to improve early childhood education and child rearing practices.

USDOL: The Timebound program in El Salvador has an Education Initiative (EI) component that focuses on improving educational opportunities for child laborers and children at risk of becoming involved in the worst forms of child labor activities. The project is implemented by the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC).

GUATEMALA

USAID: USAID/Guatemala's Better-Educated Rural Society Program addresses the educational needs of school-age children and youth in the Quiché Department and other rural, indigenous areas of the country's Peace Zone. The goal is to increase educational access, improve educational quality, and enhance the capacity and commitment of the Ministry of Education and civil society to formulate and carry out education reform. The program includes three components: 1) increased access and quality of intercultural bilingual primary education for Quiché children through teacher training, development of multicultural materials and methodologies, and increased parental participation; 2) greater access to education services for rural communities; and 3) implementation of education policies and strategies that enhance gender equity and cultural pluralism.

USAID supports programs to improve the quality of primary education through better preschool programs and teaching in the early grades to greatly reduce repetition and dropout and thereby lower costs and increase the efficiency of current ministry of education expenditures. Over 100,000 indigenous boys and girls have benefited from improved intercultural bilingual education, which also supports extensive training of over 3,000 in-service and 500 pre-service teachers. The program also supports the mobilization of 300 communities around educational issues, greater parental participation in the education process, and capacity building for educational institutions to ensure program sustainability. Barriers to girls' participation in schooling are being addressed systematically and over 2,750 girls will receive scholarships to encourage them to stay in school and excel. Seven additional technology centers will be established to improve preparation of future teachers

and increase the production and distribution of educational materials created through the application of information communication technologies.

GUYANA

Peace Corps: The Peace Corps Education and Community Development project works through local schools to conduct life skills education with local youth. Volunteers work in secondary schools teaching math, science or English and combine this with life skills education to better prepare Guyana's youth for the challenges that they face in adulthood. Another component is IT education, which began in 2001 with four Volunteers. Volunteers are working as trainers of trainers to increase computer literacy amongst youth and teachers.

HAITI

USAID: Haiti's capacity to provide basic education services can be characterized as weak and a key obstacle to economic and social advancement. The adult literacy rate is 52 percent and the primary school enrollment rate is 65 percent. Nine out of 10 schools are run by religious organizations, NGOs or local communities and the lack coordination between the public and private sectors hampers progress. A small percentage of schools receive state subsidies to support teacher salaries and parents spend about 15 percent of their income per child on tuition, which suggests a large demand for schooling in the country. USAID's program focuses on improving the quality of primary education, promoting parental involvement in local schools and strengthening the institutional capacity of Haiti's active NGOs. Specific projects are aimed at improving local school support organizations, reducing grade repetition and enhancing student learning. More than 50 percent of Haiti's population is below the age of 24 and the out-of-school youth population is large and growing. Only two out of three children eligible to attend primary school actually do so and the deteriorating economy makes attendance prohibitive for many families. In partnership with Save the Children, the Education Development Center and the Fondation Haïtienne pour l'Enseignement Privé (FONHEP), USAID/Haiti is supporting cluster school programs and Interactive Radio Programs at the primary school level and for out-of-school youth ages 12-18 to deliver a special curriculum that is the equivalent of primary instruction.

HONDURAS

USAID: Poverty will not be reduced in Honduras without substantial improvement in the quality of its human resource base. In order to develop a better educated workforce, Honduras needs make greater investments in efforts to improve the quality, efficiency, and equity of education and increase access to pre-school and post-primary education, especially in rural and marginal urban areas where poverty and lack of access to quality education are most severe. With increased educational and skill levels, the current and future workforce will have opportunities for increased employment and higher incomes. USAID supports an initiative called Education for All (EDUCATODOS), which enables out-of-school youth and adults to complete a basic education; offers vocational training with basic education to provide marketable technical skills and academic education to youth and young adults; and includes education policy reform to support the Ministry of Education's improvement efforts. The

initiative also assists the development and piloting of an interactive radio-based preschool program to increase access to high-quality preschool education.

JAMAICA

USAID: Jamaica has achieved considerable success in near universal enrollment for early childhood education, but significant quality problems remain. Dropout rates are high, especially for boys. Test score results are disappointing, and there is concern that the education provided is not preparing young people well for their role as informed citizens or for productive employment in the competitive global economy. USAID's education program is focused on improving the numeracy and literacy skills of targeted students in 72 poorly performing primary schools, and providing remedial education to 6,200 at-risk youth at NGO sites in Jamaica. Through school and NGO-based interventions, the mission provides funding to train teachers, school staff, and parents; to supply learning materials; to improve the management capabilities of school leaders; and to provide nutritional support to children in the targeted schools. Technical assistance and training is also provided to improve the capability of NGOs to provide remedial education to at-risk youth.

NICARAGUA

USAID: USAID's program to support better educated, healthier, and smaller families provides technical assistance and training to improve: access to quality primary education; public health services in selected municipalities; family planning services through private, non-profit family health clinics; and household child survival, reproductive health, hygiene and nutrition practices. The basic education program is increasing children's access to quality schooling in urban and rural communities and in bilingual schools on the Atlantic coast. The program supports 170 model schools with teacher-developed materials and teacher training to promote innovative, quality education. The mission also supports improved child survival services, increased reproductive health services, and improved nutrition for women and children. USAID support has led to major reductions in infant and child mortality rates, chronic malnutrition, total fertility rates, and increased prevention of sexually transmitted infections, including HIV/AIDS.

PARAGUAY

Peace Corps: The Education Sector consists of two projects: the Early Elementary Education project concentrates efforts on formal education in rural areas; and the Urban Youth Development Project focuses on informal education in urban areas.

The goal of the Paraguay Early Elementary Education Project is to improve the basic skills (reading, writing, math and health) of Paraguayan children during their most formative school years - kindergarten, first and second grade - through teacher training and support. Early Elementary Education Volunteers train teachers in improved teaching methods and promote a neutral environment, which in turn, improves the reading and number skills of Paraguayan boys and girls. Peace Corps' counterpart agency in this sector is the Ministry of Education.

The Urban Youth Development project is designed to help at-risk youth build their self-esteem, better integrate into their communities, and strengthen their employability skills. Urban Youth Volunteers work with at-risk youth. They involve them in educational programs and activities related to drug prevention, AIDS prevention, health and nutrition, physical education and communication skills. Counterpart agencies in the area of youth development include the Sub-Secretary of Youth of the Ministry of Education and a number of NGOs.

PERU

USAID: USAID is working to enhance the capacity of the Peruvian private and public sectors through improved quality basic education needs, increased workforce development and programs that reduce the potential for social conflict. USAID's program to improve local management of quality basic education services focuses on the development and implementation of education policies that promote decentralized education sector management and the improvement of local basic education programs in selected communities. The regionally funded Andean Center of Excellence for Teacher Training (CETT) will complement USAID's bilateral education efforts. USAID's program in the Peru-Ecuador border areas also includes training and technical assistance for integrated activities targeted to improve the quality of life of border populations.

USDOL: The agency has an Education Initiative project in Peru. The U.S. government and the Peruvian Ministries of Education and Labor have an agreement on the Education Initiative project to combat child labor through quality basic education. The goals of the project are to increase attendance and retention rates for children involved in child labor activities, and children at risk of becoming child laborers in the small-scale mining communities. The project employs targeted measures such as teacher training and the design and distribution of educational materials as intervention mechanisms for combating child labor. The project is implemented by World Learning.

SURINAME

Peace Corps: The purpose of the Non-Formal Rural Community Education project is to improve the quality of life in rural communities by increasing educational opportunities and enabling communities to take responsibility for their own development. Volunteers assist communities through a variety of non-formal educational outreach activities including: organizing non-formal pre-school educational and basic hygiene activities, after school education programs for primary schools, and adult education programs; promoting community volunteerism including parent advisory committees to participate in the organization and implementation of non-formal education activities; training parents and community leaders to conduct non-formal education programs in their community; and developing the community capacity to plan and implement non-formal education programs.