



EDDI



Education for Development and Democracy Initiative

**Annual Report to the
National Security Council**

November 19, 2003



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

TABLE OF CONTENTS

FOREWORD	3
ACCOMPLISHMENTS	4
EDDI PROGRAMS: FUNDING	7
AMBASSADORS' GIRLS' SCHOLARSHIP PROGRAM	9
CIVIC EDUCATION, ALTERNATIVE DISPUTE RESOLUTION AND CONFLICT PREVENTION	13
INTERNATIONAL STUDIES PARTNERSHIPS (ISP).....	14
YOUTH DEVELOPMENT	15
EDDI SPECIAL PROJECT: NATIONAL ACADEMY OF PUBLIC ADMINISTRATION	16
HIGHER EDUCATION	17
WORKFORCE PLANNING AND DEVELOPMENT.....	18
ECONOMIC ENTREPRENEURIAL DEVELOPMENT CENTER	19
COMMUNITY RESOURCE CENTERS.....	20
COUNTRY PROFILES UPDATE	21
BOTSWANA	21
DEMOCRATIC REPUBLIC OF CONGO	23
ERITREA	24
ETHIOPIA	25
LESOTHO	27
MAURITIUS.....	28
MOZAMBIQUE.....	29
NAMIBIA.....	31
NIGERIA	32
RWANDA	33
SENEGAL	34
SOUTH AFRICA	36
TANZANIA	37
SUMMARY OF UNSOLICITED PROPOSALS FUNDED BY EDDI—FY 2003	39
EDDI 2003 WORKSHOP	45
EDDI MONITORING AND EVALUATION	46
INTERAGENCY WORKING GROUP PARTNERS' REPORTS	47
PEACE CORPS.....	47
U.S. DEPARTMENT OF AGRICULTURE	48
FROM EDDI TO AFRICA EDUCATION INITIATIVE	49
AFRICA EDUCATION INITIATIVE	50
AEI: TEXTBOOKS AND OTHER LEARNING MATERIALS COMPONENT.....	52
AEI: COMMUNITY RADIO EDUCATION FOR MITIGATION OF MULTI-SECTORAL IMPACTS OF HIV/AIDS.....	54
AEI: TEACHER TRAINING	55
AEI COUNTRY REPORT: SENEGAL	56



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

APPENDICES	A-1
HIGHLIGHTS IN BASIC EDUCATION	A-1
FAST TRACK INITIATIVE	A-2
GENERAL EDUCATION IN MUSLIM COMMUNITIES	A-6
ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA	A-8
THE AFRICAN PRESIDENTIAL ROUNDTABLE 2003	A-9
LETTERS OF APPRECIATION	A-10
MAPS	A-11



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

FOREWORD

The Education for Development and Democracy Initiative (EDDI) was initiated in 1998 to improve the quality of African education, as well as its access to technology to assist with Africa's integration into the world economy of free-market democracies. An interagency initiative, EDDI was housed at USAID for management and fiduciary responsibilities. Other agencies, especially the U.S. Departments of State and Agriculture and the Peace Corps, were integrally involved in EDDI's implementation. The structure of the Interagency Working Group that met weekly in Washington throughout the life of the program was reflected at posts. Rather than competing, U.S. government agencies were able to cooperate in the implementation of EDDI-financed development activities. That each party brought its own areas of expertise to the table helped to ensure that the total was greater than the sum of its parts. EDDI was to be African-led, and has been quite responsive to African-defined development needs.

EDDI was designed to reach deeply into selected countries and spread its efforts widely across all sub-Saharan African countries with which the United States has diplomatic relations. Activities were to be funded in the following major areas:

1. Community Resource Centers
2. International Studies Partnerships
3. University Partnerships
4. Democracy Partnerships
5. Entrepreneurial Training
6. Girls' Scholarships and Mentoring Networks
7. Technology Partnerships

Operational in 41 countries, EDDI has reached its goal. The focus of EDDI was on areas in which the United States has a comparative advantage and where American-African and African-African linkages could be strengthened. Public-private partnerships were to be established with the U.S. technology industry to increase the availability of technology in African countries. EDDI cooperated with the Leland Initiative to ensure that this was done. Activities reached all levels of public education, with a focus on girls and women, and included civic education and skills training for professionals such as judges, parliamentarians, journalists and civil society leaders. EDDI has worked to be in harmony with African initiatives, such as the New Partnership for Africa's Development. Although EDDI has received its final funding, some activities will continue to be implemented until September 30, 2004.

The following pages offer a snapshot of EDDI: funding, accomplishments and representative samples of programs. We are pleased to note that the EDDI staff was recognized recently with a Superior Unit Award for implementing the initiative both quickly and efficiently as well as for our success in promoting interagency cooperation and collaboration. EDDI staff members have put in countless hours to ensure the program's effectiveness, and their knowledge, determination and dedication have truly made a difference in Africa.

The African ambassadors to the United States have been a guiding force for EDDI. Their involvement has helped to ensure that the EDDI-funded programs were what their countries needed most. The challenges HIV/AIDS presents to African education and civil society have been addressed through EDDI, and special emphasis has been placed on keeping girls in school who are HIV/AIDS orphans or whose lives have been affected by the disease.

We appreciate the support of the National Security Council throughout the implementation of EDDI and are quite proud of the fact that EDDI has served as a platform on which to build the Africa Education Initiative, which represents new hope for the future of education in Africa.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

ACCOMPLISHMENTS

Under the Education for Development and Democracy Initiative, the following accomplishments are noted:

FY 2000

Coordinator
Deputy Coordinator
Field Announcements
Girls' Scholarships/Mentoring

University Partnerships

Association Liaison Office (ALO)
International Development Program (IDP) (United Negro College Fund)
United States Information Agency (USIA)

Field Coordinator Position Description

Technology Partnerships
Democracy Network
Wiring 9 Ministers
Book Shipments/350,000
Research Triangle Institute Contract
Pinecrest/Kisowera Elementary School (Uganda)

Strategies

Ghana
Mali
Rwanda
Senegal
South Africa
Uganda
(Botswana)
Angola
Madagascar
Mozambique
Zambia
Benin
Chad
Mauritania



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

FY 2001

Trained ten African Ministers of Education in Internet techniques and facilitated Internet connection to jointly address challenges.

Funded education and democracy strategies for Ghana, Mali, Rwanda, Senegal, South Africa, and Uganda at a \$2-\$3 million level. Angola, Chad, Madagascar, Mauritania, Mozambique, Kenya, Namibia, and Zambia received between \$50,000 and \$500,000 to initiate activities.

Funded thirty-four (34) university partnerships in Angola, Eritrea, Ethiopia, Ghana, Kenya, Malawi, Namibia, Senegal, South Africa, and Tanzania. These partnerships addressed areas of mutual concern to solve development challenges.

Created an alliance among EDDI, the World Bank and Schools-On-Line to bring computers, Internet connectivity, training and curriculum development to 100 schools each in Ghana, Senegal, Uganda and South Africa. EDDI leveraged two dollars from the World Bank and Schools-On-Line for every EDDI dollar spent.

Activated 26 democracy partnerships. As an example, staff from 16 civic education NGOs served three-month internships in League of Women Voters chapters throughout the United States.

Distributed five thousand (5000) scholarships for girls and women in 26 countries through the Ambassadors' Girls' Scholarship Program. The money provided tuition, fees, books, uniforms and other needed support to enroll at-risk girls in primary, secondary and tertiary studies.

Shipped over 350,000 school textbooks and supplementary literature books to the neediest areas in Uganda, Ghana, Ethiopia, and South Africa.

FY 2002

Established an endowment for the Ronald Brown Institute.

Expanded the entrepreneurial internship program to include 46 interns.

Continued communication with African Ministers of Education through the Association for the Development of Education in Africa (ADEA).

Designed judicial training seminars for parliamentarians.

Established Young Farmers' Program in Mauritius.

CISCO academies in 30 sub-Saharan countries enrolled 2,500 students (551 women), and more than 450 graduates to meet Africa's technology challenges.

Inaugurated the Govan Mbeki Telematics Center in South Africa as one of the foremost distance education and technology-assisted facilities in Africa.

Provided skills training opportunities to help reintegrate Angolan victims of trafficking into society.

Provided continuing education funds to children affected and/or orphaned by HIV/AIDS.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Expanded democracy networks.

Enhanced and expanded university partnerships.

Linked 20 Kenyan universities through the Internet.

Significantly increased cooperation with U.S. private sector.

Provided educational support beyond that supplied under the present USAID education portfolio to several countries emerging from crises.

FY 2003

International Studies Partnerships were launched in Democratic Republic of Congo, Namibia, Mali, Mauritius, Nigeria, Rwanda, South Africa, Swaziland and Tanzania to enable middle and high school youth in America and Africa to interact through the Internet. First Lady Laura Bush and Lady Sarojini Jugnauth, wife of the President of Mauritius, inaugurated one of the partnerships. Teachers in the various schools also have a partnership in which they share curriculum materials in target subjects.

Facilitated the inauguration of eight new Community Resource Centers (CRCs) in Nigeria, Kenya, Tanzania, Mauritius, and Senegal.

The Alva Consortium's Candidates School trained women with political aspirations in Rwanda and Kenya to develop a platform, campaign, receive votes and be effective in elected political offices. Eleven of the 50 women trained won political office in Rwanda; three of the women were appointed to the Rwandan Senate, and another to the President's cabinet. In Kenya, of the 24 women trained, six won their primary elections, three won in the general elections, and one was appointed as an Assistant Minister.

Fourteen thousand five hundred and eleven girls (14,511) in 27 countries received scholarships and other support through mentoring programs. Some of the scholarship recipients were HIV/AIDS orphans and others had economic problems because of family death or unemployment due to HIV/AIDS.

Chicago State University established a teacher-training institute in mathematics and science in South Africa.

One million books were shipped to Nigeria and South Africa in support of President Bush's trip.

In less than two years, EDDI in partnership with Management Systems International, established the African Judicial Network (AJN), a 300-member regional network of reform-oriented jurists and judicial professional representing over 20 African countries and the U.S. As part of its sustainability plan, AJN will transfer website hosting over to Lexis-Nexis South Africa and is partnering with the Einshac Institute to conduct its 2004 conference.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EDDI PROGRAMS: FUNDING

The Education for Development and Democracy Initiative received US \$138,966,000 in funding over five years, from the Development Fund for Africa, Development Assistance, Child Survival, and Economics Support Funds accounts as reflected in the chart on the next page. Innovative programs were conducted in 41 countries.

The funding chart, however, does not reflect the funds that were leveraged from the private sector. In all partnerships, for example, the American implementing partner paid part of the costs for the program. Once the EDDI funding ended, some partnerships were able to continue with additional funds leveraged from other sources.

Donations to EDDI were also made from companies within the technology industry, including Lucent Technology and Gateway. In addition, many EDDI partners sought community support: for example, the Echo Group in Oregon started a foundation to continue work in Namibia. Returned Peace Corps volunteers have maintained an interest in the girls awarded scholarships in their areas and have offered additional support.

EDDI programs have been implemented by a variety of companies, some of which had never before received federal support. By introducing new companies to the African development arena, the universe of companies with experience in and knowledge about Africa has expanded.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE FUNDING

FY 1998	7,500,000.00
FY 1999	36,000,000.00
FY 2000	40,000,000.00
FY 2001	35,466,000.00
FY 2002	20,000,000.00
TOTAL	138,966,000.00

	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	
Development Assistance		21,500,000.00	27,000,000.00	15,006,000.00	5,000,000.00	
Child Survival		4,500,000.00	3,000,000.00	2,994,000.00		
Development Fund for Africa	2,500,000.00			5,000,000.00		
Economic Support Funds	5,000,000.00	10,000,000.00	10,000,000.00	12,466,000.00	15,000,000.00	
TOTAL	7,500,000.00	36,000,000.00	40,000,000.00	35,466,000.00	20,000,000.00	138,966,000.00



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AMBASSADORS' GIRLS' SCHOLARSHIP PROGRAM

EDDI has helped to further the education of girls and young women in Africa through programs in 38 African countries over the past several years. The Ambassadors' Girls' Scholarship Program (AGSP) supports scholarships and mentoring activities at primary, secondary and tertiary levels of education, and, in some countries, technical training for workforce development. Since its inception, the AGSP has helped more than 26,000 girls and young women to continue their education, some of whom have received support for multiple years. During this past year alone, 14,511 girls were supported in 27 countries. Comments on current country programs can be found below.

Angola

Support was given to 90 girls who reside at the Horizontal Azul Girls Center, a residential and educational center that provides shelter and counseling to orphans. EDDI provided scholarships for 82 primary-level girls and eight older orphans to acquire technical education.

Botswana

Twenty scholarships to HIV/AIDS orphans for technical education were funded in partnership with the Botswana Christian AIDS Intervention Organization.

Burkina Faso

Forty-three girls and young women were given scholarships for technical education. Local chapters of the Forum for African Women Educationalists (FAWE) worked closely with the program.

Cameroon

A total of 1,111 girls were reached through scholarships distributed at all education levels. The program is run in collaboration with the U.S. Embassy and Peace Corps.

Chad

Three thousand one hundred and forty-six girls (3,146) and young women received support, including 3,000 primary school girls, 116 secondary-level girls and 30 pursuing technical education.

Congo-Brazzaville

Scholarships went to 310 scholars—253 at the secondary level, 10 at university, and 47 receiving technical training. One of the cooperating partners in this program is the Congo-U.S. Alumni Association.

Cote d'Ivoire

Twenty scholarships (20) for secondary school students were awarded. Peace Corps and l'Association de Soutien à l'Autopromotion Sanitaire et Urbaine (ASAPSU) are the local partners.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Democratic Republic of Congo

Receipt of congressional approval for disbursement led to the program beginning in early 2001. One thousand three hundred sixty-three scholarships (1,363) were provided in the provinces of Kinshasa, Lubumbashi, Matadi and Kikwi. The program assisted 1,318 primary school girls and enabled 45 secondary school girls to complete language training.

Eritrea

Eighty (80) secondary level girls students were given educational support.

Ethiopia

One thousand three hundred eighty scholarships (1,380) were awarded to girls in 28 secondary schools in selected regions. FAWE/Ethiopia, with assistance from Pact/Ethiopia, act as local partners and facilitate a notably effective mentoring program.

The Gambia

Receipt of congressional approval for disbursement enabled the program to start in September 2001. Scholarships have been awarded to 1,005 girls and young women at all levels of education. Peace Corps and FAWE/Gambia assist with program implementation.

Ghana

Emphasizing women's rights as the basis and focus for support, the program provided 127 secondary school girls with educational support, primarily in Ghana's Northern and Upper West Regions where girls' enrollment is notably low. FAWE, a local partner, provides mentoring activities. Peace Corps is also a collaborating partner.

Kenya

One hundred twenty-eight scholarships (128) were awarded to secondary students. Peace Corps and the Kenya Association for Women in Agriculture and Environment (KEPAWAE), a local partner, provide mentoring support.

Liberia

Educational support was provided to 341 girls and young women in Liberia. Eighty-nine (89) received primary-level support, 99 secondary-level, and 145 university-level, while eight received technical education assistance.

Madagascar

During this past year, 880 primary school girls received scholarships. Mentoring programs have made a significant difference in the scholars' academic performance. The John Snow International (JSI) Research & Training Institute, the local partner, has helped with awarding scholarships to the most disadvantaged girls, including orphans and physically challenged students.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Mali

Twenty-nine (29) secondary school girls were provided support through scholarships and mentoring programs.

Namibia

Four hundred thirty-five scholarships (435) were given to girls and young women for secondary and university-level education and technical training. The program also benefits the San, the most marginalized ethnic group in the country. Implementing partners include the University Centre for Studies in Namibia (TUCSIN), the University of Namibia, Deep Roots and the Michelle McLean Trust Foundation.

Niger

EDDI scholarship funds supported a program established by Peace Corps/Niger to enable 236 girls to continue their education. A strong mentoring and skills development program is a key component of the effort. Additionally, through MICA, one hundred at risk girls received scholarships.

Nigeria

With programming in all six geo-political zones of Nigeria, this fund assisted 618 girls, mostly at the secondary level. Almost half of the scholarship recipients are handicapped or orphaned by AIDS. Winrock is implementing the program in close collaboration with local school-community committees and mentoring groups.

Rwanda

FAWE is working with schools to support 255 girls as they strive to finish high school. A mentoring program incorporates visit to the schools by role model/mentors who provide career guidance, life skills mentoring and HIV/AIDS information.

Senegal

Two hundred ten (210) secondary school girls were provided with scholarships. Peace Corps and a women's development organization—l'Association Sénégalaise pour le Leadership des Femmes dans l'Agriculture et l'Environnement/ African Women Leaders in Agriculture and Environment (ASELFAE/AWLAE)—were instrumental in developing the mentoring component of the program.

South Africa

Scholarships were awarded to 45 secondary students and 5 young women receiving technical education in banking and information technology. The secondary school scholarships went to rural girls orphaned by AIDS. Support was also provided for technical and leadership skills training.

Swaziland

This program provided scholarships to 185 AIDS-orphaned girls at the primary and secondary school level. CARITAS/Swaziland was the local implementing partner.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Tanzania

One thousand five hundred twenty-five (1525) girls were provided with educational assistance in Tanzania, including 282 girls with special needs. The Peace Corps and the Embassy in Tanzania managed different components of the scholarship program (i.e., mainland and Zanzibar/Pemba) in partnership with the Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE).

Togo

Forty-three scholarships (43) were awarded to primary and secondary school girls. Peace Corps/Togo worked with local NGOs in the administration of the mentoring program.

Uganda

Scholarships were given to 219 secondary school girls. A mentoring program guided by FAWE Uganda is an important component of the scholarship program. Activities consist of checking on girls' academic progress, offering career guidance and counseling, and providing life skills training.

Zambia

Six hundred sixty-one (661) girls from four provinces—Eastern, Southern, Central, and Copperbelt—received full secondary school scholarships. Among them, 85 were girls with special needs. Mentoring included educational tutoring and life skills training on topics such as HIV/AIDS and its prevention. The implementing partner is FAWEZA (FAWE/Zambia).



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

CIVIC EDUCATION, ALTERNATIVE DISPUTE RESOLUTION AND CONFLICT PREVENTION

Education plays an important role in furthering democracy, promoting peace and resolving conflict. Thus, providing an equitable, quality education system is itself a significant contribution to the promotion of peace in Africa.

EDDI has sponsored several civic education programs. The Center for Civic Education (Calabasas, California) received funding to adapt its Project Citizen program for Nigerian middle schools. Students gained experience in becoming good citizens by being challenged to identify a local problem (e.g., trash pickup, road maintenance), research it, and develop a paper around which community discussion could be organized. More direct development of civic education curricula for schools has been the focus of Ohio State University in South Africa and of Bowling Green State University in both South Africa and Kenya. In Ghana, Street Law, Inc., has worked with partners to develop a textbook for laymen on what it means to be a good citizen.

Three EDDI-sponsored programs have also specialized in mediation and alternative dispute resolution (ADR) training. The American Bar Association has worked with Women's International Lawyers Association chapters in the Delta region of Nigeria to train community leaders in mediation skills. This training, and the publicity surrounding it, has been valuable as social tensions and conflict have arisen centered on economic and environmental issues associated with oil drilling. In Ghana, California State University has provided ADR training for lawyers and judges with so much impact that the Chief Justice of the Supreme Court has decreed that all judges must receive the training and use ADR to speed the resolution of appropriate cases.

Finally, in Lesotho, the University of Maryland, Center for International Development and Conflict Management (CIDCM) and The National University of Lesotho's (NUL) Department of Political and Administrative Studies (PAS) have collaborated to strengthen Lesotho's civil society and democratic governance by training political party leaders, chiefs, local government officials and NGO leaders in conflict transformation and peace building techniques. The success of this project has resulted in the establishment of The Moshoeshoe Center for Diplomacy and Conflict Transformation at NUL. CIDCM has made a five-year commitment to work with NUL to assist in the development of the Center, through which additional training can be provided and research undertaken. NUL has included the development of the Center in its strategic plan, including funding to support the salaries of two staff persons. Several small research grants have been awarded to launch the research program and plans are underway to work with the University's Faculty of Education to train teachers to introduce civic education and peace studies into the nation's schools. The Center hopes to serve as a regional resource to promote peace-building throughout the continent.

Major issues continue to need attention. Out-of-school children and youth outnumber the children in school in countries like Rwanda, clouding their prospects for the future. Non-formal education continues to be needed to teach children resiliency in times of crisis, as opposed to simply showing them how to cope with the immediate situation.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

INTERNATIONAL STUDIES PARTNERSHIPS (ISP)

In an effort to promote a global community of educators and learners, primary and secondary schools in the United States and sub-Saharan Africa have been partnered to promote greater cross-cultural dialogue. Through both physical and virtual exchanges, administrators, teachers, students and greater school communities were linked to share ideas and information that can enrich their world views and sociocultural understanding. Although EDDI funds support the ISP for one year, the partners have been encouraged to develop a sustainability plan early in the process to ensure the continuation of the project beyond the life of the EDDI grant. Highlights of the program include:

- First Lady Laura Bush and Lady Sarojini Jugnauth, wife of the President of Mauritius, launched the ISP between Tennessee and Port Louis.
- Through the World Affairs Council of Seattle project, teachers from six schools in Sidwandeti, Tanzania, and Seattle, Washington, have established a project Web site and are working on a curriculum that will be disseminated throughout the northwestern United States and Tanzania.
- As a result of the agriculturally focused partnership between Chino, California, and Rodrigues, Mauritius, the U.S. Department of Agriculture has agreed to sponsor representatives of Mauritius Institute of Education on a study tour to the United States in early 2004.
- Through Rotary Clubs and other partners, US \$6,000 has been raised to establish the “Friends of FAWE Scholarship” program as part of the partnership between Miami, Florida, and Kigali, Rwanda.

Woodrow Wilson High School, <i>Washington, DC</i>	St. Mary's Girls High School, <i>Livingstone, Zambia</i>
Fred Lynn Middle School, <i>Woodbridge, VA</i>	St. Michael's Girls' School, <i>Manzini, Swaziland</i>
Pine Crest Elementary School, <i>Silver Spring, MD</i>	Kisowera Primary School, <i>Kisowera, Uganda</i>
To be determined	Yerwa Girls Secondary School, <i>Maiduguri, Nigeria</i>
Lincoln Humanities Communications Magnet High School, <i>Dallas, TX</i>	St. Anne's High School, <i>Malkerns, Swaziland</i>
Albert Shanker School of Performing Arts, <i>Long Island City, NY</i>	Sithengile Senior High School, <i>Durban, South Africa</i>
Otwell High School, <i>Cummings, GA</i>	Kasai Institute, <i>Kinshasa, Dem. Rep. of Congo</i>
Fayette-Ware Comprehensive High School, <i>Somerville, TN</i>	Renganaden Seeneevassen Secondary School, <i>Port Louis, Mauritius</i>
Col. Zadok Magruder High School, <i>Rockville, MD</i>	Hage G. Geingob High School, <i>Windhoek, Namibia</i>
Northwestern High School, <i>Germantown, MD</i>	Jeanne d'Arc Secondary School, <i>Bamako, Mali</i>
Solheim Elementary School, <i>Bismark, ND</i>	Ecole Communautaire de Daoudabougou, <i>Bamako, Mali</i>
Derby High School, <i>Derby, Kansas</i>	Lycée d'Aioun, <i>Aioun, Islamic Republic of Mauritania</i>
Mercer Middle, Hamilton International Middle, and John Stanford International Elementary schools, <i>Seattle, WA</i>	Nattema Primary School and Olchoki Primary School, <i>Arusha District, Tanzania</i>
Woodworth Middle School of Dearborn, <i>MI</i>	Ahmadiyya Muslim Secondary School, <i>Freetown, Sierra Leone</i>
Prepare International, <i>Williamstown, NJ</i>	International Model School, <i>Cotonou, Benin</i>
Carol City High School, <i>Miami, FL</i>	FAWE Girls' School, <i>Kigali, Rwanda</i>
Don Antonio Lugo High School, <i>Chino, CA</i>	Marechal College, <i>Rodrigues, Mauritius</i>

“The Project definitely forged emotional ties. It also exposed the Seattle and the Tanzanian teachers to global issues from another point of view. It’s given us all another lens through which to look at our various institutions—education, family, or society as a whole. It’s certainly allowed me to look at my lifestyle and American culture with a new perspective. *Asante sana* (thank you in Swahili)!”—Anne Fitzpatrick, a Seattle public school teacher.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

YOUTH DEVELOPMENT

Youth development is at the heart of the EDDI Initiative. This is especially evident with the Ambassadors' Girls' Scholarship Program, but nearly every other EDDI activity also benefits the African young person. These efforts include better access to knowledge and information through Community Resource Centers, the interpersonal connections made through International Studies Partnerships, and the myriad of EDDI education programs as well as the programs that specifically target youth. Here are two examples of EDDI youth programs:

Adventures in Health, Education and Agricultural Development (AHEAD) of Rockville, Maryland, conducts a comprehensive youth development program in Kisarwe, Tanzania. Their activities, designed to expand the roles of girls and women, do much to improve the quality of life, prevent the spread of HIV/AIDS and promote a free-market democratic society. AHEAD's **Teen Action Program** concentrates on improving access to education, increasing girl's participation in societal decision-making, enhancing knowledge and availability of modern technological advances, and promoting new business initiatives for individuals previously beyond the reach of education and learning services. The topics of the program include:

Human Sexuality	Violence and Abuse	Conflict Resolution
HIV/AIDS	Drugs and Alcohol	Decision Making
Harmful Practices	Communication	Family Life
Rights/Responsibilities	Environmental Health	Life Skills
Entrepreneurship	Nutrition	Parenting
Self-esteem	First Aid	Negotiating

The Center for Africa, Caribbean and Community Development of the University of Massachusetts, Boston, conducts the **Youth Education and Sports Program (YES)** in Benin and Senegal. YES uses sports programs to promote cultural, educational and social development among youth. The mutual interest of the participating members, more than 500 young people and the governments of Benin and Senegal are served by this model public-private sector partnership. It fills an enormous void in youth development program opportunities in each country. U.S. government representatives, local citizens and the private sector have welcomed this initiative.

The model for program implementation has five dimensions. Each level is integrated with the other to form a unified project. The five levels of activity include:

- Health education seminars,
- Basketball training and technique development,
- Applied technological skills,
- Environmental awareness, and
- Cultural arts sharing

The U.S. Environmental Protection Agency partners with YES by supplying computers and supporting environmental education initiatives.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EDDI SPECIAL PROJECT: NATIONAL ACADEMY OF PUBLIC ADMINISTRATION

The most ominous threat posed by the HIV/AIDS pandemic is the national-level loss of productivity. African states are increasingly at risk of failure, and now face the very real prospect of regional destabilization. Consider this recent statement by a researcher with the International Labor Organization (ILO) Program on HIV/AIDS:

The question arises as to what the educational sector [and others] can do both to fulfill its own demands for replacement teachers, administrators and so on, as well as meet the specific needs of other sectors. There is **no** evidence that any country has begun to address comprehensively the human resource planning issues raised by the HIV epidemic, and whether or not there is capacity domestically or externally to meet the needs for critical skills and training. It is almost certain that countries will not be able to meet their core needs for specific skills and professionally qualified personnel ...¹

The Working Conference

The National Academy of Public Administration (NAPA), in partnership with USAID, held a working conference in Washington, D.C., on November 17–18, 2003. The meeting brought together a select group of 30 sub-Saharan African public officials, experts, and organizational representatives from the international community to (1) develop a strategy to deal with the devastating effects the AIDS epidemic has had on African teachers, administrators, and civil servants in ministries of education, as well as on the civil service generally; and (2) develop cooperative projects that might be undertaken to assist sub-Saharan African governments.

The workshop was planned to help national governments devise strategies for preventing HIV/AIDS impacts on teachers, administrators, and civil servants where they can, and managing the consequences of the epidemic on the education sector that are already well underway. A premise was that any national strategy will require:

- Stemming further attrition in the ranks of teachers, administrators and civil servants through HIV/AIDS prevention.
- Training a cadre of workers to replace those lost in the public sector.
- Re-engineering the workforce to cover functions affected by attrition.
- Re-engineering ministries, schools, universities and educational bodies to make them more efficient and effective in light of a changing workforce.

¹ Desmond Cohen, *Human Capital and the HIV Epidemic in Sub-Saharan Africa*, Geneva: ILO Program on HIV/AIDS, June 2002, page 16.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

HIGHER EDUCATION

EDDI support to higher education institutions has made significant contributions to development goals in Africa. These efforts run the gamut of development disciplines, from telemedicine programs linking Howard University and the University of Transki in South Africa, and Drew University in California and Universidade Agostinho Neto in Angola, to Michigan State University's work strengthening agriculture in Rwanda.

Strengthening education itself is one of the strongest contributions higher education makes. Florida State University's School of Computation Science and Information Technology, in partnership with the University of the Western Cape in the Republic of South Africa, has used computer and Web based education systems to develop a dynamic model for training mathematics teachers. Kansas State University partners with Université Cheikh Anta Diop in Senegal in instituting a program to include women in advanced studies programs as well as promote women leaders in Senegal's education system.

Higher education has played a key role in combating HIV/AIDS in Africa. The challenge for higher education is to increase high-level knowledge and skills to fight the pandemic as well as carry the people through this crisis to a wholesome future. The knowledge gap must not widen. The knowledge and skills needed to respond to the challenge can be delivered through cooperation among universities with common goals and interests.

EDDI has launched over 70 partnerships in 18 sub-Saharan countries between U.S. and African colleges and universities. These partnerships continue to strengthen the higher education capacity of African countries as well contribute to their host countries' development goals.

- Mississippi Valley State University and the University of Nouakchott in Mauritania are working together to improve English language skills through teacher development and enhanced information technology applications.
- The University of Malawi's Bunda College of Agriculture and Lincoln University of Missouri are addressing childhood malnutrition, health, and survival with a systems approach to promote household food security and rural enterprise in Malawi.
- Highline Community College of Des Moines, Washington, is working with the Cape Technikon in South Africa to improve recruitment and retention of historically disadvantaged students in engineering studies, as well as with the Polytechnic of Namibia to develop its Center for Entrepreneurial Development.

The overall intention of EDDI's higher education partnerships is to develop African countries' capacity to educate an informed population of capable leaders who will help guide their nations as they emerge into the global community.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

WORKFORCE PLANNING AND DEVELOPMENT

Today, more than ever, the wealth or poverty of nations depends on the quality of education. Economic development is correlated with the development of education: enrollment ratios in higher education average over 50 percent for countries belonging to the Organization for Economic Cooperation and Development (OECD), compared to 21 percent in middle-income countries and 6 percent in low-income countries (World Bank, 1998). Without more and better education, developing countries will find it increasingly difficult to benefit from the global knowledge-based economy.

Through International Studies Partnerships, through the Ambassadors' Girls' Scholarships Program with its tutoring and mentoring networks, through its entrepreneurial training, and through its technical and higher education partnerships, EDDI has developed skills and supporting systems that respond to market-driven capacity needs. EDDI programs continue to address the need to develop individual Africans' life skills as well as specific employability skills so that the education system can deliver a well-rounded, competent entrant to the workplace.

Southern New Hampshire University partners with the Open University of Tanzania to provide training and skills development for community economic development practitioners working throughout East Africa.

Economic entrepreneurship training at Georgia State University's Ron Brown Institute targets training opportunities to enable young African executives to upgrade their business skills for expanded future leadership responsibilities. Also, the participating companies provide internship opportunities for college graduates who are about to enter the workforce. These select Africans who have demonstrated leadership potential are placed in local franchises of large corporations from three to six months and then return to their home institutions to serve as trainer-of-trainers to share concepts on enhancing management, productivity, sales, and profits.

EDDI has established Community Resource Centers in Africa to help schools serve school populations and the surrounding community by providing technical equipment with Internet access; skills training; mentoring programs; literacy training; entrepreneurship training; and civic education. These centers continue support skill development as well as foster business activity through training programs and access to opportunities and information on the World Wide Web.

The African-led, locally instituted nature of most EDDI programs has given their activities a natural relevance, and skill development is at the heart of that direction.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

ECONOMIC ENTREPRENEURIAL DEVELOPMENT CENTER

Background

Launched in May 2001, the Economic Entrepreneurial Development Center contributes to private sector-led economic growth in Africa by strengthening the skills of people already in business and providing training to other individuals, especially students, aspiring to enter the business world. The program is implemented through a series of internships, institutional exchanges, workshops, and seminars to help sub-Saharan Africans acquire skills central to restructuring economies by shifting resources from the state to a substantially more dynamic and effective private sector.

The Robinson College of Business and Andrew Young School of Policy Studies, both at Georgia State University (GSU), are leading a consortium of U.S. and South African institutions in carrying out the project. Partners include the University of Pretoria's Faculty of Economics and Management Sciences and the University of Venda's Center for Scientific and Industrial Research, both in South Africa, as well as Albany State University, Georgia.

The focus is on state-of-the-art technologies, marketing techniques, and management systems to raise productivity, efficiency, and quality control to help companies achieve and maintain international competitiveness. Targeted sectors for internships include international trade, finance, manufacturing, agribusiness, natural resource extraction, and tourism. Areas of professional competencies include those that will expand export-oriented private sector businesses: accounting, financial management, corporate governance, international quality control standards, management information systems, entrepreneurship and business innovation, and the use of the Internet for international business development. An important component is the creation of an endowment to insure the long-term sustainability of the Center.

Highlights

- An international advisory board has been established.
- The Center continues to enjoy success in developing partnerships with the private sector, and to date has facilitated 148 four-month internships (25 percent of the interns are women).
- The internship program has been expanded to Ghana, Mozambique, Namibia, Sierra Leone, South Africa, the Gambia and Zambia.
- International Business Academies for entrepreneurs interested in expanding to overseas or other international markets have been conducted in several countries in West and Southern Africa, with plans to include the United States and East Africa in upcoming workshops.
- Calls for nominations for the 3rd Annual Innovation Award to honor creative business ventures yielded an impressive response from nominees throughout the region.
- Workshops and meetings have been conducted as part of the Women's Mentorship component. Each intern is paired with a mentor who is a mid-level manager.
- The Alumni Association Leadership Academy has been established.
- Four Fellows have been selected to enroll at GSU in January 2004 to receive special training in operating the Center as part of the plan to transition to African management.
- The University of Pretoria has committed to provide office space for the Center after the grant ends.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

COMMUNITY RESOURCE CENTERS

Background

Through the establishment of its Community Resource Centers (CRCs), EDDI has brought the benefits of modern information technologies into a broad spectrum of educational activities. These CRCs typically build into existing institutions, since EDDI is interested in partnering with organizations already connected to their communities. CRCs are multifaceted and equipped with up-to-date hardware, software, networks and access to the Internet.

In order to meet a variety of educational needs, most Centers have, as part of their infrastructure, a computer center with Internet connections, a library, meeting rooms, study carrels and administrative offices. They provide school populations and the surrounding communities with access to education, training, mentoring, skills development and technology. Properly used, they can also serve as focal points for community-sponsored activities in such vital areas as HIV/AIDS education, adult literacy programs, business development, local governance and civic education, and women's advocacy programs. These programs are complemented by a special focus on the disadvantaged and those without access to information technology. Programs have a sustainability plan to help ensure their continuation beyond EDDI support.

Highlights

Nigeria: Five of the six CRCs have now been launched, including those in Abuja, Bauchi, Kaduna, Enugu and Calabar, with Abeokuta poised for its launch later this year.

Tanzania (Zanzibar): Launched in October 2003 at the Karume Technical College, this Center will enhance the college's existing technologies, providing state-of-the-art equipment that can be used to provide distance education, videoconferencing capabilities, high-speed Internet access, and development of relevant workforce skills.

Tanzania: The Jifunze Community Education Resource Center (CERC) in rural Kiteto District includes a multi-media computer center, academic reference libraries, reading areas, student discussion rooms, study halls, an early learning center with a children's playground, a public health information area, a community reading space with newspapers and magazines, and interactive environmental teaching garden. The Center sees about 300 users per day.

Kenya: The Community Resource and Technology Learning Center operated by Masaai Education Discovery (MED) includes a girls' scholarship and mentoring program supporting 300 recipients; a continuing education program, with information technology training, Internet access and distance learning; a partnership between MED, Egerton University, and the University of Massachusetts Boston; a community library, with over 20,000 books; and an arts center, which contributes to the sustainability of the scholarships program.

Mauritius: Established at the Industrial Vocational Training Board (IVTB)—Mahebourg, the Center is targeting young women in the area to provide computer training, job readiness and life skills development.

Senegal: Inaugurated in January 2003, the CRC has 10 computers with Internet connectivity in a village across from the University of St. Louis. The Center provides training in entrepreneurial skills and computer literacy training to several surrounding villages and the university community.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

COUNTRY PROFILES UPDATE

BOTSWANA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million

Total population (millions) 2000	Urban population (as % of total) 2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%), 1999		Progress towards Millennium Development Goals
		Female	Male	Female	Male	Target: Ensure that all children can complete primary education
1.5	49.0	79.8	74.5	70	70	Slipping back

INTRODUCTION

The purpose of the Botswana EDDI program is the transformation of the University of Botswana (UB) through technology applications. The Botswana EDDI program comprises the following four components: Environmental Science, Instructional Technology, Women in Science, and Capacity Building in Research and Development. The implementation of the Botswana EDDI project will contribute to long-term improvement in regional environmental policy analysis and implementation.

STRATEGIC OBJECTIVES

- Improve teaching through the use of modern technology. To build capacity, UB staff will partner with U.S. institutions involved in the application of teaching programs
- Encourage female students to become scientists and thereby increase the numbers of women in science and technology.
- Develop skills in grant writing, research development and analysis, publication and funding
- Strengthen the Environmental Sciences Faculty at the main Gaborone campus and the newly established Harry Oppenheimer Okavango Research Center (HOORC) in Maun.

HIGHLIGHTS

Environmental Science

Gaborone Campus

Ten computers have been installed in the Teaching Laboratory, along with all other Teaching Lab equipment, including scanners, printers, a digitizer and a motorized screen.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Equipment installation in the Research Laboratory was also completed with the installation of the Geographic Information Systems (GIS) hardware and software. Training is now under way to familiarize staff with the new tools and software.

HOORC (Mann)

Planning for the Wetlands Conference in December 2003 is in high gear. There is a lot of interest, resulting in some 70 participants from the region and internationally. The pre-conference workshop will draw some 20 participants, all knowledgeable in the field of wetlands management and research. The workshop/conference is being hosted jointly by the University of Florida and HOORC.

Instructional Technology

The Instructional Support Center is now established and fully functional. Workshops are being held to train staff in the use of the facility.

Women in Science

Strategic linkages have been established with several American universities. Team members have visited the Georgia, Washington and Oregon State Universities and the University of Florida. Representatives of these universities have made reciprocal visits.

Research and Development

The Research and Development (R&D) Unit has completed most of its planned activities. The Director and Deputy Director visited five U.S. institutions and had discussions with their counterparts on areas of mutual interest. In addition, a consultant, Dr. Ken Spitzer from Washington State University, visited and made recommendations for strengthening the unit. The medium-term goal is the enhancement of the research capacity of UB staff through the successful implementation of the R&D plan.

Applied Research Science Institute (aRSI-Africa) in Sub-Saharan Africa

The *aRSI-Africa* is a program of the Center for Excellence in Education (CEE), a U.S. educational foundation dedicated to the support of talented students and the enrichment of educational opportunities for master teachers. aRSI-Africa will improve the quality of science and technological education for top math and science high school students, with a focus on women.

EDDI Botswana hosted the aRSI-Africa 2002 program. Ten master teachers from Botswana were selected competitively to represent their communities in the three-week program, held at the University of Botswana in June 2002. This program focused on best practices for teachers to employ in their teaching of talented math and science students at the secondary school level. The first two weeks comprised classroom-based courses in the teachers' area of academic training and pedagogical focus; the third week emphasizes the application of math and science in entrepreneurial and other extracurricular settings. aRSI-Africa also offered training in entrepreneurial applications of math and science, in the setting of a democratic, civil society.

Held in July 2003, the final aRSI event was a three-week program for 15 teachers, selected by the Center for Excellence in Education in collaboration with the Ministry of Education in each respective nation, and a two-week program for 16 students. Participants at aRSI-Africa included eight teachers and eight students from Botswana, three teachers and four students from Namibia, and four teachers and four learners from Mozambique.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

DEMOCRATIC REPUBLIC OF CONGO

EDDI FOCUS COUNTRY FUNDING LEVEL: \$400,000

Total population (millions) 2000	Urban population (as % of total) 2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%), 1999		Progress towards Millennium Development Goals
		Female	Male	Female	Male	Target: Ensure that all children can complete primary education
50.9	30.3	50.2	73.1	26	37	

EDDI STRATEGIC OBJECTIVES:

To promote the education of girls and vulnerable children, particularly on the primary school level.

ILLUSTRATIVE EDDI ACTIVITIES:

- The Ambassadors' Girls' Scholarship Program provides primary school scholarships for 1,250 of the poorest girls in Kinshasa.
- An equal number of scholarships are to be provided for the neediest primary school girls in three additional provinces, to be selected from the following: Bas-Congo, Bandundu, Katanga, and the war-affected provinces, including the Kivus, Maniema, and Orientale.
- In a joint venture with the Dikembe Mutombo Foundation, EDDI sponsored an International Studies Partnership between the Collège John Mabuidi in Kinshasa and Otwell High School, Cummings G.A.

DROC HIGHLIGHTS:

- **Global Deaf Education Cycle of Success** is developing a model school for the deaf to develop a total communications education environment in order to help some of the over one million deaf children in the DROC.
- **Initial school kits**—including backpacks, uniforms, notebooks, pens, pencils, and other material—have been distributed to primary school girls in eight of the poorest schools in Kinshasa.
- **Advisory committees** consisting of parents and officials of schools, churches and government have been active in Kinshasa, Kikwit, Lubumbashi and the war-affected provinces are prepared to begin implementation activities.
- Interest and support for the EDDI program has been widespread. The launching of the Kinshasa program received wide and favorable publicity in all the news media. The Minister of Education attended the opening program, even though all the benefits of the program are going to private/church-affiliated schools.
- EDDI investments in DROC have resulted in a new strategic objective for education being approved for the USAID mission. It will support the goals of the Africa Education Initiative.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

ERITREA

EDDI FUNDING LEVEL: \$66,244

Total population (millions) 2000	Urban population (as % of total) 2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%), 1999		Progress towards Millennium Development Goals
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
3.7	18.7	44.5	67.3	24	29	Target: Ensure that all children can complete primary education Far behind

EDDI STRATEGIC OBJECTIVE:

- Provide young girls with the opportunity to continue and/or re-enroll to pursue a primary education.

EDDI ACTIVITIES:

Eritrea is a newcomer to EDDI activities. Preliminary implementation is underway for the first activity approved, under which EDDI is providing support to the National Union of Eritrean Youth and Students (NUEYS) to implement a girls' scholarship program in two pilot regions—Southern Red Sea and Debub.

SUCCESS STORIES:

This activity is in the preliminary stage of implementation.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

ETHIOPIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million

Total population (millions) 2000	Urban population (as % of total)2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%), 1999		Progress towards Millennium Development Goals
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
62.9	15.5	30.9	47.2	19	34	Target: Ensure that all children can complete primary education Far behind

EDDI STRATEGIC OBJECTIVES:

- Support to education as a key element in economic development;
- Support education and instill democratic values through raising civic awareness;
- Take measures to lessen the effects of HIV/AIDS, gender imbalances, ethnic tensions and chronic food shortages;
- Support the establishment of higher education partnerships between local institutions and U.S. universities/colleges;
- Encourage the education of the public through resource centers and accessible information technology; and
- Ensure that girls continue their education through scholarship programs.

EDDI ACTIVITIES:

1. Funds have been provided (\$362,196) to implement the Ambassadors' Girls' Scholarship Program through partner organizations;
2. Two linkages to U.S. universities have been established, one involving the law department in one of the regional universities in Ethiopia and the other a journalism department at a private university;
3. Support is being provided for the capacity-building efforts of a local NGO focused on education;
4. A support program has been developed through one of the implementing partners that targets school-level environmental clubs and HIV/AIDS awareness clubs;
5. Support to Save the Children is addressing the educational needs of nomadic children and incorporating basic education subjects into their Koran-based education;
6. An Internet linkage between the regional education bureaus, teacher training colleges, and the federal Ministry of Education has been established.
7. Howard University, with faculty members from Bowie State University, Florida A&M University and the University of Addis facilitated a Summer Training Program for secondary school teachers in English,



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Computer Basics, Health Education, Mathematics, Biology, Chemistry, Physics and Social Sciences for 243 Ethiopian teachers in Mekelle, Ethiopia.

ETHIOPIA HIGHLIGHTS:

Girls' Scholarships: EDDI is making it possible for over 1,424 girls from economically disadvantaged families (1,380 secondary school and 30 university students) to receive scholarships this year.

Internet Connectivity for Education Stakeholders: EDDI support has helped to leverage a variety of catalytic technology efforts now being implemented to link education stakeholders (major educational institutions, teacher training colleges and institutes, regional education bureaus, and federal policymakers) together into a dynamic education sector network. The Ministry of Education, for example, received a total of 600 computers through EDDI funds that enabled Ethiopia's education sector to greatly enhance its Internet connectivity. Through a field-based contract with the Academy for Educational Development (AED), these collaborative efforts are contributing toward developing local capacity in information technology.

EDDI-Funded Higher Education Partnerships: The partnership between the University of Georgia and Unity College, a private university in Addis Ababa, is strengthening the latter's Department of Journalism. The University of Alabama and Mekelle University are working toward incorporating U.S. commercial law in its curriculum. This effort is an integral element of upgrading and standardizing legal education in Ethiopia. Langston University, a historically black American university, is partnering with both Alemaya University and Debub University's Awassa College of Agriculture to improve faculty research methods while introducing alternative nutrition sources via goat production. Through a pilot program, this effort is developing groups of female agricultural extension workers through their work with high school students and with local women.

HIV/AIDS in Education: The Academy for Educational Development (AED) has recently conducted a workshop on HIV/AIDS for representatives of all of the teacher education institutions. The purpose of the workshop is to strengthen capacity within each institution to help prevent the spread of HIV/AIDS in Ethiopia. Subsequent workshops are planned, as well as outreach activities between institutions and neighboring schools, community organizations, and government institutions.

Non-Formal Education: Save the Children is expanding access to quality basic education using non-formal education for pastoralists and semi-nomadic groups in the southern part of Ethiopia. This three-year program aims to develop an appropriate curriculum structure for providing basic education to pastoralists, and has been instrumental in the establishment of seven satellite school "centers" with an enrollment of 272 children. In addition, 28 school management committees were trained in basic school management and 35 community leaders were trained to help develop basic curricula that responds to the needs of pastoralist communities.

School Clubs on Social Issues: This project is establishing school clubs to raise awareness about relevant social issues among the student population and the community at large. Issues include anti-HIV/AIDS education, reproductive health, environment and gender issues. Clubs have been established in 16 secondary schools and four teacher training institutions and colleges. Presently, these clubs have a total of 8,865 student members (51 percent girls). EDDI funding also supported the purchase of school radio equipment, established "Mini Media Centers", and supported free tutorial services to girls from low-income families in subjects such as math, science and English.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

LESOTHO

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%), 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
2.0	28.0	93.6	72.5	65	57	Slipping back

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' educational attainment through the scholarship program.
- Support the strengthening of Lesotho's civil society and democratic governance.

ILLUSTRATIVE EDDI ACTIVITIES:

1. **Ambassadors' Girls' Scholarship Program:** 130 girls with special needs are being assisted to help them complete their high school education. There is also a mentoring component to train girls in leadership skills and character development. Future activities include supporting herder boys.
2. **Higher Education Partnership/Democracy and Governance:** The University of Maryland-College Park, Center for International Development and Conflict Management (CIDCM) and the Department of Political and Administrative Studies (PAS) of the National University of Lesotho (NUL) have a joint project, "*Partners in Conflict in Lesotho: A Sustained Program for Civil Society Peace and Capacity Building*," aimed at strengthening Lesotho's civil society and democratic governance. Activities have included training political party leaders, chiefs, local government officials and NGO leaders in conflict transformation and peace-building techniques (FY01/02 - \$653,137).
3. **Democracy and Governance:** The African Executive Office Network (ExecNet) is a regional initiative designed to create opportunities for African multisectoral dialogue and exchange for more effective formulation, implementation and management of public policy.

LESOTHO HIGHLIGHTS:

The **Moshoeshoe Center for Diplomacy and Conflict Transformation** was inaugurated in October 2003 at NUL. CIDCM has made a five-year commitment to work with NUL to assist in the development of the Moshoeshoe Center, through which additional training can be provided and research undertaken. NUL has included the development of the Moshoeshoe Center in its strategic plan, including funding to support the salaries of two staff persons. Several small research grants have been awarded to launch the research program, and plans are underway to work with the NUL's Faculty of Education in training teachers to introduce civic education and peace studies into the nation's schools.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

MAURITIUS

Total population (millions) 2001	Urban population (as % of total) 2001	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%) 1997		Progress toward Millennium Development Goals
		Female	Male	Female	Male	Target: Ensure that all children can complete primary education
1.2	41.6%	81.21	87.79	108.38 66 6.	108.87 (Pri.) 63. (Sec.) 6 (Ter.)	

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' educational attainment through the scholarship program.
- Facilitate greater access to information and communications technology (ICT) as a learning tool and in support of Mauritius's goals to become a cyber-island.

ILLUSTRATIVE EDDI ACTIVITIES:

1. **Ambassadors' Girls' Scholarship Program:** Through the AGSP, EDDI funds provided greater access to educational opportunities for 250 girls on Rodrigues Island. An appreciation award of US \$60,000 was given in FY 2003 to reach out to additional girls, including those at the IVTB-Community Resource Center (highlighted below).
2. **The Higher Education Partnership** between the Mississippi Consortium for International Development (MCID), Howard University and the University of Mauritius is designed to facilitate improvements in the quality of and access to information technology and the establishment of sustainable institutional linkages.
3. **International Studies Partnerships (ISPs)**
 - Renganaden Seeneevassen of Port Louis, Mauritius, and Fayette-Ware High School of Somerville, Tennessee.
 - The U.S. Department of Agriculture, working with EDDI and World Link Inc., facilitated a partnership between Don Lugo High School in Chino, California, and Marechal College on Island of Rodrigues that focuses on nontraditional agriculture, leadership and entrepreneurship. Students from Rodrigues were introduced to the Future Farmers of America (FFA), which resulted in the creation of the first FFA-like chapter on the island. Each exchange involved attending classes, participating in field trips and learning about agriculture in the area.
4. **Community Resource Center:** EDDI funds supported the development of a state-of-the art technology center at the IVTB Mahebourg that targets young women in the area for computer training and life skills development.

MAURITIUS HIGHLIGHTS:

The U.S. Department of Agriculture has agreed to sponsor representatives of Mauritius's Institute of Education on a study tour to the United States in early 2004.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

MOZAMBIQUE

EDDI FOCUS COUNTRY FUNDING LEVEL: US \$2.265 Million

Total population (millions) 2000	Urban population (as % of total) 2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%) 1999		Progress toward Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
18.3	32.1	28.7	60.1	19	26	

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' educational attainment through the scholarship program.
- Use technology as a key tool in building democratic and educational capacity in society.
- Provide HIV/AIDS education.
- Develop long-term sustainable partnerships and networks to aid capacity building.
- Emphasize the role of the private sector in the economic growth of the country.
- Provide training opportunities for teachers.

ILLUSTRATIVE EDDI ACTIVITIES:

1. A distance-learning higher education program.
2. Civil society networks and hotlines.
3. **Community Resource Centers** where a full range of Internet and related information services (training, etc.) are made available to the public.
4. **Business association** outreach.
5. **Training programs for primary and secondary school teachers.**
6. **Technological linkages** among (a) central, provincial and district governments; (b) health and agriculture ministries; and (c) senior policymakers (presidency, ministers, provincial governors).
7. New York University (NYU-Wagner Graduate School) established a public service performance management and evaluation program at the Eduardo Mondlane University (EMU). Special classes have been developed at both universities, which include distance learning. The program allows students of Mozambique to qualify for degrees from NYU.
8. Savannah State University in Savannah, Georgia, and EMU are implementing the **"Partnership for Democracy and Empowerment"** project, intended to enhance the availability of technology and increase citizen participation in governance; accelerate Africa's integration into the world community of free-market democracies; promote sustainable partnerships among African education and democracy



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

organizations; and enhance the ability of African institutions to address local education and democracy challenges. The expected results are strong relationships between the partner institutions and greater access to and use of information and communications technology as a tool for civil society.

MOZAMBIQUE HIGHLIGHTS:

The ExecNet (EDDI-funded Africa regional policy network) conference was held in Maputo, July 24–26, 2003, following participation in the 4th International Conference on Public Management, which included the President, the Prime Minister, the President of the African Union, and former First Lady Mrs. Graça Machel.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NAMIBIA

Namibia has had a very diverse EDDI program, including the following activities:

Be Enthusiastic About Reading: The Echo Group has an academic enhancement program for literacy and numeracy in Okahandja. Approximately 200 children attend the after-school program, which has been so successful that specific days have had to be designated for different age groups. The community has supported expanding the program, which also trains teachers, to three other locations.

Junior Achievement has trained 931 students in secondary and tertiary schools and has worked in 11 of the 13 regions in Namibia. In addition, JA is launching a new effort to teach entrepreneurial skills to 4,680 learners in the first, second, and third grades to begin to instill business acumen.

A new **International Studies Program partnership** between Hage G. Geingob High School (Namibia) and Colonel Zadok Magruder High School (Rockville, Maryland) was launched. The principal, a teacher, and students from Hage Geingob spent two weeks at Magruder in spring 2003, and Magruder returned the visit during the summer. The students want to keep in touch through technology, and teachers are sharing lesson plans and planning courses together. Ambassador McGuire's wife, Kay McGuire, was previously a guidance counselor at Magruder High School, and she has been integral in broadening Rockville-area community support. After the Namibians' visit to the United States, Magruder High School received permission from Montgomery County Public Schools to send history, business administration and science books to Geingob High School. The community gathered issues of *National Geographic* to send to Geingob as well.

The **Special Olympics** program in Namibia has hosted national and regional games. For the regional games, over 300 athletes from five countries participated in various events. The program has allowed those with mental retardation to be integrated into the country by accentuating their positive attributes rather than focusing on their limitations.

The successful **Ambassadors' Girls' Scholarship Program** has allowed Namibians to see the American assistance program at work. Scholarship recipients, some of whom are orphans due to HIV/AIDS, have done well in their individual programs, and this program offers their only opportunity to stay in school.

The **Catholic AIDS Action group** has a multifaceted center that includes a soup kitchen, voluntary counseling center, HIV/AIDS testing, and Orphans and Vulnerable Children Outreach Program. Volunteers track the academic progress of students who go to the center quite often, and The University Centre for Studies in Namibia (TUCSIN) is training students who need to enhance their academic record to make the transition to higher education.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NIGERIA

EDDI's involvement in Nigeria has directly responded to President Obasanjo's expressed priority emphasis on primary education to support economic and social development in Nigeria, as well as on the need for increased access to technology.

The Literacy Enhancement Assistance Program (LEAP) seeks to improve the ability of Nigerian children to read and write English well and to perform basic mathematics by the end of primary and Koranic schooling. To this end, teachers needed training, and EDDI funded this portion of the program. Interactive radio instruction (IRI) was used for broadcast to grades 3 to 6 in 330 targeted schools (130 of which were Koranic). Complementary teacher training programs were developed to train master teachers and to establish a cascade system to reach the teachers of the targeted grades. Print materials for teachers and pupils were developed to support the IRI and teacher training, and teachers reported learning more skills to impart knowledge to their students, including using different media and dividing classes into smaller groups. Pupil testing showed that students were grasping the concepts with more success than when other teaching methods were used. Recent substantial salary increases for teachers should assist in recruiting and retained better-qualified staff.

Through the U.S. embassy's Public Affairs Section, EDDI supported programs to address challenges in higher education. One program enabled vice-chancellors who had been exposed to innovative practices in U.S. universities to introduce similar programs in their home institutions, including computerized tracking of students' academic credits and establishing an international studies programs. Training for organized union officials has been facilitated.

The "Project Citizen" program allowed students to come together to discuss identified Nigerian issues and propose workable solutions that they had to explain and defend to others. The program culminated in a national showcase and simulated legislative hearing for which the Center for Civic Education and CIVITAS/Nigeria brought together 160 students and 100 teachers from 34 states.

Another major facet of the EDDI program in Nigeria has been the establishment of six community resource centers (see P. 20 for more information about these centers).



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

RWANDA

One of the earliest countries to initiate an EDDI program, Rwanda has used EDDI activities to supplement the country's overall development assistance program. Illustrative activities include the following:

Working with the Federation of African Women Educationalists, EDDI has awarded scholarships to girls facing economic hardship throughout the country. The mentoring programs associated with the scholarships have included components on conflict resolution, an area of great importance because no family in Rwanda has gone untouched by the genocide. The international studies partnership developed between the Rwanda FAWE girls school and Carol City High School in Miami, FL was announced by First Lady Laura Bush during a recent visit to the U.S. by the First Lady of Rwanda.

The National University of Rwanda and the Kigali Institute of Science and Technology (KIST) are working together on an information and communication technology strategy for the country. Distance education is being used to enhance job skills and provide access to information from various sources. The Rwanda Education Network was established as a result of this activity, as were two Internet Community Resource Centers. Galat Computers has donated equipment to enhance the network and upgrade the system.

Through the ALVA Consortium, aspiring women legislators have been trained to prepare a platform, conduct a campaign, attract interest groups, and get votes. Ambassador Joy Mukanyange, Director of the Consular Mission, Ministry of Foreign Affairs; Christiane Kanzayire Ndahimana, President of the Unity Club; and Leocadie Nahishakiye, Director of the Women's Center at the Kigali Institute of Technology, traveled to the United States for a training-of-trainers program. On returning to Rwanda, they have reached out to over 100 other women who are becoming formidable forces in the political arena.

Ten non-governmental organizations have completed their work in promoting reconciliation through capacity-building workshops. Seed funding awarded to community-based reconciliation programs has been instrumental in preparing the communities to take active part in the community genocide activity trials. Community members have accepted that the decision of the judges will be final for all cases.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

SENEGAL

EDDI supported activities seek to increase girls' participation in primary and vocational schools by (1) mobilizing the community and strengthening the capacities of school management committees (SMCs), and (2) reinforcing the education system's capacity to accommodate girls by improving infrastructure through the renovation of classrooms and construction of latrines; providing school supplies; and creating innovative, relevant learning materials. EDDI also supports disadvantaged high school girls in the 11 regions of Senegal through scholarship donations coupled with a mentoring program.

Through a cooperative agreement between USAID/Senegal and Creative Associates International, Inc. (CAII), the **JOG Project** (Jeune filles et femmes Orientées à Gérer l'avenir du Sénégal) just completed all its activities in the four regions of Louga, Fatick, Diourbel and the periurban area of Dakar. This EDDI-supported project made a number of contributions to increasing the participation of girls in 30 elementary school and four vocational centers. The project also rehabilitated five self-help elementary schools in the regions of Tambacounda and Thiès have been completed and transferred to the respective communities.

ACHIEVEMENTS

Supplementary readers: The set of seven supplementary readers geared to grades 3 and 4 (CE1/CE2) and developed over the course of FY 2002–2003 were printed and distributed to 6,000 students. These readers portray female Senegalese role models and raise public awareness of the wide range of career and leadership roles open to girls and women. The readers are part of the social mobilization and community awareness activities designed to encourage families to keep their girls in school.

Life skills modules: Four life skills modules (democracy and citizenship, environment, entrepreneurship, and health and hygiene) developed by EDDI-supported partners and the Ministry of Education were tested to complement the elementary school curriculum. Professional development exchange sessions were organized for teachers in the 30 schools to share experiences using life skills to teach fifth-grade students. In collaboration with the Inspecteurs Points Focaux (IPF), teachers working in teams reported that all grades are capable of using the life skills curriculum. One hundred thirty (138) teacher's guides, 4,000 student workbooks, and 3,000 didactic support materials were distributed and assessed during the school year. Since the project began, about 60,000 students (20,000 each year) have received school supplies from EDDI implementers.

Girls' enrollment: EDDI-funded activities also had a positive impact on girls' enrollment, which rose by 25 percent in EDDI-funded schools between academic years 2000–2001 and 2002–2003. In addition, the number of girls enrolling in vocational education in EDDI-supported vocational centers increased by 58 percent; the target had required that all centers surpass last year's numbers by 50 percent. Girls' demand for vocational training appeared to be increasing in a way that exceeded the supply. Two of the centers have had to turn away girls or open waiting lists due to lack of capacity.

Media Events: focus was on three themes:

- Awareness-raising for girls' retention at school;
- community-based approaches to ensure sustainability; and
- testing of life skills modules.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

During this period, the project registered 15 national television appearances, 54 radio broadcasts throughout the country and multiple newspaper articles. A contract was also finalized with national television to broadcast a series of sketches and documentaries.

Teachers and Inspectors recognized that EDDI had improved levels of student participation in their classes. Several community members commented that EDDI had fulfilled its promises beyond their expectations, and it was now up to them to show that their communities deserved this assistance. Although deploring the short life of such a fruitful program, the Minister thanked USAID and all the project implementers for the success of the project and reiterated his commitment to support best practices and lessons learned for their sustainability.

The EDDI-supported **Ambassador's Girls' Scholarship Program (AGSP)**: benefits a group of 430 girls throughout the country. Recently, 220 girls were selected to increase the number of recipients. The number of mentors has also increased, from 35 to 64, and the program will place more emphasis on tutorial sessions and leadership training with the goal of achieving a 90 percent pass rate for the baccalaureate exam in July 2004.

The UNICEF school improvement program in the Casamance: With US \$970,000, EDDI contributed to the rehabilitation of 50 elementary schools in the regions of Ziguinchor and Kolda, with 47 wells drilled and 52 latrines built. Seventy-five sewing machines were purchased and distributed to seven vocational centers in the two regions. Three hundred teachers from Oussouye, Ziguinchor, Sedhiou and Bignona trained in life skills and gender awareness. All these efforts helped to restore a good learning environment and get children back to school after long periods of insecurity due to rebellion. Due to a heavy rainy season that prevented intervention in some areas, the completion date initially set for August 2003 is now extended through December 31, 2003 (at no additional cost).



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

SOUTH AFRICA

South Africa has a very diverse EDDI program, including the following activities:

- **Howard University / University of Transkei**
Increased use of essential primary health care and HIV/AIDS services and prevention. The partnership's goals are to build human capacity at tertiary institutions in RSA and to provide applications for the Internet in sub-Saharan Africa.
- **Edinboro University of PA. / University of the Free State** – Develop and implement a teacher-training program to improve instruction in mathematics.
- **Spelman College / Durban Institute of Technology (ML Sultan Campus)** – Train female students in technical, communication, and analytical skills by developing a mini-documentary on South Africa's social and economic transition.
- **Secondary and Primary School Scholarship for Rural girls orphaned due to HIV/AIDS**
- **Scholarship for girls in the Information Technology for Banking Internship Program**
- **University / Technikon scholarship for girls in non-traditional fields**
- **Leadership Camps**
- **Oregon State University / Univ. of Fort Hare, and Fort Cox College** – Institutional strengthening through national resource management creating a new paradigm of the common.
- **International Studies Partnership Program** – Sithengile Senior High (Durban) / Albert Shanker School of Performing Art
- **Knowledge Exchange and Learning Partnerships**



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

TANZANIA

Total population (millions) 2000	Urban population (as % of total) 2000	Adult literacy rate (% age 15 and above)		Combined primary, secondary and tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals
		Female	Male	Female	Male	Target: Ensure that all children can complete primary education
35.1	32.1	66.5	83.9	32	33	

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' educational attainment
- Support Human and Institutional Capacity Building

ILLUSTRATIVE EDDI ACTIVITIES:

1. **Ambassadors' Girls' Scholarship Program:** The Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE), U.S. Embassy, Peace Corps, and Winrock are working to provide scholarships to girls in secondary schools on both the mainland and Zanzibar. Since the program's introduction, 819 girls have received scholarships. There is also a mentoring component to train girls in leadership skills and character development.
2. **Higher Education Partnership:** The partnership between Open University of Tanzania (OUT) and Southern New Hampshire University (SNHU) is designed to provide practical training for NGO practitioners. Fifty development practitioners representing a myriad of organizations have completed the master's degree program in Community Economic Development (CED). Additional training has been provided to upgrade the skills of the instructors and enhance the curriculum.
3. **Democracy and Governance:** The African Executive Office Network (ExecNet) is a regional initiative designed to create opportunities for African multisectoral dialog and exchange for more effective public policy formulation, implementation and management. The African Judicial Network (AJN) is a partnership designed to foster an effective judicial system and greater confidence in the judiciary as an institution administering justice. Tanzania is a target country for both democracy networks and served as the host site for the inaugural conference in June 2002.
4. **Girls' Scholarships/HIV/AIDS Prevention:** "Partnering for Success," a program of Adventures in Health Education and Agricultural Development (AHEAD), provides educational opportunities to girls, prevents the spread of HIV/AIDS, and integrates women and girls into the workforce in the Kisarawe District, Tanzania. Specifically, AHEAD hopes to improve the quality of life for adolescent girls in the Kisarawe District through secondary school scholarships, vocational training and college preparation. An additional component is an HIV/AIDS prevention effort using peer counselors. AHEAD also plans on providing voluntary testing and counseling, as well as community education about HIV/AIDS. The final component is a micro-business enterprise that will manufacture solar devices and process fruit juice. These industries will provide employment for women and youth. AHEAD will also provide increased skills training programs, courses in business management, and greater employment opportunities for females.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

- 5. Community Resource Center (CRC):** EDDI funds support the teacher-training component of the Jifunze Project, which has developed a multifaceted Community Education Resource Center (CERC) in rural Kiteto District. In addition to the multimedia computer center, the complex includes academic reference libraries, reading areas, student discussion rooms, study halls, an early learning center with a children's playground, a public health information area, a community reading space with newspapers and magazines, and interactive environmental teaching garden. The Center sees about 300 users per day.
- 6. International Studies Partnership:** The World Affairs Council is partnering with Terrawatu, a Tanzanian-based NGO, in implementing this project establishing ties between schools in Seattle and Tanzania. "Linking Lands" addresses the need to train teachers in up-to-date and locally developed materials, to expose students to other cultures promoting understanding and respect, to promote strong continuing partnerships with schools in Tanzania, and to use technologies to implement collaborative curricula and establish working relationships between teachers and students in the partner countries. Participating schools within the Seattle School District include Mercer Middle School, Hamilton International Middle School, and John Stanford International Elementary School; in Arusha District, Tanzania, they are Natemala Primary School and Olchoki Primary School (public government schools). Curriculum models are being developed for dissemination throughout the northwestern U.S. and Tanzania. A project Web site has also been developed.

TANZANIA HIGHLIGHTS:

The Jifunze CERC program serves as a model for development, having leveraged support from international donors (Germans and Canadian); the Ministry of Education, which pays the salaries of the 6 local CERC teachers; and Kiteto District Council, which pays the salaries of the support staff, as well as such diverse funders as the Global Fund for Children and the Paul Newman Foundation. The CERC has benefited from over 1,000 hours of work from international volunteers and other donations and in-kind contributions from many other individuals. The Center currently has over 1,000 members, many of whom have paid the modest membership fee to enjoy the services. Carrie Oelberger, Jifunze co-founder, was among four young adults to receive the Hewlett-Packard Leadership Award in 2003 for contributions in public service.



**EDUCATION FOR DEVELOPMENT AND
DEMOCRACY INITIATIVE (EDDI)**

**SUMMARY OF UNSOLICITED PROPOSALS
FUNDED BY EDDI—FY 2003**

The Education for Development and Democracy Initiative (EDDI) funded 25 unsolicited proposals during the last fiscal year for a sum total of \$5,884,771.00. These proposals originated from a broad spectrum of international development organizations (i.e., higher education institutions, NGOs and PVOs, and the private sector). All of these proposals contributed to achieving the goals and objectives of EDDI, while the diversity of these implementing partners broadened the program's outreach to include more women and girls.

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
1	Opportunities Industrialization Centers International (OICI)	\$28,800	OICI Health Symposium provided logistical services to the Third and Fourth Annual Women and Children's Health Symposiums. The focus of the conferences was to identify and focus on best practices and methods of community involvement in the fight against HIV/AIDS.
2	American Federation of Teachers	\$193,051	International Studies Partnership (Sierra Leone and Michigan) is a very significant partnership between two middle schools, one in Sierra Leone and the other in the United States. AFTEF proposed to equip the Sierra Leone school with computers and train staff and students to use them and facilitate multidisciplinary cross-cultural lessons that will help students in America learn about Sierra Leone and students in Sierra Leone learn about America.
3	The World Affairs Council	\$115,346	International Studies Partnership (Tanzania and Washington) created "Linking Lands," to undertake a very significant partnership among three elementary schools in Seattle, Washington, and two elementary schools in Arusha District, Tanzania. The schools in Tanzania were equipped with computers at one centrally located computer lab. Staff and students were trained to use them, and set up the framework for developing multidisciplinary cross-cultural curriculum modules that will help students in America learn about Tanzania and students in Tanzania learn about America.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
4	Highline Community College (HCC)	\$112,000	Highline Community College initiated a partnership with the Polytechnic of Namibia (PON). This partnership created a model containing a range of interrelated services that enable Namibian education institutions to identify, recruit, retain, and educate students from formerly disadvantaged groups (with an emphasis on women) into science, engineering and technical (SET) fields and substantially reduce their dropout rate.
5	Brother's Brother Foundation	<i>Delivery Order # 1</i> \$237,766 <i>Delivery Order # 2</i> \$560,000	Brother's Brother Foundation improved educational opportunities and information accessibility in parts of Africa through book distribution. <i>Delivery Order # 1:</i> Contract total \$237,766 for delivery of books to 11 countries (Ethiopia, Ghana, Liberia, Malawi, Mozambique, Nigeria, Sierra Leone, South Africa, Rwanda, Uganda and Zimbabwe). <i>Delivery Order # 2:</i> Contract total \$560,000 for delivery of books and educational materials to Nigeria and South Africa.
6	The ALVA Consortium	\$392,000	The partnership: (1) empowers women to seek political office in the Great Lakes Regional countries of Kenya, Rwanda and Uganda; (2) prepares the marginalized female population for full participation in the democratic process as citizens of Kenya, Rwanda and Uganda; (3) increases citizens' and governmental officials' knowledge and awareness of their duties, rights and responsibilities toward equal gender participation in the respective countries; and (4) provides for collaboration with universities in Kenya, Rwanda and Uganda.
7	Davenport University	\$116,996	Davenport University and Mzuzu University, Malawi partnership is to improve the teaching of science and mathematics in Malawian secondary schools by developing and implementing hands-on, interactive teaching methodologies that use readily available, inexpensive materials and that are appropriate for Malawian secondary schools.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
8	Micro Credit in Africa (MICA, Inc.)	\$521,835	MICA provides scholarship support for street children, orphans, and needy girls. The project involves three aspects: (1) scholarship aid program start-up and implementation; (2) eventual establishment of residence to house 30 participants and provide them with on-site career training; (3) provision of leadership training and democracy education in the curriculum that includes AIDS education.
9	Maasai Education Discovery (MED)–Kenya	\$244,787	MED and MED–Kenya proposed to establish a self-sustaining scholarship program for Maasai girls in Kenya to accomplish the following objectives: increase the number of Maasai girls enrolled in school; increase the level of educational access and attainment for Maasai girls; and promote economic development in the Maasai community. The scholarships support 300 girls for a full school year.
10	University of Massachusetts Boston/ Edgerton University/Maasai Education Discovery (MED) Program	\$120,510	UMass Boston and Egerton University, Kenya, proposed to facilitate a partnership by linking with Maasai Education Discovery (MED) to assist the Maasai population of Narok District, Kenya, via a computer and information technology certificate program; peer group mentoring; at-risk youth outreach programs; and distance learning.
11	Books for Africa	\$107,520.00	This project will ship 12 containers of 300,000 textbooks to destination partners in the following countries: Botswana, Eritrea, Cameroon, DROC, Kenya, Liberia, Namibia, Nigeria, Senegal, Sierra Leone, Uganda and Zambia.
12	JurisAIDS/Gaston Berger University– Senegal	\$446,370	JurisAIDS and Gaston Burger University Law School (GBULS) proposed to implement a seven-month project to launch a legal clinic for people living with AIDS (PLWA). This project directs its services to cover migrants, long-distance truckers, bus drivers and crews, taxi drivers and fares, barmaids and waitresses, commercial sex workers, and others who are inclined to involvement in easy and various commercialized sexual activities.



**EDUCATION FOR DEVELOPMENT AND
DEMOCRACY INITIATIVE (EDDI)**

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
13	The National Association for Equal Opportunity in Higher Education (NAFEO)	\$113,187	NAFEO and Science Teaching Partnership action research study is examining the status of female leadership in relationship to science teaching in a select group of sub-Saharan African institutions of higher learning. The purpose is to examine and use models of successful science teaching practice(s) of four HBCU-affiliated female African-American science teaching professionals as benchmark instructional practices for adoption in counterpart sub-Saharan institutions of higher learning.
14	ECHO Group	\$420,000	An agriculture education program in which students will learn agricultural techniques and entrepreneurial skills in agribusiness; and an education training program (Be Enthusiastic About Reading [BEAR] and Cadet Teacher programs) in which junior and senior secondary students will tutor primary school students in reading and mathematics, providing much-needed mentoring to younger students—particularly girls—while cadet teachers gain experience in the teaching profession. This is an International Partnership program between Canby High School in the United States and Okahandja Senior Secondary School in Namibia.
15	BookSmart	\$102,473	The BookSmart and EDDI partnership distributed to schools and libraries in South Africa more than 300,000 books and library materials.
16	Youth Education & Sports (YES)/U Mass (Senegal and Benin)	\$180,320	The University of Massachusetts established a network of eco-cyber centers, which would become the hubs of community-based training, learning and resource generation; and constructed a multi-purpose training center that hosts major YES competitive matches, serves as a basic training facility and, through rental and feature programs, provides sustaining support for the program.
17	International Book Bank	\$215,040	The International Book Bank delivered sixteen 20-foot containers of educational resource materials as determined by EDDI to partner organizations for distribution to schools and libraries to improve the quality of education for students who formerly had no access to educational resource materials. The containers were sent to established partners in Ghana, Tanzania, Kenya, Swaziland, Nigeria and Namibia.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
18	The University of Massachusetts Boston/Egerton University	\$89,040	The University of Massachusetts Boston/Egerton University proposes to expand the cyber-café at Egerton University, Njoro, Kenya, into a full-fledged Regional Community Resource Center (RCRC). The proposed RCRC will provide the neighboring community (including Narok) with skills in basic financial management, capital access and formation, marketing, accounting, and business management for local small businesses.
19	Adventures in Health Education and Agriculture Development (AHEAD) Partnering for Success	\$112,224	AHEAD works to continue girls' education and teen action programs in Kisarawe District, Tanzania. The project has two goals: (1) providing educational opportunities for girls and (2) preventing the spread of HIV/AIDS among adolescents.
20	Boston University/The African Presidential Archives and Research Center (APARC)	\$285,600	APARC proposed to facilitate and manage collaboration between Howard University and Morehouse College—to develop the next generation of academic studies programs.
21	Chicago State University/University of Western Cape, South Africa	\$560,000	The goal of the <i>SA Center of Excellence</i> is twofold: (1) to develop prototype mathematics and science learning and training modules for teachers; and (2) to develop an e-learning technology infrastructure that is immediately deployable in South Africa and other countries in the region.
22	National Academy of Public Administration (NAPA)	\$111,851	NAPA assembled a small group of experts, practitioners and policymakers who were charged with identifying and developing strategies that sub-Saharan African governments can employ to immediately prevent the further annihilation of their teaching and civil service corps. NAPA convened a conference in early October 2003 to craft strategies for responding to the impact of HIV/AIDS.
23	International Book Bank/BookSouth	\$98,560	BookSouth proposed to produce 100,000 imprinted dictionaries for distribution to children in Africa.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

NUMBER	NAME OF IMPLEMENTING ORGANIZATION	AMOUNT AWARDED	ACTIVITY DESCRIPTION
24	Exegesis Consulting	\$287,240	To develop an non-governmental organization (NGO) directory that will provide a comprehensive listing and description of all the EDDI partners who have been part of its innovative, multidisciplinary endeavor. The EDDI Partnership Directory will serve as a record left behind after EDDI ends, summarizing its achievements while focusing on the many partners who made the initiative successful. It will also serve as a reference for the development community, providing information and contact details for the many African NGOs that led projects in all the sectors funded by EDDI.
25	Southern New Hampshire University (SNHU)/Open University of Tanzania (OUT)	\$112,255	SNHU and the Open University of Tanzania (OUT) worked collaboratively in the summer of 2003 and will continue in 2004 to build OUT's capacity to provide training and skills development for community economic development practitioners working in community-based projects throughout East Africa. In order to achieve the program objectives, four areas of focus will be emphasized: (1) building a curriculum that specifically addresses the economic and social realities of the region, (2) training the OUT faculty and project mentors in participatory adult learning methodologies, (3) opening the program to include more women, and (4) scaling up the program's outreach to a greater number of communities.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EDDI 2003 WORKSHOP

PARTNERS IN EDUCATION:

LOOKING BACK, MOVING FORWARD, TOGETHER

USAID Africa Bureau, Office of Sustainable Development, Education Division Workshop

Mbabane, Swaziland

September 28–October 4, 2003

The workshop brought together over 250 education professionals from a wide spectrum of organizations, such as USAID Washington and field mission staff, interagency working group members (State Department, USDA, EPA, and Peace Corps), Education for Development and Democracy Initiative (EDDI) implementing partners, African ministry partners and community leaders, African and U.S. institutions of higher learning, NEPAD education steering committee members, foundation and private sector representatives, Africa Education Initiative partners, and others.

Participants reflected on successes and challenges in education reform, focusing on USAID Basic Education programs and EDDI activities in Africa, and mapped future strategies for education assistance through long-term systemic education reform as well as shorter-term activities. Sessions were organized around three major themes in education reform in Africa today: increasing access to learning opportunities, improving the quality of teaching, and improving the availability and quality of learning materials. These three thematic areas form the basis of the Africa Education Initiative and are the areas identified through the USAID and EDDI activities as needing most continued attention. The African- Ministries of Education, policy makers, and ambassadors accredited to the U.S. have agreed to this approach.

Sessions included discussions about African-led education reform, using technology to increase access to education, increasing educational opportunities for girls and vulnerable children, the role of communities in education, and education in Muslim communities. There was also a particular emphasis on the impact of HIV/AIDS on education.

Participants left the workshop feeling inspired and connected. They appreciated the opportunity to meet with colleagues from across the continent as well as to discuss project details with USAID staff. As is often the case, session discussions could have gone on for hours before the topics were exhausted, but, as one participant said, "It was truly a great way to recharge and see how others are working through their challenges. I certainly feel less isolated and part of a bigger network (or even a movement) to promote development and positive change."



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EDDI MONITORING AND EVALUATION

Under a contract awarded by FEDSIM in April 2002, Total Service Solutions (TSS) partnered with Exegesis Consulting to develop a program-wide monitoring, evaluation and reporting (ME & R) system for EDDI. As part of this effort, TSS and Exegesis Consulting designed and implemented a set of integrated ME & R tools for EDDI. By the end of 2003, TSS and Exegesis Consulting will conclude this assignment and leave EDDI with a record of its five-year program's impact, best practices and strategies for future programming.

Monitoring and Evaluation Products

TSS and Exegesis Consulting used a combination of site visits, partner interviews and desk research to develop the EDDI ME & R products. In countries visited, there was direct observation of EDDI projects in many cases; otherwise, personnel gathered data through telephone or e-mail correspondence. The ME & R products provide EDDI with initiative-level monitoring and evaluation information. The project partners also maintain project-level monitoring and evaluation records.

Data from the monitoring reports were used as a foundation for evaluation reports and the EDDI project database. These products are resources for the summative evaluation of EDDI currently underway under a separate contract. The ME & R products developed to capture the impact of EDDI include:

- Interim evaluation of EDDI, completed February 2003.
- Special evaluation topic paper on the Ambassadors' Girls' Scholarship Program, completed July 2003.
- Special evaluation topic paper on regional projects and university partnerships, to be completed December 2003.
- An EDDI database and Web site prototype.
- Four monitoring reports covering all EDDI countries in phases.

Report Number	Countries Monitored	Date Submitted
Monitoring Report No. 1: 11 countries	Benin, Botswana, Ghana, Lesotho, Mauritania, Namibia, Senegal, South Africa (stage one), Swaziland, Uganda, Zambia, regional projects	December 2002
Monitoring Report No. 2: 5 countries	Angola, Ethiopia, Mauritius, Nigeria, Togo, South Africa (stage two), regional projects (stage two)	February 2003
Monitoring Report No. 3: 8 countries	Democratic Republic of Congo, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, Tanzania, South Africa (stage three), regional projects (stage three)	July 2003
Monitoring Report No. 4: 19 countries and remaining pipeline projects	Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Congo-Brazzaville, Equatorial Guinea, Eritrea, Gabon, Gambia, Guinea, Guinea-Bissau, Côte d'Ivoire, Kenya, Liberia, São Tomé and Príncipe, Sierra Leone, Zimbabwe, Rwanda (stage two) and South Africa (stage four)	December 2003



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

INTERAGENCY WORKING GROUP PARTNERS' REPORTS

PEACE CORPS

In FY 2003, the Africa region of Peace Corps supported 2,269 Peace Corps Volunteers (PCVs) in 26 countries at a cost of US \$65.2 million. Approximately 36% of the PCVs in Africa worked in the education sector, primarily in the teaching of English to secondary school students.

Peace Corps initiatives and field activities which supported the goals of EDDI in FY 2003 included:

- Agency-wide initiatives in girls' education, HIV/AIDS, and information and communication technology (ICT);
- Gender and Development activities such as field staff training in gender analysis and idea books for PCVs;
- Life Skills materials and training in improving male-female communication and promoting behavioral change with respect to HIV/AIDS prevention, personal health and safety.

All 26 posts in the Africa Region have outreach programs for girls. Half of those posts are involved with EDDI activities in partnership with local NGOs. Eleven posts have scholarship schemes, and nine have *Take Our Daughters to Work* programs. Non-formal activities include girls' clubs, leadership camps and mentoring programs. Peace Corps Togo has inaugurated a unique project entitled *Girls' Education and Empowerment*. In Ghana, Peace Corps has worked closely with FAWE in identifying and providing mentoring to scholarship recipients. During each vacation period, the girls attend a two-week workshop and are tutored in all of the basic subjects in order to keep their grades competitive. Additional sessions have focused on life skills and HIV/AIDS awareness and prevention.

The Ambassadors' Girls' Scholarship Program has been a huge success and has enabled PCVs to help hundreds of girls remain in school and obtain an education. The mentoring component of the EDDI project has helped empower girls through workshops on building self-esteem and self-respect. In addition, professional women in the communities conduct workshops on career opportunities and invite the girls to shadow them at work. A number of the girls have presented self-esteem workshops at their schools and have been able to empower other students and help them take charge of their lives. In addition, the implementing NGOs have gained experiences in administering the EDDI project including mentoring, staff development, budgeting and record keeping. As a result, they are in a stronger position for future collaboration with USAID and other agencies.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

U.S. DEPARTMENT OF AGRICULTURE

The U.S. Department of Agriculture, in partnership with EDDI, USAID and World Link Inc., conducted an international studies partnership with Mauritius. This partnership involved a two-way exchange of teachers and students between the Don Lugo High School in Chino, California, and Marechal College, a high school on the island of Rodrigues in Mauritius. The focus of the partnership was on non-traditional agriculture, leadership and entrepreneurship. Students from Rodrigues were introduced to the Future Farmers of America (FFA) club, including its agriculture and leadership activities for students. As a result of the partnership, Marechal College created the first FFA-like chapter on the island. Each exchange involved attending classes, participating in field trips, and learning about agriculture in the area. A group of seven students and one teacher from Marechal College visited Don Lugo High School in late April 2003 for three weeks. Six students and two teachers from Don Lugo reciprocated by visiting Marechal College in 2003 July for the same amount of time. The following gives a brief explanation of some of the partnership highlights:

The Schools: Don Lugo High School is in a suburban setting in the greater Los Angeles area. The school has a full agriculture program, including a working farm with dairy cows, sheep and other animals. Students purchase animals from the school and care for them on school property until they are ready for sale at the annual county fair. The school's agriculture program also includes an after-school FFA Chapter, where students become involved in various agriculture and leadership activities. Marechal College was the first agricultural high school on the island of Rodrigues. The agriculture program has approximately 200 students enrolled and teaches various subjects related to agriculture. The education is mostly theoretical and the school farm is not currently functioning. The Marechal student body is mostly from low-income families that rely on small-scale agriculture for food and money.

Partnership Themes: The project was developed around entrepreneurship and leadership themes, with hopes of exposing Marechal students to the possibilities of commercial agriculture (there are very few examples of this in Rodrigues). As the partnership got underway, it became evident that livestock (specifically goat) breeding and management was to be the focus of any technology transfer. There is a good market for goats on the main island of Mauritius, and many people in Rodrigues rear goats. However, goat herds in Rodrigues are mostly inbred and suffer from poor management practices. The plan is to create a goat-breeding facility on Marechal school grounds and train the students in artificial insemination and proper management practices. USDA is working with Don Lugo High School to improve the goat genetics on the island by sending frozen semen from California to Marechal College to initiate their breeding program.

Outcomes: During their visit to Don Lugo High School, the students from Rodrigues were impressed with the level of agricultural enterprise in the United States. Coming from an island where most agriculture is subsistence and associated with poverty, some Marechal students commented on how they now saw agriculture as a business option that can be profitable. Goats from the breeding program will be sold to local farmers. Marechal students were also very impressed with FFA chapter activities while visiting Don Lugo High School. The chapter encouraged public speaking, involvement in student entrepreneurship projects, and other aspects of leadership development. As a result, Marechal College developed their own chapter, calling it the FFR (Future Farmers of Rodrigues) club, and told us that they would try to start similar clubs in neighboring schools. Finally, in meeting with the Mauritius Institute of Education (MIE) about the project-FFA, and how agricultural education is structured in the United States, USDA's Cochran Fellowship Program will sponsor three MIE faculty members on a study tour to the U.S. in early 2004 to learn about high school agriculture curriculum development, youth development activities and teacher education in agriculture.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

FROM EDDI TO AFRICA EDUCATION INITIATIVE

"Education is the foundation of development and democracy—in every culture, on every continent. We'll work to give Africa's children the advantages of literacy and learning so they can build Africa's future."

President George W. Bush
June 20, 2002

In retrospect, the Education for Development and Democracy Initiative could be viewed as a series of innovations. The idea of such genuine and sustained cooperation among a multitude of federal government agencies and departments was virtually unprecedented. Yet it worked! The notion of extending scholarships for African girls beyond voucher reimbursements for tuition payments was viewed with skepticism, yet many thousands of young African girls have benefited from the Ambassadors' Girls' Scholarships Program.

The EDDI Interagency Working Group was able to review and award a broad array of highly innovative grants to a large number of organizations that would not have otherwise been able to penetrate the federal bureaucracy. The innovative ideas these organizations brought to the development community have shed light on new ways to help developing countries, as well as on ways to improve some tried and true methods. The lessons are many, and we are already making use of them.

The innovative work and accomplishments of EDDI are helping to shape the way we now approach bringing education to African children. This is above all evident in the fact that EDDI formed the foundation of President Bush's \$200 million, multi-year Africa Education Initiative (AEI), announced by the White House on June 30, 2002. AEI's goal is to improve the quality of basic education and educational opportunities for Africa's children through three key components:

1. Continuing the Ambassadors' Girl's Scholarships Program;
2. Conducting large-scale teacher training; and
3. Providing textbooks and other learning materials for African children.

In addition, two crosscutting themes were included: addressing the devastating impact of HIV/AIDS on education in Africa, and supporting parent and community involvement in education.

AEI will offer more opportunities for African children, especially at the primary level, to learn and become productive members of society. Under the initiative, 250,000 scholarships will be provided for girls, over 160,000 new teachers will be trained, 260,000 existing teachers will receive in-service training, and partnerships will be developed with U.S. historically black colleges and universities (HBCUs) to provide 4.5 million textbooks and other learning tools for African children. The two crucial crosscutting elements—mitigating and preventing HIV/AIDS, and involving communities and parents in the education system—will be included in all aspects of the initiative.

Through education and training, AEI will build on EDDI's work to ensure Africa's future through more transparent democracies, better governance, improved health care, increased income, and stronger environmental conservation. Finally, the initiative will strengthen and extend vital development partnerships between America and Africa by beneficially engaging African leaders and educators, the international development community, and U.S. interest groups.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AFRICA EDUCATION INITIATIVE

The Africa Education Initiative (AEI) was announced by the White House on June 30, 2002, with the goal of improving the quality of education and educational opportunities for Africa's children through three key components: (1) girls' scholarships; (2) teacher training; and (3) textbooks and other learning materials for African children. In addition, funds were allocated to address the devastating impact of HIV/AIDS on education in Africa. This program is being implemented through USAID.

Current Status

Funds were allocated beginning in FY 2002, and all three components of the AEI program have been successfully designed. The following indicates the current status of obligated funds and the program activities being implemented.

Funding

AEI was launched in late FY 2002 with US \$15 million. Funds were allocated as follows:

Girls' scholarships: \$4.0 million

Teacher training: \$4.0 million

Textbooks: \$6.0 million

HIV/AIDS: \$1.0 million

US \$185 million will be provided over the next four years (FY 2003–06) as follows:

FY 2003 \$27.0 M

FY 2004 \$50.0 M

FY 2005 \$53.0 M

FY 2006 \$55.0 M

AEI Activities

All three AEI components were designed in late 2002. Each component is being implemented as follows:

1. Girls' Scholarships:

This component is being implemented as the *Ambassador's Girls' Scholarship Program*. An RFP will be announced in January 2004 to procure the services of contractors to manage the scholarship program. We anticipate having one contractor for East and Southern Africa and one for West Africa. All countries in sub-Saharan Africa with USAID missions will participate, as well as several non-presence countries. Missions have been informed of the program and have already established committees in-country to identify girls and establish specific criteria and processes for the awarding of scholarships at the country level. The scholarship recipients are to be enrolled in the formal education system at the primary, junior secondary or secondary level and will also benefit from mentoring programs. Once the



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

contracts have been awarded (early 2004), the USAID regional scholarship contractor will meet with the mission scholarship committee and establish all necessary administrative and other mechanisms for the release of funds and agreed-upon monitoring and evaluation of the activity. The contractors will work closely with the missions, their identified scholarship committee, local NGOs and other implementing partners so that the process of identifying scholarship awarding and tracking the scholarships, and mentoring recipients can begin without delay. We anticipate the award of scholarships immediately, since most countries have already identified girls for scholarships.

2. Teacher Training

AEI's goal is to provide training for more than 160,000 new teachers and 264,000 existing teachers. USAID missions with Basic Education programs manage the teacher training activity using funds obligated directly to the missions.

AEI teacher training activities are designed to add direct value to existing USAID mission education strategic objectives (SOS). Missions receive AEI funds, determine the specific activities, and report results to AFR/SD quarterly, as required, via the Online Presidential Initiative Network (OPIN). Implementation began with the obligation of FY 2002 funding in seven countries, and results are based on those funds. FY 2003 money has been obligated in all USAID education programs. Activities are just beginning this quarter, and results will be included in the next OPIN report.

Textbooks: A competitively bid contract was awarded in December 2002 to historically black colleges and universities (HBCUs) to design, produce and distribute textbooks, with Hampton University (Hampton, Virginia) as the lead contractor. There are five other HBCU partners: Elizabeth City State University (Elizabeth City, North Carolina), Alabama A&M University (Normal, AL), Dillard University (New Orleans, LA), St. Augustine University (Raleigh, NC), and Albany State University (Albany, GA). This consortium is collaborating closely with USAID missions and African education institutions to develop, publish and distribute high-quality learning materials for African classrooms. This year six countries are participating in this activity: Benin, Ethiopia, Guinea, Mali, Senegal and South Africa. Selection was based on the strengths of existing USAID education programs that are currently developing educational materials. Hampton's contract will produce 300,000 published books by December 2003, and these results will be in the next OPIN report.

3. HIV/AIDS Mitigation

AEI funds supported the *Takalani Sesame* TV/radio program in South Africa in introducing Kami, an HIV-positive Muppet character. This new character has been a resounding success, and USAID is assessing the feasibility of expanding *Sesame Street* to West Africa.

Success Stories

AFR/SD has requested all missions, contractors and implementing partners to begin collecting "success stories" and impact data. We expect to include several such stories in the next reporting period.

Results/Progress to Date

AFR/SD is satisfied with the progress made on the design and implementation of AEI. Though results are not yet available, we fully expect to report on scholarships, teacher training and textbooks in the next period.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AEI: TEXTBOOKS AND OTHER LEARNING MATERIALS COMPONENT

Objectives

The Textbooks and Other Learning Materials (TOLM) component of AEI has two objectives:

1. To provide 4.5 million high-quality, low-cost, relevant learning materials (textbooks, readers, teacher and student workbooks, etc.) over the next five years to countries presently receiving material development support by USAID.
2. To strengthen relationships and form lasting partnerships between U.S. historically black colleges and universities (HBCUs) and their counterparts at African institutions. These partnerships will be strengthened through the shared goal of improving learning materials for African children.

Funding

Funds were allocated beginning in FY 2002, and the TOLM component of the AEI program has been successfully designed and implemented. The following indicates the current status of funds obligated and projected allocations:

FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
US \$6,000,000	US \$4,000,000	US \$11,475,000	US \$12,163,500	US \$12,622,500

Implementing Partners

A competitively bid contract was awarded in January 2003 to Hampton University (Hampton, Virginia) as a first step in developing a partnership with the consortium HBCUs. Five additional HBCUs were selected through a solicitation process to work with Hampton: Elizabeth City State University (Elizabeth City, North Carolina), Alabama A&M University (Normal, AL), Dillard University (New Orleans, LA), St. Augustine University (Raleigh, NC), and Albany State University (Albany, GA). This consortium works in close collaboration with the USAID missions and African education institutions to develop, publish, and distribute high-quality learning materials to several African countries.

Participating African Countries in FY 2003

This year, six countries have been identified to participate in this activity: Benin, Ethiopia, Guinea, Mali, Senegal and South Africa. The HBCU country partnerships are as follows:

- Hampton University and South Africa
- Elizabeth City State University and Senegal
- Alabama A&M University and Ethiopia
- Albany State University and Mali
- Dillard University and Guinea
- St Augustine's College and Benin



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Additional countries with USAID education programs implementing materials development activities will be added during the next four years.

Deliverables (number of publications annually):

2003	2004	2005	2006	2007
300,000	600,000	1,200,000	1,200,000	1,200,000



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AEI: COMMUNITY RADIO EDUCATION FOR MITIGATION OF MULTI-SECTORAL IMPACTS OF HIV/AIDS

Background and Problem Statement

A picture of HIV/AIDS's impact is emerging that Alex de Waal and Alan Whiteside have described as an uneven, "Swiss cheese" model of capacity erosion in regions with high HIV morbidity and mortality, rather than the decisive and rapid collapse of rural villages and state institutions that some analysts predicted. HIV/AIDS aggravates long-standing problems of food security, child health and welfare, staffing in schools, etc. While the resilience of rural African villages may prevent HIV/AIDS from destroying rural society and infrastructure in the near term, HIV-related increases in malnutrition and erosion of long-term health status, when combined with declining government services, set the stage for increasing vulnerability in HIV/AIDS-affected households and villages. While many HIV/AIDS mitigation activities focus on improved delivery of government services in education, health and agriculture, few interventions target rural villages with the tools and information they can use to help themselves on their own terms. This Community Radio Education pilot program being developed in rural eastern Zambia will empower community members to identify their own problems, map the resources available in their communities to address those problems, and participate in designing radio programs that provide technical solutions to problems that villages cannot solve on their own.

Response

The pilot is being developed over four years with AEI funds as a cross-cutting activity focused on (1) support for community participation in education and (2) HIV/AIDS mitigation and prevention. Capitalizing on the experience and success of the *Taonga Market* basic education radio series in Zambia, the pilot is being developed in eastern Zambia to target a rural border region badly affected by HIV/AIDS but unreached by most government or NGO services. Once operational, the activity will provide a model for systematic expansion to communities in other provinces and countries. The model for community involvement in problem identification and problem solving will also be adaptable to other learning technologies, including community Internet resource centers, television and video.

The working title for the radio program is *In My Village* (*Ku Mudzi Wangu* in the regional language). This name emphasizes the role that villages will play in identifying topics in the series and designing the programs in local languages. A preliminary needs assessment in rural Zambia has identified a desire for specific program topics, such as revived cultivation of drought-resistant crops; cultivation of indigenous legumes for increased intake of protein; how to build fisheries; traditional songs and knowledge children need to learn from their elders; improved care and support for family members with HIV; prevention of malaria and HIV/AIDS; and forest management for sustainable fuelwood harvest.

Anticipated village-level impacts will include improved health and readiness of children to learn in schools; improved forest management near villages; improved knowledge of nutrition for HIV-positive patients; improved understanding of how to prevent HIV/AIDS infection; and improved problem assessment and solving in village areas.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AEI: TEACHER TRAINING

The movement toward universal access to education places enormous stress on overburdened education systems. Recruiting, training and supporting enough teachers to provide quality learning is particularly challenging. While the success of educational reform efforts depends on teachers, they typically receive only limited preparation and little ongoing professional support.

To meet this challenge, the African Education Initiative focuses on developing, promoting and expanding new and innovative methods for training teachers. Ultimately, 160,000 new teachers will be trained, and an additional 260,000 existing teachers will receive in-service training.

Working through USAID mission education programs,² AEI provides an opportunity to complement existing teacher training programs by supporting the development and implementation of new and innovative training methods that promote innovative and interactive teaching practices to improve learning outcomes.

As of September 30, 2003, through AEI, 8,300 new teachers have been trained and over 15,000 existing teachers have had their skills upgraded through in-service training programs.

In Benin, 4,500 community-recruited and -paid teachers received training for the first time through AEI.

In Guinea, AEI funds were used to expand an innovative reading instruction program. To date, over 15,000 teachers, school directors, teacher support personnel and student teachers have been trained in this reading instructional model, which includes instructional methods, the use of large demonstration books and student readers.

In Ghana, AEI funds were used to develop an HIV/AIDS curriculum for training teachers. One hundred twenty-five tutors and principals have been trained in the new curriculum and will begin training their colleagues in turn.

² AEI teacher training activities started in six African countries in 2002 (Benin, Ghana, Guinea, Malawi, Mali and Zambia). In 2003, Djibouti, Ethiopia, Namibia, Nigeria, Senegal, South Africa and Uganda were added.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

AEI COUNTRY REPORT: SENEGAL

USAID Mission:	Senegal :
Program Titles:	<ul style="list-style-type: none">• Senegal's improved teacher training (SITT) program• Textbooks for a Global society (centrally funded)
Strategic Objective:	685-010
Status:	New
Proposed FY 2003 Obligation (SITT):	\$600,000 DA
Prior Year Unobligated:	\$0
Proposed FY 2004 Obligation (SITT):	\$700,000 DA
Year of Initial Obligation:	FY 2003
Estimated Completion Date:	FY 2007

INPUTS, OUTPUTS, ACTIVITIES

FY 2003 Program:

1. Senegal Improved Teacher Training (SITT) project

USAID has procured this implementing partner in the second quarter of 2003 through the Educational Quality Improvement Program (EQUIP) Leader and Associates grant mechanism managed by the Education Office of USAID's Bureau for Economic Growth, Agriculture and Trade (EGAT). The Academy for Educational Development has signed a cooperative agreement with USAID/Senegal to implement the SITT project. The chief of party is already in place and the project is operational, thanks to the transfer of the equipment and vehicles from the JOG project (an EDDI program that was closed out recently) to the SITT project.

Senegal's Improved Teacher Training (SITT) project aims to create a more favorable political and technical environment for teacher and school directors training by integrating pre- and in-service training institutionally. In addition, the project will introduce and promote new teaching practices, particularly ones involving experiential, hands-on learning methods; the use of simple, home-made instructional materials; techniques for teaching science in poor rural settings, and new school management techniques and practices. The project will promote distance education and will emphasize the use of computers and the Internet in teaching activities. It introduces life skills modules into the curriculum (HIV/AIDS, hygiene, civic responsibility). In addition, it sets performance standards for school principals and offers in-service training so they can meet those standards; provides instructional leadership, and creates school-community partnerships. The program will also increase availability of teaching materials (books, visual aids) in the classroom.

Under the SITT project for fiscal year 2003, the following inputs, outputs and activities have been achieved:

- A national seminar has been organized to plan actions for year 1 of the project and to share roles and responsibilities at national and regional levels. A list of potential partners for teacher and principal training has been produced.
- Tools and techniques that the education system is using to improve quality have been inventoried. This inventory includes school development projects, a school self-assessment sheet, a teacher self-assessment sheet, and a teaching and learning practices inventory.
- The selection of the national and regional coordinators for the improvement of quality in middle school is in process and will be completed by the end of November 2003.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

The SITT project has entailed ongoing dialogue between the Ministry of Education, teachers' unions and local governments on policy reforms needed to achieve and sustain increased financing, improve system management, and deliver in-service training programs. A national seminar has identified critical issues that need to be tackled to inform policy choices and strategies. Examples include entry and exit skill profiles in teacher training colleges; continuous evaluation of teacher performance; and teacher supply and compensation.

2. Textbooks for a Global Society (centrally funded project)

Senegal is participating in the Textbooks and Learning Material portion of the Africa Education Initiative and its implementer is Elizabeth City State University, (ECSU), a public HBCU in North Carolina.

Under this project for FY 2003, the following inputs, outputs and activities have been achieved:

- As a result of a planning mission by a team from ECSU to Senegal, a memorandum of understanding was signed between ECSU, the Ministry of Education and Université Cheikh Anta Diop (Dakar).
- A purchase order has been issued to local firms for 12,000 "Portable Boxed Libraries," to be delivered to the 6,000 public elementary schools of the country by December 15th, 2003. (A Portable Boxed Library is a closable box of books that can be easily taken from one classroom to the next.) The goal is to place a minimum of two Portable Boxed Libraries at each of the public elementary schools. Each is to contain at least 15 books for teachers to use and let students take home for a weekend or a few days. A total of 180,000 books will be delivered to Senegal for the year 2003.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

APPENDICES

HIGHLIGHTS IN BASIC EDUCATION

In 2002, 12.7 million primary school children's lives were touched by USAID Basic Education programs in Africa, an increase of 775,000 over the previous year.

U.S. bilateral assistance to Africa for education focuses on systemic education reform—helping the Ministries of Education of its host countries to plan for and provide, sustainably and with their own resources, quality basic education that ultimately reaches all children. Currently, USAID's Africa Bureau finances 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.³ Ideally, all program efforts and results are part of a sector-wide plan that all stakeholders buy into, and all accomplishments are part of a larger systemic reform.

A snapshot of accomplishments in 2002 that would not have occurred without USAID involvement includes:

- Ten thousand teachers and school directors in Benin were trained in the new primary school curriculum.
- Support was given to all 19 of the teacher education units in Ethiopia, which were then able to provide staff training and reference materials for teacher training.
- Twenty-one thousand Guinean primary school teachers were trained through the “multi-channel” approach to improved instruction.
- In Ghana, a successful USAID-supported pilot school quality improvement program emphasizing community participation and improving teaching was taken nationwide.
- USAID-led policy development in Malawi supported the development of medium-term policy guidelines, education programming priorities, a costing strategy for the policy investment framework, a draft national strategy for teacher education and a national strategy on HIV/AIDS and education.
- Over the past year in Mali, the number of children who attended primary school who would not have had the opportunity to do so were it not for USAID-supported community schools rose from 133,000 to 198,000.
- In Namibia, professional capacity was strengthened for 32 Ministry of Education decision-makers in the last phase of USAID's unique and successful in-service distance education program.
- In Nigeria, nearly 1,600 PTA members have mobilized 60,000 parents and other community members to improve literacy and numeracy instruction in their schools.
- In Senegal, life skills modules in democracy and citizenship, environment, and health and hygiene, as well as readers, were developed in partnership with the Ministry of Education and are ready for use in elementary schools.
- USAID supported improvement of the learning environment for 260,000 students in South Africa by providing training to 7,700 primary education teachers in 600 disadvantaged schools.
- In Zambia, the number of USAID-supported interactive radio centers increased from 169 to 369, with a total of 11,498 children enrolled.

³ The programs in Djibouti, DROC and Sudan were new in 2002.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

FAST TRACK INITIATIVE

Background

With strong Congressional support, overall basic education funding for FY 2003 increased from a request of US \$165 million to US \$216.58 million (US \$218 m before the rescission). Within the increase, the Agency has set aside US \$20 million (actually US \$19.87 after rescission) in FY 2003 to support Education for All (EFA) and the Fast Track Initiative (FTI). A similar amount is included in the FY 2004 budget request.

The FTI framework is:

- *The Monterrey Consensus.* FTI builds on the principles agreed on at Monterrey: the process must be country-owned and -driven; all partners play off the country's sheet of music rather than the country trying to play 20 different partner scores.
- *Criteria.* FTI countries are selected based on an approved Poverty Reduction Sector Plan (PRSP) and a sector-wide education plan. Countries and donors should be looking at the broad spectrum of education challenges in the PRSP. This could also include, for example, early childhood, secondary, higher, non-formal and workforce skills education and how they support economic growth and poverty reduction.
- *Sector Approach.* FTI proposals must be integrated into ministries' education sector plans; they are not separate programs.
- *Indicative Framework.* FTI plans are reviewed in the context of an indicative framework which provides performance guidelines.
- *Decentralization.* FTI support and decision-making are decentralized; donors need to work together as a cohesive group with the host country; and FTI is not a funding instrument per se; rather it is a way to attack policy, capacity, data and funding gaps that are impeding a country from reaching millennium targets.
- *Funding.* Finally, selection as an FTI country does not imply a commitment of funds by the donor community.

FTI Funding

As noted above, the overall purpose of the supplemental FTI allocations is to fill policy, capacity and data gaps; it is not to expand a mission's current education program. The idea is that the mission can bring some funds to the table with the host country and other donors to address constraints at the country level, so that resources from any source can be used more effectively. Funds are used to help improve donor coordination and effectiveness, such as through the creation and funding of a sector-wide education secretariat. USAID obligated \$7,000,000 in FY 2003 Development Assistance (DA) funds for assistance in developing and implementing strategies to provide support to the World Bank-nominated Fast Track countries.

USAID Missions Receiving FY 2003 DA Funds for FTI Activities:

Ethiopia	(\$1,700,000)
Guinea	(\$1,000,000)
Ghana	(\$1,000,000)
Nigeria	(\$1,300,000)
Uganda	(\$1,000,000)
Zambia	(\$1,000,000)



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Other background on FTI

FTI Countries:

18 Candidate Countries By Region (Selected by the World Bank)	
Africa (11)	Burkina, Ethiopia, Gambia, Ghana, Guinea, Mauritania, Mozambique, Niger, Tanzania, Uganda, Zambia
Asia/Near East (2)	Vietnam, Yemen
Europe & Eurasia(1)	Albania
Latin America & Caribbean (4)	Bolivia, Guyana, Honduras, Nicaragua

Analytical Fast Track

Africa (2): Democratic Republic of Congo (DROC), Nigeria.

ANE (3): Bangladesh, India, Pakistan.

The common factor among the Analytical Fast Track or “Big Five” is the large number of children out of school. USAID has education activities in all five countries. A virtual donor working group on these countries is being created. The concept is to improve policy, capacity, data and education funding so that these countries can become eligible for Fast Track. Clearly, there are other countries with large out-of-school populations where USAID is also engaged (e.g., Sudan).

USG Position on FTI

Note this is not simply USAID’s position, but reflects the consensus of NSC, the State Department, the Treasury Department, the U.S. Executive Director’s Office at the World Bank (USED), the Department of Education, and USAID. The United States sees FTI as worthy of support, in that it is an attempt to (a) identify and test best practices in order to advance—in the spirit of the Monterrey Consensus—the attainment of the FTI goal of universal primary completion (UPC), and (b) better harmonize donor technical and financial support. The World Bank and some other donors see FTI as the major scaling-up instrument for EFA. The United States disagrees, as FTI covers only two of the six EFA goals set in Dakar and is, frankly, unproven as a scaling-up mechanism. What FTI can do is improve coordination and address gaps for more effective development.

USAID Concerns. From the USAID point of view, we are concerned that the World Bank (WB) has:

- a. Not fully followed its own technical analysis, whereby three of the four gaps (policy, capacity and data) seem to take a back seat to funding;
- b. Taken FTI actions which do not promote the Monterrey principles described above;
- c. Created or raised expectations regarding funding that may not be met; and
- d. Set unrealistic deadlines initially (due to pressure from the top levels of the WB) at the expense of building the structures and capacity to design and build sustainable education systems.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

EFA and FTI Key Points

These will be important for mission management and USAID education staff to keep in mind as FTI moves forward.

Monterrey. The driver of USG development thinking, including Millennium Challenge Account (MCA), is the Monterrey Financing for Development the so-called Monterrey Consensus or Monterrey Compact. The agreement was that developing countries would take responsibility for their own development, including providing the majority of the resources. In turn, donors would attempt to fill funding gaps and harmonize their coordination and ways of doing business.

Poverty Reduction Strategic Plan (PRSP). Education should be part of a country's economic growth and poverty reduction strategy. Most PRSPs are weak in their discussion and analysis of and links to education. We need your help in making this happen.

Sector-Wide Planning. As mentioned above, FTI—with its primary education completion focus—covers only two of EFA's six goals. The FTI donors agreed (most recently at Paris in March 2003) that the second FTI eligibility criterion was a quality sector-wide education plan, one that goes from the early childhood to tertiary levels, and would include issues like non-formal education, out-of-school youth, job skills, etc., as applicable.

One Sheet of Music. The bottom line is that a country need only prepare a credible sector-wide plan which would be updated to include all six EFA goals. There is no requirement for a separate EFA plan. In the same way, FTI proposals should come directly from a country's education sector plan, as it is a companion on how to accelerate or scale up to meet country goals which will support MDGs. This is where the extra FTI funding from USAID can be used (more later).

Timing. The World Bank was not clear about what it wanted (the higher the FTI proposal process went in the WB, the higher the FTI goal posts moved), except for speed. Thus proposals had to be submitted far too quickly in order to meet artificial Development Committee deadlines. As a result, expectations were raised on the one hand while the quality of proposals suffered (USAID/Honduras deserves a pat on the back for going the extra mile in this area). The timing on FTI should reflect the country's timetable, not external deadlines. This was confirmed at Paris in October 2003.

HIV/AIDS. The country and the donor education group need to work together to assure that additional education investments will not be undermined by HIV/AIDS. Based on the work of Africa's Mobile Task Team from the University of Natal and the UNAIDS HIV/AIDS and Education Inter-Agency Task Team (IATT), there are some tools and techniques available right now to help all countries threatened by HIV/AIDS.

Decentralization. Along with keeping the country in charge per the Monterrey consensus, USAID, along with other donors such as the UK and Germany, have insisted during FTI discussions that the focus should be on the country level, where donor education groups should take the lead (while at the same time improving their own individual and collective behaviors). The idea is that the country will have a one-stop shop for education discussions, rather than meeting separately with each donor. This will require discipline by all parties.

Civil Society. One clear theme throughout FTI implementation so far has been lack of involvement of civil society in the FTI proposal vetting, because time was short or because people fell back on traditional centralized planning. In fact, Zambia initially opted to drop out of FTI because the WB calendar did not allow the Zambian government to carry out its own planned consultations with civil society. The lessons of EFA and FTI have shown that the level of consultation within a given country has been highly variable and, in general, needs significant strengthening.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Outreach with civil society is one of USAID's strengths, and it is a logical candidate for the supplementary FTI funds you will be receiving. In fact, such outreach was already included in USAID/Nicaragua's proposed use of FTI funds and is a legitimate use of the supplemental FTI funds.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

GENERAL EDUCATION IN MUSLIM COMMUNITIES

"When nations respect the creativity and enterprise of their people, they find social and economic progress. This vision of progress is not owned by any nation or any culture, it belongs to humanity—every African, every Muslim, every man or woman who wants to make it real. Cultures must preserve their unique values. Yet, everywhere—East and West, North and South—there is a model of successful development..." —President Bush (October 29, 2001)

"Making the most of economic opportunities will require broader and better education, especially among women who have faced the greatest disadvantages." —President Bush (May 9, 2003)

Background

USAID/AFR/SD has initiated a two-year effort to develop and implement programs in East Africa that provide education opportunities, especially basic education, in predominately Muslim communities. The Muslim education program is as follows:

Predominately Muslim communities in the following countries will receive assistance: Ethiopia, Eritrea, Uganda, Kenya and Tanzania (Nigeria and Mali may be added, separate from the East Africa initiative).

Strategies and intervention, specific and appropriate to each country, are in development, and will include:

- Training and empowering parents and communities to be involved in education to ensure greater accountability and transparency.
- Education interventions in post-conflict communities in support of peace, stability and reconciliation.
- Expanding scholarships for girls and other vulnerable children in marginalized communities.

Country-specific activities include the following:

Ethiopia

The mission will expand its nonformal education (NFE) program to enhance education in disadvantaged communities, many of which are predominantly Muslim, targeting both pastoralist and settled populations. In addition, the mission will continue its innovative mobile teaching programs that are part of a larger Frontline State Initiative in the Somali region of Ethiopia and will pilot an activity focused on education interventions in Koranic schools.

Eritrea

The mission proposes to support the National Education Policy of the Ministry of Education by installing computer labs in selected secondary schools in Keren, Barentu, Akordat and Assab. Teachers and administrators will be trained to use information and communications technology effectively as an instructional, management and research tool, using supportive resource materials. Community access and engagement will be incorporated into the effort, including outreach to traditionally underserved populations (e.g., girls, out-of-school youth, demobilized soldiers and the handicapped).



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

Kenya

The new USAID education program will support the Kenyan government's education reform program by providing education opportunities for children in marginalized areas, including largely Muslim communities in the Northern and Coastal regions, where school enrollment is low.

The program will focus on strengthening partnerships among schools, communities and districts. In the Coastal Province, the program will assist communities managing madrasa early childhood development centers in developing primary schools. The program will strengthen school management committees, train teachers, and develop curricula and learning materials. In the North Eastern Province, the program will support primary education for nomadic and pastoral communities. This effort will include establishing and strengthening distance education and alternative education programs.

Tanzania

USAID's program will focus on Zanzibar because it constitutes a finite Muslim population, with a population of about 950,000 on the two main islands (Zanzibar and Pemba). The strategy will strengthen the linkages and partnerships among communities, schools and pre- and in-service teacher education providers to increase student learning, especially in mathematics, civics, the sciences, and English at the secondary level. All activities will reinforce the Government of Zanzibar- and African Development Bank-supported commitment to active learning practices.

Uganda

Muslims constitute approximately 10 percent of Uganda's population. The Mission proposes tracking Muslim beneficiaries of its current programs to determine the impact on this target community in HIV/AIDS education, school improvements and teacher training. New activities are also being proposed to expand and enhance outreach to these communities through the following interventions: grants to Islamic faith-based organizations; expansion of the Madrasa Early Childhood Development and the Enhancing Uganda Primary Education in Kampala (EUPEK) project; support for religious education, which is on the primary syllabus, to include HIV prevention, peace education and conflict resolution.

Contacts

Dr. Sarah E. Moten, Chief
Education Division, USAID/AFR/SD
202-712-0222 (T) 202-216-3381 (F)
smoten@usaid.gov

Aleta Williams, Education Advisor
USAID/AFR/SD/ED
202-712-1516 (T) 202-216-3373 (F)
alwilliams@usaid.gov

Gmakahn Sherman
202-219-0481
gsherman@afr-sd.org



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA

The Education Division of USAID's Africa Bureau made a strong step toward improving the condition of African education in 1988, when it joined other donors to create and support the Donors to African Education (DAE). African ministers became partners in 1992 when the consortium was transformed into the Association for the Development of Education in Africa (ADEA). Now, representatives of 18 agencies that participate in ADEA sit on its Steering Committee. The most critical gathering of African education ministers, donors and education sector professionals occurs at a biennial meeting in sub-Saharan Africa, each of which is organized around a specific theme. ADEA also comprises 10 working groups, the mechanisms through which technical issues essential to the educational growth in Africa are addressed. Strengthening technical capacity is fundamental to the working groups as they advocate on behalf of education and conduct research to inform stakeholders about specific educational issues.

The Education Division is currently engaged in the following support to ADEA:

1. *Participation in the 2003 Biennale, "Improving the Quality of Education in Africa,"* through the production of three documents (two in collaboration with the Office of Education for USAID's Economic Growth, Agriculture and Trade Bureau, or EGAT). Two of these were background papers, entitled "Implementation Matters: Exploring Its Critical Role in Transforming Policies and Investments into Results" (Ibrahima Bah-Lalya and Richard Sack) and "Accelerating Paths to Quality: A Multifaceted Reality" (Jane G. Schubert and Diane Prouty-Harris). The third document was chapter 2 of the discussion paper, "The Multifaceted Reality of Quality Improvement: Moving Toward Clarity" (Jane G. Schubert). Chapter 2 will be represented on a panel at the Biennale. The Chief of the USAID/AFR/SD Education Division serves on the ADEA Secretariat.

2. *Support to five working groups and the Secretariat.* Each of five working groups will receive US \$25,000, and the ADEA Secretariat will receive US \$75,000 for professional activities. Each working group will also receive technical support from one member of the Education Division. The five working groups focus on:

- *Education Statistics*, to establish relevant and sustainable education statistics services in African countries;
- *Books and Learning Materials*, to encourage the formulation of national policies concerning books;
- *Education Sector Analysis*, to promote knowledge and skills in sector-based analyses;
- *Teaching Profession*, to help ministries to improve personnel management and support; and
- *Higher Education*, to revitalize African tertiary institutions.

ADEA serves as a unique and productive forum for the exchange of knowledge and experiences that lead to reform and improvement of education in Africa.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE (EDDI)

THE AFRICAN PRESIDENTIAL ROUNDTABLE 2003

Established on August 21st, 2001 at Boston University, the *African Presidential Archives and Research Center* (APARC) houses the Lloyd G. Balfour African Presidents in Residence Program, with former first President of the Republic of Zambia Honorable Kenneth David Kuanda as the first President in Residence. He was seated on September 20, 2002. The first annual State of Africa Report was published on President's Day, February 17, 2003.

The USAID/Africa Bureau/Education Division supported the first Roundtable organized by the Center, held on April 22, 2003. Five former heads of state joined President Kuanda for this roundtable: President Jerry Rawlings (Ghana); former President Ali Hassam Mwinyi (Tanzania); former President Navinchandra Ramgoolam (Mauritania); former President Sir Q. Ketumile J. Masire (Botswana); and former President Nicephore Soglo (Benin). The Roundtable held a closed-door session for the Presidents only, and then invited others to an open public forum. Participants and discussants for the roundtable included: USAID Administrator Andrew Natsios; the Chair of the Corporate Council World Bank James A. Harmon, author of *Commission on Financing Capital Flows to Africa*; the former Beninese representative to the UN, Ambassador Rene Valery Mongbe; and Assistant Secretary of State for African Affairs Walter Kansteiner. A hospitality event was hosted by John Silber, former Chancellor of Boston University.

The major theme of the roundtable was how to attract business to and increase capital flow on the continent. Mr. Harmon presented a preview of the Commission's report on facilitating capital formation in Africa (e.g., trade liberalization, debt relief, tax policy), which launched the discussions. This was followed by a presentation by the Administrator on the U.S. government's commitment to the fight against HIV/AIDS, the Millennium Challenge Account and increased funding for other development assistance. The American perspective was followed by a discussion from the African point of view, which began by highlighting the conceptual framework of New Partnership for African Development as a means to attract business. Other issues raised were the need for Africa to tap into the resources of Africans in the Diaspora and the extent to which current tensions between the United States and France precluded short-term improvement in relationships between the United States and francophone Africa. U.S. State Department activities to build partnerships with African nations and improve economic ties, using such vehicles as the African Growth and Opportunity Act (AGOA), stimulated further conversation about strengthening business on the African continent.

A publication of the roundtable discussions and recommendations will be released as an expanded special edition of APARC's quarterly magazine *Communiqué*. It will feature a synopsis of the proceedings, summaries of key presentations and a summary of the statement released by the six participating heads of state.



STATE OF FLORIDA

Office of the Governor

THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

www.flgov.com
850-488-7146
850-487-0801 fax

JEB BUSH
GOVERNOR

August 13, 2003

Dr. Sarah E. Moten
Chief, USAID
African Bureau
Education Division
1300 Pennsylvania Ave., N.W.
Washington, D.C. 20523-4600

Dear Dr. Moten:

I am delighted the United States Agency for International Development (USAID) is partnering with the State of Florida to implement some of its very important African development programs. In particular, we are especially pleased that USAID would consider funding an effort that we believe would help us expand and enhance our *Africa Trade Program* and our *State-to-State Partnership* with the Western Cape Province in South Africa.

Increasing the technological capacity of our Florida workforce is a top priority of my administration. Funding of this project by USAID can assist us in connecting the ongoing initiatives of Florida State University (FSU), Enterprise Florida Inc., and the Florida Space Authority with those in South Africa to build lasting relationships that will benefit all of our citizens. Jointly, Florida and the Western Cape can provide companies with the knowledge to be effective in a global economy, support state and provincial centers for entrepreneurship and innovation, and extend quality educational services to greater segments of our societies.

We welcome the continued financial support your *Education for Democracy and Development Initiative* has provided Dr. James C. Turner at FSU. The strong university-to-university relationship that FSU has built with Western Cape University fits well within our scope of development projects and, indeed, forms a basis for a four-way partnership between USAID, FSU, Enterprise Florida Inc., and the Florida Space Authority.

Sincerely,

A handwritten signature in black ink that reads "Jeb Bush".

Jeb Bush



Governor's Mentoring Initiative

BE A MENTOR. BE A BIG HELP.

1-800-825-3786



OFFICE OF THE EXECUTIVE GOVERNOR
Government House Maiduguri
Borno State -Nigeria

Ref. GH/OFF/8/VOL.II/160

19th March, 2003

His Excellency,
Ambassador Howard F. Jeter,
United States Ambassador to Nigeria,
Embassy of the United States of America,
No.9, Mambila Street, Aso-Drive Maitama,
Abuja.

Your Excellency,

**INAUGURATION OF COMMUNITY RESOURCE CENTER FOR
THE NORTH-EAST ZONE IN BAUCHI**

I write to most sincerely thank you for your letter of March 14, 2003 inviting me to be part of the inauguration of the US-funded Community Resource Center (CRC) for the North-East zone. I am really impressed by the lofty ideas underpinning the conception of the CRCs in Nigeria. The role of education, particularly of the kind the CRC promises to offer, is indispensable for the sustenance of our democracy and for releasing latent creative energies for our developmental purposes. It is this conviction that explains our own modest efforts in the educational sector in Borno State. This sector has consistently taken the lion's share of our annual budgets.

By the CRC project for the North-East Zone, your Government is showing itself to be a true friend and ally of our people. We are indeed very grateful, and look forward excitedly to our citizens benefiting from the programs of the Center. I would personally have wished to be present at the inauguration of the zonal center in Bauchi. Regrettably, however, the date coincides with one of our political campaign trips scheduled out of Maiduguri. I shall therefore be unable to attend. I am however sending a delegation to represent the Government of Borno State at the occasion. Your Excellency should be rest assured of our commitment to the Center and to its ideals.



On behalf of the Government and people of Borno State, I wish to thank you, and through you, the Government of the United States for this most commendable gesture.

Yours Sincerely,

A handwritten signature in cursive script, appearing to read 'Mala Kachallah'.

**ALHAJI (DR) MALA KACHALLAH,
EXECUTIVE GOVERNOR OF BORNO STATE.**

ASSOCIATION LIAISON OFFICE FOR UNIVERSITY COOPERATION IN DEVELOPMENT

November 6, 2003

Dr. Sarah Moten, Coordinator
Education for Development and
Democracy Initiative (EDDI)
Bureau for Africa
U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523

Dear Dr. Moten:

ALO is pleased to have had the opportunity to cooperate with the Education for Development and Democracy Initiative (EDDI) in Africa, in support of USAID's objective to increase the contributions of higher education institutions in developing countries to local development challenges, through sustainable partnerships with U.S. institutions. EDDI's collaboration with ALO has enabled 32 partnership awards between colleges and universities in the U.S. and in 13 African countries. Three million dollars in EDDI funding for ALO partnership awards has leveraged nearly three million dollars in cost share contributions – an extraordinary reflection of commitment by U.S. higher education institutions to development cooperation.

The EDDI-funded partnerships have targeted a range of development objectives and major themes in education reform in Africa, including: increasing access to learning opportunities; improving the quality of teaching; and improving the availability and quality of learning materials. The partnerships have also responded to one or more of EDDI's long-term strategic objectives: (1) enhancing primary and secondary schools and universities; (2) empowering girls and women; (3) increasing knowledge about and access to technology; (4) creating more informed and active African citizens; (5) establishing ongoing linkages between African institutions and American partners; (6) strengthening African democracies; and (7) preparing countries to be integrated into the global economy.

On behalf of the participating institutions, I am pleased to submit a report on the results of these efforts. They are further testament to the power of the higher education partnership model as a successful and cost-efficient conduit for development cooperation. Individually and collectively, these institutions have contributed enormously in addressing complex economic, social, and educational development challenges. The accompanying report provides an overview of each partnership.

We hope that as EDDI transitions into the new Africa Education Initiative (AEI), together we can build on the successes of our past collaborative efforts. We hope to work with you in teacher training, girls' education and training, and related areas that will address the objectives of AEI.

On behalf of the U.S. higher education community, ALO commends EDDI for its accomplishments, which were heralded at the recent conference in Swaziland. We extend congratulations as we look forward to continued partnership.

Cordially,



Joan M. Claffey
Executive Director

cc: Mr. Gary Bittner
Chief, Higher Education and Workforce Dev't
EGAT/ED

August 29, 2003

Dr. Sarah Moten, Coordinator
EDDI
1300 Pennsylvania Avenue, NW
Suite 4.7. - 105
Washington, DC 20523- 4600

Your insight into the magnitude of the educational opportunities on the continent of Africa is mind-boggling. The exchange of information and personnel forges a bond that enhances both groups.

We are full of undying gratitude for your sponsorship of this much needed entity. The educational exchange has resulted in Miami Carol City senior High School's administrators, teachers, and students becoming e- mail pals with the FAWE Girls School in Kigali, Rwanda.

Their interest in learning new teaching techniques, keeping girls in school, HIV peer education, PTSA, and teacher training is phenomenal.

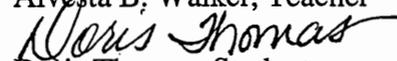
Efforts such as yours give all students, not only a multicultural perspective but most importantly, a global perspective. These experiences enhance both countries' students and curriculum.

Our hearts abound with humble thanks for allowing us this most worthy venture. Please thank all of your staff for the fantastic work performed to insure our successful visitation.

Gratefully yours,



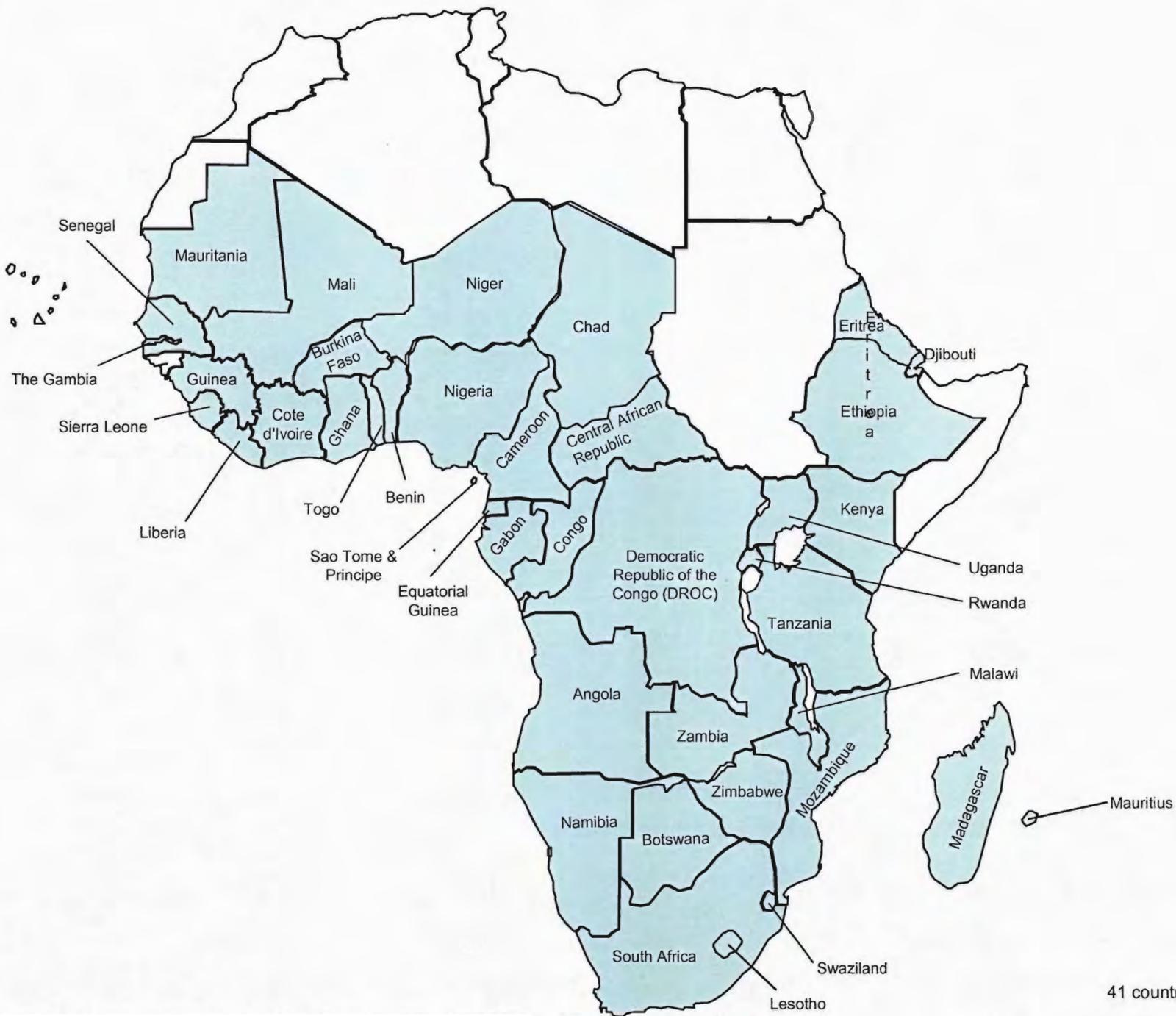
Alvesta B. Walker, Teacher



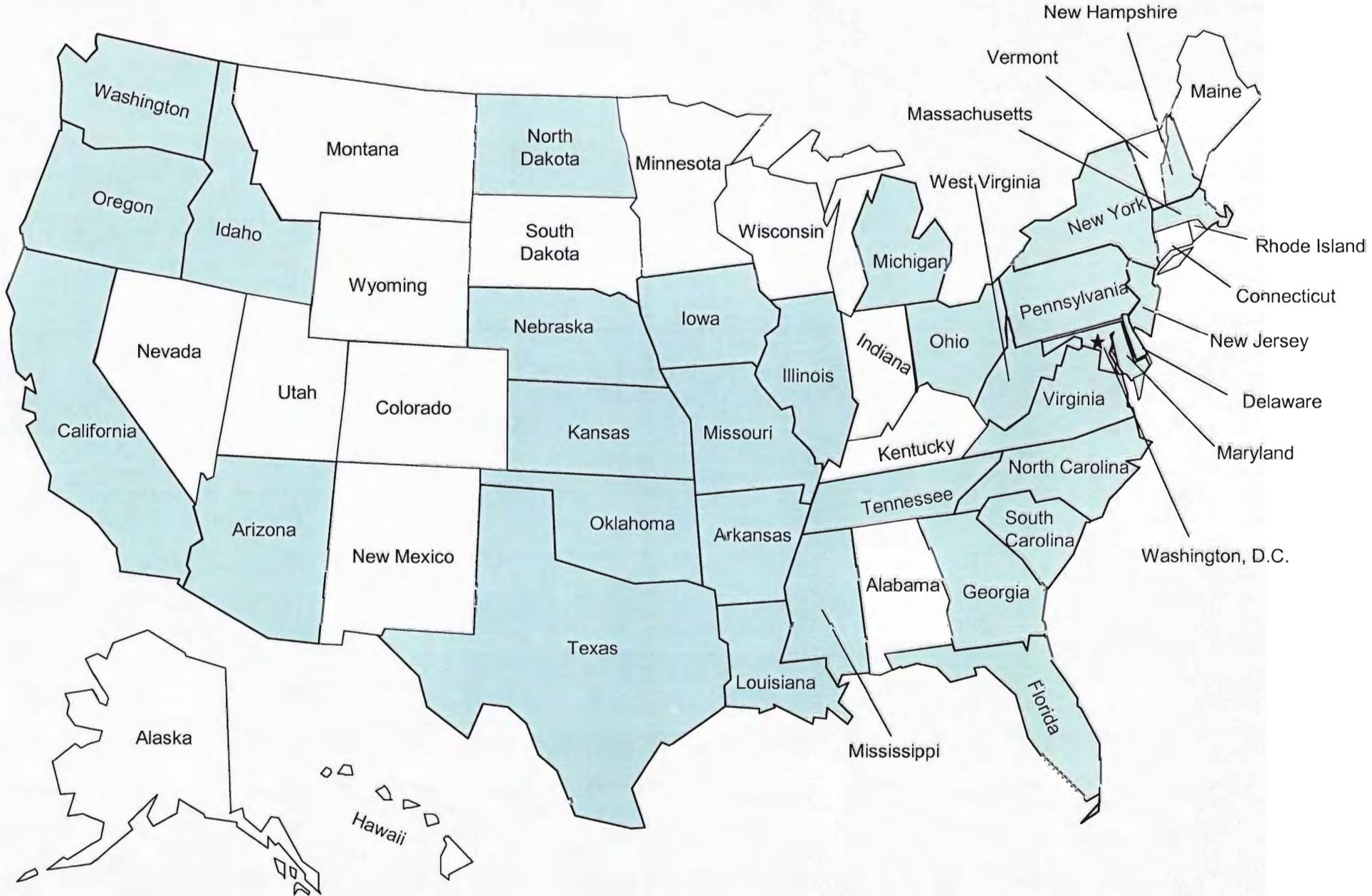
Doris Thomas, Student

Miami Carol City High School

Countries with EDDI Programs



States with EDDI Partnerships



States with EDDI Partnerships



For further information or additional copies, contact:

U.S. Agency for International Development
Bureau for Africa
Office of Sustainable Development
Education Division
Washington, DC 20523-0089