



Changing Lives: Success Stories from the Africa Education Initiative



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The success stories from the Presidential Africa Education Initiative (AEI) were compiled by Exegesis Consulting using a variety of sources including the United States Agency for International Development (USAID) Africa Bureau Office of Sustainable Development Education Division, USAID Missions in the participating African countries and implementing partners. AEI activities are flourishing in the 41 participating countries and more success stories will be collected in the future. This compilation includes 33 stories from 13 countries - Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Mozambique, Namibia, Senegal, Tanzania, Uganda and Zambia. Not only do these stories reflect AEI's commitment to increasing the quality of and access to education in Africa, but also the ability of AEI supported activities to change the lives of children, particularly girls.

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Cover Picture: Young girl child from St. Philips Primary School, Ho, Ghana.
St.Philips is one of the primary schools in Ghana, which is establishing new
literacy records with the Breakthrough to Literacy program.

Disclaimer

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Table of Contents

BENIN	3
<i>International Foundation for Education and Self-Help (IFESH) – HIV/AIDS Workshop for Teachers</i>	3
ETHIOPIA	4
<i>International Foundation for Education and Self-Help (IFESH) Higher Diploma Program for Teacher Training At Awassa College</i>	4
<i>International Foundation for Education and Self-Help (IFESH) Role Model Project</i>	6
<i>USAID/Ethiopia Teacher Training Activity</i>	8
GHANA	10
<i>Breakthrough to Literacy Reading Program</i>	10
<i>International Foundation for Education and Self-Help (IFESH) Activity – HIV/AIDS Workshop</i>	11
<i>International Foundation for Education and Self-Help (IFESH) Teacher Training Activities</i>	12
<i>“Window of Hope” HIV/AIDS Curriculum</i>	13
GUINEA	14
<i>Africa Education Initiative Empowers Girls in School and Women in the Workplace</i>	14
<i>Ambassadors’ Girls’ Scholarship Program</i>	16
<i>Historically Black Colleges and Universities (HBCU) Textbook Initiative</i>	19
<i>International Foundation For Education And Self-Help (IFESH), Teachers For Africa (TFA) A Volunteer’s Story No. 1</i>	21
<i>International Foundation for Education and Self-Help (IFESH) Teachers for Africa (TFA), A Volunteer’s Story No. 2</i>	23
<i>Teacher Training Activity – Storybooks Help Children Learn To Read</i>	26
KENYA	27
<i>Maasai Education Discovery (MED)</i>	27
MALAWI	29
<i>International Foundation for Education and Self-Help (IFESH) Activity – Volunteer Secures Scholarships from a U.S. Church</i>	29
<i>International Foundation for Education and Self-Help (IFESH) Activity Literacy Program for uvenile Offenders</i>	30
<i>International Foundation for Education and Self-Help (IFESH) Activity – Volunteers for Academic Excellence Program</i>	31
<i>USAID/Malawi Teacher Training Activities</i>	32
MALI	34
<i>Ambassadors’ Girls’ Scholarship Program</i>	34
<i>Educating and Inspiring Girls</i>	36
<i>USAID/Mali Community Learning and Information Center</i>	37

MOZAMBIQUE	39
<i>Helping Bright Girls Return to School</i>	39
NAMIBIA	40
<i>Bringing Hope, Love and a Brighter Future to Namibian Girls, and Orphans and Other Vulnerable Children (OVC)</i>	40
<i>International Foundation for Education and Self-Help (IFESH) Improve Information Technology Pedagogy</i>	42
<i>Textbooks for a Global Society</i>	43
<i>USAID/Namibia Teacher Training Activity</i>	44
SENEGAL	45
<i>Children Learn To Read Home-Grown Stories with Overseas Help</i>	45
TANZANIA	47
<i>Ambassadors' Girls' Scholarship Program (AGSP) Successfully Launched Plus A Profile Of A Former AGSP Scholar To Hold Village's First University Degree</i>	47
UGANDA	51
<i>USAID/Uganda Teacher Training Activity - Arua Hill Primary School Views on Cooperative Learning</i>	51
ZAMBIA	53
<i>The Zambian Community Radio Project</i>	53
<i>USAID/Forum for African Women Educationalists of Zambia (FAWEZA) Ambassadors' Girls' Scholarship Program</i>	55
<i>USAID/Zambia Teacher Training Activity</i>	57

AFRICA EDUCATION INITIATIVE SUCCESS STORY BENIN

Project Title: International Foundation for Education and Self-Help (IFESH) – HIV/AIDS Workshop for Teachers

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Effectiveness of Teacher Training
Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

Prior to these workshops, teachers had very little exposure to the basic facts on HIV/AIDS, according to a pre-test conducted at the onset of the workshop. The workshops are the first of their kind within the schools for the teachers. Lively question and answer sessions followed coverage of the more obscure points of disease transmission, behaviors and prevention techniques.

The workshops were conducted in part by trainers who had experience addressing youth in Cotonou on HIV/AIDS issues. The trainers fielded many questions, often specific to the local population, especially concerning the use of condoms and socio-cultural taboos. Many aspects of preparing their students for situations concerning sex were discussed. Trainers were also able to make use of an HIV situational video film borrowed from the Peace Corps, ‘*Scenarios du Sabel*’, which proved to be a very effective tool in the workshops.

The workshops were approximately two and a half to three hours long, but they covered the essentials and were effective in heightening awareness and clarifying several issues according to the responses noted on the *Post Questionnaire Evaluations*. A total of 74 teachers from different schools participated in the four workshops.

AFRICA EDUCATION INITIATIVE SUCCESS STORY ETHIOPIA

Project Title: International Foundation for Education and Self-Help (IFESH) Higher Diploma Program for Teacher Training At Awassa College

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Effectiveness of Teacher Training

The Teachers for Africa Program (TFA) is in its second year at Awassa College of Teacher Education (ACTE) in Awassa, Ethiopia. The main thrust of the TFA at ACTE is the Higher Diploma Program (HDP), which is designed to further lecturers' knowledge, skills and teaching methodologies. The HDP program was initiated in 2003 as part of the Ethiopian Ministry of Education's educational reform effort.

There are five major components to the Higher Diploma Program:

- 1) School Placement. Trainees visit a primary school, observe a teacher for the day, and subsequently teach three lessons themselves. Trainees then compile a School Placement Report detailing their experience and observations of the teacher's role at the school. This activity occurs early on in the HDP because it will be referenced later in the trainees' studies.
- 2) Reflective Activities. At the conclusion of every session and module, trainees consider and record their observations, experiences and discussions. The Reflective Activity is an integral component of the HDP because it provides an opportunity for self-evaluation and peer observations.
- 3) Participation/Practice in Active Learning Methodologies. Trainees develop an Active Learning Project that is first presented to the members of their class and then to the trainee's students. This is an important component of the HDP because it provides the trainee with an opportunity to develop and test a lesson plan.
- 4) Continuous Assessment. Trainees are encouraged to identify various ways of classroom assessment, other than standard examinations. Trainees must then incorporate these new methods into their lesson plans.
- 5) Action Research Project. Trainees identify a problem facing their classroom or college; define and state the problem; develop a hypothesis; outline a possible procedure to test the hypothesis; record the results of their research; and prepare a conclusion and any linked applications or ideas based on the conclusion.

The over arching component that makes the Higher Diploma Program so effective is the maintenance of a collegial theme in the delivery of the program. Lecturers are active

participants in acquiring these new methodologies. They contribute their ideas, knowledge and expertise and encourage each other at every step along the way.

The impact of the HDP on the educational reform effort in Ethiopia can be measured over a very short time frame. The 19 lecturers participating in the ACTE program estimate they will each train 716 teachers by the end of the current academic year resulting in the training of nearly 3,000 teachers. In one to two years those 3,000 teachers will graduate and take positions within primary schools, where the average class size is 85 pupils, with 12-14 classes taught per week. The result is a sizable number of primary students being instructed by teachers who have been trained by graduates of the HDP.

The quality of the primary education system in Ethiopia will be favorably impacted as a result of the teacher educators having participated in the Higher Diploma Program and passing their knowledge and skills on to Ethiopia's future teachers.

The Higher Diploma Program is being implemented in teacher training colleges and universities throughout Ethiopia.

AFRICA EDUCATION INITIATIVE SUCCESS STORY ETHIOPIA

Project Title:	International Foundation for Education and Self-Help (IFESH) Role Model Project
Activity Funded By AEI:	Innovative Activity
Success Story Demonstrates:	Effectiveness of Teacher Training - The Role Model Project

The Debre Berhan College of Teacher Education and Vocational Training Role Model Project, organized by the IFESH volunteer with about 80 teacher trainees of the Gender Club, has been one of the most exciting educational exercises of the year. The "Role Model Project" is so successful it may be replicated in other Teacher Education Institutions (TEI) across Ethiopia. The Project has proved to be educationally valuable in process as well as in its product.

The goal of the project is to compile a book about role models from all "walks of life", from different professions and regions near and far.

To begin, the teacher trainees identified criteria to identify role models. Based on the identified criteria, they selected successful farmers, strong women household leaders, and other successful figures from diverse sectors in the community such as education, health, public administration, and the police service. Then the trainees extended their selection by identifying "heros" at the national level in fields such as athletics, politics, business, and aesthetics. They were also able to include international representatives due to their being near Addis Ababa, an international center.

The trainees developed interview questions, and traveled throughout the community, including the nearby rural farming areas. Five trips were arranged to Addis Ababa, each time with a new group of interviewers.

When the trainees conducted the interviews, interviewers faced persons of diverse experiences and positions ranging from Ambassadors, professionals, artists, farmers, housewives and students; they listened to their voices, expressions, values, successes, failures and beliefs that contributed to their success. The trainees recorded their observations and presented them to their classmates and the college staff. They compiled all their observations into a "Role Model Book," to serve as a reference for the thousands of regular and extension students, of the College in the future.

The impact of the Role Model Project is tremendous:

- Trainees are enthusiastically involved in the process of producing a useful reference through gathering resources from the community. This has helped to inculcate in the minds of the young trainees that materials can be produced from local sources.
- Trainees identified with the values of the role models which surely will affect their own behavior in the future. They shared their thoughts and ideas with role models, gathered advice, heard about failures and successes, some of which will be remembered throughout their lives.
- The exposure has aroused the interest, zeal and dreams of young trainees.
- Trainees have practiced formal communication in a real situation and have improved their listening and speaking skills in English and Amharic.
- The trainees will produce a reference for the College on role models that will bear their names forever.



Gender Club students interviewing Dr. Amakelech Teferi for the Debre Berhan Role Model Project

AFRICA EDUCATION INITIATIVE SUCCESS STORY ETHIOPIA

Project Title: USAID/Ethiopia Teacher Training Activity

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: Effectiveness of Teacher Training

Funding from AEI for the teacher training program, in partnership with USAID/Ethiopia and the Academy for Educational Development (AED), has achieved the following at Teacher Training Institutions (TEIs):

- Strengthening of information and communication technology (ICT) and the establishment and use of computer centers
- Establishment of Centers of Excellence at three TEIs
- Enriching the Pedagogical/Instructional Resource Centers in the TEIs.

The Ethiopian Teacher Education Portal (ETEP), www.tei.edu.et created by USAID and AED, is the first of its kind in Ethiopia. It is an on-line service for the Ministry of Education and TEIs across the country. Since established, the Portal has:

- 175 registered users
- 100 documents uploaded to be shared
- Published many links and articles.

In addition, a new Teacher Training Registrar Automation System (TRAS) has been developed for automating the registrar services of all TEIs in Ethiopia. TEIs are currently entering teacher trainee records.

There is continuous technical support for TEIs on ICT which ranges from providing training on basic computer skills to higher software programs, trouble shooting and maintenance. Instructors at TEIs use the computer centers to improve and enrich their lessons with downloaded material from the Internet.

Moreover, all TEI libraries across Ethiopia have installed an Automation System. Librarians have been trained on the use of the software and are currently entering the library data into the System.

The three Centers of Excellence are established at Assela College of Education, Debre Birhan College of Teacher Education and Vocational Training, and Jijiga Teacher Training Institute.

All the Centers produce learning aid materials from locally available resources. Other TEIs and linked primary schools are learning from these Centers and spreading the message of how effective learning aid materials can benefit young learners. The Debre Birhan Center of Excellence not only produces learning aid materials, but also distributes low cost supplementary learning materials, including the Children's Reading Book Series and Modular Series on HIV/AIDS, to TEI trainees and local primary schools.

The Pedagogical/Instructional Resource Centers promote Teaching and Learning Using Locally Available Resources (TALULAR), which encourages active and child-centered learning. There has been a notable shift in primary schools towards using locally available resources for producing teaching and learning materials. The production of teaching and learning materials is especially noteworthy in Ethiopia where textbooks and other learning materials are scarce to non-existent in most schools. Transformation has occurred in classrooms where the teachers have participated in the materials production courses. Blank walls and other areas in participating classrooms now display colorful learning materials developed using locally available materials.



A teacher trainee at Debre Birhan Teacher Education and Vocational Training College, creating learning materials from locally available resources.



Examples of Teaching and Learning Using Locally Available Resources (TALULAR) at Brub Tesfa Primary School

AFRICA EDUCATION INITIATIVE SUCCESS STORY GHANA

Project Title: Breakthrough to Literacy Reading Program

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Innovation

(Excerpted from an article written by Tim Dzamboe for the Ghana Daily Graphic newspaper, December 3, 2004)

A new reading program for primary schools dubbed Breakthrough to Literacy (BTL) and aimed at helping pupils to develop four main language skills of listening, speaking, reading and writing, has achieved considerable success among pupils at the Akoefe-Tokor Local Authority Model Primary School in the Ho Municipality of the Volta Region. The school is one of the 50 pilot schools selected for the implementation of the reading program nationwide.

According to the headmistress of the school, approximately about 85% of class one pupils could read materials in the local language fluently and are gradually applying the reading skills to the English language, their second language. She said the children had also developed very good hand writing skills and urged parents to visit the school to see the wonderful achievements of their children.

The Takla Circuit Supervisor said the BLT program was the best and most effective intervention adopted by the Ministry of Education.

For more information on Breakthrough to Literacy, and to view the recently released short documentary video, please see <http://www.exegeisconsulting.com/meabed>

AFRICA EDUCATION INITIATIVE SUCCESS STORY GHANA

Project Title:	International Foundation for Education and Self-Help (IFESH) Activity – HIV/AIDS Workshop
Activity Funded By AEI:	Innovative Activity
Success Story Demonstrates:	Effectiveness of Teacher Training Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

At the Jasikan Training College in Ghana, an IFESH volunteer delivered a workshop session on “HIV/AIDS Stigma and Discrimination” to 27 teacher trainees. The session included example manifestations of the stigma through medical and socio-cultural terms.

Evaluation forms from the workshop included participant comments such as the following:
“I thought I had learned everything about AIDS, but the workshop proved me wrong. I didn’t know much about how it affects youth. Let us spread the message!”

“Such programs should be organized as often as possible to keep us alert and on track. By doing so, it will keep teachers on their toes and able to serve as ambassadors on spreading the gospel on HIV/AIDS.”

“Tutors and teachers should be well equipped with such tools since they deal with large numbers of students who in turn educate their parents and their communities.”

“This course showed maturity and crated a positive atmosphere for learning. I wish it would be repeated frequently for teachers and students.”

Participants in the workshop estimated that 10,155 students would benefit from this training of trainers workshop in the next three months.

AFRICA EDUCATION INITIATIVE SUCCESS STORY GHANA

Project Title: International Foundation for Education and Self-Help (IFESH) Teacher Training Activities

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: Effectiveness of Teacher Training
Integration of Cross-Cutting Theme (HIV/AIDS Mitigation and Community Participation)

The International Foundation for Education and Self-Help (IFESH) in Ghana has placed eight qualified and experienced teacher volunteers from the United States in teaching posts determined by the Ministry of Education. As a result of the direct input of IFESH volunteers 18 teacher training resource centers have been established in 18 teacher training colleges out of a possible 39 teacher training colleges, demonstrating a strong indicator of sustainability. The teacher training resource centers are proving to be a valuable asset to the teacher training colleges by equipping teacher trainees with skills in developing teacher learning materials. In 2005, 2,400 beneficiaries will receive services from IFESH volunteers in two universities and five teacher training colleges. “I need Ghana as much as I hope Ghana needs me,” noted Alexander Harrison, a Ghana IFESH volunteer.



The IFESH Ghana team (clockwise from top left) Alexander Harrison, Kwesi Dzidzienyo (Ghana Country Representative), Joseph Parker and Anita Tawiah.

Moreover, the IFESH volunteers in Ghana are working on a continual evolution of an HIV/AIDS awareness project. One volunteer in Agogo is working with 100 girls. She has enlisted the support of male and female faculty at the Agogo Presbyterian Training College and representatives from the Ghana Education Service, as well as health practitioners from the hospital. Another volunteer in Tamale has changed the focus of her training in HIV/AIDS awareness from training of teachers in reducing stigmas through cultural awareness to directly training people who are living with the HIV virus.

Project Title: “Window of Hope” HIV/AIDS Curriculum

Activity Funded by AEI: Teacher Training

Success Story Demonstrates: Integration of Cross-Cutting Theme (HIV/AIDS Mitigation and Community Participation)



Teacher trainees enjoy themselves during the lively “RSH Game” technique.

In Ghana, AEI funding was used to develop and produce the “Window of Hope” HIV/AIDS curriculum. One hundred and twenty-five teacher trainers were trained to deliver this curriculum in the teacher training colleges. It is extra work for these teachers since some of the instruction has to take place outside of the regular school day (there is only time allocated in the teacher training curriculum for year 1 students). Also trainers have become de facto community resources in this area, being called on to speak to local women’s groups, churches, and ethnic associations about HIV/AIDS.



A teacher trainee participating in “story telling” a technique of the “Window of Hope” curriculum

To date, 6,800 teachers have been trained in the curriculum. Though initially incorporated into core subjects, “Window of Hope” HIV/AIDS is now compulsory for all teacher trainees. Eventually, all newly trained primary school teachers in Ghana will have been trained to not only protect themselves from HIV/AIDS, but also to inform their future students and help to keep them safe.

For more information on “Window of Hope”, and to view the recently released short documentary video, please see <http://www.exegesisconsulting.com/meabed>

AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Title:	Africa Education Initiative Empowers Girls in School and Women in the Workplace
Activity Funded By AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Effectiveness of Girls' Scholarships Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

(From World Education Success Story article, story by Katie Martocci)

Most of us try not to bring our work home with us in the evenings and on the weekends. Diamilatou Diallo, a World Education, Inc. (WEI) Program Assistant for USAID's Ambassadors' Girls' Scholarship Program (AGSP) in Guinea makes a point of it—not because she is overworked but because she wants to apply the program's themes to herself and her family.

Since 2001, Diamilatou has worked for World Education, a non-governmental organization (NGO) that is implementing AGSP in Guinea. For three years, she worked in the office of one of WEI's NGO partners where she trained the NGO in organizational development, financial management, quality of education and gender equity, and supervised the training provided by this NGO to other targets, including parents' associations.



Diamilatou Diallo, a World Education, Inc. (WEI) Program Assistant for AGSP.

More recently, Diamilatou has helped implement the AGSP program—a key component of the U.S. President's Africa Education Initiative (AEI) which will give more than 80,000 scholarships to girls in 15 West African countries over four years. AGSP works closely with local NGO partners to involve communities in selecting the girls and implementing activities such as engaging the girls in mentoring activities and training them on basic information about HIV/AIDS. Diamilatou has been supporting a variety of activities such as overseeing scholarship disbursement to girls in the 5th and 6th grades, helping communities identify tutors and mentors for the girls, and facilitating the creation of study groups and other extracurricular activities.

Diamilatou has three children, including two girls. She says that once she was trained by WEI in gender equity, she better understood her children's rights and became more conscientious about their education and their development. She talked with her husband about what she learned and set out to make changes in her home, demanding respect for her daughters and changing certain norms. She asked her daughters to write a calendar of activities and chores for each day which empowers them to take responsibility for themselves and helps them balance their household work and their school work. Both girls finish at the tops of their classes every year. Diamilatou explained that when she was young, she didn't have the same opportunities as her daughters. She was motivated to go to school but when she had problems, she had no one to talk to. Today, she enjoys the fact that her children ask her a lot of questions.

Diamilatou has realized she can make a difference for other girls as well. Through her work she meets girls who lack support to continue their education. Two girls in particular caught Diamilatou's attention: two sisters (ages six and seven), who had lost their father and whose mother was unable to send them to school. Diamilatou enrolled the girls in school and has been paying for their fees and materials and following their progress for the past three years.

Diamilatou also mentors a group of teenage mothers (ages 13-15) in the region of Kindia. When she has time, she visits with the girls—most of whom have left their homes to join the babies' fathers' families, an often difficult and unsupportive environment for a young girl. "I saw their difficulty, their innocence and thought that maybe with a little support they could go back to school. These girls are ashamed to even be with their friends, they need someone who will listen to them."

AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Title:	Ambassadors' Girls' Scholarship Program
Activity Funded By AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Effectiveness of Girls' Scholarships Integration of Cross-Cutting Theme (HIV/AIDS Mitigation and Community Participation)

(From the USAID/Guinea website, story and photos by Laura Lartigue)

Dawda Compo, a small farmer from Tanéné, a small village outside of Boke, in western Guinea, looks proudly at his daughter Fatou, a twelve-year-old school girl who has been chosen to receive a scholarship through the USAID-sponsored Ambassadors' Girls' Scholarship Program (AGSP). Says Compo, "I think the scholarship will help motivate her. It



also helps take off the burden off of us. I am a poor farmer, and I never got to go to school. If my daughter doesn't study, life will be hard for her. If she studies, who knows? She may even become president!"

Dawda Compo, like many other community members in Tanéné, is encouraging his young daughter to go to school. Because of the enthusiasm and the commitment of the community to promoting girls' education, Tanene was chosen as the site for a ceremony to celebrate the nationwide distribution of scholarships to 6,000 girls in Grades 5 and 6 throughout Guinea.

Many girls in Guinea are expected to do home and farm chores instead of going to school...the USAID program will emphasize the importance of making girls' schooling a high priority.

Twelve young girls in Tanéné, including Fatou Compo, were given a scholarship package during a ceremony held on February 23, 2005, in which U.S. Ambassador Jackson McDonald symbolically handed out the first of the scholarship packages to the schoolgirls at Hamdallaye Primary School. Also in attendance were the Guinean Minister of Pre-University and Civic

Education, Galema Guilavogui, the Governor of the Boké region, American and Guinean educational specialists, and representatives from the local PTA and the Local Alliance for Girls' Education—two groups that provide strong support to encourage young girls in the area to attend school.

The scholarships handed out during the ceremony, estimated at approximately \$100 each, include schoolbooks, notebooks, a dictionary, pens, pencils, material to make a middle school uniform, and a small amount of cash to cover school enrollment and health insurance fees — all practical items designed to ease the burden of sending young girls to school, and encourage exceptional students to excel.

Through the U.S. Presidential Africa Education Initiative, the U.S. Embassy, under the leadership of Ambassador McDonald and the U.S. Agency for International Development (USAID) has initiated the AGSP. Young girls in Guinea face numerous obstacles in going to school, including poverty—the inability to pay basic school costs, excessive chores around the house and/or out in the field, the responsibility of caring for younger siblings, and lack of access to a primary or secondary school close to home. Primary school enrollment for young girls is 67% nationally (58% for girls in rural areas). Unfortunately, dropout rates for young girls from primary school are also quite high.

With this in mind, the selection criteria for the scholarships were designed to address the problems faced by young girls from poor families, orphans or young girls who live far from their families, girls who are disabled, victims of early pregnancies, and those who are infected or severely affected from HIV/AIDS. The AGSP also rewards young girls who are excelling in school, encouraging them to continue their studies, and to act as role models for other young Guinean schoolgirls.

In addition to the AGSP, a complementary girls' scholarship program is simultaneously being carried out in Guinea by USAID partner Educational Development Center (EDC). By offering over 2,600 additional scholarships to girls in Grades 5 and 6 in the capital city of Conakry as well as other rural areas of the country, EDC has helped USAID ensure national coverage of scholarships to young girls in the country.

***THEATER SKETCH ENACTED BY LOCAL CHILDREN AT THE
AGSP LAUNCHING CEREMONY IN GUINEA FEBRUARY 23, 2005***

A young girl named Aissatou talks to her girlfriend Tata about her home situation, and her desire to go to school....

Aissatou: I come from a poor family, but I want to go to school. I live far from the school and would have to walk all by myself to get to school so I'm afraid to go...I don't know what to do.....

Tata: My dear friend, do you want to come stay at my house? If so, I will ask my parents and see if that's possible.

Aissatou: Yes, of course, if your parents agree.

Tata goes back home to talk to her mother....

Tata: Hello, mother.

Maman: Hello, my daughter.

Tata: Mother, I want to know if you would agree to have Aissatou stay with us during the coming school year. She is a good friend of mine, but she's really poor, she really has nothing. I'd like to know if she could stay with us, if that's possible.

Maman: I'm okay with that, my daughter, but I must talk to your father first.

Tata: Okay, mother.

Maman: Hello, my husband.

Papa: Hello, my wife, how are you?

Maman: I'm fine, my husband, but I must talk to you about something. Our daughter Tata has asked me if her friend Aissatou can come live with us during the school year. She has a long way to go to get to school, and she has to go all by herself. You may also be aware that she is an orphan--she has lost both her mother and father--so she doesn't have many alternatives.

Papa: Okay, I agree, but on the condition that she come to study and not for any other reason, is that understood?

Maman: Yes, thank you my husband.

Tata's mother comes to talk to Tata....

Maman: Your father agrees, but upon the condition that you both take your studies seriously.

Tata: Thank you mother! With God's help, we will do our best.

Tata gets back to her girlfriend....

Tata: Aissatou, my parents have agreed to take you in at our house.

Aissatou: Thank you for taking me in, Tata!

Tata: You're welcome and good luck!

(Transcription by Mariama D. Barry)

AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Title: Historically Black Colleges and Universities (HBCU) Textbook Initiative

Activity Funded By AEI: Textbooks and Other Learning Materials

Success Story Demonstrates: Effects of Relevant Materials on Learners
Collaborative Partnership

For the first time, every child in Grades 1 and 2 in Guinea will have a textbook to use in class. Thanks to the Africa Education Initiative, USAID/Guinea handed over 500,000 textbooks to the Guinean Ministry of Education at a ceremony at the Frederico Mayor Primary School in the capital, Conakry, in May 2004. Guinea is the first of six African countries to have benefited from the textbook component of the Initiative. The textbooks were conceptualized and produced through close collaboration between the Guinean Education Ministry and two historically black U.S. universities, Hampton University and Dillard University, which have committed to continuing their partnership with the Guinean Ministry.



Kadiatou Bah, one of the authors of the textbooks, says “It was indeed the collaboration that made for a good product in the end. We were able to formulate subject matter and illustrations for the textbooks that are relevant to Guinean children’s lives.”



During the ceremony, local schoolchildren and teachers danced and recited songs and verses on themes such as conserving forest resources, staying in good health, and the importance of getting a good education.

Galema Guilavogui, Minister of Pre-University and Civic Education, said, “Our American partners understand that the success of our educational program in Guinea is a measure of the harmonious development of our country. In receiving

this gift, which comes from the initiative of President George W. Bush, I would like to say a

big thank you to the donor from the bottom of my heart. Providing quality textbooks in sufficient quantity helps us fulfill an essential part of our program—improving educational quality—and will help our children succeed in school. We are extremely grateful.”

In a country where the adult literacy rate is only 41% and where rural children and girls, in particular, face daunting barriers to obtaining even a basic education, strengthening Guinea's educational system and ensuring quality in education are essential to the country's development.



AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Title: International Foundation For Education And Self-Help (IFESH), Teachers For Africa (TFA) A Volunteer's Story No. 1

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Promoting Girls' Education

The IFESH volunteer is the technical assistant to the National Equity Committee (NEC), a consultative body to Guinea's Ministry of Education. The volunteer works on a daily basis with adults; the goal is to assist the NEC to become more autonomous and strengthen their ability to promote girls' education at a national level. Advocating for girls' education in Guinea is an everyday struggle and will continue beyond the IFESH volunteer's tenure here and for years thereafter. However, there are breakthroughs, for example, when the volunteer introduced a certificate of excellence to give to the girls who received the highest grades in the exams to enter 7th grade and the Baccalaureate exams during a prize ceremony. The certificate was greatly appreciated and one girl stated that the certificate meant more to her than the monetary award because it was something she could frame and keep forever.

In an attempt to get to know the community better, the IFESH volunteer teaches catechism classes to primary students. This is where the volunteer met a ten year old girl, who did not attend school because her family did not have enough money. After the volunteer initiated discussions with the girl and her guardians, the primary school's director and teachers, the young girl has finally started school for the first time in her life. She is enrolled in the best private school in the neighborhood, to enable her to catch up with the children of her own age group. She is now in the first grade happily learning the alphabet and addition along with her classmates. The volunteer stated, "I can not even begin to describe the smile that lit up her face the day she came to my house before school when I presented her with her used uniform and her new backpack. She was incredibly grateful. She comes to my house every day to tell me she wants to study and learn how to read." The IFESH volunteer has found this little girl's dedication to learning awe inspiring. When she is on vacation from school, she rushes to the volunteer's home early in the morning (before the volunteer leaves for work) to collect her "homework" which she never fails to finish and present to the volunteer with pride the next morning. She can now write her name, the entire alphabet, and has even learned some English words, but



Doing homework at the home of the IFESH volunteer

this is not the only thing she has gained from school, the volunteer has seen her confidence grow as her new environment helps her blossom into a normal 10 year old.

The challenge, however, is to determine who will monitor this child's progress once the IFESH volunteer leaves. There are countless girls in Guinea that have to overcome many challenges to attend school. Seventy-nine percent of girls are not enrolled in school for reasons such as their families do not have the money or they keep the girls at home to do domestic chores. When the volunteer explained that she would be leaving Guinea in a few months, the girl wrote a letter to the volunteer, saying, "When you go on your trip, I will be very sad. You are my family in Conakry because you put me in school. School is my future."

Inspired by the volunteer and the story of this little girl, the coordinator of the NEC, and friends and family of the volunteer have gave donated school supplies, tuition fees and clothes. The volunteer believes that "what we volunteers do outside of our designated positions is what will be remembered most by the communities. I know that I will always be remembered by this little Guinean girl."

AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Titles: International Foundation for Education and Self-Help (IFESH) Teachers for Africa (TFA), A Volunteer's Story No. 2

Activity Funded By AEI: Ambassadors' Girls' Scholarship Program

Success Story Demonstrates: Effectiveness of Girls' Scholarship



My Guinean Sisters, photo by Ramya Vivekanandan

The International Foundation for Education and Self-Help (IFESH) Teachers for Africa program helps to support the reform of the Guinean educational system. With funding from the Africa Education Initiative, TFA sponsors dedicated volunteers who in turn often become powerful role models for young students.

On November 15, 2003, the National Equity Committee organized a ceremony in the town of Faranah in upper Guinea to distribute prizes of encouragement to 200 girls who received the highest marks on different nationwide exams at the end of the

previous school year. The girls came from all over Guinea and were recognized in a lovely ceremony involving representatives from the Ministry of Social Affairs & Promotion of Women, principals and teachers from the girls' schools, national NGOs, university students, journalists, and musicians from Faranah.

By distributing the prizes, the Committee hopes to ensure girls' retention and achievement in school, encourage more girls to pursue study in non-traditional domains such as math and science, and encourage parents to continue supporting their daughters' education. Ramya Vivekandan a teacher for Africa Volunteer described her work in Guinea.

As this year's IFESH TFA/Technical Advisor to the Committee, I joined my colleagues in making the eight-hour voyage to Faranah. My initial goal for the trip was to meet and conduct interviews with regional and prefectoral education authorities, members of Faranah's equity subcommittee, teachers, parents, and students as part of my attempt at monitoring and evaluating the Committee's decentralization effort and its relationship with partners "on the ground."

As I was preparing to do this the night before the ceremony, the Coordinator surprised me by asking me whether I would like to give a speech or make some short remarks during the ceremony itself I was initially a bit hesitant, doubting my public speaking abilities in French and wondering what if anything in my experience would resonate with these girls. But my sense of responsibility and sisterhood outweighed these doubts and I agreed, poising myself on the balcony of the guesthouse where we were lodging to write my speech.



Sixth Grade girls who received prizes through the Guinean National Equity Committee (NEC) in Mali, Guinea. US AID provides technical support to the NEC to promote equity in education in Guinea.

The electricity had gone off some hours before, so I was forced to write by candlelight under a dark beautiful African sky of a thousand stars, which I shared with a member of Faranah's equity sub-committee who was doing some work of his own. I reflected on the trajectory of my education and life as an Indian-American woman—the granddaughter of an illiterate, the daughter and niece of women who sacrificed their educational and professional ambitions for the sake of marriage and family, and the inheritor of a tradition that relegates girls and women to second-class status and denies them the right to make their own life choices.

I also considered how lucky I have been to be able to escape a similar fate and accomplish and experience all that I have—a topnotch education, chances to travel and work abroad, and exposure to a broad range of fascinating people from all walks of life and every corner of the globe.

Finally, I thought about the many girls and young women that I have met through the course of my work in Africa so far—Annette in Uganda, Nabou in Senegal, Hanifa and Lucy in Malawi—perhaps all that any of them need is the presence of someone who cares, advises, and wishes them well, in short, a role model. Here I was, sitting in the middle of Guinea, with the opportunity to be just that for 200 young girls.

That realization was all I needed, as my thoughts and words flowed onto paper at a lightning pace. When I woke up the next day and arrived at the ceremony, I felt not a single twinge of nervousness, even in the presence of the marching band, reporters, video cameras, and all the other fanfare. I looked into the eyes and faces of the 200 girls in the audience and saw hopes and dreams, curiosity and idealism, and the warmth and affection of sisterhood.

The microphone was passed to me and I made my remarks, speaking about my experiences and encouraging the girls to persevere and believe in themselves. I spoke not from the head but from the heart, and the remarks that I made were not those of an Indian or an American or an education specialist or a TFA, but quite simply those of a young woman who not so long ago had been in the same place as these girls.

Everyone listened attentively and at the end, much to my surprise, gave me a round of thunderous applause. I felt accomplished, elated, and thrilled. But little did I know what was

about to happen! As the girls came up one by one to receive their prizes, they started asking individually to take a photo with me. First it was Fanta Camara, then Mariam Diallo, then Fatoumata Sylla. Before I knew it, every single girl was asking for a photo! They also wanted my address and phone number and, feeling inspired, I passed around a sheet to collect all of their contact information as well.

A plan started taking shape in my head—wouldn't it be great if the Committee could set up some sort of support association for these 200 girls to stay in touch and share experiences over the years? I started talking to the girls, and all of them were enthusiastic about the idea, which led me to realize that this was an important project that I could initiate during my tenure in Guinea.

AFRICA EDUCATION INITIATIVE SUCCESS STORY GUINEA

Project Title: Teacher Training Activity – Storybooks Help Children Learn To Read

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: Innovations in Teacher Training
Effects of Teacher Training On Learners Cross-Fertilization of AEI Components (Teacher Training & Textbooks and Other Learning Materials)

A USAID reading instruction program in Guinea, funded in part by AEI, is showing teachers how to use storybooks, locally made classroom materials, and child-centered teaching approaches to get children hooked on reading.



“The children in my class are all reading,” says Aboubacar Touré, a grade 3 teacher in Mamou. “Some are even writing their own compositions.” Touré is taking part in a national program to reinforce reading instruction in Guinea for primary school teachers sponsored by USAID. In an effort to ensure a higher rate of literacy among Guinea’s young people, USAID in-service teacher training sessions are showing Guinea’s teachers how to teach reading to children in a meaningful and engaging way.

Touré says, “The training we’ve received helps us learn how to get children interested in reading and to love it. The strategies have children play games or work in groups. It’s really wonderful to see in the classroom.”



The training encourages the creation of classroom reading materials designed to capture children’s interest and imagination. Teacher’s guides describe specific strategies for teaching reading skills in a way that children enjoy. The program has been well-received by Guinean teachers, 91% of whom are now using the reading program.

AFRICA EDUCATION INITIATIVE SUCCESS STORY KENYA

Project Title: Maasai Education Discovery (MED)

Activity Funded By AEI: Innovative Activities

Success Story Demonstrates: Effectiveness of Girls' Education and Scholarships
Integration of Cross-Cutting Theme (Community Participation)

(From FrontLines, the employee news publication of USAID)

Their Maasai community in Kenya calls them the “big three”—a trio of young women whose academic excellence won them full scholarships to Chicago State University (CSU).

Eunice Sitatian Kaelo and Agnes Kainet Kisai, both 18, and Evelyn Nashipae Nkadori, 19, joined the freshman class at CSU after arriving in the United States on New Year's Eve 2004. Each says she hopes to become a doctor, return home, and serve the Maasai, a semi-nomadic people who live in the grasslands of Kenya.

Education among the Maasai is not always accessible. Even when it is, girls are often kept home to care for younger children and assist older women with domestic duties. But now hundreds of Maasai families are educating their daughters through a USAID-funded organization called Maasai Education Discovery (MED).



Maasai Education Discovery Founder Ledama Olekina (third from left) joined Agnes Kainet Kisai, Eunice Sitatian Kaelo, and Evelyn Nashipae Nkadori in December for a blessing ceremony.

MED Founder Ledama Olekina, a Maasai tribesman who studied at U.S. colleges, realized few Maasai girls would be able to follow in his educational footsteps because few made it to secondary school.

“Unless we invest in educating Maasai girls, many of them will end up being put under the knife [circumcised] and married off,” Olekina said. “That’s why I am dedicating my time to ensuring that, one by one, Maasai girls are educated.”

In 1999, MED started working with schools and families to recruit 60 girls,

retaining them in the upper grades with scholarships and other support. With help from the Ambassadors' Girls' Scholarship Program (AGSP), which is run by USAID, MED has expanded to 527 girls.

Expectations for the big three are high: The women are the first in their communities to go to college. During a ceremony before they left, Kenyan elders blessed the young women, presented them for schooling, and gave them land—a gift in Maasai culture usually reserved for men.

“Traditionally, Maasai warriors are given spears to go and bring us cows and make us proud,” said Eunice’s mother during the blessing ceremony. “Because today you are the man—the first born. God has helped us, and, through MED, we are giving you a pen so that you can go and make us proud and bring us more cows, like the warriors did.”

The women were told to come back armed with knowledge to help their communities: “Walk with one foot in the Maasai culture and the other outside.”

CSU President Elnora Daniel said she is committed to the students’ return home and is sensitive to the brain drain that contributes to shortages of trained professionals in Africa.

Nkadori said: “I am the new face of the Maasai girl, and I will do all I can to help educate my community and my people positively, and to ensure that I am a person who will be regarded as a source of hope in my community.”

She and the other coeds say they are adjusting to their new lives. In a recent email to their hosts at USAID, one reported, “[other students] call us the chicken-eaters because that is all we eat. We don’t recognize anything else. But next week we are going to try something else—something really American.”

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALAWI

Project Title: International Foundation for Education and Self-Help (IFESH) Activity – Volunteer Secures Scholarships from a U.S. Church

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Integration of Cross-Cutting Theme (Community Participation)
Cross-Fertilization of AEI Components (Innovative Activities & Girls' Education)

An IFESH volunteer facilitated a partnership with First Baptist Church in Jericho, New Jersey and the Domasi College of Education to provide scholarship money for 35 primary school students needing financial assistance to enable them to complete both primary and secondary school. The Domasi principal was extremely pleased and will use a team approach in identifying the neediest students in the immediate area. The selection team will include the principal, dean of education and headmistresses and headmasters of primary schools.

This project was supported by financial pledges made by various church members.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALAWI

Project Title: International Foundation for Education and Self-Help (IFESH) Activity Literacy Program for Juvenile Offenders

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Integration of Cross-Cutting Theme (HIV/AIDS & Community Participation)
Reaching Marginalized Children
Cross-Fertilization of AEI Components (Innovative Activities, Textbooks and Other Learning Materials)

An IFESH volunteer initiated a project with the Zomba Prison Authorities to promote literacy for juvenile offenders, as well as to assist the prison with those hospitalized with HIV/AIDS-related illnesses. As a result of this project, the Zomba Prison received a donation of books and other supplies to ensure the continued growth of the literacy project.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALAWI

Project Title: International Foundation for Education and Self-Help (IFESH) Activity – Volunteers for Academic Excellence Program

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Integration of Cross-Cutting Theme (Community Participation)

An IFESH volunteer initiated a “Volunteers for Academic Excellence” Program which focuses on voluntarism as a means of self-help. To improve the learner to teacher ratio, this IFESH volunteer recruited, trained and supervised para-professionals for classrooms at the Montfort Demonstration Schools as a pilot project.

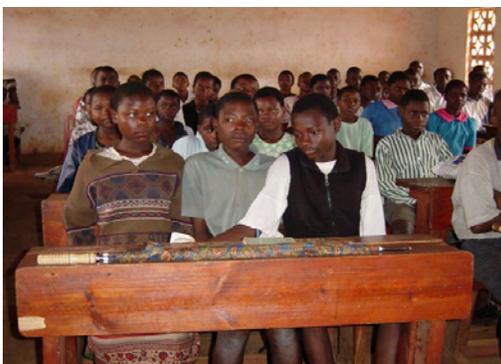
AFRICA EDUCATION INITIATIVE SUCCESS STORY MALAWI

Project Title: USAID/Malawi Teacher Training Activities

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: Integration of Cross-Cutting Theme (HIV/AIDS)
Innovation Cross-Fertilization of AEI Components
(Teacher Training, Girls' Education & Textbooks
and Other Learning Materials)

The Malawi government's 1994 Free Education for All policy led to a dramatic expansion in primary school enrollment. The enrollment of pupils rose from 1.9 million to 2.8 million. Net primary school enrollment increased from 48% in 1982 to 80% in 1995. This further aggravated Malawi's problem of inadequate numbers of trained and qualified teachers, as well as lack of learning materials, classroom space and classroom furniture. Very few primary school teachers have had formal education in primary school methods; only 14% of Malawi's 46,000 teachers have a Bachelor of Education. Currently, Malawi does not have the institutional capacity to provide the degree requirements associated with primary school teaching. There is thus a need in Malawi for a system to train new primary school teachers, as well as enhance the professional development of experienced primary school teachers.



AEI Response: AEI created a “smart classroom” at Mzuzu University, which will enable the university to become a hub in distance teacher education. The “smart classroom” will also enable the sustainability of educational research programs at Mzuzu University.

It is assumed that stronger research programs (that will be facilitated by the “smart classroom”) will lead to an ethic of education program evaluation and bring about ongoing policy

assessment and program improvement for Malawi's system of public education. AEI has also developed new Social Studies materials for standards 5-8 that will target 16,000 teachers. The orientation manual for teachers, which was created at an expert panel workshop, focuses on

issues, such as, HIV/AIDS awareness, democracy and human rights, gender rights, and drug and substance abuse. Moreover, the activity-based manual includes participatory methods of teaching, teaching/learning resources and assessment procedures. Thus, AEI is improving teaching methodologies and curriculum by developing and implementing hands-on, interactive teaching of critical contemporary issues.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALI

Project Titles:	Ambassadors' Girls' Scholarship Program
Activity Funded By AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Effectiveness of Girls' Scholarship Integration of Cross-Cutting Theme (Community Participation)

In Mali, particularly in the North, many girls do not yet get the opportunity to go to school or once there, find it difficult to continue their schooling to the secondary level. This is largely due to their family's economic situation, nomadic life style, the practice of early marriage and the traditional role of women and girls in society.

The Ambassadors' Girls' Scholarship Program, part of the Africa Education Initiative (AEI), is implemented in Mali by World Education and three Malian NGOs – the Association Malienne pour la Survie au Sahel (AMSS) in Tombouctou, Aide à l'Enfant du Désert et du Sahel (AEDS) in Kidal, and Sahel Etude Action pour le Développement (SEAD) in Gao. The effort also involves close coordination and collaboration with the Ministry of Education, USAID/Mali, and the U.S. Peace Corps. In order to improve the educational situation for girls in these regions, AGSP employs various strategies, including:

- Providing 5,000 scholarships for girls attending 100 isolated and marginalized primary schools in the regions of Gao, Kidal and Tombouctou. Scholarships come in the form of school fees, uniforms, books and stationary, lamps and paraffin (for evening home study), and in some cases, to attain birth certificates for scholars, so that they will be eligible to participate in national exams.
- Scholars are also given access to remedial classes and home study groups. Peer and family support and monitoring of their school attendance enable any problems to be noticed and quickly addressed.
- Partners work with schools and teachers to give more classroom attention to girls and divide classroom duties fairly, and with parents to raise awareness to the importance of supporting their daughters in school.
- Mothers' Associations are engaged in a management role for scholarship funds and work with school authorities and communities to encourage effective education for girls.

- Mentoring activities include the opportunity to meet local women with notable achievements and to visit secondary schools and prepare for continued education.
- Regional girls' days are organized to profile scholars and provide community-based encouragement for scholars and parents on the importance of staying in school.

A program launching and scholarship award ceremony took place on February 19, 2005 in the presence of community leaders, education officials, traditional and religious dignitaries, and USAID officials. The ceremony was a watershed event in the advancement of girls' education in northern Mali, where educating girls remains a novel concept.

Indicators for success are already evident: Scholarships have had a substantial impact on girls' enrollment, particularly in Kidal, where the number of girls enrolled in grades 1-6 rose 30% after the AGSP launch. Scholar performance has started to improve as well. In Albakaye Ould Mohamed Ali school (Térherdjé, Tombouctou region) 20 of the 29 scholars achieved 50% or more during exams in February 2005. In Grade 4, three scholars scored at or above average, where not a single girl had in previous testing. These performance achievements can be attributed to the four hours of remedial classes each week and regular home study groups arranged for the scholars.

AGSP is also fostering transformation of social and cultural values regarding girls and women. In Kidal, school management committees and Mothers' Associations engaged local religious leaders to participate in AGSP oversight. In Tombouctou, two Grade 6 scholars have remained in school even after they married.

The AGSP program in Mali is scheduled to distribute 5,088 scholarships a year for four years. Many of the future scholarships will be used to continue support of this year's scholars, to see them all the way through primary school.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALI

Project Title:	Educating and Inspiring Girls
Activity Funded By AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Effectiveness of Girls' Scholarships Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

(From World Education Success Story article)

"The scholarships have encouraged us to study! We used to be behind the boys, now we're ahead!" commented a 13 year-old girl in Tombouctou, Mali.

Last year, the Ambassadors' Girls' Scholarship Program (AGSP) implemented through World Education, helped 21,000 girls go to school in 12 West African countries. In Northern Mali, in the desert communities of Tombouctou, Kidal and Gao, 5,088 girls successfully completed the school year with AGSP support. Despite enduring the long, often barefoot walk to school, their enthusiasm is palpable. "With extra coaching from the teachers, especially for math, we can do more difficult problems" said one young student.

Teachers were also thrilled with the results: "Attendance has improved and the girls like school. For the first time ever, a girl was at the top of her class," exclaimed a teacher at one of the primary schools. Mothers, most of whom never had the chance to go to school themselves, were equally pleased and have re-organized the household chores to allow their daughters time for homework. Girls' passing rates in the region increased by nearly 30%, and simply by finishing the 5th grade, these girls are reaching well beyond the expectations of traditional female roles. Girls who are educated tend to marry later, raise fewer and healthier children, and support the education of all of their children-all of which contribute to alleviating extreme poverty.

World Education works with three local organizations that train local women to serve as mentors for the girls. The mentors focus on the importance of education, HIV/AIDS awareness, reproductive health and community involvement. The goal is to link girls with role models who live in their communities and who can support, advise and inspire them.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MALI

Project Title: USAID/Mali Community Learning and Information Center

Activity Funded by AEI: Teacher Training

Success Story Demonstrates: Effectiveness of Teacher Training

(Edited from original submitted by Institut Africain de Gestion et de Formation (INAGEF)).

The Community Learning and Information Center (CLIC) in Gao was inaugurated in July 2004. CLIC Gao is located on the premises of the local Teacher Training College (TTC). CLIC Gao is becoming a precious instrument for capacity building for teachers and students of this institution that trains future primary school teachers. Among the difficulties faced by the teachers were the preparation and upgrading of lesson plans, given that in most cases, the new national curriculum for Mali has not yet been distributed to Gao.

Hence, some teachers had quickly realized that CLIC provides an alternative solution to the problem of documentation and is a reliable source of information for them to perfect their knowledge in their respective disciplines. Thanks to the Encarta Collection which was installed in all the CLIC computers, these teachers have been able to prepare their entire lessons which were taught to more than 1,000 students of the TTC.

I know many authors whose books I cannot have access to, but thanks to CLIC, I can directly read the works of these authors through Encarta or on the Web; the CLIC is invaluable to us teachers.”
~ Mr. Courmaré Lassana

According to Mr. Courmaré Lassana, a teacher of psycho-pedagogy, philosophy and didactics, “This CLIC has been a sigh of relief to teachers especially in the domain of psycho-pedagogy where there wasn’t much documentation in Gao.” Mr. Courmaré who is a full-time teacher of three classes at the TTC with a total enrollment of 194 students, teaches philosophy, didactics and moral legislation. With the help of the Encarta Collection, he has prepared and taught lessons on Ibn Roch, a medieval philosopher and Saint Augustine. Mr. Courmaré further noted, “I know many authors whose books I cannot have

access to, but thanks to CLIC, I can directly read the works of these authors through Encarta or on the Web; the CLIC is invaluable to us teachers.” It is in this light that he has always encouraged students to use the services at CLIC.

According to Mr. Courmaré, the main handicap which dissuades teachers from coming to CLIC is that they have not been introduced to computer science. He therefore advocates that introductory sessions be organized for all the teachers. He noted that he was introduced to

computer science since 1997 but that he is beginning to lose his skills because of lack of practice.

Mr. Koné, a biology teacher at the TTI of Gao also uses the services of CLIC especially the Encarta Collection which he uses to prepare his lessons. Being the only biology teacher at the TTI, he has taught more than 250 students lessons that were entirely prepared at CLIC. For him, “CLIC is of a great importance because it places an invaluable source of information - the Encarta Collection and the Internet at the disposal of teachers.”

Mr. Touré, a grammar teacher at TTI, also benefited from training at the CLIC. The training has given him the confidence to visit CLIC regularly to do research and lesson planning on the computer. He’s used the Encarta Collection to prepare his lessons on the various types of sentences and language registers. These two lessons have been taught in seven classes of 75 students each for 35 hours. According to him, CLIC has made research and preparation of lessons much more efficient and effective.

CLIC is an excellent instrument for capacity building for teachers. However, this situation is plagued by difficulties among which are the low income of teachers and students and the lack of introduction of teachers to computer sciences.

The Gao CLIC is one of 13 CLICS throughout Mali. CLICs are supported through the Africa Education Initiative (2 CLICS) and USAID/Mali (11 CLICS). The Academy for Educational Development (AED) and Institut Africain de Gestion et de Formation (INAGEF) are implementing the program.

AFRICA EDUCATION INITIATIVE SUCCESS STORY MOZAMBIQUE

Project Title:	Helping Bright Girls Return to School
Activity Funded by AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Effectiveness of Girls' Scholarships Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

(From Winrock International Summary)

Sinaida Carlos Geremias stopped going to school last year when she lost her parents to the AIDS pandemic. Sinaida left her home in Maputo and went to live and work with her grandparents in a village near Inhambane. This April, community members and staff from Kulima, a local non-governmental organization (NGO) implementing USAID's Ambassadors' Girls' Scholarship Program, found Sinaida.

A selection committee was walking house to house to identify girls who needed help to attend the local school, Escola Primaria Completa Marrumwano. They decided that 15-year-old Sinaida needed assistance, because without the organization's support, her prospects for continuing her education were grim. Just a few weeks later Sinaida enrolled in the 5th grade and received a scholarship to pay for school fees, a uniform, and school supplies.

"This program is a huge motivator for the girls. The emotional support offered to them is a pivotal factor. Oftentimes, in these rural communities, people do not think that a girl can succeed at school, explained Francisco Batista, school director. "It is very difficult for a young Mozambican girl. In order to prevent things like early marriage or early pregnancy, the whole community needs sensitization," he said. "Even seeing the female workers (Kulima staff) can be inspiration for girls, "see what can happen if you study?"

Sinaida is one of 38 girls at her school that have received scholarships and mentoring services that help them address problems, encourage them to stay in school, and counsel them on prevention of HIV/AIDS. She enjoys going to school and walks four kilometers each way to get there. She hopes to become an engineer to help support her younger brothers and sisters.

In Mozambique, 6,000 girls are receiving educational assistance this year through the program that targets girls with academic potential who are orphaned, disabled, impacted by HIV/AIDS, and the economically disadvantaged. Kulima is one of five NGOs that is a partner with Winrock International in implementing the AEI program in 13 African countries and reaching some 20,000 students.

AFRICA EDUCATION INITIATIVE SUCCESS STORY NAMIBIA

Project Title:	Bringing Hope, Love and a Brighter Future to Namibian Girls, and Orphans and Other Vulnerable Children (OVC)
Activity Funded by AEI:	Ambassadors' Girls' Scholarship Program
Success Story Demonstrates:	Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)

(From the Evangelical Lutheran Church Namibia Summary)

Currently, the HIV and AIDS prevalence rate in Namibia is at an alarming 19%. The high infection rate has caused children to live without parents and families and forced them into vulnerable situations. To date, 93,100 orphans and other vulnerable children are present in the country. Globally and in Namibia, young women and girls are more susceptible to HIV than men and boys and forced into unhealthy living conditions.



Brave 8 year old Sandi Fredericks daring the rocks near Okahandja during the abseiling practicals, required in building their resiliency at the experiential learning camp at Hodygos.

New programs are being initiated and introduced to young girls to ensure their hopes for a healthy and productive life. Girls are usually the victims in society and they have to be cared for and supported in all ways. Allowing girls the opportunity to an education, opens doors and is a defense against the spread of HIV.

With help from USAID and support from the Ambassadors' Girls' Scholarship Program, OVCs are given the opportunity for a brighter future through a scholarship that involves the payments of school fees, hostel fees, pocket money, etc. The most important gift offered to these girls is a psychosocial support mentoring program, which allows these individuals to know their rights and responsibilities as well as developing communication skills and know how to say no to men.

Most importantly, these girls now know their purpose in life and that they are not alone in the world; many people care and show love, comfort, respect and trust them. During outreach activities, ELCAP has realized that these girls have made progress in their lifestyles especially in their school studies and are very happy with this program. They continually ask for the program to continue and target more girls because their friends and family also need assistance.

Below is a poem about the strength of a women and what AGSP envisions girls to become as strong Namibian Women.

Women

“When I made the women she had to be special.
I made her shoulders strong enough to carry the weight of the world.
Yet gentle enough to give comfort.
I gave her an inner strength to endure childbirth and the rejection that many times comes from her children.
I gave her a hardness that allows her to keep going when everyone else gives up, and take care of her family through sickness and fatigue without complaining.
I gave her the sensitivity to love her children under any and all circumstances, even when her child has hurt her very badly.
I gave her strength to carry her husband through his faults and fashioned her from his rib to protect his heart.
I gave her wisdom that she knows that a good husband never hurts his wife, but sometimes tests her strength and her resolve to stand besides him unfalteringly.
And finally I gave her a tear to shed. This is hers exclusively to use whenever it is needed.”

“Finally the beauty of a woman is not in the clothes she wears, the figure that she carries, or the way she combs her hair.
The beauty of a woman must be seen in her eyes, because that is the doorway to her heart-the place where love resides.”

AFRICA EDUCATION INITIATIVE SUCCESS STORY NAMIBIA

Project Title: International Foundation for Education and Self-Help (IFESH) Improve Information Technology Pedagogy

Activity Funded By AEI: Innovative Activity

Success Story Demonstrates: Effectiveness of Information Technology - Pedagogy

An IFESH volunteer in Namibia is working at the Caprivi College of Education in the area of information technology pedagogy, or better using computers to facilitate the professional teaching responsibilities of modern-day educators.

The volunteer has participated in a number of professional development events focusing on the use of word processing (e.g., Word and OpenOffice Writer), spreadsheets (i.e., Excel and OpenOffice), and presentation software (i.e., PowerPoint and OpenOffice Impress). The focus is on how software can be used to better stimulate and inform learners in the classroom as well as professional audiences around Africa.



Student teachers refining their computer skills

Another popular training theme addresses the use of the Internet for academic information searches, current articles, and on-line journals, the development of student teacher ‘readers,’ and specialty groups. The volunteer states that “Making available truly remarkable sources of information to like-minded professionals for “the first time” is a great feeling.” At Caprivi College, student teachers will also receive specific training on these and related issues in special syllabus addenda. Thus far, the student teachers are as excited as their IFESH volunteer.

AFRICA EDUCATION INITIATIVE SUCCESS STORY NAMIBIA

Project Title:	Textbooks for a Global Society
Activity Funded By AEI:	Textbooks and Other Learning Materials
Success Story Demonstrates:	Effects of Relevant Materials on Learners Collaborative Partnership

(From the USAID Mission's Namibia Assistance (Bi-) Weekly Announcement August 5, 2005)

During her recent trip to Namibia, Dr. Sarah Moten, Chief of the Education Division at the USAID Africa Bureau and Director of the Africa Education Initiative (AEI), participated in a ceremony marking the handover of 10,000 Grade 7 textbooks. The books were funded by the United States Government under the AEI's 'Textbooks for a Global Society' initiative to help alleviate the critical shortage of textbooks. Ambassador Joyce Barr and Education Minister Nangolo Mbumba Namibian schools also attended. The ceremony was held at the National Institute of Educational Development (NIED) in Okahandja (a town just north of the capital).

In her remarks, Dr. Moten said that the collaboration between the Ministry of Education and USAID under the Africa Education Initiative is testimony to the long standing and productive partnership between the U.S. and Namibia. Under Phase One of the textbooks initiative, USAID worked with NIED and other Namibian institutions to address the critical shortage of textbooks that is hampering the academic performance of many Namibian children, especially those in the rural areas, where at some schools up to five children have to use one textbook. U.S. and Namibian writers have also developed a textbook for Grade 5 Natural Science and Health which is being field tested. Representatives of various regions that benefit from the textbooks were present at the ceremony and were given their textbook allotments to take with them.

Dr. Moten remarked: "The support and inputs we provided to the education sector are among the things that will bring us closer to one of the key goals of Namibia's Vision 2030, namely to transform Namibia into a high-income and a more equitable knowledge economy. I urge Namibian educators and learners to fully utilize these programs to equip themselves with the skills and knowledge that will make them productive and achieving citizens."

AFRICA EDUCATION INITIATIVE SUCCESS STORY NAMIBIA

Project Title: USAID/Namibia Teacher Training Activity

Activity Funded By AEI: Teacher Training

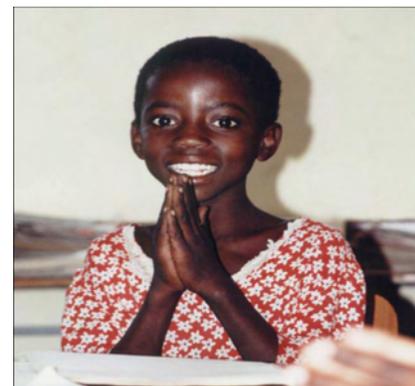
Success Story Demonstrates: Effectiveness of Teacher Training
Integration of Cross-Cutting Theme
(Community Participation)

In Namibia, AEI teacher training has been focused on new pedagogical approaches – continuous assessment and learner-centered education. Over 3,500 teachers have been trained in targeted schools (previously considered marginalized). Due to the application of the training skills in the classroom, teachers are reporting dramatic improvements in student participation in class. A comparative study has shown that these schools have now surpassed non-targeted schools by 20% in using these approaches and the resulting increase in student participation.



The teacher training activity has also focused on encouraging parents to become more active in the school – and many schools report a dramatic increase in parental involvement. Over 430 parents

recently participated in Teachers, Principal and Parents conferences to review the performance of teachers, identify gaps among schools, and develop strategies to improve teaching.



AFRICA EDUCATION INITIATIVE SUCCESS STORY SENEGAL

Project Title: Children Learn To Read Home-Grown Stories with Overseas Help

Activity Funded By AEI: Textbooks and Other Learning Materials

**Success Story Demonstrates: Effects of Relevant Materials on Learners
Collaborative Partnership**

(Excerpted from the USAID/Senegal website)

Delivering 270,000 children's textbooks in 10,000 plastic boxed libraries from across the Atlantic to schools throughout Senegal sounds like a massive venture. It's possible, however, through meaningful cooperation all round.

The formula is simple: Local authors write. National government collaborates. Historically Black Colleges and Universities (HBCUs) in the U.S. publish. The U.S. Agency for International Development (USAID) finances. Senegalese children learn.



It works through the Textbooks and Other Learning Materials component of the AEI. At a lively ceremony on June 23, 2004, the children of Khar Yalla School in Dakar were the first children to access a sample of the 270,000 new books. The remainder of the huge shipment will find their way to each of Senegal's 6,000 elementary schools.



Thanking the U.S. government, the Mayor of Dakar's Grand Yoff district, Malick Sow, said the books represented a "symbol of the dynamism marking U.S.-Senegalese cooperation". He and school director, Massene Sene instructed teachers and children to take good care of the books.

North Carolina's Elizabeth City State University (ECSU) has worked closely with USAID, authors and education officials in Senegal to arrange the book donation.

Teachers can carry the boxed libraries between classrooms, and allow students to take individual books home on weekends to read. The books are certainly in demand. Even though the percentage of children attending elementary schools rose from 68.3% in 2000 to 75.8% in 2003, there has been "strong degradation in the quality of education, resulting directly from the increasing size of the system," explained Senegal's Education Minister Moustapha Sourang.

"By choosing to support us through the AEI, your government has once again demonstrated a perfect understanding of the challenges facing education in Senegal," he said, adding that the book donation will "considerably transform working conditions of teachers and students."

"Books are expensive, but with this gift you have made it possible for children to read," said local author, Fatou Ndiaye Sow, adding that she would like to see books written by Senegalese authors find their way into libraries in English-speaking countries one day. "These books can help children find their dignity."

Project Title: **Ambassadors' Girls' Scholarship Program (AGSP) Successfully Launched Plus A Profile Of A Former AGSP Scholar To Hold Village's First University Degree**

Activity Funded By AEI: **Ambassadors' Girls' Scholarship Program**

Success Story Demonstrates: **Effectiveness of Girls' Scholarships Integration of Cross-Cutting Theme (HIV/AIDS Mitigation)**

(Excerpted from an article by Lisa Kays, Aurora Associates, Sub-Contractor to the Academy for Educational Development, AGSP)

More than 1,000 girls are receiving scholarship assistance under the Ambassadors' Girls' Scholarship Program (AGSP), a Presidential Initiative. Scholarships are provided by Africa Education Initiative (AEI) through the United States Agency for International Development (USAID) and implemented locally by two Tanzanian non-governmental organizations (NGOs) in partnership with the international NGO, the Academy for Educational Development. On the mainland of Tanzania, the Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE) oversees 700 scholarships, and the Forum for African Women Educationalists (FAWE) manages 300 scholarships on Zanzibar.

Often, the scholarship recipients are girls who are orphaned due to HIV/AIDS or other illnesses, and many are handicapped. Some are from homes facing extreme poverty, or where girls are just traditionally not sent to school. The AGSP is having a profound impact on the lives of recipients as evidenced by the profile below of a scholarship recipient under the precursor AGSP that operated in Tanzania.

Profile of a Former AGSP Scholar to Hold Village's First University Degree

Zawadi Ally, a young woman in her final year of studies at Dar es Salaam's Institute of Finance Management, never expected to complete a university degree in accounting. As a primary school student in a Tanzanian village not far from the capital, she never really thought beyond middle school, or her village.

She began to think bigger when she was the only girl in her school to pass the exam to enter upper secondary school, or A-level. "It gave me a pleasure. I got excited," she says. Her success on the exam granted her access to the final two years of secondary school, where she had qualified to study physics, chemistry and math.

But the \$200 per year price tag for school fees, a uniform, books, pens and other necessities was not realistic for a rural farming family. Secondary school fees in Tanzania are not expensive at public schools, but the necessities required for success are often beyond the reach of the average family. And because there was no secondary school with A-level studies in Zawadi's village, she would be required to board, meaning extra expenses.

Education an Unattainable Goal for Poor Family

Even for parents committed to the education of their six children, the price tag was unattainable. My parents are literate, but they never went to school. She speculates that her parents' interest in their children's education stems from a desire to see them have a better life. This is an uncommon attitude in a village where few go to school and a living is earned by raising coconuts and cashew nuts to trade and cassava and maize for sustenance. During the period of cashew nuts, she says, everyone has a little money and they buy a few things, but the homes are not good and her family's cement home is falling apart and has a flimsy roof.

When asked what advice, considering her experience, she would give to a young woman facing financial difficulties, she responds, "First of all, to accept the situation and then to find people who can help them. Because you can see your problem is big but others are bigger, so you will get comfortable to ask others to help."

Zawadi's current status as a university student is due largely to her having done just that. Faced with a situation where her chances of completing the A-levels she had qualified for were slipping away, she was recommended by an NGO working in her village for an AGSP scholarship and received it.

Scholarship, Mentoring Provide School Fees, Confidence

For two years, Zawadi received school fees, uniforms, school books, exam fees, transportation money and other necessities that enabled her to complete her A-levels in boarding school. When they could, her parents would also send her a small amount of funding to support her studies.

The mentoring activities were also important, Zawadi says, providing her with a sense that she was not alone with her problems and that there were others with whom she could share and receive ideas, support and encouragement. TAWLAE members and leaders led the mentoring sessions, providing role models, guidance and encouragement from adults who were concerned with the girls' futures.

The mentoring activities Zawadi participated in took the form of workshops including AGSP scholars from all over Tanzania. The events were designed to increase the girls' self-esteem, build confidence and provide other life skills that would enable them to combat the socio-economic factors that often lead girls to drop out of school. The mentoring activities were important, she says, "because mentoring taught us how to be confident, accept the situation. They change how you think and then extend your mind."

Of her peers in the program, she knows that at least two of them have been admitted to university and will attend, assuming they get the government scholarship that will make the financial burden bearable. If this doesn't happen, Zawadi says, her friends "may be angry, because her education will be useless."

A USAID staff member explains that the job market is tough for secondary school graduates in Tanzania. Good jobs are often given to Kenyans who have a better level of English and more education.

Her Success Sets Her Apart from Peers

Zawadi's success is an anomaly in her village and she attributes it largely to her parents' support of her education and her own motivation. The other girls, she explains, had many problems with learning. Due to a lack of light at home, they would go to sleep when it got dark, instead of studying.

"In our village, we especially use kerosene," she says, "so if you don't have money [for kerosene], you go to sleep."

Zawadi coped differently. "To accept the situation is the first solution," she explains. "When you get light, you study hard, because tomorrow you may not get it."

"I have one case, my fellow student in O-level," Zawadi says, when asked why her female classmates haven't succeeded in school as she has. "She was living with a friend of her grandmother...when she gets back at home, she has to go to the farm, dig cassava, wrap them...she is very tired, she can't even study. When she did study, her grandmother told her, 'You are finishing the light,'" an expensive luxury.

For boys, there was Saturday school to supplement the weekly coursework, but girls were unable to go. She explains that girls who wanted to go to school for the weekend classes were told, "You're a liar, you want to go to the man."

Girls in Africa face a number of similar challenges as they pursue an education. Beyond expectations that they will contribute more to chores at home and family businesses than boys, girls are often sexually harassed at school, miss days due to a lack of sanitary products and are kept home for fear of rape or violence on isolated school routes. Finally, parents are more likely to send boys to school than girls, if an economic choice must be made, because they see no return on their investment for educating girls. Boys grow up to support their parents. Girls are married into other families and won't contribute to the family livelihood.

Education Extends Beyond Zawadi to Family

Upon completion of her A-levels, she was the most highly educated woman from her village. When she completes university, she will be the only person from her village to hold such a diploma.

In addition to admittance, she was granted a government sponsorship—a significant accomplishment since competition is stiff for seats at universities in Tanzania. Most students never receive the opportunity. Competition for sponsorship is even greater.

For the first two years of her three-year program, she received a living stipend of approximately \$2.00 per day. This was intended to cover books and supplies, as well as her room and board in the small room she shares with three other female students. With what is left of the sponsorship money awarded every two months, she pays her younger siblings' school fees.

For next year, the sponsorship is not yet definite. She may have to take out loans from a government loan board to cover the \$1,000 per year university fees she will owe.

While many in her community view her as bizarre, and constantly ask her why she continues to study instead of getting married, her parents have no complaints. They are happy, she explains, because she can support the education of her younger siblings. She also sends money to her father when the family is having problems. Her parents don't want her to marry a man from her village.

If it is possible, she will send the \$.90 per person needed for her family to travel from the village to Dar es Salaam for her graduation ceremony in June 2006.

While Zawadi looks to acceptance of any difficult situation as her first step to a solution, she is not without worries. She is worried about getting a job in Dar es Salaam, where she'd like to live and work once she finishes school.

"I'm flexible," she says when asked if returning to her village is an option if she can't find a job in Dar, "but to stay in my village is very difficult. There is no big office there."

Jobs are difficult to find in Tanzania's capital city. It requires a lot of effort, there aren't enough jobs available for those with degrees and jobs tend to go to those with established connections, Zawadi says. But her job search is still a year away. In the meantime, she will start her final year of university in October 2005 and will continue to volunteer at TAWLAE's office, compiling AGSP data and setting up financial systems for the program's administration.

Zawadi is anxious about the future, but not hopeless. "I'll try my level best," she says about her job search. "Going back to the village won't be a solution."

AFRICA EDUCATION INITIATIVE SUCCESS STORY UGANDA

Project Title: USAID/Uganda Teacher Training Activity - Arua Hill Primary School Views on Cooperative Learning

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: Effectiveness of Teacher Training Innovation

In partnership with the Ugandan Ministry of Education and Sports, using funds from the Africa Education Initiative USAID/Uganda has launched a Teacher Effectiveness (TE) program in six pilot districts. The TE module addresses both the content and process of using Cooperative Learning (CL). This will directly impact on the quality of teachers in schools, equipping them with the skills to make learning more participatory. This approach has many implications for the social development of children, such as teaching them to work in collaboration, share experiences and develop reasoning skills.



One of the pilot districts, Arua, lies to the North West of Uganda, bordering the Democratic Republic of Congo. Arua Hill Primary School has a total of 1,909 students in 22 streams from Primary 1–Primary 7, there are 47 teachers, resulting in a learner to teacher ratio of 41:1. The two school trainers in CL have now completed four lessons P5, P6, and P7.

Suzan Ayikoru, an orphan who lives with her brother, and Brian Museme, both like CL because the pupils work freely together contributing different ideas and learning from one another and feel this has improved their performance. According to Suzan the advantage of group work is that she can ask fellow pupils questions, in the local language, that she would be too intimidated to ask the Teacher.

Shalili Abdallah lives with her mother in the slums. She likes CL because of the interaction and sharing with the other children. “I was by the way poor in reading and writing but have improved” which makes her happy as she can now avoid being embarrassed by the boys in her class. She believes she will do better in her exams as she can now understand what she is reading with help from the group members.

Shamim Onzia believes group learning prepares students for leadership, she has been group secretary and says it has enhanced her writing skills and improved the whole groups spoken English. Vincent Feni likes CL because through sharing and working together it cements relations among the children and speeds up the learning process, after all it is better to work together than do things alone.

Although Cooperative Learning is new to the school, the children were enthusiastic; all of those interviewed “wished it a long life.”

Project Title: The **Zambian Community Radio Project**

Activity Funded By AEI: **Innovative Activity**

Success Story Demonstrates: **Integration of Cross-Cutting Theme (HIV/AIDS) Mitigation and Community Participation**

(Excerpted from report by Robert Eiger, EDC website)

The Zambia Community Radio Project (ZCRP) is being developed over four years with funds from the President's Africa Education Initiative. ZCRP is a crosscutting activity supporting community participation in education and HIV/AIDS mitigation and prevention. It is being launched first in eastern Zambia to capitalize on the success of the Educational Broadcasting Services' Taonga Market basic education radio series and to target a rural border region badly affected by HIV/AIDS.

Now, a USAID-funded project is putting ZCRP to good use. Education Development Centers-Africa (EDC) has been working with rural communities that have developed proven and successful responses to some of their problems. Community radio puts education and self-help within reach of community based organizations. These groups give the program technical expertise and help identify villages with successful activities. They also ensure that communities wanting to replicate a featured activity will have access to necessary local technical skills.

Photo by Robert Eiger



A group of children recording a program for the Zambia Community Radio Project. A scenario highlighting a local community development success story is created with the help of the villagers, recorded, and then broadcast over community radio to inspire other Zambian rural listeners.

The response has been very rewarding. After just nine months of broadcast, *In My Village* programs at both participating radio stations are among the most popular on the air. Over 60 dedicated local radio listening clubs have been formed, and each reports regularly to project personnel. Comments and suggestions from the clubs have been used by program producers to help keep shows fresh and responsive to the communities' needs.

Listening to *In My Village*, rural villages are now realizing that they need not wait for government to solve their problems. Armed with the knowledge that other villages have succeeded, rural Zambian towns and villages are embarking on new and innovative self-help projects. These, too, are now, being featured each week in their own language and on their own radio stations.

In 2005, the ZCRP is due to expand into a second country. Project staff recently made two exploratory visits to neighboring Malawi, where they were well received by the Malawian National AIDS Commission (NAC) and the Ministry of Information and Tourism (MOI&T).

A sister project has been proposed, to be based initially across the border in Mchinji. EDC will continue to work with the NAC, USAID, and MOI&T is most pressing problems. These easy-to replicate development success stories are featured each week on the popular local radio show *In My Village*’

Two versions of *In My Village* are produced and broadcast every Sunday evening on community radio stations in Chipata and Lundazi. The carefully crafted shows allow villages to present their community and development initiative in a way that is both entertaining and motivating. To ensure relevance and interest, project personnel and partnering radio stations work closely with provincial and district government institutions, including representatives from the Ministries of Education, Agriculture, Communications, Health, and Social Development. Other partners include over 30 local non-governmental and faith-based groups.

AFRICA EDUCATION INITIATIVE SUCCESS STORY ZAMBIA

Project Title: USAID/Forum for African Women Educationalists of Zambia (FAWEZA) Ambassadors' Girls' Scholarship Program

Activity Funded By AEI: Ambassadors' Girls' Scholarship Program

Success Story Demonstrates: Effectiveness of Girls' Scholarship
Integration of Cross-Cutting Theme (HIV/AIDS Mitigation and Community Participation)

Elizabeth Matonga is one of the most successful students at the Mukamaambo Girls School in Chongwe. The grade 12 student is treasurer of the school's Student Alliance for Female Education (SAFE) Club and wants to be a medical doctor. Two years ago, Matonga thought



Three scholarship recipients pose for the camera. (Photo Credit: Cornelius Chipoma/USAID)

she would have to give up that dream because she could no longer pay her school fees. "It's always been part of my dream to be a medical doctor," she says. "It pained me to think of having to give that up."

Like many other students at Mukamaambo, Matonga did "piece work," or odd jobs, to raise money for her secondary school fees. Matonga's mother works long hours as a maid on a farm, but doesn't make enough money to support her six children and pay school fees. Matonga's school work began to suffer because so much of her energy was focused on earning money.

A teacher at Mukamaambo offered Matonga a chance to continue her education when she told her about the Ambassadors' Girls' Scholarship Program (ASGP) offered by the Forum for African Women Educationalists of Zambia (FAWEZA). With the support of USAID, FAWEZA provides more than 700 scholarships to Zambian girls who would otherwise not be able to pay secondary school fees. "Most of these girls would be on the street doing nothing if it weren't for FAWEZA," says Rhoda Kalaula, Head Teacher at Mukamaambo,

where there are 53 AGSP recipients. The scholarships cover all school fees, including boarding and incidentals. Eligible girls are identified by a school selection committee, which consists of two leading teachers at each school, a student leader, as well as a representative of the parent-teacher association and the local church.

In addition to providing scholarships, FAWENZA is also working to improve the social, economic, and cultural conditions that often force girls to leave school. FAWENZA created the SAFE Club program. This program offers education in HIV/AIDS, adolescent reproductive health and life skills to girls, while giving them information to help other students and community members learn about these issues. The underlying goal of the SAFE clubs is to empower girls and raise their self-esteem. "I have benefited so much from SAFE," Matonga says. "Before I used to be so shy. Now I can stand up in front of people and express myself. I can speak out on my own."

AFRICA EDUCATION INITIATIVE SUCCESS STORY ZAMBIA

Project Title: USAID/Zambia Teacher Training Activity

Activity Funded By AEI: Teacher Training

Success Story Demonstrates: **Integration of Cross-Cutting Theme (HIV/AIDS & Community Participation)**
Cross-Fertilization of AEI Components (Teacher Training, Girls' Education & Textbooks and Other Learning Materials)

An AEI-funded School Health and Nutrition (SHN) program is proving to be very successful. Thus far, 20 schools per district in the Eastern province of Zambia are implementing SHN. Two teachers from each participating school and one health worker from the nearest health clinic are trained for four days in the following: the SHN program and the



role they will play in it, general information on bilharzia and its treatment, the role of micronutrients in the program, and the use of the tools that are required to implement the program (i.e., bilharzia questionnaire, tablet height pole, school health card).

In addition, the Community Sensitization and Mobilization Campaign (CSMC) in school 'catchment' areas is running in all 11 districts of the Southern province of Zambia. The CSMC focuses on sensitizing and mobilizing communities (1) to send their girls to school (and to keep them in school) and (2) to understand HIV/AIDS, the socio-cultural, economic, religious, etc., factors that promote its spread, and how to take measures to prevent its proliferation.

AEI funding also facilitated the printing of 10,000 copies of the Ministry of Education's "HIV/AIDS Guidelines for Educators" document, and distributed a copy to every basic education teacher in the Eastern and Southern Provinces for use in their teaching. Moreover, the SHN component has conducted training of Anti-AIDS club patrons, who are often teachers. The SHN component has also conducted a number of HIV/AIDS sensitization and counseling workshops for teachers and head teachers.

