

Education for Development and Democracy Initiative



Cotonou, Benin
May 28-June 1, 2001

Education,
Development and
Democracy: Africa
Shaping Its Future



INTERNATIONAL CONFERENCE
on
**EDUCATION, DEVELOPMENT & DEMOCRACY:
AFRICA SHAPING ITS FUTURE**

Conference Proceedings

**Sponsored by
The Education for Development
and Democracy Initiative
(EDDI)**

**In Cooperation with
The United States Embassy and
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Protection Agency**

Prepared by
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Washington, DC

THE WHITE HOUSE

WASHINGTON

May 22, 2001

Dear EDDI Network:

Greetings and best wishes for a successful Education for Development and Democracy Initiative conference. Benin, a country that led the drive for democratic transitions on the African continent, provides an exceptional venue for these important deliberations. As you convene to explore the theme "Education for Development and Democracy: Africa Shaping its Future," I applaud your efforts to extend and nurture the enduring partnership between the United States and Africa.

The EDDI serves as an important vehicle for advancing America's work to ensure greater access to education and technology, strengthen educational systems and democratic principles, and promote economic advancement. You have made vital contributions to furthering Africa's development, and your collective efforts to ensure the African-led, Africa-focused Initiative is indicative of America's commitment to empower people to shape their own destinies. Information and knowledge are powerful tools, and prosperity flows to those who can tap the genius of their people.

I wish you all well as you take this opportunity to dialogue on sustaining your important efforts.

Sincerely,



Dr. Condoleezza Rice
Assistant to the President
for National Security Affairs



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

May 28, 2001

Dear Colleagues:

This is a report that synthesizes the accomplishments of the Education for Development and Democracy Initiative (EDDI). In creating the Initiative, EDDI was to be like a tree: its branches were to stretch broadly across Africa and its roots were to go deeply into the focus countries.

Preserving the initial ideas of partnerships, entrepreneurial training, and a focus on girls and women, EDDI is proud to operate in 36 countries and American partners are in 35 states. Scholarships have been awarded to over 6,000 girls, and another 6,000 are poised to receive their scholarships. There are 61 higher education partnerships, 20 technology partnerships and six school-to-school partnerships. The Ronald Brown Institute has been contracted to Georgia State University. The Association for the Development of Education in Africa has been awarded funding for the African Association of Universities to host a program for Africa-to-Africa partnerships to help the higher education community strengthen their focus on solving national and regional challenges. EDDI has funded the shipment of over one million books to Africa ranging from children's storybooks to tertiary textbooks. Six Community Resource Centers for Nigeria are also in the works, one in each zone.

EDDI encourages its partners to seek support from the Private Sector. Some EDDI countries have done very well, for example, Uganda (Hewlett-Packard & Lucent Technologies), Swaziland (Microsoft), Angola (Texaco). In addition, Eastman Kodak has a partnership with EDDI in 19 countries. Many of the higher education partnerships have also leveraged their EDDI funds by collaborating with the private sector.

Yes, EDDI has been busy! Our work, however, is far from being accomplished. Over the next year, we will place greater emphasis on evaluation so that we may share the lessons learned. Additional programs will be funded, and it is the desire to extend the EDDI tree branches to all sub-Saharan countries that have not yet been involved. We should all be proud of our accomplishments and look forward to the future with determination to build on our solid foundation.

Sincerely,

Sarah E. Moten, Ed.D.
Coordinator

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Executive Summary

Introduction

The **Education for Development and Democracy Initiative (EDDI)**, created in March 1998, is an African-led development program (with special emphasis on girls and women) that strives to improve the quality of and access to education, enhance the availability of technology and increase citizen participation in government to accelerate Africa's integration into the world of free market democracies. EDDI now operates in 36 sub Saharan African countries with US based partners in 35 states.

EDDI's first international conference on ***Education, Development, and Democracy: Africa Shaping its Future***, took place during the week of May 28 – June 1, 2001. More than 120 attendees representing over 20 nations throughout sub-Saharan Africa and the United States gathered in Cotonou, Benin, for the five-day symposium. Participants included EDDI Washington, DC-based staff and field coordinators, members of the Interagency Working Group (IAWG), NGO grantees, Higher Education partners as well as representatives from ministries of the national Government of Benin, the US Ambassador to Benin and members of the Beninese private sector. (For more information on attendees, refer to the participants list in Appendix D.) Conference participants gathered to showcase EDDI's accomplishments, elicit ideas and formulate strategies for the sustainability and expansion of EDDI initiatives.

The motivating, dynamic, and fun-filled conference, sited at the Benin Marina Hotel in Cotonou, provided a prime opportunity for EDDI coordinators and partners to network, share their stories as well as learn about and discuss optimal procedures and practices concerning the needs and development of Africa especially concerning African women and girls. The conference was an outgrowth of the first EDDI Workshop, which took place in Gaborone, Botswana, in September 2000. At the Workshop, it was agreed among EDDI Coordinators to support an EDDI Conference in 2001. Location, time, topics and expected outcomes for the conference were all considered at the workshop spawning the successfully productive international conference.

After the first day of the conference which was filled with registration, orientation and field visits to various EDDI programs in Benin, the following four days were comprised of an opening ceremony with an inspirational keynote speech delivered by, **Mrs. Charlayne Hunter-Gault**, Bureau Chief and Correspondent, CNN, Johannesburg; a plethora of meetings, presentations and workshops on various EDDI programs and issues concerning the education and development of Africa; an exhibition of "Country Presentations" made by EDDI Coordinators which illustrated the objectives, progress and future plans of EDDI programs in their respective countries; and a closing ceremony in which conference attendees were awarded certificates of participation for their efforts, hard work and contribution to the overall success of the international conference.

Field Visits

The conference participants traveled throughout Benin to visit some programs and schools that are sponsored by EDDI. The first place participants visited was the **Asunoes Caefs Deaf School**, a school where primary and secondary school girls receive scholarships from EDDI's Girls Scholarship Program. The school's director, **Mr. Raymond Sekpon**, gave participants an informative tour in which he explained how important the scholarships are in not only educating the deaf girls, but also in providing them with the encouragement and confidence most children with disabilities are not awarded. After the tour, the children entertained conference participants with a play that dealt with life as a deaf African child. The second field visit for participants was a place called **Songhai**. Songhai runs a program that promotes the independence of Africa through the strict utilization of its natural resources and recycling. Participants were given a tour of the grounds and the tour guide explained how every part of Songhai helps another part. (For example, chickens are fed with feed grown on the grounds, chicken waste is used to fertilize the gardens, and chickens are used as a food source.) After the tour of the eco-friendly program site, participants ate a hearty lunch that was comprised of food and drink grown and produced at Songhai. The last stop on the field visit trip for the participants was at a Beninese primary school with a **Caritas** program. The program provides boarding and schooling for orphan girls receiving EDDI Girls Scholarships. Participants were given a tour of the facilities and also entertained with a native dance performance by some of the girls and a beautifully written letter of appreciation written by one of the girls receiving an EDDI Girls' Scholarship. After the field trips, participants were then invited to dinner at a local woman-owned, Beninese restaurant established and owned by an African friend of conference attendee and IAWG member **Dr. Curtis E. Huff**, Chief, Bureau of Education and Cultural Affairs, Department of State, Washington, DC. Conference participants enjoyed a nice African meal, and were provided an opportunity to 'meet and greet' before the next day which was busy with meetings.

Conference Overview

The second day of the conference included the official opening ceremony for the four days of meetings that would come to follow. The mistress of ceremony for the day was **Ms. Georgette Pokou**, Basic Education Team Leader, USAID, Cotonou, Benin. She began by introducing **Mr. Clement Adjolohoun**, the assistant regional security officer for the US Embassy in Benin who gave conference participants useful information concerning safety in and around Cotonou.

Dr. Sarah Moten, EDDI Coordinator, gave the introductory remarks for the conference in which she shared information on EDDI's background and encouraged participants to make the most of the conference by learning as much as they can from each other in the collective effort of strengthening EDDI's efforts to develop Africa. **Her Excellency Pamela Bridgewater**, the US Ambassador to Benin gave the first welcome statement of the conference. She applauded EDDI and its partners for the progress that has been made thus far, and shared with participants her hope for continued success in EDDI

efforts to better the role of women and education in Africa. The next two welcome statements were given by the **Honorable Jean Bio Tchabi**, the Minister of Primary and Secondary Education in Benin and **Ms. Yvette Celine Seignon**, Minister of Public Health representing the Ministry of Family, Social Welfare and Solidarity. They both commended the efforts of EDDI and its partners to further the education of girls and women in Africa, wished conference participants an effective and productive conference that would help to strengthen EDDI efforts and stated that the country of Benin was honored to host EDDI's first international conference before Madame Kandisounon declared the conference officially open.

Following the official opening of the conference was the keynote address delivered by **Mrs. Charlayne Hunter-Gault**, Bureau Chief and Correspondent of CNN, Johannesburg, South Africa. Mrs. Hunter-Gault gave an inspirational speech in which she shared anecdotes starting from her childhood to her revolutionary entrance to the University of Georgia as the first black student. She noted that the main origin of strength for her was having female role models such as her grandmother and mother express confidence in her and her ability to achieve her dreams. Comparing her childhood in a racist America with the lives of girl children in patriarchal Africa, she noted that EDDI efforts can instill a similar confidence in girls of Africa so that they can realize that they are indeed not just girls, but "*African queens.*"

After the moving keynote address by Mrs. Hunter-Gault was a presentation by the children of the **Asunoes Caefs Deaf School**. The children acted out a play about life as an African deaf child, and one of the actresses, receiving an EDDI Girls Scholarship, presented Dr. Moten with a gift as a token of appreciation for EDDI support.

EDDI-Washington Deputy Coordinator **Dr. Carolyn Coleman** presented, "An Overview of EDDI: An African-led/Africa Focus Project," which outlined the creation, organization and expansion of EDDI and included a review of EDDI's goals and objectives. She traced EDDI's roots from its inception from suggestions made by the President of Mali, Alpha Oumar Konare, to President Clinton to its implementation by the National Security Council and partners following the planning of President Clinton's trip to Africa.

The next item on the agenda was a plenary session titled "Fundamental Issues for Women and Girls." The session's speaker **Dr. Cynthia S. Perry**, US Ambassador (retired) gave a speech that dealt with the harmful effects of traditional practices on girls and women aged 0-18 in Africa. She strongly asserted that these practices must be eradicated in all places they exist, and she challenged men of Africa, as well as women, to aid in this effort. Dr. Perry concluded her speech by acknowledging that the solution to these problems is education, which helps to raise the awareness of all the members of African society regarding these cultural and ethical issues.

Before a lunch break, **Dr. Moten** solicited participants' specific expectations for the outcome of the conference. The participants' responses were varied, but mostly dealt with a better understanding of the organization of EDDI and its relationship with its

partners as well as clear explanations of specific EDDI programs and program locations.

Mr. Freeman Daniels, Field Liaison, EDDI-Washington and Associates for Social Change Senior Partner **Mr. Andrew Gilboy** facilitated a Sub-regional breakout session where participants were instructed to identify and explain a few of the reasons that certain EDDI activities did or did not meet expectations. Participants broke into groups by sub-region and language to evaluate region specific EDDI programs.

That evening, participants were invited to a reception in their honor at the home of US Ambassador to Benin, **H.E. Pamela Bridgewater**. The reception provided conference participants a prime opportunity to network as well as to meet the Benin US Embassy and USAID staff members.

Ms. Michele Akpo, USAID Basic Education Team Project Assistant and mistress of ceremonies for the day, opened the third day of the conference and provided a brief recap of the results from the previous day's sub regional breakout session on rating the performance of EDDI activities. The recap session allowed participants an opportunity to further explore some of the reasons for the successes and failures of EDDI projects. (A list of these can be found on page 21 of *Conference Proceedings*.)

The next session was a panel discussion on Democracy, Education and Democratic Governance led by, **Dr. Curtis E. Huff**, Chief, Bureau of Education and Cultural Affairs (ECA), Department of State and **Mrs. Mary Lou Johnson-Pizarro**, Program Officer, Office of Academic Programs, ECA. Dr. Huff began with a discussion of the various ECA programs dealing with the building of democracy, and he introduced the three panelists - **Honorable Nimi Walson-Jack**, Secretary General, CIVITAS Nigeria, Port Harcourt, Nigeria; **Mr. Boubacar Tall**, Head of Curriculum Office, Institut National d'Etude et d'Action pour le Developpement de l'Education (INEADE), Dakar, Senegal; and **Ms. Pauline Awaseb**, Humphrey Fellow Alumna, Windhoek, Namibia. Mrs. Johnson-Pizarro then described in detail the College and University Affiliations Program and the Hubert Humphrey Program, both of which have been beneficiaries of EDDI funding. Panelists gave presentations on various EDDI sponsored projects with which they were involved and answered questions regarding successes, failures and issues of implementation and sustainability.

EDDI Congressional Liaison, **Ms. Patricia Bekele** gave a presentation on the political aspects of EDDI's mission and discussed the interagency qualities of EDDI and its relationship with the National Security Council (NSC) and Members of Congress. She encouraged conference participants to continue their worthwhile efforts that promote the prioritization of US foreign policy towards Africa and to share with EDDI-Washington those points that they would like the US Congress to consider.

The next speaker, **Dr. Kent Noel**, Education Team Leader/Advisor, USAID, gave a presentation on the Interactive Radio Instruction Program that is run by the Ministry of

Education in Zambia with USAID/Zambia support. The program- which has especially benefited from EDDI assistance- delivers basic education to orphans and out-of-school children through interactive radio instruction or what Dr. Noel deemed, "Radio Active Learning."

The next item on the agenda was a series of presentations dealing with the topic of "Information Technologies: Bridging the Digital Divide." The first speaker **Mr. Lane Smith**, Leland Initiative, Washington, DC, discussed the relationship between EDDI and Leland Initiatives. Mr. Smith explained that the ideals of Leland coincided with what was to be the technology branch of EDDI, hence The Technology Partnership between EDDI and Leland. The following three panelists **Ms. Avril Gwen Kudzi**, EDDI Coordinator, Accra, Ghana, **Mr. Roland Ramamonjisoa**, EDDI Coordinator, Antananarivo, Madagascar, and **Ms. Sarah Mayanja**, EDDI Coordinator, Kampala, Uganda, gave an "*Overview of EDDI Information Technology Activities.*" Each panel member discussed various EDDI initiatives that promote technology and improved access to information in their respective countries. All of the speakers acknowledged the important role that EDDI played in implementing and sustaining their programs.

Before conference participants took a break for lunch, **Dr. Moten** brought their attention to a letter that each participant received in binders they were given at registration. Dr. Moten read the letter written by **Dr. Condoleezza Rice**, Assistant to the President for National Security Affairs, to show participants that their efforts and progress are being noted and followed in Washington. The letter expressed congratulations to participants for continuing to work to improve the development and education of Africa, and also asserted the support of The White House in - as the letter reads- "America's commitment to empower people to shape their own destinies."

Mr. Andrew Gilboy, Senior Partner Associates for Global Change, delivered the last presentation of the day. The interactive presentation titled, "From Training to Institutional Performance: How to Get Results that Last" addressed how to build human institutional capacity and included a review of the history, nature and role of Institutional Improvement, also known as Human Performance Technology.

Mistress of Ceremonies, **Ms. Maria Soumoni**, Associate Director, Peace Corps-Benin, opened the fourth day of the conference which began with a panel discussion on Economic Development. Panelists, Ms. Lynn Keeys and Ms. Grace Masuku, presented the discussion. **Ms. Keeys**, Program Officer, USAID, Cotonou, Benin, was the first to address conference participants with a discussion on the role of women in African society, and various US government efforts to disjoin the strong connection of women to poverty. **Ms. Masuku**, Internship Coordinator, The Ronald H. Brown Institute, South Africa, then presented a newly designed project aimed at creating the Ronald H. Brown Institute (RBI) of sub-Saharan Africa. The next presentation, delivered by **Mr. Yawo Assigbley**, Association of African Universities, Accra, Ghana, provided participants with an overview of the Association of African Universities (AAU) and discussed the AAU Pro-

ject, "Networks for Regional Cooperation in Graduate Training" – a program that encourages regional cooperation in graduate training and research through the formation and strengthening of graduate training and research networks among African universities in selected fields of study.

Mr. Michael J. Kelly, School of Education, University of Zambia, gave the presentation titled "The Great Challenge: HIV/AIDS and Development in Africa." His presentation dealt with the major threat that HIV/AIDS poses to Africa and he started by describing the history of the fairly new disease and explained to participants through various facts and statistics the grave danger that HIV/AIDS is to the future and lives of Africans, especially women. He asserted that the best defense against the disease is awareness, education, and the end of careless high-risk sexual behavior.

The final item on the agenda for the day was a series of workshops where participants were able to choose one of five concurrent sessions. The five sessions were repeated so that participants could attend two of the five more intimate sessions and also allowed conference participants to interact more with presenters. The sessions were coordinated by **Ms. Pascale-Emmanuelle Nouama**, PR/Communications Officer, EDDI-Washington and **Ms. Brownie Lee**, Sub-regional Program and Training Coordinator for Coastal West Africa and Central Africa, Peace Corps, Benin. After the breakout, participants gathered once again to discuss and review topics that were discussed in the various sessions. (A detailed list and description of session topics and presenters can be found in the *Conference Proceedings* on pp. 33-38.)

On the final day of the conference the mistress of ceremonies, **Ms. Haoua Riley**, Self-Help Coordinator, US Embassy, Cotonou, Benin, she introduced the first presentation given by **Mr. Harry Lightfoot**, USAID Mission Director, Cotonou, Benin. Mr. Lightfoot's presentation, titled "USAID Efforts to Reform Primary Education in Benin," described the history of USAID education programs in Benin, the progress such programs have made and future plans to be implemented. He concluded by stating that overall, the USAID Mission in Benin is content with progress being made even though there is much more to be done.

Dr. Khehla Ndlovu, Higher Education Team Leader/EDDI Coordinator, Arcadia, South Africa conducted the interactive presentation, "Did we achieve our anticipated goals and objectives?," which reviewed the expectations participants made on the second day of the conference and had conference participants share their thoughts on how productive the conference proceedings were. By and large, participants believed that the conference had achieved its goals.

Before the closing remarks and ceremony, **Dr. Sarah Moten**, announced that the poster child of HIV/AIDS in South Africa, had died. She urged participants to take a moment of silence for the young boy, and after the solemn pause, offered final remarks on the conference. She reviewed highlight of the five-day conference and assured con-

ference participants that EDDI-Washington had learned a lot of information from their comments and suggestions which they plan to share with the National Security Council. She then thanked all conference participants, US Ambassador Bridgewater, the USAID Post in Benin and all others for making the conference a smooth success.

Following Dr. Moten's remarks was the closing ceremony in which **Mr. Harry Lightfoot**, **Mr. Liam Humphreys**, Deputy Chief of Mission, US Embassy, Cotonou, Benin, and **Dr. Sarah Moten** presented participants with certificates of successful participation in the five-day conference. After awarding of certificates, **Mr. Humphreys** made the closing remarks on Ambassador Bridgewater's behalf. He expressed a lot of hope for current and future EDDI initiatives throughout Africa and acknowledged that the progress made and lessons learned during the conference would help improve education and social standing of African girls and women. After declaring the conference officially closed, he thanked participants for helping to make the conference successful and wished them safe journeys home.

Evaluations administered at the conference reveal that overall, participants found the conference presentations useful and informative; the workshops effective and valuable, and that they were able work together on finding solutions to shared challenges and in creating strategies. Many participants genuinely felt that they gained a good amount of knowledge at the conference, including a more detailed understanding of the workings and structure of EDDI, information on different EDDI-sponsored programs throughout sub-Saharan Africa, as well as better ways to attain, utilize and sustain EDDI support. (Comments and recommendations, as well as ideas for EDDI to share with the National Security Council, can be found in Appendix E.)

Participant comments and recommendations on specific sessions can be found in the *Conference Proceedings* following the session's report.

Conference Proceedings

Group Field Trip - Monday, May 28, 2001

The first day of the conference was informal and included registration, orientation and a full day of field trips visiting EDDI-sponsored programs in Benin. The first stop of the field trip was the Asunoès-Caefs Deaf School where many girls' schooling is funded by EDDI's Girls' Scholarship Program. Conference participants were given a tour of the school by the school's director, Mr. Raymond Dodo Sekpon. While taking participants around the school, he emphasized the importance of the girl's scholarship program for marginalized youth such as the deaf girls in his school. He also showed participants how the school provides both male and female deaf orphan children with a basic education in subjects like math, the sciences and crafts such as weaving. The children then entertained participants with a heartwarming play based on life as a deaf African child.

The next stop on the informative field trip was Songhai – a completely independent program where everything is recycled. The program is an example of how Africa's economic independence can be achieved through using its natural resources as opposed to the constant influx of funding technologies that often go unused and/or are wasted. The tour guide emphasized that the skills learned by trainees at Songhai help to cultivate a spirit of responsibility concerning the personal and social development of Africans. The guide also showed participants how the program utilizes wasted technologies such as abandoned vehicles and rebuilds them so that they can be used again. After a tour of the organic farm and recycling areas, the participants enjoyed a wholesome lunch consisting of completely organic food grown and prepared at Songhai.

The final destination of the field visit was a Caritas Girls Program at a local Beninese School where orphans are taken in and educated. The conference participants were welcomed at the school by an entertaining show of dancing by the students and a beautifully written letter of thanks, by a girl who's sponsored by EDDI's Girl's Scholarship Program, for her opportunity to attend the school and change her life through the receipt of an education.

Welcome and Introductions - Tuesday, May 29, 2001

Ms Georgette Pokou, Basic Education Team Leader, USAID/Benin, served as the Mistress of Ceremony for the opening session of the conference. Ms. Pokou welcomed participants to the conference, acknowledged distinguished guests, introduced members of the dais including Mr. Clement Adjolohoun, Assistant Regional Security Officer, US Embassy/Benin, who provided participants with a security briefing.

Mr. Clement Adjolohoun, Assistant Regional Security Officer, US Embassy, Benin, noted that Cotonou is a low to medium crime post and that the Regional Security Office (RSO) in Cotonou is not aware of any terrorist groups in the country. Mr. Adojolohoun stated that crime in Cotonou is not any worse than that of any American city. However, several minor street thefts and assaults had been reported. Americans in general are

not targeted for crimes, but expatriates are easy targets. He advised participants to stay alert and exercise good judgment. Mr. Adjolohoun also provided participants with emergency telephone numbers for those who might need assistance during their stay in Cotonou.

Introductory Remarks

Dr. Sarah Moten, EDDI Coordinator, provided introductory remarks and welcomed participants to EDDI's first international conference. She provided background information on EDDI, noting that EDDI now operates in 36 sub-Saharan African countries and has U.S. based partners in 35 states. Dr. Moten encouraged participants to take advantage of the opportunities presented by this gathering of partners, coordinators, staff and supporters to learn from others, share ideas and successes, and network. She also assured participants that EDDI staff and officials in Washington have been listening and will continue to listen to and address their concerns and comments. She concluded by introducing H. E. Pamela Bridgewater, United States Ambassador to Benin.

Welcome Statements

H.E. Pamela Bridgewater, U.S. Ambassador to Benin, greeted participants in French and welcomed them on behalf of the government of the United States. Continuing her *Welcoming Statement* in English, Ambassador Bridgewater opened her speech by noting that there is no development without democracy and no integral democracy without the full participation of all citizens in all sectors of society. Ambassador Bridgewater applauded EDDI for promoting the participation of women and girls in development and consequently, democracy. She further stated that by creating EDDI in support of Malian President Konare's idea to address development by providing education to people, especially girls in Africa, former President Clinton's Administration and the current Administration understand that women's access to education, health, economic empowerment, control of their reproductive needs and political participation play a determined role in every nation's development, its economic growth and social cohesion.

Ambassador Bridgewater encouraged efforts to strive for greater results in the areas of education and democracy, especially for women around the world. She also noted that the US Government believes that the status of women is the best indicator of whether a society can survive crises and grow. Ambassador Bridgewater told participants that she hoped the conference would lead to concrete, constructive and achievable solutions for economic and social improvement for the development of African women and their nations. In closing, the Ambassador reminded participants that rain is a good sign in Africa and that the presence of rain that morning was a sign that the conference is a very special workshop. Finally, she announced that the US Embassy and Mission in Benin stand ready to assist conference participants in any way possible.

Honorable Jean Bio Tchabi, Minister of Primary and Secondary Education in Benin, welcomed distinguished guests and participants to Benin and thanked conference

organizers for the opportunity to address attendees during the opening ceremony. Minister Tchabi shared the views and accomplishments of the Government of Benin regarding programs for the rehabilitation of girls and women. His Excellency Tchabi stated that the government of Benin has created a national network for the promotion of girl's education and a service for handling girls education that has resulted in improved teacher training, new and rehabilitated classrooms, suppressed fees at high school levels, improved retention of girls at all levels, and more girls attending school. Statistics show that enrollment of girls in school increased from 31% in 1989 to 61% in 2000.

The Minister thanked the US Government for all the support it has given the Republic of Benin in improving access to education for women and girls in primary education. He congratulated EDDI for granting 472 scholarships to girls, assisting in the creation of new strategies to support the participation of women in the democratic process, supporting national development of Benin, and helping to highlight the need to educate handicapped children in Benin. His Excellency, Mr. Tchabi, concluded his remarks by expressing his wish that the conference would help to facilitate effective exchanges among participants and would strengthen EDDI.

Ms. Cèline Seignon, Minister of Public Health, representing the Ministry of Family, Social Welfare and Solidarity, welcomed EDDI staff, partners, guests and conference participants to Benin and thanked the U.S. Government and EDDI for helping to accelerate Africa's development. Minister Kandisounon observed that many constraints and personal preoccupation often make people immune to the misery of the disadvantaged, and acknowledged the heartwarming feeling that comes from realizing the efforts that are in place throughout the world to help reduce these disparities in the sharing of wealth. Her Excellency Kandisounon congratulated the US Government for initiating EDDI and praised EDDI for improving the quality of education, access to technology, accelerating democracy and Africa's integration into the global market. She noted that the 472 scholarships that EDDI granted orphans and girls have helped to change national attitudes and policies towards the most disadvantaged members of society. Her Excellency Kandisounon indicated that Benin was honored by the invitation to host EDDI's first international conference on Education, Development and Democracy, wished participants productive deliberations and then declared the conference officially open!

Keynote Address

Mrs. Charlayane Hunter-Gault, Bureau Chief and Correspondent, CNN, Johannesburg, South Africa. Mrs. Hunter-Gault began her speech by greeting participants in French, English and Zulu. She shared her disbelief at being invited to be the keynote speaker for this important conference on women and leadership, by responding, "I'm a journalist, not a leader." "But Gayla Cook and Sara Moten, leaders that they are, understood that flattery will get women most places and that is why I am here today." Mrs. Hunter-Gault further stated that Ms. Cook and Dr. Moten also understood, being from the same cultural background that shaped her, that by just

telling her life story, she could reveal to participants something profound about women, and leadership, as well as their unique capacity for it, and arising out of experiences that are universal.

Mrs. Hunter-Gault's personal experiences as a woman prepared her to be a leader, and she recounted that the dominant forces that shaped her leadership values were unsophisticated women who wanted a better life for their children. Her grandmother, for instance had only three years of formal education, yet she taught herself how to read by reading three newspapers a day. It was by watching her grandmother read that Mrs. Hunter-Gault became interested in a comic strip character called Brenda Star, who was a reporter. At that point in her life, she wanted to be like Brenda Star, even though Brenda was white and society prohibited little black girls from pursuing such careers.

When it was time for her to go to college so that she could become a reporter like Brenda, Mrs. Hunter-Gault had to call upon the values and lessons that her mother and grandmother had provided. These principles coupled with her religious foundation enabled her to endure and survive the institutional discrimination she encountered while attending 176 year old, previously all white, University of Georgia. Mrs. Hunter-Gault told participants how the bible verse, Psalm 23, taught to her as child by her grandmother saved her life. On the first day of school at the University, as white students threw bricks and bottles through the windows splattering glass all over the room, Mrs. Hunter-Gault knew she was protected as she recited the 23rd Psalm, because she was wearing what she called "my suit of armour," lovingly shaped by her grandmother's lessons and values. These values continue to help Mrs. Hunter-Gault face challenges in her life.

During her address, she also informed the participants of some of the similar challenges she has seen the women of Africa face against almost incomprehensible odds, and encouraged the women of Africa to take destiny in to their own hand as democracy evolves, but cautioned not to take democracy for granted, because democracy is a work in progress and those who live under it must be vigilant to insure its promise. Mrs. Hunter-Gault concluded her speech by telling the African women that the women of America share their dreams and aspirations. She affirmed her statement by reciting an excerpt from Maya Angelou's poem "And Still I Rise."

Presentation

Asunoes Caef – Deaf School

The inspirational speech by Ms. Hunter-Gault was followed by a short drama performed by the schoolchildren of the ASUNOES school of Porto-Novo. The drama depicted discrimination faced by girls even at birth and how society frowns on handicapped children. Through the drama the children of this special school thanked EDDI for assisting handicapped children, especially girls, in fighting against discriminations they often face.

At the end of the drama, the children of ASUNOES School presented Dr. Sarah Moten with a gift, as a token of their appreciation for her visit to Benin and EDDI's support.

Overview of EDDI: An African-led/Africa Focus Project

Dr. Carolyn Coleman, EDDI Deputy Coordinator, Washington, DC, presented an overview of the Education for Development And Democracy Initiative (EDDI). Dr. Coleman's presentation outlined the creation, organization, and expansion of EDDI, and included a review of EDDI's goals and objectives. The following is a summary of her presentation:

In March 1998, President Bill Clinton of the United States of America was planning a trip to Africa. Prior to taking the trip to Africa, President Clinton talked with President Alpha Oumar Konare of Mali and asked His Excellency Konare what Africa needed most. President Konare's response was that Africa needed help with:

Education,
Strengthening Democracies, and
Greater Access to Technology.

The National Security Council of the United States (NSC) went into action and started planning President Clinton's trip to Africa. The NSC was charged with keeping in mind what President Konare had said was most needed, and in planning the trip, the NSC decided that as result of this trip, America was going to give Africa its best. Each government agency had an interest in this trip and in what the trip would actually mean not only for Africa, but also for America. As a result, the following agencies were chosen for the strengths they could bring to the mission. The Department of State does policy frameworks and treaties extraordinarily well, the former United States Information Agency which is now a part of the Department of State, brought to the table its experience in education and democracy, the United States Agency for International Development (USAID) brought to the table the experience in development programs and the Peace Corps brought the experience and the advantage of having people on the ground in the most rural parts of countries throughout Africa.

As the trip was planned, a mission for the program that was going to be developed was designed and that mission is what has become the mission of the Education for Development and Democracy Initiative (EDDI).

EDDI is an African-led development program, with special emphasis on girls and women. EDDI has three areas of concentration, improving the quality of and access to education, enhancing the availability of technology and increasing citizen participation in government to accelerate Africa's integration into the world community of free-market democracies. EDDI has become a very important program that reflects much of the pre-planning that went into its birth. The NSC did not want any one agency to own EDDI, therefore, EDDI operates through an Interagency Working Group which serves as a decision making body for EDDI programs. The Interagency Working Group meets

weekly on Mondays, which enables the group to provide immediate feedback to the partners regarding potential activities and programs. Each of the US government agencies had an interest in having EDDI located in their agencies, however, EDDI was housed in USAID, because USAID agreed to provide EDDI with office space and one direct hire employee, Dr. Carolyn Coleman, EDDI Deputy Coordinator.

The big problem then became where to find a Coordinator for EDDI. It was important that the term Coordinator was used, instead of Director for the program because the person in the position was to know development, diplomacy, education and democracy. Each agency had an opportunity to nominate people for this position. The nominations went forth, the discussions were ongoing and the person that was chosen for Coordinator, as a political appointment was Dr. Sarah E. Moten. Dr. Moten came to EDDI having been a former Peace Corps Director in Africa, an Assistant Secretary of State and a teacher. She had also lived through democracy in America. Dr. Moten brought the requisite skills and the determination that this program would forever be everybody's program would never become one agency's program and the program would always be on the cutting edge.

EDDI remains vibrant and alive, because its programs are developmentally correct and innovative, as well as needed and recommended by EDDI's partners. EDDI's staff/partners remain committed to making them work and ensuring that all aspects of the programs are Africa-led. EDDI is implemented through Community Resource Centers, and the modality is partnerships. The partnerships consist of school-to-school, university-to-university, university-to-community, democracy partnerships, girls' scholarships and mentoring programs, and entrepreneurial training through the Ronald H. Brown Institute, in memory of the late Secretary of Commerce. EDDI is about partnerships that become relationships that lead to its sustainability and expansion. EDDI is vast with programs operating in urban and rural areas located in focus countries throughout Africa. Today, EDDI programs are in 36 sub-Saharan African countries, with partnerships in 35 US states.

Dr. Coleman concluded her presentation by acknowledging the EDDI Coordinators, Washington staff, Benin staff, partners and believers in EDDI.

Plenary Session

Fundamental Issues for Women and Girls

Dr. Cynthia S. Perry, Ambassador (Retired) USA, was introduced by **Ms. Brownie Lee**, Sub-Regional Program and Training Coordinator for Coastal West and Central Africa, Peace Corps, Cotonou, Benin. Her speech began after the tea break and addressed the fundamental issues affecting women and girls in Africa.

In her opening statement, Ambassador Perry remarked that most issues affecting women and girls center around traditional practices in Africa, some of which are harmful to the health and well being of women, especially for girls from 0–18 years old. She called for the promotion of the beneficial practices and the eradication of

those that are harmful. Having lived and worked on the continent for more than forty years, in more than forty countries and in several capacities, has afforded Dr. Perry the opportunity to observe these century-old traditions that can dictate village life, first hand. Dr. Perry found most of these traditions to be intriguing, enduring, harmless and worthy of preserving in a world of change that threatens family values and bonds, such as rituals associated with the first born, marriage, respect for elders and ancestors, as well as death and dying. Citing her son's wedding in Addis-Ababa, Ethiopia, which lasted five days and included 3,000 members of the extended family as her most recent example of African tradition, Dr. Perry questioned whether the financial resources used for such an elaborate wedding ceremony could not be put to better use addressing some of the social problems in the environs.

Dr. Perry stated that given her role as a mother of six children, as well as grandmother to many, two of which she is rearing, she is "not far removed" from the concerns involving the protection of boys and girls around the world. She noted that some of the issues facing women and the girl child in Africa are also relevant for American parents and child care givers, especially over the last decade.

Ambassador Perry affirmed that it is recognized that the African child is a major player in the family and socio-economic strategies of the community. They are expected to work for their subsistence and that of the extended family. Without the participation of children in the economic and cultural life, through their pay, artistic activities and more importantly their education and contribution, whole sections of Africa's socio-economic system would collapse. "Where these century old traditions and practices cause harm to children, especially the girl child, they must be eradicated." Dr. Perry lists the following attitudes and beliefs as having a harmful affect on the girl child in Africa:

- Early and forced marriage
- Preference over the girl
- Restricted access to education
- Violence and sexual exploitation
- Harassment and abuse
- Discrimination in social services
- Food allocation
- Over burdening workload

And these threats to the girl child as well as children around the world are associated with ignorance, greed, power, lust and poverty.

Dr. Perry's presentation also touched on the following four issues that affect women and are of grave concern to her: female genital mutilation, child trafficking, marriage by abduction and violence.

Female genital mutilation of women in Africa and in the Middle East where it also occurs is increasing steadily due in part to population growth in both areas. Dr. Perry quotes statistics that indicate 72% of women representing all ethnic groups around the world

experience genital mutilation. Traditional customs such as female circumcision, violence and child trafficking cause irreparable harm to women and contribute to the increase in health related problems i.e., infertility HIV/AIDS and psychological trauma. Dr. Perry strongly believes that these practices must be eradicated wherever they exist. She challenges the men of Africa as well as women to aid in this effort.

In conclusion, Ambassador Perry acknowledged that the solution to these problems is education, which helps to raise the awareness of all the members of African society regarding these cultural and ethical issues.

Expectations of the Participants

At this stage of the day, Dr. Moten asked participants to give their specific expectations for the outcome of the conference. Volunteers from the audience recorded participants' responses on flip charts.

One of the participants/partners wanted to make certain that everyone understood that EDDI is something different, it is something unique, it is an interagency initiative that reaches out not to USAID only, but to the Bureau of Education and Cultural Affairs at the Department of State and the Peace Corps. Part of EDDI's success has been this very unique approach that brings agencies together to solve common problems.

The result of the participant survey is listed below; participants wanted to know more about:

- The Association of African Universities (AAU)
- Civic Education
- How EDDI fits together with all of its components
- Interagency Focus
- Effective program designs that engage people at the grassroots level
- Connectivity and the way it works between EDDI and the partners
- Girls' Scholarship Programs and any expansion plans for these programs
- Centrally funded EDDI programs that are planned for Senegal
- Reporting Guidelines
- Programs for abused women
- Future/Sustainability of EDDI
- Why is there a specialization of EDDI programs in each country?
- Program Experiences and Problems in other countries
- Program Flexibility
- EDDI/Washington Monitoring Mechanisms
- Private Sector Collaboration in different countries
- Extending EDDI to coincide with local educational programs
- Quality of life for girls attending EDDI educational programs
- Democracy Program
- Involvement of women in EDDI programs
- Role of the Ministries of Education in EDDI programs

- Experience in developing education networks in other countries (KENET, Kenya Education Network)
- Experiences using EDDI funds to enhance higher education and create partnerships with the community
- EDDI/ Leland Relationship
- EDDI's collaboration with international organizations
- Budgeting process and multi-year funding
- How EDDI funds are being used to finance capacity building of local partners
- EDDI programs in Nigeria (EDDI needs a program in the North)
- Future of and guidelines for the Girls' Scholarship Program in Lesotho
- Best Practices in Leadership Training
- EDDI strategies for HIV/AIDs as it relates to women in development and girls education
- Devising a strategy for capturing lessons/approaches learned during the conference and share them with others
- How the EDDI Interagency Working Group determine the importance of each countries needs

The above list would be reviewed at the end of this conference as a tool for evaluating whether or not the conference accomplished its anticipated goals and objectives and met participant's expectations.

Sub-regional Roundtable Discussions

The sub-regional breakout session started after lunch and was facilitated by **Mr. Freeman Daniels**, Field Liaison, EDDI, Washington, D.C., and **Mr. Andrew Gilboy**, Senior Partner, Associates for Global Change, Washington, D.C. Mr. Gilboy partnered with Mr. Daniels serving as a key resource person in the conduct of this session.

The objective of this session was to have participants identify and explain a few of the reasons why some EDDI activities met or exceeded expectations, while others did not achieve the stated objectives. In preparation for this exercise participants were given two case studies of programs that did and did not meet objectives. The studies would show how to establish guidelines for assessing successes/achievements and disappointments/failures.

Participants were instructed to brainstorm and identify reasons that an EDDI activity or program did or did not achieve the anticipated results, whether they succeeded or failed. Participants were then divided into groups based on the region they were from and their native language. Each group was given forty-five minutes to identify and select the three most important reasons why the chosen EDDI program or activity succeeded or failed and to share the results with the plenary group. When the plenary session resumed, the rapporteurs from each group presented their respective group's findings. The results are as follows:

Group 1: Region: West Africa; **Language:** French Speakers; **Rapporteur:** Ms. Genevieve Nadjo, NGO Representative, WILDAF, Benin

Successes

1. Existence/utilization of decentralized structures (NGOs) which aids in project implementation
2. Use of simplified procedures for disbursing funds
3. Existence of selection committees

Challenges

1. Better communication gap between EDDI Washington, Winrock and other partners
2. Focused strategies for ensuring the sustainability of the project
3. Risk of community schism when supply is not able to meet demand

Group 2: Region: West Africa; **Language:** English; **Rapporteur:** Honorable Nimi Walson-Jack, CIVITAS Nigeria, Port Harcourt, Nigeria and Ms. Virginia Kintz, US Embassy, Monrovia, Liberia

Successes

1. Holistic community approach in design, which led to increased awareness of the importance of girls' education
2. Increased capacity of local implementing partners, the EDDI project has helped to increase the capacity of local implementing partners
3. Exchange programs acted as catalysts for the emergence and growth of local leaders, after participating in these democracy programs, leaders returned reinvigorated and showed more commitment to the success of the program
4. Raised profile of US assistance

Disappointments

1. Funding Related Problems
 - Short-term nature of the funding and late release of funds particularly for scholarships that did not match school calendars.
 - Complexity in contractual arrangements
 - Restrictions on use of funds that sometimes were not flexible for the situation
2. Communication
 - Difficulty with the flow of information between Washington, DC, the Mission, and contractors in terms of knowing what is going on in each country
3. Political and Economic Climates
 - Poor infrastructure for Information Technology Projects
 - Closure of universities that can interfere with scholarship programs
 - Creating dependencies
 - Uncertain sustainability
4. Lack of Community Ownership/Buy-in for Long-term Sustainability of the Program

Group 3: Region: Southern Africa; **Language:** English; **Rapporteurs:** Ms. Futhi Umlaw, USAID, South Africa and Ms. Nobantu Mpotulo, Center for Higher Education Transformation, South Africa

Reasons for Success:

1. Good Program Design
 - Clearly stated achievable objectives
 - Proper role clarification
 - Planning with sustainability in mind
 - Sound implementation and monitoring plans in place
 - Workable management structures
 - Project consistent with broader national/or organizational goals
2. Partnerships
 - Strong partnerships that exists over a long period of time
 - There should be a demand of need from both government and beneficiaries as well as involvement of the beneficiaries in the design for purposes of promoting ownership of projects
3. Adequate Resources and Capacity
 - Commitment /stability (Institutional commitment)
 - Timely funding
 - Good planning of staff component or skills required in the project
4. Political correctness of project (just the right time for project)

Failures

1. Leadership
 - Hosting Government (instability of government)
 - Organization (instability)
 - Personalization of project (not being objective)
2. Design
 - Lack of/or poor analysis
 - Lack of consultation with beneficiaries (imposition of projects on beneficiaries)
 - Uneven distribution of resources
 - Good accounting systems
3. Bureaucracy
 - Lost opportunities
 - Changes in environment

Group 4: Region: Central and East Africa; **Language:** English; **Rapporteurs:** Ms. Sarah Mayanja, USAID, Uganda and Mr. John Yaramba, USAID, Rwanda

What worked?

1. Stakeholders' Commitment, Cooperation and Dedication
 - Private sector involvement
 - Program being led and driven by beneficiaries

- Institutional support and willing to partner with each other
- Support from the US government and US based partners
- 2. Program
 - Clarity and relevance of program objectives
 - Good publicity that heighten awareness of the program
- 3. Management
 - Good management practices and experiences
 - Prior experience of the implementers in managing similar programs
 - Flexibility in the design and implementation of the program as well as enhancement of skills and knowledge

Challenges

- 1. Programs
 - Communication due in part to the newness of the project
 - Difficulties in identifying schools
 - Lack of sustainability, hence the lack of preparation of plans
 - Unrealistic time frames for the life span of the project
 - Not enough time for forging new relationships
 - At times the rules under which EDDI project operates are not consistent with its objectives
- 2. Management
 - Contradicting information from US partners
 - Difficult accounting methods for EDDI funds
 - Conflicting government policies and procedures
 - Inadequate management systems
 - Procurement delays
- 3. Stakeholders
 - Lack of commitment from beneficiaries
 - Lack of adequate support from decision makers

Due to the latest of the day, the group decided that this topic will be revisited next morning.

Final Comments and Recommendations for the Closing Session on Tuesday, May 29, 2001

- The group work was somewhat beneficial, however, participants were not given an opportunity to learn from each other and share their experiences regarding the programs and activities in their respective countries. Participants did not get an opportunity to tell their stories.
- Having the opportunity to analyze their projects was a good experience, it was much easier to identify the disappointments and challenges, but it was much more difficult to identify successes. The real challenge was to determine how to use this information- where to start from this point.

- It was noted that it would be of value for EDDI to consider developing a database that people could easily access, and share information and experiences on projects and activities across countries.
- A Web page and a bulletin board with a Web Facilitator might be a way to continue the interaction between members of the EDDI family.

Plenary Session - Wednesday, May 30, 2001

Ms. Michele Akpo, Project Assistant, Basic Education Team, USAID, Cotonou, Benin was designated as Mistress of Ceremony for the day.

The day began with a recap of the results of previous day's sub-regional breakout session on which EDDI activities are working and which ones are not working. The session reviewed those success and failures that are synergistic and allowed participants an opportunity to explain some of the reasons for the successes and failures of EDDI projects. These items are listed below:

Successes

- Adequate resources and capacities of implementing partners
- Stakeholder commitment
- Holistic community approach
- Strong partnerships
- Exchange programs as a catalyst for the emergence of local leaders
- Good planning and management
- Existence of decentralized structures (NGOs),
- Utilization simplified procedures for financing and disbursements
- Implementation and achievement of objectives
- Existence of selection committees
- Good design and implementation, clearly stated objectives that are sustainable, measurable, achievable and relevant
- Project consistent with broader national/or organizational goals
- Timeliness and appropriateness of activities

Failures

- Poor communication between EDDI Washington and the field operation
- Absence of strategic planning
- Funding related problems (way funds are distributed and the short-term nature of the funding)
- Political and economic climate
- Lack of community commitment
- Inadequate management systems
- Poor project design

Panel Discussion

Democracy, Education and Democratic Governance

Dr. Curtis E. Huff, Chief, Bureau of Education and Cultural Affairs, Department of the State, Office of Citizens Exchanges, Washington, D.C. During his presentation, Dr. Huff explained to participants that his office gives grants to American non-profit organizations to conduct exchanges for purposes that are consistent with American foreign policy. His office is one of several such program offices within the Department of State. Dr. Huff cited some examples of the types of grants his office gives and noted that his office's commitment to promote democracy is consistent with EDDI's goals.

Dr. Huff sees the panelists, as having two broad purposes. The first is to describe projects and activities that develop education and do so to promote democracy, and the second purpose is to stimulate participants and elicit their feedback regarding potential projects. According to Dr. Huff, democracy has three elements, culture, citizen activity and governance. Dr. Huff introduced the three panelists and turned the session over to his colleague, Mary Lou Johnson-Pizarro.

Mrs. Mary Lou Johnson-Pizarro, Program Officer, Bureau of Education and Cultural Affairs (ECA), Department of State, Washington, DC, discussed aspects of ECA's programs with emphasis on the College and University Affiliation Program (CUAP) and the Humphrey Program, both of which have been beneficiaries of EDDI funding. Ms. Pauline Awaseb, Humphrey Fellow Alumna and a member on this panel provided the audience with additional information regarding the Humphrey Program.

The first panelist, **Honorable Nimi Walson-Jack**, Secretary General, CIVITAS Nigeria, Port Harcourt, Nigeria gives participants an overview of the two programs that EDDI is involved in Nigeria. An American organization, Street Law Incorporated, based in Washington, DC operates the "Street Law Program" that has trained Nigerian law teachers on how to teach law to students using a more interactive approach. The law students go out into the community and use practical methods to teach law to primary and secondary school children, which according to Honorable Walson-Jack, is needed due to the fact that Nigeria is a "law saturated" society. He did not have much to report on this program because the universities in Nigeria have been on strike.

The other EDDI program operating in Nigeria is "Project Citizen." Project Citizen aims to promote competent and responsible participation in state and local governments. Project Citizen targets school-aged students and is in "the business of making good citizens." The project has trained more than 98 teachers and is operating in 22 out of the 36 states in Nigeria. School children 8 years and older are taught how to identify and analyze community problems, conduct research, influence public policy, communicate more effectively and develop solutions for resolving the problems. Honorable Walson-Jack, however noted that the children are not required to solve the problem. Additionally, children are taught the role, rights, and responsibility of citizenship; expectations of citizens from government; purpose, organization, and function of government; advocacy and the fundamental principles and values of

democracy. The main goal of Project Citizen is to develop children into responsible citizens.

The second panelist, **Mr. Boubacar Tall**, Head of Curriculum Office, Institut National d'Étude et d'Action pour le Développement de l'Éducation (INEADE), Dakar, Senegal, conducted his presentation in French. Mr. Tall noted that he and Nimi Walson-Jack collaborate in CIVITAS, which is a network for civic education. CIVITAS is an international organization that includes numerous American organizations that assist INEADE in the adaptation and translation of curriculum and other related documents.

Mr. Tall's presentation was centered on the systemic implementation of civic education programs in Senegal. He employed several examples to illustrate how Senegal and the donor community established a framework for civic education through formal and informal educational systems. For additional information on this topic, please see Mr. Tall's paper in Appendix A.

Ms. Pauline Awaseb, Humphrey Fellow Alumna, Windhoek, Namibia was the third and final panelist. Ms. Awaseb is the principal of a primary school in Windhoek, Namibia, and an alumna of the 1999 – 2000 Humphrey Fellowship Program in the United States of America. She studied Educational Management and Administration at Penn State University. Ms. Awaseb's specific program's emphasis was on education, development and democracy and was funded by EDDI. Her presentation focused on her experiences in the United States while attending the Humphrey Program and the activities that she is conducting in her primary school in Windhoek, Namibia.

Ms. Awaseb believes that the year she spent in the United States was fruitful and a good investment in her career. She asserted that the program provided her with the knowledge, requisite skills, and techniques as well as different perspectives for approaching the challenges she faces in the workplace. Ms. Awaseb concluded her presentation by thanking EDDI for the "golden opportunity" and stated, "it was not in vain, the knowledge and exposure I gained in the process will be of use to benefit the entire nation."

EDDI: Politics and Politicians

Ms. Patricia Bekele, Congressional Liaison, EDDI, Washington, DC, explained the political aspects of EDDI's mission. Ms. Bekele briefly reviewed the creation of EDDI. EDDI's political birth was a result of former President Clinton's visit to Africa and suggestions by President Konare of Mali to address Africa's vital needs for (a) education, (b) democracy, and (c) greater access to technology to better assist with Africa's integration into the global economy.

She reiterated that EDDI is an "interagency initiative" that reports to the National Security Council." The National Security Council (NSC) is an advisory body within the executive offices of the President that concerns itself with matters of US foreign policy. The NSC is only a part of the decision process for support to and continuation of EDDI

programs. In addition, Members of the United States Congress need to understand the relevance of the activities they support through legislative and budget decisions in regards to their constituents.

EDDI is an initiative created by the former administration that was intended to extend through 2003. It is possible that the current administration and legislators may choose not to support EDDI, allowing it to die a natural death, and a part of EDDI Washington's responsibility is to try and prevent this from happening.

Ms. Bekele further stated that work that EDDI coordinators and partners are accomplishing in their respective countries has proven value and continues to be priorities for US foreign policy toward Africa. In her role as a Congressional Liaison, she identifies key decision makers with whom she can arrange meetings designed to share the EDDI story.

She and the other members of EDDI Washington are encouraged by the reception they have received. Members appreciate the insight and positive accomplishments the EDDI story offers. Ms. Bekele encouraged conference participants to continue their worthwhile efforts, and to share with EDDI Washington those points that they would like the US Congress to consider. She also welcomed participants' ideas on what EDDI should do to better represent the work that is taking place across sub-Saharan Africa.

Interactive Radio Instruction in Zambia

Mr. John Yaramba, AID Assistance Development Specialist, USAID, Kigali, Rwanda, introduced the next speaker, **Dr. Kent Noel**, Education Team Leader/Advisor, USAID, Lusaka. Dr. Noel began his presentation by stating that the Mission in Zambia has been fortunate to have EDDI support since 1999. The resources, vision and values that EDDI provides has allowed the Mission to start or enhance many of its fledging basic education activities that address some of the education needs expressed in Zambia's Basic Education Sub-Sector Investment Program (BESSIP).

Dr. Noel's presentation focused the Interactive Radio Instruction Program. The program which has especially benefited from EDDI assistance provides support to the Ministry of Education's interactive radio learning centers. The centers deliver basic education to orphans and out-of-school children through interactive radio instruction or what Dr. Noel calls "Radio Active Learning." Dr. Noel discussed how these centers have formed partnerships and the importance of these relationships. Partners include the Ministry of Education, NGOs, faith-based organizations, the Peace Corps, the American Embassy, community leaders and members of the private sector. Dr. Noel views the radio programming as a way of reducing the effects of poverty and HIV/AIDS for those who do not have access to conventional schools because of costs, distance or social circumstances.

Information Technologies: Bridging the Digital Divide

Topic I: The Relationship between the Leland Initiative and EDDI

Mr. Lane Smith, Leland Initiative, Washington, DC, provided participants with background information on the Leland Initiative and clarified the relationship between the Leland and EDDI Initiatives.

The Leland Initiative was launched in June 1996 and was initiated by the Internet Society which is an international NGO based in United States. Representatives from the Internet Society went to the White House to convey to officials that Internet technology represents real hope, and asked if there were any ways to move forward and bring this technology to the people of Africa. The White House then asked USAID if they would be willing to launch such an initiative, hence, the launch of Leland. Leland was designed to celebrate the life of Congressman Mickey Leland who was a longtime champion of development in Africa and the alleviation of hunger around the world. In accordance Leland focuses on three components.

1. Development of policies supportive to the Internet
 - Affordable prices
 - Competitive Environment
2. Inclusion of catalytic infrastructure
3. Applications of this technology to the development process

Mr. Smith remarked that when discussing the technology component of EDDI, it was decided that technology should be properly integrated and imbedded into every element of the initiative. The Technology Partnership is EDDI's strategy for increasing access to and use of new information technologies and modern communication approaches in education and democracy efforts throughout Africa. The Technology Partnership is executed through the Leland Initiative and other entities and reaches out to various non-traditional partners. Leland has been working in more than 21 countries in Africa, developing policies, infrastructure and applications in preparing the ground for EDDI to implement its activities, and has benefited from funds that EDDI has set aside to run The Technology Partnership. The Leland Initiative has executed feasibility studies and strategies, distributed computer equipment, provided computer training and built capacity and developed a number of applications for using technology to advance development objectives in selected countries. Mr. Smith stressed that without EDDI's support, the Leland Initiative would not have progressed to the extent that it has in these African countries. After completing his presentation, Mr. Smith introduced Ms. Avril Kudzi, EDDI Coordinator, Accra, Ghana, the first of three panelists that discussed the use of information and communication technologies in their respective countries.

Topic II: Overview of EDDI Information/Technology Activities

Ms. Avril Gwen Kudzi, EDDI Coordinator, Accra, Ghana provided participants with examples of how technology is being used in Ghana to accomplish EDDI/Ghana's strategic objectives concerning education, and democracy and governance. EDDI projects in Ghana are targeted to civil society, Government and educational institutions. Ms. Kudzi notes that one of the key institutions that EDDI is focusing on in Ghana is the

Electoral Commission, because that is "where democracy begins, through the electoral process." Examples Ms. Kudzi gave were:

The installation and networking of computers for the Electoral Commission: Computer equipment was installed in the Electoral Commission's headquarters in Accra, Ghana and ten (10) regional offices located throughout Ghana. The regional offices were linked to the headquarters via a Wide Area Network and a Web site was also developed. As a result of this technology being in place, last year during the presidential election in Ghana, Ghanaians worldwide had access to and were able to monitor election results in a timely manner. According to Ms. Kudzi, being able to actually watch the votes being counted via the Web instilled confidence in the electoral process and facilitated strong citizen participation in the democratic process.

Installation of a computer system for the Ghanaian Parliament

A computer system was installed at the Parliamentary Research Center, a resource center for members of Parliament and the center's staff received computer training. In addition, all of the members of Parliament (200) were given E-mail accounts and a cyber café was installed in the Parliamentary Building providing additional support to members. This new computer technology has given members of Parliament better access to their constituents and facilitates improved communication, constituent input and citizen participation.

Support and expansion of existing Community Learning Centers

The Community Learning Centers are public access facilities that are located in three (3) regions of Ghana: Kumasi, Asamankese and Accra. These Centers house computers and trained staff to teach members of the community how to use computer technology. Ms. Kudzi explained that community members that have received training from these Community Resource Centers have been able to secure jobs as computer technicians in Ghana, and Citizens can also use the Center's computers to contact members of Parliament, thus improving the community in a number of ways.

The second panelist was **Mr. Roland Ramamonjisoa**, EDDI, Coordinator, Antananarivo, Madagascar. Mr. Ramamonjisoa's presentation covered why EDDI-Madagascar selected the information technology component of EDDI to improve higher education, and provided a brief summary of the activities that are currently taking place and those that have been completed because of the support and resources provided by EDDI. He explained that in March of 2000, USAID presented EDDI to the Ministry of Higher Education in Madagascar. Ministry officials assured USAID that they would fully support the initiative and in turn presented a Government plan for improving higher education in which the use of information technology plays a significant role. Through resources allocated by EDDI, an Information Technology Specialist was hired to conduct a feasibility study at four of the six existing state universities and the Polytechnical School. The study was completed in April 2000 and the Ministry of Higher Education used its findings to enhance the Government Plan for improving higher education.

Mr. Ramamonjisoa stated that the University of Fianarantsoa was selected as the beneficiary of EDDI support because the Fianarantsoa region is a high potential zone where the US government is conducting a number of development programs. Implementation of the project began with the establishment of a high speed Internet gateway for the region in collaboration with the national telecommunications corporation. Private Internet Service Providers can obtain their connections from this gateway, providing public access to Internet services. The University of Fianarantsoa is slated to receive two cyber cafes, one for students and another for professors and staff. In addition, the Computer School and the Department of Science will both receive additional computer equipment. The University has committed to reserving funds to maintain and upgrade the equipment, and to start paying connection fees in the second year, thereby ensuring sustainability of the program. Mr. Ramamonjisoa illustrated the importance of sustainability in development projects and urged participants to consider sustainability when designing such programs.

EDDI also plans to provide support to two (2) civil society organizations which are very active in this domain: CEDII (Centre d'Etudes et de Documentation Inter-Istitutionnels) and COMODE (Conseil Maigache des ONG pour le Developpement et l'Environnement). These activities will be conducted similarly and in parallel to work for the University of Fianarantos.

Mr. Ramamonjisoa concluded his presentation by thanking EDDI for the valuable support it has provided Madagascar in enhancing education and strengthening democracy in the country.

The last panelist was **Ms. Sarah Mayanja**, EDDI Coordinator, Kampala, Uganda. Ms. Mayanja discussed EDDI funded activities in Uganda. According to her, USAID/Uganda has established a very aggressive and active series of programs with EDDI funding. USAID/Uganda is managing five EDDI funded activities that are as follows:

1. Kisowera Primary School Internet Connectivity
2. Wireless backbone network for Makerere
3. Connectivity for education development
4. Ambassadors Girls' Scholarships and Mentoring Program
5. Association for the Development of Education in Africa

The USAID/EDDI collaboration in Uganda has the overall goal of supplementing the Government of Uganda's efforts to make universities more relevant, primary systems more efficient and equitable, as well as making skills and training more available to Ugandans.

These EDDI funded activities are of invaluable benefit to education, particularly concerning the education of girls. As Ms. Mayanja stated in her paper, "girls education is the foundation of economic and social development of the nation. Hence, all efforts should be made to further their education."

Mr. Smith then closed the session by commenting that these three presentations illustrated the strengths of democracy networks, university connectivity and school-to-school partnerships and noted that they showed some of the drawbacks of not considering sustainability in the design of such activities.

From Training to Institutional Performance Improvement: How to Get Results That Last

Mr. Andrew Gilboy, Senior Partner Associates for Global Change, Washington, D.C. After a brief introduction, by **Mr. Freeman Daniels**, Field Liaison, EDDI, Washington, D.C., Mr. Gilboy discussed how to achieve Institutional Performance Improvement and how to get results that last. The workshop addressed how to build human institutional capacity and included a review of the history, nature and role of Institutional Performance Improvement, also called Human Performance Technology. According to Mr. Gilboy, this revolutionary approach has been in use in North America for nearly two decades, but has not yet reached Africa. Performance Improvement is the effort to promote ways to improve human accomplishments in the work place and links behavior with learning and aims to resolve an organization's problems by analyzing the cause of the lack performance. The presentation itself was based on a specific exercise from which results were discussed the next day. Mr. Gilboy concluded the training session with survey findings that confirmed the percentage of people who agree with the inadequacy of training in improving performance within the institutional environment and the need to change the system for better results.

Plenary Session -Thursday, May 31, 2001

Panel Discussion

Economic Development

Ms. Aleta Williams, Democracy Officer, EDDI, Washington, DC, started the day's session by introducing the two panelists, Ms. Lynn Keys and Ms. Grace Masuku, who shared their experiences and insights in **Economic Development** with conference participants.

The first panelist, **Ms. Lynn Keys**, Program Officer, USAID, Cotonou, Benin addressed the role of women in African Society. She noted that poverty and women seem synonymous in Africa, and pointed out that the majority of the world's poor are women (and children by relationship). Today, their number is increasing and their quality of life is deteriorating. Thus, it is no more surprising to notice that the cause of economic decline is the feminization of poverty. Statistics show that 50% of the workforce in Africa are women and with the devastation of HIV/ADS in Africa, women may comprise the majority of the productive workforce in certain countries. This important segment of the population has been grossly underutilized and undervalued. Ms. Keys stated that in order to reverse this trend of increasing poverty among women and economic decline in Africa, women must be included in the planning stages when designing economic growth and poverty reduction strategies, and local Governments must ensure that they are directed toward valuing the production of women and the needs of women to contribute to economic growth and their own poverty reduction. Her first suggestion for

accomplishing this objective included providing women with access to credit, technology, clear ownership of land and improving linkages between women producers and markets. She gave an example of how USAID/Benin is helping to value women's productive capacity and reduce poverty through micro-enterprise and technology transfer programs. As a result of these programs, 90 % of women in Benin are contributing to the revitalization of the palm-oil sector as well as the increase of food crops production through home gardens. A second suggestion was that women be linked to sources of information on how to best manage their environments to meet their needs and to grow and at the same time conserve their resource base, thereby enabling them to invest in their respective communities. Third, it is important to link economic development opportunities with access to education and health care. An example of this is the micro-credit programs that link micro-enterprise activities with the promotion of girls' education.

Her final suggestions were that EDDI Coordinators assist by monitoring the development of Poverty Reduction Strategic Plans where applicable and work with women's groups to have their views heard in order to reverse the trend of feminization of poverty and economic decline; and also to create a new correlation trend for this millennium. "That is, the feminization of wealth and prosperity in Africa."

Ms. Grace Masuku, Internship Coordinator, The Ronald H. Brown Institute, South Africa, was the next and final panelist. She presented a newly designed project aimed at creating the Ronald H. Brown Institute (R.B.I.) of sub-Saharan Africa. The project will contribute to private sector driven economic growth through human capital development, business creation, promotion and expansion. Next, she discussed the different phases of implementation of the project (see paper for more details). Finally, she invited every partner to bring in ideas that will allow the staff, which is still experimenting with the project, to strengthen the project.

Participant Comments and Recommendations regarding the Panel Discussion on Economic Development

- The Ronald Brown Institute is a great concept and its rapid expansion beyond the borders of South Africa is anticipated. The curriculum should include training that addresses the nuances of doing business in African societies for both small and medium sized businesses that are interested in entering African markets. Such programs might help increase survival rates for these companies.
- Historically, stories have been told of the existence of wealthy women entrepreneurs in some African societies and even today, many businessmen's success can be traced back to the success of their mothers. These stories should be studied and successful approaches disseminated and replicated where appropriate.
- Financial and economic educational programs should be incorporated in the curriculums of African schools. Every citizen should be taught how to make money, save it and create more money.

- The African Growth and Opportunity Act (AGOA) and other economic development strategies should be made available through seminars and workshops to all interested members of the society, not just the elite members. And the training should be designed for the layman and employ practical approaches.
- Best practices and lessons learned from the micro-enterprise program, especially the financing aspects in Benin, should be shared with other potential program providers to ensure that these programs do not marginalize women as they have done in the past.
- Leadership Training is crucial, especially for those persons who have fallen into leadership positions who do not have the required skills and/or experience to manage resources, particularly substantial sums of money.
- Training programs designed for women must include economic literacy. In order to effectively participate in a democracy, you need economic literacy; otherwise governance decisions that are not based on your economic well-being are made.

Ms Maria Soumoni, Associate Director, Peace Corps, Cotonou, Benin, the Mistress of Ceremony for the day, thanked panelists for their participation and welcomed **Dr. Taalat Moreau**, USAID, Africa Bureau/Education, Arlington, Virginia, who introduced the next speaker, Mr. Yawo Assigbley of Association of African Universities in Ghana in French.

Networks in African Higher Education

Mr. Yawo Assigbley, Association of African Universities, Accra, Ghana, delivered his presentation in French and provided participants with an overview of the Association of African Universities (AAU). He told participants that the objective of AAU is to gather and disseminate information on higher education and specific areas of research in Africa. AAU also provides support to conferences and seminars held at African universities. In addition, because AAU recognizes that limited resources, inadequate training and working in isolation, tend to marginalize globalization, AAU strives to promote networking among African universities. Mr. Assigbley also discussed the AAU Project, *Networks for Regional Cooperation in Graduate Training* which encourages regional cooperation through the formation and strengthening of graduate training and research networks among African universities in selected fields of study. The Project consists of three phases; the first two phases were funded by the Association for the Development of Education in Africa, Working Group on Higher Education Program (ADEA/WGHE) and began in 1998. Mr. Assigbley stated that in this time of globalization and with the advent of information and communication technologies, there is no need for African universities to work in isolation. They must share experiences and resources and combine their knowledge for the development of Africa. He invited his colleagues in higher education to join the ADEA and to help the Association accomplish its goals of cooperation and resource development among universities. Finally, Mr. Assigbley thanked EDDI for having financed the critical stages of

development for this network and ended by showing a special edition newsletter that was produced by AAU and available to participants.

Participant Comments and Recommendations on Networks in African Higher Education

- It was suggested that AAU investigate Distance Learning as a method of educating women because of the role they play in African society. AAU has already researched this area and plans to establish a Distance Learning Program. AAU is working closely with the African Virtual University, the Francophone Agencies for Universities and other institutions in making this program a reality. AAU is also developing a strategy for adapting the program content of the African Virtual University, which is hosted outside of the continent, to meet the needs of the African environment.
- It was also suggested that AAU connect directly with selected universities in the US, thereby allowing for cross-fertilization between the universities in the States with those in Africa.

The Great Challenge: HIV/AIDS and Development in Africa

Mr. Michael J. Kelly, School of Education, University of Zambia, Lusaka, Zambia, gave a presentation that addressed the issues of HIV/AIDS and development in Africa, following the tea break. He was introduced by Ms. Georgette Pokou, Basic Education Team Leader, USAID, Cotonou, Benin. Mr. Kelly started his presentation by conveying the major threat HIV/AIDS poses to Africa. He asserted that HIV/AIDS seriously undermines education and all aspects of development, and that HIV/AIDS is not a democratic disease. As a result of its devastation there may not be a future for Africa. HIV/AIDS was unheard of until twenty years ago, however, in 1999 2.2 million AIDS related deaths were reported in sub-Saharan Africa and 600,000 deaths were reported in other parts of the world. Africa carries the burden of this disease with 8.56 % of the adult population in Africa being infected, and .034% in the rest of the world. Africa represents 70% of the world's infected people, 70% of the deaths, and is carrying 90% of the world's global orphans. These statistics are even worse when disaggregated by region. They show that currently Southern Africa is the most severely affected, but West Africa is also seriously affected with an average infection rate of more than 19% in Southern Africa and almost 5% in West Africa. More than one of five adults in these countries are HIV positive and under present circumstances, most of these individuals will probably die.

HIV/AIDS is unraveling hard-won gains in development and is undermining future prospects. Of particular concern is the impact of this devastating disease on households and orphans, the democratic structure of society, health care, education, the private and industrial sectors, and the economy. AIDS is destroying households, putting them in a spiral of poverty when HIV affects them. According to Mr. Kelly, HIV/AIDS is becoming a female disease or "feminized", especially in Africa where more than 50% of the infected population is women. It leads to the vast number of orphans that is expected to increase exponentially over the next few years.

After providing participants with comprehensive background information on HIV/AIDS, he reviewed findings from studies commissioned by The Association for the Development of Education in Africa (ADEA), the Association of the Ministers of Education with the donor agencies, following the *Johannesburg Education Conference for All* in 1999. Seven universities participated in the studies, including the University of Benin. Mr. Kelly compiled the resulting reports from the various institutions and the final report became "*Challenging the Challenger*" with the Challenger being HIV/AIDS, which is challenging every aspect of life in Africa.

Mr. Kelly stated that the results of what was learned from these reports were distressing. There were no strong institutional or official responses from the Universities that are sprinkled across the continent. The few available responses came from individual lecturers. The universities in Africa are not cognizant of what this disease is doing to their staff, students or operations. Universities are just beginning to talk about this pandemic. HIV/AIDS is also being viewed as a student problem not affecting their operations and eroding their ability to provide their mandated services. Additionally, college students although aware of the existence of the AIDS, are not receiving adequate HIV/AIDS awareness and prevention training and are still practicing the high-risk sexual behaviors that can lead to HIV/AIDS.

Finally, Mr. Kelly reviewed a suggested framework for use by universities in responding to HIV/AIDS. (For additional details, please refer to paper in Appendix A). In closing, he stated HIV/AIDS is a very distressing and troublesome area, but he believes that universities are now ready to deal with the issue of HIV/AIDS.

Participant Comments and Recommendations on "The Great Challenger HIV/AIDS and Development in Africa."

- It is extremely important to make sure that all citizens throughout the educational system are well educated regarding HIV/AIDS, not just illiterate individuals living in rural areas.
- Statistics have shown that staying in school has had a positive influence on girls between the 15- 19 years old in Zambia. Remaining in school increased their ability to absorb other information and to make judgments that affect behavior and resulted in decreases in prevalence rates among teenage girls. Get students in school and keep them in school for as long as possible. And it also important to get young peoples' input on what they what to know and their participation in sharing that information with other youth.
- There is a need for a clearinghouse to gather information on the many initiatives that are taking place in the HIV/AIDS arena. USAID and the Health Education and AIDS Research Division (HEARD) of the University of Natal have made some efforts, however, there is need for a more coordinated approach and sharing of experiences.

- There is not a drug that can cure HIV. However, there are drugs that can prevent HIV from multiplying in the system and reduce the affects within the system. They are called anti-retroviral drugs. Currently, these drugs are expensive, must be taken in a controlled manner and persons taking these drugs must be monitored regularly. One area where drugs could have significant impact is if they are given to pregnant mothers, these drugs are not expensive, only require two to three administrations and prevent HIV from being transmitted to the child in 50% of the cases, however, these drugs will not help the mother.

Concurrent Sessions

After the lunch break, five (5) Concurrent Sessions on selected topics were held in various meeting rooms at the Benin Marina Hotel. Ms Pascale-Emmanuelle Nouama, PR/Communications Officer, EDDI, Washington, DC and Ms Brownie Lee, Sub-regional Program and Training Coordinator for Coastal West and Central Africa, Peace Corps, Cotonou, Bénin, reviewed the reporting criteria and coordinated note taking for these sessions. The findings for the breakout session were to consist of no more than five (5) main points from each presentation and included principal questions, contributions, opinions and points that still need to be covered. The Concurrent Sessions were as follows:

Session	Topic	Room
One	Proposal Development and Review	Vivo Ballroom
Two	Transportation Access: A Vehicle for Women's Empowerment	Ganvie Room
Three	Budgeting Process and Sustainability	Zou Room
Four	Empowering Communities Through Environmental Health Risk Assessments	Oueme Room
Five	Empowering Girls and Women	Evasion Room

Session One: Proposal Development and Review

Speaker ♦ Dr. Shelby Lewis

Director, International Development Partnership,
United Negro College Fund Special Program, Washington, DC

Development organizations constantly face growing needs and shrinking resources. This session addressed criteria and strategies for writing proposals that are fundable. The following are keys to developing winning proposals:

Session Report

- Consider the various skills needed to write the proposal
- Volunteer to serve on a proposal evaluation team
- Manage proposals that have been funded

What to keep in mind when writing a proposal

1. Political aspects
 - Networking
 - Follow-up
2. Technical aspects
 - Understanding the solicitation
 - Strategy for tackling the proposal
3. Development and Design
4. Presentation
 - How will you write and present your proposal?
5. Compliance
 - Please read the proposal criteria carefully and complete required forms

Questions and Comments

- To what degree can we expect feedback? Feedback can be obtained by requesting a copy of the winning proposal under the Freedom of Information Act (FOIA). You should also request acknowledgment of receipt of your request in writing. Call upon the network that you have established and ask for feedback/ and or a copy of the successful proposal.
- You cannot match a US Government funded grant with another US government funded grant. However, one donor grant can be matched with another.

Session Two: Transportation Access: A Vehicle for Women's Empowerment

Speaker ♦ Ms. Sherry B. Ways

Transportation Planner, Federal Transit Administration, US Department of Transportation, Washington, DC

EDDI - focused countries have requested funds for girls' transportation costs to and from school. However, the majority of EDDI funded initiatives have not taken the role of transportation under consideration. Transportation has a vital role in the implementation of EDDI funded initiatives in sub-Saharan Africa.

Why is it important for EDDI to consider the role of transportation? Transportation networks and services are integral to the sustained economic development and growth of sub-Saharan African countries. Transportation is further related to individual and collective sustainability.

To further emphasize transportation's vital role for EDDI funded initiatives, this session focused on the role transportation within EDDI and within development, overall.

Session Report

Transportation is especially an issue for women because of their childcare and domestic management responsibilities and economic activities and community management.

These activities usually require transportation. Girls help mothers hence, they start having transportation issues early in their lives.

Eighty-seven percent (87%) of rural trips are made by foot. The heavy time burden of transportation is related to how women have traditionally had limited control of household budgets.

Contribution

The Institute for Transportation Development Policy, an NGO in New York, collected 25 bicycles and donated them to South Africa. Women in South Africa can enroll in a bicycle course for \$45.00. The course teaches bicycle maintenance and repair and at the end of the course the women are given the bicycles. The bicycles become the women's mode of transportation. As a result, the women were able to reduce transportation cost within their household budgets.

Questions and Comments

- ***How can we fully integrate transportation in the EDDI context?***
 - Mentoring Programs and providing bicycles to participants who need them
 - Look at the transportation needs of handicapped women and girls
 - Assist women with nontraditional jobs
 - The junior achievement program in Namibia should serve as a model for other programs
 - Horse carts that can transport children to schools
 - Transportation issues for women, especially in the Muslim context
 - We need to look for alternative solutions to transportation issues
 - EDDI needs to be more sensitive to transportation issues

Session Three: Budgeting Process and Sustainability
Speaker ♦ Ms. Charlotte Davis,
Program Analyst, USAID, Washington, DC

What is the budget process? From where does EDDI get its budget? How does EDDI's budget fit within the USAID budget? Contracts? Procurement?

This session addressed the budgeting process and discussed how EDDI acquires its budget, how the budget fits into the USAID budget as well as issues concerning contracts and procurement.

Session Report

In the budget context EDDI is accountable to USAID and to the National Security Council from both the budget and policy. All EDDI funds go through USAID at some point. Thus, in order to understand the EDDI budget process, it is important to situate it in the context of the USAID budget process.

FY 2001 Allocation - New Obligating Authority (NOA)
Development Assistance Funds (\$17 million)

Child Survival and Disease Funds	(\$13 million)
Economic Support Funds	(\$13.5 million)

Planned EDDI Budget for 1999-2003 is \$147 million of which \$82 million has been obligated.

Questions and Comments

- When will we know what FY 2001 EDDI budgets are? (the EDDI budget is in the 15 day Congressional notification period)
- Importance of Inter-agency cooperation to EDDI
- What effect will the new administration have on EDDI' s funding?

Session Four: *Empowering Communities Through Environmental Health Risk Assessments*

Speaker ♦ Mr. Lionel L. Brown, Jr.

U. S. Environmental Protection Agency, Washington, DC

We live in a world of environmental crises, and all countries are in need of environmental reform. As women and girls are the principal caretakers of the environment in Africa, EDDI is concerned about erosion and environmental degradation and it's effect on life in Africa. Healthy people depend upon education concerning environmental risk factors and their implications for children's growth and development. Soil erosion, slash and burn, charcoal making and the cutting down of trees are just a few of the major environmental problems that the African family faces. This session discussed strategies for developing and maintaining healthier communities through environmental education.

Session Report

- EDDI connection and the role EDDI plays in environmental health
- EDDI as a vehicle to provide resources or supplement activities in existing projects
- What role can USAID play in environmental health? USAID can bring expertise or serve as a conduit for channeling resources
- The issue of US Environmental Protection Agency providing environmental experts to assist in the development of programs within EDDI that address environmental health

Four scenarios for dealing with environmental issues

- Environmental Education
 - o Awareness
 - o Developing environmental libraries
- Developing tertiary education, training environmental teachers
 - o Drinking water
 - o Solid waste
 - o Indoor air
 - o Pesticides

- Community leadership
 - o Empowering communities and women
- Citizenship
 - o Citizen Associations, law, justice and enforcement

Contributions

How to incorporate environmental issues into education

Upward Bound

Project Citizen

Peace Corps Environmental Program

Issues of motorcycles (Zemidjan) in Benin

Issues of plastics in Benin

Government interventions, what can be done to influence government?

How can women benefit from environmental programs?

Session Five: Empowering Girls and Women Through Education

Speakers

Ms. Pamela Woodard

Winrock International, Morrilton, Arkansas

Professor Rosalind Mutua

Chairperson, FAWE, Nairobi, Kenya

Winrock International is an international organization implementing the Girls Scholarship Program for EDDI throughout sub-Saharan Africa in cooperation with local NGOs such as the Forum for African Women Educationalists (FAWE). Through the program, scholarships are given to girls to help them continue their education. All girls are also enrolled in mentoring programs so that they are exposed to adults who care about their development and can help them make life and career choices. Computer literacy is also a part of this program so that the girls can learn how to access information and communicate with others. This session provided participants with background information on the Ambassador's Girls' Scholarship Program, discussed the relationship between EDDI and Winrock and discussed what FAWE is doing to promote the education of girls and women.

Session Report

History of the EDDI Girls' Scholarship Program

Mission: encourage girls to go to school and grant them scholarships to keep them in school

Ambassadors' Girls' Scholarship Program (Ambassadors have been associated to the program).

Winrock took over management and administration of the Ambassadors Girls' Scholarship Program beginning January 31, 2000

Winrock International is a non-profit organization that operates in the US

The Girls' Scholarship program is operated in 31 countries in sub-Saharan Africa

Mission: Provide economic opportunities, sustain natural resources and protect the natural environment

Beneficiaries of scholarships:

Primary Schools

Secondary Schools

Technical Schools

Universities

Special Needs Groups

Girls Mentoring Activities

Support Activities

Winrock has thirty-five thousands dollars in scholarship monies that are available to girls in the area of computer science

Further information regarding the Ambassadors Girls' Scholarship can be obtained from Embassies located throughout sub-Saharan Africa

The Forum for African Women Educationalists (FAWE) is a pan-African Non-governmental organization (NGO) created in 1992 and registered in Nairobi, Kenya. FAWE focuses on promoting the education of girls and women on the African continent. FAWE's efforts to promote the education of girls in Africa are reinforced by the EDDI Ambassadors' Girls' Scholarship Program. FAWE has thirty-three (33) chapters located across sub-Saharan Africa, eight (8) of which are implementing the Ambassador's Girls' Scholarship Program

Plenary Session-Friday, June 1, 2000

Friday served as the closing day of the conference on ***Education, Development, and Democracy: Africa Shaping its Future.***

USAID Efforts to Reform Primary Education in Benin

The Mistress of Ceremony for the day, **Ms Haoua Riley**, Self-Help Coordinator, US Embassy, Cotonou, Benin, opened this session. She greeted participants and introduced **Mr. Harry Lightfoot**, USAID Mission Director, Cotonou, Benin. Mr. Lightfoot discussed USAID's role in efforts to reform primary education in Benin. He presented the history of the program, which was launched by the Government of Benin during the education conference *Etats Generaux de l'Education* in 1991 and reviewed the objectives and accomplishments thus far. The USAID program began in 1991 and initially focused on improving policy and institutional strengthening at the central level, thereby improving the environment. Currently USAID's strategy is to refocus resources on greater classroom results and equity of access and increased decentralization of responsibility and local involvement. In reaching this objective, USAID is working with the Ministry of Education, US and local NGOs, including The Mitchell Group, World Education, International Foundation for Education and Self Help (IFESH), Medical Care Development International (MCDI) and Songhai in achieving the following four key Intermediate Results (IRs):

1. An improved pedagogical system
2. Increased girl's enrollment in target areas
3. An improved environment for stakeholders

4. Improved management of the education system (in the context of decentralization)

Mr. Lightfoot concluded his presentation by outlining some of the constraints/challenges that the reform program faces. They are as follows:

- Highly centralized administration-appropriation of the reform by the Ministry of Education
- Articulation primary-secondary school
- Lack of production policy for textbooks
- Lack of teachers and school infrastructures - lack of teachers' motivation
- Low absorptive capacity of funds
- Lack of coordination among donors

Finally, he stated that USAID/Benin is getting favorable results, however, this program will have to continue for the next ten years to have the impact that USAID is anticipating. (For additional information on this topic, please see Mr. Lightfoot's paper in Appendix A)

Did We Achieve Our Anticipated Goals and Objectives?

Dr. Khehla Ndlovu, Higher Education Team Leader/EDDI Coordinator, Arcadia, South Africa, facilitated the conduct of this session. He reviewed the list of expectations, developed by participants in the plenary session on Tuesday, May 29, 2001. While ascertaining whether or not the conference met participants' expectations, Dr. Ndlovu elicited participants' comments, clarified remaining issues and responded to questions. During this session, participants stated that the conference allowed them the opportunity to:

- Discover Africa by seeing first hand programs conducted in Africa
- Keep in touch on topics of interest by means of E-Mail and Internet (excellent networking)
- Clarify numerous issues regarding EDDI
- Learn about Interactive Radio Program from Zambia
- Examine the continuation of EDDI
- Attain the involvement of private sector to assist the sustainability of various projects at the end of the term of EDDI Program
- Expand our knowledge base regarding Connectivity
- Learn about the Decentralization Dialogue
- Learn about the Leland Initiative and its relationship to EDDI
- Understand civic education
- Achieve experience sharing through success stories, networking during receptions, fieldtrips and throughout the conference

Overall, the participants agreed that the conference had achieved its goals and objectives.

After a tea break, **Dr. Sarah Moten**, Coordinator, EDDI, Washington, DC, informed participants that the poster child, for HIV/AIDS in South Africa had died. She asked the participants to observe a moment of silence on his behalf. She thanked participants for their blessing on behalf of the family, as is traditionally done in Africa.

Dr. Moten provided the final remarks. She reviewed some of the highlights of the conference as well as some of EDDI's accomplishments. She ensured participants that EDDI Washington has heard what they had to say, that she would convey their messages to the National Security Council (NSC) and would remain responsive to their needs.

Dr. Moten requested that all the EDDI coordinators and partners send their accomplishments/success stories to her via E-mail by July 1, 2001. She thanked Ambassador Bridgewater, the USAID Post in Benin, the Mission Director, Harry Lightfoot, his staff and all others responsible for making the conference a success. Dr. Moten's remarks were then followed by the presentation of certificates to each individual that participated in the five-day conference.

Closing Remarks

Mr. Liam Humphreys, Deputy Chief of Mission, US Embassy, Cotonou, Benin, represented Ambassador Bridgewater during the closing ceremony and provided closing remarks on her behalf. He delivered a hopeful message regarding the future of EDDI initiatives across the continent and stated that the contributions made during this conference will improve the future of millions of girls and women, whose voices will count one day and who will fully participate in building their nation.

Mr. Humphreys declared the EDDI conference officially closed. He thanked participants for making the conference a success and wished them a safe trip home. Mr. Humphreys further stated that he remains confident that each participant will continue to make strides in pursuit of the successful completion of all EDDI objectives.



APPENDIX A
PRESENTATION PAPERS

Welcome Statement
International Conference on Education,
Development & Democracy: Africa Shaping Its Future

Her Excellency Pamela E. Bridgewater
US Ambassador, Benin

Ladies and Gentlemen,

It is always a great pleasure for me to participate in all gatherings which have, as their main topic, development and its related issues, notably the promotion of democracy and women's education. As we all know, there is no development without democracy. Similarly, there is no integral development without the full participation of all the citizens. Unfortunately, what we observe today is that women, for the most part, are excluded from the political, social, and economic life of their nations. "Education for Development and Democracy Initiative" aims to promote women's participation in development and as such, promote development and, consequently, promote democracy.

President Alpha Oumar Konare was absolutely right when he spoke about development and democracy not being possible where people are uneducated. By initiating "Education for Development and Democracy Initiative" to support the Malian President's idea to provide education to people, especially girls in Africa, President Clinton wanted to address the issue of development through education and political systems.

Many developing countries are currently experiencing democracy. While some are striving to strengthen theirs, others are moving timidly towards the democratic process. In all these countries, girls and women constitute the majority of the population and yet they are not fully involved in the development process of their nations. The reason for their exclusion from the decision-making process is that they are uneducated.

Statistics reveal that two-thirds of the people who cannot read a book or sign their name are women; throughout the world, out of 130 million school age children that are not in school, 73 million are girls. These figures clearly indicate that the major obstacle to women's contribution to the development of their nations is illiteracy. Therefore, it is our duty, we who have had the chance to be educated, to fight to give the chance to all our daughters and sisters to acquire education. Whether we are development agents or partners in development, we need to join efforts to defeat these obstacles to achieve sustainable development in Africa.

We reckon that the trend is reversing in light of the growing demand of people throughout the world for democracy and education. However, as I mentioned earlier, we need to strive for greater results in the areas of democracy and education, especially for girls and women. In this time of globalization, literacy cannot be overem-

phasized because this is the foundation of all nations' success. Education plays an important role in development and as I recall, late President Nyerere said: "Education is not a way to escape poverty, but a way of fighting it."

The "Education for Development and Democracy Initiative" is an opportunity to provide this chance for education, an opportunity to contribute to the reversing trend, that is, more and more women being educated to foster democracy and economic development.

I hope that as you all are gathered here for 5 days, you will use this forum for sharing ideas and experiences for the promotion of democracy and development. I am confident that you will put your minds together to propose concrete, constructive, and sustainable solutions for the economic and social betterment of the African people. You will all work to make this conference a success towards the increase of women's participation in the development of their nations.

Thank you.

Welcome Statement

Honorable Jean Bio Tchabi
Minister of Primary & Secondary Education, Benin

Madam Minister of Public Health sitting for Madam Minister of Family, Social Protection and Solidarity;
Madam Ambassador of U.S. to Republic of Benin;
Madam Coordinator of Education for Development and Democracy Initiative;
Director of USAID;
Director of Peace Corps in Benin;
Ladies and gentlemen participants;
Ladies and gentlemen journalists, communicators, reporters and photographers
Honorable invitees.

I am delighted to address this gathering on the occasion of this ceremony that marks the opening of the international conference on the Education for Development and Democracy Initiative (EDDI), generally called EDDI in English.

Before I begin, I would like to welcome all participants to the conference that came from 31 African countries, as well as, all the national program coordinators and express my deepest gratitude to them for responding favorably to the USAID invitation (the conference organizer). From now on, I wish an enjoyable stay to everyone.

Ladies and gentlemen,

The holding of the international conference on the Education for Development and Democracy Initiative in Cotonou gives me a delightful opportunity to share ideals defended by the Government of the Republic of Benin toward the direction of re-establishing full rights for girls and women, and reducing the imbalance regarding girls' access to education.

The Ministry of Primary and Secondary Education is on the forefront of this fight. Thus, in applying directives contained in the Government's action program, it has undertaken many promotional actions in favor of girls such as:

- Sensitizing parents and communities on advantages of girls schooling;
- Cancelling school expenses for girls at primary education level in poor areas, a decision that has been extended to all primary public schools students;
- Creating a national network for girls' schooling promotion;
- Building and/or re-habilitation of classrooms;
- Creating within the Ministry National Education of a service in charge specifically for girls schooling;
- Training of teachers on fairness in the classroom;
- 500 Million CFA in 2000-2001 budget to promote girls schooling;
- Research-Action Program in favor of girls;

All these actions that have been undertaken are bearing fruits and the resulting efforts are encouraging: the percentage of girls registered at the primary school level has increased from 33% in 1991 to more than 66% in 2000. This level of performance has been achieved with the appreciable and sustained support of technical, social and financial partners in the education sector in Benin.

I would like to take this moment to convey our warm thanks to the Government of the U.S. through USAID, for all the help brought to the Republic of Benin toward bettering access to primary education and specially the promotion of girls schooling within the framework of Universal Schooling.

As you may note, ladies and gentlemen, the objectives of the EDDI fit perfectly within the Government of Benin's vision for education and it seems fair to salute this honorable initiative and wish that this program be sustained and become more tangible. I would like to call to your attention to the fact that this program allowed 472 Beninese girls from poor families to obtain scholarships either to pursue their studies or to attend school. This part has been coordinated through the auto-assistance fund from the U.S. Embassy in Benin.

Finally, EDDI's aim is to assist educational efforts that guarantee sustainable development established on a strong democratic foundation. This is to say that one has to train a new type of citizen who would develop moral, ethic and democratic values susceptible to stimulate national development. The challenge of a democratic culture is education for its citizens and the true engine of development requires the necessary schools.

That is why; I have the strong hope that this conference will be the place of positive exchange that will allow new strategies for strengthening the bases of EDDI, which aims to have the full participation of women in the democratic process and the development of her country.

I wish you continued success in your work.

I thank you.

Welcome Statement

Ms. Yvette Celine Seignon
Minister of Public Health, Benin

Your Excellency, Ambassador of the United States to Benin!
Director of USAID!
Ladies and Gentlemen, National Coordinators and Partners of the Education Program for
Development and Democracy Initiative (EDDI)!
Honorable Invitees!

Numerous constraints linked to personnel worries make the human being more and more sensitive to the misery of have-nots. Nonetheless, it is delightful to acknowledge today that efforts are being made throughout the world in order to reduce the gap in the sharing of wealth and help restore humanity within the human being. This fight calls forth not only governments, but first and foremost civil society and international organizations, and translates into seminars, conferences and actions that waken the conscience to marginalization of the majority of world population. Benin through my voice would like to take this opportunity to salute Mr. Bill Clinton, former President of the U.S. for initiating EDDI, which is coordinated by the U.S. Department of State, USAID and Peace Corps.

Through this program which aim is to:

- Better the quality of education and increase access;
- increase the availability of technology;
- increase access to government in order to accelerate Africa's integration into world democratic community of open market economies

You have helped to reduce the inertia of the majority of African population facing the challenge of development in the beginning of the third Millennium. Through this program finally, you have given to a substantial part of the African population the necessary training to participate effectively and efficiently in development, in a economic context in which words such as globalization, democracy and free market are concepts that one needs to know to avoid excluding one's self from the symphony of the concert of nations.

In owning the idea that attests that no one is too much into building a world of happiness, you have focused your action on needy people at the biologic and social levels. And within thirty African countries including the Republic of Benin you have provided 472 scholarships to young blind girls and/or orphans in the Atlantic department at Oueme and Borgou through local NGOs. We greatly appreciate availability of these scholarships.

It is for that matter that our actions cross each other to converge into one of the objectives of the program of Government action that is deeply bound to the have-nots. It is in that area that our Minister of Family, Social Protection and Solidarity, is an important partner in pursuing that effort on a daily basis for the well-being of women, girls and those who do not enjoy hearing, seeing and moving.

This international conference of which you honor our country, Benin, reveals by its objective: exchange on opportunities provided by EDDI in business and new technology to the extent that that our governments contribute efficiently to the development process.

I wish that today's meeting, be an opportunity to reinforce cooperation in education tailored to local and contemporary realities.

With these words, I declare open the conference dedicated to the Education, Development and Democracy Initiative.

Keynote Address
Education, Development & Democracy:
Africa Shaping Its Future

Mrs. Charlayne Hunter-Gault
Bureau Chief & Correspondent, CNN
Johannesburg, South Africa

It is not an act of false modesty to confess incredulity at being asked to keynote this all-important conference on women and leadership. In fact, Gayla Cook is my witness to having responded to the invitation by stating the obvious: "I'm a journalist, not a leader."

But leaders that she and Sarah Moten are, they understood that flattery will get women most places, hence, my presence here today.

What they also understood, as creatures of the same culture that shaped me was that if I simply stood up here and told you my story, it would tell you something profound about women and leadership and their unique capacity for it, arising out of their experiences that are universal.

It would speak to the way in which women prepared a generation to successfully challenge an unfair system that discriminated against people of color; it would speak to the role of women in forcing the world's leading democracy to live up to the promises it had made -- but not kept -- some 150 years after its birth. It would speak to the promise of the African woman to insure a future for her children, not least her girl children and her continent, which needs them more than they know.

For as far back as memory serves, the dominant forces that shaped me and molded my values were women. Not brief-case carrying, high profile, power breakfast, women who took up golf to be able to run with, if not be like the boys (not that there's anything wrong with those approaches) -- but I'm talking about women who simply wanted better, if not for themselves, then for their children.

It was the example of my Mother's mother, for instance, that launched me on a career that has exceeded my wildest dreams.

My grandmother had only three years of formal education before her teenage Mother was forced to take her out of school and put her to work to help make ends meet. My grandmother never knew her father. Despite her lack of formal education, her love of learning was undiminished. So she taught herself, as best she could. Everyday, she

read three newspapers, and sitting at her knee, I learned to do so, as well, only I wasn't then interested in the news, but the comic strips. There was a comic strip character called Brenda Star and she was a reporter. I didn't know any reporters, but I liked what I saw in Brenda's adventures, the world over – not least being that she had a handsome, one-eyed mystery man who cultivated black orchids, and they had, as they say "a thing going on." It never occurred to me that she was a white woman and while she, too faced discrimination, she could go places and do things that I would be prohibited from doing because I was a woman and black.

Enter, my Mother, my next role model. She was quiet, even shy, and as I was coming of age, she was still a housewife. My father was a chaplain in the military and rarely ever home. When I told her about my dream of becoming like Brenda Star, she didn't tell me that the white world didn't allow little black girls like me to choose careers like that, she said, in her own quiet way, "Well, if that's what you want to do." For the values that resided in her, handed down through the generations that survived The Middle Passage and slavery and now was enabling her to endure segregation had informed her that dreams propel ambition, and while at some point reality might fall short of my dream. Not to dream would consign me to a life of lowered ambitions and probably servitude.

Thus, when I completed my secondary school studies and looked around for a place where I could study how to become Brenda Star, the only place there was was an all-white university, had been for 176 years. But once again, when I told my Mother I wanted to go there, she didn't say, "But that's for white students only," she said, "If that's what you want to do."

It took a prolonged legal battle – led by a brilliant woman lawyer and a federal court order – to force the university to accept me ... and the reception was anything but hospitable. The students yelled and demonstrated and threatened. On the second night I was on campus, a rioting white mob protested my entry into my dormitory room, throwing bricks and bottles and shouting: "Kill the nigger." As a bottle crashed through my window, splattering glass all over the room, I can't remember a moment when I was calmer. I didn't know the reason at the time, but later when I began reflecting, my mind went back to my other grandmother.

My grandfather was the preacher, but she was the saint, and could be found in the church every day at noon, in prayerful meditation. I managed to make myself scarce at those times, but eventually she caught up with me and made me learn a Bible verse ...

Her favorite was the 23rd Psalm: Yea though I walk through the valley of the shadow of death, I will fear no evil, for though art with me. Thy rod and thy staff they comfort me, all the days of my life.

My grandmother could not have foreseen the moment when that verse would save my life, but in a real sense it did. "Yea though I walk through the valley of the shadow of death ..." I knew I was protected, for I was wearing what I call my suit of armor, lovingly forged by my grandmother's lessons and values.

And while I credit my immediate family for many of the layers of armor wrapped around my psyche and my soul, even after The Middle Passage and the slavery that sought to deny humanity and our culture, the retention of the African way of life manifested in the extended family survived and also contributed layers of that armor ... for everyone in the neighborhood – on the street where I lived, in the classrooms of my school and my church – everyone was invested in insuring my education and, hence my survival.

Indeed the "WHOLE VILLAGE": was there for me. And in the forefront – always the women.

And lest you think that growing up in the industrialized world of the United States meant that even those of us under segregation enjoyed its benefits, let me tell you that was not the case. Sure, some of us had running water and electricity and some of us had toilets that flushed, inside our house. But if we left home to go on a trip of any distance, my grandmother always took along some brown paper bags – the kind they put groceries in – only these were for us to use as toilets along the way, since no petrol station or rest stop allowed black people to use their toilets.

Likewise, while my school had books, they were the ones handed down to us by the white schools, after they had been more than amply used and abused by the white students. Many of them had pages missing.

The state was far more generous in all the resources it allocated to white schools than to blacks. Our playgrounds turned to red mud when it rained, and on sunny days, they were dust bowls.

But what I shall always remember was the effort that "Whole Village" made to insure that we not only survive, but prosper, for they all believed, as my grandfather had preached, that education was the key to our liberation. Obstacles, challenges to be overcome.

Thus, once a year, everybody in the neighborhood – from the teachers at school to my uncle's girlfriend who as they say "did hair" – got together and had a fundraiser to make up for the deficits the system imposed on us.

It was a fun night, with the big prize being that the child of the family raising the most money would be crowned "Queen" or "King" of the school. I was so nervous the first year we were raising money that I could hardly sit still, as my mother and grandmother sat over in a corner, untying the white handkerchiefs they tied the money in and count-

ing out the small denominations of coins that most people had donated. It took what seemed like a lifetime, but finally the counting was finished. Then, the results were rallied and the winner announced. When I heard them say, "And the Queen is ...," I took such a deep breath that I barely heard them when they called my name.

The prize was a tiny watch and a rhinestone crown, which they placed on my head. Up to that point, I had always had a high opinion of myself, thanks to the confidence instilled in me by my loving Mother and Grandmother, especially. But after that night, I was insufferable, at least to my friends. "Who does she think she is?" they would say behind my back, and sometimes to my face.

But with the wisdom of a few more years, I came to appreciate the hubris of my 7-year old self as part of my salvation, for even being a bit over the top in my confidence level, the notion that I was a Queen took up residence in my head, and forever banished any thought -- conscious or not -- that I was a victim. For victims walk with their heads down, seeing only the floor or limited possibilities; Queens walk with their heads held high, enabling them to see the sky as their ceiling.

Thus, when I walked through the mobs of white students yelling, "Nigger go home," I found myself looking around for the Nigger ... because I just knew it couldn't be me, for I was, after all, a Queen.

When our Mothers who were our teachers couldn't legally give us first class citizenship, they made up for it by giving us a first class sense of ourselves!

I still see in my mind's eye my two best girlfriends leading hundreds, if not thousands of college students through the streets of Atlanta, Georgia demanding an end to segregation and singing one of the African-American spiritual songs that became the watchword of our Movement: "Ain't gonna let nobody turn me roun'."

That spirit has moved and guided me all the days of my life, and it lingers in the hope I have for women of Africa as they take on the challenge of making real the African Renaissance, which, of necessity, must not only include, but be a joint venture, of equal partnership with Africa's women.

Women who have taught me better than I knew, as I have encountered them on my journey to the horizons of Africa. Women like those I met in Somalia some years ago, as the country was on a rapid descent into chaos and anarchy. Women were demanding a seat at the peace table, arguing that it was they who had been the peacemakers in conflicts gone by. In a nation of one big, though fractious family, they had simply walked onto the battlefield and married the enemy!

The story may be apocryphal, but not totally outside the realm of possibility, giving the imagination, creativity and will that has resided in African women since Mother Africa gave birth to humanity.

I also know, because I've seen, some of the challenges you face: even in promising new democracies like South Africa, where the constitution promises gender equity, but where the reality on the ground falls way short. There, as elsewhere, women are still the greatest victims of poverty and disease, not least HIV/AIDS. Then there's the devastating impact of war, with women victims of rape, and increasingly their girl children; where the guns have silenced the lessons in the classroom because the classrooms are closed.

But I've also seen women meeting many of those challenges against almost unfathomable odds. I've seen an indomitable spirit, manifested most recently in a 12 year-old girl taking care of her four siblings – the youngest of whom is two – after AIDS claimed both her mother and her father. I have seen her rising at dawn to make a fire, walking a mile to fetch water to wash the children, then make the breakfast and send them off to school before she gets ready to go to school herself.

I've seen women speaking out about being HIV positive, while men recoil and retreat in denial. Of the six people I profiled in a recent documentary on HIV/AIDS, FIVE were women who believed that by speaking out, the chances increase of curbing the spread, if not curing the curse of the disease.

In the coming hours and days, experts will talk to you about how women can make a difference. I am sure they will encourage you to seize the moment, to take your destiny into your hands as democracy takes root, along with the culture it brings – not least being the cultures of human rights that you must insist extend to women and girls. For I do not think that you can take for granted that democracy automatically guarantees those rights. Democracy, though a noble concept, is a work in progress and those who live under it must be ever vigilant to insure its promise.

I am also confident that as you go forward, women who do not live on the continent but share your aspirations will tell you that you are not alone. That women in America share your dreams, as they have been here before, and overcame, as the poet Maya Angelou affirms for them and for you in these words from her poem, "And Still I Rise":

"Out of the hut of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise

Bringing the gifts that my ancestors gave,
I am the dream and hope of the slave.

I rise

I rise

I rise.”

The Business Of Making Good Citizens

Honorable Nimi Walson-Jack
Secretary-General, CIVITAS Nigeria
Port Harcourt, Nigeria

Our short experiences in democracy has taught us that a democracy proclaimed on paper alone does not guarantee that people understand their democratic and civic responsibilities. According to Justice Learned Hand, "liberty lies in the hearts, minds, and actions of ordinary men and women; and when it dies there, no law, no court can save it."

To help secure our democracy, we need to provide our young with the tools necessary for them to become full actors in the democratic pageant, full contributors to the increased well being of our society, and full participants in the destiny of our nation.

Any meaningful effort at building and sustaining our democracy must begin with the education of the citizen. Education is a vital component of any democratic society, the object being to produce citizens who are independent, questioning and analytical in their outcome, yet deeply familiar with the precepts and perception of democracy.

The importance of an educated citizenry for the health of our newly found democracy is recognized in the declaration of Thomas Jefferson that "every government degenerates when trusted to the rulers of the people alone. The people themselves are its only safe depositories. And to render even them safe, their minds must be improved to a certain degree."

Education for democratic citizenship through schools and other institutions and organizations of the society remain the principal means to the maintenance and improvement of a democratic policy. However, schools remain the institutions best suited to fulfill that education goal.

In a democratic society an important purpose of schools is the preparation of students for their responsibilities and involvement in civic life. Today it is more important than ever that students leaving school have a basic understanding of public issues and have the ability to participate fully in the democratic process. In order to do this they must be able to think critically, exercise sound judgment and care about the rights and welfare of their fellow citizens.

In both established and emerging democracies there is a never-ending effort to design and implement instructional methods and materials that help to bring about the civic development of students, which involves the teaching and learning of essential civic knowledge, skills and dispositions, active, participatory, critical thinking-based learning

are likely to effectively educate. The effective teaching of democracy (and effective teaching in general) requires the adoption of certain methodologies that help to develop the content, knowledge, social and intellectual skills and attitudes required of democratic citizens. There is a consensus among experienced educators that approaches that seek to engage students to live with and among one another.

Among the instructional strategies included in this category are cooperative group work, debates, simulations, role-plays, discussions, individual and group projects, panel discussions, guest speakers, and innovative approaches to reading and writing. Research has indicated that these teaching methods, when skillfully used, not only increase students' interest in the subject but also lead to greater content learning, development of citizenship skills and an increased commitment to democratic values.

While lecturing is one of many techniques to impart information, it is not always the most effective way to reach students. In order to make learning more meaningful and exciting and give students a more active participatory role, teachers must expand beyond the lecture format and use a variety of resources and activities.

Any change in a society cannot be accomplished if children are not educated in "changed" ways. Old teachers – educated in an old regime – cannot change children's minds. They can try, they can do a lot, but they cannot do everything – if they (the teachers) are not re-educated. Also teachers are key partners for changing society. Politicians can create conditions but what must change a "democratic one" is behavior and way of thinking of ordinary people. Without new educational systems you cannot change people. Without newly educated teachers you cannot change educational systems.

The challenge before all of us is –

- ❖ Develop a sequential **CURRICULUM FRAMEWORK**;
- ❖ Prepare a program of **LEARNING** that meets the curriculum framework;
- ❖ Provide a variety of **CURRICULUM MATERIALS** including books, handouts, video and use of the latest technology;
- ❖ Establish and institutionalize pre-service and in-service **TEACHERS EDUCATION PROGRAM** for all teachers of civic education, history, social studies, government, the language arts and science; and
- ❖ Conduct **PROGRAM EVALUATION** and **ASSESSMENT OF STUDENTS** that can establish how well students actually met the intentions set.

To meet the challenges of educating informed citizens that can make our democracy work, citizens, governments and the business community must work in cooperation as partners. We need a firm partnership between parents, teachers, educators, politicians, business, religion and community leaders. Governments alone, no matter how well-functioning, how honest, how transparent, cannot by themselves create citizens. Only

civil society, which exists in the space between government and the economy, can do that work. Indeed, all the institutions that shape our private and public lives – family, church, mosque, school, government and media – share responsibility for encouraging democratic values in our children.

The justification for our collective participation lies in the fact that civic development is an essential element in – not just a side effect of – true economic development. Investments, and guarantees made by private enterprises, governments, and international financial institutions will fail where political and legal systems fail, and where corruption and violence flourish.

Individuals and the business community have a special role to play in the campaign for the establishment of civic structures and a civic culture that are necessary for free enterprise and a market economy to flourish. True capitalism requires strong and effective, albeit limited government. After all who will put forward the energy needed to start up a business or who will invest hard earned savings, where there are no legal guarantees, no courts of claims, and the like. Clearly, without a free and robust civil society, market capitalism must inevitably turn into mafia capitalism.

The global trend is for the private sector and civil society organizations to work in promoting democracy and good governance. Supporting the promotion of good governance and a culture of the rule of law is in the direct interest of the private sector. A government that is committed to the rule of law will not expropriate the property of private companies, seal-up factories and business premises without due process, or collect taxes at gun point. The establishment of effective mechanisms to curb endemic corruption reduces the costs of doing business and levels the playing field.

We the People ... Project Citizen is our contribution to assist our schools fulfill their critical role and help educate students in the methods and procedures of our democratic and political process. Project Citizen represents an ideal partnership between civil society – **CIVITAS Nigeria**, Center for Civic Education, and Centre for Responsive Politics – the Government – U.S. Department of State, educational institutions – administrators, teachers and students, and private foundations – the MacArthur Foundation. The successes we have achieved in the pilot program in the first year would need to be sustained.

What is Project Citizen?

Project Citizen is a unique civic education program for primary and secondary school classes, which promotes competent and responsible participation in state and local government. The primary objective of **Project Citizen** is the development of civic literacy and the skills of civic engagement in students. **Project Citizen** actively engages primary and secondary school classes in learning how to monitor and influence public policy and encourages civic participation among students, their parents, and members of the community.

As a class project students work together to identify and study a public policy issue within their community. In an interactive, cooperative process, teams undertake particular tasks related to the policy issue: analyzing the problem or issue; examining alternative policies to deal with it; developing a specific public policy to address the problem or issue; and eventually developing an action plan for implementing their proposed solution.

Students research their projects by interviewing public officials, civic leaders, scholars, and representatives of interest groups and by tapping the information resources of local libraries, archives, newspapers, and the Internet. Teams document their work in a display portfolio and a binder of materials. The final product is a portfolio displaying their work. As a culminating activity the entire class presents and defends its work in a simulated public hearing, conducted by community members, including judges, journalists, government officials, legislators, teachers and civic leaders.

The intent of **Project Citizen** is to motivate and enable young people to enjoy the rights and accept the responsibilities of citizenship. **Project Citizen** introduces and trains students in the methods and procedures used in our political process. The instructional materials help students:

- ❖ Learn how to monitor and influence public policy in their communities
- ❖ Learn policy-making procedures
- ❖ Develop concrete skills and the foundation needed to become responsible participating citizens
- ❖ Develop effective, creative communication skills
- ❖ Develop more positive self-concepts and confidence in exercising the rights and responsibilities of citizenship

Project Citizen works across the curriculum, not just in the social studies classroom. **Project Citizen** aligns with many of the language arts, science, math, history, government, and other content areas of the regular school curriculum.

Rationale for the Program

Democracy is self-government and self-government requires effective citizen participation. The ultimate goal of citizenship education is to enable students to become competent and responsible participants in our constitutional democracy. One component of effective responsible citizenship is the disposition and ability to monitor and influence public policies. Public policies are embodied in the rules, decisions, and actions of government. But policies of many other institutions, labor unions, religious organizations and schools also have a public character and significantly affect citizens' lives.

For young students, learning experiences in democratic participation need not be confined to those associated with governance or classrooms and schools. The skills and

knowledge needed for competent and responsible citizenship participation associated with government at the local, state and national levels can be taught at the upper primary and secondary school levels.

Engaging young people in issues that directly affect them in these areas begins to develop the necessary knowledge, skills and dispositions to be effective citizens throughout their lives.

Goals of the Program

The goal of We the People ... Project Citizen is to develop students' commitment to active citizenship and governance by:

- ❖ Providing the knowledge and skills required for effective citizenship;
- ❖ Providing practical experience designed to foster a sense of competence and efficacy; and
- ❖ Developing an understanding of the importance of citizenship participation.

Characteristics of the Program

- ❖ Designed for use with upper-primary and secondary school students;
- ❖ Emphasizes active learning strategies consistent with the goals of the core curriculum and the developmental characteristics of young adolescents;
- ❖ Helps students develop capacities for critical thought and effective communication;
- ❖ Exposes students to learning strategies and research and study skills that emphasize reflective thought and systematic progression toward the goal of independent learning and thoughtful decision-making;
- ❖ Encourages students to evaluate, take and publicly defend a position in a simulated legislative hearing format, thus providing an opportunity for the students to concretize their views and beliefs by stating them in public through a social transmission process;
- ❖ Provides students with an opportunity to develop a sense of personal connectedness to their school, community and state through activities that promote participation, interaction, competition and service; and
- ❖ Helps students personalize ideals and develop the ability to make reasoned political, moral and ethical choices.

HOW THE COMMUNITY IS INVOLVED

The CIVITAS Nigeria and Centre for Responsive Politics administer **WE THE PEOPLE ... PROJECT CITIZEN** through a network of Coordinators and Volunteers.

These Coordinators and Volunteers work with members of State legislatures, business and community leaders, and local educators to contribute to the success of the program.

School proprietors, and Principals may

- ◆ Enlist their schools for the program;
- ◆ Nominate teachers for teacher training workshops;
- ◆ Find time for the students to participate in the activities of **PROJECT CITIZEN**.

Teachers and civic educators may

- ◆ Contact the Centre for Responsive Politics to involve their students in **PROJECT CITIZEN**;
- ◆ Enlist members of the local and State legislators, community and business leaders, and other educators to assist students in preparing their portfolios and to serve as judges, speakers, and presenters at the simulated legislative hearing.

Members of the National, State and Local Legislature may

- ◆ Sign and present award certificates, speak at simulated legislative hearings, serve as judges, and welcome students from their constituency to their offices;
- ◆ Discuss public policy issues with students in their classrooms and speak at teacher training workshops;
- ◆ Support the efforts of the Centre for Responsive Politics in all aspects of program implementation.

Community, business, and professional associations may

- ◆ Volunteer time and expertise by serving on advisory committees, providing leadership support and serving as competition judges;
- ◆ Sponsor schools for participation and teachers for training in **PROJECT CITIZEN**;
- ◆ Provide financial support to help purchase program materials, print students' text and work books and Teachers' Guides, underwrite local and state-wide competitions, and send winning classes to local and state finals.

FOR MORE INFORMATION on participating in **WE THE PEOPLE ... PROJECT CITIZEN** contact:

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Civic Education Systemic Implementation in Senegal

Mr. Boubacar Tall

Head of the Curriculum Office, INEADE

Dakar, Senegal

Senegal Basic Data

Economy

GNP per capita USD 710

Poverty 30% household

Human development indicator 160/175

Total population ... (million) 8,8

Education

Adult literacy rate (total) 32%

Adult literacy rate (female) 20%

Primary gross rate enrollment ratio 61%

Primary gross enrollment ratio (girls) 51%

Politics

Multiparty system ... 47 political parties

Systemic Approach in Educational Policy

In Senegal, government, international funding institutions, civil society organizations, NGOs, have already established for years partnerships to design and deliver education services and programs in formal and non-formal sectors of education. This endeavor to implement education through systemic approach has had a limited success.

As regards to democratic education, for example, recent presidential elections demonstrated that this partnership has been successful in terms of bringing people to participate in the electoral process after a huge program of development of voting skills and seeking the right information about choices. Communication medias have proved to be very capable on establishing a valuable communication between candidates and population during electoral campaigns.

Despite that, experience has shown that developing countries, having democratic institutions on paper, do not necessarily lead to a democratic functioning society. Many programs, including educational ones, failed from ignoring that reality.

Systemic reform framed by sector investment programs in the field of education dealt with this constraint. World Bank designed with government for two decades Education sector programs that reach partially its goals:

- decentralize education management from central to local and school level following principles of
- liberalization of education offer
- democratization of education through partnership with NGOs and community
- access for all
- increase of education quality
- transparency in education management
- increase in girls enrollment rate

Following those principles education responsibilities and partners had to design and implement education development projects nationally and locally. Grassroots associations, youth associations, women associations were associated to those decentralized community based education projects. The main goal was democratization of education governance.

At the school level, pilot projects through learner centered approach and school openness to society attempted to reach goals related to specific school problems. This policy had some positive result:

- number of students doubled in 15 years
- improvement of school infrastructure
- large and comprehensive training programs for teachers
- textbook production for elementary school

There were also some difficulties identified:

- lack of adequation between policy priorities and resource allowances
- inequity in resources sectoral allowance
- multiplication of decision making processes
- lack of coordination in funder's interventions

At the level of strategic management of the system:

- difficulties related to systemic approach implementation
- rigid management methods
- ineffectiveness of communication horizontal and vertical processes

From this experience, three main conclusions can be drawn:

- 1) there is a basic platform on which it is possible to build a framework for civic education systemic implementation
 - Most teachers have been trained in project designing and implementation
 - Teachers are also trained to learner centered approaches and community based education

- Schools are opened to society and families, associations and NGOs are involved in schools management
 - Education managers are used to partnership with civic society in addressing education issues
- 2) But on the other hand, efforts must be made toward a better understanding of what is at state when it comes to systemic civic education implementation
- 3) Communication seems to be a key tool to bring together subsystems

Systemic Civic Education Implementation in Senegal

In 1998, Senegalese head of state, under national and international pressure, called for a national forum in the south of the country in a place named Kolda. The forum gathered people from government, teachers unions, NGOs, international cooperation organizations, etc. A Declaration of Kolda agreed upon by all stakeholders set the principles of a new civic education policy.

Kolda Declaration is since considered as the bible of civic education in the country and seen as a milestone in the process of developing a civic culture in it. As regards to civic culture, Kolda forum concluded to a large deficit of it in the country.

According to participants of the forum, this deficit is the consequence of several factors:

- bureaucratic centralism and one party rule following decolonization
- corruption
- oral culture and feudal tradition governing persistence in the society
- literacy and low schooling rate
- limited knowledge of the rule of law and constitutional democracy in the society
- limited knowledge of rights and responsibilities of citizens in the society
- limited knowledge of women's rights and children's rights
- limited knowledge of values of constitutional democracy
- limited participation on public issues framing and solving due to lack of civic conscience
- ethnicity
- poverty
- etc.

To address all those issues, it seemed necessary to the Ministry of Education to design a National Action Plan for Civic Education Development. Before that, civic education curricula has been assessed in formal and non-formal education sectors. It was drawn from this evaluation that civic education was taught as a discipline and could not then develop participating skills. Also, a sociological study concluded that there was a gap between what was taught and learned in school and the way people in society considered civics and citizenship.

It appeared necessary to design new strategies to address civic education issues:

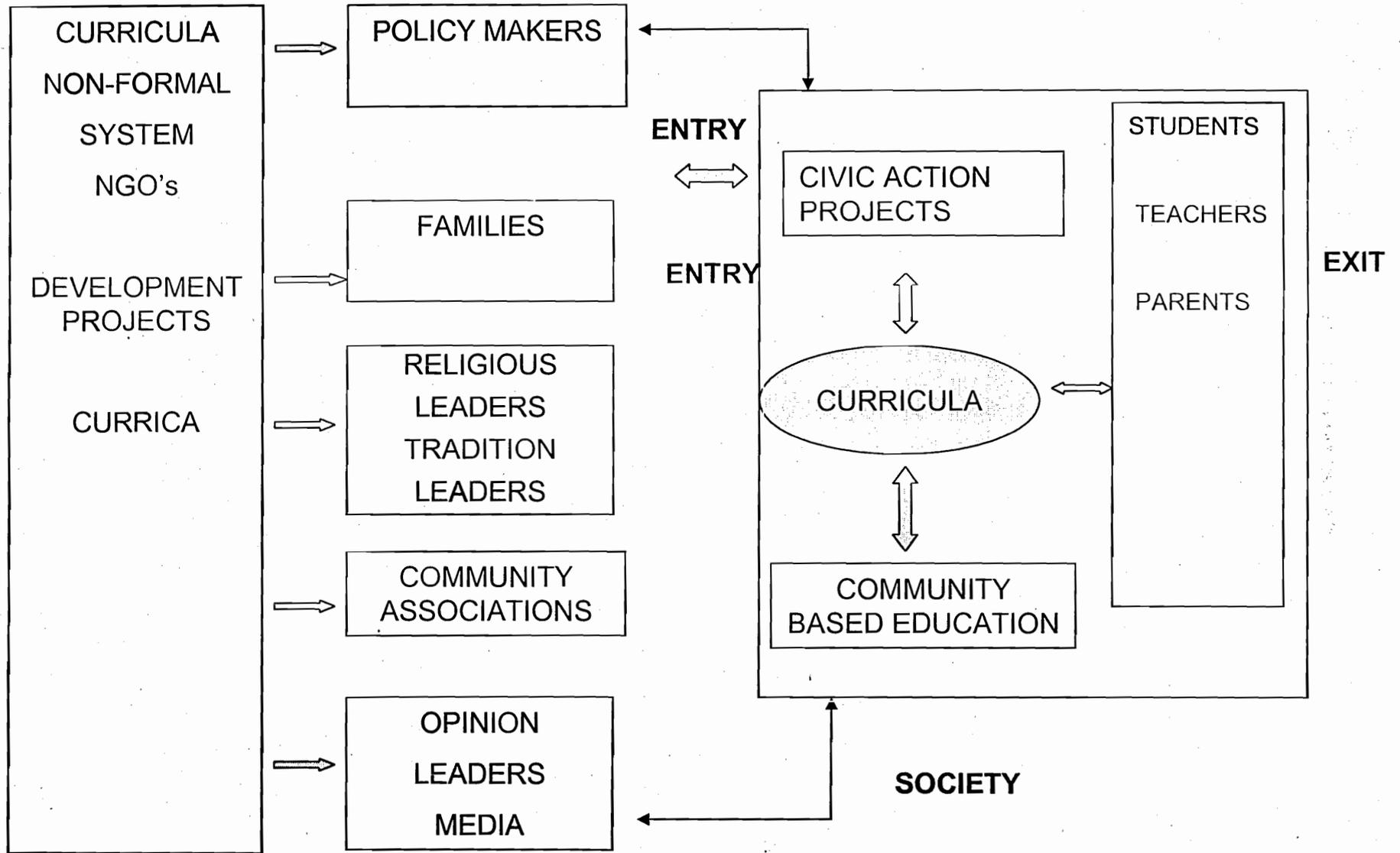
- design a new curricula for formal and non-formal education systems. National Standards inspired by Center for Civic Educational National Standards for Civics and Government were set and served as terms of reference for new curricula designers.
- studies also revealed that civic education strategy should be built through a variety of interventions to reach several targets which need to be trained and sensibilized:
 - students
 - families
 - associations (religious and laics)
 - medias
 - communities as a whole

It appeared also that success of a systemic civic education implementation should be built on organization of a relational continuity in civic education activities to reach all targets in order to secure students achievement in civics.

Of course, in the formal sector of education, teachers and school governors had to get trained, didactic materials designed and evaluation strategies set up.

The following schema gives an overview of this systemic civic education implementation.

3-3 Towards a Successful Civic Education Pedagogy: The Curricular Model



Hubert H. Humphrey Fellowship Program

Ms. Pauline R. Awaseb
Humphrey Fellow Alumna
Windhoek, Namibia

The fellowship program at Penn State University:

I attended the 1999/2000 Humphrey Fellowship Program in the United States of America, as a Hubert H. Humphrey Fellow. I was one of the 135 fellows in this program that specific year. My field of interest was in Educational Management and Administration. I was based at Penn State University, regarded as one of the top universities in the United States. I had a number of opportunities to visit other universities and states. My specific program was funded by EDDI, as the emphasis was on education, development and democracy.

My career and the school:

To give you a short background about myself: I am a Principal of a primary school in Windhoek, Namibia. This is a public school, government funded with 1300 learners. The school is situated in a very poor neighborhood in the city and carries all signs and symptoms of poverty. Overcrowded classrooms, children walking long distances to and from school, illiterate and thus ignorant parents are only some of the obstacles I am struggling with on a daily basis.

The year I spent in the States was fruitful and a good investment for my career as a leader, manager and administrator in a developing country like Namibia. The Hubert H. Humphrey Fellowship program is an "all in one" program and is structured in such a way that one could explore various fields while specializing in your area of interest. This was an eye opener for me and shifted my focus from merely teaching to, developing a human being as a whole, taking into consideration those aspects or facets which makes a person what he or she is. The program provided me with the needed skills, tips, techniques, knowledge, etc., to approach the challenges I'm facing in my work from a completely different point of view.

Projects implemented at the school:

I returned to Namibia to resume my responsibilities as the principal loaded with so many ideas, plans and aspirations to change the set-up at the school. My first challenge was to reach the community in order to get their cooperation, participation, etc. as stakeholders in the education of their children. I organized workshops, discussion sessions and meetings with my parents and staff in order to encourage community involvement in the process of education.

I started at the same time to implement the projects I regarded as priorities at that stage. Taking into consideration the socioeconomic conditions of the parents and the emphasis on quality in education I decided to contribute towards the basic needs of the children. It is a known fact that a hungry child cannot and is not able to learn, concentrate or participate in the class. I started a feeding scheme at the school basically, to encourage and motivate those who stay out of school but also to help those who find it difficult to concentrate in the class. This is my own project and is dependent on donor agencies for sustainability.

I strive to sensitize my staff and community members about computer technology and emphasize the importance of Internet access. Of course computers do not fall out of heaven and it is an endless battle to get local companies as well as other donor agencies interested in what one is doing. I managed to get 5 computers from a local company to make a start. Government funds are limited and the only option is to rely on donations from other stakeholders. My aim with this project is to open a computer lab at the school, which can be used as a resource by learners of the school and also by other children living in the neighborhood.

I also introduced the locally designed school-administration computer program at the school in order to help us with the administration. This is a major breakthrough at the school with such a high enrolment number. My secretaries as well as two of my heads of Departments already received training to run this program at the school.

Women empowerment: I realize the need of women in management positions, especially at primary school level. This is not to discriminate but the patience and consistency of a mother – teacher is incomparable. I strongly recommended two of my female staff in the vacancies of Heads of Department and was approved by the Ministry.

I am currently busy reviewing the curriculum of the first two grades as it showed signs of weaknesses.

The road to success is long and difficult, but I feel that I made a good start after returning from the U.S. I thank EDDI for the golden opportunity and a chance to upgrade my career in such a way. It was not in vain, the knowledge and exposure I gained in the process will be of use to benefit the entire nation.

Politics and Politicians

Ms. Patricia Bekele
Congressional Liaison, EDDI
Washington, DC

The opening presentations heard at the conference have referred several times to the political environment in which EDDI functions. Dr. Moten, for example, has indicated that EDDI is an "interagency initiative that reports to the National Security Council." Dr. Coleman, in her overview of EDDI, described EDDI's political birth as a result of preparations for former President Clinton's initial visit to Africa and suggestions by President Konare of Mali to address Africa's vital needs for (a) education; (b) democracy; and, (c) greater access to technology to better assist with Africa's integration into the global economy. Why are these points important to you, and what do they mean?

The National Security Council (NSC) is that advisory body within the executive offices of the President that concerns itself with matters of US foreign policy. As such, the NSC helps to shape the priorities of American foreign policy and to help in deciding where funds should be allotted and how used. Reporting to the NSC, therefore, is an important step to ensure that the members understand how US funds are being spent, and why it is important to either maintain support or to redirect resources to other approaches and programs. The NSC is only a part of the decision process for support to and continuation of EDDI programs.

The United States Congress, consisting of elected representatives from each state in the US, plays a very important role in determining what programs – domestic and foreign – operate in the best interests of the American taxpayer. And, because the citizens' interests that are represented by their elected officials vary widely, Congresspersons need to understand the relevance to their constituents of those activities they support through their legislative and budget decisions. Since interests often change, so too the activities each Congressperson supports. Clearly, EDDI is no exception to change.

EDDI's lifespan was intended to extend through 2003. As an initiative created by the former administration, it is possible for the current administration to allow it to die a natural death. In a city whose main industry is politics, there is an ever-present possibility that legislators may choose to support other implementers instead of EDDI rather than in addition to EDDI. A part of our responsibility as EDDI/Washington is to try and prevent this from happening.

EDDI has proven its worth. Last year's report to the NSC on progress in implementation earned high marks. The EDDI work that all of you are accomplishing in your countries has proven value to improving the roles of women and girls in their countries; the strengthening of indigenous institutions that influence viability of local economies; and in the development of the needed technologies that contribute to the

resource bases of your respective countries. These issues continue to be priorities for US foreign policy toward Africa. What is necessary to accomplish now is doing our best to ensure that EDDI remains a vibrant part of US support to Africa.

How do we proceed?

In my role as Congressional Liaison, I identify key congressional leaders with whom I arrange meetings designed to tell the EDDI story. Increasing EDDI's visibility with influential decision makers representing both major political parties enables them to become or remain informed about how US taxpayer dollars are being spent in support of the EDDI initiative. Dr. Moten has defined an ambitious goal to reach out to all members of Congress – more than 400 individuals with varying interests!

We began planning for Congressional meetings in January 2001. With the support of EDDI staff who have assisted with the background research on members' interests and committee affiliations, as well as with preparation of talking points that are tailored to those interests, Dr. Moten and I have met to date with 23 offices, and have many more scheduled for our return.

What Do We Tell Congress?

Dr. Moten proudly shares the accomplishments of EDDI programs, providing members with written materials they can later use in having their staffs prepare speeches that they may give concerning African development issues. You can find in your notebooks much of the material we include in our Congressional packets: the EDDI strategic framework and strategy; the maps of Africa and the US, clearly depicting how far the EDDI branches have reached so far; and, where it applies, summaries of programs/partnerships that are carried out within their congressional districts. We also offer our office as a resource for needs the congresspersons may have in preparing testimony relevant to African development; in preparing for Congressional visits to African countries; and for other purposes they may determine are important to their constituents.

How Do Members Respond?

We are very encouraged by the reception we have received in every office we have visited so far. Members appreciate the insights and positive accomplishments the EDDI story offers. Many have indicated that it is refreshing to get away from negative news headlines on Africa to learn about progress being made across the continent to enrich peoples' lives. Members are particularly struck by the support to girls' education and mentoring; to the benefits of school-to-school partnerships as a mutual enrichment effort; and by the technology applications that are enhancing the abilities of teachers, students and communities at large to access information that helps them in many ways. They better understand the importance of raising awareness and increasing opportunities for choice through educating girls and women. Typically, Congress people

ask about EDDI's lifespan and funding levels. When Dr. Moten explains the answers to these questions, the immediate response tends to be one of their needs to support the extension of funds to continue EDDI's activities beyond its 2003 timeline. Will this happen? Of course, we can only hope that support continues; these decisions lie with members of Congress.

Next Steps

What is taking place during this conference is an all-important step toward sustaining EDDI programs. The ideas you are sharing among you, and the sharing of solutions to problems of implementation help to strengthen each program you oversee in your countries. Your communicating to us your successes and your concerns helps us to better represent your interests to Congress and others in a manner similar to the representation Congresspersons provide to their constituents. Without your inputs, we cannot do our jobs in Washington as effectively. EDDI truly is established on partnerships and collaboration. We encourage you to continue your worthwhile efforts, and to share with us even more frequently those points that you would like the US Congress to consider. (Time permitting, we can do a group brainstorming exercise. Alternatively, if there is interest in a separate session to discuss ideas and more detail about this function, we can have a sign up at the registration table).

When we return to Washington, our efforts to reach out to Congress will continue. Among our planned activities is arrangement of a meeting among the African Ambassador's Corps, the Congressional Black Caucus, and EDDI to discuss education and health issues in Africa, and to highlight some of EDDI's efforts in addressing these concerns. We plan to keep you informed of these and other efforts. We also welcome your ideas for what you believe we should do to better represent the work you are doing across Sub-Saharan Africa.

Interactive Radio Instruction in Zambia

Dr. Kent Noel

Education Team Leader, USAID

Lusaka, Zambia

- Our Mission in Zambia has been fortunate to have the support of EDDI since about August 1999. Armed with the vision, values, and resources that EDDI has been able to provide, we have been able to start or enhance our fledgling basic education activities to address some of the many education needs expressed in Zambia's Basic Education Sub-Sector Investment Program, commonly known as BESSIP.
- We are among over 15 donors supporting BESSIP and, by the very nature of the program, have had to ensure that the help we provide complements that which has already been supported by the government or other partners in basic education. Therefore, EDDI's vision of partnership is similar to that of Zambia's and those who support its goals of quality education and access to education. EDDI support- its mission and vision- provided valuable insights into the design of our program during its formative stages- such as the encouragement of forming conversations and partnerships with all agencies within our American Mission, the encouragement of community-based partnerships to further the cause of education of all, for all, especially for girls, and the use of appropriate technologies to address education challenges.

To provide you with a context in which we operate, here are the results toward which we are striving.

- Our strategic objective is: Improved quality of basic education for more school-age children
- Our intermediate results include:
 - Improved quality of learning environments
 - Improved delivery of school-based health and nutrition interventions to support pupil learning
 - Improved information for education decision-making processes
 - And, most recently, we elevated our Cross-cutting Activity regarding HIV/AIDS to a fully targeted result of: "Improved capacity of the Ministry of Education to mitigate the effects of HIV/AIDS on education."
- Virtually none of our activities have been untouched by the EDDI vision, especially regarding the importance of communities. However, the focus of my presentation today is on one of the activities that have especially benefited from EDDI support-our Interactive Radio Instruction Program.

All of us in this room value good education; we value equal access to quality education; and we value the rights of children to happy, protected, healthy childhoods. We want all of our children to be equipped with the skills, knowledge, and energy to reach the pinnacle of their potential. However, perhaps as with some of your countries, Zambia's education indicators illustrate a dismal situation.

- Enrollment Rate = low
- Out-of-school population = high
- The increase in the number of orphans
- Learning performance = unsatisfactory
- Demand for schooling = stagnating

Zambia has been developing a number of ways to tackle these challenges to access and quality education. Among them is the provision of access to basic education now rather than waiting until sufficient numbers of schools are built, sufficient numbers of teachers are trained, or sufficient quantities of resources are available to make the dream of education for all within "conventional" education settings a reality.

That's where our program enters - the provision of basic education through Interactive Radio Instruction or, what I like to call, Radio Active Learning.

We view the radio programming as one way to provide affordable, basic education to vulnerable, out-of-school children. It is a way to reduce the effects of poverty and HIV/AIDS on the basic education of those who do not have access to conventional schools because of costs, distance, or social circumstances.

There are a number of principles that come into play:

Quality with Quantity- To be cost effective, we need to reach a sufficient number of learners through the radio lessons. Also, to be cost effective, those lessons must be of sufficient quality to ensure that children can learn.

Monitoring and Evaluation

Radio Active Learning- Children become partners with their mentor's in hearing the objectives at the beginning of each lesson and receiving sufficient information, demonstration and practice to learn. For reinforcement, they are provided opportunities to practice in later lessons. While the "radio teacher" provides instruction in English, the mentors are asked to explain and clarify new concepts in the local, indigenous language.

Low cost is NOT no cost- Everything costs- whether it be costs of time, talent, energy or money. Partners in this program, especially communities, must accept that they will have to shoulder their share of the costs (e.g., identify a radio center mentor from among people in their community or provide batteries for a radio as needed).

Completes - not Competes- There are other basic education programs that are also attempting to address education needs. The interactive radio program could have been seen as a threat to those other programs if consultations with all of the partners in education had not been conducted and if steps had not been taken to explain that this program is meant to complement existing ones, not to replace them.

Aim to Sustain-This was addressed, in part through the development of a five-year strategic plan-which provided a context and direction for further development of the program.

We can't do everything! - Knowing this is our chief strength and our chief vulnerability. Partners must trust on another to do their part. This understanding provides a foundation upon which sustainability can be built.

The Government- Education Broadcasting Services (EBS) had the vision and initiated the request for assistance. Other parts of the Ministry of Education requested their officers to offer assistance to interactive radio learning centers. Involving the other BESSIP partners, including donors, reduced the risk of misunderstandings and increased the likelihood of additional resource and cooperation opportunities.

Education Development Center. Inc. (EDC)- That Company has the experience and the ability to develop capacity and is doing so.

Non-governmental and/or faith-based organizations- They see the need and have the ability/mandate to address it at the community level.

Peace Crops- Peace Crops volunteers provide the capacity to facilitate the establishment and support of interactive radio learning centers within the communities in which they are based.

The American Embassy- The American Embassy allows employees to use up to four hours a month of paid leave to volunteer their support of learning centers or similar worthwhile activities.

USAID- USAID/Zambia provides the technical assistance to improve the quality of the radio programming.

The Private Sector- The private sector has been mobilized to provide support- such as free, wind-up Free Play radios for centers.

What's provided by:

- Communities provide: Organizing committee, Mentor, Radio, Venue, Children
- Mentors provide: Time, Energy, Devotion, Talent, Organization, " Found" audio-visual aids, the Interactivity between the radio teachers and learners.
- Government provides: Daily broadcast lessons, Mentors' guides and training, monitoring and supervision through the Education Officers, Performance Assessments
- Partners provide: Community Mobilization, Attention, and Resources
- The Mission provides: Capacity Building, Resources, and Support for Communities

Are children coming? Yes - far more children want to attend than can currently be catered for.

Are they staying? Yes - about 80% of the children initially registered were still attending three months later. On average, the registered children attended at least 75% of all of the lessons.

Are they learning? Depending on the mathematics or language skill being assessed, average gain scores between pre-and post-tests ranged from about 20% to 60%.

What do communities think? Communities want this - though they are often too poor to provide reliable radios. This year we had aimed for about 150 new centers and we have recorded 375. We recommend 40 to 50 pupils per class but, because of demand from the communities, they often register 65 to 100 children per class.

What do mentors think? Mentors like their jobs and the prestige they receive. They are excited about their part in the learning that is taking place and the fact that their children do as well or better than children in conventional schools. However, they would like some additional incentives in return for their time. That does not necessarily mean pay – incentives could be the possibility of training or teacher certification opportunities

The Risks and Challenges

Incentives - Incentives are likely to become greater issues for mentors in the future as they are asked to take increasing levels of responsibilities. The Ministry of Education must anticipate and plan for incentives.

Avoid undermining current systems - We acknowledge the risk that successful learning centers might begin attracting children away from the conventional government schools. We must have a strategy to avoid a "drain" from the schools with trained teachers.

Education for All vs. Best Practices - Zambia's education policy promotes the use of indigenous languages to teach basic literacy in Grade 1. Such a policy cannot be implemented in radio broadcasts because it would be too expensive to create and broadcast the same program in many different languages. This inability to completely adhere to official education policy must be acknowledged and, to the extent possible, addressed or compensated for in the way the interactive radio program is implemented.

Too Far, Too Fast - There is a danger that the enthusiasm for interactive radio learning centers will lead to such a rapid expansion in the number of centers throughout the country that mentors will not be sufficiently prepared and centers will not be sufficiently supported and monitored. This could lead to mediocre teaching that is detrimental to children.

Radio reception- Reaching all of the potential audience with broadcasts is not possible with the current radio broadcasting system.

- Without including the one-time expense of developing and producing the lessons, the cost of broadcasting lessons to large numbers of pupils is estimated to be about one dollar per child per grade being taught.
- Socialization- bringing children in the community together in one venue provides an opportunity for them to meet with their peers in a protected environment.
- The gathering of children in learning centers provides a "ready-made" audience for the radio broadcast of life skills and HIV/AIDS messages.
- The broadcast provides opportunities for others, such as adults in literacy groups and children in Community Schools who also use untrained teachers.
- As facilitators of the radio programs, mentors receive training and practice every day in good teaching techniques. This experience will make many of them ideal candidates for formal teacher training and certification in the future. This transition should be encouraged.

Lessons Learned

- The demand is there and will continue.
- Quality basic education can be delivered via Radio Active Learning, at least for the lower grades.

- Mission-wide approaches bring strength, synergy and creativity to education programs.
- Communities value education when it provides value.
- Strategic Planning is a key to consulting with and creating partners in the program and a context for its long-term sustainability.
- Performance Results becomes an important tool in convincing those who initially have doubts about the effectiveness of the program.
- Although much has been accomplished and lessons have been learned during the interactive radio learning center program, there is much more to be achieved and learned as the program matures and as programming for the upper grades are developed, tried out and implemented.

US Agency for International Development/GHANA

Highlights of EDDI Program

Ms. Avril Kudzi

EDDI Coordinator

Accra, Ghana

The Education for Development and Democracy Initiative (EDDI) is designed to improve the quality of and technology for African education to assist with Africa's integration into the world community of free-market democracies. The Intergovernmental initiative is a result of President William Clinton's March 1998 visit to Africa and reflects his commitment to strengthen educational systems and democratic principles in Africa.

USAID/Ghana's Strategic Objective #2 *Quality Improvements in the Primary Schools* is collaborating with Strategic Objective # 4 *Public Policy Decisions Better Reflect Civic Input* to implement activities, which will promote good governance by building capacity among teacher trainees in the area of technology.

EDDI activities in Ghana are targeted at the Electoral Commission (EC), the Parliament the Commission on Human Rights and Administrative Justice (CHRAJ), Teacher Training Colleges and Community Learning Centers amongst others.

Highlights of current program have included:

- Electoral Commission: installation of computers in all of the Electoral Commission's 10 regional offices and headquarters, connected via Wide Area Network. Establishment of a web site that includes election result information.
- Parliament: installation of computer system for Parliamentary Research Center as well as access points for MPs. A web site is under development that will feature access to legislative documents, budget information, and Parliamentary calendar information.
- Continued support and expansion of existing Community Learning Centers, and launching of new centers.
- Computer and Internet connectivity to other key governance entities and institutions. Implementation is currently in the early stages for: the Commission on Human Rights and Administrative Justice, National Media Commission, and the Legal Aid Board.
- Computer equipment and Internet connectivity to NGOs and CSOs: Current and planned recipients include a legal aid clinic, an environmental advocacy NGO, educational projects in various public schools.

- Support to the Global Learning and Observations to Benefit the Environment (GLOBE) project. This program unites students, educators, and scientists from around the world in making important environmental measurements and studying the global environment by the use of Information Technology as the tool to achieve this.
- Computer equipment, computer training, and Internet connectivity (where feasible) to Teacher Training Colleges.

Overview of EDDI Information Technology Activities in Madagascar

Mr. Roland Ramamonjisoa
EDDI Coordinator
Antananarivo, Madagascar

Ladies and gentlemen,

First of all, I would like to start my presentation by explaining why we selected the Information Technology component of EDDI in Madagascar to improve Higher Education. Then, I will continue by providing a brief summary of the activities that are currently going on. The last part of the presentation is to talk about other activities we conducted and which have been completed because of the support and resources provided by EDDI.

Unlike other African countries, we do not have pure Education programs in Madagascar, but we all know the importance of improving Education. Thanks to EDDI, we were able to provide our contributions in further improving education in Madagascar.

The Ministry of Higher Education assured of their full support when we presented EDDI in March 2000. They, in turn, presented us a Government Plan for the coming few years, which would further improve higher education and in which the use of Information Technology takes a big role. The goal is to first increase local partnerships between the six existing state universities, be open to cooperation, joint activities and partnerships with other universities and research centers abroad. We buy-in into this plan by offering to provide support and Internet connectivity to universities, this is depending on the resources currently available.

Through resources allocated by EDDI, we hired an Information Technology Specialist from the University of New York to do a feasibility study at four of the six universities, and the Polytechnic School. The study was completed in April 2000.

I would like to mention that the technical committee of the Ministry of Higher Education in charge of the development of the university network used the results of the feasibility study to further improve the Government Plan, especially in the elaboration of the network diagram.

These are the steps we completed to start EDDI in Madagascar and the reasons why the Information Technology component of EDDI was selected to be undertaken.

I would like now to continue my presentation by explaining briefly the role, which could be played by information technology to develop the education sector.

We all agree that this conference/workshop is very important to us because of a face-to-face contact which allows all of us to share experiences, learn and network to improve the way we conduct our programs. The same results would be obtained by using Information Technology to create a virtual face-to-face contact. EDDI can contribute to making this happen by establishing a campus network for universities, which will facilitate contact with universities.

I would like now to continue my presentation by providing a brief summary of the implementation of EDDI. The University of Fianarantsoa was selected as the beneficiary of EDDI support because the Fianarantsoa region is one of the high potential zones where the US government is having a lot of development programs going on.

We started first by establishing a high speed Internet gateway for the region in collaboration with the National Telecommunication Corporation. Private Internet Service Providers will be able to get their connection from this gateway, which in turn will provide public access to Internet services. The University of Fianarantsoa, through EDDI resources, will get two new cyber-cafes with about 10 to 20 computers each. One for the students, and another one for the professors and staffs. The Computer School also will get additional equipment as well as the Department of Science. All the equipment will be delivered by mid July 2001.

Now, I would like to mention a few words about sustainability. Even though the University of Fianarantsoa is a State University, they manage their budget autonomously. They also were committed to reserve the necessary needed resources in their budget for any necessary future upgrade, equipment renewal, and to cover the connection fees starting from the second year, and for at least one year. The first year will be covered by EDDI. The Computer School also has students to prepare for graduation in computer maintenance and network administration. They wanted and would be able to take care of the maintenance of equipment themselves. All of these agreements are stated in a Memorandum of Understanding between the US Government and the Government of Madagascar.

Now, let's talk about partnerships.

During the presentation of EDDI at the Ministry of Higher Education, The Secretary General and his staff mentioned that some researchers and professors at some universities are partnering with universities in the States. They wanted these partnerships to be conducted at the university level rather than at an individual level to be more efficient. The Secretary General was recently nominated Secretary General of the Association of African Universities based in Ghana, and he would be a valuable resource for facilitating and establishing more partnerships with African universities. We also wanted to expand their horizons by exploring further partnerships with universities in the US.

The last part of the presentation is to talk briefly about demands from civil society organizations to establish a democracy network. EDDI also will provide support to two civil society organizations which are very active in this domain: CEDII (Centre d'Etudes et de Documentation Inter-Institutionnels) and COMODE (Conseil Malgache des ONG pour le Developpement et l'Environnement). The activities will be conducted similarly and in parallel as the work for the University of Fianarantsoa.

I do not want to forget to mention that, as member of the ADEA steering committee, EDDI provided five sets of computer equipment, dial-up Internet connectivity for each of them, end-user training to twelve persons, one year connection fees and on-going support to the Ministry of Vocational and Technical Education. Dr. Moten attended the Inauguration ceremony of the Internet connectivity.

EDDI provided five internal CD-ROM readers for installation on existing computers at the School of Magistrates, in order that they may search multiple law CDs already in their possession.

EDDI provided five sets of computer equipment, dial-up Internet connectivity for each of them, end-user training to twelve persons, one year Internet connection fees and on-going support to the Ministry of Health to incite them to integrate the Commonwealth Regional Health Community Secretariat for Eastern, Central, and Southern Africa (CRHCS-ECSA).

To close my presentation, I would like to thank the EDDI team in Washington, D.C. and the EDDI Coordinator in Washington, D.C. for the very valuable support they provided to Madagascar to further enhance education and strengthen democracy in Madagascar which would be otherwise very difficult to achieve.

Thank you,

EDDI FUNDED ACTIVITIES IN UGANDA

Ms. Sarah Mayanja
Education Specialist, USAID
Kampala, Uganda

USAID/Uganda has established a very aggressive and very active series of programs with Education for Development and Democracy Initiative (EDDI) funding. In this regard, USAID/Uganda is managing five EDDI-funded activities, namely:

1. Kisowera Primary School Internet Connectivity
2. Wireless backbone network for Makerere University
3. Connectivity for Education Development
4. Connectivity for Ministry of Education and Sports
5. Ambassador's Girls' Scholarships and Mentoring program.

The overall goal of EDDI is to supplement GOU's efforts in making Universities more relevant, primary systems more efficient and equitable and skills training more available to Ugandans.

1. KISOWERA PRIMARY SCHOOL

This is President Bill Clinton's partnership school that is linked to Pine Crest Elementary School in Silver Spring, Maryland. Kisowera Primary School was provided with a fully refurbished computer room, and provided with 2 PCs and 1 laptop to train the school community in the use of computers, and to facilitate Internet access. In order to sustain the program, the school has opened up its center to the public who use the facilities for a fee.

2. WIRELESS BACKBONE NETWORK FOR MAKERERE UNIVERSITY

Objectives:

- Provide a backbone network infrastructure capable of connecting the numerous departments that make up Makerere University in Kampala, Uganda. This would greatly increase the speed at which information could be transferred between departments and assist in the effective administration of the University. The backbone network was designed using mainly wireless technology to interconnect the University buildings both on and off campus.
- Provide Internet services (such as e-mail and Internet access) throughout the University. The aim of the activity is for the University to have a Wider Area Network (WAN) connecting several campus buildings as well as become an Internet Services Provider - limited to students, academic and administrative staff of the University.

In April 2001, the project was officially launched by Her Excellency, the U.S. Ambassador to Uganda.

3. CONNECT-ED

At the inception of USAID/Uganda's Support to Primary Education Program (SUPER) in 1992, lack of qualified teachers was identified as one of the major problems affecting the quality of education. USAID initiated the Teacher Development and Management System with one of its objectives being to improve the quality of instruction through in-service teacher training and re-training. However, despite USAID/Uganda's commendable efforts to train the teachers, lack of instructional materials has proved to be a great hindrance to fully achieving the objective.

Hence with the EDDI funds, the Mission decided to pilot the Connectivity for Education Development (Connect-ED) for a period of two years, initially in four selected Primary Teacher Training Colleges (PTCs) throughout the country. Recently, the proposal was revised to include four more colleges. (Refer to Map I). These were selected based on the criteria developed by the EDDI implementing team.

Objectives

The objectives of Connect-ED include to:

- raise the quality of teaching, especially in rural Uganda and thus improve the educational opportunities of their students.
- make the teaching curriculum more accessible to teachers through the use of computer technology that can be integrated into the teaching methods in the primary schools. This transfer of computer skills could help to spur the next generation of Ugandans into the global electronic economy.
- determine if delivery of teacher training in rural areas can be made more cost-effective, and if the quantity and quality of instruction at the PTCs can be improved by such access. Basic computer literacy courses, interactive instruction, digital library resources are to be piloted in eight PTCs.

The program is:

- 1) working with the Institute of Teacher Education Kyambogo (ITEK) to develop computer-assisted teacher training resources for distribution to selected pilot Primary Teacher Colleges (PTCs);
- 2) establishing computer-assisted teacher training laboratories and Internet connectivity in eight pilot PTCs, (seven rural and two PTCs in Kampala) to introduce the integration of computers into the teaching methods employed in the primary schools, and capacity building to PTC administrators, tutors, pre-service and in-service teachers and application schools; and

- 3) establishing Internet connectivity in seven rural secondary cities/towns in Uganda in conjunction with Ugandan Internet Service Providers (ISPs) to serve the Primary Teacher's Colleges (PTC) and the broader community.

So far, labs in four PTCs have been refurbished and computers have been purchased, and are ready to be installed in the colleges. Basic computer training has been carried out for several members of staff of the four PTCs.

At the ITEK, progress has been made to computerize the existing curriculum for mathematics, science, and social studies. Due to the Institute's enthusiasm for the activity, it constructed and furnished a new computer user center, all at its own cost. Recently, the EDDI team installed twenty computers, color printers, and scanners in the center. The team has also finished working in the Curriculum Development lab; it has also been refurbished, with a soundproof recording room, computers, scanners and other multi-media equipment that will be used to for curriculum development.

With this program fully operational, it is anticipated that the student teachers and qualified teachers who will be returning to the colleges for refresher courses will have access to up-to-date information on subjects of relevancy to them, and they will use the information to improve upon their performance in the classroom.

In order to sustain the program, these computer labs will be opened up to the public for use at a fee.

4. CONNECTIVITY FOR MINISTRY OF EDUCATION AND SPORTS

Through the Association for the Development of Education in Africa (ADEA), EDDI provided computer equipment and Internet connectivity for five top officers in the Ministry of Education and Sports. This will enable them to link up with their colleagues in several African countries and to share experiences on issues of interest, such as primary education reform.

5. AMBASSADOR'S GIRL'S SCHOLARSHIPS AND MENTORING PROGRAM

In 2000, Uganda received a grant for US \$ 380,000 from the EDDI Ambassador's Girls' Scholarship and Mentoring program. The goal of this program is to promote equity in education while the objectives are:

- To provide rural needy girls with an opportunity for quality secondary education.
- To keep needy but bright girls in secondary school.
- To enable needy girls access to tertiary education in key areas relevant to the development of Uganda.
- To mentor girls into good careers and meaningful lives.

The Forum for African Women Educationalists Uganda (FAWEU), was selected to manage the scholarships, while the girls are mentored by a consortium of Uganda Women Professional Associations that include: (i) Association of Ugandan Women Professionals in Agriculture and Environment (AUWPAE), (ii) Ugandan Women Engineers and Scientists Association, (iii) Association of Ugandan Female Doctors, and (iv) Female Mathematicians and Scientist Association (FEMSA).

Since May 2000, the grant has enabled 180 bright but needy girls to attain secondary education in 17 of the best girls' secondary schools throughout the country. Most of the beneficiaries have so far exhibited excellent performance.

A component of the program is devoted to supervision, mentoring, and career guidance for the girls through emulation of recognized Ugandan women achievers. These women who are landmarks in education and have the potential of influencing the education of the girls have encouraged the girls to aspire to higher academic levels. In addition to this, the life skills program is already in place and is currently focused in six districts.

Besides scholarships and mentoring, the program has also helped build capacity in some schools through the provision of textbooks.

In December 2000, FAWE held a Girls' Week, where by all the scholarships beneficiaries came together for inspiration, encouragement, and also learned how to handle problems using Life Skills. A peer counselor from the University gave a talk on "Development, Reproductive Health and Challenges to Growing Up." This generated a lot of discussion and the older girls gave advice to the younger ones, and also made suggestions on how they could overcome challenges they met at school.

During that week too, the first "Sarah Ntiro Public Lecture and Award" ceremony was held. This was to give special recognition to and appreciation to Sarah Ntiro, the first woman graduate in East and Central Africa, and she is an inspiration for many girls and women. This makes it a powerful incentive for girls and women to aspire to excellence. Several other women torch-bearers in various disciplines were also honored.

Finally, a tour was arranged to Makerere University, the oldest university in East, Central, and Southern Africa to expose those girls coming from up-country to those facilities that are not available in the rural areas, especially in science and technology. It was also aimed at motivating and encouraging the girls to aspire to join the university.

Despite the tremendous work done by FAWE to reach as many girls as possible, throughout the country, there is still a high demand for the scholarships. There are many more Uganda children who have been rendered orphans and/or destitute because

of the problems of HIV/AIDS, war/ conflicts and other causes. In some cases the extended families have taken over care for the orphans, but they cannot afford school fees – especially beyond primary.

While GOU has introduced Universal Primary Education (UPE), secondary education is not free, hence putting a huge burden on parents and guardians. With regards to university education, GOU provides free education for about 3,000 in the two government universities and a number of tertiary colleges. Majority of these places are taken up by students from good secondary schools affordable by the well-to-do while the less disadvantaged students especially girls are left to meet their own higher education costs.

Studies in Uganda have indicated that girls who have gone through secondary education have improved health-seeking behavior. This is especially reflected by the fact that they seek specialized anti-natal care from doctors or trained midwives, as compared to primary educated girls who may not seek any services or who may at the most be attended to by Traditional Birth Attendants. The secondary educated girls have higher chances of practicing safe motherhood, including child spacing, immunization of children, and nutrition for them selves and their families, as compared to their counterparts who stopped in primary.

With secondary education, girls have more chances of proceeding to higher education or joining the work force for better employment. They are in a better position to make better life choices.

In conclusion, the benefit of girls' education to Uganda is invaluable. It is the foundation to economic and social development of the nation. Hence all efforts should be made to support girls to further their education.

However, given the growing needs of the country, there are limited resources to support the scheme. The funding gap in education cannot be satisfied by the available local resources both from government and the local donor community, thus the justification for seeking more funding from EDDI. A budget of \$445,400 has been proposed for year 2001 to provide scholarships and mentoring to 200 secondary school girls and 40 girls in tertiary institutions over the next four years.

Economic Development and the Feminization of Wealth

Ms. Lynn A. Keeyes
Program Officer, USAID
Cotonou, Benin

Women and Poverty. These two words almost seem synonymous in Africa. Or should they be? I think there is an important relationship here that is worth noting and exploring.

The fact is that the majority of the world's poor are women (and children by relationship,) and the numbers of women among the poor have increased significantly during the last decades. After three decades of macro-economic lending and development assistance, economies in Africa are hardly prospering and, well, the quality of life for people, and specifically women, is declining.

Could there be a relationship between economic decline and the feminization of poverty? Is the opposite of this true as well—is it that as women prosper, economies can prosper and thus the quality of life for all improves?

I think that without providing you with all sorts of hard statistics one can make the logical argument that women can and must play key and determining roles in economic development. Half of the workforce in Africa are women, and one might imagine that with the terrible devastation of HIV/AIDS, women may indeed comprise the majority of the productive workforce in certain countries. This important segment of the population has been grossly underutilized and undervalued.

So, how do we end this terrible trend of increasing poverty among women in Africa? I would like to provide you with some ideas for consideration during your discussion at this important conference and for exploration as you consider your proposals for funding under the Education for Development and Democracy Initiative.

First, as women comprise at least 50 percent of the workforce, we must ensure that women participate as contributors to economic growth. It is no longer sufficient to wait for economic growth to happen and then to depend on the redistribution of growth revenues through increased spending in the social sectors to decrease poverty among women. I am not saying that increased social spending, for example in health and education, is not important. Indeed it is very important and necessary.

However, women must be part of the front end of the deal. That is to say, as governments prepare their economic growth and poverty reduction strategies, they must ensure that these strategies are directed at valuing the production of women and

the needs of women to contribute to economic growth and their own poverty reduction. What are some suggestions for doing this?

First, access to credit and technology are necessary, as well as clear ownership of land. In general, women make up the majority of agricultural producers of food crops and are becoming increasingly involved in cash crop production. Often then not, they form or can form the backbone of the agricultural sector. Similarly, women conduct a significant amount of the petty commerce, largely in the informal sector.

However, few linkages exist between these women producers, traders, and the formal markets. Few linkages exist between these women producers and the businesses that form the upscale and downscale linkages in the market. For example, in Benin, few primary goods produced in Benin are actually used by the manufacturing or food processing sector in their production of goods. They import their inputs from other countries. If these linkages existed between women producers and these manufacturing firms, especially in the areas of agricultural transformation, that would greatly increase women's incomes, allow for the growth and maturation of women-owned businesses, especially small and medium-sized enterprises, and create employment.

Governments can ensure that their economic growth strategies include this type of investment orientation to guaranty that women's production is valued and that women benefit up front from economic growth activities.

An example of how USAID/Benin is helping to value women's productive capacity and reduce poverty is through our micro-enterprise program and technology transfer program. Women are 90% of the beneficiaries and are contributing to the revitalization of the palm oil sector. We are trying to give them greater access to markets.

Second, women must transform their resource-based micro-economies into knowledge-based economies. What do I mean by this? Natural resources are by their very nature limited. However, by linking women to sources of information on how to best manage their environments to meet their needs and to cultivate, grow, and at the same time conserve their resource base, women will be enabled to invest profitably in the communities where they live. Such approaches could be making agricultural information available on the Internet so that women farmers know the market demand for their crops. The Songhai Centre, based in Porto Novo, with centers in various parts of the country, are employing this very knowledge-based approach.

Third, one cannot possibly complete the discussion of women's economic development and poverty reduction unless the issue of illiteracy and lack of adequate education is tackled and resolved. Yet, we have a paradox. It is this very access to education, especially for girls, that depends on the family's (especially, the mother's) ability to increase the household income and acquire labor saving devises that free up girls for schools.

The situation with access to health care is quite similar. Therefore, it is very important to link economic development opportunities with access to education and health care. An example of this is micro-credit programs that link micro-enterprise activities with the promotion of girls' education.

However, increasing access to education for women and girls also includes ensuring adequate education that includes financial and economic education. Women need to understand how the economy works and to make economic decisions in their favor. Without education, women's economic productivity will be limited and thus their possibilities for poverty reduction will be bleak.

Finally, I would like to speak briefly about the new Poverty Reduction Strategic Plans that many of you may have heard about in your own countries. The Poverty Reduction Strategic Plan is now a requirement of the World Bank and International Monetary Fund (IMF) for countries to receive poverty reduction and economic growth credits from the IMF and concessionaire loans from the International Development Association of the World Bank. These plans are also key documents for the receipt of debt relief under the Enhanced Highly Indebted Poor Countries Initiative. The debt relief, which these countries receive, is to be dedicated primarily to increased social spending and programs to reduce poverty.

Countries currently approved for debt relief in Africa are Benin, Burkina Faso, Cameroon, the Gambia, Guinea, Guinea Bissau, Malawi, Mali, Mozambique, Niger, Rwanda, Sao Tome & Principe, Senegal, Tanzania and Zambia.

Why are these Poverty Reduction Plans important? These plans will be the principal development roadmaps for governments for the next 15 to 20 years. The plans are to be developed with the broad participation of civil society and are to address the countries' concerns for economic growth and reduction of poverty and improved quality of life. Civil society along with government will have to identify and agree on development priorities.

In order to ensure that women's needs are met, they will have to have a strong and articulate voice to identify concerns. Women will need to ensure that their governments develop strategies and programs that bring investment resources and services to them so that women can be productive contributors to growth and enjoy the benefits of this growth in the near term.

As EDDI coordinators, you can assist this process by closely monitoring the development of these strategies in your countries and working with women's groups to have their views heard and to develop programs that prepare women to take active roles.

As EDDI coordinators, you have enviable jobs of working with women to reverse the trend of feminization of poverty and economic decline and to create a new correlation trend of this millennium. That is the feminization of wealth and prosperity in Africa. Thank you.

With us today we have a number of resource people from USAID/Benin who will be very glad to answer your specific questions on any of the programs.

The Ronald H. Brown Institute for Sub-Saharan Africa

Ms. Grace Masuku
Internship Coordinator, RBI
Pretoria, South Africa

1. BACKGROUND Sub-Saharan Africa

Positive Factors

Vast continent with untapped human and natural resources
Vast economic development potential
Important trade partner for the US and France
Storehouse of untapped human and natural resources

Negative Factors

HIV/AIDS pandemic
High rates of unemployment amongst university graduates
Retrenchments
Escalating levels of poverty
Low education levels
High population growth rates – around 2.8 percent
Low ranking in most critical indicators of social progress
Declining share of world trade

How will the region reverse these trends?

- Find solutions outside of government that will be private sector driven
- Need sound economic policies that will achieve sustainable economic growth rates
- Stable and accountable governments, that will be conducive to healthy political environments
- Must ensure that the region becomes integrated into the global economy
- Create employment opportunities that will make a difference in the lives of our people so that there is hope in the future.

1. PROJECT DESCRIPTION

PROJECT GOAL IS "TO CREATE THE RONALD H. BROWN INSTITUTE OF SUB-SAHARAN AFRICA THAT WILL CONTRIBUTE TO PRIVATE SECTOR DRIVEN ECONOMIC GROWTH THROUGH HUMAN CAPITAL DEVELOPMENT, BUSINESS CREATION, PROMOTION AND EXPANSION."

How will this be achieved? By developing entrepreneurial skills for potential and existing entrepreneurs from a wide target pool using a multiple entry point recruitment strategy in the following areas:

PHASE 1

A. HUMAN RESOURCES DEVELOPMENT

- Ronald H. Brown Innovation Awards
- Internship Program
- Women's Mentorship Program
- Ronald H. Brown Fellows Program

B. BUSINESS PROMOTION WORKSHOPS/SEMINARS

Ten workshops/seminars will be conducted in the following areas:

- International Business Academy
- Policy Environment and Private Sector Development
- Business Promotion
- Internet and Information Technology
- Agribusiness and Rural Development

C. BUSINESS CREATION

RBI Business Development Centre

- Business to Business Promotion
- Short, Single Issue Workshops
- Technical Assistance
- Business Incubation

PHASE 2 Endowment/Sustainability

- Of the 5 million, 2 million will be set aside towards an endowment fund to ensure sustainability beyond RBI in 2004

- The plan is to raise more funding through the GSU Foundation Endowment Campaign Committee that will lead a campaign to raise the \$6,000,0

D. SECTORAL FOCUS

- Agribusiness
- Information Technology
- Science and Technology
- Service Industry: Distribution, International Trade and Tourism
- Mining
- Finance

2. STRATEGIC PARTNERSHIPS

Note: The proposed structure as presented has not become yet fully operational.

4A. APPROACH

Review the three-tier diagram to explain the RBI approach

4B. ACTIVITIES TO DATE

Since the CA was signed, the following has been accomplished:

- ✓ Two key meetings between GSU and UP to discuss requirements to formalize the relationship, project activities, implementation time line were held in Pretoria and Atlanta
- ✓ Home Office Steering Committee has been meeting to review project progress and issues
- ✓ Home Office staff was hired
- ✓ Chief of Party arrived at post in mid-January
- ✓ Field Office activities started upon her arrival meeting with key partners, business associations, and potential partners relevant to RBI
- ✓ Essential procurements have been purchased
- ✓ RBI had a successful launch at the beginning of May
- ✓ Internship Placement Specialist came on board in mid-May

CONCLUSION

Revisit the recruiting strategy drawing largely from university students for South Africa
The internship cycle will vary from company to company and thus RBI has to be flexible

Networks for Regional Cooperation in Graduate Training and Research in African Higher Education

Mr. Yawo Assigbley
Head, Information & Communication Division, AAU
Accra, Ghana

1. INTRODUCTION

The problem of enhancing the quality of training and research in African universities has been of great concern to the Association of African Universities (AAU) and various bodies interested in higher education management in Africa. In fact, for about two decades now, the capacities of a large number of African universities to engage effectively in sustained quality graduate training and research have been declining, as a result of the economic downturn in many African countries. Funds for research and training infrastructure in the institutions have been continually diminishing, since most African universities depend largely on their countries for subventions. Consequently, the total contribution from the continent to the global research output, especially in the fields of science and technology, is uncomfortably small. Concerned about this scenario, the AAU approved the sub-theme "*Quality of Training and Research*" as a *sub-theme* of its *Core Programme* for the period 1997 - 2000 and 2001 - 2004 respectively at its 9th General Conference held in Lusaka, Zambia from January 13-17, 1997 at the University of Zambia and 10th General Conference held in Nairobi, Kenya, from February 5-9, 2001. The purpose was to address the problem of the loss, in recent years, of quality in graduate training and research in many African universities.

Based on previous studies commissioned by the AAU, the Association believes that a way of improving the quality of higher education on the continent will involve regional cooperation in graduate training and research, and is therefore implementing a project whose specific objective is the establishment of *regional networks* as concrete mechanisms for fostering and strengthening regional cooperation. The AAU's Programme on Regional Cooperation in Graduate Training and Research is currently coordinated by Prof. G.O.S. Ekahguere.

2. OBJECTIVES OF THE AAU PROGRAMME ON REGIONAL COOPERATION

The main objective of the Programme is to promote regional cooperation in graduate training and research through the formation and strengthening of graduate training and research networks in selected fields involving African universities.

The project is entitled "*Networks For Regional Cooperation in Graduate Training And Research.*" Research will be implemented through three phases involving the following:

- identifying, from time to time, good proposals for the establishing or strengthening of sustainable networks for graduate training and research among African universities in priority research areas, with emphasis on the networks' potential/capacity to pilot new networks;
- soliciting for funds from AAU donors/partners for the establishing or strengthening of networks for graduate training and research among African universities; and
- assisting in the monitoring and evaluation of the activities of the networks.

The specific objective of Phase 1 was to develop five (5) draft proposals for the establishment of regional graduate training and research networks involving some cooperating African universities; while in Phase 2, the objective was to present the Report of the Proposals Selection Panel at the Association on the Development of Education in Africa Working Group on Higher Education (ADEA/WGHE) Meeting held in Ouagadougou, Burkina Faso, from 3-5 November, 1998. The objective of Phase 3 is to implement the proposals for the establishment of regional graduate training and research networks in African Higher Education

3. RESULTS OBTAINED IN PHASES 1 & 2

The first two phases funded by the ADEA/WGHE began in April 1998.

The first Phase of the project started with an invitation to member-institutions to submit proposals for establishing and strengthening of networks for graduate training and research. Forty-one (41) proposals were received by the AAU. Phase I was completed in September 1998 with the selection, by a panel of four AAU consultants, of seven (7) proposals, from among the forty-one (41) received. The AAU Executive Board was involved in the process of evaluating the draft proposals and selecting the most viable ones among them. Highlights of the seven proposals are given in Annex 1.

The second Phase of the Project involved the presentation of each of the seven (7) network proposals at the ADEA/WGHE Meeting held in Ouagadougou, Burkina Faso from 3-5 November, 1998. The seven (7) selected proposals will lead to networking among some thirty-five (35) African universities.

In their reactions to the various presentations, participants at the WGHE Meeting expressed the view that regional cooperation through networking was an idea whose time had come. The WGHE Meeting unanimously endorsed the seven (7) selected network proposals. It also decided that the WGHE and the AAU should provide each leader of the proposed networks with a jointly signed letter of recommendation to assist the leaders in soliciting for funds from donor agencies toward the establishing and strengthening of the networks.

4. ACTIVITIES UNDERTAKEN IN PHASE 3

Under Phase III, the main preoccupation had been the search for funds to implement follow-up activities towards the possible implementation of the seven selected network proposals. In this regard, applications for support were submitted by the AAU to various donors since September 1999. Finally in December 2000, the AAU got a grant from the Education for Development and Democracy Initiative (EDDI), USA to support the implementation of the proposals. It was agreed that the grant would be sent to the AAU through the ADEA/WGHE.

Implementation of Phase 3 activities started in February 2001, with site visits to the lead institutions of the proposed networks to:

- check on their current state;
- validate the proposals;
- identify areas of the proposals, which require revision or refinement;
- get the proposed networks that are found to be viable and sustainable to produce refined versions of their proposals; and
- determine the grant to be allocated to each approved network for the implementation of its planned activities.

Before commencement of the site visits, it emerged that the leader of one of the seven proposed networks had retired from university service and that the proposal could no longer be considered for implementation. In consequence, one of the seven proposals submitted for funding under the Graduate Programme in Humanitarian & Refugee Studies (GPHRS) was then substituted for evaluation during the site visits. The GPHRS is an AAU Project, within the context of the AAU Programme on Regional Cooperation in Graduate Training & Research. The project is designed to produce a cadre of African graduates that are able to respond to social and humanitarian crises on the continent. The 9th General Conference of the AAU held in Lusaka, Zambia, in 1997, had as one of its sub-themes: *Responses of African Universities to Social Instability and Crises*. Participants observed that Africa had become a continent where sustained peace and social stability have been largely elusive, since the continent had, for many years, been in crisis on virtually all fronts: economic, social, environmental, political and religious, with war and conflict in almost every one of its sub-regions and leading to the situation where Africa alone accounted for six million of the world's 13 million refugees in 1996. The 9th General Conference held that establishing a culture of peace, as well as a capacity to prevent, resolve or manage conflict, had therefore become a priority for Africa. African universities were challenged to take on more social responsibility in the context of promoting social stability and preventing or managing crises, by providing study programmes and analytical policy studies in the fields of conflict prevention and management, humanitarian studies and gender education.

At the end of the site visits, six networks were found to be viable and sustainable. Following a consideration of the report written by the coordinator on his findings during the visits, the AAU decided to approve the implementation of the networks shown in the table below:

Approved networks for regional cooperation in graduate training & research

Lead Institution	Area of Specialization
University of Cape Town, Cape Town, South Africa	University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) Programme
University of Ibadan, Ibadan, Nigeria	Masters Degree in Humanitarian and Refugee Studies
Centre d'Etude Régional pour l'Amélioration de l'Adaptation à la Sécheresse (CERAAS), Thies, Senegal	Degree Training Programmes and Collaborative Research on Semi-Arid Agriculture
University of Pretoria, Pretoria, South Africa	Masters Degree Programme Focused on Human Rights Law in Africa
University of Ouagadougou, Ouagadougou, Burkina Faso	Graduate Programme in Micro-Biology Training and Research
University of South Africa, Pretoria, South Africa	Regional Network for Quality Assurance in the Field of Accountancy

CONCLUSION

The implementation of Global Training and Research Networks in African Higher Education is essential at this moment of globalization where African Universities and other Higher Education Institutions are facing many challengers. This has been further facilitated with the advent of the information and communication technologies (ICTs). Indeed, one of the key concepts that have emerged in the information age is that of networking. African Higher Education Institutions can benefit from ICTs to put together their resources and share experiences through regional cooperation to enhance the quality of training and research. The AAU will continue with its effort to promote cooperation and networking in graduate training and research in specific fields as well as to strengthen networks where they already exist.

The AAU is grateful to ADEA/WGHE and EDDI/USAID for their support for the implementation of the networks for regional cooperation. I also want to thank EDDI for giving me the opportunity to attend this Conference and present this paper. Finally, may thanks to my colleague Prof. G.O.S. Ekhaguere, Coordinator of the Programme whose reports allowed me to prepare this paper.

Thank you for your attention.

ANNEX I: Brief Summaries of the Seven *7) Selected Network Proposals

<p>University Science, Humanities and Engineering Partnerships in Africa (USHEPiA) Programme</p> <p>Leader: Professor M. Wes Deputy Vice-Chancellor University of Cape Town 7701 Rondebosch, SOUTH AFRICA Fax: 27 21 686 0475 Email: aesmew@bremner.uct.ac.za</p>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Enable talented 21 young academics in the fields of science, engineering and the humanities to bring their research into the global arena; • promote collaborative research projects and research interaction between the USHEPiA partner universities and extend this to other SADC universities; • increase publication of African research in international journals.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> • Peer-review of academic publications with joint authorship across the participating universities in the Network; • enhancement of inter-university research collaboration; • development of a culture of publication among young African academics; • stimulation of collaborative research projects on topics of regional and local priority resulting in joint international publications; • greater interaction between academics in the region; • increased international research profile of the Southern and Eastern African community of scholars leading to a growth in confidence in young African academics and with a consequent improvement in their teaching ability; • in the longer term, the increase in publications should increase the ability of African universities to attract research funds to the region; • the strengthening of the existing USHEPiA network audits enrichment by bringing in scholars from other southern and eastern African universities;
<p>Participating Institutions</p>	<p>Universities of Botswana, Cape Town, Dar es Salaam, Nairobi, Zambia and Zimbabwe; Jomo Kenyatta University of Agriculture and Technology; Makerere University.</p> <p><i>Coordinator:</i> University of Cape Town, South Africa</p>

Masters Degree Programme in Renewable Energy Systems

Leader: Prof. Fred Ohene Akuffo
Head, Department of Mechanical Engineering
University of Science and Technology, Kumasi, GHANA
Tel/Fax: 233 51 60232
Email: foakuffo@ust.gn.apc.org

Objectives	<ul style="list-style-type: none">• To establish a Masters degree programme for engineers with a specialization in renewable energy systems;
Expected Outcomes	<ul style="list-style-type: none">• After 3 years, 10 engineers should have graduated and returned to their country within the sub-region; 10 others will have completed their first year of studies.• 10 Masters of Science theses completed.• indirectly, the network is expected to stimulate energy systems development throughout the sub-region.
Participating Institutions	<p>University of Ibadan, Nigeria; Fourah Bay College, Sierra Leone; Cuttington University College, Liberia; Ecole nationale supérieure des ingénieurs, Yamousoukro, Côte d'Ivoire; Université du Bénin, Togo; Université Nationale du Bénin.</p> <p><i>Coordinator:</i> University of Science & Technology, Kumasi, Ghana</p>

Degree Training Programmes and Collaborative Research on Semi-Arid Agriculture

Leader: Dr. Harold Roy-Macauley
 Director of CERAAS
 BP 3320 Thiès Escale
 Thiès, SENEGAL
 Fax: 221 951 49 956
 E-Mail: ceraas@telecomplus.sn

<p><i>Objectives</i></p>	<ul style="list-style-type: none"> • Integrate high quality training and research into existing graduate and post-graduate university programs; • offer an alternative to African scientists who undergo graduate and post-graduate training in universities in the North, which experiences conditions that differ from the realities of the sub-region; • accelerate the transfer of modern concepts, techniques and methods from the North; • improve the mobility of African scientists; • exploit, in a more concerted and coordinated manner, the capacities of universities for agricultural research and development.
<p><i>Expected Outcomes</i></p>	<ul style="list-style-type: none"> • Training of 35 scientists in agro-ecophysiology research through short courses and collaborative applied research; • pilot collaboration between francophone and anglophone agricultural researchers with common interests; • strengthening of multidisciplinary research and training capacities capable of addressing the problems of semi-arid agriculture; • strengthening of national agricultural research programs; • joint publication of scientific and technical reports; • capacity for making better use of existing plant breeding programs aimed at improving agricultural production in the Sahel.
<p><i>Participating Institutions</i></p>	<p>Advanced National College of Agriculture (ENSA), Thiès, Sénégal; Université Cheikh Anta Diop (UCAD), Sénégal, Abia State University (ABSU) in Nigeria, Fourah Bay College, University of Sierra Leone (FBCUSL), Université de Cocody (UC), Côte d'Ivoire, Université de Ouagadougou (UO), Burkina Faso.</p> <p><i>Coordinator:</i> Centre d'Etude Régional pour l'Amélioration de l'Adaptation à la Sécheresse (CERAAS), Sénégal</p>

Masters Degree Programme and Collaborative Research on Distance Learning

Leader: Prof. Tony Dodds, Director
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<p>Objectives</p>	<ul style="list-style-type: none"> • Establish and run collaboratively a Masters level program of study in distance and open learning to be taught/studied at a distance; • plan and prepare for a supervision and support network to enable Ph.D. studies in distance and open education to be undertaken within the sub-regions; • encourage, stimulate, support and enable professional research studies to be initiated and carried out, whenever possible, on a comprehensive cross-border basis; • develop quality and capacity in the profession of distance and open learning in the sub-regions through postgraduate training and research and to extend the boundaries of knowledge about its practice.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> • At least 10 qualified distance educators at M.A. level in the three partner countries, with 15-20 more in the pipeline; • at least 3 completed action research projects on issues of relevance to the development of quality open learning in the sub-regions, with at least 5 more such research projects in process; • a fully established self-sustaining sub-regional network of postgraduate training and research in open learning for central and southern Africa; • significantly increased knowledge and understanding of the process, problems and potential effectiveness of distance education and open learning with specific relevance to Southern Africa.
<p>Participating Institutions</p>	<p>University of Botswana, Distance Education Unit; University of Zambia, Distance Education Center.</p> <p><i>Coordinator:</i> University of Namibia, Center for External Studies.</p>

Masters Degree Programme Focused on Human Rights Law in Africa

Leader: Prof. Christof Heyns
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Objectives	<ul style="list-style-type: none">• Re-structure the existing Masters degree programme to make it the best course on human rights law the continent;• carry out legal research on human rights in Africa;• infuse this course with a distinct African focus.
Expected Outcomes	<ul style="list-style-type: none">• 90 LLM graduates with a specialization in human rights law;• 90 Masters theses on human rights topics in the region;• national capacity building through human rights law internships.• increased networking among human rights lawyers in Africa;• 3 annual All African Human Rights Moot Court competitions;• a regional center of excellence on human rights law.
Participating Institutions	Universities of Namibia, Botswana, Zimbabwe, Zambia, Tanzania. and Mauritius. <i>Coordinator:</i> Center for Human Rights, University of Pretoria, South Africa.

Graduate Programme in Micro-Biology Training and Research

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Objectives	<ul style="list-style-type: none">• Develop, in the field of bio-technology, a regional center of specialization in applied environmental research;• provide high quality doctoral training through research and teaching;• foster applied research on micro-biology and the environment.
Expected Outcomes	<ul style="list-style-type: none">• Establish a doctoral program (3^{ème} cycle) in bio-technology;• develop affordable and simple micro-biological processes for treatment of polluting agro-industrial wastes;• enhance the value of agro-industrial products through biological means;• create a collection of bacteria colonies as a regional resource for environmental bio-protection and potential industrial applications;• become a regional center of specialization in biotechnology and applied micro-biology.
Participating Institutions	<p>Université nationale du Bénin (Cotonou); Université du Bénin (Togo); Université de Cocody (Côte d'Ivoire); Université de Conakry (Guinée); Université du Mali; Université de Niamey (Niger).</p> <p><i>Coordinator:</i> Centre de recherche en sciences biologiques, alimentaires et nutritionnelles (CRSBAN), l'Université de Ouagadougou.</p>

Regional Network for Quality Assurance in the Field of Accountancy

Leader: Prof. Hein F. Redelinghuys
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Objectives	<ul style="list-style-type: none">• Bring existing Accountancy programmes in line with International Standards for the profession; award internationally recognized degrees;• address the shortage of accountancy expertise among teaching staff in the sub-region;• keep the profession up to date regarding global developments in the profession;• reduce the costs of Accountancy training by maximizing economies of scale offered by distance education.
Expected Outcomes	<ul style="list-style-type: none">• Higher proportion of students qualifying as chartered accountants• increased use of external examiners among programmes;• stronger national professional associations in accounting• 2-year diploma in Applied Accountancy offered via distance education;• refresher courses in Accountancy good practice.
Participating Institutions	<p>Universities of Zimbabwe, Namibia, Botswana, Lesotho, Malawi, and Swaziland.</p> <p><i>Coordinator:</i> University of South Africa, Dept. of Applied Accountancy.</p>

The Great Challenge: HIV/AIDS and Development in Africa

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HIV/AIDS continues to pose a major threat to Africa. During the year 2000, an estimated 2.2 million Africans died of HIV-related illnesses, while a further 3.8 million adults and children became infected with HIV. About 80 percent of the global total of AIDS deaths during 2000 occurred in Africa and almost 72 percent of the new HIV infections.

However, we should not make the mistake of thinking that HIV/AIDS is an African disease or a disease of poor countries. It is true that currently the disease is heavily concentrated in Africa and in the SADC countries, but ominous signs of rapid growth in other parts of the world may result in the situation becoming worse there than it is in Africa. For instance, in the year 2000, growth in the Russian Federation was so rapid that more new HIV infections were recorded there than in all previous years of the epidemic combined (UNAIDS, 2000b), while in India the number of adults infected is believed to be doubling every 18 months or so. In fact, the World Bank has warned that unless aggressive measures are taken, 35 million residents in India may have HIV by 2005 (*Washington Post*, 4th January, 2001). In other words, in a few years' time there could possibly be many more HIV infected persons in India alone than there are at present in the whole of Africa, and indeed in the whole world outside of India.

As for being a disease of poor countries, let us not forget that the United States has some 900,000 infected persons. This is more than there are in Zambia, or in Botswana, Lesotho, Namibia and Swaziland combined. Moreover, within Africa HIV prevalence tends to be highest in countries like Botswana, Namibia and South Africa, which are also the countries with the highest per capita income.

Let us look briefly at the scale of this horrendous pandemic in two blocks of countries—the ECOWAS states and the countries of Southern Africa.¹ This will help us to appreciate the challenge HIV/AIDS poses to development and human welfare. Currently Sub-Saharan Africa is the most severely affected region in the world. The very heart of the disease lies right in Southern Africa, but West Africa is also severely affected. At the end of 1999, the infection rate for adults in their productive years, those aged between 15 and 49, was 19.1 percent for the countries of Southern Africa, 4.7 percent

¹ For the purposes of this paper, Southern Africa is taken as comprising nine countries: Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe

for the ECOWAS countries, 8.6 percent for Sub-Saharan Africa (SSA) as a whole, and 0.34 percent for the rest of the world (outside of Sub-Saharan Africa) (Table 1). Although they account for only slightly more than five percent of the world's total population, the ECOWAS countries and those of Southern Africa together carry the burden of about half all female HIV infection in the world, and more than 40 percent of adult and child infections. They experienced twice as many AIDS deaths in 1999 as all of the rest of the world outside Sub-Saharan Africa, and cumulatively have more than five times as many orphans as the entire non-SSA world.

Table 1: HIV/AIDS Estimates for Sub-Saharan Africa, ECOWAS Countries, Southern Africa, and the Rest of the World

	All Countries of Sub-Saharan Africa	ECOWAS Countries	Countries of Southern Africa	World, excluding Sub-Saharan Africa
Adult Population	273,488,000	98,136,000	46,921,000	2,809,777,000
Adults Infected	23,400,000	4,729,000	8,980,000	9,600,000
Adult Infection Rate	8.56%	4.68	19.14%	0.34%
AIDS Deaths (1999)	2,200,000	457,200	742,100	600,000
AIDS Orphans	12,100,000	2,668,100	2,850,000	1,100,000
Proportion of Total World Population	10%	3.6%	1.6%	90%
Proportion of Adult Infections	71%	14%	27%	29%
Proportion of Child Infections	77%	19%	24%	23%
Proportion of Female Infections	82%	16%	32%	18%
Proportion of AIDS Deaths	79%	16.3%	26.5%	21%
Proportion of AIDS Orphans	92%	20%	22%	8%

Source: derived from UNAIDS, 2000

Harrowing and disheartening as these figures are, they do not portray the whole story. New estimates show that the situation may be getting worse, not better. There is evidence of a renewed increase of infections in young pregnant women in South Africa, Botswana and Swaziland. Preliminary data from Zimbabwe and Namibia suggest that something similar is occurring there. Data from the HIV survey released in South Africa

25th March 2001 show that nationally 24.5 percent of the women who presented themselves at public health facilities during 2000 were HIV-positive, compared with 22.4 percent in 1999. In Botswana the infection rate rose from 36 percent in 1999 to 38.5 percent in 2000, and in Swaziland the increase was from 31.6 percent to 34.2 percent.

In 1999, Sub-Saharan Africa experienced over two million AIDS-related deaths. As a result of these deaths, the continent confronts the demanding challenge of responding to the needs of a burgeoning number of orphans. In each of four countries — Ethiopia, Uganda, Tanzania and Nigeria — the number of AIDS orphans exceeds one million, while in each of four others — Zimbabwe, Kenya, Zambia and the Democratic Republic of Congo — it exceeds half a million. The social and economic implications of deaths on this scale from just one disease, the prolonged periods of extensive illness that precede them, the intractable challenge posed by the huge number of orphans, and the disruptions that the disease and its consequences are bringing to household, employment, health, education and other systems, are of the utmost gravity.

The Impact on Development

It has almost become a truism that HIV/AIDS is unraveling hard-won development gains and has a crippling effect on future prospects. The repercussions of the epidemic are such that the worst affected countries are already experiencing major development reversals. If the epidemic goes into a more rapid expansion phase in less severely affected countries, the trend will be the same. The areas of greatest concern are the way the disease impacts on households, on the demographic structure of society, on various sectors that are crucial for human well-being, and on the economy in general.

Household Impacts and Orphans

The most immediate effects of HIV/AIDS are experienced at the individual and household levels. The effects have many facets: illness, physical and psychological pain and suffering, health care and costs, income loss, reduced household productivity, death, funeral costs, mourning and grief, increased poverty, increased vulnerability of women, growth in the number of orphans, the social dislocation of those who survive, and the ultimate disappearance of households. Thus,

- Following an AIDS death, average household consumption in Côte d'Ivoire falls 44 percent on the previous year and households with an AIDS patient spend twice as much on medical expenses as those without such a patient (Béchu, 1998).
- In Ethiopia, AIDS-affected households were found to spend between 11.6 and 16.4 hours per week in agriculture, compared with a mean of 33.6 hours for non-AIDS-affected households (UNAIDS-UNECA, 2000).

- In Tanzania, a case study survey found that in households where one person was sick because of AIDS, 29 percent of labour was spent on AIDS-related matters, and the average household loss from agricultural activities was 43 percent if two household members were devoted to nursing duties (UNAIDS-UNECA, 2000).
- In Zimbabwe, a bedridden AIDS patient was estimated to cost the affected household an additional US \$23–34 per month. In a survey, carried out in 2000 to assess the impact of adult female mortality in two districts, it was found that 65 percent of the households where the deceased female had lived were no longer in existence (UNAIDS-UNECA, 2000).

The reduction in household income, the increase in privately-borne medical expenditures, and the reduction in time devoted to agricultural activities signals a deepening of poverty for affected households. Indeed, the poverty-related dimensions of HIV/AIDS, at both individual and national levels, can very profitably be analysed in terms of these three dimensions:

1. Reduction in income
2. Increase in costs
3. Diversion of resources.

This very week, the FAO is considering the impact of HIV/AIDS on food security. Its report graphically outlines the negative impacts of HIV/AIDS on households:

Classically, a downward spiral of the family/household's welfare begins when the first adult in a household falls ill. There is increased spending for health care, decreased productivity and higher demands for care. Food production and income drop dramatically as more adults are affected. Once savings are gone, the family seeks support from relatives, borrows money or sells its productive assets. In the next stage, the partner becomes sick and the downward spiral accelerates. The household is eventually reduced to impoverished elderly people and children. These individuals may have limited decision-making power and access to resources, as well as less knowledge, experience and physical strength which are required to maintain a household
(FAO, 2001, Para. 6, 7).

As the downward spiral continues, the situation of women and girls becomes worse, nutritional status deteriorates, traditional structures and institutions collapse, and the traditional safety mechanisms to care for orphans, the elderly, the infirm and the destitute become overwhelmed.

Table 1 has already indicated the scale of the orphans' problem. The challenge posed by the increase in orphans is already being encountered on a massive scale across the continent. Equally, the problem seems set to expand almost without limit, with no end in sight. As with AIDS itself, nothing of such all-encompassing magnitude has ever before been experienced by humanity. There are no well-elaborated paradigms for coping with it. There is no real understanding how best to support children who have no caregivers in their households or how to enable extended families and communities

to respond to the care, nutrition, health, education and other needs of children who have lost one or both parents to AIDS. USAID, UNICEF, Save the Children, and other agencies are dedicating their best resources to trying to come up with constructive responses to the orphans challenge, but although many ideas have been brought forward, nobody would be rash enough to say that we know the right answers. But it is through such good work, and that of conferences like this, that vision will be expanded and the solutions will emerge.

Demographic Impacts of HIV/AIDS

The most significant demographic impacts of HIV/AIDS are on population growth rate (and in consequence on size) and structure. The United States Census Bureau estimates that in 26 countries the population growth rate in 2000 is already lower than it would have been in a no-AIDS scenario, with the difference being very substantial for some countries. It further projects that, apart from Uganda, the growth rate in each of these countries will continue to decline during the coming decade. Moreover, for the first time, it is now being projected that AIDS will lead to negative population growth, with Botswana, South Africa and Zimbabwe experiencing population decline from about 2003 onwards.

One outcome of this AIDS mortality will be the emergence of population structures that have never been experienced before. Because AIDS impacts most severely on those in the productive age group (women aged 20–30 and men aged 30–40), dependency ratios will increase, with larger numbers of young and elderly persons depending on the productive capacity of a smaller proportion of those in their economically most productive years. For biological and socio-cultural reasons, significantly more African women than men are HIV-positive and women are infected at younger ages than men. This is leading to there being more men than women in the various age-cohorts, a factor that “may push men to seek partners in younger and younger age cohorts” (Stanecki, 2000, p. 2). Since sexual “age-mixing,” typically between older men and younger women, is one of the many factors that play a role in kick-starting and maintaining a sexually transmitted HIV epidemic (UNAIDS, December 2000), the changing population structure could lead to more older men infecting younger women, who then transmit the disease to their partners or children, thereby establishing a vicious cycle of infection and disease.

The epidemic is having a devastating effect on life expectancy. In each of 26 countries, from different regions in Sub-Saharan Africa, life expectancy today is lower than if there had been no AIDS, while 19 of these countries have seen ten or more years taken away from life expectancy in the past decade. In all countries, apart from Ghana, life expectancy is currently estimated as being below 55 years, while by the year 2010 it will have fallen to 50 or less — in some countries it will fall to around 30 years, a level not seen since the beginning of the 20th century (Stanecki, 2000, p. 4).

Fueling this decline in life expectancy will be an increase in death rates. Already, in Botswana and Zimbabwe these are more than 300 percent higher than they would have been in the absence of AIDS, but in all countries affected by AIDS the death rate is higher than in a no-AIDS situation. These death rates will continue to increase, even though mortality due to non-AIDS causes will continue to decline. Contributing to these expanded death rates are increases in infant and child mortality. The latter sensitive index of development showed a downturn during the 1990s, largely because of AIDS, in such countries as Angola, Botswana, Cameroon, Côte d'Ivoire, Kenya, Rwanda, South Africa, Zambia and Zimbabwe (UNICEF, 2001, Table 8).

The Sectoral Impact of HIV/AIDS

Health

"Not only is Africa the worst HIV/AIDS affected region, it is also the world's poorest region with the lowest access to and quality of health care" (Botchwey, 2000, p. 9). Although HIV/AIDS is more than a health problem, it makes one of its most significant impacts on the health sector. This sector must deal with an increasing number of AIDS-related illnesses, diverting its already scarce resources to caring for such illnesses. Studies repeatedly return to three issues in this area:

- the way hospital beds and services are being increasingly given over to AIDS patients;
- the way high levels of morbidity and mortality among health-care staff are reducing the ability to provide care and treatment; and
- the prohibitive costs of scaling up HIV/AIDS health programmes to adequate levels of acceptability.

In response to these pressures governments are finding themselves faced with difficult choices. In particular they are finding it necessary to make trade-offs between treating AIDS as against preventing new HIV infections²; between treating AIDS as against treating other illnesses; and between spending on health as against spending on other sectors (Botchwey, 2000).

A further consideration is that the extent of AIDS-related illnesses is expanding the demand for health care and hence for health-service personnel. One estimate for South Africa is that the demand for health services in 2010 could be more than 11 percent higher than in a no-AIDS scenario (Quattek, 2000, p. 41). Plans of action for improved health-care, including integrated primary health care services, need to take account

² This, however, should be qualified by noting the intimate link between treatment and prevention. When there is no treatment, a person has little incentive to undergo HIV testing. Ignorance of HIV status, in its turn, may lower an individual's motivation to practice sexual abstinence, remain faithful in marriage, or practice safer sex.

both of the loss of health-service personnel to AIDS and of the need for an increase in their numbers in response to the ever-increasing demands of HIV/AIDS.

Education

There has been considerable growth in recent years in understandings of the way HIV/AIDS can devastate education and training systems (e.g., Coombe, 2001; Kelly, 2000; UNECA, 2000). But there is room for further understanding. There is even more room for action. What needs to be thoroughly grasped, and then acted upon, is that the disease is acting on these systems in almost the same way that it acts on the human body.

When a person is infected with HIV, they may not be aware of it and life may seem to continue as normal. But all the time, within the body, the immune system is slowly being undermined as the body's innate defenses steadily succumb. When the deterioration of the immune system reaches a certain degree, the person begins to experience, with increasing frequency, bouts of illnesses and infections, which an uninfected body would normally be able to ward off. But because of the HIV infection, the individual lacks a viable immune response to these further infections, the consequence being that they can readily establish themselves. At this stage the individual shows signs of having AIDS and in the absence of treatment will die within a relatively short time.

Something very similar is happening with education and training systems. These systems are meant to provide for and protect society by developing its human resource base, but HIV has infected them in various ways. Initially, they do not give much cause for alarm. They do not show any undue signs of being diseased. They look healthy. They continue to function normally. But they are being eaten away and weakened, gradually and inexorably, until eventually they begin to show that something is radically wrong. They can no longer function as they should. They falter in what they are trying to accomplish. They are unable to deliver their mandated services.

The FAO has summed this up by saying that the impact of the disease is systemic:

HIV/AIDS does not merely affect certain ... sub-sectoral components, leaving others unaffected. If one component of the system is affected, it is likely that others will also be affected, either directly or indirectly (FAO, 2001, Para. 22).

Meanwhile we continue to look to these dysfunctional education systems for two things, to protect society against HIV/AIDS by promoting care and prevention, and to develop the human resource base which society needs. But too often we overlook the fact that the very systems that should protect are themselves being steadily weakened by the onslaught of the disease.

One reason for the vulnerability of education and training systems is that they are highly person-intensive. In almost all countries, teachers constitute the largest propor-

tion of public service employees. Add to these public sector teachers those who teach in private schools, those engaged in the numerous education support services (such as examinations or curriculum), the clerical, administrative and managerial staff in education ministries, departments and institutions, the support staff at all levels of the system, and finally those who are the very reason for this large number of employees, the vast number of students: the total usually accounts for between one fifth and a quarter of national populations. Because of being so person-intensive, the education and training sector is particularly vulnerable to the way HIV/AIDS can scythe its way through its operations, affecting the present generation in the form of educators and support staff and the next generation in the form of students.

This vulnerability manifests itself at the threefold level of educational demand, supply, and quality. HIV/AIDS is reducing the number of children in school, not merely because it leads to fewer children in need of education, but also because sick parents are taking their children, especially girls, out of school, orphans are not attending school, households are becoming more reliant on children's labour and the economic contribution they can make, and AIDS-costs are reducing family ability to meet even modest educational expenses. On the supply side, the disease is constraining the ability to provide educational services, with high levels of morbidity and mortality among teachers. UNICEF has estimated that in 1999 alone 860,000 children in Sub-Saharan Africa lost their teachers to AIDS (UNICEF, 2000, p. 8). One district in Zambia with an establishment of 904 teachers saw between 27 and 34 of them die each year between 1997 and 2000. A system cannot sustain losses of this magnitude and continue to provide schooling and education as though nothing had happened.

In addition, the quality of education is also being eroded by such factors as frequent teacher absenteeism; intermittent student attendance; low teacher morale; considerable student and teacher trauma; repeated occasions for grief and mourning in the school, in families and in the community; a widespread sense of insecurity and anxiety among young learners, especially orphans; unhappiness and fear of stigmatization and ostracism on the part of both teachers and students who have been affected by HIV/AIDS; and teacher uneasiness and uncertainty about personal HIV status (UNECA, 2000). Compounding these problems are those of reduced resources, rather generalized poverty, a sense of unreality about the curriculum's relationship to real life, a disconnect between the world of the school and the world of work, and a pervasive doubt about the need for school education when it seems certain that many will die young because of AIDS.

The Private and Industrial Sector

HIV/AIDS impacts on the private and industrial sector by reducing productivity, increasing costs, diverting productive resources, and affecting the market for business products. The first three effects arise from the various consequences that follow when the disease is present in the workforce: increased absenteeism, reduced performance

levels of infected workers, additional burdens on healthy workers, inexperience of replacement workers, increased medical and insurance costs, extensive recruitment and training costs, increased size of workforce to cover for possible sickness, absenteeism and death, payment of funeral and other benefits. The extensive household impacts of the disease, and the increasing private costs of medical care, reduce the ability of the market to purchase many products. There is also a market effect when individuals die before they have finished paying for goods they have purchased (Whiteside & Sunter, 2000).

Although data is not very extensive, the following examples are illustrative:

- In three firms in Abidjan, the average annual costs per employee due to HIV ranged from 0.8 to 3.2 percent of the 1997 wage bill (UNAIDS-UNECA, 2000).
- On a tea and coffee estate in Malawi, production loss in 1995/96 was 3.4 percent of gross profit (UNAIDS-UNECA, 2000).
- Swaziland estimates that it will have to train more than twice as many teachers as usual over the next 17 years just to keep services at their 1997 level (Swaziland, Ministry of Education, November 1999).
- Between 1993 and 1997, medical costs per employee, across six firms in Dar es Salaam, increased fivefold and funeral costs increased sixfold (UNAIDS-UNECA, 2000).
- In 1997, the cost of AIDS to the National Railways of Zimbabwe was the equivalent of 20 percent of company profits (UNAIDS-UNECA, 2000).

Cost Area	Percent of Total Increased Costs
Absenteeism due to HIV	37
Absenteeism due to AIDS	15
Burial & funeral benefits of an employee	16
Funeral attendance by employees	6
Health care	5
Labour turnover	5
Recruitment	9
Training	7

Source: Whiteside & Sunter, 2000, p. 101.

In a study carried out across a number of countries, it was found that absenteeism, funeral attendance and employee burial costs, taken collectively, accounted for almost three-quarters of the increased labour costs due to HIV/AIDS, with labour turnover, health care, recruitment and training costs accounting for the balance of 26 percent (Table 2). It is clear that absenteeism, due at first to illnesses during the period of HIV infection and subsequently to the full-blown AIDS condition, is responsible for the greater part of the increased costs.

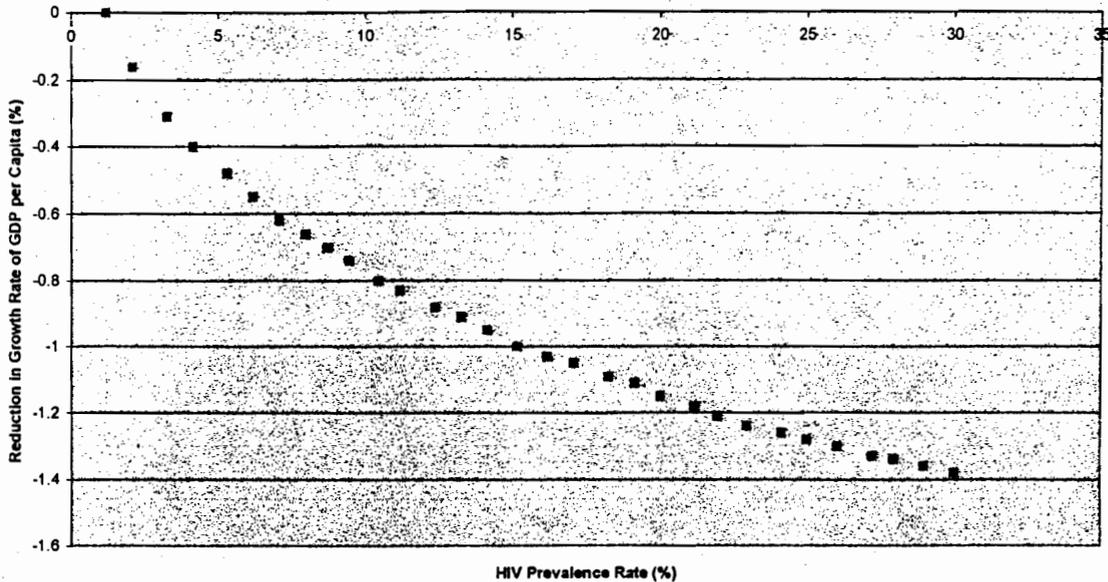
Macroeconomic Effects

HIV/AIDS relentlessly undermines three of the main determinants of economic growth, namely human, physical and social capital:

- The disease reduces the stock of human capital because it mostly affects adults in the age range 15–49 who are in their most productive years. Because in the early years of its occurrence information about the disease was inadequate, heavily infected countries have already lost a large proportion of a generation of educated persons. Since significant development of human capital takes place at the household level, sickness and death of a household member, especially a parent, may leave the younger generation with nobody to pass on to them the necessary knowledge and skills, while the readiness with which AIDS-affected families take children out of school causes further disruptions in basic human capital formation.
- It reduces physical capital because it undermines savings, at both household and public levels, and affects the incentive to save at household level (Botchwey, 2000). Extensive medical costs reduce the ability of households to save and oblige many to dispose of capital assets. Earlier than planned-for pension payments and terminal benefits steadily eat into private sector and national investments. Government ability to save is constrained by increased expenditures, arising from efforts to provide treatment and care for AIDS-related illnesses, and to recruit and train personnel (civil servants, teachers, health workers) lost to the disease.
- HIV/AIDS reduces social capital—the “features of social organization, such as trust, norms and networks, that can improve the efficiency of society by facilitating coordinated actions” (Whiteside & Sunter, 2000, p. 94)—because it is “tearing away at social institutions. At the local level, AIDS is destroying the social fabric of communities. At the national level, AIDS is undermining the capacity of governments to provide basic social services and efficient economic management, regulation and legal framework” (Bonnel, 2000, p.3).

Because of the long period between initial HIV infection and the development of full-blown AIDS (and subsequent death) these impacts are only in process of making themselves felt. Nevertheless, cross-country regressions for the period 1990–1997 show that HIV/AIDS has reduced the rate of growth of Africa’s GDP per capita by 0.7 percentage points a year (Figure 1).

Figure 1: Impact of HIV/AIDS on Growth Rate of GDP per Capita
(80 developing countries)



Source: Bonnel, 2000, p.17

In the absence of the disease, Africa's income per capita would have grown at 1.1 percent per year, which is nearly three times the growth of 0.4 percent actually achieved in 1990–1997. In terms of GDP the impact will be even more substantial:

In the case of a typical African country with a prevalence rate of 20 percent, the rate of growth of GDP would be some 2.6 percentage points less each year. At the end of a twenty year period GDP would be 67 percent less than otherwise (Bonnel, 2000, p. 17).

Challenging the Challenger

In the twenty years since the first report on what was to develop as the AIDS pandemic³, the world seems to have been fighting a losing battle with HIV/AIDS. There have been some successes, notably in countries such as Senegal, Uganda and Thailand, though the struggle is far from being over in any of these. There has been considerable success in turning the disease into a chronic but treatable condition for those with access to highly active anti-retroviral therapy (HAART). Progress is reported on the development of a vaccine, even though it may be a decade or longer before an economically-priced universally applicable vaccine will be come widely available. Some countries, such as Zambia, have also seen some success in stabilizing or even reducing prevalence rates—for instance, the prevalence rate for young women aged 15–19 in Lusaka has dropped steadily and dramatically from 28 percent in 1994 to 15 percent in 1998. But, like KLM and Kenya Airways, we have to go further, faster, and with a more

³ *Morbidity and Mortality Weekly Report*, June 5, 1981. Centers for Disease Control and Prevention's National Center for HIV, STD and TB Prevention.

friendly disposition. There are certain things we need, without which the next twenty years may be as distressing as those that have just elapsed.

- There is need for leadership, at every level of public, organizational, and private life, that is committed and well-informed.
- There is need for an abundance of resources and mechanisms that will ensure that available resources flow smoothly and speedily and without corrupt diversions to the areas where they are needed, above all to grassroots organizations and activities.
- There is need for a holistic approach to the entire HIV/AIDS problem, recognizing that the disease inheres in a person (not in the abstract thing we call society), and that every approach must look at the whole person without artificial divisions into the purviews of this ministry or that donor agency or that NGO.
- There is an equal need for a holistic approach to the challenges of preventing the spread of HIV infection, seeing that activities and responses must flow from an understanding of human sexuality and the context for its expression within the lives of people, instead of focusing narrowly on prescriptive mechanical interventions.
- There is need for much better integration of all development efforts, but especially those directed towards poverty eradication, female empowerment, and the universalization of education, recognizing that these three areas are inextricably bound up with HIV/AIDS and initiatives for its control.
- There is need for a concentration of efforts on the rehabilitation of the health sector, so that basic health needs can be met, the access of all can be guaranteed, and treatment for all conditions, AIDS-related and non-AIDS-related, can be assured.
- There is need for understandings and interventions that run along a continuum from prevention to care, without artificially creating boundaries between these two dimensions.
- There is need in every circumstance to ensure the full and responsible involvement of people living with HIV/AIDS, and as a prerequisite for this, to eliminate every form of discrimination and unhealthy secrecy.
- There is need for collective dedication that will work collaboratively with all parties, closing whatever gaps of disinclination, suspicion, hostility or indifference there may be between different government sectors, with international agencies, with NGOs and CBOs, with public and private sector enterprise.

Finally, there is need for confidence that HIV/AIDS can be overcome, that it will be overcome if we all put our shoulder to the wheel. We challenge HIV/AIDS. We challenge this disease which has dared to challenge humanity. The cost is reckoned. The enterprise is begun. It is for the good of everybody. It cannot be withstood.⁴

⁴ Much of the above material, especially what is presented on pages 3–9, has already appeared in *Challenging the Challenger*, Washington, DC: The World Bank (on behalf of the Higher Education Working Group, Association for the Development of Education in Africa—WGHE, ADEA).

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USAID Benin

Basic Education Strategic Objective

Mr. Harry M. Lightfoot
Mission Director, USAID
Benin

INTRODUCTION:

By the end of 1991, Benin had established the structure for an ambitious education reform program. Based upon recommendations from a wide range of stakeholders, the program was launched during the Education Conference (Etats Generaux de l'Education) in the wake of a political transition. USAID was approached to assist with funding for this education reform program.

The USAID's program began in 1991 and initially focused on policy level improvements and institutional strengthening primarily at the central level. The current strategy is to refocus resources on more classroom level results, more equity of access, increased decentralization of responsibility and local involvement. Our program consists of one institutional contract and four grant instruments implemented by The Mitchell Group (TMG), World Education, International Foundation for Education and Self Help (IFESH), Medical Care Development International (MCDI) and Songhai respectively.

STRATEGIC OBJECTIVE 1:

More Children Receive A Quality Basic Education on An Equitable Basis.

To reach this objective, USAID/Benin's Basic Education Team (BET) is working with the Ministry of Education, and through US and local non-governmental organizations to achieve the following four key Intermediate Results (IRs):

- 1. Improved pedagogical system**
- 2. Increased girls' enrollment in target areas**
- 3. Improved environment for stakeholders**
- 4. Improved management of the education system (in the context of decentralization)**

TMG – Children's Learning and Equity Foundations (CLEF):

The project assistance component of the program is composed of a team of education specialists (under a contract with The Mitchell Group) assisting the Ministry of Education in implementing its primary education reform program. Major components of the program include:

- ✓ Improve the quality and efficiency of the teaching system;
- ✓ Reinforce, improve, and motivate the country's teaching force;
- ✓ Increase equity and access for girls;

- ✓ Create a functioning network for the promotion of girls' schooling;
- ✓ Insure that the proper financial resources are available in a timely fashion for improving the education system;
- ✓ Promote greater public participation;
- ✓ Institutional strengthening of the Ministry of Education, so that it can better carry out its educational objectives.

Achievements

- ✓ Gross Enrollment Rate (GER): from 56% in 1991 to 81% in 2000
- ✓ GER for girls: from 40% in 1991 to 66% in 2000
- ✓ New curricula developed
- ✓ Approximately 3920 contract teachers trained
- ✓ Improved pedagogical systems, including textbooks and teachers' guides are in place in over 4,500 primary schools: one workbook per student, one book per two students in the first two grades of primary schools
- ✓ Approximately 15,000 teachers and school directors trained in the New Program for grade one and two.

WORLD EDUCATION – Primary Education Project (PENGOP)

This activity aims at strengthening parents' associations (PAs) capacity to oversee school management, and to play a greater role in ensuring the improvement of the education system in Benin.

Achievements:

- World Education (the implementing agency) trains PTAs in project design, financial management, basic literacy and numeracy training. World Education works with more than 1,200 PAs. The training provided to the PAs is supplemented by the funding of micro-projects, which contribute to improving PAs managerial capabilities. All project-supported PAs have opened bank accounts, kept records of meetings, adopted transparent accounting procedures, carried out democratic elections of their boards members, and are independently managing projects which, they themselves, have identified and designed. This project covers one-third of the country.
- More than 450 classrooms constructed or refurbished.

IFESH – Primary Education Teacher Training Project (PETTP)

This activity, implemented by IFESH aims to accomplish two key results: (1) assist the Ministry of Education with the reform of the education system by providing programs that help teachers improve their skills, through ongoing in-service teacher training; and (2) create a national NGO to support primary school teachers.

Achievements:

- 18 Beninese professionals capable of replacing IFESH expatriate technical assistants have been recruited and trained to provide pedagogical support services to primary school teachers and educators in Benin.

- IFESH provided support to nearly 6,000 teachers in Benin
- In IFESH's areas 87% of teachers prepare their lessons on a regular basis compared to 43% in non-IFESH areas
- Informal Advisory Committees have been established to bring all interested individuals together to talk about education in their communities and their concerns in the communities where IFESH trainers are working.
- Newsletters are published to cover education news both inside and outside of Benin to give teachers a wider view.

MCDI – Health Education For Primary Schools (HEPS):

This activity, managed by an American NGO, Medical Care Development International, aims at providing health education in primary schools through parents associations (PAs)

Three objectives form the basis of this program:

- ✓ Augment students' knowledge about nutrition, the prevention and treatment of certain illnesses, and reinforce the capacity of local NGOs and communities to create their own training in hygiene and health in general.
- ✓ Improve the sanitary environment of primary schools by constructing latrines and wells in order to assist selected schools in achieving a key Fundamental Quality Level (FQL) norm.
- ✓ Reinforce local NGOs' capacity to play an active role in the public sector.

Key results under the first phase:

- 564 latrines and water points constructed
- 93% of students use the sanitary facilities
- 77% of students wash their hands after the use of latrines

SONGHAI – Technical Training For Primary School Leavers and Dropouts

Songhai is committed to raising the standard of living of the population of Africa through the rational use of local resources. This mission is realized concretely through the training of young farmers and school dropouts in integrated agro-biological techniques and entrepreneurship.

The USAID grant to Songhai is for the expansion of Songhai's activities to two new training centers in Savalou and Parakou, for strengthening farmer outreach and networking activities, and for strengthening Songhai's capacity to manage the expanded activities. In February 2000, the two new centers were officially inaugurated with the participation of the U.S. Ambassador, the Ministers of Environment, Education, and Rural Development, and many other officials, both national and international.

THE GLOBE PROGRAM

The purpose is to promote awareness of the environment, assist scientists to moni-

tor worldwide changes in the environment and promote understanding of the scientific methods among school children.

Achievements: USAID Benin in conjunction with Peace Corps, UNHCR and the State Department are working with the GLOBE Country Coordinator and Ministry of Education Officials to achieve exciting results:

- The Ministry of Education has integrated the GLOBE program into its ongoing programs and provided an annual budget for the program;
- The GLOBE Program has grown from 8 schools and 10 trained teachers in 1995 to 75 schools, 200 trained teachers.
- Benin continues to be the most active GLOBE country in Africa, thus making an invaluable contribution to the international environmental database and serving as a model for the participation of other African and developing countries in GLOBE.

CONSTRAINTS/CHALLENGES

- ✓ Highly centralized administration – appropriation of the reform by the Ministry of Education
- ✓ Articulation primary-secondary school
- ✓ Lack of textbooks production policy
- ✓ Lack of teachers and school infrastructures – lack of teachers motivation
- ✓ Low absorptive capacity of funds
- ✓ Lack of donors coordination

Closing Remarks

Mr. Liam Humphreys
Deputy Chief of Mission, US Embassy
Benin

Honorable Minister of Primary and Secondary Education,
Honorable Madam Minister of Family, Social Protection, and Solidarity,
Madam Director of the America Affairs Bureau, Ministry of Foreign Affairs
And African Integration,
Madam Representative of "Forum of African Women Educationalists" (FAWE),
Dear Participants,
Dear Colleagues,
Honorable Guests,

I am very honored to stand in for Ambassador Bridgewater today at this closing ceremony of this first Education for Development and Democracy Initiative (EDDI) Conference in Cotonou, Benin. The Ambassador who was called to be present at another important initiative, an annual tree-planting ceremony, presided over by the President of the Republic, His Excellency Mathieu Kerekou, asked me to commend all of the participants for the energy and endeavor they have committed to the work at hand. This augurs very well for the future of EDDI initiatives across the continent.

Archeologists and anthropologists often refer to the continent of Africa as "Mother Africa" and the "Cradle of Civilization". I cannot therefore think of a more appropriate location for all of you to have gathered, on this "Roots - Continent" for all of humanity, to discuss how we can better assist the distaff side in playing a full and equal role in the development of Africa, and help it unleash the enormous energies and potentials we all know it harbors.

There are numerous problems to address in the field of education and democracy, and five days may not be sufficient for issues of this scope. However, during the different workshops, you have contributed to improve the future of millions of girls and women whose voices will count one day at last. You have helped pave the way for girls and women who will fully participate in building their nation.

In declaring the EDDI conference officially closed, I thank you once again for coming to Cotonou and making this conference such a successful event. I wish you all a safe journey home and remain confident you will continue your efforts in pursuit of a successful completion of all EDDI objectives.

APPENDIX B

WORKSHOP PRESENTATIONS



Information Technologies: Bridging the Digital Divide

*The Relationship between
the Leland Initiative and EDDI*

Lane Smith, Leland Initiative, Washington, DC

The Leland Initiative



Mickey Leland

Policy

- Internet friendly policies
 - Affordable pricing
 - Competition
 - Free flow of information

Pipes

- Catalytic infrastructure

People

- Using technology for sustainable development

EDDI - A Story of ...

- University Partnerships
- University Networks
- Democratic Partnerships
- Democratic Networks
- School to School
- Community Learning Centers/Community Resource Centers
- Girls Scholarships
- Technology Partnerships

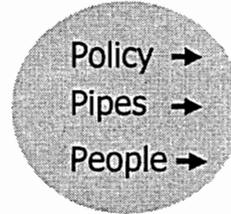
Technology Partnerships: Key Activity Areas

- Feasibility Studies & Strategies
- Capacity Building = Equipment & Training
- Facilitation of Private Partnerships

The Relationship between Leland and EDDI

Leland

EDDI



People Using Technology ...

- Ms. Avril Kudzi, EDDI Coordinator, Accra, Ghana
- Mr. Roland Ramamonjios, EDDI Coordinator, Antananarivo, Madagascar
- Ms. Sarah Mayanja, EDDI Coordinator, Kampala, Uganda

Education for Development and Democracy Initiative
Cotonou, Benin

**From Training to Performance
Improvement:
How to Get Results that Last**
***De la Formation à l'Amélioration de
la Performance:***
***Comment obtenir des résultats
durables***

Andrew Gilboy
Associates for Global Change
May 30, 2001

**What is Institutional Performance
Improvement?**

***Quelle est l'Amélioration de la Performance
Institutionnelle ?***

###

IPI is a systematic approach to analyzing current and
desired performance
in an organization and designing interventions to induce
change

*Une approche systématique pour analyser la performance
actuelle et future dans une organisation
et pour élaborer des interventions afin d'inciter des
changements.*

What are the key words?

Quels sont les mots clefs ?

- **Performance Improvement** refers to the effort to
promote ways to improve human
accomplishments in the work place.
*L'amélioration de la performance s'adresse aux
efforts de promouvoir les accomplissements des
employés au travail.*

Institutional -- Organizational
Institutionnel -- Organisationnel

**Where did it come from?
Quel est son origine ?**

- Psychologists and educators
Psychologues et experts dans le domaine d'éducation
- Trying to link behavior with learning
Faire le lien entre le comportement et l'apprentissage
- Evolved from educational systems to work place solutions
A évolué des systèmes éducatifs aux solutions organisationnelles
- Moved beyond training == A dépassé la formation
- International Society for Performance Improvement

**What Performance are we talking about ?
Quelle performance s'agit-il ?**

- ❖ **Organizational vs. Individual**
- ❖ ***Organisationnelle vs. individuelle***

Why ?

Pourquoi ?

Behavior: What you see people do when they are working

*Comportement: Ceux qu'on voit les employés en train de réaliser durant
leur travail.*

####

Accomplishments: What you see after people stop working.

*Accomplissements: Ceux q Accomplissements: Ceux qu'on voit (réalisé)
après les employés on arrêté le travail*

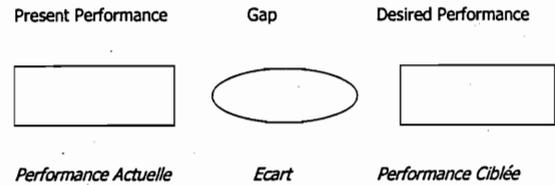
Behavior + Accomplishments = PERFORMANCE

Comportement + Accomplissements = PERFORMANCE

How do we measure organizational performance ?
Comment mesurer la performance organisationnelle ?

1. Look at the DESIRED performance
Analyser la performance ciblée
2. Look at the PRESENT performance
Analyser la performance actuelle

The Performance Gap
L'écart de Performance



Conduct a Performance Analysis
Entreprendre une analyse de performance

Levels	Niveaux
❖ Organizational	<i>Organisationnelle</i>
❖ Process	<i>Les procédures</i>
❖ Job / Employee	<i>Les postes / l'employé</i>

Perform a Cause Analysis
Entreprendre une analyse des causes

Examples	Exemples
Poor internal communication <i>interne</i>	<i>Mauvaise communication</i>
Poor employee incentives	<i>Manque d'incitations</i>
No Vision or Mission	<i>Manque de Vision, Mission</i>
Authoritarian work culture	<i>Culture organisationnelle autoritaire</i>
<i>No computerized accounting</i>	<i>Manque de système comptable informatisé</i>
Design an Intervention <i>Elaborer une intervention</i>	

- ❖ Improved internal communication systems
Des systèmes de communication interne améliorés
- ❖ Purchase Computers
L'achat des ordinateurs
- ❖ Establish a new employee incentive plan
Elaborer un nouveau plan d'incitations pour les employés

Is training the only solution ??
La formation est-elle la seule solution ?

Does training always solve organizational performance problems?

La formation peut-elle toujours résoudre des problèmes de performance organisationnelle ?

Some Examples ?

Quelques exemples ?

We must distinguish between
Nous devons comprendre la différence entre

TRAINING
La formation

AND
et

PERFORMANCE IMPROVEMENT
L'amélioration de Performance

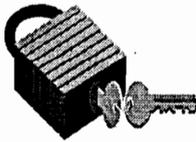
What is Institutional Performance Improvement?

*Quelle est l'Amélioration de la Performance
Institutionnelle ?*

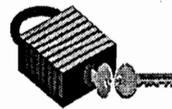
IPI is a systematic approach to analyzing current and desired performance in an organization and designing interventions to induce change

Une approche systématique pour analyser la performance actuelle et future dans une organisation et pour élaborer des interventions afin d'inciter des changements.

**"Not all issues associated with human performance are skill or knowledge-based.
Many cannot be addressed through training."**



**"Les aspects associés à la performance individuelle ne sont pas tous liés aux compétences ou aux compétences.
Beaucoup ne peuvent pas être résolu par la formation."**



PROPOSAL WRITING WORKSHOP

Shelby Lewis, Ph.D.
UNCFSP

INTERNATIONAL CONFERENCE ON EDUCATION,
DEVELOPMENT & DEMOCRACY:
"AFRICA SHAPING ITS FUTURE"
Monday, May 28 – Friday, June 1, 2001
Benin Marina Hotel, Cotonou, Benin

KEYS TO DEVELOPING WINNING PROPOSALS

- ✦ NETWORKING
- ✦ UNDERSTANDING THE SOLICITATION
- ✦ PREPARATION
- ✦ DEVELOPMENT/DESIGN
- ✦ PRESENTATION
- ✦ COMPLIANCE
- ✦ FOLLOW-UP

#1: NETWORKING

- ✦ SET DEVELOPMENT STRATEGY
- ✦ RESEARCH FUNDING OPTIONS
- ✦ SET GOALS AND OBJECTIVES
- ✦ MAKE CONTACTS
- ✦ NETWORK WITH COLLEAGUES
- ✦ NETWORK WITH FUNDERS

#2: UNDERSTANDING THE SOLICITATION

- ✦ READ ALL SECTIONS OF THE RFA/RFP
- ✦ READ BACKGROUND INFORMATION ON
SIMILAR PROJECTS FUNDED BY THE
SOLICITING AGENCY
- ✦ CHECK ELIGIBILITY REQUIREMENTS
- ✦ CHECK MATCHING REQUIREMENTS
- ✦ DISCUSS THE RFA WITH COLLEAGUES
- ✦ SUBMIT QUESTIONS BEFORE THE
DEADLINE FOR CLARIFICATION

#3: PREPARATION

- ✦ MAKE AN OUTLINE OF KEY FEATURES OF THE
RFA/RFP
- ✦ IDENTIFY THE OBJECTIVES AND EXPECTED
OUTCOMES OF THE PROJECT
- ✦ UNDERSTAND THE REVIEW PROCESS
- ✦ UNDERSTAND THE REVIEW CRITERIA
- ✦ IDENTIFY THE RESOURCES AND CAPABILITIES
NEEDED TO IMPLEMENT THE PROJECT

✦ *Continued on next slide...*

#3: PREPARATION (Continued)

- ✦ IDENTIFY KEY PERSONNEL AVAILABLE TO
ASSIST WITH THE PROPOSAL
- ✦ RESEARCH THE SOLICITATION TOPIC
- ✦ RESEARCH SIMILAR PROJECTS FUNDED BY THE
SOLICITING AGENCY
- ✦ OBTAIN APPROVAL AND BUY-IN FROM
STAKEHOLDERS AT YOUR INSTITUTION

#4: DEVELOPMENT

- ✦ FOCUS ON SUBSTANCE AND CLARITY
- ✦ DESIGN A PROJECT THAT RESPONDS TO THE SUBSTANTIVE NEEDS IDENTIFIED IN THE RFA/RFP
- ✦ DEVELOP A LOGICAL SEQUENCE FOR WRITING YOUR PROPOSAL

1. NEEDS/FOCUS OF THE RFA/RFP
2. APPROACH/STRATEGY TO MEET NEEDS
3. RESOURCES AND PERSONNEL
4. IMPLEMENTATION PLAN
5. BUDGET

✦ *Continued on next slide...*

#4: DEVELOPMENT (Continued)

- ✦ BUILD ON YOUR STRENGTHS
- ✦ DO AN INTERNAL REVIEW AND SCORE YOUR DOCUMENT AGAINST REVIEW CRITERIA
- ✦ CHECK YOUR BUDGET AGAINST INSTITUTIONAL, STATE AND AGENCY REGULATIONS
- ✦ REVISE THE DOCUMENT AS NEEDED

#5: PRESENTATION

- ✦ ORGANIZE THE DOCUMENT IN A LOGICAL SEQUENCE
- ✦ BE SUCCINCT
- ✦ USE CLEAR AND SIMPLE LANGUAGE
- ✦ USE DESIGNATED FORMAT AND FORMS
- ✦ PAY CLOSE ATTENTION TO REFERENCE POINTS
- ✦ AVOID ELABORATE BINDING AND UNNECESSARY ATTACHMENTS
- ✦ HAVE SOMEONE REVIEW AND PROOF READ YOUR DOCUMENT
- ✦ CHECK BUDGET NUMBERS

#6: COMPLIANCE

- ✦ MEET SUBMISSION DEADLINES AND REQUIREMENTS
- ✦ PROVIDE COMPLETE CONTACT INFORMATION
- ✦ PROVIDE CORRECT NUMBER OF COPIES
- ✦ USE DESIGNATED SUBMISSION ADDRESS
- ✦ SUBMIT ALL COMPLIANCE FORMS
- ✦ ADHERE TO BUDGET REQUIREMENTS AND COST RESTRICTIONS
- ✦ OBTAIN INSTITUTIONAL APPROVAL AND AUTHORIZED SIGNATURES

#7: FOLLOW-UP

- ✦ CHECK RECEIPT OF PROPOSAL
- ✦ REQUEST FEED-BACK
- ✦ INFORM STAKEHOLDERS OF STATUS
- ✦ TALK WITH FUNDING AGENCY ABOUT OPTIONS AND RESUBMISSIONS
- ✦ ACKNOWLEDGE INPUT FROM OTHERS
- ✦ BEGIN ANOTHER CYCLE

PROMOTING TRANSPORT TO IMPROVE ACCESS TO EDUCATION AND EMPOWERMENT FOR WOMEN AND GIRLS IN AFRICA

Sherry Burton Ways, AICP
Transportation Planner, Federal Transit Administration
US Department of Transportation, Washington, DC

Bon Jour!

Thank you for your willingness to attend this session on Promoting Transport to Improve Access to Education in sub-Saharan Africa. My name is Sherry Ways. I am a transport planner in the United States. I work for the U.S. Department of Transportation, a Federal government agency. I worked on a special assignment with EDDI to explore transportation access to their programs. My bio is found on the bio sheet if you would like more information about me.

A thought: "The cost of women carrying Africa's rural transport burden is felt very clearly in the absence of girls from the schoolroom; a loss which is by leading economists of great significance for the economic development of Africa."

This is a telling statement and one I would like for you to hold onto while we begin this workshop. The objectives of this presentation are as follows:

1. Establish the importance of transport in providing rural access to education in Africa for women and girls.
2. Identify strategies to strengthen cooperative alliances between EDDI and a variety of NGOs and other government organizations.
3. Encourage dialogue between the African Ministries of Education and Transport to consider and develop solutions to transportation problems.

Okay, lets understand how this session relates to the EDDI mandates. This will help us determine a closer relationship with the actual EDDI program, as we know it. The EDDI mandates are:

- Improve the quality of and technology for African Education to assist with Africa's integration into the world community of free market economies.

- Increase sustainable partnerships between and among African and U.S. partners that will last beyond the Initiative.
- Keep the Initiative as a joint effort, which is implemented through a variety of government agencies, each bringing their own areas of expertise to contribute to overall development.
- Host new programs that would not be a part of an agency's regular program but which builds on technical and development knowledge and experience.
- Long-term development impact.

I list these mandates so that you will understand that transportation access is interwoven through all of the EDDI mandates. It is the connectivity. It is the to in access to schools, to jobs, etc.

The World Bank has shown the extent to which African women assume multiple roles (as mother, carer of dependents, as food producer) these roles intensify the time demands on women to the extent that African women are often called "time poor." We will discuss how time and women relate to access to transport.

So why is transportation important to consider? The World Bank tells us that:

- 70% of work in African countries are performed by women
- Women are major contributors to the Gross Domestic Product (GDP)
- Girls, in particular, contribute to the household burdens of women
- Children, both boys and girls, walk on average 10 km to school each way
- 87 percent of rural trips are by foot

These are good reasons to examine the relationship between transport and development in sub-Saharan Africa.

Now, what are the characteristics of travel and transport patterns in rural sub-Saharan Africa? What we know is that frequent trips are made in a regular pattern to local places and within villages. These trips are primarily for domestic tasks such as collecting water, firewood, but for EDDI's interests it could include local travel for children to get to school.

Because women balance three sets of responsibilities and the travel and transport patterns are reflective of this, African women suffer from several travel constraints:

- Heavy time burdens
- Cultural constraints on transport access
- Limited control over household resources
- Limited voice in transport planning
- Transport projects do not reflect women's needs

Women's "time poverty" has some consequences for women's involvement in participation and decision-making: similarly, women's mobility constraints have real consequences for improving their training on sanitation, health and agricultural improvements. The inequitable distribution of household tasks as between genders has negative consequences for the education of the African girl child, for the health of African women, for the rural economy of African development. Information, education and communication campaigns targeted at achieving an equitable distribution of domestic and survival tasks between the genders could lessen the transport load on women and girls. This fact is

- Security and protection for women and girls
- Cultural issues
- Time management of women and the advancement of the economy
- Inclusion of women and girls as stakeholders in transport planning and design

So what are some challenges in addressing these issues for governments and donors? These challenges can be categorized in following way:

- Consulting with women in male-dominated cultures
- Agencies must respect local culture
- Finding local partners
- Organizing micro-credit programs

Who is addressing the issues with some success?

- Institute for Transportation Development Policy (NGO)
- The World Bank Gender and Transport group
- Safe Routes to School (NGO)
- Various African NGOs
- Thailand
- South African Ministerial on Transport

Approaches for EDDI to consider:

- Encourage dialogue between African Ministries of Education and Transport

- Encourage NGO's to examine transport issues in their education and democracy programs
- Link EDDI funding to other projects with NGOs with transport needs (AIDS, Agriculture, Democracy)
- Financing non-motorized transport solutions directly impacting EDDI programs
- Expanding the scholarship program to include transport costs for girls to get to School
- Building community awareness among men. Making men aware of women's Transport burdens
- Establishing micro-credit programs for women to increase opportunities for establishing transportation related businesses or women only buses

Achieving Environmental Excellence with African Women

Developing and Maintaining Healthier Communities Through Environmental Education

Looking toward the Future...

- ✘ Proposed EDDI/EPA Partnership
- ✘ Anticipated Results
- ✘ No "One Fits All" Solutions

The EDDI Connection



SCENARIO One

- ✘ Environmental Education
 - ◆ GREEN SCHOOLS
 - Primary Schools
 - Environmental Awareness Training
 - Secondary Schools
 - Developing Environmental Libraries
 - Universities
 - Training Environmental Teachers
 - ◆ Partnerships with US GREEN SCHOOLS

SCENARIO Two

- ✘ Community Based Project Development
 - ◆ Drinking Water
 - ◆ Solid Waste
 - ◆ Indoor Air
 - ◆ Pesticides

SCENARIO Three

- ✘ Community Leadership
 - ◆ Where is your community now?
 - ◆ Where is it going?
 - ◆ Where would you like for it to go?
 - ◆ How do you get there?

SCENARIO Four

✧ Citizenship

◆ Environmental Justice

- Fair treatment and meaningful involvement of all people regardless of race, ethnicity, culture, income or education level with respect to the development, implementation and enforcement of environmental laws, regulations and policies

Benefits

- ✧ Healthier Communities
- ✧ Reduction of childhood health issues
- ✧ Pesticides and Food Contaminates
- ✧ Better communication with Governments

Sharing Lessons Learned

✧ EDDI Environmental Website

- ◆ Website Design
- ◆ Website Development
- ◆ Website Maintenance

Closing

✧ Children are the future

- ◆ Environmental Education
- ◆ Healthier Communities
- ◆ Healthier Happier Children
- ◆ More productive society

Other EPA Programs in Africa

- ✧ International Cooperative (Africa)
- ✧ Information for African Technology Transfer (iACTT)
- ✧ Many Others to come

Contact Information

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EDDI Ambassadors' Girls' Scholarship Program (AGSP)



Overview and Implementation Guidelines/Tools

Introduction to EDDI- AGSP

- ❖ What is EDDI - AGSP?
- ❖ How does a country get involved in the program?
- ❖ What types of activities are carried out under EDDI - AGSP?
- ❖ Who is Winrock International (WI)?

Administrative Roles

- ❖ Winrock's role
 - ❖ US Staff
 - ❖ Country Cluster Coordinators (CCCs)
- ❖ EDDI Interagency Working Group (Washington)
- ❖ Post's role
 - ❖ Embassy Units
 - ❖ Peace Corps
 - ❖ USAID Mission
- ❖ Recipient Agencies (NGOs, PVO, etc.) role

Program Development

- ❖ Selecting a local NGO partner(s)
- ❖ Proposal development
- ❖ Plan of work and budget preparation
- ❖ A special note on mentoring
 - ❖ What is mentoring
 - ❖ Organizing mentoring activities
 - ❖ Reporting on mentoring activities

Financial Administration & Reporting

- ❖ Letter of Agreement (LOA)
- ❖ Advance of funds
- ❖ Financial reports
 - ❖ Standard forms
 - ❖ Original receipts
 - ❖ Exchange rates
 - ❖ Other financial reporting issues

Financial Reporting Forms

EDDI Monthly Financial Report: Country, Month, Year

rec #	Description of Item or Name of Scholarship recipient	Local Currency Amount	USD Amount
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
TOTAL		-	-

Exchange Rate: \$1=

Financial Summary Sheet

EDDI Ambassadors' Girls' Scholarship Program
 Wirock International
 38 Wirock Drive
 Morrilton, AR 72110

Monthly Financial Summary Sheet
 and Advance Request

Country _____
 For Month Ending _____ (Month/Day/Year)

A. Total Funds Advanced by Wirock	_____
B. Disbursements - Prior Months	_____
C. Disbursements - Current Month	\$0.00
D. TOTAL Disbursements to date	\$0.00
E. Balance of Funds Remaining with NGO	\$0.00
F. Advance Requested for Month of _____	_____

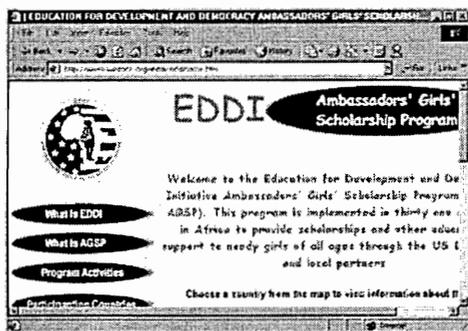
(Name of Signatory) _____ Date _____

Expense to: P 5107 001 04 2 01 001 P 0642

Program Reporting

- ❖ Program reports
 - ❖ WI's current form
 - ❖ Feedback for more structured narratives
- ❖ Where to send the reports
- ❖ Photos, press releases, other write-ups
- ❖ "Girls Speak Out" feature

The EDDI-AGSP Website



Other FAQs

- ❖ Launching Ceremony
 - ❖ Who pays for it
 - ❖ Where can we get help to plan it
- ❖ Funds for promotional items – t-shirts, bags, caps
- ❖ Official EDDI-AGSP pins
- ❖ Official EDDI-AGSP logo

What's New in 2001

- ❖ Computer training for recipient agencies and girls
 - ❖ Revised reporting forms
 - ❖ More dynamic website
- www.eddigirlssscholarships.org

FAWE Report on the EDDI Program

Professor Rosalind Mutua
Chairperson, FAWE Kenya
Nairobi, Kenya

1.0 BACKGROUND

Deep-rooted poverty and deprivation continue to plague many countries in sub-Saharan Africa. According to the World Development Report 2000, of the world's population of 6 billion people, 2.8 billion live on less than USD 2 a day, and 1.2 billion live on less than USD1 a day. It is therefore not surprising that the goal of achieving *Education for All* by the year 2000 has not been fulfilled. To compound the issue, the gap between the participation and achievements of girls in education, compared to that of boys, continues to widen. Research has shown that poverty is undoubtedly one of the major obstacles affecting participation in education, and more so for girls.

The Forum for African Women Educationalists (FAWE) is a pan-African Non-governmental organization (NGO), created in 1992, and registered in Nairobi in 1993. FAWE was created following the World Conference on Education for All, to work towards achieving universal primary education. Since 1992, FAWE has been focusing on promoting the education of girls and women on the African continent, with the ultimate objective of bridging the gender gap in education at all levels.

To achieve its objectives, FAWE works through four main areas, notably, policy analysis, advocacy, demonstration and replication:

Policy Analysis: Undertake the analysis of policies with a view to influencing formulation, implementation and monitoring of policies in favor of girls' education

Advocacy: Undertake advocacy for girls' education-rallying government and stakeholders including policy makers, parents, students, teachers and the community at large

Demonstration: Demonstrate what works through small demonstration projects, which attempt to practically show how problems relating to girls' education can be solved

Replication: Use the demonstrated initiatives on increasing access, retention and improving performance of girls, to convince governments, stakeholders, and providers of education, to replicate what works to scale.

The provision of bursaries by the Chapters falls under the Demonstration area of FAWE's work and this activity has proven to be very effective in expanding girls' access and retention in schools.

In 1999, through funding from UNESCO, ten FAWE Chapters benefited from grants of USD10, 000 each to establish bursary schemes for girls in their countries. The schemes have been very successful, expanding opportunities for girls in education, and have effectively demonstrated the capacity of the Chapters to manage the schemes equitably and efficiently. The UNESCO start-up funds gave the FAWE Chapters the credibility required to seek further funding from new sources, one of which was the Education for Development and Democracy Initiative (EDDI).

2.0 THE EDDI PROGRAM

EDDI is an African-led development program that focuses on, among others, improving the quality of and access to education. EDDI gives special attention to the needs of girls and women, improving the quality of and access to education. The ultimate objective of the EDDI is to assist Africa's integration into the world community of free-market democracies.

The EDDI program has a Girls' Empowerment Component, which is realized by the provision of bursaries through the EDDI Ambassadors' Girls' Scholarship Program. Six FAWE Chapters are currently participating in this program.

3.0 MANAGEMENT OF THE EDDI SCHOLARSHIP PROGRAM BY FAWE NATIONAL CHAPTERS

To ensure the efficient and transparent management of EDDI's funds, FAWE Chapters set up a committee to manage the funds. The committee is responsible for drawing up the guidelines governing the management of the bursary scheme. They also determine the criteria for eligibility and make the selection of the scheme beneficiaries. The committee is also charged with monitoring and evaluating the performance of the students.

The bursary committees mostly comprise a team of various professionals in the education sector, and include FAWE Chapter representatives, media representatives, and ministry of education representatives, as well as private sector representation.

3.1 SUPPORT AVAILABLE UNDER THE EDDI BURSARY SCHEME

The bursary schemes have mostly focused on supporting secondary school level education. This is explained by the fact that the cost of education rises with the level of education. Similarly, in some cases, primary education is free, and it is therefore perceived that there is greater need to support students at the secondary level. These trends are evidenced in the decline in female participation at higher levels of education.

The type of support given to students varies from one Chapter to the next, and also according to the specific needs of each student. In all the Chapters, girls receive the required tuition fees, which are paid directly to the school. In addition, some FAWE Chapters also undertake to provide the following, which are also required for girls to effectively participate in education:

- Basic school requirements (learning materials)
- Stipend to cover transport costs
- Pocket money

Some FAWE Chapters, in addition to the material support to the students, offer moral support by organizing visits to the students by National Chapter members. This is seen in the case of the FAWE Uganda Chapter.

In some cases, the bursary committees route the girls into better schools, hence increasing the opportunity for the girls to perform better and receive instruction in an improved learning environment.

4.0 THE SELECTION CRITERIA

The selection criteria vary in each Chapter, and according to the priority groups identified by the committee in each country. The selection criteria in the participating countries include the following:

- Must be a girl
- Have special needs (e.g. disabled, pregnant)
- Have good academic performance
- Demonstrated financial need
- Attending secondary school
- Residing away from parents

The above information is mostly collected by use of surveys which enable the Chapters identify the girls that meet the specified criteria.

5.0 GEOGRAPHIC DISTRIBUTION OF BENEFICIARIES

The FAWE National Chapters have been able to target girls from almost all the geographical regions of their respective countries.

6.0 COUNTRY PROFILES

6.1 FAWE Burkina Faso

The Burkina Faso Chapter received a grant of USD 10,000 under the EDDI program. To-date, 53 girls from 6 different institutions have benefited from the scheme. The girls come from different regions of the country, and the Bursary Committee has chosen to target girls in institutions that place an emphasis on science, mathematics and technical (SMT) subjects.

In addition to the bursary component, the EDDI program in Burkina Faso has conceptualized a support mechanism for the girls benefiting from the bursary scheme, through the establishment of girls clubs. Through the clubs the girls are able to benefit from moral support, support classes to improve their academic performance, sensitization on early pregnancy and HIV/AIDS and, as well as sensitization on the importance on SMT subjects.

The EDDI program in Burkina Faso has been extended to benefit pregnant girls, a group that is often left out of the educational system.

6.2 FAWE Ethiopia

FAWE Ethiopia received an EDDI grant of USD 137,104. A Technical Committee manages the EDDI bursary program.

To date, a total of 675 girls in grade nine from seven regions in 15 different schools around the country have benefited from the EDDI program. Priority has been given to girls from disadvantaged regions. The EDDI scheme in Ethiopia has also benefited girls with disabilities, a group that is often excluded from the benefits of development.

6.3 FAWE Guinea

In June 1999, the US government approved an EDDI grant USD 98, 500 for the FAWE Guinea bursary scheme. The scheme targets needy girls in various institutions and at different levels of education, notably:

- Primary education
- Secondary education
- Vocational training

In addition to the provision of bursaries, the EDDI program in Guinea has a mentoring component.

A committee was set up to manage the funds, and comprises representatives from various bilateral institutions, UN Agencies, NGOs and the FAWE Chapter. A total of 883 girls have benefited under the EDDI scheme. The girls come from almost all the regions of the country.

6.4 FAWE Kenya

FAWE Kenya is the Chapter that has most recently joined the EDDI family. They are expecting to receive a grant of USD 55, 000 for both the scholarship and mentoring program. The structure for managing the EDDI funds is already in place, as FAWE Kenya was one of the Chapters to benefit from the UNESCO start-up bursary funds.

With the additional EDDI funds, it is expected that a significant number of girls will benefit from the scheme.

6.5 FAWE Rwanda

In Rwanda, the FAWE Chapter benefited from a grant of USD 50, 000. The program has a scholarship as well as a mentoring component. To-date, 67 needy girls from 10 schools around the country have benefited from the scheme. The EDDI scheme in Rwanda has successfully targeted girls with disabilities, as well as orphans.

A team comprising the FAWE Chapter and the Ministry of Education is responsible for managing the EDDI program in Rwanda.

6.6 FAWE Uganda

FAWE Uganda received a grant of USD 380, 000 under the EDDI program. A bursary committee is in place to ensure the efficient management of the program.

At present, 180 needy girls have benefited from the scheme. These girls will be supported for a maximum of 4 school years. The beneficiaries come from the four regions of Uganda and receive tuition fees, personal effects and textbooks. In addition there is a component for mentoring activities and career guidance by Ugandan women achievers to encourage the girls to have high aspirations.

Summary Table of FAWE Chapters Running the EDDI Program

Chapter	Amount of EDDI funding (USD)	Approximate Number of Beneficiaries	Impact
1. Burkina Faso	10,000	53	* Increased retention * Community support or girls' education * Benefits extended to pregnant girls
2. Kenya	55,000		Scheme will be launched in the course of the year 2001
3. Ethiopia	137,104	675	* Increased retention * Improved performance * Benefits extended to disabled girls
4. Guinea	98,500	883	* Increased retention * Improved performance
5. Rwanda	50,000	67	*Benefits extended to girls with disabilities and orphans * Increased retention * Improved performance
6. Uganda	380,000	180	* Increased retention * Improved performance * Improved quality of education for beneficiaries * Mobilized local support (financial) for plight of needy girls
TOTAL	730,604	1,858	

7.0 CONCLUSION

The EDDI Girls' Ambassadors' Scholarship Program continues to reinforce the efforts of FAWE to promote the education of girls in Africa. The number of girls that have benefited from the scheme is significant and indicative of the unmet demand from many more girls who require financial assistance to enable them to participate in education. The major challenge posed by such schemes is the efficient and transparent running of the fund, to ensure that the benefits accrue to those that need assistance most. As described above, the transparent functioning of the scheme is ensured by the bursary committees, which have allocated the funds to girls who come from different regions in the participating countries.

In order to ensure the financial sustainability of the scheme, the FAWE Chapters must continuously develop innovative strategies for mobilizing resources to meet the high demand for bursary assistance. Indeed, the FAWE Chapters have been quite successful in this regard, mobilizing funds locally through the sale of advocacy materials such as T-shirts. Other Chapters have organized local fundraising events, where they have been able to amass significant sums of money to bolster their bursary funds. Notwithstanding, and given the increasing poverty levels in African countries today, the demand for bursaries continues to outstrip the supply. In addition, there is need to start providing support for tertiary level education, whose demand is also on the increase. The expansion of the scheme will enable more girls to attain the highest possible level of education allowing them full enjoyment of the right to quality education.

APPENDIX C

BIOGRAPHICAL SKETCHES OF THE PRESENTERS



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

Biographical Sketches

Michèle A. Akpo

Ms. Akpo has worked for USAID/Benin since March 1995. She currently holds the position of Development Project Assistant. As such, for the past four years, she has been involved extensively in project management activities relating to the promotion of girls' education in Benin; the Global Learning and Observations to Benefit the Environment (GLOBE) Program; and an environmental education program implemented by the Peace Corps Volunteers in Benin.

She is also a member of the EDDI/Benin inter-agency committee composed of representatives of the State Department, Peace Corps and USAID.

Yawo Assigbley

Mr. Assigbley has more than 21 years of experience both in management and marketing of information and communication systems. He currently heads the Information and Communication Division of the Association of African Universities (AAU), in Accra, Ghana. Prior to joining AAU, Mr. Assigbley served as Project Team Leader for a research project on the *Development of a Training Programme on Management and Marketing of Information Systems in Francophone Countries in Africa*. The project was funded by the Canadian International Development Research Centre (IDRC) and implemented by the Pan African Development Institute (Ouagadougou) and the School of Information Science at the University of Montreal. He is a graduate of the University of Montreal, Canada, and holds both a Master's Degree in Information Science with specialization in Management and Marketing of Information and Communication Systems, and a diploma in Documentation and Information Science from the Université Cheikh Anta Diop de Dakar in Senegal.

Pauline Awaseb

Ms. Awaseb is from Namibia. She received her bachelor's and honors degrees in Education Management from the University of South Africa. She also received a postgraduate diploma from the University of Namibia. Presently, she is the principal of a primary school in Namibia. Ms. Awaseb was a 1999-2000 Humphrey Fellow at Penn State University in Pennsylvania.

Patricia Bekele

Ms. Bekele is the Congressional Liaison for EDDI. She has more than 20 years of international development experience. Ms. Bekele also has extensive experience in higher education administration.

Lionel L. Brown, Jr.

Mr. Brown presently holds the position of Senior International Information Resources Officer at the US Environmental Protection Agency. In this capacity, Mr. Brown has the responsibility of managing global environmental communications and the development of technical educational programs throughout the world. Mr. Brown's mission is to encourage the development of an environmentally conscious and responsible public and to inspire in all individuals a sense of personal responsibility for the care of the environment. Specific goals include expanding communication and partnerships; educating youth to protect the environment; promoting the pursuit of environmental careers; increasing environmental literacy among the adult public; and bridging international boundaries.

Dr. Carolyn Coleman

Dr. Coleman, the Deputy Director of EDDI, is an employee of USAID/Washington. She has over 20 years of experience in international development in Asia, Near East, Latin America, Europe and Africa. Her academic training is in political science, international relations and education with concentrations in management and child development.

Freeman Daniels

Mr. Daniels is an Agricultural Economist with over 20 years of experience in human resource management, international development, and program management.

Charlotte Davis

Ms. Davis has worked for USAID/Washington since October 1987 and has held her position as a Program Analyst at the Africa Bureau's Office of Sustainable Development (SD) since September 1992. As a Program Analyst, she is the resource person for distributing and tracking the yearly operating budgets for SD.

Andrew Gilboy

Mr. Gilboy is a human resource specialist, performance consultant, and trainer who has worked throughout Africa since 1968. He designs and conducts workshops on various management topics for African professionals in government and the NGO community. He has extensive experience in delivery, in French, of training programs for Africa. Mr. Gilboy has edited and synthesized development policy papers, conducted sector needs assessments, designed and undertaken impact evaluations and performed organizational performance improvement audits. He has also conducted sector analyses and donor program reviews in connection with the development of strategic objective frameworks in education, human resource development and private-sector promotion for USAID, UNDP and international NGOs. As Human Resources Development/Private-Sector Officer for USAID in Mauritania, he directed a \$14 million portfolio of education, small business promotion, training and research activities. Mr.

Gilboy is fluent in English, French and Wolof and has worked throughout North and Sub-Saharan Africa and the Middle East. He is a Senior Partner at Associates for Global Change, a consulting firm specializing in African development based in Washington, DC.

Dr. Curtis E. Huff

Dr. Huff is currently with the Office of Citizen Exchanges in the U.S. Department of State. His office provides grants to US-based nonprofit organizations for the purpose of conducting exchanges with Africa. The Office of Citizen Exchanges emphasizes professional, cultural and educational projects that support US foreign policy and will build partnerships between US and African organizations. Current priority themes include grassroots civic education, women in development, legislature development, professionalism of mass media, conflict management, health education (especially HIV/AIDS) and rule of law/administration of justice.

Charlayne Hunter-Gault

Charlayne Hunter-Gault is CNN's Johannesburg Bureau Chief and Correspondent. Mrs. Hunter-Gault joined CNN in April 1999 from National Public Radio, where she worked as the network's chief correspondent in Africa.

Mrs. Hunter-Gault joined NPR in 1997 after 20 years with PBS, where she was a national correspondent for The *NewsHour with Jim Lehrer*. During that time, she also anchored the award-winning *Rights and Wrongs*, a television newsmagazine on human rights. She began her career as a reporter for The New Yorker, then worked as a local news anchor for WRC-TV in Washington, D.C., and worked for the New York Times for 10 years, two of which were as the newspaper's Harlem Bureau Chief.

Her numerous honors include two Emmy awards and two Peabody Awards (one for her work on "Apartheid's People," a News Hour series on life during apartheid in South Africa, and the second for general reporting on Africa in 1998). Mrs. Hunter-Gault also was the recipient of the 1986 Journalist of the Year Award from the National Association of Black Journalists, the 1990 Sidney Hillman Award, the American Women in Radio and Television the Good Housekeeping Broadcast Personality of the Year Award, the Tom Paine Award, Amnesty International's Media Spotlight Award and the African-American Institute for outstanding coverage of Africa. In 2000, the Africa-America Institute honored her with the Chairman's Award for Excellence in Media and for balanced reporting on Africa.

Mrs. Hunter-Gault also is the author of *In My Place*, a memoir of her role in the civil rights movement as the first black woman admitted to the University of Georgia. She also holds more than two dozen honorary degrees. She is married to banker Ronald T. Gault, and they have two children, Suesan and Chuma.

Mary Lou Johnson-Pizarro

Ms. Johnson-Pizarro is a Program Officer in the Humphrey Fellowships and Institutional Linkages Branch, Office of Global Educational Programs of the Bureau of Educational and Cultural Affairs, U.S. Department of State. She began her international education career as a Peace Corps volunteer in Jamaica and upon her return home, also worked

as a Peace Corps recruiter. In 1991, she joined the U.S. Agency for International Development as an Education Officer and was assigned to South Africa. She later joined the Bureau of Educational and Cultural Affairs in January 1999 and works on Humphrey Fellowships and the College and University Affiliations Program (CUAP). Ms. Johnson-Pizarro has a B.A. from the University of Nebraska-Kearney and a M.Ed. from Harvard University.

Lynn A. Keays

Lynn A. Keays has worked in the international development field for 20 years, including 17 years with the U.S. Agency for International Development. She is a specialist in strategic planning and project design and has extensive experience in economic development, including trade promotion and regional integration, health, population, education and rural development. Ms. Keays is currently the program officer at USAID/Benin.

Professor Michael J. Kelly

Since he began teaching in Zambia in the mid-1950s, Michael J. Kelly has taught successively at primary, secondary schools and university levels. He has also had executive responsibilities at the University of Zambia where he has served as Deputy Vice-Chancellor for some years and where he is currently a professor of education.

Professor Kelly has been associated with all of the major educational reforms on which Zambia has embarked in post-independence years. His formal areas of university expertise are in educational psychology, planning, management and administration. He has been extensively involved in national efforts directed to Education for All (EFA) and to the promotion of girls' education. In addition to his writings on these topics, he has written about the traumatic effects experienced by an education system in a declining economy and in an economy undergoing structural adjustment.

Since the mid-1990s Professor Kelly has turned his attention increasingly to the interaction between HIV/AIDS and education and has produced numerous publications, conference papers and commentaries in this area. He is currently a member of the Mobile Task Team, a loose assembly of professionals who respond to requests from education ministries in Southern Africa for assistance in designing a response to the HIV/AIDS pandemic.

Avril Gwen Kudzi

Ms. Kudzi has a background in computer programming and software applications. She has worked in various capacities with USAID/Ghana for the past 9 years. A member of the Democracy and Governance Strategic Objective Team, she has also served as the Leland Coordinator and now serves as the EDDI Representative. Ms. Kudzi has great determination for assisting in the provision of affordable Internet access to the disadvantaged people in Ghana, especially women and children. She looks forward to working with members of the EDDI team to share experiences and forge closer ties. Ms. Kudzi is married.

Dr. Shelby F. Lewis

Dr. Shelby Lewis has over 40 years of experience in international education and development. In the early 1960s, she worked on two USAID projects in Uganda, first as an Education Officer with the Teachers for East Africa Project and then as Director of Guidance at Tororo Girls' School. She taught extramural courses at Makerere University (1964-65), was a Ford Foundation Fellow at the University of Zambia (1975-76), a Senior Fulbright Lecturer at the National University of Lesotho (1982-83) and an adjunct lecturer at the University of Zimbabwe (1986). In 1992, Dr. Lewis chaired an HBCU Task Force for USAID. In 1997, she served as a WorldWID Fellow in the Office of Transition Initiatives at USAID. Over the past three decades, Dr. Lewis has consulted on higher education for universities and development agencies like UNDP, USIA and USAID in Tunisia (1973), Zambia (1976), Nigeria (1976), Sierra Leone (1987), Togo (1990), Madagascar (1991), Niger (1993), Bangladesh (1993), Sri Lanka (1994), Cape Verde (1995) and South Africa (1997). Additionally, she has held many teaching and administrative positions in higher education in the United States, including as the Vice President for Academic Affairs at Morris Brown College (1993-97); as Professor of Political Science and Associate and Interim Dean, School of Arts and Sciences; as Associate Vice President for Research and Sponsored Programs and Associate Vice President for Academic Affairs at Clark Atlanta University (1973-93); as Professor of Political Science, Dillard University, (1988-89); and as a visiting professor at the University of New Orleans. During this period, Dr. Lewis developed and implemented a number of international grants, including a USAID university development linkages program; a university affiliation program; a UNCF institutional development project; a National Security Education Project; and a series of US Department of Education grants, including a FIPSE grant to develop a doctoral program in Africana Women's Studies and a Women's Educational Equity Act grant to establish a training institute for transitional black women. Dr. Lewis is President of Development Consultants Network, a women-owned firm that currently manages the training component of the Legislative Strengthening Project in Nigeria and the linkage grant component of the Tertiary Education Linkages Project in South Africa. Additionally, she is the Director of the International Development Partnerships Activity (IDP) and the Education for Development and Democracy Initiative (EDDI) Partnerships for the United Negro College Fund Special Programs Corporation. She consults on international development issues for both the government and private organizations.

Grace L. Masuku

Ms. Masuku joined Georgia State University (GSU) as the Program Development Officer/Internship Coordinator under the Ron Brown Institute (RBI) in May 2001. This is a USAID/Washington funded project under the Education for Development and Democracy Initiative (EDDI), in memory of the late Ronald H. Brown, a former US Secretary of Commerce with a great vision for Africa.

Georgia State University Consortium is the implementing agency for RBI and has developed a strategic alliance with the University of Pretoria (UP) and the Council for Scientific and Industrial Research (CSIR). The program activities are in the following areas: human resources development, business creation and business promotion. The

project management team consists of the Home Office at GSU and Field Office at the CSIR in Pretoria, near UP and the Gaunteng Innovation Hub. The project had a very successful launch on May 3, 2001, at the CSIR, attended by the key representatives from USAID, GSU, UP, private sector and regional partners. The beginning of activities and bringing the RBI vision to reality were witnessed by the diplomatic representation of the US Ambassador and the Nigerian High Commissioner.

Ms. Masuku is a national of Swaziland, a small country in Southern Africa, which shares borders with Mozambique and South Africa and falls within the Southern African Development Community (SADC). Both her bachelor's and master's degrees are in the field of education and were obtained in the US (bachelor's from New Mexico Highland University and master's from American University in Washington, DC).

Ms. Masuku's work experience has been extensively in the area of "development". Initially, she worked as an education planner with the Government of Swaziland during the planning of the entire education system. The rest of her experience has been in "training and development" with USAID in Swaziland, Namibia and most recently in South Africa. This experience has been in various capacities, as a training officer, a project manager, a project coordinator and an assistant director working with the public and private sectors.

Sarah B. Mayanja

Ms. Mayanja was trained as an economist at Makerere University in Kampala, Uganda, and at Northeastern University in Boston, Massachusetts, US. She has 12 years of work experience as an Economist in the Uganda Ministry of Finance Planning and Economic Development. Her area of specialization is human resources management. She joined USAID in 1997 as an Education Specialist responsible for the Ugandan education reform program with special emphasis placed on girls' education.

Dr. Sarah E. Moten

Dr. Moten is the Coordinator of EDDI and heads an Interagency Working Group (IWG), accountable to a Steering Committee at the Assistant Secretary level. The IWG is composed of working-level representatives from US Government agencies and departments contributing to the Education for Development and Democracy Initiative (EDDI). The Steering Committee, in conjunction with the Coordinator, provides overall goals and policy direction for the Initiative, resolves issues for decision, and approves the Initiative's Strategic Plan. Dr. Moten keeps the National Security Council, Congress and the White House abreast of EDDI's progress and accomplishments, and represents EDDI at specifically identified national and international meetings. EDDI was launched to strengthen African educational systems and to promote and accelerate Africa's integration into the world community of free-market democracies. EDDI is an Africa-led development program (with special emphasis on girls and women), concentrating on improving the quality of and access to education, enhancing the availability of technology and increasing citizen participation in government.

Prior to this recent Presidential Appointment, Dr. Moten was the Director of International Affairs at the University of the District of Columbia; an International Affairs Consultant; Special Assistant to President Emerita for the National Council of Negro Women; Deputy Assistant Secretary for International Refugee Assistance (Department of State); and Peace Corps Country Director in Swaziland, Kenya and Sierra Leone.

Dr. Moten has expertise in the areas of diplomacy, refugee affairs, population, management, economic development and environmental policies. She has traveled extensively and has addressed audiences in many countries.

Dr. Kent Noel

Dr. Kent Noel has been working in public education for almost 30 years, with the last 15 years being primarily focused on educational development in Africa and Asia. During that time, he has specialized in the design, development and reform of education systems. For the past two and a half years, he has been the Basic Education Team Leader for USAID/Zambia, leading the design, development and implementation of a strategic objective to improve the quality of basic education for more school-aged children in support of Zambia's new basic education program. Prior to joining USAID/Zambia, his work in Africa and Asia has focused on curriculum reform and development, project monitoring and assessment, and educational management and technology, primarily in Botswana, Pakistan, and Turkey. His work in the U.S. has focused on instructional systems development for business and government services. Areas of experience include needs assessment, instructional materials design and development, evaluation, and training development as well as classroom teaching, computer-assisted instruction, and instructional television. He has a Ph.D. in Instructional Systems Design.

Dr. Cynthia S. Perry

Dr. Perry currently serves as the Director of International Investment Advisory Services at FCA Corporation in Houston, Texas. She is responsible for developing its investment outreach to African money markets and exchanges, dialoging with stock exchange management and investigating investment and joint-venturing possibilities for the company. She has hosted yearly trade missions to Malawi, South Africa, Zimbabwe, Botswana and Mozambique, for current and prospective FCA clientele.

Dr. Perry also serves as Regent to Texas Women's University, an appointment made by the former Governor and the current US President, George W. Bush. Dr. Perry is also the Honorary Consul General of Senegal, accredited to Texas and the surrounding states. Her appointment was made by President Diouf and has been endorsed by the US Department of State.

Dr. Perry has also held the prestigious position of US Ambassador to Burundi (1990-1993) and Sierra Leone (1986-1989), and served as Chief of Education and Human Resources for the Africa Bureau, USAID/Washington. She received her doctorate in International Education at the University of Massachusetts-Amherst, and has received

many awards and honors including a number of various honorary doctorates from colleges around the US.

Dr. Perry is the author of an autobiography, *All Things Being Equal: One Woman's Journey* that was published in March 2000, and is married to Dr. James Olden Perry. They have six children and several grandchildren.

Georgette Pokou

Ms. Pokou currently works as the Basic Education Team Leader for USAID in Cotonou, Benin. She oversees the implementation of the primary education reform program in Benin, including teacher training, girls' education, health education, community participation and technical skills training projects. She supervises six employees. Ms. Pokou's previous experience with USAID in Cotonou includes working as Assistant Program Officer in the Project Development/Program Office and as Assistant General Development Officer in the General Development Office. She served as the Chief of NGO Coordination Unit in the Office of Foreign Aid Coordination/Ministry of Planning in the Benin Government and as Chief of Planning and Foreign Aid Unit for the Ministry of Planning Regional Office-Zhou region. Ms. Pokou has a Master of Science degree in Economics, Enterprise Management.

Roland Ramamonjisoa

Mr. Ramamonjisoa is a Management Information Systems expert with more than 14 years experience in designing, implementing, and managing Information and Communication Technology (ICT) for large institutions/organizations. He has worked as a senior systems engineer for various vendors and as a sales representative of IBM equipment in charge of the design, cost analysis and implementation of computer systems for customers. He has procured, installed and configured the Automated Data Processing (ADP) system for US Government agencies in Madagascar. He has also managed the Information System of USAID, Peace Corps, and former USIS with about 150 desk computers, a dozen of servers running Sun UNIX, Win NT, Banyan and with access to the Internet through satellite link. Mr. Ramamonjisoa has experience in organizing and providing end-user training in the use of computer software and Internet; has participated in the organization of workshops and business roundtables about the use of ICT for development; and coordinated and provided technical assistance to international consultants for the installation of the Internet gateway and the satellite earth station for the Leland Initiative. Mr. Ramamonjisoa is currently working as the coordinator of the Leland Initiative and EDDI. He is fluent in French and English.

Lane Smith

Mr. Smith is completing his 23rd year of international and domestic development assignments, beginning with his service as a Peace Corps Volunteer in Nepal.

He currently serves as Coordinator for the Leland Initiative at the US Agency for International Development. In this capacity, Mr. Smith is responsible for design, implementation, management and evaluation of the \$15 million USAID Leland Initiative.

He provides direct assistance to more than twenty-five countries in sub-Saharan Africa, supervising five institutional contractors. He develops country and program strategies for using information and communication technologies to achieve sustainable development, promotes major telecommunications policy reforms, installs the latest satellite and other communication technologies, operates direct training programs and manages ten pilot demonstration projects. Mr. Smith holds a Bachelor of Arts degree in Biology from the University of Oregon and the Master of Science degree in Human Resources Management from the University of Utah. He speaks Spanish (entry level) and is fluent in French and Nepali.

Boubacar Tall

Boubacar Tall from Senegal is Head of the Curriculum Office at INEADE (Institut National d'Etude et d'Action pour le Developpement de l'Education), Ministry of Education. He is also a member of Civitas International Steering Committee and a vice-president of this international network of civic educators. He has participated in many gatherings on civic education and the promotion of democracy throughout the world. He co-authored a school textbook on democracy education and has translated and adapted to Senegalese context the Center for Civic Education's "National Standards for Civics and Government."

Honorable Nimi Walson-Jack

The Honorable Nimi Walson-Jack is a lawyer, criminologist, civil society activist and civic educator. A product of public schools, his educational career began at the Federal Government College, Ikot Ekpene, Akwa, Ibo State, Nigeria. From there, he proceeded to the University of Ife in the western part of Nigeria to study law. He attended the Nigerian Law School and was admitted to the Nigerian Bar as a Barrister and Solicitor in 1984. In addition to a Certificate in Aviation Law and Management (IAMTI – Canada), he holds a Master of Economics degree in criminology, criminal justice, and police work, from the University of Wales, Cardiff, United Kingdom. Mr. Walson-Jack's career spans through legal practice, politics, public service and civil society. In 1988, when Nigeria decided to write a new constitution, he was appointed by the Federal Government to represent the interests of youth and students in the Constituent Assembly. He is the publisher of a book, *Drug Trafficking and The Law in Nigeria* (1994). He is married to Didi, and they have two children, a daughter Sotonye and a son Nimi (Jr).

Sherry B. Ways

Ms. Ways is a multifaceted manager with more than 10 years of experience in urban and regional planning, community reinvestment, advocacy, research and community organization. She has focused on urban transportation planning the past six years and has specialized in urban transportation planning and policy with emphasis on social equity, environmental justice, job access (welfare-to-work), gender and public involvement of minority populations. Ms. Ways has demonstrated an ability to develop, implement and evaluate programs as well as activities of both domestic and international organizations. She has management experience in implementing planning programs at the federal, state and local level and currently, she is working as a

transportation planner at the U.S. Department of Transportation's Federal Transit Administration (FTA) in Washington, DC.

Ms. Ways holds a B.S. degree from St. Paul's College in Lawrenceville, Virginia and a Master of City and Regional Planning degree from Morgan State University in Baltimore, Maryland. She is married to Howard W. Ways, III, also a planner.

Aleta J. Williams

Aleta Williams is an international program and policy specialist with over 13 years of experience working with non-governmental organizations and the public and private sectors. Ms. Williams has additional expertise in institutional and individual capacity building. During her career, Ms. Williams has worked as a private consultant to the International Foundation for Election Systems (IFES), as well as having served on the staff of such organizations as the Africa-America Institute (AAI), Alliance for Redesigning Government, National Council of Negro Women (NCNW), National Black Child Development Institute, and the private consulting firm of McKinsey and Co. Ms. Williams holds a B.S. degree in Foreign Service from Georgetown University and an MPA from George Washington University. She is a founding board member of the African American Women's Fund, a donor-advised fund of the Twenty-First Century Foundation.

Pamela E. Woodard

Ms. Woodard is the Manager of the Scholarship Management and Training Unit of Winrock International, a US-based NGO that works both in the US and around the world to increase economic opportunities for people, encourage emergence of future leaders, support of sustainable development and protection of the environment. Ms. Woodard is the team leader for the EDDI Ambassadors' Girls' Scholarship Program under the Winrock contract. She has been working for 23 years with various NGOs, universities and the US Government on the administration of educational and cultural exchange programs, as well as education for development projects.

John Yaramba

John Baptist Karagire-Yaramba, a native of Rwanda, is the coordinator both for the Leland and EDDI Projects. He works at USAID/Rwanda Mission Strategy Center (Program Office) focusing on information technology. He is also acting as the coordinator for the Greater Horn of Africa Initiative until a permanent coordinator is assigned.

APPENDIX D
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INTERNATIONAL CONFERENCE
on
**EDUCATION, DEVELOPMENT & DEMOCRACY:
AFRICA SHAPING ITS FUTURE**

May 28 - June 1, 2001
Benin Marina Hotel
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APPENDIX E

COMMENTS AND RECOMMENDATIONS

**Ideas for EDDI to Share with
the National Security Council**

Comments and Recommendations

Ideas For EDDI To Share With
The National Security Council

What Would *YOU* Like EDDI To Communicate to the National Security Council (NSC)?

- Next time, we would like to see among us representatives from the NSC and Congress.
- We are working really hard to make EDDI work and at the same time make our dreams a reality. We appreciate the Initiative and would love to see it continue, or at least something similar.
- Education is the best development investment there is.
- It is obvious that girls' education should be made the priority for EDDI; after listening to Michael Kelly's speech, it is interesting to hear that the longer girls stay in school, HIV prevalence decreases. If EDDI has to decrease or focus their activities, girls should be the #1 priority.
- Three years for the Girls' Scholarship Program is not enough to make the desired impact. Support should be given for ten (10) years. Many girls who would have dropped out could go to school.
- Africa is a strategically important continent with as many stories of individual courage and success as problems frequently discussed.
- EDDI is making an impact on peoples' lives; it just needs even more time to develop into a truly excellent and far reaching initiative.
- EDDI partners welcome the collaboration. In some cases, it triggers activities in areas where only ideas existed. In other ways it enhances activities that had only been minimally undertaken. The partners would like to see EDDI continue until systems have been put in place to make it sustainable.
- EDDI has supported the enhancement of growth and economic development in Africa through several channels and should be supported.
- Education is development. If you educate a woman, you educate a nation; if you educate a nation, you facilitate democracy and development. EDDI must go on.

- Additional resources are needed to obtain more results and sustain the existing ones.
- America's commitment to democracy and development in Africa is appreciated by Africans who are working to ensure that the 21st Century becomes Africa's century of development.
- Women are the backbone of Africa's economy. Targeting them is the best way to achieve sustainable development.
- Members of the NSC may want to visit field projects so they can observe first hand the impact that EDDI is making in peoples' lives.
- The year-to-year contracts for girls' scholarships prevent capacity and relationship building amongst collaborators and partners. Short-term programs cannot fully achieve objectives.
- An educated total population will be able to make better leadership choices and move toward greater democracy on the continent. The groups of people who are willing to become rebels and soldiers are largely illiterate and uneducated.
- Extension of EDDI to match the duration of national education programs is a condition for sustainability.
- EDDI is a cost effective way to continue grassroots civil society support. Girls' education has a huge synergistic multiplier effect across several sectors.

Comments and Recommendations

- It is important to maintain a flexible mechanism to address needs of a country that falls outside of USAID strategy.
- For sustainability purposes of the Girls' Scholarship Program, it would be beneficial to have a local patron besides the Ambassador to help raise funds.
- It is important to support democracy and governance work in conjunction with education reform.
- EDDI is a superb model for how African development should take place and should be continued.
- An exchange program should be created between children in the U.S. and in Africa.

- Education is a long-term process requiring substantial input into support, mentoring, and awareness raising activities in addition to financial inputs into payment of fees, books, and supplies. Although the support activities may be less quantifiable, the financial contributions are worthless without them. As building an educated population enables all other strategic objectives, i.e., health, population, democracy, and environmental protection, EDDI's continued support is crucial.
- The role of technology should be increased using the Leland mechanism to achieve EDDI objectives.



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