PROGRESS IN EDUCATION
USAID
2000 - 2001

United States Agency for International Development

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ACRONYMS

AFR	Africa Region
ANE	Asia and the Near East Region
CDA	Community Development Association
CRECCOM	Creative Centre for Community Mobilisation
CSD	Child Survival and Disease Programs Fund
CY	Calendar Year
DHS	Demographic and Health Surveys
DOL	US Department of Labor
ECACL	Education to Combat Abusive Child Labor
ECD	Early Childhood Development
E&E	Europe and Eurasia Region
EFA	Education for All
ESF	Economic Support Funds
FQEL	Fundamental Quality and Equity Levels
FY	Fiscal Year
GEM	Girls' Education Movement
GER	Gross Enrollment Ratio
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
ILO	International Labor Organization
IRI	Interactive Radio Instruction
IT	Information Technology

LAC	Latin America and the Caribbean Region
MTT	Mobile Task Team for HIV/AIDS and Education
NGO	Non-governmental Organization
OYB	Operational Year Budget
PREAL	Partnership for Educational Revitalization in the Americas
PTA	Parent-Teacher Association
PVO	Private Voluntary Organization
UNESCO	United Nations Educational, Scientific, & Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development

PREFACE

The United States Agency for International Development (USAID) is the federal government agency that provides foreign assistance to overseas populations who are trying to make a better life, recover from a disaster, or live in a free and democratic country. The Agency advances US foreign policy objectives in Sub-Saharan Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia by supporting three functional areas: economic growth, agriculture, and trade; global health; and democracy, conflict, and humanitarian assistance. Basic education contributes to progress in these three areas.

This document provides a summary of USAID's recent contributions to basic education. It begins with a review of the importance of basic education to stable societies, the services that USAID provides, and worldwide progress in the areas of educational access, equity, quality, and literacy. This document also includes overviews of the agency's major action areas and selected examples of USAID-supported initiatives in those action areas in FY 2001.

To prepare this document, authors reviewed USAID policy documents and compiled statistics from UNESCO as well as USAID's Global Education Database and Demographic and Health Surveys. In addition, Washington-based central and regional bureau staff contacted USAID field or mission officers, who provided descriptions of basic education activities in their countries from October 2000 through September 2001. Descriptions that have been included in this document were selected to provide a representative sample of the types of educational assistance that USAID provided and the impact it made.

EXECUTIVE SUMMARY

"Education is the pathway to progress..."

President George W. Bush, March 16, 2002

Basic education is one of the foundations of economic development and a fundamental building block of any stable society. Investments in expanded and improved basic education have been linked to faster and more equitable economic growth, increased productivity, reduced poverty, and strengthened democracy and civil liberties.

USAID supports basic education, which it defines broadly as all program efforts aimed at improving primary education, secondary education, literacy training for adults or out-of-school adolescents, early childhood development, or training for teachers at any of these levels. Within this broad definition, Agency policy gives priority to efforts that strengthen primary education, giving particular emphasis on improving educational access, quality, and equity.

In FY 2001, USAID, through its field-based Missions, implemented education-related activities in 25 countries in the Africa, Latin America and the Caribbean, and Asia and the Near East Regions. The following are among the agency's many accomplishments in FY 2001:

- Improved classrooms and provided materials in response to the increasing number of children enrolling in school;
- Sponsored in-service teacher training, particularly for teachers in rural, isolated areas and for hard-to-reach populations;
- Involved communities in education decision making, and program planning and implementation;

- Facilitated policy dialogue and education policy reform to improve efficiency and quality;
- Strengthened planning, management, and evaluation expertise within developing country agencies and institutions;
- Explored instructional programs that provide basic literacy and numeracy instruction in nonformal school settings;
- Used television, radio, and computers to improve instruction for hard-to-reach students and teachers;
- Improved educational opportunities for girls, out-of-school youth, and other under-served populations;
- Provided educational opportunities for preschool-age children, thereby improving their likelihood of primary school success;
- Evaluated private sector involvement initiatives and established partnerships between public and private institutions;
- Initiated efforts to minimize abusive child labor through education; and
- Restored and improved education for children who were victims of earthquakes, hurricanes, war, and the HIV/AIDS pandemic.

In achieving these outcomes, USAID's activities helped to open more school places, reduce the gender gap, improve retention and dropout rates, and increase primary school graduation rates, thereby making progress on USAID's goals and strategic objectives and also contributing to worldwide efforts to provide education for all children by the year 2015.

HIV/AIDS, child labor, natural disasters, and other unexpected crises challenged educational progress in some areas. USAID responded quickly with a range of activities that reflected the particular country and the crisis at hand. In Africa, a Mobile Task Team worked with ministries and USAID Missions to develop achievable action plans to manage the impacts of HIV/AIDS on education. In hurricane-hit Nicaragua and Honduras, USAID improved instructional programs while rebuilding schools. Financial assistance and vocational training helped to redirect at-risk youth in Brazil.

While USAID played a major role in advancing basic education in FY 2001, much work remains to be done. Millions of school-aged children are still out of school; many are trapped in abusive labor situations; school systems continue to perform far below their potential; and the HIV/AIDS pandemic threatens educational progress in much of sub-Saharan Africa. To maximize its contribution toward resolving these problems, USAID intends to build on past efforts that have proved effective, continually seeking ways to achieve even greater impact, and to encourage the adoption of educational best practices within host countries and among the donor community.

WHAT WAS USAID'S CONTRIBUTION TO BASIC EDUCATION?

Basic Education and USAID

Access: Opening School Doors to All Children

Equity: Closing the Gender Gap

Quality: Graduating Children from Primary School

Literacy: Preparing Adults to Function in Society

Much Work Remains to Be Done

We are committed to making education a centerpiece of our economic agenda – because learning and literacy are the foundations for development and democracy.

President George W. Bush, April 2001

Give a quality education to a child who believes in himself or herself and even with the bleakest beginning in life, that child can make it and break the cycle of poverty and failure for that family forever.

Colin Powell, Secretary of State, July 31, 2000

Education and training are fundamental building blocks in our collective effort to reduce poverty, alleviate hunger, improve health, develop economies, and defeat HIV/AIDS.

Andrew Natsios, USAID Administrator, August 21, 2001

BASIC EDUCATION AND USAID

Basic education is a fundamental building block of any stable society. Investments in expanded and improved basic education have been linked to faster and more equitable economic growth, reduced poverty, and strengthened democracy and civil liberties. Expanded and improved basic education for girls and women also contributes to improved family health, lower fertility, and the enhanced status of women.

USAID defines basic education activities broadly, to include "all program efforts aimed at improving primary education, secondary education, literacy training for adults or out-of-school adolescents, early childhood development, or training for teachers at any of these levels."[1] The critical link among these elements is a concern that all children gain the literacy, numeracy, critical thinking, and other core skills needed to function effectively in all aspects of later life. "All children" must include girls and other under-served populations, such as residents of rural areas, the urban poor, ethnic and linguistic minorities, and people with disabilities.

Within USAID's broad definition of basic education, Agency policy gives priority to efforts that strengthen primary education. In countries where almost all children have access to primary education of acceptable quality, USAID missions have greater flexibility to shift focus to other areas of basic education, such as secondary schooling or adult literacy.

USAID is committed to assisting countries in achieving progress in basic education.

With its emphasis on improving educational access, quality, and equity, particularly at the primary level, USAID's basic education programs contribute to progress toward the goal of Education for All (EFA), as developed by participants of the

World Conference on Education for All in March 1990 and recently revisited in Dakar, Senegal in April 2000. The Dakar meeting concluded with a declaration whereby participating countries committed themselves to ensuring that by 2015, all children, especially girls, children in difficult circumstances, and those from ethnic minorities, have access to complete, free, and compulsory education of good quality. In addition, participating countries commited to eliminating gender disparities in primary and secondary education by 2005. The EFA declaration emphasizes the links between broad access to quality education and sustained economic and social development, global peace, and stability. Recently, heads of state at the G-8 Summit Meetings in Genoa and Okinawa espoused similar linkages and established a G-8 task force on education whose U.S. representative is the USAID Administrator.

Working in tandem with numerous international donor organizations, USAID plays an important role in educational reform. USAID efforts focus on systemic reform, with resulting structures and policies that build sustainability. Country nationals participate in ways that prepare them to solve new problems that may arise. USAID provides overall government assistance as well as support in designing and implementing model projects that can be expanded and replicated. With this approach, USAID serves as a catalyst for change.

USAID basic education programs work through country Missions.

USAID's organizational structure facilitates the delivery of services to particular countries or regions. In the field, USAID's in-country Missions provide oversight and have primary responsibility for all USAID activities and programs in their respective countries. In Washington, DC, USAID's four geographic bureaus (Africa, Asia and the Near East, Latin America and the Caribbean, and Europe and Eurasia) manage regional initiatives and provide support for USAID Mission activities in their regions. USAID's functional bureaus conduct agency programs that are worldwide or that cross regional boundaries, and provide technical support to USAID Missions or regional bureaus.

USAID pursues progress in basic education as part of the broader development efforts of its country Missions. Through project assistance, USAID reinforces host-country efforts to achieve sustainable development in USAID presence countries, assists countries where USAID presence is limited, and supports countries that have recently experienced a national crisis, a significant political transition, or a natural disaster. Mission staff work in close partnership with host-country governments, private and voluntary organizations, indigenous organizations, universities, American businesses, international agencies, bilateral donor agencies, and other US government agencies. In-country presence, close working relationships with education counterparts, and the development and implementation of innovative education programs all contribute to USAID's field success.

During FY 2001, USAID Missions initiated or continued implementing basic education-related activities in 25 countries. Countries with activities, by region, are as follows:

- ***Africa:*** Benin, Ethiopia, Ghana, Guinea, Malawi, Mali, Namibia, Nigeria, South Africa, Uganda, and Zambia
- ***Asia and the Near East:*** Bangladesh, Egypt, India, Morocco, and Pakistan
- ***Latin America and the Caribbean:*** Brazil, Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, and Peru

In the Europe and Eurasia Region, where basic education had not previously been a focus area, several countries initiated or considered activities to address basic education issues. The next report will include information on basic education activities in that region. In addition, the next report will profile Sub-Saharan Africa and will highlight key policy issues, including non-health impacts of HIV/AIDS on education systems and the improvement of student-teacher ratios and teacher training.

USAID basic education funding amounts by country, region, and bureau are presented in the appendix. A companion document, "Overview of USAID Basic Education Programs," includes regional overviews of USAID expenditures, an overview of Washington programs, and country-by-country statistics (see the CD-ROM in the back of this publication).

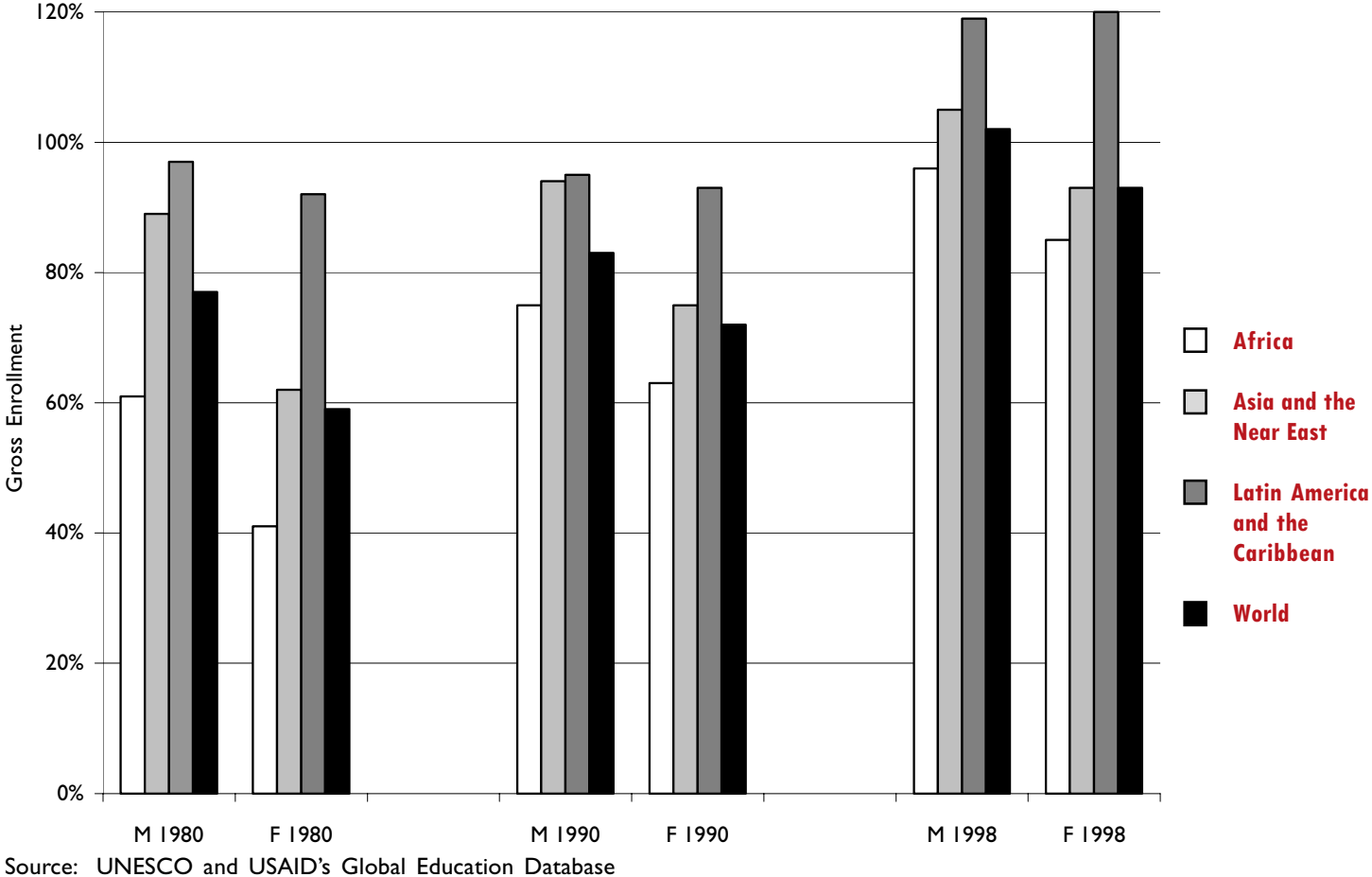
Figure 1. USAID Supported Basic Education Activities Around the World

ACCESS: OPENING SCHOOL DOORS TO ALL CHILDREN

In countries with USAID-funded basic education programs, the combined efforts of governments, non-governmental organizations, donors, and others resulted in increases in access to education. At the primary level, which is USAID's basic education priority, substantial increases have occurred in school enrollments for boys and girls worldwide. The average male gross enrollment increased from 83 percent in 1990 to 102 percent in 1998, and the average female gross enrollment increased from 72 percent in 1990 to 89 percent in 1998.[2] The most dramatic increases were seen in Africa, where the average primary school enrollment increased from 62 percent in 1980 to 96 percent in 1998 for boys and from 41 percent in 1980 to 78 percent for girls in 1998.

Figure Notes: This figure represents population-weighted averages, aggregated by region, of gross enrollment ratios (GERs) in countries where USAID has basic education programs. The GER is the total number of children of any age enrolled in primary school divided by the population of children of primary school age. Increases over time in GER reflect a reduction in the number of children not in school. Most recent available data were used for 1998 weighted averages. A few countries with large populations and small USAID basic education programs and countries with USAID programs that were just starting were not included in the averages. Available on USAID's Global Education Database Online: http://www.usaid.gov/educ_training/ged.html

Figure 2. Trends in Primary School Gross Enrollment
(Weighted Averages of Countries with USAID Basic Education Programs)



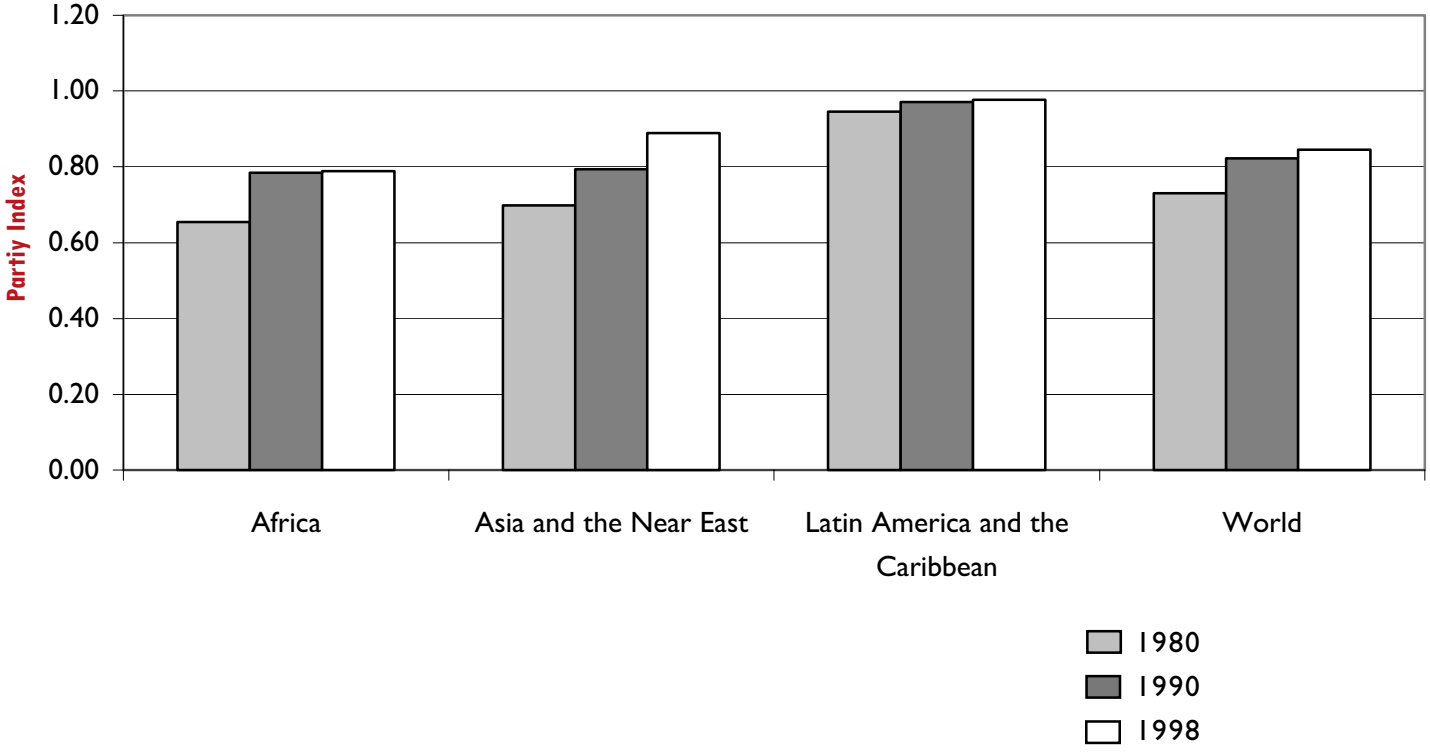
Source: UNESCO and USAID's Global Education Database

EQUITY: CLOSING THE GENDER GAP

Through the combined efforts of governments, non-governmental organizations, donors, and others, the average gap between girls' and boys' enrollment has decreased since 1980 in all regions with USAID basic education programs. For example, as indicated by the gender parity index, which indicates the approximate number of girls for each boy in the primary school classroom, the gender gap in primary school enrollment has decreased throughout the world. Gender disparities vary greatly by region, however. The gender gap is smallest in the Latin America and Caribbean Region and largest in the Africa Region. Several countries— including Malawi, Nepal, Iran, and Saudi Arabia— made significant progress towards reducing the gender gap. Other countries made little or no progress towards reducing gender inequality for a variety of reasons, including the continuing rapid growth in the school-age population and boys' enrollment increasing at a rate faster than girls' enrollment.

Figure Notes: This figure represents population-weighted averages, aggregated by region, of the gender parity indices in countries where USAID has basic education programs. The gender parity index, a measure of the number of girls per boy in the classroom, is the female GER divided by the male GER. A gender parity index of 1.0 indicates that an equal proportion of girls and boys is enrolled in school. The most recent available data were used for 1998 weighted averages. A few countries with large populations and small USAID basic education programs and countries with USAID programs that are just starting were not included in the averages.

Figure 3. Primary School Gender Parity, 1980-1998



Source: UNESCO and USAID's Global Education Database

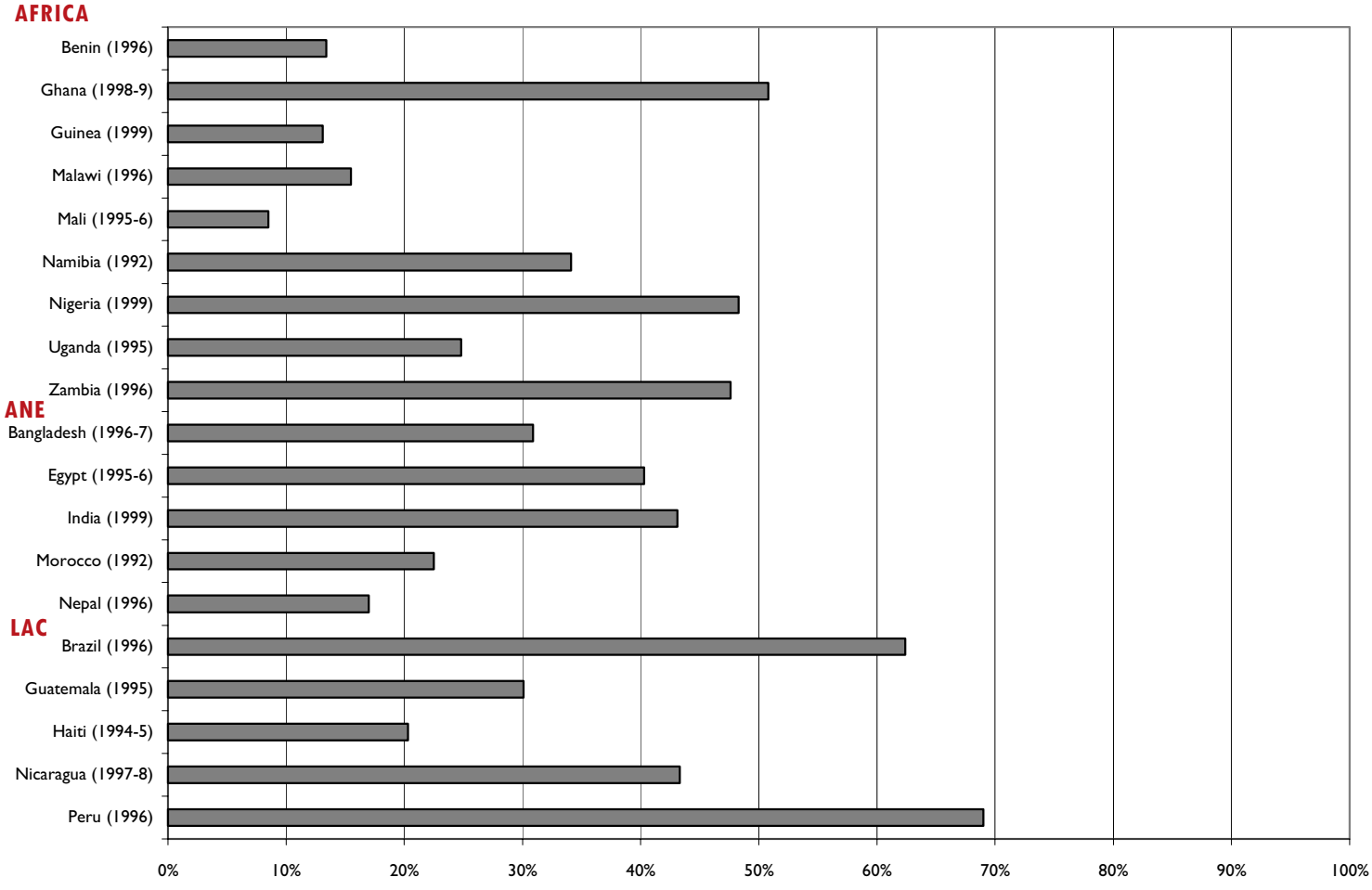
QUALITY: GRADUATING CHILDREN FROM PRIMARY SCHOOL

Educational quality—a third education indicator—is generally considered satisfactory to the extent that it allows the great majority of school children to progress steadily through and complete the primary cycle,[3] while gaining functional literacy and numeracy along with basic critical thinking skills.[4] High rates of primary school completion, as well as low rates of repetition and dropout, provide evidence of educational quality.

Of the 19 USAID-supported countries on which Demographic and Health Survey (DHS) education data were compiled in 2001, only three countries—Ghana, Brazil, and Peru—had at least 50 percent of the population 25 and older that had completed primary school. In five of the countries, less than 20 percent of that age group had completed primary school. (Unfortunately, repetition rates and other more direct evidence such as performance on well-designed and systematically administered achievement tests is more difficult to obtain.) These figures suggest that at least half—and sometimes as many as 80 percent—of the adult population in some countries have not mastered the literacy, numeracy, and critical thinking skills associated with basic education.

Figure Notes: This figure represents the results of the most recent available nationally representative USAID DHS surveys conducted in USAID basic education program countries in the years indicated. Household respondents were asked about the highest schooling level of each household member.

Figure 4. Primary Completion Rate (Adults Age 25 and over)



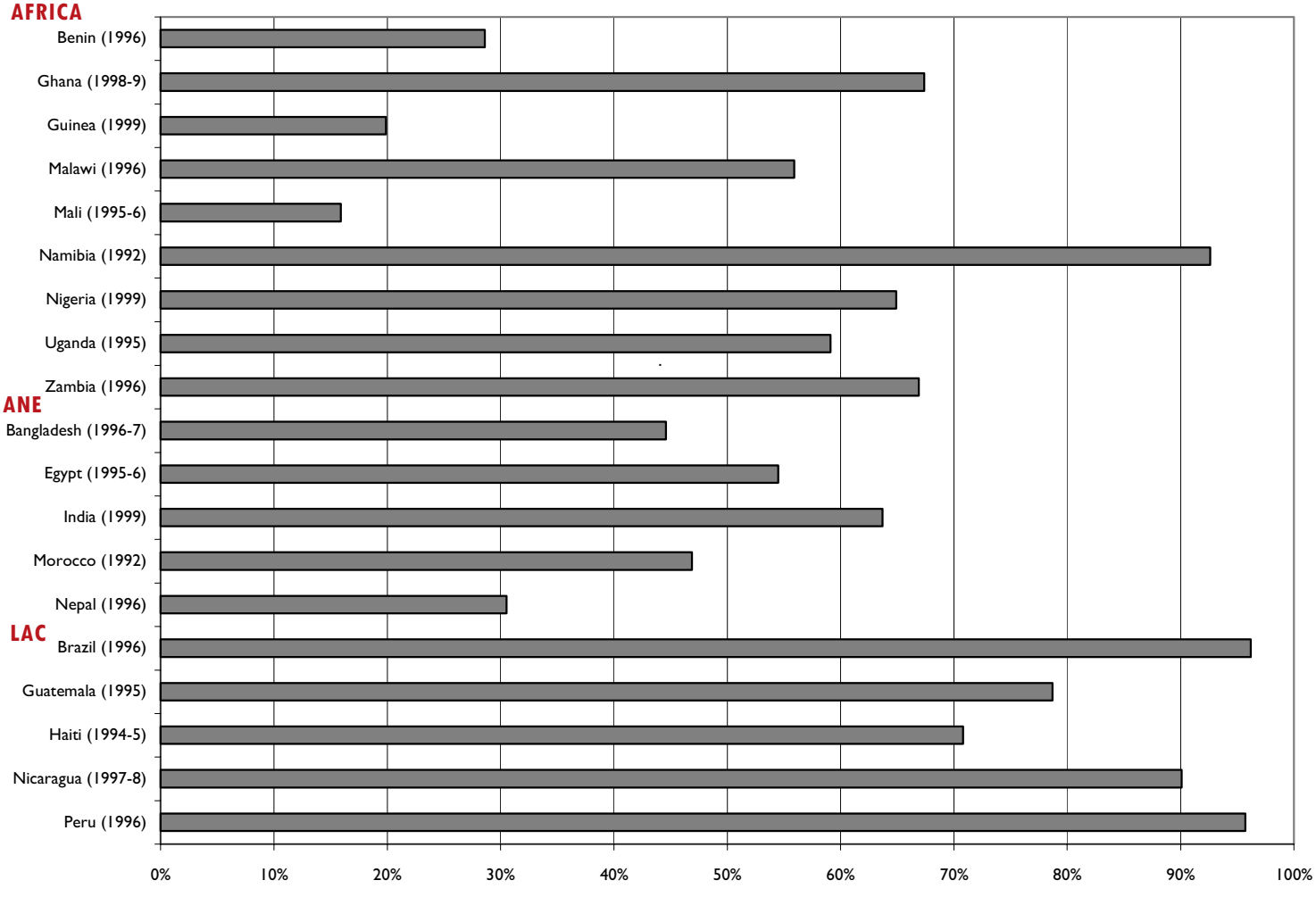
Source: Demographic and Health Surveys, analyzed by USAID's DHS EdData Activity

LITERACY: PREPARING ADULTS TO FUNCTION IN SOCIETY

Adult literacy rates provide a fourth measure of educational achievement. Female adult literacy rates are particularly relevant to progress in basic education because higher literacy rates for women generally correlate with lower fertility rates. Of the countries with FY 2001 USAID basic education programs for which DHS survey data were available, literacy rates for young women age 15-24, the most fecund age group, ranged from 16 percent in Mali to 98 percent in Brazil. These figures reflect a regional trend in female literacy rates across regions, with lower percentages in Africa and Asia and the Near East, and higher literacy rates in Latin America and the Caribbean.

Figure Notes: This figure represents the results of the most recent available nationally representative DHS surveys conducted in USAID basic education program countries in the years indicated. Literacy rates are self-reported and based on answers to the following question, asked of women who either never attended school or who attended only primary school: "Can you read and understand a letter or newspaper easily, with difficulty, or not at all?" People who said they could read easily or with difficulty are considered to be literate; people who attended secondary school or higher are assumed to be literate.

Figure 5. Adult Literacy Rate (Females Age 15-24)



Source: Demographic and Health Surveys, analyzed by USAID's DHS EdData Activity

MUCH WORK REMAINS TO BE DONE

Of the 231 million primary school-age children in countries with USAID-supported basic education programs, 19 percent are still not in school. Nearly a quarter of the world's population of 6-11 year-old girls—85 million—are not in school. Access to schools and education continues to present challenges for children in rural areas and marginalized ethnic groups. Moreover, in some countries, increases in primary school enrollment have contributed to some negative outcomes, including overcrowded facilities, a decline in teaching quality, and insufficient numbers of teachers, classrooms, and instructional materials.

As education systems attempt to serve increasing numbers of students, schools become overloaded and inefficient. This contributes to problems with primary school completion. Reducing grade repetition can help decrease the resources expended when children take several years to finish one grade level, but will only be effective if children master the appropriate skills before they are moved forward.

Improvements at the national, district, school, and community levels lead to better student achievement, lower retention and dropout rates, and higher primary school completion rates. As more children graduate from primary school with basic literacy, numeracy, and life skills, they will have greater positive impacts on community and national development. It is with this goal in mind that USAID supports basic education in developing countries.

This report addresses three questions related to USAID education assistance in FY 2001:

- What were USAID's key focus areas in basic education?
- What were USAID's special target groups?
- What were USAID's basic education challenges in FY 2001?

In addition, the report briefly discusses USAID's existing and emerging trends in basic education.

WHAT WERE USAID'S MAJOR ACTION AREAS IN BASIC EDUCATION?

KEY FOCUS AREAS

- Classroom Quality
- Community Participation
- Institutional Strengthening
- Educational Policy Reform
- Nonformal Education
- Information and Communication Technology
- Education Partnerships

SPECIAL TARGET GROUPS

- Girls' Education
- Early Childhood Development
- Adult Literacy
- Other Under-served Populations

CHALLENGES

- HIV/AIDS
- Child Labor and Trafficking
- Natural Disasters

In FY 2001, USAID activities focused on seven key areas to improve access to and the equity and quality of basic education in assisted countries:

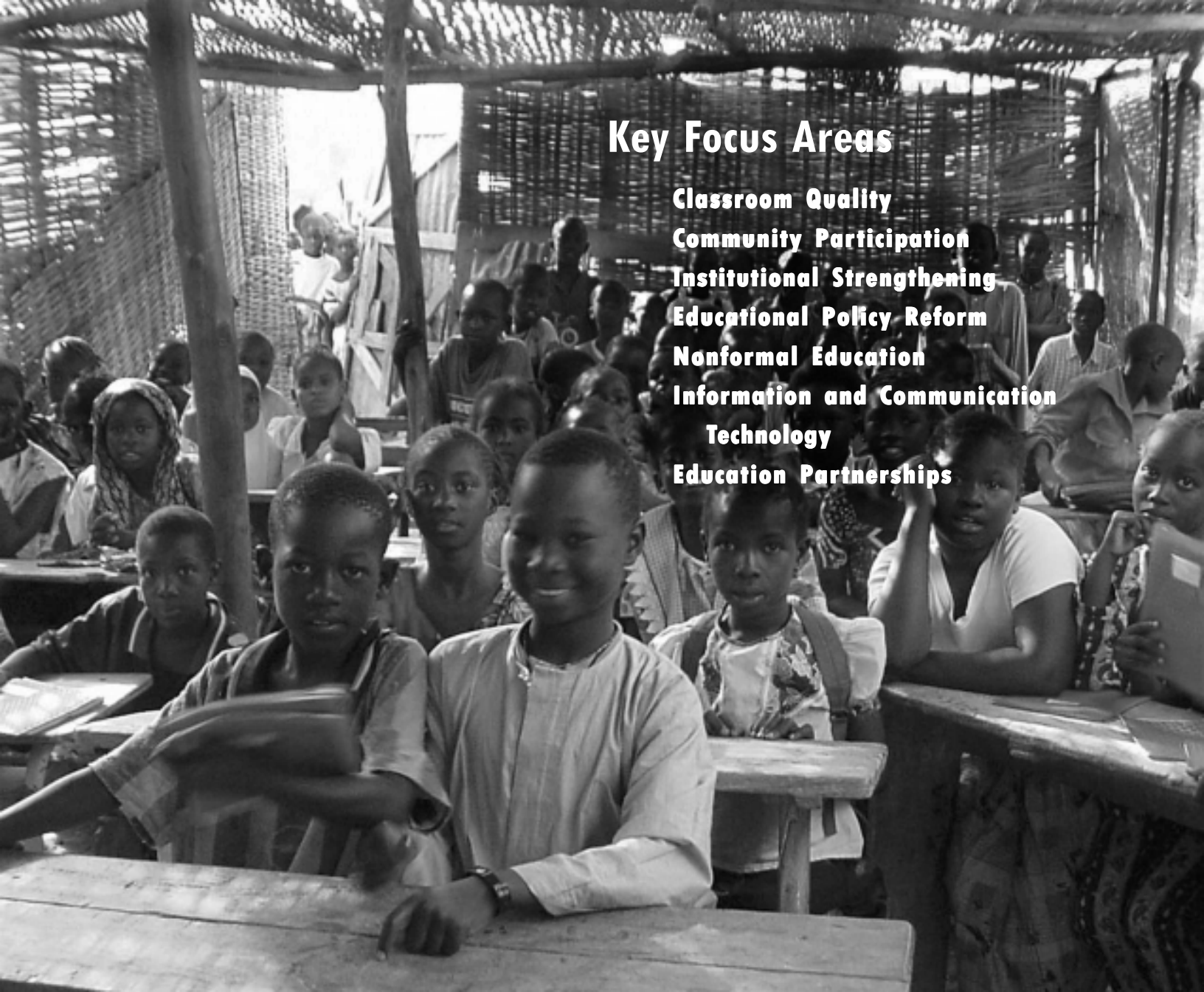
- classroom quality
- community participation
- institutional strengthening
- educational policy reform
- nonformal education
- information and communication technology
- education partnerships

In addition to helping to provide basic education for the general population, USAID targeted certain groups in the following related areas:

- girls' education
- early childhood development
- adult literacy
- other under-served populations

USAID helped to create more schools, improve educational practices and host-country policies and institutions, increase community participation in educational decision making, and bring more girls, ethnic minorities, disabled, and rural youth to primary school. In implementing these types of activities, USAID made progress toward its objective to expand access to quality basic education for under-served populations, especially for girls and women.

This chapter provides overviews and selected examples of USAID's work in the seven key focus areas and with the four specifically targeted groups. It also highlights USAID's responses to challenges presented to developing country basic education systems by the HIV/AIDS pandemic, child labor and trafficking, and natural disasters.



Key Focus Areas

- Classroom Quality
- Community Participation
- Institutional Strengthening
- Educational Policy Reform
- Nonformal Education
- Information and Communication Technology
- Education Partnerships

Mon tableau des alphabets

Classroom Quality

OVERVIEW

Classroom quality involves a variety of educational elements, including interactive classroom pedagogies, effective multi-grade teaching techniques, the availability of textbooks, instructional leadership from school principals, parental support, community involvement in school management, the capacity for curriculum design, the application of current knowledge of teaching practice and learning theory, and the capacity of school administrators for systems analysis and skilled management. Activities that address classroom quality help to ensure that children learn once they are enrolled in school.

To enhance USAID's previous efforts to improve classroom quality, which focused more on quantitative elements such as student-teacher ratios, class size, and sufficient numbers of books and materials, USAID began working to improve the quality of the instruction provided by the teachers, and the appropriateness and relevance of the curriculum. USAID encouraged active, participatory learning, and better supervision and management through decentralized teacher and supervisor training. Holistic approaches that integrate such topics as life skills, HIV/AIDS education, health, and nutrition into primary level instruction were tested. Parents and communities were involved more systematically, not just in building and/or repairing structures, but also in planning and implementing programs, hiring staff, and monitoring performance. USAID also explored utilizing available technologies to improve instruction for students, teachers, principals, and administrators.

Selected Examples

Malawi
Ghana
Jamaica
Nicaragua

MALAWI

CLASSROOM MANAGEMENT AND PARTICIPATORY LEARNING PREPARED TEACHERS FOR STUDENT ENROLLMENTS

CHALLENGE: During the first half of the 1990s, Malawi had one of the weakest infrastructures for basic education in Africa and an average of more than 70 pupils per classroom. After the democratic elections in 1995, the new President declared a policy of free and compulsory primary education, adding another 1.2 million children to the school rolls. While this was a positive step towards realizing universal access to basic education, the influx also resulted in more overcrowding and a huge deficit of trained teachers.

USAID RESPONSE: The USAID Mission in Malawi, in collaboration with other international agencies, began working with the Government of Malawi to establish overall policy, strategy, and programs. Working with non-governmental organizations and local communities, USAID sought innovative ways to address the quality of instruction in the classroom.

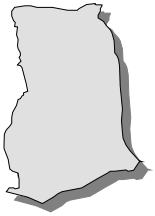
USAID targeted three districts for improvements. To enhance the quality of teaching and learning, the project trained a total of 460 head teachers in school management, 133 cluster Mentor Teachers in pedagogy and participatory teaching, and 45 Primary Education Advisors in classroom management. These advisors went on to organize and train primary school teachers in their respective districts in creative participatory methodologies. This enabled a total of 2,754 teachers in Standards 1-4 (up from 1,223) to use innovative and participatory methods in their teaching.

RESULT: To monitor and evaluate the impact of these activities, USAID initiated a system for assessing dropouts and repetitions, and began tracking learning gains in language and mathematics at the third grade level. A comparison with baseline survey results showed that these interventions were having an impact on teaching and learning. Pupils' scores in English and mathematics gained an average of 8 percent, with a 12 percent gain in Chichewa (the language of instruction for grades 1 to 4).

IMPACT

In Malawi, the introduction of innovative and participatory methods increased pupils' math and language test scores by 8 to 12 percent despite overcrowded classrooms.

GHANA



IN-SERVICE TEACHER TRAINING YIELDED HIGHER STUDENT PERFORMANCE AND LOWER STUDENT DROPOUT

CHALLENGE: In Ghana, teachers and head teachers receive very little in-service training, even though many of them have been teaching for over a decade. As a result, classroom teachers often have difficulty preparing lesson notes and developing new teaching and learning materials. The "chalk-and-talk" approach to instruction is commonly used. For many, the level of planning is inadequate to ensure that the curriculum is covered by the end of the school year.

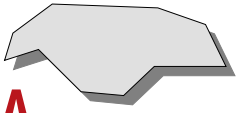
USAID RESPONSE: The USAID Mission in Ghana sponsored an intensive in-service training program that was implemented in all ten regions of the country. The program included six three-day visits to each participating school and two intensive, 10-day, residential workshops over a two-year period. In 2000, the first two-year cycle was completed in 117 schools in 39 districts.

IMPACT

With in-service teacher training, the percentage of 28,300 students who passed the English and math tests was nearly double the percentage of students who passed nationwide.

RESULT: Teaching quality, classroom learning, and supervision and support by principals improved. During interviews, teachers spoke passionately about the new skills they had gained and presented samples of detailed lesson notes. Head teachers acknowledged the importance of teacher supervision and instituted new strategies for monitoring teacher preparation and performance. While there was still need for improvement, the percentage of the 28,300 students in the participating schools who passed the English and mathematics criterion-referenced tests was nearly double the percentage of students who passed the tests nationwide (14.7 percent passing in English compared to 8.7 percent nationwide, and 7.7 percent passing in mathematics compared to 4 percent nationwide). The dropout rate fell to 4.9 percent, compared to the national average of 7.2 percent. Lessons learned were used in finalizing a series of teacher training manuals for school-based and residential workshops.

As a result of USAID's training, 69 percent of the head teachers now observe and provide feedback to teachers. Forty-five percent of USAID-trained teachers are effectively using new techniques to manage their classrooms. By 2004, USAID expects to have completed this program in 330 schools in all 110 districts in Ghana, directly benefiting 80,000 students. The program also should indirectly benefit the rest of Ghana's 3 million primary school pupils as changes spread throughout the system.



JAMAICA

TRAINING TEACHERS AND PRINCIPALS YIELDED HIGHER PERFORMANCE RATES IN LANGUAGE AND MATH

CHALLENGE: In Jamaica, although 99 percent of the country's primary school-aged children are enrolled in school, attendance rates are low, especially in rural areas. In addition, 52 percent of the children with six years of primary school are still illiterate and innumerate. Resources for buildings, materials, and equipment are limited. Twenty percent of the primary school teachers lack university or pedagogical training. In some schools, significant numbers of children perform at the "no mastery" level on the grade 6 achievement exam, and as many as 94 percent of the boys perform at the "no mastery" level in mathematics.

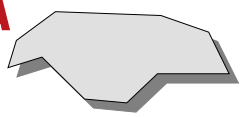
USAID RESPONSE: In cooperation with the Ministry of Education, Youth and Culture, the USAID Mission in Jamaica began working to improve student achievement in language arts and mathematics by addressing teacher quality. Seventy-two primary schools were selected, with each school assigned to one of four clusters. For each cluster, a technical expert visited each school and provided on-site assistance in individualized teaching methods. Numeracy and literacy specialists introduced student-centered approaches to approximately 800 classroom teachers and teaching principals, and 156 resource teachers. Principals were trained to support the teachers. Professional development was provided through collaboration, open communication, observation, and feedback.

IMPACT

With school-based teacher training, 17 percent more of Jamaica's grade six girls and 15 percent more of the country's grade six boys reached "near mastery" in language arts and math.

RESULT: Teachers' methodologies and presentations increased boys' participation and performance on achievement tests. In addition, from 1999 to 2000, students reaching "near mastery" for language arts increased from 47 percent to 64 percent for grade six girls and from 20 percent to 35 percent for grade six boys. During that same year, grade six students reaching "near mastery" in math increased from 24 percent to 41 percent for girls and from 9.6 percent to 25 percent for boys.

JAMAICA



LESSON LEARNED:

Principal Support Strengthens Implementation of New Instructional Strategies

In Jamaica, the principals of the project schools seemed committed to the USAID mission's activity but had not demonstrated strong leadership for the effort. Although the principal's role was not singled out as one requiring any special intervention during the project design, implementers soon realized that the activity's "bottom-up" approach could be strengthened by firm, committed leadership at the top.

Various strategies were implemented. USAID developed administrative systems to encourage principal support of the innovative instructional strategies for the resource and classroom teachers. USAID also organized workshops, where principals generated ideas that could form the elements of their School Development Plans. In addition, on-site technical assistance was provided for principals and their school development teams to build support for their resource teachers. The resulting leadership from the principals further supported the implementation of the innovative teaching strategies being introduced.

NICARAGUA

MASTER TEACHERS AND MODEL SCHOOLS PROVIDED IN-SERVICE SUPPORT AND COMMUNITY OUTREACH

CHALLENGE: In Nicaragua, primary school enrollment rates are relatively high, but grade retention and school completion problems persist. The average Nicaraguan completes only 4.5 grades of school. Those who do graduate from the sixth grade average almost ten years of primary level instruction.

USAID RESPONSE: From 1994 through 1998, the USAID Mission in Nicaragua, via a national network of 170 USAID-supported model schools, provided in-service teacher training for 20,000 primary school teachers and administrators. The training focused on active learning methods. Model classrooms, with students working most of the school day in pairs and small groups, were established. A core of 120 master teachers developed teacher guides, study guides, and learning materials for testing in the model schools and eventually for use in schools nationwide. The model schools had strong student governments, and parents and communities participated actively in managing the schools and improving school quality. An "Active Student Participation Index" was developed to measure the classroom effects of project interventions. In 1999, bilingual education and other activities were added.

Each model school also served as the hub of an in-service training network. In addition to writing new training and learning materials, master teachers worked with 2,400 other local educators—mainly principals, assistant principals, and municipal education supervisors—who in turn provided leadership for 1,600 local teacher training centers. The model schools established a strong alliance with the country's eight Normal Schools, which were responsible for training primary school teachers.

IMPACT

From 1998 to 2000, classroom interactions, the availability and use of textbooks and materials, and participation in student government all increased in single-grade and multi-grade classrooms.

RESULT: Through teacher training, the USAID education program in Nicaragua has changed the way teachers teach, the way children learn, and how primary schools are run. Classroom interactions initiated by students, the availability and use of textbooks and materials, and participation in student government all increased in single-grade and multi-grade classrooms from 1998-2000. Bilingual classrooms also made impressive gains in the first year after project activities began in bilingual schools. In almost all categories, girls showed greater improvement than boys.

Community Participation

OVERVIEW

Research shows that education program models that incorporate a community participation component can be particularly useful in increasing the educational participation of certain underserved populations, *if* there is a demand for quality education and if the community participation is meaningful. USAID's approach to community participation therefore involves efforts to raise awareness of the importance of primary education, particularly for girls, and to build parent/community participation, not only in fundraising and construction, but also in performance monitoring, educational decision-making and reform, and program planning and management. This level of involvement leads to more transparency in school performance and funding allocations and helps improve resources for those least served.

USAID involved parents and community groups in local schools through a wide range of organizational structures, including parent-teacher associations, school committees, advisory staff, and school development teams. USAID also supported community schools—schools established by local residents, with support from the government or a local NGO, and managed by community members themselves. In some cases, coalitions were created to combine the voices of community interest groups, pool resources, and increase strength. Through these efforts, parents improved facilities, established needed programs, monitored teacher performance, and sustained community interest in education.

Selected Examples

Guinea
Ethiopia
Malawi
Mali
Haiti

GUINEA

PARENT ASSOCIATIONS BUILT SCHOOLS AND PROGRAMS

"Before … the adults went to the fields and the children stayed at home. Now, everyone has a role—the adults work, and the children go to school. Now we don't worry about what's happening at home, and children's behavior has changed for the better." -Seydou Diakite, Parent Association member

CHALLENGE: Throughout Guinea, where 85 percent of the population lives in rural areas, very little school infrastructure exists. In one Guinean village, none of the mothers have ever been to school. In another village, only 12 percent of the girls attend primary school. Within this context, parents began actively working to change the situation for their children.

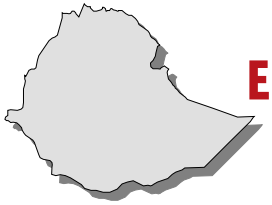
USAID RESPONSE: The USAID Mission in Guinea funded a program that encouraged parents to form Parent Associations in support of building primary schools in communities where none had previously existed. Since 1997, parent associations built 20 three-classroom schools with six latrines each in the Mandiana Prefecture of Upper Guinea.

RESULT: With the opening of schools in the Mandiana Prefecture in 1998, and a recommendation from the donor that enrollment be 20 boys and 20 girls for each class of 40 first grade students, girls' enrollment improved. Of Guinea's 38 prefectures, only four others matched Mandiana's rate of increase in girls' enrollment as a percent of the student population, and two of these were in other USAID intervention areas. Commented one mother, "Now we are used to sending our children off to school in the mornings. We've been doing it all year. I wash mine, give them breakfast, and send them off." When asked how long they will keep their children in school, one mother responded, "My children will go to school through high school, and even college—as long as possible."

But parents were not only building schools and sending their daughters to attend each day. Parents also were ensuring that the schools functioned properly so that their children received a good education. Parents were actively monitoring teacher and student attendance and also supporting the teachers, providing lodging and meals, and, in some cases even paying teachers' salaries.

IMPACT

With the help of USAID-supported parent associations, the increase in the rate of girls' enrollment in Guinea's Mandiana Prefecture matched or exceeded the increase in enrollment in all but four of Guinea's 38 prefectures.



ETHIOPIA

SCHOOL GRANTS SPURRED COMMUNITY PARTICIPATION

CHALLENGE: In Ethiopia, the second largest country in sub-Saharan Africa, the primary school enrollment ratio for all students in 1993-94 was only 24 percent, with the enrollment of girls among the lowest in Africa, at only 19 percent. In its efforts to rehabilitate and advance basic education, the USAID Mission in Ethiopia began working to increase community participation and its contribution to school expansion and quality.

USAID RESPONSE: To help increase community participation, the USAID Mission in Ethiopia funded the Community Schools Grants Program. Under this program, over 1,300 schools received grants. To complement the grant money received, schools contributed from their own resources more than double what they have received in grants. Communities improved school facilities, created and/or adapted environments to make them more conducive to female students, and involved themselves at a higher level in the day-to-day management of the schools.

RESULT: Since the introduction of the grants program, the rates of enrollment for all children in grades 1-8 more than doubled, reaching 50 percent in 2000-01, with the girls' enrollment ratio rising to 40 percent. Within one year alone, there was a 15 percent increase in girls' enrollment. The dramatic increases in enrollments presented challenges for maintaining the improvements in quality that were made as a result of the grants. In areas where USAID grantees were active, however, almost 60 percent of schools registered a substantial decline in dropout rates.

IMPACT

Since the incorporation of USAID's Community Schools Grants Program, enrollment rates for children in grades 1-8 have more than doubled, reaching 50 percent in 2000-2001, with girls' enrollment rates reaching 40 percent.

The evidence of this impact on children's access to higher quality primary schooling has helped to refocus national policy. In early 2001, the Ministry of Education assigned priority to strengthening school-community partnerships and expanding USAID-pioneered community grant mechanisms. The government also acknowledged improving the quality of education as the single most important task ahead, and asked the donor community to work with them to develop a second phase national education sector development program that will specifically address this critical issue.

MALAWI

COMMUNITY INVOLVEMENT STRENGTHENED INSTRUCTIONAL QUALITY

CHALLENGE: As previously mentioned, Malawi's education system, which already had large classes, was further taxed by its 1994 policy legislating free and compulsory primary education and the corresponding influx of new primary - level students. Providing enough spaces and maintaining quality and effectiveness were pressing concerns. Efforts were needed to increase the long-term financial base for education, improve the quality, availability, and effectiveness of primary education, and improve the relevance of primary education for girls.

USAID RESPONSE: In addition to its training for head teachers, mentors, and advisors (see Classroom Quality), USAID's Mission in Malawi supported a participatory effort to involve the community in improving the quality of primary education. The Creative Centre for Community Mobilisation (CRECCOM), a Malawi-based organization that was an outgrowth of previous social mobilization efforts in Malawi, conducted qualitative research in 14 districts and 438 villages. Through interactive theater and community dialogue, 45,750 people actively participated in identifying barriers to school quality. As a result, communities organized school committees that planned and made decisions at the school level, facilitated communication between the school and the community, mobilized community members to participate in school development activities, monitored pupils' classroom performance and pupil-teacher behavior, and effectively lobbied for government support. CRECCOM disseminated key messages and successful committee activities through visits, media presentations, and annual calendars.

RESULT: School committees organized a variety of activities, ranging from providing breakfast, and building schools and desks to developing school incentive packages and creating a fish pond as a teaching/learning resource. Committees and communities in the USAID-supported districts were more responsible for their local schools and worked collaboratively to raise the quality of education provided to their children. These activities demonstrated that working together, communities, teachers, and local organizations can provide much of the motivation, human resources, and impetus needed to realize participation and learning.

IMPACT

Committees and communities in the USAID-supported districts were more responsible for their local schools and worked collaboratively to raise the quality of education provided to their children.

MALAWI

TIMELY COUNSELING:

Field Worker Helped Expand Susan's Options

Susan, a 14-year-old girl at Kuthakwanansi Primary School in Ntcheu District, was set for marriage by her parents. Although she was an intelligent standard 8 pupil, her parents believed she had no future in continuing with education. During the school's community meeting, Susan's situation was raised. The community got so concerned that they asked a program field worker to counsel Susan's parents. The field worker shared with them the benefits and importance of education, praised Susan for her intelligence, and discussed her potential. After the counseling session, the parents promised to send her back to school.

Susan returned to school, and the teachers and her parents constantly communicated about her progress. Whenever she was sick, the parents would inform the teachers that she would not attend classes the next day. Susan sat for the primary school leaving certificate (standard 8 final examination) and passed. She was selected to attend Likuni Girls Secondary School, one of the country's best girls' schools.

COMMUNITY SCHOOLS INSTILLED OWNERSHIP AND IMPROVED EDUCATION

CHALLENGE: Mali had one of the lowest primary school enrollment rates in the world (36 percent), with far fewer girls enrolling and staying in school than boys (28 percent and 45 percent respectively). Adult illiteracy was high (70 percent), and parents saw more of a need for children to help at home and in the field than to attend government schools far from home. That began to change in 1995 when USAID, working through local non-governmental organizations, started encouraging communities to take control of their children's education.

USAID RESPONSE: The USAID Mission in Mali initiated a community schools program, which provided modest, targeted amounts of money and technical assistance to communities in remote areas where the government could not afford to build schools or pay teachers. USAID's funds were used to jumpstart community interest and investment in their own schools, providing support for school construction and management, micro-enterprise, teaching strategies that encourage learning for girls and boys, and adult literacy. Communities then found creative solutions for building their own schools, recruiting and paying their own teachers, and monitoring their children's progress.

IMPACT

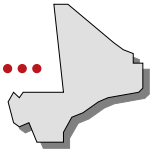
In total, 1,665 schools were built, educating over 133,000 children, enrolling 14 percent of Mali's primary school-aged children in school. The enrollment ratio reached 60 percent in 2001.

RESULT: The following three examples show how the program worked.

Monzonblena. In this village of 500 subsistence farmers, located over 10 miles from the nearest town, parents were not willing or able to send their young children that far to school. In 1997, the community decided to build its own school, which still serves the community. All families in the community contribute part of their harvest to support the school, whether they have children in school or not, and each farmer works in a communal cotton field, the proceeds of which pay for books and teacher salaries. When USAID assistance to the school ended, the residents were adamant about continuing to support their school. They are proud of their teachers, who visit homes at night to make sure that students are studying, and of their enrollment, where nearly as many girls as boys go to school.

Daoudabougou. In this capital city neighborhood, USAID assisted the

MALI ...



community in running its own school. Since 1995, USAID had provided support in how to manage a school, improve teaching, and monitor academic progress. The parent association decided to improve school quality. Using their own money, they paid academic experts to train their teachers and paid bonuses to several teachers to prepare students after school for the national 7th grade entrance exam. As a result, 98 percent of Daoudabougou's 6th graders passed the entrance exam—the highest pass rate in Bamako. With this success, parents and students decided to open their own middle school—community owned, community managed.

Terikene. For this village of nomads and settlers in the remote region of Tombouctou, USAID worked through Africare to provide small loans (from $30-$90) for micro-enterprise activities. The resulting profits helped the community build three new classrooms. In addition, mothers in Terikene reported that proceeds allowed them to buy clothes for their children and send them to school. With USAID's assistance, 1,665 schools were built, educating over 133,000 children, enrolling 14 percent of Malian's primary school-aged children.

Mamadou Reached the Top!

In the village of Sorongo, Mamadou Kone was enrolled in the Sorongo Community School, which was established and managed with USAID assistance. Last summer, Mamadou received an official letter from the regional capital, Sikasso, over 130 miles away, inviting him to a meeting. Mamadou had never traveled that far from his village before, and his parents were frightened, unsure of the meaning of the letter. Nevertheless, they decided to attend. To their surprise, the "meeting" was an awards ceremony. After the usual opening fanfare, the awards were distributed. Mamadou's parents, who had never been to school themselves, were speechless when the presenter announced that Mamadou had received the top score in the seventh grade entrance exam in the entire region of Sikasso!

Mamadou's parents were proud of the part they played in their son's success. There was no school in walking distance of their home until they and other concerned families in the community got together to help build and manage their own community school.

SCHOOL-COMMUNITY ADVISORS ENCOURAGED INSTRUCTIONAL QUALITY AND PARENT INVOLVEMENT

CHALLENGE: Direct, organized involvement of parent groups in school management is a relatively new concept in Haiti. Traditionally, schools are managed by the teachers and administrators of each school, with little input from parents. Yet, the average school goes for years without a visit from an outside agency. In this type of situation, community support can go a long way in improving school quality and decreasing resource waste.

USAID RESPONSE: The USAID Mission in Haiti worked to increase community participation through the support of school-community advisors (Encadreurs Communautaire Pédagogique or ECPs) that worked with a cluster of schools, visiting each school in their clusters three times per month. During their visits, the advisors observed and documented an interactive radio lesson and a regular lesson by the teacher, met with school directors, teachers, parents, and community members, and facilitated training sessions for their clusters. The advisors were trained by the program's Master Trainers in the development of lessons, materials, and tools that were transferred to the teachers and community members. Active parent/community groups also received assistance in leadership and organization skills from a U.S.-based firm working on USAID democracy and governance activities.

IMPACT

With USAID assistance, the number of active Parent Teacher Associations in USAID-supported schools increased by 11 percent, and these PTAs initiated 251 school improvement projects.

RESULT: In two years, the level of community support in USAID-supported schools increased, as shown by the 11 percent increase in the number of Parent Teacher Associations (PTAs) that qualified as "active;" i.e., they met regularly and initiated small school improvement projects. In some instances, community mobilization efforts were very successful. For example, 89 percent of CARE schools that received USAID education support had active PTA organizations. There was also a high level of community support for small school improvement projects, e.g., construction or rehabilitation of latrines and water reservoirs, as evidenced by the 251 projects initiated by active PTA organizations at schools supported by USAID's education program.

Institutional Strengthening

OVERVIEW

Education reform is more likely to be sustained if host-country institutions and their staffs have the technical knowledge, managerial skills, and needed resources to plan and implement the reform effectively and efficiently. Through careful planning and implementation, USAID strengthened the ability of local professionals, including ministry officials and university staff, to plan and implement policies and programs, measure progress in basic education, improve their financial planning, management, and accounting procedures, and revamp overall systems. Innovative practices were tested, refined, and expanded. Training was provided for targeted implementers. Tools to use in monitoring performance and measuring progress were developed and tested. Private sector institutions, NGOs, and community-based organizations were encouraged to work with Ministries of Education to help support adoption of the program and thus build sustainability. Strategies were designed for systemwide utilization.

Selected Examples

Guinea

Honduras

Jamaica

GUINEA

PLANNING TOOLS SUPPORTED MINISTRY POLICYMAKING AND RESOURCE ALLOCATION

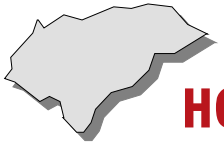
CHALLENGE: In 1997, strategic planning within Guinea's Ministry of Education was weak. The Ministry lacked the capacity to create a framework that could inform planning and decision-making. Although copious statistical data were compiled, very little emphasis was placed on the data's dissemination and use. Improved systemwide performance and efficiency were needed to provide increased access to and better quality education. Personnel within the Ministry of Education needed to improve their capability to analyze policy options and make wise decisions concerning budgetary and human resource issues.

USAID RESPONSE: USAID has provided ongoing technical assistance related to education planning, management, and decision making to Guinea's Ministry of Education. Assistance included the development of a "Fundamental Quality and Equity Levels (FQEL) Planning Tool," which engages stakeholders at all levels of the system in defining acceptable standards of educational quality and equity. The development process and the resulting tool have focused the attention of decision makers on the need to support quality and equity while expanding access to education. USAID's technical assistance also resulted in a sophisticated series of planning and evaluation tools that have been used for resource planning at the system's decentralized and national levels. Ministry officials received training on making resource decisions and tracking progress towards the defined FQEL standards.

IMPACT

USAID planning tools and technical assistance have led to schools with higher percentages of girls enrolled, improved student/teacher and student/classroom ratios, and better student achievement scores.

RESULT: Statistical reports used to monitor progress and allocate resources within the education sector improved. Gender equity, resource management, and academic achievement showed significant and systemwide improvement between the 1996/97 and 2000/01 school years. The percentage of primary schools achieving the following FQEL standards rose dramatically: (1) schools where girls make up at least 40 percent of the total students rose from 20 to 39 percent; (2) schools with acceptable student/teacher ratios rose from 51 to 64 percent; (3) schools with acceptable student/classroom ratios rose from 44 to 54 percent; and (4) schools with at least 60 percent of students passing the entrance exam to Grade 7 rose from 31 to 48 percent. During that same period, Guinea's gross enrollment rate increased from 51 to 61 percent.



HONDURAS

SYSTEM REFORM REVERSED DECLINE IN QUALITY

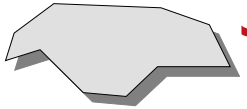
CHALLENGE: During the last two decades, school performance in Honduras has fluctuated. The country first experienced steady improvements in primary school enrollment, quality, and efficiency. By the mid-1990s, after 20 years of effective assistance, USAID decided to end its support to Honduran primary education. Yet, as Honduras' school-age population continued to grow, the actual number, as well as the percentage, of children completing primary school began to fall. Analysis showed that reversing this trend would require improvements in the quality and efficiency of primary education and reductions in high repetition rates in the early grades. High repetition rates were accompanied by significant opportunity costs for the Ministry of Education. Servicing the 100,000 primary school repeaters required over $10 million per year, which reduced the country's ability to focus attention and resources on other improvements.

USAID RESPONSE: USAID conducted research to identify pedagogical and classroom management strategies that reduce student failure and increase academic achievement. In 1998, USAID assisted the Ministry of Education in introducing the strategies via a pilot project. USAID expanded those efforts in 2001, testing the strategies in the state with the highest first-grade student failure rate in the country. The expanded program was characterized by several innovative elements, including interactive radio instruction in mathematics for grades 1-3, a calendar-based curriculum to help teachers with time management, clearly defined benchmarks for student learning, more transparent student evaluation strategies, regular monitoring of and assistance to poor performing students, and increased parent involvement.

RESULT: The original pilot activity reduced student failure from an average of 22 percent in the first grade and 15 percent in the second grade to 10 percent and 6 percent in the first and second grades respectively. The activity also increased student achievement in Spanish and mathematics by up to 14 percentage points in those grades. USAID believes that this success will be replicated in the scaled-up program, which could save the Ministry of Education over $6 million annually and free up resources for other initiatives.

IMPACT

Student failure rates in grades 1 and 2 fell an average of 12 percent and 9 percent respectively. Student achievement in Spanish and mathematics increased by up to 14 percent.



JAMAICA

TEAM CLOSED GAP BETWEEN PRIMARY SCHOOL CURRICULA AND TEACHER COLLEGE TRAINING

CHALLENGE: Historically, low quality primary level instruction has been a major challenge for the Jamaican education system. Although the primary school curriculum has been revised, significant gaps existed between the new primary school curriculum and the curriculum of the teacher training institutions. The USAID Mission in Jamaica, in cooperation with the Ministry of Education, Youth, and Culture, introduced decentralized in-service teacher training to improve the quality of instruction provided by teachers already in the classroom (see Jamaica, p. 26). Other strategies were needed to improve pre-service teacher training at the institutional level.

USAID RESPONSE: The USAID Mission in Jamaica supported and provided technical assistance to members of the Joint Board of Teacher Education at the University of the West Indies and to faculty of six teacher colleges to conduct a thorough analysis of the primary school curriculum. This analysis identified content and methodology areas that would need to be incorporated into the teacher college curricula to make them congruent with the revised primary school curriculum.

RESULT: Based on these findings, the curricula for language arts, mathematics, science, and social studies were revised and introduced in the six teacher colleges. In addition, at a joint USAID/Inter-American Development Bank (IDB) Workshop on Education Reform, September 29-October 1, 1999, efforts were made to identify "areas of complementarity" in IDB and USAID education programs supporting effective responses to the education needs of the region." Following the workshop, USAID shared the elements of its technical assistance activity. As a result, the IDB will complete the revision of the remaining six subjects of the pre-service curricula at the teacher colleges.

IMPACT

After the primary school curriculum analysis, the teacher college curricula for language arts, math, science, and social studies were revised. USAID efforts also leveraged curriculum reform efforts by the Inter-American Development Bank.

Education Policy Reform

OVERVIEW

USAID works to help its partner countries develop effective systems that make basic education accessible to all children. USAID supports education policy reform because policies provide program focus and guide planners and practitioners to develop systems that work.

Effective education policy reform is based on several important variables, including but not limited to host country commitment, careful planning, and effective implementation. USAID thus believes that policy reform should be a collaborative process that involves key stakeholders, builds on a needs assessment and the current context, reflects clear indicators and standards, and informs decisions based on current, accurate data. Once policies are developed, adequate funding is needed to help ensure that these policies move from vision to reality.

Programmatic emphasis has shifted from supporting centralized education bureaucracies to encouraging more decentralized, more democratic education systems. High priority policies are those that support the achievement of universal basic education, girls' participation, equitable services to various under-served populations, education amidst the spread of HIV/AIDS, and the adequate funding of both teachers' and administrators' salaries, as well as non-salary expenses such as books and teaching materials.

Selected Examples

Uganda
South Africa
El Salvador
Africa Region

UGANDA

POLICY REFORM, TOGETHER WITH TEACHER RECRUITMENT AND RETENTION, INCREASED ENROLLMENT

CHALLENGE: In Uganda, a child's access to education historically is linked to a family's ability to pay school fees. In a country with a per capita income of about $330 per year, the number of families that could afford school fees has been limited.

To make primary school more accessible, the Government of Uganda instituted a Universal Primary Education (UPE) program, providing free education through the seventh grade for four children per family—two girls and two boys. As a result, primary school enrollment increased from 2.9 million in 1996 to 6.8 million in 2000. Soon after UPE was adopted, 87 percent of children age 6-12 years were attending primary school, with virtually no gender difference in attendance. A gross enrollment ratio of 119 percent suggested that many underage and overage children, as well as former dropouts, also enrolled. Unexpected by-products of this increased enrollment, however, included insufficient numbers of teachers, classrooms, and materials.

IMPACT

In Uganda, over 10,500 schools received discretionary grants, and the pupil/textbook ratio for core subjects improved from 23:1 to 6:1. The number of teachers increased from 90,963 in 2000 to 106,629 in 2001.

USAID RESPONSE: The USAID Mission in Uganda, which had been supporting education reform in Uganda since 1993, worked cooperatively with the government of Uganda to develop "conditionalities" or education targets, by which additional non-project funds would be disbursed. In line with these targets, the government of Uganda increased allocations to the education sector—from 22 percent to 31 percent over the past seven years. Of this, a minimum of 65 percent was allocated to primary education. The Ugandan government, in conjunction with USAID and other funding agencies, also launched a national teacher recruitment drive and worked to reduce teacher attrition through salary increases and timely payment.

RESULT: The increased funding permitted a number of improvements to be implemented. Grants, which provided discretionary funds directly to schools for certain categories of expenditures, reached over 10,500 schools. The pupil/textbook ratio for core subjects improved from 23:1 to 6:1. Over the next three years, 26,000 permanent classrooms will be built. As a result of the teacher recruitment and retention efforts, the number of teachers increased from 90,963 in 2000 to 106,629 in 2001. Class sizes have begun to return to more acceptable levels.

SOUTH AFRICA

POLICY CREATED A CHANNEL FOR COMMUNITY VOICE

CHALLENGE: The South African Schools Act of 1996 required that elected governing bodies be established in all schools. These school governing bodies were given extensive powers over school property, resources, and activities—both curricular and extracurricular. Once these bodies were established, however, it became clear that while individual school governing bodies in a decentralized system would have considerable authority in their own schools, they would have little or no impact on overall education policy development and implementation, unless they had an organized voice. Individual school governing bodies, especially those in disadvantaged communities, needed a way to present a unified voice on matters affecting their legislative functions and concerns.

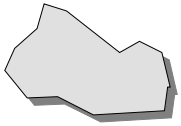
USAID RESPONSE: The USAID Mission in South Africa made resources available for a number of initiatives and activities designed to support the establishment of a National Association of Governing Bodies. One such initiative was the financing of a national conference where the National Association of Governing Bodies was formally established and accepted as a legitimate organization.

RESULT: Through the establishment of this National Association of Governing Bodies, local school governing bodies were given a recognized channel through which to air their views, participate in public educational debates, and shape educational policies and practices that would affect their respective schools. For the first time, disadvantaged communities in South Africa had an opportunity to shape what was formerly an inequitable, racist, and undemocratic system of education.

IMPACT

The USAID-supported National Association of Governing Bodies provided schools from South Africa's disadvantaged communities a recognized channel for airing views, debating issues, and shaping educational policies and practices.

EL SALVADOR



TECHNICAL TRAINING SUPPORTED DECENTRALIZATION AND ORGANIZATIONAL EFFICIENCY

CHALLENGE: A large, rural population and high poverty rates have hampered primary school access and performance in El Salvador. Since 1994, the El Salvadorian government has implemented a series of sound education reforms designed to increase access to and improve the quality of educational services.

USAID RESPONSE: The USAID Mission in El Salvador provided technical training to support the Ministry of Education's efforts to decentralize the education system, thus improving its organizational efficiency and providing quality educational services. USAID provided 33 in-country training events for 6,619 participants, and funded training in other developing countries and the United States for another 118 participants. These efforts contributed to the development of public and private partners and counterparts in such key development areas as girls' education, state modernization, municipal development, rule of law, health sector reform, and waste management.

IMPACT

Technical assistance led to directives to systematically measure the access, relevance, and impact of education, work closely with teachers and school directors, improve classroom quality, and develop a model community development center.

RESULT: Significant progress was made in strengthening local capacity to conduct educational research, which in turn led to policy reforms. The Ministry of Education reorganized the national monitoring and evaluation directives to systematically measure the access, relevance, and impact of education, established Pedagogical Advisors and Administrative Advisors to work closely with teachers and school directors to improve the quality of education in the classroom, and developed a model community development center for schools to promote greater local community involvement in education-related matters. The activity was extended for an additional nine months to help the Ministry reform the law to increase the efficiency, empowerment, and accountability of professional teachers. Through USAID-supported technical assistance, El Salvador's Ministry of Education has been able to make significant achievements in the area of education policy reform.

AFRICA REGION

USAID SUPPORTED LOCAL OWNERSHIP OF SYSTEMIC REFORM

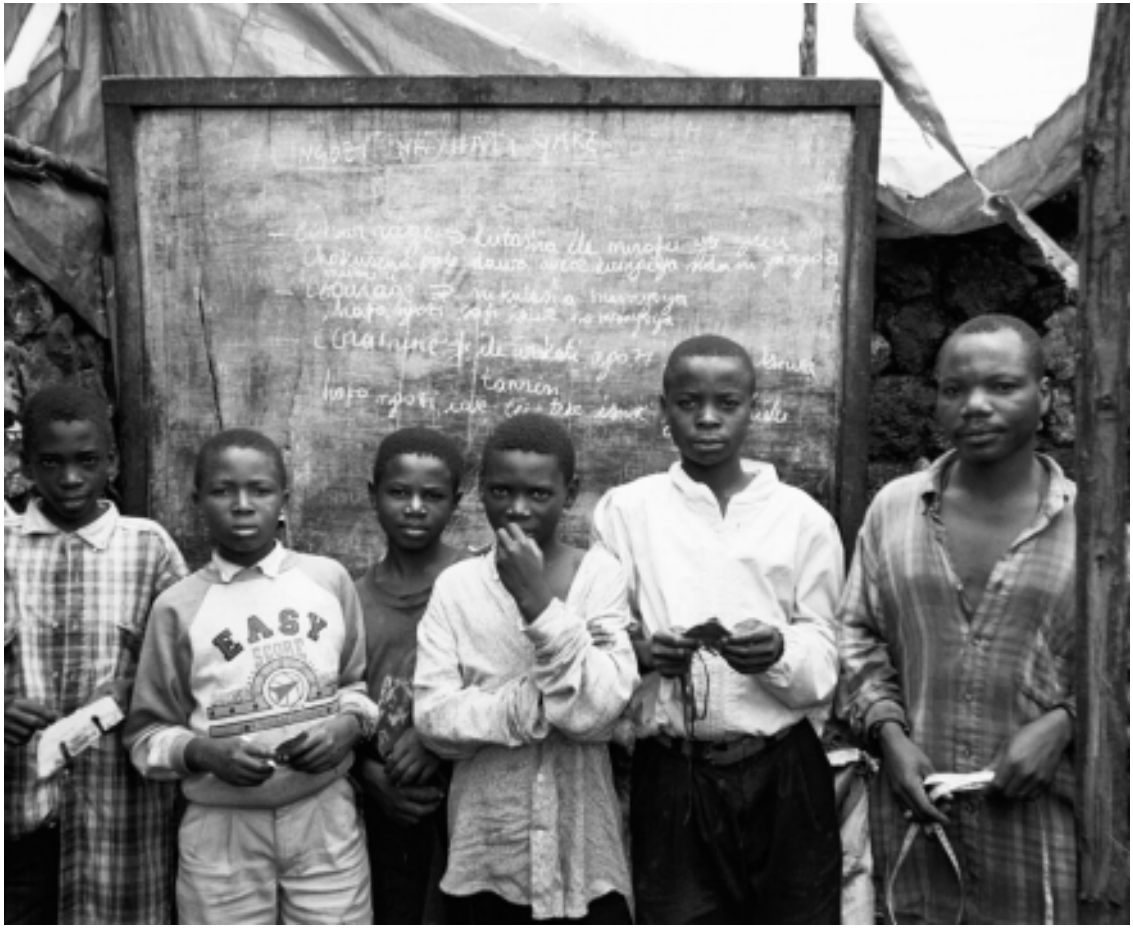
CHALLENGE: USAID has supported basic education in the Africa Region for many years by funding projects and activities to improve educational access, primary school completion, and learning. Through these earlier forms of assistance, USAID often provided external expertise to diagnose and correct specific weaknesses in the region's education sector. Projects ended and third country nationals returned home. In the late 1990s, USAID modified its approach, realizing that to be truly effective, a reformed education system put in place with USAID assistance should ultimately be sustainable by the host country without dependence on external technical or financial resources.

USAID RESPONSE: To refine its approach to educational development, USAID has collaborated with governments, other donors, professional organizations, and regional institutions. The objective of USAID's education sector support initiative in the Africa Region was to increase children's participation in sustainable, quality basic education. Its central tenet was—and still is—to support African ownership of the reform process, with systemic reform achieved by the education system itself. While continuously evolving, the education sector support approach was initiated with three main foci: 1) school and community change; 2) systemic reform, with USAID's programs strategically supporting each country's policies, plans, and capacities; and 3) African ownership of and capacity for the reform process, both of which are key to sustainability.

RESULT: This approach has been challenging because achieving systemic, sectoral change requires fundamental reforms in education policy, resource allocation, project design, institutional organization, and operations, all of which entail new roles for stakeholders. In addition, the widespread impact of HIV/AIDS on education systems has exacerbated existing systemic problems. Stakeholders within the country must negotiate this complex social transformation. Such change really only occurs when the key practitioners in schools and related institutions actively seek to improve performance.

IMPACT

USAID's Education Sector Support Initiative in the Africa Region supported African ownership of the reform process, with systemic reform achieved by the system itself.


EASY

Nonformal Education

OVERVIEW

Nonformal education is generally defined as organized, intentional learning that is usually not associated with traditional academic certification. Nonformal programs are usually organized outside the formal, government and private school systems and are based on what learners need and want. For example, traditional or cultural educational institutions such as the Madrassas and similar Islamic institutions that provide basic literacy, albeit from a religious bent, often play a legitimate role alongside sound and well-financed secular education systems. Nonformal education can provide learning for any age group, from primary school age to adults. Because nonformal education generally tries to reach those who cannot attend formal school—urban poor, children in rural, isolated areas, dropouts, and illiterate adults—instruction is often provided during flexible hours and in nontraditional settings.

In FY 2001, USAID created several new opportunities for those without access to formal schooling. For example, with radio's widespread availability and relatively minimal cost, interactive radio instruction was applied to teach students in areas where teachers were in short supply, either due to an isolated location or due to the widespread impact of HIV/AIDS. The use of other technologies also was considered.

Selected Examples
Honduras
Zambia

HONDURAS

OUT-OF-SCHOOL YOUTH RECEIVED SECOND CHANCE TO LEARN

CHALLENGE: In Honduras, the average level of schooling is about 10 years below that of the rest of the LAC Region. Government of Honduras household surveys show that economic inequities also are increasing, with low levels of education highly associated with poverty. The number of children *not* completing the 6th grade of primary school has been growing, while the number of illiterates is increasing. Inequities are highest in rural areas where one of every three Honduran farmers is illiterate, the average level of schooling is less than 4 years, and only 6 percent of the youth have access to middle school (grades 7-9). In contrast, the urban population averages over 7 years of education, and an 89 percent literacy rate, with 76 percent of the youth having access to middle school.

USAID RESPONSE: To help address these inequities, the USAID Mission in Honduras supported the Ministry of Education in developing EDUCATODOS, an alternative delivery system for basic instruction (grades 1-9) that has provided a second opportunity for youth and young adults and has expanded access to basic education. To achieve its objectives, EDUCATODOS used interactive radio lessons, programmed texts to complement those lessons, and 4,000 volunteer facilitators who helped participants with their studies and evaluated students with standardized tests at the end of each period of instruction.

RESULT: By 2001, enrollments in EDUCATODOS had increased to 45,000 students per semester for the 1st through the 6th grades, and the program enrolled its first 7th graders. Over 90 percent of the students successfully passed their respective grade levels. Over 25,000 people had completed the 6th grade.

This increased educational attainment should lead to higher incomes for low-income children. In addition, participation in EDUCATODOS has been associated with increased civic participation, stronger democratic institutions, improved family health, increased use of family planning, and better primary school performance for the children of the participating families. Figures suggest that EDUCATODOS is more cost-effective than traditional schools. Through EDUCATODOS, Honduras can continue to work at reducing educational and economic inequities.

IMPACT

With EDUCATODOS' interactive radio instruction, over 90 percent of the students passed their respective grade levels, and over 25,000 people completed the 6th grade.

ZAMBIA

INTERACTIVE RADIO PROVIDED INSTRUCTION FOR HIV/AIDS ORPHANS

CHALLENGE: In Zambia, where the adult HIV prevalence rate is about 20 percent, the country reported over 700,000 orphans in FY 2001. Only 56 percent of all 7–13 year olds were in primary school, while less than 30 percent proceeded to secondary school. In addition to its impact on student participation, HIV has been devastating Zambia's teaching force. The supply of teachers from teacher training colleges barely keeps pace with the nation's teacher attrition rate.

USAID RESPONSE: Recognizing the growing number of children unable to attend formal schools while striving to honor its commitment to the Education for All Coalition, the Government of Zambia launched, with USAID/Zambia's assistance, the Interactive Radio Instruction Program. This program is a unique collaboration among USAID contractors, the Ministry of Education, the Ministry's Education Broadcasting Service, non-governmental organizations, church groups, and communities. The program provides orphans and other vulnerable children with a comprehensive education program based on Zambia's national curriculum.

To participate, students convene at a learning center each day. Through 30-minute broadcasts, these students receive basic literacy and numeracy instruction as well as health and life skills messages and other practical advice. Trained mentors lead highly participatory classes based on the broadcasts. Communities provide mentors, the venue, and the radio receiver, and mobilize out-of-school children to attend. Graduates are expected to demonstrate competencies comparable to or better than their school-going peers.

IMPACT

In July 2001, 169 USAID-supported Interactive Radio Instruction Learning Centers were operational in all nine Zambian provinces. Centers served 7,782 grade 1 learners.

RESULT: Demand has exceeded expectations. In the year 2000, the program was piloted in 21 centers in two districts for grade 1 learners. By July 2001, the program was being implemented in 169 registered centers in all nine provinces. Interactive Radio Instruction Center enrollment increased from 1,254 in 2000 to 7,782 in 2001. Pilot participants demonstrated a 20 percent increase in mean performance scores on competency testing, and 78 percent of the students maintained regular attendance throughout the pilot period. Based on these results, the Ministry of Education began field testing new programs for Grade 2 learners and preparing for further development for higher grades.

Information and Communication Technology

OVERVIEW

Information and Communication Technology (ICT) is rapidly transforming the way people live, work, and learn. Through the Internet and other technologies, ICT is being used worldwide to improve the quality, reach, and equity of education and learning systems. ICT and its applications provide new learning tools as well as new approaches to developing pedagogical content, even in isolated areas where teachers and materials are scarce. Bearing in mind that instructional technologies range from radio and other traditional communication vehicles to new digital technologies for more interactive distance learning, technology can be used to provide basic education to children and adults and to prepare teachers and administrators to train others.

Many countries need assistance in acquiring and applying ICT. Limited access to ICT, inadequate policies and infrastructures, and lack of training can restrict ICT use. Without the needed resources and training, investments in equipment can be frustrating and wasteful. USAID supports policy reform and innovation to overcome these barriers and to increase the impact of the education systems it assists.

Selected Examples

Egypt
Namibia
Guinea
Morocco

EGYPT

EGYPTIAN "SESAME STREET" IMPROVED SCHOOL READINESS, PARTICULARLY FOR GIRLS

CHALLENGE: In Egypt, although 95.2 percent of school-age children were enrolled in primary school, girls living in rural areas still had limited access to education. Research on preschool-aged children documented a knowledge gap between boys and girls at ages 4 and 6 and gender stereotypes that seemed deeply entrenched at a very young age.

USAID RESPONSE: USAID supported the development of an indigenous "Sesame Street" television series, "Alam Simsim." A uniquely Egyptian curriculum that was developed in consultation with Egyptian experts in child development, education, research, health, and psychology provided the foundation for the series. Through the production and broadcast of 130 half-hour programs, "Alam Simsim" helped to reduce primary school failure and dropout rates by expanding access to preschool education and increasing literacy and numeracy skills.

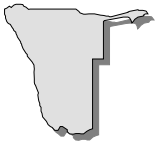
The series also helped to equalize opportunities for early school success for girls and other disadvantaged children. Segments actively promoted girls' education and presented positive images of girls' and boys' achievement, thus encouraging early and continued educational participation of girls. In addition, the series presented and promoted desired behavioral health practices for children and their families. The Sesame Workshop's trademark "technology" was being transferred to Egyptian partners through collaborative research and development, production, network building, and training.

IMPACT

"Alam Simsim," an indigenous "Sesame Street," was broadcast to millions in Egypt, Morocco, and Lebanon. One-third of Egyptian children under age eight regularly watched the series. Parents often watched with them.

RESULT: By the end of FY 2001, the co-production partnership between Sesame Workshop and Karma Productions for "Alam Simsim" was fully operational. Launched in August 2000, the series was being broadcast to millions of Egyptians, as well as households from Morocco to Lebanon. A second daily broadcast was being planned. In addition, training was being provided for Egyptian directors, scriptwriters, and puppeteers. A recent survey indicated that 61 percent of all children under age eight regularly watched the series, and 32 percent of their parents watched with them. After viewing several segments, children showed a marked change in their views on gender stereotyping, e.g., whether women could become pilots and whether men could bake a cake.

NAMIBIA



COMPUTER CENTERS BECAME NEXUS OF PROFESSIONAL AND COMMUNITY DEVELOPMENT

CHALLENGE: As evidenced in its "Ten-year Plan for Educational Development and Support (2000-2010)," Namibia's Ministry of Basic Education, Sports, and Culture is committed to removing the last vestiges of apartheid's social and economic policies. Yet, the country faces major development challenges: high student failure rates of 40 percent, unemployment at 40 percent, a population growth of 3 percent, and the growing incidence of HIV/AIDS (an estimated 150,000 cases). Approximately 60 percent of the majority black population live on communal lands in the rural north, surviving on $100-200 per year with limited access to basic services. To respond to these needs, the Ministry requested help in developing and improving teacher training materials, especially for the lower primary level.

USAID RESPONSE: In spring 2001, the USAID Mission in Namibia installed four computer centers in existing Teacher Resource Centers within local school districts. These centers provided professional development for principals, advisory teachers, inspectors, and teachers, as well as access to information technology for the surrounding communities. All centers were installed with 24-hour internet access and at least seven computer workstations, a scanner, laser printer, digital camera, CD burner, and basic teleconferencing camera. To further strengthen local capacity, USAID funded training to prepare out-of-work youth to install the equipment and manage the facilities.

RESULT: The computer centers served to support professional development activities for Namibia's educators. Teachers researched lesson topics. Students worked on assignments. At one location, students competed in an online stock market contest by managing "virtual" stock portfolios. A Peace Corps Volunteer used the center's internet capabilities with students from a nearby school for the deaf and blind. In addition, the project encouraged other Ministries, NGOs, schools, students, and community members to use the facilities, for a nominal fee. Approximately 700 additional paying clients registered, helping the Ministry to sustain and potentially even expand the centers. The technology trainees, who started with minimal computer experience, have kept the centers running smoothly and virtually complaint-free.

IMPACT

USAID-funded computer centers provided professional development and 24-hour internet access for teachers, administrators, and about 700 civic and community users. Unemployed youth were trained to install the equipment and manage the centers.

GUINEA

INTERACTIVE RADIO INSTRUCTION TRAINED TEACHERS AND MOTIVATED STUDENTS

CHALLENGE: In Guinea, primary school classrooms have very few instructional materials. Those that are available are often poorly developed, misused, or locked away for "safekeeping" in storage cabinets. Instructional quality is poor, and effective delivery of in-service teacher training is impeded by the lack of a policy and systematic approach. Teachers' repertoire of teaching methods has been extremely limited and based on lecturing. As a result, students do not move smoothly through the primary school system. High repetition and dropout rates mean more time and money needed to educate each student.

USAID RESPONSE: As part of a multi-channel series of strategies within the Fundamental Quality and Equity Levels Activity (see Guinea description under "Institutional Strengthening"), USAID supported the development and production of an interactive radio instruction broadcast, entitled, "Under the Kapok Tree." The goal of these programs is not only to teach students, but also to demonstrate to teachers how to use learner-centered instructional methods in the classroom. For 90 minutes each week, children in grades 1-6 throughout Guinea listen to the radio broadcast, which has been given wide praise by school directors, parents, teachers, and, most importantly, the kids themselves. The broadcast incorporates audio, visual, and tactile-kinesthetic strategies, to provide instruction in language, mathematics, science, community health, early childhood development, and other pertinent subjects. During the broadcast, teachers typically follow the instructions of the "radio teachers," guiding children to sing songs, answer questions, manipulate objects, draw pictures, move physically, and work in small groups to solve problems. Children learn through play. Teachers learn by doing.

To support the broadcasts, teachers' guides, student activity books, posters, science kits, and wind-up radios are being distributed nationally. Introductory workshops and bi-monthly meetings have prepared teachers nationwide to provide instruction in an interactive style that is quite different from the traditional teacher-centered methods to which they were often accustomed.

IMPACT

During FY 2001, Guinean primary school students nationwide received 90 minutes of broadcasts per week for 22 weeks. Over 19,000 teachers and 850,000 students benefited from interactive radio instruction and other school improvement strategies.

GUINEA ...

RESULT: The broadcasts, presented entirely in French, began during the 1999-2000 school year for first and second graders. During the 2000-2001 school year, the broadcasts were expanded to cover grades 1-6. Elementary school students nationwide received 90 minutes of broadcasts per week during 22 weeks of the school year. Over 19,000 teachers and 850,000 students benefited from the broadcast and other elements of the project's multi-channel approach. Guiding the children through these activities has helped teachers understand the subject matter better themselves. As a result of interactive radio instruction and other project strategies, teachers are now using different materials and activities, presenting information clearly, and treating students equitably and respectably.

The impact of this intervention is being monitored through the annual testing of French and mathematics at the grade 2 level. After the first year of broadcasting, tests demonstrated a significantly positive impact on learning for all students, particularly girls and rural students. Despite a border conflict that disrupted project interventions during the 2000/01 school year, the second year of testing still showed positive results among rural students.

Although teachers have benefited from the program, the biggest fans seem to be Guinean children. Simply watching young Guinean children come to school early, and seeing them clapping and singing in Guinean classrooms on "radio show days" has been a testimony in and of itself.

"My name is Salimatou Souaré II. I'm ten years old, and come from a small family. I love to listen to your radio show. Hearing how Old Bamba works through his problems is a big help to me, and I love Auntie Hawa's riddles. My classmates and I are always glad to hear the show. My school is close to the main road that leads to Senegal, and the radio reception is always good…."

-Salimatou Souaré, Third grader,
Gayah Central Grade School in
the town of Mali, Guinea

MOROCCO

INFORMATION TECHNOLOGY HELPED TEACHER TRAINING INSTITUTIONS BOOST EDUCATIONAL QUALITY

CHALLENGE: Morocco's National Charter of Education and Training, published in 1999, called for improved education quality and a decentralized education system to make it more responsive and representative of local educational needs. The charter also called for the introduction of computers and information technology to increase the quality and relevance of education. Although the Ministry of National Education's plan outlined the placement of computers in all schools by the year 2005, the plan did not address training in the use of the new technology. Yet, most educators lacked the basic skills needed to use the equipment.

USAID RESPONSE: To support the Ministry's plan, USAID installed fully equipped multi-media centers in seven of Morocco's teacher training colleges. These centers, which were connected to the Internet by the Ministry, created gender-neutral playing fields where women and men excelled and gained confidence. Training in basic computer literacy and the use of new technologies for educational purposes was provided to faculty and students in the Arabic language. With USAID assistance, a website was created to provide educators a forum for exchanging training modules, information, and ideas (http://www.ibtikar.ac.ma).

RESULT: Over 2,500 faculty and future teachers have been trained. In addition, the Ministry has used USAID-developed computer training materials in all 50 of Morocco's teacher training colleges, thus affecting the country's future cohorts of teachers. Trained users at the seven USAID-assisted teacher training colleges were leading the other colleges in integrating information technology into their teacher training process.

IMPACT

Through fully equipped multi-media centers at seven teacher training colleges and training materials in all 50 of the nation's teacher training colleges, USAID introduced technology to future teachers in Morocco.

Education Partnerships

OVERVIEW

In recent years, USAID has supported a growing interest in *partnerships*—voluntary collaborations between two or more entities to achieve mutually desirable objectives such as increased access to school. Implemented effectively, collaborative efforts can extend the impact of available funds, provide access to new resources, and build capacity and sustainability. Through partnerships, organizations can share planning, decision-making, implementation, and project rewards via facilities, division of labor based on institutional strengths, and in-kind donations.

Within the public sector, USAID supported partnerships between the Ministry of Education and other ministries such as health and finance. USAID also explored public-private sector partnerships involving foundations, businesses, corporations, teacher training institutes, higher education institutions, and other organizations. Partnerships can be within a country, between countries, or across regions.

USAID also has established collaborative efforts with other US government agencies. USAID has worked cooperatively with the US Department of Labor to combat abusive child labor. In addition, USAID has worked with the US Department of Agriculture on its Food for Education Programs to provide humanitarian assistance as well as a tangible incentive for enrolling and keeping children in school.

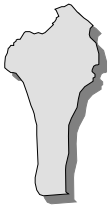
Selected Examples

Benin

Dominican Republic

Latin America & the Caribbean

BENIN



PARTNERSHIP SUPPORTED EDUCATION AND LOCAL BUSINESS DEVELOPMENT

CHALLENGE: In 1990, the Government of Benin decided to reform its declining primary education system, replacing the old curriculum, which was based on rote learning, with a new curriculum that focused on competencies and skills. As a result, new programs were developed, tested in 30 primary schools, and progressively extended to Benin's 4,500 primary schools.

In 1999, textbooks, workbooks, and other teaching materials based on the new curriculum needed to be produced for 340,000 first grade children. In an effort to build local capacity and make the materials available as quickly and as cost effectively as possible, Benin's education authorities decided to use local writers and printers. Because of the sheer size of the effort, this was a gamble that could have compromised the entire reform initiative.

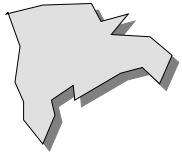
IMPACT

Local businesses in Benin, working cooperatively with the Ministry, USAID, and the community, produced and distributed 1.7 million new textbooks and workbooks to 340,000 children in 4,500 primary schools.

USAID RESPONSE: To respond to this need, USAID facilitated a successful partnership with the Ministry of Education, the community, and three local printers, who were awarded contracts totaling $1 million to print 1.7 million French and mathematics textbooks and workbooks. Challenged by the quantity and the strict quality requirements, printers quickly imported more up-to-date equipment, and recruited and trained additional staff. Although financially burdensome, the job was viewed by the printers as an investment worth the expected return. The contract gave workers the opportunity to learn new skills and familiarize themselves with new technology. The printers also reviewed their organizational structure and improved performance to meet delivery deadlines. During the two-month production period, 200 temporary jobs were created, leading to 20 permanent jobs. Once production was completed, the Ministry, with financing from USAID, joined with development partners, parents, and private transport companies to distribute the books and materials to 4,500 schools.

RESULT: New French and mathematics texts and workbooks were distributed to 340,000 children in 4,500 primary schools. A similar production strategy was used in the year 2000 to produce second grade materials, utilizing two of the three printers. This public-private partnership aided the education of school children, increased the capacity of local businesses, and set the stage for future productive collaborations.

DOMINICAN REPUBLIC



CORPORATE FOUNDATION SUPPORTED BASIC EDUCATION IN NEIGHBORING COMMUNITIES

CHALLENGE: In the Dominican Republic, the government has been working to reform its once neglected education system. During the 1990s, implementation of education reform efforts resulted in higher preschool and primary school enrollments, increased public awareness of the need to improve education, improved teacher professionalism and salaries, a new curriculum, and more textbooks. Nevertheless, additional progress was needed.

The Falconbridge Foundation, a corporate foundation created by a Canadian corporation that had mined nickel in the Dominican Republic since the 1960s, was formed to improve the company's relationship with the local community. The Foundation's focus on promoting integrated and sustainable community development, specifically through education, fit well with the Government's reform efforts.

Based on individual school requests, the Foundation repaired and maintained school buildings, provided equipment and furniture, established libraries, school gardens, and pre-schools, strengthened the parents' associations and student councils, trained teachers, and funded cultural and sports activities. Schools contributed to the improvement process, usually through in-kind contributions rather than cash. This sponsorship program, which had begun in 1990 in one school, was supporting 100 schools and 73,903 students in grades preschool through eight in FY 2001. Government planners, as well as USAID, contemplated whether the model could be adapted by other private organizations and school systems.

USAID RESPONSE: To investigate its replicability, USAID sponsored an evaluation of the program. This evaluation identified key elements of the Falconbridge model to assess the feasibility of replicating the partnership.

RESULT: Through the process of evaluation, USAID identified the key characteristics, organizational elements, and components contributing to the partnership's success and clarified the role of the public education system and USAID in implementing the program. Findings have been shared both with corporations throughout the LAC Region that are searching for ways to help the communities in which they work, as well as with Ministries of Education in need of additional resources.

IMPACT

USAID's analysis of the Falconbridge Foundation School Sponsorship Program, which supported 100 schools and 73,903 students, may inspire other public/private sector partnerships.

LATIN AMERICA & THE CARIBBEAN

PRIVATE COLLABORATION BUILT MULTI-SECTOR CONSTITUENCY FOR EDUCATIONAL REFORM

CHALLENGE: In the Latin America and Caribbean (LAC) Region, more children attend school now than in the 1960s, but school efficiency remains a challenge. Most youth fail to acquire basic skills in mathematics, language, and science. The average student in the LAC Region spends more than seven years in primary school, completing just four grades. Nearly one of every two students repeats the first grade. Associated costs are estimated at $3 billion—nearly one-third the total public expenditure on primary education in the region. Governments have been reconsidering their education policies in an effort to improve quality and efficiency.

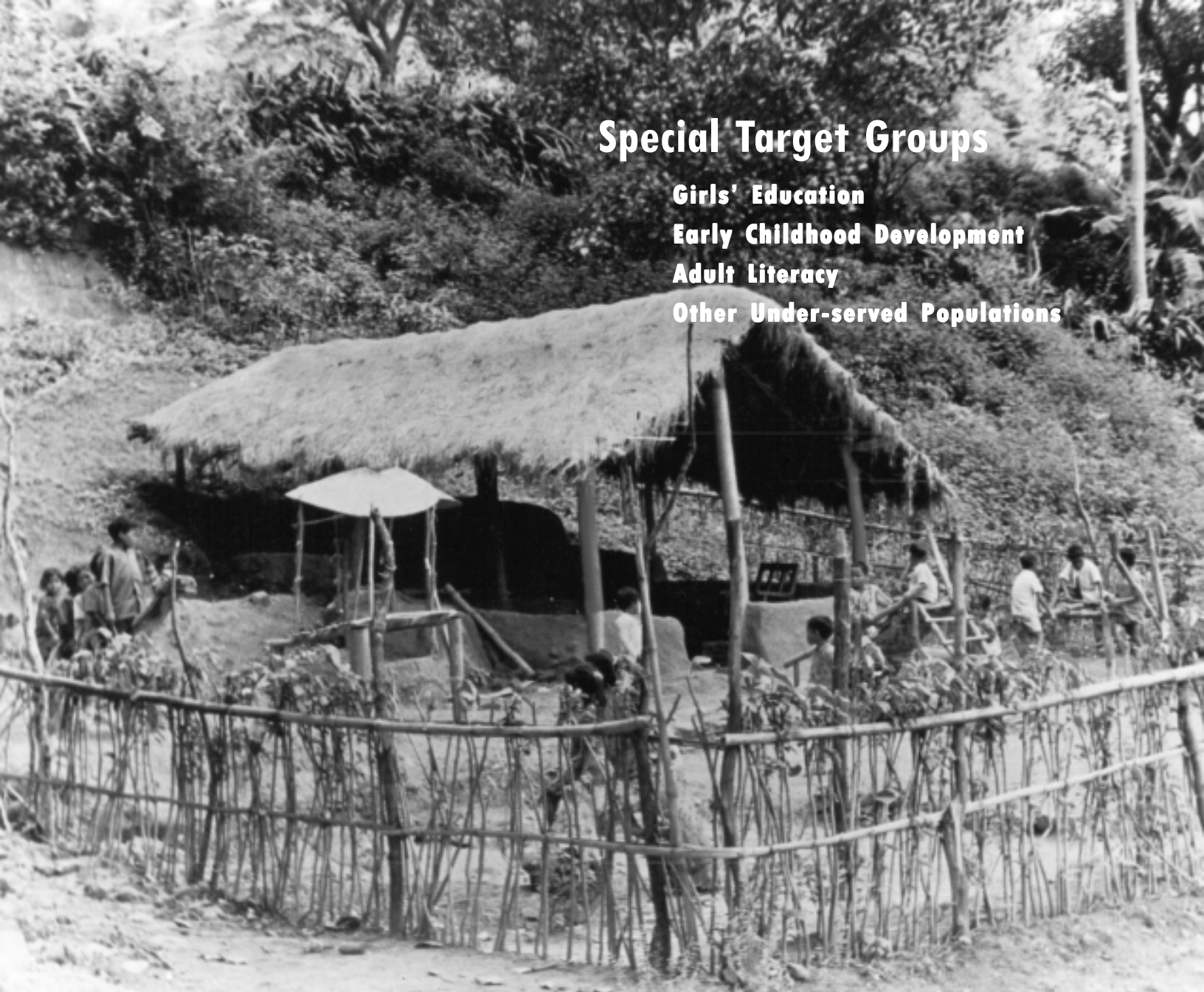
USAID RESPONSE: During the 1998 Summit of the Americas, 34 heads of state moved education to the top of the hemispheric agenda. In response to this effort, USAID supported the Partnership for Educational Revitalization in the Americas (PREAL), an initiative designed to promote a better understanding of education policy issues by education decision makers and to develop a broader and more active constituency for educational policy reform within the LAC Region. This approach was based on the premise that policies change only when local leaders become intellectually convinced that change is needed.

PREAL organized national-level workshops on teacher training, public/private partnerships, and other areas of education reform for sectors of government and civil society. PREAL also conducted research, and published and distributed quality materials, including "Tomorrow Is Too Late," a paper that reported the status of education in Central America. In a follow-up survey, 63 percent of those who participated in PREAL's various activities responded that PREAL events have impacted educational practices or policies in their countries.

IMPACT

Sixty-three percent of PREAL's program participants responded that PREAL events have made an impact on educational practices or policies in their countries.

RESULT: With a relatively small investment, USAID helped to build a public/private sector constituency that pushed to make education reform a regional priority. Ultimately, the effort should benefit school-age children in the LAC Region, especially those in primary grades; host country governments, which will provide higher quality and more cost-effective services; the private sector, which will draw from a more educated labor force; and the community at large, which should become more equitable and politically stable.



Special Target Groups

Girls' Education

Early Childhood Development

Adult Literacy

Other Under-served Populations

Girls' Education

OVERVIEW

Research shows that the education of girls is one of the most important investments a country can make in its economic and social development. Educating girls not only supports economic productivity, but also leads to strong improvements in family health and to reduced infant and child mortality. Girls' education also contributes to social development and democratization within developing nations. USAID research and programs during the past decade have raised awareness about the importance of educating girls, resulting in supportive education policies and increased access to school. Nevertheless, retention and primary school completion rates continue to be lower for girls than boys in most regions of the world.

Improving girls' education requires first overcoming the various barriers to sending girls to school and then creating classroom environments that encourage learning, performance, retention, and school completion. To increase girls' access to basic education, USAID supported policy reform and other activities that increased the number of places available for girls. To increase the demand, USAID supported strategies for attracting girls to school and participatory teaching/learning strategies that make the classroom a positive learning environment for girls as well as boys. USAID worked with the private sector, the media, non-governmental organizations, and the local community to further raise awareness and encourage acceptance.

Selected Examples

Peru
Egypt
Morocco
Guatemala
Mali

PERU

NATIONAL NETWORK RAISED CONSCIOUSNESS ON THE IMPORTANCE OF GIRLS' EDUCATION

CHALLENGE: Only six of ten girls born in the rural zones of Peru's highlands attend school. The other four don't attend for a variety of reasons, including distance to school, girls' responsibilities at home for domestic chores, and sibling care. Some who enroll drop out because instruction is provided in Spanish rather than the native Quechua or because the teacher does not work effectively with children of various ages and learning levels in the same class. Other girls may be withdrawn from school by parents by age 12, either because the girls are considered potential mothers and wives or because the parents fear that their daughters would be sexually assaulted. With 9 to 12 years old as the culture-set "window" for attending school, few girls born in these zones complete primary school.

USAID RESPONSE: The USAID Mission in Peru helped to establish Peru's National Network for Girls' Education, a group comprised of representatives from the government's various ministries, members of Congress, the business and religious communities, the media, non-governmental organizations, and donors. Through this network, USAID raised awareness among various constituencies regarding the importance of girls' education, particularly for rural girls, and the constraints affecting girls. In September 2000, the Network conducted a National Conference on Rural Girls' Education, with over 350 local network members, community leaders, parents, and young girls. In May 2001, the Network held another national forum, "Las Voces de las Niñas" ("Girls' Voices"), where girls from across the country discussed their education-related problems with members of Congress and education experts. The girls were also videotaped for "Sixty Minutes," a nationally broadcast TV program.

RESULT: With USAID's support, the Network disseminated the girls' education agenda that resulted from the national conference and worked with the government to develop policies and programs to expand girls' access to school. Girls' education priorities were incorporated into the national education agenda. A national bill supporting education for rural girls, which was originally drafted by the Network, was passed unanimously by the Peruvian Congress and now affects 1 million rural girls.

IMPACT

Spurred by activities of the National Network for Girls' Education, the Peruvian Congress passed a national bill that supports education for 1 million rural girls.

EGYPT

COMMUNITY SCHOOLS BUILT GIRLS' PARTICIPATION THROUGH LOCAL INVOLVEMENT

CHALLENGE: In Egypt, a country striving to achieve universal access to primary education, the government's approach to long-term education reform has included innovative programs to bring basic education and literacy to girls and various hard-to-reach populations, including the urban poor. Several community-level, school initiatives were designed to address gender, economic, and geographical disparities. Included in these initiatives were "New Schools," small, community-built schools that combine interactive teaching methodologies and community involvement to provide primary education for unenrolled girls, including girls age 9 to 14 who have never attended school or who have dropped out.

USAID RESPONSE: USAID's support of the New Schools program expanded on an earlier, urban-based pilot that validated the Agency's strategy to link international non-governmental organizations and local community development associations to increase primary school enrollment and retention. During that pilot, five small, community schools were successfully established in the poorest areas of Cairo, providing access to education for girls not enrolled in the local schools. The attendance rate was high at 89 percent, and 95 percent of those who took the third grade exam passed.

Based on these results, USAID agreed to support 70 additional New Schools in Egypt's rural areas where gender imbalances were greatest. Individuals, villages, and the government donated 70 plots of land, with community education teams responsible for identifying sites, securing deeds, obtaining the necessary permits, and helping to coordinate USAID-funded school construction. These volunteer teams also were responsible for helping to enroll girls and making local school management decisions.

RESULT: In one year, 10,600 children were enrolled in primary grades. More than 400 teachers, principals, and supervisors, and 388 facilitators were trained. Eleven of the planned 70 schools were completed and "given" to the Ministry of Education. When all schools are built, 28,800 girls will be enrolled each year through this program. A further expansion of this strategy will occur under a new education reform pilot in Alexandria, reaching an additional 30,000 learners per year.

IMPACT

Under the USAID-funded New Schools initiative, communities built and staffed seven community-based schools for Egypt's unenrolled rural girls. Ultimately, 28,800 girls will be enrolled each year through this program.

MOROCCO

INTEGRATED APPROACH PROVIDED EDUCATION FOR RURAL GIRLS

CHALLENGE: Of Morocco's 2.5 million primary school-age girls, over half live in rural areas. Only 52.2 percent of the rural girls are enrolled in primary school, and 88 percent of rural women are illiterate. To address those disparities, Morocco has committed to education reform so that all children, including girls, have access to quality education. Morocco's 1999 National Charter for Education and Training guides the reform, and the King declared 2000-2010 as the "Education Decade."

USAID RESPONSE: The USAID Mission in Morocco worked with classrooms, teacher training colleges, and the community to develop "girl-friendly" school environments that encourage learning, particularly in rural areas. At the classroom level, USAID developed training guides and trained school personnel in equitable and student-centered teaching practices. USAID helped build stronger community participation by training parent-teacher associations to better communicate with teachers, involving mothers while respecting the traditional Muslim culture, and providing training in strategic planning to the Ministry of Education's provincial-level education officials. USAID also created gender-neutral multi-media centers in seven teacher training colleges and trained students and faculty in the use of new education technologies (see Information and Communication Technology section). Finally, USAID strengthened the capacity of national civil society organizations working in girls' basic education to build national support.

RESULT: The Ministry printed and distributed over 15,000 copies of the first of nine USAID-developed training guides to rural schools nationwide. Over 4,000 educators were trained and are applying new teaching methodologies in rural classrooms. Parent-teacher associations in the southern region began to participate more actively in their children's education and to show others how to get involved. Provincial education authorities began to apply strategic planning in their decision-making processes. As a result, USAID-assisted schools became beacons that demonstrate how an integrated approach improves education for girls and boys. Surrounding schools have been eager to replicate the successful approach.

IMPACT

As a result of USAID's holistic approach to girls' education, over 4,000 educators are applying gender-neutral, student-centered teaching methodologies in rural classrooms.

GUATEMALA

SCHOLARSHIPS, STIMULATING CLASSROOM MATERIALS, AND COMMUNITY SENSITIZATION DREW GIRLS TO SCHOOL

CHALLENGE: Of the estimated 347,000 school-age children who are not enrolled in school in Guatemala, three-quarters are rural girls. Furthermore, fewer than two of ten rural girls complete sixth grade. Parents often keep girls home to help with chores and to take care of younger siblings. Many poor families send their girls to school just long enough to learn basic literacy and numeracy and then withdraw them so that younger siblings can attend. Unfortunately, parents and teachers often have low expectations for girls' academic success and economic prospects.

USAID RESPONSE: The USAID Mission in Guatemala supported increased educational access, quality, and equity, especially for indigenous and rural girls and women by working closely with the Ministry of Education, civil society organizations, and private sector organizations to make girls' education a priority of the new administration. Recognizing the varied issues associated with girls' school participation, the initiative was comprised of several elements: scholarships to address economic barriers; sensitization of parents, educators, local government officials, and non-governmental organizations to social and cultural barriers; and the development of classroom materials and parent training to help address academic barriers.

IMPACT

With scholarships, community participation, and teacher training, the third grade completion rate for rural girls in indigenous Quiché communities increased from 18.2 percent in 1997 to 28.0 percent in 2000.

RESULT: In 2000, the Ministry of Education introduced more actions to support girls' education than were initiated in any previous year since USAID pioneered the girls' education program in the early 1990s. During 2001, the Ministry of Education committed to fund 100,000 primary school scholarships for rural girls. USAID extended this scholarship program to 2,681 additional girls in indigenous Quiché communities, areas most severely affected by armed conflict. "A Community Participation Guide for Girls' Schooling" was developed with local non-governmental organizations. In addition, USAID assisted a group of primary school teachers in developing a teacher's manual of activities to promote girls' classroom participation and success. In three years, the third grade completion rate for rural girls in Quiché increased from 18.2 percent in 1997 to 28.0 percent in 2000. The Ministry of Education is adopting the teacher's manual for nationwide training.

MALI

Malian Solution to a Malian Problem: Educating Girls

Amadou Taboura is the muezzin who calls people to prayers five times a day in his village of Dogobala. He's well-respected; people listen to him. Because of his position in the community, he and several other respected members, both men and women, were brought together by USAID/Mali to discuss why so few girls in Dogobala ever reach the sixth grade. After the meetings began, it became clear that one of the greatest challenges facing girls' education in the village was the attitude of Mr. Taboura and his peers. It wasn't that they thought girls shouldn't go to school. It was simply that they felt girls were not smart enough or motivated enough to succeed. They said the girls didn't try hard. They weren't focused and were easily distracted. In short, as Mr. Taboura put it, "It's their own fault. What can we do?" Such misperceptions had surfaced in other communities, as well.

During four days of intense and often emotional discussion, USAID enabled women from other communities who had difficulty getting an education to share their stories with the community. Mr. Taboura and his friends heard firsthand from women who were forced to stay home to take care of their siblings or were beaten in school. Women shared stories of stresses and health problems related to female genital cutting that led to absences from and dropping out of school. Minds began to change. During the final discussion, Mr. Taboura stood up to pledge his support for girls and their right to an education. Others at the meeting followed his lead.

Even visiting Dogobala today, the changes are evident. On a school management committee that previously had only two female representatives, half of the representatives are now women. To subsidize school fees for girls, the village began a commercial gardening program and other micro-enterprise activities. A girls' education support group has been formed to help girls after school with their studies. And Mr. Taboura and his fellow villagers have started to talk to neighboring villages, encouraging them to free girls and women from domestic work so that they can attend school and literacy classes.

Early Childhood Development

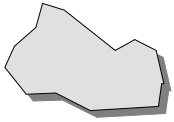
OVERVIEW

Although the vast majority of USAID's basic education programs focused on primary education, USAID supported early childhood development (ECD) as a means of preparing children for school. Support for ECD activities is predicated, in part, on studies that show that attention to the early physical health and cognitive development of very young children increases their readiness for school and their capacity to succeed once enrolled. In addition, attention to early childhood development increases the likelihood that parents will focus on the importance of readying their children for school and supporting them once they are enrolled.

USAID worked to equalize educational opportunities for all by building children's cognitive and social development before they enter school. USAID promoted policy reform by getting ECD on Ministry agendas and convincing governments to consider ECD as a potential priority. Through small grant funds to the Centro Internacional de Educacion y Desarrollo Humano, an NGO in Colombia, USAID also funded networking, on-line resource sharing, web-based training, and a pilot project to promote early childhood care and development. USAID also supported the broadcasting of children's programs to introduce basic concepts of literacy and numeracy to those who do not attend early childhood or preschool programs. Finally, USAID supported teacher training to prepare teachers to work with young children. All have improved young children's potential to develop and learn.

Selected Examples
El Salvador
South Africa

EL SALVADOR



EARLY CHILDHOOD EDUCATION IMPROVED WITH CAREGIVER TRAINING, INNOVATIVE MATERIALS, AND MEDIA MESSAGES

CHALLENGE: Until recently, El Salvador's basic education programs focused on formal schools, particularly children age 7 and older, with very little attention directed to children age 4 to 6 (preschool age), and even less attention to the stimulation and cognitive development of children from birth to age 3. Research documented that very few of the country's rural population, poor or not, had access to early childhood programs.

USAID RESPONSE: In December 1997, USAID financed a study to assess the current situation of early childhood development in El Salvador. Researchers found no standard curriculum or guidelines for early childhood education for public and private preschool centers or day-care centers, no formal higher education programs or courses to prepare early childhood education professionals, little in-service training for caregivers, and limited knowledge among parents and childcare professionals about appropriate techniques and home-based practices to stimulate a child's psychomotor and cognitive learning skills. Researchers also found an apathetic and often counterproductive media (print, television, and radio) that did not cover stories relevant to preschool-aged children or write about the importance of early childhood education.

In response to these findings, USAID's early childhood program did the following:

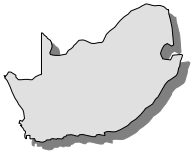
- Increased caregiver and public awareness of the importance of preparing children for school;
- Provided training to improve the technical skills of caregivers in formal and nonformal situations;
- Increased the cognitive, affective, and psychomotor skills of children from birth to age 6 by developing and distributing educational materials for family, community, and institutional use; and
- Strengthened public and private sector institutions that provide early childhood services.

IMPACT

USAID's early childhood program has facilitated collaboration among public and private institutions that share common visions, enhanced caregivers' skills and knowledge, and improved services for pre-primary children.

RESULT: Early childhood development is now a priority on the Salvadoran government's agenda. Under the coordination of the Salvadoran Institute for the Protection of Minors, many public and private institutions have shared common visions, caregivers' skills and knowledge have been improved, and better services are being provided.

SOUTH AFRICA



MULTI-MEDIA "SESAME STREET" PROVIDED PRESCHOOL EDUCATION VIA TELEVISION AND RADIO

CHALLENGE: In South Africa, a country still working to overcome inequities resulting from decades of apartheid, preschools were lacking in the vast majority of rural areas. In addition, models of appropriate social and racial relationships were needed.

USAID RESPONSE: The USAID Mission in South Africa, the US Department of Education, and the Children's Television Workshop worked in partnership with the South African Department of Education to develop "Takalani Sesame," a South African version of Sesame Street. The USAID grant provided financial support for the production of 65 television episodes, 104 12-minute radio programs, and an outreach program to train early childhood care providers to deepen the educational impact on preschool children. Lessons were illustrated through humor, music, drama, and comedy, featuring colorful Muppet characters Zikwe, Moshe, Neno, and Zuzu. Unlike other Sesame Street international co-productions (see Information and Communication Technology section, Egypt example), this series was unique because, for the first time in the history of Sesame Street, radio broadcasting of the series was introduced. Limited access to television due to poverty and lack of electricity made radio the best medium to reach South Africans in rural areas. The early childhood development outreach and training component for parents and child care providers also was being pioneered in South Africa's and Egypt's programs.

RESULT: The series debuted in two provinces, reaching 1,200,000 children and promoting the core values of respect for cultural diversity, while helping children get ready for school. This intervention reached 1.2 million children and was expected to jumpstart the learning of 6.5 million children under six years of age without access to kindergarten. Takalani Sesame drew support from numerous South African enterprises and businesses from the private sector, ensuring that the program would continue after the initial project has ended.

IMPACT

"Takalani Sesame," a South African version of Sesame Street, reached 1.2 million children, teaching school readiness skills and a respect for racial and cultural diversity.

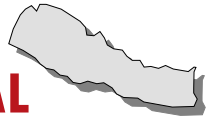
घर-परिवार

OVERVIEW

Adult literacy training involves preparing adults to function more effectively within their communities through the mastery of basic communication, reading, writing, and math skills. Offering literacy programs for women is particularly important because twice as many women as men are illiterate.

During FY 2001, USAID's approach to adult literacy focused on integration and linkages between literacy programs and other activities. USAID integrated literacy training with various types of technical instruction to enable adults to improve the quality of life for their families and communities, as well as to be able to read and write. Through adult literacy programs, community members were trained to start their own businesses, plan and implement community development activities, and support their own children's education. Integration of literacy with technical training often involved participating with other organizations that included literacy instruction to attract more people to their own programs. With these linkages, both programs were more successful: literacy instruction and technical training both reached a broader audience.

Selected Examples
Nepal



NEPAL

SELF-STUDY PROGRAM EMPOWERED WOMEN THROUGH LITERACY

CHALLENGE: In Nepal, low literacy rates (31 percent for females age 15-24 years old in 1996), restricted access to resources, and limited knowledge of their legal rights have kept women from participating in and contributing to Nepal's economic and political development. The USAID Mission in Nepal helped to build women's basic reading and writing skills through an economic empowerment initaitive, Women's Empowerment Program (WEP).

USAID RESPONSE: In WEP, a self-study program, groups of women who were organized to promote financial savings worked together to build literacy. The women controlled their own learning environment, helped to pay for their books, and bought their own lanterns and paper. Literacy volunteers (usually women from the group who already had literacy skills) provided support. During 18 months, women learned and practiced literacy and numeracy skills while studying legal rights awareness, advocacy, and economic participation. Through a second USAID-supported self-tutorial series, "Women in Business," women learned about savings, credit, and microenterprise development. Women also participated in biweekly meetings and monthly training sessions in a classroom environment. Two US-based non-governmental organizations worked with 245 intermediary Nepali groups to implement the effort.

RESULT: Over 130,000 women in about 7,350 groups in 21 districts participated in this program. Participants responded that they talked more with their husbands about household decisions and felt more confident about making decisions themselves. They also undertook more collective actions in their communities and invested more in savings and potential income-generating activities. An estimated 120,000 targeted women were literate by the end of the program. In addition, by the end of 1999, 99.5 percent (129,350) of participating women were depositing money into a savings account at least once a month, accumulating a total of $1 million in savings. Over $2.4 million in small loans had been taken out, and 50,000 women began or expanded a microenterprise. At the Nepali government's request, USAID provided lessons learned and technical advice on the project. The government used the program as a model for a nationwide women's empowerment/income generation program.

IMPACT

An estimated 120,000 women became literate through USAID's women empowerment program. In addition, women saved $1 million and took out $2.4 million in small loans. Fifty thousand women began or expanded a business.

Other Under-served Populations

OVERVIEW

Under-served populations are those groups of people for whom the percentages and numbers of children enrolling and participating in the education system are substantially lower than the average in a particular country. USAID's definition of under-served populations includes children in isolated rural areas, ethnic minorities, and children with disabilities.

In FY 2001, USAID applied several strategies to help provide basic education to under-served populations. USAID supported the creation of national strategies and policies that reduce barriers to children's enrollment, retention, and completion. Because language is often a barrier, USAID tested programs that provided basic education to indigenous populations whose first language was not the language of instruction in the formal school system.

To better serve children with disabilities, USAID promoted *inclusive programming*, an approach that integrates children with physical and cognitive disabilities into the mainstream, such that they can be productive members of their community and its workforce. In addition, USAID advocated education for children with disabilities through outreach and dialogue with host-country governments and other partners for policy reform. To this end, USAID supported the International Working Group on Disability and Development, a flagship program of the Education for All initiative, which supports inclusive education.

Selected Examples

Guatemala
Nicaragua
Vietnam

GUATEMALA

NATIONAL POLICY REFORMS SUPPORTED BILINGUAL EDUCATION FOR INDIGENOUS POPULATIONS

CHALLENGE: Half of Guatemala's school-age children are indigenous speakers of one of the country's 21 Mayan languages. Although most begin school without functional knowledge of Spanish, only 18 percent attend school where at least one of the teachers speaks their maternal language. Despite two decades of technical and financial support by USAID and the international donor community for intercultural bilingual education for the majority indigenous population, the government of Guatemala had, until recently, demonstrated indifference and even antagonism toward such an educational approach.

In addition, secondary level enrollment ratios are low for indigenous and rural populations, as a whole. The gross national enrollment ratio in junior high is 31.2 percent, but in the Quiché region, it drops to only 9.4 percent. Of children who graduate from sixth grade, few aspire to continue their studies due to the lack of places for them in secondary school. Nevertheless, parents and students have come to realize that graduation from sixth grade is insufficient to guarantee employment opportunities in the global economy.

Over recent years, decisions and actions related to the peace process helped to strengthen both the ability and resolve of the Ministry of Education to address the 1996 Peace Accord commitment to promote intercultural bilingual education nationally. Specifically, the government expanded bilingual education to more language areas, schools, and grade levels and implemented a systematic training program for preparing intercultural bilingual teachers.

USAID RESPONSE: The USAID Mission in Guatemala supported national education policy reforms designed to strengthen the policy environment for cultural pluralism and capacity building in the Ministry of Education and non-governmental organizations. USAID provided technical assistance to the Ministry of Education's Directorate for Bilingual Education to improve policies and strategies that advocate for and deliver bilingual education in Spanish and fourteen Mayan languages. USAID also began to develop national-level indicators and a monitoring and evaluation system and to conduct needed research regarding bilingual education policy and practice.

RESULT: USAID's collaboration with Guatemala's Ministry of Education resulted in the following intercultural, bilingual education policy reforms:

- a Ministerial Decree mandating that all teachers with Mayan language ability be assigned to teach at the pre-primary through grade three levels;

GUATEMALA ...

- intensive training in reading and writing in Mayan languages to 8,000 Mayan-speaking primary teachers; and
- new loan agreements to provide two-year degree training for 70,000 primary teachers, including specific training in intercultural, bilingual education and bilingual, intercultural texts in Spanish and fourteen indigenous languages.

With active debate by members of Congress, the Ministry of Education's 2001 budget for intercultural, bilingual education increased significantly. Guatemala hosted the First Hemispheric Conference on Indigenous Education, which was held in conjunction with the Session of the Indigenous Parliament of the Americas. This event brought together over 900 participants from 16 countries of the Americas for a dialogue on effective, relevant schooling for indigenous populations in multilingual, multicultural societies.

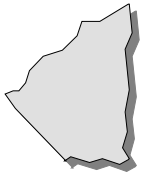
To improve access to secondary level instruction in rural areas, USAID supported community efforts to establish cooperative junior high schools in Quiché. With the support of USAID, parents formed committees, lobbied their respective municipalities to provide financial assistance, and worked with the Ministry of Education to authorize and establish the schools. The program allowed the community to recruit and train teachers and obtain instructional materials under one condition: that the 640 junior high students serve as bilingual teacher aides in the early primary classes (grade pre-K to 3), especially in classrooms taught by monolingual Spanish-speaking teachers.

The students not only constituted additional instructors in the crowded classrooms, but they brought Mayan language capability to previously Spanish-only classrooms and served as a linguistic bridge between home and school. The Ministry of Education was enthusiastic about the Quiché cooperative schools and the innovative approach to increase access to basic education, improve schooling outcomes for primary school children, and increase the level of community commitment to education.

IMPACT

USAID-supported policy reforms led to indigenous language literacy training for 8,000 Mayan-speaking primary teachers. Six hundred and forty students from parent-organized junior high schools became bilingual teacher aides in the primary grades.

NICARAGUA



BILINGUAL EDUCATION BROUGHT EDUCATION AND INTERCULTURAL EXCHANGE

CHALLENGE: In Nicaragua, a multiethnic, multicultural nation, its Caribbean coast is home to six indigenous and Afro-Caribbean ethnic groups. Because the Caribbean coastal region was formerly under British rule, its history and culture are distinct from the Pacific coast region of the country, which was colonized by the Spanish. Communication between the regions is challenged by language, culture, and geographic isolation. Historically, the Caribbean coast has had limited opportunities for economic development and education. In FY 2001, 80 percent of the population lived in poverty. Thirty-one percent of the urban population and 44 percent of the rural population were illiterate, well above the national average of 21 percent.

USAID RESPONSE: The USAID Mission in Nicaragua funded a series of fora to help shape the country's bilingual, intercultural education program. For the first time, central Ministry of Education officials traveled to the region to meet with educators, community leaders, and the two regional governments to define education priorities in the Caribbean region. Bilingual education was embraced as a way to give the region's children an opportunity to study in their own language and to learn Spanish.

USAID's program trained teachers and school directors from 28 bilingual model schools and instructed Ministry of Education technical specialists and administrators in bilingual elementary education. Project staff traveled to remote schools to help teachers implement new teaching practices. Schools organized student governments and set up classroom learning centers. Resource centers, each with a computer as well as other equipment and materials, served the model schools. Parents provided maintenance, planted gardens, and established school libraries.

IMPACT

USAID brought teachers, administrators, parents, and community leaders together to address the educational needs of the indigenous population. The program strengthened democracy and education, and drew isolated groups toward peace.

RESULT: USAID's bilingual, intercultural education in Nicaragua went beyond giving minority children quality education. The program allowed teachers, education administrators, parents, and community leaders to come together to explore issues that touched their identities as indigenous peoples. Discussing and implementing bilingual education helped citizens set aside politics to focus on providing the best education for their children. Participants confirmed that the program helped them to take significant steps toward peace and democracy.

INCLUSIVE EDUCATION REACHED CHILDREN WITH DISABILITIES

CHALLENGE: More than 1 million Vietnamese children, or 3 percent of the child population, has physical or mental disabilities, as estimated by UNICEF and the Vietnamese government. Many of these children are cut off from social, recreational, educational, and other normal childhood activities. Others have been displaced due to parental death, abandonment, or poverty, or are isolated from the mainstream educational system due to cultural values or religious beliefs.

USAID RESPONSE: In 1997, USAID launched the Children with Disabilities Initiative to provide noninstitutional services for children with special needs. The program has two components, both of which are based on *inclusive education,* which provides learner-centered schooling for children with and without disabilities together in regular classrooms.

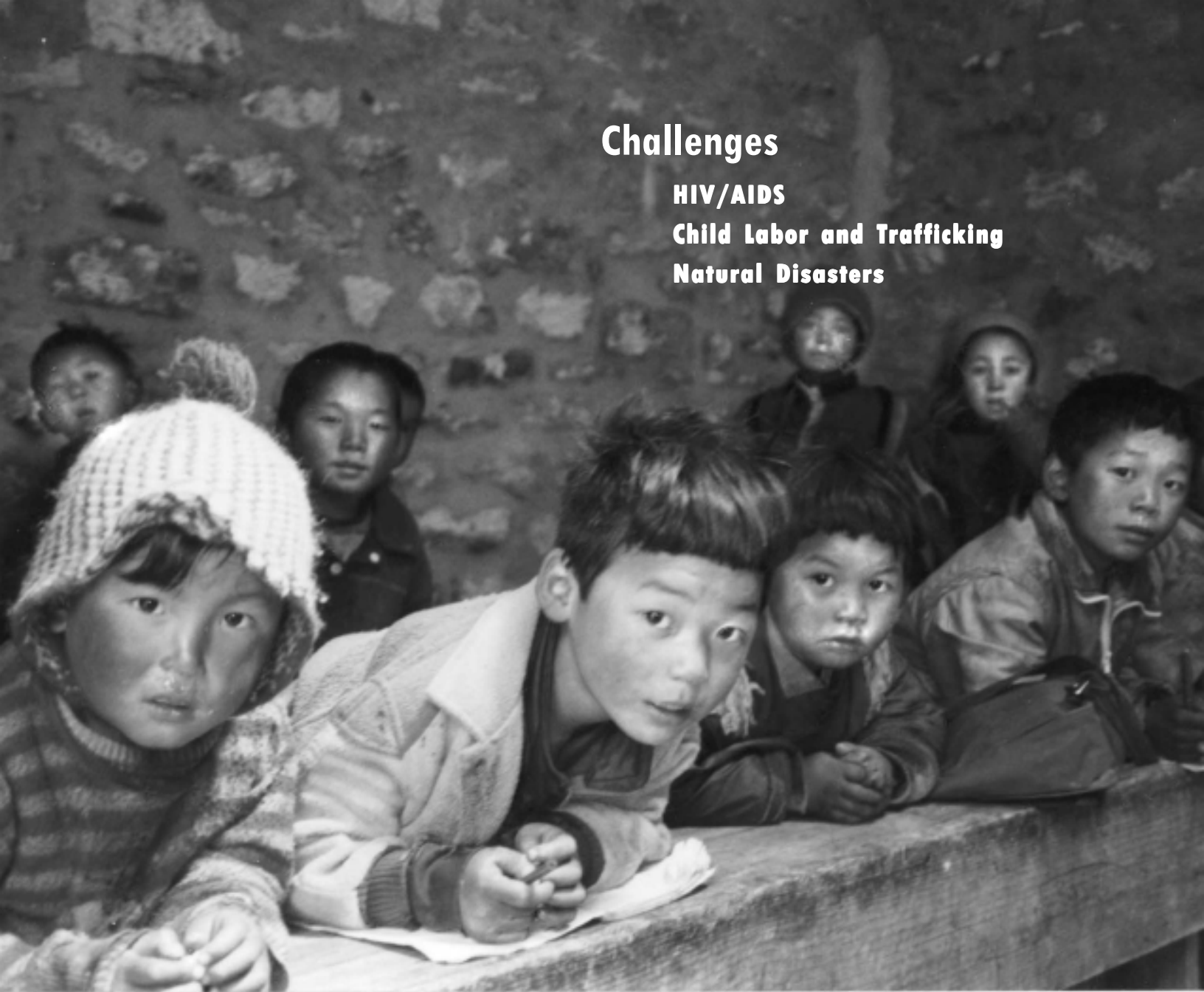
Expansion of Community Support for Children with Disabilities: As an extension of a successful pilot model into three northern districts, this component combines inclusive education and community support by emphasizing the traditional village values of helping others and providing for the educational and social needs of all. Seven hundred and eighty-seven district and local-level trainers and 640 primary and secondary teachers were trained in inclusive education techniques. Curriculum enhancements were developed, and 3,700 copies were distributed.

Inclusive Education for Hearing Impaired and Deaf Children in Vietnam: This component provided screening, assessment, and referral services to over 10,000 children in seven provinces; identified, tested, and fit deaf and hearing-impaired children with hearing aids and provided related education; trained pre- and primary school teachers; and completed and disseminated the Vietnamese Sign Language Dictionary. Four hundred and five teachers, education officials, and health workers were trained to screen children with potential hearing difficulties.

IMPACT

With USAID support, 1,588 children with disabilities were mainstreamed into existing schools, and more than 750 children were fitted with hearing aids.

RESULT: A total of 2,603 children with disabilities and their families benefited directly, with 61 percent included in schools. More children may benefit as other schools and communities adopt inclusive education policies. In addition, since 1998, 1,200 hearing-impaired children have been tested, and over 750 children have been fitted with hearing aids.



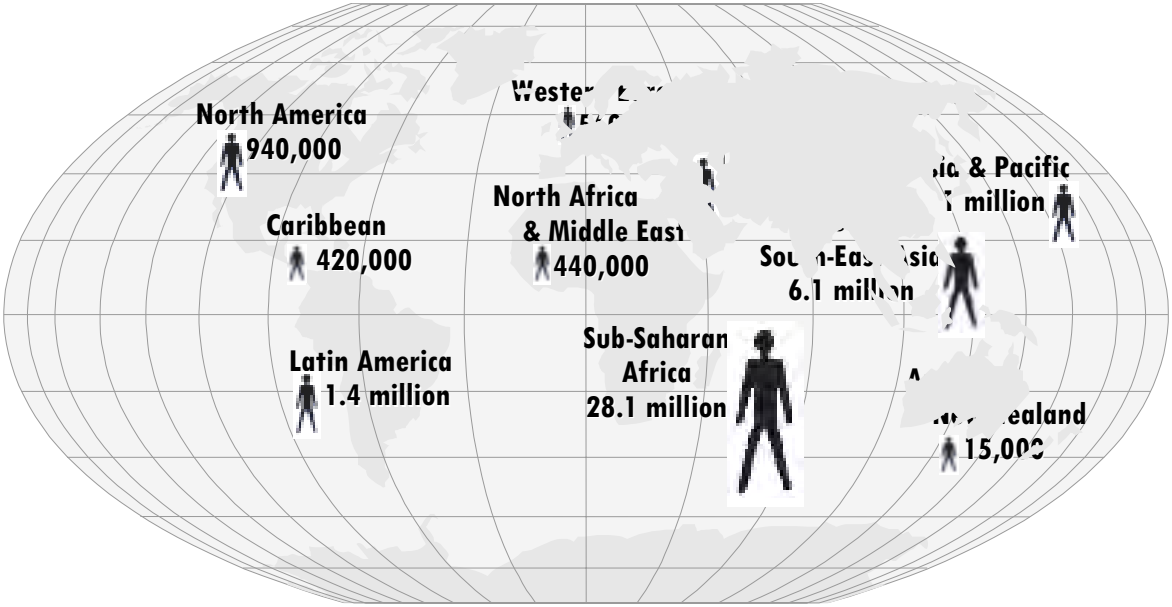
Challenges

HIV/AIDS

Child Labor and Trafficking

Natural Disasters

Figure 6. Adults and Children Estimated to Be Living with HIV/AIDS



Source: UNAIDS

"I asked, 'What are you worried about most?' And they said, 'We are worried about losing our kids to the AIDS epidemic…We want to know what to do to stop it.'"

Andrew Natsios
Administrator, USAID, 2001

OVERVIEW

In December 2000, an estimated 36.1 million people worldwide were living with AIDS.[5] Over 28 million of those people were in Africa, with another 6.1 million in southern Asia, and 1.4 million in Latin America. With the exception of Sub-Saharan Africa, men are much more likely to be living with HIV/AIDS than women. These high prevalence rates affect both students and teachers. In Africa, the HIV/AIDS epidemic represents a serious challenge to education systems throughout the continent (see Africa Region below). Although HIV/AIDS is damaging African education systems more severely, it is also spreading in India, Latin America and the Caribbean, Eastern Europe, and the Former Soviet States. Similar impacts on the education system are expected to result.

USAID sees the HIV/AIDS pandemic as a growing crisis that requires immediate attention and a concerted effort by every sector of the agency. With no known cure and treatment unaffordable and/or not readily available in the developing world, prevention is key. To fight HIV/AIDS, USAID is implementing a comprehensive, integrated approach that emphasizes prevention and public education, but also includes treatment and care for orphans, measures to stop mother-to-child transmissions, affordable drugs, infrastructure and medical training, and capacity building to offset personnel losses in key institutions. The support for the millions of HIV/AIDS orphans and other children whose families have been affected by this pandemic provides basic education as well as health knowledge that will prepare them to make important decisions and help stop the spread of this killer disease.

Selected Examples
Africa Region
Malawi

AFRICA REGION

MOBILE TASK TEAM SUPPORTED EDUCATION MINISTRY EFFORTS IN SOUTHERN REGION

CHALLENGE: Seventy percent of the people in the world living with AIDS are in Sub-Saharan Africa. Countries in southern and eastern Africa face increasing numbers of students without adequate financial support, and growing numbers of orphans and children who drop out of school to care for siblings or sick relatives. Children in school often experience lower educational quality due to teacher mortality, morbidity, and absenteeism as they care for sick relatives and attend funerals.

USAID RESPONSE: In collaboration with USAID's Africa Missions and central ministries of education, the Africa Bureau Education Team developed a strategy to guide work on HIV/AIDS in education systems. The strategy includes support to ministries of education to manage the impact of HIV on the workforce and pupils, strengthen the delivery of school-based HIV prevention activities, and support innovations in delivering relevant education to orphans and other vulnerable children. The Africa Bureau Education Team helped five missions—Malawi, Zambia, Namibia, South Africa, and Ghana—to build HIV/AIDS mitigation and prevention activities into their education frameworks. Planning also began on frameworks in Mali, Guinea, Benin, and Ethiopia.

To support ongoing work on HIV/AIDS in education systems, the Africa Bureau formed the University of Natal Mobile Task Team for HIV/AIDS and Education, based in Durban, South Africa. Composed of southern African professionals in HIV/AIDS, education, economics, and information systems, the Task Team worked with ministries and USAID Missions to develop achievable action plans to manage the impacts of HIV/AIDS. Through related training activities, the Task Team trained core groups of Africans in critical skills. Together these groups are creating a network of managers and planners that is able to design and implement countermeasures to the pandemic.

RESULT: Since its formation in 2000, the Task Team successfully conducted training in the five African countries where USAID Missions have included HIV/AIDS interventions in their education programs. Supported by the Africa Bureau Education Team, the team coordinated with other donor agencies working in Africa, thus expanding its impact to western and eastern Africa.

IMPACT

USAID's Africa Bureau facilitated the development of prioritized and achievable action plans for managing the impacts of HIV/AIDS in five sub-Saharan African countries.

MALAWI

RAISING COMMUNITY AWARENESS ABOUT HIV/AIDS IMPACTED GIRLS' EDUCATION

CHALLENGE: Malawi, like many of its neighbors, has been hit hard by the HIV/AIDS epidemic. Prevalence rates among adults age 15 to 24 are estimated to be 16 percent. Average life expectancy at birth dropped from 45 years in 1990 to 40 years in 2000. As in other countries, HIV/AIDS has had an impact on the educational program. In 1999, for example, HIV/AIDS was taking the life of at least one teacher per day. In one longitudinal study involving 65 primary schools, 50 percent of the teachers who were teaching a class at the beginning of the year were not teaching that same class six months later. With parents and community members affected in increasing numbers, children have been surrounded by sickness and death. Absenteeism, dropout, and repetition rates have increased for those children whose parents died.

IMPACT

As a result of the project's participatory process, which was funded by USAID, communities are implementing locally generated action plans to mitigate HIV/AIDS in their own communities.

USAID RESPONSE: The USAID Mission in Malawi sought to address the cultural, social, health, and gender contexts for risk-prone behavior contributing to HIV/AIDS. The Mission chose a methodology that ensured community ownership in identifying behavior that contributes to the proliferation of HIV/AIDS and the solutions to that risk-prone behavior. This methodology, which had been implemented successfully to improve girls' participation and educational quality in Malawian schools, utilized Theatre for Development and a media campaign to stimulate local participatory dialogue about the realities of HIV transmission and to mobilize public support for prevention.

The Creative Centre for Community Moblization, a local NGO, implemented this methodology. The program incorporated a high level of local participation in this process. Once the communities identified behaviors that contribute to the spread of HIV/AIDS and recognized that they had the power to alleviate the spread of the disease, trained community specialists worked with community members to develop action plans with feasible interventions and solutions.

RESULT: HIV/AIDS prevention action plans are currently being implemented. USAID continues to build on the success of this program by expanding this strategy into other countries, combining awareness and community involvement with health activities, and using technology to help to spread the message.

6531

Child Labor and Trafficking

OVERVIEW

Children in developing countries often work to help their families. For example, in 1995, an estimated 250 million children age 5 to 14 were working worldwide, of which 120 million were working full time and 130 million were combining work and school. Among school-going children, 33 percent of boys and over 42 percent of girls were engaged in economic activities on a part-time basis.

There is a distinction, however, between children working and the worst forms of child labor. The worst forms include all forms of slavery or practices similar to slavery, child prostitution, the use, procuring, or offering of a child for illegal activities, and/or work associated with dangerous and/or exploitative labor practices that place a child's health, safety, or morals at risk.

In FY 2001, USAID initiated a coordinated approach to reducing the incidence of child labor. For example, the US Department of Labor, the International Labor Organization (ILO), the World Bank, and UNICEF all have been working to reduce and/or eliminate the worst forms of child labor. USAID contacted representatives from these groups and from the education components of ongoing and planned in-country programs to discuss how to coordinate international activities. USAID also funded its first global initiative, Education to Combat Abusive Child Labor (ECACL), to identify best practices and implement pilot projects.

Although USAID is new to the prevention of abusive child labor, its worldwide presence, experience in basic education, and operational basic education programs in 25 countries position it to enhance ongoing child labor initiatives.

Selected Examples
Brazil
India

BRAZIL

ACTIVITIES REDIRECTED AT-RISK YOUTH TO SCHOOL, SAFETY, AND VOCATIONAL TRAINING

CHALLENGE: Of the 35 million people who live below the poverty line in Brazil, 21 million are children. Although 96 percent of the school-age children are enrolled in formal schools, primary level students often repeat grades or drop out. Abusive child labor is common, with about one fourth of the population age 10 to 17 in the labor force.

Northeastern Brazil has the fastest growing school-age population and the weakest social infrastructure. Street children and at-risk youth generally lack access to basic education and health care. Poverty, together with urban migration, has led to even further breakdowns in family structures, resulting in more children begging and working on the streets. Increasing numbers of girls are engaged in domestic labor and the "sexual tourism" trade.

USAID RESPONSE: USAID's at-risk youth activities focused on several areas: improving the educational preparation of children, including increased access to basic education and youth-oriented vocational training; combating sexual exploitation of children and adolescents; and contributing to the prevention and eradication of the worst forms of child labor in poor urban areas. USAID supported Brazilian government, NGO, and other donor efforts to develop successful models that could be refined and adopted as effective public policies. Activities supported the provision of the Minimum Income for School Attendance Benefit to families of working children and the offering of art education and vocational training in areas such as computer repair, manufacture of medical equipment, theater, and music.[6] USAID also provided technical assistance and training to state-level coalitions of NGOs that serve at-risk youth.

RESULT: USAID's program reached 3,332 children and youth age 7 to 17—1,186 boys and 2,146 girls. In addition, over 60,000 family members, public school students and teachers, and community members were indirectly affected. Employment rates in legal jobs for employment-aged youth increased from 20 percent in 1999 to 63 percent in 2001. School promotion rates of assisted youth reached 95 percent in 2001, compared to the average 68 percent grade-pass rate in Brazil's Northeast. USAID also developed tools to map service needs and monitor social interventions and their impact on working children.

IMPACT

USAID's at-risk youth activities directly served 3,332 children, and 95 percent of participating youth passed their grades in 2001. In two years, employment rates in legal jobs for youth increased by 43 percent.

INDIA

GRANTS HELPED CHILDREN STUDY RATHER THAN WORK

CHALLENGE: In 2000, India had the largest number of child workers, age 5-14, in the world. An estimated 100-150 million children were "out of school," with more than 44 million children employed in hazardous and non-hazardous industries, which endangered their physical and psychological well being. A significant percentage of these 44 million children were bonded laborers being forced to work, often for as long as six years, to pay off their parents' small loans from moneylenders. Some of the loans for which children served in bonded labor totaled only $25.

Abusive child labor in India persists as a result of poverty, cultural beliefs and traditions, social and economic factors, weak enforcement of existing laws prohibiting child labor, the lack of a compulsory education policy, severely limited access to school, and poor educational quality in many regions of the country. Key to the success of any program to eradicate abusive child labor is providing access to education for the working or out-of-school children.

USAID RESPONSE: In February 2000, USAID awarded grants to support the efforts of Indian NGOs that had been successful in partnering with the Indian government and corporate groups to protect children's rights and to put children back in school once they have been removed from child labor situations.

RESULT: The organization expanded its efforts to remove children from the carpet industry to include the liberation of children from hazardous industries like tanneries and stone quarries. "Rescued" children were educated and reintegrated into their communities. Another Indian NGO, which focused on removing bonded female children from the agriculture sector, used its USAID assistance to expand its efforts to reintegrate targeted girls into the formal school system and to train other NGOs to establish similar programs in other geographic areas.

IMPACT

With USAID grants, Indian NGOs expanded their abilities to remove children from hazardous industries and provide them with educational opportunities.

OVERVIEW

Hurricanes, earthquakes, and other natural disasters can upset the provision of basic services and shake the foundation of educational systems. Hurricane Mitch, which struck in 1998, was the worst natural disaster to hit Central America in two centuries, while 1999 brought earthquakes in India and Central America. These disasters can often create large numbers of displaced persons who need access to education.

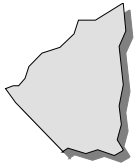
When disasters strike, relief organizations provide what some consider "the three pillars of emergency aid": food, shelter, and medical care. Yet, recent research has shown that education is an important element in stabilizing and safeguarding the lives of children and that it has a positive effect on refugee communities. USAID supports national and international relief efforts by helping to rebuild or repair facilities and to capitalize on the period of rebuilding by improving the quality of education beyond what was provided before the disaster occurred.

Selected Examples

Nicaragua

Honduras

NICARAGUA



RECONSTRUCTION, MATERIALS, AND EMOTIONAL SUPPORT REVIVED DECIMATED COMMUNITY

CHALLENGE: When Hurricane Mitch hit in 1998, whole farms and communities in Nicaragua's northern area were washed away, and agricultural production was devastated. In one municipality, a mud slide obliterated several communities, killing over 2,000 people and leaving thousands more injured and homeless. At least 1,400 school buildings were destroyed or damaged. One-fifth of Nicaragua's total school infrastructure was decimated.

USAID RESPONSE: In October 1999, USAID developed a two-year education recovery program to restore education and other basic services to devastated communities. The program provided basic classroom supplies, books, learning materials, sports and other equipment, and training for teachers and parents at 223 of the hardest-hit schools. The program also provided 5,000 pieces of replacement furniture (some of which was assembled by parents and community members), water and sanitation facilities, and basic health training for teachers and communities. In addition, in one of the poorest rural areas, program funds enabled community members to repair flood-damaged schools. Emotional recovery services, which were provided to mud slide and flood victims, included training for 235 teachers and administrators, benefiting 5,328 students. After-school courses in sewing, auto mechanics, beautician skills, cooking, electricity, soldering, carpentry, and agriculture were also provided.[7]

RESULT: Research documented academic improvements, particularly in reading, reduced aggressiveness, improved classroom discipline, less conflicted interpersonal relations, greater ability to concentrate, better physical health and nutrition, and more active student participation in classroom and school activities. Stress-reduction techniques helped teachers and students overcome anxiety, insomnia, and other post-traumatic stress symptoms. Students expressed enthusiasm about the after-school courses.

The effect of USAID's assistance was unprecedented for the 223 schools, which were impoverished even before the devastation of Hurricane Mitch. The program did not just restore facilities, but also rekindled hope in schools where even minimum learning achievements had long been absent.

IMPACT

USAID's program provided classroom supplies, books, learning materials, equipment, and training for teachers and parents at 223 of the hardest-hit schools. Emotional recovery services helped 5,328 students.

HONDURAS

CURRICULUM IMPROVEMENTS AND SCHOOL REPAIRS BOOSTED BASIC EDUCATION AFTER HURRICANE MITCH

CHALLENGE: In 1998, although the literacy rate in Honduras was 74.6 percent, some of Honduras' basic education system characteristics hindered progress in other basic education indicators. Poor instruction, outdated curricula and teaching materials, a lack of national standards for teacher performance, and systemic managerial weaknesses contributed to high failure, repetition, and dropout rates and a 68 percent primary school completion rate. While access to primary school was one of the highest in Latin America, only a third of the country's primary school graduates had access to middle school, and urban/rural dichotomies prevailed: 76 percent of urban youth had access to middle school, as opposed to 0-6 percent of rural youth. When Hurricane Mitch struck, many of the operating schools were damaged or destroyed, either by the hurricane itself or by the thousands of families who used the schools as temporary shelters.

IMPACT

More than 1,000 classrooms were repaired, reconstructed, and furnished, restoring educational access to 30,000 school children annually. Over 3,000 students were enrolled in the 7th grade in 103 EDUCATODOS centers for grades 7-9.

USAID RESPONSE: USAID addressed instructional efficiency while restoring school facilities. USAID repaired and/or built schools in communities for relocated families, and built or expanded vocational centers to provide skills training for local youth. To improve learning, USAID extended its EDUCATODOS program (Education for All) (see "Nonformal Education," Honduras) for grades 1-6 in the affected areas, developed and pilot tested the curriculum and learning materials for grades 7-9, and then offered the grade 7-9 program in the vocational centers so that students could complete middle school while acquiring job skills.

RESULT: By the end of calendar year 2001, more than 1,000 classrooms had been repaired, reconstructed, and furnished, restoring educational access for 30,000 school children annually. Over 3,000 students were enrolled in the 7th grade in 103 EDUCATODOS centers. A network of 52 non-governmental organizations, 59 municipalities, and 15 private businesses supported the EDUCATODOS grades 1-6 program. Another network consisting of 10 private businesses, 29 municipalities, and 30 non-governmental organizations have supported the EDUCATODOS 7th grade program. Preparations were underway to expand the program to 8th and 9th grades.

WHAT ARE USAID'S EXISTING AND EMERGING TRENDS IN BASIC EDUCATION?

- Teacher Training
- Formal/Nonformal Education
- Information and Communication Technology
- Partnerships
- HIV/AIDS
- Countries in Crisis

USAID played a major role in advancing basic education worldwide during FY 2001. USAID's Field Missions responded to educational challenges in all regions of the world, working cooperatively with in-country governments, NGOs, communities, and other donors to design and implement activities that were effective and sustainable. Reflecting on best practices and lessons learned from FY 2001 will help USAID improve its activities in the targeted focus areas and build on its successes.

In reviewing agency activities for FY 2001, the following focus issues were identified:

- teacher training
- formal/nonformal education
- information and communication technology
- partnerships
- HIV/AIDS
- countries in crisis

Existing and emerging trends in these identified areas are highlighted below.

TEACHER TRAINING. Although the reasons for poorly performing educational systems are complex, one key factor to school effectiveness is teacher quality. Teacher training is thus continuing as an important focus area within the field of basic education. Programs that build on local capacity and resources are being strengthened, and new, innovative programs that expand current efforts are being introduced.

For example, at the Summit of the Americas in April 2001, President George W. Bush announced a new initiative to establish three Centers of Excellence for Teacher Training within existing higher education institutions in the Caribbean region, Central America, and the Andean region of South America. The initiative seeks to improve the quality of classroom instruction for the primary grades throughout the Caribbean and Central and South America. These objectives will be achieved by providing teacher training, a clearinghouse of teacher training materials, and an internet portal linking teacher training institutions, think tanks, schools, teachers, and universities. The centers will help to identify and propagate best practices in teaching and teacher training.

FORMAL/NONFORMAL EDUCATION. The distinction between formal education and nonformal education – intentional learning not usually associated with traditional academic certification – is gradually becoming blurred. In an effort to educate more children, particularly those in isolated areas, some formal school systems are exploring nonformal instructional strategies such as distance learning, flexible scheduling, and the employment of less qualified instructors. Many nonformal schools are developing instructional programs that correspond with formal school curricula, preparing students to feed into the formal school system. Learning venues and formats are becoming less important as long as children are participating in educational programs and learning can be documented.

INFORMATION AND COMMUNICATION TECHNOLOGY. Technology continues to be an effective medium for communicating information and teaching literacy and numeracy. Thus, USAID will explore new and more effective uses of radio, television, and computers, and the programs that can be delivered through them. For example, interactive radio instruction is being revived, and television is reaching larger audiences. With its ability to transmit information at nearly real-time speed, the Internet is making the world smaller and more connected, providing access to information that was once difficult to obtain. But the use of technology requires resources – power, equipment, facilities, and supplies, as well as institutional capacity for training, operation, and maintenance. New strategies for identifying and accessing those resources are being explored.

PARTNERSHIPS. USAID is investigating the feasibility of partnerships between the public and private sectors – across ministries within a country, between ministries and international donors, with donors and institutions of higher learning, and between donors and the community at large. The Global Development Alliance, USAID's business model for the 21st century, will serve as a catalyst to coordinate ideas, efforts, and resources of the public sector, corporate America, and non-governmental organizations in support of shared objectives. USAID's education teams are coordinating efforts with the US Department of Labor in addressing abusive child labor, with the US Department of Agriculture on the Global Food for Education Initiative, and with the agency's own Office of Food for Peace, which supports food for education programming in developing countries. These and other types of initiatives can maximize existing resources and multiply outcomes.

HIV/AIDS. Once considered an external factor that affects educational participation, HIV/AIDS has quickly become an issue to be considered in all aspects of educational planning, implementation, and monitoring as it impacts teachers, administrators, children, and parents. With increasing numbers of orphans and families who cannot afford school expenses, higher mortality rates for children under five years old, and the social stigma associated with the disease, HIV/AIDS decreases the demand for education in an era when students need more education in order to compete effectively in the job market. USAID is working with education systems to provide preventive HIV/AIDS education and also mitigate losses of teachers and administrators.

COUNTRIES IN CRISIS. Nearly two-thirds of the 75 countries that host USAID Missions experienced some form of civil conflict over the past five years. In FY 2001, at least 20 countries experienced some form of conflict. In Europe and Eurasia as well as in some parts of Africa, these manmade disasters of conflict and war have created refugee and internally displaced person (IDP) populations who need education.

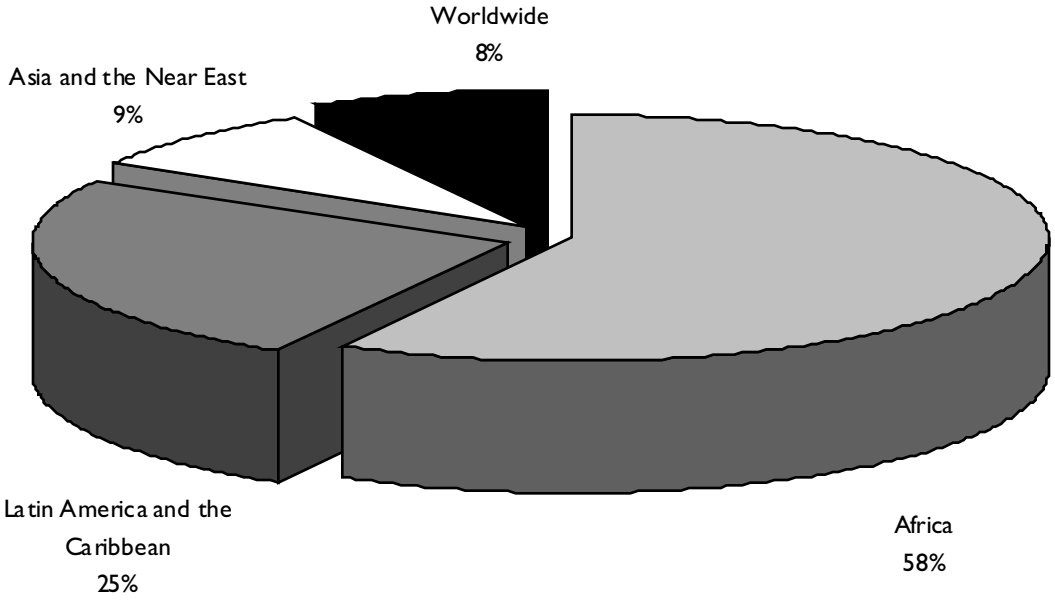
In addition, countries throughout the world are continuously faced with other manmade crises and natural disasters that require quick responses and assistance. Situations often require flexibility and cooperation with other humanitarian assistance activities. Globally, there are currently 20 to 40 million internally displaced persons and an estimated 12 million refugees. One in six are children in need of basic education. Helping ensure that these children have access to basic education is a challenge for USAID, as well as other donor organizations.

USAID continues to be a leader in US efforts to improve economic and social development around the world. Effective planning and implementation of education activities, together with the necessary funding, will determine what new results in basic education USAID will help to achieve.

APPENDIX: USAID BASIC EDUCATION FUNDING

During FY 2001, USAID received Congressional funding to support basic education from two different sources: Child Survival and Disease (CSD) Programs Fund, and the Economic Support Fund (ESF). The Child Survival and Disease Programs Fund supports USAID's global programs in child survival, HIV/AIDS response, maternal health, infectious disease control, and basic education. A limited amount of Economic Support Fund assistance was used for educational activities in support of economic or political stability.

FY 2001 USAID Basic Education Funding, by Region



FY Total Funding=$115,227,000

Source: USAID Office of Management and Budget

Figure Notes: These figures represent funding from the Child Survival and Disease Programs Fund, as well as the Economic Support Fund.

FY 2001 Total USAID Basic Education Funding
(dollars in thousands)

	CSD & ESF
Bureau for Africa	66,880
Bureau for Latin America and the Caribbean	29,012
Bureau for Asia and the Near East	10,139
Bureau for Global Programs and Research	8,265
Bureau for Policy and Program Coordination	472
Bureau for Humanitarian Response	459
Total	**115,227**

Source: USAID Office of Management and Budget

FY 2001 Basic Education Funding, by Region:

AFRICA

(dollars in thousands)

Missions	CSD	ESF
Benin	5,720	-
Ethiopia	11,622	-
Ghana	5,857	-
Guinea	4,994	-
Malawi	4,011	-
Mali	5,266	-
Namibia	2,898	-
Nigeria	3,163	-
South Africa	3,000	-
Uganda	8,799	-
Zambia	4,965	-
Mission Subtotal	60,295	-
Bureau for Africa	6,585	-
Total	**66,880**	

Source: USAID Office of Management and Budget

FY 2001 Basic Education Funding, by Region:
LATIN AMERICA AND THE CARIBBEAN
(dollars in thousands)

	CSD	ESF
Missions		
Dominican Republic	499	-
El Salvador	6,243	-
Guatemala	2,529	-
Haiti	-	4,275
Honduras	3,294	-
Jamaica	2,794	-
Nicaragua	1,990	-
Peru	1,098	-
Mission Subtotal	18,447	4,275
Bureau for Latin America and the Caribbean	6,290	-
Total	**24,737**	**4,275**

Source: USAID Office of Management and Budget

FY 2001 Basic Education Funding, by Region:
ASIA AND THE NEAR EAST
(dollars in thousands)

	CSD	ESF
Missions		
Bangladesh	1,500	-
Egypt	-	6,179
India	700	-
Morocco	1,488	-
Mission Subtotal	3,688	6,179
Bureau for Asia and the Near East	272	-
Total	**3,960**	**6,179**

Source: USAID Office of Management and Budget

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NOTES

[1] USAID. 2000. "Policy Paper: Program Focus Within Basic Education."

[2] Gross enrollment ratios may exceed 100 percent due to enrollment of underage and overage children in primary school.

[3]As presented by USAID (USAID 2000), primary education refers to a period of schooling that children normally begin around age six, and that normally lasts up to six years.

[4]USAID. 2000. "Policy Paper: Program Focus Within Basic Education."

[5] UNAIDS. December 2000.

[6] Although vocational education is not included in USAID's definition of basic education, this story is presented because of its emphasis on basic education.

[7] See previous footnote.

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or

contact:

Gregory Loos, Ed.D.

Team Leader, Basic Education

USAID

(202) 712-4175

Gloos@usaid.gov

United States Agency for International Development
Washington, DC
www.usaid.gov