



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

NOVEMBER 2002 NATIONAL SECURITY COUNCIL BRIEFING

TABLE OF CONTENTS

Foreword: Message from the EDDI Coordinator

I. ACCOMPLISHMENTS

II. EDDI PROGRAMS

- i. Ambassadors' Girls' Scholarship Program
- ii. Democracy and Governance
- iii. Economic and Entrepreneurial Development
- iv. Higher Education
- v. International Studies Program
- vi. Technology and Technology Summary Table
- vii. Unsolicited Proposals Review Table

III. INTER-AGENCY WORKING GROUP PARTNERS' REPORTS

- i. Department of State (Educational and Cultural Affairs)
- ii. Peace Corps
- iii. United States' Department of Agriculture

IV. COUNTRY PROFILES

- i. Botswana
- ii. Democratic Republic of the Congo
- iii. Eritrea
- iv. Ethiopia
- v. Lesotho
- vi. Mauritania
- vii. Mozambique
- viii. Namibia
- ix. Nigeria
- x. Rwanda
- xi. Tanzania

V. MONITORING AND EVALUATION

VI. AFRICA EDUCATION INITIATIVE



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

FOREWORD

During 2002, EDDI has expanded its programs and its program support in an effort to respond to the needs of the African communities it has committed to serve. Specifically, this has meant, among other things, an expansion of the popular and successful Ambassadors' Girls' Scholarship Program (AGSP). There has been a significant bridging of the gender gap through the advancement of female education through these activities. Scholarship and mentoring activities involving basic and secondary education, as well as in workforce planning, have reached over 10,000 at-risk girls and young women, with another 5,000 candidates identified for future enrollment. The enrollment of these candidates will bring total EDDI scholarships to 25,000 for the past three and a half years.

EDDI has also endeavored to ally its policy and programming to be complementary of African initiatives like the New Partnership for Africa's Development (NEPAD), multi-lateral initiatives like the World Bank's Education for All (EFA) program, and various US policy objectives, including those outlined by the Millennium Challenge Account. By providing educational support in countries like Cameroon, Congo-Kinshasa, Guinea and Togo, EDDI is able to be an effective partner for educational development in countries with weak central governments but strong educational initiatives at various levels of civil society. EDDI's flexibility, evidenced by its ability to respond rapidly to support requests from countries undergoing post-conflict reconstruction, like Rwanda, means that no sub-Saharan African country will be left behind.

Another major EDDI focus over the past year has been support for programs that directly or indirectly foster awareness and prevention of the scourge of HIV/AIDS. Our programs in Botswana, Namibia, Nigeria, Rwanda, South Africa, Swaziland and Zambia are all linked to HIV/AIDS prevention and awareness. From a technology-based community resource center (CRC) in Abuja to math and science camps in four of Zambia's provinces, EDDI has worked with its local partners and program participants to promote a level of awareness that will hopefully lead to the eradication of the disease.

In an effort to better tell the story of EDDI's success, to share best practices across a range of government agencies, and to continue to build support for EDDI programs, EDDI engaged the services of a communications consultant in January 2002. EDDI's current communications strategy is based on a commitment to forging partnerships in program design and implementation, in the US and in Africa. In order to strengthen our relationships with existing partners such as universities, including Historically Black Colleges and Universities (HBCUs), non-governmental and community organizations in the US and Africa, and intergovernmental bodies such as the steering committee of the NEPAD, part of EDDI's communications strategy is to track the evolution of government, NGO and multi-lateral Africa-focused development programs. In considering support for African countries, EDDI assesses the degree to which its support may be duplicative or complementary of existing programs, with particular attention to African initiatives.

As the EDDI program begins to wind down, our focus for the coming year will be to carefully evaluate the short-, medium-, and long-term sustainability of each of the projects within the EDDI program areas. This will be the main topic of the EDDI NSC briefing for 2003.

**I.
Accomplishments**

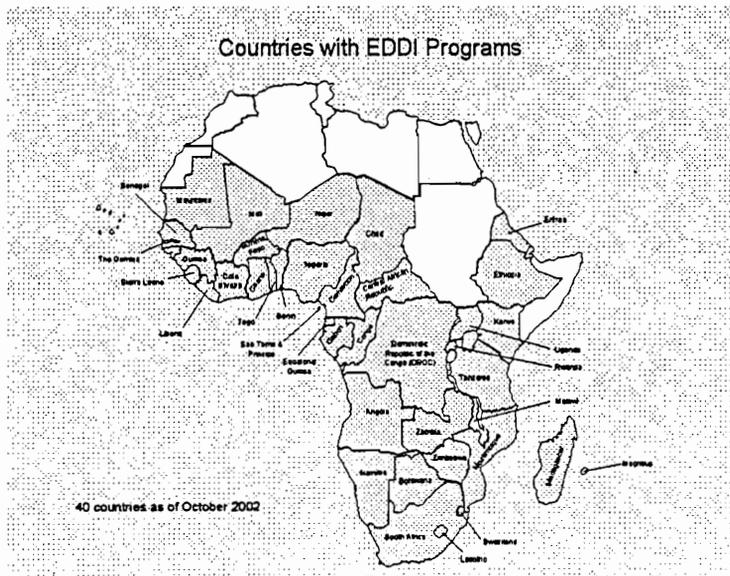


EDDI

Education for Development and Democracy Initiative

FY 02 ACCOMPLISHMENTS IN BRIEF

- Contracted for International Studies Program to partner schools in Africa and America through distance education and site visits
- Established community resource centers
- Expanded democracy networks
- Enhanced and expanded university partnerships
- Established endowment for the Ronald Brown Institute
- Expanded entrepreneurial internship program to include 46 interns
- Designed judicial training seminars for parliamentarians
- Continued communication with African Ministers of Education through the Association for the Development of Education in Africa
- Established Young Farmers' Program in Mauritius
- CISCO academies in 30 sub-Saharan countries have 2,500 students enrolled (551 women) and more than 450 graduates now working to meet Africa's technology challenges
- Inaugurated the Govan Mbeki Telematics Center in South Africa as one of the foremost distance education and technology-assisted facilities in Africa
- Linked 20 African universities through the Internet
- Providing continuing education funds to children affected and/or orphaned by HIV/AIDS
- Provided skills training opportunities to support social reintegration of victims of trafficking
- Significantly increased cooperation with US private sector
- Provided educational support that extends beyond the present USAID education portfolio to several countries coming out of crisis



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**II. EDDI
Programs**



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Ambassadors' Girls' Scholarship Program

EDDI has acted as a catalyst to help countries mobilize resources to educate girls and women to foster educational development in 35 African countries. Scholarship and mentoring activities involving basic and secondary education, as well as in workforce planning, have reached over 10,000 at-risk girls and young women, with another 5,000 candidates identified for future enrollment.

There has been a significant bridging of the gender gap through the advancement of female education through these activities. A few comments on the programs in each country are included below.

Benin

There are 4 cooperating partners distributing scholarships and conducting mentoring activities: CARITAS, Bahais, Porto Novo Deaf School, and APEM. They are disbursing funds for the 2002-2003 school year for school fees, room and board, test fees, etc. This program, illustrative of EDDI's inclusive approach, provides scholarships to 21 blind, 25 physically challenged, and 58 hearing-impaired girls among the nearly 582 scholarship recipients, an increase of 182 beneficiaries this year.

Botswana

90 girls orphaned by HIV/AIDS are receiving vocational skills training, which will enable them to obtain employment and achieve self-sufficiency.

Burkina Faso

130 four-year scholarships for girls across 5 regions of the country are benefiting girls at the secondary and tertiary level. Local FAWE chapters are working closely with program goals by mobilizing parent-teacher-student associations and teachers' associations.

Cameroon

Scholarships are distributed at all levels. Over 1,500 girls are being reached through the scholarships.

Central African Republic

Scholarships are being provided for 120 girls, grades 10-12, for registration fees, school supplies, uniforms, food and transportation. Additionally, 30 university-level girls will be able to continue their professional studies. The EDDI program enjoys strong local support for its efforts.

Congo

Scholarships are being distributed to 300 girls at the secondary level. One of the cooperating partners in this program in the Congo-US Alumni Association.

Côte d'Ivoire

Cooperating partners – Peace Corps and ASAPSU, along with Winrock International as the implementing partner, are active in a number of activities such as "Take Our Daughters to Work"



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

day. Regional camps held during school holidays are an opportunity for scholarship recipients to become peer mentors for other girls in their communities, while also learning more about esteem-building, decision-making, goal setting and career options.

Democratic Republic of Congo

Receipt of congressional approval for disbursement enabled the program launch in early 2001. An initial 1,020 scholarships were awarded to needy primary and secondary girls. The initial program has been so successful in reaching disadvantaged girls that subsequent awards have been granted. With the expansion of activities into the provincial capitals of Lubumbashi, Matadi and Kikwit, the program reaches 1,318 primary school girls and enables 45 secondary school girls to complete their English language training and take their TOEFL examination. Preliminary evaluation data gathered by the Mission reveal significant increases in attendance, grades, and interest among these girls. Comments from the families, school directors and high officials including the Minister of Education have all been very appreciative of this program.

Equatorial Guinea

The program activities are administered through the American Embassy/Yaounde. 150 primary school scholarships, 100 secondary school scholarships, 50 technical school scholarships, and 100 special needs scholarships have already been awarded. Another 100 scholarships should soon be announced.

Ethiopia

675 secondary school scholarships have been disbursed to girls in the ninth and tenth grades attending 15 secondary schools in selected regions. 585 girls in 13 additional schools also have benefited from scholarship support by virtue of the Mission's allocation of focus country funds for this purpose. FAWE/Ethiopia, with technical assistance from Pact/Ethiopia, administered this program, too. In a survey of recipients conducted by FAWE/Ethiopia, results show that 100% of scholarship recipients remarked on the difference that EDDI has made in enabling them to remain enrolled in school. One school principal noted the progress beneficiaries have made in their education because of the encouragement given through receipt of scholarships to continue their education.

Gabon

Cooperating partners include the Peace Corps and the Christian Missionary Alliance/Gabon. The program activities focus on educational support of 300 girls at the secondary and tertiary levels, 400 girls helped through a girls' mentoring program, and multiple elementary schools that receive needed school supplies.

The Gambia

Receipt of congressional approval for disbursement enabled the program launch on September 29, 2001. Scholarships have been awarded to 150 girls, grades 7 through 12. Both Peace Corps and FAWE/Gambia are assisting with program implementation.

Ghana

Emphasizing women's rights as Post's focus for scholarship support, more than 200 girls, primarily in the Northern and Upper West Regions where girls' enrollment is notably low, are receiving



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

multiple-year scholarships at the senior secondary level. FAWE is also providing mentoring activities.

Guinea

An extensive program of activities provides 95 primary school scholarships and 101 secondary school scholarships. Also, 1,000 girls are participating in a girls' mentoring program, and 196 girls are participating in an educational support program.

Kenya

Peace Corps and KEPAWAE, as cooperating partners with Winrock International, are running a girls' mentoring program with 120 girls participating, and will also disburse 120 secondary school scholarships.

Lesotho

World Vision, Peace Corps, and Winrock are working to make sure all geographical regions in Lesotho are covered. 130 needy girls are being assisted to help them complete their high school education. There is also a mentoring component to train girls in leadership skills and character development.

Liberia

J.J. Roberts Foundation and UNICEF are working with Winrock to implement a program through which 240 secondary school scholarships have been awarded.

Madagascar

Among the 2,000 EDDI scholarships awarded in FY'01 and '02, there were no dropouts, a significant indicator of the program's impact. The JSI Research & Training Institute, as a cooperating partner, is helping to implement programs that provide 1,108 primary school scholarships, 40 university scholarships, and 32 technical school scholarships. 350 homeless, orphaned and disabled children are being supported as a part of the stay-in-school campaign.

Mali

Through 3 cooperating partners – CEFIB College Cheikh Anta Diop, Cours Jeanne d'Arc, and Ecole du Progres – EDDI provides 72 secondary school scholarships, 12 university scholarships, and 86 technical school scholarships. The program targets different students and provides them with a variety of skills in areas such as information technology and journalism.

Mauritania

The girls' scholarship program supports 450 primary school girls through previous funding, and will this year expand to reach 1,000 girls throughout the country. Mentoring activities, including Big Sister/ Little Sister programs, are implemented by Peace Corps volunteers and the World Lutheran Federation. The mentoring component of AGSP is organized through mentoring centers, one of which is located in each of eight regions in the country. These Centers are managed by Peace Corps in partnership with the Condition Feminine (CF) - the Women's Ministry, with additional support from local government, NGOs and individual volunteers. In general, the Centers seem to be doing an excellent job and could serve as a model for AGSP mentoring programs in other countries. The Center managers have done a good job of maintaining a balance of ethnic and



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

language groups. Local buy-in and support are evident. While the Centers provide direct benefits to the girls who are fortunate to be selected to participate, there is enormous untapped potential in terms of the benefits for the community-at-large.

Mauritius

This program is being implemented on the small island of Rodrigues. There are 8 primary and 4 secondary schools participating. Since basic education is free in Mauritius, scholarship funds are being used to buy uniforms and shoes that are required for the students to enroll.

Namibia

Scholarships are being distributed to girls and women at the secondary school and university levels. A group of HIV/AIDS orphans are among the scholarship recipients. The program also has included this year as beneficiaries the San, the most marginalized ethnic group in the country.

Niger

EDDI scholarship funds are being used to support a program established by Peace Corps/Niger to enable 39 girls (13 of whom are continuing in the program, 26 who will be new recipients) to begin seventh grade education. Additionally, a tutoring program for promising sixth graders has been established; an internet education center will be established to expose students to internet learning; and regional life skills conferences will bring scholarship recipients together to learn such skills as money management, time management, proper study habits, and career options. In order that families share the experience and support educational opportunities for their daughters, one parent of each scholar will also be invited to attend.

Rwanda

FAWE is working with 6 schools to support almost 60 girls to finish high school. A mentoring program has role models visiting the schools and holding discussions on career guidance, confidence building, and HIV/AIDS.

Sierra Leone

The Post anticipates using EDDI funds for 300 Primary School Scholarships for girls.

South Africa

Scholarships have been distributed to 75 female students at the Institute of Bankers to cover their tuition and stipends for the 2002 school year. The overall goal of the Information Technology for Banking and Internship Program (ITBIP) is to provide access for underprivileged and disadvantaged persons. ITBIP also provides opportunities to gain entry-level information technology skills, and to develop an accredited model for both banking and IT industries. The program has brought together governmental and nongovernmental organizations to combat IT skills shortages, a program that is the first of its kind in the country involving government, IT industry and banking sector partnerships. This year's program will also diversify to: add scholarships for secondary and primary school scholarships for rural girls orphaned due to HIV/AIDS; to support girls studying in non-traditional fields at university; and to support participation in leadership camps. Scholarships and related mentoring activities will be multi-year, with funds paid in installments.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

Swaziland

This program provides scholarships to 280 AIDS-orphaned girls at the primary and secondary school levels.

Tanzania

Peace Corps and the Embassy in Tanzania are managing different components (mainland and Zanzibar/Pemba) of the AGSP in partnership with the Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE). With FY01 funding, 87 students on the islands of Pemba (54) and Zanzibar (33) were provided scholarships in addition to the 60 girls with secondary school scholarships on the mainland.

Togo

There are 568 girls being mentored through the Girls' Mentoring Program, and another 200 girls receiving primary school scholarships.

Uganda

Scholarships have been distributed to 200 girls in 17 different schools. Mentoring is also a part of this program. Approximately 1,000 girls have been targeted to participate in the mentoring program. Responsibility for mentoring resides with the Association of Uganda Women Professionals in Agriculture and Environment (AUWPAE), Uganda Women Engineers and Scientists Association (UWESA), and the Association of Ugandan Women Doctors (AUWDO). Activities consist of checking on girls' academic progress, career guidance and counseling, and providing life skills training.

Zambia

661 girls from four provinces (Eastern, Southern, Central, and Copperbelt) received full secondary school scholarships. Participation of girls in mathematics, science, and computer literacy camps during school breaks, raising awareness of participants about the dangers of HIV/AIDS and how to prevent its spread are an integral component of the program. 137 Grade 10 girls, including 109 scholarship participants (5 with special needs,) attended the camp meeting. Some funds are also directed to increase the capacity of women educators to support girls' education, to promote girls' and women's participation in education, and to increase participation of girls in science, mathematics, and computer sciences.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

Democracy & Governance Program

Background

The Education for Development and Democracy Initiative (EDDI), through its Democracy and Governance (DG) program provided support to a host of diverse projects, many of which were administered by the Department of State, Bureau for Educational and Cultural Affairs. EDDI funds were used to strengthen civil society, through institutional and individual capacity building; promote community participation in governance; and support democratic processes and systems throughout the Continent. Consistent with EDDI's commitment to encourage inclusiveness and diversity, as part of its DG program, efforts were made to target communities with special needs (i.e. disabled, HIV/AIDS orphans, etc.) throughout EDDI's various program components. These initiatives also support the emphasis on good governance which is a key element in the African-driven, New Partnership for Africa's Development (NEPAD) and the Bush Administration's Millennium Challenge Account (MCA), as well as the community participation component of the President's Africa Education Initiative.

FY02 Highlights

- ✓ Launched two regional democracy networks---the African Judicial Network (AJN) and the Executive Office Network (ExecNet). AJN provides a forum for judges, lawyers, civil society organizations and other stakeholders interested in judicial reform to share ideas and experiences, as well as develop regional strategies to address shared concerns. ExecNet focuses on the facilitation of multi-sectoral dialogue and exchange for more effective policy design and implementation. In addition to conferences, websites have been developed to facilitate virtual exchanges (ajn.rti.org and execnet.rti.org).
- ✓ The University of Maryland, Center for International Development and Conflict Management (CIDCM) and The National University of Lesotho's (NUL) Department of Political and Administrative Studies have a joint project, "*Partners in Conflict in Lesotho: A Sustained Program for Civil Society Peace and Capacity Building*", aimed at strengthening Lesotho's civil society and democratic governance. Due to the success of the partnership between NUL and the University of Maryland, both institutions have made significant gestures to demonstrate their commitment to sustainability. CIDCM has made a five-year commitment (well beyond the life of the EDDI grant) to work with NUL to assist in the development of the Conflict Management Center at NUL, through which additional training can be provided and research undertaken. NUL has demonstrated its commitment by including the development of the Center in its strategic plan, including funding to support the salaries of two Center staff persons. UNDP has also expressed interest in providing supplementary funding. Finally, through the Local Leadership Renewal project, this initiative has received additional support from the Kellogg Foundation.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

Economic Entrepreneurial Development Center

Background

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

Georgia State University (Robinson College of Business and Andrew Young School of Policy Studies) is leading the consortium of U.S. and South African institutions. Partners include the University of Pretoria, Faculty of Economics and Management Sciences and the Center for Scientific and Industrial Research; University of Venda and Albany State University.

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

FY02 Highlights

- ✓ A \$2 million endowment has been established. Consortium partners will work to increase this endowment to a level that will permit the continuous operation of programs beyond the 5-year grant.
- ✓ The Internship program has been expanded throughout Southern Africa, including Mozambique, Zambia and Botswana.
- ✓ The Center continues to enjoy the success of developing partnerships with the private sector and in FY02 placed 46 interns with the following companies: 3M, Compaq, Colgate-Palmolive, Coppernet Solutions, Eccles Association, Engen, Euro Cleaning, Fluor, Ford, Jacaranda Tissue/Vumo, Kelloggs, Koran & Musonda, Namibia Diaries, UUNET, Vodacom-Midrand and World Vision.
- ✓ In September, the Center conducted its 2nd International Business Academy for entrepreneurs from four southern African countries and boasted 39% female participation.
- ✓ Three workshops and two seminars (franchise opportunities and tips on starting a business) were held.
- ✓ Calls for nominations for the 2nd Annual Innovation Award to honor creative business ventures yielded an impressive response from nominees throughout the region.
- ✓ The Center initiated the Women's Mentorship program with the training of eleven senior female managers in February 2002. Each intern will be paired with a mentor.
- ✓ The Intern Alumni Association was established.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

EDDI Higher Education

The role of higher education in replenishing scarce and critical skills has become more important than ever. The HIV/AIDS pandemic has penetrated all sectors of African society. The economic sector is severely hindered by increased absenteeism, reduced performance and loss of key personnel. The health sector is overwhelmed by skyrocketing caseloads while the skills to respond are reduced as the disease depletes the population of medical workers. The most ominous threat is the loss of productivity at the level of the state. African states are increasingly at risk of failure and we now face the very real prospect of regional destabilization.

The education community is equally devastated. The Ministry of Education in the Kingdom of Swaziland estimates it will have to train twice the number of teachers in the years ahead in order to maintain their 1997 level. Education systems are hit at all levels. Students are overworked, under-parented and, increasingly infected themselves. Schools are suffering from teacher loss, low teacher morale, intermittent attendance, repeated grief and mourning in the schools as well as the community.

The challenge for higher education is to increase the input of high level knowledge and skills to replenish lost talent and increase the human capital to fight the pandemic as well as carry the people through this crisis to a wholesome future.

EDDI sponsors over 70 partnerships in 18 Sub-Saharan countries between U.S. and African colleges and universities who help to strengthen the higher education capacity of African countries as well contribute to the host country's development goals.

- ♦ The Center for Excellence in Education connects the University of Botswana and MIT to develop master teacher skills in math and science in Botswana and Namibia.
- ♦ Highline Community College and Cape Technikon in South Africa work to improve recruitment and retention of underserved populations, especially women, in math, science, engineering and technology curricula.
- ♦ West Virginia State University and the National University of Benin work together to improve information archiving systems and strengthen library services.
- ♦ University of Iowa and the University of Ghana work to strengthen academic programs, enhance curriculum, and foster student/faculty exchanges through an institutional linkage.
- ♦ Edinboro University of Pennsylvania and Orange Free State (South Africa) are building human capacity by teaching parents, students and teachers to value math and science.
- ♦ Langston University and Alemeya University in Ethiopia are improving goat production practices in rural populations.

The overall intention of the Higher Education Partnerships is to develop the African Countries' capacity to educate an informed population of capable leaders who can help guide their nations as they emerge into the global community. Newly awarded partnerships include four grants through the College Fund (UNCF) for university partnerships in Mauritania, Mauritius, Mozambique and Niger and four awards through the American Council of Educators' Association Liaison Office for partnerships in Nigeria, South Africa and Ethiopia. Community college workforce development grants in South Africa and Namibia are also funded under the UNCF.



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

International Studies Partnerships (ISP)

The advent of emerging information and communications technologies coupled with social trends toward globalization are fueling the demand for increasing access to information. School systems worldwide are facing daunting challenges to provide sound, fundamental education to children while also readying them to become members of a skilled workforce that is increasingly driven by the new information age. The economic resources required to meet these demands remain constrained and increase the difficulty of prioritizing the allocation of meager resources. International Studies Partnerships (ISP) present a viable vehicle toward modeling a curriculum design that helps to narrow the digital divide while dispensing with some of the cultural and language barriers that also tend to divide countries and restrict trade.

An ISP consists of at least one primary or secondary school located in the United States and at least one primary or secondary school located in a Sub-Saharan African country that is eligible to receive support through the Education for Development and Democracy Initiative. The partnership relies on a mutual exchange of ideas and information that can enrich the world views and socio-cultural understanding by administrators, teachers, students and their surrounding communities. The overall purpose of the partnership is to promote cross-cultural understanding and dialogue through both physical and virtual exchanges. During FY02, EDDI contracted with DKW Communications, a Maryland-based company to implement several new prospective partnerships.

Garfield High School – <i>Seattle, WA</i>	Yerwa Girls Secondary School – <i>Maiduguri, Nigeria</i>
Lincoln Humanities Communications Magnet High School – <i>Dallas, TX</i>	St. Anne's High – <i>Malkerns, Swaziland</i>
Albert Shanker School of Performing Arts – <i>Long Island City, NY</i>	Sithengile Senior High School – <i>Durban, South Africa</i>
East Hampton High School – <i>East Hampton, NY</i>	Kasai Institute* – <i>Kinshasa, Dem. Rep. of the Congo</i>
Pasquotank County High School – <i>Elizabeth City, NC</i>	Renganaden Seeneevassen Secondary School – <i>Port Louis, Mauritius</i>
Northwest High School – <i>Germantown, MD</i>	Isinnya Girls Secondary School – <i>Rift Valley, Kenya</i>
Solheim Elementary School – <i>Bismark, ND</i>	Ecole Communautaire de Daoudabougou – <i>Bamako, Mali</i>

Through three newly awarded unsolicited grants to American NGOs, World Affairs Council (WAC) of Seattle, American Federation of Teachers (AFT), and Prepare International, EDDI has funded the following additional partnerships:

Mercer Middle, Hamilton International Middle, and John Stanford International Elementary School – <i>Seattle, WA</i>	Nattema Primary School and Olchoki Primary School – <i>Arusha District, Tanzania</i>
Woodworth Middle School of <i>Michigan</i> .	Ahmadiyya Muslim Secondary School - <i>Sierra Leone</i>
Prepare International – <i>Williamstown, NJ</i>	International Model School – <i>Cotonou, Benin</i>

* In partnership with the Dikembe Mutombo Foundation



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

EDDI Technology Partnerships

The EDDI Technology Partnership undertakes three major types of activities: technology feasibility studies and strategy development; capacity building through equipment and training; and facilitating private sector partnerships and donations.

- \$150,000 EDDI/Leland feasibility study conducted on behalf of USAID/Congo that has led to the creation of the Connecting Civil Society Project (CCSP), a \$3 million program to deliver Internet, computers and training to indigenous NGOs and democracy advocates throughout the DRC. Phase I of the CCSP has connected 110 NGOs and telecenters in Kinshasa and six outlying towns to the Internet via a web site, and provided training to the NGOs on how to use these new tools to update citizens on the peace process currently underway.

At a cost of approximately \$150,000, this feasibility study: i) has leveraged \$3 million dollars from other sources to implement the program; ii) has served as a model for several other countries as diverse as Rwanda, Uganda, Kenya and Mozambique; and iii) may become a central feature of the multi-million dollar Anti-Corruption Initiative that President Bush has asked USAID to develop.

- Under the National University of Rwanda-University of Maryland Partnership, Computer Science (CS) Department's critical needs have been met with UMD provision of courses in UNIX, Databases, and C++. In addition, CS Dept. curriculum has been reviewed and revised to meet Rwandan development needs that focus on more practical and application-oriented objectives. This includes incorporation of Cisco Academy courses into the CS curriculum. In addition, basic computer literacy training modules in *Microsoft* Windows, Word, Excel, Power Point, and Access are being developed by UMD students for use in Rwanda primary and secondary schools. NUR personnel are able or will be able to provide extensive teaching capacity of UNIX, Cisco network management, Databases, and basic computer literacy courses.
- Through the EDDI - Cisco Networking Academies Program (CNAP) Partnership, EDDI has assisted Cisco officials to identify effective host institutions in nine countries, financed modest equipment grants, and funded travel by lead trainers to Cisco centers, where they receive the basic and advanced training methodologies. Currently more than 2,500 Africans (including more than 500 girls and women) are being trained as computer-networking experts in these programs, with enrollment expected to double over the coming year. The success of these initial efforts has led Cisco, USAID, the ITU and UNDP to begin scaling up the program, establishing as many as one hundred additional academies and introducing training curricula from several other technology partners.

KELP - Knowledge Exchange and Learning Partnerships are an EDDI innovation that links five South African and eight U.S. universities working together to tackle development challenges. Courses have been developed and shared, collaborative research is being performed and the true value of virtual collaboration is now being realized. The KELP model and best practices now underpin several other university networks currently in development.

TECHNOLOGY PARTNERSHIPS
(Implemented for EDDI by the Leland Initiative)

Country	Activity Title	Activity Category - eg Technology Partnership • Feasibility • Equipment • Training University Partnership University Network	Status	Description and/or Results/Outcomes
Africa regional	Decentralization Dialogue	Tech Partnerships-Equipment	Completed	Computers and capacity building for CILSS, a Dialogue Democracy Network Regional Partner
Africa regional	Franklin Pierce University Law Center	University Partnerships-Feasibility Study	Completed	MOUs signed to form Partnerships with 3 West African Universities
Africa regional	Tech Partnership Monitoring and Evaluation	Tech Partnerships - Feasibility Study	In process	Developing a monitoring and evaluation plan focusing on strengthening access to and use of new information and communication technologies.
Africa regional	Community Technology Partnership Plan	Tech Partnerships-Feasibility Study	In process	Designed various partnerships throughout Sub-Saharan Africa
Africa regional	EDDI Technology Information Dissemination	Tech Partnerships-Feasibility study and Equipment	In process	Facilitate major capacity building conference in Benin including logistics, an information dissemination strategy and a cyber café for speakers and participants
Africa Regional	CIPE	Tech Partnerships-Feasibility Study	Completed	Study tour, led to proposals on Partnership for Technology-Enhanced Learning for Management Of Arthropods In Africa and Malaria Vector Management submitted to Gates Foundation
Africa Regional	National Council of Negro Women (NCNW) Computers	Tech Partnerships-Equipment	Completed	Four computers for the National Council of Negro Women Technology Partnership, supporting NCNW technology partnerships in up to three countries in Africa.
Africa Regional	Cisco Academies Networking Program (CANP)	Equipment and Training	Completed	<ul style="list-style-type: none"> Helped establish CCNPs in nine countries, trained 18 lead instructors, and provided lab kits. More than 1800 students are now enrolled (including 400 women), being trained in the latest computer networking technologies and Cisco is expanding the program to more than 100.
Angola	Mississippi Consortium Agostinho Neto University	University Partnerships-Training	Completed	<ul style="list-style-type: none"> Development of an IT Lab Development of a Web-based training Curriculum Establishing Communication Linkages with partnering U.S. Institutions.
Benin	Benin EDDI Pilot Programs	Tech Partnerships-Training and Equipment	Completed	<ul style="list-style-type: none"> Capacity building in support of democracy and education stakeholders, with an emphasis on outreach to girls and women. Capacity building: equipment, an Internet subscription and training on both the use of computers and the Internet, to be followed by support to help these entities establish development information partnerships within Benin, across Africa and between Africa and the U.S. Facilitate Africa conference on new approaches to democracy, including a cybercafe and interactive video conference.
Eritrea	Riverside Community College (RCC) and University of Asmara	University Partnership-Equipment and Training	Completed	<ul style="list-style-type: none"> Develop an IT Lab Development of a Web-based training curriculum Establishing Communication Linkages with partnering U.S. Institutions.

Ethiopia	Langston University and Awassa College of Agriculture	University Partnership-Equipment and Training	Completed	<ul style="list-style-type: none"> Develop an IT Lab Development of a Web-based training curriculum Establishing Communication Linkages with partnering U.S. Institutions.
Ghana	Community Learning Centers in Kumasi and Cape Coast	Tech Partnerships-Equipment	Completed	Repaired 20 computers and installed new keyboards and monitors for CLCs in Ghana.
Guinea	University of Kankan	Tech Partnership - Equipment, training and connectivity, in concert with Peace Corps	Completed	<ul style="list-style-type: none"> Provide Wireless, wired and other LAN equipment; provide computers, servers and other equipment; Provide high speed access to the Internet for the University.
Guinea	National assembly	Tech Partnerships - Feasibility Study, Equipment and Training, in concert with Peace Corps	In process	Wiring, computers and training for national Assembly of Guinea
Guinea	Education Ministry Wiring Program	Tech Partnerships-Feasibility Study	Completed	Feasibility study launches Ministry of Education Computerization Program
Kenya	Kenya Educational Network (KENET)	Tech Partnership-Equipment and Training	In process	KENET established, 21 universities connected to Internet, KENET awarded first private telecom license, Internet prices cut by 80%, training on website development and best practices on e-learning provided to 2 faculty members for each of the 21 universities
Madagascar	Malagasy Ministry of Health - computers	Tech Partnership-Training and Equipment	Completed	Provide five computers and Internet connectivity, plus training for 11 people.
Madagascar	Madagascar School of Magistrates - CD-ROMs	Tech Partnership-Equipment	Completed	Upgraded existing computers to access CD-ROM based library information
Madagascar	Madagascar University Network	Tech Partnership - Feasibility Study	Completed	Examined feasibility of a computer network to interconnect five universities in Madagascar and provide them with Internet access.
Madagascar	Madagascar Internet Gateway	Tech Partnership-Equipment	Completed	Created Points of Presence (POPs) and brought Internet two major secondary cities.
Madagascar	Madagascar-Connecting the University of Fianarantsoa	Tech Partnership-Equipment	Completed	Install and make operational the University of Fianarantsoa campus Internet backbone and all related equipment.
Madagascar	Internet Connectivity for selected Malagasy CSOs	Tech Partnership-Equipment	Completed	Provide designated Civil Society Organizations with equipment and one-year of dial-up connectivity to the Internet for each machine.
Madagascar	Madagascar Internet Training	Tech Partnership-Training	Completed	Provide end-user training for at least 30 persons from the University of Fianarantsoa and selected civil society organizations in utilizing the Internet and creating local web-based content.
Namibia South Africa	Highline Community College Internet Access.	University Partnership-Feasibility Study	Completed	Examine feasibility of increasing the Internet connectivity to designated members of active university partnerships
Namibia	Highline Community College and Polytechnic of Namibia (PON)	University Partnership-Equipment and Training	Completed	<ul style="list-style-type: none"> Development of an IT Lab. Development of a Web-based training curriculum Establishing Communication Linkages with U.S. Partners
Nigeria	Nigerian Association of Women Entrepreneurs (NAWE)	Tech Partnerships-Equipment and Training,	Completed	Provide computers, related hardware and software to support a partnership among NAWE, the Foundation for Development in Africa, and the National Council of Negro Women. The partnership builds an in-country network of women leaders to raise awareness of development issues such as economic growth, trade opportunities, AIDS/HIV awareness, and related topics.
Nigeria	Nigerian Women Private Sector	Tech Partnerships-Equipment	Completed	Provide computers and printers in support of Nigerian

	Development			entrepreneurs.
Rwanda	Rwanda Education and Research Network (REDNet) Connectivity	Tech Partnerships - Equipment	Completed	Seven Rwandan higher education institutions are now connected to the Internet and participating in substantial international partnerships.
Rwanda	NUR Distance Education Strategy , and Curriculum Training	Tech Partnerships - Training	Completed	<ul style="list-style-type: none"> • Provided two workshops on Distance Education strategies and approaches; • Assessed the academic computing curriculum
South Africa	Fort Cox College and University of Fort Hare	Tech Partnership – Equipment University Partnership	Completed	<ul style="list-style-type: none"> • Develop an IT Lab • Develop a Web-based training curriculum • Establish communication linkages with partnering U.S. Institutions.
South Africa	Maryland community colleges and Vista University	Tech Partnership – Equipment University Partnership	Completed	<ul style="list-style-type: none"> • Develop an IT Lab • Develop a Web-based training curriculum • Establish communication linkages with partnering U.S. Institutions.
South Africa	University of North (U North) Management Sciences (KELP)	University Networks- Training	In process	<p>University of North led network of African and US universities to develop courses in Management Sciences</p> <ul style="list-style-type: none"> • 22 professors/staff trained in technology use • 8 courses re-designed and 5 new courses created • 8 existing partnerships getting ready to use online collaboration and teaching tools • 620 students trained in computer literacy
South Africa	University of Pretoria (UP) Public Affairs Network (KELP)	University Network	In process	<p>University of Pretoria led network of African and US universities to develop courses in Public Affairs and Administration.</p> <ul style="list-style-type: none"> • 13 trained SPMA faculty • All Courses will have components online • Peer reviewed journals online • 14 MOUs for linkages with online collaboration • joint teaching • shared syllabus with Gonzaga • mechanism for e-government awards
South Africa	University of Fort Hare (UFH) Transformed Agricultural Education Network-KELP	University Network	In process	<p>University of Fort Hare led network of African and US universities to develop courses in Agricultural Education Network</p> <ul style="list-style-type: none"> • 9 professors/staff at stage 3 and 4 of technology use • 20 existing courses transformed • 6 new courses transformed • 5 existing and 4 new partnerships using online collaboration and teaching tools • Online teaching/learning included in exchange agreements
South Africa	University of Durban Westville (UDW) Network of Telematics Centers	University Networks	In process	<p>University of Durban Westville led network to develop Telematics courses</p> <ul style="list-style-type: none"> • Telematics Centre established as part of the Goven Mbeki Graduate and Research Complex • 60% professors/staff at the Education program at stage 3 and 4 in uses of technology; • 3 existing partnerships using online collaboration and teaching tools; • new partnerships developed around online collaboration and teaching
South Africa	Middle Tenn. St.- University of Durban- Westville	University partnership - Equipment and Training	Completed	<ul style="list-style-type: none"> • Development of an IT Lab • Development of a Web-based training Curriculum; • Establishing communication links with U.S. Partners.
South Africa	BCC and the University of Natal	University partnership - Equipment and Training	Completed	<ul style="list-style-type: none"> • Development of an IT Lab • Development of a Web-based training Curriculum;

				<ul style="list-style-type: none"> Curriculum; Establishing communication links with U.S. Partners.
South Africa	University of Zululand (UZ) Recreation and Tourism Education Network (KELP)	University Networks	Completed	<p>University of Zululand will lead network of five S. African and 7 US universities to develop courses in Recreation and Tourism.</p> <ul style="list-style-type: none"> 15 University of Zululand wide inter-disciplinary staff trained. 8 Recreation and Tourism staff trained in Web CT and WebSite design. 4 Recreation and Tourism staff study tour with US partners 4 US partners on study tour to UZ – DUC. 20 DRT, MRT and PDRT students in collaborative linkage with US counterparts.
South Africa	Highline Community College and National Access Consortium Western Cape	University Partnership - Equipment and Training	Completed	<ul style="list-style-type: none"> Development of an IT Lab Development of a Web-based training Curriculum Establishing Communication Linkages with U.S. partners.
South Africa	Howard Univ & Umtata Gen Hospital Partnership	University partnership - Equipment and Training	Completed	Install computer equipment and video conferencing equipment for 3 locations in Umtata General Hospital. and the University of Transkei, to permit training and case consultations to strengthen emergency medical treatment.
South Africa	New Hampshire College - University of North	University partnerships - Feasibility Study	Completed	Assisted University of the North to implement Community Economic Development training program, featuring community-to-community linkages, fostering horizontal information exchange and knowledge-building through personal exchanges and electronic communication.
South Africa	Knowledge Exchange & Learning Partnership	Organizational and Planning Conference	Completed	Organized Working Group meeting to: to discuss opportunities and constraints for KELP networks Produced 14 feasibility plans and concept papers
Swaziland	Swaziland Teachers	School Partnership	Completed	Visited American Partnering Schools and developed curriculum for distance learning modalities, provide recommendations on technology, and discuss possible content areas for collaborative teaching and service.
Swaziland	Swaziland Equipment and capacity building	Tech Partnerships - Equipment and Training	Completed	<ul style="list-style-type: none"> Computer Lab installed and Internet connectivity provided; 3 teachers trained (10 days) in Windows 98, Word 2000, Excel 2000, PowerPoint 2000 and Publisher Internet
Swaziland	Special Olympics	Tech Partnership - Feasibility Study	Completed	Feasibility Study
Tanzania	Dar Es Salaam - Washington State	University Partnership	Completed	<ul style="list-style-type: none"> Trained forty faculty from the Dar es Salaam Law School on the use of online course management application (Blackboard) Conducted lectures on the use of audio and web-video lectures on CDROM. Provided virtual technical support
Uganda	Uganda Connect-ED	Tech Partnership - School Connectivity and Capacity Building	In process (80% completed)	<ul style="list-style-type: none"> Establishing Internet connectivity in three rural secondary cities/towns in Uganda to serve the Primary Teacher's Colleges (PTC) and the broader community using Ugandan Internet Service Providers (ISPs). Establishing computer-assisted teacher training laboratories and Internet connectivity in ten pilot PTCs. Connect-ED will introduce the concept of the integration of computers into the primary school teaching methods, and build capacity of PTC administrators, tutors, pre-service and in-service teachers and application schools.

				<ul style="list-style-type: none"> Working with the Institute of Teacher Education Kyambogo (ITEK) to develop computer-assisted teacher training resources for distribution to selected pilot Primary Teacher Colleges (PTCs).
Uganda	EDDI Launch Partnerships - Makerere University and Kisowera School	Tech partnership - Equipment, training, capacity building	Completed	<ul style="list-style-type: none"> Established IT Policy and Strategy for Campus 20,000 students and faculty of Makerere are connected to the Internet Wireless backbone network connecting 18 buildings Strategy has since attracted \$5 million of support from other donors Linkage between Primary school in Uganda and in US Demonstrated use of Solar Power in school computer lab; Set-up 4 rural computer laboratories Trained 30 primary schoolteachers to use Internet
Zambia	Cleveland State University and Copperbelt University	University Partnership- Equipment and Training	Completed	<ul style="list-style-type: none"> Development of an IT Lab. Development of a Web-based training curriculum <ul style="list-style-type: none"> Establishing Communication Linkages with U.S. Partners.
Zambia	Project Heshema - Zambia	Tech Partnership - Equipment and training	Completed	Computer Training Center established in St. Mary's School Courseware installed and training provided on computer application development.
Zambia	Project Heshema - Wilson High School	Tech Partnership - Equipment and Training	completed	Computer Training Center established Courseware on application development
Zimbabwe	Connecting Civil Society	Tech Partnership - Equipment	Completed	Installed 28 computers connecting 11 civil society institutions and over 150 people to the Internet
Zimbabwe	Disabled Peoples' International (DPI)	Tech Partnership - Equipment	Completed	Provided computers, Internet access and training to Africa Headquarters of Disabled Persons International, an advocacy group for the disabled.
Zimbabwe	U. of Zimbabwe Medical School Library	Tech Partnership - Equipment	Completed	Provided 14 computers and on-line library for Medical School Library, permitting access to on-line journals.

EDDI FUNDED UNSOLICITED PROPOSALS

Item #	Contractor/Grantee	Host Country	Amount (1,000)	Funding Period	Description		
1	<p>Oregon State University Bart Thielges, Principal Investigator College of Forestry Corvallis, OR 97331-5751 541-737-1584 or 541-737-2222 E-Mail: bart.thielges@orst.edu</p>	South Africa	\$400	9/01 –9/03	Institutional strengthening through training in Natural Resources Management.		
2	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Social Science Research Council Ron Kassimir 2040 S. St., N.W. Washington, DC 20009 (202) 332-5572 (202) 332-9051 E-mail: kassimir@ssrc.org www.ssrc.org</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Social Science Research Council Funmi E. Vogt Africa Program 810 7th Avenue; 31st Floor New York, NY 10019 Phone: 212-377-2700 ext. 452 Fax: 212-377-2727 Email: vogt@ssrc.org</p> </td> </tr> </table>	<p>Social Science Research Council Ron Kassimir 2040 S. St., N.W. Washington, DC 20009 (202) 332-5572 (202) 332-9051 E-mail: kassimir@ssrc.org www.ssrc.org</p>	<p>Social Science Research Council Funmi E. Vogt Africa Program 810 7th Avenue; 31st Floor New York, NY 10019 Phone: 212-377-2700 ext. 452 Fax: 212-377-2727 Email: vogt@ssrc.org</p>	South Africa	\$125	6/02 – 6/03	Through a mix of research fellowships, capacity-building workshops, internships and network-building, the program will build new capacities for understanding, designing and implementing activities on behalf of marginalized young people on the African continent.
<p>Social Science Research Council Ron Kassimir 2040 S. St., N.W. Washington, DC 20009 (202) 332-5572 (202) 332-9051 E-mail: kassimir@ssrc.org www.ssrc.org</p>	<p>Social Science Research Council Funmi E. Vogt Africa Program 810 7th Avenue; 31st Floor New York, NY 10019 Phone: 212-377-2700 ext. 452 Fax: 212-377-2727 Email: vogt@ssrc.org</p>						
3	<p>University of Massachusetts – Boston Center for AFR, Caribbean & community Dev. Jemadari Kamara, Director, 100 Mossissey Blvd. Boston, MA 02125 Tel: 617-287-6793 Backstop: Mr. Charlie Titus, Director of Athletics 617-287-7810 Grant's Office: Paul O'Keffe 617-287-5372</p>	Benin & Senegal	\$184	1/2002 – 9/03	The Youth Education and Sports (YES) Program, is an innovative public-private sector partnership with Benin & Senegal, which seeks to promote youth cultural, educational, athletic and social development.		

Contact Information Contractors/Grantees

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4	Progressive Life Center, Inc. Frederick B. Phillips, President 1123 11th Street, NW Washington, DC 20001 Tel: 202-842-4544 Fax: 202-842-9855 E-mail: fbp@ntuplc.org	Zambia	\$425	1/01 –6/02	To implement a school-to-school partnership between St. Mary's Girls' Secondary school in Livingstone, Zambia and Woodrow Wilson High School in Washington, DC
5	The John W. McCormack Institute of Public Affairs Margery O'Donnell, Administrator Center for Democracy & Development University of Massachusetts – Boston 100 Mossissey Blvd. Boston, MA 02125 Tel: 617-287-6598	Senegal & Kenya	\$405	9/30/02 – 9/30/03	To establish two separate higher education partnerships. One between Egerton University, Njoro, Kenya and UMASS-Boston.
6	Kansas State University Myra Gordon, Principal Investigator 2 Fairchild Hall Manhattan, KS 66506-1103 Tel: 785-532-6012 Backstop: Ms. Darlene Ducksworth, Secretary Tel: 785-532-6276 or 785-532-6337 Fax: 785-532-6339 E-mail: mygordon@ksu.edu	Senegal	\$194	9/30/02 – 9/30/03	To establish a higher education partnership between Université Cheikh Anta Diop in Dakar, Senegal and Kansas State University. The purpose of the partnership is to address gender inequities in Senegal by teaching self-empowerment skills to women and girls.
7	Strategic Management Concepts, Inc Kevin Grant, President & CEO 9470 Annapolis Rd., Suite 220 Lanham, MD 20706-3086 Tel: 301-459-4112, Ext. 102 Fax: 301-459-4082 E-mail: kevin@smci.info	Africa-wide	\$3,000	10/01/02 – 9/30/03	To conduct monitoring and evaluation of AFR/SD's Education Initiatives, catalogue best practices and disseminate findings.

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8	DKW Communications, Inc. Darryl K. Washington, President/CEO 8701 Georgia Ave., Suite 809 Silver Spring, MD 20910 Tel: 301-588-0100 Fax: 301-588-8557 E-mail: dwwashington@dkwcommunications.com	Africa-wide	\$2,000	8/22/02 – 9/30/03	To provide project management, as well as information communications technology services and equipment in support of EDDI's International Studies Partnerships.		
9	<table border="0"> <tr> <td>The Jifunze Project (USA) Carrie Oelberger, Director 158 Packard Road Stow, MA 01775, USA Tel: 978-897-8767 or 978-897-9953 E-mail: carrie@jifunze.org</td> <td>The Jifunze Project (Tanzania) Box 67 Kibaya, - Kiteto Arusha, Tanzania Fax: 9-011-255-27-255-2170 www.jifunze.org</td> </tr> </table>	The Jifunze Project (USA) Carrie Oelberger, Director 158 Packard Road Stow, MA 01775, USA Tel: 978-897-8767 or 978-897-9953 E-mail: carrie@jifunze.org	The Jifunze Project (Tanzania) Box 67 Kibaya, - Kiteto Arusha, Tanzania Fax: 9-011-255-27-255-2170 www.jifunze.org	Tanzania	\$20	6/02 –6/03	To train five (5) teachers in library resource management and computer technology.
The Jifunze Project (USA) Carrie Oelberger, Director 158 Packard Road Stow, MA 01775, USA Tel: 978-897-8767 or 978-897-9953 E-mail: carrie@jifunze.org	The Jifunze Project (Tanzania) Box 67 Kibaya, - Kiteto Arusha, Tanzania Fax: 9-011-255-27-255-2170 www.jifunze.org						
10	Adventures in Health, Education & Agricultural Development (AHEAD) Irving C. Williams, MD, MPH Medical Director P.O. Box 2049 Rockville, MD 20847-2049 Tel: 301-530-3697 Fax: 301-530-3532 E-mail: aheadinc@erols.com www.aheadinc.org	Tanzania	\$75	6/02 – 6/03	To: 1) provide educational opportunities for girls, 2) prevent the spread of HIV/AIDS among adolescents, and 3) integrate females into the world of work and community of free-market democracies.		

Contact Information Contractors/Grantees

Item #	Contractor/Grantee	Host Country	Amount (1,000)	Funding Period	Description
11	Highline Community College Jack Bermingham, Vice President for Academic Affairs 2400 S. 240th St. P.O. Box 98000 · MS 9-3 Des Moines, WA 98198-9800 Tel: (206) 870-3711 FAX: (206) 870-3780	South Africa	\$100	6/03 –6/03	The recruitment and retention of students – particularly women – from under-represented groups into science, engineering, and technology courses.
12	U.S. Environmental Protection Agency Lionel L. Brown, Jr. Senior Information Management Officer 3 rd Floor, RRB 1300 Pennsylvania Ave., NW Washington, DC 20004 Tel: 703-308-7913	Benin	\$160	6/02 –6/03	The program introduces African girls of high school age to the concepts of environmental protection, which makes them environmentally aware.
13	Florida A & M University Warren Hope, Principal Investigator Acting Chair Dept. of Educational Leadership & Human Services Florida A & M University (FAMU) 400 Lee Hall, Suite 400 Tallahassee, FL 32307-3100 Tel: 850-599-3191 Fax: 850-561-2211	Ghana	\$700	3/01 – 3/03	This is a Ghanaian Doctoral Initiative whereby Ph.Ds are awarded by FAMU via Distance Learning.

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14	<p>International Book Bank Bradley Vogt Executive Director Brad's address: 40214 Wallaby Rd. Rice, MN 56367 Tel: 320-260-3594 (Brad) Fax: 320-656-9520 E-mail: b.vogt@internationalbookbank.org www.internationalbookbank.org</p>	<p>Albert G. Turner Associate Executive Director International Book Bank, Inc. 2201 Eagle Street, Unit D Baltimore, MD 21223 Phone: (410) 362 0334 Fax: (410) 362 0336 al.turner@internationalbookbank.org</p>	<p>Angola, Ghana, Kenya, Madagascar, Namibia, Nigeria, Rwanda, & Swaziland</p>	<p>\$100</p>	<p>10/01 – 10/02</p>	<p>This project covers the cost of shipping donated books to the selected host countries.</p>
15	<p>Chicago State University Elnora D. Daniel, President 9501 South King Drive ADM 313 Chicago, IL 60628-1598 Tel: 773-995-2400 Fax: 773-995-3849</p>	<p>South Africa</p>	<p>\$841</p>	<p>9/01 – 9/03</p>	<p>The establishment of a South Africa Initiative in partnership with three South African educational institutions. The proposal offers the potential for mutual enhancement of teaching, research, and professional development of faculty and students for Chicago State & the South African partners.</p>	
16	<p>The John McCormack Institute of Public Affairs Edmund Beard, University of Massachusetts – Boston 100 Mossissey Blvd. Boston, MA 02125 Tel: 617-287-6598</p>	<p>Senegal</p>	<p>\$170</p>	<p>5/01 – 9/03</p>	<p>To establish a multi-function Community Resource Center in Northern Senegal. This is a higher education partnership between Université Gaston Berger de Saint- Louis, Senegal and the</p>	

						<p>University of Massachusetts – Boston. The purpose is to strengthen democracy and good governance at the local level via the use of technology.</p>
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Contact Information Contractors/Grantees

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17	Mississippi Consortium for Int'l. Development (MCID) Ally Mack, Executive Director Office of International Programs Jackson State University 1225 Robinson Street Jackson, MS 39203, (601) 979-8648 Tel: 601-979-3791 Fax: 601-979-3388 Amack3581@aol.com	Angola	\$380	9/01 - 9/03	The goal of this higher education partnership is to strengthen the sciences at Agostinho Neto University in Angola by improving the quality of science education and enhancing the availability of technology.
18	The Center for Excellence in Education (CEE) Joann Digennaro, President 140 Park Street Second Floor Vienna, VA 22180-4627 Tel: 703-938-9062 Fax: 703-938-9121 E-mail: JoAnne@cee.org Backstop: Mr. John Glover 703-938-9062 jglover@cee.org	Botswana	\$600	9/01 - 9/02	To establish and implement a Research Science Institute in Botswana. The goal is to nurture the careers of both students and master-teachers in achieving excellence and leadership in science, technology and business.
19	Florida State University (FSU) James Turner, Associate Professor & Principal Investigator Sch. of Computer Sci. & Info. Techn., CSIT Tallahassee, FL 32306-4120 Tel: 850-644-0674 Fax: 850-644-0098 E-mail: turner@csit.fsu.edu Secy.: Ms. Willette Johnson 850-644-0199	South Africa	\$1,025	9/01 - 9/02	The African-American Cooperative Program in the Mathematical Sciences (AAMI) is a program designed to provide a strong mathematics foundation, as a basis for African students to pursue a range of academic majors covering science and engineering, as well as mathematics.

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20	Micro Credit in Africa, Inc., MICA, Inc. Haoua Diatta, Project Manager 3900 Argyle Terr., NW Washington, DC 20011 Tel: 202-882-1219 Cell: 202-746-5082 Betty Harrington, Democracy Educator (703) 525-4444 or 703-907-7267	Niger	\$121	2/02 – 2/03	MICA proposes to recruit and select fifty deserving young women and provide them with scholarships to pursue a path toward careers, self-development, and leadership.
21	The Foundation for Democracy in Africa (FDA) Fred Oladeinde, President 1900 L St., NW Suite 414 WDC 20036 Barbara Tutani - NCNW Tel: 202-383-9148 Fax: 202-737-0476	Nigeria	\$300	1/00 – 12/00	To provide technical assistance, economics, business, & computer training to the Nigerian Association of Women Entrepreneurs (NAWE).
22	African Futures Forum, Inc. COHRTEC Project Anthony K. Wutoh, Project Director 1212 New York Ave., NW Suite 1100 Washington, DC 20005 Tel: 202-289-9721 Fax: 202-318-2260 www.africanff.org	Senegal	\$275	1/01 – 9/03	Providing non-formal education and vocational opportunities to disadvantaged youth.

Contact Information Contractors/Grantees

Item #	Contractor/Grantee	Host Country	Amount (1,000)	Funding Period	Description
23	University of Maryland, John Davies, Co-Director Partners in Conflict Project Center for International Development And Conflict Management, CIDCM Department of Government and Politics, Tydings Hall #0145, College Park MD 20742 Tel: 301-314-7709 Fax: 301-314-9256 E-mail: jdavies@cidcm.umd.edu	Lesotho	\$703	9/01 – 9/03	CIDCM proposes to work in partnership with the National University of Lesotho's (NUL) Department of Political and Administrative Studies (PAS) to develop a new Center for Conflict Management to serve scholars and practitioners in Lesotho and the southern region of Africa.
24	The ECHO Group, Inc. Robert L. Tolar, President 6327 – C SW, Capitol Hwy., - PMB 101 Portland, OR 97201-1937 Tel: 503-245-5943 Fax: 503-245-4176 E-mail: echogrp@pacifier.com	Namibia	\$331	4/00 – 12/01	Work with 3 schools in Namibia & 3 counterpart schools in Seattle, WA to prepare students to make a living by teaching them how to develop entrepreneurial skills.
25	Africa Futures Forum, Inc Jim R. Washington, Project Manager Howard University College of Medicine, & NCNW WDC 20012 Tel: (301) 585-2295 Fax: (301) 585-8911 E-mail: jrwashington@howard.edu	Benin, Senegal, Kenya, & Uganda	\$175	1/01 – 12/01	To conduct live videoconference on the impact of HIV/AIDS on youth.

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26	<p>Opportunities Industrialization Centers International (OICI) Reginald Hodges, Vice President, Training & Employment 240 West Tulpehocken St. Philadelphia, PA 19144-3295 Tel: 215-842-0200 Fax: 215-849-7033 Oici@oicinternational.org www.oicinternational.org</p>	South Africa	\$145	9/00 – 9/01	To pilot a computer-assisted learning program in the province of Kwa-Zulu Natal with remedial education, practical skills training & vocational accreditation.
27	<p>National Council of Negro Women (NCNW) Barbara Tutani: 633 Pennsylvania Ave., NW Washington, DC 20004 Tel: 202-383-9148</p>	Benin	\$758	5/01 – 9/03	Basic education, empowerment, and technology access (BEETAP) program.
28	<p>Howard University College of Medicine Kunle Kassim, Principal Investigator Dept. of Microbiology 520 W Street, NW Washington, DC 20059 Tel: 202-806-4319 202-722-2429 (H) E-mail: kkassim@howard.edu</p>	Namibia	\$100	2/02 – 2/03	To establish a summer institute for English, Basic Sciences and Health Education in Namibia. This is a partnership between Howard University and the University of Namibia in Windhoek, Namibia. The institute will be established at the University of Namibia and will serve as a training center for historically disadvantaged high school teachers in English, mathematics, biology, chemistry, physics, computer literacy and health Education.

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29	Eastman Kodak Company Sandra E. Taylor, Vice President and Director, Public Affairs 1250 H Street, NW, Suite 800 Washington, DC 20005-5936 Tel: (202) 857-3464 Fax: (202) 857-3401 SETaylor@Kodak.com	Africa-wide	\$117	8/01 – 3/02	AABWA Conference on Leadership & linkages for women in trade and investment.
30	Association for the Development of Education in Africa (ADEA) International Institute for Education Planning 7 – 9, Rue Eugène Delacroix 75116 Paris, France	Various	\$1,000	9/00 – 9/03	ADEA's goal is to foster a process that strengthens policy and program leadership among higher education institutions in Africa.
31	Strategic Education Center Constance W. Rice 1711 Lake Washington Blvd. South Seattle, WA 98144 Tel: 206-322-0916 (H) Fax:206-322-0735 E-mail: drrice@attglobe.net	Swaziland & Mauritius	\$100	1/01 – 9/03	To help improve the education and training of women and girls.
32	Joint Center for Political & Economic Studies Gayla Cook, Executive Director 1090 Vermont Ave., NW, Suite 1100 Washington, DC 20005 Tel: 202-789-3500 Fax: 202 789-6390	Southern Africa	\$900	9/00 – 12/01	To promote the leadership development of local women and girls.

Contact Information Contractors/Grantees

Item #	Contractor/Grantee	Host Country	Amount (1,000)	Funding Period	Description
33	Brother's Brother Foundation The Cardello Bldg., Suite 3005 1501 Reedsdale Street Pittsburgh, PA 14233-2341 Tel: 412-321-3160 Fax: 412-321-3325 Bbfound@aol.com www.brothersbrother.com	Various	\$175	9/00 – 9/01	To ship donated books to select countries in Africa.
34	African Economic Research Consortium (AERC) P.O. Box 62882 Nairobi, Kenya Fax: 9-011-254-2-219-308 E-mail: aerc@elci.gn.apc.org	Sub-Saharan Africa	\$50	9/00 – 9/01	To bring together 15 sponsors to support a program of research activities, their dissemination and the training of future potential researchers.
35	U.S. Dept. of Agriculture Jane Misheloff Tel: 202-690-0755 E-mail: jane.misheloff@fas.usda.gov	Zambia	\$206	7/02 – 9/03	In partnership with USDA and Zambia National Farmers Union establish two Community Resource Centers in Zambia.
36	Special Olympics, Inc. John B. Tomaro, Jr. Record Grants Manager 1325 G Street NW, Suite 500 Washington, DC 20005-3104 Tel: 202-824-0279 Fax: 202-824-0387 or 0200 E-mail: johnb@specialolympics.org www.specialolympics.org	Namibia & Swaziland	\$400	9.01 – 9/02	To establish a special Olympics program in Namibia and Swaziland.
		Total	\$16,760		

**III. Inter-Agency Working
Group Partners' Report**

U.S. DEPARTMENT of STATE

Bureau of Educational & Cultural Affairs Management of EDDI Programs

Over the past three years, the State Department's Bureau of Educational and Cultural Affairs (ECA) has commenced and managed 46 programs for EDDI with \$9.7 million made available by EDDI to ECA. These programs have included 17 university affiliations, 11 Hubert Humphrey Fellowships in educational reform, 11 democracy/civic education projects, 8 governance projects, 7 women's programs, one special educational reform program for Nigeria, and one school partnership. AF/PD, the Public Diplomacy Office of State's AF Bureau, and the Public Affairs Sections of U.S. Embassies in Africa have provided crucial assistance to ECA in evaluating project proposals and in facilitating and monitoring the implementation of projects.

ECA has fully obligated the \$9.7 million made available to it, and its 46 programs are being implemented in 25 different African countries. Project proposals were generated through several different mechanisms. For example, 29 grants were given to proposals submitted to annual Bureau grant competitions. Six grants were awarded under a special "governance" competition conducted by the Office of Citizen Exchanges. One grant was awarded on a sole-source solicitation to Prepare International, a new NGO in New Jersey, and one grant was awarded on a sole-source basis to the National Conference of State Legislatures to work with legislatures in francophone African countries. The educational reform project for Nigeria was handled as a special competition on tertiary education.

Number of Programs in Which Each Country Participates

Progs	Country	Progs	Country	Progs	Country	Progs	Country
13	Nigeria	3	Uganda	1	Burundi	1	Zimbabwe
9	Tanzania	2	Benin	1	Chad		
8	Ghana	2	Botswana	1	DROC		
8	South Africa	2	Cameroon	1	Ethiopia		
6	Kenya	2	Cote d'Ivoire	1	Guinea-C		
4	Malawi	2	Rwanda	1	Mozambique		
4	Senegal	2	Zambia	1	Niger		
3	Mali	1	Burkina Faso	1	Togo		

Most of the programs managed by ECA have been described in earlier reports to the NSC. However, during FY2002, the following grant programs have been added:

FY2002 Grant Programs

Grant \$	U.S. Grantee	African Partner	Country	Theme
224,983	Michigan State University	Ghana Ctr for Democ Dev Malawi Ctr for Social Res	Ghana, Malawi	Local government development
224,759	Indiana University	University of Pretoria	South Africa	Legislative drafting training
221,157	Int'l Visitors Center of Jackson, MS	Tanzania Assn of Local Authorities	Tanzania	Local government

				development
225,000	Mississippi Consortium For Int'l Development	Univ of Ibadan & NISER	Nigeria	Legislative research & drafting program
194,309	American Bar Association	Various	Kenya, Malawi, Tanzania, Uganda	Legal rights and protection of children
59,997	WSOS Community Action Commission	Govt of Dodoma Region & Tanga City	Tanzania	Local government development
138,304	Bowling Green State University	Network for Community & Orphan Support, University of Natal	Kenya and South Africa	Civic education
164,976	California State University/Sacramento	Ghana Assn of Chartered Mediators & Arbitrators	Ghana	Alternative dispute resolution training
59,847	WSOS Community Action Commission	Govt of Dodoma Region & Tanga City	Tanzania	Trade and investment, AGOA
60,000	Prepare International	International Model School, Cotonou	Benin Republic	School-to-school partnership
500,000	Nat'l Conference of State Legislatures	National assemblies	Francophone countries	Member orientations & staff development

Although every project has something to boast about, perhaps the Center for Civic Education project with CIVITAS-Nigeria has had the most extensive impact. To wit, in December, it will culminate by bringing together 1600 students and 100 teachers from 34 Nigerian states for a national showcase of their work.

EDDI	PROGRAMS	MANAGED BY	U.S. STATE	DEPARTMENT
	EDUCATIONAL	& CULTURAL	AFFAIRS	BUREAU
\$ Grant Amount	U.S. Grantee	African Partner	Country	Theme
	UNIVERSITY	AFFILIATIONS		
119,100	Ohio University	University of Western Cape	South Africa	
119,728	New York University	Eduardo Mondlane University	Mozambique	
120,000	Northwestern University	University of Ghana	Ghana	
149,716	Stanford University	Univ of Natal & Univ of Botswana	South Africa & Botswana	Education policy research
135,559	Cleveland State University	University of Botswana	Botswana	Public Administration
142,138	University of Kansas	University of Zambia	Zambia	Environment Sciences
150,000	Emporia State University	Bayero University	Nigeria	Library and Info science
149,740	University of Iowa	Universities of Jos & Ibadan	Nigeria	ICT development
179,934	University of Iowa	University of Ghana	Ghana	Social sciences
149,571	UCLA	Kenya Institute Of Management	Kenya	Digital divide
149,892	Tennessee State Univ.	Malawi Institute Of Management	Malawi	Management Training
144,961	West Virginia University	University of Pretoria & Catholic University	South Africa & Mozambique	Info tech for geography
179,506	Mississippi Consortium	University of Dshang	Cameroon	Social sciences
177,090	California State/Sacramento	Ministry Higher Educ & Science	Cote d'Ivoire	Higher education Administration
180,000	Southern Illinois Univ/Edwardsville	University of Ibadan	Nigeria	Minority Studies
180,000	University of Connecticut	Nat'l School for Applied Econ	Senegal	Social sciences & agric economics
180,000	Gonzaga University	University of Pretoria	South Africa	Public administration
	DEMOCRACY &	CIVIC EDUCATION	PROJECTS	
328,829	Street Law, Inc.	CIVITAS-Nigeria/Ghana	Nigeria, Ghana	Civic education
165,000	Center for Civic Education	CIVITAS-Nigeria	Nigeria	Civic educ in Schools
200,000	Center for Civic	CIVITAS-	Nigeria	Civic education

	Education	Nigeria		in schools
88,472	American Bar Association	FIDA-Nigeria	Nigeria	Mediation training
164,936	American Bar Association	Various	Kenya, Malawi, Uganda, Tanzania	Childrens' rights
165,000	George Mason University	ROREC/Rwanda	Rwanda	NGOs & reconciliation
131,702	Ohio State University	South Africa Democratic Teachers Union	South Africa	Civic education in secondary schools
145,745	Southern Illinois Univ/Carbondale	Media Council Of Tanzania	Tanzania	Journalist training
135,052	American Federation of Teachers	Ministry of Education/Culture	Tanzania	Civic education
138,304	Bowling Green State University	NECOSI-Kenya, Univ. of Natal	Kenya and South Africa	Civic education
59,847	WSOS Community Action Comm	Govt of Dodoma Region & Tanga	Tanzania	Trade & investment
164,976	California State Univ/Sacramento	Ghana Assn of Chartered Mediators	Ghana	Alternative dispute resolution
	WOMEN'S	PROGRAMS		
1,170,727	League of Women Voters	Various	Ethiopia, Kenya, Ghana, Nigeria, Uganda, Tanzania, Zambia, Zimbabwe	Women's political leadership
134,985	Michigan State University	CODESRIA, Institute of African Democracy	Ghana, Mali, Nigeria, Senegal	Promote women in politics through electronic networking
47,578	Women of Vision	Phambili Refuge for Battered Women, Western Cape Network on Violence Against Women	South Africa	Help abused women
60,000	AIDS Action Committee of Massachusetts	Coping Center for People Living with AIDSs	Botswana	Support programs for people living with AIDS
43,394	Women's Coalition	Coalition for Violence Against Women	Kenya	Prevent violence against women
119,718	Heartland Int'l	Tanzania Association of Women Entrepreneurs	Tanzania	Promote women in business
134,999	Michigan State University	CODESRIA, Institute of African Democracy	Ghana, Mali, Nigeria, Senegal	Promote women in politics with electronic networking
	GOVERNANCE	PROGRAMS		
134,531	Nat'l Conference of	State legislatures	Nigeria	Federalism and

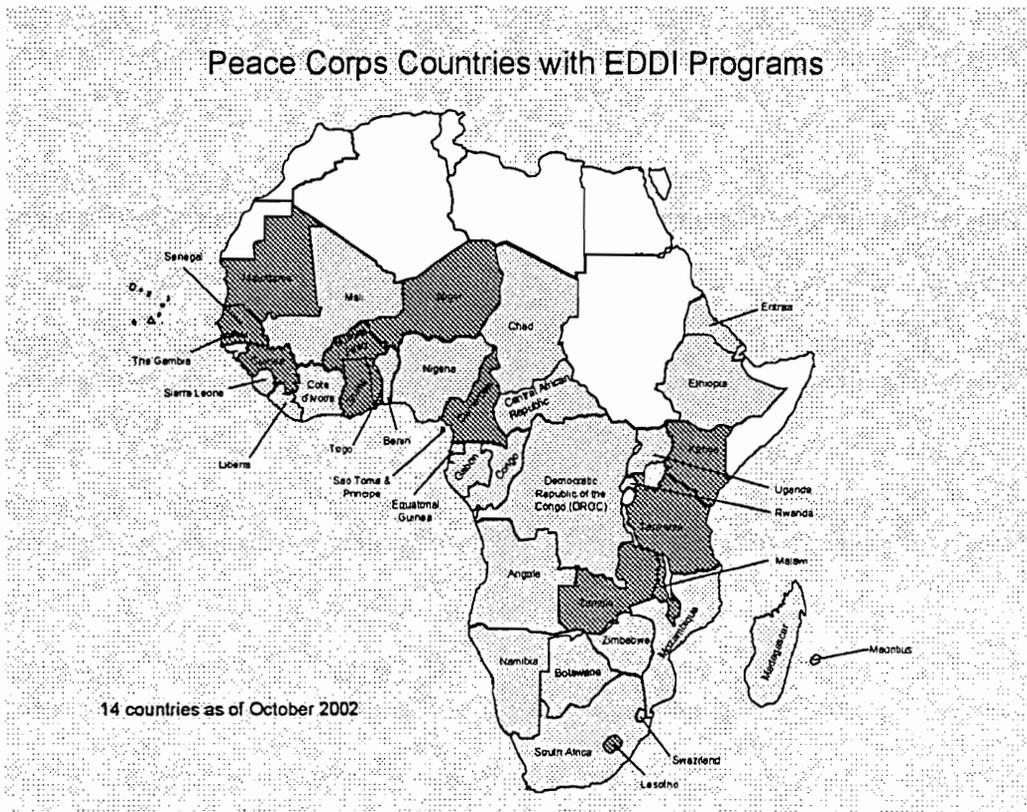
	State Legislatures			citizen participation
500,000	Nat'l Conference of State Legislatures	National assemblies	Francophone countries	New member orientations and staff development
224,983	Michigan State University	Ghana Center for Democ Dev and Malawi Center for Social Research	Ghana, Malawi	Local government development
224,759	Indiana University	University of Pretoria	South Africa	Legislative drafting
221,157	Internat'l Visitors Center of Jackson, MS	Tanzania Assn of Local Authorities	Tanzania	Local government development
225,000	Mississippi Consortium for Int'l Development	University of Ibadan and NISER	Nigeria	Legislative research & drafting program
194,309	American Bar Association	Various	Kenya, Malawi, Tanzania, Uganda	Legal rights and protection of children
59,997	WSOS Community Action Commission	Govt of Dodoma Region & Tanga City	Tanzania	Local government development
	EDUCATIONAL	REFORM		
199,894	George Washington University	Nigerian universities	Nigeria	Tertiary education reform
	SCHOOL	PARTNERSHIP		
60,000	Prepare International	International Model School	Benin Republic	School-to-school partnership
	HUBERT H.	HUMPHREY	FELLOWSHIPS	
549,000	Hubert H. Humphrey Fellowship Program		Angola, Cameroon, Ethiopia, Madagascar, Namibia, Nigeria, Senegal, Uganda, South Africa	Educational reform and administration

Peace Corps

In FY 02, the Africa region of Peace Corps supported 2,101 volunteers in 24 countries at a cost of 54.6 million dollars. Approximately 33% of the volunteers in Africa worked in the education sector, primarily in the teaching of English, math or science to secondary school students.

Peace Corps initiatives and field activities that supported the goals of EDDI in FY 02 included:

- Agency-wide initiatives in Girls' Education, HIV/AIDS, and Information and Communication Technology (ICT);
- Gender and Development activities such as field staff training in gender analysis;
- Life skills materials and training in improving male-female communication and promoting behavioral change with respect to HIV/AIDS prevention, personal health and safety.



BEST AVAILABLE COPY

More than half of the 24 posts in the region are involved with EDDI activities in partnership with local NGOs. EDDI activities include girls' scholarships, *Take Our Daughters to Work* programs, girls' clubs, science clinics for girls, leadership camps and mentoring programs. In Peace Corps/Kenya, 75 secondary school girls received scholarships from the Ambassadors' Girls' Scholarships Program. In Peace Corps/Gambia, EDDI funds sponsored 1185 girls at the primary, secondary and tertiary levels (including technical and vocational).

There is a strong increase in Information and Communication Technology efforts in Peace Corps projects and volunteers' secondary activities. In Africa, the majority of posts reported integrating ICT into volunteers' secondary activities. In Africa, the majority of posts reported integrating ICT into volunteer activities in support of host country efforts. These activities include periodic tutoring, assistance in web site development and helping schools and local governments with computer databases and tracking systems. Peace Corps/Gambia plans to establish at least two mentoring centers for girls that will be equipped with computers and will serve as study/skill development centers. In Mali, volunteers worked with young women's groups to promote on-line sales of their crafts. Several more posts have begun to express an interest in integrating IT into all projects and increasing access and training for girls and women.

Additional EDDI activities in the Peace Corps Africa region include training workshops on communication skills, scholarships management, dealing with challenges and project monitoring and evaluation.



MEMORANDUM

United States
Department of
Agriculture

International and Foreign
Agricultural
Services

Foreign
Agricultural
Service

10 Independence
Avenue, SW
Washington, DC
20250-1005

TO: Jendayi Frazer
National Security Council

FROM: Frank A. Fender
Director, Food Industries Division-ICD

SUBJECT: USDA and the Education for Development and Democracy Initiative: A Growing Partnership

DATE: November 14, 2002

The Education for Development and Democracy Initiative and USDA began working together in 1998, soon after EDDI came into existence. The Food Industries Division was approached by EDDI to provide assistance in staffing the Initiative through its Resource Support Services Agreement mechanism. This mechanism allowed our Division to detail four uniquely qualified USDA employees to EDDI; these four USDA employees now make up the backbone of EDDI's non direct-hire staff. Our USDA employees bring the important "agricultural" perspective to EDDI activities in developing African countries and continually explore the vast resources of USDA, its extended family of land-grant universities and other public and private cooperators for ways in which they can assist EDDI meet its goals and objectives. Our EDDI staff also takes every opportunity to acquaint their fellow USDA employees with the work of EDDI and why education is so important to agriculture in developing countries through briefings to our Foreign Agricultural Service Attaches.

Since 2000, the Food Industries Division has played a more active role in EDDI's programs. Jane Misheloff of this office joined the Initiative's Interagency Working Group and attended the EDDI conference in Benin in 2001. Misheloff has been very supportive of EDDI activities and traveled to Guinea in July 2002 to conduct a review of all of EDDI-funded activities in that country. Upon her return home, she worked with a Peace Corps volunteer on behalf of an NGO in Kankan, Guinea in guiding them through the process for submitting an unsolicited proposal for girls' after school mentoring programs. In addition, the Food Industries Division was awarded a grant through an unsolicited proposal for a rural Internet access project with the Zambia National Farmers' Union (ZNFU). This new project complements our earlier work in this area in Zambia and targets Internet access for rural women and female youth in agricultural entrepreneurship through Internet usage. We will also explore how the ZNFU centers with Internet access could be used as an informational and educational resource regarding biotechnology and GMO crops.

The Food Industries Division is proud to be a member of the EDDI team and associated with EDDI's accomplishments on behalf of women and girls in Africa. The Food Industries Division will continue to support EDDI in agricultural development in Africa into FY 03. We will join forces in developing and implementing a Young Farmers program under a new EDDI initiative in Mauritius. In addition to the Mauritius initiative, we will continue to identify other opportunities for EDDI to incorporate agricultural programs or agricultural education into their portfolio.

USDA is an Equal Opportunity Employer

IV. Country Profiles

EDDI FOCUS COUNTRY PROFILE: BOTSWANA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million

COUNTRY STATISTICS:

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above) <u>Female</u> <u>Male</u>	Combined primary, secondary & tertiary gross enrollment ratio (%) 1999 <u>Female</u> <u>Male</u>	Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
1.5	49.0	79.8 74.5	70 70	Slipping Back

INTRODUCTION

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

STRATEGIC OBJECTIVES

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

HIGHLIGHTS

Environmental Science

Gaborone Campus

Ten computers have been installed in the Teaching Laboratory. Further, all other equipment for the Teaching Lab has been installed inclusive of scanners, printers, the digitizer and the motorized screen.

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

HOORC (Maun)

Planning for the Wetlands conference in December is in high gear. There is a lot of interest resulting in some 70 participants from the region and internationally. The workshop that takes place just prior to the Conference will entail some 20 participants, all knowledgeable in the field of Wetlands Management and Research. The Workshop/Conference is being hosted jointly by the University of Florida and HOORC.

Instructional Technology

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

Women in Science

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

Research and Development

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

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

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

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

EDDI FOCUS COUNTRY PROFILE: DEMOCRATIC REPUBLIC OF THE CONGO

EDDI FOCUS COUNTRY FUNDING LEVEL: \$400,000

COUNTRY STATISTICS

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

EDDI STRATEGIC OBJECTIVES:

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

ILLUSTRATIVE EDDI ACTIVITIES:

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

DROC HIGHLIGHTS:

- Deaf Education Cycle of Success is developing a model school for the deaf to develop a total communications education environment to help some of the over one million deaf children in the DROC.
- Initial school-kits – including back packs, uniforms, note books, pens, pencils, and other material have been distributed to primary school girls in eight of the poorest schools in Kinshasa.
- Advisory committees consisting of parents, school, church and government officials have been active in Kinshasa, Kikwit, Lubumbashi and the war-affected provinces are prepared to begin implementation activities.
- Interest and support for the program has been widespread. The launching of the Kinshasa program received wide and favorable publicity in all the news media. The Minister of Education attended the opening program, even though all the benefits of the program are going to private/church affiliated schools.

EDDI COUNTRY PROFILE: ERITREA

EDDI FUNDING LEVEL: \$66,244

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

EDDI STRATEGIC OBJECTIVES:

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

EDDI ACTIVITIES:

Eritrea is a newcomer to EDDI activities. One activity has been approved and preliminary implementation is underway:

1. EDDI is providing support to the National Union of Eritrean Youth and Students (NUEYS) to implement a girls' scholarship program in two piloted regions, Southern Red Sea and Debu.

SUCCESS STORIES:

1. This activity has just been approved and implementation is in the preliminary stage (as of October 2002).

EDDI COUNTRY PROFILE: ETHIOPIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million

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

EDDI STRATEGIC OBJECTIVES:

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

EDDI ACTIVITIES:

- Funds have been provided (\$362,196) to implement the Ambassadors' Girls' Scholarship Program through partner organizations;
 - Linkages have been established with the law department in one of the regional universities in Ethiopia (incorporating U.S. commercial law into curriculum), and a journalism department at a private university;
 - Support is being provided for the capacity building efforts of a local NGO focused on education;
 - A support program has been developed through one of the implementing partners targeting school-level environmental clubs and HIV/AIDS awareness clubs;
 - Support to Save the Children is addressing the educational needs of nomadic children and incorporating basic education subjects into their Koran-based education;
- An Internet linkage between the regional education bureaus, teacher training colleges, and the federal Ministry of Education has been established.

ETHIOPIA HIGHLIGHTS:

1. Girls' Scholarships: EDDI is making it possible for over 1,424 girls from economically disadvantaged families (1,380 secondary school and 30 university students) to receive scholarships this year.
2. Internet Connectivity for Education Stakeholders: EDDI support has helped to leverage a variety of catalytic technology efforts now being implemented to link education stakeholders (major educational institutions, teacher training colleges and institutes, regional education bureaus, and federal policymakers) together into a dynamic education sector network. The Ministry of Education, for example, received a total of 600 computers through EDDI funds that enabled Ethiopia's education sector to greatly enhance its Internet connectivity. Through a field-based contract with the Academy for Educational Development (AED), these collaborative efforts are contributing toward developing local capacity in information technology.
3. EDDI-funded higher education partnerships: The partnership between the University of Georgia and Unity College, a private university in Addis Ababa, is strengthening the Department of Journalism. The University of Alabama and Mekelle University are working toward incorporating US commercial law in its curriculum. This effort is an integral element of upgrading and standardizing legal education in Ethiopia. Langston University, an HBCU, is partnering with both Alemaya University and the Awassa College of Agriculture, Debub University to improve faculty research methodologies while introducing alternative nutrition sources via goat production. Through a pilot program, this effort is developing groups of female agricultural extension workers through their work with high school students and with local women.
4. HIV/AIDS in Education: The Academy for Educational Development (AED) has recently conducted a workshop on HIV/AIDS for representatives of all of the teacher education institutions. The purpose of the workshop is to strengthen capacity within each institution to help prevent the spread of HIV/AIDS in Ethiopia. Subsequent workshops are planned, as well as outreach activities between institutions and neighboring schools, community organizations, and government institutions.
5. Non-formal Education: Save the Children is expanding access to quality basic education using non-formal education for pastoralists and semi-nomadic groups in the southern part of Ethiopia. This three-year program aims to develop an appropriate curriculum structure for providing basic education to pastoralists, and has been instrumental in the establishment of seven satellite school "centers" with an enrollment of 272 children. In addition, 28 school management committees were trained in basic school management and 35 community leaders were trained to help develop basic curricula that responds to the needs of pastoralist communities.
6. School Clubs on Social Issues: This project is establishing school clubs to raise awareness about relevant social issues among the student population and the community at-large. Issues include anti-HIV/AIDS education, reproductive health, environment and gender issues. Clubs have been established in 16 secondary schools and four teacher training institutions and colleges. Presently, these clubs have a total of 8,865 student members (51% girls). EDDI funding also supported the purchase of school radio equipment, and established "Mini Media Centers"; and, supported free tutorial services to girls from low-income families in subjects such as Math, Science and English.

EDDI COUNTRY PROFILE: LESOTHO

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

EDDI STRATEGIC OBJECTIVES:

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

ILLUSTRATIVE EDDI ACTIVITIES:

1. *Ambassadors' Girls' Scholarship Program* – World Vision, Peace Corps, and Winrock are working to make sure all geographical regions in Lesotho are covered. 130 Girls with special needs are being assisted to help them complete their high school education. There is also a mentoring component to train girls in leadership skills and character development. (FY01 - \$150,000)
2. *Higher Education Partnership/Democracy & Governance* – The University of Maryland, Center for International Development and Conflict Management (CIDCM) and The National University of Lesotho's (NUL) Department of Political and Administrative Studies (PAS) have a joint project, "*Partners in Conflict in Lesotho: A Sustained Program for Civil Society Peace and Capacity Building*", aimed at strengthening Lesotho's civil society and democratic governance. Phase two of the project will include the establishment of a Center at NUL (FY01 - \$653,137).
3. *Democracy & Governance* - The African Executive Office Network (ExecNet) is a regional initiative designed to create opportunities for African multi-sectoral dialog and exchange for more effective public policy formulation, implementation and management. ExecNet target countries include Mali, Uganda, Ghana, Mozambique, Senegal, Tanzania, Rwanda and Lesotho.

LESOTHO HIGHLIGHTS:

1. Due to the success of the partnership between NUL and CIDCM, both institutions have made significant gestures to demonstrate their commitment to sustainability. CIDCM has made a five-year commitment (well beyond the life of the EDDI grant) to work with NUL to assist in the development of the Conflict Management Center at NUL, through which additional training can be

provided and research undertaken. NUL has demonstrated its commitment by including the development of the Center in its strategic plan, including funding to support the salaries of two Center staff persons. UNDP has also expressed interest in providing supplementary funding. Finally, through the Local Leadership Renewal project, this initiative has received additional support from the Kellogg Foundation.

EDDI COUNTRY PROFILE: ISLAMIC REPUBLIC OF MAURITANIA

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above)		Combined primary, secondary & tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
2.7	57.7	30.1	50.7	37	44	--

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' educational attainment through the scholarship program.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Within the Ambassadors' Girls' Scholarship Program (AGSP), EDDI supported a number of activities that promote of girls education. In FY00, the AGSP provided assistance to 450 girls in primary school and in FY01 expanded the outreach to include over 700 families. As part of the program, eight Mentoring Centers have been launched in the regional capitals. Managed cooperatively by Peace Corps and its local partner, Condition Féminine (Ministry of Women's Affairs), these centers provide a venue to support a myriad of activities including study groups, training workshops, tutoring and computer training. Other activities funded with EDDI support include an Annual Girls' Education Conference in Nouakchott, the Big Sister/Little Sister program and the Teacher's Workshop for gender issues (co-funded by UNICEF). (FY02 - \$100,000)
2. Through the United Negro College Fund, International Development Partnership (IDP) activity, Mississippi Valley State University and the University of Nouakchott are partnering on a new project, "Pathways to Globalization: Language Entrepreneur Program Development Through Information Technology". The goal of the partnership is to enhance faculty use of information technology to train students and faculty in English as a foreign language and to facilitate faculty and students' community service initiatives. The expected results are a strong international relationship between the partner institutions, increased faculty capacity and a successful community service program at the University of Nouakchott. (FY02 - \$310,848)
3. Through the Foundation for Democracy in Africa, government officials from several West African countries, including Mauritania participated in the "Regional Conference on Strategies for Combating the Spread of HIV/AIDS in West Africa".

MAURITANIA HIGHLIGHTS:

1. Eight Girls' Mentoring Centers were launched---one in each regional capital of the country. Additional computers were donated by the Ministry of Information Technology.

EDDI FOCUS COUNTRY PROFILE: MOZAMBIQUE

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2.265 Million

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

EDDI STRATEGIC OBJECTIVES:

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

ILLUSTRATIVE EDDI ACTIVITIES:

1. A distance-learning higher education program;
2. Civil society networks and hotlines;
3. Community Resource Centers where a full range of Internet and related information services (training, etc.) will be made available to the public;
4. Business association outreach;
5. Training programs for primary and secondary school teachers;
6. Technological linkages among: a) central, provincial and district governments; b) Health and Agriculture Ministries; and c) senior policy makers (presidency, ministers, provincial governors);
7. New York University (NYU-Wagner Graduate School) is establishing a public service performance management and evaluation program at the Eduardo Mondlane University (EMU). Special classes are being developed at both universities, including distance learning. When fully developed, the program will allow students of Mozambique to qualify for degrees from NYU.

8. Savannah State University in Savannah, Georgia and EMU are implementing a project entitled, "Partnership for Democracy and Empowerment". The goal of the project is to enhance the availability of technology and increase citizen participation in governance; accelerate Africa's integration into the world community of free market democracies; promote sustainable partnerships among African education and democracy organizations; enhance the ability of African institutions to address local education and democracy challenges. The expected results are a strong international relationship between the partner institutions and increased access to and use of information and communications technology as a tool for civil society.

MOZAMBIQUE HIGHLIGHTS:

1. The Economic Entrepreneurial Development Center, based in South Africa, expanded its internship program to Mozambique.

EDDI FOCUS COUNTRY: NAMIBIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2,175,000

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above)		Combined primary, secondary & tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u> <u>Male</u>		<u>Female</u> <u>Male</u>		
1.8	30.9	81.2	82.8	80	77	On track

EDDI STRATEGIC OBJECTIVES:

- Encourage schooling of girls;
- Bring information communication technology (ICT) to communities;
- Train women and girls in marketable skills;
- Make education accessible to children orphaned by HIV/AIDS;
- Host a workshop for parliamentarians on the impact of HIV/AIDS on policy decisions;
- Provide young girls with the opportunity to continue and/or re-enroll to pursue a primary education.

EDDI ACTIVITIES:

1. Through the Ambassador's Girls' Scholarship Program, funds (\$114,000) have been provided to make it possible for girls to remain in school.
2. Teacher training centers have been transformed into multi-purpose training centers to provide e-commerce and business training. Centers are now open to NGOs.
3. Junior Achievement Namibia, funded by EDDI at 100% for the first year, 75% for the second year, and 50% for the third year, has gained momentum and is teaching entrepreneurial skills in universities, including strategies for incorporating basic business skills in primary and secondary school curricula.
4. Mobil Training Unit, a bus equipped with ten internet-connected computers, travels around the country to facilitate community discussions with parliamentarians.
5. Partners in African Leadership have developed an internship program in local governance, women's entrepreneurship, and media.
6. The Center for Excellence in Education has improved the quality of science and technology education for top Math and Science high school students, and provided teacher training with more effective techniques.
7. Special Olympics hosted soccer events involving the community.
8. A school principal from Windhoek was supported by a Hubert H. Humphrey Fellowship to study educational administration and reform in the U.S.A.

SUCCESS STORIES:

2. Through the Ambassador Girls' Scholarship Program, 65 girls have received assistance to further their educational goals. This activity continues to receive high government support and requests for continuance. Local NGOs are very involved in the scholarship program. For example, the Mangetti Dune Primary School has four scholarship recipients and the Grootfontein Secondary School has six scholarship recipients from San Bushmen, the most marginalized ethnic group in Namibia. The University of Namibia has 16 scholarship recipients who are nursing students, a special priority given the HIV/AIDS incidence in Namibia.
3. The Echo Group completed an activity establishing school-to-school partnerships between six primary schools in America with six schools in Namibia through which entrepreneurship skills were imparted. The program was so successful that American participants have established a 501c(3) organization to continue the program.
4. Parliamentarians in Namibia are leading regional discussions on the impact of HIV/AIDS on government decisions and declaring that it is a concept and reality that must be addressed at highest levels.

EDDI FOCUS COUNTRY: NIGERIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$9,000,000

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above)		Combined primary, secondary & tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u> <u>Male</u>		<u>Female</u> <u>Male</u>		
113.9	44.1	55.7	72.4	41	49	--

EDDI STRATEGIC OBJECTIVES:

- Develop the foundation for education reform;
- Conduct education sector assessment;
- Provide teacher training to improve education standards and programs available to girls;
- Increase civic participation in education;
- Provide a community resource center in each geopolitical zone.

EDDI ACTIVITIES:

- Differences in skill levels of both pupils and teachers between Koranic (including Islamiya) and secular schools have been found to be slight as compared to differences between schools in different geographical areas. This information will be used in choosing schools as models for education reform.
- EDDI is playing a key role in developing reform through capacity building at the federal and state ministries of education in the establishment of a basic education infrastructure that includes monitoring and supervision of schools.
- The Community Resource Center in Abuja (Bola Ige Center) is now operational.

NIGERIA HIGHLIGHTS

1. The University of Iowa has worked with the University of Jos and University of Ibadan to assist university administrators in planning and building an information technology infrastructure, and Emporia State University has worked with Bayero University to improve library and information technology capacity.
2. The Center for Civic Education and CIVITAS/Nigeria tested a pilot democracy education curriculum which challenges students to identify a local program, interview affected parties and government officials, conduct research, and propose a plan for problem resolution. Over three years, this "Project Citizen" has grown to include schools all over the country. In December 2002, it will culminate by bringing together 1600 students and 100 teachers from 34 states in Nigeria to participate in a national showcase and simulated legislative hearing.

3. The American Bar Association has partnered with International Federation of Women Lawyers (FIDA) chapters in Bayelsa and Rivers States to offer training in mediation and peace-making skills for communities in the Niger Delta where conflict has been prevalent.
4. The National Conference of State Legislatures and the Mississippi Consortium for International Development have worked with state legislatures to improve the research and bill writing skills of staff, to better their relations with constituencies, and to build more effective administrative structures.

EDDI FOCUS COUNTRY PROFILE: RWANDA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2,800,000

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above)		Combined primary, secondary & tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u> <u>Male</u>		<u>Female</u> <u>Male</u>		
7.6	6.2	60.2	73.7	39	41	--

EDDI STRATEGIC OBJECTIVES:

- Encourage schooling of girls;
- Bring information communication technology (ICT) to communities;
- Help rebuild the educational system ruined during the 1994 genocide;
- Utilize education as a key to promote peace, stability and poverty alleviation;
- Strengthen the role of NGOs in Rwandan Reconciliation;
- Establish a School of Communications at University of Rwanda

EDDI ACTIVITIES:

1. Through the Ambassadors' Girls' Scholarship Program, funds (\$236,040) have been provided to make it possible for girls to remain in school.
2. The National University of Rwanda and Kigali Institute of Science and Technology are working together to implement an information and communication technology plan including providing equipment, connectivity to internet, distance education technology, and training people to enhance job skills.
3. Ten NGOs are working together to promote reconciliation through capacity building workshops and seed grants to NGOS supporting community-based reconciliation programs.
4. The quality of journalism is being enhanced through the Mississippi Consortium for International Development working with the University of Rwanda to strengthen journalism training and a free and open press.

SUCCESS STORIES:

1. Through the Ambassador Girls' Scholarship Program, 60 girls at six schools have received scholarships. This activity continues to receive high government support and requests for continuance.

2. The national information and communication technology plan has received support from the private sector through Galat, Lucent, Cisco Academies, and Microsoft. The national telephone company has pledged free internet support for one year for all schools that have computers.

EDDI COUNTRY PROFILE: TANZANIA

Total population (millions) 2000	Urban population (as % of total) 2000	Adult Literacy Rate (% age 15 & above)		Combined primary, secondary & tertiary gross enrollment ratio (%) 1999		Progress towards Millennium Development Goals Target: Ensure that all children can complete primary education
		<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	
35.1	32.1	66.5	83.9	32	33	Slipping back

EDDI STRATEGIC OBJECTIVES:

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

ILLUSTRATIVE EDDI ACTIVITIES:

1. *Ambassadors' Girls' Scholarship Program* – Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE), U.S. Embassy, Peace Corps, and Winrock are working to provide scholarships to girls in secondary schools. Since its introduction, 819 girls have received scholarships. There is also a mentoring component to train girls in leadership skills and character development.
2. *Higher Education Partnership* – The partnership between Open University of Tanzania (OUT) and Southern New Hampshire University (SNHU) is designed to provide practical training for NGO practitioners. It is a three-year project ending in March 2003. Currently, fifty development practitioners representing a myriad of organizations are enrolled in the masters program in Community Economic Development (CED) scheduled to graduate in March 2003.
3. *Democracy & Governance* - The African Executive Office Network (ExecNet) is a regional initiative designed to create opportunities for African multi-sectoral dialog and exchange for more effective public policy formulation, implementation and management. The African Judicial Network is a partnership designed to foster an effective judicial system and greater confidence in the judiciary as an institution administering justice. Tanzania is a target country for both democracy networks and served as the host site for the inaugural conference in June 2002.
4. *Adventures in Health Education & Agricultural Development (AHEAD)* is implementing a new project with EDDI funds, "Partnering for Success," which aims to provide educational opportunities to girls, prevent the spread of HIV/AIDS and to integrate

women and girls into the workforce in the Kisarawe District, Tanzania. Specifically, AHEAD hopes to improve the quality of life for adolescent girls in the Kisarawe District through secondary school scholarships and vocational training and college preparation. Thirty recipients have been selected. The second component is an HIV/AIDS prevention effort utilizing "peer counselors". AHEAD also plans on providing voluntary testing and counseling, as well as community education about HIV/AIDS. The final component is a micro-business enterprise that will manufacture solar devices and process fruit juice, respectively. These industries will provide employment for a minimum of 34 women and youth by the end of 12 months. In addition, AHEAD will provide increased skills training programs, courses in business management, and greater employment opportunities for females.

5. EDDI funds support the teacher-training component of the Jifunze Project, an effort to develop a community resource center in Kiteto District. At this stage the Jifunze Project has completed construction of their center's building, stocked the center with print, computer and other educational resources. Five teachers will be trained in library resource management and computer technology. This will transform the building into an active learning center for thousands of dedicated students in this rural community.
6. *International Studies Partnership* - The World Affairs council will partner with Terrawatu, a Tanzanian-based NGO, in the implementation of this project. "Linking Lands" addresses the need to train teachers in up-to-date and locally-developed materials, expose students to other cultures promoting understanding and respect, promote strong continuing partnerships with schools in Tanzania, and utilize technologies to implement collaborative curriculum and establish working relationships between teachers and students in the partner countries. The participating schools include, within the Seattle School District, Mercer Middle School, Hamilton International Middle School, and John Stanford International Elementary School in Seattle, Washington and Nattema Primary School and Olchoki Primary School, public government schools in Arusha District, Tanzania.

TANZANIA HIGHLIGHTS:

1. Dar Es Salaam was the host city for the launch of two new democracy networks---ExecNet and African Judicial Network.

MONITORING AND EVALUATION

The EDDI program is currently conducting a monitoring and evaluation exercise. The purposes of this exercise are:

- To establish one comprehensive documentary record of all EDDI program expenditures;
- To gather and analyze data in order to flag problems and enact program improvements; and
- To carefully document EDDI's challenges and successes through a third-party evaluation that will allow for the instructive sharing of lessons learned and best practices with EDDI's partner agencies within the US government, with EDDI's field staff, and with program participants in Africa and in the United States.

EDDI is particularly interested in monitoring the impact of its programs. Currently, the programs are being monitored, and an enormous amount of data is being collected. The second part of the exercise will consist of an in-depth evaluation.

The monitoring and evaluation exercise will also inform the development of standard indicators for the final EDDI program evaluation, which will be conducted following the close of the project in 2003.

AFRICA EDUCATION INITIATIVE

From www.whitehouse.gov

Fact Sheet: Africa Education Initiative Africa Education Initiative

Presidential Action

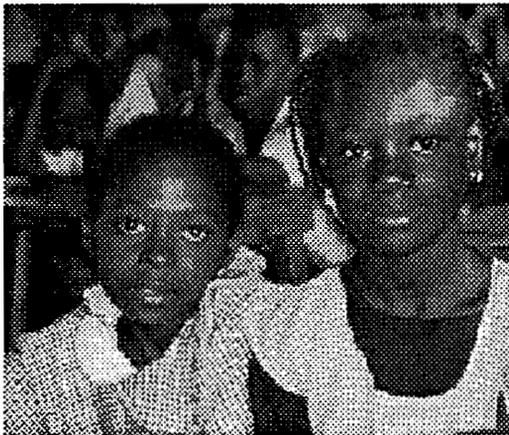
Today at the Leon Sullivan Summit in Washington D.C., the President will announce a doubling of funds for the African Education Initiative announced last July, bringing our total spending to \$200 million over the next 5 years.

Improving Africa's Education

African children are the future of the continent. Their education is key to future economic growth and lasting democracy, leading to greater stability and improved standards of living. The current state of education in Africa, however, is plagued by a lack of funds, teachers, textbooks, and transparency. Consider:

- Primary school enrollments and literacy rates in Africa are among the lowest in the world.
- 42 million school children in sub-Saharan Africa are not enrolled in school.
- Many children cannot afford to go or stay in primary school.

The multi-year basic education initiative, ***Strengthening Basic Education in Africa***, provides needed training and materials to both teachers and students. With this additional funding, many African students will receive textbooks written in their local language and girls will receive scholarships covering the cost of tuition. Likewise, new and existing teachers will receive the needed training to educate children more effectively.



This Initiative will provide \$200 million to:

- Train more than 160,000 new teachers and provide in-service training for more than 260,000 existing teachers
- Partner with historically black colleges and universities in America to provide 4.5 million more textbooks and other learning tools for children in Africa;
- Provide 250,000 scholarships for African girls;
- Increase the role of parents in their children's education by working to make school systems more transparent and open to reforms from parents; and
- Bolster our commitment to basic education in Africa which totals \$630 million over the next 5 years.