The background of the entire page is a close-up, slightly angled view of the American flag. The stars and stripes are clearly visible, with the blue field containing white stars and the red and white stripes. The flag appears to be draped or folded, creating soft shadows and highlights. On the left side, there are three circular punch holes, suggesting the page is part of a binder or folder.

**EDUCATION
FOR
DEVELOPMENT
AND
DEMOCRACY
INITIATIVE**



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

November 28, 2000

Dear Colleagues:

It is with pride that we present this report that synthesizes the accomplishments of the Education for Development and Democracy Initiative (EDDI). We were specifically told that EDDI was to be like a tree: its branches were to stretch broadly across Africa and its roots were to go deeply into the focus countries. Preserving the initial ideas of partnerships, entrepreneurial training, and a focus on girls and women, we are proud that EDDI now operates in 31 countries and American partners are in 29 states. Scholarships have already been awarded to over 6,000 girls, and another 6,000 are poised to receive their scholarships. There are 61 higher education partnerships, 20 technology partnerships and four school-to-school partnerships. The Ronald Brown Institute has been contracted to Georgia State University. The Association for the Development of Education in Africa has been awarded funding for the African Association of Universities to host a program for Africa-to-Africa partnerships to help the higher education community strengthen their focus on solving national and regional challenges. We have funded the shipment of over one million books to Africa ranging from children's storybooks to tertiary textbooks. Six Community Resource Centers for Nigeria are also in the works. EDDI encourages its partners to seek support from the Private Sector. Some EDDI countries have done very well, for example, Uganda (Hewlett-Packard & Lucent Technologies), Swaziland (Microsoft), Angola (Texaco). Many of the higher education partnerships have also leveraged their EDDI funds by collaborating with the private sector.

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

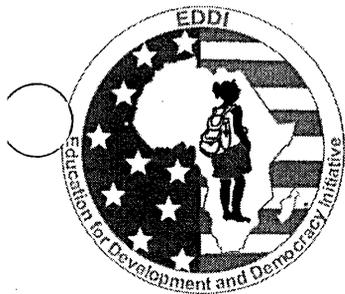
We extend special thanks to President Clinton, to Gayle Smith at the National Security Council, and to Susan Rice at the Department of State for entrusting us with the implementation of such an important and special program. Like EDDI, you have touched the lives of millions today and for generations yet to come. May the Education for Development and Democracy Initiative be a part of the rich legacy of your untiring and ceaseless efforts to help Africa help itself to move to the next political, economic and social levels!

Sincerely,

Sarah E. Moten, Coordinator

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EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

Education for Development and Democracy Initiative
November 28, 2000
2:00 p.m. – 3:30 p.m.
Eisenhower Executive Office Building
Room 472

AGENDA

- Introductions
- Program Highlights
 - Regional Approach (Eastern, Western and Southern)
 - Private Sector
 - Public Relations
- Next Steps
 - New Focus Countries
 - EDDI Publicity
- Questions and Answers



Education for Development and Democracy Initiative

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EDDI FOCUS COUNTRY PROFILE: ANGOLA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2.3 Million (FY00), \$.5 million (FY99)

- COUNTRY STATISTICS:**
- Population (1997): 11.4 million
 - Rural population (1997): 68.0%
 - 1997 GNP per capita: \$340
 - Illiteracy rate, overall (1990): Males-58%; Females-72%
 - Gross primary school enrollment ratio (1966):
Males - 77.0%; Females - 71.0%
 - Gross secondary school enrollment ratio (1966):
Males - 14.0%; Females - 9.0%
 - Gross tertiary enrollment ratio (1996):
Males - 1.0%; Females - 0.2%

EDDI STRATEGIC OBJECTIVES:

- Support the Government of Angola in improving agricultural production; Provide a self-sufficient mechanism to train girls in agricultural production;
- Establish public education resources such as Information Technology.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Establishing a Center for Girls which will become an agricultural school;
2. Developing a curriculum for the Center that will allow food production on site;
3. Training girls in operation of basic agricultural machinery, i.e., tractors;
4. Implementing decisions of the consortium of US and Angola government representatives, NGOs and private sector representatives regarding cost-sharing activities of the Center;
5. Extending Voice of America democracy programming for upcoming national elections;
6. Searching for sites where Community and Resource Centers can be established. These centers will provide Internet access to the public;
7. Provide HIV/AIDS education;
8. Reinforce Mississippi Consortium for International Development (MCID) and Augustino Neto University Partnership through \$150,000 sustainability and technology grants.

ANGOLA HIGHLIGHTS:

1. Given the expensive real estate market of Luanda, finding a site to establish the Center has been a major accomplishment;
2. Securing private sector donations, such as \$100,000, from TEXACO for purchase of the property;
3. Preparing girls at risk with marketable skills in the field of agricultural production and operation of agricultural machinery, rather than steering them to the traditional female training fields of sewing and baking.

EDDI FOCUS COUNTRY PROFILE: BOTSWANA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (FY00)

COUNTRY STATISTICS:

- Population: 1.5 million
- Rural population: 33.9%
- GNP per capita (1997): \$3,310
- Education spending as % of GNP (1996): 10.4%
- Adult literacy rate (1997): Males- 71.7 %; Females - 76.9%
- 1997 Female primary net enrollment as % of male ratio: 106
- 1997 Female secondary net enrollment as % of male ratio: 106
- 1996 Female tertiary students as % of males: 87

EDDI STRATEGIC OBJECTIVES:

- Utilize country resources in contributions to the educational system;
- Provide marketable skills for unemployed or underemployed girls/women;
- Establish public resources in the form of HIV/AIDS education programs and Community and School Resource Centers;
- Assist with improvement of higher education institutions;
- Highlight Botswana's role in the field of Geographic Information System (GIS) training.

ILLUSTRATIVE EDDI ACTIVITIES:

Despite the fact that Botswana is a newcomer to the EDDI activities, the Post has established a very productive working relationship with the Ministry of Education:

1. The Ministry worked with the post in the selection of contract to transform the educational technology component at the University of Botswana;
2. Targeted Girls' Education Program provides technical skills training;
3. Funding for the natural resource management component of the Regional Council of South Africa;
4. Search is underway for sites to establish Community Resource Centers where a full suite of Internet and related information services (e.g. training, etc.) will be made available to the public.

BOTSWANA HIGHLIGHTS:

1. Two groups of at-risk young women (they were likely to be school drop-outs or victims of abuse and violence) successfully completed their technical skills training programs in Gaborone and Maun. A local NGO conducting follow-up of these young women reports higher school retention rates and lower incidence of violence as a result of this EDDI funded training;
2. A workable proposal meeting the EDDI funding guidelines has been prepared by the University of Botswana and is nearing implementation.

EDDI FOCUS COUNTRY PROFILE: ETHIOPIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (2000)

COUNTRY STATISTICS:

- Population (1997): 61.1 million
- Rural population (1996): 84%
- 1997 GNP per capita: \$110
- Education spending as % of GNP (1996): 4.0
- Adult literacy rate (1997): Males - 41.5%; Females - 29.2%
- Gross primary school enrollment ratio (1996):
Males - 54.0%; Females - 31.0%
- Gross secondary school enrollment ratio (1996):
Males - 13.0%; Females - 10.0%
- Gross tertiary enrollment ratio (1996):
Males - 1.2%; Females - 0.3%

EDDI STRATEGIC OBJECTIVES:

- Support education as a key element in economic development;
- Utilize Information Technology to assure flow of information on HIV/AIDS, agricultural resources and stabilizing of population;
- Support education and democracy as they train the public in civic awareness;
- Take measures to lessen the effects of gender imbalances, ethnic tensions and chronic food shortages;
- Encourage the education of public through resource centers and accessible IT;
- Assure girls to continue their education through scholarship programs.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Operating the Ambassador's Girls Scholarship Program;
2. Seeking linkages for the establishment of a law department incorporating US commercial law in its curriculum, at the most prominent private college;
3. Supporting the capacity building efforts of a local NGO focusing on education;
4. Developing a support program that targets school-level environmental clubs and HIV/AIDS awareness clubs;
5. Working with Save the Children in addressing the educational needs of nomadsic children and incorporating basic education subjects into their Koran-based education;
6. Establishing an Internet linkage between the regional education bureaus, teacher training colleges and other educational institutions, and the Federal Ministry of Education;
7. Searching for sites to establish Community Resource Centers where a full suite of Internet and related informations services (e.g. training, etc.) will be made available to the public;
8. Through the League of Women Voters (LWV), establishing educational and working relationships between women's civic organizations in Ethiopia, seven other anglophone African countries and LWV chapters in the US. This activity will allow exchange visits;
9. Reinforce Langston University and Awassa University Partnership through \$150,000 sustainability and technology enhancement grants.

ETHIOPIA HIGHLIGHTS:

1. *EDDI* is making it possible for over 600 girls to receive scholarships this year. The program is so very successful that it is monitored by a nomination and selection committee with members representing all regions;
2. A variety of catalytic technology efforts are now being implemented to link education stakeholders together into a dynamic education sector network.
3. The two linkage programs planned under *EDDI* have generated substantial support both in the government and the public.

EDDI FOCUS COUNTRY PROFILE: GHANA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2.5 Million (FY99)

COUNTRY STATISTICS:

- Population (1997): 17.9 million
- Rural population (1996): 54%
- 1997 GNP per capita: \$370
- Adult literacy rate (1997): Males - 76.5%; Females - 56.5%
- Gross primary school enrollment ratio (1996):
Males - 83.0%; Females - 70.0%
- Net secondary school enrollment ratio (1996):
Males - 38.0%; Females - 24.0%
- Gross tertiary enrollment ratio (1996):
Males - 2.1%; Females - 0.6%

EDDI STRATEGIC OBJECTIVES:

- Encourage girls' secondary level education with the added component of community involvement;
- Help bring Information Technology to improve the existing educational and democratic framework;
- Encourage public familiarity with the Internet through linkages at community Resource Centers;
- Provide HIV/AIDS education.

ILLUSTRATIVE EDDI ACTIVITIES:

1. **EDDI** supports establishment of Internet and capacity building at key governance institutions, educational facilities, and community service centers. These locations include the National Parliament; the National Electoral Commission and 11 Regional offices; the Commission on Human Rights and Administrative Justice; National Media Commission; Legal Resources Center in Accra and teacher training colleges. Sustainability is the watchword on all of these efforts.
2. Administering the Ambassador's Girls' Scholarship Program through close monitoring and auditing of the Forum of African Women Educationalists (FAWE). This activity allows girls to obtain secondary education with their key expenses covered but with the condition that they become involved in community development activities;
3. Establish Community and School Resource Centers where a full suite of Internet and related information services (training, etc.) will be made available to the public;
4. Establish partnership between Northwestern University's School of Law and the University of Ghana School of Law to develop curricula on women's issues, children's rights, innovative teaching methods in these areas, community outreach programs, library resources and research;
5. Ghana stakeholders are key participants in EDDI Democracy Networks – ExecNet, linking the Executive Offices of the Presidency in nine African countries together via

the Internet to share lessons learned and approaches to participatory policy formulation, and Decentralization Dialogue, bringing democratic decentralization advocates together;

6. Participate in a program with the League of Women Voters (LWV) to build linkages between Ghana and seven other anglophone countries and LWV chapters in the US;
7. Work with Michigan State University on a program to promote the participation of women in politics and democratic governance through Internet information sharing and network building;

GHANA HIGHLIGHTS:

1. *EDDI* provided 94 scholarships under the Ambassador's Girls' Scholarship Program. One scholarship receiver was working as a porter in a larger city to earn funds to cover future school expenses. While working away from her family, she joined the street sleepers, did not consume sufficient food or earn decent tips. As a result of the Girls Scholarship Program, she has returned to her family and has now re-enrolled in school;
2. Providing Internet connections to the Parliament and the National Electoral Commission through cost-sharing arrangements;
3. Bringing Internet connections to community centers at an affordable price.

EDDI FOCUS COUNTRY PROFILE: KENYA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (FY00)

COUNTRY STATISTICS:

- Population (1997): 28.4 million
- Rural population (1997): 60.6%
- 1997 GNP per capita: \$340
- Education spending as % of GNP (1996): 6.6%
- Adult literacy rate (1997): Males - 86.9%; Females - 71.8%
- Net primary school enrollment (1997) ratio: 65.0
- Net secondary school enrollment (1997) ratio: 61.1

EDDI STRATEGIC OBJECTIVES:

- Provide support in bringing Information Technology to the educational and democracy fields;
- Establish partnerships for educational and democracy institutions;
- Provide economic future through the young entrepreneur training program;
- Educate the public in HIV/AIDS;
- Assure the education and mentoring of girls through the Ambassador's Scholarships for Girls;
- Conduct an assessment of the impact of civic education in the country.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Bringing Information Technology and increased capacity to use information to democracy and education stakeholders through establishment of Internet at:
 - Public and private universities and research institutions. This will allow formation of an Internet infrastructure which can then be accessible to primary and secondary schools, promoting distance learning and Internet linkages with educational institutions within and outside of the country;
 - Kenya's Parliament for better communication system;
 - Kenya's "Dream Team" Permanent Secretaries working on Civil Service Reform;
2. Work with League of Women Voters (LWV) to establish linkages for women's civic organizations in Kenya with counterparts in selected African countries and LWV in the US to promote grassroots, democratic activities. This activity will allow exchange visits;
3. Work with the American Bar Association in establishing a program to enhance the quality of juvenile justice by helping to build capacities for protecting children's rights;
4. Review sites for establishment of Community Resource Centers where a full suite of Internet and related information services (training, etc.) will be made available to the public.

KENYA HIGHLIGHTS:

1. The *EDDI* scholarship program continues to receive high cooperation. The 1999 scholarships awarded to secondary school girls in need of school related support, were well recognized through the press coverage of the award ceremony.
2. The **Kenya Education Network (KENET)**, composed of 21 public and private universities, has been formally chartered as an Education Trust, operating under transparent rules of governance. This status allows KENET to procure and provide services such as Internet access and training on behalf of its members. One of its first acts was to negotiate an MOU with Telcom Kenya for special, reduced charges for Internet access, saving one institution (USIU) more than \$43,000 per year in Internet charges.

EDDI FOCUS COUNTRY PROFILE: MALI

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2.25 Million (FY99)

- COUNTRY STATISTICS:**
- Population (1997): 10.3 million
 - Rural population (1996): 67%
 - 1997 GNP per capita: \$260
 - Education spending as % of GNP (1995): 2.2%
 - Adult literacy rate (1997): Males - 81.2%; Females - 78.5%
 - Net primary school enrollment ratio (1995):
Males - 32.0%; Females - 21.0%
 - Gross secondary school enrollment ratio (1996):
Males - 14.0%; Females - 7.0%
 - Tertiary gross enrollment ratio (1996):
Males - 1.4%; Females - 7.0%

EDDI STRATEGIC OBJECTIVES:

- Provide better educational opportunities through a basic education strategy that increases access to and enrollment in educational institutions, and provision of books and materials. Girls are especially targeted;
- Improve health conditions and educate the public in HIV/AIDS;
- Make Information Technology available to communities;
- Support civic organizations, especially those working with women, and their involvement in education and democracy;
- Provide assistance to the Ministry of Education for institutional capacity building.

EDDI ACTIVITIES:

1. Through a program conducted with Michigan State University, promote the participation of women in politics and democratic governance with the use of Internet information sharing and network building. Other participating countries in this program are Ghana, Nigeria and Senegal;
2. Work with the Ministry of Education in establishing e-mail capacity among five of the 10 educational regions for transmittal of school data to the Office for Planning and Statistics;
3. As part of the institutional capacity development goal, provide ongoing teacher training programs;
4. Increase the quality of basic education through the use of local language in grades 1-3. A key component of this activity is the development of books and reading materials in local languages as they do not exist;
5. Search is underway for sites to establish Community Resource Centers where a full suite of Internet and related information services (training, etc.) will be made available to the public.
6. Focus on girls' and women's involvement in the areas of democracy and civil society participation. This will be accomplished through local NGO internships provided to graduates of law schools or similar departments and training them in strategic management, democracy practices and basic laws governing civil society;

7. Provide para-legal training to girls and women so that they can be placed at Committees in the National Assembly to provide democratic skills to women and to build a group of qualified staff for the National Assembly;
8. Provide women access to the judicial sector through internships with court clerks, administrative police, judges, investigators. These women interns must be graduates of law schools or similar fields and open to training in the political system operations, legal research and court administration;
9. Allow women to train in political leadership through internships with women elected officials. The aim of this activity is to develop a cadre of women familiar with decentralization of government and local laws;
10. Strengthen the capacity of municipal councils, local school management organizations and women's groups through training of municipal councils in strategic planning, resource mobilization and educational development in selected communities;
11. Establish a partnership between the University of Mali and the Pathfinder Foundation (established by Dr. Cheick Modibo Diarra of NASA's Jet Propulsion Laboratory) to strengthen science and math teacher training. This partnership will allow medium-term sustainability of the Foundation as well as high-quality training for University students, teachers and instructors.

MALI HIGHLIGHTS:

1. Local language textbooks for primary education are now being made available through orders placed with local Malian firms;
2. The recent merger of the Basic Education and Higher Education Ministries has given new impetus to the program to provide e-mail capacity to these entities for capacity building activities. EDDI is providing wireless Internet backbone linking the nine discrete physical institutions comprising the University of Mali, which will be followed by training for students, teachers and researchers in modules ranging from basic Internet usage to sophisticated distance education applications using Internet resources;
3. Approximately 200 girls will receive scholarships to train in marketable skills at five technical schools;
4. Coordination with local NGOs for placement of girls as interns for on-the-job training is continuing;
5. The Pathfinder Foundation hosted its first annual International Camp of Excellence in Sciences and Mathematics for Girls from seven west African nations, in conjunction with, among others, the Ministry of Education and the Association of the Women Engineers of Mali (AFIMA). The purpose of the Camp was to create enthusiasm for the study of science and math and to inspire them to pursue careers that will make a difference in their societies. During this two-week session, 32 girls (11th graders going into their last year of secondary school and looking forward to applying to universities) and selected teachers received extensive exposure to science principles and practices, tutoring on modern health approaches and mentoring on expanded roles for girls and women. Later in the year computers, servers and other sophisticated LAN equipment provided by *EDDI* were shipped and installed in the Pathfinder training facility.

EDDI FOCUS COUNTRY PROFILE: MOZAMBIQUE

EDDI FOCUS COUNTRY FUNDING LEVEL: \$265,000 (FY99); \$2 Million (FY00)

COUNTRY STATISTICS:

- Population (1997): 18.5 million
- Rural population (1996): 65%
- 1997 GNP per capita: \$90
- Adult literacy rate (1997): Males - 56.7%; Females - 25.0%
- Net primary school enrollment ratio (1995):
Males - 45.0%; Females - 35.0%
- Net secondary school enrollment ratio (1995):
Males - 7.0%; Females - 5.0%
- Gross tertiary enrollment ratio (1996):
Males - 0.7%; Females - 0.2%

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 network 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. Establishing a distance-learning higher education program;
2. Forming civil society networks and hotlines;
3. Establishing sites for Community Resource Centers which where a full suite of Internet and related information services (training, etc.) will be made available to the public;
4. Encouraging business association outreach;
5. Formulating training programs for primary and secondary school teachers;
6. Establishing technological linkages among: a) central, provincial and district governments; b) Education, Health and Agriculture Ministries; and c) senior policy makers (presidency, ministers, provincial governors);
7. Work with New York University (NYU-Wagner Graduate School) to establish a public service performance management and program evaluation at the Eduardo Mondlane University. 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.

MOZAMBIQUE HIGHLIGHTS:

1. **EDDI** provided scholarships at five schools under the Ambassador's Girls Scholarship Program;
2. Private entrepreneurs, with **EDDI** support, formally commissioned national Internet gateways in Nampula, Khelimane and Beira, among the first secondary cities in Africa to be so served by the private sector. Shortly, **EDDI** will use these facilities to provide Internet access and capacity building to universities, NGOs, schools, women's groups and local government.

EDDI FOCUS COUNTRY PROFILE: NAMIBIA

EDDI FOCUS COUNTRY ALLOCATION: \$ 2 million (2000)

- COUNTRY STATISTICS:**
- Population (1997): 1.6 million
 - Rural population (1997): 62%
 - 1997 GNP per capita: \$2,110
 - Education spending as % of GNP (1996): 9.1%
 - Illiteracy rate (1997): Males - 81.2%; Females - 78.5%
 - Net primary school enrollment ratio (1997): 91.4%
 - Net secondary school enrollment (1997): 80.7%

EDDI STRATEGIC OBJECTIVES:

- Encourage schooling of girls;
- Bring Information Technology (IT) to communities through the Community Resource Centers;
- Train women and girls in marketable skills;
- Make education accessible to children orphaned by HIV/AIDS; and
- Provide education on HIV/AIDS.

1. ILLUSTRATIVE EDDI ACTIVITIES:

2. Through the Ambassador's Girls' Scholarship Program, continue providing funds to make it possible for girls to remain in schools;
3. Support the transformation of teacher training centers into multi-purpose training centers to provide to the private sector e-commerce and business training. In the long run, it is hoped that these centers will also be open to NGOs;
4. Provide support to strengthen local vocational education programs, with added focus on women and girls;
5. Provide to a woman elementary school principal funds under the Hubert H. Humphrey Fellowship program to study educational administration at Pennsylvania State University and internships at Pennsylvania public schools; and
6. Through a grant with Family Health International and in cooperation with local NGOs, the Ministry of Basic Education and the Ministry of Health and Social Services, ensure the education and rights of children orphaned by HIV/AIDS. This activity assists in furthering these children from the destigmatization of HIV/AIDS and bringing them into the mainstream of society. This is accomplished by providing funds to cover school and hostel fees, books and supplies and uniforms.

NAMIBIA HIGHLIGHTS:

1. Through the Ambassador's Girls Scholarship Program, 64 girls have received assistance to further their educational goals. This activity has received support from high government officials and already is requested for future years; and
2. Facilitated by the ECHO Group, three Namibian and three Washington state schools are partnering to develop and implement an entrepreneurship training program.

EDDI FOCUS COUNTRY PROFILE: NIGERIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (FY99), \$ 2 Million (FY00), \$5 Million (FY01)

- COUNTRY STATISTICS:**
- Population (1997): 117.8 million
 - Rural population: 60%
 - 1997 GNP per capita: \$260
 - Education spending as % of GNP (1995): 0.9%
 - Illiteracy rate (1995): Overall - 43.0%; Females - 53.0%
 - Gross primary school enrollment ratio (1996):
Males - 97.0%; Females - 77.0%
 - Gross secondary school enrollment ratio (1996):
Males - 37.0%; Females - 31.0%
 - Gross tertiary enrollment ratio (1996): Males - 5.7%;
Females - 2.2%

EDDI STRATEGIC OBJECTIVES:

- Develop a strategy and the foundation for education reform;
- Conduct education sector assessment;
- Provide teacher training to improve education standards available to girls;
- Increase civic participation in education;
- Establish community resource centers.

ILLUSTRATIVE EDDI ACTIVITIES:

1. The education sector assessment has demonstrated that there is a great need for reform. Roughly, 50 million children (half of the population) are under the age of 15 years. *EDDI* is focusing on teacher training programs to improve the teaching standards for these children through reduction of poor teaching skills, low motivation of teachers, shortage of teachers, and lack of books and educational supplies. It is planned that well-trained teachers will encourage civic participation in education;
2. *EDDI* will play a key role in developing reform through capacity building at the federal and regional ministries of education in the establishment of a basic education infrastructure that includes monitoring and supervision of schools;
3. *EDDI* will make it possible for girls in the northern region to receive an education in English and numeracy to supplement their Koran-based studies. In the long run, it is anticipated that these girls will pursue secondary and tertiary studies;
4. An *EDDI* grant to Street Law, Inc., to develop and implement a pilot democracy curriculum in three Nigerian law schools and to establish associated legal clinics;
5. Center for Civic Education has a grant to adapt their "Project Citizen" curriculum for pilot use in 60 Nigerian high schools as well as establish a cadre of teachers teaching that curriculum;
6. A linkage between Emporia State University and Bayero University of Kano for library and information technology development has been developed;

7. Facilitated a Michigan State University program to promote the participation of women in politics and demographic governance through Internet sharing and network building. Other countries sharing Nigeria's experiences on this program are Ghana, Mali and Senegal;
8. Supporting the League of Women Voters (LWV) program of building linkages between women's civic organizations in Nigeria and seven other African countries and the LWV chapters in US. This program, including an exchange visit program, will promote grassroots and democratic activities;
9. Establishing a linkage among the University of Iowa and the Universities of Jos and Ibadan as well as the Nigerian Universities Commission, to assist university administrators in planning and building an information technology infrastructure;
10. Organizing an assessment for December 2000 on the feasibility of Peace Corps volunteers working on EDDI target projects when Peace Corps returns to Nigeria.
11. Developing a strategy for community based information resource centers, providing a full suite of information services and training opportunities to students, businesses, residents and civil society.

NIGERIA HIGHLIGHTS:

Historical Note: Nigeria has always placed a great value on education and the guidance provided by the United States. In the late 1970s and early 1980s, the Federal Ministry of Education relied on the US Government for training of its technical school teachers on a reimbursable basis. The Technical Teacher Training Program, operated by the Reimbursable Training Programs of the US Agency for International Development, upgraded the teaching skills of over around 10,000 technical teachers.

The Foundation for Development and National Council of Negro Women recently teamed with the Nigerian Association of Women Entrepreneurs to build a national network of advocates for women in business, improved health care, AIDs awareness and like topics of importance to Nigerian development. Eleven computers have been furnished by the EDDI Technology Partnership and training is currently under way on their use, forming the core of a national electronic network that will reach all 36 states within the next two years.

EDDI will be a crucial tool in the reform of education in Nigeria. With a commitment of \$9 million it has made to Nigeria, the highest funding made available to any one country, ***EDDI*** programs will be of great asset to the advancement of girls' education, especially those attending Koran-based schools. It is reported that of the 7.7 million children attending Koran-based schools, 80 % are girls.

It is indeed encouraging that there is a level of support among Islamic communities to incorporate some aspects of contemporary education into their curriculum. The Ministry of Education is supportive of this development and is hopeful that these children may enter the formal education system once their basic English literacy and numeracy skills are developed.

EDDI FOCUS COUNTRY PROFILE: RWANDA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (FY99); \$2 Million (FY00)

COUNTRY STATISTICS:

- Population (1997): 6.0 million
- Rural population (1997): 94.2%
- 1997 GNP per capita: \$210
- Adult literacy rate (1997): Males - 70.7%; Females - 55.6%
- Net primary school enrollment ratio (1997): 78.3%

EDDI STRATEGIC OBJECTIVES:

- Help rebuild the educational system ruined during the 1994 genocide;
- Utilizing education as a key tool to promote peace, stability and poverty alleviation;
- Bring to education the use of Information Technologies and community focus;
- Strengthen educational human capacity through training;
- Educate the public on HIV/AIDS;
- Orient communities to the varied uses of Information Technology.

ILLUSTRATIVE EDDI ACTIVITIES:

1. National University of Rwanda (NUR) - University of Maryland partnership. This signal EDDI partnership is building a computer science department, establishing distance education components for each NUR department, and helping the NUR Center for Conflict Management become a regional resource for conflict mitigation or prevention.
2. George Mason University's Institute for Conflict Analysis and Resolution has been provided with a grant to strengthen the role of ten Rwandan NGOs promoting reconciliation. This will be accomplished through capacity building workshops, seed grants to support community based reconciliation projects and evaluative studies;
3. Education/health partnerships: *EDDI* funds assist the Ministry of Health in establishing a school of public health at the National University of Rwanda. The task of developing curriculum for the school is through the technical cooperation between Johns Hopkins and Tulane Universities of the US, Makerere University of Uganda, and the Institute of Health and Development of Senegal;
4. Education/Agriculture and Food Sector: *EDDI* funds made it possible for the National University of Rwanda to create an educational and communication outreach center for the broader community to become familiar with the new and improved agricultural technologies and tools;
5. Efforts are underway to locate sites for Community Resource Centers, where a full suite of Internet and related information services (e.g. training, etc) will be made available to the public;
6. The Ambassador's Girls Scholarship Fund, being implemented by the Forum for African Women Educationalists, continues to attract much enthusiasm. In fact, the program's continued funding is of crucial importance to the Ministry and the public.

RWANDA HIGHLIGHTS:

1. Rwandan President Paul Kagame and UM-CP President C.D. Mote celebrated the NUR partnership with a luncheon and speech to a standing room crowd of UM-CP students, faculty and staff;
2. The NUR-UMCP partnership has delivered its first distance education course, provided almost nine person-months of training to computer science staff, and trained the Center for Conflict Management staff in grant writing approaches;
3. The NUR and Cisco Corporation have signed an agreement to establish the first Cisco Network Academies Program in Africa. Cisco will donate \$140,000 worth of hardware, software, curriculum materials and training to the NUR, which will then begin offering advanced computer networking training to Rwandan men and women. It will also facilitate the development of three or more Cisco academies in schools or other universities in Rwanda;
4. Phase I of the education/health partnerships designed modular courses for in-service health personnel to enable them to develop management and quality care skills for health care providers throughout the country; Phase II designed a training package for the Master of Public Health Program with the first group of students enrolling September 2000.

EDDI FOCUS COUNTRY PROFILE: SENEGAL

EDDI FOCUS COUNTRY FUNDING LEVEL: \$3 Million (FY99); \$1 Million (FY00)

- COUNTRY STATISTICS:**
- Population (1997): 8.7 million
 - Rural population (1996): 56 %
 - 1997 GNP per capita: \$550
 - Education spending as % of GNP (1996): 3.5%
 - Adult literacy rate (1997): Males - 44.5%; Females - 24.8%
 - Gross primary school enrollment ratio (1996):
Males - 97.0%; Females - 77.0%
 - Gross secondary school enrollment ratio (1996):
Males - 20.0%; Females - 12.0%
 - Gross tertiary enrollment ratio (1995):
Males - 4.8%; Females - 1.6%

EDDI STRATEGIC OBJECTIVES:

- Bring to focus the existing problem of girls' education;
- Formulate publicity and public awareness campaigns on education encouraging enrollment and retention of girls;
- Provide HIV/AIDS education;
- Support schooling and related fees for girls;
- Provide Information Technology access to communities;
- Provide support to vocational schools.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Working with an NGO and a PVO on publicity strategies and materials targeted for 34 primary schools and four vocational schools;
2. Monitoring the NGO/PVO provisions of school supplies and reading materials; construction or rehabilitation of classrooms and sanitary stations;
3. With the NGO and PVO, providing support to vocational schools in the introduction of "life skills" modules;
4. Pursuing a study to collect baseline data on school age children in targeted rural and urban areas;
5. Study sites where Community and School Resource Centers will be located where a full suite of Internet and related information services (training, etc.) will be made available to the public;
6. Continuing to implement the Girls' Scholarship Program, part of the activity being construction/rehabilitation of classrooms and sanitary stations at five schools;
7. Provide funds for a female English teacher to study at the University of Pennsylvania and intern at a school in Philadelphia. Her main interest is retention of girls and women in school;
8. Implement a program with Michigan State University to promote participation of women in politics and demographic governance through Internet sharing and network building.

This is a program that allows participation from three other African countries. Exchange visits to the US are scheduled.

SENEGAL HIGHLIGHTS:

1. The US Presidential visit and the subsequent development of *EDDI* have made a great impact on the support of girls' education;
2. *EDDI* has been successful in leveraging food aid to schools;
3. *EDDI* continues to establish relationships with new international donors.
4. Senegal stakeholders are key participants in EDDI Democracy Networks – Ghana stakeholders are key participants in EDDI Democracy Networks – **ExecNet**, linking the Executive Offices of the Presidency in nine African countries via the Internet to share lessons learned and approaches to participatory policy formulation, and **Decentralization Dialogue**, bringing democratic decentralization advocates together to strengthen local participation in governance.

EDDI FOCUS COUNTRY PROFILE: SOUTH AFRICA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$2 Million (FY99)

COUNTRY STATISTICS:

- Population (1997): 38.8 million
- Rural population (1997): 51.3 %
- 1997 GNP per capita: \$3,210
- Education spending as % of GNP (1996): 7.9%
- Adult literacy rate (1997): Males - 84.7%; Females - 83.2%
- Net primary school enrollment ratio (1997): 99.9%
- Net secondary school enrollment ratio (1997): 94.9%

EDDI STRATEGIC OBJECTIVES:

- Provide assistance to higher education institutions in leadership development;
- Develop a program to prepare high school students from disadvantaged communities to successfully complete university entrance examinations;
- Make computer skills training available in vocational education programs;
- Incorporate Information Technology (IT) into the curricula of higher education institutions;
- Train girls in marketable skills;
- Provide HIV/AIDS education;
- Make IT available to the public through Community and School Resource Centers.

ILLUSTRATIVE EDDI ACTIVITIES:

1. **EDDI** funded Information Technology for Banking and Internship Program provides entry level IT training for 17 girls of disadvantaged backgrounds. The IT skills are geared toward banking sector and the technological industries;
2. Also funded by **EDDI**, the Knowledge Exchange and Learning Partnerships (KELP) places IT as the key component of curricula development, formation of partnerships, sharing of policies and issuance of joint certificates and degrees. Partners are the University of Fort Hare, University of the North, University of Durban Westville, University of Pretoria and University of Zululand, partnered with seven US universities and HBCUs;
3. South African Opportunities Industrialization Centers benefit from **EDDI** funds in providing vocational skills through computer-assisted instruction to 1,200 unemployed youth in KwaZulu Natal;
4. **EDDI** helps fund the University of Durban Westville: Upward Bound program which allows preparation in the university entrance examination of 100 high school students from disadvantaged backgrounds;
5. **EDDI** is supporting the Higher Education Administrative Capacity Building project of Center for Higher Education Transformation, focusing on improved university governance. A total of 36 universities and technical institutions benefit from this project;
6. Establishing of a partnership between Ohio University and the University of Western Cape to develop and extend graduate degree programs in democratic education, extending

outreach programs to broader communities, and to develop greater competence in democratic management of schools;

7. Peace Corps volunteers who are resource teachers continue to work at Community and School Resource Centers.

SOUTH AFRICA HIGHLIGHTS:

1. The "Governance" project produced two guidebooks for use in its training programs. This process required research and data collection at 12 institutions. Present training figures stand at 85 council members/board members, 178 student leaders and 32 institutional forum members. A third guidebook on fiscal responsibilities for council members will be published in 2001.
2. Under the *EDDI* funded KELP activities, a partnership has been established between the University of Pretoria and Gonzaga University. With a joint syllabus, the first course is now offered on the Internet;
3. The Howard University – University of Transkai partnership has designed and produced the Emergency Medicine Internet Teaching Tool (EMITT) an Internet-based education program to teach emergency medicine practice and principles, using an *EDDI* AOL grant and a Technology Partnership Enhancement grant;
4. The Information Technology for Banking and Internship Program has graduated its first class with 98 percent of the graduates being placed in jobs. One graduate who joined the Reserve Bank as an entry level computer programmer received the "Best Performer of the Month," award after three months on the job;
5. The *EDDI* Technology partnership has conducted technology feasibility studies that have led to a USAID/South Africa decision to fund a \$1.5 million wiring program for the education administration in the Northern Province.

EDDI COUNTRY PROFILE: UGANDA

EDDI FUNDING LEVEL: \$2 Million (FY99)

- COUNTRY STATISTICS:**
- Population (1997): 20.3 million
 - Rural population (1996): 87%
 - 1997 GNP per capita: \$320
 - Education spending as % of GNP (1995): 2.6%
 - Literacy ratel (1995): Males - 75.2%; Females - 53.0%
 - Gross primary school enrollment ratio (1996):
Males - 81.0%; Females - 68.0%
 - Gross secondary school enrollment ratio (1996):
Males - 15.0%; Females - 9.0%
 - Gross tertiary enrollment ratio (1996):
Males - 2.4% ; Females - 1.1%

EDDI STRATEGIC OBJECTIVES:

- Support the Government of Uganda in the rebuilding of the educational system, making universities more relevant, primary systems more efficient and equitable, and skills training more available;
- Provide guidance in delivering education based on standards to the fast-growing primary school age children;
- Assist with survival of two government universities following funding reduction to accommodate the primary school population boost;
- Provide HIV/AIDS education;
- Make Internet accessible to communities.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Wireless hook up of 18 buildings at Makerere University will allow consistent sharing of educational information and encouraging of students to use the e-mail and have readily available access to campus informational materials such as bulletins and newspapers. This is an **EDDI** cost sharing project with Hewlett Packard which has donated the equipment;
2. "Connect-ED" is expanding its resources to teachers at rural schools, thus raising the quality of their teaching skills and improving the educational opportunities they can offer to their students;
3. With the League of Women Voters (LWV), develop a linkage between women's civic organizations in Uganda and seven other anglophone African countries and LWV chapters in the US. The program will support travel in both directions to promote grassroots and democratic activities;
4. Efforts to establish Community and School Resource Centers continue. These centers will allow communities to have access to the Internet;
5. **EDDI** continued to fund the Girls' Scholarships and Mentoring program, being managed by the Forum for African Women Educationalists-Uganda Chapter. The mentoring

component is handled by the Uganda Women Professionals in Agriculture and Environment, Uganda Women Engineers and Scientist Association and the Association of Ugandan Women Doctors.

UGANDA HIGHLIGHTS:

1. The Ministry of Education hosted two signing ceremonies with the US Ambassador to launch both the Connect-ED and the Ambassador's Girls' Scholarship and Mentoring Program;
2. Construction of a network operating center at Makerere University has begun and training of the administrative and technical management staff were completed in September 2000;
3. So far, 180 girls in 17 secondary schools are benefiting from the Girls' Scholarships program with the anticipation that they will complete their studies. Mentors continue to check on the girls' academic progress and offer career guidance and counseling. Life-skills training workshops are held during holidays;
4. Accomplishments under programs are encouraging local resources to be utilized for similar activities.

EDDI FOCUS COUNTRY PROFILE: ZAMBIA

EDDI FOCUS COUNTRY FUNDING LEVEL: \$ 2 million (FY00)

- COUNTRY STATISTICS:**
- Population (1997): 9.4 million
 - Rural population (1996): 57 %
 - 1997 GNP per capita: \$380
 - Education spending as % of GNP (1995): 2.2%
 - Adult literacy rate (1997): Males - 83.3%; Females - 67.5%
 - Net primary school enrollment ratio (1996):
Males - 76.0%; Females - 75.0%
 - Net secondary school enrollment ratio (1994):
Males - 19.0%; Females - 14.0%
 - Gross tertiary enrollment ratio (1996):
Males - 3.7%; Females - 1.5%

EDDI STRATEGIC OBJECTIVES:

- Increase participation of girls and women in education;
- Develop a greater capacity to assess student performance;
- Expand and promote the use of cost effective education information and communication technologies;
- Provide HIV/AIDS Education;
- Make Internet accessible in communities;
- Promote and facilitate community participation in capacity building to respond to education and related issues, such as HIV/AIDS.

ILLUSTRATIVE EDDI ACTIVITIES:

1. Providing assistance to the Ministry of Education (MOE) on the development of an Education Management Information System (EMIS) and its implementation;
2. Completing a successful pilot test of interactive radio programming to deliver Grade 1 basic education to out-of-school children, especially orphans. It is anticipated that programs for Grade 2-7 will be similarly developed;
3. Utilizing EMIS to make provincial and district education centers to become information technology hubs and valuable community Internet centers;
4. Through EMIS, build capacity of communities and NGOs to implement community-based plans to provide access to quality education for all children, especially girls and other vulnerable children. *EDDI* funds are used to fund the community participation activities;
5. Work with the League of Women Voters (LWV) to build linkages among women's civic organizations in Zambia and their counterparts in seven other African countries and the LWV chapters in the US. This program will allow exchange visits;

6. Work with communities in finding ideal sites for Community and Resource Centers where communities will have access to the Internet.

ZAMBIA HIGHLIGHTS:

1. **EDDI** made it possible for the Ministry of Education for the first time in five years, to report education data from school census questionnaires, 1966-1999.
2. **EDDI** helped improve the Interactive Radio Instruction programs, now followed each week day in community centers, people's homes, under shelters and under trees.
3. **EDDI** supported the Ministry of Education to incorporate in its basic education strategy the HIV/AIDS mitigation component. The Ministry has now appointed an officer at a deputy director's level to serve as the key person for HIV/AIDS strategy development and implementation. EDDI funds allowed this valuable staffer to attend a regional HIV/AIDS in education conference to participate in discussions and planning with counterparts in other countries to learn how to use a USAID-developed toolkit for gathering information and assessing HIV/AIDS' impact on education.
4. **Project Heshema**, a partnership between the district's Wilson High School and St Mary's School in Livingston, Zambia, will use EDDI-funded technology and capacity building to to strenthen citizenship and values education in both schools.
5. Zambia stakeholders are key participants in the EDDI Democracy Network – **ExecNet** - linking the Executive Offices of the Presidency in nine African countries together via the Internet to share lessons learned and approaches to participatory policy formulation.

**EDDI FUNDING ALLOCATION BY CATEGORY
(FY 00 FUNDING)**

(in \$ million)

| | |
|--|--------------|
| PARTNERSHIPS | |
| Resource Centers/School Partnerships | 10.25 |
| University Partnerships | 11.20 |
| Community Partnerships | 2.80 |
| Democracy Partnerships | 9.00 |
| Unsolicited Partnerships | 1.00 |
| Child Survival Partnerships | 0.20 |
| Technology Partnerships | 1.50 |
| TOTAL | 35.95 |
| | |
| GIRLS' SCHOLARSHIPS & MENTORING | |
| | 3.00 |
| | |
| RONALD BROWN INSTITUTE | |
| | 5.00 |
| | |
| OTHER | |
| Congressional Directive | 0.70 |
| EDDI Non-Focus Country Programs | 3.25 |
| Program Design/Pilot Activities | 0.40 |
| EDDI Planning/Management | 1.70 |
| TOTAL | 6.05 |
| | |
| TOTAL BUDGET | 50.00 |
| | |
| ACCOUNT TOTALS | |
| TOTAL FY 00 Development Assistance | 27.00 |
| TOTAL FY 00 Child Survival | 3.00 |
| TOTAL FY 99 Economic Support Funds | 10.00 |
| TOTAL FY 00 Economic Support Funds | 10.00 |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------|----------------------|---|--|--|--|--------------------------|-------|
| Female Empowerment PowerNET | FY 1998 \$100,000 | <i>Benin Ambassador Girls' Scholarship</i> | CARITAS | Bahais, Proto Novo Deaf School and APEM | There are four cooperating partners distributing scholarships: CARITAS, Bahais, Porto Novo Deaf School and APEM. They are disbursing funds for the 1999-2000 school year for school fees, room and board, test fees, etc. They are also going to conduct mentoring activities. | Benin | |
| Female Empowerment - PowerNET | FY 1998 \$9,000 | <i>Botswana Ambassador's Girls' Scholarship</i> | Botswana Christian AIDS Intervention Program | | 90 Orphaned girls will receive the funds for vocational skills training, which will enable them to obtain employment and achieve self-sufficiency. | Botswana | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Burkina Faso Ambassador's Girl's Scholarship</i> | Burkina Faso | Peace Corps, FAWE | Proposed to fund 50 four-year scholarships for girls in Secondary schools. | Burkina Faso | |
| Female Empowerment-PowerNET | FY 1998 \$70,000 | <i>Cameroon Ambassador's Girl's Scholarship</i> | Cameroon | Peace Corps, American Embassy Self-Help Fund | Scholarships will be distributed at all levels. Over 600 girls will be reached through the scholarships. The Peace Corps volunteers are heavily involved in the implementation. | Cameroon | |
| Female Empowerment-PowerNET | FY 1998 \$22,834 | <i>Central African Republic Ambassador's Girls' Scholarship</i> | Central African Republic | American Embassy | Provide scholarships for 100 girls, grades 10-12 for registration fees, school supplies, uniforms and transportation. s | Central African Republic | |
| Female Empowerment-PowerNET | FY 1998 \$5,000 | <i>Chad Ambassador's Girls' Scholarship</i> | Chad | Lycee Sacre Coeur Abeche Girls' School | Scholarships will be provided to 20 girls in the junior and senior high school level who attend private school. The rest of the money will be used to purchase a photocopier for a different girls' school. | Chad | |
| Female Empowerment-PowerNET | FY 1998 \$37,500 | <i>Congo Ambassador's Girls' Scholarship</i> | Congo | Congo-US Alumni Association | Scholarships will be distributed to 100 girls at the secondary level | Congo | |
| Female Empowerment-PowerNET | FY 1998 \$30,000 | <i>Cote d'Ivoire Ambassador's Girls' Scholarship</i> | Cote d'Ivoire | Peace Corps, ASAPSU | WI is in the final stages of signing the LOA with ASAPSU. Peace Corps is heavily involved and it will hold activities such as "take our daughter to work" day. | Cote d'Ivoire | |
| Female Empowerment-PowerNET | FY 1998 \$45,000 | <i>Democratic Republic of Congo Ambassador's Girls' Scholarship</i> | DROC | N/A | Initial proposal indicated that funds would be used for intensive English language study. | DROC | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Equatorial Guinea Ambassador's Girls' Scholarship</i> | Equatorial Guinea | American Embassy- Yaounde | Program will be administered through American Embassy Yaounde. | Equatorial Guinea | |
| Female Empowerment-PowerNET | FY 1998 \$137,104 | <i>Ethiopia Ambassador's Girls' Scholarship</i> | Ethiopia | FAWE- Ethiopia | Scholarships will be disbursed to 15 secondary schools in selected regions, focusing on girls in ninth and tenth grades. | Ethiopia | |
| Female Empowerment-PowerNET | FY 1998 \$60,000 | <i>Gabon Ambassador's Girls' Scholarship</i> | Gabon | Peace Corps, Christian Missionary Alliance Gabon | Secondary school scholarships, Girls mentoring, and educational support. | Gabon | |
| Female Empowerment-PowerNET | FY 1998 \$40,000 | <i>Gambia Ambassador's Girls' Scholarship</i> | Gambia | Peace Corps, FAWE Gambia | Scholarships will be disbursed to 150 girls, grades 7-12 with help from the established Peace Corps program. | Gambia | |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-----------------------------|----------------------|---|-----------------------|---|---|--------------|-------|
| Female Empowerment-PowerNET | FY 1998 \$104,496 | <i>Ghana Ambassador's Girls' Scholarship</i> | Ghana | Peace Corps | Scholarships will be disbursed to 50 girls in secondary schools through FAWE. There will be no formal launching ceremony; Ambassador will meet with representative group of girls. Additional scholarships may be awarded through second/revised LOA. | Ghana | |
| Female Empowerment-PowerNET | FY 1998 \$98,500 | <i>Guinea Ambassador's Girls' Scholarship</i> | Guinea | Peace Corps, FAWE | Ninety-five primary school scholarships, 101 secondary school scholarships, girls mentoring and educational support. | Guinea | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>Kenya Ambassador's Girls' Scholarship</i> | Kenya | Peace Corps, KEPAWAE | Fifty-Six secondary school scholarships, girls mentoring. | Kenya | |
| Female Empowerment-PowerNET | FY 1998 \$60,000 | <i>Lesotho Ambassador's Girls' Scholarship</i> | Lesotho | World Vision; Peace Corps | Fifty secondary school scholarships. The initial proposal indicates assisting fifty needy girls to complete their high school education by the year 2001. There is also a mentoring component to train girls in leadership skills and character development. World Vision will be the recipient agency. | Lesotho | |
| Female Empowerment-PowerNET | FY 1998 \$36,000 | <i>Liberia Ambassador's Girls' Scholarship</i> | Liberia | JJ Roberts Foundation; UNICEF | Two Hundred forty secondary school scholarships for girls. | Liberia | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>Madagascar Ambassador's Girls' Scholarship</i> | Madagascar | JSI Research & training Institute, Inc. | 1108 Primary school scholarships, 40 university scholarships and 32 technical school scholarships. | Madagascar | |
| Female Empowerment-PowerNET | FY 1998 \$200,000 | <i>Mali Ambassador's Girls' Scholarship</i> | Mali | CEFIB, College Cheik Anta Diop | Mali has just released a new plan. They are going to work with 5 schools: 3 secondary, 1 technical, and 1 at the university level. All of the programs are multi-year, they target different students with variety of skills: information technology, journalism, general technical certificate, high school diploma. | Mali | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Mauritius Ambassador's Girls' Scholarship</i> | Mauritius | REACH (Restore Another Child's Hope) | Program 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 purchase uniforms, shoes and meals that are required for the students to enroll. | Mauritius | |
| Female Empowerment-PowerNET | FY 1998 \$75,000 | <i>Namibia Ambassador's Girls' Scholarship</i> | Namibia | University of Namibia; TUCSIN; Michelle McLean Children's Trust | The four cooperating partners will distribute scholarships to girls at the University and Secondary school levels. | Namibia | |
| Female Empowerment-PowerNET | FY 1998 \$50,000 | <i>Rwanda Ambassador's Girls' Scholarship</i> | Rwanda | FAWE Rwanda | FAWE is working with 6 schools to support almost sixty girls to finish high school. A mentoring program, to be conducted in October, will consist of role models visiting the schools and holding discussion on career guidance, confidence building, HIV/AIDS. | Rwanda | |
| Female Empowerment-PowerNET | FY 1998 \$30,000 | <i>Sierra Leone Ambassador's Girls' Scholarship</i> | Sierra Leone | | 300 Primary school scholarships. | Sierra Leone | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>South Africa Ambassador's Girls' Scholarship</i> | South Africa | Institute of Bankers in South Africa | Scholarships for 17 female students at the Institute of Bankers to cover tuition and stipends for the FY 2000 school year. | South Africa | |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|---|---|---|---|-------------------------------|------------|
| Female Empowerment-PowerNET | FY 1998 \$25,000 | <i>Swaziland Ambassador's Girls' Scholarship</i> | Swaziland | Caritas-Orphanaid | This program will provide scholarships to AIDS-orphaned girls in the primary school level. | Swaziland | |
| Female Empowerment-PowerNET | FY 1998 \$75,000 | <i>Tanzania Ambassador's Girls' Scholarship</i> | Tanzania | TAWLAE | Sixty secondary school scholarships for girls. | Tanzania | |
| Female Empowerment-PowerNET | FY 1998 \$50,000 | <i>Togo Ambassador's Girls' Scholarship</i> | Togo | Peace Corps, IIFEG | Two hundred girls' scholarships. Several NGOs will be included in scholarship administration and mentoring programs; there is no single NGO with nation-wide coverage. | Togo | |
| Female Empowerment-PowerNET | FY 1998 \$380,000 | <i>Uganda Ambassador's Girls' Scholarship</i> | Uganda | Peace Corps, FAWE | Scholarships (4 years of support) will be distributed to 150 girls, placed in 17 schools. Mentoring is also part of this program with exact number of girls participating to be determined. | Uganda | |
| University-to-Community (ALO) | FY 1998 \$49,999 | <i>Building Capacity for Workforce Development</i> | Highline Community College Washington; Shoreline Community College, Washington; Community Colleges of Spokane, WA | National Access Consortium Western Cape in South Africa | The purpose of this relationship is for the U.S. institutions to assist NACWC in building its institutional capacity to 1) train employees of small-and mid-level size firms, and 2) provide quality education and training for employment for disadvantaged adults and out-of-school youth. | South Africa | Washington |
| University-to-University Partnership (ALO) | FY 1998 \$49,999 | <i>Net/Work: An Information Technology Workshop Development Partnership</i> | Prince George's County Community College | Vista University (South Africa) | The Net/Work partnership seeks to help Vista University in South Africa with seven campuses in three provinces, overcome a shortage of IT faculty by providing Computer Literacy and Internet Literacy in a distance education format to a substantially disadvantaged student population. | South Africa | Maryland |
| Policy and Democracy Networks (ECA) | FY 1999 \$134,985 | <i>The Internet and Women's Democratic Organizing: Promoting Civil Society and Democratic Networking in West Africa</i> | Michigan State University | 10 Women leaders from specific countries. (Institute of African Democracy, West African Research Centre and CODESRIA) | Michigan State University will work to promote grassroots democracy and more effective and widespread participation of African women in the political life of their countries, through the use of the internet for information sharing, research and network building. MSU will invite 10 women leaders from Ghana, Mali, Nigeria and Senegal to Michigan and Washington, DC for internet training and democracy workshops. MSU program leaders will then travel to West Africa to conduct local training sessions and participate in related policy discussions. An additional 10 African women will travel to the U.S. for Internet training. | Ghana, Mali, Nigeria, Senegal | Michigan |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|-----------------------|--|---------------------------------------|--|---|-----------------------|----------------------|
| University-to-University Partnership (ALO) | FY 1999 \$99,900 | <i>An International Development Partnership: Higher Education Linkages with Namibia</i> | Highline Community College | Polytechnic of Namibia | The objective of this project is to enhance roles for historically disadvantaged Namibians in NGOs and key public and private sector organizations. This project emerged from the Polytechnic of Namibia (PON) strategic plan and its existing relationship with Highline Community College. HCC combined its expertise with that of Eastern Iowa Community College District (EICCD) to work with the PON to increase its administrative and programmatic capacity through the establishment of a Center for Entrepreneurial Development. | Namibia | Washington |
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>Sustainable Tourism Development in the Central Region of Ghana</i> | University of Maryland: Eastern Shore | University of Cape Coast Ghana | With an institutional Partnership funds from the Association Liaison Office for University Cooperation in Development through cooperative agreement with USAID, UMES, and UCC will help Ghana's Central Regional Development Committee (CEDECOM) and local entrepreneurs promote private sector-led tourism in the region. The partnership will help universities improve teaching, research and service addressed to development priorities in Ghana's Central Region. | Ghana | Maryland |
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>Family Math and Family Science Project</i> | Edinboro University of Pennsylvania | University of the Orange Free State (South Africa) | This partnership seeks to further USAID strategic goal of building human capacity by educating parents, students, and teachers to value important scientific and mathematical concepts. The objective is being achieved by the establishment of the Regional Center for Mathematics and Science Education at the University of the Orange Free State (UOFS) in Bloemfontein, South Africa | South Africa | Pennsylvania |
| University-to-University Partnership (ALO) | FY 1999 \$99,997 | <i>Developing Collaborative Africa- American Graduate Schools (CAGS)</i> | Howard University | University of the Western Cape South Africa/ University of Nairobi , Kenya | This partnership between Howard University, the University of the Western Cape (South Africa), and the University of Nairobi (Kenya) seeks to develop joint degree programs in development-related disciplines among U.S. and African institutions. | Kenya South Africa | District of Columbia |
| University-to-University Partnership (ALO) | FY 1999 \$100,000* | <i>Sustainable Environmental Management of Informal Settlements in KwaZulu-Natal</i> | Middle Tennessee State University | University of Durban, Westville (South Africa) | This partnership seeks to apply water modeling techniques to foster equitable distribution of water resources in squatter communities in KwaZulu-Natal, South Africa; develop outreach activities in squatter communities; and promote meaningful interaction and sustainability between the institutions involved in the partnership effort. | South Africa | Tennessee |
| University-to-University Partnership (ALO) | FY 1999 \$96,442 | <i>Building University Outreach Capacity in Africa: A Pilot Agribusiness Management Program at Makerere University</i> | Ohio State University | Makerere University (Uganda) | The main purpose of the Ugandan Agribusiness Partnership Project is to facilitate and promote linkages between the recently created Agribusiness M.S.C. Program at Makerere University and the Ugandan private sector in order to develop a model of effective university/stakeholder interaction. | Uganda | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|--|---|---|--|---|-------------------------------------|----------------------|
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>SUNY-Kenya Educational Partnership Project</i> | State University of New York-Courland | University of Nairobi | The SUNY Kenya Educational Partnership Project (SKEP) seeks to introduce a community college model into the Kenyan system of higher education in order to increase access to post-secondary education and to produce an educated and well-trained workforce needed for sustained development. Partners conducted a conference from March 13-17, 2000 in Kenya to assess educational and professional needs there. | Kenya | New York |
| University-to-University Partnership (ALO) | FY 1999 \$98,753 | <i>Partnership In Higher Education</i> | University of Massachusetts-Boston | Universite' Gaston Berger de Saint Louis | The partnership seeks to (1) strengthen the capacity of Universite' Gaston Berger de Saint Louis, Senegal, by offering instruction and conducting research in Political Science, "Local Authorities" (meeting the needs of local government), and Business Law, and (2) promote economic development in its surrounding communities. | Senegal | Massachusetts |
| <i>Hubert Humphrey Program</i> | FY 2000 \$144,000 FY 2000 \$405,000 | <i>Hubert Humphrey Program</i> | HH Humphrey HH Humphrey | U.S. State Department ECA U.S. State Department ECA | To fund three additional HH Humphrey Fellows in FY 2000 with special interest in Girls Education. To fund eight additional fellows in 2001 and 2002 with special interest in girls' education and educational reform | Namibia, Madagascar, Senegal | Pennsylvania |
| Policy and Democracy Networks (ALO) | FY 2000 | <i>Partnership with Higher Education for Democratic Decentralization in Ghana</i> | University of Delaware | Institute of Local Government Studies | The objective of this partnership is to develop intranet and distance learning capacities for training and research in public administration for local government officials. | Ghana | Delaware |
| Policy and Democracy Networks (ECA) | FY 2000 \$164,936 | <i>African Law Initiative: Children's Rights Project</i> | American Bar Association Fund for Justice and Education | Twelve African Law specialists from four participating countries | The ABA will conduct a three-phase project to enhance the quality of juvenile justice and to help build the human and institutional capacities for protecting children's rights in four African countries and the United States. The final report from this workshop will contain concrete recommendations for legal system improvements that will increase the quality of juvenile justice and child protection. U.S. children's law specialists will visit the participating African countries for extended visits to follow-up on the workshop recommendations | Kenya, Malawi, Tanzania, and Uganda | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|----------------------|--|---|---|--|--------------|----------------------|
| Policy and Democracy Networks (ECA) | FY 2000 \$164,959 | <i>Strengthening the Role of NGOs in Rwandan Reconciliation</i> | Institute for Conflict Analysis and Resolution (ICAR) – George Mason University | Ten Rwandan NGOs | ICAR will strengthen the role of ten NGOs working to promote reconciliation in Rwanda through: a) capacity-building workshops; b) seed grants to Rwandan NGOs to support community-based reconciliation projects; c) site visits to monitor seed grant projects; and d) evaluation sessions to assess outcomes and share lessons learned. The activity builds on a FY 1998 ECA/PE/C grant that supported an U.S.-based training program and in-country workshops on NGO management and conflict resolution. | Rwanda | Virginia |
| Policy and Democracy Networks (ECA) | FY 2000 \$120,000 | <i>South African Democratic Management of Schools</i> | Ohio University | University of Western Cape (South Africa) | This partnership will develop and extend graduate degree programs in democratic education, extend outreach programs to broader communities and development greater competence in democratic management of schools | South Africa | Ohio |
| Policy and Democracy Networks (ECA) | FY 2000 \$165,000 | <i>West African Citizen's Exchange Project for Civic Educators</i> | Street Law, Inc. | CIVITAS Ghana | Street Law, Inc. will expand their Nigerian project to include Ghana, working again with university law faculties and NGOs to develop a locally relevant democracy curriculum in secondary schools. | Ghana | District of Columbia |
| Policy and Democracy Networks (ECA) | FY 2000 \$165,000 | <i>Project Citizen</i> | Center for Civic Education | CIVITAS Nigeria | Center for Civic Education is working with CIVITAS-Nigeria and other civil society NGOs to adapt "Project Citizen" for testing and use in Nigerian schools. | Nigeria | District of Columbia |
| Policy and Democracy Networks (ECA) | FY2000 \$164, 936 | <i>West African Citizen's Exchange Project for Civic Educators</i> | Street Law, Inc. | CIVITAS Nigeria | Street Law, Inc., in cooperation with CIVITAS Nigeria, will implement a pilot democracy education curriculum to promote civic education instruction by law students to secondary school students in Nigeria. Project activities include: 1) a U.S. based study tour for eight civic educators, law students and deans from three law schools in Nigeria, to learn skills for teaching practical law and setting up a law school clinic; 2) development of the Nigerian curriculum; 3) seed grants (\$2,000 each) to Nigerian law schools to establish legal clinics; 4) teacher training and consultations in Nigeria. | Nigeria | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|---------------------|--|----------------------------|---|---|--------------|----------------------|
| Policy and Democracy Networks (ECA) | FY2000 \$165,000 | <i>Diversity, Freedom and Democracy: Civic Education for Nigerian Educators (Project Citizen)</i> | Center for Civic Education | CIVITAS | The Center for Civic Education, in cooperation with CIVITAS Nigeria, will implement a pilot democracy education curriculum in Nigeria, based on CCE's Project Citizen materials. Activities include: 1) development of the Nigerian curriculum and printing of 5,000 textbooks; 2) establishment of a network of Nigerian teacher trainers; 3) a U.S. study tour for four Nigerian civic educators to observe Project Citizen in schools in three diverse communities; 4) a conference to discuss teachers' experiences in the pilot project and to develop a plan for national expansion in Nigeria. | Nigeria | District of Columbia |
| Technology (ALO) | FY 2000 | <i>Partnership Between Tertiary Institutions and Disadvantaged Communities in KwaZulu-Natal for Capacity Building in Internet Technology</i> | Michigan State University | Eastern Seaboard Association of Tertiary Institutions | The objective of this project is to link universities, technicians, and disadvantaged communities using internet technology. | South Africa | Michigan |
| Technology (ALO) | FY 2000 \$99,580 | <i>Building Digital Technical Capacity at Nigerian Universities: Laying the Foundation for Greater Digital Participation and Collaboration</i> | University of Iowa | Nigerian National Universities Commission | The objective of this partnership is to improve capacity of computer support personnel to develop, maintain and promote the use of computers at Nigerian universities. | Nigeria | Iowa |
| Technology Enhancement | FY 2000 \$49,792 | <i>EDDI Technology Enhancement Project</i> | Bronx Community College | University of Natal Pietermaritzburg | The thrust of this project is to establish programs for workforce development in the Midlands of South Africa. A Midlands Virtual Partnership College will be established to support this effort. Activities to include video conferencing; data collection and storage; and data base for partnership college. | South Africa | New York |
| Technology Enhancement | FY 2000 \$49,924 | <i>EDDI Technology Enhancement Project</i> | Highline Community College | Polytechnic of Namibia | The sustainability program is focused on the establishment of a Center for Entrepreneurial Development. The purpose of the technology grant is to procure equipment and materials needed to integrate technology in the instructional process, with a focus on computer assisted instruction. The request is justified and appropriate in furtherance of the objectives of the sustainability project | Namibia | Washington |
| Technology Enhancement | FY 2000 \$49,999 | <i>EDDI Technology Enhancement Project</i> | Cleveland State University | Copperbelt University of Zambia | The purpose of the sustainability project is to develop and deliver short-term courses on productivity and quality improvement to industrial firms in Zambia. The requested technology enhancement will be used in the establishment of computer labs to service internet-based learning. This will augment the efforts of the sustainability project. | Zambia | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|------------------------|---------------------|--|--|--|--|-----------------|-------------|
| Technology Enhancement | FY 2000 \$49,930 | <i>EDDI Technology Enhancement Project</i> | Highline Community College | National Access Consortium Western Cape | The purpose of this project is to support tertiary education in Western Cape of South Africa. It will establish a center for extended learning that will serve as a model for training-the-trainer program. This will facilitate the delivery of customized training to a wide variety of clients in the Western Cape community. This program will augment these efforts by incorporating the training program computer-based training and communication. | South Africa | Washington |
| Technology Enhancement | FY 2000 \$50,000 | <i>EDDI Technology Enhancement Project</i> | Langston University | Awassa College of Agriculture | Project is designed to allow the faculty at Awassa College of Agriculture to improve their teaching and extension skills by incorporating computer technology in their teaching and research. The technology enhancement proposal will augment the efforts of the sustainability program through the acquisition of and incorporation of state-of-the-art computer facilities in the on-going program. | Ethiopia | Oklahoma |
| Technology Enhancement | FY 2000 \$50,000 | <i>EDDI Technology Enhancement Project</i> | Mississippi Consortium for International Development | Agostinho Neto University | Project is aimed at allowing the partnering institutions to improve their capacities for institutional management and international education. The technology enhancement will support a degree granting program utilizing multi-media techniques. Focus will be placed on on-line course development and development of educational programs using a variety of electronic media, e.g., CDROM. The proposal is consistent with and will enhance the objectives of the sustainability project. | Angola | Mississippi |
| Technology Enhancement | FY 2000 \$4,911 | <i>EDDI Technology Enhancement Project</i> | Oregon State University | Fort Cox College of Agriculture | This project is focused on strengthening academic infrastructure in forestry in Southern Africa with emphasis on curriculum development, and management of forestry resources. The Technology Enhancement grant will augment these efforts through: establishment of GIS, and the incorporation of computer technology in communication and training. It is consistent with and will enhance the objectives of the sustainability program. | Southern Africa | Oregon |
| Technology Enhancement | FY 2000 \$34,900 | <i>EDDI Technology Enhancement Project</i> | Consortium of Maryland Community Colleges (Lead by P.G. Community College) | Vista University, Port Elizabeth, South Africa | Project focused on providing technology education to disadvantaged populations in South Africa through Vista University and its affiliated seven campuses. The Technology enhancement will augment the efforts of the project by establishing open labs at each of the Vista campuses; establishing on-line internet based literacy course; and training in internet course development and delivery | South Africa | Maryland |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|--|---------------------------------------|--|--|--------------------|----------------------|
| Technology Enhancement | FY 2000 \$47,500 | <i>EDDI Technology Enhancement Project</i> | Riverside Community College | University of Asmara | Partnership will enhance programs in computer information systems and business; establish more partnerships with other community colleges; train law enforcement professionals; and train public health workers. The request will augment the objectives of the sustainability program by developing computer-based training and instruction; and development of technology-driven workforce improvement programs. | | California |
| | FY 2000 \$175,000 | <i>International Book Bank EDDI Unsolicited Funded Project</i> | Brother's Brother Foundation | In-country recipient organizations, local NGOs and US Agencies stated at the Post. | Brother's Brother Foundation ships donated books to countries in need. Their motto is, "Connecting People's Resources with People's Needs." BBF relies on partnerships with organizations and government agencies to inform them of identified needs and to ensure that donations reach destitute communities. The receiving organization selects not only the titles but also the appropriate quantity of each title to meet its needs. Book allocations from the donation lists are based on the recipients' expressed needs and requests. | Sub-Saharan Africa | District of Columbia |
| Technology Enhancement | FY2000 | <i>EDDI Technology Enhancement Project</i> | Middle Tennessee State University | University of Durban, Westville | Purpose of the project is to provide training directed towards water and sanitation, and related environmental health issues. The requested technology enhancement will be used in establishment of a GIS laborator that will facilitate training and research in environmental health issues. | | Tennessee |
| University to University Partnership (ECA) | FY 2000 \$120,000 | <i>University-to University Partnership in Law: Ghana</i> | Northwestern University School of Law | University of Ghana Faculty of Law | For Ghana, the emphases are to develop curricula in the areas of women's issues and children's rights, innovative teaching methods in these areas, community outreach programs, library resources, and research. For Northwestern, the purpose is to add an African dimension to its international law program. | Ghana | Illinois |
| University-to University (ALO) | FY 2000 \$100,000 | <i>Upward Bound University-Wide Academic Enrichment Program</i> | Pennsylvania State University | University of Durban-Westville | This project is designed to increase institutional capacity to better serve and maintain students from disadvantaged countries. | South Africa | Pennsylvania |
| University-to University (ALO) | FY 2000 \$96,432 | <i>Cooperative Program in Environmental Health</i> | State University of New York-Albany | Makerere University | The objective of this project is to create a new department of environmental health services | Uganda | New York |
| University-to University (ALO) | FY 2000 | <i>Closing the Gap Between Science, Education and Application for on-the-Ground Impact: A Higher Education Challenge</i> | Washington State University | University of Botswana | The objective of this project is to design a joint advanced degree program in environmental science and conduct-applied research and outreach with community partners. | Botswana | Washington |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|-----------------------------|---|---|---|--|---|----------------------|
| University-to-University Partnership (ALO) | FY 2000 \$99,990 | <i>A Collaboration to Raise the Percentage of Disadvantaged Students Qualifying for University Admission in South Africa</i> | Florida State University | Potchefstroom University, South Africa | The objective of the project is to raise the percentage of disadvantaged students qualifying for university admission in South Africa. | South Africa | Florida |
| University-to-Community (ALO) | FY 2000 \$99,021 | <i>Addressing Childhood Malnutrition, Health & Survival: A Systems Approach to Promoting Household Food Security & Rural Enterprise in Malawi</i> | Lincoln University of Missouri | University of Malawi Bunda College of Agriculture | The objective of this project is to examine effects of increased consumption of goat milk/meat and soybean flour on child survival. | Malawi | Missouri |
| University-to-Community (ALO) | FY 2000 \$99,925 | <i>Community Economic Development Program</i> | New Hampshire College | The Open University of Tanzania | The objective of this project is to provide higher learning and community economic development training to community leaders and social entrepreneurs. | Tanzania | New Hampshire |
| University-to-Community (ALO) | FY 2000 \$99,122 | <i>Building Capacity for the Sustainable Management of Natural Resources</i> | Oregon State University | University of Botswana | The objective of this project is to increase regional capacity in sustainable management of natural resources. | Botswana | Oregon |
| University-to-Community (ALO) | FY 2000 \$100,000 | <i>Promoting Community Learning Opportunities for Development</i> | Texas Southern University | Eastern Cape Technikon | The objective of this partnership is to develop a series of community workshops on business skills, maintenance of photovoltaic devices, and clothing design. | South Africa | Texas |
| University-to-University (ALO) | FY 2000 \$99,998 | <i>Creating Healthy Communities in Senegal: Linking Education to Community Needs and Values</i> | University of North Florida | Centre Universitaire Regional De Bambey | The objective of this partnership is to develop a community college model-based program in community health adapted to the needs and resources of the local health system. | Senegal | Florida |
| University-to-University (ALO) | FY 2000 \$99,878 | <i>Strengthening Educational Assessment by Supporting Cross-Atlantic Partnerships in Education</i> | University of South Florida | University of Cape Coast | The objective of this partnership is to strengthen partners' capacity to improve curriculum instruction and teacher training and to revise and implement basic education curriculum. | Ghana | Florida |
| University-to-University (ALO) | FY 2000 \$97,500 | <i>Instructional Technology Training for Basic Education in Ghana</i> | University System of Georgia | University of Cape Coast | The objective of this partnership is to develop faculty and student research projects in science, agribusiness, health and medicine, and ethnographic -archeological studies. | Ghana | Georgia |
| University-to-University (ALO) | FY 2000 \$99,265 | <i>Incorporating Research to Encourage Ongoing Development and Evaluation of Malawi Basic Education Policy and Programs</i> | Virginia Polytechnic Institute and State University | College of Education/Domasi | The objective of this partnership is to enhance the research skills and applications of professionals involved in primary teacher preparation programs. | Malawi | Virginia |
| University-to-University Partnership (ECA) | FY 2000 \$120,000 | <i>Public Service Performance Management & Program Evaluation</i> | New York University (Wagner Graduate School) | Eduardo Mondlane University (Mozambique) | This partnership will develop a program at EMU in public service performance management and program evaluation, involving specialized classes at both universities plus distance learning televideo conference courses and Internet usage. When fully developed, the program will allow Mozambican students to qualify for degrees at NYU. | Mozambique | New York |
| Policy and Democracy Networks (ECA) | FY 2000-2002 \$1,170,727 | <i>Women Power in Politics: Building Grassroots Democracy in Africa</i> | League of Women Voters | Grassroots African Women's Organizations | The program is an extension of FY98 and 99 grants. Participants will explore the special role of NGO's in educating citizens about their democratic rights and responsibilities, and assist key institutions of civil society in contributing to democracy | Ethiopia, Ghana, Kenya, Nigeria, Tanzania, Uganda, Zambia, and Zimbabwe | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|----------------------|---|--|---|--|---|----------------------|
| | | | | | | | |
| Community Resource Center | FY 2000 \$175,000 | <i>Community of Hope Resource and Technology Center: A Pilot Project for Improved Girls' Development Through Innovative Educational Opportunities</i> <i>EDDI Unsolicited Funded Project</i> | Africa Futures Forum, Inc. | Hope Unlimited, Dakar, Senegal | This is a pilot project designed to address the needs of disadvantaged youth, especially orphans and street children in urban centers. The project is comprised of four key components: 1) technology, 2) health care services, 3) vocational skills, and 4) basic education. | Senegal | District of Columbia |
| Female Empowerment | FY 2000 \$900,000 | <i>Local Leadership Development for Women and Girls in South Africa</i> <i>EDDI Unsolicited Funded Project</i> | Joint Center for Political and Economic Studies | Philelana Talent Trust; National Council of Negro Women; University of Venda/Centre for Youth Studies; National Black Caucus of State Legislators | This one-year project seeks to pilot innovative and sustainable models in South Africa for the development of local women leaders and councilors and for igniting and nurturing the potential of girls who might become leaders of tomorrow. Leadership development for local women leaders and councilors will take the form of human resource development interventions that will become part of continuing education. | South Africa | District of Columbia |
| Policy and Democracy Network | FY 2000 \$200,000 | <i>Summer Institute for Nigerian Educators</i> | State Department, ECA Office of Academic Affairs | | Assist the ECA Office of Academic Affairs in carrying out a five-week summer institute for Nigerian educators on educational reform. | Nigeria | District of Columbia |
| Policy and Democracy Networks (ECA) | FY 2000 \$150,000 | <i>Information Technologies</i> | UCLA Advanced Policy Institute | Kenya Institute of Management | Partnership to promote information technologies for professional education and civic empowerment. | Kenya | California |
| Policy and Democracy Partnerships | FY 2000 \$300,000 | <i>Regional Conference on Strategies for Combating the Spread of HIV/AIDS in West Africa. EDDI Unsolicited Funded Project</i> | The Foundation for Democracy in Africa | Governments of West Africa | EDDI is funding one of a three-year project. The first year's activities will convene a five-day, regional conference distinguished by focussed dialogue among a broad base of participants on: 1) enhancing awareness about the severity of the HIV/AIDS epidemic, 2) designing action plans to be adopted by participating government agencies, NGOs and organizations and individuals working in this arena, and 3) formulating new programs for implementation by affected populations and the international community. | Mauritania, Mali, Nigeria, Benin, Togo, Burkina Faso, Ghana, Cote D'Ivoire, Liberia, Sierra Leone, Guinea, Guinea-Bissau, The Gambia, Senegal and Cape Verde. | Maryland |
| Policy and Democracy Partnerships | FY 2000 \$200,000 | <i>Understanding Exclusion, Creating Value: African Youth in a Global Age. EDDI Unsolicited Funded Project</i> | Social Science Research Council | The National Research Foundation, South Africa and Council for the Development of Social Research in Africa, Dakar, Senegal | This pilot is designed to respond to a critical component on the African continent when demographic trends, generational tensions, violence perpetrated by and against young people, and socio-economic exclusion of youth threaten to undermine trends toward African democratization, economic development and full participation in the international community. African and American researchers and research institutions must be positioned to respond to this moment in order to provide relevant information to a range of constituencies, including governments, donors and international and local NGOs. | Sub-Saharan Africa | New York |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|---|--|--|--|--------------------------|----------------------|
| School-to School Partnership | FY 2000 \$274,800 | <i>Project Heshema EDDI Unsolicited Funded Project</i> | Progressive Life Center, Inc. | Enterprise Integration Corporation | Project Heshema is a school-to-school partnership between Woodrow Wilson High School in Washington, DC and the St. Mary's Secondary School, in Livingstone, Zambia. | Zambia | District of Columbia |
| Technology | FY 2000 \$143,00 | <i>Information Technology</i> | West Virginia University | University of Pretoria, South Africa and Caltholic University, Mozambique | Affiliation to promote information technology. | South Africa, Mozambique | West Virginia |
| Technology | FY 2000 \$145,000 | <i>The Quantum Learning Program of South Africa Opportunities Industrialization Centers EDDI Unsolicited Funded Project</i> | Opportunities Industrialization Centers International and South Africa OIC | Johnson & Johnson and Education, Development & Learning for Life Foundation, a South-Africa based non-profit | This is a computer-assisted learning program in South Africa that is designed to provide blacks and youth of color in the province of Kwa-Zulu Natal with remedial education, practical skills training and vocational accreditation. | South Africa | Pennsylvania |
| Technology (ECA) | FY 2000 \$149,740 | <i>IT Connectivity and Development</i> | University of Iowa | Universities of Jos and Ibadan Nigeria & Nigeria Universities Commission | The project is designed to assist university administrators in planning and building an information technology infrastructure. | Nigeria | Iowa |
| University-to University | FY 2000 \$700,000 | <i>Ghana Doctorial Initiative EDDI Unsolicited Funded Project</i> | Florida A & M University | University of Cape Coast Ghana | The Ghana Doctorial Initiative is a partnership between Florida A & M University and the University of Cape Coast in Ghana for the establishment of a non-traditional Distance Learning Doctor of Philosophy Degree Program in Educational Leadership. EDDI is only funding the pilot phase of this five-year project that is designed to build UCC's capacity to award Ph.D. degrees in Educational Leadership. | Ghana | Florida |
| University-to-University (ECA) | FY 2000 \$150,000 | <i>Library & Information Technology Development</i> | Emporia State University | Bayero University | Grant to Emporia State University in Kansas to link with Bayero University (Kano) for library and information technology development. | Nigeria | Kansas |
| University-to University Partnership (ECA) | FY 2000 \$136,000 | <i>Strengthening Masters of Public Administration Programs</i> | Cleveland State University | University of Botswana | Cleveland State University affiliation with University of Botswana to strengthen Master's of Public Administration degree programs, with special attention to environmental management, human resources management, public and comparative public administration. | Botswana | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|--|--|--|--|------------------------|------------|
| University-to University Partnership (ECA) | FY 2000 \$143,000 | <i>Environment and Natural Resources</i> | University of Kansas | University of Zambia | Develop technology and curricula in environmental science, with emphasis on impacts of urbanization and urban mining, pollution, landuse/land cover change, deforestation, community based natural resource management in rural areas, and the future of Zambian water supply. | Zambia | Kansas |
| University-to University Partnership (ECA) | FY 2000 \$150,000 | <i>Educational Policy</i> | Stanford University School of Education | University of Botswana and University of Natal School of Education | Affiliation is designed to develop and implement research programs in educational policy. | Botswana, South Africa | California |
| University-to-University Partnership (ECA) | FY 2000 \$147,000 | <i>Strengthening Management Training</i> | Tennessee State University | Malawi Institute of Management | Affiliation to strengthen management training programs. | Malawi | Tennessee |

EDDI 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 at least 30 African countries. An estimate of the total number of girls and women reached by program activities is shown below:

| <u>Program Activity</u> | <u>Total No. Reached</u> |
|-----------------------------------|--------------------------|
| Primary School Scholarships | 2,905 |
| Secondary School Scholarships | 2,500 |
| University Scholarships | 92 |
| Technical School Scholarships | 355 |
| Special Needs Groups Scholarships | 200 |
| Girls Mentoring | 5,866 |
| Educational Support Activities | 400 |
| TOTAL | 12,318 |

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

Benin

There are four cooperating partners distributing scholarships: CARITAS, Bahais, Porto Novo Deaf School, and APEM. They are disbursing funds for the 1999-2000 school year for school fees, room and board, test fees, etc. They are also conducting mentoring activities.

Botswana

90 orphaned girls will receive vocational skills training, which will enable them to obtain employment and achieve self-sufficiency.

Burkina Faso

50 four-year scholarships for girls in secondary schools will be awarded.

Cameroon

Scholarships will be distributed at all levels. Over 600 girls will be reached through the scholarships.

Central African Republic

Scholarships are being provided for 100 girls, grades 10-12, to cover registration fees, school supplies, uniforms, and food and transportation.

Chad

Scholarships are being provided to 20 girls in the junior and senior high school level.

Congo

Scholarships will be distributed to 100 girls at the secondary level. One of the cooperating partners in this program is the Congo-US Alumni Association.

Cote d'Ivoire

Cooperating partners – Peace Corps and ASAPSU, along with Winrock International as the implementing partner, is active in a number of activities such as “take our daughter to work” day.

Democratic Republic of Congo

Congressional approval was recently received for implementing this program. Funds will be used for intensive English language study.

Equatorial Guinea

The program activities will be administered through the American Embassy – Yaounde. 150 Primary School Scholarships, 100 Secondary School Scholarships, 50 Technical School Scholarships, and 100 Special Needs Scholarships will be awarded.

Ethiopia

675 Secondary School Scholarships will be disbursed to girls in the ninth and tenth grades attending 15 secondary schools in selected regions.

Gabon

Cooperating partners include the Peace Corps and the Christian Missionary Alliance-Gabon. The program activities focus on educational support of 150 girls, 120 girls helped through a girls mentoring program, and 100 secondary school scholarships awarded.

Gambia

The focus of activities is in the area of Primary School Scholarships. 150 scholarships will be disbursed to girls in grades seven through 12.

Ghana

Scholarships will be disbursed to girls in secondary schools through FAWE. Fifty Secondary School Scholarships will be awarded.

Guinea

An extensive program of activities has been planned that will provide 95 Primary School Scholarships and 101 Secondary School Scholarships. Also, 1000 girls will participate in a girls mentoring program, and 196 girls will participate in an educational support program.

Kenya

Peace Corps and KEPAWAE, as cooperating partners with Winrock International, will run a girls mentoring program with 56 girls participating, and also disburse 56 secondary school scholarships.

Lesotho

World Vision, Peace Corps, and Winrock are working to make sure all geographical regions in Lesotho are covered. 50 need girls will be assisted to help them complete their high school education by the year 2001. 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 where 240 secondary school scholarships will be awarded.

Madagascar

The JSI Research & Training Institute as a cooperating partner, is helping to implement programs that provide 1108 primary school scholarships, 40 university scholarships, and 32 technical school scholarships. Ambassador Shirley E. Barnes has given this program high visibility.

Mali

With 4 cooperating partners – CEFIB College Cheik Anta Diop, Cours J'Eanne d'Arc, Ecole du Progres, and Institut Jesse Jackson – EDDI will provide 72 secondary school scholarships, 12 university scholarships, and 86 technical school scholarships. The program targets different students and will provide them with a variety of skills in areas such as information technology and journalism.

Mauritius

This program is being implemented on the small island of Rodrigues. There are eight Primary and four 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.

Mozambique

This program was announced in Mozambique in a press conference by Secretary of the Treasury Summers, Ambassador Curran, and the Mozambican Ministers of Finance and Education. Two hundred Primary School Scholarships will be awarded.

Namibia

Scholarships are being distributed to girls and women at the secondary and university school levels.

Rwanda

FAWE is working with six schools to support almost 60 girls to finish high school. A mentoring program, begun in October, 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. Due to political situations in-country, communications have been difficult. The Winrock representative has been unable to travel due to security concerns.

South Africa

Scholarships have been distributed to 17 female students at the Institute of Bankers to cover their tuition and stipends for the 2000 school year.

Swaziland

This program will provide scholarships to 58 AIDS- orphaned girls at the primary school level.

Tanzania

A plan has been outlined for Peace Corps to work in cooperation with a Winrock-affiliated NGO- TAWLE - to provide 60 girls with Secondary School Scholarships.

Togo

There are 200 girls being mentored through the Girls' Mentoring Program, and another 200 girls receiving Primary School Scholarships.

Uganda

Scholarships will be distributed to 150 girls in 17 different schools. A launching ceremony took place on August 14 as part of a week dedicated to education. Mentoring is also a part of this program. Approximately 1000 girls will be targeted to participate in the mentoring program.

GIRLS SCHOLARSHIP PROGRAM CONTACTS

| COUNTRY | MISSION | CONTACT | PHONE | FAX | E-Mail |
|------------------------------|---------------|---------------------------|------------------------|-----------------|--|
| Angola | Luanda | Alfreda Brewer | 244-2-399518 | 244-2399521 | abrewer@usaid.gov |
| Benin | Cotonou | Malone Miller | 229-30-06-50 | 229-30-14-39 | millermm@cotonoub.us-state.gov |
| Botswana | Gaborone | Jane Gore | 267-353982, ext. 5334 | 267-356-947 | gorejs@gaboroneb.us-state.gov |
| Burkina Faso | Ouagadougou | | | | |
| Cameroon | Yaounde | | | | |
| Central Africa Rep. | Bangui | Philippe Mekendebou-Tende | 236-61-02-00 | 236-61-44-94 | |
| Chad | N'Djamena | Les McBride | 235-51-70-09 | 235-51-56-54 | mcbridele@ndjamab.us-staate.gov |
| | | | 519052 or 5116211 | | |
| Congo | Brazzaville | | | | |
| Cote D'Ivoire | Abidjan | | | | |
| Equatorial Guinea | Malabo | | | | |
| Ethiopia | Addis Ababa | Tassew Zewdie | 251-1-510716 | 2511-1-510043 | tzewdie@usaid.gov |
| | | Kevin J. Mullally | 251-1-510716 | 2511-1-510043 | kmullally@usaid.gov |
| Gabon | Libreville | David Young | 241-74-34-92 | 241-74-55-07 | youngdk@libreville.us-state.gov |
| Gambia | Banjul | Rhett D. Taylor | 220-392-856 | 220-392-475 | |
| Ghana | Accra | Peace Corps | | | |
| Guinea | Conakry | Suni Dawn Elgar | 224411520/21/23 | 224-41-15-22 | elgarsd@conakryb.us-state.gov |
| Kenya | Niarobi | Constance Jones | 254-2-240-290 | 254-2-216-511 | ccj@usis.americaonline.co.ke |
| Lesotho | Maseru | Vicky Mboka-Boyer | 266-312-666 | 266-310-116 | mbokaboyva@state.gov |
| Madagascar | Antananarivo | (will be provided later) | 261-20-222-1257 | 261-20-223-4539 | zimmersa@antananari.us-state.gov |
| Malawi | Lilongwe | Sarah E. Wright | 265-772455 | 265-773181 | sarahwright@usaid.gov |
| Mali | Bamako | | | | |
| Mauritius | Port Louis | Heather Variava | 2302082347, ext.210 | 230-208-9534 | variavahro@portlouisb.us-state.gov |
| | | Moniza Gopaul | 2302082347, ext.249 | 230-208-9534 | gopaulmx@portloisb.us-state.gov |
| Mozambique | Maputo | Enrique M. Portillo | 258-1-491822 | 258-1-492-181 | eportillo@usaid.mz/eportillo@usaid.gov |
| Namibia | Windhoek | Karen Powell | 26461221601, ext. 260 | 264-61-229-792 | powellkc@windhoekc.us-state.gov |
| REDSO/ESA | Nairobi | Mary Muiruri | 254-2-862400 | | mmuiruri@usaid.gov |
| Reg. Ctr for Southern Africa | Gaborone | Carol L. Martin | 267-324449 | 267-324404 | camartin@usaid.gov |
| Rwanda | Kigali | John Yaramba | 250-70940 | 250-73950 | jyaramba@usaid.gov |
| Rep. of South Africa | Pretoria | Futhi Umlaw | 27-12-3238869 | 27-12-3236443 | fumlaw@usaid.gov |
| Sierre Leone | Freetown | | | | |
| Swaziland | Mbabane | Dale Lang | 268-404-6441 | 265-404-4595 | langds@mbabaneb.us-state.gov |
| Tanzania | Dar Es Salaam | Peace Corps | 255-51-667372 / 668354 | 255-51-668354 | |
| Togo | Lome | Miguel Reabold | 228-21-06-14 / 311114 | 228-22-15-64 | + |
| Uganda | Kampala | Sarah B. Mayanja | 256-41-344087 | 256-41-233417 | smyanja@usaid.gov |
| Zambia | Lusaka | Kent Noel | 260-1-254303 | 260-1-254532 | knoel@usaid.gov |
| Zimbabwe | Harare | Rebecca Zeigler Mano | 263-4-758800 / 1 | 263-4-758802 | zeigmano@pci.co.zw |

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: 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

Project Title: An Operational Plan for the Proposed Collaborative Ph.D. Program in Economics for Sub-Saharan Africa (SSA)

Category: Institutional Capacity Building
Host Country: Open to all Sub-Saharan African Countries
Funding Period: One Year Study
Amount of Funding: \$50,000.00

Project Description: EDDI co-funded a study for the AERC to determine the feasibility of a Collaborative Ph. D. Program in Africa for economists. The study reviewed lessons learned from the anglophone Collaborative MA Program which brings together a network of 20 universities in 15 countries. The study has been completed and a proposal has been drafted for the Collaborative Ph.D. Program in economics.

Cooperating Institutions: The Consortium brings together 15 sponsors to support a program of research activities, their dissemination and the training of future potential researchers.

Targeted Population: Those universities in Sub-Saharan Africa that would have the capacity to offer the Ph. D. degree in economics in terms of teaching the required courses and supervising dissertations.

Goal: The strengthening of local capacity among selected indigenous universities for economic policy research in SSA.

Anticipated Results: The establishment of high quality collaborative Ph. D. programs in economics in SSA that will produce 160 economics Ph. Ds per annum.

Status: The EDDI contribution of \$50,000 to AERC was vital in the development of the proposal for a "Collaborative Ph. D. Program" in economics. The tangible results of EDDI's investment is that on November 3, 2000, the AERC Board approved the development of a "Collaborative Ph. D. Program" for SSA and The Rockefeller and MacArthur Foundations committed \$350,000.00, in seed money which will cover the estimated first year's expenses for detailed planning, including selection of core and participating universities, setting up of Advisory committees for oversight, curriculum development, etc., and fund raising. The overall cost of the first five years of this program is estimated at about \$8.5 million.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Africa Futures Forum, Inc.
1718 M Street, NW #265
Washington, DC 20036
James R. Washington, Chair, Advisory Board
Tel: (202) 318-2260 • www.africanff.org

Project Title: "Community of Hope Resource and Technology Center" A Pilot Project for Improved Girls' Development Through Innovative Educational Opportunities.

Category: Girls Education and Mentoring
Host Country: Senegal
Funding Period: Two Year Pilot
Amount of Funding: \$175,000.00

Project Description: This is a pilot project designed to address the needs of disadvantaged youth, especially orphans and street children in urban centers. The project is comprised of four key components: 1) Technology, 2) Health Care Services, 3) Vocational Skills, and 4) Basic Education.

Cooperating Institutions: Hope Unlimited
Dakar, Senegal

Targeted Population: Forty (40) Senegalese girls between the ages of 8-12 from Hope Unlimited will be eligible to enroll and take advantage of the four components of this program.

Goal: To: 1) help increase the awareness of and the prevention of infectious diseases (i.e., HIV/AIDS/STDs) and promote good hygiene and nutrition, 2) help decrease malnutrition by providing food and monitoring education and growth, 3) use the internet to assist these students in marketing their commodities, 4) help provide street children with medical care, counseling, basic education, and vocational training, 5) teach income generating skills and education for future employment, 6) help provide opportunities for the disadvantaged (e.g., the blind, disabled children and street children), 7) develop the participants of this pilot so they can serve role models and leaders, and 8) help improve access to computer skills and information technology.

Anticipated Results: Participants will have improved nutritional status, increased knowledge of HIV/AIDS/STD prevention, computer literacy, increased reading and math skills, good hygiene, and skills in enterprise management.

Status: The Project was approved by EDDI in September 2000. Funding for the Project will be transferred to AFF in December 2000 and Project implementation is expected to begin February 2001.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Association for the Development of Education in Africa (ADEA)
7-9 rue Eugène-Delacroix
75116 Paris, France
Tel: +33/14 503-3864 or +33/14 503-3796
Fax: +33/14 503-3965
E-mail: adea@iiep.unesco.org

Project Title: ADEA Connectivity Project

Category: Institutional Capacity Building
Host Country: All Sub-Saharan African (SSA) Countries
Funding Period: 3 years (1999 – 2001)
Amount of Funding: \$1000,000.00

Project Description: This Internet connectivity project is designed to provide an effective forum and tool for African Ministers of Education and other policy makers to work with financing partners to explore policies and strategies for improving human resources development within their countries and for the region.

Cooperating Institutions: ADEA is a network of: 1) African Ministers of Education; 2) Development Agencies; 3) Education specialists and researches; and 4) NGOs active in education.

Targeted Population: All Ministries of Education in SSA who did not already have Internet connectivity.

Goal: To establish Internet connectivity to all Ministries of Education in Sub-Saharan Africa so as to enhance professional networking and communication.

Anticipated Results: Through increased Internet connectivity, EDDI expects to foster improved collaboration and coordination of higher education policy between and among African Ministries of Education.

Status: The project's first phase has been completed, which was to connect those African countries with Ministers on the ADEA Steering Committee. Of the ten countries represented on the Steering Committee, Internet connectivity has been established in the following five countries: 1) Chad; 2) Uganda; 3) Senegal; 4) Tanzania; and 5) Madagascar.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Association for the Development of Education in Africa (ADEA)
7-9 rue Eugene-Delacroix
75116 Paris, France
Tel: +33/14 503-3864 or +33/14 503-3796
Fax: +33/14 503-3965
E-mail: adea@iiep.unesco.org

Project Title: Working Group on Higher Education - African Association of Universities Partnerships

Category: Institutional Capacity Building
Host Country: African Association of Universities
Funding Period: 3 years
Amount of Funding: \$1,000,000

Project Description: The Africa Association of Universities, as part of the workplan for the Working Group on Higher Education, hosted a competition for universities to work together to solve national and regional development challenges. This activity will fund Africa-to-Africa partnerships.

Cooperating Institutions: ADEA is a network of: 1) African Ministers of Education; 2) Development agencies; 3) Education specialists and researchers; and 4) NGOs active in education.

Targeted Population: All universities who want to address national and regional development problems through working with other universities either within their own country or in another African country.

Goal: To build the cadre of universities throughout Sub-Saharan African addressing development problems.

Anticipated Results: EDDI expects to foster improved collaboration and coordination among higher education institutions.

Status: The funding was given to ADEA in September 2000. Preliminary administrative work has begun.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Brother's Brother Foundation
The Cardello Building, Suite 3005
1501 Reedsdale Street
Pittsburgh, PA14233-2341
Tel: (412) 321-3160 • Fax: (412) 321-3325
Bbfound@aol.com • www.brothersbrother.com

Project Title: International Book Bank

Category: A Capacity Building partnership
Host Country: Open to all Sub-Saharan African Countries
Funding Period: One Year Pilot
Amount of Funding: \$175,000.00

Project Description: Brother's Brother Foundation (BBF), whose motto is "Connecting People's Resources with People's Needs," ships donated books to countries in need. BBF relies on partnerships with organizations and government agencies to inform them of identified needs and to ensure that the donations reach destitute communities. The receiving organization (either an in-country U.S. agency or local NGO) selects not only the titles but also the appropriate quantity of each title to meet its needs. Book allocations from the donation lists are based on the recipients' expressed needs and requests. Only requested materials are shipped to recipient countries.

Cooperating Institutions: In-country recipient organizations, local NGOs and U.S. Agencies stated at the Post.

Targeted Population: Participating countries with communities in need of books. When selecting a recipient organization, its proven history and ability to successfully clear customs is one of the pre-requisites for establishing a partnership with them. Once cleared through customs, the books undergo an inventory process by the local organizations in preparation for distribution.

Goal: To organize the selections, shipments and distribution of donated books to destitute communities in Sub-Saharan Africa.

Outcome: The Brother's Brother Foundation (BBF) has shipped 433,486 requested books ranging from children's storybooks to tertiary textbooks to nine African countries.

Status: As of March 2000, BBF had utilized 60 percent of the \$175,000.00 ocean freight reimbursement grant provided by EDDI. They are currently seeking funds to cover the other costs associated with each shipment.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Florida Agricultural and Mechanical University (FAMU)
College of Education
Department of Education Leadership and Human Services
Tallahassee, Florida 32307-3100
Frederick S. Humphries, Ph. D., President
Tel: (850) 599-3225 • Fax: (850) 561-2784

Project Title: Ghana Doctoral Initiative (GDI)

Category: Higher Education Partnership
Host Country: Ghana
Funding Period: One Year Pilot
Amount of Funding: \$700,000.00

Project Description: The Ghana Doctoral Initiative is a partnership between Florida A & M University and The University of Cape Coast (UCC) in Ghana for the establishment of a non-traditional Distance Learning Doctor of Philosophy (Ph.D.) Degree Program in Educational Leadership. EDDI is funding the pilot phase of this proposed five (5) project which is designed to build UCC's capacity to award Ph. D. degrees in Educational Leadership.

Targeted Population: Since EDDI is only participating in the first year of the pilot phase of this initiative, the targeted audience will consist mainly of the faculty and administrators of the two partnering institutions (i.e., Florida A & M University and the University of Cape Coast).

Goal: The goal of the GDI is to provide a non-traditional alternative plan to the way advance degree training in higher education is normally offered to students on the African continent.

Outcome: To establish the framework for a distance education doctoral degree awarding program in Education Leadership. EDDI is funding a one year partnership between FAMU and UCC to:

- A. Identify and procure the technology needed to establish the computer center at UCC.
- B. Plan the curriculum.
- C. Determine how the full doctoral program may be offered by UCC within five years.
- D. Determine student admission requirements.
- E. Test course delivery using distance technology by offering two courses: one originating at FAMU and one originating at UCC.

Status: The Pilot was funded by EDDI in September 2000. Implementation will be slowed due to the ban on travel from 11/15/00 – 1/15/01, during Ghana's elections.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: The Foundation for Democracy in Africa
6475 New Hampshire Ave., Suite 600
Hyattsville, MD 20783
Tel: (301) 891-7412 • Fax: (301) 891-7414
Comments@democracy-africa.org • www.democracy-africa.org

Project Title: Regional Conference on Strategies for Combating the Spread of HIV/AIDS
In West Africa.

Category: Policy and Democracy Network Partnerships
Host Country: Open to all West African Countries
Funding Period: One Year Pilot
Amount of Funding: \$300,000.00

Project Description: EDDI is funding year one of a three year project. The first year's activities will convene a five-day, regional conference distinguished by focussed dialogue among a broad based of participants on: 1) enhancing awareness about the severity of the HIV/AIDS pandemic, 2) designing action plans to be adopted by participating government agencies, NGOs and organizations and individuals working in this arena, and 3) formulating new programs for implementation by affected populations and the international community.

Cooperating Institutions: Governments of West Africa (see list below).

Targeted Population: This project will initially convene a broad base of stakeholders from the 16 West African nations of: 1) Mauritania, 2) Mali, 3) Niger, 4) Nigeria, 5) Benin, 6) Togo, 7) Burkina Faso, 8) Ghana, 9) Cote D'Ivoire, 10) Liberia, 11) Sierra Leone, 12) Guinea, 13) Guinea-Bissau, 14) The Gambia, 15) Senegal, and 16) Cape Verde.

Goal: To engage representatives from each of West African nations listed above to formulate general policy statements on HIV/AIDS for presentation to, and ultimate consideration by their national governments. Once adopted on a national level, these policy statements will leverage a coordinated regional response to the HIV/AIDS pandemic.

Anticipated Results: A regional HIV/AIDS policy portfolio will emerge as a useful weapon in the battle against this major health issue.

Status: This project was approved for funding by EDDI in September, 2000. Funding for this activity will be transferred to the implementing organization in November 2000 and the project implementation is expected to begin January 2001.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: The Foundation for Democracy in Africa (FDA)
6475 New Hampshire Ave., Suite 600
Hyattsville, MD 20783
Fred Oladeinde
Tel: (301) 891-7412 • Fax: (301) 891-7414
Comments@democracy-africa.org • www.democracy-africa.org

The National Council of Negro Women (NCNW)
600 Pennsylvania Ave., NW
Washington, DC 20523
Barbara Tutani
Tel: (202) 383 09148 • Fax: (202) 737-0476

Project Title: Nigerian Women Private Sector Development Program.

Category: Human & Institutional Capacity Building/Economic Development/Gender Equity
Host Country: Nigeria
Funding Period: Phase one (approximately 4 months)
Amount of Funding: \$250,000.00

Project Description: Over the four-month duration of this project, consultants will provide service to the Nigerian Association of Women Entrepreneurs (NAWE) in four areas: 1) organizational management; 2) financial management; 3) information management; and 4) business marketing assistance to select members.

Cooperating Institutions: Nigeria Association of Women Entrepreneurs.

Targeted Population: 1) 4,300 women business owners
2) 2,500 rural women entrepreneurs

Goal: To enhance the organizational viability of NAWE and improve its members' ability to more effectively contribute to strengthening Nigeria's economy.

Anticipated Results: This project will provide a briefing for selected NAWE members on the African Growth and Opportunity Act and related issues involving global issues, as well as more detailed economic literacy training on economic marketing terms and phrases, international economic policy and entrepreneurship skills.

Status: This project was approved in September 2000 and implementation is expected to start in November 2000.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Joint Center for Political and Economic Studies
1090 Vermont Avenue, NW
Suite 1100
Washington, DC 20005-4961
Gayla Cook, Executive Director
Tel: (202) 789-3500 • Fax: (202) 789-6390

Project Title: Local Leadership Development for Women and Girls in South Africa

Category: Female Empowerment
Host Country: South Africa
Funding Period: One Year Pilot
Amount of Funding: \$900,000.00

Project Description: This one-year project pilots innovative and sustainable models in South Africa for the development of local women leaders and councilors and for igniting and nurturing the potential of girls who might become the leaders of tomorrow. Leadership development for local women leaders and councilors will take the form of human resource development interventions that will become part of continuing education offerings within historically disadvantage universities (HDIs) and other institutions. Specifically, the HDIs will be the organizing point for leadership enrichment workshops for girls which will be offered at local schools during vacations periods.

Targeted Audiences: 1) Local women councilors, community leaders, girls and selected males who wish to develop gender sensitive development skills in two of the following four provinces – Northern, North West, Free State and Gauteng; 2) Unemployed and under-employed teachers who can participate as trainers in the various training workshops; and 3) Men and women in public and private institutions who will be called upon to be presenters in the courses.

Cooperating Institutions: Philelana Talent Trust
National Council of Negro Women
University of Venda/Centre for Youth Studies
National Black Caucus of State Legislators

Goal: This project seeks to bring about equitable participation of women and gender equity in sustainable, democratic governance in South Africa.

Outcome: The key outputs of this project will be:

- A leadership training program for women councilors and leaders offered in conjunction with tertiary institutions, especially Historically Disadvantaged Institutions, that serve the majority of the previously disadvantaged population, mainly in rural areas
- A comprehensive leadership enrichment program for girls developed and tested, focusing on the major issues facing South African Youth (i.e., HIV/AIDS)

- A cadre of facilitators trained to train women councilors and leaders
- A cadre of trained youth facilitators, skilled in running leadership enrichment workshops for girls
- A large cadre of local women councilors and leaders will have been trained, along with a number of men sensitized to gender issues, with the majority being those most disadvantaged, in rural areas
- More than 1000 girls will have participated in leadership enrichment programs, the majority being those most disadvantaged in rural areas
- Linkages will be established between chapters of the National Council of Negro Women (NCNW) in the U.S. and participating schools in S.A. to open new horizons for girls and for the U.S. groups
- Strategies for sustainability will be initiated, supported by communications activities that the South African partners, Philelana Talent Trust, can continue afterward.

Status: The Pilot was approved by EDDI in September 2000. The Project implementation is expected to begin in January 2001.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Opportunities Industrialization Centers International (OICI)
& South Africa OIC
240 West Tulpehocken Street
Philadelphia, PA 19144
Tel: (215) 842-02000 • Fax: (215) 849-7033
Oici@oicinternational.org • www.oicinternational.org

Project Title: The Quantum Learning Program of South Africa Opportunities Industrialization Centers

Category: Community Resource Center
Host Country: South Africa (Kwa-Zulu Natal Province)
Funding Period: One Year Pilot
Amount of Funding: \$145,000.00

Project Description: This is a computer-assisted learning program in South Africa which is designed to provide blacks and youth of color in the province of Kwa-Zulu Natal with remedial education, practical skills training and vocational accreditation.

Cooperating Institutions: Johnson & Johnson and Education, Development & Learning for Life (EDL) Foundation, a South Africa-based non-profit)

Targeted Population: SA-OIC will target rural and urban areas of the Natal Midlands including Pietermaritzburg, Bulwer, Dundee, Edendale, Imbali and Vulindlela.

Goal: The Quantum Learning Center will offer thousands of out-of-school youth a second chance to achieve their O-level (high school) certificate plus vocational accreditation in primary health care, landscaping and retail sales. Computer-based tools and technologies will provide modern, cost-effective training for teachers and dramatically enhance the quality of education in disadvantaged communities in the Kwa-Zulu Natal Province of South Africa.

Anticipated Results: The center will directly serve 1200 low-income youth and 200 teachers and other professionals in the first year, reaching financial sufficiency through income from course fees.

Status: This project was recently approved for funding by EDDI in September, 2000. Funding for this activity will be transferred to the implementing organization in November 2000 and the project implementation is expected to begin January 2001.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Progressive Life Center, Inc.
1123 11th Street, NW
Washington, DC 20001
Fredrick B. Philips, Ph.D.
President/CEO
Tel: (202) 842-4544 • Fax: (202) 842- 9855
Plc@ntuplc.org • www.ntuplc.org

Project Title: Project Heshema (which means *respect and honor*)

Category: Girls Education and Mentoring
Host Country: Zambia
Funding Period: One Year Pilot
Amount of Funding: \$274,800.00

Project Description: Project Heshema is a school-to-school partnership between Woodrow Wilson High School (Wilson) in Washington, DC and the St. Mary's Secondary School, Livingstone, Zambia. St. Mary's is an all girls school.

Cooperating Institutions: Enterprise Integration Corporation
Mr. Edward Viltz, President
(301) 998-3240

Targeted Population: 130 adolescent female students in grade nine. Approximately 100 of the participants will come from the St. Mary's School while 30 participants will come from Wilson High School.

Goal: Project Heshema, means respect and honor. The overall goal of Project Heshema is to serve as a model for the erection of a virtual conduit for adolescent female empowerment. The essence of this conduit is access to: 1) cross cultural intellectual stimulation and appreciation; 2) the tools and knowledge of information technology along with the will and resolve to use them; and 3) knowledge of, and experience with, democratic principles and processes.

Anticipated Results: This partnership is expected to become a model for a "Rites of Passage" based learning environment that uses information technology as a tool for growth and development. The Rites Project activities, along with the Information Technology, are geared toward empowering girls to realize their greatest potential as future leaders and productive citizens. Heshema will impact five (5) core areas: 1) womanhood development; 2) peer education; 3) computer literacy; 4) distance learning; and 5) civics.

Status: The Project was approved by EDDI in September 2000. The funding for the Project will be transferred to PLC in November 2000 and Project implementation is

expected to begin February 2001, which is the start of the new school year for the St. Mary's School.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Social Science Research Council
810 Seventh Avenue
New York, NY 10019
Ron Kassimir
Tel: (212) 377-2700 • Fax: (212) 377-2727
Kassimir@ssrc.org • <http://www.ssrc.org>

Project Title: Understanding Exclusion, Creating Value: African Youth in a Global Age

Category: Institutional capacity building and partnerships
Host Country: Open to all sub-Saharan African Countries
Funding Period: Two Year Pilot
Amount of Funding: \$200,000.00

Project Description: This pilot is designed to respond to a critical moment on the African continent when demographic trends, generational tensions, violence perpetrated by and against young people, and socio-economic exclusion of youth threaten to undermine efforts toward African democratization, economic development and full participation in the international community. African and American researchers and research institutions must be positioned to respond to this moment in order to provide relevant information to a range of constituencies, including governments, donors and international and local non-governmental organizations in an effort to allow proper planning and government support to avoid additional crises.

Cooperating Institutions: •The National Research Foundation
South Africa
•Council for the Development of Social Research In Africa
Dakar, Senegal

Targeted Population: Seventeen (17) promising young researchers from a variety of institutions in Sub-Saharan Africa will be given an opportunity to sharpen their research skills. Their research will focus on the youth between the ages of 15-25.

Goal: To: 1) build the capacity to conduct research among young scholars in Africa and the United States, and to strengthen institutional capacity at African universities to facilitate social science research on the continent and to develop new curricula related to youth studies, 2) foster collaboration between African and U.S. institutions and between African and American researchers, thus facilitating an international network among the next generation of specialists on youth issues, and 3) increase knowledge and understanding of African youth in the context of globalization that will contribute to better informed and more effective intervention on their behalf.

Anticipated Results: At the end of this pilot, the program will have sponsored 12 individual research projects on the theme of youth violence, activism and citizenship. Additionally, the following results are expected:

- 1) Young scholars in Africa and the U.S. will have honed their capacity to conduct research.
- 2) Institutional capacity at the partner institutions will have been strengthened to facilitate social science research on the continent
- 3) The capacity of host universities will have been strengthened to manage workshops and conferences, engage the youth through research and practice, and develop new academic and practitioner networks (host faculty and students).
- 4) Developed new curricula related to youth studies (courses: undergraduates, graduates, continuing education/training for government policy makers, government service providers, personnel, NGO practitioners.
- 5) Foster collaboration between African and American researchers (12 Fellows: 3 South Africans, 6 Africans from other countries, and 3 American).
- 6) Increased knowledge and understanding of African Youth in the context of globalization that will contribute to better informed and more effective interventions on their behalf (i.e., strengthened capacity for African universities and local, national, and international agencies operating in the youth field).

Status: The Project was approved by EDDI in September 2000. Funding for the Project will be transferred to AFF in November 2000 and Project implementation is expected to begin January 2001.

EDDI FUNDED UNSOLICITED PROPOSAL

Implementing Partner: Special Olympics, Inc.
1325 G Street, N. W., Suite 500
Washington, D. C. 20005-3104

Project Title: Special Olympics for Africa

Category: Community Partnership
Host Country: Namibia and Swaziland
Funding Amount: \$400,000
Funding Period: 2001-2003

Project Description: This program is designed to help integrate those with mental retardation more into the democratic framework of their countries by focussing on their strengths as opposed to limitations. The program offers leaders, coaches, volunteers, and family members with ways, through participation in sports, to help train athletes with mental retardation for competition. Concepts such as doing one's best, sharing, cooperation, group membership and decision making, conflict management, and competition management are a part of the training of the athlete. Trainers and coaches focus on keeping athletes healthy and competitive, truly living up to the motto of "Let me win. But if I cannot win, let me be brave in the attempt." Technology is being used to register athletes, track their performances and activities, and keep records of health statistics. Technology will also be used for specific training modules.

Cooperating Institutions: Local chapters of Special Olympics, institutes for democracy, professional organizations for those working with those with mental retardation. Other institutions to be determined.

Targeted Population: Those with mental retardation from ages six years through adulthood will be the target athletes. Community members will become coaches, trainers, fund raisers, and publicity advertisers and have their skills in these areas strengthened.

Goal: To integrate those with mental retardation into the democratic framework of the countries by being recognized for their abilities. The athletes will learn more about fundamental democratic principles which may be applied to their daily lives.

Anticipated Results: Participants will have stronger social skills, self esteem, and athletic training. Societies will have a better appreciation of citizens with mental retardation and, by working with them in various capacities, there will be broader democratic participation. There will be a regional competition to allow the new programs in Namibia and Swaziland to compete internationally.

Status: Funding will be to the contractor to begin program in January 2001. Dr. Carolyn Coleman and Dr. Major Gladden have done feasibility assessment visits to Namibia and Swaziland.

EDDI-Funded Higher Education Partnerships

Angola

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|--|--|
| <p>Agostinho Neto University (ANU) & Mississippi Consortium for International Development (MCID)</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Strengthening Institutional Partnership in Higher Education for International Development</u> This partnership seeks to enhance ANU's capacity to train public administrators in support of a democratic government, strengthen its management and administrative capacity, and internationalize MCID institutions. This project will help to increase national reconciliation through strengthened democratic and political institutions in Angola.</p> |

Benin

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>National University of Benin (UNB) & West Virginia State College (WVSC)</p> <p><i>(with The College Fund (UNCF) as implementing partner)</i></p> | <p><u>Strengthening Society by Building Skills with Public Archives</u> Using the academic libraries at West Virginia State College and the National University of Benin as focal points, this partnership will increase information literacy and cultural understanding among students, faculty, staff, and community residents to enhance human capacity development, especially among women. The major goals of the project are enhanced leadership roles for women in their communities, increased information literacy and the formation of a substantial and sustainable bridge between American and Benin societies.</p> |

Botswana

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|--|
| <p>University of Botswana & Oregon State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Building Capacity for the Sustainable Management of Natural Resources</u> The objective of this project is to increase regional capacity in sustainable management of natural resources.</p> |

Botswana
(continued)

| Partnership Institutions | Project Title |
|--|---|
| <p>University of Botswana & University of Natal School of Education (South Africa) & Stanford University School of Education</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Educational Policy Project</u> Collaboration between these universities will focus on developing and implementing research programs in educational policy.</p> |
| <p>University of Botswana & Washington State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Closing The Gap Between Science, Education, & Application for On-The-Ground Impact: A Higher Education Challenge</u> The objective of this project is to design a joint advanced-degree program in environmental science and conduct-applied research and outreach with community partners.</p> |
| <p>University of Botswana</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>University of Botswana & Cleveland State University</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Strengthening Masters of Public Administration Programs</u> These partners will work to strengthen the Master's of Public Administration degree programs at the University of Botswana. Special attention will be given to developing the environmental management, human-resource management, and public & comparative public administration programs.</p> |

Eritrea

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|--|--|
| <p>University of Asmara & Riverside Community College</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Riverside-Asmara Connection: REKEB</u> This partnership seeks to develop a computer and business curriculum that is consistent and compatible with the needs of both institutions. This project promotes and encourages broad-based, sustainable economic growth .</p> |

Ethiopia

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>Alemaya University of Agriculture (AUA) in Ethiopia & Langston University</p> <p><i>(with The College Fund (UNCF) as implementing partner)</i></p> | <p><u>Enhancing Institutional Research and Extension Capabilities for Increased Food Security Through Improved Goat Production</u> This partnership will strengthen the international development capabilities of both institutions through a combination of collaborative research, training, and outreach activities that combat current constraints to improved goat production. Women are targeted as major cooperators in the project. The major objectives are: (a) to increase the research, teaching, and extensions capabilities of AUA staff in accordance with its mandate to better serve the development needs of the region, (b) to enhance household food production, income, and health status through targeting increased goat productivity and women in development by providing goats and appropriate technology to women's groups for goat production, (c) to increase Langston University's international involvement and development impact, and (d) to promote internationalization of LU staff by increasing their awareness of other cultures and a variety of development issues.</p> |
| <p>Awassa College of Agriculture & Langston University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Enhanced Education and Computer Capabilities: The Foundation for Sustained Collaboration</u> This partnership works to strengthen the educational missions and agricultural development impact of both institutions through training, collaborative research, and a development program targeting women. This project will help to enhance household food security in target areas.</p> |

Ghana

Partnership Institutions

Project Title

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|--|--|
| <p style="text-align: center;">University of Cape Coast (UCC) & Florida A&M University</p> | <p><u>Ghana Doctoral Initiative</u> The Ghana Doctoral Initiative is a partnership between Florida A & M University and the University of Cape Coast for the establishment of a non-traditional Distance Learning Doctor of Philosophy Degree Program in Educational Leadership. This project is designed to build UCC's capacity to award Ph.D. degrees in Educational Leadership.</p> |
| <p style="text-align: center;">University of Cape Coast (UCC) & University of Maryland Eastern Shore (UMES)</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Sustainable Tourism Development in the Central Region of Ghana</u> UMES and UCC have partnered to help Ghana's Central Regional Development Committee (CEDECOM) and local entrepreneurs promote private sector-led tourism in the region. This partnership helps universities improve teaching, research, and service to the community to improve efforts on development priorities in Ghana's Central Region.</p> |
| <p style="text-align: center;">University of Ghana Faculty of Law & Northwestern University School of Law</p> <p style="text-align: center;"><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Partnership with Higher Education for Democratic Decentralization in Ghana</u> This partnership will work to develop curricula and innovative teaching methods in the areas of women's issues and children's rights. Also, this partnership will develop community outreach programs and improve the library resources available at the University of Ghana.</p> |
| <p style="text-align: center;">Institute of Local Government Studies & University of Delaware</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Partnership with Higher Education for Democratic Decentralization in Ghana</u> The objective of this partnership is to develop intranet and distance-learning capacities for training and research in public administration for local government officials.</p> |

Ghana
(continued)

| Partnership Institutions | Project Title |
|---|---|
| <p style="text-align: center;">University of Cape Coast (UCC) & University of South Florida</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Strengthening Educational Assessment by Supporting Cross-Atlantic Partnerships in Education (SEASCAPE)</u></p> <p>The primary institutional linkages to be strengthened and sustained through this partnership are those internal to Ghana – between the UCC and the University College of Education of Winneba (UCW) and the technical resources of the Curriculum Research & Development Division (CRDD) and other Ghana Education Service (GES) Divisions and Units. The partners will address issues such as instruction and training; technical assistance and capacity building; and assessment and curriculum implementation.</p> |
| <p style="text-align: center;">University of Cape Coast (UCC) & University System of Georgia (USG)</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Instructional Technology Training for Basic Education in Ghana</u></p> <p>A seven-member consortium of the University System of Georgia (USG) proposes to collaborate with the University of Cape Coast (UCC) to provide instructional technology training for basic (primary) education in Ghana. This project is central to the success of the Free, Compulsory, and Universal Basic Education (FCUBE) program introduced by the Government of Ghana. Sixteen UCC faculty and staff will be trained to become “super-trainers”. Training will cover all aspects of IT, from the traditional hands-on activities and use of manipulatives to the latest in computer-assisted multimedia presentation. Anticipated results are the upgrading of the pedagogical skills of Ghanaian teachers, transfer of appropriate instructional technology for primary education, human capacity development, and improvement in learning.</p> |

Kenya

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>University of Nairobi (Kenya) & University of the Western Cape (South Africa) & Howard University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Developing Collaborative Africa-America Graduate Schools</u> This partnership is building linkages to develop joint degree programs in development-related disciplines. This project will be a catalyst for long-term, sustainable transformation of the education sector in South Africa and Kenya.</p> |
| <p>University of Nairobi (Kenya) & State University of New York-Cortland</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>SUNY-Kenya Educational Partnership Project</u> This partnership introduces a community-college model into the Kenyan system of higher education in order to increase access to post-secondary education and to produce an educated and well-trained workforce needed for sustained development.</p> |

Malawi

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|--|---|
| <p>University of Malawi Bunda College of Agriculture & Lincoln University of Missouri</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Addressing Childhood Malnutrition, Health, & Survival: A Systems Approach to Promoting Household Food Security & Rural Enterprise in Malawi</u> The current proposal builds on a pilot effort in 8 villages. Their pilot effort showed that the introduction of goat milk and soybean flour into the diet of children significantly improved their nutritional status, and decreased incidences of common ailments in Mlewa and Mlubzya villages. Through EDDI support, this partnership will continue work to examine the effects of consumption of goat milk/meat and soybean flour in improving childhood nutrition, and survival of children. This will be accomplished through distribution of improved dairy goats, access to iodized salt, digging of boreholes and pit latrines, and the introduction of agroforestry and soil nutrient management in a systems approach..</p> |

Malawi
(continued)

| Partnership Institutions | Project Title |
|---|--|
| <p>University of Malawi</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>Malawi Institute of Management & Tennessee State University</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Strengthening Management Training</u></p> <p>This partnership will work to promote and strengthen management training programs at both universities.</p> |
| <p>College of Education/Domasi (MIE/DCE) & Virginia Polytechnic Institute and State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Incorporating Research to Encourage Ongoing Development and Evaluation of Malawi Basic Education Policy Programs</u></p> <p>The proposal focuses its efforts at the level of the teacher education institutions, providing a process in which the research competencies of all those involved in tutor and pre-service teacher preparation programs are enhanced. This partnership focuses on increase access to and quality and efficiency of a basic education -- especially for girls. The project will assess the existing skills and tools in program and policy research and evaluation at DCE; develop a plan that will introduce the requisite skills and applications of education research into teacher education; and identify and train DCE faculty who will teach research skills and applications to primary school educators and who will provide leadership for systematic and continuous program evaluation at the several Malawi teacher education institutions.</p> |

Mozambique

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>Eduardo Mondlane University (EMU) & New York University's Wagner Graduate School</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Public-Service Performance Management and Program Evaluation</u> This partnership will develop a program at EMU in public service performance management and program evaluation with specialized classes at both universities. Also, distance learning courses, televideo conference courses, and Internet usage courses will be developed. When fully developed, the program will allow Mozambican students to qualify for degrees at New York University.</p> |
| <p>Centro de Experimentacao Florestal</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>Universidad Eduardo Mondlane</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>University of Pretoria (South Africa) & Catholic University – Mozambique & West Virginia University</p> | <p><u>Information Technology Partnership</u> This partnership will promote the use of information and communication technologies to improve internet connectivity and technology use for education development.</p> |

Namibia

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>Polytechnic of Namibia (PON) & Highline Community College</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>An International Development Partnership: Higher Education Linkages with Namibia</u> This partnership will increase the administrative and programmatic capacity of PON through the establishment of a Center for Entrepreneurial Development. This activity will contribute to enhancing the roles for historically disadvantaged Namibians in NGOs and key public and private sector organizations.</p> |

Nigeria

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|--|---|
| <p>University of Jos & University of Ibadan & University of Iowa</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Information Technology Connectivity and Development</u> The project is designed to assist university administrators in planning and building an information technology infrastructure.</p> |
| <p>Bayero University & Emporia State University</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Library & Information Technology Development</u> This partnership will work to improve library and information technology capacity at Bayero University.</p> |
| <p>International Institute of Tropical Agriculture (IITA) – Ibadan</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |

Nigeria
(continued)

Partnership Institutions

Project Title

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|--|---|
| <p style="text-align: center;">Nigerian National Universities Commission (NUC) & University of Iowa</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Building Digital Technical Capacity at Nigerian Universities: Laying the Foundation for Greater Digital Participation and Collaboration</u></p> <p>This project will develop the capacity of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at Nigerian universities. This partnership will work to identify pressing and common information technology (IT) needs at the universities and will help Nigerian universities to work together to develop similar computer systems for cross-compatibility. This project emphasizes the delivery of large-scale, cost-effective training within Nigeria (what Nigerians would call "on-seat" training) to over 80 participants. A great emphasis will be placed on training participants to teach the skills they acquire in the program. EDDI funds will act as a catalyst for establishing a strong, sustainable internal capacity in Nigeria for producing highly skilled technicians and computer support personnel. Also, these partners will work to identify private sector partners who can provide training materials, software donations, or low-cost licensing & technical support to Nigerian universities.</p> |
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Senegal

Partnership Institutions

Project Title

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|---|---|
| <p style="text-align: center;">Université Gaston Berger de Saint Louis & University of Massachusetts, Boston</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Partnership in Higher Education between Unité de Formation et de Recherche des Sciences Juridiques et Politiques Université Gaston Berger and the John W. McCormack Institute of Public Affairs</u></p> <p>This partnership is strengthening the capacity of Université Gaston Berger de Saint Louis by offering instruction and conducting research in Political Science, "Local Authorities" (meeting the needs of local government), and Business Law; and promoting economic development in surrounding communities. This project helps establish sustainable increases in private sector income generating activities in selected sectors.</p> |
| <p style="text-align: center;">Centre Universitaire Regional De Bambej & University of North Florida</p> <p style="text-align: center;"><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Creating Healthy Communities in Senegal: Linking Education to Community Needs and Values</u></p> <p>Three Florida institutions of higher education will partner with a new Regional University Center in Senegal to assist that Center in establishing a new educational effort for Senegal, designed to deliver a community-health-focused two-year degree program. The program will be based on proven models for community health education adapted to fit the needs and resources of the health delivery system of the interior of Senegal. US educators and public health administrators will provide assistance in Senegal focusing on development of the educational content including experiential training for students in community health settings. The project will help the center evaluate its accomplishments as a new educational program and the efforts of the project will be evaluated.</p> |

South Africa

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>University of Transkei & Howard University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Howard University/University of Transkei Collaboration To Produce the Emergency Medicine Internet Teaching Tool (EMITT)</u> This partnership is building human capacity at tertiary institutions in South Africa and providing applications for the internet in sub-Saharan Africa. This partnership will increase use of essential primary health care and HIV/AIDS services and prevention.</p> |
| <p>University of Western Cape & Ohio University</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>South-African Democratic Management of Schools</u> This partnership will develop and extend graduate degree programs in democratic education, extend outreach programs to broader communities and development greater competence in democratic management of schools</p> |
| <p>University of the Orange Free State & Edinboro University of Pennsylvania</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Family Math & Family Science Project</u> This partnership is building human capacity by educating parents, students, and teachers to value science and mathematics. Sustainable development results will be a transformed education system based on equity of access and quality</p> |
| <p>University of Pretoria (South Africa) & Catholic University – Mozambique & West Virginia University</p> | <p><u>Information Technology Partnership</u> This partnership will promote the use of information and communication technologies to improve internet connectivity and technology use for education development.</p> |

South Africa
(continued)

| Partnership Institutions | Project Title |
|--|--|
| <p>University of Botswana & University of Natal School of Education (South Africa) & Stanford University School of Education</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Educational Policy Project</u> Collaboration between these universities will focus on developing and implementing research programs in educational policy.</p> |
| <p>University of the Western Cape & University of Nairobi (Kenya) & Howard University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Developing Collaborative Africa-America Graduate Schools</u> This partnership is building linkages to develop joint degree programs in development-related disciplines. This project will be a catalyst for long-term, sustainable transformation of the education sector in South Africa and Kenya.</p> |
| <p>University of Durban, Westville & Middle Tennessee State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Sustainable Environmental Management of Informal Settlements in KwaZulu-Natal</u> This partnership works to apply water-modeling techniques to foster an equitable distribution of water resources in squatter communities. This project promotes improved access to environmentally sustainable shelter and urban services for a historically disadvantaged population.</p> |
| <p>University of North – South Africa</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |

South Africa
(continued)

| Partnership Institutions | Project Title |
|---|---|
| <p>National Access Consortium Western Cape (NACWC) & Highline Community College (WA) <i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Building Capacity for Workforce Development</u> This partnership supports NACWC's efforts to expand participation of the disadvantaged majority in the private sector. The project has helped the sustainable capacity-building development efforts of the education system to make certain that South African workers have appropriate and up-to-date skills for current & future employment.</p> |
| <p>University of Natal <i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>University of Natal, Pietermaritzburg & Bronx Community College (NY) <i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Partnership for Educational Workforce Development in the Midlands/iNdllovu Partnership for Lifelong Learning</u> This partnership provides training and educational development needs for the iNdllovu Consortium to help members be in compliance with the South African Qualifications Authority, the Ministry of Labor, and the Ministry of Education guidelines. This project is strategically designed to promote sustainable, broad-based economic growth</p> |
| <p>University of Fort Hare & Oregon State University <i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Sustaining International Development in Eastern Cape Province through Natural Resource Education, Affordable Housing Research & Development, and Technology Enhancement</u> This partnership is working to increase household incomes through the support of activities that create a business-friendly environment, particularly through increasing agricultural productivity with a continued emphasis on non-traditional exports.</p> |

South Africa
(continued)

| Partnership Institutions | Project Title |
|--|---|
| <p>University of Fort Hare</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>University of Pretoria</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>Vista University & Prince George's Community College</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Net\Work: An Information Technology Workshop Development Partnership</u></p> <p>This partnership focuses on helping Vista University, a historically-disadvantaged university with seven campuses in three provinces, overcome a shortage of Information Technology faculty by providing computer literacy and internet literacy in a distance education format.</p> |
| <p>Potchefstroom University & Florida State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>A Collaboration to Raise the Percentage of Disadvantaged Students Qualifying for University Admissions in South Africa</u></p> <p>This Proposal addresses the critical need to increase the percentage of South African students from disadvantaged areas who pass the matriculation examination and qualify for entry into universities. The expertise and experience of Florida State University's Learning System Institute, Potchefstroom University and the Star Schools will be combined in a partnership to provide a plan to use appropriate and scalable technology to increase the effectiveness of the limited number of qualified teachers within poor South African communities.</p> |

South Africa
(continued)

| Partnership Institutions | Project Title |
|---|--|
| <p>University of Durban-Westville</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>Eastern Cape Technikon & Texas Southern University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Promoting Community Learning Opportunities for Development</u></p> <p>This is an innovative project to promote both entrepreneurship and appropriate technology transfer in the Eastern Cape Region of South Africa. The partners will build on the experiences of a small-scale project already implemented by Eastern Cape Technikon. This project will utilize the expertise of Texas Southern faculty in both business and technology to make the expertise of the two institutions available to the residents of Eastern Cape Province, especially in rural areas. Through EDDI funds, this project will put in place a sustainable structure whereby participants will become trainers of others and help build internal capacity for expertise in setting-up NGO's to continue development work in rural communities.</p> |
| <p>Eastern Seaboard Association of Tertiary Institutions (ESATI) & Michigan State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Partnership between Tertiary Institutions and Disadvantaged Communities in KwaZulu-Natal for Capacity-Building in Internet Technology</u></p> <p>This partnership will work to link universities and disadvantaged communities using internet technology and will also work to train technicians to help build human-resource capacity for managing internet technology implementations.</p> |
| <p>Fort Cox College of Agriculture</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |

South Africa
(continued)

| Partnership Institutions | Project Title |
|--|---|
| <p>University of Durban-Westville (UDW) & Pennsylvania State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Upward Bound University-Wide Academic Enrichment Program (UBEP)</u></p> <p>This partnership will strengthen the educational mission of teaching, research and service for each institution through the project's focus on the educational needs of a diverse student population. The collaboration will design and coordinate in-service teacher preparation programs for secondary school teachers participating in the UBEP initiative; design, coordinate and evaluate student preparation programs for the UBEP initiative; evaluate and assess the impact of the program on student retention and student motivation; provide training and support for UDW faculty involved in UBEP; and research, document and disseminate the impact of the program to professional communities.</p> |

Tanzania

| Partnership Institutions | Project Title |
|---|--|
| <p>Open University of Tanzania</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u></p> <p>KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |
| <p>The Open University of Tanzania (OUT) & New Hampshire College</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Community Economic Development Program</u></p> <p>This partnership will build a graduate program in Community Economic Development for practitioners working in self-help and self-help support NGOs throughout Tanzania. The OUT has over 25 learning centers throughout Tanzania. This initiative will provide higher learning and community economic development training to community leaders and social entrepreneurs who ordinarily would not have an opportunity to obtain training and skills development.</p> |

Uganda

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|---|---|
| <p>Makerere University & Ohio State University</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Building University Outreach Capacity in Africa: A Pilot Agribusiness Management Program at Makerere University</u></p> <p>The main purpose of this project is to facilitate and promote sustainable linkages between the recently created Agribusiness Ms.C. Program at Makerere University and the Ugandan private sector in order to develop a model of effective university/stakeholder interaction. This project promotes increased rural household incomes through the support of activities that create a business-friendly environment, particularly through increasing agricultural productivity with a continued emphasis on non-traditional exports.</p> |
| <p>Makerere University & State University of New York – Albany</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Cooperative Program in Environmental Health</u></p> <p>This partnership will address health issues that prevent Uganda from becoming an economically vibrant participant in the world economy. The initial focus will be on clean drinking water and wastewater and solid-waste management. These partners will also work to create a new Department of Environmental Health Sciences at Makerere University and to train faculty.</p> |

Zambia

| <i>Partnership Institutions</i> | <i>Project Title</i> |
|--|--|
| <p>Copperbelt University of Zambia (CBU) & Cleveland State University (CSU)</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>CSU-CBU Partnership</u></p> <p>This partnership seeks to develop training programs at Copperbelt University that will help small and medium-sized firms improve their productivity and quality and thus their competitiveness in southern African markets. This project will help to increase the efficiency and productive capacity of rural non-farm enterprises</p> |

Zambia
(continued)

| Partnership Institutions | Project Title |
|--|--|
| <p style="text-align: center;">University of Zambia & University of Kansas</p> <p><i>(with the State Department's Bureau of Educational and Cultural Affairs as implementing partner)</i></p> | <p><u>Environment & Natural Resources Project</u> This partnership will focus on developing technology applications and curricula in environmental science with an emphasis on the impact of urbanization, urban mining, pollution, landuse/land-cover change, and deforestation. Also, the future of the Zambian water supply will be analyzed.</p> |

Zimbabwe

| Partnership Institutions | Project Title |
|--|---|
| <p style="text-align: center;">University of Zimbabwe</p> <p><i>(with Association Liaison Office for University Cooperation in Development as implementing partner)</i></p> | <p><u>Knowledge Exchange and Learning Partnerships (KELP)</u> KELP is a networking of networks organized to increase the leadership role of African post-secondary institutions in sustainable development.</p> |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------|----------------------|---|--|--|--|--------------------------|-------|
| Female Empowerment PowerNET | FY 1998 \$100,000 | <i>Benin Ambassador Girls' Scholarship</i> | CARITAS | Bahais, Proto Novo Deaf School and APEM | There are four cooperating partners distributing scholarships: CARITAS, Bahais, Porto Novo Deaf School and APEM. They are disbursing funds for the 1999-2000 school year for school fees, room and board, test fees, etc. They are also going to conduct mentoring activities. | Benin | |
| Female Empowerment - PowerNET | FY 1998 \$9,000 | <i>Botswana Ambassador's Girls' Scholarship</i> | Botswana Christian AIDS Intervention Program | | 90 Orphaned girls will receive the funds for vocational skills training, which will enable them to obtain employment and achieve self-sufficiency. | Botswana | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Burkina Faso Ambassador's Girl's Scholarship</i> | Burkina Faso | Peace Corps, FAWE | Proposed to fund 50 four-year scholarships for girls in Secondary schools. | Burkina Faso | |
| Female Empowerment-PowerNET | FY 1998 \$70,000 | <i>Cameroon Ambassador's Girl's Scholarship</i> | Cameroon | Peace Corps, American Embassy Self-Help Fund | Scholarships will be distributed at all levels. Over 600 girls will be reached through the scholarships. The Peace Corps volunteers are heavily involved in the implementation. | Cameroon | |
| Female Empowerment-PowerNET | FY 1998 \$22,834 | <i>Central African Republic Ambassador's Girls' Scholarship</i> | Central African Republic | American Embassy | Provide scholarships for 100 girls, grades 10-12 for registration fees, school supplies, uniforms and transportation. s | Central African Republic | |
| Female Empowerment-PowerNET | FY 1998 \$5,000 | <i>Chad Ambassador's Girls' Scholarship</i> | Chad | Lycee Sacre Coeur Abeche Girls' School | Scholarships will be provided to 20 girls in the junior and senior high school level who attend private school. The rest of the money will be used to purchase a photocopier for a different girls' school. | Chad | |
| Female Empowerment-PowerNET | FY 1998 \$37,500 | <i>Congo Ambassador's Girls' Scholarship</i> | Congo | Congo-US Alumni Association | Scholarships will be distributed to 100 girls at the secondary level | Congo | |
| Female Empowerment-PowerNET | FY 1998 \$30,000 | <i>Cote d'Ivoire Ambassador's Girls' Scholarship</i> | Cote d'Ivoire | Peace Corps, ASAPSU | WI is in the final stages of signing the LOA with ASAPSU. Peace Corps is heavily involved and it will hold activities such as "take our daughter to work" day. | Cote d'Ivoire | |
| Female Empowerment-PowerNET | FY 1998 \$45,000 | <i>Democratic Republic of Congo Ambassador's Girls' Scholarship</i> | DROC | N/A | Initial proposal indicated that funds would be used for intensive English language study. | DROC | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Equatorial Guinea Ambassador's Girls' Scholarship</i> | Equatorial Guinea | American Embassy- Yaounde | Program will be administered through American Embassy Yaounde. | Equatorial Guinea | |
| Female Empowerment-PowerNET | FY 1998 \$137,104 | <i>Ethiopia Ambassador's Girls' Scholarship</i> | Ethiopia | FAWE- Ethiopia | Scholarships will be disbursed to 15 secondary schools in selected regions, focusing on girls in ninth and tenth grades. | Ethiopia | |
| Female Empowerment-PowerNET | FY 1998 \$60,000 | <i>Gabon Ambassador's Girls' Scholarship</i> | Gabon | Peace Corps, Christian Missionary Alliance Gabon | Secondary school scholarships, Girls mentoring, and educational support. | Gabon | |
| Female Empowerment-PowerNET | FY 1998 \$40,000 | <i>Gambia Ambassador's Girls' Scholarship</i> | Gambia | Peace Corps, FAWE Gambia | Scholarships will be disbursed to 150 girls, grades 7-12 with help from the established Peace Corps program. | Gambia | |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-----------------------------|----------------------|---|-----------------------|---|---|--------------|-------|
| Female Empowerment-PowerNET | FY 1998 \$104,496 | <i>Ghana Ambassador's Girls' Scholarship</i> | Ghana | Peace Corps | Scholarships will be disbursed to 50 girls in secondary schools through FAWE. There will be no formal launching ceremony; Ambassador will meet with representative group of girls. Additional scholarships may be awarded through second/revised LOA. | Ghana | |
| Female Empowerment-PowerNET | FY 1998 \$98,500 | <i>Guinea Ambassador's Girls' Scholarship</i> | Guinea | Peace Corps, FAWE | Ninety-five primary school scholarships, 101 secondary school scholarships, girls mentoring and educational support. | Guinea | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>Kenya Ambassador's Girls' Scholarship</i> | Kenya | Peace Corps, KEPAWAE | Fifty-Six secondary school scholarships, girls mentoring. | Kenya | |
| Female Empowerment-PowerNET | FY 1998 \$60,000 | <i>Lesotho Ambassador's Girls' Scholarship</i> | Lesotho | World Vision; Peace Corps | Fifty secondary school scholarships. The initial proposal indicates assisting fifty needy girls to complete their high school education by the year 2001. There is also a mentoring component to train girls in leadership skills and character development. World Vision will be the recipient agency. | Lesotho | |
| Female Empowerment-PowerNET | FY 1998 \$36,000 | <i>Liberia Ambassador's Girls' Scholarship</i> | Liberia | JJ Roberts Foundation; UNICEF | Two Hundred forty secondary school scholarships for girls. | Liberia | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>Madagascar Ambassador's Girls' Scholarship</i> | Madagascar | JSI Research & training Institute, Inc. | 1108 Primary school scholarships, 40 university scholarships and 32 technical school scholarships. | Madagascar | |
| Female Empowerment-PowerNET | FY 1998 \$200,000 | <i>Mali Ambassador's Girls' Scholarship</i> | Mali | CEFIB, College Cheik Anta Diop | Mali has just released a new plan. They are going to work with 5 schools: 3 secondary, 1 technical, and 1 at the university level. All of the programs are multi-year, they target different students with variety of skills: information technology, journalism, general technical certificate, high school diploma. | Mali | |
| Female Empowerment-PowerNET | FY 1998 \$10,000 | <i>Mauritius Ambassador's Girls' Scholarship</i> | Mauritius | REACH (Restore Another Child's Hope) | Program 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 purchase uniforms, shoes and meals that are required for the students to enroll. | Mauritius | |
| Female Empowerment-PowerNET | FY 1998 \$75,000 | <i>Namibia Ambassador's Girls' Scholarship</i> | Namibia | University of Namibia; TUCSIN; Michelle McLean Children's Trust | The four cooperating partners will distribute scholarships to girls at the University and Secondary school levels. | Namibia | |
| Female Empowerment-PowerNET | FY 1998 \$50,000 | <i>Rwanda Ambassador's Girls' Scholarship</i> | Rwanda | FAWE Rwanda | FAWE is working with 6 schools to support almost sixty girls to finish high school. A mentoring program, to be conducted in October, will consist of role models visiting the schools and holding discussion on career guidance, confidence building, HIV/AIDS. | Rwanda | |
| Female Empowerment-PowerNET | FY 1998 \$30,000 | <i>Sierra Leone Ambassador's Girls' Scholarship</i> | Sierra Leone | | 300 Primary school scholarships. | Sierra Leone | |
| Female Empowerment-PowerNET | FY 1998 \$100,000 | <i>South Africa Ambassador's Girls' Scholarship</i> | South Africa | Institute of Bankers in South Africa | Scholarships for 17 female students at the Institute of Bankers to cover tuition and stipends for the FY 2000 school year. | South Africa | |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|---|---|--|---|-------------------------------|------------|
| Female Empowerment-PowerNET | FY 1998 \$25,000 | <i>Swaziland Ambassador's Girls' Scholarship</i> | Swaziland | Caritas-Orphanaid | This program will provide scholarships to AIDS-orphaned girls in the primary school level. | Swaziland | |
| Female Empowerment-PowerNET | FY 1998 \$75,000 | <i>Tanzania Ambassador's Girls' Scholarship</i> | Tanzania | TAWLAE | Sixty secondary school scholarships for girls. | Tanzania | |
| Female Empowerment-PowerNET | FY 1998 \$50,000 | <i>Togo Ambassador's Girls' Scholarship</i> | Togo | Peace Corps, IIFEG | Two hundred girls' scholarships. Several NGOs will be included in scholarship administration and mentoring programs; there is no single NGO with nation-wide coverage. | Togo | |
| Female Empowerment-PowerNET | FY 1998 \$380,000 | <i>Uganda Ambassador's Girls' Scholarship</i> | Uganda | Peace Corps, FAWE | Scholarships (4 years of support) will be distributed to 150 girls, placed in 17 schools. Mentoring is also part of this program with exact number of girls participating to be determined. | Uganda | |
| University-to-Community (ALO) | FY 1998 \$49,999 | <i>Building Capacity for Workforce Development</i> | Highline Community College Washington; Shoreline Community College, Washington; Community Colleges of Spokane, WA | National Access Consortium Western Cape in South Africa | The purpose of this relationship is for the U.S. institutions to assist NACWC in building its institutional capacity to 1) train employees of small-and mid-level size firms, and 2) provide quality education and training for employment for disadvantaged adults and out-of-school youth. | South Africa | Washington |
| University-to-University Partnership (ALO) | FY 1998 \$49,999 | <i>Net/Work: An Information Technology Workshop Development Partnership</i> | Prince George's County Community College | Vista University (South Africa) | The Net/Work partnership seeks to help Vista University in South Africa with seven campuses in three provinces, overcome a shortage of IT faculty by providing Computer Literacy and Internet Literacy in a distance education format to a substantially disadvantaged student population. | South Africa | Maryland |
| Policy and Democracy Networks (ECA) | FY 1999 \$134,985 | <i>The Internet and Women's Democratic Organizing: Promoting Civil Society and Democratic Networking in West Africa</i> | Michigan State University | 10 Women leaders from specific countries. (Institute of African Democracy, West African Research Centre and CODESRIA) | Michigan State University will work to promote grassroots democracy and more effective and widespread participation of African women in the political life of their countries, through the use of the internet for information sharing, research and network building. MSU will invite 10 women leaders from Ghana, Mali, Nigeria and Senegal to Michigan and Washington, DC for internet training and democracy workshops. MSU program leaders will then travel to West Africa to conduct local training sessions and participate in related policy discussions. An additional 10 African women will travel to the U.S. for Internet training. | Ghana, Mali, Nigeria, Senegal | Michigan |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|--|---------------------------------------|--|---|-----------------------|----------------------|
| University-to-University Partnership (ALO) | FY 1999 \$99,900 | <i>An International Development Partnership: Higher Education Linkages with Namibia</i> | Highline Community College | Polytechnic of Namibia | The objective of this project is to enhance roles for historically disadvantaged Namibians in NGOs and key public and private sector organizations. This project emerged from the Polytechnic of Namibia (PON) strategic plan and its existing relationship with Highline Community College. HCC combined its expertise with that of Eastern Iowa Community College District (EICCD) to work with the PON to increase its administrative and programmatic capacity through the establishment of a Center for Entrepreneurial Development. | Namibia | Washington |
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>Sustainable Tourism Development in the Central Region of Ghana</i> | University of Maryland: Eastern Shore | University of Cape Coast Ghana | With an institutional Partnership funds from the Association Liaison Office for University Cooperation in Development through cooperative agreement with USAID, UMES, and UCC will help Ghana's Central Regional Development Committee (CEDECOM) and local entrepreneurs promote private sector-led tourism in the region. The partnership will help universities improve teaching, research and service addressed to development priorities in Ghana's Central Region. | Ghana | Maryland |
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>Family Math and Family Science Project</i> | Edinboro University of Pennsylvania | University of the Orange Free State (South Africa) | This partnership seeks to further USAID strategic goal of building human capacity by educating parents, students, and teachers to value important scientific and mathematical concepts. The objective is being achieved by the establishment of the Regional Center for Mathematics and Science Education at the University of the Orange Free State (UOFS) in Bloemfontein, South Africa | South Africa | Pennsylvania |
| University-to-University Partnership (ALO) | FY 1999 \$99,997 | <i>Developing Collaborative Africa- American Graduate Schools (CAGS)</i> | Howard University | University of the Western Cape South Africa/ University of Nairobi , Kenya | This partnership between Howard University, the University of the Western Cape (South Africa), and the University of Nairobi (Kenya) seeks to develop joint degree programs in development-related disciplines among U.S. and African institutions. | Kenya South Africa | District of Columbia |
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>Sustainable Environmental Management of Informal Settlements in KwaZulu-Natal</i> | Middle Tennessee State University | University of Durban, Westville (South Africa) | This partnership seeks to apply water modeling techniques to foster equitable distribution of water resources in squatter communities in KwaZulu-Natal, South Africa; develop outreach activities in squatter communities; and promote meaningful interaction and sustainability between the institutions involved in the partnership effort. | South Africa | Tennessee |
| University-to-University Partnership (ALO) | FY 1999 \$96,442 | <i>Building University Outreach Capacity in Africa: A Pilot Agribusiness Management Program at Makerere University</i> | Ohio State University | Makerere University (Uganda) | The main purpose of the Ugandan Agribusiness Partnership Project is to facilitate and promote linkages between the recently created Agribusiness M.S.C. Program at Makerere University and the Ugandan private sector in order to develop a model of effective university/stakeholder interaction. | Uganda | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|--|---|---|--|---|---|----------------------|
| University-to-University Partnership (ALO) | FY 1999 \$100,000 | <i>SUNY-Kenya Educational Partnership Project</i> | State University of New York-Courtland | University of Nairobi | The SUNY Kenya Educational Partnership Project (SKEP) seeks to introduce a community college model into the Kenyan system of higher education in order to increase access to post-secondary education and to produce an educated and well-trained workforce needed for sustained development. Partners conducted a conference from March 13-17, 2000 in Kenya to assess educational and professional needs there. | Kenya | New York |
| University-to-University Partnership (ALO) | FY 1999 \$98,753 | <i>Partnership In Higher Education</i> | University of Massachusetts-Boston | Universite' Gaston Berger de Saint Louis | The partnership seeks to (1) strengthen the capacity of Universite' Gaston Berger de Saint Louis, Senegal, by offering instruction and conducting research in Political Science, "Local Authorities" (meeting the needs of local government), and Business Law, and (2) promote economic development in its surrounding communities. | Senegal | Massachusetts |
| <i>Hubert Humphrey Program</i> | FY 2000 \$144,000 FY 2000 \$405,000 | <i>Hubert Humphrey Program</i> | HH Humphrey HH Humphrey | U.S. State Department ECA U.S. State Department ECA | To fund three additional HH Humphrey Fellows in FY 2000 with special interest in Girls Education. To fund eight additional fellows in 2001 and 2002 with special interest in girls' education and educational reform | Namibia, Madagascar, Senegal | Pennsylvania |
| Policy and Democracy Networks (ALO) | FY 2000 | <i>Partnership with Higher Education for Democratic Decentralization in Ghana</i> | University of Delaware | Institute of Local Government Studies | The objective of this partnership is to develop intranet and distance learning capacities for training and research in public administration for local government officials. | Ghana | Delaware |
| Policy and Democracy Networks (ECA) | FY 2000 \$164,936 | <i>African Law Initiative: Children's Rights Project</i> | American Bar Association Fund for Justice and Education | Twelve African Law specialists from four participating countries | The ABA will conduct a three-phase project to enhance the quality of juvenile justice and to help build the human and institutional capacities for protecting children's rights in four African countries and the United States. The final report from this workshop will contain concrete recommendations for legal system improvements that will increase the quality of juvenile justice and child protection. U.S. children's law specialists will visit the participating African countries for extended visits to follow-up on the workshop recommendations | Kenya, Malawi, Tanzania, and Uganda | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|----------------------|--|---|---|--|--------------|----------------------|
| Policy and Democracy Networks (ECA) | FY 2000 \$164,959 | <i>Strengthening the Role of NGOs in Rwandan Reconciliation</i> | Institute for Conflict Analysis and Resolution (ICAR) – George Mason University | Ten Rwandan NGOs | ICAR will strengthen the role of ten NGOs working to promote reconciliation in Rwanda through: a) capacity-building workshops; b) seed grants to Rwandan NGOs to support community-based reconciliation projects; c) site visits to monitor seed grant projects; and d) evaluation sessions to assess outcomes and share lessons learned. The activity builds on a FY 1998 ECA/PE/C grant that supported an U.S.-based training program and in-country workshops on NGO management and conflict resolution. | Rwanda | Virginia |
| Policy and Democracy Networks (ECA) | FY 2000 \$120,000 | <i>South African Democratic Management of Schools</i> | Ohio University | University of Western Cape (South Africa) | This partnership will develop and extend graduate degree programs in democratic education, extend outreach programs to broader communities and development greater competence in democratic management of schools | South Africa | Ohio |
| Policy and Democracy Networks (ECA) | FY 2000 \$165,000 | <i>West African Citizen's Exchange Project for Civic Educators</i> | Street Law, Inc. | CIVITAS Ghana | Street Law, Inc. will expand their Nigerian project to include Ghana, working again with university law faculties and NGOs to develop a locally relevant democracy curriculum in secondary schools. | Ghana | District of Columbia |
| Policy and Democracy Networks (ECA) | FY 2000 \$165,000 | <i>Project Citizen</i> | Center for Civic Education | CIVITAS Nigeria | Center for Civic Education is working with CIVITAS-Nigeria and other civil society NGOs to adapt "Project Citizen" for testing and use in Nigerian schools. | Nigeria | District of Columbia |
| Policy and Democracy Networks (ECA) | FY2000 \$164,936 | <i>West African Citizen's Exchange Project for Civic Educators</i> | Street Law, Inc. | CIVITAS Nigeria | Street Law, Inc., in cooperation with CIVITAS Nigeria, will implement a pilot democracy education curriculum to promote civic education instruction by law students to secondary school students in Nigeria. Project activities include: 1) a U.S. based study tour for eight civic educators, law students and deans from three law schools in Nigeria, to learn skills for teaching practical law and setting up a law school clinic; 2) development of the Nigerian curriculum; 3) seed grants (\$2,000 each) to Nigerian law schools to establish legal clinics; 4) teacher training and consultations in Nigeria. | Nigeria | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|---------------------|--|----------------------------|---|---|--------------|----------------------|
| | | | | | | | |
| Policy and Democracy Networks (ECA) | FY2000 \$165,000 | <i>Diversity, Freedom and Democracy: Civic Education for Nigerian Educators (Project Citizen)</i> | Center for Civic Education | CIVITAS | The Center for Civic Education, in cooperation with CIVITAS Nigeria, will implement a pilot democracy education curriculum in Nigeria, based on CCE's Project Citizen materials. Activities include: 1) development of the Nigerian curriculum and printing of 5,000 textbooks; 2) establishment of a network of Nigerian teacher trainers; 3) a U.S. study tour for four Nigerian civic educators to observe Project Citizen in schools in three diverse communities; 4) a conference to discuss teachers' experiences in the pilot project and to develop a plan for national expansion in Nigeria. | Nigeria | District of Columbia |
| Technology (ALO) | FY 2000 | <i>Partnership Between Tertiary Institutions and Disadvantaged Communities in KwaZulu-Natal for Capacity Building in Internet Technology</i> | Michigan State University | Eastern Seaboard Association of Tertiary Institutions | The objective of this project is to link universities, technicians, and disadvantaged communities using internet technology. | South Africa | Michigan |
| Technology (ALO) | FY 2000 \$99,580 | <i>Building Digital Technical Capacity at Nigerian Universities: Laying the Foundation for Greater Digital Participation and Collaboration</i> | University of Iowa | Nigerian National Universities Commission | The objective of this partnership is to improve capacity of computer support personnel to develop, maintain and promote the use of computers at Nigerian universities. | Nigeria | Iowa |
| Technology Enhancement | FY 2000 \$49,792 | <i>EDDI Technology Enhancement Project</i> | Bronx Community College | University of Natal Pietermaritzburg | The thrust of this project is to establish programs for workforce development in the Midlands of South Africa. A Midlands Virtual Partnership College will be established to support this effort. Activities to include video conferencing; data collection and storage; and data base for partnership college. | South Africa | New York |
| Technology Enhancement | FY 2000 \$49,924 | <i>EDDI Technology Enhancement Project</i> | Highline Community College | Polytechnic of Namibia | The sustainability program is focused on the establishment of a Center for Entrepreneurial Development. The purpose of the technology grant is to procure equipment and materials needed to integrate technology in the instructional process, with a focus on computer assisted instruction. The request is justified and appropriate in furtherance of the objectives of the sustainability project | Namibia | Washington |
| Technology Enhancement | FY 2000 \$49,999 | <i>EDDI Technology Enhancement Project</i> | Cleveland State University | Copperbelt University of Zambia | The purpose of the sustainability project is to develop and deliver short-term courses on productivity and quality improvement to industrial firms in Zambia. The requested technology enhancement will be used in the establishment of computer labs to service internet-based learning. This will augment the efforts of the sustainability project. | Zambia | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|------------------------|---------------------|--|--|--|--|-----------------|-------------|
| Technology Enhancement | FY 2000 \$49,930 | <i>EDDI Technology Enhancement Project</i> | Highline Community College | National Access Consortium Western Cape | The purpose of this project is to support tertiary education in Western Cape of South Africa. It will establish a center for extended learning that will serve as a model for training-the-trainer program. This will facilitate the delivery of customized training to a wide variety of clients in the Western Cape community. This program will augment these efforts by incorporating the training program computer-based training and communication. | South Africa | Washington |
| Technology Enhancement | FY 2000 \$50,000 | <i>EDDI Technology Enhancement Project</i> | Langston University | Awassa College of Agriculture | Project is designed to allow the faculty at Awassa College of Agriculture to improve their teaching and extension skills by incorporating computer technology in their teaching and research. The technology enhancement proposal will augment the efforts of the sustainability program through the acquisition of and incorporation of state-of-the-art computer facilities in the on-going program. | Ethiopia | Oklahoma |
| Technology Enhancement | FY 2000 \$50,000 | <i>EDDI Technology Enhancement Project</i> | Mississippi Consortium for International Development | Agostinho Neto University | Project is aimed at allowing the partnering institutions to improve their capacities for institutional management and international education. The technology enhancement will support a degree granting program utilizing multi-media techniques. Focus will be placed on on-line course development and development of educational programs using a variety of electronic media, e.g., CDROM. The proposal is consistent with and will enhance the objectives of the sustainability project. | Angola | Mississippi |
| Technology Enhancement | FY 2000 \$4,911 | <i>EDDI Technology Enhancement Project</i> | Oregon State University | Fort Cox College of Agriculture | This project is focused on strengthening academic infrastructure in forestry in Southern Africa with emphasis on curriculum development, and management of forestry resources. The Technology Enhancement grant will augment these efforts through: establishment of GIS, and the incorporation of computer technology in communication and training. It is consistent with and will enhance the objectives of the sustainability program. | Southern Africa | Oregon |
| Technology Enhancement | FY 2000 \$34,900 | <i>EDDI Technology Enhancement Project</i> | Consortium of Maryland Community Colleges (Lead by P.G. Community College) | Vista University, Port Elizabeth, South Africa | Project focused on providing technology education to disadvantaged populations in South Africa through Vista University and its affiliated seven campuses. The Technology enhancement will augment the efforts of the project by establishing open labs at each of the Vista campuses; establishing on-line internet based literacy course; and training in internet course development and delivery | South Africa | Maryland |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|--|---------------------------------------|--|--|--------------------|----------------------|
| Technology Enhancement | FY 2000 \$47,500 | <i>EDDI Technology Enhancement Project</i> | Riverside Community College | University of Asmara | Partnership will enhance programs in computer information systems and business; establish more partnerships with other community colleges; train law enforcement professionals; and train public health workers. The request will augment the objectives of the sustainability program by developing computer-based training and instruction; and development of technology-driven workforce improvement programs. | | California |
| | FY 2000 \$175,000 | <i>International Book Bank EDDI Unsolicited Funded Project</i> | Brother's Brother Foundation | In-country recipient organizations, local NGOs and US Agencies stated at the Post. | Brother's Brother Foundation ships donated books to countries in need. Their motto is, "Connecting People's Resources with People's Needs." BBF relies on partnerships with organizations and government agencies to inform them of identified needs and to ensure that donations reach destitute communities. The receiving organization selects not only the titles but also the appropriate quantity of each title to meet its needs. Book allocations from the donation lists are based on the recipients' expressed needs and requests. | Sub-Saharan Africa | District of Columbia |
| Technology Enhancement | FY 2000 | <i>EDDI Technology Enhancement Project</i> | Middle Tennessee State University | University of Durban, Westville | Purpose of the project is to provide training directed towards water and sanitation, and related environmental health issues. The requested technology enhancement will be used in establishment of a GIS laborator that will facilitate training and research in environmental health issues. | | Tennessee |
| University to University Partnership (ECA) | FY 2000 \$120,000 | <i>University-to University Partnership in Law: Ghana</i> | Northwestern University School of Law | University of Ghana Faculty of Law | For Ghana, the emphases are to develop curricula in the areas of women's issues and children's rights, innovative teaching methods in these areas, community outreach programs, library resources, and research. For Northwestern, the purpose is to add an African dimension to its international law program. | Ghana | Illinois |
| University-to University (ALO) | FY 2000 \$100,000 | <i>Upward Bound University-Wide Academic Enrichment Program</i> | Pennsylvania State University | University of Durban-Westville | This project is designed to increase institutional capacity to better serve and maintain students from disadvantaged countries. | South Africa | Pennsylvania |
| University-to University (ALO) | FY 2000 \$96,432 | <i>Cooperative Program in Environmental Health</i> | State University of New York-Albany | Makerere University | The objective of this project is to create a new department of environmental health services | Uganda | New York |
| University-to University (ALO) | FY 2000 | <i>Closing the Gap Between Science, Education and Application for on-the-Ground Impact: A Higher Education Challenge</i> | Washington State University | University of Botswana | The objective of this project is to design a joint advanced degree program in environmental science and conduct-applied research and outreach with community partners. | Botswana | Washington |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|-----------------------------|---|---|---|--|---|----------------------|
| University-to-University Partnership (ALO) | FY 2000 \$99,990 | <i>A Collaboration to Raise the Percentage of Disadvantaged Students Qualifying for University Admission in South Africa</i> | Florida State University | Potchefstroom University, South Africa | The objective of the project is to raise the percentage of disadvantaged students qualifying for university admission in South Africa. | South Africa | Florida |
| University-to-Community (ALO) | FY 2000 \$99,021 | <i>Addressing Childhood Malnutrition, Health & Survival: A Systems Approach to Promoting Household Food Security & Rural Enterprise in Malawi</i> | Lincoln University of Missouri | University of Malawi Bunda College of Agriculture | The objective of this project is to examine effects of increased consumption of goat milk/meat and soybean flour on child survival. | Malawi | Missouri |
| University-to-Community (ALO) | FY 2000 \$99,925 | <i>Community Economic Development Program</i> | New Hampshire College | The Open University of Tanzania | The objective of this project is to provide higher learning and community economic development training to community leaders and social entrepreneurs. | Tanzania | New Hampshire |
| University-to-Community (ALO) | FY 2000 \$99,122 | <i>Building Capacity for the Sustainable Management of Natural Resources</i> | Oregon State University | University of Botswana | The objective of this project is to increase regional capacity in sustainable management of natural resources. | Botswana | Oregon |
| University-to-Community (ALO) | FY 2000 \$100,000 | <i>Promoting Community Learning Opportunities for Development</i> | Texas Southern University | Eastern Cape Technikon | The objective of this partnership is to develop a series of community workshops on business skills, maintenance of photovoltaic devices, and clothing design. | South Africa | Texas |
| University-to-University (ALO) | FY 2000 \$99,998 | <i>Creating Healthy Communities in Senegal: Linking Education to Community Needs and Values</i> | University of North Florida | Centre Universitaire Regional De Bambey | The objective of this partnership is to develop a community college model-based program in community health adapted to the needs and resources of the local health system. | Senegal | Florida |
| University-to-University (ALO) | FY 2000 \$99,878 | <i>Strengthening Educational Assessment by Supporting Cross-Atlantic Partnerships in Education</i> | University of South Florida | University of Cape Coast | The objective of this partnership is to strengthen partners' capacity to improve curriculum instruction and teacher training and to revise and implement basic education curriculum. | Ghana | Florida |
| University-to-University (ALO) | FY 2000 \$97,500 | <i>Instructional Technology Training for Basic Education in Ghana</i> | University System of Georgia | University of Cape Coast | The objective of this partnership is to develop faculty and student research projects in science, agribusiness, health and medicine, and ethnographic -archeological studies. | Ghana | Georgia |
| University-to-University (ALO) | FY 2000 \$99,265 | <i>Incorporating Research to Encourage Ongoing Development and Evaluation of Malawi Basic Education Policy and Programs</i> | Virginia Polytechnic Institute and State University | College of Education/Domas | The objective of this partnership is to enhance the research skills and applications of professionals involved in primary teacher preparation programs. | Malawi | Virginia |
| University-to-University Partnership (ECA) | FY 2000 \$120,000 | <i>Public Service Performance Management & Program Evaluation</i> | New York University (Wagner Graduate School) | Eduardo Mondlane University (Mozambique) | This partnership will develop a program at EMU in public service performance management and program evaluation, involving specialized classes at both universities plus distance learning televideo conference courses and Internet usage. When fully developed, the program will allow Mozambican students to qualify for degrees at NYU. | Mozambique | New York |
| Policy and Democracy Networks (ECA) | FY 2000-2002 \$1,170,727 | <i>Women Power in Politics: Building Grassroots Democracy in Africa</i> | League of Women Voters | Grassroots African Women's Organizations | The program is an extension of FY98 and 99 grants. Participants will explore the special role of NGO's in educating citizens about their democratic rights and responsibilities, and assist key institutions of civil society in contributing to democracy | Ethiopia, Ghana, Kenya, Nigeria, Tanzania, Uganda, Zambia, and Zimbabwe | District of Columbia |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|-------------------------------------|----------------------|---|--|---|--|---|----------------------|
| Community Resource Center | FY 2000 \$175,000 | <i>Community of Hope Resource and Technology Center: A Pilot Project for Improved Girls' Development Through Innovative Educational Opportunities EDDI Unsolicited Funded Project</i> | Africa Futures Forum, Inc. | Hope Unlimited, Dakar, Senegal | This is a pilot project designed to address the needs of disadvantaged youth, especially orphans and street children in urban centers. The project is comprised of four key components: 1) technology, 2) health care services, 3) vocational skills, and 4) basic education. | Senegal | District of Columbia |
| Female Empowerment | FY 2000 \$900,000 | <i>Local Leadership Development for Women and Girls in South Africa EDDI Unsolicited Funded Project</i> | Joint Center for Political and Economic Studies | Philelana Talent Trust; National Council of Negro Women; University of Venda/Centre for Youth Studies; National Black Caucus of State Legislators | This one-year project seeks to pilot innovative and sustainable models in South Africa for the development of local women leaders and councilors and for igniting and nurturing the potential of girls who might become leaders of tomorrow. Leadership development for local women leaders and councilors will take the form of human resource development interventions that will become part of continuing education. | South Africa | District of Columbia |
| Policy and Democracy Network | FY 2000 \$200,000 | <i>Summer Institute for Nigerian Educators</i> | State Department, ECA Office of Academic Affairs | | Assist the ECA Office of Academic Affairs in carrying out a five-week summer institute for Nigerian educators on educational reform. | Nigeria | District of Columbia |
| Policy and Democracy Networks (ECA) | FY 2000 \$150,000 | <i>Information Technologies</i> | UCLA Advanced Policy Institute | Kenya Institute of Management | Partnership to promote information technologies for professional education and civic empowerment. | Kenya | California |
| Policy and Democracy Partnerships | FY 2000 \$300,000 | <i>Regional Conference on Strategies for Combating the Spread of HIV/AIDS in West Africa. EDDI Unsolicited Funded Project</i> | The Foundation for Democracy in Africa | Governments of West Africa | EDDI is funding one of a three-year project. The first year's activities will convene a five-day, regional conference distinguished by focussed dialogue among a broad base of participants on: 1) enhancing awareness about the severity of the HIV/AIDS epidemic, 2) designing action plans to be adopted by participating government agencies, NGOs and organizations and individuals working in this arena, and 3) formulating new programs for implementation by affected populations and the international community. | Mauritania, Mali, Nigeria, Benin, Togo, Burkina Faso, Ghana, Cote D'Ivoire, Liberia, Sierra Leone, Guinea, Guinea-Bissau, The Gambia, Senegal and Cape Verde. | Maryland |
| Policy and Democracy Partnerships | FY 2000 \$200,000 | <i>Understanding Exclusion, Creating Value: African Youth in a Global Age. EDDI Unsolicited Funded Project</i> | Social Science Research Council | The National Research Foundation, South Africa and Council for the Development of Social Research in Africa, Dakar, Senegal | This pilot is designed to respond to a critical component on the African continent when demographic trends, generational tensions, violence perpetrated by and against young people, and socio-economic exclusion of youth threaten to undermine trends toward African democratization, economic development and full participation in the international community. African and American researchers and research institutions must be positioned to respond to this moment in order to provide relevant information to a range of constituencies, including governments, donors and international and local NGOs. | Sub-Saharan Africa | New York |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|---|--|--|--|--------------------------|----------------------|
| School-to School Partnership | FY 2000 \$274,800 | <i>Project Heshema EDDI Unsolicited Funded Project</i> | Progressive Life Center, Inc. | Enterprise Integration Corporation | Project Heshema is a school-to-school partnership between Woodrow Wilson High School in Washington, DC and the St. Mary's Secondary School, in Livingstone, Zambia. | Zambia | District of Columbia |
| Technology | FY 2000 \$143,00 | <i>Information Technology</i> | West Virginia University | University of Pretoria, South Africa and Catholic University, Mozambique | Affiliation to promote information technology. | South Africa, Mozambique | West Virginia |
| Technology | FY 2000 \$145,000 | <i>The Quantum Learning Program of South Africa Opportunities Industrialization Centers EDDI Unsolicited Funded Project</i> | Opportunities Industrialization Centers International and South Africa OIC | Johnson & Johnson and Education, Development & Learning for Life Foundation, a South-Africa based non-profit | This is a computer-assisted learning program in South Africa that is designed to provide blacks and youth of color in the province of Kwa-Zulu Natal with remedial education, practical skills training and vocational accreditation. | South Africa | Pennsylvania |
| Technology (ECA) | FY 2000 \$149,740 | <i>IT Connectivity and Development</i> | University of Iowa | Universities of Jos and Ibadan Nigeria & Nigeria Universities Commission | The project is designed to assist university administrators in planning and building an information technology infrastructure. | Nigeria | Iowa |
| University-to University | FY 2000 \$700,000 | <i>Ghana Doctorial Initiative EDDI Unsolicited Funded Project</i> | Florida A & M University | University of Cape Coast Ghana | The Ghana Doctorial Initiative is a partnership between Florida A & M University and the University of Cape Coast in Ghana for the establishment of a non-traditional Distance Learning Doctor of Philosophy Degree Program in Educational Leadership. EDDI is only funding the pilot phase of this five-year project that is designed to build UCC's capacity to award Ph.D. degrees in Educational Leadership. | Ghana | Florida |
| University-to-University (ECA) | FY 2000 \$150,000 | <i>Library & Information Technology Development</i> | Emporia State University | Bayero University | Grant to Emporia State University in Kansas to link with Bayero University (Kano) for library and information technology development. | Nigeria | Kansas |
| University-to University Partnership (ECA) | FY 2000 \$136,000 | <i>Strengthening Masters of Public Administration Programs</i> | Cleveland State University | University of Botswana | Cleveland State University affiliation with University of Botswana to strengthen Master's of Public Administration degree programs, with special attention to environmental management, human resources management, public and comparative public administration. | Botswana | Ohio |

EDDI Activities by Types of Programs and Partnerships

| PROGRAM CATEGORY | FUNDING YEAR/AMT | PROJECT TITLE | IMPLEMENTING PARTNERS | | DESCRIPTION | COUNTRY | STATE |
|--|----------------------|--|--|--|--|------------------------|------------|
| University-to University Partnership (ECA) | FY 2000 \$143,000 | <i>Environment and Natural Resources</i> | University of Kansas | University of Zambia | Develop technology and curricula in environmental science, with emphasis on impacts of urbanization and urban mining, pollution, landuse/land cover change, deforestation, community based natural resource management in rural areas, and the future of Zambian water supply. | Zambia | Kansas |
| University-to University Partnership (ECA) | FY 2000 \$150,000 | <i>Educational Policy</i> | Stanford University School of Education | University of Botswana and University of Natal School of Education | Affiliation is designed to develop and implement research programs in educational policy. | Botswana, South Africa | California |
| University-to-University Partnership (ECA) | FY 2000 \$147,000 | <i>Strengthening Management Training</i> | Tennessee State University | Malawi Institute of Management | Affiliation to strengthen management training programs. | Malawi | Tennessee |



Ronald H. Brown Institute

On March 28, 1998, President Clinton announced in Johannesburg, South Africa that "... we will help establish an endowment through the Ronald H. Brown [Commercial] Center to help young Africans to pursue internships with American companies to gain technical expertise [in] commerce, trade, and finance."

The Ronald H. Brown Institute (RBI) is designed to contribute 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 will be 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.

A contract has been signed with Georgia State University for \$5 million to establish the RBI. Georgia State's Robinson College of Business and Andrew Young School of Policy Studies are leading a consortium of U.S. and South African institutions to undertake this project. Partners are the University of Pretoria, including the faculty of economics and management sciences, and the Center for Scientific and Industrial Research. The University of Venda and Albany State University (home of the Ronald H. Brown International Trade Center) will also be participating.

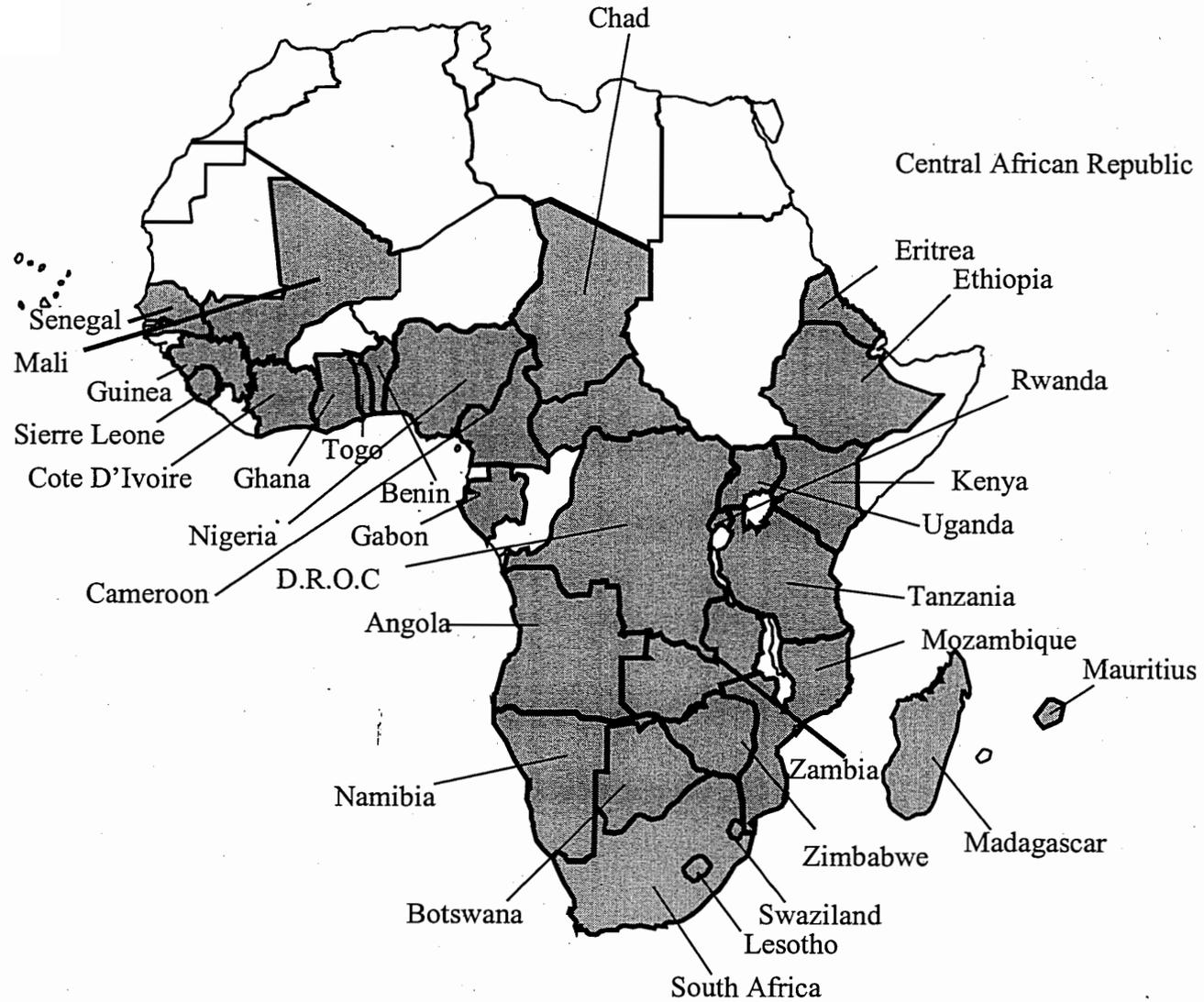
By the end of the project, 250 participants, 30% of whom will be women, will have completed internship programs. Focus will be on state-of-the-art technologies, marketing techniques, and management systems to raise productivity, efficiency, and quality control to help companies achieve and maintain international competitiveness. Sectors to receive interns include international trade, finance, manufacturing, agribusiness, natural resource extraction, and tourism. Areas of professional competencies will 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 of the activity is the creation of an endowment to insure the long-term sustainability of the RBI. Two million of the \$5 million total funding will be placed in an endowment immediately and consortium partners will work to increase this endowment to a level that will permit the continuous operation of programs. The Ronald H. Brown Institute is being established in close collaboration with the U.S.-based Ronald H. Brown Foundation.

States with EDDI Activities



EDDI Countries



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Education for Development and Democracy Initiative

DRAFT

Program Implementation, Performance and Monitoring Plan

Goal

The goal of EDDI is to improve the quality of African education and access to technology to assist with Africa's integration into the world community of free-market democracies.

Long-term Strategic Objective

The primary targets of EDDI are education and political systems within African countries, and the desire to strengthen those institutions through partnerships between Africans and Americans, as well as among Africans. EDDI programs complement on-going African and donor educational programs, including those in the United States. Recognizing that girls are often not allowed to finish their education for various reasons and, thereby, are not fully integrated into the economy or political systems, EDDI resources are to be dedicated to helping expand the potential roles of girls and women in societies.

When EDDI is fully implemented, there will be a series of enhanced primary and secondary schools and universities; increased knowledge about and access to technology; more informed and active citizens; African institutions which have on-going linkages with American partners; stronger democracies; and countries better prepared to be integrated into the world community.

Strategic approach

EDDI will be implemented through partnerships, with Africans being consulted throughout, and assuming the lead role if not at the beginning, by the mid-point or end implementation.

The vision, challenges, and operational goals of activities will be African. Successful implementation of the initiative will be measured by the enhanced ability of the African institutions to address local education and democracy challenges including higher education levels for girls and women, more informed citizens participating in democracies, and broader access to technology. Efforts will be coordinated at Posts, with the Embassy, the USG interagency presence, African institutions, and host country constituents. The primary partners are the governmental and non-governmental actors in the target countries who have a stake in the current situation and can contribute their energies and expertise to solutions.

Partnerships

The goal of these partnerships is to have American and African Universities address areas of mutual concern to solve developmental challenges.

School-to school partnerships

School-to-school-partnerships will be established or strengthened between the United States and Africa as well as within Africa, to facilitate exchanges between students and educator on a variety of subjects such as classroom curricula, teaching methods, and the use of technology.

University-to-university partnerships

University-to-university partnerships will be initiated or strengthened by offering assistance in the following areas: technology links, information resources, labor-market oriented training through using the community college and vocational education models; teacher training; and curriculum reform in areas such as business, political science, science, mathematics, and technology. This category may include information sharing and curriculum development. Courses may be offered using distance learning or at a collaborating institution, or research supervised by faculty members from collaborating institutions.

University-community partnerships

University-to-community partnerships will promote university linkages to primary and secondary schools, university service in communities, and financial sustainability through fee-for-service activities for the local private sectors.

Policy and democracy networks

Policy and democracy networks will be strengthened between professionals and policy makers such as legislators, civil society leaders, judges, and political associations, as well as between the U.S. and Africa. Visits, exchanges, and local or regional training projects will enhance policy and operational skills, promote cooperation across political and governmental-civil society divisions, and aid the development of regional standards.

Technology partnerships

These are partnerships that seek to increase access to and use of information technologies and modern communication approaches to strengthen education and democracy throughout Africa. Through technology partnerships, EDDI helps institutions to develop communication strategies, conduct feasibility studies, acquire equipment, train users, facilitate donations from the technology, establish distance education, initiate collaborative research, establish strategies for joint service activities and cross border advocacy.

Community Resource Centers

Community resource centers will serve school populations and the surrounding community through providing technical equipment with Internet access; skills training; mentoring programs; literacy training; and civic education. These centers are to be staffed by Africans and Peace Corps volunteers. To help ensure sustainability, Internet and publishing resources may be available through fee-for-service programs. School-community resource centers may also be used in school-to-school partnerships as described later below.

Female Empowerment

POWERNET (The emPOWERment NETwork) is the EDDI component focused on increasing the participation of girls and women in the educational, political, and economic lives of their countries. Scholarships will be awarded to girls at the primary, secondary and tertiary levels to encourage them to complete their education. Girls receiving the scholarships will have mentors who will serve as role models to set examples of contributions that women can make to a society.

Entrepreneurial Training (Ronald Brown Institute)

This program, named in memory of the late Ronald Brown, Secretary of Commerce, will train aspiring entrepreneurs in business practices. Africans will be placed in local franchises of large corporations from three to six months and return to their home institutions to share concepts on enhancing productivity, sales, and profits.

Private/Public Sector partnerships

EDDI seeks to find ways to productively include private industry as a central player in bridging the technology gap. Through public-private partnerships and host country cost sharing, industry's role in facilitating technical support and/or delivery, assessment of technology efficiency across program components, evaluation of appropriate hardware/software, infrastructure viability, basic transmission capacity, as well as guidance on information technology education campaigns, will be invaluable to EDDI's overall program success.

Requests for assistance and requests for proposals will be issued. Proposals will be peer-reviewed by an interagency review committee. Unsolicited proposals will also be accepted.

Individual activities will receive formative and summative evaluations, and, where necessary, mid-course corrections will be made.

Planning, Implementation, Performance, and Monitoring Framework

Purpose

The purpose of program monitoring is twofold: to collect data on program characteristics and events on a continuous basis; and to build a culture of evaluation among program staff. The data obtained through this exercise will provide information to EDDI about the extent to which the program goals and management objectives are being met. Eventually, the data collected will be used in impact studies and a full evaluation of the program. While, in principle, monitoring is a continuous process, periodic reporting will be done, preferably, semiannually. The reporting timetable may vary somewhat from project to project and depending on the progress made as well as emerging needs and priorities. Consultations between EDDI staff at headquarters, and field project directors are an integral part of the monitoring process. Financial reports will be included in the semiannual reports. Performance and implementation plans must be included in the program application and review process as a negotiated "Performance Contract".

Selected Performance Measures

Upon successfully implementing the objectives that are outlined below,

- African universities will become more financially independent
- African universities will reorient their mandates to provide more services to the community
- Repeater rates in schools will decrease
- Regional and national Educational Reform Networks will be strengthened
- Democracy Networks will be strengthened
- More girls will have access to higher education systems

- The capacity of local NGOs will be strengthened

Objective 1: Development of Education Partnerships

Activities will be developed to establish or strengthen partnerships between the United States and Africa and within Africa to include schools as well as higher education institutions. They will facilitate student and faculty exchanges in matters related to curriculum offerings, teaching approaches and utilization of technology for teaching and research.

| Activity | Performance Objective |
|--|---|
| Establishment of School-to-school partnerships between African and American Schools | Development of criteria for establishment or expansion of partnerships Selection of schools Training of partnership staff Procurement and installation of needed facilities and technology |
| Establishment of school-to-school partnership between schools in Africa | Performance objectives will be the same as above. |
| Establishment of faculty and student exchange programs | Obtain information on existing number and nature of faculty and student exchange programs Assess impact Establish basis/rationale for expanding or changing the program Develop mechanism for exchange programs including contact persons on the other end. Establish selection criteria. |
| Establishment of university-to-university partnerships | Obtain information on existing partnerships and assess successes or problems Develop rationale for area of partnership interest Identify institution that fits identified interests (technology links, open university education, teacher training, curriculum reform, distance learning) Conduct short-term visits to plan terms of partnerships Develop MOU Specify mechanism of partnership |
| Establishment of university-community partnerships | Local universities will play active role in all areas of the Community Resource Centers discussed above. |

Performance Monitoring Framework

| Activity | Responsible partner(s) | Indicators (indicate changes where applicable) | Results |
|---|---|--|--|
| School-to-school-partnerships | Post personnel USG interagency personnel African institutions. Contractors Project team | Number of partnerships established Number and type of schools involved Number of students affected Extent of use of technology Number of students given opportunity to travel abroad | African students are exposed to state of the art technology African students are exposed to educational opportunities American students are exposed to different cultures American students get opportunity to travel and live abroad |
| School-to-school-partnerships between schools in Africa | Post personnel USG interagency personnel African institutions. Contractors Project team | Number of schools and students involved. Number of students and faculty given opportunity to travel to another African country. Number and/or type of resources shared | Increased inter-African cooperation Better understanding among African people Reduction in conflicts among peoples |
| Faculty and student exchange programs | Post personnel USG interagency personnel African institutions. Contractors Project team | Number of students and faculty travelling abroad Number of students studying abroad Number of collaborative projects established Adoption of curriculum or curriculum materials Service on theses committees | More Africans receive more educational opportunities Curriculum offerings are enriched New degree programs are developed |

| Activity | Responsible partner(s) | Indicators (indicate changes where applicable) | Results |
|---------------------------------------|---|--|--|
| University-to university partnerships | Post personnel USG interagency personnel African institutions. Contractors Project team | Resources shared, e.g., access to equipment via Number of research center facilities established on African campuses. Number of satellite programs in rural areas. | African universities are more independent and self-sustaining More Africans receive advanced training in science and technology Higher education reform measures implemented Effective institutional management practices developed and implemented. Increased number of African scholars play active role in and contribute to important international issues |
| University-community partnerships | Post personnel USG interagency personnel African institutions. Contractors Project team | Number of partnerships. Partnerships with private sector Continuing education programs. Involvement of community in university governance. | Opportunities for advancement at all levels Facilitation of higher education reform in African institutions, including alternative financing. Increased community outreach. |

Objective 2: Establishment of Policy and Democracy Partnerships

Democracy partnerships will serve as a bridge between professionals and policy makers in Africa as well as between institutions in Africa and the United States.

| Activity | Performance Objective |
|--|--|
| Establishment of civic education programs | Seek the cooperation of political scientists and educators of local universities to form civic clubs Incorporate civic education in school curricula. Establish civic education programs at Community Resource Centers Establish civic education mentoring programs for women |
| Development of civic programs for rural areas | Develop rural civic education centers |

Performance Monitoring Framework

| Activity | Responsible partner(s) | Indicators | Results |
|--------------------------------------|---|---|---|
| Civic education programs | Post personnel USG interagency personnel African institutions. Contractors Project team | Number of civic programs on university campuses Number of civic clubs Number of and enrollments in political associations. Establishment of civic associations. | Promotion of cooperation and involvement of the citizenry in political and governmental functions |
| Civic programs for rural communities | | Political associations formed in rural communities Number of political education programs developed and disseminated via television and videos to rural communities. Involvement of community in school programs. | Same as above |

Objective 3: Establishment of Technology Partnerships

Technology partnerships will facilitate the dissemination of modern communication technology to African institutions and communities.

| Activity | Performance Objective |
|--|--|
| Establishment of technology partnerships | Determine status of access to communication technology in African partner institutions Develop a needs assessment Determine priority areas and issues Develop training programs |

Performance Monitoring Framework

| Activity | Responsible partner(s) | Indicators (use numbers to show changes) | Results (specify) |
|------------------------------------|---|---|---|
| Access to communication technology | Post personnel USG interagency personnel African institutions. Contractors Project team | Identification of critical issues that influence African institutions' access to modern communication technology Number of e-mail connections made Number of internet connections made. Number of educational programs developed incorporating communication technology. | Increased access to information, nationally, regionally, and internationally via electronic media Increased capacity to deliver educational programs to remote areas via distance education systems. |

Objective 3: Establishment of Community Resource Centers

The establishment of Community Resource Centers will facilitate activities that provide and/or allow schools and communities access to communication technology and other types of technology; skills training; mentoring programs; literacy training; civic education; and partnerships with higher education institutions. See attached chart.

| Activity | Performance objective |
|---|---|
| Development of a Work Plan for Community Resource Center | Form a working committee and identify other key personnel Identify and prepare a site Install equipment and facilities |
| Providing access to the Internet | Procure computers and pertinent software Secure connectivity materials, agreements, and contracts Identify experts and resource persons to perform specific tasks |

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| Activity | Performance objective |
|---|---|
| Development of a skills training program | Identify skills to be taught Identify experts Develop training program including materials, and evaluation instrument Develop train-the-trainer program Identify qualified trainers Train the trainer |
| Development and implementation of a mentoring program | Determine areas in which mentoring will be done Develop a protocol for selecting mentors Develop a protocol for selecting mentored Determine a mentoring timetable |
| Development of a literacy training program | Determine the need for literacy training Work out enrollment procedure Identify teachers Develop timetable Develop assessment instrument |
| Development and delivery of a Civic Education program | Identify appropriate areas to provide civic education Determine suitable mechanism for achieving the objective Identify suitable “teachers” Develop assessment instrument |
| Establishment of partnerships with higher education institutions | Identify key individuals at local higher education institution with whom collaboration can be established and from or through whom certain resources and facilities can be accessed. Workout a defined working relationship, preferably through a MOU. |

Performance Monitoring Framework

For each project a plan must be presented to show how the work will be implemented and monitored. The plan will be a part of the application and review process. The plan must be carefully examined to reflect reasonable expectations with respect to the work proposed. Attention should be give to the anticipated intermediate results (IRs) and the activities and indicators that will be used for those IRs. Of importance also are the timeframe and the responsibilities of the staff to the various project tasks. Proposed indicators should show benchmarks or baseline data to serve as a measure of changes that will be caused by the activity.

| Activity | Responsible partner(s) | Indicators (use numbers to show changes) | Results (specify) |
|--|---|--|---|
| Work plan for Community Resource Centers | Post personnel USG interagency personnel African institutions Contractors Project team | Individuals are named to a committee A working group with specific tasks is formed Site for CRC is identified Essential facilities are procured | A community Resource Center will be under way |
| Access to the Internet | Post personnel USG interagency personnel African institutions. Contractors Project team | Number and type (schools, offices, etc.) of Connections made; Number of people using; Frequency of use | Use of internet for community to get key information from educational resources (ETS); health centers (CDC), etc. |
| Skills training | Post personnel USG interagency personnel African institutions. Contractors Project team | Type and relevance of skills Who are trained | Employment prospect Business activity Entrepreneurial activity |
| Mentoring | Teachers University professors Professionals Business people | Mentoring programs including personnel. Who are mentored Timetable Subjects | Performance in school increases School retention rate rises Performance in employment improves New skills developed Advancement in employment |
| Literacy training | Teachers University professors Students | Literacy training programs. Number of participants | An increase in the number of informed citizenry as will be measured by increased daily paper readerships |

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| Activity | Responsible partner(s) | Indicators (use numbers to show changes) | Results (specify) |
|-----------------------------------|--|---|--|
| Civic education | Political leaders University professors Teachers | Number of participants Geographical distribution with respect to involvement of rural communities Involvement of women. Cooperation with similar efforts in the country or abroad. | Increased involvement in political activity (voting, running for office) Increased awareness of the workings of local and central governments Increased awareness of international issues Increased awareness of local legal framework, including civil rights. Increased interaction of men and women in equal footing. |
| University-community partnerships | Local university leaders African institutions. Contractors Project team | Number and extent of partnerships Number of programs involved Number of university people involved | Increased involvement of university in Community Resource Centers as sources of expertise and resource University will serve as initiator of EDDI-type activities, once EDDI is no longer there. |

Objective 4: Female Empowerment

An approach to increasing the participation of girls and women in educational, political, and economic systems and programs, is the establishment of a Girls' Scholarship program, hereby designated as the Ambassadors Scholarship Fund. The goal of the girls' scholarship component is to increase the possibility of girls advancing to higher education levels. Scholarships will be awarded to girls at the primary, secondary, and tertiary levels.

| Activity | Performance Objective |
|--|---|
| Establishment of a mechanism for selecting scholarship recipients | Develop a needs assessment instrument Identify schools and teachers who will assist with the selection process |
| Mentoring of scholarship recipients | Develop a mentoring program for all scholarship recipients Identify suitable mentors |

| Activity | Performance Objective |
|-------------------------------------|---|
| Track scholarship recipients | Keep a record of attendance and performance in school Keep a record of advancement |

Performance Monitoring Framework

| Activity | Responsible partner(s) | Indicators | Results |
|-------------------------------------|--|---|---|
| Selection of scholarship recipients | EDDI field team Local women organizations and professionals Post personnel USG interagency personnel African institutions. Project team | A brochure to publicize the program An application form | By involving women groups, they will learn how to operate and manage a competitive program |
| Mentor program | Local professional women University professors School teachers | Mentors identified A mentoring schedule established A team of mentors | Improved performance in school and possibility of moving to advanced levels in school |
| Tracking | Mentors EDDI field group teachers | Number of scholarship recipients who remain in school, do well in school, move on to the next levels of education | Entry into and success in higher education Production of increased number of university educated women |

Objective 5: Establishment of Entrepreneurial Training Programs

The thrust of the program is to train aspiring entrepreneurs in business practices.

| Activity | Performance Objective |
|--|---|
| Identification of appropriate business activities in which to train Africans | Identify business activities in the country that lend themselves to the program |
| Identification of business organizations in the country to participate as partners and sponsors | Market the program to local businesses Seek private/public partnerships |

| Activity | Performance Objective |
|--|--|
| Identification of U.S. business organizations to participate as partners and sponsors | Market the program to selected American business organizations Seek private/public partnerships |
| Identification of business organizations from other countries | Market the program to other third party business organizations |
| Development of training activities | Determine the skills that should be acquired |
| Development of trainee selection process | Have a plan for selecting suitable candidates for the training |
| Development of a tracking program | Have a plan for tracking those who receive the training |

Performance monitoring Framework

| Activity | Responsible partner(s) | Indicators | Results |
|---------------------------------------|---|---|--|
| Identification of business activities | Post personnel USG interagency personnel African institutions. Contractors Project team | Several business activities of international interest | Knowledge of international business organizations |
| Identification of sponsors | Post personnel USG interagency personnel African institutions. Contractors Project team | Each business activity identified must receive at least one sponsor Identified sponsors must commit specific resources Number and quality of private/public partnerships formed | Business partnerships Potential sources of capital |
| Training program | Post personnel USG interagency personnel African institutions. Contractors Project team | Training manuals Training schedule | Certificate Improved entrepreneurial skills Business loans Franchises |
| Tracking | USG interagency personnel African institutions. Contractors Project team | Data base | Improved entrepreneurial skills Business loans Franchises |

All project applications must include a plan for implementation and monitoring consistent with the work proposed. The plan is an integral part of the proposal.

Methods of implementation of the M&E Plan

The M&E plan will be used at two levels: for individual project monitoring by project implementers; and for program monitoring, evaluation, and impact assessment by EDDI.

For those projects that are already in progress at the approval of this plan, attempts will be made to incorporate the plan in existing monitoring plan. If there is no monitoring plan in place, then this one will have to be adopted. All new projects will be required to include in the project plan section of the application an aspect this M&E plan consistent with proposed activities.

The plan will be presented and discussed at annual conferences. Once it has been approved, to ensure effective utilization of the plan, the implementation should be done independently, preferably via a contract to an outside body.

Appendix I

Model

Planning, Implementation, Performance, and Monitoring Matrix

Education for Development and Democracy Initiative

SPO: Strengthen Education, Political, Economic, Democratic, and Technology Systems

| Component | Objective | Activity | Target | Comments |
|-------------------------|---|---|---|--|
| Education Partnerships | <ol style="list-style-type: none"> 1. Strengthen basic education 2. Expand curriculum and programs 3. Incorporate technology in education processes 4. Establish educational partnerships | <ol style="list-style-type: none"> 1. Provide scholarships for girls 2. Develop mentoring programs 3. Provide new curriculum options that incorporate civic education 4. Develop distance education programs 5. Implement faculty development programs | <ol style="list-style-type: none"> 1. Primary, secondary, and higher education students, teachers, 2. Educational administrators and leaders 3. Parents and communities. | <ol style="list-style-type: none"> 1. Educational institutions will become sustainable. 2. More women will attend and complete school, including higher education. 3. More people, especially those in rural areas, will have access to educational services. |
| Technology Partnerships | <ol style="list-style-type: none"> 1. Provide access to modern communication and educational technology 2. Establish educational partnerships | <ol style="list-style-type: none"> 1. Needs assessment of technology 2. Develop technology strategy 3. Identify and acquire of equipment and materials 4. Establish internet and e-mail sites for community and schools. 5. Support open university by servicing learning centers. | School and university leaders and administrators. | Technology will serve as a means of enhancing education, and communication. |

| Component | Objective | Activity | Target | Comments |
|----------------------------|---|---|--|---|
| Community Resource Centers | <ol style="list-style-type: none"> 1. Link with basic education institutions 2. Link with higher education institutions 3. Support entrepreneurial activities 4. Link with and support community health programs Support technology initiatives | <ol style="list-style-type: none"> 1. Implement mentor programs 2. Develop educational materials via videos and the internet 3. Implement business workshops | <ol style="list-style-type: none"> 1. Small business 2. American business organizations 3. African schools and universities | A variety of services will be provided, including for-fee services. |
| Democracy Partnerships | Empower women | Expand educational opportunities for women through scholarships and mentoring | Girls and women | |
| | Enhance citizen participation in governance and the democratic process | Incorporate civic education in curriculum offerings | All citizens, with a focus on rural communities | |
| Entrepreneurial training | <ol style="list-style-type: none"> 1. Develop business skills 2. Expand business opportunity | <ol style="list-style-type: none"> 1. Implement business workshops 2. Foster partnerships with American business organizations | Local business people. American business organizations. | Economic activity will be expanded and enhanced |

Appendix II

Model

Planning, Implementation, Performance, and Monitoring Matrix

Community Resource Centers

SO: Build linkages and partnerships to support basic education, higher education, entrepreneurial activity, technology, and health.

| Component | Objective | Activity | Target | Comments |
|--------------------------|--|---|--|---|
| Basic Education | <ol style="list-style-type: none"> 1. Implement mentor programs 2. Develop educational materials via videos and other media 3. Develop and implement teacher development programs | <ol style="list-style-type: none"> 1. Identify mentors 2. Identify and document educational needs of local schools 3. Develop teacher enhancement workshops | Primary/secondary school students and teachers | To be done in collaboration with school systems |
| Higher education | <ol style="list-style-type: none"> 1. Curriculum and program development 2. Technology development 3. Faculty development | <ol style="list-style-type: none"> 1. Curriculum development workshops 2. Technology development workshops and training 3. Establishment of Faculty Development Center | University faculty and administrators | Higher education capacity will be enhanced |
| Entrepreneurial training | <ol style="list-style-type: none"> 1. Identification of business organization to partner with 2. Enhancement of business capacity | <ol style="list-style-type: none"> 1. Identify relevant American business organization to partner with 2. Develop and implement business training workshops | Small business people | |

| Component | Objective | Activity | Target | Comments |
|------------|--|---|--|---|
| Technology | <ol style="list-style-type: none"> 1. Establish community technology center 2. Establish technology training program 3. Facilitate communication linkages with other entities | <ol style="list-style-type: none"> 1. Identify and procure equipment and materials 2. Develop training materials 3. Train trainers | <ol style="list-style-type: none"> 1. Community 2. Local NGOs 3. Basic and higher education students and teachers | Communication with internal and external organizations will be enhanced |

**PEACE CORPS
MEMORANDUM**

To: Dr. Sarah Moten, Coordinator, EDDI

From: Terri Lapinsky, Chief Programming and Training Officer, PC/AF *TL*

Subject: Peace Corps' FY 00 Support for Education Programs in Africa

In FY 00, the Africa region of Peace Corps supported 2075 Volunteers in 24 countries at a cost of 52.7 million dollars. Approximately 38% of those Volunteers worked in Education.

Peace Corps initiatives and activities which supported the goals of EDDI in FY 00 are:

- Agency-wide initiatives in Girls Education, HIV/AIDS and Information Technology.
- Exploring site placements for Volunteers in Community and School Resource Centers.
- Organizing an assessment for December 2000 to determine the feasibility of Volunteers working in the above areas when Peace Corps returns to Nigeria.

All 24 posts in the Region have formal and or non-formal outreach programs for girls. In the formal category, 11 posts have scholarship schemes. Non-formal activities include sports, clubs and mentoring programs. Nine countries have Take Our Daughters to Work programs.

The Gambia, Lesotho, Namibia, South Africa and Zimbabwe have Volunteers who are resource teachers, either working in Resource Centers or assigned to a cluster of schools. These Volunteers offer professional development support to local teachers.

Ghana, The Gambia and Kenya have launched Information Technology programs designed to promote internet access, training in information technology and maintenance of equipment. Several more posts have begun to express an interest in integrating IT into all sectoral projects and increasing access and training for girls and women. 50 participants from 11 PC posts attended a workshop on IT in The Gambia in Q4, 2000.

EDDI SCHOLARSHIPS, PROGRAMS AND PARTNERS IN PEACE CORPS COUNTRIES*

10/00

| POST | PRIM. SCHOL. | SEC. SCHOL. | TECH. SCHOL | UNIV. SCHOL | SPEC. NEEDS SCHOL |
|---------------|---------------|--------------|-------------------------------|-------------|-------------------|
| Burkina Faso | 0 | 50 | 0 | 0 | 0 |
| Cameroon | 200 | 200 | 80 | 20 | 100 |
| Cote d'Ivoire | 0 | 20 | 0 | 0 | 0 |
| Gabon | 0 | 100 | 0 | 0 | 0 |
| Gambia | 150 | 0 | 0 | 0 | 0 |
| Ghana | 0 | 50 | 0 | 0 | 0 |
| Guinea | 95 | 101 | 0 | 0 | 0 |
| Kenya | 0 | 56 | 0 | 0 | 0 |
| Lesotho | 0 | 50 | 0 | 0 | 0 |
| Tanzania | 0 | 60 | 0 | 0 | 0 |
| Togo | 324 | 79 | 0 | 4 | 0 |
| | | | | | |
| POST | GIRLS MENT. | ED. SUPPORT | COOP. PARTNERS | | |
| Burkina Faso | 0 | 0 | FAWE | | |
| Cameroon | 4 activities | 2 activities | Amer. Embassy | | |
| Cote d'Ivoire | 11 activities | 0 | ASAPSU | | |
| Gabon | 120 | 150 | Christian Missionary Alliance | | |
| Gambia | 0 | 0 | FAWE | | |
| Ghana | 0 | 0 | FAWE | | |
| Guinea | 1000 | 196 | FAWE | | |
| Kenya | 46 | 0 | KEPAWAE | | |
| Lesotho | 0 | 0 | World Vision | | |
| Tanzania | 0 | 0 | TAWLAE | | |
| Togo | 265 | 94 | IFEG | | |

*from Winrock 9/00

EDDI BUDGET 2000 FOR PEACE CORPS*

10/00

| POST | STRT DATE | FY 98 ALLOC. | AMT DIPURSED | AVAIL. BALANCE |
|---------------|-----------|--------------|--------------|----------------|
| Burkina Faso | N/A | 10,000.00 | N/A | N/A |
| Cameroon | 9/20/00 | 70,000.00 | 70,000.00 | 0 |
| Cote d'Ivoire | 9/17/00 | 30,000.00 | 15,000.00 | 15,000.00 |
| Gabon | N/A | 60,000.00 | 12,000.00 | 48,000.00 |
| Gambia | N/A | 40,000.00 | 0 | 40,000.00 |
| Ghana | N/A | 131,496.00 | 27,000.00 | 104,496.00 |
| Guinea | N/A | 98,500.00 | 67,500.00 | 31,000.00 |
| Kenya | 5/9/00 | 100,000.00 | 100,000.00 | 0 |
| Lesotho | N/A | 60,000.00 | N/A | N/A |
| Tanzania | 9/15/00 | 75,000.00 | 75,000.00 | 0 |
| Togo | N/A | 50,000.00 | 2,000.00 | 48,000.00 |

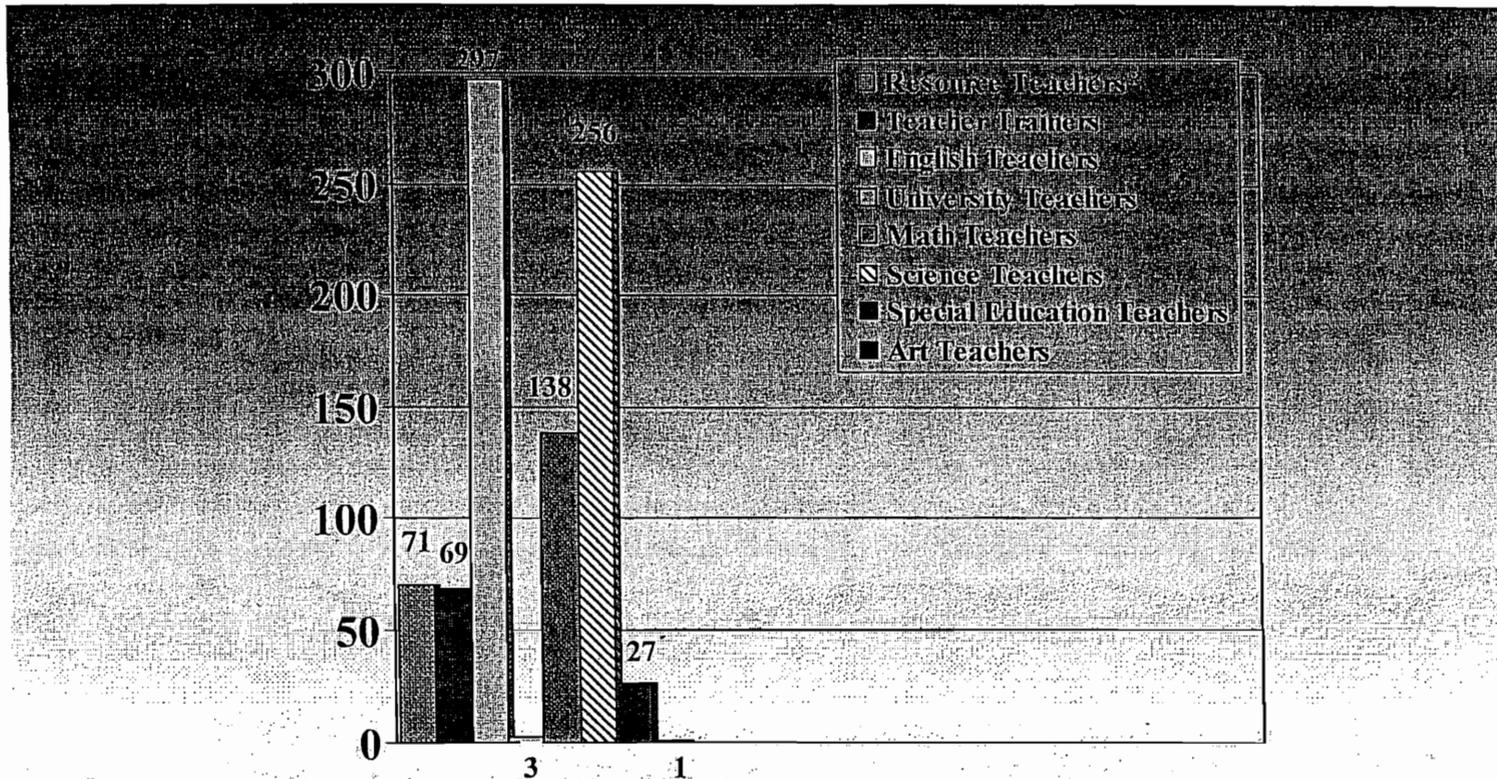
*from Winrock 9/00

PEACE CORPS SUCCESS STORIES

- Ghana and Cote d'Ivoire are all funding scholarships for girls in secondary schools this academic year. Gambia is also disbursing scholarships to 150 girls in grades 7 through 11 with help from the Peace Corps program.
- Currently in Ghana, 94 Ghanaian Senior Secondary School girls are receiving scholarships through the Forum of African Women Educationalists with funds from EDDI. A Secondary School girl from Tolon in the Northern Region of Ghana left Tolon for Kumasi to become a porter for goods due to financial constraints. Living conditions are extremely difficult in these towns. She had begun work to pay for her school fees and was not planning on returning to school until she acquired all the fees. The girl was notified that she was a scholarship recipient and was able to return from Kumasi and finish school with no interruptions.
- Peace Corps Volunteers are heavily involved in the implementation of scholarships for 600 girls in Cameroon and have already helped select recipients for multi-year scholarships for girls in Kenya and Tanzania.
- Peace Corps Kenya is also helping to identify the beneficiaries of EDDI funds for tuition fees, books, uniforms and other supplies. Thus far, 13 girls were selected to receive these funds by Peace Corps Volunteers this academic year. These 13 girls are in their third year of secondary school. Peace Corps is also expecting to help with the annual mentoring program that should receive \$6,000 sometime this month.
- Peace Corps Tanzania secured a multi-year grant of \$75,000 through EDDI last year. In Tanzania, 365 girls from 55 schools around the country received scholarships equivalent to a total of more than 600 years of schooling.
- Peace Corps Volunteers helped facilitate mentoring activities such as "Take Our Daughters to Work Day," in Cote d'Ivoire and Kenya. In the former, Volunteers interact with Ivoirien women leaders in different socio-economic areas. Peace Corps Volunteers are also helping with the launching of 10 girls' leadership camps in Cote d'Ivoire.
- Peace Corps Lesotho proposes to assist fifty needy girls in completing their high school education by the year 2001. They are also working to mentor and train girls in leadership skills and character development.
- Peace Corps Togo is beginning their own scholarship and mentoring programs.
- 13 Crisis Corps Volunteers are working on HIV/AIDS Education in 4 EDDI countries (Kenya, Lesotho, Tanzania and Togo).

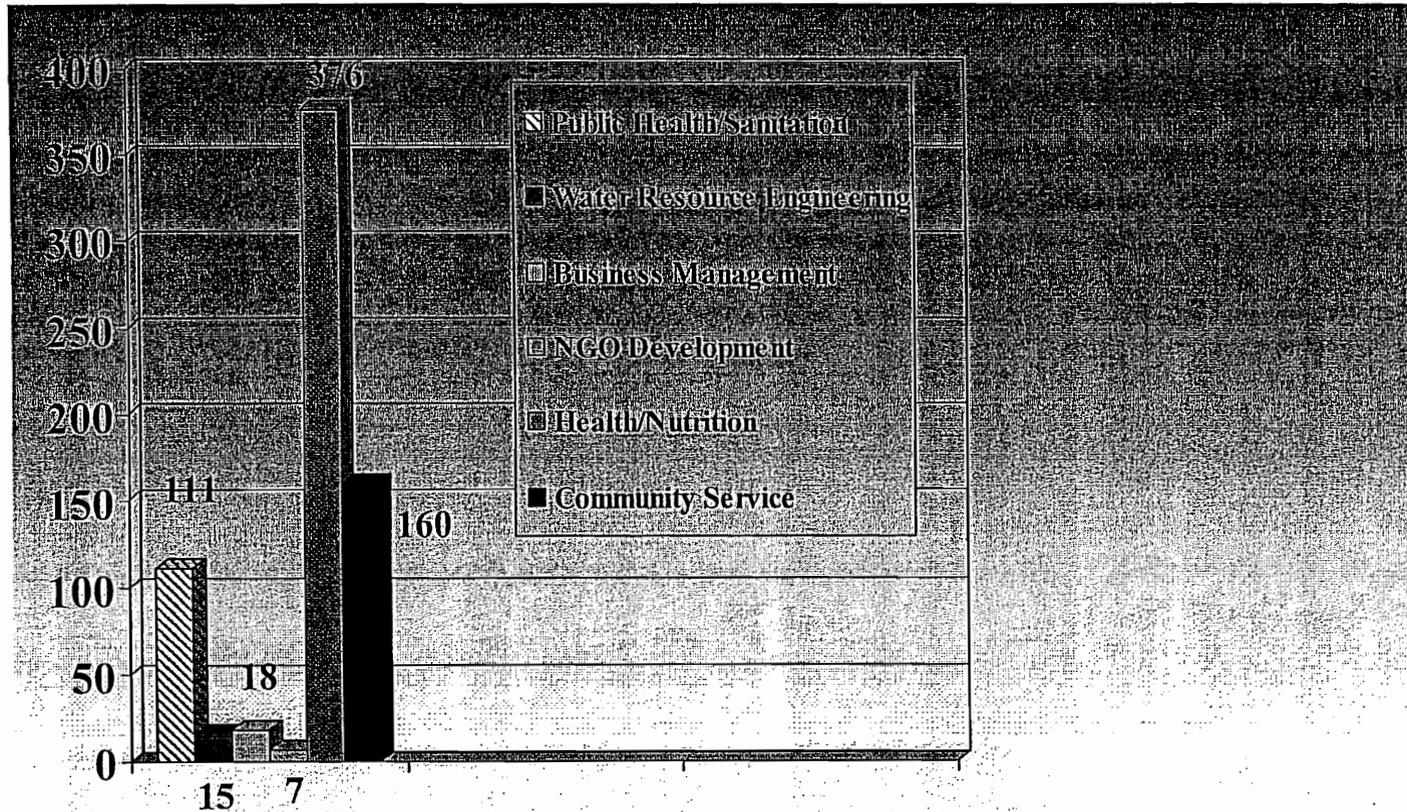
Education Program Sector Breakdown in Peace Corps Africa Region

Number of Volunteers and Trainees as of 10/23/00



•Resource Teachers include: Forestry, Public Health/Sanitation, Business Management, NGO Development, Health/Nutrition, Community Service, and Unique Skills

Health Program Sector Breakdown in Peace Corps Africa Region



Number of Volunteers and Trainees as of 10/23/00



Volunteers and Trainees in the field as of October 1, 1999

Africa

End of Year FY 1999

| | Number of Vs/Ts | Percent of Total |
|---|--|------------------------|
| Total Volunteers/Trainees at Post ⁽¹⁾ | 2526 | 36% of Worldwide Total |
| Meh | 881 | 35% |
| Women | 1645 | 65% |
| Minority Vs/Ts | 398 | 16% |
| Seniors (50+) | 110 | 4% |
| Oldest Volunteer | 78 | |
| Average Age | 27 | |
| WorldWide Schools Matches ⁽²⁾ : | 2061 US classrooms participating in WWS | |
| Age Distribution: | | |
| 20's | 2139 | 85% |
| 30's | 236 | 9% |
| 40's | 41 | 2% |
| 50's | 58 | 2% |
| 60's | 47 | 2% |
| 70's | 5 | * |
| Ethnicity: | | |
| AfricanAmerican | 118 | 5% |
| AsianAmerican | 135 | 5% |
| Caucasian | 1860 | 74% |
| Hispanic | 39 | 2% |
| Mixed Ethnicity | 103 | 4% |
| Native American | 3 | * |
| Not Specified | 268 | 11% |
| Marital Status ⁽³⁾: | | |
| Single | 2411 | 95% |
| Married | 96 | 4% |
| Married/serving alone | 19 | 1% |
| Educational Level: | | |
| Graduate Degree | 262 | 10% |
| Graduate Study | 52 | 2% |
| Bachelor's Degree | 2143 | 85% |
| 3 Years College | 23 | 1% |
| AA Degree | 17 | 1% |
| Technical School Graduate | 1 | * |
| 1-2 Years College | 10 | * |
| High School Diploma | 15 | 1% |
| No High School/Other | 3 | * |
| Skill Sector: | | |
| Agriculture | 167 | 7% |
| Business | 215 | 9% |
| Education | 955 | 38% |
| Environment | 496 | 20% |
| Health | 651 | 26% |
| Individual Project | 9 | * |
| Special Project/Urban | 33 | 1% |

(1) This number includes Crisis Corps Volunteers; United Nations Volunteers are not included in Region or demographic totals.

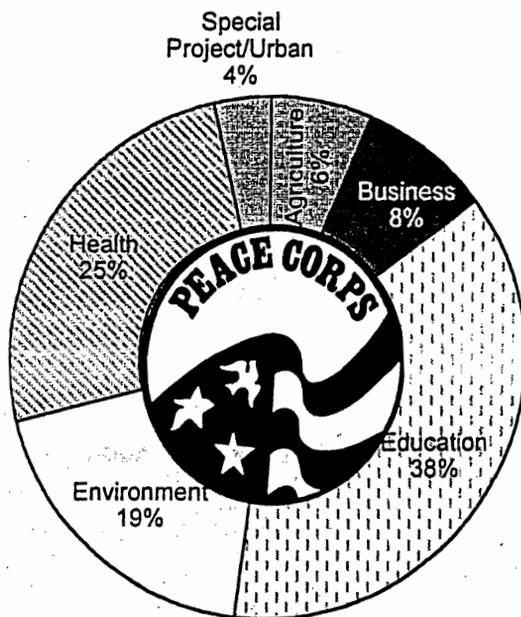
(2) Number of Schools/Classrooms corresponding with PCVs through the WorldWide Schools program.

(3) Status at time of application; includes applicants planning to marry before Enter on Duty.

* Percent less than one is not reported.

Peace Corps Volunteers and Trainees Skill Sectors By Region

**A
F
R
I
C
A**



EDDI Scholarship Report – Tanzania

Tanzania was able to provide more than 650 years of schooling to 365 young women in more than 50 secondary schools throughout Tanzania. Below, are the stories of three recipients:

Malaika, Form I, Minaki Secondary School

“This scholarship means so much to me –and to my Mama,” says Malaika, a 16-year-old Tanzanian student. Although Malaika has a working father and stepfather (who she, her mother, and five brothers and sisters live with), neither contribute to her school fees. She must rely 100% on her mother. Malaika’s mother is a “mamantilie”- a woman who makes food and sells it to the students, an uncertain income at best. So to Malaika, the Ambassador’s Girls’ Scholarship means that she will be able to start school on time rather than waiting until her mother has earned enough for her school fees. Malaika is just finishing her first year of secondary school and has already proved herself to be an excellent student and class leader, but as a female child, she must spend her evenings cooking, washing dishes and weekends collecting firewood. With this scholarship, Malaika will live in the girls’ hostel at school and have her evenings and weekends free to study so that she can become a doctor someday.

Immaculata Form II, Minaki Secondary School

Immaculata left her mother and sister to live with her ill and pregnant sister and brother-in-law to care for her sister before she even began secondary school. “My father died when I was in primary school and my mother is a farmer. She couldn’t afford all of our school fees”. Immaculata’s sister’s illness got worse and Imma stayed to care for both her sister and their new born child in return for the opportunity to go to secondary school. When her sister died, Imma remained, caring for the baby as his mother while trying to attend school. Depending on her brother-in-law for support and knowing he has his own family to be concerned with, her school future was uncertain. “With this scholarship, I am sure I will complete form IV. “She hopes to be a doctor or a teacher.

Scholastica, Form I, Minake Secondary School

Scholastica, seventeen years old, is an excellent student and class leader at her Tanzanian secondary school. She aspires to be a lawyer.

Both of Scholastica's parents died when she was eight years old, leaving her and her three siblings to join their uncle and his family of three children. As the eldest female child, Scholastica's responsibilities at home include cooking, cleaning and fetching water every evening after her walk home from school.

"This scholarship means so much to me." She is grateful for the opportunity to study. "This term I came late because I couldn't pay my school fees." She is happy that she will be able to live in the girl's hostel at school so that she will be able to devote her evenings to studies and not the long walk home and evening chores.

9 November 2000

MEMORANDUM FOR: Dr. Sarah Moten, Coordinator, EDDI

FROM: Dr. Curtis Huff, State/ECA/Office of Citizen Exchanges

SUBJECT: ECA Support of EDDI

I am pleased to report that ECA, the Bureau of Educational and Cultural Affairs at State, has enthusiastically and vigorously supported the Education for Development and Democracy Initiative in several ways over the last year. The EDDI funds made available to us in July 1999 have been obligated to ten projects or programs, and the follow-up EDDI funds made available in August 2000 are being committed to additional projects as I write. ECA has also promoted EDDI goals through its traditional programs and base funding.

The Bureau of Educational and Cultural Affairs supports the long-term United States national interest by fostering mutual understanding between the people of the United States and other countries. After 21 years as a component of the U.S. Information Agency, ECA was merged into the State Department in FY2000. ECA works through a variety of exchange and partnership programs which have been originally conceived and authorized 50 years ago by the Smith-Mundt Act and the Fulbright-Hays Act. The most relevant to EDDI of ECA's programming mechanisms have been the College and University Affiliations Program, Citizen Exchange Programs, and the Hubert H. Humphrey Fellowship Program. All of the particular projects or programs which ECA has initiated with EDDI funds are noted in the attached list.

With EDDI funds made available to ECA, eleven new affiliations/partnerships have been initiated between U.S. universities and African universities. These partnerships are building African curricular and teaching capacities in a variety of fields such as women's and children's rights, democracy education, public administration, information technology, educational policy, and management. Eight different African countries are involved in these partnerships, seven of which have been EDDI focus countries in either FY99 or FY2000.

ECA has also launched six new programs in grassroots democracy building with EDDI funds, the largest of which is a three-year program through the League of Women Voters to foster community-based, citizen education organizations in eight African countries. This program is developing partnerships between U.S. chapters of the LWV and counterpart organizations in Ethiopia, Ghana, Kenya, Nigeria, Tanzania, Uganda, Zambia, and Zimbabwe.

Michigan State University is conducting a complementary program to promote women in politics and democratic governance by training women leaders from Ghana, Mali, Nigeria, and Senegal in computer usage and network building through the Internet. A parallel NGO development project is being carried out in Rwanda by George Mason University's Institute for Conflict Analysis and Resolution.

The American Bar Association is beginning a project on childrens' rights in Kenya, Malawi, Tanzania, and Uganda. On the U.S. side, ABA has recruited participation by the Northwestern University School of Law, the Loyola University School of Law, and the U.S. Department of Justice. On the African side, ABA has recruited Kituo Cha Sheria (Legal Advice Center) and SALAR (Students' Association for Legal Aid and Research) in Kenya, the Law Development Center (based at Makerere University) in Uganda, the University of Dar es Salaam Faculty of Law in Tanzania, and the Chancellor College Faculty of Law in Malawi.

Nigeria is the focus of three new programs funded by EDDI and managed by ECA. Two focus on democracy education at the secondary school level and are being implemented primarily through CIVITAS-Nigeria. In the first, Street Law, Inc., is working with six Nigerian law faculties to develop a democracy curriculum. This Street Law program will soon be expanded to Ghana. In Nigeria, the second democracy education program is an adaptation of "Project Citizen," a project conceived by the Center for Civic Education. A new text has been drafted and 120 teachers trained to use it in their 60 schools around the country. The third new project for Nigeria will be a six-week, summer 2001 institute in the U.S., on educational reform, for 25 Nigerian educators.

In a related program for Nigeria, not funded by EDDI, ECA's International Visitor Office arranged a three-week study tour in the U.S., in August of this year, for nine Nigerian university vice chancellors and a director of the Nigerian Universities Commission.

ECA's Hubert H. Humphrey Fellowship Program brought three Fellows in educational reform to the U.S. in 1999-2000 and will bring eight more with similar interests in the next year. The first three Fellows were Ms. Fatou Binetau Djigal, an English teacher from Senegal; Ms. Sylvaine Rabe, a Ministry of Education director from Madagascar; and Ms. Pauline Awaseb, a school principal from Namibia. All three studied at Pennsylvania State University and then interned in schools in Pennsylvania.

A highlight of all ECA programs is hefty cost sharing, either in kind or in cash, which is provided by the private sector. A good measure of this commitment is that the first \$3,600,000 of EDDI funds obligated through ECA leveraged \$2,650,000 in cost sharing.

ECA looks forward to continued cooperation with and support of EDDI.

PROPOSED FOCUS COUNTRIES FOR FY 2001

FOCUS COUNTRIES (\$2 million)

Ghana
Mali
Zimbabwe

"FOCUS LIGHT" COUNTRIES (\$1 million)

Benin
Guinea
Malawi
Madagascar
Senegal

SPECIAL ALLOCATION COUNTRY (\$5 million)

Nigeria



EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

EDDI NETWORK Weekly newsletter

November 12, 2000

volume 1 number 1

From the Coordinator's Corner



Dr. Sarah E. Moten

Greetings,

Autumn is in the air in Washington, D.C. and the new fiscal year is finally underway. Since our last meeting in Botswana, I have traveled to Angola, Mali and South Africa.

In Angola I had the chance to visit an adult literacy program that is thriving since its implementation early this year. Women as well as men are benefiting from this program that covers a wide range of training including computer classes, writing and reading courses and HIV/Aids awareness seminars. I participated to an HIV/AIDS seminar for young people held in Luanda and organized by women Parliamentarian.

In Luanda I visited a primary school where girls and boys are both competing for excellence because of EDDI.

Last but not least, at the higher education level I had the chance to meet with faculty members of Agostinho Neto University their enthusiasm to meet the EDDI

Coordinator could only equal their eagerness to start their partnership with Drew University in Los Angeles, California and Meharry Medical College in Nashville, Tennessee.

In Mali I was pleased to see that the computer center built at *Koulikoro* outside Bamako is up and operational. The center opened its doors to women and men for training early this year. What a thrill to see all the achievements of EDDI. Without a doubt EDDI is alive and well in Mali, the ambassador's scholarship program is a testimony of the strength of the initiative in that country. Indeed, I had the great pleasure to meet the girls of *Le Cours Jeanne d'Arc* primary school and up to today I still have in mind the image of their smiles and young bright faces full of life.

South Africa has one of EDDI largest University partnerships program. One partnership between Middle Tennessee State University and University of Durban, Westville seeks to apply water-modeling techniques to foster equitable distribution of water resources in squatter community in KwaZulu-Natal. In a long run the partnership hopes to develop outreach activities in squatter communities and promote meaningful interaction and sustainability between both institutions involved in the partnership efforts. No need to say that both institution students are very excited to be part of this ambitious project.

In a nutshell I tried in this letter to go over EDDI success stories to give you a better sense of what EDDI is really about and what EDDI is trying to achieve. Bear in mind that this is only the beginning of what this initiative will accomplish for generations of African children. As the Coordinator I am proud to be part of this incredible team implementing the program. Let's keep up the good work.

Sarah E. Moten
Coordinator

FROM THE STREETS OF ABIDJAN TO PENNSYLVANIA AVENUE



Marc-Arthur Ohoury

If the Ivory Coast's reputation for stability was shattered by the military coup of December 1999 and the recent violent events that took place after the presidential election of October 22, 2000 one would admit that the story that you are about to read is a breeze of hope for future generations of Ivorians.

Marc-Arthur Ohoury a 14 year-old Ivorian teenager, the eight child of a family of nine children and a talented junior high school dropout. With eighth siblings (three sisters and five brothers) and a severe economic recession under way in the Ivory Coast for the past 5 years the Ohoury parents could not afford a private school for their youngest boy. The alternative was to send Marc-Arthur to a public school in the outskirts of Abidjan where Marc-Arthur and his parents live. Unfortunately, the public schools in Cote d'Ivoire imposed a national exam *Certificat d'Etude Primaire* at the end of the primary school years. Each pupil must pass this exam in order to be accepted in junior high.

Although Marc-Arthur's grades were above the average required to be accepted in junior high school, he was denied entry in any public schools of the country for having failed the national exam. For two years Marc-Arthur's father contemplated the idea of sending his son to a training school to learn technical skills. However, with one salary to feed the entire family, it was not possible to do so.

Tired of spending so many long days at home and in the streets of Abidjan in 1997 at the age of eleven Marc-Arthur started to draw. "I was drawing everywhere and with everything...on walls, paper and tables...with chalk, paint and pencil. As long as I was able to draw."

On good days Marc-Arthur would wonder the streets of chic neighborhoods of Abidjan, looking at houses in search of ideas for his next masterpiece. When you ask him why he answers: "I've always wanted to be an Architect...I think I would have been good at it."

One day after a long walk in *Deux-Plateaux*, an upper-class neighborhood of Abidjan he could not find his way out to reach the main road that would lead him home. After a couple of hours of frustration and fatigue he decided to ask for help. A group of boys playing soccer in an open field that was not far from where he was standing appeared to be his only salvation.

“OK, we will show you the way but you have to play one game with us because we are short today.” What a twist of fate!!!!

Marc-Arthur befriended his soccer teammates that happened to be the children of Reine Boni, former director of Winrock International in Abidjan. Amazed by the artistic talents of the new friend of their children, Ms. Boni and her husband decided to enroll Marc-Arthur Ohoury in an art school affiliated with Abidjan University. They provided all financial and material support and sometimes shelter. Indeed, Marc-Arthur and their son, Kenny, were now good buddies.

Early this year, the Education for Development and Democracy Initiative (EDDI) housed in the Ronald Reagan International Trade Center located at intersection of 14th street and Pennsylvania Avenue, was looking for a logo. Reine Boni was at that time in Washington, D.C. on a mission meeting with EDDI Deputy Coordinator, Dr. Carolyn Coleman. Ms. Boni jumped at the occasion and proposed a young Ivorian named Marc Arthur Ohoury to design the logo. He drew four samples. One was retained by the National Security Council to be the official logo of EDDI. Thank you Marc-Arthur. Way to go...!

Pascale-Emmanuelle Nouama

EDDI Scholarship Report - Tanzania

By Danielle Harlow.

Girls at school in Dar-es-Salaam



In Tanzania EDDI funds were used to support a U.S. Ambassador's Girls' Scholarship Program. This program was able to provide more than 650 years of schooling to 365 young women in more than 50 secondary schools throughout Tanzania. Below, are the stories of three recipients that have been submitted to the EDDI web page.

Malaika, Form I, Minaki Secondary School : "This scholarship means so much to me and to my Mama," says Malaika, a 16-year-old Tanzanian student. Although Malaika has a working father and step father (who she, her mother, and five brothers and sisters live with), neither contribute to her school fees. She must rely 100% on her mother. Malaika's mother is a "mamantilie"- a woman who makes food and sells it to the students, an uncertain income at best. So to Malaika, the Ambassador's Girls' Scholarship means that she will be able to start school on time rather than waiting until her mother has earned enough for her school fees. Malaika is just finishing her first year of secondary school and has already proved herself to be an excellent student and class leader, but as a female child, she must spend her evenings cooking and washing dishes and her weekends, collecting firewood. With this scholarship, Malaika will live in the girls' hostel at school and have her evenings and weekends free to study so that she can become a doctor someday.

Immaculata, Form II, Minaki Secondary School : Immaculata left her mother and sister to live with her ill and pregnant sister and brother-in-law in order to care for her sister before she even began secondary school. "My father died when I was in primary school and my mother is a farmer. She couldn't afford all of our school fees." Immaculata's sister illness got worse and Imma stayed to care for both her sister and their new born child in return for the opportunity to go to secondary school. When her sister died, Imma remained, caring for the baby as his mother

while trying to attend school. Depending on her brother-in-law for support and knowing he has his own family to be concerned with, her school future was uncertain. "With this scholarship, I am sure I will complete form IV." She hopes to be a doctor or a teacher.

Scholastica, Form I, Minake Secondary School: Scholastica, seventeen years old, is an excellent student and class leader at her Tanzanian secondary school. She aspires to be a lawyer.

Both of Scholastica's parents died when she was eight years old, leaving her and her three siblings to join their uncle and his family of three children. As the eldest female child, Scholastica's responsibilities at home include cooking, cleaning and fetching water every evening after her walk home from school.

"This scholarship means so much to me. This term I came late because I couldn't pay my school fees." She is happy because the scholarship not only will allow her to continue but will enable her to live in the girl's hostel at school. Living on campus, she will be able to devote her evenings to studies and not have the long walk home and the added responsibility of evening chores.



Program for Inkhosikati La-Mbikiza

Friday, September 8, 2000

9:00 am

Depart DC for Fred Lynn Middle School, 2451 Longview Dr. Woodbridge.
95 South to Route 1 Woodbridge exit (left hand exit) go to 6 traffic lights
Right onto Longview Dr.

9:45 am

Arrive at Fred Lynn Middle School, Woodbridge, VA.

10:00 am

Program at Fred Lynn

10:00 La-Mbikiza greeted by School Officials and escorted to the Auditorium.
She is seated with the headmaster, Mr. Thomas Payne, Superintendent of Prince Williams School System, local city officials. They will each welcome Her Royal Highness

Dr.Moten will introduce USAID Administrator J. Brady Anderson

Remarks by Administrator Anderson and intro. HRH

10:20 La-Mbikiza delivers her remarks and present an autographed gift to the school.

Signing of the M.O.U.

HRH/Administrator/Principal

10:30 Presentation of Gift /Closing Remarks

Mr.Payne, Principal

10:45 Through the Intranet (in-school) broadcast the Inkhosikati answering questions (6) from students.

11:00 Tea with the Special Guest

11:20 Depart Fred Lynn Middle School for D.C.

12:00 Arrive DC

Potomac News

Manassas Journal Messenger

September 9, 2009



Photos by Dove Ellis—Staff Photographer

Queen Inkhosikati La-Mbikizi of Swaziland leans to kiss Fred Lynn Middle School student Arshea Whittaker after accepting a bouquet of flowers as a welcome gesture. The queen was visiting the school on Friday.

Queen for a day

Royalty visits school

By LAURA FORSTER
Staff Writer

Most students at Fred Lynn Middle School have only read about queens in fairy tales but on Friday they received a visit from a real queen, the Queen of Swaziland, Inkhosikati La-Mbikizi.

The queen paid a visit to begin a partnership with Fred Lynn and St. Michael's School in Mbabane, Swaziland, that will allow students of both countries to correspond via e-mail com-



Queen La-Mbikizi visits the school to sign an education partnership between Fred Lynn students and students from her country.

See QUEEN, Page A2

Queen of Swaziland visits local school

QUEEN From Page A1

munications and Web cameras. A middle school known for its diverse student body, Fred Lynn was selected as the only school in the United States to begin the partnership in an effort to improve understanding of different cultures.

"As we begin this program I'm sure it will encourage our students to learn other languages and cultures," Principal Thomas Payne told a gymnasium of students and administrators.

The partnership, called the Girl's Club, sponsored by the Education for Development and Democracy Initiative (EDDI), is intended to allow both schools to share curriculum ideas and offer exchanges for students and faculty, but what the queen focused on most is the impact it can have on adolescent girls in both countries.

"The schools joined ... will

teach the young women about life beyond their own borders and enable them to learn different ways of problem solving," the queen said.

La-Mbikizi focused primarily on fostering communication between young girls to compensate for the past lack of emphasis within Swaziland on women's advancement. St. Michael's School is an established all-girl school and the Girl's Club will correspond under the direction of world geography teacher Dawn Baker, who helped facilitate the program.

Baker visited Swaziland last year to help initiate the program. Comparing the girls from the small African country to American girls, Baker said she found a lot of similarities.

"The girls there are just like the girls here," Baker said. "They can communicate about girlie things and school issues."

The EDDI, operating out of the United States Agency for International Development, began after President Bill Clinton visited Africa in 1988 and forged rela-

tionships with African leaders. The goal of EDDI is to promote cultural awareness between Africa and the United States through technology and education.

More than 1,000 middle school students gathered to listen to the queen. They had eagerly anticipated her visit and listened attentively when she spoke to them. What had been on many of their minds before her arrival was what a real queen would look like and wear.

Sixth-grader Arshea Wittaker, 11, wore a traditional African dress to school in honor of the royal visit and was given the duty of handing the queen flowers when she arrived. As she nervously thought about the visit, she said aloud, "She sounds like a really, really good person." When the queen arrived, Arshea was surprised to receive a kiss for her offering.

Dressed in Western attire, the queen wore a blue and orange suit and large brimmed hat to cover her head. Swaziland custom requires that married

women cover their heads in public, said Pascale Nouama, public relations officer of the EDDI. The queen's children, Princess Sikhanyiso, 13, and Prince Lindani, 10, accompanied their mother and enjoyed meeting the American students.

Students had the opportunity, after the partnership was signed, to ask the queen about life in her country. Students mainly asked questions about what kinds of food and sports are popular in Swaziland.

Superintendent Edward L. Kelly sat next to the queen and offered his hope for the program. The superintendent said he felt the long-term benefits of the program would help promote global relations in the future.

"The children's ability to learn from each other will in and of itself promote better understanding and peace for other people," Kelly said.

The queen said she hopes the program will expand and allow for more partnerships with Swaziland and other countries in the future.

PRINCE WILLIAM

EXTRA

NEWS OF PRINCE WILLIAM AND STAFFORD COUNTIES PUBLISHED WEDNESDAY, SATURDAY & SUNDAY IN THE WASHINGTON POST

Queen of Swaziland Visits Middle School

Local, African Pupils Start Partnership

By CHRISTINA A. SAMUELS
Washington Post Staff Writer

Arshea Whittaker wasn't even sure she wanted to wear the dress her mother picked out for her yesterday, a long dress in a lively ethnic print of green and orange.

Her mother ended up persuading her. What better to wear when a queen from the African nation of Swaziland decides to pay a visit to Fred Lynn Middle School in Woodbridge?

And when administrators were looking for a student to present Queen Lambikiza with flowers and welcome her to the school, they looked around their group of young volunteers, their eyes falling on . . . Arshea.

"I thought it was a great honor to meet her and I was very nervous at the time so I stumbled over my words," said Arshea, an 11-year-old sixth-grader. "And I had just wanted to wear regular clothes. I just wish my mom were here to see it."

The queen visited the school to promote a three-year partnership between Fred Lynn and St. Michael's School in Swaziland, an all-girls school of about 400 students of middle and high school age.

Students and teachers will eventually travel from both schools and communicate over

the Internet. The program was developed and funded through the Education for Development and Democracy Initiative (EDDI). Sarah Moten, coordinator for EDDI, said the Fred Lynn/St. Michael's partnership will serve as a model for other partnerships between African and American schools. Principal J. Thomas Payne, who is friends with members of EDDI's staff, promoted Fred Lynn as a possible partner in the initiative.

"It seems like the mere establishment of this project is something we're expecting to last, as well as expecting it to spread throughout the country," Queen Lambikiza told a small group of students who gathered to ask her questions.

Swaziland, a landlocked nation bordered by South Africa and Mozambique, is home to about a million people. The country was under British control until 1968, and English is the official written language. The capital is Mbabane. The country is about the size of New Jersey.

The students were given a list of dos and don'ts for the visit: don't look directly at the queen; when shaking hands, don't touch her with your left hand; don't wear black. So some were surprised to see the young stylish queen, who is 31 and the first of six wives of King Mswati III.



BY LARRY KOBELKA FOR THE WASHINGTON POST

The queen of Swaziland jokes with Principal J. Thomas Payne of Fred Lynn Middle School while checking out the computer lab on Friday. Her visit kicked off a partnership between Fred Lynn and a school in her country.

Along with her entourage, her children Princess Sikhanyiso, 13, and Prince Lindani, 10, traveled with her, both practically blending into the Fred Lynn student body.

"I thought there would be a lot more bodyguards and stuff around her," said Brittany Hoffman, a 13-year-old eighth-grader. Within her country, the queen is considered to be unconventional because of her active involvement in education issues and charity work.

The African component of EDDI focuses on girls and young

women because they are often undereducated in developing countries, said J. Brady Anderson, administrator of the U.S. Agency for International Development.

"Educating girls is possibly the most helpful thing we can do in a developing country," Anderson said. In developing countries, women play the largest role in maintaining the home and raising children. Anderson said that homes led by well-educated women are often wealthier and have better-educated children than those led by women with lit-

tle schooling.

At Fred Lynn, world history teacher Dawn Baker, who also sponsors the school's Girls Club, visited Swaziland and St. Michael's as the first step in the process. She expects to return in April, possibly taking along two students.

"It's a wonderful experience for the girls, to have the actual exchange. It's a once-in-a-lifetime opportunity," said Baker, who is also planning to blend some of her new knowledge of Africa into her classroom instruction.

INTERNATIONAL

Queen of Swaziland Visits Northern Virginia School



Arshea Whittaker, an 11-year-old sixth-grader at Fred Lynn Middle School in Woodbridge presents flowers to Queen La-Mbikiza

By Njuguna Kabugi
Washington Informer Staff
Writer
Photos by Tarik Bell

What do you do if are selected to greet a visiting member of the

royal family? You practice the royal protocol! "Don't turn your back to her?" Candy Harper says as she huddles with her friends Jamie Price and Brittiana Kelly. "Don't look directly at her," says Kelly. "Don't wear black because it's

considered mourning dress," says Price.

For the three friends and dozens of other students at Fred Lynn Middle School in Woodbridge, Va, royalty came calling last Friday as Her Royal Highness, Inkhosikati La-Mbikiza, the queen of Swaziland paid a visit to the Prince William County school. Frans Kruger, a 14-year-old 8th grader who was born in neighboring South Africa provided tips on Swazi culture. "It's very different over there. I miss the culture and the easy going manner of the people. I think they will like the queen," he adds. And they were not disappointed. The queen wore a blue and



Continued on page 7

Continued from page 6

burnt orange dress suit with a hat that Assistant Principal Benita Stephens described as a stylish Dr. Seuss.

"Oh, she's so pretty," said Kelly.

"I'd love to have her dress," added Harper as Queen Lambikiza stepped out of a black limousine outside the school's main entrance. "And the hat,"



said social studies teacher Dawn Baker.

The queen was at the school to promote a three-year partnership between Fred Lynn and St. Michael's School in Swaziland, an all-girls school of about 400 students of middle and high school age. Students and teachers will eventually travel from both schools and communicate over the Internet. The program was developed and funded through the Education for Development and Democracy Initiative (EDDI). Sarah Moten, coordinator for EDDI, says the Fred Lynn/St. Michael's partnership will serve as a model for other partnerships between African and American schools. Principal J. Thomas Payne, who is friends with members of EDDI's staff, promoted Fred Lynn as a possible partner in the initiative.

"It seems like the mere establishment of this project is something we're expecting to last, as

well as expecting it to spread throughout the country," Queen Lambikiza told a small group of students who gathered to ask her questions.

Swaziland, a tiny landlocked nation that's completely surrounded by South Africa and Mozambique, is about the size of New Jersey and boasts a culture that goes back hundreds of years. It is one of a few countries in Africa still ruled by a monarch.

The queen, who is 31 is the first of six wives of King Mswati III. Along with her entourage, her children Princess Sikhanyiso, 13, and Prince Lindani, 10, traveled

with her. "I like American students, they talk to you without putting on any airs," said Princess Sikhanyiso. "I have not met as many boys," said Prince Lindani, "but I have enjoyed playing video games."

"They are so much like us," said Arshea Whittaker, an 11-year-old sixth-grader who had the honor of presenting flowers to the queen.

Baker, who also sponsors the school's Girls Club, visited Swaziland and St.

Michael's as the first step in the process. She expects to return in April, possibly taking along two students. "We hope this encourages understanding and culture," she said. "I always dreamed of going to Africa. This was a lifetime dream."

"It's a wonderful experience for the girls, to have the actual exchange. It's a once-in-a-lifetime opportunity," said Baker, who is also planning to blend some of her new knowledge of Africa into her classroom instruction.

**EDUCATION FOR
DEVELOPMENT
AND
DEMOCRACY INITIATIVE**

EDDI

**L'INITIATIVE D'ÉDUCATION POUR LE
DEVELOPPEMENT
ET
LA DEMOCRATIE**

Programme Coordonné par le Ministère d'Etat des Etats-Unis, l'Agence des Etats-Unis pour le Développement International (USAID) et le Corps de la Paix (Peace Corps)*

Avec l'appui supplémentaire des Ministères de l'Agriculture, de la Défense, de l'Education, du Travail et de l'Agence de Protection de l'Environnement

QUE REPRESENTE EDDI ?

Education for Development and Democracy Initiative est un programme qui s'engage à renforcer les systèmes éducatifs et les principes de démocratisation. Ce programme cherche également à fortifier et prolonger un partenariat d'une importance cruciale : le partenariat de développement entre L'Amérique et l'Afrique. EDDI est un programme de développement africain (particulièrement destiné aux filles et femmes) qui vise à améliorer la qualité de l'éducation et en accroître l'accès, augmenter la disponibilité de la technologie et accroître la participation du citoyen au gouvernement afin d'accélérer l'intégration de l'Afrique à la communauté mondiale démocratique de l'économie de libre-marché. Ce projet encourage l'établissement de partenariats durable entre les systèmes éducatifs d'Afrique et les organisations démocratiques, et, entre ceux-ci et leurs organisations jumelles aux Etats-Unis pour instruire les enfants, faire participer les communautés, mettre en place de nouveaux modèles d'entrepreneuriats et étendre à ceux qui en étaient privé la qualité des service sociaux. EDDI se veut un élément catalyseur qui négocie des alliances et qui assure l'intégration de nouvelles technologies pour permettre que des partenariats durables se forment et continuent de contribuer au développement des pays concernés longtemps après la fin de l'initiative.

Le gouvernement américain participe depuis plusieurs années aux activités d'éducation et développement en Afrique. EDDI accorde une attention particulière aux besoins des filles et des femmes en améliorant la qualité de l'éducation et l'accès à celle-ci, en rendant la technologie disponible pour l'éducation, en favorisant une gouvernance démocratique et en augmentant la participation du citoyen aux affaires publiques. EDDI s'efforce de développer des partenariats éducatifs à tous les niveaux : au niveau de ceux qui formulent les politiques, au niveau des alliances démocratiques de base, au niveau des centres

communautaires de ressources, au niveau des innovations technologiques et au niveau des bourses scolaires destinées aux filles et activités d'encadrements.

BUT

Intégrer l'Afrique à la communauté mondiale démocratique d'économie de marché à l'aide d'un soutien ciblé et innovateur pour l'amélioration de la qualité et la technologie de l'Education en Afrique au 21ème siècle.

OBJECTIF

Aider l'intégration de l'Afrique à la communauté mondiale démocratique d'économie de marché.

COMMENT VONT FONCTIONNER CES PARTENARIATS ?

Le concept de partenariat se veut être une méthode à la fois profitable, directe et efficace de promouvoir l'éducation, la démocratie, et une économie de libre-marché. Les partenariats permettent de promouvoir les intérêts et un engagement à long terme de la part des participants africains et américains, allant au-delà du financement du gouvernement américain. Les partenariats permettent aussi d'établir des alliances importantes entre organisations équivalentes aux Etats-Unis et en Afrique qui se stimulent et s'informent, qui permettent une coopération et la création de projets communs, qui favorisent l'échange d'information et des ressources et qui encouragent l'expansion de l'éducation et des pratiques démocratiques de libre-marché.

INSTRUMENTS

Leadership/ Identification/ Formation de Développement Technologique/ Equipement/ Développement de Curriculum/ Matériels/ Bourses Scolaires/ Formation techniques/ Education Civique.

PARTENARIATS

Le but de ses partenariats est de permettre aux universités américaines et africaines d'adresser des domaines d'intérêts communs afin de résoudre des problèmes de développement.

Ecole-à-Ecole : Des partenariats entre les Etats-Unis et l'Afrique, aussi bien qu'avec l'Afrique, sont établis ou renforcés pour faciliter des échanges entre étudiants et éducateurs sur des sujets variés tels que le curriculum scolaire, les méthodes d'enseignement et l'utilisation de la technologie.

Université-à-Université : Des partenariats renforcés offrant de l'aide dans les domaines suivants : alliances technologiques, ressources d'information, formation sur le marché du travail, formation des enseignants, et réforme du curriculum.

Université-à la-Communauté : Des Partenariats qui encouragent le lien universitaire aux écoles primaires et secondaires, le service universitaire dans les communautés, et un financement durable grâce à des activités à services payants.

Alliances Politiques et Démocratiques :

Des Partenariats et alliances renforcés entre professionnels et ceux qui formulent les politiques, et entre les Etats-Unis et l'Afrique. Ces partenariats ont pour but d'améliorer les capacités politiques et opérationnelles, de promouvoir la coopération au-delà des divisions politiques et des divisions entre le gouvernement et la société civile et d'aider le développement de normes régionales.

Technologie : Des partenariats qui cherchent à accroître l'accès et l'utilisation de nouvelles technologies d'information et des approches modernes de communication afin de renforcer les efforts d'éducation et de démocratisation à travers l'Afrique. EDDI perçoit la technologie comme étant un moyen d'aider les bénéficiaires de l'éducation et des pratiques démocratiques plutôt qu'une finalité. Grâce au Partenariat technologique, EDDI aide les institutions à développer des stratégies de communication, à conduire des études de faisabilité, à acquérir l'équipement nécessaire, à former les utilisateurs, à faciliter les donations des industries technologiques et à établir des partenariats stratégiques concernant l'éducation à distance, la coopération au niveau des recherches, les activités de services communs et les plaidoyers internationaux.

Centres Communautaires de Ressources : des CCR sont mis en place pour aider les écoles à servir les populations scolaires et la communauté en fournissant l'équipement technique avec accès à l'internet, des formations techniques, des programmes d'encadrement, d'alphabétisation et d'éducation civique. Afin d'assurer la durabilité du programme, l'Internet et les ressources de publication peuvent être disponibles à l'aide de programmes à services payants.

ACCROITRE LE POUVOIR DES FEMMES :

POWERNET (the emPOWERment NETwork)* représente la composante du programme EDDI qui vise à accroître la participation des filles et des femmes dans la vie éducative, politique et économique de leur pays. Actuellement, POWERNET fournit 5000 bourses scolaires aux filles et femmes dans 26 pays. Le *Ambassadors Scholarship Fund* est utilisé afin de couvrir les frais d'inscription, de fournitures scolaires, d'uniformes et autres besoins scolaires pour permettre aux filles à risque de pouvoir s'inscrire aux niveaux primaires, secondaires et tertiaires. Des réseaux d'encadrement pour filles et femmes sont en développement.

*Réseau qui vise à accroître le pouvoir des femmes

Formation entrepreneuriale :

Ce programme fut fondé en mémoire de feu Ronald Brown, Ministre du Commerce. Il a pour but de former de futurs entrepreneurs et de les initier aux méthodes entrepreneuriales. Les Africains seront placés dans les franchises locales de larges companies pour une durée de trois à six mois et retourneront dans leurs institutions pour partager les méthodes qui ont pour but d'accroître la productivité, les ventes et les profits.

**COMMENT OBTENIR PLUS D'INFORMATION ?
QUELLES SONT LES PROCHAINES ETAPES ?**

Contactez les ambassades des pays concernés pour identifier l'organisation jumelle dans ces pays. Des informations supplémentaires sur les conditions éducationnelles et politiques sur le terrain peuvent être obtenues en contactant USAID, Le Corps de la Paix, La Banque Mondiale et les organisations des Nations Unies.

Etablir en coordination avec votre partenaire un plan stratégique basé sur un échange d'information, de personnel et de ressource, et la certitude que la durée de vie de l'activité ira au-delà de l'initiative.

Soumettre vos idées pour révision à l'agence de coordination, USAID, à l'adresse suivante :

Education for Development and Democracy Initiative (EDDI)
USAID/AFR/SD
1300 Pennsylvania Ave., N.W.
Washington DC 20523-4600

Tel : (202) 712 5220

Fax : (202) 216 3361

Adresse E-mail : education.initiative@usaid.gov

Merci pour votre intérêt et votre soutien