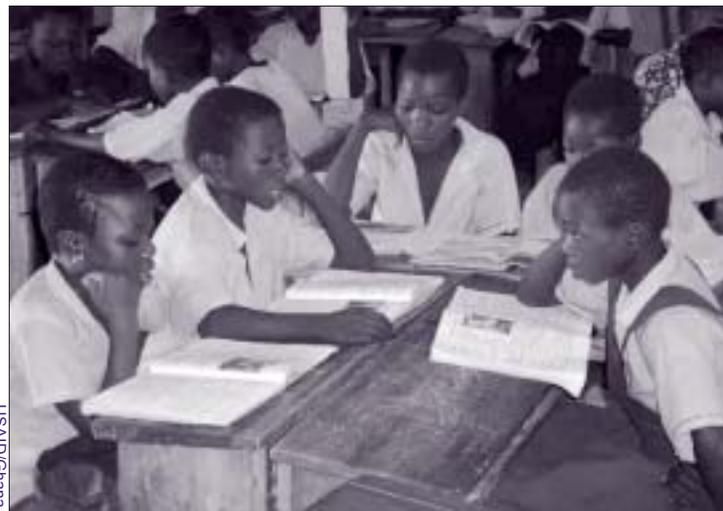


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Foreword

Education For All is development! Education and the opportunity to learn are basic human rights that no one should be denied. Today in sub-Saharan Africa, however, over 40 million primary school-aged children do not have access to primary school or learning opportunities; 60 percent of these children are girls.

Last September, 130 participants from 15 African countries and the U.S. gathered in Addis Ababa, Ethiopia, to exchange successes and ideas for improving learning opportunities in Africa. It would be hard to find a more spirited, committed group of education professionals. Besides the formal program, informal sessions formed spontaneously as participants were eager to hear about new programs and offer insight into their successes.

Let us be like suns and radiate the information that we have learned here. Though we often find ourselves talking about broad strategies or concepts like capacity building and institutional strengthening, we must remember that it is the hearts, minds, and souls of children in Africa that we are working for.

This document, and the gathering it represents, is dedicated to our colleague, Madam Mariam Koné of Save the Children Mali. Her work for and dedication to the children of Mali are already missed.

Dr. Sarah Moten
Division Chief
Education Division
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Acronyms

ACCESS	Appropriate, Cost-effective Centers for Education within School Systems
AED	Academy for Educational Development
AFR/SD	USAID's Africa Bureau Office of Sustainable Development
AIR	American Institutes for Research
BEE	Basic Education Exchange
BEGIN	Basic Education for Growth Initiative (Japan)
BEPS	Basic Education and Policy Support
BESO	Basic Education System Overhaul Program
BESSIP	Basic Education Sub-Sector Investment Program
CA	Continuous Assessment
CoPs	Communities of Practice
CRS	Catholic Relief Services
DEMMIS	Decentralized District Education Management and Monitoring Information System
ED*ASSIST	Education Automated Statistical Information System Toolkit (Zambia)
EDC	Education Development Center
EDDI	Education for Democracy and Development Initiative
EFA	Education for All Initiative
EGAT	Economic Growth, Agriculture, and Technology
EMA	Education Media Agency
EMIS	Education Management Information Systems
G-8	Group of Eight Nations
GWIT	Global Workforce in Transition
HEARD	University of Natal's Health Economics and HIV/AIDS Research Division (South Africa)
IEQ	Improving Educational Quality
IRI	Interactive Radio Instruction
KM	Knowledge Management
KZN	KwaZulu-Natal, South Africa
MOE	Ministry of Education
MIT	Mobile Task Team
NEPAD	New Partnership for Africa's Development
NGO	Nongovernmental Organization
NPA	Nonproject Assistance
PPC	USAID Policy and Program Coordination Bureau
OIC	Opportunities Industrialization Centers
SPLM	Southern People's Liberation Movement
TA	Technical Assistance
TTCs/TTIs	Teacher Training Colleges and Institutes
UNESCO	United Nations Educational, Scientific, and Cultural Organization

Introduction

USAID's Africa Bureau Office of Sustainable Development (AFR/SD) Education Division sponsored a professional gathering for education partners throughout Africa from September 30 to October 4, 2002, in Addis Ababa, Ethiopia. The Basic Education Exchange (BEE) was a rare opportunity for USAID education staff and their in-country partners to share ideas and build professional networks with colleagues working in other African countries and Washington, DC, and learn about new USAID/Washington initiatives and developments.

Education staff from every USAID education program in Africa and their partners from the Ministry of Education and/or other in-country organizations participated in the exchange. Overall, there were 130 participants representing 15 African countries: Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Namibia, Nigeria, Senegal, Sierra Leone, South Africa, Sudan, Uganda, and Zambia. Other participants included staff from USAID's new Economic Growth, Agriculture, and Trade (EGAT) pillar bureau (formerly known as G/HCD), and other specially invited resource people from multilateral, bilateral, and nongovernmental organizations.

The objectives of the exchange, which participants enthusiastically agreed were met, were to:

- ◆ Share information and experiences across country programs.
- ◆ Gain exposure to the state-of-the-art in the sector and acquire new skills to more effectively manage and implement programs.
- ◆ Develop stronger collaborations between USAID and in-country partners.
- ◆ Update programmatic approaches in order to meet the changing needs of those that USAID's programs are designed to serve.

AFR/SD put the Exchange agenda together in collaboration with USAID field mission education staff and the EGAT Bureau. This agenda focused on practical challenges to education reform such as program and project design as well as new directions in the education sector in Africa. Three thematic tracks that ran throughout the week—Management and Program Implementation, Alternative Learning Delivery Strategies, and Recruiting and Retaining a Trained Teacher Force—addressed many of these challenges. For descriptions of the tracks, see page 14.

The management of education reform and program implementation present new and recurring challenges often found throughout the continent. Children are being left unserved by the formal educational system in many African countries. It is necessary to look to alternative learning delivery strategies such as radio education and community-supported schooling to reach these children. Shortages of qualified teachers are also a challenge throughout Africa. The issues of teacher training and professional development were discussed in the track sessions using a holistic model that looked at teacher needs and issues throughout their careers.



The tracks were designed to provide opportunities for exchanging information and interacting with colleagues and identified experts. They used a variety of interactive and participatory methods for this interchange such as field trips, plenary sessions, small group discussions, expert panels, and multi-media demonstrations.

There were also sessions on other relevant and timely topics such as continuous assessment; HIV/AIDS and its impact on educational systems; education in countries in crisis; life skills curricula; education data; child labor and education; and NGOs and education. Finally, there was a report-out on the status of Education for All in many of the countries represented at the exchange.

The BEE was designed by AFR/SD's education division under the supervision of Sarah Moten and the leadership of Tracy Brunette and Megan Thomas. Division members include Patricia Bekele, Carolyn Carpenter, Carolyn Coleman, Freeman Daniels, Charlie Feezel, Joe Kitts, Yolande Miller-Grandvaux, Talaat Moreau, Jane Schubert, Brad Strickland, and Aleta Williams. Creative Associates International Inc. administered the conference and provided organizational and logistical support. Their team included Katy Anis, Oriana Izquierdo, Nigel Munyati, and Sean Tate.

Setting the Scene

Sarah Moten, chief of USAID Africa Bureau's Office of Sustainable Development Education Division, welcomed BEE participants to what she called a unique opportunity for USAID staff and partners to exchange ideas for progress in the education sector. She reviewed the goals of the BEE (see page 7) and then introduced Tom Park, acting USAID/Ethiopia mission director.

Park explained some of the history of USAID's involvement in Ethiopian education, which has primarily occurred through the Basic Education System Overhaul Program (BESO). He said that gross primary school enrollment has tripled under BESO, which is now in its second phase of supporting teacher development and capacity.

Park also emphasized that USAID/Washington needs to receive feedback from the missions regarding programs, mechanisms, and the current reorganization process and its implications for technical assistance.

Thomas Hull, charge d'affairs at the U.S. embassy in Addis Ababa, reiterated many of the points Park made regarding the history of United States involvement in education, saying that the U.S. has long supported expansion of human capacity. "Children are the future," he said. "They need tools to succeed or we cannot expect change." He also pointed out that those countries that have moved up in development rankings have all invested heavily in education since education is inherently cross-sectoral in nature.

Hull went on to discuss some of the challenges facing education in Ethiopia in particular, such as repeated famine, substantial numbers of children not in school, high dropout rates, and gender disparity. He said that USAID programs are attempting to address these issues, and by doing so, they are helping to change the lives of millions of Africans.

Dereje Terefe, the Ethiopian deputy minister of education, said that education was his government's most important development agenda item; both politicians and the public have a stake in the education system. Decentralization has begun to bring support and accountability to teachers and administrators, but there are still fundamental challenges. These are quality of education versus enrollment levels, availability and quality of materials, and training and support of teaching staff.



Education for All in Africa

Today in Africa, 42 million primary school aged children (40 percent) do not attend primary school—60 percent of these children are girls. A recently developed strategy to reduce these figures and increase access to education in Africa globally is called Education for All (EFA). This initiative, which was launched at a 1990 conference in Jomtien, Thailand, and reaffirmed in Dakar, Senegal, in 2000, is led by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Tracy Brunette of USAID/AFR/SD organized this opening session to quickly assess the progress towards EFA.

Aicha Bah-Diallo, UNESCO's deputy assistant director-general for education, outlined results since Jomtien as well as the goals of EFA. Though the focus of this discussion was basic/primary level education, the EFA goals are much broader: to expand and improve comprehensive early childhood care and education; achieve universal primary education by 2015; eliminate gender disparities in primary and secondary education by 2005; achieve a 50 percent improvement in levels of adult literacy by 2015; and improve all aspects of the quality of education. For more information, visit www.unesco.org/education/efa.

Bah-Diallo emphasized the importance of education, especially female education, as the key to economic growth and poverty reduction in Africa. She highlighted the links between education for girls and women and economic growth including healthier children, increased family income, delayed marriage, and greater women's participation in political, social, and economic decision-making. She stressed, however, that "these benefits only kick in if the education is of high quality." She expressed concern that some implementing partners were only addressing the universal primary education component of the EFA goals and were not paying enough attention to life skills issues in curricula. According to Bah-Diallo, since 1990 worldwide achievements include modest improvements in early childhood education, a worldwide increase in primary school enrollment from 599 million to 681 million in 1998, and 15 million fewer children out of school.

Bah-Diallo said the prospects for achieving EFA by 2015 are mixed in Africa: six countries have already achieved universal primary education, and another six are on track to reach the goal, but 36 countries are either not on track or seriously off track. Bah-Diallo highlighted special challenges for Africa in achieving EFA, namely poverty, HIV/AIDS, natural disasters, and conflict.

In order for EFA to succeed, countries need to have the capacity to implement policies with mechanisms, target the disadvantaged, focus on learning outcomes, provide appropriate resource allocation and utilization, and, above all, demonstrate political commitment. Governments can in part show this commitment by developing viable partnerships with civil society and other stakeholders, such as teachers' unions and parents.

What Does EFA Mean for Basic Education Programs?

Education for All means different things to different people. Though EFA is multi-faceted, this discussion focused on basic education and the goal of primary universal enrollment/completion by 2015.¹ This was done in part to reflect USAID's strategic emphasis on basic or primary education in Africa and also to focus the discussion.

Buff Mackenize of USAID/EGAT, USAID's representative at many high level EFA meetings, set the stage with a brief history and context for the program. He also gave a brief overview of the World Bank Fast Track Initiative that promises that no country should be kept from reaching EFA goals by lack of resources. But how do we connect the high level discussions to real change at the country (or even child) level?

Historically, the efforts of the international EFA effort have translated into relatively little change for USAID education programs, or even the implementation of Ministry of Education programs, on the ground. What is the reality? Where do USAID basic education countries stand in regards to developing an EFA action plan and how is this related to overall ministry plans for the education sector? With virtually every country represented at the Exchange reporting, most countries have action plans either already in place or in the final stages of development, and many have similar concerns about access, quality, and equity of education. Within these themes, however, there was room for a variety of unique issues, as the following country descriptions show.

Benin: Currently the gross enrollment ratio (GER) in Benin is 88, up from 50 in 1990. The GER is 104 for boys and 72 for girls. The repetition rate is 20 percent, down from a high of 27 percent in 1995. The process of finalizing the EFA action plan is well underway.

Ethiopia: Current gross enrollment ratio stands at about 60. The government has developed a sector-wide plan, which spells out goals and targets, and has submitted the plan to UNESCO.

Ghana: Ghana has a gross enrollment rate of 80 (49 for girls) and a completion rate of 80 percent. Free compulsory basic education is included in the country's constitution, and over 24 percent of the national budget is dedicated to the sector. Next steps for the EFA action plan are to conduct school and educational mapping, prepare a district education plan based on this mapping and beneficiary assessments, and finalize the costs of the plan. The ultimate goals are to realize the EFA plan, increase the budget, improve working conditions, and coordinate development partners.

Guinea: Guinea is now in the implementation phase of EFA, with community programs underway, including an HIV project. Gross enrollment is at 72 percent up from 28 percent in 1992. The number of teachers has

¹ It should be noted that the indicator used by the EFA movement to monitor success (universal primary enrollment or universal primary completion) is but one measure of success and does not drive programming on the ground.

increased by 8,000 in four years, and the number of classrooms has jumped from 6,000 to 25,000 in 10 years. The three-phase action plan emphasizes local language instruction and includes 10th grade as basic education.

Malawi: Currently, girls make up over 48 percent and over 39 percent of primary and secondary school enrollment, respectively. The overall dropout rate is 13 percent. The Government of Malawi is strongly committed to the goals of EFA, and has already developed an action plan, which will shortly be presented to donors for approval. A primary teacher management plan is in place, an education policy investment framework has been approved, and a national strategy to improve community participation is being developed. Aspects of quality that are being addressed are relevant curricula and materials, and teacher recruitment, training incentives, and supervision.

Mali: The gross enrollment rate is 66 percent after the first year of a 10-year strategic plan. The Ministry of Education (MOE) is currently developing the EFA action plan, which will include the themes of teacher training, materials development, and school health. Community schools represent 14 percent of the total in Mali and will continue to be cultivated.

Namibia: The Namibian government made education compulsory at independence in 1990, attempting to minimize the legacy of apartheid. Progress has been made, with enrollment at 95 percent, increased teaching rooms and schools, essentially nonexistent gender disparity, and better access for marginalized communities. The MOE has developed mobile schools, school feeding programs, and hostels for students whose homes are far from schools. The EFA initiative has raised some concerns within the Namibian education sector, such as the needs for participation of all stakeholders, sustained commitment, a credible plan, honored financial pledges, capacity building, and consideration of the effect of HIV/AIDS.

Nigeria: Nigeria's EFA action plan is currently under revision. Civil society has been invited to lead the initiative, and data collection supporting this is underway. Decentralization has meant that different states have identified different priorities. Kano, for instance, has increased school construction, and Lagos has used information technology to train teachers.

Senegal: The master plan for Senegal's education sector was developed in January 2000, so an effort is now underway to match this with EFA goals. The representative expressed a need to give meaning to the political commitment to education.

South Africa: A strategic plan including separate plans for each sub-sector has been developed in South Africa, but it is not long term because the sector landscape is changing. Access is not a problem, but quality is. Other challenges include identifying best practices, developing curricula, restructuring higher education including teacher training colleges, coping with HIV/AIDS, and insuring that "no learner learns under a tree."

Uganda: Over 30 percent of the national budget is devoted to education in Uganda. The EFA action plan has been operationalized and harmonized with



other plans such as the Heavily Indebted Poor Countries Initiative. But concerns remain. For instance, New Partnership for Africa's Development (NEPAD) dialogues on education need to include conflict, disease, and natural disaster preparedness. The government is also ready to participate in fast track EFA.

Zambia: Schooling in Zambia is free through the university level, but periodic changes in political leadership have led to challenges in implementing various reform policies. EFA goals have already been internalized and nationalized since the Basic Education Sub-Sector Investment Program (BESSIP) was launched in 1998 to address access, quality, and equity. It includes systemic reform of teacher training, increased numbers of schools, and implementation of school health programs.

Forgotten Children: The Plight of Street Children in Zambia and the Role of Education

In Zambia, an estimated 20 percent of the adult population has the HIV virus, and over 1.5 million people have already died of AIDS. One result has been a huge increase in Zambia's orphan population. According to a USAID report released in 2000, over one million Zambian children have lost one or both parents—mostly to AIDS.

As Zambia's traditional safety net of family and community weakens under pressure from endless illness, death, emotional stress, and economic hardship, more and more orphaned children lack the basics—food, shelter, emotional care, medical care, school costs, and protection from neglect and abuse. Increasingly, these young people join other runaways, abused and abandoned children to make up Zambia's mushrooming population of street children.

USAID has produced *Forgotten Children: The Legacy of Poverty and AIDS in Africa*, a 13-minute video chronicling a day in the lives of several children surviving on the streets of Lusaka, Zambia's capital. Shot from the children's point of view, the film's purpose is to give information that will raise awareness of mobilize resources to confront this crisis of AIDS. Megan Thomas of USAID/AFR/SD led BEE participants in viewing the video and brainstorming possible solutions to the problems it depicts, which often corresponded with newly developed programs.

Worldwide, these new programs are focusing on supporting children by strengthening families and communities. One critical component is education—helping at-risk children continue their schooling. Governments are developing strategies to reduce the impact of HIV/AIDS on both students and teachers. Communities, working with governments, are using innovative approaches to reach children who can no longer attend school. For example, the USAID mission in Zambia is supporting radio education so that these youngsters can study in informal schools that are supported and supervised by members of the community.

The key is to have interventions and family support before children are forced onto the streets. Governments need to coordinate with broad-based civil society to provide all support, including family and community support. They must examine immediate survival needs (food, shelter, etc) versus long term needs (education), and identify and mobilize stakeholders with a multi-level approach.

Copies of the video are available by contacting abic@dis.cdie.org.

Recruiting and Retaining a Trained Teacher Force Track

Teaching is a profession that needs to attract good people, prepare them well, and support them in their work through in-service and proper pay and incentives. Jane Schubert of the American Institutes for Research (AIR) and others organized this track to address ways in which countries can meet the goal of building a trained teacher force by 2015.

What is an Effective Teacher?

Participants were asked to remember a particularly effective teacher from when they were in school and write down one or two characteristics of that person. These characteristics included identifying pupil needs; using learner-centered, interactive methods; having a solid knowledge of the subject; communicating enthusiasm for learning; and having confidence in the pupils.

The facilitator asked participants to keep these characteristics in mind and develop a vision of what an effective teacher and teacher force would look like in their countries in 2015. The teams from Senegal and Benin said that in the category of prerequisites of effective teaching, they looked at verbal and physical ability. One challenge is how to deal with teacher recruits who come into the system with handicaps. Teacher expectations for students are also a concern, especially in relation to teacher supportiveness of girls and their capabilities.

The team from Ethiopia said their vision is for teachers to be proficient in English, mathematics, and general knowledge as well as very committed and self-motivated. The teacher should set a good tone in classroom management.

The Namibia team said their vision is for a classroom environment that models democratic participation and allows students to have a voice in what goes on. Civic education is a part of classroom management; a teacher is sensitive to students and runs a class on the basis of equity.

Finally the teams from Zambia and Malawi said they would like to see teachers who use local language in the classroom for at least the first grade or standard. There is a need for curriculum reform to respond to all children.

Gender Issues in Recruitment

Gender issues in recruitment are positioned within the broader issues of gender relations and gender roles in society, and schooling and teacher recruitment issues in general. Three points were explored: 1) The pool of women eligible to go for teacher training is small; 2) EFA Goal 5 calls for achieving gender equality in education by 2015, which means the pool of candidates needs to expand rapidly; and 3) to reach this EFA goal, a range of strategies in “affirmative action” or “positive discrimination” need to be implemented. These affirmative action strategies include:

- ◆ Academic assistance and mentoring for girls in middle school and secondary school, especially in math and science.



- ◆ Academic assistance for young women in teacher training colleges and institutes (TTCs/TTIs) so that they do not drop out in disproportionate numbers.
- ◆ Increasing the number of places for young women in TTCs/TTIs.
- ◆ Giving attention to housing and safety conditions for female teachers, especially in rural areas.

Each team shared their country recruitment policy for teachers, giving special attention to gender-related policies in the context of the previous presentation. Policies varied widely. Countries like Benin posted married teachers together, while Zambia makes no allowance for location of the spouse. Some countries have quotas for spaces in TTCs and other do not.

Plans to Attain a Trained Teacher Force

Namibia, Ethiopia, Ghana, Benin, and Guinea have implemented programs that are helping them move toward a totally trained teaching force. Patty Swarts of Namibia described that country's basic education teacher diploma program. The three-year program requires new teachers to learn critical inquiry and action research skills. There is a strong emphasis on fostering appropriate attitudes, since teachers are expected to contribute to nation building and the development of social justice. Lessons learned include the importance of working with school managers on this, and that teachers need space to reflect and a supportive environment in schools. Sometimes new graduates do not get support because school managers do not understand the process; peer collaboration has been developed to give new teachers the support they need.

Maekelech Gidey of the Ethiopian MOE described the introduction in 1997 of school clusters in the Tigray region through the USAID Basic Education System Overhaul (BESO) initiative, which was developed in response to the need for teacher in-service and limited resources in the context of rapidly exploding education. A cluster is a group of schools (usually three to seven) working together. A training center is located in each cluster and school-based in-service training is offered through this center. Cluster coordination takes place through a committee that plans cluster activities. The committee includes one teacher from each school and has a cluster guide. Clusters work together on workshops, supervision, curriculum evaluation, academics, and sports.

The impact of the cluster school program has included increased student participation, communication and sharing of ideas, and teacher collaboration on lesson planning. Challenges encountered include the resistance to change, dealing with logistics for distant schools, no per diem offered to teachers although they must travel to get to the cluster centers, and no program budget at the regional level for the first five years. Keys to cluster school successes include supportive policies, awareness creation and capacity building, cooperation between the Regional Education Bureau and BESO, training needs assessment, training materials development, and teacher ownership of the program.

According to David Fifi Manuel of the Academy for Educational Development, Ghana's recruitment initiatives are intended to bring and keep experienced teachers in rural areas, and to bring more women into teaching. Ghana's recruitment policies include an entrance exam for teachers, a remedial program for female TTC students, stipends for poor students, and the district teacher sponsorship program to be initiated next year in economically deprived districts.

Ghana's strategies for retaining teachers include a quota system, an incentive package and promotion scheme for teachers in deprived areas, an in-in-out program (two years in the classroom and one year in the field with a mentor, then out into the field), and a career development program.

Prudencia Zinsou of the Benin MOE described the initiative to introduce teachers to the country's new curriculum. The earlier curriculum consisted of 20 subjects and the expectation that the teacher was the expert who was to deliver the knowledge to the students. In the new curriculum, all subjects have been organized into six areas of training and the teacher is the facilitator who helps pupils build up their own knowledge. She said "It hasn't been an easy business!" Teachers who were supposed to implement the new curriculum had been trained in the old system and resisted the change. So it became necessary to set up a first group of 100 teachers to be trained in the new curriculum and teaching methods. Later pedagogical advisors, inspectors, and some principals also were trained to build up a pool of trainers and supervisors.

Pierre Kamano of the Guinea MOE explained that Guinea had a major problem getting trained teachers into classes, so they set up a large initiative to take in 8,000 teachers in three years. They set up a program with nine months of training in a training center followed by nine months in the classroom supervised by trained, qualified teachers. Then new teachers returned to the training center for six months to reflect, study, and take a final exam. If they passed, they became teachers in the system. A second program was a 20-month program with eight months of theory and six months in the classroom under the supervision of mentor teachers and then back to the training centers. This program is currently being evaluated.

Participants convened in country groups to discuss the reforms panelists had described in the context of policies and programs needed by each country to develop its trained teaching force by 2015.

Assessment and Monitoring and Evaluation Systems

The third day of the trained teacher track examined assessment and monitoring and evaluation systems. This information is necessary to get beneath the surface of what is happening in schools and to identify the ways in which schools can be changed. Schubert noted that the goal of developing an effective, trained teacher force is always improved pupil outcomes.

Participants described an array of teacher assessments in the 11 countries. Methods ranged from classroom visits by teaching evaluators at the local and district level to testing of both students and teachers to pupil evaluations.

The goal of developing an effective, trained teacher force is always improved pupil outcomes.

Schubert asked if there were ways that these assessments could be standardized and shared more broadly.

She then shared findings from the Improving Educational Quality longitudinal teacher assessment study in Malawi begun in 1999, which focused on analyzing and considering the consequences of the data for the system. The study looked at the teachers, pupils, and community members related to standards 2-5 to learn as much as possible about the environment, learning, and performance in this project. The data showed that almost half of the teachers in the system in February 1999 were not available in October 1999. A follow-up study suggested this caused instability in the system since about half of the students had to experience a change in teachers, which could well affect pupil learning and achievement.

Schubert shared other country examples of data collection and use. For instance, in Mali they began introducing local language instruction in 1994. The evaluation of this showed that across the entire country the scores were higher for mother-tongue learners versus those who studied in their second language, French. In another example from Malawi, Yoas Kamangire of the Malawi Institute of Education found that trained and untrained teachers used textbooks in the same way—not at all. Pupils whose teachers had been trained in locally available resources had performance outcomes higher than those pupils with untrained teachers.

UNESCO Efforts

Fay Chung of UNESCO described the International Institute for Capacity Building's efforts to strengthen teacher education in Africa by linking local institutions with university faculties of education in North America, Europe, Asia, and Africa. Through these partnerships, advanced degrees are now offered in mathematics and science education, and distance education. She pointed out that teachers are often the most qualified and best prepared for private enterprise and are drawn into NGOs and donor agencies. "Figures show that we have about 20 percent turnover per year in many countries," she said. "If we don't carry on with training, over five years we will lose the entire staff."

After Chung's formal presentation, one participant asked a question that seemed to be shared by several in the audience. While UNESCO is strengthening capacity, what is it doing to help establish an enabling environment for people so they can perform well? For example, in most countries the right people are not appointed in the right place and this affects people at all levels. She answered that the issue of political appointments is endemic everywhere but it is more noticeable in Africa because people who are not necessarily qualified may be appointed for political reasons. A minister may remove technicians and bring in nontechnicians. But when the minister leaves, the nontechnicians may remain. She said Africa needs new systems where appointments by politicians are limited and the term of service of politicians is similarly limited. She also said that hundreds of people need to be trained to create a large pool of qualified individuals that

politicians can choose from. Training one or two people in each agency is not enough.

Patty Swarts of Namibia observed that “since we are the people working in and with ministries, we should be asking the question as well. What are *we* going to do to create the environment in which people can work effectively, especially in teacher education?”

Finally, Joy du Plessis and Shirley Miske of AIR shared materials recently developed through the Africa Bureau that support teachers’ reflective practice and quality improvement in schools. Du Plessis introduced the newly developed manual *In My Classroom* and Miske discussed the bibliography and Quality Education Modules developed under the auspices of the Interagency Partnership on Quality Education and through USAID’s Improving Educational Quality program. Copies of both are available from AIR at 1000 Thomas Jefferson Street NW, Washington D.C. 20007.

The final session concluded with country groups preparing and sharing plans to recruit, train, support, and retain teachers by 2015.

Joyce Janda from the New Sudan Secretariat of Education closed the session with these words: “I want to thank everyone for this session. I feel I have learned so much. I feel like going out there now!”

For a copy of more extensive notes from these sessions, please visit www.afr-sd.org/Education/beeworkshop/overview.htm.

Alternative education is designed to provide a system of learning options—in terms of place, time, programs, and formats—to give learners ways to achieve their educational goals and meet the educational needs of their communities.

Alternative Learning Delivery Strategies Track

Alternative education recognizes that all people can be educated and play a role in society. It is in the general interest of society, and the various communities that form it, to provide every individual with education opportunities and learning environments in which they can participate. Only through this participation can individuals receive the general education that prepares them for productive inclusion in the community.

Some definitions of alternative education from the American education context are useful. For instance, the definition of alternative education from the Michigan Department of Education is a separate program within a kindergarten through grade 12 public school district or charter school established to serve, and provide options to youth whose needs are not being met in the traditional school setting. There are three indispensable goals for alternative schools:

1. The students attend by choice.
2. The school or program is responsive to unmet local needs.
3. The student body reflects the ethnic and socio-economic mix of the community.

Similarly, the Iowa Association of Alternative Education defines the concept as a means of incorporating a variety of strategies and choices of environment within the school system to ensure that every young person finds a path to the educational goals of the community.

In all cases, alternative education is designed to provide a system of learning options—in terms of place, time, programs, and formats—to give learners ways to achieve their educational goals and meet the educational needs of their communities. Typically, alternative education services in Africa respond to governments' inability to reach out to school-age children, out-of-school youth, and young adults seeking learning opportunities. The word "alternative" means next to and in complement of, rather than instead of. While the alternative education model used in the U.S. is part of the formal school system, it is often outside of it in the African context. Another factor that must be taken into consideration when discussing the issue is the tendency to equate alternative education with nonformal education, which instead includes literacy training, livelihood skills training, and education services for out-of-school youth and/or returned soldiers.

The scope of alternative education has expanded just as the meaning of nonformal education has been blurred, and now includes community schools. These organized entities are created and managed outside the public education system, and provide formal education services such as teachers, teacher training, curriculum, and books to school-age children in a nonformal setting, possibly with abridged curricula, different schedules and timetables, and volunteer teachers. Communities manage and support the schools, with support by public authorities varying from resistance to nonrecognition to encouragement. Alternative education also includes the provision of education services to street children, HIV/AIDS-affected

children, and orphans who cannot go to school. In the case of community schools, alternative education models for school-age children are being slowly mainstreamed into the public formal education system, moving away somewhat from the original idea of alternative education.

Most current USAID programs use one mode of delivery of education services: building the capacity of communities to deliver education services, such as governance and management of schools, management of scheduling and staffing, monitoring of teacher and student attendance and learning, and provision of funding. The curriculum and treatment of equity may be different from that of the official primary schools. A community school is not necessarily an alternative education model but it encompasses the concept of community ownership of the management of the school, as well as sometimes of the physical structure and staff. These schools are gaining more legitimacy in the eyes of government and international donors.

Two basic models of alternative education were presented at the BEE: community schools and alternative delivery mechanisms, such as radio instruction and information technology, home-based schooling for girls, mobile schools or basic education centers, community-based resource centers, and education centers for vulnerable children. Many questions remain related to these models. How can they be sustained? How can governments recognize and support them? Can partnerships between government, private sector, and communities be improved to support these models? And is student learning assessment in the models possible?

Yolande Miller-Grandvaux of the Academy for Educational Development (AED) and Megan Thomas of AFR/SD organized this track to explore these questions in four sessions. The track was divided into two main themes: distance education and community schooling.

Distance Education

The distance education sessions started with a visit to the Ethiopia Ministry of Education's Education Media Agency (EMA), which has been developing distance education programs for adults and radio education for primary school, including curriculum development, teacher training, script writing, analog and digital editing, and broadcasting. The EMA distance education project has been able to reach 12,000 teachers throughout the country, thus upgrading teachers' skills and enabling remote children to access learning.

Ato Demissew Bekele, director of the EMA, and Stuart Leigh and Tom Tilson of the Basic Education System Overhaul Program (BESO) provided an introduction to the agency's various activities in distance education. Participants watched a video on interactive radio instruction (IRI), and toured EMA's media library, production facilities, and state-of-the-art studios. Responding to high demand, a second trip to EMA was organized three days later, allowing a total of 76 participants to visit.

Participants on the visits asked about the feasibility of replicating such a successful program in other countries. Demissew identified the critical factors of success:

- ◆ Government's continuous commitment to distance education.
- ◆ Synergies between the ministries of education and communication.
- ◆ Support from several key donors.
- ◆ Continuous provision of trained staff.

Participants were interested in finding out more about the sustainability plans and costs of such programs, and whether IRI programs were addressing community participation. The moderators also provided a framework for alternative education, and discussed orphans and children affected by HIV/AIDS as a target group.

The rest of the session was devoted to discussion of other distance education programs. Mike Laflin of the Education Development Center (EDC) presented information on interactive radio programs in Guinea, Nigeria, Somaliland/Ethiopia, and Zambia. IRI programs in Zambia and Honduras adapt formal curricula for out-of-school youth and are designed to certify the learner at the equivalent level as their peers in the formal system. Catherine Powell Miles of USAID/Namibia and William Wright of EDC discussed computer resource centers in Namibia, Uganda, and Rwanda. The computer centers in Namibia are building the capacity of the 12th grade leavers who run them. Finally, Jane Schubert of AIR shared Honduras' experience with learning centers for middle school-aged out-of-school youth. These panelists offered perspectives on the challenges of introducing such programs to national actors, integrating them into Ministry of Education plans, and fostering ministry ownership.

Community Schools and Other Alternative Models

Community schooling has long been a practice in many African countries, but the idea of alternative education as a strategy is relatively new. Alternative education models are growing out of the recognized inability of public education systems to reach all children and provide relevant education services.

Community schools constitute the largest alternative education model in operation in Africa. Several NGOs presented information on their programs: Solo Kante of World Education Mali on the history of community schools, Holie Folie of World Learning Ethiopia on alternative girls education strategies, and Jacqueline Hardware of Opportunities Industrialization Centers (OIC) on alternative training for youth in Nigeria.

Miller-Grandvaux and Aleta Williams of AFR/SD led a session on alternative education models and community participation in education. The session focused on sharing strategies to address issues common to all community school programs, such as partnerships between government, NGOs, and communities; involvement of communities in the quality of schooling; and sustainability. Country representatives presented their issues, and participants offered advice and recommendations on what works (see list below). Two presentations triggered more recommendations: Abibaye Traore of Save the Children Mali told the story of village schools and mainstreaming them into public education, and Hailu Sime of Action Aid

Ethiopia shared that organization's ACCESS (Appropriate, Cost-effective Centers for Education within School Systems) model for underserved children.

Through group work, both sessions focused on identifying issues, sharing experiences across countries and solutions, and recommendations to take back. Participants identified the lessons they had learned, which are listed below:

- ◆ All partners, NGOs, governments, donors, and communities must understand each other's needs and create a communication channel or medium to do so.
- ◆ Clear lines of partnership need to be established collaboratively from the beginning.
- ◆ Governments and NGOs need to define their respective roles at the central level.
- ◆ Governments and NGOs must be accountable to each other. NGOs require transparency from the government but NGOs do not currently show their own figures to government.
- ◆ Assessments of education needs must be conducted at the regional level, involving all partners, instead of the central level.
- ◆ Governments only feel responsible for the schools they open, not the ones that others open.
- ◆ Communities need to address issues of access before they can address quality.
- ◆ Involve nontraditional parents, such as grandparents, in the delivery of education. Zambia has a family program where teachers and principals invite parents to see how the class works and what children learn.
- ◆ Involve parents in the curriculum by asking them what their children should learn.
- ◆ In Guinea a contract between government, community, and NGOs has proven successful. The government supplies teachers and materials, parents send a minimum number of students, the community provides decent housing to teachers, and NGOs monitor construction and train parent teacher associations. Funding goes directly to the community and NGOs but the government pays salaries.
- ◆ In Southern Sudan, government develops the curriculum and NGOs train the teachers.
- ◆ NGOs can play a substantial policy role. The NGO coalition in Malawi, for instance, conducted the education sector review.
- ◆ There is a need for a holistic approach to the overall health of the community. How can the whole capacity of the community, including the health, income, and social wellbeing, be addressed?

The conclusion of all four sessions is that alternative education models are here to stay.

Clear lines of partnership need to be established collaboratively from the beginning.

Management Track

USAID Reorganization

The first session focused on USAID reorganization and its impact on education programs in the field missions. Buff Mackenzie, education office director in the new Economic Growth, Agriculture, and Trade (EGAT) Bureau, outlined the context in which this reorganization is occurring in terms of a greater global focus on education, including EFA, the G-8, the Bush Administration, Congress, and the World Bank. Wade Warren, deputy director of AFR/SD, explained that the reorganization objectives are to:

- ◆ More clearly link the Agency's priorities to U.S. government foreign policy interests.
- ◆ Rationalize the Agency resources allocation process.
- ◆ Improve the efficiency and timeliness of the implementation process.
- ◆ Encourage and empower staff to innovate.
- ◆ Improve morale and motivate staff to have a sense of accomplishment and contribution.

He went on to outline some of the specific changes, including staff shifts between the Africa and EGAT Bureaus. AFR/SD will keep 34 positions, including 8 full-time and 2 part-time in the education division.

A spirited discussion followed the presentations, with a great deal of participation from mission staff present. They raised many concerns, particularly centering on, as Cheryl Kim of the Ethiopia mission said, "continuity and depth of support from Washington." Several mission staff mentioned the importance of knowing who in Washington would now act as an advocate for mission programs and worried that this advocacy role might be lost. Lisa Franchett of USAID/Ghana wondered if access to USAID/Washington's technical assistance staff would remain as easy as it had been in the past. Some possible solutions to reorganization-related problems were proposed, such as country backstops and a "one-stop shop" for technical assistance, and it was agreed the discussion should continue throughout the week.

Greg Loos of EGAT outlined the roles for strategy development, with EGAT taking on technical leadership, the Policy and Program Coordination (PPC) Bureau integrating strategies to be consistent with U.S. government foreign policy interests, and regional and field missions designing and implementing regional and country strategies.

He then described the agency-wide education sector strategy currently under development in EGAT. The key guidance and priority points are that it:

- ◆ Provides technical links between high level policies and mission operations.
- ◆ Is grounded in a larger development perspective.
- ◆ Supplies a guide for performance-based outcomes.
- ◆ Is sensitive to contextual changes in the fields of education and development.



- ◆ Includes of all forms of education and training.
- ◆ Is high quality, concise, focused, and flexible.
- ◆ Guides missions in setting priorities and accommodating differences in development across countries.
- ◆ Accommodates each host country's stage of readiness for education reform.
- ◆ Uses a systemic approach and system-wide planning.
- ◆ Encourages country-led harmonization of donor and multilateral interventions.
- ◆ Requires civil society and private sector alliances.
- ◆ Necessitates a decentralized process.
- ◆ Follows intent of USAID's reorganization for cross-sectoral interventions and performance-based results.

There was discussion as to whether or not this EGAT strategy can or should incorporate and/or replace existing Africa Bureau and country strategies. This point was left unresolved.

Sarah Moten explained some of the reasoning behind the creation of the new Africa Bureau Education Division, which brought together staff members of the pre-existing education team and the two presidential education initiatives. She then gave an overview of the new initiative, the details of which have yet to be finalized. The Bush administration has set particular targets for the \$200 million initiative, below:

- ◆ Train more than 160,000 new teachers and provide in-service training for more than 260,000 existing teachers.
- ◆ Partner with historically black colleges and universities in America to provide 4.5 million more textbooks and other learning tools for children in Africa.
- ◆ Provide 250,000 scholarships for African girls and other vulnerable children.
- ◆ Increase the role of parents in their children's education by working to make school systems more transparent and open to reforms from parents.
- ◆ Address the impacts of HIV/AIDS on the education system.

However, she said there is some flexibility and she welcomed input from missions about these and other targets. More information is available at www.whitehouse.gov/news/releases/2002/06/20020620-18.html.

Finally, Patrick Collins of EGAT described some of the new agency-wide programmatic funding mechanisms. Further information about these is available in the BEE binders and directly from EGAT.

Mitch Kirby of AFR/SD observed in summary that it is a management challenge to make all these different pieces come together. "We need to share information and recognize tools," he said.

Knowledge management is trying to capture what is in people's heads and hard drives.

Knowledge Management

Buff Mackenzie explained that knowledge management (KM) is a concept that the agency is trying to develop and put into practice. "This workshop is an example of how much information is out there," he said. "KM is trying to capture what is in people's heads and hard drives."

Grace Lang of USAID's Latin America and Caribbean Bureau explained the general KM principles. There are two types of knowledge: explicit, which is formal, transmitted, and expressed, and tacit, which is personal, individual experience, and rarely recorded or shared. She said that typically knowledge in any organization is about 20 percent explicit and 80 percent tacit. The goal of KM is to increase the percentage of explicit knowledge. USAID's working definition of KM is "a systematic approach to help information and knowledge emerge and flow to the right people at the right time and create value."

One way to improve knowledge flow is to encourage communication with "communities of practice (CoPs)," groups of people who are informally bound together by shared expertise. These CoPs often overlap and therefore, ideally, can be a conduit for knowledge sharing across an organization. USAID's PPC Bureau has developed a KM pilot program that relies on CoPs overlapping with centralized agency resources such as the USAID Library and Development Experience Clearinghouse.

Once implemented, this program will benefit all agency constituencies.

- ◆ Field staff will have access to the most relevant Agency experiences and expertise of all knowledgeable USAID staff and outside experts (through CoPs) and simplified information search and retrieval (though web-based tools).
- ◆ Washington analysts will have access to reusable information (lessons learned, past analysis, and academic studies), technical and field experts/expertise, timely and relevant data, and analytical tools to synthesize this data.
- ◆ Decision-makers will have timely access to the most knowledgeable personnel and the most valuable information.
- ◆ The public will have more information available to "tell the story" of USAID and its successes.
- ◆ USAID partners will have improved capability to share development knowledge and harvest their experiences.

To start the discussion, Lang asked participants what "pain points," or impediments to knowledge sharing, they have experienced. The first response was that there are sometimes distrustful relationships between the missions and Washington that can result in information being withheld from one team or the other. Staff need to feel secure in their positions to feel that they can share, rather than protect, what they know.

Kirby pointed out that under the current system, staff members do not get credit for documenting events, that essentially no time is allowed for that. The mission annual report is one of the few mechanisms for sharing

program information, but it is not as comprehensive and helpful as the previous R4 format was. Tracy Brunette of AFR/SD mentioned that Washington tries to avoid asking missions for information because the missions are so busy with other requirements.

Warren clarified the two types of knowledge from his experience, saying that sector-specific knowledge is typically explicit whereas strategies for moving through USAID bureaucracy are tacit. This leaves Foreign Service National staff, who unlike U.S. direct hire staff do not work in Washington for a year before going to the field, at an informational disadvantage.

Lang asked for concrete suggestions for improving knowledge flow. Joe Kitts of AFR/SD mentioned that his office had talked about creating a CD-ROM with forms, templates, and guidance for agency procedures. Catherine Powell Miles of USAID/Namibia and Jeff Ramin of USAID/Benin both mentioned that more regular communication to the missions, such as the “Notes from Natsios” and Jay Smith’s “Notes to the Field,” could also be useful. Finally, supporting and evaluating staff members on knowledge sharing would stress the importance of KM.

A copy of Lang’s presentation is available at www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm.

Program Assistance

Ash Hartwell of EDC and Kirby outlined some of the core principles of program assistance or budget support funding (formerly known as nonproject assistance, or NPA), which include:

- ◆ Provides resources to host governments for sector policy and institutional reform.
- ◆ Disburses resources when benchmarks are achieved.
- ◆ Requires analysis of key development constraints.
- ◆ Encourages host-country ownership.

They also explained that support for this funding mechanism is mixed in Washington, with Africa Bureau leadership in favor of it in light of the New Partnership for African Development (NEPAD), but Congress still needing to be persuaded.

Short presentations by USAID representatives Kent Noel, Zambia; Jo Lesser, Mali; Kevin Mullaly, Ethiopia; Sarah Mayanja, Uganda; Aberra Makonnen, Ethiopia; and Lisa Franchett, Ghana, illustrated some of the challenges and shortcomings with program assistance. Some of these include unrealistic, numerous, and/or complicated conditionalities or benchmarks; inconsistent requirements across donor agencies; and inadequate capacity for required monitoring and evaluation at the ministry level. Makonnen pointed out that program assistance can only enhance or speed up reform, not force it. Franchett described a disbursement system that USAID/Ghana is using to give program assistance at the district rather than national level through NGO partners. Common misperceptions about program assistance were also discussed such as the notion that it is easier for host governments to manage than nonprogram assistance.

An animated discussion followed, with Mackenzie suggesting that it may become politically necessary to shift from institutional reform to learning outcome-based benchmarks. Many participants expressed concern over this. David Bruns of USAID/Uganda, pointed out that it is risky to tie disbursement of funds to exam results, but suggested using a set of “shadow” benchmarks instead. Franchett said that USAID/Ghana’s district disbursement system is not linked to results themselves, but instead to availability and use of results data.

A task force in the Africa Bureau has developed draft program assistance documents, which are included in the BEE binder.

MTT Approach to the Management and Mitigation of the Impact of HIV/AIDS in Education

HIV/AIDS exacerbates existing systemic and management challenges that ministries of education have been addressing for over a decade. The pandemic erodes the teaching and management workforce, leads to declines in enrolment, reduces transition rates, and has negative impacts on gender equity. An increase in numbers of children who are orphaned, coupled with a decline in extended families' economic assets means there are increasing numbers of children whose day-to-day life is too precarious for participation in school even when policies abolish fees. Organizing a national response by ministries of education is made more challenging by geographic variation in HIV/AIDS prevalence. However, building on the advances made in systemic education reform over the past 10 years, ministries can address the HIV/AIDS crisis.

Peter Badcock-Walters and Jonathan Godden presented an overview of the Mobile Task Team on HIV/AIDS on Education (MTT), based at South Africa's University of Natal. The MTT provides focused skills and experience to build capacities of MOEs for developing prioritized strategic plans for HIV/AIDS mitigation as part of day-to-day education business. The MTT was co-developed by USAID/AFR/SD and the University of Natal's Health Economics and HIV/AIDS Research Division (HEARD) in 2000 in response to the needs of MOEs in the region. The aim is to work in partnership with MOEs and their associated stakeholders to understand, manage, and mitigate the impact of HIV/AIDS on their systems. Success is measured by how well the MOE utilizes the knowledge, tools, models, and training provided, and implements a prioritized action plan. The team, which is fully funded by USAID/Washington under a two-year cooperative agreement with HEARD, comprises 15 Southern African professionals specializing in the impact of HIV/AIDS on education. Expertise includes education policy and planning, management and information systems, HIV/AIDS and public health, economics, public sector management, modeling and statistics, monitoring and evaluation, and program design. The MTT enters into a working relationship with a ministry of education after the ministry requests that the local USAID education officer provide assistance in planning a response to HIV/AIDS and education. Currently the MTT is working in, or preparing to work in, 12 education systems, and has facilitated a number of regional workshops.

MTT uses a systemic approach to managing and mitigating HIV/AIDS impact:

- ◆ Phase One—empowering the education sector.
- ◆ Phase Two—developing a shared vision and strategic plan.
- ◆ Phase Three—managing the implementation and monitoring.

Support involves the training and skills development required to sustain an HIV/AIDS response and wider system reform. The process must

HIV/AIDS exacerbates existing systemic and management challenges that ministries of education have been addressing for over a decade.

institutionalize more reliable data, effective decision support systems, improved quality of teacher training, and better management, administration, and budgeting.

Badcock-Walters outlined several of the tools the MTT uses to work with the MOEs:

- ◆ A comprehensive checklist of agenda options to guide the MOE through the process and ensure that no issues are overlooked.
- ◆ An analytical sector appraisal framework to elicit structured comment on impact from the sector.
- ◆ A sector vision development technique to facilitate the development of a shared vision statement for the education sector.
- ◆ Techniques to identify and prioritize objectives required to realize the vision.
- ◆ Implementation planning templates to develop a prioritized and time-bound sectoral action plan.
- ◆ A checklist of zero or low cost actions or options.
- ◆ Teacher demand and supply modelling based on MOE data, designed to project demand and supply of teachers over time.
- ◆ A district education monitoring and management information system designed to capture a limited number of HIV/AIDS and management indicators on a monthly basis (see page 41).
- ◆ A template to establish a database of development partners by agreed criteria.
- ◆ Analysis of the technical assistance (TA) required to implement the strategic action plan, empowering the MOE to plan and manage the nature and extent of TA.

In discussion at the end of the session, it was suggested that the MTT should consider allowing USAID mission staff to participate in training activities along with MOE staff. It was also pointed out that while the MTT was developed with a focus on HIV and education, its methodologies also apply to other sectors such as agriculture and economic growth.

For a copy of Badcock-Walters's presentation, go to www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm. For more information on the MTT, visit www.und.ac.za/und/heard.

Education in Crisis

Over 50 percent of the countries in crisis worldwide are in Africa, along with 5-10 million war orphans and child soldiers, and an estimated 20 million landmines. Prolonged conflicts destroy social and human capital, leading to incredible challenges for education professionals. However, as session co-organizer Talaat Moreau of the American Institutes for Research said when introducing the session, “There is a solution for everything. We just have to find it!”

Ash Hartwell of EDC introduced some of the concepts that educators must understand when working in crisis situations. For example, there is a sequence of questions that people in crisis figuratively ask themselves: 1) Can I survive? If yes, then 2) Can I be secure? If yes, then finally 3) Can I find a way to move forward out of crisis? It is only when people have reached the third question that real education is actually possible.

Four country teams outlined their current crisis-related programs:

Ghana

Adama Jehanfo of Catholic Relief Services (CRS) described activities in Northern Ghana, a region with a history of conflict between 50 major ethnic groups and areas currently under curfew. “Education is the best opportunity to bring stability,” she said. CRS is emphasizing the development of community schools with teachers from the community since many trained teachers will not accept postings to schools in that part of the country. However, community involvement is moving at a slow pace because of the 100+ dialects that are spoken, which makes communication unusually difficult.

Sudan

The nearly 20 year civil war between northern and southern Sudan has devastated infrastructure in the south, explained Anne Itto of the New Sudan Secretariat of Education. Most schools have been disturbed by fighting and/or conscription. Nearly 60,000 children are in refugee camps in neighboring Ethiopia.

In the early 1990s, the aspiring government of the Southern People’s Liberation Movement (SPLM) reestablished some schools in relatively stable areas. William Ater of the SPLM described how NGOs were founded to assist in this process and international private voluntary organizations brought in resources as well. The SPLM developed an education policy, curriculum, and data collection system. Teacher training is done through distance learning.

Dunham Rowley of CARE then described that organization’s activities in Sudan. He said CARE operates under the principles of access, ownership, equity, and quality, and the premise that programs must help to increase security and peace. Their major interventions are supporting regional teacher training institutes, rehabilitating schools, encouraging community

Education is the best opportunity to bring stability.

participation, and increasing basic education access for adults and disadvantaged groups such as demobilized soldiers.

Guinea

Guinea's education system had to absorb thousands of refugee children from Liberia and Sierra Leone throughout the 1990s. Ibrahima Ba, of Plan International, Guinea, explained that this put heavy pressure on schools and local children to accommodate this influx. Additional classrooms were built but were often of lesser quality than existing buildings and were abandoned after the refugees left. Decisions were made centrally without any local consultation. A particular challenge was integrating children used to English language instruction into French-speaking schools, although this developed into a positive benefit with children learning both languages.

Lessons learned from Guinea's experience with refugees include the need for effective consultation at the operational level and to adapt infrastructure developed for refugees to local use once refugees have gone.

Uganda

David Bruns of USAID/Uganda spoke of the problems caused by the Lord's Resistance Army in the north, but most his remarks were focused on the Karamojang region in northeast Uganda. This area has a strong cattle-raiding culture with an historic distrust of education. The elders watched educated children grow up to become civil servants and "subjugators" and therefore saw no benefits from education. USAID programs to encourage the growth of a culture of education began in 1998. A heavy emphasis was placed on community involvement, targeting local leaders and encouraging the elders to attend and participate in classes. A peace education component is included in the curriculum, in addition to civic education and self worth. Class schedules accommodate the needs of pastoralist societies.

The program has proven successful so far with enrollments doubling each year from a pre-program low of 15 percent. The government of Uganda has adopted the recurring costs, so it is now sustainable and may be replicated in other areas.

Discussion

Alpha Bah from Guinea commented that it is very difficult to prepare for possible conflict but that it is possible to prepare for post-conflict. Hartwell pointed out that one should not assume that education necessarily leads to peace. "How the principles are put into practice are as important as the infrastructure," he said. Jo Lesser of USAID/Mali added that Eritrea continued with education during the war with Ethiopia, but that none of it could have been considered peace education. Yolande Miller-Grandvaux of the Academy for Educational Development, co-organizer of the session, commented that peace education must be directed at teachers as well, because they can share healing only once they have healed themselves. Gwen El Sawi of USAID/EGAT observed that most conflict is rooted in poverty so education must be one component of larger community development programs including vocational training.

Continuous Assessment

Continuous assessment is a technique that teachers can use to monitor students' progress and their own effectiveness. Presenters Hartford Mchazime of Improving Educational Quality II in Malawi, Yoas Kamangire of the Malawi Institute of Education, and Joy du Plessis of the American Institutes for Research discussed the definition of continuous assessment, outlined parameters of their feasibility study of the technique, and demonstrated the link between continuous assessment and improved teaching, and also gave examples of how some teachers are using continuous assessment in a context of large classes and limited resources.

Continuous assessment, as the term implies, is an ongoing process of making observations to find out what students know, understand, and can do. Testing is one of the most common methods, but the feasibility study emphasizes authentic and performance assessments including writing assignments, role plays, art projects, and solving problems. By using continuous assessment, teachers can adapt their instruction to the needs of individual students so that all will have the chance to learn and succeed.

Mchazime, Kamangire, and du Plessis are part of an IEQ/Malawi team conducting a feasibility study of continuous assessment in one district in Malawi, which includes 21 schools, 54 teachers, 21 headteachers, and 27 training and support team members. The focus of the study is on teacher use of curriculum-based performance assessments, analysis of the results by teachers and principals, and appropriate adjustments to lessons by teachers as a result of the analysis. Parents and communities have been apprised of the assessment methods, have responded favorably, and in some instances, are as a result increasing their support of the school.

When teachers constantly monitor their students' academic strengths and weaknesses, they are better able to adapt lessons to suit their students. This technique requires flexibility and commitment, but preliminary findings have suggested a host of benefits. These include improved teacher motivation, increased pupil and teacher attendance, and improved pupil-teacher relations.

There are a few unresolved issues relating to continuous assessment, such as appropriate levels of use for different subjects, how to get teachers to construct their own assessment items, the relationship between continuous assessment and pupil promotion, and how to address situations when pressure to assess leads to bogus assessments. Session participants expressed concern about the increased time requirements needed to use continuous assessment, and questioned how many teachers would be motivated to commit this time without an increase in pay. Another participant pointed out that truly motivated teachers see the importance of doing their job well and are willing to take the extra steps to make sure that happens.

For a copy of the presentation, visit www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm. For more information on continuous assessment in Malawi, contact the IEQ Malawi Project at mlw-ieq_project@malawi.net.

When teachers constantly monitor their students' academic strengths and weaknesses, they are better able to adapt lessons to suit their students.

Evolving Partnerships: The Role of NGOs in Basic Education in Africa

An audience composed largely of NGO representatives heard Yolande Miller-Grandvaux of the Academy for Educational Development (AED) explain the findings of her recent study on the relationships between NGOs, governments, and donors in basic education. The study examined how NGOs interact with government and international donors and also the role of NGOs in education policy and civil society in four countries: Ethiopia, Guinea, Malawi, and Mali.

NGOs see an education gap to fill, especially at the community level; governments recognize the needs for NGOs, but want to control them; and donors are increasing funds to NGOs, but with strings attached.

Tensions and mistrust often mark relationships between NGOs and government, even though each recognizes that both have roles to play in education and can provide services that the other cannot. Miller-Grandvaux examined these relationships in terms of legitimacy, capacity, and motivations and proposed some lessons learned:

- ◆ NGOs must involve the government to be effective. Trying to cut out the government undermines progress.
- ◆ Governments and NGOs need to establish lines of communication.
- ◆ Governments need to incorporate the value-added of NGO innovations into their policy.
- ◆ NGOs and governments need to develop a consultative process.

In the meantime, donors are increasing their funding to NGOs to design and implement basic education programs in Africa. The donor-NGO relationship has advantages for both sides, but also implies trade-offs, negotiations, and conditionalities. Miller-Grandvaux pointed out that typically NGOs spend 25 percent of their time meeting USAID's reporting requirements. Lessons learned from these relationships included:

- ◆ Donors and NGOs share broad goals (access, equity, and quality) but often differ in strategies and intermediate objectives.
- ◆ Donors and NGOs have an unequal relationship based on resources. The more diverse an NGO's funding base, the more autonomy and potential for innovation it has.
- ◆ NGOs must be willing to accept the strings attached to funding.
- ◆ Pressure for results should not overshadow the potential for education innovation.
- ◆ Donors and NGOs should weigh the cost of contractual restrictions against performance of education programs.
- ◆ Donors and NGOs should work closely when determining their education agenda.

Donors and NGOs often share the same education policy agenda, frequently in support of their programs. In none of the cases that Miller-Grandvaux looked at did NGOs start their programs with the objective of changing

policy, but instead they realized the necessity of it. For example, community school students in Mali were not allowed to transfer to government primary or secondary schools until that policy was changed by presidential decree. NGOs attempted to influence policy through policy dialogue, coalition building, donor leverage, and partnerships. Lessons learned from this process included:

- ◆ NGOs need to:
 - Develop a recognized policy competency.
 - Have well defined goals understood by all.
 - Nurture relationships.
 - Link stakeholders to policy actors.
- ◆ NGOs and government need to define their respective role in education policy.
- ◆ There is a need to strengthen public participation in education policy.

Finally, Miller-Grandvaux looked at the close relationship between NGOs and civil society. She found that NGOs build the capacity of citizens to form networks of responsibility that result in stronger education systems. From the government's perspective, these citizen contributions of resources to schools can compensate for low education sector investments. Lessons learned from this interaction include:

- ◆ Local and international NGOs need to create a common space.
- ◆ Local NGOs become strong when they define their own interests, programs, and priorities.
- ◆ Donors must recognize the need to build local NGO capacity.

Miller-Grandvaux concluded that NGOs are generally uninvited guests at the education party, although they are often brought to the party by donors. They also bring other guests (communities) with them and the venue must be changed to accommodate all of them. And NGOs often step on government's toes when they dance together. So the question remains: can they officially join the festivities or not?

Several participants expressed frustrations about the various roles and the way they are acted out. Specifically, there were questions about how USAID would incorporate the information from this study into their program design and reporting requirements, but it is too early to say. Another point, from William Ater of the New Sudan Secretariat of Education, was that NGOs can raise false hopes in communities with discussions of funding programs that never come to pass.

Participants also suggested ideas for improving and strengthening the relationships. For example, Scott Dobberstein of USAID/Senegal suggested that donors develop activities to encourage better communication between all stakeholders. Elsie Menorkpor relayed the process used by USAID/Ghana where discussions between all partners begin before funding comes in, and progress reports are also shared.



Finally, Bob Cunnane of USAID/Uganda pointed out that there are no good guys or bad guys in this process. Each has a role to play, but each must also understand the other's roles in order to work together more effectively.

Miller-Grandvaux's presentation is available online at www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm. Copies of the study are available at www.dec.org/pdf_docs/PNACQ444.pdf or by contacting the SARA Project at rlambert@aed.org.

Education Data

Program management, impact measurement, and system monitoring all rely on reliable, timely education data. School-level administrative data, collected by Ministries of Education, and Household Survey data, in this case collected by a USAID-funded project Ed*Data, are two complementary sources of this education data. Another source of educational data is from quasi-experimental pilot programs. Tracy Brunette of USAID/AFR/SD organized this session to illustrate the challenges in collecting school-level administrative data in Benin, Malawi, South Africa, and Zambia, as well as efforts to collect household level schooling data (Ed*Data) in Uganda and Zambia and data from a pilot school health program in Zambia.

School-Level Administrative Data

School-level or administrative data are collected by Ministries of Education through questionnaires that rely on timely and accurate responses from schools or districts (who then disburse to schools). This is straightforward in theory, but not so easy in practice. Presentations from the Ministries of Education in Benin (Joseph Ahanhanzo-Glele), Malawi (McKnight Synos Kalandu), and Zambia (Beatrice Mugwagwa) as well as USAID staff in South Africa (Khela Ndlovu) highlighted the common challenges in the development and sustainability of a viable education data collection system in all four countries.

Common data collection challenges include:

- ◆ Low priority placed on data collection efforts—data activities may often be suspended in favor of other activities, which impedes the timeliness of data.
- ◆ High rate of staff turnover—there is fierce competition from the private sector for those with data-related skills.
- ◆ Low quality of data (incentives for misreporting)—poor inflow of data leads to lack of timeliness of data.
- ◆ Little or no demand for information—data collected are not used or data collection is seen as a burden.

The cycle is familiar: little value placed on data and data collection efforts are related to lack of qualified staff (perhaps not adequately utilized or fairly compensated), which leads to low quality data, which, in turn, leads to the lack of data demand and use. This then leads back to the low value placed on data and collection efforts. How can we break this cycle?

In Zambia, a USAID-funded project, ED*ASSIST (Education Automated Statistical Information System Toolkit), has been working to improve the educational data collection system in the Ministry of Education. The last educational data publication was produced in 1995, but due in part to this new project, all education data have been entered into the system. The slogan in the office is “this year’s data, this year.” The MOE realizes that while setting up the software and computerized system is a major accomplishment, this may actually be the easy part. If insufficient capacity is built to use and maintain the system, it will be useless. The creation of this system will also

Creating a culture of data and information use at all levels of the system is crucial.

not necessarily address challenges stemming from data collection at the local level.

Another focus should be on feeding data back at all levels to increase transparency and ownership by all stakeholders. One suggestion from Emmanuel Acquaye, Ghana Education Services, was to open up the process of data collection at the local level and use the data by feeding it back to the schools and communities that generate it. This will increase the transparency of the process. If those who are responsible for collecting the data are aware of the importance and uses of it, they will be more motivated to accurately report it. This shift towards transparency in data collection would hopefully result in the decentralization of technical capacity at the district or local levels.

Challenges abound, but it is clear that any approach taken needs to be systemic. Creating a culture of data and information use at all levels of the system is crucial.

Household Survey Data – USAID’s Ed*Data

Household level education data are being collected under the USAID-funded project Ed*Data. These nationally representative data are collected by administering a survey as a follow-up to the Demographic and Health Surveys (DHS) and are meant to supplement school-level/administrative data collected by Ministries of Education. Data collected include reasons for nonattendance and drop-out and costs of schooling. The first two USAID mission programs in Africa to undertake the Ed*Data survey were Uganda and Zambia. David Bruns reported that Ed*Data were used to guide the USAID/Uganda’s mission education strategy. Winnie Chilala described innovations in the data collection efforts in Zambia: besides the standard education indicators, they are collecting data on the anthropometric (height and weight) status of school-aged children as well as questions about life skills.

Education Data from a School Health Pilot in Zambia

A pilot school health program in Zambia is looking at the relationship between cognitive ability and child health. Catherine Phiri of the Zambian MOE described the country’s school health interventions on de-worming, micronutrients, skills-based health education, and safe water and sanitation, as well as data collection efforts. She said that they knew that some basic school health interventions can be relatively low cost but, since they have not had adequate data, they could only assume that the interventions are improving the health and learning status of pupils. The findings from this school health pilot and accompanying data collection in Zambia are potential models for other African countries and may pave the way for larger scale promotion of school health activities. For a copy of the presentation please go to www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm.

Linking Education with Employment for Youth

This session started with all participants offering a particular concern each had about youth and employment. Some of these concerns included addressing the needs of ex-combatants and marginalized youth, including job development in activities, integrating productivity, using hands-on learning, offering career counseling, and making education more relevant to labor market demands.

Jacqueline Hardware of Nigeria Opportunities Industrialization Centers (OIC) then outlined her organization's workforce development initiative. The two-year pilot vocational and life-skills training project is reaching approximately 10,000 out-of-school youth in three target areas: Lagos, Kano, and Delta States. The project has two objectives: to increase the relevance of technical skills training courses to market needs in the three states based on market survey assessments, and to develop two new life skills course curricula in peace education and HIV/AIDS awareness. In addition, an expected outcome is increased access to credit programs. Hardware also brought in a special guest, Alemayhu Kassa, a young man from the neighborhood around the hotel where the BEE was held, to share his experiences with employment. He said that education is certainly helpful, but experience is often more valuable when trying to find a job.

Most of the session, however, was devoted to "spicy conversation" and information sharing according to a co-presenter, Charlie Feezel of AFR/SD/EDDI. For example, Ann Itto of the New Sudan Education Secretariat asked about ways to create employment opportunities for youth in crisis situations. According to a more experienced program officer, crisis is a normal state of affairs for an unfortunately large number of youth; it becomes a question of managing within the crisis context.

The discussion generated several ideas for successful approaches including:

- ◆ Youth representation in government and policy development.
- ◆ Increased private sector engagement.
- ◆ Loan and credit systems that work for youth.
- ◆ Direct responses to the needs of youth.
- ◆ Development of self-reliance.
- ◆ Practical hands-on learning relevant to market needs.

The session closed with co-presenter Gwen El Sawi of USAID/EGAT/ED/Higher Education, Workforce and Youth Development discussing resources available through USAID, highlighting the Global Workforce in Transition IQC (GWIT) activity. GWIT is an initiative to help develop local strategies to use the skills, behaviors, and technologies needed to compete successfully in the global economy by providing innovative approaches and demand and supply side strategies for rapid employment. El Sawi also reminded participants that youth generally know what they need to get started in the job force; they just need the resources to do it.

For copies of the presentations, visit www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm.

Youth generally know what they need to get started in the job force; they just need the resources to do it.

Understanding Child Labor and Using Basic Education to Address Abusive Child Labor in the Africa Region

Diane Mull of Creative Associates International defines child labor as work associated with dangerous and/or abusive labor practices that places the health, safety, and morals of children under 18 years of age at risk. Reasons for child labor include poverty; lack of education and employment opportunities; cultural values and traditions; attitudes of parents, children, and communities; sub-contractors to multi-national corporations; and the informal economy. Forty-eight million, or 29 percent, of Africa's children under the age of 15 are engaged in economic activities. Of these, nearly 4.8 million are 5- to 9-year-olds. The economic activities take several forms including agriculture, trafficking, prostitution, child soldiers, mining, construction, domestic service, and street vending.

There exists an African practice of migration for labor (commonly known as child trafficking) and a custom of placing children with extended family members and friends who can better care for them. Needy parents can be lured into handing over their children for a small sum of money, clothes, or the promise of a job and/or education for that child. Boys are generally trafficked to work on plantations while girls work as domestics. Both sexes work in street trades, catering, and prostitution. Absence of effective trafficking legislation allows traffickers to operate with impunity. Mull discussed specific examples of child labor including the use of child soldiers in the Democratic Republic of Congo, child domestics in Ethiopia, and children in mining, coffee production, prostitution, and the informal sector in Tanzania.

Child labor is a cross-cutting issue in USAID activities. Children's health is often threatened by work-related injuries or illness. Similarly, environmental health risks are often high with the possibility of contamination through exposure to chemicals and poor air and water quality. The link between child labor and economic growth is clear, with increased economic opportunities for communities reducing the need to traffic in children. Improved socially accountable agricultural practices will, likewise, reduce the use of child labor. Democracy and governance issues overlap with child labor in the areas of demobilization, trade unions, and human rights.

Initial interventions include protecting children from abusive child labor situations by providing safe havens from abusers, enforcing labor regulations, rehabilitating children through counseling and vocational skills training, and preventing child labor by making high quality schools affordable and accessible.

Successful programs/interventions would address one or more of the following points:

- ◆ Mitigating hazards for working children.
- ◆ Decentralizing education.

- ◆ Improving education quality.
- ◆ Improving education access.
- ◆ Increasing opportunities for nonformal education and distance learning.

There are three broad strategies for providing education for working children that USAID and partners can undertake: creating the necessary conditions for improving educational opportunities, making education more attractive, and building the capacity of education providers.

Interventions to help create the necessary conditions for improving educational opportunities include:

- ◆ Making schools more relevant.
- ◆ Offering flexible schedules.
- ◆ Bringing education to the children.
- ◆ Reforming education policy.
- ◆ Creating the political will to address the issue of child labor.
- ◆ Reforming school finance.
- ◆ Reducing the hidden costs of sending children to school.
- ◆ Ensuring that differences between rural and urban schools are addressed.



Methods to make education more attractive include:

- ◆ Promoting life skills training.
- ◆ Combining safe work and school.
- ◆ Promoting reading, writing, and math training in a vocational context relevant to the labor market.
- ◆ Using learning-based evaluation.
- ◆ Providing transitional education for children left behind.

Finally, specific ways to build the capacity of education providers include:

- ◆ Increasing relevancy.
- ◆ Solving transportation problems.
- ◆ Improving the quality of instruction.
- ◆ Sensitizing teachers to the needs of children.
- ◆ Supporting reform of the national curriculum.

For a copy of Mull's presentations, go to www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm.

Data Needs for Long-Term HIV/AIDS Planning

Peter Badcock-Walters, of the Mobile Task Team (MTT) on the Impact of HIV/AIDS on Education based at South Africa's University of Natal, presented the results from a pilot program to collect attendance and school leaving data for learners and educators on a monthly basis in KwaZulu-Natal (KZN), South Africa, with the purpose of tracking the impact of HIV/AIDS on schools. Conventional education management information systems (EMIS) at best capture annual snapshots of education systems and may take a year or more to analyze the information. This compounds the difficulty of deciding where "normal" education system dysfunction stops and HIV/AIDS erosion starts, with a resulting failure to provide reliable evidence of HIV/AIDS impact. This evidence is necessary to create political awareness and mobilize commitment to and support for a response to the pandemic.

Badcock-Walters and the rest of the MTT developed a decentralized district education management and monitoring information system (DEMMIS) to fill this gap, acting in conjunction with existing EMIS. The system provides a copy of data on enrollment, absenteeism, attrition, contact time, drop-out, pregnancy, orphaning, and fees by gender and grade to the school, circuit, and district within 30 to 60 days after collection. The two-page form is filled in by headmasters using data that should already be collected in school registers.

The pilot program was initiated in 95 schools in the Dannhauser District of KZN in February 2001. The sample Badcock-Walters presented included data from 32 schools, collected over a 10-month period, with an average of 13,177 learners and 371 educators.

Analysis of the sample data showed a 2.6 percent decline in the numbers of learners enrolled. This means that the total number of educators needed will decline over time. However, the number of educators leaving the system is increasing even faster, so there is still an increasing need for training of new teachers.

Badcock-Walters outlined several points observed from the pilot DEMMIS including:

- ◆ Confirms that a time series of monthly returns—by age, grade, and gender—can provide unprecedented insights into impact and trends.
- ◆ Confirms HIV/AIDS is exacerbating existing levels of dysfunction.
- ◆ Suggests that impact is lower than some projections—perhaps due to sample—but confirms upward trends.
- ◆ Suggests that if unchecked, trends point to large-scale systemic failure over time.
- ◆ Proves viability of systematizing routine data/indicator collection to inform local level management response.
- ◆ Provides basis for regular monitoring and early warning of HIV/AIDS impact.

Conventional EMIS at best capture annual snapshots of education systems...This compounds the difficulty of deciding where "normal" education system dysfunction stops and HIV/AIDS erosion starts.

Finally, Badcock-Walters said that based on the success of the pilot, it was likely that DEMMIS would be scaled-up to the whole of KZN province in 2003 and is being considered in several other African countries.

The first question that followed the formal presentation was from Buff Mackenzie of EGAT regarding the cost of the program. Badcock-Walters said the three main costs are for development (paid for by MTT), training, and printing of the forms.

Jeff Ramin of USAID/Benin wondered about the impact on EMIS. Badcock-Walters answered that the provincial EMIS was initially apathetic about the pilot, but quickly saw DEMMIS's usefulness and is now able to explain vagueries in their own annual report. There was also some discussion about the feasibility of African countries maintaining these records over time.

For a copy of Badcock-Walters's presentation, which includes a sample data form, go to www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm. For more information on the MTT, visit www.und.ac.za/und/heard.

Strengthening Life Skills Programs

Ministries of Education (MOEs) that have made progress strengthening life skills curricula realized early on the importance of good dialogue with stakeholders and of consensus on what was meant by the term “life skills.” Representatives from the Malawi, Namibia, and Zambia MOEs said their curriculum departments had decided to define life skills as “education for HIV/AIDS prevention,” especially information and skills related to reproductive health, intimate relationships, self-esteem, and critical skills for decision-making to make life choices that reduce the risk of HIV infection. This operational definition of “life skills for HIV/AIDS prevention” is clearly related to but different from “livelihood skills,” which over the years has come to connote jobs skills and vocational training. Brad Strickland of USAID/AFR/SD and Joan Woods of USAID/Malawi organized the session so that MOEs could share the events, strategies, technical issues, and advocacy that were most important for their progress beyond past obstacles.

Hartford Mchazime of Malawi’s Curriculum Development Center explained how Malawi incorporated lessons from programs in other countries in the region that had seen some success, particularly Zimbabwe. Evaluations showing success in that program demonstrated to many that life skills should cover more than just epidemiological information about HIV/AIDS, and that children must be personally motivated to build strong character for themselves, rather than simply being told how to behave. Life skills curriculum has been introduced as a separate subject in the Malawian curriculum starting at standard 4, before the drop out rate spikes. In addition to learning from other countries in the region, Malawi also learned from the history of the failures of their own life skills program over the past decade. These lessons included using collective dialogue of all stakeholders, and building the commitment of the government. They found it very important to de-link life skills education from vocational education in order to clarify goals for behavior change, presenting new and relevant information necessary to support new behaviors. Mchazime described the importance of curriculum designers, pupils, and teachers conducting dialogue with elders about the ways of the past, and asking what customs from previous generations could be helpful in protecting people from HIV/AIDS and what elements of the old ways may have put people at risk.

Patty Swarts of Namibia’s National Institute for Educational Development described Namibia’s compulsory life skills program. It is introduced in grade 1 and focuses on self-confidence, problem-solving skills, and values that are the foundations for behavior that is low-risk for HIV/AIDS infection. It begins at age appropriate levels, and goes into more depth every year. After grade 7, career guidance is a separate subject, and in grade 10, after the end of basic education, daily living skills such as household finance and family life and conflict management are introduced. The most intensive HIV/AIDS prevention messages are covered in grades 9 to 11, but in lower grades the topic is also included, although less focused on sexuality than on impacts, care, and support. HIV/AIDS information is also woven into other subjects

such as geography and language. Some teachers volunteer to work with students on an extra-curricular program called “My Future, My Choice” where students take part in activities with a focus on healthy life choices, such as delayed sexual debut and abstinence. Swarts said that some of the challenges to the life skills program include ensuring that the most sensitive curriculum is actually taught, adequately training teachers, and handling different regional cultural concerns with sensitivity.

Kent Noel of USAID/Zambia emphasized that life skills in Zambia should be called “life and death skills,” since HIV/AIDS prevention is a matter of life and death. Because the formal education system is hard pressed to reach all children, the Zambia MOE has alternative radio education curriculum, and includes life skills in its interactive radio education programs.

Approximately 5 minutes of each 45-minute lesson deals with HIV/AIDS prevention information. Public service “spots” on topics relevant for HIV/AIDS prevention also fill the air time between classes, providing at least 10 to 15 minutes of valuable interviews and information each day. Zambia’s MOE has found that taking a multi-sectoral approach to HIV/AIDS helps build a strong foundation for life skills development, as part of the MOEs ongoing curriculum reform. Community mobilization activities have also helped to foster community dialogue and develop culturally appropriate school based HIV/AIDS prevention and mitigation activities.

Participants brought up several points during the discussion including:

- ◆ Culturally specific concepts and terminology to discuss intimate relationships and gendered power dynamics suggest it may be important to explore the use of familiar local language for HIV/AIDS prevention counseling and education materials.
- ◆ Culture and behavior change is a long-term process. Evaluation of health impacts alone (such as reduced HIV/AIDS prevalence) may miss subtle short-term changes in attitudes and behavior that will make for lasting behavioral change.
- ◆ Interactive teaching methods and support for pupil-driven activities that deliver specific educational products and materials may have effects well beyond the school.

For more information on life skills programs, see the publication *Tips for Developing Life Skills Curricula for HIV Prevention Among African Youth: A Synthesis of Emerging Lessons*. Full text downloadable copies are available at www.dec.org/pdf_docs/PNACN635.pdf or contact abic@dis.cdie.org.



Connecting with Washington

Telling Your Story

Christine Chumbler of USAID's Africa Bureau Information Center presented information on why and how to share the knowledge that program officers, missions, and partners develop over the course of their work. With a new emphasis on communication coming from the Administrator's office, missions are being asked to more often tell the stories from their various programs to other missions, development partners, members of the local and American public, and the U.S. Congress.

Chumbler gave examples of some of the ways to share this knowledge, including program fact sheets, newsletters, and web pages. She explained that regardless of what technique is used, the information being shared is most compelling if it is in the form of a "success story," the story of an individual or group that has been positively affected by a USAID program.

She summarized her presentation by saying that telling your story can take time and effort, but is a valuable way of communicating with stakeholders and breaking down barriers.

For a copy of Chumbler's presentation, visit www.afr-sd.org/Education/beeworkshop/BEEpresentations.htm.

The Money Trail

For the second part of Connecting to Washington, Charlotte Davis of AFR/SD reviewed some of the intricacies of the USAID budget process, beginning with congressional approval of the Congressional Budget Justification (CBJ). There are three conditions that require special notification to Congress in addition to the CBJ: a funding level increase of more than 10 percent of the previously approved amount, economic support funding, and budgets for certain special notification countries.

Allocation of funds are funneled down from the Office of Management and Budget to the Bureaus. The next step is for missions and operating units to submit matrices to the Office of Development Planning including the operating year budget level and intra- and inter-bureau transfers by strategic objective. Once the matrices have been submitted, then allocation of funds begins. The allowances move from agency to bureau to mission level/operating unit. Some obligating mechanisms include: strategic objective grant agreements (only in the USAID missions), contracts (including task, delivery, and purchase orders), grants/cooperative agreements, and interagency agreements. Obligating documents in USAID/Washington are prepared in the Office of Procurement and bureau level offices using the New Management System and Phoenix Financial System.

For more information, contact Davis at chdavis@usaid.gov.

Other Education Initiatives

The session was chaired by Buff Mackenzie who began by introducing the Japanese Basic Education for Growth Initiative (BEGIN), which has the equivalent of \$2 billion over five years. BEGIN's focus will be on areas of science and math, teacher training, school administration, and governance. Mackenzie, Greg Loos, and Joe Kitts have been coordinating closely with the Japanese Embassy in Washington to identify areas where USAID could assist.

Additionally, Mackenzie presented information on the Millennium Challenge Account, the goal of which is to help developing countries improve their economies and increase their standards of living. Under this proposal, the U.S. foreign aid budget will increase by \$10 billion over the next three years. He explained that the distribution of funds will be performance-based and given to countries that are judged to be on the correct path toward development reform. Eligibility for aid will be based on performance in three areas:

- ◆ Good governance (lack of corruption and upholding human rights).
- ◆ Investment in its people (good education and health policies).
- ◆ The encouragement of economic freedom (reduction of trade barriers and more open markets).

Sarah Moten presented information on the Education for Democracy and Development Initiative (EDDI), which provides girls scholarships and other educational support in 38 African countries. Moten explained that President Bush's new Africa Education Initiative was developed by combining the best lessons learned from EDDI and the core basic education interventions. She reassured concerned participants who had girls in mid-cycle of their education that the EDDI girls' scholarship program will continue under the new Initiative and allow the girls to finish school.

Moten also presented an overview of the New Partnership for African Development (NEPAD), which will focus on governance, education, health, and information technology. She identified the relationships between NEPAD and the other initiatives.



What We are Taking Home with Us: Country Teams Speak Out

“Everyone is leaving here with new information but we still want follow-up. Continue to send in ideas. We birthed this baby and now we have to raise it.”

—Sarah Moten

Benin (the Amazones): Our responsibility as educators is to prepare new, responsible citizens of Benin to face a changing world. The sessions on teaching force development, including motivation, distance learning, and HIV/AIDS were particularly useful.

Ghana: No single experience is enough. We learned a lot from sessions on capacity building for school management committees and community schools, trying to build district level education management information systems (EMIS) capacity, and continuous assessment for teaching enrichment.

Guinea (Team Falo): We appreciated the session on continuous assessment; it is the missing piece of new curriculum development. The HIV/AIDS information was helpful and we plan to organize a study tour to South Africa to learn more about the Mobile Task Team (MTT) and its concepts. We organized a special evening session to explore the possibility of bringing Sesame Street to West Africa and were encouraged by the level of interest and participation.

Ethiopia (Team BESO): We learned a lot from the sessions on nonproject assistance, highlighting the importance of project design and information systems; continuous assessment and community involvement; and education data.

Kenya (Tumani): All this information is only useful if put into practice, and we intend to do just that. Indeed, we realized from the knowledge management session that we have a lot to share. There is a great need for increased access to schools, especially for nomadic girls, so sessions on community schools were helpful, as well as linking education to employment.

Malawi (The Flames): There was much to be learned from sharing information amongst all partners and stakeholders, and we look forward to sharing further in the future. In the meantime, we appreciated information for informed management, as well as improving teacher quality, implementation of life skills, continuous assessment, and monitoring and evaluation.

Mali (The Eagles): We found the sessions on recruitment and training of teachers, distance education, continuous assessment as it relates to teacher performance, and HIV/AIDS to be the most informative. We also recommend more meetings like this to continue the sharing of information.

Namibia (Mukoro): We will be taking back information from the Mobile Task Team presentation on HIV/AIDS and the message from the *Forgotten*



Children video. We found examples of interactive radio teaching programs particularly relevant, as well as the need for qualified teachers countrywide.

Nigeria (Masamasa): Improved knowledge of USAID roles was an important contribution from this exchange for our programs. We also learned from the sessions on teacher training, continuous assessment, life skills, and vocational training. We found working as team during this week particularly valuable.

Senegal (The Lions of Dirunga): We appreciated the more conceptual information from the sessions on knowledge management and life skills, the best practices and programs from different countries, and organizational, professional, and management skills information.

South Africa: We were especially struck by the themes of encouraging parent and community involvement, improving student performance and teacher quality, and tapping into resources available through universities.

Sudan: Points of particular interest for our team include child labor, the MTT approach, and continuous assessment.

Uganda (Mumabso): We learned from many sessions and discussions, including school health, setting a minimum quality standard like Benin and Guinea, bridging the gap of teacher education and training, and the MTT approach to HIV/AIDS. We also appreciated the presentation on nonproject and other forms of assistance.

Zambia (Zealous Bees): We found the sessions on teacher training and reflective practice useful. The session on continuous assessment, which Zambia uses in part but is not generalized, was similarly useful. We also appreciated learning about community schools and alternative learning; we know that we need to rethink the links and sustainability of such programs. The education data presentation provided opportunities for us to learn how to more efficiently use data.

BEE Agenda: Week At A Glance

	Sunday September 29	Monday September 30	Tuesday October 1	Wednesday October 2	Thursday October 3	Friday October 4
8:30 / 9:00 to 12:30	Participant Arrival	Opening Plenary: State of the Sector in Africa	Third Plenary: Education for All	Morning Announcements (one-half hour)	Morning Announcements (one-half hour)	<ul style="list-style-type: none"> Strengthening Life Skills Programs Connecting to Washington Other Initiatives for Education
		Second Plenary: Setting the Scene <i>Forgotten Children</i> Video	<ul style="list-style-type: none"> The Mobile Task Team on HIV/AIDS Education in Crisis Situations Continuous Assessment 	<ul style="list-style-type: none"> Management/Program Implementation Alternative Learning Delivery Strategies Recruiting and Retaining a Trained Teacher Force 	<ul style="list-style-type: none"> Management/Program Implementation Alternative Learning Delivery Strategies Recruiting and Retaining a Trained Teacher Force 	<ul style="list-style-type: none"> Management/Program Implementation Alternative Learning Delivery Strategies Recruiting and Retaining a Trained Teacher Force
12:30 to 2:00		Lunch	Lunch	Lunch	Lunch	Lunch
2:00 to 4:00		<ul style="list-style-type: none"> Management/Program Implementation (USAID only) Alternative Learning Delivery Strategies Recruiting and Retaining a Trained Teacher Force 	<ul style="list-style-type: none"> Management/Program Implementation Alternative Learning Delivery Strategies Recruiting and Retaining a Trained Teacher Force 	<ul style="list-style-type: none"> Understanding Child Labor, and Using Basic Education to Address Child Labor Education Data: Experience from the Field NGOs in Education 	<ul style="list-style-type: none"> Data Needs for Long-Term HIV/AIDS Planning Linking Education with Employment Adapting USMID Strategies to Address Child Labor 	Participant Departure
4:30 to 5:30	Participant Registration	Team Time	Team Time		Team Time	
5:30 to evening	Welcoming Reception	Optional Evening Sessions	Optional Evening Sessions	Cultural Evening	Optional Evening Sessions & Logistics	

Agenda

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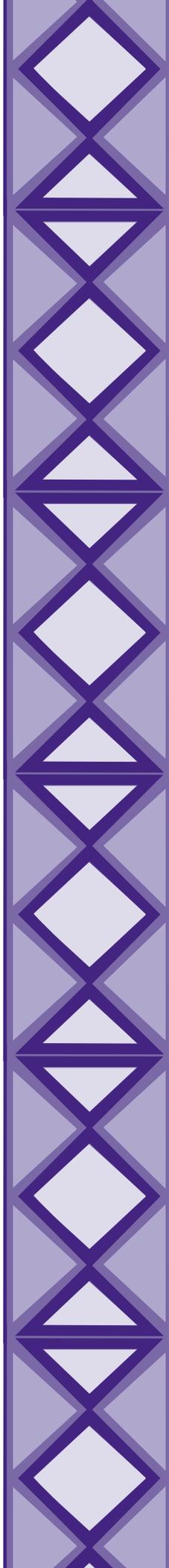
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