EDDI Partners in Education:
Looking Back, Moving Forward, Together
September 28 - October 4, 2003

Mbabane, Swaziland

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Foreword

Education has taken center stage as a vital tool used by international donors for poverty reduction and promoting development. It is heralded as key to economic growth in developing countries as it equips people with the skills they need to lead healthy and productive lives.

In September 2003, the USAID Africa Bureau's Education Division held a comprehensive regional conference in Mbabane, Swaziland, in collaboration with our partners in education. The theme of the conference was "Looking Back, Moving Forward, Together." Over 250 people attended from 25 countries. The conference was up-beat with an exceptionally high-level of active participation; the sessions were dynamic and animated; the reviews echoed the richness and relevancy of the content; and there was an overall atmosphere of excitement about the opportunity to network with peers and share lessons learned.

Participants left the conference with a clearer recognition of education's role in supporting development and feeling that we are moving forward together in a set of new, complementary, and positive relationships that can truly benefit African education. It was resolved that selected interventions beyond basic education—including workforce development, higher education, and support for innovative approaches to sharing knowledge and promoting learning through skill training—were all a part of the cross-cutting landscape called education. The importance of education and training in promoting progress in all sectors was duly noted.

This document would not have been possible without the contribution of members of the entire Africa education community. The list of people deserving recognition and acknowledgment is too long to include here. To those of you who served as valuable resource people with the challenging tasks of planning and organizing the event, setting up and managing the on-site activities, facilitating the exchanges, delivering presentations, and reporting the results, it is the results of your hard work that yielded the content of this document. We remain deeply indebted to other partners in the education community, whose counsel and guidance will provide the basis for the refinement of our future conferences.

I would also like to express my sincere gratitude to the Kingdom of Swaziland for hosting this conference and for their continued support towards the betterment of education in Africa.

> Dr. Sarah E. Moten
> Division Chief
> Education Division
> Office of Sustainable Development
> Bureau for Africa
> U.S. Agency for International Development

Acronyms

ADB	African Development Bank
AEI	Africa Education Initiative
AGSP	Ambassadors' Girls' Scholarship Program
AHEAD	Adventures in Health, Education, and Agricultural Development (Tanzania)
AJN	African Judicial Network
AKF	Aga Khan Foundation
BEAR	Be Enthusiastic About Reading (Namibia)
CERC	Community Education Resource Center (Tanzania)
CIPE	Civic Involvement in Primary Education
CRC	Community Resource Center (Senegal)
CRECCOM	Creative Center for Community Mobilization (Malawi)
CRS	Catholic Relief Services
EDDI	Education for Development and Democracy Initiative
EGAT	Economic Growth, Agriculture, and Trade
FAWE	Forum for African Women Educationalists
FDA	Foundation for Democracy in Africa
GAD	Gender and Development
GDA	Global Development Alliance
GDP	Gross Domestic Product
HBCUs	Historically Black Colleges and Universities
ICT	Information and Communications Technology
IRI	Interactive Radio Instruction
ISP	International Studies Partnership
LEAP	Literacy Enhancement Assistance Programme (Nigeria)
MOE	Ministry of Education
MOH	Ministry of Health
MTT	Mobile Task Team on HIV/AIDS
NEPAD	New Partnership for Africa's Development
NERCHA	National Emergency Response Council on HIV/AIDS (Swaziland)
NGO	Nongovernmental Organization
NUL	National University of Lesotho
OVC	Orphans and Vulnerable Children
PPPs	Public/Private Partnerships
PTC	Primary Teacher College (Uganda)
RBI	Ron Brown Institute
SEC	Strategic Education Center (Swaziland)
SHAPE	Strengthening HIV/AIDS Partnerships in Education (Ghana)
SHN	School Health and Nutrition Program (Zambia)
SO	Strategic Objective
UPE	Universal Primary Education
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WID	Women in Development

Take Me to School!

Take me to school, father!
So I may be like Elizabeth
Who drives the red car
And who is always happy
For was she not a girl like me?

Take me to school, daddy!
So I may not be like Naserian
Who has now five children
Strands of wire covered by skin
Is what they have for bodies
Skinny, scrawny, skimpy with teary eyes
They gaze despairingly at their mother
Who has naught to offer

Take me to school, father!
For those children haunt me
Will I end up like Naserian
Whose husband whips her daily
For is she not his sixth sheep
And by the way, a present from a
Grateful age-mate?
Why was I born a girl?
To become a symbol of gratitude?

Take me to school, father!
You tell me I'll deviate and I shame you with bad manners
Is rejecting an old man bad manners?
Is declining initiation bad manners?
Is dressing smartly bad manners?
Is planning my family bad manners?
Is being a girl child bad manners?

Take me to school now
For the symbol of pleasure, I detest!
The symbol of labor, I detest!
The symbol of gratitude, I detest!
With the help of Maasai Education Discovery
In collaboration with EDDI
I will become an electrical engineer

The girl child is mouse no more.
She's a tiger, ready to work for her rights!

—Valentine Nkoyo, Kenya

Words of Praise to EDDI

As I gaze at the stars in the skies
My heart is filled with pain and sorrow
Heavens were not fair with me
But I'm in a boat
En route to success.

I ask myself, where would I be,
Without education
What kind of life would I be living?
Would I be on the street,
Or a prostitute?

Oh! Tears of Joy tickle down my face
EDDI has made my dreams come true
EDDI has brightened up my future
EDDI has showed me the meaning of education
The meaning of patience, love, and care

I'm so glad about them
They've been my shoulders to lean on
My source of strength and indeed my earthly gods
EDDI has been my true parents when I was out of sorts

Without any fear and doubt
I know my star is in the ascendant
I am one of the luckiest persons in the world

Do not give up all the good things
You have done for me
There are still people who are desperately in need of
Your caring hand
I shall even be indebted to you
For what you have done

Long life EDDI, long live EDDI
May the almighty God strengthen
Your organization for faith in Him
And the faith in giving the hand to the needy

—Nozipho Malaza, Swaziland

Introduction

Over 250 participants from 25 countries flooded the Kingdom of Swaziland in late September 2003 to work towards improving educational opportunities and quality in Africa. The workshop they attended brought together education professionals from a wide spectrum of organizations, such as USAID Washington and field mission staff, U.S. State Department, U.S. Department of Agriculture, U.S. Environmental Protection Agency, Peace Corps, Education for Development and Democracy Initiative (EDDI) implementing partners, African ministry partners and community leaders, African and U.S. institutions of higher learning, New Partnership for Africa's Development (NEPAD) education steering committee members, foundation and private sector representatives, and others.

Participants reflected upon successes and challenges in education reform, focusing on USAID Basic Education programs and EDDI activities in Africa, and mapped future strategies for education assistance through the use of long-term systemic education reform as well as shorter-term activities. Other objectives were to enhance cross-sectoral programming and partnerships to support broader development efforts and to facilitate the formation of new partnerships by defining and clarifying collaborative strategies and opportunities in order to maximize education reform efforts. Sessions were organized around three major themes in education reform in Africa: increasing access to learning opportunities, improving the quality of teaching, and improving the availability and quality of learning materials.

Sessions included discussions of African-led education reform, using technology to increase access to education, increasing educational opportunities for girls and vulnerable children, the role of communities in education, and education in Muslim communities. There was also a particular emphasis on the impact of HIV/AIDS on education. These proceedings intend to capture pertinent information from each session.

Opening Ceremony

Speakers:
Sarah Moten, Division Chief, USAID/AFR, Education Division
Maasai Education Discovery, Kenya
Ambassador James McGee, U.S. Ambassador to Swaziland
Wade Warren, Deputy Director, USAID/AFR, Office of Sustainable Development
Ambassador Mary Kanya, Swazi Ambassador to the United States
His Royal Highness Prince Masitsela, Special Representative of His Majesty King Mswati III

The "Partners in Education: Looking Back, Moving Forward, Together" workshop got underway with a performance by the EDDI scholarship recipients from Maasai Education Discovery in Kenya. Their songs and dances represented the challenges they face and the ways they are able to move forward. A poem presented by one student, Valentine Nkoyo, is included in this volume (see page 1).

The moderator, Sarah Moten, then introduced Wade Warren to bring greetings from the Africa Bureau. Warren gave an overview of the U.S. government's increasing levels of support for education in Africa, focusing on the Africa Education Initiative (AEI). This initiative will provide 250,000 scholarships to girls, train 420,000 teachers, and supply 4.5 million textbooks and other learning materials. He also stressed that AEI will not be able to meet these goals unless the impact of HIV/AIDS is adequately addressed.

In his remarks, Amb. James McGee emphasized the crucial importance of educating girls and women, sharing with participants a Middle Eastern proverb, "Women are half the population, and mothers of the other half." He also said that while basic education was the central focus of AEI, tertiary education and access to technology are two other important facets.

His Royal Highness Prince Masitsela brought the greetings of His Majesty King Mswati III to the gathering. He reminded the audience that "the riches of any country are, in fact, its people. An endeavor to get them trained is one way of empowering the people to become better citizens and eventually the country becomes better off." He declared the workshop open by saying "I find the title for this workshop, 'Looking Back, Moving Forward, Together' very fitting because it summarizes what we should all do, both as donors and recipients, so that we can best identify those areas that might require fine tuning or reinforcing or even complete rejection for the benefit of us all."

Forgotten Children:
The Legacy of Poverty and HIV/AIDS in Africa

Facilitators:
Le'Angela Ingram, Ingram Consulting Group
Brad Strickland, USAID/AFR, Education Division
Tracy Brunette, USAID/AFR, Education Division

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, access to educational opportunities, 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. The facilitators led participants in viewing the video, prioritizing the needs of orphans and vulnerable children, and brainstorming possible ways in which education specialists can meet the needs of these kids.

Beyond addressing basic human needs, several of the groups of participants suggested that all partner organizations and governments need to better coordinate efforts at preventing children from ending up on the streets. Preventative support for families and caregivers, as well as for traditional health care providers, was also heavily emphasized. Other points included acting as advocates for the children and developing specialized curricula for the street children's particular needs, such as vocational and life skills training. As one participant said "The system needs to adapt to these children instead of these children adapting to the system."

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

African-Led Education Reform

Presenters:
Mitch Kirby, USAID/AFR
Nahas Angula, Minister for Higher Education, Namibia
Kosti Manibe, Secretary of Education, Southern Sudan
Lawrence Musonda, Director of Planning and Information Unit, Ministry of Education, Zambia
Margaret Nsereko, Ministry of Education, Uganda
Renuka Pillay, Policy Advisor to the Ministry of Education, Uganda

There is increasing recognition that a critical factor for successful education reform is country leadership and effective management. Presenters from four countries discussed their nations' approaches to education reform.

Nahas Angula said this workshop was taking place at an "opportune moment" when African countries can take stock of systems to improve them. Namibia has been working diligently to improve its own education system since independence in 1990. The major challenges were to transform the previous apartheid era system and address wealth disparity. The government moved towards five education sector goals: access, equity, quality, democracy, and efficiency. It now allocates of 25 percent of its national budget to education, which represents more than 10 percent of the country's total GDP. The investment has paid off. A new, uniform, and learner-centered curriculum for grades 1 through 12 has received recognition beyond Namibia's borders. Between 90 and 95 percent of school age children attend school, over 3,000 new classrooms have been built, and the number of teachers has increased by almost 30 percent since 1990. Reforms have created better ambiance for teaching and learning, as well as further opportunities and political commitment. The greatest challenge to Namibia's education sector today is achieving quality and efficiency to focus has shifted to improving instructional and school support systems and increasing parental and community involvement.

In Southern Sudan, on the other hand, citizens disagreed with the northern government's plan to create Islamic citizens through the education system, Kosti Manibe explained, so they developed a separate curriculum. No education system was in place in the early 1990s, but now 1,700 primary schools are in operation. Still, there is only 22 percent gross enrollment and of that only 26 percent is girls. The authorities in Southern Sudan are grappling with several issues: How do you manage decentralized systems and maintain standards? If the language of instruction should be the child's mother tongue for the first three years, how can that be accomplished given the region's 30 to 50 languages? How can donor coordination be achieved when approximately 70 percent of education funding comes from donors?

Lawrence Musonda said that Zambia, too, had problems with donor coordination. He explained how responding to individual rules and guidelines from multiple donors caused a great strain so the ministry of education developed an innovative uniform memorandum of understanding to be signed by both donor and recipient ministry, clarifying the roles of both and allowing donors to pool their technical assistance. Eight of fourteen donors have signed it. The ministry is now operating under a 2003-07 sector plan that it developed based on solid data and broad consensus, including input from students. Of course, there

are still many challenges. Musonda said that when there are too many reforms undertaken simultaneously, it is possible to loose focus. Resource mobilization and distribution, especially when only 2.8 percent of GDP is allocated to education, is also a concern. Finally, the impact of HIV/AIDS on both teachers and students is difficult to overemphasize.

Margaret Nsereko and Renuka Pillay discussed some of the specific reform programs that the Ugandan government is working on, such as Education Management Information Systems, Basic Education and Policy Support/SUPER, Uganda Program for Human and Holistic Development, EDDI, and AIDS/HIV Integrated Model District Programme. There are some overarching goals for the education system as a whole including addressing cross-cutting gender equity issues, creating an enabling environment for universal primary education (UPE), and improving quality. The political will and commitment is there, with 33 percent of Uganda's total budget dedicated to education. Partnerships have been developed not just with donors, but also with civil society. Review mechanisms have been established, as has a coexistence of teacher development management systems and an education standards agency.

During the discussion, a participant asked about the practicality of using local language for instruction, specifically where would the teachers come from? Manibe answered that perhaps teacher in lower grades should be from the local area, while teachers for higher grades could be more migratory. Angula added that although transitioning from local to national language instruction makes fiscal and administrative sense, it is difficult for the students.

Another participant asked about programs for children in conflict. Manibe pointed out that conflict is not constant everywhere at all times, so some instruction is possible. Pillay said that Uganda has priorities for dealing with child soldiers and humanitarian aid, and is developing a peace education curriculum and mobile schools and exams.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Partner's Roundtable

Presenters:
Herschelle Challenor, USAID/AFR
Grace Masuku, Ron Brown Institute
Fred Oladeinde, Foundation for Democracy in Africa
Colette Cowey, Management Systems International
Mzombanzi Mboya, NEPAD Secretariat

Herschelle Challenor opened the session by stating that its purpose was to emphasize the importance for a clear perspective on partnerships in the development context. She noted that partnerships were important at two levels: 1) between industrialized countries and Africa; and 2) between African institutions and smaller, local partners. She added that based on a recently released study written by USAID Administrator Andrew Natsios, official development assistance in the year 2000 amounted to $9.9 billion, or only 18 percent of all U.S. flows in support of development. Privately funded development assistance made up the majority of all such flows to support African development with $36 billion or approximately 60 percent. Challenor observed that the Millennium Challenge Account initiative announced in March of 2002 would more than likely alter the nature of the relationship between developing aid recipient countries and industrialized donor nations. This will probably lead to new, more balanced partnerships, with developing nations increasingly defining and achieving the targets of development objectives they set themselves.

The Global Development Alliance (GDA) was created to harmonize public/private partnerships (PPPs) in support of development (see page 30), 35 of which are in the Africa Bureau. Other fundamental principles of the GDA are to:

1. Share in-kind and cash resources, results, and rewards;
2. Seek innovations to break out of old development aid habits; and
3. Leverage resources from the public and private sectors, including U.S. foundations, corporations, and NGOs.

Examples of successful GDA projects include Namibia's rural areas communications technology project to support local policy planning and local administrative management training. This project was funded through combined resources from Namibia's national education ministry, USAID, the Peace Corps, and the Swedish International Development Agency (SIDA). Rwanda's communications technology in support of basic education project is another example. Combined Dutch and U.S. government and British NGO cooperation provided the hardware and software for the project, while planning and project management were provided by the Government of Rwanda.

Grace Masuku described the Ron Brown Institute's (RBI) experience with PPPs as "a vehicle to achieve RBI's project objectives," which are to place university graduates from disadvantaged backgrounds in four-month internships with international corporations. The RBI's primary program areas are policy analysis, women's mentorship, and leadership development. Companies have offered permanent employment to some graduates after the internship period and others have been able to find good corporate jobs elsewhere. RBI has formed partnerships with business associations to help with internship recruitment. Being a member of the American Chamber of Commerce has helped in advertising the program to a wider membership. The program has also strengthened the link between corporations and tertiary institutions. As of September 2003, 94 interns, including 24 women, had been placed in seven countries.

One of the major challenges the RBI faces is attracting mid-career African professionals to the Institute to mentor staff and the companies the Institute serves. This is because of the relatively small stipend available to compensate mid-career professionals, who, in the majority of the sub-Saharan business contexts, must face important business opportunity costs in order to serve the Institute. The RBI gets around this problem in certain instances through its partnerships with institutions like Georgia State University, which uses its own human and financial resources to help the RBI raise program and operating funds.

Masuku noted that while it was too early to talk about success, she did believe that the RBI was experiencing a semblance of success in establishing a reliable database of credible, locally respected businesses across sub-Saharan Africa. To meet the challenge of covering the whole of the sub-Saharan African private sector, while being based in South Africa, Masuku noted that the RBI relied on its partnerships with networks of small and medium enterprises, larger corporations and tertiary institutions, particularly business schools. The established small and medium enterprise networks welcome the opportunity to be a part of the RBI, as they benefit from the increased exposure to other business networks on the continent. For the RBI, developing partnership relationships with the established networks provides a higher possibility of credibility and reliability of the businesses. Larger corporations, by definition, have a broader reach, and as such bring a variety of resources to bear positively on the RBIs work. The tertiary institutions provide established institutional support, and an expanded recruitment base from their business schools, including potential graduates. In West Africa, the small and medium enterprise networks have responded overwhelmingly to RBI's programs. Most of the West African countries have smaller management structures, and can make quick decisions to take on interns and pursue expansion policies.

Fred Oladeinde explained that the Foundation for Democracy in Africa (FDA) has used a PPP to support an EDDI international studies partnership between high schools in Miami, Florida, and Kigali, Rwanda, beyond EDDI funding. In addition to the schools involved, other partners include The Rotary Club, a coalition of Miami-based businesses, FAWE, FDA, Rwanda Air, and a coalition of Rwandan private sector organizations. The private sector partners provide in-kind support for the sister school project. He noted that an essential element of the Rwanda ISP project was the commitment to the transfer of public/private partnership development skills and techniques to African institutions, especially the NGOs.

Based on FDA's experiences, Oladeinde outlined the elements of successful PPPs including ensuring community-based buy-in to successful partnerships and establishing clear goals, as

well as private sector rigor and ability to realize government's objectives in a cost-effective manner, due diligence in partnership selection, allocation of partnership responsibility to best management partner(s), and the definition of a clear process.

During the question and answer session, participants and panelists exchanged on the challenges, financial and institutional, facing many African NGOs and private sector companies. Many participants noted that while there might be money in the countries in which their NGOs were located, they often had a hard time raising enough interest within the local private sector to raise funds to support their work. Challenor noted that the U.S. environment had very favorable tax laws facilitating private sector and individual investments in NGOs, and that an approach for African NGOs to consider might be to popularize the demand for local regulatory environments favoring private sector and citizen support for NGOs.

Masuku and Oladeinde noted that the sustainability question in the partnership projects was often a major challenge. Gayla Cook-Mohajane of Exegesis Consulting (the firm handling monitoring and evaluation for the Africa Education Initiative) noted that current efforts to establish M&E guidelines under the Africa Education Initiative were taking this challenge into careful consideration, and examining the extent to which fund-raising skills training might be built into some of the projects. All participants agreed that the sustainability challenge needed to be examined on a case by case, country by country basis.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Overview of a Strategy for Response to HIV/AIDS in Education

Presenters:
Brad Strickland, USAID/AFR, Education Division
Jonathan Godden, Mobile Task Team, University of Natal
Sera Kariuki, Education Development Centre and Education Broadcasting Services, Zambia
Doro Lois Agbodza, World Education, Ghana
Josias Zulu, Zambia School Health and Nutrition
Phetsile K. Dlamini, Minister of Tourism & Communication, former Minister of Health

The impact of HIV/AIDS can be seen in the education sector through teacher shortages, deteriorating quality of education, and a reverse in gains in enrollment. Brad Strickland described some of the impacts of HIV/AIDS on the education sector, emphasizing that the disease is exacerbating existing problems. For example, in Malawi, teacher absenteeism is up to 20 percent and the average class size has reached 96 students per teacher. In Swaziland, to keep up with demand for new teachers, the Ministry of Education (MOE) will need to train two teachers for every one lost, leading to an 80 percent increase in training costs. Strickland outlined the USAID/ Africa Bureau HIV/AIDS and education strategy:

- Build the capacity of ministries for long term systemic response to the impact of HIV/AIDS on all aspects of education for teachers, administrators, and pupils through programs like the Mobile Task Team on HIV/AIDS;
- Strengthen formal and nonformal delivery of life skills education to pupils and teachers to face the HIV/AIDS Challenge; and
- Support innovations among MOEs, communities, and NGOs to deliver basic education, especially to orphans and vulnerable children.

Various approaches to building the capacity of ministries, strengthening the delivery of formal and nonformal lessons in life skills to teachers and students, and supporting innovations to deliver education to vulnerable children were discussed. Jonathan Godden gave a presentation on the Mobile Task Team on HIV/AIDS and Education (MTT) based at South Africa's University of Natal. He described its approach to helping MOEs develop plan for a systemic response to HIV/AIDS in the education system. There are many demands on education systems to respond to HIV/AIDS, and the work of the MTT helps prioritize interventions over time and identifies potential sources of funding available. Various tools available for application in the MOE facilitated by the MTT include: a strategic planning process; implementation planning and monitoring process; donor coordination data base; district level information system to supplement the EMIS to gather

HIV/AIDS impact information on schools; and teacher supply and demand projections.

It will take a concerted effort from various sectors to change the impact of HIV/AIDS. Doro Lois Agbodza described how the Strengthening HIV/AIDS Partnerships in Education (SHAPE): Window of Hope for Teacher Training in Ghana is addressing teacher ethics in an HIV/AIDS environment. Teachers and trainees may be at risk of HIV/AIDS since they are often young, have disposable incomes, and are posted in unknown areas without social support. Window of Hope sponsors workshops for teacher training college staff as well as helping develop curriculum that includes basic facts, consequences, and responses to HIV/AIDS. Agbodza stressed that a holistic approach is needed, together with political will and leadership.

Interactive radio programs in Zambia are reaching adults and children to impart knowledge about the spread of HIV/AIDS and giving skills for resiliency and confidence in rejecting unwanted attention. Sera Kariuki explained that in every 30-minute broadcast lesson, five minutes is devoted to life skills topics such as assertiveness, self-esteem, culture/values, interpersonal relationships, or HIV/AIDS awareness.

Josias Zulu described another Zambian program, the school health and nutrition program (SHN). SHN's goal is to strengthen the links between health centers and schools, providing micronutrient supplements and deworming pills to students once a year, and supporting community-based HIV/AIDS interventions. He pointed out that in Zambia, school-going children are three times less likely to be infected with HIV than out-of-school children. SHN is working to keep these children HIV negative. Evidence has shown that in communities where SHN is active, absenteeism has decreased and enrollment has increased, as have nutrition levels.

HIV/AIDS has physical, psychological, and sociological impacts. Phetsile Dlamini explained that the "family" remains the basic unit of all societies, but as family structure changes with the death of family members, other social institutions have to be developed to fulfill the duties once assumed by the family. The challenges are great and the full community must come together to address them. There must be a refocus to start talking about sexuality. Print media must become more involved, and peer education and development must figure more prominently. As a multisectoral, multifaceted approach is developed, we must trade information across borders. Studies say it is hard to change HIV prevalence rates, but this does not mean it is impossible.

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HIV/AIDS and its Impacts

Speakers:
Ambassador Mary Kanya, Swazi Ambassador to the United States
Lydia Makhubu, University of Swaziland
Derek von Wissell, National Emergency Response Council on HIV/AIDS
Nhlavan Maseko, Traditional Healer
Edward Green, Harvard Center for Population and Development Studies
John Gonaise, Ministry of Health, Swaziland

"I do not use the term decimated lightly. Decimated is a term dating back to Roman times, when one of every ten were killed on the battlefield. In Africa, HIV/AIDS is rapidly approaching, if not surpassing, this term. Consider that in Africa, AIDS has killed 20 million people, orphaned 12 million children, and infected 30 million. Imagine 12 million little boys and girls standing before the graves of their parents. Imagine that their grief is competing with their fear of being alone in the face of what awaits them, in what we all know too well is cruel and often uncaring world. Imagine that their parents fear for their children from beyond those graves. Unfortunately, what we imagine here today is a reality 7,000 times over every day in Africa, where more than 7,000 people are killed by HIV/ AIDS every day."

—His Majesty King Mswati III

Following an introduction by Amb. Mary Kanya, Derek von Wissell gave an overview of the current situation in Swaziland in regards to HIV/AIDS. He explained that the country as a whole has an estimated prevalence rate of 38 percent. This is certainly bad enough, but among 25- to 29-year-olds, the rate is nearly 50 percent. In order to face the enormous challenge of these overwhelming numbers, the Swazi government has developed a strategic plan focused on three points: prevention, support/care, and mitigation.

The single biggest challenge, von Wissell said, is to keep the majority of Swazis HIV negative. The only way to do that is to change behavior. In traditional Swazi society, there was no pre-marital sex; if that aspect of the traditions could be reasserted more people could be protected from the disease. He stressed that condoms are necessary, but do not change behavior.

Programs in home-based health care, nutrition, voluntary testing and counseling (VCT), clinical management, and rehabilitation are all helping to care for those living with AIDS. In a major step forward, antiretrovirals are now available thanks to money from the Global Fund.

Mitigation is extremely challenging. Estimates are that by 2010, there will be 120,000 orphans in Swaziland, a full 15 percent of the population. No society has experience with this. The safety net of traditional society must be used to the greatest extent possible, keeping children on their family's land, and working with communities so they can give the kids assistance with food, socialization skills, and economic empowerment and education.

Von Wissell ended with an example of the kind of psychosocial trauma that orphans can endure. "One Saturday afternoon about 3 o'clock, we were closing up shop and four little

kids came walking down the road and they were all completely naked. The oldest one was about 8 years old and she had a little knicker on. The rest had nothing on. We asked them what was going on here, and the reply from the little 8-year-old was 'Everyone is dead at home.' They'd walked 15 miles that day because one of the neighbors said *maybe* their grandmother was working at a town nearby, *maybe*. The little 8-year-old will pick up three little kids—the smallest must be 6 months old—then carry those children and walk 15 miles that day without water, without food, looking for a 'maybe.' That is the shock, that is the trauma that these children go through."

Ted Green next outlined the specifics of Uganda's much lauded HIV/AIDS program. He said that President Museveni placed more emphasis on behavior change and abstinence than on condom use. The main message of the comprehensive awareness campaign was to be faithful, and for adolescents to delay sexual debut. "Wait until you're older." After two to three years, this message had gotten through enough to reduce prevalence rates. Other important factors included a deliberate empowering of women and youth and enforcement of laws regarding rape and seduction of minors, as well as raising the age of consent from 14 to 18. Leaders talked openly about HIV/AIDS and sexual behavior, which raised awareness and reduced stigma. In this way, even remote districts in Uganda with little access to condoms were able to reduce prevalence rates by 50 percent.

Nhlavan Maseko, a prominent Swazi traditional healer, reminded participants that 85 percent of communities rely on traditional medicine as their primary health care. For that reason, it is vital for traditional healers to be as involved in the fight against HIV/AIDS as practitioners of "modern" medicine. Maseko said that traditional healers are willing and able to work with the Ministry of Health (MOH), universities, and others on prevention, care, and mitigation programs. They can be implementers of life skills education programs, can prolong lives using holistic treatment approaches, and can provide shelter to orphans. At the same time, Maseko stressed that traditional healers do not want to be integrated into a more "western" style medical system. "The monster will swallow us whole," he said of that possibility. Instead, they would like to work on a parallel path with an improved referral system in place to bridge the gap between the two approaches.

Lydia Makhubu told the audience that much was achieved in Swazi education between Independence in 1968 and 1986. Education is part of the Swazi values and norms, even for girls—there are more females than males in the University of Swaziland. However, she explained, societal norms were destroyed by Christian missionaries. Parents no longer know how to talk to their children about sex. Partially as a result of this, HIV/AIDS interventions started late in Swaziland, but education is the strongest option for the future. She said children should not be ashamed to talk about HIV/AIDS. "It is no longer the time to make statements," she urged participants. "It is time to take concrete action."

John Gonaise explained that HIV/AIDS has caused a regression in achievements in maternal and child health care. He also pointed out that high poverty levels have

compounded the impacts of the disease. In response, the MOH has formed technical working groups to implement new programs, such as the screening of blood donations and ensuring the quality of diagnostics and treatment. School youth clubs have been formed to spread life skills messages. Home-based health care programs have been developed. He emphasized that antiretrovirals should not be seen as a panacea; nutrition also has a big role to play, a point that a participant agreed with during the following discussion period. "There is still a belief that bottles of medicine will solve problems."

A participant asked if the Swazi MOH was not reinventing the wheel based on Uganda's experience, and that perhaps the approach to the pandemic was too country-focused. Makhubu answered that it is not a good idea to totally transpose the Uganda program, that any program must incorporate local elements if it is to succeed. A participant from Uganda reiterated that openness about HIV/AIDS made testing more commonplace and reduced prevalence rates.

Learning Materials:
# Successful Models and Challenges

Presenters:

Pape Sow, USAID/Senegal
Romain Babagbeto, USAID/Benin
William January, Ministry of Education, Namibia
Gibson Zembeni, Malawi Institute of Education

Textbook production is a major component of education. These presentations looked at various aspects of making learning materials available in schools, from conceptualization through writing, approval, production, and distribution, all the way to teacher preparation with the new materials. All presenters stressed that politicians and especially parents must be involved in each of these steps.
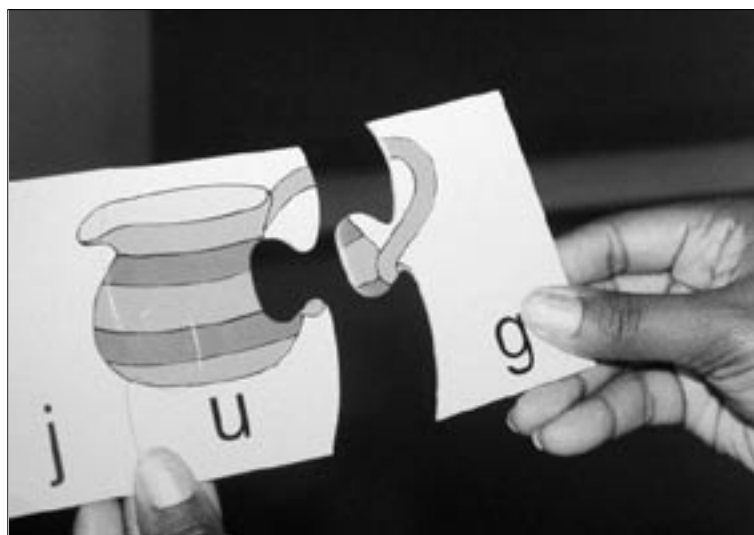
For example, William January described the Namibian textbook development process. Drafts of the revised syllabi are developed by National Institute for Educational Development curriculum panels. Members of the Association of Namibian Publishers are provided with draft syllabi. Publishers then develop draft textbooks using these syllabi. These textbooks go through an evaluation and approval process, and are then supplied to schools through a government tender. He said that although there are definite advantages to developing textbooks in this way since competition among publishers forces them to constantly improve quality, publishers are reluctant to publish for "small entry subjects," instead opting for subjects with large enrollments. Schools also complain that there are problems with the timeliness and quantities of orders, as well as costs being high and unsustainable.

Once produced, steps must be taken to distribute textbooks and other learning materials throughout individual countries. Like-language countries, such as Sierra Leone and Liberia, can also begin to share curriculum and learning material preparation, production, and distribution to increase cost-effectiveness and economies of scale. However, since language of instruction is quite important as an indicator of learner success, the presenters emphasized that careful thought must be given as to what language to publish materials in—the European lingua franca, or a local language, and which local language.

Some other issues the presenters mentioned included using nontext and locally available materials to support texts, conquering the urban/rural divide with regard to access to information, and ensuring that learners leave materials behind for the next cadre. It is important to find a balance between what is needed and what is affordable, as well as to explore more sustainable options and enable teachers to efficiently use materials.

Finally, the presenters left participants with questions to ponder:

- How do we engage parents and politicians to get more involved?
- What value do local languages bring?
- How can we empower teachers to produce adequate nonbook resources and use them effectively?
- What avenues exist to increase access to materials?

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Increasing Educational Opportunities for Girls and Other Vulnerable Children

Presenters:

Tracy Brunette, USAID/AFR, Education Division
Issah Fuseini, Catholic Relief Services, Ghana
Elvira Williams, AHEAD, Tanzania
Christopher Mbelwa, AHEAD, Tanzania
Zikani Kaunda, CRECCOM, Malawi
Sera Kariuki, Educational Broadcasting Service, Zambia
Julie Kachasu, Educational Broadcasting Service, Zambia
Julie Hanson Swanson, USAID/Washington

Forty percent of children in Africa have no access to education, said moderator Tracy Brunette. Two groups of interrelated interventions are to make schooling/learning settings more flexible to better meet the needs of those hardest to reach (community schools, interactive radio instruction) and the use of "incentives" to bring and keep children in school (such as school feeding or scholarships). The presenters in this session gave examples of all these interventions.

Elvira Williams and Christopher Mbelwa described the Adventures in Health, Education, and Agricultural Development (AHEAD) program in Kisarawe, Tanzania. AHEAD received an EDDI grant to work with 70 adolescent girls and youth on education, empowerment, and economics issues. Their TeenAction program "helps kids navigate the stages of growing up." As is the case with so many programs, resource constraints are a huge challenge, but Williams described some of the lessons AHEAD has learned. Girls want to share in the global economy and not be boxed in by tradition. Behavior change requires many interventions such as media, education, and life skills. And no organization can work in isolation.

The Creative Center for Community Mobilization (CRECCOM) is a community organization formed by a community need, explained Zikani Kaunda. The organization's approach is based on research and education but individual communities develop their own strategies in response to factors keeping local children out of school, such as schools being far from homes, poor infrastructure including latrines, school calendar conflicts, or hunger, poverty, or orphanhood. Kaunda described successes where new community schools reduced the distance traveled; vendor associations keep children in schools on market days; initiation ceremonies are moved to take place during school holidays; villages compete to keep the most girls in school; and school feeding programs give children at least one good meal a day.

Sera Kariuki and Julie Kachasu brought participants to their feet with a demonstration of an interactive radio instruction (IRI) program. They pointed out that radio programs

can involve actions and emotions, which makes learning easier. They also stressed that the Zambian IRI program emphasizes gender balance, whether in characters, examples, language, avoidance of stereotypes, or distribution of listening audience.

The Catholic Relief Services (CRS) school feeding program works in the poorest region of Ghana, according to Issah Fuseini. Northern Ghana has high rates of both illiteracy (75 percent) and out-of-school children (62 percent). The goal of the CRS program, which started in 1997, is increased household food security, enrollment rates, and infrastructure. Through the program, 274,200 students in 1,096 schools get hot lunches daily, as do 50,200 pre-school children in 342 schools. In addition, communities have constructed 260 classroom blocks. Next steps include increasing community involvement, quality assurance, and integrated programming.

Julie Hanson Swanson mentioned another important deterrent to children attending school—school violence. She explained that a pilot program is underway to develop interventions making gender safety the norm rather than the exception. A copy of a related study is available at www.dec.org/pdf_docs/PNACU253.pdf.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Change Management

Presenter:
Le'Angela Ingram, Ingram Consulting Group

It is part of human nature to want certainty and yet change is an inevitable part of life. Le'Angela Ingram explained that change is a process of transition between the present state and a desired state. The higher the aim of the change, the longer the transition and, often, the harder the resistance. Changing an education system from teacher-centered to learner-centered, for example, is a high aim. However, if a process of change is thought through and integrated gradually with the understanding of all stakeholders, the transition is relatively smooth.

Ingram described distinct roles for leaders and managers during a process of change.

Leaders focus on:

- Effectiveness
- People
- Vision, goals, and objectives
- Innovation
- Trust

Managers focus on:

- Efficiency
- Systems and structure
- Day-to-day activities
- Near-term results
- Administration
- Control

In spite of a leader or manager's best efforts, people often feel alone during a transition. Developing strength or resilience is critical to coping with that. Ingram said that one way to do this is to ask yourself what is the worst that could happen. She pointed out that the Chinese character for "crisis" is a combination of the characters for "danger" and "opportunity."

During a short activity, participants paired off to discuss a change that each had been resisting. During the subsequent group discussion, Ingram pointed out that adapting to change is a learned skill.

Although she did not have time to cover it in her formal session, Ingram's presentation included "keys to surviving in times of change":

- Question your assumptions.
- Know and ask for what you want.
- Seek first to understand before being understood.
- When you are sure you are right, take a deep breath and consider the remote possibility that there might be another valid point of view.
- When you are sure you are wrong, take a deep breath and consider the remote possibility that you are right, and go for it.
- Pick your battles carefully and go the distance.
- Clarify your intentions.
- Name your unspoken dynamics or situations so they do not crush you later.
- Check out your stories and scripts.
- When you react strongly to someone, put away the telescope, get out the mirror, and get ready to learn something important about yourself!

Her presentation is available at www.eddionline.org/swazilandpost/presentations/index.html.

Using Technology to Increase Access to Education

Presenters:
Aleta Williams, USAID/AFR, Education Division
Frank Othembi, African Judicial Network
Drew Lent, Management Systems International
John Chandler, Total Services Solutions
Sera Kariuki, Interactive Radio Instruction, Zambia
Albert Lutalo-Bosa, ConnectEd, Uganda

This workshop focused on various modalitites of technology to provide greater access to information, educational and training opportunities, and dialogue. Special consideration was given to the role of technology as a tool and not the driver in promoting education, democracy and governance, social reforms and economic development.

Judge Frank Othembi, president of the African Judicial Network (AJN), described his organization's efforts to bring members of judicial systems continent-wide together, saying that technology was the tool that helped bring the AJN to life. He stressed that when establishing an interactive network, it is important to launch the effort with face-to-face meetings or conferences so that network members can establish comfortable relationships before initiating online conversations. Network or website access and navigation must also be simple, secure, and focus on issues of members' professional interest. He also suggested that "if you build it, they will not necessarily come," so there need to be strategies for drawing members online, such as conference registration available only on a website. In addition to infrastructure limitations, Othembi said that a major challenge for AJN is the uncertainty about the network's long-term funding and sustainability.

Albert Lutalo-Bosa of ConnectED (Uganda) explained that his program has outfitted eight primary teacher colleges (PTCs) with technology centers consisting of 10 computers, a server, and computer peripherals. They have also equipped Kyambogo University with two computer labs. This has enabled teacher trainees to access an enhanced PTC curriculum and digital resource library. Through training in the use of technology, many teachers had strengthened their overall professional skills. He also noted that in many African countries it was difficult to take advantage of the full range of the internet due to policy restrictions. Both he and Othembi observed that their organizations had developed advocacy and policy lobbying skills to respond to this challenge. Lutalo-Bosa said that this is part of the way forward for ConnectED together with expanded technical expertise, enduser training, and resource mobilization.

Sera Kariuki showed a short film depicting the highly successful interactive radio instruction (IRI) that has been used in Zambia and a host of other places to assist hard to reach or marginalized communities. IRI's techniques are both student-centered and able to improve teacher training.

John Chandler, president of Total Service Solutions (TSS, an EDDI implementing partner), explained how the technology-based community resource centers (CRCs) it builds serve the communities in which they are located. In order to get communities to use the CRCs, TSS reaches out to the communities by using local business partners to complete the work on building and equipping the CRCs or offering a range of training courses. Chandler

explained that it takes one to two years to "get into the community," but that the effort was worth it. This is because, according to Chandler, it meant that once TSS was gone, the communities would have pride of ownership in the CRCs, see them as "theirs," use them regularly, and work to expand and improve the CRCs' offerings.

All panelists agreed that while technology was a very important tool in both the AJN and CRC projects, it was still merely a tool. The main ingredient to the successful application technology to enhance development was in its usefulness to the community, and the community's perception of technology tools as something they could use to work for them. The audience was invited to share their experiences around the issue of sustainability.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Teacher Development:
EDDI Successes as Building Blocks

Presenters:
Badege Bishaw, Oregon State University
Joann DiGennaro, Center for Excellence in Education
Robert Tolar, The Echo Group
Belinda Hijarunguru, Aurora Primary School, Okahandja, Namibia
Marie Lichtenberg, Humana People to People, South Africa
James Turner, Chicago State University

Discussion focused on a broad spectrum of teacher development programs ranging from pre-primary to tertiary. Robert Tolar presented background information on the Be Enthusiastic About Reading (BEAR) program in Okahandja, Namibia. This community partnership program has established a central facility for area children's after-school reading activities. Students and teachers from different school participate in hands-on age-appropriate activities designed to foster a love of reading.

James Turner told participants about how mathematics and science teachers in South Africa are learning ways to incorporate technology into existing curriculum, thanks to a partnership between, among others, the University of Western Cape and the Florida Space Authority. The partnership is experimenting with "eLearning Clusters" of teachers, researchers, and software developers in the hope that they can build a well-designed curriculum using learning modules stored in a common repository that can be accessed through the Internet and used for broader dissemination efforts.

Oregon State University's College of Forestry is working with three different tertiary education institutions in South Africa—University of Natal, Fort Cox College, and University of Fort Hare—to develop or expand agroforestry and community forestry curricula at both the undergraduate and graduate levels. The project seeks to improve teaching, learning, and outreach through the introduction of IT and new media technology, such as global positioning systems, digital video and still cameras, and iMac video editing systems. Badege Bishaw mentioned a few of the problems encountered by the project, such as the politics of the evolving structure of South Africa's higher education system and constant changes in project personnel.

During the discussion, one participant raised the concern that most of the examples were from Southern Africa, rather than being more geographically diverse, and that the whole continent could stand to benefit from these examples. Another question was raised about the principles of learning during teacher development. Presenters responded that in the Humana People to People Teacher Training model, for example, students themselves decide what they want to learn and teachers facilitate the process.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Education and the Economic Life of the Learner

Presenters:
Charlie Feezel, USAID/AFR, Education Division
Yolande Miller-Grandvaux, USAID/EGAT
Fiona Macaulay, Making Cents

Facilitators Yolande Miller-Grandvaux, Charlie Feezel, and Fiona Macaulay began this hands on session by asking participants if they thought entrepreneurial skills instruction would be a valuable addition to school curricula. The answer was a very qualified yes, that entrepreneurship, life skills, and other nontraditional subjects should be taught, but participants raised concerns over teacher training, space in a crowded curriculum, and traditional emphasis on literacy and numeracy training. There was skepticism that entrepreneurship could be taught successfully.

Macaulay then broke participants into small groups and gave each group one of the "Making Cents" activity cards her organization has developed. These double-sided laminated cards have activities for students of various levels. For example, one card asks students to name three people they know who have started their own businesses and to determine what characteristics these people have in common. Another card sets up the hypothetical situation where $1000 is available to start a business; students have to decide who amongst them has the best business start up plan and should receive the money.

After working through the activities, participants compared their experiences. Feezel asked if activities like this should be done in the classroom. Participants enthusiastically agreed that they should, concluding that many entrepreneurial skills such as critical thinking and problem solving are already taught; they need only be adapted.

For more information, visit www.makingcents.org.

Providing Hope for African Youth Through Education

Speaker:

Nahas Angula, Minister of Higher Education, Namibia

Min. Nahas Angula's remarks followed inspiring words from the Swazi and Kenyan EDDI beneficiaries (see p 2). "Young people in Africa are faced with myriad challenges," he said. The high numbers of orphans is a constant reminder of their vulnerability. For these and other reasons, many of Africa's young people are very confused, even more so than their peers in other parts of the world.

Workforce development is the key, he said, to giving youth direction. Education should include marketable and survival skills. He urged participants to create partnerships for youth development.

He then opened the floor for questions. In two related questions, Mzombanzi Mboya asked what strategies the Namibian Ministry of Education is using to address youth frustration and Kemoh Sheriff asked how to heal youth living through civil war. Min. Angula answered that the solutions cannot be the same everywhere, but that youth join wars voluntarily because they have nothing better to do. If they are integrated into economic life and have a bigger stake in society, they are less likely to resort to violence. At the same time, he said child soldiers cannot be treated like other children. Namibia is still struggling to incorporate its own refugee children. He emphasized that there is a need continent-wide to create more inclusive societies.

Increasing Access to Education:
Scholarships, Mentoring, and Life Skills

Presenters:
Maria Carrington, Peace Corps
Florence Kanyike, FAWE/Uganda
Pamela Woodard, Winrock International
Gloria Blackwell, Institute of International Education
Ravakinigina Ranivoarianja, John Snow/Madagascar

Girls' scholarship programs are integral in ensuring that girls have access to education by supporting the costs of tuition, uniforms, boarding fees, and pocket money. Mentoring programs reinforce academic and social performance and can demonstrate positive role models for life and career choices and self-esteem. With a concentration in some countries on orphans and those whose lives have been affected by HIV/AIDS, the scholarships hold the promise of providing hope for this and future generations. Pamela Woodard presented an overview of the EDDI Ambassadors' Girls' Scholarship Program (AGSP). As of July 2003, 31,060 scholarships had been awarded for a total of 40,750 school years sponsored. A further 17,110 girls benefited from mentoring programs.

Successful practices, including targeting beneficiaries, must be carefully analyzed for each country. Not all orphans are poor, and not all children with two parents can afford education. However, there has been very little drop-out among scholarship recipients. Girls have hope when given a chance and encouragement. The technology skills they gain through the programs are important to help self-esteem and employability. Watching the girls develop is the pay-off for lots of long, hard work behind the scenes.

Capacities of NGOs still need to be built in order to make the programs more sustainable since it costs more to administer these programs than originally thought. Scholarships need to continue since demand continues to greatly outweigh supply. And participants pointed out that as EDDI ends, the NGOs who have been the real champions of the scholarship program should be recognized.

Florence Kanyike reported that FAWE/Uganda provided multiyear scholarships to 258 girls from 2000-03. One hundred of those girls have now completed secondary school, and 70 have joined tertiary institutions. Ravakinigina Ranivoarianja reported that 4,212 scholarships were awarded in Madagascar during the same period. AGSP also hosted festivals that included mentoring and career planning activities and produced a newsletter containing scholarship, mentoring, and health information.

Maria Carrington described Peace Corps' Women in Development (WID) and Gender and Development (GAD) programs in Benin, Kenya, Mauritania, Tanzania, and Togo. Activities included regional mentoring centers, take our daughters to work days, scholarships, girls' leadership conferences, and professional internship programs.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Teacher Development and HIV/AIDS

Presenters:
Jane Schubert, American Institutes for Research
Jonathan Godden, Mobile Task Team on HIV/AIDS, University of Natal, South Africa
Chris Desmond, Mobile Task Team on HIV/AIDS, University of Natal, South Africa

Ministries of Education (MOEs) across Africa are aware that HIV/AIDS will have an impact on their teacher forces, but few know exactly what that impact will be. The Mobile Task Team on HIV/AIDS (MTT), based at South Africa's University of Natal, is working with MOEs to forecast future student and teacher numbers and develop strategies for management in the face of increased absenteeism and mortality.

Jonathan Godden and Chris Desmond explained that most of the anticipated problems from HIV/AIDS are related to magnification of existing problems such as teacher attrition. However, the new levels of these problems are forcing teachers and administrators to respond to completely new situations. Desmond listed several different considerations that must go into developing a HIV/AIDS strategy: curriculum development, role in prevention, workplace safety, orphans and children with sick parents, and illness and death in the workplace. The MTT has focused on human resources and planning issues using national and local data and based on experience in high impact settings.

The estimated number of teachers needed each year is based on population data, education indicators, and ministry policy targets. As the HIV/AIDS pandemic deepens, there are expected to be fewer children in school systems and a reduction in demand. However, Desmond stressed that no one should expect such levels of population decline that there will be "empty streets"; overall negative population growth rates are expected only in extreme cases.

Using examples from KwaZulu-Natal, Desmond demonstrated how the need for trained teachers will rapidly increase in the coming years. Teacher attrition will increase not only due to mortality and caring for sick family members, but also because as members of the work force in other industries succumb to HIV/AIDS, teachers will be tempted to leave the education field for higher paying positions elsewhere.

Desmond briefly described the district education management and monitoring information system (DEMMIS) process whereby school systems can monitor the impact of HIV/AIDS. The questionnaire enables the analysis of data that is typically already recorded on a daily basis such as educator and pupil absenteeism. Analysis of this data in turn empowers management to take action.

In conclusion, Desmond left participants with thoughts about possible strategies to increase the numbers of available teachers. Are there other models for teacher training such as shorter pre-service training? Is there a need for human resources policies affecting risk? Should there be special protections for student teachers?

Participants wanted to know, among other things, how changing teacher training systems would affect the quality of education, especially given the impact of Education for All. Desmond responded that it was still too early to say, but several school systems are experimenting with shorter pre-service training schedules. Stephen Tournas of USAID/

Washington wondered if maybe this situation could be viewed as an opportunity to radically change training programs, perhaps using information technologies more.

Desmond also brought up the difficult ethical question of who should be trained as teachers. He pointed out that in South Africa the "safest" population is middle-aged white women, but that they are certainly not representative of the South African population as a whole. Bill Mvalo of USAID/Malawi wondered if only HIV negative people should be trained, which proved to be a controversial proposal, especially given the increasing availability of treatments.

Desmond's presentation is available at www.eddionline.org/swazilandpost/presentations/index.html.

For more information, visit www.ukzn.ac.za/heard.

Building Global Development Alliances

Presenter:
Colette Cowey, Management Systems International

During the session on the Global Development Alliance, panelists expanded on the positive impact that public/private partnerships (PPPs) can have on development. Private sector investment in development through partnerships with the public sector is increasing, and lending bottom line rigor to program plans, with more measurable results. In fiscal year 2003, USAID created 41 public-private alliances between USAID and the corporate sector, foundations, universities, and NGOs through 15 bilateral field missions and three regional programs in sub-Saharan Africa.

Public-private alliances enable USAID to enhance the impact of its programs by mobilizing the ideas, efforts, and resources of the public sector with those of the private sector and NGOs. For every dollar committed to a public-private alliance, USAID seeks to attract an equal or greater amount in dollars or in-kind resources from other partners.

For example, two newly created alliances between USAID, Cisco Systems, and EDS (Electronic Data Systems Corp.) will help Uganda's university system improve its information technology capacity. A $10 million alliance with Cisco Systems ($8 million from Cisco and $2 million from USAID) will lead to the establishment of 10 Network Academies throughout Uganda's university system. This is the second generation of Cisco's commitment to Uganda's university students, which includes training and certification in network computing, information technology essentials, programming languages, and voice and data cabling fundamentals. EDS will provide Uganda's university students with advanced training in computerized manufacturing abilities including real-world design and engineering experience. The EDS contribution will establish Uganda as a future hub for manufacturing expertise and engineering in East Africa and could reach a value of $4.2 million. USAID will provide an additional $100,000 in assistance.

For more information, visit www.usaid.gov/our_work/global_partnerships/gda.

Site Visits

Strategic Education Centers

SEC is an after-school program for girls between the ages of 14 and 17 that offers training in health awareness and promotion, technology skills, job readiness, and inquiry-based math and science. SEC is a U.S.-based NGO that facilitates cross-cultural programs to enrich local curricula. Over the next year, an online educational partnership is envisioned that will enable American and Swazi students to work on joint projects, share documents and photos, and learn about each other's countries. The first two SEC centers in Mbabane and Emkozini opened in September 2001, serving urban and rural girls, respectively.

Girls are selected and nominated by their head teachers, and classes meet for eight hours each Saturday for eight months, plus three intensive weeks during school holidays. Each center is staffed by five certified teachers and a nurse. To date, 285 young women have graduated from the SEC program, which is funded by EDDI, and 120 students are presently enrolled.

The SEC country coordinator, Sithembiso Hlatshwako, arranged an informative visit, including hearing from a governing member from the SEC headquarters in Seattle, Pat Noonan. Participants visited computer, HIV/AIDS awareness, and math classes and were given many opportunities to interact with the extremely engaging young participants.

National Emergency Response Council on HIV/AIDS

Participants visited Eluyengweni, Khalangilile, and Mhlabubovu villages, where residents are caring for 360 orphans. This is one of the areas where NERCHA is helping to rebuild traditional coping mechanisms in order to deal with the otherwise overwhelming numbers of AIDS orphans, as Dr. von Wissell described in the HIV/AIDS plenary session (see page 13). Traditionally, the chief looks after those in his village that are unable to care for themselves. This system has been tested by the large numbers of orphans, as well as elderly residents who would ordinarily be looked after by their children, but these children—the parents of the orphans—have died of AIDS.

NERCHA has stepped in to facilitate community strengthening. For instance, NERCHA is working with the association or regiment that all married women belong to in order to divide parenting responsibilities for the orphans. The government and other organizations provide agricultural inputs to help the community feed the children using land donated by the chief. Where possible, school fees are also covered. Many participants said they were very moved by the visit.

St. Anne's High School

Participants were greeted by dancing students at this launch of a computer lab and International Studies Partnership (ISP) between this secondary school and Lincoln Humanities Communications High School in Dallas, Texas. Ambassadors James McGee and Mary Kanya, Sarah Moten, and Queen LaMbikiza spoke about the importance of this facility for furthering the education of these students. The lab itself contains 10 computers, which the girls will use, among other things, to communicate with their counterparts in Dallas.

This ISP is part of an effort to promote a global community of educators and learners, primary and secondary schools in the United States and Sub-Saharan Africa through greater cross-cultural dialogue. With both physical and virtual exchanges, administrators, teachers, students, and school communities have been linked to share ideas and information, which can enrich their world views and socio-cultural understanding. EDDI funds support the ISP for one year. The partners have been encouraged to develop a sustainability plan early in the process to ensure the continuation of the project beyond the life of the EDDI grant.

Priorities in Education and the African Development Bank

Speaker:
Abdi Ibrahim Younis, African Development Bank

Abdi Ibrahim Younis described the activities and mechanisms of the African Development Group, an organization of 77 member countries (53 in Africa) that contributes to economic and social development. The African Development Bank (ADB), the largest component of the group, gives loans to rural countries. The African Development Fund gives grants and no interest loans with the main aim of reducing poverty. A smaller trust fund specifically for Nigeria is also part of the group.

Younis primarily discussed the ADB, listing the five target areas of agriculture, human resource development (education and health), private sector, gender/environment, and democracy and governance. He explained that within education, the ADB focuses on basic education. He pointed out that they are one of the few donor organizations that will fund infrastructure development, including improvements to water and sanitation. They also provide support for learning materials and teacher training.

The ADB works in any country through a signed agreement with a government, a process that takes three years to finalize. They will also work with NGOs, particularly those with unique, specialized knowledge, but the money still flows through governments rather than directly to the NGOs. Communities can also apply for funding if they are able to assume 25 percent of the cost.

Participants had questions about the mechanisms in place to ensure that funds are used appropriately. Younis explained that loans are closely supervised, with a transparent procurement process. Often these funds are paid directly to suppliers instead of going through governments.

The question was also raised about effective management of funds. Younis pointed out that the funds are only as good as the way they are managed by recipients. "If beneficiaries have a stake, particularly if they are involved in the design from the beginning, they will put pressure on for better management."

For more information, visit www.afdb.org.

Tools for Enhancing Teacher Development

Presenters:
Rosemary Ngalande, Director of Teacher Education, Malawi Ministry of Education
Bill Mvalo, USAID/Malawi
Hartford Mchazime, Malawi Institute of Education
Gibson Zembeni, Malawi Institute of Education

Is there a crisis in education in Malawi? Presenters in this session say "Yes!" There are 53,000 teachers, 38 percent of whom have no formal teacher training. Malawi took a strong stand to train teachers after the introduction of universal primary education in 1994, when 22,000 teachers were recruited. Eighteen thousand of these had no teacher training. More teachers are still needed, especially with the impact of HIV/AIDS. There are six primary training colleges and several innovative programs for in-service training.

One of these programs is continuous assessment, a technique that teachers can use to monitor students' progress and their own effectiveness through an ongoing process of making observations of what students know, understand, and can do. By using continuous assessment, teachers can adapt their instruction to the needs of individual students so that all will have to chance to learn and succeed. Students note greater effectiveness of teachers involved in the continuous assessment process, and teachers report having greater confidence. There is also greater parental involvement, which means more reinforcement within the home setting. This is needed because there are such large classes (60-200 students).

Presenters led participants in various interactive teaching techniques, and discussed that teachers have been trained to use locally available materials to develop learning aids. Participants departed with more knowledge about what Malawi has done in terms of assessment, learning materials, and with a challenge to do more in their own countries, although some did have questions about how techniques like continuous assessment can be used in classes as large as 200 students.

Materials available included *In My Classroom: A Guide to Reflective Practice* (www.dec.org/pdf_docs/PNACS247.pdf), *Continuous Assessment: A Practical Guide for Teachers*, *Continuous Assessment for Standard 3: A Training Manual for Educators in Malawi* (www.dec.org/pdf_docs/PNACT335.pdf), and *Proud Pioneers: Malawian Teachers Implement Continuous Assessment in Primary School Classrooms* (www.dec.org/pdf_docs/PNACT784.pdf).

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

The Role of Communities in Increasing Access to Education

Presenters:
Yolande Miller-Grandvaux, USAID/EGAT
Uhuru Dempers, World Education, South Africa
Mary Malekela, The Jifunze Project, Tanzania
Carrie Oelberger, The Jifunze Project, Tanzania
Thomas Robson, The Jifunze Project, Tanzania
Josias Zulu, USAID/Zambia Changes Project

Yolande Miller-Grandvaux explained that community activism, interest, and ways of being involved have shown phenomenal growth over the past 10 to 12 years. Conservative estimates place the number of USAID-assisted community schools in Africa at 4,500. Many are built, owned, and managed by community groups. These often function as alternatives to government schools, for example, operating on different time schedules and with instruction in local languages. The other type of community schools is those that had been existing government schools that were then taken over by the community. Parents' involvement includes maintaining facilities, providing textbooks, recruiting teachers, monitoring attendance, and other tasks.

There are some strengths and challenges that characterize community schools, although these are not found in the same degree everywhere.

Strengths

- Higher enrollment with increased number of girls
- Improved student performance
- Growing government support
- Better prepared and/or more committed teachers

Challenges

- Poor infrastructure
- Frequently isolated locations
- Lack of teachers
- Sustainability issues

Costs for community schools are often the same as or higher than government schools. This is frequently a problem for communities that are already financially stretched so government resources are needed for sustainability.

Uhuru Dempers outlined the Civic Involvement in Primary Education (CIPE) program that is active in Angola, Malawi, Mozambique, and Zambia and exploring expansion into Namibia and some West African countries. This model shows joint institutional involvement, stronger roles for school boards, and increased equity, access, and quality. It is based on government owned schools and grew out of a joint assessment of needs. Dempers presented the example of the CIPE program in Malawi. In that country, CIPE

has partnered with the Creative Center for Community Mobilization (CRECCOM) to support USAID's social mobilization campaign in the education sector. After needs assessments were performed in the target district, goals were outlined of achieving a 70 percent enrollment rate, while developing a cohort of parent and community groups to help improve services in each of the 22 primary schools. Activities in support of these goals, such as community group trainings, are underway.

As another example, Mary Malekela, Thomas Robson, and Carrie Oelberger described the Jifunze Project in Tanzania. Jifunze has established a small community education resource center (CERC) serving primary and secondary schools in Kibaya, Tanzania. The CERC has 13 full-time staff who work under management by a local community steering committee as well as local government and the Tanzanian MOE. It offers programs in literacy, health, computers, and horticulture, as well as a library, reading lounge, children's playground, and tutoring services. Average daily attendance is 100 individuals.

The school health and nutrition (SHN) project in Zambia is a unique integrated pilot approach that brings together the ministries of health and education to address education, health, nutrition, and HIV/AIDS. SHN's goal is to strengthen the links between health centers and schools, providing micronutrient supplements and deworming pills to students once a year, and supporting community-based HIV/AIDS interventions. Evidence has shown that in communities where SHN is active, absenteeism has decreased and enrollment has increased, as have nutrition levels.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Education in Muslim Communities

Co-facilitators:
Gmakahn Sherman, USAID/AFR, Education Division
Aleta Williams, USAID/AFR, Education Division

Presenters:
Talaat Moreau, USAID/Washington
Hamisu Yakassai, LEAP, Nigeria
Seth Ong'uti, Aga Khan Foundation, Kenya

Education in Muslim communities is a topic of particular interest in the current global political climate. There is a lot of concern in the West that Islamic schools breed new generations of Islamic extremists. This session explored examples of the reality of Muslim education.

Talaat Moreau, chair of the session, explained that the USAID/AFR/SD initiative on Muslim education covered Ethiopia, Eritrea, Kenya, Mali, Nigeria, Tanzania, and Uganda, and that the terms and types of centers for learning in Muslim communities varied widely from country to country. She noted that Qur'anic schools were relatively unknown to development planning strategists, yet they had existed for centuries. The ability to understand the nuances among Qur'anic schools, madrassas, and other forms of education in Muslim communities requires a sensitive approach.

Hamisu Yakassai explained that in Nigeria, which is approximately 50 percent Muslim, there are two types of Islamic schools: traditional Qur'anic and modern Islamiyya. Qur'anic schools are nonformal and focus on memorizing the Qur'an, but also include other subjects. Both boys and girls attend, often in addition to going to Western-type schools. Islamiyya schools are roughly equivalent to Western-type schools, but with the addition of Arabic and Islamic studies to the curriculum. They are funded mostly by communities and use curriculum designed by the MOE. But in both types of schools, the overall Islamic approach to education is the same: children's education is compulsory, transcends knowledge of religion, and is the responsibility of the community.

The Literacy Enhancement Assistance Programme (LEAP) is an experiment to see if a coordinated set of interventions will result in better education for Nigerian children at both pubic and Islamiyya primary schools. The LEAP strategy includes empowering greater parent involvement, assisting policymakers to understand the link between information and school resource allocation, and improving teacher effectiveness through the use of student-centered learning and interactive radio instruction (IRI). Yakassai explained that LEAP went into Kano state, the second largest state in Nigeria and largest predominantly Muslim state, shortly after September 11, 2001 and the start of the military campaign in Afghanistan. In spite of a less than hospitable atmosphere, the program has established

trust, mobilized parents, improved use of quality information for decision-making, and affected a 14 percent gain in numeracy and 16 percent gain in literacy in the primary 3 level, as well as training 660 master training teachers and 3,600 teachers to use IRI.

Seth Ong'uti from the Aga Khan Foundation (AKF) in Kenya said the AKF helped to create the Madrassa Resource Center, noting in response that such a center had been requested by the community to address the needs of disadvantaged children. The main elements that ensured the success of the Center were community mobilization and support. The Center sponsors programs for preschoolers, teacher training, and research. Ong'uti stressed that all projects undertaken by the Foundation represent a contract between the Aga Khan Foundation and the community. Initially, men were reluctant to support mixed education, but now they are on board, particularly since the programs are designed to respond to the communities' concerns about their young women and girls. Foundation programs integrate health, nutrition, problem-solving, and other issues based on communities' stated needs. As a result of AKF involvement, over 180 communities have established their own pre-schools, allowing over 10,000 children to receive quality and culturally appropriate pre-schooling.

During the question and answer session, participants noted that terminology was important, especially among U.S. government and donor officials, because of the general lack of common understanding, and because of the subtle nuances that varied from country to country. Data collection that would allow for a more rapid development of understanding of the nuances remained a problem, as U.S. officials did not want to appear to be "targeting" Muslim communities, particularly when the objective was to gather data to help create more effective community-based programs and partnerships.

Participants and panelists agreed that the most important factor in supporting successful education programs in Muslim communities was the inclusion of local, community-based needs and priorities in the program designs. Furthermore, all agreed on the need to work with existing local structures, and to help to raise donor funds to support research and data collection that could be done by local institutions.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Increasing the Contribution of Higher Education

Presenters:

Charlie Feezel, USAID/AFR, Education Division

James Turner, Chicago State University

Rebecca Johnson, Chicago State University

Margery O'Donnell, University of Massachusetts at Boston

Michael Thuo Kuria, Egerton Project, Kenya

John Davies, University of Maryland

Elnora Daniel, Chicago State University

Vuyelwa Ntoi, National University of Lesotho

Koroloso Lekhesa, National University of Lesotho

Universities can be a great link to communities due to their existing infrastructure and technological support and access. EDDI has 240 higher education projects in 434 African countries, using partners in 36 American states. The U.S. and African institutions and the private sector were willing to provide significant matching resources, making this component of EDDI the one with the most leveraged support. The goal is to increase these partnerships and networks of cooperation between African universities for the long term. Representatives from some of the many partner institutions presented summaries of their experiences in these partnerships.

John Davies outlined a program to bring capacity building for democratic peace to the National University of Lesotho (NUL). In addition to training NUL faculty from several disciplines and developing courses on conflict, democracy, and peace, the program has undertaken public outreach and citizen's diplomacy efforts, which included conflict management workshops for local and national leaders. The next phase of the program is to bring conflict management and peace education into the schools. Vuyelwa Ntoi discussed plans for this phase, which include using basic principles of conflict management such as nonviolent communication and respect for differences in pre-service teacher training.

Margery O'Donnell described programs that the University of Massachusetts, Boston, is involved with in Senegal and Kenya. The Saint-Louis Multi-Function Community Resource Center (CRC) in Senegal serves as a classroom location for university/community education programs with information and communications technology as its backbone for maximum impact and sustainability. The 50,000 potential users have access to a computer lab as well as classes in subjects such as health and micro-credit. Similarly, Egerton University and Maasai Education Discovery serve as classroom locations for university/community education and distance learning programs for 35,000 potential users. "One may understand that this new technology tool is an instrument of population's emancipation,"

says Papa Meissa Dieng, co-director of the Saint Louis CRC. "The use of this tool brings our rural population up to date and makes them confident."

Chicago State University is working with university students, faculty, and researchers in South Africa to advance mathematics, science, and engineering instruction. The hope is this will lead to production of high wage, high quality technology jobs. The partnership, which includes the Florida Space Authority and the University of Western Cape, envisions a well-designed curriculum using learning modules stored in a common repository that can be accessed through the Internet and used for broader dissemination efforts.

One participant asked how higher education can work towards a country's transformation. Panelists responded that particularly around conflict resolution and participatory community development approaches, universities have a great deal of expertise to share.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Country Presentations

Presenters:
John Yaramba, Rwanda
Beatrice Mukabaranga, Rwanda
Beth Brogaard, Mauritania
Roland Ramaonjisoa, Madagascar
Dussoumondore Traoré, Guinea

Rwanda

EDDI activities are integrated into USAID mission strategic objectives (SOs); information technology activities cut across SOs. The ultimate goal is increased sustainability of activities and increased stability in the country. Programs in the country ranged from funding for a conflict resolution center to assistance with a national electoral database to providing computer access for 2,170 primary schools.

Beatrice Mukabaranga outlined activities at the Kigali Teacher Training College as an example. She said that a holistic approach to teacher development is required to deal with the rapid increase in school populations over the last three years. They have a French and English curriculum, heavy on life skills, and they plan to use information and communications technology (ICT) throughout.

Mauritania

Beth Brogaard described the gender and development (GAD) program in Mauritania. She explained that GAD is about the roles of both women and men in society, looks at the impact of development on men and women, and seeks to understand and address the root causes of gender inequality. EDDI has funded several GAD programs in Mauritania including girls mentoring centers in the nine regional capitals, an annual girls' education conference in Nouakchott, girls' sports programs, big sister/little sister programs, teachers' equity workshops, and others.

Madagascar

The literacy rate in Madagascar is only 48 percent, which illustrates the major issues in education—access, quality of teacher training, and availability of learning materials. EDDI programs there are tied to the democracy and governance SO since that country was without any form of civic education for over 30 years. In addition to the girls scholarship program, EDDI sponsors a media strengthening program.

Guinea

Dussoumondore Traoré outlined programs similar to those in other countries, including mentoring/tutoring, building schools, and training teachers. Additionally, the MOE is trying to bring back a system of girls schools, which will incorporate ICT. Household management training programs are also underway. Traoré said the main objective is to train young female leaders, to help girls gain self-confidence and independence.

Presentations are available at www.eddionline.org/swazilandpost/presentations/index.html.

Textbook Development
under the Africa Education Initiative

Throughout the week of the workshop, representatives from historically black colleges and universities (HBCUs) implementing the textbook program under the Africa Education Initiative met with their partners in order to garner a broader understanding of the USAID education program in Africa, support collaborative efforts between partners, and make plans for future activities of the textbook component of the AEI. The following schools were represented: Hampton University (Judith Brooks-Buck and Martha Williams); Elizabeth City State University (Johnny Houston, Beverly Cain, and Margaret Coulson-Clark); Alabama A&M University (John Vickers, Mary Spor, and Shirley King); Albany State University (Barbara Holmes and Audrey Beard); Dillard University (Anthony Aramburo and Kassie Freeman) and St. Augustine College (Lawrence Clark, Irene Clark, Yvonne Coston, Olivia Metzger-Jones, and M. Iyailu Moses).

Teams from each HBCU met with their African partners for the second or third time. The team from Hampton University met with representatives from the South African Department of Education, the University of the Western Cape, and the Peninsula Technikon. The representatives reviewed samples of teachers' editions of books that Hampton University had prepared and were given copies to share with their colleagues.

The Elizabeth City State University team and Senegalese partners from the Ministry of Education and University of Dakar discussed assembling collections of books called "boxed libraries" that can be used as classroom resource materials and reprinting existing textbooks for learners. While 126,000 books had already been reprinted by the Hampton University Press, the group requested that an additional 144,000 books be purchased for the boxed libraries directly from Senegalese publishers.

The Alabama A&M University team met with Cheryl Kim of USAID/Ethiopia to finalize plans for a November 2003 workshop on curriculum planning and textbook development, and also learned from other implementers' experiences to make the workshop a success.

St. Augustine College representatives met with partners from the Benin Department of Education to review materials that had been developed. Plans for further refinement of materials were made, and the question of whether material should be printed in Benin or at Hampton University Press was discussed.

Albany State University did not have partners from Mali present, but they did present the Malian Ministry of Education representatives with boxes of materials to share with their counterparts. The Guinean partners and Dillard University were first to organize teams and were further along in the textbook development process than others. Because of this, they had already planned to visit the United States for two weeks to work on finalizing the books, so they did not attend the meeting.

All representatives from the textbook component of AEI left the meeting with a broader understanding of how their activities support the overall USAID education program in sub-Saharan Africa. Partners shared experiences, plans, and challenges encountered in various countries, and strategized on how to make the textbook program stronger.

For more information, visit www.hamptonu.edu/tags/goals.htm or dived.dillard.edu/tags.

Systemic Education Reform and Closing Ceremony

Facilitators:
Tracy Brunette, USAID/AFR, Education Division
Brad Strickland, USAID/AFR, Education Division

Presenters:
Margaret Nsereko, Ministry of Education, Uganda
Florence Kanyike, FAWE, Uganda
Renuka Pillay, Policy Advisor, Ministry of Education, Uganda

In this session, workshop participants viewed the USAID/AFR/SD-produced *Education for All: The Ugandan Experience* video documenting the ingredients that went into Uganda's education reform process. Highlighted in this video was the need to focus not only on increasing enrollment with the advent of free primary school in Uganda but focusing on educational quality as well. Also highlighted was the need to work systemically rather than on isolated aspects of complex reform (training teachers and developing a system of follow-up and ongoing teacher support rather than training in isolation). Margaret Nsereko, Florence Kanyike, and Renuka Pillay then added context and updates to the information presented in the video. Nsereko explained that many new classrooms have been built and teacher trained in response to the implementation of universal primary education, with the goal of reducing the ratio to one classroom per 40 students. Now that all children are allowed to attend primary school without paying school fees, instead of just four children per family when the video was made in 1998, the pressure on schools is even greater than it had been. She also said that the Ministry of Education (MOE) is working on developing nontextbook materials as well as incorporating life skills into the curriculum.

Kanyike emphasized that gender equity is critical to expanding the reach of education. Currently there are lower girls enrollment rates and higher girls drop out rates than those for boys. Developing materials for girls empowerment will help address that issue. In addition, she mentioned that secondary schools are not free, so scholarships are important to keep girls in school.

Pillay described how the MOE is following the principles of PARTNERSHIP:

> **P**articipatory development of policies
> **A**ttitude change
> **R**esearch
> **T**echnical support
> **N**etworking (intensive)
> **E**nhancing quality
> **R**igorous review mechanisms
> **S**trategic plan
> **H**omegrown reform
> **I**ntegration
> **P**ractice

The MOE is also emphasizing, in addition to the standard three Rs of education, the three Cs: commitment, conviction, and collective action.

Participants wanted to know how teachers were motivated to spend their weekends and holidays for training. Presenters explained that the training is actually a contractual requirement that must be completed within a certain period. Teachers that are already qualified are similarly required to attend refresher courses.

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

Closing Ceremony

To close the workshop, Wade Warren told participants he hoped they had found new opportunities for collaboration. "We all have something to offer," he said. He added that participants have strong motivation to continue the hard work of education reform. "The Swazi and Maasai girls are the future, but so are the 46 million kids who have never been in school."

Ambassador McGee added his congratulations and said he was glad for the emphasis this workshop placed on respectful partnership. Prince Masitsela echoed this sentiment, thanking the participants for their cooperation. Sarah Moten wrapped up the workshop by officially donating the 10 computers used in the cyber café to Ndzevane High School.

Agenda

Week-at-a-Glance

Time	Sunday, Sept. 28	Monday, Sept. 29	Tuesday, Sept. 30	Wednesday, Oct. 1	Thursday, Oct. 2	Friday, Oct. 3
9:00–10:30am		Opening Ceremony	Plenary: HIV/AIDS and its Impacts	Plenary: Providing Hope for African Youth through Education	Plenary: Priorities in Education and the African Development Bank	Plenary: System Education Reform—The Way Forward
11:00am–12:30pm	Arrival	Setting the Scene • Overview of the Week • Video Presentation *Forgotten Children: The Legacy of Poverty and HIV/AIDS in Africa*	Learning Materials Successful Models and Challenges / Increasing Educational Opportunities for Girls and Other Vulnerable Children / Change Management	Increasing Access to Education Scholarships, Mentoring, and Life Skills / Teacher Development with the Context of HIV/AIDS / Building Global Development Alliances	Tools for Enhancing Teacher Development / Change Management / The Role of Communities in Increasing Access to Education	Closing Ceremony
12:30–2:00pm		Lunch	Lunch	Lunch	Plenary Luncheon	Lunch
2:00–3:30pm	Registration	African-Led Education Reform / Partners' Roundtable / HIV/AIDS and Education	Using Technology to Increase Access to Education / Teacher Development EDDI Success as Building Blocks / Education and the Economic Life of the Learner	Site Visits	Education in Muslim Communities / Increasing the Contribution of Higher Education / Country Presentations	Departure
4:00–5:30pm	Open	Networking and Exchange	Networking and Exchange	Networking and Exchange	Networking and Exchange	
7:30pm	Welcoming Reception	Open	Open	Networking and Exchange	Cultural Evening	

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