
USAID's Education Programs in Africa
Country Summaries

2003

USAID in Angola: Education



Background

Angola is at a critical juncture in its history as it begins the transition from war to peace. In August 2002, the Government of the Republic of Angola (GRA) and the National Union for the Independence of Angola (UNITA) declared an end to the 27-year civil war. As the country moves toward a new era of peace and stability, it will continue to face a major humanitarian crisis. Angola now fights a war of a different sort: a war against poverty, severe malnutrition, poor education, lack of basic human rights, and the scourge of HIV/AIDS.

USAID's Approach

USAID strategic objectives in Angola are:

- 1) Improved food security,
- 2) Civil society strengthening, and
- 3) Maternal and child health and HIV/AIDS.

USAID/Angola incorporates human capacity development in its strategic objectives.

For example, through the Democracy/Conflict and Humanitarian Assistance program, USAID Africa Bureau programs support several activities in Angola:

- The Association Liaison Office for University Cooperation in Development is assisting Agostinho Neto University in developing a **political science and public administration degree program**.
- Under USAID's activity to strengthen civil society, USAID/Angola provides training, technical assistance, and subgrants to support **female adult literacy and civic education** programs to promote women's knowledge of their rights and increase their participation in the political process.
- In addition, lack of information is a significant problem for Angolans. Working with World Learning, USAID recently produced **monthly newspaper supplements** and distributed them to institutions such as schools, community centers, universities, and local organizations. The supplements covered such topics as health, land rights, freedom of the press, children's rights to education, the rule of law, HIV/AIDS, human rights and women's rights.

The USAID Africa Bureau's Education for Development and Democracy Initiative (EDDI) also provided funding to World Learning, in partnership with an Angolan NGO, to create the **Horizonte Azul Street Girls Center**, a community resource center for educational and professional training for abandoned female street children and teenage girls. The center offers standard primary classes from grades one to four, adult education, and extra-curricular classes. The program aims to alleviate poverty of abandoned girls while providing them opportunities to be fully integrated into society through literacy skills and professional training.

Partners include: World Learning, the Mississippi Consortium for International Development, and local Angolan entities.

Successes

Angola Female Literacy Center-Horizonte Azul

<http://www.usaid.gov/regions/afr/ss02/angola2.html>

The Horizonte Azul Street Girls Center allowed USAID/Angola to achieve some important steps in creating private-public alliances. **Chevron-Texaco contributed \$140,000** to the Horizonte Azul Street Girls Center to create a vocational training program. This program has been extremely successful, with **82 percent of its girls graduating** after one year, and several girls being selected to attend an exclusive private school. Teachers at the Center benefited from **training** on children with trauma, children's rights and adult literacy education. These types of training prepare the staff to better understand and assist children's needs and psychological demands in a proper manner. The project greatly contributes to **reducing female illiteracy**, alleviating poverty and providing greater access and opportunities for women in the development process.

USAID in Benin: Education



Background

Benin continues to be of interest to the United States for the promotion of democracy, economic growth, stability and security in the region. USAID/Benin's support for basic education, family health, and improved governance is targeted mainly toward improving incomes in remote, rural areas. Education at least to the primary level and good health are two critical factors that enhance productivity.

Overall adult illiteracy in Benin is 62.6 percent. Government spending on education as a proportion of GDP is 3.2 percent.

USAID's Approach

Benin's program in basic education addresses critical problems that affect the access to and quality of basic education:

- lack of textbooks and other materials,
 - insufficient numbers of trained teachers,
 - lack of awareness of the importance of completing primary education (particularly for girls), and
 - weak institutional capacity to plan and implement education activities.
- **Improve Teaching and Learning in Primary School Classrooms**
USAID's assistance enables the Ministry to continue introducing a new curriculum to primary school classrooms. Additional **textbooks are produced and distributed**, and thousands of teachers and school directors are trained to use new teaching strategies.
 - **In-service Teacher Training**
School directors and inspectors are receiving training to enable them to more effectively train and supervise teachers. This classroom based training complements basic training of teachers described above. Other training topics include methods to encourage girls' participation and performance, as well as **HIV/AIDS prevention and ethics**.
 - **Increase Girls' Enrollment and Retention at School**
USAID provides grants to local and international non-governmental organizations (NGOs) working in several school districts with the lowest enrollment and achievement rates for girls. The focus is on **raising community awareness of the importance of primary education for girls**. Activities cover a broad range including: contests with prizes, peer tutoring, and encouraging full application of laws that protect girls in schools against various types of abuse. In addition, teachers are trained to apply equity principles to encourage girls to remain in school.
 - **Involve Communities in the Management of Schools**
Members of district, regional and national federations representing **all 4,500 school-level parents' associations** in the country are being trained to help them become effective advocates for policy changes to improve basic education. Newly elected representatives of local governments will also receive training in topics such as project design, financial management and record keeping.

- **Improve Planning and Management Capacities within the Ministry of Primary and Secondary Education**
Ministry staff are being trained to improve skills in planning, data management, policy design, and financial management. The planning priorities include preparing **two key strategic plans**. The Education for All action plan addresses making education accessible to all Beninese children by 2015. The Government of Benin (GOB) is also being urged to develop a comprehensive sector plan that will address primary through tertiary education. If well developed, this plan would allow the GOB to be eligible for the next round of the World Bank Fast Track Initiative funding to implement the Education for All action plan.

Our **partners** include: CARE, International Foundation for Education and Self-Help, and World Learning.

Successes

- Education: How Money Causes Problems ... and Opportunities-An Example from Benin
<http://www.usaid.gov/regions/afr/ss02/benin.html>

When a government subsidy intended to increase funding for schools in Benin had adverse side effects, a USAID-funded organization organized a national meeting of parents' school committees to discuss their experiences related to the subsidy and to propose to the Ministry of Education (MOE) measures to address these problems. Following this meeting, the conclusions and recommendations were presented by the national association of parents' associations (FENAPEB) to the MOE. This was the **first political action taken by FENAPEB**, whose members are being trained with a grant from USAID. Soon afterwards, the MOE issued a policy decree largely based on the FENAPEB recommendations and clarifying the role of the parents' associations in managing the subsidy funds. This has also given FENAPEB **a seat at the table in policy dialogue** with the Ministry. Since their initial success, FENAPEB now participates regularly in such discussions, which is an important step forward in building a partnership between government and civil society to manage the educational system in Benin.

- Education: Step towards More Open Management of Primary Schools in Benin
<http://www.usaid.gov/regions/afr/ss02/benin2.html>
- Fostering Private-Public Partnerships in Primary Education Works
<http://www.usaid.gov/bj/education/s-pubprivpartner.html>
- Sustainable Changes in School Districts
<http://www.usaid.gov/bj/education/s-ifesh.html>

USAID in Burundi: Education



Background

Since independence in 1962, Burundi has had a minority government, episodes of civil war and explosions of violence. Continued fighting between government and rebel forces, massive population movements as a result of the war, general insecurity and a poor socio-economic environment are all factors that complicate Burundi's development. Quality of life continues to deteriorate as the conflict destroys infrastructure, prevents access to basic services, and reduces agricultural output. School attendance dropped from 52 percent in 1992 to 47 percent in 2000, with over 600 schools destroyed.

USAID's Approach

The U.S. national interest in Burundi is clear. Successful implementation of the Arusha Peace and Reconciliation Accord (APRA) and the December cease-fire agreement will lessen conflict and enhance stability in the Great Lakes region. In the past two years, USAID has made a concerted effort to target disadvantaged provinces in an effort to help redress the imbalance that favored Bujumbura and certain other areas. Where security permits, USAID has worked in rural areas allowing better access to the regions where the conditions are most severe. Program activities promote the principles of peace, reconciliation and good governance; encourage civil society participation, particularly among women and youth; enhance food security through increased economic and agricultural opportunities; and improve access to basic social services. USAID's strategy for Burundi is designed to be flexible in responding to the frequently changing security situation.

USAID/Burundi incorporates basic education activities into its strategic objective. For example, the Civil Society Strengthening Project provided literacy training to approximately 2500 people, and rehabilitated 30 schools and clinics.

USAID in Cape Verde: Education



USAID's Food for Peace (FFP) Program in Cape Verde strengthens food security of the country's rural and urban populations. Given Cape Verde's climate and terrain, it is structurally food deficit. Cape Verde's strategy to achieve food security is based on: (1) increasing vegetable and fruit production through improved management of scarce land and water; and (2) increasing export earnings through tourism, light manufacturing and fishing, in order to be able to purchase food commercially. The food aid program contributes at the macro level to lessening the structural food deficit and reducing the balance of payments deficit.

At the micro level, the program helps poor families who spend a significant amount of their income on food.

USAID in Côte d'Ivoire: Education



The conflict in Côte d'Ivoire, long the political and economic hub of the subregion, is both symbolic and symptomatic of the fragility of the West African region where overall socio-economic indicators are among the worst in the world. A military uprising in September 2002 has given rise to a military and political crisis which so far has defied resolution. The Côte d'Ivoire conflict has serious ramifications for all of West Africa in the form of refugees and displaced people as well as severe economic disruption. Overall adult illiteracy in Côte d'Ivoire is 53.2 percent.

Through USAID's EDDI, Peace Corps and ASAPSU, along with Winrock International as the implementing partner, are active in a number of activities such as "take our daughter to work" day.

USAID in the Democratic Republic of the Congo: Education



Background

The Democratic Republic of the Congo (DRC) is moving, slowly and haltingly, towards reunification of the country, national elections, and the end of conflicts involving both external and internal parties. However, the depth of poverty and the scale of need in the DRC remain enormous, with roughly two-thirds of the population living in rural areas and ensnared by desperate poverty. This poverty manifests itself in extremely low incomes and purchasing power, abysmal access to and availability of fundamental health services, and a near total lack of basic education. The gross primary school enrollment rate is 55 percent. Only 25 percent of students attending school complete

five years of primary school. It is estimated that outside of Kinshasa less than 15 percent of girls remain in school until grade five.

USAID's Approach

At present, the USAID program in DRC has only one objective, which focuses on assisting the Congolese people to **solve their problems** across all sectors through participation in public, private and civil society institutions and organizations. Through several activities, the program works to enhance child and maternal health in targeted health zones, improve food security and livelihoods, strengthen civil society and promote justice.

USAID/DRC incorporates human capacity development in its strategic objective. For example, USAID has been reinforcing the capacity of communities in Kinshasa **to reinsert vulnerable children**, especially street children and those accused of witchcraft, **into the education**, health and income generating **services**.

Through the Education for Development and Democracy Initiative (EDDI), several **schools have been built or rehabilitated**. More than 1,000 primary school girls and nearly 50 secondary school girls have received **scholarships**.

USAID in Ethiopia: Education



Background

The United Nations Development Program Human Development Index ranks Ethiopia as the fifth poorest country in the world. The adult illiteracy rate is 60.9 percent. Population growth and poor agriculture production contribute to Ethiopia's persistent food insecurity. Strengthening primary education is critical to achieve the economic growth that will help Ethiopia be food secure. USAID focuses on enhancing quality and equity in the primary education system.

USAID's Approach

- **Improve teacher quality through training**
Through partnerships between U.S. universities, Addis Ababa University, and Ethiopian teacher training colleges and institutes, USAID enhances English teaching by providing training to primary school teachers and volunteer teacher trainers.
- **Develop supplementary teaching materials and media**
USAID is implementing an **HIV/AIDS information program** at the primary school level, developing new materials such as posters, workbooks and teaching guides, and training thousands of teachers. One of the areas where USAID has proven most effective in Ethiopia is the development of interactive radio instruction (IRI) modules.
- **Strengthen parent and community involvement in school management**
USAID provides training to hundreds of **parent-teacher associations** (PTAs) and members of the community to identify and address problems in schools. The training includes project design and implementation, and school management. USAID provides small grants to complement the labor, material and financial contributions provided by the communities to improve school buildings and facilities.
- **Improve the planning, management, monitoring and evaluation of education at regional and local levels**
USAID provides training to local and regional education offices in planning and management, including enrollment projection, school mapping, budgeting. USAID also provides equipment to local and regional offices.
- **Expand education to disadvantaged and under-served children**
Children in the pastoralist and sparsely populated areas of Ethiopia are disadvantaged educationally as a result of their isolation. USAID supports the establishment of low-cost, non-formal basic education centers, training of teachers, and provision of textbooks to provide learning opportunities for approximately **10,000 out-of-school children**, especially girls living in remote areas. USAID also provides **school meals and educational services for orphans and children from very poor families**. Community-based learning centers are being established in three urban centers where at-risk and disadvantaged youth and children will receive tutorial support.

Our **partners** include: the Academy for Educational Development, Participating Agencies Collaborating Together, Save the Children, the Tigray Development Association, and World Learning.

Successes

- Girls' Primary School Persistence Increased under USAID Grants' Programs
<http://www.usaid.gov/regions/afr/ss02/ethiopia2.html>

The USAID-financed Community Schools Grants Program (CSGP) is reversing the trend of high female drop-out rates in Ethiopia. Teachers of the Mudula School formed a **Girls' Advisory Committee** (GAC) to monitor girls' participation at the school and to intervene where necessary. Based on the Mudula experience, the GAC has become a feature of almost all the **720 CSGP schools** in the Southern Nations, Nationalities and Peoples Region (SNNPR), and was adapted to the 700 CSGP schools in Tigray region. In the 2000-2001 school year, 60 percent of the USAID-supported CSGP schools in the south and 80 percent in the Tigray region had reduced the female repetition rate below the national average of 11 percent in grade four. In Tigray, the female enrollment rate increased from 38 percent in 1995 to 76 percent in 2002. Over the same time period, SNNPR's **female enrollment rate increased from 17 to 51 percent.**

- Back to Basics: The Community Tutor
http://www.usaid.gov/regions/afr/success_stories/ethiopia.html#story1

USAID in Ghana: Education



Background

Education is a key sector to Ghana's long-term success, but the Government of Ghana's (GOG) effectiveness at the national level remain weak. Although basic reforms are in place for acceleration of decentralization and delegation of responsibility for provision of many social services to district governments, commitment at the national level is lacking. Key ministries, such as Health and Education, have yet to relinquish many central/national authorities to the districts, and planned levels of resources are not yet available to District Assemblies and local authorities. Local staff capabilities to administer and implement such programs remain weak.

USAID's Approach

- **Improve Teaching and Supervision**
USAID provides training and follow-on support to teachers in improved teaching methodologies, assessment procedures and the preparation and use of teaching and learning materials. Principals and circuit supervisors benefit from the same training and support services. College tutors are prepared to train teachers in lesson preparation and the preparation and use of teaching and learning materials, thus linking pre-service and in-service training and teaching methodologies. A training of trainers will be held to introduce recently developed handbooks for a limited number of head teachers and circuit supervisors who will in turn introduce the handbooks to all head teachers and circuit supervisors. Teaching materials in pre-reading/beginning reading activities are being developed and introduced to teachers and head teachers.
- **Increase Community Participation**
To enhance community involvement in educational delivery and school management, **community mobilization and sensitization activities** are being undertaken in various communities. Micro-grants facilitate the development and implementation of school improvement plans. USAID also funds the training of more than 10,000 School Management Committees/Parent Teacher Association representatives from public primary schools in school management, such as funds collection and usage, community action planning and implementation, and interaction with teachers and administrators. Funding is also provided for the training of **National Service personnel** to serve as community facilitators. Radio programs and newsletters as a community mobilization tools continue to receive funding.
- **Improve Education Management**
To improve the capacity of education officials to plan, implement and monitor education programs, district officials are receiving training and follow-on supports. Small grants are available to districts to implement **education delivery improvement activities** using district-based staff. Capacity building activities will be provided for more than 300 officers from several districts to enable them to design, collect and analyze data for education decision making at the district level. To further enhance institutional capacity, computers and accessories will be provided to 62 district education offices.
- **Improve the Learning Environment**

USAID supports the construction of six-unit classroom blocks, and plants trees at the schools. Training is provided to all teachers and head teachers in techniques to promote equity in the school environment.

- [HIV/AIDS Education](#)
USAID is working to build non-governmental organization (NGO) capacity to support schools in educating students, teachers and parents about the threat and prevention of HIV/AIDS.

Our **partners** include: Academy for Educational Development, Catholic Relief Services, Education Development Center, and World Education.

Successes

- Successes in Mobilizing Community Involvement in Schools
http://www.usaid.gov/regions/afr/success_stories/ghana.html#story1

Success under USAID's Quality Improvements in Primary Schools (QUIPS) has been outstanding; children in USAID supported QUIPS schools **significantly outperformed** students in comparison schools in math and English achievement, on the order of 20-25 percent. One school in the north went **from a ranking of 41st in the district to 1st since USAID involvement**. Two major focal areas are increasing community participation and improving teaching and supervision.

The GOG has been so impressed with QUIPS that it has integrated a number of activities into its national program. For instance, the GOG has expanded the national service personnel activity by placing two young university graduates in each of the **110 districts** to undertake community mobilization activities.

In addition, more than **150 classrooms** have been built, and teachers and principals in more than 150 schools have received on-site, in-service training.

More than three million children are now either directly or indirectly benefiting from USAID support.

- Mobilizing Community Resources to Save a School
http://www.usaid.gov/regions/afr/success_stories/ghana.html#story2
- Detecting Change in Pupil Learning Growth
http://www.usaid.gov/regions/afr/success_stories/ghana.html#story3

USAID in Guinea: Education



Background

Guinea's current government is highly centralized and has neglected the basic social and human needs of the citizens of Guinea. USAID has targeted its resources in four sectors that are key to unlocking Guinea's potential. The uniquely integrated program aims to improving the social and economic well-being of all Guineans in a participatory society. The direct beneficiaries of USAID's program are the rural poor who constitute the majority of the population. Children, especially young girls in rural areas, benefit from greater access to improved instruction and materials in primary schools and an increased comprehension on the part of parents and the wider community of the value of sending and keeping girls in school.

USAID's Approach

USAID/Guinea supports the expansion and improved quality of basic education for **nearly 1.5 million school-aged children**, with a special emphasis on ensuring equity of access for girls and rural children. The program includes capacity-building activities for the Ministry of Education (MOE) and civil society organizations, teacher training for Guinea's primary school teachers, an interactive radio instruction program, and the development of instructional materials for teachers and students throughout Guinea.

- **Improved Instruction in Basic Education**
USAID, in coordination with other donors and the MOE, works to improve instruction in Guinea's primary schools, including **in-service teacher training**, interactive radio instruction and the extension of a reading instruction program through Grade 6. Teacher training and textbook development are carried out under the Presidential Initiative for Education in Africa. USAID also supports activities in HIV/AIDS awareness and prevention for teachers, and the development of an HIV/AIDS policy with the MOE.
- **Improved Regional and Gender Equity in Basic Education**
USAID finances activities to influence key actors who have a critical role in promoting girls' education: religious leaders, women's associations, parent-teacher associations (PTAs), elected leaders, school administration officials, and local commercial associations. Communities will be targeted to **support gender equity** in several regions of the country. In addition, new activities in the area of girls' scholarships and community participation will be proposed under the Presidential Initiative for Education in Africa.
- **Improved Community Participation in Basic Education**
USAID will finance activities to influence key actors who have a critical role in promoting girl's education. Several communities will be targeted throughout the country as Local Alliances, grassroots civil society organizations that include religious leaders, women's associations, parent-teacher associations (PTAs), elected leaders, school administration officials, and local commercial associations, advocate for and provide assistance to **ensure girls' enrollment, retention and completion.**
- **Improve Strategic Planning, Management, and Decision-Making in Basic Education**
Capacity-building interventions for the MOE emphasize administrative and financial decentralization, and support the Government of Guinea's (GOG's) education

decentralization efforts through the “Education for All” (EFA) program. Guinea’s eight Regional Inspectors of Education, 38 District Directors of Education, as well as Education Directors at lower levels are being trained. USAID is **strengthening more than 500 PTAs**, and working on appropriate school management quality objectives and the dissemination of planning and evaluation tools and practices. USAID is also coordinating with the MOE to complete a Geographic Information System (GIS) database to improve planning within the MOE.

Our **partners** include: the Academy for Educational Development, Education Development Center, Research Triangle Institute, Save the Children, and World Education.

Successes

- *Interactive Radio – The Biggest Fans are the Kids*
http://www.usaid.gov/gn/education/news/010701_interactiveradio/index.htm

A USAID-sponsored Interactive Radio Show uses a "multi-channel approach" in which audio, visual, and tactile-kinesthetic strategies are used to teach children language, mathematics, science, community health, early childhood development, and other pertinent subjects. This method of learning through “play” has achieved high levels of attendance and participation. An estimated **20,000 teachers and 900,000 students** are benefiting from the program nationally.

- *Parent Associations: Civil Society Building Makes Room for Women at the Top*
http://www.usaid.gov/regions/afr/success_stories/guinea.html#story3
- *Role Model Calendar Features Dynamic Guinean Women*
http://www.usaid.gov/gn/education/news/020115_calendar/index.htm
- *Teacher Trainer Invites Neighborhood Leaders to HIV/AIDS Training*
http://www.usaid.gov/gn/synergy/news/030207_aidstraining/index.htm

USAID in Malawi: Education



Background

Investments in education complement a healthy work force in spurring economic and political development. Malawi's three million primary school-age children need an education with high quality and efficacy in order to increase national productivity and income, and improve national nutrition and health.

USAID's Approach

USAID's education program in Malawi focuses on establishing effective schools that will improve pupil learning conditions through increased community participation and creative teaching; expanding teachers' professional skills; and developing and monitoring the Education Policy Reform program. The national teacher education and the national HIV/AIDS education strategies will improve teacher working conditions.

- **Improving teacher professional skills**
USAID supports the training of Malawian post-graduate students in critical areas of primary education through the **University Partners in Institutional Capacity (UPIC)** project. This partnership between U.S. universities and four Malawian Institutions is creating the next generation of professors in education leadership, in testing and measurement, in primary methods, and in instructional technology. In addition, the partnership between USAID and Lakeland College is also supporting Malawian education students at Lakeland College.
- **Improving classroom practice**
USAID finances a campaign to mobilize communities and schools to raise issues regarding educational quality. Campaigns such as this have proven very effective in Malawi as a means of **fostering dialogues within and among the communities**. The empowered communities are motivated to accept the societal responsibility for influencing, implementing and achieving educational quality for the benefit of their children. USAID funding to Save the Children Federation/US provides the much needed resources for in-service teacher training of Grades One through Four teachers in selected districts.
- **Development of national policy strategies**
USAID provides technical guidance and support to the Ministry of Education, Science and Technology (MOES&T) in order for the Ministry to successfully **implement policy reform**, the development and implementation of the National Strategy on HIV/AIDS in education and the National Teacher Education Strategy.

In addition, USAID projects succeeded in influencing most school committees and communities in targeted districts to assume increased responsibility over local schools, bringing children back to school from the local markets, and building classrooms through school and community labor and other inputs. Through USAID support to a pilot integrated curriculum approach in grades one through four, subsidiary subjects of music, physical education and creative arts were brought into the teaching of core subjects, including English, Mathematics and General Studies.

Our **partners** include: the Creative Center for Community Mobilization, Save the Children Federation and the American Institute for Research.

Successes

- Quality Education Through Supporting Teaching (QUEST)
<http://www.usaid.gov/regions/afr/ss02/malawi9.html>

QUEST directly impacts the teaching in the classroom by providing training and support for teachers. Techniques for conducting continuous assessment are an area that is emphasized in the QUEST training so that the teachers, parents and pupils can monitor progress on an ongoing basis. The program emphasizes simple techniques that will empower teachers to address a large number of students. In Namitambo school alone, the drop out rate has fallen 8%, demonstrating the impact the training and continuous assessment has had on pupil attendance.

QUEST has not only helped teachers on an individual basis, but also as a group. The creation of clusters by the QUEST project allows teachers to work together and to share information on an ongoing basis. Mentor teachers are acting as liaisons between schools. The school clusters are building partnerships among teachers. This empowers teachers to join together in decision-making that would improve the quality of education in their schools.

- Improving the Quality of Education
<http://www.usaid.gov/regions/afr/ss02/malawi16.html>

USAID in Mali: Education



Background

Notwithstanding its democratic credentials, Mali's progress towards sustainable economic development remains fragile. Seventy-two percent of Mali's population live below the poverty line, and unemployment, especially among youth, are high. Mali's overall adult illiteracy rate is 58 percent.

The government of Mali has demonstrated a consistently high commitment to education over the past several years, both by signing into law an ambitious ten-year education plan and by reserving a large part of their national budget for education. Since 1999, between 25 percent and 26 percent of the national budget was spent on education. In September 2001, USAID signed a memorandum of understanding with the other major donors in education and the Ministry of Education (MOE) in support of Mali's Education Sector Investment Program—a program through which the donors and ministry jointly plan, monitor and evaluate their investments in the education system.

USAID's Approach

- **Improve school-based teacher education**
In order to increase the effectiveness of in-service teacher training, USAID is establishing, in association with local offices of the Ministry of Education, a **low-cost school-based training program** in at least 400 public primary, community-owned and religious schools through which teachers will be trained to create “communities of learning.” These communities of learning will **decrease teacher isolation** (a major problem in Mali due to the great distances between communities and poor infrastructure) and allow teachers to learn from each other, solve educational problems that are particular to their own context and to bring experts in on an as-needed basis. In addition, a **national radio program** focusing on challenges teachers face in the classroom is being developed.
- **Assist in establishment and implementation of a new curriculum for grades three and four**
In close collaboration with the Ministry of Education, USAID provides expertise in mathematics, science and life skills with attention to the special learning needs of girls as well as boys for the development of a more relevant curriculum for grades three and four. The curriculum will encourage more **active, student-centered teaching methods** and draw on the Malian context for material.
- **Increase community and parent participation in schools**
USAID supports the development of **parent and community management associations** in the 400 schools participating in the program to improve teacher learning. The training focuses on income generation, transparent financial management, greater involvement of girls in school, adult literacy and advocacy for services from local levels of government.
- **Improve ministry decision-making at the decentralized level**
The Ministry of Education, as with other Malian ministries, is in the process of the decentralization of financing and decision-making. Ministry personnel have been trained in how to make yearly action plans and implement a rigorous data collection system. Yet to date there is little relation between an analysis of school data, target setting and a plan of action; there is virtually no monitoring or evaluation of results. USAID is initiating a program

to assist regional offices of the Ministry of Education in **data analysis, target setting, monitoring and revision of targets and implementation of action plans** based on results achieved.

Successes

Malian Solution to a Malian Problem: Educating Girls

<http://www.usaid.gov/regions/afr/ss02/mali3.html>

A USAID/Mali implementing partner brought together community leaders to discuss why girls in Dogobala drop out of school. This group has facilitated changes. For example, within the school management committee (that previously had only two female members), **half of the representatives are now women**. A girls' education support group has been formed to help girls after school with their studies. This is an example of how USAID/Mali works with communities to break down the barriers to girls' success in school.

USAID in Namibia: Education



Background

Namibia has emerged as an African success story just 12 years into its independence from South Africa. It remains committed to a path of reconciliation, maintains an open-door policy for trade and investment, and nurtures a promising parliamentary democracy. At the same time, Namibia faces extreme inequalities stemming from years of colonialism and apartheid. Slow economic growth will continue until Namibia is able to fully shed the colonial economic model whereby resources are extracted and exported with little value added. Compounding these historical challenges is the rapid spread of HIV/AIDS. With an HIV/AIDS prevalence rate of 23.3%, AIDS deaths have reduced life expectancy from 60 years in 1991 to 47 years in

2000. The disease is cutting into the ranks of teachers and other key professionals.

USAID's Approach

USAID's program directly supports the primary education reform program and decentralization plan of the Ministry of Basic Education, Sports and Culture (MBESC), through activities to strengthen Grades One through Four instructional support; management systems; parental and community involvement; HIV/AIDS impact mitigation; and information/communication technology. Namibia's public investment in education, particularly non-secondary, has been among the highest in the world, and has helped meet pent-up demand for services for the country's disadvantaged majority.

- **Improve Instructional Leadership in Schools**
USAID provides technical assistance, training and commodities to expand the School Improvement Program by **strengthening teams** of lower primary advisory teachers, circuit inspectors, and resource teachers in the target districts in the four northern education regions. Additional professional development expertise will be transferred from this team to teachers, principals and parents.
- **Strengthen School Leadership Component**
USAID provides technical assistance to finalize several **management training modules** and to disseminate and ensure the effective use of all the modules in target schools. USAID provides technical support to the MBESC to ensure sustainability of the school leadership component.
- **Increased Parental Involvement in the Education of Learners**
USAID finances school board training to **increase meaningful parental involvement** in the education of their children. Additional school boards are being mobilized to participate in creating new development plans for improving schools. Specific technical assistance is provided to schools on grant proposal preparation and program management.
- **Reduced Impacts of HIV/AIDS**
USAID provides **technical assistance and training** to MBESC's HIV/AIDS Unit to address the challenges identified in a USAID-supported assessment of HIV/AIDS impacts on the education system. USAID works to strengthen MBESC regional HIV/AIDS committees to better capture data at the regional and school level. USAID also provides commodities and technical assistance to the education management information unit within the MBESC to strengthen its data capture capacity.

Our **partners** include: the Academy for Educational Development and the American Institute for Research.

Successes:

Learnlink Project Successfully Concludes

During 2002, USAID's LearnLink project successfully completed 22 months of support to Namibia's education ministries to ensure **effective use of information technology**, particularly in Namibia's **historically disadvantaged** northern regions. With LearnLink's support, the Ministry established four computer centers in Teacher Resource Centers (TRCs) in Ongwediva, Rundu, Katima Mulilo, and Okahandja and hired project-trained, out-of-school youth to manage the centers.

The **computer centers** serve as Internet access sites and computer training venues for MBESC employees, private sector organizations, NGOs and community members. There were approximately 1000 fee-paying users registered with these centers within 15 months of their opening. Another initiative undertaken by the Ministry and LearnLink was the development of teams of **technology champions** serving in the four education regions who were trained to acquire IT skills and to share these skills with colleagues in the regional offices, at schools, and with learners in classrooms. Through LearnLink, the Ministry also developed the Educational Development and Support Network website (ED'S Net): <http://www.edsnet.na> to provide online support, expanded access to resources, professional development, and opportunities for professional collaboration between teachers, ministry staff, and others interested in IT throughout Namibia.

Since October 24, 2001, there have been more than 1,600 visitors to the ED'S Net website. While ED'S Net is primarily accessed by Namibians, people in at least 20 other countries have also visited the site.

USAID in Nigeria: Education



Background

Nigeria's economic and social stability is threatened by the rising tide of poverty. The population is projected to double to over 260 million by 2025. This growth will require a doubling of the already inadequate infrastructure and GDP simply to sustain the current level of poverty. Half of Nigeria's population is under the age of 15 years, at high risk of HIV infection and/or becoming orphaned. An estimated 900,000 Nigerian children have already been orphaned by HIV/AIDS, and this number could increase to nine million in the next decade. Just 55 percent of primary school aged children in Nigeria are enrolled in school, and the increase in orphan numbers may reduce this even further, with the greatest impact on girls. At the same time, Nigeria's rapidly growing population threatens to overwhelm the country.

USAID's Approach

USAID's basic education program provides technical assistance and training at the primary level to improve classroom teaching skills in literacy and numeracy, increase community participation, and strengthen data collection and policy support systems. For out of school youth, USAID supports improved skills training by setting a model for reformed, market-driven vocational education, including training in HIV/AIDS awareness and conflict mitigation. USAID also provides technical assistance to the Federal Ministry of Education on the implementation of the Education Baseline Census.

- **Improving teacher training in English literacy and numeracy**
In Nigeria, USAID supports the Interactive Radio Instruction (IRI) program. IRI lessons providing instruction in **English language literacy and basic mathematics** both for students and teachers are broadcast three times a week. Additional training is provided to teachers via a bi-monthly program of master teacher training focusing on the teaching of reading, writing and basic mathematics.
- **Increasing community participation**
The community participation component of the basic education program trains parents and community members in the skills required for **mobilization in support of their schools**. In addition, USAID disburses incentive grants to Parent-Teacher Associations that have submitted Literacy and Numeracy Agendas (action plans) that meet established criteria.
- **Strengthening policy support systems**
USAID is conducting a series of studies on primary school teachers that addresses topics such as teacher recruitment, deployment, qualifications and training, accountability, and incentives/sanctions. These studies will feed into the **development of literacy and numeracy agendas** at the school, local government, and state levels, while at the federal level they will support the Federal Ministry of Education's (FMoE) Education Sector Analysis. Head teachers, PTA members and state and local government officials are also being trained in the use of school-based data for decision-making. The Mission is supporting the first-ever nationwide household survey on education demand in Nigeria.
- **Improving skills training for out of school youth.**
USAID implements youth workforce development activities, focusing in particular on the upgrading of technical courses to make them more market-driven and **on job placement for trainees**. Continued sensitization on HIV/AIDS and conflict mitigation are an integral part of

the training. The basic education program also is collaborating with the economic growth program to develop strategies to assist youth in making the school-to-work transition.

Our **partners** include: Education Development Center, Research Triangle Institute, and World Education.

Successes

USAID formally initiated its program in primary education early in FY 2002 to:

- upgrade teachers' skills,
- improve student performance in core subjects,
- strengthen data collection and policy support, and
- broaden community participation in education.

More than 300 schools in target states, with a total enrolment of **almost 100,000 pupils**, participate in the program. Host state governments have demonstrated strong support and commitment to the program by providing office space, materials and radio time free of charge. In addition, **each state government has committed \$200,000** of its own resources for project implementation during 2003. Almost 3,000 teachers have already begun training in basic numeracy and literacy skills through an innovative program of **interactive radio instruction**, for which lessons have been developed that are culturally appropriate and sensitive to key local issues of gender, ethnicity and religion. Of the approximately 80 Islamic schools participating in the program, many are including English literacy and basic math skills in their instruction for the first time ever, providing teachers and pupils - the majority of whom are girls - with the skills they will need to fully participate in and benefit from Nigeria's new political, social and economic environment. Almost **200 parent-teacher associations** (PTAs) have joined the community participation program and have developed action agendas for improving the quality of literacy and numeracy instruction and pupil performance in their respective schools.

USAID in Rwanda: Education



Background

Since the civil war and genocide of 1994, the Government of Rwanda (GOR) has made significant progress in restoring security in the country and rebuilding its social and economic infrastructure. Recovery from the devastation in 1994 is slow and has been complicated by invasions of Hutu extremists into Rwanda from the neighboring Democratic Republic of Congo (DRC) and Rwanda's ensuing role in the war in DRC. The effects of the genocide, such as the loss in human capacity and the destruction of basic social and economic infrastructure, have lingered, posing significant hurdles to Rwanda's full recovery. However, internal stability and security have returned to all parts

of the country, allowing donors to shift from emergency assistance to sustainable development.

USAID's Approach

USAID strategic objectives in Rwanda are:

- 1) Increased rule of law and transparency in governance,
- 2) Increased use of sustainable health services in target areas, and
- 3) Increased ability of rural families in targeted communities to improve household food security.

All three USAID/Rwanda strategic objective teams have made important strides in linking their development objectives to human capacity development.

For example, USAID partners have worked in close collaboration with the **National University of Rwanda** to:

- improve the **quality of teaching** through development of curricula and teaching materials;
- enhance the use of information and communication technology (**ICT**);
- develop **computer literacy programs** for secondary school teachers;
- increase the numbers of students studying subjects related to **law, public health, agriculture and education**;
- improve **agriculture extension and outreach** programs; and
- provide Rwandan students with the opportunity to **study abroad**.

USAID Africa Bureau's Education for Development and Democracy Initiative (EDDI) provides funding for the **Ambassador's Girls Scholarship program**, which was inaugurated in Rwanda in 1999. USAID/Rwanda's role is to coordinate the activities in the program and to work with the Forum for African Women Educationalists (FAWE)/Rwanda Chapter to implement the program.

USAID also funds the National University of Rwanda/University of Quebec's Anglophone Faculty of Law Program (NUR/UGUAM), which teaches Rwandan **civil law** to Anglophone students through a series of lectures.

In addition, through USAID's Displaced Children and Orphans Fund & the Patrick J. Leahy War Victims Fund (DCOF/LWVF), dozens of **community structures** have been developed for Rwandan children and vulnerable families. Though these structures, orphans and very poor children have returned to school and child rights protection networks have been set up.

Educational scholarships were also established for thousands of genocide-affected orphans.

Partners include: Michigan State University, Prince George's Community College, Texas A&M, University of Maryland, Tulane University, and local Rwandan entities.

Successes

- The EDDI-funded Ambassador's Girls Scholarship Program is Making an Impact in Rwanda
<http://www.usaid.gov/regions/afr/ss02/rwanda3.html>

Through the Ambassador's Girls Scholarship Program, 167 girls were to receive support over three years. This allows 67 girls to **complete their secondary education** and at the same time 100 girls can begin their secondary studies. A **mentoring program** has role models visiting the schools and holding discussions on career guidance, confidence building, and HIV/AIDS.

- University of Quebec's Law Education Program in Rwanda Touches the Life of a Student
<http://www.usaid.gov/regions/afr/ss02/rwanda4.html>

Through this program, more than **170 anglophone lawyers** have graduated and found employment in the nonprofit, public and private sectors.

USAID in Senegal: Education



Background

Senegal's national priorities, reducing poverty, maintaining a low HIV/AIDS prevalence rate, promoting a tolerant and peaceful practice of Islam, and encouraging increased democratic participation in local decision making, are all heavily dependent upon a school system that provides children with basic life skills and civic understanding.

Low productivity, as a result of the population's poor education and health status, is at the heart of Senegal's development challenge. Social indicators, although improving, paint a troubling picture. Gross primary enrollment increased from 53 percent in the early 1990s to 69 percent in 2001, yet more than 50 percent of all adults, especially women, are still unable to read or write. A poorly educated population combined with a Sahelian environment of poor soils, very limited rainfall, and rapidly disappearing forests create the conditions in which 53.9 percent of households live below the poverty line.

USAID's Approach

USAID/Senegal tackles the constraints to expanding enrollment and improving the quality of middle schools, the last four years of the basic education cycle.

- [Increase the system's physical capacity by building schools in rural areas](#)

There are currently no middle schools in rural areas. For many students, especially young girls, the requirement to move to a neighboring town is an insurmountable barrier to staying in school. To expand access to middle school, stimulate the demand for girls' education and create a school environment favorable to the retention of girls, USAID is co-financing the construction of new rural middle schools and the expansion of existing middle schools in several communities with large numbers of stranded students. Communities and local governments are co-financing the cost of construction and responsible for maintenance.
- [Improve the quality of the teaching and learning environment by launching nationwide in-service training programs for teachers and principals in public and private middle schools](#)

This program component focuses on creating a learning environment for student success and increasing the relevance of the curriculum. With USAID support, the Ministry of Education will:

 - launch in-service teacher training to introduce and promote new teaching practices, particularly with respect to experiential, hands-on learning methods, the use of simple, home-made instructional materials, and techniques for teaching science in poor rural settings;
 - increase the use of computers and the internet in rural locations;
 - introduce life skills modules into the curriculum (HIV/AIDS, hygiene, civic responsibility); and
 - set performance standards for school principals and offer in-service training so they can meet those standards, provide instructional leadership, and create school-community partnerships.

The program will also increase availability of teaching materials (books, visual aids) in the classroom.

- Stimulate community involvement by establishing school management committees and by helping local governments assume their responsibilities for financing schools.

This component is intended to strengthen parents' participation in their children's education, and increase the capacity of locally elected bodies to carry out the education responsibilities transferred to them by Senegal's decentralization law. To ensure effective community involvement, the program:

- establishes school management committees in the target middle schools and strengthens the education committees;
- offers training for school management committee members and school staff in preparing, executing and monitoring the performance of viable school development plans;
- offers training and technical assistance on community-level action to mobilize resources in support of education (voluntary and extra-curricular activities);
- supports a decentralized planning system that increases the transparency of the budget process;
- 5) mobilizes local businesses and civil society for school-community partnerships.

The Education for Development and Democracy Initiative (EDDI) program in Senegal seeks to increase girls' participation in primary and vocational schools by mobilizing the community and strengthening the capacities of School Management Committees (SMCs) and reinforcing the education system's capacity to accommodate girls by improving infrastructure. This includes:

- renovating classrooms,
- building latrines,
- providing school supplies,
- establishing and stocking school supply banks,
- training teachers in gender awareness, and
- creating innovative, relevant learning materials.

While the program focuses on narrowing the gender gap, boys also benefit from improved learning conditions.

Successes

Boosting Community Involvement in Primary Schools

<http://www.usaid.gov/regions/afr/ss02/senegal4.html>

The Education for Development and Democracy Initiative (EDDI) in Senegal launched a community sensitization campaign focusing on girls' education as well as training in overall human rights, literacy, and life skills. Two months later a School Management Committee (SMC) was elected with **more than 50% female members**. The SMC received training in leadership, budgeting, and management, and the skills thus developed have enabled them to first maintain an **inventory of school supplies** and successfully manage and complete a school renovation project. The renovations have included the **construction of two sets of latrines** (one for boys and one for girls), rehabilitation of the three classrooms, as well as construction of a **protective wall** surrounding the school. Finally, in December 2001, teachers received training in gender awareness pedagogy. The effects of this integrated system of interventions for the academic year 2001-2002 have been many. Twenty-seven girls are now enrolled in first grade (an **increase of 125 percent**), and the total of 150 students is now divided evenly between boys and girls. Several teachers interviewed stressed the importance of subsidized school supplies to increase the likelihood of the most vulnerable students (including girls and the very poor) to attend school, as well as in improving daily attendance rates of those already in school.

USAID in Sierra Leone: Education



Background

Sierra Leone has made important steps in its transition from war to peace. In the last year, the end to the country's brutal, 11-year war was formally announced and the first nationwide, democratic elections for president and parliament were held. While disarmament and demobilization of the conflict's combatants is complete, the final step of the peace process-reintegration of ex-combatants-continues. Adult literacy is just 36 percent. The crumbling remnants of schools, roads, and hospitals give little clue to what existed in pre-war Sierra Leone.

The biggest preoccupation in Sierra Leone at present is ensuring a durable peace. While there is currently a gradual shift in country assistance from disaster relief toward development, the overriding objective of all donors in Sierra Leone remains "peace and stability." The peace and reintegration process is impeded by ex-combatant's lack of education and job skills. Currently 44 percent of the country's population is 15 years or younger.

USAID's Approach

USAID strategic objectives in Angola are:

- 1) [Reintegration for War-torn Population in Targeted Communities Advanced, and](#)
- 2) [Democratic Governance Strengthened.](#)

USAID/Angola incorporates human capacity development in its strategic objectives through programs such as the rehabilitation of schools and the Education for Peace Training Program which teaches literacy and numeracy, along with themes of self-reliance, conflict resolution, agriculture, health and civic participation.

Successes

Tombo Village Youth- "Honor and Service"

http://www.usaid.gov/gn/sierraleone/news/030203_tombo/index.htm

Local authorities originally asked for the USAID-sponsored Youth Reintegration Training and Education for Peace (YRTEP) intervention for the ex-combatants in their village because after the war, the young people lacked cohesion as a group and often fought, stole, and found themselves idle within the community with no constructive occupations or job skills. Many had lost their parents during the war and found themselves in charge of their younger siblings with no means to provide financial support. Approximately 600 young men and women, either ex-combatants or other war-affected youth chosen to participate were provided with non-formal education activities through training modules that emphasize self-discovery, healing, health and well-being, judicious use of the environment, democracy, good governance, and conflict management. Youth are given counseling and empowered with the self-knowledge necessary to allow them to reintegrate successfully back into their communities, develop appropriate job skills, and develop basic literacy and numeracy skills. Out of the training, a community group organization called "Youth of Urgent Thoughts, Honor and Service" was formed and has **established an FM radio station** called [FM 96 Peninsula Station](#) to advocate for community needs. In addition, out of the 32 villages in the Tombo community, **eight of the current "head men" or community leaders are former participants in the Education for Peace training.** By the end of 2002, **more than 60,000 program participants** completed community awareness and basic literacy training in their communities.

USAID in South Africa: Education



Background

Eight years after the fall of apartheid, South Africa has made remarkable progress closing the gap between historically privileged and disadvantaged groups. Major transformations of the judicial, education, health, housing and governance sectors have accompanied and facilitated this progress. Yet much work remains. Large disparities are found in job skills, education, health care, and housing among South Africans, over half of whom live in urban centers. The dual education system resulted in poor literacy (48 percent) and numeracy (30 percent) scores of black fourth graders, which are below those of several other African nations.

USAID's Approach

USAID's education program targets black South African children and adults who were denied the right to a quality education under apartheid and who need access to such education in order to participate and compete in the modern global economy. The program fosters educational linkages that did not exist or were constrained under apartheid.

- **Improve student performance**
Prior to 1994, most black teachers and students received inadequate education. USAID supports a primary level follow-on program in **more than 900 schools** focusing on teacher and curriculum development. The program provides innovative teaching and learning materials, e.g., science kits and **mobile "box" libraries**, to improve teacher and student performance. USAID works to strengthen the skills of education managers to improve assessment of student progress and to strengthen the skills of parents serving in parent-teacher organizations through training.
- **Teacher training**
South Africa is developing new secondary school curricula especially in math, science and technology to **replace apartheid era teaching methods** which were lacking in these areas and did not promote critical thinking. USAID will work with local higher education institutions and non-governmental organizations to develop and implement teacher training programs for teachers currently in the workforce. These programs introduce quality materials to develop critical thinking skills and new teaching methods for approximately 1,500 teachers in secondary school subjects. New public-private partnerships of U.S. and South African private businesses and government departments jointly support these programs.
- **Workforce and skills training**
USAID supports training in critical fields such as **accounting, business management and fiscal planning** to which the black population was previously denied access. Youth and adults are being trained in **prevention techniques to reduce the spread of HIV/AIDS**, to earn incomes and to care for affected family members.
- **Institutional capacity**
USAID is helping South Africa **minimize duplication and costs** by merging Universities and Technikons into several institutions. USAID is providing technical assistance to review

current programs, identify new institutional niches, and ensure that the institutions implement curricula of internationally accepted standards.

- **Impact of HIV/AIDS**
USAID supports teachers to instruct HIV/AIDS sufferers in **non-discriminatory ways** by developing training programs in Integrated HIV/AIDS Care with several local tertiary institutions. Diplomas and degrees will be attached to the training programs to certify skills acquisition in this area.
- **Education policy reform and implementation**
USAID provides technical assistance to **integrate information technology and school curricula** in urban and remote rural areas, and provides technology to enhance administrative systems and quality and content of school subjects.

Our **partners** include: Abt Associates.

Successes

- TAKALANI SESAME launches its second season with a new Muppet living with HIV
<http://www.sn.apc.org/usaidsa/press69.html>
- Takalani Sesame Raves
<http://www.sn.apc.org/usaidsa/success2.6.html>

Takalani Sesame is a multi media and multilingual educational project, which comprises television, radio and community outreach, that specifically targeted at the **seven out of eight young children** who have little or no exposure to formal Early Childhood Development (ECD) programs. Takalani Sesame is brought to the children of South Africa through a unique partnership of the South African Department of Education, United States Agency for International Development, Sanlam and SABC Education. The program introduced an HIV-positive muppet, Kami, to promote age appropriate messages concerning the humanization, de-stigmatization and acceptance of people living with HIV and to open discussion about issues such as coping with illness and loss.

- Math Education
<http://www.sn.apc.org/usaidsa/success2.html>

USAID in Sudan: Education



Background

Sudan is engaged in peace negotiations after 20 years of civil war. The U.S.-supported cease-fire in the Nuba Mountains permitted humanitarian assistance deliveries to this long-isolated region. Stable southern areas have experienced some economic recovery, with food surpluses produced in the Western Equatoria region. However, enormous development challenges still exist. The lack of basic physical infrastructure and institutional capacity, particularly in the south, impede economic and social development. Extremely high rates of illiteracy, limited access to basic education, high rates of child mortality and infectious diseases, an emerging HIV/AIDS threat, lack of economic opportunities, poor quality agricultural production and

inaccessible markets are legacies from years of conflict and developmental neglect. Some southern communities have begun rebuilding education and health services but require expanded support to achieve effective and efficient services.

USAID's Approach

The current program aims to prepare the southern Sudanese for a transition from conflict to peace under three objectives. The objectives focus on:

- 1) Conflict mitigation,
- 2) Food security, and
- 3) Primary health care.

All activities emphasize building capacity at the local level and improving skills of southern Sudanese to become increasingly self-reliant.

USAID is working to increase equitable access to quality education in southern Sudan. Activities help improve teacher education programs; increase the capacity of primary and secondary schools to deliver quality education, especially for girls; and improve non-formal education for out-of-school youth and adult learners.

USAID/Sudan's education activities include:

- Rehabilitation of teacher training institutes,
- Training of female teachers,
- Fostering of partnerships between Sudanese teacher training institutes and their East African and US counterparts,
- Rehabilitation of several primary and secondary schools with community involvement,
- Provision of supplies of school materials (e.g. books), and
- Promotion of non-formal education and distance learner for out-of-school youth and adult learners

Our **partners** include: the American Institute of Research, CARE, Save the Children, and World Vision.

USAID in Uganda: Education



Background

Uganda has made substantial progress in social and economic development since the USAID program was revived in 1980, moving from recovery and reconstruction toward sustainable growth and poverty reduction. Significant challenges, nonetheless, remain. Preliminary results of the recent Uganda National Population and Housing Census, conducted in September 2002, indicate a total population of 24.6 million people. About 50% of this population is under the age of 15 years and 85% dwell in rural areas. Although free primary education is available to all Ugandan children, only 60% complete primary school, and 35% of adult Ugandans are illiterate.

USAID's Approach

The Uganda Mission's human capacity development program focuses on both health and education.

- **Effective use of services**
Activities assure effective use of quality district and community level social sector services in primary education and provide commodities, equipment and grant aid to upgrade facilities, and provide training for information/education campaigns to improve the quality of selected health and education delivery sites. USAID/Uganda provides instructional materials, grants to upgrade classrooms and training of teachers to increase access to quality basic education for the **more than one million Ugandan children aged six to 12 years who are not in school**. Alternative education and integrated social services continue to be a focus in conflict-stricken areas and in under-served areas where children are not regularly in school. In these areas USAID works with NGOs to provide instructional materials, teacher training and community mobilization particularly to the under-served elements of the population and in **areas affected by conflict**.
- **Sustainability**
Technical assistance, training and studies focus on increasing the capacity of the education sector to sustain social services. At the national level, USAID provides technical assistance, training and software to the Ministry of Education and Sports to improve management and **strengthen sustainable financing mechanisms**. Activities include the development of improved grant administration to NGOs.
- **Policy making**
Technical support to the Ministry of Education and Sports, including ministry policy makers, improves **national level policy dialogue**, consensus, decision-making, transparency, and accountability. USAID promotes quality assurance programs for improving the quality of basic education.

Our **partners** include: Deloitte Touche Tohmatsu and John Snow Incorporated.

Successes

The Teacher Development and Management System

<http://www.usaid.gov/regions/afr/ss02/uganda3.html>

USAID/Uganda has been **a leading partner in primary education reform** in Uganda, and a central part of USAID's program is support to the Teacher Development and Management System (TDMS). TDMS is an innovative program for quality enhancement in the primary education sector. The TDMS strategy has **decentralized teacher-training activities** from the traditional pre-service fixed-site primary teacher's colleges (PTC) to the peri-urban and rural villages. Central to TDMS are the coordinating center tutors (CCT). Currently, there are **more than 500 tutors nationally**. Tutors are "teacher-roving trainers" in that they are responsible for the support of a cluster of schools in their respective catchment areas. In addition to training the teachers, USAID established **more than 500 learning resource centers** throughout the country. The teachers are now using these centers to meet with their tutors and for developing teaching aids using locally available materials.

USAID support has upgraded the teaching skills and **improved the classroom** performance of almost 100,000 primary school teachers, head teachers, and inspectors. Both class performance and individual performance on national examinations have begun to improve. In addition, **attrition among teachers has decreased** and teachers are finding the teaching profession attractive again.

USAID in Zambia: Education



Background

The past year has had several challenges, most significantly, regarding agricultural production. The regional drought, including Zambia, resulted in a very low maize harvest, causing severe shortages of this staple food across the country. Reliance on imports from neighboring countries saw maize prices double in 2002. The drought and food security problems have also impacted school-age children. A pupil attendance survey in USAID-supported schools revealed, in some cases, almost empty schools.

USAID's Approach

- [Improve quality of learning environments](#)

The interactive radio instruction system's programs emphasize **participatory learning/teaching approaches for life skills**, such as gardening, sewing and cooking, HIV/AIDS prevention and mitigation, and building district and community-level capacities to support and monitor the program. The Community Sensitization and Mobilization Campaign (CSMC) provides small grants to train community facilitators to lead CSMC activities and rural school personnel and community members to develop and implement action plans for girls' education and HIV/AIDS.

- [Improve delivery of school-based health and nutrition interventions to support pupil learning](#)
The pilot SHN delivery program for health-promoting schools, community mobilization and delivery of low-cost medical interventions such as de-worming and micro-nutrients is developing additional **health education materials** and small grant support for training of teachers, school managers, health workers and children to promote health and nutrition. A drug delivery system through government institutions and a SHN-focused management information system are being tested.
- [Improve information for education decision-making](#)
The Zambia Mission provides training for planning staff from provincial and district offices and installs **computer equipment and programs in each office**. Information communication technology is being extended beyond the offices of those engaged directly with the education management information system (EMIS) to other professional offices in the Ministry of Education. In addition, the Zambia Demographic and **Health Education Data household survey** is being completed and will be reported in collaboration with the Ministry of Education Planning Directorate and the Central Statistics Office. The survey identifies education issues of the home and family that affect school attendance and learning of children, especially girls and orphans. An assessment of the impact of HIV/AIDS on education is being conducted in collaboration with the Ministry of Education's HIV/AIDS Component.

Our **partners** include: the Academy for Educational Development, Education Development Center, Creative Associates International, and CARE.

Successes

Partnerships for Basic Education Through Interactive Radio
<http://www.usaid.gov/regions/afr/ss02/zambia6.html>

In an effort to provide education for vulnerable, out-of-school children, USAID decided to support a proposal from the Ministry of Education (MOE) and its implementing partner, Education Development Center, to develop and pilot **test interactive radio instruction** (IRI) for Grade One pupils in a few communities of Lusaka Province. As a result of the 2000 pilot test's success, IRI was expanded to approximately 20 communities in 2001, providing **more than 600 children** with access to basic education. The program was also expanded to include lessons for Grades Two through Four.

In 2001 at the end of Grade One IRI broadcasts, the Chikuni Community Radio Station organized an **"It's Academic!" radio quiz show** for teams of Grade One competitors from all IRI centers as well as some local government schools. Trained teachers developed the questions, based on the Grade One curriculum. Unexpectedly, the government schools were eliminated early in the quiz while the IRI teams continued to answer the questions correctly. After adding more difficult questions to the quiz, CCR was finally able to declare a winner, which was the team of girls and boys from Cheelo IRI Center, proof positive that IRI is helping communities achieve their dreams of education for their children.