



School-based strategies improve health and fight HIV/AIDS in Zambia

Photo-Wendy Robison

Ensuring that children are healthy and able to learn is critical. Poor health and malnutrition among school-age children lead to low school enrollment, absenteeism, poor classroom performance, and early school dropout. School-based programs that counteract these factors and promote good health, hygiene, and nutrition benefit many of the poorest and most disadvantaged children.

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Photo-Katy Anis

New era of learning for Afghan students and teachers

On September 29, 2003 in Nangarhar Province, Afghanistan, first grade began for an unlikely group of students. Aged seven through seventeen, they are among the first participants in an accelerated learning program designed for overage students. In a country where girls have been denied education and conflict prevented thousands

of children from attending school, these programs offer the youth of Afghanistan a chance to recover some of the opportunities lost to years of warfare.

Creative Associates' Afghanistan Primary Education Program (APEP) is designed to bolster basic education services by providing learning materials to classrooms, radio-based training to teachers in remote areas, and accelerated learning to many thousands of overage students, especially girls.

By applying child-centered learning techniques, such as small group work and student mentoring, accelerated learning classes will help more than 5,200 students in Nangarhar complete four grades of school in two years.

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Creative Associates awarded SWIFT II

Creative Associates was awarded the SWIFT II (Support Which Implements Fast Transitions II) contract from USAID's Office of Transition Initiatives. The contract allows USAID to establish offices, hire staff, and disburse small grants rapidly to local organizations in conflict-prone countries. SWIFT II has a ceiling of \$400 million.

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Photo-Marylee Rambaud

JOG project yields impressive results in Senegal

In Senegal, girls are often excluded from educational opportunity because of obligations in the home, including looking after younger children and helping to prepare meals. Families often lack the funds to buy school uniforms and supplies and are likely to give priority to boys attending school. In December 2000, under the auspices of USAID, Creative Associates set out to strengthen girls' education in Senegal by improving school attendance and retention rates and encouraging cooperation between schools and communities. By targeting regions with the lowest levels of girls' schooling, Girls and Women Focusing on Managing the Future of Senegal (known by its French acronym JOG) improved the capacity of Senegal's education system to accommodate girls' needs by introducing health and vocational curricula and by offering training in new teaching methods.

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School-based strategies to improve health and fight HIV/AIDS in Zambia (continued from Page 1)

In Zambia, where malaria, malnutrition, and parasitic infections are endemic, and where the prevalence of HIV is as high as 20%, Creative Associates is working with the Zambian government to place schools at the forefront of the battle against disease. The CHANGES (Communities Supporting Health, HIV/AIDS, Nutrition, Gender, and Equity Education in Schools) project is implementing a cost-effective and sustainable strategy for reaching children and the greater community with health services and health education. It represents a multi-sectoral project that integrates education, health, and community development. The program mobilizes schools and communities across Zambia; more than 30,000 students, as well as hundreds of teachers and health workers, are participating.

CHANGES has two components - school health and nutrition, and community sensitization and mobilization - both of which incorporate HIV/AIDS awareness activities and a small grants mechanism.

Under the school health and nutrition component, teachers are trained to administer deworming medicines and micronutrient supplements to students. Teachers are also trained to include health education in their classes. Under the leadership of the Ministry of Education, the health and nutrition component is expanding to 160 schools in Eastern Province, and there are plans to expand into several other provinces. Recently, CHANGES completed the third annual testing of students who had received deworming treatment and micronutrients. The biomedical data and cognitive scores from those tests are used to identify the link between healthier students and enhanced ability to learn. Findings to date have shown a clear correlation between health and cognitive ability.

Awareness-raising activities have focused on preventive health and increased educational opportunities for girls. CHANGES uses street theatre performances and other mobilization strategies to focus communities on public health, education, HIV/AIDS prevention, and the importance of girls' education. The program also trains government officials on the value of gender equity.

Grants to schools and communities have provided learning materials and resource centers for children. Over 50 grants have been awarded, with 10 more awaiting approval. The grants help local community groups build on the work of CHANGES by supporting girls' scholarships, establishing school gardens, and constructing latrines, safe water systems and health and education resource centers. Several of these grants are assisting vulnerable children, including orphans girls and those affected by HIV/AIDS.

The AIDS epidemic in Zambia is among the most severe in the world and threatens to undo decades of social and economic development. Educating young children about health is essential to reducing the spread of the virus.

CHANGES is collaborating with the Ministry of Education to implement life skills and HIV/AIDS prevention activities in the curriculum. HIV/AIDS and teacher guides are translated into local languages. On the broader policy level, CHANGES is conducting the first comprehensive assessment of the impact of HIV/AIDS on the education sector. The results will help guide future government policy.

CHANGES is funded through USAID's Basic Education and Policy Support (BEPS) Activity through March 2004. An extension to the program is under consideration. ■



Photo- Wendy Robison

A teacher participating in the CHANGES program labels a student's urine sample for testing in Chipata, Zambia.

New era of learning for Afghan students and teachers (continued from Page 1)

Moreover, a distance learning program that provides teacher training has begun broadcasting nationally on Radio Free Afghanistan and on provincial radio stations in Kunduz and Nangarhar. After just a few days of broadcasting, children were reciting lines from radio dramas, and Afghan teachers, notably many women, have reported acquiring radios in order to listen to the program.

Communities are contributing to APEP's work by providing classrooms in homes, mosques, or community centers, and by identifying local mentors who can teach accelerated learning classes. In one community, a local commander offered a room in his home for classes that his daughter and wife are teaching.

Across the country, more than 15,000 students are currently enrolled in accelerated learning classes through APEP. Over the life of the project, the program will reach 40,000 average students through 1600 accelerated learning classes in eight provinces. ■

BOLSTERING HUMAN RIGHTS IN GUATEMALA



Photo- Majella van der Werf

Farmers in Santa Lucia de Coban, Guatemala participate in a human rights workshop made possible through USAID's Guatemala Human Rights and Reconciliation Program.

Creative Associates began working in Guatemala in 1994, three years after the signing of the Peace Accords that ended decades of civil war. In 1997, INCIDENCIA was born. The USAID-funded project was designed to support broader, more effective citizen participation in political decision making processes and public policy reform following the Peace Accords. INCIDENCIA instilled an understanding of advocacy as a citizen's right and motivated civil society organizations towards partnership and progress.

INCIDENCIA led to the birth of the USAID-funded Human Rights and Reconciliation Project (HRRP). Incepted in 2001, the project mobilizes citizens to protect human rights, works with communities to initiate remembrance activities, encourages coordination among human rights organizations, and increases awareness of children "lost" during the country's civil war. HRRP emphasizes networking, grant-making, and technical assistance, and mass education and social mobilization programs to benefit civil society organizations.

The HRRP works with locally based counterparts and relies heavily on Guatemalan interlocutors in the identification of windows of opportunity for the promotion of human rights. Setting an historical precedent, USAID HRRP supported human rights organizations to lead a process resulting in the election of the first Human Rights Ombudsperson. To date, fifty-seven grants valued at \$1.4 million have been committed to local civil society organizations working in the five Departments hardest hit by the conflict.

The investigation of more than 400 cases of children lost during the conflict has led to dozens of children being reunited with their families. There is a special focus on sharing Historical Clarification Committee (HCC) findings

and recommendations with youth, many of whom have grown up in a deep silence with regards to the conflict that sequestered their country. Coordination is being promoted among disparate human rights civil society organizations and the Guatemalan Office of the Human Rights Ombudsperson.

After nearly a decade of struggle, one HRRP grantee has brought to life a National Reparation Plan for hundreds of thousands of victims of violence. The project supports remembrance activities in communities hardest hit by the conflict. Monuments and ceremonies are initiated by communities themselves, strengthening community bonds and assisting in psychological reparation.

The USAID Human Rights and Reconciliation Project has supported civil society advocacy for an International Commission for the Investigation of Illegal, Clandestine Security Bodies (CICIACs).

At a recent training by an HRRP grantee, copies of the national constitution, The Peace Accords, and the Universal Declaration of Human Rights in Spanish and in the Mayan language, Q'eqchi', were handed out. The forty farmers in attendance were not familiar with the Peace Accords that were signed in Guatemala seven years ago. They had never seen a copy of their Constitution and had little knowledge of their rights. 'This is a tool for us, to give us a new direction', declared a participant.

"We don't know how to read or write, but our children are in school and they can read us these documents."

- Workshop participant
Guatemala Human Rights and Reconciliation Project

To bridge this educational gap, USAID HRRP developed a human rights radio-novel that uses local experience to convey concepts of human rights and the content of the findings of the Historical Clarification Commission. The radio-novel has been so successful as a teaching tool that the Ministry of Education is considering it as part of the curriculum. A mass-media campaign to further disseminate the HCC and a national strategic review of human rights education are planned.

More than a decade after the signing of the Peace Accords, political violence and intimidation against citizens remains commonplace in Guatemala, and civil society continues to contend with immense obstacles in the nourishing of human rights. However, USAID HRRP has worked to strengthen Guatemalan civil society/human rights organizations to ensure that the issue of rights is addressed as a key component of ongoing democratic development. ■

IRAQ UPDATE



Photo-Noy Villalobos

Girls at the Al-Eman school in Baghdad begin a new year of study at desks provided by the RISE project.

Revitalization of Iraqi Schools and Stabilization of Education (RISE) project

The Revitalization of Iraqi Schools and Stabilization of Education (RISE) project is restoring classrooms, providing student and teacher materials, offering accelerated learning programs for school drop-outs, and harnessing community participation to strengthen education in Iraq and establish community education councils. RISE aims to reach some 75,000 teachers and 5,000 school principals and administrators through training activities. More than 100 teachers and school principals attended a master trainers' workshop. RISE is assisting the Ministry of Education in training Iraqis to manage and run their basic education services.

Teacher training is a crucial factor in ensuring that Iraqi children learn in a challenging and open environment. At a master teacher training workshop conducted from September 20-25, RISE exposed teachers to modern child-centered teaching methods and ideas. Iraq's new education minister attended the first day of training.

One and a half million school kits are currently being distributed to students. More than 50,000 teacher kits containing basic teaching supplies are expected to be delivered in November 2003. Iraq's governorate education offices are being refurbished. In an estimated 4,000 secondary schools in Iraq, RISE is improving the learning environment for Iraqi students and teachers by furnishing classrooms and ensuring desks are in place. Consistent with U. S. policy to bolster the local economy and create employment opportunities, the RISE project awarded a contract valued at more than \$10 million to an Iraqi firm for the manufacturing 223,000 pieces of classroom furniture. The contract created more than 2,000 jobs.

RISE is also preparing to launch its accelerated learning component to focus on recent school dropouts and

students' re-entry into the formal education system. Under Saddam Hussein's regime, many Iraqi children, often for lack of financial resources, were unable to attend the local schools in Iraq. This program component facilitates the rapid re-entry of out-of-school children between 6 and 14 years of age. Many young Iraqi women will benefit from this program.

On October 5, a congressional delegation of U.S. Senators and other government officials visited the Jarash School for Girls in southern Baghdad. Members of the delegation included Senators Mitch McConnell (R-KY), Conrad Burns (R-MO), Lincoln Chaffee (R-RI), Larry Craig (R - ID), and Craig Thomas (R-WY). The school was recently refurbished and is currently being furnished by the RISE project. On the date of the visit, 200 student double-desks were delivered and placed in classrooms. ■

The Iraq Local Institutional Support and Development Program

The Iraq Local Institutional Support and Development Program (LGP) is fostering neighborhood, district, and city advisory councils in most big cities. In Baghdad alone, 88 neighborhood councils were formed and meet weekly. Neighborhood councils, in turn, were responsible for selecting the members of nine district councils. A 37-member city council for Baghdad was chosen by the district councils and began meeting in July 2003.

A training program under LGP will allow Iraqis in selected governorates to learn techniques for democratic decision-making. Once trained, they will assist advisory councils and help develop a corps of local experts. The training topics will include setting agendas, speaking in public, budgeting, resolving conflicts of interest, and understanding the responsibilities of public office - issues many citizens in Iraq have never confronted.

Through a rapid response grants program, teams work with local counterparts to help millions of Iraqis access power, health and waste management services. The program is also helping to establish associations for women, lawyers, and journalists. By involving Iraqis in collaborative efforts to determine local priorities, and by making government accountable for those priorities, the LGP will help establish a foundation of local governance on which national institutions can build.

LGP, under which Creative Associates serves as a sub-contractor to Research Triangle Institute (RTI), is working in 14 governorates to empower Iraqis to form local government institutions responsive to citizen needs. ■



Photo- Ivan Bojan

The children of Abu Tabih pose proudly with their father in Samawah, Iraq. Mr. Abu Tabih works with the Iraq Local Institutional Support and Development Program (LGP) as a city council member. Two of his children have received school kits through the RISE project; the other two anticipate receiving them soon.

Creative Associates awarded SWIFT II

(continued from Page 1)

Creative Associates worked in Serbia, Nicaragua, Peru, and Angola under SWIFT I. In Serbia and Montenegro, the Democratic Transition Initiative made more than 600 community grants that promoted activities leading to political reform at the local and national levels, peaceful democratic change, and inter-ethnic cooperation.

The Nicaragua Transition Support Program promoted civil society organizations in their efforts to secure open and fair national elections in November 2001. By establishing trust and cooperation among Nicaragua's fractious NGOs, the project helped to ensure a peaceful transition of governments and further consolidate democratic initiatives.

The Creative Support for Transition program in Peru made 240 grants for \$6.6 million to support dynamic local NGOs working on congressional reform, civil-military relations, anti-corruption, decentralization, and historical reconciliation.

An ongoing small-grants project in Angola, is assisting local organizations to influence the country's postwar transition by strengthening the independent media, supporting advocacy, and increasing interactions between citizenry and local governments. ■

JOG project yields impressive results in Senegal (continued from Page 1)

In 12 primary schools near Dakar, 18 rural areas, and four vocational centers for young women, JOG staff members facilitated community dialogues about girls' education in order to help local groups identify problems, devise solutions, and designate common goals. With the support of Creative Associates' efforts, girls' first-time primary enrollments in JOG schools rose by 25% between 2000 and 2003.

Over two years, teacher training on gender equity reached 300 educators, including rural teachers without other professional development opportunities. As a result, Muslim religious leaders, who cited the Koran in support of gender equity, as well as primary school directors learned about a life skills curriculum. In collaboration with the ministry of education, JOG produced books on female role models for third and fourth graders. The full-color, illustrated readers focused on the importance of participation and cooperation, and highlighted the social benefits of educating girls.

Teaching life skills such as health, sexuality, and entrepreneurship was also a crucial component of the JOG program. Materials for use in and out of the classroom addressed topics such as democracy and peace, human rights, citizens' rights, and health and HIV/AIDS. These materials were used to teach adults and children, teachers, school directors, and inspectors.

Life skills training was offered in JOG vocational centers, where classes encouraged girls to enter the work force and become leaders. Thirty-four vocational schools nationwide continue to use the JOG model.

Community members have also become involved in vocational schools, providing internships, giving seminars and offering courses on fish, meat and milk production, industrial embroidery, and entrepreneurship.

JOG worked to improve Senegal's educational infrastructure by renovating classrooms and latrines, providing school supplies, and creating supplementary learning materials. Separate latrines for girls and boys and teacher storage spaces were constructed at many schools. All four JOG vocational schools now have functioning sanitation facilities. School supply banks initiated by the JOG project deserve particular note. In Senegal, several dollars' worth of school supplies can present a serious barrier to school attendance. Supply banks ensured that 97% of students in JOG schools had access to necessary school supplies. Allowing students to oversee the banks instilled a sense of responsibility.

The results of the JOG project speak for themselves. Vocational school enrollments increased by 58% during the project's life, between December of 2000 and August of 2003. In 2002 and 2003, 347 girls graduated from vocational education centers established by JOG and entered the Senegalese workforce. School directors, teachers, parents, and community members who have been trained by the JOG project have seen first hand the benefits that come from their involvement in local schools. Their palpable enthusiasm to improve their schools, add supplemental materials to their classrooms, participate in school committees, and incorporate life skills training into their courses and into their own lives suggests that the impact of JOG will only increase over time. ■

ANTI-TRAFFICKING PROJECT TO LAUNCH IN ALBANIA



Globally between 700,000 and 4 million people a year are bought and sold as prostitutes, domestic workers, sex slaves, child laborers, and child soldiers. Six thousand women and girls are estimated to have been trafficked through the Eastern European nation of Albania between 2001

and 2003. Creative Associates, in partnership with World Learning and with the support of more than a dozen Albanian NGOs, was recently awarded a three-year project to combat human trafficking in Albania. The Albanian Alliance

Against Human Trafficking will develop an umbrella network of NGOs, coalitions, government officials, and private sector groups to speak in a united voice to prevent trafficking and to support the reintegration of trafficking victims. The project will implement workshops, conferences, targeted study tours, and a state-of-the-art information management system.

The Albanian Alliance program has a large grants and technical assistance component that will support local organizations in building their institutional capacity and advocating on anti-trafficking issues. Other grants will provide funding for local groups conducting prevention and awareness raising campaigns targeted to reach various segments of the population. Special attention will be paid to disenfranchised areas of northern Albania and underserved populations including the Roma people. Additionally, grants will fund efforts to socially, medically, and economically rehabilitate victims of trafficking.

The Northwest Family Life Learning and Counseling Center, a world-renowned center of expertise in post traumatic stress disorder in victims of domestic violence and trafficking, will be looked to for the last component of the Albanian Alliance program. Specific training will be provided on the most up-to-date methods of psycho-social rehabilitation of victims of trafficking. The program will also provide for the psychological needs of shelter staff.

The Albanian Alliance project will begin program activities by late October 2003. ■

LETTER FROM THE FIELD - JORDAN

Fadi Riachi, Chief of Party of Creative Associates' Rural Community Clusters Development Program (RCCDP,) reports from the field on the progress of the program in Jordan. In partnership with the Jordanian Hashemite Fund for Human Development (JOHUD), Creative Associates is now operating at full program capacity in seven community clusters.

One of RCCDP's principal goals is building institutions by increasing people's skills to influence decisions at local levels. Community-led programs restore and enhance economic and social viability to groups of communities (known as clusters), creating income-generating activities for agricultural micro-enterprises and solving local environmental challenges. Public participation and the integration of women in decision-making and in income generation are hallmarks of the approach. This theme runs through all of the cluster projects as can be seen by the marketplace and soft cactus pilot projects in Ma'an, Jordan.

For the marketplace pilot project, locals have supervised the building of a new marketplace in Ma'an, helping to prepare a management plan for its operations. The steel structure for the market is in place, and the cluster committee is working

with municipal leaders to prepare the contract and terms of condition between the municipality and the lease holders. A soft cactus pilot project was completed in June 2003. Although unexpectedly heavy winter rains caused some delays in the project, damaged cactus disks have been replaced and disks that survived are expected to start producing next year. The municipality of As-Sarhan, Jordan is managing the project with the cluster committee, and they have worked together to purchase a mobile water tank, which will be used in irrigating the cactus disks.

The benefits from this new crop will support the Jordanian government's agricultural policy of finding forage crops resistant to drought, lowering feed costs, and minimizing desertification. The cactus leaves provide fodder for farmers, and seedlings can be sold to other farmers. The fruit is edible, and it has potential value to cosmetic and pharmaceutical companies. The model will also be duplicated in other clusters. ■

OFFICE OF THE PRESIDENT



Photo by- Majella van der Werf

The leaders of an international program portfolio come together in Washington, DC.

The People Behind the Projects: Making Connections 2

As Creative Associates International prepares for the challenges of managing a rapidly expanding international portfolio, the firm's global officers traveled to Washington, D.C. to participate in a week-long strategy session. Nine chiefs of party joined Creative Associates' Washington headquarters staff between September 29- October 2, 2003.

Making Connections 2, Creative Associates' second retreat uniting chiefs of party from around the globe, allowed for in-depth discussion of new directions for the firm's two main business lines, Communities in Transition (CIT) and Education, Mobilization, and Communication (EMC). Increasingly, Creative Associates is looking at civil society development and education in the post-conflict context and at the cross-fertilization of business lines, including trafficking, community reintegration and participation. Strong operational capacity and security policies were important points of discussion. Programmatic innovations in accelerated learning, teacher training, transparency and anti-corruption were shared through presentations of education and civil society projects in Afghanistan, Angola, Benin, El Salvador, Guatemala, Haiti,

Iraq, Jordan, Morocco, South Africa, and Zambia. Chiefs of party and program staff met with members of Congress on Capitol Hill and USAID staff to provide updates on the challenges and successes of projects.

The retreat has offered reflection on the firm's 27-year experience and the road ahead. 'We have been challenged with building the mechanisms to deal with a new world reality', offered Senior Vice President for Programs, Dick Mc Call, 'and we will'. ■

NEW FACES



Rida Baidas joined Creative Associates as a Management Associate to help guide Creative Associates' Revitalization of Iraqi Schools and Stabilization of Education (RISE) project. She has a keen understanding of the management, operations, and design of development projects and a profound understanding of the Arab world. As both Director of Operations and Deputy Director at Policy Research Incorporated she managed daily operations and contributed research to several World Bank studies on Palestine. At the World Bank's Economic Development Institute, Rida was a driving force behind the Mediterranean Development Forum held in Morocco in 1997. Prior to that, Ms. Baidas coordinated the establishment of the Palestinian Central Bureau of Statistics in Ramallah, West Bank, where she also directed the President's Office and assisted in the first Palestinian population and housing census. Ms. Baidas developed and implemented cooperative and bank credit programs for the American Near East Refugee Aid (ANERA) and has presented several papers on Palestine. She was a Fulbright exchange scholar from 1987-88 and is a native of Palestine. Rida earned a bachelor's degree at Birzeit University, Birzeit, West Bank and earned a master's degree in Business Administration at Ball State University in Muncie, Indiana.



Larry Lai joined Creative Associates as Division Manager of the firm's Education, Mobilization, and Communication Division. Prior to joining Creative Associates, he was Director and Division Manager at the Institute of International Education. Larry has more than 20 years of consulting

experience, including management roles with Science Applications International Corporation. He has developed and implemented strategic plans, led business development initiatives, and the establishment of administrative and financial tools and procedures. Larry's technical expertise includes the design and implementation of training, exchange, grants, and scholarship programs in developing countries. Larry has provided consulting services to USAID, the Asian Development Bank, the US Department of Commerce, and the US Environmental Protection Agency. He earned a bachelor's of science degree in Biology and a master's of science degree in Environmental Engineering from the Illinois Institute of Technology.



Shannon Meehan joined Creative Associates' Office of Operations as Manager for Field Operations in early September. Shannon brings vast logistic and managerial experience in international settings. She has experience with programs for the internally displaced and refugee populations in Iraq, Guinea, Liberia, Sierra Leone, and Kosovo, which add to her innate understanding of the development sector and operations in post-conflict settings. More than a decade of conflict experience has allowed her to guide projects with Refugees International, ARC International, the International Foundation for Elections Systems (IFES) and in the private sector in West Africa. Shannon is fluent in five languages and taught extensively while working in Senegal. She earned a bachelor's of science degree at the University of Oregon.



Faisal Sultan has been charged with coordinating travel arrangements, procurement, and logistics at Creative Associates. He has launched in-house travel, ground transportation, accommodations, and visa capacities. As a Regional Logistics Coordinator and Operations Officer for the

National Democratic Institute (NDI) based in Washington, DC and in Johannesburg, South Africa, Faisal oversaw infrastructural support for field offices, including office set-up, procurement, and policy development and has managed USAID and DFID grants. He has specific experience pertaining to elections mission logistics. As Corporate Sales Manager for a business travel firm in his native Pakistan, Faisal managed a staff of six travel consultants. Faisal is fluent in English, Urdu, Hindi and Punjabi and has a working knowledge of Farsi and Arabic. He is a trained pilot and is currently pursuing his commercial pilot license. ■

NOTE BOOK

BEPS Collaborating with USAID/EGAT Education Office on Strategy Paper

USAID's Economic Growth, Agriculture, and Trade (EGAT) Bureau was created as one of three "pillar" bureaus supporting USAID's goals of reducing poverty and hunger and promoting peace and prosperity in developing and transition countries. The USAID-funded Basic Education Policy Support (BEPS) Activity, which is managed by Creative Associates, promotes educational opportunities in developing countries by improving basic education, reinvigorating education in crisis countries, using education to combat abusive child labor and by supporting policy reform efforts. The BEPS team has been called upon to work on an education sector strategy paper in close collaboration with USAID's EGAT Education Office. Creative Associates has provided assistance to the education staff at USAID on prior strategy initiatives.

USAID Progress in Education Report

Parallel to the EGAT education strategy paper, Creative Associates' BEPS team is collaborating on USAID's annual Progress in Education Report, which is being drafted for a congressional audience. Current USAID education initiatives will be featured and the report will emphasize issues of primary interest to Congress including how education relates to national security and democracy building, how it allows people to access the tools to compete in the global economy, and how USAID is combating child labor and trafficking, and mitigating the HIV/AIDS pandemic, through education.

USAID/Morocco Clenches Continuation of the MEG Project

Since 1997, Creative Associates has supported USAID/Morocco in assisting Morocco's Ministry of Education and Youth in its reform efforts, particularly focusing on the education of girls in rural areas. The Morocco Education for Girls (MEG) project created training modules and conducted participatory training to encourage strong ties between communities and schools. The modules teach ways of involving parent associations and promoting sound school management practices for school directors as well as teachers. All 34 teacher training institutes across Morocco have integrated MEG modules into their official programs. Recently, at the request of the Ministry and school directors, Creative Associates' team in Morocco has begun designing two additional training modules and are assessing the impact of the 6-year MEG project in 8 provinces. In collaboration with Creative Associates, USAID/Morocco is providing continued technical support to the Ministry of Education for school year 2003-2004 through the Basic Education and Policy Support (BEPS) contract.

Creative Associates hosts Swaziland Education Conference

"I have learned that working with agencies as partners is a way of uplifting (nations) on our continent".

"Good community activities...examples were innovative...cross-sectoral...with a focus on health...HIV/AIDS...very good presentation."

These are some of the comments received from participants during and after the recent USAID Africa Bureau Workshop in Swaziland.

Two hundred and fifty-two participants from 26 countries came together in Mbabane, Swaziland from September 28-October 3, 2003 to discuss African education at a workshop entitled Partners in Education: Looking Back Moving Forward Together. The workshop was hosted by USAID Africa Bureau's Education Division and organized by Creative Associates International. Members of Creative Associates' BEPS team travelled to Swaziland to carry out the week-long workshop, which provided a forum for reflecting upon the challenges and successes in the implementation of the Education for Development and Democracy Initiative (EDDI) programs.

In the Winter 2004 Issue

- Bridging Practice and Theory on Accelerated Learning
- Transparency for Good Governance in Central America



Photo- Joanne Murphy

In a research effort, Creative Associates team member Joanne Murphy observes a grade one classroom in Soweto, South Africa. Children are learning English through interactive radio broadcasts in the classroom.

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