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APPLICATION FOR GRANTS UNDER THE

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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 The Regents of the University of...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 64,043	\$ 70,720	\$ 67,942	\$ 0	\$ 0	\$ 202,705
2. Fringe Benefits	\$ 14,624	\$ 15,668	\$ 15,516	\$ 0	\$ 0	\$ 45,808
3. Travel	\$ 18,704	\$ 2,332	\$ 11,704	\$ 0	\$ 0	\$ 32,740
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 4,296	\$ 2,865	\$ 5,185	\$ 0	\$ 0	\$ 12,346
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 40,950	\$ 35,554	\$ 35,790	\$ 0	\$ 0	\$ 112,294
9. Total Direct Costs (lines 1-8)	\$ 142,617	\$ 127,139	\$ 136,137	\$ 0	\$ 0	\$ 405,893
10. Indirect Costs*	\$ 47,777	\$ 42,592	\$ 45,606	\$ 0	\$ 0	\$ 135,975
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 190,394	\$ 169,731	\$ 181,743	\$ 0	\$ 0	\$ 541,868

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2011 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of Health and Human Services
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-09IRSHornAbstract.pdf**

ABSTRACT: The Horn of Africa Online Curriculum Project

The Horn of Africa Online Curriculum Project, based at the Center for African Studies at the University of California at Berkeley, will be an online educational portal on the countries of the Horn of Africa developed over three years, 2009-2012. In addition to providing basic teaching materials on individual countries of the Horn – Djibouti, Eritrea, Ethiopia, Kenya and Somalia, it will provide curriculum addressing issues that cut across national borders, shape the dynamics of existing crises and influence the region as a whole. The material will be of interest to educators and researchers, as well as the policymaking community and the general public. The online portal would provide a university-level curriculum organized around five thematic modules: small arms, environmental pressures, local governance, conflict management, and youth. Designed according to a standardized and easy-to-use template, each module would present students with essential background information on the theme, an account of regional patterns using current data, country-specific information, contextualized case studies, interactive profiles, timelines, and maps, a guide for further advanced research using online and print materials, and related student exercises that include essay questions and quizzes. In addition, language material for introducing students to Amharic, Oromo, Somali, Swahili, and Tigrinya, and for use in language instruction courses will be integrated.

The Principal Investigator (Leo Arriola), Project Coordinator (Martha Saavedra), Language Materials Coordinator (Sam Mchombo), content providers and evaluators are experienced teaching scholars. African language faculty and language pedagogy professionals will assist on creating the language components. The Center will collaborate with the Berkeley Evaluation and Assessment Research (BEAR) Center at the Graduate School of Education for pre-testing and evaluation of the curriculum.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1242-09IRSHornNarrative.pdf**

1. NEED FOR THE PROJECT: The Horn of Africa Online Curriculum Project

The Horn of Africa features major ongoing conflicts, complex humanitarian emergencies, and devastating environmental degradation, yet the need for accessible and comprehensive information on the region goes largely unmet. While the countries that make up the region—Djibouti, Eritrea, Ethiopia, Kenya, Somalia, and Sudan—confront all of these challenges in ways that affect vital U.S. interests, most American university students will receive little to no exposure to them in the classroom. Whatever material is available online or in print is intended either for specialized academic audiences or for supporters of specific causes. The average American university student would have a difficult time finding non-specialist sources of information to understand, for example, how the growing flow of weapons has affected the incidence of everyday violence in Kenya; how the increasing frequency of drought has affected famines in Ethiopia; or how different forms of local government might help to prevent the outbreak conflict between groups in Somalia.

The Horn of Africa is a region of strategic importance to the United States. Dr. David Shinn, the former U.S. ambassador to Ethiopia, testified in March 2008 before the Senate Subcommittee on African Affairs that this region is the “back door to the Middle East” and “merits close attention by both the Administration and Congress.” Although such attention is often focused on crises like state failure in Somalia, there is no readily available source that would provide multiple audiences with the factual information needed to understand the underlying issues associated with these crises. An educational resource on the Horn of Africa that is designed for American university students would not only address such a need; it would help to cultivate academic interest as well as future expertise on a critical region.

Funding for this project would go towards the creation of an online educational portal on

the countries of the Horn of Africa. The online portal would provide a university-level curriculum organized around five thematic modules: small arms, environmental pressures, local governance, conflict management, and youth. These modules have been selected because scholarly research has shown that they affect all countries of the Horn, cutting across national borders and shaping the dynamics of existing crises. Designed according to a standardized and easy-to-use template, each module would present students with essential background information on the theme, an account of regional patterns using current data, country-specific information, contextualized case studies, interactive profiles, timelines, and maps, a guide for further advanced research using online and print materials, and related student exercises that include essay questions and quizzes.

Language material for introducing students to Amharic, Oromo, Somali, Swahili, and Tigrinya and for use in language instruction courses will also be integrated. Collaborating with our African Language Program and the Berkeley Language Center (BLC), we will create language material relevant to the modular topics. A general lesson will provide a linguistic overview of the region, exploring the historical roots of the various languages and the interactions among the languages and the speakers, while emphasizing contemporary dynamics, including socio-political and policy aspects. Another feature will be language samplers incorporating short video clips of conversations by native speakers, transcriptions, and interactive mini-lessons with general dialogue as well as situations and vocabulary relevant to the thematic modules. We will also expand the BLC's Library of Foreign Language Film Clips which is a tagged, structured collection of clips from films and a database. Because of copyrights, the clips are currently available only to the 10 campuses of the UC system, but our additions to the database and films annotations will be available to all. These materials will not

only introduce new students to the languages of the Horn of Africa, but provide material to enhance language courses through modeling language and culture and provide intermediate and advanced level courses with content for project based work. Among the content specialists who have agreed to work us on the project is at least one native speaker of each of the five languages, as well as two trained and experienced language instructors.

Module 1: Small Arms Trafficking

The first module would examine how the trafficking of small arms perpetuates conflict in the Horn of Africa. Students would learn how political instability and prolonged conflict have encouraged the proliferation of small arms across the region over several decades. Small arms have become readily accessible to a variety of actors, including rebel groups and criminal networks, while governments have been unable to effectively police their porous borders. Beyond being introduced to the general dynamics of small arms trafficking in the region and the various initiatives undertaken to address the problem, students would be presented with case studies that illustrate the mechanisms by which small arms might intensify conflict: one case study would focus on the role of small arms in increasing violence in the rural areas of Kenya where livestock raiding is common; the other case study would examine how small arms might escalate resource-related conflicts in Ethiopia. A related exercise would prompt students to prepare a similar case study in another Horn country with material made available through the module.

Module 2: Environmental Pressures

The second module would examine how the Horn's arid and semi-arid geography is related to underdevelopment and conflict. Students would be guided in exploring how cycles of drought affect the livelihoods of agricultural and pastoralist communities, compounding the

problem of poverty throughout the region. A general introduction to the region's varied ecosystems would be complemented with information on patterns of land use and production, the prevalence of food insecurity, and the nature of humanitarian responses. One case study under this theme would be used to illustrate how water scarcity has affected the wellbeing of pastoralists in Djibouti and Somalia. Another case study would discuss how land and water scarcity have been associated with communal conflicts in Ethiopia. A related exercise would ask students to assess contrasting expert arguments presented through the module on the role of environmental stress in promoting conflict across the Horn, particularly, in the case of Darfur.

Module 3: Local Governance

The third module would examine the forms of local governance, traditional and official, that exist across the Horn. Students would learn how, due to the weakness of most central governments, local governments have often provided the principal means for maintaining order, adjudicating disputes, and allocating property rights. The wide variation in forms of indigenous local governance would be stressed. Students would also be introduced to the decentralization experiments adopted by countries in the region to increase citizen participation in local decision-making, thereby promoting democracy as well as stability. One case study presented in this module would explore how Ethiopia's ethnic-based federal system has affects the structure and operations of local governments. A separate case study would discuss how local governments were established in the Somaliland and Puntland regions of Somalia despite the absence of a functioning central government. A related exercise would ask students to apply the major lessons of the module in designing a plan for local governance to be made part of Somalia's future reconstruction.

Module 4: Conflict Management

The fourth module would provide students with an overview of local, national, and regional initiatives to manage conflict and promote peace in the Horn. Students would learn how communities have used traditional mechanisms to prevent the escalation of local conflicts and how national governments have responded to such conflicts once they do erupt. Students would review the role of regional initiatives, such as the Intergovernmental Authority on Development (IGAD) to which all Horn countries belong, as well as those promoted by non-governmental actors, including NGOs and religious organizations. One case study would explore how traditional and non-governmental strategies have been combined to resolve conflicts among the pastoralist groups that inhabit Kenya’s northern districts. Another case study would explore the development of Ethiopia’s Ministry of Federal Affairs and a federal police force to deal with the outbreak of ethnic conflicts throughout the country. A related exercise would prompt students to use the module’s lessons to identify the challenges involved in developing effective policy responses to conflicts that cross borders, as they often do in the Horn.

Module 5: Youth

The fifth module focuses on youth, those between the ages of 10 and 24, who constitute approximately 33% of the population in the region. It will address the demographic challenges illustrated in Table 1 whereby

on average 63% of the population is under the age of 25, and the dependency ratio averages 82.8%. (This is the ratio of dependents – those under 15 and over 64 – to working-age population – ages 15-64). These demographics have

Country	Population (thousands)	% Under 25	% Age 10-25	Dependency Ratio
Djibouti	805	60	34	70.7
Eritrea	4,526	65	34	83.0
Ethiopia	75,173	64	33	89.9
Kenya	35,599	65	34	82.9
Somalia	8,196	63	30	87.7
Total & Averages	<i>124,299</i>	<i>63.4</i>	<i>33</i>	<i>82.8</i>

strained educational, economic and social infrastructure, and deeply impact politics. Over the next decades, however, if fertility declines, there may be a “demographic dividend” with the number of working adults per dependent child increasing in the next few decades. This unit will address the challenges and opportunities of these trends by focusing on education, health, sport, and popular culture from the perspective of youth, with the materials and activities informed by the cross-cutting issues of gender, ethnicity, religion and location (e.g. rural/urban). The module will have students work with various datasets from the UN, World Bank and other agencies to explore the demographic issues relative to educational and economic opportunities. Case studies will examine: 1) comparative educational structures and policies; 2) changing gender roles, reproductive health and the response to HIV/AIDS and STDs; 3) the recent deployment of sport to ameliorate problems and achieve development goals; and 4) transnational conversations about politics, society and the future of the region, often mediated through music and video, between youth in the countries and in their respective diasporas. The last case study may particularly resonate with heritage students in the US in courses using these modules.

2. USEFULNESS OF THE PROJECT TO OTHERS

Interest in the Horn of Africa has steadily increased in recent years, in part, due to the enduring conflicts associated with Ethiopia, Somalia, and Sudan. Courses in disciplines such as anthropology, geography, history, political science, and sociology regularly feature readings based on one or more of these countries in relation to ethnic conflicts or humanitarian crises. Yet, despite this clear interest, there are few educational resources that provide a framework for understanding how these countries form part of, and are influenced by, larger regional dynamics. For this reason, university instructors and students would benefit from an online portal that offers thematic modules intended for study for university students.

The portal's modules would be designed to serve as stand-alone tutorials that could be integrated into existing university-level curricula individually or as part of a series. Each module would present regional and country-based information through narratives written and reviewed by recognized scholars. This information would be supplemented with policy documents, statistics, maps, videos and language material—all of which would be interactively integrated into the main narratives to illustrate key lessons. The modules' narratives would also help to place academic and policy debates related to the region into context. Moreover, each module would be intended to serve as a gateway for further study by advanced undergraduates and graduate students, providing links to current research and media reports.

This type of online resource would be extremely valuable to university instructors who are Africa experts as well as those who teach courses on related topics. First, the online portal would encourage Africa experts to introduce more material in their syllabi on the countries of the Horn by making the material readily accessible. The Horn is often underrepresented in "African Politics" syllabi because most African specialists have often regarded the region as *sui generis*. Second, while some large research universities can offer specialized courses on "African Politics," this is not possible at most universities and colleges. Such institutions could use the portal to supplement survey courses on international relations and comparative politics by offering material that is accessible to the non-specialist instructor. The language components will encourage students to pursue concentrated language learning, and supplement existing course material.

The online portal is designed to be easily maintained and updated. Housed at Berkeley's Center for African Studies, the portal's curriculum would be periodically expanded as political developments on the ground and scholarly research affect relevant analyses of the region. For

example, future modules may be devoted to specific topics such as the institutionalization of democracy; the nature of Muslim-Christian relations; the scope of regional peacekeeping operations; and the status of women. On the technical side, the material will be served by the more established and supported Web portal technology. However, the modular nature of the material allows it to adapt to mashups incorporating newer, but less standardized Web 2.0 techniques as well as the increasing use of mobile devices to access Internet-based material.

3. ACCOUNT OF RELATED MATERIALS

At present there is no online educational portal dedicated to integrating current and academic material on the Horn of Africa as a whole. There are several printed and online sources that provide factual information on the region's individual countries, including their politics, societies, and economies. To be sure, this proposal builds on the successful online model created by the UC Berkeley based, "Understanding Sudan" Title VI IRS funded project (<http://understandingsudan.org/>), and seeks to adapt it to the Horn of Africa as a region.

There are considerable limitations associated with existing sources on the Horn. First, country specialists usually write case studies for a specialized scholarly audience, so the information is often not presented in a way that is readily accessible to instructors or students with no background in these particular countries or the region as a whole. Second, general sources such as Wikipedia and the CIA World Fact Book, which are the first websites that many students visit, present information that can be too generic to be useful. Third, much of the recent material on the region is concerned with analyzing foreign policy and terrorism, which means the focus is on scrutinizing international policy responses rather than explaining the root causes of problems in the region. In fact, one of the top hits produced by a simple Google search on "Horn of Africa" calls up a special report by the United States Institute of Peace on "Terrorism in the

Horn of Africa” (<http://www.usip.org/pubs/specialreports/sr113.html#intro>). While such studies are valuable, they generally do not provide the kind of integrated, nuanced context that would be offered by the portal proposed here.

Most online resources on the Horn of Africa do not lend themselves to easy integration in classroom curricula even when they are of excellent quality. For example, Stanford University’s Africa South of the Sahara, a compendium of Internet resources, provides a page for the Horn of Africa (<http://library.stanford.edu/depts/ssrg/africa/horn.html>), but many of the links are to advocacy organizations, partisan blogs, or general news sites. This is also true of the resources provided by the Rift Valley Institute, an independent, non-profit research and educational association (<http://www.riftvalley.net/?view=hoairesources>). RVI offers new annual intensive graduate level field course on the Horn but it is a residency-based course in the Horn and is not available online. The International Crisis Group’s “Horn of Africa Project” (<http://www.crisisgroup.org/home/index.cfm?l=1&id=1166>) presents useful coverage of the region’s large-scale conflicts, as does the Social Science Research Council’s own site on “Crisis in the Horn of Africa” (<http://hornofafrica.ssrc.org/>), yet their coverage is mainly focused on policy responses by national governments, both in the region and among the major outside actors like the United States and the United Nations. The Council on Foreign Relations website offers a page on the Horn of Africa with a focus on recent events (http://www.cfr.org/region/203/horn_of_africa.html). Chatham House (UK) also has a research project geared towards policymakers (http://www.chathamhouse.org.uk/research/africa/current_projects/horn/). The UN’s Data Exchange Platform for the Horn of Africa (<http://www.depha.org>) offers geographic information for strategic and emergency needs.

Current printed material on the Horn of Africa that goes beyond the theme of terrorism

remains limited. Examples include Alex De Waal's (2004) edited volume on Islamism and Its Enemies in the Horn of Africa. Other scholarly treatments of the region are in need of updating, including Peter Woodward's (1996) The Horn of Africa: State Politics and International Relations, the edited volume by Katsuyoshi Fukui and John Markakis (1994) on Ethnicity and Conflict in the Horn of Africa, and Paul Henze's (1991) The Horn of Africa: From War to Peace. While all such sources provide the kind of detailed information that is required by researchers and advanced students, they would present a difficult starting point for the average undergraduate with a general interest in the region. It is precisely such a gap that an educational portal on the Horn of Africa would satisfy, helping to provide a general introduction to the region and the major issues (small arms trafficking, environmental pressures, local governance, conflict management, and youth) that cut across its constituent countries.

With regard to language materials for Amharic, Oromo, Somali, Swahili, and Tigrinya, UCLA's Language Materials Project provides valuable profiles of each language and lists teaching materials available (<http://www.lmp.ucla.edu/regions.aspx?rid=13>) as does Mau's Webbook of African Language Resources (<http://www.isp.msu.edu/AfrLang/hiermenu.html>). The National African Language Resource Center (<http://lang.nalrc.wisc.edu/nalrc/home.html>) has produced learning texts for Amharic, Somali, and Kiswahili. Swahili, followed by Amharic, has the most existing curriculum material available, and the most online. Our intent is not to create a catalog of resources or whole teaching texts. Rather, based on the modules, we will provide structured topical material that can be used along side existing instructional material to encourage and enhance language learning. The LangNet project of the National Foreign Language Center at the University of Maryland has produced interactive online materials in all 5 languages (<http://www.langnet.org/>). LangNet is password protected and only available

government agencies and select academic institutions.

4. LIKELIHOOD OF ACHIEVING RESULTS

The project has four objectives that can be attained in three years, with the resources available. The first objective is to develop the five specific modules mentioned. Leo Arriola will coordinate the first four and Martha Saavedra will coordinate the one on youth. The modules will evolve under the scrutiny of the project coordinators, pre-testers, external evaluators and assessment specialists.

The second objective is to provide complementary language material for each module. With experienced faculty and staff associated with our African Language Program, the Berkeley Language Center and the University of California Language Learning and Teaching Consortium (UCCLLT), and a large community of heritage language speakers on the UC Berkeley campus and Bay Area (see page 29), we are confident we can create appropriate and useful material.

The third objective is to ensure consistency of quality, quantity, style, materials and coherence across the five modules. While scholars from several institutions will contribute in various ways, key personnel for content, web design, programming and content management, and evaluation are all based at Berkeley.

The fourth objective is to deliver the material on a web site that will be sustainable after the grant funding has ended. This is possible by developing a web portal, similar to the UnderstandingSudan.org site, which is driven by a sophisticated, but easy to use, content management system. We will incorporate a Web 2.0 framework so users can achieve their objectives in a flexible way, and also work towards Web 3.0 design goals, e.g. ubiquitous computing on mobile devices.

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS

Given the lack of materials ready for classroom use that are available, this portal will provide much needed resources. By working closely with content providers, evaluators and the Berkeley Evaluation and Assessment Research (BEAR) Center at the Graduate School of Education (see p. 21) in pre-testing, we will ensure that the material is useful to the end-users. Our dissemination strategy will also see to it that information about the portal is widely distributed. Dissemination also will occur through our interdisciplinary professional networks, at scholarly meetings, through appropriate social networking sites, and via our Office of Resources for International and Area Studies (ORIAS). We will seek to have the material reviewed in appropriate academic journals much as a textbook would be.

By involving a range of scholars from other institutions as reviewers and content providers we will also assure wide dissemination. Student as individual and as groups, particularly heritage students, will also take part in the production of some of the material. Their networks will also be useful in disseminating the material.

6. PLAN OF OPERATION

Leo Arriola will provide overall project guidance. Coordination and logistics will be handled by the Center for African Studies with assistance from the International and Area Studies (IAS) Information Systems and Services for management of web design, programming and maintenance and from IAS budget and personnel staff.

Year 1: The project would start with an initial workshop using a process-oriented logic model approach (p. 25) to generate the terms of reference for each module (descriptions on pp. 3-6), and develop specific indicators and measures for assessment. We will then ‘story board’ the curriculum for modules to elaborate details of the themes, sources, kinds of materials to be

developed, and assignments. This will also contribute to further refining the web design and technical specifications required. This workshop will include the PI, language materials coordinator, project coordinator, faculty at UC Berkeley who work on the Horn of Africa, and 2 to 3 of the scholars, depending on their availability, that we have identified from around the country who have agreed to participate. These include Mahad Ibrahim (UC Berkeley/Microsoft), Abdi Samatar (Minnesota), Lahra Smith (Georgetown), Ezekial Gebissa (Kettering) and Ed Keller (UCLA). Dr. Keller will be the overall evaluator on the content side, and will be involved from the beginning to help develop the indicators for monitoring and evaluating the content. Also present will be a web designer to develop ideas for the site, and a researcher from the BEAR Center to help us develop specific indicators, methods and schedules for pre-testing and evaluation of the curriculum.

We will obtain an appropriate domain name(s) such as “UnderstandingTheHorn.org.” We will also begin the work on developing the web site with the IAS ISS staff. While this will be a new website with a new underlying database, because we will be working from the template of the Understanding Sudan site and the experience gained in revising that site, we expect the development of the web platform to advance quickly, with the site being ready for initial material within the first six months of the project. Work on the modules will start with the assistance of the graduate and undergraduate students. We will also familiarize ourselves with GIS map making software and use the services of the Geospatial Innovation Facility (GIF) at UC Berkeley's College of Natural Resources (<http://gif.berkeley.edu/>) so we can employ integrated mapping technologies. We will create prototypes of various kinds of language materials (p. 2) and work through how best to integrate them into the modules. In fall 2009, we will attend the African Studies Association meeting in New Orleans and as is feasible, other scholarly meetings

of organizations such as the Oromo Studies Association, the Kenya Scholars and Studies Association, the Somali Studies International Association and the African Language Teachers Association. We will arrange in advance to videotape short interviews at these meetings with scholars on topics that will augment the modules and the site overall. Once edited, we will post these on YouTube and Google Video. In years 2 and 3, will we also have exhibit booth at the conference(s) for dissemination and gaining feedback from end-users.

By the end of the first year, we will have refined the methods and tools for pre-testing and assessment with the BEAR Center (p. 21). We will explore the integration into the project of proficiency assessment software, ConstructMap, which BEAR researchers have developed. Pre-testers will be recruited from high schools, community colleges, California State Universities and private institutions.

During the course of Year 1, the PI and Coordinator will each travel once to countries in the Horn, mindful of US State Department travel restrictions and warnings. The purpose of these trips is collect material for the modules including original data, grey literature, photos, video, music, and DVDs. They will also consult with faculty at local universities on curriculum and the specific module topics. Ideally, the web site and modules will mediate collaborative learning experiences between students in the US and the Horn.

Year 2: Content work on the modules will continue. The PI and coordinator will monitor progress and contract with content specialists to fill in gaps. Sam Mchombo will develop language material in Swahili to complement the modules, and oversee the production of material in other languages. By the spring semester of Year 2, Pre-testers will begin using elements of the web portal in their classes. We will also maintain a regular schedule for content evaluation. At the end of year two, we will convene a second workshop, this time with pre-testers. With results

from the workshop, the assessment developed with the BEAR Center and an analysis of web statistics, we will modify elements as necessary. We will also exhibit the project at the ASA meeting in November 2010 and at other scholarly meetings to promote the project. To encourage the adoption of the modules, we will create a simple brochure and other promotional material, and take out advertisements in appropriate academic publications.

Year 3: At the beginning of Year 3, the PI will travel once more the Horn to collect material required to complete the modules and to work through any learning collaborations that have developed with institutions of higher education in the Horn. Work on the content will be completed over the course of the year, and revisions made to the web site design and programming. The final design will be launched at the end of the year. A final evaluation workshop will be held with the pre-testers and content evaluators. Based on the recommendations, we will make final adjustments and changes, and launch the final version of the portal at the end of the third year. We will continue to promote the site at the various academic conferences. We will also seek to have the site reviewed by journals specializing in African Studies as well as in education and technology.

Beyond: We anticipate the ability to sustain the web portal after grant funding has ended. The design of the platform – such that new or revised material and links can be added via a simple MS Access database entry form and a drag-and-drop file system – allows for very straightforward upkeep of the content. In our web design process, we will be mindful of new methods of accessing content – especially mobile devices – so that our material is compatible. We also will design an invitation for submission of new content created along certain specifications. The PI and coordinator will review any content submitted for posting. IAS ISS will continue to maintain the server.

Equal Access

As affirmed in the attached GEPA statement and in the following section, the University of California has a strong non-discrimination policy and proactive program of affirmative action. In the team assembled for this project – coordinators, support staff, evaluators and pre-testers – women, racial and ethnic minorities are represented. As others are brought into the project, in accordance with UC policies and State and Federal laws, the team will be attentive to the diversity of participants. Furthermore, the web site itself will be designed to be accessible, e.g. using cascading style sheets (CSS) and standard html menu structures that lend themselves better to assistive technologies than java script.

7. QUALITY OF PERSONNEL

We have assembled an experienced and multidisciplinary team for this project. Leo Arriola, the Principal Investigator, is an Assistant Professor in the Department of Political Science. He studies ethnic politics, party systems, and political economy in Africa. His current research focuses on the formation of multiethnic electoral coalitions among opposition parties in Africa. He has conducted field research in Cameroon, Ethiopia, Kenya, and Senegal. He has previously been a Fulbright scholar at the Institute of Ethiopian Studies at Addis Ababa University, a visiting researcher at the West African Research Center in Dakar, Senegal, and a predoctoral fellow at the Center on Democracy, Development, and the Rule of Law at Stanford University. He earned a BA from Claremont McKenna College, an MPA from the Woodrow Wilson School at Princeton, and a PhD in political science from Stanford. He teaches general graduate and undergraduate courses on African politics, and more topically focused courses on African Elections and Ethnic Politics. One of his current graduate students, Jennifer Brass, will also contribute to the project. She also recently published an article based on her 2006 research

on policy, livestock and the poor in Djibouti. Her dissertation addresses the impact of the explosion of service-providing NGOs on state capacity and legitimacy in Kenya.

Sam Mchombo is an Associate Professor in the Department of Linguistics. His research centers on the morphological and syntactic structure of Bantu languages of Africa and the relevance of that to the formalization of grammatical theory. He coordinates Berkeley's African Language Program as well as teaching Swahili and Chichewa, the latter for which he has developed instructional material. He also trains new LCTL instructors in language pedagogy and has been on the advisory board of the UCCLT.

Martha Saavedra has been Associate Director of the Center for African Studies at Berkeley for the past 16 years. She has also been the co-coordinator of the Understanding Sudan web portal. Through her work at the Center for African Studies, and with funding from grants from organizations such as the Ford Foundation and the US Department of Education, Saavedra has organized numerous conferences and workshops for teachers, particularly helping faculty from California State Universities and California community colleges to incorporate Africa into their curriculum. Her research has ranged from Agrarian politics in the Nuba Mountains of Sudan to gender, sport and development in Coast Kenya. She is also a skilled program evaluator and has conducted several evaluations of Title VI funded programs at various universities. She is on the Advisory Board for the Monitoring and Evaluation Pilot Project of FIFA and streetfootballworld's Football for Hope project. Both in her outreach work with educators and in her own teaching, she has focused on the pedagogical concerns of combining content and method in ways that make teaching and learning stimulating, productive and meaningful in the long term. 25% of her time will be devoted to coordinating the project, making sure that the various pieces move forward. She will also supervise the project assistant; whose FTE devoted to

the project will also be 25%. The project assistant will provide key administrative and logistical support for financial management, travel, and workshop planning, and will be the business liaison to other campus administrative units for the project.

We will also consult with other faculty members and visiting scholars at UC Berkeley who have experience in the Horn of Africa. Tabitha Kanogo is a professor of History, who specializes in Kenyan history. Her most recent book is *African Womanhood in Colonial Kenya, 1900-1950* (Oxford: James Currey, 2005). She is currently researching youth and politics in Kenya. She will be co-teaching a course with Professor Arriola and Godfrey Olukoye at Kenyatta University this summer on land, conflict and peace-building. Mia Fuller, Professor in Italian Studies works on Eritrea, Ethiopia, and Somalia. Dr. Fuller, an anthropologist, is currently teaching an interdisciplinary graduate level seminar *Italian Colonialism: From Asmara to Latina*, which approaches Italian colonialism through the prism of a single Italian (ex-) colony, Eritrea, and its capital, Asmara. We will draw on material from this course and her knowledge of Italian colonialism and its impact in the Horn of Africa. Claudia Carr, Associate Professor in Environmental Science, Policy and Management has worked in Ethiopia, Eritrea, Somalia, and Kenya. Her interest is on alternative types of rural development policies in terrestrial (especially drylands and river basin environments) and coastal and offshore resources. She has recently published on pastoralist vulnerability among the Oromos of Eastern Ethiopia. Francesca Giovanni, lecturer in International and Area Studies, has over five years of experience serving in international organizations and NGOs. Her teaching and research focuses on youth, vulnerability and resilience in armed conflicts and post-conflict settings. The Somali writer, Nuruddin Farah, is currently the Regents Lecturer in the Department of English, and with strong local ties, he will continue as a periodic presence on campus and be able to contribute to the project. Finally, Jason

Schultz, the Librarian for the UCB Africana Collection, will provide specialized bibliographic support.

Berkeley Graduate students are also eager to participate. Rahwa Gebretnsaie, a 1st year law student and executive board member of *Students for the Promotion of Research and Action on Africa*, an interdisciplinary graduate student organization, will assist, especially on Tigrinya language material. She will also network to include other heritage students. Mahad Ibrahim, near completion of a doctoral degree in Information Science from Berkeley, is also enthusiastic about the project. Since 2007, he has worked with Microsoft to build a curriculum to help African NGOs make better use of technology in the programs and organizations. His knowledge of information systems and youth in the Somali Diaspora will be invaluable. The heritage student networks will be particularly important in creating the short language pieces for each module, and linking us to the larger heritage community in the Bay Area (see p. 29).

The overall content evaluator will be Edmond Keller, professor and chair of political science, Director of the UCLA Globalization Research Center-Africa and former Director of the James S. Coleman African Studies Center at the University of California-Los Angeles. He specializes in comparative politics with particular focus on the Horn of Africa. He has consulted widely on issues relating to African development and public policy, and, more recently, on the process of political transitions in Africa, and on African regional security issues.

We have assembled several specialists on the Horn of Africa from around the United States who have agreed to provide and evaluate content. Lahra Smith, Georgetown University, is a Political Scientist with a particular interest in African politics. She teaches a variety of courses, including African Politics & Government, Peace and Conflict in East Africa and Civil Society & Democracy in Africa. Her recent research focused on the role of political institutions in

addressing conflict based largely on ethnic and language identities in Ethiopia. In addition to study in Ethiopia, Prof. Smith has worked and studied in Kenya, Tanzania, Uganda, Djibouti and Zimbabwe. Previously, she worked for USAID in Nairobi, Kenya and Oxfam America, and she served as an election observer in Ethiopia (The Carter Center) and Kenya (USAID/US Embassy).

Abdi Samatar is a professor of Geography at the University of Minnesota, whose work focuses on the relationship between democracy and development. He is currently examining the link between democratic leadership, public institutions, and development in East and South Africa. Other themes in his research include Islam, social capital and ethnicity in the Horn of Africa, and environment and development. He has recently published work on the BBC Somali Service, the Islamic Courts in Somalia, the Ethiopian Election of 2005, and Ethiopian Federalism in the Somali Region.

Ezekial Gebissa is associate professor of history at Kettering University. He is the author of *Leaf of Allah: Khat and the Transformation of Agriculture in Harerge, Ethiopia, 1875 - 1991* (James Currey and Ohio University Press, 2004) and editor of *Contested Terrain: Essays on Oromo Studies, Ethiopianist Discourse, and Politically Engaged Scholarship* (Red Sea Press, 2008) and *Food of the Pious: Confronting the Dilemma of a Khat Economy in Ethiopia* (Red Sea Press, 2009). He has published several articles in refereed journals. He is past president of the Oromo Studies Association and current editor of the *Journal of Oromo Studies*.

Issayas Tesfamariam will serve as a consultant on language material production in Amharic and Tigrinya. A Library Specialist at Stanford, he also has taught Amharic and Tigrinya at Stanford University since 1994 and at UC Berkeley in 2006. Regularly participating in language pedagogy workshops, he has also conducted our Language Proficiency Interviews in Amharic and Tigrinya. He is familiar with content-specific language work, most recently

working on a project on fistulas and other birth trauma injuries for Stanford's Eritrean Women's Project. He directed and produced a documentary on the seminal 2000 conference in Asmara, Eritrea, *Against All Odds: African Languages and Literatures into the 21st Century, 2000*, and a 2009 documentary, *Asmara: City of Radiance*.

Our work will benefit from the technical support from the IAS Information Systems and Support (ISS). Kim Carl is the Director of ISS and Technical Director of the Electronic Cultural Atlas Initiative, a project that provides a platform and interactive format based on spatial and temporal data. She and the ISS team provided the IT support to develop the Understanding Sudan web portal through its various stages. She is keenly aware of the pedagogical and technical issues involved when taking scholarly material, 'translating' it for educational purposes and 'publishing' it on the Internet. Casandra Sobieralski will provide web design and video editing support via ISS. She has an MFA in Conceptual and Information Arts and specializes in nonlinear narrative and the spatiality of storytelling. She did the final redesign of the UnderstandingSudan.org site.

In addition to the content evaluators, we will collaborate on the assessment and pre-testing phases of the evaluation with Drs. Mark Wilson and Xiaoxia Newton of the Berkeley Evaluation and Assessment Research (BEAR) Center at the Graduate School of Education. The BEAR Center is a leader in the use of advanced analytic models and novel reporting modes that more accurately reflect the multilayered nature of education. Assistant Professor Newton specializes in Policy, Organization, Measurement, and Evaluation at the Graduate School of Education and uses a variety of methodological approaches to address research and evaluation issues related to urban school reform, K-12 mathematics education and transition to university level STEM education, and teacher learning and professional development (pre-service and in-

service), particularly from a cross-cultural perspective. Professor Mark Wilson's interests focus on measurement and applied statistics. His work spans a range of issues in measurement and assessment from the development of new statistical models for analyzing measurement data, to the development of new assessments in subject matter areas such as science education, patient-reported outcomes and child development, to policy issues in the use of assessment data in accountability systems. He currently chairs a National Research Council committee on assessment of science achievement. He is founding editor of the journal *Measurement: Interdisciplinary Research and Perspectives*.

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

Acting on the initial set of recommendations of a report from a systemwide task force, the University of California's Board of Regents affirmed in 2007, the centrality of diversity to the University's mission and the need for improvements in this area. Annually, the President reports on progress. The Berkeley campus maintains proactive programs for affirmative action for staff and faculty, coordinated through the office of the Vice Chancellor for Equity & Inclusion. On the staff side the campus follows an annually updated affirmative action plan. This plan involves careful collection, reporting and analysis of data for evaluation and monitoring, a series of

programs designed to recruit, retain and promote a diverse workforce, rigorous systems of internal and external dissemination of policies and information, clear designation of responsibility for implementation of the programs, and proactive identification and resolution of problem areas. The Office of Faculty Equity Assistance serves a similar function for faculty employees. This office reviews departmental affirmative action plans, reviews personnel actions, enforces policies and procedures, reviews current methods of outreach and recruitment, advises faculty members with concerns, initiates programs and studies of equity and personnel actions, consults with faculty on their four-year review, and serves as a liaison between the campus's central administration in the Senate Committee on the Status of Women and Ethnic Minorities.

All the Key Personnel on this project – the PI, the language materials coordinator and the project coordinator come from underrepresented groups in higher education.

8. BUDGET AND COST EFFECTIVENESS

The coordinator and the staff of International and Area Studies, in which the Center for African Studies is housed, bring to this project a wealth of experience in budgeting and project management. Assessing the objectives, scope and plan of operation for this project, we have carefully developed the budget so as to adequately, efficiently and effectively meet our goals.

The PI and coordinator have extensive experience in curriculum development and understand the importance of thoughtful pedagogy as well as rigorous content. Even when using existing resources, putting together a successful curriculum unit takes significant work. This proposal and the budget reflect our commitment to quality curriculum development. Thus, the greatest portion of the budget, 31% over the three years, is dedicated to salary, and another 6.8% to benefits of those who will be creating the modules, assembling the data, and coordinating the overall project. Forgoing course relief during the academic year, the PI will instead direct

graduate and undergraduate research assistants during the academic year. This is not only cost effective, but provides the added bonus of training and mentoring. In addition to the co-coordinators and module coordinators, we have also budgeted for topical experts and translators to assist on a shorter-term basis as needed.

We are also cognizant that the technical requirements for what we propose are significant and require careful planning, design and implementation. Therefore, we have budgeted just under \$38,248 or 7% of the budget for design and programming for the databases, web site and the overall architecture of the information technology over the three years of the project. IAS provides this service at a subsidy of 50% of the actual cost.

A small portion of the overall budget is dedicated to administrative support. This includes some of Dr. Saavedra's time for administrative oversight, reporting and liaising with US Department of Education IRS program office. A project assistant will devote 25% time to fiscal oversight, travel arrangements, communications and other business requirements. The assistant's salary and benefits constitute just under 9% of the budget.

Travel and conference participation is 6% of the overall three-year budget. The travel to the various scholarly meetings will be invaluable in getting regular feedback on the *beta*-modules, and in disseminating information about the final product. At these meetings, we will present sessions on our work in panels focused on teaching, and have a booth in the exhibition halls at the African Studies Association and other conference meetings to showcase the portal. Also important in disseminating information about the portal will be the color brochure that we will produce in the third year of the project. We will disseminate this brochure at these meetings and through various mailing lists of educators. In addition to the brochure, our supply budget is dedicated mainly to mailing and copying costs for coordination and dissemination. We have

included a small amount for the purchase of reference materials.

Pre-testing and evaluating the material are critical components in the development of the portal. 4.6% of the budget is specifically dedicated to these activities. Evaluation and testing though are also built into the modular development process and in the dissemination through presentation at conferences. The indirect cost rate of 33.5% is the negotiated rates between UC Berkeley and the U.S. Department of Education.

9. EVALUATION PLAN

We will employ a process-oriented logic model approach to integrate planning, implementation, evaluation and reporting of the project overall and specific module development. Highlighting outcomes, the process will help to articulate underlying assumptions, uncover resources, suggest best implementation methods, and identify important variables to measure. Working through a logic model process also encourages continuous improvement and regular communication. Here we present the overall model, but it will inevitably evolve as the process unfolds as different aspects of the project can only be elaborated when work begins. Ultimately, the project evaluation will use multiple methods to assess the outputs, outcomes and processes, obtaining qualitative and quantitative data for evaluation through peer reviews, observation, focus groups, end-user surveys, assessment software and web statistics.

Figure 1 (p. 25) provides an overview of our initial logic model. The overall outcome anticipated is to educate more Americans on the Horn of Africa so as to better serve national needs. The output –topical modules –delivered via a web portal will improve and strengthen instruction on the Horn. At the first workshop, we collectively will refine this logic model to better explicate the causal variables, indicators, and measures, and focus on what it is that we can do in the modules to improve the learning process. Process evaluation will be on-going with

SITUATION:

Though the Horn of Africa is vital to US interests, American university students receive little exposure to the complex problems or background to situations there because of a lack of accessible and comprehensive curriculum material.

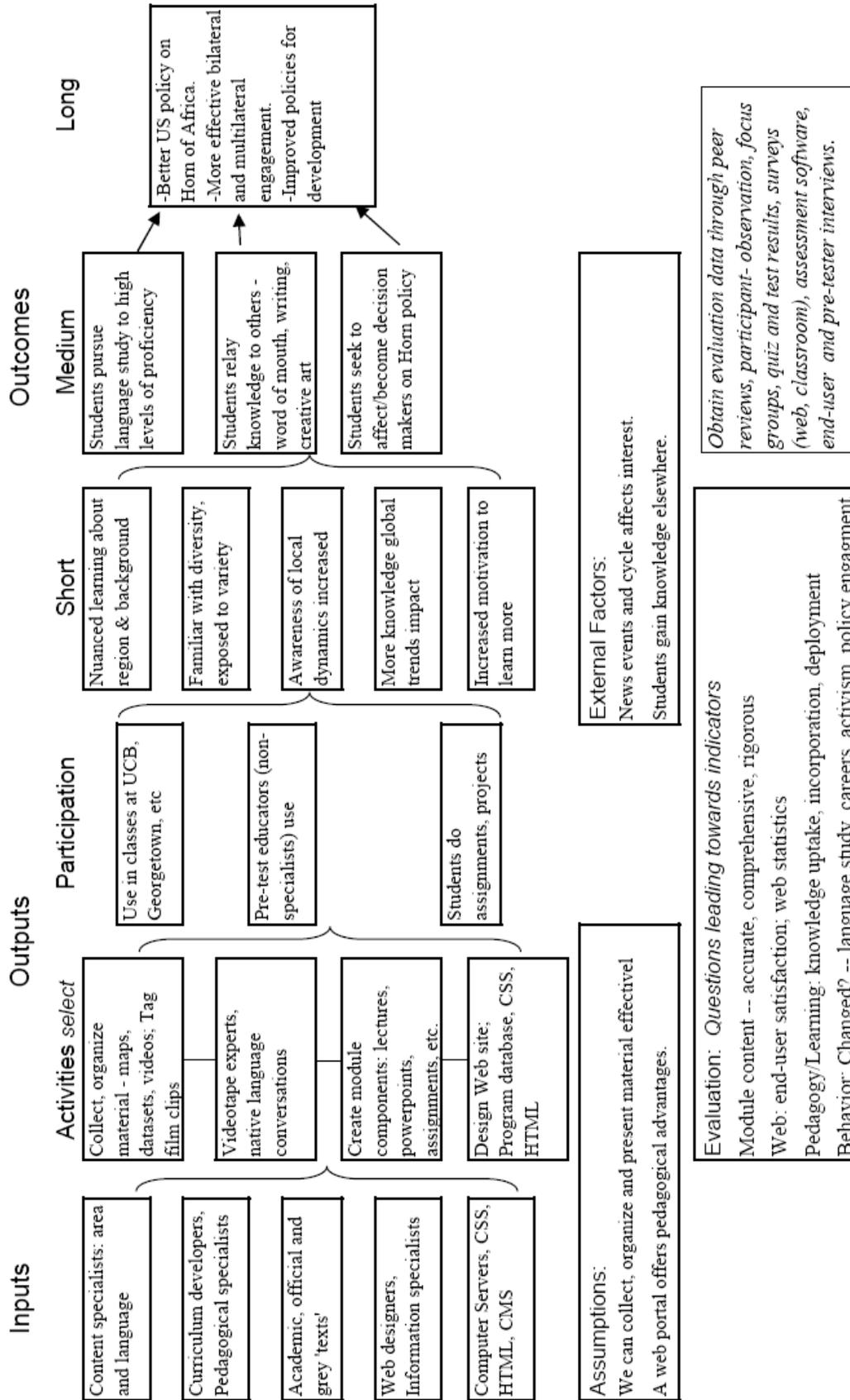


Figure 1: Initial Logic Model For Horn of Africa Web Portal Curriculum Module Project

regular meetings among the key personnel and web developers. The content (output) evaluation will be led by Dr. Edmond Keller (p 13 and 19). We will collaborate with the BEAR Center (p. 21) on assessing short-term outcomes via pre-testing. Information from the on-going evaluations will feed back into the development of the modules and web portal. We will submit the site for review to journals and listservs, such as H-Net. At the end of Year 3, Dr. Keller will prepare a final summative evaluation of the process, output and short-term outcomes. We expect to have some indication of medium term outcomes as well. Long-term outcomes will occur mainly after the end of grant, and will be difficult to attribute solely to the project.

10. ADEQUACY OF RESOURCES

The project will be housed at the Center for African Studies (CAS), an Organized Research Unit of the University of California. We have developed the budget to provide for dedicated staff to accomplish the curricular development and administrative support. The Center occupies two rooms, with 4 networked Dell computer workstations and wireless internet for laptops. The Center has a high quality video-camera and microphone. Drs. Arriola and Mchombo also have office space in their respective departments: Political Science and Linguistics. The grant, budget and personnel support staff in International and Area Studies occupy an office suite on the same floor as CAS, and the IAS ISS team, and the servers are in the same building. Conference rooms are available in the same building. The Center will also draw on the professional staff and resources of the Berkeley Language Center, including their Media Development Lab. UC Berkeley Library's Media Resource Center has an extensive collection of African films, with over 141 on the Horn of Africa. UCB's Africana library collection of over 180,000 volumes is held in 18 campus libraries. In addition to academic and literary volumes, this includes government documents, newspapers, agency reports, and other grey literature. Berkeley

also has a structured collaboration with the Stanford library overall and specifically on Africana material. Both collections are recognized both nationally and internationally for their scope and breathe of materials. With regard to the Horn of Africa, Berkeley as the most depth in Kenya, following by Ethiopia and Eritrea. Much more on 5 countries is available electronically and through interlibrary loan. UCB licenses the database allAfrica.com for electronic holdings of African newspapers from 1997 to current. The three trips to the region will allow us to supplement these resources with primary and language specific material.

11. DESCRIPTION OF FINAL FORMAT

The final product will be a web-based portal useful to high school, college and university instructors and their students, and also useful to researchers specializing on the Horn of Africa. The portal will feature five modules, language material, background, and research tools. A description of each module is in Section 1 starting on page 3.

Each of the five modules will contain material useful for teaching at least one or two class sections on the topic. The modules will give a clear context for the subject, in disciplinary and regional terms. The modules will contain texts that summarize relevant research findings, in a manner accessible to different levels of students. Audio-visual material will be available in each module. Finally, each module will contain lesson plans, customized maps, bibliographies, annotated web-links, suggested further on-line readings, and PowerPoint slides for downloading. Each module should be comprehensible to a first-time user. Teachers ought to be able to master the main contents of a module in approximately five hours, and easily select and combine material, activities and assignments for several class meetings.

12. PROVISIONS FOR PRETESTING AND REVISION

With the collaboration of the BEAR Center (p. 21), by the end of Year 1, we will develop

specific indicators, methods and schedules for pre-testing and evaluation of the curriculum, and will consider the use of the proficiency assessment software, ConstructMap. We will initially pre-test material in classes at Berkeley, including in professional schools, such as Journalism and Law, and at Georgetown University. Initial pre-testing of the Swahili language material will take place at Berkeley, and Amharic and Tigrinya at Stanford. By Year 2, after developing a pre-testing protocol with the BEAR Center, we will recruit educators from local high schools, community colleges, the California State University institutions, private colleges and universities. For the language material, we will also approach instructors in these languages through our west coast networks (e.g. UC Los Angeles, UC Davis, UC San Diego, University of Oregon, and University of Washington), the African Language Teachers Association and Summer Cooperative African Language Institute (SCALI). As indicated in the evaluation plan (p. 25), we will use the information gained from peer review and pre-testing to revise and refine both the content and the web interface.

13. COMPETITIVE PREFERENCE PRIORITY 1

This project meets the competitive preference priority through developing material integrated into each module in five of the LCTLs from the Horn of Africa: Amharic, Oromo, Somali, Swahili, and Tigrinya. We will create overview lessons of the languages and linguistic patterns in the region, as well as topically relevant samplers for each module. These may include vocabulary lists, video interviews and dialogues, and annotated film clips. Descriptions of the material are on page 2, and information about pre-testing is above. Dr. Sam Mchombo will develop language material in Swahili to complement the modules, and oversee the production of material in other languages. We will draw on our content experts as well as heritage language students and communities. In the Bay Area, there is a significant Ethiopia and Eritrean Diaspora

and a growing presence of Somali's, especially in the South Bay near San Jose. There is also a large and diffuse Kenyan Diaspora. The instructional material will encourage new learners, provide enhanced content for existing courses, and hopefully, inspire the creation of more robust material for these LCTLs, especially in Tigrinya, Oromo and Somali.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-09IRSHornPositionDescriptions.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1239-09IRSHornArriolaCV.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1240-09IRSHornMchomboCVshort.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1241-09IRSHornSaavedraCVshort.pdf**

University of California, Berkeley, Center for African Studies
The Horn of Africa Online Curriculum Project
Attachment: Position Descriptions

- Principal Investigator: Leo Arriola

The Principal Investigator will provide overall project guidance, direct the module research, content and pedagogical design, and monitor overall progress. Assisted by project staff, the PI will convene the curriculum development workshop and two pre-testing workshops. The PI will develop and coordinate the four modules on small arms, environmental pressures, local governance, and conflict management. The PI will create much of the content, but will also contract with content specialists to fill gaps. To that end, the PI, along with the Coordinator, will draft Terms of Reference for content requested. The PI will direct the work of the student assistants. The PI will travel twice to countries in the Horn, to collect material for the modules including original data, grey literature, photos, video, music, and DVDs. He will also consult with faculty at local universities on curriculum and the specific module topics, and investigate the possibilities of incorporating collaborative learning between students in the US and the Horn into the web portal. The PI will provide overall guidelines and final approval for the web site design. The PI will review any content submitted for posting on the web portal. With the Project Coordinator and Language Materials Coordinator, the PI will work with the external evaluators and the BEAR Center to establish the frameworks for evaluation and pre-testing. The PI, Leo Arriola, is an Assistant Professor in the Department of Political Science.

- Language Materials Developer and Coordinator: Sam Mchombo

The Language Materials Developer and Coordinator will develop topical language material in Swahili to complement the modules, and oversee the production of material in the other languages, Amharic, Oromo, Somali and Tigrinya. He will develop the terms of reference for the

language material. He will help to recruit native speakers of the five languages for participation in video-taped interviews, and to transcribe and translate material. He will provide pedagogical guidance in the development of appropriate materials. With developers and native speakers, he will review materials created. He will oversee initial pre-testing of the Swahili material at Berkeley, and will work with the project staff to recruit language instructors for a more rigorous pre-testing of all the language materials after Year 2. He will guide revisions of the materials. The Language Materials Developer and Coordinator is Sam Mchombo, Associate Professor of Linguistics at UC Berkeley.

- Web/Project Coordinator: Martha Saavedra

The Web/Project Coordinator will oversee day-to-day logistics for project implementation, provide administrative oversight, and facilitate reporting and relations with the US Department of Education IEPS IRS program office. She also will work most closely with the web designer, programmers and other technical staff to develop the web portal. She will hire and supervise the Project Assistant. In addition, she will develop and coordinate the module on youth. The Coordinator will travel once to countries in the Horn to collect material for the modules and consult with faculty at local universities. She will also assist the PI in reviewing any content submitted for posting on the web portal. She will facilitate the on-going communications and regular feedback outlined in the Logic Model Evaluative Process. The Coordinator is Dr. Martha Saavedra, Associate Director of the Center for African Studies.

- Project Assistant

The Project Assistant (PA) will provide key administrative and logistical support for financial management, consulting contracts, invoices, travel, and workshop planning. The PA will be the business liaison to other campus administrative units for the project. The Project Assistant will

handle the hiring of student assistants, and assist the PI in supervising their work. The PA will assist in data collection for evaluations and reporting.

- Student Assistants

Student Assistants will provide research, bibliographic and data entry support. They will also assist with editing material (text, photos, video, etc) and formatting.

LEONARDO R. ARRIOLA

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POSITION --University of California, Berkeley

Assistant Professor, Department of Political Science, July 2006 – present

EDUCATION

Stanford University

Ph.D., Political Science, June 2008.

Dissertation: “Between Coordination and Cooptation: The Opposition’s Dilemma in African States”

Committee: David Laitin (chair), James Fearon, Beatriz Magaloni

Fields: Comparative Politics, African Politics, International Relations

Princeton University, Woodrow Wilson School of Public and International Affairs

M.P.A., International Relations, June 1999.

Claremont McKenna College

B.A., *magna cum laude*, International Relations and History, May 1996.

Honors in History Major and History Department Award for Outstanding Senior Thesis

FELLOWSHIPS AND AWARDS

Pre-doctoral Fellowship, Center for Democracy, Development, and the Rule of Law, Freeman Spogli Institute for International Studies, Stanford University, 2006

Graduate Dissertation Fellowship, Research Institute of Comparative Studies in Race and Ethnicity, Stanford University, 2006 (declined)

O’Bie Shultz Fellowship in International Studies – Dissertation Completion Grant, Freeman Spogli Institute for International Studies, Stanford University, 2006

Multi-Country Fellowship (Senegal and Cameroon), Council of American Overseas Research Centers, 2005

Fulbright Award (Ethiopia), 2004

Westview Press Award, Best Paper Delivered by a Graduate Student, Annual Meeting of the Midwest Political Science Association, 2004

Graduate Research Opportunity Grant (Kenya), Humanities and Sciences Dean’s Office, Stanford University, 2003

Ford Foundation Predoctoral Diversity Fellowship, 2003-2004

Soros Fellowship for New Americans, 2001-2002

International Foundation for Education and Self-Help Fellowship (Senegal), 1997

Woodrow Wilson National Foundation Fellowship, 1996-1998

ARTICLES

Patronage and Political Stability in Africa. Forthcoming in *Comparative Political Studies* 42, 10 (2009).

Ethnicity, Economic Conditions, and Opposition Support: Evidence from Ethiopia's 2005 Elections. *Northeast African Studies* 10, 1 (2008), 115-144.

The Ethiopian Voter: Assessing Economic and Ethnic Influences with Survey Data. *International Journal of Ethiopian Studies* 3, 1 (2007), 73-90.

WORKING PAPERS AND CONFERENCES

"The Political Economy of Opposition Coalitions in Africa," paper presented at the Centre de Recherché d'Afrique Noire, Institute d'Études Politiques, Université de Bordeaux, September 2008.

"Incumbent Patronage and Opposition Coordination in Africa," paper presented at a panel sponsored by the African Politics Conference Group, the Annual Meeting of the African Studies Association, New York, NY, October 2007.

"Opposition in Africa: The Impact of Ethnic Cleavages and Economic Conditions," paper presented at the Center on Democracy, Development, and the Rule of Law, Stanford University, March 2007.

"Bargaining over a Divisible Executive," paper presented at the Comparative Politics Workshop, Department of Political Science, Stanford University, February 2007.

"Opposition Support in Africa's Dominant Party Systems: Evidence from Ethiopia," paper presented at the Annual Meeting of the African Studies Association, San Francisco, CA, November 2006.

"Where There is No Alternative: Explaining Opposition Weakness in Sub-Saharan Africa," paper presented at the Annual Meeting of the American Political Science Association, Washington, DC, September 2005.

"Breaking with the Past? An Analysis of the 2005 Ethiopian Elections," paper presented at the Third International Symposium on Ethiopian Development Studies, Addis Ababa, Ethiopia, June 2005.

"Managing Political Risk: Coups and Clients in African States, 1971-2001," paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 2004.

INVITED LECTURES AND PRESENTATIONS

Speaker, "Opposition and Repression in Oromiya: Assessing Patterns in the Post-Election Crackdown," Oromo Studies Association, Howard University, Washington, DC, April 2009.

Speaker, "Africa's Challenge: Democracy or Warfare?," World Affairs Council, Marin Chapter, February 2009.

Discussant, Berkeley-Stanford Comparative Politics Graduate Student Conference, January 2007.
Discussant, Political Economy of Public Expenditure (PEPE) and the Distributive Politics Working Groups, Stanford University, September 2006.

Speaker, "Ethiopia's 2005 Elections," USAID Mission, Addis Ababa, Ethiopia, July 2005.

Discussant, “Federalism and Conflict in Ethiopia,” Public Lecture Series on African Affairs, Institute for Development Research, Addis Ababa University, Ethiopia, April 2005.

Panelist, “The Role of Political Parties,” Women’s Campaign International Pre-Election Conference and Candidate Training, Addis Ababa, Ethiopia, March 2005.

Guest Lecturer, “Comparative Federalism: Theories and Effects,” Unity University College, Addis Ababa, Ethiopia, February 2005.

RESEARCH EXPERIENCE

Visiting Researcher, West African Research Center, Dakar, Senegal, October 2005 – January 2006.

Visiting Researcher, Institute of Ethiopian Studies, Addis Ababa University, Ethiopia, September 2004 – August 2005.

Research Associate, Council on Foreign Relations, New York, July 1999 – September 2001.

Research Assistant, United Nations African Institute for Economic Development, Dakar, Senegal, August 1997 – June 1998.

Intern, Economic Growth Management, USAID, Jakarta, Indonesia, June – August 1997.

PROFESSIONAL ACTIVITIES

Referee: *American Political Science Review*, *African Studies Review*, *Journal of African and Asian Studies*, International Studies Association Compendium, National Science Foundation, Palgrave-Macmillan

Member: African Studies Association, American Political Science Association, Midwest Political Science Association, West African Research Association, Working Group in African Political Economy

LANGUAGES

Spanish: fluent in speaking, reading, and listening comprehension

French: professional-level proficiency in speaking, reading, and listening comprehension

Amharic: functional in speaking, reading, and listening comprehension

REFERENCES

David D. Laitin, Department of Political Science, Stanford University, dlaitin@stanford.edu
 James D. Fearon, Department of Political Science, Stanford University, jfearon@stanford.edu
 Beatriz Magaloni, Department of Political Science, Stanford University, magaloni@stanford.edu
 Alberto Diaz-Cayeros, Department of Political Science, Stanford University, albertod@stanford.edu

Curriculum Vitae

Name: Sam A. Mchombo

Date: Jan. 5, 2009.

Address: University of California
Dept of Linguistics
1203 Dwinelle Hall
Berkeley, CA 94720-2650.
USA
(510) 643-7622
e-mail: mchombo@berkeley.edu

Nationality: USA

Education:

1975-1978 PhD in Linguistics, University of London.
1970-1972 Diploma in General Linguistics, University of London.
1966-1970 B.A (with credit) in English and Philosophy, University of Malawi.

Teaching Appointments:

1994-to date Associate Professor of Linguistics, University of California, Berkeley. (Linguistics, Swahili and Chichewa)

1995 Director of the Summer Cooperative African Language Institute (SCALI) and Instructor for Chichewa in the Institute.

1988-1994 Assistant Professor of Linguistics, University of California at Berkeley

1992- Faculty member, Program in Cognitive Science, University of California, Berkeley

1985-1988 Lecturer in Linguistics, San Jose State University, San Jose, California

1981-1984 Senior Lecturer in Chichewa and Linguistics
Head of the Dept of Chichewa and Linguistics
Dean of the Faculty of Humanities, University of Malawi, Malawi,
East-Central Africa

1975-1984 Member of the Chichewa Board in Malawi, and of the Chichewa Syllabus Committee for the Malawi Certificate Examinations and Testing Board.

1978-1981 Lecturer in Chichewa and Linguistics
Acting Head, Dept of Chichewa and Linguistics, University of Malawi,
Malawi, East-Central Africa

1979-1983 Language Coordinator and Principal Instructor for Chichewa for the United States Peace Corps, Malawi, and for the British Voluntary Service Overseas.

1972-1975 Lecturer in Chichewa and Linguistics and, Pioneer of the Dept of Chichewa and Linguistics, University of Malawi.

Invited Teaching Appointments.

1999 Faculty member at the Linguistic Institute (Linguistic Society of America), University of Illinois, Urbana-Champaign. June 20-July 16, 1999 (Course taught: Argument Structure in Comparative Bantu Morphosyntax)

1999-2002 Swahili instructor at Merritt College (a community college), Oakland, CA.

1995-1996 Instructor for the San Francisco Bay Area Program for City University, Bellevue, Washington (taught Psychology courses)

Distinguished Scholar Appointment

2003 Appointed Distinguished African Scholar for spring semester by the Institute for African Development, at Cornell University. (Delivered Public lecture in Linguistics on 'Information Structure and Bantu Morphosyntax,' and a politics lecture at the Special Topics Seminar in the Institute for African Development on 'Prospects for Implementation of Democratic Practice in Malawi.'

1997 Distinguished Speaker for the Annual Africa Week at Iowa State University, Ames, Iowa. (April 1, 1997). Distinguished speaker presentation was on "The Role of the Media in Fostering Democracy in Africa."

Selected Visiting Scholar Appointments.

2006. Visiting Professor, The University of Hong Kong. Invited to teach African Bantu linguistic structure and intensive Swahili for 5 weeks at the Summer Course and Workshop on African Studies (June-July)

2005 Visiting Professor, La Universidad de Sonora, Hermosillo, Mexico. Invited to teach a 20-hour course on Argument structure and Bantu morphosyntax (May 2005)

2004 Visiting Professor, The University of Hong Kong. Invited to teach intensive Swahili for two weeks at the Summer Course and Workshop on African Studies (August 2004)

2004 Visiting Professor, La Universidad de Sonora, Hermosillo, Mexico. Invited to teach 20-hour course on Information structure and Bantu morphosyntax (May 2004)

- 2003 Visiting lecturer, School of Oriental & African Studies, University of London (Jan-March)
- 2002 Visiting Professor at The University of Hong Kong (June)
- 2001 Visiting Professor at University of Sonora, Hermosillo, Mexico.
Invited to teach a 40-hour course on Bantu Morphosyntax (May 2001)

Awards

- 1996 Humanities Grant.
- 1994 Humanities Grant for a Research Assistant (Topic of project, Quantification, scope and binding in Bantu)
- 1993 Faculty Development Grant for one semester, awarded by the Office of the Chancellor at the University of California at Berkeley.
- 1992 Faculty Development summer research grant, awarded by the Office of the Chancellor at the University of California at Berkeley.
- 1984 Fulbright Fellow at Massachusetts Institute of Technology (Spring) and Stanford University (Summer).
- 1984. Postdoctoral Fellow at Massachusetts Institute of Technology (sponsored by the Systems Development Foundation) (Fall).

Selected External Examining:

- 1995- External reviewer for a number of theses from various universities within and outside the United States (e.g., South Africa, Australia, Hong Kong etc.)
- 1990- Examiner for the Swahili courses in the Critical Languages Program, University of Arizona, Tucson, Arizona.

Doctoral Dissertation:

- 1978 A Critical Appraisal of the Place of Derivational Morphology within Transformational Grammar, Considered with Primary Reference to Chichewa and Swahili. School of Oriental & African Studies, University of London.

Selected Publications

Books:

- 2004: *The syntax of Chichewa*. Cambridge: Cambridge University Press

1999: *Linguistic Analysis. Special Issue on African Linguistics*. Vol. 29 No. 1-2, (ed)

1993: *Theoretical Aspects of Bantu Grammar*. Stanford, CA: CSLI (ed)

Mchombo website, <http://www.humnet.ucla.edu/humnet/aflang/chichewa>.

Recent Journal Articles.

1. 2007: Religion and Politics in Malawi. *Issues in Political Discourse Analysis*. Vol. 1, Issue 2. 2007 pp 107-125
2. 2006: Linear Order Constraints on Split NPs in Chichewa. *ZAS Papers in Linguistics* 43. 2006: 143-160, Berlin, Germany.
3. 2006. Sports and Development in Malawi. *Soccer and Society* Vol. 7, Nos. 2-3, April-July 2006, pp 318-338.
4. 2003. Choppin' Up Chichewa: Theoretical Approaches to Parsing an Agglutinative Language. *Malilime: Malawian Journal of Linguistics* 3. 15-34.
5. 2001. Verbal Organization and the Study of Cognition and Culture. In *Malilime. Malawian Journal of Linguistics*. 2. pp.28-46
6. 2000. The Role of the Language Teacher in the Age of Evolving Digital Technologies. In *Journal of African Language Teachers Association*. Vol.1.2 pp.11-26
7. 1999. Quantification and Verb Morphology: The case of reciprocals in African languages. *Linguistic Analysis*. 29: 1-2, 1999 pp.182-213
8. 1999. Argument structure and verbal morphology in Chichewa. In *Malilime. Malawian Journal of Linguistics* pp.57-75
9. 1999. Double Object Constructions in Chichewa and Gitonga: A Comparative Analysis. *Linguistic Analysis* 29. 1-2. 1999 (Co-author, Gregorio Firmino) pp.214-233.

Recent Book Chapters and Conference Proceedings.

1. in press. Information Structuring inside Constituents. The Case of Chichewa Split NPs. (co-author, Yukiko Morimoto)
2. 2007. Dislocation and Split NPs in Chichewa. In Zaenen, Annie, Jane Simpson, Tracy Holloway King, Jane Grimshaw, Joan Maling, and Chris Manning (eds). *Architectures, Rules, and Preferences: Variations on Themes by Joan Bresnan*. Stanford, CA: CSLI Publications. 369-384.

3. 2005. Argument Binding and Morphology in Chichewa. *Texas Linguistics Society* 9. <http://csli-publications.stanford.edu/TLS/TLS9-2005/>
4. 2005. Nyanja. *Encyclopedia of Languages and Linguistics*. 2. Volume 8. Oxford, Elsevier. (ed.) Keith Brown pp.744-754
5. 2005. The Language Situation in Malawi. *Encyclopedia of Languages and Linguistics*. 2. Volume 7. Oxford: Elsevier. (ed.) Keith Brown pp 447-450
6. 2005: Partitioning Discourse Information: A Case of Chichewa Split Constituents *Proceedings of the LFG 05 Conference*. Butt, Miriam & Tracy Holloway King (eds.) 2005. CSLI Publications. <http://csli-publications.stanford.edu/> (Co-authors: Yukiko Morimoto, and Caroline Féry).
7. 2004. Head-marking, Agreement and Partial Configurationality in Chichewa. In Aguilar Isabel Barreras & Mirna Castro Llamas (eds.) *Séptimo Encuentro Internacional de Lingüística en el Noroeste Volume 1*. Universidad de Sonora, Hermosillo, Mexico 431-444.
8. 2004. Configuring Topic in the Left Periphery: A Case of Chichewa Split NPs. *ZAS Papers in Linguistics* 35.2. *Proceedings of the Dislocated Elements Workshop*, Berlin, Germany, November 2003. (eds.) Benjamin Shaer, Werner Frey, & Claudia Maienborn. 347-374 (co-author, Yukiko Morimoto)
9. 2003. On Discontinuous Constituents in Chichewa. In Sauzet, Patrick & Zribi-Hertz, Anne (eds.) *Typologie des langues d'Afrique et universaux de la grammaire'* Paris: L,Harmattan. p.141-167
10. 2002. Affixes, clitics and Bantu morphosyntax. In Mengistu Amberber & Peter Collins (eds.). *Language Universals and Variation. Perspectives on Cognitive Science* 3. Westport, CT: Praeger p.185-210
11. 2002. Argument structure, functional structure and the split morphology hypothesis. In Fernandez, Zarina Estrada, y Rosa María Ortiz Ciscomani (eds) 2002. *VI Encuentro Intrenacional de Linguística en el Noroeste*, University of Sonora, Hermosillo, Sonora, Mexico. p.29-53.
12. 2001. Effects of Head-marking on Constituent Order in Chichewa In Butt, Miriam & Tracy Holloway King (eds). *Proceedings of the LFG 01 Conference*. Stanford, CA: CSLI Publications.pp.221-237.
13. 2001. Chichewa. in Jane Garry & Carl Rubino (eds.) *Facts About the World's Major Languages: An Encyclopedia of the World,s major Languages, Past and Present*. NY: The H.W. Wilson Company. p.131-133.

Other Professional Activities:

2000- Member of the Steering Committee of the University of California Consortium on the Language Learning and Teaching.

1999 Guest Editor, *Linguistic Analysis* Special Issue on African Linguistics

1997 Reviewer for submissions to a number of professional journals.

1995- Reviewer for a number of professional journals as well as book manuscripts for publishers.

1994 Reviewer of manuscripts for Kluwer Academic Publishers.

1992- Member of the Senate Committee on Ethnic Studies Curricula, University of California at Berkeley.

1991 Associate Member of the Institute of Cognitive Studies, University of California at Berkeley.

1991 Graduate Advisor, Dept of Linguistics, University of California at Berkeley.

1980- Member, Editorial Board, *Linguistic Analysis*.

1991 Reviewer: *Language, Natural Language & Linguistic Theory, Journal of African Languages & Linguistics*.

Research Interests:

- 1 Quantification, scope relations, binding, morphology, and the logical structure of African languages.
2. The semantics of reciprocity in Bantu languages.
3. Inflectional and derivational morphology in Bantu languages.
4. The relation between prosodic structure, phrase structure, functional structure, argument structure, and discourse structure; language and cognition.
5. Information structure and the structure of polysynthetic languages.
6. Issues relating to African politics.

MARTHA E. SAAVEDRA

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University of California
Berkeley, CA 94720-2314
e-mail: martha@berkeley.edu

- EDUCATION** University of California, Berkeley, Political Science, Ph.D., May 1991
University of California, Berkeley, Political Science, MA, May 1984
Rhodes College (formerly Southwestern at Memphis), International Studies, BA,
summa cum laude, Honors, June 1983
- TEACHING AND RESEARCH FIELDS** Politics – African, comparative, agrarian, gender, ethnic
Sport – gender, development, Islam, football (soccer)
Development – gender, political economy, state-society relations
- ADMINISTRATIVE EXPERIENCE** Associate Director, Joint Berkeley Stanford African Studies Center, University of California, Berkeley, July 1993 to present
Selection Committee Member, The Berkeley Grant for The Scholarship, Berkeley Programs for Study Abroad, 2007 – 2008.
Program Evaluator (consultant)
Monitoring and Evaluation Advisory Board, Football For Hope (FIFA), 2008-2009
University of Oregon, African Studies Program, October 2008
Ohio University, Center for International Studies, February 2008
University of Washington, African Studies Program, October 2006
University of Oregon, African Studies Committee, June 2006
Ohio University (Athens), Center for African Studies, September 2005
Co-Chair, 2006 Annual Meeting (San Francisco) Local Arrangements Committee, African Studies Association
Co-Coordinator, 2006, ASA Teacher’s Workshop, San Francisco (November 18, 2006)
Member, Ethnic Studies Agreement and Oversight Committee, UC Berkeley, 2001-2004
Member, Search Committees: Africana Librarian (2005); Dean, International and Area Studies (2004); Senior Budget Analyst, IAS (2003); Associate Director, Center for South East Asian Studies, (2002-03); Program Representative, Office of Resources for IAS (1997).
Executive Director, Office of Resources for International and Area Studies, 1996
Co-Chair, 1996 Annual Meeting (San Francisco) Local Arrangements Committee, African Studies Association
Member, Women Studies Minor Initiative Committee, St. Mary’s College, 1992-93
Assistant Affirmative Action Officer, Department of Political Science, University of California, Berkeley, 1990-91
- TEACHING** Visiting Professor, Ohio University, Athens, Institute for the African Child
Sport, Politics and Development in Africa, Intensive MA course, July 2006
Lecturer, University of California, Berkeley, intermittent appointment
Political Science *Sport, Politics and Development*, Fall 2004
African American Studies *Political and Economic Development in the Third World*, Spring 2004 (112B) and Fall 2000 (112A)
Women’s Studies *Women’s Lives World Wide: Africa*, Spring 2003 and 2000
International and Area Studies, *Women and International Development*, Summer 1996
Faculty Participant, University of California, Berkeley
Teaching Africa Workshop for College and University Faculty, August 2000
African Development Dissertation Workshop, April 1996
Visiting Assistant Professor, Government, St. Mary's College of California, Moraga, CA, 1991-1993
Teaching Assistant and Reader, University of California, Berkeley, 1984-1990

**CURRENT
RESEARCH &
PUBLICATIONS**

Co-coordinator ~ *Understanding Sudan: Resources for Teachers and Researchers*, 4-year (2005-09) project to develop a web portal (understandingsudan.org) for university level curriculum material funded by the Title VI International Research and Studies Program of the US Department of Education. PI: Mariane Ferme, UC Berkeley; Co-Coordinator, Michael Kevane, Santa Clara University.

Co-coordinator ~ *Discussion Group on Development and Aid*, Center for African Studies, 2006. <http://ias.berkeley.edu/africa/Research/DevAid/DevAidGroup.htm>.

"Dilemmas and Opportunities in Gender and Sport-in-development." Chapter 6 in *Sport and International Developmen*, ed. Roger Levermore and Aaron Beacom, Hampshire, England: Palgrave Macmillan, 2009.

"Women, Islam, Gender, Sports and the Female Body: Sub-Saharan Africa" (long version) *A Mulher em África: Vozes de uma Margem sempre Presente*, Editors: Inocência Mata & Laura Padilha, Lisboa: Edições Colibri / CEA-FLUL (Centro de Estudos Africanos da Faculdade de Letras da Universidade de Lisboa.) (also in negotiation to be published in Luanda, Angola), 2007.

"Excavating the Field" on *The Global Game: Making space on a 'crooked field'* by John Turnbull. Included in blog entry September 20, 2007. <http://www.theglobalgame.com/pdf/saavedra.pdf>, 2006.

"Theoretical Underpinnings to an Inquiry into Contemporary African Sport" A chapter for a volume based on the 2005 Child and Youth Studies Institute, *The role of music and sports in building child and youth identities in Contemporary Africa*, ed. Andre Ntonfo, for the Council for the Development of Social Science Research in Africa (CODESRIA). Forthcoming 2008.

"Women, Gender, Sports and the Female Body: Sub-Saharan Africa," in *The Encyclopedia of Women and Islamic Cultures*, Volume 3: Family, Body, Sexuality and Health. Editor: Suad Joseph. Brill Academic Publishers, 2006.

"Women, Sport, and Development," *Issues* page, Sport and Development International Platform, Swiss Academy for Development, <http://www.sportanddev.org/data/document/document/148.pdf>, May 2005.

"Gender and Sports," in *A Companion to Gender Studies*, eds. Philomena Essed, Audrey Kobayashi, and David Theo Goldberg. Blackwell Press, 2005.

"Football Feminine: The Development of the African Game," in *Soccer, Women, Sexual Liberation: Kicking off a New Era*, Editors: F. Hong and J.A Mangan, Frank Cass: London/Portland OR, 2004. First published as a special edition of *Soccer and Society*, Vol. 4, Nos 2/3. Autumn/Fall 2003.

"Ethnicity, Resources and the Central State: Politics in the Nuba Mountains, 1950 to the 1990s," in, *Kordofan Invaded: Peripheral Incorporation and Sectoral Transformation in Islamic Africa, 1785-1995*, edited by Michael Kevane and Endre Stiansen; E.J.Brill: Leiden, 1998.

Sudan: Confluence of Arab and African Worlds, Center for African Studies and Office of Media Services, University of California, Berkeley, 1995, 23 minute videotape and resource guide produced for use in K-12 Classrooms.

Field Research and Dissertation: *Tractors and Transformation: Agricultural Mechanization, Farmers' Unions and the Decentralized State in the Nuba Mountains, Sudan*
Committee: David Leonard (chair), Carl Rosberg, Michael Watts

Masters Thesis: *Local Organizations and African Women*, 1984

Senior Honors Thesis: *Theories, Women and the Modernization of Africa* 1983

BOOK REVIEWS

Review of *A Game for Rough Girls? A history of women's football in Britain*, by Jean Williams, Routledge: London & New York, 2003, in *Soccer and Society*, 6:1, March 2005.

**RECENT
PRESENTATIONS
AND PANELS**

- Review of *The New Sinosphere: China in Africa*, edited by Leni Wild and David Mephram (IPPR report, 2006, in *The China Quarterly*, 190, June 2007, pp. 478-480.
- “The Conflict in Darfur,” 2004-2009 – multiple presentations and media interviews
- Panel Discussant, “Colonial Legacies of Language, Boundaries and Dispersion”, *Graduate Research Conference in African Studies*, Stanford University, 18 April 2008.
- “The Academy & African Studies: Tools, Information and Networks for Foreign Area Officers (FAOs) and Regional Area Specialists (RASs).” At *FAOs Working the Seams: Continuity and Coordination Across Six AORs*, The 2nd Annual Conference of the NPS FAO Organization, at The Naval Postgraduate School, Monterey, California, 10-11 April 2008
- Panel Chair, “Sport and the Global Question II”, *Modern Sport and the Formation of European Identities*, Institute of European Studies, UC Berkeley, 4-5 April 2008.
- “Women and Sport in Senegal, Nigeria and Sudan.” Symposium on *The role of sport in resisting, accommodating, and in the remaking of Muslim Women*, Concordia University, Montreal, 28 March 2008.
- “Women’s Football in Kenya,” *Sports in Africa: Communication and Media*, 5th Annual Sports in Africa Symposium, Ohio University, Athens. 22-23 February 2008.
- “Commentary on Bush’s trip to Africa”, Interview on KCBS Radio, 16 February 2008. http://www.kcbs.com/episode_download.php?contentType=36&contentId=1480826
- “Women’s Football in Africa.” Third Meeting of Transnational Scholars for The Study of Gender and Sport, Facoltà di Scienze Motorie, Università degli Studi di Urbino “Carlo Bo”, Italy, 30 November - 1 December 2007.
- “Women, Islam and Sport in Africa.” Guest lecture in course, *Geschlechterprobleme im Sport und Schulsport*, Professor Annette Hofmann, Pädagogische Hochschule Ludwigsburg, Germany, 28 November 2007.
- “Regional Outliers - Female Football in Kenya” Part of a panel, *Small Teams, Big Issues: Politics and Belonging in African Football Beyond the Elite Level*, for the African Studies Association Meeting, New York, October 18-21, 2007.
- Panel Chair, “Sports/Soft Power: National Teams and Regional Competitions”, *Catching the Wave: Connecting East Asia through Soft Power*, Institute of East Asian Studies, UC Berkeley, 6 October 2007.
- “Women and sport in West Africa”, *The Global Game Podcast 8*, <http://www.theglobalgame.com/blog/wp-content/uploads/ggpod08.mp3>, Interviewed by John Turnbull, 4 September 2007. Blog link ~ <http://www.theglobalgame.com/blog/?p=273>
- “Gender, sport and empowerment.” *Against the Grain*, <http://againstthegrain.org/audio4.11.07.mp3>, Interview by C.S. Soong, KPFA-FM Radio, 11 April 2007.
- "Sudan: Local Politics, National Context", *Sudan Modeling and Strategic Multilayer Analysis Workshop*, Director of Defense Research & Engineering, Office of the Secretary of Defense, 21-22 March 2007.
- “Some Dilemmas and Opportunities in Gender, Sport and Development.” Presented on the panel *Engaging marginalized groups through international sport development assistance* at the 48th Annual International Studies Association Convention, Chicago, IL, February 28 - March 3, 2007.
- Facilitator, Final Summary Round Table, “Practitioners Address the Challenges Their Programs Face,” *Health Sciences and Sports in Africa*, Annual Sport and Africa Conference, Ohio University, Athens, OH, February 23-24, 2007.
- “Gender, Sport and Development,” Second Meeting of Transnational Scholars for the Study of Gender and Sport, Semmelweis University, Institute of Coaching and Sport Education, Budapest, Hungary, December 8-10, 2006.

Chairwoman of the Break-out Session on “Promoting gender equity through sport,” *2nd Magglingen Conference on Sport and Development*, the culminating event of the United Nations International Year of Sport and Physical Education (IYSPE 2005), Magglingen, Switzerland, 5 December 2005.

“Reflections on Sport and Development in Africa,” presented on the panel *Playing with History: Sport and the Politics of Representation* at the African Studies Association Meeting, Washington, DC, November 17-20, 2005.

“Women, Islam, and Sports in Sub-Saharan Africa,” presented to
 -University of Idaho, November 9, 2005
 -The African and African American Studies Research Project, University of California, San Diego, April 29, 2005

“Colonial Influences, Local Innovation and Global Dynamics in Contemporary African Sport;”

“Body Politics Gender and African Sport;”

“A Critical Inquiry into Using Sport for Development.”

Three lectures presented at the Child and Youth Studies Institute, 2005 Session, “The role of music and sports in building child and youth identities in Contemporary Africa,” for the Council for the Development of Social Science Research in Africa (CODESRIA), October 26-27, 2005.

“The Aftermath of John Garang’s Death in Sudan,” 20 minute joint interview with John Leuth on the Morning Show, KPFA radio, 94.1 FM, August 4, 2005

FELLOWSHIPS AND HONORS

University of California, Berkeley, International and Area Studies:

Dean's Research Award for Non-Senate Academic Personnel for attending conferences (Kumamoto, Japan, May 2006 and Budapest, Hungary, December 2006) and research (Kilifi, Kenya, November/December 2006) related to Gender, Development and Sport.

UC-AFT Local 1474 (Lecturer’s Union at UC Berkeley):

Professional Development Fund Award to attend the Sudan Studies Association meeting, May 2004 and to present a paper at the Africa Studies Association meeting, New Orleans, November 2004.

University of California, Berkeley (as employee):

Certificate of Excellence in Management from the Berkeley Staff Assembly, May 2003

Certificate of Excellence in Management from the Berkeley Staff Assembly, May 1997

West African Research Association

Faculty Research Grant: Women, Sports and Development in Senegal, November 1998-February 1999

St. Mary's College, Moraga:

Faculty Development Grant to present a paper at the African Studies Association meeting, Seattle, WA 1992

Curriculum Development Grant to attend Association of Women In Development meeting, Washington, D.C. 1991

University of California, Berkeley (as student):

Rocca Memorial Fellowship for African Studies, 1987-89

Foreign Language Area Studies (Arabic), 1987-88

Braden Graduate Fellowship, 1983-84

Rhodes College, Memphis, TN:

Summa Cum Laude, Honors, PBK, ODK, 1983

Peyton Nalle Rhodes Phi Beta Kappa Prize, 1983

Donald P. Gattas Arabic Award, 1983

Summer Research Grant, 1982

Ann Rorie International Studies Award, 1982

Seidman Economics Award, 1981

Walter P. Anderson Honor Scholarship, 1980-1983

Mt. St. Mary's College, Emmitsburg, MD:

Monsignor Hughes Phillips Award, 1980

Honor Scholarship, 1979-1980

**PROFESSIONAL
ACTIVITIES**

Membership Committee, West African Research Association, 2007-2008.

Selection Committee, African Politics Conference Group, Best Article Published in 2004,
January – November 2005.

Editorial Board, *Soccer and Society*, 2003-present

International Editorial Board, *Sport in Society- Cultures, Commerce, Media, Politics*, 2004 -
present

Editorial Board, *Impumelelo: The Interdisciplinary Journal of Sports in Africa*, Electronic
Journal, 2004 - present

Editorial Board, *Journal of Sport and Social Issues*, 2003 - present

Board Member, West African Research Association (elected position), 2000-2004

Blind reviews of articles, manuscripts and book proposals for Blackwell Press, Brill, Taylor &
Francis, *Sport in Society*, *The Journal of Sport and Social Issues*, *China Quarterly* and other
journals.

Member, African Studies Association

Member, Sudan Studies Association

LANGUAGES

Arabic (Modern Standard, Egyptian and Sudanese Colloquial), fair speaking, reading and
writing

German, fair speaking, reading and writing

French, fair reading and speaking

Spanish, basic reading and speaking

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-09IRSHornItemizedBudget.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1235-09IRSHornBudgetJustification.pdf**

CAS ~ IRSP: The Horn of Africa Online Curriculum Project

ACTUAL BUDGET					
		YEAR ONE	YEAR TWO	YEAR THREE	1-3 YR
		<i>07/2009-06/2010</i>	<i>07/2010-06/2011</i>	<i>07/2011-06/2012</i>	TOTAL
1. Personnel					
1.1	ARRIOLA, L.-Principal Investigator (1/9th Summer Salary \$73,800/9 x 1 mo.)	\$8,446	\$8,699	\$8,960	\$26,105
1.2	MCHOMBO, S.-Language Materials Developer and Coordinator (Annual Salary \$83,121 - Yrs. 1 & 3: 1/18th Summer Salary, Yr. 2: 1/9th Sum. Salary)*	\$4,618	\$9,513	\$4,899	\$19,030
1.3	SAAVEDRA, M.-Web/Project Coordinator (\$75,989 x 25%)	\$18,997	\$19,567	\$20,154	\$58,718
1.4	Project Assistant, TBA (\$44,051/yr x 25%)	\$11,013	\$11,343	\$11,683	\$34,039
1.5	Student Assistant, Undergraduate (3 x \$27,958 x 25%)	\$20,969	\$21,598	\$22,246	\$64,813
	TOTAL PERSONNEL	\$64,043	\$70,720	\$67,942	\$202,705
2.					
2.1	Academic benefits @ 12.7% - Arriola and Mchombo	\$1,659	\$2,313	\$1,760	\$5,732
2.2	Staff benefits @ 42% - Saavedra and TBA	\$12,604	\$12,982	\$13,372	\$38,958
2.3	Student Assistant, Undergraduate - 9 Acad Yr mos @ 1.3%	\$204	\$211	\$217	\$632
2.4	Student Assistant, Undergraduate - 3 Summer mos @ 3%	\$157	\$162	\$167	\$486
	TOTAL FRINGE BENEFITS	\$14,624	\$15,668	\$15,516	\$45,808
3. Travel					
3.1	Local Administrative Travel (Principal Investigator, Web/Project Coordinator) Ground Transportation - San Francisco Bay Area	\$250	\$250	\$250	\$750
3.2	Domestic Travel - ASA Meeting: New Orleans-Yr. 1, SF-Yr. 2, DC-Yr. 3 (Principal Investigator, Web/Project Coordinator) Registration Fee for Paper Presentation - 2 people x \$100 ea R/T Airfare New Orleans & DC - 2 people x \$500 ea Ground Transportation, Subsistence, Lodging - 2 x [\$50+ (4 days x (\$64 +\$170))]	\$200 \$1,000 \$1,972	\$200 \$0 \$0	\$200 \$1,000 \$1,972	\$600 \$2,000 \$3,944
3.3	Domestic Travel - Scholarly Association Meetings (Principal Investigator, Web/Project Coordinator) Conference Fees R/T Airfare to Various Locations - Yr. 1 & 2: 2 people x \$250 ea ; Yr. 3: 1 x \$200 Ground Transportation, Subsistence, Lodging - 2 x [\$25 + (4 days x (\$64 +\$90))]	\$100 \$500 \$1,282	\$100 \$500 \$1,282	\$100 \$200 \$1,282	\$300 \$1,200 \$3,846
3.4	International Travel - SF/Horn of Africa (Principal Investigator, Web Project Coordinator) R/T Airfare - Yr. 1: 2 people x \$2500 ea; Yr. 3: 1 person x \$2500 ea (PI only) Per Diem - Yr. 1: 2 people x 10 days x (\$300/day lodging + \$120/day M&IE) Per Diem - Yr. 3: 1 person x 10 days x (\$300/day lodging + \$120/day M&IE)	\$5,000 \$8,400 \$0	\$0 \$0 \$0	\$2,500 \$0 \$4,200	\$7,500 \$8,400 \$4,200
	TOTAL TRAVEL	\$18,704	\$2,332	\$11,704	\$32,740
4. Equipment					
	TOTAL EQUIPMENT	\$0	\$0	\$0	\$0
5. Supplies					
5.1	Reference material acquisitions	\$500	\$500	\$250	\$1,250
5.2	Office Supplies, telephone, US and Express Mail (\$28 x 12)	\$336	\$346	\$356	\$1,038
5.3	Computer printing, digitizing supplies (\$80 x 12 mo)	\$960	\$989	\$1,018	\$2,967
5.4	GIS/Mapping software	\$1,500	\$0	\$0	\$1,500

CAS ~ IRSP: The Horn of Africa Online Curriculum Project

		YEAR ONE	YEAR TWO	YEAR THREE	1-3 YR
		<i>07/2009-06/2010</i>	<i>07/2010-06/2011</i>	<i>07/2011-06/2012</i>	TOTAL
5.5	Brochure printing	\$0	\$0	\$2,500	\$2,500
5.6	Workshop supplies (food, room rental, AV, etc.)	\$1,000	\$1,030	\$1,061	\$3,091
	TOTAL SUPPLIES	\$4,296	\$2,865	\$5,185	\$12,346
6.	Contractual				
		\$0	\$0	\$0	\$0
	TOTAL CONTRACTUAL	\$0	\$0	\$0	\$0
7.	Construction				
		\$0	\$0	\$0	\$0
	TOTAL CONSTRUCTION	\$0	\$0	\$0	\$0
8.	Other				
8.1	Web Design and Network Maintenance	\$20,000	\$9,013	\$9,235	\$38,248
8.2	Consulting Services - Berkeley Evaluation and Assessment Research Center	\$5,000	\$5,000	\$5,000	\$15,000
8.3	Consultant (1) - African Studies Association Meeting				
	R/T Airfare East/West Coast - Yr2 (1 x \$500)	\$0	\$500	\$0	\$500
	Local Transportation, Subsistence, Lodging - \$50+ [4 days x (\$64 + \$170)]	\$0	\$986	\$0	\$986
8.4	Curriculum Development Workshop				
	Professional Service Fee - 2 consultants x 3 days x \$500/day ea	\$3,000	\$0	\$0	\$3,000
8.5	Area, topical and technical (mapping, curriculum assessment) expert consultations				
	Professional Service Fee, Scholar Consultations - est. 5/yr x \$500 ea*	\$2,500	\$2,500	\$2,500	\$7,500
	Professional Service Fee, Substantial Input - est. 5/yr x \$1500 ea*	\$7,500	\$7,500	\$7,500	\$22,500
8.6	Transcription, Transcription or Coding of Primary Documents				
	Professional Service Fee - 5/yr x \$300 ea*	\$1,500	\$1,500	\$1,500	\$4,500
8.7	Workshop with Pre-testers and Content Consultant				
	Professional Service Fee for Pretesters - 4 people x 3 days x \$175/day	0	\$2,100	\$2,100	\$4,200
	Professional Service Fee for Content Consultant - 1 person x 3 days x \$335/day	0	\$1,005	\$1,005	\$2,010
8.8	External Reviewer				
	Professional Service Fee	\$1,000	\$3,000	\$4,500	\$8,500
	Travel-Los Angeles/SF (Subsistence, Lodging) - 1 x 3 days x (\$64 + \$86)	\$450	\$450	\$450	\$1,350
8.9	Rental of booths, AV charges at ASA and other meetings	\$0	\$2,000	\$2,000	\$4,000
	TOTAL OTHER	\$40,950	\$35,554	\$35,790	\$112,294
9.	TOTAL DIRECT COSTS	\$142,617	\$127,139	\$136,137	\$405,893
10.	MTDC - Off-Campus Rate 33.5% - UCB	\$47,777	\$42,592	\$45,606	\$135,975
	TOTAL AMOUNT OF REQUEST	\$190,394	\$169,731	\$181,743	\$541,868
<i>Note:</i>					
1. 3% Inflation rate for some Yr. 2 and Yr. 3 supply expenses.					
2. 3% Inflation rate for salary and benefits.					
3. Items with an asterisk are related to the competitive preference priority.					

Budget Justification

The coordinator and the staff of International and Area Studies, in which the Center for African Studies is housed, bring to this project a wealth of experience in budgeting and project management. Assessing the objectives, scope and plan of operation for this project, we have carefully developed the budget so as to adequately, efficiently and effectively meet our goals.

1. Personnel

The PI and coordinator have extensive experience in curriculum development and understand the importance of thoughtful pedagogy as well as rigorous content. Even when using existing resources and a tested framework, putting together a successful curriculum unit takes significant work. This proposal and the budget reflect our commitment to quality curriculum development. Thus, the greatest portion of the budget, 50% of direct costs over the three years, is dedicated to salary for those who will be creating the modules, assembling the data, coordinating the overall project and providing administrative support. The PI will be remunerated through three summers of 1/9 salary. Forgoing course relief during the academic year, the PI will instead direct undergraduate research assistants during that time. This is not only cost effective, but provides the added bonus of training and mentoring for the students. The Language Material Developer and Coordinator, Associate Professor Sam Mchombo will receive 1/18 summer salary in Year 1 and 3 and 1/9 in Year 2. This reflects his work in supervising the work for pedagogical soundness in all three years. Creating Swahili content-specific material in the second year accounts for the increased amount in Year 2. The administrative personnel are key to assuring effectiveness, efficiency and accountability throughout the project. 25% of Dr. Saavedra's time will be devoted to the project. For part of that time, she will be developing content for the unit on youth. The rest of her time will be for administrative oversight, reporting and liaising with US Department of Education IRS program office, and coordinating the various aspects of the project

to make sure that it moves forward. She will also supervise the project assistant, whose FTE devoted to the project will be 25%. The project assistant will provide key administrative and logistical support for financial management, travel, and workshop planning, and will be the business liaison to other campus administrative units for the project. The salary rate from year to year reflect a 3% inflation rate

2. Fringe Benefits

In developing this budget we used the actual fringe benefit rates incurred for the personnel involved to more realistically predict the costs each year. For faculty, the summer rate is 12.7%. For Center for African Studies Academic Staff and Administrative Staff, the benefit rate has been 42%. For students, the rate is 3%.

3. Travel

A small amount is allocated for local Bay Area travel either by personal car or public transportation. This will facilitate visits to pre-testing sites, and to sessions for videotaping scholars and native speakers.

Domestic travel to the African Studies Association and other scholarly meetings is important for collecting, testing and disseminating the material. In the first year, we will attend the African Studies Association meeting in New Orleans and as is feasible, other scholarly meetings of organizations such as the Oromo Studies Association, the Kenya Scholars and Studies Association, and the Somali Studies International Association. We will arrange in advance to videotape short interviews at these meetings with scholars on topics that will augment the modules and the site overall. Once edited, we will post them on YouTube and Google Video. In years 2 and 3, will we also have exhibit booth at the conference(s) for dissemination and gaining feedback from users.

During the course of the first year, the PI and Coordinator will each travel once to countries in the Horn as possible given US State Department travel restrictions and warnings. The purpose of these trips is collect material for the modules including original data, grey literature, photos, video, music, and DVDs. They will also consult with faculty at local universities on curriculum and the specific module topics. Ideally, the web site and modules could mediate collaborative learning experiences between students in the US and the Horn. Early in the final year of the grant, the PI will travel once more the Horn to collect material required to complete the modules and to work through any learning collaborations that have developed with institutions of higher education in the Horn.

4. Equipment

No equipment will be purchased on this grant.

5. Supplies

We have allocated a small amount of funds, \$500, to acquire key reference sources or unique materials which may not already be available to us through the extensive library collection and fabulous interlibrary loan system here at Berkeley. The amount for office supplies, telephone and communications is modest to support project coordination and dissemination. We anticipate using supplies and software specifically for digitizing material or making color prints. Incorporating custom made maps will be an important part of the module. In the first year, we will purchase a license for mapping software. The Geospatial Innovation Facility at Berkeley provides advice on selecting software and training on how to use it to campus units. Before the final year, we will create brochures in-house. In the final year, we will get a supply of brochures professionally printed to help with dissemination. We have also allocated a small amount of

funds for supplies, room rental, A/V equipment and light refreshments for the initial curriculum development workshop and the two pre-testing workshops.

6. Contractual

There are no contractual costs.

7. Construction

There are no construction costs.

8. Other

8.1 Web design and Network Maintenance is a critical component of our work.

8.2 Equally important is our multi-method evaluation process that combines both qualitative and quantitative approaches. We will collaborate with the BEAR Center to develop an innovative pre-testing and assessment process to determine if our materials are effective in teaching the content broad array of students. The BEAR Center provides consulting to on-campus units for a relative modest cost, here just \$5000 per annum. We will combine this with qualitative assessments of the content produced, somewhat akin to the peer review process. Edmond Keller (8.8) will oversee this process. He will take part in the workshops as they occur so he can get a sense of the process and provide feedback there.

8.3 The African Studies Association meeting is in SF in November 2010. This will be a good opportunity to bring in one of the specialists producing a specific piece (or pieces) of content to work with them more closely on the specifications. Other specialists may come on their own accord, and we can convene a meeting to gauge progress and consistency, and generate new ideas for presenting the material.

8.4 Soon after the start of the project, we will convene an initial workshop to work out the terms of reference for each module, and develop specific indicators and measures for

assessment. We will ‘story board’ the curriculum for modules to elaborate details of the themes, sources, kinds of materials to be developed, and assignments. This will also contribute to developing the web design and technical specifications required. This workshop will include the PI, language materials coordinator, project coordinator, faculty at UC Berkeley who work on the Horn of Africa, and 2 to 3 of the scholars, depending on their availability, that we have identified from around the country who have agreed to participate. These include Mahad Ibrahim (UC Berkeley/Microsoft), Abdi Samatar (Minnesota), Lahra Smith (Georgetown), Ezekial Gebissa (Kettering) and Ed Keller (UCLA). Ed Keller will be the overall evaluator on the content side, and will be involved from the beginning to help develop the indicators for monitoring and evaluating the content. Also present will be a web designer to develop ideas for the site, and a researcher from the Berkeley Evaluation and Assessment Research Center at the Graduate School of Education to assist us to develop specific indicators and schedules for pre-testing and evaluation of the curriculum.

8.5 Area, Topical and technical expert consultations. Based on our experience with the Sudan project, we anticipate that we will need to call on the expertise of various individuals to solve a particular technical problem, fill a content gaps in the modules we have identified, provide training on equipment or software, etc. This line item provides for this need.

8.6 Incorporating primary documents and texts in local languages will be an important part of the project. This line item pays for the services of those who would provide transcription, translations or coding (e.g. meta-tags for the Film Clip Project).

8.7 In Years 2 and 3 we will hold a workshop with selected pre-testers to get specific feedback on the website, modules and other elements that end-users of the material experience.

Our content evaluator (8.8) and one other content consultant would join to help problem-solve and generate further ideas.

8.9 We found it useful during the Sudan project to have a presence in the exhibit hall of the African Studies Association meeting. This is a good opportunity to disseminate the project, get feedback and further ideas for content. Booth rental is one expense. A/V and internet charges can be quite expensive, but can not be fully determined until the specifications for the hotel are available in the few months before the event. We have experience exhibit with access to the Internet, and without access to the Internet.

9. Total Direct Costs

The total direct costs are for each year respectively: \$142,618; \$127,139; and \$136,138. The total direct cost over the three years is \$405,895.

10. Indirect Costs

The indirect cost rate of 33.5% is the negotiated rates between UC Berkeley and the U.S. Department of Education.