

A Case Study: Seeds of Africa - The Flowering of Education and Entrepreneurship

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ABSTRACT. *Education plays a very important role in alleviating poverty and providing opportunity for people in developing countries to break out of their poverty traps. In Ethiopia education is in poor shape. Over three million children do not attend school and those who do attend have to cope with unacceptable levels of teacher-student ratios and limited and narrowly defined curriculum. Ethiopia, one of the world's poorest nations, also faces an acute shortage of classrooms. Literacy rates are low in general and even lower among women. Less than half of primary school age children attend school with completion rates that are lower than 50%. The situation only gets worse at the secondary school level. About a quarter of children between the ages of 5 and 14 are in the labor force.*

Our case study focuses on the social enterprise "Seeds of Africa" a community enhancement and development program that works with children, young adults and their families in Adama, Ethiopia. Seeds of Africa was founded by a group of young social activists with the mission of creating long-term self-sustaining models of education and community-centered development for the impoverished youth of Ethiopia. They facilitate the process by providing basic needs such as primary education, tutoring, food supplements and medical care to the students and their families, upgraded and increased teacher training, building a library and technology center to enhance the lives of the community at large and organizing art and theatre programs to enrich the lives of the youth and the community. Seeds of Africa has embraced a 'progressive' project-based curriculum emphasizing critical thinking, problem-solving and the love of learning. The youth are considered the "seeds" and with nourishment in terms of the right kind of education they can grow into plants that if well nurtured and given hope can give back to their community by flowering into the future as leaders of change in their communities. A critical aspect of the program is the integration of microloans to families whose children maintain high levels of school attendance. These loans are expected to bring financial stability to each student's home and will be used to start or expand a business, acting as a vehicle to generate income and improve the lives of each family involved.

Keywords. *Education, Entrepreneurship, Youth, Microloans*

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Before joining Seeds of Africa, Feitya, an inquisitive and insightful 11-year-old, was struggling to complete the third grade. Due to overcrowded classrooms—Ethiopia’s pupil/teacher ratio for primary school is one of the highest in Africa at 58—Feitya was not receiving the one-on-one support she needed (UNESCO, 2004). In addition, Feitya spent most of her time out of class selling potatoes on the street to support her mother and sister who had both contracted HIV. But then she joined Seeds of Africa. After receiving the assistance her family required, Feitya completed the fourth grade at the head of her class. By supplying the fees and materials needed to stay in school, assisting student household status with monthly food supplies, and providing a tutorial after-school program, children like Feitya holistically gain the tools to succeed in and continue their education.

Banchiayehu, an art-loving ten-year old, has demonstrated considerable growth during her time at Seeds of Africa. When Banchiayehu first joined Seeds, she lacked confidence in her overall academic ability. Banchiayehu gained the ability to express her individuality after participating in the arts and music program at the Seeds of Africa Take-Root Center. Understanding that ‘thinking outside the box’ is valued at the Take-Root Center, Banchiayehu has acquired a comfort and ease in her project work, enhancing all areas of her academics. In the past several months, Banchiayehu has been more motivated to work, more eager to learn, and more willing to participate in the classroom. As evidence of this, her grades at the public school she attends have increased from an average of 79% during her first year with Seeds to 95% during her second year. It is for stories such as Feitya’s and Banchiayehu’s that Seeds of Africa is dedicated to supporting the education of underprivileged and high-performing children of Adama, Ethiopia.

Introduction

The stories above are demonstrative of the potential impact of education on the economic, social and environmental well-being of an individual. Education, entrepreneurship and microloans work together to serve as a sustainable bridge to economic growth and development. Education plays an important role in alleviating poverty, reducing inequality and providing opportunity for people in developing countries to break out of their poverty traps. It is only through education that knowledge can be created, applied and spread and, in the process, uplift societies that account for a large percentage of the world’s poor (Burns, Mingat and Rakotomalala, 2003). Research shows that the successful completion of primary education raises self worth, enhances the value of human capital, makes labor more productive, thus contributing to a healthier, happier and less polluted society (UNESCO, 2011). The United Nations Educational, Scientific and Cultural Organization (UNESCO) 2011 report also notes that primary education provides the basic skills needed to protect the natural environment by stimulating agricultural innovation and promoting sustainable development. Further, education helps to prevent the spread of disease such as HIV/AIDS and reduces the practice of child and teenage labor so prevalent in developing countries. The productivity of the labor force, the potential for knowledge-driven development, and the reservoir of human potential from which society can draw are all fundamentally constrained when a large share of a country’s children do not complete primary education (Bruns, et al., 2003). The situation in the developing world is particularly worrisome. An adult, on average, has completed 0.8 years of formal education in Mali and Niger, 1.1 years in Mozambique and

Ethiopia, 2.0 years in Nepal and 2.5 years in Bangladesh (Barro and Lee, 2000 in Burns et al). Burns, et al (2003) quote Nobel laureate Amartya Sen (1999), “education provides people with human capabilities – the essential and individual power to reflect, make better choices, seek a voice in society, and enjoy a better life.” This goes beyond just contribution to economic growth; it provides the tools for sustainability.

The poor who struggle to meet their basic necessities find it impossible to pay the price to educate their children even though they value education. Most developing countries charge school fees for primary education. Even in countries where primary education is free, there are other direct costs including books, uniforms, exams, transport, nutrition, health and hygiene that can account for up to 20% of a family’s income. Therefore, access to easy credit is crucial if poor children have to get an education. Microloans compensate for the loss in household income and provide a means to increase income through microenterprise projects (Holvoet, 2004).

There are many social enterprise initiatives that address the issues of education and poverty alleviation. Seeds of Africa, based in Adama, Ethiopia is one such private social initiative. Our paper examines the genesis of Seeds of Africa, its founders, its evolution, its mission, its outcomes and its vision for the future. We address whether more of such social enterprises in impoverished Ethiopia will help alleviate the lack of opportunity faced by its underprivileged youth. We focus on the role of education in resolving the economic, social and environmental issues that a large section of the population in Ethiopia face.

Why Ethiopia?

Ethiopia is considered one of the poorest nations in the world. With a population of 83 million, 39.3% live below the national poverty line, and 77.6% live on less than two dollars a day (World Bank, 2010). Ethiopia is faced with a range of problems from lack of food, high unemployment, poor governance and lack of good quality education (Alemu, 2006). According to the United Nations Statistics Division, the literacy rate of adults aged 15-49 is 35.9% (UNESCO, 2011). Over 3 million children do not attend school and more than 50% of children in Ethiopia between the ages of 7 and 14 are in the labor force (World Bank, 2010).

Completion rates of students who attend primary school are dangerously low. Less than 60% of students in Ethiopia who enter Grade 1 will reach Grade 5, and less than 40% will continue to the last grade of primary education (UNESCO, 2011). The low survival rate is attributed to various factors, including the cost of schooling, and the poor quality of education, which results in children not understanding the subject matter and repeating grades (UNESCO, 2011). As noted earlier, those who do attend school have to cope with unacceptable levels of teacher-student ratios of 58, one of the highest in Africa (World Bank, 2010). Ethiopia also faces an acute shortage of classrooms and qualified teachers, only 84.5% of teachers at the primary level have had some educational training (World Bank, 2010).

As with many areas in Africa, households in the Adama community largely finance their own children’s education (UNESCO, 2011). Families grapple with high costs of sending their children to school. In addition to the monetary expenses of tuition, they have to bear the opportunity costs of the loss of income of children attending school in lieu of working, which can be significant. Students who do attend primary school often spend free hours in the labor market to bring additional income to the household, a trade-off which encroaches on potential study time.

An expansion in Ethiopia’s education sector, particularly primary education, has occurred as part of the United Nations Millennium Development goals. But with a focus on quantitative expansion, the quality of primary education may have declined. UNESCO’s 2004 EFA

report, *The Quality Imperative* and numerous reports since have acknowledged the need to improve education quality in Africa. UNESCO's 2011 report on Financing Education in Sub-Saharan Africa notes the growing recognition that children can stay in school and not learn very much, making the completion of primary school a hollow achievement. According to the recommendations of this report, it is the knowledge and skills acquired by students rather than the number of years spent in school that are important contributors to economic growth and development which in turn reduce poverty and build the wealth of the community (OECD 2010).

Developing countries find themselves trapped in a vicious cycle of poverty (Farias & Farias, 2010). Tarabini (2010), indicates that education plays a key role in the fight against poverty. Education is a crucial investment for national development and raises the level of national labor productivity and economic growth. It is believed that one of the main ways for individuals to be included in the competitive labor market is through an investment in education. The lack of or limited investment in education leads to the lack of educational materials, limited or no access to quality primary education, poor health and hygiene, and a shortage of financial resources. These are some of the reasons children living in poverty tend to continue to live and grow in the poverty trap.

Topper (2008) reports that *Room to Read* (www.roomtoread.org) a non profit organization, has brought about positive change in developing countries. This change has enhanced literacy levels by creating libraries, and making books more easily accessible to children. In addition to investment and infrastructure development for education, it is also imperative to address the content of education and the pedagogy used to deliver it. Goebel (2009) advocates the application of Howard Gardner's multiple intelligences that are necessary for the growth and development of children living in poverty. Gardner's multiple intelligences include: "Linguistic intelligence, logical-mathematical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence" (Gardner 1999:41-43). Each student learns differently. However students living in poverty, particularly in urban areas, have financial, emotional, mental and physical needs as well as the need for a support system and role models. Because these students have a different set of experiences and need differentiated instruction that acknowledges this diversity, it is important to ensure that they are taught in a way that is in alignment with their capabilities and strengths and enhances their understanding of the material being taught.

It is also crucial to address the financial issues that come in the way of education. As noted earlier, families bear not only the direct costs of tuition and materials, they also bear the opportunity costs of their children not working. An emerging safety net for the poor are the several, yet insufficient microlending programs and financial institutions that are being created in developing countries to fund small to medium entrepreneurs. While noting that there are several studies that indicate the positive and negative impacts of microlending in reducing poverty, Alemu (2006) reports the experience in Ethiopia has been positive and has succeeded in reducing poverty and generating income for the poor. This is an important factor in the Seeds of Africa story.

Our Case Study

Our case study focuses on the social enterprise Seeds of Africa, a community enhancement and development program that works with children, young adults and their families in Adama, Ethiopia. Seeds of Africa (Seeds) was founded by a group of young social activists with the mission of creating long-term, self-sustaining models of education and community-centered development for the underprivileged youth of Ethiopia. Seeds facilitates

the process by providing basic needs such as primary education, tutoring, food supplements and medical care to the students and their families. They also provide education to teachers to upgrade and enhance their skills. Seeds has also provided a library and technology center to improve the lives of people in the community at large. The youth are considered the “seeds” and with nourishment in terms of the right kind of education they can grow into “plants” that if well nurtured and given hope can give back to their community by flowering into the future as leaders of change in their communities (www.seedsafrica.org). A critical aspect of the Seeds program is the integration of microloans to families whose children maintain high levels of school attendance. These loans are expected to bring financial stability to each student’s home and will be used to start or expand a business, acting as a vehicle to generate income and improve the lives of each family involved.

Margaret Sands, co-author of this case study and Director of Community Development, is an integral part of Seeds and plays a key role in developing the services that Seeds offers to the community. In this case study Margaret Sands is a “participant observer.” This case study is the story of Seeds from Margaret’s perspective.

Founders Story

Growing up in Adama, Ethiopia, founders Anteneh and Atti Worku were strongly influenced by their parents’ involvement in the community. At an early age, they realized the importance of education in their neighborhood—simply put, those with an education had significantly better lives than those without one. The value of an education was strongly emphasized in the Worku family and became paramount in their upbringing. Anteneh, an entrepreneur, who has launched and managed a number of ventures in technology, fashion and consulting, received a Bachelor of Science in Information Technology from the University of Texas at Arlington. Atti, graduating from a local college in computer science, trained in business management, entrepreneurship and computer networking through organizations such as UN-ECA (United Nations Economic Commission for Africa) and Cisco Systems. In 2003, Atti began an international career as a model and represented Ethiopia in the 2005 Miss Universe Pageant. In 2007, recognizing the need and opportunity to inject energy and inspiration into their home community, Anteneh and Atti consolidated their values, skills, and experiences into one package—this became the Seeds of Africa Foundation.

Founded in Dallas, Texas, Seeds of Africa initially aspired to be a summer camp for adolescents in Ethiopia. This would change as Atti moved to New York City and began collaborating with several young social activists. One activist and early Seeds of Africa volunteer, Siena-Antonia von Tscharner Fleming, was completing her Bachelors of Science in Early Childhood Education at New York University. During this time, Siena-Antonia was re-examining her own educational values while strengthening her commitment to providing young children with meaningful and relevant experiences in the classroom. It was during her two years co-teaching in public and private schools in New York City that Siena-Antonia recognized the distinction between teaching students not only to learn, but to think. Siena-Antonia was recruited for the position of Director of Education and would go on to shape the Seeds of Africa mission significantly. Shawna Hamilton, a Masters of Science student in Non-Profit Management at the New School, was becoming adept in designing operations and infrastructural components for NGOs. Shawna assisted in developing the organization in New York City by lending her competencies to Seeds of Africa as a Director of Operations. Margaret Sands, an International Relations and Economics student at Baruch College, had come to the conclusion that aid, though a necessary component in development, is subject to bureaucracy and substantial red tape, and saw Seeds of Africa as an opportunity to make a

tremendous difference in the life of an individual. Particularly interested in labor economics, she observed in Ethiopia high levels of unemployment with little opportunity to enter the labor market. Margaret would go on to hold the position of Director of Community Development.

The Seeds of Africa Foundation mission and vision were synergistically constructed in early 2008 with the help of the above mentioned activists as well as several other individuals. Today, Seeds of Africa is a 501(c)(3) non-profit international organization with offices in New York City, Dallas, Texas, and Adama, Ethiopia. It maintains a seven-person, paid program staff in Ethiopia and an all-volunteer staff in New York City, overseen by Atti Worku, Executive Director.

Seeds of Africa Mission

Seeds of Africa's mission is to educate and cultivate gifted yet underprivileged children, young adults, and communities through a framework of innovative curriculum, basic needs support, and community enhancement. Seeds is focused on creating long-term, self-sustaining models of education and community-centered development. Beginning in Adama, Ethiopia's third largest city, Seeds aspires to provide an effective and long-absent response to the need for educational support services amongst the urban poor in Ethiopia. By identifying youth with the aptitude but not the means to develop into effective and influential members of the community, Seeds of Africa works to support their educational development.

Seeding Education

Seeds of Africa Foundation began operations in 2008 by launching Seeding Education, a pilot after-school and summer tutoring program that currently supports thirty academically gifted yet underprivileged students. Students are selected based on their academic engagement, or enthusiasm, and low socio economic level. This program provides academic support for two hours after-school and four hours on weekends. Among the fifteen children initially enrolled in the program, 80% come from single guardian households and more than half are orphans. The average monthly household income of Seeds families is 250 birr (15 USD), and most parents have not been educated beyond the primary school level. Fifty percent of the heads of households are unemployed, with the remaining significantly underemployed, primarily generating their income through entrepreneurial work such as selling produce along the side of the road. Since all of the children were faced with the possibility of having to leave school in order to work full-time to support their families, Seeds offsets the costs of attending school by supplying children and their families with food, clothing, school supplies, fees, and medical care.

Established in Adama, Seeds is housed in the 'Take-Root Center', a gated compound with an abundance of space and materials for students to learn effectively. For Seeds, creating a visually stimulating and emotionally secure environment is a crucial component in encouraging students' exploration of the world around them. At the Take-Root Center, Seeds extensively trains teachers and provides individualized academic support for two hours after-school and four hours on the weekends.

Seeding Education, designed specifically for Seeds and inspired by the Reggio Emilia Approach, exposes students to a multi-disciplinary curriculum in a child-centered learning environment. The Seeding Education program consists of two interconnected components, school-based tutorial and project work. Half of the student's time spent at the Take-Root Center is dedicated to school-based tutorials, in which teachers help students keep up with their lessons in the formal school system and assist them in math, reading, Amharic, and

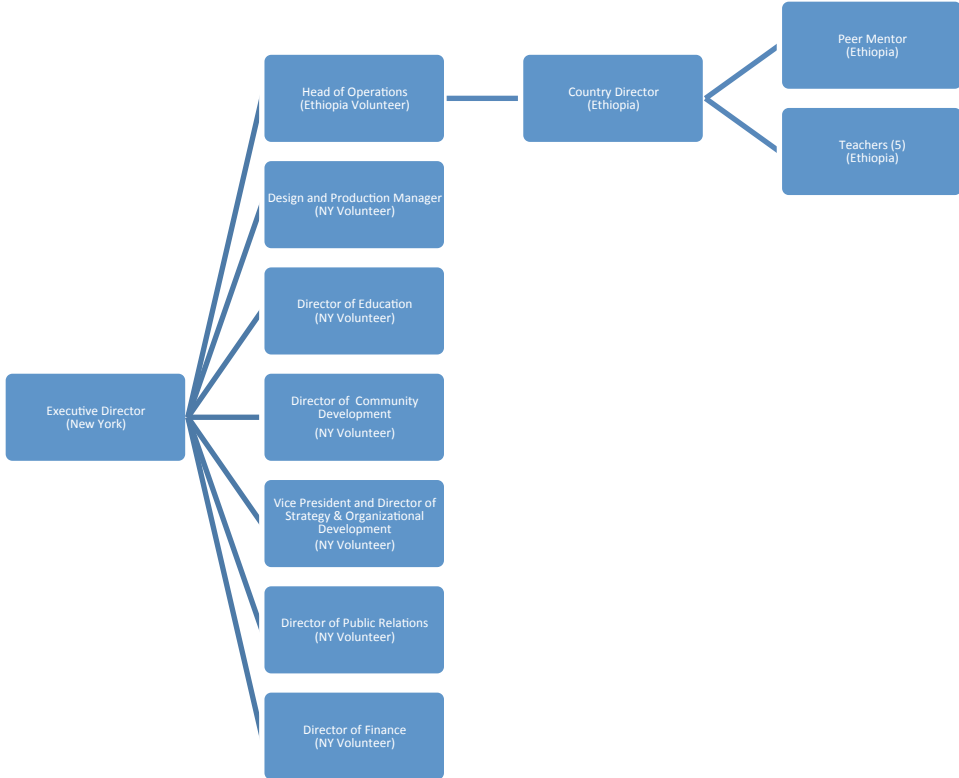
English. Emphasizing literacy, critical thinking, and problem-solving, students and educators also participate in multi-subject projects which often involve the theatre and arts. These projects are in-depth studies of ideas, concepts and interests, and can last for a week to several months. Whereas students primarily are 'lectured at' during the day while attending their public school, participation in Projects at the Take-Root center allow for the development of paramount skills. Skills acquired during Project work include posing questions, addressing the unknown, formulating an approach to problem solving, following an order of operations, expressing ideas through drawing, painting, theatre, music and writing, collecting data, working in small groups and independently, and presenting findings to the class (www.seedsof africa.org). Nurturing and strengthening these skills are important in promoting successful entrepreneurs and sustainable micro enterprises.

As projects unfold, they are carefully documented for student, teacher, and parental use. At the Take-Root Center, documentation is an important tool in the learning process, and photographs of children engaged in various activities along with recorded dialogue are displayed as a graphic representation of their learning. Documentation is posted throughout the classroom, and students continually refer to them as a guide and as a way of celebrating and enhancing their thinking process. Documentation is also sent home to parents to allow for a better understanding of what occurs in their child's learning when at the Take-Root Center.

The local context of Adama plays a central role in the classroom through the precedence of an emergent curriculum: one that builds upon the interests of children. Seeds presents relevant, applicable-curriculum to their students. Topics for study and Project work are captured through classroom discussion, community events and cultural experiences. For example, during a lesson on the parts of the body, the third grade class became especially interested in the heart. After listening to the heart beat with a stethoscope, a student made the connection between a heartbeat and a drum beat. Traditional Ethiopian drums were brought in, and students 'translated' their heartbeats into a class drumbeat. This project evolved into a month-long project in which the drum-heartbeat was recorded and used to compose an original Seeds of Africa song.

In addition to this structured curriculum, Seeds incorporates interdisciplinary activities in order to help children build a broad skill set. To date, Seeds has introduced a soccer team, a creative writing program, and an arts and theater program, for which students write and direct classroom plays for the Community. Seeds also coordinates regular field trips to cultural, educational, and recreational institutions, such as Adama University.

Operations: Seeds Staff and Organizational Structure:



The Take-Root Center in Adama is run by a paid, seven-person staff composed of a Country Director, five teachers, and a peer mentor. Bogale Tessema supervises all Seeds of Africa activities in Ethiopia, including hiring and releasing staff, overseeing all purchases for the Take-Root Center, and working with the Head Tutor to ensure that the curriculum is implemented. Mr. Tessema has a BA from Asmara University in English Language and Literature, an MA from Addis Ababa University, and a postgraduate diploma in education from Indira Gandhi University. Prior to joining Seeds of Africa, Mr. Tessema worked at Asmara University for 20 years, primarily in teaching and administrative capacities.

Bekele Almu Mekuria, the Head of the Teaching Team and the Science Teacher, works with the Country Director and the assistant teachers to implement the curriculum. He also writes bi-monthly memos to the US office on the educational progress of the students. Mr. Mekuria has thirty years of experience in both teaching and administrative positions, which has prepared him to lead Seeds’ skilled team of teachers in implementing its innovative curriculum.

Additionally, Genet Damtew acts as the Head of Operations in a volunteer capacity (she is also the mother of Atti Worku, Seeds’ Executive Director). Ms. Damtew is responsible for managing all of Seeds’ activities in Ethiopia, from general management to finances to implementation of the curriculum. She plays a key role in carrying out and furthering the vision of Seeds of Africa.

New York City Staff

The direct-service staff in Ethiopia is supported by an Operations Team based in New York City. Ms. Worku, the Executive Director, leads a small all-volunteer staff that oversees fundraising, program development, marketing, and communication.

In the past year, Seeds has also been able to bring in expert talent to fill a variety of much-needed services. In doing so, it has demonstrated a tremendous ability to attract pro-bono talent. As it develops, Seeds will utilize this ability to create a strong, sustainable pro-bono support base and ultimately a competent, professional, permanent staff and Board of Directors.

Financing Seeds

Seeds of Africa programs are directly supported through online solicitations from the website, major gifts, and fundraising events in New York City, Dallas, and Chicago. As of 2011, Seeds has expanded this strategy to include a greater emphasis on institutional grants, corporate sponsorship, and a Global Giving Campaign in conjunction with globalgiving.org. In addition, Seeds has been supported by the receipt of a no-expiration Google Grant since 2009, which provides free advertising services on Google sites and has enabled Seeds to maintain a strong web presence. In the long term, Seeds aims to develop sustainable business activities to support its programs, focusing on the marketing of Ethiopian-influenced products and services around the world.

What's Next

To date, Seeding Education has provided more than 1500 hours of academic enrichment to impoverished youth in Adama. To increase its impact, Seeds of Africa began an expansion in June 2011. For current students participating in Seeding Education, the after-school curriculum was extended from two to four hours every weekday. Through the introduction of a Pre-School Program, Seeds of Africa will recruit 20 additional students, and increase the number of students served from 30 to 50. The expansion entailed recruiting a first phase of 15 students aged 4 to 6 into a pre-school program which started in June 2011, followed by a second phase of 20 additional pre-school children in September 2011. In addition, parental outreach and the Community Enhancement Initiatives would begin in September 2011.

Pre-School Program

Developed by Seeds' Director of Education, the pre-school class is based on the Reggio Emilia philosophy, a cross-cultural, early childhood education model that endeavors to create conditions of learning that enhance and facilitate each child's construction of "his or her own powers of thinking through the synthesis of all the expressive, communicative, and cognitive languages" (Edwards, Gandini, and Foreman 1998). The teaching philosophy for the after-school program is also inspired by the Reggio Emilia method, but has been adjusted to conform to local needs. For instance, it is guided by state requirements (through the use of exam materials), but also includes interest-based projects. Within the Reggio Emilia philosophy, the Seeds' pre-school program implemented a curriculum that includes such components as arts and creativity, along with music and movement, language, and literacy.

Community Enhancement Initiative

In the long term, Seeds' goal is to convert the Take-Root Center into a comprehensive education and community development center. One of the first steps of carrying out that mission is the launch of the Community Enhancement Initiative. As students participate in Seeding Education a mere few hours per day, it is integral to the Seeds vision that families act as partners in the education of their children. The community enhancement initiative serves as an opportunity for children's parents and guardians to receive the necessary tools to bring financial stability to a student's home.

Since the start of Seeding Education, the NYC and Adama office have conducted interviews with the surrounding Seeds of Africa Community. The community defined their needs to include saving and income generating opportunities, microcredit facilities, and skill development and training. In Winter 2011, in response to the needs of the community, Seeds will offer microloan opportunities to the parents of children enrolled in Seeding Education. This will enable Seeds families to develop their own entrepreneurial initiatives and enhance their economic, social and environmental well-being.

To prepare for the distribution of microloans, adult literacy and entrepreneurial courses will be offered in September 2011. Courses will include topics such as thinking proactively about new markets, record keeping, separating money between business and household, reinvesting profit, and how to write a business plan. Courses are given with the assumption that basic entrepreneurship training leads to improved managerial decisions, and thus higher profits.

Evaluation

Seeds of Africa uses several methods to evaluate both the strengths and the areas for improvement in Seeding Education's after-school and pre-school programs, as well as the overall progress of the students. Seeds Standards are used to organize students' progress in developing certain skills, while creating continual goals for them. Students are assessed on Creative Initiative (the ability to express individuality), Innovation (the ability to devise solutions independently), Investigation Tactics (the ability to take risks and create hypotheses), Thoughtful Argument (the ability to organize information and problem-solve), and Listening Skills (the ability to listen to new information and instruction), and Respect (the ability to be a constructive member of the learning community). Teachers meet weekly as a team to discuss each student. Once a teacher is able to describe a specific instance in which a student has met one of these standards, the staff then create a new goal for the student in that category.

In addition, Seeds periodically collects tests, grades and assessments from the students' local school. Currently, Seeds students all rank within the 70th - 99th percentile range, a dramatic increase in progress since the program began. Monthly student exams are conducted for after-school program students to assess their progress, particularly in English and math. These tests broadly reflect current lessons, both in the formal school system and the Seeds curriculum.

Discussion

Kindergarten is not a public good in Ethiopia; it is excludable and rival, available only to those children of families that have money. There is hope. Education in Ethiopia is being revolutionized by social entrepreneurs. Non-profit organizations in Ethiopia, particularly in Addis Ababa are dedicated to creating educational opportunities for children of low income families. One such non-profit organization is The Fregenet Foundation located in Addis

Ababa, Ethiopia (www.fregenetfoundation.org). One of the goals of the Fregenet Foundation is to provide the underprivileged youth of Ethiopia with high quality early education as a means to overcome poverty, improve health and reduce gender inequality. Founded in 2004 with a total of 31 students, the Fregenet Foundation currently provides education to 215 impoverished children in Ethiopia.

Using innovative approaches to education, Bruktawit Tigabu who is a co-creator of a children's TV show, uses puppets and animation to teach health lessons in the local language, Amharic. Through this TV show Tigabu reaches 5 million children in Ethiopia providing them with important information on health issues and empowering young minds to rediscover themselves and their world. Tigabu believes that concentrating on education and children, will provide for a better Ethiopia, a better Africa and a better world. "It is important to invest in a young mind, provide children with quality education and motivate young people to serve humanity with the best knowledge they have and equip them with that knowledge so that they can be empowered to take action in everyday struggles." (McCarthy, 2011).

An Ethiopian teacher Muday Mitiku, opened a school in the year 2000 when she realized that most of the children in her neighborhood around Addis Ababa spent their days on the streets unwashed, unfed and unschooled.

'Fresh and Green Academy' is the only school in the area. The parents of the children are either beggars or prostitutes. A large number of children are orphans. The school engages the mothers of the children to prepare the meals and clean the school. They also help the mothers make crafts which are sold to generate income for their families (Wither, 2011).

The above are just a few examples of the non government organizations engaged in providing quality primary education to the underprivileged youth in Ethiopia. Even though there are several other organizations in Ethiopia that are focusing on primary education for poor and underprivileged children, many more such organizations are required if Ethiopia has to educate its young population and promote entrepreneurship.

Development Footprint measures the impact of Seeds of Africa on the local community by quantifying the number of people affected by Seeds' programs. Almost all of the resources needed to operate the Take-Root Center are purchased locally, supporting countless merchants and vendors who provide school supplies, uniforms, food, and furniture. As a result, Seeds invests approximately \$20,000 every year into Adama's economy and expects this to increase to \$40,000 annually, beginning in late 2011. In addition to the 30 students and families it currently supports, Seeds also pays a salary to seven employees who support themselves and their families. At present Seeds is estimated to directly support over 150 people in Adama.

Seeds is also committed to continually improving its performance metrics and evaluation methods. In the near future, it hopes to partner with a university in either the United States or Ethiopia to develop an even more comprehensive performance assessment of *Seeding Education*.

Seeds of Africa is dedicated to supporting the education of underprivileged and potentially high-performing children in Adama in order to foster their development as leaders -today, in the classroom, and tomorrow, as contributing members of both the local and global community. It is evident from the progress to date at Seeds, that education, entrepreneurship and microloans are essential ingredients in reducing poverty, promoting economic growth and building healthier, more peaceful and happier societies. With more organizations like Seeds in Adama and around Ethiopia, the Ethiopian youth of today have a chance to be leaders of tomorrow.

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