

PD-ABT-703

**International Foundation for Education and Self-Help (IFESH)**

**SEMI-ANNUAL PROGRAM REPORT**

**July 1, 2000 through December 31, 2000**

**Under the**

**USAID Cooperative Agreement No. AOT-A-00-98-00110-00**

**Submitted to**

**M/OP/A/AOT  
USAID/Washington**

**Reverend Leon H. Sullivan  
Founder  
IFESH**

**C.T. Wright, Ph.D.  
President and CEO  
IFESH**

**5040 East Shea Boulevard, Suite 260  
Phoenix, Arizona 85254-4687  
Telephone: (480) 443-1800  
FAX: (480) 443-1824  
Website: [www.ifesh.org](http://www.ifesh.org)**

A

## TABLE OF CONTENTS

	Page
1. Introduction .....	1
2. Teachers for Africa Program – Overall.....	1
3. Teachers for Africa Program – Specific Countries.....	2
3.1 Benin.....	2
3.2 Ethiopia.....	3
3.3 Ghana.....	3
3.4 Guinea.....	3
3.5 Malawi.....	4
3.6 Namibia.....	4
4. Recruitment of Teachers for the 2001/2002 Academic Year.....	5
5. Teachers for Africa Database.....	6
6. International Fellows Program.....	6
7. African Bankers Training Program (“The Best and Brightest”).....	6
7.1 African Bankers Training Program – Overall.....	6
7.2 Recruitment and Selection Process.....	7
7.3 In-Country Orientation .....	8
7.4 Training Activities with Chase Manhattan and Mellon Banks.....	8
7.5 Site Visits in Washington, D.C.....	8
7.6 Accomplishments and Problems.....	8
8. Financial Report.....	9

# **SEMI-ANNUAL PROGRAM REPORT**

## **July 1, 2000 – December 31, 2000**

### **1. Introduction**

This Semi-annual Program Report is being submitted to the United States Agency for International Development by the International Foundation for Education and Self-Help (IFESH) in accordance with the requirements of USAID under Cooperative Agreement No. AOT-A-00-98-00110-00 dated June 23, 1998.

The report covers the period July 1, 2000 through December 31, 2000 and describes the activities, achievements and problems encountered in implementing the agreement. It covers activities of the Teachers for Africa (TFA) Program, the International Fellows Program and the African Bankers Training Program.

### **2. Teachers for Africa Program – Overall**

A total of 38 Teachers for Africa (TFAs) were selected to participate in the 2000/2001 Teachers for Africa Program and placed in six countries for the 2000/2001 academic year. By the end of September 2000, all teachers were in place except for the arrival of the 4 teachers for the program in Namibia, which operates on a later cycle than the other country programs, as well as one teacher for Malawi who was teaching at a school with a later academic cycle. There were also an additional 8 Teachers for Africa funded directly by USAID/Ghana under a Mission-funded project.

The following program activities were planned for and completed during this six-month period.

- Organize and implement in-country orientations for teachers in each of the country programs to assist them in the process of settling in to their new positions and to discuss anticipated progress, potential problems and issues that may arise, and education techniques for promoting the most effective program. Where possible, incorporate officials from USAID Missions and Ministries of Education in the in-country orientations to help ensure that programs will meet the expectations of both host government officials as well as ensuring that programs are continuing to support achievement of USAID Strategic Objectives to the maximum extent possible and appropriate.
- Monitor and supervise the teachers and Country Representatives in the field. Work with Country Representatives to help assure programs are having the maximum possible impact.
- Continue work on the Teachers for Africa database.
- Initiate recruitment efforts for the 2001/2002 academic year. Continue to expand the various types of media in which IFESH is recruiting, especially including aggressive use of the internet.

- Travel to field as necessary to enable IFESH/Phoenix to provide monitoring and to continue improving program implementation and effectiveness.
- Respond to teachers' correspondence from the field (generally, their quarterly reports).
- Have Country Representatives continue to work closely and meet regularly with officials from USAID, relevant host government ministries and host country educational institutions to assure that programs are meeting the needs and expectations of all parties to the greatest degree possible and appropriate.
- Complete the planning for and implement the August 2000 Pre-departure Orientation to be held in Phoenix.
- Hold meetings in August in conjunction with the Orientation and during trips to IFESH field offices with IFESH Country Representatives from those countries with TFA Programs to plan, discuss problems and issues, and develop means of ensuring the continuing high quality and relevance of the Teachers for Africa programs in each of their countries.

### **3. Teachers for Africa Program – Specific Countries**

The following is a brief summary of specific accomplishments in the different countries.

#### **3.1 Benin**

The Teachers for Africa Program in Benin continued its high impact program, with the TFA Program complementing the highly successful Primary Education Teacher Training Project (PETTP) in Benin, a project funded by USAID/Benin and being implemented by IFESH/Benin. The six teachers assigned to Benin for the 2000/2001 academic year (up from four in the 1999/2000 academic year) continued their work of providing unique services to primary school children and teachers.

In the northern regions of Benin, where the IFESH library centers offer the only educational activity centers, hundreds of children crowd the centers daily to read French and English books and play with educational games. The volunteers also provide the only courses in computer use and English, and virtually all of the schools of Tanguieta, the most northern school district, are members. In the Zou, the central region, the volunteer receives over 100 students a day in the library center. For Halloween, she provided the teachers with a taste of American culture by holding a costume party, attended by the Mayor. In the southern region of Benin, one of the volunteers, in addition to her regular library and teaching duties, is drafting a standard English curriculum, to be used for teaching children and teachers in the library centers in all the regions of the country. Finally, one of the TFA volunteers is conducting a special country-wide review of all of the 17 IFESH/Benin library centers in order to see how they can be sustained by the communities, as well as the training needed in order to help realize this goal.

### **3.2 Ethiopia**

The 10 TFAs assigned to Ethiopia for the 2000/2001 academic year worked well teaching a variety of subjects such as English and English as a Second Language, accounting, engineering and law. TFAs in most instances are considered by their host institutions as senior staff. As well as teaching classes, the volunteers work as change agents and introduce new methods of teaching and working with students. They work on improving course and school curricula, advise senior thesis projects, conduct research seminars, review and edit research proposals, develop new English textbooks for use in classes, teach English to secretarial staff at schools, develop and distribute lecture notes and many other education-oriented activities. Some volunteers are engaged in a polio eradication campaign and others are working on HIV/AIDS education activities. A number of teacher-volunteers have contributed articles to local and national newspapers on topics such as nutrition, health care and economic development.

### **3.3 Ghana**

Fifteen teachers are placed in Ghana for the 2000/2001 academic year, including 8 with funding from the Cooperative Agreement and 8 more with funding under USAID/Ghana's Primary School Teacher Training Project (PSTTP). These TFAs worked in a number of institutions around the country, in a variety of academic areas. The program in Ghana, well-established and with an extremely competent and experienced Country Representative, ran very smoothly during this period.

Academic institutions in Ghana continue to strongly urge IFESH/Ghana to place Teachers for Africa (TFAs) in their institutions, as these TFAs not only teach high priority classes that otherwise could not be taught for lack of teachers, but the TFAs are frequently involved in working on departmental academic issues at universities and colleges, mentoring other instructors and participating on various types of committees.

TFA volunteers are involved in a variety of education-related activities. For example, one volunteer, who was assigned to teach English Methodology and Curriculum and help establish a Teaching Materials Resource Laboratory, also agreed to teach a course on science, since he had extensive experience in teaching biology. In his attempt to encourage his students in trying new interests related to science, the teacher constructed a 9 x 14 meter fingerling pond at the school, for stocking tilapia fish. The pond facilitates the teaching and learning of students and is being used as a model for the students to emulate. There is a strong interest in ponds in the area, and the practical experience of the students will hopefully lead to construction of stock ponds in their own communities.

### **3.4 Guinea**

Guinea's relatively new Teachers for Africa Program has performed well during this reporting period, with the IFESH/Guinea Country Representative doing committed and effective work. Better, more realistic job descriptions and close coordination with educational authorities have resulted in a significantly improved and much more effective

program than we had during the first year of the Guinea TFA Program. This year all four TFAs are teaching English.

TFA volunteers have engaged in a wide variety of activities above and beyond their basic teaching responsibilities. For example, one teacher has organized exchanges of letters and various types of materials between her class and her mother's classroom students in the US. Another volunteer, working with children and adults in her neighborhood, developed a demonstration vegetable garden project. Yet another volunteer is conducting informal English classes for young children at her home most evenings as well as giving computer lessons.

### **3.5 Malawi**

Based on discussions initiated in late 1999 with the USAID Mission and the Ministry of Education about expanding the breadth of the IFESH TFA Program in Malawi, that is, expanding it beyond the previous focus on solely special education, teachers were recruited and selected for the 2000/2001 academic year. This more diversified program began in August 2000, with six teachers assigned to Malawi for academic year 2000/2001. These teachers were teaching in areas such as mathematics, psychology, special education, curriculum development in nursing, soil science and microbiology.

The program has gone well this year, not only with the teaching assignments, but in terms of additional education-related activities that the volunteers have initiated. For example, one teacher has been appointed as Dean of Students of Kamuzu College of Nursing in addition to her responsibilities for teaching psychology. A number of teachers are assisting students and academic and clerical staff with their computer literacy or improving already existing computer skills. One volunteer at Montfort College is doing special assessments of learning-handicapped children in order to help with their placement in appropriate facilities, and has done a proposal to the Ministry of Education, Science and Technology seeking financial and material aid aimed at improving and enhancing the Learning Difficulties Program in Malawi. One teacher is rewriting the curriculum for the two-year Nursing Diploma Program, is chairing a committee for nursing student recruitment and is tutoring children at her home in English and mathematics.

### **3.6 Namibia**

The first group of teachers for the newly-established Teachers for Africa Program in Namibia arrived in January 2000, for the January-December academic year. The IFESH/Namibia Country Representative at that time, Ms. Ann Chang, performed superbly, but enrolled at Harvard Medical School in August 2000. Ms. Chang, a US citizen, was replaced by Ms. Anna Ipangelwa, a Namibian national who has excellent credentials including considerable experience with Peace Corps/Namibia. Ms. Ipangelwa is also doing an excellent job as Country Representative.

The TFAs continued to be involved in a wide range of activities during the July-December 2000 period. In addition to lecturing, advising and observing students during this period, and involving themselves in extra-curricular activities at the colleges, the three TFAs at the colleges of education have each started their own self-help projects. These include the establishment of a scholarship fund, assisting a primary school to electrify its premises, and student support activities. One volunteer presented a paper on multicultural education at Ongwediva College and thereafter at Windhoek College of Education. The presentation was highly rated by both College Rectors, as well as by colleagues and students. Most said it was an “eye opener” towards understanding each other, working well together and respecting their differences.

The fourth TFA volunteer, working as an Advisor at the National Institute for Educational Development (NIED), has also done excellent work, including organizing workshops, researching early child development programs and developing training materials and programs for primary school teachers. However, there has been a recurring problem with NIED in that the institution has not always kept the TFA volunteer as productively engaged in professional matters as should have been the case. As contrasted to TFAs who have set courses and teaching workloads, the TFA advisor at NIED is more dependent upon her supervisors setting the work agenda and keeping her professionally involved. The Country Representative and volunteer have been involved in trying to correct this situation and considerable progress has been made in keeping the TFA volunteer more fully and more professionally engaged.

#### **4. Recruitment of Teachers for the 2000/2001 Academic Year**

As noted in previous Semi-annual Program Reports, recruitment for TFAs has become more difficult as the demand for teachers in the United States has increased, teachers salaries have in general experienced a long-overdue increase, and teachers are in increasingly short supply in the US. Further, the extremely low rate of unemployment in the US, the lowest in 30 years, has provided strong competition for appropriately qualified and experienced teachers for the Teachers for Africa Program. Further, continuing negative news about Africa – wars, famine, violence, HIV/AIDS, etc. – have made recruiting even more difficult.

This impacted the number of applicants IFESH had for the TFA Program for the 2000/2001 academic year and will continue to impact recruiting. We received a total of 135 applications for the TFA Program, down from about 170 for the previous year. However, IFESH took a number of steps that helped to counter these recruiting problems. We asked our IFESH Country Representatives to provide us a larger listing of potential positions, prioritized for each country, so that we have more flexibility in recruiting TFAs and a better opportunity of having strong matches between applicants and teaching positions. This approach of utilizing a larger listing of positions worked well, thus enabling IFESH to place the necessary numbers of qualified TFAs for the 2000/2001 academic cycle.

## **5. Teachers for Africa Database**

Work continues on development and data entry for the TFA database, using the Access software program. The database is current and up-to-date and enables IFESH to keep a better record of teachers selected and their specific teaching and academic skills. The program has proved to be a benefit in many ways.

The database allows us to extract selected information using a query to quickly, accurately and efficiently compile various lists and tables that are vital to our program. Also, we have been able to compile an alumni database and numerous recruitment databases for our different activities using the Access software program.

## **6. International Fellows Program**

Five International Fellows funded under the Cooperative Agreement were placed in development positions in sub-Saharan Africa during this reporting period. (Two other International Fellows were placed in sub-Saharan Africa using support from a private foundation.) These five Fellows have been working in a variety of challenging positions, including:

- Education Intern on the QUEST Project, an education project, in Mangochi, Malawi, working for Save the Children;
- Program Advisor on the Credit with Education Program in Mamou, Guinea, working for Opportunities Industrialization Centers International (OICI);
- Health Intern on the Africa Integrated Malaria Initiative in Porto Novo, Benin, working with Africare;
- Community Development Worker on the Alavanyo Wudidi Comprehensive Community Development Project in Accra, Ghana, working for Africare; and
- Development Fellow supporting vocational, technical and business skills training in Accra, Ghana, working for Opportunities Industrialization Centers International (OICI).

IFESH has been pleased with the contributions of these five candidates and their successful performances in the field. These assignments as Fellows enabled them to support development efforts in various countries in Africa, working with different host organizations. Reports from the Fellows indicate their experiences are a tremendous learning experience for them, and in some cases, a watershed event in their lives.

## **7. African Bankers Training Program (“The Best and Brightest”)**

### **7.1 African Bankers Training Program – Overall**

The African Bankers Training Program, popularly known as the "The Best and Brightest," was designed to provide unique training opportunities for mid-level African

bankers and other financial-related professionals to acquire the necessary skills and professional preparations to better serve their banks and the private sector in their countries. The program is also developed to provide opportunities for the mid-level bankers to facilitate their bid for acceleration of career advancement. Under the program, approximately twenty five mid-level bankers from various banks in Ghana, Benin, Nigeria, Ethiopia, Malawi, Botswana, Namibia and South Africa are selected to come the United States semi-annually to receive credit training in New York and Philadelphia. The participants are trained by leading financial institutions in the United States for 5 weeks at no cost to the participants and their financial institutions. Chase Manhattan Bank in New York has been contracted to conduct the classroom training for the bankers while Mellon Bank in Philadelphia provides the bankers with a one-week practical training program.

This report describes activities under the program, including accomplishments and problems, during the period July 1, 2000 through December 31, 2000.

## **7.2 Recruitment and Selection Process**

In order to recruit highly qualified candidates into the program, about 500 application forms were sent to the African banks' Managing Directors and IFESH Country Representatives to be distributed to prospective candidates. In response to the 500 application forms which were distributed, 250 completed application forms were received from candidates in commercial banks, ministries of finance, central banks, and other financial institutions requesting to participate in the Fall Class of October 2000. The quality of the applications was very impressive, with more than one-third of the applicants being women. The 250 applications were collated by computer and used to prepare an Applicants Book for use by the Selection Committee.

The next step after processing the applications was to select the best candidates for the class. The selection committee, consisting of 5 representatives from Chase Manhattan and Mellon Banks, met on July 16-17, 2000 in New York to select 30 applicants from 8 African countries for the class scheduled to begin October 13 and continue until November 17, 2000.

After the selection process, IFESH notified all the successful candidates, their Managing Directors and the relevant USAID Missions of the selections.

One candidate from Malawi was unable to attend the course because his religious beliefs prohibited him from taking a blood test as part of his physical examination and as required by USAID regulations, thereby reducing the number of participants to 29.

The 29 bankers from seven African countries arrived in New York on October 13, 2000 to begin the five-week course.

### **7.3 In-Country Orientation**

In order to reduce uncertainty and eliminate obstacles to learning in the United States, an in-country orientation was conducted shortly after the bankers' arrival in New York, during which IFESH staff explained the goals and the objectives of the Best and Brightest program, IFESH and USAID. The bankers were provided with information about American culture and customs, traffic laws, contents of the training program, compliance with regulations and requirements regarding per diem, hotel, class attendance, health care issues, and – very importantly – the requirement to return home immediately upon completion of the program. The presentation was presented in seminar format, with videos, books and ample opportunity for questions. At the end of the orientation, the participants indicated that they understood and felt more confident and comfortable about their responsibilities and expectations from the program

### **7.4 Training Activities with Chase Manhattan and Mellon Banks**

On October 15, the 29 bankers began a three-week intensive classroom training course at the Chase Manhattan Bank in New York. The training was conducted by the staff of the Global Professional Development department of Chase. The key areas of concentration included credit and financial risk analysis, capital markets, corporate finance, assets and liability, and accounting principles. An overview of the U.S. banking and financial systems was also presented, with a trip to the New York Stock Exchange and Federal Reserve Bank of New York. Case studies highlighted both US and African banking issues.

The bankers next attended a five-day practicum conducted by the staff of the Mellon Bank in Philadelphia. The five-day practicum provided the bankers an “inside view” of the small and minority-owned banks in Philadelphia. Several topics ranging from Trade Financing, Future Banking, Loan Administration, Small Business, Community Lending, Problem Loan Strategies, and Supermarket Banking were discussed.

### **7.5 Site Visits in Washington, DC**

After completing their four weeks of course work in New York and Philadelphia, the participants traveled to Washington, D.C. and visited USAID, the State Department, the Treasury Department, the Export-Import Bank, the World Bank, the White House, the Overseas Private Investment Corporation (OPIC) and the International Finance Corporation (IFC). The purpose of the meetings was to enable the bankers to learn more about how these organizations operate in the world economy and their impact upon African economies.

### **7.6 Accomplishments and Problems**

At the end of the course, the bankers expressed their satisfaction with the quality of training and services they received. Among the participants in the class were 17 women, of whom a majority were branch managers in their banks.

Through the end of this reporting period, 360 African bankers have been trained in the United States under the Bankers Best and Brightest Program. More than 85 percent of the bankers who have participated in the program have been promoted to senior positions in their banks.

According to the evaluation forms completed at the end of the course, most of the bankers really appreciated the experiences they had and believed that the Best and Brightest Program was a very good program. They appreciated the quality of the course content, the staff, and generally the warm interactions they had with the staff. They believed that the course has helped them to upgrade their skills and that they will be more efficient in performing their jobs.

About 30 percent of the participants said the micro-financing aspect of the banking industry is needed in the program. They said that some of them would have loved to see a small scale business finance capital venture included in the program. They strongly suggested that the area of micro-financing should be addressed as this is very relevant to the financial environments in their countries in Africa.

As in the previous two classes, Botswana had no representation in the class. The problem was partly due to the absence of an IFESH Country Office in Botswana. This makes it very difficult for IFESH to assist bankers in obtaining appropriate visas to attend the classes in the United States.

The bankers completed their training on November 17 and departed for their home countries on November 18, 2000.

Overall, this training session was well planned and executed. There were no disappointments. All the places visited expressed their positive impressions about the bankers and the program. The bankers were also pleased with their newly acquired experience and skills.

## **8. Financial Report**

Two financial tables and explanatory notes for the USAID/IFESH Cooperative Agreement Number AOT-A-00-98-00110-00 for the period up to December 31, 2000, are attached as the next six pages.