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

**SEMI-ANNUAL PROGRAM REPORT**

**July 1, 2001 through December 31, 2001**

**Under the**

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**Submitted to**

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

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**1. Introduction**

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

The report covers the period July 1, 2001 through December 31, 2001 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**

During this period, the Teachers for Africa Program continued to make a substantial impact in the field. Overall, the country representatives maintained close monitoring of the TFA's and provided appropriate feedback and communication, particularly in light of the events of September 11<sup>th</sup>. During this period, teachers were given the opportunity via teleconference meetings with US headquarters to voice their concerns and address questions to the IFESH staff regarding procedures to take the event of an emergency.

A total of forty-one Teachers for Africa (TFAs) were selected to participate in the 2001/2002 Teachers for Africa Program and placed in six countries for the 2001/2002 academic year. By the first week in October 2001, all teachers were at post with the exception of the four teachers slotted for the Namibian TFA program. These four teachers were posted to Namibia January 9, 2002. In addition, a total of seven Teachers for Africa were funded directly by USAID/Ghana under the Mission-funded Primary School Teacher Training Project (PSTTP)

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

- A total of 170 applications were submitted for consideration for the TFA Selection Committee for the 2000-2001 academic year. Dr. Mac Stewart of Ohio State University chairs the committee consisting of 5 members, who are predominately academicians from various universities.
- A total of 41 teachers were selected for placement in the following countries:
  - Benin
  - Ghana
  - Ethiopia

- Guinea
  - Malawi
  - Namibia
- A Pre-Departure Orientation Program was held August 26 through September 1, 2001. Consultants included representatives from AHEAD, Africare, USAID Africa Bureau, Tuskegee University, Ohio State University, Indiana University, Arizona State University, and Tulane University. Survey responses from TFA participants indicated that the lectures and workshops conducted by the consultants were favorably received. TFA workshops and seminars emphasized interactive lectures on in-country adaptation, education reform, public health concerns, role playing, and the liberal use of computer technology.
  - Teachers received an in-country orientation by their host country representatives upon arrival in-country. Issues covered included travel logistics, housing, intercultural communication, job assignments and adaptation.
  - A mid-term conference for teachers in each country addressed progress, problems, issues, and educational techniques for promoting the most effective programs. The conferences involved the participation and input of USAID Missions and Ministries of Education.
  - Teachers and Country Representatives were monitored in the field. Headquarters staff worked with Country Representatives to help assure programs are having the maximum possible impact and in the development of job descriptions and teacher placements.
  - Work continued on teachers' databases and the development of web-sites.
  - Recruitment efforts continued for the 2002/2003 academic year. Various types of media were utilized for expanded recruitment of potential applicants. The IFESH web-site was enhanced to highlight the importance of "building bridges" between nations.
  - Travel to the field was conducted by IFESH/Phoenix to provide monitoring and to continue improving program implementation and effectiveness.
  - Headquarters staff responded to ongoing programmatic teachers' correspondence from the field (generally, their quarterly reports).
  - Country Representatives continued 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.
  - Country Representative reports and correspondence were responded to.
  - Planning was initiated for the August 2002 Pre-departure Orientation to be held in Phoenix, AZ. The 2002 Orientation will highlight consultants and representatives from USAID, the Peace Corps and Tulane University, Louisiana.
  - Feedback from the field reports sent in by the teachers demonstrate that the computer training programs facilitated by the Payson Center for International Development and Technology Transfer, Tulane University, during the Pre-Departure orientation in Phoenix, AZ have been useful for facilitating teaching in the field. Specific inputs include the development of computer training programs

for host faculty in computer training, and the establishment of internet connectivity between TFAs and the departments of the various universities and schools.

- Field visits to Ethiopia were conducted to assist the new Country Representative in facilitating incountry adaptation. Discussions with the Ministry of Education and the USAID Mission officials were held.
- Formation of the Teachers and Fellows Alumni Association.

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

By the end of this reporting period (December 31, 2001), all of the selected teachers were assigned in their respective posts and the four teachers in Namibia the previous year had successfully completed their assignments and returned home to the US. The following is a brief review of the TFA programs in specific countries, including examples of some of the accomplishments and some of the problems.

#### **3.1 Benin**

The nine teachers assigned to Benin for the 2001/2002 academic year have started their work and they are providing exceptional services to the primary school children, teachers and the neighborhood at the library centers. The work of these nine teachers complemented the efforts of IFESH under the ongoing Primary Education Teacher Training Project (PETTP), the high-impact education project funded by USAID/Benin.

During this reporting period, the Teachers for Africa Program has been working directly with the members of the community involved in education. Management of the library centers created by IFESH-Benin during the Primary Education Teacher Training Project was handed over to a community based non-governmental organization which was established in the 21 school districts of the teacher-training project.

The work of the TFA volunteers in Benin directly supports the USAID strategic objective for education that more children receive a quality basic education on an equitable basis. The library centers focus on student literacy and improved teaching skills which, in turn, improve both the quality of education the students receive directly in the centers and the quality of classroom instruction of the teachers within the targeted school districts.

In addition to teaching primary school student teachers basic English language skills, basic computer skills, arts and crafts, and literacy, the TFA volunteers in Benin are also training local library managers.

For instance, in Allada, a rural area in the South, 322 primary school teachers are enrolled in arts and crafts, English, and computer lessons. In one week, 1,650 students benefited from the literacy and arts activities. In the Dassazoume region of central Benin, the library center provided classes in English, arts and crafts, and reading to over 300 students and teachers during its first month of operation.

In the Natitingou area, which is located in the poorest northern region of Benin, over 700 students participated in educational activities during the first weeks of December.

In Djougou, another large poor school district of the northern region of Benin, 68 teachers and 2,553 children participated. The children benefited from the literacy, arts and crafts, computer and English courses provided by the TFA volunteers from October through December 2001.

In addition to their work with primary school students and teachers, a number of the TFA volunteers are also providing special tutoring in English to secondary school students, teachers preparing for professional exams, and other members of the community. Several teachers are also actively seeking additional opportunities for the students with other organizations. For example, one volunteer has successfully attracted the attention of the Boys Scouts/Girl Guides to start a new chapter in the community where she lives.

A three-day training workshop was organized and executed entirely by the volunteers in order to ensure the sustainability and quality of the library resource service center. Thirty Beninese managers were trained in basic library skills, management of students' and teachers' activities, English, arts and crafts and basic computer skills.

### **3.2 Ethiopia**

Eight TFAs were assigned to Ethiopia for the 2001/2002 academic year of which six were assigned to teacher training colleges at Gambella, Gondar, Abi Adi, Harar, Debre Birhan and Nazareth in the teaching of English primary and middle school teachers. One teacher was assigned to the Addis Ababa Regional Education Office for book production and the other to Alemaya University teaching health education.

The placement was done jointly by both the Ministry of Education and USAID to meet Ethiopia's country objectives and to support USAID's ongoing projects. The teachers blended perfectly into their systems due to the good foundation laid at the in-country orientation, where we had full participation of all the interested parties involved in the Ethiopian Educational system.

During the the first month with the teachers in the field, the IFESH Country Representative conducted a joint visit with the USAID Educational Unit to all the colleges where IFESH teachers were assigned. The purpose of this visit was to do the following:

- (a) Familiarize the IFESH Country Representative with USAID programs on the Basic Education System Overall (BESO) project;
- (b) Make sure the IFESH teachers worked together with their supervisors in the achievement of the BESO project; and
- (c) Review the living and working conditions of the teachers, and address issues as needed.

The teachers were not only involved in teaching in the classroom but also in field training. An example was the involvement of the teachers with the teaching practice of student teachers in the field. The objective of focusing on teaching English and English as a Second Language (ESL) to primary school teachers was in response to a request made by the Ethiopian Prime Minister through the USAID a year earlier, that IFESH should focus its teachers on English student teacher instruction and ESL.

Apart from the regular workload of the teachers in the classroom, teachers assigned to training colleges have initiated English clubs for primary school teachers from various schools in their district. They are also running extra classes for less skilled students by teaching creative writing, tutoring, and spoken English. In one institution, one teacher receives an attendance of over 200 students each weekend at her English club.

With the security concerns after the September 11, 2001, terrorist attack, arrangements were made to better secure the teachers by providing telephone services and ensuring the safety of their homes.

### **3.3. Ghana**

With eleven teachers placed in Ghana for the 2001/2002 academic year, including seven teachers funded out of the USAID/Ghana Primary School Teacher Training Program (PSTTP), and the other four funded out of the USAID/Washington Cooperative Agreement, Ghana remains the largest program under the Teachers for Africa Program.

An in-country orientation was conducted upon the arrival of the teachers in October 2001. The Ministry of Education, the supervisors of the colleges, and the USAID Education Unit attended. The teachers were placed at their institutions on October 5, 2001, in various parts of the country. A follow-up visit was made by the IFESH country office to ascertain that the teachers were comfortable, were living in secured housing, and had started their assignments.

The IFESH-Ghana TFA program supports and complements the implementation of Ghana's educational program which is to assist teachers at the primary, secondary, and tertiary levels. However, the USAID Ghana Mission sponsored local project, the PSTTP, has a new focus. Therefore our teachers in the college program are working closely with the Teacher Education Department under the Ghana Education Services to teach tutors instead of students as part of the support for the country's Educational Policy, Free Compulsory Universal and Basic Education (FCUBE)

In addition to the above, the teachers also serve in nearby colleges and primary schools, with the major role being that of tutor capacity building. The teachers at various colleges also organized HIV/AIDS Awareness Clubs in addition to managing the resource centers on campus.

At Peki Training College, the assigned volunteer set up and equipped the resource center with supplies and books she brought from the United States. In addition, she established

a lending and circulating library for primary and junior secondary school students by collecting books from other TFAs. In addition, she trained two students to become librarians.

The program in Ghana is well established and has a high degree of impact on the educational system of Ghana. The TFA program has facilitated educational reform in Ghana through the training of teachers at the secondary and tertiary levels.

Unfortunately, one of our TFAs became ill and had to return to the United States.

### **3.4. Guinea**

The Guinea Ministry of Education this year had four teachers, three of whom were assigned in the northern part of Guinea teaching English in high schools. The fourth teacher was assigned to the Ministry of Higher Education and is currently working on revolutionizing the Guinean higher educational system to move from the French approach to the North American system—from a “long program of classes” to the system of semesters and credit hours.

The TFAs have been attending pedagogical meetings with Guinean teachers and have been sharing methodology ideas. They are also helping to improve their counterparts’ teaching techniques.

Extra-curricular activities of one of the teachers in Guinea included conducting special English classes for top civil servants in the Pita area. In Dalaba, one of our teachers initiated a team of women dancers that practice every evening, and she also offers free English classes to the community. In Labe, one of our teachers spent most of her evenings and weekends tutoring English to the youths in the area.

The TFAs extended their activities to include going into public libraries equipped with computers to train their users on data entry and the techniques of good library management.

### **3.5. Malawi**

As a result of the good performance of the 2000/2001 teachers, the Malawi Ministry of Education requested additional teachers from IFESH to teach in various educational institutions with their top priority being special education at Montfort College. In addition, the USAID Mission also requested that IFESH also focus on teacher training.

Ten teachers were placed in Malawi. Six were placed at the Teacher Training Colleges (TCCs), two were placed in the Chancellor College (University of Malawi), and the other two were placed at Montfort College of Special Education.

The teachers at the TTCs have been participating in a series of workshops on teaching and learning through the use of locally available resources. The two teachers at Montfort

College have been busy designing new courses and implementing them in both the hearing impaired and in the language and communication disorder classes. They also provide computer instruction to other staff members and community involvement activities. They are also focusing on teaching and lecturing to the teachers and students on HIV/AIDS.

In addition, both teachers are involved in organizing resource drives to collect books and materials for their respective departments.

The two teachers at the Chancellor College have been mainly involved in teaching principles of education to graduate students, developing new approaches to research, theory and multiple cultural perspectives, and the development of a new Masters Degree course outlined for educational leadership. They are also engaged in conducting counseling sessions and mentoring students on a regular basis to assist them in achieving their academic goals.

The extra-curricular activities of this year's TFAs vary from working with local non-governmental organizations that are focusing on improving the lives of impoverished children to writing proposals and grants.

Overall, the teachers in Malawi have performed very well. The major accomplishment is the positive response to the proposals written (1) to the Japanese for 5 vehicles and (2) to the Malawi Government for funding of numerous research projects at Chancellor College.

Unfortunately one of the teachers had to return to the United States after four weeks of arrival due to her inability to adapt to her new environment

### **3.6. Namibia**

In Namibia by December 2001, TFAs have trained 750 student teachers at the colleges of education. Student teachers were trained in lower primary education, science and mathematics, as well as educational theory and practice. This includes classroom teaching as well as supervision during school based studies.

During the last two quarters of 2001, a TFA assisted with the first phase of the production of two videos for the BETD program. The videos are to support the implementation of the school-based activities component of the BETD program and will be used as a resource by HODs and Principals in the support to improve the teacher's classroom practices.

The extra-curricular activities of the TFAs include assistance in conducting an HIV/AIDS research project for the Ongwediva College of Education. The study looked at the impact of HIV/AIDS on learning in the Ohangwena and Oshikoto regions. A presentation on the preliminary findings was done at a conference held this year. The findings were shocking but appreciated by the conference participants. The findings were able to give a

true picture of how HIV/AIDS impacts learning in the primary schools in selected regions. As a result, the TFAs and their colleagues are seeking funds to assist in the preparation of the final report.

Because of the outstanding work done by the teachers at Ongwediva College of Education, they were both awarded Certificates of Appreciation for their excellent work by the college at a farewell ceremony conducted by the college on their behalf. These three teachers have successfully completed their tenure, and they have returned to the United States.

#### **4. Recruitment of Teachers for the 2002/2003 Academic Year**

From the experience of not having the large pool of teachers for the Selection Committee of last March, IFESH decided to take a different approach in recruiting by advertising vigorously and more aggressively than in the past by advertising in more newsletters and magazines, adding more websites and links on the Internet, utilizing both TFA & IFP alumni networks and extended communication with professors at the universities and colleges of education. The teacher and fellow applications have been added to the IFESH web site and can now be downloaded by the applicants, which will reduce recruitment printing and direct mailing costs to both programs.

#### **5. Recruitment of Teachers for the 2002/2003 Academic Year**

Under the Cooperative Agreement, five fellows were placed in four different sub-Saharan countries for the 2001/2002 cycle. Also, two other fellows were placed in Southern Africa with funding from a private foundation.

The funded fellows were placed in various positions with American based non-governmental organizations. For the first time, two of the Cooperative Agreement-funded fellows were placed with the UNAIDS in Ethiopia and Namibia.

In Namibia, the fellow is working with the Ministry of Health in implementing the National HIV/AIDS plan. This involves conducting workshops for the regional advisors and meeting representatives from ministries as well as the private sector and NGOs that are responsible for implementing this plan at their institutions.

In Ethiopia, the fellow was appointed as the information development officer and his major task is to develop an Internet web-site system with the Ministry of Technology and an information library within the National AIDS Secretariat Office. Also, the fellow is to put in place a monitoring and evaluation unit by training an M&E officer at the National AIDS Secretariat. One of his major accomplishments is the development of a power point presentation for the head of the AIDS Secretariat during the international conference and editing and writing speeches.

The fellow in Ghana was assigned to Opportunities Industrialization Centers International (OICI) and has been involved in the improvement of food security programs ultimately

increasing the income of the rural areas of Ghana through agro-business development, marketing training, and micro-credit input. He has a staff of 30 and has been working as a monitoring and evaluation officer. When he is not working, he spends his time training his co-workers how to use the computer.

In Malawi the IFESH fellow was assigned to Save the Children, an American-based NGO. Her job involves proposal writing and evaluation of research activities in the field.

In South Africa, there were two fellows funded from a private organization; one was involved in HIV/AIDS intervention working with Africare, and the other was the Program Assistant at the IFESH office on development work.

## **6.0 The Best & Brightest African Bankers Program**

This report covers the program activities of the Best & Brightest African Bankers Program from July 1, 2001 through December 31, 2001.

### **6.1 Background and Program Goals**

The Best & Brightest African Bankers Training Program was developed as a means of strengthening the financial institutions in participant countries. The goal of the program under this particular grant is to train 200 mid-level banking employees who have the potential to be promoted to senior management positions. The exposure and training the participants receive during their five weeks in the United States will help to develop leaders in the financial community and assist in the development of a leadership pool for community development projects now and in the immediate future.

### **6.2 Program Update**

Since its inception, 383 bankers from 15 African countries have completed the program. The seven countries participating in the 2001 class were Benin, Ethiopia, Ghana, Namibia, Malawi, Nigeria and South Africa.

Botswana was among those countries selected to participate by USAID and qualified applicants applied, however, IFESH does not have a country office in Botswana and there was some difficulty experienced in ensuring that the participants were traveling on the correct J-I visa. We will work with USAID to resolve this issue.

The 2001 class originally scheduled for the spring was deferred due to scheduling conflicts surrounding the postponement of the 6<sup>th</sup> African African-American Summit. The class was finally convened in August and September. Twenty-three persons (9 women and 14 men) participated in the 2001 class. The break down by country was as follows:

|          |   |
|----------|---|
| Benin    | 1 |
| Botswana | 0 |

|              |   |
|--------------|---|
| Ethiopia     | 4 |
| Ghana        | 5 |
| Malawi       | 2 |
| Namibia      | 2 |
| Nigeria      | 8 |
| South Africa | 1 |

### **6.3 Recruitment/Selection Issues**

A review of the recruitment/selection process indicated several areas where a change in the process could result in significant cost savings to the program. The printing and mailing costs associated with sending out approximately 500 to 1000 applications to the various institutions was significant. Applicants were routinely submitting four or five applications before being selected to participate in the program.

The Banker's application has been added to the IFESH web site and can be now downloaded by the applicants, which will reduce recruitment print and direct mail costs. A comprehensive applicant database that can easily be updated has been developed. This database will eliminate the need for applicants to submit multiple applications. The Bankers Alumni Associations are working to assist IFESH in identifying suitable candidates for future classes, which will further reduce recruitment costs.

Finally, the selection committee, which had previously met twice each year, will meet only once per year or when the pool of qualified selected applicants has been exhausted. This change will reduce by half the cost of travel, lodging, and per diem for the five-member selection committee.

### **6.4 Problems**

#### **6.4.1 Mellon Bank Restructuring**

On December 31, 2001, several divisions of Mellon Bank were sold to other financial institutions. Three of the five selection committee members are Mellon Bank employees, however, there is a good possibility all three will be leaving Mellon in the next few months in which case the selection committee will need to be reconstructed. Additionally, eighty-five percent of the trainers involved in the week-long Bankers Practical Training Program at Mellon have already relocated to other financial institutions. A new provider will be needed for future classes and some budget impact will likely result.

#### **6.4.2 Non-Returnee Request for Political Asylum**

One of the participants in the 2001 class, Mr. Addisu Agago from the National Bank of Ethiopia, did not depart the US as scheduled at the completion of the training. Immigration authorities were notified and he was taken into custody and subsequently requested political asylum. Mr. Agago is the second non-returnee from Ethiopia. Both

non-returnees were single gentlemen under the age of 30, which may be a factor in the selection of future participants.

### **6.5. Issues**

The program was impacted over this past year by a several external, unfortunate, significant events.

The passing of IFESH President and founder Rev. Leon H. Sullivan and the postponement and ultimate cancellation of the 6<sup>th</sup> African-African Summit resulted in only one class being held rather than the two that were planned.

Two of the three weeks of training at the JPMorgan Chase Global Training Center were completed as scheduled. The terrorist attacks on September 11 forced the cancellation of two and one-half days of class.

The increased security in Washington DC following the September 11 attacks necessitated the cancellation of the scheduled field visits to federal institutions in the District of Columbia. The participants returned home one week earlier than planned.

### **6.6 Significant Accomplishments**

The first Micro-Lending class in the history of the program was completed at the end of the final week of classes at JP Morgan Chase. The micro-lending component was added to the curriculum at the direct request of several past class participants who find their lending institutions being faced with the prospect of providing small business loans for the first time.

Two of the Best & Brightest African Bankers alumni have been appointed as the Human Resource Administrator and the Deputy General Manager in charge of Corporate Banking for The Almond Bank. This is a brand new bank, owned by Nigerians and located in Lagos, Nigeria.

Several other participants of the 2001 class have been notified that as a result of their completion of this program, an increase in responsibilities or a promotion is eminent.

The Alumni Associations are working to identify and develop volunteer community self-help projects, which can be implemented and shared with other chapters of the association. Information will be disseminated via an electronic Alumni Newsletter. The newsletter will be distributed via the Internet to avoid the cost of printing and mailing.

### **6.7 Personnel Issues**

Dr. Samuel Atteh, the Program Director resigned his position as Program Director effective October 15, 2001. Mrs. DeJarnette Edwards, who has worked with the program since 1992, was appointed as the Acting Program Director.