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

**SEMI-ANNUAL PROGRAM REPORT**

**January 1, 2002 through June 30, 2002**

**Under the**

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

**Submitted to**

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

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**IFESH**  
**SEMI – ANNUAL PROGRAM REPORT**  
**January 1, 2002 – June 30, 2002**

**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.

This report covers the period January 1, 2002 through June 30, 2002 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.

The current success of the Teachers for Africa Program is hinged on the strong leadership and managerial abilities of the country representatives, the synergy between the programmatic missions of IFESH, USAID missions and *Ministries of Education* (MOE), the validity of the self-help philosophy of community-based educational reform, the high competency levels of the teacher volunteers fielded to institutions throughout Africa, and efforts to increase the range of areas impacted through the program, particularly in HIV-AIDS awareness and behavior change. Moreover, the program is effective in impacting a large number of direct and indirect beneficiaries by using a cost-effective approach of minimizing support for expensive infrastructure and emphasizing human resources provided through the training of neoteachers and community-driven, resource mobilization activities.

A major future challenge of the Teachers for Africa Program will be to strengthen the follow-up activities of the returning teachers and fellows so that (1) the past experiences of former teachers can be utilized as a guide for both the new volunteers and country representatives to improve program delivery, and (2) the continuity of ongoing projects and developments in the field is not severed with the end of tenure for one group of teachers and the beginning of tenure for the new cohort. For some countries it is proposed that teachers may need to stay for two academic years to attain programmatic goals. Moreover, recruitment and orientation activities must be refined to target candidates with specific expertise in areas of education administration, curriculum development and public health, as well as others.

During this period, the country representatives continued to aggressively monitor both the teacher-training activities and community development activities of the teacher volunteers in the field.

Highlights of the various teacher-training activities of the teachers during this period include:

- Workshops on *Appreciative Inquiry and the Production of Teaching and Learning Material* (TLMs).
- Conducting teacher-training workshops in primary school settings in conjunction with the efforts of other NGO's including Catholic Relief Service (Anita Tawiah, TFA-Ghana)
- Training in English as a Second Language (TESL)
- Developing Environmental Clubs
- Organizing Training Workshops on HIV/AIDS using Information Technology
- Running "Anti-Aids" Club at Alemaya University (Marilyn Sherman, TFA-Ethiopia)
- Working with a Commission of the Ministry of Higher Education and Research to reform tertiary education in Guinea (Merton Bland, Ph.D., TFA-Guinea)
- Teaching HIV/AIDS behavior change to deaf secondary aged students (Heidi Corce, TFA-Malawi).

During this grant period the local mission of USAID-Ethiopia awarded a cooperative agreement to IFESH/Ethiopia to implement the Capacity Building in Teacher Education Project (CBTEP). The CBTEP will assist the Government of Ethiopia to improve primary teacher training and primary education in Ethiopia. The direct beneficiaries of IFESH's CBTEP include the teacher training institutions, the teacher training colleges and the *Ministry of Education*, which will receive assistance directly from the volunteer TFA's assigned to those institutions, as well as the teachers, administrators and other educators in those institutions targeted by CBTEP. Eight TFAs will be assigned in each of the four academic years of the project, for a total of 32 TFA academic years. Teachers will be encouraged to stay for two academic years to achieve higher levels of competency in their work.

During this grant period, the TFA Selection Committee, chaired by Dr. Mac Stewart, Ohio State University, and comprised of academicians from various universities, including the University of Wisconsin, Madison, and Tuskegee University, convened at the IFESH office in Arizona. On the basis of the applications submitted by the candidates and written recommendations, thirty-seven teacher volunteers were selected by the Committee for placement in the following countries: Benin, Ghana, Guinea, Ethiopia, Malawi and Namibia. Seven Fellows were also selected by the IFP Selection Committee from a pool of 240 applicants, many of whom were highly qualified. The Fellows were assigned to the following host organizations:

- Africare South Africa
- Africare Guinea
- Africare Ethiopia
- IFESH South Africa
- UNAIDS Namibia
- Save the Children-Malawi
- OICI Guinea

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

A total of 185 applications were submitted for consideration for the TFA Selection Committee for the 2002-2003 academic year.

A total of thirty-seven (37) teachers were selected for placement in the following countries:

- Benin
  - Ghana
  - Ethiopia
  - Guinea
  - Malawi
  - Namibia
- 
- Planning has been finalized for the 10<sup>th</sup> Pre-Departure Orientation Program for departing volunteers. The Orientation program will be held August 17<sup>th</sup> through August 25<sup>th</sup>, 2002. Consultants will include representatives from Adventures in Health and Agricultural Development (AHEAD), Africare, Bureau for Africa/USAID, U.S. Department of Education, Rust College, Howard University, Tuskegee University, Ohio State University, Arizona State University, and Tulane University.
  - Six returning Teachers have been selected to be recipients of the TFA Outstanding Teachers Award. These teachers have demonstrated outstanding performance in the field and have participated in community-level activities, such as the development of HIV/AIDS awareness clubs and ESL programs, which have impacted students and student teachers outside of the classroom environment.
  - The Payson Center for International Development and Technology Transfer, Tulane University, provides training in information technology to departing teachers. For the 2002-03 outgoing group of volunteer teachers, information technology training will reflect areas of curriculum development and pedagogy addressed by teachers in the field. Teachers will learn how to develop computer-based curricula, which integrate health awareness, focusing specifically on HIV/AIDS prevention.
  - 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. Teachers' quarterly reports were responded to with feedback from the IFESH headquarters in Phoenix. Recommendations such as the need for greater follow up on TFA projects following the end of tenure were addressed. Country representatives were advised to ensure greater continuity between breaks in tenure by encouraging returning volunteers to brief new teachers on curriculum and training needs at their respective teacher training institutes and colleges.

- Work continued on teachers' databases and the development of web-sites. A web-site is being developed which will link teachers and country representatives among the various countries and provide alumnus news and information.
- Recruitment efforts continued for the 2002/2003 academic year. Various types of media were utilized for expanded recruitment of potential applicants. Plans are underway to identify specialized areas of expertise among teachers working within the departments of targeted colleges and universities: curriculum development, educational administration, special education, management, public health, computer science, international development, public policy, etc.
- Travel to the field was conducted by IFESH/Phoenix to provide monitoring and to continue improving program implementation and effectiveness. The IFESH Senior Program Director will travel to the field in January 2003 to assess the progress of TFA programs in Namibia, Benin, Ghana and Malawi.
- Headquarters staff responded to ongoing teachers' correspondence from the field.
- 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 by the Senior Program Director.
- A weeklong pre-Orientation Planning Program for Country Representatives will be held in Phoenix during the week of August 12<sup>th</sup>. Workshops on USAID contract management, new program development, and proposal writing will be offered to the country representatives to encourage the country-based development of projects funded through local missions and donor organizations.
- 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, Arizona, have been useful for facilitating teaching in the field. Specific results include the development of computer training programs for host faculty and the establishment of Internet communications between TFAs and the departments of the various universities and schools. The focus of the international technology workshops during the 2002 Pre-departure Orientation Program will be on adapting computer-based curriculum to meet the pedagogical needs of the teachers and teacher-trainers.
- Workshops on the importance of transparency and exchange of ideas and information between the country representatives in the field will be held during the week prior to pre-departure orientation.

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

By the end of this reporting period (June 30, 2002), all of the selected teachers for the 2002-2003 have confirmed participation in the program for the 2002-03 academic year. All new teachers and fellows are required to participate in the Pre-Departure Orientation. 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

During the six months ended June 30, 2002, the work of these nine teachers continued to complement the efforts of IFESH under the ongoing Primary Education Teacher Training Project (PETTP), the high-impact education project funded by USAID/Benin. Based on the quarterly reports of the teachers in this country, the total number of teachers trained through classroom teaching, workshops and seminars during the last three months exceeded 2,000. The total number of students who either were impacted by an IFESH teacher-trainer or received services from the staff of the Bibliotheque Centre de Documentation (BCD) is nearly 5,000.

During this reporting period, the Teachers for Africa Program has been working directly with the members of the community involved in education. Teachers have also been involved in large-group training (formations) for teachers, both at schools and in the Bibliotheque Centre de Documentation (BCD). The purpose of these sessions is to emphasize the use of teaching curriculum, materials and computer use in the classroom and the development of in-school teacher training. Community-based activities of the teachers include the development of clubs demonstrating western teaching techniques, and the formation of ESL clubs and fundraising efforts to equip schools.

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.

During this period, teacher trainers continued to conduct observations of schools and provide teacher-training in the schools. IFESH volunteers continued to work with the Beninese master teachers in developing sustainable teacher-training sessions based in the school environment. As noted by one of the teacher volunteers, Sarah Havekost, in her quarterly report for April/May, 2002:

My animators also enjoy traveling out to schools and working with teachers one on one. They had not had similar experiences in the past and were timid at first. Now they handle themselves like they've been doing it for years. I believe that, after I leave, they will be more than capable of sustaining such visits. I believe this is my greatest success in creating these in-school teacher-training sessions. In the years after I leave, the two animators that I will be leaving behind will continue to inspire and motivate teachers throughout the Sike district.

As a result of teacher-training efforts in Cotonou, 240 teachers were directly impacted and at least 12,000 students were indirectly impacted by in-school visits by the IFESH volunteers.

The TFA volunteers are also continuing to provide special tutoring in English to secondary school students, teachers preparing for professional exams, and other members of the community.

In Dassa-Zoume, the teachers worked directly in the classrooms of the teachers and the schools in close conjunction with the Bibliotheque Centre de Dcoumentation (BCD). Large group training was conducted at both the schools and the BCD. In Dassa, more than 200 teachers have been trained (quarterly activity report, Bertha Rose Udell, TFA-Benin, June, 2002) through classroom teaching and in-service training.

### 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.

During this period, the teachers continued their involvement not only in teaching in the classrooms of the Teacher Training Institutes (TTI's) and Teacher Training Colleges (TTC) but also in field training. Activities included the organization of peer teaching and training workshops on HIV/AIDS. One teacher (Marilyn Sherman, TFA-Ethiopia) prepared a strategy proposal for HIV/AIDS prevention which was accepted by the Harar Region.

In Harar, teacher training activities included curriculum development at the primary school level, the observation of student trainers who were teaching English in the classroom, observing teaching demonstrations by trainees, and the development of textbooks for use at the primary school level.

In Gambella, the Gambella English Language Teachers Network newsletter was established by teacher Maria Liu. The goal of the newsletter is to provide a forum for Ethiopian primary school teachers to promote teaching methods and learning tools while fostering English language training. Plans are also underway to establish a GELTNET English Language Resource Center at the Gambella Teacher Education and Health Science College.

Other activities of Ethiopian TFA's during this period:

- Established a "Big Sisters Program" where senior female students support junior and freshman female students in curriculum development and academics (Marilyn Sherman, TFA-Ethiopia).
- Donation to the pediatric ward of Hiwot Fana Hospital in Harar, contributed by the home town hospital of TFA Marilyn Sherman, The New London Hospital.

- Creation of a Physics Laboratory for 3<sup>rd</sup> year students in Alemaya University who were supposed to travel to Addis Ababa University (over 500 km away) for their laboratory work (Dr. Douglas Holland, TFA-Ethiopia, Alemaya University).

### 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.

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. The Teacher Education Department under the Ghana Education Services taught 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 have continued to organize over this period HIV/AIDS Awareness Clubs, in addition to managing the resource centers on campus.

Teachers continued to emphasize teacher-training activities and resources which foster greater effectiveness and efficiency in learning. At the Akrokerri Training College, 5 computers were donated by IFESH to the Resource Center and utilized by teachers and tutors. HIV/AIDS workshops and HIV/AIDS drama clubs continued at the Akrokerri Training College (Barbara Gathers, TFA-Ghana), as well as an Introduction to Computers course. Tutors were given training on reinforcing the use of teaching and learning materials (TLMs) and Appreciative Inquiry during college-based workshops.

Teacher training workshops continued at the Tamale Training College in Tamale, Ghana, for the Tamale Training College faculty and staff. Additional workshops were held at nearby primary schools and off campus in conjunction with the Catholic Relief Services. The teachers served as resource persons for the teaching and learning materials section of the workshop. Topics covered by the teachers during the workshops included: Appreciative Inquiry, Lesson Notes Planning, and Production of TLMs. HIV/AIDS awareness sessions continued at Tamale Training College and focused on misconceptions about HIV/AIDS and sexually transmitted diseases (STDs).

Teachers also during this period continued to extend computer training to students of the training colleges as well as develop community service projects.

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.

### **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 continued during this period to conduct teacher-training activities and provide administrative and curriculum support at the university level. Teachers were engaged during this period in the development of syllabi for secondary school level courses (Michael Denker, TFA-Guinea, Carla Aniagoh, TFA-Guinea). Teachers were also involved in preparing students to take the Baccalaureat exams and conducting evening classes and training sessions for students.

Additional activities included resource mobilization activities on behalf of the English Speaking Womens’ Association (ESWA) and teacher-training activities conducted at the Higher Institute of Educational Sciences (ISSEG).

One teacher was responsible for developing a Girls’ Conference on the topics of Culture, Religion and Education, which was held on June 20, 2002. The same teacher is responsible for providing the resources to establish a Cyber Museum Cage where the history of the founder of IFESH, Reverend Dr. Leon H. Sullivan, will be told, and where educational resources and materials will be made accessible for teachers.

### **3.5. Malawi**

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, in Limbe, Malawi.

The teachers at the TTCs have continued during this period to participate in a series of workshops on teaching and learning through the use of locally available resources. The teachers have continued to teach in the Learning Difficulties Program at Montford College. Examples of courses taught to students include: *Assessment and Program Planning and Families, Professionals and Exceptionality*. These are special education courses which have been designed by the teachers. Other courses taught include: *Didactics and Curriculum and Classroom Management*. These are courses which are specifically geared toward strengthening pedagogical aspects of the Montford College curriculum and enhancing the competencies of the student teachers who will, following training, go out into rural regions to work at designated special education centers.

Although Montford College has faced severe budgetary problems and shortage of educational resources, the teachers continue to be innovative in developing various funding strategies on behalf of the school. One teacher wrote letters to at least 30 funding institutions

requesting funding support (Stanley Williams, TFA-Malawi) and wrote a grant proposal to the Japanese Embassy for program support. Other teachers organized field trips for the students to the disability service organizations. Teachers have also taught HIV/AIDS to the standard 6, 7, and 8 deaf students, as well as put together an HIV/AIDS curriculum for the school to use (Heidi Corce, TFA-Malawi).

### **3.6. Namibia**

#### **Teacher Training College**

During this quarterly period, TFAs at Ongwediva and Windhoek Colleges of Education trained 261 students in direct teacher training (classroom teaching). These students are trained in teaching Lower Primary, Education Theory and Practice I and II, as well as Social Sciences, Early Primary Music and Handwriting. Among these student teachers, 95 are women. TFAs also observed and guided these students during the 3 week School-Based Studies in nearby local primary schools.

In addition to training student teachers, 34 Teacher Educators at Ongwediva College of Education were trained in areas of teaching methodology, classroom management, information technology, and English communication skills.

TFAs at Teacher Training Colleges contributed their skills towards the following college committees: the HIV/AIDS awareness Committee, the Staff Development Committee, Computer Committee and the Ongwediva College Conference Committee.

TFAs at Ongwediva College of Education continue to assist 4 colleagues with their Masters and Honors degree programs. This has included their input in content as well as English usage.

A female TFA at Ongwediva Training College gives lessons in English at a local primary school during her free time.

A TFA assisted his Social Science class in designing a web site specifically designed for Namibian students who are in grades 5-7. They hope to launch the web site by next month. The web site is designed to provide students with extra help and easy reference to Namibian Social Studies topics.

A TFA at Ongwediva continues being a faculty editor for the students' newsletter. They just introduced a column: Ask "Meme Omuvali." This column will give students an opportunity to ask, anonymously, any questions which they might have regarding HIV/AIDS.

A TFA at Windhoek College continues to assist colleagues in the use of computer and Internet. This assistance includes guidance as well as the development of the Internet instruction sheet for staff and the computer lab. These colleagues are now able to search on the Internet with minimal guidance. The TFA is now assisting the college as their computer technician.

## **Ondangwa Community Skills Development Center (COSDEC)**

During this quarterly report, TFA Tonya trained a total of 80 trainees in Social/Life Skills and English. In addition, she assisted six instructors in planning their curriculum and providing them with instructional advice and suggestions. Plus, she offered administrative support to the Head of Center and the Administrative Assistant. This support includes drafting of official correspondence as well as the setting up of agenda for staff meetings.

### **4. Predeparture Orientation Program for the 2002/2003 Academic Year**

The Predeparture Orientation Program for 2002-03 will include program development and proposal-writing workshops for the IFESH country representatives in order to build on the philosophy of self-help and sustainability.

The Orientation will emphasize greater presence and input from AID-Washington practitioners. These practitioners and experts will be able to provide guidance to the teachers and country representatives on how better to foster and support the shared strategic objectives of USAID and IFESH, particularly in regards to broadening basic education and training in the schools as well as promoting HIV/AIDS awareness.

The Orientation will include additional workshops focused on strengthening program delivery. Those workshops will include: *The Responsibilities of American Volunteers Working Abroad Post 9/11; the Impact of Female Education on Sustainable Development; and the Use of Information Technology to Encourage HIV/AIDS Prevention.*

Other developments include the formation of an IFESH Education Committee to monitor the progress of the Teachers for Africa Program and to develop a structure for the goals and mission of IFESH teacher-training activities in developing countries.

### **5. International Fellows Program**

Under the Cooperative Agreement, five Fellows have been placed with American-based, non-governmental organizations. Those organizations include OICI/Guinea, Africare/Guinea, Africare/Ethiopia, Africare/South Africa and Save the Children/Malawi. One Fellow has been placed with the IFESH country office in Johannesburg, South Africa. All of the Fellows will be engaged in activities which are consistent with the philosophy of the International Foundation for Education and Self-Help. Specifically, they will be involved in community based projects which will substantively impact the community in a way that strengthens indigenous growth.

In the Republic of Guinea, the Fellow will be working in agricultural management in Dinguiraye. His responsibilities will include the assessment and application of appropriate technologies for the transformation of basic food commodities produced in the Dinguiraye Prefecture into value-added products. The Fellow will also oversee the implementation of an

expanded program aimed at reducing post-harvest losses and improving current food storage technologies.

In Malawi, the Fellow will be working with Save the Children on the Mangochi Education program. She will be predominately working on training teachers, training school communities and developing community participation in school development, management and curriculum implementation.

The Fellow for Africare-Ethiopia will be primarily working on attaining the major objectives of the Gambella projects. Those objectives include:

- (1) Reducing immunization preventable disease and vitamin A deficiency
- (2) Reducing malnutrition in women of reproductive age and children less than five years of age
- (3) Increasing awareness of HIV/AIDS/STDs among school children, and
- (4) Strengthening organizational and management capacities of partner agency staff.

The Fellow placed with OICI-Guinea will be working closely with the OICI Representative and the Director of the Conakry Center. The Fellow will predominately liaison with OICI partners including USAID, Africare, and ADRA in Conakry. The Fellow will also provide technical assistance to the micro-enterprise development unit in Conakry and assist in Guinea OICI resource mobilization efforts as well as provide necessary technical assistance to the Profitable Agriculture and Village Extension (PAVE) project. She will also be assisting the staff in organizational management and computer technology training.

The Fellow assigned to IFESH-South Africa will predominately assist with the development of IFESH's education and training programs involving training and technical assistance activities such as performing needs assessments of prospective trainees, developing training materials, manuals and reading materials and undertaking performance monitoring evaluations.

In Johannesburg, South Africa, the Fellow will be working with Africare predominately in developing the organization's health activities. The Fellow will assist in all logistical aspects of coordinating HIV/AIDS prevention training workshops. She will also provide technical guidance, support and mentoring to CBIs to strengthen their HIV/AIDS prevention and advocacy skills. The Fellow will also prepare reports for training workshops and work directly with CBIs as they carry out HIV/AIDS prevention activities.

The activities of the Fellows often overlap those of the volunteer teachers. This is true, particularly with regard to implementing health awareness and income-generation projects as well as teacher-training activities. In the future, we would like to address ways of refining the relationship between the teacher and fellow and extending the role of the teacher as an advocate or mentor for the Fellow in fostering community development projects that require input and feedback from the schools and universities. Opportunities will also be pursued for the Fellows to return to the IFESH headquarters in Phoenix for a debriefing on their experiences overseas and to provide input for strengthening the program in future years.

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

This report covers the program activities of the Best & Brightest African Bankers Program from January 1, 2002 through June 30, 2002.

### **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. According to Walter H. Kansteiner, Assistant Secretary, Bureau of African Affairs at the State Department, "The financial sector will lead Africa into the next century." The exposure and training the participants receive during their five weeks in the United States will help ensure that the graduates are equipped with the skills necessary to lead Africa into the next century.

### **6.2 Program Update**

Due to the reorganization and subsequent downsizing at Mellon Bank, the 2002 Class for the first time spent four weeks at JP Morgan Chase in New York City rather than three weeks in New York and the fourth week in Philadelphia.

The group received classroom training, not only from the members of the JP Morgan Global Training Center, but also from several visiting professors from Historically Black colleges and universities. In addition, they visited the New York Stock Exchange and the memorial closing services held at Ground Zero on the six-month anniversary of the September 11th terrorist attack.

The fifth week was spent in DC. The group attended the Summit fund-raising dinner and was privileged to be able to hear President George Bush and President Obasanjo of Nigeria speak.

The group met with staff members from USAID, the Export Import Bank, the World Bank and the Overseas Private Investment Corporation. At the US Treasury Department, the group met with the head of the Africa Bureau, as well as the money laundering unit and the anti-terrorism unit. For the first time, representatives from the Constituency for Africa met with the group to discuss investment opportunities.

Since the inception of the training program, 412 bankers from 15 African countries have completed the program. Twenty-nine persons (10 women and 19 men) participated in the 2002 class. The seven countries participating were Benin, Ethiopia, Ghana, Namibia, Malawi, Nigeria and South Africa. The breakdown by country was as follows:

Benin	3
Botswana	0
Ethiopia	3
Ghana	5
Malawi	4
Namibia	5
Nigeria	8
South Africa	1
Total Participants	29

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

#### **6.3.1 Recruitment of New Applicants**

Two hundred forty-four applicants out of the three hundred forty-four considered during the last selection committee meeting received a score of 3.0 or better out of a possible 4.0. A review of the applications on file showed that the same applicants were applying year after year. In some cases, applicants had applied for every class, received a score of 3.0 or better but were not selected due to the large number of suitable candidates vying for the positions.

Rather than conduct another recruitment campaign, the decision was made to invite candidates from the applications we had on file. This decision was based on the lack of available recruitment funds and the large number of available applications already on file.

#### **6.3.2 Non-Returnees**

In an effort to avoid the non-returnee issue we have experienced previously, we asked the IFESH country representatives to take a more active part in the selection process. The country representatives met with the bank personnel and conducted personal interviews and background checks with the result being that we had an excellent class and no non-returnee issues.

### **6.4 Problems**

#### **6.4.1 Passport and Visa Issues**

Several of the participants arrived in the US with unresolved visa problems. The five participants from Ghana all arrived without the proper transit visas for their return trip home. Two of the Nigerians had been given J-1 visas that expired before the end of the class, and one of the bankers from Malawi had traveled on a passport that would expire prior to the end of the class. All the above-mentioned issues were resolved and all participants were able to complete the class and return home without any problems.

#### **6.4.2 Security/Clearance Issues**

The increased security in Washington, D.C., following the September 11 attacks required that we allow additional time for each of the scheduled field visits to federal institutions in the District of Columbia. Previously, we have been able to visit up to four institutions per day, but the increased clearance time necessitated that we schedule only two visits per day.

#### **6.6 Significant Accomplishments**

One and one-half days of the class were spent in discussion of the formation and development of the Best & Brightest Bankers Alumni Association. The group has committed to the development and implementation of three five-year work plans, a plan for personal development and promotion at work, a plan for increasing efficiency in the work place, and a development plan for the Alumni Association. The various chapter plans and results will be shared with the other alumni association chapters via the Internet.

The group discussed identification of specific projects (community responsibility, political education; social responsibility) for each chapter of the association. Two of the suggested projects were microlending workshops and a "Future Bankers of Africa" organization project to be developed with the TFAs and the local schools. Possible funding sources were identified and implementation strategies were proposed.

Ethics and conduct in the workplace were a major concern, so the first project the group agreed to work on is the development and construction of a Best & Brightest Bankers Code of Conduct for all 2002 B & B graduates.

The two USAID agreements called for 450 bankers to be trained. We have now trained 412 of that 450.

#### **6.7 Personnel Issues**

The grant called for two staff persons. The 2002 program was operated by the program director alone. The lack of support staff for this program is likely to pose some challenges in the future.

INTERNATIONAL FOUNDATION FOR EDUCATION AND SELF-HELP  
 FINANCIAL OVERVIEW  
 COOPERATIVE AGREEMENT NUMBER AOT-A-00-98-00110-00  
 AS OF JUNE 30, 2002

	OBLIGATED BY USAID THROUGH <u>6/30/02</u>	ACTUAL EXPENDITURE 6/23/98 TO <u>9/30/99</u>	ACTUAL EXPENDITURE 10/1/99 TO <u>9/30/00</u>	ACTUAL EXPENDITURE 10/1/00 TO <u>9/30/01</u>	ACTUAL EXPENDITURE 10/1/01 TO <u>6/30/02</u>	TOTAL EXPENDITURE 6/23/98 TO <u>6/30/02</u>	BALANCE REMAINING OF OBLIGATED <u>FUNDS</u>
DEBT CONVERSION	\$19,447			\$19,447	\$0	\$19,447	\$0
TEACHERS FOR AFRICA	6,110,553	\$1,404,824	\$1,427,006	\$1,675,221	\$982,239	\$5,489,291	621,262
BEST AND BRIGHTEST	<u>2,670,000</u>	<u>560,034</u>	<u>1,120,571</u>	<u>947,741</u>	<u>514,734</u>	\$3,143,080	<u>(473,080)</u>
TOTAL COSTS	<u>\$8,800,000</u>	<u>\$1,964,858</u>	<u>2,547,577</u>	<u>2,642,409</u>	<u>1,496,973</u>	<u>8,651,817</u>	<u>148,183</u>

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**INTERNATIONAL FOUNDATION FOR EDUCATION AND SELF-HELP**  
**COOPERATIVE AGREEMENT NUMBER AOT-A-00-98-00110-00**  
**FINANCIAL REPORT, JUNE 23, 1998 - JUNE 30, 2002**

	Actual to Date			Total	Budget	% of Budget Spent
	TFA	Bankers	Debt for Development			
<b>COMPENSATION</b>						
US salaries	\$524,289	\$294,930		\$819,219	1,274,576	64%
US staff benefits	97,267	58,454		155,721	280,407	56%
Field staff	595,669	16,634		612,303	1,013,904	60%
Temporary assistance	16,379	13,701		30,080	38,679	78%
Technical support	131,483	766,737	17,500	915,720	1,205,882	76%
<b>SUBTOTAL COMPENSATION</b>	<b>1,365,087</b>	<b>1,150,456</b>	<b>17,500</b>	<b>2,533,043</b>	<b>3,813,448</b>	<b>66%</b>
<b>OCCUPANCY</b>						
Rent	85,905	1,560		87,464	397,845	22%
Utilities	11,532	191		11,722	66,308	18%
Telephone/fax	92,837	18,262		111,100	298,384	37%
Equipment	71,672	4,741		76,413	119,353	64%
Security/cleaning	31,028	255		31,283	0	N/A
Space rental	2,709	9,090		11,799	0	N/A
Insurance	583			583	0	N/A
<b>SUBTOTAL OCCUPANCY</b>	<b>296,266</b>	<b>34,099</b>	<b>0</b>	<b>330,365</b>	<b>881,890</b>	<b>37%</b>
<b>TRAVEL</b>						
Travel--US staff	137,647	148,835		286,482	221,025	130%
Travel--field staff	166,939	6,208		173,147	331,538	52%
Travel--technical support	75,134	8,448		83,581	55,256	151%
Travel--participants	678,714	1,400,363		2,079,076	1,945,022	107%
Auto/gas/insurance	48,071	544		48,616	66,308	73%
<b>SUBTOTAL TRAVEL</b>	<b>1,106,505</b>	<b>1,564,397</b>	<b>0</b>	<b>2,670,902</b>	<b>2,619,149</b>	<b>102%</b>
<b>PARTICIPANT COSTS</b>						
Stipends	1,138,807			1,138,807	1,760,000	65%
Medical coverage	317,739	20,105		337,845	498,412	68%
Support	16,400			16,400	154,718	11%
Recruitment	60,151			60,151	124,879	48%
Orientation	266,514	696		267,210	1,649,512	16%
Special projects	11,568			11,568	0	N/A
Workshops	27,100	669		27,769	0	N/A
<b>SUBTOTAL PARTICIPANT COSTS</b>	<b>1,838,279</b>	<b>21,470</b>	<b>0</b>	<b>1,859,749</b>	<b>4,187,521</b>	<b>44%</b>
<b>OTHER COSTS</b>						
Postage/shipping	101,290	31,094		132,383	316,066	42%
Printing	102,602	13,888		116,490	72,276	161%
Supplies	37,651	5,278		42,929	187,871	23%
Other	82,879	15,217		98,095	8,288	1184%
<b>SUBTOTAL OTHER COSTS</b>	<b>324,421</b>	<b>65,476</b>	<b>0</b>	<b>389,898</b>	<b>584,501</b>	<b>67%</b>
<b>DEBT PURCHASE</b>				<b>0</b>	<b>600,000</b>	<b>0%</b>
<b>DEPRECIATION</b>	<b>22,346</b>	<b>0</b>		<b>22,346</b>	<b>92,500</b>	<b>24%</b>
<b>TOTAL DIRECT COSTS</b>	<b>4,952,904</b>	<b>2,835,898</b>	<b>17,500</b>	<b>7,806,302</b>	<b>12,779,009</b>	<b>61%</b>
<b>INDIRECT COSTS</b>	<b>536,387</b>	<b>307,182</b>	<b>1,947</b>	<b>845,515</b>	<b>2,220,992</b>	<b>38%</b>
<b>TOTAL COSTS</b>	<b>\$5,489,291</b>	<b>\$3,143,080</b>	<b>\$19,447</b>	<b>\$8,651,817</b>	<b>\$15,000,001</b>	<b>58%</b>

7/31/02

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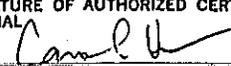
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# FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED USAID / USA		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER AOT-A-00-98-00110-00		OMB Approved No. 80-R0180	PAGE OF 1 1
3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code) International Foundation for Education & Self-Help, Inc 5040 E. Shea Blvd, Ste 260 Phoenix, AZ 85254		4. EMPLOYER IDENTIFICATION NUMBER 52-1265061	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
7. BASIS <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUAL			8. PROJECT/GRANT PERIOD (See instructions)		
FROM (Month, day, year) 06-23-1998		TO (Month, day, year) 06-21-2003		9. PERIOD COVERED BY THIS REPORT	
FROM (Month, day, year) 04-01-2002		TO (Month, day, year) 06-30-2002			

10. PROGRAMS/FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (g)
	(a) Teachers for Africa	(b) Bankers Training	(c) Debt for Development	(d)	(e)	(f)	
a. Net outlays previously reported	\$ 10,145,343	\$ 2,662,255	\$ 19,447	\$	\$	\$	\$ 12,827,045
b. Total outlays this report period	262,822	480,825					743,647
c. Less: Program income credits							
d. Net outlays this report period (Line b minus line c)	262,822	480,825					743,647
e. Net outlays to date (Line a plus line d)	10,408,165	3,143,080	19,447				13,570,692
f. Less: Non-Federal share of outlays	4,918,875						4,918,875
g. Total Federal share of outlays (Line e minus line f)	5,489,290	3,143,080	19,447				8,651,817
h. Total unliquidated obligations							
i. Less: Non-Federal share of unliquidated obligations shown on line h							
j. Federal share of unliquidated obligations							
k. Total Federal share of outlays and unliquidated obligations	5,489,290	3,143,080	19,447				8,651,817
l. Total cumulative amount of Federal funds authorized	6,110,553	2,670,000	19,447				8,800,000
m. Unobligated balance of Federal funds	621,263	(473,080)	0				148,183

11. INDIRECT EXPENSE	b. TYPE OF RATE (Place "X" in appropriate box) <input checked="" type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED				13. CERTIFICATION I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	DATE REPORT SUBMITTED 07/31/2002
	b. RATE 12.50	c. BASE 658,090	d. TOTAL AMOUNT 82,261	e. FEDERAL SHARE 82,261			
12. REMARKS: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.					TYPED OR PRINTED NAME AND TITLE Carol Davis, Controller	TELEPHONE (Area code, number and extension) 480-443-1800	

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