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INTERNATIONAL FOUNDATION FOR EDUCATION
AND SELF-HELP

FINAL PERFORMANCE REPORT

JUNE 23, 1998 THROUGH SEPTEMBER 30, 2003

UNDER THE
USAID COOPERATIVE AGREEMENT
NO. AOT-A-00-98-00110-00

Submitted to

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Submitted by

Dr. Bryant George
Interim Chief Executive Officer
International Foundation for Education and Self-Help
5040 East Shea Boulevard, Suite 260
Scottsdale, AZ 85254-4687

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International Foundation for Education and Self-Help

**EDUCATION AND TRAINING FOR AFRICA
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1. Introduction

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

This report covers the entire period of the program, i.e., from the commencement date June 23, 1998, through the completion date, September 30, 2003. It summarizes the activities, accomplishments, and problems encountered in implementing the agreement. It covers the Teachers for Africa (TFA) Program, the International Fellows Program and the African Bankers Training Program, which are the components of the "Education and Training for Africa" Program. As required, ten semi-annual reports have earlier been submitted to USAID during the course of implementing the program.

2. Goals, Objectives and Expected Results of the Program

In 1998, the International Foundation for Education and Self-Help submitted a proposal to the United States Agency for International Development (USAID) in support of its education and training programs in nine African countries. The focus of the program was on the development of elementary and secondary education programs, the training of African mid-level bankers, the promotion of health care, micro-enterprise development, and the creation of jobs through skills training programs. The proposal made it clear that the mission of the IFESH project was consistent with USAID strategic objectives in three sectors and that IFESH would coordinate activities in concert with USAID Missions. It should be noted that USAID asked IFESH to not implement the Debt for Development component of the proposal; thus, the areas of micro-enterprise development and job creation through skills training that were to be accomplished through Debt for Development will not be addressed in this report.

2.1 The Teachers for Africa Program / International Fellows Programs

The goals and objectives of the TFA program, as contained in the February 1998 proposal, are as follows:

The TFA Program would place 200 credentialed American teachers, education administrators, and university professors in six participating African countries over a

five-year period where there were strategic objectives in the education sector (See Table 1). The American educators, who were retired, on sabbatical, or otherwise available, would work to improve the quality of educational systems in the participating countries. While most of the educators worked to upgrade the skills of local school teachers, some teachers were to be in the classrooms filling vacancies within the school system, assisting local teachers in improving their pedagogy, updating course contents, and improving work plans. The fellows and administrators were to also provide technical assistance in the areas of office management, administration, proposal development, curriculum development, and resource mobilization.

Table 1. Teachers/Fellows for Africa Component

ACTIVITY	Implementing NGO's	Project Year/Number of Participants					Total
		FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	
1. Teacher Trainers	IFESH	24	24	24	24	24	120
2. Classroom Teachers	IFESH	12	12	12	12	12	60
3. Fellows & Administrators	IFESH	4	4	4	4	4	20
Total		40	40	40	40	40	200

Source: Education and Training for Africa: A Proposal to the United States Agency for International Development, February 1998.

The expected results of the Teachers/Fellows program (Outputs at the end of the Project) under the grant included:

Through the TFA/IFP program, IFESH would assign 200 professional teacher-trainers and administrators to six African countries including Benin, Ethiopia, Ghana, Malawi, Namibia, and South Africa. Forty teacher/fellows would be assigned each year for five years.

All IFESH teachers/fellows would train or teach 35 trainees during the project period.

About 7,000 (35x200) trainees, particularly schoolteachers from the targeted, educationally depressed regions in participating countries, would receive training support from IFESH teachers.

The learning abilities of 4,200 (35x120) primary and secondary school students would be improved due to improved teacher training partly provided by IFESH teachers.

2.1.1 The Teachers for Africa Program Specifics

This project component is a continuation as well as a replication of the successful TFA program partially supported by USAID that IFESH has implemented in ten sub-Saharan

African countries since 1992. The TFA program was designed to place qualified and experienced American teacher-volunteers, e.g. teacher-trainers, school administrators, and college professors, in formal and informal educational institutions in sub-Saharan African countries for at least one year to help improve African nations' educational systems. Teachers are assigned to a variety of educational institutions, including elementary and secondary schools, colleges and universities, technical training institutes, and government ministries.

The specific country-based objectives of the February 1998 grant to IFESH for the TFA component of the Education and Training for Africa program are outlined below. An assessment of the progress made in each country in meeting the specific country objectives of the grant follows in section 3.1.

Benin

Prior to 1998, the TFA and the Primary Education Teacher Training Program (PETTP) supported the USAID Mission with primary education reform by the placement of experienced American master teachers specifically recruited to train a Beninese professional corps of teachers. The teachers provided support not only to the primary school teachers, but also assisted the Government of Benin in institutionalizing in-service teacher training.

As a result of the high primary-school drop out rate, the IFESH project would expand its range of intervention by continuing the kind of support it provides for teacher training, thus further contributing to USAID efforts to improve the quality of instruction at the primary level in Benin. Teachers placed would be involved in:

- Avocation of child-centered instruction
- Training of Beninese counterparts trained in conducting training workshops
- The development of effective teaching modules
- Pedagogical support to Beninese master teachers
- Training of teachers in English as a Second Language (ESL)

Ethiopia

The education system in Ethiopia remains characterized by a shortage of educational inputs, qualified teachers and low school enrollment in spite of some advances in the priority being placed on strengthening education at the primary and secondary school level.

The goals of the TFA program in Ethiopia are to continue its support to help alleviate the shortage of qualified Ethiopian teachers in the primary schools and the teacher-training colleges. The project would also meet the strategic objectives of USAID by strengthening the capacity of the Teacher Training Institutes (TTIs) to meet the demands placed upon them.

Ghana

Under the proposed cooperative agreement, curriculum developers and specialists in primary and early childhood education would be recruited from IFESH to assist in fulfilling the country's own educational program, as well as fulfilling AID strategic missions in that country. Eventually, as a result of the project and with the assistance of IFESH and other organizations, thousands of Ghanaian teachers, at all levels, will learn how to develop and implement effective educational policy. As a result of the grant, it was anticipated that the following training results, among others, would occur:

- The placement of teachers at all 38 Teacher-Training Colleges in Ghana
- The development of "outreach" projects focusing on community development
- Enhanced health sciences curriculum and projects (University of Cape Coast)
- English language teaching and training programs
- Teachers' resource centers and newsletter publications
- The development of a core of trained Ghanaian professional primary education teachers

Malawi

The majority of Malawi's population has little or no education, with overcrowded classrooms and a severe lack of teaching and learning materials. Teachers would be placed under the grant in response, in part, to the 1994 government policy to introduce a free universal primary education, eliminating school fees. Teachers would be placed in schools to train teachers in improved teaching methodologies as well as helping to increase school enrollment levels, particularly at the primary school level.

Namibia

Although Namibia has one of the highest gross domestic products (GDP) in the world, it has the most skewed income distribution in the world. Inequality in terms of economic power, education, and wealth distribution between the blacks and whites is a major problem. To combat the problem, teachers would be placed within the vocational training institutes and teacher training institutes to train teachers in improved pedagogy and instructional curriculum at the primary and secondary school levels.

2.1.2 The International Fellows Program Specifics

The International Fellows Program is one of the most distinguished overseas on-the-job opportunities for graduate students, particularly minority graduate students, in the country. IFESH is appreciative to USAID for including support for the International Fellows Program in this initiative to promote educational reform on the continent.

Every year, the International Fellows Program receives applications from students from the top universities in the country including Harvard University, Princeton University, John Hopkins University, Ohio State University, Howard University, and many others.

Applicants also come from internationally recognized Historically Black Colleges and Universities (HBCUs) as well, including Tuskegee University, Clark-Atlanta University, Morris Brown, to name a few. The success of the program hinges upon the opportunity provided to young graduate students for on-the-job experiences in grassroots development work, providing valuable technical expertise and knowledge to community organizations in areas necessary to allow them to become sustainable over time.

The International Fellows Program was established by the founder of IFESH, the Reverend Dr. Leon H. Sullivan, in response to the need to supplement IFESH support to community-based organizations, particularly in technical areas such as proposal development, translation and project monitoring. Reverend Sullivan envisioned a program where graduate students would utilize their field experience in Africa and apply it toward career paths in the development field. This vision has actually come into fruition. Many of the returning Fellows have sought and attained employment with development agencies following their tenure. Following their fellowship with IFESH, they have become employed with: Africare, Save the Children, CARE, Technoserve, USAID, OIC-International, FAO-Rome, the Academy for Educational Development, the Foreign Service, AHEAD, and many others.

2.2 The African Bankers Program

The overall goal of this program is to enhance the academic skills of African bankers, particularly in the areas of credit and micro enterprise, to increase their awareness and understanding of banking operations in the western banking system, and to support increased economic development and trade in sub-Saharan Africa. This was to be done by enhancing the skill, expertise, and educational level of the individual participants and the financial community, thus raising the overall effectiveness of the entire financial community.

The African Bankers Program operates from the opposite spectrum but with the same objective of improving the quality and capacity of beneficiaries to ably manage their own endeavors. The participants are trained by leading financial institutions in the United States for five weeks at no cost to the participants and their financial institutions. One key indicator of the success of the program would be the percentage of bankers receiving training who would later be promoted to senior- and management-level positions in their banks. The program focused upon selected countries of sub-Saharan Africa.

The program objectives are:

- To provide training for up to two hundred highly-motivated finance professionals in the areas of credit
- To significantly upgrade the skill level of the mid-level bankers and financial institutions' regulatory personnel in the areas of credit, risk-management, and micro-enterprise.

- To effectively address the ethical problems and inefficiency faced by financial institutions that are ill equipped to operate as part of a global economy.
- To encourage the use of appropriate techniques and networking throughout the banking communities of sub-Saharan Africa.
- To develop an increased level of understanding of international banking and trade operations.

3. Main Activities

The following section summarizes the overall achievements of the Teachers for Africa Program, the International Fellows Program, and the African Bankers Program, as well as citing recruitment and orientation activities under the USAID Cooperative Agreement.

3.1 The Teachers for Africa / International Fellows Programs

Over the grant period, the Teachers for Africa Program expanded into new countries, most notably in Guinea and in Namibia, with stepped-up recruitment efforts in place to complement the newly added countries. The Namibian program in particular became a model in part because of the commitment from both USAID/Namibia and the Namibian education officials toward the program and because of the competency of the country representatives overseeing the program's development. The activities of the new volunteers, particularly their work within the National Institute for Educational Development (NIED) and their self-help community-based projects within the colleges of education, quickly became a model for volunteers in other IFESH countries.

As a result of the success of the program, cross-fertilization among the programs has occurred. As a result of a visit from the Benin country representative and Benin Ministry officials to the IFESH Ghana program, Benin began to incorporate innovative methods of utilizing the library resource centers in ways that fully utilized both the services of the community as well as the expertise of the volunteers. When Dr. Julie Sullivan, Executive Vice President and Director of Education, IFESH, visited Benin, the Minister of Education commented on the vast number of teacher-training institutes in Ghana in contrast to the number in her own country. The disparity encouraged the Ministry to refocus its attention on the need for more teaching institutions and greater resource allocation toward primary education.

All of the programs succeeded in working in a synergistic manner to address those aspects of the Teachers for Africa Program that are critical in harnessing community support for education. Those areas include HIV/AIDS awareness and gender equity, areas that are directly in line with USAID strategic objectives as well as among governmental education officials. Unlike any other American volunteer working abroad today, the IFESH volunteer works tirelessly to affect change in both rural and urban settings

through extra-curricular activities involving resource mobilization, the establishment of girls clubs, HIV/AIDS awareness training, and other activities.

Another major feature of the grant period was the development of an information technology (IT) training program for outgoing teachers, designed to train teachers in curriculum design and development. The one-week training, conducted by the Payson Center for International Development and Technology Transfer of Tulane University, was held during the pre-departure orientation program. During the training, teachers learned how to train teachers in basic computer usage and in the development of effective curriculum for primary and secondary school teachers.

3.1.1 Recruitment

Major activities under this program included the successful recruitment of volunteers, being one of the most critical components of the Teachers for Africa Program. The success of IFESH in recruiting highly qualified teachers and volunteers can be attributed in part to the dissemination of information about the Program from returning volunteers. In addition to the effective recruitment process, prospective applicants learned about the program through word of mouth. A small percentage of teachers returned to Africa for a second tenure during the period of the grant.

On an annual basis over the course of the grant, IFESH advertised in newspapers, journals, and magazines, including:

- Chronicle of Higher Education
- Black Issues in Higher Education
- International Employment Gazette
- National Society of Black Engineers
- International Career Employment Opportunities

As a result of these advertisements, between 400 and 600 inquiries were received on an annual basis from interested applicants. In addition to publications and in order to maintain a diverse applicant pool and encourage a sizeable pool of eligible applicants for placement within the various education sectors (e.g. the teacher-training colleges and institutes for curriculum), recruitment packages were mailed to college presidents, school principals, and colleges of education. It is noted that special emphasis was placed on recruitment from the historically black colleges and universities. Various departments were identified for recruitment and mailed applications. They included:

- Principals/Superintendents
- College Presidents
- Schools of Education
- Foreign Language Departments
- Schools of Agriculture
- International Programs
- Schools of Engineering

- Historically Black Colleges and Universities
- African Studies Programs

Over the period of the grant, recruitment activities included but were not limited to:

- Each year, the TFA Selection Committee, chaired by Dr. Mac Stewart. The Ohio State University, evaluated applications from prospective volunteers. The committee is comprised of academicians from various universities, including Tuskegee University, the University of Wisconsin - Madison, Tulane University, Harvard University, and the University of Delaware. During the month of March, the selection committee members convene at the IFESH office in Arizona. The committee numerically ranks each application on the basis of various criteria determined to be useful in selecting high performance volunteers. Those criteria include, among others, level of commitment of the applicant toward development work as exhibited in the essay, educational attainment, and relevance of the applicant's professional expertise to the teaching position.

On average, each applicant has an estimated twenty-five percent chance of being accepted into the program.

- Participants in job opportunity workshops:
 - Columbia University, College of Education, New York
 - Ohio State University
 - Spellman College, Atlanta, Georgia
 - Morris Brown University, Atlanta, Georgia
 - Clark Atlanta University, Atlanta, Georgia
 - University of Georgia
- Regularly update and revise application forms, handbooks and brochures for the Teachers for Africa program. Maintain an ongoing database through innovative software (e.g. Access software), enabling IFESH to maintain a better record of teachers and to identify TFA alumnus with specific qualifications and skills for possible future assignments with IFESH country programs. The database allows us to extract selected information using a query to quickly compile lists and tables relative to the categories we are interested in such as *level of educational attainment*
- Various types of media were identified and explored for recruitment purposes, including more aggressive use of the internet to identify a larger group of potential applicants

3.1.2 Orientation for International Fellows and Teachers for Africa

Every year over the grant period, a pre-departure orientation program was held for all of the teachers and fellows prior to the departure in Phoenix, Arizona. With the exception of one year when the orientation was held at the Embassy Suites Hotel due to the regular

site undergoing extensive renovation, each orientation has been held at the Holiday Inn Sunspree Resort, which provides cost off-season rates during the hot summer months.

The annual orientation programs covered a wide range of topics, including:

- Background of the International Foundation for Education and Self-Help and the vision and philosophy of the organization's founder, Reverend Dr. Leon H. Sullivan. Reverend Sullivan, author of the *Sullivan Principles*, developed the organization on the premise that, in order for people to be trained, they must incorporate self-help principles not only into the work of their programs but into their daily lives as well. Outgoing volunteers learn about approaches to development work, which honor and respect the integrity of the beneficiaries and those receiving training.
- The relationship of IFESH with USAID and with USAID's specific country programs, including those regarding educational reform. Consultants from USAID are invited to make presentations about teacher-training techniques in the classroom, such as appreciative inquiry, and the agency's overall strategic objectives within the education sector.
- Health issues, cultural adjustment, and adaptation to differing living conditions. Consultants from highly respected international organizations such as Africare, the Peace Corps, USAID, and other organizations discuss the challenges of living overseas and the role of *non-governmental organizations (NGO)* overseas.

Over the period of the grant speakers have included the following (See Table 2):

Table 2: Consultants and their Host Organization or Institution

Daniel Tamulonis	Teacher's College, Colombia University
Jeremy Sawadago	Former Peace Corps Director, Benin
Dr. Diane Prouty	USAID Education Consultant
Dr. Mac Stewart	Vice Provost, The Ohio State University
Dr. Bruce Johnston	Agronomist, Stanford University
Jim Washington	Education Advisor, former USAID Consultant, Howard University
Myron Golden	West Africa Division, Africare House
Vivian Derryck	Africa Bureau, USAID
Dr. Sarah Moten	Chief, Education Division, Africa Bureau, USAID
Dr. Carole Marks	Professor of Sociology, University of Delaware

3.1.3 Placement and Posting

Over the course of the grant, selected TFAs and Fellows were placed with either non-governmental development organizations (in the case of Fellows) or with teacher training institutes, colleges of education, institutes of curriculum or within the Ministries of Education (MOE). The heads of the academic departments determined placement where the volunteers were placed, in discussion with the Ministry of Education and the IFESH country office. Depending on the country, the process by which the application of a prospective TFA is finally approved can be tedious. Decisions are based on the degree to which there is a greater demand for teachers with higher credentials and experience in a specific subject area.

3.1.4 Monitoring and Oversight

The International Foundation for Education and Self-Help maintained strict oversight of its country offices during the grant period through frequent communication from the Phoenix headquarters to the field offices and through onsite monitoring in the field.

Site visits to the field offices were made annually by staff of the Phoenix office including Mr. Momadou Mambouray, Senior Program Officer; Mr. Leslie "Cap" Dean, Vice President of Operations; and Dr. Julie Sullivan, Executive Vice President and Director of Education Programs. Mr. Mambouray, who is a former country representative in The Gambia, made frequent journeys to field offices to provide logistical support to the country representatives, to assist in start-up of new programs, and to ensure that the outgoing teachers and fellows were properly settled into their host countries and adjusting to their job postings.

Frequently, onsite visits resulted in strengthening of program objectives and goals. For instance, as a result of Dr. Julie Sullivan's visit to Malawi, greater emphasis was placed on ways of utilizing the skills of the TFA Volunteers to provide greater logistical and technical support to *Montfort College, one of the only colleges on the continent of Africa* focusing on the training of special needs teachers at the primary school level.

TFAs and Fellows were required to submit quarterly progress reports detailing *achievements and challenges faced in the field*. IFESH staff responded to the reports with positive feedback and addressed recommendations from the volunteers. In several instances, volunteers complained about the disparity between the monthly stipend amount received from IFESH and the higher than anticipated living conditions in some African countries. The volunteers learn during the pre-departure orientation ways of budgeting during their tenure and are encouraged to live frugally over the nine-month period. The teachers are reminded that, like the Peace Corps, the TFA program and International Fellows program provide opportunities for volunteers to work as counterparts to their African counterparts largely within grassroots or village-level environments in order to affect greater impact community wide. Even those teachers who are placed in urban areas with established universities and colleges are encouraged

to participate in extra-curricular activities in rural areas to reach greater numbers of teachers and students in areas related to HIV/AIDS awareness, girls education, and/or English training.

Volunteers who behaved in ways, which were against the mores or ethical standards of the host country, were dismissed by IFESH. During the grant period, this option was used rarely and only in instances where there was flagrant disregard for the policies established by IFESH. For instance, a Malawi TFA who had completed her first year of tenure and had been tentatively offered a second year with the TFA program was dismissed from the program after demonstrating conduct that not only negatively impacted IFESH relationships with the school where she was placed as a teacher and the community, but upon our development partners as well. When the school where she had been teaching asked for her not to return, IFESH honored the request and did not provide her another opportunity to participate in the TFA program for a second year (June 2003).

3.2 The African Bankers Program

Under this program, bankers and other financial professionals from selected countries in sub-Saharan Africa received training in areas essential to improving the banking operations in their home countries. Activities were based upon the premise that increased efficiency and a more ethical climate would help to create and support economic development and more effective banking operations throughout the region.

In addition to the course work, each of the groups was able to meet with and discuss policy with senior staff members of the United States government. Visits to the State Department, USAID, World Bank, and other financial institutions allowed these individuals to ask questions and gain an increased knowledge and understanding of how US government policy is made. They all returned to their home countries with a better understanding of what was required of them as individuals and as a group to increase trade and investment opportunities for their banks.

3.2.1 Program Activity Schedule

Two hundred bankers, ten classes of twenty participants each, were scheduled; however, the level of funding was not sufficient to support ten classes. During the project period, USAID reduced the overall funds initially granted for the program; expenses for the banker's program were seventy-five percent of the initial budget. This significantly impacted IFESH's ability to meet the originally stated goal. Nonetheless, the schedule was revised from two classes per year, with twenty participants per class to one class per year with more participants per class. The schedule change allowed a reduction in recruitment and selection costs as well as ground transportation and administrative costs. As a result, even though only seven of the ten classes were completed, the program was only 23 participants short of the original goal.

Changes to the course structure were necessary during the grant period due to reorganization and subsequent downsizing at Mellon Bank. The 2002 Class, for the first

time, spent four weeks at J. P. Morgan Chase in New York City, where previous classes had spent three weeks in New York and the fourth week in Philadelphia. This group received classroom training, not only from the members of the J.P. 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.

Under the revised training structure, the fifth week was spent in Washington, D.C. The group attended the Leon H. Sullivan Summit fund-raising dinner and was privileged to hear President George Bush and President Olusegun 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 U.S. Treasury Department, the group met with the head of the Africa Bureau, as well as the money laundering and anti-terrorism units. For the first time, representatives from the Constituency for Africa met with the group to discuss investment opportunities.

3.2.2 Yearly Implementation Schedule

The first class consisted of three modules: classroom training at Chase Manhattan Bank, the Practicum at Mellon Bank, and the final week of field visits in Washington, D.C. visiting federal agencies. Mellon Bank was sold as part of a merger during the period so class content was altered to include two modules, a four-week classroom module at Chase Manhattan and a week in Washington. The 2001 class was unable to complete the final week of training in Washington, D.C. due to security concerns around the September 11th attacks that had occurred the week before.

Table 3: Annual Implementation Schedule

ACTIVITY	Quarters			
	1	2	3	4
Program Initiation	■			
Initial Consultations with USAID	■			
Course Modification & Redesign	■			
Ongoing Consults with USAID		■	■	■
Banker Recruitment & Selection		■	■	
Arrangement of Logistics		■	■	■
Banker Training Sessions		■	■	■
Review & Redesign Class Content			■	
Follow-up & Implementation by Class Participants			■	■
Consult & Follow-up with Participating Banks		■	■	■
Management Oversight, Monitoring & Auditing	■	■	■	■
Evaluation				■
Project Close-out				■

3.2.3 Recruitment and Selection

During the course of the Cooperative Agreement, 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 cost associated with sending out approximately 500 to 1,000 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 was added to the IFESH web site and can now be downloaded by the applicants. This reduced recruitment printing and direct mail costs. A comprehensive applicant database that can be updated easily was also developed, eliminating the need for applicants to submit multiple applications. The Bankers Alumni Associations are also working to assist IFESH in identifying suitable candidates for future classes, thus further reducing recruitment costs.

The selection committee, which had previously met twice each year, began meeting only annually or when the pool of qualified selected applicants had been exhausted. This reduced by half the cost of travel, lodging, and per diem for the five-member committee.

Recruitment and participation in the Banker's Program was necessarily altered when the J-1 visa issuance process underwent substantial changes after the September 11 attacks. The implementation of the new system was problematic for the bankers program in a number of areas. There was an initial delay in receiving the software, however, most of the problems arose because the system had been designed to initiate in the local USAID mission office. The program included participants from eight different countries, so no individual mission could initiate the process; therefore, adjustments to the system were necessary to accommodate that variance. Delays associated with these implementation problems prevented ten of the selected participants from obtaining J-1 visas in time to attend classes post September 11.

In particular, eight bankers from Guinea, who were scheduled to participate in the program for the first time, were among those who were unable to attend. The paperwork necessary for the issuance of visas was delayed past a point where it was not possible for the group to participate in the class. In addition, two bankers from Benin were unable to attend for the same reason.

3.2.4 Training Targets

Participants from Benin, Botswana, Ethiopia, Ghana, Guinea, Malawi, Namibia, Nigeria, and South Africa were selected to participate in the training. The breakdown is as follows:

Table 4: African Bankers - Participating Countries and Participants

Participating Country	Female Participants	Male Participants	Total Participants
Benin	5	6	11
Botswana	2	2	4
Ethiopia	21	11	32
Ghana	26	12	38
Guinea	0	0	0
Malawi	13	10	23
Namibia	14	8	22
Nigeria	16	16	32
South Africa	11	4	15
Totals	108	69	177

3.2.5 Security/Clearance Issues

The increased security in Washington, DC following the September 11 attacks permanently altered the clearance process for federal institutions. Additional time was worked into the schedule for each of the government office field visits in the District of Columbia.

3.2.6 Participant Costs

In an effort to reduce the participant costs, changes were made to the recruitment process, as noted in 3.2.3. In addition, the participating banks were asked to partner with IFESH by assuming responsibility for the in-country expenses, i.e. visas, passports, medical exams, etc. Further, the banks were asked to sponsor the participant's registration fees for attendance at the Corporate Council on Africa Conference. Corporate support was solicited to provide scholarships for those banks that were unable to pay the conference registration fees.

The participant costs for the final class in 2003 were somewhat higher than for the previous classes. Thirty persons were selected to attend the class; however, ten of the participants were unable to attend because they were unable to obtain visas in time to attend the class.

3.2.7 Performance Indicators

IFESH anticipates many of the results from the Best & Brightest African Bankers training program, by design, will:

- Promote U.S.-African business linkages
- Enhance the competitiveness of African products and services

- Expand the role that trade can play in African poverty reduction strategies
- Improve the delivery of public services supporting trade
- Improve African capacity for trade policy formulation and implementation, and
- Strengthen the enabling environment for African businesses.

Upon completion of the Bankers Training Program, a broad range of results (as detailed below) will have been accomplished in up to eight countries.

Table 5: Performance Indicators and Expected Results

Objective: To significantly upgrade the skill level of the participants, to encourage the use of appropriate techniques and networking, and to develop and increased level of understanding of banking operations, including international trade.	
Results	Indicators
<ul style="list-style-type: none"> • 177 mid-level bankers trained • Employees from 111 different banks have participated in the program • Seven countries have had banks and participants involved in program 	<ul style="list-style-type: none"> • IFESH records and banks' records
<ul style="list-style-type: none"> • Participants in program have increased prospects for promotion • Increased effectiveness of banks and more efficient operations due to training of participants • Increased level of understanding of international trade and business and higher degree of comfort in supporting and encouraging international trade 	<ul style="list-style-type: none"> • Follow-up discussions with bankers and bank management • Tracking of personnel actions • Bank records
<ul style="list-style-type: none"> • Increased US-African business linkages and trade • Improved delivery of financial and banking services supporting international trade • Improved ethics and less corruption 	<ul style="list-style-type: none"> • Bank records • Discussions with bankers and bank management • Appropriate host government officials • Discussions with U.S. banks and businesses

3.2.8 Performance Monitoring Plan

IFESH emphasizes the importance of positive impact and cost-effective results in all of its projects and programs. Thus current ongoing IFESH programs and projects in ten sub-Saharan African countries, including the African Bankers Training Program, receive considerable oversight and monitoring. IFESH Country Representatives provide ongoing monitoring in each of the participating countries. The IFESH Country Representatives, in conjunction with the Program Manager at the IFESH headquarters in Phoenix, conduct program needs assessment evaluations at selected institutions prior to the beginning of the training to determine pre-implementation skill levels, productivity, and efficiency of the institutions selected to participate in the program.

Workshops at the completion of each class are designed to assist in the development of an implementation plan as well as the development of a series of markers to determine the effectiveness of the implementation. Six months after the completion of the training program, participants are scheduled to be contacted for a first marker evaluation. The Program Management personnel in Phoenix and the IFESH Country Representatives will be available to provide advice and counsel regarding implementation upon request.

3.2.9 Evaluations, Assessments and Audits

Discussions with participants, presenters, USAID and others were used to help determine if any adjustments or fine-tuning is indicated. These discussions and a review of the course content and structure of the five- or six-week session resulted in modifications being made to the training. Subsequent to their return to their banks, follow-ups with the bankers provided additional information about any necessary adjustments to the course. As a result of these discussions, the program was adjusted to include one day of accounting rather than three, additional training on mergers and acquisitions, and a half-day of micro-enterprise training.

Internal audits of this program's expenses, as with all IFESH field expenditures, are done on a monthly basis by the Controller's Office in Phoenix. Additionally, all of the program's financial transactions are audited as part of IFESH's annual external financial audit.

4. Achievements and Accomplishments

4.1 Teachers for Africa Program

Over the five-year period (1998/1999 to 2002/2003), a total of 210 volunteer teachers were assigned to six sub-Saharan African countries to teach in various subjects in various institutions, including Teacher Training Colleges, Teacher Training Institutions, Secondary Schools, Technical Colleges, and Universities. A total of 101,000 African students/teachers benefited directly from the services of these teachers while the total number of indirect beneficiaries is estimated at over 3 million.

Table 6: Teachers for Africa Program - Teachers Assigned and Direct Beneficiaries

Countries	Number of Teachers Assigned						Number of Direct Beneficiaries (estimated)					
	98/99	99/00	00/01	01/02	02/03	Total	98/99	99/00	00/01	01/02	02/03	Total
Benin	10	4	8	6	9	37	16,005 ¹	20,727 ²	17,725 ³	19,025 ⁴	2,100	75,582
Ethiopia	10	9	9	10	8	46	1,920	1,500	1,500	1,950	1,200	8,070
Ghana ⁵	17	8	17	15	10	67	2,900	2,100	2,100	400	2,839	10,339
Guinea		3	3	4	4	14		515	680	865	1,527	3,587
Malawi ⁶	8	3	3	6	10	30					600	600
Namibia		4	4	4	4	16			1,388 ⁷	750 ⁸	786	2,924
Total	45	31	44	45	45	210	20,825	24,842	23,393	22,990	9,052	101,102

Source: Direct Beneficiary data obtained from TFA and IFP reports submitted by IFESH country representatives to IFESH-Phoenix

Benin:

Summary of Achievements: The Teachers for Africa Program continued to support the government's educational reform objectives, particularly in the area of teacher training of Beninese teachers in curriculum development and pedagogy. The Ministry of Education worked with the IFESH teachers in providing them with support to assist in articulating the national educational reform program to Beninese master teachers. As a result of the placement of volunteers in the country, thousands of primary education teachers have been directly impacted in curriculum development and improved teaching methodologies.

Accomplishments:

- The Teachers for Africa Program continued to complement the Primary Education Teacher-Training Project (PETTP) in Benin, a project funded by USAID-Benin and implemented by IFESH/Benin.

¹ Direct Beneficiaries/Benin: 455 – Teachers: 15,550 - pupils

² Direct Beneficiaries/Benin: 552 – Teachers: 20,175 - pupils

³ Direct Beneficiaries/Benin: 475 – Teachers: 17,250 - pupils

⁴ Direct Beneficiaries/Benin: 525 – Teachers: 18,500 - pupils

⁵ These figures correspond only to Direct Beneficiaries (TFA). The total number of Direct Beneficiaries as a result of the PSTTP project in Ghana totals 16,843

⁶ At the time this report was prepared the Malawi country representative had not submitted data on estimated number of direct beneficiaries for 1998-2002

⁷ Figure includes number of student teacher beneficiaries as well as teachers in-service over the period January – December, 2000 and January – December, 2001

⁸ Figure includes number of student teachers directly impacted only.

- Teachers for Africa (TFAs) established seventeen (17) library centers throughout the country, providing books and teaching English classes and computer classes to children and teachers in rural regions of Benin. The TFAs in Benin are assigned to the *Bibliothèque Centres de Documentation (BCD)*, regional libraries organized or constructed by IFESH as a result of the first phase of the Primary Education Teacher-Training Project (PETTP), a program which utilized the knowledge and technical expertise of the initial group of teachers placed in the country.
- Teachers established mobile libraries to serve children in isolated regions of the country. Special focus was placed on ensuring the sustainability of the TFAs efforts by supporting the continuity of training of their Beninese counterpart teachers in pedagogical skills training and modern techniques of education and child-centered learning.
- Teachers set up pen-pal programs to link Beninese and American children and provided translation. They helped to renovate and repair a number of community schools so that children would have access to higher quality education.
- The Government of Benin, when holding meetings on child education programs during the course of the grant period, increasingly asked for representatives from the Teachers for Africa Program to attend because of the high caliber of their expertise in curriculum development and pedagogy.
- The Government of Benin made it clear to IFESH that they were supportive of the model being used by the IFESH program in Benin because of its emphasis on the role of the teacher and his or her role as a conduit to the child's success in the classroom.
- Over the course of the grant, in Northern Benin, there was increasing demand for English training within communities where IFESH library centers are located. The volunteers provided the only courses in the region in basic computer usage and in English as a Second Language (ESL). The volunteers responded to an increasing number of students per year.
- Volunteers conducted a countrywide review of all of the 17 library resource centers to determine how they can be sustained by the communities, and also defined the training needed in order to help realize this goal. As a result of the review, the 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 (NGO) that was established in the 21 school districts of the teacher-training project.
- Thousands of students have benefited from the literacy activities of the library resource centers.

- As a result of the training offered in Allada, a rural area in the South, Cotonou, and other regions, several hundred primary school teachers have been directly impacted and at least 12,000 students have been indirectly impacted by in-school visits by the IFESH volunteers.

Ethiopia:

Summary of Achievements: Volunteers placed in Ethiopia were placed in a wide range of institutions throughout Ethiopia. They continued to assist in articulating the national educational curriculum. They provided training to a broad range of institutions in various subject areas including mathematics, nursing, and English as a Second Language (ESL). The teachers also conducted workshops on specific community related themes such as gender awareness and HIV/AIDS awareness.

Accomplishments:

- Because of their strong credentials, teachers placed in Ethiopia were considered by their host institutions as senior staff. They not only taught classes but provided guidance and advice to their Ethiopia colleagues. They were placed in a variety of teacher-training colleges in Gambella, Gondar, Abi Adi, Harar, Debre Birhan and Nazareth in the teaching of primary and middle school English teachers.
- During the life of the grant, teachers were engaged in a variety of education-oriented activities, including establishing language laboratories, writing textbooks and brochures for their respective colleges, and conducting education based research on various themes. In addition to subjects such as English and English as a Second Language, teachers were also teaching in the areas of accounting, engineering and law.
- The TFAs placed at the universities not only worked on improving curriculum but also served as senior-level advisors, conducting research seminars, reviewing and editing research proposals, and helping to develop new English textbooks for use in the classes.
- During the period July to December 2000, teachers were engaged in various public health initiatives, including a polio eradication campaign and worked on HIV/AIDS education activities.
- Beginning with the 2001/2002 academic year, IFESH began to focus its TFAs on teaching teachers of English and English as a Second Language (ESL) in response to a request by the Ethiopian Prime Minister. In response, IFESH placed additional emphasis on recruiting qualified TFAs with backgrounds in curriculum development and teaching ESL as well as the pedagogical process of teaching English as a Second Language.

- TFAs became increasingly involved with the teaching practice of student teachers of primary education in the field in the area of English as a Second Language (ESL).
- Over the grant period, teachers assigned to training colleges initiated English clubs for primary school teachers from various schools in their district. In some instances, the English clubs established by the TFAs received hundreds of students each weekend in attendance.
- During the period January to June 2002, teachers continued their involvement, not only in the Teacher-Training Institutes (TTI) and Teacher-Training Colleges (TTC), but in field training as well. Activities included the organization of peer teaching and training workshops on HIV/AIDS.
- Teachers established a GELTNET English Language Resource Center at the Gambella Teacher Education and Health Science College.
- Over the grant period, volunteers organized and operated extracurricular activities such as English Clubs, Girls Clubs, and HIV/AIDS prevention workshops.
- In 2003, IFESH/Ethiopia received funding from USAID/Ethiopia to place volunteers within TTIs and TTCs to focus on English language improvement and HIV/AIDS prevention education.

Ghana:

Summary of Accomplishments: The IFESH program in Ghana is headed by a country representative who is not only a competent educator in his own right but also closely aligned with leadership from the Ministry of Education and government. As a result, the program harnessed the support of the MOE for establishing the Primary School Teacher-Training Project (PSTTP), which quickly became a model for other IFESH country programs as a way to promote primary education reform.

Accomplishments:

- Beginning in 1998, teachers were placed in Ghana under the new Primary School Teacher Training Project (PSTTP) funded by USAID Ghana. Teachers also continued to be placed in Ghana from the Cooperative Agreement. The PSTTP was designed to increase the effectiveness of the primary education system and support the Ghana Ministry of Education in implementing its free Compulsory Universal Basic Education program.
- TFAs were placed at the University of Cape Coast and other colleges to provide teacher training in various subject areas including economic and financial management, mathematics, science and physical education.

- As a result of the IFESH teachers program in Ghana, over 20,000 students and teachers at the primary, secondary and university levels have directly benefited from the program.
- An additional 10,000 other students and teachers within the local community have benefited from public health oriented workshops and other activities.
- During the period January to June 1999, each TFA in Ghana was involved in the teaching of between 400 and 600 students.
- In addition to performing their regular teaching responsibilities, TFAs continued throughout the life of the grant to be engaged in a wide variety of activities outside of the classroom to promote education and community-based education initiatives.
- TFAs were frequently involved in working on departmental academic issues at universities and colleges and, in particular, helping to mentor other instructors.
- Academic institutions in Ghana continued to strongly urge IFESH Ghana to place TFAs in their institutions, not only in high priority classes, but working on departmental academic issues at universities and colleges, mentoring other instructors and participating on community-based activities.
- Throughout the grant period, teachers worked 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 education policy, Free Compulsory Universal and Basic Education (FCUBE). The tutors are the equivalent of primary education teacher trainees and were selected by the Ministry of Education for training by IFESH volunteers.
- Teachers also continued to serve in regional 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 the Akrokerri Training College, five 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 as well as an Introduction of Computers course. The sessions focused on misconceptions about HIV/AIDS and methods for reducing HIV/AIDS associated stigma.
- Throughout the grant period, teachers were given training during workshops conducted by TFAs in tools utilized frequently by USAID education-based programs, including Appreciative Inquiry and the use of Teaching and Learning Materials (TALM).

- By 2002, one of the major roles of the TFA “facilitator” was not only to serve in nearby primary schools, but in in-service teacher capacity building. From July to December 2002, IFESH/Ghana organized five on-campus workshops for 273 tutors and four in-school workshops for 126 in-service teachers from 13 nearby primary schools.
- IFESH/Ghana received a delegation from IFESH/Benin, including representatives from Benin’s Ministry of Education and USAID, to visit Ghana’s teacher-training colleges and their program focusing on the training of link tutors. As a result of the visit, the Benin Ministry of Education became increasingly interested in ways of increasing teacher incentive and prioritizing the development of resources for primary school teachers.

Guinea:

Summary of Accomplishments: Once the program in Guinea was established in 1999, the volunteers were quickly able to understand and assist in carrying out the educational priorities of the Government of Guinea. As a result of their expertise in public health, educational administration, English, and all with French language backgrounds, the TFAs were able to provide concrete input in terms of strengthening the pedagogy of primary education teaching methodologies through the promotion of child-centered and interactive learning.

Accomplishments:

- In 1999, the Ministry of Decentralization, officially recognizing IFESH as an NGO working in Guinea, signed a *Convention d’Etablissement* between IFESH and the Government of the Republic of Guinea.
- TFAs became engaged in a wide variety of activities above and beyond their basic teaching responsibilities, including developing informal English clubs and working with women in the development of vegetable garden projects.
- The Ministry of Education supported increased presence of teachers in the area of Teaching English as a Second Language.
- One TFA held a conference on *Sensibilisation sur le SIDS* (Increasing One’s Awareness of HIV/AIDS).
- Other TFAs provided computer lessons and assisted in building latrines for community schools.
- Teachers became instrumental in helping the Guinean higher educational system to move from the French “rote” system of learning to the Western system, which implies greater interactive learning and child-centered learning approaches.

- During the period July to December 2001, one of the teachers conducted special English classes for top civil servants in the Pita area. Many of the teachers continued to work on weekends and during the evenings on providing English tutoring to the youth in the community.
- In 2002, teachers assisted in the development of syllabi for secondary school level courses at the university level. During this period, teachers also trained 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).
- Teachers organized workshops for Teacher Training Colleges (*Ecoles Normales d'Instituteurs*). Also, in support of the Guinea Equity Committee, they also created girls' clubs entitled *Jeuness et Sante* (Youth and Healing), advising on HIV/AIDS, Education, and Female Excision.
- Teachers continued to conduct workshops and seminars on various subjects, including:
 - Technical workshop on Computer Training in Research on Girls Education for the members of the Equity committee and other education sectors.
 - Conference on Strategic Planning and Management for education administrators, a seminar on Specific Policy of Girls Education.
 - Conference on HIV/AIDS and the second annual Girls Conference on Professional Development for the Dalaba community.
 - The TFA assigned to the Government of Guinea's Equity Committee completed the design and printing of the 2003/2004 Equity Committee Academic Calendar.

Malawi:

Summary of Accomplishments: The focus in Malawi on the development of a special education teacher-training program embodied the International Foundation for Education and Self-Help's core philosophy of support for vulnerable populations, particularly women and children. The teachers expanded their individual job description to promote "Best Practices" in the field through supplemental support to instructors in the development of improved curriculum and the organization of workshops, as well as donations of material and financial resources to colleges lacking financial assistance.

Accomplishments:

- Teachers were assigned to Montfort College, just outside of Blantyre, for special education training. Montfort College was established in Malawi to specifically provide teacher training to special education teachers.
- TFAs helped to train their Malawi counterparts in teaching and developing strategies to increase the effectiveness of the teaching tools and teaching methodologies.
- At the request of the Ministry of Education, a team was set up, composed of IFESH teachers and Malawi counterparts, to develop a Learning Difficulty program without any funds. With the effort of one of the teachers, material resources were donated from the U.S. for use in special education. The teachers worked under extremely difficult living circumstances, but, in spite of problems associated with poor living conditions, persevered to provide support to Montfort College for the enhancement of their curriculum materials.
- Over the life of the grant, it is estimated that nearly 1,000 special needs children have benefited from the intervention of IFESH teachers.
- With the Learning Difficulty Program (LDF), additional trainees became involved and were able to impact an additional 300 children yearly.
- Teachers organized a Leon Sullivan Library and a learning difficulty demonstration room, enabling IFESH teachers and Malawian pre-service teachers to work more effectively with handicapped children.
- During the period from January to June 1999, one of the teachers developed a children's sign language for the deaf book. The book was published, at the initiative of the teachers, with funding contributed by the First Merchant Bank of Malawi.
- Beginning the 2000/2001 academic year, and as a result of consultation between the USAID Mission and the Ministry of Education, a more diversified program was put in place with training not solely restricted to areas of special education. Teachers were also training in areas such as mathematics, psychology, special education, and curriculum development in nursing, soil science, and microbiology.
- During the academic year 2000/2001, the teacher placed at Montfort College conducted special assessments of learning-handicapped children which, in turn, would be used by the teacher's Malawian counterparts as a model to assist with the placement of special needs children in appropriate schools.
- One TFA was assigned as Dean of Women at her college.

- Beginning in 2001, TFAs assigned to the TTCs began participating in a series of workshops on teaching and learning through the use of locally available resources. The teachers also continued to focus on teaching and lecturing to the teachers and students on HIV/AIDS awareness and gender awareness.
- Teachers continued during the five-year grant period to teach in the Learning Difficulties Program at Montfort College. Examples of special-education-oriented courses taught to students include: *Assessment and Program Planning and Families, Professionals, and Exceptionality*. Other courses taught include: *Didactics and Curriculum and Classroom Management*. These are courses specifically geared toward strengthening the pedagogical aspects of the Montfort College curriculum.

Namibia:

Summary of Accomplishments: The IFESH/Namibia program, using its considerable advantages of already having a well-designed, national, primary education strategy, as well as a country representative with experience working with the Peace Corps in Namibia, was able to quickly establish a presence in the country using IFESH volunteers within every education sector. The TFAs became actively involved in extra-curricular activities such as helping to develop training materials and organizing workshops, which supplemented their work at the colleges of education in training student teachers. The volunteers also encouraged the participation of women as student teachers.

Accomplishments:

- The first group of teachers for the newly established Teachers for Africa Program arrived in January 2000.
- The initial TFAs placed at colleges of education to lecture and advise students during their practice teaching also started their own self-help projects. The projects included the establishment of a scholarship fund and student support activities.
- The teacher volunteer placed at the National Institute for Educational Development (NIED) assisted in organizing workshops, researching early child development programs and developing training materials and programs for primary school teachers.
- In 2000, Ms. Anna Ipangelwa, a Namibian national with excellent credentials including experience with the Peace Corps in Namibia, was appointed IFESH/Namibia Country Representative to replace Ann Chang, former IFESH Fellow and TFA.
- By December 2001, TFAs had 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.

- The extra-curricular activities of the TFAs included assistance in conducting an HIV/AIDS research project for the Ongwediva College of Education. The study analyzed the impact of HIV/AIDS on learning in the Oshana and Oshana-Namaland regions.
- 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.
- In a recent six-month period at the Ondangwa Community Skills Development Center (COSDEC), one TFA alone trained hundreds of trainees in Social Life Skills and English. Teachers also provided computer training to the instructors of Ondangwa COSDEC.
- An IFESH volunteer in cooperation with a Peace Corps volunteer developed a training series that provided learning guidelines for classes to be taught to the COSDEC trainees in HIV/AIDS.
- In the area of public health, TFAs helped to establish a partnership between Caprivi College and Katima State Hospital for students to visit the hospital and work as assistants to the physicians and nurses.

4.2 International Fellows

Over the five-year period (1998/1999 to 2002/2003), a total of 32 fellows were assigned to NGOs in thirteen sub-Saharan African countries to support community-based programs, both rural and urban in nature. Although an estimated total of 1,240 Africans is listed as having benefited directly from the services of these volunteers, the exact number of beneficiaries is difficult to assess, given the nature of their various assignments (see footnote 9 for additional information and clarification).

Table 7: International Fellows Program - Fellows Assigned and Direct Beneficiaries

Countries	Number of Fellows Assigned						Number of Direct Beneficiaries (estimated) ⁹					
	98/99	99/00	00/01	01/02	02/03	Total	98/99	99/00	00/01	01/02	02/03	Total
Benin		1	1	1		3		75	45			120
Burkina Faso	1	1				2	25	25				50
Ethiopia			1		1	2		20		225	200	445
Ghana		1	2	1		4		25	50	25		100
Guinea				2	2	4				50	50	100
Malawi				1	1	2				25	25	100
Myanmar	1					1	25					25
Namibia					1	1					25	25
Nigeria	2					2	50					50
Senegal		2				2		50				50
South Africa		1	3	1	2	7		25	75	25	50	175
Tanzania		1				1		25				25
Zimbabwe				1		1				25		25
Total	4	7	7	7	7	32	100	245	170	375	350	1,240

Source: Country representative quarterly reports.

Summary of Accomplishments: On the whole, the Fellows have provided valuable support to grassroots development programs that are community-based. As a result of their expertise and academic credentials, they were able to make substantive impact in both rural and urban settings. As the level of requirements for postings with NGOs become more stringent, the demand becomes greater for the placement of talented development practitioners who are able to provide high-level support without the funding agency incurring substantive expenses to cover the high expense of quality technical support in the field.

During the grant period, Fellows performed the following functions with various agencies and others:

- Community development worker on a Child Survival Project in Benin
- Technology support worker on Africare's Digital Village Project in South Africa

⁹ It is difficult to assess direct and indirect beneficiaries resulting from Fellows placement in the field. Fellows have a clear impact at the higher levels of civil society, influencing policy and providing training in management and quality control to their colleagues. In those countries where the country representatives did not provide figures, a conservative figure of 25 (number of people impacted by each Fellow) was employed.

- Community development worker in Tamale, Ghana. on a food security program
- Grant Coordinator/Computer Support Specialist working on a variety of Africare activities in Ethiopia
- Rural Development Worker on the Rural Enterprise and Agri-Business Project (REAP) in various provinces in South Africa
- Community development worker on the Alavanyo Integrated Community Development Project in the Volta Region of Ghana
- Technical and oversight support to the IFESH-South Africa office in Johannesburg, assisting in providing technical assistance to school projects in the Limpopo, KwaZulu-Natal, Eastern Cape, and Gauteng Provinces
- Health Practitioner for Africare/South Africa, working with Africare in all logistical aspects of coordinating HIV/AIDS prevention related training workshops and working directly with CBIs that carried out HIV/AIDS prevention activities¹⁰
- Reducing immunization preventable disease and increasing awareness of HIV/AIDS/STDs among school children for Africare-Ethiopia
- Trained teachers and community workers on the Mangochi Education program for *Save the Children's* Project QUEST in Malawi
- Program Assistant with the Guinea Food Security Initiative (GFSI) in the area of agriculture and rural development
- Program Coordinator for UNAIDS/Namibia, completing the UNGASS country report for Namibia which was submitted to UNAIDS/Geneva
- Program coordinator, United Nations/Senegal
- Program coordinator, UNICEF-Kenya
- Agricultural Extension Worker, AHEAD-Tanzania, Shinyanga Region

4.3 African Bankers Training Program

The African Bankers Program training supports the private sector, promotes trade and investment, encourages regional infrastructure, and assists human resource development. The program has equipped the financial professionals who participated in the training with significantly upgraded skill levels. This increase in skills and knowledge of western

¹⁰ Fellows assigned to both IFESH South Africa and Africare South Africa were funded by a grant from the Mott Foundation.

banking methods has increased the promotional potential of each program participant as well as that of his or her coworkers or subordinates.

Monitoring the progress of past participants has indicated that virtually one hundred percent of those who have successfully completed the class have been promoted to more responsible positions within their employing institutions. The end result of training one-hundred-seventy-seven key individuals is that each of these persons has significantly upgraded the competency level of their particular institutions by the introduction of modern techniques, methods, policies, and procedures developed as a result of the training. Thus, the skill level of at least 2,500 to 5,000 sub-Saharan indigenous banking professionals has been significantly upgraded. Virtually all of the alumni have been given a significant increase in responsibility as a result of this training and the exposure they received while in the United States. One class graduate was appointed as the Minister of Finance in his home country and several now serve as Managing Directors of their banks.

Two of the Best & Brightest African Bankers alumni were 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 were notified that, as a result of their completion of this program, an increase in their responsibilities or a promotion was imminent.

Western banks have often been reluctant to conduct business with African banks due to ethics concerns and concerns relative to the antiquated banking methods used in many banking institutions. An increased level of competency and the bank's ability to work with western banking institutions has increased significantly. Coworkers, colleagues, and subordinates have also exhibited a more effective performance level based on instruction, mentoring, and coaching by program alumni.

Since 1992, IFESH has conducted training programs for African bankers funded under USAID Cooperative Agreements. Since the inception of the training program, 427 bankers from 14 African countries have completed the program.

The seven countries participating during this Cooperative Agreement were Benin, Ethiopia, Ghana, Namibia, Malawi, Nigeria and South Africa, during which 177 participated and successfully completed program. More than one hundred different financial institutions are operating at an increased level of efficiency as a result of their employees' participation in the training.

Table 8: African Bankers Participants Per Class

Program Date	1999	2000	2001	2002	2003	1999-2003
Participants Scheduled	40	40	40	40	40	200
Spring	25	29		25		
Fall	28	28	22		20	
Totals	53	57	22	25	20	177

Starting with the class of 2002, the first micro-lending class in the history of the program was completed at the end of the final week of classes at J.P. Morgan Chase. The micro-lending component was added to the curriculum at the direct request of several past class participants who found their lending institutions being faced with the prospect of providing small business loans for the first time.

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 and distributed via the Internet to avoid the cost of printing and mailing.

5. Problems

The major problems encountered in the implementation of the programs included the following:

5.1 Teachers for Africa

During recruitment season for the 2000-01 program, IFESH experienced an increased demand for highly qualified teachers but fewer than average applications from highly trained applicants. The disparity was attributed to lower than average unemployment rates in the country during that period. To deflect the shortage, more teachers were placed in the subsequent group of outgoing group of TFAs (2001-02).

Very few teachers returned from their assignments during the grant period, but when they did, IFESH tried to surmise how it could have been prevented. In most instances, the TFAs returned because of sickness or death in the family; however, in rare instances volunteers returned citing ambiguous reasons or because of their acceptance of another job position, the information concerning not previously disclosed to the foundation. In the future, IFESH will make a stronger attempt to clearly define penalties to TFAs who return to the U.S. and do not return to the field without sufficient justification. TFAs who remain in the field will receive greater recognition at the end of their assignment by the Ministry of Education for the successful completion of their tenure.

5.2 International Fellows

It remains difficult to attract highly skilled African American and other minorities to the International Fellows Program. The program was originally designed to provide minorities with opportunities in the development field because of the severe shortage of minorities working for international development agencies. This has also proven to be a challenge facing the Peace Corps, where less than 5 percent of volunteers are black or minority. The justification for emphasizing the recruitment of minorities is associated with the fact that (1) African Americans are historically disassociated from their ancestral homeland for various reasons, and (2) diverse skills and backgrounds are required to address the protracted issues of poverty and empowerment of vulnerable populations in development settings. It is recommended that greater emphasis be placed on the recruitment of talented minorities from mainstream universities as well as historically black colleges and universities.

5.3 African Bankers Training Program

A number of unforeseen problems developed during the grant period that affected the program. The most significant were:

5.3.1 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; therefore the selection committee had 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. We were unable to find another provider to donate the services that had been provided by Mellon and budget constraints would not allow us to contract with another institution: so, that portion of the program was deleted.

5.3.2 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 subsequently taken into custody where he 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.

5.3.3 Other Issues

The program was impacted by several external, unfortunate, yet significant events.

The passing of IFESH President and founder, Reverend Leon H. Sullivan, and the postponement and ultimate cancellation of the sixth African-African American Summit resulted in only one class being held in 2001 rather than the two that were planned.

In 2001, two of the three weeks of training at the J.P. Morgan 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. In addition, the increased security in Washington, D.C. 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.

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. The grant called for two staff persons. The 2002 program was operated by the program director alone.

6. Financial Report

Total disbursements under the five-year Cooperative Agreement totaled \$11,350,000, compared to the initial budget of \$15,000,000. The initial budget provided for \$9,356,317 for the Teachers for Africa/Fellows Programs, \$4,785,073 for the Best and Brightest Banker Training Program, and \$858,610 for the Debt for Development Program.

Actual spending was \$7,762,287 or 83% of budget for the Teachers for Africa Fellows Programs, \$3,568,266 or 75% of budget for the Best and Brightest Banker Training Program, and \$19,447 or 2% of budget for the Debt for Development Program. Especially for the bankers program, this shortfall in funding explains an underachievement of the targeted number of beneficiaries of 200. Shortly into the term of the Cooperative Agreement, USAID asked IFESH not to implement the Debt for Development portion of the funded proposal.

The budgeted in-kind contribution was \$11,668,750, or 44% of the total program amount. Actual value of in-kind contributions received totaled \$15,867,570, or 58% of the total program amount. The in-kind contribution was composed of the value of services donated by volunteer Teachers and Fellows, and of donated books and educational supplies and equipment distributed to primarily primary schools and libraries in the countries where the Teachers for Africa program was operated. In all, an estimated total of over 326,000 books, 850 desks, and nearly 9,000 school kits (which included individual slates, chalk, erasers, pencils, paper, rulers, and crayons) were shipped to and distributed in those countries.

7. Summary and Recommendations

If the success of the program can be measured in part by "Best Practices" exhibited by volunteers in the field, then the Teachers for Africa Program and the International Fellows Program are two of the most successful overseas teacher education programs in the world. The volunteers who go through the IFESH pre-departure orientation program not only possess high levels of professional expertise in fields commensurate with requirements of the teacher postings, but they are also highly motivated to achieve and are extremely hard workers, often under difficult or harsh living circumstances. During the pre-departure orientation, volunteers learn more about the philosophy and vision of the Reverend Dr. Leon H. Sullivan who dreamed of a bridge between the poor and the rich and creating an enabling environment so that Africans and others living in impoverished communities would become more self-sufficient.

As a result of the program, the volunteers have indirectly impacted thousands of primary school aged children because of their exposure to the enhanced quality of curriculum materials and teaching methodologies provided by the volunteers. And although the impact of the International Fellows Program is much harder to quantify, the impact of providing training at the policy level in critical areas such as HIV/AIDS and in developing national educational policy has helped to shape national social reform strategies for the betterment of society.

In spite of the successes of the program, the need for teachers' education and training of African teachers is still great in the countries covered. For instance, many of the countries lack colleges and universities where graduate degrees are offered in areas related to educational administration, curriculum design, mathematics, pedagogy, and early childhood education. Countries not only must rely upon in-service teacher-training programs because of teacher shortages, but they also do not have sufficiently qualified teachers aptly trained to train others in improved methods of teaching. Likewise, because of the disconnect between African banking institutions, which are regarded as elite and removed from the general community, and the actual needs of poor community for innovative banking programs such as microfinance projects and revolving credit loan funds, there is a strong need for support of Western tutelage of representatives from African banking institutions.

The banking and financial community is unquestionably a key sector in the development of sub-Saharan Africa and will continue as a key sector. Healthy financial institutions are a critical element in expanding international trade and economic development; however, these institutions are frequently overlooked in development strategies.

Emerging economies in the region have given birth to contemporary issues in banking, particularly in the areas of credit lending and, increasingly, micro-lending. Sound financial and management policies are often alien, even to management and regulatory personnel. Fraud and improperly secured or unsecured loans threaten the stability of the financial institutions and contribute significantly to an unstable economy. Technological

advances in the industry make the challenge of identifying and preventing fraud and loss within their own institutions increasingly significant and difficult.

Investment and trade in Africa are hampered by weak financial systems. GNP growth rates are low or in some cases, negative. A multitude of constraints currently impinge on developing regions of the world, particularly regions of sub-Saharan Africa, where profound poverty and a consistently high prevalence of communicable diseases continue to exacerbate the gap between the industrialized nations and the poorer nations of this world. Those constraints include broadening ethnic conflict among factions battling for power and resources; an increased debt burden; widespread illiteracy; famine and hunger; and a worsening of health epidemics.

To remain competitive in the global banking system African banks will need international exposure and training in the new banking industry technologies. Currently, little or no opportunity exists for the mid-level indigenous bankers to avail themselves of short-term training programs that would address these areas of need. The Best and Brightest Bankers Program is designed and uniquely qualified to assist these emerging economies by training the middle management staff of the financial institutions thereby strengthening the financial communities of the participating nations.

Africa cannot fight her battles alone. Research shows that a strong educational basis in a country provides the foundation for social growth. Western interventions such as the TFA and International Fellows Program and the African Bankers Program are unique in that they do not seek to impose but to assist in articulating the national objectives of the governments for educational and social reform. They are necessary in that they provide a rationale for these governments to want to do better. Thus a continuation of the program is highly recommended.

APPENDIX B

Some Success Stories and Best Practices

Many success stories and best practices were recorded during the implementation of the program. Below are samples.

Namibia: *Story of Professor Dashanaba King, a Volunteer TFA for 2002/03 assigned to Valombola Vocational Training Centre (VVTC)*

Valombola Vocational Training Centre (VVTC) carries as one of its slogans, the phrase "A dynamic and growing institution training people for the future of Namibia." and it's a fact: the school has been doing just that! Through the Business Department, there is a course offering in Entrepreneurial Skills that covers business basics and relevant theory and then goes beyond the classroom experience and actually transforms itself into an operating business. We've been exploring the addition of another type of "cutting edge" experiential training; that is, observing the Trainee in the role of a SME Business. As such, we have teamed up with Namibia Beverages (producers of world renowned Coca-Cola, Fanta, Sprite, and Granadilla soft drinks) to offer the Student/Trainee a unique direct sales encounter. Essentially, the students will sell Coke products in the City of Ongwediva via a mobile bike unit. Coined as the "Coke On The Go" promotion, it is the first of its kind in the northern region and the first of its kind for Valombola, partnering with a major US global conglomerate. Students in the VVTC Welding and Fabrication Department convert the bikes from a two-wheel to a three-wheel bike. The unique design was created by Instructor, Mr. Mumbala. An attachment is then added to hold and secure the cooler, which carries the refreshing cool drinks.

Though a pilot project, it holds lots of potential and merit. "It fits like a glove," said Professor King. It embodies the mission statement of VVTC, and provides the student with experiential training, that is just like the product, Coke – "The Real Thing!" It will provide entrepreneurial skills to Trainees, enabling them to participate independently in the employment arena (via job-attachment). "While this is a pilot project, one of our goals would be for it to become a permanent form of job-attachment," states Mr. Desirus Ankome, Job Attachment/Liaison Officer at VVTC, "eventually expanding (into other cities and regions) to become a means of sustainable development in the northern region."

This program coined On-The-Job-Entrepreneurial-Training! (OJET!) is the brainchild of VVTC's Business Advisor and IFESH Volunteer Consultant, Professor Dashanaba King. Namibia Beverages Marketing Director, Mr. Nieuwenhuizen said, "...quite frankly, we are pleased and excited about this partnership with Valombola and look forward to playing a role in helping to train people for the future of Namibia."

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South Africa: Story of experience by Anuli Uzoaru, an International Fellow for 2002/03, assigned to Africare-South Africa

“It seemed so long ago... ‘You are going to South Africa.’ I was so excited at the words. But I couldn’t believe it. It felt like a dream. ‘Do you accept?’ I readily accepted, knowing this was the beginning of a journey in life for me. Before heading to South Africa, I had to attend the IFESH orientation in Phoenix, Arizona. It was inspiring to learn about the philosophy of the IFESH program and its commitment to establishing self-help programs throughout Africa. I finally arrived in South Africa in August 2002. When I arrived, I had so many ideas already. I was so prepared to get the valuable hands-on experience that awaited me. And experience I received. From producing a report on a HIV/AIDS awareness campaign in Lusikisiki to planning and facilitating a community-based initiative workshop in Bloemfontein to developing a strategic planning manual for CBIs. I helped develop concept papers and proposals for proposed orphans and vulnerable children (OVC) projects in Eastern Cape province and Swaziland. Through my work experience, I was learning. Learning to master the buzzwords like “sustainable,” “capacity building,” and even “NGO.” I saw the vast beauty and diversity of South Africa...and along the way I had a dose of South African culture...that it is a country still grappling with its troubled past...and that despite my not being a South African, people would constantly think I was anyway. Identity was a major issue for me. That I could be a black female who actually came all the way from the US to work in South Africa: “How could that be?” I appreciated the wide variety of restaurants to choose from, the vibrant music scene, and the people that were so ready to take me in and show me the country. I appreciated the opportunity to get one of the best hands-on experiences working in my field and the fact that IFESH made this opportunity available to me. Overall, my IFESH experience has been insightful, enlightening, and memorable. What else could one ask for?”

APPENDIX C

ADDITIONAL BACKGROUND ON IFESH

The International Foundation for Education and Self-Help (IFESH) was established as a non-governmental, nonprofit, charitable organization under the vision of the late Reverend Dr. Leon Howard Sullivan. *IFESH* was incorporated in the Commonwealth of Pennsylvania in 1981 and relocated to Arizona in 1988. This non-governmental organization (NGO) is tax-exempt under the provisions of Sections 501(c)(3), 170(b)(1)(A)(vi), and 509(a)(1) of the United States Internal Revenue Code.

The work of *IFESH* is based on the concept that, for community-based sustainable development to occur, principles of self-reliance must be adhered to and integrated into local programs. *IFESH's* commitment to self-help principles is based on the results of Reverend Sullivan's work over a forty-year period in the United States, Africa, and other parts of the world where school leavers and school dropouts needed help in becoming productive citizens. This self-help work is based on the premise that, in order for emerging democracies to be sustained and for law and order to be upheld, a country's citizens must be literate and capable of making informed choices, and education and training must be the cornerstone of economic and social reform. With this in mind, the founder of *IFESH* led a movement to help those in civil society to become quantitatively and qualitatively competitive in the promotion of life, liberty, and the pursuit of happiness, especially for grassroots individuals.

IFESH focuses on empowering individuals of developing nations through the operation and support of community-based programs in the areas of literacy, education, vocational training, agriculture, nutrition, and health care. The organization seeks the development and utilization of technical skills of all people, regardless of race, color, creed, or sex. Since its founding, *IFESH* has implemented, managed, and/or monitored human resource development projects in over thirty sub-Saharan African countries.

In an effort to insure that *IFESH* achieves its goals and objectives, a Board of Directors composed of several distinguished citizens oversees the organization. They include: Dr. Eamon Kelly (Chairman), President Emeritus, *Tulane University*; Dr. C. T. Wright, academic administrator and former university president; the Honorable Lawrence S. Eagleburger, former Secretary of State; Mrs. Esther B. Ferguson, community leader and philanthropist; Dr. Barnard Anderson, Whitney Young Professor, *University of Pennsylvania*; Mr. Donald M. Kendall, Chairman and CEO, Retired, *PepsiCo, Inc.*; Mr. Maceo K. Sloan, Chief Executive Officer, *NCM Capital Management*; Dr. Mac A. Stewart, Vice Provost of Minority Affairs, *The Ohio State University*; Dr. Barbara Simpkins, former International President of the *Links, Inc.*; Mrs. Grace Banks Sullivan, educator; and the Honorable Dr. Louis W. Sullivan, former Secretary of *Health and Human Services*.

As stated above, Reverend Sullivan and a group of his friends established *IFESH*. He pastored one of the largest churches in the United States, *Zion Baptist* in Philadelphia, for almost four decades. President George Bush bestowed upon him the Medal of Freedom Award in 1991. He established the *Opportunities Industrialization Centers (OIC)* training program in an old abandoned jailhouse in Philadelphia in 1964 which has trained over three million school leavers and dropouts in this country to become productive wage earners, taxpayers, and good citizens. This program is currently operating in over seventy cities in the United States. Six years later, he

transferred the concepts and technology used in *OIC* to Africa where over 250,000 trainees have graduated from the program in sixteen African countries, as well as tens of thousands of others in Poland, United Kingdom, Philippines, and Belize.

In 1971, Reverend Sullivan became the first African American to sit on a Fortune 500 company's Board of Directors – *General Motors* – and later *Mellon Bank*. He authored the successful Sullivan Principles in 1977 – a set of corporate codes designed to help eliminate apartheid in South Africa, to help free Nelson Mandela, and to hold fair and free elections through economic pressure from companies. The result was that the principles achieved all three goals.

Near the beginning of the decade of the 1980's, he organized *IFESH* for the purpose of helping to build civil society and sustainable development, mainly in Africa. *IFESH* has the following specific objectives: to reduce hunger and poverty; to empower people through literacy; to train and place the unskilled and unemployed in jobs; to provide preventive and basic health care; to deal with population and environmental problems; to develop employment through economic development; and to foster cultural, social, and economic relations with Africa.

In 1991, Reverend Sullivan organized African-African American and Friends of Africa Summits to bring African leaders, including heads of state, together with concerned leaders, policy-makers, corporation heads, and experts from the United States and other parts of the world to develop strategies designed to help enhance the quality of life in Africa. Reverend Sullivan, the Summit Chairman and Convenor, conducted five of these biannual sessions and the sixth one will be held from May 21 through May 25, 2001 in Abuja, Nigeria. The Summits focus on such issues as education, business and economic development, health care, agriculture, debt relief, democracy and good governance, gender issues, and youth development, among others.

In 1989, Reverend Sullivan and the *IFESH* Board of Directors appointed Dr. Wright as Executive Director of the organization, a position he held until the death of Reverend Sullivan in 2001 when he was elected President and Chief Executive Officer. From the beginning, under the leadership and vision of the founder of *IFESH*, Dr. Wright served as the Chief Operating Officer, whose primary responsibility it was to implement the self-help projects of the organization. Additionally, he served as a senior advisor to Reverend Sullivan, as well as Chief of Staff and Coordinator of the African-African American Summits. For over a decade, this team was successful in planning and implementing several initiatives which have impacted over one million Africans. These include but are not limited to:

- Debt Relief – With the support of President George Bush, as well as the President of France, Chancellor of Germany, leaders of the *Paris Club*, *Secretary General of the United Nations*, and others, over sixty billion dollars of African debt has been forgiven. The debt forgiveness initiative was tied to education and responsibility.
- New Investments in Africa – *IFESH* and the Summit have been responsible for several billion dollars of new investments in Africa from such companies as *General Motors*, *Chevron*, *EDS*, *Procter & Gamble*, and *Owens Corning*, as well as a number of small entrepreneurs.
- Schools for Africa Program – This project is designed to assist rural communities in the construction and rehabilitation of basic primary schools where they previously did not exist. Since 1998, *IFESH* has been responsible for the construction or rehabilitation of nearly two hundred schools in seven African countries which are being used by the youth during the day and women and other community groups at night.

- Teachers for Africa Program – This initiative, which commenced in 1992, assigns experienced American teachers, professors, and education administrators to sub-Saharan African countries for one academic year. To date, over 750 educators from the United States have been placed in 14 countries, directly impacting over 35,000 African teachers who have impacted the lives of millions of students and women. American educators are engaged primarily in training their African counterparts in the effective development and implementation of innovative educational curricula and pedagogy. These teachers are involved in a wide range of sustainability of community-based educational programs.
- SOS: Supporters of Sub-Saharan Africa – This campaign of Reverend Sullivan’s emerged from the 1995 Summit largely as an effort to obtain, send, and disseminate educational supplies to African schools. These educational items are donated by individuals, faith-based organizations, civic groups, publishing houses, and the United States Government. As the program has developed, IFESH has established strong working relationships with other institutions such as the *International Red Cross Society* to help distribute these supplies in the ten participating countries. From the beginning of this program until now, educational supplies valued at over \$30 million have been placed in Africa.
- Reconciliation and Reconstruction Programs in Liberia and the Democratic Republic of the Congo – Ethnic conflict, internal community conflict, and conflict between communities remain very real problems in today’s Africa. To facilitate reconciliation and peace building at the local community level, IFESH with funding primarily from USAID, the *Government of the Netherlands*, *World Bank*, *European Union*, and other parties have initiated programs aimed at introducing conflict resolution techniques at the grassroots level.
- International Fellows Program – Since its inception in 1988, this program has been responsible for providing nine-month overseas internships for outstanding Americans who are graduate students or recent college graduates. Fellows are placed with development-focused organizations such as *CARE*, *Africare*, *UNICEF*, *UNAIDS*, *Save the Children*, *OIC*, *TechnoServe*, and *AHEAD*. The primary goal of the program is to provide professional expertise to local initiatives to maximize community-based efforts for sustainable development. This initiative is also designed to encourage minority graduates, who are under-represented in mainstream development organizations, to pursue careers in the field of development and foreign affairs. Returning Fellows have been employed by the *State Department*, *U.S. Department of Agriculture*, *USAID*, *OIC*, *TechnoServe*, *Africare*, *FAO-Rome*, *UNICEF*, *CARE*, and by numerous companies and universities as well.
- Best and Brightest Bankers’ Training Program – This initiative is designed to help Africa’s financial institutions to become competitive in the 21st century. This program provides financial training to Africa’s mid-level bankers by offering them tools necessary to complete effectively in today’s business and economic environment. Since its inception in 1992, this program has successfully trained 413 African bankers from 80 financial institutions in 13 African countries. The bankers are trained in the United States for approximately six weeks by *Chase Manhattan Bank*, *Mellon Bank*, the *United States Treasury Department*, *Ex-Im Bank*, and *OPIC*, to cite a few examples. Reports from the field indicate that the program has already helped many African bankers acquire skills necessary to alleviate some of the banking problems facing the financial industry in Africa. Approximately ninety percent of the graduates of this program have received promotions since returning to their home countries.

- Peoples Investment Fund for Africa – The goal of this Fund is to support grassroots economic development in Africa by providing loan capital to micro-finance institutions (MFI) with African small business clients, thereby helping to create job opportunities and alleviate poverty in Africa. United States investors, especially African Americans, are making investments into the Fund at a fixed rate of return. *OPIC* has signed an agreement to provide a loan to the Fund equal to the amount acquired from United States investors. The *African Development Bank* is identifying and providing technical assistance to MFIs who broker the loans to thousands of small African businesses, especially those operated by women.
- Global Sullivan Principles – At a special session of the *United Nations* in November 1999 hosted by Secretary General Kofi Annan, Reverend Sullivan initiated the Global Sullivan Principles of Corporate Social Responsibility. The objectives of the Principles are to support economic, social and political justice by companies where they do business; to support human rights and to encourage equal opportunity at all levels of employment, including racial and gender diversity on decision making committees and boards; to train and advance disadvantaged workers for technical, supervisory, and management opportunities; and to assist with greater tolerance and understanding among peoples; thereby helping to improve the quality of life for communities, workers, and children with dignity and equality.