



Village elders in Najat, Baghlan Province, Afghanistan.

## AFGHANISTAN: Warring Neighbors Reunited in Education

**N**early two decades ago, a dust-up occurred in the village of Najat among members of two Afghan families.

But what began as a small flap that few can recall escalated into open warfare. It left 25 people dead in the 560-person village in the northern Baghlan province, where rival Mujahedin commanders took control of village life.

For an entire generation, enmity overshadowed shared cultural, religious and ethnic histories. Children were forbidden to play with their enemy neighbors. Young people from the warring factions could not marry each other. Villagers carried weapons to the market.

Throughout Afghanistan's recent history—from the Soviet occupation to the Mujahedin civil wars to the Taliban domination and now to the postwar transitional government—the hatred in Najat became even more entrenched.

Several NGOs had come to the village only to be turned away by the tensions that

made development efforts seem impossible.

That was, until partners of the Afghanistan Primary Education Program (APEP) arrived. Today, the fighting has quieted and a common cause in education has led to a new dawn for the residents of Najat. It happened with the help of community mobilization efforts.

APEP's partner, the Afghanistan Development Association (ADA), sent trainers Sultan Mohammed and Abdul Rahman to Najat in 2003 to start accelerated-learning classes for APEP. Where others saw obstacles, they saw opportunities. ADA is an NGO that seeks to empower Afghans to meet their future needs while creating the socio-economic conditions that promote peace, stability and repatriation.

Both Mohammed and Rahman participated in an ADA-sponsored training on community development and conflict resolution. Rather than give up on the village, they decided to utilize their skills for the

continued on page 2

**One year later, with help from the Afghanistan Primary Education Program, Najat's children are being reintegrated into the school system and are learning to read and write.**

## IRAQ: Education II Project Coincides with School Year

Preparations for the launch of the Iraq Education II project have begun in Baghdad, with meetings among senior officials of USAID and Iraq's Ministry of Education. USAID is funding the project, and the ministry is implementing it with assistance from Creative Associates.

"Creative is honored to have been chosen to make this important contribution to the families and children of Iraq," said

M. Charito Kruvant, Creative's president and chief executive officer, after USAID awarded the Support to Iraqi Basic Education project, also known as Education II, in July.

Mobilization of project staff and resources began in August, and the implementation is set to begin this fall, to coincide with the start of the school year in Iraq. USAID and Ministry of

continued on page 5

### INSIDE THIS ISSUE

Hondurans Get Second Chance at Education ..... page 3

Zambian Teachers Break HIV/AIDS Silence ..... page 5

Grants Fueling Change in South Africa ..... page 7

New Faces ..... pages 8-9

## AFGHANISTAN: Warring Neighbors Reunited in Education (continued from cover page)

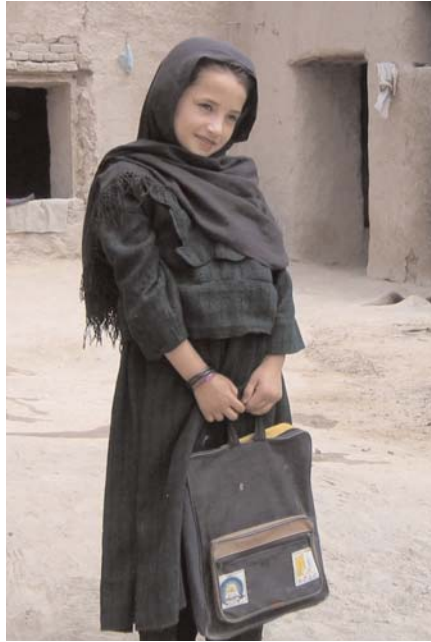
benefit of Najat's children. They strategically selected the two factions' commanders as APEP classroom mentors, known as village teachers.

Mohammed was familiar with the conflict; he even once taught the young man who went on to become a faction leader. When Mohammed approached the rivals to tell them about APEP, he was met with a predictable refrain that went something like: We're happy to have the opportunity for our children, but we won't join if it means we have to work with them.

Village elders worried that teachers from the two sides would have to sit side-by-side during training. To ease them into the idea, the APEP trainers wanted to at least show the faction leaders APEP's benefits.

To get the message across, Mohammed and Rahman held two separate sessions, one for each commander. The trainers then led participants from the two rival groups into a more inclusive and broader training program. Finally, the trainers eased rival participants into working toward a common goal.

Once the training was underway, Rahman and Mohammed also convened meetings with local military commanders, religious leaders, government officials, and the two factions' mentors. Together, they talked about their grievances as a means to end the dispute.



A young girl in the village of Najat on her way to school.

"The leaders of both sides wanted what was best for their children-education," Mohammed said. "By giving them the opportunity to work towards that goal, and by focusing their energies on working towards it, I knew that I might be able to help them begin to resolve their differences."

One year later, with APEP's help, Najat's children are being reintegrated into the formal school system where they are learning to read and write.

Meanwhile, the conflict in Najat has subsided. Villagers can move around

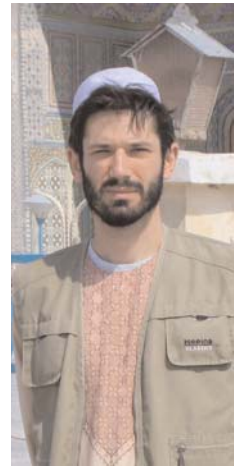
freely without fear of attack. Farmers are helping their former enemies in the fields. And the two former commanders are working side-by-side.

"It's completely different now," says Mohammad Kabir, one of the commanders-turned-mentors. "Now our children can play together without fear, and we can all begin to think about the future."

His former rival, Mulla Mowla, concurs: "We felt before that God was punishing us for our behavior. But now God is rewarding us with this opportunity."

-Patrick Heller

**Patrick Heller, a former Creative Associates staff member and now a consultant, recently returned from Afghanistan where he researched the Afghanistan Primary Education Program's success in Community Mobilization. APEP operates its accelerated learning classes in more than 5,000 Afghan villages like Najat.**



## LIBERIA: Grants Help Liberian Government Ease Transition

The National Transitional Government of Liberia is addressing citizens' needs with help from the Liberia Transition Initiative, funded by USAID and implemented by Creative Associates.

Creative is helping government ministries and civil society organizations by distributing grants to pave the way for the country's smooth transition from civil war to peace.

The Ministry of Information and Culture (MICAT) received the first Liberia Transition Initiative grant in March 2004 in the form of a "Ministry-in-a-Box" that helps government ministries restart activities with office furniture and supplies. It is among several recent developments that have unfolded with the help of 69 LTI grants to nearly 50 grantees valued at about \$2.5 million.

USAID's Office of Transition Initiatives' Liberia Transition Initiative (LTI) is part of U.S. government efforts to enhance stability, promote a smooth transition to peace and democratic governance, and support the implementation of the Comprehensive Peace Agreement (CPA) signed in August 2003.

The LTI focuses on: Promoting good governance and transparency; encouraging

continued on page 11

## Child Labor: In HONDURAS, Sixth Grade is a Way Forward



Learning facilitator Maria Santos Godinez and student.

For most of her 28 years, Maria Santos Godinez got along as a laborer with a fifth-grade education.

Like many others who hail from Quebrada Grande in the Langué municipality of Honduras, Godinez left school after completing fifth grade to work on a melon plantation. At the time, she was among hundreds of out-of-school children and youths who toil in hazardous conditions.

But recently Godinez has turned her life around. And she is not alone.

Under Basic Education and Policy Support (BEPS), which is USAID funded and implemented by Creative Associates and its partner, CARE, Godinez got a second chance at education. And she's now helping other students at risk of leaving school.

After completing the sixth grade in December 2003, Godinez became one of 300 students receiving non-formal education in Education under the Education for Child Laborers (ENTRA) project. ENTRA is part of BEPS and managed by CARE, a global relief and development organization.

Godinez became a volunteer learning facilitator in June. Now she teaches 11 sixth-graders and three third-graders for two hours each afternoon.

"The project manager thinks she is the best learning facilitator they have," said Archer Heinzen, Creative's coordinator for Education to Combat Abusive Child Labor, a component of BEPS which oversees ENTRA.

In a new booklet, ENTRA is spreading the word about child labor and occupational safety and health for children who work in melon fields and in shellfish production. Godinez, who dabbles in art, helped illustrate the booklet. It will be used for the accelerated basic education program for over-aged students and adults which is based on a curriculum USAID developed. The accelerated basic education program is one of the four non-formal curricula approved by the Honduran Ministry of Education. Distribution of the booklet will be carried out through CARE and the International Labor Organization (ILO) and its division of the International Program for the Eradication of Child Labor (IPEC). Both the ILO and IPEC will distribute the booklet to other programs.

Godinez said one of ENTRA's strong points is how it gives students access to books. In many developing countries, schoolbooks are locked in cabinets and made available to pupils for a few hours during the school day.

"They give you a book and let you take it home so that you can study it," she said. Godinez reaffirms what international educators already know: Pupils need their own books to devote more time to study.

**-By Alexandra Pratt**



## Dick McCall: Commitment to Education at Home and Abroad

As he toured a major education project run by Creative Associates in Iraq earlier this year, the importance of community involvement in quality education came home to Dick McCall, Creative's senior vice president for programs.

He listened to Iraqi teachers, parents and pupils as they described the importance of schooling in their lives through the now-completed Revitalization of Iraqi Schools and Stabilization of Education project known as RISE. USAID funded and Creative managed RISE; the company is also managing the follow-on to RISE, the Support to Iraqi Basic Education project.

McCall oversees Creative's work in education, which, through numerous projects, has included training teachers, delivering school supplies, providing accelerated-learning programs and developing model schools.

Channeling the power of education is at the heart of McCall's work, whether it's in Baghdad, Kabul, or Falls Church, Virginia.

Shortly after McCall returned home to Falls Church, outside Washington D.C., he took lessons learned in Iraq and applied them to his community's efforts to provide education opportunities for teachers and students. He is among an eight-person board overseeing the Falls Church Education Foundation's campaign goal of raising a \$10 million endowment.

The endowment would pay for sabbaticals for teachers to pursue graduate studies, new approaches to classroom learning, and enhance after-school arts programs for students.

"Going to Iraq for RISE re-energized me," McCall says. "I saw the experience as an opportunity," for the Falls Church Education Foundation "to make an even bigger contribution to the community."

continued on page 11

# GUATEMALA: BEPS Helps National Education System

USAID's multi-project Basic Education and Policy Support (BEPS) Activity, managed by Creative Associates, is completing a series of efforts to improve student performance in Guatemala's schools, among Latin America's weakest.

In late 2003, Guatemalans elected a new government. The new education minister quickly announced a series of ambitious goals, such as extending services in pre-primary and primary education, improving overall educational quality, increasing community participation in schools and other goals. USAID and other donors were asked to provide financial support for related initiatives.

BEPS was enlisted to help the Guatemalan Ministry of Education and USAID/Guatemala agree on strategic priorities for USAID support for Guatemala's education sector from 2004 through 2009. The process resulted in proposed activities for planning, information gathering, education financing and internal efficiency.

Once this process was completed, Creative began providing assistance. First, to help inform the decision-making, BEPS personnel coordinated a study of teachers unions. During the study, with the support of Facultad Latino America de Ciencias Sociales/Sede Académica Guatemala (the Latin American Faculty of Social Sciences), specialists from

BEPS assessed the unions' structure, focusing on membership, representation, demands, benefits, previous negotiations and the law. The study concluded with recommendations for expanding cooperation and dialogue among the unions and the Ministry of Education.

BEPS specialists also oversaw a study of private institutions' roles in education in Guatemala. The study was conducted by Centro de Investigaciones Económicas Nacionales (the Center for National Economic Research), a Guatemalan organization, which looked at the framework in which private schools operate. It also recommended legal, institutional and organizational changes that the Ministry of Education could make to improve the quality of private education. Among its main findings was the lack of human resources in private schools. Researchers also found a dearth of coordination, often resulting in duplication of efforts, minimal supervision and inadequate criteria for evaluating education quality in schools.

USAID/Guatemala and the Ministry of Education, along with other agencies of Guatemala's government, are considering these findings and recommendations as they work to build a stronger, more efficient education program for Guatemalan children.

—Cynthia Prather and Joanne Murphy

BEPS was enlisted to assist USAID/Guatemala and MINEDUC in agreeing on strategic priorities for USAID support in Guatemala's education sector between 2004 and 2009. The process led to proposed activities for vision and planning, information gathering, education financing, and internal efficiency.

## Creative Wins Access to Faster-Paced Federal Contracting

Creative Associates has won approval to compete for federal contracts through a system that provides for fast, simplified procurements.

The approval by the General Services Administration, announced in August, entitles Creative to compete among a select group of qualified firms on federal procurements handled through the GSA's Management, Organizational and Business Improvement Services (MOBIS) mechanism.

MOBIS allows federal agencies to solicit bids to carry out highly specific task orders from among firms deemed qualified in technical expertise, efficiency and past contract performance.

Traditional procurements often require months to conclude, due to the need to check bidders' references, compare their costs for labor and services, and perform other due diligence.

Under MOBIS, those steps have already been taken, and labor prices already negotiated, enabling the agency using the mechanism to arrange and sign a contract in as little as 10 business days, though three to four weeks is the norm, according to the GSA.

GSA approval came in response to Creative's request earlier this year for MOBIS qualification to perform future work in three areas: consulting (described as "expert advice, assistance, guidance or counseling in support of agencies' management, organizational and business improvement efforts"); facilitation (providing services to "agencies bringing together diverse teams ... with common and divergent interests [that] may require a neutral party to assist them"); and program integration and project management.

MOBIS classification does not guarantee any contracts under the mechanism. The firm's classification is valid for five years, with the GSA having the right to renew the eligibility for up to three additional five-year blocks thereafter.

—Joseph Boris

**IRAQ: Education II Project Coincides with School Year (continued from cover page)**

Education officials have been meeting to reach final agreement on aspects of the projects such as timing of activities, logistics and security.

"We are now supporting a fully functioning Ministry of Education, which is taking complete ownership of Education II," said Robert Gordon, the Creative executive who is monitoring the project and who recently returned from Baghdad where he helped with preparations.

The project, which is known as the Iraqi Basic Education project, will support the Ministry of Education's efforts to improve the quality and efficiency of Iraqi schools. With the goal of providing the ministry experienced educators, technical assistance and training to improve its capabilities, the project will:

- Help strengthen the ministry's ability to manage a modern, nationwide education system.
- Establish within the ministry an information management and communications infrastructure.
- Create 162 model schools-"centers of excellence" that will showcase reforms by the ministry to improve access to and quality of education in primary and secondary schools.
- Provide basic school supplies to half a million students.
- Provide to teachers training in primary and

secondary schools, focusing on child-centered learning techniques; training administrators in leadership and pedagogical skills; and organizing study tours for educators to countries neighboring Iraq and to the United States.

- Develop new educational television programs for preschool children.
- Refurbish and equip schools, establish resource centers in the model schools, enhance methodologies for measuring school performance, engage the community and parents in school administration, and make model schools available for use by the community.

Valued at \$56.4 million over two years, Education II is a follow-on to the USAID-funded. Revitalization of Iraqi Schools and Stabilization of Education (RISE) project, also managed by Creative Associates. RISE set out to meet Iraq's most urgent needs in education needs after years of neglect under the regime of Saddam Hussein, whereas Education II seeks to upgrade the school system.

"We know that support for education is a key factor in helping people in conflict return to a sense of normalcy and peaceful and productive lives," Charito Kruvant said.

**-Joseph Boris**

“ Creative is honored to have been chosen to make this important contribution to the families and children of Iraq. ”

**M. Charito Kruvant  
President and CEO  
Creative Associates  
International, Inc.**

# ZAMBIA: Teachers Break Silence Over HIV/AIDS

## A soft voice pierced the air:

"I am HIV-positive," said the woman. "My husband died four years ago. I never thought I would live to see this day since I was tested HIV-positive three years ago. I decided to go for the test because my health was not good from the time my husband died."

So began Annie Phiri, a primary school teacher in Eastern Province, Zambia, who is raising three children alone. Her voice joins a refrain to help end the silence over the plight of those who are HIV-positive in a community grappling with the pandemic and its social stigmas.

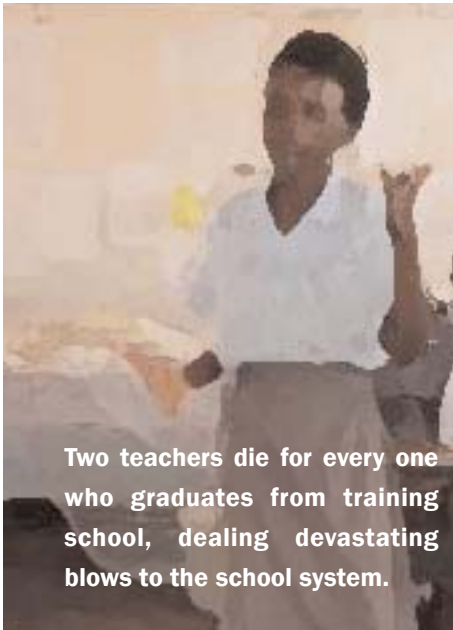


Photo Illustration.

Supporting Health HIV/AIDS, Nutrition, Gender and Equity Education in Schools. CHANGES is a USAID-funded program that Creative Associates has designed

and implemented to help address the challenges confronting vulnerable populations facing the threats of HIV/AIDS.

Only recently have HIV-positive teachers openly discussed their health status publicly, especially with colleagues. Three teachers who have come forward are encouraging fellow professionals to seek Voluntary Counseling and Testing.

HIV/AIDS is an integral part of CHANGES SHN program which since 2001, has assisted the Ministry of Education in the war to prevent and mitigate the impact of HIV/AIDS on communities.

Zambia is experiencing one of the worst HIV/AIDS epidemics in Africa and because of teachers' higher socio-economic status and mobility, they are especially prone to the disease. To help reduce the impact on the education

**continued on page 7**

# AFGHANISTAN: APEP Inspires a Girl's Dream

When Peter Parr asked an Afghan housekeeper her hopes for her teenage daughter's future, he got a reply that was as pleasantly shocking as it was revealing of a shift in Afghan attitudes toward girls' educations.

Perhaps the reply was all the more revealing because it came from the teenager herself.

"I want to be president of Afghanistan," she told Parr, chief of party of the Afghanistan Primary Education Project (APEP).

Given the woeful status of Afghan women, the idea that a teenage girl could aspire to be head of state in a country where women were not allowed to be seen outside of their homes or attend school, is nothing short of extraordinary.

One factor inspiring such optimism is the rising profile of education in the country partly thanks to APEP, a USAID-

funded project implemented by Creative Associates.

APEP has helped boost girls' school enrollment in Afghanistan to about 34 percent, though that figure represents a higher number of girls in Kabul attending school than in the countryside. In southern provinces, girls' enrollment can be less than 10 percent.

While these numbers may not seem like a major advance, consider that under the Taliban, girls were kept out of school and women were prevented from working outside the home.

"The mother was proud of her daughter's aspirations and thought it possible," said Parr, speaking about the exchange with the housekeeper and her daughter. "For the mother and daughter to think it possible that she could be the president of Afghanistan is shocking in itself because people have been so disenfranchised, so out of touch.

"Education is one of the building blocks to development that's been missing from Afghanistan for 25 years," Parr noted. "For many years, education was available only to men and for religious training. Now people feel they have more options, the country is more stable."

## Winning the Peoples' Trust

One of APEP's goals is to see girls' enrollment reach 70 percent of the student body. "So how in God's name do you get 70 percent girls participation in schools in Afghanistan? To reach this goal, I had to set a stage where education is not perceived as negative," Parr said.

Reaching the 70 percent target requires gaining community trust and approval of

the shura, a group composed of village elders and other community members who are key to the collaborations needed to advance APEP's goals.

"We had to research what communities are accepting of education, identify community mobilizers to communicate our message to the shura, mullahs and parents and get them to buy in," Parr related. APEP identified communities that were open to girls' education and pushed to make it happen.

According to Françoise Beukes, "If at first the entire community wasn't interested in education, then we gained their trust and they then let their girls go to school. If the percentage of girls attending school went from 10 percent to 20 percent-that's a success," she said. Beukes is APEP's Manager of Education Support Services component (ESS) which assists the Ministries of Education and Higher Education with the challenge of readying infrastructure, programs, and materials to respond to the increasing numbers of students attending school.

Through APEP's work with communities, some significant changes in attitudes about education have arisen. In some communities, the shuras have appointed education committees to help facilitate access to education for their children. APEP's sustainability depends upon changing attitudes, said Beukes.

"There is a gender emphasis throughout the project, not just with students. In the schools it varies from province to province. It depends on the shura, the community leaders' views on women," Beukes said. "Also, I think it's important to say that when you educate a woman, you educate the children she is going to have, she is going to give education to her children."



APEP's Françoise Beukes.

continued on page 10

## SOUTH AFRICA: \$19 Million in Grants Supports Civil Society

Chantal, a South African in her twenties, had always wanted to become a nurse, but her family couldn't afford to pay for higher education. The prospects were equally dim for Brandon, a math whiz, and Julie, an avid reader who soaks up information with gusto.

All are from Durban, a major port city of 2.5 million people where extremes of wealth and poverty, common across South Africa, are especially pronounced. Raised in a slum where many residents wage daily battles for survival against a backdrop of crime and meager government resources, these three young people have brought their intellectual gifts to help their neighbors.

For four years, Chantal, Brandon and Julie have worked as researchers and community organizers for the Bayview Flat Residents Association, which pushes for better public housing and greater housing options for Durban's poor, helps them fight evictions, and gives them guidance toward resolving financial and legal problems.

"We are working on increasing access to basic services (water and electricity), which is complicated by the huge amount of people in our area either having or becoming infected with

HIV/AIDS. People are battling with food, shelter and now health, too," Brandon says.

The association receives funding from the Centre for Civil Society, a research body tied to the local University of Natal. For its part, the Centre, specifically its Research and Analysis Skills Strengthening Programme, has directed grant money it receives from the USAID-funded Grants Management Technical Assistance or GMTA, project in South Africa to support the work of the young fair-housing advocates.

About five dozen grants worth \$19 million have gone to 43 organizations in South Africa under the GMTA, which Creative Associates manages for USAID. Through the project, begun in 1997 and scheduled to close in December 2004, Creative has given technical assistance to organizations carrying out grants; organized workshops, conferences and consultations for project participants; and advised grantees on how to pursue post-project funding such as trusts and foundations.

Grant recipients have worked nationally to increase access to justice, provide education and protection of individual

continued on page 10



Two South African women at a market stall.

### ZAMBIA: Teachers Break Silence Over HIV/AIDS (continued from page 5)

system, the SHN program is assisting the ministry in its work with HIV-positive teachers.

HIV/AIDS also leads to teacher absenteeism. Two teachers die for every one who graduates from training school, dealing devastating blows to the school system. An infected teacher is likely to lose six months of professional time before developing AIDS and another 12 months after that. Most teachers who die of AIDS are veteran instructors in their 30s and 40s creating a shortfall of experienced teachers in the system.

In an effort to address the crisis, the Ministry of Education announced in 2003 the availability of anti-retroviral drugs for eligible teachers. Despite this rare availability for the medication, no teachers came forward to apply for the drugs for fear of the discrimination and stigma associated with the disease.

So the CHANGES team developed a strategy to discuss benefits of the Voluntary Counseling and Testing among teachers and other community members. HIV-positive clients were encouraged to disclose their status and to encourage fellow teachers to join them in fighting the social stigma. Since then, more than 30 teachers have undergone HIV testing along with the three who continue to openly discuss their positive status and assist CHANGES in raising HIV/AIDS awareness.

Phiri, like many other teachers who are receiving the anti-retroviral drugs, is now healthier. She misses work less often and that relieves the burden on her colleagues to tend to her students.

In her closing remarks, Phiri told other teachers and community members that coming forward has not stigmatized her.

"I have found friends and workmates very supportive after I told them of my HIV status," she said. "I have come to conclude that if you open up, stigma or discrimination against you closes down. I call on you colleagues to take a test and join the bandwagon in the fight against HIV/AIDS-related stigma."

- Josias Enos Zulu, CHANGES Eastern Province Coordinator in Zambia

## In Washington, DC

# NEW

**Katherine "Kay" Bailey**, who left Creative's Communities in Transition division to pursue her law degree, returns to join President Charito Kruvant's office. She will be Associate Counsel, pending her admission to the Virginia bar, this fall. Kay will work with Charito Kruvant and Senior Vice President for Operations Pablo Maldonado. While at Georgetown University Law Center, where she received a juris doctor, she was a clinical intern for the Harrison Institute for Housing and Community Development and the D.C. Street Law Project. While at Street Law, she wrote the only Housing Education and Mediation Grant to earn a perfect score from the D.C. HIV/AIDS Administration. Kay speaks fluent Spanish and Portuguese.

**Joseph Boris** joins the Communications and Media Development Unit (CMD) as a Communications Associate. He will work directly with CMD Director Jeff Ghannam and staff on reporting and writing for the Web, Creative Times, marketing tools and writing workshops. Prior to joining Creative, Joseph worked at Chemonics as a writer and editor in its business development efforts. He is a veteran journalist who has reported in Moscow and Washington D.C. He also served in the Peace Corps in Turkmenistan. Joseph received a bachelor's degree in journalism from State University of New York College at Buffalo. He speaks fluent Russian.

**Yolanda Christmas** joins the Field Human Resources Unit as Human Resources Field Associate. She works with Field HR Manager Verity Stiff, serving as the primary contact to field expatriate employees. Before Creative, Yolanda worked for WTS International, a leisure services firm, the Brookings Institution and Academy for Educational Development. Her experience also includes staffing, recruitment, employment law and equal employment issues. She received a degree in business administration from Bowie State University in Maryland.

**Timothy Davis** joins Creative as Assistant Controller in the Office of Finance and Contracts and will report to Controller Peter Kapakasa. Timothy brings more than 22 years of experience in the finance and accounting industry including more than 16 years of financial reporting, budgeting, and financial forecasting. Prior to joining Creative, Timothy was a consultant for RHI Management Resources operating as Controller and Director of Finance for the Association of Flight Attendants AFL-CIO. Timothy received a bachelor of science in accounting and business management from Hampton University in Hampton, Virginia.

**Jeffrey Gould** joins Creative as Field Operations Manager in the Office of Marketing and Operations. Jeff has more than 20 years of experience in the implementation and management of

projects in the United States and the developing world. His expertise includes managing projects, finances, contracts, proposals, grants, and markets. He received a bachelor's degree in business administration from the University of Nebraska. He went on to receive a master's degree in international management from the American Graduate School of International Management (Thunderbird) in Glendale, Arizona. He is fluent in French

**Dr. Nancy Keith** joins the Education, Mobilization and Communication division as a Senior Associate. She will work directly with EMC Senior Manager Larry Lai and provide technical advice and leadership to programs that link education and health. Dr. Keith has more than 18 years of management experience in domestic adult education. She also has 16 years experience in developing countries working with families, communities and health care providers at all levels to improve health indicators in child survival and nutrition, HIV/AIDS, malaria and TB, and maternal health. She received a Ph.D. in educational administration and adult community education from Michigan State University. She speaks fluent French and Hausa, a language widely spoken in sub-Saharan Africa.



Left to right:  
**Kay Bailey, Jeff Gould, Nancy Keith, Timothy Davis, Joe Boris and Yolanda Christmas**



## In the Field

# FACES

**Osama Ali Mohamed Abdelaai**, joins Creative in Iraq as the Ministry of Education Grants Coordinator for the Support to Iraqi Basic Education project (Education II) under the Education, Mobilization and Communication division. Osama has worked as a financial and administration manager and grants finance manager, director of contracting/integral audit, training specialist, auditor at USAID/Egypt and auditor-in-charge at Price Waterhouse. He received a bachelor's degree in commerce in accounting from Cairo University. Osama is fluent in Arabic.

**Lyn Bowers** joins Creative in Afghanistan as English Language Training Specialist for the Afghanistan Primary Education Project (APEP) under the Education, Mobilization and Communication division. Lyn worked as Head of Teacher Training for the Capital Language Academy of New Zealand where she contributed to the professional development of the teaching staff, coordinating the CELTA training program. Lyn has also worked for the Language Centre of Ireland and Aga Khan Education Service. She received a master's of arts in TESOL from Edinburgh University in Scotland.

**Jain Chacko** joins Creative in Iraq as the Chief Accountant for the USAID Support to Iraqi Basic Education (Education II) project under the Education, Mobilization and Communication division. Jain will report to the contract/finance manager for the project and will supervise all project accountants. Jain was previously the acting Chief Accountant for the

Revitalization of Iraqi Schools and Stabilization of Education (RISE) project. Jain received a masters of commerce in finance from the University of Kerala, India and speaks Hindi and fluent Malayalam.

**Ron Mininger** joins Creative in Iraq as the Governorate Operations and Logistics Manager for the Iraq Local Governance Project (LGP) in the Communities in Transition division. He reports to the Research Triangle Institute (RTI) Chief of Party for the project and is responsible for operations, logistics, security and sustainability of the LGP governorate teams in Iraq. Creative is a subcontractor to RTI on the LGP. Ron was the managing director for Banning Supply in the Congo for two years and the Logistics and Procurement Officer for Counterpart International prior to joining Creative. Ron speaks fluent French and received a bachelor's degree in French from Goshen College in Indiana.

**Dr. Edna Mitchell** joins Creative in Afghanistan as the Teacher Training Specialist in the Afghanistan Primary Education Project (APEP) under the Education, Mobilization and Communication division. Dr. Mitchell reports to the Deputy Chief of Party for the project and works with the Ministry of Higher Education to develop criteria and standards for teacher certification and an academic credit plan. She will also develop a long-range plan for a national system for teacher training institutes, technical institutes, community colleges and universities. Dr. Mitchell was Professor of Education and head of the Department of Education and

served as Director of Graduate Studies at Mills College in Oakland, California. She is also the Founding Director of the Women's Leadership Institute at Mills College. She received a Ph.D. in curriculum and education foundations from the University of Missouri, Kansas City.

**Dr. Fuad Suleiman** joins Creative in Iraq as Chief of Party for the Support to Iraqi Basic Education project (Education II) under the Education, Mobilization and Communication division. Dr. Suleiman has had a long career in international development, education, corporate management, and administration of non-profit institutions. He has been a professor, university vice president, and vice president of two major educational consulting firms and chief executive officer of a corporation specializing in information sciences. Dr. Suleiman also has worked with federal agencies and international organizations in many developing countries. He is very familiar with the practices of international donors such as USAID, World Bank and UNDP. He has extensive experience in the Middle East, East Africa, and South Asia. He received a Ph.D. in international law from the Fletcher School of Law and Diplomacy. He is fluent in Arabic.

**-New Faces Prepared  
by Judia Turner-Hinton**

**Afghanistan: APEP Inspires a Girl's Dream (continued from page 6)**

**Resistance and Threats to Security**

Despite the openness to education, resistance and political volatility hinder an all-out embrace.

Security factors into a family's decision whether to let girls leave the house for the classroom, especially when bombs blasts and abductions of young girls for marriage are common in Kabul.

"Without addressing security, you can't bring education. Education and security go hand and hand," said Beukes, adding that women teachers in Nangahar province recently received threatening messages that they would be kidnapped and killed if they continued to teach classes. The teachers stayed home.

"There is a negative side, the fear factor," Parr said. "There is an important point where the community says they can't go on with education because their daughters will be kidnapped and raped."

APEP has had to tread cautiously. Recent kidnappings and letters to community leaders from militants threatening death to girls if they go to school, has left Afghans in a terrible bind.

Ultimately, "education will ... diminish issues of conflict," Parr said. Managing community development, how you demobilize and reintegrate soldiers, you can't do that without literacy. Education becomes a stabilizing element once you have worked through the rough points."

**-By Alexandra Pratt**

# FACTS ON APEP'S EXPANSION

APEP's success in its accelerated learning program, teacher training, textbook printing and support of the Ministry of Education led to an expansion of its programs in March 2004. Since then, APEP has expanded from:

- Working in three provinces to 17
- Working in 360 communities to more than 5,000
- Training 600 teachers to 7,000
- Teaching 30,000 students to 170,000
- Broadcasting 20 hours of "It's Great to Learn" broadcasts from 10 a month.

And with the newly-mandated Education Support Services Program, APEP will support the Ministry of Education in policy development, technical assistance, human capacity needs and textbook printing.

---

**South Africa: \$19 Million in Grants Supports Civil Society (continued from page 7)**

rights, resolve conflicts, and increase citizen participation in government policymaking. The grants, which have ranged from \$2,000 to \$1.8 million, have also tried to improve the recipient organizations' fund-raising and project management skills.

Brandon, Chantal and Julie are now taking a course that is teaching them how to secure funding to sustain their advocacy and community-outreach work. Previously, none of the three knew how to write a business plan or a proposal.

"Definitely our biggest problem is lack of resources and funding," Brandon says. "It's taken us five years to get a computer for the program! Since most of the unemployed we work with have some skills, or can be taught new skills, we are looking at starting a small market where they will grow and sell their own produce. We also are looking into utilizing people who have been made redundant from the clothing industry to start a small home industry-type market."

**-Julie Nenon and Lynne Kruger**

## Liberia: Grants Help Liberian Government Ease Transition (continued from page 2)



the development of an independent media; supporting human rights and transitional justice initiatives, and promoting community reintegration and reconciliation.

Within days of the MICAT's signing of the "Ministry-in-a-Box" grant, LTI delivered much-needed repairs and equipment to its offices. Minister of Information and Culture, William Allen, said: "By investing in repair and furnishing of government buildings, we are building a foundation for the future."

Through the "Ministry-in-a-Box" grants for office equipment and supplies and investments in government buildings, a message is being sent that all citizens can benefit from this project.

In the spirit of cooperation among government ministries, one wing of the Ministry of Information and Culture was repaired and furnished to house the Government Reform Commission. It's believed to have been one of the few times that a government agency had welcomed another agency to share its offices.

In July, civil society groups approached LTI for help locating office space for the Truth and Reconciliation Commission (TRC) of Liberia, an entity that grew out of the CPA. LTI facilitated an arrangement between the TRC and the Ministry of Works, which agreed to provide the TRC with office space for the duration of the TRC's mandate.

LTI grant activities like these have led to dialogue and cooperation among government agencies which had previously been at odds. During the conflict, turf battles often arose that prevented a ministry from fulfilling its functions because appointed ministry posts were allocated to individuals based on factional ties.

–John Williams

---

## Dick McCall: Commitment to Education at Home and Abroad (continued from page 3)

As a community effort, the foundation draws strength from residents including McCall, whose children graduated from Falls Church schools. Falls Church parents are also known to volunteer many hours to extracurricular activities.

Rated among the best public school districts in the United States, the Falls Church City Public Schools earned a Blue Ribbon Award from the U.S. Department of Education in 2001 for student academic achievement. The district is fiscally sound thanks to the affluence of many of its residential and commercial taxpayers. But its future is not linked to suburban sprawl. In fact, Falls Church residents voted down the idea of enlarging the district to increase tax rolls and have instead approved tax hikes to maintain their schools' high standards. Still, the endowment can further strengthen education offerings.

"In Iraq, knowing how parents tell their children, 'You must get an education, that's first,' I really understood how important things like student-centered learning, giving personal attention to each student, and teacher training are," McCall noted. "And I understood that many of the things we're trying to do in Iraq are similar to the work we've undertaken here at home."

Contributions may be paid by check to the Falls Church Education Foundation, 450 W. Broad St., Suite 305, Falls Church, Virginia 22046. For more information, call Donna Englander at (703) 538-3381 Monday through Friday during normal business hours.

–Joseph Boris

# CREATIVE TIMES

A Quarterly Publication

Summer 2004 Volume 2, Number 3

## Photo of the Season



While traveling in Afghanistan earlier this summer Creative Associates consultant, Patrick Heller, came upon three Afghan youths in the countryside. Patrick documented the impact of the Afghanistan Primary Education Program in some of the 5,000 villages where the program has been implemented. See page one to read how a warring village reunited in education thanks to APEP.

### Editor

Jeff Ghannam

### Contributors

Joseph Boris  
Patrick Heller  
Lynne Kruger  
Joanne Murphy  
Julie Nenon  
Alexandra Pratt  
Cynthia Prather  
Judia Turner-Hinton  
John Williams  
Josias Enos-Zulu

### Design & Production

Creative Associates International, Inc.

To comment on articles or for more information write to:  
[communications@caii.com](mailto:communications@caii.com)

Creative Associates International, Inc. is a private, professional services firm headquartered in Washington, D.C. Since its inception in 1977, Creative has assisted governments, communities, NGOs, and private companies worldwide to lead and manage change.



CREATIVE ASSOCIATES INTERNATIONAL   
[www.caii.com](http://www.caii.com)