



DELEGATES AT THE SPTP CONFERENCE JULY 26, 2007, JUBA, SUDAN. SECOND FROM RIGHT IS HER EXCELLENCY THERESA SIVICIO IRO, STATE MINISTER OF THE MINISTRY OF ENVIRONMENTAL AND PHYSICAL DEVELOPMENT OF THE GOVERNMENT OF THE NATIONAL UNITY OF SUDAN – ONE OF THREE WOMEN DELEGATES PRESENT AT THE CONFERENCE.

PHOTO BY: BLAKE KENT



africa

SUDAN: FIRST SOUTHERN SUDAN URBAN PLANNING CONFERENCE GATHERS URBAN PLANNERS, DEVELOPMENT EXPERTS AND PRIVATE SECTOR

JUBA – More than 90 governmental, regional and local urban planners, along with development experts and private stakeholders, gathered from July 24-26 to help the Government of Southern Sudan (GoSS) coordinate national and regional efforts toward creating a modern governance system for sustainable long-term growth.

Called the “Southern Sudan Town Planning Conference,” the gathering was the culmination of the two-year Strategic Participatory Town Planning (SPTP) project implemented by Creative Associates International, Inc. and made possible by the U.S. Agency for International Development.

With a focus on enabling the GoSS to manage urgent development projects to ensure the region’s peaceful transition and assimilation of returnees and refugees, SPTP organized the conference in collaboration with the Ministry of Housing, Lands and Public Utilities (MHPLU).

For the first time in the history of Southern Sudan, which not long ago emerged from 20 years of civil war, Governors and Ministers of Physical Infrastructure of the Southern Sudan states and their senior civil servants gathered to reveal conditions of physical development in their respective states. They also presented visions for development and voiced their concerns over

the shortcomings of public administration and the lack of an adequate legal framework to manage land allocation and use to the Ministry of Housing, Land, and Public Utilities and other GoSS officials.

His Excellency Martin Ohuro Okerruk, Minister of Housing, Lands and Public Utilities (MHLPU) of the GoSS, appointed to this position earlier this month, opened the conference, presenting his vision of the physical development of Southern Sudan. At the end of the conference, the Minister expressed hope the conference would lead to a continuation of efforts in town planning.

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SPTP Project Manager, Hans-Christian Vejby of Creative Associates, said he was impressed with the enthusiasm and realism which characterized the conference. “There is a long way forward and international support is necessary, but this conference has shown that the leadership can take the management into their own hands,” Vejby said.

The first keynote speech on a long-term perspective in managing development was delivered by Professor Mark Swilling from Stellenbosch University in South Africa. Prof. Swilling was at the helm of creating new systems and institutions of training in public management in South Africa when the government was reformed after the fall of apartheid and has since helped other African countries benefit from this experience.

The conference was also attended by Her Excellency Theresa Sivicio Iro, State Minister of the Ministry for Environment and Physical Development of the Government of National Unity of Sudan. She commended the effort and offered assistance from the national Government to the development of Southern Sudan. She was accompanied by experts from Khartoum who presented lessons learned from the development of Sudan’s capital as well as environmental issues of the nation’s wetlands.

The work of the conference, organized in smaller breakout sessions, focused on ways and actions to help initiate and govern development involving the communities and the private sector and the planning and management frameworks. Dr. Stephen Schwenke, Creative Associates’ Team Leader for Civil Society and Governance, led a breakout session that

explored how best to maintain adequate thresholds of quality in development, despite severe resource constraints. The conference also enabled other international donor agencies in Southern Sudan, including The World Bank and European Union among others, to become more familiar with Southern Sudan’s needs.

“It is often said that Southern Sudan does not have competent specialists,” said Boutros Magaya of USAID in Southern Sudan. “This conference proves it is not true —there are very competent and experienced people on each level of administration, the problem is rather that there is not enough of them in this very demanding time of transition.” Karen Sayer, USAID Sudan’s engineer, shared a similar positive view of the momentum generated by the conference.

“There is a long way forward and international support is necessary, but this conference has shown that leadership can take the management into their own hands.”

***Hans-Christian Vejby
Project Manager
SPTP Project***

Negede Lewi of The World Bank, reflected on the conference and answered questions from state representatives. Garth Seneque, Senior Housing Advisor with UN-HABITAT, who delivered a keynote speech on good governance, introduced the newest UN program to aid physical development in Southern Sudan, which will be equally dividing the aid resources and

efforts to all ten states of Southern Sudan. Some of the main points included the need for reliable information for planning, participatory governance – particularly increasing the participation by women, and transparent budgeting.

All states’ representatives emphasized the need for building capacity to manage physical development. The MHLPU has also confirmed that coordination meetings are to become routine events. The Minister and the senior staff will start this by visiting all the states to ensure close collaboration with the GoSS.

The participants thanked the conference organizers for gathering representatives from all states to work with the MHLPU and other GoSS institutions and noted their commitment to participatory governance and sharing their experiences. Among the attendees were ministers and representatives from: The Ministry of Industry and Mining; Ministry of Telecommunications and Postal Services; Ministry of Environment, Wild Life and Tourism; Ministry of Transport and Roads; Ministry of Water Resources and Irrigation; Commissioner of Southern Sudan Land Commission; United Nations Development Programme; United Nations HABITAT; World Bank/Multi-Donor Trust Fund; United Nations Mission Sudan; European Commission; PADCO; Gibb Africa, and the Japan International Cooperation Agency.

It is expected that the conference will serve as the first of additional town planning conferences to gather regional and local stakeholders in the development of a legislative framework, institutional infrastructure, and economic experts toward laying the foundations for a modern governance and land use management system.



GOVERNMENTAL, REGIONAL AND LOCAL URBAN PLANNERS AT THE SPTP CONFERENCE JULY 26, 2007, IN JUBA, GATHERED TO HELP COORDINATE NATIONAL AND REGIONAL EFFORTS TO CREATE A MODERN GOVERNANCE SYSTEM FOR SOUTHERN SUDAN.

PHOTO BY: BLAKE KENT



DR. STEPHEN SCHWENKE, CREATIVE'S TEAM LEADER FOR CIVIL SOCIETY AND GOVERNANCE: ETHICS ARE CENTRAL TO DEVELOPMENT

Fourteen years spent in Africa and exposure to extreme poverty led Dr. Stephen Schwenke to rigorously question the moral dimensions of the disparity between north and south. He went on to become an expert in local governance, but the moral questions persisted. Seeking answers, Schwenke turned to philosophy and the growing field of development ethics which aims to bridge philosophy with development.

"The ultimate question of development ethics is what is development and who does it serve?" asks Schwenke, now team leader of Civil Society and Governance in the firm's Communities in Transition division. It's a question that has become a thread throughout his distinguished career as a development ethicist and which has been deeply influenced by the work of ethicists such as Denis Goulet, David Crocker, Amartya Sen and Martha Nussbaum.

Today, Schwenke is optimistic about the state of development, which he believes has seen vast changes since he started in the field 25-years ago. "In the past, a typical development team would be 90 percent expatriates and 10 percent local peoples and that ratio is exactly the opposite now," Schwenke said. "I think people in developing countries are becoming agents of their own development and we're becoming specialized experts who contribute to their development."

He recently returned from leading a session at the Creative-managed Southern Sudan Planning Conference in Juba, Sudan. Schwenke spoke with Creative Times' Alexandra Pratt.

How was the Southern Sudan Town Planning Conference critical to Southern Sudan's ongoing development?

The most critical factor was that it was the first time that the governors and their staffs from all 10 states had gathered together to share ideas and concerns about the resettlement and the needs of their primarily urban populations, but also, the rural peoples.

What are the most significant outcomes of the conference?

The biggest achievement was the sense of having gotten to the first stage. There was an appreciation by everyone there of the true scope of the challenges ahead, but also a sense that they had some resources already. There was also a very strong expression of political will and solidarity by the governors to really pursue authentic development.

As a development ethicist, how do you see the intersection of ethics and development?

The ultimate question of development ethics is what is development and who does it serve, and on what basis are those decisions made? It's up to the people to become the agents of their own development - to decide what their priorities and aspirations are through a process of meaningful participation. It's also about owning the fact that we are "outsiders" and using that to advantage to facilitate a process in which people and communities come to articulate the values that are important to them and from that base of values to help them to identify their most important development priorities and the threshold point where they will not make compromises.

In that light, what are some of the challenges development practitioners confront?

Let's take an example from the Sudan Conference: There were only three women present out of 200 participants and yet women represent slightly more than half the population of Southern Sudan. The dilemma of this situation is who represents women's priorities in such a setting and will any of the decisions made be valid [to women] given the absence of women's participation. I did raise the issue and there was general concern that this was something to be addressed and so we made a special effort to have the three women participate as much as they could, but that was hardly an adequate solution.

Are there examples of examples of "good" development and "bad" development?



DR. STEPHEN SCHWENKE, CREATIVE'S TEAM LEADER FOR CIVIL SOCIETY AND GOVERNANCE.

PHOTO BY: LAZARINA TODOROVA

An example of "good" development is the earlier years of President Museveni's leadership in Uganda when he involved the population right down to the village level in the reconstruction of the war-ravaged country and the development of important social institutions such as civil society, the courts, the private sector and academic institutions. The role of international actors that stands out as "good" development might also be in Uganda, where in the early 70s the donor community provided technical assistance and financial support to help Uganda pursue its own development goals.

For "bad" development, a clear example would be the last decade of Museveni's leadership in which the needs of the people of the north have not been respected, power has been overly centralized in the executive, the courts have been undermined and freedom of expression eroded. A "bad" example of [the role of international actors] would be that the donor community has failed to confront the authoritarian tendencies of president Museveni in a meaningful way.

How will ethics influence your role as Creative's Team Leader for Civil Society and Governance?

The main way is by asking the "ought" questions: Who ought to take what role, and why? Whose values are being recognized and responded to and how aware are we as development agents of the moral dilemmas inherent in development with respect to the role and impact of civil soci-

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ety? The important foundation is to build social capital which is the glue that holds society together and which is, fundamentally, an ethical challenge. It's very hard to get society to cohere unless there is trust and building trust is about respecting each others values and personal dignity. Also, in terms of "good governance", the moral dimension includes bringing some definition by those most affected to the word "good" and being open to a refocusing; for example balancing efforts to stop the widespread growth of corruption in government with some active recognition of the many resources for integrity that exists within every government. There are always certain individuals who are exemplars of integrity and they exist at every level of the community – but they are seldom recognized and held up for emulation. And there are also, strong cultural traditions that exists that support ethical behavior.

How will Creative's Civil Society and Governance Team respond to development needs?

My goal would be to create a distinctive approach to the challenges of society and governance and civil society strengthening that is characterized by proven and practical measures coupled with a sophisticated approach toward the ethical content in development. The unique tools of development ethics will assist in that endeavor.

What is the role of development ethics, how does it help foster positive change?

The primary role of development ethics is to facilitate, to raise challenging moral issues, and to guide analysis of moral concerns. That involves creating an environment that is conducive to what is called deliberative participation – this is when people commit to a dialogue that is tolerant of opposing views, respectful of the personhood of all participants and willing to listen to seek common ground. Development ethicists also help people to identify both universal and particular values that come out of peoples' own life experiences and aspirations and to put development language to these expressions and aspirations. Finally, development ethicists help citizens to articulate their expectations of ethical performance in ways that they can hold governments accountable for ethical results.

In 2005, you wrote a paper, *The Relevance of Development Ethics for USAID*, co-authored with Dr. David Crocker. What is the state of development ethics in democracy and governance?

That paper was specifically looking at Democracy and Governance assessments and suggesting that there is a role for including normative questions, questions of values and assessing how well govern-

ments serve their people. At present, many ethical questions are not asked in such assessments for example, regarding the responsiveness of leaders to the aspirations of their people and the track record of performance of such leaders compared to the ideals that they expressed. For example, a recent USAID study on the character of democracy was completely staffed by economists and questions of what constitutes "good" governance, and who decides what good governance is, and what role should human rights play in evaluating governance – were not considered.

And, also, when values conflict based on cultural traditions, for instance, when women are held as second placed citizens – how is USAID supposed to handle that. How do we respect our own values but also to take due recognition of cultural traditions of that society? For Americans going into a foreign country, they must take ownership of their own values and say: "here is where I am coming from –let's have a discussion." One way to address this is sometimes to put the challenge back on them and say: "In my society we think women have an equal role to play, tell me why women should not have an equal role in your society."



AFGHANISTAN: CHILD-CENTERED TEACHING HELPS STUDENTS LEARN IN NEW WAYS

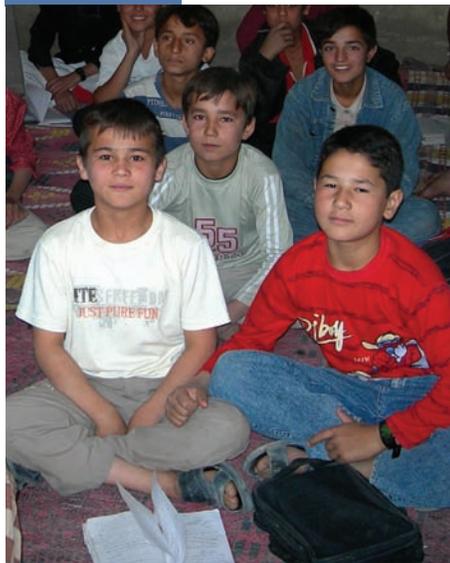


PHOTO BY: BESST PARTNER SAVE THE CHILDREN USA

AFGHAN STUDENTS LIKE THESE BOYS ARE LEARNING BETTER THANKS TO INTERACTIVE LEARNING AND CHILD-CENTERED APPROACHES MADE AVAILABLE TO TEACHERS THROUGH THE BESST PROGRAM.

At the Charmghar Khana Boys' School in Shiberghan, a mid-sized town in northern Afghanistan, children are learning about chemistry in a very different way than they were a year ago.

During a recent visit, Ms. Roya Qader's students were modeling molecular structures by holding hands and moving about the room to show how chemical compounds formed and interacted with each other. In contrast to most Afghan classrooms, where memorization and repetition are the norm, Roya's class was full of energy, with children participating—and learning—in a dynamic and supportive environment.

Roya, who has been a teacher for only three years, recently completed teacher methodology training offered to all Charmghar Khana teachers through the

Building Education Support Systems for Teachers (BESST) project.

BESST is implemented by Creative Associates International, Inc. and made possible by the U.S. Agency for International Development. A five-year project, BESST is helping to rebuild Afghanistan's tattered education infrastructure by establishing standards and systems for assessing teacher qualifications. Its teacher training component seeks to inculcate a modern child-centered interactive methodology into Afghanistan's classrooms.

Since many Afghan teachers have had limited training and educational credentials, BESST's teacher capacity building includes the establishment of support systems such as peer learning groups and teacher resource centers. These support systems have been incorporated to ensure

the long-term sustainability of BESST's teacher-training efforts.

"Teachers understandably tend to use the teaching methods that they experienced as students," said Julio Ramirez-de-Arellano, BESST Chief of Party. "While it is difficult to disrupt this cycle, it is critical to move classroom activities away from rote memorization and toward reflective and critical learning. The training provided by BESST emphasizes pedagogy to develop this type of critical thinking."

BESST has taught thousands of teachers like Roya about active learning, classroom management and other essential teaching concepts. Training sessions are followed up with practicum activities that provide teachers' feedback and further instruction. "I

was very happy to get this new training from BESST," Roya said. "To learn about group work, pair work, discussions in groups, how to write a lesson plan ... and focusing the class and homework activities on students, these are all practical skills that I can now use in my classes."

Observers were impressed by the way Roya used active learning techniques to help students understand how chemical compounds worked; it was clear to the visiting team that children in Roya's class not only grasped the principles involved, but were also excited and eager to continue their learning.

— Alison Long, BESST external relations manager in Afghanistan.



PHOTO BY: BESST PARTNER SAVE THE CHILDREN USA

MS. ROYA USES INTERACTIVE AND CHILD-CENTERED APPROACHES TO TEACH CHEMISTRY AT THE CHARMGHAR KHANA BOYS SCHOOL IN SHIBERGHAN CITY, JAWZJAN PROVINCE.



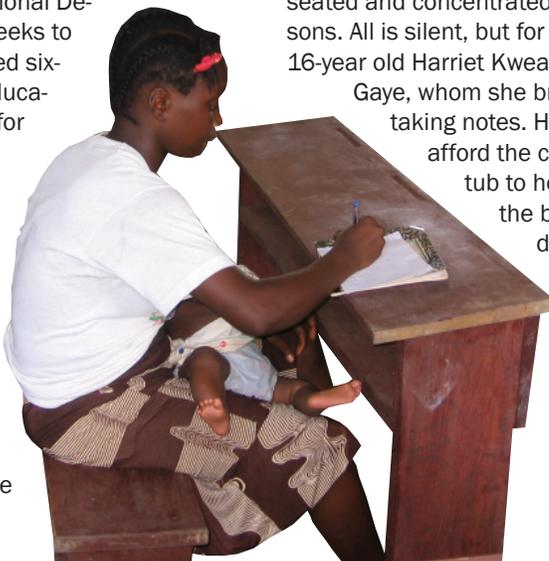
LIBERIA: NIGHT CLASSES OFFER WORKING TEEN MOTHERS LEARNING OPPORTUNITIES

Many teen mothers with limited or no education in post-war Liberia can spend their days at domestic chores while caring for their infants under the Liberian sun. But many are also attending night classes made available through the Accelerated Learning Program Plus (ALPP).

For 18-year-old Patience Julue of Grand Gedeh County, opportunity for a better life came along with ALPP classes. Saddled with school books and her infant son, Patience now spends evenings earning the equivalent of an elementary school education.

Implemented by Creative Associates International, Inc. and funded by the U.S. Agency for International Development, ALPP seeks to provide a condensed six-year elementary education in three-years for 54,000 over-aged Liberian youths.

Beneficiaries of the program will include youths from six of Liberia's fifteen counties and approximately 1,600 teachers trained to teach them in the ALPP methodology.



To date, 538 teachers have been trained and student enrollment stands at 9,700 for the first-half of ALPP's year one.

With six-month-old Abraham secured in a plastic tub carried on her head, Patience's walk to school is challenging but a journey she has long anticipated. She spent her childhood in the Ivory Coast seeking refuge from Liberia's civil war, where food was a luxury and access to school unthinkable because the fees were unaffordable.

"So, since I am back home, and ALPP is in my town, I can attend school now even with my baby, [and] I don't have to pay school fees," Patience said.

Class is now in full swing and students are seated and concentrated on their lessons. All is silent, but for a baby's cry. It is 16-year old Harriet Kweahgaye's baby girl, Gaye, whom she breast-feeds while taking notes. Harriet cannot afford the cost of a plastic tub to hold her baby, so the baby lies in her lap during class.

To help young Liberians like Patience and Harriet regain years of missed

schooling, ALPP holds classes at night, instead of the afternoon hours, which must be spent earning a living. "We work on the rubber plantations, some of us work on the farms and at home. So the only time we [can] come to school is at night," said 26-year old Korpo Johnson, who is in ALPP's level one class.

"We know we have to work just to survive, but every evening we come to school to achieve the education we see others enjoy today. Even if I can't find a job, as a mother I will be able to help my child with her lesson," Johnson said.

Neither rain nor the dangers posed to the young women walking the long distance to class at night deter ALPP students. Determined to learn, they have organized themselves to walk in groups to and from school to minimize any potential threats.

"We walk in groups at night after classes, each day, we do this because we want to learn, at least to be able to set examples for our future generations; and, we also know that education is good," said a 32-year old student, Massa.

— Princetta Varmah, ALPP senior grants officer in Liberia and Alexandra Pratt in Washington, D.C.

SEEKING AN EDUCATION AND SEIZING THE OPPORTUNITY PROVIDED BY THE CREATIVE- IMPLEMENTED ACCELERATED LEARNING PROGRAM PLUS (ALPP) PROJECT, YOUNG MOTHERS COME TO CLASS CARRYING THEIR BOOKS AS WELL AS INFANTS. SIXTEEN-YEAR-OLD HARRIET KWEAHGAYE TAKES NOTES WHILE TENDING HER BABY GIRL, GAYE.

PHOTO BY: ALPP STAFF



GUATEMALA: YOUTH ALLIANCE PROGRAM INAUGURATES SEVENTH OUTREACH CENTER

The Youth Alliance Program (Programa Alianza Joven) opened its seventh youth outreach center in June in Guatemala's Santa Catarina Pinula, an area with a growing incidence of gang activity. Implemented by Creative Associates and funded by the U.S. Agency for International Development, the Youth Alliance Program is known to be unconventional in its approach to gang prevention and job placement for ex-gang members.

The project promoted the centers by calling them "Outreach Centers for My Neighborhood." The slogan is similar to the phrases youths use when they refer to doing things "for my neighbor, for my neighborhood." Part of the success of the Youth Alliance Program's prevention activities is its alliance with faith-based, municipalities and private organizations that are already working in neighborhoods where gang activity is rampant.

The Rotary Club has funded the Santa Catarina Pinula center's equipment and operational start up costs. Apart from a salaried coordinator, all of the centers are staffed by community members who volunteer to teach children and youths skills, including bread making, using computers, playing music and sports.

Cutting the ribbon at the seventh center's inauguration are (left to right) Mirma de Coro, wife of the Mayor of Santa Catarina Pinula and Julia Richards, USAID's Health and Education Office Director.



(LEFT) INAUGURATION DAY, OUTREACH CENTER SANTA CATARINA PINULA. (RIGHT) HAROLD SIBAJA, DIRECTOR OF PROGRAMA ALIANZA JOVEN, HIGHLIGHTS THE CRITICAL IMPACT OUTREACH CENTERS HAVE IN PREVENTING YOUTHS FROM FALLING PREY TO GANG LIFE.

PHOTOS BY: JUAN JOSE HERNANDEZ



SRI LANKA: YOUTHS TO GET JOB SKILLS, BETTER EMPLOYMENT PROSPECTS

COLOMBO – The Accelerated Skills Acquisition Project (ASAP) launched officially in August with USAID representatives, including Mission Director Rebecca Cohn and ASAP staff, who gathered to herald the project that will help scores of Sri Lanka's youth prepare for jobs through educational and vocational training.

ASAP is made possible by USAID and implemented by Creative Associates International, Inc. in partnership with Christian Children's Fund and International Youth Foundation.

As part of the launch, representatives of leading education and training institutions and private sector employers and cham-

bers of commerce from Sri Lanka's western, eastern and north central regions, gathered for an intensive half-day session to finalize a tailor-made curriculum for training unemployed local youths.

A 22-month project, ASAP is leading efforts to build a favorable employment climate for Sri Lanka's over-age and out-of-school

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youths by working toward an attitudinal shift in how youths see opportunities in the private sector. ASAP will apply three approaches in this endeavor:

- Increase the preparedness of out-of-school youths to succeed in the workplace;
- Disseminate information on vocational training models and best practices to a network of partnerships;
- Establish linkages between training providers and employers.

ASAP will strengthen the capacity of private- and public-sector training institutions to deliver quality training, job counseling and placement assistance and school-to-work services to improve employment possibilities for participants ages 15 to 25. An estimated 20,000 overage and out-of-school youths will be targeted through the project's activities.

As per the 2006 Central Bank Report, the rate of women's unemployment is 9.7 percent compared to 4.7 percent for men. But thirty-nine percent of youths between the ages of 15 to 29 are unemployed.

This is the group that ASAP seeks to help through a training course that provides four skills sets that are critical to employability, including the soft-skills of problem solving, critical thinking, team work, career awareness, performance orientation and confidence building. Other skills training includes computer literacy, English language and an analysis of self-employment and basic small business management.

To help ensure long-term sustainability, ASAP will strengthen the capacity of the education and training sector to deliver this competency-based instruction by training instructors in interactive instructional techniques and a small grants program.

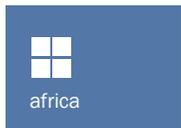
Development of curricula and instructional material for trainings is nearing completion. ASAP also seeks to foster partnerships between employers and the education sector to facilitate a demand-driven workforce development system and to link students with jobs.

— ASAP staff in Sri Lanka with assistance from Alexandra Pratt in Washington, D.C.



CREATIVE'S ACCELERATED SKILLS ACQUISITION PROGRAM, KNOWN AS ASAP, CONDUCTED A CAREER DAY IN GALLE, SRI LANKA IN JUNE.

PHOTO BY: SHEVANTHI JAYASURIYA



LIBERIA: ALPP CLASSES DRIVE FEMALE ENROLLMENT

Liberia's goal to promote girls' education is making strides through the Creative Associates Accelerated Learning Program Plus (ALPP). Female enrollment in six ALPP pilot schools in Nimba County now averages 72 percent, while male enrollment stands at 28 percent.

ALPP is made possible by funding from the U.S. Agency for International Development (USAID). ALPP's higher rate of girls' enrollment is also credited to combined efforts by non-governmental organizations, the Liberia government and private organizations that promote female education throughout the west Africa nation.

While poverty is widespread in Liberia, it is more pervasive in rural areas such as Nimba County, where UNICEF says 86 percent of households depend on subsistence farming for their livelihoods. Women make up the majority of farmers and farming methods are rudimentary.

Obstacles to female education are compounded by entrenched cultural practices such as early marriage and biases against

educating girls. As a result, female enrollment in schools has been consistently lower than boys. In 2001-2002 UNICEF reports that the ratio of girls enrolled in schools at all levels of education was 40.8 percent while boys' enrollment was 59.2 percent. At the tertiary level, the disparity between boys and girls during this period was more pronounced – only 27.6 percent for girls and 72.4 percent for boys.

“They really encouraged me. I thought I was too old now to go back to school.”

**Princess Kwahnie
Student
ALP Class**

But not all students are youths. At the Karyea Elementary School, 35-year-old Anna Tozoe, a level one student, says that she

has discovered that obtaining an education is her greatest guarantee to future success. “I know that if I know something [acquire education], then things will be better for me.”

While many young women such as Anna are motivated to learn, they also fear the humiliation of learning basic literacy as young adults. Princess Kwahnie, 24, who attends ALPP classes with Anna is grateful to her ALPP teachers because, “They really encouraged me, I thought I was too old now to go back to school.”

According to Karyea's principal, John Karpoe, “It took a lot of effort to get these young women to see that they could still get some level of education; sometimes we had to convince husbands to let their wives attend ALPP classes.”

Students at the Johnny Voker School have expressed similar sentiments as Anna's with respect to attending school for the first time. Dorothy Rufus, also 35-year-old and a level three student is married with children. She says the fact that other

young women were enrolled in ALPP provided encouragement. "I always wanted to go to school but never had the chance, so when the ALPP came I agreed to go to school. The ALPP is helping us," said Dorothy, whose class includes 32 females and eight males.

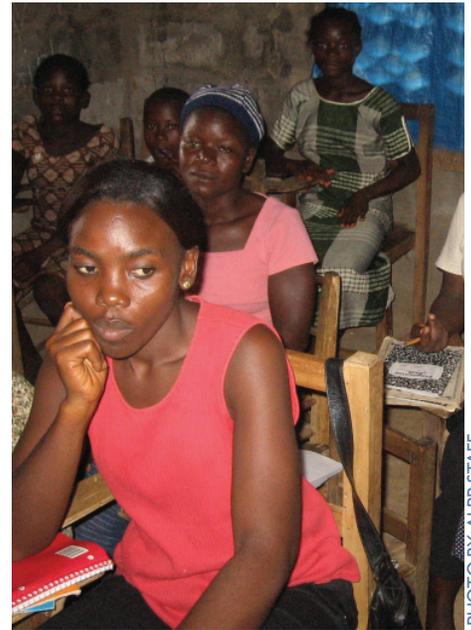
Another student at Johnny Voker, Hannah Wright says that there are more females than males enrolled in the ALPP classes because, "We are more than them because we want to catch up with them."

Hannah and her peers are aware of the fact that there is an urgent need to bridge the gap between the number of educated males and that of the females in her county, and in Liberia as a whole. Hannah is convinced that the program will offer her better opportunities and has vowed to recruit other females from her community to take advantage of the program.

In early 2007, ALPP trained a total of 48 teachers and 10 school administrators in Nimba and Montserrado Counties for the pilot phase. The training included ALPP methodology and life skills that will help teachers introduce the relatively new concept of service learning to students.

Service-learning teaches youth to be useful to their community and schools. It involves hands-on learning through service and is intended to build skills and leadership. Ten of the 90 targeted schools are being used for the pilot phase in year one and the rest will join in the next two years. A total of 4,500 youth from six counties will be targeted during this first phase of the project, with a special focus on girls, between the ages of 18-35.

— Princetta Varmah, ALPP senior grants officer in Liberia and Alexandra Pratt in Washington, D.C.



ALPP STUDENTS AT MORRIS FARM PUBLIC SCHOOL.

PHOTO BY: ALPP STAFF



AFGHANISTAN: CREATIVE HELPS BOOST NGO CAPACITIES

The opportunities for Afghan non-governmental organizations to fulfill their mandates is looking brighter.

The Capacity Development Program (CDP), made possible by the U.S. Agency for International Development, is helping NGOs improve their internal organizational capacities.

Creative Associates International, Inc. is implementing the NGO component as a member of the BearingPoint consortium.

Carla Rosa Borges, Creative's Team Leader for the NGO component says the project is mapping the NGO field in Afghanistan "to determine their funding sources, the services they provide, their relevance to the grand scheme of Af-

ghanistan, their efficiency and appropriateness to the program."

In an effort to create NGOs that are recognized both nationally and internationally as meeting recognized standards in their delivery of services, Rosa Borges and her team led a two-month survey to identify gaps in training and capacity building these organizations received over the past three years.

From the pool of over 900 NGOs registered with the Ministry of Economy, the CDP team will then select the top 250 organizations based on criteria established by the program. For example, the NGOs

must possess basic functionality and be associated with the four coordinating NGO networks, such as the Agency Coordinating Body For Afghan Relief (ACBAR), the Afghan NGOs Coordination Bureau (ANCB), the Afghan Women's Network (AWN) and Southwest Afghanistan and Baluchistan Agency for Coordination (SWA-BAC).

From the pool of 250, 150 NGOs will then be chosen as the best among them through quantitative and qualitative assessments.

Up to now, the CDP assessments show a strong need for training in fund raising, accounting and budgeting. CDP will also increase management skills to help develop Afghan NGOs' internal governance structures and processes and initiate mentoring opportunities.

"This project is new for Afghanistan," Rosa Borges said. "CDP is the first project that focuses on building the complete internal structures of Afghan NGOs."

CDP will provide more consistency in training and depth of that instruction. Additionally, the CDP will develop two certificate programs for members of Afghan NGOs in project and financial management. The CDP also seeks to help build the sustainability of Afghan NGOs by developing an international donor's endowment fund that can be accessed by NGOs.



PHOTO BY: CARLA ROSA BORGES

PARTICIPANTS CONFER DURING ROUND TABLE DISCUSSIONS TO STRENGTHEN AFGHAN CAPACITY IN THE NGO SECTOR, ONE OF THE CORE ACTIVITIES OF THE USAID CAPACITY DEVELOPMENT PROGRAM (CDP). THE CDP NGO SECTOR IS IMPLEMENTED BY CREATIVE ASSOCIATES INTERNATIONAL, INC., AS A MEMBER OF THE BEARINGPOINT CONSORTIUM.



M. Charito Kruvant, Creative's President and CEO, was a guest on WFED's "Smart Business" program this summer. Mrs. Kruvant spoke about the founding of Creative Associates International, Inc. and its dedication to nations and communities that are in conflict or emerging from conflict.

Jessica Kruvant-Wilson, Management Associate at the Creative Center for Security and Stabilization, known as C²S², reported on Creative's efforts in education and civil society development in Afghanistan in the summer edition of the Journal of International Peace Operations.



PANAMA: CREATIVE LEARNING SCHOOL KITS HELP STUDENTS' LITERACY

Learning materials are so scarce in some of Panama's schools that Melinda West de Anguizola has resorted to stones or other raw materials to help teach students how to count or learn to read.

But thanks to a donation from Creative Learning, new learning tools have arrived by the caseload including books, pencils, paper and notebooks to support reading, writing and math lessons allowing children the opportunity to learn through play.

The shortage of learning tools is the reality for many Panamanian children, particularly those from indigenous communities, where instruction takes place in classrooms that lack even rudimentary school materials.

This latest shipment which arrived in Panama in July and has so far helped 4,750 Panamanian students whose classrooms now have the basics to allow instruction.

Creative Learning, Inc. is the non-profit sister organization of Creative Associates International, Inc. With funding from the U.S. Department of Labor, Creative Associates implements the DESTINO project in Panama's impoverished and mostly rural communities. The project seeks to combat child labor by offering educational opportunities and helping parents through income-generation activities enabling their children to stay in school rather than toil in the fields.

Creative Learning raises funds to provide educational opportunities for children in developing countries, especially those in areas of conflict.

Working with Melinda West de Anguizola, who is director of the DESTINO project, Creative Learning selected materials to complement DESTINO's teacher training activities. For optimum effect, West de Anguizola created model lessons for teachers that emphasized how best to use the materials in classrooms to spur students' development of basic critical skills. The kits are distributed to teachers and children in the Central and Darien Provinces of Panama.

The Primrose Schools, a U.S.-based provider of early childhood education centers, also works with Creative Learning to provide school kits. The donation is supported by fund-raising activities undertaken by pre-school network students from the of 130 Primrose Schools which provides infant care through kindergarten in the East and Southeastern United States.

ing, with the participation of pre-school students, raised \$42,000 to purchase active learning kits for elementary school students in Afghanistan. Similarly, in 2006, Creative Learning collaborated with Primrose Schools' students to donate innovative educational tools to school children in the Philippines' Muslim Mindanao region.

In Darien, a remote and impoverished province of Panama inhabited by the Embera people, distribution of the kits was attended by government officials, parents, community leaders, teachers and students.

Impressed by the kits, one local official examined the materials and said he wished he had these materials when he was a classroom teacher. His remark echoed the sentiments of the teachers present, many of whom teach without the benefit of textbooks let alone learning tools like those provided through the Creative Learning and Primrose Schools donation.

"Although I selected the materials according to my experience and needs' assessment of Panama, I was as excited as anybody else to receive them. It felt like a birthday party," said West de Anguizola.

DESTINO targets children in Panama's indigenous communities and central provinces who work on family or commercial farms to help their parents make ends meet.

STUDENTS IN RURAL PANAMA WORK WITH EDUCATIONAL MATERIALS THAT PROMOTE INTERACTIVE LEARNING.



In 2005, Creative Learning

PHOTO BY: DESTINO STAFF

NEW FACES IN WASHINGTON, D.C. AND FIELD



Julio Daniel Ramírez-de-Arellano joins the Education, Mobilization, and Communication division as Chief of Party for the Building Education Support Systems for Teachers (BESST) project in Afghanistan. Julio has many years of experience in management of education and training projects.

Before Creative, he was the Director of Education Programs for World Learning. There, he also served as Chief of Party for the Project Access to Intercultural Bilingual Education, a cooperative agreement with USAID to improve quality of bilingual education for Mayan children in the department of El Quiche, Guatemala.

He received a doctorate and a master's degree at the Center for International Education at the University of Massachusetts in Amherst, Mass. Julio's academic background also extends to his native Chile: he received a master's degree in Sciences of Development at the Latin American Institute of Doctrine and Social Studies and a bachelor's degree in Philosophy from the Catholic University of Chile, both located in Santiago. He is fluent in Spanish and English and advanced in reading French, Italian and Portuguese.

Mike Hoverter joins Creative's Business Development unit as a Recruiting Manager. Mike has more than eight years of experience in economic development, anti-corruption, democracy and governance, business development and project management, with a focus on USAID-funded programs.



Before Creative, Mike served as a manager at Chemonics in the Europe and Eurasia group. Mike has also worked for Management Systems International and BearingPoint and has extensive experience liaising with USAID, International Trade Administration, U.S. Department of Defense, and the National Endowment for Democracy.

He received master's degrees in International Economic Development from George Washington University and in International Business from Seton Hall University, South Orange, N.J. He received a bachelor's degree in Business Administration from Fordham University in New York. He speaks French and some Russian.



Simon James joins the Education, Mobilization, and Communication division as an Operations Manager for the BESST project in Afghanistan. Before Creative, he served as Chief of Staff/Director of Professional Development Institute (PDI) at the American University of Afghanistan (AUAf), in Kabul.

AUaf is a newly established, English-language university in Afghanistan, which opened for classes in 2006. Simon also served as Deputy Head of Count Section at the UN Office for Project Services in Kabul, which was the implementing partner of the 2005 Afghan National Assembly and Provincial Council elections.

He received a post-graduate certificate of Education from the University of the West of England in Bristol, a master's degree in Management (Tourism) from the University of Wales in Cardiff, and a bachelor's degree in Geography from Lancaster University in Lancaster.

NEW FACES



Alison Long joins Creative as the External Relations Manager for the Building Education Support Systems for Teachers (BESST) program in Afghanistan.

Before joining Creative, she completed her master's degree at American University's School of International Service with a concentration in women's rights and gender issues.

She traveled to Afghanistan in 2006 to work for a local NGO that promotes girl's education in Wardak and Nagrahar provinces. For this work, Alison received the School of International Service's Brady Tyson Award for Excellence in the Area of Human Rights. In addition, Alison worked with learning-disabled students in New Jersey for several years and spent 18 months teaching English in southwest Vietnam. Alison received a bachelor's degree in Anthropology from Princeton University in 2000.

Benjamin Orbach joins Creative's Office of the President as a Program Manager. Before Creative, he worked for three years as Deputy Regional Coordinator of the Middle East Partnership Initiative at the U.S. Department of State.



There, Ben received superior achievement and meritorious achievement awards for designing and managing democratic reform projects in the Middle East and North Africa. Before joining the State Department, Ben was a research fellow at The Washington Institute for Near East Policy, where he wrote analyses and essays on democratic reform in the Middle East and Arab politics.

Ben is also the author of a recently published book "Live from Jordan: Letters Home from My Journey Through the Middle East" (Amacom Books, 2007).

Ben received a master's degree in Middle East Studies and International Economics from the Johns Hopkins University School for Advanced International Studies and a bachelor's degree in History from the University of Michigan. He speaks Arabic and Hebrew.



Dr. Stephen Schwenke joins the Communities in Transition division as a Team Leader of Civil Society and Governance. Stephen is an ethicist, planner, and local governance specialist with over 25 years of international development project experience in more than 25 countries in Africa, Asia, the Middle East, the Balkans, and Latin America. He was based in Kenya, Uganda and South Africa for 14 years.

Stephen's career has focused on local governance, conflict and peace-building, anti-corruption and government integrity, applied ethics, and community participation in governance. He has recently published a number of books on these subjects and a host of articles and essays included in the SAIS Review of International Affairs and the Journal of Public and International Affairs (JPIA).

Stephen is also an Adjunct Professor at the School of Advanced International Studies of the Johns Hopkins University and Georgetown University's Public Policy Institute, both in Washington, D.C. He received a Ph.D. in applied ethics and international public policy studies from the School of Public Policy at the University of Maryland, with a focus on human rights based approaches to improve local governance.

Victoria Stanski joins the Communities in Transition division as a Program Associate.

Before Creative, she worked as a Network Strategy and Advocacy Manager at the Initiative for Inclusive Security as part of the Hunt Alternatives Fund. There, she developed and oversaw Iraq, Sudan, and Northern Uganda program initiatives and devised training programs and curriculum for civil society actors and post-conflict countries, with special emphasis on the role of women in promoting good governance and peacebuilding.



Victoria received a master's degree in International Peace and Conflict Resolution at the American University in Washington, D.C., and a bachelor's degree in Cultural and Social Anthropology at Smith College, Northampton, Mass. She is conversant in French and has basic knowledge of Kiswahili and Arabic.

NEW FACES

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PHOTO OF THE SEASON



PHOTO BY: PATRICK BANANUKA, UNITY REGIONAL ADVISOR

U.S. Ambassador Steven A. Browning greets children at the Police Primary School in Gulu, northern Uganda. The school is a demonstration site for the Creative-managed and U.S. Agency for International Development-funded UNITY program, which provides quality education to children in this conflict-affected area.

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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 to manage change.

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