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europe

ALBANIA: CAAHT ANTI-TRAFFICKING REPORT REVEALS IMPACT IN FIGHT AGAINST HUMAN TRAFFICKING

The publication of the fourth edition of "State of Efforts in Albania to Combat Trafficking in Persons, 2007-2008" in Tirana, has drawn accolades from dignitaries including the U.S. Ambassador, John L. Withers, the Albanian Deputy Minister of the Interior, Iva Zajmi and USAID Mission Director, Roberta Mahoney.

"This report gives a more nuanced and detailed understanding of where and to whom human trafficking occurs," said Sarah Stephens, Chief of Party of the Albanian Initiative: Coordinated Action Against Human Trafficking, known as the CAAHT project. "Government and civil society will be able to make much better decisions about what kinds of programs and services are needed, and where these efforts should be targeted."

The report is produced by the Creative Associates International team implementing

CAAHT. Made possible with support from the U.S. Agency for International Development, CAAHT has over the course of its five years of operation, rallied the efforts and services of Albania's local and national government authorities and NGOs to raise awareness about the dangers of trafficking. It has also provided grants to NGOs to help prevent trafficking and assist trafficking victims.

"The report is the first time that a comprehensive analysis of this kind – a synthesis of all data gathered from the Anti-trafficking Coalition Shelters – has been made," said Zajmi, who is Albania's Deputy Minister of the Interior and National Trafficking Coordinator.

Like earlier reports, this latest edition describes and assesses the range of government, civil society and international programs aimed at eradicating human trafficking.

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Creative's President and CEO, M. Charito Kruvant, (center) recently traveled to Sudan and Kenya where she met with the team implementing the Health, Education and Reconciliation (HEAR) Sudan project. To learn more about this project and Creative's presence in East Africa, see the Photo of the Season on page 12.



PHOTO BY: CHARLES ALLIMAN



CREATIVE'S CENTER FOR STABILIZATION & DEVELOPMENT HOLDS SYMPOSIUM ON 'MAKING THE WHOLE OF GOVERNMENT APPROACH WORK'

Creative Associates International, Inc. and Lockheed Martin are co-sponsoring a "Symposium on Stability Operations and Development in a New Era: Making the Whole of Government Approach Work" from 8 a.m. to 2 p.m. on Thursday, February 12, 2009 at the Ronald Reagan Building in Washington, D.C.

Creative along with Lockheed Martin, organized the symposium to shed light on practical issues relevant to improving civil-military cooperation in planning for and implementing a combined approach that brings development efforts to bear in support of stability operations.

Speakers and panelists will include M. Charito Kruvant, President and CEO of Creative Associates International, Inc.; Andrew S. Natsios, former Administrator of the U.S. Agency for International Development (USAID) and currently Distinguished Professor at Georgetown University's School of Foreign Service; Admiral James G. Stavridis, Commander of the U.S. Southern Command; Ambassador John Herbst, the Secretary of State's Coordinator for Reconstruction and

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ALBANIA: CAAHT ANTI-TRAFFICKING REPORT REVEALS IMPACT IN FIGHT AGAINST HUMAN TRAFFICKING

But the latest edition begins with an important new chapter that analyzes trends in human trafficking based on data collected from the case files of trafficking victims at CAAHT-supported shelters. The new data challenges several commonly held assumptions about the types of people who become victims of trafficking in Albania. For example, 60 percent of victims are recruited by people they know. The report also dispels the notion that victims have low education levels or are illiterate; in fact, more than half of all victims who sought refuge in shelters between August 2007 and July 2008 had completed compulsory education. The finding also suggests that a low level of education may not be a primary factor in the vulnerability of victims.

“Too often, human trafficking in Albania is perceived to be mainly a problem of the Roma and Egyptian minority communities,” Stephens said in remarks made at a news conference to launch the report in Tirana on January 22, 2009.

“But less than 10 percent of the victims in the shelters during the reporting period were from these minority communities,” Stephens said. “Ninety-percent of shelter beneficiaries are from the majority Albanian population.”

Ambassador Withers recognized CAAHT’s work as exemplifying President Barack Obama’s entreaty to “Americans as well as the citizens of the world, to redouble their efforts, to commit their energy, to raise their vision and ideas, so that the joint

strength of the people and their government can overcome every obstacle in their path.” CAAHT has been instrumental in gathering government and NGOs to assist those at-risk and victims.

“I suggest that that spirit is the spirit that we all should adopt in bringing together our collective energy, our collective strengths, our collective thinking in combating this terrible crime [of human trafficking],” Withers told an audience of more than 80 representatives of Albanian government agencies, NGOs and the diplomatic corps. “And if we do, Obama’s motto will come true: “Yes, indeed, we can.”

At the core of CAAHT’s success is its capacity to coordinate a broad range of interests including government offices and NGOs offering community-based prevention services as well as sheltering and reintegrating trafficked persons. “Albania is taking action to be a protecting community, and we are very impressed by the efforts and the commitment that are demonstrated by all of you governmental and non-governmental representatives who are gathered in this room today,” Stephens said. “You are the anti-trafficking community of Albania; you are making a difference. And it is our privilege to be able to work with you, and to say it is good what we are doing. But it is not enough. We need to do more. “Yes, we can!”

— Alexandra Pratt with assistance from Sarah Stephens and the CAAHT program team in Tirana, Albania.

Progress was made, says CAAHT Chief of Party Sarah Stephens at the dais, but “we need to do more.”

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CREATIVE’S CENTER FOR STABILIZATION & DEVELOPMENT HOLDS SYMPOSIUM ON ‘MAKING THE WHOLE OF GOVERNMENT APPROACH WORK’

Stabilization; Colonel Christopher Thomas Mayer, Chief of Staff of the Office of the Assistant Secretary of Defense for Global Security Affairs; Dick McCall, Senior Vice President for Programs at Creative Associates; James Schmitt, Vice President of the Creative Center for Stabilization and Development; James “Spike” Stephenson, Senior Advisor at Creative Associates and former USAID Mission Director in Iraq and Lebanon; Jeffrey (Jeb) Nadaner, Director of Strategy Information Systems & Global Systems at Lockheed Martin; Dr. John A. Nagl, Senior Fellow Center for a New American Security; Margaret Daly Hayes, Ph.D. Vice President and Principal of EBR Associates, and Ambassador (Ret.) Timothy M. Carney, among many others.

Panelists will examine policy priorities, best practices, and lessons learned to help explore the question of how development and stability operations can be pursued to achieve ongoing impact. Panels will include senior staff to Members of the Senate and House, as well as experienced practitioners and policy specialists.

For more information, visit: www.caii.com/events



PHOTO BY: CAAHT STAFF

SRI LANKA: WORKFORCE SKILLS PROGRAM BOOSTS PRIVATE-SECTOR EMPLOYMENT FOR RURAL YOUTH

PHOTO BY: SHEVANTHI JAYASURIYA



“ASAP built my self-confidence, now I’m ready to face the global market place.”

Harshini Dhramasinghe
Trainer
National Apprentice and
Industrial Training Authority.

Over the past 18 months, 6,621 youth, many from rural areas, have undergone a unique workforce skills development training through the Accelerated Skills Acquisition Program (ASAP), made possible with support from the U.S. Agency for International Development.

A 28-month initiative, ASAP is designed to strengthen the workforce skills and marketability of unemployed Sri Lankan youth, while improving the quality of training they receive at vocational training centers. ASAP is implemented by Creative Associates International, Inc.

“The difference between ASAP and someone you hire off the street is that ASAP candidates are able to work as a team, show commitment. They have a plan, a goal, a vision,” said Susil de Alwis, General Manager of The Privilege Hotel, who says that despite a six percent unemployment rate, he has a difficult time finding qualified personnel.

But thanks to ASAP, the pool of qualified applicants has improved.

“One of the boys I hired came from an extremely poor village,” Alwis said. “Having little exposure to the job market, he had little confidence in his abilities. But having gone through ASAP, he now has the potential to be a general manager. I think ASAP motivates people to go to greater heights.”

Western Sri Lanka provides 51 percent of the country’s GDP, while the rest of the country’s eight and mostly rural provinces make up the other 49 percent. This imbalance comes from inadequate educational opportunities for rural youth, which in turn impacts economic opportunities for that region.

Many youth also lack a fundamental understanding of the job market. “They [rural youth] thought that private organizations were for posh people only, and people from Colombo,” said Neil Bogahalande, General Manager, Group Human Resources of the Browns Group describing his experience working with ASAP beneficiaries.

“We told them, gone are the days when an employer paid you a favor by giving you employment,” Bogahalande said. “The employer is not doing you a favor by hiring you, the job is a mutual benefit to both of you and there is no need to feel inferior or bad about asking for employment. You are giving your services.”

ASAP’s training is helping to change attitudes. ASAP’s custom-made curriculum can be applied for a five-day, ten-day or twenty-day period of training. “As a trainer, I have found ASAP to be very different and impactful from other more traditional trainings,” said Ms. R. Subajini, the Career Guidance Officer at the Batticaloa Technical College. “ASAP is very specific, in that

it focuses on the skills required in the job market, skills lacking in our country.”

According to managers at the Institute for Data Management, an ASAP training partner which specializes in computer education, the program provided a range of opportunities to reinforce the importance of education, teaching them effective communications skills as well as confidence building exercises.

To those who have undergone training, ASAP has proven to be a motivating way forward in light of Sri Lanka’s tough economy.

“I want to extend my gratitude to USAID/ ASAP for giving me this opportunity,” said Harshini Dhramasinghe, Trainer at the National Apprentice and Industrial Training Authority in Anuradhapura. “I was incapable of expressing myself in public. I was very shy, but today I’m here addressing you. It is an honor addressing you all with such confidence. I overcame my lack of self-confidence through ASAP. I remember the day when I joined ASAP. When asked to speak out, I could not express myself. I could not set goals and didn’t know how to face an interview.

“ASAP built my self-confidence, now I’m ready to face the global market place. “

—Alexandra Pratt in Washington, D.C. and Gayani Sylva in Sri Lanka.



UGANDA: EDUCATION EXPO GATHERS 2,000 IN PURSUIT OF QUALITY EDUCATION

Under the banner of “Education, a Key to Regional Integration,” the Creative Associates-implemented UNITY project along with the Ugandan Ministry of Education and Sports, and other partners, co-sponsored an exposition in Kampala that gathered top education officials from Uganda and Rwanda.

The event showcased opportunities for achieving quality education, supporting public and private sector partnerships, and accelerating the education sector response to HIV/AIDS. Up to 2,000 people attended the December expo, including Ugandan President, H.E. Yoweri Museveni, who officially launched “The Accelerated Response to HIV/AIDS” initiative and gave keynote remarks.

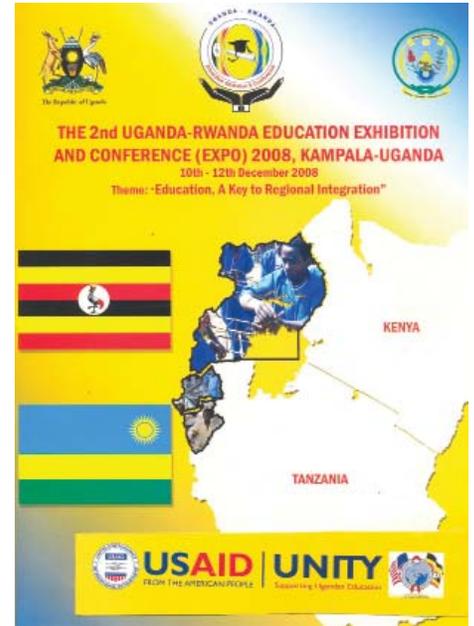
President Museveni also took the opportunity to present the “HIV Readers,” a package of 12 books that are both entertaining and educational for school children (Grades 5 to 7) to help instill messages on preventing and mitigating HIV/AIDS.

The Creative-led UNITY project, supported by the U.S. Agency for International Development (USAID), is providing the 717,580 books that comprise the “HIV Readers.” The books, have been delivered to 9,980 Ugandan schools in 64 districts, and include age-appropriate messages and a variety of activities to help deliver life skills. In addition, 30,000 Teacher Training Manuals are being distributed to serve as a resource to help teachers use the “HIV Readers” in the classroom.

UNITY is the acronym for the Ugandan Initiative for TDMS (Teacher Development Management System) and PIASCY (Presidential Initiative on AIDS Strategy for Communicating to Young People). The three-year program launched in 2006 is being implemented along with local partners including the Pincer Group, Straight Talk Foundation, Madrasa Resource Center, and Aga Khan Foundation. The project’s overarching goals are to improve the quality of basic education, prevent and mitigate the impact of HIV/AIDS at the primary and post primary levels, and develop a customized educational support program for areas in the north and northeast that have been severely affected by a violent and protracted conflict.

In her remarks at the event, UNITY’s Chief of Party, Renuka Pillay, explained the research and design objectives and implementation strategy of the REPLICA program, which is one component of UNITY. REPLICA, which stands for the Revitalization of Education Participation and Learning in Conflict Areas, is restoring quality education services for the north and northeast regions of Uganda which have withstood a brutal and bloody conflict involving the Lord’s Resistance Army (LRA) for more than 20 years. Led by Joseph Kony, the LRA has been terrorizing the population, and kidnapping boys and girls to serve as soldiers and slaves.

REPLICA brings six integrated components to rebuild confidence in schools as well as academic performance among pupils: psychosocial care and support; performing



arts and learning in schools; girl’s education; community integration; peace education, and leadership and governance. REPLICA is implemented in 13 conflict-affected districts and reaches 1,700 primary schools in the sub-region. REPLICA has been widely recognized in the region as a holistic way to respond to the extraordinary challenges facing students and schools in war-ravaged communities.

“The UNITY Project has a unique opportunity in the implementation of REPLICA Program to make a significant contribution to the post war reconstruction of the North,” Pillay said. Through this education intervention, there is the potential to address in part the scars of the past and HOPE is being reborn in the region.”

Pillay and the UNITY project were commended for their innovation and dedication to education; the project team received two certificates of appreciation from the Ministry of Education and Sports.

—Roseline Tekeu in Washington, D.C. and the UNITY Team in Uganda.



PHOTO BY: UNITY PROJECT STAFF

THE CREATIVE UNITY PROJECT CO-SPONSORED AN EDUCATION EXPO THAT DREW 2,000 PEOPLE, INCLUDING UGANDA'S PRESIDENT YOWERI MUSEVENI (RIGHT) AND TOP EDUCATION OFFICIALS.

HONDURAS: NEW CENTER IS SAFE HAVEN FOR YOUTH IN THE NOTORIOUS RIVERA HERNANDEZ BARRIO



Young people flock to the newly renovated building that serves as the Rivera Hernandez outreach center.

Once a ravaged and abandoned building, it is now a focal point in a community thanks to the assistance of 98 neighborhood volunteers who contributed nearly 2,000 hours of their time toward its rehabilitation.

“There is no amount of money or power that can help change a community, without the community wanting to change, and making change happen,” said Salvador Stadthagen at the Jan. 21, 2009, inauguration of the first outreach center in the notorious Rivera Hernandez neighborhood, in the city of San Pedro Sula, Honduras, known for high crime rates.

Stadthagen is Director of the U.S. Agency for International Development-funded Regional Youth Alliance Project USAID-SICA (AJR), which is implemented by Creative Associates International, Inc.

The project provides alternatives for at-risk youth who are vulnerable to being recruited into gangs. The Rivera Hernandez outreach center, the 11th to open in Central America, will provide at-risk youth with a safe haven, engage community volunteers as teachers and provide computer training, food preparation, and other skills-building opportunities.

The center’s inauguration was attended by Bill Brands, Mission Director for USAID

“There is no amount of money or power that can help change a community, without the community wanting to change, and making change happen...”

**Salvador Stadthagen
Director
Regional Youth Alliance Project
USAID-SICA (AJR)**

Honduras, local community leaders, and 400 community members.

The center’s operation is in partnership with Pastor Arnold Linares, a committed community leader who helps at-risk youth

in the violent Rivera Hernandez neighborhood turn their lives around.

Before it opened, 200 adolescents and 100 children had registered to attend the center’s programs. Since it opened last month, more than 400 young people are enjoying its activities.

The outreach centers are among Creative Associates’ many activities to combat the lure of youth into gangs in Central America. In addition to the Rivera Hernandez center in Honduras, eight centers have been established in Guatemala and two in El Salvador.

— Alexandra Pratt



PHOTOS BY: REGIONAL YOUTH ALLIANCE STAFF



AFGHANISTAN: TEACHER OBSERVATIONS HELP PROMOTE QUALITY INSTRUCTION

In an education system that has traditionally embraced rote memorization, long-established hierarchies, and a punitive approach to discipline, it is not surprising that many teachers in Afghanistan initially dread the idea of being observed while instructing.

But recognizing this, the Building Education Support Systems for Teachers (BESST) project designed an In-School Teacher Support Activities (ITSA) training curriculum in order to enable its trainers to carry out formative observation of teachers, provide constructive feedback and engender an open dialogue on practical ways to improve methodology.

Last summer, all 1,525 of BESST’s district-based trainers were trained in performing classroom observations, facilitating Teacher Learning Circles (TLCs), and supporting the school community in the establishment of School Improvement Plans (SIPs), or school shuras (councils). In early August, BESST trainers began asking teachers to volunteer to be observed and quickly learned how few teachers had ever been observed by a non-supervisor.

One BESST trainer, Najeeba Quraishi, at Eid Mahala High School in Shiberghan, Jawzjan province said: “I knew I was going to have to work hard to convince teachers that I wasn’t there to criticize or punish them. I had heard rumors that some teachers thought

they would be fired if they performed poorly in front of me,” Najeeba continued, “I must encourage my team of trainers to focus on providing the teachers with concrete suggestions for improving their methodology.”

Made possible with support from the U.S. Agency for International Development (USAID) and managed by Creative Associates International, Inc., the five-year BESST project is training and supporting all teachers and school managers employed by the Ministry of Education in 11 of Afghanistan’s 34 provinces.

“Observing teachers in the classroom and providing constructive opinions and suggestions about their teaching styles and techniques, is a natural follow up of the formal training they have already received and it is an excellent way to help them to put in practice what they have learned” said BESST Project Chief of Party, Julio Ramirez-de-Arellano. “One of the main challenges to do this activity has been to overcome the natural fear of teachers of being evaluated. After an initial resistance, now teachers are confident that this activity is not a threat to them, but a useful support to their jobs.”

Since the start of the project in early 2006, BESST has completed training 50,600 educators in teaching methodology and over 3,000 principals in effective school management strategies. These face-to-face trainings, implemented by BESST’s six partner

organizations, are supplemented by educational radio and video programs broadcast on 28 district-based radio stations, Radio Television of Afghanistan (RTA), and seven provincial TV stations. In addition, to supplement and reinforce the key skills from the training curricula, BESST’s district-based trainers regularly facilitate ITSA activities for teachers, principals, and community members. Taniya, a math teacher in Shiberghan, said she initially agreed to be observed, but then asked another teacher to substitute for her class on the day Najeeba was scheduled to visit. The following day, Taniya admitted, “I was afraid it was a test and that the trainer would say bad things about me to the principal.”

Najeeba reassured her, “I am here only to help you become a better teacher. I’m here only to help reinforce the skills and give you the confidence you need to be a great teacher.” Taniya agreed and, after the observation of her third grade math class, Taniya told BESST, “It was not a scary experience after all. Najeeba asked me questions. I was able to share with her the most difficult problems I have and she gave me some advice about techniques to use, to involve my students more.” BESST will continue ITSA activities until the close of project activities. By the beginning of 2009 over 55,000 teacher observations have been conducted in the eleven provinces where the project is being implemented.

“Teachers who have had supportive feedback on their methodology are more confident in the classroom and more willing to let students participate,” said Suzanne Griffin, BESST project manager in Sar-e Pul. BESST trainers’ regular and repeated classroom visits, she added, “are helping to fundamentally change the practices of teachers, as well as teachers’ relationships and interactions with students.”

—Alison Long, BESST External Relations Manager in Afghanistan.



PHOTO BY: SAMIM YAOUBI, BESST PROJECT.

BESST IS IMPROVING INSTRUCTION THROUGH TEACHER OBSERVATIONS.



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OMAN: MINISTRY AND CREATIVE-LED MEPI PROJECT SUPPORT CHILD-CENTERED CLASSROOMS

PHOTO BY: ASMA AL OUF, CCCM MASTER TRAINER



“The most important changes observed is the confidence of students to express their views inside and outside the classroom...”

Maymoona Malik Al Kindi
Principal
Al Bustan School

Improving student learning through active participation is at the core of the Child Centered Classrooms Methodology (CCCM) project.

It’s a pilot project introduced to Omani schools under the Partnership Schools Program (PSP), a more than \$4 million effort of the U.S. State Department’s Middle East Partnership Initiative (MEPI)/Education Pillar.

The Sultanate of Oman’s education ministry has committed to raising education standards to a level which will enable Oman’s children to perform more effectively in schools and – eventually – in the marketplace. CCCM enables students to direct their own learning, a critical capability in an ever changing technology-based world.

Implemented by Creative Associates International, Inc., CCCM introduces new approaches to teaching and learning and emphasizes development of students’ critical thinking skills. Yet despite its current success, the CCCM approach wasn’t immediately embraced by teachers who found the new methods different from their teacher-centered traditions, which strongly emphasized rote memorization.

CCCM is widely regarded as a successful example of how to improve education quality and prepare students from first to fourth grades to be self-directed in their educational development. The Oman Ministry of Education is working with the Creative Associates team to scale up and

institutionalize CCCM practices in schools and teacher training institutions.

The CCCM classroom strategy includes a Morning Meeting, where students interact with each other and their teachers about lessons and subjects that interest them. “With the old way of teaching, the teacher’s role was bigger, meaning the teacher was the one who controlled the educational process,” said Rabab Mohammed Al Ajmi, a grade four science teacher at Al Bustan school. But CCCM “prepares the student to rely upon himself in the learning process and this helps students to develop and promote self-learning in the future.”

A project sponsored Learning Resource Center provides a variety of reading materials to encourage students to read at their own level and pace. While student-designed classroom rules and student duties reinforce responsibility and help build confidence, it is the insistence on parent participation that provides the critical link to making CCCM in Oman a success.

“I like this philosophy of teaching because it made me a better teacher,” Al Ajmi said. “I am able to communicate with my students more efficiently and effectively. CCCM has enabled me to trust my students’ abilities and interests.”

Initially piloted in 2004 in 20 schools in Oman’s capital, Muscat, the CCCM project has had a positive impact on student achievement in these schools, creating a demand for wider project implementation. This year, the project extended to include

16 new schools throughout the country.

CCCM activities and resources in these new schools were funded by the Omani Ministry of Education with MEPI’s support focused on institutional capacity development within the MOE achieved through training and policy development initiatives. Today, child-centered methodologies have reached more than 12,000 students and trained 1,900 supervisors, school principals, and teachers through project activities.

“The most important change observed is the confidence of students to express their views inside and outside the classroom,” said Principal Maymoona Malik Al Kindi, of Al Bustan School, about the impact of CCCM. “The students have a greater role within the school in the educational process which means that they have the initiative to seek knowledge on their own.”

Parental involvement in their children’s education is universally seen as having a positive impact on students. With respect to community mobilization and the role of parents, Al Kindi said, “parents have become involved with their children and share their life experiences which contribute to the further development of students’ capabilities. It is one of the successful results of the project.”

—Alexandra Pratt in Washington, D.C. with Mohammed Al Kindi, Program Officer, MEPI Partnership Schools Project, reporting from Oman.



LIBERIA: ALP PLUS READING CONTEST INCREASES USE OF LEARNING CENTER LIBRARIES

Before the Accelerated Learning Program PLUS (ALP PLUS) launched a reading competition in six of Liberia’s most underserved counties, the ALPP Learning Resource Centers (LRCs) were rarely visited.

But thanks to an innovative competition, thousands of Liberians are now using the LRCs, increasing usage by more than 100 percent in just over two months last year. Competition organizers had hoped for a 50 percent increase in users.

The competition also increased parents’ awareness of the LRCs’ resources and motivated them to encourage their children to visit the Centers regularly in the six counties of Montserrado, Grand Gedeh, Maryland, Nimba, Lofa and Bong. The LRCs continue to report a significant increase in visitors to its library and computer facilities. By last October, the LRCs were visited by 6,110 people compared to 2,820 in August.

Mardia Warner, Coordinator of ALP PLUS’s Learning Resource Centers’ said: “Teachers have very few resources and the new Learning Resource Centers are one of the first moves to provide a place where teachers and students can learn to use computers and to have access to books.”

ALP PLUS’s successful awareness-raising campaign was developed by Chief of Party, Peggy Poling, whose idea of an innovative reading competition helped generate interest in the Centers and in reading.

Each LRC features 10 computers and a library, which are available free of charge to students and teachers alike, who would otherwise have no access to books or the internet.

After a weeklong radio campaign that promoted the competition, elementary and junior high students registered for the reading and comprehension contest. In Bong County, a total of 100 students (63 elementary and 37 junior high) registered, including 12-year-old Othniel Toomann, a ninth grader, who now visits the Bong County Learning Resource Center to complete homework and to satisfy the love of reading instilled in him at an early age by his parents. Othniel won first place among the 16 finalists in Bong County.

“The LRC library is my first public library and it is a great help to me and my friends because it helps us in so many ways.”

**Othniel Toomann
Ninth Grader**

Othniel and the other contestants were provided a four-day orientation that introduced them to the elements of effective speech and helped them prepare answers for the judges’ comprehension skills questions. At the competition, students were allotted 10 minutes to read a passage of their choosing and then answer judges’ questions for five minutes that focused on reading comprehension. Contestants were

also required to read audibly and were judged on the correct pronunciation of words.

Many parents who attended the Bong County contest were pleased their children had this opportunity and noted that it was the first time they had heard of such a competition.

“I have never had access to public libraries before the LRC library opened,” Othniel said. “The LRC library is my first public library and it is a great help to me and my friends because it helps us in so many ways.”

ALP PLUS focuses on providing accelerated learning classes to over-age students 10 to 18, and out-of-school youth ages 15 to 35, to enable them to complete the six-year elementary school curriculum in three years. The project also provides Life Skills training to youth entering the workforce while others are reintegrated into the local school system.

Now in its third year of implementation, ALP PLUS is funded by the U.S. Agency for International Development and managed by Creative Associates International, Inc. of Washington, D.C.

—Alexandra Pratt in Washington, D.C. and Mardia Warner, of the ALP PLUS Team in Monrovia.

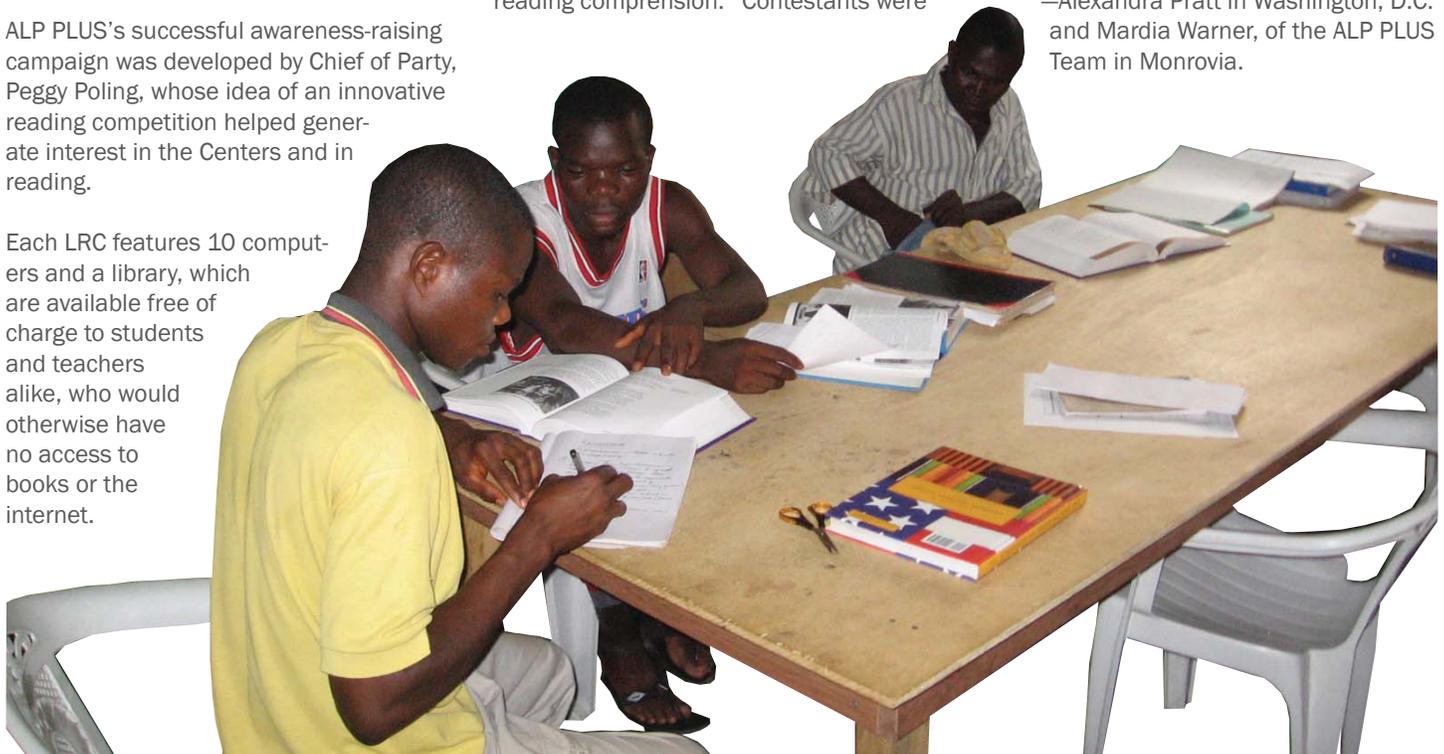


PHOTO BY: ALP PLUS STAFF



PHOTOS BY: CREATIVE STAFF



CREATIVE WELCOMES THE DEVELOPMENT COMMUNITY AT ITS ANNUAL OPEN HOUSE

Creative Associates' Annual Open House in celebration of the Chinese New Year provided an opportunity to reconnect with colleagues and friends and partake in a sumptuous feast of Asian delicacies. This year's event gathered several hundred of Creative's friends and

development partners on Feb. 11 at the firm's Friendship Heights headquarters. The Open House also coincided with Creative's biennial Making Connections conference, which gather Chiefs of Party from the firm's projects around the world for sessions on development strategies,

themes, best practices and trends, as well as meetings with clients. Creative's Chiefs of Party also attended the Open House to meet guests and share their experiences from the field.

BOOKS: CAN VIRTUOUS LEADERSHIP MITIGATE DEVELOPMENT'S CHALLENGES?

A new book by Creative's Dr. Chloe Schwenke, *Reclaiming Value in International Development: The Moral Dimensions of Development Policy and Practice in Poor Countries* (Praeger, 2008), is being hailed as the first book to bridge the divide between ethics and development.

International development has complex unintended effects on the realities of equity, rights, governance, and conflict in poor countries. Yet the myriad moral questions and quandaries encountered at every turn by development policymakers and practitioners are seldom thought about or articulated in a rigorous fashion. Instead, development specialists are trained to focus on the technocratic aspects of economic aid delivery and to disregard the moral issues raised by the adverse collateral consequences of aid programs for many people, communities, institutions, and environments in the developing countries.

Reclaiming Value in International Development is the first book to bridge the divide between ethics and development from the perspective of a seasoned development practitioner who is also a trained ethicist. Schwenke formally enlarges the concept of development to include its moral dimension, to denote beneficial change that al-

leviates human misery and environmental degradation in poor countries and reinforces universal ethical norms such as human dignity, essential freedoms, social justice, peace, civic virtue, human flourishing, the common good, gender equality, safety and security, and participation and inclusion.

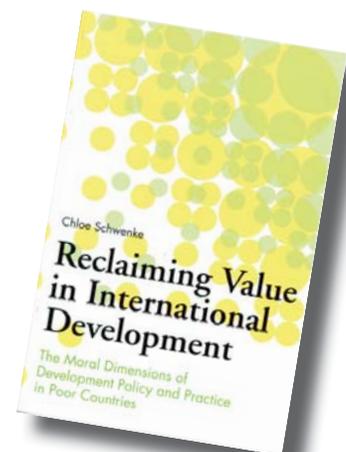
She applies this ethically expanded concept to nine key topics in international development: education, leadership, procurement, food security, conflict, urbanization, gender identity and sexual orientation, deliberative participation, and the measurement of ethical performance. Throughout the book, the author draws on her thirty years of experience as a development practitioner in thirty poor countries around the world to give vivid real-life illustrations of the classic moral dilemmas in development ethics and to show how moral reasoning can clarify and resolve them.

In addition to her work as a Senior Associate at Creative Associates, Schwenke is an adjunct professor of applied ethics at the School of Advanced International Studies of the Johns Hopkins University, the Public Policy Institute at Georgetown University and at the School of Public Policy at the University of Maryland at College Park. "We live in societies defined by interdependence and by a complex web of

obligations, many of which are moral and ethical," says Schwenke, who argues against the practice of seeing international development in purely economic terms. To Schwenke, it falls not only on leaders, but on all, to develop a moral compass. She suggests that schools actively pursue the teaching of morals and virtue to help develop a cadre of transformational leaders. Character matters, she says.

"We want our leaders as persons of virtue – consistently and dependably to know what is right and good and to be able to explain and model this to their followers in language and actions that are persuasive and inspirational."

—Amazon.com



NEW FACES IN WASHINGTON, D.C.



Enrique J. Roig is the Communities in Transition division's new Team Leader for Youth-at-risk, Human Rights and Civil Society and will support Creative's youth programs, while also identifying new program opportunities. He brings more than 15 years of international development experience with key achievements in democracy and governance initiatives in more than 19 countries.

He is a recognized expert in civil society development, including: NGO strengthening, community mobilization, advocacy campaigns and elections monitoring.

Before joining Creative, Enrique served as Director for Civil Society Initiatives at the Institute for Sustainable Communities in Washington, D.C. Previously, he served as Director for Civil Society Initiatives at Mercy Corps, working on community mobilization, civil society development and conflict prevention, IDPs, and humanitarian relief. In earlier roles, he was Chief of Party for a USAID-funded Civil Society Advocacy Initiative in Belgrade, Serbia, that supported Serbia's accession to the European Union. While in Serbia, he also developed rapid response interventions to mobilize civil society during historic elections. Along with his vast experience implementing projects, Enrique has also served as the Deputy Chief of Party for USAID's Human Rights Program in Colombia.

His extensive field experience designing, managing and evaluating projects includes working in Angola, Bolivia, Bosnia, Burundi, Colombia, Cuba, Croatia, Dominican Republic, El Salvador, Georgia, Guatemala, Honduras, Kosovo, Macedonia, Mexico, Mozambique, Nicaragua, Serbia, South Africa and Sudan.

Enrique received a master's degree in International Affairs from The American University in Washington, D.C. and a bachelor's degree in Political Science from Westmont College, in Santa Barbara, California. He is fluent in Spanish, Portuguese, French and Serbo-Croatian.

Leora P. Addison joins Creative as a Proposal Associate in the Business Development Unit. Leora comes to Creative from the American Jewish Committee where she served as a Legacy Heritage Fellow, a one-year international leadership fellowship. She researched and compiled country briefings for the Middle East, North Africa and Europe and participated in high-level government meetings with world leaders.



Her interest in Middle East affairs also led to a research assistant position with Dr. Fouad Ajami, author, commentator and director of Middle East Studies at Johns Hopkins University, where Leora researched the causes, outcomes and implications of Israeli and Palestinian elections and assisted in the editing a book on the Iraq war. Leora also worked at The Re'ut Institute, a think tank in Tel Aviv, Israel, where she assessed economic and political policy options following Israel's 2005 Disengagement from the Gaza Strip. She received a master's degree in International Relations from the Johns Hopkins University School of Advanced International Studies in Washington, D.C. and a bachelor's degree in Economics from Washington University in St. Louis, Missouri. Leora is fluent in Hebrew and proficient in Arabic.



Elisabeth Bond joins the Communities in Transition division as a Program Specialist.

She brings two years of international work experience and joins Creative after having served as a World History teacher at the Casablanca American School in Morocco last summer. In addition to writing and delivering lessons, lectures and group activities, she coordinated the international travel of 40 history students.

Elisabeth also interned at the American Consulate General in Amsterdam, Netherlands, and volunteered for Bread of St. Anthony in Sarajevo, Bosnia and Herzegovina, to feed, aid and educate struggling communities. She also led and participated in conflict resolution forums.

After receiving a bachelor's degree in Contemporary History from the University of Virginia in Charlottesville, she went on to receive a master's degree in Social Studies also from UVA. Elisabeth has a working knowledge of French.

Adam Correia joins the Business Development Unit as a Proposal Associate.

Before Creative, Adam co-founded the Score for Peace program which is committed to building peace through sports. At the Institute for Multi-Track Diplomacy, he developed and managed a peace-building project in Liberia to spur the reintegration and rehabilitation of war-affected youth; he also managed a public diplomacy project to improve relations between the United States and Libya. During that time, Adam was a key contributor to a proposal that led to a \$50,000 award from the Hess Corporation.



Adam received a master's degree in International Relations from the Johns Hopkins University School of Advanced International Studies, where he focused on international economics and conflict management.

Previously, Adam was a teacher of English-as-a-Foreign Language in Florence, Italy. He has also taught reading to visually impaired second grade students in Philadelphia, Penn. Adam received a bachelor's degree in Psychology from Pennsylvania's Haverford College with a concentration in education. He is proficient in Italian and has intermediate knowledge of French.

NEW FACES

PHOTOS BY: LAZARINA TODOROVA



PHOTO OF THE SEASON: HEALTH, EDUCATION AND RECONCILIATION (HEAR) SUDAN PROJECT



PHOTO BY: HEAR SUDAN STAFF

Creative's President and CEO, M. Charito Kruvant, (front right), recently visited the HEAR Sudan project. It's an initiative of the U.S. Agency for International Development under the Basic Education/Linkages to Education and Health Initiative, known as ABE-LINK. HEAR provides training to teachers, health workers, PTAs and local authorities, print and digital libraries and distributing learning materials. It also manages community-based grants for school rehabilitation and service learning projects. By the time the project ends in September 2011, HEAR Sudan hopes to increase the access of over 40,000 primary-aged children to quality education through community support and action. Mrs. Kruvant also visited Creative's East Africa Regional Office in Nairobi, Kenya.

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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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