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West Africa Country Outlook YTD 30 April 2013

COUNTRY	COMPANY SIZE			GRAND TOTAL
	Large	Medium	Small	
Ghana		5	8	13
Nigeria	3	9	12	24
Cameroon	1	2	7	10
Cote d'Ivoire		1	3	4
Chad			1	1
Gabon	1	1		2
Republic of Congo	1			1
Senegal	2	1	2	5
Mali	1	1	1	3
Togo		1		1
TOTAL	9	21	34	64

ATMS NEWSLETTER - May 2013

The ATMS Project is sub-Saharan Africa's biggest and most ambitious human capital development effort in the private sector. It was created to play a key role in Africa's economic development and currently operates in twenty two countries. The Project provides human capital solutions that lead to skills development and wealth creation through the private sector and commercially operated state enterprises.

This edition shows an overview of the ATMS Project on management and capacity development, followed by a focus on the West and Central Africa region. In Africa, where the youth are exposed to adversities such as poverty, inequality, violence and disease, education becomes a key determining factor in one's development and growth path. We feature ATMS/AMSCO success stories in education to show the impact of effective learning for development and business growth.

Portfolio Outlook

The ATMS Project portfolio continues to maintain substantial numbers of clientele with statistics recording 425 AMSCO Managers placed in 262 client companies at the end of April 2013. Like in March 2013, sectors deemed key to economic development in various countries such as finance, agriculture, and tourism services dominated the portfolio, followed by other initiatives across various sectors.

Financial support from the ATMS Foundation to enterprises across sub-Saharan Africa amounted to US\$687,249 for the period January to April 2013. This support was allocated to 22 companies and one sectorial programme towards management and training assistance.

Last year, a cumulative total of US\$2,350,531 was allocated to the private sector. 70 enterprises benefitted from that support.

Focus on West & Central Africa

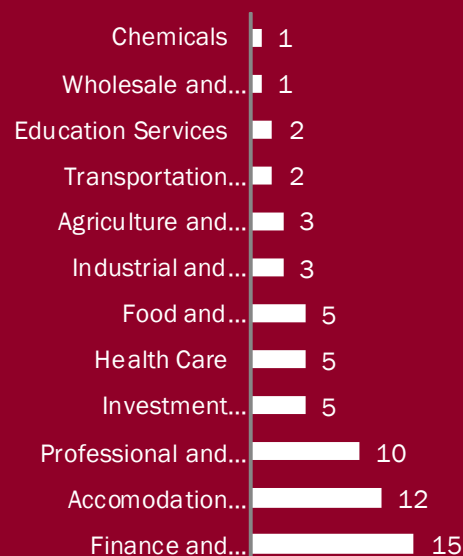
The ATMS Project is currently active in 10 countries in the west and central parts of sub-Saharan Africa i.e. Ghana, Nigeria, Cameroon, Cote d'Ivoire, Chad, Gabon, Republic of Congo, Senegal, Mali and Togo.

The region has a total of 64 clients, 34 of them are small, 21 medium and 9 large enterprises.

West and Central Africa Sector Outlook YTD 30 April 2013

Finance & Insurance is the largest sector with 15 projects, followed by Accommodation and Tourism Services with 12. The Professional and Technical Services sector follows with 10 projects, shadowed by Investment Vehicles, Health Care,

Portfolio By Sector



and Food and Beverages sectors with 5 projects each. In the education sector, 2 projects are supported by ATMS/AMSCO and it plans to expand support to this sector during the course of the year. Other projects are spread across various sectors depicted in the Portfolio by Sector diagram above.

ATMS Foundation Support to West and Central Africa in 2012

For the year 2012 a total of US\$909,932 was allocated to enterprises in West and Central Africa for management services and skills development interventions. This represents 39% of the overall ATMS Foundation allocations.

Business Sector	Management Grant	Training Grant	Total US\$
Construction and Real Estates		20,000	20,000
Chemicals		20,000	20,000
Industrial and consumer products	20,000	20,000	40,000
Finance and Insurance	30,000	64,533	94,533
Agriculture and Forestry	63,889	84,000	147,889
Professional and Technical Services	83,760	99,200	182,960
Accommodation and Tourism	93,000	99,750	192,750
Health care	97,800	114,000	211,800
TOTAL	388,449	521,483	909,932

Financial Commitments to West and Central Africa: 2012-2013

Financial support to companies in West and Central Africa in 2012 was the highest in the Health Care sector followed by Accommodation and Tourism, and the Professional and Technical Services sectors.

A total of US\$102,000 was allocated to new education initiatives in 2012. No new grants were allocated in the West and Central Africa region due to the general low number of clients in this sector. Development of education remains important to ATMS/AMSCO in order to contribute more to the Millennium Development Goals.

For the period January to April 2013, the ATMS Foundation allocated US\$119,936 to four AMSCO clients in various sectors for management and training assistance and the International Financial Reporting Standards (IFRS) training in Liberia.

2012 ATMS/AMSCO Training Highlights

2012 saw a total of 6,398 participants reached through training, of which 31% were female. Compared to 2011, there were 1,592 more people trained in 2012. There was a 101% increase in the number of people trained in governance and leadership programmes compared to 2011.

The number of companies that trained in operational skills in 2012 also increased by 27.5% when compared to 2011. Training covered included Technical Skills, Industrial Skills, Banking & Finance, Insurance, Soft Skills, Basic Training and Administration & Human Resources.

There were 18 Open Programmes (Training designed for individuals drawn from different organisations) conducted by AMSCO compared to 11 in 2011.

Grooming Skillful African Leaders

In West and Central Africa, the Capacity Development team commenced the year with a sharp focus on leadership, a great contrast to 2012 when the region played host to two Heights and Safety programmes, a Credit Management in Micro Finance Operations programme and a Hazards Analysis & Critical Control Points (HACCP) programme.

In recognition of the value and impact leadership has in making a company successful, the region delivered two leadership-focused training sessions between January and April 2013.

Focus on Training Programmes

The Leadership Skills, Coaching and Mentoring Programme presented in Accra, Ghana in January 2013 attracted a total of 54 participants. This was followed by a successful Leadership and Development (LEAD) Programme held in Lagos, Nigeria.

The AMSCO LEAD Programme is designed for senior functional managers who need a broader perspective on company operations or who will become business-unit, division, or regional leaders in the near future.

In Nigeria the flagship programme attracted a total of 29 participants from 14 organisations, six of them were females. The successful event took



place over a period of 3 days at Protea hotel, Awolowo Road, Ikoyi, Lagos, Nigeria.

In attendance were heads of HR, Chief Financial Officers (CFO), Chief Executive Officers (CEO),

Executive Directors (ED), Managing Directors (MD), group heads, special assistants, project managers and senior technical officers. Six of the



participating organisations were AMSCO clients, six were non-AMSCO clients and two were former AMSCO clients.

The methodology employed involved lectures, case studies/exercises and group discussions, video films and general discussions. Feedback received was very encouraging with the participants requesting for follow up training on financial modeling and financial dashboard programmes for their organisations.

The programme equips participants with the skills to understand, recognise, and nurture the right leadership qualities in themselves and in others. It provides participants with new tools, skills and concepts to drive business performance. It allows participants to effectively handle leadership complexities, enabling them to share experiences and ideas with other business leaders together with an internationally-recognised and qualified faculty.

Education, the Cornerstone of Africa's Economy

One of the most topical sectors of our time, education is a word synonymous with development. Quality education can help enhance and support a child's emotional and social development, actively shaping and stimulating their thinking skills, resilience, behaviour and attitude.

In Africa, where the youth are exposed to adversities such as poverty, inequality, violence and disease, education becomes a key determining factor in one's development and growth. The type of enrichment formal teachings and training can bring to one's life is endless, not to mention the impact this can ultimately have on the continent's long term sustainability.

According to data released by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 2012, sub-Saharan Africa's pre-primary school enrolment rates are far behind those of other regions with less than ¼ of pre-primary age children enrolled. World statistics show that 60.7 million primary school age children were out of school in 2010, over half of them living in sub-Saharan Africa.

Overcrowded classrooms continue to plague Africa's educational system. In 2010, the number of primary school enrollments rose by an estimated 53%. While this is great progress, the improvement was overshadowed by the large number of pupils per classroom.

Although the pupil-teacher ratios have declined worldwide, from 26 pupils per teacher in 1999 to 24 in 2011, sub-Saharan Africa still maintains the highest pupil-teacher ratios with countries like Tanzania, Mali and Ghana having anything between 35-57 pre-primary students per teacher.

It is often amongst the region's poorest and lowest income countries that such patterns are found. It is therefore in those particular countries that better quality education, resources, training and capacity development need to be focused.

As the pressure mounts to ensure education for all boys and girls ahead of the 2015 MDG deadline, it becomes increasingly clear that there needs to be increased and better strategised interventions within the sector.

A focus not only on secondary school scholars but more importantly on entry and primary school scholars is the cornerstone of all further

ATMS Project Interventions on Education

Bridging Kenya's Education Gaps

Bridge International Academies Ltd was conceived in Nairobi, Kenya in 2007 with the hope of giving every child access to high-quality education at an ultra-low cost. The ultimate goal was to contrib-



ute to the notable reduction of poverty worldwide. Today, Bridge International Academies is the world's largest chain of primary schools offering quality education at affordable prices.

Using a model (collectively referred to as "school-in-a-box"), Bridge International is able



to profitably deliver high-quality education for an average of \$5 per child per month. Modeled across a large-scale network of schools supported by a strong central headquarters, the model gives Bridge International the scale, experience, and capacity to invest in systems of management, support, training and innovation that allow individual schools to dramatically increase their effectiveness.

This ensures that Bridge International schools continue to successfully serve their communities as long as parents value the educational service provided. The company is targeting over 10 million children in urban slums of sub-



Saharan Africa by 2023, giving them the foundation needed to propel them out of poverty.

In order to provide high-quality education at the

price of \$5 per month, the school needed to highly standardise its system so that it could achieve economies of scale. It also needed training for hundreds of teachers required to use the Direct Instruction method.

AMSCO assisted Bridge International Academies in the implementation of its fellowship programme. The programme focusses on building the capacity of the schools' teaching staff,

especially in the Direct Instruction methodology. AMSCO seconded 7 Direct Instruction trainers to train the local teachers and work with them for a period of 18 months as mentors and coaches. This influenced the academy's ability to scale up its operations and maintain the quality of its services.

The academy is currently providing affordable quality education to more than 45,000 children in Kenya. This has created direct employment to 1,596 people,

67% of whom are female. It has also enabled an important contribution to women empowerment.

1,400 teachers have been trained, empowering them to get skills that can enable them to improve their capacity to make a living for themselves. Teachers are picked from the local communities of the urban slums where the schools are set up. Bridge International now runs a chain of 135 schools, most of which can be found in and around Nairobi urban slums and urban centres of Kenya.

The AMSCO Direct Instruction trainers have assisted the school to develop direct instruction curriculum and training material that is now being used by the school. Over 6,000 pages of the curriculum script have been developed. The students from Bridge International Academies have been shown to consistently outperform



their peers by more than 100% in core reading skills. This shows that the direct instruction model used by the school is highly prolific.

Bridge International is deploying a transferable, replicable and scalable learning technology that can be used across Africa in the quest to achieve MDG 2 in providing universal primary education. Thousands of children are being empowered with skills that can enable them to live poverty free lives. The poor are not only interested in low prices; they are also interested in value for money and quality products. Bridge International Academy is delivering this choice to them particularly for a product that constitutes the third largest budgeted expenditure for the poor after food and shelter.

learning and development. General skills deficit and high education costs are some of the challenges that face Africa's education sector.

Addressing these and other related deficiencies will go a long way in securing qualified human resources and a skilled workforce to support business and Government strategies towards sustainable economic development.

It is for this reason that AMSCO is willing to work together with schools that have a clear vision for its pupils, community and greater region as a whole. It is time to elevate African schools and help them to be on par with the global counterparts.

Greener Pastures for Nigerian Scholars



Based in Lagos, Nigeria, Greensprings School started off as a Montessori school, offering nursery education to children aged 2-5 years in 1985. Since then, the school has grown remarkably, and is today a leading institution, offering first class education from the foundation stage to post-secondary levels.

From the first campus, situated in the heart of the Lagos mainland, with an initial student body of 3 pupils, Greensprings has now established a state of the art campus on the Lekki Peninsula and has a combined total of over 2,500 pupils.

The school believes that offering progressive education gives pupils stability and continuity, removing the anguish of having to change schools periodically. Its vision is to provide quality education



that meets international standards in a local environment, thereby providing an alternative to sending children outside Nigeria at a huge financial cost to their families. The school hopes to be one of the top five providers of international education in West Africa.

In order to achieve its objectives, the school needed to strengthen its management structure and approached AMSCO for the secondment of experienced educators for the positions of Head of School and Director of Education for two of its campuses.

Grooming Windhoek's Young

Windhoek Gymnasium is a co-educational private school founded by concerned parents in response to the lack of adequate schools in Namibia. An education provider to nearly 1,500 pre-primary to primary school students, it opened its doors in 2007. The school aims to be a centre of excellence where curriculum development and education is concerned for pre-primary to secondary school students.

Although the school has a solid management team in place, Windhoek is currently facing a shortage in the talent pool for educators. AMSCO has assisted Windhoek Gymnasium with the se-

In August 2011, AMSCO seconded George Hickman and Andrew Egan in the position of Director of Education and Head of School, respectively. In addition to AMSCO's support, the ATMS Foundation further assisted with the provision of a management grant of US\$60,000 to defray part of the



cost of placing the AMSCO Managers, as well as a training grant of US\$60,000 for staff training.

AMSCO's involvement through the placement of the AMSCO Managers and other capacity building initiatives ensures that the school strengthens its management processes and expands its operations. Over the years, the growth of the school has depicted a move towards sustained employment for the current staff and increased employment



needs for new staff.

The AMSCO Managers are both experienced educators and administrators who continually bring their skills and expertise to improve the educational and operational standards that will enable Greensprings School to maintain and run as an international institution, meeting the operational requirements of the European Council of International Schools.

ATMS/AMSCO's partnership with Greensprings School will help remedy the declining educational fortunes of Nigeria by spearheading the private sector into offering quality education to complement efforts being made by the Nigerian government.

condment of a pre-school teacher.



In addition to designing and conducting her clas-

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ses, the AMSCO Manager is expected to contribute to the subject curriculum developments at the school, whilst sharing her best practices with other teachers. Part of the AMSCO Manager's mandate is also to mentor young teachers, work with other departments to develop other curriculum, improve pedagogy, foster school culture, and improve student life.



Through its involvement at Windhoek Gymnasium, AMSCO is able to establish skills transfer amongst



industry professionals. The winner of Best Private

School in Namibia at the 2009 Golden Arrow Awards, Windhoek Gymnasium (in line with MDG 2) is doing its bit to ensure education for all children by 2015.

AMSCO is confident that its assistance to Windhoek Gymnasium will directly contribute to the developmental impact of Namibia's educational



sector. The school's establishment was met with good support from Namibia's Education Department as the initiative fits into the Government's 2030 Vision to provide more educational placements from Namibia's youth.

Our Stakeholders

ATMS And AMSCO wish to thank all the stakeholders for their continued support.



Our Footprint

