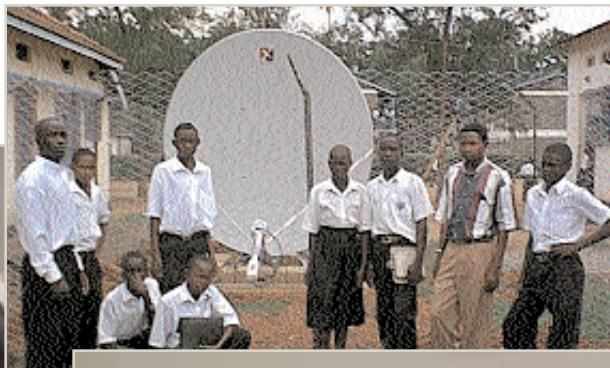




WORLD LINKS



OPENING A WORLD OF LEARNING.....



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World Links
1211 Connecticut Avenue, NW
Suite 406
Washington, DC 20036
+1 (202) 462-9234
+1 (202) 462-9736 (fax)
info@world-links.org
www.world-links.org



WORLD LINKS

INTRODUCTION

TECHNOLOGY HAS THE POWER TO RADICALLY CHANGE EVERYTHING, EVERYWHERE...

But it can only happen when everyone has access to it, including those in emerging economies where the digital divide is the widest.

World Links is working every day to narrow that divide.

In countries where libraries and textbooks are rare, World Links provides access to information. Where educational resources are minimal, World Links provides vital equipment, connectivity and training.

Where young and old alike hunger for skills that will enable them to contribute to the enterprise of their country, World Links offers opportunity and hope.

Since 1997, World Links has been connecting thousands of students and teachers in secondary schools in developing countries and their counterparts in industrialized countries, for collaborative research, teaching and learning programs, using information and communication technologies (ICTs).

World Links is now operational in twenty-two (22) developing countries, and involves approximately 200,000 teachers and students. These students are collaborating with thousands of teachers and students in over twenty-five (25) partner countries on a range of topics including: environment, AIDS, gender equity, cultural heritage, biology and literature.

MISSION

The mission of World Links is to improve educational outcomes, economic opportunities, and global understanding for youth in developing countries through the use of technology and the internet.

VISION

By 2005 the World Links network will span 2,000 schools in 40 developing countries interacting with at least 2,000 schools in 25 industrialized countries, reaching over 40,000 teachers and more than one million students.



WORLD LINKS

BACKGROUND

World Links is a global learning network linking thousands of students and teachers around the world via the Internet for collaborative projects and integration of technology into learning. World Links' core "value-added" is its training program, designed to facilitate teachers and students in the application of information and communication technologies (particularly the Internet) to improve teaching and learning.

World Links began in mid-1997 as an initiative of Mr. James D. Wolfensohn, President of the World Bank, to help bring the developing world into the information age through its future leaders - students - and to build cultural awareness among them in the face of an ever-more global economy and society. In 1999, World Links spun-off from the World Bank as an independent non-profit organization. Since then the program has expanded to over 22 developing countries in Africa, Asia, the Middle

East, and Latin America. Currently, approximately 200,000 students and teachers in these countries are collaborating over the Internet in over 900 schools with partners in more than 25 industrialized countries on projects in all disciplines.

World Links offers a set of education technology-related services, specifically geared towards Ministries of Education, non-governmental organizations, and international development agencies working in developing countries. These services range from basic school connectivity solutions to teacher professional development and training programs for both policy-makers and local communities interested in launching educational technology initiatives. World Links follows all of its services with extensive monitoring and evaluation activities to assess the impact of education technology on student learning and skills development.

BASIC STATISTICS (As of February 2002)

Number of Program Countries:	22
Number of Schools Connected:	900
Number of Teachers and Students in World Links Network:	200,000
FY 2001 Funding Received:	\$2.5 million (audited)



WORLD LINKS

OFFERINGS

SCHOOL CONNECTIVITY

While there is no "typical" World Links facility, all schools and community centers must provide a secure, leak-proof classroom adequate for housing a computer lab, with reasonably reliable power supply and a telephone connection. A typical World Links Internet Learning Center has between ten and twenty computers, configured in a local network linked through a server and modem to the Internet.



PROFESSIONAL DEVELOPMENT TRAINING

World Links has developed a five phase program for teacher professional development training in the classroom incorporation of technology. The training includes a combination of face-to-face and e-learning components, including print, CD-ROM, websites, and multimedia distance learning methodologies. World Links localizes the content and encourages the training of local "Master Trainers" to ensure cost-effective scalability.

World Links' professional development training program includes seven phases.

World Links Training Phases

- Phase 0: Basic Concepts of Information Technology (1 week)
- Phase I: Introduction to the Internet for Teaching and Learning (1 week)
- Phase II: Introduction to Telecollaborative Learning Projects (1 week)
- Phase III: Curriculum and Technology Integration (1 week)
- Phase IV: Innovations: Pedagogy, Technology, and Professional Development (1 week)
- Phase V: Planning and Management of School-based Tele-centers (1 week)
- Phase VI: Policy and Planning for Education Policy Makers (1 week)

TELE-CENTERS

World Links provides school administrators and teachers training in the management of school-based, self-sustaining Community Learning Centers. Most importantly, World Links encourages the opening of school-based Internet learning centers during after-school hours for community access.



MONITORING AND EVALUATION

World Links has developed a monitoring and evaluation system tracking input, process, and output indicators that measure the implementation and impact of education technology programs. World Links follows all program activities with a combination of qualitative and quantitative monitoring and evaluation.

WORLD LINKS CONSULTING SERVICES

World Links has recently introduced a new line of contracting services targeted to ministries of education, non-governmental organizations, bilateral and multi-lateral agencies, and schools in developing countries. World Links Consulting Services taps into World Links' vast expertise in education technology to provide advisory services in four major areas: Feasibility Studies, Connectivity Solutions, Policy and Strategy, and Monitoring and Evaluation. World Links plans to use the revenue generated from its Consulting Services to fund program expansion.



WORLD LINKS

PARTICIPANT CASE STUDIES

World Links' story is the story of thousands of participating teachers and students around the world. It is the story of teachers like Christopher, Fatima, Kakinda, and Faye, and it is the story of students like Generosa. Here are those stories.

WORLD LINKS PROVIDES IMPROVED ACCESS TO EDUCATIONAL RESOURCES AND CONTENT

Christopher Ado, 34, Physics Teacher, Ghana

Chris' story goes back fifteen years to 1987 when he graduated from a teacher-training college in Ghana and took a job teaching. At that time teaching meant working in an education system where: (i) school children and teachers were without textbooks and paper as a result of foreign exchange constraints; (ii) buildings, furniture and equipment had deteriorated as a result of lack of replacement and repair; (iii) enrollment levels had declined over the years, while dropout rates from the school system continued to rise; (iv) there was an exodus of significant numbers of trained and highly qualified teachers; and (v) the government's financing of education had been drastically reduced. For ten years that was Chris' reality.

When World Links was launched in Ghana in 1997, Chris had just completed his first decade of service as a Physics teacher. During his tenure in four different senior secondary schools across Ghana, Chris did just what was expected of him -teach his syllabus and make sure his students passed on to the next grade. Except for the first couple of years or so, Chris never updated his lesson plans. The routine of teaching the same lessons over several years resulted into Chris' literally memorizing his entire lesson plans. Says Chris: "I had become intellectually lazy, and now looking at how much my subject matter evolves day after day due to the technolo-

logical breakthroughs, I really feel guilty..." Then World Links introduced Chris to computers, the Internet and what he now calls "all the good things of technology" for the first time in his life. "The first search I ever ran on the web was

"Perhaps you do not know who we are, however we very much feel that we know you. Why? Because we share the same ideas and ideals; that is effectively using technology...in the teaching and learning process and to promote learning and teaching across borders."

*Mr. Kofi Essien, Teacher, writing on behalf of the
World Links Team
Aggrey Mem Zion Secondary School
Cape Coast (Ghana)*

for the word 'Einstein,'" recalls Chris. Since then, Chris Ado recollects the countless hours he spends searching for up-to-date physics-related content, lesson plans and activities to improve his teaching. Chris also considers himself a Good Samaritan. For two years now Chris has served as a devoted "resource person" for two of his former colleagues -one in a school located hundreds of miles in Ghana's Northern Region with no telephone connection at all, and the second one in Takoradi, where only a few people can afford any use of modern telecommunications. For each one of his colleagues, Chris prints regularly hard copies of good subject matter resources that he then dispatches via the payroll pouch once a month.

WORLD LINKS SUPPORTS EXEMPLARY PARTNERSHIPS, NEW ATTITUDES TOWARDS LEARNING, NEW IDENTITIES

*Fatima Ould Minth, 29, English Teacher,
Mauritania*

Teaching English in Mauritania is an uphill battle that very few teachers will take on. For those who do, they live with the realization that English as a language in Mauritania is ranked far behind French and even farther behind Arabic, the official language of instruction. Ready access to English language pedagogical support is a challenge that compares only to the task of keeping uninterested students from dropping out of the class altogether. But World Links changed all of that -at least for Fatima Ould Minth.

"None of my students have a street address to their homes, but they are all proud to own an email address". Ms. Ould Minth is referring to the hundreds of email addresses made available to World Links' students and teachers in Mauritania through its partnership with the University of Nouakchott as the local ISP for World Links schools. Indeed, Mauritania is a good example of how a partnership involving all stakeholders, starting with the government, can be beneficial for a country's education system. When the Ministry of Education expressed interest to become part of World Links in 1998, it also

offered to contribute its own resources to rehabilitate computer labs and to negotiate a deal with the national telecommunications company whereby all participating schools were given free Internet connectivity through leased lines. For Fatima, World Links contributed a positive change in the English teacher's life. "When I bring the students in the computer lab, I can see how eager they are to read their email and converse with other students in English. I take advantage of their excitement and get them to do productive work online, read classical plays from Shakespeare, access international current events, and communicate with others around the world".

What Ms. Ould Minth does not confess to publicly, however, is how access to the outside world via the Internet has changed her personal life as a woman in her own country. Indeed, a recent study analyzing the impact of the World Links Program on African girls and boys revealed that "70% of girls in Mauritania put emphasis on the fact that the Internet provides freedom to them as women, since they no longer need to limit themselves to the controlled information given by their societies and families."

WORLD LINKS CREATES NEW ECONOMIC OPPORTUNITIES

*Kakinda Mutumwe, 31, Biology Teacher,
Zimbabwe*

Some critics of the educational system in Zimbabwe suggest that for too long the government has favored investing in education over investing in the performance of the economy, and that the country may not reap the full benefits of that investment. Indeed, for Kakinda, a high school biology teacher, the country's ongoing economic crisis translates into less and less money in his pockets at the end of the month but more and more bills to pay. But since Kakinda assumed his new role of customer service assistant in his school's World Links computer Center, he has been able to earn extra cash for staffing

the center's early evening shift.

World Links was one of the first international organizations to pilot the wide-scale establishment of dual-use school-based telecenters. A number of such centers are open after school-hours for community access on a fee basis. The concept is proving to be an important source of revenue-generation to underwrite costs associated with the technology, and is improving community-school relations. This model not only extends the benefits of technology, the Internet and life-long learning to the entire community for a wide range of development applications, but it also helps economically trapped citizens like Kakinda in present day Zimbabwe.

WORLD LINKS ENCOURAGES NEW PARENT-TEACHER RELATIONS

Malick Faye, 51, Headmaster, Senegal

Despite all the positive things that World Links has brought to his teachers and students, Mr. Malick Faye argues that his life as a headmaster of Lycee Saidou Nourou Tall in Senegal has become untenable. His school was one of the very first chosen to participate in the World Links Program 1997, because of good access to the telecommunications infrastructure and explicit financial support from the parent-teacher-association. In fact, many of the "complaints" by the headmaster are related to increased involvement from parents in what is going on in the school. Parents wholeheartedly agreed to pay additional tuition in order to cover additional electricity and telephone costs as a result of the World Links program. In return, many parents started requesting that their children be allowed as much computer lab time as possible. Another source of pressure on the headmaster is that

being generated by the exponential number of registrants. Increasingly, the school has had to deal with more and more applications since word spread about World Links in the community. "You can only deny so many applications", sighs Mr. Faye. Then he goes on to add "I wish I could afford three computer labs..."

Beneath the apparent complaints from the headmaster at Lycée Saidou Nourou Tall lie a lot of untold stories throughout the forty schools participating in World Links in Senegal. In fact, responding to a growing demand from schools across the country, the Ministry of Education negotiated recently a new education project funded by the World Bank. This project includes an ambitious plan to connect all three hundred-plus secondary schools throughout the country to the Internet, which would make Senegal the very first African country to have all its secondary schools connected to the Internet.

WORLD LINKS CREATES NEW HOPES AND A SHARED SENSE OF COMMUNITY

*Generosa Donencimento, 15, 11th-grader,
Brazil*

Growing up in the "favelas" of Brazil as a teenage girl is not easy for Generosa Donencimento. Fortunately for her, Generosa's school was selected by the Department of Education of Sao Paolo to participate in the World Links program. Enthusiasm and adherence spread quickly among participating communities as the youth started connecting with each other. "We have a renewed reason to hope the best for our kids thanks to access to new information technologies" says one parent.

In addition to the general hype about computers, schoolchildren of the favelas are participating in meaningful collaborative projects. World Links' HIV/AIDS project is a good example of such projects in which students researched about the immune deficiency virus, its mode of transmission and its effects on a country's social and economic life. Student groups then shared their results with peers in other schools and published

their findings.

For Generosa, the HIV/AIDS project was quite a learning experience. While she laughed at other students' assumption that AIDS was transmitted through kissing, researching the Internet and actually interviewing a local physician was quite a learning experience. But when asked about her impressions about being a World Links' student, Generosa rarely mentions her involvement with the HIV/AIDS project. "One day I would like to become a model and the Internet is teaching me a lot on how to go about it."

As a global program, World Links prides itself in being an agent for pioneering technological innovations conducive to better economic and social opportunities in developing countries. While every development effort counts, access to information and communication holds the greatest potential to triggering improvements in basic infrastructure, education, health care and other needs for developing economies.



WORLD LINKS

RECENT ACCOLADES

GLOBAL DIGITAL DIVIDE INITIATIVE: HIGHLY RATED DIGITAL DIVIDE PROJECTS

In 2000 the World Economic Forum's Global Digital Divide Task Force confirmed Education and Training as essential elements of any comprehensive initiative to bridge the global digital divide. This priority given to Education and Training led to the establishment in November 2000 of the Education Steering Committee within the Task Force. Organisations and companies active in this steering committee include Sony, Siemens, Microsoft and Vivendi Universal.

During the initial meeting of the Education Steering Committee, WEF members agreed upon a 15-month work program, aimed at identifying, evaluating, showcasing and scaling-up educational programs and projects which exemplify best practice in bridging the global digital divide. From an online database of digital divide related projects from around the world, six projects were ranked most highly according to the key criteria of impact, sustainability, replicability, catalytic effect and risk mitigation.

The following six educational projects and programs have received the highest evaluation ranking in bridging the global digital divide and will now be honored and showcased by the Task Force:

World Links
Educar Chile
Itrain
Schoolsonline.org
World Computer Exchange
Committee for Democracy in IT

The "showcase" phase will last from May 2001 - January 2002, culminating at the WEF's Annual Meeting in Davos. For example, the six education programs and projects will be featured at the Forum's Regional Economic Summits in Buenos Aires (May 2001) and Durban (June 2001). Other venues are also being considered. Summit participants will be encouraged to get involved in supporting these programs, by providing additional resources, strategic partnerships, in-kind contributions and local networking. The objective is to leverage WEF membership support so these programs can grow, migrate, replicate and further bridge the digital divide.

Further questions regarding the work of the Global Digital Divide Initiative, and the Education Steering Committee can be sent to Juliet Borton at juliet.borton@weforum.org.

The World Economic Forum (www.weforum.org) is an independent organization committed to improving the state of the world. It serves its members and society by creating the foremost global partnership of business, political, intellectual and other leaders of society to define and discuss key issues on the global agenda. Incorporated since 1971 as a foundation, the World Economic Forum is independent, impartial and not-for-profit, tied to no political, partisan or national interests.



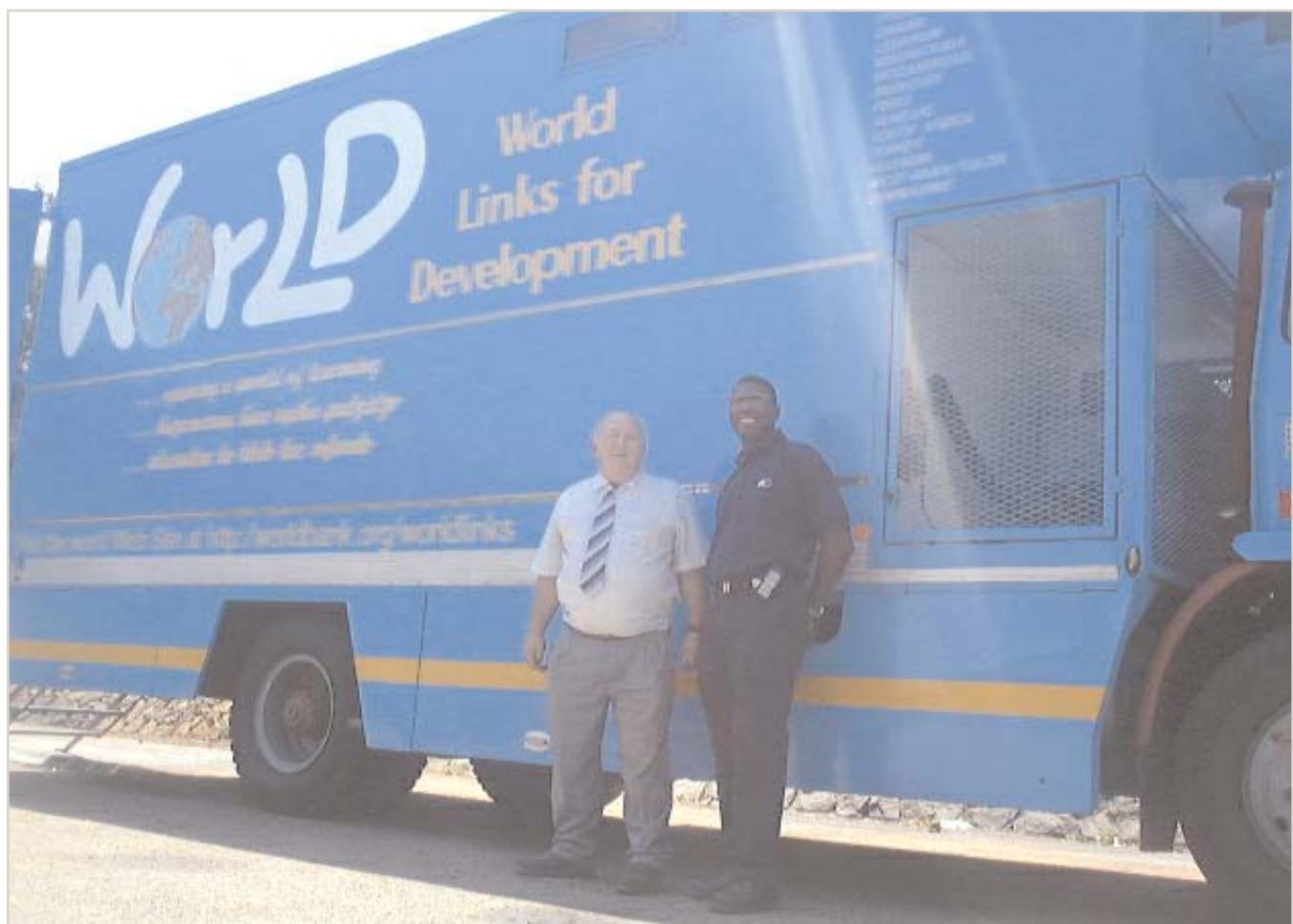
WORLD LINKS NOMINATED FOR TWO AWARDS IN THE INNOVATIVE USE OF IT BY THE STOCKHOLM CHALLENGE

The 2001 Stockholm Challenge, an international competition that focuses on the positive effects of today's information society and the benefit information and communication technology can bring people and society, named two World Links projects as finalists in the education category. Both the World Links non-profit organization, based in Washington, DC and comprising programs in 22 developing countries, as well as "Big Blue: Zimbabwe's First Mobile Internet Van," an initiative of World Links-Zimbabwe, were nominated for their efforts in helping to bridge the digital divide.

The Stockholm Challenge jury, a group of 28 international senior experts, based their evalua-

tion on the following four criteria: Innovation, User Need, Sustainability, Transferability. The single most important criterion is how the projects benefit people, society and the environment. Technology itself is not the issue. Special attention is given to projects that promote democracy, counteract segregation and discrimination or support gender equality.

For more information on the Stockholm Challenge, please see the program web site at <http://www.challenge.stockholm.se>.





WORLD LINKS

PRIVATE SECTOR PARTNERSHIPS

WORLD LINKS AND MICROSOFT TEAM UP TO FIGHT HIV/AIDS

Of all the potential of technology, preparing youth to understand their environment and take control of their future is the most fulfilling, albeit challenging mission to accomplish. One way to unleash technology's power is through improved access to innovative learning tools and adequate training programs that maximize the benefits of new information and communications technologies (ICTs) for all. By teaming up in ten African countries to offer youth an opportunity to participate in a unique and compelling tele-collaborative project about HIV/AIDS, Microsoft and World Links are doing just that.



Recently endorsed by the World Economic Forum's Global Digital Divide Task Force as the leading educational organization bridging the digital divide, World Links is a pioneer in school connectivity and training programs in Africa, Latin America, Asia and the Middle East. Since 1997, World Links has established the very first school Internet connectivity and teacher training programs in Uganda, Zimbabwe, Senegal, Burkina Faso, Mauritania, Ghana, Mozambique and the Gambia, and helped such programs

grow in South Africa and Botswana. The objective of World Links is to prepare youth in developing countries to enter the global knowledge economy, by providing technology, Internet access, extensive teacher professional development and a range of Internet-based learning projects, such as this one regarding HIV/AIDS.

More than \$1,000,000 worth of software was donated by Microsoft to more than 250 schools supported by World Links in Africa.

In July 2001, Microsoft made a major software donation to World Links schools in Africa. Using Microsoft software African secondary students started learning about HIV/AIDS, and sharing with their peers their knowledge, ideas and action plans to reduce its spread. Says a senior high-school student who is participating to the HIV/AIDS project from Accra Academy in Ghana "We have learnt a lot from this project such that it is wise of us as students to practice abstinence and avoid premarital sex. We have also learnt to show love and attention to AIDS patients. We also should stop AIDS and love life because AIDS is real... Therefore we have decided to concentrate on our books and also to advise, communicate and educate others about the deadly disease AIDS."

The six-month project includes in-depth study of the human immune system (biology), assessment of where the HIV/AIDS pandemic is most

serious (geography), analysis of its devastating economic and social impact (mathematics), and discussion of the cultural dimensions of HIV/AIDS (impact on art, literature and music). Students use Microsoft products to carry out



research on the Internet, prepare reports and graphs, conduct on-line interviews, and build web pages to present their findings to their fellow students across Africa. Students also go out of their communities to interview various authorities. A Namilyango College student in Uganda said the following about her class' field trip: "We really liked the field visit that we made to various places, finding more about the opinions of other people on HIV/AIDS....moving to places we had never gone to before like entering a traditional shrine...being in control interviewing elders and challenging them...being asked our opinion on the struggle [against AIDS] by our elders...We learnt more about HIV/AIDS, namely the statistical data, prevention measures...We realized that the traditional healers have changed their attitude towards HIV/AIDS and few claim to cure it. Traditional healers are working hand in hand with the modern medical practitioners and reading more. HIV/AIDS is a war that we must fight as a team."



Besides the academic dimensions of the project, the HIV/AIDS project is also achieving a more unanticipated impact: helping shape the social consciousness about HIV/AIDS. Ama Ababio, a Zimbabwean teacher summarizes this statement so eloquently: "The most important message should be that we should challenge and fight this pandemic relentlessly. We should be as fearless as Chantika Nkhoma who said 'I have no fear. I live with a killer already.' Infected or affected, we all have a responsibility to play our part in eradicating this scourge."

World Links' commitment is to bridge the global digital divide, with a focus on youth, by implementing and sustaining innovative educational technology solutions adapted to the developing world. To accomplish this mission World Links relies on successful corporate partnerships such as this one with Microsoft.

HIV/AIDS PROJECT FACTS

- | | |
|---|--------|
| · Countries Participating in HIV/AIDS Project | 10 |
| · Students Participating in HIV/AIDS Project | 25,000 |

For further information, visit <http://www.world-links.org/aidsweb>.



BOARD OF DIRECTORS

CO-CHAIRS

ROBERT M. CHEFITZ, GENERAL PARTNER, NJTC VENTURE FUND

Robert Chefitz has over eighteen years of private equity investing experience. Robert began his career at Golder, Thoma & Cressey Co. of Chicago. He focuses on financing service companies in a broad spectrum of industries, with an emphasis on backing management teams to consolidate fragmented industries such as information technology, employee benefits, security, and telecommunications. Robert holds a B.A. in History from Northwestern University and an M.B.A. from Columbia University.

DINA DUBLON, CFO, JP MORGAN CHASE & CO.

Dina Dublon worked for the Harvard Business School and Bank Hapoalim in Israel, before joining Chemical Bank's capital markets group as a management trainee in the trading floor in 1981. She was promoted to senior vice president in 1989 with responsibility for corporate mergers and acquisitions, debt and equity financing. She was named CFO of JP Morgan Chase in December of 1998. Dina has been included in *Fortune's* 50 most powerful women in America, annually since 1999. Dina serves on the boards of The Hartford Group and Accenture. She's also on the board of the Women's Commission for Refugee Women & Children.

MEMBERS

DENIS BRANDJES, CEO, DIREQLEARN

Denis Brandjes is presently an independent consultant specialising in the field of Information and Communication Technologies in education and development. He is currently assisting in the development of NetDay Association, a non-profit entity providing technical infrastructure to schools in South Africa, and a continent-wide business, DIREQLearn. Until July 2001, Denis was the Executive Director of SchoolNet SA, and has been involved in schools networking in a volunteer and full-time capacity since 1995. SchoolNet SA is today the leading school networking initiative in Africa.

JOSÉ JOAQUIN BRUNNER, DIRECTOR, EDUCATION PROGRAM FUNDACIÓN CHILE

In addition to his work with the Education Program Fundación Chile, José Joaquin Brunner serves on many boards including the International Institute for Educational Planning (IIEP), the Future Council - UNESCO, the academic journal *Issues in Higher Education*, the Chilean Academy for Social, Legal and Political Sciences, and Fundación Paz Ciudadana, as well as several others. He has also worked with the Ford Foundation, UNDP, and UNESCO. During the 1970's and 1980's Mr. Brunner held several academic positions at the Universidad Autónoma de Barcelona and the International Development Research Center, as well as others. Mr. Brunner is also the author of eleven academic texts and has served as the Minister Secretary General of the Chilean Government.

ROB ECKELMANN, INTERNATIONAL INVESTOR

Rob joins the World Links board in 2002 having been Vice President of Intel since 1998, serving as head of Intel Europe, Middle East and Africa, then responsible for worldwide brand management and strategy. He previously started up Intel in much of Asia-Pacific, including China, India, and the emerging markets of Southeast Asia. He began his business career handling international strategy in the office of then-President Andy Grove. He served before that in the US government, managing international trade policy and development in the technology sector. He has lived in Singapore, Germany, France, Japan, Australia and the US. He holds degrees from Princeton, University of Chicago, & Williams College. His involvement in education & public affairs include board service at Arizona State University Business School, the Foreign Policy Association, and the German-American School of Portland, as well as delivering seminars at Stanford University and the University of Oregon.

VERNON ELLIS, INTERNATIONAL CHAIRMAN, ACCENTURE

Vernon Ellis has worked with Accenture and its predecessor firms since 1969, when he graduated from Magdalen College, Oxford, with a degree in Philosophy, Politics and Economics. Prior to his present role as Accenture's first International Chairman, Vernon was Partner for Europe, Middle East, Africa and India. He has played an instrumental part in setting the firm's strategy, focusing particularly on enabling Accenture to transform itself to work effectively across borders. Vernon has a longstanding interest in European and international affairs, and is a member of the Digital Opportunities Taskforce (DOT-force), established by the leaders of the G8 industrialized countries to tackle the digital divide. He is also Chairman of the Board of the Prince of Wales International Business Leaders Forum, and a member of Advisory Councils or Boards for the Centre for European Reform, Britain in Europe, IMD, INSEAD and the Said Business School, University of Oxford. In addition, Vernon is Deputy Chairman of the Mayor of Seoul's International Business Advisory Council. Passionate about opera, Vernon is President of the Classical Opera Company, and a member of the Board of the English National Opera.

LAWTON FITT, MANAGING DIRECTOR, GOLDMAN SACHS & CO.

Lawton Fitt has worked for Goldman Sachs for over twenty years, following a stint in the Peace Corps in Burkina Faso and business school at the University of Virginia. In 1989 Lawton joined the Equity Capital Markets Group, which concentrated on high technology companies. In September of 1999 she was named one of the twenty-five most influential people in electronic business by *Business Week* magazine. In October 1999 she was named one of *Fortune*'s 50 most powerful women in American business, in recognition for her work as Goldman's high-tech IPO "quarterback." In January 2000, she joined the board of directors of Wink Communications, and also serves on the board of Ciena Communications. In January 2001 she was assigned to London to head up Goldman's international IT investment business.

CHEIKH TIDIANE GADIO, MINISTER OF FOREIGN AFFAIRS, SENEGAL

Cheikh Tidiane earned his PhD in Communications from Ohio State University and has his Advanced Graduate Studies Diploma in Sociology of Mass Communication from the University of Paris IV, Sorbonne (Rene Descartes). He has written over seventy articles on issues of New Communication Technologies, Training and Curriculum Development, Institutional Reform and Democratization, and Development in Africa. Before becoming Minister of Foreign Affairs, Cheick Tidiane was the World Links Program Coordinator for the West Africa region. Cheikh Tidiane is fluent in Fulani/Peuhl, English, French, and Wolof and lives in Dakar, Senegal.

YOUNGHEE MICHELLE KIM-WAIT, VICE PRESIDENT, JP MORGAN CHASE, PRIVATE BANK

Younghee Michelle Kim-Wait has worked with multinational investment banks in New York, London, Hong Kong, and Tokyo for the past fifteen years as a high yield private placement and distressed assets investment specialist. She is currently pursuing private investment opportunities and her interest in minority and women's leadership development. She is a member of the Asian Society, the Japan Society, and the China Institute.

LINDA SEAN MCGINNIS, ECONOMIST

Linda McGinnis has spent nearly twenty years in the field of international development and has lived or worked in at least fifteen countries in Africa, Latin America, and Europe. Starting with a stint in the Peace Corps in Upper Volta (now Burkina Faso), she also worked for the State Department, the US Agency for International Development, and for the past decade, the World Bank. She co-founded World Links with Sam Carlson and co-managed the program with Sam at the World Bank for the first two years. Most recently, Linda took a two year leave of absence from the World Bank to "manage" her three children. She has her BA from Stanford, Masters from both Princeton and l'Institut des Sciences Politiques in Paris, and MBA from Harvard Business School.

KEITH YOCAM, DIRECTOR OF PROGRAMS, SCHOOLS ONLINE

Keith Yocam is currently the Director of Programs for Schools Online. Prior to joining Schools Online, Keith served as Program Manager for Apple Classrooms of Tomorrow (ACOT), a research and development collaboration among public schools, universities, research agencies, and Apple Computers, Inc. that ran from 1985-1998. The goal of this program was the study of how the routine use of technology by teachers and students changes teaching and learning. Keith is regarded as one of the most experienced and insightful experts in the field of educational technology in the world.



THE WORLD LINKS TEAM

SAMUEL CARLSON, EXECUTIVE DIRECTOR

Sam Carlson brings vision, strategy, tactics, and strength to the World Links management team. Trained as an education economist, Sam worked for the World Bank for eleven years before becoming Executive Director of World Links. In fact, he initiated the World Links for Development (WorLD) program in 1997 inside the World Bank before creating an independent non-profit organization in 1999. From 1992 to 1996 Sam worked in Bamako, Mali as the World Bank's education specialist. Before his work in Mali, he worked on large-scale education investments in Mexico, Costa Rica, and Venezuela that focused on primary, secondary, and vocational education. Sam holds a BA from Dartmouth College and an MPA from the Woodrow Wilson School of Public and International Affairs at Princeton University.

CHEICK KANTE, CHIEF OPERATING OFFICER

Cheick Kante is responsible for overall implementation of the World Links program. He manages all program operations, serving as both Chief Operating Officer and Chief of Research and Development. Cheick's years of experience working in economic development at the World Bank and in the private sector in Africa provides tremendous value to World Links' vision of establishing a global educational network. He holds a teaching degree from the Ecole Normale Supérieure of Mali and an MBA from the University of Arizona.

WAYNE FARMER, DIRECTOR OF DEVELOPMENT

Wayne Farmer is responsible for development of private-public partnerships. Wayne cultivates donor relationships and is the key contact for the Board of Directors. Through managing and organizing strategic fundraising events and meetings, he secures major donations. Wayne also writes grant proposals and competitively bid federal contracts. Wayne has twelve years of fundraising and strategic planning experience for both for- and non-profit organizations. Wayne holds a BA in English Literature from Washington College and a Masters degree from University of Arizona.

VISHAL SAVANI, DIRECTOR OF BUSINESS INITIATIVES

Vishal Savani brings to World Links experience in business strategy. His core responsibilities involve the conceptualization and marketing of World Links' Education Technology Professional Services offerings, forming the cornerstone of World Links' revenue generation model. Most recently, Vishal was a consultant with Mercer Management Consulting, a global corporate strategy firm that advises Fortune 500 companies in developing innovative business designs to enhance shareholder value and growth. Prior to that, he was a member of the Financial Advisory Services practice at PricewaterhouseCoopers LLP in Philadelphia. Vishal Savani holds a BA in Political Science and Diplomatic History from the University of Pennsylvania.

MARIE DRISSEL, DIRECTOR OF FINANCE AND HUMAN RESOURCES

Marie Drissel's primary focus is to control expenses and make strategic business decisions in order to preserve limited resources in support of World Links' overall mission. Marie received her MBA in finance with honors and studied at the PhD level in public administration and law. Mayor Anthony Williams of Washington, DC appointed her as the Director of the Office of Boards and Commissions overseeing the appointment process of 150 boards/commissions. Marie sits on three boards including the congressionally chartered National Capital Revitalization Corporation, Bell Multicultural High School Intern Program, and the Washington Humane Society.

MICHAEL TRUCANO, DIRECTOR OF TECHNOLOGY

Mike Trucano brings an eclectic array of experiences and talents to World Links. Currently serving as the Director of Technology and Regional Coordinator for Asia, he is responsible for overseeing the program's technology initiatives. His primary focus has been in usability issues and appropriate technologies for use in developing countries. Mike has led workshops and feasibility assessments in Asia and Africa for World Links over the last four years. Mike began his professional career as an English teacher in the Czech Republic and the United States. He has also served as Research Director for International Education Systems and as the first webmaster for the IFC (the private sector financing arm of the World Bank) and has consulted to a variety of organizations on issues related to the Internet and education, including the World Bank Institute. Mike received his AB from Bowdoin College and his MS from Georgetown University's School of Foreign Service.

JOHN HENLY, PROFESSIONAL DEVELOPMENT MANAGER

John began his secondary teaching career in 1990 teaching biology, physics, and chemistry. Early in his education career, John pursued and developed ways to integrate emerging computer technologies into his teaching. Since 1996, John had developed and instructed a number of online teacher professional development courses for the University of Washington. John began his work with World Links in 1998 as a professional development facilitator on a mission to Ankara, Turkey. He has subsequently facilitated workshops in Israel and Palestine, consulted as a member of the World Links professional development materials editorial board, and revised and developed workshop curriculum. John is currently leading the World Links eLearning Initiative. John holds a BS in Biology from the University of Oregon and a Masters degree in Curriculum and Instruction from City University.

SEMRA SEIFU, E-LEARNING SPECIALIST

Semra brings to World Links over 8 years of human performance, development, and change management experience from both Accenture and Ernst and Young. Her responsibilities include leading the development of World Links' e-learning teacher professional development program, and program management in the East African region. Semra also supports business development activities with development agencies, foundations and private sector firms to generate additional resources for World Links' programs in Africa and around the world. Semra holds a BA in Foreign Languages and Literature from Addis Ababa University, and an MS in Education Technology from Purdue University.

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Bob Kakoliris, BS Candidate

Edmund A. Walsh School of Foreign Service, Georgetown University

Nirmal Singh Nijjar, BBA Candidate

School of Business and Public Administration, The George Washington University

Amir Tejani, BBA Candidate

School of International Service, American University



STRATEGIC PARTNERSHIPS

World Links has forged strategic partnerships with over 50 educational networks, non-profit organizations, foundations, and private sector corporations worldwide. A partial list of partners includes:

Academy for Educational Development (AED)	iEARN
ASEAN Schoolnet	Industry Canada/Canada SchoolNet
British Council	Intel Corporation
British Council Australia	International Literacy Institute
Canada SchoolNet	KONET World
CENSE: Commonwealth Network for Schools and Education	Nanyang Polytechnic Partners of the Americas
Computer Aid International	Rotary International
Counterpart International	Schoolnet India, Limited
Development Education Program of the World Bank	SchoolNet South Africa
Development Space	Schools Online
Education Development Center (EDC)	Sister Cities International
Education Network Australia (EdNA)	StargazerNet Foundation
EOE Foundation	ThinkQuest
Enlaces	US Peace Corps World Wise Schools
European Schoolnet	UN CyberSchool Bus
Global SchoolNet (GSN) Foundation	UNESCO: Learning Without Frontiers (LWF)
The GLOBE Program	UNICEF Voices of Youth



WORLD LINKS

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