



AED • IN ASIA

ACADEMY FOR EDUCATIONAL DEVELOPMENT

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AED IN ASIA

ACADEMY FOR EDUCATIONAL DEVELOPMENT



Academy for Educational Development
Connecting People > Creating Change

R U S S I A



AED in Asia

Founded in 1961, the Academy for Educational Development (AED) is an independent, nonprofit, charitable organization that operates development programs in the United States and throughout the world. A total of 52 project offices have been established in Asia, Central and Eastern Europe, Africa, the Middle East, and Latin America. Since our inception some 40 years ago, the size of the staff has grown to more than 1,200 worldwide.

AED's work in Asia has centered on institution-building, taking advantage of its advanced state of development to foster innovation and greater effectiveness of its institutions. During the 1980s and 1990s a series of investments in communication technology resulted in cost-effective measures for supporting development activities for the world's largest continent. Current efforts include providing support for higher education planning, strengthening civil society, and preventing the spread of HIV/AIDS. The expansion of primary education, especially girls' education; feasibility planning for a new women's university in Bangladesh; and a continual emphasis on maternal and child health have made women in Asia a central focus of our work across sectors.

For more than 30 years, AED has worked to support development programs using our experience and technical expertise in health, education, leadership development, and the environment. This directory presents an overview of our endeavors in Asia and illustrates our proven experience in helping clients meet complex present and future challenges.

Current AED Programs Include:

- Asia Near East Technical Support Project
- Global Civil Society Strengthening Project
- Strategic Technical Assistance for Results with Training
- Environmental Education and Communication Indefinite Quantity Contract
- LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Nutrition Program
- Micronutrient Support Activity
- Asian Business Coalition on AIDS – SMARTWork Joint Publication
- Content Production for the Global Development Learning Network
- Empowerment of Women Research Program
- Support for Gender Strategies for the Cisco Networking Academy Program II
- Support for Gender Strategies for the Cisco Networking Academy Program in Ten Focus Countries
- Energy and Environment Training Project
- Regional Study of Trends, Issues, and Policies in Education
- Reducing Child Malnutrition in Priority Asian Countries
- Asian Telecommunications Training Assessment
- Basic Support for Institutionalizing Child Survival
- Environmental Education and Communication Project
- Southern Asia Water and Sanitation Assessment
- HEALTHCOM I and II – Communication for Child Survival
- Technologies for Primary Healthcare
- Population Communication Services

AFGHANISTAN

Teacher Training — Capacity Building in Afghanistan (2004–2005)

Funding: American Red Cross

The Teacher Training — Capacity Building in Afghanistan Project is an intervention designed to remedy the serious teacher-training shortfall in this republic located in south-central Asia. It seeks to introduce a school cluster program in Kabul, the capital and largest city, in Mazar-e-Sharif, and in Herat, where it is safe to operate. The Minister of Education has shown a particular interest in seeing such programs initiated.

Rural Expansion of Afghanistan's Community-Based Healthcare (2003–2004)

Funding: Management Sciences for Health; USAID

AED's role has been to serve as a subcontractor to Management Sciences for Health on the Rural Expansion of Afghanistan's Community-Based Healthcare Program (REACH). We worked primarily with the Ministry of Health (MOH) to implement the public education component of the program and to help develop a comprehensive health communication policy to improve basic healthcare for the Afghan people.

Kabul — Training Program of Effective School Management (2003)

Funding: Pacific Consultants International; Japan International Cooperation Agency

AED, in partnership with Pacific Consultants International, developed and implemented a teacher development program for Afghanistan. Major emphasis was given to training head teachers and assistants in basic school management and to creating opportunities for the professional development of teachers. In this regard, approximately 70 head teachers and their assistants from 45 schools in Kabul City were provided an opportunity to develop a basic plan on how to improve the learning environment for students. In addition, 36 teachers from various schools were provided peace and civic education training and then returned to their clusters and provided the same training to other teachers.

Feasibility Study on Private-Sector Involvement in the Development of Tertiary Education in Afghanistan (2003)

Funding: Afghanistan Ministry of Higher Education

AED conducted a study to provide a framework for developing national policies and strategies to incorporate the private sector in support of Afghan higher education. Given the potential for high demand of tertiary education and the lack of government funds to meet this demand, private education in Afghanistan may offer viable alternatives.

BluePack Project (2002–2003)

Funding: American Red Cross

Immediately after the defeat of the Taliban, more than 10 million children in Afghanistan suffered from the effects of two decades of occupation and civil war. In 2002, AED had delivered 40,000 BluePacks to children in refugee camps in Pakistan's Balochistan and North West Frontier provinces. Shortly thereafter, we expanded our efforts to

include the delivery of 200,000 BluePacks to Afghan children. The BluePack Project was an initiative to provide emergency school and hygiene supplies to boys and girls in Afghanistan, including pencil sharpeners, erasers, rulers, writing tablets, chalk and chalkboards, ink, traditional bamboo pens, and wooden takhti writing boards. The BluePacks also contained soap, brushes, combs, and a ball and jump rope.

Afghanistan Education Sector Comprehensive Needs Assessment (2002)

Funding: Asian Development Bank

The primary objective of this undertaking was to assist the Afghan Interim Authority in preparing a detailed needs assessment of the education sector. We also provided the team leader and education finance specialist.

Afghanistan Teacher Training (2002) **Funding: Pacific Consultants International; Japan International Cooperation Agency**

AED's role was to design a series of workshops to instruct head teachers in the concept of cluster-based training, the role of school resource rooms, and the management and maintenance of resource rooms through school and community resources. During the workshops, head teachers identified key issues, defined their needs, and discussed how best to use and plan for effective management of the facilities.

Urgent Rehabilitation Support Programs in Afghanistan (2002) **Funding: Japan International Cooperation Agency**

As part of this effort, AED provided a senior consultant responsible for education sector planning for the Urgent Rehabilitation Support Programs in Afghanistan. This consultant worked with a team of architects and engineers in the education sector to determine facilities and equip-

ment needs based on Afghanistan's initial plan for education. The consultant reviewed plans with the Ministry of Education, the Ministry of Higher Education, and the Ministry of Women's Affairs. In addition, she interviewed other donors to ensure that the Japan International Cooperation Agency investment complemented, rather than duplicated, other efforts. She also assisted the education sector team in preparing a construction plan and in conducting research.

Afghanistan Human Resources Development Project (1992–1995)

Funding: USAID

The Human Resources Development Project (HRDP) helped to rehabilitate Afghanistan during the post-war period by training professionals to set direction and provide leadership as well as skilled labor to rebuild the infrastructure and deliver critical social services. AED helped consolidate selected training activities, focusing on basic trade and office skills and in-country and international professional training. Four cross-cutting

AED mandates were followed in implementing the HRDP: (1.) training focused on areas inside Afghanistan; (2.) the project promoted the participation of disadvantaged groups, such as women, members of underserved ethnic groups, and the handicapped; (3.) trainees learned to mobilize local community participation; and (4.) training was designed to maximize the potential for post-training employment. The broad-based approach to training laid the foundation for long-lasting economic and political participation in free Afghanistan.

Afghanistan Education Sector Support Project (1990)

Funding: USAID

AED evaluated the Education Sector Support Project and presented specific recommendations for further development of the role of the project in reconstructing Afghanistan's education and human resources system. Our final report suggested improvements in the worker development and participant training components of the pro-

gram; in curriculum development, teacher training, and instructional materials for primary and secondary education and literacy programs; and in the institutional development of the Education Center for Afghanistan.



BANGLADESH

Global Civil Society Strengthening Project: South Asia Regional Initiative/Equity (2003–2006)

Funding: USAID

The South Asia Regional Initiative/Equity (SARI/Q) Project is a three-year effort managed by AED, Management Systems International, and the South Asia Partnership-International aimed at increasing the capacity of indigenous non-governmental organizations (NGOs) to address violence against women and child labor through research, network development, and advocacy and action programs. Emphasis is placed on regionwide and cross-border components. SARI/Q partners also organize conferences that enable key players to

discuss success stories, conduct advocacy training and research, and develop a Web-based, state-of-the-art portal to promote the exchange of information and ideas.

Causes and Consequences of Early Marriage in Bangladesh (2003–2005)

Funding: David and Lucile Packard Foundation; John D. and Catherine T. MacArthur Foundation

The Causes and Consequences of Early Marriage in Bangladesh Program works to change the practices of governments, NGOs, and funding agencies and to make them more effective in discouraging early marriage and childbearing. The program produces information and analysis

regarding the factors affecting families' decisions about the timing of marriage and initiation of childbearing. The information is then used to develop specific policy and program interventions that can be implemented both at the local and national level. Specific activities include: collecting qualitative and quantitative data on the causes and consequences of early marriage and childbearing; working with the Bangladesh Women's Health Coalition and other potential partners to develop concrete interventions that can be implemented both at the local and national levels; and disseminating the results to local leaders, national policy-makers, and international donors to support the development of more effective strategies for addressing the problem.

Global Development Alliance Public-Private Alliance in Education (2002–2007)

Funding: USAID

AED is part of the Public-Private Alliance in Education under USAID's new business model, the Global Development Alliance (GDA). The GDA Public-Private Alliance in Education Project is a five-year effort created to improve the quality of education worldwide. The Alliance supported the creation of the Asian University for Women in Bangladesh. AED, USAID, and the Asian University Support Foundation have formed a partnership to assess the viability of an Asian University for Women. The university would attract and prepare talented young women from diverse backgrounds in Asia, with a special emphasis on poor and rural women, for positions of political, financial, cultural, and social leadership. It would offer a three-year undergraduate liberal arts education followed by a two-year professional program.

Global Civil Society Strengthening Project: Bangladesh Human Rights Advocacy Project (2001–2006)

Funding: USAID

The AED Bangladesh Human Rights Advocacy Project (BHRAP) is designed to promote a community of human rights organizations in Bangladesh capable of acting strategically in a politicized environment and working together to influence policy and improve the human rights environment. AED, working closely with Management Systems International (MSI), implements the project. It seeks to develop more effective advocacy of human rights in Bangladesh by strengthening the capacities of human rights groups for research and analysis, strategic planning, policy formulation, networking and coalition-building, and outreach to decision-makers and citizens.

Thus far, ten Bangladeshi organizations have been awarded one- to three-year grants for the promotion of children's rights, legal action against trafficking of women and

children, advocacy against violence toward women, and monitoring and reporting on torture in police custody. The team held a workshop on message development for violence-against-women issues, and AED/BHRAP conducted a week-long study tour for 17 Bangladeshi participants from various NGOs that work in the field of violence against women.

The CHANGE Project — Behavior Change Innovation, State-of-the-Art Activity (1998–2005)

Funding: USAID

The CHANGE Project develops and tests new and improved behavior-change tools and approaches to yield direct, measurable modifications in key institutions, communities, and families, within the context of the child survival, maternal health, and nutrition results packages. It provides USAID with global leadership in understanding the critical role of effective behavior-change strategies in reaching health and nutrition development

goals and in advancing effective tools to achieve these purposes. Project staff work with local governments, USAID cooperating agencies, private voluntary agencies, and nongovernmental organizations to integrate behavior-change strategies into new and existing child survival, maternal health, and nutrition activities. Collaboration with these various groups helps the field to address the difficult issues of sustainability, community participation, reaching the hard-to-reach, and reduction of long-term costs.

In Bangladesh, the team selected four facilities to represent urban, rural, private, and public maternity care environments. The public urban hospital, the largest pretest site, serves as a training institute and manages 6,500 deliveries annually. The private urban facility and the two rural facilities serve a smaller number of obstetric patients, and utilization of facility-based obstetric care is low. Each of the four pretest facilities manages routine delivery as well as other types of obstetric cases, including surgical ones.

Bangladesh — Primary Education Sector Improvement (2003)

Funding: Asian Development Bank AED and a Bangladesh subcontractor, Data-International, assisted the Government of Bangladesh Primary and Mass Education Department in assessing the status of primary education in Bangladesh, identifying gaps and preparing a plan for the next stage in development of the sector. The primary objectives of the planning process included reaching the extremely poor and isolated population groups and improving the quality of education. Specific activities included: (1.) reviewing education policy and analyzing priority strategies, including targets and indicators; (2.) formulating a medium-term financing framework and resource allocation in support of a pro-poor outreach program; and (3.) initiating and consolidating a sustainable participatory process that includes interministerial collaboration with local government, donors and funding organizations, civil society, and the private sector. AED consultants

offered specific expertise in policy development, planning, and management in education and garnered support for primary education sub-sector programs. The outcome was a macro-plan for the six year, \$1.6 billion (U.S.D.), multidonor-assisted second Primary Education Development Program (PEDP II).

Concern Bangladesh Strategy Development (2003)

Funding: Concern Worldwide USA

Serving as a subcontractor to Concern Worldwide USA, AED developed a practical strategy for promoting effective child survival practices among private practitioners in Bangladesh. The blueprint was used to inform national policy-makers regarding the reduction of maternal and child mortality and morbidity.

Empowerment of Women Research Program: Cairo's Multisectoral Population Policy and Its Effects on Women's Lives (2001–2003)

Funding: Hewlett Foundation

In Bangladesh, AED conducted qualitative and quantitative research on the links between gender equity, women's empowerment, and reproductive health, with a special focus on the institution of marriage. This examination documented the effects of policy and program interventions across sectors in furthering women's empowerment and gender equity, increasing age at marriage, and reducing gender-based violence. One component of the study investigated the effects of women's empowerment on the timing of their children's marriages and initiation of childbearing as well as on their children's marital relationships.

Empowerment of Women Research Program: Research to Document the Impact of the Cairo Agenda from Women's and Communities' Perspectives (2001–2003)

Funding: Moriah Fund

In Bangladesh, the program goal was to elucidate the mechanisms through which gender inequality negatively affects women's health and promotes population growth in a resource-poor setting. Research involved examining the processes through which gender relations, women's empowerment or disempowerment, and the social mechanisms that regulate marriage mediate the effects of policies and programs in these areas.

Bangladesh Second Primary Education Sector Development Project (1999–2000)

Funding: Asian Development Bank

AED provided specialists to strengthen the National Curriculum and Textbook Board to administer its new role in performance testing in key subject areas as well as to

improve its effectiveness in curriculum design and textbook production. With assistance from external funding, Bangladesh made significant progress in expanding its primary education subsector, including increased enrollment, increased number of female teachers, revised curriculum and textbooks, and additional financing of primary schooling. This project was part of the comprehensive Primary Education Development Program now instituted by the Ministry of Education.

Energy and Environment Training Project: Senior Management Training for the Bangladesh Power Development Board (2000–2001)

Funding: USAID

AED developed and delivered a training course for senior- and middle-level managers of the Bangladesh Power Development Board (BPDB) to better prepare them to manage their changing organization. The courses enabled the participants to create a more open and participatory environment within the BPDB and demonstrate

improved leadership and management skills, with special emphasis on internal human resource issues and financial matters. AED also identified a selected number of the participants who could serve as continuing trainers for the senior management program and delivered a five-day training-of-trainers' (TOT) course for those candidates selected by the BPDB. During FY 2001, approximately 80 BPDB managers were trained in four courses.

Bangladesh Primary School Performance Monitoring Project (1998–2001)

Funding: Asian Development Bank

The Primary School Performance Monitoring Project (PSPMP) was designed to establish systematic monitoring of classroom performance over time to inform the government about the impact and effectiveness of the reforms. The technical assistance team constructed, tested, and validated a model for classroom monitoring. AED provided technical assistance

to: (1.) develop a model for accurate monitoring at the classroom-level of teaching and learning practices and student performance; (2.) use the model to provide the government and funding agencies with annual information on the status of classroom performance; and (3.) develop local capacity for monitoring classroom performance. The team collected data and analyzed one classroom in 100 schools, twice a year, over the three-year period.

Bangladesh Female Secondary School Assistance Program Japan Grant: Management Information Systems and Institutional Development Component of Female Secondary School Assistance (1992–1994)

Funding: Japanese Special Fund; the World Bank

The Bangladesh Female Secondary School Assistance Program (FSSAP) was a collaborative undertaking by the Government of Bangladesh, the World Bank, and Japan, designed to promote public

18 awareness of the value of girls attending secondary schools. Program activities encompassed an examination of scholarships and stipends to increase girls' enrollments; funds for teacher salaries; occupational skills' training for girls who leave school early (after 8th, 9th, or 10th grade); enhancement of the school environment through water supply and sanitation programs; promotion of public awareness of the value of educating females; and strengthening of the Ministry of Education at the central and local levels.

AED was asked to promote public awareness by encouraging active community involvement in girls' education; by improving public attitudes and behavior in support of female education; and by informing the public of FSSAP services and information channels. In implementing and evaluating pilot public information campaigns, the Academy emphasized the use of community-based studies, the integration of mass media, interpersonal focus-

group research, and community outreach mechanisms. In working to promote institutional development, the Ministry of Education (MOE) implemented the FSSAP through its Directorate of Secondary and Higher Education (DSHE). We assisted the MOE/DSHE in developing a national capacity for implementing the FSSAP and future projects. AED's technical assistance and in-country training related directly to institutional strengthening at both the central and local educational levels.

Bangladesh Nutrition Education Intervention Evaluation (1991)

Funding: USAID

Academy staff analyzed data collected from an evaluation of the nutrition education program for lactating mothers and children of weaning age implemented by the Bangladesh Rural Advancement Committee (BRAC). The study examined successes and barriers to the effectiveness of family-oriented nutrition education targeted at improving mothers' diets and intro-

ducing weaning foods. As a result of the findings stemming from our review, a report focused on policy implications was produced and disseminated worldwide.

Bangladesh Market Assessment of Oral Rehydration Salts (1985)

Funding: USAID

Through the Bangladesh Social Marketing Project, AED assessed efforts to promote the use of oral rehydration salts (ORS) to develop a plan for the social marketing of ORS. Subsequently, AED assisted in conducting an anthropological survey of 240 men and women in five districts to reveal knowledge, attitudes, and practices related to diarrhea and ORS. A marketing research study was also conducted with the assistance of a Bangladesh firm, Market Research Consultants. The results of the two studies were analyzed and formed the basis for a plan to market ORS in the country.

Bangladesh Higher Education in Agriculture (1983)

Funding: USAID

AED's primary role was to assess the Bangladesh system for higher education in agriculture and its needs for assistance; its relationships with, and relevance to, existing agricultural research, training, and extension institutions; and the degree to which the system could satisfy present and projected human resource requirements of such institutions. Our preliminary survey identified the major policy constraints and the receptivity of the government in reformulating educational policy toward agricultural higher education.



CAMBODIA

Global Alliance for Vaccine Immunization Support Services Study (2004)

Funding: Global Alliance for Vaccine Immunization; Abt Associates, Inc.

AED participated in a study of Global Alliance for Vaccine Immunization (GAVI's) immunization support services (ISS) finance scheme. The project included a desk review of experience from 53 recipient countries and case studies conducted in six countries, which evaluated the processes for allocating ISS funds and the impact to date at the field level.

Roll Back Malaria (2002)

Funding: UK Department for International Development

AED participated in the external evaluation of the Roll Back Malaria (RBM) Initiative, funded by the UK Department for International Development. RBM was launched in 1998 to address the problem of malaria, which worldwide causes 300 to 500 million episodes of acute illness and 1.2 million deaths annually. The seven-member evaluation team, with expertise in communications, economics and finance, health systems, human resources, global partnerships, and research, made three country visits and interviewed many partners and stakeholders. During a series of phone

interviews with persons in country that participated in Roll Back Malaria, the team also drew on a comprehensive internal evaluation conducted by World Health Organization about monitoring and evaluating malaria in complex emergencies.

NGOs and private practitioners. AED produced a document titled Including Formal and Informal Private Practitioners in Child Survival Programs in Cambodia: Outline for Developing a National Strategy and a Plan of Action.

World Health Organization Cambodia Dissemination Strategy (2002)

Funding: World Health Organization

Our work for the World Health Organization consisted of helping to develop a national strategy and action plan in Cambodia to include formal and informal private practitioners in child health programs.

The intent of the strategy was to improve the effectiveness of the services private practitioners (PP) provide for treating common childhood illness. The effort included conducting a situational analysis by reviewing documents and studies as well as interviewing government officials, international partners,

CHINA

Global Civil Society Strengthening Project: China Anti-Sweatshop Initiatives (2001–2005)

Funding: USAID

The Anti-Sweatshop Initiatives Project provides funding to nonprofit, nongovernmental organizations working to improve labor conditions. The program addresses the need for communication and outreach among donors and nonprofit organizations both domestically and internationally. AED works to improve the capacity of organizations working to promote anti-sweatshop campaigns; enhance coordination among organizations working to improve labor conditions in countries with a high concentration of sweatshops; increase stake-

holder involvement in anti-sweatshop initiatives through effective outreach and coordination; and facilitate advocacy efforts to change the legal framework regarding labor conditions. The China Working Women's Network (CWWN) established the Occupational Safety and Health Resources and Education Center for South China (OSHREC) under a grant received from this program. The center promotes female migrant workers rights regarding occupational safety and health.

Microsoft Research Study (2003)

Funding: Microsoft Corporation

The Microsoft Research Study evaluated public technology access centers. The first review, which covered

nonprofit access centers in 15 countries, was distributed to Microsoft subsidiaries worldwide. Following the release of the first report, China requested a similar appraisal. In response, AED engaged the services of consultants with regional experience and completed the requested reports concerning the public technology access centers.

Research on Newborn and Maternal Health Practices Among Families in Tibet Autonomous Region of the People's Republic of China (2001–2002)

Funding: University of Utah; National Institutes of Health

The Center for Applied Behavioral and Evaluation Research (CABER) conducted research on newborn and maternal health in the Tibet Autonomous Region. Funded by the National Institutes of Health, this project was a collaborative effort of AED, the Mentsikhang Traditional Tibetan Medicine and Astrological Hospital, the University of Utah Medical School, and the University

of California at San Francisco. CABER staff designed and implemented qualitative and quantitative research on household-level beliefs and practices during labor, delivery, and the immediate postpartum period. On the basis of the results, the team recommended feasible intervention strategies to avert maternal and newborn deaths in rural Tibet.

China HIV/AIDS Formative Research (1999–2001)

Funding: Ford Foundation

In mainland China, HIV prevalence is increasing by more than 30 percent annually. At present, more than one million people are living with HIV disease. In China and throughout the world, sex workers are at high risk for HIV infection, and the sex trade perpetuates not only HIV but also a host of sexually transmitted diseases (STDs). AED, therefore, worked with a local NGO, the Beijing Association of STD and AIDS Prevention and Control, to design a prevention

intervention for sex workers in the capital city. Our research involved interviewing sex workers about their backgrounds, lifestyles, STDs, and HIV risk behaviors. Our findings led to a number of recommendations to the association concerning HIV prevention interventions for this marginalized population.

China Strengthening the Department of Ethnic Minority Education (1997–1998)

Funding: Asian Development Bank

This project had three primary objectives: (1.) to review and assess data requirements for policy formulation, implementation, and monitoring at central and local levels; (2.) to examine current approaches to ethnic minority education research; and (3) to study current approaches to ethnic minority education. In pursuit of these objectives, AED provided technical assistance to strengthen the Department of Ethnic Minority Education in China in the areas of policy formulation and implementation, edu-

cation research, bilingual education, and education management information system (EMIS).

INDIA

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Global Civil Society Strengthening Project: South Asia Regional Initiative/Equity (2003–2006)

Funding: USAID

The South Asia Regional Initiative/Equity (SARI/Q) Program is a three-year effort managed by AED, Management Systems International, and the South Asia Partnership-International aimed at increasing the capacity of indigenous non-governmental organizations (NGOs) to address violence against women and child labor through research, network development, and advocacy and action programs, with emphasis on regionwide and cross-border components. In addition to their work with NGOs, SARI/Q partners organize conferences where

key players are able to discuss success stories, conduct advocacy training and research, and develop a Web-based, state-of-the-art portal to promote information exchange.

The dot-EDU / Learning Systems (2001–2006), Associate Award: Technology Tools for Teaching and Training in India (2002–2005)

Funding: USAID; Education Development Center, Inc.

The dot-EDU program provides assessments, pilots, and technical assistance to increase the reach, quality, and gender equity of programs in basic education, teacher training, and higher education through information and communication technology (ICT). It also

develops distance learning programs using multimedia and CD-ROM technology and offers new solutions for learning systems in countries suffering the effects of civil unrest, natural disasters, and HIV/AIDS.

This dot-EDU Associate Award, Project T4, uses technology tools for teaching and training in India to combat the low levels of educational quality in India, especially among girls and other vulnerable populations. As part of its broader strategy, the project seeks to deliver better training, support, and hands-on practice for educators and students by deploying information and communication technologies (ICTs) such as interactive radio instruction. Most importantly, it actively supports continuing innovations in the sector, particularly existing models that offer opportunities for replication and scalability.

Food and Nutrition Technical Assistance Project (1998–2008)

Funding: USAID

The Food and Nutrition Technical Assistance Project (FANTA) maximizes the impact of nutrition and food security-related programs implemented by USAID and its partners in developing countries. This undertaking provides technical assistance in nutrition and food security-related program design, implementation, monitoring, and evaluation as well as nutrition and food security policy and strategy development. This project's strategic objective is "improved food and nutrition policy, strategy, and program development" with three intermediate results: (1.) strengthening of USAID's and cooperating sponsor's (CS) nutrition and food security-related program development, analysis, and monitoring and evaluation activities; (2.) the formation of improved, integrated nutrition and food security-related strategies and policies; and (3.) the adoption of best practices and acceptable standards in nutrition and food security-

related policy and programming by USAID, cooperating sponsors, and other key stakeholders.

FANTA provides technical assistance to the child survival initiative in the northern state of Uttar Pradesh. Its work in India focuses on strengthening the impact of interventions particularly those related to nutrition. FANTA provides continuing technical support to the USAID India Mission and to PVOs in incorporating women's nutrition components into all program activities, in addition to strengthening the nutritional impact of exclusively maternal and child health activities.

Global Civil Society Strengthening Project: India – Increasing the Access of Vulnerable Populations to Justice — Phase II (2003–2004)
Funding: USAID

During the initial phase of the project, an activity concept paper was prepared. Phase Two activities involved addressing recognized gaps in the research uncovered during

the design process. The studies and research carried out by local NGOs under the second phase strengthened USAID's relationships with those NGOs involved in research and applied work on women's rights issues in particular. AED's partner under GCSS, Management Systems International (MSI), designed and implemented both phases.

Global Civil Society Strengthening Project: India — Increasing the Access of Vulnerable Populations to Justice — Phase I (2002–2003)
Funding: USAID

The Global Civil Society Strengthening (GCSS) Project is a five-year cooperative agreement funded by the USAID Global Bureau's Center for Democracy and Governance to develop and implement short- and long-term civil society strengthening activities to support U.S. foreign policy priorities. Women in India, particularly poor women from scheduled castes, tribes, or minority communities, and face serious obstacles in protecting their basic human rights. This project, therefore,

sought to develop a fully defined strategy and program description for increasing the access of vulnerable populations to justice in India. It included a brief desk study of possible approaches to access to justice and two, three-week design trips to New Delhi and the prospective target states.’

**Development Study on
Reproductive Health in the State
of Madhya Pradesh, India
(2000–2001)**

**Funding: Japan International
Cooperation Agency**

This development study formed the basis of a plan for improving women’s reproductive health in all five districts of the Sagar Division, in the State of Madhya Pradesh. The plan reflected individuals’ needs within the framework of the central and state government’s policies and with participation of the district’s health agency and people within the community. The study team used a combination of project reviews, a participatory needs assess-

ment workshop, and a field survey in the target districts. The survey addressed supply-side determinants of reproductive health practices such as laws and regulations, health sector human resources, and health institution management information systems. An examination was also made of such demand-side determinants as health-seeking behaviors, the nutritional status of women and children, and the importance of health services and hygiene in the community. AED, through two consultants on the study team, provided technical expertise in the areas of maternal and child health, behavior-change communication, and health education.

**Expanding Advocacy for Girls’
Education in India (1998–2001)**

Funding: USAID

Under the Women in Development Technical Assistance (WIDTECH) Project, Ready to Learn (RTL) staff helped to build the capacity of the Indian NGO, the Better Education through Innovation (BETI) Center,

to increase and improve girls' education in Uttar Pradesh, India. RTL provided technical assistance to the BETI Center to serve as an information hub and resource in policy analysis, advocacy, and monitoring of girls' education for community stakeholders.

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India Integrated Child Development Services Projects I and II and Tamil Nadu Integrated Nutrition Project II (1993–1995)
Funding: World Bank

AED participated in a series of missions to India for the World Bank to supervise the Integrated Child Development Services (ICDS) Projects (I and II) in four states and the Tamil Nadu Integrated Nutrition Project (TINP II). Our involvement encompassed supervision of the programs in communications as well as the undertakings involving women and adolescent girls. TINP, one of the world's largest, successful nutrition programs focused on community growth monitoring and selective supplementary feeding of those who were either malnourished

or faltering in growth as well as services for pregnant and lactating women. The ICDS program was a federal effort emphasizing growth monitoring as well as integrated health services for both mother and child as well as several pilot schemes for adolescent girls.

Academy staff supervised all aspects of the communications and women's and girls' programs, including management of research companies, strategy design, and production of materials. The Second Tamil Nadu Integrated Nutrition Project targeted children from birth to three years old as well as pregnant and nursing mothers. Women from the local community were trained to conduct growth monitoring, provide food supplementation, and teach mothers and other family members how to care for their children. The project achieved a significant reduction in child malnutrition.

India Communication Materials Assessments (1993–1994)

Funding: World Health Organization

Six supervisory consultancies to India focused on the Tamil Nadu integrated Nutrition Project and the Integrated Child Development Services (ICDS) Projects (I and II). The first of these was one of the world's most successful child nutrition efforts, combining growth monitoring and supplementary nutrition for young children with programs to empower women through community support groups and educate caregivers in different child survival topics. The ICDS programs also included a preschool component for children aged 4 to 6 and for prenatal and lactating mothers as well as adolescent girls. AED staff participated as a member of a WHO team to assess the status of AIDS communication materials in several Indian states. We also assessed the progress of a project designed to improve nutrition education in six Indian states and pre-

sented recommendations for guidance in making needed changes in the direction of the projects.

Indefinite Quantity Contract: Agricultural Higher Education (1986–1987)

Funding: USAID

As part of a continuing series of impact evaluations of agricultural higher education projects, the Academy conducted countrywide assessments in India. Results of the evaluation were incorporated into a strategy that was employed in improving USAID's agricultural higher education projects.



INDONESIA

Second Junior Secondary Education Project — Indonesia Scholarship Support Project (2002–2005)

Funding: The British Council

Through the Indonesia Scholarship Support Project (ISSP), AED administers scholarships for 22 Indonesian scholars enrolled in masters' and doctoral programs in the U.S. The Second Junior Secondary Education Project (SJSE) includes monitoring the scholars' academic progress and welfare, maintaining communications with their professors and advisers, and helping them adjust to the U.S. higher education system. Participants are staff members of the Republic of Indonesia's Ministry of Education who are involved in strengthening the sec-

ondary school system in the country. While in the U.S., scholars pursue advanced degrees in such fields as educational planning and management, school administration, policy development, classroom-based assessment, curriculum development, and school innovation.

Environmental Education and Communication Indefinite Quantity Contract: National Media Campaign for Sustainable Forest Management in Indonesia (2002–2004)

Funding: USAID

The Environmental Education and Communication Indefinite Quantity Contract (GreenCOM II) in Indonesia promoted a large-scale

media campaign that educated citizens of the country regarding illegal logging and spurred them to action to save their forests. Environmental communication specialists from Indonesia and elsewhere worked with local firms in conducting market research to create targeted television, radio, and print messages. AED was asked to undertake technical training to enable students to take advantage of communication technologies, such as video editing programs, to help them reach a wide variety of audiences. GreenCOM staff conducted workshops for Indonesian communicators on environmental reporting and strategic communication for social change. The NGO coalition enlisted the backing of several influential Indonesian opinion leaders and popular celebrities to reinforce the importance of its message.

Regional Educational Development and Improvement Project II (2002–2004)

Funding: Japan International Cooperation Agency

As a result of the success of the first Regional Educational Development and Improvement Project (REDIP), the Japan International Cooperation Agency funded a second effort to expand and refine the successful activities. More subdistricts and schools were included, thereby doubling the number of participants. Each school and subdistrict community development team submitted a proposal for a specific amount of funding rather than being required to select specific pilots. The project continued the growth of community organizations and the principal and teacher professional development organizations. The training developed capacity in conducting needs analysis, preparing plans, mobilizing resources to implement the plans, conducting monitoring and evaluation activities, and implementing fund-raising activities.

The Study on Critical Land and Protection Forest Rehabilitation at Tondano Watershed (2000–2001)

Funding: Japan International Cooperation Agency

The Tondano Watershed has changed dramatically over the years as the economics of the region has changed. AED evaluated the capacity of the key government and private organizational stakeholders to determine the ability of organizations to implement project recommendations. As part of this effort, we collected and analyzed data related to organizational structure, capabilities, and management of stakeholder organizations. Data were evaluated to determine the strengths and weaknesses of the organizations. An analysis was also made of existing laws, policies, and development plans affecting the forestry sector. On the basis of this detailed examination, we prepared an institutional development plan as well as a technology transfer design.

Regional Educational Development and Improvement Project I (1998–2002)

Funding: Japan International Cooperation Agency

Seeking to assist in preventing school dropouts resulting from the economic crisis, AED conducted a sector review in the target provinces of Central Java and North Sulawesi. Our activities encompassed a baseline survey as well as a series of pilot studies. Fifteen school clusters representing more than 175 junior secondary schools implemented the pilots designed to build the capacity of teachers, principals, and community through established organizational structures. Of particular importance was the creation of subdistrict community development teams (TPK) who supported groups of junior secondary schools and the community through fund-raising, scheduling of events involving the arts, public speaking, sports, and in-service training. The project was highly effective in involving community stakeholders in all aspects of education; creating

communities of educators from public and private, secular, and religious schools who shared ideas and sought professional development activities; and producing a linking mechanism between schools and districts.

Indonesia Third Community Health and Nutrition Project (1995–1998)

Funding: U.S. Department of Health and Human Services; Government of Indonesia; and the World Bank

AED worked with the Center for Community Health Education (PPKM) to implement the health education component of Third Community Health and Nutrition Project (CHN-III), which was aimed at strengthening the capacity of provincial and district units to design, implement, and evaluate public health communication programs that result in large-scale behavior change. We were also asked to assist the center in redefining its relationships with the provinces given Indonesia's movement toward a more decentralized system. Our involvement also included efforts to improve skills

and processes in program planning and implementation, particularly in the areas of formative research, communication planning, materials development and pretesting, monitoring and evaluation, and program management. Overall, the project expanded the ability of national and provincial PPKM offices to design, pretest, and deliver health education materials and programs that promote behavior change among intended audiences.

Indonesia Biodiversity Conservation Promotion Program Indonesia Environment and Natural Resources (1993–1996)

Funding: Global Environmental Facility; the World Bank

The Academy prepared a program framework to develop a communication and behavior-change strategy in support of the Indonesian National Biodiversity Action Plan, which was funded through the Global Environmental Facility and implemented by the World Bank.

Indonesia Government Management Systems Program (1993)

For a group of 28 senior members of the Indonesian President's Cabinet Secretariat and the Ministry of Interior and Planning Development, AED organized a three-week intensive program in Washington, D.C., to study aspects of the U.S. Federal Government, including budget development, legislation, personnel management, and policy communication.

Indonesia Training Needs Assessment (1992)

Funding: Government of Indonesia
AED analyzed the organizational structure of the Ministry of Education and Culture (MOEC). Technical assistance was provided for in the areas of financial and legal affairs, personnel, public relations, supplies, international cooperation, organization and operations, and planning. An analysis of the personnel was conducted, with a summary of attitudes, knowledge, and skills

required to complete their work. AED reported on opportunities for improvement by the MOEC in the areas of personnel incentives and working conditions.

Indonesia Graduate Fellowships (1991–1994)

Funding: Asian Development Bank

Funded by an Asian Development Bank loan, the Academy managed a graduate fellowship program in the U.S. for the Six Universities Development and Rehabilitation (SUDR) Project in Indonesia. The SUDR Project targeted 6 state universities and 11 private institutions in Java, Kalimantan, and Sulawesi that receive little external assistance. These universities were selected primarily for their past and potential contributions to regional growth and development and their willingness to embark on programs that improved the employability of their graduates. Fellowships supported the major components of the SUDR Project: faculty and administrative staff upgrading; improvement of academic and administrative buildings; pro-

curement of equipment and materials; and technical assistance to improve academic programs and strengthen institutional management.

Indonesia Higher Education Development Support Project (1991–1996)

Funding: USAID

The Indonesia Higher Education Development Support (HEDS) Project sought to improve the responsiveness of public and private universities to labor market requirements in selected regions of Sumatra and Kalimantan focusing on disciplines key to promoting economic growth, basic sciences, and business administration. For this effort, AED served as the principal subcontractor to Florida State University. We supported two long-term technical advisers in Sumatra — one in biology and one in mathematics. The project comprised three principal components: (1.) development and implementation of policy reforms related to school financing, management, academic quality, and equity in admissions; (2.) improve-

ment of curricula and teaching methods in key disciplines; and (3.) staff development and training to build institutional capacity. The HEDS Project did not seek to increase the relative share of graduates in appropriate fields but to enhance the quality of university outputs. HEDS concerned itself with what was being taught and how it was being taught.

Indonesia Proposal Study for Second Agricultural Schools Project (1989–1992)

Funding: Asian Development Bank

For this project, AED performed an in-depth review of the agricultural education subsector at the senior secondary level. Our responsibilities included examining the Government's Repelita V policies, strategies, goals, and targets in relation to agricultural manpower needs; conducting studies to evaluate the relevance of agricultural schools to provide students with required job competence; and projecting enrollment and graduates from agricultural education and training

institutions under both the ministries of education and agriculture. We also formulated strategies for long-range agricultural investment plans; reviewed plans and procedures to promote school production units to help offset operational costs while improving educational quality; and identified mechanisms to ensure program collaboration between the Ministry of Education and Culture and the Ministry of Agriculture.

Communication for Technology Transfer in Agriculture: Indonesia (1987–1990)

Funding: USAID

Over a three-year period, the Academy provided long- and short-term technical assistance to the Directorate General of Food Crops Development Project. Through its Communication for Technology Transfer in Agriculture (CTTA) Project, AED's long-term advisers helped develop and implement a pilot communications project in East Java. CTTA originated out of

concerns that traditional methods for transferring technology break down in efficiency and affordability when addressing large and diverse populations scattered across wide land areas. The process CTTA tested resulted from experience in projects that used mass media to transfer agricultural technologies and from development projects in health and population. Short-term technical assistance was provided for training communications staff. We also offered technical assistance for studies of credit availability to farmers, biological nitrogen fixation requirements, and soil and water conservation in relation to integrated food crop farming systems.

Indonesia Institute of Management Education and Development (1986–1995)

Funding: Institute of Management Education and Development

AED was asked to undertake short-term technical assistance to the Institute for Management Education and Development (IPPM) to assess

computer needs, help supervise the installation of appropriate computer technology, and provide training to designated IPPM staff in the use of the selected computer technology for a review of the MBA program.

**Sector Loan Proposal Study:
Second Vocational Education
(1986–1989)**

Funding: Asian Development Bank

This background study addressed the development plans and status of secondary vocational education in meeting the work force needs of business and industry. AED reviewed the linkages among vocational education, business, and industry to ascertain the extent to which curricula reflected the job skills of the work place; conducted analysis of construction, equipment, and staffing needs to double vocational school enrollment within the Fourth Five-Year Development Plan; established criteria for identifying schools to be upgraded or newly constructed and developed detailed cost estimates for all the project components including a

breakdown of local and foreign costs; and assessed the capabilities of the Directorate of Technical and Vocational Education to select, appraise, and manage subprojects under a sector loan.

**HEALTHCOM II: Indonesia
(1985–1995)**

Funding: USAID

In Indonesia, HEALTHCOM's efforts focused on training approximately 660 health workers and 15,000 community volunteers to teach and promote the correct use of oral rehydration therapy. The Academy worked with government agencies and more than 30 non-governmental organizations in 13 provinces to design locally effective vitamin A capsule-distribution and food-based strategies. We also helped plan and implement a vitamin A project in Central Java as a joint program for two districts with 1.5 million people. Specific activities included formative research, evaluation of previous programs, and the development of a comprehensive communication strategy. HEALTHCOM Project activities in Indonesia included developing

communication strategies to support nutrition interventions and growth-monitoring activities at the national and provincial levels in Indonesia. With a modest level of funding for communications, the project was able to increase vitamin A capsule consumption from 24 percent to 40 percent in one year and maintain coverage at 40 percent for a second year.

Indonesia Rural Satellite Program (1982–1987)

Funding: Government of Indonesia, Ministry of Education

To promote the sharing of scarce professional teaching resources among member campuses of the Eastern Islands University Association, AED relied upon the Indonesian Distance Education Satellite System (SISDIKSAT). Most of the campuses with an emphasis on agricultural sciences had no qualified teaching staff for different courses. The project was successful in reaching approximately 60,000 students, providing direct teaching to stu-

dents, upgrading academic and teaching skills of the faculty, and facilitating administrative and institutional communication. SISDIKSAT connected 15 sites, including 12 universities, the headquarters of the Indonesian Open University, the Directorate General of Higher Education, and a solar-powered earth station in a rural area. Three of these sites were added with local funds. The project demonstrated the potential of distance education via satellite by creating and delivering 32 courses through two-way linkages between master teachers and students at each site. The system was also used for teacher training programs, faculty seminars, and administrative meetings.

Indonesia Educational Communication Development Project Center for Communication Technology for Education and Culture (1980–1984)

Funding: USAID

In 1978, the Government of Indonesia established the Center for Com-

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munication Technology for Education and Culture (PTKPK) to provide program planning, evaluation, research, and communication support to the country's educational activities and to promote innovative educational activities through the use of communication technologies. In the 1980s, the government launched an ambitious program to improve the quality and quantity of educational activities available to its multicultural and widely dispersed citizenry. To accomplish these laudable goals, the Center for Communication Technology underwent a comprehensive expansion and upgrading through the provision of technical consultation, training, and procurement assistance by the Academy. We assisted in developing PTKPK's capabilities to perform technical consultation, training, and procurement assistance and provided expertise in project planning and management, staff development, program evaluation, and technical management for producing educational materials and programs.

Rural Satellite Program: Applications Management (1980–1988)

Funding: USAID

Building on previous experience with educational experiments run on satellites launched by NASA, USAID created the Rural Satellite Program (RSP) to examine how low-cost communications networks could improve the delivery of services to remote areas. AED worked to design, install, and manage extensive multisite, two-way, audio conferencing networks in Indonesia. The Indonesian Distance Education Satellite System (SISDIK-SAT) connected 15 sites, including 12 universities, the headquarters of the Indonesian Open University, the Directorate General of Higher Education, and a solar-powered earth station in a rural area. RSP demonstrated that telecommunications networks could be powerful, reliable, and cost-effective tools for supporting development activities. In Indonesia, a voluntary seminar program attracted more than 1,800 faculty members and local professionals. As many as 3,000 students a semester attended SISDIKSAT courses.

KOREA

Korea Health Education Needs Assessment (1975)

Funding: Korean Government

Under the auspices of the Korean Government, the Academy performed a countrywide analysis of health education needs at the post-secondary level. This examination considered the expanding needs of the population; the capacity of the five institutions in the country to fulfill those needs; and the additional plant, staff, equipment, and instructional support needed to launch such an effort. The study also included a comparative analysis of health efforts in other countries of comparable size, rate of growth, and educational level.

LAOS

**Laos Human Resource
Development Implementation
Planning Assistance (1995–1996)
Funding: The World Bank**

The Government of the Lao Peoples' Democratic Republic (PDR) launched a successful reform program to support the transition to a market-oriented economy. The success of the program was contingent on the capacity of the government to formulate long-range policies and its administrative and technical ability to manage the increasingly complex and diverse program. The Laos Human Resource Development (HRD) Implementation Planning Assistance effort developed an implementation plan for human resources development for the Gov-

ernment of Laos. AED provided technical assistance through a team of specialists who worked closely with officials from the Laotian Committee for Planning and Cooperation, ministries, and government institutes. Members of AED's staff worked to systematize the approach to HRD planning to identify priorities and alternative methods of mobilizing resources; develop investment proposals for those priority needs in education and training; and coordinate other activities including short-term, in-country or U.S. training courses for Lao PDR officials.

MALAYSIA

**Malaysia Asia-Pacific Institute for
Broadcasting Development
Training Program (1984–1985)
Funding: United Nations
Educational Scientific and Cultural
Organization**

AED developed and administered a four-week workshop on Training of Trainers for the Institute. The meeting was designed to enhance participants' training skills and methodologies as well as to promote linkages between U.S. and Asia-Pacific Institute for Broadcasting Development Training institutions.



MARSHALL ISLANDS

Marshall Islands Human Resources Development Project (1991–1992)

Funding: Asian Development Bank

AED assisted the Asian Development Bank, the Department of Education, and the Public Service Commission of the Republic of the Marshall Islands in assessing the need for postsecondary education and training in the public and private sectors. We evaluated the institutional capacity of the College of the Marshall Islands (CMI) to meet these requirements, emphasizing three critical sectors: health and family planning, small business and entrepreneurship, and public administration and management training. Phase One of the project assessed postsecondary education and train-

ing needs within the context of expanding the capacity of the CMI to offer employment-oriented training at the community college level. Phase Two examined the need for skilled workers in the targeted sectors and recommended appropriate strategies for addressing the shortages that were identified.

Marshall Islands Education Planning Project (1989)

Funding: Marshall Islands Ministry of Education

The Academy developed a comprehensive master plan for managing the educational system in the Marshall Islands, one that called for a reassessment of the Island's educational needs in view of the educa-

tional system's then current problems of overcrowded elementary classes, limited access to secondary education, lack of vocational and technical programs, and inadequate teacher training and resources. The plan identified the educational system's capabilities and operational costs to set forth effective strategies and recommendations to change the system. Our team of experts determined the magnitude of resources (i.e., financial, human, and physical) needed to reform the educational system, within the framework of the rapidly growing population and underemployment. AED also identified appropriate structures for community involvement in planning, managing, and evaluating the educational system.

MICRONESIA

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College of Micronesia (1991)

Funding: College of Micronesia

AED's work for the College of Micronesia consisted of an in-depth review of the various computerized accounting and reporting systems at its five institutions. This detailed study led to the development of a series of standard accounting and reporting systems for each institution. A workshop was then held for the chief financial officers that helped establish a foundation for standardization of these systems within the college. We also assisted the college in formulating long-term institutional development plans related to postsecondary education.

MONGOLIA

Strategic Technical Assistance for Results with Training: Support Economic Growth and Democracy Initiatives — Mongolia (2002–2005)

Funding: USAID

Over a three-year period, AED has provided placement and monitoring services for long- and short-term academic participants. All training is conducted in the U.S. and includes predeparture orientation provided online.

Support to Economic Growth and Institutional Reform Mongolian Privatization Program (1998–2000)

Funding: USAID

Support to Economic Growth and Institutional Reform (SEGIR) was a broad-based program managed by the Economic Growth Center's Office of Emerging Markets of USAID's Global Bureau, which included provisions of assistance in privatization and legal reform. AED offered long- and short-term technical assistance and training concerned with human resources development, institutional strengthening, and public education related to all aspects of privatization. To assess the need for local post-privatization technical support and to

present recommendations for developing business support services, we also provided a consultant to: (1.) conduct a corporate stakeholder needs' survey; (2.) undertake a local supplier capacity census (3.) prepare recommendations for the means by which a privatization support program that balances theory with successful practice might best be developed and provided to the local business community; and (4.) make recommendations concerning the need for preparing of a set of self-help manuals for use by owners, managers, and shareholders of privatized enterprises.

circulated widely among educators for their review. AED focused on the development of a master plan, detailing priorities for the Ministry of Science and Education (MOSE) for financing education. Training was provided to MOSE staff in new financial management systems.

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Mongolia Human Resource Development and Education Reform (1993–1995)

Funding: Asian Development Bank
AED provided six education specialists to work closely with local educators to conduct an issues-oriented review of all levels of the education system: primary, secondary, higher, nonformal, vocational, and technical. The resulting sector assessment was translated into Mongolian and

MYANMAR

Study for Improvement of Education in the Union of Myanmar (2001–2002)

**Funding: Japan International
Cooperation Agency**

For this project, which aimed to improve the curriculum in Myanmar and enhance education overall, AED provided a curriculum specialist as part of a seven-member team of consultants. We helped to evaluate the curriculum and instructional materials used in primary education as well as those used at the teacher training college. Subsequently, AED field-tested several alternative approaches and presented recommendations for upgrading curricular content.

NEPAL

Global Civil Society Strengthening Project: South Asia Regional Initiative/Equity (2003–2006)

Funding: USAID

The South Asia Regional Initiative/Equity (SARI/Q) Project is a three-year effort managed by AED, Management Systems International, and the South Asia Partnership-International aimed at increasing the capacity of indigenous non-governmental organizations (NGOs) to address violence against women and child labor through research, network development, and advocacy and action programs. Emphasis is placed on regionwide and cross-border components. SARI/Q partners also organize conferences that enabled key players to

discuss success stories, conduct advocacy training and research, and develop a Web-based, state-of-the-art portal to promote the exchange of information and ideas.

Public Private Partnership to Promote Handwashing with Soap (2002–2004)

Funding: The World Bank

AED, in collaboration with its partners, developed a global initiative intended to promote the use of handwashing with soap in developing countries. Handwashing plays an important part in the efforts to reach the Millennium Development Goals related to health improvements and access and effective use of water supply and sanitation services, two of

the five major goals agreed to by UN member countries at the World Summit on Sustainable Development. We provided technical assistance and partnership coordination with soap companies locally as well as globally. AED also conducted research on the cost-effectiveness of handwashing interventions and promoted global experience-sharing and continued advocacy.

Strategic Plan for Early Childhood Development Programs in Nepal (1999)

Funding: World Bank

In collaboration with CERID (Research Centre for Educational Innovation and Development), AED helped gain consensus on a collaborative vision of the principal issues and strategic plans for the new centers. This undertaking resulted in the development of a conceptual rationale for early childhood policies and programming as well as in a design for a study of community interests, capabilities, and resources available for implementing early

childhood education programs in basic primary education districts.

Environmental Education and Communication Project: Nepal (1996–1998)

Funding: USAID

USAID joined partners with World Wildlife Fund, Biodiversity Support Program, and CARE in USAID/Katmandu's Environment and Forest Enterprise Activity (EFEA) to help accelerate local control and management of natural resources. GreenCOM worked with these partners to help strengthen community forest user groups (CFUGs), increase women's participation, develop natural resource-based micro-enterprises, and encourage bottom-up planning and policy reform. GreenCOM also created videos, print, and audio materials and scheduled participatory meetings to support the reforestation policy in Nepal. Community representatives presented these videos and shared their views regarding forest policy reform with policy-makers

at the first of two forums sponsored by GreenCOM/ Nepal.

Nepal Basic and Primary Education (1991–2000)

Funding: Japanese Grant Fund; World Bank Nepal Ministry of Education and Culture; Japanese International Cooperation Agency

For Nepal, located high in the Himalayas, AED assisted in educational reforms aimed at achieving universal primary education by the year 2000. We also prepared the Ministry of Education and Culture to launch the World Bank-funded Basic and Primary Education Project (BPEP), which was designed to increase the quality and relevance of primary education and to reduce the cost of producing literate citizens. During the second phase of this project, AED assisted BPEP staff in assigning priority to needs, developing terms of reference, and completing work plans and strategies for task implementation.

The Nepal Basic and Primary Education Project (BPEP II) sought to assist the Ministry of Education in

building its capacity in primary and basic education and in improving its education management information system. BPEP II was an outgrowth of a number of activities that focused on primary education reform, curriculum development, instructional materials, and teacher training. Other areas of emphasis were on early childhood and special education, nonformal education, facilities' development, project monitoring, and capacity-building of managers at the national level for primary education. At the conclusion of this project, the ministry's capacity was strengthened to enable its personnel to manage the extensive educational reforms aimed at universal primary education.

Nepal Radio Education Teacher Training II (1985–1990)

Funding: USAID

Given Nepal's rugged topography and isolation, the use of radio to support development programming was always a promising idea. Since 1978, USAID/Nepal has supported the development of an educational radio

capability within the Ministry of Education and Culture (MOEC) through two successive radio education teacher-training projects: Radio Education Teacher Training (RETT) I and II. RETT I developed radio lessons and self-instructional print materials for all eight subjects taught in grades one through three. RETT II was designed to continue the development of the Radio Education Division of the Ministry of Education and Culture and to provide in-service training for those teachers who lacked high school diplomas. It focused on helping 14,000 teachers to prepare for the School Leaving Certificate (SLC) examination by providing radio-based tutoring in the most difficult subject areas of English and mathematics.

The more than 7,000 non-diploma teachers hired since 1980 were unable to achieve permanent status until they received their high school diplomas. Staff of the Radio Education Division were trained in developing, producing, and evaluat-

ing interactive radio programs and in using the new equipment. Staff produced and broadcasted 117 twenty-minute English teaching programs to 171 teachers in five districts. Pretests and post-tests were administered and showed a significant improvement in the English language knowledge of the teachers. The program was revised extensively and was broadcast on all Radio Nepal frequencies to a nationwide audience, including 400 teachers who were officially enrolled in the course.

Population Communication Services (1982-2003)

Funding: USAID

Academy staff developed an IEC project to conduct audience research on the attendance rates and characteristics of the cinema-going population. On the basis of these findings, a series of short film spots were developed. AED also provided short-term technical assistance and training to the Family Planning Association of Nepal (FPAN) and to

the Contraceptive Retail Sales Company. The purpose of the assistance was to examine family planning attitudes and practices, to develop multimedia messages to promote family planning concepts and services, and to help analyze and restructure advertising strategies.

NORTHERN MARIANAS

Northern Marianas College (1980–1983)

Funding: Northern Marianas College

AED assisted in the planning, establishment, and development of accreditation and financing for this new two-year college and prepared a four-year plan for teacher training.



PAKISTAN

Strategic Technical Assistance for Results with Training: Pakistani Teacher Education and Professional Development Program (2003–2006)

Funding: USAID

The Strategic Technical Assistance for Results with Training (START) Program supports improvement of teacher training in mathematics, science, and English language at the primary school level in Pakistan over a period of three years. The primary objectives of the project are to (1.) arrange certificate courses for as many as 250 teacher trainers; (2.) provide opportunities for leadership and professional development; (3.) establish linkages between teacher training institutions in the U.S. and in Pak-

istan; and (4.) implement in-country activities to support use of the U.S. training, the development of linkages, and the sharing of newly gained skills among colleagues. Another important objective of this effort is to increase cross-cultural understanding between Americans and Pakistanis and engender increased good will between the two countries.

Consortium for Advancing Technical Assistance for Leadership and Strategies in Family Planning and Reproductive Health (2000–2005)

Funding: USAID

The Consortium for Advancing Technical Assistance for Leadership and Strategies in Family Planning and Reproductive Health (CATA-

LYST) consists of five U.S.-based organizations that develop, manage, and implement the project. It works to forge and strengthen links among donors, collaborating and implementing agencies, and the NGO sector, for health and nonhealth sectors. CATALYST also strengthens links at the country, regional, and community level to increase the quality of, and access to, family planning and reproductive health services in ways that will address the unmet needs of diverse user groups. Throughout the project, lessons learned and findings are documented and disseminated at the country, regional, and global policy levels.

Balochistan: Design to Improve Monitoring and Evaluation System for Middle-Level Education/ The Balochistan Middle-Level Education Project (2003)

Funding: Japanese Bank for International Cooperation

For the Balochistan Middle-Level Education Project (BMLEP), AED provided monitoring and evaluation

assistance. This project sought to improve access to participation and technical vocational education in middle schools and educational conditions at the basic level and enhanced living accommodations for female middle-level teachers. AED reviewed the existing monitoring and evaluation system and identified the gaps and shortfalls in the system. We then identified and defined a minimum set of input, output, and outcome indicators essential for monitoring and evaluation of the project.

Educational Quality Improvement through Community Participation (2000–2002)

Funding: Royal Netherlands Embassy, Islamabad

The Educational Quality Improvement through Community Participation (EQUIP) Program consolidated and strengthened girls' primary education through working with communities and schools in Balochistan to bolster the linkages among schools and communities,

government and nongovernmental organizations, and teacher training institutes, and education field offices. Several activities related to strengthening and capacity-building were implemented as follows: (1.) assessment and refinement of training modules; (2.) research to identify core activities and areas leading to development of training modules and their testing and implementation; and (3.) consultancy services for capacity-building and staff development of NGO personnel.

Pakistan Primary School Quality Improvement Project (2000–2001)

Funding: Asian Development Bank

During the Pakistan Primary School Quality Improvement Project (PEQIP), AED prepared a detailed review of the performance of the primary education system as well as a project proposal to improve school quality. We also assisted the federal and provincial governments in assessing the feasibility of preparing a primary school improvement project to build government and community support for such an undertaking.

Balochistan Primary Education Quality Improvement Program (1996–1999)

Funding: Ministry for Development Cooperation for the Royal Netherlands, the Hague

This cooperative agreement supplemented the basic education activities that the Primary Education Directorate and the Ministry of Education conducted in collaboration with the World Bank, USAID, and UNICEF. The Balochistan Primary Education Quality Improvement Program (PEQIP) was an integral part of the continuing Balochistan Primary Education (BPEP) Project. AED furnished consulting services to both BPEP and PEQIP. Through special outreach programs unique to the Balochistan Province, the enrollment of girls in primary education more than doubled in the five years following inception of the government program. A mobile female teacher-training unit increased the number of trained teachers in remote rural areas.

The PEQIP Program fostered a col-

laborative relationship between nongovernmental organizations and the Government of Pakistan to improve the rural Balochistan classrooms. The Netherlands-funded PEQIP Project focused on teachers and support groups associated with the community-government (C-G) schools. The program developed an additional 120 schools, which allowed 500 girls' primary schools and 600 teachers to benefit from PEQIP. Field teacher trainers working with learning coordinators responsible for C-G school developed improved training support procedures and materials. ‘

Pakistan Punjab Middle Schooling Project (1994–1999)

Funding: The World Bank

The Punjab Middle Schooling Project (PMSP) aimed to improve teaching and learning in schools and strengthen organizational and managerial processes. PMSP was the first externally financed program addressing the middle level in elementary education in Pakistan.

PMSP was part of a continuum of broader human resource development packages that built on the Government of Pakistan's and the World Bank's Third Primary Education Project (PEP3) effort to enhance the capacity of the Punjab provincial department of education and to develop the human capital needed for sustaining economic and social development in the new millennium.

Balochistan Primary Education Development Project (1993–1999)

Funding: Government of Balochistan, Ministry of Education; the World Bank

The Primary Education Development (PED) Project provided advice and assistance to the Government of Balochistan to meet its annual objectives for improving primary education and to address issues relating to educational management, curriculum, and teacher training. The ultimate purpose of the project was to strengthen the institutional capacity of Balochistan

Province to monitor and manage primary education services and to formulate and implement policy that improves access, equity, and quality of primary education. The project placed special emphasis on educational materials development, girls' education, teacher training, community involvement, and school construction.

62 AED's work for the government consisted of accomplishing specific tasks in seven major areas: administration and management; teacher training and supply; instructional materials; construction management; community support and participation; educational management information system; and in-country training and foreign fellowships. During the five years of implementation, the program increased enrollment by 380,000 students, thereby doubling the participation rate for girls from 15 percent to 29 percent and for boys, from 49 percent to 72 percent.

Pakistan Breastfeeding Promotion Project (1992–1998)

Funding: Johnson & Johnson Family of Companies Contribution Fund

The primary objective of this program was to increase the optimal practice of breastfeeding in selected populations by 40 percent to 50 percent over a five-year period. During Phase I, AED conducted quantitative and qualitative research and evaluation to guide future investments. The strategy focused on training healthcare providers and developing targeted media support to both providers and mothers.

Pakistan School Education Planning Project (1991–1992)

Funding: Asian Development Bank

AED assisted the Pakistan Ministry of Education in preparing a master plan for the development of primary and secondary education in the 1990s. In consultation with the Ministry of Education steering committee, the study identified the central issues facing each level of the education system by province and listed detailed data on school enrollments,

teacher training, and school construction during the previous decade for grades K-12. We assisted the ministry in developing a framework for analyzing school education needs and in assessing education policy options. The final report for the study outlined a range of education policy options for the ministry to consider and estimated enrollment and costs associated with each choice.

Pakistan Child Survival Project (1990–1993)

Funding: USAID

The Pakistan Child Survival Project worked with the Government of Pakistan and USAID to decrease infant and child mortality rates by at least 25 percent. In the area of child survival training and information, education, and communication (IEC), AED accelerated the pace toward impact and sustainability due to a radical change in the level of available USAID funding. The project strengthened the capability of the federal and provincial

health institutions of the Government of Pakistan and the private sector. It advocated the integration of the major child survival interventions within the existing health services networks and focused on a limited set of prior interventions: Control of Diarrheal Diseases (CDD) and Related Nutrition Interventions, the Expanded Program of Immunization (EPI), and the Management of Acute Respiratory Infections (ARI). AED contributed to the Pakistan Child Survival Project in the areas of communications and social marketing. Our specific activities involved developing and implementing a mass media program, designing and producing print materials to support it, creating an interpersonal communication program, and developing and supporting a social marketing program designed to increase the commercial sales of oral rehydration solution and iodized salt.’

Pakistan Primary Education Development Program (1990–1994)

Funding: USAID

Under the USAID Pakistan Primary Education Development (PED) Program, AED worked with provincial governments to change teacher service rules to address the lack of teachers for girls. These changes included relaxing academic prerequisites and age limits for new female teachers and allowing females to be promoted to senior positions. We helped establish a community-based system of girls' schools in Balochistan. Community education promoters identified prospective female teachers and formed village education committees composed of parents of school-age girls. Each committee signed an agreement with the government whereby the new teacher would be trained and paid and in return the committee would donate land and monitor the students' progress. AED was also instrumental in establishing a mobile unit to train the new teachers in their own villages. When the

program concluded in 1994, girls' primary enrollment rates had increased by more than 30 percent, and girls' Grade 3 completion rates had increased by 10 percent to 20 percent.

PAPUA NEW GUINEA

Papua New Guinea Public Health Communication (1992)

**Funding: World Bank; Asian
Development Bank; Australian
International Development
Assistance Bureau**

AED provided a communications specialist for a family planning and population appraisal team of experts from the World Bank, the Asian Development Bank, and the Australian International Development Assistance Bureau.



THE PHILIPPINES

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Strengthening Social Acceptance of Family Planning in the Philippines: Communication and Advocacy Program (2002–2005)

Funding: USAID

AED is working to strengthen social acceptance of family planning as part of a healthy lifestyle among the general Filipino public. Through a communication and advocacy program, AED has worked to create an environment where open and accurate information on reproductive health and family planning contributes to changing norms. Our strategy includes increasing health literacy by improving the flow of accurate information about family planning, encouraging a dialogue about family planning and the cred-

ibility of health providers as sources of information, raising the cultural legitimacy of family planning, and building local capacities.

Environmental Education and Communication Project in the Philippines (1997)

Funding: USAID

In the Philippines, rapid population growth caused serious stress on the Filipino environment as a result of overfishing and deforestation. In an attempt to improve this situation, GreenCOM developed a national environmental communication strategy with an integrated theme addressing coastal, forest, and industrial environmental issues. In addition, a set of three pilot information

campaigns were initiated in communities across the Philippines. Green-COM staff also developed 13 shows, three community profiles on the project sites, and a ten-part series on coastal management. AED staff and consultants provided support to USAID projects, regional bureaus, and Missions, to design multimedia awareness campaigns at both the national and regional level.

Education Automated Statistical Information System Toolkit (ED*ASSIST) Education Management Information System (1995)

Funding: USAID

Easy access to relevant, timely, and accurate education data is crucial to educational development. To meet the challenge of improving such accessibility, USAID's Africa Bureau, in collaboration with the Association for the Development of Education in Africa (ADEA) Working Group on Education Statistics (WGES), sponsored AED's development of the Education

Automated Statistical Information System Toolkit (ED*ASSIST). This software system was designed to collect, process, and disseminate education data. It furnishes a baseline of proven, standard software and a collection of techniques, illustrative examples, and related tools that shorten the data-collection and reporting cycle from years to months.

Philippines Child Survival Program (1990–1993)

Funding: USAID

The Child Survival Program targeted high-risk populations and underserved areas for the expanded delivery of health-related services in order to reduce infant and child morbidity and mortality rates in the Philippines. USAID assistance was tied to the implementation of policy changes that the Government of the Philippines and USAID agreed would have the most significant impact on the targeted areas. Through this program, AED offered technical assistance in health infor-

mation systems, epidemiology-based planning, social marketing and communications, and health-care financing. Policy changes had a significant impact on the efficient use of resources brought about greater equity in the distribution of services and increased sustainability.

HEALTHCOM I and II: Philippines (1987–1995)

Funding: USAID

In partnership with the Nutrition Center of the Philippines and the National Micronutrient Action Team, AED designed, implemented, and evaluated a pilot project that promoted the cultivation and consumption of vitamin A-rich foods. After a three-month communication campaign balancing mass media, print materials, and community mobilization activities, statistically significant increases occurred in both the amount of targeted foods grown in the city and the portion that parents were feeding to their children.

AED also provided curriculum support to the College of Public Health of the University of the Philippines and the Development Academy of the Philippines for strengthening their teaching of social marketing and health communication. We ran a two-week workshop on social marketing for staff members and assisted the department of health in promoting a weekly vaccination day, preparing radio and television spots, creating entertaining cartoon posters, and developing newspaper announcements. After a six-month nationwide urban intervention, measles coverage in 9- to 23-month-olds increased significantly, and complete immunization coverage for 9- to 11-month olds increased from 33 percent to more than 56 percent. During HEALTHCOM I, an observation study was designed to furnish data concerning which symptoms mothers were able to recognize and act upon for childhood acute respiratory infections (ARI). A total of 278 mothers, whose children under four had ARI, were observed and interviewed at a Metro Manila

clinic. Of these, 90 mothers followed up at home three to five days afterwards. Preliminary findings indicated that while mothers were able to report the presence of important symptoms according to the WHO protocol, they did not understand the importance of these symptoms.

SINGAPORE

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Singapore Seminar on Self-Paced, Competency-Based Training (1980–1982)

Funding: Singapore Vocational Industrial Training Board

AED's team of training experts conducted a six-day seminar designed to acquaint professional trainers, employers, and training directors with the theory and practice of self-paced, competency-based techniques. The team of trainers demonstrated software packages and provided each of the 250 participants with a resource handbook. A final report submitted to the Singapore Industrial Training Board included U.S. training materials, software, and hardware to be assembled and shipped to Singapore for

development needs; industrial education courses provided through short- and long-term degree-granting vocational education programs; and a network of Singapore industrial groups and U.S.-based universities and technical institutes knowledgeable about industrial research and development.

SRI LANKA

Sri Lanka Peace Support Project — Phase III (2004–2007)

Funding: USAID

AED is implementing the Sri Lanka Peace Support Project to build capacity for multi-stakeholder participation in the peace process from the grassroots to the policy-making level. Major emphasis is being given to building inclusive capacity for formal negotiations, mobilizing constituents for peace, and linking constituents to leaders. The project informs both policy-makers and citizens about Sri Lankans' ideas regarding specific peace agreement options, thereby resulting in better decision-making by leaders and civil society organizations. New technologies for developing and sharing

information on the conflict and peace process facilitate and strengthen the project's other activities. Specifically, Phase III of the project ensures that:

- Institutional mechanisms enabling multi-stakeholder participation will be established at each level of the peace process: formal negotiation, second-tier leadership, and the grassroots.
- Policy-makers and citizens will have an increased understanding of issues related to the peace process.
- Citizens will be increasingly involved in pro-peace activities.
- Institutional mechanisms for exchange between leaders and constituents will be established.

Global Civil Society Strengthening Project: South Asia Regional Initiative/Equity (2003–2006)

Funding: USAID

The South Asia Regional Initiative/Equity (SARI/Q) Project is a three-year effort managed by AED, Management Systems International, and the South Asia Partnership-International aimed at increasing the capacity of indigenous, non-governmental organizations (NGOs) to address violence against women and child labor through research, network development, and advocacy programs. Emphasis is given to regionwide and cross-border components. SARI/Q partners also organize conferences that enable key players to discuss success stories, conduct advocacy training and research, and develop a Web-based, state-of-the-art portal to promote the exchange of information and ideas

Global Civil Society Strengthening Project: Sri Lanka Peace Support Project (2002–2003)

Funding: USAID

The Sri Lanka Peace Support Project included technical assistance and training in conflict resolution, public outreach, and public campaigns. AED worked with Sri Lankan officials and civil society organizations to ensure that stakeholders found common ground in peace negotiations. AED provided grant money and technical assistance for a survey of nearly 3,000 people in government-controlled areas of the country to assess support for peace proposals that could be included in a final agreement. Survey results persuaded Sri Lankan officials that peace comes through a cooperative effort to end the civil war. Info-Share, an information and knowledge-sharing network in Sri Lanka, was created with the belief that information and communication technologies (ICT) and innovative media help to bridge communications gaps between the main stakeholders in the peace

process and to encourage public participation in the process. We also produced a drama for Sri Lankan national television highlighting the toll of conflict on community relationships and the effects of Sri Lanka's civil war.'

Master Plan Study for Strengthening Health Systems in Sri Lanka (2002–2003)

Funding: Japan International Cooperation Agency; Pacific Consultants International

AED's primary role was to assist the Sri Lankan Ministry of Health, Nutrition, and Welfare in reforming the national healthcare system. We provided a financial assessment of the healthcare sector in Sri Lanka.

Sri Lanka Strengthening Strategic Education Policy and Planning (1993)

Funding: Sri Lanka Ministry of Education and Culture

AED assisted the Ministry of National Education in Sri Lanka in restructuring its policy planning and

review division at the national, regional, and divisional levels. We also designed a comprehensive education management information system (EMIS) to support all three administrative levels and to expand the range and quality of educational indicators. On-the-job training was a core element of restructuring the division.

Population Communication Services (1982–2003)

Funding: USAID

The objectives of this project were to: heighten public awareness of family planning services and provide technical and financial assistance to family planning agencies during all stages of program design. In support of this effort, AED staff reviewed continuing family planning information, education and communication (IEC) activities, developed a framework for a national IEC strategy, and presented recommendations for a country project. The project team also helped plan and implement work-

shops on radio and family health and assisted in developing and publishing a newsletter containing ready-to-air material on family health and planning. ‘

Sri Lanka Agricultural Education Development Project (1979–1986)
Funding: USAID

This project contributed to the overall development of the Post-graduate Institute of Agriculture in Peradeniya, Sri Lanka, through faculty training, technical assistance, graduate-level training at U.S. institutions, and procurement of equipment and library materials. The project was initiated by the Government of Sri Lanka to upgrade and expand the facilities of the Faculty of Agriculture and the Post Graduate Institute of Agriculture. In partnership with the Pennsylvania State University, Texas A&M University, and Virginia Polytechnic Institute and State University, AED provided organizational and advisory services to help increase the annual number of indigenously trained graduates and postgraduates. Our technicians

worked closely with the Peradeniya staff to make the institutional expansion as relevant as possible to Sri Lanka’s needs. Over the life of the project, graduate degree training was provided to 39 participants at three U.S. universities. Of these, 11 participants earned Ph.D. degrees and 26 earned both Ph.D. and M.S. degrees. At the conclusion of the project, 23 participants had finished their studies and returned to the university, and 6 others were in the final stages of completing their dissertations.

THAILAND

Thailand Rangsit International University and Rangsit University Expansion Project (1997)

Funding: International Finance Corporation

The International Finance Corporation (IFC) expanded its portfolio of loans to include private educational institutions. As a requirement for loan approval, borrowers had to prepare a variety of documents and conduct a needs analysis, including a study of student supply and demand; program evaluation; organizational evaluation; facility needs; and a comprehensive financial analysis.

AED assisted the IFC in validating the educational aspects of the loan requirement.



VIETNAM

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**HIV/AIDS Global Workplace
Prevention and Education Program
Strategically Managing AIDS
Responses Together in the
Workplace (2001–2005)**

**Fund: U.S. Department of Labor,
International Labor Affairs Bureau**

The Strategically Managing AIDS Responses Together in the Workplace (SMARTWork) Program is an international effort created to mitigate the impact of HIV/AIDS within the labor force by reducing the rate of new infections and ensuring workplace protection and human rights of those individuals affected by, and infected with, HIV/AIDS. The program analyzes the current workplace environment in each country and builds partner-

ships with businesses, labor representatives, and government. SMARTWork creates a multisectoral advisory board in each country and provides technical assistance to help stakeholders develop and implement workplace HIV/AIDS programs and policies and promote behavior change. SMARTWork is also involved in conducting workshops and developing resources related to workplace HIV/AIDS prevention programs, including a materials database, a Web site, and guides for management and labor leaders. As a result, several worksites have already either adopted or improved their policies regarding HIV and AIDS.

In 2003, AED launched SMART-Work in Hanoi, Vietnam. SMART-Work/Vietnam completed a detailed project work plan for each province, which has been approved by the Ministry of Labor, Invalids, and Social Affairs. A Tripartite/Multisectoral Advisory Board was formed with members from the Ministry of Labor, Invalids, and Social Affairs, the Vietnam Chamber of Commerce and Industry, the Vietnam General Confederation of Labor, the Ministry of Health, the Embassy of the United States of America, and AED.

The program conducted two, national-level workshops with 125 attendees, including representatives from businesses, unions, and government agencies.

We are also providing technical assistance to Vietnamese enterprises engaged in program and policy development for HIV/AIDS prevention and management in the workplace.

Empowerment of Women Research Programs: Cairo's Multisectoral Population Policy and Its Effect on Women's Lives (2001–2003)

Funding: Hewlett Foundation

AED provided qualitative and quantitative research that tested Vietnam-specific indicators for assessing gender equity and women's empowerment within the family and local community. One component of this study documented the impact of a peer education intervention carried out by the Youth Union, with technical assistance from Population and Development International. This intervention promoted gender equitable attitudes and healthy sexual relationships among adolescents and young unmarried adults for the prevention of unwanted pregnancy and sexually transmitted diseases.

Empowerment of Women Research Programs: Research to Document the Impact of the Cairo Agenda from Women's and Communities' Perspectives (2001–2003)

Funding: Moriah Fund

The goal of this continuing research was to elucidate the mechanisms through which gender inequality negatively affected women's health and promoted population growth in a resource-poor setting. The processes were traced through gender relations, women's empowerment or disempowerment, and the social mechanisms that regulated marriage to measure the effects of policies and programs in these areas. In Vietnam, AED initiated a new phase of the research in collaboration with the Vietnam Youth Union to disseminate findings from the previous phase of the work. The study was carried out in Cua Lo, a coastal district and a junction of major transport routes. The cross-border and domestic traffic, as well as prostitution in the port town and urban areas, made the population vulnerable to sexually transmitted

infections such as HIV/AIDS. AED's study generated practical recommendations for policy-makers and program implementers to promote gender equity and overcome gender-related barriers to reproductive health among young people.

MULTICOUNTRY PROJECTS

Asia Near East Technical Support Project (2003–2006)

Countries: Afghanistan, Indonesia, and Pakistan

Funding: USAID

AED provides research and short-term technical assistance in education policy to USAID Missions in the Asia Near East (ANE) region as they assess plans and implement education development programs. We have compiled education sector reviews for various countries to help brief USAID/ANE staff traveling to the field. Each paper provides an overview of education efforts in country to date and background information on the social, political, and economic context of the education system. These general surveys act as a

quick reference to assist in analyzing areas and activities with potential for USAID investment. Education sector overviews have been completed for Afghanistan, Indonesia, Morocco, Pakistan, and Yemen.

Global Civil Society Strengthening Project (2001–2006)

Countries: Bangladesh, China, India, Nepal, and Sri Lanka

Funding: USAID

The Global Civil Society Strengthening (GCSS) Project is a five-year cooperative agreement funded by the USAID Global Bureau's Center for Democracy and Governance, to develop and implement short- and long-term civil society strengthening activities to support U.S. foreign pol-

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icy priorities. The AED Civil Society Partnership provides USAID and the U.S. Department of State with a mechanism for responding rapidly anywhere in the world to the challenges of developing civil society through the achievement of seven objectives: (1.) establishing legal frameworks to protect and promote civil society; (2.) increasing citizen participation in policy processes and oversight of public institutions; (3.) increasing institutional and financial viability of civil society organizations; (4.) enhancing free flow of information; (5.) strengthening democratic culture and gender equity; (6.) supporting anti-sweatshop initiatives; and (7.) supporting conflict prevention and resolution.

Strategic Technical Assistance for Results with Training (START) Program (2001–2006)

Countries: Pakistan and Mongolia

Funding: USAID

The START Program succeeds the Global Training for Development (GTD) Program, which AED has implemented since 1996. Under

GTD, we assisted USAID in conducting needs assessments, developing training plans, and strengthening its monitoring and evaluation systems. AED also designed and implemented short- and long-term training in areas such as economic growth, education, NGO development, private enterprise development, health, the environment, agriculture, and democracy and governance. START expands the portfolio of services provided under GTD to include development of local institutional capacity, conflict prevention and mitigation, and distance learning. Training programs are carried out in the United States, in country, and in third countries.

Environmental Education and Communication Indefinite Quantity Contract (2001–2006)

Countries: India, Indonesia, and the Philippines

Funding: USAID

The Environmental Education and Communication (EE&C) Indefinite Quantity Contract (GreenCOM II) provides global leadership and technical field support in EE&C. The

original GreenCOM was one element in USAID's integrated strategy to assist developing nations to begin to address environmental concerns. GreenCOM II applies a high level of creativity and innovation to incorporate EE&C into programs. As such, GreenCOM II develops new information technologies that are more effective at communicating and disseminating environmental information or messages that shape public opinion and increase learning. GreenCOM II develops and refines tools, strategies, and methods to address mounting environmental challenges and shares them with practitioners worldwide; builds alliances with private-sector entities; participates in EE&C interventions to ensure sustainability; and builds capacity of practitioners, policymakers, technicians, program planners, teachers, media representatives, and civic leaders.

LINKAGES: Breastfeeding and Related Complementary Feeding and Maternal Nutrition Program (1996–2006)

Countries: India, Nepal, the Philippines, and Vietnam

Funding: USAID

AED provides technical support to local governments, USAID cooperating agencies, private voluntary agencies, and nongovernmental organizations to promote improved feeding and dietary practices integration into programs focused on child survival, maternal and child health, family planning, and emergency relief. LINKAGES promotes improved breastfeeding, complementary feeding, maternal dietary practices (BCM), and lactational amenorrhea method (LAM) — a modern, postpartum method of contraception for women who breastfeed. LINKAGES works to better BCM and LAM practices at the country level to mainstream BCM approaches into those of other organizations in development and relief settings, and to enhance the

global policy environment regarding BCM. Information dissemination and communication are critical underpinnings that support LINK-AGES' program approaches: education and training; policy analysis and advocacy; program-driven research; and monitoring and evaluation.

Micronutrient Support Activity (1998–2005)

**Countries: India and the
Philippines**

**Funding: International Science and
Technology Institute; USAID**

The Micronutrient Support Activity (MSA) is a global, USAID-funded project that provides technical assistance in vitamin A and other micronutrients. The main technical areas are integration of micronutrient supplementation into child survival programs; policy dialogue and advocacy; public- and private-sector cooperation in food fortification; expansion of private-sector markets; community-based behavior and dietary change; donor coordination; and monitoring and evaluation of impact. The project tests innovative

technologies to increase vitamin A and iron consumption among high-risk groups, particularly women and children. We have specific technical and implementation responsibility for the promotion of public- and private-sector cooperation for MSA interventions as well as for the social marketing and behavior-change components of the project. AED staff also provide technical assistance for the project's policy dialogue and advocacy activities.

Asian Business Coalition on AIDS — SMARTWork Joint Publication (2003–2004)

**Funding: Asian Business Coalition
on AIDS**

AED collaborated with the Asian Business Coalition on AIDS in translating (into Vietnamese), printing, and distributing a publication titled, "Business Taking Action to Manage HIV/AIDS." We also produced a brochure on the financial impact of HIV/AIDS and the cost of preventative methods.

Content Production for the Global Development Learning Network (2002–2003)

Countries: China, Japan, Thailand, and Vietnam

Funding: PADECO Co., Ltd. of Japan; the World Bank

AED implemented the content production for the Global Development Learning Network (GDLN). The main objective of the project was to produce and deliver programs through the network of distance learning centers that constituted the GDLN. Initially, we provided pedagogical advice related to the development and delivery of training based on videoconferencing. We then coordinated the development and delivery of one videoconference session within a series of three planned videoconferences that focused on community-driven development.

Empowerment of Women Research Program (2001–2003)

Countries: Bangladesh and Vietnam

Funding: Hewlett Foundation; Moriah Fund

Working in Bangladesh and Vietnam, AED developed interventions at both the national and local levels to change the practices of governments, NGOs, and funding agencies so that they could more effectively discourage early marriage and childbearing. Interventions were developed through the program's continuing exploration of factors that influence South Asian families' decisions about the timing of marriage and initiation of childbearing.

Support for Gender Strategies for the Cisco Networking Academy Program II (2001–2002)

Countries: India, the Philippines, and Singapore

Funding: Cisco Learning Institute

The Support for Gender Strategies for the Cisco Networking Academy Program II was an effort financed by



the Cisco Learning Institute to increase women's access to training and careers in computer networking. Cisco's Networking Academy Program was an international endeavor that trained students in computer networking and thereby prepared them for industry-standard certification as networking professionals. Our responsibilities included monitoring gender participation in the program in select countries; developing gender equity modules for the curriculum; and supporting a pilot program in India to bring Cisco's training to middle- and lower-income women.

Support for Gender Strategies for the Cisco Networking Academy Program in Ten Focus Countries (1999–2001)

Countries: India and the Philippines

Funding: Cisco Learning Institute

The Ready to Learn Center assisted Cisco Systems in improving the recruitment and retention of female participants in their international Cisco Networking Academy Program

(CNAP). CNAP provided training to secondary school-level students in more than 60 countries in computer networking, thereby preparing them for industry-standard certification as networking professionals.

Energy and Environment Training Project (1998–2003)

Countries: Bangladesh, Bhutan, India, Indonesia, Maldives, Nepal, the Philippines, and Sri Lanka

Funding: USAID

The Energy and Environment Training Project (EETP) was an endeavor designed to provide results-oriented technical training essential to promote USAID's energy and environment programs and to reduce long-term threats to the global environment. Program areas of emphasis included energy sector policy and planning; renewable energy; energy efficiency; energy and environmental infrastructure and technology transfer; energy privatization and restructuring; and cleaner, more efficient generation, transmission, distribution, and use of energy. EETP offered

services to design and conduct tailored training anywhere in the world in response to specific technical needs.

Task Order: South Asia Regional Initiative for Energy Training Program (2000–2003)

Countries: Bhutan, Maldives, Bangladesh, India, Nepal, and Sri Lanka

Funding: USAID

The primary objective of the South Asia Regional Initiative for Energy (SARI/Energy) Program was to increase regional cooperation and trade in the energy sector of South Asia in order to promote sustainable, clean energy. The project served as a vehicle for bringing together energy-sector players from across the region to discuss and resolve issues that impede cooperation and investment in energy development. The program helped countries develop the appropriate policy, regulatory, and investment environments to encourage private-sector investment. It also created a long-term process of rationalizing

energy supply and distribution across the region, including the development of the cross-border infrastructure and market mechanisms that require eventual trade in electricity and natural gas. This project focused on improved decision-making and management by host-country institutions; the adoption of improved operating policies and practices; and strengthening of local institutions. AED implemented four of the five project training areas: (1.) cross-border trade; (2.) legal, policy, and regulatory restructuring; (3.) regulations and regulatory bodies; and (4.) energy efficiency.⁷

Task Order: Public Understanding and Participation (2001–2002)

Countries: India and Indonesia

Funding: USAID

The Public Understanding and Participation Task Order introduced a results-oriented systematic approach to key players within USAID and the energy, environment, health, and social order offices. AED demonstrated the necessary tools and

methodologies needed to reach a variety of communities to inform, educate, and advocate change within energy sectors. The integration of these tools and methodologies created awareness and knowledge and generated change among individuals and communities. AED worked with USAID to introduce the systematic five-step approach to social marketing and demonstrated how it created acceptance of the bureau's needs among diverse internal and external audiences.

Task Order: Philippines Energy Environment Policy and Training Program (2002-2004)

Funding: USAID

The Philippines Energy Environment Policy (PEEP) and Training Program formulated and implemented policies in the areas of energy-sector reform, renewable energy, natural gas, and reduction of vehicle emissions. PEEP Training promoted private-public partnerships to enhance broad-based economic development. Seeking to avoid the historic antagonistic rela-

tionship between the private and public sectors, the program encouraged collaborative partnerships to generate more private-sector investments, especially in the privatization of government corporations in the energy sector.

Regional Study of Trends, Issues, and Policies in Education (1997–1998)

Countries: China, Indonesia, Nepal, Pakistan, Papua New Guinea, the Philippines, and Vietnam

Funding: Asian Development Bank

This project sought to provide information about the education sector in the Asia region so that more effective strategic planning by governments and the Asian Development Bank could take place. AED researchers examined the role of education in national development, resource allocation and mobilization, management and efficiency, quality, access and equity, and the role of donor agencies. The end product included the preparation of five separate technical working papers.

Reducing Child Malnutrition in Priority Asian Countries (1996–1999)

Countries: Bangladesh, Cambodia, China, India, Pakistan, the Philippines, and Sri Lanka

Funding: Asian Development Bank

This project sought to develop strategies to address chronic child malnutrition by raising awareness of the economic and human costs of malnutrition, by promoting successful nutrition programs to reduce malnutrition, and by developing an operational framework for assessing child nutrition as an investment priority. AED provided technical assistance using PROFILES software and methodology (interactive nutrition advocacy software) to develop advocacy materials to promote nutrition investment plans being designed in Bangladesh, Cambodia, China, India, Pakistan, the Philippines, and Sri Lanka.

Asian Telecommunications Training Assessment (1993)

Countries: Indonesia, the Philippines, and Thailand

Funding: USAID

AED conducted a one-year telecommunications training assessment that included interaction with principal corporations in the telecommunications industry in the United States and Asia, to determine the training needs for target countries and increase private-sector support in these countries.

Basic Support for Institutionalizing Child Survival (1993–2004)

Countries: Bangladesh, India, and Nepal

Funding: USAID

The Basic Support for Institutionalizing Child Survival (BASICS I & II) Project assisted USAID in carrying forward its child survival agenda which aims to continue and sustain reductions in morbidity and mortality among children. Working worldwide, BASICS focused on increasing coverage of, access to, and use of immunization (EPI), diarrheal dis-

ease control (CDD), malaria, acute respiratory infection (ARI), and related child survival services. A hallmark of the design and implementation of the BASICS approach was the integration of four core technical areas: (1.) disease-related technical support; (2.) service delivery support; (3.) communication and marketing; and (4.) planning and management. AED's role was to assist the BASICS team in providing long- and short-term technical assistance, human resource development, and information dissemination. Other key project components included operations research, surveys, pilot projects, and small grants.

**Environmental Education and
Communication Project
(1993–2001)**

**Countries: Nepal and the
Philippines**

Funding: USAID

The Environmental Education and Communication (GreenCOM I) Project was one element in USAID's integrated strategy to

assist developing nations in addressing the knowledge, attitudes, and behaviors responsible for many environmental problems. In support of USAID's increasing emphasis on sustainable development, AED and the GreenCOM team provided expertise in environmental education and communication (EE&C). The programs were designed to promote public awareness and support for new environmental policies and practices from programs that improved irrigation and watershed management or ameliorated industrial pollution. The GreenCOM Project presented issues for the public agenda and engaged key institutions through several stages of awareness and knowledge toward action. GreenCOM promoted behavior change through communication and social marketing, addressed gender roles in natural resource management, and worked toward long-term sustainability through the introduction of education and communication capacities within local institutions.

Southern Asia Water and Sanitation Assessment (1991)
Countries: Bangladesh and the Philippines

Funding: United Nations Development Program; the World Bank

Academy staff participated in a review of the impact of the United Nations Development Programme/World Bank water and sanitation projects in Southern Asia, including the Philippines and Bangladesh. Academy staff traveled to Bangladesh to conduct site visits and meet with project staff to review the progress toward involving women in, and integrating health issues into, water and sanitation projects.

HEALTHCOM I and II—
Communication for Child Survival (1985–1995)
Countries: Bangladesh, Burma, Indonesia, Papua New Guinea, and the Philippines

Funding: USAID

HEALTHCOM I was designed to help developing countries and USAID Missions increase the impact of their child survival pro-

grams through improved communication as part of USAID's overall strategy to reduce infant mortality. HEALTHCOM I coordinated its efforts with international agencies, such as the World Health Organization and United Nations Children's Fund (UNICEF), to improve consumer education and to promote the correct use of oral rehydration therapy (ORT), immunizations, and other child survival technologies. The communications strategy developed by HEALTHCOM I drew heavily on principles derived from four disciplines: social marketing, behavioral analysis, instructional design, and applied anthropology.

HEALTHCOM II represented the third phase of USAID's support for health communication and marketing, building upon two previous phases. HEALTHCOM II continued to pursue the goal of bringing about key changes in health practices at the community, family, and individual levels by applying innovative communication knowledge and technology. Interventions included oral rehydration therapy, immuniza-

tions, nutrition education (including breastfeeding and vitamin A), and maternal health. Increasingly, this third phase of USAID's health communication program focused on sustainability of behavior changes and institutionalization of effective health communication capacities.

Technologies for Primary Healthcare (1983–1993)

Countries: Bangladesh, Burma, India, Indonesia, Pakistan, and the Philippines

Funding: USAID

AED collaborated on the Technologies for Primary Healthcare (PRITECH) Project, a USAID's child survival effort designed to provide technical assistance in oral rehydration therapy and immunization to between 20 and 30 developing countries over a five-year period. We assumed responsibility for the health communications, community education, and social marketing components of PRITECH's activities. Academy staff undertook the following activities:

- **Bangladesh:** Conducted anthropological and marketing studies in support of the national ORT program, specifically developing an ORS marketing-research component for a broader social-marketing project.
- **India:** Evaluated the communication opportunities to support USAID-assisted primary health-care project expansion to ORT.
- **Indonesia:** Prepared a communication plan for a five-year health education program supporting ORT, immunization, nutrition, and child spacing.
- **Myanmar:** Assessed the public communication channel systems and efforts of the Central Health Education Bureau to provide communication support to diarrheal disease control.
- **Pakistan:** Developed a communication effort to promote widespread use of ORT linking private-sector ORT products with national ones.
- **The Philippines:** Produced a communications plan, in col-

laboration with the Philippine Ministry of Health, to support the expanding ORT program.

Population Communication Services (1982–2003)

Countries: Nepal and Sri Lanka

Funding: USAID

The overall goals of the Population Communication Services (PCS) Project were to: (1.) offer technical assistance to family planning agencies during all stages of program design and implementation; (2.) expand the capacity of population and family planning specialists in developing countries to design, implement, and evaluate communication programs; and (3.) improve coordination of population and family planning communication activities among agencies and organizations in developing countries. AED's responsibilities included mass media planning, international seminar development, and information services.

This comprehensive national information, education, and communica-

tion (IEC) program was designed to enhance public awareness of family planning methods and legitimize the idea of family planning among the general public. Well-designed IEC activities have proved successful in efforts to enhance public awareness of family planning services. Even where a comprehensive IEC program is not politically feasible, specific activities — such as improved person-to-person communication, skillful use of print media, and mobilization of available private-sector IEC resources, serve to promote the acceptance of family planning. Academy staff led needs assessment and planning missions to Nepal, Senegal, and Sri Lanka.

ADDITIONAL INFORMATION

If you would like additional information about any of the programs and projects listed in this directory, please refer to the Projects Database on the AED Intranet at <http://intranet.aed.org/dbtw-wpd/menu.htm>. More information on the projects can be found by typing the name of the project, as it appears in the directory, in the title or keyword field of the database. In addition to the information available in the directory, you can find a list of partner organizations and countries served as well as the AED contact, Group Name, and Center where the project resides.

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