



AED • IN THE MIDDLE EAST

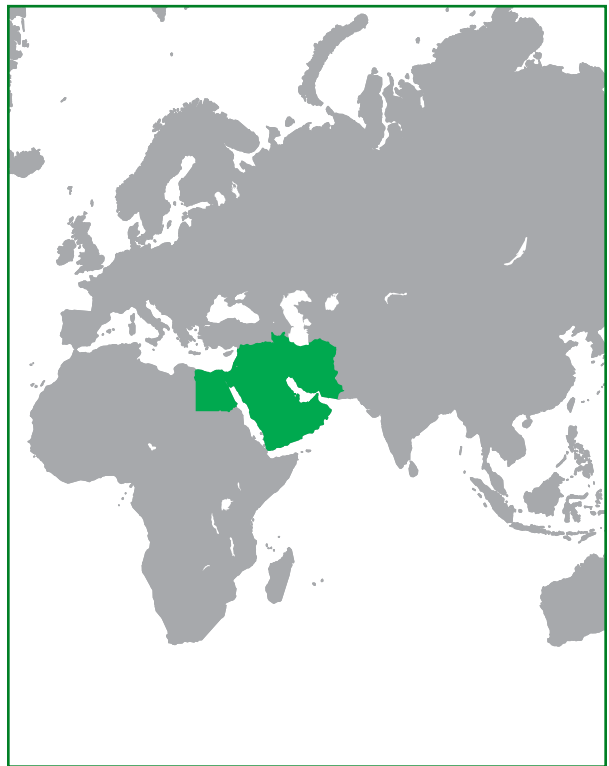
ACADEMY FOR EDUCATIONAL DEVELOPMENT

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AED IN THE MIDDLE EAST

ACADEMY FOR EDUCATIONAL DEVELOPMENT



Academy for Educational Development
Connecting People > Creating Change



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AED in The Middle East

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 the Middle East, Asia, Africa, Central and Eastern Europe, and Latin America as well as across the United States. Since our inception more than 40 years ago, the size of the staff has grown to 1,200.

For more than 30 years, AED has worked to support development programs with our experience and technical expertise in health, education, leadership development, and the environment. AED's extensive work in the Middle East began in the late 1970s when we worked with the Government of Saudi Arabia to design and create King Faisal University. Since then, we have undertaken projects to build basic education systems in Egypt, to save water resources in Jordan, and to expand the use of modern information technology throughout the region. Educating girls has been a special focus of AED in the region. This directory presents an overview of the varied activities undertaken by AED throughout the Middle East and demonstrates our proven experience in helping clients meet the complex challenges of the future.

Current AED Programs Include:

- Behavior Change Communication for Health Reform
- Civil Society Participation
- Conflict Resolution
- Education Reform

- Electricity Regulation
- English Language Instruction
- Environmental Education and Training
- Gender Equity in Education
- Quality Improvement in Education
- Scholarship Programs
- Water Conservation

EGYPT

EQUIP2 Associate Award: Egypt Education Reform Project (2004–2009)

Funding: USAID

The Educational Quality Improvement Program: Policy, Systems, and Management (EQUIP2) is designed to assist countries in: (1.) formulating and implementing education policy; (2.) developing and improving educational systems and building organizational capacity; (3.) strengthening management skills in the education system; and (4.) expanding and improving the collection of data and information in the global education arena. Through EQUIP2, AED and its partners are the implementing institutions for the **Egypt Education**

Reform Project (ERP). The project is assisting the Government of Egypt to establish a foundation of policy and institutional capacity for sustainable and replicable reform in education in seven targeted governorates and their partner institutions, including the private-sector and nongovernmental organizations. Organized into three components, the Egypt Education Reform Project addresses decentralized governorate management, education systems support, and reform of faculties of education at universities in the targeted governorates. The project will also support overseas training opportunities for Egyptian educators. Project interventions emphasize the following elements:

- **Educational Policy:** development of operational policies to implement a decentralized education system and encourage active engagement of the private sector and the public. For example, community resource mapping by youth groups was launched in 2004 with assistance from AED's Center for Youth Development.
- **Systems and Educational Strategies:** support for innovative school-level programs that are implemented through a related project funded by USAID under EQUIP1. Monitoring and evaluation conducted by AED will measure the impact of not only the ERP project but also the Classrooms and Schools intervention (EQUIP1) and all of the USAID activities geared to its strategic objectives in education.
- **Organizational Capacity:** professional development and opportunities to improve the skills, knowledge, and attitudes needed to implement the education reforms. Following on two AED projects offering professional development in English language training for educators (IELP I and II), ERP is continuing to develop and adapt the successful English language series "Hand in Hand" for use in primary grades 1-3.
- **Civil Society Participation:** creation of demand and support for education through engagement of civil society (including youth) and the private and public sectors. In the project's first year, a study of teacher motivations is being conducted that will lead to design of a social marketing program directed toward attracting professionals to the teaching profession or increasing the support of civil society for teachers and schools.
- **Knowledge:** continuous improvement through monitoring and evaluation and action research. Management and evaluation teams will track activities and impacts; will

adapt and adjust activities based on regular review, and will ask the system-level questions that ensure that valuable experiences and outcomes are replicated throughout the country.

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

Funding: USAID

CATALYST strives to increase the quality of, and access to, family planning and reproductive health (FP/RH) services in ways that will address the unmet needs of diverse user groups and to build sustainability. As a result, the project works to forge and strengthen links at the country, regional, and community levels among donors, collaborating and implementing agencies, and the public, private commercial, and NGO/CSO sectors, including both health and nonhealth sectors. South-to-south technical assistance plays a central role in scaling-up new and proven FP/RH technologies and

approaches with sustainability plans being developed in a participatory fashion in each country. AED and our partners in the CATALYST Consortium develop, manage, and implement this project. At the service delivery point (clinical and nonclinical alike), state-of-the-art technical interventions and best program practices will be adapted and applied based on cultural realities and client-defined needs in each country or region. Throughout the project, lessons learned and findings are documented and disseminated at country, regional, and global policy levels.

Review of Early Childhood Development and Human Capital Formation in Egypt (2000–2001)

Funding: World Bank

The Academy's Ready to Learn Center assisted the Government of Egypt in developing cost-effective, workable, financially sustainable policies, strategies, and programs for children in their early years in order to improve their school readiness. RTL conducted an international symposium on early childhood education to

inform the Egyptian counterparts about their experience with successful early childhood education approaches. We prepared a series of background papers on the cost-benefit analysis of different approaches to early childhood education, alternative financing mechanisms, and quality assurance mechanisms. The Academy also furnished resources for experimentation and pilot testing of different approaches to improving early childhood education.

Energy and Environment Training Project (EETP) Task Order — Egypt Electricity Regulatory Program (2000–2001)

Funding: USAID

For this Task Order, AED provided institutional development assistance in support of the establishment and strengthening of a regulatory authority for the power sector in Egypt. The project was intended to support and expedite the development of a fully functioning independent agency that would be prepared to set tariffs for retail and

wholesale electricity sales. AED advisers, together with short-term trainers, worked to build agency staff capacity through both classroom and on-the-job training. We also worked with the Egyptian Electricity Holding Company and the Ministry of Electrical Energy to enable them to formulate rules and regulations establishing the agency as a fully functioning organization and to ensure that these other government entities understood their own roles vis-à-vis the agency. AED helped agency staff create a framework of standards and procedures to be issued in governing power-sector activities and assisted them in developing organizational policies and procedures.

Behavior-Change Innovation, State-of-the-Art Activity (1998–2004)

Funding: USAID

AED developed and tested new and improved behavior-change tools and approaches to yield direct measurable changes in key institu-

tional, community, family, and individual behaviors within the context of the Child Survival, Maternal Health, and Nutrition Results Packages. The project worked with local governments, USAID cooperating agencies, private voluntary agencies, and NGOs to integrate behavior-change strategies into new and existing child survival, maternal health, and nutrition activities. Collaboration with these various groups enabled field staff to address issues of sustainability, community participation, reaching the hard-to-reach, and reduction of long-term costs. Project activities included: technical support to test innovative approaches to affect the perceptual and structural determinants of behavior change; program-driven research to develop effective interventions and strengthen evaluation of impact and effectiveness; policy analysis and advocacy to assist partners at the international, national, and project levels; interventions with PVOs to increase community-level activities and test innovative strategies and technologies; and pri-

vate-sector partnerships to increase the reach and sustainability of behavior-change activities.

Energy and Environment Training Project (1998–2003)

Funding: USAID

The Energy and Environment Training Project (EETP) was an umbrella program designed to provide results-oriented technical training essential to promoting USAID's energy and environment programs and to reducing 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 the cleaner, more efficient generation, transmission, distribution, and use of energy. EETP offered USAID Missions an easy-to-use mechanism to access specialized technical training and related services in fields that supported the Mission's energy and environment strategic objectives. The AED team

consisted of education and training specialists with proven expertise in energy and environment to provide practical training that could be integrated into continuing host country and USAID programs.

The project also involved assisting the Mission in strategic and program planning for energy and the environment-related training and identified off-the-shelf training courses to meet Mission needs, screen candidates, provide orientation, and administer all aspects of participant involvement. EETP staff designed and conducted tailored training throughout the world in response to specific technical needs. Another project task was to design and administer monitoring and evaluation mechanisms.

Task Order: Egypt—Work Force Development: Subcommittee IV Secretariat for the U.S.-Egyptian Partnership (1998–2001)

Funding: USAID

In 1998, LearnLink joined an innovative partnership serving as a Secretariat to support the work of a subcommittee of the U.S.-Egypt Partnership for Economic Growth and Development. Operating through a public- and private-sector dialogue, the Partnership promoted policies leading to economic growth and job creation in Egypt and to mutually beneficial economic and commercial ties between the two countries. Recognizing that an educated work force must form the basis of Egypt's development strategy, the Partnership established Subcommittee IV (SCIV) to develop and test strategies, systems and structures to enable Egypt to flourish in the global economy of the future. SCIV's mandate was to improve education policies and practices in ways that furthered private-sector growth in Egypt. With support from

LearnLink staff in Washington, D.C., the Subcommittee achieved the following objectives through its Secretariat office in Cairo, Egypt:

- **Educating the Future Technical Work Force.** SCIV improved the skills of entry-level technical workers through decentralized public-private partnerships between the Ministry of Education and business associations. In the Governorate of Alexandria, the Baltimore, M.D.-Alexandria Sister City Program served as the vehicle for bringing U.S. school-to-work program experience to Egypt.
- **Training the Current Work Force.** SCIV supported initiatives to help define and deliver skills required by private-sector employers to enhance their global economic competitiveness. Specific initiatives included training English language and computer technology teachers and developing master teachers in Egypt through an exchange program designed by the U.S. Department of Education and implemented in Egypt by USAID.
- **Improving Access to Computers for Egyptian Students.** The Ministry of Education made significant progress in providing schools with computer equipment. SCIV worked with the Egyptian private sector to enhance the Ministry's efforts through pilot projects, such as the Sharkeya computer club, an innovative approach to allow access to school computers after school, on weekends, and during vacations.
- **Empowering Girls.** SCIV worked closely with USAID educational program specialists to monitor progress on the delivery of girls' education services, especially in rural areas with the largest gender gaps. We helped support a new girls' and women's education activity that established 1,000 one-room, community schools with locally recruited teachers which focused on educating girls in grades 1 through 5.

- **Enriching Environmental Education.** SCIV was instrumental in forging linkages between the Ministry of State for Environmental Affairs and the Ministry of Education, culminating in an Environmental Education Memorandum of Cooperation that included doubling the number of GLOBE schools, integrating Green Corner activities into schools, and enhancing environmental education materials for industrial schools.
- **Sharing Educational Practices.** SCIV conducted policy meetings between U.S. and Egyptian educators, government decision-makers, and private businessmen which promoted the sharing of educational practices and experiences and built relationships to foster communication and cooperation on mutual interests.

Egypt Integrated English Language Program II (1997–2004)

Funding: USAID

This seven-year project has resulted in systematic improvements to Egypt's English teaching practices. With assistance from U.S. and Egyptian consultants, the Integrated English Language Program (IELP II) worked with various partners and stakeholders in planning, design, implementation, and evaluation. IELP has directly trained 22,000 teachers nationwide, trained those who train Egypt's teachers, strengthened the Ministry of Education's own capacity, and developed a corps of education specialists to serve as continuing resources. By working with people at all levels of the Egyptian education system, IELP II has set the stage for many innovations – interactive teaching, in-service training, setting educational standards, and evaluation – that will continue now that the project has concluded.

GreenCOM I Task Order: Egypt Water (1997–1999)

Funding: USAID

GreenCOM is a worldwide umbrella program aimed at improving the use of communication for environmental protection. In Egypt, AED produced a video that documented a pilot activity to mobilize community members in cleaning up their mesqa and provided assistance to strengthen the Water and Education Unit of the Ministry of Public Works and Water Resources (MPWWR). This phase of the GreenCOM Project was designed to improve the capability of the Water Communication Unit (WCU) of the MPWWR in order to organize and communicate with water users and increase farmer participation in and behavior towards water resource management.

Quantitative achievements included significant increases in farmer meetings held by district engineers, in knowledge by district engineers of how farmers can save water, and in district engineer knowledge of water user associations. During a three-

month period, Egypt ran GreenCOM/WCU-produced TV spots 1,028 times for free, which were viewed by almost 26 million people. The project produced a number of communication materials for field staff and the mass media. The monitoring and evaluation component focused primarily on knowledge, attitude, and practice (KAP) studies. WCU staff participated in this research and now possess the basic skills needed to conduct applied research, monitor what the field staff are doing, and work with professional research firms to design, conduct, and interpret research studies. Cross-cutting activities involved building WCU capabilities in support of the three primary components. At the beginning of the project, the WCU was almost unknown within the Ministry and by outside agencies, media representatives, and other groups. The WCU is now widely recognized and respected by these groups. A key indicator of this new recognition was the government's allocation of a significant budget to the WCU.

Global Communications and Learning Systems Project (1996–2003)

Funding: USAID

LearnLink is a program designed to strengthen learning systems essential to sustainable development using culturally appropriate communication and educational technologies. Through this project, AED integrated digital, distance, and interpersonal communication to enable more people to talk to each other; become exposed to new ideas, practice new skills; and interact with a new generation of machines, people, and systems. Specifically, the project fostered computer instruction in schools and learning centers, helped develop radio courses for distance learning and teacher training, explored the feasibility of interactive multimedia kiosks—one-stop communication shops—in rural villages, and used Internet connectivity to monitor and protect human rights. Other potential LearnLink applications included: supporting decentraliza-

tion of education systems and teacher training by networking Ministries of Education, teacher training institutions, and schools; improving teacher training and enhancing student motivation, retention, and learning through computer-assisted instruction; extending quality health care to rural or isolated populations through “telemedicine” applications; providing populations of rural or secondary and tertiary urban areas with access to multimedia learning tools and the Internet in order to support community education and economic development and help satisfy community information needs.

Egypt Support for Educational Development (1996–2000)

Funding: World Bank

With the Government of Egypt facing major economic and social challenges as the 21st Century approached, it became necessary to address the need for reform of the country’s educational system if Egypt

was to remain an economically competitive, socially stable nation. In 1996, the Government of Egypt formed a working group to analyze major sectoral issues and to propose policy actions and potential programs for international assistance. The central purpose of this project was to assist the Government of Egypt in improving the quality of basic education through changes in curriculum and training in order to develop a more capable work force. The project had four components: (1.) achieve universal primary education; (2.) assess school implementation of national policies and reforms; (3.) improve vocational education; and (4.) strengthen capacity of education sector at national and regional levels. The AED team worked alongside appointed Egyptian counterparts to develop an action plan and assist with implementation.

Egypt Education Planning Activity (1989–1992)

Funding: USAID

AED focused on developing the capacity of the Educational Planning Unit of the Ministry of Education to conduct policy analysis, research, and evaluation; educational forecasting and manpower needs analysis; planning for financial and human resource management of the sector; and management information systems development, including data collection and analysis, school mapping, computerization, and documentation.

Egypt Population Communication Project (1983–1988)

Funding: USAID

The Academy provided technical assistance and in-country training to the Egyptian State Information Service/Information, Education and Communication (SIS/IEC) Center in order to improve the development and delivery of effective information and education regarding population and family planning programs in Egypt. This assistance

involved introducing strategies and mechanisms for improved cooperation among the several agencies involved in family planning in Egypt. At the local level, the Academy assisted the SIS/IEC Center in designing and delivering training programs for its large network of local offices. These 55 local offices were trained and equipped to strengthen interpersonal communication at the grassroots level, which held the promise of increasing contraceptive acceptance in the years that followed.

Project staff also worked with local production companies in Egypt to create three different television series to promote child spacing for the health of the mother and her children, and to address related issues of child labor and early marriage. The first dramatic series took a serious look at the health implications of early child bearing upon women, the second series adopted a comic approach for dispelling myths about family planning, and the

third series featured a credible medical source. Public and media reaction to this treatment of delicate subjects in a conservative society were overwhelmingly positive, and message recall among target groups was high.

During this period, contraceptive prevalence rose steadily, more as a result of stimulated demand than service expansion. From 1983 to 1988 period, prevalence rose from 30.4 percent to 54.4 percent, and in the years that followed, demand and prevalence continued to rise. While AED cannot ascribe all of the increase to the IEC intervention, investments in service expansion began only in 1990, and there were no other significant IEC inputs apart from the SIS/IEC Center. Today, the Center remains the key agency in the national IEC program in Egypt.

Egypt Basic Education Project (1983–1987)

Funding: Egypt Ministry of Education

AED focused on an overview and assessment of the current status of basic education in Egypt. Through this Indefinite Quantity Contract, the Academy assisted the Ministry of Education by offering short-term consulting services and technical assistance in the following areas: curriculum design and development; teacher training; educational planning and cost analysis; vocational/technical education; management information systems; educational supervision; special education; experimental schools; organization and management of the Egyptian Ministry of Education; and school building design.

Egyptian Diarrheal Disease Control Project (1982–1984)

Funding: JSI; USAID

In 1982, the John Snow, Inc. (JSI) was contracted by USAID to help develop a project paper to provide extensive support to a large-scale

expansion of Egypt's diarrheal disease control activities. Working as a subcontractor to JSI, providing tailored, short-term assistance in the areas of health communications, specifically the use of radio, television, and print materials development, as communication support for ORT. Another project task was to develop a strategy for Egypt that would draw upon the country's extensive television and radio resources, along with the outreach capacity of both the public and private health systems.

In addition to developing the basic approach to health communication in the project, the Academy helped to plan a large-scale pilot program for Alexandria. Specific Academy contributions included assistance with developing and testing the program logo and planning the Alexandria media pilot. Building upon Egypt's recognized skills in media production, the Alexandria pilot provided program planners with a test run of key educational elements. Working with professionals from the JSI and

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AED, the Egyptian Ministry of Health developed one of the world's largest and most sophisticated programs of diarrheal disease control at the time of the project. The Egyptian program provided a rare opportunity to apply the communication approaches developed in small countries, such as Honduras and The Gambia, to a much larger and more sophisticated setting such as Egypt.

Cairo Transport Authority Project (1979–1980)

The Academy identified occupational/trade areas in which the Cairo Transport Authority could provide training, developed occupational descriptions for each occupation/trade identified, determined training courses needed, developed course outlines, determined shops, classrooms, equipment, tools and instructors, and developed an operational plan for the training center. We also conducted a feasibility study which focused on three main areas: curriculum, training, and equipment specifications. Following

this assessment, we made recommendations for instructional courses, a training program for the centers' teachers and administrators, and the implementation and upgrading of equipment specifications. Specialists from the Academy in vocational training and facilities design then reviewed plans for two vocational training centers in Egypt. The centers, operated by different local agencies, were designed to train workers in vehicle maintenance for the country's transportation sector. This program plan included recommendations for staff development, training materials production, participant training, and equipment lists to accommodate the curriculum.

IRAN

Iran Technical Training Center (1975–1979)

**Funding: Government of Iran;
World Bank**

In late 1975, the Academy began a two-year contract with the Ministry of Roads and Transportation of the Government of Iran to develop a long-range master plan for an extensive technical training complex. AED assisted in planning and implementing a national training center for the Ministry's educational complex. The complex was designed to train personnel for the maintenance and operation of all transportation systems including railroads, ports and shipping, roads and transportation, and train and educate top and middle-level man-

agement personnel. As part of this task, AED developed an instructor-training program to select student instructors and provide them with basic teaching skills; created a teacher education curriculum for operators and mechanics; established a curriculum library of Ministry personnel, with superior vocational and technical materials as well as syllabi prepared by experts in the field; and laid the foundation for a continuous expansion of programs with increasing numbers of instructors and students. The program also included the development of linkages and new programs for engineering education for the Ministry of Transportation's senior planning and construction officials.



JORDAN

EQUIP2 Associate Award: Support Project for the Government of Jordan's Initiative, Education Reform for the Knowledge Economy (2004–2009)

Funding: USAID

The Educational Quality Improvement Program: Policy, Systems, and Management (EQUIP2) is designed to assist countries in: (1.) formulating and implementing education policy; (2.) developing and improving educational systems and building organizational capacity; (3.) strengthening management skills in the education system; and (4.) expanding and improving the collection of data and information in the global education arena.

Through EQUIP2, AED and its

partners will implement a project that provides support to the Government of Jordan's initiative, Education Reform for the Knowledge Economy (ERfKE). The project is an integrated set of support and capacity-building activities that address two major components of the ERfKE initiative: (1.) Early Childhood Education and (2.) Youth and Work Force Training. For Component One, the project will work with Jordanian partners to renovate and furnish 100 kindergarten classrooms and 20 resource rooms, assess and improve the curriculum, train and support 100 supervisors and 600 teachers, and design an accreditation program for kindergarten teachers. For Compo-

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nent Two, the project will assist the Ministry of Education in furthering the design and delivery of a new high school curriculum stream that prepares students for employment or additional study in fields related to management information and communication technologies. The project will work with Jordanian partners to develop e-learning modules, train the management information stream (MIS) teachers, and develop a mentoring program for them, prepare service and instructional standards and accreditation for 400 schools and 2,000 teachers, and implement a pilot school-to-work program in 12 schools.

Education and Information Program to Improve Irrigation Water Use Efficiency (2003–2006)
Funding: USAID

Low productivity, limited or unreliable groundwater supplies, and increasing demand from both rural populations and urban water users are just a few of the roadblocks to developing a robust agricultural sec-

tor in Jordan. As a leader in improved water efficiency programming and as a catalyst for creating a more productive and profitable agricultural sector, USAID/Jordan is seeking to create an enabling environment that will allow this sector to flourish.

Funded by USAID and Jordan, the central purpose of the Education and Information Program (EIP) is to design and implement a water use efficiency program for Jordanian farmers. Key outcomes of the program will include: (1.) increased value per cubic meter of water, through improved crop selection and water technologies at the farm level; (2.) improved capacity of farmers and associations to effectively market regionally and internationally; (3.) improved effectiveness of farmer/producers and water users associations; (4.) the development of world class extension capabilities that have expertise in social marketing; and (5.) the implementation of four

policies and revised regulations that either promote sustainable practices or encourage sustainable agricultural use of water.

Support for Gender Strategies for the Cisco Networking Academy Program II (2001–2002); Jordan, United Arab Emirates

Funding: Cisco Learning Institute

The Support for Gender Strategies for the Cisco Networking Academy Program (CNAP) II was an effort financed by the Cisco Learning Institute to increase women's access to training and careers in computer networking. CNAP was an international training program that instructed students in computer networking, thereby preparing them for industry-standard certification as networking professionals. AED's work consisted of monitoring gender participation in the program in select countries and developing gender equity modules for the CNAP curriculum.

Jordan Water Efficiency and Public Information for Action (2000–2005)

Funding: USAID

The Water Efficiency and Public Information for Action (WEPIA) activity assists Jordanian NGOs, government institutions, and the private sector in improving and expanding public education on the water shortage situation in Jordan and in determining the ways in which individuals, as well as public- and private-sector institutions, can conserve and more effectively manage scarce water resources. Since the inception of the project, WEPIA has conducted an assessment of large-scale water consumers, such as hospitals, hotels, schools, and restaurants, to determine the potential impact of installing water saving devices (WSD). In addition to convening strategic planning workshops with stakeholders, project staff have been working with Ministry of Water colleagues on policy, regulations, specifications, and standards, as well as with commercial manufacturers and vendors, to ensure that the most appropriate equipment is available locally.

WEPIA works with both teachers and youth in and out of school through curriculum reform efforts with the Ministry of Education, youth activities with the Ministry of Sports and Youth, and social service programs with various national universities, including the University of Jordan. Integral program components include: teacher training; informational, educational, and instructional materials development; and community outreach programs. Another project activity involves supporting or developing various mass media-based initiatives, including an environmental supplement for children in the leading national newspaper. New activities involving U.S.–Jordanian partnerships that will continue after WEPIA’s contract expires include a master’s degree program in water demand management that will be jointly developed by the Jordan University of Science and Technology (JUST) and an American university and the establishment of a master plumber training and certification program.

Jordanian Judicial Training Programs (2000–2001; 2002)

Funding: Government of Jordan

In 2000, AED coordinated a four-week program for eight senior judges from Jordan, allowing the delegation to study the U.S. rule of law and judicial practices, with a particular emphasis on commercial law and alternative dispute resolution (ADR). The group was introduced to the U.S. judicial system, the division of powers, and an examination of how courts at all levels are employing ADR techniques. The judges also attended a training program focusing on ADR, the judicial decision-making process, and models of peace planning. At the end of the program, members of the delegation were given an opportunity to discuss and evaluate their training experience. Meetings with legal experts helped the participants set goals for implementing what they learned and for building upon their professional relationships with their U.S. colleagues.

On the basis of the success of the previous program, a group of ten senior-level Jordanian judges visited the United States in 2002 as part of an AED Center for International Exchanges Project, to address streamlining court administration and developing techniques for alternative dispute resolution (ADR) in Jordan. The two-week visit began in Washington, D.C., with meetings with such high-level officials as Supreme Court Justice Sandra Day O'Connor. The delegation then attended a professional development seminar, observed trials, and had in-depth discussions with judges and court administrators. They also flew to New York City for sessions on judicial oversight and ethics.

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

Funding: Cisco Learning Institute
The Ready to Learn Center assisted Cisco Systems in improving the recruitment and retention of female participants in its international

Cisco Networking Academy Program (CNAP). The program has academies in more than 60 countries and trains secondary school students in computer networking, thereby preparing them for industry-standard certification as networking professionals. The Ready to Learn Center assessed and analyzed data concerning CNAP participants to determine whether Cisco's program was successfully training females for technology careers within its sites in Africa, Latin America, South Asia, Eastern Europe, and the Middle East. Project staff then developed strategies for attracting, retaining, and sustaining female CNAP participants and graduates and adapted these strategies for the specific cultural contexts of selected focus countries before disseminating our recommendations and findings. Products and deliverables from the project included Reports on Special Topics resulting from the analysis of enrollment and recruitment data of Cisco's Networking Academies in ten focus countries; intervention strategies to increase female partici-

pation in focus countries; and assessment of lessons learned from intervention strategies in select focus group countries.

LINKAGES: Breastfeeding, LAM and Related Complementary Feeding, and Maternal Nutrition Program (1998–2004)

Funding: USAID

Managed by AED, LINKAGES is a global program intended to offer technical assistance to organizations promoting breastfeeding. Through technical information, assistance, and training, the project supports comprehensive country activities to improve exclusive breastfeeding rates and related complementary feeding and maternal dietary practices and to extend the offering of the lactational amenorrhea method as an effective, modern method of contraception. Using these methods, LINKAGES aims to increase child survival, growth, and development; increase child spacing; improve maternal, reproductive health; and reduce HIV transmis-

sion through informed decision-making on optimal infant feeding.

In 1997, the USAID Mission asked LINKAGES to review the 16-month pilot Lactational Amenorrhea Method (LAM) Project and to develop a strategy for completing the process of integrating LAM into Jordan's health care facilities. The outcome was the design of the MOH LINKAGES LAM Project. The primary objective of the program has been to increase the acceptance and offering of LAM as a transition to the use of other modern contraceptive methods. The MOH and LINKAGES introduced LAM in all 351 government maternal and child health (MCH) Centers in the country and trained 861 health practitioners from the centers. To achieve program results, the LAM Project adopted five strategies, as follows:

- Capacity building, to strengthen the capacity of the primary health care staff to integrate LAM, breastfeeding

counseling, and lactation management into MOH service delivery.

- Behavior Change Communication, to meet the informational needs of mothers and families by developing educational materials and media messages.
- Policy and advocacy, to increase the awareness of senior health officials, health professionals, and other stakeholders of LAM's impact on breastfeeding practices, infant health, and child spacing.
- Monitoring and Evaluation, to strengthen management information systems to capture new LAM users.
- Mainstreaming, to ensure sustainability of the breastfeeding and LAM intervention through the establishment of a National Breastfeeding Center within the Maternal and Child Health Directorate.

GreenCOM: Jordan — Global Learning and Observations to Benefit the Environment (1997–1998)

Funding: USAID

GreenCOM provided strategic technical assistance to the Global Learning and Observations to Benefit the Environment (GLOBE) program, an international science and environmental education program that engaged students in measuring and reporting scientific data about their local environment. Data collected by the students were then conveyed to scientists and other participating schools via the Internet, thereby allowing scientists to track the health of the planet. In 1997, AED helped launch the GLOBE program in Jordan. Initially, project staff facilitated a workshop with 24 teachers, government officials, and academics at the Al-Ma'aref School in Amman. The workshop was coordinated by the Friends of Environment Society, a Jordanian NGO that was tasked with sustaining the program in the long term. The three-day introductory workshop included an

overview of GLOBE and its scientific protocols for atmosphere, hydrology, GPS, biometry, and land cover. As we did in Russia, AED provided the initial set of computers and scientific equipment for the first group of participating schools and developed partnerships with several Jordanian businesses to ensure further support for the program. GreenCOM also supported sending two Jordanian program coordinators to an international GLOBE training workshop in Miami.

In 1998, follow-up visits by GreenCOM staff to Jordan found that GLOBE continued to flourish after GreenCOM's assistance had ended. Students throughout the country were diligently measuring environmental data and sharing it with scientists and other GLOBE schools. One school had achieved distinction by submitting more data reports to the GLOBE Web site than any other school in either Jordan or neighboring Israel that year. In addition to expanding their sci-

entific and environmental knowledge, students also noted that participation in the program helped them to sharpen their English language skills. Female students were especially excited about the program and reported that they were taking personal steps to protect the environment.

GreenCOM I Task Order: Jordan— Royal Society for the Conservation of Nature (1994–1995)

Funding: USAID

Water scarcity and conservation are two of the most serious environmental problems faced by Jordan. With all of Jordan's known water sources already tapped and its population growing at one of the fastest rates in the world (3.8 percent annually), this problem threatened to become a national crisis. Though legislation concerning the nation's water resources existed, educational and communication strategies to promote water conservation targeting different segments of the population were desperately needed.

GreenCOM funded the Royal Society for the Conservation of Nature (RSCN), a Jordanian nongovernmental environmental organization, which undertook the Jordan Water Conservation Education Project in 1994 and 1995. AED collaborated with the teachers and staff of the RSCN to develop a participatory, interactive curriculum (in Arabic) on water conservation issues for secondary school eco-clubs. The curriculum advocated a number of specific personal, household, and parental behaviors to conserve water. An evaluation was then conducted to measure the impact of the curriculum. The results indicated that changes in reported water conservation practices are possible using such techniques. Students involved in the new curriculum demonstrated a higher level of knowledge of water conservation facts than students in the control group. They also performed recommended behaviors more often than students who were not exposed to the curriculum.

Jordan Vocational Education Assessment (1990–1992)

Funding: USAID

The Academy analyzed the vocational and technical education sector in Jordan in order to determine how effective it was in meeting the demand for skilled labor, what improvements in the system needed to be made, and how they should be implemented and financed. A comprehensive report was produced on labor market demand and the capability (including cost-effectiveness) of the vocational and technical training programs of the Ministry of Education, the Vocational Training Corporation, and the technical programs of community colleges to meet identified needs. Further, the report listed specific recommendations for strengthening and integrating these programs for providing skilled manpower.

Communication for Child Survival (HEALTHCOM): Jordan (1987–1989)

Funding: USAID

This project aimed to promote the “ten golden rules of breastfeeding”

and focused in particular on several audiences, including the medical community—many of whom did not feel this area was deserving of their attention. Mothers were the primary audience while health workers and family members, whose support is essential to the breastfeeding mother, were secondary audiences. The Academy worked with a local Foundation—the Noor Al Hussein Foundation—and other local groups to create a largely mass media program based upon the fictional Dr. Huda (an older woman and also a mother) who provided both encouragement and advice on all of the messages.

In this conservative Muslim environment, radio and television spots were able to feature local women and their infants by maintaining the proper tasteful and creative approach. Extensive formative research and materials pretesting led to a highly successful IEC program. A large-scale evaluation of the initiative demonstrated that

mothers' knowledge about the appropriate timing of breastfeeding increased from 41 percent to 74 percent. Knowledge about the appropriate time to supplement breastmilk increased from 36 percent to 61 percent. Actual initiation of breastfeeding within six hours after birth increased from 43 percent to 69 percent among mothers who delivered at home.

Jordan Arab Model Schools Corporation (1986)

Funding: Arab Model Schools Corporation

The Academy provided assistance to the Arab Model Schools Corporation in Jordan to support its activities in establishing private educational institutions in Jordan as well as in other Arab countries. Model strategies for the design, implementation, and operation of private schools were prepared, addressing such issues as educational philosophy; local leadership, organization, and governance; curriculum design and development; long-range

planning; administrative support services, staff recruitment and training; and institutional linkages.

Jordan Vocational Training Center Project (1979)

AED assessed the suitability of construction design plans and equipment lists for the first training center in Amman for the Vocational Training Corporation. The specific requirements under the project involved: reviewing the design criteria for the physical layout, including the architectural and structural requirements in light of the proposed number of students (400); assessing the workshop concepts and layout as well as requirements on noise control, safety and such items as lighting and electrical supply; and examining levels of training and industrial activities in Jordan, also taking into account the number of students. AED reviewed the specifications regarding the required types of workshop equipment, the specifications of that equipment, the quantity of equipment required, the installation and maintenance

requirements of the specified equipment, the availability of such equipment for U.S. sources, and the estimated cost of equipment.



KUWAIT

Kuwait Public Authority for Applied Education and Training (1985–1986)

Funding: Kuwait Public Authority

AED developed a master plan for the Ministry of Planning and Public Authority that provided assistance, planning recommendations, and various documents needed to develop, implement, and manage a vocational training system that was responsive to Kuwaiti development needs. The Academy's reorganization models stressed a decentralized approach to the system. Our consultant team was responsible for reviewing manpower requirements; examining the current organization; analyzing and specifying a new structure for improved organization

of the authority and training centers, including staffing; preparing detailed job descriptions; developing policy alternatives and procedures; specifying staff development training; designing a curriculum development system; and planning a management information system.

LEBANON

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GreenCOM I Task Order: Lebanon (1998)

Funding: USAID

Sixteen years of civil war brought about profound changes in Lebanon that had a severe impact on its diverse and fragile environment, and the subsequent migration to the coastal cities resulted in overcrowding that taxed the infrastructure already damaged or destroyed by conflict. While Lebanon is blessed with extensive rainfall, the abandonment of productive land, erosion, and deforestation resulted in the loss of habitats and the capacity of the land to hold runoff.

USAID/Lebanon focused on rural reconstruction, with an emphasis on the expansion of economic opportu-

nity in rural areas. GreenCOM assisted Lebanese NGOs in order to engage communities in the process of reconstruction. GreenCOM held two workshops to develop a Participatory Environmental Rapid Assessment Toolkit in English and Arabic based on the needs of 36 villages in four districts of rural Lebanon. Challenges addressed included: protection of crops from storm damage, better drainage, planting of trees to lessen wind damage, wastewater disposal, and organic waste disposal. The Toolkit also outlined all of the steps of a rapid assessment, from who should be on a rapid assessment team to data-gathering techniques.

Lebanon American University of Beirut Planning Study (1986)

Funding: American University of Beirut

The Academy provided assistance to the American University of Beirut (AUB) to conduct a long-range planning study to examine the following issues: the AUB's philosophy of education; its role as a bridge between the Middle East and western educational facilities; AUB's organizational structure and its quality of education; the university's manpower demand and educational needs over the next 10 to 15 years; and alternative funding mechanisms.

OMAN

Oman Institute of Management Feasibility Study (1996)

Funding: Al Yousef International Enterprises

AED was engaged in establishing the feasibility of a new private higher education institution in Oman. Project activities involved analyzing the supply and demand for graduates in Oman; evaluating potential foreign affiliates of the college which would agree to participate in academic program development and instruction and receive transfer students from Oman; preparing a preliminary cost estimate for establishing the college; and developing preliminary site selection criteria. The study's focus was on the feasibility of proceeding with detailed planning of a four-year,

local, degree-granting undergraduate institution; a decision by the principal Omani backer, however, led to the ultimate focus on a graduate institute of management offering MBA degrees awarded by one or more foreign affiliate institutions.

AED assisted in refocusing the institutional mission statement prepared by the Foundation Committee and formulating a set of working assumptions on the basis of which planning might proceed. As a result, we conducted background interviews in Oman with more than 40 representatives of government, private business, international organizations, and educational institutions, which confirmed a strong

demand for MBA-level training delivered in Oman as well as specialized executive training programs. An analysis of trends in secondary and higher education also supported proceeding with further development of the new institution.

The Oman Institute of Management was conceived as a private, independent, nonprofit educational institution offering instructional programs of the highest quality at the graduate level, including a core program leading to the Master of Business Administration (MBA) degree and a series of advanced management “executive” programs. These management programs were designed to satisfy the professional and personal needs of Omani and non-Omani students, and they were targeted to meet the personnel requirements of the business and industrial community in Oman and other Arab Gulf countries. The MBA Program that was established may be completed either in residence or by means of distance learning, and it may be pursued on either

a part-time or full-time basis. The programs are conducted in association with one or two reputable universities in countries such as the United States or the United Kingdom, which award the MBA, since policies in Oman limited the award of degrees to the single state-supported institution, Sultan Qaboos University.

SAUDI ARABIA

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Saudi Arabia Umm Al-Qura University Facilities Planning (1987–1988)

In 1987, the Academy provided technical and support personnel to review and update the competition program for UAQ on a room-by-room basis, provide new room-by-room programs for functional units not included in competition programs, update or recommend new organizational charts for the administrative management structure, and provide brief text of planning standards and assumptions used in space calculations.

Saudi Arabia King Saud University/SAUDOS Project; (1983–1989)

Funding: King Saud University; U.S. Department of the Treasury; U.S.-Saudi Arabian Joint Commission on Economic Cooperation (JECOR)

AED was contracted to provide overall quality assurance for the choice, modification, and implementation of software; the joint development of the management information system; and the training of KSU staff in all phases of software development and utilization. The first phase of this project involved assisting the Department of Studies and Organization (DSO) of KSU in assessing its organizational structure and in analyzing and defining its

information and automation needs. In 1983, two primary studies were undertaken jointly with KSU management and staff—the first focused on the DSO’s organizational structure and the second on its functions, procedures, information requirements, and the institutional environment within which the DSO operated. On the basis of these studies, the project recommended that KSU develop integrated academic and administrative information systems, a management information system, and a central database.

Assistance was also provided to King Saud University in implementing three integrated information systems for academic, financial, and human resources information; in developing an overall bilingual management information system; and in implementing a database management system.

Arab Gulf States College of Communications (1982)

Funding: Government of Saudi Arabia, Ministry of Information

The Saudi Arabia Ministry of Information requested Academy assistance in planning a state-of-the-art college of communications for the Arabian Gulf Area. In response, AED prepared a preliminary plan for the design and implementation of the academic programs and physical facilities’ requirements of College of Communication Arts for the Arab Gulf States. The institution was proposed as one possible solution to the growing demand for highly trained technical and managerial manpower generated by the region’s increasing technological sophistication. The university represented an integrated and comprehensive response to the region’s goal of self-sufficiency in order to help reduce dependence on foreign programming.

The college’s mission was to train producers, directors, editors, performing artists, planners, policymakers, and managers to produce

regular, high-quality programs while respecting the unique traditions and values of the region. In 1982, the Academy submitted a report entitled “A Preliminary Plan for a College of Communication Arts in the Arab Gulf States,” which discussed the goals and objectives of the proposed college, its institutional structure, and the phased development of programs and facilities. The proposed facilities included a media center for production services for all media materials, a radio and TV center, classrooms, offices, housing, a museum and galleries, and parking and specialized support facilities.

Saudi Arabia King Faisal University/JAMIAH Project; (1981–1989)

Funding: King Faisal University; U.S. Department of the Treasury; U.S.-Saudi Arabian Joint Commission on Economic Cooperation (JECOR)

This project assisted the Department of Studies and Organization of King Faisal University in assessing

its organizational structure and in analyzing and defining its information and automation needs. AED was asked to implement three integrated information systems for academic, financial, and human resources information, to develop an overall bilingual management information system; and to implement a database management system. The JAMIAH Project was undertaken in 1981 to provide long-term assistance to King Faisal University (KFU), the only university in the Eastern Province of Saudi Arabia. Through the project, KFU developed a long-range plan to assist in strengthening its individual colleges as well as its central administration. As prime contractor for the JAMIAH Project, the Academy formed a consortium of leading U.S. universities to build strong institutional linkages with KFU. In the course of this study, each member of the consortium was paired with one of KFU’s colleges to provide it with specialized assistance. Project accomplishments include

the design and implementation of an effective management information system, a faculty development program, management training programs, and outreach activities to enhance computer literacy within the local community.

Saudi Arabia King Abdul-Aziz University (1975–1977)

Funding: King Abdul-Aziz University

Under a subcontract with Skidmore, Owings and Merrill, AED carried out extensive programs and facility planning for the Makkah campus of King Abdul-Aziz University. Major emphasis was given to creating a master plan and eventual building design for the university. While AED followed well-recognized and standard administrative building procedures, the primary objective was to prepare, with the full participation of the client, an educational program and facilities plan that reflected and responded to the unique requirements and characteristics of Saudi Arabia.

Saudi Arabia Umm Al-Qura University (1975–1977)

The Academy worked with the architectural firm of Perkins and Will to carry out the educational facilities planning component for the design of an expanded campus for Umm Al-Qura University. From 1975 to 1977, the Academy was involved in the space planning that was carried out for the university's original campus. We produced an automated facilities plan for the six colleges and administrative units of the university's two campuses, one for male students and the other for female students. The plan was based on projected enrollments and academic needs, and the use of integrated spreadsheets allowed for great flexibility in specifying educational facility needs on a room-by-room basis.



SYRIA

Syria Intermediate Technical Institute Project (1977)

The Academy provided the design of curricula and skills training programs for three technical institutes in Syria. These new programs were to offer training in air-conditioning, building construction and surveying, chemical technologies, control systems and transducers, mechanical power, and port facilities handling. The equipment selection was to be based on existing syllabi; yet, when the AED project team realized that these syllabi were nonexistent, they worked extensively with government officials and staff to develop a complete set of syllabi and then subsequently furnished equipment specifications.

An added component to this project was the technical advice given to government architects on planning the facilities that were specific to the needs of the developing technical schools.

UNITED ARAB EMIRATES

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

Funding: Cisco Learning Institute

The Support for Gender Strategies for CNAP II was created to increase women’s access to training and careers in computer networking. CNAP is an international training program that instructs students in computer networking, thereby preparing them for industry-standard certification as networking professionals. AED monitored gender participation in the Networking Academy Program in select countries and developed gender equity modules for the Networking Academy Program curriculum. We also monitored Cisco’s academy in the

United Arab Emirates and disseminated lessons learned and success stories through our Web site.

Support for Gender Strategies for the CISCO Networking Academy Program (CNAP) in Ten Focus Countries (1999–2001); Jordan, United Arab Emirates

Funding: Cisco Learning Institute

The Ready to Learn Center assisted Cisco Systems in improving the recruitment and retention of female participants in its international Cisco Networking Academy Program (CNAP). The program has academies in more than 60 countries and trains secondary school students in computer networking, thereby preparing them for indus-

try-standard certification as networking professionals. The Ready to Learn Center assessed and analyzed data concerning CNAP participants to determine whether Cisco's program was successfully training females for technology careers within its sites in Africa, Latin America, South Asia, Eastern Europe, and the Middle East. Project staff then developed strategies for attracting, retaining, and sustaining female CNAP participants and graduates and adapted these strategies for the specific cultural contexts of selected focus countries before disseminating our recommendations and findings. Products and deliverables from the project included Reports on Special Topics resulting from the analysis of enrollment and recruitment data of Cisco's Networking Academies in ten focus countries; intervention strategies to increase female participation in CNAPs in focus countries; and assessment of lessons learned from intervention strategies in select focus group countries.

WEST BANK AND GAZA

START Task Order: Presidential Scholarship Program (2003–2007)
Funding: USAID

The Academy is currently working with USAID in the West Bank and Gaza to administer the Presidential Scholarship Program (PSP). This program is part of a continuing U.S. government effort in support of the Palestinian community in the West Bank and Gaza. It aims to provide master's level graduate training opportunities in the U.S. to Palestinians from the West Bank and Gaza in priority fields of study that are critical to the development of the Palestinian economy and society and to the fostering of future leadership and reform. The priority fields of study involve: business adminis-

tration, information technology, education, environmental sciences, public administration, and public health. Other fields of study include demography, law, and urban planning. In addition to our main office in Washington, D.C., AED maintains two field offices in the region, one in the West Bank, and one in Gaza, which assist USAID in selecting the 70 participants in the program and in managing the participants' pre academic training, predeparture activities, and follow-on.

START Task Order: Higher Education Support Initiative (2002–2007)**Funding: USAID**

While continuing support for the Master's Degree Scholarship Program that was initiated in 2000 to offer scholarships to Palestinians for programs in the U.S., the Higher Education Support Initiative (HESI) strengthens local institutions of higher learning and enables deserving students to begin or continue their studies at institutions within the region. A central component of HESI is the Local Scholarship Program, which will offer scholarship assistance to academically gifted Palestinian students who demonstrate a commitment to their communities but lack the resources needed to pursue higher education. The program targets educational fields which can contribute to alleviating the socioeconomic crisis currently pervading Palestinian society. These fields include: psychology; special education; nursing; occupational therapy; health management; nutrition; and teaching English as a sec-

ond language (TESL), among others. Palestinian women interested in pursuing studies in these areas are particularly encouraged to apply. AED currently provides monitoring support for nearly 80 Palestinian scholars in the U.S. and is in the process of reviewing applications for scholarships to begin or continue programs at institutions in the West Bank and Gaza region. It is anticipated that approximately 700 applications will meet the HESI requirements. From these 700, 300 undergraduate and 80 community college students will receive scholarships.

Global Civil Society Strengthening (GCSS) Associate Award: West Bank and Gaza—Support to Local Initiatives for Nonviolent Conflict Resolution (2002–2006)**Funding: USAID**

AED collaborated with our GCSS partner, Search for Common Ground, to provide assistance to Palestinian organizations working to encourage peaceful and moderate solutions to the problems and challenges facing the Palestinian com-

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munity. The assistance is provided through the implementation of a small grants program that contributes to building the capacity of Palestinian NGOs in order to implement effective programs that encourage nonviolence, moderation, and tolerance. Search for Common Ground has overall technical responsibility for the management, implementation, coordination, and full integration of the program, while AED is accountable for the program's financial management.

Global Civil Society Strengthening Project (2001–2006)

Funding: USAID

The Global Civil Society Strengthening Project (GCSS) is a five-year cooperative agreement that focuses on developing and implementing short- and long-term civil society strengthening activities to support U.S. foreign policy 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 organizations through establishing legal frameworks to protect and promote a civil society, including the creation of favorable taxation policies for the nonprofit sector; increasing citizen participation in policy processes and oversight of public institutions; increasing the institutional and financial viability of civil society organizations; enhancing the free flow of information; strengthening democratic culture and gender equity; supporting anti-sweatshop initiatives; and supporting conflict prevention and resolution.

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

Funding: USAID

AED was awarded the Strategic Technical Assistance for Results with Training (START) contract, which succeeds the Global Training for Development contract (GTD), which we had implemented since 1996. Under GTD, we assisted USAID in conducting needs assessments, developing training plans,

and strengthening its monitoring and evaluation systems. We also designed and implemented short- and long-term training in areas such as economic growth, education, NGO development, private enterprise development, health and population, the environment, agriculture, democracy, and governance and public administration. START expands the portfolio of services provided under GTD to include the development of local institutional capacity, conflict prevention and mitigation, and distance learning. Training programs for the project are conducted in the United States, in country, and in third countries.

West Bank and Gaza Improved Village and Community Health Services Program — MARAM (2001–2005)

Funding: USAID

Maram, which means “the goal” in Arabic, strives to meet the needs of Palestinian families throughout the West Bank and Gaza for quality primary health care. MARAM was

originally called the Expanded Integrated Village and Community Health Project— a USAID-funded project with offices and staff in both the West Bank and Gaza designed to strengthen and improve the entire health care system for both areas. The new integrated system includes the active NGO networks, the UNRWA services for the large refugee population, the private sector, and, as a major player, the community. Under MARAM, AED has introduced innovative behavior change communication activities, including enlisting community, theatrical artistic groups to promote healthful practices at the community level, and to reach isolated communities behind the walls and checkpoints that made communication so difficult. We have developed special materials for the birth cycle, pregnancy, delivery, and the postpartum period for women living with the dangers of checkpoints and closures, and home delivery picture books and cassettes for those who are unable to reach help, which was produced with the American Col-

lege of Nurse Midwives. AED produced mass media campaigns and community support for breastfeeding, reduction of anemia, water safety, as well as the birth cycle and counseling cards for prenatal and postpartum care. Training of mother-to-mother groups at the community level was also undertaken to support breastfeeding as well as postpartum maternal and newborn care.

In the course of this program, AED offered support to the community component of a new initiative, Maternity Homes, that allow access to some isolated families, as well as acting as a model for mother-infant and breastfeeding friendly delivery care. We have also carried out a survey of vitamin A deficiency (VAD), identifying for the first time a 22 percent overall VAD, with another 50 percent on the borderline, which is by WHO standards a serious public health emergency. As a result, we have created nutrition protocols for the MOH, UNRWA and NGOs,

holding a PROFILES workshop for decision-makers, six vitamin A advocacy workshops for local physicians and two dissemination press conferences (one in Gaza and one in the West Bank to announce the vitamin A study results), and we are supporting an innovative maternal nutrition supplement program to be expanded to all schoolchildren, using supplements designed to meet needs identified here, with nutrition education materials for children and mothers. Our support has helped a local private-sector organization produce not only the chewable supplements but also a nutritious biscuit, which is being marketed with tie-ins with our nutrition education materials and designs. Program priorities include neonatal health, with key links to household practices and care seeking, as well as accident and unintentional injury reduction, which will be almost entirely community-based. Child nutrition and capacity building are also integral emphases of the project with an active involvement of

schools and schoolchildren in detecting and solving accident risks in homes and on playgrounds.

Clinton Scholarship Program (2000–2002)

Funding: USAID

AED worked with USAID in the West Bank and Gaza to administer the Clinton Scholarship Program, part of the global training for development contract. Through this program, Palestinian graduate-degree candidates from the West Bank and Gaza were fully funded by USAID to pursue their graduate studies in the United States within the fields of public administration, public health, information technology, water resources, urban planning, law, business administration, and business-related fields. AED had two field offices in the region, one in the West Bank and the other in Gaza, which assisted USAID in selecting 95 participants. The Clinton Scholarship Program was designed to improve and develop Palestinian society and to enhance U.S.-Palestinian relations. It con-

tained a linkage component, which provided the participants with the opportunity to interact with counterparts in the U.S. in their specific professional area. Participants returned to their cities in the West Bank and Gaza following the completion of their degrees, to pursue development-related programs and leadership opportunities and thereby impart their newly gained knowledge to Palestinian society.

YEMEN

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

Funding: USAID

CATALYST strives 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 and to build sustainability. As a result, the project works to forge and strengthen links at the country, regional, and community levels among donors, collaborating and implementing agencies, and the public, private commercial, and NGO/CSO sectors, including both health and nonhealth sectors. South-

to-south technical assistance plays a key role in scaling-up new and proven FP/RH technologies and approaches with sustainability plans being developed in a participatory fashion in each country. AED and our partners in the CATALYST Consortium develop, manage, and implement this project. At the service delivery point (clinical and non-clinical alike), state-of-the-art technical interventions and best program practices will be adapted and applied based on cultural realities and client-defined needs in each country or region. Throughout the project, lessons learned and findings will be documented and disseminated at country, regional, and global policy levels.

Yemen Human Resources Planning (1978)

This study, which was submitted to the Yemen Arab Republic Government (YARG), made recommendations regarding the functions, structure, and location of a national organization in order to coordinate the implementation of key human resources development requirements set forth in the Five-Year Plan. The immediate goals set forth in the study called for developing systems to:

- Assess periodically and assign priorities to training programs lasting approximately one year or less.
- Identify short-term training and development needs for all YARG employees in positions other than unskilled jobs.
- Evaluate the training and development potential of present and future YARG employees.
- Select candidates most likely to succeed in and benefit from specific training programs.
- Identify local and foreign training institutions best suited to

meeting the training needs of YARG employees.

- Monitor and evaluate the progress of YARG employees in local and foreign training programs.

Assess effective placement, performance, and use of YARG employees who return from short-term training.



MULTICOUNTRY PROJECTS

Approaches and Methods for Advancing Learning (AMAL); Djibouti, Egypt, and Yemen (September 2004 through December 2005)

Funding: The Mosaic Foundation

AED is working in a pilot area in each of the three countries mentioned above. The project focuses on designing and delivering in-service teacher training and low-cost materials based on the following principles: an interactive teaching approach; a gender-sensitive teaching methodology and educational materials; an equitable school and classroom; a problem-solving teaching process; a relevant and practical teaching/learning process; and a needs and context driven teaching-learning process.

Partnerships for Learning Undergraduate Studies (PLUS) Program (Continuing)

Funding: U.S. State Department

AED administers The PLUS Program, a new undergraduate scholarship program for students from the Middle East, North Africa, and South Asia, which identifies and supports undergraduate level study in the social sciences and humanities at accredited higher educational institutions in the United States for a select cadre of academically talented undergraduate students who exhibit leadership potential in contributing to the economic, political, and social development of their region. In 2004, 71 students received scholarships to complete

the final two years of their university studies in the United States.

Asia Near East (ANE) Technical Support Project (2003–2005)

Funding: USAID

AED provides the U.S. Agency for International Development with information and research to assist in education planning, policy development, and programming in Asia and the Near East, including all of the countries of the Middle East.

GreenCOM I (1993–2001) and GreenCOM II (2001–2005): Egypt, Israel, Jordan, Lebanon, Morocco, Oman, Palestine, and Tunisia

Funding: USAID

Environmental problems increasingly threaten global life support systems—the atmosphere, water, food, supplies, and a vast store of other biological resources. Both industrialized and developing countries contribute to these threats, and there is growing awareness of the need for common stewardship of the planet’s natural resources.

The GreenCOM Project was

launched by USAID in 1993 to use education and communication to help people in developing countries solve environmental problems. As the agency’s vision expanded to address the critical links between protecting the environment and natural resources on the one hand, and improving livelihoods, increasing agricultural production, and building democracy and vibrant civil societies on the other, GreenCOM’s scope of work also became more comprehensive and integrated.

The evolution of the GreenCOM Project over 12 years of work in more than 30 countries ultimately led to an approach called SCALE, or Systemwide Collaborative Action for Livelihoods and the Environment. SCALE provides a framework for increasing impact of development projects by:

- Engaging significant segments of a country’s (or region’s) population in actions that generate simultaneous top-down/bottom-up change.
- Designing programs that fit the particular social, economic, and

political context in which an environmental problem occurs.

- Combining multiple social change methodologies -advocacy, social marketing, education, mass communication, social mobilization, and conflict resolution- in unique ways.

56 In the Middle East and North Africa, GreenCOM has collaborated with USAID and a wide variety of partners ranging from host country governments to farmers and schoolchildren. In Egypt, for instance, project staff built a diverse team to address conservation of the Red Sea. Each partner plays an important role in conserving fragile coastal and terrestrial ecosystems and, acting in concert, they contribute to systemwide change in how Red Sea resources are used. For example, GreenCOM provided training in strategic communication skills and outreach to the Red Sea Rangers, employees of the Egyptian Environmental Affairs Agency, who are charged with enforcing coastal

regulations and educating tourists and local residents about protecting the Red Sea. At the same time as the Rangers were being mobilized, the project also collaborated with dive boat operators to increase their use of environment-friendly boat mooring and anchoring practices and to encourage the formation of a boat operators' professional association to disseminate those practices more widely.

Likewise, GreenCOM also worked with Red Sea hotel managers to introduce better environmental management systems in their establishments and to promote ecotourism in the region. The efforts of all three partners were reinforced by educational materials developed by GreenCOM and distributed to local schools and an environmental awards program that engaged schoolchildren and their families in positive environmental actions. And at a national level, special environmental theme episodes of a popular cartoon series broadcast

each year during Ramadan brought issues of Red Sea conservation to a national audience.

Communication for Child Survival (HEALTHCOM I and II) (1985–1995); Egypt, Jordan, and Yemen

Funding: USAID

The overall purpose of AED's HEALTHCOM projects was to develop, refine, and disseminate a systematic methodology for using health communication to achieve positive behavior change related to child survival practices among large segments of developing country populations. This interdisciplinary methodology was based on six essential elements: (1.) consumer-centered planning; (2.) research-guided decisions; (3.) specific behavioral goals; (4.) multichannel communication; (5.) integrated program components; and (6.) balanced supply and demand. HEALTHCOM II (1990-1995) focused on the sustainability of behavior changes and the institutionalization of effective health communication capacities. In par-

ticular, it aimed to institutionalize a public health communication methodology for the prevention of childhood illness in developing countries. HEALTHCOM I and II project interventions included oral rehydration therapy, immunizations, nutrition education (including breastfeeding and vitamin A), and maternal health and birth spacing. These activities represented the first attempts to develop an effective public health communications strategy in support of national diarrheal disease control programs. They addressed two of the most serious problems facing the diarrheal disease control community: how to increase consumer-demand for diarrhea control-related products, such as oral rehydration salts; and how to ensure that those products and the related behaviors which make them effective are learned and practiced. AED and cooperating country nationals developed and implemented this communication methodology.

In the Republic of Yemen, for exam-

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ple, HEALTHCOM spent two years (1990-1992) developing appropriate communication activities for rural areas in situations that proved precarious (e.g., evacuation during the Gulf War and the reunion of North and South Yemen). Working with the Directorate of Health Education, HEALTHCOM was able to recruit, train, and use (with parental consent) female researchers to conduct focus groups with rural mothers on health practices and priorities—the first time this had ever been done in Yemen. Many of these researchers were then quickly hired by other donor organizations.

On the basis of the success of this activity and data gathered by other projects, HEALTHCOM proposed the development of a Caring Rural Mothers program that provided one day of health training to mothers who were expected to pass the new knowledge to their neighbors. Despite misgivings about the interest of villagers in receiving and dis-

seminating health information, the government supported a training program in child survival for 300 mothers and 300 fathers in 30 villages. The positive response was surprising in that many additional families came insisting that a female family member be included in the training. The project also organized the first drama in health and child spacing performed by Yemeni women. The two nights of shows in Sana'a attracted more than 1,100 people, including four government ministers. The drama was also filmed by the Yemeni television network for national broadcast.

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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November 3, 2004

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