

**USAID/Office of American Schools and Hospitals
Abroad**

Operational Plan

FY 2006

June 13, 2006

Please Note:

The attached RESULTS INFORMATION is from the FY 2006 Operational Plan and was assembled and analyzed by the country or USAID operating unit identified on the cover page.

The Operational Plan is a "pre-decisional" USAID document and does not reflect results stemming from formal USAID review(s) of this document.

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Program Performance Summary FY 2005: The ASHA program demonstrates the best in U.S. educational and medical technologies and practices in competitively selected high schools, universities, libraries, libraries and medical centers. The purpose, as established by Congress, serves to advance U.S. foreign policy objectives by strengthening institutions that will nurture and develop the next generation of policymakers, scientists, and entrepreneurs; and to provide quality medical and educational opportunities in recipient countries. The institutions promote democracy, private initiative, free inquiry and innovative approaches to problem solving. As a result of the projects implemented under the ASHA grant program, recipient countries' broader economic and social development is expanded, poverty is reduced and the image of the United States is improved. ASHA's assistance to grantees also includes hosting annual workshops on grant implementation, management, and strategic planning.

Key Achievements: During FY 2005, ASHA grants were awarded to 49 overseas institutions in 30 countries. Of these 49, 12 are for institutions in Africa, 12 in the Near East, 11 in Asia, 7 in Latin America and the Caribbean and 7 in Europe/Eurasia. Twenty-one of the 49 are educational institutions; 28 are hospitals or medical centers. Over \$19 million in '05 funding was granted to these institutions. ASHA activities support the Agency pillars and contribute to U.S. national interests and strategic goals by increasing global economic growth and stability. ASHA grants have also strengthened the alliances U.S. non-government organizations have with other donors and organizations. ASHA grants enable NGOs to leverage more funding which strengthens the capacity of the NGO and makes possible expansion as well as rapid completion of projects.

Thirty ASHA-funded grants were completed which involved 22 overseas institutions in 14 countries. These ASHA-assisted overseas institutions are comprised of 3 high schools, 9 hospitals or medical centers and 10 universities. ASHA funds were used for construction of new facilities and the renovation of existing buildings to improve the quality and increase the space available for classrooms, laboratories, libraries, research and training.

ASHA assistance has enabled overseas institutions to improve the quality and the range of education, research, medical and social services offered based on U.S. models. For example:

Payap University in Thailand reported that its Law School and faculty have been involved in numerous cases directly affecting the lives of countless Thais. Many of these cases were "pro bono." One recent case involved 1,200 northern Thais who had lost their citizenship. These stateless individuals had little or no rights and consequently were the target of abuse and neglect. With the Payap legal staff providing the bulk of legal representation, this case was argued before the Thai Supreme Court and, after nearly three years, these individuals won back their citizenship.

Representatives of the Wanless Hospital in Miraj, India state that the ASHA grants have allowed the infrastructure and facilities to be upgraded for better patient care and to maintain a quality institution. This, in turn, has helped a large rural and semi-rural population to have access to the latest medical diagnostic and therapeutic care at a reasonable and affordable cost. Because of the ASHA grants, this hospital is able to provide services to all citizens regardless of their financial status or religion.

From the Hopkins-Nanjing Center in China: "The true story of the Center has not been one of milestones achieved, but rather the capacity of the Center to transform students' perspectives and, in many cases, their lives. Over and over again, Center graduates tell of the transformative power of their experiences as the Center. In this process, the Center, too, has been changed. In our efforts to continually achieve our mission of improving Sino-American relations, the Hopkins-Nanjing Center is transforming itself by offering a Master of Arts in International Studies (starting Fall 2006) and expanding the physical facilities to meet the expanding need for training the future leaders of the Sino-American relationship. Twenty years after its inception, the Hopkins-Nanjing Center remains the most ambitious and innovative educational joint venture between the United States and China. Its one-year graduate-level certificate is widely recognized in China and the United States as evidence not only of excellent language skills, but also of a high level of cultural and societal knowledge."

The grants have also enabled some of the overseas institutions to obtain U.S. or regional accreditation.

Of the 22 institutions, eight reported such accreditation. For example the American University in Cairo (AUC) is accredited in the U.S. by the Commission on Higher Education of the Middle States Association of Colleges and Schools. In addition, the Mechanical Engineering Department of AUC is also accredited by the U.S. Accreditation Board for Engineering and Technology (ABET) in the United States. ABET is a federation of 31 professional engineering and technical societies in the USA and graduates of such programs are eligible to register as professional engineers in many countries around the world; e.g. USA, Canada, Australia etc., after passing the required exams. This recognition of AUC's Mechanical Engineering Department is the first time that such formal accreditation has been awarded to a mechanical engineering program outside of the United States.

The institutions themselves are frequently recognized for their contributions to scholarship and research is vital work of many ASHA grantees. Representatives of the Vellore Christian Medical College (CMC) in Vellore, India state: "Research has been an integral part of the academic work in this institution and many departments are engaged in research very actively, contributing to enhance knowledge and skills in the health and healing ministry. During the past year, 82 new projects were approved by the research committee for onward transmission to external funding agencies such as the Indian Council of Medical Research, Johns Hopkins University, Oxford University, Pfizer, and the World Health Organization. The CMC Fluid Research Grants, besides supporting 351 ongoing research projects, sanctioned funds for 92 new research projects during the year."

For additional information, please go to www.usaid.gov/asha.

FY 2006 Program

SO: 964-001 Overseas schools, libraries and hospital centers enhance demonstration of ideas and practices consistent with those of the U.S.

Address Other Health Vulnerabilities**Expand & Improve Access To Economic & Social Infrastructure**

Expand and Improve Access To Economic and Social Infrastructure (\$12,000,000 DA): With ASHA assistance, beneficiary institutions are able to construct and equip facilities, thereby improving access to and quality of educational and medical services. Funding also helps local institutions develop and implement programs which otherwise would not have been possible, and to take advantage of opportunities which contribute to the growth of the institutions and benefit the local community. These institutions include (1) secondary schools which provide academic and vocational training; (2) undergraduate institutions with programs in liberal arts, medicine, nursing, agriculture and the sciences; (3) graduate institutions which provide specialized training to potential national and international leaders in health sciences, physical sciences and other professional areas; (4) libraries which open access to information and encourage its use in decision making; and (5) medical centers which prepare leaders in the professions, influence standards and provide facility and community based health care, training and research.

Improve Quality of Workforce through Vocational/Technical Education

Improve Quality of Workforce through Vocational/Technical Education (\$2,000,000 DA): ASHA grants are contributing to improved professional skills, standards, and services as well as leadership development in public service and private enterprises while spreading American ideas and values. With ASHA assistance, beneficiary institutions are able to construct/renovate and equip facilities, thereby improving the quality of the workforce.

Increase Capacity of Higher Education to Contribute to Development

Increase Capacity of Higher Education to Contribute to Development (\$2,000,000): The ASHA program, through its assistance in the development of infrastructure and procurement of commodities, also provides secondary benefits in mobilizing resources, attracting students and increasing scholarship support. These private, non-profit institutions meet operating expenses primarily from tuition, fees, private contributions from U.S. and in-country sources, and endowments. These academic institutions promote democracy, private initiative, free inquiry and innovative approaches to problem solving. They reach a student population drawn from across the economic and social strata of the country.

FY 2007 Program

SO: 964-001 Overseas schools, libraries and hospital centers enhance demonstration of ideas and practices consistent with those of the U.S.

Address Other Health Vulnerabilities**Expand & Improve Access To Economic & Social Infrastructure**

Expand and Improve Access To Economic and Social Infrastructure (\$12,000,000 DA): ASHA assistance will continue to assist beneficiary institutions in their ability to construct and equip facilities as described above.

Improve Quality of Workforce through Vocational/Technical Education

Improve Quality of Workforce through Vocational/Technical Education (\$2,000,000 DA): ASHA grants will continue to contribute to improved professional skills, standards, and services as well as leadership development in public service and private enterprises while spreading American ideas and values as described above.

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Results Framework

964-001 Overseas schools, libraries and hospital centers enhance demonstration of ideas and practices consistent with those of the U.S.

Program Title: American Schools and Hospitals Abroad

- 1.1:** Expand access to physical infrastructure
- 1.2:** Strengthen technical capacity
- 1.3:** Improve administrative/management systems

Discussion: The strategic plan for the ASHA program was approved in FY 2005. During the annual ASHA grantee conference, a set of common SO and IR indicators was developed and adopted for the majority of all '05 ASHA grants. These common indicators were developed to establish a set of similar measures for performance monitoring and to generate relevant performance data for the grantees and ASHA. A few of the larger and more established ASHA grantees developed individual Performance Monitoring Plans that reflect the individual grants and institutions.