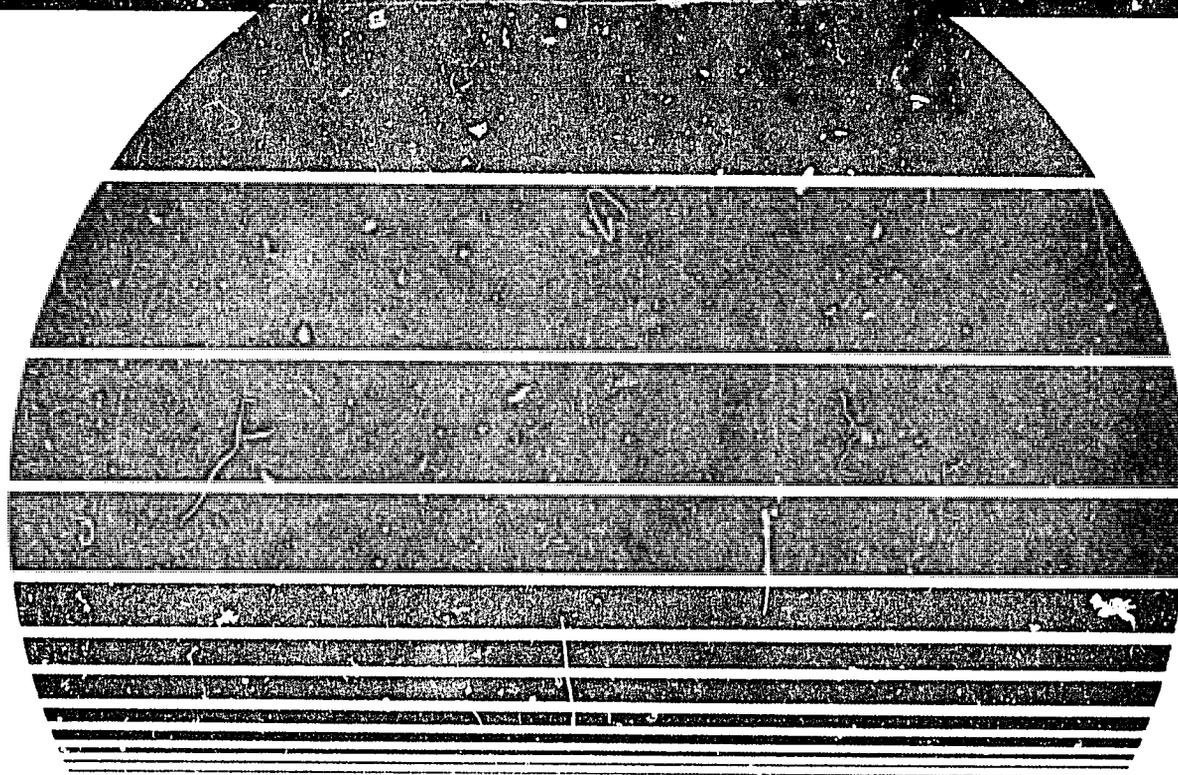


PROFILES OF INTERNATIONAL PROGRAMS



edc

education development center, inc.

International Project Management

Technology Transfer

Curriculum Development

Educational Institution Building

Evaluation

Social Marketing

Science and Mathematics Education

Vocational Education

Distance Learning

Film and Video Production

Training

Manpower Development

Health and Nutrition Education

INTERNATIONAL PROGRAMS OF EDUCATION DEVELOPMENT CENTER, INC.

Who We Are: A Company with a Commitment to International Development.

Education Development Center, Inc. (EDC) is an international project management corporation committed to working collaboratively with institutions in the Third World on problems of development. Since 1958, EDC has successfully managed a portfolio of over \$225,000,000 in U.S. and international development projects. We have a full time staff of 112 professionals, and annual revenues in excess of \$10 million. EDC has worked in more than 60 countries in Africa, Asia, the Caribbean, Europe, Latin America, and the Middle East.

This brochure highlights our approach to nine areas of need in international development--basic education, vocational and technical training, educational technology, social marketing, management training and private sector development, health, nutrition and agriculture, participant training, institution building, and technology transfer.

The technical challenges within each of these areas offer a full agenda for development agencies. From now to the year 2000, policy-makers and planners will be preoccupied with designing workable hypotheses and building well managed projects to address the issues identified below.

EDC has been privileged to be a partner to many of the most successful development projects of the last three decades---from the design of curricula in mathematics and science for African primary school students to the formulation and management of projects to promote maternal and infant health in Latin America. As a result of our institutional experience, EDC is confident of our ability to provide technical services that further development efforts.

PROGRAM AREAS

BASIC EDUCATION: EDC supports the UN goal of universal primary education. Those countries, at or near maximum enrollment, should strengthen efforts to improve instructional quality and educational efficiency. Interactive radio based instruction is an excellent alternative for areas that lack adequately trained teachers.

EDC RESOURCES: educational planning and evaluation, instructional systems design, curriculum development, teacher training, distance education, instructional materials development, management information systems.

VOCATIONAL AND TECHNICAL TRAINING: The major task confronting developing countries is to provide adequately trained manpower for a dynamic marketplace. The foundation of EDC's approach rests on competency based training, geared for mastery of specific occupational skills; work-centered training, that integrates on-the-job experience with classroom study; a labor market information system that provides continuous data on the needs of the industrial labor force; and public/private sector cooperation in training, program design, and implementation.

EDC RESOURCES: competency based curriculum design, teacher training, labor market information systems, equipment procurement, facilities design.

EDUCATIONAL TECHNOLOGY: Information and communication technologies are becoming pervasive in our society. The challenge for the Third World is to develop applications of technology that are appropriate, affordable, and hold the least risk. Planners must assess the extent to which the human and financial resources of each country can absorb new educational approaches. Appropriate software needs to be developed to harness the power of technology on behalf of the specific learning needs of Third World populations.

EDC RESOURCES: instructional systems design, interactive radio-based instruction, educational television, distance learning, micro-computers, interactive videodisc

SOCIAL MARKETING: The issue of behavioral change cuts across problems of development in sectors such as health, birth spacing, and agriculture. How can mothers be encouraged to improve infant feeding practices? farmers to try new seed varieties? Social marketing tools have been successfully used in many countries to analyze at-risk behaviors and to develop education, communications, and marketing tools which promote behavior change in vulnerable populations.

EDC RESOURCES: campaign design and evaluation, qualitative research, message and materials design, marketing.

MANAGEMENT TRAINING AND PRIVATE SECTOR DEVELOPMENT: Many Third World countries are engaged in efforts to expand the market economy and privatize parastatal services. Strengthening the skills of both upper and mid level managers is central to attainment of this goal. EDC believes in linking management training to the specific problems facing business owners and managers. For senior level managers this often entails inductive, action-oriented pedagogies, such as case study, coupled with follow-up on-the-job training. Mid-level managers often require hands-on training in basic business skills.

EDC RESOURCES: case study design and teaching, skills training in subjects such as finance, personnel management, and management information systems.

HEALTH: Child Survival programs will dominate the agenda for developing country planners between now and the year 2000. Major child survival interventions include oral rehydration therapy, immunization, child spacing and growth monitoring. The growing problem of AIDS also needs to be addressed, and will heavily tax already scarce health

program resources. Successful interventions will depend on the degree to which existing health services in many countries can be strengthened, and the extent to which communities become involved in addressing their own health care problems.

EDC RESOURCES: health program management, health professional training, health education.

NUTRITION AND AGRICULTURE: The focus of agricultural policies should be to expand the availability and consumption of food, increase incomes of low income populations (particularly those who work the land), and maintain and enhance the natural resource base. Central to this effort should be policies and programs which address the consumption effects of agricultural practices, and which emphasize food self reliance. For example, studies of food and nutrient intake patterns should be used as a method of informing agricultural crop selection.

EDC RESOURCES: nutrition and agricultural planning, food technology, food marketing.

PARTICIPANT TRAINING: The goal of participant training programs should be to provide the skilled manpower needed for development through overseas or special in-country training programs. Participant training can strengthen technical capacity in private and public sector institutions, and improve technical, managerial, and executive leadership. Effective programs require an appropriate training plan for each individual, careful monitoring of participant progress (with the provision of cross-cultural orientation and counseling if appropriate) and reinforcement of the learning experience once participants have returned home.

EDC RESOURCES: participant training program planning, management, and evaluation.

INSTITUTION BUILDING AND TECHNOLOGY TRANSFER: EDC does not subscribe to "turnkey" institution-building projects in which expatriate consultants carry out the required functions, and turn over the project several years later. Instead, we prefer a situation in which the direction of the institution being strengthened remains in host country hands, and host country counterparts are identified to work side by side with expatriate faculty in research and development activities. In this way, we believe technology transfer is best achieved.

EDC RESOURCES: project management, staff recruitment, materials and equipment procurement.

CURRENT PROJECTS

BASIC EDUCATION

Yemen Educational Development Support Project: The goal of this project is to develop an outcome-based curriculum for primary schools in Yemen. EDC will provide long-term and short-term advisors to help the Ministry of Education in Yemen establish national educational goals and instructional objectives; review and assess the existing Yemeni curriculum; collect baseline data on student knowledge; specify detailed learning objectives for each primary school subject; establish a master curriculum plan; develop and test instructional materials and teacher training programs; and assess student learning outcomes. EDC will collaborate on the project with the American University of Beirut, the Educational Development Group, and the Educational Testing Service (ETS).

The Radio Learning Project: The Radio Learning Project promotes the use of interactive radio instruction as an important option for addressing critical problems in education. The Project distributes information and conducts workshops on interactive radio instruction, and provides technical support and financial support to countries interested in implementing a radio project. For example, Honduras, Bolivia, and Costa Rica recently have begun interactive radio programs to teach mathematics and language to children in grades 1 through 3.

Interactive radio instruction is noted for promoting active participation of children in the learning process. Children interact with the radio, responding in writing, by speaking, or by a physical exercise every few seconds. The Radio Learning Project is funded by AID under a five-year contract begun in 1985. The Project is carried out by a consortium of the Education Development Center, the Academy for Educational Development and Friend Dialogues, Inc.; EDC is the prime contractor and administers the project.

The Radio Science Project: The Radio Science Project is a five-year project funded by AID's Bureau for Science and Technology/Office of Education. The goal of the project is to demonstrate that interactive radio instruction is an effective means for teaching science to children in grades 4 through 6 in developing countries. Radio-based science lessons are being designed to overcome textbook shortages and inadequacies in teacher training. The project is located in Papua New Guinea.

The Radio Science Project builds upon the successful techniques developed in earlier interactive radio instruction projects in mathematics and language. New challenges include increased use of materials by children during one broadcasts, pedagogical approaches that are more inquiry-oriented, and a more fully-integrated teacher-training program. EDC is the contractor for the Radio Science Project. Friend Dialogues, Inc. of North Carolina, is providing services through a subcontract.

School Performance, Health and Nutrition Project: EDC is helping Unesco implement a worldwide effort to improve developing country school performance through increasing the nutrition and health status of primary school students. The project will mobilize resources from education and related sectors, e.g. health, at both the national and local levels. Workshops will be organized to train MOE personnel in methods for incorporating health and nutrition considerations into on-going assessments of education sector needs. Country level interventions will be supported, aimed at the development of

effective strategies and low-cost school-based technologies for global dissemination. Finally, research studies will be carried out to further understand the relationship of school performance measures with specific epidemiological conditions.

Jamaica Junior Secondary Education Project: Over the next three years, EDC will assist the efforts of Jamaica's Ministry of Education to develop a new integrated curriculum for junior secondary school. The curriculum will provide a common core of study designed to guide students to appropriate career paths and future schooling. This World-Bank funded project is designed to address problems of early academic streaming that close off the window of educational and vocational opportunity to many Jamaican students. Special attention will be paid to the development of special programs in literacy and numeracy for primary school learners in need of remediation. EDC will provide foreign and local technical assistance, and arrange for overseas fellowship training for Ministry of Education professional staff.

SOCIAL MARKETING AND PUBLIC HEALTH

The Weaning Project: EDC is a subcontractor in an AID-funded effort to improve weaning practices in several Third World countries. At the present time, country projects are underway in Cameroon and Indonesia. Technical assistance is also being provided in other regions. In each country project, extensive studies (nutritional, epidemiological, ethnographic, and market research) to assess current practices are being implemented. The results will indicate ways in which the projects should work to improve practices and knowledge. Social marketing strategies will be tested, developed, and utilized to promote improved weaning behaviors. EDC's development communications and training specialist will assist in the design and implementation of field-based activities. EDC will also utilize its nutrition-education contract with AID to backstop the project where appropriate.

Social Marketing in Health: Curriculum Design and Training Project: Under contract from Unesco, EDC has produced a set of curriculum guidelines for teaching a social-marketing approach to health education, focusing on case examples from family planning, nutrition, and high blood pressure education campaigns. The guidelines draw on EDC's ten years of experience in using communications and marketing techniques to improve health-related behavior both in the United States and in 42 countries worldwide. The guidelines focus upon methodological approaches to qualitative research, setting behavior-change objectives, message design, product promotion, and evaluation. EDC staff will use them at a series of workshops in Asia (for faculty at schools of public health) and Africa (for health education practitioners).

Resources for Child Health (REACH): EDC is a sub-contractor in an AID-funded effort to lower infant, child and maternal morbidity by improving the delivery of key disease control technologies, such as immunization. Major expected results of the five-year program are: immunization and other selected disease control measures adopted or improved within the Primary Health Care (PHC) programs of approximately 15 countries; increased government support for and capability to deliver selected disease control technologies; and greater private sector involvement in health service management and delivery. EDC's participation will involve the design and implementation of competency-based health-professional training, and social-marketing and mass-media strategies to promote immunization coverage of vulnerable populations.

WHO Primary Health Care Worker Training Project: "Health for all by the year 2000" is the goal of the World Health Organization (WHO). In many countries, strategies for reaching this goal rely on primary health care workers (PHWs), community

volunteers who are trained to provide basic preventive and remedial care. Training programs to date emphasize clinical skills of detection and treatment, but often neglect essential interpersonal skills. WHO has contracted EDC to develop prototype training materials which member countries can use to strengthen the ability of PHWs to motivate and counsel their clients. Two modules will be developed on a pilot basis in Sierra Leone--one for PHW trainers and one for health planners--to demonstrate the advantages of constructing a health care delivery system that supports the use of PHWs as counselors/motivators. Global dissemination of the pilot materials is planned.

PARTICIPANT TRAINING

Costa Rica Private Sector Training Program: EDC is implementing a two-year USAID-funded project aimed at strengthening the capabilities of Costa Rican businesses which export non-traditional goods and services. The U.S.-based 4-6 week programs provide "hands-on" training, and offer participants exposure to state-of-the-art technology, export procedures, management and financial systems. Each program is custom designed to meet participant needs. Courses emphasize experiential learning, meetings with experts on-site, and business networking. Participants include managers of export sector firms, banking professionals, and government administrators who regulate trade and commerce. EDC coordinates a network of leading U.S. training institutions to help implement programs, including the American Bankers Association, Ohio State University, and New York City's World Trade Institute.

NUTRITION AND AGRICULTURE

Technical Support for Integrating Nutrition into Agriculture: A three-year AID Nutrition in Agriculture Indefinite Quantity Contract administered by EDC, provides AID with short-term advisory services related to nutrition in the agricultural sector. Tasks involve technical assistance to AID/Washington, USAID Missions or host country counterpart institutions and organizations. Services include the assessment of LDC nutrition problems and recommendations for improvement through the agricultural sector; the design of consumption/nutrition project components; the identification and incorporation of consumption/nutrition goals, objectives and activities into plans and policies at regional, national, and local levels; and the evaluation of on-going consumption/nutrition activities in agricultural programs.

Guyana Food Marketing Project: EDC is assisting Unesco and the Government of Guyana in promoting the development of a local market for indigenous foods. The government's main thrust in fostering greater consumption of indigenous products has been one of import restrictions. Now the work of Guyana's Planning Committee for the Promotion of Indigenous Foods is being strengthened, by expanding membership to representatives of private-sector and production/manufacturing organizations. The Planning Committee is charged with (1) increasing the production of indigenous foods for the local market, as well as increasing the number of producers and manufacturers of these products, and (2) developing ways to improve the quality of indigenous food products and promote good nutritional practices. Three market research studies will be carried out, and the Ministry of Health will mount a National Nutrition Education Campaign.

EDUCATIONAL PLANNING AND EVALUATION

Indefinite Quantity Contract (IQC) in Education: EDC's IQC in Education is designed to provide AID Missions, regional bureaus, and host-country institutions around the world with short-term technical assistance in matters relating to educational policy, planning, and evaluation; human resources development; management; and teacher training. Assignments under this IQC may include studies to assess the feasibility of implementing a new educational policy or program; the development of Project Identification Documents and Project Papers; assessments of human resource development needs; the development of education sector and management training materials; and project evaluations. Examples of recent assignments include: advising the Ministry of Education in Egypt on how it can strengthen textbook production capacity; evaluating Jamaica's National Vocational/Technical Training Program, and designing a marketing strategy for Indonesia's "Open University."

Study to Determine Education and Training Needs and Strategies of Developing Countries in the 1990s: This recently completed study for the United Nations Development Programme (UNDP) includes an analysis of current trends in primary, secondary, and higher education; a description of current priorities for manpower analysis; a discussion of the relative merits of different approaches to technical and vocational training; and a review of what has been learned about the application of educational technologies in The Third World. The study also analyzes the results of an education and training sector survey of the views of 100 leading decision-makers from around the world.

EDUCATIONAL TECHNOLOGY

Consortium for Interactive Videodisc Instruction and Learning: C.I.V.I.L. was established by five institutional members with expertise in management, training, educational materials development, videodisc technology, and health care to design and implement projects employing interactive videodisc (IVD). EDC coordinates the activities of C.I.V.I.L., and provides the consortium with expertise in instructional systems design and project management. Currently, C.I.V.I.L. is producing a videodisc that will be used by the World Health Organization as a basis for training primary health care workers in essential preventive and curative skills.

COMPLETED PROJECTS

SOCIAL MARKETING AND PUBLIC HEALTH

International Nutrition Communication Service (INCS): For the past seven years, the AID-supported INCS program provided technical assistance and project support to maternal and infant nutrition projects in 42 countries throughout the Third World. The INCS project focused its educational, communications and social marketing skills on improving the health and well-being of low-income families overseas. The project successfully undertook a variety of nutrition-education activities including:

- *the organization and implementation of training sessions in communication skills and nutrition-related topics for staff from ministries of health, international agencies, and private organizations*

- *improving infant feeding practices in hospitals in Indonesia, Thailand, and Honduras*
- *using growth monitoring as an educational tool to improve the nutritional status of young children in the Dominican Republic*
- *promoting a locally-based dietary supplement for pregnant mothers in the Gambia as a means of strengthening maternal health and reducing the incidence of low birth weight babies*
- *the development of a wide variety of training materials, including a counselors' guide on breast-feeding; a text, teachers' guide, and students' guide for teaching nutrition in schools of agriculture; and a guide to the use of nutrition-related training, mass media, and other support materials*
- *the design and implementation of baseline surveys, ethnographic studies, and qualitative research to assess factors affecting infant and maternal nutrition behavior*

In addition to having provided technical assistance to INCS, EDC maintained a Resource Center of more than 2,000 nutrition education-related documents, training manuals, audio-visual and educational aids. A variety of reference materials useful to policy-makers, consultants, and program managers were also produced and disseminated to Third World countries. Among these are the Maternal and Infant Nutrition Reviews, a series of monographs that profile mother/child nutritional status, beliefs and practices, programs, and policies in 31 developing countries.

Mali Rural Health Project: From 1978 to 1982, EDC, under subcontract to Harvard University's Institute for International Development (HIID), conducted the training component of the Rural Health Services Development Project in Yelimane and Koro, two remote areas of Mali. The HIID/EDC field team worked with village and community leaders to identify key health problems. Non-literate volunteer workers from the villages were trained in preventive and curative techniques that relieved the health and nutrition-related problems confronting residents of these two districts. A series of manuals were produced in French.

Mass Media and Public Health Project: In 1984, the World Health Organization (WHO) contracted with EDC to help develop a new initiative promoting the use of mass media in health-care programming. EDC staff produced a strategy paper defining the project's goals, objectives, and plan of action. We also produced a videotape, "The Ministry Needs the Media," that profiles mass-media public-health education projects in Brazil, Kenya, Singapore, the Philippines, and other countries. In addition, EDC organized an international conference in Singapore that brought public health and broadcasting officials from six Asian nations together to exchange perceptions and develop collaborative programs.

Short-Term Medical Seminars: ARAMCO Services, Inc., contracted with EDC to supply medical experts to conduct a seminar on Necrology in Saudi Arabia in June 1985. The audience for this seminar consisted of medical specialists and general practitioners.

Ministry of Health, Colombia: During 1976-1979, members of the EDC staff carried out a series of advisory and consulting assignments for the Colombian Ministry of Health. Included in this work were an analysis of data from the 1964-1965 Colombian National Health Survey; assistance in planning for a new national health survey to be

undertaken in 1980; and collection of data, the preparation of materials, and design of an evaluation system for use in training village health workers in a UNICEF-sponsored rural-health project.

Health and Health Manpower Study in the Caribbean: In 1985, EDC staff members prepared a report on "Health and Health Manpower in the English-Speaking Eastern Caribbean Countries" for the Pan American Health Organization (PAHO). Their recommendations included: (1) establishment of a coordinating structure for island-wide health-care delivery; (2) establishment of a coordinated health-related data system; (3) development of joint training programs for health workers; (4) promotion of greater involvement of the "off-shore medical schools" in the region; and (5) collaborative development of competency-based training methodologies and curricula for health workers at all levels.

Survey of Health Care Providers, Netherlands Antilles: In 1985, under contract to PAHO, EDC trained health-care staff for the Ministry of Public Health and Environmental Hygiene, Netherlands Antilles. We recommended a greater reliance on using Netherlands Antilles educational institutions for training purposes, as opposed to the use of institutions overseas. Since the number of applicants for basic science degrees was not large enough to warrant a full-fledged medical school in the country, basic science training was to be contracted abroad. Recommendations also stipulated that greater emphasis should be placed on preventive medicine, public health, health administration and management, epidemiology, and biostatistics within the curricula.

CURRICULUM DEVELOPMENT AND TRAINING

African Mathematics Program: From 1962-1975, under contract to AID, EDC carried out a program to improve mathematics education at the primary and secondary levels in English-speaking Africa. Operating in ten countries, the program brought together nearly 200 American, African, and British mathematicians and educators who, in teams, prepared and field-tested over 70 new mathematics textbooks for primary and secondary schools and teacher-training colleges. In addition, the project conducted 75 short courses to introduce new materials and teaching techniques to more than 5,000 mathematics teachers and teacher trainers throughout Africa.

African Primary Science Program: Implemented by EDC over a ten-year period (1965-1975), and with financing from AID, the African Primary Science Program's objective was to upgrade the teaching of science at the primary-school level in 11 English-speaking African countries. The project's activities included teacher training, the development of new materials, and the adaptation of existing science texts for use in Africa. In all, 58 units (texts, workbooks, and teachers' guides) and 8 films were developed and introduced--most of which are in use today in adapted form in African primary schools, many having been translated into indigenous languages. Under the project, six permanent "science centers" were established--all still in operation--to evaluate and upgrade science curricula. With the project's phase-out in 1975, the Science Education Programme for Africa (SEPA) was established in Accra, Ghana, and continues its work today in science-curriculum development with the support of thirteen English-speaking and Francophone African countries. In addition, two permanent science-training programs were established--one leading to a degree in Curriculum Evaluation at Ibadan University, Nigeria, and the other to a degree in Science Education at Njala University, Sierra Leone.

INSTITUTION BUILDING

Algerian Petroleum Institute (IAP): Between 1972 and 1980, programs in polymer engineering and plastics technology were developed by a consortium consisting of EDC, Stevens Institute of Technology, the University of Lowell, Case Western Reserve University, the University of Wisconsin at Stout, the University of Akron, and the New Jersey Institute of Technology.

Algerian National Institute of Electricity and Electronics (INELEC): From 1975 to 1979, a Comprehensive Electronics Institute was developed for an eventual student capacity of 3,000 and a faculty of 200. The consortium for this project was EDC, Case Western Reserve University, Stevens Institute of Technology, the University of Houston, the University of Missouri at Rolla, the University of Wisconsin at Stout, Oklahoma State University, the Wentworth Institute of Technology, and two industrial concerns: GTE-Sylvania and Harris Corporation.

Indian Institute of Technology: Between 1963 and 1973, EDC and a consortium consisting of Ohio State University, Massachusetts Institute of Technology, California Institute of Technology, Purdue University, Carnegie-Mellon University, Case Western Reserve University, Princeton University, the University of California, and the University of Michigan collaborated on the establishment of the Indian Institute of Technology in Kanpur.

Kabul University, Afghanistan: During the ten-year period 1963-1973, EDC and a consortium of U.S. universities assisted Kabul University in expanding and strengthening the School of Engineering. Disciplines assisted included agricultural, electrical, civil and mechanical engineering, architecture, and the basic sciences. The consortium consisted of EDC, Carnegie-Mellon University, Illinois Institute of Technology, Lehigh University, North Carolina State University, Purdue University, Stevens Institute of Technology, the University of Notre Dame, Washington University, Georgia Institute of Technology, Rice University, and the University of Cincinnati.

The Jamiah-King Faisal University Project : This project began in October 1981 when EDC, as a subcontractor to the Academy for Educational Development (AED), began work under a contract with the U.S. Treasury to establish a consortium of universities to help develop King Faisal University (KFU) in Saudi Arabia. Cornell University, the Harvard Medical Center, Rice University, and Texas A&M work with KFU in the fields of medicine, agriculture, veterinary science, and architecture. The broad-based goals of the project are to: provide technical and advisory assistance in higher-education processes and operations; organize training and exchange of university personnel in academic, administrative, and professional areas; and promote cooperation in research.

Short- and long-term advisory personnel are recruited to go to Saudi Arabia to assist in curriculum development, research, and university administration. This project builds on EDC's long experience with the use of consortia for assisting other countries in institution building.

VOCATIONAL/TECHNICAL TRAINING

Career Development Center, Saudi Arabia: In 1977, under subcontract to Bechtel Corporation, EDC carried out a consulting project for the Kingdom of Saudi Arabia to plan the curriculum for a comprehensive vocational and skills-training center in the new Saudi Arabian city of Jubail. This report contained detailed recommendations on training

objectives and priorities; manpower needs estimates; and the physical design, organization, and curricular content of the proposed training center.

Manpower Survey, Dominican Republic: EDC conducted a comprehensive manpower study for the government of the Dominican Republic. Project tasks included data collection, supply and demand projections for graduates of the educational system, and an analysis of current and projected employment and unemployment.

Port Harcourt College of Science and Technology, Nigeria: In 1974, at the invitation of the Nigerian Government, and with the assistance of a team of U.S. university specialists, EDC conducted a study for the design and introduction of new academic programs in agriculture, fisheries, forestry, science, petrochemical engineering, and marine studies at the College of Science and Technology in Port Harcourt, Rivers State, Nigeria. EDC's report included recommendations on staffing, faculty training, curricular content and focus, and proposed research activities connected with these new disciplines.

EDUCATIONAL TECHNOLOGY

The Teacher-Text-Technology Initiative: In 1983 and 1984, the Teacher-Text-Technology Initiative project under a grant from U.S.I.A., provided short-term technical assistance for five African countries (Liberia, Malawi, Rwanda, Tanzania, and Togo). Project tasks were accomplished in three stages: a two-day planning conference to review American instructional resources in science, mathematics, and English; a 30-day study tour by 18 African educators to view programs in action in the U.S.; and in-country consultations by six American specialists to discuss project planning in host countries. As a result of the in-country consultations, short- and long-term technical assistance and training programs were set up between the participating countries and institutions in the U.S. Programs of six months to two years duration were instituted in ESI (Togo and Rwanda), science equipment production (Togo and Liberia), teacher-training management (Malawi), and non-formal and secondary education and training (Tanzania).

Study on Educational Technology, Iran: In the 1970's EDC conducted a study in Iran titled, "Technological Innovation and the Education System." The study was sponsored by Franklin Books, a consortium of U.S. textbook publishers, for the purpose of analyzing how new and innovative educational technologies could aid Iran's Planning and Education Ministries in the reform of secondary and higher education. Our report included a series of recommendations in the areas of radio and television broadcast technology, audiovisual techniques, micro-teaching, and educational media and film technology.

PROJECT SUPPORT SERVICES

EDC has extensive experience in a number of specialized areas in support of its overseas projects. These services include the following:

Recruiting Personnel for Overseas Assignment

Since 1962, EDC has recruited nearly 400 long-term technical assistance, teaching, and administrative personnel to serve in project-related positions overseas; and several

hundred individuals have been fielded for short-term assignments abroad. In addition to recruiting, EDC's services include pre-departure orientation and assistance with transportation, shipment and storage of personal effects; overseas housing; educational arrangements for children; automobile shipment or purchase; and passport, visa, and other immigration requirements.

Participant Training

EDC's major international projects have necessitated stateside training of host-country personnel to replace expatriates. Since 1962, EDC has arranged and supervised bachelor's, master's, doctoral, and short-term training in the U.S. for nearly 300 participants. EDC also helps arrange summer or post-graduation internships in conjunction with classroom work.

Equipment Procurement and Shipping

EDC has assisted projects in the areas of equipment procurement (preparation of specifications, bidding, and inspection) and shipping. Since 1962, in support of its principal overseas projects, EDC has handled the procurement of educational materials and equipment totalling more than \$10 million.

English-Language Training

EDC has the capability to develop English-language training programs, as well as place students in language training institutions. From 1974 to 1979, EDC developed and implemented numerous math, science, and technology courses in English-language instruction. These courses graduated more than 350 students, most of whom attained proficiency within 6 months. EDC's English programs have been geared to students in engineering, science, and technology fields.

Countries in Which EDC Has Worked:

Afghanistan	Ecuador	Iran	The Philippines
Algeria	El Salvador	Ivory Coast	Rwanda
Bangladesh	Ethiopia	Jamaica	Saudi Arabia
Bolivia	Fiji	Kenya	Sierra Leone
Botswana	France	Lesotho	Spain
Brazil	The Gambia	Liberia	Sri Lanka
Burkina Faso	Ghana	Madagascar	Sudan
Burma	Great Britain	Mali	Swaziland
Cameroon	Guatemala	Nepal	Switzerland
Chile	Guyana	The Netherlands	Tanzania
Colombia	Haiti	Nigeria	Thailand
Congo	Honduras	Panama	Tunisia
Costa Rica	India	Papua New Guinea	U.S.A.
Dominican Republic	Indonesia	Peru	Yemen Arab Republic
			Zaire

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