

**USAID HUMAN CAPACITY DEVELOPMENT
FOR THE 21ST CENTURY:**

Reaping the Results of Investment and Experience

**JULY 14 ~ 18, 1997
Washington, DC**

*Sponsored by the Global Bureau Human Capacity Development Center
in Cooperation with the Global Bureau Office of Women in Development*

WORKSHOP PROCEEDINGS

TABLE OF CONTENTS

<i>Foreword</i>	1
<i>Introduction</i>	2
<i>Workshop Overview</i>	3
<i>Workshop Themes</i>	5
<i>Basic Education and Learning Systems</i>	5
<i>Higher Education and Partnerships</i>	13
<i>Training</i>	16
<i>Information and Technology</i>	20
<i>Gender</i>	24
<i>Workforce Development</i>	28
<i>Concluding Remarks</i>	31
<i>Speech by Administrator Atwood</i>	34
<i>List of Participants</i>	40

FOREWORD

The Agency Goal for human capacity development, announced during the HCD Conference by our Administrator, has given us the platform for revitalizing education and training programs throughout USAID

New opportunities are emerging daily for bold leadership in basic education, higher education, education for employment, training, and information technologies. These exciting opportunities empower the full range of USAID staff members and cooperating and counterpart institutions in developing nations to achieve Education for All.

The HCD Conference offered a welcome forum for rich discussion on prevailing problems in educational development, and on the many “lessons learned” through the dedication of all who were present and those colleagues throughout the world who were unable to participate. Major progress has been made in key areas, such as policy dialogue for educational reform, community schools for participatory educational activities, and programming for gender and ethnic equity in education. Much remains to be accomplished in girls’ education, early childhood development, inclusive programs for children with disabilities, and education in crisis and transition nations. Harnessing the full power of information and learning opportunities through the Internet, coupled with community learning services, promises to be a major emphasis for the future.

I encourage you to read the Workshop Proceedings—even if you attended the Conference. Most of us were unable to attend all of the sessions we wished, and it is useful to reflect in new ways about the ones we witnessed.

We are especially grateful to the ABEL 2 Team, and especially to John Hatch, Rudi Klaus, and Francy Hays, who helped to plan the Conference and guided the preparation of these Workshop Proceedings. All members of the Center for Human Capacity Development participated in planning under the leadership of Mary Johnson-Pizarro, with Ethel Brooks, Gary Bittner, and Ron Raphael. We were delighted to collaborate closely also with Margaret Lycette and Nagat El-Sanabury of the Office of Women in Development.

The HCD Conference represents a new beginning for education and training in USAID. Let us make the most of it! I encourage you to write or call me with your ideas for our future work in education and training—and for next year’s Conference.

Emily Vargas-Baron
Deputy Assistant Administrator
Director, Center for Human Capacity Development
1300 Pennsylvania Ave , N W
Washington, DC 20253-3901
(202) 712-0236

INTRODUCTION

This document provides a summary of the USAID Human Capacity Development Conference for the 21st Century *Reaping the Results of Investment and Experience*, held July 14–18, 1997, at the Westin Hotel in Washington, D C These proceedings cannot begin to capture the depth and richness of the dialogue and exchange that came from the five plenary presentations, six keynote speeches, and 56 concurrent panel sessions that took place during the week Instead, this document attempts to summarize and weave together some key ideas raised during the week that relate to the major themes of the conference Additional information concerning the content of the conference can be found in the descriptions of individual panels provided in the conference program and in selected keynote presentations that are posted at USAID's G/HCD Web site (<http://www.usaid.gov/g/hcd/index.html>) Further details concerning individual panel sessions can also be obtained by contacting directly panel conveners (chairpersons and/or presenters), whose contact information is provided at the end of this document

WORKSHOP OVERVIEW

This conference was designed to provide an intensive professional development experience for USAID and contractor personnel worldwide who are responsible for designing, managing, and implementing programs in education, training, and human resources development. The conference was sponsored by USAID Global Bureau's Human Capacity Development Center (G/HCD) with support from the Office of Women in Development (G/WID), and addressed in one conference setting the scope of interests of the Center's two sections, Higher Education and Training Systems (HETS) and Basic Education and Learning Systems (BELS), and those of G/WID.

Objectives

The specific objectives of the conference were to

- review the latest field experience and applied research developments,
- identify issues related to measurement of impact and use of indicators to track progress in relation to USAID's results framework,
- examine best practices, including the integration of education and training into re-engineered program management systems,
- explore approaches for improving collaboration and teamwork, and
- help shape a future action agenda for Human Capacity Development Center (HCD) attention.

In addition to increasing participants' professional skills, knowledge, and awareness of recent developments in education, training, and human resources development in general, a secondary benefit was the strengthening of networks among participants and institutions that can continue well beyond the conference setting.

Some 281 people registered for the conference, and attended one or more sessions. Of this total a core of approximately 100 attended throughout the week. More than 100 of the registrants were USAID Washington- and Mission-based staff, some 125 were contractors/partners, and the rest came from other institutions such as Peace Corps, ILO, ODC, JICA, World Bank, and UNICEF.

Report of the Conference

Setting the tone and providing inspiration for the week was the **presentation by Administrator Brian Atwood**. In addition to recognizing the important work the participants are doing in support of education and training, he took the opportunity to announce publicly that he would be recommending the creation of **a new goal for the Agency "Building Human Capacity through Education and Training"**. In addition to validating the crucial work that has been done to date, the announcement encouraged conference participants to examine further how the information, tools, and experience shared during the week might be used to promote accomplishment of this new goal in the coming years.

Five plenary sessions were included in the program to help provide direction and focus for the conference. The opening plenary included remarks by Sally Shelton-Colby, Assistant Administrator, Global Bureau, in which she stressed the overall importance of human capacity development to nations around the world, and in particular those in which USAID is working. Her comments were followed by observations from Carol Bellamy, Executive Director, UNICEF, concerning the continuing development challenges that lie ahead in human capacity development. Building on these opening remarks, Emily Vargas-Baron (Director of the HCD Center) urged conference participants to think innovatively about how to address the range of specific issues and themes that will challenge USAID and the Global Bureau in the coming years. She mentioned a number of issues that would be dealt with in the conference, including policy dialogue for education reform and decentralization, primary education with an emphasis on gender equity, improving the measurement of impact and accountability in education and training, the role of learning technologies, distance learning, and learning communities, education for nations in crisis, early childhood development, continuing attention to integrated literacy programs, higher education reform, financing, and partnerships, workforce development, participant training, and development cooperation and donor coordination.

The second day began with three plenary sessions, including remarks on the linkage among poverty, economic growth, and human development by Mark Schneider, Assistant Administrator, Bureau for Latin America and the Caribbean, a brief overview of the HCD Results Framework and the G/WID initiative (presented by Marion Warren, Patrick Fleuret, and Susie Clay), and a review of issues in designing and managing Results Frameworks by Richard Byess, M/ROR. The fifth plenary closed the workshop, with four guest presenters commenting on the key challenges they anticipate for education in the 21st century and how USAID might address them.

WORKSHOP THEMES

BASIC EDUCATION AND LEARNING SYSTEMS

One of the major themes of the conference was improving basic education and learning systems. The keynote presentation and 28 panel sessions related to this theme delved into a considerable range of topics and issues. However, five key threads dominated many of the sessions: policy reform and the improvement of education quality, strategies, methodologies, and tools for improving educational services and outcomes, cross-sectoral interactions and potential, special needs of particular target groups, and strategic objectives, results, and measurement issues.

Policy reform and the improvement of education quality Luis Crouch opened the debate on policy reform in education stressing that public policy, management, and governance are crucial to achieving social and economic development. With regard to donor program and project support for educational policy development and reform, he commented that donors and recipient countries need to carefully examine which kinds of donor activities are most appropriate in countries at different stages of development. These activities can be categorized in terms of analysis, advocacy, and assistance. Making the appropriate choice among these alternative forms of programmatic support should depend on the particular development stage and context that shapes each country's specific potential for policy reform. Advocacy can be especially important in countries where there are still serious governance problems and where commitment to policy reform is still emerging. A second type of activity focuses on analysis and analytical input, which can help governments to come up with viable policies to address priority needs. A third form of support is technical assistance and training in helping governments to develop the capacity to do the analysis themselves. He stressed that recipient countries need to be "in the driver's seat" in controlling the agenda and use of donor funds to make sure that knowledge transfer and sustained capacity really take hold.

Being in the driver's seat gets to the larger issues of ownership and stakeholder involvement in shaping the questions/priorities requiring reform, as well as solutions that are sustainable over time. A common thread raised in several sessions concerning reform experience was the need to take an integrated systems perspective that recognizes at the national policy and institutional level the differing, context-specific needs at the community level so that policies and program implementation can respond to unique local needs. Implicit in such a perspective is the need to ensure a strong link and congruency between policies and program design and implementation, as well as adequate incentive structures and capacity to sustain the implementation of reforms over time. Governments and donors must also recognize that "going to scale" based on local experience with particular models and pilot programs requires considerable flexibility, patience, and time to ensure that new habits, values, and attitudes at all levels of the system (from national ministry officialdom to individual schools, headmasters, teachers, students, and parents) are internalized, nurtured, and sustained.

Another central issue raised in several sessions was the importance of moving beyond a historical emphasis on specific educational inputs (e.g., books, desks, trained teachers, classrooms) and outputs (student

enrollments and completions at different levels of schooling) to a concentration on **learning processes, outcomes, and results** that directly link to learners' capacity to function effectively as productive members of their families, communities, and nation. A related issue involves determining what constitutes educational quality and effectiveness and the factors that are most important to achieving increased quality. In effect, this expansion of attention beyond educational inputs, access, and equity to a fundamental concern for the quality of the educational process and experience moves the debate beyond such questions as the amount of money to be dedicated to the education sector and to educational sub-sectors to a far more complex examination of how best to allocate resources to different kinds and mixes of inputs (teacher training, instructional materials, physical facilities, curriculum reform, textbooks, etc.), and what the role of various stakeholders and levels of government should be in helping to improve quality.

One clear message that emerged across several panels is that nations differ widely with regard to the efficiency of their education systems and that money alone is not particularly well correlated with educational outcomes. Hence, it is essential to come to a better understanding of how resources can be optimally allocated to secure inputs and establish processes that will achieve quality outcomes suited to specific local conditions. While no single model can be rigidly adopted on a national scale, there is growing evidence that, in addition to factors such as physical facilities, number of desks, class size, etc., other key variables need to be considered in creating positive learning environments and successful learning results for students.

Discussions in various panels of reform experience in Latin America and Africa point to the utility of viewing reforms as macro social learning processes in which support for policy decision making is reinforced by applied research emanating from experience at the classroom level (backward mapping), and conducted, analyzed, and presented in ways that ensure that research findings and field experience are used effectively at all levels in the education system (from central ministry-level policy officials to district, community, school, headmaster, teachers, parents, and students). Thus, policy and educational reform must focus on discovering what contributes to increased quality of learning outcomes and effective results at the classroom level as well as concern for designing structures, policies, and systems that will support such outcomes at the institutional and systems level. Interventions to achieve such change require working at different levels simultaneously (school, community, district, central ministry, and broad policy level) in ways that are mutually reinforcing and that allow the broader social system to learn and make further improvements as conditions change over time.

A number of factors that contribute to quality improvements were noted, including in-service teacher training that broadens the set of learning methodologies used by teachers in the classroom, creation of incentives for teachers to apply these newly acquired skills, improved on-the-job supervision/support in the use of new instructional methods, increasing parental involvement and support, use of school management committees, training for headmasters/principals in improving the learning environment, peer support networks for teachers, and cluster schools/networks to support new classroom learning approaches. No one approach by itself is likely to have a long-lasting impact. Rather, these various factors must be combined in ways that serve individual school needs so that a positive learning environment can be built and sustained at the school level and supported by higher-level institutional, resource, and policy activities.

Several participants commented that, ultimately, decisions concerning policy reform and successful implementation of policies and programs involve working effectively with key stakeholders to form

consensus around program direction, as well as working out the reallocation of power, decision making, and control of human and financial resources. To support such change and reform requires transparency in process, decision making, and implementation, particularly if institutionalization and sustainability are to be achieved.

Strategies, methodologies, and tools Several panels looked at the experience of applying various strategies, processes, tools, and methodologies to bring about change and to improve the management of basic education. Specific approaches that were addressed included community participation and action planning, backward mapping techniques, decentralization, donor conditionality, and other techniques such as stakeholder analysis and organizational/community assessment tools.

It was noted that the community participation approach to improving school effectiveness has several potential strengths, including increased program effectiveness and efficiency in use of resources, enhancement of community self-reliance and empowerment, and extension of coverage to those often overlooked (women, girls, less powerful minorities, those living in remote areas, etc.). Nevertheless, community involvement and participation are not necessarily straightforward, and the definition of terminology such as “community” and “community participation” raises basic issues and sensitivities for those involved in such efforts (e.g., introduction of new structures and processes, redistribution of decision making, power sharing, reallocation of resources, etc.). All of these issues have to be addressed to enable this approach to work successfully.

Community involvement can also entail the creation of community schools, and specific experience in Guatemala and Mali with community schools was examined by one of the panels. These two case studies, plus experience elsewhere over the past several years, suggest that communities view these kinds of schools as a viable means of educating their children, especially in areas ill-served by formal schools. However, the growing popularity of this approach has not gone unquestioned. Are community schools as sustainable as formal schools? Are they lower cost? Is their quality comparable or better? While experience suggests considerable success in selected settings, it was also noted that the costs to the community and to other institutions that support such schools (e.g., NGOs) are sometimes underestimated, and that this can raise questions about community capacity to sustain these schools over time. The tentative conclusions presented in the panel discussion of community schools were that while there is a need for a wider review and assessment of experience, community schools do seem to be working for remote and very poor communities. Finding the most effective ways to structure such schools, to link them with the formal system, and to raise their effectiveness while lowering indirect costs will be important areas for future study.

Discussions on decentralization examined the meaning and scope of the concept and experience in applying it around the world. One message that comes from this experience is that there are no simple formulas or answers as to what particular form of decentralization works best under varying conditions, or what specific educational functions can or should be decentralized to lower levels. Moreover, implementing a decentralization strategy is a long and involved process that may deviate from the original intention over time, and can sometimes result in outcomes that are counterproductive for the educational system as a whole. Thus, care needs to be taken in deciding what functions can or should be decentralized to gain desired efficiencies and qualitative improvements in provision of educational services, and then preparing different levels of the system to effectively handle newly decentralized functions and responsibilities.

The use of conditionality as a tool to bring about education policy and program reform was also reviewed. One view is that conditionality can detract from reform, especially when it is narrowly tied to numbers and indicators of particular actions taken, rather than being linked to changes in frameworks and rules for determining specific policies and allocative decisions. However, selected country specific experience (e.g., Uganda and Guinea) suggests that in certain cases conditionality can help to facilitate change—not by forcing change on a recalcitrant government, but by helping to consolidate and operationalize constituencies within and outside government that are committed to reform the “will” to undertake such reforms. In such instances, conditionality can provide action-forcing targets to focus the attention for policymakers in addressing systemic issues facing the education sector and the broader national context.

Cross-sectoral interactions and potential Other sessions examined cross-sectoral considerations, linking education to sectors such as health, environment, and democracy/governance concerns. In one panel, case study experience from Poland was presented to illustrate different approaches to civic education in public schools. It suggested that different instructional approaches can have different effects on knowledge, skills, and attitudes toward civic behavior. In the case of health, there is a great deal of potential for getting across important health messages (e.g., HIV/AIDS, nutrition) through the introduction of dialogues on these topics in language classes, science, etc., at all levels of schooling. Similarly, environmental messages have been incorporated into public school systems in a number of countries. In all instances, it is important to link the subject (e.g., environment) to appropriate points in the curriculum and use locally appropriate examples that are meaningful to the community setting. Experience also suggests that efforts of this sort should consider providing awareness training or orientation to teachers in the use of these materials in the classroom. Such material can also be incorporated into non-classroom activities such as school clubs, school gardens, and other student projects.

Special needs of particular target groups Other basic education and learning systems panels focused on particular target groups that are often neglected in the educational systems in many countries. Specific programs that call for expanded emphasis include non-formal (literacy) training for adults, creating learning opportunities for children with disabilities, increasing girls’ and minority group access to education, education for refugee children and others living in regions of conflict, and programs that reach out to children at the preschool level. To ignore such groups is to waste human potential, and their neglect can only lead to larger societal burdens over time. In non-formal education, experience in Nepal and Honduras was cited to highlight creative initiatives that have had a visible impact on helping adults, and women in particular, achieve functional literacy. Experience in other projects points to the benefits of carefully designed efforts that have been successful in helping individuals with particular needs that do not fall into the mainstream of educational systems worldwide, and that creative efforts using non-school facilities (including private homes) and drawing on community members outside the formal education system as teachers can be extremely effective in enabling these groups to acquire essential life skills.

Strategic objectives, results, and measurement issues An underlying issue that cut across many panel sessions and plenary discussions was the concern for measuring results in terms of Agency and Mission-level strategic objectives. As USAID programming and budgeting are increasingly being structured in terms of results frameworks, many of the same issues that have confounded program designers, managers, and evaluators since the introduction of the LOGFRAME continue to be unresolved. This issue was directly addressed in one panel session that identified some of the trends and commonalities in the results and indicators developed for USAID’s basic education projects and explored some of the dilemmas and

controversies inherent in performance measurement and the implementation of results frameworks to USAID programs. Three issues and associated questions provided focus for much of the discussion.

1 Manageable interests For what type and kinds of results can and should USAID be held accountable at the agency and country program level? This question is particularly central as USAID assistance has moved from projects to programs for all sectors— which in turn complicates the issue of “manageable interests” and attribution. No longer engaged in “service delivery” itself, USAID’s program approach emphasizes the development of systems and processes and places responsibility for service delivery on the country. In education, this means that USAID will support a country’s effort to create an education system that will expand access or improve instruction, but it will not typically build or fund schools directly. Consequently, USAID has less control over the process, and it becomes more difficult to relate a USAID intervention to an outcome. At the same time, the definition of an acceptable result or outcome has been set at a much higher level than in the past due, in part, to pressure from Congress to demonstrate impact. Finally, GPRA has emphasized accountability, verified through performance measurement. The result of instituting these three phenomena—a program approach, “aspiration inflation,” and performance measurement—has been to introduce several conflicting dynamics and to complicate both the strategic planning and results reporting. The challenge is to find objectives that capture the multiple dimensions of education reform, are high enough to be considered consequential, and are low enough so that USAID can feel reasonably assured that they will be attained and that a strong and plausible association between USAID efforts and the results can be demonstrated.

2 Truth-in-indicators To what extent can indicators measure education reform, and what are the best indicators to measure such success? Also, what is the proper role for indicators in managing education reform efforts? Key to dealing with this set of questions is the importance of acknowledging that indicators are only approximations of the reality they represent. “Truthfulness” is also affected by presentation, cultural constraints, and misunderstanding of educational processes, and misinterpretation of their meaning can lead to inappropriate management actions during program implementation. Given that education is a long-term activity, the danger is that a short-term management philosophy and perspective may lead to misuse of indicators in responding to a political agenda.

3 One-size-fits-all measures Are the measures for assessing overall progress in the region the same as those for assessing program impact in the country? Can measures of progress be standardized and applied to all basic education programs? These questions pose the challenge of identifying common indicators that can be used to monitor progress according to the Agency Strategic Framework and to measure individual program impact according to the Mission Results Framework. To do the former, the indicators and their measurement must be uniform and consistent to permit aggregation at regional and global levels. To do the latter, the indicators must specifically reflect the USAID program and country context.

In many respects, the issue of “plausible accountability” gets at the core of the difficulty of measuring performance of USAID programs and strategic objectives. The focus on results measurement can lead to oversimplification in trying to measure change that generally results from a number of factors and variables that are not easily manipulated and/or that far exceed USAID capacity and resources to intervene.

The issue of measurement relates directly to the Agency's new strategic objective in education and training. In one of the panel sessions that focused specifically on the newly announced Agency strategic objective, participant input was invited to help frame the specific language that will describe the content and emphasis of the new Agency objective and the intermediate results and indicators that should relate to this goal. A regional-level effort to address such concerns was discussed in another panel, where the Africa Bureau presented its recently developed regional strategic framework for basic education, which is aimed at increasing equitable access to quality primary education and basic education skills in various countries. The framework stresses the importance of linking education sub-sectors, system components (e.g., infrastructure, teachers, curriculum), different arenas for action (policy, institutions, schools, communities), governance and management at different levels, and concerned stakeholders (public, private, community) and donors to bring about systemic reform.

Basic Education and Learning Systems Corresponding keynote and concurrent sessions

MONDAY, JULY 14

Keynote #1 Education Policy Projects Analysis, Advocacy, or Assistance?

Luis Crouch, Research Triangle Institute, seconded to the Department of Education South Africa Education Foundation, South Africa

Session # 2 Approaches to Education Reform School-Based, Institutional and Policy Based

Joe DeStefano, AED chair Ward Heneveld World Bank

Session # 5 Specific Strategies for Supporting Educational Reform Information, Analysis, and Communication

Joe DeStefano, AED

Session # 6 Backward Mapping Building Reform from What Works in Schools

Ward Heneveld, World Bank

Session # 7 Making Community Participation in Education More Practical

Eileen Kane, GroundWork, chair

TUESDAY, JULY 15

Session # 1 South Africa Program Issues

Luis Crouch RTI South African Education Foundation, chair

Session # 3 Understanding Decentralization of Education

Michael Puma Abt Associates chair, James Williams, The Ohio University

Session # 7 Specious Specificity? Strategic Planning, Results Frameworks, and Indicators for Basic Education

Karen Tietjen AFR/SD chair Larry Cooley, Management Systems International Douglas Windham SUNY/Albany Ash Hartwell, IIR

Session # 8 Conditionality as Leverage to Influence Education Policy and Program Reform How Effective Is It?

David Gordon Overseas Development Council chair, Patrick Fine, USAID/South Africa, Robert Prouty World Bank

Session # 10 Education Policy Reform and Knowledge

Don Foster-Gross G/HCD/BELS chair, Fernando Reimers, World Bank

WEDNESDAY, JULY 16

Session # 4 Literacy Unbound

James Hoxeng chair David Walker Pact Shirley Burchfield HIID Michael Laflin EDC

Session # 6 The Contribution of Evaluation to Education Reforms

Sarah Wright LAC/RSD chair Benjamin Alvarez, AED

Session # 7 Africa Bureau Strategy for Supporting Basic Education

Julie Owen-Rea, AFR/SD chair Ash Hartwell, IIR Karen Tietjen, AFR/SD, Joe DeStefano AED

Session # 8 Asia & Near East Bureau

Gretchen Bloom ANE

THURSDAY, JULY 17

Session # 4 Quality in Education (I) Key Issues and Challenges in Making Improvements

Stephen Heyneman World Bank, chair, Lynn Evans, AIR, Ray Chesterfield Juarez and Associates, Peter Kresge, USAID/Ghana

Session # 5 The Role of NGOs in Educational Programming and Delivery

Mary Lou Johnson-Pizarro G/HCD/BELS chair, Anne Sweetser consultant

Session # 8 Quality in Education (II) A Review of Selected Efforts to Improve Quality

Lynn Evans, AIR, chair Stephen Heyneman, World Bank, Peter Kresge, USAID/Ghana, Ray Chesterfield, Juarez & Associates

Session # 10 Community Schools Alternative Models, Comparative Experience and Lessons Learned

Joan Larcom USAID/REDSO/Abidjan chair Karen Tietjen AFR/SD

Session # 11 Conflict Prevention and Mitigation Implications for Human Capacity Development

Susan Votaw West CAII chair Patricia Isman G/DG Michael Lund CAII Mark Bolgiano CAII

Special Session

USAID Policy What Difference Does a Goal Make?

Anna Quandt, USAID/PPC chair, Steve Moseley AED, Joan Claffey, Association Liaison Office for university cooperation in development Patrick Fine, USAID/South Africa

**Session # 14 Creating Opportunity for Children with Mental Retardation and Other Disabilities
Special Education and Early Intervention Strategies and Practices**

Eunice Kennedy Shriver, Executive Vice President, The Joseph P Kennedy, Jr Foundation, chair, Alfred Healy, University of Iowa, Michael Hardman, University of Utah, Margaret McLaughlin, University of Maryland

Session # 19 Learning Begins at Birth

Judith L Evans, The Consultative Group on Early Childhood Care and Development, Andrea Bosch, EDC

FRIDAY, JULY 18

Session # 4 Issues of Decentralization of Educational Services, Community Participation, and End-User Services in the CLEF Program in Benin

Martin Schulman, USAID/Benin Yolande Miller-Grandvaux, TMG/CLEF Project Benin

Session # 5 How Policy Dialogue in the Education Reform Process Can Lead to Results

Guillermo Jauregui, USAID/Ecuador

Session # 8 Cross-Sectoral Linkages with Education Health and Education

Linda Padgett, G/HCD/BELS, chair, Kim Siefert, John Hopkins University, Jennifer Smith, Catholic Relief Services

Session # 9 Democracy/Civic Education for Sustainable Development

Mary Lou Johnson-Pizarro, G/HCD/BELS, chair Christopher Sabatini G/DG David Dorn American Federation of Teachers

Session # 10 Environmental Literacy Catalyst for Change

Anthony Meyer, G/HCD/BELS, chair, Mona Grieser, GreenCOM Project, Martha Monroe GreenCOM Project

Session # 11 Toward a New Framework for Human Capacity Development Practical Perspectives

Beryl Levinger, Education Development Center

HIGHER EDUCATION AND PARTNERSHIPS

The sessions dealing with higher education and partnerships began with a keynote presentation by Steve Heyneman, who argued that historically, nations have had relations with each other in trade, health, agriculture, and science, etc , but that international trade of ideas and practices in the education sector was very limited. This is changing, since the dilemmas countries are facing regarding education are virtually universal. He noted the need to reexamine the traditional argument for concentrating investments in basic education, and that we need to move toward a more inclusive approach that addresses all levels, specializations, and functions of education in a balanced, integrated way. Such a reorientation in thinking and resource allocation is essential in helping nations to develop more efficient, distortion-free education systems that can address needs at all levels, provide the skills necessary for productivity in a new kind of economy, and at the same time contribute to building a socially cohesive society. However, the requirements and expectations for social cohesion and economic competitiveness call for a level of system-wide effectiveness that exceeds available public resources, which in turn raises tough questions concerning educational systems management, finance, and delivery. This combination of pressures contributes to a significant expansion of international trade in ideas and experience about education reform efforts worldwide, and is bringing together a broader partnership of institutions and stakeholders who need to work together to improve education at all levels within and across national borders.

Several panel sessions pursued the idea of educational partnerships and examined case studies where USAID is working with higher education institutions in the United States and overseas to develop partnerships aimed at meeting a range of reform priorities in various countries. In Uganda, for example, the University of Florida has forged a partnership with Makerere University to enhance human rights by developing a human rights curriculum, training Ugandans to teach human rights, undertaking research endeavors, engaging in outreach programs, and developing a human rights library for university and NGO use. This partnership has resulted in curriculum development in the law school, establishment of new faculty positions in human rights, and matching USAID funds to build a facility, and has led to the allocation of non-state funds to make the experiment work. In India, a partnership among Sinclair Community College, Eastern Iowa Community College District, and the Center for Vocational Training in Madras has helped to create a sustainable community college program that provides skills training for local business and industry. This program includes curriculum development, teacher training, a tools and equipment bank, placement of trainees, and a program evaluation. A partnership arrangement among Pennsylvania State University, Tuskegee University, and the University of Nairobi in Kenya has supported formation of women's cooperatives that include the production of supplemental foods for infants that are marketed during seasons when fresh foods are scarce. The project also includes faculty exchanges between the partner institutions.

Other examples of higher education partnership arrangements aimed at increasing the role and contribution of higher education to economic and social development can be found in various creative pilot networks involving association linkages, regional collaborations, and alliances with businesses and community, while leveraging resources through non-traditional sources and using minimal donor funding. An example is the linkage between the Association of Carpathian Universities in East Central Europe and the Association of Universities in the southeastern states of the United States. Its emphasis has been on public service and community education for economic development. Outcomes of the project have included identification of

models for increasing the role of higher education institutions in economic, social, and democratic development, building broader U S constituency for development cooperation, and leveraging resources from diverse sources and increased intraregional cooperation. In another case focused on technology transfer and environmental sustainability, Montana State University has developed a relationship with the Autonomous University of Baja California, Mexico. This case demonstrates that a very small USAID investment can have a substantial impact in fostering university networks concerned with development cooperation. A partnership between Texas A & M University and the Autonomous University of Mexico has produced a number of concrete results in livestock viral, bacterial, and fungal disease. This research has led to improved diagnostic tests, better livestock management systems, and prophylaxis, all of which will support broader USAID and Mexican government commitment to economic growth.

The ATLAS Project, established in 1963, is focusing on leadership development, training, and networking among its alumni throughout Africa. This effort has included publications, research, and national symposia, as well as conferences and workshops in Africa where alumni can come together to discuss common professional issues and take part in practical workshops on topics such as leadership development, management skills, and technology training. This and other partnership efforts have been instrumental in strengthening professional and institutional networks for cooperation in Africa.

Finally, a regional example of partnering to improve education can be found in the Partnership for Educational Revitalization in the Americas (PERA) program, which is committed to promoting educational reform in Latin America. Funded by the InterAmerican Development Bank, USAID, and the General Electric Foundation, PERA works with various elements of civil society to identify, discuss, and address education problems in Latin American countries through eight main activities: organizing work groups in evaluation, educational assessment, equity, etc., with experts in each country to obtain policy lessons, organizing conferences with experts in the region, forming national advocacy groups that bring together leaders to promote educational reforms, professional exchanges, research and policy analysis, developing mechanisms for monitoring educational reforms, publications, and electronic communication. PERA has made considerable progress in stimulating debate on educational reform in Latin America and in sharing lessons learned that can improve policy and strengthen the teaching profession and the delivery of educational service at all levels.

As Steve Heyneman's keynote presentation and these various partnership cases reveal, much is to be gained from the increased international trade of ideas and practices. Indeed, some considerable benefits are beginning to appear as the result of these experiences being shared and learned throughout the world.

Higher Education and Partnerships Corresponding keynote and concurrent sessions

WEDNESDAY, JULY 16

Session # 4 Partnership for Educational Revitalization in the Americas

Jean Meadowcroft LAC/RSD chair Jeffrey Puryear Inter-American Dialogue

THURSDAY, JULY 17

Keynote #4 Partnerships in Education

Stephen Heyneman, Chief of Human Resource and Social Policy Division, Technical Department of the Europe and Central Asia (ECA) Middle East and North Africa (MENA) Regions of The World Bank

Session # 1 Partnership Results That Support Mission and Agency Strategic Objectives

Gary Buttner, G/HCD, chair, Peter Schmidt, University of Florida, Audrey Marezki, Pennsylvania State University, Gale Wagner, Texas A & M University and Adrian Almeida, Center for Vocational Training, Madras, India

Session # 3 ATLAS

Niamani Mutima African-American Institute

Session # 6 Higher Education Pilot Networks for Development Cooperation Cases from Mexico and Eastern Central Europe

Joan Claffey, Association Liaison Office for university cooperation in development

TRAINING

The common thread of this theme was that training should be seen as directly linked to improving organizational performance improvement. In their presentation on the characteristics of high-performing organizations, the keynote speakers from the Federal Human Resources Development Council, an interagency human resources advisory group, emphasized that training is key to organization performance improvement. They outlined ten conditions and characteristics of high-performing agencies:

- *Work Clarity* Everyone understands why the organization exists, what's important, and how each individual contributes to organizational performance
- *Strategic Resources Alignment* All resources (including people, technology, and information) are used effectively and aligned with performance goals
- *Goals for Success* People set high, measurable performance goals and emphasize results quality and customer service improvement
- *Capability Assessment* Everyone knows what is needed to get work done—the people, technology, and other resources—and gaps between the desired and current capabilities are clear
- *Creative Recognition* Creative approaches are taken to recognize and reward high performance, creativity and risktaking are rewarded
- *Multiple Source Feedback* Progress is continuously assessed using information from customers, workers, and other stakeholders, feedback emphasizes growth and development
- *Managing Work and Change for Vitality* People are energized by their work and the environment and, through involvement and participation, they capitalize on the diverse contributions available from each person
- *Continuous Learning* People master and improve how they do their work, continuous learning is valued, planned, and funded, and people grow in their specialties and learn new ones
- *Team Readiness* When the organization uses a team, it prepares team members for success and develops or aligns management systems to support working in teams
- *Individual Readiness* The environment encourages and supports self-directed growth

Although these characteristics are drawn from U.S. institutional models, they embody the values of re-engineering in a development context.

A follow-up session by the keynoters addressed new roles for HRD practitioners in the 21st century in the context of the shrinking budgetary resources available to HRD specialists in domestic agencies and USAID. In line with the concept of *continuous learning*, they urged the redesign of the HRD specialists' role to retain the strategic focus on training as a major tool for improving organizational performance. This will require greater knowledge of the technical substance of SO teams' work to bring about more effective collaboration. In addition, senior managers and team leaders need to recognize and facilitate this new role in supporting the design of training as it contributes to the achievement of strategic results.

The other panel sessions picked up on these ideas and discussed in more depth re-engineering of training, organizational performance assessment, development of training impact indicators, monitoring results, cost containment, and taxes. In examining *work clarity* within organizations, a comprehensive picture of the

organization's performance constraints must be examined, both internal and external to the organization, within the context of its business performance objectives prior to determining that training is an appropriate input to improve performance of critical work units. It was suggested that internal constraints might include skills gaps, obsolete procedures and systems, physical environment, or low morale, while external constraints could include a hostile regulatory environment, inadequate allocation of resources, or political instability. Once constraints are identified that might be addressed through training, the costs and benefits of training versus other solutions need to be examined. Hence, the process of constraints analysis helps to determine the extent to which training is an appropriate solution in addressing organization performance gaps, but it also has implications for re-engineering training as part of implementing a *strategic resources alignment* of the larger organizational system. A re-engineered training strategy thus has to bring training in line with the organization's values and operations, strategic planning, empowerment and accountability for results, a strong customer focus, and a team approach, all of which contribute to the achievement of the organization's *goals for success* in achieving high standards of quality and customer service. The basic element in a re-engineered training approach then is a focus on organizational performance improvement rather than the older conventional goal of individual development. *Capability assessment* thus focuses attention on performance change mandates, the identification and analysis of performance gaps in organizational work units, and an overriding concern for the achievement of strategic results.

Familiarity with organizational development (OD) principles is part of the broadening of responsibilities of USAID's HCD practitioners and is needed to equip HCD specialists to contribute in the earliest stages of strategic planning. The traditional role of selection is also changed in this re-engineered approach to training. Since all investments should be justified by results, some measure of the impact of a training intervention should be part of any program and requires *multiple source feedback*. A well-accepted standard of evaluation is the Kirkpatrick Four-Level Model, though some participants suggested that the Open Systems Model was more useful, contains the following guiding questions:

<i>Reaction</i>	What did the training participant think of the quality and appropriateness of the program?
<i>Learning</i>	In the opinion of the participant, supervisor, and colleagues, how well did the participant master new knowledge, skills, and attitudes?
<i>Application</i>	How effectively did the participant apply new knowledge, skills, and attitudes (KSAs) on the job?
<i>Impact</i>	What difference did the training make in the performance of the work unit or organization?

Traditional, pre-re-engineered training tended to focus on the first two levels, whereas a results-oriented approach requires change at the highest level. However, the methodological difficulty here is in isolating the training impact from that of other inputs, making it impossible to attribute with accuracy the outcome of a training program on a higher-level sectoral result. Nevertheless, if in the activity planning process to develop *team readiness*, closing performance gaps was considered critical to the achievement of a higher-level result and the result was achieved, training deserves part of the credit.

Once the training purpose, content, and impact indicators have been fleshed out, monitoring of cost containment and results must be considered, especially with currently reduced budgets. The panel session on cost containment looked at the reasons for cost control and provided a forum for a discussion of best

practices Monitoring and reporting on training results requires a system for training data collection and management needed by SO teams and contractors for program design, performance tracking, and analysis, and by USAID/Washington for reporting to Congress and coordinating with other agencies such as INS, IRS, and USIA "TraiNet," a new training data management system to replace separate Mission and Washington-based systems, deals with data below the level of strategic information in NMS, but is capable of interfacing with NMS in the future It was demonstrated during the Marketplace, is being field-tested, and is in the final stages of development Many participants asked for an opportunity to make input into the final design before it is released for general use

While all sessions, like the keynote presentation, dealt with the general conceptual ideas about good training practices, they also specifically focused their examples on the concepts' applicability to USAID's needs Two sessions addressed special USAID training staff interests One, on taxes, reviewed the Participant Taxes handbook, and another reviewed the changes in ADS253 and highlighted the increased focus on more strategic thinking about training and the need for training to be an integral part of strategic planning by SO teams

Training Corresponding keynote and concurrent sessions

MONDAY, JULY 14

Session # 1 Reengineering Training

John Jessup, G/HCD/HETS, chair, Ron Raphael, G/HCD/HETS, John Gillies consultant

Session # 4 Conducting an Organizational Performance Assessment

Ethel Brooks, G/HCD/HETS, chair, Lorraine Denakpo, AMEX

TUESDAY, JULY 15

Keynote #2 Characteristics of High-Performing Organizations

John Jessup G/HCD/HETS, chair, Mel Chatman, G/HCD/HETS, moderator, Betti Z Novak, consultant, USDE Ruth S Salinger, consultant DHHS Anna R Doroshaw, consultant, USEPA

Session # 2 State-of-the-Art Mission HCD Practices

Freeman Daniels, G/HCD/HETS chair, Jaleh de Torres USAID/El Salvador Moustapha Diallo USAID/Guinea

Session # 5 New Roles for HRD Practitioners in the 21st Century

Mel Chatman, G/HCD/HETS, chair, Betti Z Novak, consultant USDE Ruth D Salinger consultant DHHS Anna D Doroshaw consultant, USEPA

Session # 6 Cost Containment in Training Programs

Linda Walker G/HCD/HETS chair, David La Mar, Gardiner Kamy & Associates

Session # 9 Developing Training Impact Indicators

Ron Raphael, G/HCD/HETS, chair Rita Wollmering, consultant

THURSDAY, JULY 17

Session # 2 Monitoring and Results Reporting

Hugh Maney G/HCD/HETS chair Peter Gallagher Development InfoStructure

Session # 12 New Roles of the HRD Office in the Reengineered USAID

Esther Addo USAID/REDSO/WCA chair Kristos Minja USAID/Tanzania, Beatriz O'Brien, USAID/Bolivia Mujib Siddiqui, USAID/Bangladesh

Session # 16 Mission Panel ADS 253 Changes

John Jessup G/HCD/HETS chair, Chantal Woolley USAID/Haiti, Roger Blassou, USAID/Benin

FRIDAY, JULY 18

Session # 6 Tax and Cost Containment

Louise Jordan, G/HCD/HETS chair David La Mar, Gardiner, Kanya & Associates

Session # 7 Writing a Performance-Based Scope of Work

Charlie Feezel G/HCD/HETS, chair, Barry Cohen, USAID/OP

INFORMATION AND TECHNOLOGY

The final keynote address and four concurrent sessions addressed education and communication technologies and the implications of the expanded use of these technologies for learning, both in developed and developing countries. Participants learned about the benefits of using these technologies to deliver education, the challenges they pose for education in the future (access and equity, assessment, and teacher-training issues, etc.), strategies for using technology in the classroom, and specific examples of projects using these technologies. In his keynote address, "The Classroom of the Future," Frank Withrow reviewed some of the major historical events that have shaped attitudes and approaches to education over time and described the positive role that technology can play in education. He cited how the Internet might be used more broadly as an integral part of formal education and student learning, both inside and outside the classroom. Withrow also challenged participants to critically reflect on a future in which information and communication technology can be used to fundamentally alter and improve the way learning will take place, and suggested that participants reflect on the following points as they consider the connection between education and technology:

- The communications and information revolution is just beginning
- Worldwide digital telecommunications systems will become the backbone of modern education in the 21st century
- If the concept of the free Carnegie library brought the world's stored knowledge to anyone who could read in America in the 20th century, then the Internet will open the doors of knowledge to the whole world
- The United States is in a unique position to provide exemplary distance learning courses
- Digital technology creates a new way to learn
- The concept of schooling will be changed forever

Four concurrent sessions addressed these changes and outlined how they would affect the ways in which education is delivered in the future. In addition, examples of projects using technology to deliver education were provided.

The implications of the communications and information revolution for developing countries, and the role education technology should play in the development of basic education and workforce training/development in these countries, was the topic of a panel discussion given by LearnLink, a project of the USAID/Global Bureau/Human Capacity Development Center. This session also outlined the successful uses of technology in the classroom and some of the goals of using these technologies. In another session, participants learned how privatization and competition in the telecommunications sector have improved services and expanded coverage to developing countries. The panelists presented an overview of the new partnership between USAID and US government agencies to provide assistance in telecommunications policy and regulatory reform.

The ways in which new technologies, particularly the Web and the new, more powerful PCs that are about to create a fundamental shift in methods of learning, was the topic of discussion for another panel session. Panelists stated that the Web will emerge as one of the most powerful technologies because of increased

freedom of access, interlinkages to other sources of information that it make possible, and its encouragement of “just in time” information and learning. In addition, panelists discussed institutional responses to these new technologies. Those countries whose institutions are willing to change (particularly the regulatory ones) will grow and become more global. Those where the institutional environment is too rigid will not adapt and will probably have much slower growth.

Specific challenges that arise when the Internet is used to educate students were outlined in both the keynote address and several of the concurrent sessions. In his keynote address, Withrow cited as one example the issue of student assessment. A common concern in using the Internet is how teachers can be assured that tests taken through the Internet are actually the enrolled student’s work. Withrow stressed that because the techniques being developed are different, they need different assessment criteria. Moreover, technology raises more fundamental issues regarding the process and desired outcomes of learning and education. If the teacher assumes that the student is a “learner” instead of a “knower,” then knowledge the student has is secondary to the overall performance. In a learner-based program, the critical issue becomes how all the basic information is gathered, how well a team of learners works together to make decisions, and how knowledge is presented publicly to others.

One of the panel sessions explored the idea of a virtual university as a new development in higher education, and examined the case of The Virtual University of Asia and the Pacific, an independent, Internet-based university that will deliver courses developed at the regions’ academic and professional higher education institutions to students in Asia and around the world. Another case study described “Enlaces,” a project in Chile, where computers and technologies are being introduced to basic education and primary schools, especially those whose students are disadvantaged. As this project is in its beginning stages, it faces a number of challenges: full access to the Internet has not been achieved, deciding whether to focus resources on basic or secondary schooling, concern about small isolated schools being left behind, and issues of sustainability.

In addition to the Internet, other means by which technology could be used to provide education were discussed. One panel focused on the concept of “multichannel learning” as an alternative to traditional single-channel “distance education” approaches, and discussed cases where broadcast and other educational media such as interactive radio instruction (IRI) and community radio learning are being used to provide education—particularly basic education. The experience of interactive radio instruction over the past 23 years in various countries was reviewed, and discussion focused on the different audiences that have been served and the subjects that have been developed in various settings. In the discussion of community radio, its strengths in reaching audiences in their vernacular with programs that are specific for local needs was highlighted. In addition, the importance of complementarity in national and local programming was stressed.

Several panels noted that for the use of technology in the classroom to truly improve the learning experience of students, the teacher’s pedagogical strategies must be developed and implemented so that the technology becomes an effective means for enhancing the learning experience. In other words, the use of these technologies will not automatically improve student learning, teachers have to learn how to use them effectively in the classroom. One of the panel sessions described how the National Demonstration Lab (now ten years old) provides educators with the opportunity to learn “hands on” how to use educational technologies in the classroom. In particular, the successful use of these technologies requires

- content-driven programming (the content, not the technology, is what is important),
- teacher training (technical and pedagogical),
- integration of technology into the curriculum,
- student access to equipment (most effective ratio is three to five students per computer),
- contextual, peer-assisted learning environment (the technology brings stimulated worlds to the classroom)

If these conditions can be met, technology can help to

- raise core competence in the classroom (bring experts on a variety of topics, bring in different viewpoints),
- promote collaborative problem solving,
- hold students' interest,
- allow self-paced instruction,
- free teachers for higher-level functions,
- create knowledge "webs" by providing information links, and
- bring a multiplicity of voices to the learning experience

Information and Technology Corresponding keynote and concurrent sessions

THROUGHOUT THE CONFERENCE

National Demonstration Lab

Ellyn Beiler & Jackie Hess AED

Demonstration of the Global Education Database

Kimberly Van Wagner & Phillip Church, DevTech

PRESENTATIONS AT THE MARKETPLACE, WEDNESDAY, JULY 16

Demonstration of ED*ASSIST

Vivian Toro and Johnson Sykes AED

TraiNet Demonstration and Question & Answer Session

Peter Gallagher Development InfoStructure

Interactive Radio Video

Mike Laflin and Steve Anzalone, EDC

Demonstration of Community Participation Computer Tool

Joy Wolf

Special Presentation The LearnLink CyberSalon presentation series

Monica Bradsher Director National Geographic KidsNet Program

THURSDAY, JULY 17

Session # 17 Technology Transfer or Absorption Information, Learning, Machines, and Organizations

Kurt Moses, AED, chair, Tom Tilson AED/Ethiopia, Eric Rusten The Laurasian Institution

FRIDAY, JULY 18

Keynote #6 The Classroom of the Future

Frank Withrow, Wheeling Jesuit University

Session # 1 Human and Institutional Capacity Development for Telecommunications Sector Reform

Patrick Fleuret G/HCD/HETS, chair, John Mack Department of State, Antomette D Sacks, Charles Heintz, U S Telecommunications Training Institute

Session # 2 Two Possibilities for Radio in a Multichannel Learning Strategy

Stephen Anzalone, EDC, chair Michael Laflin, EDC Andrea Bosch, EDC

Session # 3 The Role of Educational Technologies in Developing Countries

Dennis Foote AED chair Jacqueline Hess, AED, Eduardo Contreras, AED

GENDER

Gender awareness was the cross-cutting theme of the conference. In a concerted effort to integrate gender concerns in the conference agenda, guidance was sent out to all panelists and keynote speakers urging them to address these concerns as they related to their presentations. At the same time, it was decided to devote certain sessions, including a keynote address, to gender-focused topics relating to the five conference themes.

Susie Clay, G/WID, sketched out the parameters of USAID's involvement in an early plenary session on USAID Results Framework, Re-engineering, and G/WID's Girls' and the Womens' Education (GWE) Initiative. She outlined the G/WID Office's program, which includes public education campaigns, research, and collaboration with other donors to mobilize and maximize the use of resources in support of girls' education. She presented USAID's policy on girls' education and the GWE Activity as it operates in focus and cooperating countries in Africa, the Middle East, Asia, and South America. A panel session expanded on the GWE Activity that seeks to mobilize public and private sector commitment and host-country human and financial resources in support of effective girls' education programs and policies. Interventions to be undertaken by the GWE project in Guinea and Morocco's strategy for mobilizing resources in support of girls' education were described by representatives of those activities.

Keynote Speaker Patricia Campbell gave a provocative and informative presentation, blended with humor, that captivated the audience. She challenged six common stereotypes. Against the stereotype, "equity and excellence are antithetical," she argued that if curriculum, pedagogy, or even education does not successfully reach the vast majority of diverse students, then it is not high quality. She argued that, rather than taking the view that "gender differences are biological," gender differences should be understood as deriving from the complex interaction of cultural, physical environmental, psychological environmental, and biological factors. As opposed to "boys and girls are opposites," she posited that differences among individual girls or individual boys are much greater than differences between the "average" girl and the "average" boy. Against another stereotype, "gender applies only to girls," she argued that gender issues affect boys and girls. Instead of assuming that "single-sex education/training is better for girls and mixed-sex is better for boys," she suggested that there is no clear indication that either single-sex or mixed-sex education provides girls or boys with academic advantages. However, girls in mixed-sex educational programs have less opportunity to learn than do boys. Finally, she challenged the notion that "gender equity means equal access or equal treatment." She argued that educators must define what gender equity means within the context of their program goals. She concluded by urging the participants to consider culture through the lens of gender instead of the temptation to always view gender through a culture lens.

These issues were explored further in a panel discussion led by Patricia Campbell and Susie Clay. Campbell discussed strategies to promote girls' participation and achievement in math and science subjects and challenged the assumption that girls are genetically unsuited for the study of math and science. Her flyer, "No Virginia, There is No Math Gene" challenges the research that focused on differences in math and science achievement between girls and boys. She provided a simple guide to educators for better teaching and learning, also available through her pamphlet, "Using Vignettes to Promote Good Math, Science and

Technology” She concluded that “there is a great deal of evidence that sex differences in math achievement are not biologically or genetically based but are a result of differential treatment and expectation”

On the first day of the conference, which focused on educational reform, a panel on “Educating Girls, Where is the Reform?” was designed to provoke discussion on the two viewpoints that have emerged on ways in which educational reform initiatives can improve girls’ enrollment, participation in, and completion of primary education. Arguments were made for a focused attention on girls’ education to identify and analyze the constraints to girls’ school participation and to integrate girls’ education interventions into basic education reform efforts. It was maintained that successful interventions aimed at enhancing girls’ educational opportunities benefit boys as well, and that multiple interventions are necessary for an effective basic education program. Others argued for overall educational reform measures to improve quality and access for all including girls, and stressed the need for general reforms, including policy reforms, budgetary allocations, and sustained attention to quality. The panel members pointed out the basic similarities between the two arguments in their stress on the importance of quality basic education, and the need for gender-focused interventions to compensate for girls’ historic disadvantage.

A later panel focused on strengthening the linkages between education and the workforce development for girls and women. Concern was expressed, supported by data, that the enrollment of girls and women in education has increased dramatically throughout the world without a corresponding increase in female participation in the formal economy in most developing countries, and that serious action was needed to address the missing link between female education and formal employment. Strengthening the education and work linkages for girls and women is necessary to help increase the returns on investment in female education and its contribution to sustainable development. Interventions made by two PROWID Projects, funded by USAID’s G/WID Office, to address training and work issues in Sri Lanka and Senegal were highlighted. In the case of Sri Lanka, the Center for Women’s Research (CENWOR) project in Colombo will link vocational training provided to women with available jobs in the private sector. The PROWID project in Senegal seeks to address women’s status and special constraints, and has established contacts with employers to provide apprenticeship opportunities for women and ensure hiring of the new trainees.

Six major interventions used to address gender issues in the Education to Work Initiatives in the United States were presented with the suggestion that they may be adaptable for use in developing countries.

- outreach activities to provide positive messages to girls’ role models of working women and students in nontraditional fields, and media campaigns that present girls and women in nontraditional roles,
- career information and counseling services using strategies suited to primary, intermediate, and secondary students, moving progressively from awareness in the elementary school, to exploration in middle school, to career assessment and inventories in high school,
- professional development of teachers, employers, and unions, and students using strategies such as exploration of sex-role stereotypes, non-traditional occupations, career pathways, assertiveness, and leadership skills,
- use of mentors, especially professional women in key industries and government,
- work-based learning including apprenticeships, and
- parents’ involvement, which is key to the success of all education-to-work programs

Literacy programs in Honduras and Nepal, which had their roots in small-scale experimental projects in Latin America in the early 1970s, provided examples of the power of literacy in enhancing employment and self-sufficiency for women. One example discussed was the Honduras Basic Education for All Project, which uses radio instruction in learners' homes. The project offered a primary school-equivalent education in three six-month, 100-lesson series, and began with heavy emphasis on language and math. By the second and third series, it had branched out to include social and physical sciences, business, and vocational education. Evaluations show that participants in the radio groups have consistently better academic performance than others attending the government's traditional evening schools. The radio classes show highest learning gains for people (especially women) in remote areas. It is one of the few educational innovations that works better for the least advantaged populations.

The Nepal women's literacy project is the descendant of an ideology-driven non-formal education project in Ecuador in the early 1970s, and was USAID's first attempt to put Paulo Freire's ideas into practice. With support from USAID/Nepal, the Nepal female literacy program sought to provide literacy to 300,000 females in three years by working with Nepalese NGOs to train facilitators and provide literacy classes. The response was so great that the program exceeded its numerical target. Five hundred women became literate through participation in the evening classes. Post-literacy courses in economic participation and health education were also provided to increase the impact of female literacy. A presentation of research on the impact of female literacy on women's empowerment in Nepal highlighted several positive effects of female literacy, including increased self-confidence, greater respect from the family and community, increased mobility, and greater involvement in community activities.

Lessons learned about the impact of girls' education and female literacy and the lessons learned from research done in Pakistan, Nepal, and Guatemala provided the setting for a discussion about the focus of a new longitudinal evaluation study that will examine the broader impact of female literacy on development indicators in Honduras, Nepal, and Bolivia. The new study will look at variables such as household decision making, economic participation, legal rights, democratic participation, health and nutrition, agriculture, and environment. Similar studies to be done in Malawi and Egypt should shed light on the nature of the effects of girls' education and female literacy on various individual and societal development indicators.

Successful classroom strategies for improving quality in formal classroom situations were examined by conference participants through hands-on exercises exploring gender role stereotypes and socialization. The panelists discussed examples of USAID interventions aimed at improving the educational environment for girls, and distributed *Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms*, developed under the ABEL 2 project. They discussed how they used the handbook in training workshops in Mali and Malawi, and engaged participants in two exercises exploring gender-role stereotypes, exercises that may be used with diverse groups of educators, parents, or community organizations to help them understand and address gender issues in education.

Gender issues are complex and deeply entrenched in educational and training institutions and socioeconomic systems throughout the world and require concerted attention on many fronts with the cooperation of many partners and stakeholders. Female education, which has proven to be the best investment a country can make in its development, occupies a prominent position in the Agency's new education goal. The conference showed that G/HCD and the G/WID Office are committed to advancing educational and economic opportunities for girls and women and to enhancing gender equity for sustainable social and economic

development The G/WID Office is ready to provide technical assistance, training, and information dissemination aimed at achieving this objective

Gender Corresponding keynote and concurrent sessions

MONDAY, JULY 14

Session # 3 Educating Girls Where Is the Reform?

Jane Schubert IIR, chair, Susie Clay, G/WID, Donald Sillers PPC, Karen Tietjen, AFR/SD

THURSDAY, JULY 17

Keynote #5 Equity for Girls and Women in Education and Human Capacity Development

Patricia Campbell, Director, Campbell-Kibler Associates

Session # 7 Creating Change for Many Using Women Lawyers to Build a Ripple Effect

Yvonne Andualet G/HCD/HETS, chair Judy Lyons Wolf Georgetown University Law Center, Monica Mhojo, Georgetown University Law Center

Session # 9 Quality Education for Girls Successful Classroom Strategies

May Rihani, Creative Associates International, chair, Chloe O Gara, AED

Session # 13 Equity for Girls and Women in Education and Human Capacity Development An Interactive Panel

Susie Clay G/WID, chair Patricia Campbell Campbell-Kibler Associates

Session # 15 Mobilizing Constituencies to Support Girls' Education

Jane Schubert IIR chair Rahma Bourquia, USAID/Morocco Hadja Arabyou Diallo, USAID/Guinea

Session # 18 Measuring Change Assessing the Impact of Girls' Education and Women's Literacy Programs

Shirley Burchfield, HIID, Chloe O'Gara, AED

WORKFORCE DEVELOPMENT

Another theme of the conference concerned workforce development and focused on experience around the world in designing and implementing projects and programs in this domain. Looked at from an international perspective, the challenge confronting workforce development is immense. A number of factors contribute to this challenge:

- An estimated 1.3 billion unemployed and underemployed people worldwide
- Half of those who work earn less than the equivalent of \$1 per day
- A growing inequity and widening economic gap between those who have and those who have not
- Rapidly expanding youth populations around the world who have minimal basic education and marketable skills live in countries whose economies are not generating enough jobs in the formal sector
- Development of a global economy and pressures on industries and businesses around the world require a workforce that can compete in that economy
- Continuous and increasingly rapid technological changes worldwide require ever more advanced technical skills and continuous lifelong learning within the workforce

Examples of extreme rapid technological change and the impact on workforce development can be found in high-tech firms such as Motorola, where high priority is given to building and maintaining a quality workforce that not only serves current corporate needs, but also positions the company to maintain best-in-class status among its competitors. In a keynote presentation on Motorola's approach to human resources development, Vincent Serritella, director of Motorola University, described how the company invests in its human capital to maintain its position as an industry leader. Serritella described Motorola University's in-house global benchmark training model, which is aimed at linking the right person with the right training at the right time in the right environment to achieve an effective training outcome. He also said that the paradigm of education and training is changing from one that historically was aimed at producing what society determined was presumably needed to today's situation, where distribution technology and learner/learning styles are increasingly pushing and enabling individuals to choose for themselves when (just in time learning) and how (drawing on different technologies, materials, and various formats) to acquire education for employment and upgrade skills that will allow them to maintain and increase performance. Thus, education and training need to be seen as key components in the value chain leading to end user total quality customer satisfaction with the products/services provided by the organization. At the same time, individuals and organizations must continually position for the future in a rapidly evolving technological environment, and invest in the education and training needed to develop the competencies that will enable them to successfully compete in the future.

While the Motorola approach has the company itself design and provide the vast majority of its education and training needs through in-house facilities, in other contexts, alternative models and approaches need to be considered that will fit particular national and local economic needs. In one of the panel sessions devoted to USAID experience in workforce development, Honduras was presented as an example where dissatisfaction of the business community and school leavers with technical training provided by the formal education system led to a program at several training centers that includes the following features:

- collaborative definition between the education/training providers and the business community of skills needed in the private sector that is updated every three to four years,
- development of a modular-based competency-based training strategy,
- introduction of trade skills certification exams, and
- specialized training programs tailored to specific identified needs for businesses and paid for by employers

Even though the Honduran program is facing problems securing a sustainable, reliable funding base, it is now firmly ensconced in the Ministry of Education framework. It should also be noted that the economic rate of return on investment in training provided through this program has been very impressive. With continued donor funding and increasing collaboration with other stakeholders, including unions and various business groups, the likelihood of achieving a sustainable financial base and continued success is very high.

Another example of success can be found in the case of a small and medium enterprise program in Zimbabwe that focused on the agricultural sector, including providing training to indigenous farmers who have taken over commercial farms, as well as promoting agri-business and agri-industry. This program has helped farmers improve their farming operations and increase their yield and income so that they are able to pay off loans and remain profitable. A longer-term objective of the training program is to become sustainable and self-financing.

USAID is also working with U.S. community colleges on a partnership basis to implement workforce development programs in several countries. The application of this approach to workforce development was examined by one panel whose members looked at specific experience in India, where U.S.-India collaboration has involved public-private partnerships to create a Center for Vocational Education in Madras aimed at serving school dropouts, rural and urban poor, and women with few opportunities.

What this range of experience and models suggests is that workforce development can be accomplished in a number of ways and formats in response to particular needs and circumstances. At the national level, the larger aim of such efforts is to enable all people to have the opportunity to enhance their skills, knowledge, and aptitude so they can participate in productive work, either through self-employment or by working for someone else. However, given the extreme variation in preparation for employment, the range, scope, and format of workforce development programs have to be broad and may include basic literacy training, vocational and technical education, competency-based skill training, employer-based training, community college programs, public-private partnerships, etc.

The pattern of trends and experience across settings has helped to focus attention on a number of ideas and strategies that can be applied in designing and implementing programs aimed at addressing workforce development. These include the following:

- ensuring that training is directly responsive to market driven demands (as opposed to a supply-driven orientation that has tended to dominate policy and programs in many countries),
- developing partnerships between business and training institutions in the design and delivery of training (sharing costs, instructional support, equipment, facilities, joint curriculum development),
- developing policy at the national level to stimulate/encourage labor force development and the workplace (e.g., through tax incentives, student loan programs, etc.),

- designing training to occur in the workplace where possible,
- cross-sector collaboration where practical as a way to share learning and expenses,
- tightening the linkage between school and the workplace through business-school partnerships (including opportunities for student internships, input by business into the conventional school curriculum, sharing of staff/instructors where practical),
- developing integrated career information and counseling systems in secondary schools,
- adapting curriculum to local circumstances and student needs, and
- focusing attention on defining the competencies needed for employment when designing curriculum

In sum, workforce development should be aimed at linking education and training to economic development and to the development of family and community

Workforce Development Corresponding keynote and concurrent sessions

WEDNESDAY, JULY 16

Keynote #3 Workforce Development Partnerships

Vincent Serritella Director Global Impact Resources Motorola University

Session # 1 Education and Workforce Linkages Strengthening the Linkages for Girls and Women

Nagat El-Sanabary WIDTECH, DAI, chair, Richard Strickland ICRW, Ivan Charner, AED

Session # 2 What Works in Workforce Development Building Partnerships and Strengthening Linkages among Education, Labor and Industry

Gwen El Sawi G/HCD/HETS, Chair, Monica Aring EDC

Session # 3 Implementing a Broad-Based Approach to Workforce Development Comprehensive Technical Education and Short-Term Training Programs for Illiterates

Deborah Sheely, G/HCD/HETS, chair, Gale Wagner, Texas A&M, Ed Stoessel Eastern Iowa Community College District, William Struhar Sinclair Community College, Adrian Almeida Center for Vocational Education, Madras, India

Session # 5 Zimbabwe and Honduras Case Studies in Addressing Workforce Development

Byron Bahl G/HCD/HETS/CENTECH, chair Sarah Bishop USAID/Zimbabwe Anthony Vollbrecht, USAID/Honduras

CONCLUDING REMARKS

The final plenary session of the conference focused on lessons that have been learned in the last half of the 20th century that can help us to address the key issues facing education and training in the United States and abroad in the first quarter of the 21st century. Emily Vargas-Baron opened this session by asking the panel members joining that session to be provocative, iconoclastic, and visionary as they considered a series of key questions:

- What have we learned about educational development during the 20th century?
- What are the key issues for the millennium?
- What will be the shape of learning systems for the 21st century?
- What is the future role of USAID in education and training?

To begin the discussion, Vargas-Baron posited that the shape of learning systems will change radically during the 21st century, that the traditional school will largely disappear and will be replaced by community learning centers complemented by home-based education and a large array of individualized learning resources. In addition to an accelerated expansion of learning opportunities, new forms of learning will be appropriate to differing learning styles and cultural contexts. Innovative linkages between schools and communities and communities and schools will be forged. Greater community control of learning resources will occur, and accountable decentralized education systems will abound. More emphasis will be placed on

- culturally derived learning resources and methods,
- the sharing of learning resources nationally, regionally, and globally, and
- competition that will motivate a greater investment in learning resources

These trends imply special new roles for USAID's education and training programs in the future, and a greater focus on

- development cooperation, two-way exchanges, and networks,
- development assistance with the "most needy" nations,
- policy dialogue and advocacy for systemic educational planning,
- development of alternative models of integrated community learning systems,
- crisis prevention and intervention, especially with regard to children, youth, and women,
- equity with regard to gender, rural/urban contrasts, ethnicity, and disabilities,
- educational quality at all levels,
- early childhood development, especially in nations with a high prevalence of delays in infant and young child development,
- sharing of "lessons learned" with other donors,
- collaboration with other agencies to improve the quality and analysis of educational statistics, and
- use of the developing world's emerging learning leadership

Vargas-Baron noted that many conference participants are helping to lead the way in shaping the new roles and approaches noted above. She then introduced the panel discussion, which included brief presentations by Seema Agarwal (UN System Education Program in India) and Rod Cocking (National Academy of Sciences) with additional commentary by Ash Hartwell (IIR) and Peter Buckland (UNICEF).

In her comments, Seema Agarwal focussed on three key issues that need to be addressed in the 21st century:

- the gap and programmatic implications for “reaching the unreached”,
- the need for a balance between community and state interventions to bridge the gap and share responsibility, and
- the need to emphasize a more individual-centered learning

Reaching the unreached will require including those who are in and out of school, and entails addressing the different needs of children and adults. Meeting the demands of these diverse groups will require strong partnerships with stakeholders who can work together in meeting the demands of society. Agarwal also emphasized that community participation should not be relied on by governments to reduce their basic responsibility to provide education for all. Instead, community participation should be seen as a necessary though insufficient condition for achieving educational reform and improvement. She noted that ultimately the convergence of all educational efforts (including policy reform, curriculum development, teacher training, etc.) must result in changes at the classroom level, and that the quality of interaction between teachers and students will determine the quality of human resources for the future. In the 21st century this interaction and learning process will inevitably have to become more individual-centered so that students can derive more from learning experiences and be able to apply their education and newly acquired skills to practical issues in life, learning to act based on what they have learned rather than simply accumulating knowledge and facts.

Rod Cocking took the issue of individual-centered learning further by asking how technology can help this process along. He noted that a key challenge facing educators is figuring out how to join the cognitive sciences with information technology to facilitate learning. Cocking called for increased dialogue and closer cooperation among software developers, cognitive scientists, curriculum specialists, teachers, policymakers and planners, and employers in developing technology that can address the diverse needs of the existing workforce and children as they prepare to enter the world of work.

Peter Buckland observed that we need to be cautious as we look to technology to address the challenges facing education. He noted that we seem to be quite good at predicting technical change and developing new technologies, but not very good at dealing with the social, political, and economic implications of these developments. We need to be careful not to mistake technical progress for socioeconomic progress. Nevertheless, we should not shy away from the benefits that technology can bring. We should make maximum use of technology, continually challenging ourselves to find ways in which technology can combine with education and training to deal with the gaps in poverty, disasters, and other socioeconomic problems as we move into the 21st century.

In commenting on the other presentations and panel sessions held throughout the week, Ash Hartwell noted the extreme contrasts that exist in the world today. For example, in some parts of the world on any given day, school-age girls are carrying water in rural areas instead of attending school, while in other parts of

the world, high-tech learning environments—such as those we see in selected private schools in the U S and other high-income countries— are serving all school-age children, regardless of gender. In the 21st century these extremes will have to be narrowed. Hartwell also went on to point out that we know quite a bit about how to improve learning and we must not ignore these lessons of experience. We have to connect what we know with action. In short, we have to get on with applying what we know works, while at the same time continuing to learn how to further improve the learning process as we go about designing and implementing new educational programs and expanding educational and training systems to reach more children and adults.

SPEECH BY ADMINISTRATOR ATWOOD



U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
SPEECH RELEASE

WASHINGTON, DC 20523
PRESS OFFICE

[http //www info usaid gov](http://www.info.usaid.gov)
#97-60

THE NEW USAID

(202) 647-4274

Contact Martha Wofford

“Human Capacity Development for the 21st Century”

**Prepared Remarks of J Brian Atwood
Administrator, U S Agency for International Development**

*July 15, 1997
Washington, D C*

Good afternoon It is a pleasure to be here today, and I would like to thank all the people who put so much hard work into making this important event a reality

A few years ago I was invited to Cambridge to speak to a group about foreign aid I was surprised to see a man at this gathering who I had long admired—John Kenneth Galbraith Professor Galbraith had been there at the creation, so to speak I was fascinated to hear his recollections of the beginnings of USAID in the Kennedy administration

It was a very different world AID was launched with all the enthusiasm, energy, and idealism that reflected America’s quest to conquer the New Frontier It was also born of success No one doubted that foreign aid worked after the success of the Marshall Plan Today we are barraged by studies that allege that foreign aid doesn’t work Of course these so-called non-partisan studies are the product of deep ideological bias They come to us from the CATO Institute or the Heritage Foundation That evening Professor Galbraith remembered the challenges we faced in 1961 An Asia recovering from war, racked by extreme poverty Taiwan, Thailand, Korea, Indonesia, and the Philippines were worse off in 1961 than many African countries are today

Seventy percent of Latin America was living in poverty and many countries were under dictatorships Recall that the Alliance for Progress was later devised to reach out to create a hemispheric bridge between North and South Americans

South Asia was experiencing a major food shortage Galbraith remembered the state of India during his tenure as ambassador People were starving, children were sick, poor, and uneducated

Yet, despite all these challenges, we Americans knew we could help fix these problems We felt we had the answers Our agricultural research investments and development applications produced the Green Revolution Our health research found cures for polio at home and the effects of diarrheal dehydration and malaria abroad We fed people We lowered infant mortality rates We helped nations create health care systems And we helped create education systems that are today providing basic, secondary, and higher education to millions of young people

These contributions transformed many societies India is now self-sufficient, food secure, a net exporter of agricultural products Indonesia’s 1961 poverty rate of approximately

60 percent has now been reduced to approximately 13 percent. Costa Rica, Korea, Thailand, Taiwan, and Botswana no longer need our foreign aid. They have achieved a level of sustainability that allows them to fix their own problems—to care for their own people.

We are not in this conference today, however, to declare victory. Since 1961 the world population has almost doubled, from 3.1 billion to 5.8 billion. Most of these people live in the developing world. Too many of them—about 1.3 billion—live in extreme poverty. About 800 million are malnourished. Too many will die due to diseases we know how to cure. Too many will never learn to read.

I am sometimes accused of battling for bureaucratic turf here in Washington. Let me tell you, nothing interests me less. The debate over whether to merge USAID into the State Department makes me feel as though I am in the movie “Groundhog Day.” It never ends.

But the fight goes on, not because there is turf to protect. It goes on because I continue to believe that American leadership in development is essential if we are going to help these suffering people. Believe me, if the United States compromises the institutional integrity of its development agency, it will compromise its values and its interests as well. USAID is worth the fight.

As we look at the global challenges of 1997, we are likely to conclude as we did in 1961, that investments in people—in human capacity—will bring the most significant payoff over time. If we can educate healthy children and young adults, we are investing in future development.

We have made progress since 1961. Literacy rates are up 33 percent worldwide. Primary school enrollment has tripled in that period. We have made progress because people in the developing world are better equipped to help themselves.

The World Bank noted in 1993 that, “Primary education is the largest single contributor to the economic growth rates of the high-performing Asian economies.” Our education efforts have also had dramatic and measurable impact on reducing population growth, promoting democracy, protecting the environment, and improving the health of hundreds of millions of people.

But unfortunately, we cannot rest on our laurels. When we look around the world today, we are faced with some devastating realities that tell us how far we still have to go. In Pakistan, only about 20 percent of the girls in the population are enrolled in primary school. In countries like Niger, Mali, Guinea, Afghanistan, and Ethiopia, less than 20 percent of the girls are enrolled in primary school.

And education is not just an issue for youth or girls. In countries like Egypt, Morocco, Togo, Bangladesh, Chad—and many others—adult literacy rates are still below 50 percent. All of our experience tells us that securing lasting development in these nations will remain illusory unless we build the base of human capital.

President Clinton has said that the education of our children is the key to realizing the potential of the next century. He is right. And this vision is as true abroad as it is at home.

A year ago, I represented the United States at a meeting of the Development Assistance Committee of the Organization for Economic Cooperation and Development. At this meeting, the U.S. joined with 21 other donor nations in setting out long-term development goals. Included in these goals was the establishment of universal primary education by the year 2015 and the elimination of gender disparities in primary and secondary education by 2005.

These goals are ambitious but achievable. Even if school enrollments for both boys and girls continue to expand at their recent impressive rates, however, the population of out-of-school

children will still be about 85 million at the start of the century. And the vast majority of these children will be girls.

There is a lot of work to be done to provide quality basic education to those now left out. Our Agency must continue to provide the technical leadership to help the international community meet these DAC goals.

We want to continue our pioneering work in basic education. So long as our budget for education is constrained, most of our resources will be spent on basic education.

But we know that human development involves more than reading and matriculating. We know that a human being only fulfills his or her potential over a lifetime of learning. And we know that societies require educated leaders in all fields of endeavor.

The United States has long enjoyed an enormous comparative advantage in building human capacity. U.S. universities and school systems have been at the forefront in developing and adapting innovative approaches to education, particularly in harnessing technology for use in the classroom.

U.S. institutions of higher education work extensively and increasingly with counterparts in developing countries across an extraordinary range of sectors. USAID participant training and workforce development programs help democratize societies, open up new markets for U.S. goods, and empower countries to apply their own expertise to development problems.

In recent years, American colleges and universities have joined with USAID to further our programs in more than 70 countries around the world. In 1996 alone, we supported over 4,900 academic trainees in nearly 400 institutions of higher education representing every state in the union.

The strength of our education system—including the university community, our international technical assistance organizations and NGOs—rests on flexibility, innovation, and

problem solving. The journalist Tom Friedman recently discovered that many of Morocco's top officials were choosing to send their children to American schools. "Why?" he asked. "The American system trains you how to survive on your own," responded the Moroccan. That is of course the principal objective of our development programs—helping people and whole societies to survive on their own.

Perhaps the educational asset of greatest benefit to countries we assist lies in our philosophy. Our educational philosophy holds that education helps everyone realize his or her innate potential, that all children can and will learn, and that children learn best in schools that stimulate their natural curiosity. Our educational system teaches our children not only how to learn, but how to think as well.

I am only grateful that recent studies show that President Clinton's emphasis on education is paying off. We are moving back to number one, where we had been for so long.

I want to stress that USAID's first priority remains providing boys and girls in all USAID-assisted countries with basic educational skills: literacy, numeracy, and the problem-solving skills. As I mentioned earlier, the so-called Asia miracle was really no miracle. It was due to two things: investments in universal quality primary education and sound, market-oriented economic policies.

In Asia and around the world, primary schooling gave ordinary, poor citizens the skills to enter an expanding economy. Increased wealth and personal income enabled these societies to make yet greater public and private investments in education.

At the recent "Tidewater" meeting of development ministers, the President of the Inter-American Development Bank, Enrique Iglesias, mentioned an IDB study showing that the average Asian worker has nine years of education and training compared to the average Latin American worker's five. He observed that Latin America must move up to seven years to support its current level of economic growth. So you see the connection the experts make between education

and economic development. There is no escaping it.

If countries want to achieve economic and social development, no investment has a higher payoff than educating girls, in that girls' education has lagged far behind boys. Educating girls contributes to economic growth, to better family health, and to stronger and more equal civil societies. Yet girls are too often the last to be reached by expanding education systems. We need to use our leadership role to push our partners to do more.

Girls' education is a key contributing factor in reducing population growth. The history of Latin America shows that educated women led the demographic transition toward lower birth rates and better cared for families. Educated young women were the first to want smaller families and to make effective use of family planning programs.

In countries attempting a similar demographic transition, including most of sub-Saharan Africa, two things must occur if fertility rates are to decline. First, women need family planning services in order to achieve their desired family goals. Second, women need to think differently about how many children they want. We know that women who go to school think differently and more powerfully about many things: desired family size, their life goals, and their participation in society.

Making basic education a priority should be easy, but it is not. There are tough choices for developing nations: the reallocation of scarce resources from fragile university systems to primary schools; asking teachers to move from comfortable cities to dusty villages, upgrading the skills of underpaid teachers and linking their new skills to improved teaching materials.

Precisely because policy and system reform are not easy, donor assistance is a key catalyst. USAID's assistance is not expensive. We do not take on the management or the financing of education systems. These tasks remain the responsibility of the countries we

assist. But our support can be critical to the many talented educators in developing countries who share our goals. With limited resources, we can and must find a way to assist these countries to establish viable education and training systems. In the midst of a true revolution of technology and communication, we must also find a way to connect the scientists and teachers in remote universities to the international body of knowledge, science, and scholarship.

Our training programs are equally important. When economist Robert Muscat set out to write the history of USAID assistance to Thailand, he began his work with what we now call a "customer survey." "What was the most important assistance USAID provided?" he asked. The answer from Thais overwhelmingly was "training." This is not surprising. Training is a critical component of all of our work and is intimately connected to the activities we fund in every sector. Training builds the human and institutional capacity that can make a modest investment by USAID last for generations.

Some of you are aware that we are currently preparing our strategic plan, required under the Government Performance and Results Act. Many of you have been consulted on an earlier draft of this plan. I wanted you to know we have been listening.

As this draft plan goes forward for final approval, I will be recommending that education—human capacity development—be elevated to the status of an Agency goal along with democracy, economic growth and agricultural development, population/health, environment, and humanitarian response. We will call this goal "Building Human Capacity through Education and Training."

We will at the same time elevate agricultural development as a major goal to be pursued in tandem with the economic growth objective. This area of development has been a USAID mainstay over the years. Given the dependency of most developing countries on agriculture, it was, like education, conspicuous by its absence in our list of goals.

I know some of you will ask, "where's the beef?" with regard to our commitment to human capacity building. Well, let me tell you what we are planning on doing, despite the continuing tight budgets and host of competing priorities that we must deal with in allocating funding.

We will take full advantage of the approximately \$100 million in funding for basic education by setting in place creative and ambitious programs incorporating the "best practices" and institutional strengths of the American education community.

We will place special emphasis on expanding and improving educational opportunities through promoting girls' and women's education, new technology-based learning systems and early childhood development to help children attain success in school.

We have set in motion a multiyear expansion of our successful higher education partnerships program, beginning in fiscal year 1997. This program already involves nearly 60 U.S. colleges and universities in partnerships with higher education institutions in 29 countries. We will seek to significantly expand the reach of this program.

We will increasingly use new information technology as part of our development strategy. A good example of this approach can be seen in the recently launched Leland initiative that is bringing internet connectivity to nations across sub-Saharan Africa. We want our information technology programs to be tied into our Agency goals and strategic objectives. This will be information technology for specific development purposes, not just technology for technology's sake.

We are initiating a new five-year International Development Partnerships program to more thoroughly engage America's historically black colleges and universities in our developmental mission, beginning with \$1 million in fiscal year 1997.

We have initiated a wide-ranging set of consultations in Washington and throughout the nation, to better understand the interests and strengths of the U.S. education community in regard to international development objectives.

I am certain that these steps will be productive. I am equally certain that we have much to learn from all of you about other ways that our partnership can produce real improvements in human capacity around the world. We clearly must broaden our partnerships in the fields of education and training. I am particularly thinking of the growing internationalism that permeates the activities and interests of our nation's universities and private sector institutions at the state and local level. USAID has reached out to corporations, private voluntary groups, foundations and to state and local governments to partner with us in our overseas mission. I know that America's universities and colleges and other training institutions are beginning to do the same.

It is time for a joint strategy—a new partnership among federal, local, and private agencies interested in and committed to sustainable development. To this end, we will be proposing a high level conference to explore and energize the synergy that can occur when we include U.S. higher education institutions as active partners in international development.

In closing, I would also remind you that we all have one other important educational task in front of us. Most Americans still believe foreign aid is a larger item in the budget than Defense, Social Security, or Medicare. Many Americans do not know how foreign aid serves their interests. Until we do a better job combatting misperceptions, it will remain difficult to carry out our work effectively. Under the crush of budget pressures, the agency has all too often been forced to decide between worthy programs.

I firmly believe that if we can increase literacy around the world by a third in less than three decades, we can explain to the American people why their modest investments through foreign assistance can make a world of

difference. Then maybe my own “Groundhog Day” experience will come to an end.

I wish to extend my personal thanks to all of you for your efforts. You should feel very proud of the contribution you make. Nothing could be as satisfying as knowing that you are opening minds to knowledge—that you are enabling people to fulfill their God-given potential—that you are creating the critical mass of human capacity that will lead a society to sustainable development. So let’s recapture the spirit of 1961 and discover the new frontier of the 21st century. That new frontier will be conquered only if every child has access to a quality education. Thank you.

LIST OF PARTICIPANTS

Ma Theresa Albanilla
Development Program Assistant
Program Resources Management Office
USAID/Manila, 16th Floor
Ramon Magsaysay Center Roxas Blvd , Malate
Manila, Philippines 1000
Tel (632) 522-44-11
Fax (632) 521-8762
E-mail mabanilla@usaid.gov

Esther Addo
Regional Human Resources Specialist
REDSO/WCA
REDSO/WCA, c/o American Embassy
01B P 1712 Abidjan, Côte D'Ivoire
Tel (225) 41-45-28 or 41-45-30
Fax (225) 41-35-44
E-mail eaddo@usaid.gov

Seema Agarwal
Country Coordinator, Joint UN Education
Programme
5303 Tarkington Place
Columbia, MD 21044
Tel (410) 997-2774, 91-11-4628877, ext 354
Fax (410) 997-2774
E-mail davseema@erols.com,
seema@undp.ernet.in

Adrian Almeida
Director
Centre for Vocational Education
2 Rosary Church Road, Santhome
Madras, India 600-004
Tel 011-91-44-494-1522
Fax 011-91-44-493-8397
E-mail cve@giasmdo1.vsnl.net.in

Benjamin Alvarez
Academy for Educational Development
1875 Connecticut Avenue, N W
Washington, DC 20009
Tel (202) 884-8171
Fax (202) 884-8408
E-mail balvarez@aed.org

Patricia Alvarez de Santos
Participant Training Specialist
USAID/Mexico
Agency for International Development
American Embassy
Pasco de la Reforma 306, Colonia Cuahatemoc
Mexico City, Mexico 06500
Tel (52) 55257644, ext 3451
Fax (52) 52077558
E-mail psantos@usaid.gov

Dorothy M Anderson
Executive Director
Institute for International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7755

John Anderson
Education Officer
USAID, Department of State
Asia/Near East Bureau
Washington, DC 20523
Tel (202)647-4518
Fax (202)647-3517
E-mail joanderson@usaid.gov

Beverly Andrews
Development InfoStructure
1101 N Highland Street, Suite 200
Arlington, VA 22201
Tel (703) 525-6485
Fax (703) 525-6029
E-mail contactus@Devis.com

Beverly Andrews-Ward
Senior Training Advisor
G/HCD
SA-16, Room 213
Washington, DC 20523-1601
Tel (703) 875-4346
Fax (703) 875-4346

Yvonne Anduaem
Senior Training Advisor, G/HCD
SA-16, Room 213
Washington, DC 20523-1601
Tel (202) 712-5394
Fax (202) 216-3229
E-mail anduaem@usaid.gov

Monika Aring, Director
Center for Workforce Development
Education Development Center
55 Chapel Street
Newton, MA 02158
Tel (603) 436-3523 (h)
Fax (617) 969-4902 (w)
E-mail monikaa@edc.org

Marilyn Arnold
General Development Officer
RSD/EHR
Room 2239NS
Washington, DC 20523
Tel (202) 647-7920
Fax (202) 647-8151
E-mail marnold@usaid.gov

Sarah Ashton
The African-American Institute
380 Lexington Avenue, 42nd Floor
New York, New York 10168-4298
Tel (212) 822-1805
Fax (212) 682-6174
E-mail sashton@aaionline.org

Carrie Auer
Early Childhood Development/Education
Specialist
Save the Children
54 Wilton Road
Westport, CT 06880
Tel (203) 221-4191
Fax (203) 221-3799
E-mail cauer@savechildren.org

Paula Bagasao
Senior Advisor, Information Technology
Policy Bureau
21st & C Streets, N W , SA-18, Room 308
Washington, DC 20523
Tel (703) 875-5810
Fax (703) 875-4866
E-mail pbagasao@usaid.gov

Byron Bahl
CENTECH Project Manager
G/HCD
USAID, Global Bureau/HCD, SA-18, Room 212
Washington, DC 20523-1601
Tel (703) 522-3103
Fax (202) 522-6379

Gautam Bajaracharya
Secretary/Program Assistant
ANE USAID/Nepal
GPO Box 5633, USAID/Nepal
Kathmandu, Nepal
Tel 977-1-270144
Fax 977-1-272357
E-mail gbajaracharya@usaid.gov

Eugenie Ballering
Consultant
101 E Glendale Ave
Alexandria, VA 22301

Carla Barahona
Contract Administrator
Institute of International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7757

Kate Barba
Environmental Education and
Communication Advisor
Global Bureau
SA-16, Room 204B
Washington, DC 20523
Tel (703) 875-5656
Fax (703) 875-4346
E-mail kbarba@usaid.gov

David E Barbee
Academy for Educational Development
LearnLink Project
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8722
Fax (202) 884-8979
E-mail dbarbee@aed.org

Bonnie Barhyte
Vice President
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8257
Fax (202) 884-8423
E-mail bbarhyte@aed.org

Jeuli Bartenstein
Deputy Director
EPA Institute, Peace Corps
1900 K Street, N W
Washington, DC 20526

Carol Becker
Office Director
Asia/Near East Bureau
Tel (202) 647-4515
Fax (202) 647-3517
E-mail cbecker@usaid.gov

Ellyn Beiler
Technology Specialist
Academy for Educational Development
1875 Connecticut Ave, N W
Washington, DC 20009
Tel (202) 884-8851
E-mail ebeiler@aed.org

Clarrisa Bertha
Development InfoStructure
1101 N Highland Street, Suite 200
Arlington, VA 22201
Tel (703) 525-6485
Fax (703) 525-6029
E-mail contactus@Devis.com

Surbhi Bhatt
Project Administrator
Institute for International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7703
Fax (202) 326-7785

Sarah Bishop
Training Officer/Project Manager
USAID/Zimbabwe
P O Box 6988 Harare
Harare, Zimbabwe
Tel (263)-4-720757
Fax (263)-4-302873

Gary Bittner
University Program Development Specialist
G/HCD
Ronald Reagan Building
Washington, DC
Tel (202) 712-1556
Fax (202) 216-3229
E-mail gbittner@usaid.gov

Roger Blassou
Training Officer
USAID/Benin
Department of State, USAID/Benin
Washington, DC 20521-2120
Tel (229) 30-05-00 Fax (229) 30-12-60
E-mail roblassou@usaid.gov

Gretchen Bloom
Gender Advisor
Asia/Near East Bureau
USAID
Washington, DC 20523
Tel (202) 647-4501
Fax (202) 647-3517
E-mail gbloom@usaid.gov

Mark Bolgiano
Senior Associate
Creative Associates International, Inc
5301 Wisconsin Avenue, N W, Suite 700
Washington, DC 20015
Tel (202) 966-5804
Cell (703) 585-3668
Fax (202) 363-4771
E-mail mark@caii-dc.com

Angela Maria Bonet Garcia
Intern
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036
Tel (202) 728-0200, ext 257
E-mail fgarcia@bellsouth.net

Rahma Bourqia
Country Coordinator, Girls' Education Activity
Management Systems International
600 Water Street, S W
Washington, DC 20024
Tel (212) 768-2014, (212)768-2015
Fax (212) 768-2016
E-mail rbourqia@mtds.com

Peter Boynton
Vice President
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8028
Fax (202) 884-8410
E-mail pboynton@aed.org

Ethel Brooks
Field Technical Training Advisor
G/HCD/HETS
SA 16, Room 209
Washington, DC 20523-1601
Tel (202) 712-0496
Fax (202) 216-3229
E-mail ebrooks@usaid.gov

Tracy Brunette
AAAS Fellow
24 Windermere Road
Newton, MA 02166
Tel (617) 969-4435 (h)
E-mail brunette@demog.berkeley.edu

Peter Buckland
Senior Education Advisor
UNICEF
3 United Nations Plaza
New York, NY 10017
Tel (212) 824-6624
Fax (212) 824-6481
E-mail pbuckland@unicef.org

Shirley Burchfield
Research Associate
Harvard Institute for International Development
One Eliot Street
Cambridge, MA 02138
Tel (617) 496-8913
Fax (508) 562-3549
E-mail sburchi@huid.harvard.edu

Kathleen Callaghan
Conference Staff
Academy for Educational Development
1875 Connecticut Ave, N W, Suite 900
Washington, DC 20009
Tel (202) 884-8159
Fax (202) 884-8405
E-mail kcallagh@smtp.aed.org

Patricia B Campbell, PhD
Campbell-Kibler Associates, Inc
80 Lakeside Dr
Groton, MA 01450
Tel (978) 448-54021
Fax (978) 448-3767
E-mail ckassoc@tiac.net
<http://www.tiac.net/users/ckassoc>

Dennis Chandler
Institute of International Education
Global Training for Development Project
1400 K Street, N W, Suite 650
Washington, DC 20005
Tel (202) 326-7757
Fax (202) 326-7785
E-mail dchandler@iie.org

David Chapman
Director, ABEL 2
Academy for Educational Development
1875 Connecticut Avenue, N W, Suite 900
Washington, DC 20009
Tel (202) 884-8248
Fax (202) 884-8408
E-mail dchapman@aed.org

Ivan Charner
Vice President
Academy for Educational Development
1875 Connecticut Avenue, N W , Suite 900
Washington, DC 20009
Tel (202) 884-8173
Fax (202) 884-8422
E-mail icharner@aed.org

Audree Chase
Coordinator of International Services
American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036
Tel (202) 728-0020, ext 233
Fax (202) 833-2467
E-mail achase@aacc.nche.edu

Robert Chase
Vice President, World Learning Inc ,
1015 15th Street, N W , Suite 750
Washington, DC 20005
Tel (202) 408-5420
Fax (202) 408-5397
E-mail bob.chase@worldlearning.org

Mel Chatman
International Development Training Specialist
Global Bureau
3139 Barbara Lane
Fairfax, VA 22031
Tel (202) 712-1579
Fax (202) 216-3229
E-mail mchatman@usaid.gov

Ray Chesterfield
Vice President
Juarez and Associates
1725 K Street, N W , Suite 608
Washington, DC 20006
Tel (202) 331-7825
Fax (202) 331-7830
E-mail juarezdc@access.digex.net

Giordano Chiaruttini
Consultant, TTW
627 N Armistead St
Alexandria, VA 22312
Tel (703) 642-5515
Fax (703) 642-8531
E-mail 104366337@compuserve.com

Phillip Church, Project Director
Economic and Social Data Service, USAID
1611 North Kent Street #204
Rosslyn, VA 22209
Tel (703) 812-9770 ext 151
Fax (703) 534-9729
E-mail phlc@disc.mhs.compuserve.com

Joan Claffey
Director, Association Liaison Office for
University Cooperation in Development
One Dupont Circle, N W , Suite 700
Washington, DC 20036
Tel (202) 857-1827
Fax (202) 296-5819
E-mail claffeyj@aacc.nche.edu

Mari Clarke
Executive Director, U S Egyptian Education
Secretariat
USAID/Cairo
Devtech Systems Inc
1629 K Street, NW
Washington, DC 20006
Tel (202) 296-8849
Fax (202) 296-4884
E-mail mariclark@ool.com

Ted C Clarke
Senior Training Specialist
G/HCD
SA 16, Room 214
Washington, DC 20523-1601
Tel (202) 712-1847
Fax (202) 216-3229
E-mail tclarke@usaid.gov

Susie Clay
Coordinator for Girls' and Women's Education
USAID, G/WID
Suite 900, SA-38
Washington, DC 20523-3802
Tel (703) 816-0263
Fax (703) 816-0266
E-mail sclay@usaid.gov

Barry Cohen
Global Bureau
USAID M/OP/E SA14, Room 16001
Washington, DC 20523-1435
Tel (703) 875-1910

Eduardo Contreras-Budge, Ph D
Assessment and Evaluation Specialist
LearnLink Project
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-87211
Fax (202) 884-8979
E-mail econtrere@aed.org

Mohamed Coulibaly
AMEX International
1615 L Street, N W , Suite 340
Washington, DC 20036
Tel (202) 429-0222
Fax (202) 429-1867

Luis Crouch
Education Economist
Department of Education, South Africa
PO Box 1688, Groenkloof 0027
Pretoria, South Africa
Tel (27) 12 312 5443
Fax (27) 12 323 1413 or 326 1055
E-mail lcrouch@global.co.za

Colin Davies
Director, Transit Europe
World Learning
1990 M Street, N W , # 310
Washington, D C 20036

Peter Davis
Director, Econ Group
Development Alternatives, Inc
7250 Woodmont Ave
Bethesda, MD 20814
Tel (301) 718-8218
Fax (301) 718-7968
E-mail peter_davis@da1.com

Brian Day
Project Director, Green COM
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8897
Fax (202) 884-8997
E-mail bday@aed.org

Robin Dean
Senior Associate
Juarez and Associates
1725 K Street, N W , Suite 608
Washington, DC 20006
Tel (202) 331-7825
Fax (202) 331-7830
E-mail juarezdc@access.digex.net

Lorraine Denakpo, Vice President
AMEX International
1615 L Street, N W , Suite 340
Washington, DC 20036
Tel (202) 429-0222
Fax (202) 466-4112
E-mail ldenakpo@amexdc.com

Edward Dennison, Vice President
Development Associates, Inc
1730 North Lynn Street
Arlington, VA 22209-2023
Tel (703) 276-0677
Fax (703) 276-0677
E-mail edennison@devassoc1.com

Joseph DeStefano
Senior Technical Advisor
Academy for Educational Development
1875 Connecticut Avenue, N W
Washington, DC 20007
Tel (202) 884-8198
Fax (202) 884-8405
E-mail jdestefa@aed.org

Hadja Diallo
S03 Alternate Team Leader
USAID/Guinea
c/o American Embassy
Conakry, Guinea BP 603
Tel (224) 41-21-63/41-20-29/41-25-02
Fax (224) 42-10-14
E-mail hadiallo@usaid.gov

Moustapha Diallo
Human Capacity Development Officer
Conakry/HCDO
C/O American Embassy
Conakry, Guinea BP 603
Tel (224) 41-21-63/41-20-29
Fax (224) 41-19-85
E-mail modiallo@usaid.gov

Christine Djondo
Senior Training Placement Coordinator
Institute for International Education
1400 K Street, N W , Suite 650
Washington, DC 20005-2403
Tel (202) 326-7758
Fax (202) 326-7785
E-mail cjondo@iie.org

Caroline Donovan
Training Placement Coordinator
Institute for International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7751
Fax (202) 326-7785
E-mail cdonovan@iie.org

Anna Doroshaw
U S Environmental Protection Agency
401 M Street, N W
Mailcode 2201A
Washington, DC 20460
Tel (202) 260-6678
Fax (202) 260-6786
E-mail doroshaw_anna@epamail.epa.gov

Debra Egan
Delivery Order Manager, Africa
World Learning/The African-American Institute
1990 M Street, N W , Suite 310
Washington, DC 20036-3426
Tel (202) 223-4291
Fax (202) 223-4289
E-mail debra.egan@gtld.worldlearning.org

David Egnor
Education Programs Specialist
Office of Special Education Programs
U S Department of Education
600 Switzer Building
Washington, DC
Tel (202) 202-2126
Fax (202) 332-8395

Marcia Ellis
Vice President, International Basic Education
Academy for Educational Development
1875 Connecticut Avenue, N W Suite 900
Washington, DC 20009
Tel (202) 884-8252
Fax (202) 884-8405
E-mail mellis@aed.org

Laurel Elmer
Consultant
Management Systems International, Inc
600 Water Street, S W , NBU 7-7
Washington, DC 20024
Tel (202) 484-7170
Fax (202) 488-0754

Nagat El-Sanabary
Human Capacity Development Specialist
WIDTECH Project, Development
Alternatives, Inc
1625 Massachusetts Ave , N W , Suite 550
Washington, DC 20036
Tel (202) 332-8257
Fax (202) 332-8257
E-mail nagat-elsanabary@da1.com

Gwen El Sawi
International Training Administrator
USAID/HCD/HETS
USAID, G/HCD/HETS, SA-16
Room 211B
Washington, DC 20523-1601
Tel (202) 712-1849
Fax (202) 216-3229
E-mail gelsawi@usaid.gov

Teresa Esquivel
Senior Program Officer
Development Associates, Inc
USAID/Mexico City
c/o A I D American Embassy-Mexico City
Laredo, TX 78044-3087
Tel (522) 211-00-42 ext 3251
Fax (525) 207-75-58
E-mail tesquivel@usaid.gov

Ann Evans
ANE Advisor, USAID/G/WID
Room 900, SA-38
Washington, DC 20523-3802
Tel (703) 816-0266
Fax (703) 816-0266
E-mail aevans@usaid.gov

Judith L. Evans
Director, Consultative Group
on Early Childhood Care and Development
6 The Hope
Haydenville, MA 01039
Tel (413) 268-7272
Fax (413) 268-7279
E-mail info@ecdgroup.com
<http://www.ecdgroup.com>

Lynn Evans
American Institutes for Research/
Center for International Research
1815 N Fort Meyer Dr, Suite 601
Arlington, VA 22209
Tel (703) 527-5546
Fax (703) 527-4661
E-mail levans@air-dc.org

Charlie Feezel
FAS/RSSA
USAID G/HCD/HETS
SA-16, Room 210
Washington, DC 20523-1601
Tel (202) 712-1853
Fax (202) 216-3229
E-mail cfeezel@usaid.gov

Patrick Fine
Education Development Officer
USAID/South Africa
Tel (256) 41-235-879
Fax (256) 41-233-417
E-mail pfine@usaid.gov

Patrick Fleuret
Director, HETS
Global Bureau
SA 16, Room 201D
Washington, DC 20525-1601
Tel (202) 712-5243
Fax (202) 216-3229

Dennis Foote
Vice President
Academy of Educational Development
1255 23rd Street, N W, Suite 400
Washington, DC 20037
Tel (202) 884-8708
Fax (202) 884-8979
E-mail dfoote@aed.org

Mary Foster
General Development Officer
USAID/Eritrea/Governance
American Embassy-Asmara
Washington, DC 20523-7170
Tel (291) 1-12-65-48
Fax (291) 1-18-26-53
E-mail pfoster@usaid.gov

Donald Foster-Gross
International Education Specialist
HCD/BELS
SA-16, Room 215, USAID
Washington, DC 20523
Tel (703) 875-4250
Fax (703) 875-4346
E-mail dfoster-gross@usaid.gov

Lisa Franchett
Education Development Officer
USAID/Pretoria
Washington, DC 20521-9300
Tel (27)-12-323-8869
Fax (27)-12-323-6443
E-mail lfranchett@usaid.gov

Sharon Franz
Senior Vice President
Academy for Educational Development
1875 Connecticut Avenue, N W
Washington, DC 20009
Tel (202) 884-8259
Fax (202) 884-8405

Anthony G Freeman
Director, ILO Washington Branch
1828 L Street, N W
Washington, DC 20036
Tel (202) 653-7652
Fax (202) 653-7687

James French
Deputy Director, GreenCom
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8881
Fax (202) 884-8997
E-mail jfrench@aed.org

Peter Gallagher
President, Development InfoStructure
1101 N Highland Street, Suite 200
Arlington, VA 22201
Tel (703) 525-6485
Fax (703) 525-6029
E-mail contactus@Devis.com

David Gambill
Environment Advisor
USAID, Office of Women in Development
Room 900, SA-38
Washington, DC 20523-3802
Tel (703) 816-0255
Fax (703) 816-0266
E-mail dgambill@usaid.gov

Elizabeth Getahun
Participant Training Assistant
USAID/Ethiopia
P O Box 1014
Addis Ababa, Ethiopia 1014
Tel (251) 1-510716
Fax (251) 1-550043
E-mail [egetahun@usaid.gov](mailto: egetahun@usaid.gov)

John Gillies
Consultant
HCR 32, Box 36
Staunton, VA 24401
Tel (540) 885-9541
Fax (540) 885-6848
E-mail jgillies@cfw.com

Mirna Gonzalez
Participant Training Assistant
USAID/Honduras, HRD/ET
APDO, Postal 3453
Tegucigalpa, DC, Honduras
Tel (504) 36-9320, ext 2470
Fax (504) 36-7776
E-mail gonzalez@usaid.gov

David Gordon
Director, U S Programs
Overseas Development Council

Robert Gordon
Vice President
Institute for International Education
1400 K Street, N W , Suite 650
Washington, DC 20005
Tel (202) 326-7706
Fax (202) 326-7709
E-mail rgordon@iie.org

Mona Grieser
Global Vision/GreenCOM Project
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8901
Fax (202) 884-8997
E-mail mgrieser@aed.org

Richard Grieser
Director International Programs
Global Vision Inc
11802 Saddlerock Road
Silver Spring, MD 20902
Tel (301) 593-5649
Fax (301) 681-6166
E-mail glovis@access.digex.net

William Hand
Director of International Business
IOC/HCD
1629 K Street, N W Suite 1000
Washington, DC 20006
Tel (202) 296-8849
Fax (202) 296-4484
E-mail wahand@devechs.com

Ash Hartwell
Education Advisor to the Office of
Sustainable Development, Africa Bureau
Institute for International Research
1815 North Fort Myer Dr , Suite 600
Arlington, VA 22209
Tel (703) 527-5546, ext 7107
Fax (703) 527-4661
E-mail ashtrish@igc.apc.org

John D Hatch
Senior Program Officer
Academy for Educational Development
1875 Connecticut Ave , N W
Washington, DC 20009
Tel (202) 884-8276
Fax (202) 884-8408
E-mail jhatch@aed.org

Fred Hayward
Senior Associate
American Council on Education
International Initiatives, Africa Projects
One Dupont Circle
Washington, DC 20036-9745
Tel (202) 939-9745
Fax (202) 833-4730
E-mail fredhayward@ace.nche.edu

Aziza Helmy
Senior Program Specialist/WID Officer
USAID/Cairo
106 Kasr el Aini Street, Cairo Center Garden City
Cairo, Egypt
Tel (20) 2 357-3972
Fax (20) 2 356-2932

Ward Heneveld
Senior Education Specialist
The World Bank
1818 H Street, N W
Washington, DC 20433
Fax (202) 522-1201
E-mail eheneveld@worldbank.org

Regina Himmons
Deputy Project Manager
G/HCD/HETS
Room 212, SA 16
Washington, DC 20523-1601

Gail Hochhauser
Senior Director, Special Programs
NAFSA
1875 Connecticut Ave, N W , Suite 1000
Washington, DC 20009
Tel (202) 462-4811
Fax (202) 667-3419
E-mail gailh@nafsa.org

William L Hoffman
Consultant to the President,
American University of Beirut
516 First Street, S E
Washington, DC 20003
Tel (202) 546-5639
Fax (202) 544-0473
E-mail whoffman@worldnet.att.net

Kimberly Hoffstrom
International Training Specialist
United States Department of Agriculture
1400 Independence Ave , S W
Washington, DC 20250-1085
Tel (202) 690-0707
Fax (202) 690-3982
E-mail khoffstr@ag.gov

Jane Hopkins
Economic Growth Advisor
USAID, Office of Women in Development
Room 900 SA-18
Washington, DC 20523-3802
Tel (703) 816-0264
Fax (703) 816-0266
E-mail jane.hopkins@usaid.gov

Margaret Horton
Training Assistant
USAID/Bissau
Rua Vitorino Costa, Caixa Postal 986
Bissau, Guinea-Bissau, West Africa 245
Tel (245) 20-1890/91/92
Fax (245) 20-1185
E-mail tips@tipsbissau.com

James Hoxeng
G/HCD/BELS
SA-16 Room 215 USAID
Washington, DC 20523
Tel (202) 712-5191
Fax (202) 216-3229
E-mail jhoxeng@usaid.gov

Martin Hudson
DEVIS
1101 N Highland Street, Suite 200
Arlington, VA 22201
Tel (703) 525-6485
Fax (703) 525-6029
E-mail US@Devis.com

Galen Hull
Senior Evaluator
DATEX, Inc
7799 Leesburg Pike
Falls Church, VA 22043
Tel (703) 903-4452
Fax (703) 903-9301
E-mail ghull@datexinc.com

Pat Isman
Democracy Officer
G/DG
5258 New State
Washington, DC 20523-8898
Tel (202) 736-7878
Fax (202) 736-7892
E-mail pisman@usaid.gov

Ronald Israel
Vice President and Director,
International Programs
Education Development Center, Inc,
55 Chapel Street,
Newton, MA 02158
Tel (617) 969-7100
Fax (617) 332-6405
E-mail ronaldi@edc.org

Guillermo Jauregui
Mission Economist
USAID/Ecuador
Av Colombia 15-73 y queseras dei Medio
Quito, Ecuador
Tel (593) 2-551-343
Fax (593) 2-561-228

John Jessup
Training Team Leader
G/HCD/HETS
SA-16 Room 215 D, USAID
Washington, DC 20523
Tel (202) 216 0172
Fax (202) 216-3229
E-mail jjessup@usaid.gov

Kimberly Jessup
Director of Public Policy Affairs
Academy of Educational Development
1875 Connecticut Ave, N W, #900
Washington, DC 20009
Tel (202) 884-8377
Fax (202) 884-8430
E-mail kjessup@aed.org

Marv Lou Johnson-Pizarro
Human Resource Development Officer
G/HCD/BELS
Tel (703) 875-4232
Fax (703) 875-4346
E-mail mjohnson-pizarro@usaid.gov

Louise Jordan
Participant Training Specialist
G/HCD/HETS
1621 N Kent Street
Rosslyn, VA
Tel (202) 712-5376
Fax (202) 216-3229

Yves Joseph
Education Advisor
USAID/Haiti
Department of State,
Washington, DC 20520-3400
Port-au-Prince, Haiti
Tel (509) 29-3034
Fax (509) 23-9603
E-mail yjoseph@usaid.gov

Tom Judy
Aguirre International
4630 Montgomery Avenue, Suite 600
Bethesda, MD 20814
Fax (301) 654-9120

Joyce Kaiser
Senior Technical Advisor for Training
ENI/DGSR/HRDSR
320 21st Street, N W , Suite 2638
Washington, DC 20523
Tel (202) 647-5383
Cell (703) 501-7439
Fax (202) 647-4729
E-mail jkaiser@usaid.gov, jkaiser@erols.com

Diana Kamal
Senior Vice President, Education and
Training Programs
AMIDEAST
1730 M Street, N W Suite 1100
Washington, DC 20036-4505
Tel (202) 776-9640
Fax (202) 776-7040
E-mail dkamal@amideast.org

Satomi Kamei
Program Officer
Japanese Government Agency
Japan International Cooperation Agency, USA
Office
1730 Pennsylvania Ave N W , Suite 875
Washington, DC 20006
Tel (202) 393-5422
Fax (202) 393-1940
E-mail jica08@jicausa.com

Leesa Kaplan-Nunes
Senior Program Officer
Development Associates, Inc
1730 North Lynn Street
Arlington, VA 22209-2023
Tel (703) 920-9288
Fax (703) 920-6342
E-mail datrn@ix.netcom.com,
lkaplan@devassoc.cpcug.org

Teresa Kavanaugh
Conference Staff
Academy for Educational Development
1875 Connecticut Avenue, N W , Suite 900
Washington, D C 20009
Tel (202) 884-8159
Fax (202) 884-8408
E-mail tkavanau@smtp.aed.org

Jerrold Keilson
Director, Training and Education
World Learning Inc
1015 15th Street, NW
Washington, DC 20005
Tel (202) 408-5420
Fax (202) 408-6136
E-mail jerrold.keilson@worldlearning.org

James Kelly
Associate Director
CHP International, Inc
1040 North Blvd, # 220
Oak Park, IL 60301
Tel (708) 848-9650
Fax (708) 848-3191
E-mail chp@wwa.com

Mark Ketcham
Senior Program Officer
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037

Rosalyn King
Director, Office of International Programs,
Howard University School Of Continuing Education
1100 Wayne Avenue Suite 600
Silver Spring, MD 20910
Tel (301) 585-2295
Fax (301) 585-8911
E-mail rcking@access.howard.edu

Henry Kirsch
Senior Associate
Development Associates, Inc
1730 North Lynn Street
Arlington, VA 22209-2023
Tel (703) 920-9288
Fax (703) 920-6342
E-mail datrn@ix.netcom.com,
devassoc@cpcug.org

Aileen Kishaba
Consultant, TTW
201 Adams Avenue
Alexandria, VA 22301
Tel (703) 683-5410
E-mail amkishaba@aol.com

Rudi Klauss
Senior Program Manager
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20036
Tel (202) 884-8097
Fax (202) 884-8410
E-mail rklauss@aed.org

Peter Kresge
Chief, Education and Human Resources
Development Office
USAID/Ghana
C/O Department of State
Washington, DC 20521
Tel (202) 21-228440
Fax (202) 21-231937
E-mail pekresge@usaid.gov

David Le Mar
Cost Accounting and Tax Consultant
Global Bureau
SA-19, Room 210
Washington, DC 20523-1601
Tel (703) 875-4258
Fax (703) 875-4346
E-mail dlamar@usaid.gov

Virginia Lambert
USAID/G/WID
SA-38
Washington, DC 20523
Tel (703) 816-0262
Fax (703) 816-0266

Joan Larcom
Supervisory General Development Officer
REDSO/WCA/HHR
Washington, DC 20521-1010
Tel (202) 41-45-28
Fax (202) 41-35-44
E-mail jlarcom@usaid.gov

Ola Larsson
2727 29th Street, N W , Suite 320
Washington, DC 20008
Tel (202) 332-8594
E-mail 071@hotmail.com

Peter Laugharn
Africa Education Advisor
Save the Children
BP 3105
Bamako, Mali
Tel (011) 223-22-61-34
Fax (011) 223-22-08-08
E-mail afreduc@savechildren.org

Diane La Voy
Senior Policy Advisor for
Participatory Development
USAID/PPC
320 21st Street, N W
Washington, DC 20523
Tel (202) 647-7057
Fax (202) 647-8595
E-mail dlavoy@usaid.gov

Katona Lekı-Lekı
Senior Consultant
2006 Northlake Parkway
Tucker, GA 30084
Tel (770) 492-9874

Beryl Levinger
Senior Director, International Programs
Education Development Center
17 Woods Grove Road
Westport, CT 06880
Tel (203) 226-2500
Fax (203) 226-2505
E-mail beryll@edc.org

Carla Linder
Executive Assistant
Association Liaison Office for
University Cooperation in Development
One Dupont Circle, Suite 700
Washington, DC 20036
Tel (202) 857-1827
E-mail lndirc@aascu.nche.edu

Karen Lippold
Program Associate
Management Systems International Inc
600 Water Street, S W , NBU 7-7
Washington, DC 20024
Tel (202) 484-7170
Fax (202) 488-0754

Bayard Lyons
Education Research Analyst
Research and Reference Services Project
USAID/PPC/CDIE/DI
Tel (703) 812-2477
Fax (703) 875-5269
E-mail blyons@usaid.gov

Flora Majebelle
Participant Training Assistant
USAID/Tanzania
USAID Dar es Salaam
Department of State
Washington, DC 20521-2140
Tel (255) 51-117537/43
Fax (255) 51-116559
E-mail fmajebel@usaid.gov

Nomusa Makhubu
Participant Training Officer
USAID/SA
P O Box 55380, Arcadia
Pretoria, South Africa 0007
Tel 27-12-323-8869 ext 244
Fax 27-12-323-6443
E-mail nmakhubu@usaid.gov

Aberra Makonnen
Monitoring and Evaluation Specialist
USAID/Ethiopia
P O Box 1014
Addis Ababa, Ethiopia
Tel (251) 1-510716
Fax (251) 1-510043
E-mail abmakonnen@usaid.gov

Yvette Malcioln
IDI/Education
USAID/Cotonou, Benin Department of State
Washington, DC 20521-2120
Tel (229) 30-05-00
Fax (229) 30-12-60
E-mail ymalcioln@usaid.gov

Hugh Maney
Management Analyst
G/HCD/HETS
E-mail hmaney@usaid.gov

Audrey Maretzki
Professor of Food Science and Nutrition
The Pennsylvania State University College
of Agricultural Sciences
University Park, PA 16802
Tel (814) 863-4751
Fax (814) 863-6132
E-mail amaretzki@psu.edu, anm1@psu.edu

Hector B Martinez
Aguirre International
4630 Montgomery Avenue, Suite 600
Bethesda, MD 20814
Tel (301) 654-5106
Fax (301) 654-9120
E-mail hmartinez@aintl.com

Jennifer Maurer
Program Assistant
1400 Independence Avenue, N W
Room 3248-S
Washington, DC 20250
Tel (202) 690-0755

Jeremy Mathias
Summer Intern
USAID
Room 2239 NS
Washington, DC 20523-0048
Tel (202) 647-8060
Fax (202)647-8151
E-mail jmathias@usaid.gov

Thomas McAndrews
Education Officer
USAID/Nicaragua
Unit 2712, Box 9
APD, Nicaragua 34021
Tel (505) 267-0592
Fax (505) 278-3828
E-mail tmcandrews@usaid.gov

James McCloud
Senior Vice President
Information and Development Services Inc
AMIDEAST
1730 M Street, N W , Suite 1100
Washington, DC 20036-4505
Tel (202) 776-9620
Fax (202) 776-7020
E-mail jmcccloud@amideast.org

Neil McConnell
Senior Program Officer
Development Associates, Inc
1730 N Lynn Street
Arlington, VA 22209-2023
Tel (703) 920-9288
Fax (703) 920-6342
E-mail devassoc@cpug.org

Bob McClusky
Education Development Specialist/Workforce
G/HCD/HETS
SA-16, Room 201
Washington, DC 20523-1601
Tel (202) 712-5414
Fax (202) 216-3229

Celia McEaney
Senior Program Assistant
AAAS Fellowship Program at USAID
1200 New York Avenue, N W
Washington, DC 20005
Tel (202) 326 6600
Fax (202) 289-4950

Jean Meadowcroft
Team Leader
USAID/LAC/EHR
2239 N S , 321 21st Street, N W
Washington, DC 20523
Tel (202) 647-7921
Fax (202) 647-8151

Tom Mehan
Education Development Specialist
USAID, Global Bureau
SA 16 Room 205
Washington, DC 209523-1601
Tel (202) 712-5415
Fax (202) 216-3229

Elizabeth Merceron
Training Specialist
USAID/Haiti
Department of State
Washington, DC 20520-3400
E-mail elmercero@usaid.gov

Anthony Meyer
Development Communication Specialist
G/HCD/BELS
SA-16203
Washington, DC 20523
Tel (202) 712-4137
Fax (202) 216-3229
E-mail ameyer@usaid.gov

Monica Elias Mhojo
Director, SUWATA Legal
Aid Scheme for Women
600 New Jersey Ave , N W
Washington, DC 20001
Tel (202) 662-9650
Tel 255-51-38486 (after Nov 1)

Diane Miller
Conference Staff
4532 Commons Dr , #204
Annandale, VA 22003
Tel (703) 354-4277
Fax (703) 658-2174
E-mail millerdl@erol.com

Yolande Miller-Grandvaux
Chief of Party/Educational Planner
The Mitchell Group, USAID/Benin
USAID, 2012 Cotonou
Benin
Tel (229) 31-02-60
Fax (229) 31-03-59
E-mail myolande@bow.intnet.bj

Robert Miltz
Professor
Center for International Education
University of Massachusetts
Hills House South
Amherst, MA 01003
Tel (413) 545-1751
Fax (413) 545-1263
E-mail miltz@educ.umass.edu

William Miner
Social Scientist
Global Bureau
713 E, SA-18
Washington, DC 20523-1819
Tel (703) 875-4585
Fax (703) 875-4693
E-mail wminer@usaid.gov

Kristos Minja
Human Capacity Development Manager
HCDM USAID/Dar-es-Salaam, Tanzania
Department of State
Washington, DC 20521-2110
Tel (255) 51-117534/43
Fax (255) 51-116559
E-mail kminja@usaid.gov

Heather Monroe
Chief of Party
ATLAS Project, African-American Institute
380 Lexington Avenue
New York, NY 10168
Tel (212) 822-1840
Fax (212) 818-9505
E-mail hmonroe@aaionlin.org

Martha Monroe
Resource Center Director, GreenCOM
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8899
Fax (202) 884-8997
E-mail mmonroe@aed.org

Talaat Moreau
AFR/SD/HHR
c/o Institute for International Research
1815 N Fort Meyers Dr
Arlington, VA 22209
Tel (703) 527-5546
Fax (703) 527-4661
E-mail ltmoreau@aol.com

Stephen Moseley
President and Chief Executive
Academy for Educational Development
1875 Connecticut Ave, NW, Suite 900
Washington, DC 20009
Tel (202) 884-8000
Fax (202) 884-8430
E-mail smoseley@aed.org

Kurt Moses
Vice President
Academy for Educational Development
1255 23rd Street, N W, Suite 400
Washington, DC 20037
Tel (202) 884-8275
Fax (202) 884-8466
E-mail kmoses@aed.org

Jay Moskowitz, Director
American Institutes for Research/
Center for International Research
1815 N Fort Meyer Dr, Suite 600
Arlington, VA 22209
Tel (703) 527-5546
Fax (703) 527-4661

Cristina Mossi Rheim
1101 N Highland Street, Suite 200
Arlington, VA 22201
Tel (703) 525-6485
Fax (703) 525-6029
E-mail US@Devis.com

Jeanne Moulton
Consultant
319 Addison Avenue
Palo Alto, CA 94301
Tel (415) 327-4282
Fax (415) 327-3162
E-mail jmoulton@aol.com

Kevin Mullally
Youth S O Team Leader
USAID/Mali
c/o American Embassy
Bamako, Republic of Mali
Tel (223) 22-39-3602
Fax (223) 22-39-33
E-mail kmullally@usaid.gov

Niamani Mutima
Senior Project Officer
African-American Institute
380 Lexington Avenue, 42nd Floor
New York, NY 10168
Tel (212) 822-1867
Fax (212) 818-9505
E-mail nmutima@compuserve.com
nmutima@atlas.org

William B Nance
Institute of International Education
Global Training for Development Project
1400 K Street, N W , Suite 650
Washington, DC 20005
Tel (202) 326-7810
Fax (202) 326-7785

Aben Ngay
Assistant Country Director
CARE/Zambia
P O Box 36238
Lusaka, Zambia
Tel (260) 1-220134
Fax (260) 1-223108
E-mail abenngay@zamnet.zm

Sanele Nhlabatsi
Associate
Aurora International
1015 18th Street, N W , Suite 400
Washington, DC 20036
Tel (202) 463-0950
Fax (202) 659-2724
E-mail snhlabatsi@aurorainternational.com

Bette Z Novak
Internal Consultant/Employee
Development Specialist
U S Department of Education
600 Independence Avenue, S W
Room 1100
Washington, DC 20202-4614
Tel (202) 401-3923
Fax (202) 401-0434
E-mail bette_novak@ed.gov

Crystal Nusz
Research Assistant
PPC/CDIE/DI/R&RS
SA-18, Room 203-J
Washington, DC 20523-1820
Tel (703) 875-4894
Fax (703) 875-5269
E-mail crnusz@usaid.gov

Dr Justine Nzeba
Clark Atlanta University
HBCU/MI Consortium
223 James P Brawley Dr , S W
Atlanta, GA 30314
Tel (404) 880-8612
Fax (404) 880-6909
E-mail jnzeba@cau.edu

Beatriz O'Brien
Subject Matter Expert on
Human Capacity Development/Training
USAID/Bolivia,
P O Box 4530, USAID
La Paz, Bolivia
Tel (591) 2-786544
E-mail bobrien@usaid.gov

Chloe O'Gara, Vice President
Director for Children, Families & Gender Program
Academy for Educational Development
1875 Connecticut Avenue, N W , Suite 900
Washington, DC 20009
Tel (202) 884-8249
Fax (202) 884-8405
E-mail cogara@aed.org

Barbara O'Grady
Senior Program Officer
Academy for Educational Development
1875 Connecticut Ave , N W
Washington, DC 20009-1202
Tel (202) 884-8048
Fax (202) 884-8411
E-mail bogrady@aed.org

Kim Olds
Secretary
G/HCD/HETS
Room 217/SA-16
Washington, DC 20523-1601
Tel (202) 712-4193
Fax (202) 216-3229
E-mail olds@usaid.gov

Cecilia Otero
Senior Research Analyst
Academy for Educational Development
R&RS Project
Washington, DC 20523
Tel (703) 875-4995
Fax (703) 875-5269
E-mail coteroc@usaid.gov

Julia Owen-Rea
Education and Training Officer,
Africa Bureau, Office of Sustainable Development
Room 2744
Department of State
Washington, DC 20523
Tel (202) 647-8259
Fax (202) 647-2993
E-mail juowen-rea@usaid.gov

Linda Padgett
Basic Education
USAID/G/HCD/BELS
Room 206, SA-16
Washington, DC 20523-1601
Tel (202) 712-4161
Fax (202) 216-3229
E-mail lpadgett@usaid.gov

Thomasina Paige
211 Mitchell Avenue
Salisbury, NC 28144

Alex Palacios
Senior Program Officer
UNICEF
3 UN Plaza
H-12L
New York, NY 10017
Tel (212) 326-7012
Fax (212) 326-7165

Sally Patton
Education Officer
USAID/Cairo
HDP/ET, Unit 64902
Cairo, Egypt
Tel 20-2-357-3264
Fax 20-2-356-2932
E-mail spatton@usaid.gov

Norman Peterson
Director International Education
Montana State University
14 Hamilton Hall
Bozeman, MT 59717-0226
Tel (406) 994-4031
Fax (406) 994-1619
E-mail aicnp@gemini.oscs.montana.edu

Lowell Phillips
Division Director
Creative Associates International, Inc
5301 Wisconsin Ave , Suite 700
Washington, DC 20015
Tel (202) 966-5804
Fax (202) 363-4771

Sheryl Pinnelli
AFR/SD/HHR/ED
c/o Institute for International Research
1815 N Fort Myer Drive
Arlington, VA 22209
Tel (703) 527-5546, ext 7109
Fax (703) 527-4661
E-mail spinnell@ool.com

Puru Pokhrel
Program Management Specialist
USAID/Nepal
Rabi Bhawan, Kalimati, Kathmandu,
P O Box No 5653
Kathmandu, Nepal
Tel (977) 1-271325
Fax (977) 1-272357
E-mail ppokhrel@usaid.gov

Leslie Posner
Chief of Party, FQEL Project
USAID/Guinea
c/o American Embassy
Conakry, Guinea BP 603
Tel (224) 41-21-63/41-20-29/41-25-02
Fax (224) 42-10-14

Gilbert Zean Pouho
Assistant Training Officer
USAID/Bissau
C P 297
c/o American Embassy
Bissau, Guinea-Bissau
Tel (245) 201809
Fax (245) 201808

Anna Quandt
Senior Policy Advisor
PPC/PHD
New State NS 3889
Washington, DC 20523
Tel (202) 647-7052

Howard Raik
President
CHP International, Inc
1040 North Blvd
Oak Park, IL 60302
Tel (708) 848-9650
Fax (708) 848-3191
E-mail chp@wwa.com

Ron Raphael
Field Technical Advisor
USAID/G/HCD
Higher Education and Training Systems
SA-16, Room 209
Washington, DC 20523-1601
Tel (202) 712-5244
Fax (202) 216-3229

Roger Rasnake
Aguirre International
4630 Montgomery Avenue, Suite 600
Bethesda, MD 20814
Tel (301) 654-5108
Fax (301) 654-9120

Perline Rasoanomalala
Participant Training Specialist
USAID/Madagascar
Villa Vonisoa III, B P 5353 101
Antananarivo, Madagascar
Tel (261) 2-25489
Fax (261) 2-34883
E-mail prasoanomalala@usaid.gov

Gundu Rau
Program Officer
Aurora Associates International, Inc
1015 18th Street, N W #400
Washington, DC 20036
Tel (202) 463-0950
Fax (202) 659-2724
E-mail grau@aurorainternational.com

Christina Rawley
Advisor, G/WID
Tel (703) 816-0248
Fax (703) 816-0266
E-mail rawley@usaid.gov

Brian Ray
Policy Specialist
1828 L Street N W , Suite 901
Washington, DC 20002
Tel (202) 293-6141
Fax (202) 293-6144
E-mail bray@alliance-exchange.org

Bonnie Ricci
Director, Development Management
World Learning Inc
1015 15th Street, N W Suite 750
Washington, DC 20005
Tel (202) 408-5420
Fax (202) 408-5397
E-mail bonnie.ricci@worldlearning.org

May Rihani
Senior Vice President
Creative Associates International, Inc
5301 Wisconsin Ave N W , Suite 700
Washington, DC 20015
Tel (202) 966-5804
Fax (202) 363-4771
E-mail may@caii-dc.com

Rose Robinson
USAID/GC
Main State Room 6953
Tel (202) 647-6391

Barbara Rodes
Information Resources Coordinator
G/WID (WIDCOM)
SA-38
Arlington, VA
Tel (703) 816-0268
E-mail brodes@usaid.gov

Louis Rodriguez
Inter-Sectoral Communication Specialist
USAID
6214 Dunrobbin Dr
Bethesda, MD 20816
Tel (703) 875-4119
Fax (703) 875-4346
E-mail lrodriguez@usaid.gov

Sue Rollins
Program Officer
Development Associates, Inc
1730 North Lynn Street
Arlington, VA 22209
Tel (703) 920-9288
Fax (703) 920-6342
E-mail datrn@ix.netcom.com

Fernando Rubio
Chief of Party/Field Team Leader
USAID/Guatemala
Proyecto BEST, Edificio Plaza Uno, 2^o nivel,
la calle 7-66, zona 9
Guatemala City, Guatemala
Tel (502) 332-0551
Fax (502) 332-0627
E-mail frubio@usaid.gov

William A Rugh
President
AMIDEAST
1730 M Street, N W , Suite 1100
Washington, DC 20036
Tel (202) 776-9654
Fax (202) 776-7054

Christopher Sabatini
AAAS Fellow
Global Bureau, Center for
Democracy and Governance
Washington, DC 20523
Tel (202) 736-7880
Fax (202) 736-7892
E-mail csabatini@usaid.gov

Muneera Salem-Murdock
G/WID
USAID, SA-38
Room 900
Tel (703) 816-0288
E-mail Msalem-Murdock@usaid.gov

Amina Salim
Training Specialist
USAID/Kenya
P O Box 30261,
Nairobi, Kenya
Tel 75613
Fax (254) 2-749395
E-mail asalim@usaid.gov

Ruth Salinger
Internal HRD Consultant
Department of Health and Human Services
5801 Ridgefield Road
Bethesda, MD 20816
Tel (202) 690-5549
Fax (202) 690-8328
E-mail rsalinger@os.dhhs.gov

Joseph Schechla
Director of Democratic Development
AMIDEAST
1730 M Street, NW, Suite 1100
Washington, DC 20036
Tel (202) 776-9654
Fax (202) 776-7054

Peter Schmidt
Director, Department of Anthropology
University of Florida
1350 Turlington Hall
Gainesville, FL 32611-20036
Tel (352) 392-4490
Fax (352) 392-6932
E-mail pschmidt@ufl.edu

David Schroder
Education Officer
USAID/Cairo
HDP/ET, Unit 64902
Cairo, Egypt
Tel 20-2-357-2496
Fax 20-2-356-2932
E-mail dschroder@usaid.gov

Jane Schubert
Director, Girls' Education Activity
Institute for International Research
1815 Ft Meyer Drive, #600
Arlington, VA 22209

Martin Schulman
Basic Education Team Coach
USAID/Cotonou, Benin
Department of State, Cotonou
Washington, DC 20521
Tel (229) 30-05-00
Fax (229) 31-12-60
E-mail schulman@usaid.gov

Susan Scribner
Deputy Research Director, IPC
Management Systems International, Inc
600 Water Street, S W , NBU 7-7
Washington, DC 20024
Tel (202) 484-7170
Fax (202) 488-0754

Elizabeth Serlemitsos
Chief of Party, IEC for Health
Zambia Field Office
JHU/PCS 111 Market Place, Suite 310
Baltimore, MD 21202
Tel 260-1-239190
Fax 260-1-239195
E-mail jhupcs@samnet.zm

Vincent Serritella
Director, Global Impact Resources
1303 E Algonquin Road
Schaumburg, IL 60196
Tel (847) 576-6674
Fax (847) 538-4404
E-mail avsdol@email.mot.com

Lynne Sheldon
GHAI Desk Officer
AFR/EA
2201 C Street, N W , Room 2733A
Washington, DC 20523-0001
Tel (202) 647-8287
Fax (202) 647-9805

Mujib Siddiqui
Human Capacity Development Manager
USAID/Bangladesh
c/o American Embassy, Baridhara 1212
Dhaka, Bangladesh
Tel (88-02) 884-700
Fax (88-02) 883-648
E-mail msiddiqui@usaid.gov

Donald Sillers
Economist
USAID/PPC
Washington, DC 20523
Tel (202) 647-8679
Fax (202) 647-9747
E-mail dsillers@usaid.gov

Ann Skelton
Vice President
Development Associates, Inc
1730 North Lynn Street
Arlington, VA 22209-2023
Tel (703) 276-0677
Fax (703) 276-0432
E-mail datrn@ix.netcom.com

Laura Sminkey
Program Associate
Association Liaison Office for
University Cooperation in Development
One Dupont Circle, N W , Suite 700
Washington, DC 20036
Tel (202) 857-1827
Fax (202) 296-5819
E-mail sminkeyl@aascu.nche.edu

Jennifer Smith
Educational Technical Advisor
Catholic Relief Services
209 W Fayette Street
Baltimore, MD 21201
Tel (410) 625-2220 ext 3430
Fax (410) 234-3189
E-mail jsmith@catholicrelief.org

Shirl Smith
Director, Training Division
The Pragma Corporation
116 East Broad Street
Falls Church, VA 22046
Tel (703) 237-9303
Fax (703) 237-9326
E-mail pragmal@ix.netcom.com

Melissa Speed
Program Specialist
5801 Brookside Drive
Chevy Chase, MD 20815

Edwin Speir, Jr
Chairman, International Education Council
University System of Georgia
Georgia College and State University
Milledgeville, GA 31061
Tel (912) 453-4444
Fax (912) 454-2510
E-mail espeir@mail.gac.peachnet.edu

Jennie Spratt
Program Director
Research Triangle Institute
300 Park, Suite 115, Hwy 54
Research Triangle Park, NC
Tel (919) 541-6111
Fax (919) 541-6621
E-mail spratt@rti.org

Ed Stoessel
Executive Director for Resource Development/
International and Governmental Relations
Eastern Iowa Community College District
306 West River Drive
Davenport, IA 52801-1221
Tel (319) 322-5015
Fax (319) 322-3956
E-mail estoessel@eiccd.cc.ia.us

Richard Strickland
PROWID Project Director
International Center For Research on Women
1717 Massachusetts Ave , N W , #302
Washington, DC 20036
Tel (202) 797-0007
Fax (202) 797-0020
E-mail richard@icrw.org

William Struhar
UDLP Coordinator and Professor of Psychology
Sinclair Community College
444 West Third Street
Dayton, OH 45402
Tel (937) 449-5312
Fax (937) 449-6100
E-mail wstruhar@sinclair.edu

Dugersuren Sukhgerel
Project Management Specialist
USAID/Mongolia
P O Box 1005
Ulaanbaatar, Mongolia
Tel (976) 1-312-390
Fax (976) 1-310-440
E-mail sukhgerel.d@usaid.gov,
usaidmon@magicnet.mn

Anne T Sweetser
Consultant, ATS Consulting
2626 Washington Blvd , #1A
Arlington, VA 22201-1432
Tel (703) 243-5195
Fax (703) 243-0016
E-mail sweetser@erols.com

Kazuhiro Tambara
Assistant Resident Representative
Japan International Cooperation Agency, USA
Office
1730 Pennsylvania Ave , N W , Suite 875
Washington, DC 20006
Tel (202) 393-5422
Fax (202) 393-1940
E-mail jica03@jicausa.com

Celeste Tanner
Summer Intern
USAID/HCD/HETS
SA-16 Room 211B
Washington, DC 20523-1601
Tel (703) 875-4759
Fax (703) 875-4239
E-mail tanner@fas.usda.gov

Laura Taylor
Placement and Assessment Officer
Peace Corps
1990 K Street, N W
Washington, DC 20526
Tel (202) 606-3369
Fax (202) 606-3135
E-mail ltaylor@peacecorps.gov

Brenda Thomas, Director
Partnership for International Development Programs
1444 Eye Street, N W , Suite 500
Washington, DC 20005
Tel (202) 737-8623
Fax (202) 628-8722
E-mail brenthomas@aol.com

Karen Tietjen
Education Economist
Africa Bureau, Office of Sustainable Development
1111 N 19th Street, Suite 300
Arlington, VA 22209
Tel (703) 235-5437
Fax (703) 235-4466
E-mail ktietjen@usaid.gov

Tom Tilson
Chief of Party, BESO Project
USAID/Ethiopia
Washington, DC 20523
Tel (251) 1-550814
Fax (251) 1-552754
E-mail tom.tilson@telecom.net.et

Karen Tincknell
Program Manager
World Learning
1015 15th Street, N W Suite 750
Washington, DC 20005
Tel (202) 408-5420
Fax (202) 408-5397
E-mail karen.tincknell@worldlearning.org

Vivian Toro
Director, Information Technology Development
Systems Services Department
Academy for Educational Development
1255 23rd Street, N W
Washington, DC 20037
Tel (202) 884-8168
Fax (202) 884-8466
E-mail vtoro@aed.org

Jaleh de Torres
USAID/El Salvador
c/o American Embassy
Blvd and Uranización Santa Elena
Antiguo Cuscatlan, El Salvador
Tel (503) 298-1666, ext 1141
Fax (503) 298-0885
E-mail jtorres@usaid.gov

Stephen Tournas
Project Editor
DevTech Systems, Inc
1620 K Street, N W , Suite 1000
Washington, DC 20006
Tel (202) 296-8849
Fax (202) 296-4884
E-mail satournas@aol.com

Kanoko Tsuda
Program officer
Japan International Cooperation Agency
1730 Pennsylvania Avenue, N W , #875
Washington, DC 20006
Tel (202) 393-5422
Fax (202) 393-1940
E-mail jica07@jicausa.com

Annie Valencia-Guadron
WID Officer
USAID/El Salvador
Complejo Embajada Americana
Blvd, Santa Elena
Antiguo Cuscatlan, La Libertad, El Salvador
Tel (503) 298-1666
Fax (503) 298-1401
E-mail avalencia@usaid.gov

Kimberly Van Wagner
Social Science Analyst
CDIE/DI/ESDS
1611 N Kent Street, Suite 204
Arlington, VA 22209
Tel (703) 81209770, ext 136
Fax (703) 812-9779
E-mail kimberly@disc mhs compuserve com

Nilka Varela
Mission Economist/WID Officer
USAID/Panama
P O Box 6959
Panama 5, Panama
Tel (507) 263-6011
Fax (507) 264-0104
E-mail nvarela@usaid gov

Emily Vargas-Baron
Deputy Assistant Administrator
G/HCD
Tel (202) 875-4158
Fax (703) 875-4346
E-mail evargas-baron@usaid gov

Anthony Vollbrecht
Education/Training Officer
USAID/Honduras
USAID Tegucigalpa, Unit 2927
APO AA 32022
Tel (504) 392820
Fax (504) 36-7776
E-mail avollbrecht@usaid gov

Gale Wagner
Professor
Texas A&M University
College of Veterinary Medicine
College Station, Texas 77843-4467
Tel (409) 845-4275
Fax (409) 862-1147
E-mail gwagner@cvm tamu edu

Linda Walker
HCD/HETS
Room 210C, SA-16
Washington, DC 20523-1601
Tel (703) 875-4064
Fax (703) 875-4346
E-mail lwalker@usaid gov

Richard Warm
Institute of International Education
Global Training for Development Project
1400 K Street, N W , Suite 650
Washington, DC 20005
Tel (202) 326-7810
Fax (202) 326-7785

Marion Warren
Office Director
G/HCD/BELS
USAID, Department of State
Washington, DC 20523
Tel (703) 875-4280
Fax (703) 875-4346
E-mail mawarren@usaid gov

David Waugh
Executive Director
International Federation of
Training and Development Organisations, Ltd
1800 Duke Street, Suite 501
Alexandria, VA 22314-3499
Tel (202) 333-1811
Fax (202) 342-6055
E-mail datrn@ix netcom com

Dana Weber
Training Placement Assistant
Institute for International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7703
Fax (202) 326-7785
E-mail dweber@iie org

Susan Votaw West
Senior Associate
Creative Associates International, Inc
5301 Wisconsin Ave , Suite 700
Washington, DC 20015
Tel (202) 966-5804
Fax (202) 363-4771

Jeffrey White
Training Placement Associate
Institute for International Education
1400 K Street, N W
Washington, DC 20005
Tel (202) 326-7786
Fax (202) 326-7785
E-mail jwhite@iie.org

Richard Willard
Consultant
Management Resources International
9912 Silver Brook Dr
Rockville, MD 20850
Tel (301) 340-6488
Fax (301) 340-7451
E-mail dwillard@ix.netcom.com

James H Williams
Director, Center for Higher Education
and International Programs
9460 State Route 691
New Mansfield, OH 45766
Tel (614) 593-04941
Fax (614) 664-2023
E-mail williamsja@ouuaxa.cats.ohio.edu

Douglas Windham
Education Administration and Policy Studies
University at Albany
State University of New York
Albany, NY 12222
Tel (518) 442-5082
Fax (518) 442-5084

Joyce Wolf
Educational Anthropologist
Tel (703) 527-5546 (w), (540) 465-5545 (h)

Judy Lyons-Wolf
Director, Women's Law Fellowship Program
Georgetown University
600 New Jersey Ave, N W
Washington, DC 20001
Tel (202) 662-9650
Fax (202) 662-9539
E-mail wolf@law.georgetown.edu

Rita C Wollmering
International Performance Consultant
90 Binner Street, Apt 12
Jamaica Plain, MA 02130
Tel (617) 522-4745
E-mail thymeout@ix.netcom.com

Chantal Woolley
Training Team Leader/Training Specialist
USAID/Haiti
Department of State
Washington, DC 20520-3400
Port-au-Prince, Haiti
Tel (509) 22-5500
Fax (509) 23-9603
E-mail chwoolley@usaid.gov

Sarah Wright
Education/Human Resources Development Officer
USAID/LAC/RSD/EHR
Department of State, Room 2239 N S
Washington, DC 20037-0048
Tel (202) 647-8044
Fax (202) 647-8131
E-mail sawright@usaid.gov

Bob Wrin
Association Assistant Administrator
Global Bureau
USAID SA-16, Room 207
Washington, DC 20523-1601
Tel (703) 875-4339
Fax (703) 875-4346

Katharine Yasin
Associate Project Director
Educational Development Center
1250 24th Street, N W
Washington, DC
Tel (202) 466-0540
E-mail kit@edc.org

Ningma Yolmo
Participant Training Assistant
USAID/Nepal
GPO BOX NO 5653, USAID Nepal
Rabi Bhawan
Kathmandu, Nepal 5653
Tel (977) 1-272482
Fax (977) 1-272357
E-mail nyolmo@usaid.gov

Marjan Zanganeh
Institute of International Education
Egypt Development Training II
1400 K Street, N W , Suite 650
Washington, DC 20005
Tel (202) 326-7746
Fax (202) 326-7785

Patrice Zmitrovic
AMEX International
1615 L Street, N W , Suite 340
Washington, DC 20036
Tel (202) 429-0222
Fax (202) 429-1867

Isabella Zsoldos
Senior Program Officer
Development Associates
1730 N Lynn Street
Arlington, VA 22209
Tel (703) 920-9288 ext 212
Fax (703) 920-6342
E-mail datrn@ix.netcom.com

Maintaining the spirit of the planning for the HCD workshop, putting together the proceedings was the result of a cooperative effort between the ABEL 2 Project and USAID/Global Bureau Human Capacity Development Center. Special thanks go to Rudi Klauss (AED), John Hatch (ABEL 2), Emily Vargas-Baron (G/HCD), Gary Bittner (G/HCD/HETS), Nagat El-Sanabury (G/WID-WIDTECH), Ethel Brooks (G/HCD/HETS), Ron Raphael (G/HCD/HETS), Francy Hays (ABEL 2), Kathleen Callaghan (ABEL 2), Diane Miller (Consultant), and Teresa Kavanaugh (ABEL 2).