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*United States Agency for International Development (USAID):
The Africa Bureau's
Education Team*

June 1998



Introduction

The Africa Bureau's Education Team provides strategic guidance, research, analysis, and technical support to USAID offices in Washington and in Africa. The team also works closely with other development partners.

This little guide aims to introduce you to Education team resources. We hope it will improve with your feedback.

Special thanks go to Talaat Moreau and Sheryl Pinnelli for designing and producing this guide.



What does AFR/SD/HRD/ED (SD/ED)* do?

The Africa Bureau's Education Team (SD/ED) contributes to a key Agency strategic objective *Access to high quality basic education, especially for girls, women and other underserved populations expanded*. The Team's primary purpose is to analyze and improve Agency practice so that its sectoral investments lead to sustainable reform and improvement in African education. SD/ED usually works through USAID's bilateral programs and various regional networks to improve educational practice in Africa.

SD/ED's strategy has four key components which are interactive and interdependent

Analysis, on a comparative basis, of USAID's experience in supporting and effecting educational change in Africa

Research in three broad categories: a) School climate, including leadership; b) effective learning and teaching strategies; and c) supporting conditions and inputs including community involvement, teacher incentives, and government policy, such as budget allocation targets

Strategic Technical Support to USAID missions and regional networks for the design, implementation, management and evaluation of programs, and

Dissemination to ensure that partners and collaborators (including Congress and the American taxpayer) better understand the critical role that education plays in sustainable development

SD Education Team activities include the following

- ✧ Strategic technical support to bilateral basic education programs
- ✧ Representation and support for mission objectives and activities at AID/W meetings, such as program reviews
- ✧ Strategic support to the Bureau for Policy and Program Coordination (PPC) and Office of Development Planning (DP) on educational issues, including basic education, adult literacy, early childhood development, higher education, and educational needs for countries in crisis
- ✧ Collaboration with USAID Global Bureau staff in order to support missions
- ✧ Research
- ✧ Support to regional networks
- ✧ On-going collaboration with other funding agencies and institutions implementing educational programs
- ✧ Conference organization and participation, including technical presentations

* Africa Bureau, Office of Sustainable Development, Division of Human Resources and Democracy Education (AFR/SD/HRD/ED)

Projects Which Support SD/ED

SD/ED works through various central projects

Below is a description of these projects, as well as a brief explanation of how SD/ED uses them.

ABEL

The Advancing Basic Education and Literacy (ABEL) project assists missions to develop African capacity to plan, manage and operate basic education systems with efficiency and effectiveness, from ministerial (macro) to classroom (micro) levels, as well as approaches to increase girls' participation and persistence in basic education. ABEL also provides technical assistance for sector assessments and program design, and for the development of tools, such as EMIS (Educational Management Information Systems). SD/ED buys into ABEL for help with the above kinds of services.

For more information contact

Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
tel 202-884-8000

[http //www info usaid gov/educ_training/activities2 htm](http://www.info.usaid.gov/educ_training/activities2.htm)

GREENCOM

The Environmental Education and Communication (GREENCOM) project aims to accelerate public awareness and adoption of practices that promote the conservation and sustainable use of natural resources. GREENCOM provides technical assistance to Missions and local institutions to plan, implement, and evaluate environmental education and public awareness activities, as well as information dissemination regarding state-of-the-art environmental education and communication innovations and methods. SD/ED buys into GREENCOM to help our basic education programs prepare children to appreciate and conserve the environment.

For more information contact

Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
tel 202-884-8000

[http //www info usaid gov/educ_training/gcom htm](http://www.info.usaid.gov/educ_training/gcom.htm)

HHRAA

The Health and Human Resources Analysis for Africa (HHRAA) Project aims to increase the utilization of research, analysis, and information to improve health, nutrition, education, and family planning strategies, policies, and programs in Africa. Responding to major issues identified by Africans and USAID missions, HHRAA's emphasis is on conducting research, analysis and information dissemination activities that have the potential to influence strategic decisions at the regional, sub-regional, and country levels. The HHRAA project provides the SD/ED team valuable opportunities to collaborate with the health sectors.

For more information contact

HHRAA's support project email address
sara@aed.org

SARA

The Support to Analysis and Research in Africa (SARA) Project serves as the management arm for the HHRAA project. SARA aims to accomplish the following: 1) Ensure management and evaluation of HHRAA activities, 2) develop and maintain innovative channels of communication with the field (AID Missions, REDSOs, and African institutions), 3) coordinate with other agencies in packaging, disseminating, and using SD products and, 4) strengthen African participation in AFR/SD activities. SD/ED especially relies on SARA for building African capacity for education research.

For more information contact

SARA Project Director
Academy for Educational Development
1255 23rd Street, N W #400
Washington, D C 20037 USA
tel 202/884-8700

website [gopher //aed.org/70/00/policydev/sara/aboutsara](http://gopher//aed.org/70/00/policydev/sara/aboutsara)

IEQ 2

The Improving Educational Quality (IEQ) 2 Project introduces innovations to improve educational quality in learning systems through applied research on classroom-related activities. Activities supported by this project include the following: Design of research activities, synthesis of research findings, development of data bases and indicators, improvement of information systems, networking and coordination with researchers and other donors, and development of strategies and policies in support of reform efforts. SD/ED buys into IEQ2 for staff who provide the above services.

For more information contact

American Institutes for Research
3333 K Street, NW
Washington, DC 20007
tel 202-342-5000
[http //www air-dc org/](http://www.air-dc.org/)

The Global Communication and Learning Project (GC&L)

The Global Communication and Learning Project supports the development of connectivity for sustainable development. SD/ED uses GC&L to help bilateral and regional programs improve education systems. For example, SD/ED is working through GC&L in several countries to establish learning resource centers which will enable teachers and students to access libraries in the U S via Internet. As SARA is to HHRAA (please see above), the LearnLink project is the management arm for GC&L.

For more information contact

Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037

[http //www info usaid gov/educ_training/llink htm](http://www.info.usaid.gov/educ_training/llink.htm)

Other resources The American Association for the Advancement of Science (AAAS) provides SD/ED with AAAS fellows, and the Department of Labor, under our Resource Sharing Special Agreement (RSSA) also provides us with education specialists.

SD/ED Information & Publications

Africa Bureau Information Center (ABIC)

ABIC provides general development information and support to all sectors through its research services, newsletters, and specialized reference collection. ABIC staff access and disseminate development information to USAID staff in Washington, Missions in Africa, and African non-governmental organizations and institutions. The Center is part of the Research and Reference Services Project of USAID's Center for Development Information and Evaluation (CDIE).

Specific ABIC services include answering information requests, searching databases, preparing issue briefs, developing bibliographies of current literature, compiling country data, and editing and publishing analysis and research. Research staff can obtain information on USAID projects and documents from USAID's Development Information System (DIS) and can access worldwide information resources such as Dialog, Lexis/Nexis, UN databases, a wealth of Internet resources, and on-line catalogues of major U.S. university libraries.

SD/ED especially draws on ABIC's editorial and publishing skills.

Requests for ABIC's services--including research, reference information, or a subscription to one or more of its free newsletters--can be made directly to ABIC staff by telephone, fax (202-661-5890), or email (abic@usaid.gov) or by sending mail to

Africa Bureau Information Center
1331 Pennsylvania Avenue, NW, Suite 1425
Washington, D.C.
20004-1703, USA
<http://www.info.usaid.gov/regions/afr/abic/abic.html>

SD/ED Online

SD/ED now has a web-page incorporated into USAID's public site (<http://www.info.usaid.gov>). Accessible at <http://www.info.usaid.gov/regions/afr/basiced/edmainpage.html>, this site currently provides program and country information, background on USAID's involvement in the sector, AFR/SD/HRD/ED publications, and links to relevant partner sites and resources.

*The site will continuously evolve
Your suggestions and input are greatly appreciated. Please direct these to
Sheryl Pinnelli at spinnell@aol.com*

SD/ED Collaborative Partnerships

Promoting sustainability through African ownership is a central tenant of USAID's approach to basic education in Africa To this end, SD/ED works with a number of development partners, including*

ADEA

The mandate of the Association for the Development of Education in Africa (ADEA) evolved from the recommendations of the World Bank's 1988 study "Education in sub-Saharan Africa Policies for Adjustment, Revitalization and Expansion" The central premise of ADEA is that responsibility for educational achievement rests with national governments The organization fosters a process that gives authority to education ministers and encourages donors to help Africans tackle their national education problems with an emphasis on national ownership and leadership ADEA is headquartered in Paris at the International Institute for Education in Planning (IIEP), an autonomous branch of UNESCO It represents a membership of fifty funding organizations and works at promoting partnerships between African Ministers of Education and funding agencies ADEA's organization has several components including the following the Caucus, which includes all African ministers, the Bureau, which includes twelve ministers elected by the Caucus as spokespersons, the Steering Committee, which includes the Bureau and serves as both a governing body and a streamlined means of coordination among Africans and donors, biennial plenary meetings which rally all ADEA members to review progress and chart future directions, and twelve working groups engaged in advocacy, analytical work, and capacity building in areas such as education finance and statistics, teacher management, and girls' education To enhance the enabling environment for the Africa Bureau's bilateral basic education programs, SD/ED provides a grant to ADEA for the above components

ERNWACA

The Education Research Network for West and Central Africa (ERNWACA) is an eleven country organization founded in 1989, which aims to promote cross-national research by and for Africans One of its first accomplishments was to catalogue all relevant educational research undertaken by each of its member countries and to produce a synthesis of this work entitled "Overlooked and Undervalued" Compiling these reports enabled the Network to define three new major research efforts presently underway The three are The effects of community participation on educational access and retention, the role of community participation in connecting education to society and the contribution of non-formal education to basic education for all

ERNESA

Comprised of eight member countries, the Education Network for Research in Eastern and Southern Africa (ERNESA) shares ERNWACA's mandate With support from the SARA project, ERNESA recently published a document summarizing all relevant research undertaken within its member countries The topics are varied and include The status of disabled women, policies of gender in teacher education, math and science performance, and socio-cultural aspects of primary school attendance ERNESA now plans to help policy makers use the findings of this research to make significant contributions towards educational development SD/ED helps with the identification, development, and dissemination of ERNESA research

*Please see "USAID's Strategic Framework for Basic Education in Africa"

NCNW

The National Council of Negro Women (NCNW) aims to improve the overall quality of life for African American women, their families and their communities. The International Center (IDC) emerged in 1976 to expand NCNW's presence worldwide, and particularly in Africa. Today, the IDC is active in development programs, exchanges and conferences in sixteen countries. In the future, the IDC particularly aims to support capacity-building efforts, and partnerships among African and African American women's organizations. SD/ED manages a grant to NCNW and aims to enhance synergy between NCNW and other education activities supported by the Africa Bureau.

FAWE

The Forum for African Women Educationalists (FAWE) brings together African women leaders including ministers in charge of national education systems, vice-chancellors of universities, and other senior policy makers in education. Founded in 1992, and registered in Kenya as a pan-African NGO the following year, FAWE has fifty-one full members from twenty-seven countries, and twenty-one male ministers of education as associate members. With its influential membership, FAWE is well positioned to stimulate broad policy reform and create an environment conducive to increasing parental demand for girls' education. FAWE's work is an explicit effort towards closing the gender gap and achieving Education for All goals.

FAWE is an offshoot of the ADEA working group on girls' education. SD/ED, through its grant to ADEA, aims to strengthen the FAWE Secretariat and National Chapters to in turn support USAID's bilateral education programs across Africa.

IFESH

The International Foundation for Education and Self-Help began in 1984 under the auspices of the Reverend Leon H. Sullivan, and concentrates on three major problems confronting poorer countries: low literacy rates, hunger and unemployment. IFESH works primarily in sub-Saharan Africa. By the end of 1998, IFESH hopes to train in Africa 100,000 skilled workers, 100,000 farmers, and 1,000,000 literates linked to health care programs. IFESH awards grants to private voluntary organizations and local community-based groups to carry out the above training. Grantees must meet the following criteria: Technical capacity to work at the local level, ability to promote self-help and self-reliance, including financial and economic sustainability, and capacity to produce development models for future replication. IFESH recruits American graduate students, primarily from historically black colleges, but also from other academic institutions to work on its African development projects.

In late FY 98, SD/ED will assume management of the Africa Bureau's grant to IFESH and will aim to help IFESH support other bilateral and capacity-building activities.

Who is SD/ED?

Individual team members noted below have a wide range of specialties and experience for working in Africa. The following table identifies team members by their funding mechanism and indicates if they are full-time or part-time personnel. For each team member a bio-data profile is included which highlights educational qualifications, professional experience, language skills and areas of expertise.

Manager Julie Owen-Rea, Africa Bureau Education & Training Officer (direct hire)

NAME/TITLE	SKILLS	ACTIVITIES/AREAS OF INTEREST	COUNTRY COVERAGE
TRACY BRUNETTE Demographer AAAS Fellow	<ul style="list-style-type: none"> - Performance monitoring and evaluation - Statistical analysis - Qualitative and quantitative research <p><u>Languages</u> Basic French</p>	<ul style="list-style-type: none"> - Demographic Health Survey - Development of basic education indicators - ADEA Statistics working group 	<ul style="list-style-type: none"> - Benin - Namibia
ASH HARTWELL Team Leader & Education Specialist IEQ 2 Contractor Part-time	<ul style="list-style-type: none"> - Research on policy and school based reform - Education sector assessments - Learning theory applications in educational policy and programs - Design of information systems for planning and policy analysis - Organizational development and training <p><u>Languages</u> Basic French some conversational Arabic</p>	<ul style="list-style-type: none"> - Community organization and participation in education reform - Research at classroom, school and community levels linked to policy - Assessment of learning linked to improving teaching (IEQ 2) - Networking domestic/international policy analysts (21st Century Learning Initiative) - ADEA Working Group on Education Statistics 	<ul style="list-style-type: none"> - Uganda
MITCH KIRBY Education Advisor RSSA	<ul style="list-style-type: none"> - Program evaluation - Education sector analysis - Organizational development - Implementation strategies <p><u>Languages</u> Basic Spanish</p>	<ul style="list-style-type: none"> - Implementation study (Ghana) - Instructional materials distribution systems - ADEA Textbooks & Sector Analysis working groups - IFESH task manager - Policy analysis and reform 	<ul style="list-style-type: none"> - Ghana - Malawi
MARGARET McLAUGHLIN Education Policy/Teacher Training Specialist RSSA	<ul style="list-style-type: none"> - Teacher education - Institutional/organizational development and participatory management - Adult education and training - Service learning - National service - Dissemination <p><u>Languages</u> French</p>	<ul style="list-style-type: none"> - Peace Corps Basic Ed Research study - Democracy & Governance study - NGOs/Communities in schools - Non formal education - US-Africa school partnerships/outreach - ABEL management - ADEA Teacher Management working group 	<ul style="list-style-type: none"> - Mali

NAME/TITLE	SKILLS	ACTIVITIES/AREAS OF INTEREST	COUNTRY COVERAGE
TALAAAT MOREAU Education Specialist IEQ2 Contractor Part-time	<ul style="list-style-type: none"> - Program evaluation - Project design/management - French/English editing <p><u>Languages</u> French, Urdu</p>	<ul style="list-style-type: none"> - Non formal education - Girls and Women's education - Higher education - Policy formulation - Links between universities and private sector - Institutional capacity building - Language of instruction - ADEA Higher Education & Girls Education working groups 	<ul style="list-style-type: none"> - Guinea
JEANNE MOULTON Education Specialist IEQ2 Contractor Part-time	<ul style="list-style-type: none"> - Program design - Program evaluation - Qualitative research <p><u>Languages</u> French, German</p>	<ul style="list-style-type: none"> - Implementation studies - Basic education - Non-formal education - Organizational development 	<ul style="list-style-type: none"> - South Africa
SHERYL PINNELLI EMIS Specialist IEQ2 Contractor	<ul style="list-style-type: none"> - MIS - Data base design/management - Data analysis & presentation - Web Authoring 	<ul style="list-style-type: none"> - Update of Basic Ed Overview - Data base of program indicators - Information technology/connectivity - Countries in Crisis - Child labor/exploitation - ADEA Distance Education working group 	<ul style="list-style-type: none"> - Ethiopia
BRAD STRICKLAND Anthropologist AAAS Fellow	<ul style="list-style-type: none"> - Sector assessments and program design - Community attitude and behavior studies - Anthropological methods - Qualitative research, writing and editing - Community participation assessments - Advocacy strategies and planning <p><u>Languages</u> ChiNyanja, ChiChewa, Italian</p>	<ul style="list-style-type: none"> - Partnerships for institutional development - School health initiatives - Community participation in schools - Cross-sectoral linkages in education (environment technology, civil society) - Visual media and dissemination (video, in school materials, visual arts) 	<ul style="list-style-type: none"> - Zambia
LILLU TESFA Project Administrator IEQ2 Contractor	<ul style="list-style-type: none"> - Budgetary tracking - Travel arrangements and clearance - Spreadsheet design/management <p><u>Languages</u> Fluent Amharic conversational French reading knowledge of Italian</p>	<ul style="list-style-type: none"> - NCNW coordinator 	

NAME/TITLE	SKILLS	ACTIVITIES/AREAS OF INTEREST	COUNTRY COVERAGE
JOY WOLF Anthropologist & Community Participation Specialist IEQ2 Contractor Part time	<ul style="list-style-type: none"> - Fieldwork-based research - Analysis of qualitative data - Gender analysis - Planning tool design - Project design - Project evaluation <p><u>Languages</u> Newari and German</p>	<ul style="list-style-type: none"> - Community participation and education - Girls education issues 	
DAINE VANBELLE-PROUTY Education Specialist & Ethnographer IEQ2 Contractor Part-time	<ul style="list-style-type: none"> - Gender analysis and interaction - Classroom ethnographies and participatory learning activities - Curriculum and instructional materials design and evaluation (stereotype and bias assessment content analysis, higher order skills assessment) - School-based staff development - Training (qualitative research techniques, gender awareness curriculum development) <p><u>Languages</u> French</p>	<ul style="list-style-type: none"> - ADEA Quality working group 	

Please note that SD/ED also has access to education specialists, with very valuable experience, who have served full-time with SD/ED over the past decade but now prefer to be available part-time

TRACY A BRUNETTE

EDUCATION

PhD Demography
University of California, Berkeley (1996)

MA Public Health - Maternal & Child Health
University of California, Berkeley (1993)



AREAS OF EXPERTISE

- program evaluation and monitoring
- results framework development (performance indicators)
- population based needs assessment
- African demography fertility and child survival
- research design and methodology
- qualitative and quantitative research
- statistical, demographic, and epidemiological methods of data analysis
- statistical programming

PROFESSIONAL EXPERIENCE

Dr Brunette has been a AAAS fellow with the Africa Bureau Office of Sustainable Development since September 1997 She is currently working on performance measurement and monitoring issues (indicators) and education statistics and surveys throughout the agency Tracy has spent several years teaching in Africa first as a Peace Corps Volunteer in The Gambia where she taught math and helped produce the first national mathematics syllabus and then in Zimbabwe where she taught math and English at a small community school Before joining AFR/SD's education team, Tracy conducted research on African demographic issues such as infertility, ethnicity and fertility, and child survival

LANGUAGE SKILLS

Working level French, Mandinka

ASH HARTWELL



EDUCATION

EdD International Education
University of Massachusetts (1972)

BA Literature & Philosophy
Dartmouth College (1963)

AREAS OF EXPERTISE

- Research on policy and school-based reform in basic education
- Instructional systems design integrating curriculum & instructional materials, teacher and staff training, and student assessment
- Design of education information systems for planning and policy analysis
- Organizational development and training

PROFESSIONAL EXPERIENCE

Since 1993, Ash has served as an education advisor on basic education for the Africa Bureau of USAID. He has twenty-five years of international field experience working at community, national and international levels on educational policy analysis, planning and research. Ash has provided technical assistance and training for the establishment and strengthening of national educational planning and information systems in Egypt, Botswana, Lesotho, and Uganda and has provided leadership in establishing innovative designs for basic education reform in Ghana and Egypt. Ash began teaching as a Peace Corps Volunteer in Ethiopia, teaching, and becoming headmaster at a rural K-12 school in a remote southwestern province.

Ash has held regular and honorary teaching positions in universities in Africa (Uganda, Lesotho and Botswana) and the United States (American University and the University of Massachusetts). He is currently an adjunct faculty member of the Center for International Education, University of Massachusetts. Ash also serves on the Board of Trustees for the 21st Century Learning Initiative, *a transnational programme to synthesize the best of research and development into the nature of human learning and to examine its implications for education, work and the development of communities worldwide*.

Within the USA, Ash was involved in a wide array of innovative educational programs. He was associate director of an Upward Bound Project, designed a Teacher Corps Project for returned Peace Corps Volunteers, served as a consultant to the National Education Association designing a simulation of the process of teacher evaluation used throughout the country, designed and conducted micro-teaching workshops for teachers in the Bureau of Indian Affairs Schools, and taught in an innovative inner-city curriculum development project.

LANGUAGE SKILLS

French - poor speaking, fair comprehension
Arabic - some conversational

MITCH KIRBY

EDUCATION

Ed M International Education Policy, Planning & Administration
Harvard University



AREAS OF EXPERTISE

- project design, management and evaluation
- implementation strategies
- organizational development and capacity building
- instructional materials distribution systems
- personnel management systems
- instructional technology
- policy reform

PROFESSIONAL EXPERIENCE

Mitch Kirby joined the AFR/SD team after three and a half years as Senior Education Advisor and Education Officer with USAID/Ghana. Mitch managed the USAID/Ghana Primary Education Program (PREP) and assisted the mission with developing its new strategic objective, results packages indicators, and performance-based contracting. In addition to his Mission management responsibilities, Mitch worked on a variety of technical assistance activities including assisting the Ministry of Education with strategic planning for their Basic Education Sector Improvement Program and coordinating participatory sub-sector analyses for education management systems and the use of teaching and learning materials in the classroom. Mitch co-authored a feasibility study for using instructional radio to improve primary education in Ghana. He worked closely with the University of Cape Coast to develop a Department of Primary Education program that offers a B Ed Degree for primary school teachers and a research facility to support primary school improvement.

Mitch worked on other USAID education projects including an IQC for Education and Human Resources Development and the LEARNTECH project. He served as a volunteer teacher trainer and ESL instructor for Save The Children in Thailand.

Prior to his work in international development, Mitch was a manager in the private sector and worked on skills training programs, marketing and small business development. Mitch has worked and traveled in 14 African countries—Benin, Burkina Faso, Cote D'Ivoire, Egypt, Ghana, Kenya, Mali, Morocco, South Africa, Swaziland, Zimbabwe, Tanzania, Togo, Zambia and Zimbabwe.

Having just returned from the field, Mitch is committed to strengthening linkages between AID/W and field missions and finding ways for AID products and services to add value to Mission education programs.

MARGARET MCLAUGHLIN



EDUCATION

- EdD Teacher Education and Educational Innovations
Center for International Education,
University of Massachusetts (1983)
- MA Basic Classroom Teaching and Language Arts
National Teacher Corps,
State University of New York at Albany (1975)

AREAS OF EXPERTISE

- teacher education
- NGOs/communities in schools
- non-formal education
- institutional/organizational development and participatory management
- adult education and training
- service learning
- national service

PROFESSIONAL EXPERIENCE

Margaret joins the Africa Bureau Office of Sustainable Development having spent the past twenty-seven years in both international and domestic education settings. After being an education Peace Corps volunteer in Senegal and Jamaica, she went on to serve five years as that agency's Chief of Programming and Training for its Africa Bureau assisting HQs and field staff in program design, management and evaluation. Her Master's work, through the National Teacher Corps, focused on competency-based education and community participation at the school level. Her dissertation found her in Lesotho where she evaluated the use of innovative instructional materials at the National Teacher Training College. As a training consultant, Margaret has worked with host-country staff from both NGOs and ministries in sub-Saharan Africa, North Africa, the Middle East, Central Europe and the former Soviet Union. Most recently, she was a Senior Training Officer and, after that, Director of Recruitment for the Corporation for National Service, mobilizing project staff and volunteers to participate in effective community service programs.

LANGUAGE SKILLS

French

TALAAAT MOREAU

EDUCATION

- PhD Comparative Literature
The Catholic University of America, Washington, D C (1991)
- MA French Studies
The American University, Washington, D C (1979)



AREAS OF EXPERTISE

- non-formal education
- girls' and women's education
- higher education (policy formulation, links between universities and private sector, institutional capacity building)
- language of instruction

PROFESSIONAL EXPERIENCE

Before joining the Africa Bureau of Sustainable Development in September 1997, Dr Moreau worked for two years as a consultant with UNICEF in the Central African Republic (C A R), particularly in the field of alternative education projects, girls' education, and micro-planning at the community level. She was also responsible for coordinating six research studies undertaken by national experts in the education sector in the areas of girls' education, women's literacy, national language as the medium of instruction, institutional and human resources in education in the C A R, curriculum and pedagogical methods. Talaat has worked as a consultant for the World Bank on a higher education project in Madagascar, as well as for the Institute of International Research under the IEQ project, where she participated in a retrospective study on basic education in selected African countries. Talaat has also worked as a newspaper columnist for the Pakistani daily *Dawn* where she covered the Washington political and social scene from a Pakistani perspective. Talaat has considerable teaching experience in public and private schools and at the university level, including the Johns Hopkins School of Advanced International Studies (SAIS). She has lived in France, where she studied Political Science, and also in England, Zaire and the Central African Republic and has traveled in other parts of Africa.

LANGUAGE SKILLS

French, Urdu

JEANNE MOULTON

EDUCATION

EdD International Education
University of Massachusetts
MA Stanford University
BA Wellesley College



AREAS OF EXPERTISE

- basic education
- non-formal education
- organizational development and training

PROFESSIONAL EXPERIENCE

Jeanne Moulton has worked for several years as a contractor on the Africa Bureau buy-in to the Improving Educational Quality (IEQ) project. She joined the AFR/SD team as a senior associate in the Fall of 1997. A large part of her current work is a study of the implementation of basic education reforms in Africa that have been supported by USAID. Prior to this study, she managed a retrospective analysis of reforms in six countries in Africa, intended to give a general audience a balanced picture of developments in basic education. Before joining the AFR/SD team, Dr. Moulton conducted a series of small studies pertinent to basic education. For various clients, she also worked on the design and evaluation of basic education programs in Africa and in Cambodia. In earlier years, she has worked at UNESCO in Paris as a contractor, at Stanford University as a research associate in the Department of Communications, and at USAID as an education specialist. She was a Peace Corps Volunteer in Turkey and did Peace Corps training in Asia and the Near East. She has tried now and then to work in the corporate world but can't stand the money!

SHERYL PINNELLI



EDUCATION

- MA Economic Development & Public Policy
Certificate Specialization - Non-Profit Management (1996)
Graduate School of Public & International Affairs, University of
Pittsburgh
- BA Political Science/International Affairs
University of California, Santa Barbara (1992)

AREAS OF EXPERTISE

- MIS
- Data Base Design/Management
- Data Analysis & Presentation
- Web authoring

PROFESSIONAL EXPERIENCE

Following completion of her Master's Degree in 1995, Sheryl joined the Africa Bureau's Office of Sustainable Development. Sheryl has varied experience in the profit and non-profit sectors. In Santa Barbara, she worked for Direct Relief International, a medical relief organization, first as a research intern and then as a program officer for East Africa. Sheryl later worked with the Tigray Development Association, the Washington affiliate office of an Ethiopian development agency, where she helped the organization prepare a five year strategic plan, established an internship program, and assisted staff and volunteers to plan two annual fundraising campaigns. Sheryl's exposure to information technology began in 1992 while managing a small computer software company. In this capacity, she gained experience in small business administration, accounting, marketing, and public relations. She later left this position to pursue a graduate degree at the University of Pittsburgh. While in Pittsburgh, Sheryl worked as a Data Analyst and Research Assistant and was involved in a variety of domestic and international studies. Sheryl has worked with both the World Bank and the International Finance Cooperation (IFC) and has spent limited time in Egypt, Kenya, South Africa and most recently Ethiopia where she assisted the mission with its R4 synopsis for basic education.

LANGUAGE SKILLS

Basic Norwegian & Swedish

JULIE OWEN-REA

EDUCATION QUALIFICATIONS

- CAS Certificate for Advanced Studies, Educational Planning
Harvard School of Education (1977)
- EdM Educational Planning
Harvard School of Education (1976)
- BS English Literature
Columbia University (1966)



AREAS OF EXPERTISE

All aspects of educational planning, design, implementation, and training

PROFESSIONAL EXPERIENCE

Julie served with the Peace Corps in Senegal from 1972-75 where she trained Senegalese for tourism. She then returned to the U S to put practice into theory at Harvard University's Graduate School of Education. In 1978, she joined USAID and has since served in Senegal, Cameroon, Madagascar, and the Africa Bureau. These posts have given her wonderful opportunities to explore a wide range of education and training issues.

LANGUAGE SKILLS

French, Basic Wolof and Malagasy, undergraduate Russian & Spanish

BRADFORD S STRICKLAND



EDUCATION QUALIFICATIONS

- PhD Anthropology, Traditional Political Life among Kunda villages in Zambia's Luangwa Valley
University of North Carolina at Chapel Hill (1995)
- MA Aesthetics and Political Philosophy
University of North Carolina at Chapel Hill (1985)

AREAS OF EXPERTISE

- partnerships for institutional development
- school health initiatives
- community participation in schools
- cross-sectoral linkages in education (health, environment, technologies, civil society)
- visual media and dissemination (video, in-school materials, visual arts)

PROFESSIONAL EXPERIENCE

Dr Strickland has spent much of the past ten years working on anthropology research in eastern Zambia. He has also worked at the University of North Carolina School of Public Health (UNC) in research projects on youth violence and served as coordinator for institutional development for the UNC Program in Public Ethics. Brad is currently a postdoctoral fellow of the American Association for the Advancement of Science. His activities with the education team include work on community participation planning tools, field-based research on community schools, and community participation in school health programs. He works with Global Bureau's GreenCom environmental education project on in-school materials and community outreach. He has been active in establishing the International School Health Initiative in partnership with the World Bank and is working on a video produced by AFR/SD and the World Bank about education reform in Uganda for broadcast in the Bank's Global Links television series. His work over the years has taken him to Zambia, Malawi, Uganda, Ethiopia, Morocco, Kenya, Zimbabwe, South Africa, and Swaziland. Brad's professional life is informed largely by his work in rural villages where his studies of agricultural economy and learning processes have sensitized him to the health and education needs of children. He is especially interested in addressing the needs of children suffering the effects of violence, neglect, and war in central and southern Africa.

LANGUAGE SKILLS

ChiNyanja, ChiChewa, and Italian, basic French

LILLU TESFA

EDUCATION

BA English/French
James Madison University, Harrisonburg, VA (1990)



AREAS OF EXPERTISE

- project budget management
- spreadsheet design and management
- English proofreading, formatting
- travel arrangements

PROFESSIONAL EXPERIENCE

Lillu Tesfa joined the AFR/SD team in May of 1994 as an administrative assistant /project associate for the Improvement for Educational Quality I (IEQ I) project. Currently, Lillu is the project administrator for IEQ II. Much of her work involves managing the project budget and taking care of the administrative aspects of both short term and permanent technical staff, assisting with the logistics of conferences and workshops as well as with the dissemination of AFR/SD publications. Her other work experiences include writing and editing for a small newspaper and working as a writer/analyst for a consulting firm. Lillu, originally from Ethiopia, has lived in Lesotho and visited Kenya and the Republic of South Africa. Her main focus for the near future is on earning a Master's degree in computer applications training and design, a skill she hopes to apply towards helping Africa march into the age of information and technology. Lillu's other interests lie in writing and the acquisition of more foreign languages. Although her current work falls wide of her initial career aim, Lillu has acquired invaluable insights into the world of development work, insights that may help guide her career path.

LANGUAGE SKILLS

Amharic, French

DIANE VANBELLE-PROUTY



EDUCATION

- PhD Educational Policy, Curriculum and Instruction
Michigan State University (1991)
- MA Reading and Language Arts
Michigan Sate University (1985)

AREAS OF EXPERTISE

- gender analysis and interaction
- classroom ethnographies and Participatory Learning Activities
- curriculum and instructional materials design and evaluation
- stereotype and bias assessment
- content analysis
- higher order skills assessment
- school-based staff development
- training
- qualitative research techniques
- gender awareness
- curriculum development

PROFESSIONAL EXPERIENCE

Dr Prouty joined the Africa Bureau Office of Sustainable Development in 1992 For a ten year period from 1978 to 1990, she lived and worked in Rwanda and the former Zaire where she engaged in community outreach activities In Zaire, she supported village micro-enterprise and adult literacy programs In Rwanda, she taught at the tertiary level in a teacher education program with both pre-service and experienced teachers She introduced a school-based staff development initiative in which her students worked with local primary school teachers to introduce new teaching methods Her students also collaborated with local schools and parents to pilot test a reading program targeting at-risk students for diagnosing and remediation of learning difficulties Diane is an adjunct instructor at American University in Washington, D C where she has taught research methods, curriculum development, and analysis of instruction Before joining the SD education team, Diane was on staff at Michigan State University where she taught courses in social foundations and methods in reading

LANGUAGE SKILLS

Working level French

JOYCE WOLF

EDUCATION

- PhD Anthropology
University of Michigan
- BA Psychology
Antioch College, University of Edinburgh and University of Michigan



AREAS OF EXPERTISE

- Gender Analysis
- Qualitative Research
- Community Participation
- Planning and Training Tools

PROFESSIONAL EXPERIENCE

Dr Wolf joined the Africa Bureau Office of Sustainable Development in 1991. Prior to working in development, she taught and conducted research in anthropology at the University of Michigan (1982-1985) and Harvard University (1986-1990). Joy's professional products include

Research Conducted fieldwork-based research in Ghana, India, Malawi, Namibia, and Nepal, quantitative and qualitative analyses of these data lead to two intergenerational studies of the impacts of girls' education, a cross-country comparison of policy implementation processes, and a cross-country comparison of the use of conditionality to promote equity in African education programs

Planning Tools Designed and produced computer-based planning tools for encouraging and changing community participation in education

Project Design and Evaluation Participated in two USAID basic education project designs in Namibia and in evaluations of USAID education projects in Malawi and Uganda

Reports Collected materials and wrote literature-based reviews of the economic and social impact of girls' education, two overviews of all USAID education programs in sub-Saharan Africa, a study of changes in girls' education in Malawi, and a retrospective of World Bank programs addressing girls' education

How To Reach Us

When you need SD's education team support these are the steps to take

- 1 Contact Julie Owen-Rea and your country's "contact person" (see pages 10-12) Please state your need, such as Assistance in a pre-design activity, evaluation, strategic objective's framework activity, R4 preparation, research, etc Indicate when and for how long you will need the support and which team member you would like to have assist you with the activity Please be advised that, although our office is meant to provide quick-turn-around technical support, there are competing demands for our services both from the field as well as from Washington, and not all requests for assistance can be met within a given time frame, particularly when short notice is given
- 2 Also contact the individual team member whom you would like to have assist you Although team members must work through Julie to obtain approval for their participation, it is important to also inform the team members of your need and time frame, so that they can work it into their agenda Please remember that you need the team member's agreement as well as Julie's approval
- 3 Once your request has been made to both Julie and the team member, they will together discuss participation There are other considerations such as on-going activities that may have a higher priority, e g R4 reviews, requests from other missions--particularly those that are under-staffed--and previous commitments that have been made to participate in non-agency activities, for instance, an ADEA working group meeting In general, every effort will be made to meet a mission's request for assistance within the identified time frame

Because of limited resources--particularly for travel--a mission's willingness to cost-share expenses for airfare, hotel, and per diem is much appreciated, and should be noted in your request to Julie and the team member

The following table provides addresses, telephone numbers, fax numbers, and e-mail addresses for each of the team members As changes occur in the team's composition, SD/ED will update bio-data profiles and contact information

AFR/SD/HRD/ED
Contact List

Name	E-Mail	Phone/Fax	Address
Julie Owen Rea	juowen-rea@usaid.gov	202-712 0638/ 216-3373 or 3023	Ronald Reagan Building 1300 Pennsylvania Ave NW Washington DC 20523 4600
Mitch Kirby	mikirby@usaid.gov	202-712-5421/ 202-216-3373	
Tracy Brunette	mmclaughlin@usaid.org	703-235 4437/ 703-235-4466	1111 N 19th Street
Margaret McLaughlin	bstrickland@usaid.gov	703-235-9084/703-235-4466	Suite 300
Brad Strickland	tbrunette@usaid.gov	703-235-4970 or 703-527-5546/ 703-235-5454 or 703-527-4661	Arlington, VA 22209

Center for International Research

Name	E-Mail	Phone/Fax	Address
Ash Hartwell	ashurish@gc.apc.org	413-253-9186/ 413-256-4579	130 Red Gate Lane Amherst, MA 01002
Jeanne Moulton	jmoulton@aol.com	650 327-4282/ 650-327-3162	319 Addison Ave Palo Alto, CA 94301
Diane Prouty	dprouty@air-dc.org	703-527-5546 ext 7175/ 703-527-4661	1815 N Fort Myer Dr 6th Fl Arlington, VA 22209
Lillu Tesfa	ltesfa@air-dc.org	703-527-5546 ex 7106 703-527-4661	1815 N Fort Myer Dr 6th Fl Arlington, VA 22209
Joy Wolf	jwolf@air-dc.org	w 703-527-5546 ex 7106/703 527-4661 h 540 465-5545 /540-465-3344	1815 N Fort Myer Dr 6th Fl Arlington VA 22209

Education Development Center

Name	E-Mail	Phone/Fax	Address
Sheryl Pinnelli	spinnell@aol.com	703-527-5546 ex 7109/527-4661	1815 N Fort Myer Dr 6th Fl Arlington, VA 22209

Academy for Educational Development

Name	E-Mail	Phone/Fax	Address
Talaat Moreau	tmoreau@air-dc.org ltmoreau@aol.com	703-527-5546 ex 7138 / 703-527-4661	1815 N Fort Myer Dr 6th Fl Arlington VA 22209
John Engels	jengels@aed.org	202 661-5827 / 661-5890 91	Africa Bureau Info Center 1331 Pennsylvania Ave NW Ste 1425 Wash, DC 20004-1703

☺ *Now that you know who we are, let's keep in touch!* ☺

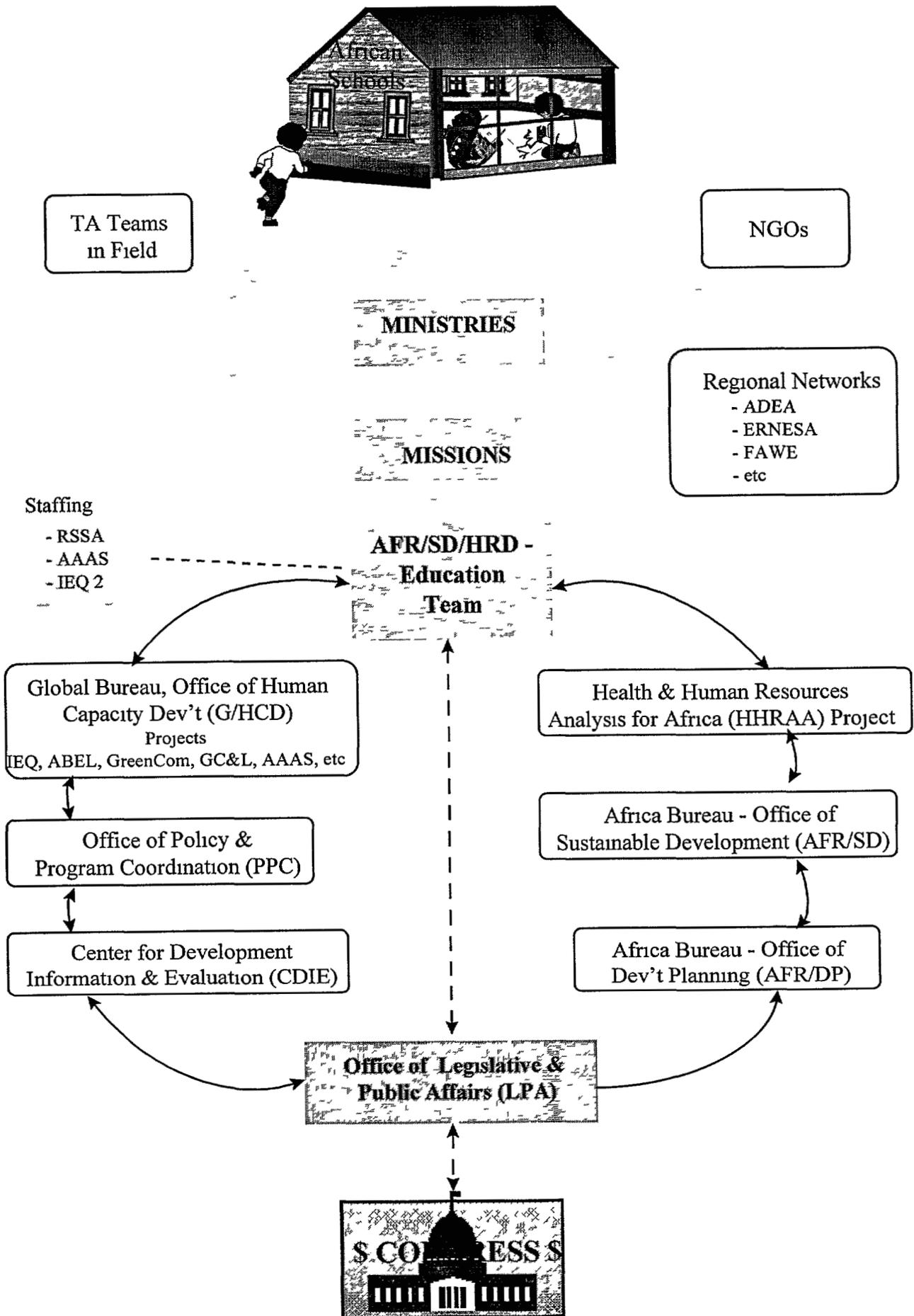
SD/ED: The Big Picture

TECHNICAL ASSISTANCE
(Beyond AID/Washington)

REPORTING
(AID/Washington)

FIELD

FINANCING



USAID Organigram

