



USAID/Global Bureau
Center for Human Capacity Development

USERS' GUIDE to
Building human capacity
through education and training.

G/HCD CONTRACTING MECHANISMS
2000 Edition

- [*Basic Education*](#)
- [*Higher Education*](#)
- [*Training*](#)
- [*Information Technology*](#)

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Strategic Support Objective 1

Basic Education Mechanisms

BEPS

Project No.: 936-5862

BASIC EDUCATION AND POLICY SUPPORT (BEPS)

USAID Project Officer: John Swallow
G/HCD, Room 3.08-085, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-1559
Fax: (202) 216-3229
E-mail: jswallow@usaid.gov

Project Purpose:

The purpose of this five-year BEPS project is to assist developing and newly independent nations to improve the quality, access to, management and effectiveness of their educational systems, particularly non-formal and formal basic education programs.

Award: Contract No. HNE-I-00-00-00038-00

Cooperating Agency:
Creative Associates International, Inc.
5301 Wisconsin Avenue, N.W., Suite 700
Washington, DC 20015
(202) 966-5804
Fax: (202) 363-4771
E-mail: beps@caii-dc.com
don@caii-dc.com
janet@caii-dc.com

Sub-contractor organizations include CARE, George Washington University, and GroundWork.

Completion: 2/3/05

Geographical Scope: Worldwide

Description of Services:

The activity assists host countries and the Agency by providing professional services to achieve the following three associated goals:

1. Improve the quality, efficiency, access and equity of education, especially formal and non-formal basic education;
2. Support educational policy dialogue, analysis and reform; and
3. Carry out restorative and beneficially additive basic education, educational planning and policy activities in crisis and non-presence countries.

Type of Organization: Technical Services Corporation

Additional Information:

The BEPS project promotes activities in five inter-related areas:

1. pilot projects, feasibility studies, applied research, seminars/workshops, and evaluation;
2. educational policy analysis and reform;
3. training and institutional strengthening;
4. alleviation of abusive child labor through basic education; and
5. compilation and dissemination of results and lessons learned, both through this project and similar projects worldwide.

BEPS follows up on several antecedent and somewhat similar USAID projects, including the 10-year Advancing Basic Education and Literacy (ABEL) Project. However, it is more comprehensive than ABEL in that it also focuses on countries in crisis due to civil strife, natural disasters and/or the disadvantaged situations in which one or more minority populations find themselves. BEPS also has relatively more emphasis on education policy analysis, reform and workforce development, and contains the means by which USAID can contribute to the alleviation of abusive child labor, an initiative announced by President Clinton in his 1999 State of the Union address. It is designed to respond to needs in vocational training, problems of youth-at-risk, and enhanced school-to-work transitions.

The BEPS Project recognizes that in-country and U.S. higher education institutions can and should play key roles in strengthening formal and non-formal education at all levels. In addition to crisis and post-crisis situations, BEPS acknowledges the importance of basic education and education for democracy as elements to help prevent conflict and ameliorate differences before full-fledged crises occur.

Technical Specialties: Reading; literacy; workforce development; vocational training; mathematics; science education; non-formal education; educational psychology; youth-at-risk; education policy; education for democracy; conflict prevention/resolution; basic

education; general education; higher education; education administration; management information systems; curriculum design; materials development; educational communications; education technology; teacher training; learning systems; training; institutional strengthening; community participation and schools; education governance; decentralization; non-formal education; education research and evaluation; educational planning; education finance.

DHS EdData

Project No.: 936-5858

EDUCATION DATA FOR DECISION-MAKING (DHS EdData)

USAID Project Officer: Linda Padgett

G/HCD, Room 3.10-015, RRB

1300 Pennsylvania Avenue, NW

Washington, DC 20523-3901

(202) 712-4161

Fax: (202) 216-3229

Project Purpose:

DHS EdData provides accurate and timely data for education policy and program planning, monitoring, and evaluation. Data are collected through nationally representative surveys and smaller-scale quantitative and qualitative data collection activities, depending on local needs. DHS EdData also facilitates the use of education data; builds in-country capacity for education data collection, analysis, and use; contributes to the improvement and standardization of international education statistics; and provides assistance to existing data collection efforts, including school surveys.

DHS EdData was created to supplement and strengthen the information already collected by education management information systems while building on USAID's decades of investment in and experience with population-based demographic surveys. Through an innovative collaboration with the population sector, DHS EdData surveys can be piggybacked onto ongoing Demographic and Health Surveys (MEASURE DHS+) already under way—a highly cost-effective option that allows many in-country survey costs to be shared. The DHS EdData surveys are designed to be linked to the DHS data sets, allowing rich and reliable comparisons to be made among the population, health, nutrition, and education indicators.

Award: HNE-I-00-99-00298-00

Cooperating Agency:

Macro International Inc.

11785 Beltsville Drive, Suite 300

Calverton, MD 20705

(301) 572-0200

Fax: (301) 572-0999

<http://www.macoint.com/dhs/>

Completion: September 30, 2002

Geographical Scope: WORLDWIDE

Description of Services

DHS EdData uses quantitative and qualitative methodologies to collect additional education data for policy and program planning, monitoring, and evaluation on topics such as those listed below:

- Nationally Representative DHS EdData Education Surveys, Smaller Surveys or other Quantitative Studies
 - Household decision-making about children's school attendance
 - Barriers to schooling for girls and for boys
 - Costs of schooling to families
 - Frequency of children's school attendance
 - Community and parental participation in children's schooling
 - Early childhood development program participation
 - Youths' skills development program participation
 - Adults' non-formal basic education participation
 - Types of programs/schools
 - Access to and use of information technologies
 - Other quantitative information needed
- Qualitative Studies or Rapid/Participatory Appraisals
 - Reasons for non-enrollment, dropout and repetition for girls and for boys
 - Local solutions for overcoming barriers to education
 - Perceptions of the benefits and detriments of schooling
 - Teachers' and students' perceptions of how to improve teaching and learning in schools
 - Other qualitative information needed

Surveys and other instruments are readily modified to make them as relevant as possible to local conditions. Whenever possible, the information collected is disaggregated by ethnicity, religion, rural/urban residence, region, and gender.

DHS EdData also facilitates the use of education data; builds in-country capacity for education data collection, analysis, and use; and contributes to the improvement and standardization of international education statistics.

Additional Information:

The DHS EdData activity is a collaboration among USAID's Center for Human Capacity Development (G/HCD); the Center for Population, Health and Nutrition (G/PHN); and the Africa Bureau Office of Sustainable Development, with G/HCD taking the funding and management lead.

Survey Schedule: When and how often are surveys conducted?

- Cost-Effective DHS EdData Surveys: Piggybacked surveys are conducted immediately after MEASURE DHS+ surveys, which are scheduled approximately every five years in a given country.
- Independent DHS EdData data collection activities: Independent surveys or other data collection activities can be conducted at any time, upon request from a USAID Mission.

Survey Cost: Data collection cost: How much does a DHS EdData data collection activity cost?

- Cost-effective DHS EdData Surveys: Piggybacking onto MEASURE DHS+ surveys already under way reduces or eliminates many in-country survey costs, resulting in a savings of about two-thirds of the cost of independent surveys.
- Independent DHS EdData data collection activities: Independent surveys or other quantitative or qualitative data collection activities will vary in cost, depending on the scope of the task, local prices, travel conditions, and many other factors.

Type of Organization: Small Business

Key areas of Technical Assistance:

Education data collection, analysis and dissemination and building local capacity for education data collection, analysis, dissemination and use.

Countries in which Awardee is or has been active: Guinea, Peru and Uganda

GED

Project No.: 936-5858

GLOBAL EDUCATION DATABASE (GED)

USAID Project Officer: Linda Padgett
G/HCD, Room 3.10-015, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-4161
Fax: (202) 216-3229

Project Purpose:

The Global Education Database (GED) provides USAID and its development partners with an easy-to-use interactive program for accessing the most up-to-date education data compiled from UNESCO along with a few related socioeconomic indicators. Users can access data to measure the performance of a specific country over time in areas such as school enrollments, public expenditure on education and gender equity. For most of the 115 indicators, time-series data begin in 1980 and are presented as single years through 1996 or 1997. With over 200 countries represented, the database is a useful tool for cross-country comparisons of education indicators.

Cooperating Agency:
Economic and Social Data Service
PPC/CDIE/DI/ESDS
1611 N. Kent Street, Suite 204
Arlington, VA 22209
(703) 812-9770
Fax: (202) 812-9779

Completion: September 30, 2000

Geographical Scope: WORLDWIDE

Description of Services

The GED is a PC-based program that is downloadable from the Agency's Education and Training Internet website at the following URL:
http://www.info.usaid.gov/educ_training/ged.htm. The GED is also available, by request, on CD-ROM.

The GED allows the user to choose countries throughout the world from a map or list. The user can then select indicators which are sorted into five groups: Country Information, Education Finance, Primary, Secondary, and Tertiary Education. The GED program processes the user's selections and presents them in graphic and spreadsheet formats.

The data spreadsheets and graphs selected can be printed or saved by copying to the

Windows Clipboard, allowing the user to paste the data or the graph into another application. The data can also be exported into Microsoft Excel and HTML formats.

Additional Information:

An updated version of the GED is released in April or May of each year. Each updated database completely replaces the version released in the previous year and must be downloaded as a new program.

The development and maintenance of the GED is sponsored jointly by the Center for Human Capacity Development and the Center for Development Information and Evaluation.

System Requirements:

- IBM compatible personal computer
- Hard disk with at least 30 MB of free space
- Minimum 16 MB of random-access memory
- Mouse or other pointing device
- 486 DX/33 processor or better (recommended)
- Microsoft Windows operating system 95, 98 or any version of NT
- VGA or compatible display monitor

Type of Organization: Governmental

IEQ 2

Project No.: 936-5858

IMPROVING EDUCATIONAL QUALITY II

USAID Project Officer: John Hatch
G/HCD, Room 3.09-084, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-0147
Fax: (202) 216-3229

Project Purpose:

- To improve educational quality by generating knowledge about the school and reality of educators and students;
- To use this knowledge to develop a national consensus through policy dialogue on reform priorities;
- To develop in-country capacity for monitoring and evaluating educational results; and
- To introduce innovations to improve educational quality in learning systems through applied research on classroom related activities.

Award: HNE-I-00-97-00029-00

Cooperating Agency:
American Institutes for Research in the Behavioral Sciences
3333 K Street, NW
Washington, D.C., 20007

Completion: June 26, 2002 (plus two option years ending in 2004)

Geographical Scope: WORLDWIDE

Description of Services:

Services under this IQC are requested via task orders issued by the relevant USAID/W or field mission contracting officer.

Tasks with AID/W offices will be to develop more effective support for educational reform activities. Tasks will include:

- design of research activities;
- synthesis of research findings;

- development of data bases and indicators;
- improving information systems;
- networking and coordination with researchers and other donors; and
- developing interventions in support of reform efforts.

At the Mission level the contractor will support the development of a learning process by which local institutions begin to carry out careful assessments of instructional practices and analyze, assimilate findings and assign interventions through a dialogue with education managers and policy makers.

The contractor will respond to requests by USAID Missions interested in improving quality.

Additional Information

A task order with AFR/SD provides technical assistance for AFR Missions on monitoring educational achievement.

Type of Organization: Small Business

Technical Specialties: Testing and measurement, education research, assessment and evaluation, social survey methodologies, teacher training, education economists, education planning, instructional system communications technology, curriculum assessment and development, secondary language teaching, community participation, gender, NGO education specialist, education management and information decentralization, development

Activity Code Description: EDEC Basic Education for Children

Countries in which Awardee is active:

AFR Bureau: Guinea, Malawi, Uganda, region-wide support

E&E Bureau: Bulgaria, Kyrgyzstan, Romania, Ukraine

LAC Bureau: Guatemala, Haiti, Honduras

Worldwide support through the [Global Information Network in Education](#).

LearnLink

Project No.: 936-5846

GLOBAL COMMUNICATION AND LEARNING SYSTEMS (LearnLink)

USAID Project Officer: Anthony Meyer

G/HCD Room 3.10-014, RRB

1300 Pennsylvania Avenue, NW

Washington DC 20523 -3901

(202) 712-4137

Fax: (202) 216-3229

Website: <http://www.aed.org/learnlink/>

Project Purpose:

The development of tools and methods to establish programs for the effective use of information and communication technologies applications in learning systems for sustainable development.

Award: HNE-I-00-96-00018-00

Cooperating Agency:

Academy for Educational Development

1255 23rd Street, NW

Washington, DC 20037

Completion: 9/30/02

COTR: Anthony Meyer

Activity Manager: Luis Rodriguez

G/HCD, Rm. 3.10-025, RRB

1300 Pennsylvania Avenue, NW

Washington D.C. 20523-3901

(202) 712-0168

Fax: (202) 216-3229

E-mail: lrodriguez@usaid.gov

Description of services:

LearnLink will provide opportunities for bilateral missions to:

1. Apply development communication strategies and methods, including social marketing, to problem areas important to USAID Missions' Strategic Objectives. Illustrative examples include:
 - o The use of education and communication technologies such as computer-assisted learning and distance education through radio or the Internet to

facilitate access to education and learning to areas and communities traditionally underserved by the education system.

- The promotion of female education where schools are available but female enrollment is low.
 - The use of communication/information systems to increase understanding of democracy and free market economies.
 - The use of communication technologies to promote private sector development and train entrepreneurs in small business development.
 - The use of communication/information systems to support decentralization, local municipal development, participation and other processes seeking to strengthen the civil society.
2. Introduce, within learning systems, the use of specific communication and educational technologies with high impact potential for achieving education and communication objectives. Examples of technology clusters include:
- Internet and electronic networking technologies;
 - Interactive multi-media technologies;
 - Desktop publishing;
 - Broadcast technologies; and
 - Video tape recorders.

LearnLink will also establish a mechanism for the collection and exchange of materials and lessons learned about state-of-the-art educational and communication technologies with relevance to development programs.

Additional Information: Implementation by task order.

Countries in which awardee is active: Benin, Ecuador, Egypt, Ghana, Guatemala, Haiti, Jamaica, Morocco, Paraguay.

TAACS

Project No. 936-5970

Technical Advisors in AIDS, Child Survival, Population, and Basic Education (TAACS)

Program Manager: Stephen Tournas, G/HCD
G/HCD, Room 3.10-026 ITC
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-0154
Fax: (202) 216-3229
E-mail: stournas@usaid.gov

Project Purpose:

Education TAACS Advisors

Technical Advisors in AIDS, Child Survival, Population, and Education (TAACS) are employed in USAID Missions and in USAID/Washington. Specific congressional authority for the TAACS program included in Foreign Assistance legislation since FY1987 allows TAACS to carry out direct-hire duties and to receive allowances and benefits equivalent to those given direct-hire employees. TAACS may not normally supervise USAID direct-hire employees and may not participate in certain procurement-related activities. TAACS do not count against USAID direct-hire personnel ceilings but do count against NSD-38 overseas ceilings. Most TAACS positions are appropriate for experienced senior and middle-level professionals. Education TAACS advisors work in the fields of: girls' and women's education, primary and secondary education, education policy and planning, education economics, educational anthropology, and education administration. Assignments are usually for two years; extensions for an additional two to three years are possible.

Award: HRN-C-00-98-00006

Cooperating Agency:
The Centre for Development and Population Activities (CEDPA)
1400 16th Street, NW
Washington, DC 20036
(202) 667-1142
Fax: (202) 332-4496
Website: <http://www.cedpa.org>
Completion Date: July 30, 2003

Strategic Support Objective 2

Higher Education and Workforce Development Mechanisms

AAAS

Project No.: 936-5861

AAAS SCIENCE, ENGINEERING AND DIPLOMACY FELLOWSHIPS (AAAS)

USAID Project Officer: Robert McClusky

G/HCD, Room 3.09.081 RRB

1300 Pennsylvania Avenue, NW

Washington, DC 20523-3901

(202) 712-5414

Fax: (202) 216-3229

E-mail: rmccclusky@usaid.gov

AAAS Diplomacy Fellows – Domestic Assignments

The fellowships are designed to provide a unique, internationally-oriented public policy learning experience; to demonstrate the value of science and technology in addressing important societal problems; and to make practical contributions to the more effective use of scientific and technical knowledge in the foreign affairs and international development programs of the U.S. government. AAAS Fellows spend one year, beginning in September, working either in one of several bureaus of the U.S. Agency for International Development (USAID) or in the Bureau of Oceans and International Environmental and Scientific Affairs of the U.S. Department of State (STATE). Individuals will be selected whose scientific and technical backgrounds can contribute to international affairs. The Fellows will work in international development for USAID or foreign policy for STATE. The program includes an orientation on international affairs, executive branch and congressional operations, and a year-long seminar program on issues involving science, technology, and public policy.

Award: HRN-G-00-95-00017-00

Cooperating Agency:

American Association for the Advancement of Science

1200 New York Avenue, NW, Suite 100

Washington, DC 20005-3941

(202) 326-6700

E-mail: science_policy@aaas.org

Website: <http://www.aaas.org>

Completion: 08/30/00

Additional Information:

A prospective Fellow must demonstrate exceptional competence in some area of science including social science or engineering; be cognizant of the ways in which science and technology affect a broad range of international development and foreign policy issues; communicate and work effectively with decision-makers and others outside of the scientific and engineering communities; exhibit willingness and flexibility to tackle problems in a number of nonscientific areas; demonstrate sensitivity toward political, economic, and social issues; and have some experience and/or strong interest in applying knowledge toward the solution of problems in the area of foreign affairs or international development. Applications are invited from individuals in any physical, biological, or social science or any field of engineering, or any relevant interdisciplinary fields.

All applicants must have a Ph.D. or equivalent doctoral level degree at the time of application. Persons with a master's degree in engineering and at least three years of post-degree experience may apply. All applicants must be U.S. citizens. Federal employees are not eligible for the fellowships.

In cooperation with STATE and USAID, AAAS will select one or more Fellows for STATE and twelve or more for USAID. The fellowships are one-year appointments, potentially renewable for a second year. Stipends are consistent with the applicant's education and experience. The fellowship assignments provide international travel opportunities. Fellows serving in STATE will be employees of STATE, and Fellows serving in USAID will receive stipends from AAAS. The fellowship award is contingent upon the selectee obtaining a security clearance. Fellows cannot begin their fellowship assignment until the security clearance is obtained. The continuation of this program is contingent upon the availability of funds.

Minorities and persons with disabilities are especially encouraged to apply.

AAAS Fellows are typically assigned to work with mentors in technical offices at USAID in Washington, DC. The fellowship involves overseas travel to work for limited periods in the field.

USAID is not a research agency in the sense of staff members carrying out laboratory research. Typically the technical staff with whom Fellows work are involved in the planning, review, monitoring, or evaluation of development assistance programs. Fellows, while not government officials with formal authority over such efforts, have an opportunity to advise and be involved in virtually all aspects of this process.

Fellows should not expect to work specifically on the topics of their dissertations or previous postdoctoral appointments, but rather to bring their scientific training to bear broadly on development issues and activities. Fellows will achieve an understanding of U.S. development assistance policies and programs, including the organizations and processes through which these programs are administered.

AAAS Diplomacy Fellows – Overseas Assignments

AAAS Diplomacy Fellows who have had two years as AAAS Diplomacy Fellows in USAID/Washington, are eligible to apply to the AAAS Diplomacy Overseas Fellowship Program. This program commenced in 1991-92.

Overseas AAAS Fellows begin their service on September 1, and serve for one year. They are eligible to renew for a second year, subject to mutual agreement. The cost of an Overseas Fellow will be about \$175,000 in program funds. Actual costs, however, will vary from post to post depending on the country of assignment, travel and other factors. The sum includes a stipend based on a GS13 level of remuneration, travel, housing and training, funds to cover moving expenses and health insurance, and AAAS costs to recruit and support the Fellows.

Although September 1 is the target on board date, Fellows cannot begin Fellowships until they have an approved security clearance from IG/SEC.

To bring Overseas Fellows on board by September 1, expressions of interest are sought from Missions in January of the preceding year. Applications from interested current or former Fellows are due in February. The AAAS then convenes a Selection Committee to interview the applicants. Background information on the candidates emerging from that process is then Emailed/faxed to interested overseas posts and negotiations begin between candidates and potential mentors. When a mission expresses interest in having a Fellow, a budget is drafted in consultation with AAAS. Upon final agreement of the budget, AAAS provides a written letter of offer to the prospective Fellow.

If a post is interested in a AAAS Overseas Fellow, an early step is to include an appropriate budget line item for the Fellow in the procurement plan.

Science Scholars in Higher Education

The Science Scholars program began in FY 98 with the appointment of the first Scholar in the Center for Human Capacity Development. It is a program that provides an opportunity for USAID to gain from the international experience of administrators in scientific fields from U.S. academic institutions.

The program provides the Scholar a unique, international, public policy experience. It demonstrates the value of science, technology and education in addressing important societal problems, and makes practical contributions to the more effective use of educational policy and development in our international programs.

Prospective Scholars must have a minimum of five years of experience in higher education administration of international programs and must have a Ph.D. in any physical, biological, or social science, any field of engineering, or any relevant interdisciplinary field.

The emphasis is on selecting individuals who have substantial experience in achieving results in university style international programming. Applicants must be cognizant of the ways in which education, science and technology affect a broad range of international development and foreign policy issues. They must be able to communicate and work effectively with decision-makers, demonstrate sensitivity toward international political, educational, economic, and social issues; and be experienced in applying knowledge and resources toward the solution of international educational development problems. All applicants must be U.S. citizens. Federal employees are not eligible.

The scholars are appointed for one year beginning September 1 and have the option of renewing for a second year. AAAS Science Scholars in Higher Education will receive stipends from AAAS. Stipends are consistent with the applicant's education and experience. The assignment provides international travel opportunities for limited periods of related work at USAID missions and in the field. The award is contingent upon the selectee obtaining a security clearance. Scholars cannot begin their assignment until the security clearance is obtained.

For further information, please contact Celia McEnaney, AAAS, Senior Program Associate @ 202/626-6600, or contact her by email: cemcena@aaas.org

Type of Organization: Non-profit

Activity Code Description: EDID Human Resource Development for Individuals

Countries in which AAAS Diplomacy Fellows have served include: Mexico, Indonesia, Brazil, Ukraine, Jordan, Botswana, Eritrea, Uganda, Kenya, Tanzania, Fiji, Thailand.

ATLAS

Project No.: 698-0475-00

ADVANCED TRAINING FOR LEADERSHIP AND SKILLS (ATLAS)

USAID Project Officer: Ted Clarke
G/HCD Room 3.09-096, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-1847
Fax: (202) 216-3229
E-mail: clarke@usaid.gov Website: <http://www.atlas.org>

Project Purpose:

To strengthen leadership and technical abilities and enhance the professional performance of individuals serving in public and private sector entities, including universities, research centers and other key development institutions.

Award: FAO-C-00-95-00037-00

Cooperating Agency:
The African-American Institute
Chanin Building
380 Lexington Ave. at 42nd Street
New York, NY 10168-4298
(212) 949-5666
Fax: (212) 818-9505
<http://www.aaionline.org>

Completion: 9/30/06

Geographical Scope: Africa and the Caribbean (currently), Global in 2001.

Description of Services:

Services/activities available under this award include:

- Staff and university assistance in selection, screening and placement of candidates;
- Staff and program representative assistance in recruitment, monitoring, follow-on, and other in-country management needs;
- Tuition waivers and scholarships from U.S. colleges and universities for undergraduate, graduate, and post-graduate programs—with an emphasis on leadership development;
- Writing and publication of:
 - ATLAS Alert, an occasional newsletter on activities for partners and managers;

--IROKO, a networking bulletin for current and former participants in the program which highlights activities and results achieved by individuals, institutions, community groups and nations; and

--Directory of Fellows, an annual listing of 3,500+ graduates of the program since 1963.

- Implementation of regional and national conferences, workshops, and seminars for returned USAID-funded participants. Themes for regional activities include basic and higher education, workforce development, health, gender, the disabled, law and advocacy, private sector development, agriculture and natural resource management; and
- Administration of the ATLAS grants program, which provides support to voluntary organizations, including alumni associations, professional organizations and women's groups whose members include USAID-trained participants. Grants are given for a variety of activities including workshops, newsletters and the development of professional activities.

Type of Organization: Non-profit

Activity Code Description: EDID- Human Resource Development for Individuals

Countries in which the awardee is active:

AFR Region: Benin, Cape Verde, Central African Republic, Comoros, Congo, Equatorial Guinea, Guinea, Guinea-Bissau, Madagascar, Malawi, Mali, Mozambique, Namibia, Niger, Nigeria, Sao Tome and Principe, South Africa, Tanzania, Uganda, Zambia.

LAC Region: Barbados, Dominica, Grenada, St. Lucia, St. Vincent and the Grenadines.

GWIT

GLOBAL WORKFORCE IN TRANSITION (GWIT)

USAID Team Leader: Robert McClusky, (G/HCD)

G/HCD, Room 3.09-081, RRB

1300 Pennsylvania Avenue, NW

Washington, DC 20523-3901

(202) 712-5414

Fax: (202) 216-3229

E-mail: rmcclusky@usaid.gov

Website:

http://www.info.usaid.gov/economic_growth/egad/em/segir/components/gbti/sow_wor

Team Members:

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Michaela Meehan, G/DG, mmeehan@usaid.gov

Sharon Phillipps, G/WID, sphillips@usaid.gov

Project Purpose:

The purpose of this activity was first to develop a diagnostic participative assessment process describing a nation's economic condition in terms of its ability to produce, support and sustain a flexible, agile, qualified and mobile workforce -- one that is capable of rapid response to the changing dynamics of the marketplace. The second objective is to assist Missions in identifying and prioritizing strategies for workforce development that address their Strategic Objectives.

In a competitive global marketplace, the achievement of sustainable economic development requires that members of a nation's workforce be active participants in their nations' as well as their own economic well being. Toward that end we assume a systematic and comprehensive workforce development strategy is needed.

Background:

The convergence of two major world wide trends, globalization and continuous increases in unemployment, point to a clear and present need to develop workforce systems that can support a country's entry into and grasp on a competitive world market place. The alternative is continued destabilization, increased conflict and more dependency as the gap between the developed and less developed nations widens.

Vocational education, through narrow and poorly targeted curricula, lack of placement systems, and often out of date technology, has marginalized itself and its students. The need for a well designed, well integrated, comprehensive national workforce development system that addresses the wide ranging issues surrounding skills and competitiveness is

present and urgent.

Workforce development is a necessary element of any national strategy – without it essential social and economic growth will be impeded.

Well functioning workforce development systems are integrated decision making networks of concerned partners from government, industry employers, workers, customers, education, training, and other stakeholders who plan and act collaboratively.

The effectiveness of any workforce development system is enhanced by increases in the number of linkages among stakeholders and the amount of discourse between them. In most countries the horizontal relationships (Student > School > Employer > Market) are absent of discourse while the vertical relationships, e.g. government to industry or government to school systems, are the driving and guiding forces. Consequently disconnects or non-connects support misconceptions about other potential partners. Schools say industry doesn't signal what they need; industry says schools don't properly prepare workers.

The opportunities for educational and education process interventions are broad in scope and highly variable from case to case. The Global Workforce in Transition team has developed and is employing a diagnostic tool which helps to illuminate need areas and infer appropriate local/regional actions. The diagnostic helps USAID Missions and their concerned partners and stakeholders to clarify needs and establish ways to proceed with collaborative efforts along a soundly considered solution path.

The integration of the workers, the unemployed and the poor into the planning process has been missing from competitiveness planning and actions. These human resources and their considerable knowledge and innovative power cannot be left out of a country's growth strategy. They have a role to play must be included as a contributors to the overall solution. Skill training for the poor could be the best lever in some economies or economic clusters.

Developing coalitions of action ready partners, who represent the full complement of an industry cluster, can lead to dramatic movement towards competitiveness.

Intervention is possible, necessary and not very expensive.

G/HCD provides support to Missions/countries/regions in their efforts to assemble and execute a sound competitiveness strategy which allows for, cultivates and employs the entire inventory of their human potential.

Award:

The GWT Coalition uses the EGAD SEGIR mechanism to access a wide array of partner talent for the Global Workforce Diagnostic deployment and follow on activities. HCD provides access to the considerable strength of American Universities and Community Colleges for leveraged Workforce Development Partnerships. HCD also has four general Indefinite Quantity Contracts and a Workforce Development Mechanism due in FY 2000.

PricewaterhouseCoopers
12902 Federal Systems Park Drive
Fairfax, Virginia 22033
703-222-7751
Website: <http://www.pwcglobal.com>

Award Type: IQC with USAID through which Missions may obtain assessment, as well as technical and programming support.

Completion: 09/29/02

Geographical Scope: WORLDWIDE

Countries in which Awardee is active: South Africa, Egypt, Sri Lanka

HEPD

Project No.: 936-5861

HIGHER EDUCATION PARTNERSHIPS FOR DEVELOPMENT

USAID Project Officer: GARY BITTNER

G/HCD, RM 3.09-092, RRB

1300 Pennsylvania Avenue, NW

Washington, DC 20523-3901

(202) 712-1556

Fax: (202) 216-3229

E-mail: gbittner@usaid.gov

Activity Purpose:

This activity provides technical and advisory assistance to the Center for Human Capacity Development in carrying out its strategic objectives and support to sustainable development objectives of USAID Missions.

Award: HNE-A-00-97-00059-00

Cooperating Agency:

Association Liaison Office for University Cooperation in Development (ALO)

1307 New York Avenue, NW

Suite 500

Washington, DC 20005-4701

(202) 478-4700

Fax: (202) 478-4715

E-mail: alo@aascu.org

<http://www.aascu.org/alo>

The American Council on Education (ACE), founded in 1918, is the nation's representative organization for all of higher education. ACE is dedicated to the belief that equal educational opportunity and a strong higher education system are essential cornerstones of a democratic society. ACE's approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education and other education and education-related organizations.

The American Association of Community Colleges (AACC), conceived in 1920, is the only national association that centers its work on the nation's community colleges. Its membership includes over 1,100 institutions. Ninety-two percent of public two-year colleges are active members of AACC, and one-third of private two-year colleges. The community college sector is the largest segment of American higher education, with institutions in every state and with at least one in every congressional district. The sector enrolls 5.3 million students in credit programs and more than 5 million students in noncredit programs.

The American Association of State Colleges and Universities (AASCU) is comprised of more than 425 public colleges, universities and systems of public higher education throughout the United States and its territories. These institutions enroll more than three million students, representing more than half of all students enrolled in public four-year institutions. AASCU members award 37 percent of the nation's bachelor's degrees, 28 percent of its master's degrees, and 8 percent of all doctorates.

The Association of American Universities (AAU) was founded in 1900 by a group of universities offering the Ph.D. degree. AAU consists of 60 American universities and two Canadian universities. Approximately half are public institutions and half are private. The association serves its members in formulating national policy positions on issues that relate to academic research and graduate and professional education.

The National Association of Independent Colleges and Universities (NAICU), founded in 1976, represents more than 900 institutional members and reflects the diversity of independent, nonprofit higher education in the United States. Its members include traditional liberal arts colleges, major research universities, church- and faith-related colleges, historically black colleges, women's colleges, junior colleges, and schools of law, medicine, engineering, business, and other professions.

The National Association of State Universities and Land-Grant Colleges (NASULGC), founded in 1887, is a voluntary association of 202 institutions, including public universities, 75 of which are land-grant institutions (including 17 historically black public institutions created by the Second Morrill Act of 1890), and many of the nation's public university systems. NASULGC seeks to support high-quality public education by enhancing the capacity of member institutions to perform their traditional teaching, research, and public service roles.

Completion: 09/31/02

Geographical Scope: WORLDWIDE

Description of Services:

The award (Cooperative Agreement or CA) to the American Council on Education supports the initiative of six higher education associations representing approximately 90 percent of US higher education. The Cooperative Agreement engages the U.S. higher education community in the following topics:

- Promote greater involvement of colleges and universities in economic, social, and democratic development;
- Bolster the international dimensions of colleges and universities, both in the U.S. and in developing countries;
- Identify and make accessible relevant college and university resources and expertise;
- Share social, economic, and educational development expertise among higher

education institutions and organizations, USAID, and other international assistance organizations;

- Help design and evaluate international development programs involving colleges and universities; and
- Foster innovative opportunities for developing international partnerships and networks.

More specifically, there are four major areas of activity under the CA: institutional partnerships, regional networks, workforce pilots, and policy roundtables. Under the CA structure, it is possible for Missions, Centers, and Regional Bureaus to access one or several ALO activities in three different ways: Through OYB transfers, buy-ins with a MAARD, or direct contact with the ALO. Overhead for this CA is 20.76%.

Institutional partnerships: Using HCD core funds, the ALO administers partnerships between U.S. and developing country higher education institutions in support of Mission SOs and/or the Agency's third goal and priorities. An annual grants competition is held for institutional partnerships (\$100,000 over three years). Partnership proposals are required to match 25% of the USAID investment. Past experience has demonstrated that partnerships of this nature have on the average leveraged \$2 for every \$1 of USAID investment. Mission concurrence is required for all partnerships. Proposals are reviewed by peer panels convened from across the country by the ALO. It is possible for Missions, Centers and Regional Bureaus to "top up" proposals of particular worth to their SOs.

Regional networks: This activity is the same as the institutional partnerships mentioned above only with a regional focus involving several U.S. and host-country institutions of higher education operating in several countries. Regional Bureau concurrence is required for all regional networks. Network proposals are required to match 25% of the USAID investment. Past experience has demonstrated that networks of this nature have leveraged from \$5-\$10 for every \$1 of USAID investment.

Workforce pilots: Also using core funds, the ALO in collaboration with the American Association of Community Colleges (AACC) administers Workforce Development partnerships between U.S. community colleges and similar host institutions at \$50,000 for a two year period. These pilot partnerships are to model community education systems to improve skills development for the productive sectors. Past experience has demonstrated that pilots of this nature have leveraged approximately \$2 for every \$1 of USAID investment.

Independent partnership initiatives: Under the ALO's CA structure, it is possible for Missions to directly buy-in the services of ALO in the solicitation and management of a larger higher education partnership. This was recently done for the El Salvador Mission. Gary Bittner, G/HCD and Joan Claffey, ALO, traveled to El Salvador to determine Mission needs and, with the Mission, developed an RFP for \$1.3 million to solicit a university to provide technical assistance in the area of early childhood development. Development of the RFP took 45 days. ALO, Mission and El Salvador experts peer-reviewed the applicants. The ALO is providing reporting oversight for the duration of the project. As

another example, the Africa Bureau has an initiative with ALO to provide sustainability, computer and internet technology assistance to current institutional partnerships.

Website: The ALO website address is <http://aascu.org/alo>. It contains full explanatory and descriptive materials on their programs, including the El Salvador RFP and the annual grants competition RFP (<http://www.aascu.org/alo/IP/elsalvador.pdf>). You can also review summaries of the current partnership profiles on the ALO website.

Type of Organization: Non-profit

Activity Code Description: EDHE Higher Education for Host Countries

Countries in which Awardee is active:

AFR Region: Angola, Eritrea, Ethiopia, Ghana, Kenya, Malawi, Namibia, Senegal, South Africa, Tanzania, Uganda, Zambia.

ANE Region: Cambodia, India, Indonesia, Laos, Nepal, Philippines, Sri Lanka, Vietnam.

E&E Region: Romania, Russia, Uzbekistan.

LAC Region: Bolivia, Colombia, Chile, El Salvador, Guyana, Honduras, Jamaica, Mexico, Nicaragua, Paraguay, Peru.

IDP

Project No.: 936-5861

INTERNATIONAL DEVELOPMENT PARTNERSHIPS (IDP)

USAID Project Officer: Yvonne Anduaem
G/HCD, Room 3.09-095 RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-5394
Fax: (202) 216-3229
E-mail: anduaem@usaid.gov

Project Purpose:

To support the participation of U.S. higher education associations, and particularly HBCUs, in their efforts to engage the American higher education community in a collaborative program of:

- Support to higher education institutions abroad to enable their stronger roles in addressing developing problems;
- Enhanced partnership with USAID in support of its strategic objectives; and
- Cooperating institutions.

The aim is to pursue self-sustaining higher education partnerships that enhance the performance of higher education institutions in cooperating countries to contribute to national and global development.

Award: HNE-A-00-98-00150-00

Cooperating Agency:
The United Negro College Fund (UNCF)
1444 Eye Street, N.W., Suite 500
Washington, DC 20005
(202) 737-8623
<http://government.ncat.edu/idp>

Completion: 06/02/03

Geographical Scope: WORLDWIDE

Description of Services:

Higher education's contributions to sustainable development will be increased through:

- Partnerships between U.S. and cooperating institutions focused on development priorities;

- Familiarity with policies and practices which expand equitable access to higher education and increase its affordability and relevance;
- Initiatives to strengthen the capacity of higher education institutions to provide critical support for policies, programs, and practices relating to development;
- Multi-disciplinary and multi-institutional approaches to solving complex development problems; and
- Access to research and knowledge networks for planners, professionals, and others in developing and newly independent countries.

The specific benefits to accrue from institutional partnerships will derive from the particular interests, proposals, activities and resources of the participating higher education institutions, the spin-off effects they generate, and other resources they leverage. Within the framework of USAID's strategic goals and objectives, the partners define their development priorities that extend to society through additional partners (NGOs, PVOs, business and industry).

Increasing the relevance of higher education in developing countries to community, national, and global needs will have enormous pay-off. It will bring the intellectual strength of higher education to bear on national development priorities. Involving educators in the tasks of development increases the relevance to the instruction they provide. Attention to development priorities builds political and financial support as the public and private sectors come to value higher education as a first-line resource in solving the complex issues they face.

Type of Organization: Non-profit

Activity Code Description: EDHE Higher Education for Host Countries

Countries in which Awardee is active: Armenia, Brazil, Benin, Egypt, Ethiopia, Jamaica and Barbados, Romania, and South Africa.

Strategic Support Objective 3

Training Mechanisms

GEM

Project No.: 936-5859

GLOBAL EVALUATION AND MONITORING IQC (GEM)

USAID Project Officer: Ron Raphael
G/HCD, Room 3.09-104, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-5244
Fax: (202) 216-3229
E-mail: r Raphael@usaid.gov

Project Purpose:

The Global Evaluation and Monitoring (GEM) indefinite quantity contract (IQC) is a convenient mechanism designed to enable USAID missions, bureaus and centers to:

- Monitor and evaluate a broad range of USAID activities with human capacity development (HCD) components, such as basic and higher education, training, workforce development, information technologies, and partnerships.
- Incorporate results into program monitoring and strategic planning.
- Present results for R4 use.
- Adapt and disseminate results, success stories, and lessons learned.

Award: FAO-I-00-99-00010-00

Cooperating Agencies:
Aguirre International
4630 Montgomery Avenue, Suite 600
Bethesda, MD 20817
(301) 654-8800
Fax: (301) 654-9120
<http://www.aguirreinternational.com>

Completion: 07/08/2002 with two option years

Geographical Scope: WORLDWIDE

Description of Services

1. Assist in establishing efficient and practical systems for monitoring program results and collecting quantitative and qualitative results data.
2. Conduct focused evaluations to answer specific R4-related questions, and broad evaluations of the design, management and impact of activities.
3. Build on analysis of results to assist missions, bureaus, and centers to prepare HCD components of strategic plans or other strategic planning documents.
4. Build on results monitoring and evaluation tasks to monitor and analyze developments and trends in the HCD area and advise on ways to increase scope and effectiveness of HCD programs.
5. Collect and present qualitative results materials, such as success stories, to illustrate impact.
6. Assist customers in applying practical lessons of results-data gathering to refine strategic planning and results indicators.
7. Analyze, expand, and disseminate training-related lessons learned from institutional, sectoral, and policy reform activities carried out by missions, bureaus or centers.
8. Monitor implementation of HCD programs.
9. Conduct workshops and conferences for HCD practitioners.
10. Create and maintain websites, databases and other electronic and non-electronic dissemination vehicles.

Type of Organization: Private

Key areas of Technical Assistance:

Monitoring, Process Evaluation, Impact Evaluation, Strategic Planning

Countries in which Awardee is or has been active:

AFR region: Eritrea, Ethiopia, Ghana, Mali, Namibia, Niger, South Africa, Zambia

ANE region: Egypt, Indonesia, Jordan, Lebanon, Morocco, Nepal

E&E region: Albania, Armenia, Azerbaijan, Belarus, Bosnia-Herzegovina, Bulgaria, Croatia, FYR Macedonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Poland, Romania, Russia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan

LAC region: Antigua, Barbados, Belize, Bolivia, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Monserrat, Nicaragua, Panama, Peru, St. Lucia, St. Vincent

GTD

Project No.: 936-5855

GLOBAL TRAINING FOR DEVELOPMENT (GTD)

USAID Project Officer: John Jessup
G/HCD, Room 3.09-080, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-0172
Fax: (202) 216-3229
E-mail: jjessup@usaid.gov

Project Purpose:

To provide missions and bureaus with easy access to precompeted contractors of proven quality and experience in human capacity transfer, who offer clients via Indefinite Quantity Contract buy-in a narrow or broad range of training services to include training needs assessment, design, implementation, trainee progress and cost monitoring, electronic record-keeping, or follow-on activities involving returnees and supervisors.

Awards (5):

FAO-I-00-96-90018-00 (Academy for Educational Development)
FAO-I-00-96-90021-00 (Development Associates Inc.)
FAO-I-00-96-90019-00 (Institute for International Education)
FAO-I-00-96-90017-00 (Pragma Corp.)
FAO-I-00-96-90018-0020 (World Learning)

Cooperating Agencies (5):

1. Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 10009-1202
(Subcontractors: Amex International; Development Alternatives, Inc.; TTW Consulting Group; WPI, Inc.; Development Infostructure)
2. Development Associates, Inc.
1730 North Lynn St.
Arlington, VA 22209-2023
(Subcontractors: International Center for Research on Women; Development Infostructure)
3. Institute for International Education
1400 K St. NW
Washington, DC 20005
(Subcontractors: Management Systems International; Aurora Associates; Development Infostructure)

4. The Pragma Corp.
116 East Broad St.
Falls Church, VA 22046
(Subcontractors: CHP International; Hagler Bailly Consulting, Inc.; Development Infostructure)
5. World Learning, Inc.
1015 Fifteenth St., NW, Suite 750
Washington, DC 20005
(Subcontractors: African-American Institute; AMIDEAST; The Asia Foundation; Creative Associates International; Development Infostructure)

Completion: 08/18/99 (with 2 optional extension years)

Geographical Scope: Worldwide

Description of Services:

The Global Training for Development (GTD) Indefinite Quantity Contract offers USAID's missions and bureaus five highly qualified, precompeted contractors for simplified selection by Strategic Objective Teams to furnish training of host country nationals in support of the SOT's strategic objectives and intermediate results frameworks. According to specific need and circumstance, training may be carried out in the U.S., in a third country or the home country; and may provide enrollments in academic degree programs, or short-term technical instruction.

GTD contractors do not deliver subject-matter instruction directly under this IQC, but make all necessary arrangements as specified in the Delivery Order scope of work. This may include:

- needs assessment;
- training program design;
- trainee recruitment/selection according to sponsor's criteria;
- organization/work unit targeted for performance change;
- training site selection for individual or clusters of trainees;
- travel documentation and HAC enrollment;
- pre-training orientation to establish trainees' work-related performance objectives upon return to the worksite;
- trainee progress monitoring and re-entry to the work unit;
- electronic documentation and cost tracking; and
- follow-on programs for returnees and their supervisors or stakeholders.

Differing from many technical assistance providers who handle occasional amounts of missions' trainee enrollments, GTD contractors specialize in the training process and easily fulfill USAID's requirements to both assure and measure positive results from training investments. Results are seen in terms of trainees' success at applying new capabilities and performing at higher levels once back at work. GTD contractors are practiced in working together with trainee supervisors or other interested stakeholders to produce changes in performance via integrated planning from trainee predeparture through job re-entry.

Additional Information:

GTD contractors' overhead is included in a multiplier figure applied to the daily labor rates incurred in carrying out the delivery order, according to contractor staff's specialty and level of experience/responsibility. These labor categories and rates are set in each contract, and vary according to contractor.

Type of Contractor: commercial for-profit or non-profit

Each of the five GTD contractors successfully competed for award according to ability to 1) serve in any geographic area; and 2) design and carry out training connected to any of USAID's priority areas of activity (Economic Growth, Democracy and Governance, Environmental and Natural Resources Management, or Population, Health and Nutrition). In this they are often assisted by various subcontractors.

TraiNet

Project No.: 936-5859

TRAINING RESOURCES AND INFORMATION NETWORK (TraiNet)

USAID Project Officer: Freeman Daniels
G/HCD, Room 3.09-094, RRB
1300 Pennsylvania Avenue, NW
Washington, DC 20523-3901
(202) 712-0204
Fax: (202) 216-3229

Project Purpose:

To provide management information through a new desktop training information system with upgraded cost data and improved trainee tracking capability.

Award: FAO-E-00-99-00022-00

Coordinating Agency:
Development InfoStructure
1101 North Highland Street
Arlington, VA 22201
(703) 525-6485 Fax: (703) 525-6029

Completion: 12/31/03

Geographical Scope: Worldwide

Description of Services:

The contractor provides services in the design and implementation of G/HCD's TraiNet software system for automated data management, trainee/cost tracking and reporting on training activities. TraiNet offers its users (whether USAID sponsoring units of their contractors) considerable autonomy in customizing TraiNet for their own training management needs. The TraiNet contractor can provide training for Mission staff, including regional workshops, and technical assistance to Missions in local adaptation and installation of this Internet-supported software system.

TraiNet software is being distributed to Missions in stages, beginning with TraiNet tutorials, starting in August 1998, for internal system configuration and management before Missions determine which of their contractors to involve further in its use.

Type of Organization: For-profit

Additional Information:

General support and problem solving for TraiNet users will be provided by the contractor via e-mail or telephone hotline. Customizing work requires accessing the contractor, who is

a subcontractor to all five Global Training for Development precompeted awardees.

Click here for information on the [TraiNet Blanket Purchase Agreement](#)

Strategic Support Objective 4

Information Technology Mechanisms

TLP

Project No.: 936-5860

TELECOMMUNICATIONS LEADERSHIP PROGRAM (TLP)

USAID Project Officer: Anthony Meyer
G/HCD Room 3.10-014, RRB
1300 Pennsylvania Avenue, NW
Washington DC 20523 -3901
(202) 712-4137
Fax: (202) 216-3229

Project Purpose:

The Telecommunications Leadership Program is a USAID-State Interagency Agreement (IAA) that serves as a worldwide mechanism for telecommunications policy and regulatory reform assistance. The project provides assistance in breaking down barriers to private sector investment improving telecommunications infrastructure. In target countries/regions, USAID, together with the Federal Telecommunications Commission (FCC), National Telecommunications and Information Administration (NTIA), Dept. of State and host country governments identifies key policy/regulatory needs, and works in partnership with the U.S. Telecommunications Training Institute (USTTI) and the U.S. telecommunications industry to provide needed training and policy assistance. Assistance is through policy/regulatory needs assessment, training, and technical assistance.

Award: AAG-P-00-97-00004-00

Countries in which initiative is active: Haiti, Jamaica, Kenya, Morocco.

USTTI

Project No.: 936-5860

Telecommunications Training (USTTI)

USAID Project Officer: Louise Jordan

G/HCD Room 3.09-106, RRB

1300 Pennsylvania Avenue, NW

Washington DC 20523 -3901

(202) 712-5376

Fax: (202) 216-3229

Project Purpose:

Expanded access to and application of telecommunications technologies.

Award: LAG-G-00-96-90010-00

Cooperating Agency:

U.S. Telecommunications Training Institute

1150 Connecticut Avenue, NW

Washington, DC 20033

Website: <http://www.ustti.org/>

Completion: 4/30/00

Description of services:

The United States Telecommunications Training Institute (USTTI) is a joint venture between the leaders of the U.S. communications industry and ranking officials from the federal government. The goal of this collaborative effort is to share the United States' communications and technological advances on a global basis by providing a comprehensive array of free telecommunications and broadcast training courses for qualified women and men who manage the communications infrastructures in the developing countries of the world.

Countries in which awardee has been active: 158 countries around the world.

G/HCD Contact List

Name	Project	RRB Office	Phone Number (202) 71x-xxx	Page Number
Anduaem, Yvonne	IDP	3.09-095	2-5394	30
Bittner, Gary	HEPD	3.09-092	2-1556	26
Brooks, Ethel	Training	3.09-103	2-0496	33
Clarke, Ted	ATLAS	3.09-096	2-1847	23
Daniels, Freeman	TraiNet	3.09-094	2-0204	37
El Sawi, Gwen	GWT	3.09-076	2-1849	23
Feezel, Charlie	GWT	3.09-067	2-1853	23
Foster-Gross, Don	Basic Education	3.10-013	2-1573	5
Hatch, John	IEQ 2	3.09-084	2-0147	12
Hoxeng, Jim	Basic Education	3.10-012	2-5191	5
Jessup, John	GTD	3.09-102	2-0172	34
Jordan, Louise	USTTI	3.09-106	2-5376	40
Landron, Georgia	Administration	3.09-091	2-4273	
Malloy, Ed	TLP	3.09-082	2-1579	39
McClusky, Bob	AAAS, GWT	3.09-081	2-5414	17, 23
Meyer, Anthony	LearnLink, TLP	3.10-014	2-4137	14, 39
Outterbridge, Gwen	Administration	3.09-038	2-0208	
Padgett, Linda	DHS EdData, GED	3.09-015	2-4161	7, 10
Raphael, Ron	GEM	3.09-105	2-5244	32
Rodriguez, Louis	LearnLink	3.10-025	2-0168	14
Russo, Sandra	HEPD	3.09-101	2-1572	26
Swallow, John	BEPS	3.09-085	2-1559	5
Tournas, Stephen	TAACS, TLP	3.10-026	2-0154	16, 39
Vargas-Baron, Emily	Center Director	3.09-036	2-0236	
Walker, Linda	Training, HAC	3.09-083	2-0271	33